

LINK ETHIOPIA

ANNUAL REPORT

2013 / 2014



Link
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, encouraging mutual understanding and respect between different cultures.


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WELCOME

The end of another year of progress and enthusiastic involvement is marked by this Link Ethiopia Annual Report with which you are about to engage. And what a year it has been! Lots of new projects, various excellent new members of staff to carry our work forward, and many new people who have come onboard to learn of our very valuable activities.

I'd like to now hand you over to a new and dedicated supporter of our work, and who understands the necessity of what we achieved this year, and every year.



Chris Grant, Director

My greetings to you all,

I am very proud to be a patron of Link Ethiopia.

Education is the most important gift any child can receive. It is a fundamental right for every individual because knowledge empowers people by freeing them from prejudice and fostering self-esteem. Education increases people's sense of possibility and choice in their lives thus increasing personal responsibility and commitment to the welfare of society.

Link Ethiopia does work of enormous value in providing access to quality education and improving the life opportunities of the children and young adults in the communities they support.

As the father of three girls and one boy I value Link Ethiopia's excellent projects which aim at improving access to quality education for children in the most deprived areas, with a special emphasis on girls, young women and disabled children.

As an athlete I appreciate their belief that sport – and access to high quality coaching – is an integral part of a child's education.

As an Ethiopian, I am impressed by Link Ethiopia's recognition that local knowledge and experience are vital factors for the success of their projects, and I greatly admire the spirit of cooperation and mutual respect which guides the work of the British members of Link Ethiopia's team and their Ethiopian counterparts.

I wish every success to Link Ethiopia and the children and communities with whom they work.

With all best wishes,



Haile Gebrselassie
Link Ethiopia Patron
Olympic gold-medallist
Long-distance world record breaker

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



If all students left school with basic reading skills **171 million** people would be lifted out of poverty



One extra year of schooling **increases** someone's earning potential by **10%**



A child whose mother can read is **50% more likely** to reach age 5



Each additional year of schooling **raises** average GDP by **0.37%**



Each extra year of school for a mother **reduces** infant mortality by **5%-10%**



One additional year of school **increases** women's earnings by **10%-20%**



Investing in girls education will **increase** agricultural output in Sub-Saharan Africa by **25%**

INTRODUCING THE MODEL SCHOOL

We are working towards a world where every 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 to 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.

ST. GEORGE'S

A MODEL SCHOOL CASE STUDY

WHAT IS ST GEORGE'S?

The St George's School project envisioned a new not-for-profit non-government school with **QUALITY** education at its heart. From the design all the way through to the resources and teaching methods used in the classroom, this vision has guided the project since inception.

Link Ethiopia is supporting the delivery of the project which has been initiated and funded by the Northwood School group, led by Broomwood Hall. It has been a strong partnership, with Link Ethiopia utilising our years of experience implementing education and infrastructure projects in Ethiopia to deliver our shared vision of allowing the poorest to access the highest standard of education, for free. Most of the student intake are orphans from the local area. The mission is to gradually expand the school until it can provide KG2 to Grade 12 education.

By March 2014 the core infrastructure and facilities at St George's were completed, staff had been recruited and trained, resources purchased, children registered, and lessons had begun. 100 students, 2 classes of KG2 (5 year olds) and 2 classes of KG 3 (6 year olds).

Next we will be finishing Phase One, including the landscaping of the school grounds. In the Autumn of 2014 Grade 1 will start, and in parallel we will begin work on Phase Two, designing and constructing classrooms and facilities for Grade 2 and 3 students.

IMPRESSIONS OF ST. GEORGE'S

"The first thing that struck me when visiting St George's was that the classrooms were so colourful, with posters on the walls and children's work hanging from strings. It was clear that the school was giving the teachers loads of ideas for fun and engaging teaching methods. I really liked seeing them using phonics in the classroom and the kids loved their learning. Having worked with schools elsewhere in Ethiopia, I could see the huge contribution that St. George's is making to improving education. At playtime, the children had equipment to play with. The way they were sharing with each other showed me that the school was also tending to their social and emotional needs. I am looking forward to watching as the school itself grows and nurtures the vulnerable children it serves."

Hannah, UK teacher and Link Ethiopia volunteer



INFRASTRUCTURE

DUDMEGN CASE STUDY

When we envision a quality education for students, two vital concepts underpin all the work that we do; **QUALITY** of education and **ACCESS** to education. The learning environment children work in everyday is vital to their success. A striking example is poor quality or non-existent WASH facilities – Water, Sanitation & Hygiene – causing illness amongst students, discouraging girls from attending school and more. These are facilities we absolutely take for granted in many countries, but we should never underestimate their importance.



In February 2014 we were able to deliver a new water station with 24 taps for Dudmegn School in Gondar. The opening ceremony at Dudmegn was a real event; the water station was decorated in bright colours and speeches were made by teachers and students about what a difference the new taps will make.

Before the project the school had only two working taps for over 2,000 students – many of whom have to walk over an hour to get to school. Access to water is very important to the health of students', their attendance and their enjoyment of school life. We know that access to drinking water and for washing hands are both necessary to keep children healthy, happy and attending lessons. Furthermore, the water station allows Dudmegn students to stay longer at school and concentrate fully in lessons.

Elsa, Regional Manager in the Link Ethiopia Gondar office, had this to add about the project's impact:

"When the project delivery ceremony occurred, the school principal mentioned that they can now plant vegetables as an income generation project. And nothing is wasted – they will utilise the water that flows when the children are drinking and/or washing their hands."

The project was funded from our Gift Ethiopia shop and from the Mandala Trust, so thank you to Mandala and all those who supported our gift scheme (shop.linkethiopia.org)!

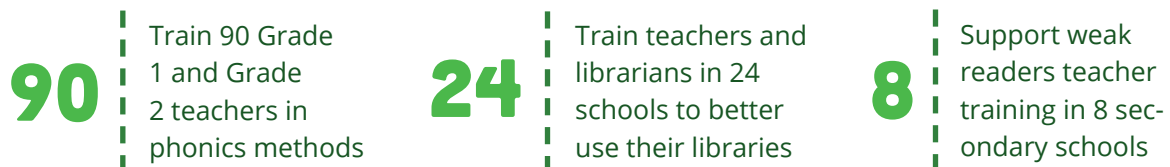
TEACHING QUALITY

Teachers are at the heart of any school. Improving teachers' skills, knowledge and teaching ability helps improve education not just for one classroom of students but for years to come. Investing in teachers is one of the most important things we can do to increase the **QUALITY** of education in Ethiopia.

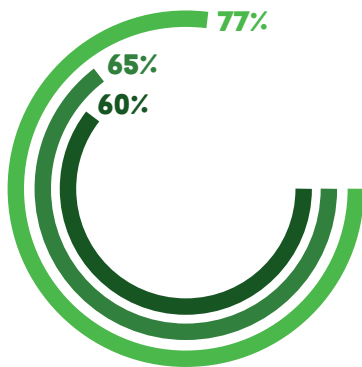
This was the first year of what will be a multi-year project to improve student literacy in our partner schools. Over the first year of the project we held teacher training on phonics and the sounds of English, on techniques to improve reading lessons and on new strategies to help struggling students. The phonics method is particularly effective for helping young students to read as it allows children to 'sound out' new words rather than memorising them individually.

We also worked with librarians and teachers to improve library management and improve facilities for young readers.

Over the course of this year we were able to:



We have seen some amazing results in the first year of this project including:



- An overall **65%** increase in test scores of students of trained teachers.
- A **60%** increase in test scores of for weak reader's in secondary school.
- A **77%** increase in library usage.
- A significant improvement in teaching standards in observed classes.

We are looking forward to continuing the project next year, reaching more schools and more students!



A LINK STORY

TEJITU

Habtamu, our Sponsorship Manager in Bishoftu, drew our attention to one of our sponsored students' stories. Over the last five years she has been supported and has engaged with a variety of Link Ethiopia programmes which we discuss on the next page:

"Tejitu is an 18 year-old Ethiopian who was born and still resides in Bishoftu. She is unsure of her family background; she does not know her parents and currently resides with her second guardian. While she does not know her history with any certainty, she has theorised that her father left her with her mother and her mother subsequently either gave her to her first guardian or abandoned her.

At the age of seven, after completing Grade 1 at Keta School, she started living with her current guardian. She says that, at this stage in her schooling, she was not doing very well, and was consistently seeing her friends gain awards for their rankings at school. This gave her a sense of ambition to perform well at school and she seized on the opportunities that her school and Link Ethiopia were providing. From Grades 2-6 she obtained third rank awards, in Grade 7 received second rank and in Grades 8 and 9 received first rank. Tejitu has worked tremendously hard and we are really proud of her. She appreciates all the support she has been offered over these years and she is excited about the future. Outside school her guardian has sons and daughters of her own, but she is always treated as a daughter in her own right."





A SPONSORSHIP HISTORY: Link Ethiopia has been sponsoring Tejitu for approximately five years, providing resources both directly to her and to her school. Throughout her experiences with our charity one highlight has been her participation in a **group expedition visit**. Tejitu helped to organise activities for the group of students who travelled to Ethiopia as part of a World Challenge trip. In coordinating and delivering these activities she was able to interact and engage with the visiting English students, and by extension improve her confidence and increase her understanding of global culture.

BENEFITS OF LINK ETHIOPIA SPONSORSHIP:

Tejitu has benefitted from a number of Link Ethiopia's schemes over the years:

PROJECTS: Link Ethiopia has built and established a library at Tejitu's school, and she states that she visits it often to read a number of books that we have supplied.

SCHOOL LINKS: Through establishing a School Link club at her school, Tejitu has enjoyed exchanging letters with pen pals at her linked school in the UK. She has said that this increased her knowledge of other cultures and gave her opportunities to practise her written English skills. She says that this helped build her vocabulary and communication skills, and subsequently her results in her school subjects. She also believes that it has given her increased confidence in interacting with English speakers.

SPONSORSHIP: Tejitu has received resources such as a school uniform, other clothes and school supplies from Link Ethiopia. These have helped her to attend class regularly, with increased confidence and the ability to fully engage.

TEACHING VOLUNTEERS: Link Ethiopia has placed two native English-speaking volunteers at Keta School, offering a spoken English class and a conversation class. Tejitu believes that this has broadened her understanding of the world outside and built her confidence with speaking the English language.

FUTURE AMBITIONS:

Tejitu received a good result in her Grade 10 national examination, and is now continuing her education at a preparatory school this year. Her further goals include attending university to study Biology, with a specific interest in researching Botany.

INCLUSION

The 1994 UNESCO world conference in Salamanca Spain called upon all governments to adopt as a matter of law or policy the principle of inclusive education: 'enrolling **all** children in regular schools, unless there are compelling reasons for doing otherwise'. Inclusion in education includes but isn't limited to children and young people with special educational needs, female students, children from impoverished families or rural locations, and children from ethnic and religious minority backgrounds.

Since then, inclusive education has increasingly been seen to be key to tackling many of the social and economic challenges faced by societies across the world. In the UK, the inclusion of disabled children was enshrined in the 2001 'Special Educational Needs and Disability Act', while Millennium Development Goal Two has helped countries to work towards achieving 'Universal Primary Education'. However, much more needs to be done.

Disabled students in particular face various challenges and hardships in accessing a quality education in countries such as Ethiopia:

- Discrimination in society.
- Untrained mainstream teaching staff and lack of trained staff for separate facilities.
- Lack of segregated special educational needs schools or facilities.
- Lack of special educational needs schools / staff / facilities outside urban areas.
- Cost of accessing available facilities.

Investing in all young people, and ensuring **everyone** has access to a quality education helps lead communities out of poverty. Our work in schools across Ethiopia has this philosophy at its core. A significant example of this recent work is our '**Disability – Widening Access and Participation**' project.



‘DISABILITY IS NOT INABILITY’

We have worked with the **MSF Foundation** to deliver a two year project to make inclusive education possible for hundreds of disabled Ethiopian students. Over this **first year** we have seen the following results.

- **600+** students supported:
 - 103 students with access to new specialist classroom facilities
 - 432 students being taught by teachers trained in disability awareness
 - 166 students with access to resources including braille styluses and signing dictionaries
 - 115 students given tutorial support
- Parents and teachers gave very positive feedback about training event(s):
 - **93%** of teachers said they would be able to implement the training in their own school
 - 86% of teachers and parents rated the training as excellent
- The tutorial programme was highly regarded by teachers and students and it had a significant impact on students:
 - Average grades rose from **68% to 76%**
 - Disabled students in the programme outperformed able-bodied students in their schools by 14%

One particular highlight of the work so far has been working with both teachers *and* parents. We are really looking to achieve long-term, sustainable change in the lives of disabled children, and for that we need the support and commitment of their parents and guardians.

We hope that this project can be scaled up and continued during the second phase of the project and beyond. We are seeking further funding to expand this work.





LEARNING RESOURCES

DONKEY LIBRARIES CASE STUDY

At Link Ethiopia our mission is to change lives through education, working with schools to improve the quality of education for Ethiopian students. Our biggest challenge is to work with **rural schools**. Rural schools face the biggest problems; a lack of roads to access materials for new classrooms, finding qualified teachers from a smaller talent pool, and students having really long distances to travel to school. To compound these problems, charities, including Link Ethiopia, find the schools that need the most help are the often the most difficult to access...

... that is where our Donkey Libraries come in, delivering books to rural schools which cannot afford their own libraries. Our mobile librarians help the children find the books they want, help them to read and help them fall in love with books. As of March 2014, we have two donkey libraries working with schools in Gondar. Our first, under the stewardship of Beletu, serving elementary schools around Maksegnet and our second, under the stewardship of Talemaw, serving elementary schools around Kola Diba.

We are able to serve 10 schools and give over 7,000 students access to books.

We would like to give particular thanks to the following supporters; Simon and Katie who made a visit to our Magsegnet library at the beginning of 2014 and gave a donation of 1,000 Birr; Misha Jensen, our Link Ethiopia **Ambassador of the Year**, who walked 180 miles to raise over £2,500 for our Donkey Libraries and a classroom project in Chihira, one of our rural schools. And finally; Andrew and James Ross who raised over £2,000 for new books, a wage increment for our Donkey Librarians and a toilet project at Atakilt school. With this support we have been able to strengthen the project and our first librarian Beletu has been able to further his education and get basic training in how to support the children's reading.

We hope that this project will continue to grow in 2014-15 and have plans to open a new Donkey Library in the Oromia Region. We plan to focus on projects in rural schools in future years through our Rural Excellence initiative - building the capacity of Link Ethiopia to work with these schools which need the most support.

COMMUNITY ENGAGEMENT AND SUPPORT

In our experience it doesn't just take a village to educate a child; it takes a global community. People and communities have given generously this past year of their time, their energy and their resources to help improve education in Ethiopia.

We appreciate everyone who has supported our work, but we want to mention a few stand-outs.

- Communities around our Ethiopian schools helped contributed between 10-40% of the costs and/or labour of improved school environments for their children.
- There were nine amazing volunteers in our UK office. Thanks to Ben, Julia, Carlotta, Gabriella, Grace, Kate, Michael, Rebecca and Sophie.
- We also welcomed 19 volunteers to our Ethiopia schools, spending over 1770 hours teaching to nearly 1000 students.
- Six dedicated fundraisers travelled to Ethiopia for the Great Ethiopia Run. Thank you Tom, Harry, Lynn, Kyle, Ryan and Robert! See you next year?
- We had 23 people travel to see our work as part of our ethical awareness-raising tours to Ethiopia. Hope you had an amazing trip!
- The following trusts and foundations have supported our work: The BFSS, COFRA, Mandala Trust, MSFF and The Waterloo Foundation. Thank you for making so much possible.
- Many in our network of UK schools dedicate time and energy to fundraising for various projects in Ethiopia. You're too numerous to name here, but a massive thanks to you all!



A LINK STORY

SINCIL SCHOOL

Sincil Sports College's link with Times Choice Academy, in Bishoftu, has been one of the most successful, distinctive and vibrant School Link partnerships we have had the pleasure to support. The opportunities and rewards of being part of a linking partnership are best outlined in the school's own words. Here's what Lynn, Sincil's Link Coordinator, had to say about the partnership:

"We are a secondary Special Needs school for children with social, emotional and behavioural difficulties. Global learning opportunities are unfortunately not common for our children and young people."

Their Link brings tangible benefits for the school's young people. Two pupils, Kyle and Ryan, were selected from their school's Global Learning Committee to take part in a Connecting Classrooms visit, funded by the British Council, to their partner school:

"Our two chosen pupils had never been abroad let alone sat on a 10 hour flight to Africa! The joy, happiness, independence and growing confidence in both boys was overwhelming."



Personal growth and skills such as independence and self-confidence have fantastic benefits not only in learning outcomes, but well into a young person's life beyond education. The Link has *"enhanced the teaching of geography, PE and citizenship through a greater understanding, and awareness of issues surrounding development in developing countries."*

The vital relationships between the partners has been further cemented by Sincil School's commitment to sponsoring two young girls, Samirawit and Lidiya. These sponsorships create a tangible, meaningful link between the school's fundraising and impact 'on the ground' in Ethiopia. It also brings in the wider school community: *"updates we receive at school are shared through assemblies, newsletters and the International Notice Board in the main school hall for all to see."*

Sincil have built on their achievements and in 2014 were awarded the International School Award and a second round of Connecting Classrooms funding. We love being involved with such an inspiring partnership and can't wait to see where it goes next.



GLOBAL AWARENESS & INTERACTION

The importance of equipping young people with 'global awareness', empathy, understanding, interaction and critical thinking cannot be overstated. In the UK, Think Global reports that more than 50% of teachers and 90% of head teachers agree that the 'global dimension' is an essential part of the curriculum in 21st century.

What exactly is 'global awareness' or 'the global dimension' in relation to education? DFID's 'Global Learning Programme' defines this as *"an approach to learning about international development through recognising the importance of **linking people's lives throughout the world**. It encourages critical examination of global issues and an awareness of the impact that individuals can have on them."*

An even better understanding materialises when looking at the skills and knowledge needed by 'Generation Global'. Business leaders and educators agree that students need to develop:

- broad horizons – a knowledge and awareness of the wider world,
- the ability to work with people from different cultures and countries,
- an awareness of global challenges such as climate change,
- to learn to lead more sustainable lives,
- a critical eye when examining important topics, e.g. the causes of mass migration to the UK.

A number of our schools' experiences testify to the importance of a global awareness in teaching and learning, and how their School Link's opportunities for interaction are a key tool in achieving this. A good example are **St. Philip Neri with St. Bede Catholic Primary School** in Nottingham. Praised in their most recent **Ofsted** inspection, the assessment noted that: *"Pupils are taught a broad and interesting range of subjects. Special events provide inspiring and memorable experiences, such as Ethiopia Week, held in conjunction with the school's overseas links."*

The school has used global learning, with their link with Andinet Elementary at the heart of this, to develop vital aspects of their young people's: *"Pupils' spiritual, moral, social and cultural development is a particular strength. Pupils from different backgrounds and cultures get along very well."*

St. Philip Neri Primary are just one of nearly 100 schools whose students benefit from a personal, sustainable bond with their peers in Ethiopia. The global learning that these interactions make possible has profound effects upon not only day-to-day learning, but also their children's prospects and individual potential.

This work will only increase in importance and so we're already looking forward to the global learning work we can do with schools next year.



THANKS TO...

There are so many people we want to thank for making our work in Ethiopia possible. From our many schools and sponsors through to our volunteers and guests visiting Ethiopia with us, we couldn't do what we do without your help.

Some particular thanks go to...

Races and challenges

Great Ethiopian Run 2013 (£5,948)
 Maggie Huckfield - Edinburgh Marathon (£152)
 Calum Erskine - Multiple events (£3,409)
 Dragon Boat Race (£3500)
 Damian Fleming - Iron Man Wales (£1,553)
 Misha Jenson - Offa's Dyke Walk (£2,534)
 Michael Dickson - Parachute Jump (£387)
 Thomas Churton - Dress Down Fridays (£2,082)
 Robert Dewar - Great South Run (£695)

Organisations

The Mandala Trust (£3,500)
 Corvallis Sister City Association (£771)
 World Challenge (£3,592)
 Broomwood Hall School (£248,435)
 Integrate Hands (£3,495)
 The Kindu Trust (£22,297)
 MSF Foundation (£15,100)
 The Waterloo Foundation (£13,000)
 Tour d'Afrique (£3,188)
 Shaftesbury Road Charitable Trust (£3,300)
 Intelligent Matching (£2,000)
 Bhubesi Pride (£555)
 Frontier (£580)
 Price Waterhouse Cooper (£250)
 Marlow and Princes Risborough Choirs (£185)

Schools

Brackenbury Primary School (£240)
 Bramford Home-School Association (£144)
 Colegrave Primary (£557)
 Dr. Challoner's Grammar School (£1,653)
 Gamlingay First School (£457)
 Halliford School (£4,013)
 Hankham School (£1,442)
 Headington School (£596)
 Heathland School (£4,000)
 Hyrstmount (£144)
 Immaculate Heart of Mary Catholic Primary School (£1,000)
 Impington Village College (£3,293)
 Keelham Primary School (£300)
 Keyingham Primary School (£225)
 King John School (£268)
 Linton Park School (£1,305)
 Magdalen College School, Oxford (£1,097)
 Priory School (£747)
 Queniborough Primary School (£2,421)
 Rushmere Hall Primary School (£846)
 Seaford Head School (£90)
 Sincil School (£826)
 Springwell Community School (£202)
 St Stephen's Primary School, Bath (£1,105)
 Upperwood Academy (£75)
 Warrender School (£415)
 Whitehealth Infant and Nursery School (£198)
 Wycombe High School (£864)

And...

Calendars and other merchandise (£1,328)
 Gift Ethiopia (£340)
 Girl Guides Group (£11,502)
 Peter, our volunteer independent examiner
 Tutu's Fund for the Future (£2,179)

MEET OUR TEAM

UK TEAM



Chris Grant
Director



Matt Stockdale
Director of
Operations



Laurence Coneely
Links and Communications
Manager



Rory Dillon
Projects and
Finance Manager



Jasmine Person
Fundraising Manager

GONDAR TEAM



Belayneh Shewaye
Country Director



Elsa Kebede
Regional Manager



From 04/2014

Zemene Mersha
Projects Manager



From 02/2014

Gebre Ayeche
Projects Coordinator



Abraham Dargie
St George's
Coordinator

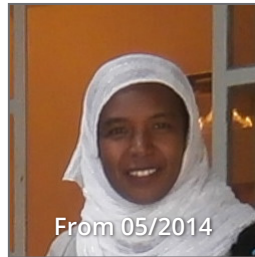


From 06/2014

Sitotaw Ambachew
Sponsorship
Coordinator



Eyayaw Bayable
Volunteers and Tours
Coordinator



From 05/2014

Adugna Abdu
Accountant and
Administrator



From 02/2014

Yesihareg Ersugn
Cashier



From 11/2014

Abraham Eyasu
School Links
Coordinator

BISHOFTU TEAM



Hailemariam Ayano
Regional Manager



Habtamu Dereje
Sponsorship &
Volunteering Manager



Tsegaye Alemneh
School Links Manager



Dawit Megerssa
Projects Manager



Lensa Abera
Cashier



Mastewal Shiferaw
Project Coordinator

Fantastic staff who left us this year

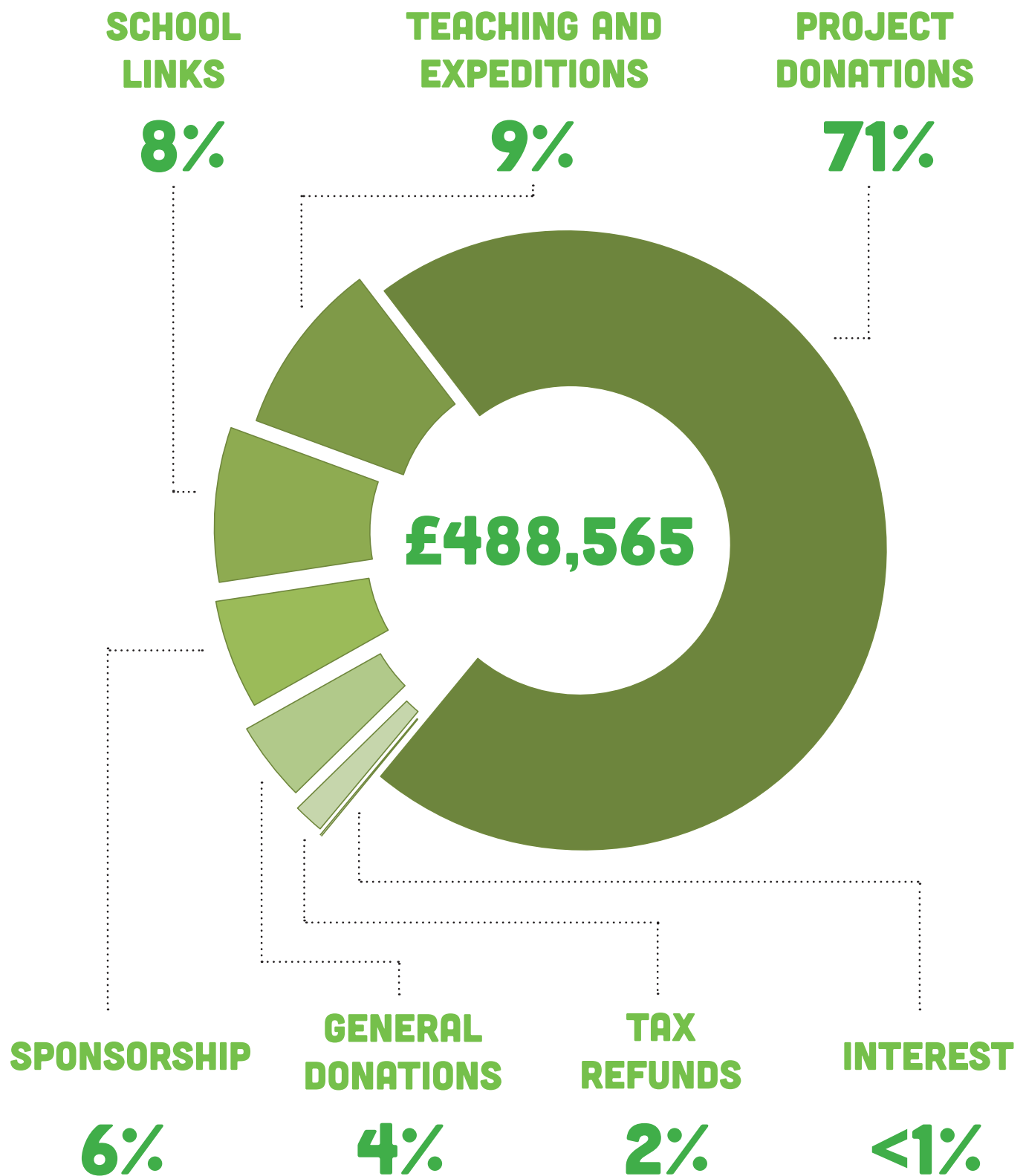
Sultan Ahmed, Sponsorship Manager: Left 08/2014

Solomon Eshetu, Finance Officer: Left 02/2014

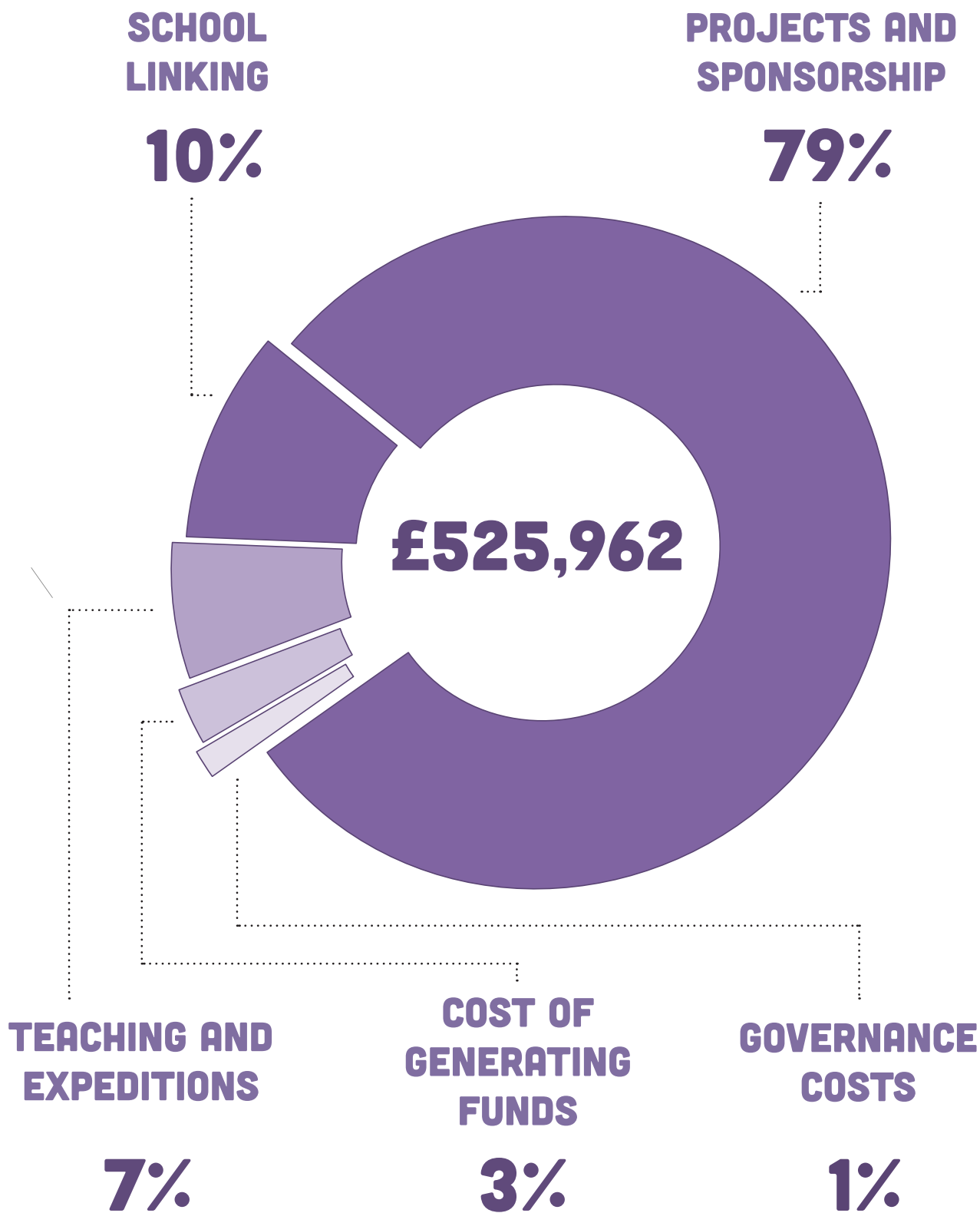
Adrienne Gregory, Fundraising Manager: Left 11/2014

Shree Mandke, Fundraising Manager: Left 06/2014

OUR FINANCES: INCOME



OUR FINANCES: EXPENDITURE



FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31ST MARCH

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2013-2014 £	Total 2012-2013 £
Incoming resources					
Incoming resources from charitable activities					
Project donations	1	152	348,033	348,185	147,267
School linking		39,506	-	39,506	43,694
Sponsorship		-	27,703	27,703	27,647
Volunteer teaching		18,110	-	18,110	14,497
Project expeditions and visits		27,030	-	27,030	18,172
Incoming resources from generated funds					
General donations	2	16,972	-	16,972	16,421
Capacity building		1,030	2,000	3,030	14,926
Tax refunds		7,603	-	7,603	6,392
Interest		426	-	426	310
Total incoming resources		110,829	377,735	488,565	289,327
Resources expended					
Charitable activities					
Projects and sponsorship		22	416,535	416,556	168,167
School linking		52,859	-	52,859	44,923
Volunteer teaching		22,489	-	22,489	19,639
Project expeditions and visits		12,039	-	12,039	3,911
Cost of generating funds					
Cost of generating funds	3	14,513	115	14,628	13,142
Governance costs					
Governance costs		7,391	-	7,391	6,663
Total resources expended		109,312	416,650	525,962	256,444
Net incoming resources		1,517	(38,914)	(37,397)	32,882
Reanalysis of spends on specific funds		(25,178)	25,178	-	-
Balance brought forward		39,721	78,724	118,445	85,563
Balance carried forward		16,060	64,988	81,048	118,445

BALANCE SHEET AT 31ST MARCH

	Notes	2014 £	2013 £
FIXED ASSETS			
Tangible assets		-	-
CURRENT ASSETS			
Debtors	6	12,490	13,475
Cash at bank and in hand		73,180	110,103
Total current assets		85,670	123,578
CREDITORS			
Amounts due within one year	7	(4,621)	(5,133)
NET CURRENT ASSETS		81,048	118,445
TOTAL ASSETS LESS CURRENT LIABILITIES		81,048	118,445
NET ASSETS		81,048	118,445
FUNDS			
Unrestricted funds		16,060	39,721
Restricted funds	8	64,988	78,724
TOTAL FUNDS		81,048	118,445

MOVEMENT IN FUNDS

	At 01 Apr 2013 £	Incoming resources £	Outgoing resources £	Transfers between funds £	At 31 Mar 2014 £
Unrestricted funds					
General fund	39,722	110,829	(109,312)	(25,179)	16,060
Restricted funds					
Capacity building	4,431	2,000	-	(6,431)	-
Classroom projects	4,151	7,183	(26,185)	7,689	(7,162)
Educational resources	(272)	5,496	(4,861)	762	1,124
Inclusive education	-	16,163	(2,553)	(171)	13,439
Kindu Trust support	-	21,611	(25,045)	(1,080)	(4,513)
Libraries and books	2,090	24,056	(18,500)	6,432	14,078
Sponsorship	13,811	27,703	(29,013)	5,157	17,658
Sports projects	(90)	4,951	(5,408)	1,626	1,079
St George's School project	-	243,406	(253,502)	-	(10,096)
Teachers and teaching resources	1,604	1,728	(3,352)	708	687
Technology projects	17,668	4,601	(22,152)	1,995	2,111
Various fundraising campaigns	-	12,643	(644)	(9,914)	2,085
Water and sanitation projects	6,295	3,181	(13,064)	3,919	331
Other projects & awaiting allocation	1,921	3,014	(12,371)	8,628	1,192
Transfer to cover restricted overspends	27,116	-	-	5,859	32,975
Total restricted funds	78,724	377,735	(416,650)	25,179	64,988

NOTES TO THE ACCOUNTS

ACCOUNTING CONVENTION:

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

INCOMING RESOURCES:

All incoming resources are included in the Statement of Financial Activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

RESOURCES EXPENDED:

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes VAT which is reported as part of the expenditure to which it relates. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Costs are split between categories based on staff time. Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include the costs relevant to the strategic management of the charity.

TANGIBLE FIXED ASSETS:

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

CORPORATION TAX:

The charity is exempt from taxation in respect of Income and Capital Gains under Section 505 of the Taxes Act 1988 and Section 256 of the Taxation of Chargeable Gains Act 1992 to the extent that such income or gains are applied exclusively to charitable purposes.

FUND ACCOUNTING:

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

FOREIGN EXCHANGE TRANSLATION:

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

(1) PROJECT DONATIONS:

	2014 (£)	2013 (£)
Individuals	30,034	24,811
Schools	258,211	55,682
Trusts & foundations	31,468	35,809
Organisations	28,471	30,965
Total	348,185	147,267

(2) GENERAL DONATIONS:

	2014 (£)	2013 (£)
Individuals	12,188	12,504
Schools	4,262	3,233
Trusts & companies	522	684
Total	16,972	16,421

(3) COST OF GENERATING FUNDS:

	2014 (£)	2013 (£)
Great Ethiopian Run	3,307	3,354
Merchandise & other	1,593	1,869
Shared operations	3,089	1,896
Staffing	6,639	6,023
Total	14,628	13,142

(4) TRUSTEE REMUNERATION:

Trustees receive no remuneration. Travel expenses of £20.90 were paid to one trustee.

(5) EMPLOYEES:

Average number of full-time equivalent employees: UK: 3 (3 in 2012-13). Ethiopia: 12 (10 in 2012-13). Number with annual remuneration of £60,000 or more: 0.

For staffing in both the UK and Ethiopia:

	2014 (£)	2013 (£)
Wages & salaries	85,885	77,158
Social security costs	5,027	4,187
Pension contributions	500	500
Total costs	91,412	81,846

11% of projects and sponsorship expenditure funded employee and support costs.

(6) DEBTORS:

Amounts falling due within one year:

	2014 (£)	2013 (£)
Trade debtors	12,490	13,475
Prepayments	-	-
Total	12,490	13,475

TRUST CONSTITUTION:

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

CHILD PROTECTION:

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

POLICY ON RESERVES:

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

(7) CREDITORS:

Amounts falling due within one year:

	2014 (£)	2013 (£)
Accruals	-	-
Tax & social security	1,833	2,585
Deferred income	2,788	2,548
Total	4,621	5,133

(8) MOVEMENT IN FUNDS:

The charity maintains detailed restricted funds (350 during the year). Unexpended balances remained in 58 restricted funds at the year end which are grouped & summarised on page 21.

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

SIGNED ON BEHALF OF THE TRUSTEES ON 25/01/15 BY ASHLEY ENGLAND AND CHRIS GRANT

INDEPENDENT EXAMINER'S REPORT

I report on the accounts of Link Ethiopia for the year ended 31st March 2014.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND EXAMINER

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

It is my responsibility to:

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

BASIS OF THE INDEPENDENT EXAMINER'S STATEMENT

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

INDEPENDENT EXAMINER'S STATEMENT

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

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

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

26 January 2015

Link Ethiopia

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

Trustees: Ashley England
Chris Clare
Chris Grant
Gabriella Otty (from December 2013)
Melaku Getachew
Pete Belfield (from December 2013)

Patrons: Haile Gebrselassie
Jonathan Dimbleby

Presidents: Richard and Rita Pankhurst

Registration: 1112390 (UK Registered Charity Number)
2438 (Ethiopian Registered Charity Number)