

Newsletter

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Inserts:

**Aged Disabled
Leaflet**

We would like to remind
our members that
membership renewal is due
from 1st Jan 2007.

*Thank you to those who
have already renewed.*

**Your continued support
is highly valued.**

Friends of *inter* PART Inc.
is incorporated under the
SA Associations Incorporation
Act 1985
Registration Number
A0023669R

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Students Volunteer at Rabbit School

The following report was recently received from students Jessie Keath and Inger Boerema, who were inspired to dedicate four weeks providing assistance to the children and staff, at the Nutrition Centre and Rabbit School in Phnom Penh, Cambodia.



**Volunteers Jessie and Inger with
Sopia and Leptun in the baby room at
the Nutrition Centre.**

**Dear Jenny
and Friends of *inter*PART,**

Inger Boerema and I have been volunteering here at the Rabbit School in Phnom Penh now for three weeks and are sadly coming to the end of our fourth and final week.

We have been dividing our time between the office (a section of the physiotherapy room) and the orphanage. We have been helping the physiotherapist Sapaul and physiotherapist assistant Sokha with physiotherapy for 44 of the children from the Nutrition Centre Orphanage where the Rabbit School is located. On Fridays the physiotherapists visit the rooms themselves. In the orphanage we have found plenty to do; feeding the children, changing their nappies, playing with them in the playrooms or taking some of the older children for a walk around the grounds.

There is still a way to go in convincing the caretakers to feed the children sitting upright, and with a bit more care, but we have been encouraged by the improvement we've seen in the couple of children with cerebral palsy whom we have been feeding upright. The first day I fed nine year-old Pein sitting upright he had an hysterical fit of laughter, which put Inger and I and another Swedish volunteer Rsa into a giggling fit ourselves! Needless to say it took three times as long as when they feed him lying down, but everyone was happier for it. The cerebral palsy room is very bright and colourful with origami hanging from the ceiling and most of the beds have mobiles, although it would be great to find some more of these (we looked around Phnom Penh but couldn't find any). In the mornings, the cerebral palsy children are sat upright or lie on their stomachs on the mat. We have been lucky enough to have one or more volunteers in there playing with them and massaging them until 11am, at which point Juana (director of CIAI) if she's around, performs her highly entertaining animal show in Khmer. There are two women from the states, Helen and Lyn and Rsa from Sweden, as well as a wonderful Khmer woman who help out in this room - we have a lot of fun together.

As the older children's clothes seem to wear out a lot more quickly, we bought a bunch of T-shirts and pants from the markets for them. There is not a lot for the older children to do, and their rooms are quite drab unfortunately. Tiri is a 21 year old who for some reason knows twinkle twinkle little star and has great fun singing along to it.

continued

Students Volunteer at Rabbit School continued

We haven't been working in the classrooms themselves because of the language barrier, but we have been able to take some of the children through CD ROM games. A couple of the children are even able to use the counting and basic maths ones. It's a little bit sad to think what some of the brighter kids could do, if they had access to more school hours. At the moment each of the school's 45 students only attends for a half day as there are not enough resources. The inclusive classroom that Kathy Kremer got off the ground is running smoothly, and seven of the children have been integrated wholly or partially into the mainstream system.

Kathy Kremer mentioned in the May 2006 *interPART* newsletter that the Rabbit School was hoping to be relocated to the grounds of a mainstream school. This is still the goal, but frustratingly, the ministry of education blocked the school moving to one of the potential schools in 2005 and there's been little progress since then. When we arrived in January, Mr. Touch had a meeting with the head office of Special Education, who were positive about his relocation proposal, but it appears that they are unwilling to approve it without a special education policy reform. Dr. Kalyanpur, a special education consultant with UNICEF, has recently drafted a Policy Statement on Inclusive Education for Children with Disabilities, which is a very positive step towards policy change towards more inclusive education.

Last week we took minutes for the first meeting of the Rabbit School advisory board. The formation of the board is much needed considering that Mr. Touch has found himself juggling the running of the school, advocating, raising funds and managing in general without a lot of support. The board has nine members including Dr. Kalyanpur, Chetra from the Disability Action Council (DAC), Jan Berkhens from the Ministry of Education and other switched-on people. They will be meeting once every two months to offer Mr. Touch guidance on the running of the school, though Mr. Touch will still have the ultimate mandate over the school.

We have just finished writing a proposal for funding from a Dutch NGO called Kinder Postzegels, which we hope may provide funding for the relocation project in the future. We've also helped generally with correcting documents in English such as a leaflet and a background document and have put up a poster encouraging volunteers to contact Mr. Touch.

Mr. Touch and the children at the Rabbit School are always in need of more hands, so if anyone is interested in volunteering, this is a wonderful and worthy place to do it.

It is incredibly important and heart-warming that Friends of *interPART* is providing such generous support to the Rabbit School. Thanks so much for putting us in contact with this wonderful little place. Tomorrow we're all off to the zoo!

Sincerely,
Inger Boerema and Jessie Keath
6th February 2007

P.S. There are two very bright happy photos of Macclesfield Primary School students in the special classroom!

P.P.S. The zoo trip was a HUGE success! The kids were so excited to be going on an outing and had an absolute ball! On our way home we stopped off at the river for snacks and a dip – I have never seen so many happy excited faces as they splashed about in the shallows and floated around in inner tubes! It is sad that funding limitations restrict the number of outings these children can have, but at least they are able to go every now and then.



Tube for two !

Respectful gestures even during playtime!

Rabbit School Report

July to November 2006

Summary of report prepared by Mr Hun Touch - School Principle

Staff and volunteers

The Rabbit School has benefited from dedicated support from a number of expatriate volunteers working in Cambodia, including Kathy Kremer, Jan Berkvens (overseas volunteers), and Ellen Minotti from Social Services Cambodia who provides financial management support, which allows efficient transferring of funds and accountable disbursement to the school.

The staff of the Nutrition Centre orphanage continue to work under very difficult circumstances, including low pay and inadequate resources. The Rabbit School is grateful for their dedication and support of the students that attend the Rabbit School. The Rabbit School staff are dedicated and continue to increase their skills levels, they are among the most skilled people working in the education of children with special needs in Cambodia. The staff have recently benefited by the return of Ms. Kao Tida, who is an experienced and dedicated teacher.

Teacher Training

Additional training, including Early Childhood education and Stimulation Techniques have been provided off site for a number of staff. On site lectures have been arranged twice a month for staff of the Rabbit School and external educators in areas such as Speech Therapy, Physiotherapy and Autism. Participants supported through NGO's provide a fee to cover costs. Government education employees attend for no charge, as they do not have a budget for training of staff.

The Rabbit School is therefore providing a crucial role in providing ongoing education and awareness.

Pupils and orphanage residents support programs

Twenty five children with special needs attend in the special class, 22 children study in integrated classrooms, 44 children with severe physical disabilities attend an exercise / physiotherapy program and 7 teenagers now attend the new vocational training classes that started in December 2006. A Netherlands NGO has provided an additional \$US1865.00 funding for one year initially to sponsor 10 students within the orphanage with additional special needs, to provide extra appropriate food, adapted equipment including seating and cutlery, school uniforms and transport.

Integrated Education

Kathy Kremer personally committed to providing two years funding for an integrated classroom, to cover the cost of a teacher and teacher assistant salary, and materials aid teaching. In the first year, this has amounted to over \$US3500.00, which benefits 21 children with disabilities, HIV, learning and speech impediments. Additionally, 3 children have been supported so far in enrolling into public primary schools and this program will expand to benefit further children.

Vocational Training

Jan Berkvens successfully applied for funding of \$US11000.00 to develop a two year pilot Vocational Training project. Sinead Quinn from VSO personally donated an additional US\$500.00 and some kitchen equipment. The project will initially involve 5 teenagers resident at the Nutrition Center and two teenagers from group home 'House of Smiles'. Due to space limitations, the same small classroom is used later in the day for vocational training, but it is proving quite difficult. It is hoped that the project can expand to include such activities as food cooking, post card production, T-shirt printing and mushroom growing.

Disability Action Council (DAC)

The DAC continues to provide support for the Rabbit School, including developing teaching resources and teacher training. The Rabbit School is seen as the center of excellence in demonstrating appropriate education strategies for children with disabilities.

Future plans to integrate the Rabbit School with mainstream schooling

People who have been regularly following the newsletters will be aware that some departments within the government have been indicating intent to relocate the orphanage and therefore also the Rabbit School, to allow the land to be sold. Mr Hun Touch has had very encouraging talks with the teacher director and local commune senior regarding relocating to within the grounds of an existing primary school 6 km south of Phnom Penh. The Phnom Penh Municipal Education office was approached for their approval, but the government doesn't have a relevant policy developed to provide education for children with special needs within an existing school. Mr Touch is involved in a working party including the DAC, Jan Berkven, UNICEF and several key national NGO's (CDPO and NCDP). They are involved in ongoing discussions with senior officials within the Ministry of Education. They are providing extensive information regarding the education provided to the children with disabilities attending the Rabbit School and can demonstrate that children with special needs have the ability to attend public schools. UNICEF is keen to use the Rabbit School as a resource center to help develop the national policies for providing appropriate education and support for children with special needs in Cambodia.

The Rabbit School has always played a vital role in establishing resources and expertise that can demonstrate successful and effective teaching modalities for children with special learning needs in Cambodia. It now is a key stakeholder in assisting the national government to develop national policies for all children with special learning needs, especially in relation to integrated education.

Summarised by Wayne Allen

interPART & Associates

UPDATE

It has been another interesting and diverse period for *interPART & Associates*, with some work continuing, other projects concluding and new assignments commencing.

Here are some highlights:

Ethiopia

Helen and Kerry have continued to lead a number of initiatives taking place in Tigray.

These include:

- Reflecting on the history of the rehabilitation assistants / junior physiotherapists who were initially trained by Australian therapists. Many are now undertaking a Diploma Course. Assistance has been given to the students in preparing a graduation booklet with inputs from a number of 'old Ethiopian colleagues' including Ann O'C-Henry, Sue MacDonough, and Liz Hobbs
- Facilitating a UNICEF-funded Regional Workshop on Disability, held in October to progress the Integrated Regional Disability Strategy (IRDS). This was attended by representatives from government bureaus, Disabled People's Organisations (DPOs) and non-government organisations. This was the first time that the various organisations and government bodies had joined together to discuss the disability issue.

Facilitating disbursement and follow-up of **FoIP funded initiatives.**

- ◆ Conducting a further capacity building workshop with DPOs, to develop skills in project proposal writing and submission
- ◆ Disbursing funds and providing technical support to the following: The LIMO Women's Co-operative for income-generating activities and the Abyssinia Homeless Co-operative for housing
- ◆ Initiating two pilot projects in partnership with the Bureau of Education:
 - (1) To support 17 deaf young people to attend either tertiary studies or commence income-generating activities in Adigrat
 - (2) To research and support abandoned young disabled to receive basic assistance and to attend school in Axum.
- ◆ Providing seed funding to Aged Disabled for basic needs. **(See enclosed leaflet)**

The valuable role of Tigray supporters and others who have generously donated time and funds to implement initiatives that are making a real difference in the lives of PWD in Tigray.

World Federation of Occupational Therapists Disaster Preparedness and Response Project.

Kerry has just concluded her input into Phase 2 of this major WFOT initiative, although she is currently following up outcomes during her current visit to Sri Lanka. Facilitating an electronic (E-Group) action learning-action planning process with a group of Indian OTs to formulate a National OT DP&R Action Plan was a pilot initiative for everyone, generating valuable lessons for 'virtual' learning and planning. A report compiled by Kerry with the WFOT President, the third in Project series, will soon be published.

In Sri Lanka, Kerry is facilitating an participatory evaluation and training program where a national team will be undertaking a review of HelpAge's Tsunami Program. The assignment aims to help with the transition of a wide range of activities being undertaken to address the needs of elderly people. These include livelihood, social protection and disaster/conflict management activities.

In Australia, *iP&A* has just commenced another NRM (natural resource management) contract – this time, working with the Aboriginal Group of South West Queensland NRM region (based out of Charleville) to develop an Aboriginal NRM and Cultural Heritage Plan. Barry was instrumental in preparing the successful proposal for this work.

Helen Pitt / Kerry Thomas



South Pacific Reminisces

by Robert Horne

Now aged 60, I begin to reminisce. Incidents from the distant past intrude on my mind, like pop-ups on a computer screen. Often they appear unprompted, but occasionally fresh experiences trigger them.

Recently I remembered vividly a visit to a school in Stoke on Trent in 1969, when I was starting out in DES. Appearing derelict in an area of dereliction, it was actually still in use. Its replacement had been postponed from one building program to another. Just a few years previously the school had catered for all ages. Had I been born in Stoke, my own education might have started and finished there.

The school in Stoke may seem remote to those beginning their careers in DFES now. After twenty-nine years with the Department and three with Federal Department of Education in Australia, I too was inured to secondary education for all and tertiary education for legions.

Switch now to Papua New Guinea. I have been working there on and off for the last two years, in a program funded by the Australian international development agency. PNG, the largest of the Pacific island states, is ranked by the UN as one of the poorest developing countries. Currently about 60% of the children remain in education until the end of primary school at 14. About one in every five adults has a paid job.

But it would be wrong to judge PNG by appearances, just as I missed most of what really mattered in Stoke on that fleeting visit 36 years ago. The well-springs of change bubble up if you care to look. For example:

- My work partner in PNG had to walk two hours each way to reach a primary school in the PNG highlands. He knew his age only from the knots which his mother tied in a rope at the start of each growing season. Ken went on to the University of PNG, to a master's degree in Glasgow, and to a Ph.D in Australia.
- A man sold us guavas from a sack at the side of the road. He had carried the sack from village to town to raise money for his children's school fees.

- There is no building program for PNG's elementary schools. Villagers build them from bush materials, and local women teach there in the many vernacular languages.

It is that grass roots commitment which sustains education.

The aid worker in PNG has to grapple with administrative structures which appear familiar because Australian colonialism created them, but operate in ways which reflect the island's own values and working methods. Impartial service to the state may seem an axiom to you – but a Melanesian colleague may owe stronger obligations to family and kin. Peaceful resolution of differences is a practice recently acquired. So you need patience, and the ability to judge when to challenge, and when to work with, local ways.

Fortunately Melanesian good humour is apt to dissolve frustration. So too is contact with students. One of my colleagues asked a class who had had no teacher for a fortnight why they still attended school. They answered "Perhaps a teacher will come."

Working in developing countries calls into question the assumptions and values of London – or Canberra – and forces you to think what you can impart to others whose starting point is very different from your own. I am sure that the experience has value for public servants during their careers, as well on retirement. So do get involved if you can!

Robert Horne
DES/DfEE 1968-1997

Port Moresby Settlement



Fundraising



Sincere thank's are extended to Amanda Lindsay and the team at Raine & Horne McLaren Vale, for their initiative and efforts in raising over \$300 on behalf of Friends of *interPART* projects, at their Wine, Women and Well-being evening in December last year. The event took place at the Raine & Horne offices and combined art gallery, to launch a new exhibition by female TAFE art students. We are indeed honoured that FoIP was nominated as the chosen charity for Christmas 2006.

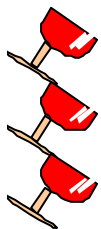


Our appreciation and best wishes go to the management and team at Raine & Horne, McLaren Vale.

The Team at
Raine & Horne McLaren Vale
during the Wine, Women & Well-being
Exhibition launch.

Friends of *interPART* wine offer 2007

The wines are McLaren Vale:



Verdelho 2005

Chardonnay 2004

Cabernet Rose 2005



Pinot Noir 2004

Meritage Blend 2001

Cabernet 2002

All wines **\$100.00 a dozen**, with Friends of *interPART* distinctive labeling.

Please order through your Friends of *interPART* contact
or Wayne on 0422 150 627 or waynea@arcom.com.au

Please consider us for your next function: tastings may be arranged!

Fundraising continued

BE CLEAN, BE GREEN, BE HUMANE

Allow your responsible consumer needs to assist those most disadvantaged in our world.

Friends of *interPART* continue to sell **TRI Nature** to assist us in our fundraising activities. All profits are used for our ongoing funding of the Rabbit School & other projects.

The Australian-owned **TRI Nature** organisation aligns with our philosophy, and offers a range of high quality products that are:

- Made from natural materials which pose no threat to the ecology (no petrochemicals phosphates and nitrates).
- Use no animal by-products and are accredited on the Preferred Products List of Choose
- Cruelty Free: no testing on animals.
- Use recyclable plastics

The products include:

- | | |
|-------------------------|--------------------|
| ○ Laundry | ○ Personal care |
| ○ High Powered cleaning | ○ Hair & Skin care |
| ○ General household | ○ Baby care |
| ○ Dishwashing | ○ Car care |

We would love to have the opportunity to supply you & your friends and family with these products.

You will then have the benefit of:

- Taking these items off your shopping list
- Doing something positive for the environment
- Funding worthwhile projects that support those most disadvantaged in our world

Contact Wayne on: email: riprap@internode.on.net.com.au or Tel: 0422 150 627
or ask your Friends of *interPART* contact

Friends of *interPART* Gift Cards.

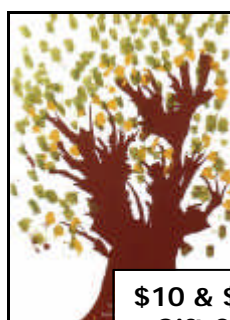
Your support through purchase of the Friends of *interPART* Gift Cards will help to improve the quality of life and education for these very special children. Give a gift for Christmas or a special occasion that will continue to give pleasure and opportunities to the children of the Rabbit School in Cambodia.



**\$20
Gift Card**



**\$50 & \$200+
Gift Card**



**\$10 & \$200
Gift Card**



**\$100
Gift Card**

Inside photograph & wording will depict the gift (not the value) you are donating.
Card designs by the children of the Rabbit School – contact us for further information.

Friends of *inter*PART Inc.

VISION

*inter*PART has a vision of an equitable, just and sustainable world, where people who are most vulnerable are treated with respect and understanding, as a basis for enabling self-determination in ways that enhance individual lives and contribute to the wellbeing of communities, now and in the future.

THE SPIRIT OF *inter*PART

- ❖ *inter*PART believes that if we want a better world, it must start with ourselves.
- ❖ *inter*PART believes that any learning or training must be a two-way process.
- ❖ *inter*PART does this by joining in partnership with the local organisations that these people control.
- ❖ *inter*PART wishes to embrace change positively and flexibly.
- ❖ *inter*PART is committed to exploring innovative options for positive action.
- ❖ *inter*PART seeks to work directly with the so called 'little people' who struggle day by day to secure the basics of life to survive.
- ❖ *inter*PART values the wealth of knowledge, understanding and experience of its members, its partners and supporters and seeks a continual sharing in all its activities and decision making.
- ❖ *inter*PART recognises the interdependence of the whole of the created world and will always consider the impact of any initiative upon the environment and social realm.
- ❖ *inter*PART respects the dignity of all humanity, the relationship which exists between us all as human beings and the environment.
- ❖ *inter*PART practices a process of action/reflection to evaluate the effectiveness and implications of any activity to learn lessons for the future.

Friends of *inter*PART Committee

Chairperson	Nicole McDowell
Treasurer	Jenny Biven
Secretary	Ray Walker
<i>inter</i> PART & Associates Representative	Kerry Thomas
Committee members	Wayne Allen Zoe Barker Andrew Biven Jenny Horne Helen Pitt Annie Sunners



THE AGED DISABLED

“Older people still remain a neglected group, largely invisible to those who promote economic development, health care and education...older people are often thought of as being economically dependent and passive.

As a result, they have been treated at best as irrelevant to development, at worst, as hampering the prospects for prosperity.”

(The Ageing and Development Report: a summary. HelpAge International)

Very special people

Let me introduce you to some very special people but first let me tell you a little of Tigray where these special people live.

Tigray, in Northern Ethiopia, is one of the poorest regions in Ethiopia. Years of conflict, famine and chronic poverty have resulted in thousands of people being seen as vulnerable. The number of elderly persons in Tigray is not known. The population of Tigray is estimated to be 4,221,095 (projected from the 1994 census), of which 82.2% live in the rural areas. Over 69.83% of the region's population is said to be above 10 years of age. The plight of the elderly and especially the elderly disabled is not known. Old people are often seen as beggars in the towns of Tigray with many of them being disabled. Some are homeless.



***Amlisha** thinks she is about 80 years old. I met her when I spoke with a group of disabled persons at Wukro, a small town just north of Mekelle, the capital of Tigray.*

She is one of a number of ex-leprosy patients living in that area. As her son and daughter-in-law have died, she is the sole carer for two grandchildren. It is very difficult for her and the children to exist. She receives 30 birr a month (about US\$3.50). At one time she received some food rations but these have now stopped. It is difficult for her to let her 7 year old granddaughter and her 10 year old grandson attend school. The boy needs to help Amlisha to try and do some petty trading or to beg.

I visited her where she lives in a compound in a tiny building made of stones. Her bed is also made of stones and she has a small fireplace for cooking, although she had no food to cook when I visited her. She only has the clothes she wears all the time.

Her major concerns:

“We are often hungry and do not have any money for clothes”

Although efforts have been made by the Bureau of Labour and Social Affairs (BOLSA), formerly the Office of Rehabilitation and Social Affairs (ORSA) to address the situation of the elderly, these have been constrained due to limited financial and human resources. Support has been given to the elderly in the past, by HelpAged through eye care services, including a unit established within Axum Hospital.

Blindness is the leading cause of disability in Tigray. HelpAged have also sponsored the International Day of the Aged in Tigray. This has been celebrated through radio and newspaper promotion and meetings of Elderly People's Associations. Leprosy patients also receive some assistance from the German Leprosy Relief Association.

The risk of becoming disabled also increases, as a person becomes older. In a region with a high proportion of HIV/AIDS, many elderly persons have become carers of orphans and vulnerable children. This responsibility is likely to have an impact on the welfare of the elderly, especially if no assistance or support is available.



**“I am going blind
I now have to beg for food”**

Poverty in old age can impact on the whole family. Old age often brings a reduced capacity to work, as well as difficulty in accessing health care and other essential services, increasing the likelihood of older people becoming and remaining poor.

**“I am old but I still
want to work**



**“Look at me
I was once beautiful”
she told me**

Sherena is a 72 year old ex-leprosy member. Her leprosy affected both her hands and feet. She was married but her husband has died. Of her four daughters two are absent and she does not know where. She is caring for a grandson and a 15 year old girl, who is mentally affected and has never talked, although she is physically able. The two main concerns of Sherena, relate to what will happen to her affected granddaughter when she dies and having enough food to eat. She sells tomatoes and dinish (potatoes) to earn money.



Negisti also thinks she is about 80. She is blind and lives in a rural area in Tigray. She has no permanent home of her own but sleeps in the houses of other villagers. She receives a food ration but needs to ask others to cook for her. Negisti has never married and she has no family.

Her main concern:

“I would like to have a small house for myself”

It is easy to understand the basic need for shelter and a home to call your own.



Australians from Friends of interPART are striving to promote the well-being of people with disabilities in Tigray including the aged disabled.

It is acknowledged that disability is a major cause of poverty, social exclusion and inequality throughout the world. Age discrimination means that disabled older people are likely to be left at the ‘bottom of the heap’. Many experience severe poverty, malnutrition and isolation. (HelpAge: Ageways 64)

The Millennium Development Goals (MDGs), commit the world to halving poverty by the year 2015. Many global organizations are advocating that the prime candidates for this assistance should be the poorest, including older people, ethnic minorities, the disabled and the very young.

Disabled older people are among the poorest and most marginalised - yet they are widely ignored by development programmes -
(Ageing and Development Ageways 64 pg 4).

This leaflet has sought to introduce some of the elderly disabled persons in Tigray who told us their stories. These stories highlight the need for the availability of basic needs (food, shelter and clothing), and other forms of support.

The stories also highlight the extraordinary courage and determination of many elderly disabled in their quest for survival, to be included in mainstream society and to be respected within the community.

We will be grateful for your assistance

Funds are being sought for the following projects:

- **Supporting a pilot project that will promote community involvement in assisting the most disadvantaged elderly persons.**
- **Providing technical and financial support to an Aged Persons Association in establishing an income generating project to assist members**
- **Undertaking participatory research to determine the extent of the problems and needs of aged disabled in Tigray.**

Additional information is available from:

Helen Pitt
P.O.Box 1008
Goolwa
S.A. 5124

Email: helen.pitt@interpart.org.au

I would like to help !

Name:.....

.....

Address:

.....

.....

.....

.....

.....

All monies donated, are used to develop current projects and are not used to pay staff or cover administrative costs.

I enclose a Cheque / Money Order for the amount of

A\$.....

Cheques or money orders can be sent to;

**Ethiopia Initiative
Friends of *interPART*
Box 1775 Macclesfield S.A. 5153**

Please tick if you would like a receipt

Thank you for your support

