

# LINK ETHIOPIA

ANNUAL REPORT

2014-2015



 **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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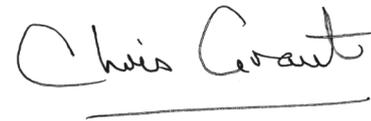
# WELCOME

How fast the years roll by! But how exciting to see the on-going development of Link Ethiopia's many flourishing projects! This year these have included:

- lots of much-needed building work going on in Ethiopian schools.
- large numbers of enthusiastic Ethiopian teachers guided in phonics & library management.
- our donkey libraries traversing the countryside, taking reading books to keen youngsters.
- students with a range of disabilities better catered for in school.
- a steady flow of committed volunteers, both in London and Ethiopia, lending their talents to all aspects of our work.
- more and more supporters visiting Ethiopia with us, experiencing fascinating cultures and meeting welcoming people.
- UK students learning to be Global Citizens from their partnerships with Ethiopia.
- an ever-growing number of disadvantaged students being supported in a really personal way by generous sponsors.

and so much more!

Before I hand over to our new Country Director, Tefera Teklu, let me encourage you to engage with us in whatever way suits you best and enjoy working with us to make a real difference to so many young people. Read on!



Chris Grant, Director

Greetings to you all,

When observing Link Ethiopia's work from afar, it has always touched me in a meaningful way to see a run-down government school (especially the ones in the back of beyond) getting some life-changing support. Projects such as the building of a library, toilet, water station, the donation of books, computers, etc. make a huge difference.

When I was working at one of the universities in Ethiopia I was always torn by the stark difference in performance and confidence between those who came from government schools and those from private ones.

The English language is considered the official language of universities in Ethiopia - but for most of the students who hail from these government schools, it's an uphill battle to make the most of it. I myself am testimony to how Link Ethiopia's volunteer English teachers can help improve a students' communication skills, help them do well both in school and at university level and become competent global citizens. It gives me great pleasure to be a part of this journey, shaping young students' futures through improved education.

Ethiopia is Africa's 2nd most populous nation, with a huge 44.2% of its people under the age of 14. The provision of quality education to make sure the youth have a better tomorrow is a key development goal and I strongly believe Link Ethiopia is very positively contributing to realising this dream. I really hope every school-age young person in Ethiopia will have the chance to go to a school where a quality education is on offer.

I wish everyone involved, directly or indirectly, all the best for the coming year and beyond!

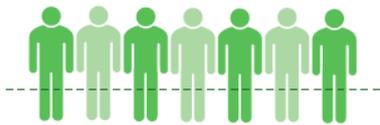
Regards,

Tefera Teklu  
Country Director, Link Ethiopia

# 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 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 **increase** women'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, 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.

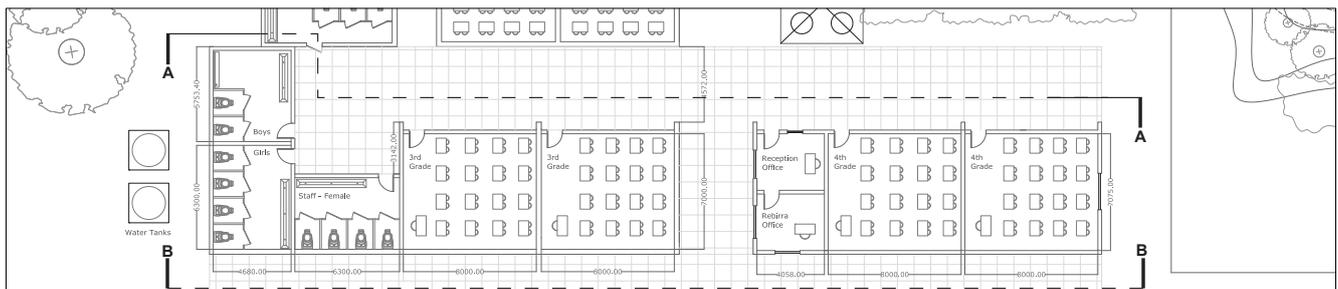
# ST. GEORGE'S

## A MODEL SCHOOL CASE STUDY

### WHAT IS ST GEORGE'S?

St. George's School is a project initiated by the Northwood African Education Foundation and delivered in partnership with Link Ethiopia. It opened its doors in March 2014 to provide quality education entirely free of charge to its pupils, who are selected on the basis of their need. Many of them have lost one or both of their parents and all of them had been in danger of missing out on an education because of their home background. The school prides itself on high quality International-level teaching and learning and provides its pupils with two nutritional meals a day, their school uniform and all their school materials.

In September 2014, the school welcomed 50 new Kindergarten children, bringing the current roll to 150 across three year groups: KG, Prep and Grade 1. The children range in age from 5 to 8 years old. Phase 1 of building is now complete and planning for Phase 2 is well underway. This phase will include 4 new classrooms for Grades 2 and 3, a library and information centre and a guard and storehouse - see the architectural blueprint below. The landscaping of the grounds is also in progress and is creating a welcoming environment for children.



### A DAY IN THE LIFE OF A ST. GEORGE'S CHILD IN GRADE 1

We wanted you to get a feel for life at St. George's school, so we asked Mulu, a girl in Grade 1, to tell us about her school day.

*"I wake up early in the morning to walk to school and join my classmates outside the gates. Once our teacher has taken the register, we go and have breakfast together, which is usually some bread or porridge and a glass of tea. In the morning we learn Amharic and maths. Maths is my favourite subject because I like counting and adding with cubes.*

*At playtime I like skipping with my friends or playing catch. Then it is time for lunch when we enjoy injera and different spicy stews. Straight after lunch we have our phonics lesson, where we learn to read in English and then we have different subjects such as environmental science, art, music or PE. Before we know it, it is time to go home again and I feel a bit sad because I like being with my friends at school."*



# INFRASTRUCTURE

## NEW FACILITIES FOR ATSE BEKAFI SCHOOL

Here at Link Ethiopia we know that providing quality education to children goes beyond the four walls of the classroom. To be successful, children need to have access to a range of reading materials in a language they can read and understand. They need both fiction and non-fiction; they need to feel motivated to pick up a book and develop a love of reading. It's recognised that children who read regularly for pleasure are much more likely to succeed academically; that students can benefit from reading books which are fun as well as useful. It's clear that because most students do not have books at home, school libraries can be powerful spaces. For these reasons, we are committed to providing schools with bright, spacious and inviting library spaces full of good books.



December 2014 saw the completion of a new Link Ethiopia library for Atse Bekafa Elementary School in Gondar with the help of funds from **St. Stephen's C of E and Laneshaw Bridge Primary Schools**.



**New concrete library = greater comfort**  
**Bright glass windows = more natural light**  
**New English & Amharic books = wider & greater choice**

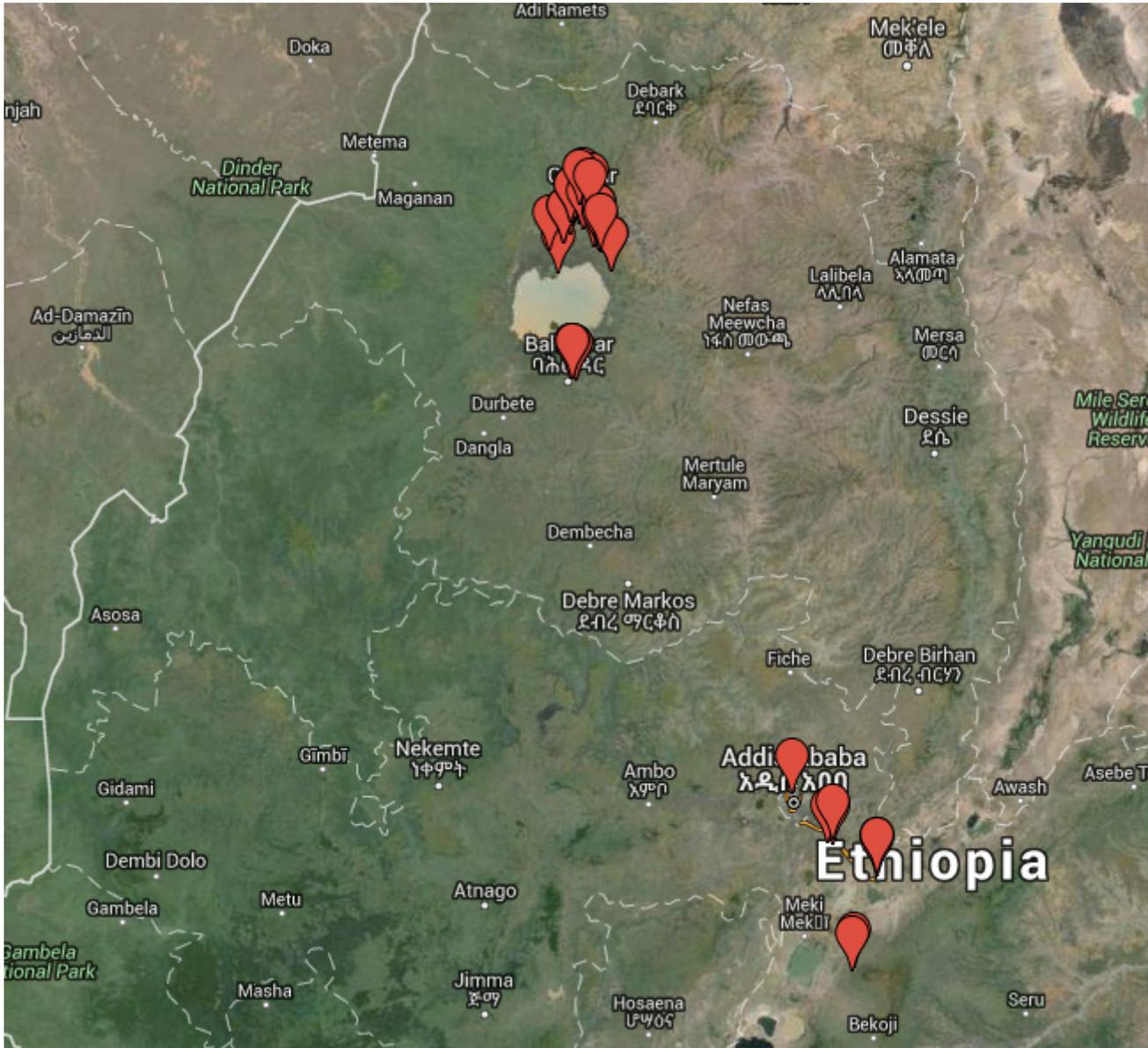
The previous library was a mud and wood building, which was too small and cramped for the children who wanted to read and study there. The desks were old and broken and there was very little light in the room. In comparison, the new building is very spacious and is painted in bright colours, with new desks and a colourful children's reading corner. Mulugeta, the librarian, has been active in encouraging children from the lower grades in particular to come and read story books on the comfortable mats.

*"Since the completion of the new library I have seen a great increase in the number of children using the library. More children are borrowing books to read at home."*

We hope that the new library will not just increase the quality of education for Atse Bekafa students but will, through our wider programme, act as a model library for other libraries and librarians.

# 298 PROJECTS & COUNTING!

## MAPPING OUR IMPACT



We're committed to effective monitoring and evaluation of our work in Ethiopia. So we track **every** project with a GPS location, and all are overseen by our dedicated project team. Below are a few examples picked out to show how this works, but you can see the full map at <http://www.linkethiopia.org/our-impact/completed-projects/>

*Azezo Elementary School*  
 (GPS coordinates: 12.54474, 37.429765)  
 Projects: Library & Literacy, Classrooms, Sports, Laboratory

*Arbatu Ensesa Elementary School*  
 (GPS coordinates: 12.60765, 37.47616667)  
 Projects: Library & Literacy, Water & Sanitation, Sports, Environment

*Kebele 16 Elementary School*  
 (GPS coordinates: 12.595261, 37.45633)  
 Projects: Library & Literacy, Safety, Laboratory

*Kera Hora Elementary School*  
 (GPS coordinates: 8.7549, 38.99553333)  
 Projects: Water & Sanitation, Safety, Classrooms



**A SPONSORSHIP HISTORY:** Link Ethiopia has been sponsoring Amanuel for more than 7 years, providing resources and support both directly to him and to his school.

**LINK ETHIOPIA'S NETWORK OF SUPPORT:** Amanuel has benefitted from a number of Link Ethiopia schemes over the years.

**PROJECTS:** Link Ethiopia has donated many of books to Amanuel's school library, and has also constructed brand new clean water and toilet facilities. Previously, the school had trouble with its school IT class due to the limited number of computers but thanks to Link Ethiopia's donation of computers more students have the opportunity for hands-on work.

**SPONSORSHIP:** Without sponsorship Amanuel believes he wouldn't have been able to continue his education.

He still continues to work in his spare time, selling small goods on the street to generate some extra income for his family. But the basic costs of his education are met by the Sponsorship programme – uniform, school resources and more – so he doesn't need to consider dropping out of school to work.

**TEACHING VOLUNTEERS:** When volunteers come to give English classes, Amanuel usually attends because it helps him improve his communication skills and understanding of other cultures.

**FUTURE AMBITIONS:** Amanuel has just started Grade 11 at Preparatory School, so is on his way to completing his education. He hopes to study Electrical Engineering at University and go on to make a difference in the lives of people across Ethiopia. He loves his family and wants to make them proud. He lives with his aunt so he hopes that his work can help her and others like her. We wish him luck!



# TEACHER TRAINING QUALITY

Investing in teaching quality is a really effective way to improve educational outcomes in the long term, providing a great standard of schooling to hundreds of children over many years. Improving teachers' skills in teaching early years English literacy is particularly useful, as English is the sole language of instruction in secondary education in Ethiopia. If students don't have a good handle of English by the time they finish elementary school, their chances of succeeding in secondary education are vastly diminished.

**111** | primary school  
| teachers received  
| literacy & phonics  
| training

**50%** | schools receiving  
| silver or gold  
| Library Award

**46** | schools involved  
| during Year 2 phase,  
| up from 20 in Y1

We were able to secure two full time teacher volunteers to deliver training and give 360 degree support to schools and to improve the range and depth of techniques covered in the training so teachers deepened their knowledge throughout the year.

We were really happy with this year's results: students in trained teacher classes were noticeably more involved and engaged, and teachers made their own resources and activities to enhance their lessons and the most common feedback from teachers was that they wished they could have had even more training. We tested students before and after their teachers were trained, and the difference made by the project was remarkable:

- Students doubled their original performance on English literacy tests.
- Project school students outperformed control schools by 14%.
- Students finished the year with a reading age 6 months ahead of their peers.



In the 2015/2016 academic year we will be bringing our improved and expanded teaching quality project back for a third year. Continuing our partnership with **Jolly Learning**, we will maintain our focus on developing our training approach and supporting teachers. An innovative teaching methods training course will be piloted, which will help us to work out new methods for engaging and educating students in the classroom. We are going to establish new donkey libraries, and start new exciting pop-up libraries and reading clubs, which will promote the fun of reading while complementing the teaching quality project.

# TEACHER TRAINING

## PHONICS

Link Ethiopia is excited to continue its partnership with Jolly Learning and Universal Learning Solutions into the third year of our teaching quality project. Working together means that we can be an even stronger force for improving teaching quality; sharing and learning from each other while improving our approach and expanding our reach.

Jolly Learning have over 25 years' experience creating literacy teaching materials, using synthetic phonics to create bright, fun and engaging teaching and learning aids. The Jolly Phonics learning materials focus on teaching children five skills needed for reading and writing: letter sounds, letter formation, blending, segmenting, and conquering tricky words. Through Universal Learning Solutions, the Jolly Phonics approach is now used around the world, with projects in Sierra Leone, Cameroon, Ghana, Uganda, Nepal and India. Jolly Phonics is being adopted as part of the national curriculum in Nigeria.

The partnership between Link Ethiopia and Jolly Learning allows us to share expertise and resources, but it has also provided an interesting learning opportunity for both partners; both organisations use different approaches to teaching phonics, and so the project gave us a great opportunity to compare their strengths and weaknesses. Link Ethiopia's own phonics programme, the 'Sounds of English', was used for teacher training in 26 schools, while Jolly Learning's 'Jolly Phonics' programme was used in 12 schools. The differences between the two programmes include different resources for teachers, the number and type of sounds and spelling rules, the frequency of lessons, intensity of teacher support, and the approach to 'tricky words'.

An analysis of the results of students following both approaches demonstrated that Sounds of English and Jolly Phonics had a significant and equal effect on literacy. We believe that by combining the strengths of each programme we can achieve even better results in 2015-16. Next year, all teachers will receive Jolly Phonics resources and training but with simplified teacher books which can be followed during lessons, more opportunities to model lessons in training and more consistent monitoring and follow up of teachers. Jolly Learning and Link Ethiopia have ambitious plans to expand even further in years to come, bringing what we have learned about effective literacy teaching to classrooms up and down the country.



# LEARNING RESOURCES

## LIBRARY CASE STUDY

Good quality school libraries let children pursue their interests, study for class, and broaden their minds by reading for pleasure. Providing well-managed libraries filled with engaging and relevant learning materials supports the curriculum while giving students the opportunity to learn at their own pace. Unfortunately we found that a lot of our link schools weren't able to provide good libraries. Books were often old, limited or inappropriate, the library environment wasn't welcoming or comfortable, and librarians weren't able to access training to manage the library better.



Two years ago Link Ethiopia started a library improvement project aimed at addressing these challenges and ensuring that more children could have the opportunity to learn and develop a love of reading. This year we trained 43 librarians in library management, improving the library environment and in helping children read. Our research showed that the vast majority of school librarians had no opportunity for professional development, so it was important to give librarians practical tips on how to improve their libraries.

Our staff worked with schools and teachers to identify areas of library improvement, and once the plan was in place then schools applied for a small grant to fund these developments. All project schools worked towards achieving either bronze, silver or gold library status, and their progress was celebrated at an end of year library awards ceremony.

By the end of the year:

- 16% of schools lent over 50 books a week
- Over half of the schools achieved either gold or silver awards, up from only 9% at the start of the year
- Star libraries went the extra mile re-organising their books, putting up posters and celebrating the schools best readers

*"Meet Mulu, the librarian from Chechela Elementary School in Gondar. She does not have a library qualification but she is passionate about getting children reading. The Libraries and Literacy project has enabled her to make her library more attractive to students, with colourful pictures, a soft seating area and a wider range of books. Through her efforts Chechela library received the Gold award!"*



# PROJECT FOCUS

## DISABILITY

The mission of Link Ethiopia is to improve access to quality education for all students in Ethiopia. One group of students who often find it difficult to get to school, to use school facilities and to get the most from lessons are children with disabilities. Our disabilities project aims to close the gap between students with disabilities and students without disabilities by working with parents and teachers to eliminate barriers to education.

In 2014-15, our disability project entered its second year and we were able to learn important lessons from the first year to deliver the best support for students:

- **Adopting best practice**

*In 2014-15, we have been able to roll out the most successful and elements of the projects in both regions, with tutorials, vocational training and awareness training all taking place. We have improved our delivery, for example, by testing students so we can focus resources on the most disadvantaged.*

- **Improved monitoring and evaluation**

*We have improved how we measure what is delivered and the impact it has on students and teachers. The most striking example is in the awareness training we offer to teachers. This year, as well hosting presentations on identifying disabilities and ideas for inclusive education, we also asked teachers to make an action plan, identifying exactly what they could do in their classrooms to help students with disabilities.*

- **Partnerships**

*In the summer of 2015, Link Ethiopia participated in a Blind Summer School organised by Project Ten, an international NGO with volunteering supporting education in Gondar, and the local Blind Association. We used the forum to give students basic training in business, teaching them about what makes a good business idea, profit margins and how to keep accurate records. The partnership allowed us to increase the amount of students we could reach and to support an important grassroots organisation.*

A big change to this years project is that we have sought to work not just with children with disabilities who are in schools but those who are currently out of school. In 2014-15, we have sought to include measures that will help these children. In Bishoftu, schools have been asked to come up with measures to work with local communities. In Gondar, we are working with 10 families directly in cooperation with the Ministry for Labour and Social Affairs to identify the problems which stop them from attending school.



# A LINK STORY

## BRACKENBURY SCHOOL

We'd like to introduce David, the Link Coordinator at Brackenbury Primary School, a large primary school in West London. Their Link partnership, with Beza School in Bishoftu, Ethiopia, has been running for more than 3 years and... Well, I'll let David talk to you about its success.

"Since 2012, the Brackenbury - Beza partnership has strengthened both schools' global citizenship work. Through the link, staff and students have been able to recognise and celebrate the similarities and differences between the schools.

Teaching across the curriculum, including Geography, PE and English, has been fully enhanced by the link. Thanks to the huge success of our link, embedding global citizenship in the learning at Brackenbury is a school development priority this year! This means global citizenship themes are being explored cross-curricularly throughout the school at both class and whole-school level.

Securing the International School Award this year was a wonderful recognition of Brackenbury's global citizenship work, in particular our link with Beza. As the link continues to grow, this year Brackenbury and Beza seek to support each other's language learning (in English and Amharic) whilst also sharing experiences on global issues important to us.

The link with Beza has provided the students of Brackenbury with a unique perspective on a very different school and country. The children are in a privileged position to be able to share their thoughts with friends in Beza and learn together by exchanging views on topics (such as future ambitions, favourite sports/foods and how to care for the local environment). The faces of Brackenbury children light up with joy when they receive letters from their pen pals, or when they get the opportunity to learn more about the link through assemblies.

Personally, I have been delighted with the opportunities the link has brought the school. I have been able to share my passion for global citizenship with my colleagues whilst the link has provided Brackenbury with a great way to raise awareness of global issues that affect everyone. The Link has enabled me to learn a great deal more about international themes, and guide me in preparing my students to be responsible global citizens in an ever changing world."





## CRAFTING GLOBAL CITIZENS

Today, more than ever, we live in a world of instant connectivity, with ever decreasing barriers between people, places and ideas. We see freshly cut flowers coming from Kenya, global ideas and opinions spreading rapidly on social media, and migration's continued place as a source of fear, confusion and controversy. Young people need to learn how to handle, adapt to and understand these changes, as well as the implications they have for everyone's daily lives.

They also need the critical thinking skills necessary to examine topics – such as immigration – and be able to cut through the noise and opinion to get at the facts. Young people need to be taught the skills, values, attitudes and knowledge that will allow them to participate in a truly global society. This is alongside the all-important matters of rights, responsibilities and how their actions can impact on local, national and international communities.

A school link used to engage pupils on global issues has real impact & importance:

**50%** are more likely to see the point of taking action on environmental concerns.

**64%** are more likely to understand that what they do in their daily lives affects people in other countries.

**80%** of employers say knowledge of the wider world is important when recruiting new employees.

(Source: Global Dimension, 2015)

The government and OFSTED recognise the importance of this and it features in the new National Curriculum, introduced in September 2014. Various organisations reward the work schools do towards this – UNICEF with the 'Rights Respecting Schools' award scheme and the British Council's 'International School Award' are just two examples. In fact, **nearly a quarter** of Link Ethiopia's network of schools have received one of the above awards – a clear recognition for the opportunities and amazing results afforded by a school link with Ethiopia.





## THANKS TO...

### **Schools**

Bournebrook Primary School  
 Brackenbury Primary School  
 Burton Primary School  
 Carlton le Willows Academy  
 Dr Challoner's Grammar School  
 Elangeni School  
 Fairlight Primary School  
 Gayhurst School  
 Grovelands Primary School  
 Headington School  
 Immaculate Heart of Mary Primary School  
 Linton Park School  
 Magdalen College School  
 Queniborough Primary School  
 Rushmere Hall Primary School  
 Seaside Primary School  
 St. Stephen's Primary School, Bath

### **Organisations**

All Saints Church, Saltburn  
 Café Africa @ Dr Challoner's Grammar School  
 Corvallis Sister Cities Association  
 Trivago  
 World Challenge  
 Xiumin Fan Club of Thailand

### **Trusts & Foundations**

MSF Foundation  
 Waterloo Foundation

### **Individual Donors**

Andrew Barber  
 Calum Erskine  
 Chicks with Sticks  
 Harris Tanvir  
 Julia Wathen & the Castle Crew  
 Maria Coker  
 Mark Forrest

Matt Stockdale  
 Melaku Getachew  
 Rory & Hannah  
 Shree Mandke  
 Tutu Melaku  
 Viviane Stockdale

### **Races**

Jake Rodgers  
 Scott Rice

### **Volunteers**

Angus Lamb  
 Ben Robinson  
 Benedict Craven  
 Brigitte Hekker  
 Cara Fairhall  
 Caspar Cruchten  
 Edy Syquer  
 Emily Gretland  
 Emma Harper  
 Hannah Dillon  
 Imogen Rees  
 Jo Hill  
 Kang Wang  
 Katharine Downey  
 Lauren Elliott  
 Lucy Cottle  
 Mike McCarthy  
 Michael Dickson  
 Zaiza Khan

And a big **thanks** is due to all our fantastic **Sponsors!**

# 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*

## COUNTRY OFFICE



**Tefera Teklu**  
*Country Director*



**Aduugna Abdu**  
*Country Accountant and Administrator*



**Elsa Kebede**  
*Regional Manager*



**Zemene Merasha**  
*Education Projects Manager*



**Henok Marie**  
*Building Projects Manager*



**Sitotaw Ambachew**  
*Projects Coordinator*



**Eyayaw Bayable**  
*Projects Coordinator*



**Gebre Ayechew**  
*Projects Coordinator*



**Behailu Demlew**  
*Projects Coordinator*



**Leul Abebe**  
*Accountant and Administrator*

## BISHOFTU TEAM



**Binalfew Alemu**  
*Regional Cashier and Store Manager*



**Hailemariam Ayano**  
*Regional Manager*



**Habtamu Dereje**  
*Sponsorship & Volunteering Manager*



**Tsegaye Alemneh**  
*School Links Manager*



**Dawit Megerssa**  
*Projects Manager*



**Mastewal Shiferaw**  
*Project Coordinator*



**Haregeweyin Solomon**  
*Cashier*

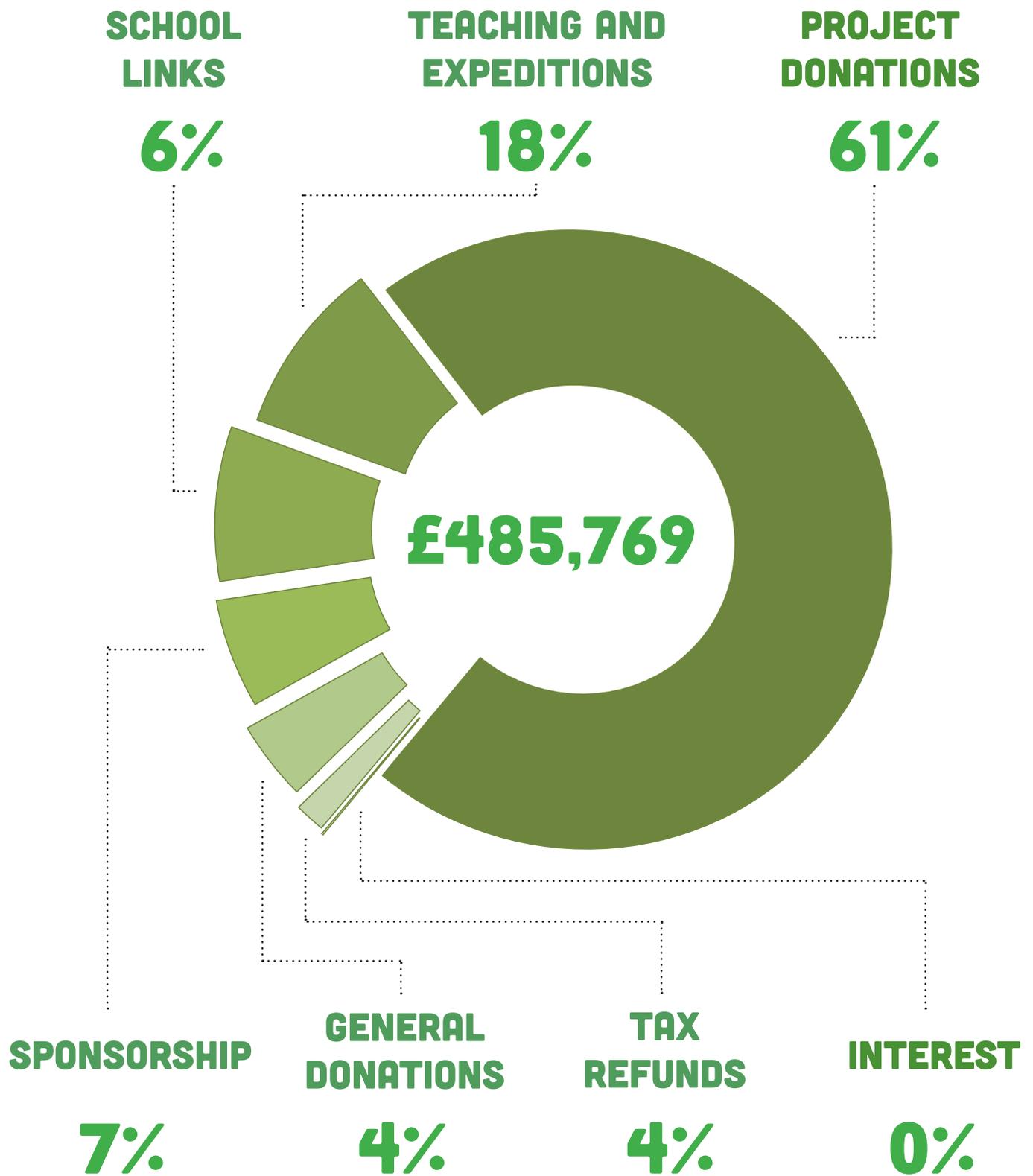


**Lensa Abera**  
*Accountant*

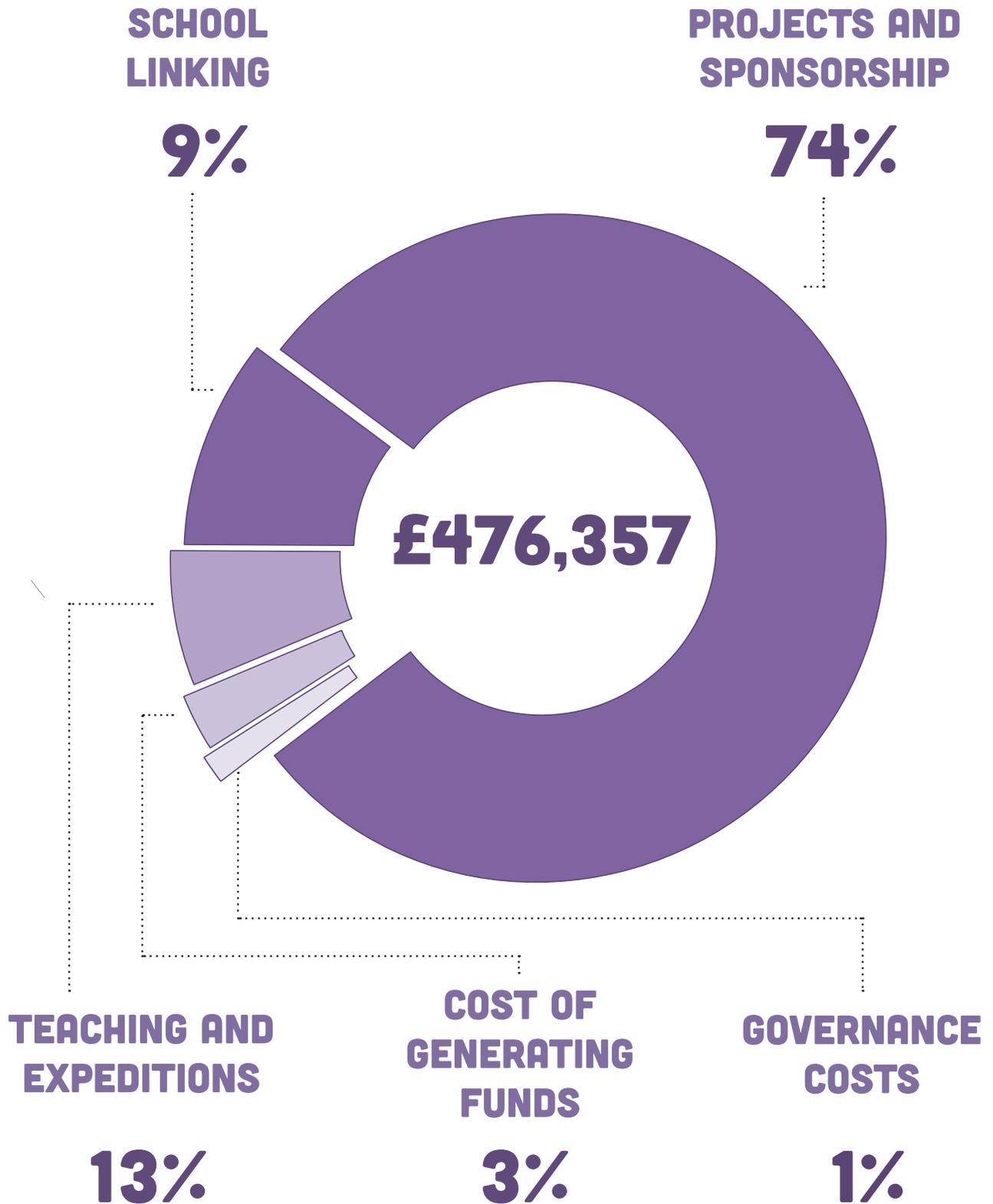
### Fantastic staff who left us this year

- Abraham Dargie. Left: 07/2015
- Mulugeta Derso. Left: 04/2015
- Yeshihareg Ersugn. Left: 04/2015
- Abraham Eyasu. Left: 07/2015
- Belayneh Shewaye. Left: 07/2015

# OUR FINANCES: INCOME



## OUR FINANCES: EXPENDITURE



# FINANCIAL STATEMENTS

## STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31ST MARCH

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2014-2015 £	Total 2013-2014 £
<b>Incoming resources</b>					
<b>Incoming resources from charitable activities</b>					
Project donations	1	-	294,623	294,623	348,185
School linking		27,287	-	27,287	39,506
Sponsorship		-	34,312	34,312	27,703
Volunteer teaching		17,727	-	17,727	18,110
Project expeditions and visits		69,654	-	69,654	27,030
<b>Incoming resources from generated funds</b>					
General donations	2	20,941	-	20,941	16,972
Capacity building		-	-	-	3,030
Tax refunds		19,540	-	19,540	7,603
Interest		1,685	-	1,685	426
<b>Total incoming resources</b>		<b>156,834</b>	<b>328,934</b>	<b>485,769</b>	<b>488,565</b>
<b>Resources expended</b>					
<b>Charitable activities</b>					
Projects and sponsorship		28	351,826	351,854	416,556
School linking		41,487	-	41,487	52,859
Volunteer teaching		32,623	-	32,623	22,489
Project expeditions and visits		34,960	-	34,960	12,039
Prior year adjustment		(3,806)	-	(3,806)	-
<b>Cost of generating funds</b>					
Cost of generating funds	3	13,724	300	14,024	14,628
<b>Governance costs</b>					
Governance costs		5,214	-	5,214	7,391
<b>Total resources expended</b>		<b>124,231</b>	<b>352,126</b>	<b>476,357</b>	<b>525,962</b>
<b>Net incoming resources</b>		<b>32,604</b>	<b>(23,191)</b>	<b>9,412</b>	<b>(37,397)</b>
<b>Reanalysis of spends on specific funds</b>		<b>(23,244)</b>	<b>23,244</b>	<b>-</b>	<b>-</b>
<b>Balance brought forward</b>		<b>16,060</b>	<b>64,988</b>	<b>81,048</b>	<b>118,445</b>
<b>Balance carried forward</b>		<b>25,420</b>	<b>65,041</b>	<b>90,461</b>	<b>81,048</b>

## BALANCE SHEET AT 31ST MARCH

	Notes	2015 £	2014 £
<b>FIXED ASSETS</b>			
Tangible assets		-	-
<b>CURRENT ASSETS</b>			
Debtors	6	23,453	12,490
Cash at bank and in hand		69,606	73,180
Total current assets		93,059	85,670
<b>CREDITORS</b>			
Amounts due within one year	7	(2,598)	(4,621)
<b>NET CURRENT ASSETS</b>		<b>90,461</b>	<b>81,048</b>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		<b>90,461</b>	<b>81,048</b>
<b>NET ASSETS</b>		<b>90,461</b>	<b>81,048</b>
<b>FUNDS</b>			
Unrestricted funds		25,420	16,060
Restricted funds	8	65,041	64,988
<b>TOTAL FUNDS</b>		<b>90,461</b>	<b>81,048</b>

## MOVEMENT IN FUNDS

	At 01 Apr 2014 £	Incoming resources £	Outgoing resources £	Transfers between funds £	At 31 Mar 2015 £
<b>Unrestricted funds</b>					
General fund	16,060	156,834	(170,755)	23,280	25,420
<b>Restricted funds</b>					
Classroom projects	(7,162)	18,070	(14,575)	6,369	2,701
Educational resources	1,124	5,764	(7,313)	425	-
Inclusive education	13,439	16,618	(11,236)	-	18,821
Kindu Trust support	(4,513)	45,667	(12,008)	(29,146)	-
Libraries and books	14,078	37,483	(42,544)	6,551	15,568
Other projects	57	1,704	(1,433)	(555)	(228)
Rural education	-	-	-	(1,660)	(1,660)
School projects (awaiting allocation)	1,135	1,921	(0)	-	3,055
Sponsorship	17,658	34,312	(27,982)	(13,548)	10,440
Sports projects	1,079	940	(1,024)	(273)	722
St George's School project	(10,096)	153,357	(160,990)	-	(17,729)
Teachers and teaching resources	687	895	(1,358)	319	543
Technology projects	2,111	719	(15,524)	6,048	(6,646)
Various fundraising campaigns	2,085	8,229	(989)	(4,668)	4,657
Water and sanitation projects	331	3,258	(8,543)	4,538	(416)
Transfer to cover restricted overspends	32,975	-	-	2,239	35,214
<b>Total restricted funds</b>	<b>64,988</b>	<b>328,934</b>	<b>(305,602)</b>	<b>(23,280)</b>	<b>65,041</b>
<b>TOTAL FUNDS</b>	<b>81,049</b>	<b>485,769</b>	<b>(476,357)</b>	<b>-</b>	<b>90,461</b>

# 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:

	2015 (£)	2014 (£)
Individuals	43,400	30,034
Schools	164,809	258,211
Trusts & foundations	73,050	31,468
Organisations	13,364	28,471
Total	294,623	348,185

## (2) GENERAL DONATIONS:

	2015 (£)	2014 (£)
Individuals	16,626	12,188
Schools	1,130	4,262
Trusts & companies	3,185	522
Total	20,941	16,972

## (3) COST OF GENERATING FUNDS:

	2015 (£)	2014 (£)
Events	634	3,307
Merchandise & other	491	1,593
Shared operations	4,114	3,089
Staffing	8,786	6,639
Total	14,024	14,628

## (4) TRUSTEE

### REMUNERATION:

Trustees received no remuneration nor expenses.

## (5) EMPLOYEES:

Average number of full-time equivalent employees: UK: 3 (3 in 2013-14). Ethiopia: 18 (12 in 2013-14). Number with annual remuneration of £60,000 or more: 0.

For staffing in both the UK and Ethiopia:

	2015 (£)	2014 (£)
Wages & salaries	89,248	85,885
Social security costs	6,060	5,027
Pension contributions	500	500
Total costs	95,808	91,412

13% of projects and sponsorship expenditure funded employee and support costs.

## (6) DEBTORS:

Amounts falling due within one year:

	2015 (£)	2014 (£)
Trade debtors	23,453	12,490
Prepayments	-	-
Total	23,453	12,490

## 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.

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

**SIGNED ON BEHALF OF THE TRUSTEES ON 27/01/16 BY ASHLEY ENGLAND AND CHRIS GRANT**

## (7) CREDITORS:

Amounts falling due within one year:

	2015 (£)	2014 (£)
Accruals	-	-
Tax & social security	928	1,833
Deferred income	1,670	2,788
Total	2,598	4,621

## (8) MOVEMENT IN FUNDS:

The charity maintains detailed restricted funds (350 during the year). Unexpended balances remained in 69 restricted funds at the year end which are grouped & summarised on page 21.

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## INDEPENDENT EXAMINER'S REPORT

I report on the accounts of Link Ethiopia for the year ended 31st March 2015.

## 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.

27 January 2016

## **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)