



Education

Transforming individuals, families and communities

Number 22, June 2007

UMN  News

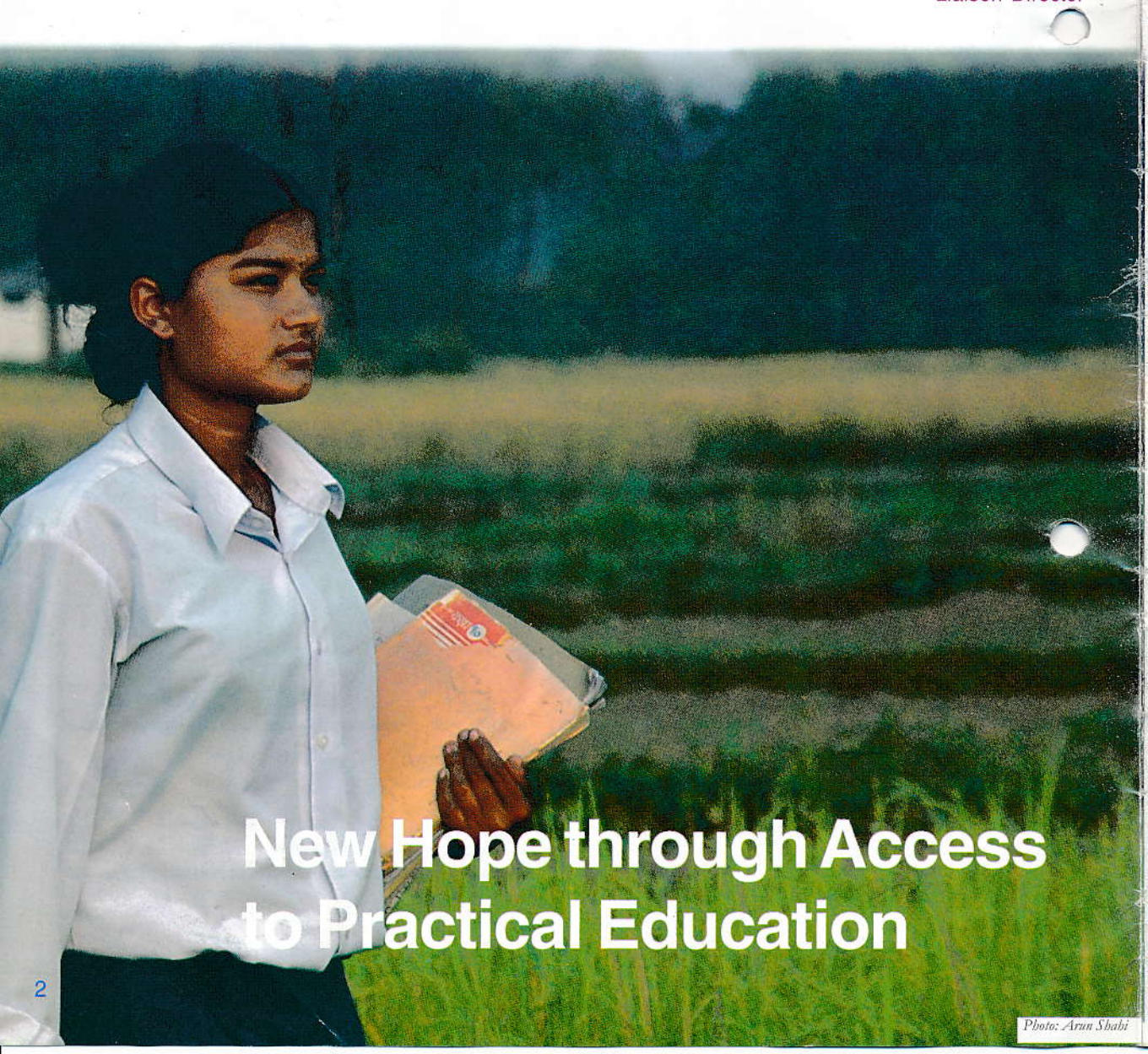
Dear Friends,

Involvement in Education is nothing new for UMN. Right from the early days UMN promoted girls' education in Mahendra Bhawan Girls' School, then assisted in different ways in formal education in Gorkha, Pokhara, Butwal, Tansen and Jumla. Non-formal education also became an important tool in various UMN project communities. How exciting it is for a village man to be able to read simple village notices! How empowering for a woman to be able to sign her own name!

God has placed in all of us creativity and the potential to use it. However, this is often discouraged because of lack of opportunity or not understanding the wonderful keys that literacy and education are! I have spent many years as a science teacher both in Nepal and Ireland. One of the things that always gave me a thrill was when a student was trying to understand something and suddenly her eyes lit up and she said "Ah, now I understand!!"

Enjoy reading this UMNews issue focused on Education and pray for all our staff who are involved in this important part of our work.

David McConkey
Liaison Director



New Hope through Access to Practical Education

Education is important to us all, whether for ourselves or for our children. This is also the case for the communities where UMN is working. Many of our local partners share our vision of "*New Hope through Access to Practical Education*". Working together we are trying to bring this hope to communities where educational opportunities are very limited and of a poor quality.

Our partners cover a wide spectrum of educational needs. Some of our NGO partners focus their work on Early Childhood Development Centres, where children as young as two take their first steps along the path of education. Other partners focus on getting excluded, so called 'low caste', children into schools, perhaps for the first time.

We also have partnerships with Government run Higher Secondary Schools, which have responsibilities for the education of children from class 1 right through to class 12. The challenges here are great, but with the help of UMN, the technical and organisational capacity of such schools is improving, with the children who attend reaping the benefits.

Other partners focus on those who have missed out on formal education altogether, children of migrant workers, those displaced by the conflict, those with

disabilities, girls who have been unable to attend school due to domestic responsibilities. Adult literacy programmes are another focus for some partners as they work with those who still hold the desire to read and write.

Local Community Learning Centres, with which we are developing partnerships, offer the ideal setting for encouraging practical and life-long learning. This is a meeting place in the local community where they can develop ideas for income generation for the very poor in their midst, where those who have a skill can pass it on to others, where they can advocate for the services that they are entitled to and the resources that they need from the Government, and so on.

Other partners have a forward looking vision and are keen to explore Open and Distance Learning, alternative forms of education, such as vocational training, and ICT possibilities.

UMN's Education personnel are working hard to help, encourage, support and advise these diversified partners. It is through them that "*New Hope through Access to Practical Education*" will come. The 9 UMN Education staff, scattered across all five clusters, are certainly following the command given in 1 Peter 4:10: "Each one should use whatever gift he has received to serve others".

by avril howe

The author is a Technical Advisor for Education based in Kathmandu

Particular areas requiring prayer:

- There is a shortage of qualified and competent teachers/facilitators in the remote areas.
- Absence of basic infrastructure such as classrooms, toilets, reading room, teaching aids, etc. to run a child friendly teaching and learning system.
- There exists a diverse area of focus among our partners, for example the level of education, type of education and different needs for different types of learners, hence it is a big challenge for our UMN Education personnel to be fully equipped.



Photo: Arun Shahi

Education and nameless children in Mugu...

by carrie mitchell

The author is a Technical Advisor for Education based in Mugu

We sat in the small smoke filled room waiting for our rice. The youngest child had diarrhoea. The father called the dog in and it lapped the faeces from the floor. Then the father held the toddler - out and the dog thoroughly licked its bottom clean. A small portion of rice was put on the floor and the young child picked at it. After we had eaten, our plates were given to the dog and it neatly licked them clean too. I asked what the child's name was and the young mother replied, "Mostly we don't name children until they are four or five years of age..." She added with a helpless shrug, "...so many do not survive."

Education initiatives usually focus on formal schooling because if you educate children then non formal education (NFE) for adults is not necessary. Mugu is an extreme district. The average life expectancy is still only 36 years of age and infant mortality is exceptionally high. We feel that focusing on 5 - 15 year olds' literacy is not enough. Like the chicken and egg dilemma; we have had to consider who needs education first - children or adults. Many children die before they reach the age of five. Others reach school age but are severely malnourished. Other children are healthy but busy all day with chores.

In Mugu, UMN has been supporting one partner to run NFE classes for young adults. The progress is often slow but over the past few years we have seen young women become confident in basic literacy and simple calculations. Even more encouragingly, on monitoring visits we have listened to discussions about hygiene, worms, vaccinations, problems of child marriage and many other relevant topics. First-hand we have seen participants building their own toilets, attending ante-natal clinics for the first time and making the decision to send their daughters as well as sons to school.

In many areas adult education is not necessary because children

receive appropriate educational opportunities. However in Mugu there is still a need for adult education. We have been privileged to see with our own eyes many success stories.

Often when I am visiting villages am referred to as 'master' - even though I am female! Jesus was often called 'Teacher' and 'Master' and He is the perfect example of what we want to be in Mugu. His teaching and advice was always relevant and He addressed people's real needs - their long term need as well as their immediate physical needs. Our prayer in Mugu is that soon there will be no children without a name, and that all people will have *a hope and a future* (Jeremiah 29:11).

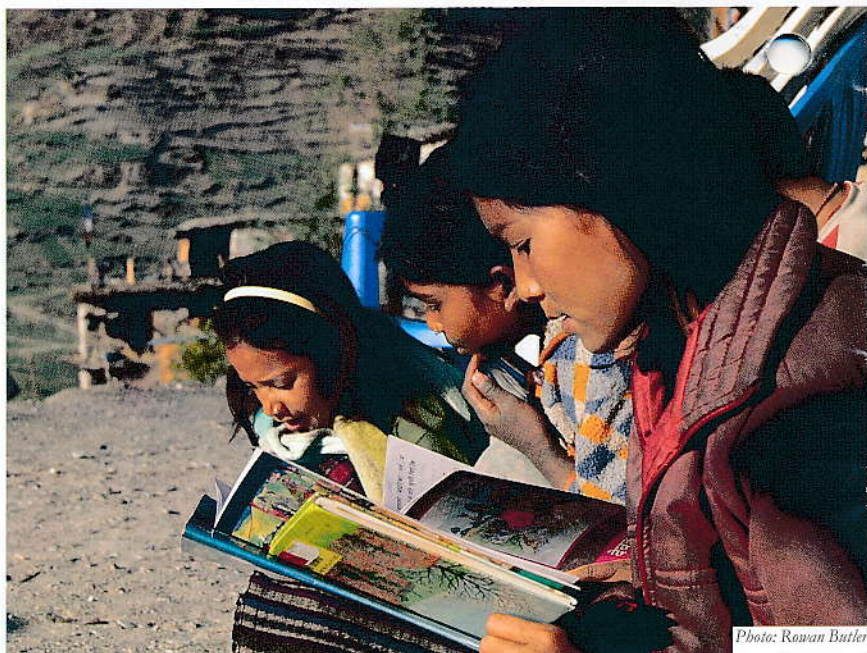


Photo: Rowan Butler



Mysterious ways ?

"God works in mysterious ways", this was our initial thought, when we heard a story from Jan Kalyan Higher Secondary School, a potential education partner in Rupandehi Cluster.

We have been continually impressed by the level of community support for this school, in this largely poor Tharu community. The school was first established in 1962 as a primary school by people in the community. Since then the school has slowly developed, with community support, to become a

Higher Secondary School. We discovered that the Community Forest Committee has, and is, active in financially and practically supporting the school. They have given generous donations for a new building and also contributed time and labour to the construction.

But what surprised us and made us laugh was a story we heard recently. Three thieves had been found - and captured - at night by some people in the community. They were caught red handed, their bicycles piled up with sacks

of food. The decision was made to confiscate the bicycles and wood and donate these things to the school. The head teacher was delighted. "God has heard our prayers" he said. The school was waiting for wood to finish installing windows and doors for their new building, but until then, lacked the resources to do so.

We are delighted to be able to partner with this school where there is a clear commitment from school staff and community for the school's continual improvement.

by **jean dobbing** and **sukharatna brahmacharya**

The authors are Technical Advisor and Education Officer respectively in Rupandehi

A smile says it all...

by vijeta manaaen

The author is a Communication Officer

Suman didn't feel comfortable sitting with me for a chat; he wouldn't look me in the eyes and so to break the ice, I asked him questions about his friends at school and his hobbies. I only realised later that I was asking him the wrong questions.

Suman's life is so different from boys his age. He likes to play football but hardly finds the time to play or discuss goals and scores with his friends because of the many household chores he has to do - fetching water in the morning, cooking meals for the household and doing other domestic duties.

Years ago, Suman's father left home and never returned. No one has heard from him or seen him since then.

"My father has never been around to support the family in any way and has never shown any concern. I have always seen my mother suffer". Suman says dejectedly.

Suman's mother was born disabled but for a while she was able to provide for the family by working at a factory, knitting sweaters. However, following an accident where she fractured a bone in her right leg, she lost her job.

The accident also happened in the midst of school exams and so between housework and attending to a sick mother Suman found no time to study and consequently failed important exams.

Suman now faces the hard task of repeating a class but rather than

wallow in grief and frustration he has faith and hope that the future will be brighter.

He is determined to graduate from school with good grades and get a job to boost the family's income.

His smile at the end of our conversation speaks so unmistakably about his gratitude for the opportunity to study in a good school,

"Without UMN's help, I would be attending a poor village school or probably not even be going to school at all." Suman adds.

15 year old Suman Shah has been a recipient of a UMN scholarship for the last seven years.

UMN's Scholarship Fund!

Over the years UMN has sponsored through its 'scholarship fund' the education of girls and boys of various ages throughout Nepal. The scholarships are targeted to help very needy children especially those whose families are marginalised and disadvantaged because of their social and economic status.

In the past year, UMN in partnership with the Finnish Evangelical Lutheran Mission started a fund to specifically aid the education of dalit girls (low caste) in the remote region of Mugu. About 50 girls are recipients of scholarships from this fund.

In Dharan, in the eastern part of Nepal, UMN supports the education of blind children.

Through a partnership-led initiative with local Nepali organisations, UMN is also supporting the education of other needy children and plans are underway to establish a scholarship scheme in all UMN's working geographic locations.

The need for education is great throughout Nepal!

Would you prayerfully consider and commit to sponsoring the education of a child in Nepal.

The estimated cost per student (per month) is \$13 £6 €10

The estimated cost per student (per year) is \$30 £15 €22

This amount includes - school uniform, education materials and fees.

For financial donation details see page 15

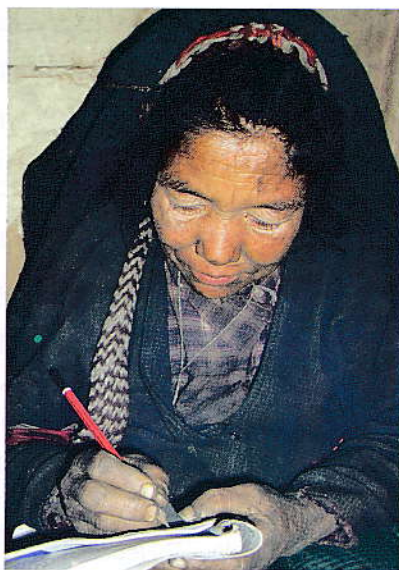
And what about non-formal education?

Mugu is the poorest district in Nepal. The average literacy rate of this district is 27 % but for women it is as low as 9 %. In Mugu UMN has been capacity building 2 local NGOs active in Non-Formal Education (NFE), Chaya Chetra Community Development Centre (CCDC) and Nepal National Dalit Development Forum (NDDF). Capacity building activities include identifying needs, developing policies, strengthening governance, building networks, accessing resources, preparing and implementing plans among others.

But what does this mean in reality? Here is a glimpse of how UMN is working with partners interested in non-formal education.

On Sunday morning twelve facilitators from Ruga, Mugu district came into CCDC's training hall. They had been conducting NFE classes in twelve different centres in Ruga over the past six months and had previously received training, so they came in with a sense of expectation. For them the morning had started much earlier. A messenger had delivered a letter to them the previous day, so they had left their homes early and walked as long as three or four hours to get there.

They had to cross a large river with no bridge, only a metal 'zip-line' which has to be negotiated on a bit of rope! Having been out to visit the facilitators and observe their classes the previous week we understood the difficulty of their journey!



It is never too late to learn how to write or read as this woman from Mugu demonstrates.

The objectives of the 5 day training included familiarising the facilitators with the topic and purpose of Parenting Education as well as the curriculum contents and materials of the course. Overarching this was the expectation to further develop the facilitators' skills and to inspire them about the need for a focus on Parenting Education in their

communities and their vital role within this.

From the introductory game at the beginning to the 'Deudas' sung in summary at the end, the participants were very active and enthusiastic. Fifteen different sessions were led by CCDC staff, UMN staff and other resource people with knowledge and experience in the area of Early Childhood Education and Parenting Education. The remaining time was spent on micro-teaching, giving all the facilitators plenty of opportunity to put their learning into practice and receive feedback.

The sessions were conducted in a very participatory fashion – otherwise the facilitators who had walked a long distance and have not the habit of sitting in one place for a whole day would quickly nod off to sleep!! The learning methods used included a lot of group work, discussion, games, role play, debate, quiz, songs and visual presentations.

This training was a success but of course this was not the end – rather it is only the beginning. The proof of success is still to be seen, and regarding this UMN is playing a vital role in ongoing monitoring and encouragement so that the good practices taught in such trainings are practised.

by yagya raj pant and carrie mitchell

The authors are Education Officer and Technical Advisor respectively in Mugu

Bible Study : The Helper

by paul dobbing

The author is an ICT Advisor based in Rupandehi

I sit in our UMN office in Rupandehi in Western Nepal and prepare computing learning resources for staff members.

Nearby, I overhear an animated conversation in Nepali between our HIV/AIDS Officer and Enterprise Development Officer. They discuss a UMN office in another district that reports extreme poverty of just about all people in the area. They talk about a man who has two buffaloes, one for milk production and the other for ploughing. He gets about a hundred rupees a day (70 pence or about 1 dollar) which is barely enough to purchase his meal and put a few rupees away for savings.

UMN's vision statement says we exist to live and serve in the name and Spirit of Christ.

This is practically worked out by linking with local organisations to help them do their job better and thus help impoverished communities so they can see some prosperity and basic dignity.

Paraclete

An interesting analogy for our work is the 'Paraclete', a title given by Jesus to the Holy Spirit. John 14:16, 26; 15:26; 16:7.

The Paraclete (from the Greek 'parakletos' describing one who is summoned to the help of another) provides advocacy, comfort and counsel to Jesus disciples.

Jesus is also referred to as the Paraclete in 1 John 2:1 and in a prophecy from Isaiah 9:6 as Wonderful Counsellor (intimate friend, advocate).

The 'helper-alongside' aspect of the Paraclete is a helpful analogy for how we at UMN work to help and build up those who suffer greatly from impoverishment.

Our practical aim is to build up, assist and advocate for our partners in ways such as helping them to secure government funding for some project or enabling the man with two buffaloes above to participate in a breeding scheme.

Our prayer direction is that as a result of our assistance, Nepali people's livelihood and esteem will increase.

We also pray that they will put their faith in Christ as their Saviour and experience the counsel of the Paraclete, the helper from Christ that is promised to all believing Christians.

Meanwhile, the Officers continue in a heated discussion (on a hot day!)

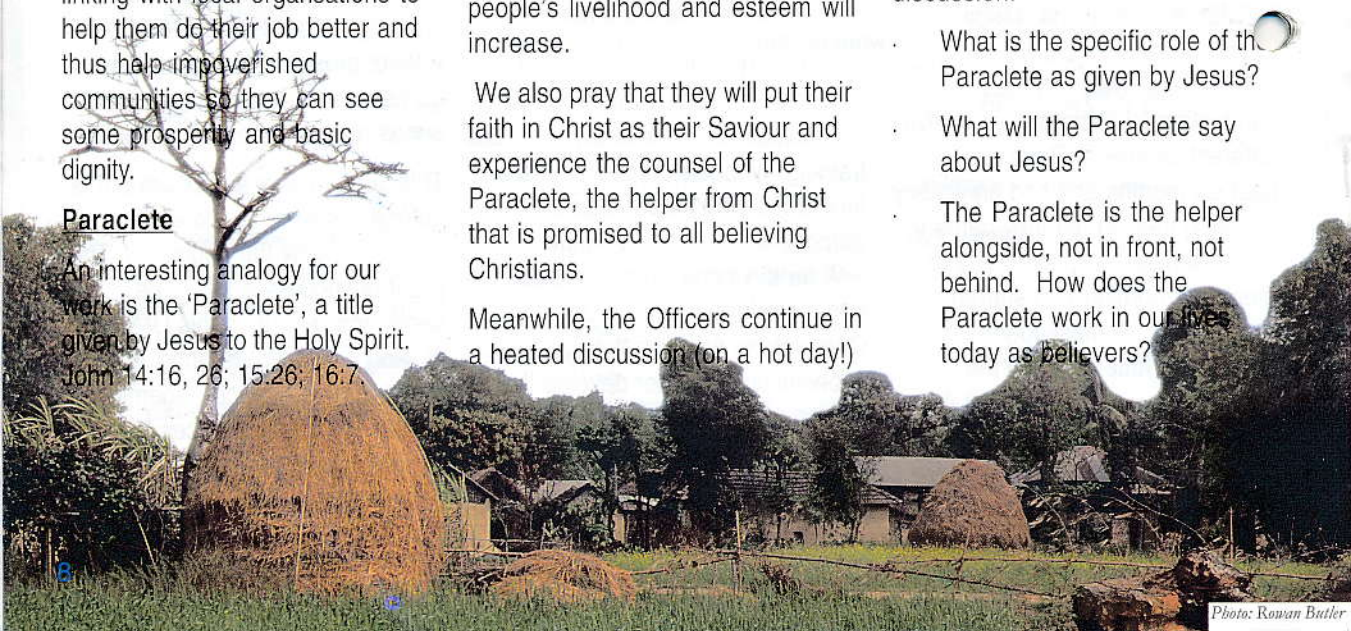
that touches on many topics relating to how they can push further into the impoverished situations and their plan for tomorrow. Tomorrow they will visit a Community Learning Centre in a neighbouring district called Kapilbastu (measured as the 5th most impoverished district in Nepal) to help the Centre build a programme to effectively help people in their community.

Further Study References from the book of John:

The Paraclete: empowers to testify to Jesus (15:27; 20:21-23); guides (16:13); Teacher (16:12-15); promised by Jesus (16:18); from the Father (15:26); given at Jesus request (14:16); glorifies Jesus (16:14).

Discuss the following questions using the above references to the book of John as a basis for your discussion:

- What is the specific role of the Paraclete as given by Jesus?
- What will the Paraclete say about Jesus?
- The Paraclete is the helper alongside, not in front, not behind. How does the Paraclete work in our lives today as believers?



News

FURNITURE AT LAST! A DREAM COMES TRUE FOR A VILLAGE SCHOOL.

When we think of a classroom, we picture students ardently writing in their notebooks, a teacher motioning towards a black or white board, books, pens and all that comes with study.

Now! Imagine a classroom, bare of furniture but a sprinkling of pieces of wood nailed together used for benches, students crouched on a cement floor, one close to the other, intently listening to the teacher because the section of the wall painted black, intended for use as a blackboard, is hardly visible.

Yes! This is Mahakali Higher Secondary School, one of a few schools in Mugu District where the literacy rate is one of the lowest in Nepal.

Faced with likely health complications resulting from sitting on a cold cement floor for a gruelling 3-4 hours, the school was in dire need of furniture.

This led to the establishment of a school committee which explored ways of raising money to address the school's furniture problem and also



Rajanee, UMN's donor relation officer receiving a cheque from Fiona, a King Edward VI School representative

to push the related local government offices to give money. Following successful lobbying, the District and Village Development Committees made a contribution of about 2,950 dollars. Mahakali HSS contributed 360 dollars and an additional 1,470 dollars, through UMN support, was donated to Mahakali by the King Edward VI School, Morpeth, in UK.

UMN Mugu cluster will be actively involved in monitoring the use of funds and will continue to provide technical support to the school through teacher training as well as training in proposal writing, to help them access funds from donors to address other needs.

UMN OWNERSHIP

Since its beginning in 1954 UMN has been a consortium of Member Bodies. These Member Bodies were Missions, Churches and Christian organisations who contributed to the work of UMN by sending expatriate personnel. They were the 'owners' of UMN and responsible for its governance. This model has served UMN well, however there have been many changes in Nepal, in the Nepali Church, in UMN and in Member Bodies.

The Board has been looking at this issue for the past 2 years and at the UMN General Assembly in early May, the new ownership model proposed by the UMN Board in November 2006, was ratified. This means that UMN has changed from being a consortium of Member Bodies to being an organisation which has Supporting Partners. These are Churches, Missions and other Christian organisations from outside Nepal who share the values of

UMN, can sign the Basis of Faith and who show a commitment to UMN's work. Some will also choose to be involved in the governance of UMN and will vote for the Board of Trustees who can be other than the Supporting Partner representatives. This new model gives more flexibility both to UMN and the Supporting Partners. The changeover to the new Board will take place in the November 2007 round of Board meetings.

Betty Young - 50 years with UMN

In 1956 it took 2 months for Betty and her luggage to get from UK to Bombay by boat and train. Contrast that with the 12 hour flight it takes today! There have certainly been changes in the past 50 years.

Betty began to work for the UMN Executive Director in May 1957, while still living in North Bihar. She then moved to Kathmandu in May 1959 and set up the Thapathali headquarters. There were just 3 staff – the Executive Director, Betty and a Nepali helper who tended the garden, cooked and did office messages; all from one room! Betty's work expanded over the years and she spent a lot of time buying and sending goods for people in the outlying projects. It was by plane in the early days and later by road when that became possible.

In 1976, Betty became Personnel Secretary and later began work on the archives in 1986. They were moved to Edinburgh, Scotland in 1990 and Betty moved with them! Since then she has put in tremendous work in collecting material from Nepal, sorting them in Scotland and helping others to access these valuable resources. Surely no one but Betty could have done this work!

There was a "retirement tea" for Betty in Edinburgh on 24th May 2007 and Jennie Collins was there to present her with a Nepali oil painting from UMN. Betty writes "Thank you with all my heart for the painting and for your friendship and partnership in the ministry of UMN. I will always feel like a UMNer even if my name comes off the list! Thank you again for all you mean to me in UMN."

And we thank God for you, Betty!



Opportunities for Service in Nepal

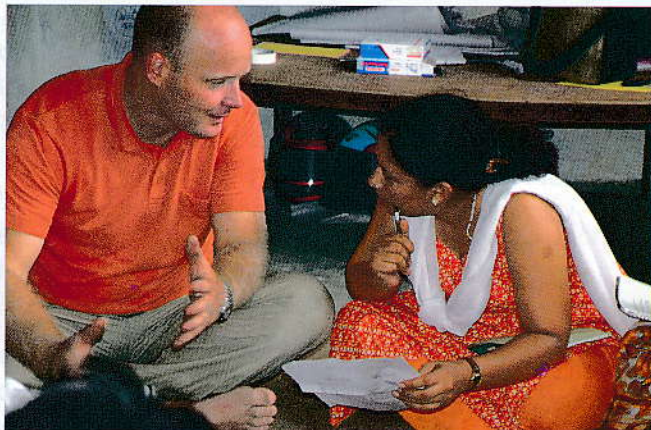
Exciting opportunities now exist for experienced Christian professionals - couples, singles, families – for a range of challenging, rewarding roles in rural, regional and urban areas in Nepal. If you have the required skills, are creative, flexible and interested in working in teams with Nepali and expatriate staff, United Mission to Nepal (UMN) is keen to hear from you.

Visit www.umn.org.np or contact Becky Thorson at expatrecruitment@umn.org.np for details of current vacancies.

Development Professionals

We can offer challenging fulfilling roles to Development Professionals who have experience of working in developing countries.

Their role would be to provide expertise in organisational development, capacity building, community development and partnership. These roles are mainly *Cluster based.

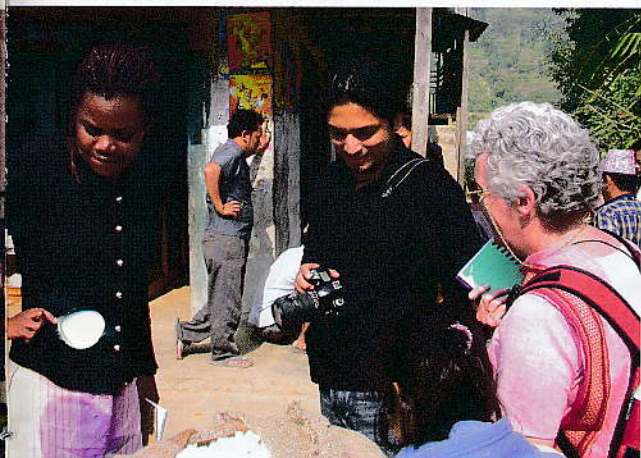


Marketing Director

An exciting opportunity exists within the Marketing Team in Kathmandu for a Marketing Professional to implement an integrated marketing strategy, in order to attract resources and personnel and maintain a good working relationship with the Government of Nepal and other major stakeholders.

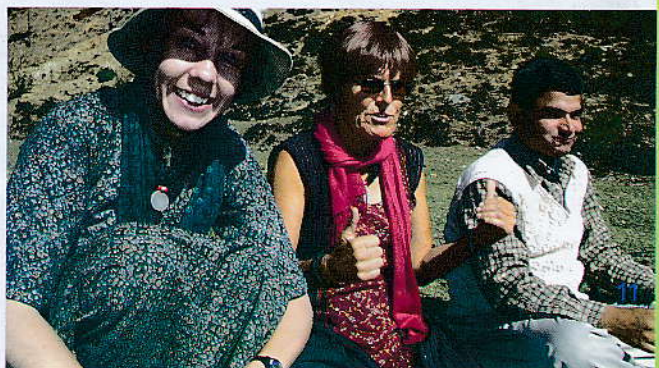
Finance Professional

A Finance Professional is needed to lead the Kathmandu Finance team and provide leadership in all aspects of financial resources and internal systems, coordinating corporate financial planning, budgeting and reporting.



Cluster Posts

We encourage both single people and families to apply for cluster positions. We will do all we can to provide facilities for families who should be prepared to live in rural areas at an appropriate life style within the community. The roles could be in any of our technical fields.



* Cluster refers to UMN's geographic working areas.

join us

Recently I was washing my hands at a village spring. There are no other expatriates in the district and after staring at my light coloured hair and skin, one old lady remarked with pity "a young looking girl, but already her hair is completely 'phuleko' (gone grey)."

Laughing, I explained that I'd been born that way! But the comment reminded me of the promise in Isaiah (46:4): *"Even to your old age and grey hairs, I am he who will sustain you. I have made you and I will carry you: I will sustain you and I will rescue you."* God has kept this promise over the past years that I have been in Nepal.



I remember, as I was preparing to come to Nepal for the first time back in 1998, my father asked, *"why on earth do you want to go all the way to Nepal when you've got everything you need here?"* Part of my answer was that, of course God wants us to spread our resources, faith and skills out around the world, especially in those places where these things are lacking and where there are fewer opportunities.

I worked as a teacher at KISC school (Kathmandu International Study Centre) from 1998-2001 and had an enriching time there, a key highlight being, meeting my future husband, Paul. I had come from Scotland and he from England, and we joked that God had brought us all this way out to Nepal to meet each other.

After I finished my studies in education in Northern Ireland I came short term to Nepal to serve as a teacher in the INF school for expatriate children in Pokhara. After the year I intended to settle back into a 'regular' life in Ireland – but God had other plans! I returned to Nepal and worked as a teacher in the UMN tutorial group in Tansen for three years. Then after getting a masters degree in education, I took up my current post with UMN as *Education Advisor*.

I've been in Mugu (North West Nepal) for almost two years. Serving in such a remote place involves many challenges, but also privileges. I don't know what the future holds, but I do know that no matter what happens, God has promised to rescue me, carry me and sustain me – even when I am old and grey!!

Carrie Mitchell

We returned back to the UK, got married, worked and did some further training. We both hoped and prayed we would be able to return to Nepal as a couple and live and work with Nepali people. We returned to Nepal in April 2006 with our mission organisation, CMS (Church Mission Society).

We work with the Rupandehi Cluster team in the flat Terai area of Nepal. I am glad to be able to use my education skills with others in the team to help, in some way, to address poverty and injustice. At the same time, I have experienced a sense of freedom in living a simpler, less cluttered lifestyle. I come from a busy life in the West which promotes material security and individualism. I am learning from those around me that I need less materially than I once thought, and that what is of real value is what God builds in us, not so much in what we build and accumulate around us.

Jean & Paul Dobbing

What do toilets and education have in common?

by rajmukut bhusal

The author is a Technical Advisor for Education based in Kathmandu

A woman from Ruga Village Development Committee (VDC) in Mugu had walked from her village to the hospital for a pre natal check up. It was her first time in the hospital so the nurse asked her how she knew to come on the right day of the week. The woman replied that she had learnt from the parenting education sessions that were part of the non formal education (NFE) classes being held every evening in her village.

These classes were being conducted by UMN's partner Chhayachetra Community Development Centre (CCDC) in 12 different centres in Ruga VDC. UMN Mugu Cluster has technically helped to develop the program and to receive the funds to conduct the classes.

Mugu is rated the poorest district in Nepal. But even within the district there are variations between VDCs. Ruga VDC is only a few hours walk away from the district headquarters but for many reasons it is more disadvantaged than other areas. Lack of water, political harassment and a high percentage of marginalised people groups have combined to produce difficulties in this VDC. Added to these issues, the Karnali river (which has no bridge and only a dangerous rope pulley

system) isolates Ruga VDC from the rest of the district and exacerbates other issues.

Because of this situation the local people of Ruga have had low awareness about hygiene, nutrition and general health. Literacy rates have been low and mortality rates high – especially of mothers and babies. Particularly the situation of Dalits (low caste) and females has been very disadvantaged.

However the awareness level has been slowly changing in many areas of the VDC and this can be related to CCDC's "Integrated Education Project" which followed on from basic literacy as well as parenting education courses in all villages of Ruga.

UMN has helped CCDC to train facilitators who have worked hard in the community to teach basic literacy skills as well as life skills. Within this integrated project, which has been sponsored by the Finnish Embassy, 240 participants have been learning not only to read about things such as hygiene, social change, kitchen gardening etc, but how to actually put them into practice. From this has come the realisation that hygiene and therefore health will not improve until toilet use is common practice.

Communities are currently building their own toilets! Amongst the participants 90 households have located suitable land. The 12 facilitators received practical technical training about toilet construction from CCDC who were supported by UMN. After advice from these local facilitators the communities have also dug appropriate sized pits and lined them. They have prepared stone and wood for the above toilet room. The Finnish Embassy has supplied the toilet pans for all 90 households. However the need for 2m of pipe and 4 feet square of cement per toilet is hindering any further progress.

CCDC is very aware of the need to think about the long term. If pipe is not used to channel the waste and the smell, then people will not use the toilets. They will continue to use the open toilet system which is the village path.

The challenges of carrying out capacity building training in an area with extreme lack of resources and basic infrastructure are immense. For example, it is difficult to commute between Srinagar and Ruga VDCs because there is no bridge, only a risky 'tween' (zipline) system. Similarly it is difficult to give refresher trainings about improving teaching / learning environment and



Photo: Arun Shahi

Students often have to cross rivers such as these in Dhading, to get to school

child friendly teaching styles, when the primary school has no classroom and have to sit outside in the sun or rain.

Our training must therefore go

beyond the usual reading, writing and arithmetic style and address the real needs in the community. It must be practical, relevant to the community and transformational.

The idea of an integrated program is best suited to places like Mugu because learning the use of toilets is just as important as learning how to read or write.

Little Steps

On this particular Saturday, as I walk by the right bank of the Veri River in Rukum, I notice six children filling rice sacks with pebbles. I am curious to know why they are collecting pebbles and also find out whether they go to school. Shyly they tell me that they are from Kaldeu village which I know, is largely a very poor Dalit (low caste) community. Their parents cannot afford to send them to school and so the children have to work to raise extra income for the family. If they are able to collect pebble stones amounting to 16kgs, they will each get 10 rupees (about 15 cents). This requires spending long exhausting hours and days trying to meet this mark.

In this poor community, education is not a priority and labour in the fields for extra household income is more prized.

UMN is working in Rukum and plans to work with the schools in this geographical location to find ways of making it possible for children such as these from low caste communities to access practical and relevant education.

by hira lal shrestha

The author is an Education Officer in Rukum

Celebrating 50 years!

This year Mahendra Bhawan Girls Higher Secondary Boarding School celebrates its 50th anniversary.

The school was established in 1957 under the management of United Mission to Nepal.

At the time, education for girls was a taboo. Parents were hesitant to send their daughters to school and usually kept them busy with household chores. Some girls from affluent families were lucky to have private teachers but that too was only basic primary level education.

Due to the social constraints of that period, inviting or enticing girls to school was very difficult but the founding team was not to be easily put off. They marched from door to door convincing the sceptical parents about the importance of sending their daughters to school.

A few years later, UMN purchased land with the purpose of building and starting a high school for girls.



Today, the school provides students with quality education and has introduced additional academic programmes including science and commerce.

Mahendra Bhawan School also provides scholarships to many of its needy students.

To find out more about Mahendra Bhawan School and its Golden Jubilee activities, Visit their website – www.mahendrabhawan.edu.np

Donations can be made by bank transfer or by posting a cheque (payable to United Mission to Nepal) to one of our banks (detail below) or directly to Finance Department, UMN, P.O.Box 126, Kathamandu, Nepal. If you remit funds directly to our banks, please notify us by letter or email: fin@umn.org.np

Standard Chartered Grindlays Bank

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GB75 SCBL 6091 99 10615512 (Euro)

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Account Name: United Mission to Nepal

Account Numbers :

1010078177 (Sterling)

1010615512 (Euro)

1010385142 (US Dollar)

Nepal

Standard Chartered Bank Nepal Ltd

GPO Box 3990

Nayabaneswar, Kathmandu, Nepal

Account Name: UNITED MISSION TO NEPAL

Account Numbers:

01-0488798-01 Nepali Rupee Account

01-0488798-51 US\$ account

Phone: 977-1-4 229333

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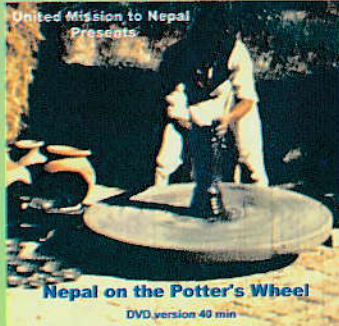
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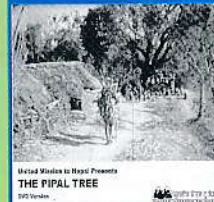
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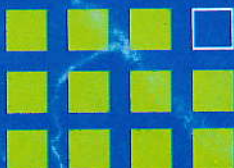
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