

# EDUCATING CANADIANS

There's been a flurry of activity on the CANADIAN EDUCATION front lately, with YOUTH at the centre of it. That's DEVELOPMENT EDUCATION – with YOUNG PEOPLE as the **teachers**. This is enormously important to TRAS – for if Canadians don't learn about the projects we are supporting in the Himalayas, how on earth will they know that this work is worth supporting financially, either through private donations or through their tax dollars via CIDA?

This issue is devoted to recent ways we are educating Canadians. Our An-

nual General Meeting in April summed up the year's work and featured current projects for members and guests. The highlight was a slide show and talk by the participants of the Nepal Study Tour (*see pages 2-3*).

TRAS has had displays with brochures at Students for a Free Tibet and CTC events and will be giving out lots of information at the **World Artists for Tibet** events this summer.

The most exciting education is happening thanks to CIDA's support of our HIMALAYAN EDUCATION PROJECT FOR YOUNG CANADIANS.



The eight Grade 11 participants and their 2 leaders returned from Nepal in April, and far from taking a bit of R & R, they have been talking up a storm on behalf of TRAS and CIDA! Each of the students is committed to giving 6 talks on their experiences, and they are going about this task with enthusiasm and imagination. This on top of catching up with demanding school loads and Grade 11 exams!

The ripples which started when Frank and Lynn Beck threw out the challenge to educate young Canadians are expanding in unexpected ways. It's all very heartening, and we congratulate the participants and leaders, and the people whom they have inspired to DO SOMETHING! Read on!

## WORLDARTISTSFOR TIBET

### Dorothea Leach

In this year of the Earth Tiger, artists in many countries are offering their talents to raise awareness of the conditions in Tibet. Under the banner of "World Artists for Tibet" they will exhibit their paintings, sculptures, carvings, pottery and other art forms in support of Tibetan demands to the Chinese for religious freedom, an end to suppression of Tibetan culture and traditions, proper education for all children in their own language, autonomy in their own country and the ultimate goal, a free Tibet.

*(continue on page 6)*



# 36TH ANNUAL GENERAL MEETING

Over 60 members and guests gathered to hear about a successful year and to enjoy the “*Eyes of Youth on Nepal*” slide show.

Acting President Frank Beck extended a special welcome to the Nepal Study Tour group and their families. The Becks were able to travel to Tibet and Nepal last summer, visiting several projects in each country.

“The accomplishments of the local people reaffirmed the importance of the work TRAS does. It inspires one to share with others the positive direction development aid can take.

To share this with others, the TRAS Board decided to embark on a membership campaign. We are encouraging present members to entice their friends, relatives and acquaintances to become TRAS supports.

FOR YOUR EFFORT YOU WILL GET A FREE 1999 *TIBETAN VOICES* CALENDAR BY BRIAN HARRIS, AND NEW MEMBERS WILL RECEIVE A TRAS T-SHIRT!

The level of activity and the quality of work that TRAS does could not be accomplished without the valuable contribution of CIDA. I would like to take this opportunity to acknowledge the financial assistance the Canadian Government makes to TRAS and to development work in general.

Of course, without members’ contributions TRAS would not exist, therefore, the biggest thanks go to you, our members.

Beth Whittaker has been a TRAS Board member for many years, but she has decided to retire this year. I want to thank her on behalf of the Board for all the work she put into the Society. She will be missed. Thank you, Beth.”

Frank was thanked most heartily by the Directors and members for his ex-

cellent guidance of TRAS during his three years as President and for carrying on one further year as Acting President.

The members voted in the other Board members from last year, with the welcome addition of Abby Fitch (co-leader on the *Nepal Study Tour*) and of Dr. Videsh Kapoor, who was co-opted to the Board at the June Board meeting. These talented young ladies carry on our commitment to “un-grey” the TRAS Board!

**LATE FLASH** – Although we were not able to appoint a new President at the Annual Meeting, it is with great pleasure that we announce that **Peter Roberts** has agreed to take on this position. Peter has been a member and Director of TRAS for several years, since his interest was whetted after a journey in Tibet during his student days. Since obtaining his law degree at UBC, Peter has been our legal adviser.

**PROJECTS REPORT** – Lynn Beck illustrated her report with slides of their tour of Tibet and Nepal and Duane Webster’s slides of Dharamsala and Shillong. The Becks visited the *Pelshong School of Tibetan Medicine*, which has been supported by Swiss Red Cross and TRAS/CIDA. The students have successfully graduated and are back in their villages, practising medicine. They also saw the *English School* sponsored by TRAS in Lhasa. The progress of the students was obvious from their ability to converse in English. Lynn said “We are continuing a dialogue with the Tibet Development Fund (through which the Chinese Government will allow overseas aid to Tibetan projects) about helping to build basic infrastructures in the villages. Basic sanitation, piped water, latrines, health care and immunization are non-existent and

Tibetan villages are very poor. Vocational training programs for youth, particularly in Lhasa, practical skills training and women’s development are so important – hopefully the next generation of Tibetans will not be lost.”

Duane Webster was the first TRAS Director able to visit Meghalaya, a remote area of NE India (see his report *Spotlight on Shillong* in the March Newsletter). Lynn showed some of his slides of the Tibetan community there.

Vocational training continues to be a priority for TRAS. Duane visited Dharamsala, where he inspected the new Sarah “campus” of the *Institute of Buddhist Dialectics* and the excellent computer and desktop publishing course for which TRAS provided the computers. The first class has successfully graduated!

CIDA has recently approved our next jointly funded vocational training project for Tibetans, for 50 pre-primary teachers and 50 unemployed youth.

Vocational training is also a major focus of TRAS’ work at the *Buddha Memorial Home* in Nepal, as well as our thriving sponsorship program.

A highlight of the trip for Lynn was visiting the *Annapurna Conservation Area Project* (ACAP) villages. “Seeing the same villages in the very early stages of development and then 5 years later was truly inspiring.” Lynn ended her report with the hope that the Nepal Study Tour participants had benefitted from their unique experience.

**MONEY MATTERS** – The audited statement for the year ended March 31, 1998 is available in the TRAS office.

**EYES OF YOUTH ON NEPAL** The highlight of the evening was the slide show given by the *Nepal Study Tour* girls. Articulate and obviously impressed by what they had seen, they led us along

their 11 day trek to the remote villages of ACAP. Their route was steep and long, but the friendliness of the people, the glimpses of the high snowy Himalayan peaks and the projects they visited kept them going. The ACAP staff did an excellent job of showing the projects in the various villages – day care centres, mothers’ groups, kitchen gardens, village tree nurseries and reforestation, alternative energy sources. The group was warmly welcomed everywhere. They really noticed the difference the women’s groups had made in paving the trails in and out of each village which made trekking safer for visitors and locals alike. When you have to trek a couple of days to reach medical help, a safe trail helps! The overall feeling of empowerment and being more in control of their destiny came over clearly to the girls, and they were left with the strong feeling that development partnerships work.

Back in Kathmandu they visited the *Appropriate Agricultural Alternativesy (AAA)* where local farmers are taught organic farming methods rather than pesticides and chemical fertilizers, both of which they currently use indiscriminately, to the detriment of their health. The girls lost their hearts at the *Buddha Memorial Home*, where they were tickled to see “their” clothes already in use by the children. The caring attitude and the high standard of this school and home are impressive, and the girls enjoyed their tour and the dances performed by the children. Letters were ready – in near-perfect English – to be taken back to Jennifer Hales’ Grade 4 class. This made a heartwarming ending to an fascinating trip, and the fact that the Home is run by a Tibetan, Dorje Namgyal, who was himself sponsored by TRAS as a child, gave new insight into the value of helping people half a world away.

This was the girls’ first talk – and it was powerful, as one guest said. They are each giving 6 more. Already two of them have topped that with 9 talks each!

# Sponsorship

## Joan Ford

We have 259 sponsorships at present, an increase of 117 since our last Annual Meeting! I am very pleased to report that 24 more children are sponsored at the **Buddha Memorial Home**. There are now 50 children being sponsored at this school. The main need at present is for sponsors for the **Mustang Girls School**. I still have 25 requiring sponsors. Here are 4 case histories.

## Anju Lamsal



Born in Parbat Thulo Pokhari (1985) Parents occupation, Agriculture. She has 2 brothers and 2 sisters. Anju is very intelligent and should do well in school.

## Harimaya Ranteej



Born in Mustang Ghansa (1983). Parents occupation – agriculture. Harimaya has 3 brothers and 3 sisters.

Parents need help because of the large size of the family. Harimaya is putting a lot of effort into her school work.

## Bishu Pajja



Born in Mustang Ghansa (1984). Parents occupation – agriculture. Because of the large size of the family (2 brothers and 5 sisters) the parents need help with her education. She is a good student.

## Anita Gauchan



Birth place–Kunjo Ward No.1., Mustang (1986) Parents occupation – agriculture. Anita has 1 brother and 2 sisters. She is an intelligent student who would benefit with some financial support.

Mustang is part of the Tibetan Plateau and lies to the north west of Kali Gandaki.

# WHAT DID THE TOUR MEAN TO THEM? Here are the participants' own words

**Jennifer Chow** - "The whole thing in general impressed me – how friendly the people were, completely at ease with us even though we are a different culture. It reinforced that everyone is human, feels the same, thinks the same, has the same needs. We only know about the issues (through the media) not the people. The only things you hear about are huge calamities which you feel you couldn't do anything about – but when you see the positive small things being done, which really help, you feel *Oh, I could make a difference!*"

Jen will be giving school talks in the fall and is looking for other organizations which would like to hear her talk.



*Namaste at a daycare centre*

**Mareva Dupre** - "It was very enlightening – it definitely awoke me to human behaviour and people. The biggest impact was learning a sense of responsibility and changing my feelings towards responsibility for myself, for the group and ultimately for the world. There is an organic farm near my home. It was neat to compare this with Nepal's one (AAA) and how efficiently AAA does it and shows people new methods.

It was so simple and effective – very different from just reading a pamphlet." On the subject of her talks, Mareva said: "It is enriching for people even if they can't go overseas. It's helpful for them to know how CIDA uses taxes, where their donations go – and to think about cleaning their own backyard!"

Mareva has given 9 talks - to Richmond City Council, the Parks Advisory Board, environmental awareness groups in three schools, 2 talks in her own school, 1 to a youth environmental outdoors group and 1 to the Parks and Rec Community Awareness group. She also has a box for questions in her school, and the Principal lets her answer one question a day over the PA system!

**Joanne Gaskell** - "I was very impressed. It gave me hope. I felt that the projects really make a difference. The projects working so well was inspiring; the people were happy with them. The people were amazing, so open; the kids would come up, so curious to see us, and so friendly. Becoming closer, becoming friends, makes you feel responsible, makes you want to help them – they are such good people, coping with so much poverty."

Joanne and 2 others have given a talk to the TREK class at a Vancouver high school, where they were well received. She is planning to give a talk to a school in Smithers, BC.

**Daniela Widmer** - "Seeing the projects was a definite eye-opener. I was so impressed with the Buddha Memorial Home and what the Principal has done. You read about development in the world – but these projects actually do happen and work! We need to keep helping people and encouraging them.



*Local women with seedlings*

They are doing a good job – but we don't want them to copy us – we in the west didn't do too well (too much technology, overdevelopment, loss of culture). We get away from natural things."

Daniela is giving talks in her school next year and has had people asking for talks.

**Micaela Schrag** - "I was impressed that everybody was so welcoming. They looked after us so well. That struck me the most. It was an eye-opener to see how they live – they don't have much, but they are so happy. I really liked the day care centres - they are a good idea



*Paved trail made by Mothers' Group*

for the mothers and a good opportunity for the kids to get started on education.”

Micaela is giving a talk at her mother’s school on Vancouver Island. She is approaching church youth groups, and intends to give talks in other parts of Vancouver where students haven’t been exposed to this information.

**Beth Hall** - “I liked the people, their friendly attitude, they were so giving, open, ready to do stuff for us. It was a surprisingly valuable experience – it puts my life into perspective. I know even more now about how much we take things for granted. Yet the simplest things mean so much to them. I liked the ACAP projects, particularly the kitchen gardens. I fully agree with organic farming. I was impressed with the ACAP daycare centres, giving such a good grounding to the children.”

Beth was giving her first talk that week.

**Camille Narayan** - “I gained so much, on such a deep level, inside. That’s where change is important, and if you change inside, that changes things



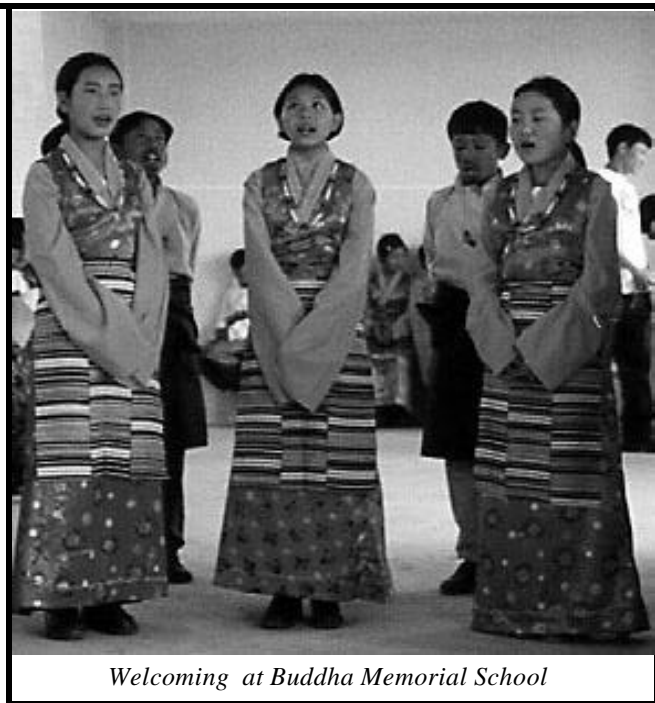
*New trail through village - Silkes area*

on the outside. I realise what things are important to me now, like being with family and friends. I’d rather sit and talk and learn from people; school marks aren’t nearly as gratifying as before. Nature and globalism are so much clearer now. In school the perspective is the 1st world. Seeing the 3rd world first hand, they are not so well off but culturally and socially they are really fulfilled. Everywhere education is important, but we must

recognise it comes in many different forms, and we must respect what others do. We don’t need to impose western ideas and influences. Self sufficiency is important. It is far better to use local stuff than buying from abroad. What the land gives you is best, but don’t overpopulate or overgraze it. We in the west overdevelop, using our land for developments, then depend on other countries to produce for us. I feel so different now and so happy for this difference - it is very meaningful. I could never have imagined this trip would change me so much.”

Camille has given 9 school presentations and her teachers have asked for one. “The students are really interested”, she says, “which is great because it is really important to educate people and help them understand.”

**Melanie Raoul** - “Overall it has changed my perspective on life. Here we have clean water, family, we go to school, we have a good education. I have found my place in the world – I don’t belong just here any more. It made me feel more one with the whole world. Despite their problems, they look so strong and smiling. We take so much



*Welcoming at Buddha Memorial School*

for granted, but they work so hard. They don’t complain, they always seem to think positively about their work. I think the less you have, the kinder you are. The projects are definitely worthwhile. It was so good seeing them all in person rather than on TV. The Buddha Memorial Home stood out. I am in awe about what was being done for the kids; and the AAA organic farming project - it was really neat to see it in action. The mothers’ groups run by ACAP were great - it was wonderful to see it all working.”

Melanie says the Vancouver School Board interviewed some of them and took their pictures! She plans to talk to Brock House Senior Centre, the WUSC group at UBC, and the Women’s Studies Centre at UBC about the ACAP mothers’ groups and development. Also, she and her father ( a teacher) are sponsoring a school project to look after a child in Nepal.

IF ANY OF YOU IN THE LOWER MAINLAND WOULD LIKE ONE OF THE GIRLS TO GIVE YOUR GROUP A SLIDE SHOW, PLEASE CALL THE TRAS OFFICE.

## FURTHER RIPPLES OUR YOUNGEST SUPPORTERS

### Jennifer Hales

I feel very fortunate to have travelled to Nepal with the 8 participants of the Nepal study program. What a group of mature, talented, caring young women! We have returned to Canada enlightened and inspired. The participants' goal now is to teach others about development issues and about what TRAS and CIDA do to help. They are doing a fabulous job.

One satisfying experience I have had upon returning to Vancouver has been seeing how my 9 year old Grade 4 students have responded. They have impressed me beyond what I could have imagined. They have now seen my slide show four times, and could probably do a better job of presenting it than I do! At two of the slides shows - one to the students of the school and one to the school parents - sixteen of them volunteered to talk about one or two slides each. They each chose slides about a project, and spoke to the audience about pesticide problems,

organic farming techniques, day care centres, hydro electric projects, alternative energy methods, village women's groups, forestry projects, soil erosion, caterpillar and hail damage to crops, and Buddha Memorial Home and Orphanage.

After much discussion and brainstorming about different issues in Nepal, each student in the class wrote an essay on one of these issues. (*See page 7*)

At one of the slide shows, they volunteered to sell some of TRAS' crafts. I left them to it, and within 15 minutes they had sold \$74.00 worth! Wow. Correct change, neat list of items sold - our youngest salesmen are pros!

Before I left for Nepal, they brought in bags of clothes, toys, pencils and crayons for the Buddha Memorial Home. They wrote letters to students there, in the hopes of receiving penpals. They are now eagerly awaiting a second reply from their new Nepali friends. The connection with these children has cemented

a bond between Canada and Nepal for my students. Their sense of community has grown to include children on the other side of the world in a country about which they knew barely a thing. Now they know that Nepali children from small remote mountain villages love to play basketball and listen to Boys Zone, Backstreet Boys and, believe it or not, the Spice Girls. To discover that children in a part of the world we often view in mystical, exotic ways are just like us brings home the message of how "human" we all are, with similar needs and desires, all deserving to live safe, healthy, happy lives.

This is how compassion for people around the world is born. I am touched by how much compassion my Grade 4 students have shown towards Nepal and am very reassured to know that young people like them and the participants of the program are a part of our future.

## WORLDARTISTSFOR TIBET

*(continued from page 1)*

In Vancouver there will be daily events between July 2 and 10 at the Roundhouse Community Centre, supported by the local Tibetan groups. The artists in the White Rock area are busy planning an exhibition at two venues. The Whitby Bookstore and Coffee House and the Hungry Hearts Cafe have offered their premises for the months of July and August to the participating artists. Not only will they show their work, but the Tibetan Cultural Society of BC has promised an evening of Tibetan dances, some Tibetans will be available to talk to visitors at different times, and TRAS will have an information table, and at times handicrafts for sale. I will give a talk and slide show on the work of TRAS and our trek to Mustang.

**Please make it a priority this summer to visit your local WORLD ARTISTS FOR TIBET EXHIBITION!**



Sara, Asuka, Elin, Lauren, Diana & Kevin

## GRADEFOURESSAYS HIGHLIGHT THE PROBLEMS IN NEPAL

**GARBAGE / POLLUTION IN NEPAL**, by *Chelsea*. "In Nepal villages there are lots of trekkers who bring plastic water bottles and create garbage when they throw the bottles away. Nepal also has a big problem with garbage because the villagers drop garbage on the ground and don't always pick it up.

In some villages in Nepal there is something called a Mothers' Group. The Mothers' Group is a group of village women who get together and clean the village. Three things that the Mothers' Group do are make paths, clean paths and pick up garbage to make it cleaner than it was before. Before the Mothers' Groups, villages weren't as clean as they are now.

I think that the trekkers should filter their water so they don't pollute. I think that having a Mothers' Group is a good idea because the Mothers' Group makes the village cleaner and better, and it is just a good idea."

*Kevin* adds that "the water in Nepal isn't safe to drink" - that's the first problem. "Some solutions to the problems are that the Mothers' Group picks up garbage, trekking companies pick up the trekkers' garbage and trekkers bring water filters instead of buying bottles of mineral water. I think that the people in Nepal are doing a really good job and that they should keep on doing what they are doing now".

*Asuka* adds "I think polluting the earth is a bad thing. So from now on, I think the tourists should use water filters. I'm going to do that too".

**PESTICIDE USE IN NEPAL** - by *Maxine*. "In a developing country like Nepal, people are facing a lot of problems such as poverty, pollution, low nutrition, bad health and poor sanitation. I'm going to talk about pesticide use. In Nepal they have low nutrition and pesticides are used too often. When pesti-

cides are over-used, the foods can become toxic. ACAP is trying to find a solution to the pesticide problem using organic farming techniques. Villagers can get seedlings from ACAP to grow in their kitchen gardens. Kitchen gardens are vegetable gardens in the villagers' yards at home. They don't use pesticides, instead they use P4-plantation. P4-plantation is 4 plants grown side by side. Some plants that keep the insects away are things like parsley because of its cut leaves, onions, because of their scent and red lettuce because of its colour. Another organic farming technique is manure tea. The farmers let cow dung steep and then they pour it on the soil around the plants. Buffalo urine is used the same way. I'm glad they are trying to help with different solutions and they should keep it up!"

*Gracia* adds "It's not only people who get sick, even animals get sick. The chemicals are polluting the water too." **EDUCATION** - by *Elin*. "I'm going to talk about education in Nepal. Education in Nepal villages is poor. Village schools have small chalk boards. Books, maps and posters are shared in the class rooms. If the teachers are sick students have a day off because there is no money for a substitute teacher. All kids should go to school, but in some villages many students do not stay in school. Their parents want them to work to help support the family. A lot of kids come from mountain villages to work in the fields or carpet factories in Kathmandu to earn money. One solution in Nepal is the Buddha Memorial Home where children who are orphaned or neglected get a proper education. If the children are orphans or their family cannot support them, they can live at the BMH. They are fed and they have a bed with covers. The Home provides a good education and teaches the children. In conclusion I think that the BMH is a great idea. I think that there should be one in all the villages so more people can be helped."

*Arielle* describes the village schools. "In some schools there are only bars for windows. And very wobbly tables. In some schools there are few resources for teachers. Some children have to take care of their younger siblings instead of going to school, and others that don't go to school end up working in carpet factories. That is child labour."

*Yoshi* adds "I just don't understand why parents send their children to work because if they go to school and get a good education they'll get a better job."

*Nick* reminds us that "the children often end up as beggars on the street", and he approves of "Mr. Dorje Namgyal who wants to help. He takes in street children and orphans and gives them a helping hand in their future. I think people should think about the long-run and more people like Mr. Namgyal".

*Laura* tells us that at the BMH the children "get a sponsor to keep them there. The children are taught a skill like tailoring to help them get a job in the future".

*Lauren* mentions the problem of children whose fathers have died being sent out to work by their poverty-stricken mothers. *Diana* says "I think it is not very good because the children are young and living on the streets is not safe or healthy. I'm glad it is illegal here in Canada. I think the solution of the BMH is a good one because that's all the stuff I think you should get in your childhood".

*Jeff* raises a good point: At the BMH "they are treated well and they are cared for. The children have lots of friends to play with and they are happy there."

The last word goes to *Abtin* and *Sara*, who look at the big picture. Abtin says "You might wonder how they could solve the problem of children losing parents, because we can't bring humans back to life, but there is something we can do --- the BMH is helping lots of children." Sara's opinion: "I think Nepal is trying to do its best and is making a better country by trying to help children who are beggars on the street."

## TRAS EXECUTIVE

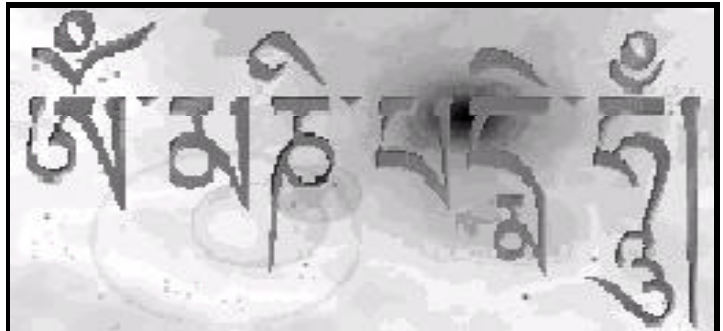
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**Om Mani Padme Hum**  
*Hail to the Jewel in the Lotus*



Yearly Membership donation (\$20) ----- \$ 20

*Possible Additional Donations:*

Monthly Donation of \$25 for the "Child Development and Education  
 Project" at a residential school -----

Monthly Donation of \$10 for a child in a "Family and Community  
 Development Project" -----

Donation to the Old People's Fund, which supports a "Self-Help Project"  
 for the elderly and infirm -----

Donation to the general fund or other specific area of your choice -----

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Please write address and postal code on your cheque and mail to:

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# CURRENT PROJECTS 1998

These projects continue the TRAS commitment to the Tibetan exiles and their village neighbours in the Himalayan region, with particular emphasis on vocational training, environmental protection, agriculture and programs for women and children. The projects which are jointly sponsored by TRAS and the Canadian International Development Agency are marked (TRAS/CIDA).

## NEPAL

**King Mahendra Trust - Annapurna Conservation Area Project (ACAP)**, Sikles region, Nepal: \$381,802. (TRAS/CIDA) 3 year integrated rural development to assist remote villages balance needs of local people, environmental protection and tourist invasion. Village tree nurseries, reforestation, organic farming and kitchen gardens, day care centres, income generation, adult literacy classes, mothers' groups, trail improvements and ecotourism campsites.

**Himalayan Education Project for Young Canadians**, ACAP, Sikles, Nepal: \$38,179 (TRAS/CIDA) Overseas development education studies for Grade 11 students, trekking to the ACAP villages. Each student committed to giving 6 lectures in Canada upon return.

**Appropriate Agricultural Alternatives (AAA)**, Kathmandu, Nepal: \$89,769. (TRAS/CIDA) 3 year project to teach local farmers organic farming methods and successful techniques to eliminate dangerous overuse of chemical fertilizers and pesticides.

- Buddha Memorial Home**, Kathmandu, Nepal (2 projects)
- ◆ **Rebuilding carpentry and tailoring workshops**: \$10,000. Workshops used for vocational training for the school's students (street children and orphans).
  - ◆ **Vocational training course in tailoring**: \$11,415. 1 year course for 8 girls.

## TIBET

**English Language School**, Lhasa, Tibet: \$4,830. 1 year English course for 15 young people x 3 years. Without knowledge of English, many job opportunities are denied the Tibetans.

**Pelshong Tibetan Medical School**, Shigatse, Tibet: \$40,500.(TRAS/CIDA) 6 year training for 45 students in traditional Tibetan medicine. Recently completed. Students have returned to villages to practise medicine. Survey of course effectiveness in progress.



## NORTHERN INDIA (Tibetan Projects)

**Community Health Workers' Training**, Dharamsala, India: \$24,723. (TRAS/CIDA) Continuation of our CHW Training at Delek Hospital. 36 CHWs over 3 years to be trained for placement in Tibetan settlements

**Vocational Training for Pre-Primary Teachers and Unemployed Youth**, Dharamsala, India: \$114,815. (TRAS/CIDA) 2 year project to train 50 teachers and 50 unemployed youth. Teachers are guaranteed jobs; youth will be trained in skills needed by Tibetan settlements and helped to set up small businesses in these settlements

**Computer Training, Institute of Buddhist Dialectics**, Dharamsala, India: \$17,600. Purchase of computers for on-going training courses in computer literacy and desktop publishing. First class of 12 students has successfully graduated.

**Nurses' Training**, Dharamsala, India (2 projects):

- ♦ **Vocational training course in nursing-1**: \$4,116. Course for 8 young women in community hospitals in and near Dharamsala. They will run health education programs.
- ♦ **Vocational training course in nursing-2**: \$2,856. Second batch of nurses for same training.

**Thanka Painting Training**. Dharamsala, India: \$4,116. 3 year training in the art of Tibetan religious painting. Large market for this age old skill.

**Little Flowers Creche**, Dharmasala, India: \$1,500 per year. Support for creche for 45 toddlers, the children of the Tibetan Government-in-Exile workers. The Centre, in the government compound, allows mothers to work and be self-supporting.

**Tibetan Homes Foundation Old People's Home**, Mussoorie, India: \$350 p.a. Annual grant to maintain living quarters for elderly Tibetan exiles.

**Chagpori Tibetan Medical School**, Darjeeling, India: \$38,550. (TRAS/CIDA) Having built and equipped pharmacy to process herbs for Tibetan medicines and trained the herb gatherers, TRAS wishes to train 3 monks as pharmacists.

**Rinchen Zangpo Society**, Kangra, India: \$4,200. Teacher Training for 5 girls for the schools in a remote valley.

**NERDA: Shillong Tibetan Settlement**, Shillong, Meghalaya, India: \$17,400. Construction of 4 classrooms for middle school in Tibetan settlement in remote area of northeastern India.

## NORTHERN INDIA (Indian projects)

**CHIRAG** Nainital, India (3 projects)

**Social forestry** – \$114,950. (TRAS/CIDA) 12 villages involved in village tree nurseries, replanting denuded village forest plots with fodder and fuel trees to hold soil and provide for the population, management of newly grown forests and education re: care of forests.

**Sustainable Energy** – \$207,676. (TRAS/CIDA) 20 villages (2,500 people) involved in construction of rain-water cisterns, biogas plants, smokeless 'chulas' (updated traditional cooking stoves), provision of pressure cookers, training of local builders.

**Mother and Child Care, Phase 2** – \$82,224. (TRAS/CIDA) Programs to help women and children - 500 children in daycare and kindergartens, extra teachers to supplement primary education for 1,650 children, adult literacy classes for 220 women and women's action groups for 750 women in 22 villages.

**SHARE: Construction of toilets, Phase 2** - Kulu Valley, India: \$40,312. (TRAS/CIDA) . Construction of 250 basic toilets in steep terrain, to improve personal hygiene and health and the cleanliness of water supply. Health education provided to the villagers.

## SOUTHERN INDIA (Indian projects)

(Note – Although Mysore is south of our main project area, Sister Victorine, the Administrator is an old friend of TRAS. She helped many Tibetan children in the early days, and does more with a dollar than anyone we know! We now help with vocational training for poor Indian village children.)

**Incarnation Convent**, Mysore, India: Vocational Training Projects for 12 Teachers (\$8,095), Mechanics (\$11,571) and 12 Nurses (\$14,095).

# CELEBRATING TIBETAN CULTURE – ANCIENT AND MODERN

AN EXHIBITION ORGANIZED AS PART OF THE **WORLD ARTISTS FOR TIBET** PROJECT

**JULY 2 - 10, 1998**

## **ROUNDHOUSE COMMUNITY CENTRE**

Pacific Blvd at the foot of Davie St., Vancouver

For more information call Elizabeth Kidd at the Roundhouse at 713-1806

The Roundhouse is sponsoring this exhibition of works by 20 well known Vancouver practising artists and craft-people who are familiar with Tibet and its people, and who support their cause.

The exhibition also displays Tibetan traditional religious art work, paintings, weavings and bronzes.

There will be information brochures, videos and a feedback wall.

Admission to the art exhibition is free.

### **HIGHLIGHTS OF THE PROGRAM:**

- JULY 3** *Scattered like Seeds - Tibetans in Exile* ( 6pm). Slide show about Tibetan refugees in Dharamsala by Kami Kametsuka. Admission by donation.
- JULY 5** **WORLD TIBET DAY** (noon to 4pm). Celebrate the Dalai Lama's birthday, and meet the artists and local Tibetans. Tibetan dances, traditional cuisine, demonstrations, slide shows, Tibetan fashion show and more. Admission free.
- JULY 6** *Meditations for Modern Living* (1- 3pm) Anila Ann McLean, Tibetan Buddhist nun  
*Poetry readings* (3 - 4pm) Angela Hrynink
- JULY 7** PACIFIC CINEMATIQUE THEATRE features three special films on Tibet (7 and 9:30pm)  
◆ **KUNDUN**  
◆ **SEVEN YEARS IN TIBET** (Original)  
◆ **TESTIMONY** - interview with Palden Gyatso  
For information, call 713-1800.
- JULY 8** **DESPERATELY SEEKING SHANGRI-LA** (7pm) - Images of Occupied Tibet from Mt. Kailash to the great Tsango Gorge - slide show with author and artist Victor Chan.  
**SPEAKING OUT** (9pm) - Open forum led by Victor Chan and Tenzin Lalungpa.

**DEMONSTRATE THAT YOU CARE BY VISITING THIS UNIQUE EXHIBITION!**

