



THE FACES OF TFFT

2015 ANNUAL REPORT
THE FOUNDATION FOR TOMORROW

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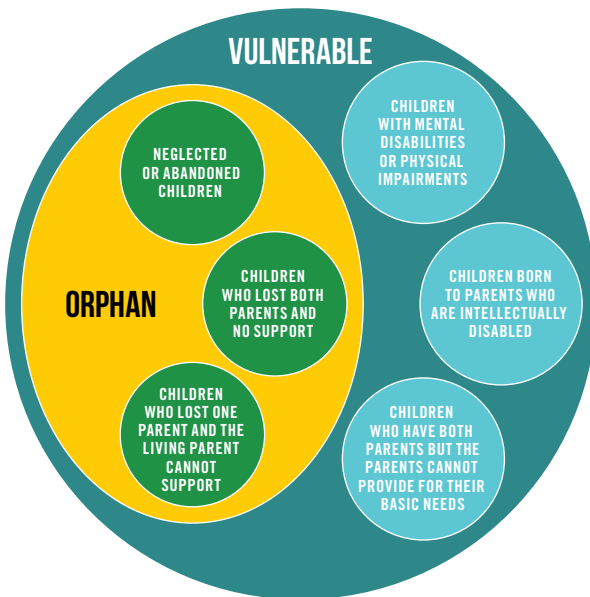
OUR VISION

The Foundation For Tomorrow envisions a world where all 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.

TFFT'S SPHERE OF VULNERABILITY



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.

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



HAVING INVESTED YEARS into the establishment of our core programs—Scholarship, Full Circle, and Teacher Training—2015 was a year to reach outside of our comfort zone. Our effort to remain nimble led us into the field. We spent more time than ever before out in the community, working with government schools, and cultivating our relationship with the District Social Welfare Office and the Ministry of Education.

Our work to this point has proven that offering students a unique opportunity to excel is making a difference. Thanks to your support, it is now possible to further extend our impact beyond our scholars to the broader community. Through pilot initiatives such as our life-skills curriculum and toolkit, production and distribution of Kiswahili readers, and the launch of the Happy-Sad boxes, we are inching closer to a world where all children contribute to society as active and empowered citizens, free of exclusion, disadvantage, and vulnerability.

Your support is helping individuals reach their full potential and thrive in their communities. We are grateful for your belief in our mission.

MEGHANN H. GUNDERMAN

Founder and Executive Director

LOU COLLINS

Chairman, Board of Directors

IN 2015  TFFT MADE POSSIBLE

13,711 LIVES
EMPOWERED

101 TFFT SCHOLARS

6 TFFT ALUMNI

9 TRAININGS

\$682,527 RAISED

REVENUE

Scholarship	22%
Individuals	39%
Fundraising Events	27%
Support Programs	5%
In Kind	7%

EXPENSES

Scholarship	52.1%
Full Circle	11.7%
Teacher Training	15.4%
Fundraising	8.6%
Management	12.2%



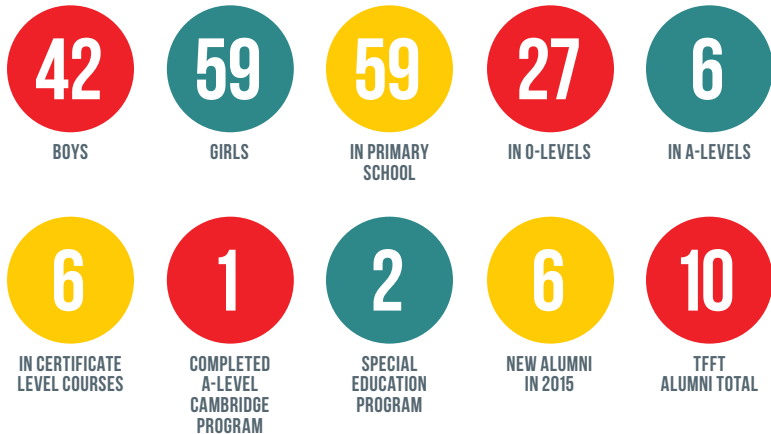
SCHOLARSHIP PROGRAM

The TFFT Scholars will always be the heart of our work. Because we invest deeply in these individuals over many years, their life's work will be TFFT's ultimate legacy. TFFT Alumni are already blossoming as change-makers in the community. Our scholars volunteered doing community work through the Meru District Social Welfare Office, and Richard Augustino is applying to college in the United States with a plan to return to Tanzania as an IT security specialist.

Our scholar identification process is need based. In 2015 we fully incorporated the Progress out of Poverty Index (PPI) to measure vulnerability. We worked closely with community leaders and the District Social Welfare Officers to survey households using standard PPI indicators to calculate poverty based on national and international poverty lines. This ensures that your generosity reaches Tanzania's most vulnerable children.

We also focused on increasing the scholars' parent and guardian involvement in the scholars' studies. We celebrated that 100% of our class 7 TFFT Scholars passed their national exam as well 100% of our form 4 scholars successfully transitioned into the final two years of secondary or tertiary education. Most notable, for the first time ever, a TFFT Scholar graduated from the highly competitive two-year A-level Cambridge Program.

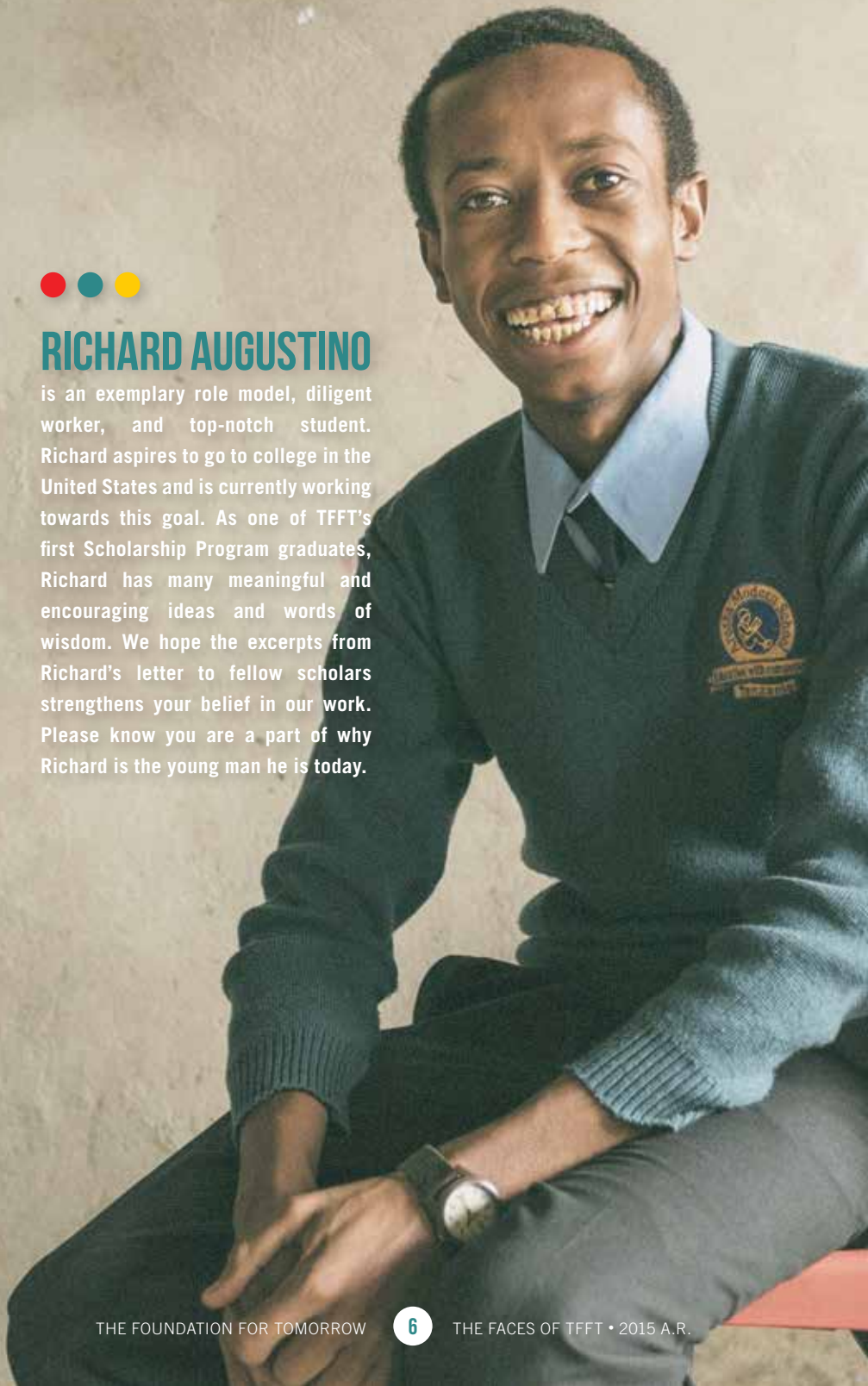
101 TFFT SCHOLARS





RICHARD AUGUSTINO

is an exemplary role model, diligent worker, and top-notch student. Richard aspires to go to college in the United States and is currently working towards this goal. As one of TFFT's first Scholarship Program graduates, Richard has many meaningful and encouraging ideas and words of wisdom. We hope the excerpts from Richard's letter to fellow scholars strengthens your belief in our work. Please know you are a part of why Richard is the young man he is today.



I am writing to you to share some important things, which will make us grow. I would love for us to understand and realize how gifted we are. I would love for you to tap into your full potential and grow to become someone great. **As TFFT Scholars, we are gifted in many ways.** Everyone has an area in life where he or she performs best. There is that uniqueness in every one of us. There must be something that you contribute to the betterment of this world.

The uniqueness that is within us is what makes us have a purpose. Each one of us has got a purpose to fulfill in life. Realizing that purpose might be the greatest task for each one of us. **To be great is met when you discover your unique purpose.** When you realize your mission, the whole world benefits from you. Living with purpose and intention is understanding how important you are.

Set yourself achievable goals, use all opportunities and resources that you meet. Our world will never decide for us which path to follow when working towards our goals. You will be the one to decide. The steps you take are yours and not someone else's. We should remember that it is within our power to strive for the happiest life by making the best decisions and carving out an individual path towards a personal goal. This way, if you feel like quitting, you won't because there is something good that you are after.

Tap into your potential and the internal compass that guides you toward a particular focus for your life. Do whatever it takes to be on the right track. **It requires a lot of sacrifice to be great.** Please, let whatever we do be an attempt to enhance our success. Let us completely control our personal evolution and become a leader in every area of our life.

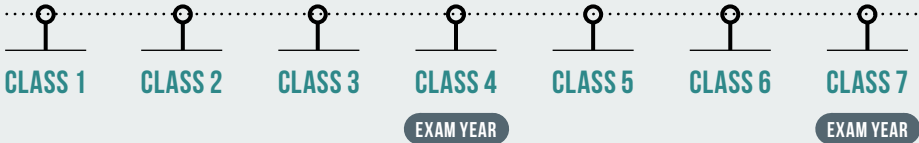
Respond wisely to whatever opportunities and resources come your way, in order to receive the most benefits from them. **We all have a role to play in this world and that will be reached through achieving our dreams, visions, and goals.**

We often say, "I want to be an engineer, a pilot, a doctor!" But do we really work for that? How often do we become too friend centered and get lost? Do we follow our own unique path, or do we listen to our friends and follow their paths? We should understand that even if a friend has the same goal, it does not mean that they will take the same path to get there. Favoring your dreams requires strength. **Be honest with yourself.** When you plan something, do it. Use your time well.

Think about your dreams, decide what you want, and get to work now. Believe that achieving them is possible. Create the environment you need and focus on what is important. Free your heart and your mind. Adopt new ways of thinking, feeling, and living, and apply them everyday.

Remember: your mindset can be the cause of what is not working for you. Change your thoughts to change your life. Begin somewhere.

UNDERSTANDING THE



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.

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.

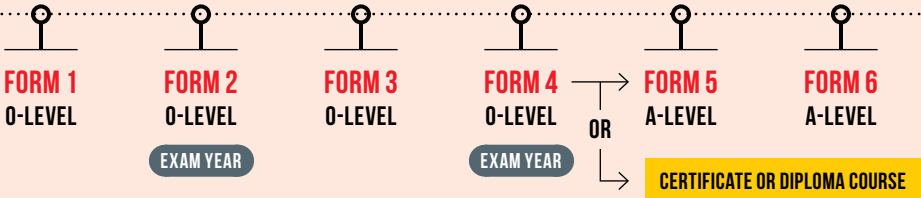
25%

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

100%

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

TANZANIAN SCHOOL SYSTEM



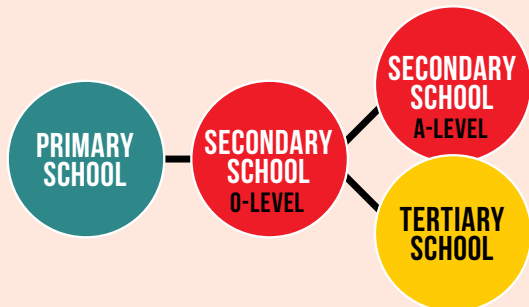
SECONDARY SCHOOL (O-LEVELS & A-LEVELS)

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 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.

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.

TANZANIAN EDUCATION
IS SEPARATED INTO
THREE
MAIN LEVELS





PSYCHOSOCIAL AND HEALTH

The Psychosocial and Health Program is an extension of the Scholarship Program that focuses on the health and wellbeing of our scholars, their families, and the children in the community at large. At its core this program provides health insurance coverage for all TFFT Scholars and livelihood strengthening support for the scholars' guardians through entrepreneurial training and access to microloans. Additionally, the Psychosocial and Health Program launched two major projects this year: Happy and Sad Boxes and the Most Outstanding Children Center Award.

As a vehicle for child rights protection, the Happy and Sad Boxes provide students the opportunity to celebrate when their rights are supported and report when they are violated. Beginning with a workshop for teachers and school leaders on child rights, we piloted this initiative in 14 government schools.

TFFT's Most Outstanding Children Center Award recognizes the best performing children centers and orphanages. The government has policies for the operations of these centers; however, very little resources are given to enforce these policies. Incentivized by TFFT's award, The District Social Welfare Officers were instrumental in aiding our inspection process and selection of the winners. We began assessing centers in three districts and plan to expand our search in the coming years.



OF TFFT SCHOLARS
RECEIVE HEALTH
INSURANCE



GOVERNMENT SCHOOLS
IMPLEMENTED
HAPPY AND SAD BOX
INITIATIVE



GOVERNMENT SCHOOL
CHILDREN GIVEN A
VOICE TO AIR THEIR
CONCERNS THROUGH
THE HAPPY AND
SAD BOXES



CHILDREN CENTERS
AND ORPHANAGES
PARTICIPATED IN
TFFT'S INAUGURAL
MOST OUTSTANDING
CHILDREN
CENTER AWARD

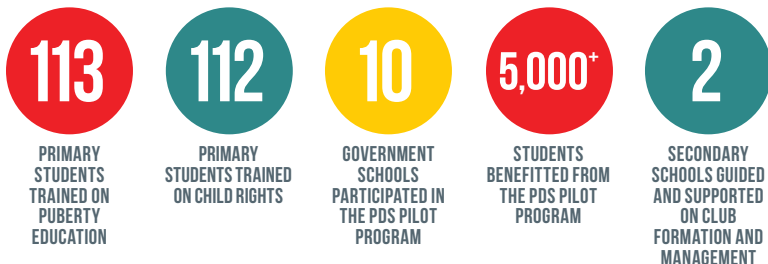


FULL CIRCLE

In 2015 the Full Circle Program launched the pilot of the life-skills curriculum and toolkit, directly trained students on the crucial topics of puberty and child rights, and continued support to enrich student lives through club formation at their schools.

Personality Development and Sports (PDS) is a subject that Tanzania's Ministry of Education created in 2005. This subject aims to instill skills such as communication, decision-making, health, sports, teamwork, citizenship, creativity, and entrepreneurship. In practice, no training, guidance, or resources are provided for teachers to cover these topics. As a result, this subject is failing to reach the students.

TFFT's Full Circle Life-skills program aligns with the goals of the PDS class. In 2014 TFFT developed a comprehensive life skills curriculum for primary schools and completed a baseline study of the PDS initiative. In 2015 TFFT launched the pilot of the PDS curriculum guide and toolkits in 10 government schools.





TEACHER TRAINING

The Teacher Training Program worked closely with government schools in 2015. In collaboration with local teachers and with the generous help and support of WaterBridge Outreach, TFFT wrote and published eight different early readers in Kiswahili and distributed 8,000 copies of these readers. These books are helping children hone their reading skills through relatable stories. We also expanded the Teachers of Distinction Award. More than 200 teachers were nominated, and we recognized 10 winners. We believe in the power of this award to motivate teachers to become a force for good in students' lives. We conducted a first training in Mwanza for the first time and provided electricity for and refurbished two Teacher Resource Centers in Meru district.



GOVERNMENT
AND PRIVATE
SCHOOL TEACHERS
TRAINED



KISWAHILI
READERS FOR
CLASS 1–3
PUBLISHED AND
DISTRIBUTED



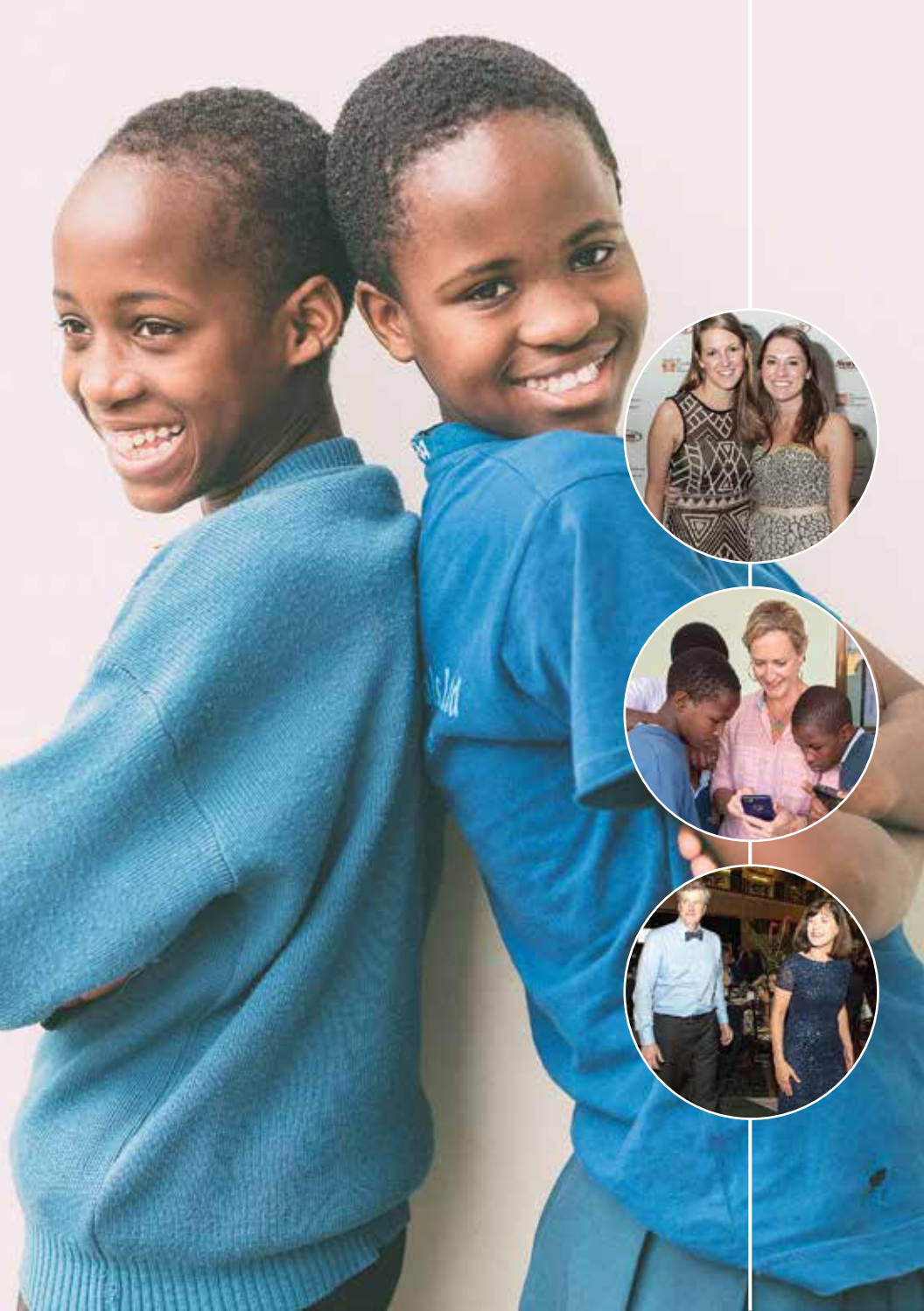
GOVERNMENT
PRIMARY SCHOOL
RECIPIENTS OF
THE KISWAHILI
READERS



TRCS IN MERU
DISTRICT PROVIDED
ELECTRICITY AND
REFURBISHMENTS



GOVERNMENT
PRIMARY SCHOOL
PROVIDED WITH
LEARNING
AND TEACHING
MATERIALS AND
FURNITURE



WE COULDN'T DO IT WITHOUT YOU

EVENTS—You gathered in Charlotte, Chicago, New York, and Seattle to support and celebrate TFFT. We are grateful for our community of people who have a shared belief in TFFT's mission.

VISION TRIP—an opportunity to join us in Tanzania and witness your impact! We invite you to get to know the TFFT Scholars and team, experience the different facets of the work you support, and marvel at the beauty of Tanzania.



What a week. What a truly fantastic, unforgettable, eye-opening week. As I take off from Kilimanjaro airport and see the renowned mountaintop through the clouds, my mind is filled with many memories—sounds and images—of seven well-spent days in Tanzania with the TFFT team.”

—**Laura Thompson**, 2015 Vision Trip participant

YOUTH ADVOCATES—it is exciting to see youth support other youth!

As SHARE the LOVE Team Leaders, TFFT's youngest supporters creatively share TFFT's story with their network and to generate support through online fundraising.

In an effort to educate their peers, advocate for the need for educational equity, and grow into global citizens, students across the U.S. rally together in support of TFFT to form high school clubs.





2015 SUPPORTERS

ASANTE SANA (THANK YOU SO MUCH)

\$40,000+

Anonymous
Anonymous

\$20,000 – \$39,999

Sonic Automotive
Patricia and Stuart
Spencer
Tinkoff Saxo

\$10,000 – \$19,999

Rita and Lou Collins
Karen and John
Crotty
Val Crotty and
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Hornig
Denise McFadden
Karen McFadden and
Steven Maixner

Anne McGonigle
and Greg Witter
My African Child
Volokolamsky Proezd
Jason Sehorn
WaterBridge
Outreach

\$5,000 – \$9,999

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