



Annual Report 2019

Developing Holistic Approaches to State Education

This report outlines outputs and outcomes, income and expenditure of our key programming in Nepal and the UK between June 2018 and June 2019.



Charity Number: 1103859

Registered Office: 15 Lawn Road Milford on Sea Lymington Hampshire SO41 0QZ

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As Chair of Trustees I am extremely pleased to present this report, which clearly demonstrates the significant achievements of our staff, and the young people, teachers and parents engaged in our programmes.

Our creative and participative process 'Act on Education' continues to be the foundation of all our work; and it is consistently commended by programme participants for the way in which it values the perspectives of all stakeholders, and supports community led interventions in improving access to and quality of education in participating schools. The success of our Act on Education strategy has also been recognized by other international not-for-profit organisations working in Nepal, and our staff have been asked to share our ethos and methods at meetings and events. This has presented a potential opportunity for consultancy work in the future; and is an area we will continue to explore.

Recent political developments in Nepal have meant that more education funding and policy making than ever has been devolved to local municipalities. This presents an exciting opportunity for Freedom to Learn and local partners. In recognition of the success of our work the Panuti municipality authorities have requested our advice on forming local educational policy, and provided more funding for teachers wages in the Model School. As a result, over the next year we will be initiating a municipality wide consultation process, which is likely to have a significant positive impact on more schools and young people throughout Panuti: enhancing the already considerable impact and scope of our work.

Our emphasis on gender equality remains important to helping address the traditional discrimination against girls; and our Model School in Kavre continues to be an exemplar of all our learning from the last five years of working in Nepal. We also continue to develop our work on English teaching, the Sister Schools and the bike project, year on year.

As with all small charities, we continue to face continuing challenges in relation to funding, and once again express our sincere gratitude this year to the Erach and Roshin Sadri Foundation, and all our generous monthly sponsors, funders and volunteers.

We look forward to the coming year confident in the fact that our excellent staff will continue to work tirelessly to support efforts to improve the quality of, and access to, education for all our the young people and staff in participating schools, and to support partners and stakeholders in enhancing their work and knowledge.



Dr Mark Owen

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Act on Education - AoE:

Creative Community Building in Schools and the Wider Community: This is a method of ensuring our local and UK team have a deep understanding of the community, the school, the issues faced, and possible solutions to address those issues. It also generates positive cohesion within the school community, engaging relevant and influential stakeholders to support the devised changes. Moreover the process works with young students on problem solving and advocacy skills, increases confidence, self esteem and team working ability.

| Outputs | Outcomes |
|---|---|
| <ul style="list-style-type: none"> • 45 AoE Workshops • 3 Schools • 64 Students aged 13-16 in workshops • 670+ students, parents, teachers and local leaders. | <ul style="list-style-type: none"> • 97% of students aged between 13-16 state they have an increase of confidence from the AoE workshops. • Students demonstrated improved team building skills. • Students were able to discuss key issues confidently - including areas affecting their education, home life, discrimination, elements of domestic and community based abuse, lack of resources. They spoke in workshops and in public at meetings and the events. Something they have never done before. |
| <ul style="list-style-type: none"> • 6 Outreach Days visiting families of students. • 11 Family Homes and 22 Parents regularly involved in outreach activities. | <ul style="list-style-type: none"> • Parents demonstrated an increase in the value they place on education over the course of the academic year. • The regular face to face meetings have developed better staff/parent relations resulting engaging in school activities and events. • More than 110 parents visited the 3 schools over the year without prompting to discuss a variety of matters including academic progress and children’s wellbeing. |
| <ul style="list-style-type: none"> • 3 Meetings with the School Management Committees (SMC), • 2 with Parent Teacher Association (PTA) • 2 with local Ward Office officials. | <ul style="list-style-type: none"> • A mutual understanding was facilitated between all parties and an agreement of the expectations from each stakeholder agreed involving the programming, informing our processes within each school. • These carefully facilitated meetings have led to improved learning environments across all 3 schools - with displayed and celebrated work, cleaner toilets and an increase in sports equipment. • We have monitored a significant decrease use of mobile phones in the classroom by teachers. |

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- 3 AoE Final Events
- Stakeholder audiences of over 800 people
- 17 teachers, SMC members, parents and local leaders involved in solution devising at the events.

- The outcomes here are the devised solutions by the participating audiences, they included:
- Communication channels being set up and sustained between all stakeholders (such as listening boxes and circle time in the classroom) which has resulting in school staff better understanding their student's challenges and needs.
- Parents have an increased interest in their children's education with 18 new parents contacting the school to find out about their child's academic progress in the week after the final event.
- After the event parents and teachers demonstrated increased raised awareness of the damaging impact of drug abuse of students leading to parents taking an active role in addressing the drug culture within their children's groups.
- The local ward official has pledged to take action against drug abuse within the community and is now working with the local police force to combat the issue by more officers on the street and working on better relations with parents as supporting personnel, not only enforcers of the law.



Students performing at the final Act on Education where they presented key issues that they face in gaining an education such as gender inequality and drug abuse.

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Model School Programme- MSP

The MSP in Panuti, Kavre is a project whereby we place all of our learning and holistic approach into one 'Model School'. The work includes employing teachers, training teachers and staff, setting up classrooms, running a library, sports lessons, Ride for Life activities, English teaching, Sanitation classes and building toilets. The Model School also participates in our Sister School's project. FtL fund and manage all of the lower school activities up to Grade 6 at Kushadevi School, in Panauti, Kavre.

| Outputs | Outcomes |
|---|---|
| <ul style="list-style-type: none"> • 188,808 lessons 2 schools, • 12 Teachers • 4 teaching assistants • 2 Music and drama teachers • 2 sports teachers | <ul style="list-style-type: none"> • Our well trained teachers have ensured that classrooms are fun and engaging environments, encouraging children to participate and enjoy being in school. • All the teachers are using the creative learning techniques learned in our training during 2018/19 in the classroom on a daily basis. • Teachers report increased confidence in engaging with parents and school management to address any issues arising in their learning or teaching process without fear of retribution from management. The working ethos has a tangible positive and team working atmosphere. • 86% of children passed their second terminal exam with first division in December 2018. • We have now moved the programme into Grade 6 so that those children Grade 5 are now continuing to benefit from the model school teaching/learning. • In Bihar School 4 classes are using the model school set up with the support of 2 further teachers resulting in effective collaboration between the 2 schools as the partnership develops. |



Above: Students from Kushadevi Model School enjoying a picnic out in nature. To the right: Parents evening at Kushadevi Model School.

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| <ul style="list-style-type: none"> 12 of our teachers recruited under MSP are local women. | <ul style="list-style-type: none"> All our female staff have participated in training and have qualified at local universities with support from our team over several years. This is a good example of the sustained and ongoing impact our team have on the local community, not only in supporting students but also with employment opportunities. Attitudes towards girls and women have been evidenced as markedly improved from our monitoring and evaluation. Actions such as parents showing their respect for the female staff and the Municipality Major at the District Office has publicly cited our female staff as positive role models for local girls demonstrate this shift. Self-confidence has increased among girls and women from the local area, more than 15 women have come forward to offer their time and volunteer at MSP, as well as enquire about job opportunities - something that never happened before the programme. However, an unintended consequence we learned from wider feedback was that because the level of respect for women and girls is predominantly not equal in the wider society, this was leading to the perception that the lack of male 'authority' in the schools was having a negative impact on the school's quality. This was addressed at an Act on Education meeting in Kushadevi school, and also by the employment of one male teacher in July 2018 - who was employed because of his experience and qualifications, not his gender - but nonetheless went some way to ensuring a gender balance. |
| <ul style="list-style-type: none"> 11 live Sister School Video sessions. | <ul style="list-style-type: none"> 11 ambassadors said they feel more confident making friends and speaking English. |
| <ul style="list-style-type: none"> 50 books have been added to the library | <ul style="list-style-type: none"> A reading culture has become commonplace among children in Kushadevi school, with children reading in their break times. We have maintained the 90% weekly attendance to the library achieved for the first time in 2018 - resulting in students from grades 3,4,5 and 6 having almost completed reading all of the books in the library! |

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| <ul style="list-style-type: none"> • MSP weekly staff meetings • Co-worker activities such as after school planning and knowledge exchange sessions facilitated on a weekly basis. | <ul style="list-style-type: none"> • Lesson plans were followed in the classroom teaching and followed up with succinct weekly reports on students and teaching and learning processes. • A sharing culture among teachers has become habitual, saving on teacher planning time and improving the academic and wellbeing outcomes in class. • Teachers have become more systematic in reporting the daily teaching activities to other teachers during meetings, sharing learning and paperwork and working together on lesson plans and ideas. • Staff morale has improved over the year, with social events also being organised, improving the team effectiveness and general atmosphere in school. |
| <ul style="list-style-type: none"> • 6 Teacher Training Sessions • 6 Follow Visits from Rato Bangla Foundation | <ul style="list-style-type: none"> • Teachers increased their understanding of the importance of a reward scheme and ensured that 95% of students being awarded star of the week throughout the academic year. • Teachers are now able to use the teacher lesson plan diary and the students home diary effectively. • Teachers state that they feel more confident in using the classroom in a variety of ways; the carpet corner, adjusting the traditional seating arrangements; all contributing to a creative learning environment. |
| <ul style="list-style-type: none"> • 4 parents evenings • 1 home visit day | <ul style="list-style-type: none"> • Teachers now have a more thorough understanding of parent's expectations and the child's home setting helping them to adjust their classroom management and tailor their teaching/learning practices accordingly. • There has been: 96% attendance in grades 3,4,5 and 6 on average. • 95% attendance in Nursery, KG and grade 1. • 67% of parents from Nursery and KG visited the school to ask about their child's academic progress. • 49% of parents from grade1-5 visited the school to ask about their child's academic progress. |

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| <ul style="list-style-type: none">• 12 months project management• 6 meetings with the headteacher 5 meetings with the Ward Chairman• 4 meetings with the Panauti Municipality Mayor• 2 meetings with former head teachers to consult on MSP development | <ul style="list-style-type: none">• This has meant an increased understanding about the MSP among local officials.• The Panauti Municipality Mayor has committed to full funding of MSP at Kushadevi for 6 months in 2019. |
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English Teaching Programme (ETP)

We employ well qualified and experienced energetic English teachers to teach English, focusing on spoken English in 4 schools in Panauti.

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| <ul style="list-style-type: none"> • 6,108 English lessons • 4 Teachers • 624 Students | <ul style="list-style-type: none"> • Engaging English were lessons delivered using creative methods such as singing, speeches and role play learned in the teachers’ training days. • 71% of the 624 students in 4 schools stated they were significantly more confident in speaking English. • A number of students performed poetry in English and gave English speakers to school visitors throughout the year which has never happened before. |
| <ul style="list-style-type: none"> • 91 English Clubs took place over the year. • 18 English Movies • 20 different English speaking Cartoons watched • English newspapers read • Topics all discussed in English. | <ul style="list-style-type: none"> • Students have been exposed to the English language through various media and have improved their listening skills as a result. • More than 160 students said they enjoyed attending English club. • Over the year support from parents for children to stay at the clubs increased, showing appreciation for the service, with many from the local community expressing this at the schools to our staff and also at public school and village events. |
| <ul style="list-style-type: none"> • 2 Knowledge Exchange Meetings of the English Teachers • Quarterly Class Observations of the English Teachers’s classes | <ul style="list-style-type: none"> • Teachers said the knowledge exchange meetings have helped them to learn from each other’s mistakes and therefore made their lessons more efficient and effective without having to necessarily repeat the mistakes! • Accountability has been increased its the result of more determined action from the staff with the support and regular communications with the observer. • Childrens’ school work has also been monitored at each observation, resulting in a wider understanding as to the level of improvements being made. • English exam results published at the end of the academic year 2018/9 increased in every ETP school. The most successful at Bhalchandra with a pass rate of 87%. |

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English class in Bhalchandra



English class in Gram Sudhar

Ride for Life

Bicycles for journey's to School and Learning. This programme provides bikes to children who have particularly long journeys to school. The bikes are also used in school during the school day for learning to ride bikes in PE lessons, learning the basics of road safety and bike maintenance, and as a basis for topic based learning projects.

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| <ul style="list-style-type: none"> • 257 Students participated in the programme. • Basic bicycle training for students in grades 4, 5 and 6. | <ul style="list-style-type: none"> • Improved physical fitness for participating students, especially those who took part every week as part of PE or bike clubs. • 80% of the students successfully completed the riding course and are now able to ride a bike resulting in increased confidence and self-esteem from acquiring a new skill. |
| <ul style="list-style-type: none"> • 6 repair and maintenance classes | <ul style="list-style-type: none"> • 18 Students are now able to make basic repairs to bikes safely and check and maintain the school bikes. |
| <ul style="list-style-type: none"> • 1 student selected to train in track cycling on a velodrome at the IG stadium in New Delhi, India. | <ul style="list-style-type: none"> • the first ever government school student to be selected for national level riding in any discipline. • Student has increased confidence and eagerness to continue cycling. • He increased the profile of the Ride for Life and the kudos of the school where he was from. |

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Cycling workshop at Kushadevi



Velodrome training in New Delhi, India.

Edulift

The Edulift Programme works with 14-17 yr olds and includes Careers Counselling, Arts and Language projects and the Explorer courses. All the work is designed to support older students to consider the options after leaving school. They are supported to explore different opportunities and techniques to increase employability, look at the possibilities of higher education and learn skills needed for entrepreneurial opportunities.

- Art and Language Programme
- 2 Schools
- 40 Students

- Teachers report increased participation in day to day class activities from the participating Edulift students. They appear more skilled in developing and articulating their ideas and learning, and are more confident to speak out.
- Students demonstrated markedly improved linguistic skills over the year writing and speaking prose/poetry and newspaper articles..
- All students displayed an understanding of the varying art forms taught and learned throughout the course.

- Exploring Happiness Programme
- 20 Students

- Students built positive relationships within the group and discussed topics such as mental health, self-discipline, sympathy and empathy.
- Students took part in a mindfulness workshop and learnt about the techniques and benefits of practicing mindfulness.
- Students built confidence talking to others outside the group by doing a survey to people at the Boudhanath stupa to find out people views on happiness.
- Students and facilitators went for a day's hike to be in nature and explore the landscape around them.
- A visit to an orphanage where students were able to experience a sense of togetherness.

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| <ul style="list-style-type: none"> • Exploring Entrepreneurship • 3 Schools • 60 Students | <ul style="list-style-type: none"> • Students demonstrated a greater understanding of what entrepreneurship means, the creative idea building, level of effort, skills and time required for success ventures. • Students worked on their own business ideas and looked at career options beginning their own portfolio. • Students attended career advice sessions thinking through their options. • They had the opportunity to shadow successful entrepreneurs in Kathmandu learning on the job as well as from inspirational talks from 2 guest speakers. |
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Sister Schools Programme

The Sister Schools programme delivers stimulating and engaging workshops designed to widen UK and Nepali students perspectives on global issues. The programme gives students a greater understanding of the world around them, developing their social conscience and to help raise them as good citizens.

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| <ul style="list-style-type: none"> • 398 children participated. • 306 at Milford on Sea Primary and 92 in Kushadevi School • 10 classes in the UK and 6 classes in Nepal | <ul style="list-style-type: none"> • Meeting children in such different countries has encouraged the understanding that children across the world may have different communities, beliefs and ethnicities, but actually have many things in common, and enjoyed each-others meetings. |
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| <ul style="list-style-type: none"> • Classes included: • learning about Nepali Culture, • Sharing learning on the SDGs 3 'Good Health: Wellbeing' and 13 'Climate Action' | <ul style="list-style-type: none"> • Children demonstrated improved WASH skills and daily habits. • Kushadevi school implemented daily hand washing before break and lunch. • Children demonstrated learning on the current Climate Emergency campaigns and learned and took actions they can make to contribute to protecting their environment. |
| <p>Over the year we ran:</p> <ul style="list-style-type: none"> • 12 shared sessions, • plus 12 workshops in each school setting up the projects. | <ul style="list-style-type: none"> • Children produced Climate Actions Posters, and shared each in each school with presentations to teachers and parents. • 27 large sacks of rubbish were collected. • 398 children showed they could wash their hands safely. • Children shared celebrations and learned about faith and daily wellbeing through their faith. • Children learned about staying active sharing exercise classes, and teaching each other their different playground games. |
| <ul style="list-style-type: none"> • 2 whole school assemblies with live links from the UK and Nepal | <ul style="list-style-type: none"> • Whole schools benefited from the live links. Students stated they enjoyed the cross cultural experience and felt that they had come away knowing more about the Nepali/British culture. |



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Income and Expenditure Account 1 July 2018 to 30 June 2019

| | | | |
|---|------------------|---------------|-------------------------|
| Income | | | |
| Fundraising | | £11,284.80 | |
| Grants | | £44,300.00 | |
| Gifts in Kind | | £7,478.00 * | |
| Gift Aid | | £4,302.04 | |
| Regular Donations | | £1,822.00 | |
| Volunteer Programme | | £1,800.00 | |
| Bank Interest | | £44.36 | |
| | | <u>£44.36</u> | |
| | | | £71,031.20 |
| Less Expenditure | | | |
| Projects: | | | |
| English Teaching Programme | £14,680.00 | | |
| Kushadevi Model School | £11,929.47 | | |
| EDULift | £9,000.00 | | |
| Act on Education | <u>£5,962.46</u> | | |
| | | £41,571.93 | |
| Freedom to Learn Wages | | £16,593.50 | |
| Incuhive Office Rental | | £2,310.00 | |
| Travel Expenses | | £2,150.64 | |
| Fundraising Expenses | | £2,082.38 | |
| Insurance and Professional Fees | | £470.54 | |
| Bookkeeping | | £450.00 | |
| Printing Expenses | | £173.00 | |
| Training | | £130.00 | |
| Bank Charges | | <u>£68.00</u> | |
| | | | £65,999.99 |
| Surplus of Income over Expenditure | | | <u>£5,031.21</u> |

Balance Sheet as at 30 June 2019

| | | | |
|---|------------------|--------------|-------------------|
| Current Assets | | | |
| Business Money Manager Account | £28,792.90 | | |
| Community Account | <u>£5,426.65</u> | £34,219.55 | |
| Current Liabilities | | <u>£0.00</u> | |
| Net Current Assets | | | <u>£34,219.55</u> |
| | | | £34,219.55 |
| Financed by | | | |
| Accumulated Fund Brought Down on 1 July 2018 | | | £29,188.34 |
| Surplus of Expenditure over Income for the Year | | | <u>£5,031.21</u> |
| | | | £34,219.55 |

* Gifts in Kind broken down as follows:

| | | | |
|---------------------------------------|----------------|------------------|--|
| Activities: | | | |
| Imogen Flatau - Project Administrator | £3,600.00 | | Based on 18 additional hours per month Based on 2 additional hours per week Year End Fee |
| Joanna Owen - Programme Manager | £2,288.00 | | |
| Tamsyn Beach - Bookkeeper | <u>£250.00</u> | £6,138.00 | |
| Office Expenses: | | | |
| Incuhive - 1 Free Desk for 9 Months | £1,080.00 | | |
| Incuhive - Free Meeting Room Hire | <u>£150.00</u> | £1,230.00 | |
| Fundraising Expenses | | | |
| Donated Food - Fundraising Lunch | £60.00 | | |
| Yoga Teacher - Fundraising Event | <u>£50.00</u> | £110.00 | |
| | | <u>£7,478.00</u> | |

Financial Review and Reserves Policy

Freedom to Learn currently has no outstanding debts or capital.

We keep enough reserves to enable us to ensure that we meet our existing obligations to pay the staff who run our existing programmes for a minimum of 3 months, including the most essential materials.

Most of our income and expenditure is through project funding and is therefore pre-allocated to specific costs. We are very careful as trustees not to commit to future expenditure that we cannot afford, and for the coming financial year we foresee no problems.

The Trustees have signed off this year's Financial Statement. It has been independently checked in line with Charity Commission regulations ready for filing with The Charity Commission by 30th April 2020.

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Governance, Organisational Structure and Trustees

Freedom to Learn is run in accordance with our Memorandum of Articles and Association and, as a small organisation, all our trustees play a very active and vital role in the running of the charity.

Dr Mark Cristian Owen, Director of the Winchester Centre of Reconciliation and Peace, continues to be Chair of Trustees. We still are lucky enough to draw on the expertise of John Vallis, in clean water and sanitation; Nick Rigby and Simon Easthope in building and engineering; Paul Kinnon in Strategy and Compliance and Jamie Creswell an expert in Multi-Faith and Cross-Culture project work.

Trustees are elected by existing trustees on the basis of a majority vote. The new Trustees are elected by a majority, and rotation of positions is done in line with our Articles. New trustees are given training and information on their legal obligations as a charity trustee, and are strongly encouraged to attend external training where possible. Our day to day operations are run by our UK based Project Director Joey Owen and Fundraising and Development Manager, Imogen Flatau. We also currently employ a Nepal based Project Manager, Shree-Krishna Thapa. All staff are self-employed and invoice us on a monthly basis dependent on project funding.

Signed:



DR MARK OWEN CHAIR OF TRUSTEES



MR. SIMON EASTHOPE, SECRETARY TO
THE TRUSTEES

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