



project
nepal

Imperial College
London

Volunteer Trip Report

July – August 2017



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Summary

In the summer of 2017, 10 members from Project Nepal went to Sagarmatha school to carry out construction work as part of the society's plan to help the local NGO (Maya Universe Academy) to build more classrooms. £5000 was sent in advance to purchase the construction material. However, to the members' dismay, only £2500 went to the Sagarmatha school as the rest was used to supply the funding of the Central School (another branch of Maya school opened by Maya Universe Academy). Nevertheless, our members worked relentlessly hard to help the locals to speed up the process of building. Meanwhile, some of our volunteers also undertook classes to supervise the children's learning, this involved teaching them English comprehension, Science, Maths, Spanish and basic first aid.

Background of Project Nepal

Aims and Objectives

1. To promote education through volunteering in Nepal.
2. To fundraise during term time towards building equipment for construction of a rural Nepali School.
3. To undertake expedition to Nepal during the summer, which involves building classrooms and teaching English as well as other essential subjects.

History and Legacy

Project Nepal began in 2011 with 5 students, who were approached by the charity InterVol- an organisation initiated at the University of Birmingham with the aim of organising international aid work run by students. The students visited the Lamjung district in Nepal under the supervision of a local charity: Partnership for Sustainable Development (PSD). They had a successful project there, helping to finish a school which lacked funding and labour in the rural village they stayed in. In addition to this, they taught basic English and Mathematics as well as other extra-curricular activities. Although the work was successful,

the project was terminated because PSD were charging individual administration fees which were not contributing to the project.

After the first project, one of the volunteers stayed behind in Nepal to aid with further charity work in the country and after getting involved with Maya Universe Academy (a local NGO), he suggested we take on the Tanahun school project in the Tanahun District, which the rest of the members agreed with. The project involved constructing the first three permanent classrooms of the school, increasing the capacity of the school by around 60 children. The team felt that the project was successful, sustainable and deserving and were thus keen to return the following year.

For the next project, the Project Nepal committee decided to build a boarding house in the Tanahun school for Maya Universe Academy as it was of great necessity. A boarding house was built to accommodate 20 Maya students, most of whom were orphans and children living too far from the school to attend classes. This refined the functioning of the school by eliminating long commutes and providing proper housing for the orphans. Project Nepal also enhanced the quality of education at Maya by subsidising a year's salary for an educator for the school who taught the students essential Nepali curriculum and provided teacher training. This project was instrumental in cementing a strong relationship between Maya Universe Academy and Project Nepal.

For the summer of 2015, Project Nepal planned to go to the Udaypur school of Maya Universe Academy in the Udaypur district. The original plan was to help building a boarding house at the school. However, in April 2015, an earthquake hit the Gorkha district in Nepal, killing approximately 9000 people. Due to the continuing risks from the earthquake in the following months, we suspended the Project for that year and used the raised money to pay a professional teacher from Kathmandu to deliver lessons in the school.

In 2016, Project Nepal decided to go to the Tanahun branch of Maya Universe Academy. Our volunteers helped with teaching, agriculture and building a goat's house. During this trip, we realized that the Tanahun branch did not need much more support in the future

and we decided to restart the project in the Udaypur school (also known as the Sagarmatha School) in summer 2017.

Participants

Adi

Adi is a second-year Mechanical Engineer and luckily happens to be Nepalese. This was his second time volunteering with Project Nepal. Moreover, he gave Language and Cultural lessons to Project Nepal members throughout the last academic year to prepare them for the trip. He found this year's location (Sagarmatha School) to be more enriching experience compared to the 2016 trip. He also felt that fellow volunteers bonded well and all of them did great in terms of self-reflection, which enabled the morale of the whole team to stay up as well as being productive. He will assist the committee for the coming year.

Flowra

Flowra is a first-year Geology student.

Htet

Htet is a first-year Medical student. Having served as a trusted member of the Raising and Giving Committee from 2016-17, she began her first year at Imperial fully immersing in fundraising and charity work. So it is to say that it was only a natural transition that she embraced such a rewarding opportunity to teach children in Nepal and lend a helping hand in offering them the education they had been denied. She found joy in delivering Science lessons to the students and bonding with them outside the school hours. Such an amazing experience which, she could only hope to have captured snippets through her photography.

Johannes

Johannes is a second-year Mathematics PhD student. He served as Internal President of Project Nepal during the academic year 2016/2017.

Lily

Lily is a second-year Medicine student. She became passionate in volunteering overseas after she spent 3 weeks in Sri Lanka, during her A-levels, teaching primary school children basic English and Maths. She is co-presiding Project Nepal in the coming academic year and has high hopes for it.

Maria

Maria is a first-year medical student. She has always wanted to volunteer abroad and feels that Project Nepal has given her the opportunity to do so in an amazing trip with great memories. She will be social secretary for Project Nepal in the coming academic year and aims to bring new and passionate people into the society.

Matthew

Matthew is a first-year Materials Science & Engineering student. This was his first experience volunteering abroad and proved to be a very fruitful one, from which he learned from and gained many happy memories. He acted as the photographer for the first group of volunteers, and found no shortage of photo opportunities.

Natalie

Natalie is a first-year Mathematic student.

Oscar

Oscar is a first-year Chemistry student.

Stevie

Stevie is a first-year medical student. Introducing a new topic to school's curriculum, he taught first-aid alongside Lily to the children. His best experiences included the circle activities where the joy of the children brightened the mood, no matter the weather being good or bad. Next year he will be Project Nepal's secretary and is passionate to help the society grow.

Duration of Participation

Name	Duration
Aditya Koirala	06/08/2017 - 19/08/2017
Flowra Zhang	17/07/2017 - 01/08/2017
Htet Oo	06/08/2017 - 19/08/2017
Johannes Pausch	06/08/2017-12/08/2017
Wenyi (Lily) Cai	06/08/2017- 19/08/2017
Maria Antonella Greca Dottori	06/08/2017 - 19/08/2017
Matthew Shorvon	17/07/2017 - 01/08/2017
Natalie Wong	06/08/2017 - 12/08/2017
Oscar Chen	17/07/2017 - 01/08/2017
Stevie Lam	06/08/2017 - 19/08/2017

Itinerary

To give our members the maximum flexibility with their trip dates, the committee allowed its members to choose any dates between July and August 2017, if they can form a small

group of people to participate together. Subsequently, Project Nepal sent out 2 groups of people, with a group size of 3 and 7 respectively, to volunteer in the Sagarmatha school. The following itinerary was followed by the larger group of volunteers:

Date	Actions
30/07/2017	<ul style="list-style-type: none"> ● Johannes, Maria and Htet fly to Kathmandu from London. ● Lily flies to Kathmandu from Seoul, South Korea.
31/07/2017	<ul style="list-style-type: none"> ● All arriving at Kathmandu Tribhuvan International Airport ● Checking into Kathmandu Guest House
01/08/2017	<ul style="list-style-type: none"> ● Sightseeing in Kathmandu, including the Garden of Dreams and Kathmandu Durbar Square
02/08/2017	<ul style="list-style-type: none"> ● Registration at embassies at respective nationalities in order to provide a point of contact for friends and families should an emergency happen during volunteering ● Sightseeing in Patan Durbar Square (a nearby city to Kathmandu)
03/08/2017	<ul style="list-style-type: none"> ● Travelling to Pokhara by long-distance coach ● Arriving in Pokhara in the evening and checking into Royal Image Hotel ● Stevie flies to Kathmandu from London ● Natalie flies to Kathmandu from Hong Kong
04/08/2017	<ul style="list-style-type: none"> ● Sightseeing in Pokhara, including boating on Phewa lake and trek to the World Peace Pagoda ● Travel back to Kathmandu on a night coach ● Stevie and Natalie arrive at Kathmandu Tribhuvan Airport and check into Kathmandu Guest House

05/08/2017	<ul style="list-style-type: none"> ● Arriving at Kathmandu in early morning ● Meet Stevie and Natalie and Adi (who lives in Nepal during the summer) at Kathmandu Guest House ● Travelling from Kathmandu to Gaighat, Udaypur on night coach (12 hours)
06/08/2017	<ul style="list-style-type: none"> ● Arriving at Gaighat in early morning ● Travelling from Gaighat to Sagarmatha school on local bus (4 hours)
07/08/2017 - 19/08/2017	<ul style="list-style-type: none"> ● Carry out volunteering project at the Sagarmatha School <p>NB: during which, Johannes and Natalie had to leave on the 13/08/2017 to London and Hong Kong respectively, due to various work and internship commitments.</p>
20/08/2017	<ul style="list-style-type: none"> ● Travelling from the school to Gaighat on local bus ● Travelling from Gaighat to Kathmandu on night coach
21/08/2017	<ul style="list-style-type: none"> ● Arriving in Kathmandu in early morning ● Checking into Alobar 1000
26/08/2017	<ul style="list-style-type: none"> ● Htet leaves for London
27/08/2017	<ul style="list-style-type: none"> ● Maria and Lily leave for London
28/08/2017	<ul style="list-style-type: none"> ● Stevie leaves for London

Overview of the Trip

Overview of Volunteer Location (Sagarmatha School)

Sagarmatha is one of Nepal's eastern zones, comprising valley, hills and mountain districts. The school is immersed in the mountain ranges, at around 5000 metres high. The

mountainous areas around it are scattered with little villages where the school children live, some of them having to walk up to 5 hours to get to and back from the school.



The journey for volunteers from Kathmandu is not easy due to the country's lack of infrastructure. Firstly, they must book a bus (2/3 days in advance) from Kathmandu to Gaighat, an overnight 12-hour ride which usually costs approximately 800 – 1000 rupees. Once in Gaighat, volunteers must take another bus, a 4-hour ride up the mountains to Gogonae (375 rupees), from where they have to walk 40 minutes uphill to the school.



The school itself consists of eight main buildings: five classrooms, one of which doubles as a library both for children and volunteers, with two more under construction as of the end of

this year's trip; one office; one kitchen and one volunteer house with eight beds. Two bathrooms are shared between the volunteers and the children. The school is located near a village which has two public showers, used by both the volunteers and the locals. There are more bedrooms in this village, which can be rented by the school if the number of volunteers exceeds what the volunteer house can accommodate, and a store where volunteers buy food and other essentials. Use of wifi and electricity is very limited; the latter is powered by a solar panel, which is rendered almost redundant during monsoon seasons due to limited sunshine.



Facilities at the school are therefore scarce and, in most cases, in poor condition. Yearly heavy rains mean that the buildings deteriorate very quickly especially since the original materials (bamboo and mud) are not very resistant. New classes are therefore being built with cement, bricks and waterproof roofs. Since Project Nepal was unfortunately only able to complete two new classes this year, the school is in dire need of more classrooms. This constitutes one of the main focuses for next year's project. Increasing the quality and number of the classrooms will not only have a positive impact on the quality of education of the schoolchildren, but will also increase the school's capacity and therefore outreach, enabling more children from neighbouring villages to receive education, for there are no other schools in the area. Moreover, although the school hires three teachers, it heavily relies on long-term volunteers to teach all year round as it often lacks the necessary staff to teach all necessary subjects.

We have also observed poor hygiene standards amongst the locals, especially in children who work in the fields and who get cuts often. This increases the risk as well as the probability of these children getting an infection. The school itself doesn't have a first-aid kit or there is no one who has adequate medical knowledge that can attend to the children when they have fallen ill.



Teaching

Maya Universe Academy (MUA) has 3 schools in different districts of rural Nepal. Imperial College team has travelled to the Eastern Sagarmatha School in Udaypur District this summer.



There is an overwhelming concern of the disparity in pass rates between private schools and public schools: 85% vs. 38% respectively in 2004 reported by the Bhatta Analysis. Private schooling – unimaginable for majority of Nepali household incomes – has grown in Nepal over the years fuelled by the apparent disillusionment and loss of faith in government public schools due to their failure to meet performance targets. Maya was therefore founded to cater for the underprivileged. Maya promises equitable quality education at free of cost to children otherwise overlooked within rural communities of Nepal. Maya's philosophy and dedication to establish a sustainable non-profit institute of free education has not only resonated with many nearby villages, but also spurred the international community, Imperial College included, to address the key obstacles hampering education for disadvantaged Nepali children. The Sagarmatha branch accepts all students in need who can afford, not to pay for education, but to walk significant mileage to reach the school located in difficult terrain.

This branch has existed for over 4 years and is schooling over 50 kids aged between 6-14. The school's programmes are entirely volunteer-led, and the Imperial team is honoured to have delivered such programmes consisting of child welfare awareness, development of school infrastructure by manual construction and community empowerment. The Imperial volunteers were heavily involved in teaching lessons in accordance with the school's curriculum. Nepali and English are the official teaching languages at Sagarmatha. In addition, currently Spanish is taught to children in first grade and above.

Upon arrival, the teaching volunteers undergo training to get familiarised with instruction. We shadowed the volunteer teachers who had reached the end of their volunteering period in Sagarmatha to ensure a smooth transition in taking over the teaching of those subjects. I oversaw teaching English poems to the younger students and later, teaching Science lessons to all classes. In addition to teaching core subjects like Nepali, English, Science and Maths, Maya's emphasis on the importance of cultivating all-rounded individuals translates to creative subjects also being taught attentively by skilled volunteers: drama, music, and arts & crafts. We ensured that subjects were taught in innovative ways to encourage creative thinking and nurture independent learning. I worked to bolster the students' confidence in asking questions to enable their understanding of concepts. Beyond the classroom, students

are offered additional support; one-to-one tuition based on individual progress on topics. This is also free, and is arranged according to students' availability given that many students already have domestic chores.



Every morning, we hold a morning assembly called “The Circle” where we exercise team-building and independent activities that would help the students to become caring, responsible, social citizens of the community. Different classes are assigned specific days to read out their own original poetry. Mindfulness is fostered through morning meditation and Yoga. Health and wellbeing are promoted by physical exercise at The Circle. Moreover, to educate the community on reducing water-borne and communicable diseases, some medical students from Imperial College delivered lessons on hygiene and first-aid.



Through my science lessons, the students became aware of sustainable management of clean water and sanitation. By addressing these health issues through creative teaching techniques e.g. plays and poems, we hope to have empowered children at Sagarmatha to lead healthier lives.



As the children graduate from 5th grade – the highest primary grade offered at Sagarmatha branch, they would naturally transfer to the Central school in Tanahun District, which is financially more resourceful. Being the Central school, it has been expanding over the years to accommodate more children up to the stage of higher education. As the management follows the same Maya principles and standards, the students can be assured of the same inclusive quality education which will equip them with the skills needed to realise their full potential.

Construction

Construction has always been an ongoing project at Maya Universe Schools, due to their continuous development and expansion. To meet the requirement of weatherproof, long-term classrooms at the school, one of Project Nepal's major tasks was to aid the construction activities.



The current classrooms needed a lot of maintenance through the year and would leak during monsoon, thus creating disruption in the learning process. They were also poorly lit with the 3 or 4 tiny windows not allowing enough natural light. To overcome these issues, the new classrooms were designed by the school with the aid of local skilled builders (most of whom are parents of the students) to have a solid foundation, brick walls with bigger windows and crucially translucent and waterproof roofing (made from PVC). The multipurpose library/classroom was the first building built using this design and the school had found it to be a great asset as it didn't need much maintenance at all and allowed for better teaching conditions.



Construction itself was simple. We started by digging a foot deep around the area designated for the new classroom. Basic local tools were used and the task required a lot of manual labour, which was as anticipated. It was however, made easier by the forgiving weather which was mostly cool and not too sunny. The ditch was roughly 9 square feet by 1 feet when it was finished. The skilled builders ingeniously used sliced bamboo stem and water to help the ground to be level. The foundation was then built on this levelled ground using fist-sized rocks laid in a tightly packed fashion which was then topped up with concrete. This involved a few days of moving big rocks and breaking them down to the correct sizes using hammers and mallets. Throughout the construction process, an acute lack of electrical tools was realised as manual labour was very tiring but also incredibly slow. It was especially slow to have carried the rocks from its deposition site to its construction site and then break them up manually. The pouring rain in monsoon season further hindered our progress as the delivery of construction material (bricks, cement and roofing sheets) was delayed by almost 5 days. Multiple landslides in the hills and flooding of the nearby city had led to roads being blocked and stores being shut down. Once the materials arrived, the volunteers were relieved of major construction duties as brick laying and raising of the pillars needed to be done by experienced builders to ensure the classroom was safe and durable. Afterwards, we were

occasionally asked to help with moving materials around or clearing areas of wastes such as nails and wooden splinters to avoid any accidents involving the children or people working in construction.

Overall, the experience in construction was one of intensive labour and dirty limbs but the locals working alongside us never failed to make it a humbling one as well. We were working with parents of the school students and they gave us an insight into their hard-working lives. Women of our age, most of whom have already become mothers, were carrying twice the loads of brick and cement as we could. Men would work from early morning to late afternoon on just a few boiled corn cobs. We came out of construction feeling grateful to these local men and women and it reinforced our desire to help their kids get access to better education.

A Diary Entry from Natalie

'As the sun enters the volunteers' house through the plastic parts of the rooftop and falls directly on our faces, we leave our sleeping bag sluggishly like a butterfly coming out of its cocoon. Stepping out of the volunteers' house, we would find ourselves brushing our teeth and washing our faces in the dense fog. Being shrouded in mist, the whole surrounding leaves me thinking I am still in my dreams.

Students start coming in to school at 9am and on the way to their classrooms, they would always peek into the kitchen and find the volunteers having their breakfast. "Good morning, Sir," "Good morning, Ma'am!" they would say whole-heartedly and we would greet them in reply with a mouthful of food and a cheerful smile.

It is a tradition in Maya Universe to begin a school day with 'circles'. As its name would suggest, headmaster and teachers, students and volunteers- everyone in Maya would gather together at the football pitch to form a large circle. Ashis, the headmaster, then leads us all with sets of body-stretching exercises, warming us up for the day. Next up is group singing, students would sing at the top of their lungs with songs they have known very well with practices done daily. One of the songs I came to like and have picked up from the students is the 'Maya Song'.

It is generally recognised as the school anthem and 'Maya' stands for heart in Nepalese. The song goes something like this...

Everywhere we go, people like to know,

Who we are, where we come from.

So we tell them we are the Mayas, mighty mighty Mayas...

To end the 'circles', a few students would volunteer and proudly recite poems and paragraphs they have carefully produced, this is often accompanied by an encouraging round of applause.

During my time at Maya, I have helped teaching art classes and science lessons. The students at Maya are divided into 6 classes according to their age. Class N is the youngest of all with N stands for Nursery. Science lessons with Class N would be teaching some basic vocabularies such as 'O-range' and 'E-le-phant'. Then there are Class A, B, C, D and E.

Each lesson is 45 minutes long and after three slots of lessons, we would have an hour long of lunch, after which would be another three slots of lessons, where us volunteers head back to either teaching or construction works.

The day formally ends at 4:15pm for everyone. After which, the boys would always be seen playing football in the pitch. Just before dinner, female volunteers would form groups and head off to the public shower in the adjacent village with our lungi (a piece of cloth to wrap around our body to preserve our modesty). As we walk past the football pitch, the children would eagerly greet us and shout out our names; whilst we would enthusiastically greet them back, I know that we are all secretly hoping that they would not follow us too see us shower.

Darkness descends around 6pm. By this time, all volunteers would be gathering in the kitchen catching up with each other and exchanging funny stories that had happened with the children on that day. Some of us would also crouch around the fire, whilst the dhal in the high-pressure cooker is boiling away, to rid ourselves of the chills from the cold air. Dinner is perhaps the liveliest time of the day after the 'Circle', since a jamming session on the guitar accompanied by off-tune singing would always follow everyone has finished eating.'

By 11pm, everyone would be tucked into their sleeping bags back in the volunteer house, looking forward to the 'Circle' on the next day whilst suppressing their fear of being beaten by a spider at night.

Reflection

Achievements on the Trip

The volunteers fulfilled their objective of building two new concrete classrooms, which will be more weather-proof and so will require fewer resources to maintain. These resources can then be focused on other aspects of the school to improve the overall experience for the children.



As well as this, several of the volunteers participated in the teaching, improving the children's skills in topics such as maths and english, and introducing them to new topics such as first-aid, Spanish and Geography. All the lessons were given in English, which is a crucial part of the teaching philosophy at Maya. Education is an effective way of enabling development in the long run, and helping the children to break the cycle of poverty that exists in their communities and escape a life of near-subsistence farming. The education at Maya aims to give the children the tools to help them do this, giving them a good

understanding across a wide range of subjects, but also a command of the English language and a wider worldview from being exposed to volunteers from different cultures. During their stay there, the volunteers helped the school achieve these aims in a small but not insignificant way, helping to ensure a brighter future for them with more opportunities than they would have had otherwise.

Things that Went Well

All the volunteers integrated into the school community very well, and did their part to ensure the trip's success. Any culture shock was quickly overcome and a positive experience was enjoyed by all, which left many participants feeling keen to return next year. The volunteers relished the opportunity to get to know the children, and got along with them very well. Close-up exposure to life in a rural community which is much less developed than their home communities, in a country with a different culture, gave the volunteers plenty of new experiences to learn from. As well as this, the trip was carried out very safely with only mild cases of traveller's diarrhoea and constipation being encountered.



Issues & Problems Encountered

The biggest issues of this trip all related to finance. It was disappointing for the group to find out that not all funds from Project Nepal were used to build classrooms at the Sagarmatha school. Another financial problem was that, although it was agreed previously between Maya Universe Academy and the President of Project Nepal that our volunteers need not pay \$10 a day towards their living fees whilst volunteering due to our long-term partnership, the head teacher was not informed of this and still wanted to charge our volunteers. However, our volunteers also understood that there were inevitably more expenditures for the school during our stay (on food and electricity etc), so an agreement was reached with the head teacher that the volunteers would pay to cover the extra costs that have been inflicted on the school to help with the school's self-sufficiency and long-term sustainability.

Other issues that the committee were concerned about were cultural-shocks and ailments people might catch when travelling, such as traveller's diarrhoea. However, due to the precautions we took (cultural lessons and prophylactic medications), these did not affect the group very much during the trip.

Areas of Improvement

To avoid the problem with finance, the committee is negotiating with the head teacher of the Sagarmatha school directly instead of talking to the administration team of Maya Universe Academy. Moreover, to minimise the personal expenditure for our members whilst volunteering, the committee wants to reach an agreement on a total sum of money we had to pay to cover the cost of our stay beforehand and divide the sum equally between the number of participants for next year.

To ensure that all our fund reach the Sagarmatha school next year, the committee would like to buy the construction material ourselves and arrange the delivery to the school. This avoids the fund to go through the central administration of Maya Universe Academy and will ensure that all the funds would benefit only the site of volunteer location.

Budget

Fundraising

In total £5000 (\$6326 USD at the time of currency conversion) were transferred to Maya Universe academy.

Unfortunately, not all the money was allocated to Sagarmatha School (the site where our volunteer work was based), as £2500 was taken to supply the funding of the Central School. Consequently, we were only able to fund two new classrooms instead of the planned four to six new classrooms. To our knowledge, the money that arrived at Sagarmatha School was used to buy construction materials, i.e. cement, bricks, iron rods and corrugated sheets.

Running the Society

The expenses for the society during the year are relatively low, as we mainly focus on raising funds for the expedition. We spent money on printing flyers for freshers week, making a banner and attending first-aid training (two members at £50 each) as well as trip preparation training provided by Intervol (£25 each), which were all personal expenses. However, the committee would like to provide more social events for the coming year, such as pizza night and karaoke, to secure a core group of members who are genuinely passionate about the project within the society. This ensures competition during AGM period and allows the best candidates to take over the running of the society, as the lack of members running for AGM this year inevitably hindered this process.

Expenditure during Project

The personal expenditure for the trip is quite high. Flight tickets (£650 on average for a return flight) and accommodation in Kathmandu (approximately £15 a night per person) have to be booked. At the Sagarmatha school, the expenditure is relatively low: We paid

approximately 2500 Nepalese rupees (which converts to approximately £19) per person per week to cover accommodation and all the meals at the school.

The Cost of Building One Classroom

The following table shows the breakdown costs of construction materials. All the values are shown in Nepalese rupees with only the final cost converted to Sterling Pounds. The prices are correct as of this year but fluctuations are expected in the coming year.

Material	Cost of 1 Unit	Number of Units Needed	Total Cost
Tin roof (6 feet)	7,000	3	21,000
Cement	1,000	25	25,000
Bricks	1000 bricks for 15,000	2.5	37,500
Wood			20,000
Labour	800 per day	22.5	18,000
Transports	10,000	4	40,000
Sands	1,000	5	5,000
Stones	1,000	5	5,000
Iron rod	1,000	16	16,000
Miscellaneous			10,000
Total cost for one classroom			197,500 Nepalese Rupees = £1520

Use of IC Trust Fund

The money granted to us from the IC Trust Fund will be spent on things that were of high personal costs and for which we hardly can raise donations for. This is particularly the flight costs, which will be subsidised equally for all volunteers.

Future Plans

Aims for the Coming Year

As aforementioned, the committee sees that the Sagarmatha school is in need of further aids due to the scarcity of resources available to its children. Therefore, the current committee has decided to return to Sagarmatha school next summer. After negotiation with its head teacher, both parties have reached an agreement for Project Nepal to raise more funds, which will allow the school to build more classrooms as well as reinforcing existing ones, to help with the school's expansion and speeds up its process of reaching out to more children that live in the nearby mountains.

In addition, after witnessing the poor hygiene standards during our time at the school, the committee has decided to carry out an additional project to improve basic hygiene and healthcare in the homes of the school children. Currently, it has been decided that a calendar (due to the lack of technologies, this is the best way to spread campaign in the villages) will be designed with illustrations to teach the children on how to keep clean and supplementary lessons will be planned and delivered at the school on the next trip.