

A Submission to the Trustees of The Rotary Foundation by Rtn Peter Hall PHF, President, Quality Education Nepal Inc. (QEN)

the entity established to manage Rotary Australia World Community Service (RAWCS) Project 43/2009-10 when the sponsoring club RC Woodend (District 9800) chose not to accept that role as a long term obligation.

In this submission I ask the Trustees to acknowledge each of these points:

- The ultimate key to Nepal lifting itself out of poverty lies in better education of its children.
- This demands teacher training, as the majority of primary teachers in the country lack the education and training needed, having started teaching after school Year 12 or earlier.
- QEN has achieved considerable progress, including establishment in 2014 of LEARN (“Lifting Education, Advancing Rural Nepal”) as a local teacher-training NGO, and delivering 10,000 trainee days (an average of 22 to each of 450 teachers).
- This has been acknowledged by and has the full support of Nepalese government both national and municipal, including the Director General of the Center for Education and Human Resource Development (formerly the Department of Education); the Vice-Chair of the Social Welfare Council; and the Chairs of several Rural Municipalities – please refer [Appendix 2](#). They are keen for LEARN’s training programs to be extended to more teachers.
- Expanding this program is a worthy challenge for Rotary.
- Reliance upon clubs, acting alone or by initiating Global Grant projects, will not achieve the result.
- Collaboration with RAWCS project 43/2009-10 “Quality Education Nepal” could do so, having already provided the necessary infrastructure of a dedicated training organization, and able to facilitate the use of that capability through Global Grant projects.
- Club-sponsored Global Grants provide the ideal mechanism for extending training to more teachers.

Please respond to these three requests for action:

1. Amend the Terms and Conditions for Rotary Foundation Global Grants to acknowledge the potential role of Facilitating Organizations for Global Grants. as QEN did for GG1525855, GG1876442 and GG1987661. This is a very different role from that of a Cooperating Organization as recognized by TRF (as taken by Nepalese NGO LEARN in the above instances). In relevant circumstances it could yield project outcomes not otherwise attainable.
2. Collaborate with QEN and LEARN in exploring ways to achieve funding of teacher training in Nepal through partnership between Rotary and Nepalese government, municipal and/or national.
3. Allow access via the Application Tool to Global Grant applications by all Rotarians, to promote information exchange and enable the development of better Global Grant project propositions.

This submission arises from the rejection in July 2019 of Global Grant application GG1876442.

The reasons given by Regional Grants Officer Laura Bradley for cancellation did not seem adequate. Numerous emails seeking explanations went un-answered until Director of Grants Abby McNear gave two reasons:

1. The Foundation does not fund the work of other organizations

Laura Bradley referred to this in her rejection email, but did not make it clear whether she was referring to the work of QEN as Global Grant facilitator or that of LEARN as training provider. Abby said: “*The overarching point we keep making is that global grants are to fund projects initiated and controlled by the Rotary clubs that sponsor them. Unfortunately, the application we declined gave every indication of the clubs simply seeking funding for another (Rotary) organization’s work*”.

I had thought Rotary was one organization working together to do good in the world. I see the Foundation and RAWCS as complementary arms of Rotary, each with their own focus. In collaboration they could achieve far more than either can do alone.

In addressing teacher training in Nepal, we soon found a lack of training organizations able to provide the needed service in remote areas like Myagdi. The establishment of a new NGO lay outside the scope of Global Grants, as they exclude “operating, administrative, or indirect program expenses of another organization”. On the other hand, it fell within the scope of RAWCS projects which have no such constraints and which, moreover, have no time limit. The QEN project has been running for ten years, and continues to fulfil a vital role in supporting LEARN.

The next challenge was to fund the delivery of training courses. This was not easy for QEN (though we have attracted AU\$1.5m which is invested, earning income to underpin LEARN salaries). On the other hand, it is an ideal opportunity for Global Grant projects. The 3-year limit of GG projects matches the 3-year time-frame of the basic training courses that we seek to provide.

Thereafter we wish to provide ongoing support in the form of annual refresher training. This once again falls outside the scope of Global Grants which exclude “continuous or excessive support of any one beneficiary, entity, or community”, and therefore falls back to the QEN RAWCS project.

We established a precedent with GG1525855 Teacher Training Nepal, now nearing completion. The project has been totally successful delivery-wise, despite suffering management deficiencies on the part of the Host Sponsor (subject of a Foundation audit - see below).

Two points to note about the role adopted by QEN:

- Every effort was made to comply with TRF rules and guidelines for Global Grants. In particular, QEN secured club commitments to the roles of Host and International Sponsors, accepting full responsibility for the project, confirmed in a signed MoU. Director McNear’s reference to an “appearance that QEN was running the project, not the sponsor clubs” challenges their sincerity in making those commitments.
- If the Foundation rejection of funding the work of another (Rotary) organization referred to QEN, that was never a possibility. QEN has not and would not receive any funds from GG projects.

2. The role of QEN vs the Sponsor Clubs.

Abby added: *“Our concerns are amplified by the fact that the clubs have not sought an appeal of our decision, yet you continue to do so. And as we have explained before, only the sponsor clubs may appeal, not the organizations with whom they wish to work.”*

Rotary clubs in Nepal have offered clear support for the QEN/LEARN teacher training initiative. However, they have fallen disappointingly short in its delivery. For example:

- the Host Sponsor of GG1525855 ran four months late in providing bank statements needed for reporting to the Foundation, then delayed another four months before clicking approval of the online report prepared by the International Sponsor
- the Host Sponsor of GG1876442 signed an MoU in April 2019 committing support for the three-year project. Seven months later their incoming President withdrew that support, citing lack of club resources to conduct a new Community Assessment.

The Foundation responds to such deficiencies by debarring clubs (and even their districts) from further participation in the Global Grants program until all deficiencies have been made good.

In the case of GG1525855 that has been achieved through the persistent efforts of the International Sponsor, though only with my assistance, including travelling to the town of the Host Sponsor to accost him and demand the information. Achieving that was made unnecessarily difficult by TRF categorizing QEN as a Cooperating Organization (despite it not fitting the TRF definition), concluding that I must therefore have a conflict of interest, and asking the sponsors therefore not to allow me access to their information. Yet it was only through my intervention that the Host club finally made good.

I believe that, rather than being rejected by TRF, clubs in developing countries that behave in these ways need support, guidance and mentoring. That is something that I as a retired professional manager can provide. However, I cannot do so if I am told by Foundation that I have no such role to play – I must leave it to the clubs.

TRF refusal to collaborate with QEN in its role of manager of a RAWCS project is a denial of benefits to needy communities that Rotary could provide if a policy of collaboration were adopted.

Engaging LEARN as the service provider

Our initial interpretation of Officer Bradley's statement that "*Global grants cannot fund activities primarily carried out by an organization other Rotary*" was that it related to the work of LEARN, not that of QEN.

We refuted this by pointing out that the Foundation has extensive programs funding the attendance of Peace Scholars and others at universities. These are not Rotary organizations. Rotary clubs are clearly not qualified to deliver the education that's needed. The same goes for teacher training – it can only be delivered by professionals. It was for that reason, and there being no service provider in the country able to deliver the needed service, that we established LEARN.

At no stage did TRF respond to this refutation. Instead, the level of Rotarian involvement in the projects was persistently questioned, in respect of both FF1525855 and GG1876442. We maintain that their role in monitoring and financial management of the project was full justification for it to be recognized as a Foundation Global Grant project

Community Assessment

Among the reasons Officer Bradley gave for rejection of GG1876442 was lack of community assessment. In fact, there had been eight years of such assessment, with both QEN and LEARN interacting with the Nepalese community and government. This included my own presence at numerous interviews (refer [Appendix 2](#)), and at training course opening and closing ceremonies.

However, we acknowledge that the assessments had not been initiated by the Host Sponsor, nor had they involved directly the specific beneficiaries of the proposed training courses.

We have come to recognize that there would be benefit in the Host Sponsor conducting such an assessment in the form of meetings with prospective trainees. This would be an opportunity for the Rotary Club to build rapport with those teachers which could be further developed during the project delivery period. This would assist the Host Sponsor in their vital role of progress monitoring to ensure that trainees are receiving the training that best satisfies their need. A Community Assessment on that basis was offered both during discussions with the D3292 DRFC prior to submission and again after the rejection. It was deemed not sufficient to gain funding approval.

Audit of GG1525855 Teacher Training, Tatopani

On 14 August 2019 Rotary Foundation Senior Cadre Supervisor Christian Pepera advised the sponsors of GG1525855 of a proposed audit. I assumed this may have been triggered by difficulties in the provision of financial documentation of that project to meet the Foundation's reporting requirements referred to by Officer Bradley in her rejection of GG1876442. I was pleased to be subsequently advised that this was not the case – it was a random audit which I welcomed.

I was invited to participate in a meeting with the auditors in the LEARN office. They invited CEO Krishna Pun to accompany them to visit beneficiary schools, by my request to join them was rejected as not in accordance with Foundation guidelines.

Were the guidelines to include recognition of QEN as a Facilitating Organization I believe I would have been welcomed, which I believe would have been to the benefit of all concerned.

Is teacher training in Nepal not a worthy cause for Rotary to address?

I joined Rotary ten years ago to assist the needy people of Nepal, initially by supplying computers for use in schools. With the contacts I made in the country we recognized that improving the quality of

education in schools was the surest way to help the country to lift itself out of poverty; and that improving the training teachers was the surest way to achieve that quality education.

Registration of the Quality Education Nepal project with RAWCS enabled provision of the infrastructure that was needed (clearly outside the scope of Foundation Global Grants), with Global Grants then providing a mechanism to extend the training to an ever-growing number of teachers.

I ask the trustees whether or not they think this is a worthy cause for Rotary? If it is, but the approach that I have taken is not acceptable to the Foundation, how else can Rotary address it? I ask this not just for myself, but for the more than fifty clubs in eight countries that committed their financial support.

Wider application of the Facilitating Organization concept

The concept of an organization such as QEN acting as facilitator to the development and implementation of Global Grant projects need not be confined to teacher training. It could apply to any situation in which the extent and complexity of the need is too great to be left to the piecemeal approach of individual clubs tackling the issue in their own separate ways.

I ask the Trustees to recognize the potential of the Facilitating Organization role, and to allow Global Grant projects to proceed with such assistance. This need not detract in any way from the principles of Global Grant projects as they are now applied. I refer you to the appendices, in particular [Appendix 6](#), for further details.

Closing points

I close this submission with two further requests:

1. A Rotary – Nepalese government partnership

Since the Global Grant rejection, LEARN executives have signed an MoU with the Chair of the Rakhugunga Municipal Council to allow the proposed Rakhu teacher training project to proceed, funded 50/50 by QEN and the municipal council. Other Regional Municipalities have indicated willingness to do likewise.

Such an arrangement would clearly be outside the norm for Global Grant projects. We ask for the support of the Foundation in negotiating such a significant Rotary / Nepalese government initiative. Please refer to [Appendix 7](#)

2. Waiving unnecessary Global Grant secrecy will promote valuable information exchange

When the automated Global Grant system was introduced I made a plea for Global Grant applications to be made accessible by all Rotarians. Instead, they were made less accessible. As a result, a great opportunity for informative information exchange was lost. I address this, with a specific example, in [Appendix 8](#).

Submitted with respect

Rtn Peter Hall, PHF (pjthall@nepalaid.org.au)

Rotary Passport Club of Melbourne, D9800

President, Quality Education Nepal Inc., manager of

Rotary Australia World Community Service Project 43/2009-10

Appendices

Appendix 1 – A Rotary Initiative to lift Nepal out of Poverty	5
Appendix 2 – Personal Endorsements of LEARN Teacher Training	6
Appendix 3 – A summary of TRF objections and responses thereto.....	7
Appendix 4 – GG1876442 Memorandum of Understanding.....	10
Appendix 5 – Concepts for the Development of Global Grants	14
Appendix 6 – An alternative model for Global Grant applications	17
Appendix 7 – Partnership Potential with Nepalese Government.....	18
Appendix 8 – Access to Global Grant applications – an opportunity for learning.....	19

Appendix 1 – A Rotary Initiative to lift Nepal out of Poverty

My inspiration for my work in Rotary over the past ten years has been Krishna Pun, whom I met twenty years ago. Krishna is the former Principal of Paudwar Secondary School, Myagdi District. Without him I would have achieved nothing. He led me to realize that the country's greatest need is better education. Only through this can it lift itself out of poverty.

The key to better education in Nepal lies in teacher training. When we began, most teachers in primary schools throughout the country had left school at the end of Year 10, and had begun teaching with little training. Government efforts have raised standards a little, but few primary teachers now have more than year 12 schooling.

Over the past decade we have worked together to provide training for teachers of schools in remote Western Nepal. My first step was to join Rotary, and to persuade my club to register a project with Rotary Australia World Community Service. I remain the manager of that project.

We recognized the good work that was being done in this area by the Australian Himalayan Foundation, the New Zealand and UK Himalayan Trusts and other charities. They had facilitated the establishment and growth of Rural Education and Environment Development (REED) as an NGO in Nepal to deliver training in the east of the country, prompted by the initiatives of Sir Edmund Hillary. Our first step was to engage REED to deliver training in our target area of Myagdi District in the west of the country. In the first year this was supported by a Foundation District Grant secured by my Club.

In succeeding years we were able to fund the training from other sources outside of Rotary.

In 2012, the Australian Himalayan Foundation achieved accreditation from the Australian Government for its teacher training programs. This led to an injection of funds through which REED became fully committed to its work in Eastern Nepal, unable to continue its support for our work in the west.

This led us to seek an alternative training provider. Although there are at least a dozen local NGOs engaged in teacher training to a greater or lesser extent, we became convinced that none did it with the expertise and thoroughness of REED. This led us to establish LEARN ("Lifting Education, Advancing Rural Nepal") as a replica of REED.

LEARN operates with its own staff and Board of Directors. All training is delivered by experienced, masters-qualified Nepalese teachers. We have demonstrated that with this local input (shared language, culture and knowledge of the local curriculum), they can provide much more extensive and effective training than Rotary Vocational Exchange programs. Moreover, they can do so at a tenth of the cost – a mere US\$20 per trainee day.

Once in Rotary I saw the potential of support from The Rotary Foundation in the form of Global Grants. Eight Australian clubs in three districts contributed to a project that commenced in 2017, giving 75 teachers 50 days training over three years. That project is approaching successful completion.

With Krishna's dedicated leadership we have achieved a great deal:

- a project of Rotary Australia World Community Service (RAWCS) committed to fund-raising
- establishment of Quality Education Nepal Inc. (QEN) as the management entity for that project
- establishment of LEARN as an NGO in Nepal dedicated to the training of teachers to deliver quality education in remote rural areas (four full-time staff with potential to expand)
- full collaboration with local communities and government at all levels, including program approvals by the Social Welfare and Rural Municipal Councils, and Department of Education participation in both planning and delivery of courses
- 350 teachers in on-going training, more than 10,000 trainee days delivered
- a fund of AU\$1.5 m. providing income to sustain the operations (e.g. salaries).

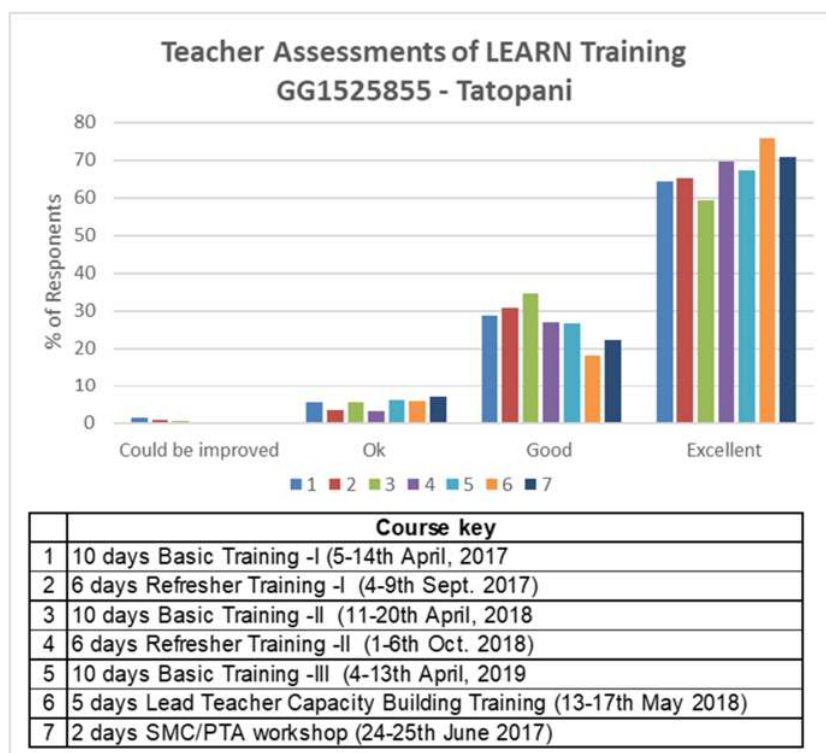
A series of Global Grant projects would enable extension of training to an ever-growing number of teachers.

Appendix 2 – Personal Endorsements of LEARN Teacher Training

Grants Officer Laura Bradley gave “lack of Community Assessment” as one of the reasons for rejection of GG1876442. In fact, the level of community support for LEARN teacher training is quite remarkable. Here are some of the people who have given their personal endorsement, wishing to see it extended to more teachers. Those marked with an asterisk gave this support in meetings that I attended:

- * Dr. Tuibashi Prasad Thapaliya, Director General, Center for Education and Human Resource Development (CEHRD, previously Department of Education)
- Babu Ram Paudel, Past Director General, CEHRD
- Imnarayan Shrestha, Vice Director General, CEHRD
- Ghyanshyam Aryal, Director, CEHRD
- * Nilmani Baral, Past Vice-Chairperson, Social Welfare Council of Nepal (SWC)
- * Ram Raja Bhattarai, Director, SWC
- * Shiva Kusmar Basnet, Acting Director, SWC
- * Bhab Bahadur Bhandar, Chairperson, Raghungunga Rural Municipality
- * Sat Pradas Rkoa, Chairperson, Mangala Rural Municipality
- * Achyut Dahal, Chief Administration Officer, Annapurna Rural Municipality
- * Ram Kumar Shrestha, Myagdi District Education Officer
- * Bishnu Narayan Shrestha, former Myagdi District Education Officer
- * Hari Krishna Subedi, Chairperson, Teachers Union
- * Rabi Prasad Baral, Principal, Gandaki Higher Secondary Boarding School, Principal, Gandaki College of Engineering and Science, Charter President, Rotary Club of Pokhara Newroad
- * Chintamani Bhattarai, 2018-19 District Governor, Rotary District 3292
- * Rajiv Pokhrel, District Governor Elect, Rotary District 3292

Course participants since 2011 have been equally supportive, as shown by the following feedback from the GG1525855 project:



Appendix 3 – A summary of TRF objections and responses thereto

Introductory Summary

Regional Grants Officer Laura Bradley gave three reasons in her letter of rejection of GG1876442. Persistent emails rebutting them and seeking explanations have been met with silence – no answers from either her or her superiors. What I believe to be the real reasons came to light a brief response by Director of Grants Abby McNear. On 7 Nov. 2019 she emailed: ***“I believe that one of the issues with the latest application was the appearance that QEN was running the project, not the sponsor clubs. While QEN may do much good work, global grants are reserved for Rotary clubs and districts to carry out their projects, not the work of other organizations.”***

On 21 Dec. 2019 Regional Grants Manager Jennifer Kordell added: ***“At this point, we do not see a way forward for these projects and are therefore at a loss as to how to coach you or the sponsors on ways to make them eligible for funding.”***

In other words, the approach that I had taken in developing the proposal and securing the support of sponsor clubs to take it forward did not fit the model the Foundation has for Global grants. I address that issue in Appendices 5 and 6. Here I set out an overview of the correspondence. If you lack time to read this Appendix I suggest you move on, particularly to Appendix 6.

Project cancellation

Regional Grants Officer Laura Bradley advised sponsor clubs of the cancellation of the project on July 26, 2019 as follows:

“The Rotary Foundation understands that your clubs are committed to supporting this project and congratulates you on this humanitarian commitment. Regrettably, the project is not eligible for a global grant because

- *the application was not planned based on a community assessment. Clubs or districts that apply for a global grant to support a humanitarian project or a vocational training team must conduct a community assessment first and include the results in their grant application.*
- *Global grants cannot fund activities primarily carried out by an organization other Rotary.*
- *Additionally, it is concerning that a previous project with LEARN has had difficulty in providing the financial documentation necessary to meet the Foundation’s reporting requirements.”*

Summary of objections

Point 1: The project was based upon community consultations extending over eight years, documented in the prescribed Global Grants Community Assessment form supplemented by two Addenda (one submitted with the application, the other later). Key points were:

- an eight-year record of teacher training in Myagdi District funded by QEN (the last five delivered by LEARN), yielding “excellent” trainee ratings
- statistics of the limited education and lack of training of teachers attending past courses
- enthusiastic support from all levels of Government, including Department of Education collaboration in planning and delivery

Recognizing that the assessments had not been initiated by the Host Sponsor in accordance with TRF Guidelines, an offer was made of a new assessment conducted by that Club. That offer was rejected by TRF as insufficient to gain approval of the project.

Point 2: Assuming this objection was directed to the provision of training by LEARN, attention was drawn to the Foundation’s extensive scholarship programs to non-Rotary organizations; and the precedent of GG1525855, Teacher Training Tatopani, now nearing completion

Point 3: The reporting deficiencies of the Tatopani project were entirely due to the Host Sponsor, a club not involved in the GG1876442 application.

Steps taken to appeal

I indicated that while the Sponsor Clubs responded from a club perspective, I would seek review from higher levels within Rotary. The Host Sponsor prepared to conduct a new Community Assessment, while I prepared a Submission to the Foundation Trustees. I passed this to Ian Riseley who forwarded it on my behalf.

On 16 October Project Manager Peter Stam of the International Sponsor club emailed Laura:

"Thank you for all the work that you do to make these grants work for the people that they are meant for. We are disappointed that the grant application was declined.

We are hoping that you can revisit this application and work with us and help us to make it work.

The way it is helping so many people to advance their skills to teach others better because a lot of teachers only have limited education must be a point we cannot overlook.

I ask you if it is possible to work with Peter Hall on this project, I have confidence in their program and hope we can add the support of RI Foundation."

On 31 October I emailed Ian Riseley asking if my submission had been considered by the Trustees at their meeting just concluded. He responded that: *"The Trustees did not consider any submissions at our meeting that finished today"*.

Director of Grants Abby McNear subsequently advised: "the sponsors did not appeal the general secretary's decision to decline the applications. Therefore, the Trustees did not discuss these applications at their meeting last week.". The email from Peter Stam had not been accepted as an appeal.

Attempts to gain clarification

Abby McNear gave a different reason for the rejection in her email of 7 November:

"I believe that one of the issues with the latest application was the appearance that QEN was running the project, not the sponsor clubs. While QEN may do much good work, global grants are reserved for Rotary clubs and districts to carry out their projects, not the work of other organizations."

This statement ignored the commitments to which the sponsor clubs had attested in a signed MoU. They, not QEN, were the applicants for the grant.

On 10 November I sent a lengthy email to Laura Bradley, cc Abby McNear, attaching the Second addendum to the Community Assessment and indicating intentions of the Host Sponsor to conduct a new Community Assessment

I explained my participation in the project, pointing out that QEN was not a Cooperating Organization as defined by TRF, but should be seen as a Facilitating Organization. As such it has no conflict of interest with Rotary (being itself the manager of a Rotary project). It should be welcomed as a partner rather than excluded from project communications. I firmly believe this concept can, in the right circumstances, yield more beneficial and effective projects than can be achieved through the normal Global Grant mechanism, wherein each project is conceived and developed individually.

On 19 November Abby McNear responded:

"Thank you for copying me on this email. At this point, we'll wait to hear whether the sponsors of this project wish to take further action on this application. Undoubtedly they will keep you in the loop if they choose to proceed."

As we had received no explanation of Laura's second and third points in her email advising cancellation of the project, I became concerned that even with a Community Assessment acceptable to TRF, a new application might again be rejected. I therefore sought, in another lengthy email sent on 14 December, Laura's advice as to how to achieve a successful application. After refuting her second and third points, I asked if a new Host Sponsor, conducting a Community Assessment in accordance with TRF guidelines; and entering an MoU with an International Sponsor that would coordinate the funding, could be confident that a new Global Grant application similar to GG1876442 would succeed.

Not having received a response. I emailed Laura again on 19 December. Regional Grants Manager Jennifer Kordell responded the next day on Laura's behalf:

"At this point, we do not see a way forward for these projects and are therefore at a loss as to how to coach you or the sponsors on ways to make them eligible for funding.

This response left me in utter dismay. Surely the Foundation could see the urgent need for teacher training in Nepal. Surely they could recognise the efforts to which we had gone to develop ways of addressing this need, incorporating Global Grant projects conducted in accordance with Foundation rules and guidelines. And yet the need was dismissed as ineligible for Foundation support.

On 27 December I replied to Abby, Jennifer and Laura, cc Ian Riseley, subject: URGENT - EXPLANATIONS NEEDED. I presented 10 questions to which I sought answers in order to prepare a submission to the Trustees which I wished to lodge in time for consideration at their next meeting on 18-19 January.

Abby responded promptly, advising: "the deadline to have an item considered at the January meeting of the Trustees has passed . . . Their next meeting is in late April".

I immediately replied, advising that the sponsors of GG1876442 were no longer relevant as they have withdrawn their support - the Host Sponsor through lack of members able to give the task the necessary commitment (despite having signed an MoU in April committing to support the tree year project); the International Sponsor not prepared to address what has become a difficult and contentious issue.

I therefore asked how I, as President of QEN, could make a submission that would be put to the Trustees, and when I must do that.

Not having received a reply I repeated the request in an email of 25 January:

"Dear Abby, Jennifer and Laura

I draw your attention to my email below, seeking responses to my many questions regarding the rejection of GG1876442, and advice as to how to make a submission to the Trustees that will actually reach them.

I have not received a response. I have the impression that you may believe that if you do not respond I will let the matter drop, but I can assure you that is not the case. So once again, I make those requests."

Abby finally responded on Feb. 14.

"I apologize for the lateness of my reply, but the past few months have been unusually busy.

The overarching point we keep making is that global grants are to fund projects initiated and controlled by the Rotary clubs that sponsor them. Unfortunately, the application we declined gave every indication of the clubs simply seeking funding for another (Rotary) organization's work. Our concerns are amplified by the fact that the clubs have not sought an appeal of our decision, yet you continue to do so. And as we have explained before, only the sponsor clubs may appeal, not the organizations with whom they wish to work.

I think you are wise to continue seeking alternative forms of funding for these projects. Not every worthwhile project meets the eligibility criteria established for global grants."

I replied, repeating my question about making a submission. On Feb. 19 Abby replied: "I have highlighted the relevant portion in yellow", the highlighted words being "only the sponsor clubs may appeal, not the organizations with whom they wish to work". I responded immediately: "The submission that I wish to make arises from the rejection of GG1876442 but is not an appeal for its reinstatement - it is too late for that as the funding commitments have gone. The sponsors for that application are no longer relevant.", then repeating my request.

Abby responded: "Individual trustees can add agenda items with the Chair's permission. You could reach out to a trustee to see if s/he would be willing to bring an item." I have taken her advice.

Appendix 4 – GG1876442 Memorandum of Understanding

Introductory Summary

The following MoU was based on that adopted for GG1525855, Teacher Training, Tatopani which commenced in April 2017. The only significant difference is the inclusion of QEN as a party. The concept had been for QEN to facilitate the development of the project and then withdraw in favour of the sponsor clubs which would then accept full responsibility from a Rotary perspective.

Experience with GG1525855 showed that QEN, while not taking any responsibility away from the Sponsor Clubs, could continue to play a valuable facilitation role should problems arise during the execution of the project. It was therefore included as a party to the MoU.



MEMORANDUM OF UNDERSTANDING

between

The Rotary Club of Kathmandu Metro, District 3292

(Host Partner),

The Rotary Club of Woodstock-Oxford, District 7080

(International Partner),

LEARN

an NGO affiliated with Social Welfare Council Nepal, No: 39089

(Cooperating Organisation)

and

Quality Education Nepal Incorporated

an association registered in Victoria, Australia

to manage Rotary Australia World Community Service project 43/2009-10

(project instigator)

1. Subject

Global Grant GG1876442, 3 Year Teacher Training, Rakhu Resource Centre, Myagdi District, Nepal

2. Purpose

A cooperating organization is any reputable non-Rotary organization or academic institution that provides expertise, infrastructure, advocacy, training, education or other support for the grant. Cooperating organizations must comply with all reporting and auditing activities required by the Rotary Foundation and provide receipts and proof of purchase as required. This document serves to establish a framework of cooperation and agreement between the aforementioned parties as it pertains to the implementation of a project financed by a Rotary Foundation Global Grant.

3. Primary Contacts

	Rotary Club of Kathmandu Metro	Rotary Club of Woodstock-Oxford	LEARN	Quality Education Nepal Inc.
Name	Rajesh Upadhyay	John Narcisian	Krishna Pun	Peter Hall
Role	President	President	Executive Officer	President

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4. Understandings

- A. All parties affirm that Global Grant GG1876442 is initiated, controlled, and managed by the Rotary clubs and/or districts involved in the project.
- B. The Rotary Club of Kathmandu Metro and the Rotary Club of Woodstock-Oxford affirm that LEARN is reputable and responsible and acts within all governing laws of the project country.
- C. All parties acknowledge that Global Grant GG1876442, if approved, will be awarded to the Rotary Club of Kathmandu Metro and the Rotary Club of Woodstock-Oxford and not to LEARN.
- D. All project funds will be in the custody of the partner Rotarians and will not be managed by LEARN.
- E. LEARN must abide by The Rotary Foundation grant terms and conditions.
- F. LEARN and its involvement in this project may be subject to financial and operational review/audit by The Rotary Foundation.

5. The Rotary Club of Kathmandu Metro shall:

- A. satisfy The Rotary Foundation requirements for the management of the project including the establishment of a management committee and a separate bank account for the purpose
- B. assist in the delivery of teacher training and of associated educational materials by LEARN to the extent that may be agreed with LEARN
- C. observe the teacher training in progress, as and when feasible
- D. establish contact with training recipients (teachers, their schools and community members) sufficient to assess their reaction to the training and to determine any actions that might be considered necessary to reinforce sustainability
- E. accept for payment invoices from LEARN issued as indicated below, paying the initial invoice for each activity within seven days of receipt and the final invoice having confirmed satisfactory completion of the task.
- F. provide the Rotary Club of Woodstock-Oxford and Quality Education Nepal Inc. with full access to all project records including internet access to the project bank account in Nepal
- G. provide all information needed by the Rotary Club of Woodstock-Oxford to fulfil its reporting obligations to sponsor clubs and other funds contributors including The Rotary Foundation

6. The Rotary Club of Woodstock-Oxford shall:

- A. satisfy The Rotary Foundation requirements for the management of the project including the establishment of a management committee and a separate bank account for the purpose
- B. encourage members of all sponsor Clubs to visit Nepal to observe training in progress. While they will not be invited to participate in the training directly, they will have the opportunity to volunteer for complementary activities, such as running recreational activities for children, giving those children valuable opportunities to interact with native English speakers
- C. promote the value of training for teachers of rural schools in Nepal, encouraging others to contribute to such projects as the opportunities arise
- D. provide Quality Education Nepal Inc. with full access to all project records

- E. provide reports to all sponsors and funds contributors including The Rotary Foundation as appropriate, including progress reports at least annually.

7. LEARN shall:

- A. agree to deliver the services described as Activities in the grant application at the costs defined in the Budget section of that application
- B. agree the timing for the delivery of services with all parties involved including the schools, the Education Department Resource Centre, the Rural Municipal Council, the District Education Office and the Host Sponsor Club (to be progressively spaced over three years, taking into account the desirability of teachers attending training during school vacations to avoid interruption of school activities)
- C. submit to the Rotary Club of Kathmandu Metro invoices for 80% of the cost of each activity, for payment prior to the commencement of that activity
- D. deliver its services in accordance with the above agreements
- E. submit to the Rotary Club of Kathmandu Metro a report of each service/activity delivered
- F. submit to the Rotary Club of Kathmandu Metro invoices for the remaining 20% of the cost of each activity upon completion thereof.

8. Quality Education Nepal Inc.. shall:

- A. monitor the progress of the project
- B. provide oversight to LEARN in the fulfilment of its obligations with respect to the project
- C. provide such assistance as may be required by the Rotary Clubs in the fulfilment of their project responsibilities

9. Modification

Modifications within the scope of this document shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by all parties, and approved by The Rotary Foundation prior to any changes being performed.

10. Conflict of Interest

Any real or perceived conflicts of interest must be disclosed to The Rotary Foundation, including any Rotarians serving as paid staff or board of directors for the cooperating organization.

11. Signatures

By signing below, the aforementioned parties agree to the terms of this memorandum of understanding.



Rajesh Upadhyay, President, The Rotary Club of Kathmandu Metro

Date 2019.04.23



John, President, The Rotary Club of Woodstock-Oxford Date 16 April 2019



Krishna, Executive Director



2019.04.24



Peter Hall, President, Quality Education Nepal Inc. Date 22 April 2019

Appendix 5 – Concepts for the Development of Global Grants

Introductory Summary

In this Appendix I make a case for amendment of the Foundation Global Grant Guidelines to accommodate the role of a Facilitating Organisation in the development of Global Grant propositions, should that be appropriate.

This is the role that was adopted by QEN in the development of both GG1525855 and GG1876442, but which has effectively been rejected by TRF.

I submit that, in the particular circumstances of teacher training in Nepal, the project propositions that QEN has been able to develop in conjunction with LEARN are far superior to anything that a Nepalese Rotary club could develop.

This is too great an opportunity to “do good in the world” to be rejected on account of some existing constraints in the Global Grant guidelines.

For anyone too busy to read this appendix I urge you to read Appendix 5 “***An alternative model for Global Grant applications***”.

The Basic Global Grant Concept

The core concept for Rotary Foundation Global Grants is for a Host Sponsor (Club or District) to collaborate with an International Sponsor in the management of a project to deliver aid in the country of the Host Sponsor. The need for the proposed aid, and the suitability of the proposed aid to meet that need, must have been fully demonstrated by Community Assessment.

We fully endorse this concept. The application for GG1876442 was written to comply.

TRF Implementation of the Basic Concept

The Foundation, in its implementation of this core concept, has adopted guidelines and practices which constrain the project qualification and administration processes, but which are not essential to this core concept. Among these are:

1. TRF expectations for Community Assessments
2. The application must be developed by the Host Sponsor
3. Global grants cannot fund activities primarily carried out by organizations other than Rotary
4. Communications with the Foundation regarding the project must be restricted to the Sponsors
5. QEN is a Cooperating Organization; its access to project information must therefore be restricted on account of potential conflicts of interest.

Taking these points in turn:

1. TRF expectations for Community Assessments

Laura Bradley chose to say “*the application was not planned based on a community assessment*” rather than identify deficiencies of the assessment that had been undertaken.

The assessment was conducted primarily by LEARN, though with extensive participation by myself as a Rotarian. This appeared to be consistent with TRF prescriptions which allow participation of sponsor club members, cooperating organization, university, hospital, local government or “other”, or any combination thereof.

To what could Laura have objected in respect of the assessment that was undertaken? I could see two possibilities:

- The assessment was not initiated by the Host Sponsor
- The assessment did not directly address the specific beneficiaries – i.e. the prospective trainees.

An offer was made to make good both of these deficiencies, by the Host Sponsor conducting a new assessment. This offer was rejected as insufficient to gain approval for the project.

2. The application must be developed by the Host Sponsor

Laura Bradley covered a number of points in an email to me on 16/1/19. Among them she said:

“The application should be drafted by the partners who will be carrying out the project as this is an important part of project planning

I would agree that project planning and writing of the application are closely linked. That is why I have drafted the applications submitted to date, which I have planned in close collaboration with LEARN as service provider (and which LEARN has planned in close collaboration with the Department of Education, the Social Welfare Council and the Rural Municipal Council).

I do not accept that it is necessary for the Sponsor clubs to undertake either of these tasks, provided they can satisfy themselves that they have been carried out in ways that are consistent with the Community Assessment, and will deliver the aid that they wish to provide.

In fact, I would go so far as to say that, for such a demanding task as teacher training, they can be planned and developed much more effectively by organizations with long term commitment to the task, and with professional qualifications to address the issues. QEN and LEARN, working together, can do this in a way that cannot be matched by Rotary Clubs whose office-bearers change annually.

3. Global grants cannot fund activities primarily carried out by organizations other than Rotary

Laura Bradley explained this statement more fully in an email to International Sponsor Project Manager for GG1525855 Kym Stock on 4 Aug. 2016:

“The Foundation does not fund activities that are primarily implemented by another organization. Global grants fund Rotarian service activities. As these can at times be bigger and more complex than our Rotarian volunteers have the time and experience to accomplish successfully, the Foundation encourages Rotarians to partner with local organizations to provide support to the Rotarian service project. Rotarians are required to at all times manage the project funds, oversee the project activities, and maintain communication with one another, and we encourage the sponsoring Rotarians to be as involved in the day to day project activities as possible.”

I would have though the engagement of LEARN as service provider fulfills this expectation. Nepalese Rotarians are generally not qualified to participate in teacher training directly, but their oversight of the project is a need that I cannot satisfy. KB Shahi, as Project Manager of GG1525855, has attended a number of training courses for this purpose.

4. Communications with the Foundation regarding the project must be restricted to the Sponsors

As far back as that email of 4 August 2016, Laura Bradley indicated to Kym Stock:

“As the responsibility of the grant is on RC Portland and RC Baglung, information received from anyone who is not a member of one of those clubs cannot be included in the grant file. In fact, it is generally preferred that all grant related communication only come to the Foundation from the project primary contacts, you and Rtn. Shahi. While other people might be helping to successfully carry out the project, and I encourage you to work with them directly, the Foundation can only accept grant related communication from the project sponsors. This is to avoid confusion in the future regarding the project plans and promised deliverables.”

In her email of 16/1/19 Laura Bradley said:

“In GG1525855, the lack of information the partners had about the project caused significant delays in the review process . . . the Foundation has a longstanding policy of communicating about a project with the primary contacts directly. Due to your role with LEARN, you will not be able to act as the primary contact.”

I have never suggested that I should be a primary contact for a global Grant project (except in draft applications prior to their transfer to the appointed sponsors)

Communicating about a project with the primary contacts directly should not prevent communications with other parties, provided their role and status is clearly understood. If the role of a Facilitating Organization is recognized, it can be clearly differentiated from those of the sponsor clubs, being purely advisory once the sponsors have accepted responsibility for the project. The Project Managers of the Sponsor Clubs would remain the primary contacts with relevant responsibilities.

5. QEN is a Cooperating Organization; its access to project information must therefore be restricted on account of potential conflicts of interest

Global Grant Terms and Conditions define Cooperating organizations as “reputable non-Rotary organizations or academic institutions that provide expertise, infrastructure, advocacy, training, education, or other support for the grant”. LEARN as a service provider, satisfies this definition.

QEN does not fit the definition. When the Nepali Village Initiatives project was registered with Rotary Australia World Community Service as project 43/2009-10, the Sponsor Club (the Rotary Club of Woodend) chose not to accept ongoing responsibility for the management of the project, and recommended the formation of an Incorporated Association for that purpose. The Nepali Village Initiatives Association Inc. was duly constituted. Its name, along with that of the RAWCS project, was changed to Quality Education Nepal when teacher training became the focus of its activities.

“Facilitating Organization” is a much better description of the role that QEN has adopted.

Despite this, TRF staff have persistently maintained that I represent a Cooperating Organization. In her email of 16/1/19 Laura Bradley said: *“As we discussed during the review of GG1525855, your involvement in the global grant for an application aiming to benefit your organization is a conflict of interest.”*

What is the benefit to my organization to which Laura refers? My relationship with LEARN is not significantly different from hers in respect of GG1525855, namely as a provider of funds. QEN will have no financial involvement in the Global Grant projects whatsoever. As QEN is the not-for-profit manager of a Rotary project, its interests do not differ from those of the Foundation or sponsor Rotary clubs.

Abby McNear on 7/11/19 referred to *“your interest as President of the cooperating organization that the clubs engaged for their projects”*. Not only is QEN not a Cooperating Organization, but we were not engaged by the clubs – rather it was the other way around, in order to comply with Foundation requirements.

While a Cooperating Organization might be seen to have conflicts of interest with Rotary which could warrant restriction of their access to project information, that is not the case for a Facilitating Organization. In fact, to perform its role most effectively, a Facilitating Organization needs full and unrestricted access.

Appendix 6 – An alternative model for Global Grant applications

Why should TRF recognize Facilitating Organizations? For a number of very good reasons:

- They can focus on a need which is widespread in its occurrence and which is amenable to a proliferation of similar projects. The Facilitating Organization can commit resources to the development of appropriate solutions, and develop the in-country capabilities needed to implement those solutions.
- Through experience with multiple similar projects, Facilitating Organizations can achieve efficiencies not attainable if every project is addressed as an independent, new initiative.
- They can address needs that fall outside the scope of Foundation Global Grant projects in ways that effectively integrate the two. Thus QEN seeks to facilitate Global Grant projects but will complement these with subsequent annual refresher training which would not qualify for Global Grant funding.
- They can be the link between arms of Rotary that are each highly effective, but which have the potential to work more effectively together – namely The Rotary Foundation and Rotary Australia World Community Service or its counterparts elsewhere.
- They can develop long term personal relationships which can be critical in international situations but which are less favored by the Rotary practice of replacing office-bearers annually.

Could a Rotary Club fulfill the role of Facilitating Organization?

Yes, a club could do so, but it may choose not to. RC Woodend, as sponsor of RAWCS project 43/2009-10, did not wish to commit future club office-bearers to the ongoing management of the project. Moreover, they saw that an entity dedicated to that task could be more effective than a club accepting that commitment amongst a much wider portfolio of activities.

The incorporation of QEN provided a solution, but it was not the only way in which an organization might commit to the role.

What difference would such recognition achieve?

- First and foremost, it would allow the Foundation to accept applications like GG1876442 without hesitation, rather than rejecting the proposal as incompatible with established Foundation guidelines.
- It would remove unwarranted suggestions of conflict of interest, allowing open communications between TRF, sponsor clubs and the Facilitating Organization. Such open communications would greatly enhance both project planning and project delivery.

To sum up:

The model for Global Grant projects implied by the "Guide to Global Grants" and associated Terms and Conditions, at its simplest, conceives a club in the host country identifying a need; conducting a Community Assessment to confirm the need and the appropriateness of the proposed solution; and collaborating with one of more international sponsors to assemble the needed funding.

The alternative model that we propose is a Facilitating Organization (being a Rotary or Rotary-affiliated organization) identifying a need; working with the host community to confirm the need and identify solutions; and only then recruiting the participation of Rotary clubs as host and international sponsors. From that point on the process, and in particular the responsibilities for project delivery, would be exactly the same.

Appendix 7 – Partnership Potential with Nepalese Government

Alternative funding for GG1876442

NGOs like LEARN operating in Nepal must have their aid programs reviewed and approved in advance by both the Social Welfare Council and the relevant Municipal Council. This is a much more thorough process than the Community Assessments required by TRF, involving the NGO working with Council personnel.

NGOs feel obliged to deliver the programs they have had approved. Thus LEARN felt obliged to commence the GG1876442 project in the current financial year.

With the potential for TRF funding withdrawn, QEN felt likewise obliged to support LEARN by providing the necessary funds, reducing the funds available for other purposes. It offered funds accordingly.

Proposed Partnership with Government

Recognizing QEN funding constraints, LEARN responded by negotiating with the Rakhugunga Municipal Council. The outcome has been an agreement (by signed MoU) whereby the Council will bear 50% of the cost, thus reducing the burden on QEN.

Other municipal councils have indicated preparedness to consider similar arrangements.

This illustrates the potential for partnerships between Rotary and Nepalese municipal councils to extend training to more teachers.

This could not be achieved by councils contributing to the sponsorship of Global Grant projects. Rather it would require an arrangement whereby both government (such as a Municipal Council) and Rotary (as in a Global Grant project) contribute to the cost of the desired outcome.

As this would lie outside the scope of existing Global Grant Terms and Conditions, the assistance and guidance of TRF is requested in finding a way to bring it about. This may entail separation of deliverables, or sharing the cost of defined deliverable.

We ask for the support and guidance of the Foundation in negotiating a Rotary / Nepalese government initiative of such significant potential.

Rotary Partnerships

Much has been said in recent times of the need for Rotary to participate in partnerships, and of the potential for partnerships to achieve more than the partners operating separately.

This is essentially the theme of this submission:

- partnerships within Rotary, such as a RAWCS project taking a Facilitator role in Global Grant projects to achieve results not otherwise attainable
- partnerships between Rotary and local governments in the funding of initiatives to which both are committed.

Appendix 8 – Access to Global Grant applications – an opportunity for learning

On 3 March 2015 an email from Grants Manager Abby McNair advised of coming improvements to the online grant application tool including “*All Rotarians will be able to view district grants sponsored by their district*”. The change also allowed Rotarians access to Global Grants of which a Primary Sponsor was in their District. I used this to access a Vocational Exchange project in Cambodia that involved teacher training (see below).

On 22 July 2016 I said in an email to Grants Service Specialist Karen McLeod: “*The [Grant Application] Tool states "Use the search box below to find grants sponsored by your district or by a club in your district. You can search by grant number, grant title or area of focus."*

I consider this unsatisfactory for two reasons:

** I have assembled an application (GG1525855) which includes sponsor clubs from four different districts. Only Rotarians in the districts of the primary sponsors (Host and International) are allowed access to the application. Clearly members of sponsor clubs in other districts should have equal access rights.*

** I cannot see why access should not be open to all Rotarians. As a sponsor of a project in Nepal, I want access to all other such projects, as there may well be opportunities for collaboration.*

While access has since been extended to members of sponsor clubs that are not in the district of a primary sponsor, it had been denied to Rotarians who are not members of sponsor clubs.

I cannot see why this restriction should exist. Rotary is not a commercial organization for which “commercial in confidence” rules should apply. Rather, the sharing of information would enable Rotarians to learn from others and would assist identification of opportunities for collaboration.

An example – a Global Grant project comparison

The access previously available on the Grant Application Tool allowed me to see [GG1643056 Cambodian Remote Village Teacher Training](#) – a Vocational Training Teams exercise. Five Australian professional teachers would travel to Cambodia on a 12-day visit, their travel costs fully covered. They would be supported by five English speaking Cambodian specialist early learning teachers.

To program included two 4-day workshops (half-day preparation by tutors and half-day workshop with teachers). Five groups each of 20 teachers amounted to 100 teachers / workshop, each receiving four half-days of training. That amounted to 200 trainee days per workshop, 400 trainee days in total.

At a project cost of US\$56,940 that amounted to \$142 per trainee day.

By comparison, the budget for [GG1525855 Teacher Training Nepal](#) was US\$74,404. This encompassed:

- 17 days training per year over three years for 75 teachers – total 3,825 trainee days
- 2 days training for 60 members of school management committees and parent/teacher associations = 120 trainee days
- 10% contingency budget, of which 60% was directed to extra courses delivering an additional 350 trainee days.

A total of 4,295 trainee days at a cost of \$17.30 per trainee day.

In the Cambodian project:

- 28% of the aid did not even reach the recipient country, being international airfares
- training would have been constrained to basic pedagogy by lack of local curriculum knowledge and of appreciation of cultural difference by the international trainers, and the need for translation.

By contrast, in the Nepal project 100% of costs were incurred in-country, with all training delivered by experienced, masters-qualified Nepalese teachers.

This comparison is not intended as a criticism of one project against another, but an example of how a sharing of project information can indicate pros and cons of different options.