

THE FOUNDATION FOR TOMORROW ANNUAL REPORT



# 2014 A YEAR OF GROWTH



The  
Foundation  
For  
Tomorrow



# 2014 A YEAR OF GROWTH

## ANNUAL REPORT

THE FOUNDATION FOR TOMORROW

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TFFT Scholar Miriam hard at work. We believe in the limitless potential of our scholars because orphans and vulnerable children are valuable to society.

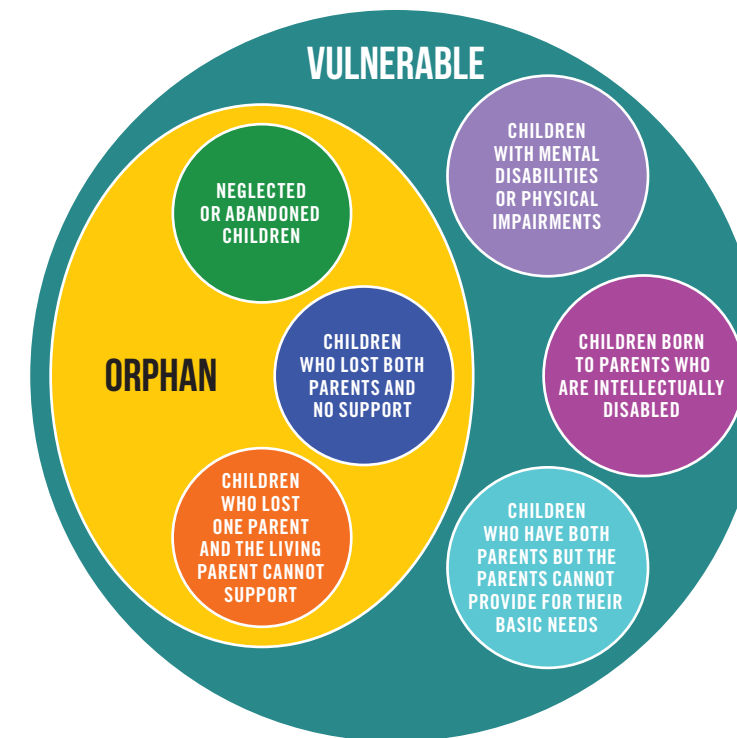
### OUR VISION

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.

### ORPHAN AND VULNERABLE CHILDREN



### OUR THEORY OF CHANGE

Providing holistic support to most vulnerable children will positively influence attitudes of communities, civil society actors, and the government to secure quality education, child protection, and equity in development.

WE WORK HARD TO	SO THAT WE CAN
Effectively identify the most vulnerable children for scholarship	Provide access to quality education
Develop capacity of schools, care-providers, and teachers	Establish an environment supportive of learning, skills development, innovation, and child protection
Influence education policies and practices	Improve the quality of education

### 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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#### Annual Report Photography

Nate Kaiser, [www.theimageisfound.com](http://www.theimageisfound.com)



LETTER FROM THE **EXECUTIVE DIRECTOR**

LETTER FROM THE **COUNTRY DIRECTOR**



**TOGETHER WE ARE IMPACTING** some of the world's most vulnerable children.

2014 was a year of growth and expansion for TFFT. All programs broadened the reach of their services in both breadth and depth. In turn, our team grew in size and scope. We took a close look at what we have done and what we have achieved in terms of impact on stakeholders and beneficiaries. You'll see on the pages that follow that it was a year of many milestones, including enrolling our first group of scholars in A-Levels, the highest, most competitive, and final phase of secondary school.

## YOU'LL SEE ON THE PAGES THAT FOLLOW THAT IT WAS A YEAR OF MANY MILESTONES

We welcomed a number of visitors to Tanzania. We hosted our third RIDETZ adventure, leading another inspiring group of riders on this unique 400-mile athletic challenge. A number of sponsors also made the trip to visit the scholars, and we benefitted from the help some wonderful interns and many talented volunteers.

Thank you for choosing to stand with TFFT.

In service,  
Meghann H Gunderman



**WHAT ONE WORD WOULD**

I use to describe The Foundation For Tomorrow's accomplishments in 2014? Looking back I see that the organization has undergone **transformation**.

With a growing number of scholars and stakeholders—including guardians, community partners, teachers, educational and children care institutions, and the government—TFFT is at a critical point in our development. As we grow, we must maintain the integrity of our work and evolve sustainably in a way that guarantees quality care and quality education for our most vulnerable children.

In 2014 alone, we strengthened our approach in a number of ways, most notably:

1. The need to serve the most vulnerable children (MVC) led to the development and implementation of our MVC Identification and Verification Framework that continues to serve us well as we select candidates for our Scholarship Program.
2. Realizing that integrating life-skills education requires a curriculum approach resulted in a multi-stakeholder pilot implementing our Full Circle methodology in primary schools.

3. The understanding that vulnerability stems from the household motivated the development of an economic strengthening effort to improve households' capacity to provide care and support to MVC.
4. The demand for quality education throughout Tanzania refocused our approach to include government schools, teachers and school management in our Teacher Training outreach.
5. Finally, because we see the need for communities to become more accountable to the plight of MVC in Tanzania, we initiated local fundraising strategies that target Tanzania's citizens, government, private sector, and other social organizations including the media.

We extend our gratitude to our supporters, sponsors, and partners for their support and the TFFT team and Board of Directors for their the commitment and dedication to be the change-makers. We appreciate the goodwill from the communities and the Tanzanian government and the responsibility shown by guardians and foster parents who care for the TFFT Scholars. Together you should swell with pride to see the transformation in the scholars we grow and develop together as one family.

We have big dreams and we thank you for sharing this dream as we continue this work with bold and determined steps towards achieving our mission.

Regards,  
Kennedy Oulu

# 2014 IN REVIEW

A SNAPSHOT OF TFFT'S ACCOMPLISHMENTS

# A YEAR OF GROWTH



## PSYCHOSOCIAL AND HEALTH

**HEALTH** INSURANCE FOR ALL SCHOLARS

**62** SCHOLARS ATTENDED CHILD RIGHTS AND REPRODUCTIVE HEALTH TRAINING

**8** RELATIVES AND GUARDIANS ATTENDED TRAINING ON ENTREPRENEURSHIP FOR LIVELIHOOD STRENGTHENING PROGRAM

**7** ORPHANAGES PARTICIPATED IN CAREGIVERS TRAINING

**102** TFFT SCHOLARS

58 GIRLS (57%)  
44 BOYS (43%)

10 NEW SCHOLARS

64 SCHOLARS IN PRIMARY SCHOOL

23 SCHOLARS IN O-LEVELS

6 SCHOLARS IN A-LEVELS

6 IN CERTIFICATE LEVEL COURSES

1 IN DIPLOMA COURSE

2 SCHOLARS ARE ENROLLED IN A SCHOOL FOR SPECIAL EDUCATION

3 NEW TFFT ALUMNI IN 2014

4 TFFT ALUMNI TOTAL

**12 YEAR** COMMITMENT TO EACH SCHOLAR

**\$25,000** USD FINANCIAL COMMITMENT PER CHILD

## GRADUATES



**8** TFFT SCHOLARS GRADUATED PRIMARY SCHOOL

**7** TFFT SCHOLARS GRADUATED O-LEVELS (FORM 4)

**100%** OF O-LEVEL GRADUATES PASSED THEIR NATIONAL EXAMINATION

**86%** OF O-LEVEL GRADUATES WILL CONTINUE TO A-LEVELS

**1** O-LEVEL GRADUATE IS ENROLLED IN A DIPLOMA COURSE IN BUSINESS ADMINISTRATION

**4** TFFT SCHOLARS GRADUATED DIPLOMA AND CERTIFICATE COURSES, TWO IN TOURISM AND TWO IN COMMUNITY DEVELOPMENT

## TEACHER TRAINING

**4** TEACHER TRAININGS

**88** GOVERNMENT AND PRIVATE SCHOOL TEACHERS TRAINED BY TFFT

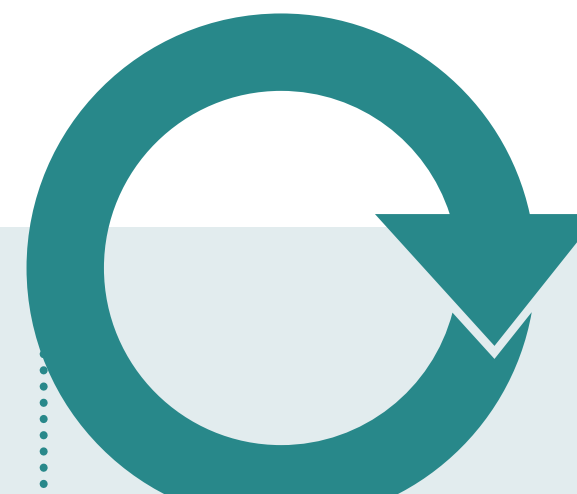
**89** GOVERNMENT AND PRIVATE SCHOOL TEACHERS TRAINED BY TFFT-TRAINED WARD EDUCATION OFFICERS AND TEACHER RESOURCE CENTER COORDINATORS



**4** MINI-LITERACY RESOURCE CENTERS SETUP

**5,513** LEVELED READERS AND STORYBOOKS DISTRIBUTED TO THE MINI-LITERACY RESOURCE CENTERS THROUGH THE HELP OF WATERBRIDGE OUTREACH AND TFFT SUPPORTERS

**111** GOVERNMENT PRIMARY SCHOOLS SERVICED THROUGH THE MINI-LITERACY CENTERS



## FULL CIRCLE

**633** STUDENTS REACHED DIRECTLY (NEARLY DOUBLE THE GOAL OF 360)

**600+** STUDENTS REACHED INDIRECTLY THROUGH COMMUNITY SERVICE AND OUTREACH

**15** TEACHERS TRAINED ON LIFE SKILLS EDUCATION AND SCHOOL CLUB MANAGEMENT

**240** STUDENTS AND 60 TEACHERS INTERVIEWED IN BASELINE STUDY

**2** FIELD TRIPS TO AN INTERNATIONAL CRIMINAL TRIBUNAL FOR RWANDA FOR SECONDARY STUDENTS

**11** STUDENTS TRAVELLED TO PANGANI FOR LEARNING TRIP

**3** STUDENTS AND 1 TEACHER ATTENDED 10-DAY LIFE SKILLS WORKSHOP IN UGANDA

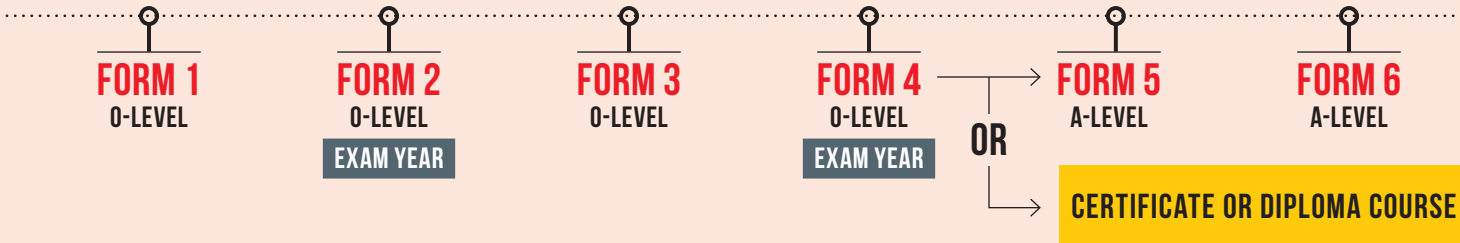
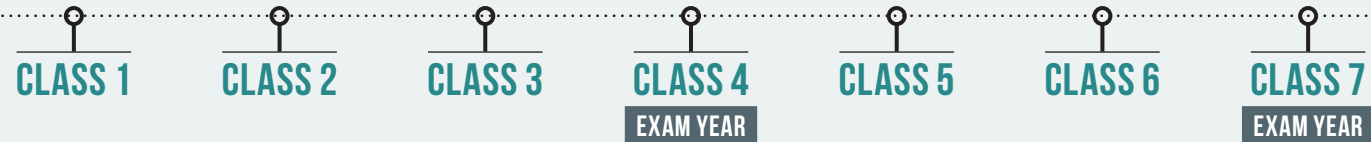
**20** DIFFERENT WORKSHOPS, ACTIVITIES, GUEST SPEAKERS CARRIED OUT THROUGH FULL CIRCLE

**630+** PAGES OF LIFE SKILLS CURRICULUM DEVELOPED IN ENGLISH AND KISWAHILI

# UNDERSTANDING THE TANZANIAN SCHOOL SYSTEM

The Tanzanian school year typically runs with the calendar year  
(starting a new school year in January and ending in December).

TFFT is committed to providing support for our scholars through tertiary education,  
an average of 12 years.



## PRIMARY SCHOOL

Primary school starts out with one year of pre-primary education called baby class. This is much like kindergarten. From there students go through Class 1–7.

In Tanzania both public and private schools exist. Private schools are typically taught in English. Public schools are referred to as

government schools, which are taught in Kiswahili. Government schools are free to students to attend, but students are still required to purchase uniforms, books, school supplies etc., which makes attending school cost prohibitive for many children. TFFT Scholars attend schools known for academic excellence and receive the highest quality education.

## EXAMS & CONTINUING TO SECONDARY SCHOOL

In Class 4 students must pass a national exam to continue to Class 5. Results from the Class 7 National Exam determine where students are accepted for secondary school. This is where TFFT's individualized approach becomes even more personal. Each scholar's academic performance, test score, and personal interests determine which secondary school is the best fit for enrollment. Therefore, while the majority of the TFFT Scholars attend the same primary school, at the secondary level it becomes more differentiated.

In Tanzania, all students must pay tuition to attend secondary school, even for government school. Passing the exam and affording tuition are

both barriers for the majority students hoping to receive secondary (high school) education. Any student (regardless of exam scores) can attend private secondary school if they are able to pay. This, however, is only an option for students from middle-to-high income families.

**Only 25% of all Tanzanian youth enroll in secondary (high) school.**

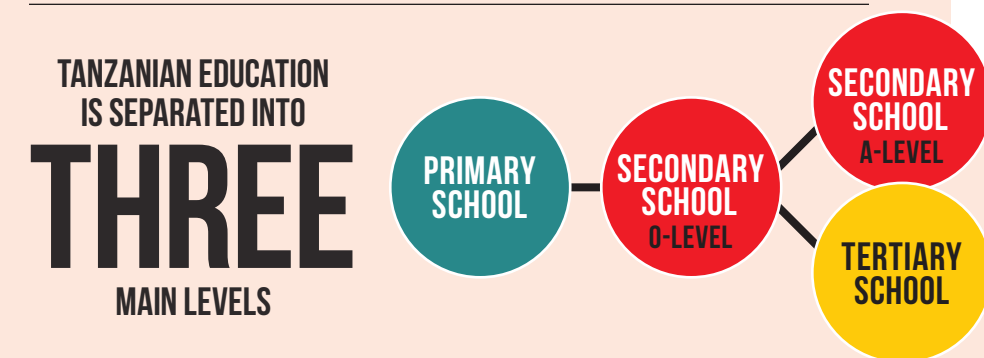
**In contrast, 100% of TFFT Scholars enroll in secondary school.**

## SECONDARY SCHOOL (O-LEVELS & A-LEVELS)

Secondary school is broken down into O-Levels and A-Levels. O-Levels are four years, Form 1–4. During O-Levels students narrow their focus and choose to take a combination of subjects. Once in Form 4, students in both private and government schools are required to take a national exam that determines if a student can continue on to A-Levels, which is two years and consists of Form 5 and Form 6. To get into an A-Level program, you need passing exam grades in at least three subjects.

## OTHER OPTIONS AFTER FORM 4

After Form 4 graduation TFFT Scholars who do not qualify for A-Levels still have two remaining years of TFFT's support. Scholars explore different certificate or diploma course options. The path for each scholar varies greatly and is specific to each scholar's individual strengths, interests, and career aspirations.



# PROGRAM HIGHLIGHTS

## SCHOLARSHIP PROGRAM

2014 was a year of many accomplishments for the TFFT Scholars and the Scholarship Program at large. We ventured into the community to select the newest TFFT Scholars. We enrolled TFFT Scholars in A-Levels (the highest level of secondary education) for the first time. We added new partner schools to include Arusha Modern School, Maasae Girls, and Edmund-Rice Sinon. Our older scholars benefitted from mentoring and coaching and participated in the first Peer Mentoring Training. We celebrated the victory that all seven Form 4 graduates passed their national examinations. Six proceeded to A-Levels, and one enrolled for Certificate in Business Administration as a bridge to join a diploma course. Two Scholars proudly graduated with a Diploma in Professional Tour Guide. One is employed at a local tour company, and the other registered his own tour company. A final highlight was our first-ever TFFT family day. This open-day event brought together scholars, guardians, and the TFFT team to share updates, bond over accomplishments, and discuss issues of concern.

## PSYCHOSOCIAL AND HEALTH

The Foundation For Tomorrow is unique in its attention to scholars' psychosocial and physical health. All of our scholars receive health and dental insurance through TFFT, and when needed they receive psychosocial support through counseling from Arusha Mental Health. One of the most exciting accomplishments in 2014 was the establishment of our Livelihood Program for our scholars' guardians and relatives. This includes entrepreneurship training and the opportunity to receive a micro-loan from TFFT. Five families have already taken advantage of this and have started businesses that are empowering their families. In 2014 we also led a caregivers training for seven orphanages. We also organized a workshop for our scholars and their peers to learn about their own rights and reproductive health.



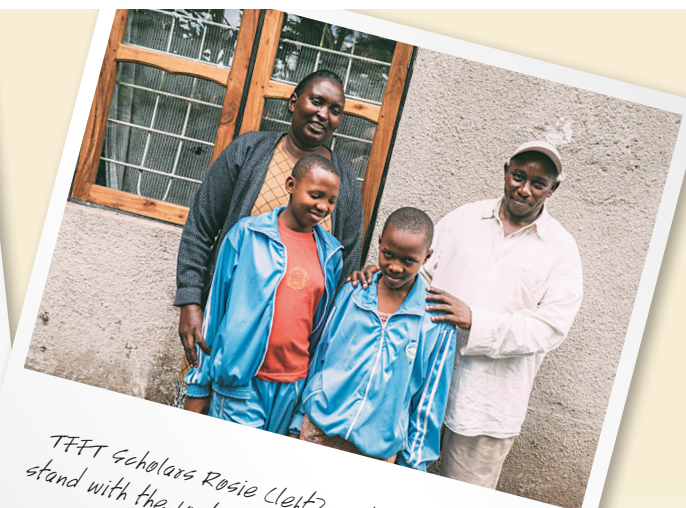
62 TFFT Scholars attended child rights and reproductive health training.

## ONE OF THE MOST EXCITING ACCOMPLISHMENTS IN 2014

was the establishment of our Livelihood Program for our scholars' guardians and relatives. This includes entrepreneurship training and the opportunity to receive a micro-loan from TFFT.



*Sophia will be one of the 25% of all Tanzanians who will carry on to secondary school after graduation from primary school.*



*TFFT scholars Rosie (left) and Rachel (right) stand with the foster parents TFFT found for them.*

### FULL CIRCLE

The goal of the Full Circle Program is that students are independent citizens who have the skills to be self-reliant. We want to prepare them for work with their communities addressing issues facing their country.

Full Circle aims to ensure:

1. Students are making life decisions that increase their learning, self-esteem, and community awareness.
2. Teachers encourage and facilitate the learning of life skills through in- and out-of-class activities.
3. School management teams encourage the teaching of life skills by effectively leading and supporting teachers and activities.

Full Circle achieves those objectives through direct workshops, seminars, and activities with youth; training teachers on life skills programs; supporting school initiatives (like clubs and afterschool activities); and providing information, curriculum, and resources to schools. In 2014 we developed a comprehensive life skills curriculum for primary schools. Ultimately our vision is to work with the Ministry of Education to implement this curriculum in government schools across Tanzania. In 2014 we completed a baseline study of life skills education involving 20 local schools. Through Full Circle, students completed community service projects that impacted over 600 students. Finally, our work truly came full circle when TFFT Scholar Nicemary taught life skills classes in her college and for local organizations.

### TEACHER TRAINING PROGRAM

2014 was a year of growth and innovation for the Teachers Training Program. Although we've started working with government education actors in 2013, in 2014 we strengthened our relationship with Meru District Education Office. We worked more closely than ever with government education actors, expanding the reach of Teacher Training to include more government teachers and education officers. We have diversified our means of reaching out to teachers through our printed publication, *Tufundishane*. In addition to being a resource with relevant articles on teaching and life skills education, this biannual newsletter also fosters sharing of best practices among schools. We also piloted the search for outstanding teachers, recognizing 5 teachers with the Outstanding Teacher Award. We selected the winners based on their creativity, innovation, positive engagement with students, and commitment to help academically struggling learners. This award is the first of its kind in Arusha, and maybe even in Tanzania. This award reinforces our belief in the power of investing in educators and gives due importance to teachers' contribution to nation-building. We also set up mini-literacy centers in 4 Teacher Resource Centers in Meru District that service 17 wards. WaterBridge Outreach supported our literacy initiative in government primary schools with 4,000+ leveled readers for K-3 and a commitment to fund printing and production of Kiswahili mini-storybooks in 2015.

### PARTNERSHIP DEVELOPMENT

In 2014 we formalized our commitment to community collaboration through the launch of the Partnership Development Program. Through this effort TFFT increased involvement with local organizations and corporations in Tanzania. We also recognized media engagement as a powerful advocacy tool to influence community involvement in supporting issues of the most vulnerable children. We added the media to our list of boundary partners and starting in 2015 we have a plan to begin media broadcasting of TFFT activities.

After the TFFT Scholars graduate primary school, they take their Class 7 National Exam and wait a few months to find out their results. During the waiting period TFFT enrolls the scholars in a pre-Form 1 course to help prepare them for the transition to secondary school.



## IN 2014 WE DEVELOPED A COMPREHENSIVE LIFE SKILLS

curriculum for primary schools. Ultimately our vision is to work with the Ministry of Education to implement this curriculum in government schools across Tanzania.



TFFT team member Daniel connects with TFFT Scholar Dianess.



### FAMILY DAY

The inaugural TFFT Family Day was an inspiring gathering that brought together all TFFT Scholars, their families, guardians, foster parents, and the TFFT team.

We organized break-out meetings as a way to share updates and open discussion with the guardians. During this time, the guardians learned about TFFT's plans and goals for the 2015. We also emphasized the role of the guardians in ensuring the wellbeing of the scholars in health, academics, and general peer matters. The guardians agreed to work very closely with TFFT to ensure that they will play their role effectively.

We also celebrated and awarded the scholars who excelled in their studies in 2014 and those who demonstrated outstanding behavior, discipline, and leadership skills.

The following TFFT Scholars received academic awards with their classes:

- Upendo Akyoo (Baby Class)
- Erick Yona (Class 1)
- Emmanuel John (Class 2)
- Faidha Shaban (Class 4)
- David Daniel (Class 5)
- Miriam Daniel (Class 6)
- Joyce Elipokea (Class 7)
- Dickson Simon (Form 1)
- Joachim Filbert (Form 2)
- Salvatore Seth (Form 3)
- Richard Augustino (Form 6).

The Most Outstanding Scholar Awards went to primary school scholars Veronica Pascal and David Daniel and to secondary school scholars Vaileth Palangyo and Richard Augustino. These scholars proudly—with jubilation from fellow scholars, guardians and TFFT Staff—climbed the stage to receive their awards. This exciting and motivating event is something we will all look forward to each year for years to come.

TFFT Country Director Kennedy Oulu gets down on his knees to play with some of the youngest TFFT Scholars.





# RIDETZ



**OUR NEXT RIDETZ ADVENTURE**  
 IS JUNE 18TH – JULY 2ND, 2016  
 TO LEARN MORE VISIT [WWW.RIDETZ.ORG](http://WWW.RIDETZ.ORG)

RIDETZ 2014 riders (from left to right) Pam Preschlack, Aileen David, Kautia Vaden, Keyla Sandoval, Patty Spencer, Stuart Spencer, Kaitlin Rogers, Katie Caniglia, Charlotte Woltz, Paulina Kalaga (TFFT Scholar), Rachel McGowen, Lisa MacKenzie, Sutton Kauss, and Nate Kaiser (not pictured) are ready to tackle another day of riding.

RIDETZ is a 400-mile adventure bike ride from Mt. Kilimanjaro to the Indian Ocean that raises money and awareness for TFFT. Our RIDETZ alumni are some of the strongest ambassadors for TFFT's work. Together with the support and generosity of their families and friends, the RIDETZ 2014 riders raised over \$100,000 for TFFT. We are so grateful that they gave their all to RIDETZ and to their friends and family at home who made this adventure possible for them.

## HERE IS A GLIMPSE INTO THE RIDETZ EXPERIENCE:



### ON DAY 1 WE LEARN TO EMBRACE THE UNEXPECTED.

Anxious and unsure we checked and double-checked our equipment. Our first pedal strokes felt shaky as we awkwardly tried to find the right gear. Arriving at school and seeing the TFFT Scholars helped us release nervous energy. It is their dreams that RIDETZ helps make possible. They greeted us with huge smiles, eagerly tried on our helmets, and wrapped us in hugs. Soon they lined the driveway, clapping to send us off into the unknown.



### ON DAY 3 WE STRETCH PAST OUR LIMITS.

"Don't worry, camp is very close," our guide assured us. Relief swept over us all. At every bend we expected to see the rounded tops of our little tented village in the distance. The sun beat down, melting the hours together. We struggled, willing ourselves to find energy we did not know we had left. We pedaled in silence. When camp did come, we collapsed into a puddle of exhausted emotions.



### ON DAY 5 WE EXPERIENCE UNBELIEVABLE JOY.

We cascaded down 5 miles of sculpted red dirt. Like a winding river, a path poured out before us. With increasing speed, we flew downward. The miles clicked away. We opened our mouths to release exhilarated shouts of joy. It was like skiing on a bicycle! That night at camp we exclaimed, wide-eyed, "That was the most fun I've ever had on a bike," "I felt like a kid again."



### ON DAY 7 WE REMEMBER OUR PURPOSE.

At the top of a mountain we'd climbed the day before, we learned about the plight of Tanzania's orphan and vulnerable children. We met women who spend their days caring for orphan babies, all less than 2 years old. They are victims of the most devastating circumstances. Our hearts broke for their hardship. RIDETZ's purpose felt urgent.



### ON DAY 10 WE REJOICE!

Even before opening our eyes, we felt it—Day 10. We set out with giddy energy. We'd never wanted to see the ocean more. Finally, atop a great big hill, we caught our first glimpse. There it was. We pedaled our hearts out. We dropped our bikes. We ran through the sand. We dove in. Salty waves washed over us. Our faces were wet with happy tears and ocean water.

## WE MADE IT.



# ANNUAL INDIVIDUAL, FOUNDATION, AND CORPORATE SUPPORT

The Foundation For Tomorrow deeply appreciates every gift we receive from the following individuals and foundations. Your continued support is vital to our success. The following listings include donors whose gifts or pledges were received between January 1, 2014 and December 31, 2014.

## WITH GRATITUDE — 2014 SUPPORTERS

While there is not enough space to list every donation received, we are grateful for every gift and everyone one who makes TFFT's work possible.

### \$25,000+

Anonymous  
Benjamin Bourne  
ITRIFORGOOD Foundation  
Karen and John Crotty

### \$10,000 – \$24,999

Valerie Crotty and Peter Rogers  
Denise McFadden  
Steven Maixner and Karen McFadden  
Anne McGonigle and Greg Witter  
Segal Family Foundation  
Stuart and Patricia Spencer  
University of Notre Dame  
Kautia Vaden  
Providence Preparatory School

### \$5,000 – \$9,999

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Kunal Malhotra  
Sandy and Kent Mathis  
Ann Miller and Gordon Mattocks  
James McAteer  
Jordan McGee  
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David Selk  
Dr. Ashley McDonell and Mr. Robert Shaw  
Beth Silverstein  
Martha Ann Spencer  
David Spicer  
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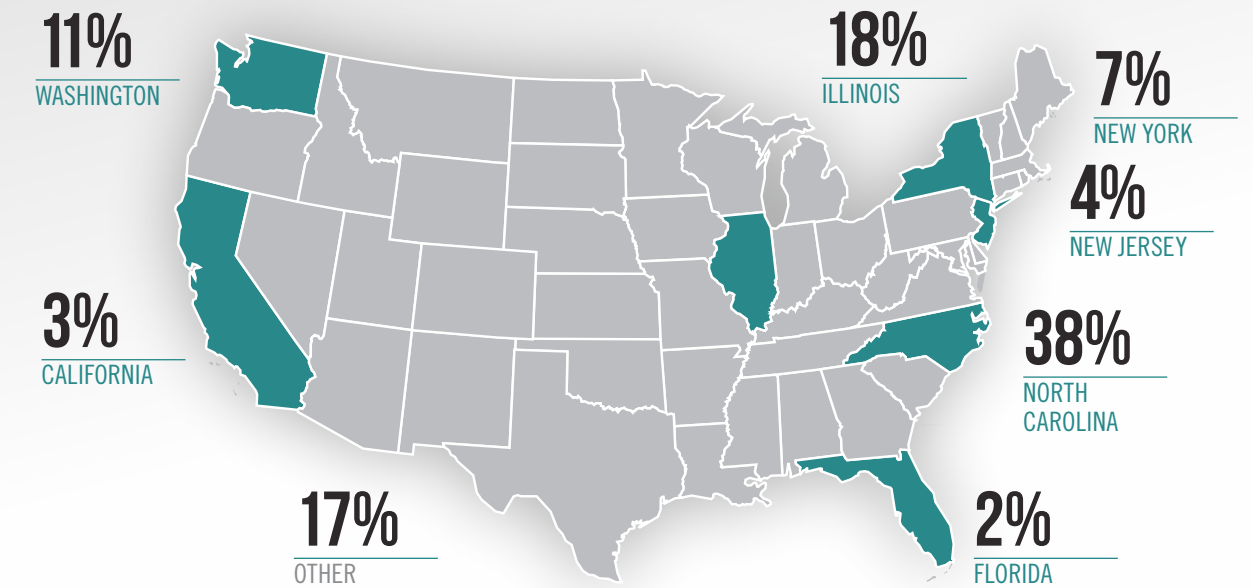
The individuals and corporations below contributed goods and services that together exceeded a value of \$140,000.

The Image Is Found  
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Rachel McGowen  
Pam Preschlack  
Keyla Sandoval  
Patty Spencer  
Stuart Spencer  
Kautia Vaden  
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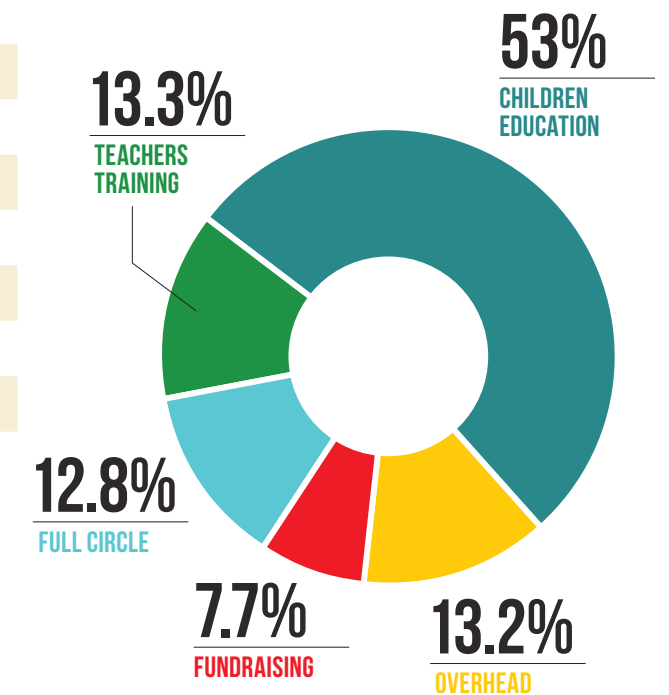
## OUR PRESENCE



## DONATIONS BY TYPE

Scholarship	20%	\$134,787
Individual	20%	\$134,331
Fundraising Events	32%	\$217,114
Support Programs	6%	\$40,130
In-Kind	23%	\$157,570
Total Donations	100%	\$683,932

## EXPENSES



## THE FOUNDATION FOR TOMORROW

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