

# LINK ETHIOPIA

## ANNUAL REPORT

2019–2020



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# CHARITY INFORMATION

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

Trustees: Ashley England  
Elizabeth Gezahegn King  
Gabriella Otty  
Holly McKenzie  
Jack Sharville  
Matt Stockdale  
Nadine Carle-Edgar

Patrons: Haile Gebrselassie  
Jonathan Dimpleby

Chief Executive: Caroline Walker

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

Independent examiner: Alice Hearn ACA

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

# WELCOME!

Thank you to everyone who has supported us and continues to support us through a remarkable year. This report covers activities from April 2019 up to March 2020, before the global coronavirus pandemic began.

At the time of writing, Link Ethiopia has merged with our sister charity, The Kindu Trust. We have been working towards the merger for several years, which will now enable us to achieve our mission more effectively. Our work to widen access to quality education continues under our new name: Together We Learn.

In 2019-20, Link Ethiopia provided new facilities for schools, support for pupils, and training opportunities for teachers, as well as other key achievements throughout the year!

Link Ethiopia was recognised as one of the top ten education charities in the Amhara region and we were invited to present our work to educational officials and other NGO's at a region wide seminar.

A team away day was also held this year, bringing together members of our teams from Oromia, Amhara and London to discuss our strategy and develop our programmes. The day brought together the Link Ethiopia and The Kindu Trust teams to begin our work together ahead of the merger.



We look forward to uniting our efforts and our missions in the future as Together We Learn and have learnt this year just how valuable it is to pull together in order to continue the work outlined in this report.

We thank you for your support, with best wishes from all the team!

**Caroline Walker, Chief Executive, and Ashley England, Chair of Trustees**

- 8 NEW CLASSROOMS BUILT**
- 111 TEACHERS TRAINED**
- 95 PUPILS RECEIVING EARLY CHILDHOOD DEVELOPMENT EDUCATION**
- 166 CHILDREN SPONSORED**
- 29 PUPILS ATTENDING HIGHER EDUCATION COURSES**
- 31 SCHOOLS INVOLVED IN GLOBAL LEARNING PROJECTS**

# 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 to a happier, healthier and more secure future.

## 7 MAJOR IMPACTS OF EDUCATION



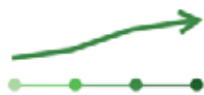
If all students left school with basic reading skills **171 million** people worldwide would be lifted out of poverty



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



A child whose mother can read is **50% more likely** to reach their fifth birthday



Each additional year of schooling **raises** average GDP by **0.41%**



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



One additional year of school **increases** a woman's earning by **10-20%**



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

## 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, ability, income, ethnicity or religion has the chance of a quality education.



**Community Support** - We work with communities in Ethiopia and communities around the world to build support for improved education for the children of Ethiopia.



## OUR VISION

Link Ethiopia's vision is of a world in which all children and young people can benefit from a quality education, reach their full potential, contribute to their community and change the world for the better.

## OUR MISSION

Our mission is to change lives through education.

We do this by improving access to quality education for all students in Ethiopia, and by encouraging mutual understanding and respect between different cultures.

# PROJECTS

## SCHOOL CONSTRUCTION

Link Ethiopia helps more children to attend school by building new school facilities in the areas where they are most needed. The government provides teachers to communities who fund basic school facilities and where there is sufficient local demand for places. This means that if we can build a classroom that helps a local school to expand, we can guarantee the education of hundreds of children in the area for decades to come. 84% of the population of Ethiopia live in rural areas but only 16% of Ethiopia's schools are in these communities; Link Ethiopia works with these underserved areas to help local schools grow.

## A MODEL SCHOOL IN GENDIT

Gendit is a small village 35km outside of Gondar in rural Amhara. When Link Ethiopia first began working with Gendit school, it consisted of one mud and wood classroom with a blackboard but no desks or chairs. There were many families in the area who needed access to education locally; the community needed support to transform their classroom into a true primary school.

Link Ethiopia has worked with Gendit over the last seven years, helping the school to build four new classrooms. Our plans accelerated when we were partnered by Sue Eland and Building Futures Ethiopia in 2018. Sue's vision was united with that of parents in Gendit – to build a school that would improve life chances for children living in poverty.

This year we began the first phase of our work together to scale up Gendit School from four classrooms teaching three grades. We built four new concrete classrooms, providing bright and practical spaces for teaching, furniture for collaborative learning, and resources to aid teaching. We also built a new toilet block to ensure proper sanitation at the school.

At the start of September 2019 the school was able to expand to grade four, allowing the grade three students to progress at their local school. The school also provided a pre-school class for the first time, facilitating early childhood development and increasing the chance younger children will succeed at school.

As well as new facilities, the project also includes a teacher training component, providing regular, guided support to teachers. The training supports the continuous development of good teaching practices and is designed to maintain a positive learning environment for students and staff.

*"We are very happy that our children are learning in a school which is in the village. They don't have to walk a long distance to school so we are not afraid they will have an accident, since they don't cross any highways. This means we can send our children to school without any fear. They are also home more quickly so have time to help with the farm work as well as do their education. When my younger children see the older ones with attractive uniforms and school bags they requested us repeatedly to get chance to learn at this school, they are eager to start school as soon as they can."*

Chilot, Gendit School parent



**4 NEW CONCRETE CLASSROOMS BUILT**

**8 NEW TOILETS BUILT AND HAND PUMP REPAIRED**

**75 CHILDREN ENROLLED IN NEW PRE-SCHOOL AND GRADE 4 CLASSES**

*"Having new classrooms means me and my sisters start education early, the other students didn't get the chance to learn until they were 7 years old. We are very happy to have nice classrooms and furniture to sit and attend our lessons."*

Tigist, Grade 2



## EARLY EDUCATION FOR WALAJ VILLAGE

Saina Sabia is a rural village in Gondar which, before our project, had no dedicated kindergarten facilities. Pre-primary aged children were taught alongside older students in crowded classrooms, without adequate facilities and resources.

*"Pre-primary education offers a vital foundation for children's learning and should be a routine part of every child's education and an indispensable component of every education system."*  
UNICEF 2019

Early childhood education sets a strong foundation for lifelong learning, developing vital skills for further education and eventual employment. It equips children with strong social skills, greater vocabulary and numerical abilities and instils a curiosity to learn more, better preparing them for the transition to higher education. Research shows that children who have attended pre-primary education are less likely to drop out or repeat grades, and more likely to complete primary and secondary school. These students are also likely to later take on higher positions within the job market, leading to greater economic stability and a population with greater skills.

This year we worked in partnership with the Corvallis Sister Cities Association-Gondar, with funding from the US Embassy in Ethiopia, to develop a model early-childhood education programme in Saina Sabia.

Construction of the Saina Sabia kindergarten school began in January 2019 and was complete by September, in time for the new school year. The new building provided two bright airy classrooms, fully furnished and equipped with pre-primary learning resources, for 59 pupils in the first year. Gondar College of Teacher Education also provided specialised training and curriculum support for kindergarten teachers from Saina Sabia village so the children benefited from trained teachers as well as a well-resourced, quality space to begin learning.





## ONGOING PROJECTS

In addition to our work at Gendit and Saina Sabia schools we completed construction of two classrooms at Derie school in rural Amhara, now serving 143 pupils.

In June 2019 we also began construction of a new library facility in Gondar town, in partnership with Open Hearts Big Dreams foundation. We hope the library will be equipped, furnished, and in use by students in the next year!



*"Before the building of these classrooms there were no chairs and desks to sit at, we were sitting on the floor which was made from stone and mud, so we were not happy to come regularly to school. With our new classrooms we like to come to school every day."*

Yohannes, Grade 2, Derie School

**8 NEW CLASSROOMS BUILT  
IN THREE SCHOOLS**

**95 CHILDREN ENROLLED IN  
NEW PRE-SCHOOL  
CLASSES**



## TEACHER TRAINING

Our teacher training projects help to build the capacity of teachers to make their lessons engaging, impactful and inclusive. In most Ethiopian classrooms, lessons involve a teacher lecturing to a crowded classroom from the blackboard. In this environment, it is easy for children, especially those with special educational needs or with little support at home, to fall behind.



**111 TEACHERS  
RECEIVED PHONICS  
TRAINING**

**450 PUPILS RECEIVED  
LESSONS USING  
THE PHONICS  
METHOD IN 2019**

**9 MONTHS: THE  
IMPROVEMENT  
IN READING AGE  
FOR CHILDREN  
WHO LEARNT WITH  
PHONICS**

*“Teaching English makes you think a lot about how words are spelt and how they sound. Words like tough, bough, cough and dough look similar but sound completely different. And starting from the other direction, words like sight and site sound the same but don’t look it.*”

*This can be confusing for school pupils especially when they are learning English as their second language. From secondary school, Ethiopian students learn all their subjects in English so those that fall behind in primary school risk big disadvantages later on in school.”*

Rory Dillon, Projects and Programmes Manager

## BUILDING LANGUAGE SKILLS THROUGH PHONICS

As part of our Early Years English Literacy programme, we train primary school teachers in the phonics approach – teaching children the sounds of English. Using songs and games to start children sounding out words, the phonics method has a significant impact on their reading age. 2020 marks Link Ethiopia's seventh year training Ethiopian teachers to use a phonics approach to teaching English.

We use engaging, fun and interactive activities to help children to learn English by breaking down words into sounds instead of memorising whole words. This method of teaching builds a strong foundation for the children's understanding of English which improves their likelihood of completing primary education.

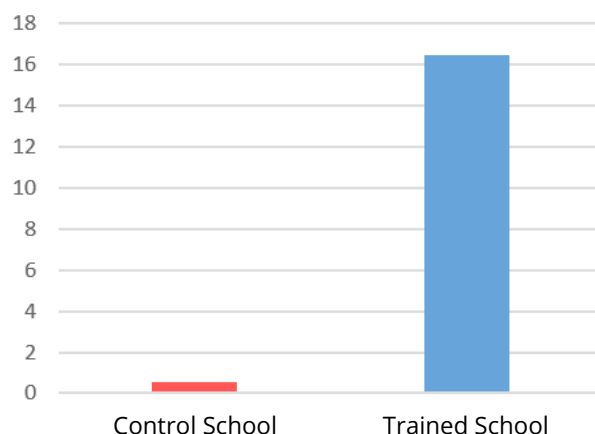
In November 2018, we began our first year of a new four-year phase of phonics training. By June 2019 we had done continuous training with 36 kindergarten and Grade 1 teachers in nine schools.

We saw incredible results by the end of the year with children who received the phonics lessons showing an increase in their English reading age of nine months whereas children in normal lessons saw no improvement. The average student using phonics could read 16 new words in our standard test compared to 0 in a control school. Our trained teachers have reached 450 pupils with these more effective lessons this year.

For the first time, we also worked with the Gondar College of Teacher Education to train student teachers now joining the workforce. We saw real enthusiasm from the college lecturers who are keen to learn more and continue using the approach with trainee teachers.

In September 2019 we began work on the next phase of the project, scaling up our reach to schools across four cities in the Amhara region. In November, we delivered the first semester training for 75 teachers from 40 schools in four different cities in Amhara. By the end of the academic year we expect to reach a further 2,000 pupils with the phonics teaching method.

Change in number of words read correctly



## DONKEY LIBRARY

Many schools in rural areas suffer from a lack of facilities and basic resources for children. Communities pull together to fund classrooms but further learning facilities such as libraries are too often unaffordable. Our four donkey libraries bring books to children in rural areas who otherwise wouldn't be able to read beyond their school textbook. The donkey libraries help them both enjoy reading for pleasure and access other study books.

Totally, the donkey libraries visited 16 schools each week last year where the librarians lent books and facilitated reading sessions, reaching around 7,200 pupils.



## GIRLS' EDUCATION

Supporting and promoting girls' education is central to Link Ethiopia's mission to ensure that all children have access to education. We know that educating girls not only increases their personal earning potential but also reduces poverty and increases life expectancy in their communities. This impact is generational as educated women have fewer, healthier and better educated children. Simply put, educating girls is fundamental for social and economic development.

### PERIOD PACKS FOR STUDENTS

Girls in Ethiopia often lack access to sanitary products, information about periods, or even a private place to change. Cultural taboos around periods mean that it's difficult for girls to learn about what menstruation is and how to manage it. Many schools don't have gender separated toilets or a place for girls to change or wash pads during their periods. This has a negative effect on their education. Girls struggle to concentrate in class, miss school to avoid embarrassment, and sometimes drop out altogether.

This year we continued our work with leaders of girls clubs in schools to provide training and distribute kits to a further 90 girls. The students also received training on puberty, the menstrual cycle, sexual health, family planning and your right over your own body. We have been working with ten secondary schools for this project, with each girls club receiving at least one round of training and kit distribution. Students who have received the training and the kit assist the club leaders to train up the next group of girls, building their own skills as well as facilitating peer discussions about periods.



**IN NORTHEAST ETHIOPIA, ONLY 25% OF FEMALE PUPILS LEARN ABOUT MENSTRUATION AND HYGIENIC MANAGEMENT IN SCHOOL.**

**WE GAVE TRAINING AND REUSABLE PERIOD PACKS TO 90 GIRLS THIS YEAR.**

**OUR GIRLS' FOOTBALL TEAM MEMBERS WERE 41% MORE LIKELY TO SPEAK UP IN CLASS A YEAR AFTER BEING ON THE TEAM THAN BEFORE.**

## **GIRLS' FOOTBALL TEAM**

Our Girls' Football Team provides a space for girls to play, to improve their fitness, and to develop a peer support network. Girls have fewer play opportunities than boys because of concerns for their safety and a greater responsibility for household chores. Our football team shows that girls thrive when given the same opportunities as boys. Being part of a team allows them to develop skills that benefit their education and lives more generally.

The football team has now been running for two years and we have seen a distinct change in the girls' confidence and peer relationship since the team was set up. In an evaluation of the project in 2019, we found that the team members were 41% more likely to speak up in class after a year on the football team. The team has been noticed and more girls' teams are being set up locally. Some of the girls have moved on from the team as they progress in their education, and new members are joining and benefiting from the team and training.



# CHILD SPONSORSHIP

The circumstances and conditions in which a child is born, grows up, and lives in affects their educational attainment and their life prospects. That's why Link Ethiopia's approach to sponsorship goes beyond the classroom, supporting young people with financial support, school supplies, providing in-school mentoring, and ensuring the family's medical needs are met.

- 166 CHILDREN RECEIVED SPONSORSHIP SUPPORT**
- 10 PUPILS MOVED FROM PRIMARY INTO SECONDARY EDUCATION**
- 29 PUPILS PASSED THEIR SECONDARY SCHOOL EXAMS**
- 29 PUPILS WERE IN HIGHER EDUCATION**
- 5 PUPILS GRADUATED FROM UNIVERSITY**



This year we were particularly pleased to be able to support five young women progress from school into higher education through sponsorship. They were previously sponsored by our partner SponsorHer whose work sadly came to an end.

The five students had all been identified as some of the highest performers in their schools and were on track to pass their national exams in June 2019. They were all living in difficult conditions and their families would not have been able to cover their living costs while at university.

We wanted to make sure that this wouldn't mean the end of education for these girls and were delighted when we found new supporters who committed to sponsoring each girl through higher education.

In September 2019, we were pleased to see the students get placements at various higher education institutions. Four of the girls have got a place at university and will do a general first year of study in social or natural science before choosing a subject to major in, while one of the girls begins studying for a diploma in Accounting at college.

*"I want to understand the reasons behind Ethiopia's rising and falling economy and find a solution to Ethiopia's economic situation."*

Meselu, grade 12 graduate who hopes to study Economics



*"I have finished my Grade 12 exams and now I am waiting to know which university I will go to. I hope to go to Gondar university to study veterinary science. My brother is studying to be a vet now, so if I can be a veterinary pharmacist, we can have a business together."*

Yezibalem, grade 12 graduate

# GLOBAL LEARNING

## SCHOOL LINKING

Our school linking programme connects schools in the UK and Ethiopia to change lives through education, engaging young people in both countries to learn more about the world around them. We help schools set up sustainable school partnerships and run annual global learning programmes to develop understanding between international schools.

31 schools were involved in our international links this year and we shared learning resources to explore topics such as: climate change and the impact of the El Nino effect in different parts of the world; the Nobel peace prize awarded to Ethiopia's Prime Minister; and how Christmas is celebrated in Ethiopia and the UK.

Our school to school links took part in shared learning activities, which had pupils draw or describe what they see outside their school window and imagine what their link school may see outside theirs. The link schools then posted their work to each other; the activity created many beautiful drawings and led to some great discussions about different environments and what surprised pupils about their linked school.



## SCHOOL EXCHANGE FROM OROMIA TO CAMBRIDGE

This year we were very pleased to facilitate an exchange trip between Impington Village College in Cambridge and Adea Model Secondary School in Bishoftu. The two schools have a long-standing school link and in November 2019, students and staff from Cambridge travelled to Bishoftu and, with support from their teachers, delivered special tutorials for Adea model students.

The Ethiopia-UK trip was completed in January 2020 when three teachers and education officials travelled from Bishoftu to Cambridge to see the school and meet the students there.





--- The exchange trips had a special focus on gender equality so meetings were held with the girls club at Adea Model school and discussions were facilitated in both schools around gender equality. The exchange trip was part funded by the British Council Connecting Classrooms programme.

*"The topic of gender equality was taught through a number of different activities, designed to challenge students' perceptions. We enjoyed their intense discussion. The girls especially showed great confidence and did not back away from the more traditional comments of the boys. The students were very open minded, and even though their English was sometimes not good enough to have proper conversations, we had funny and constructive exchanges with them, helped by hand gestures."*

Impington Village College students



The group from Ethiopia comprised Abdi, Ebsa, Emmanuel and Lensa; Adea Model's head teacher, their link coordinator, a local education official and Link Ethiopia's project coordinator in Addis Ababa. They observed, and participated in, a number of lessons at the college, held a Q&A at the assembly and visited community groups as well as visiting Parliament during their two weeks in England.

*"Both male and female students are actively engaged in their lesson. Students generate ideas, clearly physically and emotionally engaged in their learning. The teachers also give a chance for all students when asking questions in the classroom so there is gender equality and a positive relationship between teachers and students."*

Adea Model Secondary School teachers



## INTERNATIONAL VOLUNTEERING

Link Ethiopia hosts volunteers as part of our global learning programme. Volunteers contribute their time and knowledge while learning about a new culture in a wonderful country, and Link Ethiopia benefits from an enthusiastic new member of the team! This year we were very happy to host four international volunteers from across Europe throughout the year. Our four visitors helped by teaching children, supporting sponsored pupils, collecting case studies, photos and videos, and assisting with girls' education projects.

We are very grateful to all those who volunteer; it adds great value for our team to get specialised support for certain projects and for the children we support to practice English outside of a classroom setting.

You can find out more about volunteering with us on our new website:  
[twlethiopia.org/get-involved/volunteer/volunteering-ethiopia/](http://twlethiopia.org/get-involved/volunteer/volunteering-ethiopia/)



## TOUR ETHIOPIA

Link Ethiopia also has the great joy of sharing the experience of visiting Ethiopia with guests through our tours of the country. Our established tours are personal and specially designed for small groups, with itineraries that take in the astonishing historical features of Northern Ethiopia or the remarkable birdlife and lakes of the Southern rift valley.

As well as must-see sites, the tours also offer the opportunity to experience local life and engage with our development work. Guests visit our school projects, the communities we sponsor, and our offices so that guests can see how people live, the challenges they face, and witness how we are working to support them.

Find out more about our tours on our new website:  
[twlethiopia.org/get-involved/tour-ethiopia/](http://twlethiopia.org/get-involved/tour-ethiopia/)



# OUR TEAM

## UK TEAM



**Caroline Walker**  
*Chief Executive*



**Rory Dillon**  
*Projects and Finance Manager*



**Pete Belfield**  
*Fundraising Manager (from Sep 2019)*



**Vanessa Diakides**  
*Sponsorship and School Links Coordinator (from Nov 2019)*

## BISHOFTU TEAM



**Haile Ayano**  
*Country Director (until Dec 2019)*



**Dawit Megerssa**  
*Project Manager (from Mar 2020)*



**Lensa Abera**  
*Accountant and Project Coordinator*

## TRUSTEES

Ashley England  
Elizabeth Gezahegn King  
Gabriella Otty  
Holly McKenzie  
Jack Sharville  
Matt Stockdale  
Nadine Carle-Edgar

## GONDAR TEAM



**Elsa Kebede**  
*Country Director (since Jan 2020)*



**Tatek Ezezew**  
*General Manager (from Aug 2020)*



**Zemene Mersha**  
*Projects Manager*



**Marta Bekele**  
*Sponsorship Manager*



**Sitotaw Ambachew**  
*Sponsorship Coordinator*



**Gebre Ayechew**  
*Projects Coordinator*



**Binalew Alemu**  
*Accountant and Administrator*



**Selamawit Abebe**  
*Cashier and Store-keeper*



## SPECIAL THANKS TO...

### RACES AND MARATHONS

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

- Adam Constable, Adrian Harrington, Andrea Pane, Ashley England, Ben Davis, Fabio Pizzoccheri, Gavin Mansfield, Heidi Hinde, Jess Hopkins, John Mehrzad, John Wraith, Marcello Ferrari, Martha Hall, Matthew Sapte, Natasha Simonsen, Penny Howard, Sileshi Tesema, Sinead Paull, Tim Otty and Zeenia Munchow - Royal Parks Half Marathon (£10,520)

### OTHER ACTIVITIES

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

- Calendars and merchandise (£541)
- Christmas Appeal – Literacy Project (£2,090)

### ORGANISATIONS

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

- Building Futures Ethiopia (£20,228)
- Corvallis Sister Cities Association (£2,175)
- Open Heart Big Dreams Fund (£5,417)
- Wild Frontiers (£5,000)
- Waterloo Foundation (£20,300)

### SCHOOLS

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

- All Saints School
- Backwell School
- Bramford Primary Home School Association
- Brocks Hill Primary School
- Dr Challoner's Grammar School
- Furze Platt Junior School
- Gunthorpe Church of England Primary School
- Holland House Infant School and Nursery
- Immaculate Heart of Mary Catholic Primary School
- Impington Village College
- Kenmore Park Infants and Nursery School
- Killinghall Church of England Primary School
- Loughton Community Primary School
- Longney Church of England Primary Academy
- Moyles Court School
- Nun Monkton Primary School
- Rhyddings Business and Enterprise School
- South Avenue Elementary
- St John's Church of England Primary School
- St Nicolas and St Mary Church of England Primary School
- St Werburgh's and St Columba's Catholic Primary School
- Stanion Church of England Primary School
- Stratton Primary School
- Tannery Drift First School
- Unicorn School



## PARTNERS

Our thanks to our partner organisations:

- AidCamps International
- Corvallis Sister Cities Association
- Days for Girls
- Enable-Ed
- Gondar University
- Gondar College of Teacher Education
- Jolly Learning
- The Kindu Trust
- The Intern Group
- Meketa
- Tutu's Fund for the Future
- Tutu's Ethiopian Table
- U.S. Embassy in Ethiopia
- All of our UK and Ethiopia Schools

## VOLUNTEERS

We could not have run our programmes without:

- Alan Taylor
- Amanda May
- Andreas Pfau
- Asavari Awasthi
- Ashley England
- Dom Graham
- Elizabeth Gezahegn King
- Gabriella Otty
- Hanny Durkstra
- Jamini Hari
- Jack Sharville
- Holly McKenzie
- Lucy Cottle
- Matt Stockdale
- Nadine Carle-Edgar
- Sami Greenbury
- Vanessa Diakides

## GIFTS IN KIND

Our sincere thanks to:

- The Finsbury Park Trust in London for giving discounted office space.
- Alice Hearn for providing her voluntary services to independently examine our accounts.
- Days for Girls UK, for donating reusable period kits.
- Balance Media, for providing pro bono website copy consultancy
- The many supporters and organisations who have donated computers, stationery, period packs, books and sports equipment for our Ethiopian schools and children.

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

- Dropbox (document storage)
- Google (business services and advertising)
- Microsoft (software)
- Skype (premium account)
- Smugmug (online photo storage)
- CalderaWP (form website plug-ins)
- Cloudinary (image hosting)
- Crashplan (online backup)
- Goodsync (online backup account)
- Long Path Tool (filing service)
- Mailerlite (email service)
- Microsoft (Windows and Office software)
- OnTheGoSystems (website plug-ins)
- PDF Buddy (collaboration tools for pdfs)
- Pic Monkey (editing images)
- Posts (social media scheduling)
- Salesforce (supporter database)
- Slack (communication tools)
- SQL Accessories (data management)
- Themeover (website plug-ins)
- Vertical Response (email services)

# OUR FINANCES

## INCOME

GENERAL  
DONATIONS

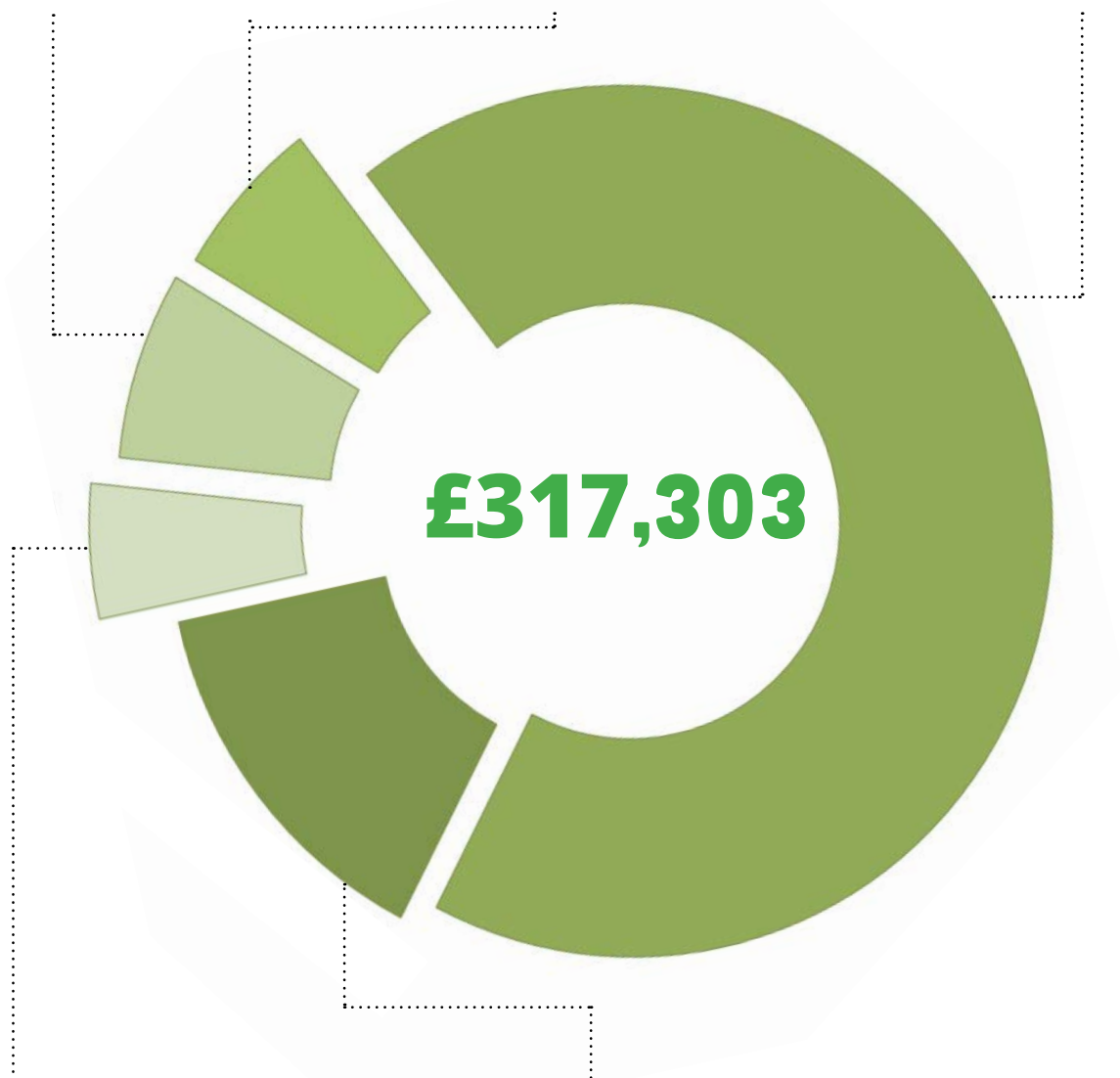
7%

GLOBAL  
LEARNING

6%

PROJECTS

68%



£317,303

TAX  
REFUNDS  
5%

SPONSORSHIP  
14%

# EXPENDITURE

SPONSORSHIP

PROJECTS

21%

67%

£349,276

RAISING FUNDS

GLOBAL LEARNING

4%

8%

# FINANCIAL STATEMENTS

## STATEMENT OF FINANCIAL ACTIVITIES

### FOR THE PERIOD ENDED 31ST MARCH

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2019-2020 £	Total 2018-2019 £
<b>Income from:</b>					
<b>Charitable activities</b>					
Sponsorship		-	42,870	42,870	40,135
Projects	1	-	215,686	215,686	269,615
Global learning		18,425	-	18,425	37,440
<b>Donations</b>					
General donations	2	23,011	-	23,011	27,370
Gift Aid tax refunds		17,311	-	17,311	15,799
<b>Other</b>					
Other		-	-	-	-
<b>Total income</b>		<b>58,747</b>	<b>258,556</b>	<b>317,303</b>	<b>390,359</b>
<b>Expenditure on:</b>					
<b>Raising funds</b>					
Raising funds	3	13,548	-	13,548	10,180
<b>Charitable activities</b>					
Sponsorship		-	72,933	72,933	66,996
Projects		-	235,509	235,509	230,262
Global learning		27,286	-	27,286	51,880
<b>Other</b>					
Other		-	-	-	-
<b>Total expenditure</b>		<b>40,834</b>	<b>308,442</b>	<b>349,276</b>	<b>359,318</b>
<b>Net income / (expenditure)</b>		<b>17,913</b>	<b>(49,886)</b>	<b>(31,973)</b>	<b>31,041</b>
<b>Transfers between funds</b>		<b>(16,991)</b>	<b>16,991</b>	<b>-</b>	<b>-</b>
<b>Foreign exchange gains / (losses)</b>		<b>2,872</b>	<b>-</b>	<b>2,872</b>	<b>(1,774)</b>
<b>Total funds brought forward</b>		<b>48,901</b>	<b>97,725</b>	<b>146,626</b>	<b>117,359</b>
<b>Total funds carried forward</b>		<b>52,695</b>	<b>64,830</b>	<b>117,525</b>	<b>146,626</b>





## BALANCE SHEET AT 31ST MARCH

	Notes	2020 £	2019 £
<b>FIXED ASSETS</b>			
Tangible assets		-	-
<b>CURRENT ASSETS</b>			
Debtors	6	36,775	10,013
Cash at bank and in hand		81,398	138,804
<b>Total current assets</b>		<b>118,173</b>	<b>148,817</b>
<b>CREDITORS</b>			
Amounts due within one year	7	(648)	(2,191)
<b>NET CURRENT ASSETS</b>		<b>117,525</b>	<b>146,626</b>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		<b>117,525</b>	<b>146,626</b>
<b>NET ASSETS</b>		<b>117,525</b>	<b>146,626</b>
<b>FUNDS</b>			
Unrestricted funds		52,695	48,901
Restricted funds	8	64,830	97,725
<b>TOTAL FUNDS</b>		<b>117,525</b>	<b>146,626</b>

# NOTES TO THE ACCOUNTS

## ACCOUNTING CONVENTION

The financial statements of the charitable trust, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015)', and Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'. The financial statements have been prepared under the historical cost convention, modified to include the revaluation of investments. There were no related party transactions for the period.

## INCOMING RESOURCES

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

## RESOURCES EXPENDED

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

## TANGIBLE FIXED ASSETS

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

## CASH FLOW

A cash flow statement has not been prepared as the Trustees have taken advantage of the exemptions afforded by Financial Reporting Standard Number 1 (revised) as the charity is of similar size to a small company.

## FUND ACCOUNTING

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

## POLICY ON RESERVES

The charity aims to have unrestricted funds of between 3-6 months running costs on deposit to meet unforeseen expenses that may occur in meeting its aims, and to bridge any temporary gaps in income.

## CORPORATION TAX

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

## (1) PROJECTS

	2020 (£)	2019 (£)
Individuals	24,836	73,923
Schools	746	646
Trusts & foundations	163,484	168,397
Organisations	<u>26,620</u>	<u>26,649</u>
Total	251,686	269,615

## (2) GENERAL DONATIONS

	2020 (£)	2019 (£)
Individuals	21,995	25,803
Schools	-	581
Organisations	<u>1,016</u>	<u>986</u>
Total	23,011	27,370

## (3) RAISING FUNDS

	2020 (£)	2019 (£)
Events	2,882	3,885
Merchandise & other	335	289
Shared operations	3,296	1,643
Staffing	<u>7,035</u>	<u>4,363</u>
Total	13,548	10,180

## (4) TRUSTEE REMUNERATION

Trustees received no remuneration nor expenses.

## (5) EMPLOYEES

Average number of full-time equivalent employees in the London office: 2.5 (2.5 in 2018-19). Number with annual remuneration of £60,000 or more: 0.

	2020 (£)	2019 (£)
Wages & salaries	43,231	48,560
Social security costs	2,733	3,432
Pension contributions	<u>694</u>	<u>896</u>
Total	46,658	52,888

## (6) DEBTORS

Amounts falling due within one year:

	2020 (£)	2019 (£)
Prepayments	25,452	-
Trade debtors	<u>11,323</u>	<u>10,013</u>
Total	36,775	10,013

## (7) CREDITORS

Amounts falling due within one year:

	2020 (£)	2019 (£)
Accruals	-	1,293
Tax & social security	648	898
Deferred Income	-	-
Total	648	2,191

## (8) MOVEMENT IN FUNDS

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

## TRUSTEE DECLARATION

The trustees declare that they have approved this Annual Report and Accounts. Signed on behalf of the trustees on 29/01/21 by Ashley England and Jack Sharville.



## TRUST CONSTITUTION

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

## CHILD PROTECTION

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

## FOREIGN EXCHANGE TRANSLATION

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

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## INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES

I report on the accounts of Link Ethiopia for the year ended 31st Mar 2020, which are set out on pages 24 to 27.

## RESPECTIVE RESPONSIBILITIES OF TRUSTEES & EXAMINER

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the 2011 Act;
- to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act, and
- to state whether particular matters have come to my attention.

## BASIS OF THE INDEPENDENT EXAMINER'S REPORT

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

## INDEPENDENT EXAMINER'S STATEMENT

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

1. which gives me reasonable cause to believe that in any material respect the requirements (i) to keep accounting records in accordance with section 130 of the 2011 Act and (ii) to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

In September 2020 Link Ethiopia merged with our sister charity, The Kindu Trust, and we now operate under the name Together We Learn, registered charity number 1165953.

[www.twlethiopia.org](http://www.twlethiopia.org)

[hello@twlethiopia.org](mailto:hello@twlethiopia.org)



Registered address:	225-229 Seven Sisters Road, London, N4 2DA, UK
Trustees:	Ashley England Elizabeth Gezahegn King Gabriella Otty Holly McKenzie Jack Sharville Matthew Stockdale Nadine Carle-Edgar
Patrons:	Haile Gebreselassie Jonathan Dimpleby
Chief Executive:	Caroline Walker
Banker:	TSB, 8 Sycamore Road, Amersham, Bucks, HP6 5DU, UK
Independent examiner:	Alice Hearn ACA
Registration:	1112390 (UK Registered Charity Number), Charitable Trust, Declaration of Trust dated 18 Sep 2005 2438 (Ethiopian Registered Charity Number)