



2023

Annual Report



A LETTER FROM THE EXECUTIVE DIRECTOR

This past year we've felt a pressing urgency to our work, which is why we are hustling. In 2023, we completed construction of one of our first day secondary schools in February, celebrated the completion of a second day secondary school in August, and celebrated completion of two new classrooms at a third new day secondary school in October. In between those major events we expanded our programming into the neighboring ward of Naikarra, and our Team Angaza interns passed the major milestone of having enrolled over 1000 children into primary school.

We started as an organization in 2015 on the slopes of Mount Kenya in central Kenya, but a few years in we realized that, while families there were poor, they were sending their children, including their girls, to school. The historic fingerprint was clear — the British colonists settled this central region of Kenya and built churches, schools, and health centers. While history shows that they were less than kind neighbors, they built infrastructure that has allowed children to become formally educated by Western standards.

The Maasai, on the other hand, did not want what the British were selling. Instead, vulnerable from drought, conflicts, and the devastation of nearly 90% of their cattle herds from disease, their leaders signed treaties that gave up rights to their historical lands in the northern Great Rift Valley and relocated them to the area of southwest Kenya that we know now as modern day Maasailand. They have since lived traditional pastoral lives in this region, but they cannot remain insular while the world is quickly changing around them. The outside pressures are mounting.

Most recently, the Kenyan government has required them to privatize what has always been communal land, a shift with the potential to profoundly impact their way of life. Without formal education and a greater context for the value of their land, they are extremely vulnerable to outside interests. To lose another indigenous culture would be tragic both culturally and environmentally.

This is why we are hustling to get schools built and children, including girls, inside them. The Maasai are richer when all their children are educated and empowered, and our world is richer with the Maasai in it. Like all cultures, the Maasai culture has its blind spots according to our 21st century ideas of human rights. To be female in Maasailand is to exist with fewer rights and opportunities, which is why we focus our work most deeply on empowering girls and women. The Maasai women are also a source of steady hope in the oncoming change. In the few regions where women were also given titles to land, it is expected that they will be less likely to sell it, ensuring that the next generation of Maasai can maintain their homeland.

Providing a pathway through education for every child to better understand the world around them and their own rights and value is paramount to the Maasai's ability to chart their own course with information and power rather than vulnerability. I hope you enjoy reading the enclosed stories, which share voices of many of the committed, intelligent, and caring people who are dedicating their lives and resources to creating positive change for girls and Maasai communities in Kenya.

Kayce Anderson



Above: Kayce visiting one of our partner schools in the Loita Hills, 2021. Photo: Ami Vitale.



TABLE OF CONTENTS

- Why Girls' Education Matters..... 3
- Stories..... 5
- Our Impact..... 9
- Our Sparks: Donors, Staff, Communities, and Board..... 13
- Donor Spotlight: Vivian and Ron Gordon..... 16
- Financials..... 17

Cover: Yolanda and Irene on the last day of 6th grade, 2023. Photo: Kate Lapidés-Black.

Back Cover: A young friend in Mausa during a celebration for their new day secondary school. Photo: Kate Hardaker.

Clockwise, L-R: Celebrations for the new Enairebuk Day Secondary School. | | For the Good Naikarra Supervisor Christine Mpoe with young friends near her childhood home in Olderkesi. | | Yolanda and Irene practice photography in Morijo. Photos: Kate Lapidés, 2023.

WHY GIRLS' EDUCATION



“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development.” - Kofi Annan

Education allows us to broaden our minds and become more capable individuals. It can never be taken from us and is, therefore, our most precious and enduring resource. As humans, it is a right we all hold, but of course, our world is imperfect. Children, especially girls, from marginalized communities face immense barriers to accessing education. Poverty, gendered cultural norms and practices, conflict, violence, and lack of infrastructure merged in various ways to keep 129 million girls around the world out of school as of 2022, according to UNESCO. The majority of them, 97 million, are of secondary school age. And Africa remains the one continent where this figure is growing.

This is the primary motivation for our work – education is being withheld from millions of children based on gender. World leaders adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 to create a roadmap for tracking progress in key measures of social and ecological wellbeing. While just one of the 17 goals focuses specifically on achieving gender equality, progress, or lack of, on other SDGs plays an important role in determining whether girls can access education, because all 17 goals are interconnected and create strong feedback loops. Families experiencing severe poverty cannot afford the cost of school fees and uniforms. Communities without infrastructure often lack schools, or, if they have them, adequate resources to support them. Without access to clean water, girls must spend hours walking to distant sources to collect it, losing precious hours of study time and often, putting themselves at risk.

Conversely, when girls get the chance to go to school and receive quality learning, it not only increases gender equity but also increases progress towards nearly every other SDG. Data shows that girls' education is a powerful tool for reducing hunger and breaking the cycle of poverty for families. With education, girls gain more knowledge about reproductive health and sanitation, which greatly reduces the burden of disease and maternal and child mortality. With each year of secondary education, girls have fewer children, which slows population growth. With education, girls are more likely to know and exercise their other rights and realize their potential. In short, educating girls is a leverage point to create positive feedback loops.

These are the “whys” for our work, which ground us, guide us, and motivate us. The next pages of the annual report are the “hows”. We address the challenge of access by working with communities to start their own affordable secondary schools. We address the cultural aspects that limit girls through a team of local young Maasai women, our Team Angaza, who walk door-to-door to sensitively challenge parents' ideas around education, especially for their daughters. As investors in our work, we hope you see value in our progress and a significant return on your investment.



Above: Yolanda on the last day of sixth grade. A new day school we helped open in her village will increase her chances of going to high school. Photo: Kate Lapidis-Black, 2023.



STORIES



Naikarra Supervisor Christine Mpoae with young friends in Olderkesi, 2023. Photo: Kate Lapidés-Black



Soyian at home. Her grandmother now supports her education. Photos: Kate Lapidés-Black

CHANGING HEARTS AND MINDS TO HELP GIRLS AT RISK

A grandmother began showing up at her 11-year-old granddaughter's fourth grade classroom several times a week to take her out of school because she believed it was time for her to be married off. A highly promising secondary school junior earned a scholarship to one of the highest performing schools in Kenya but then almost dropped out because she was the only one available to take care of her ill single mother. A six-year-old wanted to go to school so badly that she ran to first grade every morning along with other children from her village for two weeks straight, even though her father punished her for disobeying him when she returned home. Two mothers took in young girls from outside their immediate families to keep them safe from FGM.

These are just a few of the stories of girls and families in Naikarra ward, the region we began expanding to last year. From our perspective, it might seem that these parents are cruel and selfish. Rather, they are trying to do what they believe is best for their daughters' wellbeing. The grandmother who has been taking her granddaughter out of

school loves her dearly and wants to marry her off because it has traditionally been the only way to ensure her future will be secure. The parents arranging FGM are also trying to ensure that their daughters fetch good husbands; they have never had access to the health education that teaches of the severe health risks of this practice. That's why the work of our staff and Team Angaza to enroll children into school focuses first on listening to and understanding parents.

"Change happens best where there is patience and perseverance — and when there is a role model to refer to," observes Christine Mpoe, our Naikarra Supervisor. Christine grew up in Naikarra, and her own remarkable life journey reflects many of the same barriers girls in this region still face today. She became pregnant and ran away from her own arranged marriage when she was a young teenager. In college, she returned to her village to rescue her younger sister, and later, two more girls from arranged marriages.

"Something inside was driving my spirit, and just refused to bow down to the injustice," says Christine, explaining what motivated her to challenge local convention, acts for which she once paid a very high price. "When I ran away from marriage to stay in school, I was exiled from my community. People would not talk to me. Later they were in shock that I married in my twenties. But now, after my university graduation, people see me and tell me they want their daughters to be like me. Previously, people here haven't known the importance of education. Change sometimes starts with one individual; we should not give up easily. Change is possible, but it needs time and understanding."

"Change happens best where there is patience and perseverance.... We should not give up easily. Change is possible, but it needs time and understanding."

- Christine Mpoe



Left: Christine with Tajueo, a young niece whom she and her husband caretake.



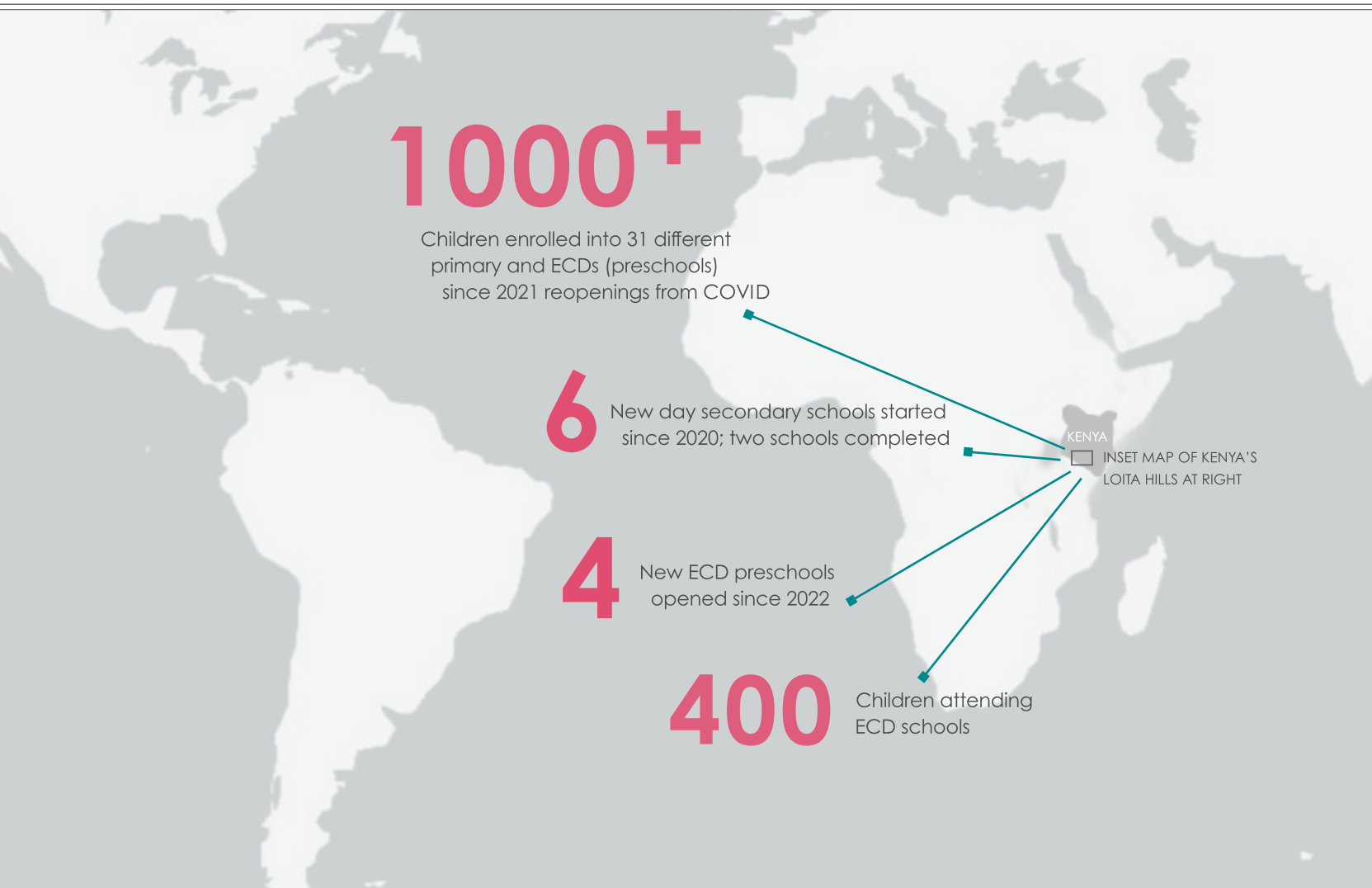
2023: FIVE YEARS OF IMPACT IN SOUTHERN KENYA

2023 marked our ninth year as an organization and our fifth year of work in southern Kenya, offering what feels like a fitting time to look back at what we've accomplished there to date. Our work in Loita can be thought of as a five-year pilot project in which we developed and refined our model to increase access to education for children, especially girls. Thanks to the hard work of our staff, interns and partner communities in Kenya and the generosity of our supporters here, we've been able to start five new day secondary schools in the Loita Hills and a sixth new day secondary school in the adjacent region of Naikarra. Three of these new schools are now registered with the government, ensuring that they are sustainably funded. Collectively, these schools will ultimately increase new access to high school for thousands of children in these remote, rural regions.

Equally important, the first day secondary school we started in 2020 just graduated its first class. They scored higher than any other secondary school — including two boarding schools — in the Loita Hills on the KCSE, Kenya's Certificate of Secondary Education Exam. This is powerful evidence that helps challenge the long-held paradigm that day schools cannot perform to the level of boarding schools.

In addition to these new secondary schools, two cohorts of our dedicated Team Angaza interns have now enrolled over 1000 out-of-school children into 31 primary and Early Childhood Development (ECD) schools across the Loita Hills. These interns also organized their communities to build four new ECD preschools to ensure that the youngest children in their communities can start learning at an early age; 400 children now attend these schools on an average day.

These numbers represent significant benchmarks in our work. The 1000 children now enrolled indicates that we are close to reaching our goal of enrolling 75% of the estimated 2000 primary school-aged children who were out of school when we began working in the Loita Hills in 2019. The five new day secondary schools we have opened in partnership with communities indicates that we are close to ensuring that there are accessible, high quality day schools for 90% of children living in the Loita Hills, and the new school we opened in Naikarra last year launched our effort to create similar access to secondary education for the thousands of children in this region.



KEY TO ICONS

SECONDARY SCHOOLS ●

Six day secondary schools opened in partnership with communities since 2020.

NEW SECONDARY SCHOOLS ●

Four additional day secondary schools in planning and fundraising stages in 2024.

PRIMARY SCHOOL ENROLLMENTS ●

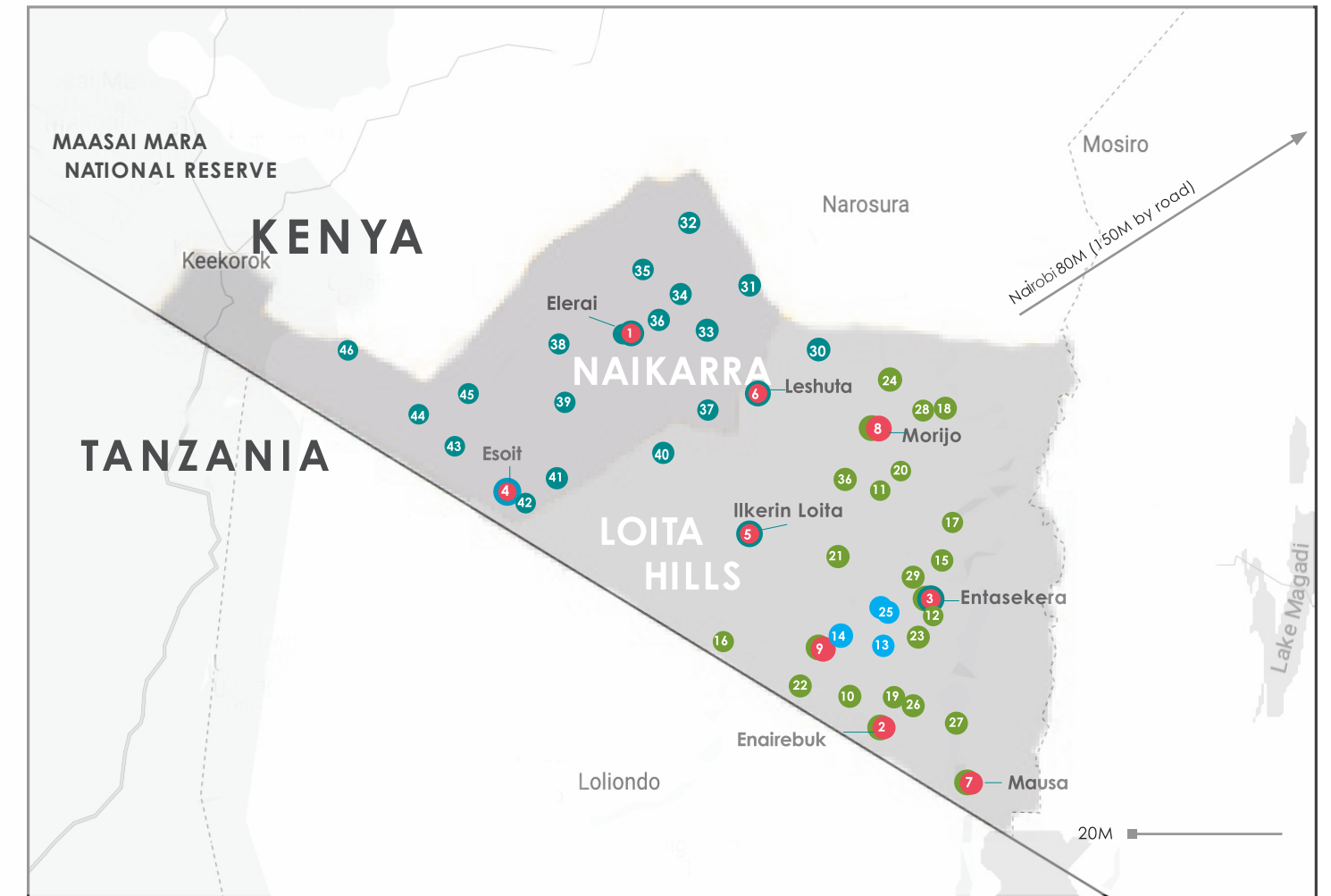
Primary school locations where our Team Angaza work to enroll children into school.

ECD SCHOOLS ●

Early Childhood Development schools started by our Team Angaza interns.

NEW PRIMARY SCHOOL PARTNERS ●

Primary schools in the Naikarra region where a new cohort of Team Angaza are beginning work to identify and enroll out-of-school children in 2024. More schools are being added.



SECONDARY SCHOOLS

- 1: Elerai Secondary (2024)
- 2: Enairebuk Secondary (2023)
- 3: Entasekera Secondary (2024)
- 4: Esoit Secondary (2023)
- 5: Ilkerin-Loita Secondary (2024)
- 6: Leshuta Secondary (2024)
- 7: Mausa Secondary (2022)
- 8: Morijo-Loita Secondary (2020)
- 9: Olmesutie Secondary (2021)

PRIMARY AND ECD SCHOOLS: LOITA HILLS

- 2: Enairebuk Primary
- 3: Entasekera Primary
- 5: Ilkerin-Loita Primary
- 7: Mausa Primary
- 8: Morijo-Loita Primary
- 9: Olmesutie Primary
- 10: EmpoorriNarok Primary
- 11: Emorogie Primary
- 12: Empurpuritia Primary
- 13: Entashata ECD
- 14: Olenarakwai ECD
- 15: Ilkujuka Primary
- 16: Iltumaro Primary

PRIMARY SCHOOLS: NAIKARRA

- 17: Kone Primary
- 18: Kitilikini Primary
- 19: Maasai Academy
- 20: Naapolosa Primary
- 21: Nkopon Primary
- 22: Nkosesia Primary
- 23: Oldoinyio Primary
- 24: Olemegjili Primary
- 25: Olorien ECD
- 26: Olorte Primary
- 27: Olpusare Primary
- 28: Oltarakwai Primary
- 29: Osinante Primary
- 30: Eturoto Primary
- 31: Osarara Primary
- 32: Mara Iretet Primary
- 33: Kotel Primary
- 34: Naikarra Primary
- 35: Mpiro Primary
- 36: Orindo Primary
- 37: Olenkuya Primary
- 38: Oletuya Primary
- 39: Olderkesi Primary
- 40: Nkoisuash Primary
- 41: Nasoretet Primary
- 42: Enkobilitai Primary

- 43: Oldisare Primary
- 44: Ositeti Primary
- 45: Olkoroi Primary
- 46: Orpilaglaji Primary



SCALING OUR WORK: NAIKARRA AND OLDERKESI

After five years of measured work in Loita, we felt confident that our model to improve access to education can and should be expanded to similarly marginalized communities and began expanding our work to Naikarra, a 1052 km² region of southern Kenya that forms much of the western border of the Loita Hills region where we currently work.

There is very little infrastructure of any kind in Naikarra, few medical facilities, and no affordable day secondary school across the entire area. Naikarra's geographic isolation and lack of political voice or historical government support has created a region that is far behind other regions of Kenya in terms of education and social issues.

"Many parents here are not educated," says Beatrice Pere, one of our new Team Angaza members, who grew up in the region. "They are also stretching a lot financially to educate all of their children. Often, they will choose to educate their boy children over their girl children, because traditionally, once a girl is married, she won't be bringing any support back to the family. We also see many girls dropping out due to pregnancy, even at the primary level. Once that happens, parents usually won't return them to school but look to get them married instead."

"FGM and early marriage are also still very common," adds Christine Mpoe, our former Team Angaza Coordinator who is now supervising our work in this region. "Many here still believe that no one will marry a woman who is not cut or who stays in school because she is older. Some of the most important things needed for life to be better for girls here are access to nearby day secondary schools; help from the chiefs to help people understand the health risks of FGM; and to change the idea that a woman must be married by age 16. Lack of pads is a big problem for girls too."

The flip side of the seeming overwhelming challenge in Naikarra is the opportunity it offers to make a truly life changing difference in the lives of promising secondary students like Vivian, pictured at left, and spirited primary students like Lasoi, the six-year-old who ran from her house to join other village children heading to school each day for weeks despite her father's punishment. Today, thanks to her six-year-old determination and the work of our staff to shift her father's views around the value that Lasoi's education can offer the entire family, both Lasoi and her younger sister Mariama are now in school. Our goal in this high need region is to create change similar to what we have seen in the Loita Hills, where we are seeing thousands of children's lives change thanks to new day secondary schools we've helped communities build and to parents who are, increasingly, seeing the value of education for all of their children.

"Those children who are left behind also have dreams. And the dreams of many girls are now more valid from the time before For the Good's work and the new schools they have built. Their work has become a great help to many girls from these regions." *-Rebecca Ledidi, For the Good Schools Coordinator*

Left: Portrait of Vivian at home, November 2023.
Far Left: Lasoi's family outside their home in Olderkesi, November, 2023. Photos: Kate Lapidis-Black.

OUR SPARKS



Ava Fogarty at the Olmesutic Secondary School Dedication, 2023 | Photo: Kayce Anderson

OUR SUPPORTERS

\$50,000 +

Alice C. Tyler Perpetual Trust

\$30,000 +

Anonymous Foundation

\$10,000 +

Bill and Susan Casner

Lisa Troutt

Mary Beth and Wayne Yarbrough

\$5,000 - \$9,999

The ABC Foundation

Doug and Katie Cauthen

Steven Dorfman

Marge and Jerry Gavenda

Vivian and Ron Gordon

Isaac and Bethany Gregory

Larkin Lapidés

Julie Schenk

\$2,500 - \$4,999

The Becket Family Foundation

The Chantal Foundation

Sunil and Cheryl Cutinho

The Edelman Family Foundation

Josh and Bree Emery

William Fields

Zach Hellmuth

Raindrop LLC

Dana Trotter

The Sam Viersen Family Foundation

\$1,000 - \$2,499

Jim Barnes

Ramona Bass

Doe Browning and Jack Dunn

Donald Clemmey

Martha Cochran

Ken and Dinah Colvin

Glenwood Caverns Adventure Park

Kristen Graham

Julian and Deborah Hardaker

Tess Kormos & The Berkeley HS FTG Club

Kate Lapidés and Eric Black

The Olney Family

Susan O'Neal

Charlotte Parrill

Jennifer and D.J. Schappert

Brielle Stockton

The Alexandra Storm Foundation

Lisa and Howard Tuthill

\$500 - \$999

Kayce and Clark Anderson

The Stephen M. and Lucia H.

Bailey Family Foundation

Caroline Barnes

Coleman Family Fund of the Community

Foundation of Jackson Hole

Aimee Cullwick

Denise Hoffman

Meg and David Lass

Jan and David McNair

Margaret Megee & John Anderson

Lois Merrill

Kim Nardelli

Jackson, Wyatt, Steph & Ang Porter

Lisa Raleigh

Baylee Schenk

William Schlossman

Tom Taylor

\$100 - \$499

Deborah Arcieri

Amin Awe

Christopher Beebe

POI Bosch

Roger Briggs

Jennifer Burt

Nan Campbell

Timothy Casey

Marion Chebet

Vida Dillard

David Eastis

Jodie Eklund

Lisa Eurich

Ana Liz Flores

Bobby Fodge

Janice and A.O. Forbes

Fran Freedman

Barbara Freeman

Molly Garland

Tamara Greenwood

Deena Hanke

Jane Hart

Toni Hensley

Denise and W.D. Hilleke

John Hoag

Christine Hoppe

Vanessa Hughes

Genevieve Jeffreys

Teresa Jennings

Brandon Johnson

Janice Koehler

Patty Kravitz

Kaen Lapidés

Darryl and Molly Lee

Carrie Magnuson LLC

Tom Maher

Katherine Marshall

Beth McCafferty

Sadler and Gina Merrill

Eva Miller

Pam Minick

Gregg Minion

Ralph Montgomery Jr.

Mary Jo Murphy

Marilyn Newton

Chris and Lisa Niquette

Margaret O'Brien

Janel and Joe O'Malley

Jennifer Ogilby

Timothy Olsen

Karthik Ram

Carl and Carolyn Richards

Jordan Schultz

Shelly Sheppick and Stu Urfrig

Yesenia Silva Estrada

Thinguoc Son

Susie Stein

Margaret Steldt

Karrie and Culley Thomas

Jacqueline Thompson

Amy Tice

Freda Vars

Benjamin West

Dara Whitmore

Tara Witt

Wood River Cemetery Corporation

Erica and Matt Zagorski

Up to \$100

Lynn Aliya

Amazon Smile

Laurie Blackwell

Madi Bunker

Mark Butterworth

Eileen Caryl

Susan Ann Dolan

Kristin Edgar

Nancy and Calvin Erickson

Elizabeth Hanke

Global Giving

Katy and Peter Hart

Jennifer Healy

Catherine Kivlan

Nikki LaRochelle

Patricia Lay-Dorsey

Nickie Luse

Julie Lyne

Helen McQueeney

Naomi Morrison

Lyndie Pearson

Sophie Pinard

Frances Porter

Diana Scherr

Joy Schneider

Hillery Schrag

Ray and Kim Slaughter

Suzanne Stephens

David Spiegler

Paula Stepp

Brooke Thomas

Amy Van Devender

Richard Welca

Elaine Williams

IN KIND

The Coop

Gran Farnum Printing

Kate Lapidés Photography

Carrie Magnuson LLC

Sweet 8th Street VRBOs

DONOR SPOTLIGHT: VIVIAN AND RON GORDON

For Vivian Gordon, the plight of the girls we work with in Kenya is in some ways familiar. She lost her father at a young age and her single mother struggled to support Vivian and her siblings. Additionally, when Vivian was a girl, it was not yet a social norm for young women in the U.S. to attend university or desire a college education.

"My husband of 53 years, Ron, and I, did not come from what you would call the privileged class," explains Vivian. "Both our families were hardworking, lower middle class people who never had a thought of college.... Yet somehow, we both yearned for more education all our lives.

"My father died when I was 14, leaving my mother with three young children. She had very little education — only up to 9th grade — and was totally unskilled. She couldn't even drive a car. She took whatever jobs she could find in our small Georgia town — waitressing, factory work, whatever. Somehow, she held us together, and always insisted we finish high school. But college wasn't even discussed; it was thought to be an impossibility, I'm sure. I was the first in my family to go, after working a couple of years to save money for tuition. Ron also worked his way through college, doing whatever jobs he could find to support himself as well as paying tuition.

"I remember being questioned — reasoned with, in fact, about why I thought a woman needed a higher education. Even young women my own age asked me that. It seems quaint, even archaic now, for anyone to ask that in all sincerity. Undeterred, I found an office job — as a secretary, of course — right out of high school. The office was located near the university so I could work and fit in classes on my lunch hour or evening. Ron and I met and married during this period. Ultimately, I earned a Bachelor of Arts degree from Georgia State University.

"My education allowed me to get into the field of publishing and there I stayed until retirement. Ron was an Industrial Engineer with UPS. His career took off like a rocket — he led the way to open up the world for UPS, beginning with Germany, and subsequently visited most of the countries in the world. We enjoyed the benefits — living overseas and traveling. In the meantime, I got an additional degree from the University of Connecticut in Interior Design and worked in the field for a number of years, in Connecticut as well as in Colorado. We retired here in 1993.



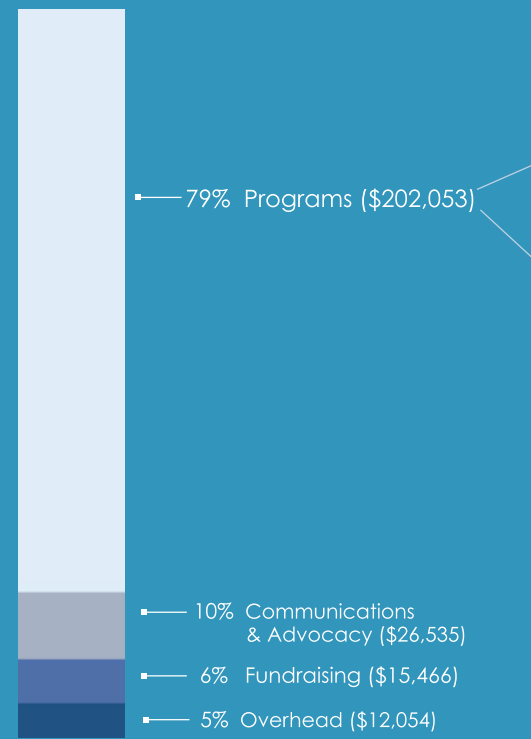
Vivian and Ron Gordon. Photo: Kayce Anderson.

"Several years ago, I saw an article in the local paper about Kayce and the work she is doing in Africa. Immediately, I thought: This is what I've been looking for, a way to help girls get an education — an education that would probably be denied to them otherwise." -Vivian Gordon

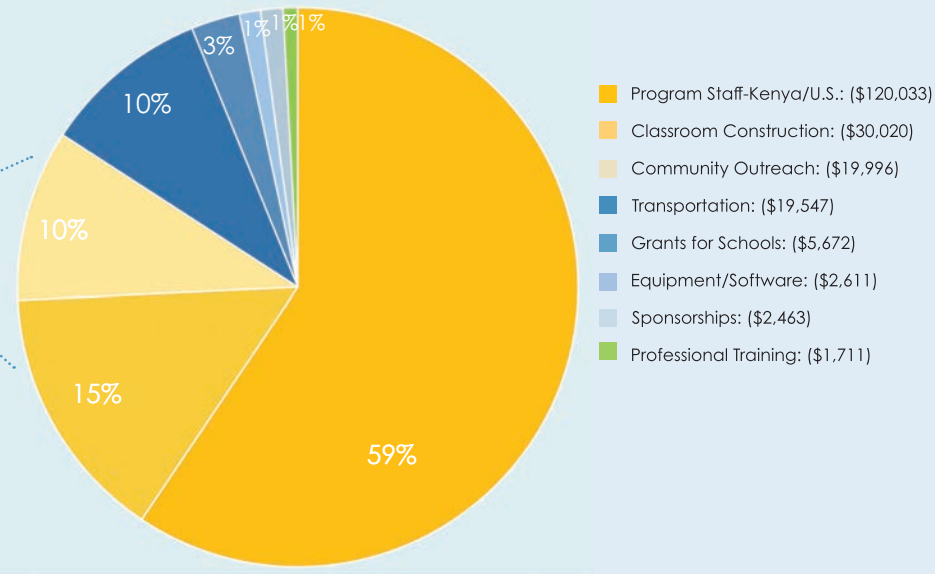
"Several years ago, I saw an article in the local paper about Kayce and the work she is doing in Africa. Immediately, I thought: This is what I've been looking for, a way to help girls get an education — an education that would probably be denied to them otherwise. So, I sent off my first check and Kayce and I have become fast friends ever since. My husband, Ron, decided he wanted to be a part of it too. We both have reaped the rewards of what a higher education can bring, and we will be forever grateful for them. That's why we want to help others benefit from the same."

2023 FINANCIALS

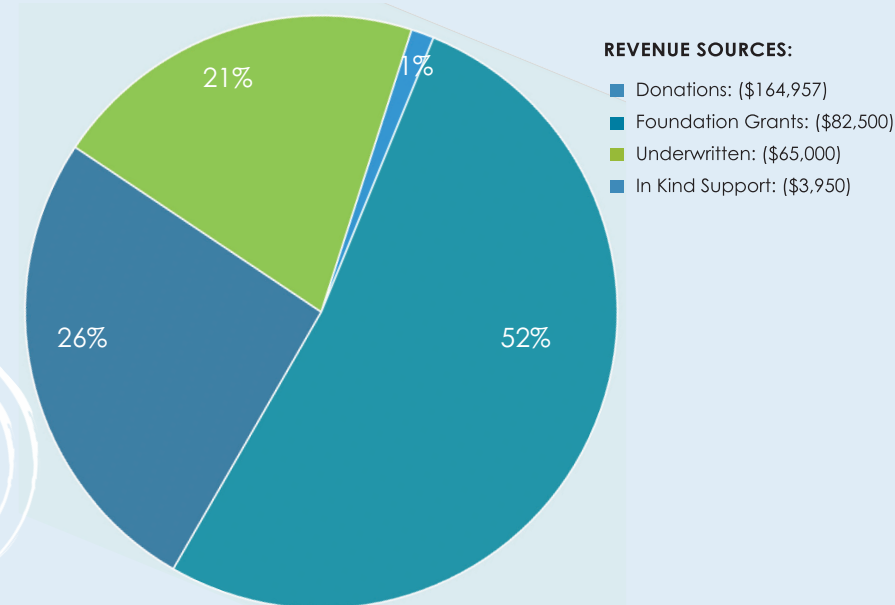
TOTAL EXPENSES: \$256,108



Program Spending Breakdown:



TOTAL CONTRIBUTIONS: \$316,407



REVENUE SOURCES:

- Donations: (\$164,957)
- Foundation Grants: (\$82,500)
- Underwritten: (\$65,000)
- In Kind Support: (\$3,950)

CHANGEMAKERS: THE POWER OF YOUTH



Since our very beginnings, young people have jumped in to help raise funds and awareness for girls on the other side of their world in Kenya. This past year was no different. Tess Kormos traveled with us to Kenya with her sister and parents in August, visiting families and taking part in the opening celebration for the new Olmesutie Day Secondary school. Upon returning home, Tess started a club

at her high school to raise awareness about the challenges girls' face globally — and also helped raise \$1,000 for our work.

"Going there and seeing the work For the Good is doing was super inspiring. It had a huge impact on me," says Tess, about her experience. "It was hard at times, seeing the inequity and poverty. You see these deep challenges other people live with and it really gives you a new perspective.... I feel like going into Kenya, I didn't know what I wanted to do with my life. When I think about what I want to do now, I think I want to be helping people in some way, whether that be working on issues of climate change or for an NGO working on other issues. The trip definitely inspired me."

Also on that August trip was Ava Fogarty and her family. When Ava returned from Kenya, she put together a grant proposal to provide reusable pads to girls in the Loita Hills. The \$2500 she was awarded will fund sanitary pads and health education for 1000 girls in grades 6-8 across the Loita Hills in 2024.

"I'm a teenage girl, so the issue really resonated with me," says Ava, explaining her motivation to create the project. "It's just so hard to fathom not being able to go to school because of lack of access to

something so simple. I love school. And I want other girls over there to have the same opportunity to go. When I learned how hard and difficult it was for girls there, I just wanted to do something about it. The whole experience really ignited a drive in me to want to make a difference for them in some way."

Ava's passion to support girls with pads mirrors the passion of our first ambassadors, all young teenagers from Colorado who were likewise struck by the profound inequity of girls' inability to go to school for the simple lack of a pad. Two of those young people — Kate Hardaker and Laia Ogilby, also traveled to Kenya with us in 2023 to see the impact of their support firsthand.

"It has given me a completely different perspective," says Kate, about her trip in February. "In Kenya, where many people live in conditions unimaginable to most people in the U.S., and where they have to fight for the ability to go to school, they still smile a massive, beautiful smile and tell you that they are so grateful to be your friend. It is a rarity to experience such kindness and love over here. It is an experience I will cherish forever."

"I feel that something really important in life is to have a purpose, and, in this short time that each of us has on this planet, to do something good," says Tess's mother, Rebecca Kormos, reflecting on the reason she wanted her daughters to experience our work in Kenya. A researcher who spent years living in Africa herself while pursuing her research and conservation work, Rebecca wants her daughters to better understand the challenges facing the majority of the world — and to "offer them as many experiences as possible that might trigger a passion in them to contribute in some way. I am just blown away by the power of the current generation," says Rebecca. "There is such a deep understanding of the threads that connect us all, no matter our differences. It's really refreshing to see how they see the world as one."

VITAL SPARKS: FOUNDATION PARTNERS

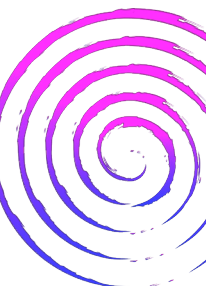
The grant Ava was awarded was created by the Alice C. Tyler Perpetual Trust as a way to encourage philanthropy in the third generation of Alice Tyler's descendants. Giving at a young age is "a good way to practice gratitude," says Courtney Brown, Ava's mom and also, Alice's great-niece. "It's been a wonderful way for all of us to learn about many important environmental and human interest issues around the world."

Established by Alice and her husband John C. Tyler, the Trust focuses their philanthropy on conservation issues, universities and nonprofits working to improve children's wellbeing. The Trust has been a key partner in our work to build new day secondary schools in rural Kenya for the past two years.



Upper Right: Chloe and Tess Kormos at the celebration for the new Olmesutie Day Secondary School, August, 2023. Photo: Tracy Melvin.

Right: Courtney Brown with a new friend at the Olmesutie School celebration.



OUR STAFF AND BOARD



DR. KAYCE ANDERSON
Executive Director and Founder



MILLICENT GARAMA, MS, RN
Kenyan Programs Director



KATE LAPIDES, MDP
Communications Director



JOSEPHAT OLE MASHATI, BA
Maasai Programs Manager



CHRISTINE MPOE, BA
Naikarra Region Supervisor



REBECCA LEDIDI, BA
Schools Coordinator



JANET TARAKWAI, BA
Data Coordinator



KENYAN BOARD OF DIRECTORS

OUR KENYAN BOARD

The skills and knowledge of our Kenyan Board, pictured at left, help ensure our work is in compliance with government requirements.

L-R: Janis Karini, Josephat Garama, Eliphas Mutege, Millicent Garama (staff), Harriet Ukima, Jane Kiura, and Justice Murangu.



MARION CHEBET, MBA
U.S. Board



MARTHA COCHRAN
U.S. Board



DR. BARBARA FREEMAN
U.S. Board



DR. LISA RALEIGH
U.S. Board



SHELLY SHEPPICK
U.S. Board

TEAM ANGAZA INTERNS



JACKLYNE KETO
Jacklyne is our intern for Mausa Primary.



BEATRICE KISHOYIAN
Beatrice is our intern for Oltarakuai Primary.



EVELYN SANAU KOIKAI
Evelyn is our intern for Kifilikini Primary.



GLADYS MUALA
Gladys is our intern for Olpusare Primary.



ANN MUNTATI
Ann is our intern for Olmesutie Primary.



NASERIAN NTAIPIA
Naserian is our intern for Entasekera Primary.



HELLEN ORNGASHAR
Hellen is our intern for Morijo Primary.



SYLVIA PARKISUA
Sylvia is our intern for Emorogi Primary.



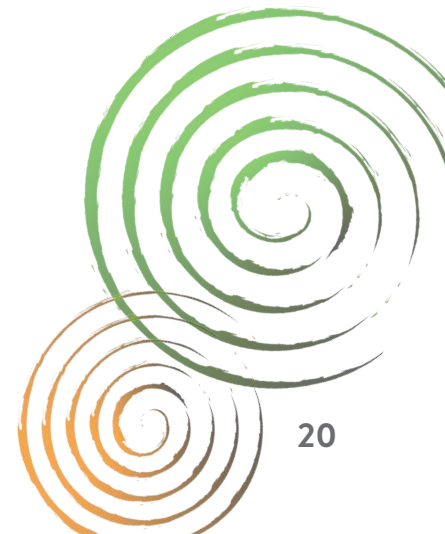
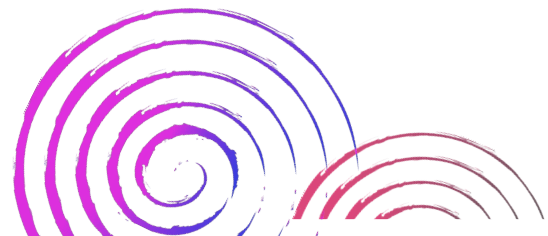
LORNA PUNKE
Lorna is our intern for Ilkujuka Primary.



LEAH SHUMA
Leah is our intern for Olorte Primary.



EMILY SULUL
Emily is our intern for Enairebuk Primary.



JOIN US!

Thank you for celebrating 2023 with us and learning more about For the Good. We invite you to stay connected and support our work so that the progress you see on these pages can continue, reaching even more girls and communities in 2024. Our work has opened up opportunities for thousands of girls in Kenya, but we hope to create opportunity for thousands more.

Ways you can help:

STAY INFORMED

We share quarterly email updates about our progress in Kenya and fundraise twice a year:

forthegood.org/subscribe

FOLLOW US

Connect with For the Good on Instagram

by following us:

[@forthegood](https://www.instagram.com/forthegood)

START A RIPPLE EFFECT

Create a fundraiser. It's quick, easy, and can start a powerful ripple effect that can impact countless girls' lives in Kenya:

give.forthegood.org/sparkgood

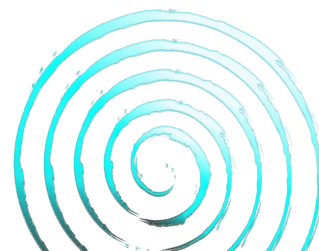
DONATE

Dollars are the gift that build secondary classrooms, pay our program staff, and put fuel in the motorbikes that let us traverse the remote regions we work to enroll more children into school:

give.forthegood.org/donate



*Asante Sana!
(Thank you!)*



Najma, a longtime beneficiary of our work, with her mom, 2023 | Photo: Kate Lapidés-Black



“It always seems
impossible,
until it’s done.”

-Nelson Mandela



www.forthegood.org

