

Annual Report

2023 - 2024



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

We thank all of our supporters for their continued contributions to Together We Learn's work this year. We also recognise the remarkable resilience and dedication of our staff, who have continued to prioritise the futures of young people like Addisie (page 15) and Tadila (page 21) despite conflict, scarcity and inflation. All the achievements outlined in these pages are a testament to your support and their commitment.

This year tested us all. Armed conflict disrupted daily life in Ethiopia, cutting internet, halting transport, and closing banks. The Amhara region, where most of our projects take place, spent much of the year under a state of emergency. Despite the danger and disruption, our team in Ethiopia continued to provide practical and financial support to the communities we serve.

Although the state of emergency has been lifted, there is still no peace agreement in place, and the situation remains tense. Food and transport prices have spiked and there's a greater risk of theft and kidnapping. In the face of extremely difficult circumstances, our Ethiopian colleagues have kept every project running, reaching as many beneficiaries as possible.

Students across Ethiopia also faced severe challenges. After a new curriculum was introduced without sufficient textbooks, most classes spent the year learning from outdated materials. Structural issues in the education sector and changes to National Grade 12 exams resulted in an extremely low pass rate of just 3%.

We responded by running summer tutorials for students, supplying curriculum reference books, and hosting guest speakers to give young people something invaluable: hope—and a plan—for the future.

There were also powerful moments of progress.

We completed our first major construction project in Amhara in more than four years, after delays from conflict and the pandemic. The city government recognised our efforts with an award for integrity, cost-effective construction, and perseverance.

Our early literacy teacher training programme scaled up dramatically. In partnership with the Oromia Regional Education Bureau, we trained 700 teachers—up from just 12 the year before. Collaborations with both Oromia and Amhara Regional Education Bureaus are laying the groundwork for even greater impact.

And perhaps most significantly, we reopened our Ethiopia country office in Addis Ababa. With our Country Director now based in the capital and backed by the Oromia team, this is a major step forward in our long-term vision to build the capacity of Together We Learn-Ethiopia and brings us closer to opportunities, networks, and national reach.

We thank everyone who contributes to our mission of helping Ethiopian children break the cycle of poverty through quality education. Your generosity, encouragement, and belief in our vision have made everything in this report possible.

Thank you!

Caroline Walker, Chief Executive ♦ Holly McKenzie, Chair of Trustees

The Year in Numbers

1,800

students benefitted
from new school facilities

372

girls received menstrual hygiene materials

391

students sponsored
through education

1,300

teachers received training to improve literacy outcomes

34

schools engaged in
international links

130

students supported to access
higher education

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 enabling access to quality education for disadvantaged children. 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.

Our work with schools includes school infrastructure - providing safe, local schools - and supporting teachers with training and resources to inspire children to flourish in the classroom.

We also work closely with the children, their families and communities to understand and address 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 and projects that address barriers to education.



Quality

We improve the quality of education through teacher training and provision of quality educational resources.



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.

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.

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.

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.

Honest

Accountable to Communities

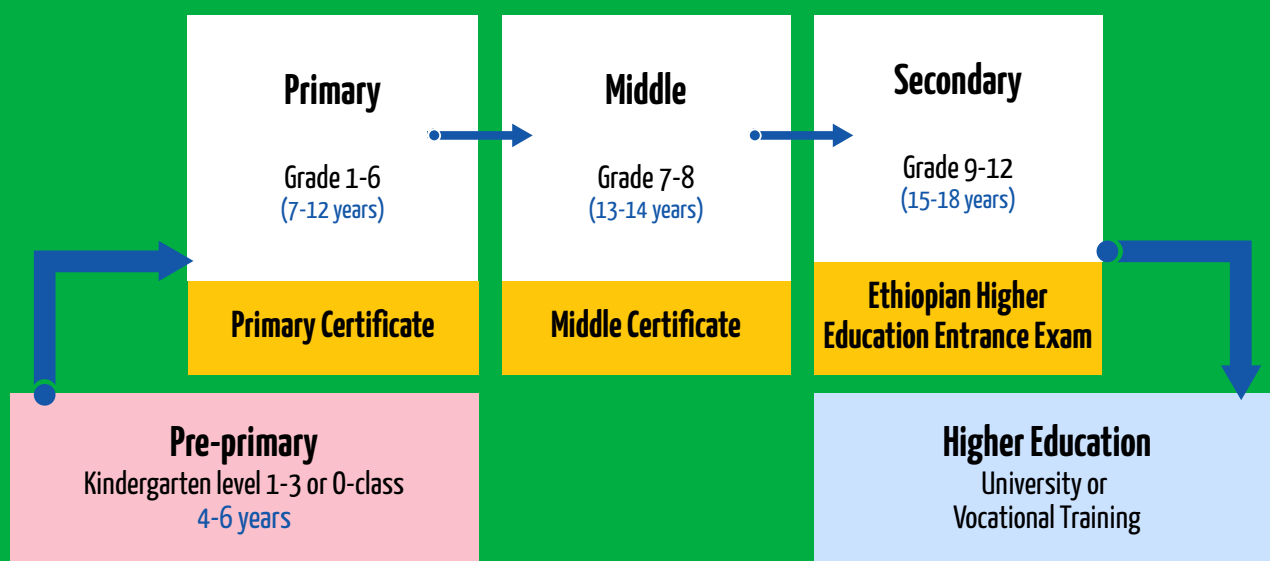
We are transparent and open in our work. By working closely together, communities are able to hold us to account. This means supporters and funders can be confident that we continue to invest donations where they have most impact.

Impact driven

Never too big to learn

We have over 25 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.

Ethiopian Education System



Access to Education

Together We Learn ensures access to education through the construction of school facilities and projects that address barriers to education.



Girls' Education

Educating girls is vital for social and economic development. Enabling girls to achieve at school has a ripple effect of positive change across communities and through generations. Our girls' education projects help girls overcome obstacles to staying in school so they can achieve their full potential.



Future Girls Students Lead the Way

Future Girls is Together We Learn's flagship programme for supporting girls' education. It revitalises existing, often inactive, Girls' Clubs in primary schools, creating inclusive spaces where girls, boys, and teachers can learn, discuss, and challenge gender inequalities. The project tackles key barriers to education—such as period poverty, gender-based violence, and harmful social norms—so girls can attend school with dignity and confidence.

Delivered across six schools in the Amhara and Oromia regions, the project supports each school for two years. 2023-24 was the first year of engagement for six new schools. During the year, sessions guided by trained facilitators created safe spaces for students to explore issues like gender roles, puberty, consent, and their rights. Boys were actively involved, promoting understanding and collective action. Teachers and school directors received dedicated training, while student-led assemblies and Menstrual Hygiene Day events reached the wider school community with inclusive, stigma-reducing messages.

This year also introduced exciting new elements. Student leaders were selected at each school—directly supporting the Girls' Club leader, speaking at assemblies and leading sessions. Peer conferences were held for the first time in both regions. The six schools involved in the last phase of the Future Girls project attended, alongside student leaders and club facilitators from this year and representatives from the local Women and Social Affairs Office. The conferences are spaces for continuous development and peer

“Girls now approach me openly, without any sense of embarrassment to request sanitary kits.”

— Derara Primary School Director (male)

4,470
students reached through assemblies

150
male and female students were active members of Girls Clubs

learning, providing an opportunity to share advice and ensure schools are supported to continue club activities beyond our direct involvement.

The project's impact is profound. Sessions involved **150 male and female students** in discussions about key topics. **156 girls** received reusable period kits and 150 packs of disposable pads were made available at schools. Assemblies reached over 4,470 students and helped foster open discussion. Crucially, the Girls' Clubs became a trusted space for students to disclose safeguarding concerns—some of which led to school-supported interventions and legal action.

As one school director shared, *"Girls now approach me openly, without any sense of embarrassment to request sanitary kits."* These changes reflect a shift in attitudes and confidence—both among students and across the school environment.

Despite regional conflict, the project adapted creatively and maintained momentum. Future Girls will continue to work with the six schools in the next academic year to build knowledge and skills and embed the Girls Club activities as part of school life. This rolling model is building a sustainable, student-driven movement for gender equality in education.

Reaching Rural Communities

Our girls' education activities this year extended to provision of locally produced reusable period pads to girls in rural Oromia, aiming to reduce absenteeism and promote dignity among girls in underserved communities.

50 girls aged 13–16 received pads accompanied by a comprehensive training session addressing menstrual myths and hygiene practices. **92% of participants** said they felt better equipped to manage their periods after the distribution and training.

Reusable period pads were also distributed to sponsored students to support their attendance and retention.



150
packs of
disposable pads
given to schools

222
reusable period packs
distributed

Student Sponsorship

Our sponsorship programme enables children from low income families to go to school. Our sponsorship model is designed to directly meet the needs of families in a way that most effectively enables children to stay in education.



Sponsorship covers direct family support for essential living costs like rent and food, along with school supplies, uniforms, shoes, and access to healthcare. Programme activities address not only educational needs but also emotional wellbeing and family engagement, helping students overcome adversity and realise their full potential.

Throughout 2023–24, Together We Learn’s Student Sponsorship programme provided targeted support to **391 students** enabling them to stay engaged in education during a turbulent year.

Activities began with family forums held in August in both Amhara and Oromia. Parents attended sessions covering a range of topics to support their parenting skills and good health. The forums also celebrated students’ achievements and gathered valuable family feedback to strengthen the programme’s impact.

In Amhara, parents attended sessions on family planning and common health problems, led by a health professional from Gondar Hospital. Children performed drama and poetry, and outstanding students were recognised and awarded for their academic performance. In Oromia, we worked in partnership with BONITA Youth Training Centre to provide information on good parenting, life skills, nutrition, education support, and psychological wellbeing. Parents welcomed the training, asked questions on additional health topics, gave feedback on educational materials and suggested areas for future programme improvement.

In September, sponsored students received a full distribution of educational materials including exercise books, pens, uniforms, and shoes. University students received additional materials such as suitcases and bedding, to support their relocation. These provisions help ensure all students are ready for the new academic year, easing the financial burden on families.

In September, students were invited to a psychosocial skills training session covering resilience, self-confidence, managing peer pressure, and mental wellbeing. Conflict in Amhara meant delivery of the training was only possible in Oromia this year.

391

students received
sponsorship
support

130

students were
in university or
higher education
training

209

food parcels
were provided

53

students took part in
summer tutorials

10

students moved from primary to
secondary education

18

students graduated from university or training courses

204

healthcare cases were
supported

347

additional monetary gifts were sent to
support student needs

Summer Tutorials

Supporting Students through Conflict

In 2023, Ethiopia's education system faced significant challenges. The Grade 12 national examination results were particularly concerning, with only 3.2% of students achieving a passing score of 50% or higher, highlighting systemic issues within the education sector. Additionally, changes to the secondary curriculum were implemented without the provision of updated textbooks, further hindering students' learning.

Compounding this, the Amhara region experienced ongoing conflict, leading to the closure of over 3,000 schools and severely disrupting students' education. In Gondar specifically, the conflict has caused frequent school closures, made commuting to school dangerous, and led to increases in theft and incidents of kidnapping. These threats have understandably had a profound impact on students' psychological wellbeing and their sense of safety.

In response to these challenges, we provided extra support to sponsored students in pre-exam years in Gondar by running a tutorial programme over the summer. Prior to the tutorials, we held meetings with parents to inform them about the objectives of the programme and to establish safe attendance arrangements. The tutorials ran for eight weeks, four days a week, covering English, Maths, and Science subjects, and were attended by over 50 students.

To further motivate and guide the students, we invited speakers who were previously sponsored students and had successfully completed their education. These sessions allowed current students to relate to the speakers' journeys and engage in discussions about the specific challenges they face.



“I want to share my gratitude for getting this chance. I thank my mother and Together We Learn as both support me to continue my education. When I start my study I always think of my mother's struggle. I promise I will join university and be a business woman, and I will be the next model person for Together We Learn students.”

— Yordanos ♦ Girl, starting Grade 10 this year



Student Spotlight

Addisie's* family joined the sponsorship programme in 2003, when her mother came to Together We Learn (then The Kindu Trust) along with her older brother and sister, in need of support. Addisie started coming to the Playgroup, developing early literacy and numeracy, as well as accessing toys and nutritious meals, before joining primary school aged 7.

With an eagerness to learn, Addisie walked with a friend for an hour every day to get to school.

While one in five students in Ethiopia drop out after Grade 1, Addisie pursued her education right through primary and onto secondary school, after which she joined Gondar Technical College to study Hotel Management.

Again, she would walk for an hour and a half to get to college, until she found a part-time job at a hotel. Working as a cleaner and an assistant chef meant she could cover the cost of the bus to college while also getting valuable work experience.

Sadly, due to conflict in the region, and with declining tourism, Addisie lost her job, but she persevered with her studies. In 2023, twenty years after her first visit to the Playgroup, Addisie achieved her diploma in Food Preparation. With support from her sponsor, and investment from the local community, she opened her own café. Alongside her older sister, they serve customers fried lamb tibs, egg and vegetable sandwiches, potato chips, and injera firfir, as well as coffee and tea.

Although life has been particularly challenging in recent years, Addisie stayed motivated and used her education and the skills she gained to transform her life, supporting herself, and her family.

*Not her real name.



1 in 5
students in Ethiopia drop out
after only one year of
schooling

63%
of students don't make it to
secondary school



School Construction

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

Meseret School A New Library for Students

After a four-year hiatus due to the COVID-19 pandemic and conflict in the Amhara region, we were pleased to resume our major construction initiatives in 2024 with the completion of a vibrant new library at Meseret Elementary School. This bright, welcoming facility offers a much-needed place for study and access to books for over 1,800 students.

The project was initiated by Dr. Ribka Amsalu, a former student of the school, who raised funds in memory of her father, Amsalu. She was inspired to work with Together We Learn to support her school after seeing our previous library project at Hibret Elementary, also funded by another former Gondar student. We are honoured to be part of their inspiring philanthropy.

As in all Ethiopian state schools, students at Meseret attend in shifts – either in the morning or afternoon – due to large class sizes. That makes a library an important facility, providing students with access to books and resources outside their classroom hours, fostering a culture of reading and self-directed learning.

The school's former library was demolished years ago to make way for a new road. Since then, part of the

assembly hall served as a temporary library. But it was a dark space that lacked adequate seating and was often closed for school events. This construction has created a bright and welcoming library facility, designed around the needs of the students, offering different age appropriate reading spaces and a diverse collection of books.

As well as the facility itself, our project involved a number of wraparound elements to ensure full benefit for the students. The library was stocked with an **updated and expanded book collection** including up-to-date textbooks and fiction selected based on student feedback. This includes **culturally relevant storybooks** written in English and local Ethiopian languages, helping young readers connect with stories in their mother tongue. A **library committee** involving students and teachers was formed, to maintain and support the library beyond our intervention. **Training for the librarian** was provided to enable them to implement best practice in organizing and maintaining the library, and to help students find the right books for their needs. Finally, a **book lending program** was established so that students can borrow books to read at home – extending learning beyond the classroom.



Gondar City Golden Cup Award

The Meseret school library construction led to Together We Learn receiving the prestigious Golden Cup from the Gondar City Education Office, recognising our high-quality school construction projects. Referring also to our previous library construction at Hibret School and construction of toilets at Walaj School, this accolade highlighted our efforts in delivering essential educational infrastructure amidst the challenges faced in the Amhara region.

The education office specifically praised our delivery of impactful projects in difficult circumstances, management of programmes with integrity, and the cost effective, but high quality, nature of our construction projects.

Being one of only three organisations honoured—and the smallest NGO recognised—the award underscores the significant impact that dedicated community collaboration and integrity-driven work can achieve.

580
new books stocked

5x
more books being borrowed

1,800
students benefitting from the library



Quality of Education

Together We Learn improves the quality of education through teacher training and provision of quality educational resources.



Teacher Training

We support teachers in Ethiopia to deliver more engaging, inclusive, and effective lessons. In traditional, overcrowded classrooms, many children—especially those with limited support or special needs—struggle. Our training builds teachers' capacity for impactful learning.



Improving Literacy with the Phonics Method

In 2024, Together We Learn significantly expanded its early-grade English literacy programme across Ethiopia. The project addresses the challenges posed by traditional teaching methods that often leave students ill-prepared for secondary education when all subjects are taught in English. By training teachers in the Jolly Phonics method—a child-centred approach focusing on letter sounds—the project builds strong literacy foundations for students.

This year, the programme trained 1,130 Grade One teachers from over 500 schools in the Amhara and Oromia regions, more than doubling the previous year's reach. A notable expansion occurred in Oromia, where support from the Oromia Education Bureau enabled us to increase training numbers from 12 teachers to 700. The training is structured in two phases: an initial three-day session before the first semester and a two-day refresher at the start of the second semester, allowing teachers to implement the method and refine their skills.

Additionally, for the first time, a one-day sensitisation session was provided for school directors to ensure institutional support for the methodology. The programme also included training for 462 education professionals, such as local supervisors and curriculum experts, to support and monitor teachers' implementation of the phonics approach as the project expands.

The impact was substantial. Approximately 135,600 young children benefited from improved teaching. At the end of the year, **students taught by trained teachers scored 41 percentage points higher in literacy tests** than students taught using standard approaches.

Photo courtesy of Susan Roderick/Open Hearts Big Dreams



Building Local Capacity to Strengthen Sustainability

A cornerstone of the project's success lies in its emphasis on building local capacity and ensuring a sustainable approach. In 2024, Together We Learn collaborated closely with the Amhara and Oromia Regional Education Bureaus, who played pivotal roles both by covering transport and subsistence costs for trainees and by endorsing the training method. This partnership enabled a significant scale-up of the training programme.

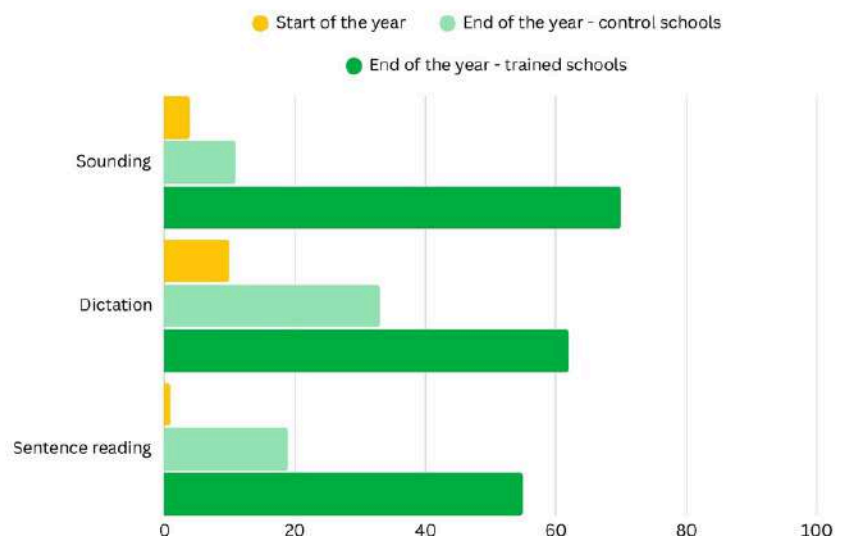
To ensure long-term sustainability, the project also trained 462 education professionals, including local education supervisors, English curriculum experts, and lecturers from teacher training colleges. These stakeholders are now equipped to support and monitor the implementation of the phonics methodology across the many areas with trained teachers, fostering a supportive environment for teachers and integrating the approach into the broader educational framework.

We also hosted the first ever Training of Trainers session, preparing five new certified Ethiopian Jolly Phonics trainers. This initiative not only expands the pool of qualified trainers but also strengthens the capacity of Together We Learn's staff to train, positioning the organisation to meet the growing demand for phonics training across the country.

135,000
Grade 1 students
reached

1,130
teachers trained in the
phonics method

Literacy Test Results



Kindu Klub

State schools in Ethiopia operate on a shift system, meaning students attend either in the morning or the afternoon. This approach enables as many children as possible to access education, given the limited number of schools and teachers. However, class sizes remain large, averaging 40–50 students in the areas we serve.

Due to the shift system, students receive only 20 hours of schooling per week. For those from low-income households, studying outside school hours is often difficult because of a lack of resources, inadequate study spaces, and the need to work or carry out chores to support their families.

The Kindu Klub, based at our office in Gondar, provides a supportive environment for sponsored students to study, access educational resources, receive guidance, and build confidence and self-esteem through peer networks and activities.

50 students attend the club weekly, either before or after their school shift. Our Youth Worker leads sessions on core subjects, followed by student-led homework support. Afterwards, students have free time to use the library and computers before receiving a nutritious lunch. For younger students, each session also includes poetry, drama, and storytelling to develop public speaking skills and build confidence. Additionally, more than **270 book loans** were made to help students study in their own time.

Fridays are dedicated to sports and creative activities. All students are welcome to join football in the morning, and drawing, art, or music sessions in the afternoon. In this way, the club offers holistic support—enhancing academic learning, building life skills, and creating a space for connection and play.

Borrowed Books and Big Dreams

Tadila*, aged 17, is currently in Grade 11 at a secondary school in Gondar. Thanks to a sponsorship, she has access to the Kindu Klub and its library. She attends the club every week and makes full use of the resources available.

A disciplined and intelligent student, Tadila previously struggled to keep up with her studies due to a lack of access to books. She lives with her mother and sister in a low-income household, where even meeting basic living costs is a challenge—let alone affording educational materials. Before her sponsorship, she relied on borrowing books from friends, which wasn't always possible, especially during exam periods when her friends needed them too.

Since Grade 7, Tadila has had consistent access to the club's library through her sponsorship, and she credits this support with her academic success. *"Studying at the library is an agent, and learning is a weapon to become a better person,"* she says. She enjoys reading subject books and discussing them with friends at the club.

In a country where only 25% of secondary school-aged girls are enrolled in secondary education (UNICEF, 2018), Tadila is doing exceptionally well. She will sit her university entrance exams next year and hopes to become a psychiatrist. Her main ambition is to support her mother and sister.

"The library is the main source of my knowledge.

If it wasn't available, I wouldn't get these results and I might have failed."

— Tadila ♦ Grade 11 student



*Name has been changed

School Linking

Our School Linking Programme connects schools in the UK and US with schools in Ethiopia, promoting global understanding, cultural exchange, and collaborative learning.

Since its inception over two decades ago, the programme has fostered sustainable partnerships between UK/US schools and their Ethiopian counterparts. These links enable students and teachers to participate in shared learning activities and gain insights into each other's cultures and experiences. Each term, participating schools receive newsletters featuring examples of good practice, teaching resources, and case studies—enriching the curriculum and broadening students' perspectives. Annual shared learning activities offer pupils opportunities to collaborate and learn about one another's cultures.

In this year's Shared Learning Activity, students from both the UK/US and Ethiopia explored which objects are important to them. Pupils exchanged drawings and descriptions of their most treasured objects, offering valuable insights into cultural similarities and differences. This activity not only deepened students' cross-cultural understanding but also encouraged creativity and teamwork.

The programme provides a unique opportunity for students to communicate with peers from different cultural backgrounds, boosting their confidence, self-esteem, and practical skills. It also supports mental health and wellbeing by encouraging reflection on personal identity and relationships with others. By fostering an appreciation of diversity both locally and globally, students develop a more inclusive worldview, contributing to efforts to decolonise the curriculum.

Ethiopian schools also benefit significantly from the programme. This year, teachers serving as link coordinators, along with school directors, attended a school linking conference where they shared good practices and engaged in discussions on English teaching. Upon returning, they were well equipped to facilitate shared learning activities and were provided with materials such as coloured pencils to enhance students' experiences.





International School Award Achievement

One of our UK link schools, Bottesford Infant School, has achieved the intermediate level of the British Council's International School Award.

In partnership with Tokuma Elementary School in Bishoftu, Ethiopia, they have engaged in a variety of shared learning activities that have enriched their students' educational experiences. Their commitment to international collaboration exemplifies the positive outcomes of school linking.



Fundraising for Digital Resources

Meanwhile, Impington Village College, also in the UK, has shown exceptional dedication to supporting education in Ethiopia.

Through student-led fundraising, they have provided computers for their link school, Ada Model Secondary School in Bishoftu, enhancing digital learning opportunities. Their efforts demonstrate the powerful impact of community involvement in global education.

32
schools took part in
international school
linking

960
students participated in
shared learning activities

Children's Wellbeing

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



Playgroup

As part of its commitment to the Sustainable Development Goals, the Ethiopian government has set an ambitious target: universal access to early childhood development and pre-primary education by 2030. With formal primary education beginning at age seven, the focus is on expanding kindergarten services for children aged 3 to 6.

Since pre-primary education became a national priority in 2019, progress has been encouraging. Most provision now takes the form of a dedicated classroom within primary schools offering at least one year of pre-primary education. However, by 2024, only 58% of children were enrolled in some form of early education (ESAA, 2024), highlighting a continued need for accessible, community-based services.

Together We Learn's Playgroup in Gondar has been meeting this need since 2011. Open to families in our student sponsorship programme, the Playgroup supports 20 children and their caregivers each week, offering vital early childhood development support. It provides a safe, nurturing environment where children develop cognitive, emotional, and social skills through storytelling, songs, play-based learning, and activities that build motor skills, as well as early literacy and numeracy.

Each session also includes nutritious meals and bathing facilities, promoting health and hygiene—especially important in a region where access to soap and water has been severely impacted by conflict.

The Playgroup is also a welcoming space for parents and carers, who attend with children from birth to age six. A traditional coffee ceremony offers opportunities for connection, peer support, and sharing parenting knowledge—ensuring that early development continues at home as well.

20
children received hot
meals at Playgroup
each week



Football Teams

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



134

**young people were involved
in our football activities**



Football and Citizenship Skills

Our football project in Bishoftu supports two boys' teams, under-21s and under-17s. Both teams train three times a week and participate in local tournaments.

This year saw the introduction of a new coach, Beyene. As well as supporting the boys to develop their skills and fitness, his leadership has focused on developing good citizenship among players. The coach works closely with the team members, facilitating the sharing of educational resources to widen access, promoting ethnic cohesion and camaraderie, and encouraging positive behaviour such as good family relations while advising against negative influences.

Andinet: Unity in Girls' Football

Our Girls' Football Team in Gondar provides a safe and empowering space for girls aged 13–19 to play sport, build confidence, and form strong friendships. The team, who selected the name Andinet, meaning 'unity', trains twice a week. Every session includes access to a hot meal and refreshments—helping ensure that physical health and wellbeing are supported alongside personal growth.

Despite regional conflict, the programme adjusted and continued this year, offering normality, joy, and a consistent safe space for the girls.

4 QUALITY EDUCATION



Contributing to Sustainable Development Goals

Ethiopia is making significant efforts to achieve the UN's Sustainable Development Goals by 2030. Our programmes contribute to national efforts towards the outcomes of goal 4 - to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



Target 4.1 Free Primary and Secondary Education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Our sponsorship programme ensures those living in poverty are supported to remain in education, construction projects increase access to education, especially in rural areas, and teacher training improves the quality of education and achievement of learning outcomes.



Target 4.2 Equal Access to Quality Pre-Primary Education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Our sponsorship programme outreach supports parents with skills and knowledge, the playgroup provides a space for positive early childhood development and early years classes are prioritised for our classroom constructions.



Target 4.3 Equal Access to Affordable Technical, Vocational and Higher Education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Our sponsorship programme supports students right through higher education, with a special fund to cover vocational course fees and costs of attending university.



Target 4.5 Eliminate All Discrimination in Education

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Our girls' education programmes address the issues that negatively affect girls' participation in education and our school construction projects are built with accessibility in mind.



Target 4.6 Universal Literacy and Numeracy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Our teacher training programme improves teaching skills, with significant positive results increasing English literacy levels.



Target 4.7 Education for Sustainable Development and Global Citizenship

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Our school linking programme fosters global citizenship of students in Ethiopia, the UK and the USA. Termly resources and annual conferences build awareness and knowledge about cultural diversity and sustainable development.

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



Fikiraddis Tareegn
Projects &
Sponsorship
Assistant



Wubetu Addisu
Kindu Klub
Youth Worker



Chekula Gebre-Egzabhier
Playgroup
Youth Worker

Sponsorship Teams



Marta Bekele
Sponsorship
Manager



Aster Molla
Sponsorship
Coordinator



Lensa Abera
Oromia
Accountant &
Coordinator



Asfaw Admas
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



Elle Harris
Sponsorship
Coordinator



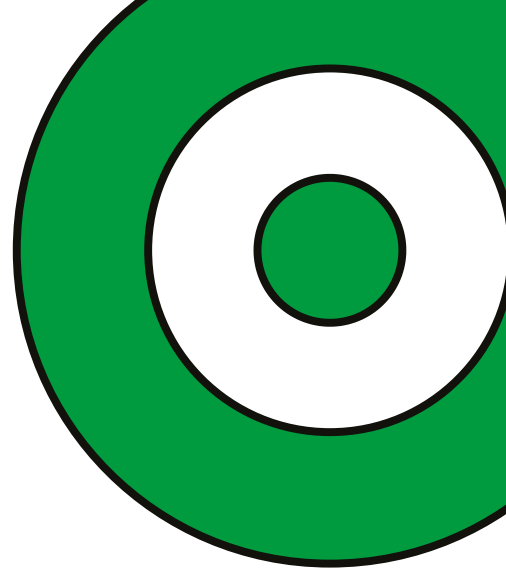
Gaby Sanwikarja
Sponsorship
Coordinator



Hannah Dillon
School Links
Coordinator



Eleanor Seaver
Projects
Coordinator



Special Thanks



Organisations

- ◆ Baillie Gifford Foundation
- ◆ Building Futures Ethiopia
- ◆ Children's Voices in Action
- ◆ Coles-Medlock Foundation
- ◆ Corvallis Sister Cities Association
- ◆ Days for Girls UK
- ◆ Educational Opportunity Foundation
- ◆ Elsie Kerr Trust
- ◆ Enable-Ed
- ◆ Ethiopiaid
- ◆ Hosking Charitable Trust
- ◆ Jolly Learning
- ◆ Meeting Industry, Meeting Needs
- ◆ North South Travel Development Trust
- ◆ Open Heart Big Dreams Fund
- ◆ Q3 Strategy
- ◆ Small International Development Charity Network
- ◆ Studiosus Foundation
- ◆ The Sycamore Trust
- ◆ Trans World Educational Experiences (Twedex)
- ◆ The Tula Trust
- ◆ Tutu's Fund for the Future
- ◆ The TUUT Charitable Trust
- ◆ Wild Frontiers Foundation
- ◆ Wonfel Aid

Link Schools

- ◆ Adams Elementary School, Corvallis, USA
- ◆ Backwell School, Bristol
- ◆ Bedford Academy, Bedford
- ◆ Bottesford Infant School, Scunthorpe
- ◆ Franklin Elementary School, Corvallis, USA
- ◆ Holland House Infant School and Nursery, Sutton Coldfield
- ◆ Impington Village College, Cambridge
- ◆ Killinghall Church of England Primary School, Harrogate
- ◆ Longney Church of England Primary Academy, Longney
- ◆ Naseby Church of England Primary School Academy, Naseby
- ◆ South Avenue Elementary, New York, USA
- ◆ St Nicolas and St Mary Church of England Primary School, Shoreham-by-Sea
- ◆ Stanion Church of England Aided Primary School, Stanion
- ◆ Stratton Primary School, Stratton
- ◆ Tannery Drift First School, Royston
- ◆ Unicorn School, Richmond

Fundraisers

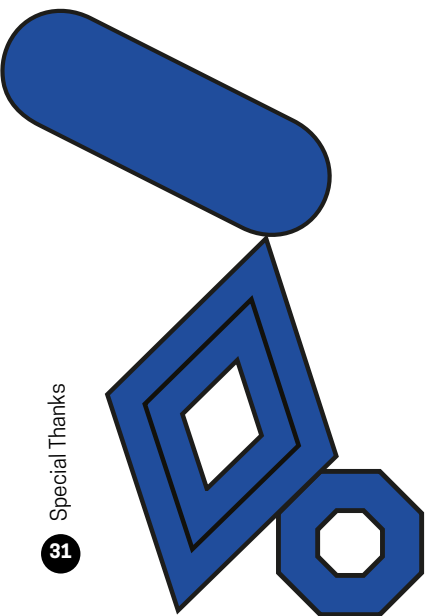
- ◆ Alice Anderson-Shah - Royal Parks Half Marathon
- ◆ Ribka Amsalu - Meseret Library
- ◆ James Edgar - Ride London
- ◆ Alexander McKenzie - in memoriam
- ◆ Akhil Shah - virtual Royal Parks Half Marathon
- ◆ John Wright - pottery sales

Volunteers

- ◆ Nadine Carle-Edgar
- ◆ Tom Edminston
- ◆ Ashley England
- ◆ Joe Gambin
- ◆ Elisabeth Gezahegn King
- ◆ Phil Hawkins
- ◆ Yitong Liu
- ◆ Holly McKenzie
- ◆ Ebed Melech Gebreselassie
- ◆ Eleanor Seaver
- ◆ Jack Sharville
- ◆ Melat Solomon
- ◆ Matthew Stockdale
- ◆ Maab Sunabara
- ◆ Lydia Zakrajsek

Gifts In Kind

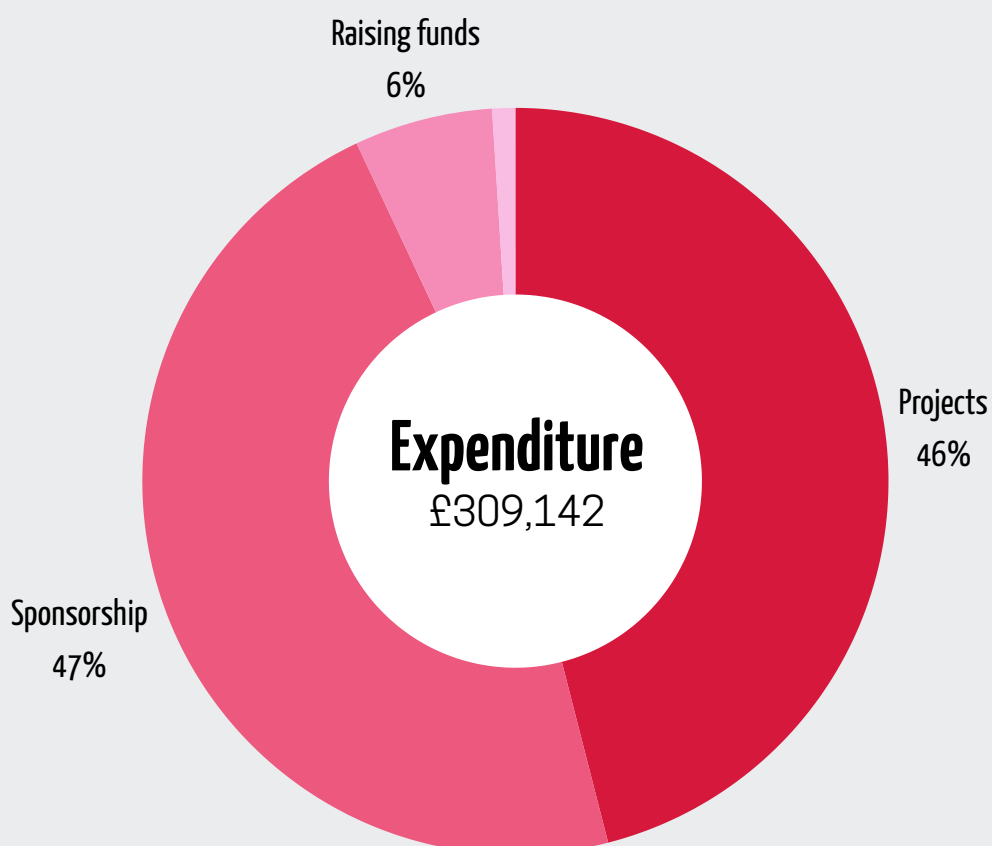
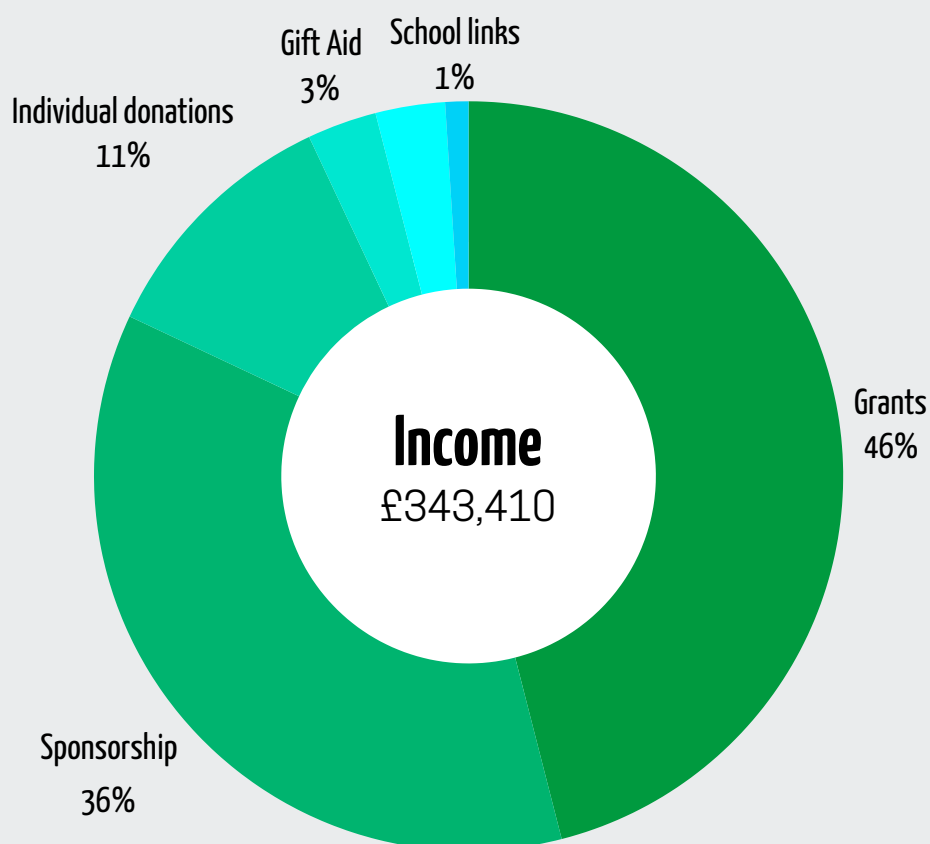
- ◆ Rosica Solunova: voluntary services to examine accounts
- ◆ Aklile Solomon: fidel foam letters
- ◆ Crankstart - paid internship scheme
- ◆ Days for Girls - reusable period packs
- ◆ Dropbox - storage solutions
- ◆ Finsbury Park Trust - discounted office space
- ◆ Queen Mary University - consultancy service
- ◆ Queen Mary University - paid internship scheme
- ◆ Mailerlite - discounted mailing service
- ◆ Salesforce - database



Our Finances



Income and Expenditure



Statement of Financial Activities

	Unrestricted funds (£)	Restricted income funds (£)	Total funds (£)	Prior year funds (£)
Incoming resources				
Income and endowments from:				
Donations and legacies	61,507	156,878	218,385	212,697
Charitable activities	2,936	122,089	125,025	172,520
Link Ethiopia & Kindu Trust Transfers	-	-	-	15,438
Total	64,443	278,967	343,410	400,655
Resources expended				
Expenditure on:				
Raising funds	18,035	-	18,035	25,744
Charitable activities	3,734	287,373	291,107	341,680
Total	21,769	287,373	309,142	367,425
Net income / (expenditure)	42,674	-	8,406	34,268
Transfer between funds	-	33,746	-	-
Foreign exchange (losses) / gains	-	284	-	90
Net movement in funds	8,644	25,340	33,984	33,141
Reconciliation of funds				
Total funds brought forward	251,066	90,236	341,302	308,161
Total funds carried forward	259,710	115,576	375,286	341,302

Balance Sheet

	Total this year (€)	Total last year (€)
Fixed assets		
Tangible assets	-	-
Total fixed assets	-	-
Current assets		
Debtors	5,870	22,685
Cash at bank and in hand	370,111	320,724
Total current assets	375,981	343,589
Creditors: amounts falling due within one year	- 695	- 2,287
Net current assets / (liabilities)	375,286	341,302
Total assets less current liabilities	375,286	341,302
Funds of the charity		
Restricted income funds	115,576	90,236
Unrestricted funds	259,710	251,066
Total funds	375,286	341,302

Notes to the Accounts

Note 1 - Basis of preparation

The financial statements of the charitable trust, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015)', and Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'. The financial statements have been prepared under the historical cost convention, modified to include the revaluation of investments. There were no related party transactions for the period.

Cash Flow

A cash flow statement has not been prepared as the Trustees have taken advantage of the exemptions afforded by Financial Reporting Standard Number 1 (revised) as the charity is of similar size to a small company.

Note 3 - Analysis of income

All incoming resources are included in the Statement of Financial Activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Corporation Tax

The charity is exempt from taxation in respect of Income and Capital Gains under Section 505 of the Taxes Act 1988 and Section 256 of the Taxation of Chargeable Gains Act 1992 to the extent that such income or gains are applied exclusively to charitable purposes.

Note 2 - Incoming Resources

All incoming resources are included in the Statement of Financial Activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Together We Learn is formed of the merger of two charities Link Ethiopia & The Kindu Trust. Any legacy donations received by the previous charities are transferred to Together We Learn in accordance with the relevant Deeds of Transfer.

	Unrestricted funds (€)	Restricted income funds (€)	Total funds (€)	Prior year funds (€)
Donations and legacies				
Donations and gifts	39,576	-	39,576	81,334
Projects	-	156,878	156,878	105,250
General grants provided	-	-	-	800
Git Aid	11,682	-	11,682	24,431
Interest	10,249	-	10,249	882
Total	61,507	156,878	218,385	212,697
Charitable activities				
Sponsorship	-	122,089	122,089	164,751
Global Learning	2,936	-	2,936	7,769
Total	2,936	122,089	125,025	172,520
Transfers from Link Ethiopia and The Kindu Trust				
Transfers from Link Ethiopia	-	-	-	7,127
Transfers from The Kindu Trust	-	-	-	8,311
Total	-	-	-	15,438
Total Income	64,443	278,967	343,410	400,656

Note 4 - Resources Expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes VAT which is reported as part of the expenditure to which it relates. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Costs are split between categories based on staff time.

Note 5 - Raising funds

	Total funds (£)	Prior year funds (£)
Raising Funds		
Events	2,903	2,650
Merchandise & other	390	465
Shared operations	4,892	390
Staffing	9,850	22,239
Total	18,035	25,744

Note 6 - Employees

Average number of full-time equivalent employees in the London office: 2 (2 in 2022-23). Number with annual remuneration of £60,000 or more: 0.

	Total funds (£)	Prior year funds (£)
Employees		
Wages & salaries	52,101	59,433
Social security costs	3,649	4,377
Pension Contributions	946	1,000
Total	56,696	64,810

Note 7 - Trustee Remuneration

Trustees received no remuneration nor expenses.

Note 8 - Tangible Fixed Assets

Purchases of under £1,000 in value are written off in the year of purchase.

Note 9 - Debtors & prepayments

Amounts falling due within one year:

	Total funds (£)	Prior year funds (£)
Debtors		
Trade debtors	5,870	22,865
Total	5,870	22,865

Note 10 - Creditors

Amounts falling due within one year:

	Total funds (£)	Prior year funds (£)
Creditors		
Accruals	-	-
Social security	695	-
Deferred income	-	2,287
Total	695	2,287

Note 11 - Movement in Funds

Restricted funds are subject to specific conditions by donors as to how they may be used.

The charity maintains detailed restricted funds. There were 20 unexpended restricted funds at the year end.

Note 12 - Foreign Exchange Calculation

Transactions in Euros are translated at rates prevailing when funds are received or expended. Balances denominated in Euros are translated at the rate of exchange prevailing at the year end.

Declarations

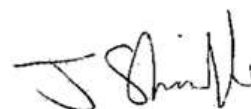
The trustees declare that they have approved the trustees' report above. Signed on behalf of the charity's trustees.

Signatures

Full name
Holly McKenzie
Position
Chair
Date
03/04/2025



Full name
Jack Sharville
Position
Treasurer
Date
07/04/2025



Independent Examiner's Report to the Trustees

I report on the accounts of Together We Learn for the year ended 31st August 2024, which are set out on pages 34 to 37.

Respective Responsibilities of Trustees and Examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the 2011 Act;
- to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act, and
- to state whether particular matters have come to my attention.

Basis of the Independent Examiner's Report

My examination was carried out in accordance with the general directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the next statement.

Independent Examiner's Statement

In connection with my examination, no matter has come to my attention:

1. which gives me reasonable cause to believe that in any material respect the requirements (i) to keep accounting records in accordance with section 130 of the 2011 Act and (ii) to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Rosica Solunova FCCA

03 June 2025



Website

www.twlethiopia.org

Registered Address

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

Trustees

Nadine Carle-Edgar
Ashley England
Elsabeth Gezahegn King
Holly McKenzie
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

