



THISWORLD EXISTS

IMPACT REPORT

SORUNG CHHABISE NEPAL 2017



“ EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.

- NELSON MANDELA

TABLE OF CONTENTS

| | |
|--|----|
| LETTER FROM THE FOUNDER | 4 |
| THE NEED IN NEPAL | 5 |
| THISWORLD EXISTS | 6 |
| EDUCATION DEVELOPMENT POLICY | 7 |
| THREE PHASE EDUCATION DEVELOPMENT PLAN | 8 |
| FEASIBILITY ASSESSMENT | 9 |
| PROJECT SNAPSHOT: SORUNG CHHABISE | 10 |
| RESPONSE TO FEASIBILITY ASSESSMENT | 12 |
| DESIGN PHASE | 13 |
| PROJECT TIMELINE | 16 |
| BUDGET AND COSTINGS | 17 |
| IMPACT REPORT | 18 |
| COST IMPACT ANALYSIS | 20 |
| CHALLENGES AND LEARNINGS | 22 |
| LOOKING FORWARD | 23 |
| THANKS | 24 |

LETTER FROM THE FOUNDER

Dear THISWORLDEXISTS community, partners and fellow inspired “change makers”,

As Founder and Director of THISWORLDEXISTS I am pleased to bring you our first-ever impact report from our first complete education project in Sorung Chhabise, Nepal.

This report marks a major milestone for THISWORLDEXISTS as it is the culmination and celebration of the collective work of our passionate international community. It marks an organisational focus to assist in the development of educational outcomes in disadvantaged communities, simply by changing the way that we travel and helping to impact the communities in which we visit. Lastly, it is a declaration to our community to understand that we value complete transparency, investing in sustainable and impactful education projects whilst sharing an understanding of how each THISWORLDEXISTS project comes to life and the value chain provided to developing communities in that we work. Through this process of reporting, we aim to promote credibility and trust behind the products and services that we offer our community. The community that in-turn engages with and supports our charitable objects.

Achievements are never accomplished alone and THISWORLDEXISTS couldn't have achieved these results without significant support from so many. A complete list of people and organisations that we would like to explicitly recognise can be found at the end of this Impact Report.

What started out as a thought to empower disadvantaged communities via education turned into a dream to build a school in an impoverished area. That dream has now become a reality and we are delighted to share with you an in-depth report from our Sorung Chhabise project in rural Nepal.

With sincerity and gratitude,



Ryan Gray
Founder & Director
THISWORLDEXISTS Ltd

Nepal is one of the least developed countries in South Asia. The national economy is largely dependant on agricultural production in this land locked country. The agricultural sector accounts for about 40% of Nepal's Gross Domestic Product (GDP) and employs over 76% of its total workforce. Resultantly, about a third of Nepal's population – mostly from rural and semi-urban areas – live in absolute poverty with limited access to basic amenities, livelihood and educational opportunities.

In addition, the massive destruction of socio-economic infrastructure coupled with the large-scale population displacement and the extensive military conscription of children and youth during Nepal's protracted civil war (1996 - 2006) not only further impeded the country's economic development and increased levels of poverty, but also deprived many Nepalese of educational opportunities. Similarly, entrenched socio-cultural practices which discriminate against women, ethnic minorities and low caste groups, as well as the general lack of educational resources in marginalised communities also continue to deprive many poor Nepalese of access to basic education.

Concerted efforts to enable socially disadvantaged and marginalised groups to have equal access to basic education through various educational programmes such as the PEP (1980), Community Learning Centres (CLCs) Programme, the Basic and Primary Education Project (BPEP 1992 - 2004), the EPF (2000) and the Education for all National Plan of Action (EFANPA, 2001-2015) have been partially successful.



NEPAL Population - 29,331,000

POVERTY RATE (less than 1.25USD/Day) - 24.8%

Total Expenditure on Education as % of GDP - 4.7%

Primary School NET ENROLMENT - 97.7% (2014)

| YOUTH LITERACY RATE (15-24 years) |
|-----------------------------------|
| TOTAL: 82.4% |
| MALE: 89.2% |
| FEMALE: 77.5% |

Nepal Government: Central Bureau of Statistics (CBS) 2011

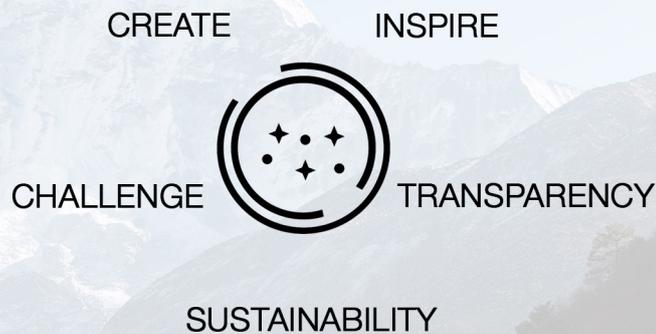
| ADULT LITERACY RATE (>15 years) |
|---------------------------------|
| TOTAL: 57.4% |
| MALE: 71.1% |
| FEMALE: 46.7% |

Nepal Government: Central Bureau of Statistics (CBS) 2011

We are travellers & explorers inspiring awareness and social change by contributing to and supporting improved education across the globe.



To change the way we think about travel.



We are developing an inspired international community of travellers and explorers that have a similar passion for adventure and social change that we do.

Our community is;

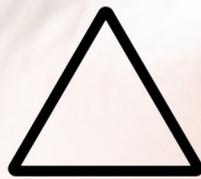
- An international group of adults (over 18 years) that have an intrepid desire to travel and experience the world whilst helping contribute to sustainable improvements to education in disadvantaged communities
- Forever learning about the world around them and about themselves. They value the freedom to interact with people of different cultures because of the rich learning opportunities
- Passionate and optimistic about being able to make the world a better place through their decisions and actions, and those of their immediate personal network in their home country
- Tolerant and patient towards the differences of others and they see these differences as an opportunity for personal growth and development
- Caring and compassionate towards the individual needs of others
- Constantly undertaking personal reflection to look for opportunities to develop into a more well-rounded individual
- Judgement free and full of gratitude
- Engaged and supportive of the THISWORLDEXISTS mission to inspire adventure and improve education in disadvantaged communities

EDUCATION DEVELOPMENT POLICY



KEEP IT LOCAL

Tradespeople
Labour
Materials



COMMUNITY

Education Need
Desire
Leaders
Empowerment



THISWORLDEXISTS

Facilitate
Generate Finances
Maximise Impact Efficiency



- The Community is always at the centre of any decision making process regarding THISWORLDEXISTS Education projects
- Sustainability of investment is paramount at all times to ensure that maximum impact is generated from any investments by THISWORLDEXISTS, our guests or third parties
- All decisions regarding any Community Development investment projects are discussed and developed in conjunction with local community or educational facility leaders
- THISWORLDEXISTS facilitate Communities to create the educational facilities they want and need. The Community is always part of the decision making, development and operation of the educational facility from the beginning
- Conditional to THISWORLDEXISTS investment, the Community make a commitment to continuing to adhere to our Development guidelines into the future
- Local workers are employed to inject our investment directly into the local community
- Where possible, local materials are used to further support the local economy
- THISWORLDEXISTS work is entirely transparent and is 100% accountable for the expenditure of its investment
- Any expenditure of funds is made public to our community via our website in the form of an impact report from each individual project upon completion

THREE PHASE EDUCATION DEVELOPMENT PLAN

THISWORLDEXISTS is passionate about investing in sustainable education improvements in the developing world to assist these communities to break the cycle of poverty.

PHASE ONE - Construct or improve the physical environment

"Make it the pride of the community"

Key objectives:

- To ensure teaching environment is able to cater for all students in that community
- To work with local providers and stimulate local economy with each project
- To use materials that will withstand the test of time
- To improve infrastructure, sanitation and visual aesthetics to ensure the school is the pride of the community

PHASE TWO - Remove barriers and improve access to education

"Ensure that no child is left behind"

Key objectives:

- To ensure all students are not limited by barriers to attend school eg. disabilities, uniform, location etc
- To work with local community about developing sustainable action plans to cater to each schools' unique situation

PHASE THREE - Improve teacher capacity, teaching pedagogy, and increase student learning outcomes

"To unlock the potential human capital in each community"

Key objectives:

- To maximise student learning outcomes by developing higher order thinking skills, real world analytical skills and problem solving skills
- To change typical comprehension or knowledge-based order of thinking taught throughout low income countries
- To liaise with local organisations to assist with improving education pathways

FEASIBILITY ASSESSMENT

Opportunities for community development are everywhere in Nepal and whilst THISWORLDEXISTS would like to support communities to develop education projects and outcomes throughout the entire country, our impact is limited due to the size of our organisation.

As an organisation, we have developed a Feasibility Assessment Tool to ensure that our Education Projects provide maximum impact whilst also maximising the sustainability of our investment.

| Criteria | Guidelines | Assessment Conditions |
|---|--|--|
| The community values education and hopes to improve the educational opportunities for their young people. | YES | If communities do not prioritise education THISWORLDEXISTS will not work in these communities. |
| Community desire to improve educational facilities and quality of teaching and learning. | YES | The community must be seeking or have developed improvements to educational programs to maximise teaching and learning. |
| Are key Community or Educational Leaders driving the change? | YES | Community or Education Leaders must drive the project, not THISWORLDEXISTS. Community and/or Educational Leadership are imperative for driving the project for successful and sustainable outcomes |
| What has the community already done to help achieve their educational desires? | Tangible projects/programs complete or in process of completion. | It is important that the community has tried and begun to enact changes to improve education outcomes for their students. |
| How many individual students will this project affect? | Minimum of 50 students | We want to ensure that we are impacting a minimum of 50 students per project per year. |
| What is the benefit of this project to the wider community? | Compulsory impact to wider community | Look for ways to amplify the impact in the community. Our Education Development policy feeds into this by sourcing local construction materials and local skilled labour. |
| How many individual students are likely to attend in the future? | Increasing | As an organisation we need to ensure that future numbers of enrolments will increase. |
| The community is committed to gender equality OR has a focus on Women empowerment. | 50:50 or better | Dramatic community development comes with empowering women in developing communities. |

PROJECT SNAPSHOT: SORUNG CHHABISE



Sorong Chhabise is a small, remote village in Eastern Nepal. Due to its remoteness, the community is still significantly underdeveloped.

Throughout most parts of the country, government, youth clubs, Non Government Organisation's (NGO), and International Non Government Organisation's (INGO) have been active in assisting with poverty alleviation projects to help combat the situation in Nepal. Again, due to the location and challenge in reaching Sorung Chhabise, until THISWORLDEXISTS began work, the village had received no outside support and when the first representatives from THISWORLDEXISTS arrived, they were the 4th and 5th foreigners to enter the community.

The main religion of Sorung Chhabise is Hinduism; accounting for almost 100% of the religious beliefs in the community. Previously, ethnic groups had other beliefs but when they came in contact with Hindu culture and the influence of Hindu people, they soon adopted the Hindu faith. Other religions in Nepal include Kirant and Buddhism.

Women's rights in Nepal are undeveloped to say the least. In Nepal, Women are assumed to be weaker than men in every aspect. As development increases, this belief is starting to become less prevalent thanks to improvements to education and National awareness progress.

According to the Central Bureau of Statistics (CBS) in 2012, there are 9 wards (administration centres) in Sorung Chhabise which are categorized by geographical location.

The Caste system is also widely used in Nepal, similarly in Sorung Chhabise. The Brahmin Caste is the highest and Shudra is the lowest. Kshetriya Caste and Vaishya sit in between these two Castes. The Caste system, whilst becoming less relevant in more educated communities, determines everything from the type of work you can perform, how and when you eat, and who you can and cannot marry.

According to the CBS (2012), the total number of households in Sorung Chhabise is 718 and the total population was registered as 3755. Among them, 1847 are male and 1903 are female. Almost half of the population is aged below 15 years (1541 in total).

Local economy is limited with the overwhelming percentage of occupations being agriculture or farming based. Some males go to work in other countries to earn money, with few becoming teachers or finding other small jobs in the main cities of Nepal.

Until democracy was established in the community, the caste system (whilst still heartbreaking today) was absolutely devastating. The low caste people would be discriminated against and tortured by higher caste people as they were deemed “untouchable”. Three groups of the Shudra Caste; Damai, Kaami and Sarki, are historically classified as “untouchable”. This rigid system outlined in religious beliefs is based entirely on family heritage and an individuals last name. Education, among other things have helped combat the caste system, reducing it’s prevalence and of course it’s effects on poverty.



EDUCATION SNAPSHOT

There are two kinds of schools in Nepal: Government Schools and Private Schools.

Generally, the Government schools provide tuition in Nepali and the Private schools provide tuition in English. English language is seen as a very important skill for young people to attain high paying jobs in the tourist or charitable sectors.

In all of Sorung Chhabise, 11 schools are registered. Among them, there is only one English medium school, the Model Namuna English School.

Schools are a minimum of 3 kilometers apart with the largest distance being 10 kilometers. Add the steep hills and winding paths to these distances and they become even further apart.

According to the CBS in 2012, only 63.21% of the Sorung Chhabise population has received more than 5 years of education in their entire life. This education includes study groups and non-formal education groups.

The minimum distance travelled to school by children attending the Model Namuna English School was 3 kilometers and 11 kilometers was the maximum. The average distance travelled to school was 7 kilometres.

Almost 10% of the population in Sorung Chhabise are classified as high class, approximately 30% are middle class. The remaining (60% of the population) population are low class and live a lifestyle where a day's work contributes to their essential daily needs.

The adult literacy rate is poor, just above 30%. This rate has seen a recent increase, attributed to non-formal classes managed by the government. Youth literacy rate (5-25 years) is significantly higher at almost 100%.

RESPONSE TO FEASIBILITY ASSESSMENT

| Criteria | Guidelines | Notes | Assessment |
|---|---|---|--|
| The community values education and hopes to improve the educational opportunities for their young people. | YES | If communities do not value education THISWORLD EXISTS will not work in these communities. | Many families send students to the Model Namuna English School instead of the public government school due to quality of education and perceived opportunities provided to them |
| Community desire to improve educational facilities and quality of teaching and learning. | YES | The community must be seeking or have developed improvements to educational programs to maximise teaching and learning. | Prem Kumar Khatiwada had a dream to deliver quality English instruction to the students of Sorung Chhabise. Started in 2009, the Model Namuna English School was created out of limited community funds. |
| Are key Community or Educational Leaders driving the change? | YES | Community or Education Leaders must drive the project, not THISWORLD EXISTS. Without Community or Educational Leadership, THISWORLD EXISTS will not work in a community. | Prem Kumar Khatiwada developed the idea of the English School back in 2009. Today local dignitaries including Anish Sharma, Bagawati, and local politicians are driving the change. |
| What has the community already done to help achieve their educational desires? | Tangible projects/ programs complete or in process of completion. | It is important that the community has tried and begun to enact changes to improve education outcomes for their students. | The Model Namuna English School was started in 2009 but due to an accident, the facility was burnt down in 2012. This school was created out of local community funds twice. The land for the extended school and current setting of the Primary School was donated by Prakash Raut. |
| How many individual students will this project affect? | Minimum of 50 students | We want to ensure that we are impacting a minimum of 50 students per project per year. | There are currently 66 students attending the Namuna Model English School. Upon completion, we hope to allow 100 students entry and grow gradually from there. |
| What is the benefit of this project to the wider community? | Compulsory impact to wider community | Look for ways to amplify the impact in the community. Our Education Development policy feeds into this by sourcing local construction materials and local skilled labour. | Direct injection of \$2,020,000 NPR into local economy. Estimated expenditure of Volunteers during time in village \$240,000NPR Total \$2,260,000NPR (\$21,173USD) |
| How many individual students are likely to attend in the future? | Increasing | As an organisation we need to ensure that future numbers of enrolments will increase. | Current enrolment numbers: 66 Estimated enrolment numbers in 2019: 100 Estimated enrolment numbers in 2025: Maximum of 180 students |
| The community is committed to gender equality OR has a focus on Women empowerment. | 50:50 or better | Dramatic community development comes with empower women in developing communities. | Current ratio of 1 girl to 3 boys |

Our Education Development Policy includes many key points related to the design phase of our projects. Most importantly we aim to source local materials to maximise the investment into local communities, reduce transport costs and environmental impacts.

THISWORLDEXISTS worked with Architects Simon Wubbels (Germany) and Maria Vittoria Monaco (Italy) as well as the local community to develop an educational facility that would cater for the community needs, endure local weather conditions whilst creating a positive learning environment, satisfy our THISWORLDEXISTS Development Policy and be resistant against future damage from earthquakes.

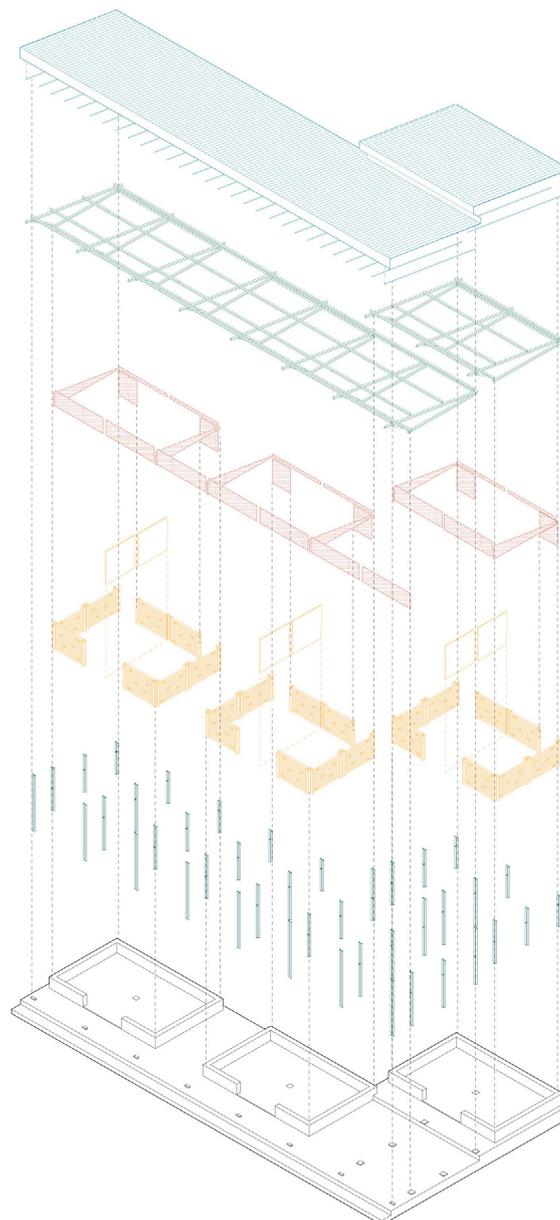
With these elements in mind, the Sorung Chhabise Education Project predominantly used bamboo, concrete and rock.



The shade
Shade and ventilation system out of light bamboo stripes.



The pillars
Modular bamboo pillars and detail of the wall connection.



The beams
Light tin roofing and modular beams system.



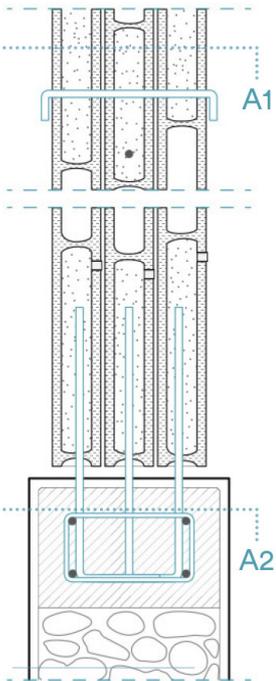
The walls
Light bamboo modular wall and facade detail.



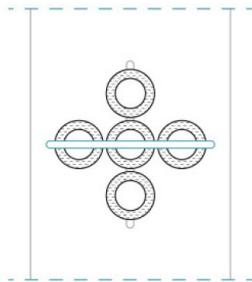
The platform
Reinforced concrete walls of the 3 blocks, containing 6 classrooms.



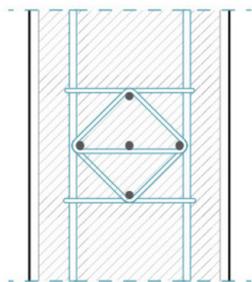
Detail A



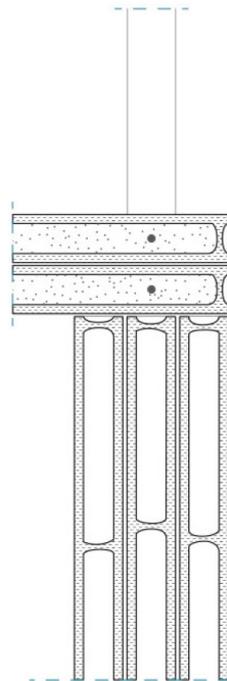
A1



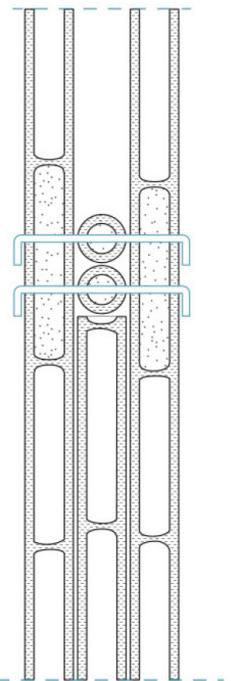
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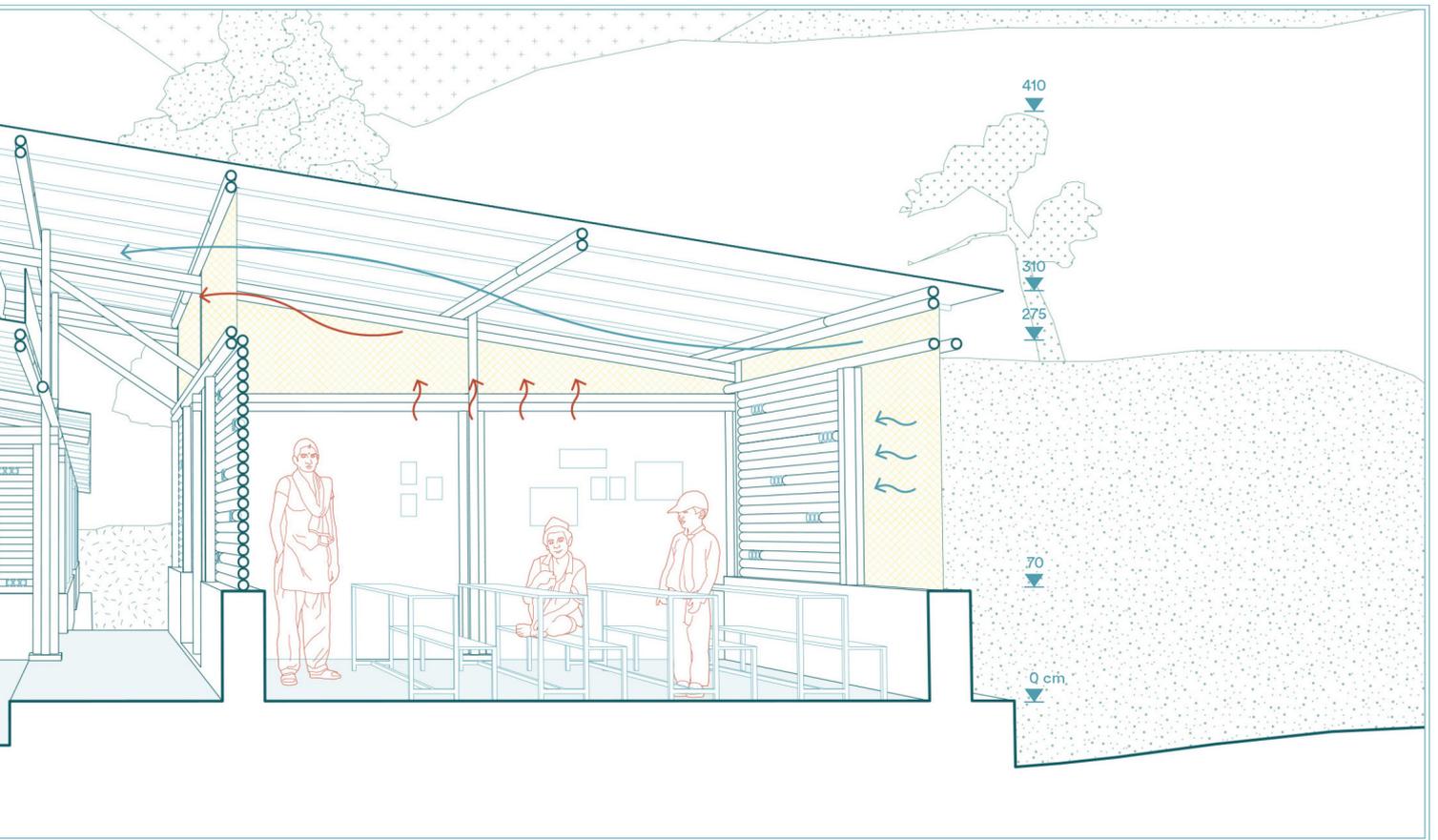


Detail B Side

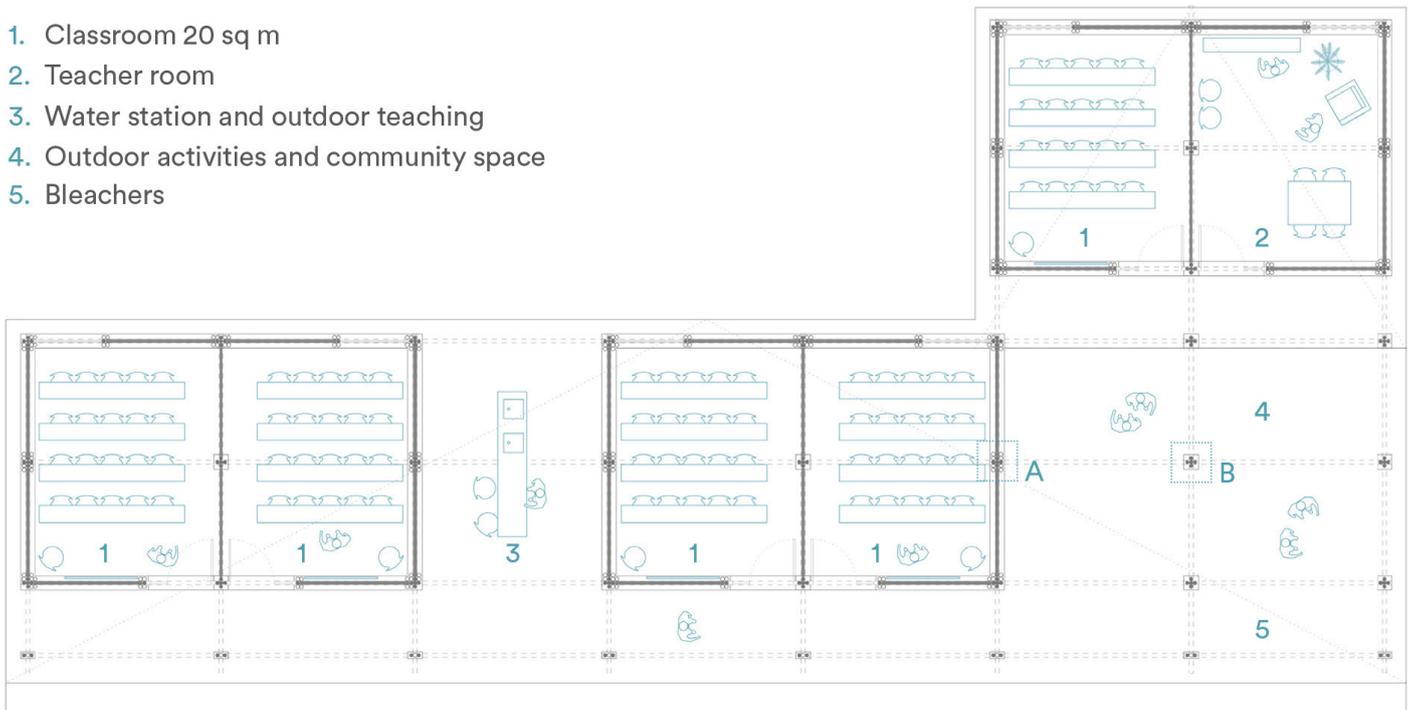


Detail B Front





1. Classroom 20 sq m
2. Teacher room
3. Water station and outdoor teaching
4. Outdoor activities and community space
5. Bleachers



0 m 2 4 8

PROJECT TIMELINE



BUDGET AND COSTINGS

| ITEM | ITEM DESCRIPTION | TOTAL COSTINGS | BREAKDOWN | PERCENTAGE |
|------|---|----------------|-----------|------------|
| 1 | Project Management | 100,000.00 | | 4.89% |
| 2 | Workers Payments | 548,440.00 | | 26.82% |
| a. | Full-time Masons | | 488440.00 | |
| b. | Part-time Masons | | 60000.00 | |
| 3 | Equipment Purchase | 100,000.00 | | 2.20% |
| 4 | Excavation | 548,440.00 | | 2.93% |
| a. | Land Clearance | | 45000.00 | |
| b. | Leveling | | 15000.00 | |
| 5 | Material Cost | 1,032,300.50 | | 50.48% |
| a. | Roofing | | 179330.00 | |
| b. | Cement | | 274600.00 | |
| c. | Paint | | 126105.00 | |
| d. | Sand/Gravel/Rocks with delivery | | 293000.00 | |
| e. | Iron Rod | | 99895.50 | |
| | Iron Wire | | 26722.00 | |
| f. | Other (Nails, J hook, Bolt Brush etc) | | 32648.00 | |
| 6 | Delivery Cost (Other Materials/Equipment) | 60,810.00 | | 2.97% |
| 7 | Furniture | 87,149.00 | | 4.26% |
| a. | Iron Steel with Welding | | 48777.00 | |
| b. | Wood | | 38372.00 | |
| 8 | Fencing | 66,270.00 | | 3.24% |
| a. | Compound Wire | | 21920.00 | |
| b. | Retaining Wire | | 21600.00 | |
| c. | Barbed Wire | | 22750.00 | |
| 9 | Miscellaneous (Bamboo cutting, cleaning, carrying, Extra Tip for workers, unbilled local materials etc) | 45,000 | | 2.20% |
| | TOTAL | 2,044,919.50 | | |

Note: Estimated cost of unpaid Bamboo and Rock material NPR.125000 (Donated by local community people)

Total conversion of USD 20,000.00 is NPR 2,100,000, from which, we will carry forward the remaining funds to our Sankhu Project, estimated to be NPR 55,080.50.

PROJECT RATIONALE

Due to the isolated location and challenging environmental conditions in Sorung Chhabise, it is a significantly disadvantaged community. Most families live a subsistence lifestyle due to a poor local economy.

Despite this, key community leaders generated a small amount of money to develop a facility aimed at maximising the educational outcomes and aspirations of its young people. The Model Namuna English School was developed, but due to limited funds and poor building techniques, the school quickly became dilapidated.

Their intention to improve the quality of education provided in the community was unquestionable and considering the results of our THISWORLDEXISTS' Feasibility report returned a more than satisfactory result, we knew that we could help make a difference.

Included below is a high-level summary of the impact created in Sorung Chhabise to date through our THISWORLDEXISTS Education project.

Phase One: Educational Facility Development

Previous Facility

Bamboo construction
Clay mortar flooring
Clay and rock foundation
Second hand steel roof
4 x 6m² Classrooms (3m x 2m)
1 x 6m² Office (3m x 2m)

THISWORLDEXISTS Facility

Reinforced bamboo construction designed to maximise natural heating and cooling based on local conditions
Concrete floors and foundations
5 x 20m² classrooms (4 m x 5 m)
1 x 20m² office (4m x 5m)

IMPACT STATEMENTS

Buddhi Bhattarai (Guardian) - “When this school (was) established, my children started learning English which is very important to learn in the era of globalization.”

Bhupendra Thapa (Parent) - “Before, my sons were attending the government school. They were like deaf and dumb. But when I shifted them to this English school, they started to build up their confidence and they started to be more practical as the school taught them (in a more) practical way.”

Prem Khatiwada (Principle/Parent) - “I founded this school with the concept of allowing the community to learn (the) English language. English is (an) international language that can be used everywhere. It is helping us get more students every year; which shows that the community have an interest to learn English. We are trying our best to make the kids capable of reading, writing and speaking in English.”

Anjal Thapa (Student) - “This English medium school has made all of us, capable of reading, writing and speaking the English language. We can live knowing two languages now- wherever we go we can communicate, because these days English is in every part of world and everybody understands it.”



\$20,000USD INVESTED



5 LARGE 20M² CLASSROOMS

**INCREASED SCHOOL CAPACITY
150 STUDENTS/YEAR**



**240,000NPR SPENT IN
VILLAGE BY VOLUNTEERS**

**MAXIMUM
1500 STUDENTS IMPACTED
OVER 10 YEAR PERIOD**



\$13USD PER EDUCATED STUDENT

The entire community of Sorung Chhabise is affected by poverty. Regardless, Parents and Guardians value their children's education, in particular English education. English is seen as a skill that will allow people to work in the lucrative tourist industry in Kathmandu or Pokhara.

The Model Namuna English School (THISWORLDEXISTS Project) provides a higher level of education compared to nearby government school. School is not free (\$50USD per year can cover school fees, uniform, learning materials and food for one student) and unsurprisingly, many of the students' families are unable to afford this.

Everybody in the community knows that education is the most important thing in life through which they can develop and provide better conditions for themselves and their families.

After a relatively small investment of \$20,000USD by THISWORLDEXISTS and our volunteers in September 2016 and January 2017, we were able to fund 5 x 20m² classrooms and an office of equal size.

Currently, our Sorung Chhabise project is educating 66 students. This number reflects the previous quality and limited capacity of the facility to cater to a greater number of students (Classrooms were 6m²).

After completing the new and improved school facilities, THISWORLDEXISTS now shift focus to reducing barriers for school aged children in the community to access higher quality education. In addition, THISWORLDEXISTS will commence teacher training to improve teaching capacity and maximise student learning outcomes in Sorung Chhabise.

CHALLENGES AND LEARNINGS

There were many times throughout the process in which we as an organisation were challenged and provided with opportunities to learn.

Sorung Chhabise is, of course, a remote community village, and therefore the first challenge we were faced with was access. There is not a proper road for vehicles to get all the way to the village which made it challenging to receive materials. Furthermore, in rainy season, the roads become unsafe for almost all vehicles. The tractor that delivered items from the nearby town of Katari, could not pass in some of the wettest months to deliver required materials. During monsoon, Simon and Maria (Architects), were waiting for a delivery for 21 days before it arrived.

During the festivals of Dashain and Tihar, everybody in the community takes holidays to celebrate. This meant that during these periods, all of the workers spent time at their homes, with families and friends. This wasn't the only challenge with the workers - paid work is obviously extremely valuable to the workers and their families, yet tasks at home always took priority, especially around harvest time (Sorung Chhabise is largely an agrarian society).

The learning around reliability of workers and their priorities was something that delayed our estimated completion date, as well as the unsuitable work conditions in monsoon time.

In the case of communication, everybody has a cell-phone, meaning we could contact the workers whenever needed. Signal is not reliable in the Sorung Chhabise valley, however, which became a challenge when communicating with THISWORLDEXISTS directly from the project site.

Our project coordinator, Suman Bhattarai, acted as an integral part of the team for the construction, including translating with our engineers, THISWORLDEXISTS representatives and volunteers.

Common in developing countries, safety standards are not at the same level as we are accustomed. Part of our role was keeping the workers safe by introducing safety glasses, gloves and closed footwear. Similar expectations were provided to our volunteers when working on the project.

During time in the community, volunteer experiences were varied, some found the work incredibly tiresome while others couldn't get enough work. Managing these expectations and having no specific work expectations helped solve this problem. Structuring time for community activities and spending time with the villagers and workers were some of the highlights of our volunteers. Ensuring our volunteers understand that our fundraising dollars deliberately hire local tradespeople and the construction of the school doesn't depend entirely on how hard they work during their time in the village is important. We want to provide a rich cultural immersion opportunity to our guests also, and form relationships that stimulate ongoing support to the project they have spent time working on. Furthermore, communication between local tradespeople and THISWORLDEXISTS was challenging at times. Expectations that things proceed as they would back home in our respective countries is unreasonable and it is important that we work as efficiently as possible within the guidelines of our project manager and local workers.

We also need to point out the significant learning that the local tradespeople experienced during this time. Simon and Maria taught them their building techniques using bamboo, steel and concrete to ensure the development is earthquake resistant. Presumption of skills was also a big learning opportunity from the THISWORLDEXISTS team. When provided paint, the local builders flicked it on like mud as they had never before used a paintbrush.

In future projects, labour will be a fixed price and not paid for by the hour or day. This impacted our budget by about 20% and inefficiency continued throughout the project. Stronger project management may help to circumnavigate this also.

We are pleased to announce that the new Sorung Chhabise education project is up and running and currently open for business.

As we look forward to our community development project in Sorung Chhabise, three main points stand out as important.

Stage One

The next stage of physical environment is a toilet facility, water capture and storage system as well as a sanitation station for children and staff.

This is estimated to be completed by mid 2018 with support from our September 2017 and January 2018 groups.

Stage Two

Currently in operation, the scholarship programme with the help of Mr. Anish Sharma (Safe Himalayan Community Project) and our THISWORLDEXISTS guests, specific children are selected for the scholarship program based on their need and academic history. Joanne Lardner returned from our January 2017 trip and crowdsourced enough funds to support 13 children for the 2017 school year. There are many children and families in need and we cannot support all families. THISWORLDEXISTS and SHCP have promised to support an equal number of female and male children.

The commitment of the community is, "Every individual (person) of the community will get an education/should get education which is the most important thing to improve the other side of life and change, develop and move towards progress and to better position as well."

Stage Three

In line with our development policy, focus is shifted towards improved student learning and teacher capacity. THISWORLDEXISTS has developed a volunteer program in which external teachers can spend time in the community working with the teachers and the students. Furthermore, we are waiting on funding to invest in teacher training from Kathmandu for the teachers of Sorung Chhabise.

THISWORLDEXISTS are excited about maintaining an ongoing relationship with the community of Sorung Chhabise as we work to strategically implement education development programs to assist the community in achieving their educational goals.

Depending on support from our THISWORLDEXISTS community and recruitment of education-based volunteers, we would like to experiment with development of existing pedagogical approaches and implement trials of Direct Instruction, Creative and Analytical tasks, Computer Literacy and Research skill development.

THANKS

A project like this doesn't just happen and there is a long list of people that THISWORLDEXISTS would like to sincerely thank and recognise for their outstanding commitment to this project and the people of Sorung Chhabise.

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Guests from September Group 2016; Trent Matthews, Jay Matthews, Ella Dean, Kate Lynch, Lauri Myllymaa, Isaiah Whitsett and Nina Brown.

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Teachers of the school

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