NEPAL EARTHQUAKE REPORT SUMMARY 2015

LOGGED ON Foundation

Our condolences go to the victims and their families of the terrible earthquake that shook Nepal on Saturday 25 April 2015 and the subsequent quakes that added to the suffering and devastation.

Major outcomes

8
schools assisted in 4 districts

2,400+
children benefited

3
water filters installed

14
classrooms (materials provided)

250
children supplied with stationery

A call to action

Less than an hour after the devastating earthquake hit, we received word from our team in Nepal that they and their families were safe. We were saddened to see the news reports of the destruction and escalating death toll that eventually reached over 9,000.

Since 2011, the Logged On Foundation has been working in Nepal with local people, businesses and community groups who share a vision for creating educational opportunities for children. We have built lasting friendships and trusting relationships that have been founded on an ethos of partnership in community development.

Nepal and its people are therefore very close to our hearts and those of our supporters, so following the disaster we were determined to help in any way we could. Within a few days we formulated our official response, put out a call for support, pushed ahead with our fundraising events, and started planning an on-the-ground assistance strategy with our Nepal team. Within five weeks we raised over $25,000 (20 Lahk Rupees) and our Australian and Nepal teams came together in Pokhara to begin executing a program aimed at helping to repair and revive schools affected by the disaster.

With one million children left without access to proper classrooms, Logged On will continue to seek public support to help children return to a safe place for learning.

Logged On has benefited over 4,000 individuals in Nepal by working with more than 13 communities through our scholarship, technology and education, earthquake assistance and volunteer teaching programs. Our call to action is grounded on our commitment to the education of children and so our focus has been on supporting schools in their efforts to return to a normal routine and provide a quality education as best as they can in difficult circumstances.

We discussed what the most pressing needs of the communities we helped were with government officials and school Principals. Having considered carefully their needs and how we could best use our local resources and the funds raised, we chose to support eight school spread across four districts of Nepal. Our support program focused on three core areas: assistance in school reconstruction efforts; ensuring the health of children; and providing supplies and equipment for education.

Most of our attention was focused in the Gorkha District, the location of the first and most powerful earthquake, and our first step was to seek permission from the government to conduct our work.

We would like to give special thanks to Hari Aryal, District Education Officer, and the Gorkha District Education Office for granting us permission at short notice and for their support and advice.

We also assisted one school nearby to Gorkha in the Tanahun District and two schools in the Dolkha District. Dolkha was located in the middle of two of the strongest earthquakes to hit Nepal in April and May. We also provided the funds to commence the construction of a new school in the Kaski District for children from the Upper Mustang region.

Photo: Logged On accepting a letter of authority from the District Education Officer to conduct work in schools in Gorkha District.

We are proud of what we were able to achieve with modest funding and in a very small time-frame. We were also able to enter three new districts where we hope to be able to strengthen our relationships and forge new projects that not only aim at helping communities to restore the normal functioning of their schools, but to continue with educational assistance initiatives that we have brought to other districts in Nepal.

This report outlines the first wave of projects delivered. We hope that it not only shows the strength of our commitment, but also the capacity of our talented coordinating team in Australia and Nepal who are more than able to deliver the best possible outcomes with funding provided.

Dear friends

What a pleasure it has been for me personally to have been involved in helping communities to recover from the terrible tragedy that struck Nepal earlier this year. I was inspired by the generosity of people from around the world who entrusted us with their donations and their sincere and heartfelt desire to help. It was also an honour to be part of a wonderful Australian and Nepali team who worked incredibly hard side-by-side to raise the funds and execute the projects in Nepal under very tight deadlines and in sometimes dangerous conditions. With a modest amount of funding that was raised in a very short amount of time, the team was able to help 8 schools spread across 4 districts of Nepal. I think this is an outstanding outcome and my sincerest thanks to all of the individuals and businesses who were involved in the effort in Australia and Nepal.

I have nothing but praise for the Nepali people for their resilience. Almost immediately following the earthquake, I watched as hundreds of self-organised Nepali groups working all over the country were quickly mobilised and were sharing information globally, raising funds, and using whatever resources they had to deliver critical aid and support.

In the villages we assisted, we saw the results of communities coming together to start the recovery process. Within weeks, entire schools consisting of 'tin shed' classrooms were built from the rubble of collapsed buildings, and children were trying as best as they could to return to a normal learning routine despite the difficulties and the trauma of a disaster which has left them scarred.

When we were visiting what was left of Kathmandu Durbar Square, I photographed a man with a large Nepali flag, followed by a number of children, who climbed on top of the rubble of one of the former temples (report cover photo). They waved the flag in support of national pride and as I watched I remembered a phrase that was becoming popular through social media, "Nepal - we will rise again". Given my experience of the dedication and will-power of the communities and people that we worked with in Nepal, I have no doubt that they will rise to even greater heights in the near future.

We present the outcomes from our Nepal Earthquake Appeal in the form of a shareholders' report. Donors and supporters have invested in the betterment of the lives of others in a time of great destruction, irrespective of national borders, and we are proud to report on the success of that investment.

Mark Pinoli
Chief Executive Officer

"The successful outcomes from our small but heartfelt contribution to Nepal could not have been possible without the dedication and support from the following Nepali citizens"

Sudip Aryal
Country Coordinator
Sudip was coordinating earthquake relief efforts for a number of organisations including the World Organization of the Scouts, The Door Foundation and Lions Club International, but the majority of his time was spent in the Gorkha District as Cluster Coordinator for the United Nations Development Program (UNDP). Sudip dedicated his spare time probono to coordinating Logged On's efforts in Nepal. His extensive experience with working with the government, NGOs and INGOs, his unrelenting efforts and skillful negotiation and project coordinating skills were the key elements in ensuring the success of our work in Nepal.

Sital Muskey
Gorkha Coordinator
Sital is a well-respected business man in the Gorkha District. He is Charter President of Rotary, past President of Lions Club and Gorkha Chamber of Commerce, Founding President of Leo Club, Committee Member of Lions Eye Hospital, and the list goes on. It was through Sital's efforts and extensive network that we were able to achieve a quick and successful completion of the Gorkha projects. We initially planned to help three schools in Gorkha, but Sital refused a wage which we offered him and requested that it be donated to an orphanage and school. So we helped a fourth school thanks to his generosity.

Phurba Lama
Dolkha Coordinator
Phurbha volunteered to help us coordinate projects in two schools in the Dolkha District. Phurba's background is in education and he taught English and Maths in a government school for nine years. He became a public servant after which he completed training to become a ESL teacher. He has been trained by the British Council in delivering teacher training programs and regularly works for RTC English in Kathmandu. Phurbha has also been actively involved in community development and has coordinated the construction of school facilities and the installation of computer labs in three schools. After the earthquake, he was involved in the construction of 16 temporary homes and the supply of relief materials in his village.

Kavita Thapa
Tanahun Coordinator
Kavita is a Masters graduate who worked as a socio-economic and GIS expert for the Nepal government and is currently project coordinator for the Spanish NGO Fundación Solidaria TAI. Kavita coordinated our efforts in the Tanahun District and she, along with Purna and Bednidhi Adhikari (Annapurna Ecovillage and Amrit Treks), were the technical experts who prepared and installed the Slow Sand Water Filtration units in three schools in Tanahun and Gorkha Districts. Logged On has had a long association with Amrit Treks and the Annapurna Ecovillage who have worked closely with us on community development and assistance programs in Nepal since 2011.

Fundraising efforts

We had a little over four weeks to complete a fundraising campaign so we focused our efforts on charity dinners in Australia and an online appeal through our social media sites, website and email lists.

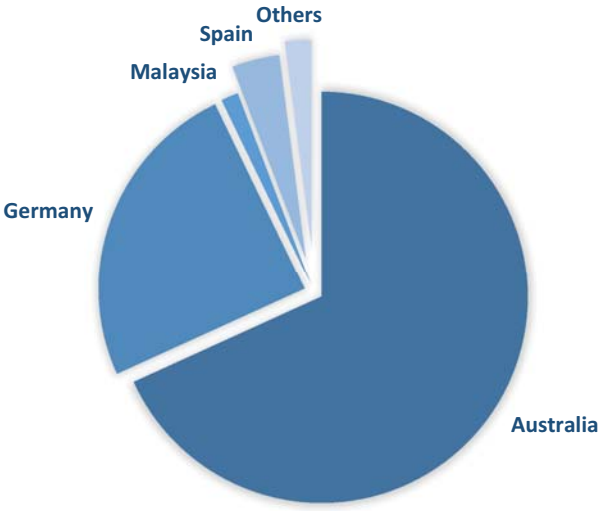
Prior to the disaster, we had already started planning fundraising events in the cities of Perth and Melbourne in Australia for the purpose of raising money to help build a school for children from the Upper Mustang region. After the earthquake, we had intense interest from supporters to become involved in fundraising efforts and felt the urgent need to raise money for the victims of the disaster. We therefore increased our efforts in preparing for the events and are happy to report that tickets to both dinners were sold out.

Melbourne Dinner: the event was held at the Downunder Curry Nepalese Restaurant on the 8 May 2015. Our guests enjoyed a sumptuous three course Nepali meal and kicked back and relaxed to a set of jazz tunes from Emily Domingo and the Gareth Voigt Quartet. We would like to thank all the individuals and businesses who contributed to what was a very success evening, and especially Monica Lamperd for her enormous effort.

Perth Dinner: the event was held at a private residence hosted by Gabriel and Chris Olszewski on the 16 May 2015. Chris and Gabriel not only hosted the event, but also cooked the meals and we are incredibly grateful for their generosity. We would also like to thank Karsha Syed and Iain Fisher for the generous contribution and Bev Langdon for her efforts during our entire campaign.

Online Campaign: We were overwhelmed by the response from our social media and email campaigns as well as our supporters who spread the word about our earthquake appeal. Thanks to our friends at the Annapurna Ecovillage and Amrit Treks Nepal for spreading the word to friends around the world.

Special thanks to Hannes Baisch and his friends in Germany who ran their own fundraising Dhal Bhat lunch. Thanks to: Mindy Saunders and her wonderful



Country of origin of donations

friends for running a fundraising dinner in Perth; RMIT University Bundoora in Melbourne and especially the Cakes for Nepal team - Larrisa Fry, Tahn Haimon and friends; Maria de los Angeles Mena Mateos from Spain; and SMK St. Thomas Kuantan School in Malaysia for their generous fundraising efforts for Nepal as well.

Finally, we would like to thank all of the supporters from Australia, Germany, Malaysia, Netherlands, Norway, Spain and the USA who donated to the earthquake appeal fund.

Our approach

COMMITMENT TO DONORS

We made a number of commitments during our fundraising events and online campaigns about how we intend to use the funds raised and we are proud to report that we have honoured them:

1. Funds raised prior to the end of the 2015 financial year went to the earthquake appeal fund and 100% of donations went to Nepal to support the projects.

2. Our efforts in Nepal were coordinated by our In-country Coordinator and a number of District Coordinators. I was also in Nepal for 4 weeks to assist, assess and ensure that funds were directed in the best way possible.

3. We assisted in the 'second line' of relief four weeks after the disaster when rescue, food, medical care and short-term shelter efforts were largely completed. Most of the funds were used to provide the materials to help in the rebuilding efforts within schools.

4. During our fundraising dinners, we made a commitment to use some of the funds to start the construction of a new school in Kaski District. We were obliged to honour our commitment made prior to the disaster and in a time of great destruction, helping to build a new school is a good idea. We are happy to report that funds have been made available to start the construction of the foundations of the school.

OUR ASSESSMENT

In most of the communities we visited, we found that many if not most homes were uninhabitable. Families were living in areas adjacent to their damaged homes in temporary shelters made of tin sheets or plastic tarps. Access to education, clean drinking water and sanitation, particularly for children, was seriously curtailed. Personal items were also lost, including food and materials used for cooking, and many families were not staying inside buildings especially at night; rather they were living in open areas because of the fear of their homes collapsing from another earthquake.

Classrooms were either seriously damaged or completely destroyed and toilets at many of the schools were also destroyed. Teachers conducted classes in tents, existing buildings that had their walls demolished (because they were in danger of collapse), or temporary classrooms that were constructed from bamboo or salvaged timber with corrugated iron sheets for the roof that were either donated, or salvaged from the rubble.

UNICEF warned that children in Nepal faced an unprecedented emotional toll as they dealt with the devastating consequences of the earthquakes. We found this to be the case with children distressed by the destruction in their communities and were fearful of more earthquakes occuring. When I spoke to the children about how they felt, they told me of the fear they had of more earthquakes coming and how they cried when they came to school and saw the destruction.

UNICEF estimates that nearly 1 million children in total have been severely affected by the disaster

PROJECT IMPERATIVES

The first earthquake struck at the end of April and the second major one in mid-May. Nepal's monsoon season normally runs from late June to September. We commenced our work in Nepal in the first week of June and had little time to implement our program before the start of the rains. With the monsoons comes a higher than normal risk of landslides that block roads and towards the end of June we experienced disruptions to our schedule three times because of slides.

Roads become even more difficult if not impossible to pass at this time and hence we would have been unable to transport materials during the July to September period. Most important is that any temporary classrooms need to be ready and structurally sound before the start of monsoon and with such little time, no serious widespread rebuilding effort could take place in remote areas before the start of monsoons.

Also, schools were not generally permitted to start rebuilding permanent classrooms until the government formulated an official policy regarding rebuilding them to meet earthquake resistance requirements. The immediate policy was for schools to use tents or available material to build Temporary Learning Centres (TLCs) as quickly as possible so teaching could continue. TLCs would provide a temporary solution until an official rebuilding policy was in place.

OUR RESPONSE

Given the restrictions of impending rains and schools racing to build TLCs, the need to wait for the government to formulate a policy, and the resources available to us, we decided to focus on three core areas.

Health

When families are living in temporary shelters, disruption to normal hygiene and sanitation practices increases the risk of disease. Perhaps the greatest risk comes from drinking contaminated water, especially during the monsoon season when rains flush contaminants into the water supply.

In the areas that we were working, we observed that some of the water supply systems were damaged and families were left to collecting water from whatever sources were available. Toilets, particularly in schools, were destroyed as well which possesses an even greater risk of contamination.

Access to pathogen free water in rural areas can be a challenge at the best of times. A 2011 government survey found that 82% of drinking water supplies in Nepal are contaminated with faecal bacteria. About 11% of Nepali children have diarrhoea at any given moment, which contributes to the stunting that affects more than a third of the nation's children (UNICEF Nepal WASH Annual Report 2014).

During round table meetings between the government, NGOs and INGOs, as well as our oberservations during our field trips, we observed that there was little attention being paid to the implementation of a long-term water treatment solution. Most agencies working in the water and sanitation area were only providing chemical water treatment tablets.

OUR SOLUTION: to commission the installation of a slow sand water filtration system at three school so children would have access to safe drinking water.

In 2011, we became aware of a health research project in the Dhital VDC area, the location of the first Logged On project. The project was funded under the auspices of the Japan International Cooperation Agency (JICA) and was a collaborative effort between Kobe Tokiwa University, Kobe University, and the Nepal Medical College. The outcome of their research was aimed at improving the health condition and livelihood of the community through improving the quality of drinking water. They designed and installed a slow sand water filtration system in a number of schools and conducted health checks and water testing over a number of years to demonstrate the efficacy of the water treatment system in improving health (visit http://dhital-water.digi2.jp).

The project concluded successfully and the filtration systems have been in operation for a number of years. New filters have been installed by locally trained individuals since 2012, and 2015 our long term partners, the Annapurna Ecovillage and Amrit Treks took on the job of installing filters on request. We were pleased to have had the opportunity of engaging the team in their first commercial project and they worked with us to bring the filtration system to the Gorkha and Tanahun districts.

The system represents, to the best of our knowledge, the first non-chemical and sustainable medium size (500 L) water treatment solution of its type that has been installed in earthquake affected areas to decrease the risk of disease. We also installed the system in response to the ongoing issue of children not attending classes or not able to learn effectively as a result of illness caused by contaminated drinking water.

Contaminated drinking water causes diarrhoea, cholera and other diseases. Children are most vulnerable because their immune system is still developing.

Slow sand filtration systems are the cheapest, simplest, and most efficient method of water treatment for use in rural areas. It is a long-term sustainable solution that has a low installation cost and is simple to maintain. It has the advantage over other methods because local materials can be used for its construction and local people can install and maintain the system.

Rebuilding

Given the impending monsoons and the need to wait for a formal reconstruction policy to be developed, we were restricted in what we were able to achieve in terms of our efforts to help rebuild.

We took two approaches which depended on the individual needs of the schools and what was able to be achieved at the schools. Since we could not realistically provide a program of rebuilding entire classrooms, we decided to help as many schools as we could with roofing material and steel trusses that would be the framework for further construction efforts after the monsoons.

Photo (top): water filtration system with three buckets (plus a fourth as a spare) and the holding tank in the foreground. Unfiltered water trickles into the top bucket and then passes through sand of a certain particle size. The water then passes through and feeds into the second bucket sand filter of a different particle size. The same process occurs through a third sand filter bucket before it enters the holding tank ready to drink. Maintenance lies almost wholly in the cleaning of the filter-beds, which may be carried out by locals manually. No chemicals or other materials are needed in the process.

1. We provided Corrugated Iron Sheets (CGIS) to a number of schools that were used as roofing for Temporary Leaning Centres (TLCs) or for existing permanent but damaged buildings. The major effort of the government, NGOs, and INGOs in the Gorkha District at the time we arrived was in providing either CGIS to communities for housing in preparation for the monsoons, or a cash equivalent that families could use for other purposes.

2. During our survey of the schools, we found that classrooms constructed from brick or stones with no reinforcement suffered from serious damage or were totally destroyed. Reinforced solid concrete classrooms were relatively untouched. Classrooms built with steel structures, or trusses that consisted of a steel frame and CGIS roofing remained intact, but the brick/stone that were used for the walls were damaged.

Photo (top): In-country Coordinator, Sudip Aryal and Gorkha Coordinator, Sital Muskey, inspecting reinforced metal trusses commissioned by Logged On and destined for two schools in the Gorkha District.

Based on our observations and discussions with our Nepal team, the communities we assisted and the District Education Office, we decided that providing steel trusses and CGIS roofing for the equivalent of six classrooms was a solid long-term solution and achievable given our budget and the aforementioned constraints.

The benefit of this approach was that the trusses could be constructed, transported and installed in schools before the start of monsoons for immediate use despite not having walls, because this was the situation with existing TLCs made with CGIS and bamboo/wood. TLCs would eventually needs to be removed once construction of new classrooms begin, but the truss frames would remain.

After the rains, and in alignment with any government rebuilding requirements, walls could be then built around the steel frames according to regulations.

To the best of our knowledge, no other organisation in theses areas were installing long-term solutions for reconstructing schools in this manner. The focus was on installing TLCs which would eventually need to be removed.

"It will take at least three years to overcome the earthquake's damage and run classes in permanent structures."
Nepal Education Department

Photo (right): school stationery and other supplies being delivered to the Shree Chandra Kala Lower Secondary School.

Education & Welfare

After two devastating earthquakes and countless aftershocks, Save the Children and UNICEF have both elaborated on the psychological trauma caused by the earthquake stating that it could take years for some affected children to recover emotionally.

Our assistance program outlined in this report is one that focuses on supporting schools as they return to a 'normal' routine, as it will be conducive to providing a stable and familiar environment for children. This is one step towards helping children overcome the trauma of the disaster.

In addition, we provided teaching materials to some schools such as chairs and white-boards for the classroom. We also gave educational materials directly to the children which included school bags, pencils, pens and notepads. Our hope is that the gift given to them will not only help them in their studies, but also assure them that there is an international community which is thinking of their welfare and helping to create a safe and supportive environment for them.

"We are extremely concerned about the emotional wellbeing of children and the fear and distress they will feel after having their lives ripped out from beneath them"
Save the Children Country Director.

Photos of our, at times, difficult journey to visit communities we supported

Temporary classrooms where children are learning until permanent structures are built (Shree Nabin School, Dolkha District)

Project details

We present below the details of the seven schools we assisted using one or more of the core approaches outlined in the previous section. We also provided funding for an eighth project to commence the building of a new school for children from the Upper Mustang region of Nepal.

Gorkha District

1. SHREE CHANDRA KALA LOWER SECONDARY SCHOOL

Principal	Ammar Bahadur Baramu
Students	250
Grades	1 to 8 + pre-primary

I reported that "Chandra Kala was the school that tugged on my heartstrings the most. They were probably the poorest community we helped and their school was completely destroyed except for one building which was the Principal's Office. Their community gave so much of their time and effort into helping the school and helping us to complete our project at their school. They were very selfless in their giving."

The school is located at the end of a difficult road that was only accessible by tractor. During our first visit, we brought stationery and installed a water filtration system that would service the school and the community. A 1000 litre holding tank, 500 litre drinking water tank and the sand water filters were supplied and installed at the school. We returned the following week to deliver stationery and other school teaching materials.

The government pledged money to help with rebuilding some of the school, but it will not be near enough for a total reconstruction effort and further funding will need to be sourced from elsewhere. We would have liked to assist the school with metal trusses that we installed in two other schools, but there was no land available at the time to install the structure before the monsoon and the existing temporary classrooms could not be removed at the time.

Photo (top): a perspective of one of the temporary classrooms, or TLCs, at the Chandra Kala School; (bottom) handing over of the filter tools and instruction manual to the school at the end of training and installation.

There was also the issue of a lack of teaching resources and stationery, and children have never owned bags to carry their books and stationery to school. In addition to the water filtration system, we provided: 500 notepads; 750 pencils; 250 erasers and pencil sharpeners; 250 pens; 5 white boards with markers and erasers; 10 chairs; and 250 school bags, one for each child at the school.

2. SHREE HIMALAYA HIGHER SECONDARY SCHOOL

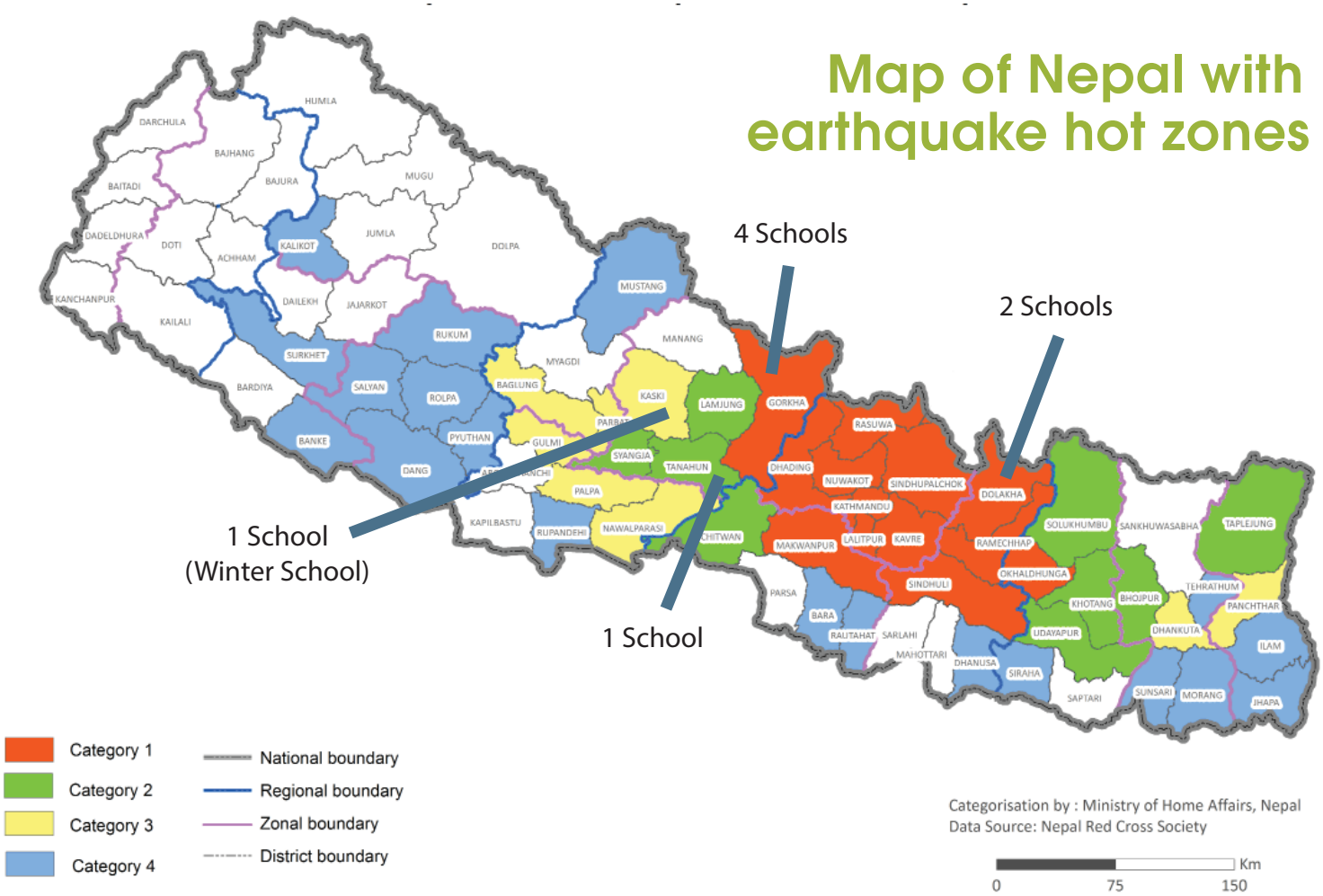
Principal	Thakur Prasad Paneru
Students	650
Grades	1 to 12 + pre-primary

Himalaya was another school which experienced total destruction. This was the largest school we assisted with around 650 students who were being taught in 12 temporary classrooms that had no walls, were constructed of wood frames and CGIS, and were all built within a tight space of no more than 20 by 60 metres. There was overcrowding in many of the classrooms with one class containing 87 students.

We commissioned the installation of a sand water filtration system with a 1000L holding tank and 500L drinking water tank, which we felt was an important contribution and one that would be able to meet the needs of the entire student and teacher population.

Himalaya was one of two schools where we installed the metal truss and CGIS roofing structure. The size of the truss built for this school, 6 x 9 metres, was the equivalent of two classrooms. Space was also an issue at the Himalaya school with many of the Temporary Learning Centres (TLCs) located on nearby land that was rented until debris could be removed from other sections of the school grounds and rebuilding completed.

Map of Nepal with earthquake hot zones



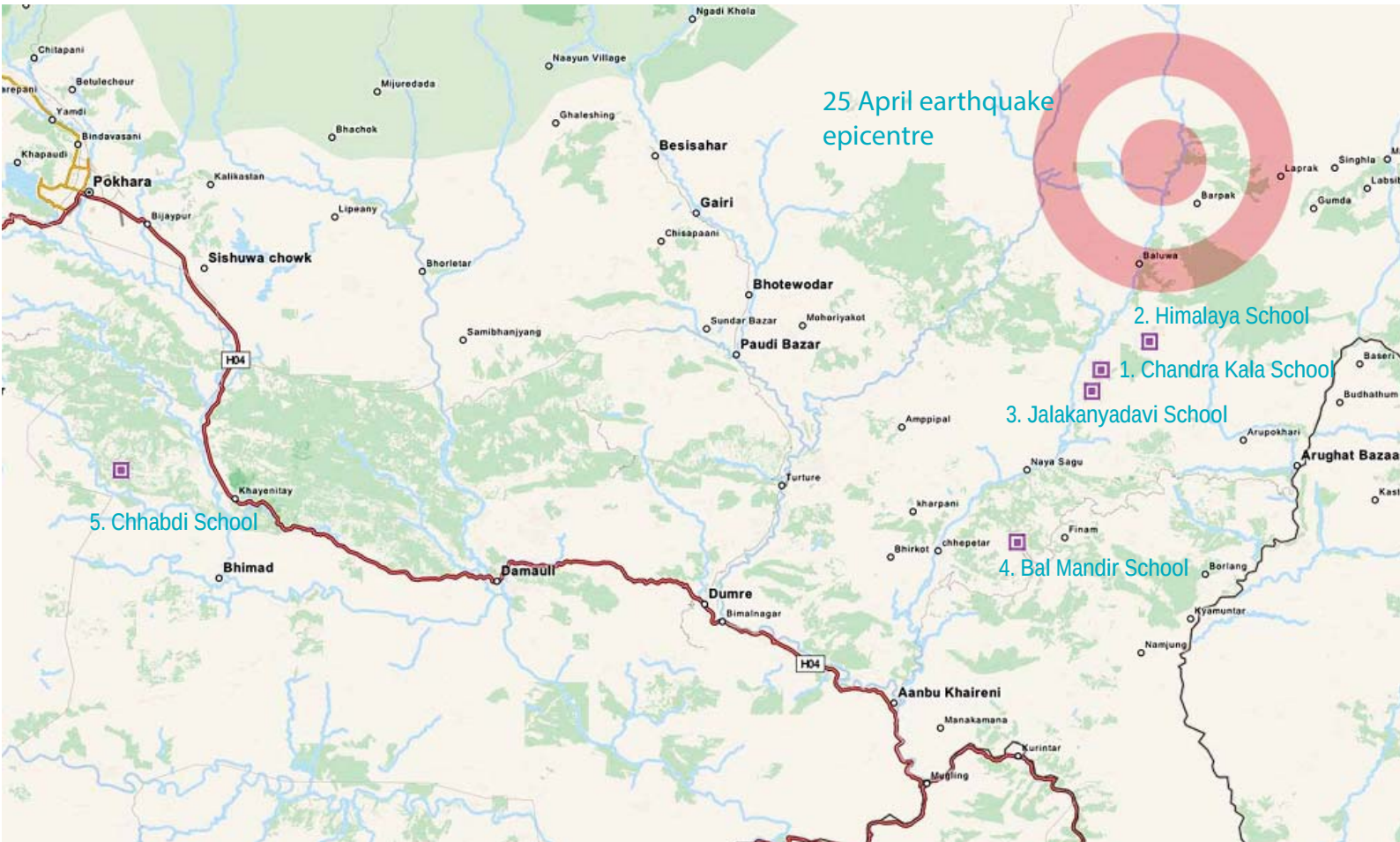
Category 1
Category 2
Category 3
Category 4

National boundary
Regional boundary
Zonal boundary
District boundary

Categorisation by : Ministry of Home Affairs, Nepal
Data Source: Nepal Red Cross Society

Km
0 75 150

Schools assisted in the Gorkha & Tanahun Districts



However, there was some space available for the installation of the truss on school land.

Material in this school, and the other schools assisted in the Gorkha District, were transported with tractors as they were the only vehicles that could travel on what were very difficult and dangerous roads. One trip was required to take the water filtration system and a second trip required to carry the steel trusses, 28 CGIS, 10 bags of concrete, and roof installation equipment. We also provided the funds for installation and gave $200 to the school to have the foundations laid for the structure.

Photo (top): children being taught in the ruins of previous classrooms at the Himalaya school. The photo at the bottom of the cover to this report was also taken at this school and shows the TLCs in use; (bottom left): shows the confined space the school operates on with 6 classrooms in the background.

3. SHREE JALAKANYADAVI SECONDARY SCHOOL

Principal	Prem Bahadur Gurung
Students	350
Grades	1 to 10 + pre-primary

Jalakanyadavi lost six classrooms in the quake and the only building that withstood the quake was a building made of reinforced concrete. The 350 students were either being taught in this building, sometimes several classes in the one room, or in one of the tents that was located at the entrance to the school.

Photo (top): one of the trusses commissioned by us installed at the school over one of the previous classrooms (thanks to the school for providing the photo)

Photo (bottom): tents where children were being taught at Jalakanya-davi, taken during our survey of the schools in the area.

The school had space for one of the trusses we commissioned which was to be used to house four classrooms. The total structure size was 9 x 18 metres. The materials provided to the school included the pre-welded frames, 74 CGIS, installation materials including concrete for the foundations for the supporting beams, and transport and labour costs.

4. SHREE BAL MANDIR SECONDARY SCHOOL

Principal	Lum Nath Lamichhane

Students	315 students + 14 orphans
Grades	1 to 10 + orphanage

We initially planned to help three schools in Gorkha, but we ended assisting a total of four because of the generosity of our local coordinator, Sital Muskey. It is customary for us to offer wages to local staff/coordinators for their work, but Sital refused and asked that the wages be donated to an orphanage where he is the Chairman of the Management Committee.

At the time of the projects in Gorkha, the orphanage had 10 children and was making arrangements with the government to accept children whose parents had been killed by the earthquakes. At the time of writing, four additional children orphaned as a result of the earthquake have become part of the group.

The orphanage is part of Bal Mandir, a school with 315 children, which was also heavily affected by the earthquake. When we arrived we saw four tents and two tin makeshift classrooms set up on the school ground. The orphans all shared one sleeping quarter around 3 x 6 metres since the floor above the existing sleeping quarters had been demolished by the earthquake and no more space was available.

We accepted Sital's request and made an additional donation to the school Principal on the last day of the project.

Photo (top): tents where children were being taught at Bal Mandir; (bottom) the donation being handed over to the Principal.

The Chhabdi School was the first school to have received the slow sand water filtration system. It lost four of its classrooms to the earthquake and there was widespread damage to family homes in the area. In the nearby village, the water supply system was destroyed and households were faced with securing their own sources of water and its storage.

The community also experiences a high number of illnesses with the Principal of the school reporting 50 cases of Typhoid in the previous year. When we arrived at the school, children were drinking untreated water from a tank in the Principal's office.

We installed a 500 litre drinking water tank and the sand water filtration system which we felt was an important contribution given the high level of serious illness and one that would be able to meet the needs of the entire student and teacher population.

Tanahun District

5. SHREE CHHABDI HIGH SECONDARY SCHOOL

Principal	Yagya Prasad Sigdel
Students	375
Grades	1 to 12

Dolkha District

6. SHREE NABIN SECONDARY SCHOOL

Principal	Tirtha Bar Shrestha
Students	300
Grades	1 to 10 + pre-primary

Out of the 14 classrooms at the Shree Nabin Secondary School, 10 rooms were condemned by the government as unusable. In order to use some of the destroyed rooms, the school demolished the walls so classes could continue and tents were being used as supplementary classrooms for the younger children (see photos on page 14).

When we arrived, the school was erecting bamboo structures that would be used as TLCs for four classrooms and the donation of 84 blue CGIS (best quality) that we supplied was very gratefully received by the schoool.

7. SHREE DURGA HIGHER SECONDARY SCHOOL

Principal	Parshuram Shrestha
Students	450
Grades	1 to 12 + pre-primary

At the Durga School, out of the 28 classrooms that were being used before the earthquake, a total of 14 were condemned by the government as unusable. Not only did this school and communities in the Dolkha District have to endure the fury of the first earthquake, the second large quake's epicentre was in this district which added to the devestation.

The school was planning to erect four TLCs to handle the cramming in existing classrooms and to ultimately replace the existing tarp TLC which, at the time of writing, wasn't holding up to the heavy rains (see photos below). We donated 84 blue CGIS to the school so they could complete the construction of four classrooms.

Photo (first two): water filter system installed at the Chhabdi school with the middle photo showing a training session for teachers and students on care and maintenance of the filters (thanks Kavita Thapa for the top photo); (bottom) walls removed from existing classrooms with truss frames and roof intact to make them safe for use at the Nabin school.

Schools assisted in the Dolkha Districts

Photo (left two): top photos shows the blue CGIS loaded in the truck for transportation to the Shree Nabin School. Bottom photo shows the bamboo frame being prepared as TLCs.

Photo (right two) these two photos show the tents being used as TLC at the Shree Durga School.

Kaski District

8. CHHONUP COMMUNITY MUSTANG WINTER SCHOOL

Students	100+
Grades	1 - 10

Part of the funds that were raised during our charity dinners was pledged to a project to build a new school in the Kaski District for children from six schools from the Upper Mustang region.

During the winter, when temperatures dip far below zero during the day, schools either close their doors with children staying home with their families, or they pack up and move to lower altitudes to continue their schooling. Essentially, there is a winter 'migration' of some schools to warmer areas of Nepal for around three months of the year.

At the end of 2014, the Logged On team were fortunate to have met teachers and children from Upper Mustang who had completed a three day journey from their mountain home at an altitude of 3,800 meter to the warmer outskirts of the city of Pokhara situated at 900 metres. They rented a one room building as a school for 3-4 months, after which they return back to their homes. The children slept on mattresses a few inches thick on a bare concrete floor and a courtyard at the rear of the building, which was covered with a plastic tarpaulin and furnished with plastic chairs, was their classroom.

Over the years they collected enough money to purchase some land to build their own school but not enough to start construction. The team in Nepal formed a committee to project manage the building of the school which we anticipate, depending on funding, will take approximately 12 months to complete. Logged On provided the funds for the construction of the foundations for the new school in June 2015.

Photo (top): the Logged On team in Nepal, Bishow Adhikari, Chabbi Poudel and Ves Raj Bastola with Logged On's CEO handing over the money for the construction of the foundations of the new school; (bottom) the site of the new school in Suiket.

Photo (right): bamboo and salvaged wood used to build the frame for new TLCs at the Shree Durga School. The CGIS we supplied to the school was used for the roofing.

Want to join us on an expedition to Upper Mustang? Please visit our website at: travel.loggedon.org.au

518 Rae Street, Fitzroy North, Victoria 3068, AUSTRALIA
Tel: +61 (03) 9486 1459 | Email: admin@loggedon.org.au
www.loggedon.org.au