

Annual Review

2020 - 2021



Charity Information

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Registration

Registered charity number:
1165953

Charitable Incorporated
Organisation, Constitution last
amended 8 May 2020



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Welcome

This report covers activities from April 2020 to March 2021, which was a year that none of us could have anticipated! The coronavirus pandemic began to have a global impact just before April 2020 and our teams worked hard to continue support under new circumstances. It was also a remarkable year for us as Link Ethiopia and The Kindu Trust officially merged to form Together We Learn in September.

In April 2020, the coronavirus pandemic led to a comprehensive lockdown in the UK and a state of emergency in Ethiopia. Both of our country teams adapted swiftly to the new conditions and reorganised our work to continue supporting children and schools as best we could under the circumstances.

In the UK, our staff shifted to working from home and the government job retention scheme ensured we could maintain our staffing levels. While in-person fundraising events were postponed, the UK team organised online fundraising events and liaised with project funders to extend their support while projects were on hold.

In Ethiopia, the health impact of coronavirus was less acute than we originally feared, but the economic impact of a five-month lockdown with no state support significantly impacted many families. All project activities working directly with schools, and those which involved gatherings or travel, had to be put on hold. Instead we pivoted support to provide soap, handwashing training, to lend out books, and distribute emergency food parcels.

It was a relief in October 2020 to see children return to schools in Ethiopia and to resume planned activities, as you will see outlined in this report.

In September 2020, we also announced the official merger of Link Ethiopia and The Kindu Trust under the new name of Together We Learn. We have now been operating as a single organisation for over a year and were quick to feel the time and resource benefits of the merger. You can read more about our history and how the decision to merge came about on the next page.

We are always grateful to our supporters, but would like to say a special thanks to everyone who continued their support for our work through this challenging year. We are proud to say that we maintained our care and support for communities in Ethiopia and are happy to be able to continue our work as Together We Learn.

Caroline Walker, Chief Executive ♦ **Ashley England, Chair of Trustees**

The Year in Numbers

2,700

pupils benefitted
from new school facilities

955

families received special help through
the coronavirus pandemic

489

students sponsored
through education

141

teachers received training to improve quality of lessons

65

students accessed
higher education

9

new classrooms in use

Our Merger

In September 2020, The Kindu Trust and Link Ethiopia merged to form Together We Learn. The two charities have both been working for over 20 years in Ethiopia and shared the aim of helping children stay in education; The Kindu Trust working with families and Link Ethiopia working with schools.

The organisations have a history of working closely together and the merger had been planned for over a year.

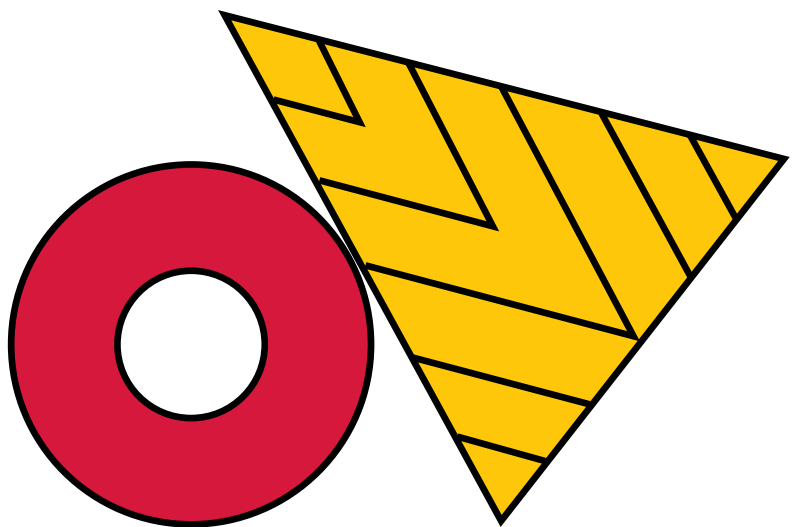
The UK teams of Link Ethiopia and The Kindu Trust have shared an office in London since 2008. The Amhara teams of the two organisations in Ethiopia also moved into a shared office in 2016. In the same year our UK board members amalgamated and the same set of trustees governed both organisations. In 2018, Caroline Walker, who was the UK Manager of The Kindu Trust also took over as the Chief Executive of Link Ethiopia.

Since those early steps, the benefits of working together, sharing our learning, and pooling our resources became clear. We believe that both our approaches are vital to supporting children in Ethiopia and that together we can run more efficiently and have a greater impact.

It was important to both organisations that the merger be on equal footing. Therefore, the new name of Together We Learn was chosen for the merged charity, constituted as a Charitable Incorporated Organisation.

The name Together We Learn was chosen because we love its inclusiveness. In both our organisations' work, collaboration has been at the heart of successful interventions. The children, the teachers, the parents, our staff and you, our supporters, are all essential to our success in supporting children.

Together, we will grow, we will learn, and we will transform lives.





**Together,
we will grow,
we will learn and
we will transform lives.**

About Us

Our vision is for all children in Ethiopia to be able to strive for a brighter future through access to quality education.





Our Mission

Our mission is to break the cycle of poverty by giving disadvantaged children access to quality education. We do this by improving the quality of teaching and the quality of facilities within schools and by working with communities to overcome obstacles, enabling children to stay in school.



Our Approach

Our approach to providing access to quality education is holistic, as our experience shows us that there are many areas of need that must be addressed to enable children to make the most of education. We work closely with schools through our construction projects, teacher training and school links, to understand the problems they are facing and how we can most effectively help them.

We also work closely with the children, their families and communities, through sponsorship, after-school clubs and income generating activities, to understand the issues they face at home and how these impact their ability to attend and concentrate in school.



Access

We ensure access to education through the construction of school facilities that mean more children can stay in school.



Quality

We improve the quality of education through teacher training and provision of quality learning environments.



Wellbeing

We enable children to flourish through after-school activities and programmes supporting their families at home.

Our Values

Equal

Creating opportunities

Our work is driven by the knowledge that all children have equal potential regardless of the circumstances they are born into.

Respectful

More than a single story

Ethiopia is a diverse and complex country with a rich history and culture. We promote a positive and rounded image of Ethiopia while supporting its development.

Collaborative

Together we can transform

We support children and families to transform their lives. Engaging with communities at all stages ensures that our projects are meeting actual needs and making a difference.

Honest

Accountable to communities

We are transparent and open in our work. By working closely together, communities are able to hold us to account. This means supporters and funders can be confident that we continue to invest donations where they have most impact.

Caring

Taking time to look closer

We care about the individual lives of the children and families we serve, even if it makes things more complicated. We recognise that effective solutions aren't 'one size fits all' and that each family is made up of individuals with varied circumstances and concerns of their own.

Impact driven

Never too big to learn

We have over 20 years' experience but we have never stopped learning. Each project or activity is an opportunity for us to become more effective. We are not afraid to innovate, but don't feel the need to reinvent the wheel if an approach is effective. We aim to have a significant and lasting impact.





Access to Education

Together We Learn ensures access to education through the construction of school facilities that mean more children can stay in school.



School Construction

Together We Learn ensures access to education through the construction of school facilities that mean more children can stay in school.

Our team works with schools, parents and education offices to identify schools where new facilities will have the biggest impact. This ensures our projects increase the number of children who can go to a local school, reduce their risk of illness, and create safe and comfortable spaces for them to learn – serving generations of children.

Gendit School Building a Model of Rural Education

Gendit is a small village 35km outside of Gondar in rural Amhara. When Together We Learn, then Link Ethiopia, first began working with Gendit School it consisted of one mud and wood classroom with a blackboard but no desks or chairs. Since then, we had built four classrooms and, in 2018, we began a long-term project in partnership with Building Futures Ethiopia to transform Gendit School into a model of rural education.

In the first phase, we built four new classrooms and a toilet block for the school, as well as beginning a programme of teacher training for the staff at the school. Our plans were interrupted in March 2020 when the coronavirus pandemic led to a state of emergency and all schools were closed down until August, affecting the rest of the academic year.

As soon as we could resume activities, we did. In September 2020, we refurbished four old classrooms, making structural repairs and replacing the furniture to make the classrooms functional again. We installed a new water station near the toilet block, providing hand washing facilities and clean drinking water for students. We also completed construction of a fence around the school compound which will safeguard school buildings and enable the school to run farming activities on the grounds to generate income.

We also worked closely with the teachers and the director at the school from the start of the academic year, providing training on teaching English using the phonics method, on lesson planning, and creating teaching aids. The teacher training and support continued throughout the year to build on improvements to quality of teaching at the school. A mid-year evaluation in March 2021 showed there have been improvements in the quality of teaching, classroom environment and gender parity in the school.

"Having this new school in our area, with new classrooms built in such an attractive building style means our children like the school very much and are much more interested in learning than previously. Even the older ones who are learning at a different school want to come and learn here if the school teaches grade 5 and above."

— Parent of Gendit Student

2

water stations
built

4

classrooms restored

1

library built

5

new classrooms built

2,700

pupils benefitting
from new school facilities

Hibret Elementary

A Library for the Community

This year we collaborated with US organisation Open Hearts Big Dreams to bring a new library to Gondar town. The library is located in Hibret Elementary School, one of the largest in Gondar, which has 1,070 pupils. Before we began construction it had only one small room for storing books.

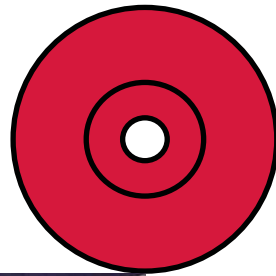
Construction began in early 2020. It was disrupted by the coronavirus pandemic but resumed later in the year and by February 2021 the library was furnished with reading areas, stocked with books, and open for pupils to enjoy. In addition to subject reference books, the library also stocks children's storybooks from Ready Set Go, an attractive bilingual book series in English and local Ethiopian languages, so children can read stories that they can relate to in their first language.

When asked what the new library meant to them, the students quoted an Ethiopian saying "if there is someone who has more money than you, you should exceed him by reading".

Since all state schools in Ethiopia run for only half day shifts with pupils attending in the morning or afternoon, a library provides a valuable environment to study as well as access to further learning.

"We like the library very much as it is an attractive space to sit and read. It even includes a place and books for smaller children."

— Hibret Elementary School Teacher



Kumbursa Elementary

A New Classroom for Kindergarten Pupils

A new kindergarten classroom was completed at Kumbursa Elementary in rural Oromia this year. The classroom was completed in time for the new year in 2020. Previously, the kindergarten class shared a room with the Grade 1 class. The new classroom meant that kindergarten pupils were able to continue at the school in a safe environment, in line with COVID-19 regulations.



Improving Sanitation

School Water Stations

Our school construction projects have always been designed to provide facilities for state schools that would create the best learning environment for pupils. The coronavirus pandemic this year, shone a new light on the impact of our construction projects, showing that such facilities not only provide more conducive learning environments, but also healthier and safer environments in general.

This was especially clear with our water projects, which provide running water and tap points for schools to create access to water for handwashing and drinking for pupils. This year we built two new water stations, at Gendit School and at Atse Bekaffa School where 1,300 pupils are able to benefit.



Student Sponsorship

Our sponsorship programme enables children from low income families to go to school. Every child should be able to go to school with food in their belly, school books in hand, and knowing that they have a safe home to come back to. Our sponsorship model is designed to directly meet the needs of families in a way that most effectively enables children to stay in education.



489

students received
sponsorship
support

30

students achieved
their certificate of
secondary education

219

families received
medical
support

55

students were
in university or
higher education
training

41

students moved from primary to
secondary education

5

students graduated from university or training courses

687

food parcels were
distributed

300

families received soap and
handwashing training



Responding to the Coronavirus Pandemic

The coronavirus pandemic this year led to a swift and decisive move from the Ethiopian government, announcing a state of emergency from April to August 2020. This meant the closure of all schools and universities, restaurants and bars, and land borders. Large gatherings were banned and social distancing was mandatory in market areas and religious spaces. These measures meant that our students were not able to access education for the second semester of the academic year.

As we sponsor students from disadvantaged families, most did not have access to TV or the internet to participate in remote learning initiatives. Most have illiterate parents, which made studying from home extremely difficult. In addition to this, many parents were impacted financially as there were fewer people around to support their small businesses and daily labour work was no longer available.

We took a number of steps to continue supporting students and their families throughout this time; we provided an advance on monthly sponsorship funds to enable families to bulk buy before prices increased. We bought soap, masks and other sanitation materials and our team ran a handwashing campaign for families in Gondar. Our Gondar office was open to students twice a week to access our Kindu Klub library and borrow books for home studying, and we also made laptops, the internet and a printer accessible to students at the office so they could download and print lessons, worksheets and resources sent by teachers to continue their learning.

In August, the rainy season further reduced income opportunities already affected by the lockdown, so

we ran a fundraising campaign to buy food parcels for families in urgent need and were able to provide supplies of oil, teff grain and flour to 587 families.

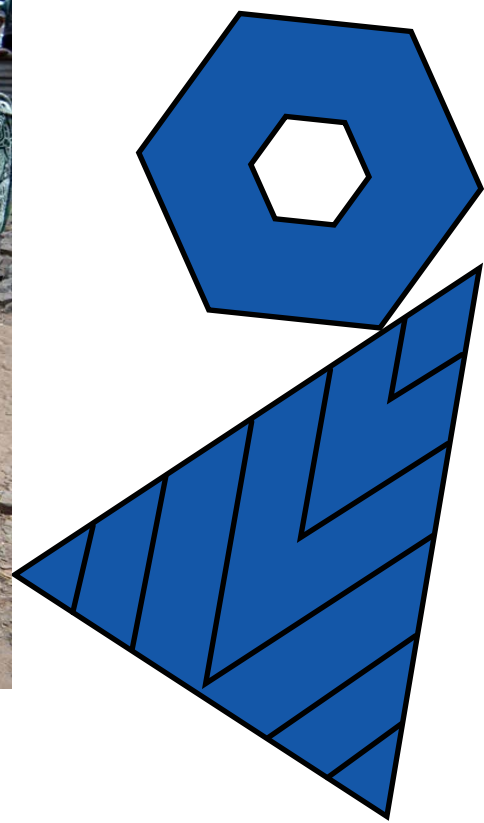
Schools were reopened in October and our team acted quickly to distribute educational materials to students so they could resume their studies as soon as possible. Throughout the state of emergency our sponsorship coordinators remained in contact with families via phone to ensure their continued wellbeing.

"I am living with three of my grandchildren whose mother died few years ago. I was feeding them by begging for money from people in churches and other places where I can find many people. But because of coronavirus, people are not going out. Instead they are staying at home. I was really in a very bad condition with my little grandchildren. You have arrived at the right time for me. This support will help me for a month to feed my grandchildren."

— A woman who received a food parcel

Sponsored Student Becomes Community Ambassador

Yeshiwas is 19 years old and was studying at extension classes at Gondar University when the coronavirus pandemic meant his studies were put on hold. Yeshiwas lives only with his mother who works as a contract daily labourer. When he's not studying, he helps her with chores. When our sponsorship team contacted him to collect the extra soap that we were providing, he asked if there was anything he could do to help. He had heard about the coronavirus pandemic and could see that it was likely to impact the most vulnerable and those on the lowest incomes first. After he helped our team with the purchase and unloading of the soap materials, he volunteered to travel with them to other areas and model proper handwashing as we delivered the soap. He was very happy to participate in what we were doing. He said that he enjoyed helping in the training, especially the handwashing practice because during delivery he realized that there are a lot of people who didn't understand the nature of the pandemic and he was pleased to help explain how the virus transmits and how they could protect themselves from it.



Girls' Education

Enabling girls to achieve at school has a ripple effect of positive change across communities and down generations. Educating girls is vital for social and economic development. With our experience in education, we have seen first-hand the obstacles that girls face staying in school. Our girls' education projects help girls in school overcome some of these obstacles and achieve their full potential.



Days for Girls Supporting Girls to Stay in School

Girls in Ethiopia often lack access to sanitary products, information about periods, or even a private place to change. Cultural taboos around periods mean that it's difficult for girls to learn about what menstruation is and how to manage it. This has a negative effect on their education as girls struggle to concentrate in class, miss school to avoid embarrassment, and sometimes drop out altogether.

As part of our work to support girls' education, we provide reusable period packs and training about menstruation for female students. Days for Girls UK make the kits which provide a comfortable and reliable solution for girls to manage their period. Each colourful pack includes liners, shields, pants, and soap as well as waterproof bags for cleaning and ease of transport.

150
girls received
reusable period packs

This year we were very happy to work with the Disability Coordinator at Azezo Primary school to provide 40 reusable period packs to girls affected by autism and blindness, as well as distributing a further 110 packs to disadvantaged pupils.

Lijinete Women's Network

Preventing Child Marriage & Supporting Girls

“When I was in a rural area I heard a boy who was kidnapping a girl on her way back from school. I intervened and the boy ran away. Then I contacted the local authorities to report it and stayed in contact with the girl’s family to help her.”

— Yalemwork

Last year we began our Lijinete Women's Network project. We trained 13 women who had experienced child marriage and child motherhood to support girls in their community who are at risk of child marriage, assault or dropping out of school. Following leadership and confidence building sessions, all the women received business training and start-up loans to enable them to be financially independent.

The women met up every month to provide peer support to each other, discuss cases in their community and share experience from their businesses. The community meetings planned to engage large groups and community elders were not able to take place due to the coronavirus pandemic, but the network has had a remarkable impact on an individual level. At least two child marriages were actively prevented by network members and they provided support in various ways to a further 183 girls and women in their communities.

— United Nations (2016)

40%

of girls in Ethiopia are married before the age of 18

15

years is the average age of marriage for women aged 20-49 in Amhara.



“A female student from my area who was only 12 years old had made an agreement with a 20-year-old man for marriage. I spoke with her and explained about early marriage and why it is not good and she should wait instead.”

— Belaynesh

The network members faced a number of challenges running their businesses as there was local unrest at the outset of the project. This was followed by the coronavirus pandemic and subsequent state of emergency, seriously limiting local demand. Nonetheless, the women have managed to sustain their businesses, repaying 64% of their loans so far and still managing to save 35% of the funds they had initially planned. Their savings will now be matched and once the loans are repaid, they will be redistributed to active members of the network, so that they have the chance to reinvest in their businesses.

**The network provided
support and advice to**

185

**at-risk girls and women
in their communities**



Network members reported that the most significant impacts of the project on their lives were:

* Helping other women and girls

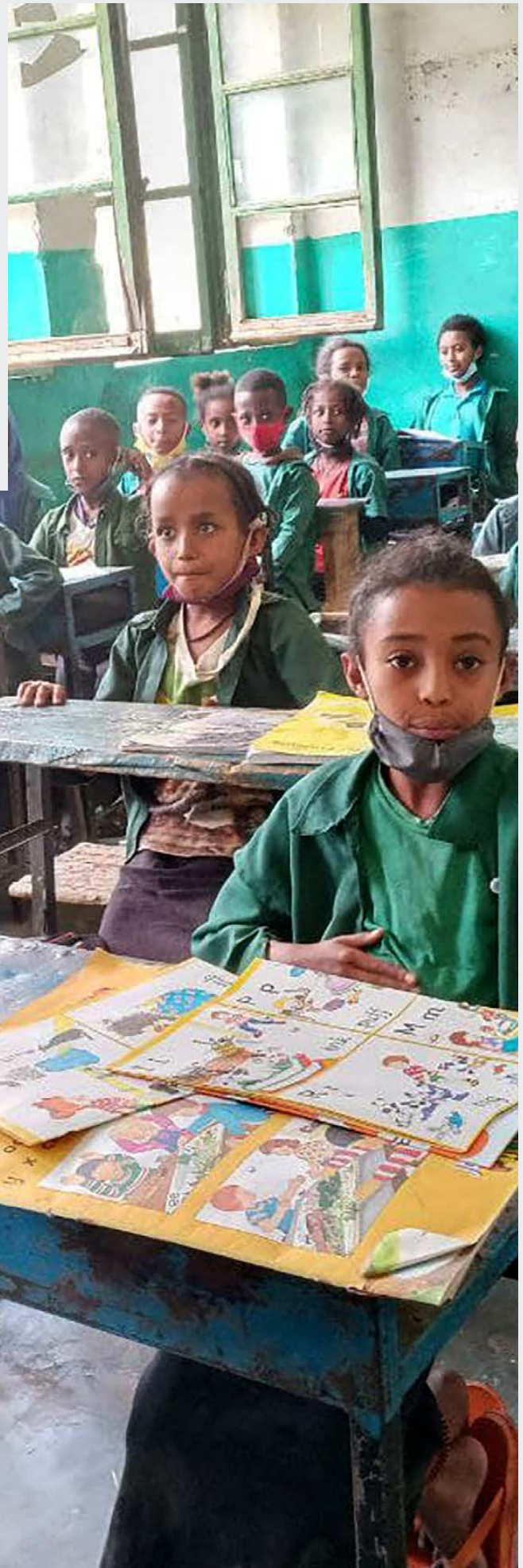
* Having a better income and being more financially stable

* Feeling more confident to speak up in their community



Quality of Education

Together We Learn improves the quality of education through teacher training and provision of quality learning environments.



Teacher Training

We work with teachers to help them deliver more effective lessons. In most Ethiopian classrooms, lessons are very traditional with a teacher lecturing to a crowded classroom from the blackboard. In this environment, it is easy for children, especially those with little support at home or with special educational needs, to fall behind. Our teacher training projects help to build the capacity of teachers to make their lessons engaging, impactful and inclusive.

At the end of the year, when taking part in a standard test:

students scored
50%
on test reading sentences
compared to 0% in a
control school

students could read
22
new words compared to
only 2 in control schools

Early Years Education Initiative

Teaching English makes you think a lot about how words are spelt and how they sound. Words like “tough” and “dough” look similar but sound completely different. This can be confusing for school pupils especially when they are learning English as their second language.

From secondary school, Ethiopian students learn all their subjects in English so those that fall behind in primary school risk big disadvantages later on.

Together We Learn has been partnering with Jolly Phonics to train teachers to use the phonics method of teaching English. 2020 marked Together We Learn’s seventh year training Ethiopian teachers to use a phonics approach. Our project is overseen by the Regional Education Bureau in Amhara with the eventual aim for every primary school in the region to receive training.

For the first time in our Amhara project, we trained teachers outside of Gondar with schools in the cities of Dessie, Debre Markos and Debre Tabor invited to training sessions. The director and two early grade teachers from ten schools in each city were invited to participate and each group was supported by a local fieldworker throughout the year. Our work with Colleges of Teacher Education also expanded – with eight lecturers and 20 students from Begemdir College in Debre Tabor receiving training in how to use phonics when they qualify as teachers.

Our first semester training sessions took place as planned but unfortunately, before we could hold our second semester training sessions, schools were shut to prevent the spread of COVID-19.

In October 2020, thanks to the support of our funder, The Waterloo Foundation, we were able to rerun all our planned activities, working with the same schools and the same students, now in grade two, as well as trainee teachers in Debre Tabor.

In semester one, we held training sessions for teachers in four cities with 75 teachers from 37 schools attending as well as school directors. We visited each teacher throughout the year to observe their lessons and give them help teaching the sounds.

In semester two, we continued our work with the College of Teacher Education in Debre Tabor: delivering training for lecturers on teaching the phonics method to pre-service teachers and training for students to practice and model phonics lessons to each other in groups.

We also held refresher sessions for teachers, though conflict in some areas of Amhara meant that we were not able to reach all our schools. Teachers faced unique challenges through the year with both the reopening after shutdown and regional unrest affecting where and when training could take place. Despite these hurdles, the project had a huge impact.



School Linking

Our school linking programme invites schools to join us in changing lives through education by engaging young people to learn more about the world around them. A school link is a sustainable partnership between a UK school and a school in Ethiopia. Each link is a way of developing understanding between schools internationally, and we work to support and sustain collaboration between teachers and students involved.

We facilitated 31 school links in 2020. We began the academic year with a resource on food and cultivation, encouraging linked schools to do an exchange of their favourite recipes and foods. When the coronavirus pandemic led to a shutdown of schools in the UK and Ethiopia, we made all of our school resources available online to support remote learning, and developed a number of new resources focused on issues related to coronavirus, to encourage students to consider how the pandemic was impacting people across the globe. One resource concerned global health, the World Health Organisation, and Dr Tedros Gebreyesus, its Ethiopian Director-General. Another resource looked at water access and consumption in the UK and Ethiopia, and how this affects the ability to manage sanitation in relation to health and issues such as the pandemic.

3,750
students benefited
from learning with
the phonics method
this year

135
teaching staff received training on
improving English teaching using
the phonics method

Learning about Food across the Globe

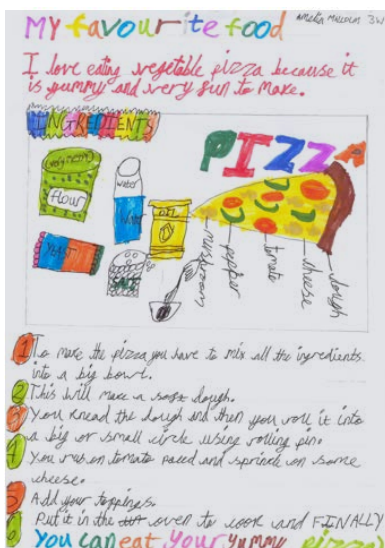
All our school-to-school links are invited to complete an annual shared learning activity. These activities are designed to get both schools thinking from the other's perspective and learning a little from each other along the way. In 2020, the shared learning activities were focused on food. Pupils created and shared pictures and recipes of typical meals.

Pupils at St John's Primary School in Caterham created posters presenting their favourite foods. Food ranged from lasagne to jollof rice to pancakes! Pupils also took pictures of themselves preparing the food at home, to show pupils in their linked school, Edeget Feleg Elementary. Children from Edeget Feleg responded with drawings and recipes for their own favourite foods: key wot, shiro and doro wot.

School Link Funds New Classrooms

This year also saw the completion of new concrete block classrooms at Silingo School in Asella, Oromia. The classrooms were funded by Headington School, Oxford, who have done a number of school visits to Ethiopia since 2012. The construction was funded by Headington School and its students, who held a number of fundraisers throughout the year.

The funds supported the construction of a four-classroom concrete block at the school, which was in use in time for the new school year, when students were able to return to school in smaller class sizes and safety measures in place. As the school operates in a shift system, the classrooms provided a learning space for over 200 students across eight classes in morning and afternoon shifts.



Kindu Klub

The Kindu Klub is an educational club based in Gondar that provides homework support, access to learning spaces and organised play. It provides a valuable space for children who attend state schools for only half a day, where they can be in a class of over 50 pupils, and whose parents are often illiterate and unable to help with school work.

This year we received an average of 97 pupils per week at the club where the dedicated youth worker arranged lessons to support their learning, provided homework support and led games, including weekly football sessions on Fridays. The club also provides access to computers so that children can learn IT skills, and a library where they can borrow fiction and study books.

Each week:

32

children joined the Friday football sessions

36

children used the library

97

children received educational support

Responding to Coronavirus

Although the club had to close between April and August, in line with all schools and group activities, we reopened the club as soon as possible and ran a number of activities to support students during the pandemic. In May, older pupils who attended the club supported our youth worker and sponsorship team to set up handwashing stations around our compound, to distribute soap to families in the area and to deliver training on good handwashing practice. In June, our library facility was opened so students could borrow books and study from home, and pupils were invited to come and download and print worksheets sent by their teachers. In August, we redirected funds that would normally be used to provide meals at the Kindu Klub to deliver emergency food parcels for families particularly in need.

In December, when activities were able to resume, we adapted the club space for socially distant learning, running sessions in smaller groups and with regular handwashing. We also took advantage of the extra space provided by an office move to build an outdoor canteen area so that students could enjoy their meals more safely under the shelter outside.



Donkey Library

84% of the population of Ethiopia live in rural areas but only 16% of Ethiopian schools are in these communities.¹ Where rural schools do exist, they are often funded by the local community so facilities are basic and resources are minimal. Most school children don't have access to books at home and won't see books other than their school textbooks.

Together We Learn helps these children access books by bringing the library to them. Our donkey libraries are equipped with safe harnesses to transport reference books and story books to isolated schools. A trained donkey librarian travels with the donkey to schools in rural areas where they lend books to children to support their learning and to teachers to enhance their lessons. They also help children to select books and hold reading sessions while at the school. School visits were not possible when schools closed in March 2020, but the donkey librarians supported other children locally by lending books for them to read at home.

“Our children are benefiting a lot from the Donkey Library. Without it, we have few resources to offer to our kids. It also benefits the teachers who sometimes borrow books from the Donkey Library and use it in the classroom to help teach, so it means a lot to us.”

— Miss Fantaye Abebe ♦ School Principal, Oromia

17

**schools were supported
with the donkey
library**

7,000

**children had access
to borrow books**

“Having the Donkey Library in our school is so important. It gives me a chance to read books and learn more from the books I am reading.”

— Kalkidan ♦ 12 years old



¹ Education statistics annual abstract 2011-2012

Children's Wellbeing

Together We Learn enables children to flourish through after-school activities and programmes supporting their families at home.



Football teams

Together We Learn runs football projects for girls and boys in Gondar and Bishoftu. The teams offer children the opportunity to build confidence, improve their fitness and develop new skills outside of the classroom.



94
children were part of
5 football teams in
2020



We have supported boys' football teams in Gondar and Bishoftu for 10 years. In 2017, we set up the first girls' team registered in Gondar. Girls in Ethiopia tend to have fewer opportunities than boys because of concerns for their safety and a greater responsibility for household chores, so our girls' teams are an important space for developing fitness, confidence and togetherness.

Our teams hold regular training sessions and participate in friendly matches and tournaments. Being part of the team can also open up opportunities beyond our expectations for our players, as one of the girls on the Gondar team was selected to play for Gondar University team this year.

Training sessions and matches were paused in 2020 due to the coronavirus pandemic but our coach in Bishoftu was able to stay connected to with the team by holding fitness training sessions over the phone. We were able to restart in-person sessions with a new teams in January 2021. We thank Wild Frontiers for funding the girls' football team project. This year they were able to fund repairs to the school shower block where the girls train so they can wash after training, as well as funding new kit and enabling them to have a meal each week.

Playgroup

The playgroup is a space for pre-school sponsored children to socialise and play. Children visit with their guardians where they develop both by interacting with each other and with toys they often don't have at home. Primary school starts at age seven in Ethiopia and few schools have kindergartens attached for earlier learning. The first years of a child's life are vital to lay the foundations for learning in the future and the Playgroup exists to provide this, as well as support and resources for parents.

46

children received hot meals at Playgroup each week



Home Improvements

As part of our mission to enable children to succeed in education, we undertake projects wherever we can to improve living environments. Adequate housing means security for the child, a safe place to live and a place to study and do homework.

Many of our sponsored families live in very basic accommodation with few, if any, basic conveniences. We facilitate the construction of new homes, improve existing homes, install taps and electricity and provide bedding and other furniture. These improvements can reduce living costs and make homes healthier, safer and happier places to live.

"Now I have enough space for the kids and myself. I can feed myself and the children, I am not worried anymore for the rent payment, and I am sleeping very well. I go to church and run my business, and now I have a chance for social life as well. I feel born again."

— Asnika ♦ mother of three

6

families received funding to help improve their homes

6

families had taps installed

4

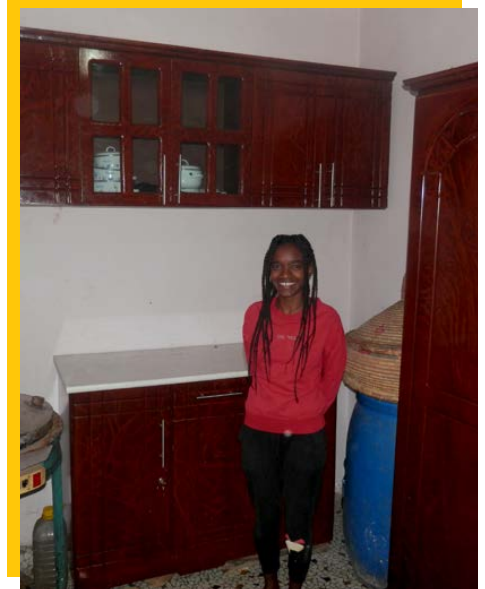
families had electricity installed

6

families had new homes built







Our Team



Ethiopia Team



Elsa Kebede
Country Director



Tatek Ezezew
Amhara General
Manager



Binalfew Alemu
Amhara Accountant
and Administrator

Project Teams



Dawit Megerssa
Oromia
Projects
Manager



Zemene Mersha
Amhara
Projects
Manager



Gebre Ayeche
Projects
Coordinator



Asfaw Admas
Kindu Klub
Youth Worker



Chekula Gebre-Egzabhier
Playgroup
Youth Worker

Sponsorship Teams



Marta Bekele
Sponsorship
Manager



Aster Molla
Sponsorship
Coordinator



Lensa Abera
Oromia
Accountant
and
Coordinator



Sitotaw Ambachew
Sponsorship
Coordinator

Supporting Staff



Selamawit Abebe
Cashier and
Purchaser



Askalech Astatkie
Cook



Melat Getu
Cook



Abebech Mequanent
Cleaner



Enanye Tadele
Cleaner and
Messenger



Abate Taye
Guard



Tigabu Bera
Guard



Wagnew Shumeye
Guard

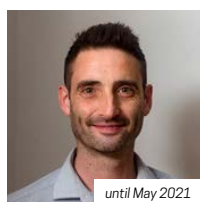


Abebe Dinku
Gardener

UK Team



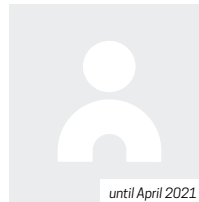
Caroline Walker
Chief Executive



Pete Belfield
Fundraising Manager



Rory Dillon
Projects Manager



Vanessa Diakides
Sponsorship
Coordinator



Ellie Chesshire
Sponsorship
Coordinator

Special Thanks



Organisations

- ♦ Building Futures Ethiopia
- ♦ Corvallis Sister Cities Association
- ♦ Days for Girls UK
- ♦ The Dragon Christmas Charity Sale
- ♦ Elsie Kerr Trust
- ♦ Enable-Ed
- ♦ Ethiopiaid UK
- ♦ Eva Reckitt Trust
- ♦ FORWARD
- ♦ The Foundation for Social Improvement
- ♦ GlobalGiving Foundation
- ♦ Gondar College of Teacher Education
- ♦ Headington School, Oxford
- ♦ Hosking Charitable Trust
- ♦ Jolly Learning
- ♦ Leicester Women's Welcome
- ♦ Meketa
- ♦ Open Heart Big Dreams Fund
- ♦ The Rhododendron Trust
- ♦ Small Charities Coalition
- ♦ Small International Development Charity Network
- ♦ Studiosus Foundation
- ♦ The Sycamore Trust
- ♦ The Tula Trust
- ♦ Tutu's Fund for the Future
- ♦ The Waterloo Foundation
- ♦ Wild Frontiers Foundation

Link Schools

- ♦ All Saints Church of England Primary School, Newark
- ♦ Backwell School, Bristol
- ♦ Bedford Academy, Bedford
- ♦ Bramford Church of England Primary School, Ipswich
- ♦ Brocks Hill Primary, Oadby
- ♦ Bryn Offa Church of England Primary School, Owestry
- ♦ Dr Challoner's Grammar School, Amersham
- ♦ Furze Platt Junior School, Maidenhead
- ♦ Gunthorpe Church of England Primary School, Gunthorpe
- ♦ Holland House Infant School and Nursery, Sutton Coldfield
- ♦ Holy Trinity Church of England Primary School, Dartford
- ♦ Immaculate Heart of Mary Catholic Primary School, Leeds
- ♦ Impington Village College, Cambridge
- ♦ Kenmore Park Infants and Nursery School, Harrow
- ♦ Killinghall Church of England Primary School, Harrogate
- ♦ Laughton Community Primary School, Lewes
- ♦ Longney Church of England Primary Academy, Longney
- ♦ Moyles Court School, Ringwood
- ♦ Naseby Church of England Primary School Academy, Naseby
- ♦ Nun Monkton Primary School, Nun Monkton
- ♦ Rhyddings Business and Enterprise School, Oswaldtwistle
- ♦ South Avenue Elementary, New York, USA
- ♦ St John's Church of England Primary School, Walsall
- ♦ St John's Church of England Primary School, Caterham
- ♦ St Nicolas and St Mary Church of England Primary School, Shoreham-by-Sea
- ♦ St Peter's Primary Church of England Academy, Stonnal
- ♦ St Werburgh's & St Columba's Catholic Primary School, Hoole
- ♦ Stanion Church of England Aided Primary School, Stanion
- ♦ Stratton Primary School, Stratton
- ♦ Tannery Drift First School, Royston
- ♦ Unicorn School, Richmond

Fundraisers

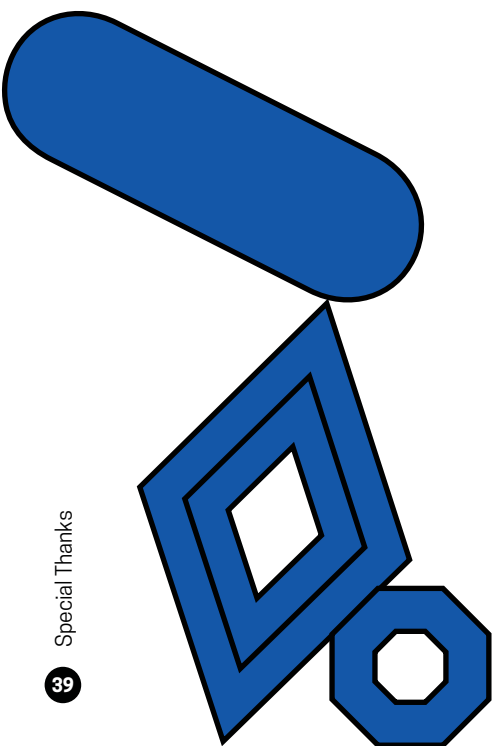
- ♦ Nadine Carle Edgar - 2.6 Challenge
- ♦ Helena Clements - book sales
- ♦ Joy Hardy - in memoriam
- ♦ Anna Murray - 2.6 Challenge
- ♦ Tim Otty - London Marathon
- ♦ Akhil Shah - virtual Royal Parks Half Marathon
- ♦ Sarah Walker - 2.6 Challenge

Volunteers

- ♦ Pete Belfield
- ♦ Nadine Carle-Edgar
- ♦ Ashley England
- ♦ Liya Getachew
- ♦ Elisabeth Gezahegn King
- ♦ Dom Graham
- ♦ Meron Haile
- ♦ Priya Kara
- ♦ Eyerusalem Masale
- ♦ Holly McKenzie
- ♦ Gabriella Otty
- ♦ Jack Sharville
- ♦ Matthew Stockdale

Gifts In Kind

- ♦ Alice Hearn: voluntary services to examine accounts
- ♦ Days for Girls - reusable period packs
- ♦ Dropbox - storage solutions
- ♦ Finsbury Park Trust - discounted office space
- ♦ Mailerlite - mailing service
- ♦ Salesforce - database



Our Finances



This review covers a period during which our organisations merged. The merger took place in September 2020 and we began the process of moving our finances over to the new charitable incorporated organisation. The finances represented on the following pages are the combined accounts of the three organisations over this period, to present the most accurate picture of Together We Learn as it currently stands.

The accounts of all three organisations (Link Ethiopia, The Kindu Trust and Together We Learn) have been individually independently examined, where required, and submitted to the Charity Commission. You can access the individual annual accounts for each organisation online using the QR codes below. If you require these in another format, please contact us.



Together We Learn

Charity number: 1165953



The Kindu Trust

Charity number: 1069574

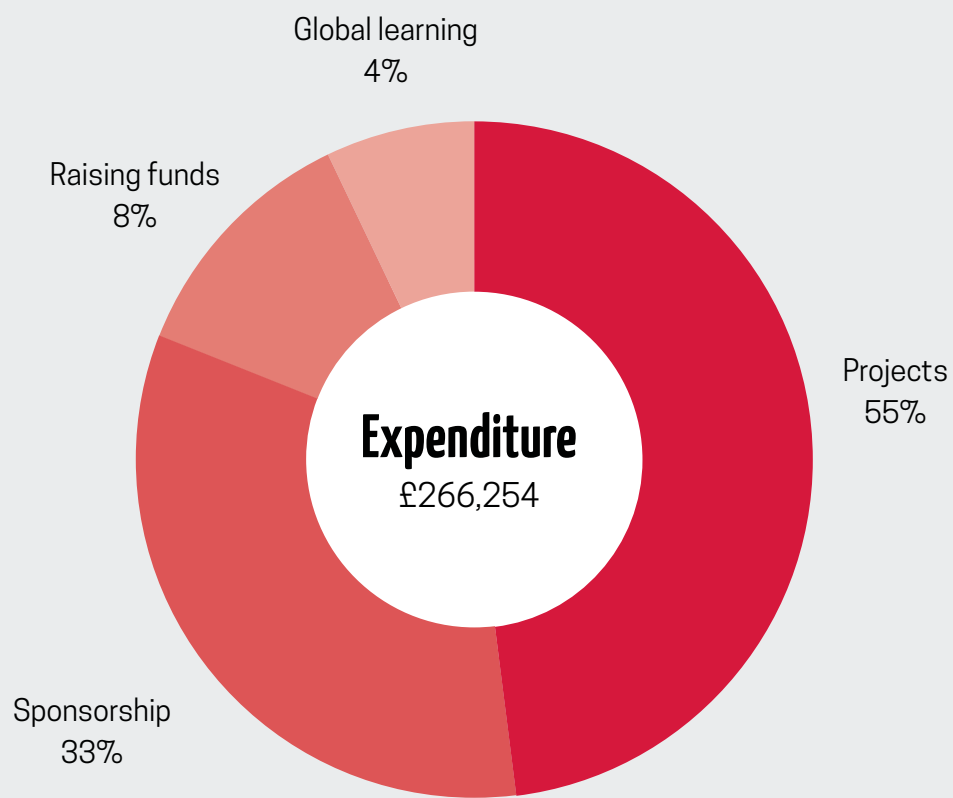
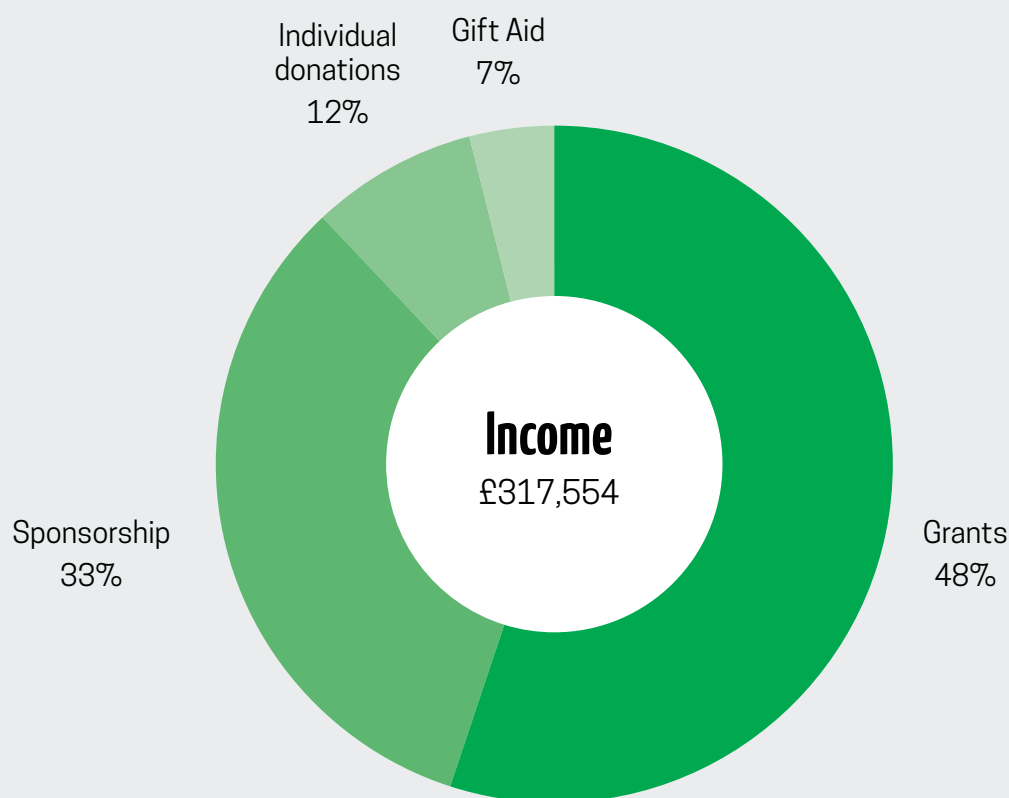


Link Ethiopia

Charity number: 1112390



Income and Expenditure



Statement of Financial Activities

	Unrestricted funds	Restricted funds	Total funds
Incoming resources			
Income from:			
Donations and legacies	105,558	3,305	108,862
Charitable activities	3,197	205,371	208,568
Other trading activities	118	-	118
Investments	5	-	5
Total	108,878	208,676	317,554
Resources expended			
Expenditure on:			
Raising funds	24,188	-	24,188
Charitable activities	55,782	186,284	242,066
Total	79,970	186,284	266,254
Net income (expenditure)			
Total	28,908	22,392	51,300
Reconciliation of funds			
Total funds brought forward	109,269	139,498	248,767
Total funds carried forward	138,177	161,890	300,067



Registered Address

225-229 Seven Sisters Road,
London, N4 2DA

Trustees

Nadine Carle-Edgar
Ashley England
Elsabeth Gezahegn King
Holly McKenzie
Gabriella Otty
Jack Sharville
Matthew Stockdale

Chief Executive

Caroline Walker

President

Helen Pankhurst CBE

Banker

The Co-operative Bank p.l.c.
P.O. Box 101, 1 Balloon Street
Manchester, M60 4EP

Registration

Registered charity number: 1165953

Charitable Incorporated Organisation,
Constitution last amended 8 May 2020

