



COMPANY ANNUAL REPORT (SUMMARY)

2015



LOGGED ON
Foundation

को ओस्वामा सहन

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Our condolences go to the victims and their families of the terrible earthquake that shook Nepal on Saturday 25 April 2015 and the subsequent quakes that added to the suffering and devastation.

2015 SNAPSHOT



Photo (top): Monica Lamperd on her last day of volunteer teaching at our project site in Astam; (next page) 'fun' day for children when volunteers engage the entire school in bubble blowing (photo by Jason Dickie).

↑ \$39,093
amount raised

↑ 12
schools assisted in 4 districts

↑ 3,000+
people benefited

↑ 2
new computer centres installed

↑ 14
classrooms built (materials provided)

↑ 250
children supplied with stationery

↑ 16
volunteers helped in Nepal

↑ 75
scholarships awarded

About us

The Logged On Foundation is a development agency dedicated to helping children and community groups in less privileged areas of the world.

Since 2011, Logged On has been working in Nepal with local people, businesses and community groups who share a vision for creating educational opportunities for children.

We have built lasting friendships and trusting relationships that have been founded on an ethos of partnership in community development.

Logged On has benefited over 4,000 individuals in Nepal by working with more than 13 communities through our scholarship, technology and education, earthquake assistance and volunteer teaching programs.

We are committed to the education of children and so our focus has been on supporting schools in their efforts to provide a quality education.

We support women's community groups through our "technology for education and training" program. Women have a key influence on decisions in the family that have a positive effect on the well-being and development of children. Therefore, not only are we committed to the empowerment of women, we also understand that by supporting them we can help create a positive future for their children.

Logged On's key objectives are:

1. To work with local communities to help them access the resources, information, skills and technologies they need to provide educational opportunities and educational infrastructure to their children.
2. Provide education and community empowerment programs that impact on the welfare of children and their families.

Activities include:

1. Teacher training and providing educational aids and resources to schools.
2. Scholarships and sponsorships for children.
3. Training and community capacity building programs.
4. School construction and infrastructure programs.
5. Establishing computer centres and using technology to: empower teachers and students; help build communities; promote change; and foster the development of '21st century skills' for transformative and sustainable educational programs for children and their families.



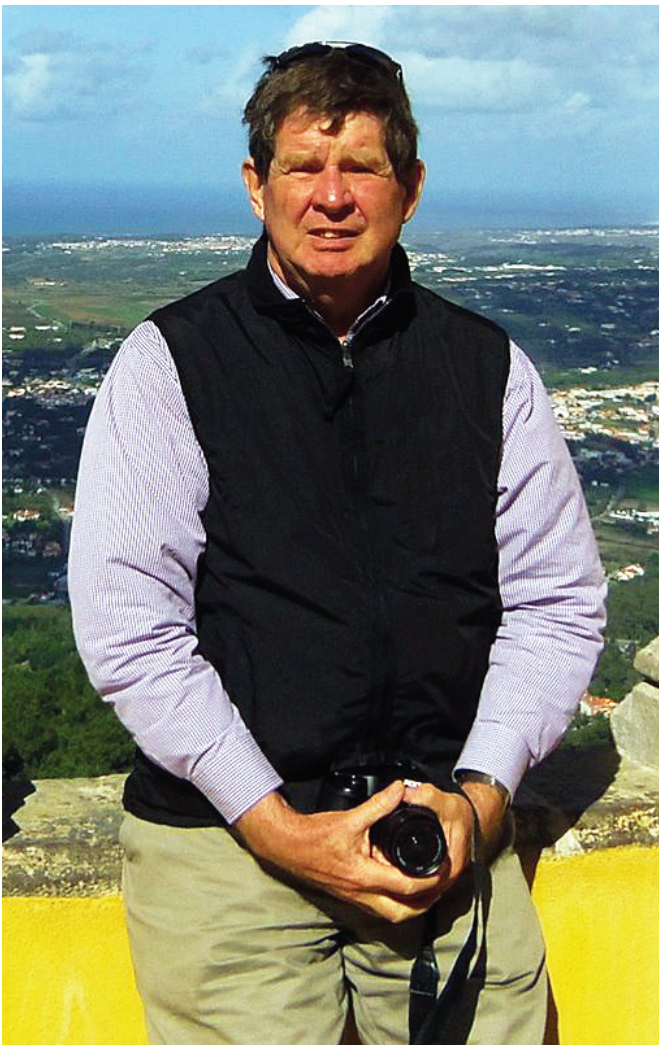
Chair report

In this fourth year of operation of the Logged On Foundation, it was business as usual until the 25th April when the earthquake struck Nepal. Our intrepid CEO, Mark had been about to visit to further the planned programs but quickly and admirably responded to the new needs through fundraising, negotiation and then direct action to affected communities and their schools. Our Nepalese team were tireless in their organisation and their combined efforts were magnificent.

With a modest amount of funding, the team was able to help eight schools spread across four districts of Nepal in four weeks. Given the strength of the networks, further resources might have allowed help to double if not triple that number of schools. Therefore, based on the success of the first phase of this earthquake assistance program, we have commenced a new fundraising drive to help build permanent classrooms in the Gorkha district in the coming year.

This demonstration of the Foundation's flexibility and capacity to respond to changing needs is testament to the enthusiasm of its CEO and supporters, and will be recognised more formally in the proposed changes to the Constitution.

Finally, I would like to thank my fellow members of the Board of Directors, Richard Johnson, Michael Broomfield, Sudip Aryal and Mark Pinoli, for their passion, insight, experience and resources which have ensured that we operate effectively and with integrity.



Please take the time to read this report which details the work of the Foundation in earthquake relief, the Pathway Program, support for schools and women's community groups. Like me you will be in awe of the results which have been achieved.

Dr Bruce Mackintosh
Chairperson

CEO report

2015 was a very important year for us. It was the year we demonstrated that we were a very capable organisation able to undertake significant projects in Nepal. We were also able to grow our influence in the area of education and community empowerment as well as started projects in four new districts of Nepal.

One of the biggest challenges we have ever faced in Nepal was helping communities devastated by the series of earthquakes that struck the country earlier this year. What a pleasure it was for me personally to be able to work within the communities to help them recover from this great tragedy. I was inspired by the generosity of people from around the world who entrusted us with their donations and their sincere and heartfelt desire to help. It was also an honour to be part of a wonderful Australian - Nepali team who worked incredibly hard side-by-side to raise the funds and execute the projects under very tight deadlines and in sometimes dangerous conditions. I think this is an outstanding outcome and my sincerest thanks goes to all of the individuals and businesses who were involved in the efforts.

2015 was also the year we had our highest number of participants in the Pathways Program, our volunteer program for bringing students and professionals to the areas we are working. We also awarded a record number of student scholarships and began the task of opening up a new cluster of computer centres in a new district of Nepal. Finally, this year saw a firm commitment to supporting women's community groups in Nepal, with one centre installed for a group in the Kaski District and arrangements finalised for another computer centre and training program for a women's development cooperative in the Sangja District.



A heartfelt 'thank you' to everyone who has supported our work. You are making an incredible difference to the lives of children and their families.

This 2015 Annual Report is a testament and memorable insight into the wonderful change you have helped to make and we appreciate your continued support.

Mark Pinoli
Chief Executive Officer

Fundraising



We had three successful fundraising functions in two capital cities and one online campaign during the year. This was our most successful year for fundraising.

EVENTS & ONLINE CAMPAIGN

Our first fundraising event for the year was held at the Downunder Curry Nepalese Restaurant to help raise money for a digital health education course for children. This project will use rich media based material to excite and engage children in the learning process so that they can develop good life-long health and hygiene practices. This is currently being developed by designers in Nepal.

Prior to the earthquakes in Nepal, we had already started to plan fundraising events in the cities of Perth and Melbourne in Australia for May 2015. After the disaster, we had intense interest from supporters to become involved in fundraising efforts and felt the urgent need to raise money to assist effected communities. We therefore initiated the Nepal Earthquake Appeal two days after the disaster and intensified our efforts in preparing for the events. We are happy to report that all functions were sold out.

Melbourne Dinner: the event was held at the Downunder Curry Nepalese Restaurant on the 8 May 2015. Our guests enjoyed a sumptuous three course Nepali meal and kicked back and relaxed to a set of jazz tunes from Emily Domingo and the Gareth Voigt Quartet. We would like to thank all the individuals and businesses who contributed to what was a very success evening, and especially Monica Lamperd for her enormous effort.

Perth Dinner: the event was held at a private residence hosted by Gabriel and Chris Olszewski on the 16 May 2015. Chris and Gabriel not only hosted the event, but

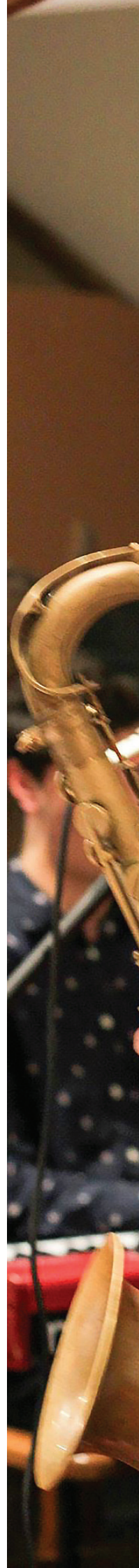
also cooked the meals. We are incredibly grateful for their generosity. We would also like to thank Karsha Syed and Iain Fisher for their generous contribution and Bev Langdon for her efforts during our entire campaign.

We were overwhelmed by the response from our social media and email campaigns as well as our supporters who spread the word about our appeal. Thanks to our friends at the Annapurna Ecovillage and Amrit Treks Nepal for spreading the word to friends around the world.

Special thanks to: Hannes Baisch in Germany; Mindy Saunders in Perth; the RMIT University Bundoora in Melbourne and the Cakes for Nepal team - Larrisa Fry, Tahn Haimon and friends; Maria de los Angeles Mena



Photo (top): our tour group trekking in the Mustang region of Nepal; (bottom) Larrisa Fry and Tahn Haimon selling sweets for the Earthquake Appeal (photo by Nicky Carr).



Mateos from Spain; and SMK St. Thomas Kuantan School in Malaysia for their generous fundraising efforts. We would also like to thank all of the supporters from Australia, Germany, Malaysia, Netherlands, Norway, Spain and the USA who donated to the Earthquake Appeal Fund.

EXPEDITIONS & TOURS

Since 2011, we have been working side-by-side with local people, groups and business on development projects that benefit. As a result, we have built lasting friendships and trusting relationships which has allowed us to bring in volunteers and travellers from around the world to experience the beauty of Nepal, the hospitality of its people, and the impact of our work in rural areas.

This year we commenced an expedition and tours service that will help to generate income for our projects and diversify our income stream. Our expeditions are for trekkers, travellers, students, or the adventurous at heart who want a unique and 'authentic' experience of Nepal that can be difficult to find through commercial tours or independent travel.

In November 2014, we started our service and took a group of ten of our volunteers at the end of their placement on a short expedition to the Mustang valley region. In May 2015, we had planned to take a group to Upper Mustang on a three week journey to experience the wonders of this region. We also planned to spend a few days in the community we are helping in this region through our school construction program (see the 'Our projects – Winter school' section of this report). The villages we are assisting have agreed to open up their homes and share their stories and a traditional way of life that most tourists don't get to experience.

Unfortunately, because of the earthquake, we cancelled the trip because we felt there was too much risk taking a group to Nepal so soon after the disaster. We are happy to announce that the expedition has been rescheduled for May 2016 (for more details visit: travel.loggedon.org.au).

\$37,593

cash raised through fundraising (gross)

\$1,703

value of in kind donations

So many people have helped us in our fundraising efforts. Our most sincere thanks to all of you!

Photo: Emily Domingo and the Gareth Voigt at the Melbourne dinner (photo by Lavina Harte).



Temporary tent classrooms where children are being taught until permanent structures are built (Shree Nabin School, Dolkha District)



Our projects

We present the details of our new programs and existing projects where we have made a contribution in the 2014/15 financial year.

Earthquake assistance

Less than an hour after the devastating earthquake hit, we received word from our team in Nepal that they and their families were safe. We were saddened to see the news reports of the destruction and escalating death toll that eventually reached over 9,000.

Nepal and its people are very close to our hearts and those of our supporters, so following the disaster we were determined to help in any way we could. Within a few days we formulated our official response, put out a call for support, pushed ahead with our fundraising events, and started planning an on-the-ground assistance strategy with our Nepal team. Within five weeks we raised over \$25,000 and our Australian and Nepal teams came together in Pokhara and Kathmandu to begin executing a program aimed at helping to repair and revive schools affected by the disaster.

We discussed what the most pressing needs of the communities we helped were with government officials and school Principals. Having considered carefully their needs and how we could best use our local resources and the funds raised, we chose to support seven schools spread across three districts of Nepal. Our support program focused on three core areas: assistance in temporary classroom construction efforts; ensuring the health of children; and providing supplies and equipment for education.


Most of our attention was focused in the Gorkha District, the location of the first and most powerful earthquake, and our first step was to seek permission from the government to conduct our work. We would like to give special thanks to Hari Aryal, District Education Officer, and the Gorkha District Education Office for granting us permission at short notice and for their support and advice.

We also assisted one school nearby to Gorkha in the Tanahun District and two schools in the Dolkha District. Dolkha was located in the middle of two of the strongest earthquakes to hit Nepal in April and May.

The full report on our efforts in the Earthquake Appeal is available at: www.loggedon.org.au/ear15

OUR ASSESSMENT

In most of the communities we visited, we found that many if not most homes were uninhabitable. Families were living in areas adjacent to their damaged homes in temporary shelters made of tin sheets or plastic tarps. Access to education, clean drinking water and sanitation, were seriously curtailed. Personal items were also lost, including food and materials used for cooking, and many families were not staying inside buildings especially at night; rather they were living in open areas because of the fear of their homes collapsing from another earthquake.





At schools, classrooms were either seriously damaged or completely destroyed. Teachers conducted classes in tents, existing buildings that had their walls demolished (because they were in danger of collapse), or temporary classrooms that were constructed from bamboo or salvaged timber with corrugated iron sheets for the roof that were either purchased, donated, or salvaged from the rubble.

PROJECT IMPERATIVES

The first earthquake struck at the end of April and the second major one in mid-May. Nepal's monsoon season normally runs from late June to September. We commenced our work in Nepal in the first week of June and had little time to implement our program before the start of the rains. With the monsoons comes a higher than normal risk of landslides that block roads and towards the end of June we experienced disruptions to our schedule three times because of such road blocks.



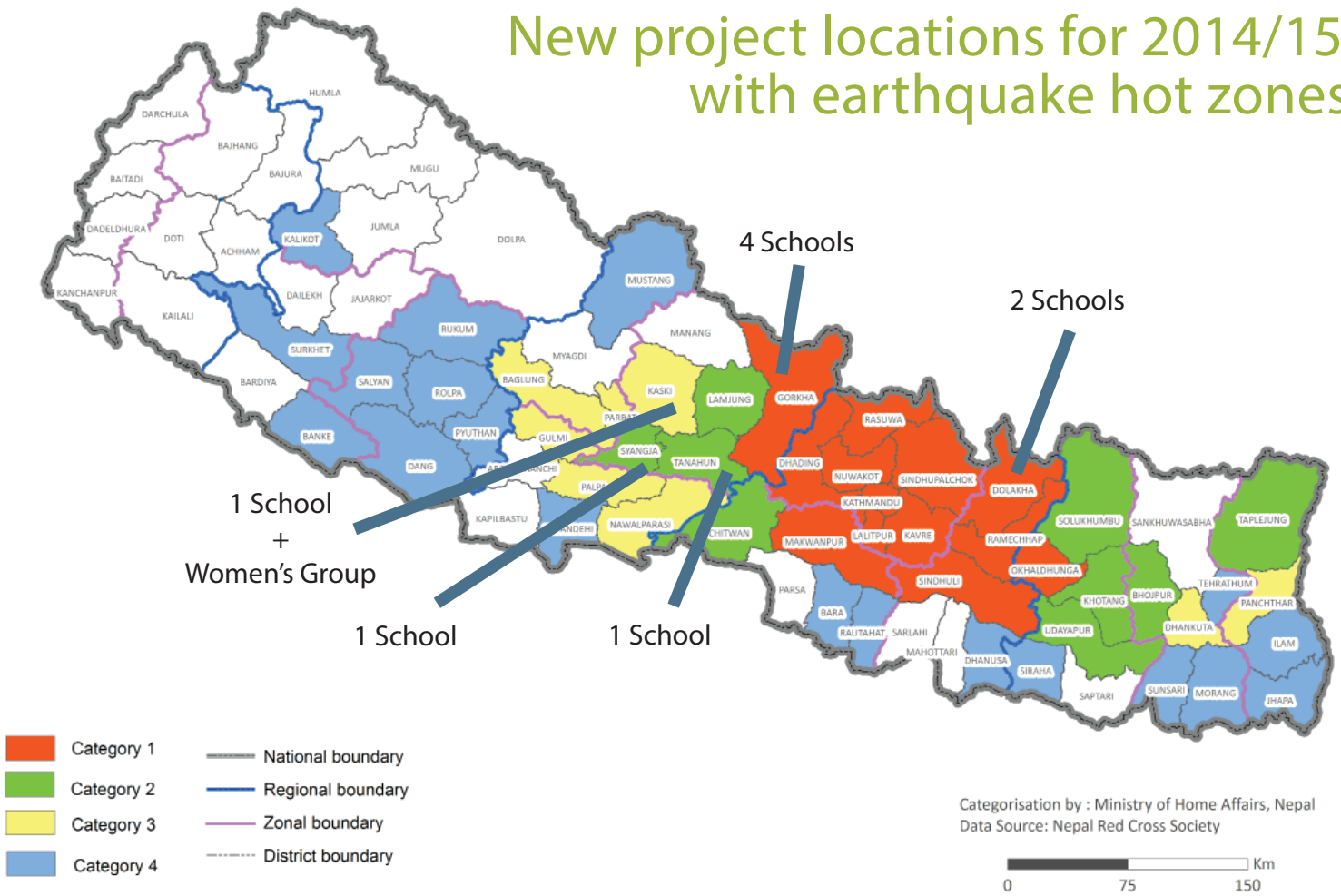
With one million children left without access to proper classrooms, we will continue to seek public support to help children return to a safe place for learning.

Roads become even more difficult if not impossible to pass at this time and hence we would have been unable to transport materials during the July to September period. Importantly, any temporary classrooms needed to be ready and structurally sound before the start of monsoon, and with such little time, no serious widespread rebuilding effort could take place in remote areas before the start of monsoons.

Schools were also not generally permitted to start rebuilding permanent classrooms until the government formulated an official policy regarding rebuilding them to meet earthquake resistance requirements. The immediate policy was for schools to use tents or available material to build Temporary Learning Centres (TLCs) as quickly as possible so teaching could continue until an official rebuilding policy was in place.

Photos (top): taken at one of the schools we assisted in Dolakha District with children still using one of the classrooms where the rear wall completely collapsed; (bottom) Children eager to help when we delivered school supplies to the Chandra Kala School.

New project locations for 2014/15 with earthquake hot zones



OUR RESPONSE

Given these imperatives, we decided to focus on three core areas.

Health

When families are living in temporary shelters, disruption to normal hygiene and sanitation practices increases the risk of disease. Perhaps the greatest risk comes from drinking contaminated water, especially during the monsoon season when rains flush contaminants into the water supply.

Our solution was to commission the installation of a slow sand water filtration system at three schools so children would have access to safe drinking water. The filters have been designed specifically for use in rural Nepal and it represents, to the best of our knowledge, the first non-chemical and sustainable medium size (500 L) water treatment solution of its type to be installed as a response to lowering the risk of disease in earthquake affected areas

Reconstruction

Given the impending monsoons and the need to wait for a formal reconstruction policy to be developed, we were restricted in what we were able to achieve in terms of our efforts to help rebuild.

We took two approaches which depended on the individual

needs of the schools and what was able to be achieved at the schools. Since we could not realistically provide a program of rebuilding entire classrooms, we decided to help as many schools as we could with roofing material and steel trusses that would be the framework for further construction efforts after the monsoons.

1. We provided Corrugated Iron Sheets (CGIS) to a number of schools that were used as roofing for TLCs or for existing permanent but damaged buildings. The major effort of the government, NGOs, and INGOs in the Gorkha District at the time we arrived was in providing either CGIS to communities for housing, or a cash equivalent that families could use for other purposes.
2. During our survey of the schools, we found that classrooms constructed from brick or stones with no reinforcement suffered from serious damage or were totally destroyed. Reinforced solid concrete classrooms were relatively untouched. Classrooms built with steel structures, or trusses that consisted of a steel frame and CGIS roofing remained intact, but the brick/stone that were used for the walls were damaged.

Based on our observations and discussions with our Nepal team, the communities we assisted and the District Education Office, we decided that providing steel trusses and CGIS roofing for the equivalent of six classrooms was a solid long-term solution and achievable given our budget and the aforementioned constraints.



The benefit of this approach was that the trusses could be constructed, transported and installed in schools before the start of monsoons for immediate use despite not having walls, because this was the situation with existing TLCs made with CGIS and bamboo/wood. TLCs would eventually need to be removed once construction of new classrooms begin, but the truss frames would remain. After the rains, and in alignment with any government rebuilding requirements, walls could be then built around the steel frames according to regulations.

To the best of our knowledge, no other organisation in these areas were installing long-term solutions for reconstructing schools in this manner. The focus was on installing TLCs which would eventually need to be removed.

Educational material

After two devastating earthquakes and countless aftershocks, Save the Children and UNICEF have both elaborated on the psychological trauma caused by the earthquake stating that it could take years for some affected children to recover emotionally.

Our assistance program outlined in this report is one that focuses on supporting schools as they return to a 'normal' routine, as it will be conducive to providing a stable and familiar environment for children. This is one step towards helping children overcome the trauma of the disaster.

In addition, we provided teaching materials to some schools such as chairs and whiteboards for the classroom. We also gave



Photo (top): children being taught in the ruins of a previous classroom at the Himalaya school; (second) children drinking clean water from one of the water filtration units installed at the school; (bottom) a completed truss installation at the same school.



educational materials directly to the children which included school bags, pencils, pens and notepads. Our hope is that the gift given to them will not only help them in their studies, but also assure them that there is an international community which is thinking of their welfare and helping to create a safe and supportive environment for them.

SCHOOLS ASSISTED (summary)

1. SHREE CHANDRA KALA LOWER SECONDARY SCHOOL [Gorkha District | 250 Children | Grades 1 to 8 + pre-primary]

- 500 Litre slow sand water filter installed.
- School supplies provided: 500 notepads; 750 pencils; 250 erasers and pencil sharpeners; 250 pens; 5 white boards with markers and erasers; 10 chairs; and 250 school bags.

2. SHREE HIMALAYA HIGHER SECONDARY SCHOOL [Gorkha District | 650 Children | Grades 1 to 12 + pre-primary]

- 500 Litre slow sand water filter installed.
- Truss with 28 sheet CGIS roofing structure and concrete. The size of the truss built for this school, 6 x 9 metres, was the equivalent of two classrooms.

3. SHREE JALAKANYADAVI SECONDARY SCHOOL [Gorkha District | 350 Children | Grades 1 to 10 + pre-primary]

Truss with 74 sheet CGIS roofing structure and concrete. The size of the truss built for this school, 9 x 18 metres, was the equivalent of four classrooms.

4. SHREE BAL MANDIR SECONDARY SCHOOL [Gorkha District | 14 Orphans]

We initially planned to help three schools in Gorkha, but we ended assisting a total of four because of the generosity of our local coordinator, Sital Muskey. It is customary for us to offer wages to local staff /coordinators for their work, but Sital refused and asked that the wages be donated to an orphanage where he is the Chairman of the Management Committee.

Photo (top): tents where children were being taught at Bal Mandir.

At the time of writing, four additional children orphaned as a result of the earthquake have become part of the group.

The orphanage is part of Bal Mandir, a school with 315 children, which was also heavily affected by the earthquake. When we arrived we saw four tents and two tin makeshift classrooms set up on the school ground. The orphans all shared one sleeping quarter around 3 x 6 metres since the floor above the existing sleeping quarters had been demolished by the earthquake and no more space was available.

We accepted Sital's request and, in addition to the wage pledged, we made an additional donation to the school Principal on the last day of the project.

5. SHREE CHHABDI HIGH SECONDARY SCHOOL [Tahahun District | 375 Children | Grades 1 to 12]

500 Litre slow sand water filter installed.

6. SHREE NABIN SECONDARY SCHOOL [Dolakha District | 300 Children | Grades 1 to 10 + pre-primary (Please note that the project was arranged prior to the end of the reporting period but funds were transferred in the 2016 reporting period and therefore costs in the Financial section of this report for this project does not appear)

84 high quality CGI sheets for the roof of 4 classrooms.

7. SHREE DURGA HIGHER SECONDARY SCHOOL [Dolakha District | 300 Children | Grades 1 to 10 + pre-primary]

84 high quality CGI sheets for the roof of 4 classrooms.



Winter School

Part of the funds that were raised during our charity dinners was pledged to a project to build a new school in the Kaski District for children from six schools from the Upper Mustang region.

During the winter, when temperatures dip far below zero during the day, schools either close their doors with children staying home with their families, or they pack up and move to lower altitudes to continue their schooling. Essentially, there is a winter 'migration' of some schools to warmer areas of Nepal for around three months of the year.

At the end of 2014, thanks to Bishow Adhikari, the Logged On team met teachers and children from Upper Mustang who had completed a three day journey from their mountain home at an altitude of 3,800 meter to the warmer outskirts of the city of Pokhara situated at 900 metres. They rented a one room building as a school, after which they return back to their homes.

The children slept on mattresses a few inches thick on a bare concrete floor and a courtyard at the rear of the building, which was covered with a plastic tarpaulin and furnished with plastic chairs, was their classroom. Over the years they collected enough money to purchase land, located 15km West of Pokhara, to build their own school but not enough to start construction.

The team in Nepal formed a committee with members of the

Photo (top): children from Upper Mustang at their temporary winter school outside of Pokhara; (bottom) photo with Mark Pinoli, CEO, and Sital Muskey making the donation to the Principal of the Bal Mandir School and Orphanage.

community in Upper Mustang to project manage the building of the school which we anticipate, depending on funding, will take approximately 12 - 18 months to complete. We have teamed up with our friends from the US based charity, Hands in Nepal, to raise funds to help with the construction of the school.

Logged On has provided the funding to the management committee to commence the construction of the foundations for the school. Hands in Nepal provided the funds to clear the site and level the ground in preparation for the foundations and we anticipate that construction will start after the festival season in November 2015.



Nu Bahakot Computer Centre

One of our flagship programs is establishing computer centres in government or community schools in rural Nepal. Computers and the internet have helped to deliver rich content in teaching, enabled children to learn about the world at their own pace, and allowed them to create in ways previously not possible.

The computer centres have also allowed us to help to bridge the digital divide through computer training programs and programs that encourage communities to connect to online entrepreneurial opportunities, access important information relating to education and wellbeing, and to stay in contact with family in other parts of the world.

Our model is to develop a cluster of computer centres in one location before moving onto the next. This involves installing around 3-5 centres located in close geographical proximity and often contained in an area known as a VDC (Village Development Committee) region, a unit of local governance. Installing centres in schools near to each other allows us to create the necessary support and incentive structure that can sustain our programs.

We also help build the computer skills of members of one school and then asking them to help the next school in the next village where we install a centre. This allows us to grow our network of trained locals and creates a mutually supportive environment that opens the way for an ongoing exchange of teachers, knowledge and support between the centres.

The Dhital – Kaski District Computer Centre cluster, with three major computer centres and two schools that we provided computers to, has been essentially completed. This year, we opened a new Computer Centre Cluster in the Sangja District which was marked by the opening of the Nu Bahakot Computer Centre at the Shree Nu Bahakot School, a government school serving 200 students from Grades 1 to 10.

Equipment wise, this is the most advanced centre we have installed. The new centre uses some of the latest technology available that is reliable, fast and ultra-low power. We provided ten computers with the latest Ncomputing thin client terminals, LED screens and a 4th generation Intel system with SSD drive.

We also managed to have the school connected to fibre optic internet and, although not at NBN speeds enjoyed in Australia, it is the most stable connections we have experience which is a huge issue for us in Nepal. Fibre optic is the best in class technology in the world for internet connection.

We also conducted a training program that was delivered by our Manager of Training, Ves Raj Bastola, who is a teacher at Shree Bhumeswor School in Astam, the site of our first Computer Centre. Over the years we have trained Ves Raj to the point where he is now managing and delivering training programs in other Computer Centres we support.



Photo: top photo of a technician connecting fibre optic cable to the Nu Bahakot Computer Centre. The next two photos show the training program for teachers that was conducted after the opening of the Centre.

Hemja Women's Group Computer Centre

According to the Australian Department of Foreign Affairs "gender inequality persists in our region, undermining economic growth, human development and poverty reduction." Furthermore, UNICEF reports that "gender equality and the well-being of children are inextricably linked... when women are empowered to lead full and productive lives, children and families prosper." It is clear that gender equality is critical to development and better educated and empowered women have better educated children.

We have been committed to promoting gender equality and the empowerment of women and girls since our inception. Our scholarship program awards the majority of scholarships to girls and our most prestigious scholarship, the Anne van Riel Scholarships, is only awarded to girls.

In this reporting period, we initiated our first computer centre and training program that focuses specifically on women's community groups. A new centre was opened in December 2014 at the Hemja Women's Group – Hemja Multipurpose building located in town of Hemja, around 14km North-West of Pokhara. The group helps around 1,000 women who mainly come from the traditionally most marginalised groups in Nepal. The group provides training programs, support services, and manages a pre-primary day care facility.

We first received a request for assistance from the group through our Manager of Education and Training, Ves Raj Bastola, and we responded by establishing a pilot centre with five computers to deliver digital literacy and vocational education courses. Ves Raj was also involved as a committee member in the women's group and took on the task of helping to coordinate support and training in the project.

The computers were installed in a room at the multipurpose building full of foot powered sewing machines that members



were trained to use so they could generate additional household income. When we returned in June 2015, we found:

- Most of the sewing machines were moved to the basement and the Nepal government added an additional five computers to the Centre.
- One of the women took on the role as Centre Trainer after being trained by our Manager and after having completed a certified digital literacy course.
- 50 women had been awarded digital literacy certificates after completing an intensive computer training courses coordinated by the Centre Trainer.
- The local youth group, who shared space in the multipurpose building with the women's group, volunteered their time on an ongoing basis to support the centre and its users.
- The centre was frequently opened and being used by college students for study, as a facility for staying in contact with family, as an e-library for information, for digital literacy training, and for helping to teach literacy to illiterate women.

In June 2015, arrangements were made for second computer centre and training program for a women's development cooperative group in the Sangja District. We anticipate the project to commence later this year.

Photo (top): Ves Raj Bastola conducting training at Nu Bahakot; (bottom) Mark Pinoli, CEO, and Sudip Aryal, Director, consulting with the Sangja Women's Cooperative about a proposed new computer centre for their group.



Pathways Program

The Pathways Program is an initiative that strives towards being a best practice model for volunteering that responds to the needs of local communities and how they can be met with the help of volunteers. Logged On, together with our local partners and community leaders, have created opportunities for volunteers from around the world to share their knowledge, time and goodwill towards making contributions to our development objectives and the needs of the schools and community groups we serve.

The program is also tailored towards helping participants gain practical experience in their chosen field of study. By being immersed in Nepali culture, living in a village and working in the local school, past participants have experienced powerful life changing moments as well as personal and professional challenges. Most volunteers have never ventured into an emerging economy and it can come as a surprise when they spend time in schools where there is limited resources and where children, their parents and teachers have the task of attending to livestock, cultivating their own food, and collecting water from community wells before and after school.

This year we had more than double the number of participants on the program compared to last year with a total of 16 individuals contributing to: teaching children at school, program management and assessment, project site assessment, technical training or documenting our work.

Our largest single group came from RMIT University with Dr

Nicky Carr bringing nine pre-service teachers from Melbourne in Australia to Nepal to spend three weeks teaching communication skills to children in two schools in November 2014.

The RMIT group's achievements were outstanding and they were in Nepal as a direct result of our relationship with the University. RMIT University and Logged On signed an Memorandum of Understanding in early 2014 which includes fostering activities relating to teaching in Nepal.



Photo (top): Logged On CEO, Nepal Director, Hands in Nepal Project Manager and two volunteers at a scholarship award ceremony; (bottom) RMIT University group who spent three weeks at our project sites in Nepal.



Scholarship Program

Technology enabled education programs can help improve teaching and learning outcomes and is therefore a big part of what we do. But we understand that multiple approaches are needed to help children succeed at school and beyond.

Our Scholarship Program is another way that we are helping to lower the barriers that some children face in accessing a quality education.

More awards were made available this year than any other in the history of the program thanks to our sponsors and because of the decision made by participating schools to allow more children to have access the Program. Congratulations to all 75 students who were awarded scholarships in 2014. We would like to thank the Principals and teachers from the Bahara, Bhumeswor, Bhoomeshwor and Janakalyan schools, and Bishow Adhikari, Rudra Adhikari, Sita Adhikari, Sudip Aryal, Ves Raj Bastola, Teknath Gautam and Jhalak Poudel for their support and participation in the Program.

70 general scholarships were awarded to students who were good academic achievers from economically or socially disadvantaged backgrounds and have the potential to achieve even better in their studies with assistance.

For the first time, scholarships were awarded to students who were enrolled at the diploma level. Congratulations to Bikash Paudel and Basanta Gautam who are studying veterinary science in the village of Bhindabari.

We would like to give special recognition to Sabina Dhungana, Sachina Nepali and Bhawana Adhikari who were awarded the prestigious Anne van Riel Scholarship (AvR) Scholarship. The AvR Scholarship is awarded to girls who are facing significant obstacles that are effecting their education, have the determination to study hard and value education, and the award will help them to achieve better educational outcomes. Overall, 65% of the 75 scholarships were awarded to girls.



As part of the Program, we encourage mentoring and academic support by local teachers and community leaders who understand that the Program is not just a 'hand-out', but a 'hand-up' to the future.

Our approach is a holistic one and we are working with communities to come up with ways to help young people succeed at school and beyond, It's not just about passing exams. We also want to inspire children to think about possibilities for their future and to support them so they can realise their dream. Finally, we would like to thank Michael Broomfield from the Australian Scholarships Group (WA) for financially supporting the establishment and maintenance of the Program. We would also like to thank James Wray and Finlay Mauchline for their significant contribution to the 2014 fund which enabled us to support more children.

Photo (left & top): were taken in December 2014 at two of the four ceremonies that were held to honour scholarship recipients at four different schools in the Dhital VDC; (bottom) Sudip Aryal (Director), Mark Pinoli (CEO) and the Principals of the Schools Logged On supports meeting to discuss key educational issues in the region and how the scholarship funding will be distributed.



Other successes

We continue to provide support to our Computer Centre Cluster in the Dhital VDC region and report on a number of activities:

- **ASTAM COMPUTER CENTRE:** we upgraded video conferencing equipment as well as provided a laptop with external monitor for administrative use. Logged On in Australia frequently connects with the Astam Computer Centre to provide support and training and to connect them with children and supporters in Australia.
- **BHEDABARI COMPUTER CENTRE:** we upgraded the Centre at the Bahara School by providing five additional computers to cope with the student numbers per class at the school.
- **DHITAL COMPUTER CENTRE:** we replaced faulty equipment and had plans to increase the number of terminals, however this was delayed because of our focus on helping earthquake effected communities during the year.
- We provided computers to two smaller schools near our Computer Centres in the Astam and Dhital villages. Two to Kalika Primary School and one to Janakalyan Primary School.
- We provide digital literacy training to members of the Dhital Cluster every year in the village of Astam. In April 2015, Ves Raj Bastola, our Manager of Training, conducted a computer literacy training course where attendees were award certificates of completion. This is the third annual training program held and there were a total of 18 participants.
- We have been working closely for years with the Annapurna Ecovillage and Amrit Treks who take magnificent care of us and our guests and help us with our development projects. In November 2014, we partnered with them to deliver a 300 watt solar power system to the Shree Bhumeswor School. The community suffers from frequent and prolonged blackouts as well as damage caused by lightning and power surges which was causing significant issues for the school. We are happy to be able to work with a local business which has a deep sense of social responsibility to provide a long-term and ecological sustainable solution to the problem.

Key operations personnel in 2015

We would like to thank the Board of Directors for their contribution to overseeing the activities of the Foundation. Details about Board members are available at: www.loggedon.org.au/team.

We would also like thank the following people who freely gave their time to help us fulfil our development objectives in Nepal and Australia. We would also like to thank the individuals and businesses who help us in our fundraising efforts.



Sudip Aryal

Country Director

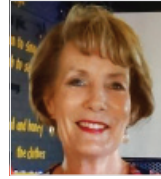
Sudip was central to the success of the earthquake assistance work in Nepal and helped with coordination of all activities.



Sital Muskey

Gorkha Coordinator

Sital worked extremely hard to coordinate our efforts in four schools in the Gorkha District in the earthquake assistance program.



Bev Langdon

Administrative Officer

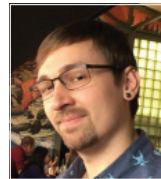
Bev provided essential administrative services for our operations in Australia.



Ves Raj Bastola

Education & Training Manager

Ves Raj has coordinated training and capacity building programs in Nepal as well as ensured the success of the Pathways Program.



Peter Bach

Project Assistant

Peter has been helping us from the first day we started and continues to provide administrative support for our projects.



Phurba Lama

Dolkha Coordinator

Phurba coordinated the assistance of two schools effected by the earthquake in the Dolkha District.



Kavita Thapa

Tanahun Coordinator

Kavita coordinated the assistance of one school effected by the earthquake in the Tanahun District. Purna and Bednidhi Adhikari (Annapurna Ecovillage & Amrit Treks), were the technical experts who worked with Kavita to install water filtration units in three schools.



Bishow Adhikari

Community Relations Manager

Our thanks to Bishow and the Annapurna Ecovillage and Amrit Treks for looking after our volunteers. Bishow continues to be a pioneer in connecting us to communities, people and projects in Nepal.



Matthew Jones

Financial Policy

Matthew was responsible for completing our financial operations policy which was a significant achievement.



Company Annual Report 2015 (Summary)
© Logged On Foundation Ltd (ABN: 66 584 801 535)
518 Rae Street, Fitzroy North, Victoria 3068, AUSTRALIA
Tel: +61 (03) 9486 1459 | Email: admin@loggedon.org.au

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Photo (front cover): top photo of children in a classroom tent from one of the schools Logged On assisted in the Dolakha District following the earthquake. Bottom photo shows teachers at our training program that followed the opening of a new computer centre in Nu Bahakot, Sangja District; (this page) photo taken in May 2015 at Kathmandu Durbar Square of proud Nepali citizens on top of the rubble of one of the former temples that was destroyed in the earthquake.