



LINK ETHIOPIA

ANNUAL REPORT

2016–2017



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WELCOME!

Welcome to our Annual Report for 2016-2017. As an organization, our vision is a future in which every child in Ethiopia has access to the highest quality education. We want to give the children we work with the best chance to a healthy, happy and full life. We have taken another step towards that vision this year with programmes that improve school facilities, train teachers and strengthen school communities.

This year has been a significant for several reasons. We completed the second phase of expansion at St George's School, which is now a real centre of excellence in the Gondar region. This marks the point when we can handover the school which is now able to run independently. It has been a real inspiration to see the school grow over time and the difference it makes to the 300 students who attend. We look forward to championing the school's progress over the years to come!

The year also saw unexpected challenges, most significant of which was the state of emergency declared by the Ethiopian government. Though thankfully we were able run our projects and programmes largely as planned, multiple volunteer placements and group visits had to be cancelled which had a significant knock-on effect on our fundraising. We adapted our team and set up in the UK and Ethiopia accordingly.

During the year we also began a strategic increase in our focus on girls' education and strengthening isolated communities through our rural excellence work. Our aim is to continue prioritising support for the students who face the biggest barriers to staying in school.

We would like to thank everyone who supported our work over the last 12 months; all our donors, sponsors, fundraisers, volunteers and schools. We also thank the teachers, students and families we work with in Ethiopia who inspire us every day.

Best wishes from all of our team,

Pete Belfield, Chair of Trustees, and Matt Stockdale, Chief Executive



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

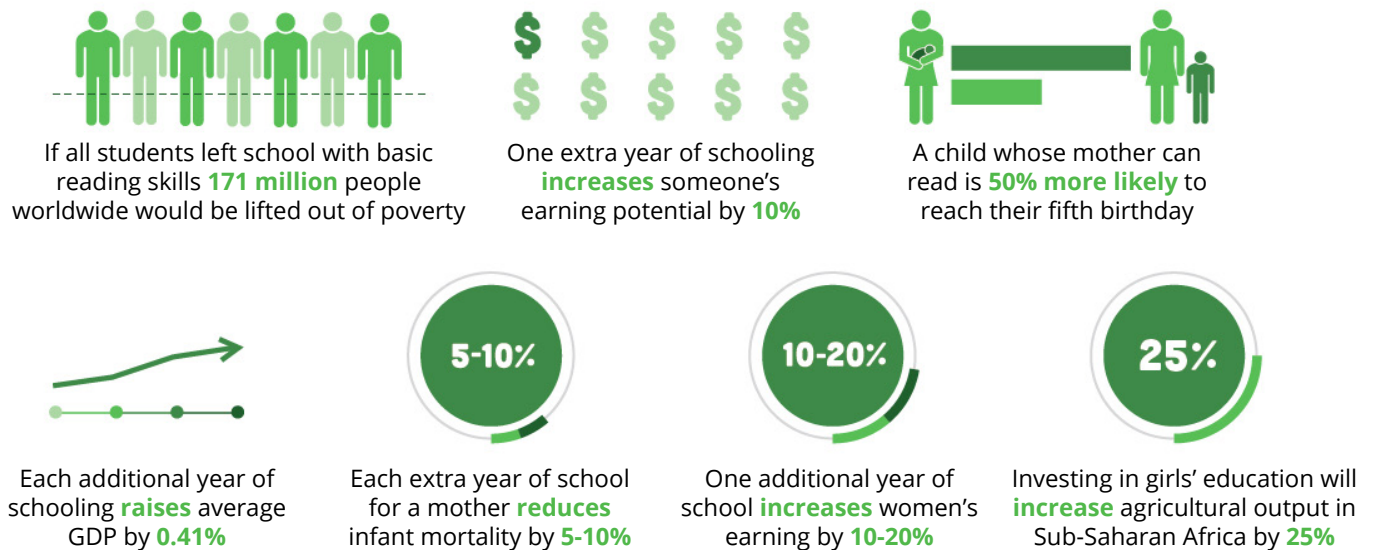
Our mission is to change lives through education.

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

WHY EDUCATION?

Education has the power to completely change people's lives for the better. Providing quality education to young people in Ethiopia helps put them on the path for a happier, healthier and more secure future.

7 MAJOR IMPACTS OF EDUCATION



LINK ETHIOPIA'S MODEL

We are working towards a future where every Ethiopian school is able to provide quality education, in a good learning environment and to all children in their community. In order to achieve this we work with our schools across five key areas:

-  **Infrastructure** - We work to provide high quality, locally appropriate buildings and facilities that ensure learning environments are safe, healthy and allow students and teachers to concentrate.
-  **Teaching Quality** - We provide teacher training to ensure all teachers have the knowledge and skills do their job to the fullest.
-  **Learning Resources** - We improve the teaching and study materials of schools and make sure they are used to enhance and enrich lessons and learning.
-  **Inclusion** - We work to address the challenges children face in accessing education so that everyone, regardless of gender, disability, income, ethnicity or religion has the chance of a quality education.
-  **Community Support** - We work with communities in Ethiopia and communities around the world to build support for improved education for the children of Ethiopia.

TEACHER TRAINING

PARTNERING WITH THE BRITISH COUNCIL

In July 2016, Link Ethiopia held a School Teachers' Conference in Bishoftu and Adama, in the Oromia region of Ethiopia. The conference incorporated professional development training over three days with 24 head teachers and 58 Link coordinators (teachers) from different schools participating. It was delivered in partnership with the British Council and focussed on core skills, sometimes referred to as deep learning skills, which can introduce young people to new ways of working, new ways of thinking, and new ways of living in a global world.

The conference aimed to share good practice from the school linking scheme across Oromia schools and to help schools improve the quality of teaching and learning through fostering these modern skills in the classroom.

The participants were encouraged to appreciate the value for students and wider society of skills such as critical thinking and problem solving, creativity and imagination, communication and collaboration, citizenship, digital literacy, student leadership and personal development.



Teachers and Directors who attended the workshop



Working with the British Council to improve educational quality in Ethiopia

The need for this training in Ethiopia and elsewhere is clear. Not only are many children still out of school, but also many children attending school are not receiving a quality education, and therefore are not being taught the basics. This has a negative impact on Ethiopian society and development.

As a result of engaging with the workshop material, teachers and school leaders improved their awareness of the need for school systems to develop core skills in young children. The teachers planned to use a number of highly effective teaching methods to enable them to implement the teaching of these skills.

Two and half months after the implementation of this training there was a monitoring process in which the participants shared their experiences of how they integrated the training into the classroom. Most of the participants said that the way they taught became more effective and their students' level of achievement had improved.

Government officials also evaluated the impact of the training and reported that the training was "intensive but effective". We have invested in local staff to provide opportunities so that more educators can benefit from this training.

RURAL EXCELLENCE IN GENDIT

EXPANDING A NEW COMMUNITY SCHOOL

During the last decade the Ethiopian government has put a huge amount of effort and investment into trying to ensure that every child in the country has the opportunity to enrol in elementary education. This has contributed to the increase in the number of 'satellite schools' which serve rural communities and are affiliated to an elementary school which is too distant for children to reach on foot.

One such satellite school can be found in Gendit, a rural community in the Gondar area of the Amhara region of Ethiopia. As part of our vision to change children's lives through education we launched our Rural Excellence campaign which aims to provide schools like Gendit with improved educational facilities, with the ultimate objective of providing more years of quality primary education to rural children.

The local team in Gondar identified Gendit as a pilot project site because of its exceptionally poor learning environment and its lack of basic facilities. Grade 1 children were attending their lessons in a rickety wooden structure and were sitting on large flat stones. Their teacher was frustrated and demoralised. The room was open to the elements and there was no classroom furniture on site, nor clean water and sanitation facilities.

On top of these issues, since there was only one classroom, once children passed Grade 1 their only option to continue their education was to make the long walk to Magsegnit, the nearest town, to attend Grade 2. Many children dropped out of school at this point because of the distance and because their families instead wanted them to help with income generation. Therefore one of the principal aims of this pilot project was to increase the number of grades provided at this satellite school.



To date, thanks to generous donors, we have constructed 4 large classrooms and a hand pump deep well on the school site. The design of the timber structure classrooms benefited from several visits from a volunteer architect from the UK. She made structural improvements to the design, including:

- adding concrete cladding to the structures to significantly increase their design life
- adding additional wooden cross beams to provide increased strength and durability
- using improved metal shutters to give more light in the day and security at night.

These improvements have been incorporated into other school projects and we hope that the Rural Excellence project will continue to generate further design improvements in the future.

The impact of the project has been significant, with enough safe, secure and purpose-built classroom space for the school to teach Grades 1, 2, 3 and 4 in their local community. The addition of the water well has brought clean running water for the students and wider community to use.



"It was very difficult and horrible. There were no seats in the classroom so the children had to sit on stones. The atmosphere was windy and it wasn't comfortable to teach. Other children would disturb us by looking through holes in the walls. I had a headache from the wind and from the stress of this problem. When there was no class, children would use the room as a toilet so when I arrived in the morning I had to clean it out. But life is changing because of your organisation. Now we have shelter from the heat. Now the children are glad to be sheltered away from the dust. It's a lifesaver and I don't think more students will drop out. I will be more successful with my teaching so thank you."

Abeze Worku, Grade 1 teacher at Gendit Elementary

ST GEORGE'S SCHOOL PHASE 2 OPENING

In May 2016, we were proud to hold the opening ceremony for Phase 2 of our St George's School project. This phase completes the construction of a further four classrooms (on top of the original 6), an IT suite for children, further toilets for pupils and staff, a guardhouse and additional workshops. It also marks the point where Link Ethiopia's involvement can begin phasing out as the school is now self running and has the capacity to manage any future expansions independently. The Phase 2 improvements will expand the school's high quality education provision, which has proven hugely successful in developing children's skills and encouraging their creativity. Furthermore, expanding the children's knowledge of technology and IT will improve their future prospects in modern society.



"On behalf of the school community, I would like to thank everyone who has supported us in this project and made it such a success. The opening ceremony was a lovely day and the photos here represent just a few of the happy memories I will take away from the event."

Hannah Dillon – Director of Education, St George's School

"Be it in facilities, the quality of the teachers, or the teaching and learning process, St George's is certainly the highest quality school in Gondar. The results which the students have achieved show that there is a good flow of teaching and learning. These additional classrooms will be helpful for other orphans and vulnerable children who wouldn't otherwise have the chance to go to school. According to the information from our supervisors, St George's School is one of the schools which produces talented students and gives us hope for the future of Ethiopia."

Finally, if St George's School continues as it is, it will be the model school for Gondar City and for the Amhara region. We will always be at your side. Be strong and thank you."

Mr Yigsaw Mekonnen – Head of the Gondar City Education Office



First day teaching Grade 2 children in one of the new classrooms



The partnership behind this project: The St George's School project is the result of a partnership between Link Ethiopia and the Northwood African Education Foundation (NAEF), a charity founded by Sir Malcolm and Lady Katharine Colquhoun. The two charities worked together on the design and construction of the school as well as on other operational aspects of Phases One and Two.

"My involvement in Ethiopia began in November 2014 when I came here as a qualified architect to oversee the building of St George's phase two construction. This week I returned to take part in the opening ceremony, a year on from when we broke ground in May 2015.

It has been a terrific week, made mostly by the presence of the parents, local community, director of the education and mayoral office on the day. After a challenging bidding process, many macchiatos and mixed juices it was a gratifying moment to see the children take occupation of 4 new classrooms, a chai (tea) hut, ICT/library along with a new guard house, workshop, store and sanitary facilities.



The construction team: Birara (director), Lucy (architect), Sisay (foreman), Endeshaw (contractor), Malcolm (founder), Elsa (manager of Link Ethiopia), Wonde (consultant), Hannah (Director of Education)

Personally it was wonderful to be with all of the fantastic people I have had the opportunity to work and volunteer alongside. Long may Link Ethiopia's involvement in the community continue."

Project Architect Lucy Brooke

Link Ethiopia would like to express its gratitude for the involvement of everyone who helped to make this project a success and give vulnerable children the opportunity to have a quality education. In particular we would like to thank the Link Ethiopia and NAEF staff in Ethiopia who worked on the project, the architects and volunteers, the construction company, Broomwood Hall School, the Gondar Education Office, and all the children, families and communities at St George's School.

CHILD SPONSORSHIP

SUPPORTING CHILDREN AT HOME AND AT SCHOOL

Link Ethiopia's child sponsorship programme is designed to support the children at highest risk of dropping out of school. Though education is largely free families must pay for books, pens and uniform, children risk missing school with illnesses they cannot afford to treat, and many students fall behind without extra help with literacy and numeracy. Link Ethiopia's sponsorship provides free school resources, access to medical care and support from a teacher mentor. One of our sponsors, Bernadette, was able to meet her sponsored child and see how her sponsorship helps:

Whilst I was in Gondar, I had the opportunity to visit a child I sponsor — Eyerus. I made the short journey across town with two Link Ethiopia staff. We arrived at her school where the 54 pupils in her classroom were being very attentive, sitting in rows at metal desks. Her teacher informed me that Eyerus was a star pupil coming second in class in her last exam.

Eyerus and her best friend Hanna were pleased to meet us, and practice their English as this was their favourite subject at school. We had been invited to visit their home. It was lovely to see them skipping up the road arm in arm, obviously very content. They wore their simple beige school uniforms.

Eyerus lives with and is cared for by Hanna's parents, as her mother has died and her father is unable to look after her. They have taken her in as she was Hanna's best friend, but the only help they had was the sponsorship through Link Ethiopia. The home was a simple mud and wood, one roomed house with a corrugated iron roof. Hanna's parents welcomed us in and hospitably made us some Ethiopian coffee. They explained Hanna slept with them on the main bed and Eyerus slept on the floor on a small bed. They had very few possessions but were proud of their home.

To sponsor a child feels philanthropic, but to be able to visit was a privilege. Initially, it was good to be able to put a character to a name and a photograph. However it was far more than that: seeing the girls enjoying life and getting the most out of the education that they can get. And also, seeing their guardians and teachers being proud of them and helping, basically, out of friendship. A visit I won't forget in a long time.



The Sponsorship Effect

Link Ethiopia's Sponsorship Programme works alongside our network of interventions to effect change.

THE RISK

Children across Ethiopia are at risk of dropping out because of external issues at home, at school and in their daily lives.



STEP 01



STEP 02

THE RESEARCH

Our team gathers all relevant information to assess student's situation, risk level and needs.



THE BARRIERS

Student absenteeism & drop out can be caused by lack of school resources, uniform, school facilities and more.

STEP 03



STEP 04

THE SOLUTION

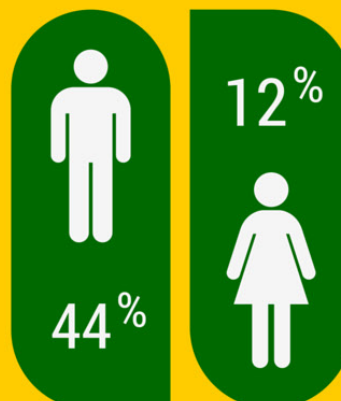
Providing uniform, school resources, developing self-esteem and school projects.



STEP 05

THE IMPACT

Distributing school uniforms decreases absenteeism by as much as 44%, and secondary school completion by 12%*



*Source: Wydick, Clewwe & Rutledge 2013 and Evans, Kremer & Ngatia 2009

www.linkethiopia.org

GIRLS' EDUCATION

"When women have the same opportunities as men, families and societies thrive."

Bill Gates

Link Ethiopia believes that delivering on the universal right to education, with a particular emphasis on girls' education, is both morally right and generates significant social and economic return on investment. The African proverb which says "if you educate a man, you educate one person but if you educate a woman, you educate a nation" has come to be supported by real data which shows that educated women not only increase their personal earning potential but also reduce poverty and increase life expectancy in their communities. The effects carry from one generation to the next since educated women have fewer, healthier and better educated children. Educating more girls is vital for social and economic development.

The promotion of girls' education has always been a central part of Link Ethiopia's work. We believe it is important to enable girls to stay in school, improve their grades and realise their full academic potential. Through our sponsorship programme more than 75% of the children we support are girls, and this proportion is increasing. We established a women's steering committee in Gondar, with Elsa Kebede (our Gondar regional manager) as a key member, alongside other local women in prominent positions who are familiar

with the challenges families face in keeping girls in education. This committee is a means to get more women involved in leading the gender equality conversation and providing a forum for women from a range of backgrounds and experiences to consider the factors affecting women and girls' development in the Amhara region, particularly related to education. The committee provides advice and insight for new initiatives to support girls in Link Ethiopia programmes as well as review progress of girls' education projects as they are being implemented.



As one of our pilot projects we supported 12 families where girls were at risk of dropping out of education because of low household incomes. The families were split into two groups and were either offered business loans or monthly grants to boost the family income. The support was conditional on their girls staying in school. We have told the stories of two of the families on the next page.



BIRKUTAWIT

Biruktawit is in grade 9. She has two sisters; her elder sister who is in grade 12 and her younger sister who is 7 years old and starting school next year. Biruktawit and her sisters live with her step-mother, who is the head of the household since her father passed away seven years ago. Her step-mother supports the whole family by selling injera (local bread) in the village and also works as a cleaner. She earns around 400 birr per month (less than £14) and is also receiving her husband's pension from the government but the family lives in a rented home which costs 600 birr per month. Their rented house does not have a separate kitchen so she has to make injera in front of the house out in the open. Smoke from the fire annoys the family who live next door and they constantly fall out. The family received a loan from Link Ethiopia of 5,000 birr which they pay back in monthly instalments.



"Before I got the loan from Link Ethiopia I was making injera by getting teff on loan and paying the cost back after I sold it. Now I can purchase 4 quintals (400kg) of teff at a time from the wholesaler at a much lower price."

Biruktawit's step mother

Biruktawit's step mother is also able to buy cheaper bundles of firewood that can last for some months. This makes for more profit and means her daughters can attend to their school work without worrying about dropping out to support the family or missing homework to do extra chores. Biruktawit says her step-mother is very committed, enthusiastic and optimistic about running the business and supporting the family.

YIRGEDU

Yirgedu is in grade 12 which means she will have the chance to go to university next year if she stays in school. She came second in her class last year, outperforming over 50 other students. Yirgedu lives with her aunt and earns some money as a part time school cleaner. Unlike Biruktawit's family, she cannot benefit from a loan because her family lives in an isolated area with few customers. Yirgedu was included in our monthly grant programme and her family received 200 Birr per month for 7 months without having to pay anything back.



"This is great support for girls to cover their needs while their family is in financial difficulty and it is a base for other girls to do better whenever there is support like this."

Yirgedu's aunt

Yirgedu used the grant for transport, school books, to pay for extra tuition and for sanitary materials. Since the grants began, Biruktawit's school results have improved; she finished the year first in the class and has won a place to attend university next year.

LIBRARIES AND LITERACY

TRAINING TEACHERS AND IMPROVING LIBRARIES

2016 marked the last full year of our Libraries and Literacy project after three years of training teachers and librarians to help children learn to read and write in English and Amharic. Reflecting on both the successes and challenges of the Libraries and Literacy project, Link Ethiopia would like to thank all the participating volunteers, teachers, librarians and students who made the project a success. We hope to build on our success working on literacy training and, in the future, work more closely with local and national government so that all teachers can access our training.



ENGLISH PHONICS TRAINING

The project provided 5 days of phonics training for 140 Grade 1 and 2 teachers specialising in English. The training was designed to train teachers in English phonics, to give them a 5-10 minute lesson structure they could replicate and to allow them to practice model lessons and get feedback from their peers. The training was designed and delivered by our international teacher volunteers with support from Ethiopian project staff.

Each teacher received at least two monitoring visits from a Link Ethiopia member of staff or from our volunteers. Monitoring visits incentivised teachers to focus in the training sessions deliver the phonics classes effectively. They also allowed modelling of best practice and correcting small mistakes in pedagogy or in recalling the phonics.

- 140** early grade teachers received phonics training, in 38 schools benefiting 6,000 students
- 46** librarians received training and library improvement grants benefiting 72,000 students
- 9** secondary schools ran English weak reader tutorials benefiting 315 students
- 4** new or existing donkey librarians received training and grants benefiting 5,000 students
- 8** schools received improved teaching methods training benefiting 400 students
- 5** reading clubs, reading bees and book boxes to promote reading benefiting 660 students



LIBRARIAN TRAINING AND LIBRARY GRANTS

A one-day librarian training took place in both regions in early 2017 run by our teaching volunteer, Cara Fairhall. Librarians and directors from all 46 schools attended to learn about best practices for encouraging reading in school and the library awards scheme. They shared their experiences of the project in its first two years. By inviting librarians and directors we were able to encourage the librarian to form an action plan which was supported and monitored by the school administration.

The schools all received a 4,000 Birr library grant which were spent according to the individual needs of the libraries; some schools chose to purchase books, others chose posters and many elementary libraries chose to create cosy reading corners for their younger students.

Throughout the year, schools have the opportunity to work towards one of four library awards: bronze, silver, gold and in 2017 for high-flying schools, platinum. Each award had a set of criteria, which librarians and directors use as a checklist, encouraging healthy competition between schools. These awards encourage them to increase the number of students using the library, borrowing books and taking part in the library club. They also made sure that school made the library environment more organised, attractive and child-friendly. Link Ethiopia staff or volunteers visited the schools regularly throughout the year to monitor progress and offer advice and support. The certificates were presented in a ceremony in February 2017 and the schools received a cash prizes of depending on the award they had reached.

INTERNATIONAL LINKING

FLYING THE FLAG FOR GLOBAL LEARNING

Marking the 20th anniversary of Link Ethiopia's work, changing lives through education, we decided to celebrate alongside our UK link schools, Ethiopian link schools and as many children in both countries as we could. We wanted to use arts activities to enable children to depict aspects of their daily lives. The images would go on to form flags, enabling students to share and compare different cultural experiences between the UK and Ethiopia.

With support from Kinetika, our UK partner specialising in community-arts projects, we devised a series of school based workshops in 10 selected schools in the Gondar region. During the workshops, the children drew and coloured images of their daily lives. This was a revelatory experience for them as art and drawing does not feature in their normal crowded curriculum.



After each workshop, Kinetika selected the best examples of individual drawings which were enlarged and painted onto 4 metre lengths of silk. These formed the basis of very colourful, striking and impressive depictions of the children's daily lives combined with the individual school names.

Back at our Gondar office, teams of children and volunteers prepared each school's flag using the batik process. This involved outlining the drawings in hot wax prior to in-filling with silk dye paints. Once completed the flags were dry cleaned to dissolve the wax and fix the colours. Individual drawings that did not end up on the large flags were made into smaller silk flags so that each child had a memento of their efforts.

-- The results were amazing! Each of the 10 schools completed a 4 metre high flag which they paraded proudly as they walked from their school to Meskel Square in Gondar where the celebration event had been organised. Nearly 1,000 children gathered to celebrate, happy to show off their flags to their parents and local people. Loud music and a circus acrobatic show added to the festivities – a truly memorable day for all concerned.

Following our successful flag making project in Gondar, and thanks to funding from the Arts Council and our continued partnership with Kinetika, we worked with 10 schools across the UK to match the 10 Ethiopian schools. Each school created a flag by creating images that represented them and their community. Together the flags encapsulate the purpose of school linking: students sharing learning about other cultures and getting a chance to reflect on their own.



Two day workshops were organised at each school where groups of children were invited to draw aspects of their local life and important places or events which they felt would be interesting to Ethiopian children. These were then enlarged and transposed onto the layout for each 4 metre flag. The older students helped to complete the waxing stage and colour dying the silk to produce the final flags using the batik process.

As in Ethiopia, the learning points for the UK students were significant and memorable – from basic drawing techniques and processes, through the stages of batik production to the completion of a cherished 4 metre flag representing each school. In particular, where children with learning difficulties were involved, the value of the whole experience was greatly enhanced.

Well done to all the schools who took part. The flag making project was the perfect way to celebrate Link Ethiopia's 20th anniversary with a project that encapsulated international exchange and global learning.



SPECIAL THANKS TO...

RACES AND MARATHONS

Our huge thanks to these speedsters who raised money to support our work:

- Tim Otty - London Marathon (£6,050)
- Nick Hopkins, Joshua Kern, Fabio Pizzoccheri, Richard Hamilton, Saha White, Nadine Carle-Edgar, Clare and Tom Ellis and Tim Otty - Royal Parks Half Marathon (£4,266)
- Tannery Drift School team - The Greenway Challenge Half Marathon (£640)

OTHER ACTIVITIES

We are also incredibly grateful for individuals who undertook or supported other fundraising events:

- Sarah and Neal's '100th' Birthday Bash (£1,475)
- Calum Erskine - Project Bishoftu (£2,068)
- Girl Guides, North East England - Andinet Classroom building (£3,112)
- Gondar Fire Appeal (£900)
- Calendars and merchandise (£1,131)

ORGANISATIONS

We have been given essential support by a number of organisations who we want to thank:

- Archer Trust (£1,000)
- Arts Council England (£13,500)
- British & Foreign School Society (£20,647)
- Didymus (£2,000)
- Elsie Kerr Trust (£250)
- Glebe Charitable Trust (£500)
- Jesus College Cambridge (£2,000)
- Meketa (£1,571)
- Northwood African Education Foundation (£62,763)
- SponsorHer (£2,790)
- UK Literacy Association (£1,250)
- World Challenge (£825)

SCHOOLS

Our thanks to these fantastic partner schools which raised important funds:

- Backwell School
- Beatrix Potter Primary School
- Brackenbury Primary School
- Bramford CEVC Primary School
- Burton Primary School
- Colyton Grammar School
- Dr Challoner's Grammar School
- Gayhurst School
- Greenfield Community School
- Hadfield Nursery School
- Hankham Primary School
- Herringham Primary School
- Immaculate Heart of Mary Catholic Primary School
- Impington Village College
- Kenmore Park Infants & Nursery School
- Keyingham Primary School
- Killinghall Primary School
- Laughton School
- Misbourne School
- Moyles Court School
- Ormesby Village Infant School
- Queniborough CE Primary School
- Rushmere Hall Primary School
- Seaford Head School
- St Peter's Primary School, Bristol
- St Stephen's Primary School, Bath
- Summerfields Primary Academy
- Tannery Drift First School
- Victoria Infants and Nursery School
- Windmill Primary Oxford



PARTNERS

Our thanks to our partner organisations:

- AidCamps International
- Chameleon Worldwide
- Corvallis Sister Cities Association
- Hope
- Inspire Worldwide
- Jolly Learning
- Kinetika
- Pelican Post
- Project Pencil Case
- School Aid
- The Intern Group
- The Kindu Trust
- Tutu's Fund for the Future
- Universal Learning Solutions
- World Challenge
- All of our UK and Ethiopian schools

VOLUNTEERS

We could not have run our programmes without:

- Alan Forrest
- Alan Taylor
- Amy Hearn
- Ashley England
- Ben Robinson
- Brigitte Hekker
- Cara Fairhall
- Caspar Cruchten
- Charlie Lilley
- Elizabeth Gezahegn King
- Gabriela Boane-Proboszcz
- Gabriella Otty
- Ilseon Yun
- Jack Sharville
- Jacob Hopgood
- Luke Sawyer
- Mark Forrest
- Melaku Getachew
- Pete Belfield
- Rachel Hussey
- Stuart and Viviane Stockdale
- Tutu Melaku
- Yassin Medhouny-Laouina

GIFTS IN KIND

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- The Finsbury Park Trust 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, stationery, period packs, books and sports equipment for our Ethiopian schools and children.

Thanks to the following companies that have donated software and digital services:

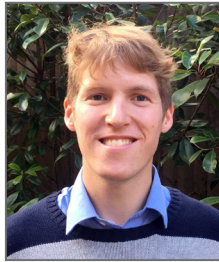
- Dropbox (document storage)
- Google (business services and advertising)
- Memset (website hosting)
- Microsoft (software)
- Skype (premium account)
- Smugmug (online photo storage)
- CalderaWP (form website plug-ins)
- Campaign Monitor (email services)
- Cloudinary (image hosting)
- Crashplan (online backup)
- Exposure (story platform for social media)
- Goodsync (online backup account)
- Long Path Tool (filing service)
- Microsoft (Windows and Office software)
- OnTheGoSystems (website plug-ins)
- PDF Buddy (collaboration tools for pdfs)
- Pic Monkey (editing images)
- Posts (social media scheduling)
- Salesforce (supporter database)
- Slack (communication tools)
- SQL Accessories (data management)
- Themeover (website plug-ins)
- Tripmode (mobile data tool)

MEET OUR TEAM

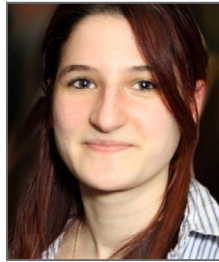
UK TEAM



Matt Stockdale
Chief Executive



Rory Dillon
*Projects and
Finance Manager*



Caroline Walker
Fundraising Manager

COUNTRY TEAM



Hailemariam Ayano
Country Director



Dawit Megerssa
Projects Manager



Lensa Abera
*Accountant and
Coordinator*

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PATRONS

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Jonathan Dimpleby
Rita Pankhurst

GONDAR TEAM



Elsa Kebede
Regional Manager



Zemene Mersha
Projects Manager



Marta Bekele
Sponsorship Manager



Sitotaw Ambachew
*Sponsorship
Coordinator*



Aster Molla
*Sponsorship
Coordinator*



Gebre Ayechew
*Projects
Coordinator*



Binalfew Alemu
Accountant

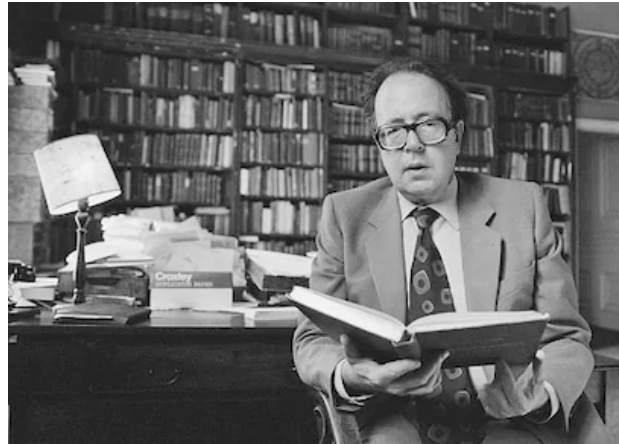


Selamawit Abebe
*Cashier and Store-
keeper*

And our sincere thanks to former team members Adugna Abdu, Chris Grant, Eyayaw Bayable, Habtamu Dereje, Jasmine Pearson, Laurence Conneely, Mastewal Shiferaw, Melaku Getachew, Tefera Teklu, and Tsegaye Alemneh.

REMEMBERING RICHARD PANKHURST

On Thursday 17th February 2017, we very sadly lost a great man and friend, Professor Richard Pankhurst who was considered by many as the ultimate expert on Ethiopian history, and to us a dear friend who supported and encouraged our work for many years as president of the charity. Following in the footsteps of his great mother Sylvia Pankhurst, who was an honorary Ethiopian and a vocal activist against the Italian invasion of Ethiopia, Richard made Ethiopia the object of his love and the subject of his study. Richard was hugely respected as a historian and scholar of Ethiopia and was known for the many books and articles he wrote, the institutions he established, for the battles he fought to get ancient artefacts and heritages repatriated to Ethiopia, and for the many other ways he has contributed to this country and people.



Richard was born in London in 1927 and attended the London School of Economics, where he earned a BSc (Econ.) in Economic History and a PhD in Political Science. Richard grew up getting to know Ethiopia thanks to his mother who at the time was campaigning against the Fascist occupation of Ethiopia. His focus on Ethiopia began during the time of occupation as he participated in demonstrations, fundraising events and campaigns and edited his mother's



newspapers, the New Times and Ethiopia News, which he continued for over 20 years. Richard settled in Ethiopia in 1956, where he devoted his life to Ethiopian studies and became the author of over 20 books on aspects of Ethiopia's history, culture and economics. As well as teaching for many years at the University College of Addis Ababa he also founded the Institute of Ethiopian Studies, where he encouraged and had a huge impact on many young Ethiopian students who later became prominent scholars. He published major works which are still in use today.

Richard also inherited an activist streak from his grandmother, Emmeline Pankhurst, who was the leader of the suffragette movement that helped secure the right for British women to vote. Alongside his wife, Rita Pankhurst, Richard campaigned in 2005 for the return of a giant obelisk taken from the ancient city of Axum by Mussolini's forces as well as piles of plunder taken by invading British troops in 1868. He later organised and became Vice-Chair of AFROMET, the Association for the Return of Magdala Ethiopian Treasures.

Ethiopia's foreign ministry has called him the "doyen of historians and scholars of Ethiopia" and we at Link Ethiopia will miss him as a friend and president of the charity.

OUR FINANCES: INCOME

GENERAL
DONATIONS

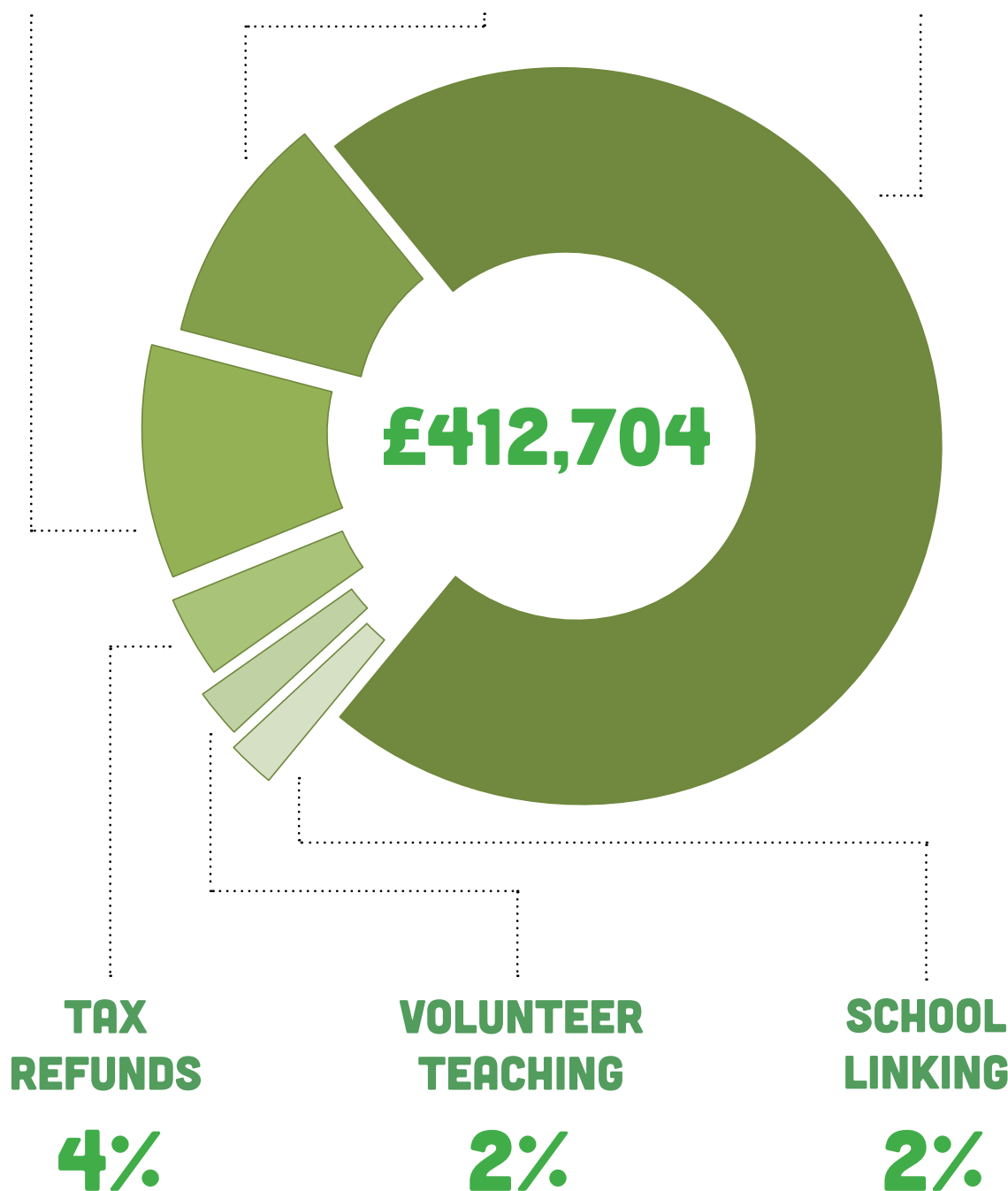
10%

PROJECT EXPEDITIONS
AND VISITS

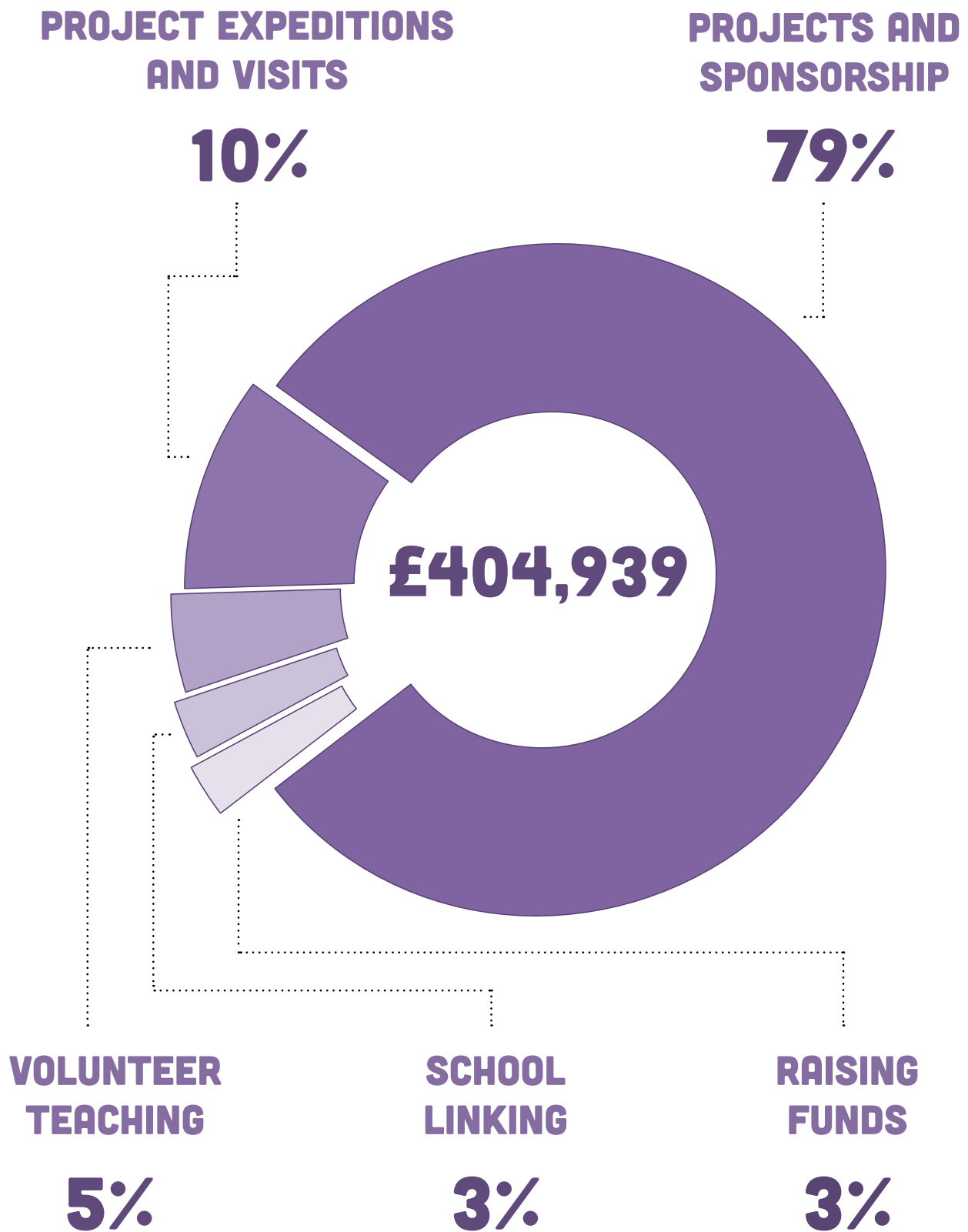
10%

PROJECTS AND
SPONSORSHIP

72%



OUR FINANCES: EXPENDITURE



FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31ST MARCH

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2016-2017 £	Total 2015-2016 £
Income from:					
Charitable activities					
School linking		8,450	-	8,450	12,280
Volunteer teaching		8,663	-	8,663	13,227
Project expeditions and visits		42,499	-	42,499	88,399
Donations					
Projects and sponsorship	1	-	296,246	296,246	397,288
General donations	2	42,212	-	42,212	20,701
Tax refunds		14,635	-	14,635	773
Other					
Other		-	-	-	-
Total income		116,458	296,246	412,704	532,668
Expenditure on:					
Raising funds					
Raising funds	3	10,563	-	10,563	10,650
Charitable activities					
Projects and sponsorship		67	321,993	322,060	460,013
School linking		11,463	-	11,463	16,408
Volunteer teaching		19,208	-	19,208	23,247
Project expeditions and visits		41,645	-	41,645	46,713
Other					
Other		-	-	-	-
Total expenditure		82,947	321,993	404,939	557,030
Net income / (expenditure)		33,511	(25,746)	7,765	(24,362)
Transfers between funds		(50,059)	50,059	-	-
Foreign exchange gains / (losses)		580	-	580	-
Total funds brought forward		45,379	20,343	65,721	90,084
Total funds carried forward		29,411	44,655	74,066	65,721

BALANCE SHEET AT 31ST MARCH

	Notes	2017 £	2016 £
FIXED ASSETS			
Tangible assets		-	-
CURRENT ASSETS			
Debtors	6	12,415	4,285
Cash at bank and in hand		66,174	88,641
Total current assets		78,589	92,926
CREDITORS			
Amounts due within one year	7	(4,523)	(27,204)
NET CURRENT ASSETS		74,066	65,722
TOTAL ASSETS LESS CURRENT LIABILITIES		74,066	65,722
NET ASSETS		74,066	65,722
FUNDS			
Unrestricted funds		29,411	45,379
Restricted funds	8	44,655	20,343
TOTAL FUNDS		74,066	65,721

MOVEMENT IN FUNDS

	At 01 Apr 2016 £	Incoming resources £	Outgoing resources £	Transfers between funds £	At 31 Mar 2017 £
Unrestricted funds					
General fund	45,379	116,458	(82,947)	(50,059)	28,831
Foreign exchange gains / (losses)	-	580	-	-	580
Total unrestricted funds	45,379	117,038	(82,947)	(50,059)	29,411
Restricted funds					
Classrooms	71	29,187	(12,173)	(2,085)	15,000
Girls and inclusion	10,352	5,590	(2,960)	(581)	12,400
Kindu Trust support	-	74,657	(62,680)	(11,977)	-
Literacy	-	39,444	(22,122)	(6,430)	10,892
Science and technology	-	65	(385)	320	-
Sponsorship	-	49,406	(78,162)	28,756	-
St George's School	-	68,905	(52,251)	(16,654)	-
Various fundraising campaigns	3,003	1,655	-	(1,475)	3,183
WaSH	5,565	4,101	(4,809)	(4,735)	123
Other projects & awaiting allocation	1,352	23,237	(86,451)	64,920	3,057
Total restricted funds	20,343	296,246	(321,993)	50,059	44,655
TOTAL FUNDS	65,721	413,284	(404,939)	-	74,066

NOTES TO THE ACCOUNTS

ACCOUNTING CONVENTION

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.

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.

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.

FUND ACCOUNTING

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

POLICY ON RESERVES

The charity aims to have unrestricted funds of between 3-6 months running costs on deposit to meet unforeseen expenses that may occur in meeting its aims, and to bridge any temporary gaps in income.

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.

(1) PROJECTS AND SPONSORSHIP

	2017 (£)	2016 (£)
Individuals	82,593	73,674
Schools	69,163	192,809
Trusts & foundations	142,362	107,731
Organisations	2,129	23,074
Total	296,247	397,287

(2) GENERAL DONATIONS

	2017 (£)	2016 (£)
Individuals	35,073	17,066
Schools	5,364	1,321
Organisations	1,775	2,313
Total	42,212	20,701

(3) RAISING FUNDS

	2017 (£)	2016 (£)
Events	-	396
Merchandise & other	2,949	2,283
Shared operations	4,593	4,296
Staffing	3,022	3,674
Total	10,564	10,650

(4) TRUSTEE REMUNERATION

Trustees received no remuneration nor expenses.

(5) EMPLOYEES

Average number of full-time equivalent employees in the London office: 2.5 (2.8 in 2015-16). Number with annual remuneration of £60,000 or more: 0.

	2017 (£)	2016 (£)
Wages & salaries	55,329	59,546
Social security costs	4,126	4,355
Pension contributions	553	53
Total costs	60,009	63,954

(6) DEBTORS

Amounts falling due within one year:

	2017 (£)	2016 (£)
Trade debtors	12,415	4,285
Prepayments	-	-
Total	12,415	4,285

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.

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.

(7) CREDITORS

Amounts falling due within one year:

	2017 (£)	2016 (£)
Accruals	3,527	-
Tax & social security	996	1,270
Deferred income	-	25,935
Total	4,523	27,204

(8) MOVEMENT IN FUNDS

The charity maintains detailed restricted funds (238 during the year). Unexpended balances remained in 15 restricted funds at the year end. All funds 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 29/01/18 BY ASHLEY ENGLAND AND PETE BELFIELD

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES

I report on the accounts of Link Ethiopia for the year ended 31st Mar 2017, which are set out on pages 24 to 27.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES & 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.

Peter Hammond FCIE, FCEA
13 Pattern Close, Bedford, MK42 9AY

29 January 2018

Link Ethiopia

Registered address: 225-229 Seven Sisters Road, London, N4 2DA, UK

Trustees: Ashley England
Chris Grant (until November 2016)
Elizabeth Gezahegn King (from April 2017)
Gabriella Otty
Jack Sharville
Melaku Getachew (until April 2017)
Pete Belfield

Patrons: Haile Gebrselassie
Jonathan Dimbleby
Rita Pankhurst

Chief Executive: Matt Stockdale

Banker: TSB, 8 Sycamore Road, Amersham, Bucks, HP6 5DU, UK

Independent examiner: Peter Hammond FCIE, FCEA

Registration: 1112390 (UK Registered Charity Number),
Charitable Trust, Declaration of Trust dated 18 Sep 2005
2438 (Ethiopian Registered Charity Number)