

Mid Term Progress Report

April 2017- July 2018

Kathmandu, Nepal

LEARN



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IN CO-OPERATION WITH

Annapurna Rural Municipality and
Education Development & Coordination Unit,
Myagdi

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LEARN has been able to successfully complete its program implementation of mid-term program with financial support of Rotary Foundation Global Grant. Similarly, agreement and approval from Social Welfare Council held before implementing the program likewise, Memorandum of understanding (MOU) with Department of Education at center level and Resource Persons working as a focal person at Education Development & Coordination Unit and Rural Municipality for coordinating the program have been done. Government office and local organization members are involved for sharing and review meeting.



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1. Executive Summary

This Mid Term Progress Report covers all interventions and programmes that were conducted to implement the Lifting Education Programme (LEP) in Myagdi. These activities were conducted in District from April 2017 to July 2018. The programmes were 10-day Basic teacher training phase-I, In-School Support program, Orientation Program for SMC/PTA, 6-day Teacher Refresher Training-I, 10days Teacher Training-II, 5-day Key (Lead) Teacher Capacity Building Workshop, 5-day ECED Training, Teaching Learning Materials Support and Government Monitoring. These programmes were implemented basically by LEARN staffs, actively supported by the executive members of the organization.

These programmes were conducted through participatory approach. The methods and strategies used were discussion and interaction, question and answer, peer and group work, role play, observation and giving feedback, model class demonstration, individual counseling and so on.

Its positive impacts in schools and communities is the major success of LEARN. Other successes of this year were improvement in the implementation of CAS and successful delivery of basic teacher trainings. It is also found that the frequency of school visits by local level stakeholders and guardians has increased. Similarly, the teaching learning activities have been increasing as child-centered ones.

The programmes and activities of the organization have been highly successful in terms of quality and impacts. However, some challenges were observed during this period. These include transfer of skills learnt in the training to the classrooms, regularity of students and teachers in school, involvement of community in full fledge for the progress of school, and empowering and improving school administration. In the same, materials supply and increasing teachers' attendance in trainings were also found to be challenging.

To overcome the challenges, it is suggested to review and revise some strategies. Similarly, empowering community, child clubs and school administration are to be our concerns.

2. Back ground

LEARN was formed in April 2014 and its first ten days training course was delivered in April to a group of 42 teachers of Ghara VDC(now a ward) which was after a successful teacher training program delivered by REED with the financial support of NVIA(now QEN).

LEARN made a baseline survey in 10 schools of Rima Resource Center, Myagdi and was in search of fund . With the help of Peter Hall, President of QEN,LEARN submitted a proposal to the Australian Embassy to extend the training to Rima Resource Center. Kindly, the Embassy accepted and granted DAP funding for the First year of the training package which was completed in May 2015. NVIA (later QEN) has supported since then and is supporting continuously for each year refresher training, materials and monitoring for 26 schools of two resource centers.

With great demand in the district, LEARN completed a baseline survey in the neighboring Sarwodaya Secondary School Resource Center, Bhurung Tatopani. Meanwhile Peter Hall initiated searching the funding resources. His tireless effort with the Rotary Clubs resulted the Rotary Global Grant Project for three years in Sarwodaya Resorce Center, Tatopani Myagdi. After achieving Global Grant, LEARN now covers all 37 schools from Annapurna RM. While RGG project covers 14 schools in the area.

For the Rotary foundation Global Grant Project, Rotary Club of Baglung initiated and plays as a host sponsor club and Rotary Club of Portland initiated as an international sponsor club with the support of other several clubs in different estate in Australia. Rotary clubs from Australia and Nepal are contributing together with The Rotary Foundation. The Rotary Club of Portland, the international sponsor club associated with RC Portland Bay and RC Highton (D9780), RC Kyneton and RC Keilor East (D9800), and RC Cooroy. RC Gympie and RC Gympie Cooloola (D9600). The Rotary Club of Baglung is the host sponsor Club in Nepal other associating clubs are RC Parbat, RC Pokhara Fishtail, RC Pokhara Annapurna, RC Pokhara Midtown and RC Lekhnath.

3. Introduction of the activities in the program

The teacher training and refreshers are aimed to provide knowledge and skills to teachers so that they will create welcoming school environment; understand the children and their learning styles; and involve each child and ensure their learning through real life experiences.

LEARN encourages teachers to seek the best practices, the innovative ways in teaching with varied techniques, use teaching materials to involve students in learning, involve students in group/pair works, share their innovations and creations, and encourage them to identify and solve problems in their class and the community. In order to help teachers/schools to adopt the activity based, cooperative and collaborative learning in the classroom situation, LEARN provides educational materials to those schools.

The themes of the training workshops were PT, Brain gym, class songs, responsibilities and accountability for teachers, child psychology, classroom management, team building, curriculum planning; using IT in instruction, identifying students' interests and learning styles, designing effective instructional activities, use and construction of no cost and low cost instructional materials, involving students in creative thinking and innovation, assessment/evaluation of learning, and creating child friendly atmosphere in the school in order to provide teachers knowledge and skills for developing capable students.

As follow ups for the training effectiveness, LEARN provides in-school support programs. LEARN with a team of trainers and experts visits the schools in the middle of the session during the school days. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs launched in those schools. During the interaction, the team receives the feedback from these stakeholders. The team also witness the classroom environment and teaching – learning activities. Hence the main objective of this program is to assess the effectiveness of the program, appreciate the changes and provide instant support to teachers and schools, and integrate feedbacks/suggestion to improve the LEARN's programs in future.

LEARN has used the best resource persons available and accomplished the programs at high standard. Meanwhile LEARN received cooperation and support from Annapurna and Raghuganga Rural Municipalities as well as Education Development and Coordination Unit, Myagdi.

From the beginning of the RGG project in April 2017, LEARN conducted 7 major programs excluding the government monitoring.

4. Objectives and Expected Outcomes

S.N.	Objectives	Expected Outcomes
1	To inform our stakeholders how LEARN provides support to each school in the form of teacher training and resources	Participants will learn the working modality of LEARN.
2	To develop child-friendly teaching learning environment in school and at home.	Improved child centered teaching learning techniques in the classroom where children learn with active participation.
3	To identify the problems faced by the teachers and solve them and support them to carry out better achievement at school.	The problems faced by the teachers in the teaching learning process are identified and solved on the spot.
4	To share the concept of school monitoring committee and its importance for imparting better education	Participants will learn the formulation process of school monitoring committee and its value in bettering schools
5	To provide relevant and appropriate teaching materials and resources to schools	Access to relevant and appropriate teaching materials and resources. The materials are used appropriately and creatively
6	To develop a dynamic Lead teachers' network for sustainable in-school support to impart quality education.	They get encouraged to carry on good activities and make improvement in the ways the network is working

5. Approach & Methodology

Different approaches and methods have been used to conduct the programs like Teacher Training, ECED Training and In-school support. Participatory Approach was mostly used in the programmes. Besides, the teachers training programmes were designed and delivered in the requirement of teachers. The major methods that were used during programmes are listed below.

- Discussion and interaction
- Question and answer
- Group discussion
- Peer and group work
- Role play
- Observation and giving feedback
- Model class demonstration
- Individual counseling

6. Activities

6.1 Ten day Basic Teacher Training Program-I

The Teachers' Training programme on child centered teaching learning approach conducted for teachers of basic education level in Sarwodaya Secondary School Resource Center, Tatopani Myagdi District. This report briefly describes and analyses the activities and content covered in training courses held in the training center. The first 10 days basic teacher training programme started from 9th to 18th April, 2017. The training programme was attended by 70 teachers of basic level of 14 schools. This first training was focused in the basic requirement of child-centered education environment such as child friendly classroom management, materials preparation and use, classroom teaching learning strategies and so on. LEARN focuses on the importance of the team approach in bringing the quality education through the practice of child centered learning methods in the schools.

School Management Committee Chairperson Bduddhi Bahadur Pun chaired the opening ceremony. The training programme was inaugurated by DEO Ram Kumar Shrestha, Head

Teacher of the training centre school, Sim Bahadur Pun welcomed all the participants and DEO officials in the programme. Salma Limbu Subba, treasurer of LEARN, observed and supported the management during the entire training time. Rotarian KB Shahi, manager of the RGG project from Rotary Club of Baglung managed to come on the opening day by afternoon and observed the training halls and interacted with the trainer team.

6.2 In-School Support Program-I

LEARN completed a follow-up of schools and teachers from 15th June to 23rd June 2017 in schools under Sarwodaya Secondary Resource Center, Tatopani of Myagdi district in co-operation with the Resource Person the resource center. There are 14 schools under this RC and all have to be observed but because of the beginning of summer vacation two of the schools were left behind. Those schools will be supported thoroughly in the next visit.

This program is financially supported Rotary Global Grant Project managed by Rotary Club of Baglung and Primary host club, Rotary Club of Portland from Australia in association with other Rotary clubs in Australia and Nepal. Peter Hall, member of Rotary Club of Kyneton has put a lot of effort to happen this. LEARN is grateful to all the supporters nationally and internationally. LEARN would like to thank to them all on behalf of Rural Community of Myagdi district.

6.3 Orientation Program for SMC/PTA

LEARN has conducted an orientation program for SMC members and PTA members including Head Teachers in 24th and 25th June 2017 at Sarwodaya Secondary School, Bhurung Tatopani Myagdi.

The program was attended by 52 members from 14 schools under the Resource Center. This two days orientation program was inaugurated in the chairmanship of Mr. Buddhi Bahadur Pun, Chairperson of Sarwodaya Secondary School. Majority of the members were in their first experience of working with management role for their schools. It seemed to be important to aware and motivate not only to the SMC and PTA members but to all the parents where possible as the students need to be supported regularly by creating a learning environment in both the home and in community.

School Supervisor, Dal Bahadur Thapa and RP, Jaya Ram Subedi including Krishna Bahadur Pun have facilitated the program. The program was focused on roles and responsibilities of SMC, PTA and HT and more importantly the recently allocated roles of the local body/government for education management under the federal system. Likewise resources management, child friendly school and conflict management were the major topics of the orientation program.

6.4 Six-day Refresher Training-I

The refresher training aims at improving teachers' classroom performance by reviewing the implementation aspects of 10-day basic training including its successes and challenges as well as introducing some new methods. The refresher training was conducted for 6 days, dated 4-9 September, 2017. The refresher training was mainly focused on reviewing the 10 day basic training, developing more teaching learning materials, learning skills for making classrooms resourceful, and usage of learning materials.



LEARN organized the event in financial support of Rotary Global Grant Project and in coordination with District Education Office and Annapurna Rural Municipality, Maygdi.

6.5 Five-day Lead Teacher Capacity Building Workshop

Five-day training for Lead Teachers and RPs was organized at Pokhare Basic School, Pokharebagar from 13- 17th May, 2018. The program was organized at Pokharebagar Basic School, Myagdi. 10 participants, including 8 Lead Teachers and 2 Resource Persons have participated in the program. The lead teachers were primarily from Tatopani Resource Center and two other clusters of Annapurna Rural Municipality who were attending this sort of training of LEARN for the first time. The training was primarily focused on leadership, value of profession, coordination, communication



and team work. Likewise, there were great discussions over, in school support, reporting writing, success story writing, observing classroom, session planning, CAS, key teachers' role and responsibilities.

6.6 Ten -day Basic Training -II

LEARN has been able to successfully complete its second phase basic level training in Tatopani clusters in Myagdi. The 2nd phase basic level teacher training program mainly aims to understand and appreciate the concept of child friendly schools and manage classrooms accordingly as well as develop strategies to teach different academic subjects. The training took place from 11th-20th April 2018. Total 62 participants attended the program out of which 23 were males and 39 females. The training was facilitated by LEARN trainers, Lead teachers and Resource Person from the associate agency of DEO. The program has been supported by Rotary Global Grant (RGG) financially in the cluster.

6.7 Five-Day ECED (Early Childhood Education & Development) Training

This 5-day ECED Training was organized at Pokhare Basic School from 27th to 1st July, 2018. The workshop was primarily focused at enhancing the knowledge and skills of ECED facilitators in Early Childhood Education and Development. The training was facilitated by the experts ranging from national to international level. The components such as Early Childhood Education and Development offered hands on skills to practice in their classes after their return. Similarly, the coordination with stakeholders and team as well as the management of the training was highly appreciated by the participants and the stakeholders. The workshop was conducted incorporating various methods of training delivery such as game, demonstration, exhibition, song, group work, slide presentation, lecture, pair and group work, and panel discussion.



Participants learned a new skill on different aspects of ECED and other academic as well as pedagogical areas. Likewise, there were great discussions over basic concept of ECED, Aspect of holistic development, how children learn, ECED curriculum, storytelling skills, poem telling skills, daily activities, thematic approaches, classroom management and learning area, materials development and use,

children learning assessment, use of ECED kit box, micro teaching and feedback mechanism. It is felt that this sort of training including major stakeholders in relation to coordination with LEARN in line with its program should continue in the days to come. In a nutshell, it was really a great workshop. However, there were few challenges observed during the training. The attendance of teachers in the training was highly appreciated and there was big group. Some of them have been attending the training previously and few were new in the training. So it was a challenge to balance this multi-level and big group.

6.8 Government Monitoring

Every year there has been a monitoring from the authorized government body like SWC, DoE, DEO and local stakeholders. This year a monitoring team from SWC and DoE separately monitored the project area and evaluate including the feedbacks. Program monitoring and supervision by Deputy Director of DoE, Chanda Thapa and Head of Training Center Kaski, Keshari Raman Neupane from 14th to 16th Feb. 2018. Similarly Acting Director, Pralahad Pant and Finance officer Sarad Raj Baskota from SWC made a sample monitored from 22nd to 25th March 2018 and DoE made another monitoring in February 2018 by visiting the sample school from that area.

6.9 Program Briefing Meeting

LEARN organized Program Briefing Meeting on 9th Jan., 2018 at Pokharebagar, the headquarters of Annapurna Rural Municipality, where overall program briefing of one-year period from June 2016 to July 2017 was presented to rural municipality level stakeholders. For the effective recognition and transparency building it seems necessary to make strong coordination with government and non-government agencies. For the efficient and effective planning, monitoring and implementation of the designed activities as well as to tie up with LEARN's policies with that of the Government's, the meeting evaluated the implemented activities and offered opportunities to collect their valuable feedback and suggestions. Total 35 people participated in that meeting and suggested for further improvement.

6.10 Teaching Learning Material Support Program

Teaching learning is one of the important parts of Lifting Education Program that teachers can apply immediate through teaching learning materials what they learnt in teacher training program. It is difficult to get the teaching learning materials and are not easily accessible in the

remote areas of Myagdi due to lack of market accessibility. LEARN provided teaching learning materials to all 14 schools of this resource center to times in each ten day training venue.

Out Resourcing Support

LEARN has been using some Out Resourcing Persons from REED Nepal, Education Branch, Annapurna RM, Sadhana Kala Kendra, KU and others area regarding the training implementation in different events of the project which is to fulfill specific training contents such as Dance, Music and ECED Total 7 people involved in various training as out resourcing person in this duration.

Donor Visit

Peter Hall and Ronda Hall, President and Treasurer from Quality Education Nepal, Australia and KB Shahi, Project Manager from Rotary Global Grant visited two times and Purna Bahadur KC, past president of RC Baglung visited one time on 18th to 20th April 2018 for monitoring and evaluation of our projects in this duration. Feedbacks and suggestions the project team got from the donor organizations during their visit to project areas seemed to be beneficial for better implementation of the program.

Program progress (Target Vs Achievement)

Up to mid-term time, the following activities were conducted in the project area:

SN	Program	Date	Target	Achievement	Achievement in %
1	10 days Basic training-I	9th-18th April 2017	75	70	93.33
2	In-School Support-I	15th-23ed June 2017	14	14	100.00
3	SMC/PTA Orientation	24th-25th June 2017	64	52	81.25
4	6 days Refresher Training	4th-9th Sept. 2017	75	85	113.33
5	10 days Basic Training-II	11-20th April 2018	75	62	82.66
6	5 days ECED Training	27th June. -1st July 2018	41	42	102.43
7	5 days Lead Teacher	13- 17th May, 2018	10	10	100.00

	Capacity Building Workshop & Lead Teacher Mobilization				
8	In school Support	8-23rd Nov. 2017, 5-9th Dec.2017 & 7-14th Jan. 2018 4-8th Sept. 2017	14	14	100.00
11	School Supply Teaching Materials	April-June. 2018	14	14	100.00
12	Lead Teacher Resource Materials	13- 17th May, 2018	10	10	100.00
13	School Supply ECED Materials	June. 2018	38	38	100.00
14	Joint Monitoring (DEO & RM)	Sept. 17 & April 2018	14	14	100.00
15	Program Monitoring by SWC and DoE	22nd-25th March 2018	2	2	100.00
17	Program Sharing	9th Jan. 2018	37 schools	37 schools	100.00

Overall program achievement 94.6%

Financial progress (Budget Vs Expenditure)

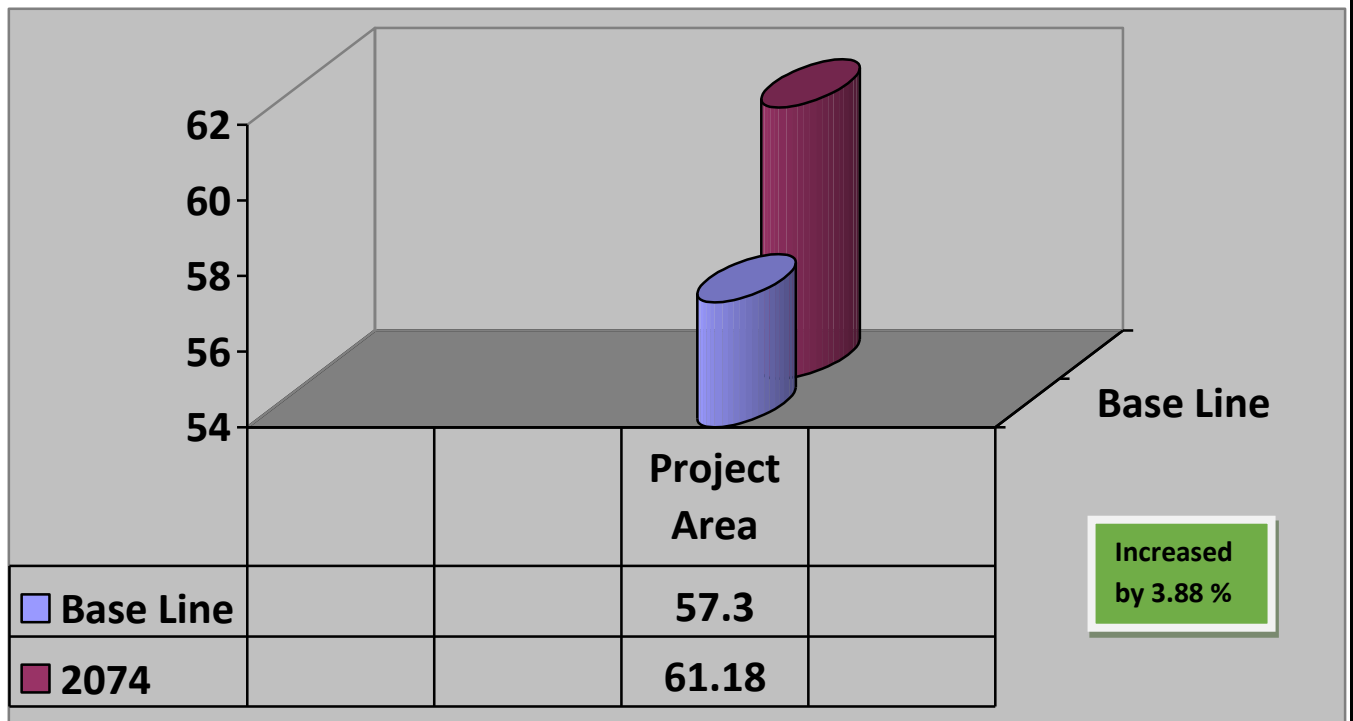
Financial Status

Rotary Global Grant Project 1525855					
S.No.	Activities/Programs	Approved Budget	Fund Received	Actual Expenses	Remarks

1	Orientation Program(SMC/PTA)	177,700		75,813	
2	10 days basic training year 1	1,132,410	1,132,410*	1,020,678	*2017.06.05
3	In-School Support	262,400		38,150	
4	6 days refresher training	632,450	946,060*	466,567	*2017.10.15
5	Government monitoring	65,360		177,411	
6	10 days basic training year 2	1,222,310	1,169,698*	792,150	*2018.04.02
7	Key(lead) teacher training	86,850		184,143	
8	ECED teacher training	0		686,026	Approved later
		3,579,480	3248168	3,440,938	

Learning Achievement

LEARN has been implemented its Lifting Education program from 2012 trying its best to improve environment of school to promote quality education through including teacher training, In-school support, materials/resource support, child friendly furniture support and many more. Learning Achievement is one of the major results of this program so here it has shown the increment the Learning achievement in the project area of RGG in comparison with base line year.



The learning achievement is increased by 3.88% in the project area. LEARN started implementing the program in this third cluster two years ago.

Successes and Challenges

LEARN is trying its best to improve environment of school to promote quality education through teacher training, in-school support, materials/resource support, child friendly furniture support and many more.

Successes

The major success of LEARN is its positive impact in schools and communities. Its training is highly praised for its managerial part and contents. Further successes can be listed as follows:

- Teachers are found to be using some new skills and methods in teaching learning activities, which is promoting active participation of students.
- The materials provided are found to be used in order to create teaching learning environment in classroom.

- Training skills are transferred in the classrooms where the teachers are teaching with the active participation of students.

The cooperation of the Education Development and Coordination Unit, Rural Municipalities and the commitment of resource persons for the joint monitoring in this year enhanced the active participation of teachers in the intervening programs.

- Most of the schools are found to be implementing CAS although some improvement is required.
- The white board support is helping to create child friendly teaching learning activities in classrooms,
- Increased the culture of new ideas sharing among the teachers.

Challenges

LEARN is working for making differences in the lives of people through quality education and in the mission of accomplishing this goal we obviously face challenges. We have already listed out the successes of the project above and here are some challenges experienced:

- Arranging separate material construction training the new teachers, who join the school after the basic training was over.
- Full participation of teachers in refresher training because of the time. Our trainings are conducted at the end of session and that is the time teachers go for term break.
- Transferring skills learnt in training to classrooms is a challenge as teachers are still using teacher-centered method although they know it does not work.
- To set up a good system in school because of weak school administration.
- To change teachers' attitude as some teachers are not abide by the teachers' code of conduct are not found responsible and accountable for their job.
- To supply the materials timely and in the right place.
- To balance the quantity of materials among big and small school and the quality of materials.
- Irregularity of teachers and students in schools.

- Infrastructure in some school has been the big challenges to create child friendly environment.
- CAS has still created problems because of the number of students, overloaded classes of the teachers, irregularity of students, and lack of commitment of the teachers.
- Even though none of the children are out of school, no. of enrolled students in some school is very less.
- Curriculum, teachers guide, reference materials in teaching learning process has not been using properly.
- Teachers are interested in grade teaching but they do not have the sufficient knowledge about it and some have lack of competencies in all subjects.

Findings and Recommendations

Findings

After implementing different programmes in the project area throughout this duration, the following things are noticed. The findings are followed by recommendations too:

- The concept of Lead Teachers (LT) network is commendable. It can even work better if we increase their number and also form a head teachers' club in each cluster including them so that they can meet, interact and work jointly to solve the problem in their school.
- In order to minimize the irregularities and problems in schools, child clubs and community should be mobilized. Special workshops should be given to child clubs time to time so that they can maintain check and balance in schools. Similarly, the frequency of community orientation programme and participants' number should be increased.
- Few schools have a big need of teachers. There is one or so teacher/s, which is also poorly paid. In such backdrop we cannot expect to accomplish our mission of quality education. Therefore, it is necessary to fund for teachers where there is a big need.
- There should be reward for good teachers and punishment for bad teachers. The challenge is that LEARN does not possess authority to punish teachers. Therefore, there should be a mechanism consisting authorities from Education Development &

Coordination Unit and Rural Municipality that should determine reward and punishment based on the field report.

- To ensure that our project is working well, in-school support is working better and it should be continued. However, clustering of schools should be revised so that there is less number of schools in a cluster, which can ensure quality in our work.
- It is suggested to continue providing teaching resources including materials for ECED classes so that the teachers can teach effectively in their classrooms.
- Classroom observation and feedback made many rooms for the teachers to be improved and teach effectively.
- Some teachers were found exploring new techniques to improve educational development.

Recommendations

Here are some recommendations proposed for the betterment of the programmes of the organization in the days to come:

- As per the demand of parents/guardians, SMC, PTA, teachers and students it is recommended to organize Community Orientation Program every year.
- Schools should be encouraged to set a code of conduct for SMC/PTA, administration, teachers and students. Similarly, LEARN should play the role of catalyst to maintain good relation between school and SMC/PTA.
- Teacher training has been a stepping stone to enable teachers to teach effectively. Trainings and in-school support are supplementary to each other. Therefore, training as well as in-school support has to continue.
- The skills learnt in the trainings are somewhat transferred because we provide materials to the schools, which has been a good support. Therefore, it should be continued.
- It is also recommended to support for the physical improvement and maintenance like furniture, playground, wall, roof, and boundary.
- Teacher training has been a stepping stone to make the teacher able to teach effectively. Training and in-school support are supplementary to each other. Therefore, training as well as in-school support has to continue for some more years.

- Continue to provide teaching resources so that the teachers can teach effectively in their classrooms.
- To enhance the learning achievement, the joint monitoring system in align with donors should be enhanced more in the region.
- More in school support could improve the retention rate, pass rate, regularity rate, and decrease the dropout rate from the region.
- Group 'In school support' from the trainers should be increased and enhanced to a great extent in comparison to this year.

Conclusion

The programmes and activities of this year have been very productive in the target area. We are continuously striving to meet the objectives envisioned. Many things were achieved this year according to the plan and some challenges were noticed, which are mentioned in the previous heading. If we keep incorporating the practical feedback collected and keep upgrading the programmes timely, we will obviously meet our objectives.

This year, the program has been very fruitful. The objectives we envisioned were grabbed. The main objectives are to encourage teacher to practice to carry on continuous assessment system (CAS), create Child Friendly environment, prepare and increase use of TL materials. Classroom observation and feedback including model class was highly appreciated by the teachers and the discussion about the subject matter they felt confusing made the teachers even happier.

Finally, the entire program has been very successful; mainly the Child Friendly Classroom & Organization training was highly appreciated. The difficulties to walk on the hills, fear of attack of Bear, the challenges of weather and stone avalanche, were faded by the meaningfulness of the visit.

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