



May 29, 2003

Dear Friends of the Mona Foundation,

The Board of Directors of Mona Foundation is pleased to enclose our 2002 annual report. With your generous and continued support we are proud to say that 30 volunteers contributed 7,713 hours of service valued at \$200,815.00 to meet the educational needs of hundreds of children in 9 social and economic development projects in 9 countries.

In 2002 the Board judiciously and efficiently put in place the infrastructure it needed, largely through the volunteer services of many professionals, to sustain the growth of its commitments as the attached financial report indicates. Below is the outline of some of our accomplishments:

Corporate Support

- Expanded our reach, and was supported by several corporations and organizations including Microsoft, IBM, AVA Enterprises, Inc. Rowshan & Co, Liberty Medical, Bridgeway Foundation, Providence General Foundation, and I &G Foundation

Building a Community of Givers & Training, USA

- Located and nurtured volunteer professionals committed to carry out the administrative work of the Foundation such that our overhead is 1.36%
- Placed 7 volunteers for year-long duration of service at 3 projects in South and Central America and Africa
- Nurtured relationships with three public schools and several Sunday schools to promote volunteerism locally, and build bridges of friendship between the children of these schools and those of our projects
- Was invited and will continue to offer a 3-credit course on Principles of Sustainable Social and Economic Development at the University of Washington
- Was invited and will continue to offer teacher training workshops on multicultural education for the public school educators in Seattle, WA area

Crow Reservation, Montana

- Provided a computer lab of 7 units, and an online K-12 fully integrated curriculum license to the community center

Badi School, Panama

- Provided full scholarship for 4 students
- Provided license for an online K-12 fully integrated curriculum license for their computer lab supplied by the Foundation last year

Tierra Santa Home for Abandoned Children, Honduras

- Fully supported the salary of one teacher for the elementary school
- Provided several scholarships and needed hygiene items to the children

Ngobe Bugle Tutorial Schools, Chiriqui, Panama

- Worked very closely with the local institutions and entirely supported the operating cost of 7 tutorial schools with 350 students in the remote mountains of Chiriqui (ten hours on horse back from the nearest road)
- Sponsored and carried out a week-long teacher training workshop and medical educational clinic

Mapuche Schools, Chile

- Provided a computer lab of 9 units to Mapuche Schools in Chile
- Provided for a water well to be built on the school site

Ruaha Secondary School, Tanzania

- Provided a computer lab of 10 units
- Provided scholarships for 34 students

Setsembiso Sebunye Elementary School, Swaziland

- Provided a 35 unit computer lab to Setsembiso Sebunye Elementary School in Swaziland. This elementary school is the first in the country to have a fully equipped computer lab
- Provided scholarships for two students
- Continued the support of Youth-to-Youth HIV-AIDS Awareness initiative

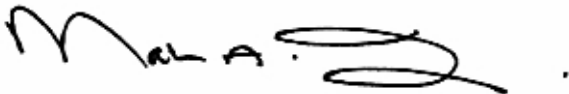
Zunuzi School, Haiti

- Provided full scholarships for 11 students

We would not have been able to touch the lives of so many children without your continued support and encouragement, and without the assistance of our volunteers. We thank you and them sincerely for giving and sharing and for acting as agents of community development and change in a chaotic world crying for unity and oneness.

Invigorated by our last year's activities, we commit to you our best efforts on your behalf in service of our children in our project areas.

With loving greetings



Mahnaz A. Javid, Ed.D.
President
Mona Foundation



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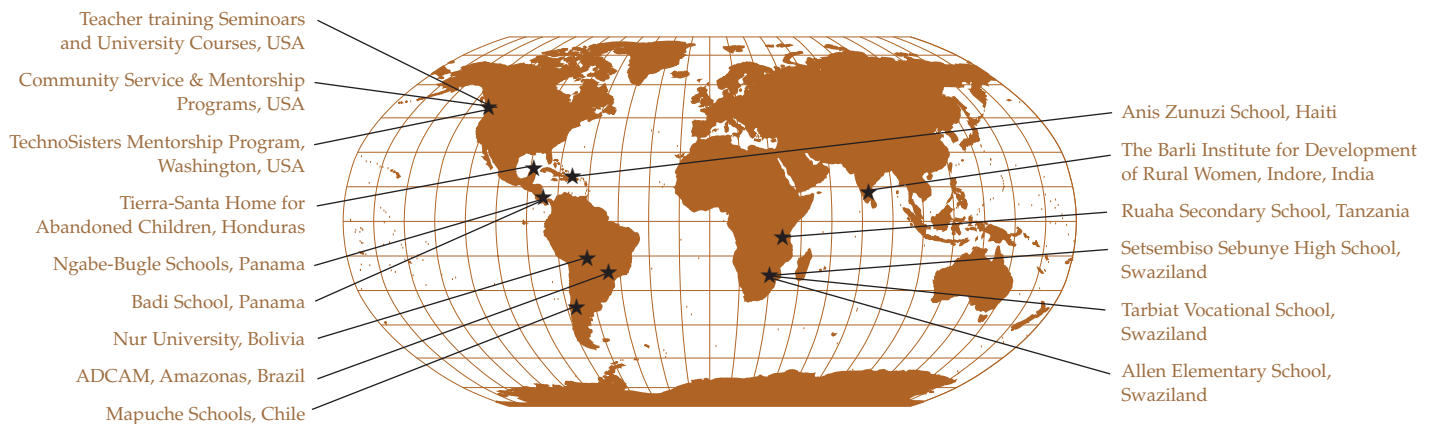
Project Selection Criteria

Successful programs are those that develop from grassroots educational initiatives and which seek to raise the social and economic status of the community as a whole, including those of women and girls.

The underlying basis for all the activities of the Mona Foundation is the belief that the key to poverty reduction and the development of human resources lies in universal education and gender equality.

The role of the Mona Foundation is to find and support educational programs that meet the following criteria:

- The program is founded and operated by local residents.
- The program addresses a vital and significant deficit in the basic needs of children, needs which prevent the full development of their capacity as productive members of their society. These needs must include education, but also may include housing, food and a nurturing environment.
- The program serves children of all backgrounds, regardless of age, sex, race or ethnicity, religion, and economic status.
- The program seeks to develop human resources for the community.
- The program has a historic rate of success, having been established and functioning for a significant period of time. The local administrators of the school have shown a long-term commitment to the development of the program, including not only ongoing maintenance but also capital development and expansion.
- The program administrators are active participants in developing and implementing plans for the self-sustainability of their facility.
- The program enjoys the support of the local community.



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Badi School San Miguelito, Panama

Badi School, established in 1993, is a K-12 school serving 210 students in San Miguelito. The town has a population of 280,000, consisting mainly of the Embera and Kuna ethnic groups.

Four out of ten families in this area do not have homes; eight out of ten families have a \$200 per month income; four out of ten children do not have access to education, and two out of five young girls are mothers.

Of the 210 students, 40 receive scholarships. The school strives for excellence in reading and writing, the development of an ecological consciousness, and the creative instruction of English, in addition to free parent-education workshops.



Progressive training in basic computer science, the use of the Internet and Digital Geographical Applications for the formation of urban vegetable gardens, as well as garbage processing and environmental control are also integrated in the curriculum. **It costs \$50 a month to educate one child per year.** Badi School provides all the students regardless of race, gender, religion, or social and economic background an excellent and wholesome education, empowers them to realize their full potential materially, emotionally and spiritually, and prepares them to serve the best interests of themselves, their families and their communities.

Needs

Badi School provides a vital service to the underprivileged in its community. It also seeks to attract the children of the middle class with a new technology center and its reputation for an outstanding curriculum. This will serve the purpose of broadening its financial base, as well as providing graduates with the skills that will allow them to contribute to, and participate fully in, the economic, cultural, and technological transformation of their country. The maintenance costs of the school are met by tuition, and the sacrificial contributions of the founding family, but the school has no resources for capital improvements.

In order to meet the needs of the children and the community, the school needs to expand its financial base, as well as increase the percentage of the population that it currently serves. To accomplish the school's goals, the following maintenance and human resource needs, as well as capital improvement projects in process, have been identified:

- Scholarships: Provide 30 new scholarships (\$650 per year per student)
- Science Lab: Construct a fully equipped laboratory. (\$15,000)
- Expand the Music Program: Form the strings assemble orchestra for both the elementary and high school. (\$3,000)
- Library: Construct and establish a library to serve both the school and the community. (\$25,000)
- Multipurpose room: Construct a common area to be used as a gymnasium, meeting and performance hall. (\$40,000.00)
- Badi University: Contact us for development plan



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Ngabe-Bugle Schools

Chiriqui Province, Republic of Panama

Molejon School, the first rural school in Ngabe-Bugle area of native Chiriqui Province, and those that followed were started as small local initiatives with volunteer teachers to provide basic material and moral education for children who do not have access to government school because of the extremely inaccessible areas in which they live.



As the population of these communities is sparse, the Ministry of Education cannot justify the building of schools and finds it difficult if not impossible to place teachers, who in most cases are non-native and unable to communicate in any language but Spanish.

Native teachers have the advantage of being able to teach in both languages and do not find the harsh conditions unbearable. The formidable challenge of educating native teachers is being partially met through the SAT Project, a rural teacher certification program offered by Rural University in Cali, Columbia.

The Foundation works with a board of volunteer directors who receive no remuneration and operate from Panama City - all the funds it raises go entirely to support the projects.

It costs \$3,000 per year to operate one school for 100 children.

These schools are guided by the following principles:

- Universal education (with special attention given to girls)
- Unity of people of all races, classes and cultures
- Equality of women and men



Needs

- 13 full-time teachers to operate 8 schools at \$80/month/Teacher, \$1,690.00/year/school
- School supplies
- Teacher Certification Courses for 13 teachers, \$1,000/year per school
- High School Construction, \$2,000/one time expense
- 5-year development plan, contact us for details



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Ruaha Secondary School

Iringa, Tanzania



Ruaha Secondary School was founded in 1986 to address the dire educational needs of Tanzania. Tanzania is the fourth poorest nation in the world economically. The minimum wage is 30,000 TSh or about \$38 U.S. per month. The average teacher salary is about 65,000 TSh or \$81 U.S. per month.

The condition of schools nationwide is very poor. Many schools lack textbooks, floors, windows and basic educational equipment. Teacher salaries are inadequate to support even a single person, and in many schools they are not paid for months at a time.

Teachers are often absent from the classroom and students are left to learn on their own. Caning is the common method of discipline and is routine in most schools. A social and economic development project, Ruaha was founded in 1986. It started as a day school and later added hostels for girls, as the lack of transportation would otherwise prohibit the girls from attending the school.

In 1998 full boarding for girls was initiated in which three nutritious meals are served daily. Because of this measure, about 2/3 of **590 students** at Ruaha are females. The school is located on 76 acres of land bordering the Ruaha River in Kibwabwa village outside Iringa town on the Mbeya Road.

Ruaha Secondary School is becoming well known nationally for the following accomplishments:

- High quality boarding program for girls
- Excellent discipline of students and staff without using corporal punishment
- Strong academic results. Based on 1998 National Form IV Examination results, Ruaha School ranked 3rd in the region, 5th in the zone and 35th out of 611 schools nationally
- Computer classes for all students
- An attractive, clean, cheerful and functional physical layout and cleanliness of the environment
- An innovative moral education class phasing capabilities building, collaborative methods, arts and service
- Productive self-reliance projects to enhance students learning and improve the economic condition of the school



Needs

The school hopes to meet the increasing demands for a high quality education, and to make the educational experiences of the students more relevant to the needs of the community by providing practical application of theoretical knowledge to sustainable agricultural and social and economic development projects. This shared vision stipulates a two-prong approach: Improvement in infrastructure to increase student enrollment, and program development.

- Scholarships: Provide 30 new scholarships (\$348 per year per student including food & board)
- Expansion and development project to increase enrollment 50%, \$20,000.00 per year for six years
- Expansion of applied sciences and Humanities programs to prepare students to apply learning to real life situations including a modern cowshed and dairy unit, water systems, cheese processing unit, & poultry house, \$10,000 per year for 3 years



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TechnoSisters Mentorship Program™

Supporting Technological Fluency of Girls in Schools, USA

TechnoSisters Mentorship Program™ is an after-school volunteer-based initiative to support the technological fluency of girls in elementary schools.



Research has shown that girls lag behind boys in acquiring technological skills, and the majority of them decide by third grade that "computers are not for me." Research has also shown that many of them connect with computer technology and develop their capacities when certain curricular and instructional strategies are in place.

The program provides women volunteers from the field of computing who work individually with groups of three third or fourth graders each for 2 hours a week throughout the school year following a research-based curriculum. The girls are encouraged to experiment with different aspects of computer technology in order to gain the necessary competencies to make broader educational and career choices.

The program also offers teacher and parent workshops to extend the circle of support.

TechnoSisters Mentorship Program™ is designed as an ongoing qualitative and quantitative study to enhance our understanding of what connects girls to computer technology to augment our curriculum design strategies. The findings will be evaluated annually, and published in both scholarly and non-scholastic journals.

Needs

- Technically trained women professional volunteers to commit 2 hours per week October through June
- \$6,000 per year for a volunteer program coordinator to expand the program to two new schools



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Youth for Youth HIV/AIDS Awareness Project

July, 2000 to July, 2003, Mbabane, Swaziland

The driving force of this project is the knowledge that 35% of the one million people of Swaziland is estimated to be HIV/AIDS infected.

Its goal is to empower the students of Setsembiso Sebunye High School in Mbabane, Swaziland, to use media to substantially raise public awareness among youth in Swaziland regarding HIV/AIDS and about choices.



Its objectives are to teach skills and provide basic equipment to enable students to produce youth-oriented radio and television spots, short videos, posters, print advertisements, t-shirts, inter-active drama, and web pages which will:

- Provide correct facts about HIV/AIDS
- Engage the attention of youth to realize they have choices and motivate them to consider making healthful choices
- Empower youth to feel and know they can affect the course of the epidemic
- Create hope that alternatives exist
- Offer a vision of positive relationships which can be developed; encourage a sense of community, recognizing everyone has a part to play
- Raise awareness of the equality of women and men, and increase knowledge of oppressive behaviors and alternatives
- Conduct all activities with an attitude of respect for the cultural milieu and for individual differences, and without invading anyone's privacy, yet with the conviction that healthful choices are possible
- Identify a number of "sister" schools interested in regular collaboration, to maximize the number of youth significantly involved in the project

Its purpose is to substantially increase factual knowledge about HIV/AIDS and related life skills and behavior options in the high school students of Setsembiso Sebunye High School and in the general public of Mbabane, (capitol of Swaziland,) and in at least five other high schools in Swaziland, within one year, and continuing over a three-year project period. As well, it will foster increased awareness of the equality of women and men, and positive ways this can be demonstrated in personal relationships, family life, the workplace, and the community.

Needs for the First Year of Project

- 6 video cameras for instruction, 1 video recorder, digital broadcast quality, 4,000 film cartridges, \$11,000.
- Editing software, video projectors, laptop computer, microphones, art supplies for poster and t-shirt design and screening
- Portable supplies for inter-active dramatic productions: costumes/props/mics/speakers; part-time video/radio production
- Instructors, \$3000/year
- Petrol for interactive drama performances, and life skills workshops at locations throughout Swaziland, \$2,000
- Studio time for creating/editing/enhancing sound tracks, \$2,000.



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Zunuzi School

Outskirts of Port-au-Prince, Haiti

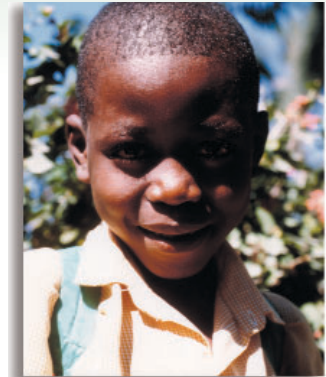
The Anis Zunuzi School and the land on which it is located was a gift from a Belgium family to the people of Haiti. The goal was to establish a school for the poor, providing them with an affordable basic education and trade. Zunuzi School, established in 1980, is a K-6 primary and secondary school, serving 206 students.

The student population is mostly from no to low-income families, and most students are only paying minimal or no fees to attend the school.

Located in one of the world's poorest nations, per capita gross domestic product is \$370. Only 40% of 1.3 million eligible children actually attend school, about 47% of the population is illiterate.

It costs the school a minimum of \$20 per month to educate one child. The school charter stipulates that students attend the school free of charge, but so far it has been financially impossible for the school to do so. The school, therefore, has charged \$10 per month per child, although for many even this amount is not affordable.

The Anis Zunuzi is also responsible for two satellite schools in Guerot and Pont Benoit, each serving 50 and 60 students, respectively. Teacher training in these schools is absolutely necessary and requires the Directors to travel to these provinces regularly to insure that the schools are run properly. The cost of education per child at these schools is also \$20 per month, but the students are even less likely to contribute a portion of this cost.



Zunuzi School has an excellent academic curriculum, and is well recognized for its ongoing teachers' training.

The cost to educate one child is \$20 a month.

Needs

- Human resource assistance.
- A four-wheel vehicle to drive to the satellite schools on poorly maintained roads. The school has so far used the personal vehicle of its administrators, which is old and needs to be replaced.
- Funds to build the cafeteria. \$15,000.
- Human Resources to redevelop the garden, and train a local gardener to sustain it.
- Human resource assistance to catalogue and set up a reading library system.
- \$25,000 to relocate the bathrooms and rewire the rooms. Also need technical support on site.
- Funds to rebuild and beautify the school ground to re-establish its community outreach programs, \$5,000.



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Tierra Santa Home for Abandoned Children

Villa de San Antonio, Honduras

A sanctuary from destitution, Tierra Santa houses 130 children, mostly girls, between the ages of nine months and 18 years who have been abandoned by their parents for social, economic, or personal reasons.

Tierra Santa Home is located in Honduras, one of the poorest nations in Latin America. In the early 1990s the annual gross national product was less than \$600 per capita. This has improved to an estimated (1997) GDP per capita of \$2,200, but economic growth has barely kept pace with population growth.



Despite government efforts at development and diversification, agriculture remains the mainstay of the economy. Devastation from Hurricane Mitch in 1998 ravaged the nation's key crops. **Twenty orphanages in Tegucigalpa, Capital of Honduras, and four others in town of Villa de San Antonio**, where Tierra Santa Home is located, is one consequence of this devastation.

The Home strives to provide a well-balanced environment in which the children can develop into capable, independent adults. It employs 11 teachers to educate the children through the sixth grade and strives to develop children's vocational skills. It costs \$50 a month to house and educate one child.

Needs

- Nonperishable food
- \$50.00 a month per child per month
- Clothing and Personal Hygiene items
- Scholarships towards educational expenses including university tuition, \$700/year
- Teachers' salary, \$2400 per year
- Curriculum enhancement and enrichment grade 1-12.
- Income Producing and Skill Building Ventures. The net income from these ventures will be distributed as follows: 50% to the Home, 40% to grow the business, and 10% to a trust fund available to all the participating children. Funds from this trust may be used to start micro businesses for each of the children.

Establish a "variety store" for the Infant Feeding Center.
This store will sell small items and provide needed services for the community. \$4,000.



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Setsembiso Sebunye High School

'Promise of Unity', Mbabane, Swaziland



Swaziland is a small country of one million population in southern Africa faced with the challenge of finding the material resources to provide its children with a modern, technically skill-based education. It is estimated that 35%-40% of its population is HIV-AIDS infected. There is an urgent requirement for useful occupational training and for supporting adult life-long learning. The Setsembiso Sebunye High

is the last phase in the development of a K-12 institution whose successful pre-primary and primary schools have been in operation for ten years.

The Setsembiso Sebunye High School's program, activities and curriculum aim to promote a balanced approach to transformation and development of human capabilities—rational, spiritual, emotional, social, material and aesthetic—of their students in Swaziland.

Education is NOT free in Swaziland, and parents are obliged to pay tuition towards the education of their children. The annual fee at this school is about 1/3 of other comparable schools, and averages about \$335.00 per year for elementary and \$830.00 for high school.

There are a total of approximately 300 students in grades one through seven. The primary school is in a period of expansion, planning to grow for a total enrollment of nearly 500 by the year 2006. The elementary school ranked third in the nation last year on the Cambridge examination test, and is recognized as one of the best in the country.

Presently, only months after opening the high school, there are a total of 111 students, of which 44 are male and 67 are female.

The school prides itself as having established **the first complete high school computer lab in Swaziland** through the support of Mona Foundation as follows: Fifty-seven Pentium 133 computers, complete with network cards, Windows 95 site licenses, a Xerox printer, HP scanner, 15 Texas Instrument calculators, and assorted educational and office application software.

This technology lab is unique in the country, and has generated a great deal of enthusiasm in both the students, staff, and parents, and is of particular interest to the Ministry of Education as a learning experience.

Needs

- 35 computer systems for the newly expanded elementary school
- Scholarship assistance
- Books and software for the library, musical instruments and agriculture equipment
- Sports and playground equipment
- VOLUNTEER POSITIONS FOR PEOPLE OF ALL AGES



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Association for the Cohesive Development of the Amazon (ADCAM)

Manaus, Amazonas, Brazil

The Association for the Cohesive Development of the Amazon (ADCAM) was founded in 1985 and is fully constituted under Brazilian law as a non-profit, philanthropic organization, serving disadvantaged children, youth, women, families and the elderly. It also maintains membership in and partnerships with local aid organizations such as the State Council for Children and the Council for the Eradication of Child Labor.



ADCAM began its operation as an orphanage in one of the poorest neighborhoods of San Jose. Over the last 17 years, continuing the same process of responding to community needs, the school has grown from one classroom to a facility that serves over 500 children per day from pre-school through high school. In February of 2002 the government of Brazil officially approved and licensed the Tahirih College of Education. This initiative will offer university level courses and degrees in education and educational administration.

Also in 2002 the government of Brazil awarded a \$1 million grant to ADCAM to construct and equip the Masrou Institute of Technology. This Institute, scheduled to open at the end of 2003, will offer a variety of courses and technical associate degrees for youth and adults in areas such as refrigeration, graphic design, business administration, social and economic development, social work, environmental studies, nutrition, carpentry, mechanics and music.

Specific Programs in service of the community

- Pre-Youth Program for Social and Educational Support
- Program for the Eradication of Child Labor
- Programs for Income Generation
- Juvenile Assistance Program
- Abrar Library
- Services for the Elderly
- Tahirih College of Education
- Masrou Institute of Technology
- Djalal Eghrari Polytechnic Institute



Needs

To continue supporting the educational needs of the disadvantaged in the community, ADCAM seeks

- K-12 scholarships: 25 scholarships, \$500/year/student
- University scholarship: 10 scholarships, \$1,000.00/student/year



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The Barli Development Institute for Rural Women

Indore, India

The Barli Development Institute for Rural Women focuses on giving poor young women literacy training, practical knowledge of health, nutrition and sanitation, skills for income-generation, and an awareness of village-level environmental conservation. Empowered by their training as agents for social change, graduates have had a measurable impact on the well-being of their families and home villages. The institute has trained more than 1,300 young women and girls since 1985.

Training Program Specifics

The primary objective of the Institute is to train rural and tribal women from villages around Indore and give them the skills and knowledge they need to improve the quality of life for themselves, their families and their communities. Woven throughout the institute's curriculum is a strong environmental component. The trainees learn conservation strategies by doing. At the Institute itself, rainwater is harvested and in an innovative arrangement used to re-charge the underground aquifer. Wash-water is reused for irrigation. Gardens, tended by the trainees, provide most of the Institute's food. Trainees prepare meals using state-of-the-art solar cookers; some become "experts" able to support the use of solar cookers in their villages.

Awards

The Institute has received numerous awards and citations for its work on the environment and development. In 1992, it was made a member of the United Nations Environmental Programme's Global 500 Roll of Honor for outstanding Environmental Achievement. In 1994, the Institute was listed in UNESCO's INNOV data-base as one of 81 successful basic education projects in developing countries.

The Institute focuses on the following two distinct training tracks; with each curriculum section lasting between 3 weeks to 6 months.

Life Skill Trainings

Agriculture and horticulture
Literacy
personality development
Pre and Post-natal care
Mother and child care
Health and hygiene
Care for the environment/use of solar energy

Income Generating Skills

Tailoring
Hindi typing and word processing
Weaving
Machine knitting
Cycling
Fabric work such as block printing and batik
Embroidery and fabric design
Food processing and pickle making
Growing and marketing vegetables
Making herbal shampoos and other household items

Needs

- Two female volunteers to assist in the running of the Institute. Work could include helping in the office, helping in training, working in the gardens and food production
- Volunteers who have computer and administration skills
- Volunteers with first aid skills, or an interest in gardening, solar energy, cooking, and maintenance tasks
- Development plan, contact us for details



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Mapuche Schools

Serving the indigenous Mapuche children of Manuel Lorenzo and Boyilko, Chile



Faizi School, constructed in 1980, is located in the indigenous Mapuche community of Manuel Lorenzo, and serves 95 students. **Dr. Muhajir School**, located in the Mapuche community of Boyilko, serves 90 students. The students of both schools are primarily indigenous Mapuche, with few others who come from the surrounding districts, including children from the Ridvan Center, a school for special needs and abused children. Both schools are social and economic development projects of the Baha'i Community of Chile.

The primary objective of these schools is to educate the children of the Mapuche community. They contribute to the social and economic development of the Mapuche people by applying an educational philosophy that promotes unity in diversity, universal education (with particular emphasis on the education of girls as the first educators of the next generation), and the equality of men and women.

The Agricultural Teaching Center, adjacent to Faizi School, compliments its academic curriculum and is a model of applied education, integrating theory and practice to

- Develop and teach students sustainable farming practices for producing large-quantities of quality produce in reduced spaces, and consistent with local resources.
- Promote the development of human resources by fostering capacity-building at the grassroots so that people are the protagonists of their own destiny

The Girls Dormitory was established to offer Mapuche girls opportunities to:

- Complete their basic schooling and prepare them to lead a self-sufficient life back in their home communities
- Foster their value as women, and strengthen their identity as rural Mapuche women
Raise their capacity as change agents in the social and economic development of their indigenous communities
- Strengthen and promote the role of women as the first educators of the next generation

Needs

- A deep well to provide clean water for the 90 children, \$5,000
- Construction of a teacher's office, 50 square meters, \$15,000
- A second girls' dormitory, contact us for details
- Expansion of the dormitory kitchen, contact us for details
- \$50/month cost of internet access



How You Can Help

Please contact us or send your tax-deductible contributions to:

mona
foundation
13922 64th Place W.
Edmonds, WA 98026

(425) 743-4550
monafoundation@worldnet.att.net
www.monafoundation.org

Mona Foundation is a 501(c)(3) organization.

Crow Reservation

Montana, United States

SchoolKit International and Mona Foundation partner to provide a fully equipped computer lab and K-12 online curriculum to the "Rez Protectors" on Crow Reservation in Montana



In April 2001, four Crow junior high school students, inspired by the Red Feather/University of Washington straw bale housing project on the Crow Reservation in Montana, entered the Bayer/National Science Foundation (NSF) National Championship Award. The four girls, appropriately called the "Rez Protectors," were awarded the top prize of \$25,000, to construct a straw bale Community Study Center on their reservation.

The Red Feather Development Group was asked by the Bayer/NSF Award Committee to provide technical support, project management and volunteer participation in the construction of this study center, which was completed on July 31, 2002. Crow children and adults alike will use the completed study center to enhance academic achievement, adult literacy and informational technology and communication skills.



SchoolKit International was selected as the Educational Curriculum Partner of the Red Feather Development Group in February 2002. SchoolKit has donated subscriptions to the SchoolKit Enactz K-12 integrated curriculum software and content, the SchoolKit PDpoint online professional development workshops for K-12 teachers and in-person training for the Rez Protectors and their teachers. In addition to this donation, SchoolKit Education Manager, Sonny Magana, participated in the construction of the study center and will conduct the technology integration training at the Crow Reservation.

Mona Foundation Support: Mona Foundation has provided 7 computer systems and software license to be used at the Crow Community Study Center. SchoolKit will ensure the delivery and setup of these computers at the Crow Community Study Hall and will train the students and teachers how to use SchoolKit's innovate resources and methods to integrate technology to enhance learning. These key leaders will then train their peers on the use of these instructional tools in order to broaden the outreach into the Crow Community.



Needs

Continuing technical and training support



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MONA FOUNDATION Financial Report

January 1 - December 31, 2002

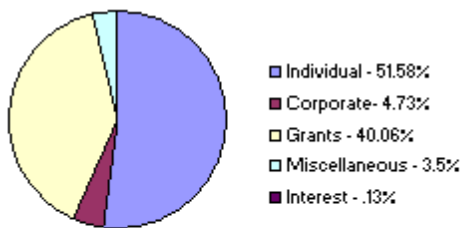
**2002 Reported
Volunteer Hours:
7,713**

CASH INCOME -----	\$72,395
\$ 37,344 or 51.58% from individual supporters	
\$ 3,425 or 4.73% from corporate supporters	
\$ 29,000 or 40.06% in grants from corporate donors	
\$ 2,537 or 3.50% from miscellaneous sources	
\$ 89 or .13% from interest earned	
 OTHER (Non-Cash) INCOME -----	 \$548,412
\$ 5,340 or .97% from software license	
\$ 330,398 or 60.25% from donated software and equipment	
\$ 11,859 or 2.16% from contributions in kind	
\$ 200,815 or 36.62% from donated services	
 PROJECT ALLOCATIONS (Cash and Non-Cash) -----	 \$81,683
(Project expenses constituted about 82% of MF expenditures during the fiscal year.	
These include site visits by volunteers, development plans, supplies, equipment, cash grants and scholarships, shipping expenses, and other miscellaneous costs.)	
\$ 4,543 for Mapuche Schools, Chile	
\$ 2,280 for Crow Resrvvation, Montana, USA	
\$ 15,553 for Ruaha Secondary School, Iringa Tanzania	
\$ 14,246 for Molejon Tutorial School, Ngabe-Bugle, Panama	
\$ 2,000 for Badi School, San Miguelito, Panama	
\$ 100 for EMPIRE School, Yakima, WA, USA	
\$ 2,600 for Anis Zunuzi School, Port-au-Prince, Haiti	
\$ 5,986 for Tierra Santa Home for Abandoned Children, Honduras	
\$ 34,375 for Sesembiso Sebunye High School & HIV/AIDS Awareness Project	

GENERAL ADMINISTRATIVE EXPENSES (Cash and Contributions-in-Kind) -----	\$10,956
(See chart for cash and non-cash percentages and categories.)	
\$ 810 for Web Site Development/Maintenance	
\$ 461 for Internet Fees	
\$ 132 for Bank Service Charges	
\$ 20 for Licenses & Permits	
\$ 20 for Office Supplies	
\$ 186 for Postage & Delivery	
\$ 4,318 for Printing & Reproduction	
\$ 848 for Professional Fees	
\$ 3,261 for Program Expense/Contributions-in-Kind	
\$ 207 for Supplies	
\$ 693 for Telephone	

CASH DONATIONS by SOURCE:

Total \$72K



CASH OUTLAYS:

Total \$92K

