



**LINK ETHIOPIA  
ANNUAL REPORT  
2011 / 2012**

## Our Vision

Link Ethiopia's vision is 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!

I am very happy this year to hand over this introductory welcome to our valued and esteemed Country Director in Ethiopia who has been a key influence in our successful work in that country. Here are his words, and I reflect them with much warmth and sincerity.

*Chris Grant – Director, Link Ethiopia*

“

There has been huge progress in Link Ethiopia's work during my seven years as Country Director here in Ethiopia, although we still have far to go in order to achieve our full aims and aspirations.

Our work during the past year has been successful in all areas – in project work, school linking, volunteer teaching and child sponsorship – and this has been largely due to the excellence, commitment and passion shown by our growing team of staff here. I congratulate them one and all. We also wish to recognise the wisdom and firm direction shown by the leadership in London, along with unreserved support from our own local, regional and federal governments.

We are proud to say that we have recently signed five-year tripartite operational agreements with the Education and with the Finance & Economic Development Bureaus in the Amhara and Oromia regions and these agreements will lay the foundations for our future strategic direction.

We are determined to expand our operations in all aspects during this coming year, while preserving the quality and excellence of our work generally. Thank you for all your support and encouragement. We are only able to achieve so much thanks to your help!

”

*Belayneh Shewaye – Country Director, Link Ethiopia*

## The year at a glance

	Change from 2010/11:
157 school links	↑ 65% increase
£127,317 funding for projects	↑ 33% increase
144 sponsored children	↑ 87% increase
21 teaching volunteers	↓ 34% decrease
3,100 hours of teaching	↓ 29% decrease
£206,496 overall income	↑ 13% increase
£206,085 overall expenditure	↑ 40% 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 have opened a small office there to support these schools further.

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

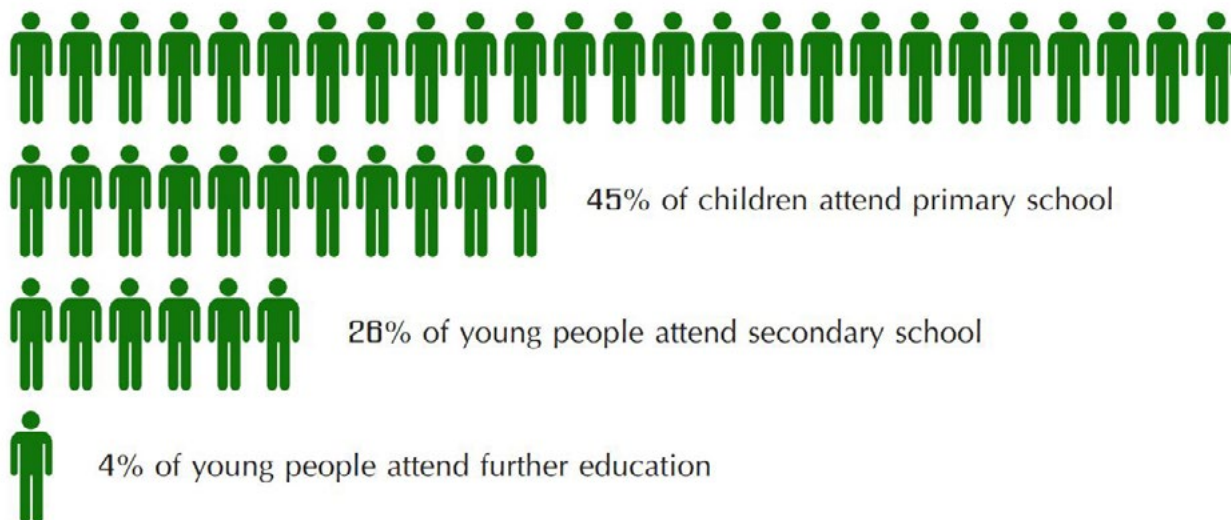
Education is one of the most important building blocks of society. Without it people can become trapped in poverty, with low earnings and unemployment, and struggle to do basic things like shopping and looking after their family. Improved education changes lives and transforms communities, empowering 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

**111** primary schools

**46** secondary schools

During the year the schools programme continued to grow, expanding from ninety-five to one-hundred-and-fifty-seven links. This was thanks to our part-time UK and two full-time Ethiopian School Links Managers who continued to guide and manage our linking operations. Many of the new links came through the BBC World Class campaign which encouraged schools to link in preparation for the London Olympics.

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 the Olympics and many schools exchanged ideas related to the Olympic theme of 'hopes and aspirations'. The resource packs included information sheets, posters, assembly presentations, lesson plans and various thinking skills activities designed to consider interdependence, sustainability, aspirations and the impact of major sporting events.

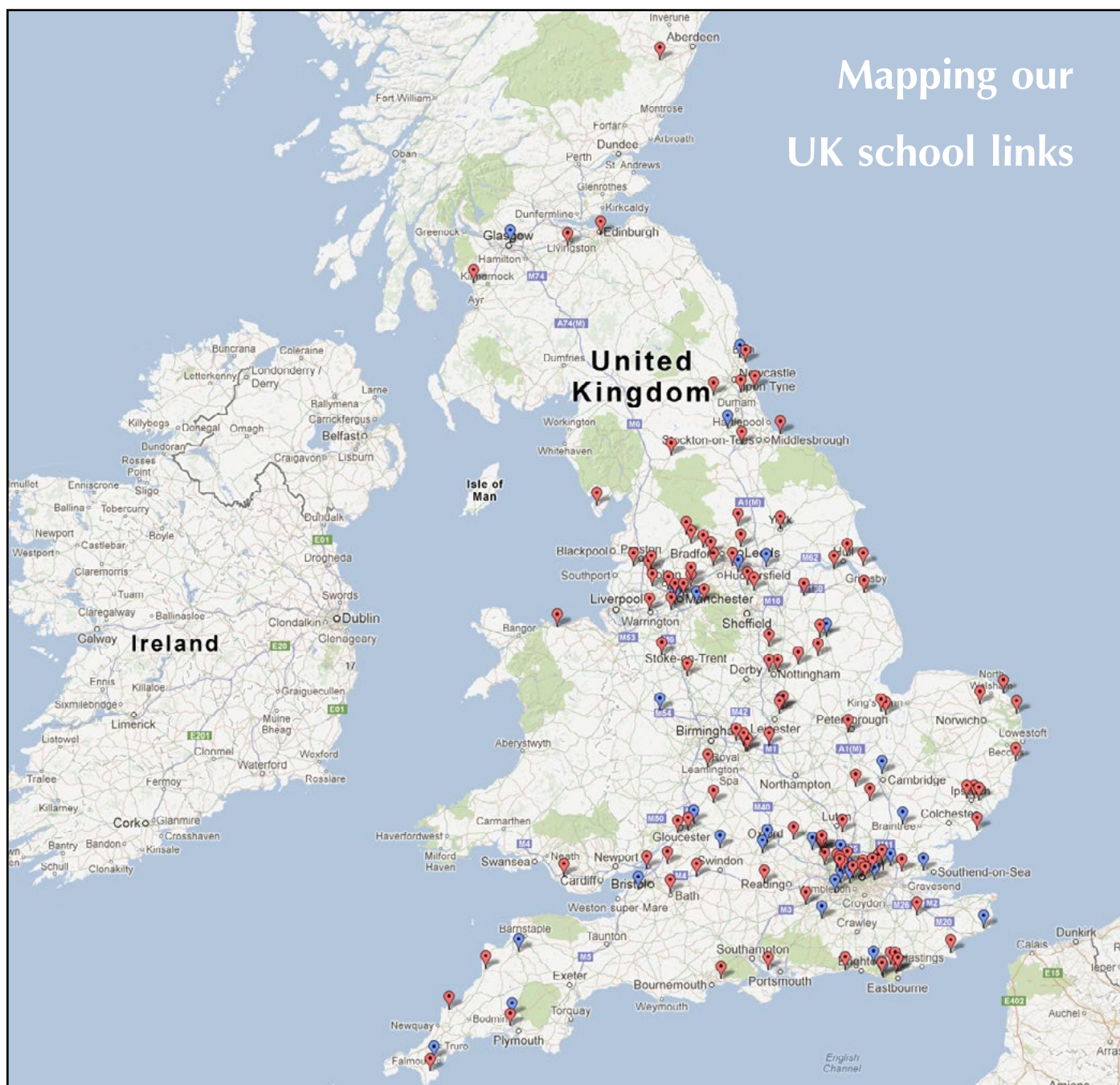
On our website we continued to provide additional support material to enhance students' understanding of Ethiopia and to help teachers with their linking activities.



This year we hosted our first annual conferences for UK teachers (in London and Manchester) as well as our regular annual conferences in the north and south of Ethiopia. We also reflected on our linking strategy and took steps to simplify the linking process for UK and Ethiopian schools as well as encourage deeper learning through linking activities.

Teacher visits took place between eight linked schools. Some of these visits were from the UK school to Ethiopia. For example, Linton Park School and Enfraz, Impington College and Bishoftu Preparatory, and Ossett Academy and Bole High School. Other visits were part of a British Council funded reciprocal visit programme and the visit from the UK school occurred this year with the reciprocal visit from the Ethiopian school planned for the coming few months. Two teachers from Queniborough visited Yekatit 23, one teacher from Vinetree visited Tokuma, two teachers from Keyingham visited Azezo Elementary and one teacher from Laneshaw Bridge visited Atse Bekafa. In total 15 teachers visited their partner schools.

Next year we will be updating our Link Handbook to give clearer guidance, encouraging a schedule for exchanging ideas between schools based around topics, and promoting greater student involvement in the linking activities through the creation of 'student steering committees'.



# OUR PROGRAMMES: PROJECTS

## Our projects and partnerships

There is a huge amount of research that shows that there is a positive correlation between school infrastructure, educational resources, teacher training and student outcomes. Almost all of the schools we work with in Ethiopia are severely under-resourced. We therefore work with local communities to jointly identify, fund, implement and manage their resourcing needs. Through this work the quality of education improves and the number of pupils attending increases.

2011-12 has been an exciting year where we continued striving to enable all of our schools to deliver quality education for the needs of their community. Below are just a few highlights.



## Donkey Library expansion: our vehicle of knowledge

A generous donation from one of our long-term supporters has helped us in starting up a new donkey library in Dembia Zuria, south of Gondar town. The donkey and the librarian take books to six rural satellite schools, reaching more than 4,000 children. Our first donkey library, in Maksegnit, still works hard and serves five rural schools in the area.





## Sports and community programme

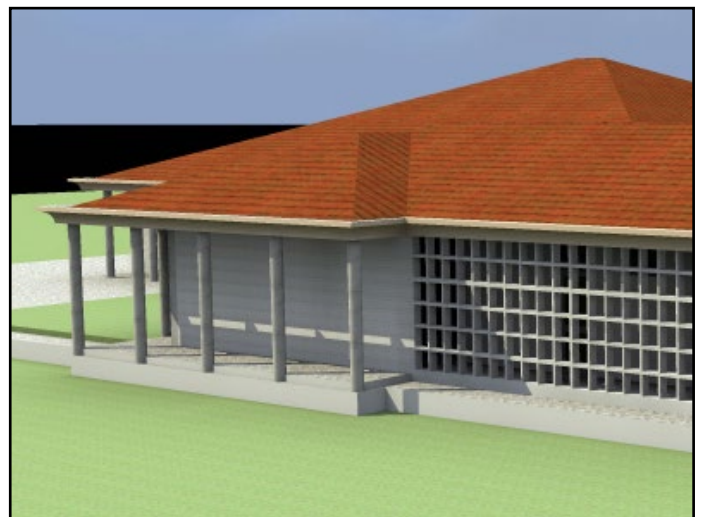
In a country with a life expectancy of 56 and a nutritionally poor diet, regular exercise plays a vital role in living a healthier life. The Hilden Charitable Trust awarded a two-year grant to Link Ethiopia to set up and run a sports initiative across 14 schools in the Amhara and Oromiya regions. The initiative has already been successfully delivered in the Amhara region in partnership with the Gondar Sports Commission and has provided accredited football, basketball, volleyball and handball training for 46 students in 7 schools. It has also provided sports equipment to 7 schools and sports kits to 150 students in 5 schools, as well as coaching and sponsorship of a local football team in Gondar. A further 7 schools will be supported in the Oromiya region during 2013.



## St George's School: our flagship project in Gondar

The Ethiopian Ministry of Education highlights that the educational and social needs of vulnerable children, especially girls, orphans and those with disabilities, needs much greater attention. In response, Link Ethiopia is working with Broomwood Hall School in south London as project managers to build a new school for orphans and vulnerable children in Azezo, Gondar.

The new school is planned to be independent and not-for-profit. It will provide quality education to children without charging fees and the running costs of the school will be paid for by donors in the UK and through income generating projects. The first phase of the school is scheduled to be completed by September 2013 and it is planned to cater for two pre-school years (Kindergarten 1 and 2) with class sizes of up to 25 pupils. Watch this space for future updates!



# OUR PROGRAMMES: PROJECTS

## World Challenge projects

We have had a very successful year of facilitating 7 educational expeditions to our schools in the north and south of Ethiopia in partnership with World Challenge. These expeditions enabled us to start and complete the following ambitious projects:

- The building, painting, furnishing and stocking of a big library at Keta Elementary School,
- The building of a water tanker and water station at Chechela Elementary School,
- The building of a toilet block at Tokuma Elementary School,
- Several gardening, painting and decorating initiatives at the above schools.



## Tour d'Afrique

February 2012 saw the second visit by Tour d'Afrique cyclists to Gondar. This year the cyclists donated educational resource packs to 104 students at Arbatu Ensesa Elementary School. The resource packs included notebooks, stationery, a dictionary, a school bag and a school uniform. The group also presented five bicycles to Kilil Rufael Elementary School and five bicycles to Kebele 16 Elementary School.



## Other projects at a glance

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

Water & Sanitation (8 projects): at Abyot Frey, Maksegnit 1, Maksegnit 2, and Hamle 19 elementary schools, and Azezo and Maksegnit secondary schools.

Toilet cleaning (2 projects): at Arbatu Ensesa and Chechela elementary schools.

Classrooms and Furniture (5 projects): at Chechela, Defecha, Dosha, Maksegnit 2, and Adama 6 elementary schools.

Books & Library (6 projects): at Adama 1, Adama 2, Kebele 16, Kola Diba, Keta, and Tokuma elementary schools.

Sponsorship of football teams (2 projects): in Gondar and Bishoftu.

Laboratory equipment (2 projects): at Keta and Kebele 16 elementary schools.

Technology (2 projects): at Ghion Secondary and Tsadiku Yohannes Elementary schools.

Teaching resources & teacher training (4 projects): at Tsadiku Yohannes and Yekatit 23 elementary schools, and Fasiledes and Maksegnit secondary schools.



## Future projects

In 2012-13 we plan to build on our projects work with a greater focus on developing more multi-school projects, focusing on specific themes. These themes will continue to address blockages to the provision of inclusive, accessible quality education. Projects being planned include a package of support for disabled students, improved literacy in elementary schools, and initiatives to retain more girls in education. We are also seeking to work more with local and international partners in the planning and delivering of these programmes. Our local teams will be providing increased support to schools in Ethiopia to generate more local contributions to projects in order to increase the feeling of ownership and to help towards cost increases.

# 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

**144** sponsored children

**14** schools being supported

During the year we increased the number of sponsored children by 87%. Our sponsorship team in the UK and Ethiopia has continued 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 we 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!

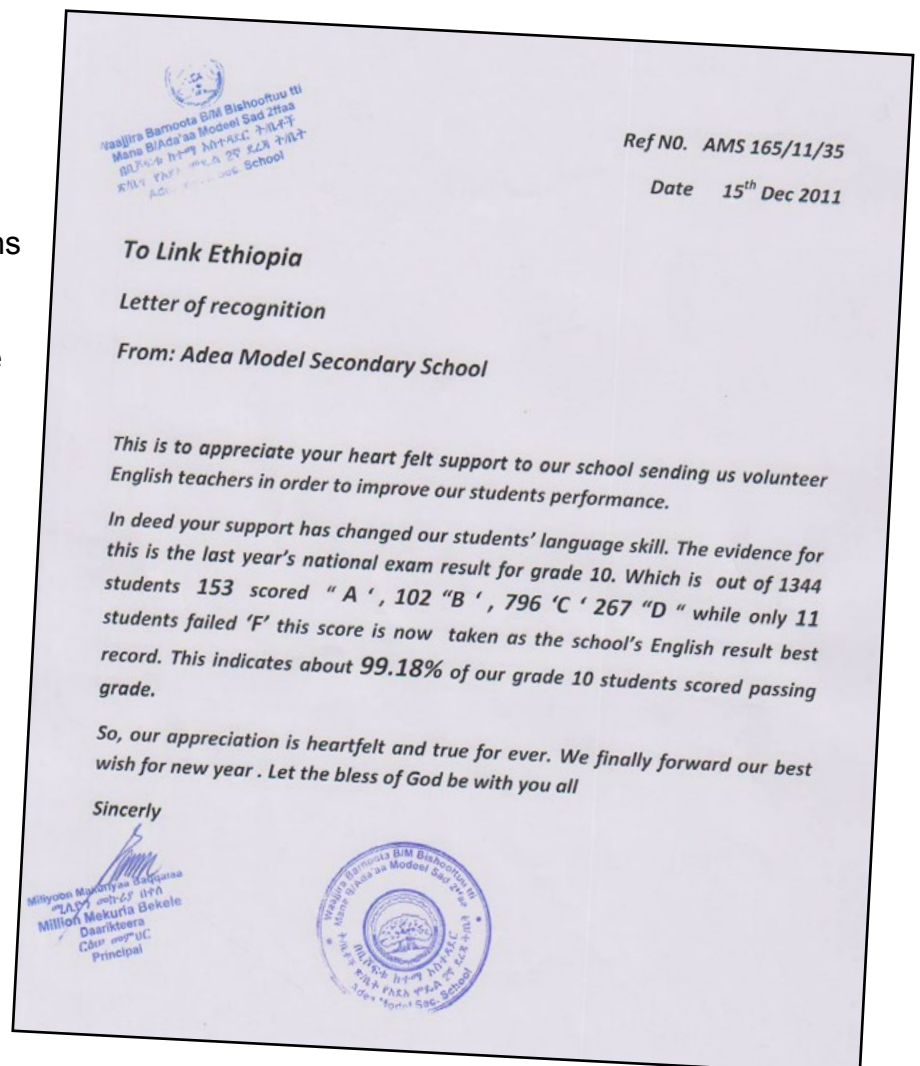
## Achievements

**21** teaching volunteers

**3,100** hours of teaching

The volunteering scheme remains popular and is still catering for a wide range of ages and talents. During the year 21 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 3,100 hours of lessons to approximately 1,000 students in Gondar in the north and Bishoftu in the south of the country. There were fewer volunteers when compared with the previous year when 32 volunteers gave 4,400 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 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.



## Volunteering in Ethiopia, by Steph McKean

Surely all travel has a purpose. For me it was to volunteer teach. I was apprehensive about the poverty level, but I wanted context. It was different, that was for sure. But that was part of my overt, unreserved love for Africa.



Class sizes on average were 80. Many schools did not have clean water. Like I said, different. In class there was complete respect. My pupils learned English pronunciations and sentence structure. At break I'd play with them outside. They told me about their families. They taught me as much Amharic as I could handle. Obviously these kids had different situations than kids in the UK, the US or Canada but they were still kids. Happy, sponge-like kids – and I loved every minute with them.



I learned countless things in Ethiopia and I hadn't expected such immense emotional attachment, respect and value from the surrounding community. As trivial, mediocre or inconsequential I may have thought my actions to be, I was wrong. Caring goes deep. It's more recognized and appreciated than I really thought ever to be true. What I took away was that regardless of the country, the ethnicity, the circumstances and the perceived or learned differences, not only are kids just kids, people are just people. They may have learned some English, but I learned much more.



(This is an edited version of Steph's full article: <http://bit.ly/volunteersteph>)

# FUNDRAISING

## Races and marathons

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

- Andrew Tam - BUPA London 10k (£839)
- Ben Cooper - BUPA London 10k (£328)
- Jon Devaney - London Marathon (£1,447)
- Martin Shevill - Great Ethiopian Run (£1,380)
- Matt Stockdale - Great Ethiopian Run (£507)
- Michaela Sill - Great Ethiopian Run (£1,380)
- Nick Johnson - Great Ethiopian Run (£644)
- Robert Magill - Edinburgh Marathon (£603)
- Simon Roberts - Great Ethiopian Run (£1,380)

## Other fundraising events

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

- Andy Norton's fundraising (£200)
- Begna and Sarah's Wedding - Glimmer of Hope project (£550)
- Calendars and other merchandise (£452)
- Gift Ethiopia (£1,861)
- LifeLines poetry event (£200)
- Susan Glyn-Woods tea party (£265)
- To Hel and Back (£1,500)
- Tutu's Fund for the Future (£3,334)

## Organisations

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

- Allan & Nesta Ferguson Charitable Trust (£20,000)
- Bangor University Charity RAG (£189)
- COFRA (£2,789)
- Durham University Charity RAG (£480)
- Hilden Charitable Fund (£5,000)
- Leeds University Charity RAG (£300)
- Oxford University Charity RAG (£168)
- Tour d'Afrique (£1,926)
- Vodafone World of Difference (£2,750)
- World Challenge (£5,700)



## Schools

Fantastic schools raised valuable funds:

Alexander Hosea Primary School, All Saints Primary School, Aspull Church School, Brocklewood Junior School, Broomwood Hall School, Bulphan Elementary School, Coates Lane Primary School, Colyton Grammar School, Darfield Upperwood School, Dr Challoner's Grammar School, Gamlingay First School, Gayhurst School, Hyrstmount Junior School, Jumirah School, Keelham Primary School, Linton Park School, The Misbourne School, Neasden Primary School, The New Forest Primary School, Ossett Academy, Pinewood School, Queniborough Primary School, Reinwood Junior School, St Joseph's Primary School, St Luke's Primary School, St Stephen's Primary School, St Teresa's School, Stratton Primary School, The Universal American School, Victoria Infant and Nursery School, Vine Tree School, Warrender School, West London Academy, Whiteheath Infant School.



# THANKS TO

## Our partners

Our thanks to Article 25, Inspire Worldwide, The Kindu Trust, Pelican Post, Project Pencil Case, School Aid, World Challenge, 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
- The Peel Centre in London for giving discounted office space
- Robert Marshall for once again providing his voluntary services to independently examine our accounts.

Our thanks to the many supporters and organisations who have donated computers, laptops, books and sports equipment for our Ethiopian schools.

The following companies have donated software and digital services:

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

## Office volunteers

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

Alex Oldman, Ali Lown, Beatriz Martinez, Christoffer Winstrom, Elly White, Hannah Franklin, Hannah Sanders, James Tan, Joe Read, Kate Hitchcock, Lucia Gazzola, Megan Albon, Nathan Sautreuil, Nazia Khatun, Sarah Collinson, Seraye Delnissaw, Shree Mandke, Skev Christou, Steve Roberts, Vinothraj Ratnaraj, Wonu Owoade, Yasmin Rageh.



# OUR TEAM

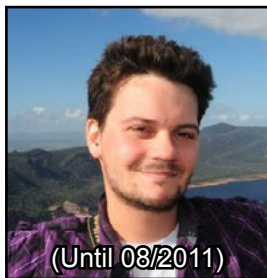
## Meet our UK team



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 05/2011)

Shree Mandke  
Projects & Fundraising  
Manager and Ethiopia  
Capacity Building



(Until 10/2011)

Gemma Williams  
Projects & Sponsor  
Manager



(From 10/2011)

Suzie  
Fadhlou  
Sponsor Manager



(From 03/2012)

Rory Dillon  
Finance Officer



Sachin Shah  
School Links  
Manager (volunteer)

## Meet our Ethiopian team



Belayneh  
Shewaye  
Country Director



(Until 08/2011)

Mulugeta Derso  
Projects Manager



Elsa Kebede  
School Links  
Manager



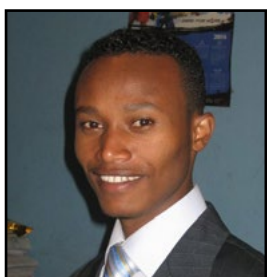
(From 05/2011)

Mulugeta  
Berhane  
Projects Manager



(From 10/2011)

Solomon Eshetu  
Operations  
Assistant



Hailemariam  
Ayano  
Regional Manager



(Until 11/2011)

Yohannes  
Abebe  
Sponsor Manager



(From 05/2011)

Habtamu  
Dereje  
Sponsor Manager



(From 11/2011)

Tsegaye  
Alemneh  
School Links Manager



(From 05/2012)

Abraham  
Dargie  
Executive Assistant

## 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

Volunteer teaching

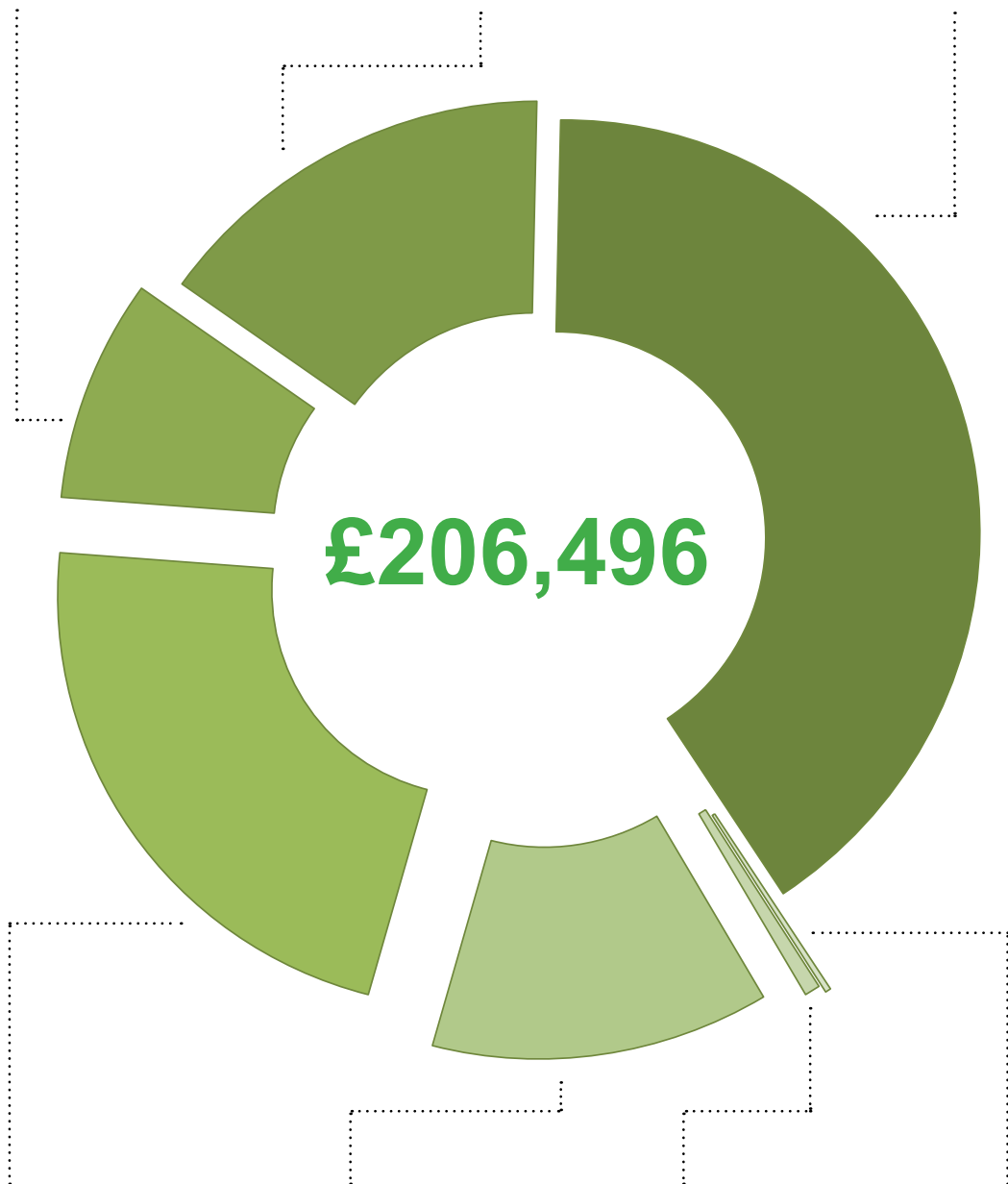
8%

General donations

15%

Project donations

41%



£206,496

School linking

22%

Sponsorship

13%

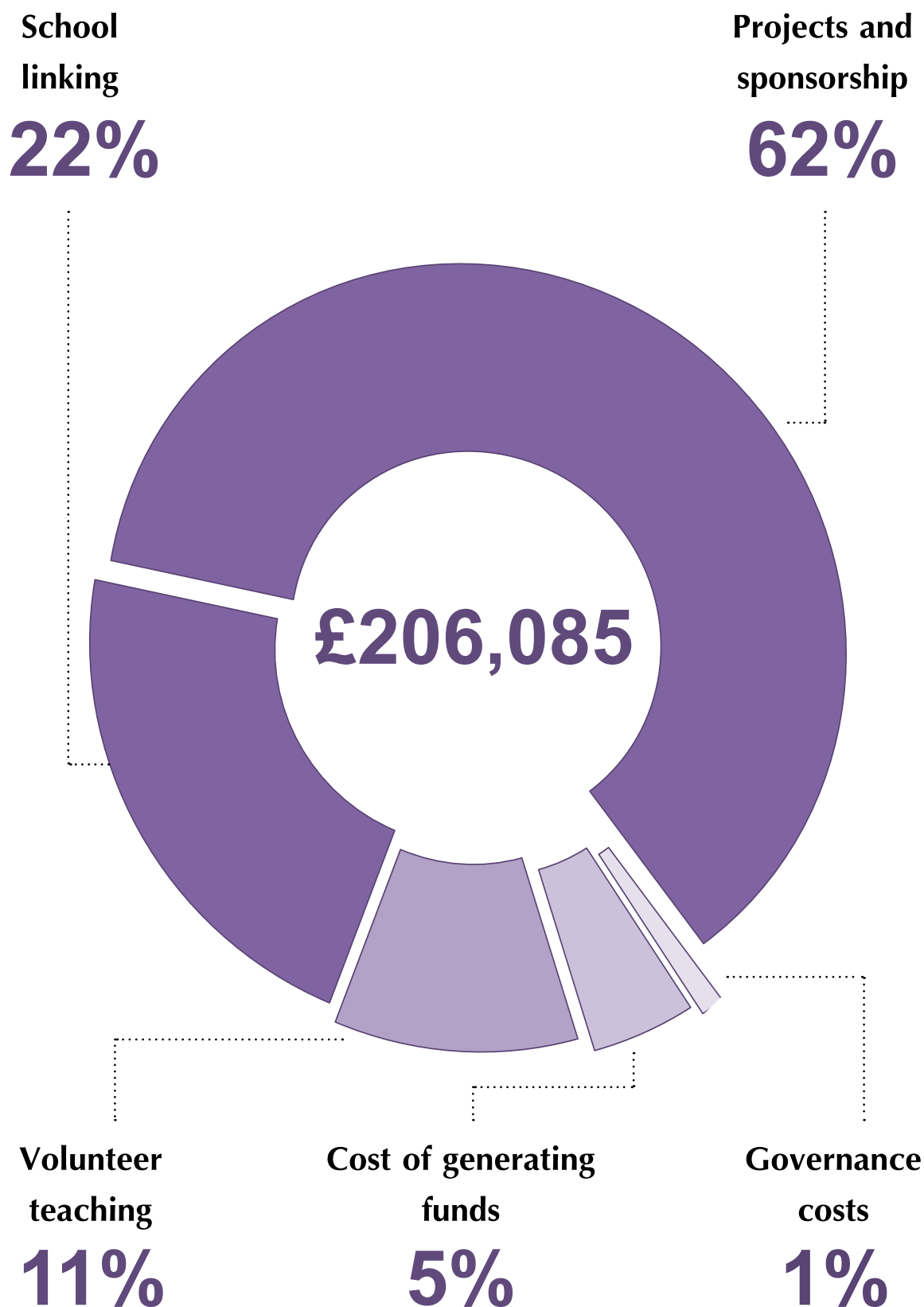
Tax refunds

1%

Interest

<1%

# OUR FINANCES: EXPENDITURE



# OUR FINANCES: FINANCIAL STATEMENTS

## Statement of Financial Activities

For the period ended 31st March

	Total 2010-2011 £	Unrestricted Funds £	Restricted Funds £	Total 2011-2012 £
<b>Incoming Resources</b>				
<b>Incoming Resources from Charitable Activities</b>				
Project Donations	81,785	378	83,383	83,761
School Linking	23,276	25,804	20,000	45,804
Sponsorship	14,339	-	26,305	26,305
Volunteer Teaching	27,158	17,407	-	17,407
<b>Incoming Resources from Generated Funds</b>				
General Donations	32,603	31,586	-	31,586
Tax refunds	3,248	1,196	-	1,196
Interest	702	437	-	437
<b>Total Incoming Resources</b>	<b>183,110</b>	<b>76,809</b>	<b>129,688</b>	<b>206,496</b>
<b>Resources Expended</b>				
<b>Charitable Activities</b>				
Projects and Sponsorship	95,795	508	126,808	127,317
School Linking	23,613	31,289	13,931	45,221
Volunteer Teaching	18,647	21,906	-	21,906
<b>Cost of Generating Funds</b>				
Cost of Generating Funds	7,465	9,391	101	9,493
<b>Governance Costs</b>				
Governance Costs	1,867	2,149	-	2,149
<b>Total Resources Expended</b>	<b>147,387</b>	<b>65,244</b>	<b>140,841</b>	<b>206,085</b>
<b>Net Incoming Resources</b>	<b>35,723</b>	<b>11,565</b>	<b>11,154</b>	<b>411</b>
<b>Reanalysis of spends on specific funds</b>	<b>-</b>	<b>2,342</b>	<b>(2,342)</b>	<b>-</b>
<b>Balance Brought Forward</b>	<b>48,080</b>	<b>24,663</b>	<b>59,139</b>	<b>83,802</b>
<b>Balance Carried Forward</b>	<b>83,802</b>	<b>38,570</b>	<b>45,643</b>	<b>84,214</b>

## Statement of Assets and Liabilities

As at 31st March

	2011 £	2012 £
<b>Current Assets</b>		
Lloyds TSB Current Account	28,358	16,614
Lloyds TSB Cornwall Account	455	-
Lloyds TSB Score Account	106	-
Barclays Current Account	19,050	28,999
Barclays PPC Account	-	4,138
Barclays Tutu Account	729	3,334
Paypal Account	4,637	81
Commercial Bank Gondar Account	-	17,959
Dashen Gondar Account	26,719	10,226
Awash Bishoftu Account	949	2,362
Cash held in Ethiopian Birr	2,799	500
<b>Total Current Assets</b>	<b>83,802</b>	<b>84,214</b>
<b>Funds</b>		
Unrestricted Funds	24,663	38,570
Restricted Funds	59,139	45,643
<b>Total</b>	<b>83,802</b>	<b>84,214</b>
<b>Other Monetary Assets</b>		
Gift Aid Claim	5,198	12,299

## Breakdown of salary and support costs

	Salaries and Support costs £	Percentage of expenditure %
<b>Charitable Activities</b>		
Projects and Sponsorship	24,715	19%
School Linking	25,374	56%
Volunteer Teaching	7,429	34%
<b>Cost of Generating Funds</b>		
Cost of Generating Funds	3,741	39%
<b>Governance Costs</b>		
Governance Costs	1,696	79%
<b>Total Resources Expended</b>	<b>62,954</b>	<b>31%</b>

# 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 31/03/12 the Charity held funds of £84,214. Of this amount £45,643 was in restricted funds, giving unrestricted funds of £38,570.

### 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.

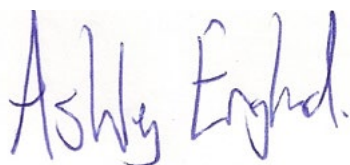
### Child protection

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.

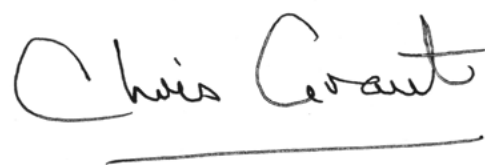
Signed on behalf of the Trustees

Signature:



Full Name: Ashley England  
Position: Treasurer  
Date: 05/01/2013

Signature:



Full Name: Christopher Grant  
Position: Chair of Trustees  
Date: 05/01/2013



# Independent Examiner's Report on the Accounts

**Report to the Trustees of Link Ethiopia**  
**On accounts for period ended 31st March 2012**  
**Set out on pages 22-23 of this report**

Respective responsibilities of trustees and examiner:

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- 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 Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent examiner's statement:

In connection with my examination, no matter has come to my attention

1. which gives me reasonable cause to believe that in, any material respect, the requirements to keep accounting records in accordance with section 130 of the Charities Act; and to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Act have not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed:



Date: 17/01/2013

Name: R J Marshall

Relevant Professional Qualifications or Body: FCA FCIE

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







**Link Ethiopia**

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

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