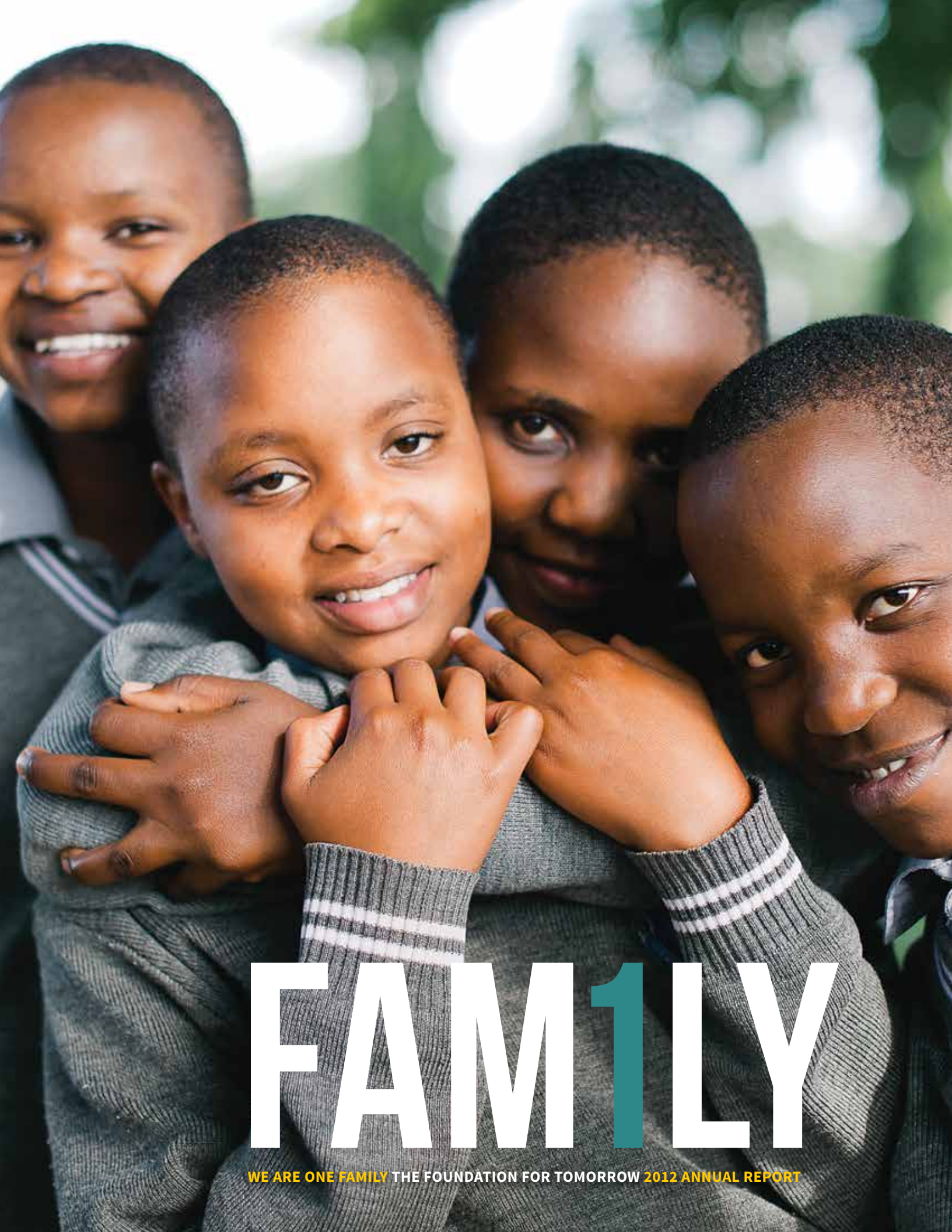




FAM1LY

WE ARE ONE FAMILY THE FOUNDATION FOR TOMORROW 2012 ANNUAL REPORT



FAMILY

WE ARE ONE FAMILY THE FOUNDATION FOR TOMORROW 2012 ANNUAL REPORT

TEAM

Meghann Gunderman
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Marco Allute
Managing Director, Tanzania

Kaitlin Rogers
*Director of Communications
and Donor Development, USA*

Melissa Queyquep
Learning and Evaluation Director, Tanzania

Erasto Kyando
Scholarship Program Director, Tanzania

Chloe Crocker
Full Circle Program Director, Tanzania

Hedwiga G Mchaki
Scholarship Program Coordinator, Tanzania

Daniel Stephen
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OUR VISION

The Foundation For Tomorrow envisions a world where orphans and vulnerable children contribute to society as active and empowered citizens free of exclusion, disadvantage, and vulnerability.

OUR MISSION

The Foundation For Tomorrow’s mission is to secure quality education and emotional support for orphans and vulnerable children so that they may reach their full potential and thrive in their communities.

OUR APPROACH

TFFT believes in the power of education and that geography should not dictate an individual’s potential. TFFT’s strategy for change is multi-lateral, longitudinal, and individualized. Through its Scholarship Program, TFFT equips marginalized children in Tanzania with the education and skills required to reach their potential and have a positive impact on society. While TFFT prioritizes the scholars’ daily needs, TFFT simultaneously works to transform Tanzania’s education landscape. TFFT’s Teacher Training Program improves the quality of instruction in primary and secondary schools and ensures that schools are child-friendly, non-stigmatizing, gender-sensitive, and supportive of the needs of marginalized children.

TFFT team members constantly examine TFFT’s efforts and generate fresh, innovative ideas with the bold vision to improve Tanzania’s education system and increase access to quality education. This is an organization that truly places children at its core, holds them in their hearts, and makes every decision with only the kids’ best interest in mind. The TFFT team is proud to see the exponential growth of the TFFT scholars as a result of seven years of TFFT’s programs, guidance, and support. Students who entered TFFT’s Scholarship Program at age five will soon prepare for mastery of their secondary education, proceed to university, and become leaders of change in their community.

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THE FOUNDATION FOR TOMORROW

WE BELIEVE:

- In a just world where all children have equal access to quality education;
- In the power of investing in educators because quality education transforms lives;
- In the limitless potential of our scholars because orphans and vulnerable children are valuable to society;
- In using partnerships and collaboration to provide access to innovative learning platforms because systemic change starts at the community level; and
- In responsible growth to maintain organizational integrity.

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TFFT Scholars Esther, Dorcas, Rachel, Happy, David, Daniel, and Odemary strike a pose.

“I WATCHED AS OUR SCHOLARS HEARD—SOME FOR THE VERY FIRST TIME—THAT THEY CAN BE ANYTHING THEY WANT TO BE. I THEN LISTENED AS EACH SCHOLAR STOOD IN FRONT OF A CLASSROOM OF PEERS AND CONFIDENTLY STATED HIS OR HER DREAM.”

LETTER FROM THE EXECUTIVE DIRECTOR

Shouldn't all children be able to dream?

I will always remember the Full Circle workshop where our TFFT scholars focused on their goals and dreams. I watched as our scholars heard—some for the very first time—that they can be anything they want to be. I then listened as each scholar stood in front of a classroom of peers and confidently stated his or her dream. This will be forever etched in my mind: a human rights lawyer, a pilot, a fashion designer, a teacher, a mother, a community organizer. These hopes live in our scholars' hearts.

I think back to when I first met our scholars. Many were just toddlers at the time. At that point they lived at Nkoaranga Orphanage, where they spent much of the day lying on dirty mats with only three women caring for over 30 children all under age five. At that time, it didn't seem like they had any hope for a viable future. They are now confident individuals, bursting with potential. They are pursuing dreams previously unimaginable.

This is real change.

You and the entire TFFT community make this possible. Because you support our belief that an individualized and longitudinal commitment is the best approach to academic achievement, the TFFT scholars are growing up to be leaders and change makers. Additionally, your support of TFFT's Teacher Training program is changing the landscape of education in Tanzania.

We will not let geography dictate an individual's potential. Together we are closing the opportunity gap and investing in the leaders of tomorrow. Together we will empower the TFFT scholars to make their dreams a reality.

With gratitude,

Meghann H. Gunderman

LETTER FROM THE MANAGING DIRECTOR

Friends of TFFT,

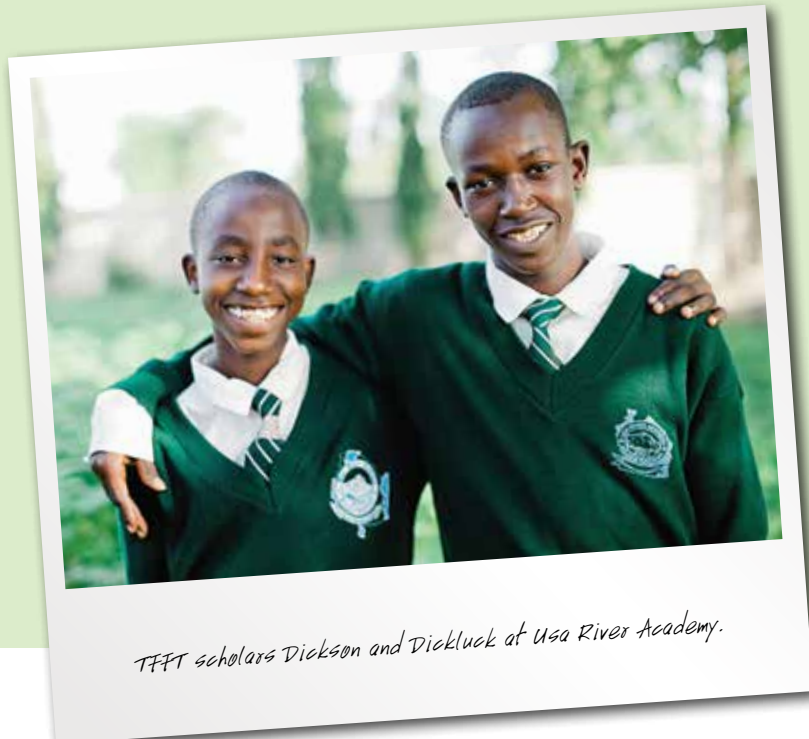
TFFT's story is one of its own, from humble beginnings to a fast-growing, high-energy international education non-governmental organization (NGO), and 2012 was a year of great achievements. An establishment of a three-year strategic plan and starting of its implementation marked its peak. It was rewarding to see a whole range of stakeholders participating in fruitful discussions, which resulted in our strategic plan. With that in place, our operations are currently more focused with the big picture in the spotlight.

I am grateful for the hard work and dedication of the entire TFFT community: our donors, team, partners, sponsors, and Board of Directors. Together we raise the level of discussion about the limitless potential of our scholars and make a difference each day. Because of the happiness we altogether draw from seeing real growth unfolding, we will not get tired but will be forever strengthened to do more and more. I, therefore, thank you for your continued support of TFFT's work. As we all know, a better tomorrow for these children MUST be built today.

Sincerely,

Marco Allute

“TOGETHER WE RAISE THE LEVEL OF DISCUSSION ABOUT THE LIMITLESS POTENTIAL OF OUR SCHOLARS AND MAKE A DIFFERENCE EACH DAY.”



TFFT scholars Dickson and Dickluck at Usa River Academy.

2012 IN REVIEW



Chloe, TFFT's Full Circle Program Director, shows TFFT Scholar Rosemary some love.



TFFT's former Scholarship Director Josh Nasari is back to visit. The scholars greet him with much excitement surrounding his status as newly elected Member of Parliament.

2012 was a year of great change, growth, and many, many blessings. As a very lean organization, we all wear many hats, and our schedules tend to burst at the seams. We wake up each day knowing that our mission is to secure quality education and emotional support for our scholars so that they may reach their full potential and thrive in their communities.

2012 LOOKED SOMETHING LIKE THIS FOR TFFT:

- ✓ We worked through a number of **STRATEGIC PLANNING** discursive workshops, which involved all of our stakeholders
- ✓ Melissa kicked off our **TEACHER TRAINING PROGRAM** at Star High and had a shower of trainings in April, November, and December
- ✓ Daniel ensured that the TFFT scholars had access to **ADDITIONAL ACADEMIC TUTORING**
- ✓ We **HIRED CHLOE CROCKER** as Full Circle Program Director and **ERASTO KYANDO** as Scholarship Program Director
- ✓ Hedwiga and Erasto went through TAWREF's Trauma-Focused Cognitive Behavioral Therapy **INFORMATIONAL TRAINING** to learn how to better meet our kids' complex emotional needs
- ✓ Chloe further **DEVELOPED OUR FULL CIRCLE CURRICULUM** and made a plan to implement this program during the school day as part of the Personality Development and Sports class taught in primary schools
- ✓ TFFT Scholar **IRENE EXPERIENCED HER FIRST FLIGHT!**
- ✓ Our students saw things in a new way with **LITERACY THROUGH PHOTOGRAPHY**, a creative approach to teaching critical thinking and self expression
- ✓ TFFT Scholar **DICKSON HAD HIS APPENDIX REMOVED**
- ✓ We **GOT A NEW WEBSITE!**
- ✓ We announced TFFT Scholar **SIMON AS OUR RIDETZ STUDENT RIDER**
- ✓ We **RODE 400 MILES** from Mt. Kilimanjaro to the Indian Ocean
- ✓ Megan Storms & her Safari Disco Club Sweet 16 birthday party **RAISED OVER \$4,000** for TFFT!
- ✓ **PROJECT GRACE JOINED US** in Tanzania
- ✓ Seven of our **TFFT SCHOLARS GRADUATED** in Myers Park High School Caps and Gowns
- ✓ 400 of you came out to celebrate TFFT at our **SOS GALA AND NYC COCKTAIL BENEFIT EVENTS**
- ✓ We said **GOODBYE TO FRATERN** and **WELCOMED MARCO** as our new Managing Director
- ✓ The Spencer Family **RAISED OVER \$10,000** with their annual candy sale in support of TFFT
- ✓ We implemented a **NEW MONITORING AND EVALUATING STRUCTURE** to hold ourselves and our partners accountable
- ✓ ... and through it all **OUR KIDDOS JUST KEPT SHINING** and shining

STRATEGIC PLAN

During the strategic planning process, our entire team and board of directors worked together to evaluate our first five years and make a concrete plan for our next three years. As part of this process, we held a 3-day stakeholder discursive workshop. This included: representatives from our partner schools, TFFT scholars, heads of our partner orphanages, the TFFT Team, private sector donors, civil society organizations, and other interested parties. As a result, we reframed our mission and vision, solidified our strategic objectives, and created an in-depth implementation plan.

A main conclusion from the initial phases of our strategic planning was that, in order for the TFFT scholars to reach their full potential, we need to focus on securing quality education AND the appropriate psychosocial guidance/support. That will be the priority with everything we do moving forward. They go hand in hand.

This process has brought clarity, a sense of achievement, a greater understanding of our strengths and challenges, and a path to move forward. It is clearer than ever that we have the ability to effect change, and there are a lot of players in our region willing and able to help us achieve our dreams for orphan and vulnerable children (OVC) as well as provide QUALITY education for children throughout Tanzania.



Melissa, TFFT's Learning and Evaluation Director, and Glory sit together on parent teacher conference day at Usa River Academy.

OUR STRATEGIC OBJECTIVES:

- To advocate for OVC's equal rights to quality education and non-discrimination, and to raise awareness through community sensitization and media engagement
- To develop strong partnerships and resource mobilization initiatives through capacity building of local partners and engagement of government bodies and communities
- To ensure OVC receive quality education and psycho-social support through the improvement of OVC's support structure
- To build TFFT's organizational capacity through targeted staff training, professional development, and negotiated support

WHO DO WE CONSIDER AN ORPHAN AND VULNERABLE CHILD?

Many governments and NGOs refer to an orphan as a child who has lost one parent. But what about a child who has one parent who has the means to support the child's physical, emotional, and educational needs? Is that child an orphan? Is that child more deserving of support than a child with two living parents who are unable to provide for the child? What if the child is threatened in a dangerous home environment? What if a child has one capable, loving parent who just cannot provide food, education, or medical care?

AS PART OF OUR STRATEGIC PLANNING, WE DEFINED OVC IN OUR OWN TERMS WITH THE UNDERSTANDING THAT:

Orphans may not be vulnerable. Vulnerable children may not be orphans.

By our definition, an orphan or vulnerable child is someone who:

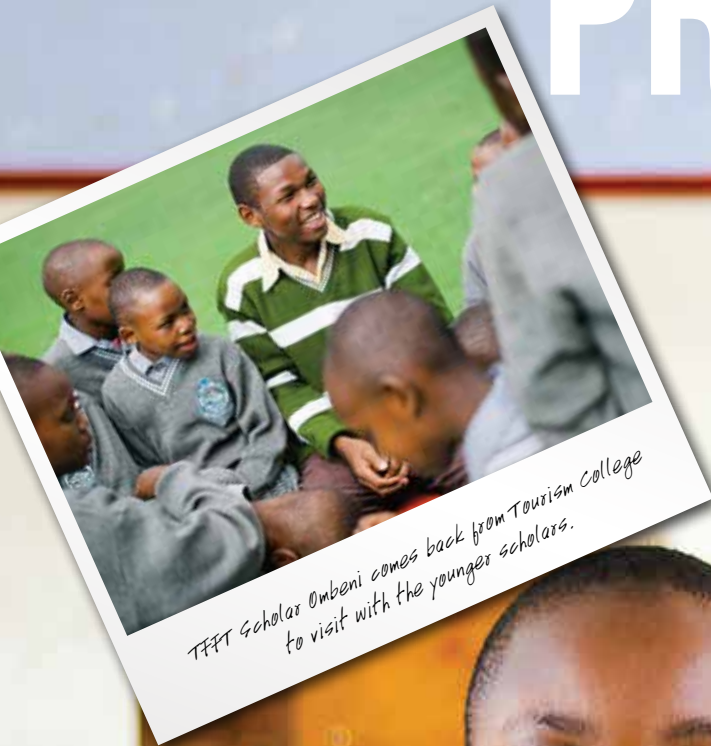
- Is neglected or abandoned;
- Is in danger of abuse;
- Has lost both parents and has no support;
- Has only one parent who cannot provide for the child's basic needs;
- Has two parents who are too poor to support the child's needs;
- Is mentally handicapped; or
- Has mentally handicapped parents

Erasto, TFFT's Scholarship Program Director, gives out a group high five to the scholars.



IT IS CLEARER THAN EVER THAT WE HAVE
THE ABILITY TO EFFECT CHANGE

PROGRAM HIGHLIGHTS



TFFT Scholar Ombeni comes back from Tourism College to visit with the younger scholars.



TFFT Class 1 Scholars Ashura, Fadhili, Allan, and Joachim



TFFT Baby Class Scholars at play



Melissa works with a small group of TFFT Scholars

SCHOLARSHIP PROGRAM

In 2012 we welcomed Janet, David, Eriki, Dorcas, Dianess, and Stephen, growing our family to include 81 scholars. The biggest program accomplishment was our commitment to provide psychosocial support in addition to educational support. TFFT team member Hedwiga shifted from Office Manager to Scholarship Program Coordinator, and she now handles our scholars' psychosocial needs. We hired the Tanzania Women Research Foundation (TAWREF) to provide Trauma Focused Child Behavioral Therapy screening and initial intervention for our scholarship kids aged 7 – 13 years old. TAWREF is an organization with expertise in providing psychosocial support to orphaned and vulnerable children.

We also arranged a tuition program during school break for scholars who need extra academic assistance to help them prepare for the term ahead. All students who received this extra tutoring demonstrated marked improvements in classroom performance in the term that followed.

On September 12th, 2012 Fadhili, Allan, Joachim, and Ashura graduated class 7 and were all subsequently accepted into Star High School, where they joined twelve other TFFT scholars. In preparation for secondary school, class 7 graduates received pre-form 1 tutoring in between graduation and beginning secondary school. This program also helped the students pass Star High School's entrance exam.

One of the most magical moments of the year happened when TFFT scholar Irene Peter experienced her first flight. Irene's dream is to become a pilot, and TFFT is helping to fuel that dream.

Dickson's appendectomy illustrated the importance of TFFT's support. Without the medical insurance TFFT provides, Dickson would not have been able to afford his life-saving surgery.

CHILDREN'S CARE ORGANIZATIONS NETWORK (CCON)

In an effort to encourage collaboration between and to learn from other organizations in Northern Tanzania working with OVCs, TFFT launched CCON. The creation of this network is a result of TFFT's strategic plan and supports our objective to develop strong partnerships and resource mobilization initiatives through capacity building of local partners and engagement of government bodies and communities.

FULL CIRCLE

We received approval from Usa River Academy to include Full Circle's curriculum for holistic education in the Personality and Sports Class taught during the school day. This will extend the program's impact to all primary students at Usa River Academy (not just TFFT scholars) and is a big step towards making our holistic education model sustainable. The Full Circle Program Director will now be able to focus on training teachers in Full Circle material, curriculum, and lesson planning development in addition to the coordination of extracurricular Full Circle enrichment activities.

Full Circle also worked to design and implement an HIV/AIDS awareness initiative for both primary and secondary school students.

TEACHER TRAINING PROGRAM

2012 was a busy year for the Teacher Training Program, as the number of schools receiving training increased to four: Usa River Academy, Star High Secondary School, Secondary Education for Girls' Advancement, and Matonyok Primary School.

Since inception, TFFT's Teacher Training Program has trained over 150 teachers and more than 25 trainers of trainers that together have reached over 8,000 students. In 2012 alone 82 new teachers went through the program, reaching an additional 1,067 students. The trainings range from subject-based to literacy, Literacy Through Photography, classroom management, learner-centered teaching methods, school management, technical introduction to special educational needs, and planning for effective instruction trainings. For the first time ever, we also partnered with the Ministry of Education with plans to scale our Teachers Training Program into the government school system.



The Library at Usa River Academy

TFFT Scholar Veronika sits proudly in an Usa River Academy classroom.

OUR IMPACT

81
TFFT
SCHOLARS



6 NEW
SCHOLARS

64 SCHOLARS IN
PRIMARY SCHOOL

17 SCHOLARS IN
SECONDARY SCHOOL

\$25K



\$25,000 TOTAL FINANCIAL COMMITMENT
PER CHILD OVER AN AVERAGE OF 12 YEARS

8 TFFT SCHOLARS ACCEPTED
INTO STAR HIGH SCHOOL,
AN EXEMPLARY SECONDARY SCHOOL IN TZ

4 PARTNER
SCHOOLS

7 TFFT SCHOLARS GRADUATED
FROM PRIMARY SCHOOL

8 PARTNER
ORPHANAGES

6 TEACHER
TRAINING SESSIONS
BENEFITED
82 TEACHERS
AND REACHED
1,067 STUDENTS



13 ORGANIZATIONS
JOINED CHILDREN'S CARE ORGANIZATIONS
NETWORK, A GROUP TFFT LAUNCHED
TO ENCOURAGE COLLABORATION AMONG
ORGANIZATIONS WORKING WITH OVC

TFFT Scholars Mary, Nicemary,
and Magda always leading by example.





RIDETZ rider Michael Wooldridge
at Irente Children's Home

EVERYONE INVOLVED MUST PUT IN
ABSOLUTELY EVERYTHING
THEY HAVE TO GIVE. THE PAYOFF, HOWEVER, IS EVEN GREATER.

RIDETZ

KILI TO THE COAST FOR A CAUSE

RIDETZ riders Marcos Perez, Eugene Park,
and student rider Simon Peter pedal ahead



CHALLENGE. JOURNEY. BIKING. 10 DAYS. 400 MILES. MT. KILIMANJARO TO THE INDIAN OCEAN. COMMUNITY. ACCOMPLISHMENT. GRATITUDE.

From June 9th – 18th 2012 ten brave adventurers set out for TFFT's 2nd RIDETZ journey. RIDETZ is an enormous undertaking. Executing a trip of this scale requires a huge commitment from each rider, the TFFT team, and Adventure International's guides and crew. Everyone involved must put in absolutely everything they have to give. The payoff, however, is even greater.

There is the literal payoff of a never-ending supply of stunning views, countless snuggles from sweet children, the satisfying feeling that every muscle in your body has exerted itself, the joy of walking to your tent under a sky glittering with the brightest stars imaginable, and then finally, finally the sheer bliss of reaching the ocean. There is also the much more abstract payoff that comes with personal growth and discovery, a shift in perspective, a new-found appreciation for life's blessings, and a change in the definition of what one can and cannot live without.

The discovery of a new place through intentionally challenging circumstances allows space for amazing transformation. An experience like RIDETZ cracks open the world so that those involved come to know more and love more while also realizing that we are ALL capable of so much more than we ever thought humanly possible. Our riders become some of TFFT's strongest ambassadors as they tour Tanzania in a way very few people have, witness TFFT's mission in action, meet the babies in TFFT's Partner Orphanages, and get to know the individuals who run these centers. Each rider is invaluable to TFFT, and we can never properly express our gratitude.

TFFT exists to empower. Just as we strive to empower our incredible TFFT scholars, we strive to empower you, and everyone connected to TFFT, to use your lives and your blessings to make a difference in the lives of others.



Local bikers along RIDETZ's route.



RIDETZ rider Miller Bianucci with TFFT scholar Ema
at Usa River Academy for RIDETZ's send-off



MY FIRST FLIGHT

By **Irene Peter**,
TFFT scholarship student

My name is Irene Peter. I am a Form 3 student at Usa River Academy and one of the scholars of The Foundation for Tomorrow. My best subjects are Physics, Chemistry, English, Geography and Mathematics. My ambition is to become an international pilot.

It was around 6:15am of 6th March, 2012 when Hedwiga came at school to pick me up. It was raining. She took me to the TFFT Office where we met Meghann who took me to Arusha Airport. There we met George Mavroudis who had just arrived. Meghann took some pictures of me at the airport. When George went to check on the plane I took my time looking at some stores selling cultural products around the place.

Thereafter, Meghann came and told me to check in. I was surprised when during check in I was asked to remove everything made of metal that I was wearing and kept them in a place where I could get them after checking in. When I pass through the door the alarm sounded so I had to go back and remove my watch then it was ok.

After checking in, Meghann took some pictures of me as I was on the way to the plane. She also took pictures of me with George. Then George introduced me to the pilot. His name is Jack.

After introductions I boarded the plane. I was given the seat for the co-pilot! I was handed my earphones and once seated, Jack started to give me instructions. He told me to fasten my seatbelt and to get ready for the takeoff. The whole time Meghann was taking more pictures of me. Then it was time to say goodbye to her. We were about to take off! I was so excited but I was nervous as well.

Before the plane took off Jack switched on the radios and started the engine. Jack started communicating with the tower control and gave them some information about our departure. As a co-pilot, I was hearing all the conversation through my earphones.

When the plane started to lift off the ground, I had to concentrate on what Jack was doing to stop myself from feeling scared. When I looked through the window and saw that we were actually floating on air, a crazy thought came to mind: what if we fall down? I tried to shake it

Landing the aircraft was not as scary as taking off. After landing we waited for minutes for some passengers to board for. As we were waiting for the passengers I asked them about the function of a locker in the plane. What I understood from George's and Jack's explanation was that it is an air filter.

With all the passengers ready, we took off again and flew over Manyara National Park and Lake Manyara. This time around, I let myself enjoy the view and not concentrate much on what Jack was doing. This is my first time to

**“THIS IS MY FIRST TIME TO SEE THESE PLACES AND WHAT A FIRST—
TO SEE THEM FROM THE SKY! I TOOK EVERYTHING IN AND IT WAS
AS IF MY HEART WOULD BURST.”**

off and think positive thoughts instead and focus on this wonderful opportunity that I was given. Nothing bad will happen. My fear vanished.

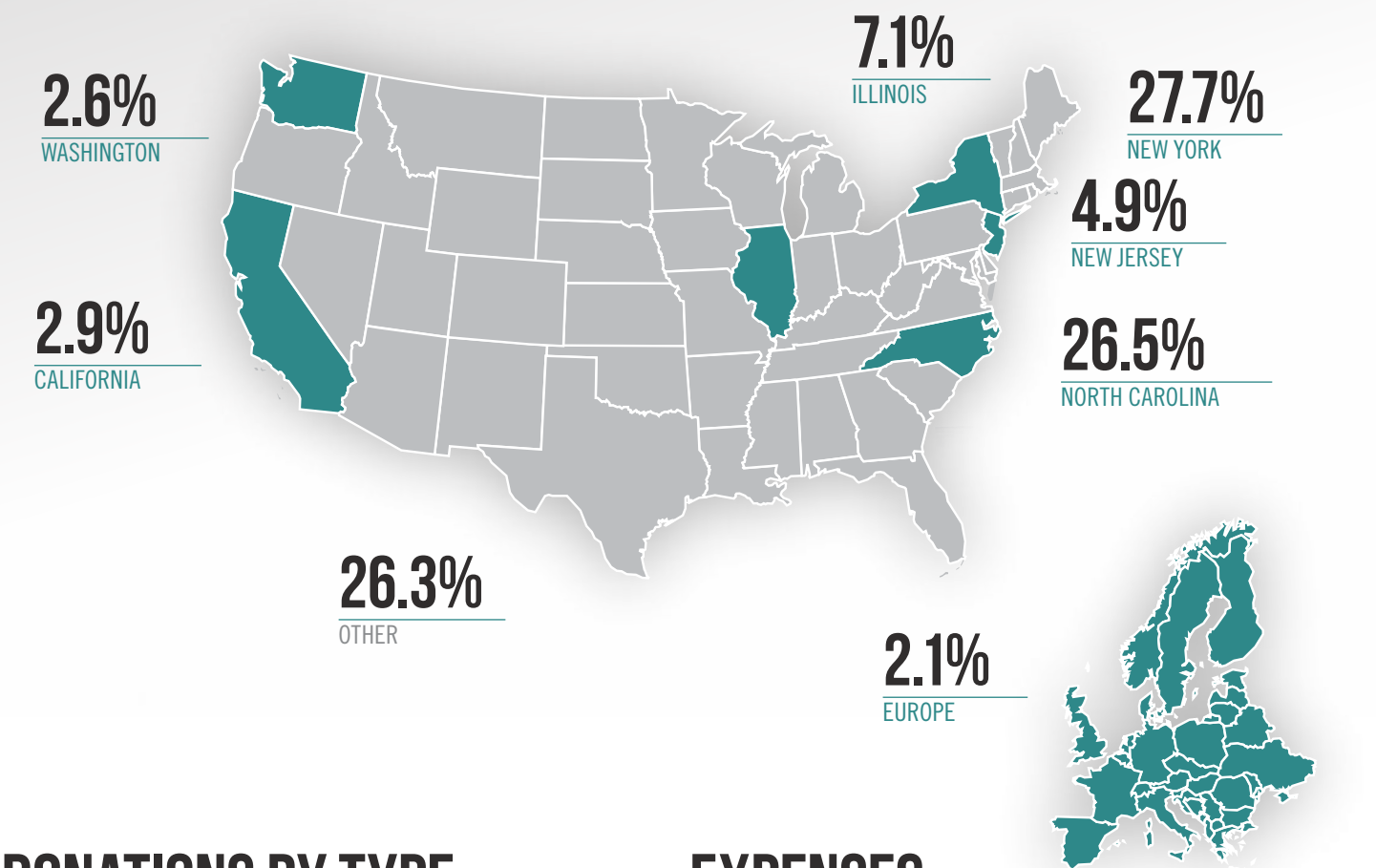
While we were flying, Jack had conversations with many tower controls. But after that, he switched off and he started conversing with me. He pointed to me some of the instruments in the plane and explained their functions. I cannot remember the name of all the instruments but I assure you I remember their functions.

When we were about to land I noticed one of the instruments that Jack showed me which shows the distance of the plane from the ground, the number was decreasing fast then slowed down as the plane decreased the speed of sloping down.

see these places and what a first—to see them from the sky! I took everything in and it was as if my heart would burst. I saw the clouds and rivers and lakes and tributaries and rocks!

This was a wonderful gift from George Mavroudis and I will thank God everyday for this opportunity. God willing, this is a memory I would happily narrate to my grandchildren. Thank you, George, for fulfilling part of my goals and dreams. And thank you TFFT for making it all happen for me. Thank you very much!

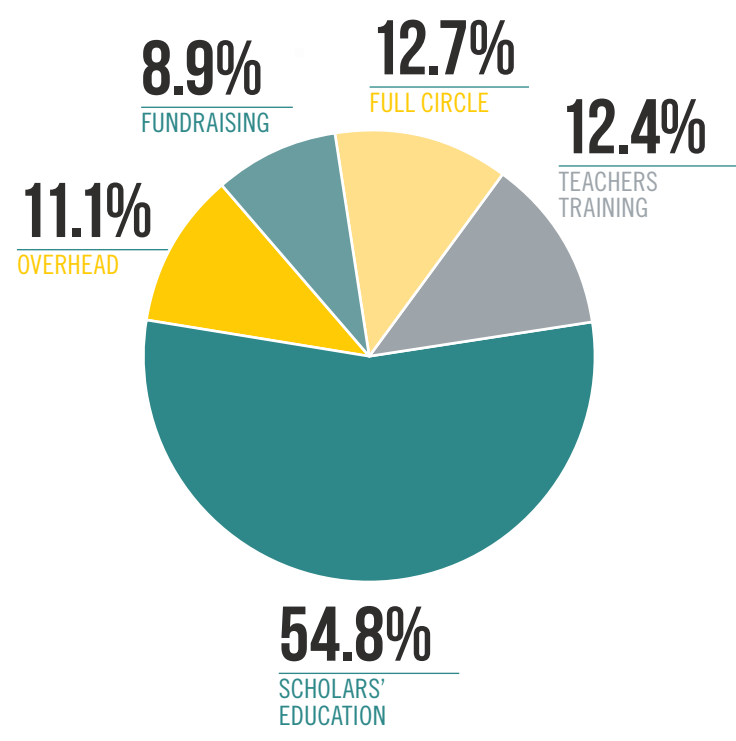
WHERE ARE OUR DONORS?



DONATIONS BY TYPE

Annual Fund	68,821	15.5%
Individual	55,961	12.6%
Scholarship	146,781	33.0%
Corporate	19,000	4.3%
Fundraising events	121,809	27.4%
Sub Total	412,373	92.9%
Gifts in Kind	31,400	7.1%
Grand Total Donations	443,773	100.0%

EXPENSES



SPECIAL THANKS

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Susan Bianucci '10
Miller Bianucci '10, '12
Macon Bianucci '10
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