



 imagine1day®

ANNUAL REPORT

2014

## A Foreword From Our CEO

Imagine1day invests in partnerships with rural Ethiopian communities to develop a generation of role models capable of leading their country forward. A lofty goal for sure and we're inspired to do more by the impact and success we see happening on a daily basis.

Few countries have invested in education as profoundly as Ethiopia. In 2015 more than 24% of the country's GDP went to support education as they strive to ensure access as widely as possible. By working on the ground as direct implementers, imagine1day works with local leaders to bring about a profound shift in the way education is perceived and delivered in rural Ethiopian communities.

We were recently recognized by the Ethiopian government as one of the country's most impactful NGOs. Our success stems from the training and the extensive consultation we do with government partners, religious leaders, parents, teachers and students throughout the communities in which we work. By collaborating with a community's entire hierarchy, we ensure that our initiatives are truly beneficial to all involved. In addition, our training gives local influencers the practical leadership skills and motivation they need to sustain the improvements we make to their schools and villages long after we leave. Finally, because imagine1day commits to supporting a community for three years, all stakeholders understand from the get-go that they are ultimately responsible for their own community's long-term success and sustainability.

Our journey has only just begun. We have expanded our reach to include 7 additional districts and are already hatching more ambitious goals. We invite you to join us as we strive to ensure that all Ethiopians have access to quality education free from foreign aid by 2030.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Elliott". The signature is fluid and cursive, written in a professional style.

Scott Elliott, imagine1day Chief Executive Officer



## What We're About

Imagine1day is an international development organization enabling primary education in Ethiopia and is distinctive in its approach, which holds leadership development as a key element of program implementation. The organization's program activities include school construction, depth teacher training, and capacity building with its direct partners in the rural communities in Ethiopia, ensuring self-sustainability every step of the way.

As a direct implementer in Ethiopia, Imagine1day has an on the ground team to lead and manage the implementation of all of its projects.

Imagine1day operates with visionary leadership and a solid financial base. Our Board includes lululemon athletica founder Chip Wilson and his wife, Shannon, who together endowed the charity, allowing 100% of every donor dollar to be directed to projects.

## OUR IMPACT TODAY



**227**

partner schools, with 27 school buildings built by us from the ground up



**112,935**

people whose lives are transformed annually through education and leadership development.



**5**

Our work spans across five districts in the northern region of Tigray and the southern region of Oromia.

## OUR MISSION

We're developing leaders to elevate the world.

## OUR GOAL

By 2030, all Ethiopians will have access to quality education free of foreign aid.





# FORMING ROLE MODELS FOR THE FUTURE

**In rural Ethiopia, adult illiteracy is one of the biggest obstacles we face in recruiting kids to class. Having never gone to school themselves, parents often do not understand the value of formal education. Children—especially girls—have few role models to look up to.**

Fortunately, role models can be formed. In 2014, imagine1day enrolled 6,753 men and women in Functional Adult Literacy (FAL) classes where they learn to read, write and count in a way that relates



*Desta now has a level of independence she had never dreamed of before.*

to their agricultural practice, reproductive health, environment, nutrition, hygiene and sanitation. By integrating our FAL classes with adults' daily lives, we help parents understand how a formal education can improve their family's livelihood and wellbeing.

Before starting classes in 2014, Desta Abdiyay asked her neighbours for help to call her own children; she couldn't read the numbers on her mobile phone. After three months of FAL classes, she learned to use her phone, to count and save money, and to write her own name. Desta now has a level of independence she had never dreamed of before.

"Education has brought me from darkness to light," says the 36-year-old mother from Mena town. "Before I didn't know the meaning of education. Now I want to learn until I die because education is very sweet," she says.

A few kilometers away, 22-year-old Makuda Adam, the Women's Affairs Leader in Gobele village, is recruiting as many women as possible to her local FAL classes. Having dropped out of Grade 4 to get married in 2008, she wants to begin a new legacy in her community. "I want to be a role model for other girls like me," says the young mother. "My hope is that girls in my community have a chance to go to school and complete their education through to the end unlike their mothers who never had the chance," she says.

"I want them to become doctors and teachers. It will be recognition for our people. If we have a doctor in town from our village then we can be proud. It shows the status of our community," she says.

**6,753**

Adults enrolled in FAL classes in 2014



*opposite page*

Makuda Adam, the Women's Affairs Leader in Gobele village, started taking Functional Adult Literacy classes in 2014. "I want to be a role model for other girls," she says.

*top to bottom*

Since she started attending Functional Adult Literacy Classes in 2014, 35-year-old Desta Abdiyay has learned to use her mobile phone, count and save money and write her own name.

By integrating our Functional Adult Literacy classes with adults' daily lives, we help parents understand how a formal education can improve their family's livelihood and wellbeing.

Adults in Mena town gather in a barn three times a week to participate in FAL Classes since they started in 2014.

Desta Abdiyay (centre) sits in the front row during her Functional Adult Literacy classes. "Education brought me from darkness to light," she says.





# ***THIS IS WHAT SUSTAIN- ABILITY LOOKS LIKE***



**In 2014, imagine1day achieved a great milestone: we phased out of our very first two projects in the districts of Kilde Awelalo and Hintalo Wejirat. Between 2008 and 2014, we built 19 school blocks in 15 communities spanning both districts, and trained 1,074 teachers to improve the quality and access to education for 39,933 students.**

These were our very first projects, and they taught us many important lessons. One of these is now the foundation of a model that is unique to imagine1day: we learned that in order to succeed in the long-term, we must focus on partnerships instead of aid.

In the district of Hintalo Wejirat, we paid for 100% of all building costs and infrastructure. However, we noticed that over time communities kept turning to us for maintenance. This trend was not sustainable.



*We've transformed Ethiopian farmers into global partners for development.*

Something had to change. So in the district of Kilte Awelalo, we tested a new concept: we asked that communities contribute 10 to 20% of all construction costs. Everyone told us it couldn't be done. Even our own team members had doubts. In the end, we exceed our highest hopes.

The community of Tsabat was the first to participate in our experiment. They had one month to raise funds, but in just two weeks they pulled together the 125,000 birr (7,250 CAD) that we needed. After Tsabat's achievement, other communities started raising money on their own initiative and inviting us to build in their villages. From that day onwards, we have only built schools in communities willing to raise 10 to 20% of their construction costs.

Thanks to this initiative, local ownership of our projects is high. With a financial stake in their projects, parents, teachers and community leaders now step up to the plate when their new school, latrine or well needs maintenance. In 2014, this allowed us to leave the districts of Kilte Awelalo and Hintalo Wejirat with confidence, knowing that the schools we built will continue to thrive in the years ahead.

By asking for community contributions, we've transformed Ethiopian farmers into global partners for development, and this is what true sustainability looks like.

**\$70,245 CAD**  
raised in community  
contributions in 2014

**HOW MUCH IS THIS  
WORTH IN ETHIOPIA?**

**15**  
corrugated iron  
sheets covered  
local houses

**3**  
cars for an  
urban dweller

**175**  
rural Ethiopian  
workers' average  
annual salary





# SPROUTING FUTURE LEADERS UNDER MANGO TREES



In 2014, imagine1day unveiled a new initiative that helped us bring 3,640 former out-of-school children to class for the first time. It's called Child-to-Child Networking and it is causing a cultural shift in the way new students discover school for the first time.

Last year, teachers helped us find the most ambitious Grade 5 students in each of their communities. In total, we selected 1,021 students from 95 villages, gave them small chalkboards and chalk, and asked them to teach their friends and neighbours how to count and read the alphabet.

In the community of Sontikera, 13-year-old Sibiray Jemal and 12-year-old Arafat Abdulrauf took on the challenge. Twice a week between 2 pm and 5 pm, they share their knowledge under a mango tree with two-dozen kids between the ages of four and seven.





**31.27%**  
increase in Grade 1 enrollment  
after Child to Child Networking



**Decline in the Grade 1 dropout**  
rate from 31% to 14% after  
Child-to-Child Networking



**40,869**  
kids learning through  
Child-to-Child networking



**3,640**  
former out-of-school children  
recruited to class

"We want to see these kids go to school next year. We want to make it easy for the teachers when they join Grade 1. We have sisters and brothers and we want to support them," says Arafat.

Kabtimer Kusa, the Child-to-Child Networking Supervisor in Sontikera, says Arafat's ambitions are coming true. "Before we had to go door to door to collect children for the new school year, but now, the children from Child-to-Child Networking are coming to school. Now it is much easier," says Kabtimer.

After introducing Child-to-Child Networking in the Districts of Dello Mena and Meda Welabu, the Grade 1 enrollment rate soared by 31% in 2014 compared to 2013. In addition, we introduced Early Childhood Education, and enrolled 8,702 students in these classes, which never existed before.

Having previously been unprepared to sit through class all day, the Grade 1 drop out rate in these districts used to be 31%. In the last school year, thanks largely to Child-to-Child Networking, it dropped to just 14%.

One benefit we may never be able to measure is the impact this leadership experience is having on our apprentice teachers. "Before these student-teachers were afraid to stand in class but now they have confidence to stand in front of people," says Kabtimer.

Tayib Adam sees a new future expanding under the mango tree for his two sons, aged 4 and 6. "Before they didn't know any letter, now they say every letter. Before they could not say any number, now they know every number. I hope my children will one day be doctors or engineers," he says.

*opposite page*

In 2014, imagine1day unveiled a new initiative that helped us bring 3,640 former out-of-school children to class for the first time.

Sibiray Jemal, 13, was of 1,021 Grade 5 students who volunteered to teach younger children through Child-to-Child Networking to prepare them for Grade 1.

*top to bottom*

Thanks to Child-to-Child Networking, the Grade 1 drop out rate was cut by half from 31% to 14% in just one year.

Arafat Abdulrauf is only 12 but he is already taking on a leadership role by teaching his younger friends and neighbours. "We want to see these kids go to school next year. We have sisters and brothers and we want to support them," he says.

Tayib Adam sees a new future for his two sons, aged 4 and 6, since they started Child-to-Child Networking. "Before they didn't know any letter, now they say every letter," he says.





# GIRL FUND

imagine1day has seen the direct impact that an investment in the education of a girl has on her family, her school and her community. The Girl Fund is an initiative created to support three of imagine1day's key priority areas designed to help young girls in Ethiopia gain access to quality education and blossom into their full leadership potential, namely **high school scholarships, school latrines, and community awareness and training.** Concurrently, the program supports the families of scholarship recipients in developing micro-enterprises to support their girl's education while increasing their financial position and economic potential. Traditional scholarships are essentially



*The issue of gender equity and a girl's right to an education, is everyone's business.*

aid solutions, with very little involvement of families in the education of their children. By simultaneously supporting families with seed loans to create the resources to own the legacy of their girl's education, families have a clear advantage to keeping their children in school and furthering their education.

Meet Girmanish, a high-performing student from northern Ethiopia, who was chosen by imagine1day to receive a high school scholarship.

Girmanish encountered many challenges during elementary school: "My mother was often sick and I would be absent from school during these times and would struggle to catch up. We have many challenges at my home because my father died ten years ago."

Despite this, Girmanish maintained high grades, and was an active member and leader of school clubs.

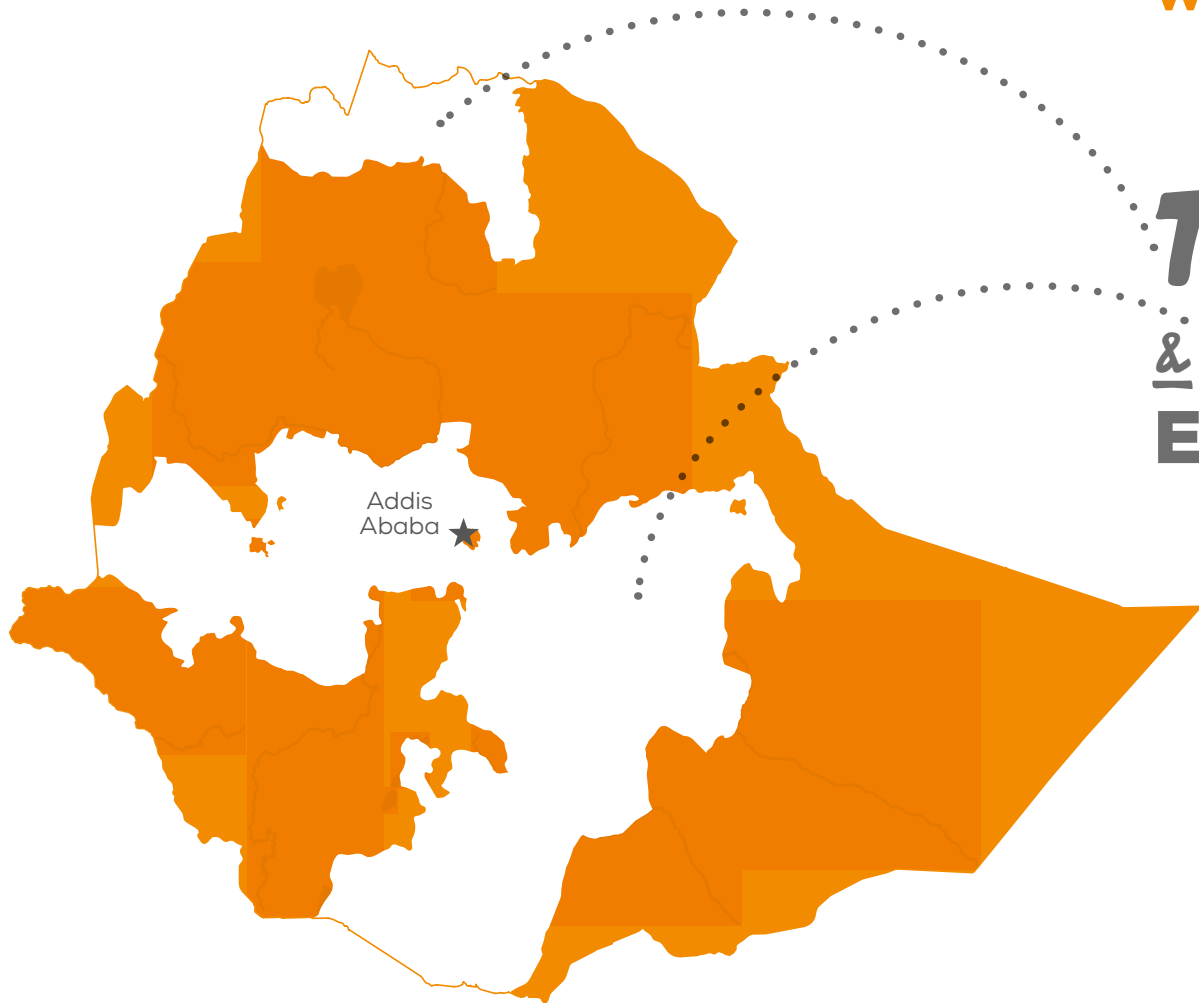
Girmanish shared her excitement with imagine1day at going to high school: "I heard that at high school there is a big library with lots of books. When I come home at night I study using a candle. Sometimes we can't afford to buy a candle so I can't study after it gets dark. At high school there will be electricity so I can study all of the time."

In 10 years Girmanish wants to be a doctor so that she can help people: "My mother is sick often and if I was a doctor I could cure her and train other doctors so that they can also help more people."

Girmanish's role model is her mother, Arife, "I am so happy that she will be able to go to high school. One day soon she will be able to support herself. All I want for my children is for them to be independent – going to high school is Girmanish's first step towards that."



## Where We Work



**TIGRAY  
& OROMIA  
ETHIOPIA**

## Our Supporters



A programme of education above all™



Foreign Affairs, Trade and  
Development Canada



The Wilsons

# Our Team

## CANADIAN TEAM

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Ted Richane



**ETHIOPIAN TEAM**



We really encourage local people. We hire people from the districts; they know the communities, and they know the local language, norm and culture.

– Seid Aman, Country Director



We are continuously inspired by the amazing people of Ethiopia and the dedication of our Imagine1day team. As we celebrate what we have accomplished in the past 7 years we move forward with an even more determined focus on sustainable growth and investing in partnerships that will move us towards our goal. We imagine a day where we have achieved our goal of bringing quality education to all Ethiopians free of foreign aid.

– The Wilsons

## Financial Snapshot

The accompanying summarized statements of financial position and operations for the year ended December 31, 2014 with comparative figures for the year ended December 31, 2013 are excerpts from the organization's complete set of financial statements, which have been audited by KPMG LLP.

2014 saw a large increase in revenue and in program spending, as we began our 3 year project with EAC in the districts of Dello Mena and Meda Welabu, with a goal of enrolling 28,599 out of school children, and decreasing the drop-out rate from 20% to 2%.

### STATEMENT OF FINANCIAL POSITION

	2014	2013
<b>ASSETS</b>		
CURRENT ASSETS		
Cash and cash equivalents	598,119	1,201,747
Accounts receivable	287,173	325,146
Prepaid expenses	38,491	32,883
	<b>923,783</b>	<b>1,559,776</b>
Capital assets	64,383	41,129
	<b>988,166</b>	<b>1,600,905</b>
<b>LIABILITIES AND NET ASSETS</b>		
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	216,769	115,658
NET ASSETS		
General fund	252,590	767,142
Restricted fund	454,424	676,976
Invested in capital assets	64,383	41,129
	<b>771,397</b>	<b>1,485,247</b>
	<b>988,166</b>	<b>1,600,905</b>

### STATEMENT OF OPERATIONS

	2014	2013
REVENUE		
Donations	2,010,720	1,211,073
Investment income	12,041	16,747
	<b>2,022,761</b>	<b>1,227,820</b>
EXPENSES		
Purchased materials and services	1,619,885	525,690
Fundraising and marketing	131,564	84,652
Occupancy	43,327	19,535
Communication	7,862	6,213
Salaries and benefits	707,256	424,181
Travel vehicle	115,156	64,881
Administration	92,919	64,884
Amortization	18,642	12,584
	<b>2,736,611</b>	<b>1,202,620</b>
Excess (deficiency) of revenue over expense before change in fair value of investments	(713,850)	25,200
Change in fair value of investments	-	17,126
Excess (deficiency) of revenue over expenses	<b>(713,850)</b>	<b>42,326</b>

These financial statements do not include the net assets and results of Friends of imagine1day, Inc. (USA), a separate legal entity.





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Imagine 1 Day International Organization is a Canadian  
Registered Charity (83589 5475 RR0001)

Friends of imagine1day, Inc. is a US 501(c)(3)  
(Tax ID 46-0983910)