

2020

ANNUAL REPORT





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Our Impact since 2007



946

established
partner schools



102, 344

previously out-of-school-children
now enrolled



553, 243

people impacted through
capacity building training

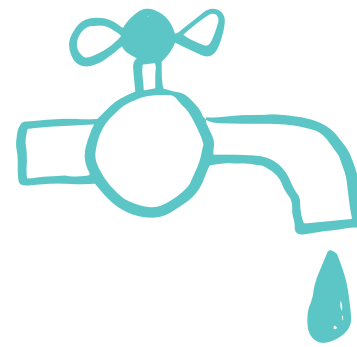


Our 2020 Impact



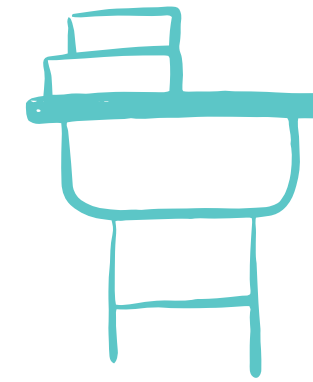
5

Schools built & furnished



9

Water points



640

School desks



30

Teachers' tables and chairs



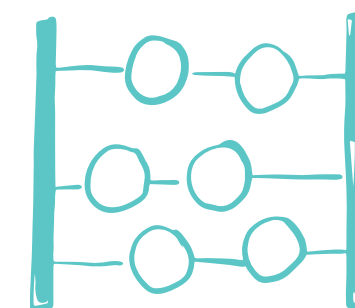
74

Early Childhood Education benches & tables



24

Library & reading corner shelves



20

Early Childhood Education Montessori boxes



2583

Reference and reading corner books



A message from Executive Director and Board Chair Byron Horner



2020 brought many challenges for imagine1day, not only external factors such as the impact of the COVID-19 pandemic and the closing of schools in the Tigray region of Ethiopia, but also within our internal organizational structure. Despite the challenges, events of 2020 also opened the door to possibilities and opportunities to move forward as a global team in preparation for the impending transition from a Canadian-based charity to a fully Ethiopian-led organization by September 2022.

Last year we successfully restored imagine1day to the Wilson Family and the Wilson 5 Foundation, after having been under the WE organization umbrella over the last three years. Being able to reconnect to the work and impact that our incredible team has had on the people of Ethiopia meant founders Chip and Shannon Wilson and our new Board of Directors could take a forward-looking view to protect the integrity of the organization and its mission.

Our founding Country Director of imagine1day, Dr. Seid Aman, has focused on cultivating strong relationships with large, grant-making partners such as Costa Foundation,

Coca-Cola Foundation, Educate a Child and UNICEF. This third-party funding approach is the cornerstone for the work we do in advancing education – by building schools and providing training and scholarships – in a constantly evolving Ethiopia. Further, these funds facilitate our ability to improve the quality of drinking water by constructing wells, water treatment and sewage treatment systems in conjunction with building schools.

I am deeply grateful to Seid and the entire Ethiopian team for their impactful work, as well as to the Board of Directors for their support over the last year.

As we move toward 2030, we are working with Seid and his team to support a clear strategic plan and governance structure targeting our commitment to conclude our operations in Ethiopia. Over the next 15 months, our Canadian team will continue to provide administrative, accounting, and strategic board support on the path toward an Ethiopian-led organization. These steps are integral to accomplishing our overarching vision that Ethiopian children will have access to quality education, free of foreign aid, by 2030.

Byron Horner, *Executive Director & Board Chair*





A message from Country Director Dr. Seid Aman



"LEAVING OUR LEGACY IN THE NEW ERA OF EDUCATION"

After ten plus years of significant impact, imagine1day is leading the way toward a new decade of education. We are aiming to make a difference and create a future that may not have otherwise existed.

As we move forward, our success lies in constantly innovating and scaling our impacts. We foresee significant opportunities for new activities as we execute our projects with consistency, trustworthiness, high quality and of course the confidence we have in impacting lives.

"People first" is at the core of our strategy. At imagine1day, we believe the organization makes a difference only if employees are able to envision this difference, communities are aware and ready to lead the way, and all stakeholders and partners are on the same page. Changing our mindset is the foundation of all our interventions, and as an organization, we bring about lasting solutions. Our philosophy of "how we impact matters, not how big we are," is driven by transformation and facilitating change.

Education, transformational leadership training, WASH (water, sanitation and hygiene) and child protection are our current pillars of intervention. We have impacted over a quarter million people via these pillars. Since 2018, we have stretched our focus from primary education to secondary school to alleviate the lack of secondary

school facilities. Over the course of our two year partnership with the Costa Foundation, we constructed 17 secondary schools.

We have also created lasting impact through our partnerships with Run For Water, board member Riyaz and UNICEF. Alongside Run For Water, we have created access to quality education, access to clean water and access to girls' education. They have also made scholarships possible for 12 secondary school girls through its 'Educate A Girl' program.

With UNICEF, we are building a legacy with our 'Education in Emergency' and 'Child Protection in Emergency' programs. Through this partnership, we have impacted 1,879 people via psychological social support, created access to Education In Emergency for 6,785 children and supported 810 children with our child protection approach. In 2020, our core accomplishments include: inauguration of five schools and nine water points, the enrollment of 8,797 out-of-school-children, and supplying 3,762 reference and reading corner books.

We see challenges as opportunities to initiate new strategies and engage new collaborators which have led us to introduce a high impact, innovative proposition in Ethiopia that allows us to fill loopholes in the education sector. Our 13 year presence in the education sector has helped us transform lives through pragmatic impact. We continue to build trust in a number of communities which encourages partners to work with us.

This could not be achieved without our partners, generous donors and a team of highly motivated and excellent people - for whom we help care and grow. Thank you all for being an essential part of our success!

Looking forward to another great year of transformative work.
Seid Aman, *Country Director*



8,797

Out-of-School-children
enrolled

6,785

Children received "Education
in Emergency" access

1,879

Individuals received
Psychological Social Support

810

Children helped via Child
Protection Services



Get to know us

WHAT WE ARE ABOUT

Imagine1day is an international non-profit organization that was established in 2007 by Chip and Shannon Wilson. Through facilitation and provision of better access to education, imagine1day is transforming generations to come. Education, transformational leadership training, WASH and Emergency assistance are pillars of imagine1day's operations in Ethiopia.

Steadily but surely, our organization is proving successful through a variety of achievements. In the past few years, it has been twice recognized as a top ten innovative charity for its best practices around reading corners and their income-generating approach.

A PROMISING FOUNDATION

Imagine1day strives to build each child's future on a promising and solid foundation. By increasing access and availability of schools to children at an early age, they continue to fight illiteracy with a focus on capacity building.

UNIQUE TO IMAGINE1DAY

We do not simply tackle problems - we create opportunities for people to engage in solving their own problems. Currently, imagine1day covers only 80 to 90% of construction costs, and the remaining 10 to 20% of costs are covered by the community. Through this approach, we have won the preference of communities through their dedication to collaboration.

MAKING GIRLS' EDUCATION A PRIORITY

Imagine1day has been working on education for well over a decade and we are known for our high level of success through our interventions. We are proactive with strategies that help us identify where we can go, and our path to take to get there.

Girls' education has remained a priority throughout imagine1day's existence, both for the organization and for the girls who are impacted by this work. We create awareness by mobilizing influential community representatives and centering the girls in our



conversations. Before assisting in a material way, we work on mindset and collaborate to find a lasting solution for our challenges.

Once we've addressed behavioural change, we look to create a girl-friendly school environment.

Menstruation can be a big deterrent to a girl's education as it can lead to missed classes several days per month, and sometimes even drop-out. Creating awareness around how to produce reusable sanitary pads as well as constructing gender-segregated latrines and showers all contribute to making school more conducive to girls.

Maximizing the girls' educational experience through tutorial classes and secondary school scholarships ensures that they can perform well in school.



Educate A Girl

‘Educate a girl’ is one of the many projects we embarked on in 2019 to address the gender disparity between educational and economic opportunities in rural areas. Girls from rural areas are frequently not supported in pursuing education after grade 8 due to cultural norms and traditional practices. This project recognizes that educating and empowering girls is one of the key factors in communities moving forward and breaking cycles of generational poverty and discrimination.

The Educate A Girl project provides opportunities for girls who have completed grade 8 to continue their studies at high schools in nearby urban centers. The program fully funds the costs of the first year of attending high school, including educational materials, house materials, hygiene materials, house rent, tutorial support and all their necessities.

The financial core of the Educate A Girl project derives from family Income Generating Activities (family IGA). This program allows girls to be financially responsible and independent, and equips families with valuable resources and capital. Family Income Generating Activities are carried out to generate revenues used to ensure the financial stability and sustainability of individuals and communities. Practically, family IGA can take many different forms including petty trade, poultry, sheep, ox

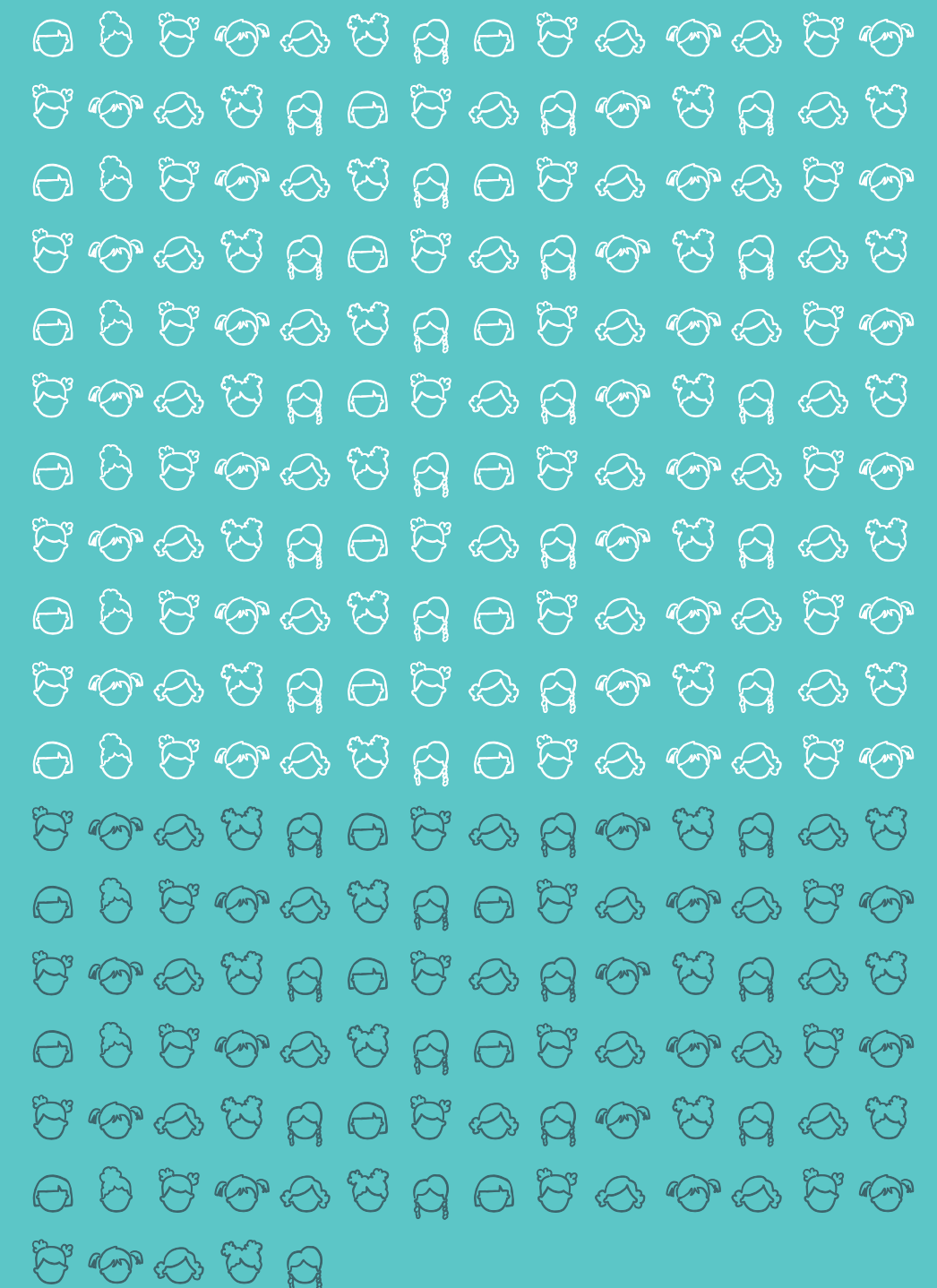
and goat fattening, breeding, bee keeping, etc. In this case, IGA are established with the purpose of equipping families with the financial resources to support their girls in finishing high school after the first year of support from imagine1day is complete. The family IGA is established in joint ownership between the girl enrolled in the Educate A Girl project and her family. At the start of their enrollment in the program, imagine1day provides business skill training and some initial capital for their parents and guardians for family IGA.

To date, 243 students have enrolled in this project. Out of these students, 89 of them have gone on to university, scoring high grades, and the remaining students attend secondary schools, private colleges and technical schools.



243

girls enrolled, moving on to attend secondary schools, private colleges and technical schools



37%

of girls have gone on to university, scoring high grades



Thank You

Imagine1day would like to thank all of our incredible partners without whom our work would not have been possible.





Costa Foundation and Dimtu Hambela School

5,000 people are gathered in Dimtu Hambela School – a cacophony of shouts of welcome, singing and dancing by girls and boys, elders and families. Youngsters riding horses crowd the compound.

One of the elders overheard visitors commenting on what a huge celebration it was.

“OF COURSE, WE HAVE NEVER CELEBRATED SUCH A BIG EVENT – THIS IS A DAY THAT FREES US FROM SLAVERY. WE WERE SLAVES OF ILLITERACY AND POVERTY. BUT NO LONGER.” SAYS THE ELDER EMOTIONALLY AS HE CLUTCHES HIS “GUJI” CULTURAL SCARF.

Gemechis Alemayehu, 26, is living proof of this. Born and raised in Dimtu, his parents are farmers. One of 20 siblings, he was raised in illiteracy and poverty.

He said, “My family has been paying the price of illiteracy. My dad married two wives and had two families without having the skills to even manage one. He has 12 children from my mum and 8 from my stepmum. It didn’t have to be like this. But because our parents are illiterate, they were not able to make good money or

understand the importance of family planning.”

Gemechis’ two elder sisters didn’t attend school and his elder brother dropped out in Grade 8. Gemechis’ school was also quite far away.

“I travelled 5 hours back and forth to access school from Grade 7 to 10. I worked whatever jobs I could get to cover my school expenses which meant I had no time to study or rest. I sometimes just couldn’t make it to school as I was so tired. I ended up scoring a low GPA in Grade 10. My only option was to join the military,” says Gemechis.

After two years in the military, Gemechis went back home. “You are not allowed to leave once you join the military without a good reason. But my passion told me I had to try – to make the impossible possible. I am now a banker. I had wanted to be an engineer – but I would have needed to stay at school for that.” says Gemechis.

Gemechis is now a married father of three. Thanks to the Dimtu Hambela School, he sent his elder child to school at the appropriate age and will do the same with the younger two when the time is right. His wife, who previously dropped out in Grade 3, has also gone back to school.



“I WANT TO HAVE MY REVENGE ON POVERTY USING THIS OPPORTUNITY. I HAD TO TRAVEL FIVE HOURS TO ACCESS POOR QUALITY EDUCATION, BUT MY CHILDREN, MY WIFE AND MY YOUNGER SIBLINGS CAN NOW ACCESS HIGH QUALITY EDUCATION IN LESS THAN FIVE MINUTES. EDUCATION IS THE BEST GIFT I CAN GIVE TO MY FAMILY NOW THAT WE HAVE THIS SCHOOL,”

GEMECHIS ALEMAYEHU



Run For Water and Meda Atsela Primary School

Water issues had been prevalent at Meda Atsela primary school for several reasons, and the fact that students in grades 1 to 4 couldn't sit through six whole periods without water, limited the children's ability to focus and obtain a proper education.

Mesele, the school principal, commented, "Lack of water had been impacting education a lot. Dusty grounds and our students sitting on stone made the problem worse. It is common that students quit classes daily after break time as they must go out to search for drinking water. There was a high dropout and low attendance rate due to lack of clean water."



But the water the students miss their classes to retrieve isn't clean – they share river water with cattle. Further, it takes them more than an hour to get to it. Many students suffer from waterborne diseases. They often face stomachaches and diarrhea.

"I always used to have stomachache and eye pain – I didn't get water whenever I was thirsty. I was always leaving class after break to go get water. I never felt good drinking the river water. I always wish to have nearby clean water," says Timnit, a nine-year-old grade 3 student.

Due to the generous donation from Run For Water, Timnit's wish came true. Students could now access quality education in Meda Atsela school through the newly constructed school and water point. The inauguration welcomed Run For Water's board members and Director, high level officials, and the greater school community.

"Before the construction project, our school didn't have proper facilities to function – we had only one poor quality classroom, no ECE, no library, no latrine and no water. But then thanks to Run For Water, they built us four classrooms, a library, an 8 pit latrine and one shallow water well.



This completely transformed the learning and teaching process in our school. No student has gotten sick of waterborne diseases, and attendance rate has increased from 60 to 90% and the dropout rate has decreased from 8.5 to 0.08%.

"Our school sanitation is renovated – we didn't have a sanitation program at all before the water project, but now the entire school including the latrines get cleaned every Friday. What Run For Water did for us meant a lot and we will always thank them and remember them as our family," says Mesele.

The impact of the water project goes beyond transforming the school. It has created access to over 300 school community members. It has helped community members stay healthy and has paved the way for more girls to attend school instead of having to source water for their families each day.

90%

student
attendance

0.08%

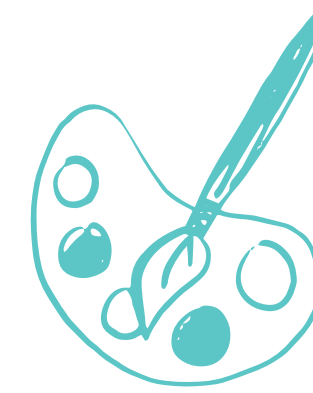
dropout rate
from previous 8.5%



Impact over Size

As of 2020, we have built 340 classrooms and 56 Early Childhood Education classrooms, as well as 48 libraries.

We constructed 98 latrines and 60 water points.



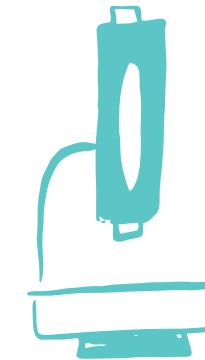
2,480

Active school
clubs formed



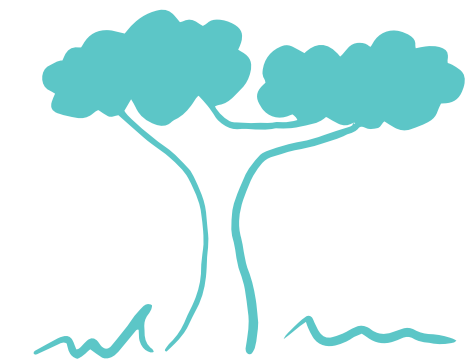
3,100

Sports gear
donated



329

Science kits
supplied



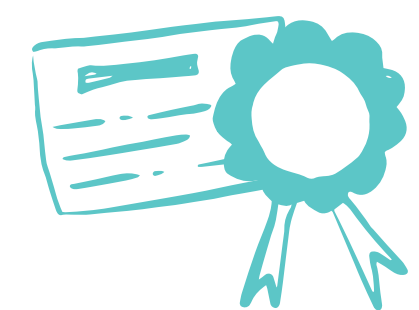
247,860

Trees
planted



72,966

Books
supplied



243

High school
scholarships awarded



Each individual's commitment to a group effort made our teams in Ethiopia successful in being the greatest at transforming education.



Community Contributions and Income generated by partner schools since imagine1day began its work

\$3, 343, 581 USD

Community contributions
(in cash, kind and labour)

\$994, 758 USD

Income generated
by schools



Our Values

COMMUNITY

Our work connects human beings

INFINITE POSSIBILITY

We create at least three possibilities for every challenge

SUSTAINABILITY

Diminishing inputs are required to generate increasing outputs while protecting the environment

INTEGRITY

We do what we say we will do when we say we will do it, and if we don't, we immediately clean up the mess we have created with all parties

VALUE EXCHANGE

Our partners want to work with us again

OPEN COMMUNICATION

We leave nothing left unsaid and the power is in the listening

FUN

Fun is strategic. It elevates learning, partnership and productivity.

EQUALITY

She is my sister. He is my brother. We are equal.

