



24th Meeting

FreeSchools World Literacy Australia

DATE commencing: Friday 5th February 2010 TIME: 9 am

DATE completion: Monday 15th February 2010 TIME: 10 pm

INTERNET VENUE: FreeSchools Literacy Australia email network
fswl-australia@googlegroups.com

Minutes of the Meeting

1. Rollcall of members and others present and apologies.

There were 12 participants in attendance

Robert Coenraads (President)
Ben Bowler (Vice-President)
Merindi Belarski (Treasurer)
Delpine Swadling (Secretary)
Ian Esmore (Public Officer)
Melissa Aldis (Committee Member)
Kathleen Swadling (Committee Member)
Jude Townsend (Committee Member)
Linda Alcorn (Committee Member)
Paul Garrioch
Sue Tennant
Ashish Amos
Robert Vitella

Apologies: Betty Lyon (Committee Member)

2. Acceptance of the Minutes of the last meeting

The minutes of the 23rd meeting were sent to each member of the committee and were accepted by the committee
Moved by Robert Coenraads and Seconded by Merindi Swadling

3. Reports from the Committee.

The Committee received the President's Report

PRESIDENTS REPORT

Dear Committee Members and Visitors,

A formal welcome to you all for our 24th Monthly Meeting.

Following is an update of the FreeSchools World Literacy bank account for Sept-Dec 2009

| | | | | |
|-----------|--|---|------------|------------|
| 7-Sep-09 | R.Coenraads for Thailand | 2 | \$50.00 | |
| 16-Sep-09 | Belarski family | 1 | \$15.00 | |
| 17-Sep-09 | Judy Townsend | 3 | \$150.00 | |
| 21-Sep-09 | Linda Alcorn | 2 | \$1,100.00 | |
| 24-Sep-09 | Jo & Judy Townsend | 2 | \$20.00 | |
| 28-Sep-09 | Swadling family | 1 | \$15.00 | |
| 30-Sep-09 | Linda Alcorn | 2 | \$47.30 | |
| 30-Sep-09 | Judy Townsend () | 3 | \$300.00 | |
| 30-Sep-09 | Interest | 1 | \$1.91 | |
| 30-Sep-09 | Julian Martin Donation | 1 | \$500.00 | |
| 1-Oct-09 | Robert Coenraads | 2 | \$29.25 | |
| 16-Oct-09 | Belarski family | 1 | \$15.00 | |
| 20-Oct-09 | Melissa Alldis | 1 | \$12.50 | |
| 20-Oct-09 | Melissa Alldis | 1 | \$17.50 | |
| 23-Oct-09 | Heidi Donation | 1 | \$50.00 | |
| 27-Oct-09 | Betty Lyon | 1 | \$500.00 | |
| 27-Oct-09 | Swadling Famiy | 1 | \$15.00 | |
| 4-Nov-09 | Jo & Judy Townsend | 2 | \$50.00 | |
| 5-Nov-09 | Meredith family | 1 | \$200.00 | |
| 6-Nov-09 | Jo & Judy Townsend | 2 | \$1,680.00 | |
| 10-Nov-09 | Judy Townsend () | 3 | \$1,000.00 | |
| 10-Nov-09 | Betty Lyon (Uniting Ch) | 1 | \$600.00 | |
| 11-Nov-09 | Joan McHarg | 1 | \$15.00 | |
| 11-Nov-09 | Belarski (\$100); Swadling (\$50) Alldis (\$10); Coenraads (\$10) Martin (1\$10) | 1 | \$180.00 | |
| 16-Nov-09 | Belarski family | 1 | \$15.00 | |
| 16-Nov-09 | Chelsea Mclean | 1 | \$75.00 | |
| 20-Nov-09 | Melissa Alldis | 1 | \$12.50 | |
| 20-Nov-09 | Melissa Alldis | 1 | \$17.50 | |
| 23-Nov-09 | Grant Cunningham | 1 | \$50.00 | |
| 25-Nov-09 | TT sent to Thailand | 2 | | \$3,897.30 |
| 25-Nov-09 | TT sent to Thailand | 3 | | \$1,450.00 |
| 25-Nov-09 | Draft Sent to India(fee \$25) | 1 | | \$3,130.33 |
| 27-Nov-09 | Swadling family | 1 | \$15.00 | |
| 16-Dec-09 | Belarski family | 1 | \$15.00 | |
| 21-Dec-09 | Melissa Alldis | 1 | \$12.50 | |
| 21-Dec-09 | Melissa Alldis | 1 | \$17.50 | |
| 21-Dec-09 | Jacob Hoogesteger | 2 | \$300.00 | |
| 21-Dec-09 | Linda Alcorn The Junction | 2 | \$500.00 | |
| 29-Dec-09 | Swadling family | 1 | \$15.00 | |
| 31-Dec-09 | Interest | | \$3.89 | |

I would like to thank you all for your ongoing dedicated commitment to the FreeSchools cause. This monthly meeting is an important one as I would like to present our draft AusAID accreditation application document to the Committee for comment. I would also like to call for an early AGM to accept our audited accounts in ACFID format, and to formerly change our financial year reporting to correspond to the end of calendar year (requiring a minor change to the FSWL-Australia Rules

of the Association in which – under point 2 Definitions; "financial year" means the year ending on 30 June" becomes "financial year" means the year ending on 31 December").

I would like to announce the date for our early Annual General Meeting for 2010 in place of next month's regular monthly meeting. The AGM will begin on the first weekend of March (Friday 5th March – Sunday 7th March 2010). I attach the agenda for the AGM here. This formality is necessary (according to our rules) so that we can accept the Annual Report and Audited FSWL Accounts for 2009 (in the ACFID format for the calendar year Jan-Dec 2009). This will clear the way for FSWL to submit its application to become an ACFID signatory.

Also as part of this formality, the Committee of Management will have to technically stand down and be re-elected. You are all welcome to re-stand for the coming year (until our next AGM in March 2011) in your present positions. If you do not notify me as to otherwise, and as you have only recently been elected, I will assume that those are your wishes.

Thank you for your continued support and I look forward to your attendance at this very important 3rd Annual General Meeting.

Robert Coenraads
President
FreeSchools World Literacy Australia

4. Progress in Thailand

Paul: A few notes from me (a now independent observer).

Over cold season, it gets quite cold in Northern Thailand considering people don't have insulated houses or sufficient clothing etc. It is certainly enough to reduce many people's immune system and then that causes sickness (including in me) and can lead to death for more vulnerable people such as the elderly or young sick babies. Every year Mirror Foundation receives donations of blankets to distribute to hill tribe villages and this year 500 were sent out to villages that are receiving assistance from Free Schools. There are some pictures attached and note that volunteers from a few different countries attended the blanket giving and so became aware of Free Schools.

Also recently a number of volunteers visited Baan Jalor. This is a very poor Lahu village in Thaton that has a Free School. Last year we built a new larger teaching shelter at Baan Jalor and I know the Thai Citizenship Project from Mirror Foundation has also recently visited Baan Jalor to research the possibility of helping the villagers gain citizenship. Anyway during these visits it became known that Baan Jalor only has 3 toilets / wash-rooms for the entire village. The result of course is that people go to the toilet in many locations, and particularly in Rainy Season this is likely to lead to disease and problems, compounding on the poverty and already difficult living conditions the villagers already face. Initially the plan was for the volunteers to build more toilets for the village, but for a reason unknown to me, this didn't happen on this trip and instead the teaching shelter was extended. Anyway, again a larger group of people got exposed to Free Schools and the village benefited. This seems pretty typical of the extra activities that the Free School supported villages are getting from Mirror Foundation, and I know there are plans to get more Thai and foreign volunteers to those villages to assist in various ways during the year. The toilets? I am pretty sure they will be built at a later date, but will try to find out what is going on.

Overall I get the impression that things are working well for the Free Schools in Thailand. Teachers have been supplied to 11 villages (is that right? Or is it 12?) and the villagers also get the attention of Mirror Foundation that endeavours to check into what other assistance is needed, and if possible to give that assistance.

I believe Sue will soon receive a report to confirm that 3 villages have been "successful". By that I mean that 3 of the villages that have been receiving Free School help this past year, will

now receive educational support from the Thai government. 3 new villages in need will then be selected to gain assistance from Free Schools.

Another positive development: Robert, or was it Judy or Linda? Have put two longer term volunteers in contact with me. Jake and Julie will come to Thailand in about October and will volunteer for around 3 months. I am hoping they will get more personal stories of the Free School recipients and help get that information out to the world. Certainly I expect them to visit all the Free School's sites, hopefully on numerous occasions and work with Jadad to develop better reporting on what is going on and the successes the project is achieving.

Negative: Recently Mirror Foundation had their annual meeting and all the projects reported on what they have achieved during the year. There was no Free School report. I suspect this reflects an attitude in Mirror Foundation that the Free Schools project isn't theirs.

They don't feel ownership. And it is just something they do 'on the side'. This seems a little disappointing - if compared to the passion or amazing efforts shown by Sue, Judy, Jo, Linda or previously by Ben and Jildou - I can't help feeling that I'd like to see Mirror Foundation also approach the task with a bit more enthusiasm.

I also see the Free Schools project as one of their best projects that make a definite positive impact on many people's lives. So I do feel Mirror Foundation should be more excited by this activity.

How to fix this?

I am not yet sure. But I wanted to flag this point for your awareness and hopefully over time we can develop more pride and more passion in Mirror Foundation about the project. At the same time I also note, the project is working. It is getting education to many kids that would not otherwise get that opportunity, so perhaps "if it ain't broke, don't fix it".

One possible reason for Mirror Foundation's attitude: I was asked by Khun Moo to confirm if the Free School project would continue. I said yes, it is planned as an ongoing project.

But maybe that lack of knowledge / confidence regarding how long the project will run for or when the money will stop, leads to people being a bit more cautious in their dedication. So we should try to ensure that Mirror Foundation knows of the intention and commitment of others to continue Free Schools.

Me? It has become pretty clear to me recently that I really want/need a break. I have left paid employment at Mirror Foundation to help achieve that, but was planning on continuing taking care of volunteers from Antipodeans that volunteer at Mirror Foundation; doing some volunteer work myself helping at Mirror Foundation; and trying to keep track of the Free Schools project.

So far my workload hasn't decreased that much as I am still catching up with leftover work, but I am gradually feeling more free, happy and even healthier. And as I gain more freedom, more opportunities arise. So I may go down the track of pursuing more freedom and happiness and chasing some other opportunities. If this occurs I imagine I will have much less to do with Mirror Foundation in the future and won't be in a position to update you on Free Schools. We shall see. I can't guarantee I will be here for all of Jake and Julie's time - but I will pre-arrange their volunteering and help them as much as I can while I am here. Hope this email finds everyone well. Paul Garrioch

Robert: Thank you, Paul, for your update on the situation in northern Thailand. It warms the heart to read about how the Mirror Foundation and FreeSchools programs are growing steadily. Most importantly, we, in distant Australia, greatly appreciate your volunteer input in nurturing and growing the vital joint relationship between the Mirror Foundation and FreeSchools World Literacy.

The Australian organization has undergone its greatest growth in funds raised thanks largely to the efforts of Jude, Jo and Linda, and this year we hope to achieve official charity status in Australia – a great step forward, where the compliance regulations are among the toughest in the world.

On behalf of the Australian Committee of Management, I would like to thank you so much for everything that you have managed to achieve, not to mention the lives of the children that you have changed for the better.

Sue: Dear Paul, We can hardly thank you enough for your much appreciated report Paul, especially since you are doing this as a volunteer. Bless you!

We are thrilled that Mirror Foundation is giving FreeSchools so much back-up support. The Mirror Foundation is an exemplary partner for us since they bring their world network, resources and reputation to the table, in addition to our support of teachers, supervision and learning materials. We want this partnership to continue.

Canada intends to support FreeSchools in Thailand for as long as possible. We have never let you down but we need future support from Australia and USA. I will be coming to Thailand to visit the schools this October and can hopefully work out a strategic plan for Canada's support in the future.

Thank you Paul again for all that you are doing for FreeSchools in Thailand and best wishes to your dear family.

Sue: I am not forgetting Ben and Jildou's huge humanitarian efforts on the Thai border to accommodate the unbelievable plight of Burmese refugees. I hope we can support them under the FreeSchools umbrella. We welcome your ideas and suggestions.

Linda: When in October, Sue, are you hoping to visit FreeSchools projects? If my Yr 12's are finished by then I might be able to join you and so have first hand experience and be able, hopefully, to inspire fund raising in our area? Depends on dates as well as cost of airfare of course. I really appreciate Paul's work too... he's a terrific man. Any ideas on who might write/gather reports after he finishes?

Robert: That is a very important issue that you have raised, Linda. All of our projects will require a dedicated person in-country to ensure that funds are being received and distributed as intended. Written reports or statements/receipts provide the proof of this, and will become a statutory requirement when we are accredited as a registered charity here in Australia. I am hoping that Paul will be able to assist us during this transition phase.

Paul: It would be great if you had the chance to come and visit Linda.

Money and reports at Mirror Foundation:

Money received in goes through Jam, the accountant, although typically it will be Khun Moo (Deputy Director) who receives your email and knows the money has arrived in the account. As a registered Foundation in Thailand, Jam has all sorts of Thai accounting laws to keep in line with. From there Jam does the teachers wages electronically (I think) and issues money to Jadad for his activities.

Jadad runs the activity on a day to day basis. He writes a report in Thai (each quarter - I think). That then gets translated to English, firstly by Moo, and then by a native English speaker if one is available. (some times that has been me, sometimes we utilise one of the volunteers that is here).

Although Jadad runs the Free School project on a day to day basis, he reports to Moo (and sometimes Oat (the Director) gets involved too) on it. Added to that, all the project heads (the committee) meet once a month to discuss various subjects and this is when the committee also has a role in overseeing the project.

So there is a whole group of people keeping an eye on how everything is working and they are also complying with Thai laws for not-for-profits.

Hopefully that all fits in with the requirements you guys will have, and yep, I can help explain your needs to the people over here whilst we get things running as required. (Oh, and note even recently, I haven't always been involved in the reports. There is a whole bunch of good people helping out).

Ian: In preparation for next weekends meeting please familiarise yourself with some backgrounding material. Find attached two links which give a brief overview of the Mirror Foundation and may assist with insights to Paul's recent report. This may assist with ways of brainstorming a way forward, FSWL in Thailand".

<http://www.mirrorartgroup.org/ourdonors/ourdonors.htm>

<http://www.mirrorartgroup.org/web/projects/index.htm>

Ben: Dear FSWL Australia, Yesterday we had the opening of the new day school operating out of an orange farm on the Burmese border. It was a wonderful event and we were very pleased to have Paul G come and spend the morning with us. I hope you enjoy the photos of the opening ceremony!

5. Progress in India

Sr Crescence: Report from India. Date: 23-12-2009

Report on World Literacy Programme Teacher's Meeting held in October & November 2009

All teaching and office staff of World Literacy Program met for meeting in two groups separately at Sacred Heart Convent, Bettiah and at St Mary's. Motihari. The meeting was presided by Sr. Crescence.

Main theme of this meeting was to create awareness in teachers of their personal call to serve the unloved and unfortunate children.

Once the regular agenda was discussed the members were given a fantasy. They were asked to imagine that each one of them was offered an air ticket to go to the Board meeting abroad and meet the members face to face to answer their questions.

Step 1- A Vision

Look at faces of the Board Members. Try to gauge their eagerness to know about our children. Feel their concern for the future of these children. Fathom the love, if you can, that they have for our children whom they have never seen.

Step 2 - Reflection

You are alone before the Board. You are expected to answer the questions in sincerity and honesty (avoid all artificiality and duality). While you listened to them, be in touch with yourself, your feelings, your emotions.

When the dialogue between you and the members is going on, something is happening within you, you are being changed slowly. A new belief, a new thinking, a new ideology is taking shape in you, and you are gripped by them. Please remain in touch with that process of change. They are of great importance for you.

Step 3 – Opening to self awareness

"Now you are back in India, at Motihari. Share with us what happened to you. What did you go through (feelings of joy, regret, love, enthusiasm???)

(1) What did you find?

- On the faces of the membersIn their voice?
- In their dialogue with you?

(2) What change took place in you?

- A new thinking?
- A new resolution?
- A new sense of commitment?

The personal sharing of the teachers was indeed very touching.

Some of them are as follows:-

- "The love that they have for us cannot be described."
- "Their love for children made me feel ashamed."
- "We should love our children more than them, because these are our children."
- "It is unbelievable that people so far from us can love us with such intensity."
- "When I saw them I found my zeal is very poor."
- "New awakening in me was I will teach my children with greater enthusiasm."

- "I have come back as a changed person, more committed to the children."

The meeting led us to all rich experience, all for the glory of God.
Amen, Sr. Crescence

Linda: Thanks for sharing this. I've deposited \$500 into FreeSchools account. I just had my 50th birthday and asked for donations instead of gifts. Starting to think of ideas for fund raising next year too. Well I'm off to Vietnam, Cambodia and Laos now. Hee hee! Happy New Year.

Merindi: I have just had the time to read Sr Crescence's meeting report, and I too am humbled and amazed at her inspiration and wisdom. She has guided the teachers through a process that will bring about a greater depth of understanding and commitment to the children in their classrooms. Sometimes it's easy to think that our meagre \$15/month does not make much of a difference; but knowing that the "western" support FreeSchools has across nations inspires these wonderful teachers to love their children more makes it all the more powerful.

Sue: India Update Report Feb 2010

Hello dear Friends, It is certainly a much more enjoyable experience travelling to India with Sonja, Heather and Hayley - making the marathon between leaving home and finally settling into a bed after 24 hours an adventure. They are terrific travelling companions positive, patient and totally fun. Heather's sense of humour keeps me in stitches!

Yesterday I saw the market area around our hotel through their eyes. After so many years coming here I only go out from the hotel when it's absolutely necessary. But they were seeing the masses of people, hustling and bustling in utter chaos for the first time. How they handled the beggars and the hustlers reminded me of how kind and polite Canadians really are. But one soon as to learn to say a firm "no thank you" and not engage those who would follow us all day if we would let them. I think it was frightening for Hayley as she was prepared for Bihar but not for Delhi. But also an eyeopener and that's what this trip is about.

Last night we had tea and a delicious dinner at Rajiv's. He and Anu live in Noida, which is to Delhi what Mississauga is to Toronto. Anu designed and built the 3-story house over the last year and a half. It is built for entertaining and guests and is artistic and original in every way. Black slate floors are throughout and architectural features in ceilings and walls and entrances abound. The wood carvings are spectacular. The top floor is staff quarters (2 cooks and a housekeeper) and mainstay for 5 dogs (really sweet dogs). The second floor has spacious offices for Anu and Rajiv and two large rooms and bathrooms for guests. The main level is a virtual gallery of Indian religious culture - Buddhist, Hindu and Christian. We arrived to the chanting of Tibetan monks. In the living room, there is a step down seating pit that comfortably seats 20 - totally brilliant. The house is really a welcome place for all kinds of people and Rajiv and Anu are very easy going, generous, down-to-earth hosts.

A family from Nepal was staying with them. Rajiv knows them well as they run the last guesthouse on the Everest Camp base trek that can be reached by a vehicle. The couple had lived in Australia, and the aunt (a dentist had practiced in Saskatchewan for 3 years) so their English was excellent. Their 4-year old son Wangyal was the cutest most socialable kid I've ever encountered. He ran right to me, sat on my lap and just giggled. I asked him how old he was and then realized he may not speak English and then I asked him if he spoke English. All the time he's showing 4 fingers to everyone. Duh!

Risa, the filmmaker from NYC spent the day with two film students (organized by Rajiv), getting footage of Dehi and joined us for dinner. Sr. Crescence called and will be prepared for us to arrive around 8 a.m. Monday morning. Today we leave on the train at 3 p.m. We are all looking forward to the journey. We are getting closer and closer to the FreeSchools kids. I can hardly wait!

This is being written in the beautiful new Delhi Domestic Airport – very modern and bright with a live pianist playing upbeat Western music. Thanks to Rajiv's handling of the luggage in one fell swoop, we have been able to check in our 13 bags plus carry-ons without extra weight charges. We were very fortunate that Rajiv secured 8 seats on the 11:45 a.m. flight to Patna.

Since every flight I've been on in the past 5 years has always been full, I'm not sure how 8 seats(all together) suddenly became available. Travelling with me is Sonja, Heather, Hayley, Risa, Rajiv, Anu and Kumar (a graduate film student and Risa's assistant.)

I'm used to delays and unexpected events in India, but missing the train yesterday was very intense. First we were told in the parking lot that the train had left at 2:30 p.m. which plunged us into dismay. Then about 10 minutes later we were told another train was leaving at 3:00 p.m. (the time we had booked.) You can't imagine the Herculean physical effort and massive adrenalin charge it took, carrying all our luggage, to make a sudden burst to our boarding platform. Climbing huge three flights of stairs to get to the very last track (#13) at the train station, forcing our way through literally thousands of people only to find that the train had left 15 minutes early, will forever bond this group. Fortunately Heather was wearing her brace (broken ankle) but she is paying the price today, and poor Hayley was in tears, frightened by the masses of people and our sense of urgency. Everyone was beginning to feel the immense logistical challenges that we face in India and upon hearing that our train had already left 15 minutes early, we were stunned. But in our defeat, we had to face finding an alternative way to get to Bettiah. Getting train tickets the next day would be next to impossible as bookings are made weeks in advance. We surmised that since we were not on the platform early enough, our first class/AC spots had been sold, making someone a handsome profit, and the train left early. Sr. Crescence was extremely sad upon hearing we had missed the train and I felt helpless to console her. So what to do?

The New Delhi train station is very crazy and chaotic. Millions of people are trying to travel in India and the system is brutal. Rajiv ended up negotiating 2 vans (because we had so much luggage) and we went back to Anu and Rajiv's home. That spectacular house, designed for guests, was about to get a workout.. I was feeling very exhausted because I had not slept well at the hotel, but Anu and Rajiv treated us to a royal meal at their golf club. Constantly on the cell phone, Rajiv was able to secure flights for us to Patna the next day. After a wonderful breakfast we departed for the airport around 8:30 a.m. The flight was delayed due to fog. Once on the plane, flying out was easy and very comfortable. We arrived in Patna around 3:00 p.m. and were met by two Scorpios (an upscale and comfortable vehicle) and two trusted drivers to take us by car to

Bettiah. All organized by Rajiv.. With the roads greatly improved over the last few years that trip normally takes about 5 hours non-stop. Ours took 8. With traffic delays and a flat tire in the dark of the night, we arrived very tired at the convent just after 11 a.m. Although Sr. C's welcome is always warm and loving, it's not the best time for newcomers to arrive in the dark. We were welcomed with coffee and food and a quick trip to bed. But none of us slept all that well.

Tuesday started early for me at 4:00 a.m. Everyone is staying in the Guest House (Sonja, Risa, Heather & Hayley in one room and Rajiv and Anu in the other). Kumar and I are staying in single rooms above the dispensary – a section I had never seen before. I have a small dark room with closed stained glass windows and a private bath. Lucky for me, that means fewer mosquitoes. However Puja music played all night and I could hardly sleep. Puja is a big Hindu festival over the next three days that features very loud repetitive music played until dawn. Thankfully, it didn't seem to permeate the Guest House, but the night-long barking of dogs always disturbs sleep on the first night.

After a 7:30 breakfast, we attended a special welcome ceremony across the street. The entire student body of the Sacred Heart Convent School lined up in the schoolyard to welcome us. The choir sang an impressive "Hearty Welcome" and I introduced our guests. Rajiv translated. It started to rain. I've never been in India when it has rained before. We were told that it's unusual at this time of the year but fortunately, Indians regard a shower as a blessing. The on and off rain blessed us all day. I called Hayley up to the stage to introduce the FreeSchools Club. She had had no warning and did a terrific job. Very soon we were on our way to spending our first full-day visiting and filming the FreeSchools.

The long and arduous journey to Bettiah was a test of patience and fortitude. We had had many unexpected delays and challenges so far on our journey but nothing seemed to properly prepare Westerners for their first personal and up close experience of the abject poverty of rural Bihar. There were many tears shed as we visited the FreeSchools.

The first stop was about 10 k from Bettiah and took a half hour to get there. Two FreeSchools -Bhagrashan and Bharat Ram, located in Dumnaga – combined to welcome us. Over 100 children were seated cross-legged on the ground and a large crowd of parents and villagers had gathered. After garlands and flowers were presented Bergeashan, the Supervisor in Bettiah area, engaged the children in demonstrating what they had learned in mathematics. He made an impassioned plea to increase the number of FreeSchools in his area as the need is desperate and also the parents are begging for it. This is a common request and the problem is how to manage the schools properly. But we said we would help. Bergaeshan teaches one of the classes himself and the other teacher (also a male) is Sanaj who claims a Masters degree in Political Science.

Having Anu and Rajiv engage the children and translate for us made this visit immediately much richer in content than any of my previous visits. It was revealed that an 11 year-old girl had been married two years prior and Risa interviewed her. We also asked the father why he arranged this marriage with a daughter so young. “Poverty” was the short answer. Rajiv swept up Hayley beside him on a water buffalo. “Scary”, she later reported. He also handed her a baby goat which she would have taken home if only her mum had agreed to it. The school needs a sewing centre for girls who are married young and there is a bright girl in need of a scholarship.

The next school was in Haranachia, held in the closed courtyard of the home of teacher Suman Devi. This school is new and composed of very poor children adept at stealing fruits and vegetables from the wholesale market. Suman took on the challenge of these children by embracing them in her own home with love and discipline. For the benefit of Risa, we went to the same market so that the children could re-enact how they stole the goods and escaped. Later they were persuaded to come to school and the changes in the faces and demeanour are striking we were told. Upon seeing a Japanese woman behind a movie camera and so many Westerners suddenly appear midday in the market, a huge crowd quickly ensued. Next time, only Risa and Kumar need be involved, but it was pretty exciting for us to see the spectacle evolve first-hand.

We returned to the convent for lunch and visited three other schools in the afternoon arriving back around 7.

Although gone for only one week, it feels like a month! After a delightful train trip, we arrived safely in Delhi at 5:00 a.m. this Saturday morning. We agreed that when all goes well, the train is definitely the superior way to travel to and from Bettiah. Our First Class cabin was roomy, comfortable and the hours flew by as we were celebrating our success getting everyone and everything on the train in the 3 quick minutes allotted at Bettiah station. The train was moving as porters were still loading luggage! We will make sure the Americans going in March benefit from our experience.

Heather, Sonja and Hayley are on their way to Agra (with a trusted driver and vehicle arranged by Rajiv) to see the Taj Mahal and then to Jaipur for sightseeing and shopping and overnight in a luxury hotel. Risa and I are staying at Rajiv and Anu’s home again. She is downloading footage and leaves for New York tomorrow.

Last week we spent many hours driving on very rough roads and saw so many village FreeSchools – many more than we asked for! We were greeted by hundreds of very loving children despite the fact that many centres had waited hours for us to arrive. This has happened before and it’s the result of trying to do too much in too little time. Losing Monday and Friday of this week put extra pressure on us and we were loathe to let down the children. It’s hard to imagine that our visits mean so much to them but they do. All the classes loved seeing Hayley and some gave her gifts. They wanted to know when we would be coming back and if she was coming back..

But an unrealistic schedule makes everyone feel badly to keep the children waiting so long. The FreeSchools sometimes blur together when the visits are so crammed. We have to study our photos to bring it all back. And since today is turning into a recovery and email catch-up day for me, I’ll wait before attempting the next update.

This Monday I attend the opening of a new FreeSchool in Uttar Pradesh and in the following three days I will visit all of the 16 ISPCK FreeSchools and women’s empowerment centres.

Anchai's Report – January 2010: Dear Sue and Risa,

I had a wonderful meeting with Sister Crescence here in Patna yesterday. It was an absolute pleasure to meet someone so dedicated and committed to the cause of spreading literacy. I felt a very powerful energy in my physical contact with her. She truly is a blessed soul. Sister Crescence discussed six different types of schools that have been started with kids with different backgrounds.

1. One set of schools was started with children who collected dry leaves to sell as fuel.
2. The second set has children who collected garbage and empty plastic bottles.
3. The third set of schools was started with children who worked at the Samiti Market (the wholesale fruit and vegetable market). These kids would wait "like sharks" until the vendors started to throw away the rotten fruits and vegetables to grab what was salvageable.
4. The fourth set of schools was started with children who sold paan (beetle nut leaf stuffed with other things) and bananas on railway stations.
5. The fifth set has kids who stole sugarcane from sugarcane trucks.
6. The sixth set of schools has kids whose parents are cattle herders and fishermen.

Sister Crescence's idea for the documentary footage was to reenact how she and the teachers first tricked, and then convinced, these kids to come to school. And finally, they were able to inspire in these children a great love for learning.

I also shared with Sister Crescence my idea to start a Harvard chapter of Free Schools (FSWL-USA). I was thinking of starting a student organization that would spread awareness about Free Schools, hold fundraising activities, and organize volunteering opportunities for college students to engage in the actual working of Free Schools in India and Thailand. Sister Crescence seemed to like the idea and said that she would love to have volunteers. After speaking with her, this is the rough outline for what this college-volunteer project looks like. Since these students would be interested in being as engaged as they can possibly be during their time away, each student will be assigned two to four schools depending on the size of the school. Students will work at the school centers with their respective supervisors to promote innovative and interesting teaching methods. For instance, Sister Crescence often reviews math skills using story problems. Sister Crescence also suggests that volunteers arrange to use films to teach the kids. They will play with the children and be responsible for inspiring the teachers and students to strive for higher education and social change. In short, their job will be to revitalize the whole spirit of existing free schools. The current numbers look like this: 3 volunteers for the 12 centers in Bettiah, 1 volunteer for the 4 centers in Suhauli, and 4 students for the 22 centers in Motihari. Sister Crescence also answered several of Sue's questions regarding the upcoming trip in February. Here are her response to these questions in bullet form:

- People are welcome to visit Vandana's school and her home. The best gift to give the baby would be cash. Vandana and her family are likely to receive a lot of flack from the local community if she receives any "foreign" clothes and such for the baby. This will create a sense of jealously and unwanted discrimination.
- Her mother can be interviewed and so can the students. It is possible to start a tailoring school in this location. A tailoring teacher could be hired at about Rs. 4000 per month. We think that we want to look for a poor local girl who has gone to tailoring school to hire as a teacher so that she, too, can have a chance in initiating social change. Once the teacher has been hired, photos will be taken and sent across to everyone.
- Sister Crescence assures us that schools will not carry out an elaborate ceremony and that we will have a chance to see them in action.
- The photo of 8 beggar children will be taken and sent upon Sister Crescence's return to Bettiah.
- After discussing the needs of the students, we have decided that the best gift for the children will be warm clothes. Sister Crescence suggests that we buy 600 cots-wool shirts for the boys and 700 cots-wool kurtas for the girls. Daddy and I will look for these in Delhi have them bought and ready to carry to Bettiah before the team arrives.
- Sister Crescence suggests that double sized bed sheets should be given to the teachers because this will be useful for the entire family. The Sisters should be given single bed sheets. Daddy and I will arrange for these in Delhi too.
- Sister Crescence thinks it's a good idea to have a coffee and dessert meeting with the Bishop and other dignitaries and this meeting will be arranged for.

• The variety of schools Sister Crescene has in mind has been mentioned above. Daddy and I think that this does seem like a pretty diverse set.

Daddy and I have invited Sister Crescene and two other Sisters, one of whom is the head of the Convent in Patna, for dinner at our home in Patna. We are sending our car and chauffeur there to pick them up. We also thought that this way Sister Crescene will be able to video conference with Sue and Risa on Skype. Daddy was unable to connect with Sue but was able to speak with Risa. We have arranged for Risa and Sister Crescene to video chat at 8 am EST.

Unfortunately Sister Crescene has an eye problem where she seems to be losing sight. She can't see at all from her right eye but now her left eye has also begun deteriorate. She has apparently met with doctors in Calcutta and Delhi earlier and they told her that not much could have been done to help her at that time. We are taking her eye reports along with us to Delhi to show them to the eye specialist who has operated on my grandfather's retina. We also proposed to her that she take the direct train from Bettiah to Delhi two days before the arrival of the team in Delhi. During this time, Daddy will take her to the eye specialist and get her checked out.

Daddy will discuss the formation of the trust, buying of the vehicle, and the opening of a bank account in Bettiah on the video chat later today.
Best wishes, Anchal

6. General Business.

The following discussion took place during the meeting and is recorded here:

Ian: I would like to table a Draft Organisational Chart"" and a Draft Memorandum of Understanding"". (See APPENDIX 1 and APPENDIX 2.) In addressing the attachments I would like to stress that these are for discussion purposes only at this stage so as to allow committee member input and to help us envisage a way forward for FSWL to gain a step towards AusAID accreditation.

Robert: I wish to table for comment by the Committee, the application document for AusAID accreditation (FSWL Agency Base Profile. See APPENDIX 3) which I have been preparing for some time now according to the AusAID guidelines (agency_profile_base). At 30 pages long (not including the Annex), it is quite a comprehensive profile document. Please feel free to comment on this document and make suggestions that may improve upon it. Going through this compulsory exercise, now presents us with a clear organizational road map going forward - which is obviously the aim of the Australian accreditation body - and paves the way for us to obtain tax deductibility status and government funding for our projects.

Robert: I wish to table here our ACFID (Australian council for International Development) application document to become a signatory of that organization (see APPENDIX 4). Please peruse this draft document and feel free to make comment on it. I also attach here for completeness, a copy of the initial communication that I have had with Helen Vogt, Program Administrator at ACFID, and a full copy of the actual ACFID code for reference (we have agreed to adopt for FSWL at our last Annual General Meeting).

The way forward for us in Australia - it is as follows:

1. Develop and implement the appropriate policy documents as required by ACFID
2. Apply to become a signatory to ACFID
3. Apply for AusAID Accreditation
4. Apply for Deductible Gift Recipient DGR endorsement (charitable status) with the Australian Tax Office. And it is in this order that the documents must be formally approved by our Committee and submitted.

Robert: Please find attached a draft Gender Equality Policy for FreeSchools World Literacy (see APPENDIX 5). I would like to table it here at this meeting for your examination and discussion. It is a straightforward policy that you will recognize as simple

common sense. This policy will probably suit our needs as it is the same policy that is used by the ACFID organization itself.

Robert: I would like to table here a draft Code of Conduct for FSWL Volunteers and Staff for your examination (See APPENDIX 6). As with the other policy, it is a commonsense document that people (for example us in the Committee) becoming involved with FreeSchools as a volunteer or staff must show their agreement to by means of a formal signature. This document should suit our needs as it is the same as used by ACFID for its own staff members.

Robert: I would like to now table at this meeting, a draft Child Protection Code of Conduct for your perusal (see APPENDIX 7). Again, this is a commonsense agreement that should be suitable for our purposes, as it is the same as the one used by AusAID. I also attach the full AusAID Child Protection Publication from their website for reference. The implementation of this policy would mean that people working for FreeSchools (such as us) would state their agreement to the Child Protection Policy by signing this simple one-page code of conduct.

Robert: I would like to move the motion, that all of the documents tabled at this meeting (Draft MOU, Organisational Chart; AusAID application document; ACFID application document; Gender Equality Policy; Code of Conduct for FSWL volunteers; and Child Protection Policy) be accepted as working drafts for consideration by this Committee.

Moved: Robert Coenraads Seconded: Ian Esmore

Ian: FSWL role of Australia in relation to Thailand

Preamble: FSWL activities in India are moving along rapidly and recent incorporation of FSWL in India is likely to be of great assistance with administration of functions. An impending film documentary could also lead to a focus of media and be a fantastic opportunity for exposure to the FSWL vision unfolding. This is likely to be a major focus for FSWL Canada and USA affiliates.

Background: Sue has enquired if FSWL Australia feel we are in a position to assist with efforts of integrating the work in Thailand. This is additional to the work we are currently supporting in India. Robert and I have loosely discussed this issue and implications. Are we in a position to take this leap of faith"?"

Action: The path with AusAID is still some way off.

However the topic requires some consideration and consequently is placed on the table for committee comment. My general feelings were we needed more information in order to properly evaluate a response. Where to from here? Hence email sent thursday 4th Feb 2010
Free Schools and Mirror Foundation (ian esmore)

In India the FSWL model of literacy to the disadvantaged through supply and support of teachers does not usually involve supplying infrastructure. One of our core strengths is the low cost implementation of programs. Therefore it makes sense to work with other AID NGO partners who may support basic functions and needs of displaced peoples such as in Thailand's case and the Hill tribes near the northern border. There are some queries I have for a novice to understand the Thailand experience hence I have addressed above for Paul (Ben - Jildou) to assist in clarifying.

a) In the current arrangement FSWL is one of many donors to the Mirror group and their projects.

What are your thoughts on FSWL becoming registered in Thailand in our own right?

b) Do you think we could still maintain the same relationship with Mirror for funding and project outworking.?

c) That is some funding of x hours per week office time to maintain FSWL functions. This seems how it operates currently is that right?

d) Is Bangkok the head office of the Mirror group and are there if any office centres up North in Chiang Mai or Chaing Rai?

e) Do you have any other thoughts on how FSWL could provide a structure to support field work activities.

f) Do you have any other thoughts on how FSWL can be networked with partners whilst still maintaining its own identity.

Any other insights would also be appreciated to assist comprehension down under.

FSWL Charitable Status

Sue: A couple of new developments for your information. On January 22, FreeSchools World Literacy India will be incorporated as a secular charitable trust in Patna, Bihar. Since the initial trustees must be present to sign in person, they will be Sr. Emma (Mother General of SSH), Rajiv Lochan and his partner Anu from Delhi. The very same day they will open a bank account in Patna, with a branch in Bettiah and we'll be wiring funds to purchase a vehicle. Sr. Crescence will be added as a trustee as soon as possible but we did not want her to have to make the long trip to Patna. She has had an injection in her eye and must rest. Once the trust is established, other trustees can be easily added. While the legal documentation is very formal, the charity business does seem less complicated in India than in either Canada or Australia.

Secondly, one of our new Board members, Dr. Sadhana Prasad, has arranged for us to meet the Indian High Commissioner next Wednesday in Ottawa. Now that we are getting set up as a secular charity in India we hope that we can raise money in India. One of the things we plan to do is ask the Indian government for matching funds. Sadhana (pronounced "Sedna") is an accomplished woman with a lot of East Asian contacts. She has her own charity helping Indian cotton farmers return to organic farming methods. She is a geriatric specialist and has developed many programs to bring isolated seniors together. And she has a real head for business!

So our Field Partner will soon be FSWL India, no longer Fakarina Sisters and ISPCK, and any government support will hopefully help our credibility and sustainability.

FSWL Website and Communications

Robert Vitella: Attached are the login/password details for both your new freeschools.org <<http://freeschools.org>> account and the generic Australia@freeschools.org account. Both have been set up to automatically forward incoming mail to this address. Please note that both accounts will automatically delete the messages they forward (from its domain only). If you have any questions, please get back to me and I would be happy to answer.

An email account has been set up for you under the *FreeSchools* domain:

| | |
|--------------------------------|--|
| Your Email | australia@freeschools.org |
| Temporary Password | fswlaus |
| Automatically Forwards? | Yes coenraads01@optusnet.com.au |
| | <i>Messages automatically deleted from FreeSchools email upon forwarding.</i> |
| Maximum bandwidth | 20MB |

Accessing your FreeSchools email account is easy:

- Open your browser (Internet Explorer, Safari, Firefox, etc)
- Type **mail.freeschools.org**, and hit enter.
- Enter your email address and password, click login.

Ian: To committee, I would like to move a motion of thank you" be posted to Saskia Ravevouri for all her efforts in maintaining the FSWL website over the past and helping us to get this far along the path. Is there a seconder for this?

Saskia: Dear Ian, That is very good of you, but I am no longer doing the website! I got it off the ground and came up with some ideas, but Sue's assistant Robert Vitella has revised the site and taken over the maintenance. Thank you anyway for considering my past efforts! I appreciate the acknowledgment!

Ian: Hi Saskia, In making the recommendation I was aware of the changes and wanted to note our appreciation of your efforts to get us this far. Good volunteers are worth their weight in gold. Lessons learnt are that someone started before the next one could pick up the batten. Marathon relays are a team effort.

Merindi: I second Ian's motion and agree with his sentiments of thanks to you, Saskia!

FSWL Newsletter and Publicity Materials

FSWL Fundraiser Events

7. Correspondence with Supporters and Donors

Robert: I received a \$300 donation in the bank account from Jacob Hoogesteger and I must personally thank him for that. You are right they are amazing people and in for an amazing time volunteering in Thailand.

8. Set date and time for COM meeting. Close meeting

Our next meeting will be our Annual General Meeting. The AGM will begin on the first weekend of March (Friday 5th March – Sunday 7th March 2010). I attach the agenda for the AGM here.

Meetings of the Committee of FSWL Australia will be held on the first Friday of each month, and the date of the next Committee Meeting will be announced after the AGM.

I would like to thank the Committee of Management and other supporters for all of their efforts

END OF MINUTES: APPENDIX REPORTS

APPENDIX 1: FSWL Draft Organisational Chart

APPENDIX 2: FSWL Draft Memorandum of Understanding

APPENDIX 3: ACFID (Australian council for International Development) application document

APPENDIX 4: AusAID accreditation application doc (FSWL Agency base profile).

APPENDIX 5: Gender Equality Policy for FreeSchools World Literacy

APPENDIX 6: Code of Conduct for FSWL Volunteers and Staff

APPENDIX 7: Child Protection Code of Conduct for FSWL`

FreeSchools World Literacy 2010 Committee – Contact Details

ROBERT COENRAADS President of FSWL Australia

8 Trigalana Place, Frenchs Forest NSW 2086

coenraads01@optusnet.com.au

Professional Qualifications: BA Hons Geology (Macquarie University), M.Sc Geophysics (University of British Columbia, Vancouver). Ph.D Geology (Macquarie Uni), Fellow Gemmological Association of Australia), Fellow Australian Institute of Mining and Metallurgy

Occupation: Director (Coenraads GEMS Pty Ltd)/

Principal Project Geologist (Australian Gemstone Mining Pty Ltd)/

Lecturer, (Gemmological Association of Australia)/

Author – non-fiction

BEN BOWLER Vice President of FSWL Australia

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0403 023 432

Professional Qualifications: B.Theol in prep (Melbourne University United Faculty of Theology)

Occupation: Field Manager (BloodFoundation.org)

IAN ESMORE Public Officer of FSWL Australia

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daylesforddesign@bigpond.com

(03) 5348 1077

Professional Qualifications: Dip Mechanical Engineering, Dip Ed (Technical Division), Dip

Computer Graphics (Chisholm), Registered Building Practitioner, DP AD-1995

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DELPHINE SWADLING Secretary of FSWL Australia

44 Dodds St, Redhead, NSW 2290

Delphine@mumnubhampers.com.au

Mobiile: 0438443834. Home: (02) 49449550

Occupation: Director (Mum & Bub Hampers)

MERINDI BELARSKI Treasurer of FSWL Australia

Unit 7,165-167 Herring Road, Macquarie Park, NSW 2113

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Mobile: 044 898 3393

Professional Qualifications: Bachelor of Business

Major in Human Resources, minor in Ethics and Sustainability

Occupation: Operational Manager (Macquarie Bank)

LINDA ALCORN Committee Member of FSWL Australia

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Occupation: Teacher

MELLISA ALLDIS Committee Member of FSWL Australia

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melissa@propelinteractive.com.au

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Professional Qualifications: Bachelor of Arts majoring in psychology (Macquarie University)

Advanced Catering Cert (Ryde TAFE)

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Propel Interactive (Creative Merchandising ideas)

BETTY LYON Committee Member of FSWL Australia
65 Old Road, Franklin, TAS 7113 bettyjl65@gmail.com (03) 6266 3554
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JULIAN MARTIN Committee Member of FSWL Australia
12 Ellalong Road, Cremorne NSW 2090
juliansms@gmail.com
Phone Mobile, Home (02) 99532326
Occupation: Donor Relations Director (Opportunity International)

KATHLEEN SWADLING Committee Member of FSWL Australia
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swadling@bigpond.net.au
(02) 9913 7893
Occupation: Project Officer for Benevolent Society

JUDITH TOWNSEND Committee Member of FSWL Australia
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judetownsend@yahoo.com
Mobile: 0409240740
Professional Qualifications: B Ed (Newcastle Uni); Grad Dip Library & Information Science
(Charles Sturt Uni)

APPENDIX 1

FSWL Draft Organisational Chart

FreeSchools World Literacy --- Organisational Framework

Legal Responsibilities

The money trail

Accountability Integrity, process

Affiliates

Licence agreement or MOU

Fiscal Accountability

Charity Aid - Code of Conduct

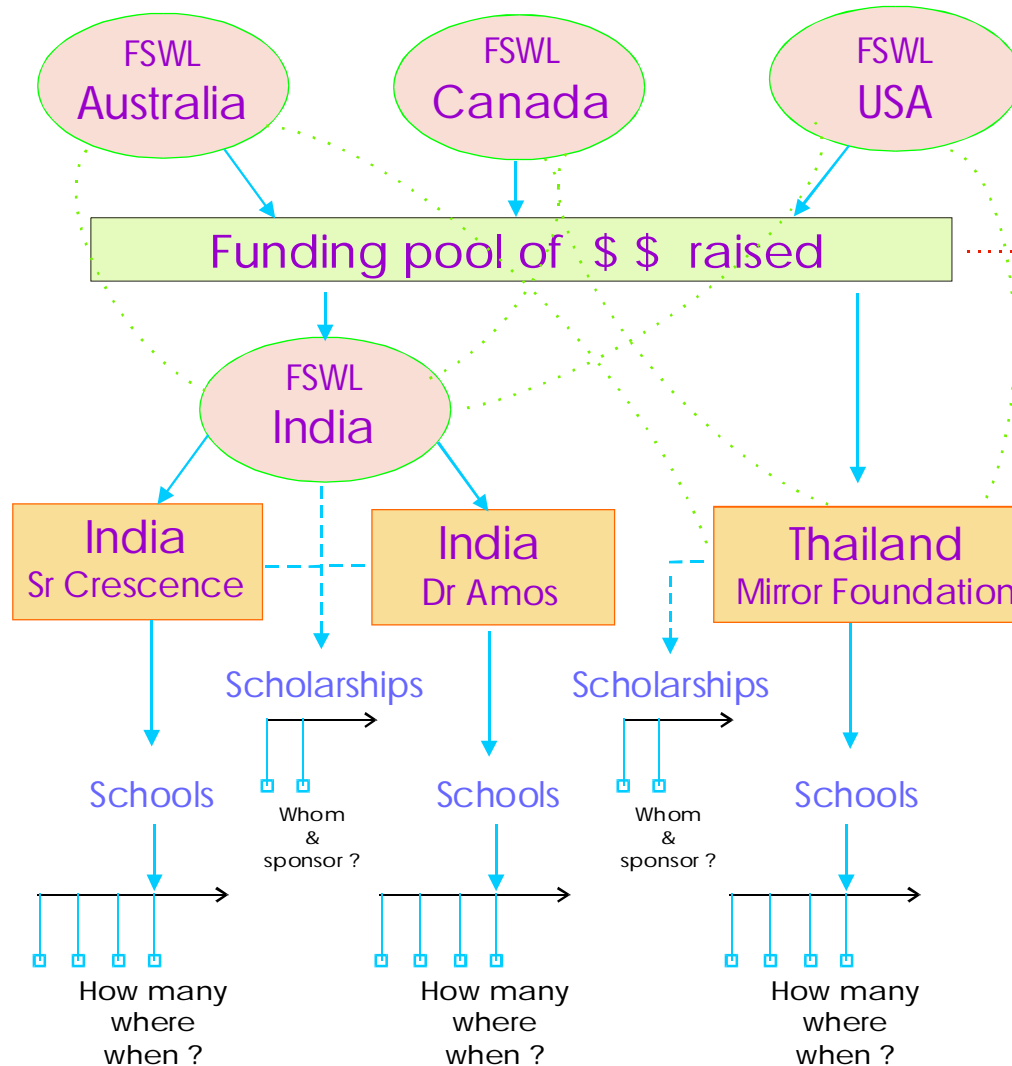
Field Partners

Agency legal agreements

Donor Recipients

Linkage to agency & FSWL

Is FSWL the major donor or one of many?



Funds raised indendently by each affiliate organisation

Charity aid and sponsorships
Record of % input from each affiliate
How does FSWL manage and co ordinate projects?
Donor database, scholarship list
This level not in place yet

Funds utilised by agency
How does organisation or principle make requests and prioritise?

Mechanism of need evaluation

How does FSWL ensure \$\$ goes to project identified & measure success of aims?

Is FSWL the major funding source for the agency or the project stream identified?

Other NGO, gov't involvement and does FSWL get project recognition?

DRAFT

6th FEB 2010 For discussion only --- Ian Esmore, FSWL Australia



APPENDIX 2

FSWL Draft Memorandum of Understanding



MEMORANDUM OF UNDERSTANDING

between

FreeSchools World Literacy Affiliate organisations

1. INTRODUCTION

This Memorandum of Understanding (“MOU”) records an agreement between FreeSchools World Literacy Affiliate national organizations, the foundation of such created for the purpose of sharing a common Vision and Objectives towards provision of related services to break the cycle of global ignorance and poverty.

2. PARTIES

FREESCHOOLS WORLD LITERACY national organizations. The common Vision and Objectives has been adopted by other national organizations in the countries signatory to this MOU treaty document. We are all equal national bodies, affiliated and working towards a common goal of supporting our in-country partners.

3. OBJECTIVE

The purpose of FreeSchools World Literacy, (“FreeSchools”) can be summarized as follows: to break the cycle of ignorance and poverty through free education by providing literacy programs; teacher/employment training; income-producing skills, health education; food and clothing; and researching and documenting changes in the wellbeing of the community.

4. AGREEMENT TERMS

FSWL Affiliate organisation may terminate their Signatory to this Agreement immediately by written notice:

- a) if, in the reasonable opinion, three fourths ($\frac{3}{4}$) of the Signatory, agree that an Affiliate organisation, after having been given 21 days notice in writing, fails to carry out its obligations under this Agreement; OR
- b) if the FSWL Affiliate goes into liquidation, or a receiver and manager, administrator or mortgagee or chargee’s agent is appointed, or becomes subject to any form of insolvency administration or arrangement.

Signatory parties to this Agreement may without cause terminate this Agreement by giving 21 days’ notice in writing to the other parties. Such termination by Signatory shall be without liability to pay damages to the other parties and without prejudice to the accrued rights of Signatories.

5. OBLIGATIONS between the PARTIES

As part of this agreement the FSWL Affiliate Signatory will support the following :

1. Support each FSWL Affiliate as the peak body for involving other Industry Associations and other organisations involved in that countries related activity.
2. Recognition that FSWL Affiliates are an independent legal national body.
3. Support other FSWL Affiliates with website or administration assistance as may be determined during the course of activities which may from time to time be deemed shared.

As part of this agreement FSWL Affiliate Signatory will support the following :

1. Representation and strategic planning
2. Research
3. Product and industry development
4. Develop business partnerships
5. Communication and marketing
6. Regular reporting on key performance indicators for agreed activities

4. DISPUTE RESOLUTION

If a dispute should arise between the parties under this MOU treaty, the parties shall agree to meet to resolve the dispute. For the purpose of this agreement, a dispute will be deemed to exist where one party informs the other in writing that a dispute exists.

Should the dispute not be resolved in the first instance then both parties shall agree to meet to resolve the dispute by mediation, with both parties agreeing on a mediator. The mediator appointed shall be binding on both parties. Both parties shall contribute to the cost of the mediation in equal proportions and otherwise bear their own costs.

This memorandum of understanding may be reviewed and re-written if appropriate.

End of MOU statement

FSWL Canada, FSWL USA, FSWL Australia and FSWL India
AND others as may from time to time be created.

Signed by:

Sue Tennant: Pres. FSWL Canada

Dr. Robert Coenraads: Pres. FSWL Australia

Date: ____/____/____

Date: ____/____/____

FREESCHOOLS WORLD LITERACY IN CANADA

The FreeSchools World Literacy Charity was incorporated in July 2005 in Ontario, Canada and consists of a Board of Directors, an International Advisory Board.

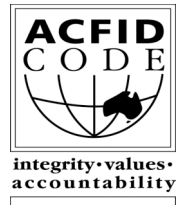
FREESCHOOLS WORLD LITERACY IN AUSTRALIA A0050403N abn 13 233 167 644
FreeSchools World Literacy association was incorporated 16 July 2007, Melbourne, Australia. Australian Business Number and Tax File Number were advised September 2008. A Committee of Management carry out roles and responsibility for activities.
(*New page required for additional Signatories FSWL USA and FSWL India*)

APPENDIX 3

ACFID (Australian council for International
Development) application document



AUSTRALIAN COUNCIL FOR INTERNATIONAL DEVELOPMENT (ACFID)
**CODE OF CONDUCT SIGNATORY
AND
MEMBERSHIP
Application Form**



Application Type

| Membership Type | Tick |
|---|---------------|
| ACFID Code of Conduct Signatory only | ✓ |
| ACFID Membership (Ticking this option means your application will be assessed for Code Signatory Status and ACFID Membership): | |
| ACFID Membership (For an existing Code Signatory): | |
| Consulting Affiliate | Signatory |
| | Non-Signatory |

Applicant Organisation's Contact Information

| | | | |
|--|--|------|--|
| Legal Name of Applicant Organisation | FreeSchools World Literacy Incorporated | | |
| Trading Name of Applicant Organisation (if applicable) | FreeSchools World Literacy Incorporated | | |
| ABN, ACN or ARBN | ABN 13 233 167 644 | | |
| Registered Office | 21 Cerini Rd. Eganstown, Victoria 3461 (Public Officer) | | |
| Postal Address | PO Box 335 Daylesford, Victoria 3460 (Public Officer) | | |
| | Postcode | 3460 | |
| Phone | (02) 9451 8496 | Fax | |
| E-mail | robert.coenraads@freeschools.org (President) | | |
| Website | www.freeschools.org | | |
| Street Address | 8 Trigalana Place, Frenchs Forest | | |
| New South Wales (Office of the President) | Postcode | 2086 | |

Do you have questions about becoming an ACFID Code of Conduct Signatory and/or Member?

Contact the Code Management Team by phone **02 6281 9222** or email at code@acfid.asn.au

| Type of entity (please tick) For more information, please refer to page 6 of 6, titled <i>General Requirements – assessment guidance</i> | | Tick |
|---|--|-------------|
| Incorporated association | State in which Incorporated - Victoria | ✓ |
| Trust (including name of Trustee): | | |
| Company limited by guarantee | | |
| An unincorporated body which forms part of an incorporated body (eg. the international department of a hospital). Please name the incorporated body of which the applicant organisation forms part: | | |
| Other (eg. a body established under an Act of an Australian Parliament, Royal Decree or Letters Patent): | | |

CEO Contact Information

| | |
|-----------|-----------------------------|
| Name | Dr Robert Coenraads |
| Job Title | President |
| Phone | (02) 9451 8496 |
| E-mail | coenraads01@optusnet.com.au |

Contact Person Information

| | |
|-----------|-----------------------------|
| Name | Dr Robert Coenraads |
| Job Title | President |
| Phone | (02) 9451 8496 |
| E-mail | coenraads01@optusnet.com.au |

Essential Requirements

All applicants must meet the following general requirements.

Note: Assessment guidance information is attached to the back of this form.

| General Requirements (please tick) | Tick |
|--|-------------|
| Be Australian | ✓ |
| Be a voluntary organisation | ✓ |
| Be a not for profit organisation; and | ✓ |
| Undertakes activities in the international aid and development sector and/or related services in Australia. This may include community projects, humanitarian relief, community education and public policy campaigns. | ✓ |

| Current Office Bearers (must indicate president/chair and treasurer) | |
|---|------------------|
| President/Chair | Robert Coenraads |
| Vice-President | Ben Bowler |

| | |
|---|-------------------|
| Treasurer | Merindi Swadling |
| Secretary/Company Secretary (where applicable) | Delphine Swadling |
| Public Officer (where applicable) | Ian Esmore |
| | |
| | |

Other Essential Requirements

Applicants **must** attach/enclose the following documents with their application. The application assessment cannot be completed without them. Please contact the Code Management Team to discuss the Self Assessment Checklist and Action Plan.

| Essential Documentation (please tick) | Tick |
|---|------|
| Governing Instrument (Constitution or Memorandum and Articles of Association) | ✓ |
| Annual Report | ✓ |
| Most recent Audited financial statements (including signed auditors report) | ✓ |
| Child Protection Policy | ✓ |
| Gender Equity Policy (See Clause 6.4 of the Code and Guidance Document) | ✓ |
| <i>Completed</i> Self Assessment Checklist | ✓ |
| <i>Completed</i> Self Assessment Action Plan | ✓ |

Applicant's constitution or governing instrument **must** at a minimum include:

| Essential Governance Requirements (please tick) Please tick and indicate the governing instrument reference | Governing Instrument Reference (relevant clause) | Tick |
|---|--|------|
| The frequency of governing body meetings. Must clearly state that the governing body meets at least twice per year . | | ✓ |
| The organisation's basic goals and purposes. | | ✓ |
| The governance structure (must be clear, and incorporate the key <i>functions</i> to govern the organisation): | | ✓ |
| The powers and responsibilities of the governing body | | ✓ |
| Election or appointment process for governing body | | ✓ |
| Termination process for governing body members | | ✓ |
| Business of Annual General Meetings | | ✓ |
| The size of a quorum | | ✓ |
| Number of Governing Body Members | | ✓ |
| In what state/territory the organisation is registered | | ✓ |

Financial Year End

Please circle the appropriate date or specify the alternative financial year-end

30 June

31 December

Other (please specify):

Additional Information**Reasons for application**

Please outline why the organisation wants to become an ACFID Code of Conduct Signatory or ACFID Member

FreeSchools World Literacy wishes to adopt the Australian Council for International Development (ACFID) Code of Conduct as this Australian Code of Conduct commits its members to the highest standards of integrity and accountability. Adopting this national code, to which all other reputable overseas aid agencies based in Australia adhere, will ensure the public will have the highest confidence in the FreeSchools World Literacy cause and fundraising operations.

Adopting this code means that FreeSchools World Literacy would become a signatory to ACFID - an independent national association of Australian non-government organisations (NGOs) working in the field of international aid and development.

The ACFID Code of Conduct is a voluntary, self-regulatory industry code. The Code represents the active commitment of overseas aid agencies or non-government development organisations (NGDOs) to conduct their activities with integrity and accountability. The Code aims to enhance standards throughout the NGDO community to ensure that public confidence is maintained in the way that community contributions to overseas aid are used to reduce poverty through effective and sustainable development.

NGOs wishing to attain Australian Agency for International Development (AusAID) accreditation are required to formally adopt and become a signatory to, and demonstrate compliance with, the ACFID Code of Conduct. Thus, if successful, FreeSchools World Literacy would proudly join the list of Australian overseas aid agencies that are signatories to the ACFID Code.

Aim and purpose of organisation

FreeSchools World Literacy is an organization that is primarily concerned with the advancement of education. Its stated goal is "to tackle the underlying causes of disadvantage through education. The FreeSchools World Literacy mission is to provide free education in order to break the cycle of ignorance and poverty that leaves millions in hopeless despair. The organization provides free literacy programs; teacher employment and training; income-producing skills, health education; food and clothing; and is documenting changes in the wellbeing of the community as a result of its programs. By providing ongoing funds and scholarships for the existing and planned

new schools, FreeSchools World Literacy hopes to replicate its model throughout India, Thailand and other Developing Countries of the world.

Brief history of organisation

Including the year in which your organisation was established

The first free school was started at St Mary's Convent School in the small town of Motihari, in Bihar State, India, in July 1997. Here, teaching of some of the town's poor children took place in the school's empty classrooms after normal school hours. Free classes began at 4:00 pm and ran for about 2 hours each evening of the week, teaching the children who were not able to afford or attend normal schooling the basics of reading, writing, health and hygiene and manual skills such as needlework. These lessons provided the children with the skills to enable them to survive and support themselves in their community. The students were mainly girls who, particularly in this region, are one of the largest disadvantaged and voiceless groups. At the time there were about 100 students and 3 teachers. The cost efficiency was startling - a year's education was being provided for each child for under \$15.

In 2000, Dr. Robert Coenraads accompanied one of the initial school founders, Mark Bloomfield, on a visit to the Motihari evening school to observe the classes. During this time Mark and Robert also discussed with Sister Crescence (Fakirana Sisters Society) the concept of setting up a scholarship fund to enable poor, but promising, students to be able to attend regular day school and therefore possibly go on to university. Providing such an opportunity of higher education would enable these gifted students to contribute skills to their society in the future in a far greater way - as nurses, doctors, teachers and other professionals. Hence a cycle of uplift through education for the poor is initiated.

On returning to Australia, Robert Coenraads began to raise funds from family and friends in earnest in order to continue the support of the Indian school. These donations helped Sister Crescence to expand to two schools later in 2000. The scholarships program also began that same year.

In 2005 support for the Indian schools took a great leap forward with the involvement of Mrs. Sue Tennant of Canada who, after meeting with Mark Bloomfield, pledged to expand the free school program in both Thailand and India. FreeSchools World Literacy was incorporated as a charitable organization in Canada in May 2005. This greatly expanded the program being administered by the Sisters of the Sacred Heart in Bihar, India.

In March 2005, dedicated volunteer, Mark Bloomfield introduced the FreeSchools program into Chiang Mai, Thailand to service the northern hill tribes and Burmese refugee camps. Since then twelve new free schools have opened and enrolment has grown to about 100 students in each of these schools, providing employment to dozens of female teachers.

FreeSchools World Literacy has also established a partnership in Delhi with Rev. Ashish Amos and ISPCK to support FreeSchools and Women's Empowerment Centres in an impoverished Muslim sector of south Delhi. These schools provide education in English, Hindi and Urdu and hire Muslim teachers. Today, these ISPCK managed FreeSchools south of Delhi and also in Uttar Pradesh number 14 and educate approximately 700, predominantly Muslim, children.

In July 2006, a steering committee of 9 volunteers was established in Australia with the purpose of establishing FreeSchools World Literacy as a legal charity in Australia. In July 2007, FreeSchools World Literacy was incorporated in Australia – the first step in becoming a registered charity - with Dr. Robert Coenraads elected president of the FreeSchools Committee of Management.

Today FreeSchools has some 3000 students in 74 schools in India and Thailand, which are administered by 90 teachers (2008).

Country or regional focus of program activities

FreeSchools World Literacy's principal area of focus is Asia. FreeSchools considers every child in this world of equal value and so will continue to focus its efforts in countries of greatest need where the greatest number of children can be helped per donor dollar. Canadian President, Sue Tennant recently said (at the Australian 2009 AGM),

"Illiteracy in Asia is 4 times that of Africa, South America and Europe combined. There are 300 million people illiterate in India alone, and two thirds of them are women.

We need to attract greater attention to Asia. FreeSchools has a model that not only works, but costs a fraction of any literacy initiative that I know about."

Nature of aid and development program activities

FreeSchools World Literacy donations sent to in-country implementing partners are used for the following activities as laid out in the organization's object clauses:

1. To provide literacy programs and classes to members of the public.
2. To develop and provide education and training programs to persons who will conduct literacy training.
3. To develop employment training and education programs for needy persons.
4. To relieve poverty in developing nations by providing food and other basic supplies to persons in need.
5. To develop or promote public health in developing nations by educating and instructing the public on prevention of and curative measures for, health problems and by researching and documenting changes in the health of the community.

FreeSchools World Literacy - Australia is involved with the following two ongoing programs:

1. Thailand - 12 FreeSchools for illiterate Hill Tribe villages in northern Chiang Rai Province, managed by volunteer field partner, Mirror Foundation.
 2. India - 49 FreeSchools for poor rural children, especially girls in Bihar State, managed by volunteer field partner, The Fakarina Sisters Society.
-
-
-

Funding sources

The main fundraising activities conducted by FreeSchools World Literacy are special fundraising events carried out by members of the FreeSchools World Literacy Committee of Management and friends. Special fundraising events for 2008-2009 are listed in the following table

| Date | Event | Organizer | Volunteers | Attendees | Funds Raised |
|-----------|--------------------------------------|--------------------|--------------|-----------|--------------|
| 08-Nov-09 | AGM Barbeque | Robert Coenraads | 1 | 10 | \$ 180.00 |
| 25-Oct-09 | The Sunday Splurge | Jo&Judy Townsend | 3 | 100 | \$ 1,750.00 |
| 24-Oct-09 | Afternoon Tea/ Ehite Elephant Day | Linda Alcorn | 1 | 40 | \$ 1,100.00 |
| 18-Oct-09 | Stars Are Born Concert | Betty Lyon | 9 (+90 cast) | 150 | \$ 1,100.00 |
| 28-Aug-09 | Jo & Judy Afternoon Tea | Jo & Judy Townsend | 2 | | \$ 1,000.00 |
| 23-Apr-09 | Franklin Morning & Afternoon Tea | Betty Lyon | 4 | 30 | \$ 257.00 |
| 18-Apr-09 | Lingerie Fashion Party Night | Melissa Aldis | 1 | | \$ 220.00 |
| 03-May-09 | Newcastle FreeSchools Afternoon Tea | Linda Alcorn | 1 | 50 | \$ 1,223.75 |
| 29-Apr-09 | Whitebridge High Harmony Day 2009 | Linda Alcorn | 1 | 1000 | \$ 1,320.60 |
| | Tuggerah Lakes Secondary College Mu? | ? | ? | ? | \$ 750.00 |
| 11-Mar-09 | Jo Townsend Dinner Party | Jo Townsend | 1 | | \$ 650.00 |
| 22-Feb-09 | FreeSchools Charity Tea | Jo & Judy Townsend | 2 | | \$ 5,573.30 |
| 19-Oct-08 | FSWL Presentation to ANZURA 2008 | Robert Coenraads | 1 | 30 | \$ 235.00 |
| 22-Sep-08 | FSWL Presentation at Forest Kirk | Robert Coenraads | 2 | 25 | \$ 610.00 |

Dollar amounts raised from the Australian community by FreeSchools World Literacy are summarized in the annual accounts of the organization included in the Minutes of the AGM.

Membership/Supporter Information

Please describe the membership and supporter structures of the organisation

FreeSchools World Literacy in Australia is made up of an 11 member Committee of Management that governs the organization through regular monthly meetings and AGMs. The following are members of this committee for 2010:

ROBEERT COENRAADS President of FSWL Australia
8 Trigalana Place, Frenchs Forest NSW 2086
rcoenraads@optusnet.com.au
Occupation: Director (Coenraads GEMS Pty Ltd)/
Principal Project Geologist (Australian Gemstone Mining Pty Ltd)/
Lecturer, (Gemmological Association of Australia)/
Non-fiction author

BEN BOWLER Vice President of FSWL Australia
58 Lisbeth Ave, Donvale, Vic 3111
ben.bowler@bigpond.com
0403 023 432
Occupation: Field Manager (BloodFoundation.org)

IAN ESMORE Public Officer of FSWL Australia
Daylesford Design Studio, PO Box 335, Daylesford, Vic 3460
daylesforddesign@bigpond.com
(03) 5348 1077
Occupation: Director (Daylesford Design Studio)

DELPHINE SWADLING Secretary of FSWL Australia
44 Dodds St, Redhead, NSW 2290
Delphine@mumnubhampers.com.au
Mobiile: 0438443834. Home: (02) 49449550
Occupation: Director (Mum & Bub Hampers)

MERINDI BELARSKI Treasurer of FSWL Australia

Unit 7,165-167 Herring Road, Macquarie Park, NSW 2113
belarski@bigpond.com
Mobile: 044 898 3393
Occupation: Operational Manager (Macquarie Bank)

LINDA ALCORN Committee Member of FSWL Australia
PO Box 763, Charlestown, NSW 2290
lindaealcorn@hotmail.com
Mobile: 0425 223 355
Occupation: Teacher

MELLISA ALLDIS Committee Member of FSWL Australia
10 / 14 Campbell Pde, Manly Vale, NSW 2093
melissa@propelinteractive.com.au
Mobile: 0418 465 320
Occupation: Brand Development Coordinator
Propel Interactive (Creative Merchandising ideas)

BETTY LYON Committee Member of FSWL Australia
65 Old Road, Franklin, TAS 7113 bettyjl65@gmail.com (03) 6266 3554
Occupation: Retired/ Volunteer Worker

JULIAN MARTIN Committee Member of FSWL Australia
12 Ellalong Road, Cremorne NSW 2090
jmartin@opportunity.org.au
Phone Mobile, Home (02) 99532326
Occupation: Donor Relations Director (Opportunity International)

KATHLEEN SWADLING Committee Member of FSWL Australia
7 Walsh Street, North Narrabeen NSW 2101
swadling@bigpond.net.au
(02) 9913 7893
Occupation: Project Officer for Benevolent Society

JUDITH TOWNSEND Committee Member of FSWL Australia
19 Lakin St Bateau Bay 2261 NSW
judetownsend@yahoo.com
Mobile: 0409240740

Supporters of FreeSchools World Literacy, in terms of donating funds or their free time or both, include both members of this Committee and their friends and family. A separate database of supporters (numbering xxx; February 2010)

Code of Conduct Information

| Has your organisation including staff and the governing body (please tick) | Tick |
|--|------|
| Read the ACFID Code of Conduct? | ✓ |
| Reviewed the Codes standards and their implications for your organisation? | ✓ |

ACFID Code of Conduct Signatory and/or ACFID Membership Fees are payable annually on invoice.

Commitment to the ACFID Code of Conduct

| | |
|-----------------------------|----------------------------|
| Name of Organisation | FreeSchools World Literacy |
|-----------------------------|----------------------------|

On Behalf of the governing body, we confirm our organisation agrees to adhere to the ACFID Code of Conduct.

| | | | |
|------------------------------|--|-----------------|-----------|
| Signed | (Chair or President of the governing body) | | |
| Name Please print | Dr. Robert Coenraads | Position | President |
| Date | February 2010 | | |

| | | | |
|------------------------------|--|-----------------|----------------|
| Signed | (Executive Officer or other governing body member) | | |
| Name Please print | Ian Esmore | Position | Public Officer |
| Date | Feb 2010 | | |

| | |
|---|---|
| Date of meeting of the governing body that formally resolved to adhere to the ACFID Code of Conduct: | 2009 AGM 2 nd Oct – 28 th Dec 2009 |
|---|---|

General Requirements – Assessment Guidance

| Requirement | Assessment guidance |
|---|---|
| 1 be Australian (i.e. be incorporated in Australia) | Be incorporated in Australia. This includes: <ul style="list-style-type: none"> • An incorporated body; • An unincorporated body which forms part of an incorporated body; • A body established under an Act of an Australian Parliament; or • A trust which has activities in the field of overseas aid, development assistance and or development education which are consistent with and supportive of the Objectives of ACFID. |
| 2 be a voluntary organisation: | The Guidance Document defines a voluntary organisation as: <ul style="list-style-type: none"> • <i>formed by a group of interested people for a common purpose</i> • <i>serve a public benefit</i> • <i>rely on volunteers (at least for governance)</i> • <i>rely on some financial and in-kind support from the community</i> • <i>have limited direct influence by governments other than in relation to legislative and tax requirements.</i> <ul style="list-style-type: none"> • To meet this requirement an organisation must at a minimum have: <ul style="list-style-type: none"> • A constitutional statement regarding the voluntary nature of its board – eg no payments apart from reimbursements • Constitutional objectives that serve a public benefit |

| | |
|--|--|
| <p>3 be a not for profit organisation:</p> | <p>The Guidance Document defines a voluntary organisation as:</p> <ul style="list-style-type: none"> • <i>An organisation is not-for-profit if it is not carried on for the profit or gain of its individual members. Organisations will be not-for-profit where their governing instrument prevents them from distributing profits or assets for the benefit of particular persons, both while they are operating and on winding up. Profits or assets shall be applied solely in furtherance of the organisation's objects.</i> <p>To meet this requirement an organisation must at a minimum have:</p> <ul style="list-style-type: none"> • A constitutional winding up statement that meets tax office standards eg <p>Non-profit clause 'The assets and income of the organisation shall be applied solely in furtherance of its objects and no portion shall be distributed directly or indirectly to benefit an individual or the members of the organisation except as bona fide compensation for services rendered or expenses incurred on behalf of the organisation.'</p> <p>Dissolution clause 'In the event of the organisation being dissolved, the amount that remains after such dissolution and the satisfaction of all debts and liabilities shall be transferred to another organisation with similar purposes which is not carried on for the profit or gain of its individual members.'</p> |
| <p>4 conduct activities in the fields of co-operation in international relief and development, development assistance, development education and/or related services in Australia that are consistent with and supportive of the objectives and purposes of ACFID:</p> | <p>To meet this requirement an organisation must at a minimum have:</p> <ul style="list-style-type: none"> • Purposes/objectives listed in its constitution, which outline the nature of the international development activities it's involved in. These must be supportive of the objectives and purposes of ACFID. |

APPENDIX 4

AusAID accreditation application document
(FSWL Agency base profile).

Agency Profile
Base Accreditation

FreeSchools World Literacy



Prepared for the AusAID/NGO
Committee for Development Cooperation

AUSTRALIAN AGENCY FOR INTERNATIONAL DEVELOPMENT

Canberra

February 2010

FreeSchools World Literacy Profile

1. OVERVIEW OF FREESCHOOLS WORLD LITERACY

FreeSchools World Literacy is applying for base accreditation with AusAID

FreeSchools World Literacy is an organization that is primarily concerned with the advancement of education. FreeSchools World Literacy had its beginnings with the opening of a free evening school for desperately poor children, mostly girls, in Bihar, India, in July 1997. Its stated goal is "to tackle the underlying causes of disadvantage through education." Today FreeSchools has some 3000 students in 74 schools in India and Thailand, which are administered by 90 teachers (2008).

Mission

The FreeSchools World Literacy mission is to provide free education in order to break the cycle of ignorance and poverty that leaves millions in hopeless despair. The organization provides free literacy programs; teacher employment and training; income-producing skills, health education; food and clothing; and is documenting changes in the wellbeing of the community as a result of its programs. By providing ongoing funds and scholarships for the existing and planned new schools, FreeSchools World Literacy hopes to replicate its model throughout India, Thailand and other Developing Countries of the world.

History

The first free school was started at St Mary's Convent School in the small town of Motihari, in Bihar State, India. Here, teaching of some of the town's poor children took place in the school's empty classrooms after normal school hours. Free classes began at 4:00 pm and ran for about 2 hours each evening of the week, teaching the children who were not able to afford or attend normal schooling the basics of reading, writing, health and hygiene and manual skills such as needlework. These lessons provided the children with the skills to enable them to survive and support themselves in their community. The students were mainly girls who, particularly in this region, are one of the largest disadvantaged and voiceless groups. At the time there were about 100 students and 3 teachers. The cost efficiency was startling - a year's education was being provided for each child for under US\$15.

In 2000, Dr. Robert Coenraads accompanied one of the initial school founders, Mark Bloomfield, on a visit to the Motihari evening school to observe the classes. During this time Mark and Robert also discussed with Sister Crescence (Fakirana Sisters Society) the concept of setting up a scholarship fund to enable poor, but

promising, students to be able to attend regular day school and therefore possibly go on to university. Providing such an opportunity of higher education would enable these gifted students to contribute skills to their society in the future in a far greater way - as nurses, doctors, teachers and other professionals. Hence a cycle of uplift through education for the poor is initiated.

On returning to Australia, Robert Coenraads began to raise funds from family and friends in earnest in order to continue the support of the Indian school. These donations helped Sister Crescence to expand to two schools later in 2000. The scholarships program also began that same year with the selection of a small number of very promising students by Sister Crescence. These students included Ashish Kumar Majhi, Sonal Kumari, Samridhi Kumari and Prasant D'cruze.

In 2005 support for the Indian schools took a great leap forward with the involvement of Mrs. Sue Tennant of Canada who, after meeting with Mark Bloomfield, pledged to expand the free school program in both Thailand and India. FreeSchools World Literacy was incorporated as a charitable organization in Canada in May 2005. This greatly expanded the program being administered by the Sisters of the Sacred Heart in Bihar, India. Thanks to funds raised in Canada during 2005 and 2006, enrolment in India exceeded one thousand students.

In March 2005, dedicated volunteer, Mark Bloomfield introduced the FreeSchools program into Chiang Mai, Thailand to service the northern hill tribes and Burmese refugee camps. Since then twelve new free schools have opened and enrolment has grown to about 100 students in each of these schools, providing employment to dozens of female teachers.

Sue Tennant has been visiting the Indian and Thai Schools on an annual basis since 2005. She also established a partnership in Delhi with Rev. Ashish Amos and ISPCK to support two more FreeSchools and four Women's Empowerment Centres in an impoverished Muslim sector of south Delhi. These schools provide education in English, Hindi and Urdu and hire Muslim teachers. Today, these ISPCK managed FreeSchools south of Delhi and also in Uttar Pradesh number 14 and educate approximately 700, predominantly Muslim, children.

In July 2006, a steering committee of 9 volunteers was established in Australia with the purpose of establishing FreeSchools World Literacy as a legal charity in Australia. In July 2007, FreeSchools World Literacy was incorporated in Australia – the first step in becoming a registered charity - with Dr. Robert Coenraads elected president of the FreeSchools Committee of Management.

2. BACKGROUND DATA

2.1 General Details

2.1.1 Official Name of Agency

FreeSchools World Literacy Inc

2.1.2 Preferred Name of Agency

FreeSchools World Literacy

2.1.3 Date when Agency Established:

FreeSchools World Literacy incorporated as a legal entity in Australia under the Associations Incorporation Act 1981 (16TH July 2007).

2.1.4 Street Address of Head (President's) Office

8 Trigalana Place, Frenchs Forest NSW 2086

2.1.5 Postal Address

PO Box 335 Daylesford, Victoria 3460 (Public Officer)
8 Trigalana Place, Frenchs Forest NSW 2086 (President)

2.1.6 Telephone

(02) 9451 8496

2.1.7 Fax

(02) 9451 8496

2.1.8 Email

coenraads01@optusnet.com.au

2.1.9 Registered Office and Public Officer's Office

21 Cerini Rd. Eganstown, Victoria 3461

2.2 Key Personnel

2.2.1 President

Dr. Robert Coenraads, Start Date, July 2007

2.2.2 Details of main contact person between FSWL and Accreditation Review Team

As Above

3. SECTION A: AGENCY IDENTITY AND STRUCTURE

3.1 Criterion A1: FreeSchools World Literacy is voluntary, not-for-profit and non-government

3.1.1 Governing Documents (see Annex 1)

The governing documents of FreeSchools World Literacy – Australia are annexed as follows:

1. FreeSchools World Literacy – Activities of the Applicant
2. FreeSchools World Literacy - Model Rules
3. FreeSchools World Literacy – Object Clauses

3.1.2 Minutes of the Annual General Meeting (see Annex 2)

The Minutes of the previous two FreeSchools World Literacy AGMs are annexed as follows:

1. Minutes of the 2008 FreeSchools World Literacy AGM
2. Minutes of the 2009 FreeSchools World Literacy AGM

3.2 Criterion A2: FreeSchools World Literacy is a legal entity with identified office holders, with a documented structure of responsibilities and appropriate systems to ensure accountability, including to its supporters

Legal Status:

3.2.1 FreeSchools World Literacy was incorporated as a legal entity in Australia under the Associations Incorporation Act 1981 on the 16th July 2007

3.2.2 FreeSchools World Literacy Certificate of Incorporation is included in Annex 3.

FreeSchools World Literacy Governance:

3.2.3 FreeSchools World Literacy – Australia is governed by a Committee of Management which is defined according to Rule 21 of the Rules of the Association (see Annex 1)

3.2.4 The ten-member committee consists of the following members: Dr Robert Coenraads (President/Chairman), Ben Bowler (Vice President), Ian Esmore (Public Officer), Delphine Swadling (Secretary), Merindi Belarski

(Treasurer), Melissa Alldis, Betty Lyon, Julian Martin, and Kathleen Swadling (Ordinary Members). See Annex 4 for details.

3.2.5 FreeSchools World Literacy defines membership of its Committee of Membership according to Rule 20 of its “Rules of the Association” which were set up during formation according the Associations Incorporation Act (1981) see Annex 1. The members of the Committee are listed below according to State and detailed in Annex 4:

1. NSW (R. Coenraads, D. Swadling, M. Belarski, M. Alldis, J. Martin, K. Swadling)
2. VIC (B. Bowler, I. Esmore)
3. TAS (B. Lyon)

3.2.6 FreeSchools World Literacy elects members to its Committee of Membership at its AGM by a nomination and approval process according to Rule 23 of its “Rules of the Association” which were set up according the Associations Incorporation Act (1981) see Annex 1. Each officer and ordinary member of the Association holds office until the annual general meeting next after the date of his or her election but is eligible for re-election.

3.2.7 FreeSchools World Literacy has a governing body consisting of a:

- (a) President;
- (b) Vice-President;
- (c) Treasurer; and
- (d) Secretary.
- (e) Public Officer (duties not defined in the rules)

whose duties responsibilities are defined in the Rules of the Association (see Annex 1

The President of the Association or, in the President's absence, the Vice-President must preside at Committee meetings or at the AGM (according to Rules 14 & 28). The President provides a summary report of the activities of FreeSchools World Literacy at the monthly meetings and AGMs

The Treasurer of the Association must-

- (a) collect and receive all moneys due to the Association and make all payments authorised by the Association; and
- (b) keep correct accounts and books showing the financial affairs of the Association with full details of all receipts and expenditure connected with the activities of the Association. (According to Rule 32).

The Secretary of the Association

- (a) must keep and maintain a register of members containing the name and address of each member; and the date on which each member's name was entered in the register (according to Rule 5)

(b) must keep minutes of the resolutions and proceedings of each general meeting, and each committee meeting, together with a record of the names of persons present at committee meetings (according to Rule 31)

(c) must keep the membership

(d) must keep in his or her custody or under his or her control all books, documents and securities of the Association, and must make them available for inspection free of charge by any member upon request (according to Rule 35)

3.2.8 The Committee of Management meets online approximately once a month. Minutes for the last two meetings of the Committee are appended in Annex 5

(a) FreeSchools World Literacy Minutes of the 2nd Meeting

(b) FreeSchools World Literacy Minutes of the 23rd Meeting

3.2.9 Any member of the Committee of Management can upon request (according to Rule 35) inspect all accounts, books, securities and any other relevant documents of the Association held by the governing body, free of charge. A member may also make a copy of any accounts, books, securities and any other relevant documents of the Association. However, the accounts of FreeSchools World Literacy are automatically sent to each member of the Committee as part of the minutes of the monthly Committee meetings (see Annex 5). Furthermore, an annual summary of the accounts is presented at the AGM and recorded in the minutes thereof (see Annex 2), which are sent to every member of the Committee.

3.2.10 Members of the Committee are free to take a role in determining the policies and programs of FreeSchools World Literacy by raising matters for vote at monthly Committee meetings or at AGMs

3.2.11 Supporters or the public are free to contact the President, or any other member of the governing body, to discuss any issue regarding decisions taken by the FreeSchools World Literacy Committee of Management. Contact details for FreeSchools World Literacy and the President are included on the Australian website and all other material placed in the public domain.

3.2.12 FreeSchools World Literacy is managed by the Committee of Management during its monthly meetings and AGMs which are held online. FreeSchools World Literacy does not maintain any staff

3.2.13 FreeSchools World Literacy has a disputes and mediation policy (Rule 8) to deal with any conflicts of interest. Since formation of the organisation to the present, we have not had to deal with any conflicts.

Advisory Committees:

3.2.14 The FreeSchools World Literacy Committee of Management does not have an official advisory committee, although it does discuss policy matters

with FreeSchools World Literacy presidents and members of other national committees, as well as its international partners.

3.2.14 During the 2010 year the Committee of Management plans to develop a number of working sub committees headed by members of the main Committee and containing other members of the Committee and/or other volunteers.

3.2.16 The sub-committees would advise the main committee on matters specifically dealing with:

- (a) Fund raising development
- (b) Development of international in country partners

FreeSchools World Literacy International Affiliations

3.2.17 Currently FreeSchools World Literacy-Australia operates as part of an international network. Australia and America established their constitutional “Rules” based on the initial charity set up in Canada. Each country independently established their Board/Directors/Committee of Management with the same “Object Clauses” and “Activities” and similar constitutional “Rules” (see Annex 1).

Whilst the Aims and Objectives remain common the Rules have been varied slightly to suit the appropriate legislative and regulations of each country. Each of these national bodies, as independent legal entities, manage and contribute funds to the FreeSchools activities in the donor recipient countries (presently India and Thailand).

3.2.18 FreeSchools World Literacy in Australia does not provide any funds for administrative support of its international network. One hundred percent of donor funds raised in Australia are sent to Thailand and India to operate the FreeSchools there.

3.2.19 Not applicable

3.2.20 Formal agreement between FreeSchools World Literacy in Australia and its affiliates are in the process of being finalized.

3.3 Criterion A3: FreeSchools World Literacy has formally adopted and is compliant with the ACFID Code of Conduct for Non-Government Organizations

3.3.1 The ACDIF Code of Conduct was formally adopted by the FreeSchools World Literacy Committee of Management during its 2009 AGM

3.3.2 The following motion was moved by the President, Dr. Robert Coenraads on the 10th October 2009;

“Dear Committee, I would like to move that FreeSchools World Literacy adopt the Australian Council for International Development (ACFID) Code of Conduct. The Code of Conduct commits members to the highest standards of integrity and accountability. By adopting this national code, which all other reputable overseas aid agencies based in Australia adhere to, we will ensure that the public will have the highest confidence in our cause and fundraising operations.

The motion by R. Coenraads, seconded by K. Swadling on the 13th October 2009 and carried, and is recorded in the Minutes of the 2009 AGM (Annex 7).

On the xxxx FreeSchools World Literacy received a letter from ACFID advising it that the organization has been accepted as a compliant signatory to the ACDIF Code of Conduct

4. SECTION B DEVELOPMENT PHILOSOPHIES AND MANAGEMENT PRACTICES

4.1 Criterion B1: FreeSchools World Literacy has a demonstrated record of undertaking aid projects consistent with the objectives of Australian Aid Program of poverty alleviation and sustainable development

Agency Experience and Track Record

4.1.1 FreeSchools World Literacy’s Object Clauses are as follows:

1. To provide literacy programs and classes to members of the public.
2. To develop and provide education and training programs to persons who will conduct literacy training.
3. To develop employment training and education programs for needy persons.
4. To relieve poverty in developing nations by providing food and other basic supplies to persons in need.
5. To develop or promote public health in developing nations by educating and instructing the public on prevention of and curative measures for, health problems and by researching and documenting changes in the health of the community.

4.1.2 Since its inception, FreeSchools World Literacy has had an overseas aid focus as outlined in its history presented in Section 1 which began in 1997,

and in accordance with its objectives (Annex 1) which were formalized with the incorporation of FreeSchools World Literacy on the 16th July 2007.

4.1.3 FreeSchools World Literacy in Australia is involved with the following two ongoing programs:

1. Thailand - 12 FreeSchools for illiterate Hill Tribe villages in northern Chiang Rai Province, managed by volunteer field partner, Mirror Foundation.
2. India - 49 FreeSchools for poor rural children, especially girls in Bihar State, managed by volunteer field partner, The Fakarina Sisters Society.

The following table (in which “year” refers to a calendar year from 1st January to 30th December) lists the donor funds sent overseas to support the field operations of the abovementioned programs. These figures correlate with those from FreeSchools World Literacy’s annual financial statement, which is presented in the minutes of the 2009 AGM (see Annex 2)

| Year | Country | Project Program | Expenditure | Donors |
|--------------|----------|---|---------------------|----------------------|
| 2001 | India | Bihar FreeSchools Project | \$ 727.00 | private individuals* |
| 2002 | India | Bihar FreeSchools Project | \$ 827.00 | private individuals* |
| 2003 | India | Bihar FreeSchools Project | \$ 816.00 | private individuals* |
| 2004 | India | Bihar FreeSchools Project | \$ 716.00 | private individuals* |
| 2005 | India | Bihar FreeSchools Project | \$ 2,430.00 | private individuals* |
| 2006 | India | Bihar FreeSchools Project | \$ 3,590.00 | private individuals* |
| 2007 | India | Bihar FreeSchools Project | \$ 733.00 | private individuals* |
| 2008 | India | Bihar FreeSchools Project | \$ 2,314.00 | private individuals* |
| 2009 | India | Bihar FreeSchools Project - 49 Schools | \$ 4,241.12 | private individuals* |
| 2009 | Thailand | Chiang Rai FreeSchools Project - 12 Schools | \$ 14,096.90 | private individuals* |
| | | | | |
| TOTAL | | | \$ 30,491.02 | |

*Note individuals refer to numerous private donors to FreeSchools for whom full details are available upon request

4.1.4 FreeSchools World Literacy has 3 international projects that are run by its volunteer field partners, and these reflect the overall development approach of our organization. The programs are as follows:

CHIANG RAI PROJECT, THAILAND

Volunteer Field Partner: The Mirror Foundation. Mirror is the second largest charity in Thailand and experts in Hill Tribe socio/economic issues, language and culture. They manage our 12 FreeSchools for illiterate Hill Tribe villages in northern Chiang Rai Province, where children can’t speak Thai and are unable to attend formal schools.

Program: For 2-3 hours/day (5 days/wk), FreeSchools offers Thai language instruction (reading, writing and mathematics) to Hill Tribe children (age 4-14). Often mothers and older children attend classes after the smaller children finish in the evenings for as long as there is daylight. HIV and human trafficking awareness is given by the Mirror Art Group.

Each school has one female teacher who has teaching credentials or a high school diploma. Often she comes from the same or a neighbouring village as the children. She is fluent in tribal languages and Thai and is familiar with the culture. In some cases she has one or two volunteer assistants. Teachers are hired by the Mirror Foundation. Mirror provides ongoing training in cooperation with Thai government schools. A Thai supervisor is supplied by the Mirror Foundation who visits bi-monthly and delivers learning materials and other essentials to the teachers. Mirror communicates with us through a staff person whose first language is English. The schools are inspected once a year by Sue Tennant – volunteer founder of FreeSchools World Literacy. Total paid staff 13.

BIHAR PROJECT, INDIA

Volunteer Field Partner, The Fakarina Sisters Society. This is a small charity located in Banuchapar, Bihar and is associated with the Sisters of the Sacred Heart who run convent schools throughout Bihar. Sr. Crescence is the founder of the FreeSchools model and manages our 49 FreeSchools in Bihar, India. She has a Bachelor's degree with honours in English and Mathematics and 50 years experience as a teacher and administrator.

Program: For 2-3 hours in the late afternoons (5 days/wk), FreeSchools offers a basic primary school curriculum (includes reading, writing, mathematics, civics, health and hygiene and income-producing skills such as embroidery and tailoring). Most teachers are accredited but training is ongoing and undertaken personally by Sr. Crescence. Sr. Crescence has 4 supervisors. Schools are visited annually by Sue Tennant. Total paid staff 53.

DELHI/UTTAR PRADESH PROJECT, INDIA

Volunteer Field Partner: ISPCK Publishing House. ISPCK is the oldest Christian publishing House in India and FreeSchools is part of their social outreach program. Rev. Dr. Ashish Amos is Secretary General of ISPCK and he and his staff manage 18 FreeSchools and Women's Empowerment Centres in Delhi and Uttar Pradesh. Dr. Amos founded several private schools in Delhi and has been involved in education for over 20 years.

Program: Classes are held during normal school hours 9a.m – 2:30 p.m. 5 days/wk. Schools are visited annually by Sue Tennant. Total paid staff 18.

Note: To date, FreeSchools World Literacy – Australia has not sent any donor funds towards the Delhi/Uttar Pradesh project

Sources of expenditure for development assistance and/or development education

4.1.5 One hundred percent (100%) of all incoming donor funds listed in the above table are being sent to the above-listed Bihar Project and Chiang Rai Project for educational and development purposes as outlined. FreeSchools World Literacy distributes all of its funds donated.

4.1.6 FreeSchools World Literacy has not made any applications for funding to AusAID or to any other organization. It receives all its donations from private individuals donating directly to the cause or attending fundraising functions organized to support the cause

FreeSchools Main fields of operation:

4.1.7 The historical background to, and current rationale for, FreeSchools World Literacy's educational focus are outlined in the history presented in Section 1 of this document. Education has always been of utmost importance in the minds of the founders of the concept of free schooling for the poor, which include individuals such as; Sister Mary Crescence, Mark Bloomfield, Dr. Robert Coenraads, and Sue Tennant. In the President's Report for the 2009 AGM, Dr Robert Coenraads said;

"It has been nine years since Mark Bloomfield and I travelled to Motihari Evening School in Bihar State, India. There, I realized for the first time in my life, the real need for free education for the poor, and the ability of education to drastically change the lives of those who were lucky enough to get it. I also saw the benefits of that knowledge spread from the student back to their poor families and to the local community.

Today, nine years later, there are over 3,000 students being taught by 90 teachers at 74 FreeSchools World Literacy funded centres in both India and Thailand, with donors in Australia having contributed a total of \$27,800 to those efforts since that time.

Thanks to the continuing selfless work of our overseas field partners; Sister Crescence and the Fakirana Sisters Society in Bihar State, India; Rev. Ashish Amos in New Dehli; Paul Garrioch and his Mirror Foundation team, and Ben & Jildou Bowler, in Thailand; we are seeing the real benefits of this education flow back into the local community."

4.1.8 FreeSchools World Literacy focus has currently been on Asian, developing countries, educational issues as outlined in its "Activities" and "Objects" documentation (see Annex 1)

4.1.9 FreeSchools World Literacy – Australia's geographical focus began with the Motihari Evening School in Bihar, India, because of a strategic alliance between Sister Mary Crescence, Mark Bloomfield and Dr. Robert Coenraads

formed in 2000 (as outlined in the organization's history). Absolute trust in the reliability and honesty of a volunteer field partner is essential for any donor thinking of supporting a project, and it was clear that the fledgling single evening school being run by Sister Crescence at Motihari fitted those criteria. Dr Robert Coenraads was convinced of this during his 2000 visit, and therefore determined to take funding of this project back to Australia.

4.1.10 FreeSchools considers every child in this world of equal value and so will continue to focus its efforts in countries of greatest need where the greatest number of children can be helped per donor dollar. Canadian President, Sue Tennant recently said (at the Australian 2009 AGM, Annex 2),

"Illiteracy in Asia is 4 times that of Africa, South America and Europe combined. There are 300 million people illiterate in India alone, and two thirds of them are women.

North American sentiment has often favoured Africa, but it has been well documented that a trillion dollars in foreign aid over 20 years has left Africa worse off than ever before. We need smarter aid to Africa.

We also need to attract greater attention to Asia. FreeSchools has a model that not only works, but costs a fraction of any literacy initiative that I know about."

Since its beginnings in Bihar, India, the geographical focus of FreeSchools World Literacy has grown to include Thailand. This came about when volunteer Mark Bloomfield introduced the FreeSchools program into Chiang Mai, Thailand to service the northern hill tribes and Burmese refugee camps. Then in March 2007, Ben Bowler, volunteer and Vice-President of the Australian chapter of FreeSchools World Literacy traveled to Thailand with Jildou Brower to take over the role of Field Coordinator from Mark Bloomfield. There, Ben and Jildou teamed up with Paul Garrioch of the experienced Thailand-based charitable organization, The Mirror Group, to develop a partnership that would run the FreeSchools and scholarship program thereby ensuring long term sustainability of the schools. Since then twelve new free schools have opened and enrolment has grown to about 100 students in each of these schools, providing employment to dozens of female teachers.

In the future, FreeSchools World Literacy would like to expand its focus further to include Africa, while heeding the above advice of international president, Sue Tennant, when suitable, reliable and honest field partners can be found there.

Project/Program Sustainability

4.1.11 For the first few years, Australian funding for the Bihar Project was maintained by two principal donors; Allan Platcher and Dr Robert Coenraads. Our aim since that time has been to encourage the development of a large base of regular donors of smaller dollar amounts, thereby spreading risk and ensuring

continuance of the supply of funds to its overseas volunteer partners. Global recognition has grown with Australia becoming part of a larger international FreeSchools network. And now today, as part of the process of developing long-term sustainability, the application for AusAID accreditation here in Australia is aimed at helping FreeSchools World Literacy to be recognized as a formal charity by the Australian donor public.

4.1.12 FreeSchools World Literacy would hope that financial responsibility for its overseas free education programs might eventually be taken over by the appropriate authorities within those countries, however in places like Bihar (India's most destitute state) and Thailand's remotest border regions, this is unlikely to happen completely for a very long time. That said, however, some of the first FreeSchools students have now passed through the system (and some even to University level) gaining qualifications and undertaking careers that now allow them to turn around and serve the community of which they are a part. We regard this as the "Potential Cycle of Uplift" that education can bring to a community. I present here, as an example, just one of those student's inspiring speeches given upon their graduation;

"You, are in our lives like a light in the darkness, like a bridge mounting the challenge of our lives while helping us with our education. You make us strong to stand on our own feet and to work for a better career. It is by your very example, that is by your commitment to the poor and needy, that we can ultimately become someone who can think of helping others in society. You have set a very valuable example for us. You are an inspiration to lend a helping hand to people and persons in need. You teach us to help others in their need and command our unselfishness. We do admire you and every effort of yours for spreading the light of education. If you would not have been in our lives most probably, like thousands of selfish people, we would also have been confined by all our needs. What can we return to you for all the valuable help you have provided us? We assure you that we study well. We pray that God will protect you, guide you, inspire you and bring your dream of world literacy to realisation."

Deepshieka

(20 years old, FreeSchools Scholar, 3rd year Honours Zoology, Patna Women's College, India)

It is FreeSchools' aim to develop the sustainability to support its overseas projects until the "Cycle of Uplift" has been completed in those countries. Hopefully there will come a time when there is no longer a single child in this world that does not have access to an education – only then will FreeSchools World Literacy have achieved its aims and will cease its overseas aid work.

4.1.13 There have already been several FreeSchools funded and managed schools in the northern Thailand Border regions for which the future

responsibility has been handed over to the appropriate Thai authorities. That includes responsibility for staff salaries as well as maintenance and upkeep. This has come about as a result of efforts by volunteer fieldworkers. Ben Bowler and Jildou Bouwer. Once funds are released in this way, they can then be turned towards the establishment of free schools in other needy areas.

4.1.14 FreeSchools World Literacy does not try to recover any of its costs from the communities that it is assisting. It is hoped that there will be a long term outcome benefit from the “Cycle of Uplift” that education will bring to that community.

4.2 Criterion B2 FreeSchools World Literacy has development philosophies that are consistent with the objectives of the Australian Aid Program.

4.2.1 FreeSchools World Literacy’s development philosophy is summarized in its “Activities Statement” (Annex 2)

“The purpose of FreeSchools World Literacy Australia (“FreeSchools”) can be summarized as follows: to break the cycle of ignorance and poverty through free education by providing literacy programs; teacher/employment training; income-producing skills, health education; food and clothing; and researching and documenting changes in the wellbeing of the community.

By providing ongoing funds and scholarships for the existing and planned new schools FreeSchools World Literacy Australia will join an International movement to help break the cycle of ignorance and poverty that leaves millions in hopeless despair. FreeSchools hopes to replicate the model hundreds of times throughout India, Thailand and other Asian countries.

4.2.2 FreeSchools World Literacy’s development philosophy is not derived from any specific religious, ideological or cultural commitment. It is sound commonsense based on the field application of academic educational theory. Education is for all children where possible, although preference is given to girls whenever space in a particular classroom is limited. This practice is also in keeping with the beliefs of the United Nations

In the words of former UN Secretary General, Kofi Annan, 2004

“Study after study has taught us that there is no toll for development more effective than the education of girls and the empowerment of women. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, or improve nutrition and promote health, including the prevention of HIV/AIDS.”

4.2.3 The mission statement or “statement of purpose for the entire FreeSchools World Literacy organization is as follows:

“The FreeSchools World Literacy organisation has been established to break the cycle of ignorance and poverty through free education by providing developing nations with literacy programs; teacher employment and training; income producing skills, health education; food, clothing and other basic services.”

This statement of purpose is included in the Rules of the Association (Annex 1) and was adopted by the Australian Committee of Management during its formational meeting on the 7-9th June 2007 and recorded in the minutes of that meeting (Annex 8)

4.2.4 The mission of FreeSchools World Literacy is based on the pioneering work in the late 1990s carried out by Sister Crescence in establishing the first free evening school classes in the empty (after hours) classrooms of St Mary’s School in Motihari, Bihar State. Assisted by funding from Mark Bloomfield, Sister Crescence employed several teachers, trained them to teach income-producing and other basic skills including health education. She provided food to the students that were too hungry to concentrate food, and even sewed uniforms for those who went on to study at the regular day school.

4.2.5 This mission was articulated into the concise wording of the statement of purpose by Mrs. Sue Tennant, President of the International FreeSchools World Literacy network and FreeSchools World Literacy in Canada.

4.2.6 There have been no changes on the FreeSchool World Literacy’s development philosophy since its inception, apart from a broadening of its global focus and global donor base.

4.2.7 FreeSchools does not undertake any evangelistic, partisan political or purely welfare activities whilst carrying out its mission of providing basic free education for poor children.

4.2.8 FreeSchools World Literacy ensures that its volunteer field partners also do not engage in any evangelistic, partisan political or purely welfare activities by conducting regular inspections of the individual schools. The schools are visited annually by international president Sue Tennant and others.

4.3 Criterion B3 FreeSchools World Literacy does not have any contractual obligations to AusAID at the present time

4.4 Criterion B4: FreeSchools World Literacy can monitor, report and rate effectiveness of its activities.

4.4.1 FreeSchools World Literacy Projects are monitored and run by their volunteer in-country partners. These partners, of which there are only 3 (Fakirana Sisters Society, The Mirror Foundation and ISPCK Publishing House), regularly visit the free schools under their control. They assess students wishing to join the

program, and the demands and needs of particular local communities. They scout for particular community venues, such as pre-existing schools, at which to conduct the free classes (and sometimes must resort to the most rudimentary of shelters. Or even outdoor venues). They appoint appropriate female teachers and pay salaries. As necessary, the field partners also provide teacher training and other programs.

4.4.2 FreeSchools World Literacy's volunteer in-country partners send interim reports from the field every few months, plus submit an annual report to the international president of FreeSchools World Literacy. These field reports are published and discussed in the minutes of the monthly meeting of the Committee of Management of the month in which they arrive (an example of one such report is included in Annex 19)

4.4.3 Necessary changes to a project, after monitoring indicates that problems may be developing or that a change in direction may be required, are made by direct instructions given to the field partner by the appropriate person, under the direction of the President of FreeSchools World Literacy.

4.4.4 Changes to a program are usually only made once the national FreeSchools bodies and the field partners have all had a chance to discuss the proposed changes and are in agreement with the changes. Changes to the program are put in place by our in-country field partners.

4.4.5 Arrangements between FreeSchools World Literacy (the Principal) and its in-country partner (the Agent) are spelled out in an Agency Agreement. The following monitoring requirements are spelled out in this agreement:

1. The Agent agrees to assist in the administration of charitable activities and programs of the Principal. The role of the Agent is to receive funds from the Principal and to distribute such funds pursuant to the Principal's objects and activities.

2. The Agent agrees that the Principal shall have and will maintain full and complete direction, control, and supervision over the application of its funds.

3. The funds of the Principal shall be held in the name of the Principal and shall remain segregated and apart from the funds of the Agent so that the role of the Principal in any particular activity or program is separately identifiable as its own charitable activity.

4. The Agent shall submit a budget in a form acceptable to the Principal at least two months before the first day of the Principal's fiscal year.

5. The Agent shall maintain full and complete books and records of, and shall provide to the Principal on a regular basis, or at any time upon request, full and complete reports on, the administration and application of the funds of the Principal, setting forth and confirming the amount of the Principal's funds received by the Agent and a detailed breakdown of expenditures made in respect of the charitable activities performed so as to enable the Principal to make

informed decisions as to the application of its funds and to maintain full and complete records of same.

6. All expenditures of the funds of the Principal will be pursuant to the direction of the Principal and will be supported by detailed expenditure statements.

7. The Agent agrees that it will, upon request, be available for consultation with a representative or representatives of the Principal.

8. The Agent will permit the Principal's Board of Directors to enter at reasonable times, any premises used by the Agent in connection with the activities and programs for which the Agent is responsible pursuant to this agreement in order to observe and evaluate the activities and programs and inspect all records relating to the same.

4.4.6 FreeSchools World Literacy has not yet developed any standard report format that the Agent must adhere to in reporting on the abovementioned contractual arrangements.

Project/Program Evaluations

4.4.8 FreeSchools World Literacy currently has 3 long-standing in-country partners and our organization has been growing together with these partners in mutual trust. New FreeSchools projects, in areas where there is an obvious need for free education, are recommended to the president of FreeSchools World Literacy and, after consultation with the Committee of Management, these new projects are then taken on board. FreeSchools World Literacy has not yet developed a standard approach to conducting project/program evaluations.

4.4.9 There is no forward program of evaluations at this stage, opportunities for expansion of the FreeSchools network are evaluated by the the field partners, and presented by the field partners to FreeSchools World Literacy on a case by case basis.

4.4.10 Cases for new schools in needy areas are initially evaluated by the in-country partners. FreeSchools World Literacy relies on the skills and experience of its three in-country partners to evaluate and select potential new projects.

4.4.11 Following evaluation of a new FreeSchools project by the in-country partner, it is then implemented by them, and progress reports are sent to FreeSchools World Literacy. Members of the FreeSchools World Literacy national management committees visit new and existing projects approximately on an annual basis.

4.4.12 See Annex 21 for an example of a project evaluation conducted by for a new school inxxx

5. SECTION C APPROACHES TO PARTNERSHIP AND DEVELOPMENT COLLABORATION

5.1 Criterion C1: FreeSchools World Literacy has documented arrangements with its implementing partners in Thailand and India

Current Partners

5.5.1 FreeSchools World Literacy's current field partners are listed in the following table

| Country | Partner Name | Organization Type | Years Involved |
|----------|--------------------------|----------------------|----------------|
| India | Fakirana Sisters Society | Educational | 10 |
| India | ISPCK | Education/Publishing | 3 |
| Thailand | Mirror Foundation | Education/Charity | 5 |

Documented Arrangements

5.1.2 FreeSchools World Literacy has designed a formal Agency Agreement with each of its field partners. Two of the agreements have not yet been officially signed and witnessed, however this is proposed to take place during the next field visit. Refer to Annex 22 for the standard agreement.

5.1.3 The current agency agreement that exists between FreeSchools World Literacy and ISPCK, its in-country partner located in Delhi, India, is included in Annex 23

5.1.4 The current agency agreement was designed and agreed upon following face to face discussions between the FreeSchools World Literacy international president, Mrs. Sue Tennant and the in-country partners. The way in which we work with our in-country partners has developed over a number of years. Our Field Partners were already proven charitable organizations. The Mirror Foundation, Fakarina Sisters Society and ISPCK Publishing were already successfully running non-formal schools (basically free of charge) prior to our proposing to work together under the name of FreeSchools World Literacy. However they needed funds to expand and were willing to adapt our model to their needs. Our partnerships have to this time been based on personal relations, mutual trust and common goals of empowering women and giving impoverished illiterate children a free education.

5.1.5 FreeSchools World Literacy has documented arrangements with all of its in-country partners as described above.

5.1.6 FreeSchools World Literacy does not have any contractual obligations or funding arrangements with AusAID

Agency Affiliations in relation to partnerships

5.1.7 FreeSchools World Literacy in Australia is linked by a common Mission Statement and goals to legally registered sister entities in Canada and the USA, both also known as FreeSchools World Literacy, and both with granted charitable status. At present each of these national FreeSchools entities supports the same field partners and projects to a greater or lesser degree.

5.1.8 At the present time FSWL-Australia is in the process of formal arrangements with its affiliate partners regarding effective management and financial accounting of projects, apart from the non-standard reports that we receive. Currently we rely on the implicit trust that has built up over the years with those agencies. At present Australia sends donations and receives written confirmation of the arrival of those funds into the donor recipient partner's bank account before sending the next lot of funding. We currently rely on annual field audits carried out by various committee members of the national associations. During 2010 we expect to implement more explicit documentation, with the proviso in mind that we want to ensure that such additional requirements on our field partners would become too much of a burden, and eat into the time that they have for implementing the hands-on program.

5.1.9 Formal agreement between the national affiliations of FreeSchools World Literacy, are in the process of being finalised. (refer to Annex 1)

5.2 Criterion C2: FreeSchools World Literacy has assessed its own capacity and the capacity of its partner organization to develop and implement projects.

Partner Capacity

5.2.1 FreeSchools World Literacy has not yet had to use a specific process to assess the capacity of its partners in the field. Our present three Field Partners were already proven charitable organizations. The Mirror Foundation, Fakarina Sisters Society and ISPCK Publishing were already successfully running non-formal schools prior to our proposing to work together under the name of FreeSchools World Literacy. The capacity of FreeSchools World Literacy has been growing over the years together with that of its partners in the field.

5.2.2 FreeSchools World Literacy has developed a list of guidelines for assessment of the capacity of field partners, and this checklist will be applied to any new field partners that might approach us, or that we might consider. These guidelines are included in Annex 24.

5.2.3 At present any proposal for growth of FreeSchools projects (i.e. the establishment of new schools on an as need basis by our existing field partners) is prepared by the Field Partner based on their expertise and local knowledge. Currently we assume that such projects are not beyond the capacity of the Agency proposing them to us. Nevertheless annual field checks are made on the Field Partner.

Agency Capability

5.2.4 FreeSchools World Literacy Committee of Management reviews, evaluations and annual financial reporting, together with growth of its donor base over time provide evidence of good planning and capability to grow as an organization.

5.2.5 FreeSchools capacity to provide donor funds has been steadily growing hand in hand with the expansion of Field Partner projects.

5.3 Criterion C3 FreeSchools World Literacy's partnerships are consistent with good development practice.

Approaches to Partnership

5.3.1 FreeSchools World Literacy currently works with its existing Asian-based, developing-world partners, in the scope of its projects (i.e. the number of impoverished children that are able to attend school) has been steadily growing since 2000. At this stage we have not had the opportunity or resources to develop any links with new donor recipient partners. However as our capacity grows and in the event of such an opportunity arising (in other Developing Countries of the South Pacific, Asia or Africa), we would use the guidelines for assessment of that potential partnership. (see Annex 24)

5.3.2 FreeSchools World Literacy has a simple model, which is to use existing school building infrastructure, where possible, to hire local qualified female teacher, and to fill those otherwise-empty classrooms after normal school hours. This effective, inexpensive mission philosophy is consisted across all of our existing partners and would be implemented with any future new partners that we may sign up.

5.3.3 FreeSchools World Literacy looks for a number of important attributes in its partner agencies. Ideally a Field Partner should already be a proven charitable organization; already have successfully run a formal school or non-formal school; have a similar mission and goals regarding empowerment of women and free education for the poor; have a trustworthy management structure; and have no hidden skeletons in the closet that may harm the good name of FreeSchools World Literacy. These attributes are defined in the guidelines for assessment of potential partners (see Annex 24) and enshrined in the joint signing of legal binding Agency Agreements (see document Annex 22).

5.3.4 Communication between FreeSchools World Literacy and its partners is via personal visits, letters, and, increasingly, by email. In 2000, the only way to successfully bring donor funds to the single school in Bihar, India, was to do so in person. Today funds can be sent as bank drafts or transferred directly into Partner's bank accounts.

5.3.5 Consultation with partners in recipient countries takes place at the presidential or management committee level via letter, email, telephone or personal visit.

5.3.6 Partners must agree to implement FreeSchools programs as laid out in the Agency Agreement and only these projects are supported. FreeSchools does not support programs that are not in keeping with its mission and goals. FreeSchools philosophy is to organize, through its implementing field partners, the education of as many children as it can for each available donor dollar.

5.3.7 FreeSchools World Literacy is not involved with government agencies in Thailand or India, the countries in which it has field partners.

Roles in Partnership

5.3.8 FreeSchools World Literacy provides its in-country partners with a successful free-educational model to implement (if they are not already implementing such a model), and the necessary funds for the establishment and growth of this model.

5.3.9 FreeSchools World Literacy provides the same program of technical and monetary assistance to each of its field partners. However, some of the schools started by the Mirror Foundation and ISPCK have been established in buildings other than existing schools. As such, classes given in these buildings have not been limited to hours outside of normal school hours.

5.3.10 There has been no change to the effective FreeSchools World Literacy model being delivered to the in-country partners over time and which is enshrined in the Mission Statement.

5.3.11 The Australian-based connection to FreeSchools prior to incorporation, commenced through support of the first free evening school in Bihar in 2000. This channel, via Dr R. Coenraads, of initial Australian donor funding was later augmented by additional funding from Canada and then the USA. Australia also initiated funding for the gifted and talented scholarship program in which promising and enthusiastic children are chosen by their teachers to receive scholarship funding to be able pay the fees to attend the regular day school (about \$75 per year in Bihar, India)

5.3.12 Board members of FreeSchools World Literacy, as Director/Executive representatives, (sometimes accompanied by members of the management committees, and others), pay their own way to inspect the schools being run by the in-country partners. These site visits, at least once per year, are opportune times to discuss and evaluate the growth of the programs and strategically plan forward growth.

5.3.13 Regular communication between FreeSchools World Literacy and its field partners is maintained by telephone, email and letter, as mentioned in point 5.3.4 above. The main beneficiaries of FreeSchools funding are the children themselves. These students delight in meeting their supporters in person, and they and their teachers often organize a special activity in honour of their international visitors, such as a gala sports carnival. Usually at these events, the older graduating students, or scholarship students, give speeches of thanks, often describing what the opportunity of an education has meant in their lives. This can be rather an emotional experience all round.

5.3.14 The formal or informal relationships of our partners with their local, provincial or national governments does not appear to have any implications on the contract that they have with FreeSchools World Literacy.

Other External Relations:

5.3.15 At the present time, FreeSchools World Literacy does not collaborate with any other NGOs (apart from its three in-country partners).

5.3.16 FreeSchools World Literacy does not belong to any other organizations.

5.3.17 At the present time FreeSchools World Literacy does have any significant relationships with any external organizations.

6. SECTION D: LINKAGES WITH THE AUSTRALIAN COMMUNITY

6.1 Criterion D1: FreeSchools World Literacy is clearly identifiable as Australian and can demonstrate interaction with an Australian community base

Australian Identity

6.1.1 FreeSchools World Literacy has an overarching international identity as a provider of free education to impoverished children in Developing Countries. FreeSchools World Literacy - Australia is clearly identifiable as an Australian identity in its activities, and is an independent legal Australian entity. It has a wholly Australian Committee of Management. FSWL has a Westpac bank account and a Sydney-based office. Donors to FreeSchools World Literacy are completely aware that 100% of their donations have been to date sent offshore to India and Thailand to be used for provision of free education for children not able to afford or attend normal schooling. The great appeal of this charity to Australians is that so many impoverished children can be educated for a very small dollar amount (\$15/child/year) when education is done in-country utilizing local teachers. It should also be said that joint funding for certain projects is also raised from donors living in Canada and the United States via FreeSchools World Literacy charitable entities legally operating in those countries.

6.1.2 See below table

| Statement | Australian Constiucy | Implementing Partners | In-country Staff | Project Beneficiaries |
|---|--|--|--|--|
| The project is clearly identifiable as Australian | Australians know that an Australian organization is using their donations to provide free education for third world children | In-country partenrs maintain accounts of where their funds come. | Teachers know their wages are sourced from international donors, some of whom they meet annually | FreeSchools and scholarship children know who are their benefactors, in some cases writing letters or meeting them |
| There is some acknowledgement of Australian Assistance | | | | |
| The fact that the project has Australian support is not an important factor | | | | |
| The Australian contribution is not identified on prnciple | | | | |

6.1.3 FreeSchools World Literacy will not change its approach to its Australian identity regardless of where in Australia, or from what Australian source, its donor funds are derived.

Responsive Interaction to a community Base

6.1.4 FreeSchools World Literacy’s Australian supporters can be broken down as follows:

Membership: The Committee of Management has a membership of 11, which includes five members on the executive and six ordinary members (see Annex 4)

Volunteers: FreeSchools World Literacy currently has a small team of xxx volunteers that regularly assist with FreeSchools fundraising activities

Community Base: Door entries to our various fundraising events indicate that FreeSchools has a community base of approximately xxx people. We are currently expanding the community database.

6.1.5 The total number of financial supporters of FreeSchools World Literacy in Australia (excluding formal members) is xxx

6.1.6 FreeSchools World Literacy does not have a direct mailing list

6.1.7 FreeSchools World Literacy prepares an annual newsletter for its Australian supporters and this is sent by email or post (approximate subscribers = xxxx). Donors receive a personal letter of thanks from the President. Schools and other organizations receive a Certificate of Thanks from FreeSchools World Literacy. See Annex 25 for examples of these documents.

6.1.8 FreeSchools World Literacy is currently building a broader Australian constituency than that defined in 6.1.4. FSWL has 3 professional DVD's (2 on India and one on Thailand) and a PowerPoint presentation for making formal presentations to organizations such as churches (e.g. "The Forest Kirk" Frenchs Forest Uniting Church), community organizations (e.g. Belrose Girl Guides), and Schools (e.g. Tuggerah Lakes Secondary College – The Entrance Campus, Whitebridge High School; Wenona School, North Sydney). At the present time FreeSchools World Literacy makes some 10 such presentations per year.

6.1.9 The following organisations have provided support in terms of goods and services provided in kind;

1. Westpac Banking Corporation, Mona Vale– fee free account service
2. Signature on Hastings, Noosa, NSW – free merchandise for charity events
3. Channel 9 – Promotional merchandise for charity events
4. Hogan Printing – business cards and pamphlets

6.1.10 Donors or supporters do not have any direct input into the setting or FreeSchool World Literacy program strategies. However donors are able to choose whether they wish to support a program in India or Thailand. Donors are also free to choose whether they want their donations to support the general free schools running costs (\$15 per child per year), or to be used for scholarships to allow specific gifted free schools children to attend regular day school (\$75 per child per year). Also, in accordance with the ACFID Code of Conduct, donors have the right to have their names deleted from mailing lists; be informed whether those seeking donations are volunteers, paid staff or agents of the Organisation; be informed about the causes for which funds are being raised; get information on the application of their donation; and be able to identify collectors and have documentation confirming the bona fides of the Organisation.

6.1.11 FreeSchools World Literacy is accountable to its Australian support base through its annual accounts, which are published in the Minutes of the AGM, and summarized in the annual newsletter.

6.2 Criterion D2: FreeSchools World Literacy provides accurate information about itself, its objectives and its activities in its public presentations in a manner that respects the dignity of recipient communities

6.2.1 Examples of FreeSchools World Literacy promotional material is included in Annex 25. This includes:

1. Annual Newsletter for 2009
2. Printed Promotional Flyer
3. Letter of Thanks from the President for Donors

4. Certificate of Thanks for Schools and other Organizations.

5. FreeSchools World Literacy PowerPoint Presentation

6.2.2 FreeSchools World Literacy does use, from time to time, stories and photographs of beneficiaries of its educational program, in its promotional literature and newsletters. It only does so with the express permission of that individual, or in the case of that individual being a minor, with the express permission of their parent, legal guardian, or teacher. In this way, in accordance with the ACFID Code of Conduct, www.acfid.asn.au/acfid/code-of-conduct/acfid-code-of-conduct, FreeSchools World Literacy accords due respect to the dignity, values, history, religion, and culture of the people with whom it works consistent with principles of basic human rights.

6.3 Criterion D3: FreeSchools World Literacy maintains Australian community support for its development projects through financial, in-kind or voluntary contributions

Staffing Details

6.3.1 100% of our resources are spent on development education within the recipient country. FreeSchools World Literacy hires qualified teachers in country to provide this education

6.3.2 FreeSchools World Literacy provides some teacher training within the recipient country

6.3.3 **Staff**/Volunteers involved with development education

| Staffing | Number of Staff/Volunteers | Breakdown of Staff/Volunteers by time per week | Staff/Volunteers Gender | |
|--|--|---|--------------------------------|--|
| Australian Head Office Part Time Regular Volunteers (excl. special fund raising) | 1 part time volunteer (FSWL President) | 1-2 days per week | male | |
| Other Australian Offices | none | | | |
| Overseas Staffing: Full Time Regular Staff (excl. special fund raising) | 90 full time paid teaching staff | 5 days per week | female | |

6.3.4 The single part time volunteer (President of FreeSchools World Literacy) in Australia is principally involved with administration and fund raising. Other Australian volunteers are principally involved with special fund raising. The overseas paid staff is involved in teaching a basic curriculum to poor children.

Fundraising/Promotional Activities

6.3.5 The main fundraising activities conducted by FreeSchools World Literacy are special fundraising events.

6.3.6 Special fundraising events for the previous year are listed in the following table:

| Date | Event | Organizer | Volunteers | Attendees | Funds Raised |
|-----------|-------------------------------------|--------------------|--------------|-----------|--------------|
| 08-Nov-09 | AGM Barbeque | Robert Coenraads | 1 | 10 | \$ 180.00 |
| 25-Oct-09 | The Sunday Splurge | Jo&Judy Townsend | 3 | 100 | \$ 1,750.00 |
| 24-Oct-09 | Afternoon Tea/ Ehite Elephant Day | Linda Alcorn | 1 | 40 | \$ 1,100.00 |
| 18-Oct-09 | Stars Are Born Concert | Betty Lyon | 9 (+90 cast) | 150 | \$ 1,100.00 |
| 28-Aug-09 | Jo & Judy Afternoon Tea | Jo & Judy Townsend | 2 | | \$ 1,000.00 |
| 23-Apr-09 | Franklin Morning & Afternoon Tea | Betty Lyon | 4 | 30 | \$ 257.00 |
| 18-Apr-09 | Lingerie Fashion Party Night | Melissa Aldis | 1 | | \$ 220.00 |
| 03-May-09 | Newcastle FreeSchools Afternoon Tea | Linda Alcorn | 1 | 50 | \$ 1,223.75 |
| 29-Apr-09 | Whitebridge High Harmony Day 2009 | Linda Alcorn | 1 | 1000 | \$ 1,320.60 |
| | Tuggerah Lakes Secondary College Mu | ? | ? | ? | \$ 750.00 |
| 11-Mar-09 | Jo Townsend Dinner Party | Jo Townsend | 1 | | \$ 650.00 |
| 22-Feb-09 | FreeSchools Charity Tea | Jo & Judy Townsend | 2 | | \$ 5,573.30 |
| 19-Oct-08 | FSWL Presentation to ANZURA 2008 | Robert Coenraads | 1 | 30 | \$ 235.00 |
| 22-Sep-08 | FSWL Presentation at Forest Kirk | Robert Coenraads | 2 | 25 | \$ 610.00 |

6.3.7 Funds raised from the Australian community by FreeSchools World Literacy are summarized in the accounts of the organization included in the Minutes of the AGM (Annex 2) and summarized in the **following graph**.

6.3.8 FreeSchools World Literacy plans to maintain Australian community support for its overseas programs, through a continuing series of public special events similar to those it conducted during 2009 and listed in point 6.3.6 above.

6.3.9 FreeSchools World Literacy does not have a relationship with corporate bodies or other entities in the commercial sector.

6.3.10 FreeSchools World Literacy does not have any formal policy/ guidelines with regard to dealing with the media. FreeSchools prepares an annual newsletter and has a promotional flyer for distribution to interested parties including the media. Contact details for the President and the Committee are available on the website for the media or other interested parties to access.

7. SECTION E: FINANCIAL SYSTEMS AND RISK MANAGEMENT

7.1 Criterion E1: FreeSchools World Literacy has effective management, administration and financial systems for accounting for funding, including

systems to ensure the presence and implementation of adequate controls in partner organizations' accounting and management systems.

7.1.1 FreeSchools World Literacy has the following systems in place to ensure donations are used for the purposes for which they are intended:

a. Donations are received into the bank account of FreeSchools World Literacy (Westpac, Mona Vale NSW., BSB 032-196, Acc No 26-6690).

b. Donor funds are entered into an ***Incoming Donation Register*** spreadsheet as they are received and letters/emails of thanks are sent from the President to the individual donors. The letters explain exactly how many children will be able to be educated as a result of the donation. An example of one such letter is shown in Annex 25, and also an example of a generic letter designed to accompany a tax receipt (once FreeSchools World Literacy is able to issue tax receipts).

c. Donor funds are accumulated until at least close to \$1000 is ready to send overseas.

d. The President of FSWL organizes a bank draft or telegraphic transfer of the funds to the receiving party, which has been Sister Crescence on behalf of the Fakirana Sister's Society in Bihar, India (since about 1999 to present) and, more recently, also Mr Weera Yooram representing the Mirror Foundation in Thailand (since June 2009).

d. A registered letter (together with the draft) or email is sent to the receiving in-county partner outlining the details of the funds sent, and the donors involved. The letter outlines any specific use of the funds required by the donor over and above regular running costs of the free schools – for example the supporting of specific scholarship students as recommended by the in-county partner.

d. The details, amount and date of the transfer are announced to the Committee of Management during either the regular monthly meetings or during the AGM.

e. When acknowledgement of successful receipt of the funds by the in-county partner is received this is also announced to the Committee of Management

7.1.2 A most recent example of the transfer of donor funds from the FreeSchools World Literacy bank account to the in-country partners in Thailand and India, and accompanying documentation is shown in Annex 28

7.1.3 FreeSchools World Literacy does not publish an Annual Report. Achievements during each calendar year are published in the Annual Newsletter (see Annex 25), while detailed accounts are presented in the minutes of the AGM (see Annex 7)

7.1.4 FreeSchools World Literacy publishes its audited financial statements in the Minutes of the AGM (see Annex 7). The auditor's report for the most recent financial statements is included in Annex 30.

7.1.5 FreeSchools World Literacy is a relatively young and small organization which has been growing together with its original in country partners. As such it has not encountered any problems with regard to accountability or reporting requirements.

7.1.6 FreeSchools World Literacy has engaged an honorary registered auditor to check all of its accounts

7.1.7 FreeSchools World Literacy overseas projects are audited by various international members of the organization. This generally takes the form of an annual field trip to meet with the in-country partners and personally inspect the projects.

7.1.8 Principally these field audits have been variously carried out by Ben Bowler (Vice-President FreeSchools World Literacy – Australia), Sue Tennant (President FreeSchools World Literacy – Canada), Saskia Raevouri (Committee Member FreeSchools World Literacy – USA) and Mark Bloomfield (Founder, together with Sister Crescence, of the FreeSchools concept) together with several other volunteer associates.

7.1.9

7.1.10 In-country partners provide accounts in local currency.

7.4 Criterion E4 is not applicable as FreeSchools Word Literacy is not a sufficiently large organization to annually raise a minimum of \$50,000 from the Australian Community.

7.4 Criterion F1 FreeSchools World Literacy is an incorporated Australian association (see Annex 3) but it is currently NOT registered as a charitable/ benevolent institution and has NOT yet been awarded tax deductibility status. The purpose of this application is to enable the organization to apply for such status, and thus give it even more credibility in the eyes of the Australian public.

8. SECTION F: FAMILY PLANNING /REPRODUCTIVE HEALTH ACTIVITIES

FreeSchools World Literacy is not involved with family planning/reproductive health issues.

ANNEXURES

refer to Part Two in a separate document

APPENDIX 5

Gender Equality Policy for FreeSchools World Literacy

FreeSchools World Literacy Gender Equality Policy - (Draft - February 2010)

FREESCHOOLS WORLD LITERACY acknowledges the positive contribution of a diverse workforce and is committed to promoting and supporting the principles of gender equity, diversity and flexibility in the workplace.

FREESCHOOLS WORLD LITERACY strives to create a work environment sensitive to gender equity and diversity and working conditions that enable both women and men to achieve a balance between work and other aspects of life.

Equity is generally regarded as a state of fairness and justice. It requires that the specific needs of particular groups are considered separately and acted upon accordingly. The concept of gender equity recognises that women and men have different life experiences, different needs, different levels of power and access to decision making in our society and differing expectations by others. Gender equity strategies recognise that gender leads to different social, economic and political opportunities for women and men.

The principle of equity or fairness holds that each individual has a basic right to compete for employment as one of the opportunities and rewards of our society, subject only to the limits of his or her ability. Gender equity approaches recognise that there are historical and social disadvantages which prevent one sex, often women, from benefiting fully from society's resources including employment.

The concept recognises that women and men have different needs and power structures and that these differences should be identified and addressed by employers in a manner that rectifies imbalance between the sexes. Gender equity strategies seek to achieve fairness and justice in the distribution of benefits and responsibilities between women and men, and recognise that different approaches may be required to produce equitable outcomes.

There are continuing traditions of stereotypes and conceptions of what it means to be a woman or a man, which are embedded in systems and practices. Discriminatory practices have resulted in the systematic devaluation of attitudes, activities and abilities ascribed to women. For men, this discrimination has contributed to devaluation of feminized characteristics in males and reinforced the prevalent male stereotype. The equity approach attempts to recognise these differences and address the underlying reasons for these differences.

Equal Employment Opportunity principles remain a legislative requirement ensuring the elimination of discrimination against women, Aboriginal & Torres Strait Islanders, people from non-English speaking backgrounds and people with disabilities. Workplace diversity extends beyond EEO taking on a broader focus where the differences inherent in every employee are valued. Workplace Diversity focuses on the positive contributions all staff can make to a high performing workplace.

Diversity in the workplace has many dimensions. It encompasses age, gender, physical and mental abilities, educational level, working style, socio-economic background, family and personal responsibilities, language, ethnicity, religion, cultural background and sexual orientation. It is a recognition that people bring to the workplace a variety of personal attributes and experiences that can add value to the work of an organisation.

FREESCHOOLS WORLD LITERACY recognises that people – with their diverse abilities, skills, languages, cultures and backgrounds - are our greatest asset. A focus on diversity encourages us to tap into this resource so that we can best meet FREESCHOOLS WORLD LITERACY's objectives.

The need for people to rest, to engage in cultural and recreational activities, to take time with their families and to undertake personal development is considered to be an intrinsic part of the employment relationship. Additionally it must be acknowledged that employees have a variety of personal responsibilities beyond the workplace which in turn impact upon their lives at work. Changing workforce dynamics, together with the transforming nature of work and technology now mean that issues such as family responsibilities and further study can no longer be ignored.

It is well recognised that flexibility and responsiveness are fundamental to an organisation's longer-term success. A crucial element in this success lies in recognising the valuable contribution employees make toward its achievement.

FREESCHOOLS WORLD LITERACY believes that the advantages and cost benefits in providing flexible work practices include improved retention of volunteers or employees, reductions in recruitment and training costs through lower volunteer or employee turnover, a decrease in absenteeism, improved volunteer or employee morale and reduced stress. These all lead to greater productivity.

In keeping with our commitment to workplace diversity, FREESCHOOLS WORLD LITERACY aims to promote a workplace culture that:

- values and supports individual differences and perspectives;
- incorporates diversity principles across all of our people policies and services – from recruitment and selection through to performance appraisal and career development;
- promotes flexible and responsive work practices;
- is free from discrimination and harassment; and provides all staff with the opportunity to reach their full potential.

GENDER EQUITY AND DIVERSITY

Key points

- Responsibility for the development of a gender equity and diversity culture in the FREESCHOOLS WORLD LITERACY rests with all volunteers and staff
- The diverse backgrounds, skills, talents and views of staff are recognised, encouraged and valued by supervisors and managers.
- Staff are encouraged to recognise and use their life skills and experiences to maximise their individual effectiveness in the workplace and to enhance the quality of their decision making.
- Volunteers and staff are not subject to direct or indirect discrimination, unfair treatment in the workplace, or to workplace harassment.
- FREESCHOOLS WORLD LITERACY aims to ensure that workplace practices provide flexibility for volunteers and staff to balance their work and personal commitments.
- FREESCHOOLS WORLD LITERACY is committed to remedying any employment related disadvantage of current and potential employees in designated groups.
- Volunteers and staff and those seeking employment with FREESCHOOLS WORLD LITERACY receive fair and equitable treatment in staff selection processes and career development opportunities. Employment decisions are based on merit.
- Supervisors are encouraged to focus on the diverse backgrounds and skills of their volunteers and staff and to draw on and develop these qualities in the workplace.
- Volunteers and staff are encouraged to acknowledge and draw on their diverse backgrounds, skills and talents.

It is hoped that through FREESCHOOLS WORLD LITERACY's workplace policies delivered through a process of consultation and cooperation, these arrangements will extensively assist in the career development of volunteers and employees and provide a model that will assist in the promotion of similar positive working arrangements in the NGO sector.

APPENDIX 6

Code of Conduct for FSWL Volunteers and Staff

Free Schools World Literacy Volunteer and Staff Code of Conduct Policy (Draft – February 2010)

FreeSchools World Literacy seeks to provide a work environment that is fair, safe, free of any form of harassment and to meet the obligations and responsibilities that are contained in the FREESCHOOLS WORLD LITERACY Terms and Conditions of Employment including the procedures to resolve any grievances.

As a volunteer or staff member of FREESCHOOLS WORLD LITERACY I agree:

1. To be familiar with and to uphold the ethical principles and requirements of the FREESCHOOLS WORLD LITERACY Code of Conduct including the following:

- In all activities and particularly in communications to the public, to accord due respect to the dignity, values, history, religion, and culture of the people with whom we work consistent with principles of basic human rights;
- To oppose and not be a willing party to wrongdoing, corruption, bribery, or other financial impropriety in any activity;
- To not make misleading or false public statements regarding other agencies nor to conduct activities in ways that may denigrate other agencies;

2. To contribute to a work environment that is fair, equitable and free of any form of harassment and to act with honesty and good faith, treating all members of staff and volunteers with respect and dignity;

3. To work in a professional and cooperative manner with other staff and volunteers;

4. To be familiar with my responsibilities under the FREESCHOOLS WORLD LITERACY Terms and Conditions of Employment and of other FREESCHOOLS WORLD LITERACY policies guiding the work of staff and volunteers;

5. To comply with Occupational Health and Safety requirements in the workplace;

6. To abide by the expectations and requirements of personnel representing FREESCHOOLS WORLD LITERACY overseas as detailed in the Guidelines for FREESCHOOLS WORLD LITERACY Delegations Overseas;

7. To contribute to, and take ownership of, decisions that contribute toward the achievement of the mission and objectives of FREESCHOOLS WORLD LITERACY;

8. To respect the role and decisions of the FREESCHOOLS WORLD LITERACY Committee of Management and in guiding the work of FREESCHOOLS WORLD LITERACY;

9. To acknowledge and provide constructive feedback as appropriate on the contribution of peers and managers;

10. To maintain an appropriate level of confidentiality as necessary to the performance of duties.

Signed: _____ Date _____

Name: _____

This Code is to be signed by all staff at the commencement of their service with FREESCHOOLS WORLD LITERACY and its interpretation and application will be discussed at least annually in an appropriate forum.

[Adopted by FREESCHOOLS WORLD LITERACY Committee of Management on xxxxxxxx]

APPENDIX 7

Child Protection Code of Conduct for FSWL

FreeSchools World Literacy Child Protection Code of Conduct (Draft February 2010)

I, _____ [insert name],

engaged by FreeSchools World Literacy, agree that while implementing AusAID-funded aid activities, I will:

- Treat children with respect regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Not use language or behaviour towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- Not engage children in any form of sexual activity or acts, including paying for sexual services or acts, where under the law(s) applicable to the child (including Part IIIA of the Australian Crimes Act 1914 (Cwlth) as amended), the child is below the age of consent or the act(s) are an offence under relevant laws.
- Wherever possible, ensure that another adult is present when working in the proximity of children.
- Not invite unaccompanied children into my home, unless they are at immediate risk of injury or in physical danger.
- Not sleep close to unsupervised children unless absolutely necessary, in which case I must obtain my supervisor's permission, and ensure that another adult is present if possible.
- Use any computers, mobile phones, or video and digital cameras appropriately, and never to exploit or harass children or to access child pornography through any medium.
- Refrain from physical punishment or discipline of children.
- Refrain from hiring children for domestic or other labour which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
- Comply with all relevant Australian and local legislation, including labour laws in relation to child labour.
- Immediately report concerns or allegations of child abuse in accordance with appropriate procedures.

Use of children's images for work related purposes

When photographing or filming a child for work related purposes, I must:

- Before photographing or filming a child, assess and endeavour to comply with local traditions or restrictions for reproducing personal images.
- Before photographing or filming a child, obtain consent from the child or a parent or guardian of the child. As part of this I must explain how the photograph or film will be used. Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive.
- Ensure images are honest representations of the context and the facts.
- Ensure file labels do not reveal identifying information about a child when sending images electronically.
-

I understand that the onus is on me, as a person engaged by FreeSchools World Literacy, to use common sense and avoid actions or behaviours that could be construed as child abuse at all times.

Signed: _____

Date: _____