

# LINK ETHIOPIA

## ANNUAL REPORT

### 2018–2019



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## WELCOME!

Welcome to our Annual Report of 2018-19! Link Ethiopia exists to improve access to high quality education in Ethiopia, helping to transform the lives of young people living in difficult circumstances. We are proud to have overseen some key achievements this year, including:

- 8 new rooms built at schools in rural areas, providing quality classroom, library and science laboratory facilities;
- 170 teachers trained to improve the quality of learning for over 8,500 students;
- 180 vulnerable children sponsored to receive school materials and in-school mentoring;
- 350 secondary age girls received reusable period kits to enabling them to stay in school;
- 5 international exchange visits facilitated between British and Ethiopian partner schools.

Link Ethiopia welcomed a new Chief Executive in the UK office this year. Caroline Walker was previously Fundraising Manager at Link Ethiopia and worked alongside the organisation in the office for over five years as the UK Manager of our sister organisation, the Kindu Trust.

*"It has been a pleasure taking on a bigger role at Link Ethiopia over this year. The team is as strong as ever and our staff continue with their impressive ability to achieve a great deal with few resources. Working at our scale, we get to see the impact that our projects have on the children and we continue to work closely with communities, teachers and parents to ensure that we are meeting their needs and continually identifying ways to improve our impact."*

We were all pleased to welcome and meet a number of our supporters at an event held at the Ethiopian Embassy in February 2019 to celebrate over 20 years of our work.

The event was an opportunity to reflect on our progress since we were established in 1996, to engage with our supporters, and to take a moment to celebrate achievements so far. The evening included traditional music and food, displays featuring key milestones and speeches from trustees and staff. Our Ethiopia Country Director, Haile Ayano, was in the UK for the occasion. He commented, *"With a collective effort and with the continued support of all supporters, we can achieve our objective to provide the quality education that all children deserve and which will enable them to achieve their aspirations."*



The Link Ethiopia team in green with winners at our run to raise awareness of girls' education, November 2018

Best wishes from all the team,  
Ashley England, Chair of Trustees, and Caroline Walker, Chief Executive

## 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



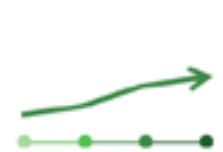
If all students left school with basic reading skills **171 million** people worldwide would be lifted out of poverty



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 **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 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.

## RURAL EXCELLENCE

Link Ethiopia's Rural Excellence initiative is a long-term effort to bring access to quality education to areas of Ethiopia where it is most in need. 84% of the population of Ethiopia live in remote rural areas but only 16% of Ethiopia's schools are in these communities.

The government provides teachers to schools who have enough students and the facilities to teach them. This means that if we can build a classroom where it is needed, we can guarantee the education of hundreds of children in the area for decades to come.

## BUILDING A MODEL SCHOOL IN GENDIT

This year we started a multi-year project with the Gendit community and Building Futures Ethiopia to develop a small satellite school in the village into a model of primary education for the area.

Link Ethiopia has worked with Gendit School since 2015, after being made aware that there were many children in the village who lacked access to a nearby school. We built four wood, mud and concrete plaster classrooms enabling the school to expand from Grade 1 to Grade 3. Past this level, however, children would have to walk over an hour and across a busy road to get to the next closest school. This left parents worried, especially for girls who are at risk of sexual violence on the way home.

We are therefore very happy to be joined by Building Futures Ethiopia to build Gendit School up to a fully equipped primary school going up to Grade 8 over the next 4 years. Building Futures Ethiopia are the main funders of the project and provide the support of a UK Education Consultant to build the capacity of teachers at the school, while developing the facilities.

The project will build 6 new concrete block classrooms, 8 toilets, a water station, a library, sports area and pedagogy room as well as providing resources and investing in teacher training to improve the quality of education at the school.

At the start of 2019 we began building four new classrooms which will allow the school to cater for Grade 4 and kindergarten and improve the learning environment for children in other grades. A new Director has been recruited and over the year we will work with him and the teachers to develop participatory teaching methods in their lessons, implement systems to monitor and improve attendance, and carry out visits to other schools modelling best practice in education.

"My background is in education, firstly as a head teacher, then a school inspector and as an education consultant. My dream was to leave a legacy to help children out of poverty and into education. In June 2018, Link Ethiopia helped me to organise a visit to Ethiopia to see a number of rural schools that desperately needed more classrooms or even a new school!"

We finally chose to build a school in Gendit. We knew if we built up the school there to provide a full cycle of primary education, up to 500 children could have access to a local school. Not only are we funding buildings and resources to scale the school all the way up to the full cycle of primary education, I will also be helping to develop the quality of teaching at the school by working alongside the Director, Link Ethiopia staff and teachers."

Sue Eland, Founder of Building Futures Ethiopia

## THE FIRST CLASSROOMS FOR DERIE SCHOOL

When Link Ethiopia began work on our Rural Excellence campaign in 2016 we worked with the Education office to identify ten target schools, where new facilities would make the biggest impact on access to education. Derie Elementary was one of those first target schools.

Derie is located in a rural district of the Amhara Region of Ethiopia. The school caters for pupils in Grades 1 to 3 but before our project they had no formal classroom building. Children learnt either in a temporary hut or held their lessons in a field, under a tree. Naturally, this environment made it difficult for pupils to concentrate and increased the rate of absenteeism.

In November 2018, work began on a two-classroom cement plastered mud and wood block. The new classrooms were in use by local children for the beginning of the new school year in 2019. The area was affected by unrest during the construction period, but our team worked hard to keep in touch and work is ongoing to finish the external and internal cementing to ensure the classrooms serve a future generation of students.



FOR EVERY YEAR  
OF SCHOOLING A  
PERSON'S EARNING  
POTENTIAL  
INCREASES BY 10%.



## ACCESS TO SCHOOL – AN AMAZING LEGACY

AidCamps International is our primary partner for group expeditions to Ethiopia. AidCamps works with local organisations in developing countries, like Link Ethiopia, to build new school facilities and other practical infrastructure to benefit communities in need of support. AidCamps assembles groups who contribute personally and financially; fundraising for their project and then visiting to provide volunteer support in construction. 2019 marked the third successful AidCamps group hosted in Ethiopia.

Our 2019 trip was special as we hosted a family group raising funds in memory of Janet Swain. The group raised a record amount and were able to fund projects in two rural schools, Defecha and Shashkurt. It was particularly apt that Janet's family were able to expand access to school in Ethiopia as Janet had been an educator herself as a teaching assistant in her local school.

Defecha school is located just north of Gondar next to the Angereb reservoir. Shashkurt Elementary is South of Gondar in the Dembiya region. Before the project Defecha offered Grades 1-4 and Shashkurt offered Grades 1-3. The group was able to fund two classrooms in each school enabling children at risk of dropping out to stay in education. In Defecha, two classrooms were built with one of the rooms allocated a library and laboratory space furnished with books, shelves and laboratory equipment. In Shashkurt, the group funded a two classroom block including a 'corner library', with extra reference books for students.

*"The group participated in many of the project's construction activities, such as moving mud, hard core stone, water from the well, mixing gravel, sand and cement to the classroom. They were also involved in a cooking demonstration, local home visit and the tasting of local beer. Throughout most of the events they had the memory of Janet with them. They passed the challenge of her death and they put the name and work of Janet in Ethiopia, Defecha primary School."*

Zemene, Project Manager and group host



## TEACHER TRAINING

### CULTURALLY RELEVANT RESOURCES

Teaching a class of 60 pupils without resources is a major challenge. Many international groups support Ethiopian schools by donating educational materials that help teachers develop more engaging lessons, but teaching using unfamiliar resources and references can also pose difficulties for pupils. This year, we were very happy to collaborate with the University of Nottingham and University of Bournemouth on their 'Causing A Flap' project to develop culturally appropriate learning resources for Ethiopian students based on their research about chickens.

Link Ethiopia staff and one of our Ethiopian School Link coordinators participated in a conference at the University of Nottingham exploring how their research could be used to develop educational resources that could be used to teach in Ethiopian schools.

The resources were developed to feature narratives and objects that would be familiar to Ethiopian pupils. They included images drawn in the traditional Ethiopian style, involving Ethiopian characters and names. A consultant trialled the resources with a sample group of teachers from our link schools for feedback before finalising the resources. Finally, we were able to provide teacher resource packs including classroom and reading booklets for 60 classes across Gondar, along with a half day training for teachers on how to effectively incorporate the resources in their lessons.



*"It was important to us to create teaching resources that were informed by our research, but that could also be made to the specification of educators in Ethiopia so that they were appropriate, useful and appealed to the teachers and students"*

### TEACHING CORE SKILLS WITH THE BRITISH COUNCIL

In March 2018 we were happy to continue our partnership with the British Council in Ethiopia to provide training for teachers in Oromia to build their skills as educators.

69 participants including teachers and directors from 20 of our partner schools took part in the Core Skills training which supports teachers develop their pedagogy. The day included training on 6 skills: critical thinking and problem-solving; communication and collaboration; creativity and imagination; leadership and personal development; digital literacy; and citizenship.



## IMPROVING LITERACY

Encouraging the joy of reading for pleasure in Ethiopian languages and improving English literacy are a core part of Link Ethiopia's goal to improve the quality of learning. In most regions, from secondary school onward, all subjects are taught in English. So literacy in English is vital for students to succeed beyond primary level. We run a number of projects to encourage higher reading levels among pupils and improve teaching methods for better learning outcomes.

## IMPROVING LEARNING OUTCOMES THROUGH PHONICS

In 2013 we carried out our 3 year Libraries and Literacy project, training teachers to include the phonics method for learning English in their lessons and training school librarians to get children reading in school. The outcomes of the project were impressive; we were delighted to observe that there was a notable improvement in the standard of English for children taught to use phonics.

After an evaluation of the project, we resumed activities with a new phase aiming to reach over 10,000 early grade pupils over the next three years. The project aims to improve English teaching techniques through teacher training, teacher training college interventions and distribution of resources to teach English using the phonics method.

The project is run in partnership with Jolly Phonics, whose resources are already widely used in schools in the UK as well as private schools across the globe. Jolly Phonics provide trainers and resources enabling us to skill-up Grade 1 teachers at Ethiopian schools. Our experienced project staff follow the teachers' progress, providing guidance and support over the year as well as providing further training at Colleges of Teacher Education so that newly qualified teachers can begin their work at schools equipped with a fun and effective tool for teaching English.

In November 2018 we held training for 36 kindergarten and Grade 1 teachers, four trainers from the teacher training college, and members of Gondar's education office, to learn how to teach English using the phonics method.

By providing training for teachers at lower grades, we can teach children the fundamentals of reading English early on. It is a skill that, once learned, will assist them in their understanding of English for the years of studying to come.

At the end of this project year we will evaluate the impact and scale up the project to support teachers at 40 schools across four key areas of the Amhara region.



"At the beginning of this weekend, the teachers had to start from scratch, putting to one side the 26 letter names and learning 42 sounds including diagraphs such as 'sh', 'th', 'oo' and 'ee'. Some of these, such as 'th', are particularly difficult as they do not match any sound in Amharic."

By the end of the training the teachers had not only learnt the sounds and their actions but could model a phonics lesson for other teachers."

— Zemene, Project Manager

## WHAT IS JOLLY PHONICS?

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. It teaches letter sounds as opposed to the letter names. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters.

This approach using music, colourful drawings and actions to help pupils remember how the sounds and letters are linked is a world away from the usual blackboard and rote learning that is the standard in Ethiopian primary schools.



## DONKEY LIBRARY REACHES RURAL SCHOOLS

Link Ethiopia has run a Donkey Library project since 2012, supporting four librarians to tour schools in rural areas without access to library facilities with books to aid studying and literacy.

The project encourages pupils to read, both independently and in groups, often reading outside under a tree guided by the librarian. Each child is given access to a range of different books. The children read to their peers and to themselves and share stories with their friends. Often 50 pupils will participate and borrow books during a Donkey Library visit.

This year we caught up with some of the pupils and teachers who use the Donkey Library in Sirba village.

"It gives me an opportunity to read books and obtain knowledge out of the books I am reading."

Kalkidan, 12 year old pupil

"If we did not have a library then we would have little resources to offer to our pupils. The Donkey Library has supported us providing reading resources to our students therefore it means a lot to us."

Miss Fantaye Abebe, School Principal

"It has benefited not only children, but also the rural school teachers who sometimes borrow books from the library and use it inside the classroom to teach their children."

Mr. Ashenafi, a teacher

## THE DONKEY LIBRARIES REACH 1,200 PUPILS EACH WEEK



## CHILD SPONSORSHIP

Completing education is as much a socio-cultural issue as it is an individual one. It's long been known that the circumstances and conditions in which a child is born, grows up, and lives in affects their educational attainment and their future life prospects. That's why Link Ethiopia's approach to sponsorship goes wider than the classroom, supporting the young person with substantial school supplies including shoes, books, book bags, providing in-school mentoring to give extra support, as well as ensuring the family's medical needs are met.

**176 CHILDREN RECEIVED SPONSORSHIP**

**25 CHILDREN COMPLETED THE FIRST CYCLE OF PRIMARY**

**8 CHILDREN PASSED THEIR GRADE 10 NATIONAL EXAMS**

**30 YOUNG ADULTS WERE IN UNIVERSITY OR TRAINING**

**7 YOUNG ADULTS GRADUATED FROM UNIVERSITY**

This year, one of our Sponsorship Coordinators was able to play a vital role in the case of a young student who was identified as being at risk of dropping out, due to her home and economic circumstances affecting her ability to attend school and concentrate when there.

She was last in her class's academic performance table and her confidence was low. She was enrolled on our sponsorship programme and a Link Ethiopia in-school mentor began monitoring not only her school performance but also her home circumstances. The mentor was able to open communication with the girl's aunt, who previously had not understood the situation, to ensure messaging and support was consistent between both home and school. The combined support of the sponsor, the Link Ethiopia staff, the in-school mentor, and the family themselves meant the girl passed grade 5 with great results and, now in grade 6, she was eighth out of 28 students at the end of the first semester.



Alongside the standard donation, this year Link Ethiopia's sponsors have contributed substantially to the wellbeing of the supported families with many providing start-up capital for small businesses, funding home improvements, and sending gifts including food hampers. All this increases the potential that a young person can successfully finish education and continue on towards supporting themselves and their family.

## GIRLS' EDUCATION

### RACING FOR AWARENESS

Supporting and promoting girls' education is a key way that Link Ethiopia ensures 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.

In November 2018, we promoted our project work supporting girls in education by holding a 10km run in Gondar city to raise awareness of the importance and value of educating girls. The run was an opportunity to talk about the work Link Ethiopia does to help young women stay in school.

450 female students from our link schools around Gondar and our girls' football team all participated, as well as a number of professional runners invited for the occasion. The run was funded by the Jane Bubear Sport Foundation and drew large crowds of participants and on-lookers. After the race, everyone gathered in Meskel Square for music, prizes for the top three men and women, and speeches from the Mayor of Gondar, our Regional Manager, Elsa, and Caroline, our Chief Executive.



### GIRLS FOOTBALL TEAM FRIENDLIES

Link Ethiopia supports a girls' football team alongside our partner, the Kindu Trust. The football team is the first of its kind in Gondar and aims to improve the health and wellbeing of the girls, as well as build confidence and team work skills that will benefit them in education as well as later life.

*"Because they are from poor backgrounds sometimes they lack confidence at school. This gives them something to feel confident about"* - Aster, Football Team Coach

The girls' team have been training twice a week since our project started and have improved immensely. They have been eager to compete against other teams, but as the only girls' team in Gondar, it was hard to find an opposing team!

We were delighted in March 2019 when we were able to arrange their first friendly matches against other girls' teams. They played against a team from another city and won, and played a game against Gondar city's professional B league team, with less success but great enjoyment.

### HELPING GIRLS STAY IN SCHOOL

Link Ethiopia started working with Days for Girls and the Kindu Trust last year to provide resources to female students to help them manage their periods and avoid the school absences and drop outs so often linked to menstrual health.

We work with Girls Club leaders in ten schools to provide training on puberty, the menstrual cycle, sexual health, family planning and the right to your own body. The leaders distribute reusable period kits that are provided to us by Days for Girls UK and are an effective, comfortable, long-term solution for girls to manage their periods.

Over this year we have distributed kits to 350 girls to help them stay in education. Our Regional Manager, Elsa, works closely with the Girls Club leaders to deliver kits and training.

*"One of the main reasons that girls are absent from school or lose concentration during school lessons is menstruation. Girls who are from poor families and parents with low levels of education in particular are unable to afford proper pads. During menstruation, most girls are less able to concentrate, lack confidence, are shy and sometimes absent from class. Fasika is one of the girls from a disadvantaged background who faced this problem. When our project reached Fasika she was 16 years old and a grade 10 student."*

*"I did not have the resources to buy pads so would use pieces of fabric from old clothes to make pads. These were unreliable and made me feel worried and embarrassed so I could not focus in lessons. I preferred to stay at home when I had my period. I was absent two or three days a month so my school achievement was getting weaker and weaker."*

Fasika received a reusable period kit with two sets of liners, 8 pads, underwear, soap, waterproof bags and a colourful bag to carry it around. She was also given training to understand how to maintain the kit, how the menstrual cycle works, and how to manage periods.

*"Now I understand why girls have menstruation and how we can make our school life easier. From the time I received the reusable sanitary pads together with the whole package of training, my school life is extremely improved and I can attend my whole school lessons with full concentration during my period. In addition my school absence rate during my period totally stopped since then."*

Fasika's teacher confirmed that her participation in lessons has improved since receiving the kit and with each term her results have got better. In the year after receiving her kit and training Fasika was seventh out of 68 students in her class. Fasika now helps deliver the training for other girls receiving the kits and is very keen to continue helping girls who are in the same situation that she was.



## INTERNATIONAL LINKING

Link Ethiopia was founded on the principle of shared learning and compassion; our work builds a bridge between schools and pupils in Ethiopia and schools and pupils in the UK. The links are mutually beneficial with each side getting to engage with another culture, expand their understanding and learn new and different ways of doing things. We were very pleased this year to host a teacher and our Country Director in the UK, as well as hosting UK students in Ethiopia.

## ETHIOPIAN EDUCATORS VISIT THE UK

At Link Ethiopia we facilitate exchanges of students and teachers from the UK to Ethiopia and vice versa. We are particularly pleased to have the opportunity to welcome Ethiopian educators to see teaching methods and resources commonly used in the UK. This year we were able to facilitate two such visits with Amlaku, an English teacher from a long-term school link visiting his linked school in Bristol, and our Country Director, Haile, visiting a number of our linked schools in the UK.

Over three weeks in January, Haile travelled all over England to meet our link schools, partners and supporters, culminating in his key speech at our 20 year celebration event. A core part of our school linking programme is teaching young people to think global. Through their school link, pupils discover another culture and are able to challenge one-dimensional representations of Africa.

Haile travelled all over England, from Sussex to Gloucester and Oxford, to meet the many wonderful schools that work with us. The trips ranged from workshops and question sessions with primary school pupils to investigative journalism sessions with 6th form students learning about the social geography of Ethiopia.

Amlaku is an English teacher at Angereb Secondary school in Gondar and has been the Link Coordinator at his school for almost 10 years. He visited the UK in June 2018, invited by his link school, Backwell School in Bristol.

At the school, he engaged with students, talking to them about Ethiopia, Angereb School, and showing them how to make coffee the Ethiopian way. He was also able to catch up with the teachers and former students who had visited Angereb over the last nine years, continuing to share learning and progress over that time.

*"I was amazed at the enthusiasm and curiosity of the students I met on his trip. Wherever I went to introduce myself and my country, I found very engaged and interested audiences. As with my first trip, I am impressed with some of the differences between UK and Ethiopian schools, especially the technology available in the modern classrooms. However, there are things also that the UK can learn from Ethiopia, for example, that family and community ties are much stronger in Ethiopia."*

Amlaku



## CAMBRIDGE COMES TO BISHOFTU

Impington Village College has been one of our longest UK partner schools, working with us since 2011. In that time, the college has hosted exchange visits and visited their partner school in Bishoftu as well as fundraised for Link Ethiopia projects. In November 2018, a group of sixth form students and three teachers visited their partner school, Ade'a Model Secondary school in Bishoftu. One of the students described their visit:

*"In Bishoftu, we are greeted by a warm community of smiles, the outstretched hands of the school leadership and the many curious eyes of the children." The British students were also given the opportunity to help out as their own teachers led English and maths classes at the school.*

*"It was really interesting to see the Ethiopian students' will to learn, it really surprised me. They were always telling us to check if what they had done was right and got really frustrated when they did not get it right. This was really inspiring as I was imagining if the same scenario happened in England, I don't think the attitude would have been the same."*



## OXFORDSHIRE COMES TO SILINGO

In July 2018, a group from Headington School in Oxfordshire travelled to Silingo school in Asela in the Oromia region of Ethiopia. Their visit marked the culmination of a year of fundraising for new classrooms at the school, and their sixth visit to Asela. Our Country Director, Haile, described their trip:

*"I was excited to welcome a group of visitors who had, through fundraising at home, already made a big difference to a school here in Ethiopia. The group consisted of 16 energetic and enthusiastic female students, four teachers, and one volunteer."*

*"On site at Silingo, the group accomplished many different tasks to support development at the school. These included peeling the eucalyptus timber and transporting it to the site, planting trees, cutting reinforcement wires, gardening, painting classroom murals and helping the children practise their English."*

Mrs Bowen, Assistant Head at Headington, commented: *"The staff and students at Silingo were really welcoming and it is encouraging to know that our work at the school is going to make a difference to their education. The team had all worked hard to fundraise before the trip – babysitting, selling things, bake sales – and once they had met the children at the school, a number of them wished they could have done more. We are looking forward to seeing the developments with the classroom block and hopefully to return next year with a new team to complete another floor."*

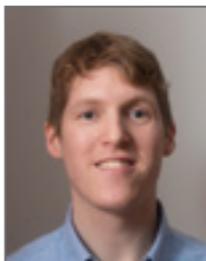


## MEET OUR TEAM

### UK TEAM



Caroline Walker  
*Chief Executive*



Rory Dillon  
*Projects and Finance Manager*



Helen Mebrate  
*Fundraising and Supporter Coordinator (until Oct 19)*

### COUNTRY TEAM



Hailemariam Ayano  
*Country Director (until Dec 19)*



Lensa Abara  
*Accountant and Coordinator*

### GONDAR TEAM



Elsa Kebede  
*Regional Manager*



Zemene Mersha  
*Projects Manager*



Marta Bekelle  
*Sponsorship Manager*



Sitotaw Ambachew  
*Sponsorship Coordinator*



Aster Molla  
*Sponsorship Coordinator*



Gebre Ayeche  
*Projects Coordinator*



Binalfew Alemu  
*Accountant*



Selamawit Abebe  
*Cashier and Store-keeper*

### BOARD OF TRUSTEES

Ashley England  
Elizabeth Gezahegn King  
Gabriella Otty  
Holly McKenzie  
Jack Sharville  
Matt Stockdale  
Nadine Carle-Edgar  
(from Dec 2019)

### PATRONS

Haile Gebrselassie  
Jonathan Dimbleby



## SPECIAL THANKS TO...

### RACES AND MARATHONS

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

- Tim Otty – London Marathon (£7,122)
- Akhil Shah, Caroline Walker, Daniel Edmonds, Eliot Woolf, Fabio Pizzoccheri, Gavin Walker, Henry Chancellor, Jacks Woolf, Janet Whittaker, Jeffrey Sullivan, Jonathan Flynn, Joseph Kelen, Marcello Salemi, Michael Casey, Michou Gerits, Rory Dillon, Sandra Merino, Tim Otty, Will Gallimore – Royal Parks Half Marathon (£9,744)

### OTHER ACTIVITIES

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

- Calendars and merchandise (£234)
- Christmas Appeal – Gendit Classrooms (£2,237)
- 20th Anniversary Event (£1,085)

### ORGANISATIONS

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

- AidCamps International (£28,260)
- The Beatrice Laing Trust (£2,500)
- British and Foreign Schools Society (£12,155)
- Building Futures Ethiopia (£26,585)
- Corvallis Sister City Association (£7,639)
- Jane Bubear Sports Foundation (£3,500)
- 3rd Ripon Girl Guides (£2,170)
- The Roger Vere Foundation (£1,000)
- SponsorHer (£1,344)
- Tutu's Fund for the Future (£2,100)
- UK Literacy Association (£1,855)

### SCHOOLS

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

- Backwell School
- Bramford Primary Home School Association
- Brocks Hill Primary School
- Immaculate Heart of Mary Catholic Primary School
- Impington Village College
- Kenmore Park Infants and Nursery School
- Killinghall Church of England Primary School
- Laughton Community Primary School
- Longney Church of England Primary Academy
- Moyles Court School
- Rhyddings Business and Enterprise School
- South Avenue Elementary
- St Nicolas and St Mary Church of England Primary School
- Stratton Primary School
- Tannery Drift First School
- Unicorn School
- St John's Church of England Primary School, Caterham

### PARTNERS

Our thanks to our partner organisations:

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

### VOLUNTEERS

We could not have run our programmes without:

- Angelos Mavrokefalos
- Asavari Awasthi
- Ashley England
- Brigitte Hekker
- Caroline Pringle
- Elizabeth Gezahagn King
- Gabriella Otty
- Jack Sharville
- Jamini Haria
- Karoline Leitgeb
- Keandra Diamond
- Hanny Durkstra
- Holly McKenzie
- Matthew Stockdale
- Nicole Bernhard
- Rania Ramli
- Sami Greenbury

### 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.
- Embassy of Ethiopia, London for providing a venue for our 20th Anniversary event.
- 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)
- 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    PROJECT EXPEDITIONS  
AND VISITS    PROJECTS AND  
SPONSORSHIP

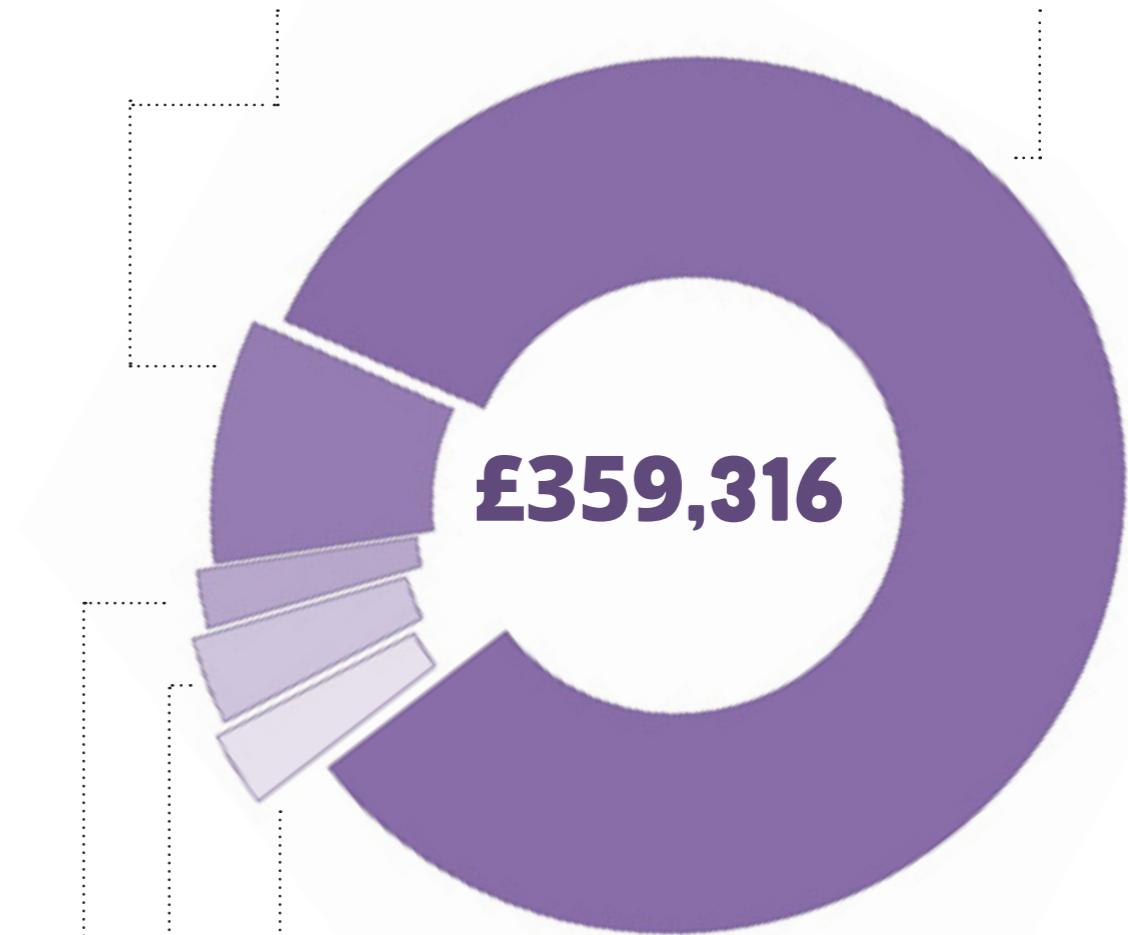
7%                    8%                    79%



## OUR FINANCES: EXPENDITURE

PROJECT EXPEDITIONS  
AND VISITS    PROJECTS AND  
SPONSORSHIP

9%                    83%



# FINANCIAL STATEMENTS

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

	Notes	Unrestricted Funds	Restricted Funds	Total 2018-2019	Total 2017-2018
		£	£	£	£
<b>Income from:</b>					
<b>Charitable activities</b>					
School linking		3,071	1,807	4,878	1,626
Volunteer teaching		3,882	-	3,882	730
Project expeditions and visits		28,680	-	28,680	89,851
<b>Donations</b>					
Projects and sponsorship	1	31	309,719	309,750	197,065
General donations	2	27,370	-	27,370	20,764
Tax refunds		15,799	-	15,799	19,183
<b>Other</b>					
Other		-	-	-	-
<b>Total income</b>		<b>78,833</b>	<b>311,526</b>	<b>390,359</b>	<b>329,219</b>
<b>Expenditure on:</b>					
<b>Raising funds</b>					
Raising funds	3	(10,180)	-	(10,180)	(6,302)
<b>Charitable activities</b>					
Projects and sponsorship		(23)	(297,234)	(297,257)	(222,334)
School linking		(10,038)	(1,682)	(11,720)	(10,392)
Volunteer teaching		(7,732)	-	(7,732)	(10,818)
Project expeditions and visits		(32,429)	-	(32,429)	(34,061)
<b>Other</b>					
Other		-	-	-	-
<b>Total expenditure</b>		<b>(60,402)</b>	<b>(298,916)</b>	<b>(359,318)</b>	<b>(283,907)</b>
<b>Net income / (expenditure)</b>		<b>18,431</b>	<b>12,610</b>	<b>31,041</b>	<b>45,312</b>
<b>Transfers between funds</b>		<b>(27,678)</b>	<b>27,678</b>	<b>-</b>	<b>-</b>
<b>Foreign exchange gains / (losses)</b>		<b>(1,774)</b>	<b>-</b>	<b>(1,774)</b>	<b>(2,019)</b>
<b>Total funds brought forward</b>		<b>59,922</b>	<b>57,437</b>	<b>117,359</b>	<b>74,066</b>
<b>Total funds carried forward</b>		<b>48,901</b>	<b>97,725</b>	<b>146,626</b>	<b>117,359</b>

## BALANCE SHEET AT 31ST MARCH

	Notes	2019 £	2018 £
<b>FIXED ASSETS</b>			
Tangible assets			
Debtors	6	10,013	16,782
Cash at bank and in hand		138,804	105,771
Total current assets		148,817	122,553
<b>CREDITORS</b>			
Amounts due within one year	7	(2,191)	(5,194)
<b>NET CURRENT ASSETS</b>		<b>146,626</b>	<b>117,359</b>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		<b>146,626</b>	<b>117,359</b>
<b>NET ASSETS</b>		<b>146,626</b>	<b>117,359</b>
<b>FUNDS</b>			
Unrestricted funds		48,901	59,922
Restricted funds	8	97,725	57,437
<b>TOTAL FUNDS</b>		<b>146,626</b>	<b>117,359</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 AND SPONSORSHIP

	2019 (£)	2018 (£)
Individuals	111,750	83,271
Schools	1,309	54,475
Trusts & foundations	170,042	51,293
Organisations	26,649	8,026
Total	309,750	197,065

## (2) GENERAL DONATIONS

	2019 (£)	2018 (£)
Individuals	25,803	18,641
Schools	581	1,900
Organisations	986	223
Total	27,370	20,764

## (3) RAISING FUNDS

	2019 (£)	2018 (£)
Events	3,885	-
Merchandise & other	289	3,610
Shared operations	1,643	1,150
Staffing	4,363	1,542
Total	10,180	6,302

## (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 2017-18). Number with annual remuneration of £60,000 or more: 0.

	2019 (£)	2018 (£)
Wages & salaries	48,560	49,890
Social security costs	3,432	4,078
Pension contributions	896	516
Total costs	52,888	54,484

## (6) DEBTORS

Amounts falling due within one year:

	2019 (£)	2018 (£)
Trade debtors	10,013	16,782
Total	10,013	16,782

## 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.

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

**SIGNED ON BEHALF OF THE TRUSTEES ON 31/01/20 BY ASHLEY ENGLAND AND JACK SHARVILLE**

## INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES

I report on the accounts of Link Ethiopia for the year ended 31st Mar 2019, 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 carrying out my examination I noted a balance of £49,715 had been included as income in the current year but should have been accrued and recognised as income in the prior year. It was confirmed that this was a one-off error and does not change the total funds carried forward for the year 2018-19. There are no other matters to which your attention should be drawn to enable a proper understanding of the accounts to be reached.

Alice Hearn ACA  
Partnership House, Carlisle Place, London SW1P 1BX

## (7) CREDITORS

Amounts falling due within one year:

	2019 (£)	2018 (£)
Accruals	1,293	3,656
Tax & social security	898	1,538
Deferred income	-	-
Total	2,191	5,194

## (8) MOVEMENT IN FUNDS

The charity maintains detailed restricted funds. Unexpended balances remained in 23 restricted funds at the year end relating to different projects and sponsorships.



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

Trustees: Ashley England  
Elizabeth Gezahagn King  
Gabriella Otty  
Holly McKenzie  
Jack Sharville  
Matthew Stockdale  
Nadine Carle-Edgar (from December 2019)

Patrons: Haile Gebreselassie  
Jonathan Dimbleby

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)