



Annual Report 2018

EXETER ETHIOPIA LINK

PRESENTING THE
PROJECTS AND ACTIVITIES
FOR 2018

www.exeterethiopiaLink.org/

2018 – WHAT HAPPENED?



It has been a year of change for Ethiopia with Abiy Ahmed becoming the prime minister in April 2018. Within 6 months he has freed thousands of political detainees, including the opposition leader, lifted the state of emergency two months early, has alongside the Eritrean president declared the end of war between the two countries, reopened the land border with Eritrea and also appointed women to half of ministerial posts. However, this has not meant the end to all protests and political instability which has still impacted upon EEL projects. However, there is a mood of optimism and hope.

This year has seen EEL step up its procedures and policies with regard to safeguarding and safety during visits and continues to monitor the situation. Despite this interest in the work of EEL has grown with the membership growing and more volunteers travelling to Nekemte.



YEAR OF THE LIBRARIAN

This year the librarians were selected to be the Year of... recipient. Throughout 2018/19 the concept has worked well and exceeded expectations.



- We have raised funds for more than 23 librarians so far (£200 per librarian per year)
- Through private sponsorship, schools and trust funds the amount raised exceeds £4000
- Raised awareness through talks and events
- Attracted 3 new active members to this campaign
- We will be having a significant presence at Respect and a celebration event to include all members in July 2019
- Discussions are open for the 'Year of ...recipient for 2019/20

LIBRARIES AND LITERACY



Comic Relief funded libraries and literacy programme which worked in over 75 primary schools in Nekemte town and the surrounding area.

We trained grade 1-4 teachers on how to teach reading more interactively using phonics in both Afan Oromo and English. We set up reading centres in schools where children can come and sit and learn to read in a clean, well looked after space with locally produced reading materials and resources. We designed and made reading books in Afan Oromo and English.

We encouraged schools to designate a room for a library and where they cannot we build libraries, for example 2 have been built recently from scratch funded by EEL and the communities where they are placed. They contribute the raw materials and labour.

We furnished the libraries with shelves, seats and books and trained people from the local communities to be librarians and to manage the libraries in schools.



Reading centres and libraries are accessed by 45,956 primary school students creating the opportunity to increase literacy rates.



92% of children that accessed a library improved their class position

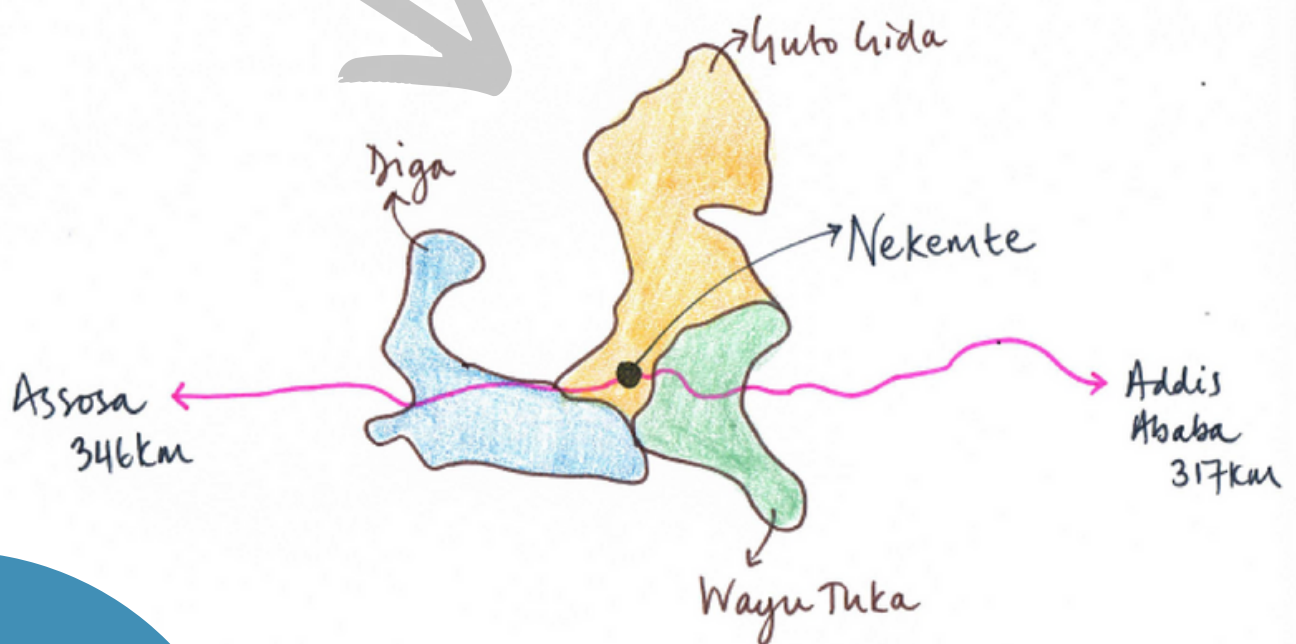
EEL AND PARTNERSHIPS



This year has seen a strengthened partnership between Exeter Ethiopia Link and DASSC. There have been proposals for new projects coming from the team and efficient delivery of existing projects.

WHERE WE WORK

Our work has traditionally been centred in and around Nekemte and continues to be so, albeit with a greater emphasis on the rural areas located in the woredas of Diga, Guto Gida and Wayu Tuka as there is still much work to be done in rural schools and communities.



INCLUSIVE EDUCATION

Project Aim: The project had the overarching aim of supporting the implementation of the government inclusive education policy across 6 districts (target 150 schools) in Western Ethiopia. The inclusive education policy aims to support both adults and children to access mainstream education and therefore the project aimed also to support disabled adults to access adult education and training. In doing this, it aimed to improve their livelihoods.



Increased the number of identified disabled children accessing 198 schools from 197 to 3,827



Supported 755 disabled adults to save and access loans and training



For every £1 spent of UK AID money, £3.92 in addition was leveraged, reflecting significant value for money

Project activities included the identification of disabled children already in school and also out of school using project social workers and the district social and labour affairs office, training for a designated teacher in special needs education, training for district education office school supervisors on how to monitor Special needs education provision in school, setting up of resource centres in cluster schools in each district which would contain assistive devices and special needs teaching resources, the setting up of disability clubs in each school and the provision of one off small grants (£60), the setting up of associations of carers at each cluster centre and the formation in each group of a VSLA and the facilitation of surgery for disabled children and the provision of assistive devices.

This very successful project has received further funding to develop the same approach in secondary schools and is due to be completed in 2020.



COLLECTIVE SPONSORSHIP



12 deaf students went on to attend University in 2018/19



34 deaf students have been involved with the book making process, earning money to support them while at school

EEL set up a collective sponsorship programme to support deaf students in Nekemte. As well as funding tutors who provide additional educational support for the students, we have sent more money to Nekemte to subsidise an income generation scheme that allows the students to earn some money in their spare time, and we have sent money to support the work of the recently created Nekemte Deaf Association.

Last academic year, using money from sponsors, we supported a group of 35 students in Grades 9-12. All 12 of last year's Grade 12 students passed their A-Levels entrance exams and are starting university this academic year. A reflection of the achievement is that in 2016 (latest National data available) as a whole only 3% of all children get to preparatory school and for those who are deaf outside Addis only 28 young people who were deaf got into grade 11 in the whole of Ethiopia.

These students have also been involved with the book making process in the Libraries and literacy project. Over the last 12 months they have each earned between £20 and £60. The result has been hugely successful.

STRONG SCHOOL LINKING

Currently there are 13 strong links between schools in Devon and schools in Ethiopia. During the past year they have communicated regularly and several interesting joint projects have been embarked upon.

Our linked Ethiopian schools must be congratulated for maintaining the communication with their Devon partners during difficult times, consistently helped and supported by the unfailing encouragement of Ato Gobena.



WATER AND ENVIRONMENT

Successes of 2018:

- Small Scale Community Water Supply Project/ Spring Development: 4 springs, 2 with washing basins
- Small Scale Tree Plant Project in 4 schools with 5,028 seedlings planted

Plans for 2019 include:

- Two spring cappings in each of five villages
- Tree planting in three schools and two villages
- A primary school toilet construction project



HEALTH

The health group designated the available funds to 2018 to a joint collaboration with Vision Aid Overseas. VAO were looking to have a focus on child eye care and were really impressed with the project team in Nekemte when they went out there.

They were really keen to implement a pilot project in Nekemte and VAO and EEL submitted an application for additional funding but unfortunately this was not accepted. We will continue to explore future collaborations and funds.

FINANCE

The situation in and around Nekemte still presented some problems during the year but during 2018 we remitted £47,028 most of which went to the IEP and Comic Relief projects. This was a drop of £16,000 on 2017 but £6,900 which was down to go late in 2018 actually went early 2019. £8,000 was sent for environmental projects. The end of the Inclusive Education Project (IEP) may mean a short hiatus before IEP 2 starts. We will shortly be making a claim for Gift Aid due for 2018. Expenses were in line with budgets.

Unfortunately George Dexter has been unable to carry on as the third member of the Treasury team. George was a great help to Dick Benn over the period he was with EEL, and he is thanked for his support. This leaves Von Mathieson and Dick Benn doing the book-keeping which means a third member is needed for the future.

GOVERNANCE

The trustees have continued to work to ensure that EEL remain compliant and operate in an environment that continually challenges small organisations from GDPR to increase demands around safeguarding. 2018 saw the group of trustees reduce by two in number, saying good bye and thanks to Kirsten Pullen and Caleb Stevens.

The trustees in role are:

Mark Howells
Dick Benn
Valerie Huggins
Rupa Chilvers
Abigail Williams
Emma Sarton

STORIES OF CHANGE

GARJO FITE DISABILITY ASSOCIATION

The Association (46 members) was provided with an initial grant of £260. Two years later, the parents saved from their own money and increased their capital to £550. From this, 90 short term loans have been provided to members with 100% payback.

The loans have resulted in improved economic circumstances and in turn all the parents that have a disabled child in school have kept them in school and further 4 of them have started sending their disabled child to school for the first time.



GARA HUDA PARENT ASSOCIATION

These were the parents of 19 CwDs in a very rural disadvantaged area of Wayu Tuku (for example; 30 minute walk from the nearest water supply a river). They were set up by the school and local partner and provided a grant of ETB9000 (£300).

This was initially shared between them and each member bought and fattened a sheep. When they sold it, the money was returned and then lent out again to members and added to through saving and interest from the loans. They have made over 100 loans to their members with 100% payback and the capital now stands at ETB11,000



LENSA

Lensa pays EtB 350 (approximately £10) for the house rent together with her friend. Lensa said she liked the book making process because it 'paved the way for her to continue her education and has created a confidence that she is able to work and earn her living'. As a result of the book making process, she identified that she 'had developed a habit of working by herself rather than being dependent on others'.

With the money that she earns from the book making process, Lensa said she covers the cost of food and stationery. If she hadn't earned money by making books, she feels that she would have struggled to continue her education.





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