

# Operation Bootstrap Africa

# *Dignity*

Spring 2018 Annual Report Edition

## **The OBA Post-Secondary Program Reaching New Heights!**

Who would have imagined at the first MaaSAE Girls School graduation in 1999 that less than twenty years later graduates would be working in nearly all economic sectors in Tanzania?

To understand the tremendous impact of the school, one needs to look at statistics regarding education in Tanzania. Less than 14% of all students complete Form 4 (equivalent to our 11th grade). Compare that statistic to MGLSS, where the Form 4 graduation rate is 78%!

Only a very small percentage of Tanzanian girls complete secondary school at the advanced level (Forms 5 and 6). It is the students at this level that qualify for university programs.

MGLSS girls defy the odds! The majority come from backgrounds that do not value girls' education. These girls know that education is the way to a better future for themselves and their families.

The MGLSS post-secondary program began with the first Form 4 graduates in 1999, with many receiving training in the teaching and nursing professions.

The graduates of the first Form 6 class in 2002, became the first university graduates of the school. At the time there were few universities in Tanzania. The graduates attended St. Augustine University, Tumaini University-Iringa, Catholic University East Africa, and Concordia College in Moorhead, MN.



Pictured above - Nashiva Megiroo celebrating her graduation at Mbeya Technical University, where she completed a degree in architecture.

## MGLSS Post-Secondary cont.

Today the number of public and private universities in Tanzania has grown to more than 40. All Form 6 students are required to take a national exam and receive a university placement based on their results. A college degree takes 3-4 years to complete based on the course of study.

Several years ago an Open University was established that has provided many young adults with an opportunity for online continuing education in their field.

To date, there are 115 graduates of the MaaSAE Girls School who have completed a Bachelor's degree. These university graduates have all been supported by OBA sponsors. Many graduates of the school have gone on to complete master's degrees.

Some of these amazing graduates have become the first female from their tribe in certain professions - the first pilot, the first civil engineer, and the first medical doctor.

Many of the more recent post-secondary graduates are breaking new ground with degrees in science, technology, and health fields.



In December of 2017, Nashiva Megiroo (at left) became the first MGLSS graduate to receive a degree in architecture. Nashiva shared this news in a letter to her sponsors at Lutheran Church of the Holy Trinity in Lancaster, PA.

*"I'm so excited to write to you again this year. . . The graduation ceremony went well and*

*we are happy to officially be given our degrees.*

*I am volunteering in a small architectural company here in Arusha. It's hard for jobs to come by since the economy is not stable in our country and the government has not announced any vacancies for us. So I am still struggling hoping I will get one soon.*

*I have no words that can thank you enough for the support you have given me in my education."*

Currently, jobs are not easy to find in Tanzania, but post-secondary graduates do have an edge if they hold B.S. degrees or degrees in health related fields.

**We look forward to hearing more about these talented young women in the years to come! Thank you to all of the OBA sponsors who make post-secondary scholarships possible.**



## Giving Back To Her Community

University student Esupat Samson expressed her goals in a recent letter to OBA.

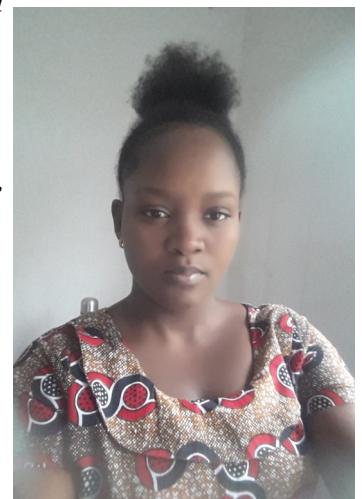
*"Giving back has been the thing I have always wanted to do for my community. Engaruka (rural Maasailand) is where I'm from. Now days the girls are recently going to school and the government plays a part in that. The parents were not ready to send girls to school willingly. That is why the government has involved themselves by going to the homes and looking for girls and sending them to school. They also threaten the parents that they will be punished if they take the girls out from school.*

*Though there are some parents who are still not interested at all in sending their girls to school and they hide their girls from being taken by the government to school. There are also some girls who run away from school for they are afraid of being cursed by their parents.*

*Some parents perceive education as an Enemy to their culture and that is why they do not send girls to school. I want to focus on helping those who did not attend to school. At home, I'm showing them the importance of education for girls, whereby I, along with my daddy, sent the girls of our boma to school.*

*Happy to hear from you and thank you so much for you played a great role of helping me in my studies. It is a light that always shines in my life. Be blessed a lot."*

Esupat Samson, (at right) is completing her last year at Tumaini University - Makumira. She is sponsored by Dr. Robert Haselow, Edina, MN.





Below is a recent email from Evaline Saitoti, a University of Dar es Salaam graduate, to her sponsor Rev. Norman Nelson of Rockford, Illinois, with news of her first job.

*I hope this email finds you and your family in good health. I am doing perfectly fine. I just want to thank you dear sponsor for your support, you have changed my life completely. If it wasn't for you, I wouldn't have become the person I am today. My family also appreciates your support as they have seen the fruits of education, how helpful it is in today's life. Many parents in my village have started taking their daughters to school as they believe that they will help them later as I have done with my family.*

*I completed my bachelor's degree last year July. I am now happily working at an organization in Moshi called AfricAid which deals with young girls in lower secondary level and advanced level. I want to thank you again and again for supporting my education. I am a different woman now who is independent, hard working and self motivated as well. I thank the Almighty God for using you as an instrument to change my life.*

*With this email I have attached my graduation picture.*

Best,

Evaline Saitoti



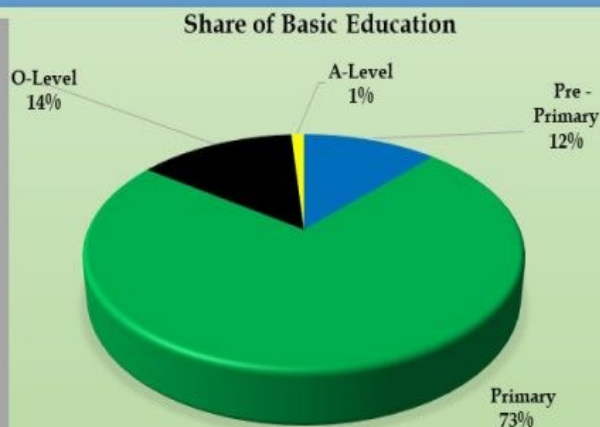
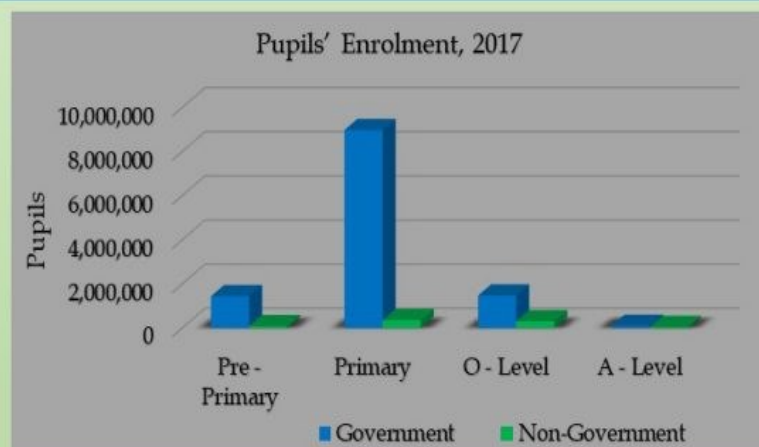
UNITED REPUBLIC OF TANZANIA

President's Office Regional Administration and Local Government



Enrolment Statistics in Pre-Primary, Primary and Secondary Education, Tanzania Mainland

Level of Education	Government	Non-Government	Total
Pre - Primary	1,436,322	81,348	1,517,670
Primary	8,969,110	348,681	9,317,791
O - Level Secondary	1,467,958	299,932	1,767,890
A - Level Secondary	97,243	43,724	140,967



Source: Basic Education Statistics, 2017

www.tamisemi.go.tz

According to a recent census, nearly half of Tanzania's 56 million citizens are under the age of 15. Although government primary and O-level secondary education are now free, the government struggles to provide adequate classrooms, teachers, and books to its citizens. A student must complete A-level to qualify for university enrollment.



At left—Bishop Solomon Masangwa and Dick Swaisgood cut the ribbons at the new Form 5/6 science classroom at the MaaSAE Girls School.



## The Gift of Education

### A Loving Tribute to MGLSS Supporter, Janet Swaisgood

In February, Dick Swaisgood joined former missionaries Jean Wahlstrom and Marvin Kananen, all members of Saint Andrew's Lutheran in Bellevue, WA, to attend the dedication of the newest classroom at MGLSS. The new building was built in memory of Dick's wife, Janet, who died in September 2016. When Dick asked if there was a significant donation he could make to honor his wife, Dr. Seth Msinjili suggested a double classroom to serve the A-Level students.

They agreed. This unique classroom has two dividing doors, making it possible to turn the two smaller classrooms into one very large room that now serves as a National Exam secure room. Previously, the dining hall was the only building large enough to hold 70 desks. It also meant it was shut down for two weeks, three times a year during exams, causing the girls to eat elsewhere.

Dr. Msinjili stretched Dick's money a little farther and added two external small bathrooms to the exam room so students no longer need to run to the dorms. He then stretched the money a little more and built a one-room, three-meter square sleeping room for the morning cook so she no longer has to sleep in one of the dormitories.

Submitted by Marvin Kananen





# The Textbook Project

## One book—Two students

Remember the beginning of the year when you were in high school? The teachers in your classes would assign a numbered textbook to you to use for the year. Across Africa having your own textbook would be an unheard of luxury. Across Tanzania, access to textbooks at all levels has been a big challenge at both government and private schools.



Recently, we learned that currently four or more students usually shared a textbook at the MaaSAE Girls School. The typical MGLSS class has a lecture time and then students gather together over a shared book for follow-up questions or to prepare. In the evening, students study in classrooms over shared books.

How could we help to improve this learning environment? We decided to set a goal of one book for every two students at the MaaSAE Girls School.

Students in secondary school are required to take 9-10 subjects each term so many books are needed. A government-printed softcover textbook is about \$10 and needs replacing every 2-3 years. Books for the science courses at the Form 5/6 level may cost up to \$50 each.

OBA sent out a request to some of our donors asking for their assistance in purchasing books. They responded immediately! Many people donated \$175 towards a classroom set of books.

**We are now more than halfway to our goal of \$25,000, which will insure that the school will have an adequate supply of books for the next three years.**

The first shipment of new books has just arrived at the school (pictured below). Bookplates will be placed in each book with the OBA donor's name, city and state.



MGLSS teachers were overjoyed to hear that there were funds available to purchase additional books for their students. They said to express their heartfelt thanks to OBA donors.



### Would you like to support the MGLSS textbook project?

You may donate by check made payable to OBA and mailed to our office, or online at [www.bootstrapafrica.org](http://www.bootstrapafrica.org). If donating online, please indicate donation for MGLSS Special Projects. Any amount will be greatly appreciated!



# An MGLSS Volunteer Experience

**Ever wonder what it would be like to volunteer at MGLSS? Stephen and Barbara Deines, of Bainbridge Island, Washington, traveled to Tanzania last fall to be volunteer teachers for the preform one program. Barbara shares their experience with us.**

Our journey to MGLSS began with a brief conversation I had with Jean Wahlstrom a number of years ago. After over twenty years of teaching I was thinking about retiring. What would I do after retirement? I asked Jean about the possibility of teaching at the girls school. Her response was warm and encouraging. Would my husband Stephen have a role to play as well? Yes! Jean could imagine many ways his skills could be put to good use. I left that conversation with lots of enthusiasm.

When we finally did retire, Jean put us in touch with Diane Jacoby at OBA. One lovely fall day, I met with her in the OBA office in downtown Minneapolis. She graciously took her time to tell me about the work of OBA and the opportunities for volunteering at MGLSS.

I couldn't wait to share all I had learned with Stephen. We put together our resumes and started to think about volunteering during the fall of 2016. But it was not to be. Stephen's mother at the age of 103 was fragile and needed our attention, and we were not quite ready for such a big adventure so soon after retirement. In May, we reluctantly let Diane know we could not go to MGLSS that year. By May of 2017, things had changed. We had said a loving last goodbye to Stephen's mother and we had adapted - somewhat - to retirement. We spent our summer planning and anticipating our time in Tanzania.

We learned that Donna Kernutt and Kay DeWeese, long-time volunteers, would also be at MGLSS during fall of 2017. We would be sharing teaching responsibilities with them. What great news! There would be someone to show us the ropes. We had no idea yet how valuable that would be.

On November 1, we arrived in Monduli and our driver took us to the gate of MGLSS. We could hardly believe that we were finally there. We met briefly with the head of school, Dr. Msinjili, and then Ciwila, the school's civics teacher, took us to the cottage where we would stay while we were teaching. The cottage is just across the road from the school - a very short walk.

Donna was teaching when we arrived but Kay was there to greet us. She immediately made us feel like we were old friends whom she could not wait to see. What a wonderful welcome for two disoriented travelers! That first night she made dinner for the four volunteers. There was no electricity, as it periodically goes off during the day, but the propane stove sufficed. Donna set out candles and Stephen and I had our first home-cooked meal in Tanzania!



Stephen Deines with preform students

We were not quite sure what our teaching responsibilities would be when we arrived. Donna and Kay both taught Pre-form English. (Pre-form is the level of the newest students at the school. The new students would not begin the regular program until January.) Kay also taught a geography class she thought we might be of help with.

After a day to get settled and observe in Donna and Kay's classes, we met with Dr. Msinjili and the academic dean, Mr. Mollel. Stephen would be teaching math. The Tanzanian teacher who had been teaching the Pre-form students wanted to go back to school so Stephen would take his classes. I would be teaching English after Donna left but that would not be for almost two more weeks. Could I teach Tanzanian history? Yes, I thought I could. I had taught World History for many years so that provided some background. On Monday of the following week, we started our teaching assignments.

We had already met the girls. Once we first set foot on the campus we were greeted from every window and doorway, "Good morning! Good afternoon! Good evening!" "What is your name? Where are you from? May I carry your bag?"





Barbara Deines with her students

We could not walk five steps without encountering the curiosity, warmth and enthusiasm of girls of all ages. We had learned a bit of Kiswahili before we left - enough to say hello, good-bye and thank you. We could also say honestly, "I cannot understand Kiswahili very well."

Most girls at MGLSS speak English much better than we speak Kiswahili but the Preform girls whom we were teaching did not know English well. There were just over sixty of them and they had been divided into two groups. One group had some English skills, the other group very few. One of our tasks in teaching was to expose them to English terms in math and history. Armed with English to Kiswahili dictionaries, we made our lesson plans.

One of our introductory tasks for the girls was to have them make and decorate name tags. At first, the thought of learning all their names seemed daunting. While some girls had familiar names, Ruth, Abigail and Helen. Others had names we had never heard before, Nengarivo, Sinyati and Riziki. As we got to know the girls as individuals, however, it didn't take long for us to get to know them by name.

Each girl had her own distinctive personality which came to fit her name. In addition to that, every evening we spent a couple of hours with each other and with Donna and Kay recounting the day's progress and challenges. We remembered girls who had struggled that day, or those who had said something funny, those who had had aha moments, those who seemed sad, or those who had made a special connection in some undefined way. Each day had its own stories. Each story was filled with the names of the girls.

When Donna left for home, Stephen, Kay and I adjusted our part of the class schedule so that it worked for what each of us would be doing for the remainder of our time there. We decided to add a music class three mornings a week. Stephen had brought his guitar and was already giving lessons to a Form 6 student and one of the teachers.

The Pre-form girls were captivated by that guitar! And they love to sing! We wrote lyrics on the board, another way to learn English, and the girls easily picked up the tunes. When it came time to teach them "What a Friend We Have in Jesus," we discovered that they already knew it and could sing it in rounds. Beautiful!

Every day we heard singing again when we attended afternoon chapel. A simple service takes place in an open-air building that is at the center of the campus. The roof is shaped like a Maasai shield and the benches inside can seat hundreds of people. At chapel we were observers. Except Tuesday which is in English the service is in Kiswahili. One girl reads from the Bible; another girl reads a prayer. The rest of the service is singing. We all sang from hymnals or one of two choirs, Kiswahili or Maasai, performed.

Invariably a girl, not necessarily a Pre-form student, would come sit next to us with a hymnal and guide us through the songs. Kiswahili is surprisingly easy to pronounce - even if you don't know the meaning of the words! We might not have known all the words but we could certainly hear the heart-felt delivery. The chapel service was reviving after a long day; it was also sometimes quite moving. It was always inspiring.

Our time at MGLSS was not without its difficulties. We learned as we went. We will do some things differently if we return. But we are so deeply grateful for our time there, for the mentorship of two master volunteers, for the kindness of Dr. Msinjili and other staff members, for the beauty of the Tanzanian landscape, and for our time with those funny, bright, and eager girls.



### **Are you a teacher looking for a unique volunteer opportunity?**

**The preform one program takes place each year from October through mid-December. Two to four teachers are needed. Housing is provided, but all other costs must be covered by the volunteer. If you are interested, contact the OBA office.**

## Giving to OBA through Donor Advised Funds

Although donor-advised funds have been around for decades, they have only enjoyed widespread use in the last ten years or so. They are now the fastest-growing charitable giving vehicle in the United States, currently holding more than \$78 billion in assets. There are a variety of reasons why donor-advised funds have become increasingly more popular, including:

- You can give to many charitable organizations by writing only one check and having to keep track of only one tax receipt.
- You can give many different types of assets in addition to cash, including appreciated stock, mutual funds, real estate, among others.
- You get full tax deductibility to the extent allowed by law in the year you contribute assets into your donor-advised fund.
- Assets in your donor-advised fund will be invested and grow tax free.

So, how do you establish a donor-advised fund:

- You can think of it almost like opening a bank account. The account is opened at a non-profit that offers this service (called the sponsoring organization) – often times a community foundation, such as InFaith Community Foundation; or the charitable arm of various investment firms, such as Fidelity Charitable or Schwab Charitable.
- You get to name your donor-advised fund, such as calling it “The Onan Family Fund”.
- You then deposit cash or other assets into your donor-advised fund. Once you do this you have made a tax deductible charitable contribution.
- Then in the future, either the same year or in later years, you make recommendations to the sponsoring organization to grant money from your donor-advised fund to other non-profit organization, such as Operation Bootstrap Africa or any other qualified non-profit. The sponsoring organization will always honor your recommendations.

The recent changes to the tax code provide one more possible advantage to making your charitable donations out of a donor-advised fund. You may be thinking you will no longer be able to get a tax deduction for your charitable donations because of the higher standard deduction. But if you donate an amount into a donor-advised fund that equals your planned charitable giving for

more than one year, your itemized deductions may then exceed the standard deduction, thereby retaining a tax benefit from your charitable giving. You then grant the money to the non-profits you wish to support over multiple years. In other words, you are able to bundle multiple years of charitable giving into one year for tax purposes, but still be able to provide a level amount of support over multiple years to the non-profits you support.



### Charitable Giving Directly from your IRA

If you are 70½ or older, you may make charitable contributions directly from your IRA. Your contribution will count towards meeting your required minimum distribution (RMD), but will not be included in your adjusted gross income (AGI). So, this is a way to effectively get the equivalent of a tax deduction for your charitable contribution, even if you don't itemize.

You are allowed to make charitable contributions of up to \$100,000 per year directly from your IRA.

Even if you will be itemizing deductions, there are numerous benefits to lowering your AGI that makes it more valuable than taking an itemized charitable deduction. You'll need to consult your tax advisor to see which of those benefits may apply to your situation.

**Given the recent tax law changes that have doubled the standard deduction, many people who used to itemize will no longer be doing so; thereby, making direct contributions from your IRA one of the few ways to get a tax benefit from charitable donations.**





# OBA Legacy Giving

We appreciate the generous gifts received this past year and hope you will continue to support OBA's programs in the future. We also encourage you to consider a legacy gift to OBA to ensure resources will be available far in the future for these programs. Among the ways you can make a legacy gift include:

- **Include a donation to OBA when you prepare your will or trust**
- **Give to the OBA Endowment Fund at InFaith Foundation**
- **Designate OBA as a beneficiary in your IRA or life insurance policies**

If you would like to learn more about designating OBA as a gift recipient, contact your financial planner or the OBA office at 612-871-4980 for more information.



## Your gifts make the work of OBA possible!

OBA has been blessed to provide access to education to tens of thousands of students from marginalized communities in East Africa. Your commitment to education in the developing world is gratefully acknowledged. Your gifts will ensure that economically disadvantaged students will continue to receive an education and look forward to a brighter future. We promise to do our best by:

- ◆ Ensuring that all of your financial gifts are used effectively for the purpose intended
- ◆ Ensuring that gifts to projects or scholarship funds are properly and promptly acknowledged
- ◆ Keeping administrative costs low

**We sincerely thank you for your support of the work of OBA!**

The OBA Board of Directors

Reann Cummings, Gary Floss, Jeanie Geurink (President), Michael Hedley, Diane Jacoby, Ward Larson, Judie Lehman, Dr. John (Jack) McAllister, Gene Michaelson, Mary Nosek, and Carol Stark



# OBA Annual Report

Fiscal Year (Sept. 1, 2016 - Aug. 31, 2017)

## Accomplishments

### Educational Operating Grants and Scholarships:

- OBA's largest program is funding for the MaaSAE Girls Lutheran Secondary School (MGLSS) in Monduli, Tanzania. A total of \$226,132 was transferred into the MGLSS Scholarship Fund to pay tuitions, other fees, and room and board for 197 students OBA sponsors at this school.
- Grants totaling \$14,700 were given to MGLSS for additional teacher support, books, and uniforms.
- In Madagascar, grants of \$12,761 were provided to pay teacher salaries at five primary schools. These teachers taught more than 550 students in one of the most impoverished areas of the country.
- Scholarship funds were provided for four students attending Moringe Sokoine Secondary School in Monduli, Tanzania.

### Leadership Development:

- OBA's second largest program is funding of post-secondary scholarships for graduates of the MaaSAE Girls Lutheran Secondary School. \$130,350 was transferred into the Post-Secondary Scholarship Fund, which provided scholarships to 92 graduates pursuing degrees at colleges, universities, and vocational schools in Tanzania.
- A grant of \$5,000 was made to MaaSAE Girls School for teacher training.
- Nursing scholarship funds totaling \$48,388 were transferred to the Arusha Lutheran Medical Centre School of Nursing to reduce the cost of nursing training for students.

### Construction and School Projects at Primary and Secondary Schools in Tanzania:

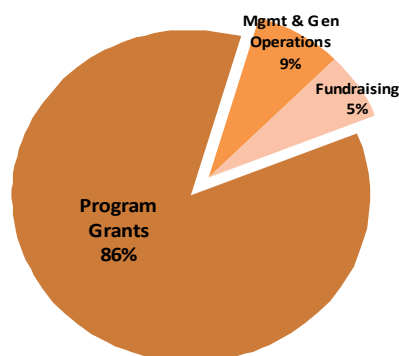
- Grants totaling \$11,250 were made to MGLSS for a corn cultivator, a drip irrigation system, solar panels for the guest house, white boards, desks and dairy cow maintenance.
- A \$30,000 grant was made to MGLSS for the construction of a new Forms 5/6 science classroom building.
- A \$3,500 grant was made to purchase shingles for the MGLSS chapel roof.
- A \$7,000 grant was made to Olchoki Primary School for kitchen stoves.
- \$5,000 was provided to Olarash Primary School to purchase daily porridge. Another \$5,000 was provided to complete the construction of a teacher house.
- \$12,500 was provided for the construction of a dining hall at Dodoma.
- Grants totaling \$32,800 were made to Best School Academy in Kenya for construction of classrooms, a well and water filters.
- Funding was provided to Bassodawish Primary School for construction, and to the Ilboro Primary Special Needs School for construction of a laundry.

### Healthcare and Healthcare Education:

- Funding totaling \$60,521 was sent to Arusha Lutheran Medical Centre and Selian Hospital for the Maternal and Childcare clinic, Plaster House, and AIDS Orphan Program, the Neonatal Intensive Care Unit and the Malnutrition Project.
- Grants of \$24,239 were made for a medical dispensary in Makanka village, near Lushoto, Tanzania.



### 2016-2017 Expenditures



Operation Bootstrap Africa's Federal 990 report and fiscal year audit report are available on the front page of our website [www.bootstrapafrica.org](http://www.bootstrapafrica.org)

Statement of Activities		2017	2016
Support and Revenue			
Contributions		998,909	1,032,233
Other Revenue		10,340	32,677
Total Support and Revenue		1,009,249	1,064,910
Expenses			
Program Services		721,639	790,567
Management and General Operations		77,307	52,891
Fundraising		41,383	46,700
Total Expenses		840,329	890,158
<b>Change in Net Assets</b>		<b>168,920</b>	<b>174,752</b>
<b>Balance Sheet</b>			
Current Assets			
Cash and Cert. of Deposit		793,664	656,751
Other Current Assets		25,732	2,707
Total Current Assets		819,396	659,458
Other Assets			
Endowment Funds		79,002	48,332
Other Investments		3,830	24,090
Net Property and Equipment		92	276
Total Other Assets		82,924	72,698
<b>Total Assets</b>		<b>902,320</b>	<b>732,156</b>
Liabilities			
Accounts Payable		2,292	1,048
Net Assets			
Unrestricted		300,446	302,956
Board Designated Endowment Funds		79,002	48,332
Total Unrestricted		379,448	351,288
Temporarily Restricted		520,580	379,820
Total Net Assets		900,028	731,108
<b>Total Liabilities and Net Assets</b>		<b>902,320</b>	<b>732,156</b>

OBA Supported Programs	Fiscal Year Grants	Grants as a % of the Total
MaaSAE Girls School Scholarship Fund	226,132	34%
Post-Secondary Scholarship Fund	130,350	19%
MaaSAE Girls School Special Projects	71,148	11%
Arusha Lutheran Medical Center	60,521	9%
ALMC School of Nursing Scholarship Fund	48,388	7%
Makanka Medical Dispensary	24,239	4%
Best School Academy, Kenya	32,800	5%
Madagascar Primary Schools	12,761	2%
Olarash Primary School	11,507	2%
Other East African Schools	47,202	7%
<b>Total Grants</b>	<b>665,048</b>	<b>100%</b>



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Dignity is a publication for friends of Operation Bootstrap Africa, a Minnesota-based non-profit dedicated to providing access to education for children and youth in East Africa.

In partnership with African communities and organizations, Bootstrap provides support and assistance to projects and programs based on locally-established priorities.

Gifts to OBA are tax deductible to the full extent of the law. OBA may assess up to 10% for administering these gifts.

Website: [www.bootstrapafrica.org](http://www.bootstrapafrica.org)  
Email: [info@bootstrapafrica.org](mailto:info@bootstrapafrica.org)  
Phone: 1-888-755-1318 / 612-871-4980

## Tanzania Adventure Tour

Have you always wanted to visit Tanzania?

Escape winter weather and join us for a

**January 2019 trip!**



The trip is tentatively set for January 21-31. The cost for this amazing trip will be approximately \$6,000, which covers airfare, meals, lodging, tips, and all land costs. Costs not covered include beverages, Tanzanian travel visa charge, immunizations, and anti-malarial medicine. The tour is limited to 12 participants. A Zanzibar extension will also be available at an additional cost.



You will visit OBA projects . . . the MaaSAE Girls School, the Arusha Lutheran Medical Centre and the new nursing school, primary schools, and cultural sites. The safari portion of the trip will include Tarangire National Park, the Ngorongoro Crater, and the Serengeti National Park, where we hope to witness the spectacular annual animal migration.

*If you wish to receive more information, please contact the OBA office at [info@bootstrapafrica.org](mailto:info@bootstrapafrica.org) or call 612-871-4980.*

