



LINK ETHIOPIA

ANNUAL REPORT

2017–2018



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CHARITY INFORMATION

Registered address:	225-229 Seven Sisters Road, London, N4 2DA, UK
Trustees:	Ashley England Elizabeth Gezahegn King Gabriella Otty Holly McKenzie (from October 2018) Jack Sharville Matt Stockdale (from October 2018) Pete Belfield (until December 2017)
Patrons:	Haile Gebrselassie Jonathan Dimpleby Rita Pankhurst
Chief executive:	Matt Stockdale (until March 2018) Caroline Walker (from March 2018)
Banker:	TSB, 8 Sycamore Road, Amersham, Bucks, HP6 5DU, UK
Independent examiner:	Alice Hearn ACA
Registration:	1112390 (UK Registered Charity Number), Charitable Trust, Declaration of Trust dated 18 September 2005 2438 (Ethiopian Registered Charity Number)

WELCOME!

Welcome to our Annual Report 2017-18! Our aim as an organisation is to improve access to high quality education in Ethiopia to transform the lives of young people for whom school can be such a valuable stepping stone. We are pleased this year to have continued improving our work to increase access to education, build new school facilities and provide resources and training to improve the quality of teaching.

Working in partnership has enabled us to expand our reach, develop our support and improve inclusion in education. Our partnership with The Kindu Trust led to the establishment of two new projects this year; a girls' football team and an initiative providing menstrual hygiene materials to female students. These projects contribute to our aim to support girls and to embrace a holistic approach to education. Through these projects the girls have built their confidence and are more ambitious and focused at school.

We were particularly sad in 2018 to hear about the passing of Tefera Teklu, our former Country Director. Tef, as he was known, was a caring and devoted teacher, friend and colleague. His words from a blog he wrote for Link Ethiopia years ago remind us how important global connections are. Speaking about his doubts regarding his English language ability as a young undergraduate from a book-based state education, Tef describes the transformation he felt when he was able to practice English with volunteers through our charity, then known as GondarLink.



"I was among the first students who benefitted through the letter exchange scheme in Gondar and I began welcoming the volunteers. [My friend] Solomon did all the talking and I did all the listening and nodding. I wonder if I was able to understand any of the conversations. [Eventually] I found myself as the only liaison between London and Addis Ababa. When volunteers came, I welcomed them, showed them around for two or three days and then saw them off to Gondar. The challenge to communicate and understand another culture began in earnest at this point and the rest is history." Tef went on to become a journalist before becoming Link Ethiopia's Country Director and the tributes that we have received from volunteers and supporters who met him while in Ethiopia are testament to his warmth, friendliness and ability to engage with another culture and language.

We are pleased to continue the global learning legacy and this year hosted a number of student visits from our linked schools to Ethiopia. It has been a pleasure to see the benefit for all involved. The impact of such cultural exchanges cannot be underestimated and we are grateful that our work can benefit students globally while supporting the education of hundreds of children in Ethiopia.

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.

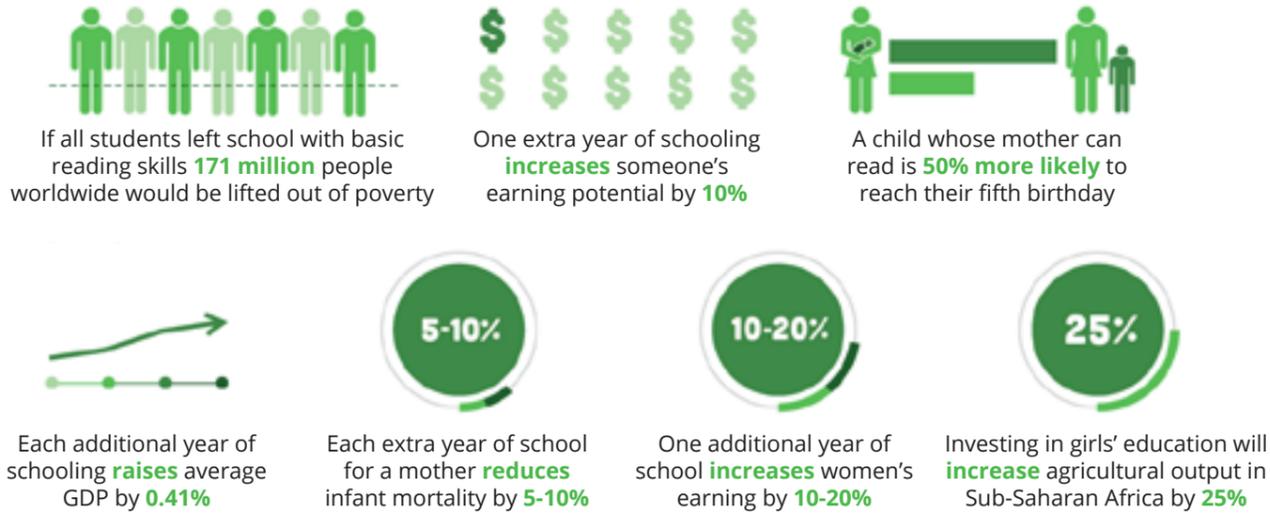
Best wishes from all of our team,

Ashley England, Chair of Trustees, and Matt Stockdale, Chief Executive

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.

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, and by encouraging mutual understanding and respect between different cultures.

RURAL EXCELLENCE

Link Ethiopia's Rural Excellence initiative is a long-term effort to bring access to quality education to areas of Ethiopia where it is most in need. 84% of the population of Ethiopia live in remote rural areas but only 16% of Ethiopia's schools are in these communities. The government provides teachers to communities who can fund a classroom and have children in the community ready to attend. This means that if we can build a classroom where it is needed, we can guarantee the education of hundreds of children in the local area for decades to come. Our Rural Excellence projects provide classrooms, toilets, and other facilities to schools where the community can benefit most.

BRINGING WATER TO AYKEL SCHOOL

Aykel General Secondary School is a large school situated in the west of Gondar, north-west Ethiopia. The school teaches Grades 9 and 10 and is one of the few schools in the area to provide secondary education so students often walk for up to an hour from outlying villages to attend. Before the project, Aykel School had 2,856 students and 100 teachers but only two water taps.

Water is a vital resource in a school. It not only hydrates the students so they can concentrate, it means toilet facilities can be cleaned and maintained, and people can wash their hands after using the toilets. Good hygiene throughout the school reduces the spread of infection and improves attendance.

Link Ethiopia identified that a better supply of clean water was a top priority for Aykel School so we were very pleased when a fundraiser in the UK arranged to do a series of running events to fund a water station.

Previously, the school had one hand pump to provide water but a broken part meant it was no longer in use. In recent years new water pipes had been plumbed into the local town. Each morning a single water tank was manually filled from a tap in the town providing a very limited supply to staff and pupils.

AROUND THE WORLD, UP TO 443 MILLION SCHOOL DAYS ARE LOST EVERY YEAR BECAUSE OF WATER-RELATED ILLNESSES.



Above, the single water tank that served Aykel school before the project and, left, the 10 tap water station now at the heart of the school.

The project team dug trenches and extended the water pipes from the town into the school grounds. They then built a water station with 10 taps in the centre of the school to provide easy access. Pipelines were also extended to the boys' and girls' toilet blocks, at the back of the school, so that clean running water was available by the toilets. Finally, they repaired the existing hand pump so that the school would still have access to water in case mains water wasn't available.

While on a Link Ethiopia tour of the historical sites of Northern Ethiopia the project's funder was able to visit the new water station.

"On reaching the school I was greeted by the headmaster who gave me a guided tour of the whole site. We approached the water station during lesson time and I found it standing alone and surrounded by timber fence posts and netting. Ending the school tour, we returned to the main recreation area and were met with whelps and cries from a gathering of children who were now drinking, mainly, but also splashing their cohort and their own faces with fresh cold water. Quite a sight on a bright, sunny Ethiopian day.

I saw the kids have as much fun using the water station as we had had raising the money that funded it. The sights and sounds of that morning will stay with me forever - as will the sight of their IT class and library facilities - both of which still inspire me to keep up the fundraising!"





SECOND CYCLE OF PRIMARY INTRODUCED AT ANDINET SCHOOL

Link Ethiopia has been working with Andinet Primary School for 5 years helping to improve the facilities it can offer to local children. The school is in rural Amhara and only provided the first cycle of primary education (Grades 1 to 4). Beyond Grade 4, children would have to find a different school if they wanted to continue their education, often having to travel far longer distances.

This was problematic for many of the children, as travelling to and from school impacts the time they have for chores and homework. The journeys are also dangerous, including busy roads and the risk of violence, particularly for female students. Understandably, parents feel reluctant to send their children to distant schools so the students are at risk of dropping out once they finish Grade 4. Link Ethiopia built two new classrooms at the school so they could teach education beyond Grade 4.

Construction started at the beginning of January 2018 and the new classrooms were completed by March. The rooms are made in the traditional style using a plastered wooden structure, with cement floors. The classrooms are a good size, creating a spacious, airy and welcoming learning environment for the new Grade 5 students.

2 NEW CLASSROOMS BUILT

69 STUDENTS ENROLLED IN GRADE 5

10% INCREASE IN A PERSONS EARNING POTENTIAL FOR EVERY YEAR OF SCHOOLING



GIRLS' EDUCATION

It is now common knowledge that educating girls is not only the right thing to do, it is the smart thing to do. Wherever girls are empowered through education there is a knock-on effect on their community. Girls that stay in school longer are more likely to marry later, earn a greater income, and have healthier children. Educating girls also strengthens their voice and visibility, leading to a more equal society with diverse leadership. As part of our work with schools, Link Ethiopia considers the barriers that stop girls from accessing education and develops projects to overcome those obstacles. We are pleased to have worked closely with our partner, the Kindu Trust, this year to develop a number of new projects supporting girls.

IMPROVING ATTENDANCE BY TACKLING PERIOD POVERTY

Starting your period is difficult for girls anywhere. It is even more daunting for girls in Ethiopia, who lack access to sanitary products, a place to change them privately, or even water to wash them. Lack of access to these basics has a negative effect on their education, as they miss school to avoid embarrassment, struggle to concentrate due to worries with inadequate sanitary materials and sometimes drop out altogether.

We started a project this year to help girls overcome some of the difficulties of managing periods while at school. With our partners the Kindu Trust and Days for Girls UK, we have been providing high quality re-usable period packs to girls at secondary school, along with training about menstruation, puberty, sexual health, family planning and rights over your body.

The period packs have been developed by Days for Girls who have been testing and developing this practical solution for over a decade. They are made by volunteers in the UK who purchase, sew and send the packs to our UK office according to the numbers we require. As well as providing the packs, the project includes training on topics which empower girls with knowledge about how their bodies work, their rights, menstrual management and family planning. This is valuable information in a society where discussing periods is still taboo.

A qualified Days for Girls UK trainer joined our team in Ethiopia in late 2017 and provided training to our staff as well as leaders of ten Girls Clubs from our linked schools. Once the leaders had received the training, they were supervised and supported to deliver sessions in groups of 12 to girls at their secondary schools: these girls come from poor backgrounds and are unlikely to have access to disposable period management solutions. The pack provides a solution that will help them manage their period with dignity for two to three years.

OUR PARTNER



The Kindu Trust is a UK and Ethiopian charity that Link Ethiopia has worked alongside for 10 years. Their family-based approach and community programmes mean they have a unique perspective on supporting children within the community. Through partnership, we aim to improve educational outcomes for girls through interventions that are education-focussed but address factors outside of school walls affecting education.



"Before, with my period I would not come out of class during break time but now I am not even thinking that I am on my period because the kit is comfortable and gives me confidence to stay in school and move around."



180 GIRLS RECEIVED PERIOD PACKS AND TRAINING.

70% OF THE GIRLS MISSED 3 DAYS OF SCHOOL A MONTH BEFORE GETTING A PACK.

95% OF THE GIRLS ATTENDED SCHOOL FOR THE WHOLE MONTH AFTER GETTING A PACK.

GIRLS' FOOTBALL TEAM

We have been working over the past year to establish Gondar's very first girls' football team. The project involves 20 girls aged between 12 and 16 from disadvantaged backgrounds who have little access to social growth activities.

Girls in Ethiopia tend to have less access to leisure activities as it often falls to them to carry out chores at home and parents are more fearful for their safety, restricting the time they are able to play outdoors. Confidence and teamwork are essential for developing in education, as well as in life, and the Girls' Football Team is designed to nurture these skills.

Football is generally a very popular sport in Ethiopia but it is uncommon for girls to play football after puberty. In order to build the confidence of the team members the project invested in new kit and a trained Coach. Since October 2017, the team has been training with her twice a week. Each training session is followed by a hot meal and shower at a nearby hotel. These measures are key to ensuring their health and wellbeing as many of the girls on the team only have irregular access to shower facilities and a nutritious diet.

We are hopeful that this project will help teach the girls teamwork, leadership skills and build their social and support network, as well as encouraging sport as a healthy activity both physically and mentally.



SPONSOR HER

We are very close to our target of 70% of our sponsorships supporting female students. This target is in recognition of the fact that girls are more likely to drop out of education, so we were delighted when SponsorHer contacted us to help support more girls through sponsorship.

SponsorHer are an organisation based in Addis Ababa who aim to increase secondary school enrolment for Ethiopian girls by partnering with local organisations, like Link Ethiopia. They focus on secondary education as this is the point at which young women begin to face an increased risk of dropping out. 2017 marked our second year in partnership and saw us support nine girls who are among the top performers in their school.

Of the nine girls, last year:

1 GIRL COMPLETED HER FIRST YEAR OF SECONDARY SCHOOL

6 GIRLS PASSED THEIR GRADE 10 NATIONAL EXAMS AND WILL MOVE ONTO PREPARATORY COLLEGE

2 GIRLS PASSED THEIR GRADE 12 NATIONAL EXAMS AND WILL NOW JOIN UNIVERSITY

"Above all, it is great to see kids benefitting, their lives changing because of our work - from clean water to better teaching. I remember one girl, a good student, who saw little future at school. She became depressed, dropped out, and disappeared. She was going to work in a remote village as a servant, but Link Ethiopia was able to get her back to school. Her results were good and now she is a third year nursing student in a private college.

In the future, we want to provide facilities and resources for lots of schools. I especially want us to work with the government to have a sustainable impact for female students in particular through teacher training, with good techniques spreading to all schools in the Amhara region - and beyond. I hope we will always support schools to provide good education."



Link Ethiopia's Regional Manager, Elsa Kebede

INTERNATIONAL LINKING

Link Ethiopia was founded on the principle of shared learning and compassion; our work builds a bridge between schools and pupils in Ethiopia and schools and pupils in the UK. The links are equally beneficial for both sides with students in each school getting to expand their understanding of another culture. We were very pleased this year to host two groups of students from the UK at our linked schools in Bishoftu, Southern Ethiopia.

HEADINGTON SCHOOL

Headington School in Oxford have been working with Link Ethiopia since 2012. Through the Geography department, the school organises regular trips to Assela, Ethiopia. The groups raise funds for new facilities and students are able to visit the classrooms and toilets they have helped to build. During their trip, they assist with construction, meet pupils at the school and discover Ethiopia.

In July, a group of 14 students travelled to Assela in Oromia, to help build a toilet block which they funded. The Assistant Head Teacher, who travelled with them, describes the trip:

"This year's trip to Ethiopia began with a three-hour drive to Assela where girls and staff met children and teachers from Dosha Elementary School where they would be working for the project phase of the trip.

The girls were overwhelmed by the welcome reception of singing, dancing and applause and they were presented with some beautiful flowers. The girls then experienced their first taste of Ethiopian food - injera and tibs. They also experienced the famous Ethiopian coffee ceremony - a big hit with the group! Then began four days of hard work at the school, helping to transform classrooms, planting trees, building a toilet facility and playing with the school children. It was amazing seeing how much could be done with the £8,000 that we had raised before coming to Ethiopia. Despite not knowing much Amharic and the local children speaking very little English, we managed to play football, sing songs and have a lot of fun together.

After working at the school, the group headed south to experience even more of Ethiopia. Their tour included visiting the Dorze tribe, going hippo and crocodile spotting, watching hyenas being fed and lots of long mini-bus travel with exceptional tunes to keep the girls entertained! One of the trip leaders, said "the girls were amazing and we all had a life-changing experience that will certainly stay with us forever."



CHILD SPONSORSHIP

Our child sponsorship programme is at the heart of our mission to increase access to education for the communities we work in. Many children in Gondar and Bishoftu are unable to attend school simply because their families lack the means to buy the uniforms, stationery and books they need to attend school. Our sponsorship funds those resources as well as providing medical support and in-school mentoring to stop children from dropping out.

INTRODUCING IN-SCHOOL MENTORS

Our sponsorship team in Ethiopia are there to ensure the wellbeing of the children as they go through their educational journey. They have regular contact with sponsored children, deliver school materials at the beginning of each year and collect school results at the end of each year.

We are always looking for ways that the sponsorship programme may be improved. To this end, this year we introduced in-school mentors that work closely with our sponsorship team. In-school mentors were selected in each school where we have sponsored children and trained to provide support. They act as a point of contact for the children, and allow the school to flag issues for our staff, so that we can respond more quickly if extra support is needed.

Our sponsorship coordinator in Gondar relayed the case of a student with difficult behaviour who was going to be expelled from school. The school mentor alerted our Sponsorship Coordinator who spoke to the Director of the school to explain the student's difficult home situation due to poverty. They also spoke with the student to explain the value of staying in education and importance of proper attendance and behaviour to achieve this. As a result, the student was able to take his Grade 8 National Exams and is now in Grade 9 at a prominent local secondary school. He is glad to have a second chance and is working to make the most of his secondary education.



- 182** children received a school bag, uniform, pens and exercise books
- 11** students completed the first cycle of primary school
- 20** passed their Grade 10 national exams and will now pass onto preparatory college
- 16** were attending university or vocational training courses
- 1** graduated from university

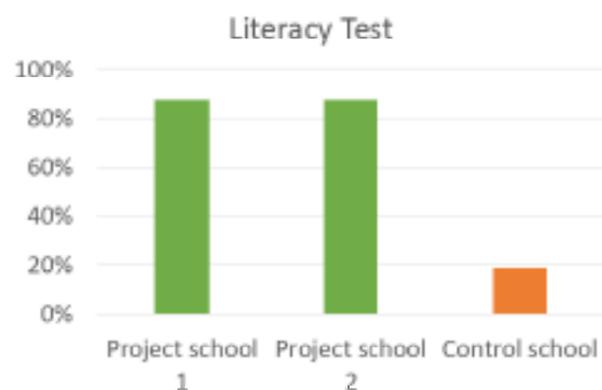
LITERACY ASSESSING OUR IMPACT

Following the end of our three-year Libraries and Literacy project, we were able to reflect on the lessons learnt from one of our most high impact projects.

Over the course of the project, we worked with 38 schools and over 100 teachers, collaborating with Grade 1 and Grade 2 English teachers to train them in English phonics. The phonics approach helps students to read by blending word sounds rather than memorising words. The technique is proven to help children to learn to read faster for both mother tongue English speakers and children learning English as a second language.



As part of an independent assessment led by Enable-Ed, we revisited three schools to see what the long-term impact of the project had been. We found that teachers who had received phonics training were still using at least one element of the method to teach English one year later and still using the resources provided by Link Ethiopia. A reading test for Grade 1 students showed that the percentage of children who were functionally literate was significantly higher for students who had received our phonics training.



As well as looking at new Grade 1 students being taught by trained teachers, we wanted to revisit classes who had learnt English using phonics in the first year of the project.

When carrying out a reading test with those students, now in Grade 3, we found that the classes with students taught using the phonics method had a higher percentage of literate students than the regional average. There was variation in the results from school to school, with some project schools reverting to traditional teaching methods. The results show the effectiveness of the phonics approach but also the need to develop teacher engagement and the wider school understanding of the value of the phonics method.

We have been very encouraged over the project period to see the positive impact we can have on children's English language skills using the phonics method. English becomes the language of instruction for all subjects from Grade 9 so it is a vital skill for Ethiopian students. Link Ethiopia will continue to seek opportunities to provide teacher training in phonics and will build on lessons learnt from this project to ensure the sustainable improvement of students' English language skills.

DISABILITY AND INCLUSIVE EDUCATION

Ethiopian children with disabilities face higher barriers to attending school; social stigma, schools accessible only by foot, and a lack of facilities or awareness. For these reasons, it is estimated that only 8% of the primary school population with disabilities are enrolled in school.

We have been working to make education easier to access for students with disabilities since 2013. This year we built on this work with a project alongside our local partner, the University of Gondar Community Based Rehabilitation team, working with two elementary schools, Kola Diba and Chuahit, in a rural district outside of Gondar. The area was selected as it has a particularly large population of local children with disabilities in need of extra support.

We worked with 75 teachers and school administrators to increase their awareness of disabilities, providing training that gave basic information on common disabilities and best practice for lessons to include all students. We delivered braille writing equipment (paper, slates and styluses) and sign language materials. In collaboration with the local education office, we also identified a list of nine local children who were out of school and set a pathway for them to start their education.

Both schools formed action plans following their training and on subsequent school visits we could see the actions directors and teachers had taken to make schools more inclusive, ensuring blind and deaf children's learning was incorporated into lessons.



69 CHILDREN WITH DISABILITIES HAVE BEEN REACHED THIS YEAR.

It has been a learning curve for us to work closely with the team from the University of Gondar and utilise their expertise in inclusive education, social work and community outreach. We look forward to expanding the project next year and working with families whose children cannot yet access school.

TOURING ETHIOPIA

SHARING CULTURE AND RAISING FUNDS



As part of our mission to share cultural understanding Link Ethiopia runs tours exploring some of the incredible sights that Ethiopia has to offer. These tours also function as a valuable income generating stream for our work.

Tourism is a growing industry for Ethiopia and the government is focussing on the industry to boost the economy and support Ethiopia's development. The tours that we run are personal and for small groups. Our three established tours are designed to take in the astonishing historical features of Northern Ethiopia, the remarkable birdlife and lakes of the rift valley, and the little-known tribes in Southern Ethiopia.

As well as key tourist sites, the tours also offer the opportunity to experience local life and engage with our development work to improve opportunities for future generations. As such, we visit our schools projects, the communities we sponsor, and our offices so that guests can see how people live, the challenges they face, and witness how we are working to support them.

This year we were very pleased to host 19 guests across two trips taking in the 'Historic Ethiopia' tour across Northern Ethiopia.

"The trip was perfectly pitched and organised. We got to see part of the real country and meet and talk to real people. You certainly made the most of our time out there and packed in the activities and experiences, but never in overload."

We run Historic Ethiopia Tours exploring North Ethiopia and Rift Valley Tours exploring the South. Around three tours are led each year in Spring, Summer and Autumn. Contact us at tours@linkethiopia.org for more information.

MEET OUR TEAM

UK TEAM



Matt Stockdale
Chief Executive
(until Mar 18)



Rory Dillon
Projects and
Finance Manager



Caroline Walker
Fundraising Manager

COUNTRY TEAM



Hailemariam Ayano
Country Director



Dawit Megerssa
Projects Manager
(until Nov 17)



Lensa Abera
Accountant and
Coordinator

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

BOARD OF TRUSTEES

Ashley England
Elizabeth Gezahegn King
Gabriella Otty
Holly McKenzie (from Oct 18)
Jack Sharville
Matt Stockdale (from Oct 18)
Pete Belfield (until Dec 17)

PATRONS

Haile Gebrselassie
Jonathan Dimbleby
Rita Pankhurst



SPECIAL THANKS TO...

RACES AND MARATHONS

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

- Iyan Unsworth – Sussex Marathon (£1,149)
- Akil Shah, Cameron Forsaith, Fabio Pizzoccheri, Gavin Mansfield, Henry Thompson, Marcello Salemi, Nadine Carle-Edgar, Tom Ellis, Tim Otty – Royal Parks Half Marathon (£4,402)
- Gavin Walker – Gav’s Challenge (£2,200)
- Rory Dillon – Brighton Marathon (£1,163)

OTHER ACTIVITIES

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

- The Sogan family’s ‘Ras Dashen Trek’ (£1,447)
- Calendars and merchandise (£846)
- Christmas Appeal – Andinet Classrooms (£1,117)

ORGANISATIONS

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

- AidCamps International (£8,360)
- Art Council (£1,500)
- British and Foreign Schools Society (£12,155)
- Northwood African Education Foundation (£49,872)
- 3rd Ripon Girl Guides (£2,100)
- Rosylund Foundation (£4,988)
- Selwyn College, Cambridge (£500)
- SponsorHer (£1,561)
- The Tula Trust (£2,000)
- The Waterloo Foundation (£43,144)
- Weighton Wolds Rotary Club (£2,366)

SCHOOLS

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

- All Saints Church of England School
- Backwell School
- Brackenbury Primary School
- Bramford Primary Home School Association
- Farmor’s School
- Headington School
- Immaculate Heart of Mary Catholic Primary School
- Impington Village College
- Misbourne School
- Queniborough CE Primary School
- St Nicolas and St Mary C of E Primary
- St Stephen’s Primary School, Bath
- St. Peter’s Primary C.E. Academy, Stonnal
- Stratton Primary School
- Tannery Drift First School
- Unicorn School
- Victoria Infants and Nursery School
- William Edwards School

PARTNERS

Our thanks to our partner organisations:

- AidCamps International
- Corvallis Sister Cities Association
- Days for Girls
- Enable-Ed
- Gondar University
- Hope
- Jolly Learning
- The Kindu Trust
- The Intern Group
- Meketa
- SponsorHer
- Tutu’s Fund for the Future
- Universal Learning Solutions
- All of our UK and Ethiopian schools

VOLUNTEERS

We could not have run our programmes without:

- Alan Forrest
- Alan Taylor
- Amy Hearn
- Ashley England
- Brigitte Hekker
- David Lee
- Elizabeth Gezahegn King
- Gabriella Otty
- Jack Sharville
- Jessica Crafter
- Mark Smith
- Maud Goodhart
- Sami Greenbury

GIFTS IN KIND

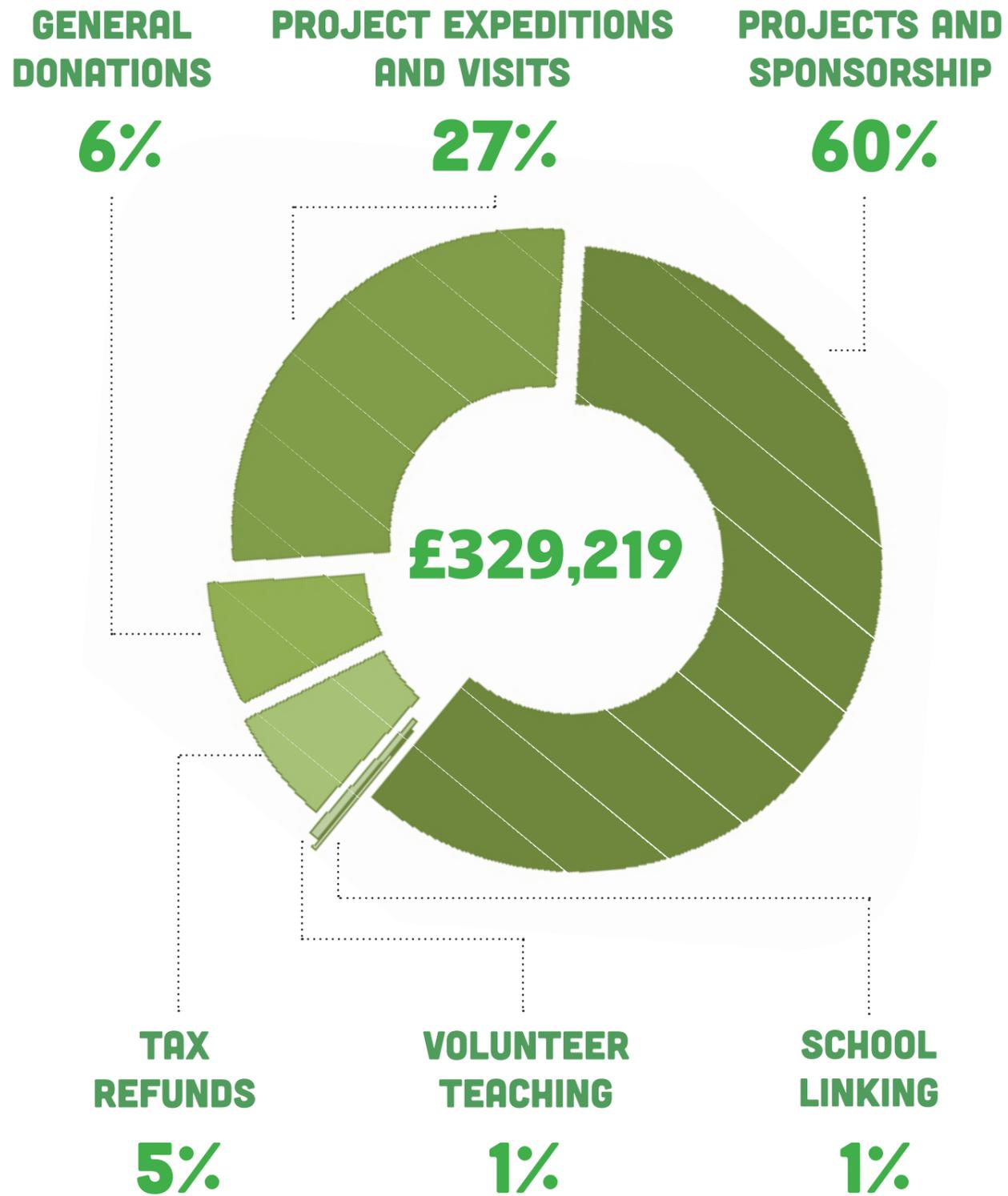
Our sincere thanks to:

- The Finsbury Park Trust in London for giving discounted office space
- Alice Hearn for providing her voluntary services to independently examine our accounts.
- Verco chairs for providing chairs for the London office
- The many supporters and organisations who have donated computers, stationery, period packs, books and sports equipment for our Ethiopian schools and children.

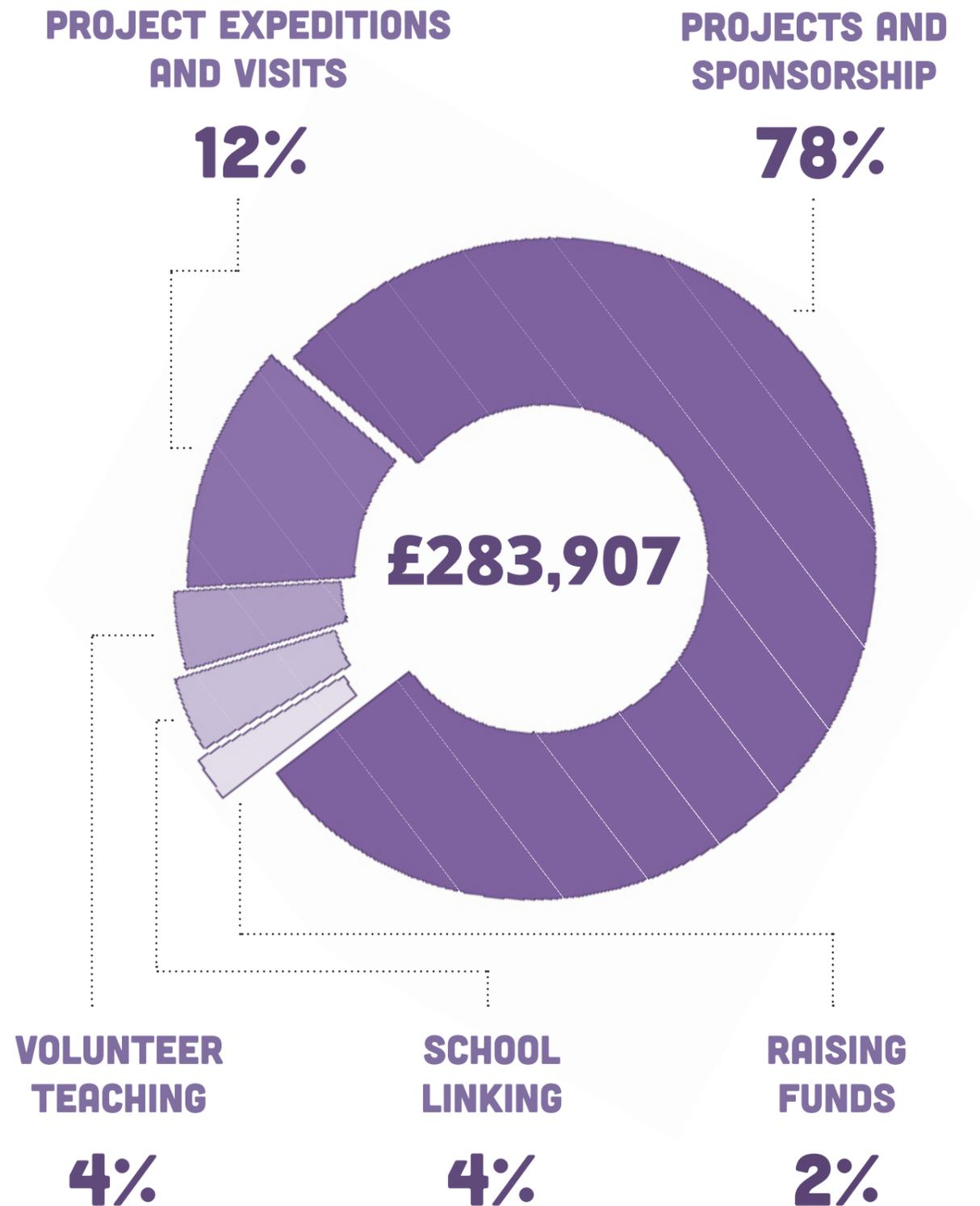
Thanks to the following companies that have donated software and digital services:

- 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)
- 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)

OUR FINANCES: INCOME



OUR FINANCES: EXPENDITURE



FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31ST MARCH

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2017-2018 £	Total 2016-2017 £
Income from:					
Charitable activities					
School linking		1,600	26	1,626	8,450
Volunteer teaching		730	-	730	8,663
Project expeditions and visits		89,851	-	89,851	42,499
Donations					
Projects and sponsorship	1	200	196,865	197,065	296,246
General donations	2	20,764	-	20,764	42,211
Tax refunds		19,183	-	19,183	14,635
Other					
Other		-	-	-	-
Total income		132,328	196,891	329,219	412,704
Expenditure on:					
Raising funds					
Raising funds	3	6,302	-	6,302	10,563
Charitable activities					
Projects and sponsorship		1,099	221,235	222,334	322,060
School linking		10,199	193	10,392	11,463
Volunteer teaching		10,818	-	10,818	19,208
Project expeditions and visits		34,061	-	34,061	41,645
Other					
Other		-	-	-	-
Total expenditure		62,479	221,428	283,907	404,939
Net income / (expenditure)		69,849	(24,537)	45,312	7,765
Transfers between funds		(37,319)	37,319	-	-
Foreign exchange gains / (losses)		(2,019)	-	(2,019)	580
Total funds brought forward		29,411	44,655	74,066	65,721
Total funds carried forward		59,922	57,437	117,359	74,066

BALANCE SHEET AT 31ST MARCH

	Notes	2018 £	2017 £
FIXED ASSETS			
Tangible assets		-	-
CURRENT ASSETS			
Debtors	6	16,782	12,415
Cash at bank and in hand		105,771	66,174
Total current assets		122,553	78,589
CREDITORS			
Amounts due within one year	7	(5,194)	(4,523)
NET CURRENT ASSETS		117,359	74,066
TOTAL ASSETS LESS CURRENT LIABILITIES		117,359	74,066
NET ASSETS		117,359	74,066
FUNDS			
Unrestricted funds		59,922	29,411
Restricted funds	8	57,437	44,655
TOTAL FUNDS		117,359	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. There were no related party transactions for the period.

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

	2018 (£)	2017 (£)
Individuals	83,271	82,592
Schools	54,475	69,163
Trusts & foundations	51,293	142,362
Organisations	8,026	2,129
Total	197,065	296,246

(2) GENERAL DONATIONS

	2018 (£)	2017 (£)
Individuals	18,641	35,072
Schools	1,900	5,364
Organisations	223	1,775
Total	20,764	42,211

(3) RAISING FUNDS

	2018 (£)	2017 (£)
Events	-	-
Merchandise & other	3,610	2,948
Shared operations	1,150	4,593
Staffing	1,542	3,022
Total	6,302	10,563

(4) TRUSTEE REMUNERATION

Trustees received no remuneration nor expenses.

(5) EMPLOYEES

Average number of full-time equivalent employees in the London office: 2.5 (2.5 in 2016-17). Number with annual remuneration of £60,000 or more: 0.

	2018 (£)	2017 (£)
Wages & salaries	49,890	55,329
Social security costs	4,078	4,126
Pension contributions	516	553
Total costs	54,484	60,008

(6) DEBTORS

Amounts falling due within one year:

	2018 (£)	2017 (£)
Trade debtors	16,782	12,415
Prepayments	-	-
Total	16,782	12,415

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.

SIGNED ON BEHALF OF THE TRUSTEES ON 31/01/18 BY ASHLEY ENGLAND AND JACK SHARVILLE

(7) CREDITORS

Amounts falling due within one year:

	2018 (£)	2017 (£)
Accruals	3,656	3,527
Tax & social security	1,538	996
Deferred income	-	-
Total	5,194	4,523

(8) MOVEMENT IN FUNDS

The charity maintains detailed restricted funds (230 during the year). Unexpended balances remained in 16 restricted funds at the year end relating to different projects and sponsorships.

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

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES

I report on the accounts of Link Ethiopia for the year ended 31st Mar 2018, 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.

Alice Hearn ACA
Partnership House, Carlisle Place, London SW1P 1BX

31 January 2019

Link Ethiopia

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

Trustees: Ashley England
Elizabeth Gezahegn King
Gabiella Otty
Holly McKenzie (from October 2018)
Jack Sharville
Matthew Stockdale (from October 2018)
Pete Belfield (until December 2017)

Patrons: Haile Gebrselassie
Jonathan Dimpleby
Rita Pankhurst

Chief Executive: Matthew Stockdale (until March 2018)
Caroline Walker (from March 2018)

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

Independent examiner: Alice Hearn ACA

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