



# 2010

annual report



Quality Education for Children in East Africa™

Photo: Heward Jue

**I AM** the child whose dreams can change the world.

**I AM** the teacher, enlightening young minds.

**I AM** the volunteer, doing because I believe.

**I AM** the donor, fueling the possibilities.

**I AM** one person, creating exponential change.

# the power of **ME**



the power of  
**WE**

**WE ARE** families, nurturing the dreams of our children.

**WE ARE** educators, awakening the potential of youth.

**WE ARE** communities, rising up with each graduating class.

**WE ARE** Asante Africa, a catalyst for change through knowledge.

**WE ARE** the global village working together to build a sustainable future for East Africa.



## Letter from CEO and Founder

**In a global community** like ours, geographically distant realities are brought to our virtual doorsteps. Everyone has an important role to play in making the world a better place. Local visionaries design with local solutions. Local leaders respond to local needs. And Asante Africa Foundation and its donors support those efforts through generous support. It's a powerful formula for building a brighter future for children.

In this annual report, we celebrate the local visionaries, the local leaders, and the next generation of community influencers. They exemplify how much even just one person can do. There's power within each individual to shape the global landscape. When we work as a global team, and strategically invest in schools, in teachers, and in young people, we are supporting locally led programs and laying the foundation for positive long-term change.

In 2010, we saw our infrastructure partnership progress and our merit-based scholarship program expand. In 2010 alone, we completed 3 schools projects that were ideas on paper four years ago. Children are now lining up eager to attend our schools. We granted 132 students merit-based scholarships, and successfully graduated 14 students from high school (our first large group). Four of them are now university bound. We delivered over 300 pounds of learning materials and teaching aids, and hundreds of desks and books to inspire and guide. We added new dimensions to our programs, strengthening learning in the classrooms, quantitative performance improvement, youth leadership development, and formally integrating "Paying it Forward" into our all of our programs. All of this occurred in 2010.

It's hard to not get carried away with adjectives and superlatives about the impact of Asante Africa Foundation within a community. It's overwhelming to see how quickly and tenaciously a community responds to development inputs like schools, new books, a lab full of science equipment and the opportunity to create lasting change. These are parents, teachers and community leaders that appreciate the value of education for their children and their future. What we consider a basic right—education and knowledge—they hunger for and protect it as a privilege. One of our scholarship student's father recently told us, "We want Asante Africa's supporters to know how huge an impact their help has had on our families and our communities and how many lives it has changed already."

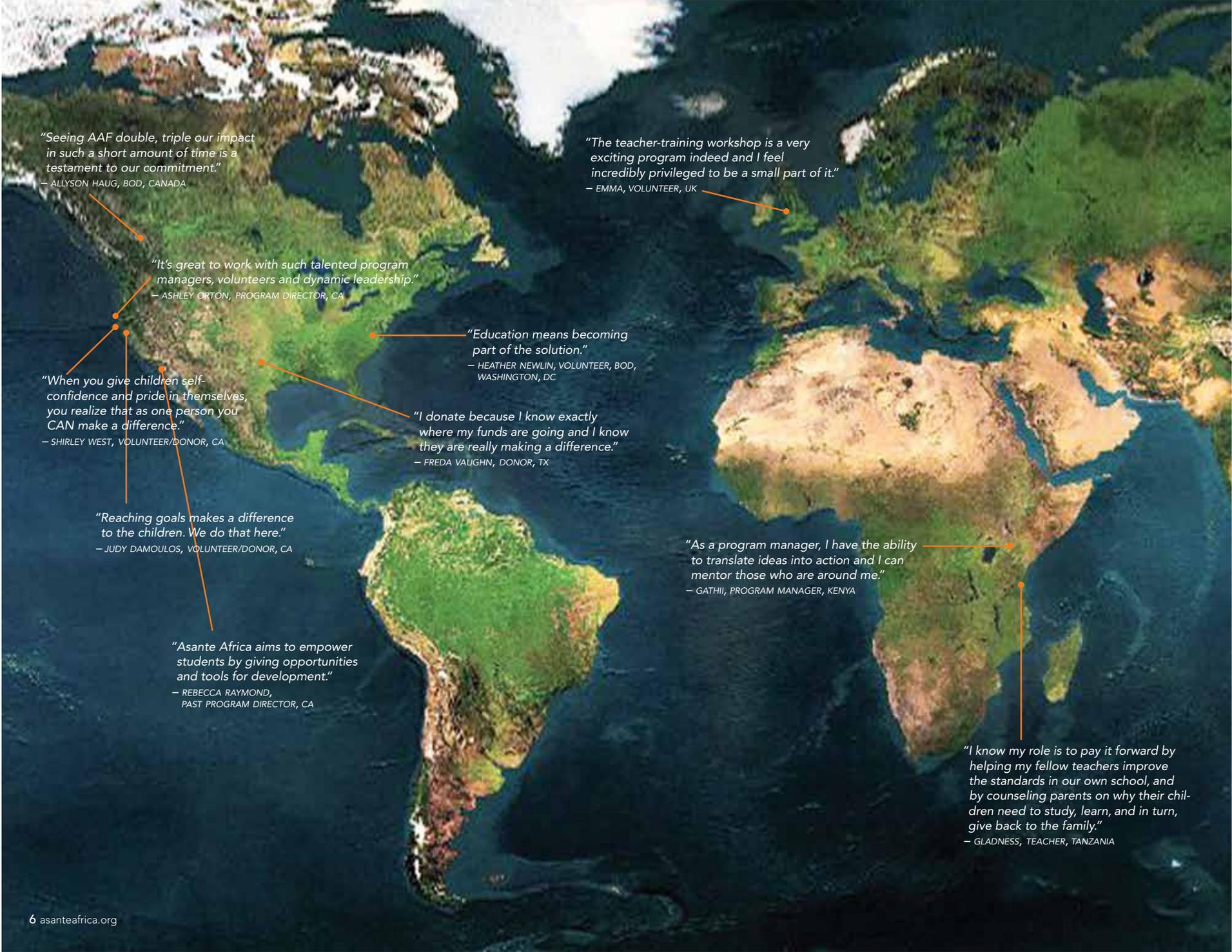
In the 4.5 years since our founding, your support has provided schools, books, materials, and educational opportunities to over 17,000 children. Behind each of these children is a unique story of spirit, commitment and ingenuity. Behind each of these children is a family and a community wanting them to succeed. What we achieved was only possible because hundreds of individuals, families, and companies—like you—also believed in the long term impact of what education can give and what a person can become with new knowledge.

As we all look to a brighter tomorrow, we want to leave you with the important message that you too—even as one individual—can help change children's lives. It's about the Power of Me—one person, and the Power of We—all of us. The following pages illustrate just how that power has transformed lives.

Asante Sana (Many Thanks),



Erna Grasz, CEO and Founder



*"Seeing AAF double, triple our impact in such a short amount of time is a testament to our commitment."*

— ALLYSON HAUG, BOB, CANADA

*"The teacher-training workshop is a very exciting program indeed and I feel incredibly privileged to be a small part of it."*

— EMMA, VOLUNTEER, UK

*"It's great to work with such talented program managers, volunteers and dynamic leadership."*

— ASHLEY ORTON, PROGRAM DIRECTOR, CA

*"Education means becoming part of the solution."*

— HEATHER NEWLIN, VOLUNTEER, BOB, WASHINGTON, DC

*"When you give children self-confidence and pride in themselves, you realize that as one person you CAN make a difference."*

— SHIRLEY WEST, VOLUNTEER/DONOR, CA

*"I donate because I know exactly where my funds are going and I know they are really making a difference."*

— FREDA VAUGHN, DONOR, TX

*"Reaching goals makes a difference to the children. We do that here."*

— JUDY DAMOULOS, VOLUNTEER/DONOR, CA

*"As a program manager, I have the ability to translate ideas into action and I can mentor those who are around me."*

— GATHII, PROGRAM MANAGER, KENYA

*"Asante Africa aims to empower students by giving opportunities and tools for development."*

— REBECCA RAYMOND, PAST PROGRAM DIRECTOR, CA

*"I know my role is to pay it forward by helping my fellow teachers improve the standards in our own school, and by counseling parents on why their children need to study, learn, and in turn, give back to the family."*

— GLADNESS, TEACHER, TANZANIA



## **ASANTE AFRICA FOUNDATION in 2010**

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## **ASANTE AFRICA FOUNDATION PROGRAM HIGHLIGHTS**

<b>Create Safe and Healthy Learning Environments</b>	<b>20-23</b>
Water Is The Foundation for School Success—KE	
Multi-Year School Projects Completed—KE, TZ	
<b>Strengthen Teaching Quality and Enhance Learning in Schools</b>	<b>24-27</b>
Teachers' Houses Attract Top Talent—KE	
Competition Improves Performance—KE	
Advancing Education for Teachers—KE, TZ	
<b>Provide Education Through Merit-Based Scholarships</b>	<b>28-31</b>
Girls Are Moving On Up—KE	
University, Here We Come—KE, TZ	
Leadership Training Sets the Course—KE, TZ	
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## Our Vision

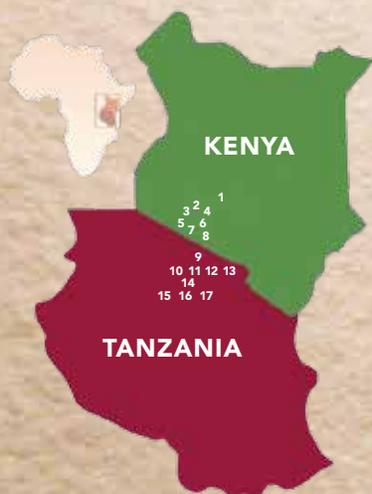
We envision African communities and families in which all children have the opportunity to receive quality education to illuminate their paths towards brighter futures.



## Our Mission

We strive to create safe and healthy learning environments, to enhance and strengthen the educational experience through quality instruction and resources, and to provide merit-based scholarships for highly motivated, gifted and disadvantaged children.

## Where We Work



Asante Africa Foundation works in East Africa, with projects in northeastern Tanzania and southwestern Kenya. As we become more sustainable, we will expand to other communities within Kenya and Tanzania, and into other neighboring East African countries.

- 1 Limuru, 2 Suswa, 3 Narok, 4 Olalalulunga,
- 5 Enaielbe, 6 Ewasa Ngiro, 7 Maji Moto, 8 Nchaishi,
- 9 Ilkurot, 10 Ornelili, 11 Hai, 12 Bomani, 13 Moshi,
- 14 Esilalei, 15 Mto wa Mbu, 16 Karatu, 17 Makayuni

## Our Partnerships



We achieve our goals through in-country collaborations with local community leaders, education advocates, and program managers who are profoundly committed to the process of creating opportunity and change in their communities. Through their knowledge and expertise, we work collectively to propose solutions that are viable and sustainable in their communities and culture.

# Asante Africa's Approach to Tackling the Challenges

We fund projects that will offer the greatest long-term impact to the community and assist children in acquiring usable knowledge in the short-term. Building a school serves thousands of children over the years. A child receiving a scholarship will pass on the value of education to their family and lead their community in solving challenges they face. Providing resources to a teacher enhances the educational benefits and experience for hundreds of students.

## CREATE SAFE AND HEALTHY LEARNING ENVIRONMENTS

Add Quality Infrastructure (solar, electricity, computer labs, science labs)

Build Core School Infrastructures (classrooms, dorms, teachers' houses)

Provide Fundamentals for Child Health (sanitation, water, food)

## STRENGTHEN TEACHING QUALITY AND ENHANCE LEARNING

Accelerate Quality Learning (lab apparatus, computers)

Facilitate Improved Teaching Abilities (seminars, teaching techniques)

Basic Teaching Material (chalkboard, desks, textbooks)

## PROVIDE EDUCATION THROUGH SCHOLARSHIP

Facilitate Life and Leadership Skills (beyond K-12)

Provide Merit-Based Scholarships (full and partial)

## Desired Short-Term Outcomes

- Better daily attendance, particularly for girls.
- Higher percentage of students passing exams.
- Increased enrollment in secondary schools.
- Active engagement of parents in child's education.
- Increased scores on national exams.
- Increased primary school completion rates.
- Stronger application of knowledge (science, innovation).

## Long-Term Impact

- All children in targeted areas attain primary education and increasing numbers have access and option to pursue secondary education.
- Increased social and economic returns on education (wage, maternal and child health, instances of entrepreneurship).
- Communities actively support educating girls and boys.
- Alumni create a self-sustaining culture of education and increased opportunity by becoming change agents in their families and communities.

# With Your Help, Asante Africa Is Turning These Numbers Around

\* 2008 EDUCATION STATISTICS IN SUB-SAHARAN AFRICA

**90%**  
of youth who start Grade 1 in sub-Saharan Africa



**56%**  
of those youth who will finish Grade 7-8



**25%**  
of primary students who can afford to continue to secondary school



**10%**  
of secondary students who will graduate Form 4 (senior year)



**10%**  
of Form 4 graduates who are able to go further in education

Only 0.13% are able to continue their education beyond Form 4. That's 13 out of 10,000.

Without a quality education, the cycle of poverty, disease, gender inequality and marginalization will continue to impoverish the livelihoods of future generations. Nations with low literacy rates, and those that lack equal access to educational opportunities, will chronically remain economically and socially handicapped.

\* UNESCO Education for All 2008 Annual Report

# The Benefits of Achieving Basic Education

**Prevents childhood mortality.** Educated mothers are better equipped to provide adequate healthcare and nutrition for their children. Well-nourished children are better prepared for the classroom and life.

\*\* Women with 6 or more years of school will proactively seek out prenatal care resulting in significantly decreased child mortality rates.

**Promotes gender equality.** When girls have the same opportunities and accessibility in the classroom, they have increased wages that promote family stability, while discouraging early marriage and forced labor.

**Prevents protracted, in-country armed conflict.** Educated and employable boys are less likely to join armed militia and become perpetrators of violence and crime.

**Eradicates the epidemic of poverty.** Education paves the way for job opportunities, thereby generating national economic development and creating self-sustaining communities.

\*\* No country has ever achieved continuous growth with less than a 40% adult literacy rate.

\*\* For every year of additional education, boys will earn 10% higher wages while girls will earn 25% higher wages. This, in turn, contributes to the national economic growth.

**Gives peaceful voice to the oppressed.** Previously marginalized peoples are able to raise awareness and elect peaceful approaches for change.

**Prevents propagation of disease.** Armed with knowledge of hygienic practices and protection from diseases such as HIV/AIDS, malaria and hepatitis, an educated youth can save lives.

\*\* Children who have completed primary education are 57% less likely to contract HIV.

\*\* 50% more children will seek immunization with educated mothers.

\* UNESCO Education for All Global Monitoring Report 2010/2011  
UNESCO Millenium Global Development Goals

\*\* Center for Global Development, Rich World, Poor World



“ Enriched minds will collectively find solutions to our problems. No matter what poverty, illness, violence or other problems people face, the only long-term solution is quality education. ”

— Charles Waigi



In **4** years, Asante Africa Foundation has

completed over **35** projects

in **2** countries,

**17** villages,

**18** partnering schools,

impacting over **250** teachers,

and over **17,000** students' lives. This is the POWER of WE.



**WE** believe every child deserves access to quality education, regardless of the longitude or latitude in which they are born. Education empowers children to make informed decisions, to turn dreams into reality, to reduce their families' struggle, to find their own voice, and to facilitate the process of their communities becoming self-sustaining.

Asante Africa Foundation, Inc. is a 501(c)3 non-profit charitable organization.

We are dedicated to enabling quality education for children in East Africa.



## Accomplishments & Outcomes

In the lives of the children in East Africa, all the quantitative and qualitative information continues to make clear that education is one of the best investments a country can make to increase economic growth, improve public health, reduce violence and break the cycle of poverty. The transformative power of education is also a vital component of global peace and stability.

### 2010 At A Glance

Asante Africa Foundation made remarkable strides in 2010 to improve and advance our core program initiatives, achieving a number of successes and milestones. These successes expanded the short term outcomes and longer-term impact in the developing East African communities.

### Create Safe and Healthy Learning Environments

- Completed 3 school multi-year construction projects that were ideas on paper 4 years ago
  - Jeremy Academy – 9 classrooms, 1 dining hall, 1 kitchen, 1 computer room
  - Mwalimu Anna Academy – 8 classrooms and desks
  - Enkiteng Lepa – 6 teachers' houses, 4 bath-toilets
- Added learning capacity to 6 other schools, including water storage tanks at 2 schools
- Initiated construction of a 100-bed girls' dormitory and a science laboratory
- Initiated construction of a biology/physics/chemistry laboratory

### Strengthen Teaching Quality and Enhance Learning

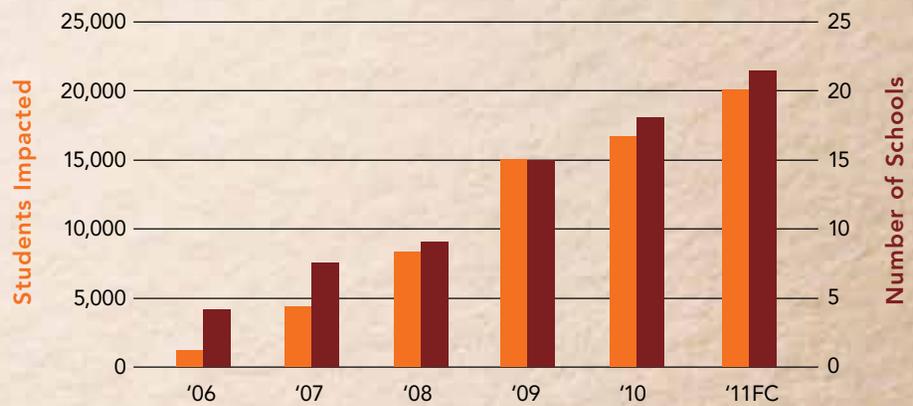
- 2 teachers graduated with Bachelor's degrees coming back into their school communities with new methodologies and skills
- Completed an Academic Performance Competition across 16 schools, 900 students
- Delivered over 300 pounds of learning materials and teaching aids
- Delivered 500 books
- Delivered over 100 desks providing 300 children with a place to sit

### Provide Education Through Merit-Based Scholarships

- Granted 132 students merit-based scholarships
- Successfully graduated 14 students from high school (our first large group)
- 4 students are university bound with government academic scholarships
- Conducted 2 Leadership Academies for over 65 students and teachers, creating personal success plans



### 18 Partnership Schools, 17,000 Lives Impacted



### Education Through Scholarships





## Looking Forward to 2011

We know that delivering quality education takes a strong combination of trusted partnerships, innovative ideas, diligent prioritization, efficient operations, and the right people to put it all together. The investments we make today contribute to long-term, sustainable community solutions that provide children today, tomorrow and the next with access to quality education. As we grow and improve, it is important to periodically step away from the day-to-day implementation and focus on the “bigger picture”—our strategy.



The future impact that education and knowledge can have on these young people’s lives is immense. Girls who stay in school earn higher wages and tend to have smaller, healthier families who are vaccinated, well-nourished and educated. Boys who stay in school will start community businesses, find their voice and choose peaceful paths to express desires for change.

This year, a team comprised of program managers, board members and senior advisors from Kenya, Tanzania, and the United States met in Kenya. We reflected on our program achievements and lessons learned. While we are proud of our growth and accomplishments, we know we can be better.

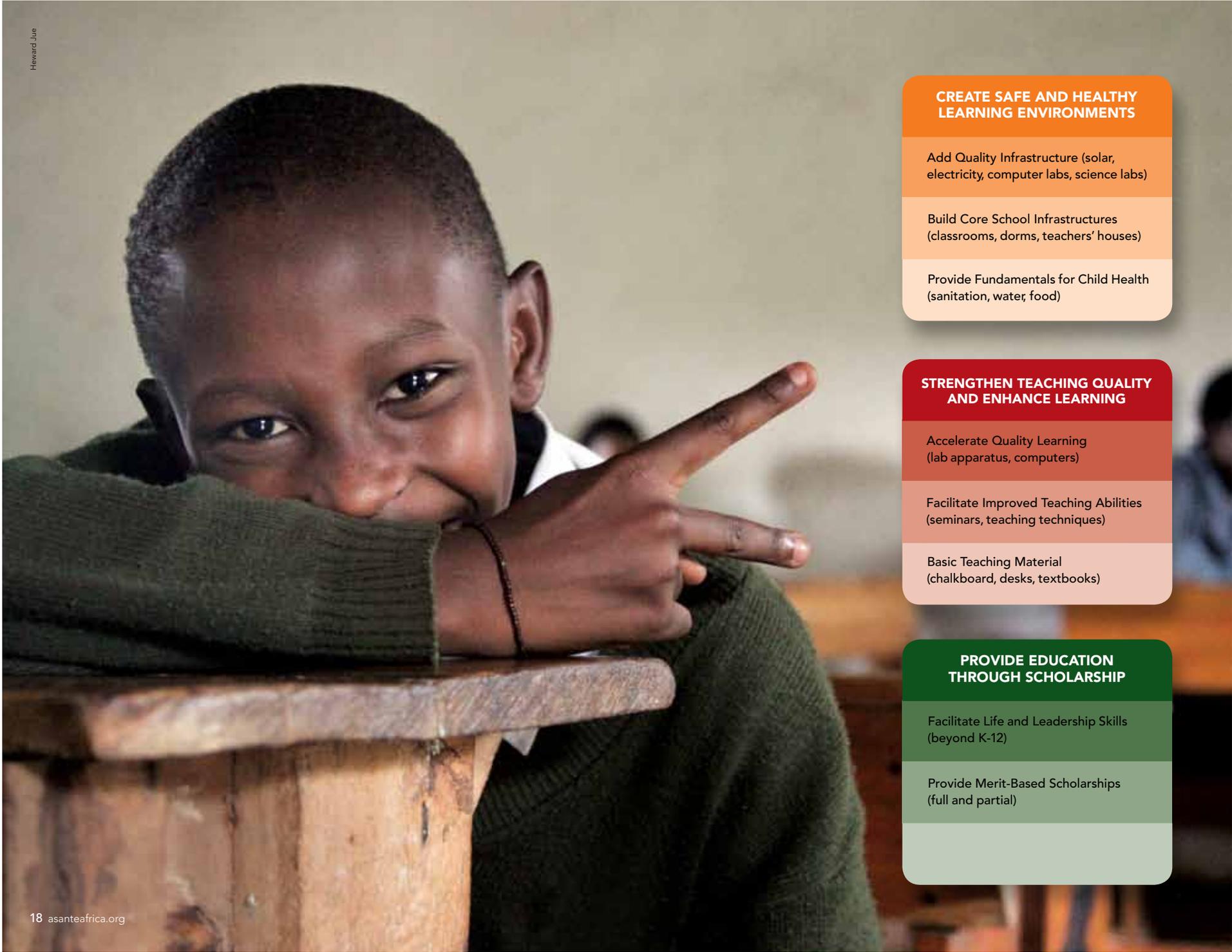
As we move into 2011, we have three areas of focus: enabling teachers, preparing youth for life after high school, and strategic geographic growth. We all mutually agreed that the influence and impact that one teacher has with hundreds of children is powerful. In addition to continuing to strengthen learning in the classroom, we will strengthen the programs surrounding the success of the teachers—as individuals, as leaders, as educators.

Our second area of focus is an expansion on the leadership development that we began last year. Preparing these young people for the big world beyond school is essential. As many as 95% of them will not have the opportunity to attend college or university, so preparing them to return to their communities with usable skills is critical.

Our third area of focus is to strengthen our replicable growth model. This is motivated by communities reaching out to us from other parts of Kenya and Tanzania. They have heard about our partnership approach and are eager to be considered. We conduct diligent needs assessment, looking for alignment to our mission and carefully consider teaming with other organizations already in those communities, leveraging our funds to the greatest impact possible.

Our mission, vision, and values remain grounded in respect for the power of local community leaders and families to change childrens’ lives. We are excited about the opportunities ahead and are committed to reaching more children and families than in years past. There has never been a more critical time to increase our investment in children who are growing up with the pressures of poverty and little or no access to education.

2011



**CREATE SAFE AND HEALTHY LEARNING ENVIRONMENTS**

Add Quality Infrastructure (solar, electricity, computer labs, science labs)

Build Core School Infrastructures (classrooms, dorms, teachers' houses)

Provide Fundamentals for Child Health (sanitation, water, food)

**STRENGTHEN TEACHING QUALITY AND ENHANCE LEARNING**

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Basic Teaching Material (chalkboard, desks, textbooks)

**PROVIDE EDUCATION THROUGH SCHOLARSHIP**

Facilitate Life and Leadership Skills (beyond K-12)

Provide Merit-Based Scholarships (full and partial)

# 2010 Program Highlights

## Create Safe and Healthy Learning Environments

- Water is the Foundation for School Success
  - Montanyok Primary School and Nchaishi Primary School – Kenya
- Multi-Year School Projects Completed
  - Mwalimu Anna Academy – Tanzania
  - Jeremy Academy – Kenya



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## Strengthen Teaching Quality and Enhance Learning in Schools

- Enkiteng Lepa Primary Has New Teachers, Thanks to Teachers' Housing – Kenya
- Advancing Education for Teachers – Kenya, Tanzania
- A Bit of Competition Improves Performance – Kenya



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## Provide Education Through Merit-Based Scholarships

- The Girls Are Moving On Up – Kenya
- University, Here We Come – Kenya, Tanzania
- Leadership Training Sets the Course – Kenya, Tanzania





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**AFRICA**  
FOUNDATION

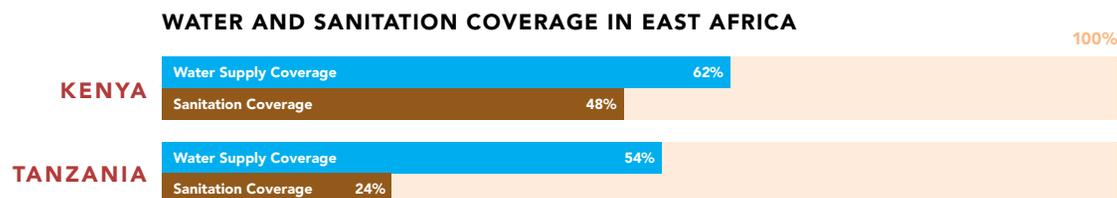
# Create Safe and Healthy Learning Environments

## Water Is the Foundation for School Success

Montanyok Primary School and Nchaishi Primary School – Kenya

Access to a clean and reliable water source is a major challenge for many East African schools where water resources may be unreliable and insufficient. Developing a healthy and safe water source allow schools to provide students with clean water for drinking, sanitation and meal preparation. The headmasters and community leaders identified this glaring need for water as the main obstacle in providing a safe and healthy learning environment for students at two different schools, Nchaishi and Montanyok Primary Schools in Kenya.

The dry, dusty landscape around Montanyok Primary forces residents to rely on transporting water from another area or hope for rain to supplement their needs. Remote schools like Nchaishi Primary are located too far from the nearest water source, forcing students to stop attending class in order to search for water with their parents.



Asante Africa built cement water tanks at each of these schools with the fully vested interest and collaboration of school headmasters, community elders and the contractor. The decision to use 100-year, lifetime cement holding tanks instead of plastic ones, spoke to the conviction of these communities in developing a permanent solution to the problem. As a result, the government allocated funds to build classrooms alongside these tanks, further cementing educational support in these rural areas. The water tanks are an allusion to the power of the local communities creating change and a true ripple effect that will contribute to their educational future.

Hope for the future begins with a solid foundation upon which the education of children can be built. Sometimes this is as simple as ensuring that children have clean well-built classrooms, solid desks and chairs to work with, as well as up-to-date reading and writing materials to learn from with the guidance of dedicated teachers.



Because of school-based water, children are in class and are learning about the need for sanitation.

## Multi-Year School Projects Completed

### Mwalimu Anna Academy – Tanzania

On January 4, 2010 the Mwalimu Anna Academy in Tanzania opened the year with six additional new classrooms, making eight in total, along with a plethora of new teaching and learning materials. The progression at Mwalimu Anna Academy over the last three years is a testament to the perseverance of Anna Moshi and the Asante Africa Foundation to ensure that as many children as possible will receive a quality education in Mto wa Mbu. In late 2007, Asante Africa Foundation joined forces with Director, Anna Moshi in her goal to build a school that would enable the children of her community to have a head start. With their English-based curriculum, Mwalimu Anna Academy is ensuring that the students graduating from their programs will possess globally transferable skills, in turn broadening their future and the prospects of their community.

Anna's powerful vision to provide the opportunity for education in her community has witnessed a successful increase of children now attending the school. Where 2008 saw only thirty students, the school is now educating 210 students with at least seventy in boarding facilities. In addition, the school has increased its pedagogical staff from two teachers in 2008 to over twelve teachers.

By setting achievable goals with a progressive vision, Mwalimu Anna Academy and Asante Africa Foundation hope to continue expanding the educational possibilities for children in the Mto wa Mbu area of Tanzania for years to come.



## Jeremy Academy – Kenya

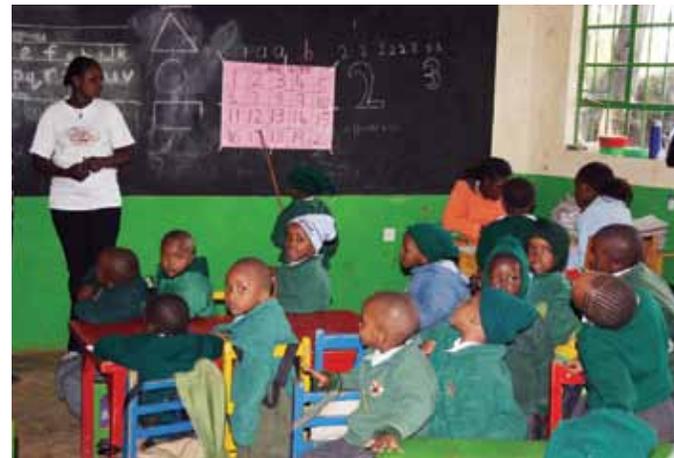
Jeremy Academy's motto is to "lay a firm foundation" for the children during their formative years to ensure success through high school and beyond. Charlie Waigi and his wife Teresa, the director of Jeremy Academy first opened their doors in 1999 with two students.

Over the years the academy has expanded to include classes for kindergarten through 8th grade, as well as a special education class. In 2007, Jeremy Academy and Asante Africa Foundation joined forces to complete our first project together, a classroom to accommodate the 8th graders. In the last three years, thanks to contributions from both the Williams College community and Asante Africa Foundation, 2nd and 3rd floor classrooms were built in an existing building and filled with desks. An additional three-story building has been built with a dining room, kitchen, indoor bathrooms and six classrooms.

These accomplishments exemplify Asante Africa Foundation's and Jeremy Academy's shared vision of providing children with an environment conducive to learning. Currently with over 300 pupils ranging from nursery to grade 8, the students not only come from the immediate neighborhood, but also the outlying neighborhoods within a 15-kilometer radius. This school has rapidly climbed the academic ladder to success, becoming #1 of 21 in the zone and #3 of 59 in district with 100% of their 8th graders going on to secondary high school. The modern facilities, dedicated teachers and special education class, uniquely separates Jeremy Academy from other institutions.



POS	SCHOOL	ENT	ENG	KESS
1	JEREMY	300	77.03	70.23
2	JURANA	33	72.9	64.9
3	ST MARYS ACAD	77	75.48	62.3
4	ST STEPHENS	31	65.99	63.05
5	JEREMY POINTS	360	67.9	56.92
6	ST JAMES	12	64.54	43.6
7	ST ANTHONY	70	61.3	63.2
8	ST JACOB	100	63.05	58.89
9	ST JACOB GRAZ	100	63.05	58.89
10	ST JACOB	100	63.05	58.89
11	ST JACOB	100	63.05	58.89
12	ST JACOB	100	63.05	58.89
13	ST JACOB	100	63.05	58.89
14	ST JACOB	100	63.05	58.89
15	ST JACOB	100	63.05	58.89
16	ST JACOB	100	63.05	58.89
17	ST JACOB	100	63.05	58.89
18	ST JACOB	100	63.05	58.89
19	ST JACOB	100	63.05	58.89
20	ST JACOB	100	63.05	58.89
21	ST JACOB	100	63.05	58.89







## Strengthen Teaching Quality and Enhance Learning in Schools

### Enkiteng Lepa Primary School Has New Teachers, Thanks to Teachers' Housing – Kenya

In 2008, what began as a paper sketch and a campfire discussion, developed into a global partnership between the Kenya Maji Moto community, the Polish foreign ministry, a Polish nonprofit organization called Simba Friends, and Asante Africa Foundation. In year one, all energy was focused on the completion of toilets, a student dormitory and four classrooms completely furnished with beds, desks, blackboards, and other supplies. Next began the construction of teachers' houses to attract quality teaching talent to this new school. In 2010, six houses opened their doors to accommodate teachers and their families.

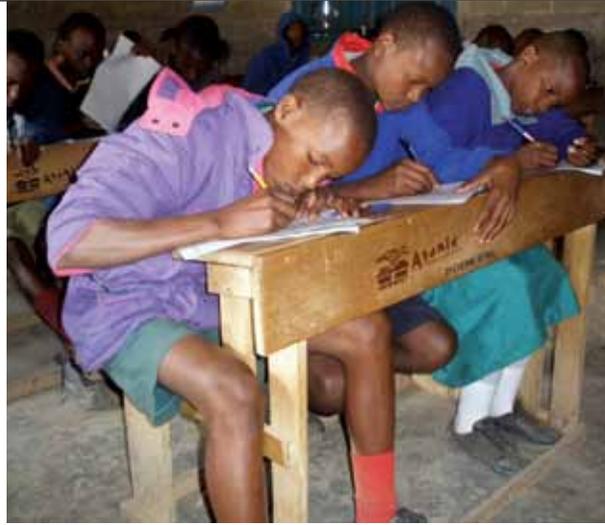
Howard Jue



Among the main challenges of rural school districts in East Africa is attracting and retaining teachers. Teachers leave rural areas due to sheer isolation—social, cultural, and professional. Because of the lack of conducive working environment, shortage of teachers' houses in rural areas, low pay scale, and a poor teaching environment, it is difficult to hire quality teachers to these schools.

Chief Salaton Ole Ntutu proudly shows the 6 new teachers' houses that are bringing strong teaching talent to his community.

As Enkiteng Lepa Primary enters its third year of educating in three languages; Mother tongue – Ma, Kiswahili, and English, it is gaining attention from government officials from as far as Nairobi and international visitors. It is a success story in the making because of the impressive vision and strong leadership from the school director, the community chief and the community council.



## A Bit of Competition Improves Performance – Kenya

Like children in the United States, children in East Africa experience stress and anxiety prior to taking school exams. One of the most important exams in the life of an East African child is taken in grade 8 to determine eligibility to enter high school. Their scores not only determine admission to the next grade but also to the caliber of school in the future. To help the students become more comfortable in taking these intimidating exams, the headmaster of Enkare Ng'iro Primary School in Kenya wanted to organize a "mock exam competition," and asked Asante Africa Foundation to join him.

Asante Africa Foundation Program Manager, Gathii Kanyi took on the challenge. Soon after, a fleet of vans traveling from 16 Kenyan school regions, carried 445 boys and 379 girls to the host school, Enkare Ng'iro Primary School in the Narok region. The students weren't the only ones participating in the competition, but the whole community as well. Homes were opened to children who traveled from neighboring towns and livestock was donated to feed the hundreds of participants.

Although the students had taken "mock exams" before, they had never taken them in competition with other schools. This difference motivated both students and teachers to push themselves beyond their comfort zones and to approach learning in new and innovative ways. Teachers assisted in the administration and evaluation of the exams; which spanned over a period of four days with a different subject being covered each day. On the fourth and final day, students received the results of their efforts and prizes were given to top performers.

Students who participated in the competition not only came away more confident about taking the school exams; but could support this newfound confidence quantitatively, as scores had improved by 16% overall. The results of the competition produced higher test scores, better-prepared students and the creation of an education infrastructure that would continue to enhance the learning environment by empowering students to perform at their best.

## Advancing Education for Teachers – Kenya and Tanzania

In 2008, Asante Africa selected two teachers to be part of a pilot program to support the advancement of teachers' education. In late 2010, we celebrated with both Joel Korir of Kenya and Gladness Mwanri of Tanzania, as they walked across the stage to accept their Bachelor degrees in Education.



### Gladness Mwanri

Long before Asante Africa Foundation decided to launch its pilot program, Gladness Mwanri had heard rumors of it. Gladness was a teacher in Jangwani Primary School and knew that an advanced degree would be valuable. Before she was even chosen by Asante Africa to be part of its program, Gladness decided to go to night school, enrolling in preparatory courses to take Form 6 exams that would allow her to be eligible for a Bachelors program. She did not want to settle for a Diploma credential. As she returns to the classroom, she is brimming with excitement about the future.



With her Bachelor's in one hand and the skills she learned through Asante Africa's Leadership Academy in the other, she hopes to impart more than just knowledge to her students. "I know I am the role model and leader in my classroom. It is my job to help these young people know their own values, speak their dreams, and learn to lead themselves toward those dreams."



### Joel Korir

We first met Joel Korir when he was a math teacher at St. Mary's Girls Primary School. At the time, he was midway through his degree; attending classes only during school term breaks. Although he had taken on debt due to school fees, nothing deterred him from pursuing his degree. His passion for teaching is obvious when you see him in the classroom and witness his amazing creativity in the use of teaching aids made from spare parts and materials; objects that others would have disregarded as scrap.

In the three years since becoming part of our alumni, he has mentored and advised numerous high school seniors on such issues as education and life choices. He is excited and looks forward to getting back into the classroom to share his wealth of knowledge with his students.



## Secondary School Successes



Mumbres' mother is the third wife of her elderly father. Her mother is sick and suffers from AIDS. Most recently she has been living in the hospital as she helps to care for her mother. She hopes to become an engineer.



Naisiae is an orphan and lives with her elderly grandmother when she is not at boarding school. She has a brother and two sisters. Her grandmother struggles to support the children. Without a scholarship, Naisiae would be unable to continue her education and would be in danger of an early marriage.



Naishuro was born into a family of six children. She narrowly escaped from an early marriage when her father intended to take her out of school and marry her off in exchange for a cow. Naishuro would like to become a lawyer to fight for the rights of women and children.

# Provide Education Through Merit-Based Scholarships

## The Girls Are Moving On Up – Kenya

2010 was the first year that we witnessed the transition from primary to secondary school for many of our scholarship students. Three young women in particular; Naishuro, Mumbres, and Naisiae were full of talent and motivation, but were falling significantly behind in school when we first met them. Regardless, Asante Africa recognized the potential of the girls and awarded them scholarships in 2007.

These girls have since proven to be among the best performing students in the Narok District. All three have secured admission into National Tier Level 1 and Province Tier Level 2 schools. They are being celebrated as role models for the younger girls at their primary school and have become powerful examples in their villages.

With their successful admissions into good secondary schools, they are now poised to become eligible for university. From there, the possibilities are endless.

## University, Here We Come – Kenya and Tanzania

Four students sponsored by Asante Africa Foundation are making their way to university. Their amazing stories are a testament to the power and capability of the individual. For Samson, Mwanaidi, Siamento, and Anne, education is unlocking their potential and realizing their dreams.

## University Bound Scholars



Siamento struggled with financial hardships as well as a father who did not support his education. Siamento dropped out of school, and for three years he worked hard farming maize and beans to raise money to return to school. Still, he was unable to save enough money. Determined, he applied for and received an AAF scholarship. Earlier this year, Siamento's score on the national exam earned him a spot at university, where he hopes to study engineering. He now helps motivate other students.



Bright and eloquent, Anne Mueni did not score high enough her first time at exams to attend university. During her gap year, she checked back into high school and scored two points over the requirement. Her dream is to one day become a business manager. She is grateful that Asante Africa has not only helped her financially, but has also helped her and others become more self-confident and knowledgeable. She says, "By helping us, it helps us to grow and become mature enough, not to be misused by anybody." She has become a leader, helping other young people realize the importance of persevering in school.



Samson passed the senior exit exams with an A grade, placing him at the top 1% of all Kenyan high school students. But what makes Samson's story even more incredible is that he achieved this success despite the hardships he faced; he lost both parents and was sent to live in a refugee camp only a couple years ago. Nonetheless, he remained as strong-willed as ever to further his education. Samson's dream is to become a lawyer, and Asante Africa is proud to support his dream. With his headstrong personality and bright smile, Samson is helping to motivate others to follow their dream.



Mwanaidi earned the grades but did not have the financial resources to finish high school. With Asante Africa's help, she was able to complete high school, and is now attending the University of Dar Es Salaam. Dreaming of one day becoming an ambassador, Mwanaidi is majoring in political science and philosophy. During her gap year, she volunteered at Migungani Nursery School teaching English to children. It was a learning experience for her: "It helped me learn that I don't need money or valuables to help others."

**“Each child we enlighten can become a self-sustaining, independent thinker who influences their community.”**

— Prosper Msafiri,  
Tanzania Program Manager



## Leadership Training Sets the Course – Kenya and Tanzania

2010 built upon AAF's "Pay It Forward" model with the implementation of a Leadership Academy for secondary students. A pilot program held in March brought fourteen of our graduates from Kenya and Tanzania together to dream big and set goals. Based upon the students' enthusiasm for the program and the transformations witnessed over the week, we inaugurated a full-scale Leadership Academy in December. Fifty-three scholarship students participated, with the graduates from March's session serving as peer mentors.

The Leadership Academy served two significant purposes. First, students assessed their passions and talents as they dreamed big and started to view themselves as leaders in their communities. Secondly, students formed a strong identity as part of the AAF alumni network, forming friendships across borders and specific plans on how they can help each other achieve goals.

The initial core concept of developing the Leadership Academy's sessions was for students to dream big and establish a plan to achieve their dreams. For students so familiar with focusing on everyday survival, dreaming about the future was an unfamiliar exercise. Program Managers and peer mentors incorporated personal stories, group exercises and individual assignments to get students thinking beyond the realities of today, to the possibilities of tomorrow. Once the dreams were established, the group worked on breaking down their audacious goals into step-by-step (kidogo-kidogo) plans.



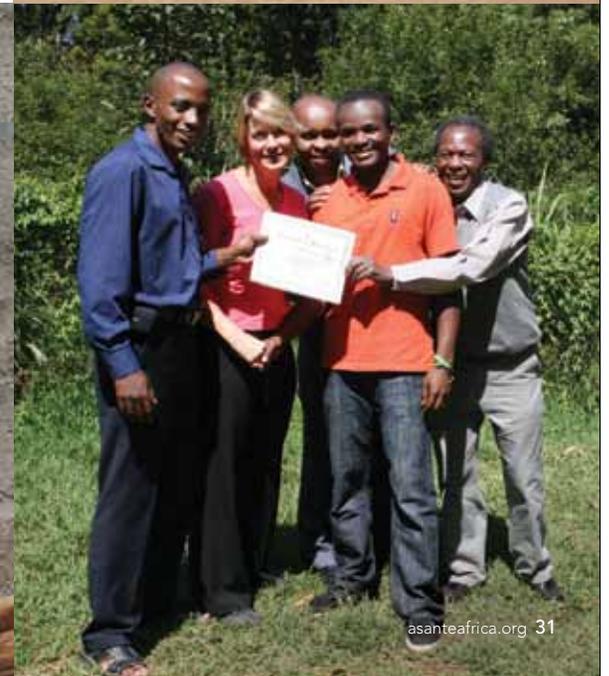
The second concept of establishing supportive relationships grew as the week progressed. Arriving on Sunday after a long day of traveling, students were shy and reserved. Monday evening, and whispers were heard. By Tuesday, the conversations were loud and the laughter contagious. Students danced and sang like old friends during the outing for nyama choma (barbecue) on Wednesday. When the students left on Friday, deep bonds were formed and numbers were exchanged.

Career, social and health-related topics were also interspersed among the goal-focused sessions. Students attended four different career workshops conducted by local professionals. Local NGOs presented life skills development on domestic violence and AIDS awareness in innovative formats that engaged students and transformed their perspectives.

As these students prepared to graduate, many were struggling with what comes next. Little guidance had been provided on how to use the education they had worked so hard to earn. The Leadership Academy provided direction, empowering them to transition from being students to becoming community leaders.

**“Asante Africa Foundation’s Leadership Academy rivals anything I have participated in. Its caliber far exceeds what students at top US high schools and colleges receive.”**

— Heather Newlin,  
BOD Director





# partnerships that span the globe

## **Williams College Alumni, Massachusetts Jeremy Academy, Kenya**

Charlie Waigi grew up in Kenya and is a graduate of Williams College in Massachusetts. Charlie's wife, Teresia, received her degree in education and has taught for over 28 years at the elementary and secondary levels in Kenya. In 1999, in anticipation of his retirement, Charlie and Teresia decided to establish a nursery and primary school in Limuru. They named the school after Charlie's father, Jeremy Waigi. Following his retirement in 2004, Charlie and Teresia turned this small community project into a full-time effort. The school is fully-registered and licensed by the Kenyan Ministry of Education.

The success of Jeremy Academy is the result of the hard work from Charlie and Teresia, as well as the partners in their network. In the school's early stages, a number of Charlie's former Williams College classmates began discussing ways to help Charlie and Teresia in their endeavor. The Williams Alumni were able to forge a fruitful relationship between the three organizations. Thanks to contributions from both the Williams College community and Asante Africa Foundation, a modern learning facility with a kitchen, twelve classrooms, desks, and a dining room has been created in a region of the world with little infrastructure. The Jeremy Academy, Williams College and the Asante Africa Foundation are united by the mutual vision of providing children with an environment conducive to well-rounded academic achievement and sound character development, so they are prepared and empowered to look toward the future with hope and confidence.

## **Grattan Elementary School, San Francisco, California Enkare Ngiro Primary School, Kenya**

There is little that can dissuade a resolute fifth grader from achieving a goal. On May 17th, twenty-four determined 10-year-olds at Grattan School in San Francisco built a bridge to a small village in Kenya by running and walking in the pouring rain for Asante Africa Foundation. Working with Asante Africa, the students raised \$2,500 through a walk-a-thon in order to provide learning materials such as desks for their sisters and brothers in Kenya. During the walk-a-thon, the students circumnavigated the city block around their school collecting a felt-tip pen mark for every lap completed. The greatest achievement was an amazing 52 laps, or the equivalent of 13 miles, by one boy!

As the students were reflecting on their experience, Mrs. Shea and Ms. Thurston asked each of them to articulate their thoughts and motivations for helping their friends on the other side of the ocean. Mrs. Shea was proud of the leadership role taken by her fifth graders and noted that "education is important all over the world. [Our students] thought beyond themselves to make something good for another community, and in doing so, I believe they validated their own education too." Asante Africa Foundation is grateful and inspired by what a small group of determined youth can do with open minds, strong legs and giving hearts.



# partnerships that span the globe



## **Crosswinds Church, Dublin, California Montanyok Primary School, Kenya**

John Merritt, pastor of Crosswinds Church in Dublin, California recently traveled to Kenya with two Asante Africa Foundation USA Board Members. While in country, he observed the process of meeting with community leaders. He celebrated with teachers and headmasters of schools finishing up recent construction projects, and he met several of our amazing students to hear about "real" life as a student. Most importantly he celebrated with the teachers and students at Montanyok Primary School. One year ago, this school was desperate for water. Today, it has a cement holding tank that can supply two weeks of water needed for food, drinking, and hand-washing...thanks to Crosswinds Church in Dublin, California.



## **Sycamore Valley-Danville Rotary Club, California Nchaishi Primary School, Kenya**

During 2010, two Rotary clubs who are an ocean apart, began a relationship in the efforts to better the lives of 260 children who attend the deeply rural Nchaishi Primary School. In an effort to kick start an International grant, the Rotary Club of Sycamore Valley-Danville, California decided to support the dire request for water made by the Rotary Club of Maasai Mara-Narok, Kenya. While the Rotary International grant is progressing, a construction team built a cement holding tank so that children would not have to drop out of school and migrate as droughts hit the rural area. To celebrate this amazing effort, the community came together; the students danced, the officials spoke and water was shared by all.



# Asante Africa Foundation Financial Summary

## TREASURER'S NOTE

Like most charitable organizations, Asante Africa Foundation saw its charitable givings affected by the economic downturn. In spite of challenging economic conditions, we have continued to strengthen our programs and in-country capacity according to our three-year strategic plan.

Thanks to generous support through gifts, grants, and contributions in 2010, Asante Africa Foundation was able to increase its support for 2010 mission-related activities by more than 12% compared with 2009.

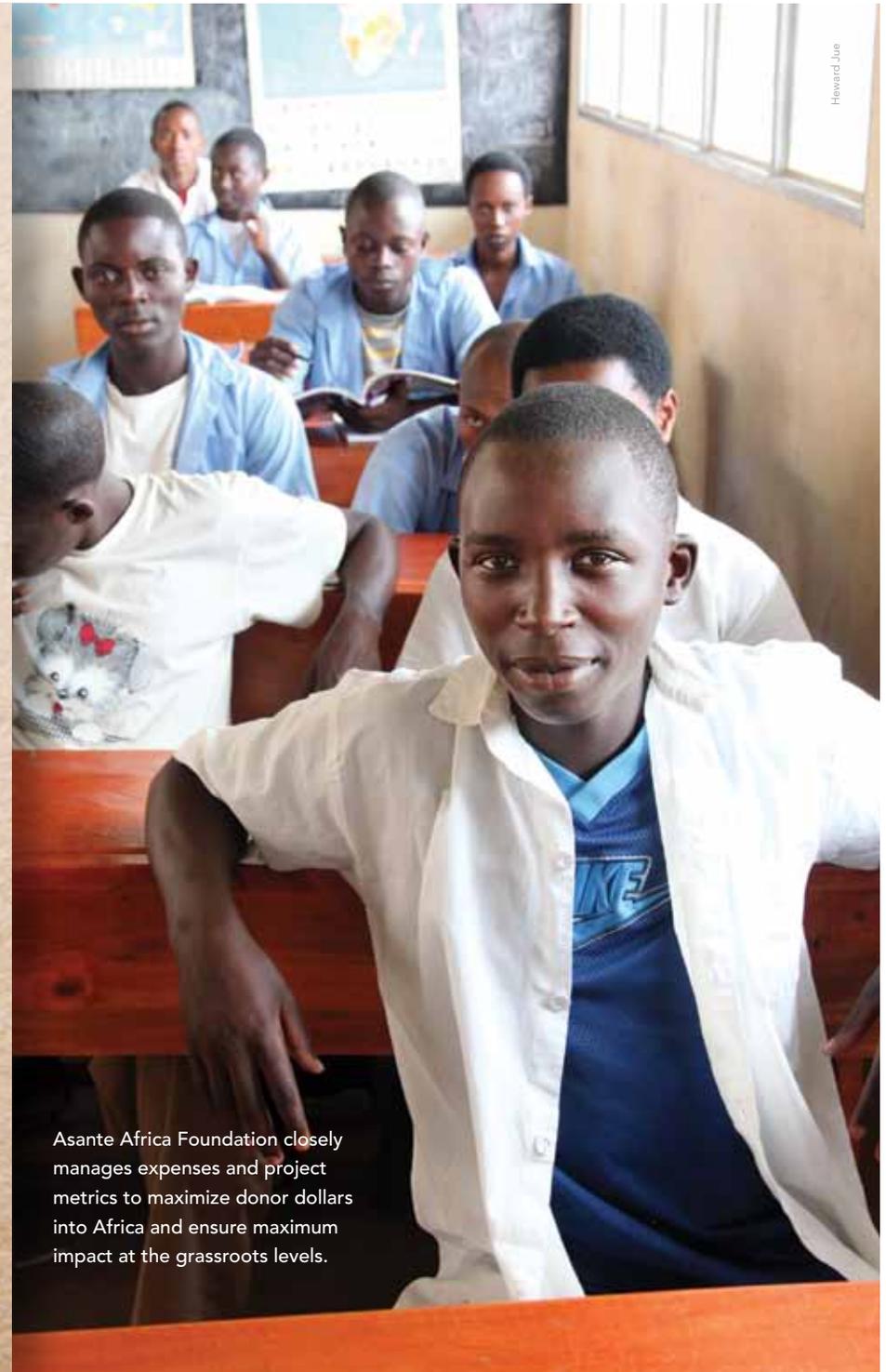
In 2010, Asante Africa Foundation grew the number of student scholarships to 132 students in day and boarding school. Asante Africa Foundation also completed three large multi-year projects, supported six other infrastructure projects, and conducted several pilot initiatives supporting enhanced learning of students, totaling \$221,331 USD during our 2010 fiscal year. The year ended with an operating surplus added to our modest cash reserve of \$72,902 USD.

We are proud to acknowledge 94% of all funds are supporting programmatic efforts in Kenya and Tanzania. This is only possible because of significant services, materials, and time that is donated to us as in-kind contributions. Fundraising expenses represented approximately 3% of total expenses and only 1% of total contributions secured. General and Administrative expenses represented approximately 3% of total expenses.

A full set of Asante Africa Foundation's 990 financial statements are available online at [www.asanteafrica.org/about/financial.php](http://www.asanteafrica.org/about/financial.php)



Mike Bilby  
CFO, Treasurer



Howard Jue

Asante Africa Foundation closely manages expenses and project metrics to maximize donor dollars into Africa and ensure maximum impact at the grassroots levels.

Asante Africa Foundation	FY09	FY10
<b>INCOME</b>	<b>ACTUAL</b>	<b>ACTUAL</b>
Total Individual Contributions	159,091	185,472
Total Corporate Contributions	23,563	36,610
Sales/Other Income	2,452	18,912
<b>Total Cash Income</b>	<b>183,083</b>	<b>240,994</b>
In-Kind Contributions	43,581	201,410
<b>Total Income (Cash and In-Kind)</b>	<b>228,667</b>	<b>442,404</b>
Cost of Goods Sold	(3,484)	(2,014)
<b>Gross Profit</b>	<b>225,203</b>	<b>440,390</b>
<b>OPERATING EXPENSES</b>		
Total Program Costs	(187,005)	(221,313)
Fundraising	(15,180)	(3,991)
Administration/Other	(6,468)	(7,597)
<b>Total Operating Expense</b>	<b>(208,653)</b>	<b>(232,901)</b>
In-Kind Expenses - All categories	(41,451)	(203,250)
<b>Operating Income</b>	<b>16,550</b>	<b>8,093</b>
Total Net Assets - Reserve into 2011	64,810	72,902

All figures in USD

### OUR COMMITMENT TO OUR DONORS

- Do what we say we will do
- Be transparent in all that we do
- Operate as efficiently as possible to maximize donor dollars into Africa
- Prepare for responsible expansion in East Africa

### CORPORATE CONTRIBUTORS

Without the generous support of our corporate donors, both in professional services and time, Asante Africa Foundation would not be able to fulfill its mission and achieve exceptionally low administrative and fundraising costs.

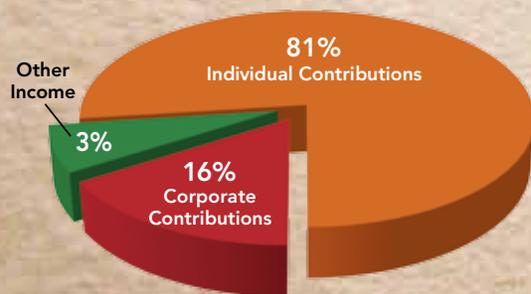
Finishing First Web Services  
 Graphics Zone Web Services  
 Google, Inc  
 Gott AdVERTISING  
 Heward Jue Design & Photography

Maria Theren Design  
 Mohler, Nixon, Williams CPA Firm  
 Salesforce.com  
 Salesforce.com Foundation

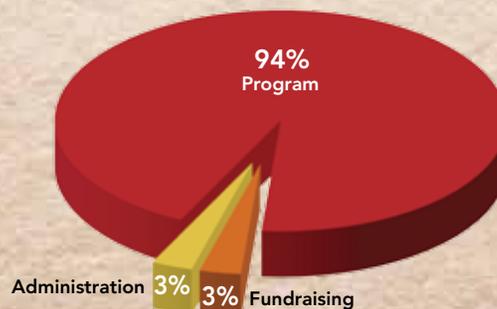


Heward Jue

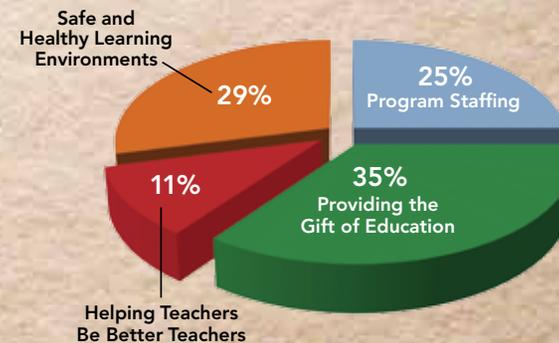
### 2010 Income by Source



### 2010 Expenses by Category



### 2010 Programmatic Expenses



## Asante Africa Foundation Program Team

Asante Africa's Program Team is currently dispersed across three geographic locations – Kenya, Tanzania, and the USA. We work collaboratively to engage communities around educational needs, operationalize best practices drawn from our diverse cultural contexts, and efficiently address day-to-day operations.



From left to right:  
**Tanzania Program Manager** – Prosper Msafiri  
**Tanzania Logistics** – Albert Gideon  
**Kenya Program Manager** – Gathii Kanyi



**Director of Programs,  
USA-Based** – Rebecca Raymond

## Asante Africa Foundation

# Global Leadership Team

Asante Africa's all-volunteer Board of Directors is highly committed to the vision of providing quality education to the children of East Africa. Each year one global team comes together to review the strategic plan, celebrate accomplishments, share new knowledge and set the course for the next year.

### NORTH AMERICA-BASED LEADERSHIP TEAM

The North American team has strong commitment to partnering with our Kenya and Tanzania leaders and staff. We are passionate about working through our in country partners to fulfill their vision within their culture, and not imposing Western solutions.

### 2010 BOARD OF DIRECTORS AND ADVISORS

**Erna Grasz**, Founder, CEO, Board President  
**Mike Carter**, Board Vice President  
**Drew McMillian**, Corporate Secretary  
**Mike Bilby**, CFO and Treasurer  
**Colin Higgins**, Director  
**Ally Haug**, Director  
**Mark Newton**, Director  
**Martha Kimani**, Advisor  
**Susan Olofson**, Advisor

### 2010 INTERNS

**Maryanne Marubu**  
**Cathy Sjogreen**  
**Juliana Merlone**  
**Kimberly Brown**  
**Angela Hilsenbeck**  
**Laurens Drost**

### KENYA-BASED LEADERSHIP TEAM

**Charlie Waigi**, Board Chairman, Kenya NGO Board  
**Ruth Kigundu**, Director, Kenya NGO Board, Human Resources and Strategy Consulting  
**Moses Ngware**, Advisor to Kenya NGO Board, APHRC, Research Scientist  
**David Mumo**, Advisor to Kenya NGO Board, Aga Kahn Education Program Manager  
**Teresia Waigi**, Advisor to Kenya NGO Board, Director, Jeremy Academy, Limuru, Kenya  
**Salaton Ole Ntutu**, Advisor and Community Chief in the Maji Moto region, Kenya  
**Sabore Ole Oyie**, Advisor and Community Advocate

### TANZANIA-BASED LEADERSHIP TEAM

**Donna Duggan**, Director, Tanzania NGO Board, Co-Founder of Maasai Wanderings Company  
**Gloria Moshi**, Director, Tanzania NGO Board, Co-Founder of Kindorko Tour Company  
**Dennis Lyamuya**, Advisor to Tanzania NGO Board, Founder of Kwetu Tanzania Company



# Support Asante Africa

Now more than ever, our work depends on the generosity of donors like you, who appreciate the remarkable difference that grassroots organizations make in the lives of young children through education.

The good news is our funding is stretching even farther to make a difference in children's lives. Your contributions, of all sizes, are the difference between a meal at noon time, a uniform required to attend school, a desk to sit in or a roof to protect hundreds of children from the elements. All of these gifts open the opportunities for a brighter future.

Thank you for your support to Asante Africa Foundation. If you have not yet joined our circle of dedicated donors, please consider becoming a part of a life-changing effort. Learn more about how at [www.asanteafrica.org](http://www.asanteafrica.org)



Heward Jue

## Your US Dollar Goes Far in Africa

**\$700** **Provide an Education: Scholarships**  
Provides full education for one child per year (\$58/month)

**\$300** **Building Blocks: Textbooks**  
Provides 100 textbooks for a classroom (\$25/month)

**\$150** **Geared Up to Succeed: Uniforms**  
Provides 5 uniforms and 5 pairs of shoes (\$13/month)

**\$120** **Food for Thought: School Lunches**  
Feeds 50 students for one month

**\$40** **Sitting Tall: School Desk**  
Provides 1 group desk to seat 3-4 students

**\$30** **Cracking the Books: Textbooks**  
Provides 10 textbooks

**\$30** **Dressed for Success: School Uniform with Shoes**  
Provides a uniform with shoes

Heward Jue



## Need More Information?

- Want to make a donation to us, but have a question?
- Need information about making a legacy gift through your will?
- Have a donor privacy question?
- Interested in organizing a special event?
- Like to receive a copy of our annual report or financial statements?
- Have a media question or an interview request?
- Like to volunteer or intern with Asante Africa Foundation?
- Have you misplaced your tax receipt?
- Any other questions or inquiries?

Call 925-292-0245 or email [info@asanteafrica.org](mailto:info@asanteafrica.org) and we can guide you.

## Acknowledgments and Contributions

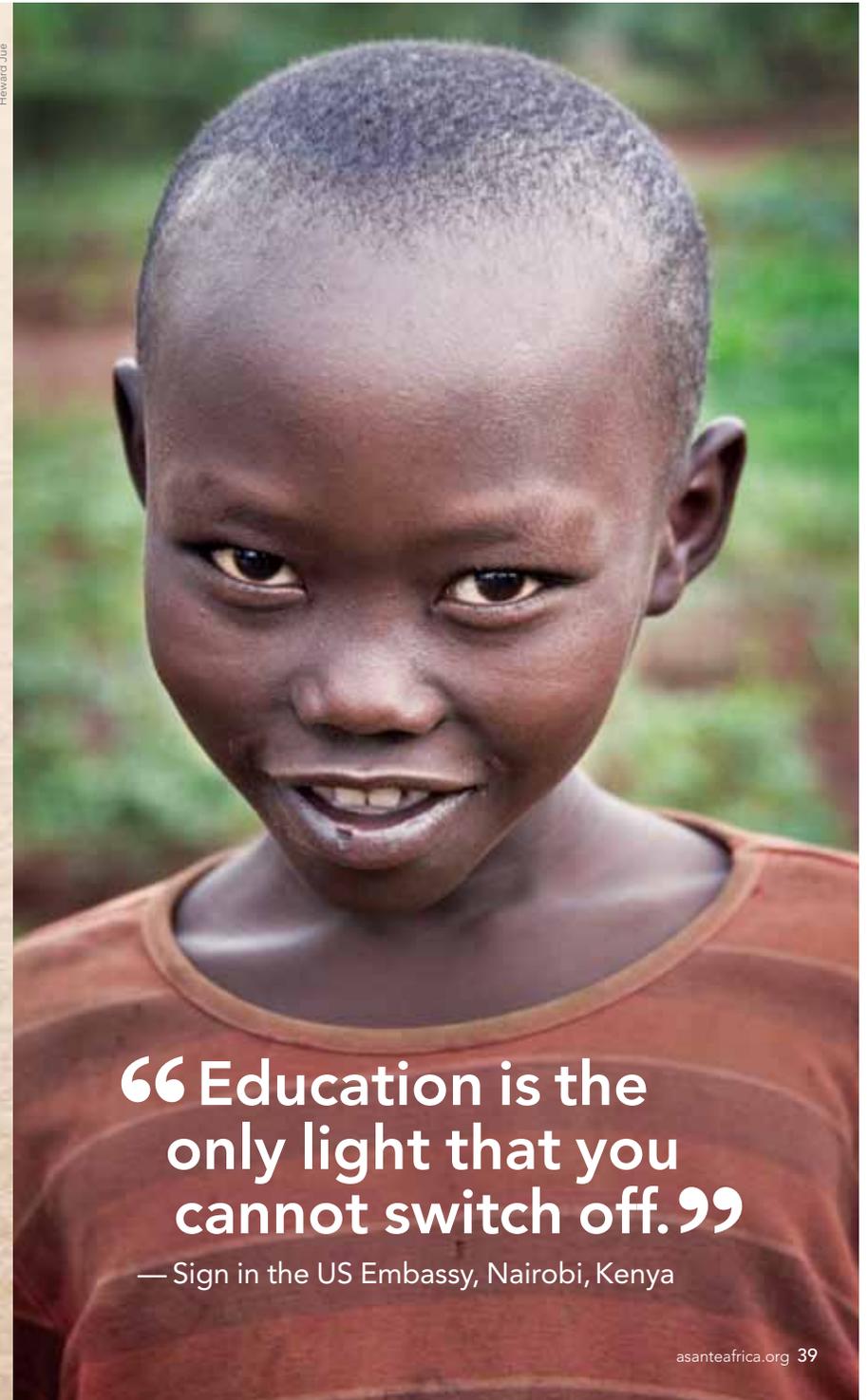
Asante Africa would like to thank the following people for their generous pro bono contributions to this annual report:

**Heward Jue** Photography, Graphic Design and Production  
[www.hewardjue.com](http://www.hewardjue.com) [hjue@hewardjue.com](mailto:hjue@hewardjue.com)

**Erna Grasz** Photography

**Bobbie Her** Copywriting and Editing

**David DeJong** Copywriting



“Education is the  
only light that you  
cannot switch off.”

— Sign in the US Embassy, Nairobi, Kenya



### Quality Education for Children in East Africa™

Asante Africa Foundation is dedicated to giving every child the opportunity to get an education to help create sustainable, healthy communities.

We need your help. You can make a real, life-changing impact.

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Livermore, CA 94550 USA

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