

# WPDI MEXICO

2025 Annual Report

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# Introduction

The year 2025 has been a period of profound transition for WPDI Mexico. As the international landscape for peace and development funding faces a significant global crunch, we have been forced to make difficult strategic choices to ensure the sustainability of our core mission. It is with a heavy heart that we must announce the **suspension of our activities in Tijuana**.

This was a decision dictated purely by resource constraints and in no way reflects the quality of our work or the dedication of our team on the ground. Our staff in Tijuana were exceptional; we have actively supported them in their transition to new professional horizons and wish to formally thank them for their tireless commitment to the communities they served. As this report illustrates, our programs in Tijuana were not only deeply needed but were highly effective and acclaimed by local and national stakeholders alike. It remains our fervent hope that new opportunities will surface, allowing us to return to Tijuana and address the immense needs that persist there.

Despite these headwinds, WPDI's footprint in Mexico remains a testament to the power of community-led transformation. **Throughout 2025, we reached 4,720 total beneficiaries**, a figure that underscores the enduring relevance of our model. In a year of consolidation, our **Community Learning Centers (CLCs) served as vital anchors, welcoming 422 visitors** and providing a safe haven for growth and connectivity.

Our strategic focus has increasingly shifted toward **deepening impact in Chiapas**. We are immensely grateful to our partners, who went out of their way to ensure we could maintain the training of our newest cohort. This investment is already yielding results: our **59 Youth Peacemakers have reached 817 individuals** through grassroots outreach, proving that the impact of their leadership will be felt for years to come.

The quantitative data for 2025 reinforces this narrative of multifaceted impact:

- We reached **2,353 individuals** through CLC-based peace initiatives and engaged **787 learners and educators** through our programs in 7 schools. Our advocacy campaigns alone mobilized **2,233 participants**, creating a wider culture of non-violence.
- Our livelihood programs successfully trained **609 individuals in ICT, entrepreneurship, and arts and crafts**. Crucially, we supported **59 active SMEs**, which directly created 68 jobs and provided stability for 392 family members.

By **empowering 53 vulnerable women in business and training 144 aspiring entrepreneurs**, we are not just providing skills; we are building an economic buffer against the very violence we seek to prevent. As you read this report, you will see a program that is lean, strategically focused, and more committed than ever to the belief that even in a climate of scarcity, peace is a dividend worth investing in.



## Background

Chiapas, situated in Mexico's southernmost region, is a state defined by its profound cultural richness and significant strategic importance. Home to one of Mexico's largest Indigenous populations—making up approximately 35% of the state's residents—Chiapas has a long history of advocating for identity and autonomy, most notably through the Zapatista uprising of 1994. Despite these strides in political recognition, the region continues to grapple with deep-seated systemic hurdles.

### Regional Challenges: Long-term and Short-term

The state faces a persistent paradox of being resource-rich yet economically marginalized. Long-term, Chiapas remains one of the poorest states in Mexico, with an estimated 75% of the population living in poverty. High rates of illiteracy and limited access to basic infrastructure, such as reliable water and power, represent chronic barriers to development. Furthermore, historical social exclusion and geographical isolation have left many Indigenous and rural communities with minimal access to quality education and digital connectivity.

In the short term, these vulnerabilities are exacerbated by several critical issues:

- **Youth Marginalization:** A high number of young people are "NEETs" (Not in Education, Employment, or Training), leaving them susceptible to migration or recruitment into informal and precarious work.
- **Gender Inequality:** Indigenous women and girls face disproportionate barriers to economic participation, alongside significant exposure to gender-based violence and limited healthcare access.
- **Digital and Educational Gaps:** Language barriers for Indigenous populations and a lack of digital tools continue to hinder competitive participation in the modern economy.



## WPDI's Strategic Impact in Chiapas

Since establishing a presence in Chiapas in 2015, WPDI's strategic perspective has been rooted in "endogenous change", fostering development that respects local identities and claims to autonomy. Our approach moves beyond simple aid, focusing instead on empowering local actors to become agents of peace and economic growth within their own environments.

Key pillars of our work in the region include:

- **Community Learning Centers (CLCs):** We maintain a CLC at San Cristóbal de las Casas as well as a branch in Mitontic, providing local populations with free access to connectivity, peacebuilding skills, and vocational training in ICT and entrepreneurship.
- **The Youth Peacemaker Network:** A key dimension of our program is to train cohorts of young women and men that we subsequently mobilized to undertake actions on our behalf. We have recently launched a new cohort of 61 such young leaders in Chiapas, ensuring that they can champion peace and sustainable development in remote areas over the next years.
- **Entrepreneurship and Peacebuilding:** Over the years, the incubation program of WPDI has supported 38 now independent youth-led and women-led businesses in Chiapas, merging economic empowerment with Conflict Resolution Education to build resilient, self-sustaining communities.

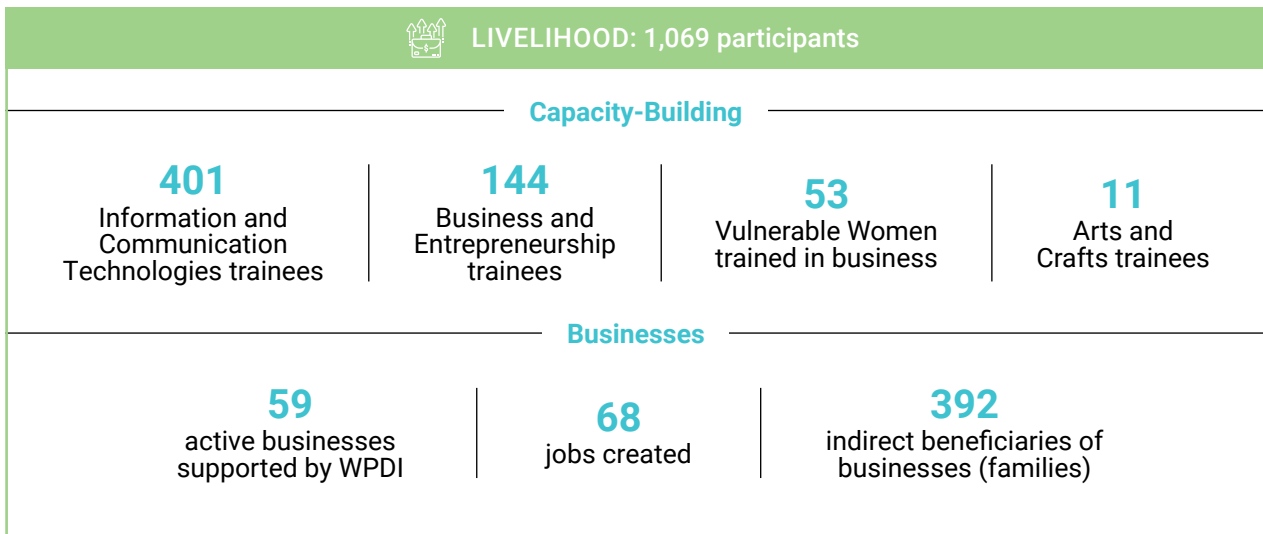
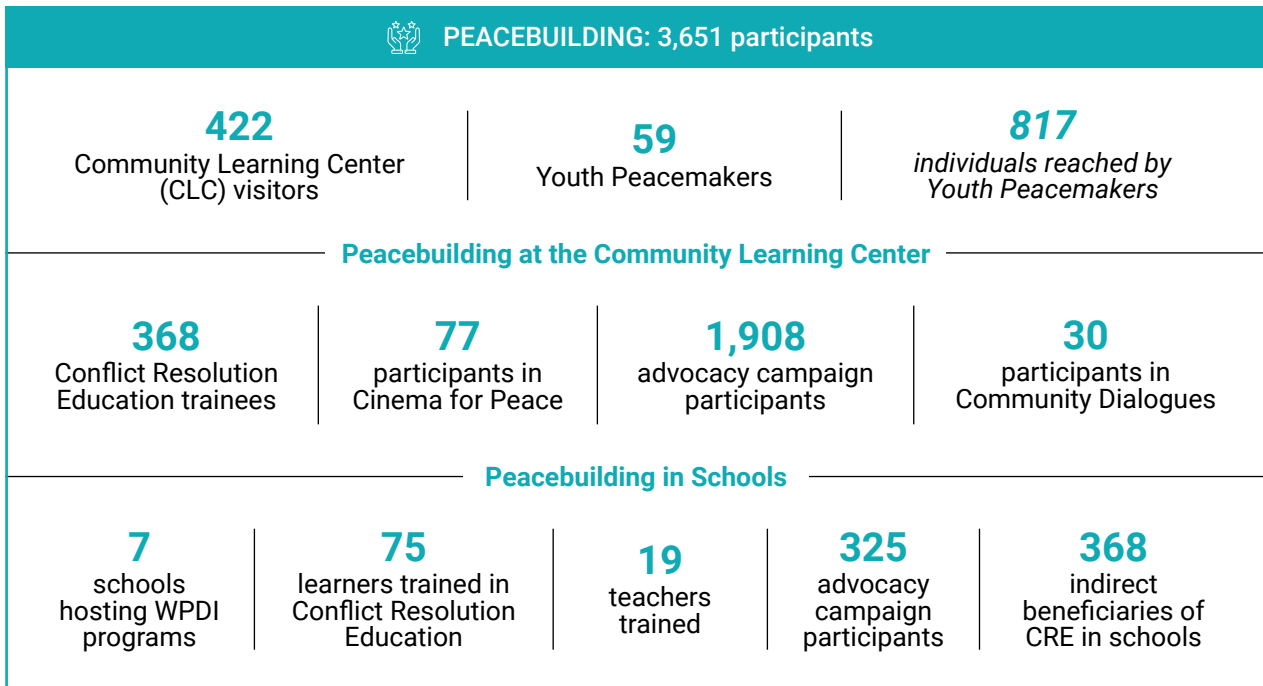
## Our Mission

WPDI is a non-governmental organization with an international scope and reach, founded by artist, social activist, and UNESCO Special Envoy for Peace, Forest Whitaker, in 2012. We develop and implement programs promoting lasting peace and sustainable development in places affected by conflict, poverty, and exclusion. Women and youth are the groups we serve in priority, and our programs are open to anyone willing to be a changemaker. Our approach ensures that our programs have a leverage impact at the grassroots, which has translated into solid growth over the years.

## Our Strategic Framework



# Key Achievements

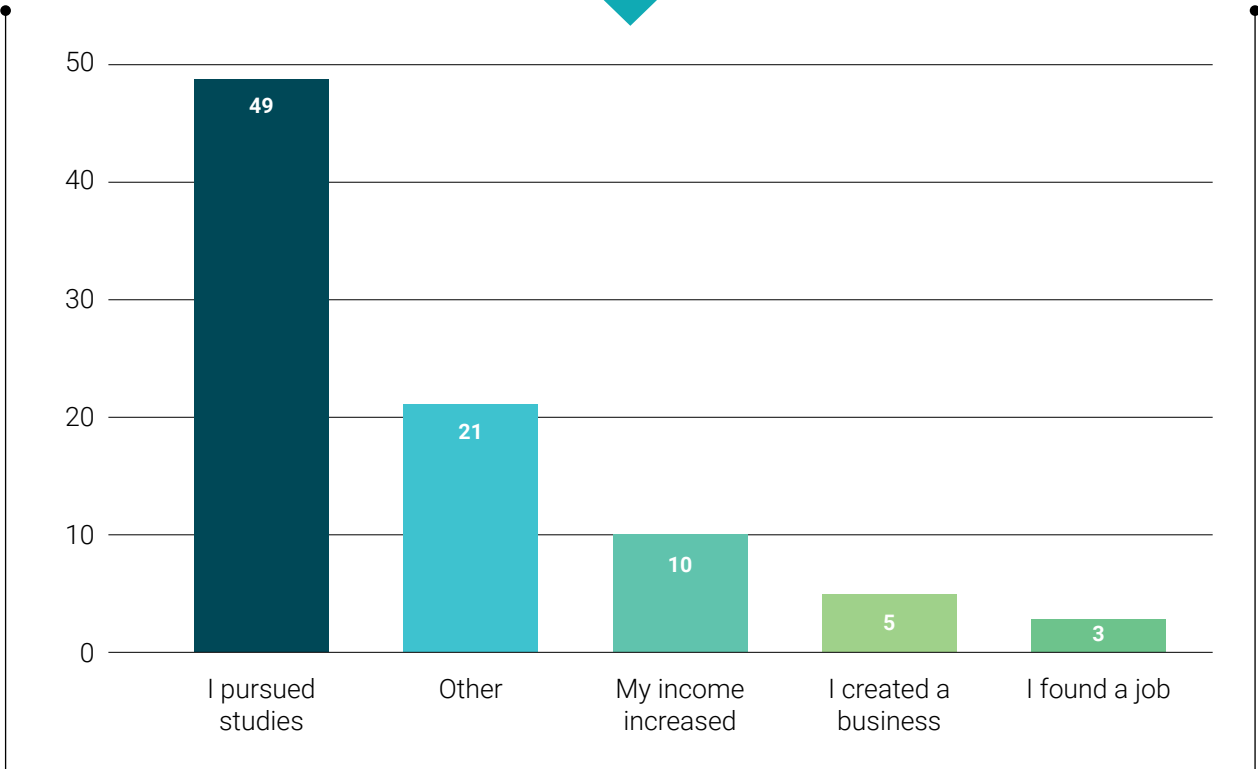


**4,720** Grand total of people reached through WPDI's activities in Mexico, both directly and indirectly, in 2025

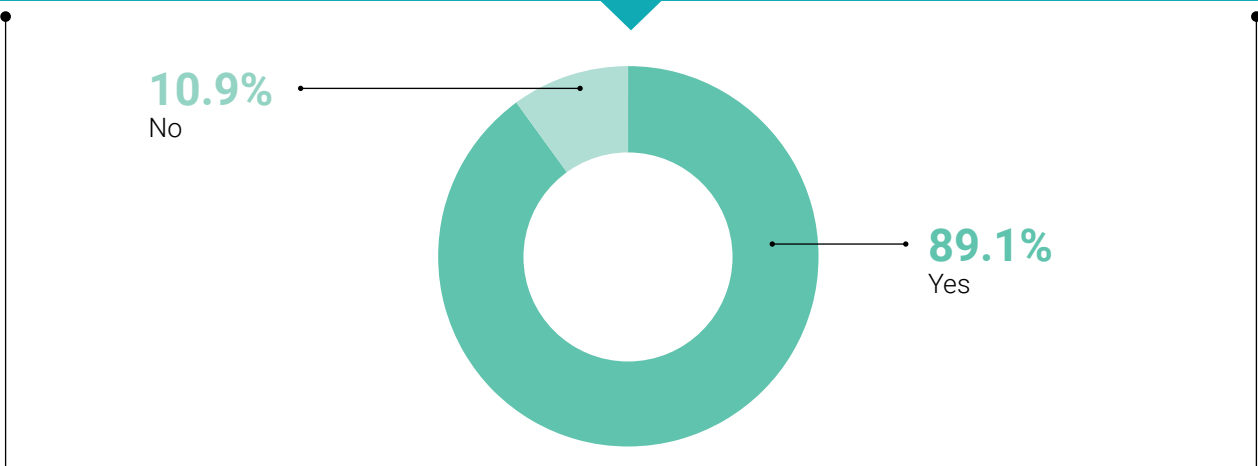
# Survey Results

Every year, WPDI conducts surveys in an effort to better understand the impact of our activities. This year, 101 individuals surveyed provided insight into the effectiveness of WPDI activities. In addition to the following responses, the report includes survey results under each appropriate section.

## Has the WPDI program improved your career prospects? (88 responses)



## Have you been able to apply the knowledge and skills learned from WPDI in your personal or professional life? (101 responses)



# Feedback from Local & National Partners

“WPDI staff are very professional individuals, and collaborating with them has been a truly enriching and valuable experience. The information shared during the workshops, combined with an engaging approach to facilitating both virtual and in-person sessions, has made the learning process highly enjoyable for all. I am deeply grateful to WPDI for this collaboration.”

**Alma Moreno,**  
Professor at Universidad del Bienestar Benito Juárez, Tijuana



“WPDI has been a member of the Global Partnership for the Prevention of Armed Conflict (GPPAC) North America for several years. We are a collective of organizations dedicated to peace, human rights, and the positive transformation of conflict across Mexico, Canada, and the United States. We highly value the contributions of WPDI-Mexico and its Manager, Kathia Layzaga, regarding the analysis of current realities and the development of potential scenarios within the context of Chiapas, Mexico, and North America. This is particularly vital at a time when peacebuilding faces multifaceted challenges, including populism, polarization, and organized crime, among others. The active participation of WPDI-Mexico in GPPAC-NA's activities strengthens our collective efforts to seek solutions and generate opportunities in the face of the various forms of violence currently being experienced.”

**Jet Nauta,**  
North America Representative, Prevention of Armed Conflict (GPPAC)



# Vectors of Change

To create a meaningful and lasting impact, WPDI engages with local communities through two vectors of change:

- **Youth Peacemakers**, a group of young leaders trained by WPDI, who act as a relay in the field through various initiatives and by supporting training efforts.
- **Community Learning Centers (CLCs)**, physical locations that act as a safe space to convene, address local issues, receive free capacity-building training, access resources, and take part in activities.

**422**  
Visitors of  
our 3 CLCs

**59**  
Youth  
Peacemakers

**817**  
Individuals reached by  
Youth Peacemakers



## Mobilizing Youth Leaders to Drive Change at the Grassroots

The ability of individuals to effectively respond to shocks and crises is key to ensure that they are resilient and can address the challenges faced by their communities. However, prolonged exposure to pervasive violence, economic hardship, and social or geographic marginalization can erode the strengths to promote peace. The Youth Peacemaker Network (YPN) addresses this gap by empowering young men and women from these communities. Through an intensive Training of Trainer program, covering Conflict Resolution Education and vocational skills, these youth leaders are equipped to drive positive transformation and lasting peace within their communities.

From a strategic perspective, this approach transforms youth from a demographic often viewed through the lens of vulnerability into a proactive frontline of defense against instability. By investing in their leadership, WPDI creates a sustainable, community-led infrastructure for peace that can outlast external interventions.

Overall, community reception of the 59 Young Peacemakers has been positive and 817 individuals have been reached by the Peacemakers.

## A new cohort of Peacemakers in Chiapas

A cohort of 42 Youth Peacemakers (16 women and 26 men), aged 25 on average, successfully completed the program in Chiapas. 24 participants come from marginalized neighborhoods in San Cristóbal de Las Casas, while the remaining participants represent other municipalities across the state, including high-conflict areas such as Tila, Comitán, Chilón, and Tuxtla Gutiérrez.

The cohort completed five advanced training modules focused on Leadership, Conflict Resolution, Information and Communication Technologies (ICT), Business and Entrepreneurship, and Security and Self-Protection. Their learning was reinforced through both knowledge-based examinations and practical skills assessments to ensure applied competencies.

The inclusion of young women from indigenous communities is a particularly vital strategic asset for WPDl; by empowering those who are traditionally the most disenfranchised, we help reverse historical cycles of exclusion. These women now serve as bridge-builders in their territories, ensuring that peacebuilding efforts are inclusive, gender-sensitive, and culturally grounded. Their presence in the network ensures that WPDl's impact penetrates the most isolated social layers, turning marginalized voices into influential local decision-makers.



“I am a Tseltal woman, a beekeeper and an entrepreneur. What I have appreciated most about WPDl are the diverse teaching and learning methods, and seeing how we all become involved and interconnected with one another. This has been a beautiful, steady process; I’ve learned that every step we take requires its own time. In my personal life, I have learned to listen to my body, which allows me to give my best in my professional work and within society. I have also noticed that others are beginning to follow in my footsteps, not simply to imitate, but because they are becoming empowered to create and pursue their own dreams.”

**Mishel Cruz,**  
Peacemaker from Chiapas



"I am dedicated to everything related to the indigenous culture of my municipality. What I have enjoyed most are the workshop dynamics and the training content because the learning has had a profound impact on me. I believe that all knowledge leads to improvement in both personal and professional spheres. I feel motivated to keep moving forward, to continue participating, and to get to know my fellow participants better."

**Francisco López,**  
Peacemaker from Chiapas



# Improving Local Access to Skills, Knowledge and Connectivity

Throughout 2025, the Community Learning Centers (CLCs) remained welcoming and dynamic spaces where community members could build skills, strengthen relationships, and nurture curiosity among children and adolescents. They also continued to serve as key meeting points for local partners, expanding access to learning and collaboration opportunities across the region.

In 2025, the CLCs based in Tijuana, Mitontic, and San Cristobal welcomed a total of 422 visitors. The centers hosted youth and adult trainees in basic and intermediate-level sessions, strengthening access to formal educational pathways. In parallel, the Mundo de Talentos initiative organized four career exploration events for children aged seven to twelve, introducing them to different professions and supporting informed future aspirations. Professionals from fields such as engineering, journalism, and education shared insights into their careers, highlighting the knowledge, skills, and educational pathways required in each sector. A first-generation Young Peacemaker also facilitated Raíces Resilientes, a collaborative workshop focused on revitalizing ancestral knowledge and traditional environmental preservation practices passed down by elders. The training promoted intergenerational exchange and supported communities in developing locally grounded strategies and methodologies for environmental stewardship. Additionally, a children's workshop titled "Lo que no se ve" ("The Invisible Side"), which focused on the safe and responsible use of technology, was delivered.

By serving as a nexus for intergenerational learning and digital inclusion, the CLCs demonstrate their value as essential platforms for empowering marginalized communities to navigate the complexities of the 21st century on their own terms.





# Peacebuilding

Sustainable peace emerges from grassroots engagement, where individuals and communities play an active role in preventing, managing, and resolving conflict. Accordingly, our program focuses on empowering local actors, including community leaders, civil society representatives, students, and educators, to serve as agents of peace. Participants are supported through training in mediation, advocacy, and conflict resolution, enabling them to promote dialogue and foster a lasting culture of peace within their communities. In a survey we deliver yearly, 96 out of 101 respondents said that the program helps build their self-confidence. Showing the empowering nature of mediation tools.



**PEACEBUILDING: 3,651 participants**

**422**

Community Learning Center (CLC) visitors

**59**

Youth Peacemakers

**817**

individuals reached by Youth Peacemakers

## Peacebuilding at the Community Learning Center

**368**

Conflict Resolution Education trainees

**77**

participants in Cinema for Peace

**1,908**

advocacy campaign participants

**30**

participants in Community Dialogues

## Peacebuilding in Schools

**7**

schools hosting WPDI programs

**75**

learners trained in Conflict Resolution Education

**19**

teachers trained

**325**

advocacy campaign participants

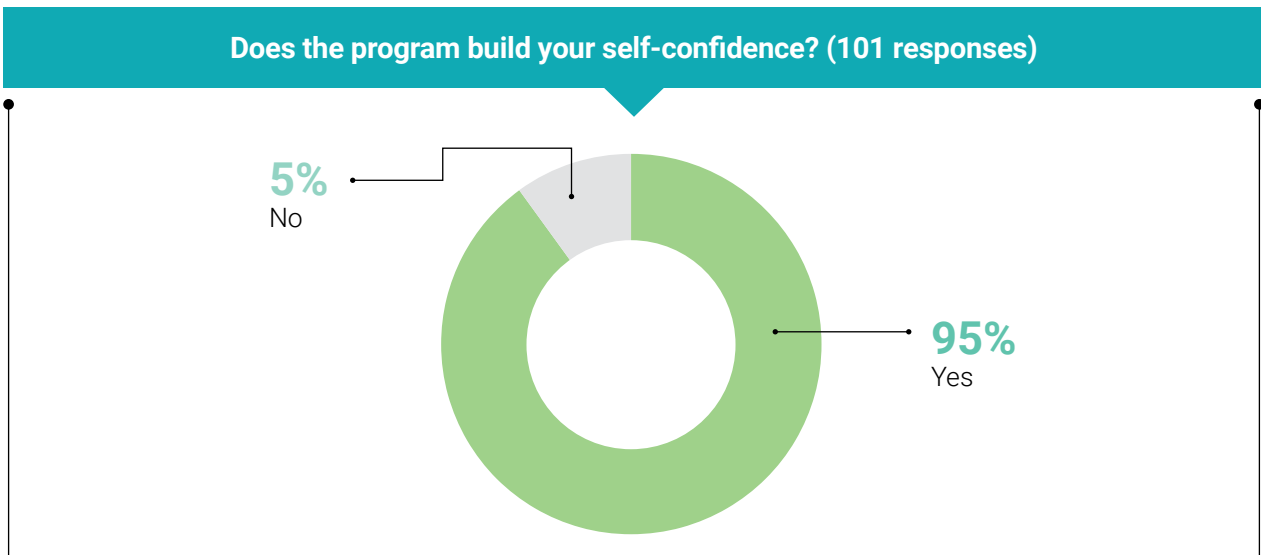
**368**

indirect beneficiaries of CRE in schools

# Conflict Resolution Skills for Everyone in the Community

WPDI provides trainees with the knowledge and tools to raise their awareness of their rights to live in an environment of peace and respect for their dignity. In 2025, 2,353 beneficiaries took part in peacebuilding activities at the Community Learning Centers, with 368 focusing on peacebuilding and conflict mediation, 77 participating in WPDI's Cinema for Peace program, and 1,908 joining advocacy campaigns and other events at the CLC.

<b>368</b> Conflict Resolution Education trainees	<b>77</b> participants in Cinema for Peace	<b>1,908</b> advocacy campaign participants	<b>30</b> participants in Community Dialogues
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## Conflict Resolution Education Training

WPDI remains committed to promoting peaceful and inclusive communities, empowering youth with the knowledge and skills necessary to navigate challenges and contribute positively to society. The Conflict Resolution Education training builds the capacity of trainees to mediate and understand conflict as well as understanding how to better approach challenges in their community to promote peaceful coexistence. The courses are divided into three levels: basic, intermediate and advanced. WPDI had groups both online and in person at a center.

“Living close to the center, I always wondered why that office always seemed so full during the weekends. Seeing my neighbor prompted me to inquire about what they did and I ended up signing up to the CRE training. I learned how to breathe properly, how to choose my words carefully and how big of an impact I can have as a mother on my children and family. The knowledge I learned is priceless and I am happy with going back to “school” even at this age.”

**Alba,**  
Conflict Resolution Education trainee



“I learned about this opportunity through social media and was surprised about it being free of cost. I am happy to be a part of such a diverse group and very glad the trainer is so flexible as the trainer provided the training entirely online. I could rewatch videos and take notes to do my exercises. I am happy to be back later on.”

**Yolanda,**  
Conflict Resolution Education trainee



## Expanding Peace Education Nationwide: The UABC–WPDI Massive Open Online Course (MOOC) Partnership

[A Strategic Academic Partnership between WPDI and UABC](#)

In partnership with the Autonomous University of Baja California (UABC), WPDI Mexico designed and launched a virtual course on Peacebuilding and Peaceful Conflict Resolution. Developed collaboratively with students from UABC’s Faculty of Social Sciences and Humanities, the initiative reflects a shared commitment to expanding access to structured peace education through innovative digital platforms. Initially introduced during the 2024–2025 academic year, the course was offered exclusively to UABC students and professors via the Blackboard platform. Its strong reception and measurable impact paved the way for broader access.

[Impressive Results From Campus Initiative to National Reach](#)

Beginning in the second semester of 2025, the course was made available to the general public through the Mexican government’s @prendeMX MOOC platform, transforming a university-based program into a nationwide educational opportunity.

[Building an Accessible, Inclusive, and Evolving Digital Community of Peacebuilders](#)

What began as a university collaboration has grown into an inclusive learning opportunity open not only to UABC’s academic community but also to individuals across Mexico seeking tools for peaceful conflict resolution. Through accessible online learning, hundreds of participants have strengthened their understanding of mediation, dialogue, and non-violent conflict management, contributing to a growing national network of informed and empowered peacebuilders.

## Cinema for Peace

This program harnesses the transformative potential of film to raise awareness among young people about the principles of peace and non-violence. After viewing a movie showcasing a particular theme, it is discussed. These conversations help young people consider how the themes explored can translate into positive action within their own lives and communities. In 2025, the Cinema for Peace program targeted children in public secondary schools. Through three carefully selected film screenings attended by a total of 77 students, the program encouraged young audiences to explore sensitive topics in an accessible and relatable manner. Given the tense context of violence and fear that children often face, the films were chosen to help them recognize, understand, and manage their emotions.

“This movie is incredible. I liked everything, but my favorite part was when all the animals in the film supported each other to survive. I learned that mutual support is very important.”

**Ian Jareth Urbina,**  
Cinema for Peace Beneficiary



“I found the movie to be beautiful and interesting. What I liked most was that it addressed animal welfare as well as women’s rights. I learned that no one should mistreat animals. It was very nice.”

**Johani Ameli Ituitz,**  
Cinema for Peace Beneficiary



## Training Youth in Detention Centers

A Peacebuilding and Restorative Justice Course was designed for adolescents detained at the Tijuana Juvenile Detention Center, and their families. The aim is to provide youth in these detention centers mediation tools to address conflict in a productive manner and be agents of peace in their communities. In the present this helps them improve the conditions within the center. In the long term this serves as a tool to increase chances for a full rehabilitation. In addition, the aim is to repair relational damage and rebuild bonds. In the second half of 2025, five adolescents detained at the Tijuana Juvenile Detention Center completed restorative justice training. The parents of the incarcerated youth were invited to take the same restorative justice course.

"I've learned how to feel more at peace and manage conflict better. I used to get angry a lot, but now I have more tools to handle my feelings."

**Anonymous,**  
Detainee and beneficiary from Tijuana Juvenile Detention Center



"I decided to continue with the classes because when I leave here, I want to be a better person. I want to have a good life, and I feel like this is helping me."

**Anonymous,**  
Detainee and beneficiary from Tijuana Juvenile Detention Center



## The Patch to Reconciliation: First Interventions Involving Parents of Young Offenders

### Creating a Dialogue within Families

During this training, the parents of the participating youth were informed about the objectives of the “Peacebuilding and Restorative Justice Course” at the Tijuana Juvenile Detention Center. They expressed interest in participating in a second course specifically designed for family members, with the aim of subsequently initiating restorative processes between parents/caregivers and the adolescents.

### Context and Background of Detainee’s Family Dynamics

A high percentage of the adolescents detained at the Juvenile Detention Center come from broken homes. Only about 50% of these detainees receive visits. Similarly, in a large percentage of cases, it is the mothers who visit, and in their absence, it is the sisters or grandmothers.

### Rollout of Restorative Justice to More Detainees

This course on restorative justice has been designed with the objective of integrating incarcerated youth and their families into the community. Management personnel from the detention center ensured the participation of adolescents.



## Community Dialogues

Community dialogues play a key role in WPDI’s mission by creating spaces where community members can exchange perspectives, strengthen mutual understanding, and work together toward practical solutions. These structured discussions bring together a range of stakeholders to examine shared challenges and collaboratively identify concrete actions that support lasting, sustainable change.

In 2025, one community dialogue was organized in Tijuana in response to the city’s shifting political and social dynamics. The persistent levels of violence, particularly those affecting young people, highlighted the importance of creating spaces for constructive discussion. In this context, the community dialogue focused on exploring the different meanings that peace can hold for individuals, while also examining and comparing various approaches to conflict resolution within the community. From the outset, community input was gathered to ensure that the dialogue was carefully adapted to the specific challenges and concerns facing the local population.

## Peacebuilding events

In 2025, WPDI actively participated in high-level regional convenings to strengthen its network and technical capacity within the peacebuilding sector, working with local partners to enhance youth involvement in peacebuilding initiatives.

On October 28 and 29, the organization attended the 2025 Meeting of the Platform for Peace in Mexico (Plataforma por la Paz en México) held in Chiapas, fostering collaboration with key national actors. Furthermore, a WPDI trainer and a program beneficiary participated in a specialized training process on the Methodology for Facilitating Women's Support Groups.

Additionally, WPDI made its CLC available for Doctors for Free Gynecological Campaigns in Tijuana, who provided care to a total of 70 women, performing 70 colposcopies, at our CLC. This collaboration ensured these women received completely free care in a relaxed, safe, and dignified environment. The right to health, although universal, is very limited in Mexico, and these women did not have health insurance to cover these exams, so they received financial support to cover their treatment.

"Thank you for this free medical exam. I was very afraid to have this test done, but I felt much more at ease with the facilities and the kind doctors."

**Marta Patricia Rivera,**  
Beneficiary from Tijuana



"Thank you to WPDI and the doctors for offering these free tests. I know they are highly qualified professionals who are doing a great job. I had privacy and received excellent care. I also learned about the center's classes, which my daughter will be signing up for soon."

**Esmeralda Palacios Ceceña,**  
Beneficiary from Tijuana



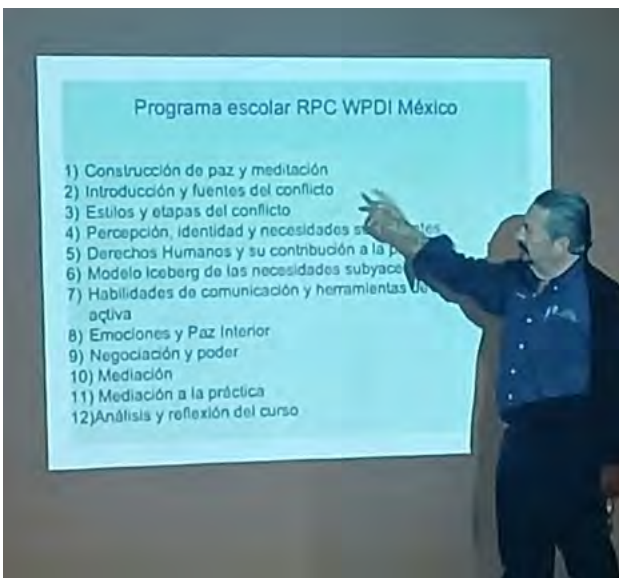
# Peace Education in Schools

WPDI partners with primary, middle, and secondary schools to deliver Conflict Resolution Training. Through these sessions, students acquire mediation skills and gain practical tools that enable them to manage and resolve disputes constructively and peacefully.

<b>7</b> schools hosting WPDI programs	<b>75</b> learners trained in Conflict Resolution Education	<b>19</b> teachers and school administrative staff trained	<b>325</b> advocacy campaign participants	<b>368</b> indirect beneficiaries of CRE in schools
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## Conflict Resolution Education for Students and Pupils

In line with the core of our approach, namely that “peace is a skill”, we provided Conflict Resolution Education at schools, for students, parents and teachers. Through these courses, learners are taught mediation techniques and provided with the necessary resources to address issues that arise in a peaceful manner. 75 learners and 19 teachers graduated from the training. Along with the advocacy campaigns which included 325 participants, these activities combined helped change the culture of a school into a more peaceful setting.



"I've really enjoyed being part of my school's peacebuilding program, but I've also enjoyed the classes we have every Thursday, because we get to hear stories from people who have already supported their communities, young people around the world who are trying to create better cities and futures, just like us."

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**Danna Camila Echavarría Hernández,**  
Student and CRE beneficiary in Tijuana



"Seeing so much hopelessness and sadness in the news, I'm glad to know that my school cares about us creating peace and helps us apply these lessons to our lives. I feel happier, more hopeful, and more motivated to decide what to do with my life, knowing that there are good people working in my city, collaborating with other young people like us."

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**Yessenia Marisol González Uribe,**  
Student and CRE beneficiary in Tijuana



## Building New Role Models for Peace: COBACH Siglo XXI Campus, Tijuana

### A School Ready to Lead Peacebuilding Efforts in a Violent Community

In the second half of 2025, WPDI's Program Director helped incorporate the Peacebuilding and Peaceful Conflict Resolution component within regular academic courses at Colegio de Bachilleres de Baja California (COBACH), working closely with the Siglo XXI Campus in Tijuana.

#### 40 Peer mediator students

40 students had chosen to commit additional time beyond their academic responsibilities to receive extracurricular training and actively practice mediation within their school community. In a neighborhood affected by domestic violence, criminal activity, and high rates of theft, their decision to step forward as peer mediators reflected both courage and a strong desire for change. WPDI's intervention built upon this existing commitment, reinforcing their skills and expanding their understanding of what it means to be agents of peace.

#### Strengthening Peace Inside and Outside the Classroom

The program extended beyond student workshops. Teachers actively collaborated with WPDI, encouraging students to complete reflection exercises at home and integrate mediation practices into daily school life. By embedding peacebuilding principles into academic activities, they became part of everyday interactions, influencing classrooms, households, and the broader community. In an environment where organized crime and limited opportunities often shape young people's aspirations, this holistic approach was essential.

#### Expanding Horizons and Aspirations

Initial baseline surveys had revealed a concerning reality: many students identified figures associated with drug trafficking and organized crime as role models. By the conclusion of the program, exit surveys showed a remarkable shift. Students expressed broader professional ambitions and a renewed sense of possibility. Their aspirations expanded to include careers and life paths that could positively contribute to their community. This transformation, from normalized exposure to violence toward constructive civic engagement, stands as one of the program's most meaningful outcomes.

## Advocacy campaigns in schools

As part of their training, students participated in the commemoration of the International Day of Peace. Divided into two teams, they prepared and delivered presentations on the meaning of peace, drawing from both personal experiences and newly acquired knowledge. The presentations were delivered across two school shifts, allowing them to reach a wider audience of peers. The event concluded with a symbolic gesture: 325 students shared their reflections by tying ribbons onto a peace-themed display, publicly affirming their commitment to non-violence and dialogue.



## Online Training for Students

As public school curricula do not include formal technology instruction, ICT programs continue to represent one of the highest-demand areas for free, high-quality education among young people. Parents have expressed growing concern that without basic computer literacy, their children may face barriers in accessing secondary-level academic services and opportunities. In response, a short foundational course in digital skills was delivered, focusing on essential and practical topics such as word processing and introductory image editing. A total of 31 students participated in the program. The training was designed to be engaging, accessible, and age-appropriate. Participants learned core word processing functions, including adjusting font type, size, and color, setting margins, formatting text, and inserting images. The course also introduced simple and creative digital drawing and image-editing tools, enabling students to build confidence while developing practical skills. By strengthening these foundational digital competencies, the program supports students' academic progress and lays the groundwork for expanded educational and professional opportunities in an increasingly technology-driven environment.

## Irán Constanza's a student introduced to technology and science by WPDI

### Early Engagement Sparks Opportunity

For six months, and continuing throughout the year, Irán actively participated in WPDI Tijuana's training programs, supported by her family, who recognized the value of investing time and effort in academic growth.

Through WPDI's hands-on programs, Irán gained practical knowledge in science, technology, programming, and electronics. The combination of guided instruction and independent exploration allowed Irán to translate classroom learning into tangible achievements.

### Achieving Recognition and Confidence

Irán's hard work and newly acquired expertise culminated in her participation in a Science Fair, where she achieved an outstanding result. She attributes this success directly to the skills and confidence cultivated during WPDI training. This accomplishment highlights how accessible, high-quality STEM education empowers young women to excel academically while opening doors to future opportunities.

### A Role Model for Others

Irán's journey demonstrates the broader impact of technological education in strengthening personal, academic, and vocational development. By investing in her skills and supporting her aspirations, WPDI Tijuana has helped consolidate her as one of the program's most inspiring success stories, showcasing how young women can become leaders and innovators in their communities.



# Livelihood

The livelihood program is grounded in the assumption that sustainable peace and economic development are closely linked, especially in fragile environments where poverty and violence reinforce each other. Its objective is to disrupt this cycle by providing individuals with practical skills, resources, and opportunities to strengthen their economic stability. Through vocational training, seed funding, and business incubation support, participants are enabled to enhance their professional prospects, increase employability, or develop and grow their own businesses.



**LIVELIHOOD: 1,069 participants**

## Capacity-Building

**401**  
Information and  
Communication  
Technologies trainees

**144**  
Business and  
Entrepreneurship  
trainees

**53**  
Vulnerable Women  
trained in business

**11**  
Arts and Crafts  
trainees

## Businesses

**59**  
active businesses  
supported by WPD1

**68**  
jobs created

**392**  
indirect beneficiaries of  
businesses (families)

# Capacity-Building Courses

WPDI delivers free capacity-building programs in Information and Communication Technologies (ICT), Business and Entrepreneurship, as well as Arts and Crafts, with courses typically running over a three-month period. Upon consistent attendance and successful completion of final assessments, participants receive certification recognizing their achievement. In contexts where limitations within the formal education system and financial constraints prevent many young people from completing their studies, large numbers are left without the qualifications required for stable employment. By offering practical, non-formal vocational training, WPDI addresses this gap and enhances participants' employability and entrepreneurial potential.

**401**  
Information and  
Communication  
Technologies trainees

**144**  
Business and  
Entrepreneurship  
trainees

**53**  
Vulnerable  
Women trained in  
business

**11**  
Arts and  
Craft  
trainees

**609** total trainees in vocational courses



## Information and Communication Technologies

In Chiapas, access to technology and reliable internet connectivity remains among the lowest in the country, even as demand for free, high-quality digital education continues to rise. To help close this gap, a series of ICT training courses was delivered to 401 individuals at basic, intermediate, and advanced levels.

The curriculum covered essential topics including hardware components, word processing, spreadsheets, image editing tools, internet navigation, Artificial Intelligence, and cloud-based services. Many began with foundational computer literacy courses before progressing to more specialized and market-relevant tools, particularly Excel, where strong interest emerged in developing mathematical and statistical competencies applicable to academic and professional contexts.

Through hands-on instruction, participants learned to operate computers confidently, complete academic assignments using word processors, perform calculations and organize data in spreadsheets, and design presentations using PowerPoint. They also developed essential digital literacy skills, such as managing email accounts, conducting effective web searches, and navigating online platforms via both computers and mobile devices.



“I enjoyed the entire program, particularly the modules on Excel and PowerPoint, specifically learning about formulas and design editing. What I appreciated most about the workshop was the interactive participation and the positive reinforcement. If I could share my new skills with others, I would teach them Excel and PowerPoint. I truly enjoyed the course.”

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**Asharia Yareski Lescieur,**  
ICT trainee



“I am a farmer, dedicated to cultivating corn and beans as well as raising poultry. During the dry season, I work as an artisan. After the training with WPDI, I can complete my assignments directly from my mobile without requiring a computer. The skills I have acquired help me not only with my school work but also in downloading images, creating and sending letters or digital designs. Throughout the course, I felt at peace, inspired, and happy. I am satisfied with this new learning experience. I have gained specialized knowledge that was previously unfamiliar.”

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**Paulina Pérez Hernández,**  
ICT trainee



## Bringing digital literacy to schoolchildren in San Cristóbal

"My name is Wendy Marisol Shilón Gómez. I am 15 years old and live in a rural community called San José Buenavista. I am currently a student at middle school 'Mi Patria es Primero' Telesecundaria, and I also work at a local restaurant. In my free time, I enjoy drawing and painting.

Before joining these ICT courses, I did not know how to use a computer. Now, I have the skills to navigate technology; I have even learned how to use communication tools like WhatsApp, which I didn't have access to before.

Throughout the workshop, I learned how to manage digital files and use keyboard shortcuts. I enjoyed creating texts and digital drawings, but what I valued most was learning how to collaborate with my friends and teaching them when they struggled with the computer.

Thanks to this workshop, I was able to successfully register my siblings for the Rita Cetina Scholarship (a government program providing school supplies and uniforms for primary students). Without this training, I wouldn't have known how to navigate the enrollment process so they could access this education opportunity.

Without these classes, I wouldn't know much about computing. Thank you for this opportunity."

## From Uncertainty to Leadership: Sandra Verónica's ICT Journey

### Facing a Professional Challenge due to Lack of Professional Skills

When Sandra Verónica Montaña Licea joined WPDI Tijuana, she was worried about the future of her job. Limited computer and digital skills made her feel vulnerable in a competitive work environment. Determined to take control of her career, she enrolled in WPDI's technology training programs and committed six months to courses in Basic Office Suite, Excel, and Content Design with Canva. The knowledge and practical skills she acquired opened doors she had previously thought were out of reach.



### Achieving Career Growth

Today, Sandra works from home as a data entry manager, leading a team within a telecommunications company. Her journey illustrates how targeted ICT education can transform professional prospects, empower individuals, and enable career advancement. Indeed, by equipping participants with market-relevant skills, WPDI not only helps people maintain employment but also enables them to grow, lead, and shape their own professional futures.

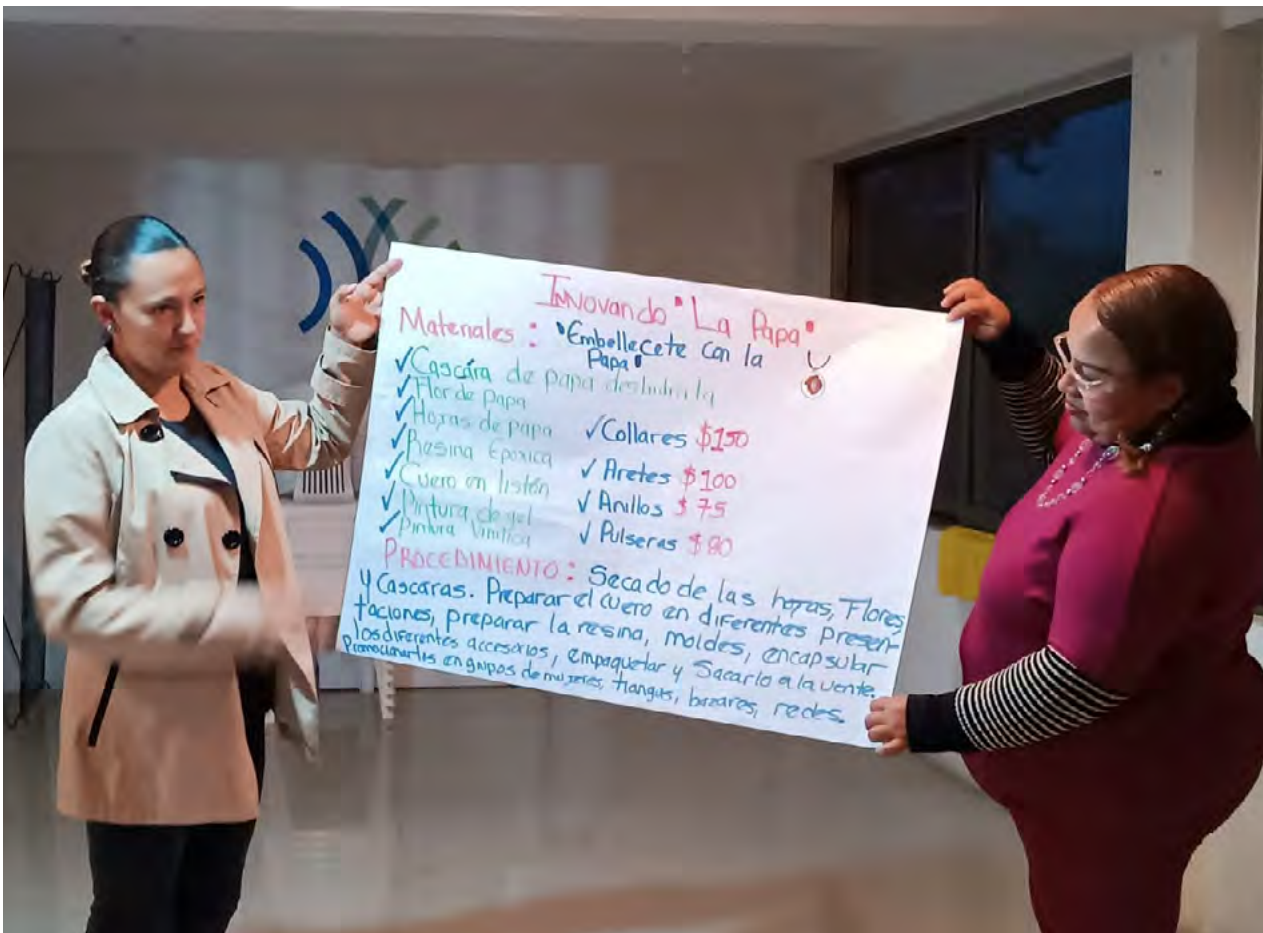
## Business and Entrepreneurship

At WPDl's Community Learning Centers, Business and Entrepreneurship training remains one of the most sought-after programs, reflecting the region's significant gap in industrial and business development and the growing challenges posed by economic disruption and high levels of violence. The program equips participants with practical, market-relevant skills, including business planning, financial management, and marketing strategies, while mentorship sessions reinforce accountability, innovation, and self-sufficiency.

Through this comprehensive approach, trainees gain the knowledge and confidence to start their own enterprises, navigate local challenges, and contribute to the regional economy, fostering sustainable livelihoods and improved opportunities for families. In 2025, a total of 144 participants completed courses covering basic, intermediate, and advanced business skills, supplemented by specialized short courses in Finance and Marketing.

"I was motivated to enroll in the workshop to strengthen my skills and acquire new tools for managing my boutique. I found the modules on marketing and customer acquisition particularly valuable, specifically regarding sales generation, competitive analysis, market differentiation, and establishing a unique value proposition. The program allowed me to reinforce years of practical experience while identifying and implementing best practices I had previously overlooked. It also introduced me to more efficient sales and advertising strategies; while I previously relied solely on Facebook and WhatsApp, I have now expanded my digital presence to reach a broader audience. Overall, I am very grateful for this training and look forward to completing all modules."

**Yadira Hidalgo,**  
Business and Entrepreneurship Trainee



“Since I work in direct sales, I highly valued the workshop’s dynamic approach. The trainer provided the strategic frameworks necessary to manage our ventures successfully. The program has had a significant impact on me, as I have acquired multiple strategies for continuous improvement that benefit both myself and my clients. I look forward to advancing to the next level to master additional key concepts that will drive my business towards success.”

**Claudia Lizzeth Arévalo,**  
Business and Entrepreneurship Trainee



“I learned about WPMI courses through recommendations. A highlight of the intermediate course was the module on market research. Although my venture is currently in the development phase, this training has strengthened my business concept by outlining the essential preliminary steps required to ensure long-term viability and success within the first few months of operation. I also want to congratulate the trainer for her clarity and the high quality of the curriculum. I am very grateful for the opportunity to complete this second course and eagerly anticipate the third level!”

**Elizabeth Suárez,**  
Business and Entrepreneurship Trainee



## Arts and Crafts

This program builds the capacity of trainees in local craftsmanship. It is a multilayered activity that can increase employability and build self-confidence. It has become an essential resource for children, helping them navigate the challenges they face while fostering creativity and self-expression. In the summer, an outreach campaign was conducted within the local community to invite children to participate in the summer workshops at the CLC in San Cristóbal.

Two arts-based activities for 27 community children took place. The first was conducted at the CLC in collaboration with our local partner, Mundo de Talentos, where participants designed and painted a mural dedicated to coexistence and peace on the exterior of the Center. The second took place at a local skate park, where mural painting was used to introduce children to urban art without stigma and to support the reclamation of public spaces in order to foster community awareness and collective care. No exams were required for the workshops, allowing children to focus on hands-on learning rather than assessments.

### Crafts Workshop: Making Piñatas

During the second half of 2025, our CLC offered a course in the “Crafts” component. WPDI offered a free course on piñata making, a very popular technique in Mexico and an essential element at children’s parties. The goal was to provide skills to people in the community that can represent a job opportunity, as well as to bring a popular activity to the community so that their celebrations are more accessible and fun. Everyone made three different piñatas and learned how to preserve them and make them strong enough to hold candy and sweets.



"I learned how to use spray paint and how to outline a sketch. I felt a bit nervous at first, fearing I might make a mistake while painting, but in the end it turned out great. I learned about Mike's sketching process: first, we made initial marks on the wall, and then we used a digital application to overlay the sketch onto a photo of the wall. He used that as a guide to trace the final design by connecting our marks to the lines of the sketch."

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**Itzel Montserrat Cosh,**  
Arts and Crafts Trainee



"I enjoyed the opportunity to paint because it is something I really love. I felt very comfortable and relaxed painting with my friends. I appreciate learning new techniques and discovering how to use the materials provided for the mural activity."

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**Juan Martín Gonzáles,**  
Arts and Crafts Trainee



## Discovering Possibilities: Early Vocational Guidance for Young Minds in Chiapas

Children between the ages of 8 and 12 participate in Mundo de Talentos courses at WPDI's Community Learning Centers in Chiapas, seeking free vocational guidance to help them begin imagining and shaping their futures. Many of these children come from communities where access to quality education and enrichment opportunities is limited, and where families face economic hardship, geographic isolation, and increasing exposure to violence.

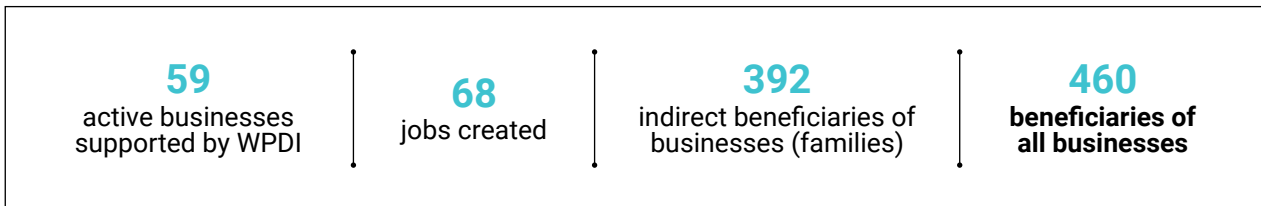
### Expanding Horizons Through Mentorship while Building Confidence and Community

Through outreach by the Mundo de Talentos team, children are connected to WPDI's Community Learning Center, where they participate in dynamic, play-based workshops designed to broaden their horizons. Professionals from diverse fields introduce them to different career paths, helping them understand the knowledge, dedication, and preparation required to pursue their aspirations. WPDI integrates themes of violence prevention, social coexistence, and peacebuilding into each session, encouraging children to see themselves as active contributors to more peaceful communities.

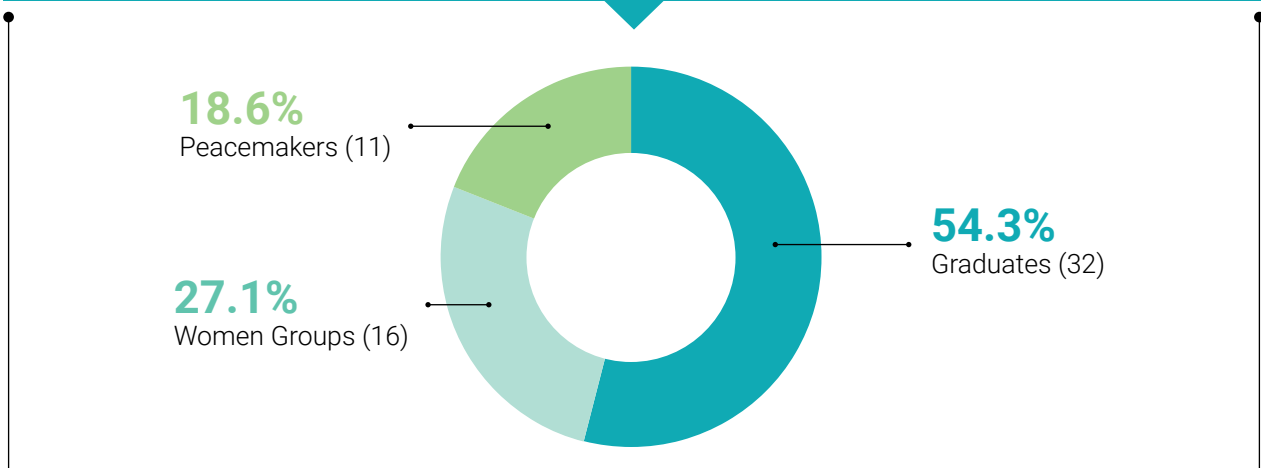
These encounters foster self-confidence, curiosity, and a sense of belonging. Through collaborative activities, creative exercises, and open dialogue, participants not only discover their talents but also strengthen social bonds and develop greater self-esteem.

# Supporting Local Entrepreneurship

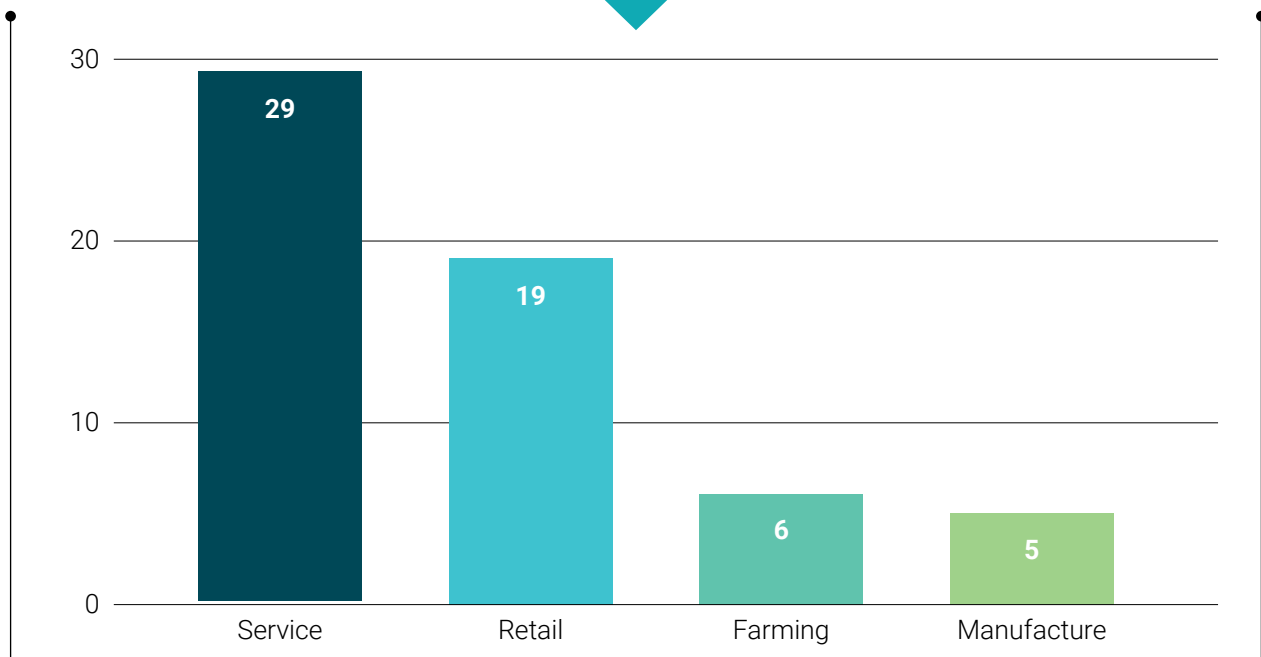
WPDI continued supporting income-generating initiatives in Mexico, with a focus on strengthening existing small businesses, many led by members of indigenous communities. Beyond foundational business training, participants receive ongoing mentorship and networking opportunities to help consolidate and grow their enterprises. After completing basic and intermediate courses, aspiring entrepreneurs participate in intensive Business Bootcamps, where they develop practical skills in business planning, market analysis, financial forecasting, and operations. These sessions culminate in Business Plan Competitions, where participants present their ideas to a panel of local stakeholders. The process not only refines their business strategies but also builds confidence and self-belief, empowering participants to pursue sustainable economic opportunities for themselves and their communities.



## WPDI participants who are now active entrepreneurs



## Types of active businesses supported by WPDI in Mexico since 2023



## The Women's Livelihood Program

Since its foundational support for the indigenous women's entrepreneurship "Mujeres Colawal" in 2017, WPDI Mexico has remained steadfastly committed to fostering women's active participation in local development. This commitment evolved significantly in 2022 during a strategic pilot phase for what would later become the Women's Livelihood Program. During this period, the local office identified and engaged specific demographics of women eager to pursue entrepreneurship and formal business training. By providing essential seed funding to the most promising projects, the initiative demonstrated a clear potential for direct, transformative impact on the lives of single women, mothers, and female heads of household. Leveraging the insights and successes of these prior experiences, 2023 marked the official formalization of the Women's Livelihood Program.

Every year, women of all backgrounds enroll in the Women's Livelihood Program. This certified training course is delivered by WPDI using a curriculum designed to equip participants with practical skills applicable across various professional fields, thereby improving their overall employability. Additionally, the training serves as a foundation for beneficiaries who will take part in the next phase of the project: the Business Bootcamp and Business Plan Competition. The local office reaches out to women from vulnerable backgrounds to ensure that the program reaches those most in need. These women receive training and subsequent support to contribute to relevant projects, with recognized outcomes including improved self-confidence and enhanced capacity for community and social engagement. This year, 53 women participated in the program, and a total of 16 women-led businesses have been created in Mexico.

# Papelería Jchanvun: Empowering Education in a Remote Community

## The Community Needs School Supplies

In 2022, Reyna Gómez Ruiz, a 40-year-old single mother from a small town in Chiapas, saw a growing need within her community, access to basic school supplies. Families had to travel three hours to the nearest city just to buy notebooks, pencils, paper, and other essential materials for their children to attend school.

## A Business is Born

Recognizing the burden this placed on families, Reyna started saving money to make the long trip herself, buying supplies in bulk to sell at retail prices in her town. Her small business quickly gained traction



as local families were relieved to be able to buy school supplies without incurring the extra cost and time of travel. Soon, customers began asking for additional items, and Reyna realized that her modest venture had the potential to grow while addressing a significant issue: school dropouts due to a lack of resources.

## Reyna Joins WPDI's Business and Entrepreneurship Program

Reyna learned about the WPDI's business development program during a talk delivered by a business trainer at Universidad del Bienestar Benito Juárez in Teopisca. Motivated to grow her business and meet the increasing demand for school supplies, she eagerly joined the program. Reyna was determined to gain the knowledge and skills necessary to expand her business and support the educational needs of her community.

## Support to Overcome Challenges

With the support of WPDI Chiapas, Reyna received critical business training that enabled her to better manage her operations, inventory, and purchasing strategies. She learned how to buy in bulk rather than small quantities, which helped her reduce costs and increase her supply range. Additionally, with the funds provided by WPDI, Reyna was able to invest in equipment and expand her inventory, including a tabletop copier/printer to offer photocopying services—a much-needed addition for her customers.

## Reyna's Testimonial

Reyna shared her gratitude for the program, saying: "Thanks to WPDI, which has supported us in purchasing a tabletop copier/printer, we can now offer photocopying services and provide more of the materials that customers request and need. The shelving has also helped us display more school supplies. I am very grateful to WPDI, to the people who make these projects possible, and to Tere for the training sessions that taught me how to start, manage, and grow a business. Sometimes, we have a business idea, but it is difficult to carry it out due to a lack of resources. Although we faced challenges in finding the right printer or copier since we are not experts in models or specifications, we were ultimately able to purchase a printer that also makes copies. This was essential because electricity in our community is unreliable, and our large machine no longer functions in the afternoons."

# Conclusion

In 2025, WPDl Mexico successfully navigated a landscape of shifting priorities and financial constraints by doubling down on our core mandate: **empowering local individuals and groups to serve as the primary architects of peace in their communities**. This report demonstrates that despite operational pressures, our model remains not only effective but essential. By **reaching 4,720 beneficiaries and supporting 59 active SMEs**, we have continued to prove that peace and economic resilience are inextricably linked.

The definitive highlight of the year was the progress of the advanced training for our **new cohort of Youth Peacemakers**. This achievement represents a significant strategic milestone. These 59 future leaders now possess the skills to bring transformative change into some of the most remote, underserved areas of the country. Their ability to deliver peace programs and entrepreneurship support in territories where institutional presence is often thin ensures that WPDl's impact will continue to scale organically.

This year's progress would have been impossible without the extraordinary **dedication of our staff and partners, both locally and globally**. Their resilience - often going above and beyond to ensure training sessions continued uninterrupted - reflects a deep-seated community ownership of our mission. We extend our profound gratitude to the educators, parents, and local stakeholders who stepped in to provide voluntary support and resources, demonstrating that the value of our work is recognized at every level of Mexican society.



# Our Partners



**BNP PARIBAS**



A Network of People  
Building Peace



**Plataforma para  
la Construcción de Paz  
en México**



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