



2013 ANNUAL REPORT



READ Nepal
Inspiring Rural Prosperity

A MESSAGE FROM THE COUNTRY DIRECTOR

Thanks to your support, 2013 was a milestone year for READ Global. By the end of the year, more than 2 million rural villagers in Bhutan, India, and Nepal had access to READ Centers and their programs. We opened 5 new Centers and provided more than 24,800 rural villagers with educational trainings, while taking steps to measure our effectiveness and ensure we have a lasting impact. From parents who learned to read and gained new job skills, to children who used computers for the first time, READ Centers transformed entire communities. On the following pages, you will read about some key initiatives in 2013, including:

MEASURING OUR IMPACT

We believe our donors should know how their support makes a difference. In 2013, we conducted the first formal quantitative evaluation of our work to measure our impact and improve our model. The evaluation showed that READ Centers significantly increase access to information, empower women, create economic opportunities, and engage communities to create change. Throughout this report you will find data backing up the stories from our partner communities.

SUSTAINING OUR WORK

As we grow, our ability to sustain our work and ensure communities have continued access to READ Centers is of paramount importance. In 2013, we examined how sustaining enterprises can generate more profit to support Centers in the long run. We also diversified our sources of funding, increasing support from individual donors and new institutional funders.

ENGAGING PARTNERS

READ’s mission can’t be achieved alone. In 2013, we expanded our network of corporate, foundation, academic, and government partners, whose financial support and expertise helped us deepen our impact. We were also honored to receive the 2013 Barry and Marie Lipman Family Prize from the Wharton School, the beginning of a long-term relationship with students and faculty who are committed to global social change.

Because of you, we were able to reach new heights in 2013. While we have made significant progress in empowering rural communities, the need for our work is still urgent. Two-thirds of the world’s poor live in rural areas, where educational resources are sparse. Almost half of women in South Asia are illiterate, leaving them unable to find work and provide for their families. READ Centers are powerful platforms to address these challenges: our inclusive model ensures that entire communities are better equipped to work towards a brighter future.

We envision a world where all people have the chance to learn and thrive. We hope this report inspires you to help us make this vision a reality.

In service,



Sanjana Shrestha, Country Director



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Nepal



READ (Rural Education and Development) Global believes that empowering rural communities is critical to alleviating global poverty. We establish community library and resource centers (READ Centers) in rural villages in South Asia, and seed small businesses called ‘sustaining enterprises’ that support ongoing resources and programs.

54 **READ CENTERS** 83 **SUSTAINING ENTERPRISES** 1.89M **REACH: VILLAGERS**

Nepal remains one of the least-developed countries in the world. READ has been working since 1991 to build a network of community libraries across the country. In 2013, we strengthened our monitoring and evaluation system in Nepal, expanded our most successful programs, and developed key government, foundation, and corporate partnerships.

PROGRAM HIGHLIGHTS

- We expanded the *Practical Answers* program to 20 READ Centers, responding to 37,710 questions from villagers to improve health outcomes and increase earnings through agriculture and livestock.
- Through our partnership with the District of Education Office, three READ Centers organized 169 literacy trainings so that 4,672 women could learn to read.
- We implemented an 11-month program to improve prenatal care for 145 women through health checkups and trainings. 40 audio recordings and 5 videos were created in local languages for educational outreach.

KEY EVENTS

- In 2013, we opened 1 new READ Center in Chitwan district and launched 2 sustaining enterprises—a fish farm and a rental space for local businesses.
- We launched an exciting new partnership with Reach out to Asia Foundation to build several new Centers and reach 100,000 new villagers through youth and technology programs.
- Due to the enthusiasm of an individual in the U.S. who raised funds as part of a half-marathon, and a milestone partnership with the Nepal Government District Development Committee, more than \$110K was raised to construct the Madi Center in 2013 and the Triveni Center in 2014.



MADI CENTER
Chitwan District
Established: August 2013
Reach: 30,847 villagers

In the community of Madi, 38% of women are illiterate. Sex trafficking and violence against women are common. READ established the Madi READ Center in 2013, and partnered with the Norwegian Amateur Theatre Association to conduct puppet shows and street dramas to educate and advocate for women’s rights.



Economic Empowerment

Rs.
रुपैयाँ 63%

of Center users reported that their income had increased because of Center resources.



ECONOMIC EMPOWERMENT
EDUCATION
TECHNOLOGY
WOMEN'S EMPOWERMENT

7,587 villagers participated in livelihood skills trainings at READ Centers in 2013, learning how to earn an income through agriculture, livestock, textiles, and more. Savings cooperatives and programs on business management helped rural individuals increase their financial security and start their own micro-enterprises.

AGRICULTURE AND LIVESTOCK

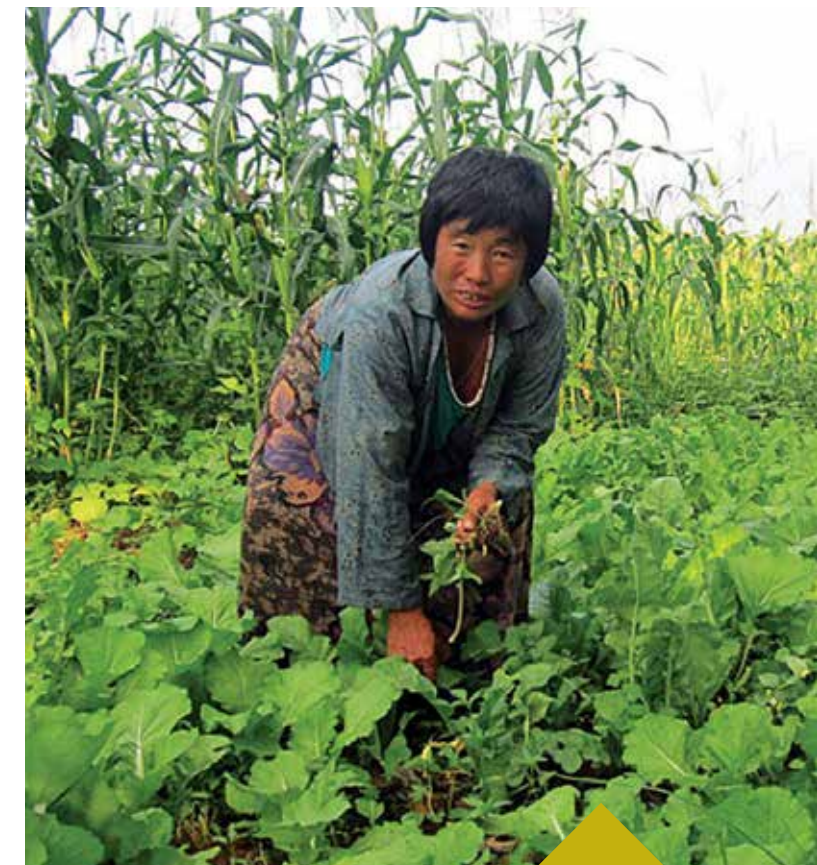
- 4,937 people took training in vegetable or mushroom farming, organic pesticide production, and advanced farming techniques.
- 1,826 villagers learned about animal husbandry so they can make a living through poultry or dairy farming, beekeeping, and more.
- 1,054 farmers in a cooperative in Bhutan learned about small-scale business development and organic techniques to increase their income.

SAVINGS COOPERATIVE AND BUSINESS MANAGEMENT

- Many rural communities in South Asia lack access to banks to save money or receive loans. In 2013, 3,764 savings cooperative members in Nepal collectively mobilized more than \$248,000 in loans to help each other open grocery stores, tailoring shops, and other small businesses.
- 1,204 people received training in micro-finance, cooperative management, or financial services.

TEXTILES AND SOUVENIR PRODUCTION

- 703 villagers learned sewing, embroidery, weaving, or other textile work through READ Centers in 2013.
- In India, several textile-based sustaining enterprises enabled women to earn an income by producing and selling embroidery in Uttar Pradesh, bags and shawls in Delhi, clothes in Manipur, and more.



MEET TSHERING

59-year-old Tshering is a farmer in southern Bhutan. She and her husband had a hard time supporting their four children because they were overwhelmed by manual farm work. When READ opened a Center nearby, the community established a farm tractor rental business as its sustaining enterprise. Villagers like Tshering now use the tractor to plow their fields, which saves them time and money, and a portion of the tractor rental profits go towards maintaining the Center. "Before, we had to rely on oxen to plow our fields, but the tractor makes the farm work easier and faster too," she says, "We also [use it] to transport our goods to market."

Education



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of Center users surveyed said they would not otherwise have had access to the information they obtained at the READ Center.



Rural villagers checked out 38,399 books from READ Center libraries last year, enabling them to learn and share key information that they would otherwise be unable to access. READ Centers organized literacy, language, and other basic educational trainings for 7,604 villagers of all ages and backgrounds in 2013.

ADULT EDUCATION

- 5,412 adults took literacy trainings in 2013, acquiring valuable reading, writing, and numeracy skills to earn more income and access important information.
- We created study groups with 105 women in Rajasthan, India as an extension of a literacy program. The groups now have access to information on health, civil rights, and livelihood skills.
- English language reading and writing programs were provided to 518 villagers to help them compete in an increasingly global job market.

CHILDREN'S EDUCATION

- In addition to giving thousands of children access to educational toys and games at READ Centers, we also provided early literacy and numeracy trainings to 785 children.
- We partnered with schools in all five READ communities in Bhutan to create a culture of reading. Students participate in peer storytelling and then write stories that READ will compile and publish in 2014.
- 1,815 remote villagers benefitted from mobile libraries and other book-sharing programs through outreach from 10 READ Centers.



ECONOMIC EMPOWERMENT
EDUCATION
TECHNOLOGY
WOMEN'S EMPOWERMENT



MEET KAILASHI

Kailashi is one of millions of polio survivors in India. She dropped out of school after being taunted by her peers for not being able to walk properly. She was married young, and felt she would "never achieve anything in life." But at the age of 19 she enrolled in a READ Center literacy program and learned to read in just 45 days. Feeling empowered, she took sewing classes there too, and began making clothes to earn an income. Kailashi also learned about her disability rights through her READ Center and obtained a certificate that provides her with a regular subsidy and allowances from the Government of India.

Technology



59%

of Center users surveyed are more comfortable using computers to access information and resources because of their Center.

906,000 villagers had free access to computers and the Internet through READ Centers in 2013. As part of our commitment to provide access to information in rural areas, we've spent the last two years designing a plan for using information and communications technology (ICT) in a sustainable and impactful way.

PILOTING INNOVATIVE SUSTAINABLE TECHNOLOGIES

We continued our work with ICT consultants in 2013 to determine the appropriate equipment for providing relevant trainings for communities, while also reducing energy and maintenance costs. We assessed alternative energy solutions in each country so that READ Centers can provide more consistent access to technology in rural areas. In early 2014, we launched pilots to install these new hardware and energy sources at two Centers in each country.

ICT RESOURCES AND TRAININGS

- 891 villagers participated in ICT programs in 2013, including basic and advanced computer, Internet, and mobile technology trainings.
- In India, we piloted a six-month program to teach youth how to create animated films, photo essays, and audio programs using Adobe tools to help them pursue careers in the digital arts.
- In Nepal, we created a web portal for the *Practical Answers* program so that locals can easily learn answers to commonly asked questions through audio programs on the radio, mobile phones, and laptops.



ECONOMIC EMPOWERMENT
EDUCATION
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WOMEN'S EMPOWERMENT



MEET DOL

Dol was married at age nine, and a mother of two at sixteen. She is one of the 60% of women in Jhuwani, Nepal who suffer from uterine prolapse—a painful but preventable condition that can occur after childbirth. To address this problem, Dol's local READ Center developed a program using digital tools. They created 40 audio programs and five videos on maternal health and uterine prolapse to share via radio or mobile phone, and provided regular health checkups. Dol was one of several women whose uterine prolapse was identified and treated through the program. "I am feeling good after [the] operation. I am relieved of the burden that I have been carrying for 25 years," she said.

Women's Empowerment



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of women reported being able to travel outside of their home alone more often and have increased their social networks because of their READ Center.

READ Centers provide more than one million rural women with safe spaces to gather, learn, and advocate. 18,734 women participated in READ trainings in 2013 – learning how to read, gaining job skills, and building confidence. Women also supported their communities by serving on management committees, participating in savings cooperatives, and organizing training programs at READ Centers.

LEGAL RIGHTS AND ADVOCACY

- 1,965 villagers participated in legal rights and advocacy training, increasing local awareness about land rights, voting, female infanticide, and more.
- We launched a theatre program in Nepal, in partnership with the Norwegian Amateur Theatre Association, to educate communities about child marriage and violence against women.

LEADERSHIP AND CONFIDENCE BUILDING

- 370 women participated in trainings on confidence building, conflict resolution, leadership, and more.
- 4,971 women learned to read through literacy courses, enabling them to become more self-reliant and confident.
- To increase civic participation in Bhutan –where women historically do not hold leadership positions – we launched a forum with 57 women on leadership and public speaking.

HEALTH

- 5,903 villagers received health training or medical services at READ Centers.
- 700 women in India and 169 in Bhutan participated in workshops on first aid and homemade remedies, reproductive health, nutrition, and more.
- We started a 6-month certified nursing program for women in our Model Center in Delhi, so they could find jobs as health workers.
- We implemented an 11-month maternal health program for 145 women to address uterine prolapse and other common maternal health issues in Nepal.



ECONOMIC EMPOWERMENT
EDUCATION
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WOMEN'S EMPOWERMENT



MEET CHUNA

Chuna once believed that “being born as a girl is worthless.” As a girl in rural Nepal, her parents believed she didn’t need an education. She grew up herding goats and cows for her family, and was married at 16. But at 47, Chuna changed her life by learning to read at a READ Center. She then took mushroom and vegetable farming trainings and women’s leadership courses at the Center. She started a women’s study group in her village, and invested money in her daughters’ education. Today she is the Vice President of the Fulbari READ Center in her village and her goal is to convince other women in Nepal that it’s never too late to learn.

Sustainability

Sustainability is key to every step of the READ model. In addition to promoting sustainable technologies, we support grassroots sustainability in each READ Center by fostering community participation and co-management, launching enterprises that generate revenue to support ongoing operating expenses, and building local networks.

SUSTAINING ENTERPRISES

READ Centers generated more than \$167,000 in revenue through sustaining enterprises in 2013. We launched 7 new enterprises last year, including textile enterprises in India and a fish farm in Nepal. READ also began a strategic initiative to test businesses that can be scaled and replicated across multiple Centers. To do this, we launched a pro bono partnership with the Stanford Graduate School of Business GMIX Program and PYXERA Global’s MBAs Without Borders to conduct feasibility studies and create a roadmap for pilot projects, including natural soap manufacturing in Bhutan, distance learning in India, and a distribution center for agricultural products in Nepal.

BUILDING LOCAL NETWORKS

Another component of our sustainability strategy is creating opportunities for READ Centers to learn and to advocate together, even after READ’s formal engagement with the Center ends. The National Community Library Association (NCLA), launched by READ Nepal in 2005, now has 46 READ Centers as members. In 2013, the NCLA raised awareness of the READ model by celebrating a National Library Day event organized by the Ministry of Education, promoting the implementation of a national “One Village One Library” policy, and securing a leadership and sustainability workshop for NCLA members. In India and Bhutan, committee members from all existing Centers came together to develop activity plans for the coming year, receive additional capacity building training, and share best practices, challenges, and lessons learned.



COMMUNITY PARTICIPATION AND CO-MANAGEMENT

Communities co-invested to establish 5 new READ Centers in 2013, by donating 5 buildings, volunteering their time, and fundraising locally. In 2013, the Nepali village of Panauti and our local team raised \$18,401 (of \$54,233 to date) to construct the first READ Center using only Nepali contributions—a testament to the power of local ownership. For each new Center, READ works with the surrounding community to set up a Center Management Committee (CMC) to ensure local governance. We conducted 15 capacity building trainings for 323 CMC members in 2013 on topics such as proposal writing, fundraising, social mobilization, governance, and institution building.



Measuring Our Impact

Since 2012, READ has been working with the research and evaluation firm Learning for Action (LFA) to create a monitoring and evaluation (M&E) system to better measure our impact and improve our model.

After we developed a new Theory of Change, Logic Models, and Evaluation Plan, our staff and volunteers collected data from a sample of community members in Bhutan, India, and Nepal through surveys and focus group discussions. In 2013, LFA analyzed the data and shared their findings in an evaluation report.

The following summary data show that READ Centers are producing powerful outcomes in four key areas:

1. **Increased access to information**
2. **Increased women's empowerment**
3. **Increased economic empowerment**
4. **Increased community engagement**

In 2014, we will continue our capacity-building work with LFA so that we are equipped to conduct ongoing M&E to further improve programs and share future outcomes data with our stakeholders.

For more information or to request a more detailed evaluation report, please contact us at impact@readglobal.org.



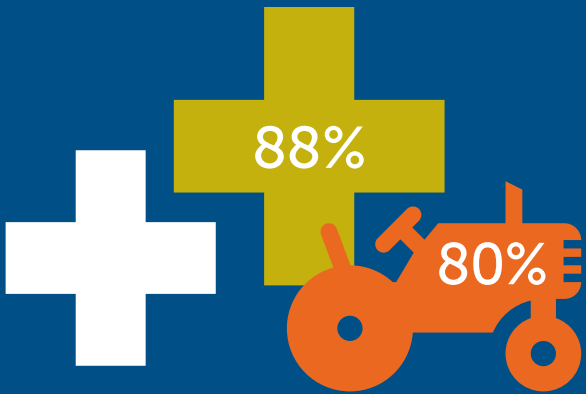
ENHANCING EDUCATION

INCREASING ACCESS TO INFORMATION

Two-thirds of READ Center users surveyed said they would not otherwise have had access to the information they obtained at the Center. 88% of users shared information learned at the Center with at least one person in the previous month, and 40% shared information with at least 10 people.

CREATING A CULTURE OF READING

Communities that have a culture of reading value and encourage members to read and learn. Library users overwhelmingly report an increased culture of reading: 94% report an increase their reading because of the Center’s library. Center visitors also observed an increase in others’ reading habits: 92% reported increased reading habit among their family or community members, and 88% of teachers said that their students were reading more.



88% of Center users surveyed accessed information on health.
80% accessed info on agriculture.

94% of Center users report an increase in their reading.



Increased confidence and self-esteem has enabled 74% of women surveyed to speak comfortably in front of groups.

PROMOTING WOMEN’S EMPOWERMENT

Simply providing a dedicated safe space for women to gather, share information, and learn from each other increases their self-esteem and confidence. Three-quarters of women reported being able to travel outside of their home alone more often because of their READ Center. Approximately two-thirds of women now have more decision-making power in their families on matters such as health care, their children’s education, spending, and family planning. Women’s savings cooperatives are a core component of Centers. Of the women surveyed who were members of savings cooperatives, 63% had increased their income or savings, 53% had taken out micro-loans, and 20% had started their own small businesses.

64% of training participants reported they could better take care of their family’s economic needs because of skills obtained at the Center.



IMPROVING ECONOMIC OPPORTUNITIES

READ Centers contribute to increased economic opportunities and income, and in turn, improve quality of life for Center users. Nearly all (97%) of Center users surveyed reported that they would not have gained some or all of the livelihood skills available if it were not for the Center and 63% of Center users reported that their income had increased because of Center resources.

“The READ Center is a sacred place where there is no discrimination against any caste or creed.”

FOCUS GROUP PARTICIPANT

FOSTERING COMMUNITY ENGAGEMENT

Communities manage their READ Centers so that programs and resources are locally relevant and useful. This community ownership also ensures the Centers’ long-term sustainability. The evaluation found that community members are actively engaged with their Centers, from fundraising to day-to-day management and program selection. A large majority of Center users—96%—feel a sense of belonging at their Center, demonstrating their role as equalizers in communities. Three-quarters of users in Nepal have contributed to their Center in some way, from financial contributions, to assisting in fundraising, to volunteering to serve on Center Management Committees.



75% of Center users have contributed to the READ Center in some way.

Looking Ahead

In 2014, we plan to extend our reach in South Asia while strengthening our existing network of READ Centers. We will build upon global partnerships to expand our technology offerings, launch new businesses to sustain our Centers, and increase our women and children’s programming for greater impact.

- We plan to establish at least 10 new Centers in 2014, expanding to the states of Maharashtra and Bihar in India, and several new districts in Nepal and Bhutan, in order to deepen our reach in each country.
- We will install new technology resources in several Centers to enable rural villagers to access the Internet and meet their information needs, while testing the use of alternative energies like solar panels to allow for computer use even during the power outages that are so prevalent in rural Asia.
- Continuing our work with MBA students from the Stanford Graduate School of Business’s GMIX program, we will launch pilots of new sustaining enterprises to see if they can be replicated across multiple communities to increase our efficiency and impact.
- We will expand our training programs to empower rural women and youth through new partnerships with local governments and private funders.

We look forward to sharing updates with you in 2014 through our website, newsletter, and social media.



“

Before, I felt like I was blind. I began to see the world after coming to the library.”

LITERACY FOCUS GROUP PARTICIPANT, NEPAL

Institutional Partners

READ would like to thank all of our institutional partners for joining us in inspiring rural prosperity. Leading corporations, foundations, international NGOs, and government funders have partnered with us to further our mission through monetary contributions, program partnerships, in-kind support, and employee engagement. These partnerships have enabled us to provide more than 1.89 million people with access to vital resources and life changing programs across Nepal.



The **Reach Out to Asia Foundation**, in partnership with the Bill & Melinda Gates Foundation, has begun an exciting new partnership with READ in Nepal. This four-year, \$2 million grant will allow us to significantly increase the number of READ Centers, develop new youth programs, and strengthen our information and communications technology (ICT) resources and programs– benefiting approximately 100,000 people.



The **BeautifulStore Foundation** is sponsoring the establishment of a new Center in Nepal along with programs and trainings on livelihoods, women’s empowerment, and education.



The **Bill & Melinda Gates Foundation** continues to be an integral partner for READ, providing capacity-building funding to help strengthen our program design, ICT offerings, monitoring and evaluation processes, and fundraising capacity.



The **Norwegian Amateur Theatre Association** has partnered with READ Nepal to conduct a puppetry and theater project at the Madi READ Center in Chitwan to educate and advocate for women’s rights. The partnership also sponsors educational and livelihood skills trainings for women, and supports the establishment of women’s savings cooperatives.



FEATURED IMPLEMENTATION PARTNERS

UNESCO Nepal contracted READ Nepal to provide capacity building training and share best practices from the READ model. The goal of the partnership is to help strengthen the sustainability of UNESCO’s Community Learning Centers (CLCs) for future expansion, and to guide them in developing their yearly action plans.



Practical Action and READ are together implementing the *Practical Answers* program to solicit and respond to thousands of questions from rural villagers on livelihoods, health, and other concerns. Practical Action provides both program and financial support to the program.



SPECIAL THANKS TO

READ Global was founded by **Myths and Mountains** President Dr. Antonia Neubauer in 1991, and operated as the nonprofit arm of the company for many years. Since that time, both Myths and Mountains and its clients have provided valuable support of READ’s work.

OTHER INSTITUTIONAL INTERNATIONAL SUPPORTERS

- Beyond Access/ IREX
- Electronic Information for Libraries (EIFL)

OTHER INSTITUTIONAL NATIONAL SUPPORTERS

- Ministry of Education
- District Development Committee, Chitwan
- Village Development Committee
- Nepal Federation of Environmental Journalists (NEFEJ)
- Radio Sagarmatha

Financial Summary

2013 was a year focused on diversifying READ’s funding streams and making strategic investments for the long-term sustainability of the organization.

We utilized the second year of a 4-year \$4.8 million capacity building grant from the Bill & Melinda Gates Foundation to invest in strengthening our fundraising capacity and financial transparency, which increased our overhead. These strategic investments directly contributed to the following successes:

- Achieving a 70% increase in funds raised over the prior year.
- Securing a \$1.75M grant from the Reach Out to Asia Foundation for our work in Nepal in 2014-2017.

- Increasing individual giving by 61% over the prior year.
- Winning the \$100,000 Lipman Family Prize from the Wharton School.

It is important to note that these strategic investments will decrease significantly in 2014, lowering our overhead rate once again.



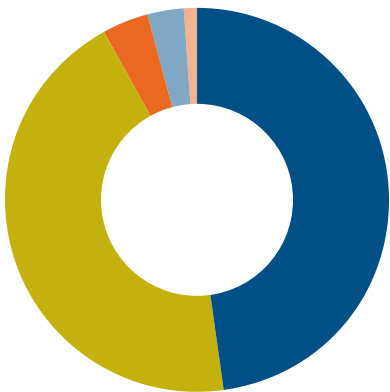
EXPENSES BY FUNCTION¹

- Programs 68%
- Fundraising 20%
- Administrative 12%



EXPENSES BY COUNTRY

- India 43%
- Nepal 38%
- Bhutan 19%



SOURCES OF REVENUE

- Foundations 48%
- Individuals 44%
- Corporations 4%
- In-Kind 3%
- Government 1%

¹ Administrative and fundraising expenses were higher than normal due to a combination of the one-time capacity building investments mentioned above, and a strategic delay in program spending of \$475,000 in order to create a more sustainable information and communications technology (ICT) platform. Had the funds been spent as planned in 2013, program expenses would have been 81%, administrative 8%, and fundraising 11%.

CONSOLIDATED STATEMENT OF ACTIVITIES

For the fiscal years ended December 31, 2013 and 2012

(US Dollars)	2013	2012
REVENUE		
Contributions		
Foundations	494,611	171,717
Corporations	443,978	59,371
Individuals	43,352	276,329
Governments	12,024	87,545
In-Kind	32,290	10,017
Total Contributions	1,026,255	604,979
Other Revenue	66,438	39,974
TOTAL REVENUE	1,092,693	644,953
OPERATING EXPENSES		
Programs		
READ Center Construction, Setup, & Trainings	554,520	521,389
Personnel Expenses	456,814	424,765
Operating Expenses	146,467	135,962
Travel	125,907	125,801
Professional Services	98,776	259,874
Total Program Expenses	1,382,484	1,467,791
Administrative	245,284	204,269
Fundraising	419,876	261,158
TOTAL OPERATING EXPENSES	2,047,644	1,933,218
Unrestricted Net Assets at the Beginning of the Year	329,901	408,058
Temporarily Restricted Net Assets at the Beginning of the Year	4,144,581	5,354,689
Change in Unrestricted Net Assets	(384,356)	(78,157)
Change in Temporarily Restricted Net Assets	(570,595)	(1,210,108)
NET ASSETS AT THE END OF THE YEAR	3,519,531	4,474,482

Audited financial statements are available on our website readglobal.org

Leadership

U.S. MANAGEMENT TEAM

- Tina Sciabica**
Executive Director
- Jayson Morris**
Director of Strategic Partnerships and Initiatives
- Padmini Srinivasan**
Director of Finance and Administration

ASIA MANAGEMENT TEAM

- Thinley Choden**
Bhutan Country Director
- Geeta Malhotra**
India Country Director
- Sanjana Shrestha**
Nepal Country Director

BOARD OF DIRECTORS

- Janice Bertozzi** (Board Chair)
Attorney
- Sabina Ahmed**
Ops Manager, Americas Sales Operational Efficiency, Google
- Brian Bannon**
Commissioner, Chicago Public Library
- Raphael Bemporad**
Co-Founder and Chief Strategy Officer, BBMG
- Elizabeth Borrelli**
Senior VP, Reputation Management & Crisis, Fleishman Hillard
- Deborah Jacobs**
Director, Global Libraries Initiative, the Bill & Melinda Gates Foundation
- Ed Lhee**
Partner, New Harbor Capital LLC
- Dr. Antonia Neubauer** (Founder)
President, Myths and Mountains
- Lawrence Neubauer**
Partner, Quilvest Private Equity
- Karen Sage**
Co-founder, Corporate Visions, Inc.; Owner, Hotel Sutter



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