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## Mission Statement

The U.S. - Africa Children's Fellowship, Inc. is dedicated to expanding and enhancing the education of children. Through developing respectful and trusting relationships, and appreciation for one another's culture, the project will increase educational opportunities for all participating children, and their communities. And it is through mutual understanding and support the children of Africa and the United States will build bridges to the future.

Activities in support of this goal include:

- Study and research
- Letter and e-mail exchanges
- Sharing of photographic histories
- School supports
- Collection of educational materials for African schools
- Raise funds for support these activities.

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# U.S. - Africa Children's Fellowship

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## Report on 4th Shipment - March '07

I know that many of you have been following the recent events in Zimbabwe and are concerned about USACF's welfare and safety there. It seems that hardly a day can pass without Zimbabwe's struggle to survive making headlines somewhere. Each time we visit we are confronted with new hardships and obstacles, but we can not turn away. The people of Zimbabwe are a proud people and I remain in awe of their ability to endure in the face of high unemployment, hyper-inflation, severe drought and a devastating AIDS epidemic. We will continue to help the children of Zimbabwe as long as we believe our help can bring hope of a brighter future.

Our program is succeeding beyond our wildest expectations. The fourth container arrived in Bulawayo just two days prior to my arrival on March 8<sup>th</sup>. It took five full days to break down the shipment by sister school and then equalize some of the uneven donations. We equalize because it makes no sense to give a school of 200 students 400 of the same science book. We also equalize the distribution of pens, pencils and notebooks.

During this visit I managed to visit 10 schools and met with officials of three other. The word is spreading across Zimbabwe about our program. 300 more schools have written to ORAP (our Zimbabwean partner in this project) requesting to join the program. ORAP is requesting that we expand the program to include 35 additional schools. We will give some of these new schools the books that our sister schools have no room for. But we cannot commit to all 35 right now. We believe we can not expand very far beyond our original schools without significant additional funding.

Highlights of Progress:

1. In one of our district (Swazi) only 10 students in the last 20 years had passed their "A" level exams. Students must pass their "A" level exams if they want to attend a university. This year 38 students passed their "A" levels. This has never been done before in a rural community. We are working hard to make sure that all those who pass have the money to attend university.
2. At Singwango Secondary 97% of our students passed their "A" levels.
3. The results of the Grade 7 reading test have also been remarkable. Passing rates have risen from 5% to 60%. Imagine what the results will be in a few years after students have had the proper textbooks all through their school career.

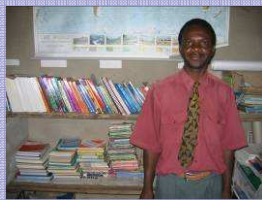
We brought 300 soccer balls in this shipment. We also brought 600 donated soccer uniforms from the Downtown Soccer League. We got thunderous applause at each school we presented them to.

4. The libraries continue to grow. Teachers now speak of a culture of reading. In many schools students, teachers and parents are able to borrow books and take them home.
5. We purchased \$1,000 worth of lumber to build 50 desks and benches for a school that has none.
6. Whenever we go to a school, we make it a point to meet with staff and discuss all aspects of the program. We were particularly moved by one teacher from Kanda Primary. He spoke for all his colleagues. He said they had to climb five mountains.



*Continued on page three*

## School Libraries



## Recent Successes

Over the last fourteen months, three USACF shipments have reached Bulawayo. Contained in those shipments were over 100,000 books, schools supplies and other needed materials. The effects of these shipments have been profound.

1. Every school now has a functioning library. Students, teachers and parents all utilize the library. For the first time children can take books home to read; an amazing change. Some classrooms even have mini-libraries.

2. Teachers have complete sets of textbooks from which to work. We walked into one classroom and every child had a storybook. When asked if they could read the book, they all read aloud.



Donated soccer uniforms create teams

3. Attendance is up. Punctuality is up. Teacher resignation is down. Student enrollment in the zero-grade classes (kindergarten) has soared largely due to the arrival of new toys.

4. A tutorial was set up to better prepare 50 of the secondary school's best students for their "O" level exams. Before the tutorial passing rate was only 3%. Now they are hoping for a 20% pass rate.

5. Art classes are being organized. It is now possible because of the arrival of paper, crayons, markers and paint.

6. We focused on Mangubeni Secondary to develop an agriculture program. axe, shovels, pails and watering cans. We sent them two wheelbarrows, 100 meters of hose, fencing, seed, hand rakes, a pickaxe, shovels, pails and watering cans. We hope to expand this to additional schools with each shipment.

7. We have delivered six sewing machines - some manual some electric. Schools have started fashion and design classes. Parents use the machines to make uniforms.



... from Downtown soccer league

8. The program focuses on orphans. We try to supply them with clothing, sneakers and school supplies. In winter many can not get to school because they have no shoes and it is too cold to walk.

9. We have an extensive pen pal program. We returned with letters and cameras for 21 New York City schools.

10. Schools have begun to excel in sports. We have provided some schools with team uniforms. One school came in first place out of 35 in a gymnastics competition. Another school came in 2<sup>nd</sup> place in a soccer competition. Before getting team uniforms they never won a game. (Without sports uniforms many students are not able to compete because they are afraid to dirty the only clothing they have.) Because we have sent extra soccer ball, the girls are allowed to play soccer for the first time.

11. We have sent carpentry tools. We are in the process of developing two carpentry centers; one in the north and one in the south. The purpose of the centers is not only to teach a skill, but to provide area schools with desks, benches and bookcases.

12. We supply a local hospice with medical supplies and wheelchairs for their HIV patients.



14 Of the 19,000 students in the program

## Report on 4th Shipment - Continued from first page

Here are his five mountains:  
1. Infrastructure continues to deteriorate. Wooden beams that hold the roof are being eaten away by termites. Floors have large holes. Walls are cracked. The buildings that house the squat toilets are collapsing. 150 students are sharing one squat toilet. They have no funds to buy cement necessary to repair the structure. Yet they go on.

2. There are still shortages of textbooks in certain areas. Sometimes 25 students will share one science book. Teachers waste a great deal of time writing lessons on blackboards.

3. Lack of school furniture. Some classrooms have no desks or benches. Some desks are in a state of disrepair and cannot be used. Classrooms and library lack shelving for books.

4. School fees keep doubling. Students cannot afford to pay. In some school 50% of the students have not paid their fees. Lack of fees means the schools have no money to buy the things they need.

5. Lack of water. Borehole pumps no longer work. In one school the water source is a river two kilometers away. They send 50 students each day with gallon containers to fetch the water. No access to water means no vegetable gardens. Food shortages are a growing concern in Zimbabwe.

At the end another Kanda teacher stood up and quietly said, "We are on our knees. Death comes day after day after day." He asked only for cement to repair the crumbling toilets and then sat down.

I am extraordinarily proud of the work we are doing in Zimbabwe, but sometimes the reality of life there is hard to live with.

Mark

We would like to thank the Congregation of Temple Isaiah of Los Angeles, California. Their generous contribution of \$2,500 toward Zimele Institute's tutorial program in Zimbabwe will change the lives of hundreds of students. Three years ago only one student from a rural district passed his "A" level exams for entry into University. This year 38 students from the same district passed thanks to the tutorial instruction and the infusion of books and school supplies.

## Collection Drive

Based on our conversations with teaching staff in Zimbabwe, USACF has decided to shift the focus of its next shipment to Zimbabwe away from textbooks. Schools need additional time to organize what we have sent (120,000 books) and to begin to utilize materials in their classrooms. Some schools are faced with the additional problem of finding more shelving before they can make all books available. They now have functioning libraries. For the first time students, teachers and parents can sign books out and take them home. It has been an unbelievable change.

We would like to focus the next shipment on the needs of the orphans and teachers. Approximately 20% of all school populations are orphans. They are not in orphanages. They remain in their villages under the care of extended family members; usually grandparents or aunts or uncles. These families are generally poor and have difficulty providing for these children. In one school a religious charity withdrew its scholarship support for orphans and the school population dropped by 100. Most orphans have no shoes or sneakers. In the winter those that have to walk more than two miles to school find it too cold to do so and remain home. Some also lack pencils and notebooks needed to attend school. We estimate that there are approximately 3,000 orphans in the schools we are working with.

The following items are what we would like to focus on.

### FOR THE ORPHANS AND CHILDREN IN NEED:

1. Sneakers size 8 and smaller. If each of our sister schools can collect a 100 sneakers and 100 pairs of socks we would meet the needs of all the orphans.
2. Pencils, pens and notebooks. We would also like to set a goal of 200 notebooks and 200 pens and pencils for each sister school.
3. Children's clothing for children aged 10 and under. Especially shorts and T-shirts.
4. Children's books.
5. Toys – dolls, action figures, trucks, planes, cars, etc.
6. Games – chess, checkers, puzzles, Scrabble, Chutes and ladders, etc.
7. Art supplies – paper, crayons, markers, paint, pastels, glue, tape, scissors, etc.
8. Sports equipment – soccer balls, volleyballs, nets...

### SHELVING AND OTHER CONCERNS

Sometimes you get so excited with what you are doing in New York that you forget that there are consequences at the other end that may not have simple solutions. We estimate that we have already sent between 100,000 and 120,000 books to 35 schools and establish functioning libraries in all of them. But before the books arrived some schools literally had no books at all or they used small closets to hold what they had. Schools suddenly had to deal with deliveries of up to 30 boxes of books at a time and we have delivered three times.

The old storage closets weren't adequate anymore. And if there was a bigger space to move into, there wasn't enough shelving to hold all the books. New shelving is a real issue. cost effective to buy the lumber in New York and ship it in

The teachers of Zimbabwe also need your support. Inflation in Zimbabwe is at 1,300% a year. That means that all prices double every three months. The government raises their salary only once a year and far from the rate of inflation. Teachers all live in small compounds on the school grounds. They are not able to go home at the end of the day to be with their families. They each live in a small room with a thin mattress, a table and a line to hang their clothes. They work extremely hard and are very dedicated to their students. While we are not in a position to subsidize their salaries, we can collect some of the items they have requested. We are hoping that each sister school can put together a box containing some of the items listed below.

### FOR THE TEACHERS:

- |  |   |
|--|---|
| 1. Chalk   | 7. Dishes and cutlery                   |
| 2. Radios  | 8. Make-up                              |
| 3. Toiletries – soap, toothpaste, toothbrushes, sanitary napkins, lotions, shampoos, cotton balls, creams etc. | 9. CD player, VCR, TV, music            |
| 4. Calculators   | 10. Bikes to get to town or store       |
| 5. Pots and pans   | 11. Tent and sleeping bags              |
| 6. Linen and towels  | 12. Typewriter                          |
|  | 13. Sewing machine - manual or electric |

### THE EFFECTS OF TOYS AND GAMES

When we gather donations in New York and load them into our container for shipment, we are not always fully aware of the impact of those donations on our sister schools. Such is the case with toys and games. When people began offering us toys and games, we took them simply thinking that “won't it be nice for kids to get some new things to play with”. We never realized the dramatic change that they would bring.

*From Mr. Edward Phiri – Deputy Head of Swazi Primary*

*“We also got toys. At our school we have what we call Grade Zero, where we prepare kids for school. Our enrollment in the Grade Zero class was really down, but now we have gone from 15 pupils to over 80 just because of the toys!”*

Other headmasters tell us that with more children in school, the parents are now free to work and/or to take care of other family matters. And by having the children in school at an earlier age (especially with the addition of story and ABC books), the chances of them staying in school and achieving a higher level of success is greatly improved.

So keep those toy and games coming. Cars, trucks, dolls, action figures – we want them all. Scrabble, chess, checkers, Chutes and Ladders, jigsaw puzzles and other board games; are all wonderful. Just make sure if you give us a truck that it has all four wheels and if you give us a coloring book the pictures aren't already colored.

the bottom of our container. We are also looking into the possibility buying tools and setting up two carpentry centers at ORAP centers – one north of Bulawayo and the other one south. These centers will not only teach students to build bookcases, but also to build desks and benches for the schools that need them. We will let you know what is decided.

## A QUIET REQUEST

At almost every school we visit in Zimbabwe there would come a moment when I would be pulled aside by some female staff and asked to help them with a serious problem; a critical shortage of sanitary napkins. Without them, students stay home and miss classes. But there is little choice. With Zimbabwe's roaring inflation, they are just too expensive to purchase if available at all. They needed a solution. They came to me.

When I returned home, I immediately began to speak to women, young and old, about practical solutions. Before I left, the women in Zimbabwe let me know what materials were available to them. They also informed me that ladies underwear was not available so the re-useable sanitary napkins used by Vegans were not a possibility. My friends at the Quilters' Guild of Brooklyn told stories of what they used as young girls in their homelands. They told me which cloth was best and which was cheapest. My sister in England polled her bridge club and they volunteered stories of war time ingenuity. They would knit together thin strips of cloth to make washable and absorbent pads.

In the end we created a sanitary napkin which consisted of a washable pad and cotton belt for security. Pads were cut from old towels and covered in cotton (often old bed linen) and inserted into a sleeve secured by the belt. It may not be the most comfortable pad, but it sure does the trick! The Upper Manhattan Jewish Community Center was mobilized by Sarah Kaye the Director of Service Programs to produce hundreds of samples. And now at the end of every one of my quilters meetings, members continually bring me more materials and samples.

Now our shipments include boxes of towels and cotton sheets as well as instructions for making the sanitary napkins. We also try and send sewing machines to facilitate production.

It has been an interesting process. Sometimes you have to look back to your own history to solve a modern problem. Thanks to the ingenuity of friends, the girls of Zimbabwe will no longer have to miss school.

Sheri Saltzberg

## Give a Child an Education, Re-invent the Future By Dumisani Nyoni - Director, Zimele Institute<sup>1</sup> Organization of Rural Associations for Progress (ORAP)

Since September 2005, our organization in Zimbabwe, ORAP has been working with a partner institution in New York City, the US-Africa Children's Fellowship. The aim of our partnership is to support rural schools in Zimbabwe. We want schools to have the resources they need to give students have a fighting chance of success at the end of their schooling careers. The attainment of those academic goals has far reaching impacts on the development of their communities and indeed the country.

A child who attains a high school qualification in Zimbabwe (i.e. they get passing grades in at least 5 subjects in their 11<sup>th</sup> year of school after sitting a series of exams) enables them to be employable, or to further their education within, or outside the country. This means that they become empowered to participate and contribute to economic activities and re-invest in their own communities. However, our research has shown that many children, 96% to be exact, in the areas where ORAP operates do not attain those goals. The reasons are rather basic and relatively 'easy' to address. Children lack the basics to enable them to learn and be effective and successful students. They do not have textbooks, note pads, pens and pencils and other basics of any learning system. Most students walk a long way to school each day, barefoot and underdressed, which in the winter months can be one of the most grueling activities that a young mind and body must endure. Couple the difficulty of getting to school with the possibility of arriving at school only to be sent back home because you did not bring either a pen or notepad that your family could not afford and you begin to understand the uphill struggle a young Zimbabwean child faces. Given such a situation, why should you care about an education?

Through our partnership with the USACF, ORAP is working to ensure that this barrier to education is eradicated. Every six months, a shipment of learning materials arrives in Zimbabwe and through a fun and challenging process; the books, pencils and clothing are re-distributed to 35 schools in 3 of Zimbabwe's 10 provinces.

This partnership is not about charity, or donations, or just doing good. To suggest that would be a gross understatement and under-appreciation of the total impact of the USACF-ORAP collaboration. This program is about changing an educational (and ultimately, economic/developmental) culture in a region and hopefully in our country. As more students are assisted in the learning process, and are given the resources with which to succeed; as more teachers feel that they have the tools to do their job and are less inclined to leave their schools due to burnout, frustration and hopelessness; as more members of the community begin to once again see holistic value in their community schools; as reading becomes part of a cultural practice—by simple virtue of the fact that there are books to read!!!—the vicious cycle of poverty begins to be broken.

If we fail to help these schools and their communities to create more positive education results, the outcomes are devastating:

- Students migrate to urban centers to look for work and opportunity. Most fail to do so and turn to crime, , risky sexual engagements and other behaviors that destroy, as opposed to build, societies.
- Youth leave the country in search of better opportunities elsewhere. They move mainly to Botswana and South Africa where they are exploited as cheap labor. More importantly, families are torn apart and often this separation, physical and emotional, lasts a very long time.
- Rural communities are increasingly 'youthless', losing their most energetic, creative and productive members.

Instead, thanks to the efforts of our current partnership, which is only one year old, we are already beginning to see tremendous changes and results. Attendance in schools is increasing primarily because students have books to read and stationery to work with. Teacher turnover has been reduced as teachers have materials to use in their work and confidence in the future of their schools. The morale and confidence of educators in our schools has been boosted by the support that the USACF—ORAP effort is bringing. Community participation and interest in school affairs has increased significantly. And all this after just one year! Imagine the future... each one of the students (in fact, everyone) touched by this program is now involved in a process to re-invent their tomorrow. The future cannot be the same as what it would have been without the contributions of American schools and communities, and the input of Zimbabwean villages, associations and organizations.

"Education is the most powerful weapon that you can use to change the world." That was said by Nelson Mandela, the man who has come to inspire millions worldwide. The USACF—ORAP collaboration intends to ensure that every student fighting for a better life has the tools to make this possible. Books. Pencils. Paper. Very simple and basic. It makes it painful to think that millions of lives go down the drain because such simple resources cannot reach people who need them. Our hope is that in years to come, we will begin to see changes in the communities we work in as a result of the 'simple' and humble work that we engaged in.



From top left to right: Dividing the school supplies, a special delivery, school garden means learning and lunch, a welcoming committee, Student art quilt, meeting with community elders.



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## Letters from Headmasters – September '06

Dear Friends:

On behalf of the school children, the teachers, and the community and on my own behalf, I would like to express my gratitude for the donations we received.

When we looked at the consignment we had a pleasant surprise to receive infant books for our children. We are convinced these will make a big difference in our quality of teaching. Junior pupils will be elated to solve math problems since the school had no textbooks. Our Science Exhibitions will also be boosted by the quality of textbooks we received because the books will assist them to have more ideas in crafting their projects. We are also hoping that teachers will assist the community to appreciate and use the library to widen their scope. The community will take delight in realizing that USACF has assisted them in obtaining textbooks and library books to uplift children's literacy levels.

We are very grateful to our supporters for their selfless and magnanimous efforts in trying to uplift the lives of rural young Zimbabweans. Bless you and may you live long to realize your noble dream. Once more thank you very much.

Sincerely yours,  
Lazarus Ndhlovu  
Siganda Primary

Dear Supporters:

I wish to express the sincere gratitude of the teachers, students and community of Mbokodo for the donations we received. All this happened as a result of your efforts to mobilize these items for the benefit of the children in Africa. The textbooks we received as well as the stationary came as a great relief to our teachers and students. The community and the students also benefited from some clothes and toiletries.

We are grateful to our sister school in Brooklyn for all they have done and for their partnership.

We are proud to be associated with USACF and look forward to the continued growth of this friendship. Sincerely,

Ndabezinhle Nkala  
Mbokodo Primary –  
Acting Headmaster

Dear USACF,

Firstly I would like to thank you very much in taking your time to remember underprivileged members of our society. Your appreciation and kindness is greatly welcome. Especially here in Zimbabwe.

We received the goods you donated with much jubilation and happiness. I, as the school representative of the program was so happy to note that our school received so many things. The textbooks will be very useful to the pupils. The toys and sporting equipment will make a difference in the lives of pupils here at Dulutsha. My class could not believe that the books belonged to them. So once again thank you very much.

Jabulami Moyo  
- Dulutsha Primary School



One Headmaster...

Headmaster,  
I would like to inform you that I received a consignment of donated items with delight and happiness. The books in particular, are going to help in improving the prevailing standards at our school. Our children seem not to do well in mathematics and English, and with these books that the school has received, we will be able to uplift the standard. The teachers are very happy with the books, particularly in mathematics. The school children are using the books when doing their homework. Some parents in the community have expressed interest and appreciation in the use of the books. Apparently the community cannot believe it that it has the right to use the books. May God bless the hand that giveth.

Yours faithfully,  
Stanley Sibanda  
- Duluthsha Primary

Dear Friends:

Thank you very much for the support and appreciation you have shown us as a school and community. May the Lord bless you in your endeavor to support the needy schools. Our school had no textbooks and no sporting equipment. When we received the books the first thing we did was to call together the parents and the community to come and see what had arrived. The morale was high and the response was overwhelming. We had an empty library at first, but now have put our books on the shelves and the children are now able to borrow books from the library. Parents are also able to borrow the library books. We are happy to be in a partnership, where we truly share the vision of quality education for all our children. Once more thank you very much for your support. We look forward for you continued support.

Yours faithfully,  
Enoch Mulanga  
Mbembeswana Primary School  
Headmaster

## ***On the Road with Sheri and Mark The Third Shipment***

A wonderful pattern has begun to emerge with our visits to Zimbabwe's rural schools. We'd like to share some of our experiences.

We always try to head out early from Bulawayo with Sheri and me crowding into the back of an open jeep with ORAP staff. We take large baskets of food and drink for it takes hours to reach some of our distant schools and we may visit three or four schools in a day. The weather is usually hot and the roads always dusty and bumpy. But whatever fatigue settles into our bones during the long trip, quickly melts away upon our arrival with a rush of handshakes and warm hellos from the headmaster and staff. Children emerge from everywhere with smiles and waving arms.

The first order of business is always the libraries. And I don't know who is more proud of them; the members of USACF and ORAP, or the teachers themselves.

Where once there were empty bookshelves, there are now row upon row of textbooks and children's books. There are math sections and English sections. There are shelves of adult fiction and children's storybooks. The bright yellow bindings of National Geographic's are crowded against World Books and Britannica. There are dictionaries and atlases. Wooden shelves sag under the weight of a hundred books. It is glorious.

All the hard work that everyone has put in over the last two years has been worth it just to see these libraries.

We have started 35 school libraries. Then the librarian or teacher-in-charge will pull out a notebook in which they keep track of who borrows what books. They show us page after page after page of entries. For the very first time students, teachers and parents can come to the library and actually take books home to read. Is it any wonder that reading scores have skyrocketed over the last year? Imagine for the first time in your life you can take a book home, sit under a tree and discover worlds that you never dreamed of.

In some schools the libraries have outgrown the closets that once contained all the books of the school. Headmasters are now moving the library to larger rooms or developing smaller classroom libraries. One of the unforeseen problems is lack of shelving. Schools just don't have the money to buy lumber to build shelves. We are hoping to do some fundraising to help purchase the needed lumber.

We move on from the library to visit classrooms. The children always stand as we walk in and say, "Good morning! How are you?" While I take pictures of the students and teachers, Sheri always engages the students in whatever work is on the board. She asks the questions about math, completes the blanks or asks them what they want to be when they grow up. Sometimes the teacher will have the class sing. The kindergarten class sang a song about an orange. There is even a "Mark and Sheri" song. Very often after we have seen the last classroom, we are directed to sit in a line of chairs placed outside.

The whole school will assemble beside us as we watch groups of students sing and dance. On some occasions we are treated to students playing drums.

After touring the school grounds and seeing the condition of the vegetable gardens and/or examining dilapidated structures, we meet with the teachers and community leaders. We talk about the effectiveness of what we are bringing and future needs. In general we find everyone incredibly appreciative of all that we are doing. The headmasters tell us that his or her teachers are much more enthusiastic about teaching. Teacher retention is much improved. There is more hope on the part of the staff that they will be able to provide their students with a more meaningful education. There is, however, one big complaint from the headmasters. They say that their teachers are all much too sleepy from reading too many novels late into the night. The teachers nod in agreement.

We are amazed at the progress and this is only after one year. Think of what we can do in five years; in ten years.

**MG & SS**

*We would like to thank the Taconic Investment Partners for their generous donation of \$2,000 to our Pen Pal Program. The donation will pay for six air mail letter exchanges each year. This will make a tremendous difference in the level of communication between African and American students.*

### **Each container costs \$10,000 to ship.**

We look forward to another incredible year, but we still need your help. You can help by supporting us financially or by donating needed supplies. This project changes lives and not by the hundreds, but by the thousands. Help us keep it alive.

### **USACF is a 501 C 3 Tax Exempt Organization.**

All gifts are tax deductible to the full extent of the law



### **U.S. - Africa Children's Fellowship**

The US Africa Children's Fellowship, Inc. is a non-profit organization, dedicated to expanding and enhancing education for children in the US and Africa.

We are primarily dependant on your kindness, generosity, vision and trust. All gifts are tax deductible as far as the law permits.

\$ 25.00  Friend

\$ 100.00  Mentor

\$ 500.00  Head Master/Mistress - Principal

\$ 50.00  Supporter

\$ 250.00  Teacher

\$ 1,000.00  Ambassador

In Kind Donation \_\_\_\_\_ Describe \_\_\_\_\_ \$ \_\_\_\_\_ Other \_\_\_\_\_ The "Your name Here!" fund.

Enclosed is my Contribution as listed above (Checks payable to US-Africa Children's Fellowship)

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Address \_\_\_\_\_

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Would you like to join our mailing list? (circle one)

Would you like to remain anonymous? (circle one)

YES NO

YES NO