

AFRICAN CHILDREN'S EDUCATIONAL TRUST



Supporting African Children through education

REPORT & ACCOUNTS

OF HOW WE'VE MADE A DIFFERENCE

FOR THE YEAR ENDED 30TH JUNE, 2006



Aderak Community/Government Elementary School upgraded with A-CET support

**REGISTERED CHARITY 1066869
(ENGLAND & WALES)**



Vision

For all children to have access to education.

Purpose

Working in Ethiopia in partnership with local organizations, communities and initiatives to improve the lives of vulnerable children through educational support.

Mission

To support vulnerable children's access to appropriate quality education to the maximum of their ability through the provision of scholarships and upgrading community rural schools.

Values

That all children are born equal and should have equal opportunities to access education.

Beliefs

Education is one of the best ways out of poverty.
Education is the key to an individual, a community and a country's better future.
With education people can take control of their lives, be self sufficient and have the potential to lead and help others.

Strapline

Supporting vulnerable African Children through education.

The Donors' Charter

of the Institute of Fundraising,
of which A-CET is an Organizational Member

When you consider making a gift to A-CET, we undertake that:

All communications surrounding it will be honest, truthful and will comply with the law

Your right to privacy will be respected and you will not be subjected to any form of pressure

Your gift will be applied to the purpose for which it was originally requested

Your gift will be used in a way that preserves the dignity of the beneficiary
Your gift will be handled responsibly and to the greatest advantage of the beneficiary

A-CET will consider how they meet your wishes as a donor and will be transparent in their dealings with you

A-CET will respect your needs for confidentiality and will comply with the law relating to fundraising and the use of personal data

A-CET will strive to achieve the highest professional standards at all times
Any concerns you may have relating to these points will be handled swiftly and effectively by A-CET.

***SUPPORTING
VULNERABLE
YOUNG AFRICANS***



***IS CHANGING
LIVES THROUGH
EDUCATION***

TABLE OF CONTENTS

Item	Pages
Contact information & details A-CET	2
Background to the Trust	3
A-CET Trustees & Professional Advisors	4
Ethiopian visits	5
Ethiopian Youth Educational Support (EYES)	6 - 7
Student details	8 - 17
Students photos	18 & 23
IF TOO BUSY, PLEASE READ THESE PAGES	
One page over-view of A-CET and our partners EYES	19
What our students are saying about A-CET and what it means to them and the difference your support makes	20
Elementary Schools upgrading/refurbishment + photos	21 - 22
Trustees Report	24 - 25
Independent Examiner's Report	26
Statement of financial activities and Balance Sheet	27 - 28
Notes to the financial statement	29 - 31
Book Reviews	32
Help us make a difference	33
Fundraising Standards Board Promise	34
Direct Debit & Gift Aid Donation Form	35
International fund-raising and Donors' Comments	37
Photos of graduating students	38

The Annual Report and Accounts have been prepared in-house by the African Children's Educational Trust (A-CET)

The information presented in this Annual Report & Accounts conforms with the requirements of the Charities Act 1993 and the Charity Commissioners' Statement of Recommended Practices on Accounting and Reporting for 2005.

It covers the period 1st July, 2005 to 30th June, 2006 and is correct as at that date.

Up-to-date information is available on our regularly updated web-site at: a-cet.org

If you have any questions or need any help, please do not hesitate to contact us at:

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☎/fax: +44 870 121 0865/6 Email: dgs@a-cet.org

Registered Data Controller

For the purposes of the Data Protection Act 1998, David Stables is the registered Data Controller for A-CET. Limited records of donors are kept securely. No data is ever passed to third parties.

CONTACT US

Trustees

David Graham Stables (Chairman)
Michael John Southwell Burden
Frances Margaret Kirkham
Elizabeth Anne Martin
Bisrat Mesfin Gebremichael



Trustees Meeting - April 2006

Professional Advisors

Paul Anticoni
Claire Bertschinger
James E Johnson

Independent Examiner

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PO Box 250, Dell House
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England/UK

Account Number: 65170218
Sort Code: 08-92-99
Swift Code: CPBK GB22
IBAN GB12 CPBK 0892 9965 1702 18

Registered Charity Number (England & Wales)	1066869
Income Tax Gift Aid Registration Number	XR 24619
Income Tax Give as you Earn Registration Number	GYE 291156
Income Tax Self Assessment Registration Number	PAK 77CG
Money Service Business Transfer Registration Licence	number on application

BACKGROUND & UPDATE OF THE TRUST

Founding Chairman David Stables has worked most of his life in Africa. From the early sixties he realized that a way out of the pervasive poverty was through education. Following David's retirement in 1997, with family and friends, A-CET was registered as a UK charity on 16th December, initially funding those few African youngsters he was privately supporting.

This report is about what A-CET is doing - and how we are doing it. We hope you will find it an interesting read. We strive for best practice and use of resources. We know that education is key to anyone's future, particularly in less developed countries. Without education there can be little progress, either for the individual or their country. Education gives a chance to liberate people and from it all follows: better health, family planning and diet, with improved job or self-employment opportunities.

A-CET targets those particularly vulnerable and disadvantaged youngsters who, without our help, would be unlikely to be able to attend full-time education. Our students are often physically or land-mine disabled, war or Aids orphans, abandoned, abused or ex-street children.

We have grown steadily due to the generous support we receive and we are now supporting the education of almost 800 youngsters. Another 1,200 are supported through two elementary schools we are upgrading - and hundreds of high school girls are training every year as Operators at three Computer Training Centres that we helped establish and are run by the local Red Cross.

For more effective and efficient use of our resources our work is concentrated in manageable clusters in the Tigray Region of Ethiopia. We are in partnership through the local NGO, Ethiopian Youth Educational Support (EYES). In Tigray the people are honest, hard working and totally dedicated to education at all levels. We are flexible, responsive and avoid unnecessary bureaucracy. We concentrate only on the educational sector and do not involve ourselves in the health, water, reforestation or environmental sectors. We are sensitive to local customs, strictly apolitical and do not campaign or lobby.

All new projects and are selected through EYES and are in supportive cooperation with local community initiatives and in line with relevant local government authorities and their policies. Ethiopian management, finance and administration is now undertaken by EYES (see pages 6/7).

The Trust is managed by David, with the support of UK-based Ethiopian post-graduate student Sammy and other trustees, with professional advice and voluntary support as appropriate. David's UK work is donor liaison, legal compliance, accounting, correspondence, report writing, updating the web-site and dealing with the media. This year has seen good positive coverage on BBC World Service in both UK and Ethiopian Radio/TV and press. A-CET was joint winner in our category for the CAF/Institute of Chartered Accountants On-line Report & Accounts for our 2004/05 accounts.

In Ethiopia, David's role is largely policy, oversight and motivation. Monitoring the correct use and accounting of our funds is a priority. Whilst time is spent with those agencies with whom EYES works, his most enjoyable and fulfilling times continue to be spent with our staff, students and carers. If you read nothing else, please try to read page 20 for what our students are saying.

A-CET continues to be reliant on private donors. We receive no government, lottery or corporate funding - not for want of trying! Whilst this is challenging, it ensures our independence and integrity. No salaries, professional or fund-raising fees are expended in the UK. A-CET is run by dedicated experienced volunteers with a real passion for and belief in what we are doing.

In the "charity" world we may be small; but we are committed knowledgeable professionals who totally believe in what we are doing. We are well led and governed, efficient, effective, enterprising, accountable and, with you, making a real difference to thousands of children's lives.

David was awarded a UK Volunteer of the Year Award in 2005 and was highly commended by the Beacon Fellowship for his "outstanding contribution to A-CET's charitable cause" in 2006.

"There is nothing like a dream to create the future" - Victor Hugo

THE MANAGEMENT OF A-CET - WHO ARE WE?

David Stables, Founding Chairman of Trustees and Chief Executive Officer

David worked overseas most of his life, principally in Africa. Initially he was a Military Engineer trainer, a Factory Manager, a BESO/VSO Advisor and latterly a delegate with the International Red Cross in Africa. David is retired and operates the Trust from his home.



Doctor Michael J S Burden, Trustee

A retired National Health Service Pharmaceutical Officer. He currently chairs the City of Leicester's School Governing Executive body and is a trustee of Wyggeston's Hospital, Leicester. He is a regular visitor, advisor and supporter in many ways to David.



Her Honour Judge Frances M Kirkham, Trustee

A Technology & Construction Circuit Judge & Commissioner on the Judicial Appointments Commission. A founder member and first Chairman of the West Midlands Association of Women Solicitors, she was Chairman of Governors of Heathfield School, Pinner.



Elizabeth Anne Martin, Trustee

Liz is a registered Child Minder who founded and runs a playgroup. She is an active community worker who has supported all aspects of A-CET's work since we started.



Bisrat Mesfin Gebremichael, Trustee

A-CET alumni 29 year old Bisrat, epitomises all that A-CET aims to achieve. A 1984 famine survivor of many forced relocations, family losses & fragmentations, he has been working with David since 1992. Now Manager & Chairman of our Ethiopian partners, EYES, we are fortunate he has joined our Board where he can make a valuable practical contribution. Bisrat also runs his own Tourist Agency and is studying for a degree.



PROFESSIONAL SUPPORT TO A-CET

Paul Anticoni

Paul, CEO of World Jewish Relief, has an encyclopaedic knowledge of Africa. With his development background and up-to-date in-depth knowledge of Ethiopia, he is well placed to advise A-CET.



Claire Bertschinger

Ex-Red Cross Nurse Claire may be remembered for featuring in Michael Buerk's BBC documentary on the 1984 Ethiopian famine which galvanised Sir Bob Geldof to launch Band & Live Aid. Her continual commitment to Ethiopia and experience are invaluable.



James Johnson

James has a background in multimedia and now runs his own company Publitek New Media www.publitek.com where he advises and supports A-CET on IT related matters.



Michael Pearson BA (Econ), LIB, ACIS, Independent Examiner

Michael is a Chartered Secretary and Bursar of Loughborough University. He serves as a Trustee of many charities and this year he has taken over as our Examiner.

"Example is not the main thing in influencing others - it is the only thing" - Albert Schweitzer

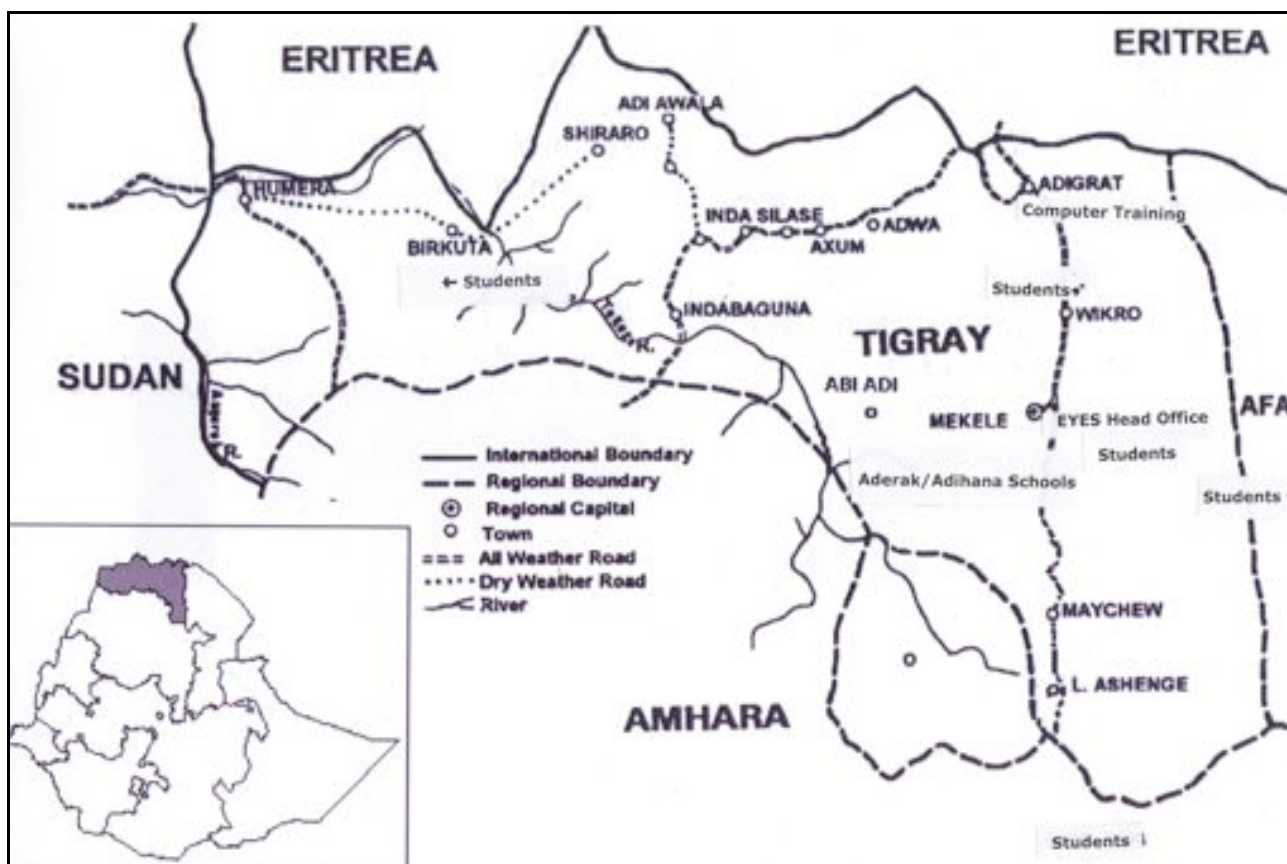
CHAIRMAN'S ETHIOPIAN VISITS

Chairman David visited Ethiopia twice during this year. Ethiopia is a huge country and despite infra-structural transport improvements, it still takes time to travel around. With a major school project donor we met the Tigray Region President who commended us on our work, acknowledging that demand for education continues to be considerable.



Our work should be self-sustainable and integral within the country's educational programmes. We know that Ethiopians are best equipped to plan and manage their own affairs and to this end we encourage and train Ethiopians to be competent and able to run our programmes so that they effectively become their programmes fulfilling our aims and objectives. Increasingly A-CET's tasks are international fundraising, with monitoring the correct use of these funds in Ethiopia.

MAP OF NORTHERN ETHIOPIA WHERE A-CET OPERATES



This year saw a major change in our focus. To reach more vulnerable children over a longer time, we have put a ceiling on recruiting new students for individual scholarships so as to concentrate on educational projects supporting the upgrading of community initiative rural elementary schools. Our income almost doubled as a result of our support of these projects.

As our Ethiopian work is now done by EYES, it was important to see that they had that capability, infrastructure and growing experience to manage this work effectively and increased funding.

To be able to work in Ethiopia, the cradle of mankind and its long cultured heritage, is our privilege. Meeting our students is the joy of these visits. In encouraging independence, we do not fuss unduly over these strong, proud and determined youngsters. It is important that these previously deprived and often stigmatized youngsters know that we care. This is my job. To see them maturing into courteous responsible citizens with their successes, growing self-belief and sense of community, is both fulfilling and inspirational. We are making a difference to these young people and in time we are confident that they in their turn, will make their own difference.

"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave"- Lord Brougham

ETHIOPIAN YOUTH EDUCATIONAL SUPPORT (EYES)



The Ethiopian Youth Educational Support (EYES) is Ethiopian registered non-government organization (NGO) N° 128. EYES is A-CET's national implementing partner and executive agency in Ethiopia.



EYES has full responsibility for the management, budgeting, finance and administration of A-CET activities in Ethiopia, excluding the Computer Training Centres, which will continue to be managed by the local Ethiopian Red Cross Society.



At EYES we never promise what we can't deliver. EYES is run by three ex-A-CET students. Bisrat Mesfin as Manager (top), assisted by Binyam Leake (2nd) with Eyesu Gebremichael (3rd) as Receptionist/Secretary and Finance Clerk. They are supported by a local Board of Directors comprising three local officials involved in health, business and tourist development with David from A-CET. EYES establishment and infrastructure is lean but adequate. Mekele-based student volunteers fill the other office administrative duties. Our 4WD vehicle was delivered in November and has considerably increased our flexibility to visit projects and students in outlying areas. Our driver is Hailey (bottom).



EYES reports to the Regional Disaster Preparedness & Prevention Commission (DPPC) and the Bureau of Labour & Social Affairs (BoLSA). EYES also works in full cooperation with the Bureau of Education (BoE) and has close ties with the local Regional Physiotherapy Centre. EYES does not work in isolation and works with another local NGO supporting Aids orphans - the Organisation for Social Services for Aids (OSSA). OSSA recently awarded EYES a Certificate of Recognition for our educational support work through them.

EYES administers and cares for all direct scholarship students. Private fees are met where no equivalent free government places are available. Our scholarships principally cover educational fees at recognized schools, polytechnics, colleges and universities with sufficient for modest living expenses. Extras such as text-books, toolkits, clothes, school uniforms, field trips or research projects and, if needed, medical support is provided as and when necessary.

We select new students in conjunction with our partners. It is non-judgmental and based on vulnerability, not necessarily academic ability. Invariably after joining us students' results improve as does their health and self esteem. Troubled or difficult children often feel alienated and unloved by society. It takes time and patience to gain their trust, although these are probably most in need of our care. 20% of our children are disabled and in a country where they have no special provisions, we are their only support in an environment where culture and tradition would have been previously condemned them to poverty and begging. Once a child is accepted, and as their commitment to learning continues, we support them until they have attained their academic/vocational potential to fit them for employment or self-employment. We are committed for the long-term, often for up to 15 years, something few other child sponsoring charities do. Education is no quick fix solution with an immediate impact. Our faith and belief in what we are doing continues to be as strong and resilient as our dedicated students.

Where there is no family, EYES staff, supported by our older students, monitor and guide students and advise them on aspects of their finance, welfare and administration. Where there is a family this is consulted, with family ties encouraged. All scholarship students, their fears, strengths, weaknesses, disappointments, problems and full backgrounds are well known to EYES staff. Our student support is sincere, caring, and encouraging whilst always offered with respect for a student's dignity, self esteem, confidence and independence. No loans are incurred by our students. Although we try not to create too much dependence on us, students tend to strongly bond with us as their only "family", and a certain amount of dependence is inevitable.

We oversaw the refurbishment and upgrading of two poorly equipped community built rural elementary schools run by the government. This is bringing better and easier to access education closer to those communities. For a report on these projects totalling (£50K) - see pages 21-22.

"We can do no great things - only small things with great love" - Mother Teresa

EYES CONTINUED ...

Some of our sponsors may feel the information on their students is sparse. Remember that our students are selected due to need and are scattered far and wide - often in difficult to access rural or militarily closed areas. We do not have that infra-structure nor, as policy, do we consider it necessary to constantly monitor and report on our students. We do not want to create too much dependence; if there are problems or sickness, local agents take action and inform us.

Increasingly many of our parents/carers are dying of Aids related illnesses, a disease which is devastating our active population and still not being adequately addressed at any level. To visit these grieving large-eyed children staring in bewilderment at us is as emotionally upsetting for us as it must be for them - we know that we are now often their only link to survival and any future. This is a grave responsibility and one we take very seriously.

We believe in every child's inalienable right to achieve their potential. We want to create better opportunities for learning by giving them easier access to better education to help promote their personal development and future independence. We ensure that they are learning to be good, disciplined and socially responsible citizens who are unselfish and thoughtful. In our view our greatest measure of success or otherwise will be how our students fare after education. Through our support we empower them to feel good about themselves and add value to their community.

16 students left our scheme during the year. Of the 10 who graduated with Certificates, Diplomas and Degrees, all are now employed, self-employed or continuing studying by themselves.

Without exception every Ethiopian is desperate to attend school. Troubled or difficult students and those often rejected by society can take a lot of our support time and do not always achieve well academically, yet they probably are most in need of our support. The level of material poverty amongst our students is unimaginable to those in the "developed" world. School classes, whilst officially 50, are often many more, with students attending in shifts. Provision of textbooks is the exception. Yet the level of dedication, discipline and fervour towards learning of all our students is universally heartening. To Ethiopians education and all it offers is their panacea for all ills.

Gifts from donors.

Many thoughtful donors kindly send parcels off to their students. Whilst this is appreciated, may we please discourage your gifts. These are costly to post and sometimes cause misunderstandings /jealousies. Sometimes, however appropriate your gifts, the families have other needs. If you want to give "extras" to your student, please transfer funds to A-CET and then authorise us to pay the family on their next pay day. Things are cheaply available and it is better for them to buy.

Our Guidelines:

Love infuses all our work. All students need respect and to be listened to. We try to understand our students and respond appropriately, giving them boundaries and limits. Students learn by example; so we act as we would like our students to act. We are not perfect so we involve others and get support where needed. We learn from our students, have fun with them and encourage them to enjoy life. We are realistic about how tough life is. We give our students the self-confidence to know that they matter and can make a difference.

In conclusion we know that all the students supported by us are achieving a real sense of worth, self-belief and growing maturity. All are well aware of the value of education and their thirst for knowledge is unquenchable. We are giving them hope for a better, brighter future.

At A-CET we appreciate the great effort and many hours put in by our EYES staff as they deliver efficient & accountable support to both our students and projects. We realize how very fortunate we are to have such dedicated, committed and determined staff who bring their own experiences in such a practical and understanding way to all our Ethiopian students. We feel that they are a living testament to the impact we are achieving and what we are aiming to do.

"Education is the most powerful weapon ... to change the world" - Nelson Mandela

DETAILS OF STUDENTS CURRENTLY SUPPORTED BY A-CET/EYES, WITH EXPLANATORY NOTES

KEY: Ethiopian students are prefixed Eth, Sierra Leonean students by SL. **R** = repeat
▲ = promoted. f/t = full-time study p/t = part-time, usually evenings, study. ☺ = no sponsor

Overleaf is our master roll of all individually sponsored students and their updated details so that sponsors can monitor their student's progress. Discrepancies may be noted in ages/grades as we continually improve our system of collecting information. You may see spelling changes. Ethiopia has a large phonetic alphabet and transcriptions differ, but all are acceptable. Ages are often difficult to determine in countries where births are rarely registered and more remembered through events than years. Ages may be "adjusted" so as to gain earlier admittance to school although this is often assessed by height and teeth! School acceptance is officially at 7 although some start earlier. The educational system is very tightly controlled. Bright junior students can jump two grades in one year. Fee paying private kindergartens are in cities and some towns.

Government schools are elementary Grades 1 to 8, secondary 9-10 and after by pre-selection to pre-university 11 & 12. Classes in cities are in shifts, morning, afternoon and evening. Class size officially is 50 but often is very many more. There are no special facilities for our 20% disabled students. Every year a student must pass a promotion exam. At Grades 6, 8 & 10 they are nationally assessed, otherwise they are regionally assessed. Failure means repeating a year. After a 2nd failure the student can no longer attend a government school. There are no school fees in Government Schools. Students must provide their own books and writing instruments. In cities most schools insist on uniforms and children need footwear; these are not free. In cities there are a number of fee-paying private commercially run schools managed by churches or charities. These are accredited by the government Ministry or Bureau of Education and are generally of a high standard. Students can move between the government and private sector, but with difficulty.

The Grade 10 exam cannot be retaken and after Grade 10 students are streamed into pre-university (11/12) or Technical & Vocational Education Training Colleges (TVETs). TVETs cover all artisan trades, physical education, teaching, catering, art, secretarial & computer science or IT. Entry level grades are continually being revised upwards as more students pass through the system and, despite government college/university expansion, is unable to accommodate all would-be entrants. For girls and in some less developed regions there are lower entry levels. TVETs offer Certificate Course for 2 years or Diploma Courses for 3 years. A number of private fee-paying colleges offer the same Certificate/Diploma courses for those unable to gain entry to government TVETs. University is from 3 to 6 years, dependent on the degree. Undergraduates are not always given either their choice of degree or University. Attendance is principally free, but after graduation and when in paid employment, students must pay back a nominal amount to the government. There are a few newly accredited private fee-paying Universities, although currently their degrees do not have the same standing as those from government universities.

Gaps in student serial numbers are students who have now left the scheme and are employed, self-employed, or continuing their studies under their own or other resources. We start the 2006 academic year with 286 individual scholarship students enrolled, although currently only 90% have sponsors. The 352 Aids orphan students we fund through OSSA do not have "sponsors" and are not included on this list. Of our students 52% are girls, 48% boys. Whilst Ethiopia is aiming for 5% to go on to University/College education, 15% of our students are already in this category.

Diploma students who achieve A/90%+ grades with a selfless community commitment and sense of responsibility may be supported on to degree courses. On graduation students are given a "one-off" allowance of £50 to allow them to celebrate with friends and family at what is probably the most important day of their lives. On production of their Diploma or Degree transcripts, boys are also given in bulk the equivalent of three months scholarship as "Job-search allowance", girls get six months. Appropriate and continuing counselling, support and advice are given by EYES.

"Better education leads to the potential for children to rise up the social classes, regardless of their parents' backgrounds. Perhaps education is the most cost-effective investment of all because it is an investment in the most powerful tool available to help people help themselves - their brain".

- Dr Raj Persaud - Consultant Psychologist, Maudsley Hospital

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS AND NOTES
Eth/02	Getachew Amare ☺	M	25	Work	Certificate Auto Technician 2 of 2
Eth/03	Endro Amare ☺	M	22	Work	
Eth/04	Awagu Amare	F	15	▲ 9	National results confirmation awaited
Eth/05	Tamrat Mikael ☺	M	21	Work	Diploma Auto Technician 3 of 3
Eth/08	Axumawit Tsehay	F	16	▲ 9	
Eth/09	Ysakor Haile Selassie ☺	M	25	Univ	BA Business Studies 3 of 3 f/t
Eth/10	Rufael Assefa	M	22	Univ	BA Marketing 3 of 3 f/t
SL/22	Mariatu Yillah ☺	F	21	College	Awaiting results
SL/23	Alusine Yillah	M	16	▲ JSS II	
Eth/24	Meried Romha	M	20	Univ	BSc Electrical Engineering 1 of 3 f/t
Eth/25	Ephrem Tsehay	M	18	▲ 8	
SL/27	Mohammed Lamin Yillah	M	9	▲ CI 3	
Eth/29	Binyam Leake ☺	M	30	Univ	BSc Business Management 3/4 p/t
Eth/30	Abey Assefa	M	25	Univ	BA Nursing 3 of 4 f/t
Eth/32	Kudus Dawit Tadesse	M	18	College	Diploma Electrician 2 of 3 f/t
Eth/34	Eshetu Abebe	M	23	Grad	Diploma Marketing
Eth/35	Mahider Aweke Haile	M	15	▲ 9	
Eth/36	Yordanos Getachew	F	11	▲ 6	
Eth/40	Mahlet Adane	F	16	▲ 11	Pre-university
Eth/43	Desta Afewerki	M	23	Univ	BA Accounting 3 of 3 f/t
Eth/44	Kahsay Giday ☺	M	22	Univ	BA Law 3 of 4 f/t
Eth/45	Abadi Gebreyesus ☺	M	22	Univ	BA Economics 3 of 3 f/t
Eth/46	Hagos Abraha ☺	M	23	Univ	BA Law 3 of 4 f/t
Eth/48	Rahel Gebregiorgis ☺	F	21	Grad	BSc Information Technology
Eth/49	Gebreabzgi Gebre ☺	M	22	Grad	BSc Computer Science
Eth/50	Equba Gebremedhin ☺	M	22	Grad	BA Natural Sciences
Eth/51	Weldekidan Hailay ☺	M	24	Grad	BSc Computer Science
Eth/52	Haftamu Mikael	M	17	R 8	
Eth/54	Hagos Tesfay Mariam	M	16	▲ 5	
Eth/58	Alex Tesfay Abay	M	9	▲ 6	
Eth/59	Netsanet Tesfay Abay	F	13	▲ 8	
Eth/60	Ephrem Taddyos	M	10	▲ 5	
Eth/61	Tesfou Dagne	M	20	College	Diploma Electrician 2 of 3 f/t
Eth/62	Samrawit g/Yohannes	F	13	▲ 8	

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS AND NOTES
Eth/65	Werkenesh Endayna	F	18	▲ 9	
Eth/66	Mantegbo Mamo	F	16	R 7	
Eth/67	Lastawerke Ababu	F	13	▲ 6	
Eth/68	Almaze Weleda Mikael	F	19	▲ 11	Pre university
Eth/69	Asedemariam Hayelu	F	12	▲ 8	
Eth/70	Solomon Getachew	M	23	Work	Diploma Information Systems
SL/71	Amara Jalloh	M	19	▲JSSIII	
SL/72	Usufu Jalloh	M	14	▲ Cl 5	
Eth/75	Yoseph g/Yohannes	M	21	College	Diploma Electronics 3 of 3 f/t
Eth/76	Habte Melesse	M	21	Univ	BA Linguistics 1 of 3 f/t
Eth/78	G/Hiwot Hailu Hishe ☺	M	25	Univ	BA Education 3 of 3 f/t
Eth/79	Girmay Assefa	M	29	College	BA Information Technology 4 of 4 f/t
Eth/80	Samwel Dadi Fita	M	26	Grad	Diploma Law
Eth/81	Simon Alemayehu	M	7	▲ 1	
Eth/82	Kiflom Tsegay	M	9	▲ 4	
Eth/83	Selamawit Adugna	F	16	10	Low grades, future to be decided
Eth/84	Mahlet Nigussie	F	12	▲ 8	
Eth/85	Yohannes Etay	M	19	Univ	BA Business Education 1 of 3 f/t
Eth/86	Getachew Hailay	M	21	Univ	BA Economics 2 of 3 f/t
Eth/87	Birhan Woldu	F	25	Grad	Diploma Agricultural Studies
Eth/89	Medhin Woldu	F	18	▲ 10	
Eth/90	Tirhas Woldu	F	15	▲ 6	
Eth/91	Haftu Woldu	M	10	▲ 5	
Eth/92	Solomon Woldu	M	9	▲ 4	
Eth/93	Senait Woldu	F	8	▲ 2	
Eth/94	Mahlet G/Egziabher	F	10	Special	
Eth/95	Goitham G/Egziabher	M	9	▲ 5	
Eth/96	Abel G/Egziabher	M	8	▲ 3	
Eth/97	Hannah G/Medhin	F	15	▲ 10	
Eth/98	Firemariam G/Medhin	F	10	▲ 5	
Eth/99	Abel Yohannes	M	11		Temporarily suspended whilst overseas
Eth/100	Kibrom G/Meskel	M	19	Univ	BSc Computer Science 2 of 3 p/t
Eth/101	Mikael Yohannes	M	12	▲ 5	
Eth/102	Daniet Yohannes	F	7	▲ 2	

"Do not wait for leaders; do it alone, person to person" - Mother Teresa

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS & NOTES
Eth/103	Hiwot Taddyos	F	9	▲ 4	
Eth/104	Melaku Hailu	M	12	▲ 6	
Eth/105	Binyam Woldebirhan	M	12	▲ 7	
Eth/106	Jambo Bekele	M	33	Work	Diploma Automotive Technician
Eth/107	Abrehet Amaha	F	14	▲ 5	
Eth/108	Liwan Tsegay	F	13	▲ 7	
Eth/109	Daniel Abera	M	16	▲ 5	
Eth/110	Kidane G/Mariam	M	12	▲ 2	
Eth/111	Haben Negasi	M	6	▲ 1	
Eth/112	Mulubrhan Tadelle	M	11	▲ 7	
Eth/113	Dawit Teklay	M	12	▲ 3	
Eth/114	Dawit Kaleb	M	6	▲ KG3	
Eth/115	Dagem Kumelachewe	F	6	▲ KG2	
Eth/116	Eferta Kumelachewe	F	9	▲ 4	
Eth/117	Betelehime Tarekegne	F	8	▲ 3	
Eth/118	Merhawit Tafere	F	11	▲ 7	
Eth/119	Meron G/Egziabher	M	24	College	Diploma Computer Science 3 of 4 f/t
Eth/120	Solomon Hagazi	M	8	▲ 3	
Eth/121	Lemlem Abera	F	13	R 5	
Eth/122	G/Medhin G/Tekle	M	17	▲ 10	
Eth/123	Hailay G/Tekle	M	21	▲ 11	Pre University
Eth/124	Teklay Fissaha	M	22	College	Diploma Construction Technician 3 of 3 f/t
Eth/125	Gigi G/Hiwot	M	16	▲ 10	
Eth/126	Zaid Mezegobo	F	20	College	Diploma Information Technology 3 of 3 f/t
Eth/127	Medhin Hiluf	F	16	▲ 6	
Eth/128	Mulu Aradi	F	15	R 8	
Eth/129	Rigeat Taye	F	9	▲ 3	
Eth/130	Abrehet Taye	F	12	▲ 5	
Eth/131	Mahder Birhane	M	8	▲ 3	
Eth/132	Medhin Tekle	F	9	▲ 4	
Eth/133	Mulugeta Hundito	M	19	▲ 7	
Eth/134	Sammy Ayalew	M	24	Univ	M Phil Computational Biology f/t
Eth/135	Fitsum Haile	M	14	▲ 7	
Eth/136	Abeba G/Michael	F	23	College	Diploma Teaching 3 of 3 f/t

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS & NOTES
Eth/137	Mahlet G/Michael	F	11	▲ 5	
Eth/138	Niguse Miruts Hagos	M	11	▲ 2	
Eth/139	Mebrhit Hagos Gebre	F	15	▲ 6	
Eth/140	Samrawit Yemane	F	12	R 7	
Eth/141	Brikiti Yemane	F	7	▲ 1	
Eth/142	Mulu Tesfay	F	16	▲ 7	
Eth/143	Emuye Tsegaye	F	16	▲ 7	
Eth/144	Teklebirhan Worku	M	24	▲ 7	
Eth/145	Merhawit Teklay Tsegay	F	15	▲ 10	
Eth/146	Hadis Kidane	M	14	▲ 5	
Eth/147	Atakilti Miruts Meresa	M	17	▲ 10	
Eth/148	Asqual Gebre G Tsadik	F	13	▲ 7	
Eth/149	AbrihaG/Hiwet G/Medhin	F	16	▲ 10	
Eth/150	Ephrem G/Mariam	M	12	▲ 6	
Eth/152	Giday Gebrehiwot	F	11	▲ 7	
Eth/153	Mulu Gebrehiwot	F	9	▲ 3	
Eth/154	Tsegabu Afara	M	12	▲ 6	
Eth/155	Tsegay Kenaw	M	15	▲ 6	
Eth/156	Ezana Asfaw	M	20	Poly	BSc Electronics 1 of 3 f/t
Eth/157	Nasir Siraj	M	11	▲ 6	
Eth/158	Zafu Woldegabriel	F	9	▲ 3	
Eth/159	Girmay G/Chirkos	M	23	Univ	Doctorate Veterinary Science 4 of 6 f/t
Eth/160	Alemat Siraj	F	14	▲ 7	
Eth/161	Bethlehem Debasu	F	8	▲ 3	
Eth/162	Sisay Addisu	M	8	▲ 3	
Eth/163	Markos Kelali	M	8	▲ 3	
Eth/164	Biniam Girmay	M	12	▲ 6	
Eth/165	Dimtsu Haile	M	12	▲ 6	
Eth/166	Mikinai Birhanu	F	13	▲ 6	
Eth/167	Abadit Fitsum	F	9	▲ 2	
Eth/168	Rebecca Birhane	F	15	▲ 10	
Eth/169	Adhana Muez	M	13	▲ 2	
Eth/170	Hannisu Hiluf	F	19	▲ 2	
Eth/171	Shihan Gebrehiwot	F	11	▲ 3	

"...even though we face the difficulties of today and tomorrow, I still have a dream." - Martin Luther King

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS AND NOTES
Eth/172	Tibeba W/Gabriel	M	16	▲ 7	
Eth/173	Ashanafi Biru ☺	M	15	▲ 7	
Eth/174	Bisrat Weldetensea	M	14	▲ 9	
Eth/175	Filmon Tesfay	M	9	▲ 4	
Eth/176	Zaid Tesfay	F	9	▲ 3	
Eth/177	Ashenafi Amare	M	15	▲ 9	
Eth/178	Mearg Giday	M	16	▲ 11	Pre university
Eth/179	Tirhas Weldu	F	8	R 3	
Eth/180	Seife G/slassie	M	9	▲ 4	
Eth/181	Said Mitku	M	11	▲ 5	
Eth/182	Leteselase Hiluf	F	13	▲ 6	
Eth/183	Miliona Weldetensae	F	9	▲ 4	
Eth/184	Alembirhan Weldetensae	M	5	▲ 1	
Eth/185	Hizbawit Tesfay	F	9	▲ 4	
Eth/186	Kibrom Amare	M	11	▲ 6	
Eth/187	Mearg Wereta	M	7	R 1	
Eth/188	Tirhas Solomon	F	7	▲ 2	
Eth/189	Medhin Sibhetu Girmay	F	16	▲ 3	
Eth/190	Rahel Yohannes	F	8	▲ 3	
Eth/191	Solomon Gebretsion	M	12	▲ 5	
Eth/192	Zafu Tesfay	F	12	▲ 5	
Eth/193	Anwar Mitiku	M	12	▲ 5	
Eth/194	Jemal Mitku	M	15	▲ 9	
Eth/195	Hadigu Tesfay	M	11	▲ 5	
Eth/196	Selamawit G/hiwot	F	9	▲ 4	
Eth/197	Goitham Dessu	M	8	▲ 3	
Eth/198	Belay Kiros	M	10	▲ 5	
Eth/199	Haftu Meresa	M	7	▲ 3	
Eth/200	Zafu Teame	F	13	▲ 5	
Eth/201	Senait Tesfay	F	13	▲ 6	
Eth/202	Yirgalem Kahsay Tsegay	F	14	▲ 8	
Eth/203	Aynalem Zeneb Tesfay	F	14	▲ 10	
Eth/204	Bisrat Kinfe	F	10	▲ 4	
Eth/205	Etsay Alemu	F	10	▲ 4	

"Be the change you want to see in the world." - Mahatma Gandhi

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS AND NOTES
Eth/206	Tariku Negasi	F	12	▲ 6	
Eth/207	Henok Tadesse	M	10	▲ 4	
Eth/208	Tilahun Birhanu	M	12	R 5	
Eth/209	Tsehay Amare	F	11	▲ 5	
Eth/210	Dawit Gezae	M	13	R 5	
Eth/211	Hellen Kalayou	F	8	▲ 2	
Eth/212	Tikun Abadi	F	10	▲ 4	
Eth/213	Ashenafi Berihu	M	14	R 5	
Eth/214	G/egziabher H/slassie	M	12	▲ 5	
Eth/215	Birhane Adhanom	M	12	▲ 6	
Eth/216	Tadesse Birhanu	M	9	▲ 3	
Eth/217	Asqual Tesfu	F	14	▲ 7	
Eth/218	Desta Nigus	F	12	▲ 6	
Eth/219	Tirhas W/birhan	F	12	▲ 6	
Eth/220	Elsa Tsegay	F	10	▲ 3	
Eth/221	Abraha Habtezgi	M	14	▲ 8	
Eth/222	Mulien Bezene	M	9	R 3	
Eth/223	W/kiros Belay	M	14	▲ 7	
Eth/224	Michael Berhe ☺	M	15	R 8	
Eth/225	Zewdu W/gergis	F	10	▲ 2	
Eth/226	Dawit W/birhan	M	9	▲ 3	
Eth/227	Yirgalem Kalayu	F	7	▲ 1	
Eth/228	Abel Mitku	M	5	▲ KG 2	
Eth/229	Asqual Araya ☺	F	23	▲ 8	
Eth/230	Tewodros Adane	M	12	▲ 5	
Eth/231	Abeba Leake	F	17	▲ 11	Pre-university
Eth/232	Lemlem Etay	F	21	College	Diploma Secretarial Science 2 of 3 f/t
Eth/233	Mentsegeba Etay	F	23	College	Diploma Course, course to be decided
Eth/234	Kibrom Fissaha	M	12	▲ 7	
Eth/235	Letegebriel Abadi	F	11	▲ 5	
Eth/236	Mebrihit Mehari	F	15	▲ 8	
Eth/237	Ethiopia G/Medhin	F	14	▲ 7	
Eth/238	Fiyori Assefaw	F	15	▲ 8	
Eth/239	Merhawit Kahsay	F	14	▲ 5	

"This is our moment, this is our time, this is our chance to stand up for what is right." - Bono

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS AND NOTES
Eth/240	Atsede Mersa	F	15	▲ 5	
Eth/241	Silas Mezebo	F	12	▲ 5	
Eth/242	Yohannes Hayelom	F	13	▲ 7	
Eth/243	Dawit Asegedom	M	5	KG	Sick last year
Eth/244	Yohannes Arkebe	M	19	▲ 11	Pre university
Eth/245	Amit Tesfay	F	15	▲ 8	
Eth/246	Kokob Mezgebe	M	16	▲ 11	Pre-university
Eth/247	Hiwot Teklu	F	13	▲ 5	
Eth/248	Tewold G/Egziabher	M	16	▲ 5	
Eth/249	Asqual Girmay	F	20	Private	Computer Operator course
Eth/250	Tesfu G/Tsadik	M	14	▲ 6	
Eth/251	Tsega Tadelle	F	21	College	Diploma Nursing 1 of 3 f/t
Eth/252	Mearu Abraha	F	17	▲ 11	Pre university
Eth/253	Abel Girmay	M	17	▲ 12	Pre university
Eth/254	Tekle Solomon	F	7	▲ 2	
Eth/255	Kihis Dadde	F	15	▲ 7	
Eth/256	Berhe Gebre	M	16	▲ 9	
Eth/257	Kibieti Kiros	F	16	▲ 8	
Eth/258	Lemlem Legesse	F	15	▲ 9	
Eth/259	Selamawit Taddesse	F	15	R 8	
Eth/260	Enda G/Shiferaw	F	19	College	Kindergarten childminder course
Eth/261	Mogos Solomon	M	10	▲ 2	
Eth/262	Maebel Solomon	F	8	▲ 2	
Eth/263	Samson Mekonnen	M	18	▲ 12	Pre university
Eth/264	Lemlem Alemu	F	12	▲ 6	
Eth/265	Rahel Alemu	F	8	▲ 3	
Eth/266	Mebrat Hadush	F	16	▲ 10	
Eth/267	Tekilit Dagne	F	15	R 9	
Eth/268	Medhin G/egziabher	F	6	▲ 1	
Eth/269	Tsehat W/yesus	F	16	▲ 9	
Eth/270	Mihret Teshale	F	10	▲ 4	
Eth/271	Michael W/kidan	M	15	▲ 9	
Eth/272	Abadi Teshale	M	17	▲ 6	
Eth/273	Hayelom Hiluf	M	13	▲ 8	

"The past cannot be changed. The future is yet in your power" - Mary Pickford

REF	NAME	SEX	A	GRADE	2005/06 EDUCATION STATUS AND NOTES
Eth/274	Yesuf Mohammed	M	8	▲ 2	
Eth/275	Girmanesh Weldu (Twin)	F	14	▲ 8	
Eth/276	Sesen Weldu (Twin)	F	14	▲ 7	
Eth/277	Mebrhit Abrham	F	14	▲ 7	
Eth/278	Tirhas Tsegay	F	11	▲ 5	
Eth/279	Brtukan Aynalem	F	14	▲ 5	
Eth/280	Getachew Alefe	M	9	▲ 4	
Eth/281	Tirhas Elfu (sister)	F	14	▲ 8	
Eth/282	Rahiwa Elfu (sister)	F	12	▲ 7	
Eth/283	Gidt Haelekiros	F	8	▲ 3	
Eth/284	Zafu Kahisay	F	8	▲ 3	
Eth/285	G/meskel Desalegn	M	7	▲ 2	
Eth/286	Atakilti G/hiwot	F	13	▲ 6	
Eth/287	Birtuguan Hadi	F	5	▲ 1	
Eth/288	Lielti Tadele	F	13	▲ 6	
Eth/289	Metekaeta H/Mariam	F	12	▲ 4	
Eth/290	Helen Gouesh	F	19	▲ 8	
Eth/291	Milieti Teklay	F	19	▲ 7	
Eth/292	Lemlem Kahsay	F	19	▲ 10	
Eth/293	Mahder Mezigebo	F	16	▲ 7	
Eth/294	Desta Haftu	F	15	▲ 6	
Eth/295	Belaynesh G/medhin	F	14	▲ 6	
Eth/296	Mebrahitu Belay	M	16	▲ 5	
Eth/298	Amit G/Medhin	F	21	▲ 1	
Eth/299	Eyerus Birhane	F	13	▲ 8	
Eth/300	Henok G/Yesus	M	13	▲ 7	
Eth/301	Nega Desta	M	7	▲ 1	
Eth/302	Yordanos Afera	F	11	▲ 5	
Eth/303	Atakilti Haile	M	12	▲ 6	
Eth/304	Maeregu Tsegaye	M	7	KG 1	
Eth/305	Abeba Desta	F	7	▲ 1	
Eth/306	Azmeru Romha	F	10	▲ 4	
Eth/307	Yohannes Mehari	M	9	▲ 3	
Eth/308	Freweini Gebru	F	12	▲ 6	

"The only limit to our realization of tomorrow will be our doubts of today." - F D Roosevelt

Ref	Name	Sex	A	Grade	2005/06 education status and notes
Eth/309	Embu Hiluf	F	8	▲ 2	
Eth/310	Masho Eyasu	F	6	1	Gone away
Eth/311	Kibrom Birhanu	M	12	5	Gone away
Eth/312	Selamawit Girmay	F	12	▲ 4	
Eth/313	Meargu Kide ☹	M	5	▲ 1	
Eth/314	Zaid Hagos ☹	F	5	KG 1	
Eth/315	Kudusan Hindeya ☹	F	11	▲ 5	
Eth/316	Temesgen Weldu ☹	M	11	▲ 5	
Eth/317	Abera Kalayu ☹	M	12	R 5	
Eth/319	Rahwa Birhanu ☹	F	5	KG 1	
Eth/320	Belay Teka ☹	M	10	▲ 2	
Eth/321	Million Abraha K ☹	M	6	KG 1	
Eth/322	Million Abraha T ☹	M	5	KG 1	
Eth/323	Hiwot Berhe	F	8	▲ 3	
Eth/324	Meskeram Geremew	F	14	▲ 5	
Eth/325	Ammanuel Haftu ☹	M	19	Univ	BA Cooperative Studies 3 of 3 f/t
Eth/326	GebreegziabherLemma ☹	M	22	Univ	Doctorate Veterinary Sciences 2 of 6 f/t
Eth/327	Alemu Kalayu	F	15	▲ 5	
Eth/328	Haftom Gilay ☹	M	18	R 8	
Eth/329	Habtamu Ayalew ☹	M	17	Univ	BSc Computer Science 1 of 3 f/t
Eth/330	Adane Ferdie	M	12	▲ 6	
Eth/331	Bilal Ferdie	M	6	▲ KG 2	



Top Grade 5 girl Mikinau



Top Grade 5 boy Dimstu

TOP YOUNGSTERS RECEIVING PRIZES



Mahider Grade 8



Most improved KG student Haben

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has." - Margaret Mead

OUR STRONG CONFIDENT STUDENTS - ETHIOPIA'S FUTURE



"In youth we learn; in age we understand" - Marie Ebner-Eschanbach

MOST ASKED QUESTIONS, A ONE PAGE OVER-VIEW OF A-CET

How your money is spent

8% of your donation goes on administration (governance), 92% in supporting our students and projects. None of our aid is stolen, diverted or used in any corrupt way. The Chief Executive and Trustees are unpaid. A-CET has no paid staff employed in the UK.

Fundraising

No money is spent on paid or professional fund raisers. Money spent on fundraising is in support of A-CET talks or as a member of the Institute of Fundraising "Remember A Charity" Legacy Campaign. We do not make unsolicited phone calls. We do not do street fundraising, direct mail shots or "appeals". Supporters are only mailed once a year with our Report & Accounts or occasionally as a donation reminder.

Charities work together

Our charity is small, professional and transparent - with decades of practical experience in our sector. In Ethiopia we work with local partners and their relevant education and social services bureaux (see below). We work in cooperation with other charities to decide who can best help. If we cannot help we direct applicants to other charities with whom we share our knowledge and experience.

Impact

Your donations are making an incredible, inestimable difference with life-changing improvements to 2,000 children and those communities in which we work. All our students know we care. They have a growing maturity, an increased self belief, are healthier and due to their improved educational standards, can be assured of a better, independent and a more productive life.

Careful use of your donations and our funds

We use your donations carefully and wisely. We are efficient, effective and abhor waste. Where we spend money we know it is justified and we battle in every way to keep our costs to a minimum. In the UK we work out of the Chairman's single council flat. Volunteer help makes your donations go further.

We need public donations

Individual donations are our survival and make a difference. These donations are our only source of revenue. We receive no government, lottery or large funding body grants.

Charities are highly regulated and adhere to a range of strict standards

We are registered with and regulated by the Charity Commission (No: 1066869) and comply with all the legal requirements for charities.

We are registered with and regulated by the Income Revenue Charities Office (No XR 24619) for all gift aid re-claim transactions.

We are registered with and regulated by HM Customs & Excise Money Services Business (Laundering) Board (number on application) for all funds over €15,000 sent to or received from over-seas.

We operate to the highest standards of financial control and accountability and produce accounts every year which are examined according to the current Statement of Recommended Practice (SORP) regulations.

We are registered with and adhere to the Institute of Fundraising Codes of Practice (Member Z84753).

We are registered with and adhere to the Fundraising Standards Board Promise (please see page 36).

We are a member of the National Council of Voluntary Organisations (Member 6689).

In Ethiopia

Our implementing partners are the Ethiopian Youth Education Support (EYES). EYES is a registered non-government organization (128) and is regulated by the Ministry of Justice, the Disaster Preparedness & Prevention Commission (DPPC) and the Bureau of Labour & Social Affairs (BoLSA). EYES Accounts are prepared annually, without which registration is suspended or withdrawn.

Grant us the serenity to accept the things we can not change, the courage to change the things we can, and the wisdom to know the difference.

WHAT OUR SUPPORT MEANS TO OUR STUDENTS

(All letters/e-mails held on A-CET/EYES files)

"Before A-CET I was a hopeless lazy student. I started schooling but I don't even know what the function of education was. Bisrat visits me when I was grade 3 student and I join A-CET at grade 4. He told me about A-CET and gave me advice. It's beyond my capacity to talk about A-CET but it has changed my and my family's life. I get scholarship and A-CET donors encourage me that I'll have a bright future. Now I understand that if you make an effort nothing is impossible. I try to make effort and to work hard and I become hopeful and I started to be the top student every year. Before, I was not able to write and speak English and I go to language academy and within a short time I was able to write and speak fluently. I also learned to operate a computer in three months. A-CET is my life. I'd like to thank all A-CET supporters of this work. I'm so happy to say that A-CET is doing a good thing ... my family love A-CET so much". - Mahider A, Grade 9

"I appreciate the excellent hard-work of A-CET that gives me sustained life. Before A-CET I had many problems with my education, health and family. Those problems tried to cancel my aims and intelligence, I felt desperate and useless. The day that I met Mr. David was a great day in my life than other days. When he asked me politely about my life situation I told him all the problems that face my aim and then he shared his life experience, advice plus his encouragement. A-CET helps me in many ways, one is by monthly allowance and by advice in my education. A-CET has a great role in overcoming poverty & illiteracy through education. Thanks to A-CET volunteers & all supporters - I'm happy to get this chance". Abel G, Grade 12

"When I came to A-CET, I had several problems. Human beings need three basic things, food, clothes and shelter. But I can't find them a few years ago because I was a student and disabled boy. I couldn't continue my education because of these problems. Now A-CET solved my problems. I say thanks to God who introduced me to A-CET to change my life by education. I can't find words to thank A-CET - for all the good deeds they are doing for me. I am very happy in my life, now I'm learning without any problems. A-CET are the greatest family, because they are supporting me financially and my education. They also like mother and father giving advice, life experiences and morals with love. To Ethiopian young students and our country's problems, A-CET understands. To solve these problems we need education. Now I'm a University preparatory student and I have big dream to change my life by education, and to change my country. I hope I will be successful in my dream. Because my family A-CET are with me at any time. I am very proud of them and I will be strong and study hard. Because education is the key in human life, it can break the big problem of poverty. We the family of A-CET students are bright of future and men of tomorrow. The Almighty God be with A-CET and love to all members of A-CET". - Yohannes A, Grade 11 (pre-university)

"A-CET is the 'Master key of my life' as education is the key to everything" - Kibrom, BSc Comp Sc undergrad

"Six years ago, A-CET found me when I was in a financial crisis with no food, clothes, shelter and my education discontinuing. David met me and I joined A-CET. He shares his life experience and grateful advice to study. I never forget that day ... really A-CET gave me a proper ladder for my future. Without its encouragement, my hope may not become a reality or fruitful. ... I have a bright future and confidence in my life and I develop good social conduct. I am very grateful. EYES are handling the work properly and all donors should appreciate the prompt payment of our allowances. I'm in Mekelle so I've visited almost all of the students and talking to them I see how they feel loved and have improved their life condition because of A-CET. Building elementary schools in remote areas to encourage poor farmers to send their children to school is another issue that renders special appreciation and sincere thanks to this genuine organization. I am proud of A-CET's achievements. I've deep and respectful gratitude to A-CET supporters, volunteers and all donors. I am so glad to become an A-CET member". - Desta A, 3rd year BA Accounting undergraduate

"Without A-CET's consistent care, support and encouragement, I doubt if I could have got a distinction on my MSc to get offered to read for an MPhil at Cambridge." - Sammy A, post grad Computational Biology

"With A-CET we've a chance to become better people in future because of the good education we've received all these years ... means a lot to us and society. Your help means so many things in our lives and helps us sense the advantages of education ... never become 'drop-outs' which is very bad." - Mariatu & brothers

"A-CET means an organization that really changes the life of many students as well as mine. Now I am at this position of my life because of A-CET and I don't know what would happen to me without A-CET, so I can't find enough words to express my feelings about A-CET. I would like to thank (A-CET) and the peoples who are there and who helped me in changing my life". - Ezana, Dip PE - now 1st year BSc Electronics

"I joined A-CET in grade 10 and now I'm 1st year at university, a long way we go together. Before A-CET I'd so many problems in my family ... don't look after me and my sisters correctly. Now by the support of A-CET me and my sisters learn equal to our friends. We can buy books, uniform and other wanted materials to learn attentively in class. What I get from A-CET is not only money support but advice on how to learn and change my life and be motivated. I don't know how to thank A-CET, it may be small but it is so big in my heart. It is really change my life. Every one thinks and lives for his own life, but those who work in A-CET care for me and others like me - so now I am becoming caring like A-CET". - Yohannes E, 1st year BA Coop Studies

"I'm in Mars Engineering College Building Constr year 3. Thanks to give me this chance as I changed my life by EYES. If there is no support for me I don't get to this standard. I use my chance day & night". - Teklay F

"Education has the power to liberate people" - Oprah Winfrey

EVERY CHILD HAS A RIGHT TO FREE ELEMENTARY EDUCATION.

Since the 1934 International Conference on Education to the Millennium Development Goals, every child's right to free primary education has been universally endorsed. Education is the best chance of defeating poverty, better parenting, better health, better nutrition and giving a greater opportunity for economic growth. From the UN to the World Bank it is agreed that free universal primary education is the ultimate channel of human progress. What follows is what we are doing:

UPGRADING AND REFURBISHMENT OF ADERAK & ADIHANA ELEMENTARY SCHOOLS, TIGRAI REGION

Since we started operating in Ethiopia attendance at Elementary Schools has risen from 25% to now over 60%. This has been accompanied by a population increase from 55 to nearly 80 million. As part of the Government's initiative to continue to extend access to elementary education, communities are encouraged to build their own schools. These community built schools are then recognised and staffed by the Government and so are self sufficient from day one. This has left these new schools poorly equipped with no doors, windows or floors and children sitting on stones. We are helping two schools built by these poor farming communities with their upgrading. These schools were identified to us by the local Bureau of Education, through our local partners.

In 2004 initially with funding from the Global Issues Network (GIN), a consortium of European International Schools promoting awareness and practical action for developing countries, we started supporting these communities to put in floors, doors and windows and provided locally made double desk-sets and black boards. Importantly we fostered the community's continued sense of ownership in their school and of their project. Local oversight is provided by EYES, who visit regularly. The effect on the community and their obvious pride in their upgraded schools was incredible. Probably the most impressive change was that a school with initially 200 enrolled students now has over 500. For a largely uneducated farming community to release more of their offspring from farm labouring and cattle-herding to attend is encouraging. It is heartening that these parents now perceive sufficient value in schooling to send their children in increasing numbers. To facilitate encouraging their children's education, giving them the opportunity to fulfil their potential and playing their part in building their community is our incredible privilege.

The excitement, energy and confidence developed by the completion of Phase 1 of Aderak School developed a real sense of "can do" and encouraged us to embark on a concerted effort of partnership funding for an ambitious Phase 2 as the school expanded to take Grades 1 to 8.

With funding from GIN, Coornhert Gymnasium (Netherlands), Band Aid Trust, Irish Rovers and so many others, in March we started to build two new classroom blocks, an Administration block with offices, store and library and a latrine block. This ambitious £50K project was completed on schedule and opened at an impressive ceremony by the Bureau of Education Secretary Mr Desta, in time for the new school year. Together with this project, a four classroom block for the nearby Adihana village feeder school was also completed. Both projects used local labour and materials.

Next year, provided we can secure funding, it is our plan to upgrade Adihana with similar facilities and to the same standard as Aderak. The project design has been selected and will be carried out with full community involvement and support. Apart from a resident Engineering Consultant, no fees will be taken by anyone and EYES will over-see the work and account for all expenditure.

The children who attend these schools are from the poorest families, few have footwear and boys often lack trousers, wearing long grubby vests. Previously many of these children had to walk for hours to attend school and some are obviously still malnourished with dry cracked skin and world weary faces. As policy these schools have an open-door no fees policy and turn no-one away.

Small targeted grants in support of community-initiative projects have significant long-term leverage and a wide-ranging impact far beyond the educational sector. The effects of this support cannot be underestimated. These projects are bringing improved educational facilities closer to over 1,200 of the most vulnerable and needy children. This is achieving our aims and objectives.

"Always do your best, what you plant now, you will harvest later" - O G Mandino

ADERAK ELEMENTARY SCHOOL PROJECT MAY - SEPTEMBER 2006



From meetings ...



... to construction



providing furniture



and some fun at the opening



by Ato Desta from the Tigrai



Bureau of Education

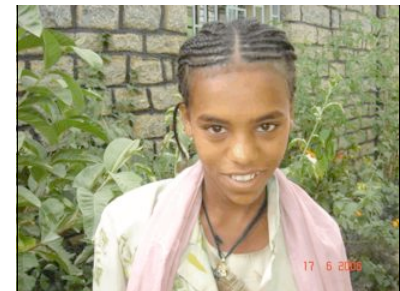
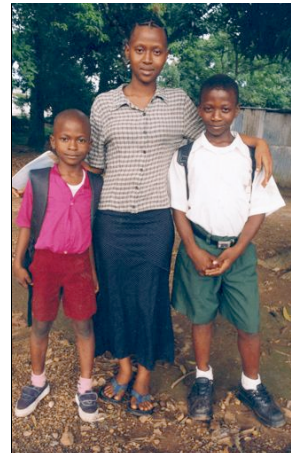
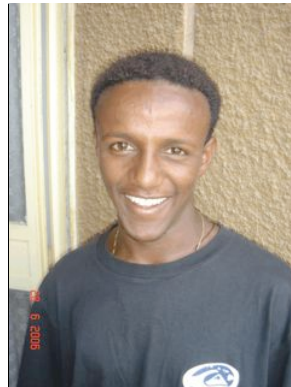


to learning...



"Expect nothing - hope for everything" - Brian Keenan

STUDENTS TODAY - LEADERS TOMORROW



"People don't care how much you know, until they know how much you care". - John Maxwell

TRUSTEES' REPORT

The Trustees submit their report and accounts for the year ended 30th June, 2006.

1. OBJECTS OF THE CHARITY

(from our Trust Deed dated 20th October, 1997 as amended 10th June, 2004)

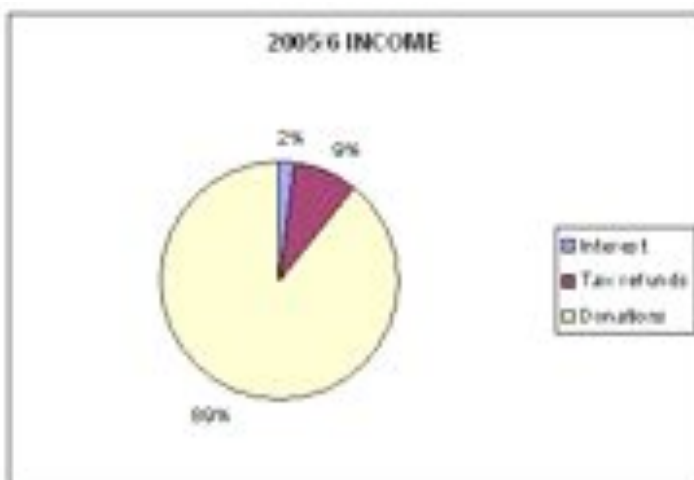
The objects of the charity are to further the education of the inhabitants of the African continent in one or more of the following ways:

- in awarding scholarships, exhibitions, bursaries or maintenance allowances tenable at any school, university or other educational establishment approved by the trustees to persons under thirty five years of age.
- in providing financial assistance, outfits, clothing, tools, instruments or books to such persons on leaving school, university or other educational establishment to prepare them for or assist their entry into a trade, profession or service.
- in awarding those persons grants or maintenance allowances to enable them to travel, whether in Africa or elsewhere in furtherance of their education.
- in otherwise funding the education of such persons.
- for the relief of the inhabitants of the African continent who are suffering hardship as a result of drought, earthquake, flood or other natural disaster or who, by reason of their social and economic conditions, are in need of assistance.

2 YEAR'S ACTIVITIES

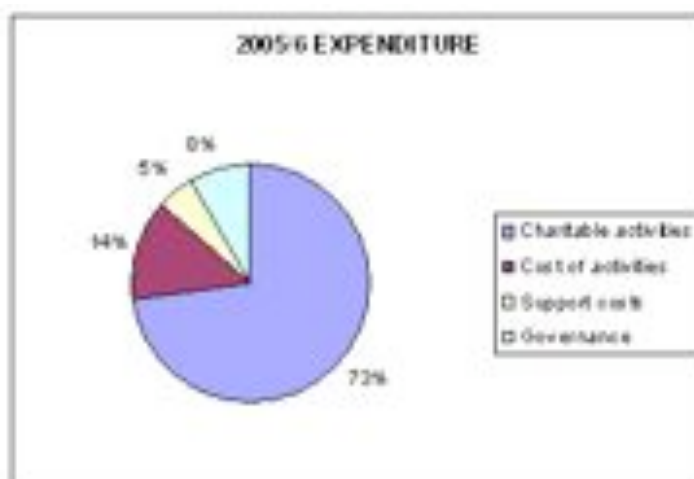
2.1 INCOME

Our overall income was £150,271, an increase of 93% on last year. Band Aid, GIN, Coornhert Gymnasium/Wilde Ganzen, Irish Rovers, 4i2i and many others kindly gave us over £50K for school project funding. Scholarship income continues to be entirely from individual donors. £3,526 affinity income and interest was received from investments. Gift Aid tax refunds of £13,169, were claimed by us and for us by Just Giving & CAF. Pledged donations are now over 70% of that income required to cover our scholarship & core costs (excluding projects). Funds raised/initiated electronically from 20 countries now represent over 75% of our overall income; this now includes e-bay for charities. Undistributed funds decreased by £2,841 on last year. £5,000 was invested in CAF Guaranteed Equity Account; all other investments were retained.



2.2 EXPENDITURE

Charitable expenditure was £102,480, an increase of 167% on last year. This was made principally to EYES on behalf of 300 direct and 500 indirect students and two rural school construction projects. Five Sierra Leoneans continue to receive scholarships directly. Charitable support activities were 14% with those activities relating to our objectives 9%. Governance costs (previously Management and Admin) was only 8% of total expenditure.



- 2.3 We rely on private donors, volunteers and free professional advice. This is challenging, but it guarantees our independence and integrity to achieve our charitable objectives.

3. IMPACT OF OUR SUPPORT

- 3.1 Our objectives are to offer better and continued access to educational opportunities for those needy and vulnerable Africans who would probably be otherwise deprived. Our aim to facilitate these youngsters to achieve their maximum potential through this education so as to better equip them in life and for employment or self-employment opportunities. We feel that the effectiveness or not of our support can only be measured in the long-term, often after 15 years. We measure body mass index (BMI) and assess their health, but how do we measure their growing sense of well-being and self confidence? We can document their academic successes or otherwise by monitoring their progression through education - and this appears to be more than satisfactory. But importantly our scheme offers far more than financial support. Whilst our students invariably perform better all round after joining us, the security and love they receive helps give them hope for a better more assured future. We can see how our students change as their self-confidence grows, knowing that others care for them. As they grow, graduate and move out into the world they too will be stronger and better equipped to make choices and changes for their families, their communities and their country. This is our impact, it may be decades and is immeasurable.
- 3.2 We believe our income is for investment in youngsters' education, not for long-term investments. However we consider it prudent to keep about a year's finances in reserve.

4. FUTURE DEVELOPMENT

- 4.1 Our work will continue to focus principally in Tigray Region of Northern Ethiopia where we are based. Whilst we will continue to support vulnerable children with scholarships where donor sponsorship is available; to reach more children more effectively, we will support the future upgrading and refurbishment of rural community-initiative elementary schools.
- 4.2 We will continue to strengthen our links with EYES in Ethiopia and support them as necessary and appropriate to strengthen their infrastructure and capacity.

5. EVENTS SINCE THE YEAR END

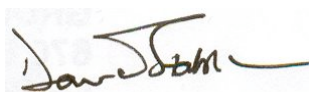
On 8th & 9th October 2006 our two community initiative government run rural school upgrading projects were dedicated at Aderak & Adihana. On 13th October the third Girls Computer Training Centre was opened at Adigrat, all in the Tigray Region of North Ethiopia.

6. TRUSTEES

Trustees who have served throughout the year are:

David Graham Stables
Frances Margaret Kirkham
Michael John Southwell Burden
Elizabeth Anne Martin
Bisrat Mesfin Gebremichael

Signed by two Trustees on behalf of all the Trustees on 16th December, 2006



David G Stables



Elizabeth Martin

I report on the accounts of the Trust for the year ended 30th June, 2006 which are set out on pages 21 to 25 following.

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 43(2) of the Charities Act 1993 (the 1993 Act)) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts (under section 43(3)(a) of the 1993 Act);
- to follow the procedures laid down in the General Directions given by the Charity Commissioners under section 43(7)(b) of the 1993 Act;
- to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. 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 I do not express an audit opinion on the view given by the accounts.

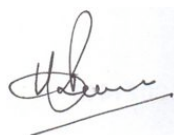
Independent examiner's statement

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
 - to keep accounting records in accordance with section 41 of the 1993 Act; and
 - to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 1993 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.



Michael Pearson, BA (Econ), LIB, A.C.I.S.
Chartered Secretary

16th December, 2006

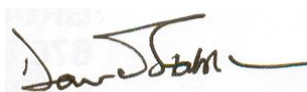
STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 30TH JUNE, 2006

	Notes	2006 Restricted Funds £	2006 Unrestricted Funds £	2006 Total Funds £	2005 Total Funds £
Incoming resources	1 & 2	24,819	125,452	150,271	77,768
Resources expended					
Cost of generating funds	3		11,329	11,329	0
Charitable expenditure on grants & donations	4	24,819	78,061	102,480	38,337
Costs of activities for charitable activity	5		19,829	19,829	8,430
Support costs for charitable activity	6		7,391	7,391	9,616
Governance costs	7		11,778	11,778	4,690
Total resources expended		24,819	128,388	152,807	61,073
Net (outgoing)/incoming resources for the year				(2,536)	16,695
Other recognised gains and losses					
Adjustment to unrealised loss on revaluation of investment asset				95	114
Net movement in funds				(2,441)	16,809
Fund balances brought forward				55,611	38,802
Fund balances carried forward				<u>53,170</u>	<u>55,611</u>

BALANCE SHEET AS AT 30TH JUNE, 2006

	Notes	2006 £	2005 £
Fixed assets			
Tangible assets	8	3,472	3,445
Investments	9	16,388	11,293
		19,860	14,738
Current assets			
Stocks	10	1,300	1,053
Debtors - amounts falling due within one year	11	1,794	3,147
Cash at bank, with Charities Aid Foundation, and in hand		30,216	36,673
Net current assets		33,310	40,873
Total assets		<u>53,170</u>	<u>55,611</u>
Represented by:			
Income funds			
Unrestricted funds	12	<u>53,170</u>	<u>55,611</u>

Signed by two Trustees on behalf of all the Trustees on 16th December, 2006



David G Stables



Elizabeth Martin

NOTES ON AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30TH JUNE, 2006

1 Accounting policies

The accounts are prepared under the historic cost convention and in accordance with Accounting and Reporting by Charities - Statement of Recommended Practice (SORP 2005) and the Charities Act 1993.

The following accounting policies have been applied consistently in dealing with items which are considered to be material to the Charity's accounts, and there has been no change in the accounting policies since last year.

A) INCOME

Donations and interest are recorded as received. Tax refunds and dividend income include amounts receivable at the year end.

B) EXPENDITURE AND LIABILITY RECOGNITION

Expenditure includes provision for expenses incurred but not paid until the following year. Generally liabilities are recognised as soon as there is a legal or constructive obligation committing the Charity to the expenditure.

C) CURRENCY

All figures are stated in pounds sterling as denoted by the symbol £. Transactions in foreign currencies are translated into pounds sterling at the average rates during the year. Exchange gains and losses are dealt with in the statement of financial activities. Foreign currency balances at the year end are converted at the rates then applicable.

2. Incoming resources

	2006 Restricted Funds £	2006 Unrestricted Funds £	2006 Total Funds £	2005 Total Funds £
Donations and similar incoming resources	24,819	108,757	133,576	68,099
Tax refunds on donations		13,169	13,169	8,477
Interest received		581	581	1,192
Dividends received		2,945	2,945	0
Total incoming resources		<u>125,452</u>	<u>150,271</u>	<u>77,768</u>

3. Costs of generating funds

This includes all costs incurred in attracting donations and similar incoming resources. It excludes any costs of providing goods or services in furtherance of the Charity's objects. This year there was no expenditure under this heading.

4. Charitable expenditure on grants and donations

	2006			2005		
	Restricted	Unrestricted	Total	Total		
	No	£	£	£	No	£
Total grants made to institutions	2	22,219	61,562	83,781	3	33,094
Total grants made to individuals	6	2,200	16,499	18,699	5	5,243
	<u>8</u>	<u>24,419</u>	<u>78,061</u>	<u>102,480</u>	<u>8</u>	<u>38,337</u>

A-CET assisted in the formation of an Ethiopian non-governmental organisation (NGO) called Ethiopian Youth Educational Support (EYES) which has taken on the administration, management & financing of all the students formerly supported directly by A-CET.

NOTES ON AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30TH JUNE, 2006

EYES has made grants to the AIDS orphans organisation, OSSA, which had previously received educational funding from A-CET from 2003. A-CET has been instrumental in the upgrading and refurbishment of two elementary schools at Fikre Alem, Aderak (through EYES) and Adihana (directly), in Tigray Region, North Ethiopia.

The grants made to individuals are almost entirely to assist with the payment of school fees and the purchase of books, tools, protective clothing and related educational material.

	2006 Unrestricted Funds £	2005 Total Funds £
5		
<u>Cost of activities for charitable objectives</u>		
Carriage, mainly of clothing, books, etc.	3,245	2,811
Other postage to EYES (implementing partners) for students, etc	130	221
Bank charges on transfer of funds	540	570
Exchange differences (gains)	1,392	(1,243)
Telephone calls to/from EYES, students, carers etc	3,851	4,289
Visits to Ethiopia three (2005:one)	10,671	1,782
	<u>19,829</u>	<u>8,430</u>
6		
<u>Support costs of charitable activity</u>		
Stationery	3,927	5,580
Postage	1,095	380
Web site	1,647	1,831
Publicity	111	1,117
Telephone	611	708
	<u>7,391</u>	<u>9,616</u>
7		
<u>Governance costs</u>		
Annual Report	3,581	377
Seminars & Training	306	148
UK Travel	1,920	1,686
Software & computer expenses	250	0
Money Business Registration Fee	60	60
Bank charges	136	0
Depreciation	3,439	2,285
Sundry	2,086	134
	<u>11,778</u>	<u>4,690</u>

NOTES ON AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30TH JUNE, 2006

8 Tangible assets

	Office equipment	Computer equipment	Satellite comms	Total
<u>Cost</u>				
Balance brought forward at 30 th June, 2005	1,436	3,380	2,036	6,852
Additions during the year	3,055	311	100	3,466
Balance carried forward at 30 th June, 2006	4,491	3,691	2,136	10,318
<u>Depreciation</u>				
Balance brought forward at 30 th June, 2005	480	1,777	1,150	3,407
Charge for the year	1,497	1,230	712	3,439
Balance carried forward at 30 th June, 2006	1,977	3,007	1,862	6,846
Net book value at 30 th June, 2006	2,514	684	274	3,472
Net book value at 30 th June, 2005	956	1,603	886	3,445

9 Investments

The investments consist of

- 1,933.712 shares in the Charities Aid Foundation 'CAF Socially Responsible Bond' which cost £2,000. These shares were valued by CAF Marketing Services Limited at £1,388 (2005 £1,293). Full provision for their change in value has been made in the accounts.
- £5,000 CAF Charity Guaranteed Reserve Account, at cost. (2005: £5,000)
- £5,000 CAF UK Equitrak Fund, at cost. Valued by Legal and General at £5,246 (2005: 5,000).
- £5,000 CAF Guaranteed Equity Account - First Issue (2005: nil).

10 Stocks

Stocks consist of stationery, colour laser printer consumables, and postage stamps.

11 Debtors - amounts falling due within one year

	2006	2005
Tax refund receivable	1,302	2,047
Prepayments	492	1,100
	<u>1,794</u>	<u>3,147</u>

NOTES ON AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30TH JUNE, 2006

12 Reserves and reserves policy

When donations are made to the Trust for a specific purpose these have to be placed in a Restricted Fund. This is because the fund is restricted to the use specified by the donor(s). All other funds may be referred to as Unrestricted Funds. During the year £ 24,819 was received for specific purposes of which, at 30th June, 2006 £400 remained unexpended. Otherwise there were only unrestricted income funds which are available for expenditure of the Trust.

The Trustees are responsible for setting a reserves policy. They take account of the number of students whose educational grants are likely to be repeated in future years and the amount of cover that would be prudent in view of the Trust's partial dependence on unpredictable donations. The Trustees have set a reserves policy to hold 'free reserves' of one year's cover of the cost of providing the recurring educational grants of the Charity.

	Balance at 1 st July, 2005	Movement in year	Balance at 30 th June, 2006
Restricted funds	0	400	400
Unrestricted funds - General fund	55,611	(2,841)	52,770
	<u>55,611</u>	<u>(2,441)</u>	<u>53,170</u>

The Trustees are of the opinion that there are sufficient liquid assets to pay for the anticipated scholarships over the next financial year

13 Payments or benefits to trustees

No remuneration or other benefits have been paid or are payable to any trustee of the charity or person connected with such a trustee, directly or indirectly from the funds of the charity or from the property of any institution or body corporate connected with the charity. There have been no transactions in which any trustee of the charity or person connected with such trustee has a material interest.

14 Payments to the Independent Examiner

No payment has been made to the Independent Examiner in respect of examining the accounts of the charity or in respect of the charity or in respect of any other services rendered to the charity.

15 Approval of financial statements

The financial statements were approved by the Trustees on 16th December, 2006

Reviews of two books we strongly commend to those thoughtful donors - with time

- which could be our blueprint for how we operate at A-CET/EYES

"The White Man's Burden" by William Easterly, Development Economist with the World Bank for 16 years, in his book "White Man's Burden" [Penguin USA 2006 Ref: ISBN 1-59420-037-8]

"Aid alone won't make poverty history, only the self-reliant efforts of poor people and their society can end poverty. It's arrogant to assume we can teach societies with their thousands of year's civilization - let them borrow ideas & practices from us that are appropriate to suit & help them. End conditionality. Be aware of social complexities, be accountable and take note of local feedback - with care not to make the poor dependent on handouts.

Education is a worthy end in itself and contributes to many other good development outcomes. Really care what you do works and instead of trying to "develop", devise programmes to allow access and to keep children in school. Teach children to solve problems and be critical thinkers; be aware of the quality of education as well as the quantity.

After US\$2.3 trillion and over 50 years of "aid", no big development plan has worked in Africa with little improvement in poverty levels. Western intervention didn't work during colonialism, now big agency neo-imperialist fantasy interventions and imposed democracy aren't working either. Don't try to "fix" governments or societies. Bad government and/or corruption does not necessarily restrict natural bottom-up participatory development.

Get out in the field and learn what works. Do not measure aid by inputs but by outputs. Deliver results rather than plans, in fact the best plan is to have no plan at all. Target the poorest with specific, modest and achievable goals; avoiding high visibility big projects, summits and frameworks. Respond to each local situation creatively according to what the poor people there need. Give them greater ownership of programmes & don't tell them what to do, it doesn't work".

From the last page of Stephen Lewis's book "Race Against Time" 2nd edition published by House of Anansi Press Inc. ISBN-13-978-0-88784-753-0, on his visiting a Malawian school in 2005 - which could be any of our schools, or indeed any African school.

"I stepped outside to be greeted by the entire local primary school ... singing their little hearts out for the visitor. The principal [said ...] "we have 350 children in my ... school but I think I must tell you that 250 are orphans." Time stopped. I looked at those lovely kids, ... faces shining through the greys of malnutrition, every one of them seeking an adult touch or hug, and I thought about the often unbearable lottery of life. Has there ever been greater injustice in this world?"

And buy "Moving Mountains"

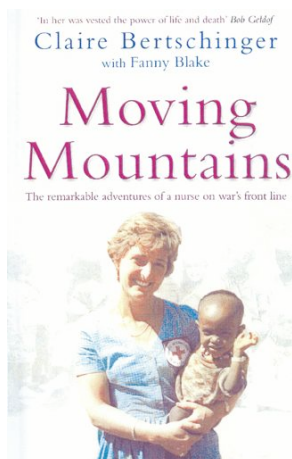
- a proportion of the royalties come to A-CET

Claire Bertschinger's thought provoking autobiography, including her time in Ethiopia, is published by Transworld ISBN 0385 65801X.

Claire was the International Committee of Red Cross Nurse in Mekelle during the 1984 Ethiopian famine where she was initially interviewed by BBC's Michael Buerk. It was this documentary that inspired Sir Bob Geldof to start Band Aid and later Live Aid.

In 2004 she featured in the BBC Ethiopian documentary "Twenty years on".

Band Aid Trust, Michael Buerk and Claire are all active supporters of A-CET with Claire also a committed, involved advisor and fund-raiser for our work.



"All that is wanted for evil to triumph, is for good men to do nothing" - Edmund Burke

"If you want to really help the poor of the third world it is best to give money to private charities that run low level projects on the ground".
- Robert Whelan, Civitas independent think tank

"Can you afford to live on 99% of your income? If we all gave 1% ... the impact on good causes would be huge".
- Lord Joffe - Chairman of Giving UK

"Smaller charities are more efficient, innovative and independent"
- UK Centre for Policy Studies

Why A-CET?

In facilitating easier access to better education for vulnerable Africans, we are totally dependent on private voluntary support. We get no government grants or lottery funding. We're run by experienced dedicated professionals, working effectively with local grass roots people and communities in the field. We have the ability, knowledge, talent and experience. We are small and independent with the capacity to react quickly and operate flexibly. We spend no funds on UK salaries, professional fees or fund raising. We're transparent and accountable.

What we need funds for

As well as the many orphans and otherwise disadvantaged vulnerable youngsters we support, we need funds for our rural elementary schools upgrading projects. Our usual way to raise funds and increase project donations is through word of mouth. Can you help to "spread the word"?

Donate

The tear-out slip opposite can be used for both regular or one-off donations using any major credit cards or for UK bank transfers. If you are a UK tax payer, please complete the Gift Aid declaration. After completion please return the form to us at:

A-CET, Freepost MID 23556, Leicester LE5 6ZA.

Michael Buerk will Remember A Charity - Will you?

Contact rememberacharity.org.uk or your solicitor. A legacy is exempt from Inheritance Tax. Your solicitor will need our name, charity number and address which are:

African Children's Educational Trust (A-CET), Regd No: 1066869, 670 Ethel Rd., Leics LE5 4WR

Those with internet access please visit our web-site at: a-cet.org for:

- Secure ways to donate on-line from any country in any currency with any credit card.
 - Many more on-line ways you can raise funds painlessly for us.
-

We are not a grant making charity and do not give any grants to UK-based African, Gap year or unknown students or any other projects. We struggle to fund our own work. Please don't ask. Sorry but we are unable to handle books, used clothing, computers or equipment of any sort.

UK-based volunteers.

We welcome fund raisers who can run marathons or host events who are prepared and able to work independently although we regret we have no infrastructure to support you. We are also looking for a (Leicester-based or with broadband access) volunteer with Quickbooks/Excel skills.

Overseas volunteers.

All our overseas work is done by local personnel. Experience has taught us that we don't have the necessary infrastructure to support or fully utilize the skills of expatriate volunteers, however willing. Our web-site gives many links to professional overseas volunteering organizations.

"The school of affliction graduates rare scholars" - Eleanor Lee

AGEE African Children's Educational Trust

Title _____ Surname _____
 Address _____ Post code _____

Please complete payment method A or B

(A) I WISH TO MAKE A SINGLE DONATION

BY CHEQUE and enclose a cheque for the sum of £ _____
 BY CREDIT CARD I authorize you to debit my account with the amount £ _____

Card type: MASTERCARD / VISA / DELTA / SWITCH

Contributor's Name _____
 Card Number _____
 Start Date _____ Expiry Date _____ Switch Card Issue No. _____

(B) I WISH TO MAKE A REGULAR DONATION BY DIRECT DEBIT OF
 £ _____ monthly / quarterly / annually Commencing _____ 200__

Please complete remainder appropriate

Please complete this section if you are a UK taxpayer

GIFT AID DECLARATION

I am a UK tax payer and I wish all donations I make from the date of this declaration and I authorize you otherwise to be tax effective under the gift aid scheme.
 Higher rate tax payers can claim further tax relief in their self assessment tax return

Signature _____
 Print Name _____ Code _____
 Please remember to notify us if your circumstances change (ie you no longer pay income tax or Capital Gains Tax equal to the tax the charity receives quarterly 28p for every £1 you give)



Service User Number
 6 8 9 0 5 8

Our account direct debit number is 08111111

CAP Ref No.: 7344-08

FOR CAP OFFICERS USE ONLY - This is not part of the instruction to your Bank/Building Society

Date of first payment on or after _____

Instruction to your Bank or Building Society
 Please pay CAP Ae African Children's Educational Trust

Direct Debits from the account detailed in this instruction subject to the safeguards assured by the Direct Debit Guarantee. I understand that this instruction may remain with CAP Ae African Children's Educational Trust and if it remains may be presented electronically to my Bank/Building Society

Name _____
 Address _____
 Postcode _____

Date _____

Banks and Building Societies may not accept Direct Debit instructions for some types of account

This guarantee should be attached and retained by the Payer

The Direct Debit Guarantee

- This Guarantee is offered to all Banks and Building Societies that take part in the Direct Debit Scheme. The efficiency and security of the scheme is monitored and protected by your own Bank or Building Society
- If the amounts to be paid at the payment dates change, CAP Ae African Children's Educational Trust will notify you at least ten working days in advance of your account being debited or as otherwise agreed
- If an error is made by CAP Ae African Children's Educational Trust or your Bank or Building Society you are guaranteed a full and immediate refund from your bank or building society
- You can cancel a Direct Debit at any time by writing to your Bank or Building Society. Please also send a copy of your letter to CAP Administration Services, Kings Hill, West Nyning, Kent ME19 4JG.

When completed please post to
A-CET, FREE POST MID 25356, PO Box 8390, Leicester LE5 6ZA

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The Fundraising Promise

What is the Fundraising Promise?

The Fundraising Standards Board Fundraising Promise is a promise made by members of the FSB scheme to the public, committing to the highest standards of practice, and ensuring that all their activities are open and fair, honest and legal. By signing up to the FSB scheme you will be agreeing to adhere to the Fundraising Promise when raising funds.

Our Fundraising Promise

We are members of the Fundraising Standards Board (FSB) self regulatory scheme. The FSB works to ensure that organisations raising money from the public do so honestly and properly. As members of the scheme, we follow the Institute of Fundraising's Codes of Fundraising Practice and comply with the key principles embodied in the Codes and in this Promise.

We Are Committed to High Standards

- ◆ We do all we can to ensure that fundraisers, volunteers and fundraising contractors working with us to raise funds comply with the Codes and with this Promise
- ◆ We comply with the Law including those that apply to data protection, health and safety and the environment.

We Are Honest and Open

- ◆ We tell the truth and do not exaggerate
- ◆ We do what we say we are going to do
- ◆ We answer all reasonable questions about our fundraising activities and costs. Please contact us, visit our website or see our Annual Report if you require further details.

We Are Clear

- ◆ We are clear about who we are, what we do and how your gift is used
- ◆ Where we have a promotional agreement with a commercial company, we make clear how much of the purchase price we receive
- ◆ We give a clear explanation of how you can make a gift and amend a regular commitment

We Are Respectful

- ◆ We respect the rights, dignity and privacy of our supporters and beneficiaries
- ◆ We will not put undue pressure on you to make a gift and if you do not want to give or wish to cease giving, we will respect your decision
- ◆ If you tell us that you don't want us to contact you in a particular way we will not do so

We Are Fair and Reasonable

- ◆ We take care not to use any phrases or words that cause unjustifiable distress or offence
- ◆ We take care not to cause unreasonable nuisance or disruption

We Are Accountable

- ◆ If you are unhappy with anything we've done whilst fundraising, you can contact us to make a complaint
- ◆ We have a complaints procedure, a copy of which is available on request. If we cannot resolve your complaint, we accept the authority of the FSB to make a final adjudication

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Fundraising Standards Board

PO Box 42093 London SW8 1ZS
B: 0845 452 5442
F: 0845 452 5443

Members: 0800 0845 452 5442 (see Typeset 4)
E: members@fundraising.org.uk
W: www.fundraising.org.uk

Approved by the Charity Commission on 12th July 2011

DONORS COMMENTS

[All letters/e-mails held on A-CET files]

"Your (A-CET) Report very inspiring ... good to know the help is going where it's needed ... privilege to help." - JP

"We see immediately where our money goes and how the children benefit ... God bless you and the work you are doing" - V & NP

"I was extremely impressed by your knowledge and dedication. I am convinced that I could not have donated the money in a better way."- WH

"Your photos of the desks really show where the cash goes, here's some more" - RT

"What a wonderful job you're doing, please keep up the good work" - BG

"Your powerful enthusiasm is compelling" - KT "I respect your work and initiative" - KS

"What a remarkable and worthwhile job you are doing"- FE "I like your web-site" - AA

" Very impressed with your organization's approach"- MM

"Your Ethiopian student in UK has provided us with all your material needed to support our marathon event, so good that you have students of such calibre so involved in supporting your work - most impressed" - MW

AND FROM THOSE DONORS WHO HAVE VISITED US AND OUR PROJECTS AND STUDENTS IN ETHIOPIA

"Ethiopia is one of the safest, friendliest places I've visited in my extensive overseas travelling. Everything went according to schedule and whilst the historic and cultural sites were impressive ... memory ... stay with me forever is those happy school children singing their hearts out."- MR

"I was well looked after by EYES, your school projects are impressive, but better was your use of competent local staff who run everything."- OH

"A spectacular country ... already nostalgic for you all ... with your limited resources your work is incredible ... most tangible way to express my thanks is to raise more funds." - AG

"You are doing so much that is so worthwhile, but I was made aware how very much more there is to do ... we will re-double our fund-raising efforts." - IS

FUNDRAISING AROUND THE WORLD



UK Student Sammy inspires GIN students at Luxembourg Nov 05, while Manager



Bisrat drums up support at Coornhert School Netherlands



and young Liam raises funds in the UK

"Success is not a destination - it is a road"

CONGRATULATIONS TO OUR GRADUATING STUDENTS



Ezana, Diploma Physical Education (5th/400)



Tammy, Diploma Automotive Technician



Equaba, BSc Natural Sciences



Jambo, Diploma Automotive Technician



Weldekidan and Gebreabzgi, BSc Comp Science. with Binyam Leake, EYES Assistant Manager



Eshetu - Diploma Marketing



Solomon, Diploma Information Systems



Sammy, MSc Info Sys Mgt with David & Dr M J S Burden of A-CET, & Course Tutor Dr Tim Watson



Birhan Woldu, Diploma Agriculture Studies. with Bisrat Mesfin & Binyam Leake of EYES

"Life is about people, not about things - about relationships between people. We should learn to love people and use things - not use people and love things " - anon



Supporting African Children through education

**PREPARED & PUBLISHED BY THE AFRICAN CHILDREN'S EDUCATIONAL TRUST (A-CET)
PO Box 8390, LEICESTER LE5 4YD, ENGLAND/UK**

PRINTED BY



5 SAXBY STREET, LEICESTER LE2 0ND

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