

Nepal Guidebook



APRIL 2020

**Compiled by the SOCI 3220C class
with contribution by Deborah Connors, PhD**

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This guidebook will serve as a resource composite for those taking part in the May 2021 International Community Engagement and Study Trip: Working Toward a Violence-Free Society in Nepal, whether the students are the same as this year's group or a different set. The content of this guidebook, consisting of: a literature review, summaries of what we have learned about Nepal itself as well as the Women's Foundation Nepal, descriptions of the actual logistics involved in travel and an introduction to the Nepalese language followed by personal reflections from each student from the SOCI 3220C 2020 class; will highlight how we as a class applied the in-class feminist theory and incorporated it into our community engaged learning model. Being that this guidebook will serve as a summary of all of our collective efforts towards preparation, those participating in the 2021 course will be aptly prepared to continue on with the three social advocacy projects we had planned in support of the foundation's mission of increasing their aid capacity.



ABOUT THE WOMEN'S FOUNDATION NEPAL

The Women's Foundation Nepal (WFN) is a non-governmental organization which advocates for a violence-free society while providing emergency support for victims of domestic violence and striving to empower its members through skills development, microloans and educational opportunities. Established in 1988 by a group of young Nepalese women, today they have thousands of members, 7 district offices across Nepal, two child care centres, three shelter-homes for survivors of abuse and violence, an organic farm, an onsite textile production centre, scholarship programs, skills training for women and free onsite legal and psychological counselling services.¹ Currently, the WFN's main objectives are split into four categories. First, the WFN provides shelter home and support to survivors of violence, abuse, and poverty totaling 120 children and 30 women. In addition to housing, these shelter homes address the medical, psychological, and legal needs of the women and children. The WFN litigates over 300 legal disputes on a yearly basis. Second, the WFN provides education, skills training, and empowerment programs to women and children at the foundation. Calling it a "non-violent school," the foundation provides over 450 women and children access to schooling up to the 10th grade, and then further supports them into university by arranging access to scholarships. Third, the WFN develops a platform through which women at the

foundation can establish financial independence and a self-sustaining source of income. It encourages local and international business ventures, such as the “Maheela Co-operative,” a fair-trade initiative which allows women to earn money by producing scarves which can be sold to local and international markets. Moreover, the organization teaches women financial literacy skills, as well as offers Vocational Training to women who use the skills learned at the WFN to teach over 1000 women in their respective districts across Nepal. Lastly, the WFN contributes its efforts to social justice, advocacy, and activism to ameliorate the status of women in Nepal. It emphasizes the need for equality of men and women within the law to give women the opportunity to shape the future of Nepal.



WFN Childcare Centre, Kathmandu

LITERATURE REVIEW

This section will offer an issues analysis for students who will be travelling to Nepal to work with the Women’s Foundation to help towards their goal of a violence free society. The Foundation’s work addresses several dimensions of Nepalese society, aiming to take a holistic approach to violence prevention and the empowerment of women. Taking a holistic approach means not just addressing violence as it happens, but understanding the various factors that contribute to the prevalence of violence in society. As such, it is important for participants to be cognizant of issues facing Nepalese society and contributing towards the violence that the foundation seeks to address. Throughout the following readings, three main issues have come up relating to the foundation’s goals; intimate partner violence, child maltreatment, and technological education. Exploring all of these issues will give future students a better idea of how to work effectively with the foundation in support of their aims.

To start, the issue of intimate partner violence is highly significant when it comes to the work of the Women’s Foundation. The Foundation exists as a support for women who have experienced violence and in order to best understand their work, participants must understand what this looks like in a Nepalese context. Madhu Sudhan Attereya, Shreejana Gnawali, and In Han Song in their article “Factors Associated With Intimate Partner Violence In Nepal” outline the

problem with a few damning statistics. In Nepal, “74% of young married women had experienced sexual violence within marriage”, “51.9% of women had experienced some form of violence in their lifetime”, and above all else, “IPV is an open-secret in Nepali society” (Attereya et al., 2014, pg. 1227-1228). Intimate partner violence is unfortunately a significant problem in Nepal, to be sure. How can we then better understand where this is coming from? Attereya et al. go on to describe a series of contributing factors which have led to the basis of a society upon which violence against women is understood to be acceptable. They also describe indicators of likelihood of violence, including alcoholism in the home and socioeconomic status.

One particular risk factor that the researches note is caste – when considering social status as an indicator of violence, they point out that “in Nepal, the social status of untouchable women is worse than the social status of their male counterpart; even worse is the condition of Terai castes and Muslims than of untouchables” (Attereya et al., 2014, pg. 1232). The data reflects this as well, with the highest rates of violence found in the Muslim and other Terai castes. This is furthered in another of Attereya’s articles, “Intersection of Caste/Ethnic Affiliation and Poverty Among Married Women in Intimate Partner Violence: The Case of Nepal”, this one focusing specifically on the role that caste plays in intimate partner violence. This article

in particular argues for an intersectional approach to understanding violence, suggesting that “examining the intersection of the various social identities inhabited by women (e.g., ethnic/caste affiliation, class) may be a useful lens to conceptualize the experience of poor and underprivileged women with IPV in Nepal” (Attereya et al., 2016, pg. 83). Both articles, in finding a relationship between social status and risk of violence, argue for the necessity of education in order to see harm reduction. This makes a great deal of sense given the work of the foundation in education, and certainly supports the goals of this course’s future team as well.

In a similar vein to intimate partner violence, Nepal faces challenges in terms of child maltreatment. The Women’s Foundation offers support in the form of kindergarten for children as well, and as such children’s wellbeing is one of their priorities in the fight to end violence. Attereya, in yet another article(!), explains that various forms of child maltreatment, such as “child physical/sexual abuse, neglect, child labor, street-begging, sex-selective abortion, child marriage, child soldiers, corporal punishment, child trafficking, child malnutrition, and battered babies are prevalent with higher rates in South Asian countries” in general (Attereya et al., 2018, pg. 401). In terms of specifics, however, there is not as much research on child maltreatment within Nepal. Attereya’s study does illuminate several issues, however, revealing that “21.5% of the children had experienced severe form of child physical abuse, and 77.3% of children were

emotionally abused” (Attereya et al., 2018, pg. 406). As such, it is evident that there is a problem which requires addressing.

Just as with the other articles, Attereya notes risk factors and indicators towards child maltreatment. And just as in the case of intimate partner violence, there are reoccurring themes – once again taking an intersectional approach, the article finds that household wealth and social factors such as religion play a significant role in the likelihood of maltreatment. Children in the Terai region are more likely to be subject to physical abuse just as with intimate partner violence, and similarly Attereya makes the argument that “developing special parental education program in Nepal that enlightens parents on immediate and long-term consequences of child maltreatment is important as these programs are virtually absent in Nepal” (Attereya et al., 2018, pg. 406). The role of education cannot be understated, clearly. Rachel Jewkes, Michael Flood, and James Lang in their article “From Work with Men and Boys to Changes of Social Norms and Reduction of Inequities in Gender Relations” also make an important connection between child maltreatment, violence, and education. Much of their article explores the ways in which violence is learned and perpetuated. In explaining that intimate partner violence stems from an aggressive masculinity within Nepalese culture, the researchers point out that “these masculinities are particularly common among men who have been victims of violence and severe emotional adversity in childhood” (Jewkes et al., 2015, pg. 1582). Boys who are treated poorly grow up to

perpetuate the cycles of violence which they have learned, and it is at the level of childhood that these cycles must be disrupted.

Both in the case of intimate partner violence and child maltreatment, there is a clear case for the importance of education. This is also one of the main aims of the Women’s Foundation, and it is important that any participants of a future course understand not just the importance of education, but the ways in which it can be implemented effectively. Both Carleton participants and the Foundation will be focusing on technology-based education for the purpose of empowerment – by helping children adapt to new tech, they will have more of a chance for self-sustainability. Robin Shields, in her article “ICT or I See Tea? Modernity, Technology and Education in Nepal” makes a clear point that while information technology education is often heralded as a saviour in terms of education, “the argument is based mainly on theories or assumptions about what ICT can do rather than empirical evidence of what it actually does” (Shields, 2008, pg. 88). This is important to remember when considering past failures in education-focused development – what we may be thinking is important or necessary may not always reflect the reality of those living in Nepal. That is not to say that a computer project is misaligned, however – technological education is highly important, and so it must make sense. In Sujaya Neupane’s article “Using Inexpensive Technology and Multimedia To Improve Science Education In

Nepal”, a very effective argument is made for the importance of tech education. Neupane acknowledges the complexities of the issue, but also makes a clear point – “One cannot hope to educate young people at the present age without computers” (Neupane, 2014, pg. 701). Education today is based in technology, and the responsibility then falls to our team to ensure that this education process is handled in a collaborative manner. Neupane finds a similar conclusion in his work, saying that in order to disrupt existing power inequalities in this case, “it is very important to engage the community members in the process of creating something new” (Neupane, 2014, pg. 704). Participants of this course must help the Foundation in its role of creating something new with the community, not for them.

Above all else, the clear theme across these issues is the importance of education. By exploring the different intersections of intimate partner violence, child maltreatment, and technological education, it is clear that in looking towards a violence-free future in Nepal, we must be looking at those who will be writing that future. Hopefully this will allow future participants of Carleton’s Nepal course to better understand the important role that children play in the process of changing society, and the important role that their educators play as well.

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TRAVEL LOGISTICS



Panorama of the Boudhanath Stupa Kathmandu. <https://en.wikipedia.org/wiki/Boudhanath>

ABOUT NEPAL

Nepal, a country landlocked in South Asia presents a number of ranging seasons throughout the year. From snowy peaks to dense grasslands, Nepal has diverse climates which make up this beautiful country's geography. It is known for being home to the famed Mount Everest. There is great contrast in Nepal's towering Himalayas and the Terai region which is flat agricultural land. If we were to visit Nepal we would have arrived in Nepal's spring season which goes approximately from March to May before the monsoon in summer which lasts from approximately June until August. The monsoon season in Nepal is easily the longest season. This season reaches all over Nepal except the Himalayas which remains cool. This season drenches Nepal in tropical humid rain, this downpour is responsible for the majority of South Asia's water supply. Kathmandu where we were planning on spending the majority of our trip sits in central Nepal. In the month of May its weather averages approximately 23 degrees Celsius, the next month June is predicted to be the hottest month of the year.

In preparation for planning our free time in Nepal we looked at several tourist locations and attractions that might interest our group. Nepal has several national parks that take you through dense jungle and mountainous terrain. Chitwan national park, a large animal reserve in the inner Terai lowlands stuck out to me as a prime destination. Chitwan national park is the first national park in Nepal, first established in 1973. This park is home to a flourishing wildlife conservation where a variety of animals are protected. This reserve has safari tours which I was excited to attend and photograph. Durbar square, the heart of Kathmandu is a bustling town centre where market goes buy and exchange products. The Boudanath Stupa was a much-awaited

destination as well. This Stupa is one of the largest in the world and a centre of cultural heritage. Lastly, the base of Everest is also a prime travel destination in Nepal. This spiritual journey takes its participants through the rough terrain of Mount Everest and provides a beautiful glimpse of Nepal from the clouds.

IN COUNTRY TRAVEL

Starting April 27th, we would take a bus funded by the SEO to Montreal to catch our first flight. Then, we would have a layover in Doha, Qatar, until our next flight to Kathmandu Airport. Travelling into Kathmandu can be extremely dangerous, since there are many mountains to avoid and only small planes are able to make the trip. Deborah would travel a few days before our group would, so she



photolink:https://www.yatra.com/internationalairports/kathmandu-airport_kathmandu

would be able to meet us at the airport and bring us to our accommodations. Some students decided to travel in a group through the Flight Centre, but a few students who wanted to do further travelling after the trip were able to make their own flight itineraries as well. Something we all had to keep in mind was to pack light, if we were to bring donations and clothing that is accepted by the culture. Then on May 25th, we would leave Kathmandu from their airport, with another layover in Qatar, then back to Montreal.

WESTERN BIAS

Oftentimes any country that does not have strong relations to North America or Europe is seen as dangerous. Moreover, if a country operates differently than those in the West they may be seen as flawed and dangerous to Westerners. This also leads to stereotyping, false assumptions and can be extremely insulting if this is expressed while in Nepal. People may see Nepal as a dangerous place to travel, or the food being unsafe. However, these are the risks an individual takes when travelling anywhere in the world.

Risk and fear generally inflate in any area that is unknown to Westerners, one way to resolve this is through education, which we are able to do through this course. While in this course you learn the culture of Nepal, the issues women and children face, and also talk to workers and the Women's Foundation of Nepal as well. Through educating ourselves, not only are we more prepared to travel to Kathmandu, but we have also eliminated Western biases towards the country as well. Moreover, another part of western biases includes seeing Nepal as inferior, instead of seeing them as an equal. This can lead to infantilizing the people and thinking that we know what they need instead of asking them, which is insulting to the Nepalese. To combat this, throughout the course we organized Zoom meetings so they could communicate the resources that would be the most beneficial for them. Throughout our discussions, we became more educated about Nepal, their culture, and what they needed from us.

CULTURE & ETIQUETTE

As a part of preparation for our trip to Nepal, Tara Upreti, a founder of the Women's Foundation of Nepal, invited us to her home for a traditional Nepali meal. This experience cultivated a rich learning experience. It provided us some insight into the culture we should expect to be immersed in and the etiquette we should know to practice. Much of this learning was done through asking questions to Tara, her friend Suzanne (who has volunteered with the Women's Foundation of Nepal for several years), her brother, and her nephew. Some of this learning also happened through observing how they interacted with each other, or listening to the Nepali news station that was on the television.

One of the questions that was pressing on our minds is the clothing that we should pack. Tara and company assured us that we should consider multiple things when deciding what to pack. First, the culture in Nepal is more modest than what we are used to in North America. Thus, we should think about packing bottoms that meet the knee and avoid tank tops or cropped tee-shirts that bare a lot of skin. Because our group was primarily female identifying individuals, these pieces of advice were shared in reference to the expectations that Nepali women face every day. The religious influences and realities of intimate partner violence, which are explored in the literature review section of this guidebook, inform these societal norms and culture.

Beyond this, we were advised against wearing clothing that was flashy or marked with big labels. Doing so speaks to the social identity and prestige that these branding provide individuals in the Western world. In order to be sensitive to Nepali culture and their own brands and markets, it is best practice to avoid wearing these marked pieces of clothing. Tara and Suzanne even suggested that it is accessible and affordable to buy Nepali sourced clothing once we arrived if we were worried about what kinds of clothing we might have on hand at home. Of course, this would be practicing good etiquette as well as it would be contributing to local economies in Nepal.

However, they also noted that it is important to consider the climate. Thinking about the footwear that will enable us to comfortably be on our feet for long stretches of the day, or suitable for the terrain outside of Kathmandu. Wearing lightweight clothing is a necessity for the temperatures that are much higher than what we know as normal in May in Canada. It is also important to be mindful of the sand. I recall Suzanne specifically telling us not to pack anything white as it would be stained from the wind blowing the sand around, and thus be ruined.



Another key area of etiquette that was discussed was the behavior we should display when staying at the Solidarity House. The Solidarity House is the accommodations in which the Women's Foundation Nepal had set up for us. One of our classmates had asked what we could expect surrounding free time and the ability to explore the city on our own time. Our answer was that they hoped we would want to explore Kathmandu on our own, but to do so in groups for safety. We were also advised that if we

chose to go out at the end of our day, to respect the curfew that is set by the Women's Foundation Nepal. This is both out of mindfulness of the women who live at the Foundation full time, but also for our own safety precautions. Kathmandu is considered a fairly safe destination -- especially if you are not hanging around tourist-oriented locations. However, being out at night brings higher risk and is easy to avoid by following curfew.

Finally, Suzanne spoke highly of getting up early and listening to a ceremony at a nearby temple as a wonderful cultural experience. To go inside the temple is expensive, as it is a fairly popular tourist attraction. Many people gather to listen to the ceremony, as it is a recognized cultural experience. Tones of religion and community are present, and Suzanne shared that it was awe inspiring each time she witnessed it. You could tell that it was a must-do experience based on how often Suzanne brought it up in conversation and the way her face lit up when she remembered it.

FOOD

From the beginning of our planning meetings for the course, the menu has continually been a point of discussion. Our group was quite aware that the food we would eat for a month would not match our Western expectations. However, we were also very eager to try new things and we will elaborate on the different conversations and learning our group acquired on the topic

of food, such as our proposed draft menu, our dinner at Tara's, as well as allergies and other dietary considerations.

Firstly, one of the most significant pieces of learning that our group has had surrounding food during the term has been about how it needs to be prepared. At home in Canada, we are incredibly lucky to have access to potable drinking water from our taps that we can safely cook our meals. However, this is not always so accessible in Nepal. It was stressed to our group to be careful and mindful about how our food was prepared. If a dish, such as rice, was cooked in water that did not come to a rolling boil, the food could have the potential to make us sick. This cautionary tale was extremely important to consider when eating outside of the Foundation. In the proposed menu below, you will see that the Women's Foundation Nepal was

Breakfast and Dinner schedule for Guest of Solidarity home

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Day	Breakfast	Dinner	Remarks
Sunday	bread, <u>jam</u> , <u>butter</u> , peanut butter, Cereals omelet <u>/porridge</u> yogurt, fruits banana Tea or coffee, juice	Yogi jaulo, <u>Pakauda</u> Milk/ yogurt or herbal tea	
Mon day	bread, jam, <u>butter</u> , <u>peanut</u> butter, serials <u>Pancake</u> , Syrup, boiled or scramble egg Tea or coffee, juke Fruits and Yogurt	<u>Puri</u> , mix <u>veg</u> , custard Milk/ yogurt or herbal tea	
Tuesday	bread, jam, butter, peanut <u>butter</u> , serials, <u>stem</u> <u>vegetable</u> , <u>home</u> <u>made cake</u> , Tea or coffee, juke Fruits and Yogurt	Fried rice with vegetables Milk/ yogurt or herbal tea	
Wednesday	bread, jam, peanut <u>butter</u> , <u>Tawa roti</u> , <u>fried or cocked</u> <u>potatoes</u> Tea or coffee, juke Fruits and Yogurt	Pasta and <u>fried</u> potatoes, Milk/ yogurt or herbal tea	
Thursday	bread, jam, butter, peanut <u>butter</u> , <u>bars</u> , Tea or coffee, juke Fruits and Yogurt	Spring rolls, stem, <u>papad</u> , <u>vegetables</u> Milk/ yogurt or herbal tea	
Friday	To be confirmed	Momo, rice pudding Milk/ yogurt or herbal tea, <u>papad</u>	
saturday	To be confirmed	<u>Panipuri</u> , mushroom <u>pakauda</u> , or mix <u>pakauda</u> Milk/ yogurt or herbal tea	

Draft Menu: Solidarity House Stay

prepared to serve us two meals a day. Our group was expected to find lunch in Kathmandu, and so, taking these precautions was extremely important.

As you may notice from our drafted menu for our stay at Solidarity House, the details of our meals were not completely fleshed out. Doing so was a task assigned to one of our class members, but due to the changes in plans, did not occur. Something that is important to note within the menu is that our breakfasts were planned to include foods that would be familiar to

our Western palates. Dishes such as pancakes and omelets are noted. It was brought to our attention part way through the term that traditionally, Nepali people eat dishes such as rice and dal in the morning. Although this seemed like a dish that a person would eat at lunch or dinner times, our group unanimously agreed that we would like to immerse ourselves in Nepali tradition and not have the Women's Foundation prepare westernized meals for us. This was one of the changes we were hoping to make within our menu, but unfortunately, we never had the opportunity.

As mentioned previously, we also had an experiential learning opportunity in January, when Tara Upreti invited us to her home for a traditional Nepali dinner. This meal included several dishes that featured rice, several lentil dals of varying degrees of spice, chicken and more. It was a delicious dinner and



also made for learning about what our palettes could expect, especially how much spice we can each tolerate.

On a final note in regards to food, something we took a great deal of time discussing was dietary needs and allergies. Several classmates have life threatening allergies that require EpiPens. These classmates shared openly what day to day life is like with these allergies; to them, the thought of avoiding certain foods is an accustomed practice. But, for their safety, it was agreed that each student with an allergy would be required to bring at least two EpiPens in case of an anaphylactic emergency. After all, it may be difficult to assess if a dish was cooked in peanut oil or a fruit salad contained syrup with guava juice in it. Other dietary needs such as lactose intolerance, gluten intolerance, as well as veganism and vegetarianism were considered. We learned that much of a Nepali diet is primarily vegetarian. In fact, I believe that amending our menu to include only vegetarian options was a discussion our class had at one point. It is safe to say that food was a highlight of our semester, and was definitely an aspect of our trip that we were looking forward to.

SAFETY

When travelling abroad anywhere, there are necessary safety precautions that need to be taken in order to ensure a positive experience, Nepal being no exception. While deemed a generally safe destination, there are several considerations that Canadians are urged to make by the Government of Canada prior to departure as well as during their time abroad. The following section will outline the applicable and/or noteworthy recommendations made by the Government of Canada with respect to travelling to Nepal.

Firstly, the Government's travel website brings awareness to the prevalence of crime. For travelers, petty crime such as pickpocketing is a common occurrence, especially near tourist sites, crowded areas such as markets or similar venues, on buses, and in accommodations such as hotel rooms (Global Affairs Canada, 2020). It is recommended that personal belongings never be left unattended, that there is a heightened awareness of such risks in densely populated areas of Kathmandu in particular, and that travel after dark is limited (Global Affairs Canada, 2020). These risk of being pickpocketed in Nepal is no higher than the risk of being pickpocketed in Canada, and because of this only a reasonable level of caution must be exercised at all time. The government also addresses the heightened risk to female tourists who may be travelling alone, in particular at night, of harassment, verbal abuse, and violent attacks (Global Affairs Canada, 2020). The government suggests conservative clothing to help offset these risks.

There is a special mention of an increase in crimes such as thefts, purse snatchings, and break-ins during festival season, which typically runs from September-November (Global Affairs Canada, 2020). However, given that "Visit Nepal 2020" was a campaign on behalf of the government to stimulate the tourism sector, considerations needed to be made, the possibility of such an increase occurring at any time should be acknowledged. This may be of interest to visitors as it serves as a reminder to keep important travel documents such as passports as well as wallets stored safely away.

Should visitors choose to participate in trekking or mountain climbing, there are additional safety considerations that must be made. Participants must be aware that while emergency services such as evacuation and rescue teams are available in remote areas, there are factors that can hinder their capabilities (Global Affairs Canada, 2020). Examples of such factors include, but may not be limited to, the ability to immediately pay helicopter rescue services, fraudulent helicopter rescue companies, or restricted access to phone services. Trekkers are cautioned never to do so alone, to hire a reputable guide, buy travel insurance that includes rescue and medical evacuation, and ensure that they are in well-enough physical shape to participate in the activity (Global Affairs Canada, 2020).

As outlined in these recommendations put forward by the Canadian Government, it is clear that while there are some safety risks associated with travel to Nepal, they are all minable and manageable. While it is important for travelers to keep these risks at the forefront of their minds while in Nepal, they are not so extreme as to require any significant preventative measures. In summary, Nepal is a safe destination for travelers given that reasonable caution is taken.

<https://travel.gc.ca/destinations/nepal>

ACCOMMODATIONS

Although we did not get to visit these beautiful locations to give an in-person review, this was our plan for accommodations for the duration of our trip:

For our **first week** in Nepal our plan was to stay at the Dondrup Guest House which is run by Buddhist nuns and offers a calm sanctuary for us to acclimatize to Nepal upon arrival. The guesthouse is located in the Boudhha district in Kathmandu and offers free WiFi, breakfast and rooms on par with Canadian hotels.

On day seven we planned to move to the Solidarity house of the WFN. This is basically an entire house on one of their compounds (same compound as their main office) where we would be living for the **remainder of our stay**. The Solidarity house has many bedrooms each with room for 2-3 people and with their own bathroom. While staying at the Solidarity house we would eat breakfast and dinner at the foundation and would have the option of lunch as well.

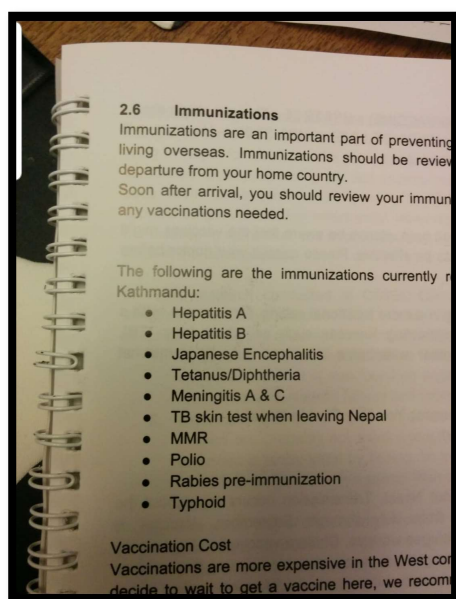


A Note on Menstrual Products in Nepal:

Menstruation and hygiene products are of course available in Nepal. This was a question that came up in one of our classes as many of us were curious about the availability of products in Nepal and whether we needed to bring our own supplies. Dian was kind enough to write us an email to quell our worries which I'll copy here:

“Namaste,
If they need or use pads, everything is available here. They also sell reusable/ washable pads. I will see what they have for tampons and let you know soon (I think they sell them too). I have seen menstrual cups for sale at our local market. The disposal is usually in the garbage (in the bathroom itself. In some cases, there are bins specifically for this, but rarely. In short all of this should not be a problem.
Best, Dian.”

VACCINATIONS



With any given type of international travel, there is always the possibility of contracting viruses and diseases that are foreign to our own native environment. Due to this possibility, Diane provided our class with a list of recommended vaccinations for international students who attend her university. The suggested vaccinations ranged widely from vaccines almost all of us had been given as children, such as Measles, Mumps, and Rubella (MMR), to mostly unheard of vaccines such as Japanese Encephalitis. Out of the recommended vaccines, the average student in our class had already up to date vaccines for Hepatitis B, Tetanus/Diphtheria, MMR, Meningitis A and C, and Polio. However, students who had previous experience international travelling most likely also had their Typhoid and Hepatitis A vaccines.

In regards to taking into account the costs for this course, students had to find out individually what the costs of vaccines would be. This is due to all of us having the freedom to choose what vaccines would be the most beneficial for us based on our own financial situations and the suggested vaccines from Diane and travel doctors. The process of getting these various vaccines is both lengthy and expensive. The initial travel doctor consultation is around 65 dollars, with the vaccines ranging from 50 to 600 dollars, meaning that the total cost for vaccines can cost up to 750 or more dollars.

The two most expensive recommended vaccines are Japanese Encephalitis (JE) and Rabies Pre-immunization. Both vaccines require multiple doses. Japanese Encephalitis requires two doses, lasting for two years. JE is an infection of the brain that can cause serious symptoms and possible death. The JE vaccine was recommended to us as mosquitoes in Nepal who are near rice patties and pig farms are most likely to carry the disease. Overall, this vaccine costs around 400 dollars and only lasts for two years. Travelers in next year's course should confirm whether the travel itinerary includes areas close to rice patties and pig farms in order to better decide whether or not to get this vaccine.

The most expensive vaccine in the recommended list is the Rabies Pre-immunization. Rabies is a common disease present in the wildlife in Nepal. The pre-immunization series involves three shots. Once the first dose is administered, the second must be given seven days after, while the third is given exactly 14 or 21 days after the second dose. Without them, if bitten by an animal in Nepal, an individual would have to get the three pre-immunization doses and an additional five other doses to avoid the fatal outcome of having rabies. However, each Rabies Pre-immunization dose is around 210 dollars, resulting in it costing in total approximately 630 dollars. Yet, unlike JE, the Rabies Pre-immunization is good for a lifetime. While this information is sadly no longer relevant for our group any longer, hopefully it will prove useful for the 2021 course.

PASSPORTS

When planning to travel, especially for a substantial period of time, it is important to have a passport with at least a validity of six months. If you do NOT have a valid passport of six months OR have never had a passport, you must visit the Government of Canada website to download and print off the seven-page form. It is easy to access an Adult General application from a quick Google search. You will need to have your birth certificate or proof of citizenship, and one other form of valid photo identification (they will accept health cards and licenses). Another important component that you require to bring in is a passport photo. These can be taken for a fee at Walmart or Shoppers Drug Mart, the closet option to campus are South Keys and Sunnyside Avenue. You

will need two copies of an unaltered photo that has been taken within the last six months. One photo has to have information on the back of when and where it was taken along with space for



your guarantor to sign, and a secondary one with nothing on the back. I do not recommend wearing white since the background must be white for the photo, there needs to be a clear difference between you and the backdrop.

A guarantor is required so the government can all and prove that the information you have provided on the forms is true and valid. Your guarantor must be at least 18 years of age, own a 5-year or 10-year passport, have known you at least two years and sign your form after you have completed all three pages. You will also need two references and their contact information, who are not related to you or your guarantor. It is optional to include an emergency contact; I prefer to just so the government can contact whomever while I am travelling in case of an emergency.

There are three options to apply for your passport; in person at a Passport Office, by mail, or at a Service Canada Centre. However, keep in mind that the Passport Office tries to guarantee a ten-day process, meanwhile by mail (does not include mailing time) and at Service Canada Centres try to guarantee a 20-day process. The closest Passport Canada Office to Carleton University campus is located at 885 Meadowlands Drive. My reoccurring recommendation of when to visit is right as or after they open. I have gone to two different locations for two separate applications and the same usually occurs, so I highly recommend going to a Passport Office at the latest 9am. By this time there is typically a long line up, and if you try to go later in the day, you might not get seen by an official after waiting. Do not go around any holiday travel times, especially Christmas, New Years, and Spring Break because the wait time is ridiculously long since those are high traffic times.

If you apply in person, wait times to be served will vary. However, if your forms are properly filled out and you have all your identification with you, the process with the official should not take longer than ten minutes maximum. There is a fee of \$120 for a five-year, and \$160 fee for a ten-year validly that can be paid with debit, credit, certified cheque or money order. I recommend the ten-year because you have more use for the price. They will usually call your guarantor within the first few days to a week after you have applied, so make sure they know that they will be called to verify your application. This call is very short and the official will ask randomized questions that you have answered on the form that your guarantor should know.

It will usually take ten business days to come in by mail, depending on capacity it can vary. If you require it rush ordered, which I advise to clearly avoid waiting until this point, there are different fee levels. For urgent pick up (by the end of the day/next business day) it will cost an additional \$110 and express shipping within two to nine business days is \$50 extra. In my personal experience, my passport has come in the mail exactly on time or a day or two earlier.

VISAS



As students travelling to Nepal, it will be necessary to hold a valid travel visa and provide it to the authorities at the port of entry when arriving in Nepal. A travel visa can be obtained either by mail or in person at the Embassy of Nepal situated at 408 Queen Street, Ottawa Ontario, K1R 5A7.

Applicants must complete a) visa application form, b) have a valid passport of at least six months validity and c) one recent passport photograph (35mm X 45mm) taken within the last six months. Depending on your stay in Nepal, three options can be purchased 1) \$40.00 for 15 days multiple day entry 2) \$70.00 for 30 days multiple entries and 3) \$180.00 for 90 days **multiple** entries. The visa application will require a temporary address in Nepal. In our situation, our address was The Women's Foundation Nepal.

If you are sending your documents by post/courier, remember to include the application form with the affixed photograph and your passport. A prepaid self-addressed return envelope is required with a payment made by a postal/bank money order that is payable to the Embassy of Nepal. Ottawa is needed (personal cheques, cash, or credit card information are not accepted). However, applicants submitting visa applications in person can pay by money order or in cash.

Once the traveler's application is received, the Travel Visa is generally issued within a couple of days. It is not refundable or can be withdrawn and valid for six months from the day of issue. To download the application or search for additional information visit <https://ca.nepalembassy.gov.np/visa/>

INTRODUCTION TO NEPALISE LANGUAGE

Project: Compile a Nepalese-English dictionary and work with Tara Upreti (Co-founder of WFN organization who immigrated to Canada) on some Nepalese lessons.

As part of our preparation for Nepal, we wanted to learn some basic Nepalese words and phrases so that we could at least greet and thank the WFN and the people that we met in their own language, and have a resource for communicating. Below is an outline of this project in its entirety, unfortunately due to the COVID-19 situation, we were unable to complete steps 4 – 6. Future students would benefit from reviewing what’s written here with a native Nepalese speaker (possibly Tara) to ensure accuracy and expand into further topics.

Task List:

1. Decide on 5 or 6 main topics of vocabulary to cover in dictionary (i.e. Greetings, Common phrases, Questions for Necessities, Interview/video related vocabulary, etc.)
2. Compile what words and phrases to translate for each category.
3. Use online resources to create efficient translation and compile helpful resources. To be edited and revised for accuracy by Tara.
4. Work with Tara to add proper phonetic spelling.
5. Decide on means of print/ distribution for final product, format and edit. (print and compile small booklet for each student to have with them during travel?)
6. Share dictionary with class, learn of proper pronunciation techniques from Tara and practice basic vocabulary prior to travelling.

Greetings in Nepal

Namaste: This is used as both a greeting and a goodbye and is accompanied by holding your palms together in a prayer position. When you meet people, say “namaste,” and hold your hands together in front of you. Be careful not to be overzealous with your namastes; you do not need to say namaste to people more than once in the day.

Tik chha?: Instead of namaste, you can casually say, Tik chha? When you say Tik chha? as a question, it is an inquiry, “Are you okay? How are you? How are things? How is the day?” When you say it in response to a question or in the context of a conversation, it means general satisfaction, “I am well. This tea is good. This shawl is good for me. Today is a good day.”

Subha prabhat: “Good morning”

Namaskar: “Good afternoon”

Subha Sandhya: “Evening greeting”

Subha ratri: “Good night”

Tapaaiiko/timro naam ke ho?: “What’s your name?”

Mero naam ... ho: “My name is...”

Tapaaiilaaii bhetera khushii laagyo: “Pleased to meet you.”

Tapaaiikii ghara kaaham ho?: “Where are you from?”

Mero ghara ... ho: “I’m From...”

Tapaaii/timi lai kasto cha?: “How are you?”

Malaai sanchai cha. tapaaiilaaii ni?: “I’m fine how are you?”

Understanding Familial Nicknames

Family is very important in Nepalese culture. Because of this people often address each other by an affectionate, familial nickname. Here are some of the most common ones you will hear:

Didi (older sister), **dai** (older brother), **bai** (younger brother), or **bahini** (younger sister).

Quick Tip: These nicknames are also an endearing sign of friendliness. Next time you go get a cup of chiyaa try saying, “Namaste, Diddi,” when you order.

Helpful Words and Phrases to Know

Kanna: “food.” (any sentence with kanna in it is a good thing and usually means you are being invited to eat). Along with family, food is also sacred; good food is a sign of a good host.

Piro: “spicy,” or, “hot.” Simply ask, “Piro?” No matter what you think of your spice tolerance level, Nepal has spice like you’ve never tasted before. Do not underestimate the chilies or the cooking. If your host says it’s piro, then it’s Nepali hot. Proceed with caution.

Chiyaa: “tea.” Like kanna, chiyaa is always a good thing. It is very safe to say that if you arrive in any store, home or office at the right time of day (any time of day) then you will be offered a cup of chiyaa. Likewise, it is rude for you to not accept. It doesn’t matter if you don’t want a cup and it doesn’t matter if you have somewhere to be.

Note: **chiyaa/dude chiyaa** = milk tea. **calo chiyaa** = black tea.

Umaleko paani/filter-ko paani: “boiled water/filter water.” Tap water is not safe to drink in Nepal. Simply ask “Umaleko paani?” or “Filter-ko paani?”

Parchha/pardina: “I need/I don’t need.”

Ex: “**Ma umaleko paani parchha**” = “I need boiled water”

Note: If you are being pestered to buy, eat or accept something, you can simply say, “**Pardina, Dai,**” = “don’t need it.”

Ramro: “Great. Good. Beautiful. Enjoyable. Pretty. Excellent. Tasty.” Ramro can mean any and all positive adjectives. Ex: “*How is your mother?*” “**Ramro!**”
“*How was the chiyaa?*” “**Ekdahm (very) ramro!**”

Pugyo: “Full.” This is possibly the most useful phrase you will need to know. It is very rude for a Nepali host to leave their guest with an empty stomach.

Everyday Life and Emergency Phrases

I understand	मैले बुझें (maile bujhaam)
I don't understand	मैले बुझिन (maile bujhina)
Yes	हो (ho)
No	होइन (hoena)
Maybe	शायद (saayad)
I don't know	मलाई थाहा छैन (malaaii thaahaa chaina)
Please speak more slowly	बिस्तारै भन्नुस् (bistaarai bhannus)
Please say that again	फेरि भन्नुस् (pheri bhannus)
Please write it down	कृपया लेख्नुहोस् (kripaya lekhnuhos)
Do you speak Nepali?	के तपाइ नेपाली बोल्नुहुन्छ? (ke tapain nepali bolnuhunchha?)
Yes, a little (reply to 'Do you speak ...?')	हजुर, अलि अलि बोल्छु (hajur, ali ali bolchhu)
How do you say ... in Nepali?	तपाइले नेपालीमा लाइ कसरी भन्नुहुन्छ? (tapain le nepalima ... lai kasari bhannu hunchha?)
Excuse me	माफ गर्नुस् (maapha ganus)
How much is this?	यो कति हो? (yo kati ho)

Works Cited and Extra Resources:

<http://the-voyagers.tripod.com/language.htm>

<https://www.omniglot.com/language/phrases/nepali.php>

<https://matadornetwork.com/abroad/useful-nepali-phrases-to-know-before-you-visit-nepal/>

PERSONAL REFLECTIONS

Hijaab Yahya

Participating in SOCI 3220C: Working Towards a Violence-Free society in Nepal, was one of the most fruitful experiences I have had at Carleton University. This course was innately unique, hands-on, and I certainly learned transferable skills which will be extremely useful in the future. Being put into groups and working with a team of fifteen students pushed me out of my comfort zone, encouraged team-building, and helped me hone my communication, organization, and interpersonal skills. Moreover, the course emphasis on understanding the issue of Violence Against Women (VAW) in Nepal accorded a sociological insight into the issue, expanding my knowledge on the various dimensions through which VAW perpetuates. This course has allowed me to gain relevant and significant knowledge on the social issues facing the women of Nepal, as well as, it pushed me to apply such knowledge within the three projects which we constructed to assist the Women's Foundation of Nepal's (WFN) in their social justice movement. If given the chance, I would take this course again, and I encourage others to participate in this rare and unique international social action project.



Jenna Blower

When I first learned about this opportunity, I felt like it was calling my name. I knew it would be an experience that engaged my academic interests such as the social issue of violence against women in a whole new light. Beyond this significant learning, I have had so many other worthwhile opportunities because of my participation in this course. I have found new interests, such as learning about the need for information and communications technologies to be decentralized to support the Nepalese education system. I've developed transferable hard and soft skills, including filming technique all the way to developing interview questions. And finally, one of the most worthwhile

aspects of the course has been learning to work collaboratively as a team and building a sense of community with my classmates, professor, and other stakeholders such as Renu, Dian, Kate and Tara. I hope that more students consider experiential-based learning courses such as this one, as it has proven to be one of the most valuable contributions to my undergraduate career.

Felicity Hauwert

I knew from the moment that I heard about this course that I wanted to take part in it. Regardless of where my skills would be applied, the course's aim of contributing to a violence free society in Nepal spoke to my ultimate goal of how I plan to apply my university degree and the skills I have acquired thus far to the real world, ultimately contributing to mandate change within Canada. This course allowed for my academic interests to be engaged in a way that applied them to tangible social advocacy projects. The transferable skills of which I have gained throughout this process will last a lifetime, as well as the team work skills which I have had the opportunity of improving upon throughout this process. Working alongside this specific group of students has been an immense honor and has pushed beyond how I would typically work within a group setting. I believe working and learning with this particular class has allowed for me to simultaneously become a better team player as well as a leader.



Andrew Kellie

Taking part in this class, even though it didn't end up looking like we all thought it would, was still such a great experience. I'm happy to have had the chance to be part of such an interesting and unique process and get to learn so much about the WFN and their amazing work. Getting hands-on experience working on a project like this one, even if it didn't come to fruition in the end, was such a valuable opportunity. It was a chance to take so much of what I've learned in other classes and apply it in the real world, and the experiential learning that comes from that is powerful. As well, I'm really so glad to have met and

worked alongside all of my great team members. I've had a blast getting to know you all, and I'm really grateful for having been welcomed into the class by everyone!



Saarah Rasheed

Nepal 2020 was a much-awaited trip that I had been anticipating for the past year. Although our trip was cancelled, the lessons I learned during its preparation will last a lifetime. I am truly lucky to have had the chance to work with such an amazing group of people who would have made my experience in Nepal, an unforgettable one. Throughout the year I have learned about the socio-political conditions of Nepal in which violence against women is perpetuated, and in conjunction with my group, planned out an informative mini documentary on behalf of the Women's Foundation. If we would have been able to go to Nepal, I believe that we would have succeeded in informing the world about the amazing work being done in the Women's Foundation. I hope I can use the skills I have learned to better inform others about humanitarian initiatives around the globe. Thanks to everyone who made this journey memorable!

Hannah Patterson

Having the opportunity to take part in SOCI 3220C: Working Towards a Violence-Free society in Nepal felt like a dream come true. While we may not have been able to travel to Nepal and see all our hard work come to fruition, I have no regrets when it comes to this course. I am so lucky I got the opportunity to work alongside a team of wonderful and unique people, and that this course made me aware of the amazing work the Women's Foundation of Nepal is doing for so many in Nepal. By being a part of the scarves team, I learned the difference something as simple as buying a scarf can make. I will most definitely be able to take away a lot from this course and apply it to wherever I go and I hope to potentially see our work be put into action in 2021 if the stars all perfectly align. Thank you all for making this a memorable semester.



Amy Sturgeon

Like others have mentioned, upon first hearing about this opportunity, I knew that I had to be a part of it. This experience seemed too good to be true, especially since it fulfilled my interests of my sociology major and my women and gender studies minor. This course allowed my teamwork skills to continuously evolve and gave me an unforgettable hands-on learning experience. It also provided me with a deeper understanding of a culture that I did not know much about going into. However, not being able to travel to see the culture flourish in front of my own eyes is very disappointing, I am looking forward to the future potential of this experience at a later date. I gained a lot of skills while working within the scarves group. These skills of socializing with business owners, the process of selling products, and the production aspect of the Maheela cooperation, I will take with me for years to come. Thank you to Deborah for getting a group of students to come together and build a small community, and creating a relationship between us and the amazing women working over in Nepal! And thank you to all my classmates who made this course extraordinary!



Jaimie Reynolds

This experience has been incredible and challenging in so many ways. I have learned a great deal about different points of view and how culture influences perspectives on what I thought were universal ideas. I have been humbled by working with the Women's Foundation of Nepal, along with my professor and classmates, and being able to create a foundation for future students to take over. Being a part of the computer project proved to be a challenging yet rewarding task. I learned a lot about how much work goes into collecting donations and fundraising, along with effectively communicating what we were trying to achieve with the public. It was incredible to get such a positive response and receive so much support. I feel really grateful for the opportunity to be a part of this course and for all of the relationships I have learned so much from.

Sampavy Satkunarasa

When I first heard of this opportunity I immediately wanted to know more. After going to the first meeting, I knew that this was something I wanted to do. Growing up I have always been someone who thought that has a girl I am able to accomplish so much. That is because of the support I have gotten from my family and friends. Even when people have told me I shouldn't do something because I'm a girl, my parents always told me that I can do whatever I want. That is not always the case. For the girls and women in Nepal the Women's Foundation of Nepal is that person that tells them you can do anything you want. To be a part of something that empowers young girls and women to achieve their fullest potential was always something I wanted to do.

When we got the news that we won't be able to travel to Nepal my heart broke. This was something we all have been looking forward to for such a long time. I'm grateful to the WFN and Professor Connors for giving me this amazing opportunity to meet and work with wonderful people. I have definitely learned a lot from this experience and will use what I learned for future projects.



Sophia Hullin

The first day I heard about this trip, and the opportunity to help women in Nepal, I started planning. I remember running home and begging my parents to consider letting me go to Nepal with this group. I have always wanted to travel to Nepal, it was my late cousin's favourite place to go and I wanted to experience it for myself as well. It definitely took a lot of persuasion for my parents to let me travel halfway across the world without them, but they eventually gave in! This course has taught me so much, in and out of the classroom. I learned about the issues occurring in Nepal, their culture, but also life skills such as leadership and working as a group. I was encountered with new challenges and learned to keep fighting when you feel like you have hit a wall.

Throughout my university career, rarely did I have the opportunity to work in groups and get to know my amazing peers. Even though we were not able to finish the course in Nepal as planned, I am so thankful to still be a part of something amazing, and to have met such hard-working and dedicated people.



Angelle Bourdon

The opportunity to register in the SOCI 3220 course and then travel to Nepal seemed like a once in a lifetime experience that I could not allow to pass by me before I graduated from Carleton. Studying in Nepal would be the experience that would be considered the grand finale of my undergraduate studies.

Exploring Nepal with Dr. Conners and a group of vibrant students was meant to be an experience never to forget. I know Dr. Conners to be a professor that creates opportunities for her students, so if you are currently on this journey, be prepared for the best learning experience that you can imagine. The social issue of domestic violence presented itself in many of my undergraduate courses, and I courageously chose to explore the landscape and aimed to understand the everyday lives of women who experienced this trauma.

Travelling to Nepal was an opportunity I considered as the perfect setting to see and feel the realities of being a sociologist engaged in field research. We had no intention to conduct formal research in Nepal, but I had planned to bring a journal and record many of the sociological landscapes I was about to discover.

I continue to look forward to visiting Nepal and the women at the Women's Foundation Nepal. Hopefully, when the current global crises have settled and ended, a new opportunity will surface, and I will have the pleasure of meeting you all.

Chloe Martin

Being a part of SOCI 3220C: Working Towards a Violence-Free Society in Nepal has forever changed the way I see experiential learning. During my time in the course, I have learned more about what it means to collaborate with others, communicate and believe in my own ideas, and be a part of a project that is larger than myself than the entirety of my undergraduate degree to this point combined. The interdisciplinary skills I have gained throughout this course including personal accountability, responsibility for others, and teamwork will undoubtedly help propel me forward in other areas of my academic degree, benefiting me for years to come both in and out of the classroom. I feel so honoured to have worked alongside such an incredible group of people for such a worthy organization and will value the time I was fortunate enough to have spent with them for the rest of my life. Although we never made it to Nepal, I don't regret a single aspect of this experience, because it has taught me a lot about myself and what I'm capable of (which, evidently, is more than I could have imagined), and for that I will always be grateful. I cannot recommend this course enough to anyone considering it- it won't be a decision you'll regret!



Marijke van der Meijden

Travelling has always been a part of my life and through experiences in travel I've become who I am today so including global explorations as part of my university career was always a part of my plan. That said, I'm not big on many group travel or volunteer projects because of how often they end up doing more harm than good for the organizations they work with. But that's why this course caught my interest and why if you're concerned about ethical volunteering it should interest you as well. In this course you are working directly with the WFN, working on projects that they assign and oversee. At the same time, you are invited like family into their community and they truly value your opinions and experience that you bring. Although we did not have the opportunity to finish our course in its entirety, there are many opportunities and moments from this class that I'm glad to have been a part of and that have left me more knowledgeable than before so for that I am thankful.

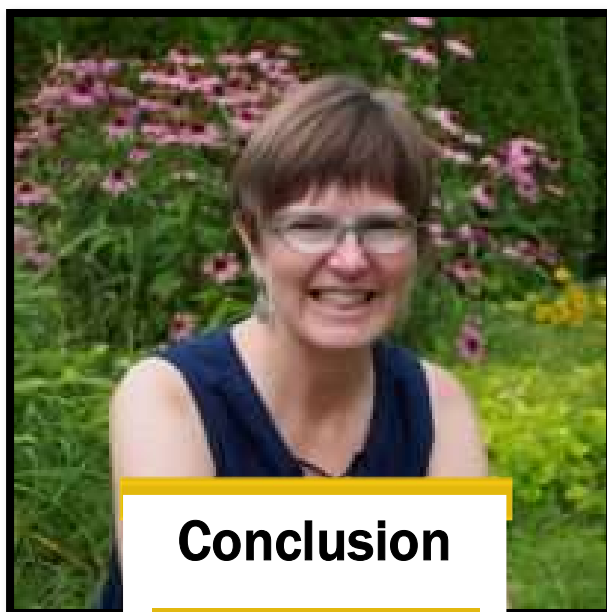
To any future students pondering whether to go or not to go, let me say this: I think it is incredibly important to realize the boundaries of borders and how our knowledge of the world is impacted and formed by the ideologies of the social systems we are raised in. It's good to know what you believe about the world, but in order to truly know who you are, and what you can offer to the world, you have to be open to what you do not know. Let this course be the start of discovering your unknowns. You won't regret it.

Jessica Campbell

I applied to this project because I saw an opportunity to develop professional competencies and create a sense of purpose regarding the slog that characterizes my undergrad. What were all these tears and cursing for anyway? You put your heart into something that ends up in a recycling bin, serving no one and sapping passion. I knew I wanted to explore my capacity as an ally to participate in equipping marginalized communities to dismantle structural barriers and claim agency on their own terms. Reflecting on my privileged position as a white woman from Canada, I recognize that I cannot begin to fully comprehend from the ivory tower of academia the intersectional nature of the challenges women face in a cultural context so different from my own. That is why this type of learning is a worthwhile departure from traditional pedagogy in that it provides an avenue for knowledge creation in **collaboration**, and doing work that is meaningful to others, where I find my motivation. Although we did not get to experience the fruits of our efforts the process has been invaluable and I believe we are all walking away with a sense of pride for what has been achieved. It was a privilege to compile and share my peers' hard work with you, and I hope it will facilitate a later class in completing what we started.



Don't judge each day by the harvest you reap, but by the seeds that you plant. – Robert Louis Stevenson



Students in SOCI 3220C in the winter of 2020, took on a grand adventure that was to culminate in a participatory study trip to Nepal. Although we were foiled in our plans by the presence of the Covid-19 virus I was delighted by their perseverance in pursuing the larger goal of supporting women in Nepal and specifically the Women’s Foundation of Nepal. This Guidebook represents the huge amount of learning that we did together in our prep course and provides a compass for those who come after. I congratulate my students for discovering and creating an adventure despite the limitations that we encountered.

Deborah Connors, PhD
Instructor, SOCI 3220C Winter 2020
Carleton University, Ottawa, Canada

COMPUTER PROJECT

1a: EVALUATION REPORT

Educational Justice through Computer Access: Nepal Evaluation Report

Authored by Hijaab Yahya, Jaimie Reynolds, Jessica Campbell & Sampavy Satkunarasa

I. Project Introduction

The course SOCI 3210, challenges students to plan and implement a social action project which furthers the Women's Foundation of Nepal's (WFN) objectives in advocating for the rights of the women and children of Nepal. This project was a unique initiative which recognized the utility of technology in education purposes and served in increasing educational justice for the women and children at the WFN. Our intention with this project was twofold. First, we planned to transport computers to help bridge the 'digital gap,' by connecting the students at the WFN to the world wide web, and by encouraging computer literacy which will support their educational and career goals. Second, we aimed to teach students how to use programs which are commonly required for business careers as available within the Open Source Software (i.e. Writer, Calc, Impress). The teaching component required us to develop a curriculum, which we organized in the form of in-class lessons, video-tutorials which consisted of information on each program of the software, and different sets of practice assignments which would encourage students to apply their newly learned knowledge. This component of the project was carefully planned in light of critical considerations towards the needs of the WFN and the challenges of the receiving environment. In such a way, the Laptop project centrally recognizes the importance of having access to information and communication technology as a prerequisite for higher education and desired careers, and it emphasizes technological access as a central remedying factor towards the social issues facing Nepal.

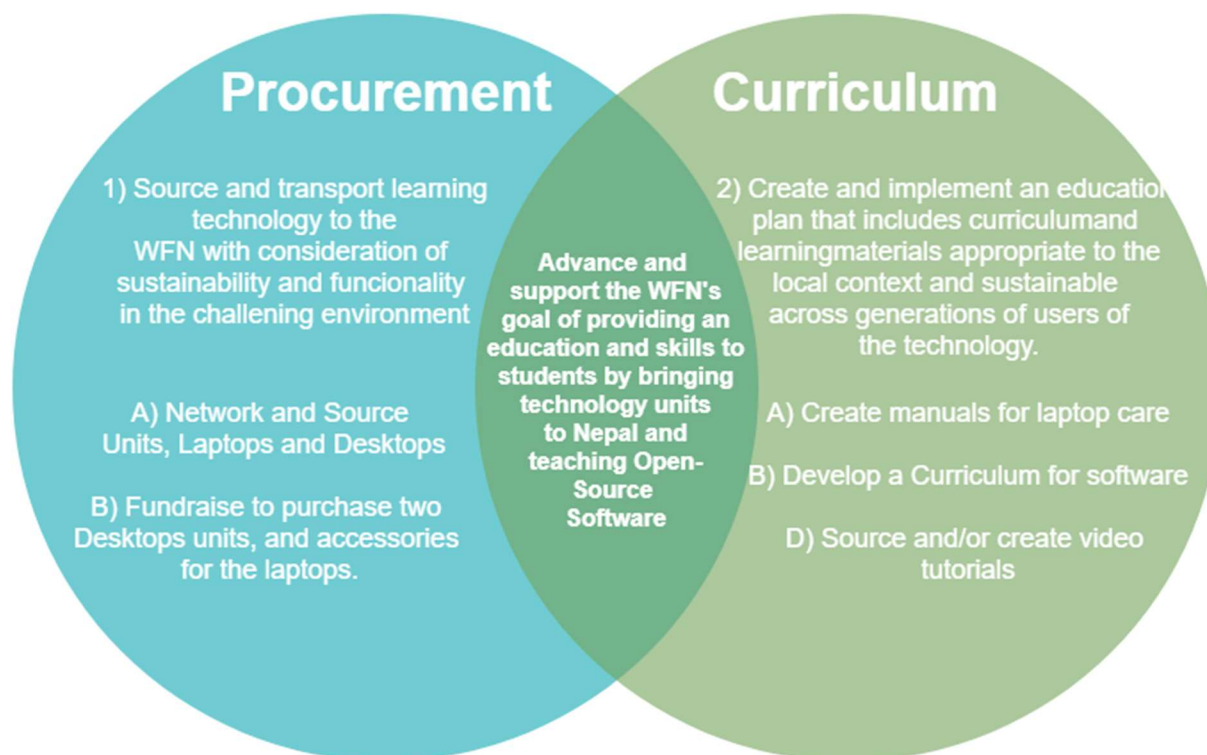
II. Our Team



We were the smallest team consisting of 4 social science students all without a background in global development. Despite this we were dedicated to pulling off a project in cooperation with the WFN,

organized entirely to meet the needs set out by the WFN and in a sustainable way so as to accrue benefit over time. The computer project was by far the most technically and strategically demanding project of the 3 (in our opinion), but also the project with the most potential for immediate meaningful returns by bolstering the agency of children in the WFN and increasing their life chances. We've put this report together for a future cohort in the hopes you can avoid the same mistakes and bring this project to fruition.

III. Our Goals and Impacts - What we aimed to achieve



The Computer project aimed to advance a central goal of the WFN, which is to increase educational access for the youth and women of Nepal. Through course readings, we identified the social issues facing Nepal, in which lack of access to education served as an aggravating factor towards issues such as Violence Against Women and children, use of child labour, and poverty. Accordingly, our project recognized the importance of education as a remedying factor towards such issues, and attempted to support the WFN as partners towards increasing educational access.

The central goal to our project was to advance the goal of the WFN by providing students access to technology which will allow them to gain computer literacy. We divided our main goal into two sub goals, the first which aimed to source and transport over fifteen laptops and two desktops in light of their functionality, while the second which required us to create and implement an education plan to teach students the basic functions of the Open Source Software.

Through the computer project, our team hoped to make a positive impact in supporting the WFN's localized social justice movement. In today's technological world, access to computer literacy is a necessary skill which opens many doors for students for higher opportunity in education and arguably in life. Accordingly, our project understood the importance of teaching such technical skills to students, and

supported the WFN's curriculum by offering the students the ability to receive vocational training in conjunction with their current education. We planned to reach such a goal by providing resources (i.e. technology) which were needed by the WFN in order to set-up a computer lab where students can learn and practice how to use computers. We hope that the future students who continue this project can bring our plans into fruition and make a positive impact for the youth and women of Nepal.

IV. Key Findings

Working both individually and collectively, we found that success in this project could only be warranted if all team members recognized the importance of their tasks, remained responsible in finishing these tasks, and maintained open communication about their individual and collective progress. The Laptop project was extensive to say the least. Constructing and planning our project was the first step we took as a team, although the process itself was onerous, having an official project plan was an effective way for us to define our goals, organize our plans into objectives, assign a timeline to obtaining objectives, divide responsibilities between our team, and establish a means to evaluate our successes or failures. From our findings, creating a comprehensive project plan was extremely helpful as it gave our team an overview of the project which was centrally conducive to our success. In our team of four people, each member shared equal responsibilities, however that some unintentionally took on more responsibilities than others. Each of us were assigned with the task of sourcing our networks to find potential contributors who could make technological or monetary donations. This aspect of our project required us to work individually in connecting with our contacts and taking technology or monetary donations from them, as well as, communicating our progress with our team. Over the course of the semester, we collected over fifteen laptops, one keyboard, one mouse, and one desktop computer. Upon collecting the technology, as a team we continued to check-in with each other on the workability of the technology, as well as, ensuring the technology was sent to Griffin to have the software downloaded onto them. Additionally, in terms of collecting monetary donations, the onus was again on us as individuals to use our contacts and social media platforms towards fundraising and gathering donations. Through our efforts we collected over 600\$ which surpassed the initial goals we had established within our project plan. As a result, we found that although the project was team-based in nature, each member had to contribute more time into individual work to ensure we met the collective goals of our project. Our advice to the future students taking on this project would be to understand the degree of effort which is required in this project. Unfortunately, due to the global situation caused by the COVID-19 "corona virus" pandemic, our trip to Nepal was cancelled by Carleton University which resulted in our inability to complete each aspect of our project to plan. Now it is up to the future students to resume this project and complete it to perfection.

V. Evaluation of Findings:

A. Relevance

It became abundantly clear in the project planning stage that this project had several moving parts that required timely and effective execution if we were going to meet our goals. The two themes that determined our decision making were "Utility" and "Sustainability". Is this idea actually a solution to the problem? Is it inadvertently creating more problems? Is this solution sustainable in the receiving environment? For example, the original plan had been to source 15 donated used laptops. Simple right. Not so. People are sensitive about their private information. Most professors have apples which are not receptive to open source software. Second hand laptops also have between 3-5 years life in them optimistically. What are the risks of introducing a need to the environment and providing technology you

know is going to fail? What about 15 different laptops with 15 different power cords, the wrong power cord plugged in frying the motherboard? Are you expecting over 100 children with no computer literacy to never mistake the correct plug? This led us to create a side fundraiser to purchase desktop computers keeping the foundation online until they're in a position to purchase their own technology.

Ask yourselves, "is our solution creating more problems?" Talk to the people you're serving, what do they think? You ARE NOT the knowledge holder in this situation.

Another glaring hole in our plan was our complete lack of knowledge about computer programming, any of us. We made the best decision we could have on open source software based on the literature. We went with Ubuntu and as far as we knew everything was tickety boo. What saved the project was bringing on our computer engineer Griffin, who informed us that our software was not ideal for the environment. Yes, it is free. Also, it requires updates very often and if it misses those updates it crashes. Okay doable, but wait, you need to log into an administrator's account to do these updates. Also, there are at least 15 laptops that may or may not be in use or stacked on a table untouched for a couple weeks. What we've learned from our conversations with the foundation is that in Nepal nothing happens very quickly and you can't depend on people's diligence. So, can we expect a staff member to weekly log into and update over 15 units... what do you think? Our advice to a future team is to live by Murphy's Law "Anything that can go wrong will go wrong". Technical challenges are NOT the place for idealism. You are going to want a skeptical team member who can hold you to task. They are going to be irritating. Lean into it and thank that person. When ideas meet the real world, this is where the magic happens.

Technical challenges are NOT the place for well-meaning idealism.

A seemingly straightforward task that likewise developed into a 3 headed monster was the planning and creation of teaching materials for the software. Where we were insightful is in identifying the opportunity of bringing the older students onboard so that they could impart their knowledge to the younger students in the Nepali language, and ongoing after we'd left. Several are university students studying computer science, they are a key element to the momentum of this project. Something to consider is what are your blind spots as students who've grown up with technology? You have a level of "literacy" that prevents you from predicting the needs of children who've grown up without it. We knew this and so we'd jokingly thought to test out our lesson plans on elderly family members who lack this intuition. Likewise, we learned through discussing with the foundation that the children are very visual, and reading is not a prevalent part of the culture. This influenced our decision to make video tutorials and this was received very positively by the foundation. Again, they are the best barometer for how effective your ideas are. Bounce things off of your "clients". What solutions excite them? What gets a lackluster reception? Ultimately, we realized that we really couldn't predict the needs of the students and we would prepare to the best of our ability, with the confidence that we could adapt once we were there. Unfortunately, we were not able to do so and provide a guide for the following class. We would recommend putting more work than we did into teaching pedagogy. Maybe attend a computer literacy class for new immigrants. Co-opt a classmate with experience in children's education.

What are your blind spots? Do a SWAT analysis reflecting on your personalities and skills and actually address your weaknesses as a team.

We believe our project plan, with some new considerations, will situate you comfortably to carry this project through and make it your own.

B. Effectiveness & Efficiency

We were successful in implementing the first part of our project which was sourcing and refurbishing netbook and fundraising enough to purchase 2 desktop computers. Through our GoFundMe we raised 644.00 \$ towards purchasing desktop computers. Our greatest strength has been in leveraging our personal networks sourcing donors, a computer engineer, and benefiting from the support of our classmates. It was our classmate June who made contact with Carleton's ITS Department negotiating the reception of 15 high-end netbooks.

Reach out to your networks and adopt a multidisciplinary approach to complex problems.

Our project approach was that of adaptability always with utility and sustainability in mind. This motivated us to work proactively predicting challenges and reacting effectively to unexpected roadblocks. Where we struggled was managing roles and at times taking initiative. This wasn't due to a lack of dedication but rather our mutual inexperience in pulling off this kind of project and a trepidation about making the "wrong" decision. Reflecting on our process and our successes we feel like we've surpassed expectations. Every step of the way the WFN have been included in determining the course of this project, and every decision made with careful consideration for its benefit and potential impact on the foundation.

We threw a lot into this project and in terms of efficiency what would support this end moving forward is a larger team of diverse backgrounds who can share the load. We might suggest looking at charity governance structures and assigning roles based on individual strengths and interests early on. For example if you're going to be fundraising consider a communications role. Managing social media, responding to emails, writing a go fund me... these are a full job that one person can manage. Likewise strategic management for detailed people who enjoy solving problems. Assignment and tutorials for creative types etc.

Acknowledging strengths and assigning roles early on will encourage people to take ownership of the project and allow you to work strategically and proactively.

VI. Strengths of the Project

Although our team did not get to see this project to fruition, we were very successful in creating a strong foundation for the computer project for future students to build upon. One of the strongest areas was using our personal connections to the fullest in any areas they could assist. This was evident in our external team member Griffin who was instrumental in refurbishing laptops and ensuring our plan was both sustainable and reasonable for funds. Griffin put in more work than most of the team knew by volunteering his time and knowing he was a critical part of this impactful project. Other people outside the immediate team were essential to our success. This includes friends and family from social media offering both cash donations along with donating old desktops or laptops. There were also donations from the

faculty along with other students in the SOCI 3220 providing connections which ultimately led to us receiving all 15 laptops which were a consistent model, making it simple to create a uniform curriculum and tutorials. Not only did people's connections help us with physical donations of money, time, and materials, but they were also extremely important for spreading the word about the project and the WFN. For instance, our Go Fund Me page received a total of 163 shares alone. Needless to say our project was extremely dependent on outside members' support and generosity which ultimately made the project a reality.

Another strength was the project plan created at the beginning of our endeavors. This plan was exhaustive with each goal, sub goal, objective, and activities for each member to accomplish with an associated date to maintain on a timeline to have been completed by the time of our trip. Although this was extremely overwhelming to develop, it was necessary in order to break down the project and understand the extent of which was needed from each team member to achieve what we had hoped. It also forced us to prioritize certain aspects of the project and develop a project that was manageable and could be accomplished within our timeframe. Our team was very good at finding every potential flaw possible and every barrier and challenge we could encounter (which was a strength and a curse). The project plan assisted in creating a focus and overarching goals that we could first achieve then figure out the other details which followed after that activity was completed.

The final major strength was the open communication between the computer project and the WFN. This was important in preventing this project from becoming 'voluntourism' by directly involving the foundation in creating the plan to exactly what they needed and wanted from us. This was done by asking them any questions or obstacles we encountered and providing them with updates on our progress. Having this contact allowed us to build the project around their information for what the computers were being used for and details such as the location in which they would be stored, if multiple students would be using a single laptop, if they would be carried to different locations frequently. As all of our questions were answered it allowed us to create effective and sustainable solutions to meet their needs. This was important as we were not halfway across the world in Nepal to understand the conditions of the environment and the way of life and what the WFN had access to, meaning we were extremely dependent on the answers we received from the WFN to develop the most functional project possible.

VII. Recommendations

As previously mentioned, this project was extensive to say the least. To ensure success in the objectives future students pursue within this project, it is imperative for each group member to understand and respect the demanding needs of this project. Although our team was able to complete one part of the overall project, there is a significant portion of the project which needs to be completed. One recommendation our team must emphasize to future students who continue this project is the importance of remaining critical and ensuring sustainability throughout their execution of the project. Our team found that remaining critical was the only way to make substantial change without causing greater harm to the WFN and rightfully advancing their goals as an organization. Since the second part of our project which is the teaching component is yet to be completed, it is essential for future students to research into the strengths and weaknesses of international development projects and how to complete one, to ensure they are viably completing the project in respect of the wishes and needs of the WFN.

- Ask yourselves, is our solution creating more problems? Talk to the people you're serving, what do they think? You ARE NOT the knowledge holder in this situation.
- Technical challenges are NOT the place for well-meaning idealism.
- What are your blind spots? Do a SWAT analysis reflecting on your personalities and skills and actually address your weaknesses as a team.
- Reach out to your networks and adopt a multidisciplinary approach to complex problems.
- Acknowledging strengths and assigning roles early on will encourage people to take ownership of the project and allow you to work strategically and proactively.
- Work out how long you think it'll take to accomplish a goal, then tack on 50% more time.

A Project like this is a test of dedication and endurance but the rewards of working cooperatively with a community directing their own empowerment is deeply meaningful

VIII. Final Thoughts

As a result of the unfortunate circumstances prompted by the global pandemic of COVID-19, our project stalled and despite our best efforts the world is currently at a standstill and we've had to put our project on pause. Despite all of our best strategizing and ducking and diving obstacles situations will arise that are unpredictable and insurmountable. It's been a valuable lesson in respecting our efforts thus far and finding the resilience to facilitate the continuation of this project at a later date. We have so much gratitude for the Women's Foundation Nepal and Dr. Deborah Connors for providing this opportunity to us to rise to the occasion and collaborate towards such a significant and worthwhile objective.

1b: COMPUTERS PROJECT PLAN

Issues and Goals Statement

A. Issues being addressed by our project and our goals

The Computer Project:

The Computer project particularly advances the second objective of the organization, which is to increase access to education and training to women and children at the foundation (Women’s Foundation Nepal. 2020. About us). The intention in bringing the computers is to help bridge the “digital gap”, connecting the women and children to the world wide web and facilitating computer literacy in support of the children’s education goals. We hope that in teaching students how to use the programs commonly required for business available within the Open Source Software we will empower the students and women, opening doors. In this world having access to information and communication technology is a precondition of higher education and perceived life chances. By bolstering both access and technological literacy we hope to work towards 5 UN Sustainable Development Goals¹.

This project can be divided into two parts. The first is to acquire twelve laptops and two desktop computers. The laptops will be sourced on a donation basis, screened for their functionality, and software onboarded with consideration of utility to the WFN. Each laptop and desktop computer will be accompanied by a personalized manual which will list important information regarding the maintenance of the technology such as information for the care of the technology and the “Do’s and Don’ts” of using a laptop. The desktop computers will be purchased and prepared to guarantee consistency across the units. This will involve fundraising and outsourcing the desktop setup to our external team member Griffin.

Our second goal is to teach students how to use Open Source Software. Sujaya Neupane’s critique of the *One Laptop Per Child Project*, magnifies the potential limitations to the success of international educational and technological projects. We are aware of the concerns around colonial development. We approach this project with sustainability and utility in mind. To ensure a critical perspective, sustainable schooling, and reduce the WFN’s dependence on external aid, we intend to teach the software to older students. Teaching the software to older students will allow them to use the technology in their studies and we are entrusting them with the responsibility to coach younger children and the women. Respectively, the laptop project will then successfully establish a critical, and sustainable pedagogy by empowering the students at the WFN to take an active role in and lead their own education. Each lesson taught to the older students will be accompanied by a video tutorial which will provide a brief guide on how to use the three programs (i.e. Writer, Calc, Impress) within the Open Source Software. In addition to the video tutorials, we will research and reach out to allies to determine how to effectively teach software such as encouraging students to apply their new skills to practice assignments. Such addition to the curriculum will ensure that students have thoroughly acquired the technological skills and understanding of the software.

Critical Considerations

No members of our team have a background in development, our knowledge going into this project summed up beautifully by Hijaab, “voluntourism is bad.” Ideals and enthusiasm is an essential ingredient of this project, however good intentions are meaningless without forethought and meticulous application. We are all

1) ¹No Poverty, 4) Quality Education, 5) Gender Equality 8) Decent Work and Economic Growth, 9) Industry, Innovation and Infrastructure

acutely aware that pulling this project off will require being conscientious to the needs of the WFN and analytical of the strengths and challenges of the receiving environment.

Determining and Acquiring Technology

Our “North star” for this project is sustainability. Consequent to discussing the original plan for laptops with computer specialists they expressed concern about the usability of the laptops over time. New units have an approximate lifespan of 3-5 years, meaning that most of the units we bring will be malfunctioning immediately, and many unusable within 2-3 years². Concerned with creating a dependence and providing technology guaranteed to fail before the WFN is in a financial position to maintain or replace the units, we elected to source desktops. Upon discussion with the WFN confirming their avid interest in attaining the units we’ve set to work. The pros to desktops are that they have a hardware durability of 5+ years, they’re serviceable on location, they’re affordable, it frees up laptops for university students and it supports equity of access to the equipment. It is our hope that the WFN will be able to rely on the desktops until our classmates’ other projects increase the income of the WFN to the point where they can purchase their own computer technology.

Teaching Materials and Curriculum

Through the course readings we’ve been exposed to the criticisms of education through technology aspirations in development practice.³ Utility guides our intentions with our teaching material. This stance is supported by the fact that the WFN have asked for the technology based on their perception of need. They have also determined which programs are of most value to the students. Likewise, our instinct to create video tutorials was given the green light based on the children being visual learners. With awareness of relational ways of knowing in Nepali society we intend to draw in older students with a better grasp of English, the hope being that they will be in a position to perpetuate their acquired literacy and skills with the technology to the younger students and the women who may want to use the internet for their own businesses for example. Given our assumption of their limited exposure to technology it is imperative that we come up with “projects” that will expose the students to the opportunities the software provides and challenge the students to get comfortable with it. We do not presume to replace the education that the children are receiving locally, but to equip them in conjunction with the vocational training and higher education they’re receiving.

² Siegle, L. (2013, January 13).

³ See Shields: ICT or I see tea? Modernity, technology and education in Nepal

2. Description of Activities, Timeline and Assigned Tasks - Computer Project:

Goal	Sub-Goals	Objectives	Activities	Target dates	Who to do	Permission/Bookings	Evaluation of success
Advance and support the WFN's goal of providing education and skills to students by bringing technology units and teaching OpenSource Software	1)Source and transport learning technology to the Foundation with consideration of sustainability and functionality in the challenging environment	A) Network and Source Units: Laptops and Desktops	Send emails to FASS, SASA, and FPA requesting laptop donations (no apple computers)	Feb 6th	Jaimie	Must be reviewed and accepted by Prof. Deborah Conners, prior to sending donation request	-Gather 12 functioning laptops by March 15th
			Conduct a USB collection drive within our class and departments	April 2nd	Team		60 Free USB's, with room in the budget to purchase them if there's a deficit.
			Network with on campus tech for free keyboards and mice.	March 25th	Team		Secure 2 Free keyboards and mice saving on the budget.
			Research potential Desktop units appropriate to our project	Complete	<u>Griffin</u>		
			Prepare a pros and cons list for each type of unit that considers environment and cost.	Complete	<u>Griffin</u>		

			Purchase Desktops	February 28th-March 4th	<u>Griffin</u>	Permission to proceed from Team and Deborah	At least 2 units purchased on budget
	B) Fundraising to purchase two Desktop units, and accessories for the laptops such as: outlets adapters, cleaners/filters, and laptop cases		Create a GoFundMe page to get donations of funds	Feb 7th -9th	Jessica		We successfully fundraise 75% of our goal
			Budgeting and financial management	Ongoing	Sampavy		All expenses can be accounted for at the end of the project and we stayed within budget.
			Meet with FASS tech specialist to plan technical goals, situational consideration to the needs of the WFN and share work ensuring consistency between units	March 1st	<u>Griffin</u>	Permission from Deborah granted	Software consistent between units and suitable for the receiving environment .
			Set up desktops testing operating system, fixing drivers and installing office suite	Early March	<u>Griffin</u>		All desktops operational and ready to go March 25th.
			Purchase metallic dust traps for desktops	March 25th	<u>Griffin</u>		Task completed

	2) Create and implement an education plan that includes curriculum and learning materials appropriate to the local context and sustainable across generations of users of the technology	A) Create manuals of care for each unit (15 laptop manuals, two desktop manuals)	Consult software and Griffin to determine important information to include in manuals	March 5th	Sampavy		Getting the main points for the manual
			Design manuals	March 10th	Sampavy	Run it through group to see if it makes sense	Rough template of manual is complete and is ready to be sent to Tara, Renu and Deb
			Email the rough template of manuals to Tara and Renu to get approved	March 15	Sampavy		Manual is approved
			Once approved, print and laminate manuals and attach to each unit	March 22	Sampavy	Present it to team and Deb on March 25	
		B) Develop a Curriculum	Research the pedagogy of teaching to create an effective way to assess the students understanding of the software taught	Feb 26	Jaimie /Jess/ Griffin		Understand teaching technique used to teach computer software and care to the students and witnessing their understandings of what we have taught

			Create practice assignments connected to video tutorials allowing students to practice software	March 8	Jaimie	Have them approved by the team and complete a trial run of students	Correct completion of the assignments by the students after we have taught the software
		C) Video Tutorials	Learn how to use Open Source Software and the three applications of the Libre Office	March 4	Team	Book space in a computer lab with FASS IT to learn the Open Source Software	Have the ability to navigate through the three main programs of the Libre Office of the Open Source Software
			Develop an outline of which topics will be included in three separate video tutorials for each program within the Libre Office	March 7	Hijaab & Team	Book shared space to work with the team and plan the outline for the three videos	The outline is thorough and investigates the basic functions of each of the three programs in the software
			Run the outline with Renu, Diane, and Deborah to ensure the important functions of each program are incorporated into the video tutorial	March 15	Hijaab		The topics covered in the outline for each program are revised and approved by Renu, Diane, and Deborah. If Renu and Diane suggest edits to the outline, the

				edits will be made and the outline will be revised according to their discretion			
			Find pre-made video tutorials on YouTube which cover the specific topics enumerated in the approved outline	March 17	Hijaab	Copyright issues	We are able to find videos for each of the three programs within the Open Source Software
			Download “Jing” software onto one of the acquired laptop to record the video tutorials for programs/topics we cannot find pre-made video tutorials for on YouTube	March 15	Hijaab		Jing will be successfully downloaded into the software
			Use the “Jing” software to record 10-minute video tutorials for topics within the outline, for which we could not find pre-made videos on YouTube	March 20	Team		Each video is under 10-minutes; it incorporates an engaging approach to teaching the programs;
			Edit each video and ensure it does not exceed 10-minutes, it	April 15	Team		Each video is edited to be visually clear,

			fills the gap within the topics listed in the outline				interactive, and audible Each video does not exceed 10-minutes and covers the missing topics within the Open Source Software
			Download premade video tutorials or save links to the YouTube videos on a google drive document Upload each video to Google drive, e-mail each video to Diane and Renu, and back-up each video on a USB	April 19	Hijaab	Copyright issues	The videos are uploaded to a shared folder in a google drive, the videos are e-mailed to Diane, Renu, and Deborah Each video is copied onto a USB to ensure it is backed up

3. Assessment of the scope of the project

Item	Degree of effort – 1	Degree of effort – 2	Degree of effort - 3
Gathering Units (Desktop, Laptops, USBs, Laptop Cases)			3
Donation Emails (FASS, FPA, SASA, Staples, Herzberg Laboratories)	1		
Fundraising for Desktops; i.e. GOFUNDME (Feb 7th Onwards)		2	
Maintenance Preparation of Laptops			3
Budgeting		2	
Create a detailed Video Tutorial on how to use Open Source Software; i.e. the Libre Office			3
Create a Manual for the Care of the laptops (15)			3
Develop a sustainable curriculum to teach the software in Nepal			3

4. Budget

Expenses

Item	Estimated Cost / In-kind	Actual Cost
USB x 60	Free; Gathered via donations	TBD
Monitor, Mouse, Keyboard x 2	\$100/each	TBD

Desktop x 2 (Lenovo M93p Tower) https://www.lenovo.com/hk/en/desktops-and-all-in-ones/thinkcentre/m-series-tower/ThinkCentre-M93P/p/11TC1TMM93P#tab-tech_specs	Ticket Price: \$290 Hard Drive upgrade: \$40 Wifi Card (If the school uses wifi for internet; optional): \$25-\$50 Extra fans (optional): \$10-\$30	TBD
Metallic Covers for desktops x 2	\$5/each	TBD
Outlets x 4	\$6/each	TBD
Total	\$1,054	

Income

Source	Amount offered	Amount Received
GoFundMe	\$1,500	TBD
Total	\$1,500	

In-kind Income

Source	What is offered	What was received
Griffin	Time and Resources	Time and Resources
Dusson	Public Relations Experience on setting up the Go Fund Me	
Hannah	Knowledge on how to use Microsoft Excel Program	
FASS faculty	Laptops, keyboards, computer mice, USBs	4 Laptops (so far)
Students	USBs; Publicity	Publicity

5. Evaluation Plan

This project aims to advance access to education in Nepal by providing technology and teaching universal software programs to the students within the Women's Foundations for Nepal (WFN). Our success will be evaluated when we fundraise our target amount in order to purchase at least one desktop and monitor and obtain a minimum of *ten* working laptops through donations. This technology then must be successfully transported to Nepal and installed into their computer room onsite. Additionally, assessing students' understanding of the software that we will teach through written manuals and video tutorials will evaluate our success on the effectiveness of our teaching to the students. This will ensure that the manuals and tutorials that we provide are transferable to the women and kids in Nepal so they are able to teach others within the foundation with the teaching tools we have provided.

The ultimate goal of this project is to create a foundational computer teaching program for future students to build upon in the coming years. This will allow us to achieve sustainability of the physical laptops and desktops, allowing computer literacy to be accessible to as many as possible. When another group carries on our efforts is when we will truly know if we have met our goals of sustainability. One of the major factors we would implement into the future is to develop a large enough team before enduring the project. This would include dividing the project and roles equally at the beginning to create a structured format. It would be important to strategize early in the project in order to meet deadlines and implement a successful project. Lastly, it is extremely important that these advocacy projects do not fall into a voluntourism and to take the necessary steps to prevent this. Preventing our project from falling under this category involves us working closely with the Women's foundation of Nepal and understanding exactly what they need from us. Creating this relationship has enriched this entire experience and been extremely beneficial in the preparation for our trip.

Success can be evaluated on many levels; the objects we obtain, how we implement it, how we sustain the program. Although these are all important evaluations to be considered within our project, it is also worth mentioning the message we want to bring and the impact we want it to have on the students of Nepal. All of these projects surround empowerment of women in whatever form that may take. Specifically, the computer project focuses on access to technology and allowing anyone who feels inclined to have that and to understand the opportunities associated with accessing and utilizing technology. Communicating this message during our time there is a major underlying goal of this project which can be evaluated by having students attend and be willing to attempt to learn our teachings and understand their power as a woman and the value of education.

Final Thoughts

In conclusion, this project is a stepping stone towards a greater goal of increasing technological access for students at the WFN. Our team is working to the best of their ability to ensure this project is executed as per plan, we are hopeful that we will be able to achieve most of the goals we have set for ourselves. While it is crucial to remain optimistic, it would be unrealistic to assume that we will be able to achieve all goals to perfection. As full-time students, we encounter barriers which require us to divide the time we can contribute to this project. Nevertheless, our team is dedicated to this project, and we ensure that we will be implementing a critical approach in completing each goal we have set for ourselves. That being said, our first attempt to execute this project will set a precedent for the teams which will continue this project in the future.

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1c: GoFundMe PAGE

Our Pitch: Hijaab Yahya, Jessica Campbell, Jaimie Reynolds, Sampavy Satkunarasa & Griffin Barrett.

We are Carleton University students collaborating with The Women's Foundation Nepal to set up a computer lab for the mothers, their children, and orphans living in the organization's long term shelter home in Kathmandu, Nepal. Through the foundation's efforts women acquire employable skills and watch their daughters attain an education and agency over their futures. However, in a connected world computer literacy is imperative to employment opportunities and higher education. Acknowledging our privilege and luck in being young women inhabiting the time and place we do, we are deeply passionate about this project and are reaching out to our community for support in creating opportunities for women just like us. Thank you!

About the Project:



Currently over 100 children are receiving an education with the support of the foundation and several have received scholarships for university in business and even the computer sciences, but they have no computers to practice on at home! We are fundraising to purchase 3 refurbished desktop computers that will be outfitted with open source software by our volunteer computer engineer, Griffin Barrett, and transported to Nepal May 2020 with our Sociology classmates.

Our greatest consideration for this project has been bringing machines that will have a long life and serve the needs of both the younger children and university students. 100 % of donations are going to the machines, there is zero overhead costs in this project. All finances will be reviewed by the Department of Sociology and Anthropology of Carleton University to ensure accountability.

Budget breakdown:

Item	Estimated Cost / In-kind
USB x 60	Free; Gathered via donations
Monitor, Mouse, Keyboard x 3	\$100/each
Desktop x 3 (Lenovo M93p Tower) https://www.lenovo.com/hk/en/desktops-and-all-in-ones/thinkcentre/m-series-tower/ThinkCentre-M93P/p/11TC1TMM93P#tab-tech_specs	Ticket Price: \$290 Hard Drive upgrade: \$40 Wifi Card (If the school uses wifi for internet; optional): \$25-\$50 Extra fans (optional): \$10-\$30
Metallic Covers for desktops x 3	\$5/each
Total	1455.00\$ - 1500.00

About the Women's Foundation Nepal

The Women's Foundation Nepal (WFN), started by a group of politically active female Nepali students, strives to improve the legal rights and life chances of women in Nepal. This is accomplished through social justice, advocacy, and activism to ameliorate the status of women in Nepal. It emphasizes the need for equality of men and women within the law to give women the opportunity to shape the future of Nepal. In practice this includes running shelter homes and providing support to survivors of violence, abuse, and poverty, totaling 120 children and 30 women. In addition to housing, these shelter homes address the medical, psychological, and legal needs of the women and children. The WFN provides education, skills training, and empowerment programs to women and children at the foundation. The foundation provides women and children access to a non-violent education up to the 10th grade, and then further invests in their future by arranging access to university scholarships.

For more information about the Women's Foundation of Nepal visit their [website](#) , or their YouTube [channel](#) .

Concluding Remarks

We're so grateful for your support and excited to include you in our project! Please keep up-to-date with the status of our project on our [Facebook](#) page.

-Hijaab, Jessica, Jaimie, Sampavy & Griffin



SCARVES GROUP

2a: SCARVES PROJECT PLAN

Maheela Cooperative

Maheela is the Nepali word meaning women. Since 2000, The Women's Foundation Nepal (WFN) has operated a manufacturing facility where women are employed after leaving the foundation while their children are educated at the WFN daycare centre or violence-free school (WFN, 2020). The Maheela Cooperative currently has eighty employees who craft scarves, textiles, and necklaces. While the current workers are gaining job training, the Cooperative donates sixty-per cent of their sales to NWF to contribute to the development of programs offered to newcomers to the foundation (Maheela, 2020).

Overall Goals and Objectives

Our goal in this group is to help the WFN become financially stable through three key objectives. Once these objectives are established, the group will send the funds through either an e-transfer to Maheela's bank account, or Nepalese Rupees in person. They have requested cash as the easiest payment for them, however since we were unable to travel to Nepal we settled on a e-transfer.

The first objective is to begin creating pop-ups around Ottawa. The group should target stores that have the same core values as ours or sell similar products. Note that the store does not necessarily have to sell clothing items, a few stores we were thinking of were yoga studios, or local cafes. You can also request to use the pop-up as sort of a 'trial run' for the retailer to see how these products sell in their stores. You would also want to do it on a busy day, weekends are usually the best days to begin since many people and students have those days off.

The second objective for our project is to seek out a permanent retailer in Canada for Maheela to sell their scarves to after our course. In order to do this we have created scripts that establish our mission statement, our goals, and also reasons why the retailer should purchase our product. A crucial component to this objective is to make sure the student talking to the retailer outlines the benefits for purchasing the scarves. If the retailer believes that our products match their values as a company and they can make a profit, they will be more likely to agree to sell.

The last objective is to create a business plan to give to Maheela and the retailer, so they will be able to establish after a contract after our course has finished. Since we will only be in this course for 4-5 months, it is essential to ensure that the retailer and Maheela have enough information to keep their relationship intact. This process ensures that the group will have made a lasting contribution to the company, and the WFN.

Creating the Pop-ups

One of the first things we had done as a group was find a pop-up location. To begin, one of the students who worked at a hair salon asked her boss if she would be able to establish this pop-up for a few days in the salon. She presented to her boss their mission statement, goals and objectives, and also one scarf. By doing so, her boss was able to understand why this was an important cause, and she was also able to see the beautiful product as well. The student also mentioned to her boss that it would boost their morale if they supported a non-profit cause, which persuaded her to approve the pop-up.

Once the pop-up was approved, it was crucial for the students to get the scarves from their Professor, and make sure there were the correct prices. Moreover, the students needed to create a short blurb that would indicate why the customer should purchase a scarf, and how the funds were distributed. At the location, the student participating in the pop-up would set

up an attractive display of the scarves and greet customers with a friendly smile. The student would also have to memorize crucial information about the WFN.

Creating pop-ups requires much more groundwork than we had expected, which delayed our project. Some of the scarves came from Nepal with no prices, we needed signage, and we needed to do some research on the best method of payment. At first, we decided a GoFundMe was a good idea, however we then realized that they took about 2% of the profit. We then decided for this pop-up we would do Interac e-transfer, because we were running out of time.

The first pop-up was not as successful as we had hoped, but it did raise a lot of awareness for women and children in Nepal. For the next pop-up, we were going to improve our display with adding a clothing rack, better signage, and also using a 'cube' for payment. The Cube is a device that you can attach to your phone and process card payments. The first pop-up can be a bit nerve-wracking, the student may not be sure what works and what does not until the first one is over. Nonetheless, with each pop-up students will gain more confidence with this tactic in the project.

Project Wins and Losses

A win for this project was getting the opportunity to work with Roy van der Mull. Roy is a retired businessman with many years of experience. Thankfully he took his own personal time to have meetings and give business advice that was critical in the creation of the pitches, accepting payment for the pop-up, the statistics for how many businesses we would need to talk to in order to possibly find one interested party, and more. Without Roy's detailed breakdowns of talking to businesses and business owners, our pitches and approaches to discussing the coop and Women's Foundation of Nepal would have been obsolete. Referring back to the pitches, Roy was most definitely essential in their creation. We created a phone pitch and in person pitch script (See Appendix I & II for in person and phone pitch scripts). These scripts essentially provided the structure conversations in person and by phone should be conducted with potential interested businesses. If these scripts are going to be implemented next year, it should be noted that these scripts should be edited based on the businesses the team members decide to approach.

Roy taught us key ways to persuade and assess people's body language to help us when meeting with business personnel that can be applied to many situations. Overall, these meetings were crucial for the objective to find potential retailers willing or interested in distributing WFN scarves and its subsequent activities. Should this project be picked up again next year, we highly recommend getting in touch with Roy to further help develop the next team with their endeavors with this project and to ensure the highest chances of success.

Sadly, the largest loss was experienced with the entire project being put on standby due to the Covid-19 pandemic in Canada. While we had made alterations to our project plan due to the cancellation of our trip to Nepal, we were still able to mostly proceed as planned with our

project. All of our objectives remained the same except for the creation of a business plan. The reasoning for the change of plan was that we had scheduled the business plan to be created while our group was in Nepal so we could also create it with active feedback from the coop and foundation employees. Therefore, we changed this objective to creating a list of businesses who have expressed interest in working with the coop and foundation.

While the Covid-19 pandemic had not impacted Canada yet, we proceeded with our next objective. One of the objectives of the project was to meet with business owners in order to pitch them the scarves and idea of partnering with the coop and Women's Foundation of Nepal. With Covid-19 we were unable to meet with businesses as primarily it was unsafe for our team to do so and also because businesses at the time were first and foremost concerned with their stores remaining open and keeping employees employed. With this being said, this caused the pitches we had created to be redundant as we were unable to use them. Being unable to talk to businesses sequentially caused our team to be unable to create either a business proposal as we had originally planned for or configure a list of interested businesses as we had planned in our revised project plan. Therefore, due to Covid-19 our group was unable to continue our project and help contribute to the Women's Foundation of Nepal in the effective way we knew we would have done if the project had succeeded.

Future of the Project

Next steps to continue this assignment would be to continue to work on the pitches to business owners. The group should allow room for adaptations and changes as each person experiences a business pitch. It will be very helpful for the members to record in a note what they learned that worked and did not work. Our current pitches should be enough groundwork to get the process restarted for businesses, however, the speeches will vary and depend on situations and responses.

Future students should have most of the groundwork completed by our group, however, organization will be a huge key factor here. Each scarf should have an individual price attached so the customers and students are not guessing when it comes time to sell to businesses. This can be done with early planning and contact with Kamela, who works with Maheela at the Foundation. Open communication and updates of any sort will be great for the future group to connect and work through any issues that may arise.

Once a business has agreed to work with the Maheela Cooperative in Nepal, group members should phase themselves out as the “middle person”. This should be kept in mind so that the connection is between the business and co-op and can sustain a relationship for longer than a semester term with the students.

The future students should also consider more pop-up events and locations. Our pop-up store did really well with raising awareness and getting the word spread. We believe that hosting more of these limited time stores will enable customers into buying on the spot and create fast

sales along with having a steady business selling as well. Other places to look into for hosting a pop-up would be in the University Centre on campus, and Lansdowne Park's 613 Flea and/or Artisan Market. Two people designated for these pop-ups would be beneficial in offering enough management and support for these events.

After discussing with Roy, small business owners and their consumers enjoy personal touches and meaningfulness. Our advice for the next group is to sell the scarves each with an individual blurb attached. This is a way for the Maheela co-op and WFN to gain while also creating a personal attachment to the product. Some of our past retail experiences had proven to be beneficial since we knew that the more a product looks handmade and original, the more people are to enjoy it. For example, in the future, the scarves that are being sold could be taken out from the plastic sheath, rolled nicely, and lightly tied with twine string that has the small informational blurb attached. This will allow customers to fully see and touch the scarves, and possibly create a subliminal connection right on the spot.

Finding businesses within the community did not prove to be difficult, you just need to know the product you are selling will fit in with the business' current sales and products. For example, our group mainly focused our first draft list to stores along Bank Street that included holistic and natural atmospheres, or carried handmade and one of a kind goods. We felt that these stores would be the most relevant match to the Maheela product.

~Amy, Sophia, Hannah, June, and Angelle

References

- The Women's Foundation Nepal. (2020). *Welcome to The Women's foundation Nepal*. Retrieved from <http://www.womenepal.org/>
- Maheela. (2020). Our story. Retrieved from [https://www.maheela.net/about-us/our story/](https://www.maheela.net/about-us/our-story/).

2b: IN-PERSON SCRIPT

In Person Pitch Script

Important Notes!

- Wear one of the scarves and go with a couple of samples.
- Dress to impress – 3 seconds for a first impression
- When meeting the person mirror them, wait for them to smile first
- If you do not know the name of the person you are meeting with and how they like to be addressed from the phone call, ask them what they would like to be referred to as
- Be confident!

Script

Step 1: The Approach

- You have 3 seconds to make a first impression
- Come into the meeting with confidence and a “knows her stuff” attitude
- Humanize yourself – change yourself from a random stranger to an individual these people want to talk to
- “Hello! I’m _____, the person you talked to on the phone about meeting today to discuss Nepalese scarves!”
- Before going into the next part of the script, hand them some of the samples you have brought in, allow them to hold and feel them as you are doing your main part of the script

Step 2: Conversation – Creating a Dialogue About the Scarves and the Foundation.

- ***Is the scarf something they want or need?***
- ***These are the key points that need to be said in the conversation**
- “As we discussed previously on the phone, I am here on behalf of The Women’s Foundation Nepal and Maheela to see if any business owners with community influence, like yourself, if they would be interested in carrying these scarves.”

- “I am here on behalf of the WFN here to discuss the opportunity to extend your public outreach and perception and work with the WFN and we would really appreciate your help”
- “The foundation is a Non-Government funded organization that helps support women and children in Nepal by providing shelter from abusive families, a school and daycare for children, job opportunities for women, and much more.”
- “How these scarves are linked to the foundation and helping the women and children in Nepal is that they are hand-woven by women working with the foundation and that the foundation has helped. Due to the foundation wanting to remain economically independent from their patriarchal government, the sales of the scarves is one of their main sources of revenue.”
- “Currently, these scarves are being sold in Nepal, Germany, across Europe but do not have a means of distributing in North America yet.”
- “Right now, they are distributing 20,000 scarves a year to the UK and Germany. However, they have a maximum to create 70,000 scarves a year with the potential to grow if they get more distributors.”
- Prices of Scarves:
 - \$25-\$70
- The minimum amount for an order is 10 scarves

Step 3: Make Sure Their Choice is the Right One

- “Currently due to this being an open market, this is an excellent opportunity for yourself to be one of the first footholds for this organization in North America”
- “So you may be wondering, why should you sell these scarves?”
 - Contributes to a positive self-image amongst the community
 - Demonstrates social and societal awareness
 - Opportunity to distribute unique scarves that will be intriguing to buyers, both for their quality and the story behind them
 - Opportunity to contribute to the growth of the WFN
 - Opportunity to grow self-image

Step 4: The Close/Transaction

- Give email for future connections and ask for their email

2c: INTERNATIONAL COMMUNITY ENGAGEMENT COLD-CALLING SCRIPT

WFN caller: Hello, my name is <Insert Name>. Can I please speak to the manager or the person who handles donation?

Recipient: Manager/Person speaking.

WFN caller: My name is <Insert Name>, and I am a Carleton University student enrolled in 3rd year International Community Engagement. Our class works in partnership with The Women's Foundation of Nepal, a social enterprise that supports women and children, is looking for opportunities to advance their business through innovative partnerships with Canadian retailers. I would like, at your earliest convenience, to schedule an appointment to further discuss this amazing opportunity.

Recipient: Can you tell me some more information right now?

WFN caller: Sure! The Women's Foundation of Nepal operates a shelter, a daycare, a computer literacy program, as well as a social enterprise where they support women in hand-crafting scarves, for sale. My course at Carleton is working in partnership with the Foundation to support the social enterprise, and we are hoping that we can develop a partnership between the Foundation and your <STORE/ORGANIZATION>, to sell the scarves.

Recipient: Sure, we can meet!

WFN caller: Great! What time would work for you? OR Might I be able to get your email, to arrange a time to meet?

Recipient: No, sorry, we can't meet.

WFN caller: Not to worry, I understand. I appreciate your time and have a lovely day! :) Is it possible that I can get your email and forward you the information?



3a: Project Plan

Original Plan:

Our original goal as a group was to learn as much as we could about the art of documentary film so once we arrived, we could seamlessly begin filming. In preparation we met with an expert at the Media Production and Design facility and practiced filming and editing techniques. We had additional meetings as well to discuss the specifics of documentary filming and learned the ways we could make our mini doc both aesthetically pleasing as well as informative and accurate. During class time we analyzed some successful documentaries such as “Born into Brothels” and others to learn interview techniques. We collectively decided to step away from formal interviewing and meet our sources where they were comfortable to capture more natural moments to better or film. We prepared many interview questions, as well as a potential list of sources which I will include below:

Some of our best Interview questions:

- What does an average day at the WFN look like for you?
- If you weren't involved with the WFN, where do you think your life may have led you?
- How do you see education play a role in the WFN and how it operates?
- What does empowerment and independence mean to you?
- How would you describe the traditional/common place relationships between women and men in Nepal?
- What effect would expanding the Foundation reach even broader within North America have on the livelihood of these women and children?

Some of our best potential sources:

- Administrative workers at the Women's Foundation like Renu and Dianne
- Childcare workers at the daycare (Coordinator at the child care is Velda).
- Women who have successfully completed the microcredits program and have developed business plans
- Counsellors who tend to the women at the Foundation (Geeta was who Renu recommend we speak to)
- Lawyers who represent the facility

We specified the questions and assigned them to particular interviews as the days until our departure drew closer.

Employees

- o How did you get involved?
- o How long have you been involved?
- o What is your role?
- o What has your experience been working for the foundation so far?
- o Why do you feel the work of the foundation is valuable?
- o What major obstacles exist for the foundation?

Legal Department

- o What is your capacity?
- o How long have you worked here?
- o What does your work consist of?
- o Greatest obstacles faced by foundation from a legal standpoint

We also developed interesting and different angles to tell the story of the foundation like “streeters” where we would go into the streets of Kathmandu and ask the locals what they know about the foundation. On top of this, a personal favourite idea of mine was to follow a child around for a “day in the life” angle and see how the daycare was run.

Some Notes From our skype calls with the WFN and with Tara:

- Women are usually willing to talk about and share their stories.
- Footage of kids studying would be alright but talk to Renu and coordinate who, what, when and where.
- Women's Foundation of Nepal has a YouTube channel which shows some of the other videos they have done

When we found out our trip was being cancelled, we had just begun to connect with specific sources and also worked out a deal with the Media Productions and Design department to rent out equipment for our trip.

Hasi Eldib was our main contact at the MPC, he was super helpful and informative to work with towards renting equipment as well as learning some documentary specific videography techniques. Future students would benefit from a workshop at the MPC, all of us found it very enjoyable and informative. A helpful piece of advice that he gave us as a team of students was to not be afraid to challenge each other's work because some of the best student film projects come from groups that argued the most and challenged each other's creative limits. He also introduced us to the book *Documentary Film: A Very Short Introduction* by Patricia Aufderheide on the history and development of documentary film for us to further our knowledge on the topic. A recommended read for anyone interested in a well-written narrative of film history and formation.

What did the WFN want us to produce?

Our goal for this project was to do our best to have a finished product that showed the story rather than told it, and when coming up with the storyboard we worked with the WFN to figure out what they wanted the final product to look like. They had two goals for us firstly they wanted us to produce a promo video (1-3 min.) specifically for their scarves project to use in marketing social media, and secondly they wanted a short documentary telling the story of their work and to share both internationally and domestically what they do and what resources they provide.

Loose Outline Story Board for Documentary in Nepal:

- Introduce Women's Foundation
 - Use motif of a girl going through the centre's programs, how a life is impacted at each age stage and background that foundation comes into contact with.
- Cover themes of education, financial independence, and social assistance to ultimately tell the story of how the foundation is promoting women against violence.
- Move to broad scope, how these support creating violence-free society in Nepal

What else did we prepare and learn?

Equipment: In preparation of our trip, it was important to know what equipment we had amongst ourselves and what equipment we would need to obtain. This was our log for equipment for reference:

CHECKLIST OF EQUIPMENT: NEPAL 2020

WHAT WE HAVE	WHAT WE NEED
DSLR Camera -SJ iPhone Tripod -SJ Microphone - SJ DSLR Camera - AK GOpro - AK Sd cards - AK Sony a6000 - Camera MV Tripod-MV	Go Pro Camcorder Lights Lapel mics Microphone *Hasi from the MPC was prepared to help us get it approved to take their Lapel mics and portable lights with us for the duration of our time in Nepal.

Having objectives to work towards:

As with any project it is important to have objectives to work towards formulated on a timeline. To help us accomplish our aspirations with this project we came up with the following objectives and goals:

Goal	Objectives	Activities	Target dates	Who to do	Permissi on/ bookings	Evaluation of success
Story-Board	Create a malleable timeline of doc.	- establish what the Foundation wants from us - look for inspiration from	Week 10 (March 18th)	every-one	Approval required from Foundati on on	Feedback from class and foundation

		other documentaries			what to show	
Practice Film	Hone our videography skills; learn documentary filming techniques	- mock interviews & editing of sequences - go to workshop with Hasi	Week 6 (Feb 12)	every-one	Workshop & equipment approval from Hasi	We all feel comfortable with filming a story
Collecting Tech	Securing all of the required equipment we have listed in our supplies checklist - through rentals via MPAD	- submit forms for MPAD - make checklist of equipment we need (X), and what we have - organization for who is packing what	Week 8 (March 4)	everyone	MPAD	Checklist complete
Prepare for Interviews	Establishing <i>who</i> we can interview; prepare interview questions; Learn <i>how</i> to interview outside the Western context (i.e. where we can meet, where they're comfortable)	- prep questions - preparing <i>sensitive</i> questions	*ongoing through-out course (dependent on Renu & Diane's response)	Chloe Felicity Jenna	n/a	We have a fairly structured interview sequence & plan for B-roll (capable of being adjusted once assessing conditions in Nepal)
Inspiration	Pull clips from other good mini-docs	- watch good examples of mini docs for inspiration	Week 6 (Feb 12)	Marijke & Saarah	n/a	We establish a direction for how we want the documentary to look aesthetically

Some Final Tips on Filming:

1) An important part of filming a documentary is making connections with your talents, the more comfortable they are, the more they share and the more genuine the film. It's okay to have conversation and not just ask questions, although it is important to remind them to include the question in their answers so that the interviewee's voice can be edited out.

2) Try to make your talent as comfortable as possible, have a non-verbal cue between your teammates who are filming and those interviewing that you can check in when the equipment is ready and not have to verbally say: "okay we're filming" as that can immediately cause the talent to feel less comfortable. For talents that may be vulnerable or uncomfortable showing their face on camera, ask if you can interview them while they are doing something or film from a distance or from behind them (ex. While they wash dishes, or go for a walk, etc.).

3) Film a lot of B-Roll! You can never have too much and most people end up having too little. Remember to take large shots, medium shots and small shots of each scene if possible. Don't underestimate the importance of pan shots as well, these can help create seamless transitions between scenes, makes editing easier and can create a higher quality video.



STORYBOARDING

Documentary Project Plan Goal #1

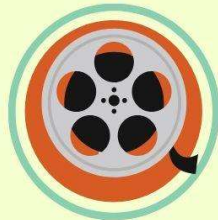


OBJECTIVES

- Create a malleable timeline and outline of documentary that can be adapted while shooting and interviewing in Nepal.

ACTIVITIES

- Establish what criteria the Women's Foundation of Nepal has for our documentary.
- Look to other documentaries for inspiration about style and approach.



TARGET DATES

- Have a drafted storyboard by Week 10 (March 18, 2020) .



PERMISSIONS

- Communications and approval with contacts at the Women's Foundation of Nepal to ensure their vision is communicated through our work.



EVALUATION

- Present drafted storyboard to peers in class and contacts at Women's Foundation of Nepal for feedback.



PRACTICE FILM

Documentary Project Plan Goal #2

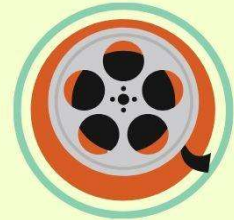


OBJECTIVES

- Hone our videography skills.
- Learn documentary filming techniques.

ACTIVITIES

- Practice via mock interviewing and editing sequences of practice footage.
- Attend a videography workshop with Hasi from the Media Production Centre at Carleton University.



TARGET DATES

- Attend workshop after class on Week 6 (February 12, 2020).



PERMISSIONS

- Communicate with Hasi to confirm workshop dates and times.
- Receive permission from MPC for use of equipment for practice.



EVALUATION

- Our team collectively and individually have a sense of comfortability and confidence with filming a story.



COLLECTING TECHNOLOGY

Documentary Project Plan Goal #3

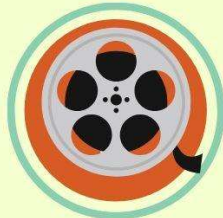


OBJECTIVES

- Ensure that all of our required equipment that has been outlined in our equipment checklist has been secured, through peer supplies and MPAD rentals.

ACTIVITIES

- Submit rental paperwork with MPAD.
- Create a checklist that informs both the equipment we have and require
- Organize which classmates are traveling with which pieces of equipment.



TARGET DATES

- Have activities complete by Week 8 (March 4, 2020).



PERMISSIONS

- Confirm rental agreements with MPAD regarding equipment rentals.



EVALUATION

- When our checklist is complete, we will know that this goal has been fulfilled successfully.



INTERVIEW PREPARATION

Documentary Project Plan Goal #4



OBJECTIVES

- Establish *who* we can interview.
- Prepare interview questions for different audiences.
- Learn *how* to interview outside the Western context to ensure we are making our participants comfortable.

ACTIVITIES

- Communicate with contacts at WFN to learn who we can interview.
- Draft interview questions for each different audience group we hope to interview, including sensitive questions.



TARGET DATES

- An ongoing goal. This goal is larger and requires work throughout the term to ensure communication with WFN. Will need to be prepared before departure to Nepal on April 27, 2020.



PERMISSIONS

- Communication with contacts at WFN to learn who we have permission to interview.



EVALUATION

- Having a flexibly structured interview sequence and plan for 'b-roll' within our storyboard that is subject to changes upon conditions in Nepal.

