



**LINK ETHIOPIA
ANNUAL REPORT
2012 / 2013**

Our Vision

Link Ethiopia's vision is of a world in which all children and young people can benefit from a quality education, reach their full potential, contribute to their community and change the world for the better.



Our Mission

Our mission is to change lives through education.

We do this by improving access to quality education for all students in Ethiopia, encouraging mutual understanding and respect between different cultures.

Welcome!

Once again I am delighted to hand over this introductory welcome to a highly valued member of our Ethiopian team. Last year we heard from our Country Director, Belayneh Shewaye, and this year we will hear from our Regional Manager in Bishoftu, Haile, who has been a key influence in our successful work. Here are his words, and I reflect them with much warmth and sincerity.

Chris Grant – Director

“ I started working for Link Ethiopia nearly four years ago and each year I have seen the tremendous change that the charity has brought to the Ethiopian education sector. The lion's share of Link Ethiopia's work has been seeking to combat poverty through education and this commitment has won my heart and continues to ignite my passion for educational reform.

Link Ethiopia's growing team, the increasing number of projects, increased exchanges and above all the increased number of schools who have benefitted from our work highlight our success this past year. The work has been inspiring, and working with such a passionate team has been particularly rewarding. I would like to acknowledge all my colleagues in Ethiopia and the UK team for their continued hard work and dedication.

Having said all the above, we still have far to go. I would like to thank all Link Ethiopia supporters for the continued encouragement and financial support you have been giving. With you it is possible to make a great difference!

Hailemariam Ayano – Regional Manager

The year at a glance

	Change from 2011/12:
6,570 students involved in linking correspondence	↑ 35% increase
£168,167 funding for projects	↑ 31% increase
163 sponsored children	↑ 13% increase
17 teaching volunteers	↓ 19% decrease
2,560 hours of teaching	↓ 17% decrease
£289,327 overall income	↑ 38% increase
£256,444 overall expenditure	↑ 23% increase

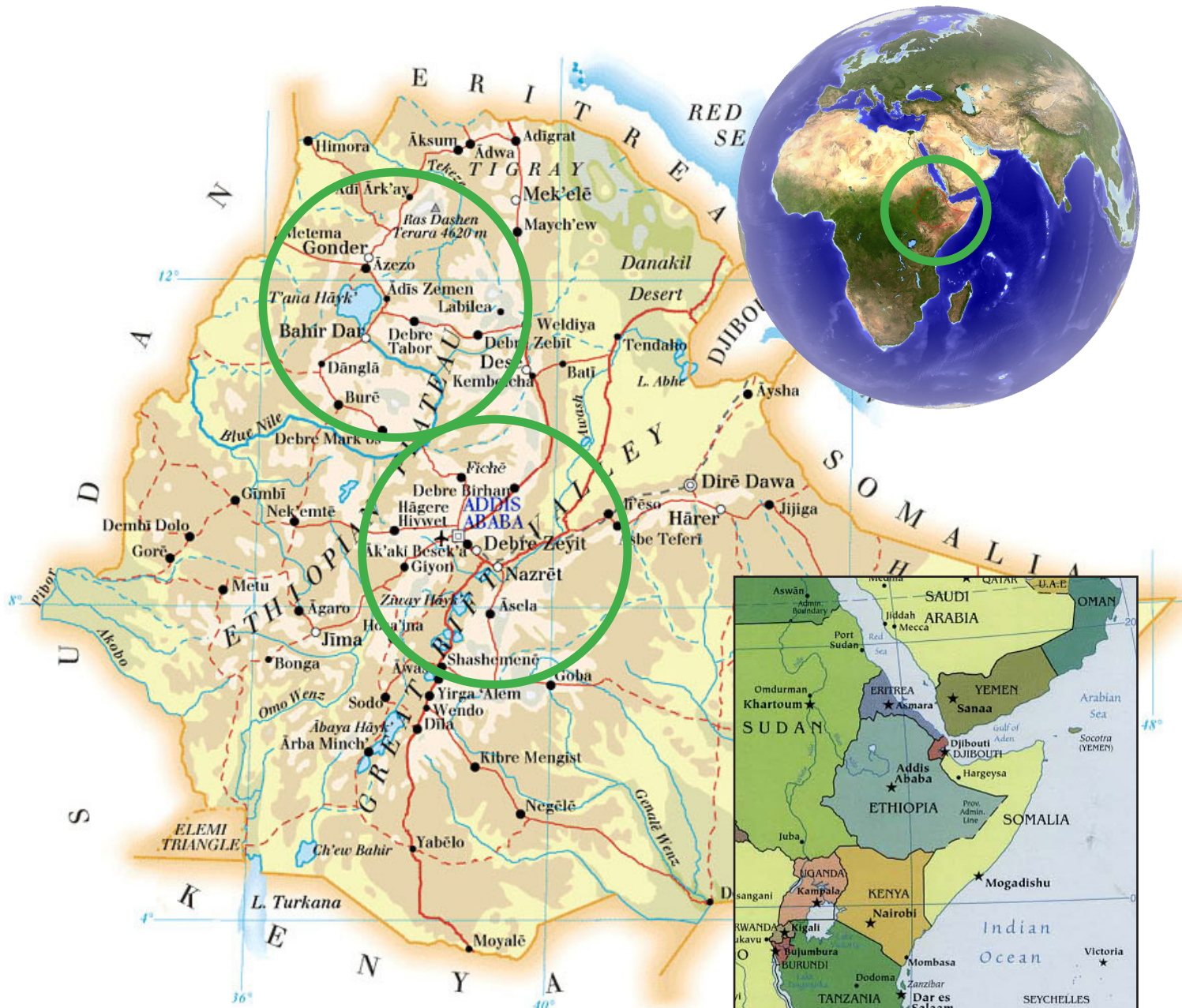
WHERE WE WORK

Ethiopia

We currently work in the two largest regions of Ethiopia as well as in the capital city, Addis Ababa.

In the north, our work in the Amhara region is focussed around the ancient city of Gondar, capital of the country for nearly three hundred years from the seventeenth century onwards. Our office there is centrally located enabling our team to support schools in the town, the rural areas surrounding it, and further afield. We also work with schools around the shores of Lake Tana, in the major town of Bahir Dar, and have opened a small office there to support these schools further.

In the central and south of Ethiopia we support schools in the capital, Addis Ababa, and in the Oromia region towns of Bishoftu (Debre Zeit), Adama (Nazret) and Asella. Our office in Bishoftu is ideally situated, at the heart of the town, to enable this expansion of our work.



WHY EDUCATION

"Education is the premise of progress, in every society, in every family."

Kofi Annan

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

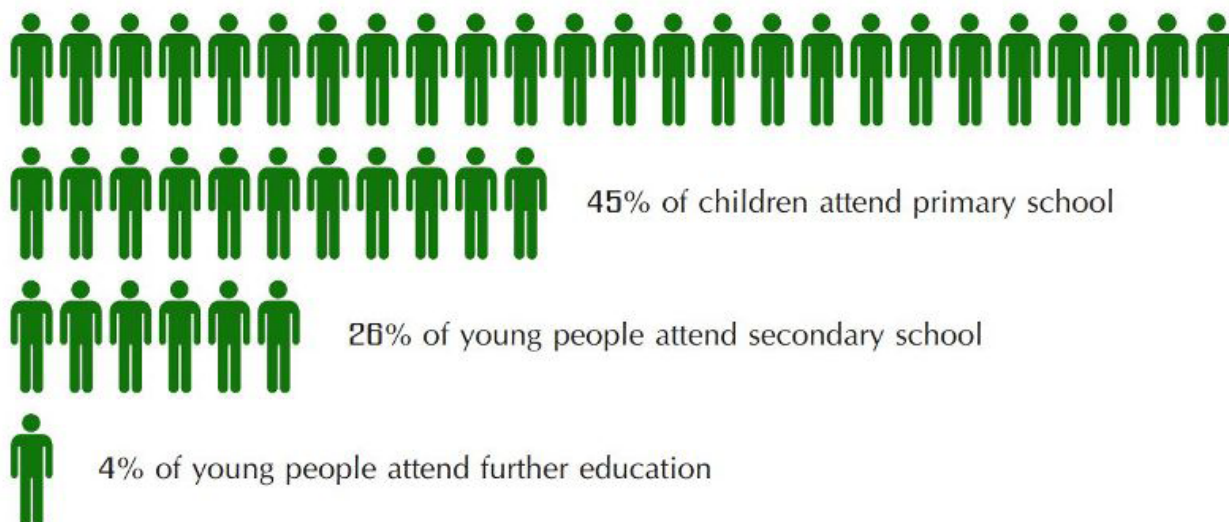
Education is perhaps the most important building block of society. Without it people can become trapped in poverty, with low earnings and unemployment, and struggle to do basic things like shop, look after their family, and champion their rights. Improved education changes lives and transforms communities, empowering people to reach their potential and shape their own future.

What's the problem?

In Ethiopia there are barriers to schooling which prevent many children and young people from getting an education. Some of the main barriers are:

- **Cost** - some families cannot afford school uniforms, pens, notebooks and text books.
- **Capacity** - there are not enough schools for everyone to attend.
- **Distance** - some children live too far from their nearest school.
- **Health** - sickness and disease keeps children from going to school.

The impact this has on school attendance is dramatic:



For children who are able to attend school there are also problems relating to the quality of education they receive. Challenges include:

- **Overcrowding** - more children in a classroom than is comfortable.
- **Inadequate teacher training** - not maximising the potential of teachers.
- **Lack of teaching resources** - making it harder for children to learn.
- **High teacher / pupil ratio** - limiting the individual pupil support needed.

Link Ethiopia works to remove the barriers to schooling and to improve the quality of education. Our programmes are all education focussed and you can read about them in the following pages.

OUR PROGRAMMES: SCHOOL LINKING

Our School Linking

The school linking programme is one of our central pillars. We set up, support and help manage links between English-speaking schools, mostly in the UK, and schools in Ethiopia, at both primary and secondary levels. In all our linking activities we encourage equality and shared experience. By encouraging young people to communicate and work together we aim to create a real awareness of mutual global issues.

By providing teachers with the tools to engage with Global Learning, we help them to equip their students with the knowledge, skills and values required in our increasingly globalised world. We support schools in every aspect of their link, encouraging them to engage in regular communications and a range of joint learning activities, with the aim of building successful, productive, and long-term relationships.



Achievements

125 links **6,570** students involved in linking correspondence



This year we have streamlined the schools programme and ensured that the links we are supporting are those that are most active and engaged. This new focus on deeper support for active school links has meant a slight reduction in the number of schools that we are working with to 99 primary and 26 secondary schools. Our one part-time UK and two Ethiopian School Links Managers have continued to guide and manage our linking operations, offering support to hundreds of teachers across two continents. We look to expand our number of active school links in the future, but also ensure schools' commitment to vibrant, long-term & sustainable link relationships.



As well as re-focusing the programme, we supported schools to build their partnerships by launching a new weekly School Links e-Newsletter, comprehensively covering global learning issues relevant to both countries. Our new Link Handbook gives clearer guidance, encourages a schedule for exchanging ideas between schools based around topics, and promotes greater student involvement in the linking activities through the creation of 'student steering committees'.

On our website we continued to provide additional support material to enhance students' understanding of Ethiopia and to help teachers with their linking activities. This was complemented by an expansion of our School Links blog, which enables our schools to share their activities and engage with us on another platform.



This year we hosted our second annual conferences for UK teachers (in London and Leeds) as well as our regular annual conferences in the north and south of Ethiopia. A busy year's work was reflected on, and priorities and aspirations for the future were discussed.

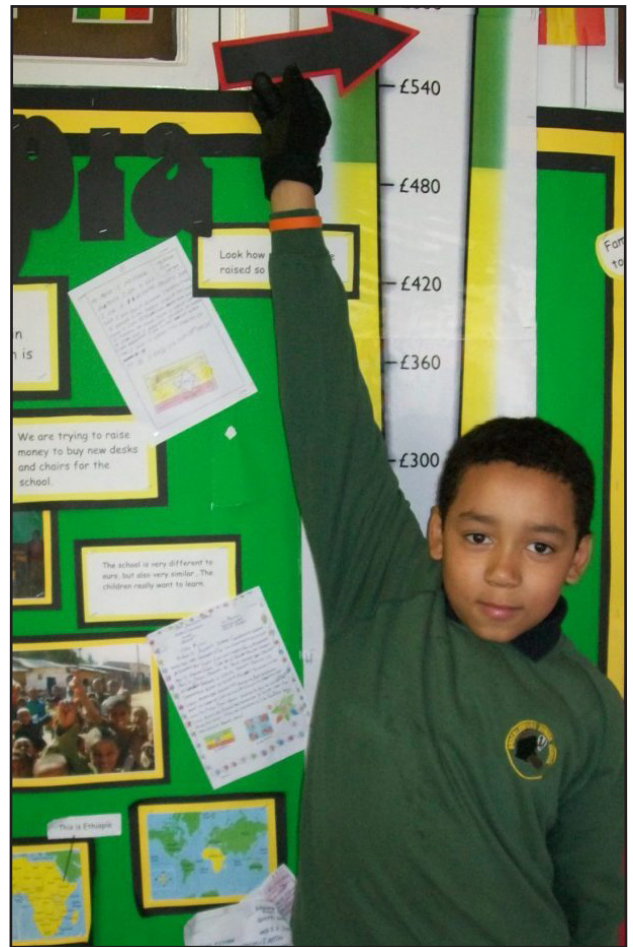
Teacher visits took place between eight linked schools from the UK to Ethiopia which were reciprocated. We even had our first Ethiopian students visiting the UK – 2 students from Bishoftu Preparatory visited Impington College (more on this later!). Other reciprocal visits included Farmor's School and Bahir Dar Zuria Secondary, Colegrave and Derara and many more. Many of these visits were part of the British Council funded Connecting Classrooms programme. In total 16 teachers, from both the UK and Ethiopia, visited their partner schools.



OUR PROGRAMMES: SCHOOL LINKING

Impact

- An estimated 44,500 students across our schools are now part of their school's Link Ethiopia partnership experience.
- An estimated 6,570 students have taken part in shared correspondence with students in their partner school, as part of 219 exchanges of letters and shared work. These and other students are directly taking part in linking activities and benefitting from Global Learning – from leading and taking part in assemblies, working on joint exchange projects, representing Ethiopia at inter-school sports events and some even visiting their counterparts in Ethiopia.
- Through taking on the responsibility of engaging with and managing a successful school link, more than 125 teachers from across the UK have been given the opportunity to develop professional Global Learning skills and tools.



Future priorities

Next year we will be completely updating and redesigning the look of our Link Handbook to make it much more user friendly and accessible.

We intend to develop a bank of Ethiopian items and artefacts for schools to borrow and use; we also hope to create a system and timetable to enable our Link schools to take part in live video conversations.

We are also looking to better integrate all areas of our work, to better share our skills and knowledge with all the schools across the UK with whom we work.

Case Study – Impington College and Bishoftu Preparatory

The recent visit of two students and two teachers from Bishoftu Preparatory School in Ethiopia to Impington International Sixth Form College in England is the latest chapter in what is one of our strongest school links. Here we hear from one of the Impington students giving us her reflections on an incredible visit:

“ One of the most joyous experiences someone can have in life is to visit another country, experience their culture and be a part of a different lifestyle for a short amount of time. I am extremely proud that my sixth form enabled that to happen for four amazing people.

Recently, two students and two teachers from our partner school in Bishoftu came to Cambridge to visit our school and spend an unforgettable week with us. For them, the cultural differences were the biggest shock and the food was the biggest disappointment! Making friends was the easiest task they had and saying goodbye was the hardest task for both them and us.



Our guests spent three days experiencing the British school system and learning new subjects. Whilst here, they were both students and teachers. They taught me that the simplest things could be the most valuable. Presents for friends and family were useful items and not meaningless trinkets from the tourist shops, which is what I normally end up buying when abroad. After an eventful week full of new experiences, they caught up with old friends from our sixth form, who visited them in Bishoftu in October, at a farewell dinner full of sunshine and laughter.

It was a truly magnificent and enlightening experience for all of us. We all made memories and friendships which we will cherish for a lifetime. I am extremely excited to be going to Bishoftu in October to see them again and this time I will be the one going through the incredible experience of sharing a different lifestyle for a short time.

”

OUR PROGRAMMES: PROJECTS

Our projects and partnerships

In 2010 the Ethiopian Ministry of Education set out their priorities for the coming years. Their over-arching focus is to improve the general quality of education and to increase equal access to schooling throughout the country. Their key objectives are to decrease student repetition and drop-out rates and improve learning outcomes for both primary and secondary school children. These have also been Link Ethiopia's priorities and in 2012-13 we put a particular emphasis on delivering larger and more effective projects by working in partnership with other organisations.

Many of our core projects in 2012-13 were designed to improve school infrastructure in the Amhara and Oromia regions. The need for improved facilities that are conducive to learning is great, particularly in rural areas. The government identifies low quality infrastructure as one of the factors that contribute to low completion rates and low attainment levels amongst students. Improved water and sanitation facilities are also a high priority in order to improve access and performance in school by enhancing health and preventing the spread of diseases.

The Ethiopian education policy context along with priorities identified by our Ethiopian schools help set the direction for our projects work in Ethiopia. 2012-13 was an exciting year where our projects reached 19% more schools compared to the previous year. Below are some of the highlights.

Dukem No 1 School classrooms, community partnership

Since 2011 we have been working alongside Dukem No 1 Elementary School and the local government office to address the problem of classroom overcrowding. Thanks to two World Challenge group visits and fundraising (British School of Bahrain and UAS Dubai) we were able to build a new block of four classrooms and reduce the student to classroom ratio by 20%. We worked in partnership with the local government office which funded the classroom furniture for all four classrooms. Their contribution was worth 20% of the total project cost which was no mean feat for a small resource-strapped community. We are pleased with what our partnership achieved.



Tsadiku Yohannes School projects, C-GSCA partnership

Our partnership with the Corvallis-Gondar Sister Cities Association (C-GSCA) started in 2011. Together we have been supporting the largest elementary school in Gondar, Tsadiku Yohannes, to become a 'model school'. The vision has been for Tsadiku Yohannes to demonstrate best practice teaching systems, learning resources, and school facilities.



Most recently, during September-October 2012, we oversaw the creation of a 'model classroom' for teacher training on the school's premises. The classroom formed part of a teacher professional development training week where the teachers and children were guided in preparing classroom games and teaching aids. We have equipped the school library with relevant subject specific and reference books and we have hired a new librarian who has now received basic training in library management. The project has also seen the donation of 11 refurbished desktop computers and 7 second-hand laptops, and the Ministry of Education has funded an IT teacher for the school.



In the previous year, 24 teachers were provided with additional teacher training. This year a further 28 teachers received training on teaching concepts, the use of classroom materials and ways in which teachers can further engage students. The training was led by staff from the local Teacher's College and volunteers from the C-GSCA. We will continue to work with the C-GSCA on the initiatives above and have already started developing new ones for our future work.

OUR PROGRAMMES: PROJECTS

Hamle 19 School girls' toilets, group expedition partnership

One of our journeys of sustainable successes began when we started working with Inspire Worldwide and Headington School.

A group expedition of 15 girls from Headington visited Hamle 19 Elementary School in the summer of 2012. They had worked hard to raise funds and this enabled us to build a girls' toilet block at Hamle 19, which has just over 1,800 pupils, over half of them girls. The school previously had a dilapidated toilet block for girls and there was an urgent need for improved sanitation facilities in order to address the dropping attendance rate of girls.



Since then we have been working with Hamle 19 and Headington to address other needs in the school. We are currently working with both schools to improve the current learning facilities at Hamle 19. Ever since starting this journey with us, the Headington girls have proved fantastic partners and they are always focussed on the next challenge!

Yekatit 23 School 'Kids Who Care' enterprise partnership

Yekatit 23 is an elementary school with over 1,600 children, located in the Amhara regional capital of Bahir Dar. Yekatit 23 has been linked with Queniborough Primary School for over 5 years and, in early 2012, Queniborough provided seed funding for training and materials to enable Yekatit 23 students to make crafts (jewellery, bags etc). An enterprise partnership was set up whereby Yekatit 23 students made crafts and Queniborough students sold them in the UK.



During the year Queniborough School sold a fantastic number of bags, 93 in total. The children in both schools hope to continue this project into the future. Next year they hope to be selling friendship bracelets as well as having some more bags available. Some of the funds raised will be used to purchase thread and other materials to make the friendship bands and bags. The profits will help fund improved kindergarten facilities at Yekatit 23 School.

Other projects at a glance

We continue to provide support to many of our Ethiopian schools to improve their infrastructure, resourcing and training. On top of those already highlighted in this report, we also funded and managed the following projects:

Books & libraries (25 schools): Atse Bekafa, Atse Sertse Dingel, Degola, Degoma, Derara, Kebele 03, Kebele 16, Keta, Kola Diba Secondary, Maksegnit 2, Yekatit 23, Tsadiku Yohannes, Tokuma, Adama 1, and a further 11 elementary schools through our two Donkey Libraries.

Water stations (4 schools): Addis Alem, Defecha, Enfraz and Mojo.

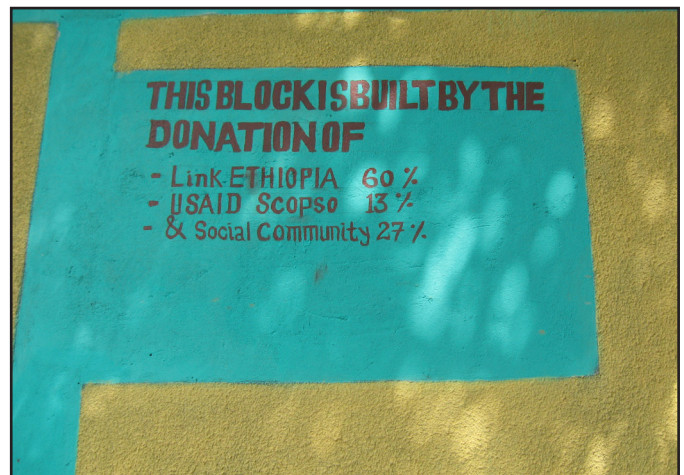
Toilet building & cleaning (3 schools): Defecha, Chechela and Arbatu Ensesa.

Sports (9 schools): Projects across 7 Bishoftu schools and the sponsorship of 2 football teams in Gondar and Bishoftu.

Classrooms & furniture (7 schools): Anchow, Chechela, Denkez, Dukem 1, Dukem 2, Kebele 03, Lemat Behibret.

Technology (4 projects): Atse Sertse Dingel, Rekebnaha, Tokumma, and a Bishoftu IT resource.

Other (10 projects): Atse Fasil fencing, Azezo Secondary laboratory, Degola pedagogical centre, Fasiledes teacher training, Fasiledes science equipment, Kelemework teacher training, Tsadiku Yohannes tea room, Tsadiku Yohannes teacher training, Yekatit 23 income generation and St Georges School development.



Future projects

In 2013-14 we will be building on our projects work with a greater focus on developing more multi-school projects, focusing on specific themes, and making education in Ethiopia more inclusive and accessible. We have planned a package of inter-linked interventions improving literacy and learning outcomes for students across more than 20 northern and southern elementary and secondary schools. We are also planning to deliver a customised educational support intervention for children with disabilities across more than 10 schools.

We will continue to research into and develop more innovative support interventions in collaboration with our Ethiopian and overseas partners which will retain more Ethiopian children in education and enable them to maximise their learning opportunity. Thank you for your support.

OUR PROGRAMMES: CHILD SPONSORSHIP

Our Sponsorship Scheme

Our Child Sponsorship scheme supports the most disadvantaged children and enables them to attend school regularly. We work with schools to identify particular children, often orphans, who are at risk of dropping out because they cannot afford the basics necessary for schooling.

Achievements

163 sponsored children

During the year we have increased the number of sponsored children by 13% and we have dramatically extended the sponsorship programme to a broader range of schools.

Our aim is to now stay focussed on these schools and to increase their number of sponsored children in order to maximise the potential for project work in these schools. This will enable the school's educational environment to be improved for all pupils.

22 schools being supported



How sponsorship helps

Sponsorship does two things:

- **20%** of charitable expenditure supports the sponsored children by providing all the educational kit and resources they need to go to school. They receive school bags and uniform, stationery and notebooks, text and reference books, plus any other tailored support to help their individual situations. Sponsors receive news about the support that their sponsored child receives.
- **80%** of charitable expenditure enables larger projects within each child's school that benefits hundreds of other children at the same time. Projects increase the capacity of the schools, with new classrooms and desks. They provide safe drinking water and clean toilet facilities to help reduce the spread of disease. They develop the school's learning resources, with new text books, library books, sports equipment, science equipment and computers. We work with the local community to identify and implement these projects, thanks to the help of our sponsors.

Case Study – Amanuel, Arbatu Ensesa Elementary

Amanuel, a 16 year-old sponsored child at Arbatu Ensesa Elementary school in Gondar, has been supported by his sponsors and the Link Ethiopia sponsorship scheme since 2008. In 2013, he entered the city-wide Creativity Contest, organised by the Gondar Education Office. The contest involves schools across the Gondar region, and includes participants at Elementary, Secondary and even Preparatory level.

Much to the joy of his school, and of Link Ethiopia, Amanuel entered the competition and won! His Creativity in Science entry was considered the best, and he and his school were honoured with an award and a prize of exercise books for Amanuel. Amanuel has the following to say about how the Link Ethiopia sponsorship scheme has helped:

“Honestly speaking, without the help from Link Ethiopia, I would not have even been here at school. I would be living with my family in the rural areas. I would not be able to have entered the Creativity Contest, or even have this conversation. The efforts I made for my creative work involved going around the rubbish dumps in Gondar and finding things that would be useful for my school science lessons. My neighbours and the people around me have also been a real inspiration and have always encouraged me to be strong and believe in myself.”



Future

During 2012-13 we spent time reviewing and reconsidering our sponsorship scheme model in order to better reflect the existing climate in Ethiopia and to better deliver on our goal of changing lives through education. We have designed some changes which will put more of a focus on supporting the sponsored children directly, and less of a focus on supporting all students at their school. An 'emergency fund' will be created which will allow us to fund interventions when sponsored students drop out of school, to try and enable them to return to school. Sponsorship Clubs will be introduced in each school and they will provide various types of support. We will be rolling the updated model out in 2013-14 for all of our sponsorship scheme.

OUR PROGRAMMES: VOLUNTEER TEACHING

Our Volunteer Programme

Our teaching programme places volunteers in Ethiopian schools for varying periods of time to teach English, provide computer training, help with sports coaching, or indeed share any relevant skills that the volunteer may be able to offer and which benefits the youngsters involved. The volunteers, who come from a range of different backgrounds, all live and work within the local community, immersing themselves in a fascinating and vibrant culture. This provides an excellent opportunity for people of any age to take on a variety of new challenges, make a difference to the lives of young Ethiopians and make many new friends. The scheme directly supports Ethiopian education by giving pupils a chance to practise English with a native speaker, learn valuable computer skills or try new sports!

Achievements

17 teaching volunteers

2,560 hours of teaching



The volunteering scheme remains popular and is still catering for a wide range of ages and talents. During the year 17 volunteers taught in Ethiopia, primarily focussing on the teaching of English Communication Skills to primary and secondary school students, but also helping with computer training, sports coaching and other activities.

One of our volunteers, for example, spent two weeks sharing his expertise in photography with students in Bishoftu. English tutorials for teachers were also organised. In total these volunteers taught over two and a half thousand hours of lessons to approximately 1,100 students in Gondar in the north and Bishoftu in the south of the country. There were slightly fewer volunteers when compared with the previous year when volunteers gave a total of 3,100 hours of teaching.

The feedback we receive from both volunteers and the schools where they teach is very positive, and the Ministry of Education in Ethiopia has encouraged us to expand the scheme into new towns to support a greater number of students. With a relatively small UK team our greatest challenge is in finding new volunteers, and this is an area we hope to develop in the future.

A thank you to our volunteers. by Chris Grant

I would like to extend a warm thank you to each and every one of this years volunteers. In both Gondar and Bishoftu our volunteers add another dimension to the support we offer our schools and I hope they have gained a rewarding and insightful experience in Ethiopia. - something they will look back at fondly in years to come.



There lacks the space here to describe in detail the amazing work that each of them has delivered in Ethiopia but we greatly appreciate the support of Tom Berry and Harry Page who volunteered in their linked school, and serial volunteers Alan Taylor, Sue Lawrence, Brigette Hekker, Caspar van Crutchen and Tricia and Bob Hayne for their contributions in the North.



In the south the efforts of Steph McKean, Shorouk Mostafa and Malcolm Cartledge were invaluable. Likewise out thanks go to Pete Belfield and Sarah Hamlin, whose three month stint with us became extended into a longer period of hugely supportive volunteering, a partnership that will long continue as Pete will shortly be joining our board of trustees.

The diversity of talents of our volunteers has provided us an exceptional standard of volunteering this year, for which we are incredibly grateful, and we look forward to next year, hoping to see many new faces, and of course some more familiar ones!

(For more details of our 2012-13 volunteers go to: <http://bit.ly/2012-13volunteers>)

FUNDRAISING

Races and marathons

Our huge thanks to these fast runners who have raised money and supported our work:

- Calum Erskine - Triathlon (£1,072)
- Damian Fleming - London Triathlon (£2,174)
- Daniel Moden - Madrid Marathon (£1,070)
- Great Ethiopian Run team (£4,604)
- Scott Rice - Marathon (£2,250)

Other fundraising activities

We were incredibly grateful as well to our supporters who undertook other fundraising ideas and events:

- Calendars and other merchandise (£2,213)
- Gift Ethiopia (£457)
- Girl Guides - North East England fundraising (£500)
- Mark Harrison - Wrong Way Round Cycle Ride (£234)
- Pembroke college - Summer Camps (£2,035)

Organisations

A number of trusts and organisations have supported particular projects. Most notably:

- Aysanew Kassa Trust (£5,000)
- British & Foreign School Society (£23,844)
- British School of Bahrain (£5,599)
- Broomwood Hall (£18,639)
- Cafe Africa (£138)
- Corvallis Sister City Association (£857)
- Hilden Charitable Trust (£5,000)
- Littlehampton Quakers (£221)
- Project Pencil Case (£11,200)
- Universal American School (£8,428)
- World Challenge (£2,718)



Schools

Fantastic schools raised valuable funds:

All Saints Primary School, Brackenbury Primary School, Bramford School, Brinscall St John's School, British School of Bahrain, Broomwood Hall School, Cairo International School, Colegrave Primary School, Cradle Hill School, Crofton Anne Dale School, Dr Challoner's Grammar School, Edgbarrow School, Gamlingay First School, Haddenham Community Junior School, Halliford School, Headington School, Heathland School, Hyrsmount Junior School, Jumirah School, Keelham Primary School, Kirby Primary School, Lancaster Girls' Grammar School, Linton Park School, Lydd Primary School, Queniborough Primary School, Rushmere Hall Primary School, Sincil School, Springwell Community Special School, St Andrew's C of E School, St Andrew's Primary School, St Stephen's C of E School, Stratton Primary School, Universal American School, Upperwood School, Viewpoint Educational Foundation, Vine Tree Primary School, Warrender School, West London Academy, Whiteheath Infant School and Nursery, Woodfield Academy, Wycombe High School.

THANKS TO

Our partners

Our thanks to Inspire Worldwide, The Kindu Trust, Pelican Post, Project Pencil Case, School Aid, World Challenge, and all our UK and US schools.

Office volunteers

We could not run our programmes without the amazing volunteers who help us in our London office and remotely. Special thanks go to:

Alex Oldman, Ali Lown, Beatriz Martinez, Ben Robinson, Bénédicte Faure, Dessie Georgieva, Fiona Dorrington, Gabriella Otty, Hannah Franklin, James Sanger, James Tan, James Warriner, Joe Read, Kate Hitchcock, Laurence Conneely, Pietro Servini, Sachin Shah, Sara Bram, Skev Christou, Sophie Gauss, Steve Roberts, Valeria Bizzarri, Zsolt Szabolcsi.

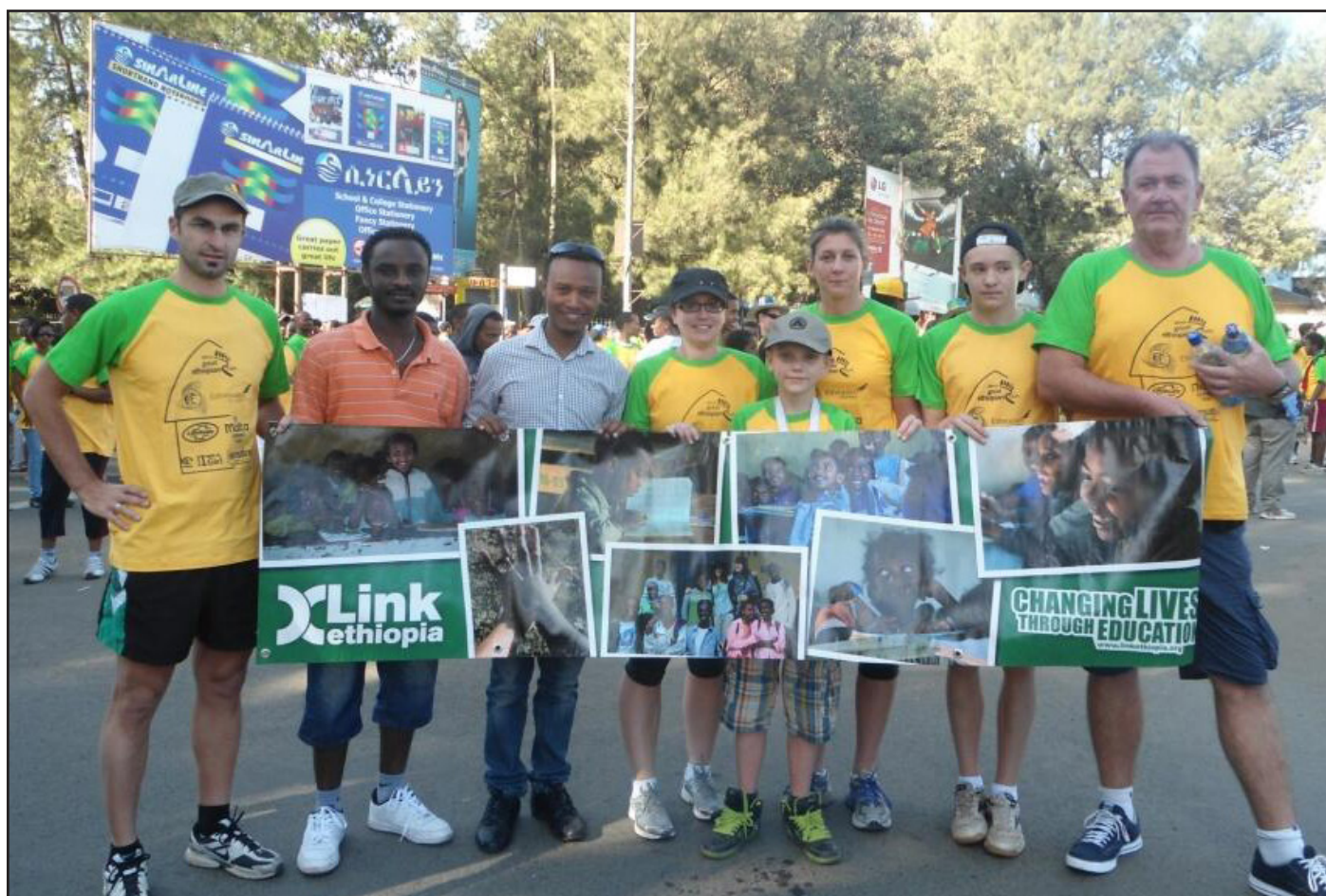
Gifts in kind

Our sincere thanks to:

- The Peel Centre in London for giving discounted office space
- Peter Hammond for providing his voluntary services to independently examine our accounts.
- The many supporters and organisations who have donated computers, laptops, books and sports equipment for our Ethiopian schools.

The following companies have donated software and digital services:

- Dropbox (document storage)
- Evernote (information storage)
- Google (business services and advertising)
- Memset (website hosting)
- Microsoft (software)
- Skype (premium account)
- Smugmug (online photo storage).

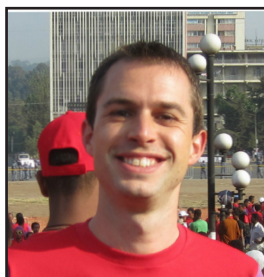


OUR TEAM

Meet our UK team



Chris Grant
Director
(Volunteer)



Matt Stockdale
Director of
Operations



Laurence Conneely
School Links &
Sponsorship Manager



Shree Mandke
Projects &
Fundraising
Manager



Rory Dillon
Finance Officer

Meet our Gondar team



Belayneh
Shewaye
Country Director



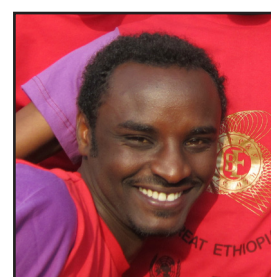
Elsa Kebede
Projects
Manager



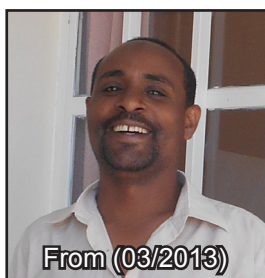
Zemene Mersha
School Links
Manager



Hailemariam
Ayano
Regional Manager



Tsegaye
Alemneh
School Links Manager



Sultan Ahmed
Sponsorship
Manager



Solomon Eshetu
Operations
Assistant



Abraham
Dargie
Executive Assistant



Habtamu
Dereje
Sponsor Manager



Lensa Abera
Finance and
Operations Assistant



Eyayaw Bayable
Volunteering
Assistant

In our London office Gillian Symons was our Education Officer until July 2012, Tara Sleggs was our School Links Manager until December 2012, and Suzie Fadhlouei was our Sponsorship Manager until December 2012. Ben Robinson joined in September 2013 as our full-time Marketing and Communications Intern (volunteer).

In our Gondar office, Mulugeta Berhane was our Projects and Sponsorship Manager until March 2013. Elsa Kebede became our Projects Manager in April 2013.



Dawit
Megerssa
Projects Manager

Our Board of Trustees

- Jean Bailey (until June 2013)
- Chris Clare
- Ashley England (treasurer)
- Melaku Getachew
- Chris Grant (chairman)

Our Presidents

Professor Richard and Rita Pankhurst are great friends of the charity and we are honoured to have them as our Presidents. Richard's acquaintance with Ethiopian history and culture goes back to the time of his mother, Sylvia Pankhurst, a great advocate of Ethiopia from before the Second World War. Sylvia organised many protests against the Italian invasion and also wrote widely on Ethiopian history and culture. Richard continued his mother's passion for Ethiopia, establishing Addis Ababa University's Institute of Ethiopian Studies and founding both the "Axum Obelisk Return Committee" and the "Association for the Return of the Maqdala Ethiopian Treasures" (looted manuscripts and works of art). He and his wife Rita have lived in Ethiopia for many years and are highly respected throughout the country.



Our Patron



Jonathan Dimbleby is one of Britain's best known broadcasters. He began his career as a BBC television and radio reporter in 1969, and shortly afterwards brought the 1973 famine in Ethiopia to the attention of the world in his documentary "The Unknown Famine". His connections with Ethiopia have continued ever since and he regularly returns to this country that is very close to his heart. Jonathan chairs BBC Radio 4's Any Questions and Any Answers, has anchored several UK General Election broadcasts, and writes and presents documentaries from around the world. He is also the President of VSO.

OUR FINANCES: INCOME

Volunteer teaching
& expeditions

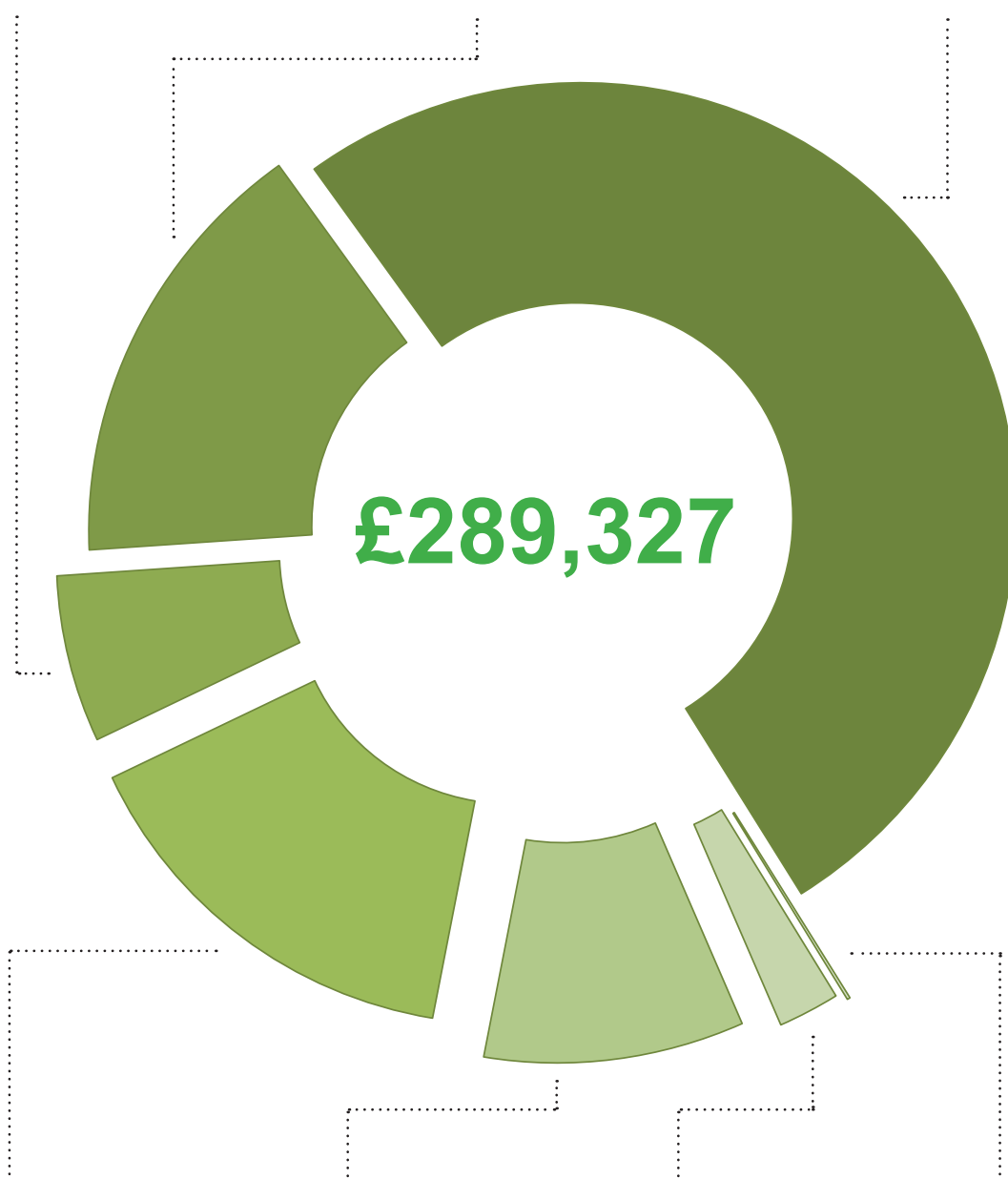
6%

General & capacity
building donations

16%

Project donations

51%



School linking

15%

Sponsorship

9%

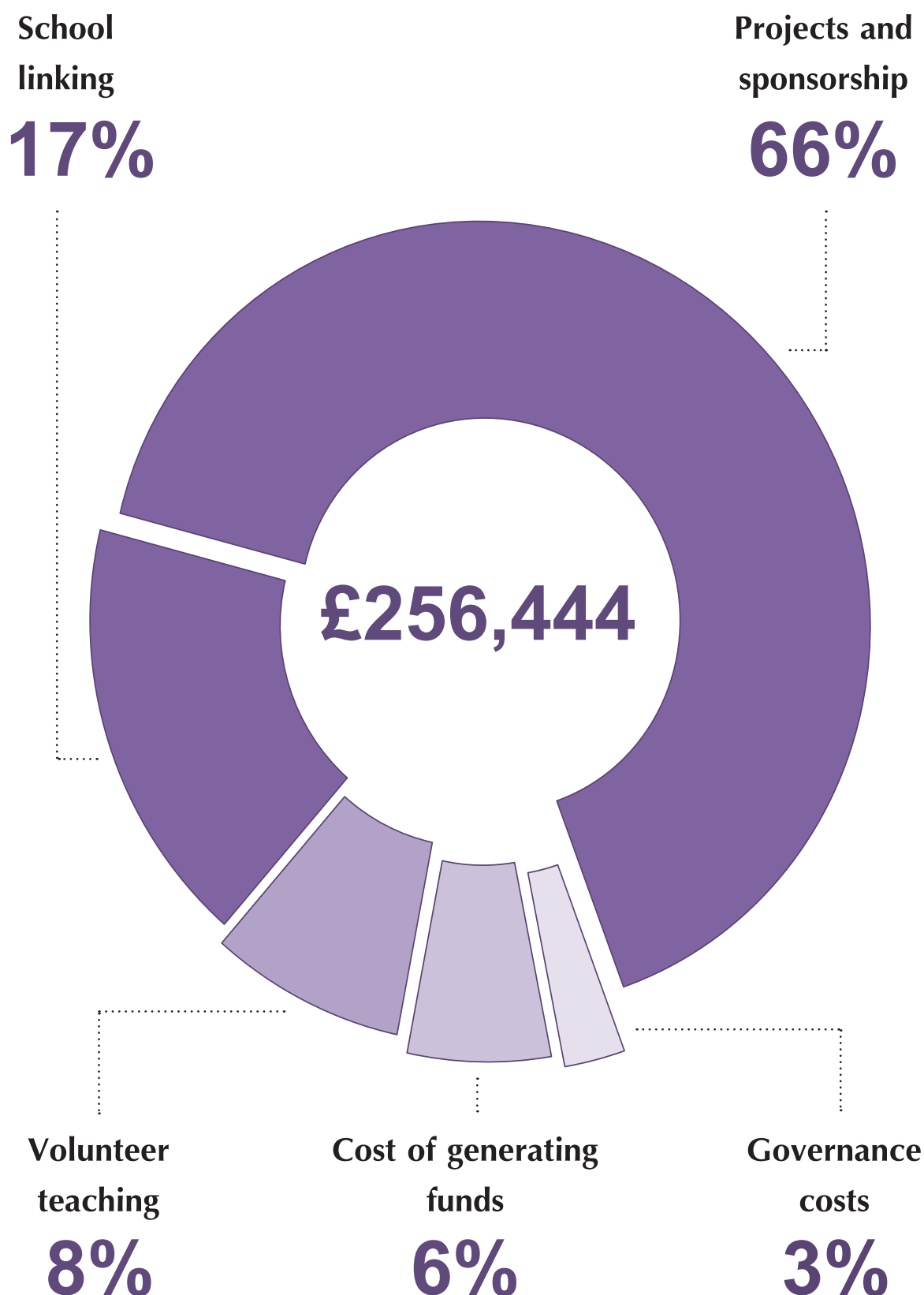
Tax refunds

2%

Interest

<1%

OUR FINANCES: EXPENDITURE



OUR FINANCES: FINANCIAL STATEMENTS

Statement of Financial Activities

For the period ended 31st March

	Notes	Total 2011-2012 £	Unrestricted Funds £	Restricted Funds £	Total 2012-2013 £
Incoming Resources					
Incoming Resources from Charitable Activities					
Project donations	1	83,346	1,698	145,972	147,671
School linking		40,911	38,019	5,675	43,694
Sponsorship		25,693	-	27,244	27,244
Volunteer teaching		15,309	14,497	-	14,497
Project expeditions		2,350	3,335	-	3,335
Incoming Resources from Generated Funds					
General donations	2	20,887	31,258	-	31,258
Capacity building		7,250	1,926	13,000	14,926
Tax refunds		13,495	6,392	-	6,392
Interest		437	310	-	310
Total Incoming Resources		209,679	97,435	191,891	289,327
Resources Expended					
Charitable Activities					
Projects and Sponsorship		128,263	-	168,167	168,167
School Linking		45,575	44,923	-	44,923
Volunteer Teaching		22,365	21,083	-	21,083
Cost of Generating Funds					
Cost of Generating Funds	3	9,492	15,609	-	15,609
Governance Costs					
Governance Costs		2,223	6,663	-	6,663
Total Resources Expended		207,918	88,277	168,167	256,444
Net Incoming Resources		1,761	9,158	23,724	32,882
Reanalysis of spends on specific funds		-	(1,738)	1,738	-
Balance Brought Forward		83,803	32,301	53,262	85,563
Balance Carried Forward		85,563	39,722	78,724	118,445

Balance Sheet at 31st March

	Notes	2013 £	2012 £
FIXED ASSETS			
Tangible assets		-	-
CURRENT ASSETS			
Debtors	6	13,475	13,632
Cash at bank and in hand		110,103	84,214
Total current assets		123,578	97,846
CREDITORS			
Amounts due within one year	7	(5,133)	(12,284)
NET CURRENT ASSETS		118,445	85,562
TOTAL ASSETS LESS CURRENT LIABILITIES		118,445	85,562
NET ASSETS		118,445	85,562
FUNDS			
Unrestricted funds		39,722	32,301
Restricted funds	8	78,724	53,262
TOTAL FUNDS		118,445	85,563

Movement in funds

	At 01 Apr 2012 £	Incoming resources £	Outgoing resources £	Transfers between funds £	At 31 Mar 2013 £
Unrestricted funds					
General fund	32,301	97,435	(95,421)	5,406	39,722
Restricted funds					
Capacity building	-	13,000	(3,570)	(5,000)	4,431
Classroom projects	(3,987)	24,072	(16,779)	844	4,151
Educational resources	(1,014)	6,990	(13,353)	6,132	(1,245)
Kindu Trust & Project Pencil Case	3	27,479	(27,494)	12	-
Libraries and books	(91)	12,540	(14,895)	2,848	402
School links (Allan & Nesta Ferguson)	-	5,675	(5,675)	-	-
Sponsorship	11,447	27,244	(12,272)	(11,635)	14,784
Sports projects	4,052	5,691	(9,833)	-	(90)
St George's School project	(4)	21,387	(21,384)	-	-
Teachers and teaching resources	4,788	1,113	(9,030)	4,495	1,366
Technology projects	(3,488)	32,687	(11,680)	150	17,668
Water and sanitation projects	10,250	10,507	(13,011)	(1,451)	6,295
Other projects & awaiting allocation	3,051	3,506	(2,048)	(703)	3,806
Transfer to cover restricted overspends	28,256	-	-	(1,099)	27,157
Total restricted funds	53,262	191,891	(161,024)	(5,406)	78,724
TOTAL FUNDS	85,563	289,327	(256,444)	-	118,445

OUR FINANCES: NOTES TO THE ACCOUNTS

Change in Accounting Basis - These financial statements have been prepared on an accruals basis for the first time. The previous year's finances have been restated to provide a fair comparison.

Accounting convention - The financial statements have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice (SORP March 2005).

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.

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. Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include the costs relevant to the strategic management of the charity.

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

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.

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

Foreign exchange translation - Transactions in Ethiopian Birr are translated at rates prevailing when funds are transferred to Ethiopia. Balances denominated in Ethiopian Birr are translated at the rate of exchange prevailing at the year end.

(1) Project donations

	2013 (£)	2012 (£)
Individuals	19,650	10,490
Schools	58,760	35,341
Trusts & foundations	65,090	35,579
Companies	4,171	1,935
Total	147,671	83,346

(2) General donations

	2013 (£)	2012 (£)
Individuals	24,966	18,791
Schools	5,634	1,439
Trusts & companies	659	657
Total	31,258	20,887

(3) Cost of generating funds

	2013 (£)	2012 (£)
Great Ethiopian Run	3,354	2,018
Supporters in Ethiopia	2,467	1,394
Merchandise & other	1,869	1,085
Shared operations	1,896	1,255
Staffing	6,023	3,741
Total	15,609	9,492

(4) Trustee remuneration

Trustees receive no remuneration. Travel expenses of £52 were paid to one trustee.

(5) Employees

Average number of full-time equivalent employees: UK: 3 (2 in 2011-12). Ethiopia: 10 (8 in 2011-12). Number with annual remuneration of £60,000 or more: 0.

	2013 (£)	2012 (£)
Wages & salaries	76,063	58,844
Social security costs	5,283	3,837
Total costs	81,346	62,681

18% of projects and sponsorship expenditure funded employee and support costs.

(6) Debtors

Amounts falling due within one year:

	2013 (£)	2012 (£)
Trade debtors	13,475	13,632
Prepayments	-	-
Total	13,475	13,632

Trust constitution - The Governing Document is the Trust Deed made on 18th September 2005. New Trustees are appointed by the existing Trustees.

Child protection - There is a Child Protection Policy in place that has been adopted by the Trustees.

Policy on reserves - The charity aims to have unrestricted funds of between £20k and £40k on deposit at all times to meet unforeseen expenses that may occur in meeting its aims, and to bridge any temporary gaps in income.

(7) Creditors

Amounts falling due within one year:

	2013 (£)	2012 (£)
Accruals	-	-
Tax & social security	2,585	1,834
Deferred income	2,548	10,449
Total	5,133	12,284

(8) Movement in funds

The charity maintains detailed restricted funds (328 during the year). Unexpended balances remained in 61 restricted funds at the year end which are grouped & summarised on page 25.

The trustees declare that they have approved this Annual Report and Accounts.

Signed on behalf of the Trustees on 18/01/14 by Ashley England and Chris Grant

Independent Examiner's Report

I report on the accounts of Link Ethiopia for the year ended 31st March 2013.

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 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

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

Basis of the Independent Examiner's Statement

My examination was carried out in accordance with 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 the 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 statement below.

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 Charities Act; and (ii) to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities 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.

Peter Hammond FCIE, FCEA
17 Coombs Close, Bedford, MK42 0EA.

23 January 2014



Link Ethiopia

Peel Centre, Percy Circus, London, WC1X 9EY, UK

Registered Charity Number: 1112390 (UK) 2438 (Ethiopia)