



**LINK ETHIOPIA
ANNUAL REPORT
2010 / 2011**

Our Vision

Link Ethiopia's vision is one of an equal and just world in which poverty and social injustice are eradicated and basic human rights and a decent quality of life are assured.

We believe education is a vital tool in the promotion of understanding and one which can give disadvantaged children the means to achieve their full potential as tomorrow's global citizens.

Our Mission

Our mission is:

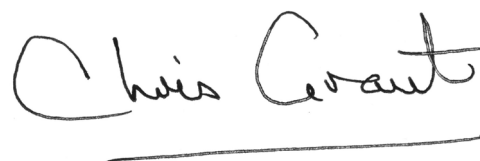
- to provide access to quality education for children of all ages in Ethiopia, with the broader aim of empowering people to lift themselves and their communities out of poverty.
- to foster positive communication and interaction between people of different cultures in order to raise awareness of similarities, shared goals and our global interdependence.

Welcome from the Director

We have had another ambitious and productive year with optimism abounding. We now support 95 school links and our work to support education reaches out to about 100,000 children in Ethiopia, as well as to many children in the UK and US who are appreciating so much about Ethiopia and its people. Thanks to everyone's fine efforts we almost doubled our income, raising over £180,000 this year, and we continue to spend those funds in the most efficient and effective way possible. We keep our costs to a minimum thanks to the large number of voluntary workers who help us.

The whole team has worked really hard to give us this level of success. Not only is the number of school links increasing steadily, but the quality of service that we are providing for schools in both countries develops apace, with enthusiasm and compliments from many quarters. We have funded many more projects within Ethiopian schools and have ambitious plans to support many more disadvantaged children in their education by means of our child sponsorship scheme. The number of teaching volunteers spending time with us in Ethiopia increases rapidly, with our Ethiopian staff doing a superb job in supporting their work and monitoring their progress.

The future looks very positive, despite the financial pressures that are evident in the world around us. Schools continue to support us and volunteers recognise the value which we offer for their experiences. With expanding staffing and exciting plans, the coming year will again be one of energetic challenges. We have a fine team to carry these forward.



The year at a glance

	Change from 2009/10:
95 school links	↑ 27% increase
£95,795 funding for projects	↑ 91% increase
77 sponsored children	↑ 79% increase
32 teaching volunteers	↑ 100% increase
4,400 hours of teaching	↑ 120% increase
£183,110 overall income	↑ 80% increase
£147,387 overall expenditure	↑ 59% increase

WHERE WE WORK

Ethiopia

We currently work in two main areas of Ethiopia.

In the north, our work 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 in the hilltop village of Lalibela.

In the central and south of Ethiopia we support schools in the capital, Addis Ababa, and in 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

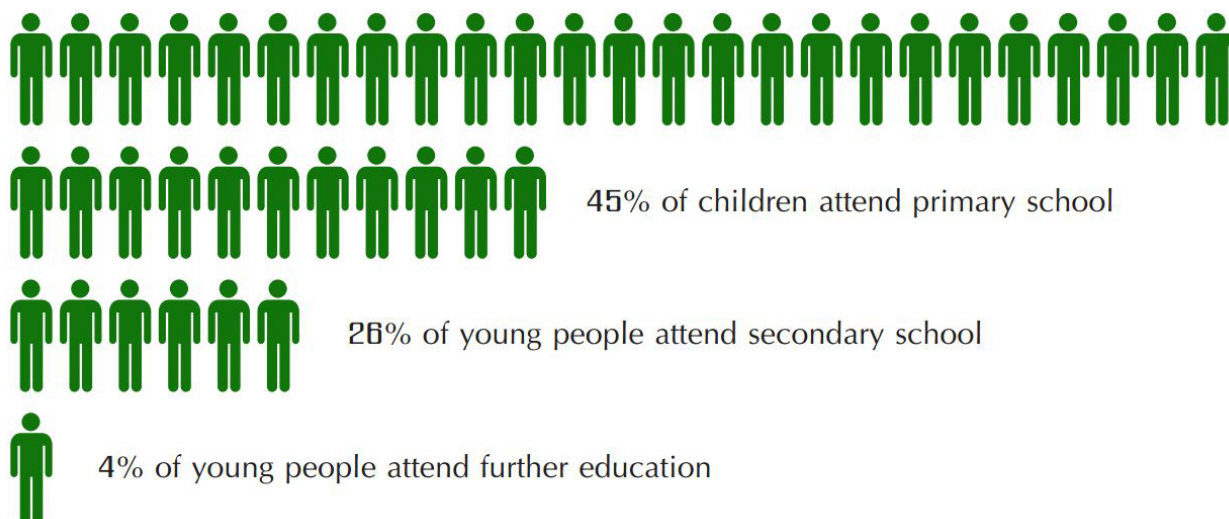
Education is one of the most important building blocks of society. Without it people can become trapped in poverty, with low earnings and unemployment, and struggle to do basic things like shopping and looking after their family. Improved education changes lives and transforms communities, empowering 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 activities. 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 not only of the diversity that exists between them but also of their shared aims and ambitions. 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 friendships.

Achievements during the year

70 primary schools

25 secondary schools

During the year the schools programme continued to grow, expanding from seventy-five to ninety-five links. This was largely thanks to our part-time UK and full-time Ethiopian School Links Managers who continued to guide and manage our linking operations.

As well as recruiting new schools we supported schools to build their partnerships, helping them to set up exchange visits, producing termly resource packs on global issues relevant to both countries and facilitating exchanges of letters and of shared learning activities around these themes. This year our linking theme was climate change and we provided information sheets, case studies, games, debates and drama activities to help pupils explore the impact of climate change in Ethiopia and UK and to exchange their experiences, feelings and ideas for reducing their carbon footprint. We also continued to supply African stories to support literacy at primary level as well as posters, videos and DVDs to enhance UK children's awareness of Ethiopia.

During the year teacher exchanges took place between Dr Challoner's Grammar School and Fasiledes Secondary School, Queniborough Primary School and Yekatit 23 Elementary School, and Wreake Valley College and Ghion Secondary School. Also student and teacher exchanges took place between Backwell School and Angereb Secondary School, Great Torrington College and Azezo Secondary School, and Halliford School and Edeget Feleg Secondary School. In total 12 teachers and 35 students visited their partner schools.



Mapping our UK school links



OUR PROGRAMMES: PROJECTS

Our Projects

Almost all of the schools we work with in Ethiopia are severely under-resourced. In 2010/11 the average amount spent on education per pupil in the UK was £6,199 which compared with 267 birr (£10) per pupil in Ethiopia. We therefore assist Ethiopian schools in identifying, implementing and managing projects to make their education environment conducive to learning and to improve the quality of the schooling they offer. We work with schools in both rural and urban areas and we strive to enable all of our schools to deliver quality education for the needs of their community.



Water and sanitation (9 schools)

Water borne diseases account for more child deaths than any other disease in Ethiopia yet many schools have no access to clean water. This means children go without, or they drink from unclean sources, and are unable to wash their hands after going to the toilet. Diarrhoeal diseases therefore spread easily and children can end up missing as much as a third of their education due to poor health. A clean water supply with taps to prevent water wastage is vital to creating a sanitary, comfortable environment in Ethiopia's hot climate.

Many schools have insufficient, or in many cases, nonexistent toilet facilities. Open defecation means disease spreads easily and the lack of privacy causes many girls to stay at home rather than attend school. Hygienic toilet facilities are vital to creating a healthy school community and increasing attendance amongst girls.

This year we worked on drinking water supplies at **Adama No 6 Elementary**, **Azezo Secondary** and **Defecha Elementary Schools**. We worked on new or improved toilet facilities at **Aba Entonious Elementary**, **Atse Bekafa Elementary**, **Angereb Secondary**, **Defecha Elementary** and **Maksegnit No 1 Elementary Schools** as well as two toilet blocks in Lalibela as part of our Score Ethiopia community project. We continued to fund toilet cleaning programmes at **Arbatu Ensesa** and **Chechela Elementary Schools**.



Classrooms and furniture (9 schools)

Classrooms and desks are the building blocks of schools. But in Ethiopia many schools lack the number of classrooms they need, many existing classrooms are in need of repair or rebuilding, and many pupils learn with inadequate or nonexistent furniture. In the most rural of schools classrooms are little more than temporary shelters constructed from branches and leaves. These shelters are open to the elements, easily damaged by livestock and, when it rains the school is forced to close which impacts negatively on the ability of children to learn.

Building solid, long-lasting, clean classrooms transforms a school and the education of their children. Providing adequate desks enables pupils to concentrate better, lets them write comfortably, and reduces problems with posture and backache.

This year we funded classroom building and improvement projects at **Arbatu Ensesa Elementary**, **Azezo Lidetta Elementary**, **Empress Mentewab Elementary** and **Tokumma Elementary Schools**. We also funded classroom furniture at **Edeget Feleg Secondary**, **Girarge Elementary**, **Hamle 19 Elementary**, **Jenda Elementary** and **Limat Behibret Elementary Schools**.



Income generation (8 schools)

Schools need a range of income sources in order to maximise the improvements they can make to their facilities and education provision. By starting income generation schemes it is hoped that schools will have a sustainable source of money which can be used to fund resources for their most disadvantaged students or other projects as the school decides.

This year we started piloting four types of income generation scheme in a cross-section of elementary schools near Azezo, funded by the COFRA Foundation. Shops were funded for two urban schools, **Atse Fasil Elementary** and **Chechela Elementary**. Ice-lolly making equipment was funded for another two urban schools, **Hibret Elementary** and **Kola Diba Elementary**. Livestock rearing projects were funded at two rural schools, **Gorgora Elementary** and **Girarge Elementary**. While garden projects were funded at another two rural schools, **Girarge Elementary** and **Enfraz Elementary**. The pilots will continue into the next financial year.



OUR PROGRAMMES: PROJECTS

Books and libraries (19 schools)

Access to reading materials is vital for a child's education. Many schools in Ethiopia have an extremely limited range of books, and libraries often do not exist. The books that do exist can be out of date and many children have to share one textbook between three or four. Supplying Ethiopian schools with good quality, up to date textbooks, fiction and English language books is a fundamental way of enhancing children's education.

This year we funded library building and improvement works, and/or library furniture, at **Ada Model Secondary, Keta Elementary, Tokumma Elementary** and **Tsadiku Yohanes Elementary Schools**. We also funded library books at **Dukem No 1 Elementary, Edeget Feleg Secondary, Jenda Elementary**, and **Kola Diba Secondary Schools**.

Our innovative "Donkey Library" continued to bring books to some of the most rural schools we work with. We funded better equipment and new books for the library and we have plans to expand this project in the future to reach more schools. The schools currently supported are **Arbaitu, Bahiri Ginb, Chehra, Chinchaye, Jaira, Lemba, Maksegnet No 2, Manterno, Sheha Gomengie, Tsion Seguach** and **Woinarab Elementary Schools**.



Sports and community (17 schools)

Exercise is an important part of living a healthy life. A few balls and a net can transform a school's sports lessons and inter-school tournaments encourage healthy competition and build community.

This year we sponsored and coached local football teams in Gondar and Bishoftu, and funded a sports festival at **Angereb Secondary School**. We funded fourteen bikes for **Arbatu Ensesa Elementary** and other schools for students to learn how to cycle and for staff to get to and from school. We also delivered football kits to **Derara Elementary, Tokuma Elementary** and **Bole Elementary Schools** and a dozen other schools thanks to the RAF.



Technology and learning resources (9 schools)

Much of the world increasingly relies on modern technology and children in Ethiopia risk being left behind without similar access. Computer rooms with internet connections give young people access to an enormous store of knowledge as well as allowing them to communicate with their peers around the globe, whilst printers free up teachers' time to focus more on pupils' needs.

This year we funded computers at **Edeget Feleg Secondary, Fasiledes Secondary, Kola Diba Elementary, Rekebnaha Elementary, Tana Haik Secondary** and **Yekatit 23 Elementary Schools**. We also funded solar panels and storage batteries for improved classroom lighting at **Tokumma Elementary School**.

Many schools also need improved teaching and learning resources. In subjects like science there is equipment which can greatly enhance pupils' understanding of a topic. Specialist equipment can also be needed when teaching children with special needs. Without these things the quality of education that pupils receive can suffer.

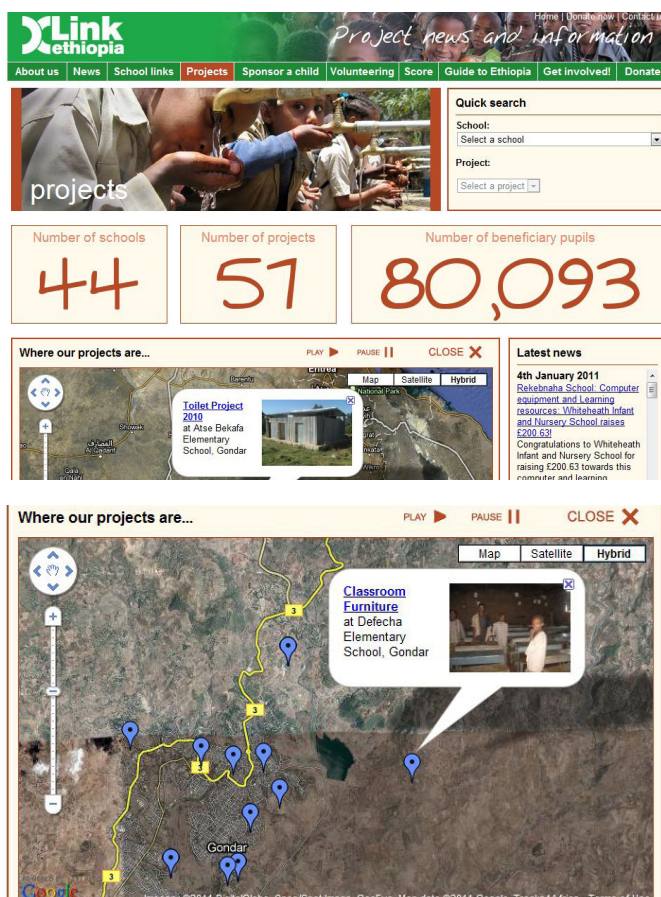
This year we funded science laboratory equipment at **Tsadiku Yohanes Elementary School** and a new braille printing machine for **St Raphael's School for Blind Children**.



Project transparency

We have continued to develop a new area of our website dedicated to project news and information. The website will enable donors and supporters to see many of our past and current projects, read news updates, browse photos, find out how much has been raised and how much the projects will cost, as well as see school statistics and their location on maps.

Supporters will be able view all our projects on one map, or browse them by school, category or by their completion status. As well as all of this, supporters will be able to receive an email when updates are added to the site. We plan to be launching the projects website soon.



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 during the year

77 sponsored children

10 schools being supported

During the year we have steadily increased the number of sponsored children by 79%. Our sponsorship team in the UK and Ethiopia has started expanding so we can give better support to our sponsored beneficiaries and to our sponsors. Sponsorship clubs are being established within our Ethiopian schools as part of a review of the support we are giving to sponsored pupils and once this has been completed will be launching a drive to find new sponsors to join the programme.



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.



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 and help with sports coaching. 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. It 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!

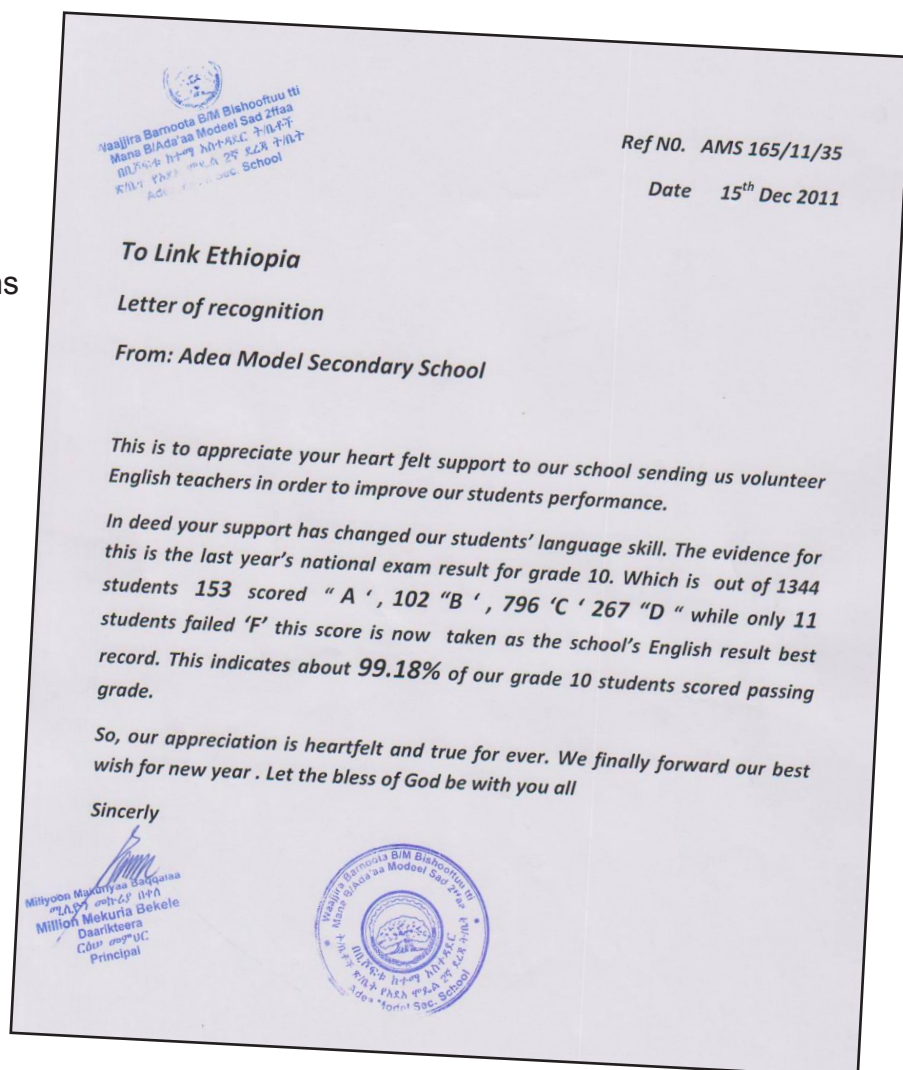
Achievements

32 teaching volunteers

4,400 hours of teaching

The volunteering scheme is becoming more and more popular and is catering for a much wider range of ages and talents these days. During the year 32 volunteers taught in Ethiopia, primarily focussing on the teaching of English Communication Skills to secondary school students, but also helping with computer training and sports coaching. English tutorials for teachers were also organised. In total these volunteers taught approximately 4,400 hours of lessons to approximately 1,500 students in Gondar in the north and Bishoftu in the south of the country. This compares with the previous year when 16 volunteers gave 2,000 hours of teaching in Ethiopia.

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





FUNDRAISING

Races and marathons

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

- Alex Floyd - Adidas Silverstone Half Marathon (£1,050)
- Andrew Tam - BUPA 10k (£950)
- Aster Mullugeta - BUPA 10k (£540)
- Jon Devaney - London Marathon (£4,317)
- Matt Steele - Adidas Silverstone Half Marathon (£270)
- Robert Magill - Edinburgh Marathon (£685)
- Simon Kearns - Adidas Silverstone Half Marathon (£325)

Other events

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

- Anne Hatton - climbing Kilimanjaro (£1,118)
- Andrew Knowles and Christian James' fundraising (£2,360)
- Andy Norton's fundraising (£421)
- Cafe Africa - Charity of the Month (£90)
- Begna and Sarah's Wedding - Glimmer of Hope project (£5,889)
- Paula Nelson's fundraising (£2,289)
- Tony Nester's cycling fundraising (£3,580)
- To Hel and Back (on going)

Organisations

Several trusts and organisations have supported particular projects. Most notably:

- British & Foreign School Society (£19,937)
- COFRA (£13,189)
- Tour d'Afrique (£1,619)
- Wash & Go (£1,273)
- Vodafone World of Difference (£2,750)



Universities

We have been supported once again by some generous University charity societies:

- Oxford University Charity RAG (£2,047)
- University of Birmingham - Carnival RAG (£919)
- Durham University RAG (£450)

Gift Ethiopia

Our Gift Ethiopia scheme raised £2,168 towards projects in Ethiopia.

La Boheme fundraising

We held a Christmas 2010 fundraising event in London which included a special performance of the La Boheme opera. The production was produced by one of our past teaching volunteers and was a big success, raising £2,025.

THANKS TO

Our partners

Our thanks to Article 25, The Kindu Trust, Pelican Post, Project Pencil Case, School Aid, Wash & Go, and all our UK and US schools.

Gifts in kind

Our thanks to:

- Ada Model Secondary School in Bishoftu, Ethiopia, for giving free office space
- St George's Church and the Peel Centre in London for giving discounted office space
- Robert Marshall for once again providing his voluntary services to independently examine our accounts.

The following companies have donated software and digital services:

- Microsoft (software)
- Google (business services and advertising)
- Memset (website storage)
- Dropbox (document storage)
- Evernote (information storage).

Our thanks to the many supporters and organisations who have donated computers, laptops, books and sports equipment for our Ethiopian schools. In particular our thanks to the RAF's Taking Football to Africa and Beyond Appeal.

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 Broe, Alex Oldman, Ali Lown, Andy Stevenson, Elly White, Emily Jones, Hannah Sanders, Holly Robinson, Ineka Hall, James Tan, Joe Read, Judit Nemeth, Kate Hitchcock, Loren Beitra, Lucia Gazzola, Megan Albon, Nathan Sautreuil, Nazia Khatun, Sarah Collinson, Seraye Delnissaw, Skev Christou, Steve Roberts, and Vino Ratnaraj, Wonu Owoade.



OUR TEAM

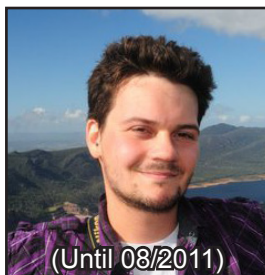
Meet our UK team



Chris Grant
Director
(volunteer)



Matt Stockdale
Director of
Operations



(Until 08/2011)

James Love
School Links
Manager



(From 09/2011)

Tara Sleggs
School Links
Manager



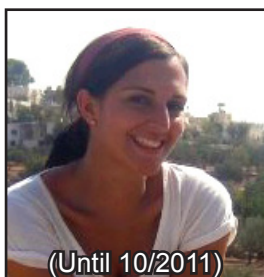
(From 06/2011)

Gillian
Symons
Education Officer



(From 11/2011)

Shree Mandke
Projects &
Fundraising Manager



(Until 10/2011)

Gemma Williams
Projects & Sponsor
Manager



(From 10/2011)

Suzie
Fadhlou
Sponsor Manager



Sachin Shah
School Links
Manager (volunteer)



Chris Winstrom
Volunteer Manager
(volunteer)

Meet our Ethiopian team

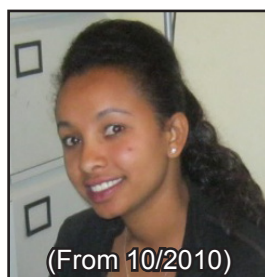


Belayneh
Shewaye
Country Director



(Until 08/2011)

Mulugeta Derso
Projects Manager



(From 10/2010)

Elsa Kebede
School Links
Manager



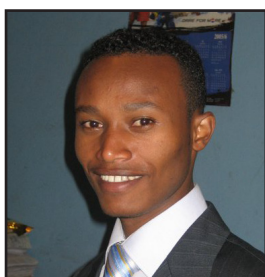
(From 05/2011)

Mulugeta
Berhane
Projects Manager



(From 10/2011)

Solomon Eshetu
Operations
Assistant



Hailemariam
Ayano
Regional Manager



(Until 11/2010)

Firew Tilahun
Sponsorship
Manager



(Until 11/2011)

Yohannes
Abebe
Sponsor Manager



(From 05/2011)

Habtamu
Dereje
Sponsor Manager



(From 11/2011)

Tsegaye
Alemneh
School Links Manager

Our Board of Trustees

- Jean Bailey
- 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.

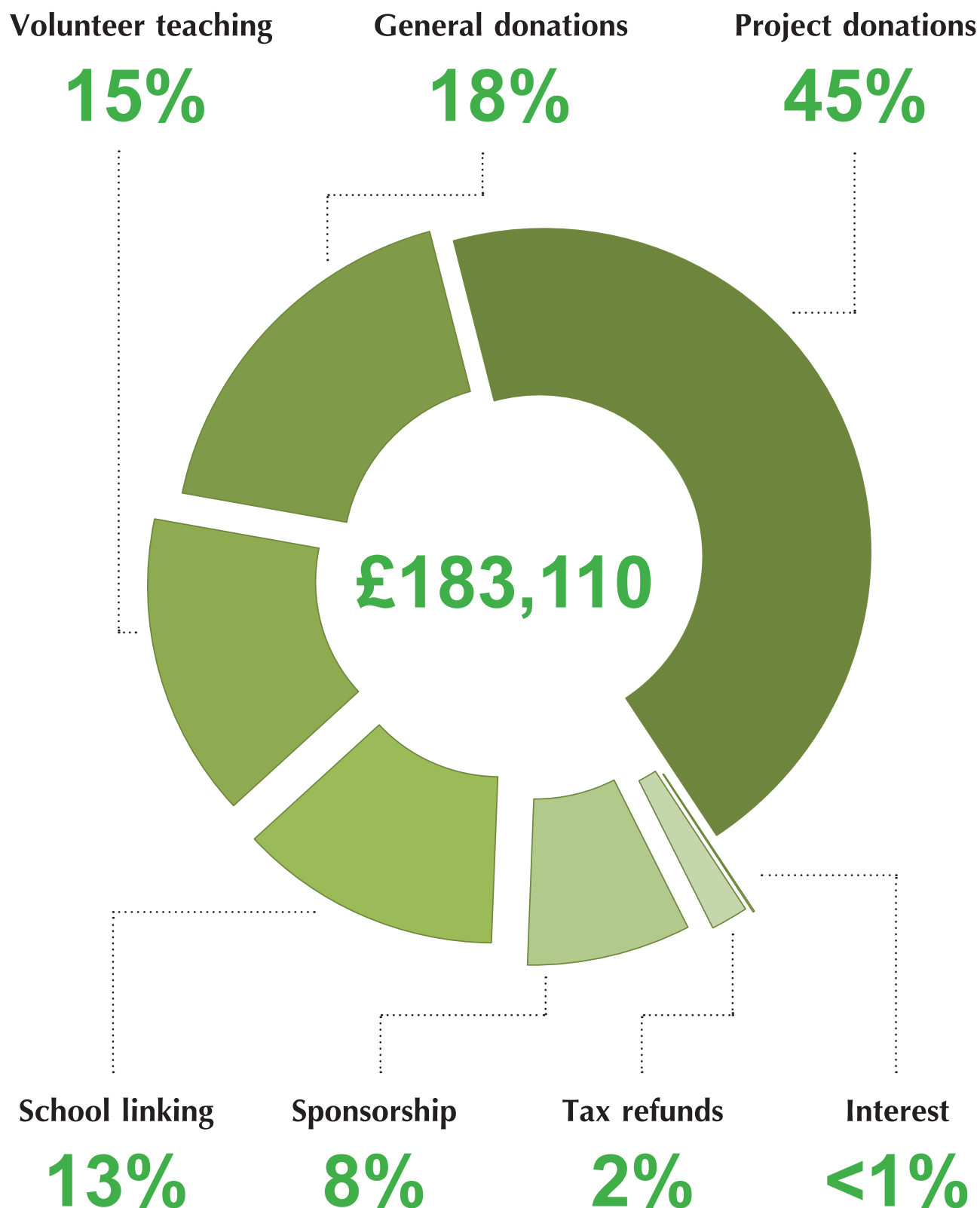


Our Patron

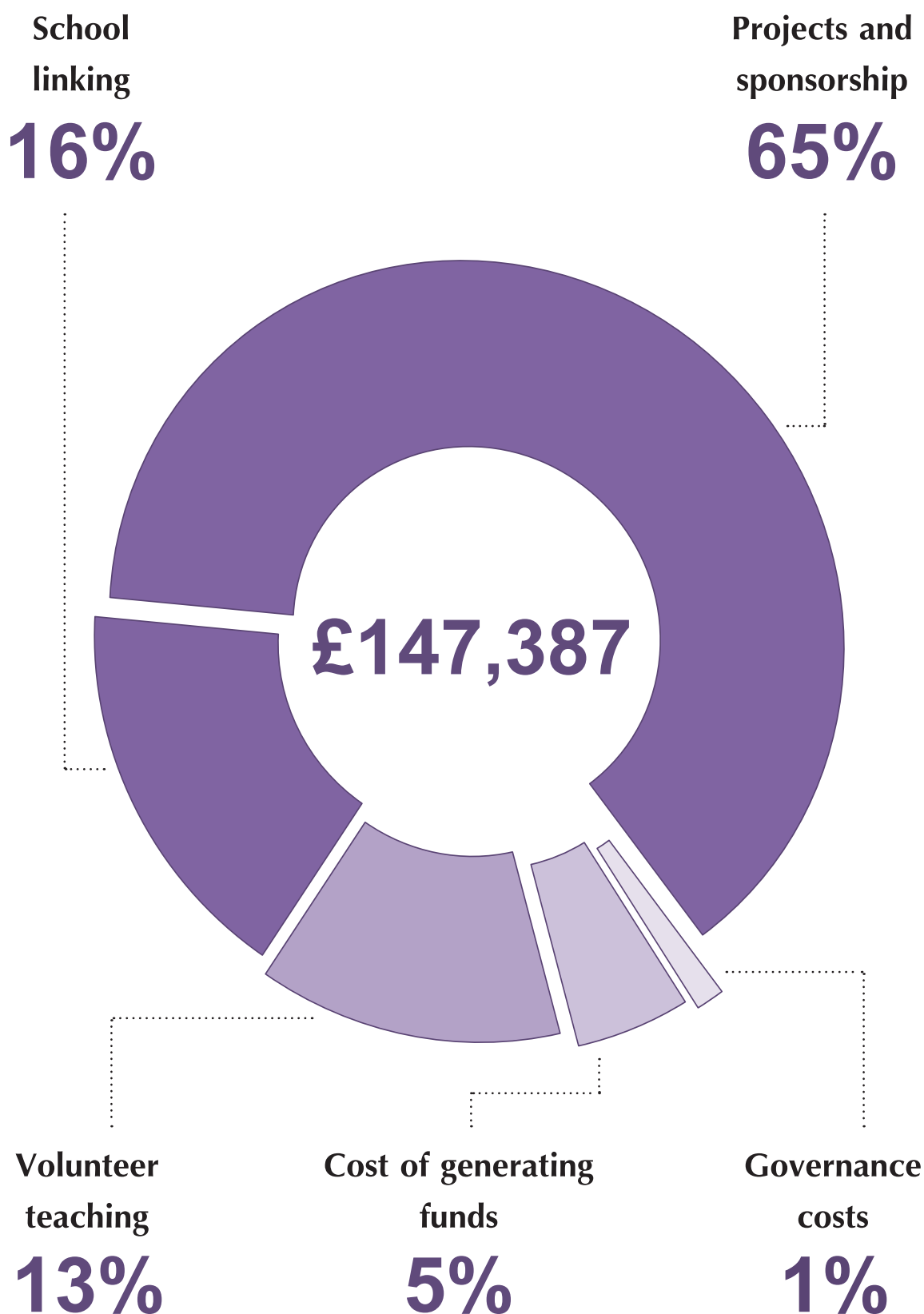


Jonathan Dimbleby is one of Britain's best known broadcasters. He began his career as a BBC television and radio reporter in 1969, and shortly afterwards brought the 1973 famine in Ethiopia to the attention of the world in his documentary "The Unknown Famine". His connections with Ethiopia have continued 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



OUR FINANCES: EXPENDITURE



OUR FINANCES: FINANCIAL STATEMENTS

Statement of Financial Activities

For the period ended 31st March

	Total 2009-2010 £	Unrestricted Funds £	Restricted Funds £	Total 2010-2011 £
Incoming Resources				
Incoming Resources from Charitable Activities				
Project Donations	36,237	5	81,780	81,785
School Linking	14,400	23,276	-	23,276
Sponsorship	10,021	833	13,505	14,339
Volunteer Teaching	20,218	27,158	-	27,158
Incoming Resources from Generated Funds				
General Donations	12,767	32,603	-	32,603
Tax refunds	7,810	3,248	-	3,248
Interest	147	702	-	702
Total Incoming Resources	101,599	87,825	95,285	183,110
Resources Expended				
Charitable Activities				
Projects and Sponsorship	50,201	11,776	84,019	95,795
School Linking	13,849	23,613	-	23,613
Volunteer Teaching	17,125	18,647	-	18,647
Cost of Generating Funds	-	-	-	-
Cost of Generating Funds	10,403	7,465	-	7,465
Governance Costs	-	-	-	-
Governance Costs	1,031	1,867	-	1,867
Total Resources Expended	92,609	63,368	84,019	147,387
Net Incoming Resources	8,991	24,457	11,266	35,723
Allocation of prior year's unrestricted spend against current year restricted income	-	-	-	-
Reanalysis of overspends on restricted funds to show them as unrestricted expenditure	-	(21,157)	21,157	-
Balance Brought Forward	39,089	21,363	26,716	48,080
Balance Carried Forward	48,080	24,663	59,139	83,802

Statement of Assets and Liabilities

As at 31st March

	2010 £	2011 £
Current Assets		
Lloyds TSB Current Account	23,931	28,358
CAF Fixed Rate Selector Account	-	-
Lloyds TSB Cornwall Account	455	455
Lloyds TSB Score Account	106	106
Barclays Current Account	-	19,050
Barclays PPC Account	-	-
Barclays Tutu Account	-	729
Paypal Account	5,878	4,637
Dashen Gondar Account	17,709	26,719
Awash Bishoftu Account	-	949
Cash held in Ethiopian Birr	-	2,799
Total Current Assets	48,080	83,802
Funds		
Unrestricted Funds	21,363	24,663
Restricted Funds	26,716	59,139
Total	48,080	83,802
Other Monetary Assets		
Gift Aid Claim	3,930	5,198

Breakdown of salary and support costs

	Salaries and Support costs £	Percentage of expenditure %
Charitable Activities		
Projects and Sponsorship	15,055	16%
School Linking	12,254	52%
Volunteer Teaching	5,958	32%
Cost of Generating Funds		
Cost of Generating Funds	1,620	22%
Governance Costs		
Governance Costs	1,157	62%
Total Resources Expended	36,043	24%

OUR FINANCES: NOTES

Accounts and governance notes

Accounting policy

This financial statement has been prepared on a receipts and payments basis as permitted by charities legislation and in accordance with applicable accounting standards.

Exchange rates

Much of the charity's activity is conducted in Ethiopian Birr. Cash and bank account balances held in Birr at the year end are translated at the prevailing exchange rate, with the difference included within Ethiopian income or expenditure in the Statement of Financial Activities

Policy on reserves

The Charity aims to have between £20,000 and £30,000 on deposit in unrestricted funds at all times to meet any unforeseen expenses that may occur in meeting its aims, and to bridge any temporary gaps in income. As at 31/03/11 the Charity held funds of £83,802. Of this amount £59,139 was in restricted funds, giving unrestricted funds of £24,663.

Stock and other assets

The charity holds minor items of furniture, stationary and consumable stock. The Trustees do not consider their valuation to be material and aim to keep such items to a minimum.

Trustee remuneration

The Trustees are reimbursed for any expenses incurred for the charity.

Cost of employees

The salaries of UK and Ethiopian employees are accounted for under the relevant activities.

Funds materially in deficit

None.

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.

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

Signed on behalf of the Trustees

Signature:

Full Name: Ashley England
Position: Treasurer
Date: 10/01/2012

Signature:

Full Name: Christopher Grant
Position: Chair of Trustees
Date: 10/01/2012

Independent Examiner's Report on the Accounts

Report to the Trustees of Link Ethiopia
On accounts for period ended 31st March 2011
Set out on pages 22-23 of this report

Respective responsibilities of trustees and examiner:

The charity's trustees consider that an audit is not required for this year (under section 43(2) of the Charities Act 1993 (the Act)) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts (under section 43 of the Act),
- to follow the procedures laid down in the General Directions given by the Charity Commission (under section 43(7)(b) of the Act),
- to state whether particular matters have come to my attention.

Basis of independent examiner's statement:

My examination was carried out in accordance with General Directions given by the Charity Commissioners. 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 I do not express an audit opinion on the accounts.

Independent examiner's statement:

In the course of my examination, no matter has come to my attention

1. which gives me reasonable cause to believe that in, any material respect, the trustees have not met the requirements to ensure that:
 - proper accounting records are kept (in accordance with section 41 of the Act); and
 - accounts are prepared which agree with the accounting records and comply with the accounting requirements of the Act; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed:

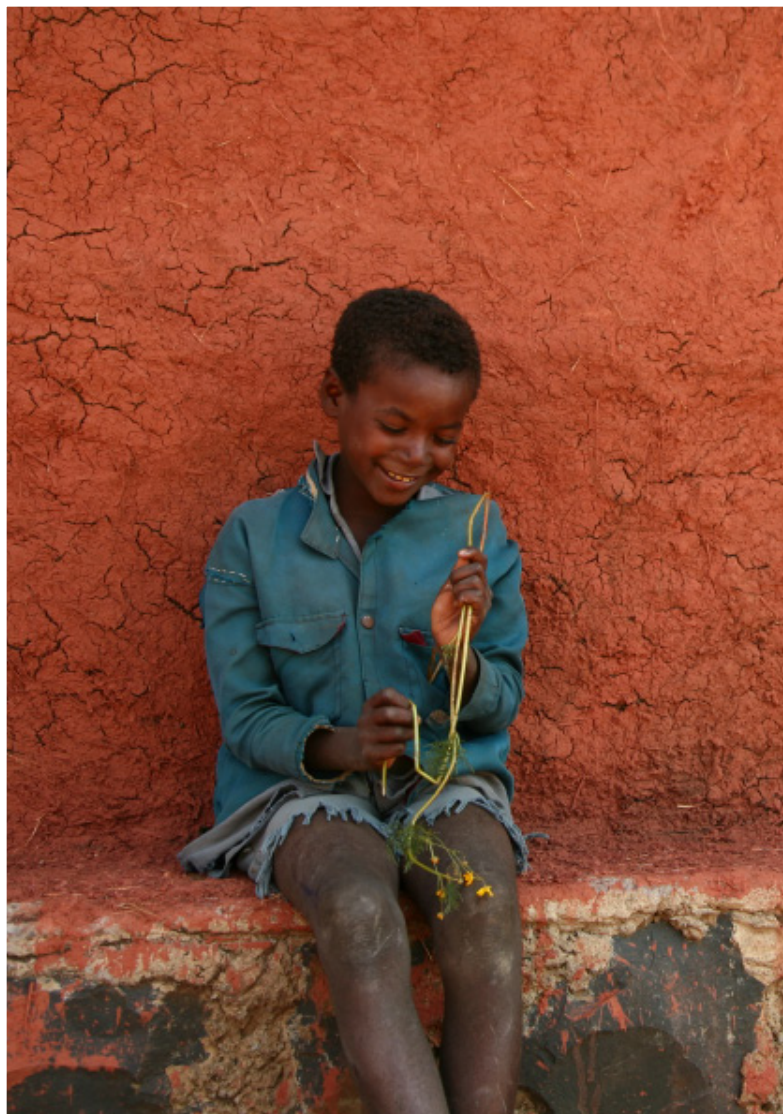


Date: 21/01/2012

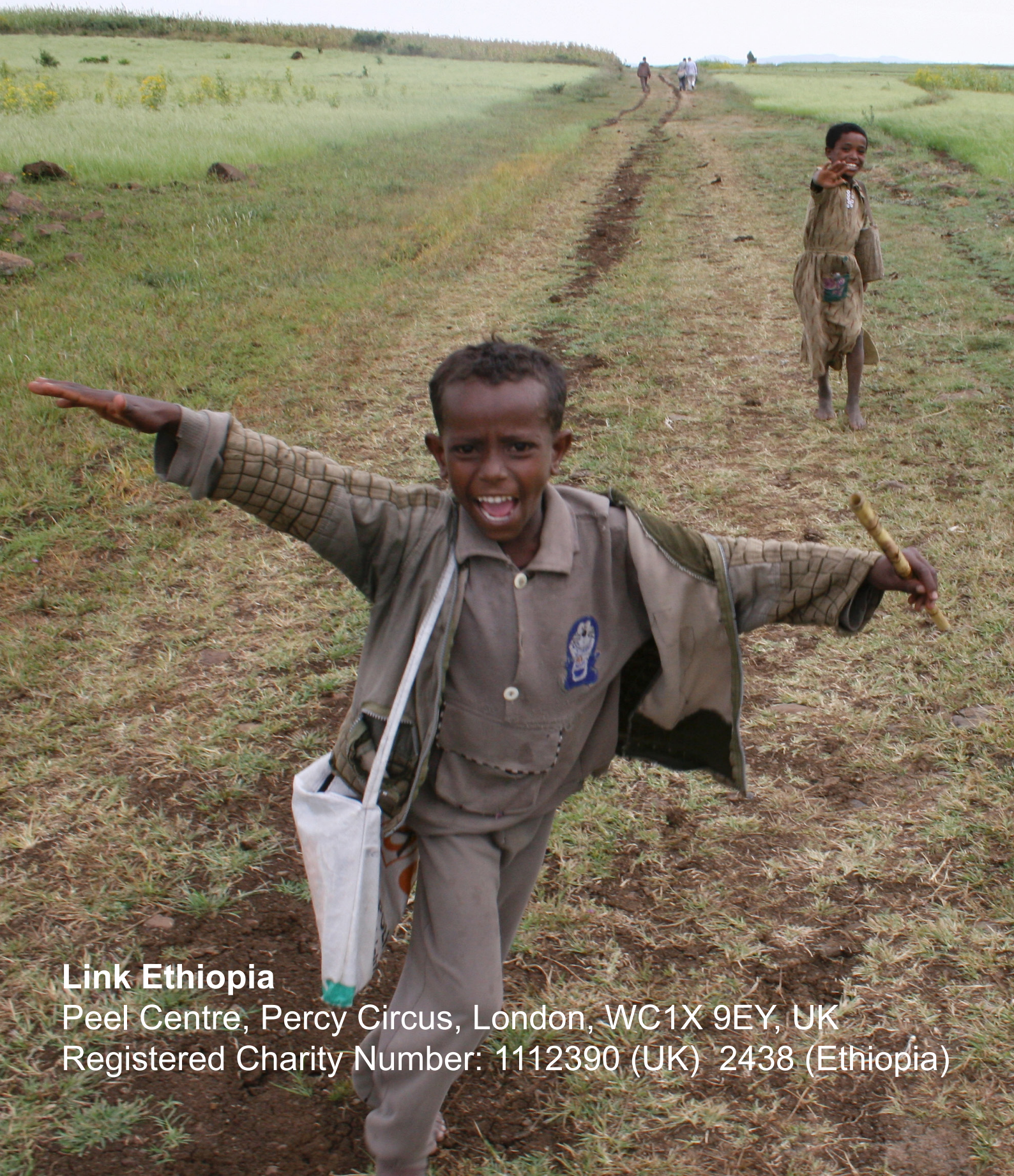
Name: R J Marshall

Relevant Professional Qualifications or Body: FCA FCIE

Address: 26 Kingsway, Chalfont St Peter, Bucks, SL9 8NT







Link Ethiopia

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