

LINK ETHIOPIA

ANNUAL REPORT

2015–2016



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!

On behalf of Link Ethiopia's Board of Trustees I would like to welcome you to our Annual Report for 2015-2016. It's been another year of steady growth for the charity and we couldn't be prouder of the work that our teams have been doing to change many thousands of lives through education. None of this would have been possible without the committed support we have received from our friends across the world. We want to thank all our donors, sponsors, fundraisers, volunteers, teachers, students, companies and other organisations for having believed in us and for having provided the funds and energy that has achieved the sample of highlights you read about in this report and much more beyond.

We have lots of work to do in order to see our mission fulfilled. I look forward to sharing more success stories with you all in the exciting years to come!

Pete Belfield, Chair of Trustees

Greetings to you all from Addis Ababa,

Looking back over this last year, and also thinking to the years before it, we are hugely encouraged to see what our relatively small team has achieved.

With our focus of enhancing the quality of education, and by closely collaborating with all our stakeholders, Link Ethiopia's work has been significantly impacting thousands of young people in the north and south of the country. Our work has been praised by the communities we work in and by interested government bodies. We can see that this work has vital importance in enabling Ethiopian children to unleash their full potential and in creating better opportunities for them to make the most of. Our work has only been possible because of the generous donations and encouragement of our many valued supporters and friends, and I would like to express my deepest gratitude for your continued support.



Our team is committed to meet the needs of the disadvantaged, and this has always been a driving force for us to stretch forward and reach many more lives. Ethiopia is one of the fast growing countries in the world but that growth is leaving many families and children behind. Link Ethiopia is helping to bridge the gap by supporting children who might otherwise be forced to drop out of education because of their economic status.

We have never needed your support as much as we currently do. Our appetite for quality education for all has never been greater. Please join us in this journey and help transform the future generations of this land!

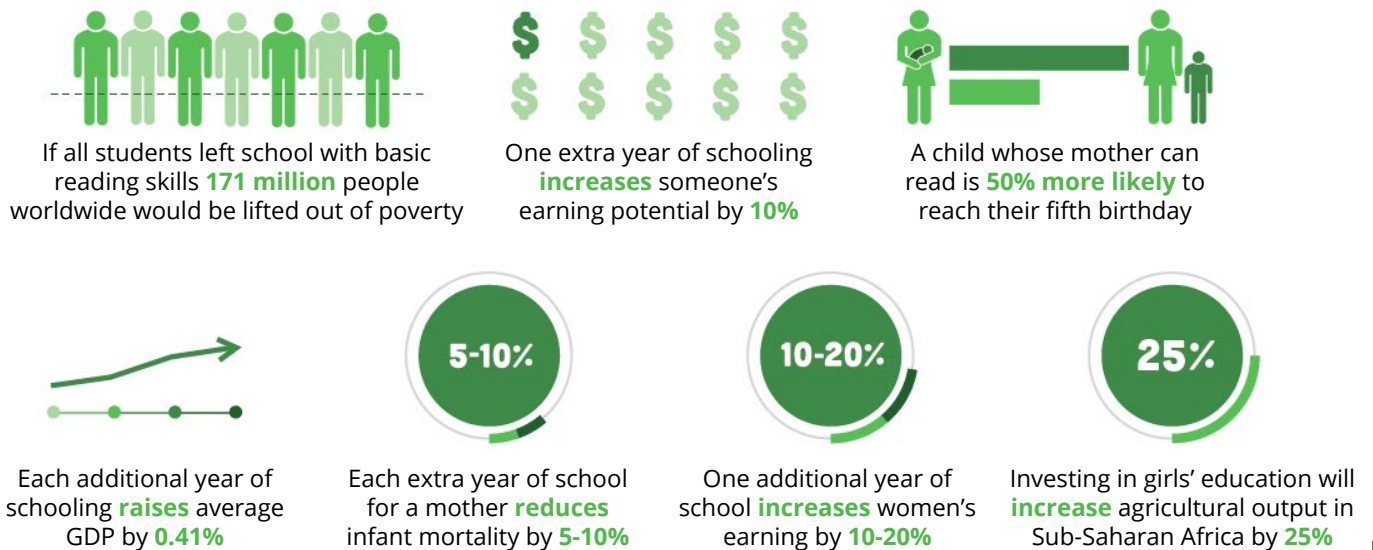
Best wishes from all of our team,

Hailemariam Ayano, Regional Manager

WHY EDUCATION?

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

7 MAJOR IMPACTS OF EDUCATION



LINK ETHIOPIA'S MODEL

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



Infrastructure - We work to provide high quality, locally appropriate buildings and facilities that ensure learning environments are safe, healthy and allow students and teachers to concentrate.



Teaching Quality - We provide teacher training to ensure all teachers have the knowledge and skills 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.

CHANGING LIVES THROUGH SPONSORSHIP

CHALI'S INJERA BUSINESS CASE STUDY

One of Link Ethiopia's sponsored students is called Meskerem. She lives with her mum, Chali, and her three siblings. Through our sponsorship programme all her schooling needs are provided for and that has significantly reduced the financial burden that the family would otherwise have faced in order to send Meskerem to school. Chali's family is similar to the 170 other families that Link Ethiopia supports through child sponsorship. Money is in short supply and without support this can mean education takes second place and children can be forced to drop out of school. Thanks to Meskerem's sponsor this now isn't a concern and Chali has been turning her attention to other ways she can support and nurture her family.



Chali wanted, and has succeeded, in starting and expanding a business from the family home. Link Ethiopia supported her with a microfinance loan and business training so she could make and sell injera from her house. Injera is the pancake-like flat bread which is a staple food in Ethiopia. Her business has quickly become a success. During the first two months she sold 80-120 injera each day and demand has increased since then. Thanks to the success of her business she can generate an income that pays for their family housing rent, living expenses, and her children no longer have food-related problems. She was also able to repay her microloan months before the due date.

After the popularity of her injera began to grow, Chali was able to expand her business with the involvement of a local savings and loan organisation. She bought a second hot plate and has hired a local woman, so is extending her entrepreneurial activities out into the local community. Recently she was approached by a shop that was interested in selling her food, so the future looks increasingly bright.

We are exploring whether other sponsored families would be able to follow in Chali's footsteps and start their own income generating local businesses in order to support and provide for their families. If you would be interested in supporting such a project, please do get in contact!



ANDINET ELEMENTARY SCHOOL

A RURAL SCHOOL DEVELOPMENT CASE STUDY

Ethiopia is still a country of economic divides. Although there has been major progress recently, there is still an obvious gap between urban and rural areas in terms of basics such as education, sanitation and development. In the countryside, an agricultural way of life often means that time is limited, as rearing livestock and tending crops leaves little to spare. The schooling resources for rural areas are often scarce. Educational facilities are lacking, and the school buildings themselves can be old, unsafe, with poor structural integrity and reduced light and space.



As part of our rural education campaign, Link Ethiopia has been working with Girlguiding North East England and AidCamps International to rebuild schools and classrooms in the farming communities around Gondar. Structures that are bright, airy and welcoming are providing more space and facilities for the children using them. This is important because with limited space, schools may not have capacity for all the children, or be able to offer education past a certain age. This means many children cannot continue in education, as the travel to the next nearest school that offers further education can simply be too much, leaving them no time to complete domestic or agricultural tasks required, let alone tackle homework. Each additional year of schooling increases a person's earning potential by 10%, meaning that the possibility of lifting an area out of poverty becomes more of an attainable goal with the correct infrastructure in place.

Andinet School is one of the most recent school partners in this project. The school previously had a rundown set of classrooms, with lumpy stone floors, poor roofing, and unplastered walls. Originally built from traditional wood and mud, one in particular had fallen into a state of disrepair and was no longer serviceable as a building. Providing little shelter from the elements, the classroom was a difficult environment for young children to be in.

Link Ethiopia worked with the local community to discuss what they needed out of a new school building. A double classroom was planned, allowing children the space and security they need to continue their education. Structural design improvements to increase the life of the classrooms were also implemented, including concrete plastering, metal shutters for security at night and use of wooden cross beams to prevent lean on the building.

Our partners at Girlguiding North East England and AidCamps International raised the funds needed for the Andinet project and volunteers helped the school to complete this vital resource for children in rural Ethiopia.

We were delighted to complete the classroom building on time and to see the difference this build will make straight away. The classroom is spacious and a positive space for children to develop and learn in. Having previously had to finish educating children at grade 3, the school now plans to educate children up to grade 5. The opportunities this will provide for the local children are huge.

We are seeking donations in order to build further classrooms in rural areas, with a focus on schools that cannot currently offer all grades. Please get in contact if you can help!



OUR DONKEY LIBRARY COMMUNITIES

A VISIT TO BAHIRE GINB SCHOOL

Rory Dillon, our Projects Manager, shares his adventure as he joined one of our Mobile Librarians, Belete, and his donkey on their weekly visit to Bahire Ginb School:

"It's 2pm in the heat of the Gondar afternoon and I'm following the happiest donkey in Ethiopia. Happy because he's spreading the joy of reading to Ethiopian students without libraries, and because he's carrying a selection of books, rather than large bags of cement or teff (a grain used to make injera, Ethiopia's stable bread) that are the usual fare of his fellows. It's a cushy number."



I am at Bahire Ginb school near Maksegnit, a small village between Gondar and Bahir Dar, to see one of our donkey libraries. Link Ethiopia has four donkey libraries — two near Gondar and two near Bishoftu. Each donkey visits five rural schools which do not have libraries, one school a day over a week. Via our donkeys, children can access books which are usually scarce at home and at school; they are able to read reference and textbooks to support their lessons and also read fiction in the local Amharic and Oromo languages. These free reading sessions, as well as group stories, can be a gateway for students into the world opened by reading — reading for pleasure, reading for reading's sake.

Donkey libraries are a great service for rural schools without libraries. Teachers and students are always excited when the donkey library arrives and more and more schools request to be included. There are thousands of students who do not have access to books beyond their school textbook. For that reason we are keen to continue funding these important projects and to expand to reach new schools. Each donkey library serves approximately 1000 students in rural schools. If you'd like to help and support us to bring a donkey and its books to more children please do get in contact."

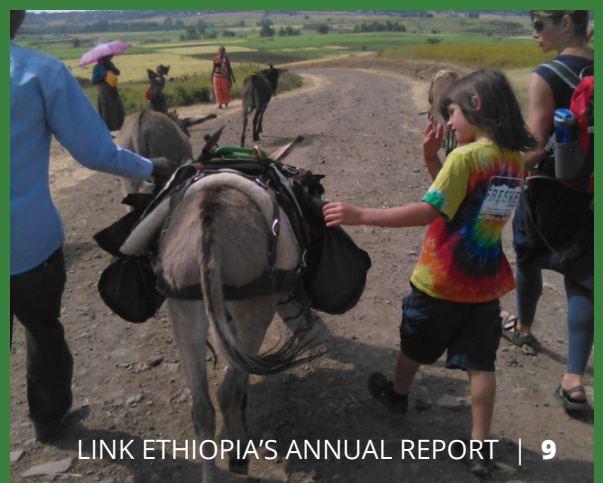
A VISIT TO CHIHIRA SCHOOL

It's not often that donors to charities get to see with their own eyes exactly how their money has been spent. That's why we were delighted that Misha, our youngest fundraiser to date, along with his mother and brother, were able to come with us to visit Chihira Elementary School, in rural Amhara, to see the results of his committed fundraising. Chihira is one of the twenty communities served by our donkey libraries.

Whilst great strides have been made in education in Ethiopia recently, there unfortunately remains a large gap in both access to, and quality of, education between urban and rural areas. Chihira School is only accessible by foot – its about a 45 minute walk from the main road. The inaccessibility of rural schools makes them harder to support, and the more agrarian way of life in rural areas, where large amounts of time have to be devoted to farming livestock and tending to crops, means that rural schools suffer from limited resources.

Misha had raised £2,534 through a sponsored walk along the 177 mile English/Welsh border and this money went towards building two new classrooms at Chihira School. By increasing the number of classrooms from 5 to 7, the school is now able to operate more efficiently, and students are able to carry on schooling beyond Grade 5, without sacrificing the time available to the children to help with family tasks. This is crucial to ensuring that rural children do not drop out from school.

Misha's fundraising also supported one of our four 'Donkey Sanctuary' accredited donkey libraries which meant that the children at Chihira School had access to the wide variety of text and fiction books available from our roaming resource. We were really pleased to be able to introduce Misha and his family to the students and parents at Chihira as well as to our Mobile Librarian and trusty donkey. Once again, thanks to Misha for supporting rural education in Ethiopia!



LITERACY

LEARNING ENGLISH THROUGH PHONICS

The academic year 2015-16 was the last year of our Literacy project in its current form. The original inspiration for the project was sparked from Link Ethiopia's 20 years of experience working with Ethiopian schools. We knew that teachers and students alike struggle with English literacy and that many students dropped out at secondary level, where English is the language of instruction. We also knew that the phonics approach was an important step in getting students reading and stopping them from falling behind. The Literacy project was designed to work with teachers to increase their skills to help them get students learning to read and reading to learn.

We started with 24 participating schools in 2014-15, which grew to 46 in 2015-16. It has been a privilege to work with the same schools again in 2015-16 and to continue improving the project for the students involved.



"In previous years we taught, 'A', 'B', 'C', 'D', we didn't know the sounds of each letter. Now, children know the sounds, it makes it easy, and fun, to read and write. The lessons are enjoyable for me and the students. This should be taught for all grades as the importance is that high."

Ababa, English Teacher, Abyiot Frey

"Before we started Sounds of English it was difficult to read but now we can; you should carry on working on Sounds of English! The reading bee was good, the questions were easy!"

Makiba, Grade 2 student

Our literacy schools have outperformed control schools in EGRA-Burt literacy tests measuring English sounding, reading, writing and listening. Participating students improved their English literacy score from 5% to 38% at the end of the year, an improvement of 33 percentage points, outperforming control schools by 23 percentage points. Results were even more impressive in the Oromyia region, where project students improved by 40 percentage points over control school students. Our phonics students could read at a “native 6 year old reading age” at the end of the year which was higher than expected given that they were 8 year olds reading in a second-language. Link Ethiopia has seen improved literacy results year on year since the project began in 2013.

The results above show the improvement of the average school and the average student. The stories of students and teachers demonstrate that the training can empower individuals to make even greater changes.

We thank the Waterloo Foundation, the Allan and Nesta Ferguson Charitable Trust, the Ashla Trust and individual donors and link schools for having made this project possible.



“We used the strengths of international volunteers; using qualified, native speakers to run training events. The monitoring system and collecting of feedback, all these things were organised well. The commitment of directors and teachers really made the project very successful. Also, running the project for three consecutive years made a difference, it reinforced the training and increased the project’s impact noticeably. It’s my favourite of all Link Ethiopia’s activities!”

Zemene, Project Manager, Link Ethiopia

THE BEATING HEART OF A SCHOOL

LIBRARY TRAINING, GRANTS AND AWARDS

Link Ethiopia has been working with schools and school libraries for 20 years. In that time, we have built and refurbished new libraries, provided books where, often, the existing collection was too small, too old or of an inappropriate level for the students who were learning to read. We have trained librarians and we have worked alongside school communities to ensure their library facilities are used to their best potential.

2015-16 is the last of a three year project where we have been focussing specifically on improving the effectiveness of libraries. Our energy has been directed less towards the number of books a school may have and more towards supporting librarians to ensure their books are being used well. We helped schools answer the question, "how can we encourage more students to read?"



In 2015-16, we worked with 46 librarians, giving them training, a small grant to buy books and improve their library and we then assessed them against our library award criteria. At the end of 2016, we will assess whether they achieve a gold, silver or bronze award. The award encourages librarians and teachers to use the library differently; setting up library clubs for after school reading and to care for the books, celebrating the best readers in the library and in school assemblies and enabling students to take books home to read. We want to say a huge thank you to the British and Foreign Schools Society, individual donors and link schools for making this project so successful.

This year we expanded the project to include our donkey library communities. With our donkey librarians and the rural school directors they take part in cluster meetings to discuss how to make donkey visits even more beneficial for students. Also, we have held reading clubs for sponsored children in our offices, making reading fun through storytelling, independent reading and role playing games. In these ways we've been able to reach even more students.

Through the libraries project in 2015-16:

- 96** librarians & directors received library management training
- 559** children took part in reading bees held within their own schools
- 4,874** children have had access to books from the mobile 'donkey' libraries
- 72,960** 72,960 children have had access to improved school libraries

--- "There have been lots of changes in my role and I have been grateful to receive training, a gold award and medals from the Education Office. Link Ethiopia has created an enthusiasm in me to learn how we can make things better. Many of the issues we were facing have been overcome by the libraries project, I am happy. My priority is to serve the community and the community seems very grateful!"

Mulugeta, Librarian, Atse Bekafa Elementary School

"I have received training for the last two years and lots of things have changed. The training provided encouragement for me to do extra work in the library. When people visit from the Education Office they are positive about the improvements and say, 'Keep it up'. Since the training, the way I organise books makes it easier for students to find what they are seeking, even braille books for our blind students. I promoted our new library club at the flag ceremony each day but now students come themselves without me advertising. Last year we achieved a silver award and we hope to do better this year. I am very happy to work with Link Ethiopia."

Beteha, Librarian, Abiyot Frey Elementary School



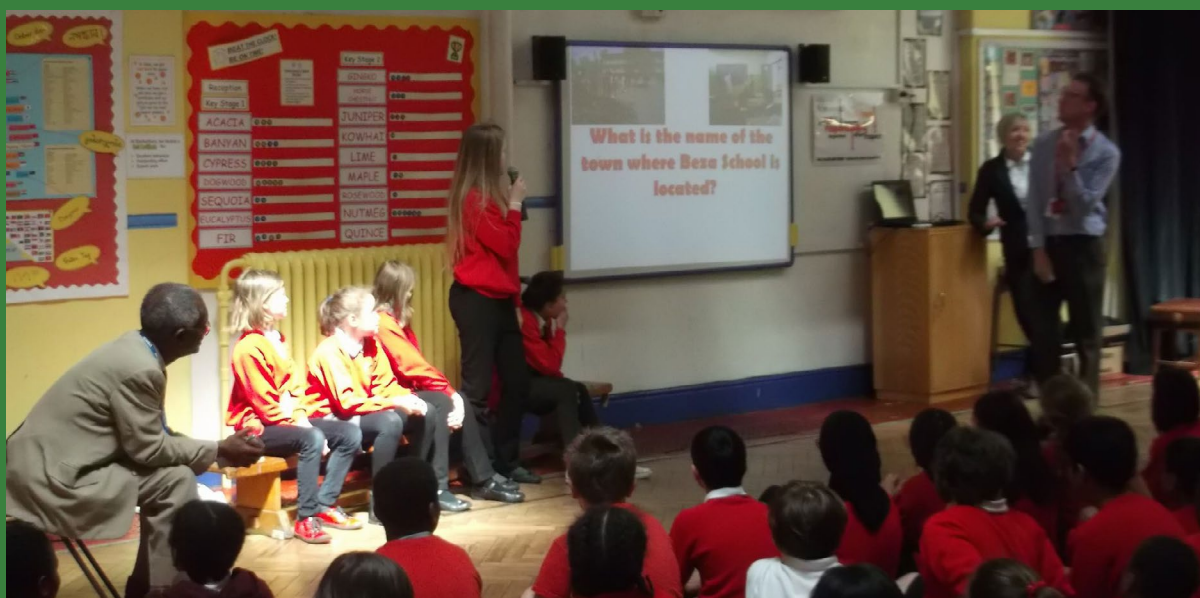
INTERNATIONAL LINKING

A TEACHER EXCHANGE CASE STUDY

This year saw another exciting chapter in the Brackenbury-Beza partnership, a visit by the Head and Link Coordinator from Beza to Brackenbury. With the partnership established in 2012, Brackenbury Primary School and Beza Primary and Secondary School have now completed two reciprocal visits, funded by the British Council Connecting Classrooms grant and supported by Link Ethiopia.

The partnership between the two schools continues to strengthen, sharing experiences and teaching and learning practice. This year the schools had a focus on playground games and gardening projects.

At the start of the visit the teachers from Beza were treated to an action packed arrival weekend: sightseeing in London, including the dress rehearsal for 'Trooping the Colour', a river cruise and ride on the capital's cable car. There was also time to take a train to Brighton and paddle in the sea!



The children at Brackenbury impressed their guests with knowledge of Ethiopia during a school quiz. When students struggled their visitors were available to give clues to answer the more difficult questions, such as: what year is it in the Ethiopian calendar? (2007) and what are Genna and Fasika? (Ethiopian Christmas and Easter).

During the week, the Head and Link Coordinator were able to observe learning in every class in the school; lessons ranging from art to mathematics, from English to swimming. There was also opportunity to meet Brackenbury's Link Ethiopia Club. The club members impressed the visitors with an Ethiopian dance from the Gurage region! The guests helped the club members write their names in Amharic script.

Linked to the shared learning experiences, the visitors saw the school's gardening projects and gave some helpful advice on how Brackenbury could better care for its plants.



Also, Brackenbury students demonstrated the Ethiopian games they had learnt from the shared learning experiences with Beza. Their guests were able to see a range of the sporting and playground activities at Brackenbury too.

A farewell coffee ceremony was held to wish the guests a safe return journey. Staff from Brackenbury and Beza enjoyed coffee and popcorn. This was a wonderful opportunity for all the staff members who have been fortunate to participate in the reciprocal partnership visits to come together. As the partnership continues to develop both schools look forward to the next chapter in the link and the development of exciting exchange projects for the new academic year in September!

The Beza Link Ethiopia Coordinator gave this message of thanks:

"Thank you for the wonderful week in your school. It was the best experience of our lives. We enjoyed meeting the staff, the link club members and the whole school community. We had a wonderful time observing and participating in lessons and we look forward to sharing these experiences back at Beza School."





SPECIAL THANKS TO...

Schools

Alexander Hosea Primary School
 Backwell School
 Brackenbury Primary School
 Broomwood Hall School
 Burton Primary School
 Coston Primary School
 Dr Challoner's Grammar School
 Dubai International Academy
 Gayhurst School
 Headington School
 Immaculate Heart of Mary Primary School
 Impington Village College
 Keelham Primary School
 Keelham Primary School
 Killinghall Primary School
 King Edward VII College School
 Kings Lodge Primary School
 Laneshaw Bridge Primary School
 Laughton School
 Linton Park School
 Moyles Court School
 Queniborough C.E. Primary School
 Ravensdale School
 Richmond Park Academy
 Rushmere Hall School
 Seaford Head School
 Seaside Primary School
 Seaton Sluice Middle School
 Shelley First School
 St Andrew's School, Islington
 St Paul's CoE School
 St Stephen's Primary School, Bath
 Stratton Primary School
 Stratton Primary School
 Victoria Infant and Nursery School
 Whiteheath Infant School

Trusts & Foundations

Allan & Nesta Ferguson Charitable Trust
 Ashla Charitable Trust
 Aysanew Kassa Trust
 The Kindu Trust
 The Waterloo Foundation
 Tula Trust

Organisations

Aid Camps
 Chameleon Worldwide
 Charity Golf Club
 Corvallis Sister Cities Association
 Google
 Kinetika
 Meketa
 Memset
 Northwood African Education Foundation
 World Challenge

Individuals

Alan Forrest
 Ashley England
 Ben Robinson
 Benjamin Rearick
 Brigitte Hekker
 Calum Erskine
 Cara Fairhall
 Caroline Walker
 Caspar Cruchten
 Chris Grant
 Edy Syquer
 Ellen Haworth
 Gabriella Otty
 Harris Tanvir
 Imogen Rees
 Jack Neville
 Jo Hill
 Joanne Edwards
 John and Sue Stidworthy
 Kang Wang
 Lauren Elliott
 Lucy Cottle
 Mark Forrest
 Mark Lister
 Melaku Getachew
 Michael Dickson
 Pete Belfield
 Peter Hammond
 Ricardo Gregorio
 Stuart and Viviane Stockdale
 The Mandiwall family
 Tutu Melaku

MEET OUR TEAM

BOARD OF TRUSTEES

Ashley England
Chris Grant

Gabriella Otty
Jack Neville

Melaku Getachew
Pete Belfield

UK TEAM



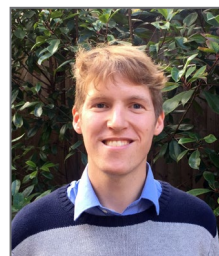
Chris Grant
Director



Matt Stockdale
Director of Operations



Laurence Coneely
Links and Communications Manager



Rory Dillon
Projects and Finance Manager



Jasmine Person
Fundraising Manager

GONDAR TEAM



Elsa Kebede
Regional Manager



Zemene Mersha
Projects Manager



Sitotaw Ambachew
Projects Coordinator



Eyayaw Bayable
Projects Coordinator



Gebre Ayechew
Projects Coordinator



Binalfew Alemu
Accountant

COUNTRY OFFICE



Tefera Teklu
Country Director



Adugna Abdu
Country Accountant

BISHOFTU TEAM



Hailemariam Ayano
Regional Manager



Habtamu Dereje
Sponsorship Manager



Tsegaye Alemneh
School Links Manager



Dawit Megerssa
Projects Manager

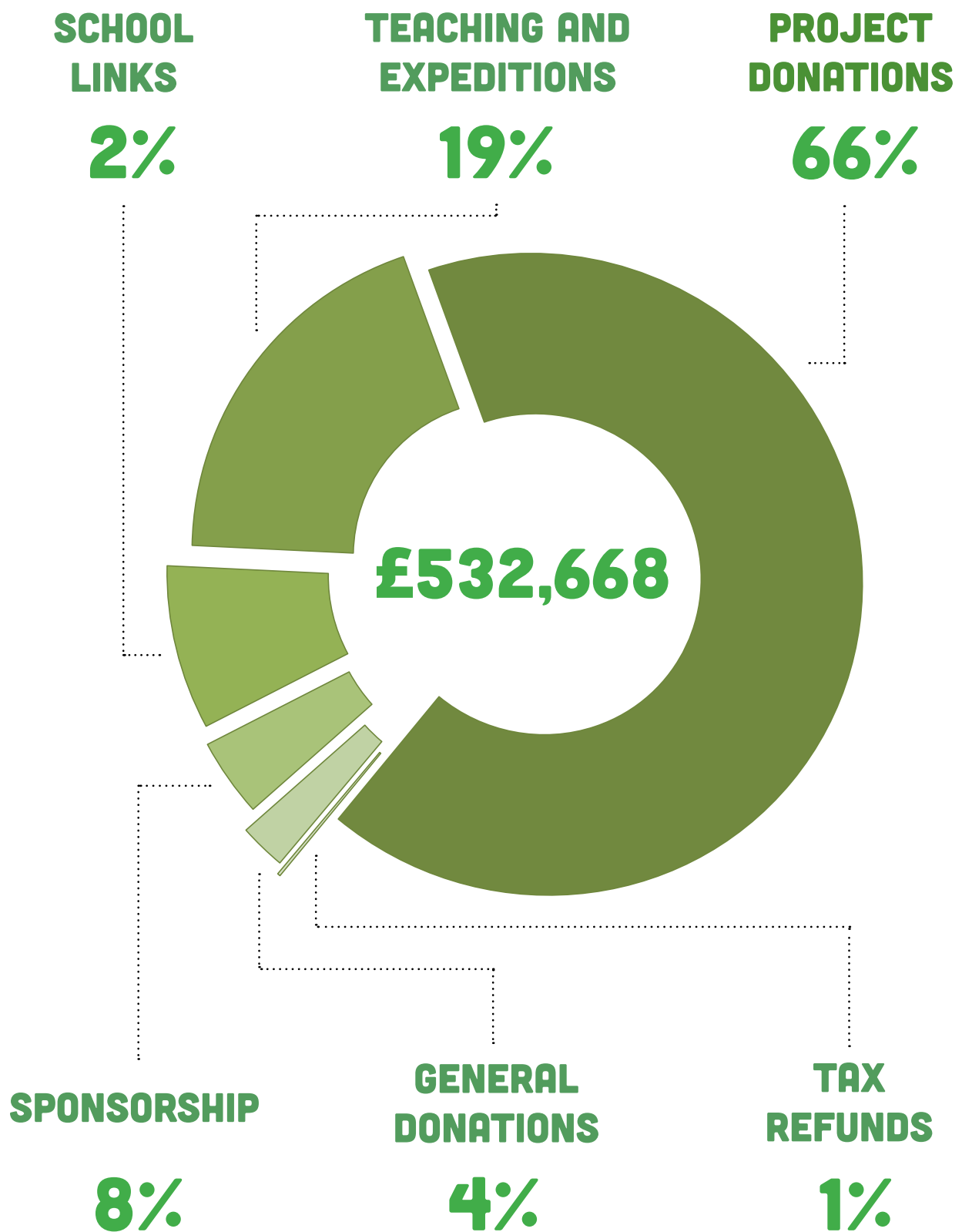


Mastewal Shiferaw
Project Coordinator

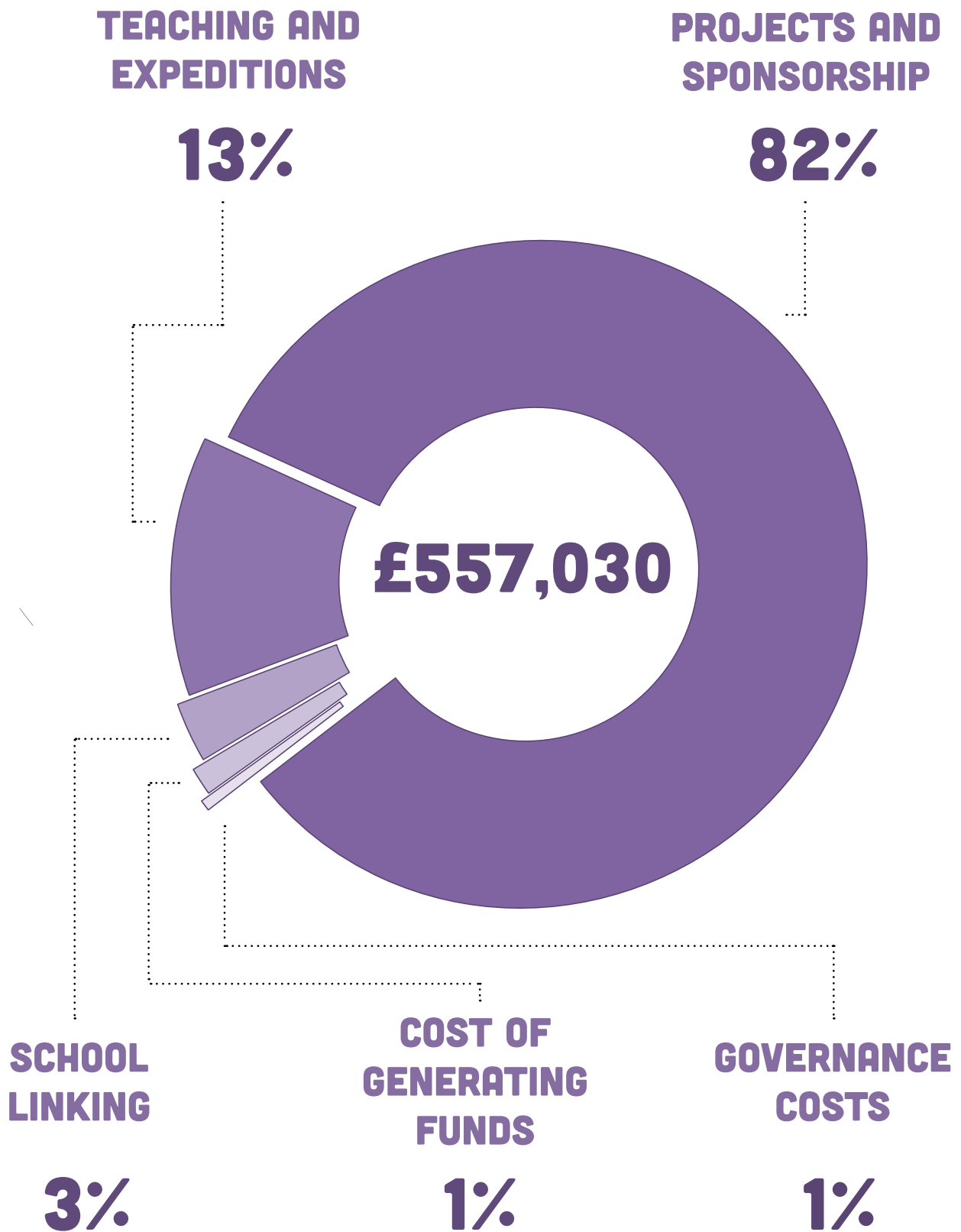


Lensa Abera
Accountant

OUR FINANCES: INCOME



OUR FINANCES: EXPENDITURE



FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31ST MARCH

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2015-2016 £	Total 2014-2015 £
Incoming resources					
Incoming resources from charitable activities					
Project donations	1	-	353,427	353,427	294,623
School linking		12,280	-	12,280	27,287
Sponsorship		-	43,862	43,862	34,312
Volunteer teaching		13,227	-	13,227	17,727
Project expeditions and visits		88,399	-	88,399	69,654
Incoming resources from generated funds					
General donations	2	20,701	-	20,701	21,199
Tax refunds		773	-	773	19,540
Interest		-	-	-	1,685
Total incoming resources		135,380	397,288	532,668	486,027
Resources expended					
Charitable activities					
Projects and sponsorship		-	460,013	460,013	349,078
School linking		16,408	-	16,408	41,006
Volunteer teaching		23,247	-	23,247	32,310
Project expeditions and visits		46,713	-	46,713	34,634
Cost of generating funds					
Cost of generating funds	3	7,627	-	7,627	14,783
Governance costs					
Governance costs		3,023	-	3,023	5,181
Total resources expended		97,018	460,013	557,030	476,992
Net incoming resources		38,362	(62,725)	(24,362)	9,035
Reanalysis of spends on specific funds		(15,226)	15,226	-	-
Balance brought forward		22,243	67,841	90,084	81,048
Balance carried forward		45,379	20,343	65,721	90,084

BALANCE SHEET AT 31ST MARCH

	Notes	2016 £	2015 £
FIXED ASSETS			
Tangible assets		-	-
CURRENT ASSETS			
Debtors	6	4,285	23,453
Cash at bank and in hand		88,641	69,229
Total current assets		92,926	92,682
CREDITORS			
Amounts due within one year	7	(27,204)	(2,598)
NET CURRENT ASSETS		65,722	90,084
TOTAL ASSETS LESS CURRENT LIABILITIES		65,722	90,084
NET ASSETS		65,722	90,084
FUNDS			
Unrestricted funds		45,379	22,243
Restricted funds	8	20,343	67,841
TOTAL FUNDS		65,721	90,084

MOVEMENT IN FUNDS

	At 01 Apr 2015 £	Incoming resources £	Outgoing resources £	Transfers between funds £	At 31 Mar 2016 £
Unrestricted funds					
General fund	22,243	135,380	(97,018)	(15,226)	45,379
Restricted funds					
Classroom projects	2,749	12,505	(28,707)	13,525	71
Educational resources	-	8,157	(7,628)	171	699
Inclusive education	19,170	1,066	(9,384)	(500)	10,352
Kindu Trust support	-	101,376	(100,976)	(400)	-
Libraries and books	16,644	26,659	(34,719)	(8,583)	-
Rural education	(577)	2,665	-	(5,246)	(3,158)
Sponsorship	13,070	44,068	(71,931)	(14,768)	(29,560)
Sports projects	471	840	(693)	(275)	343
St George's School project	(18,007)	159,779	(140,426)	(1,346)	-
Teachers and teaching resources	543	520	(4,618)	3,555	-
Technology projects	(6,639)	4,196	(3,988)	6,431	-
Various fundraising campaigns	4,813	3,597	(1,196)	(4,211)	3,003
Water and sanitation projects	(416)	28,813	(26,498)	2,139	4,038
Other projects & awaiting allocation	(13,635)	3,047	(29,247)	(81)	(39,917)
Transfer to cover restricted overspends	49,656	-	-	24,816	74,472
Total restricted funds	67,841	397,288	(460,013)	15,226	20,343
TOTAL FUNDS	90,084	532,668	(557,030)	-	65,721

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:

	2016 (£)	2015 (£)
Individuals	27,623	43,400
Schools	172,632	164,809
Trusts & foundations	126,259	73,050
Organisations	26,913	13,364
Total	353,427	294,623

(2) GENERAL DONATIONS:

	2016 (£)	2015 (£)
Individuals	17,248	16,884
Schools	1,322	1,130
Trusts & companies	2,131	3,185
Total	20,701	21,199

(3) COST OF GENERATING FUNDS:

	2016 (£)	2015 (£)
Events	396	603
Merchandise & other	414	491
Shared operations	4,604	4,904
Staffing	2,214	8,786
Total	7,627	14,783

(4) TRUSTEE

REMUNERATION:

Trustees received no remuneration nor expenses.

(5) EMPLOYEES:

Average number of full-time equivalent employees: UK: 3 (3 in 2014-15). Ethiopia: 24 (18 in 2014-15). Number with annual remuneration of £60,000 or more: 0.

For staffing in both the UK and Ethiopia:

	2016 (£)	2015 (£)
Wages & salaries	96,520	89,248
Social security costs	2,350	6,060
Pension contributions	4,619	500
Total costs	103,489	95,808

18% of projects expenditure funded employee and support costs in both countries.

(6) DEBTORS:

Amounts falling due within one year:

	2016 (£)	2015 (£)
Trade debtors	4,285	23,453
Prepayments	-	-
Total	4,285	23,453

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 3-6 months running costs on deposit to meet unforeseen expenses that may occur in meeting its aims, and to bridge any temporary gaps in income.

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

SIGNED ON BEHALF OF THE TRUSTEES ON 26/01/17 BY ASHLEY ENGLAND AND JACK NEVILLE

(7) CREDITORS:

Amounts falling due within one year:

	2016 (£)	2015 (£)
Accruals	-	-
Tax & social security	1,270	928
Deferred income	25,935	1,670
Total	27,204	2,598

(8) MOVEMENT IN FUNDS:

The charity maintains detailed restricted funds (308 during the year). Unexpended balances remained in 12 restricted funds at the year end which are grouped & summarised on page 21.

INDEPENDENT EXAMINER'S REPORT

I report on the accounts of Link Ethiopia for the year ended 31st March 2016.

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
13 Pattern Close, Bedford, MK42 9AY

26 January 2017

Link Ethiopia

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

Trustees: Ashley England
Chris Grant (until November 2016)
Gabriella Otty
Jack Neville (from September 2015)
Melaku Getachew
Pete Belfield

Patrons: Haile Gebrselassie
Jonathan Dimbleby

Presidents: Richard and Rita Pankhurst

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