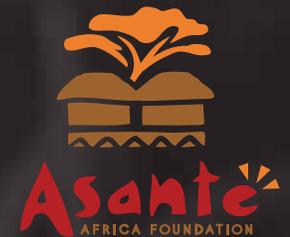


Photo: Heward Jue

2011 ANNUAL REPORT

Educating Children | Transforming Worlds™



# Educating Children

Asante Africa Foundation believes in the power of knowledge as a catalyst to help young people create a future where they live their dreams. We achieve this vision through partnering with local families, educators and community members to create safe and healthy learning environments, strengthen teacher quality, enhance learning in the classrooms, provide merit-based scholarships and leadership development.

Schools that help students fulfill their academic potential can have an enormous impact that ripples throughout the community. Children who stay in school earn higher wages and tend to have smaller families that are vaccinated, well-nourished and educated. They gain the skills to start community businesses, find their voices and choose peaceful paths to positive change.

# Transforming Worlds

Koileken is the first in his village of 500 to graduate from high school. He has been awarded an academic University scholarship.

Heward Jue



## Letter from CEO and Founder

At Asante Africa Foundation, it has been an exciting year witnessing transformation on many levels. Students that were sitting home four years ago for lack of school fees are graduating with academic scores that merit university scholarships. Teachers who personally struggled with their own English skills are now coaching their students in English-language debate. A partner school previously ranked #15 in its zone is now scoring performance marks to rank #1. One head teacher told us that two of his students qualified for a “national level” high school because of their participation in the exam prep competitions that Asante Africa hosted for 32 schools. He acknowledged that just two years ago, these students could never have dreamed of such an accomplishment. We are witnessing potential being unleashed!

As I reflect on the successes and struggles of 2011, we as an organization were very deliberate in our areas of focus. We focused on increasing the impact of the integrated child-centered education model by involving all stakeholders (student, guardians, educators, officials, local leaders). We refined our needs assessment and school partnership tools and demonstrated the scalability of our model into new communities. We sought out talents and skills through on-the-ground and global partnerships to complement and amplify the impact of our programs. Finally, we continued to refine our “exit strategy” to ensure the sustainability of the programs in the communities we serve. All of this is rooted in our mission, vision and model of deep respect for the power of local community action to change children’s lives for the better.

We know that education and knowledge are the catalysts for positive change in Africa. We know that well-targeted investments of all sizes can bring about big opportunities. We acknowledge that the needs are greater than the resources and that continued success will require careful planning, thoughtful growth and augmentation of proven, results-oriented programs. As we strive to increase the breadth and depth of our impact which turns potential into reality on a daily basis, we are deeply grateful to you, our community of supporters, investors, and volunteers. The investments we make today, with your support, not only educate the youth of today but also impact the lives of many more for years to come.

Asante Sana (Many Thanks),

Erna Grasz, CEO and Founder



## **ASANTE AFRICA FOUNDATION IN 2011**

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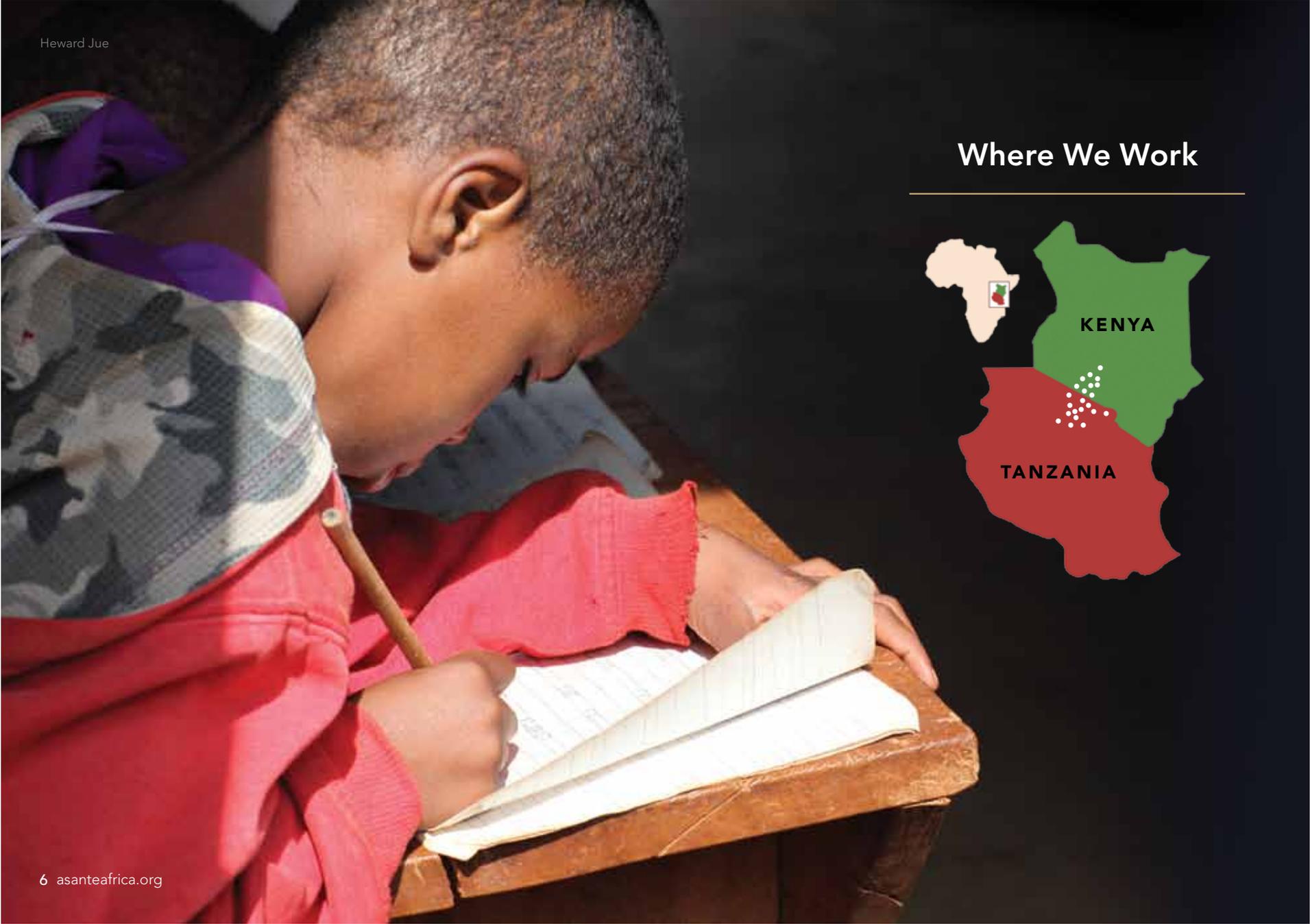
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## **FOUNDATION OF ASANTE AFRICA FOUNDATION**

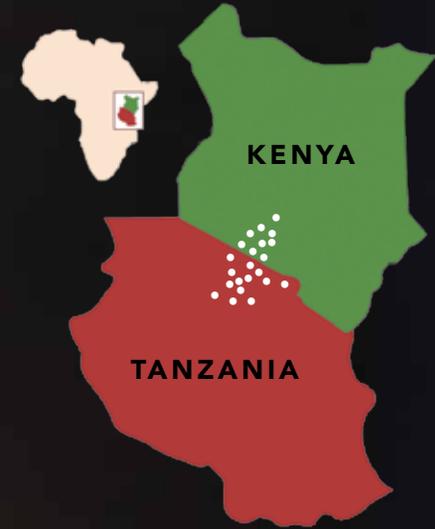
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Heward Jue



## Where We Work

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## Educational Challenges Facing African Youth Today



### Kenyan children struggle with access to schools and staying in school

More than 4 of 10 children miss school daily, due primarily to the distance of the school and family support demands.

Most children under 7 years of age do not go to school because of the dangers en route and lack of nearby schools.

7 of 10 children in third grade cannot do second grade level math and reading work.

In rural areas, only 18% of girls will go beyond class 6.

Average student:teacher ratio is 47:1, and even more acute in rural settings

Children whose fathers have never gone to school are likely to never attend school themselves.

*Source: KENYA - UWEZO 2011 Report*



### Tanzanian children are ill-equipped for secondary school and beyond

Average student:teacher ratio is 72:1

Average of 1 book for 8 students at the primary school level.

1 of 5 students who finish primary school cannot read at a second grade level in Kiswahili.

Only 7 of 10 primary school students can do second grade level math. Only 2 of 10 can do grade 5 math.

Only 5 of 10 children can read in English upon completion of primary school, a debilitating factor as secondary school is taught in English only.

Urban children fare at least 40% better in school than rural children due to resource availability.

*Source: TANZANIA - UWEZO 2010 Report*

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.



## Asante Africa's Approach to Tackling Educational Challenges

Our comprehensive approach targets the root causes of why children are not attending school or are underachieving when they are in school. We focus on building a support system for students' success by ensuring access to safe and healthy learning environments, strengthening teaching quality, and providing scholarships and leadership development training that empowers students to apply their knowledge beyond the classroom. Over time, this approach leads to greater success in secondary education, higher graduation rates and increased social and economic achievement. Meanwhile, the immediate outcomes of enhanced cognitive learning and knowledge application include improved student attendance, performance and active parent engagement.

### CREATE SAFE AND HEALTHY LEARNING ENVIRONMENTS

Improve Infrastructure with Advanced Resources (solar, electricity, labs)

Build Core School Infrastructure (classrooms, toilets, dorms)

Create Healthy Foundations (sanitation, food, water)

### STRENGTHEN TEACHING QUALITY AND ENHANCE LEARNING

Accelerate Effective Learning through Technology Resources (science apparatus, computers)

Increase Training and Knowledge for Best Practices in Teaching

Provide Fundamental Classroom Teaching Supplies (books, desks, chalkboard)

### PROVIDE EDUCATION IN THE CLASSROOM AND BEYOND

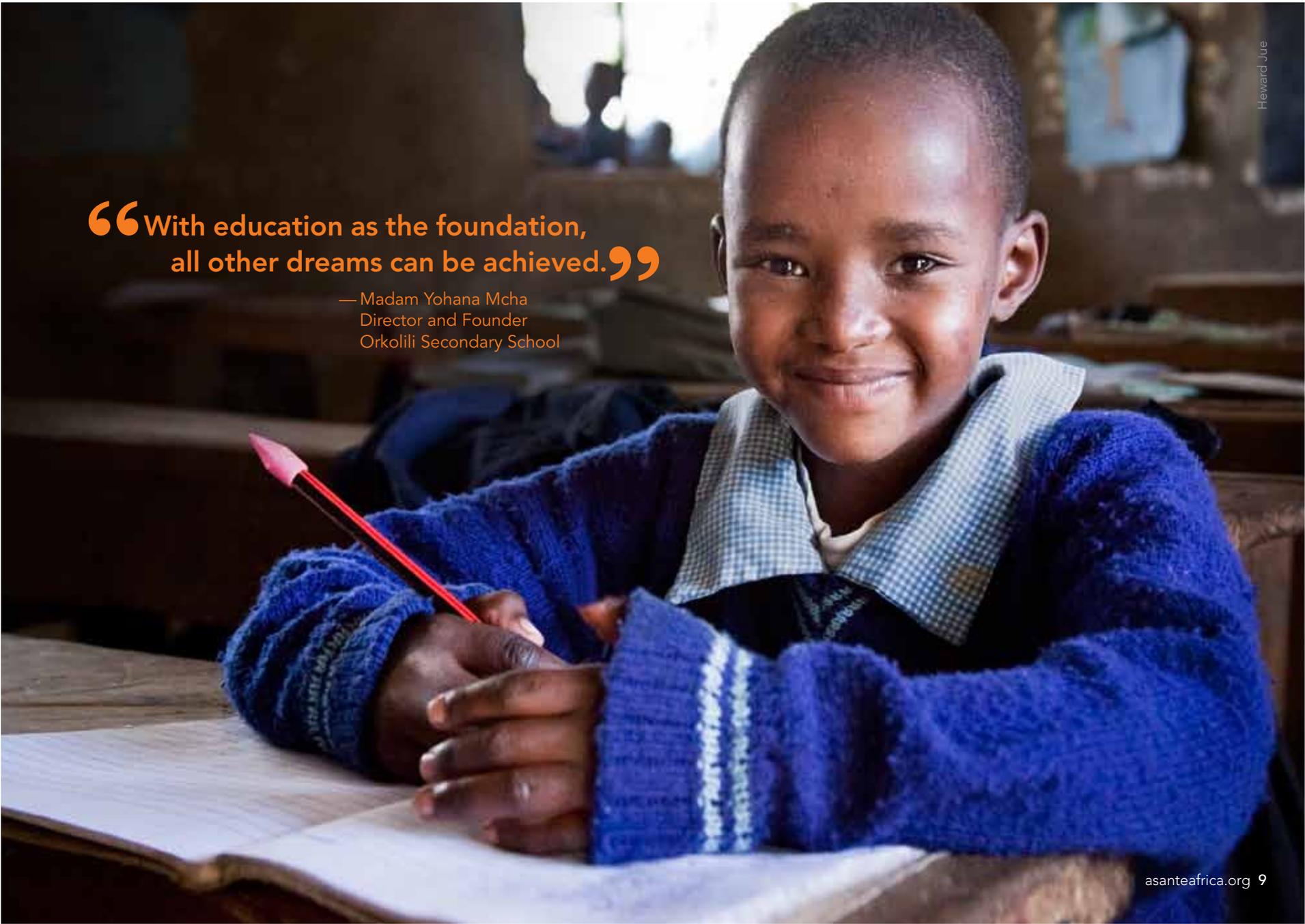
Augment Entrepreneurial and Money Management Skills

Develop Well-Rounded Leadership and Life Skills

Award Merit-Based Scholarships

“With education as the foundation,  
all other dreams can be achieved.”

— Madam Yohana Mcha  
Director and Founder  
Orkolili Secondary School



In **5** years, Asante Africa Foundation has

completed over **50** projects in **2** countries,

**22** villages and communities, with

**41** partnering schools, trained and teamed

with over **480** teachers, and impacted

over **23,000** students' lives.

Our support of education, particularly for girls, is one of the best investments we can make to increase economic opportunities, improve public health, reduce violence, and break the cycle of poverty.

**Asante Africa Foundation made remarkable strides in 2011** 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. Asante Africa is emerging as a recognized education leader bringing together knowledge, technical support, partnerships and skills development to deliver successful outcomes.

## 2011 Progress and Growth

Partnered with 5 new villages, 3 new schools, and completed 11 projects which added capacity to existing schools.

Focused on enhancing our teachers' skills; 217 new teachers and 84 new schools benefited from Asante Africa's teacher training and exam preparation programs.

Graduated 66 Kenyan and Tanzanian students from our Leadership Academy.

Added 22 new scholars, and continued to achieve excellence among 131 students already in our programs:

- 91% qualified to advance from primary to high school (national average = 56%)
- 100% graduated high school (national average = 35%)
- 100% graduated college preparation (A level) (national average = 10%)
- 44% qualified for A level or university scholarships (national average = 5%)



*"Asante Africa Foundation's programs are focused on empowering the child, their families, community and leaders. Our model is based on collaborating with local talents, using funds effectively, having strong in-country managers to monitor and evaluate programs, and practicing financial transparency – all of this leads to effectiveness of our programs and scalability. The outlook for success is strong!"*

— Charles Waigi  
Chairman  
Asante Africa Foundation, Kenya





## Science Education Becomes Second Nature – Orkolili Secondary School, Tanzania



Madam Yohana Mcha, Director of Orkolili Secondary School, always envisioned her students graduating with strong foundations in science and math. She hoped to build a science lab with adequate equipment and supplies to enhance the learning process and engage students in a way that only science could. Her collaboration with Asante Africa Foundation over the last three years reflects the community's commitment to foster an improving and conducive learning environment.

**Creating Safe and Healthy Learning Environments.** In August 2011, Asante Africa furthered our blooming partnership and shared vision with Orkolili Secondary School and its community with the completion of two science labs. The labs are a part of the bigger equation; to elevate the learning process also included hiring strong science and math teachers. Since the completion of the science lab facility, Madam Mcha and the faculty have seen a sharp spike in interest and enthusiasm for science classes from the students. Instead of only reading about science, the students are able to apply and experience it. It has become evident that their perception for the subject and confidence in success on the national science exams has positively changed. As many students confidently put it to Madam Mcha, "Science is so simple. You should force everyone to take science subjects next year!"

**Strengthening Teaching Quality.** Hand in hand with our mission to strengthen teaching quality and enhance learning, Asante Africa sent the school's head of science department and physics teacher, Elisaeli S. Mmari, to AfricAid's Teaching In Action (TIA) workshop. Led by faculty from Mwenge University College of Education (MWUCE), the training was specifically designed for math, science and geography teachers, and targeted best practice approaches and techniques in student-centered learning, with which many participants had little or no experience. Elisaeli's participation in the workshop would include returning to Orkolili to convey the approach and techniques to his fellow colleagues.

**Providing Education in the Classroom and Beyond.** Luciana and Lucian (left) are twins who lost their parents in 2007. They were awarded Asante Africa Foundation Scholarships in 2009 and began schooling at Orkolili Secondary School. Their competitive nature with one another and motivation to rank at the top of their class has successfully resulted in impressive scores on their senior national exams, qualifying them both to advance to university prep schools. As Asante Africa Scholars, Luciana and Lucian have been able to stay in school, focus on their education goals and transform their outlook.

*"Some people will say that these children are a drop in the ocean. Students educated at my school are a very powerful concentrated drop that will spread across this country of Tanzania, becoming the change we need."*

— Madam Yohana Mcha  
Director and Founder  
Orkolili Secondary School



Heward Jue



14 [asanteafrica.org](http://asanteafrica.org)





## Girls Accelerate Because of Safe Spaces and Great Teachers — St. Mary's Primary School, Kenya

When we first encountered St. Mary's Primary Boarding School for girls in 2006, the school exuded all the characteristics of what would be a fruitful partnership: visionary school leadership, committed teachers and a supportive community that sought to elevate opportunity for their youth. St. Mary's became one of the first schools to partner with us, and over the course of time, our partnership has witnessed incredible milestones.

**Creating Safe and Healthy Learning Environments.** Our first joint project with St. Mary's addressed the desperate need for a dormitory that would provide 38 girls with room and board. At the time, the school's rural location was serving more students than they could accommodate. Since that initial project, toilet facilities have been installed to address adequate sanitation for the unique needs of the girls. As the school and its student body continued to grow in 2011, we also funded a 100-bed dormitory project.



**Strengthening Teaching Quality.** As our partnership with St. Mary's developed, it was apparent that the school's unmatched leadership under Sister Celestine was a magnet for passionate and innovative teachers. Joel Korir, a math, science and geography teacher, became one of only two teachers to be awarded an Asante Africa Foundation scholarship, in a 2008 pilot program. When Joel received his Bachelor's degree in Education in 2010, he returned to St. Mary's to continue his teaching career. Since then, he has "paid it forward" by sharing knowledge with his colleagues and motivating both them and his students through new teaching techniques and knowledge.

**Providing Education in the Classroom and Beyond.** Awarding merit-based student scholarships is a critical element of improving access. A scholarship helps alleviate the burden of school fees, boarding, meals, uniform and personal effects; these costs are among the greatest barriers of keeping children in school. Four young ladies at St. Mary's Primary were among our first scholarship recipients in 2007. All have now transitioned into top-performing, competitive secondary schools and are changing the perception of what girls are capable of in their communities.

**Naishuro** was admitted to Starehe Girls Secondary School. **Mumbres** and **Naisia** were admitted to Ole Tipis Secondary School. **Yiamat** was admitted to Sister Mary Stephen Nkoitoi Secondary School.



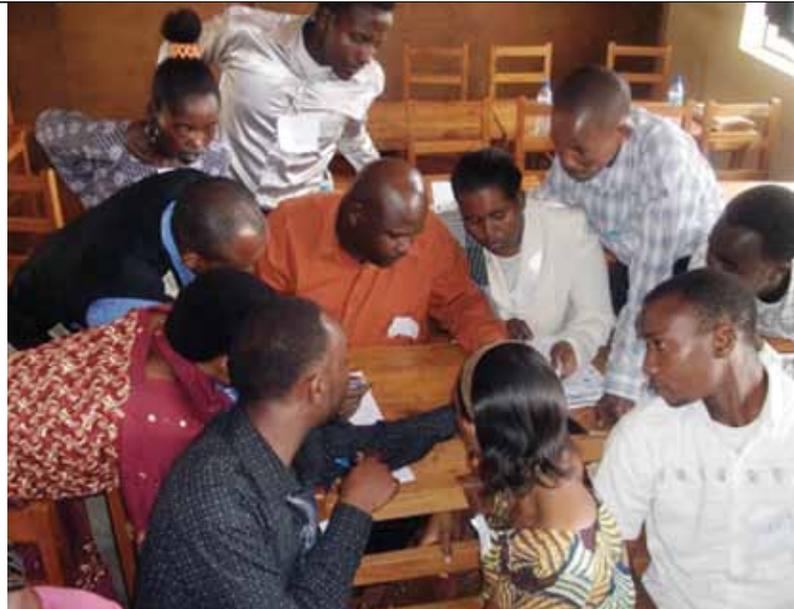
Heward Jue

## Teaching Teachers How to Bring Child-Centered Learning Into Their Classrooms

AfricAid's Teaching In Action program is designed to help teachers adapt to the student-centered teaching methods now required by the Tanzanian government. This year, five teachers from Asante Africa's partner schools attended the training at Mwenge University College of Education.

Prosper Msafiri, our Tanzanian Program Manager, co-led a session on leadership and life skills in secondary schools, encouraging teachers to model and impart these skills in the classroom.

**Partners:** AfricAid, Mwenge University College of Education



*"Asante Africa creates opportunities for those without; for children who want to apply their hearts and minds to making a difference in their own futures and the future of their communities!"*

— Donna Duggan  
Chairperson  
Asante Africa Foundation, Tanzania



## Asante Africa Pioneers Smooth Transitions

### Tanzanian Teachers Bring English Debate Into Their Classrooms

One of the hurdles Tanzanian students must face as they transition from primary into secondary school is an abrupt shift from instruction in Kiswahili to English. As you might guess, the abrupt language shift often results in a grade A performing student spiraling into grade D, and sometimes even dropping out of school entirely. Most students have little opportunity to utilize English effectively to ensure their academic success in an all-English secondary classroom.

Teachers need additional tools to enhance their own English skills as well as inspiration to provide high-impact training for their students. As a dimension to the child-centered learning model, enhancing the teachers' abilities and skills in the classroom is essential. This year, we implemented an English-based debate-training workshop for teachers to better facilitate the transition of primary school students into secondary.



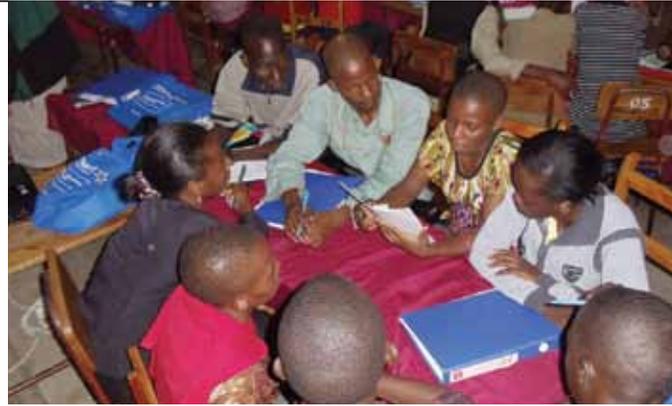
Asante Africa Foundation collaborated with the District Education Office of Tanzania, local school officials and Takako Mino, co-founder of Public Debate Foundation and former Debate Outreach Associate from Claremont McKenna College, to implement a district-wide English language debate competition for over 217 participants across two school districts. This type of debate competition provides meaningful application of English for students and teachers alike, empowering and motivating participants.

The training targeted specific objectives for teachers to gain skills and knowledge that empowers and guides their students. At the end of the workshop, participating teachers expressed a newfound motivation for their professional growth and appreciation for the support of the community in ensuring their success as educators. School officials and academic officers were left with lasting impressions that the program could be successfully replicated nation wide. Over the course of the next few months, teachers would establish debate clubs and sessions within their schools. As a result, teachers, school officials and academic officers from all primary and secondary schools in the area left with new skills and techniques to give them confidence in their classrooms.



*"Public debate is not only a good teaching method but is good training for teachers themselves to increase their own confidence in public speaking."*

—Tanzanian Teacher

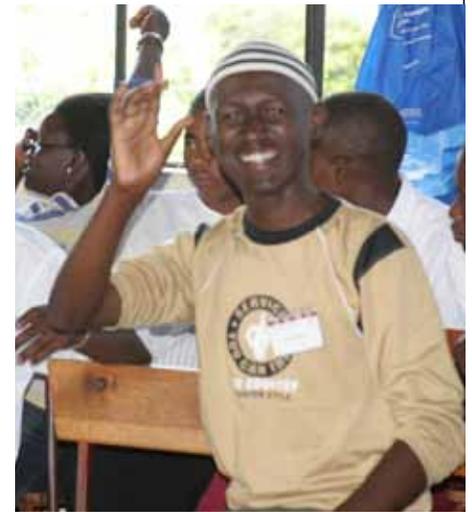


AT THE END OF THE ACADEMY, STUDENTS TOLD US:

*"What can be is now more tangible and attainable."*

...

*"I can now see how breaking big goals down into small, achievable steps makes them possible."*





## 2011 Leadership Academy – Unveiling the Leader Within

Core to our vision is the belief that education empowers youth to make informed decisions and become leaders of thriving communities. As our students prepare to enter the adult world we begin preparation for “life beyond the classroom.”

In 2010, we piloted a Leadership Academy for secondary school students nearing graduation. The weeklong workshop sought to address health and life skills needs, while nurturing the confidence and leadership qualities of each student as they transition from school into their communities. More importantly, the Academy experience provided a safe and open atmosphere where students were encouraged to discuss ideas, share stories and engage in meaningful dialog. The 2010 Leadership Academy alumni would return to guide and empower 2011’s participants through modeling and mentoring.

The 2011 Leadership Academy began with a dream-mapping exercise to help students define their goals and identify the necessary steps to achieving them, while building a network of supportive individuals who could positively impact their lives. Students also attended workshops about health and gender issues presented by local community based organizations. A Career Day facilitated by local businessmen and women helped students explore how they could channel their knowledge and experience into different avenues of opportunity. Field trips to local businesses exposed them to the real life settings of diverse professions. Students participated in discussions with successful individuals with and without college degrees, allowing them to see that dreams are achievable from a variety of backgrounds and experiences.



At the end of the week, students could confidently answer their own questions: “What is my dream? What are a few steps I can begin to take now toward that dream? Who can help me along the way to support my vision? What can I do to manage obstacles in my path, and how will I begin to pay it forward, beginning tomorrow?” 100% of young people who participated in 2011 reported that they felt more self-confident, motivated to pursue their dreams, and committed to increasing their academic success as a result of the training. An integral part of our program is challenging young adults to “pay it forward” into their communities. They are now proactively seeking and creating volunteer teaching roles, advanced science tutoring, becoming IT advisors to adults and other youth, and creating small village businesses.

### Life Skill Training Partners:

Kiwakuki - Action Medeor NGO

Mawenzi Hospital, Moshi

UMATI

NAFGEM (Network Against Female Genital Mutilation)



Looking  
Forward  
Toward **2012**

**We are inspired by our successes** as we start to see the transformations resulting from our early projects and scholars as well as through our ongoing work. We know that the need is still great but the successes of the past few years give us confidence in our ability to meet the challenges ahead. We may not always have the answers, but we are good at engaging the local experts, creating a plan that everyone believes in, and moving forward with deliberate steps while reflecting on how to be better with each step. With this methodology, we do succeed in tandem with our educational partners and community leaders.

In August 2011, Asante Africa Foundation held a strategic planning session in Tanzania involving 14 organizational leaders, including staff, Board Directors and key stakeholders. While we celebrated our year's achievements, this intensive four-day working meeting was forward-looking and focused on strategy and organizational capacity building in Kenya, Tanzania and North America. Specifically, we identified the following four areas of focus as critical for impact in 2012:

- 1 Deepen and expand the number of complementary partners on the ground and globally, including but not limited to: AfricAid, Population Council, Khan Academy, Claremont McKenna College Center for Human Rights Leadership, Public Debate Foundation, UC Berkeley Haas School of Business and Goldman School of Public Policy, Small Projects Foundation, Narok University, Mwenge University College of Education and Wamba Community Development Program.
- 2 Invest more deeply in technology, teaching materials and teacher training to enhance the innovation, critical thinking, and complex problem-solving skills necessary to advance academic performance.
- 3 Augment the skills sets of our secondary school students and graduates for life beyond school, including money management, entrepreneurship awareness and basic business skills, in addition to the deeper application of leadership and life skills.
- 4 Expand the proven outcomes and impact we have achieved to date in 22 villages and communities. We have strategically researched and targeted new regions meeting our criteria for community-based partnerships, level of need and compatibility with the skills and resources Asante Africa can contribute. As we achieve our funding goals, we are poised for rapid growth.

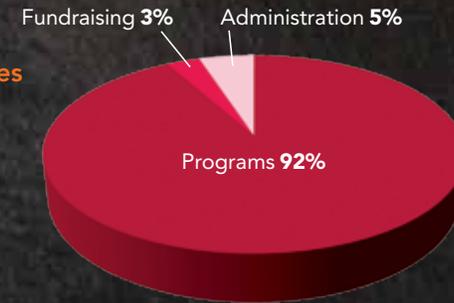
We are excited about the opportunities ahead to reach greater numbers of children and communities, and deepen educational quality where we already work. There has never been a more critical time to increase our investment in children who are growing up in poverty with little or no access to a sustained, quality education. By 2040, Africa will be home to one in five of the planet's young people with a working population of 1.1 billion. The potential in these numbers is infinite, but without education, the economic and social implications are dire. Asante Africa believes in the potential. With your help, we will empower these children to live their dreams and transform their world.

## 2011 Financial Summary

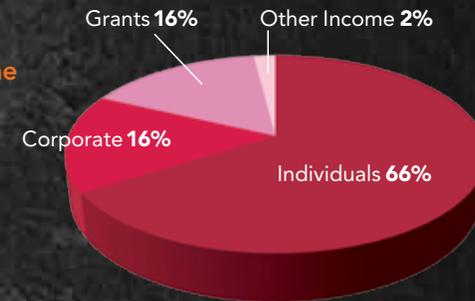
Asante Africa Foundation	FY10	FY11
<b>INCOME</b>		
Total Individual Contributions	185,472	247,383
Total Corporate Contributions	36,610	61,280
Rotary Grant* (separate account)	—	60,000
Sales/Other Income	18,912	3,484
<b>Total Cash Income</b>	<b>240,994</b>	<b>372,147</b>
In-Kind Contributions (services, advertising)	201,410	330,015
<b>Total Income (Cash and In-Kind)</b>	<b>442,404</b>	<b>702,412</b>
Cost of Goods Sold	(2,014)	(3,484)
<b>Gross Profit</b>	<b>440,390</b>	<b>698,928</b>
<b>OPERATING EXPENSES</b>		
Total Program Costs	(221,313)	(240,291)
Fundraising	(3,991)	(10,000)
Administration/Other	(7,597)	(13,147)
<b>Total Operating Expense</b>	<b>(232,901)</b>	<b>(263,438)</b>
In-Kind Expenses – all categories	(203,250)	(330,015)
<b>Operating Income</b>	<b>8,093</b>	<b>105,475</b>
Total Net Assets – Reserve into 2012	72,902	106,093

All figures in USD

2011 Expenses by Category



2011 Income by Source



2011 Programmatic Categories



## 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

Google, Inc

Gott AdVERTISING

Howard Jue Design & Photography

Maria Theren Design

PureRed Creative

Salesforce.com

Salesforce.com Foundation

## 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

# 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.

## KENYA BOARD AND ADVISORS

**Charlie Waigi** — Chairperson, Kenya Board; Director of Jeremy Academy; Retired Executive

**Ruth Kigundu** — Director, Kenya Board; Human Resources and Strategy Consulting

**Moses Ngware** — Advisor, Kenya Board; Research Scientist at the African Population and Health Research Center

**David Mumo** — Advisor, Kenya Board; Education Specialist and Advisor

**Teresia Waigi** — Advisor, Kenya Board; Director, Jeremy Academy, Limuru, Kenya

## TANZANIA BOARD AND ADVISORS

**Donna Duggan** — Chairperson, Tanzania Board; Co-Founder of Maasai Wanderings Company

**Dennis Lyamuya** — Director, Tanzania NGO Board; Founder of Kwetu Tours Tanzania Company

**Gloria Moshi** — Director, Tanzania NGO Board; Co-Founder of Kindoroko Tour Company

**Yohana Mcha** — Advisor, Tanzania Board; Director and Founder of Orkolili Secondary School

## NORTH AMERICA BOARD AND ADVISORS

**Erna Grasz** — CEO, Chairperson for North America Board

**Mike Carter** — Vice President and Director

**Ally Haug** — Secretary and Director

**Colin Higgins** — Treasurer and Director

**Heather Newlin** — Director

**Mark Newton** — Director

**Martha Kimani** — Advisor

**Susan Olofson** — Advisor

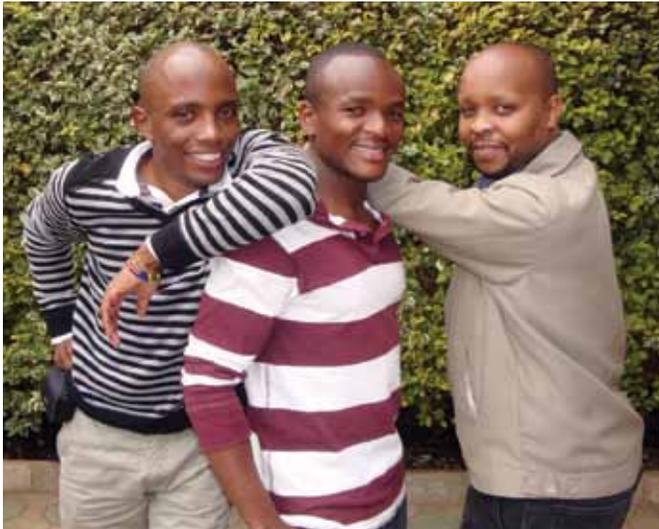
**Diana Gibson** — Advisor

**Doug Nelson** — Advisor



# 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 and utilize best practices drawn from our diverse cultural contexts.



**Kenya Program Manager** – Gathii Kanyi  
**Tanzania Scholarship Coordinator** – Albert Gideon  
**Tanzania Program Manager** – Prosper Msafiri  
**Kenya Programs Intern** – Mumbi Gichure



**Director of Programs,  
USA-Based** – Ashley Orton

## Special Thanks

### INTERNS

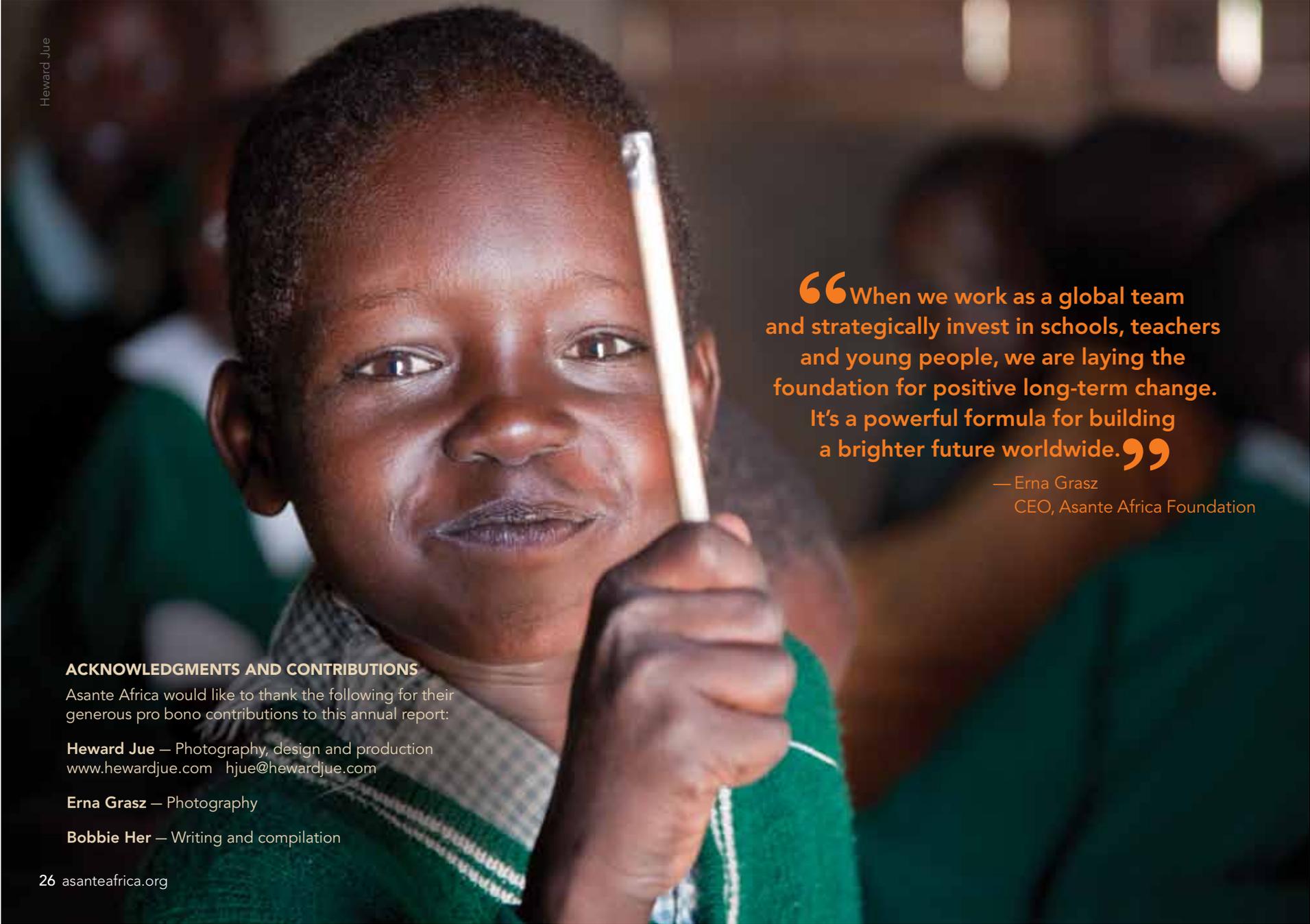
**Rohit Sengupta** (USF)  
**Yvonne Tang** (USF)  
**Irene Moshi** (CSEB)  
**Jessica Cooper** (CSEB)  
**Marshall Danese**  
**Rachel Frank**  
**Alma Sugiarto**  
**Nisha Ramachandran** (UC Berkeley)  
**Emily Lutyens** (UC Berkeley)

### FULL-TIME VOLUNTEER STAFF

**Emma Dredge** – Programs, Teachers  
**Susan Grossman** – Website Design  
**Bobbie Her** – Marketing and Communications  
**Miranda Newman** – SEO, SEM, Events  
**Brigitte Tiszauer** – Donor Management  
**Shirley West** – Scholarship Coordinator

### MAJOR PROJECT LEADERS

**Angela Hilsenbeck** – Fall Event Manager  
**Heward Jue** – Annual Report  
**Laurens Drost** – Volunteer Management  
**Hope Lancero** – Events  
**Enrie Legaspi** – Events  
**Jane Smith-Opperthausen** – Events  
**Staci DeGagne** – Video Production  
**Michelle Xiao** – Video Production  
**Rachel Wood** – Graphic Design  
**Kristen Garvin** – Calendar Design  
**Justine Garvin** – Calendar Design  
**Michael Halvorsen** – Calendar Design



“When we work as a global team and strategically invest in schools, teachers and young people, we are laying the foundation for positive long-term change. It’s a powerful formula for building a brighter future worldwide.”

— Erna Grasz  
CEO, Asante Africa Foundation

#### ACKNOWLEDGMENTS AND CONTRIBUTIONS

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

**Heward Jue** — Photography, design and production  
[www.hewardjue.com](http://www.hewardjue.com) [hjue@hewardjue.com](mailto:hjue@hewardjue.com)

**Erna Grasz** — Photography

**Bobbie Her** — Writing and compilation

### **SUPPORT ASANTE AFRICA FOUNDATION**

- Become an Asante Africa Foundation volunteer
- Host an Asante Africa Foundation event at your home
- Like us on Facebook and tell your friends about us
- Share this annual report with a friend
- Make a gift to Asante Africa Foundation

Questions? Contact us at [info@asanteafrica.org](mailto:info@asanteafrica.org) or call **925-292-0245**.

**Be a part of the solution. Be a part of the journey.**



## Educating Children | Transforming Worlds™

Asante Africa Foundation believes in the power of knowledge as a catalyst to help young people create a future where they live their dreams. We achieve this vision through partnering with local families, educators and community members to create safe and healthy learning environments, strengthen teacher quality, enhance learning in the classrooms, provide merit-based scholarships and leadership development. To be part of the transformation, please visit [www.asanteafrica.org](http://www.asanteafrica.org)

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