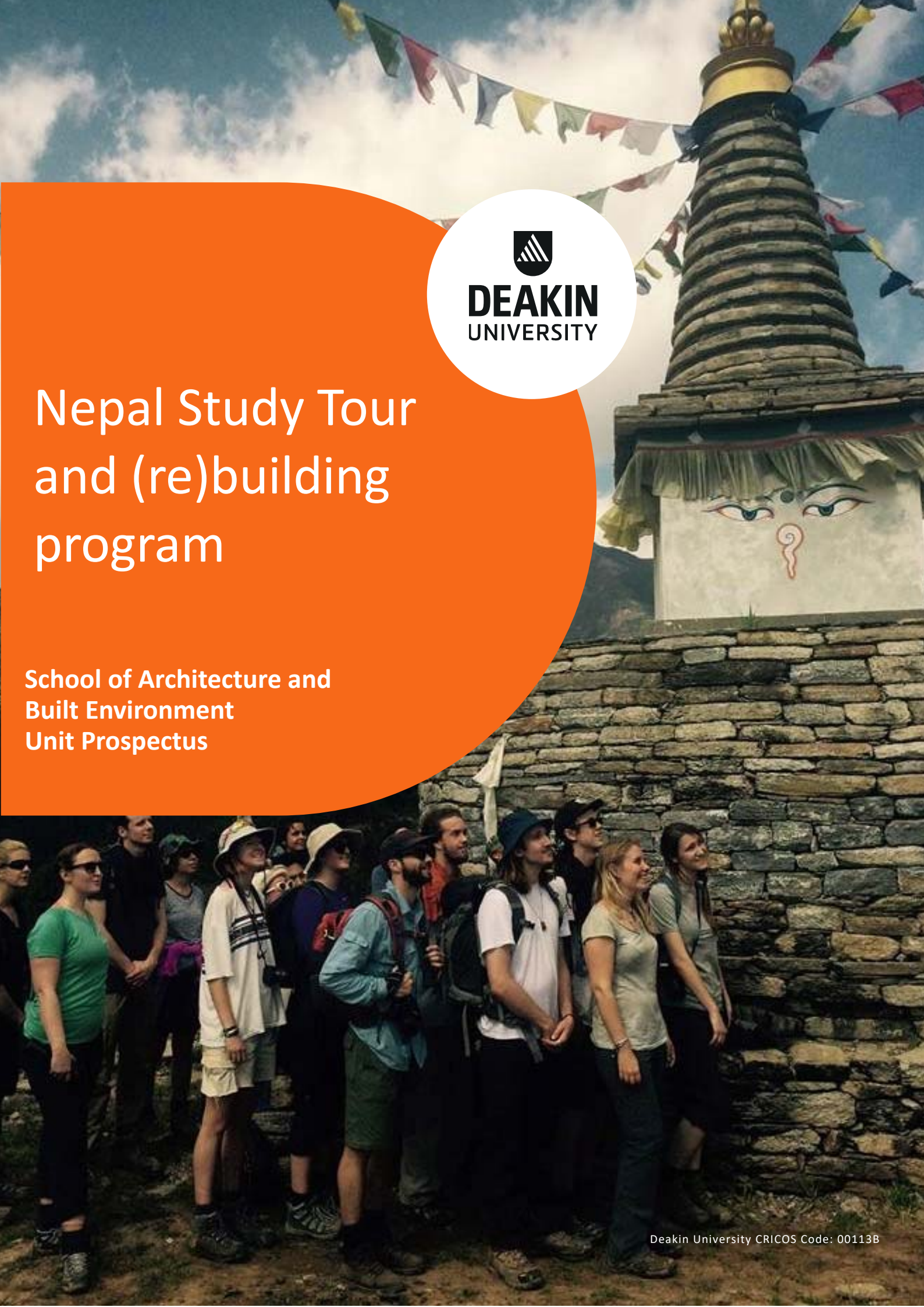




# Nepal Study Tour and (re)building program

School of Architecture and  
Built Environment  
Unit Prospectus



# Nepal study tour and (re)building program

On April 25, 2015 Nepal was hit by 7.8-magnitude earthquake and a major aftershock with a magnitude 7.3 on May 12. The results have been heartbreaking, with 8,500 people killed and more than 19,000 injured. With respect to property, nearly 500,000 houses and about 6,000 schools were destroyed, with a further 250,000 houses damaged. In total, 8million people have been affected and almost one million children can't return to school.

As part of the study tour experience, you will work on the realization of a potable water system for the Phungmoche Monastery and Sherpa Language Buddhist School in the Solukhumbu region of Nepal (a region that encompasses Mt Everest); which is a project developed by the 2017 Deakin/RMIT University Nepal Study Tour participants. Students will work approximately 3 days on this project, between 4 to 5 hours a day, alongside local Sherpa and the local carpenter to build this needed community infrastructure element. There are three assignments related to the in-country experience students will work on. The major assignment revolves around engaging with the local Sherpa people and providing solutions to aid in their rebuilding and village development efforts – Dr. Beza will discuss these assignments during the interviews with students and in class. Please note that as a part of this program students will also do some trekking in this stunning region and will participate in a range of cultural and sightseeing activities, see the schedule below.

Prior to conducting the study tour in Nepal a series of lectures will be given at Deakin University, including topics on: working with communities and building practices in developing nations (with emphases on Nepal), reconstruction post-natural disaster and development in emerging nations and on the culture and environment of Nepal. (Appropriate tools to help with the rebuilding of the High school will be supplied and no previous experience in construction is necessary.)

## **The proposed objectives of the study tour are as follows:**

- Provide students with an overview of reconstruction and development issues faced by the Nepalese (with a focus on indigenous peoples' issues and experiences in the Junbesi valley)
- Introduce students to the concepts of disaster relief, development and environmental conservation through the different stakeholders (organizations, institutions, agencies) in these fields in Nepal (with a focus on indigenous peoples' perspectives in the Mt. Everest region of Nepal)
- Immerse the students in a local indigenous community where development initiatives have been conducted by Dr. Beau Beza and Mr. Ang Tshering Sherpa.
- Introduce students to current debates within the disaster relief and development sectors when working with indigenous people.
- Provide students with opportunities to develop skills in cross cultural and national work experience within the context of post-disaster relief and development in Nepal.



## **Students are required to have a reasonable level of fitness and physical/mental resilience in order that they may fully participate in this program.**

To participate in this study tour students apply online through:

[http://study-abroad.deakin.edu.au/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10558](http://study-abroad.deakin.edu.au/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10558)

(you may need to cut and paste this link into your browser or use the link in the original email sent to you)

This study tour to Nepal is 17 days in length and will be held in 2018 during the break between T2 and T3 (20 October - 05 November).

Note, there will be three pre-departure lectures given to participants prior to travel to Nepal. The Deakin University unit codes for this tour are: i) SRR767/Built Environment Study Tour (PG) or SRR367/Built Environment Study Tour (UG).

RMIT Students: This unit/course will be run through Deakin University and students can participate in the subject through a cross institutional enrolment. This means that students can enroll in the subject through Deakin University (details will be provided to successful applicants).

From RMIT's perspective (School of GUSS), participation in this unit may be considered as an elective with approved study equivalent to International Perspectives on Community Development (HUSO 2263/Postgraduate or HUSO 1301/Undergraduate).



Campsite in Nepal

Students from the Master of Disaster, Design and Development should speak with your respective Program Manager to confirm your approved study equivalent.

## **Unit Methodology/Teaching Approach/Schedule and Activities**

Knowledge in this unit will be gained through lectures, readings, in-country community engagement and interaction and fieldwork.



Meet Beau, Ang and Chandra. ...your lecturer, in-country guide and Sherpa

# Nepal Study Tour and Rebuilding Program Schedule 2018

Day	Date	Program	Learning Activity
1	Sat. 20 Oct	<ul style="list-style-type: none"> <li>Arrive Kathmandu transfer to Kathmandu Guest House and Welcome dinner.</li> <li>Meet team members and briefing in venue, TBC.</li> <li>Hand out Assignment 2 (Major assignment for study tour).</li> </ul>	<ul style="list-style-type: none"> <li>Group Learning</li> </ul>
2	21 Oct	<ul style="list-style-type: none"> <li>Half Day sightseeing in Kathmandu Valley overnight at Kathmandu Guest House.</li> <li>Assignment 1 due-submit to Beau in Nepal.</li> <li>Assignment 2 hand out.</li> </ul>	<ul style="list-style-type: none"> <li>Group Learning</li> </ul>
3	22 Oct	<ul style="list-style-type: none"> <li>Fly to Phaplu (2469M) and trek to Junbesi (2700m) walk approx. 4 to 5 hours.</li> <li>Rest, freshen-up and short greeting with community.</li> </ul>	<ul style="list-style-type: none"> <li>Group Learning</li> </ul>
4	23 Oct	<u>Community work in Phungmoche</u> <ul style="list-style-type: none"> <li>Walk to Dingbuk/Phungmoche camp site and community project work at Phungmoche Monastery and Sherpa Language Buddhist School.</li> <li>End of day debrief and briefing for following day.</li> </ul>	<ul style="list-style-type: none"> <li>Community work Phungmoche (Hands on building exp.)</li> <li>Work 4-5hrs on: Drinking water for Phungmoche^</li> </ul>
5	24 Oct	<u>Community work in Phungmoche</u> <ul style="list-style-type: none"> <li>End of day debrief and briefing for following day</li> </ul>	<ul style="list-style-type: none"> <li>Community work Phungmoche (Hands on building exp.)</li> <li>Work 4-5hrs on: Drinking water for Phungmoche^</li> </ul>
6	25 Oct	<u>Community work at Phungmoche</u> <ul style="list-style-type: none"> <li>Community work in the AM and after lunch visit Thupteng Choling Monastery.</li> <li>End of day debrief and briefing for following day.</li> </ul>	<ul style="list-style-type: none"> <li>Community work Phungmoche (Hands on building exp.)</li> <li>Work 4-5hrs on: Drinking water for Phungmoche^</li> <li>Visit Thupteng Chholing (2920m) meet with monastery committee: talk about the history of the monastery, its role, how it was effected by the earthquake and what the monastery needs help with in reconstruction.</li> </ul>
7	26 Oct	<u>Assignment day</u> <ul style="list-style-type: none"> <li>Walk to Junbesi to talk with Chungba (village elder) about the village's community development and visit (community) rubbish pit.</li> <li>Visit water tank/potable water system for the high school.</li> <li>Trek back to Phungmoche.</li> <li>End of day debrief and briefing for following day.</li> </ul>	<ul style="list-style-type: none"> <li>Start work on assignment 2 - Full day/1 Deakin Assignment (students work one of the following): TBC*, see below.</li> <li>Visit Junbesi High school and meet community</li> <li>Chungba (Principal/village elder): talk to teachers/students about: i) development in Junbesi and the various Junbesi community groups and their projects. ii) Junbesi High School, how it was effected by the earthquake and its reconstruction efforts. (Discussion about other projects Junbesi may need help with.)</li> </ul>
8	27 Oct	<u>Assignment day</u> <ul style="list-style-type: none"> <li>End of day debrief and briefing for following day.</li> </ul>	<ul style="list-style-type: none"> <li>Work on assignment 2 - Full day/1</li> <li>Deakin Assignment as stated above*.</li> </ul>
9	28 Oct	<u>Assignment day</u> <ul style="list-style-type: none"> <li>End of day debrief and briefing for following day.</li> </ul>	<ul style="list-style-type: none"> <li>Work assignment 2/draft Presentation-Full day/1</li> <li>Deakin Assignment as stated above*.</li> </ul>
10	29 Oct	<u>Assignment day</u> <ul style="list-style-type: none"> <li>Presentation of work to community (Assignment 2).</li> <li>End of day debrief and briefing for following day.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of assignments</li> <li>Work on assignment 2 – half day/.5*</li> </ul>
11	30 Oct	<u>Assignment day</u> <ul style="list-style-type: none"> <li>Poss. presentation of work to community (Assignment 2)</li> <li>End of day debrief and briefing for following day.</li> <li>End of study tour in Junbesi/farewell celebration with community.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of assignment</li> <li>Work on assignment 2 – half day/.5*</li> </ul>

		<ul style="list-style-type: none"> <li>End of day debrief and briefing for following day.</li> </ul>	
12	31 Oct	<ul style="list-style-type: none"> <li>Trek to Takshindu (2960m)</li> </ul>	<ul style="list-style-type: none"> <li>Trek to Takshindu (2900m) approx. 5 to 6 hours walk –Today one of the beautiful walk that you are doing as we walk through the Everest View Point at Phurteng (3040m) where we stop for Tea, Weather dependent, views of Everest, Lhotse, Nupse, Kantiga, Amadablam, Thamserku and Numbur may be enjoyed after lunch continue walk to takshindu though the villages descending down to the ringmo river and continue ascend for about an hour to takshuindu overnight at camp.</li> </ul>
13	1 Nov	<ul style="list-style-type: none"> <li>Trek to Ratnagi Danada (~3300m)</li> </ul>	<ul style="list-style-type: none"> <li>Trek to Ratnagi Danda (hill), walk approx. 7 to 8 hours - gradually uphill from Takshindu until we get to Ratnagi Danada. From this hill/ridge top the trail follows the ridge top though a forest of pine and rhododendrons; which includes views of the Himalaya.</li> <li>Today we carry a pack lunch. <u>No water</u> is available on this section of the trek so please make sure you carry/have enough water for the day.</li> <li>Overnight at camp at Ratnange.</li> </ul>
14	2 Nov	<ul style="list-style-type: none"> <li>Trek to Phaplu (2469m)</li> </ul>	<ul style="list-style-type: none"> <li>Walk to Phaplu (walk approx. 3 - 4 hours).</li> <li>Wake up early morning and walk to view point before breakfast; which is 10 to 15 minutes' walk.</li> <li>After we eat breakfast we will walk down to Phaplu. This is the last night with the full crew of porters and Sherpa guides, cook and kitchen staff - a time to celebrate the Study Tour with a meal together and distribute of tips.</li> </ul>
15	3 Nov	<ul style="list-style-type: none"> <li>Fly to Kathmandu</li> <li>Assignment 3 hand out.</li> </ul>	<ul style="list-style-type: none"> <li>Return flight to Kathmandu, and a rest of day at leisure before joining again for an evening farewell dinner.</li> </ul>
16	4 Nov	<ul style="list-style-type: none"> <li>Kathmandu</li> </ul>	<ul style="list-style-type: none"> <li>In Kathmandu free leisure day.</li> </ul>
17	Mon. 5 Nov	Journey formally concludes after breakfast with transportation to the airport.	

Schedule may change to better suit the needs of the study tour and/or the Junbesi Valley community.

**\*2018 Projects/major assignment (i.e. assignment 2), development of a:**

- 1-Potable water supply system for the Junbesi High School hostel,
- 2-Retaining wall conceptual development (TBC) for the Junbesi High School hostel,
- 3- Birthing Centre concept design for the Kushudebu Public Health Mission Nepal
- 4- Green house for vegetable production during the winter (accommodated at the Junbesi hostel: 34 students and 5 teachers).

**^Three day Community project**

Building of a potable water system at the Phungmoche Monastery and Sherpa Language Buddhist School (based on design from 2017 student work)

## Material fee/Cost per Person \$AUD3550 (TBC)

### Cost Per Person Includes

- Airport pick up and drop offs by private vehicle as per the itinerary (Based on Dr. Beza's itinerary).
- Accommodation in hotel at Kathmandu, including breakfast on twin sharing,
- Half day sight-seeing tour in Kathmandu,
- Domestic round trip flight from Kathmandu –Phaplu\Phaplu-Kathmandu,
- Accommodation during the trek on twin sharing basis in tent,
- All Meals (i.e. breakfast, lunch & dinner while trekking when not in Kathmandu),
- Dinner day 1 and day 15 included in Kathmandu,
- Highly experienced local trek leader and Sherpa porters, kitchen helpers. All food will be prepared by our own cook,
- Trekker's Information Management System (TIMS) permit fees,
- Sagarmatha (i.e. Mt Everest) National Park entrance permit and fees, and
- Use of and access to a First Aid medical kit by trained and certified staff (if you require first aid assistance).
- A trained medical doctor to accompany the study tour when in-field/the Junbesi Valley.
- Rebuilding project & associated costs for three day of rebuilding at the Phungmoche Monastery and Sherpa Language Buddhist School,
- On site study tour community engagement and educational activities, and
- Inclusion of Dr. Beau B. Beza's costs for above listed study tour activities/supplies/services.

### Cost Not Include

- University tuition/enrolment fee(s); which is dependent on one's university fee/program structure.
- Deakin University material fee for Nepal in-country costs (as indicated in the 'Cost per Person' line item above).
- International airfares (~\$AUD1600 return as of May 18, 2018).
- Nepal entry visa fee (~\$AUD40).
- Rescue & travel insurance (varies, Covered by Deakin Travel Insurance).
- Vaccinations.
- Taxis (\$AUD20).
- Items of a personal nature.
- Any kind of alcoholic drinks, hot shower, cold drinks, laundry, phone call, and internet.
- Tips (should be based on your budget. Consider \$US4-5 a day as an estimate BUT this is not mandatory).

## Nepal Study Tour and Rebuilding Program Schedule: In Australia

Month	Date (TBC)	Wk	Day / Location	Details
Oct	02	NA	Tues./ Geelong WF, Venue TBC 4.30-7.30pm (Online / Cloud session available)	<ul style="list-style-type: none"> <li>4.30- Lecture: The Everest region &amp; development (L1)</li> <li>Overview of Nepal study tour. <ul style="list-style-type: none"> <li>Nepal Visa Information: Download PDF) <a href="http://nepalconsulate.net.au/wp-content/uploads/2014/07/Nepal-Visa-Application-08_WR-1.pdf">http://nepalconsulate.net.au/wp-content/uploads/2014/07/Nepal-Visa-Application-08_WR-1.pdf</a> or</li> <li><a href="http://www.nepalimmigration.gov.np/content/tourist-visa.html">http://www.nepalimmigration.gov.np/content/tourist-visa.html</a></li> </ul> </li> <li>5.30-Student (2017 study tour) (5.30): The experience of being/working in Nepal/Phungmoche and the work project.</li> <li>6.00-Ang Tsheing Sherpa: Introduction, trekking/tour info., Sherpa of Junbesi &amp; Kushudebu Public Health Mission (<a href="http://www.kushudebu.org.np/">http://www.kushudebu.org.np/</a>)</li> <li>6.30-Group activity and handout Assignment 1 (Project information handed out: Project 1, Project 2, Project 3 and Project 4)</li> <li>Trip progress discussion: Update on trip planning vaccinations etc.</li> </ul>
	09	NA	Tues./ Geelong WF, Venue TBC 4.30-7.30pm (Online / Cloud session available)	<ul style="list-style-type: none"> <li>4.30-Pre-departure session, Deakin International and Partnerships.</li> <li>5.30-Lecture: Mary Johnson (TBC): Social Capital</li> <li>6.30-Lecture: Mittul Vahanvati (TBC): Post-disaster response(s), Owner Driven Reconstruction v. Donor Driven reconstruction.</li> <li>Trip progress discussion: Update on trip planning.</li> </ul>
	16	NA	Tues./ Geelong WF, Venue TBC 4.30-7.30pm (Online / Cloud session available)	<ul style="list-style-type: none"> <li>Lecture: The Everest region &amp; development (L2): incinerator and rubbish pit examples.</li> <li>Lecture: Dynamic destination/development link with tourist &amp; design basics.</li> <li>Lecture: John Bahoric (TBC): Engineering rules of thumb.</li> <li>Trip progress discussion: Update on trip planning</li> </ul>
Topics to be discussed in-country				Proposal writing and costing. Developing and packing the 'development argument'. Intuitive structural engineering & a conversation about the projects Development planning and community engagement

## Reading (to be provided prior to the study tour's first meeting)

### Tuesday 2 October:

- Ang Tseing Sherpa: Introduction, trekking/tour info., Sherpa of Junbesi & Kushudebu Public Health Mission (<http://www.kushudebu.org.np/>)
- Schoolhouse in the Clouds* by Hillary, Edmund, Sir. London: Hodder & Stoughton, c1964. 180p. ill. ; 21cm. Language: English, Database: DEAKIN UNIVERSITY LIBRARY's Catalog [W'PONDS 915.496 Hil/Sit](#) (**chapters 1/Our children have eyes but still they are blind & 2/Water for Khumjung**)
- The aesthetic value of a mountain landscape: A study of the Mt. Everest Trek in Landscape and Urban Planning*. Beza, B. B. (2010). Sept 30, 2010. Vol. 97 Issue 4, p306. This article talks about why mountains are so revered by people and will help you gain a basic understanding of the landscape we'll be experiencing and the people we'll be meeting, see the following (Deakin/RMIT students you'll need to log in and then go to the correct journal volume to find the article, let me know if issues)
- Life and Death on Mt. Everest: Sherpas and Himalayan Mountaineering* by Sherry B. Ortner, Princeton University Press. (**Posted as one reading: Chapters 3/Sherpa & 9/only a portion of Chpt. 9 is available.**)

### Tuesday 9 October:

#### Lecture related content

- The Development Dictionary; A guide to Knowledge as Power* edited by Wolfgang Sachs, Zed Books, DEAKIN UNIV LIBRARY's Catalog online book and [W'PONDS 306.42 Sac/Dda](#) (**Chapter 1/Development**)
- The role of deliberative planning in translating best practice into good practice: from placelessness to placemaking*. Beza, B. B. (2016). *Planning Theory & Practice*, 17:2, 244-263. This article talks about transferring and applying ideas from one location to another. It's a rather important topic for you to start getting your head around development and working in other countries, see at:
- An owner-driven reconstruction in Bihar*, M Vahanvati & B Beza (2017), Vol. 8, pp. 306-319, International journal of disaster resilience in the built environment.
- Working Paper No. 3, *Social capital: literature review and layman's guide* by Jaily Puerto, Canesio Predo, Kenneth Menz, Mary Johnson
- Working Paper No. 16, *Social capital and economic growth: literature review* by Jaily Puerto.

### Wed. 16 October:

#### Lecture related content

- Design for Mountain Communities; A landscape and architectural Guide* by Sherry Dorward, DEAKIN UNIV LIBRARY's Catalog [WATERFT ART&ARCH 712](#)

**Please note that the above references only scratch the surface of reading material related to the Mt. Everest region of Nepal, the Sherpa, development, post-disaster reconstruction and the projects we will be working in Junbesi. Ensure to read widely on these topics and others relevant to your work by conducting your own research as part of your learning experience in this Study Tour.**

Dor/Dfm (**Chapter 4/Elevation and climate: design imperatives & 5/Mountain landform: processes of origin and change**)

Note, other readings may be added and/or substituted for the above.

### Important MUST DO PRIOR TO DEPARTURE:

1) **Obtain all required vaccinations for Nepal, see medical practitioner for advices**

2) **Registering your trip to Nepal with DFAT (Smart Traveler)**

As part of our travels we/you need to register with DFAT (Department of Foreign Affairs and Trade). In essence, DFAT is the branch of the Australian government that keeps note of where we are and what we're doing in Nepal (as well as Deakin Uni.). Importantly, DFAT notifies us and/or tries to contact us if situations in a country change. Please register with DFAT at the following and then register the study tour (i.e. trip) though:

[http://smartraveller.gov.au/Pages/default.aspx?gclid=Cj0KCQjwx8fOBRD7ARIsAPVg-NmNB\\_pwRFPjAg40G8qdysdRzivTJs43ACjuBDIN9\\_2fwjzxTLQKYuAaAnFBEALw\\_wcB](http://smartraveller.gov.au/Pages/default.aspx?gclid=Cj0KCQjwx8fOBRD7ARIsAPVg-NmNB_pwRFPjAg40G8qdysdRzivTJs43ACjuBDIN9_2fwjzxTLQKYuAaAnFBEALw_wcB)

3) **Nepal Visa Information**

Obtain a Nepal visa for entry into the country. This can be done in a number of ways:

- i) In-country, Download PDF [http://nepalconsulate.net.au/wp-content/uploads/2014/07/Nepal-Visa-Application-08\\_WR-1.pdf](http://nepalconsulate.net.au/wp-content/uploads/2014/07/Nepal-Visa-Application-08_WR-1.pdf) and submit to immigration upon entry (two passport sized photos needed and \$US40 for fee).
- ii) Apply online: <http://www.nepalimmigration.gov.np/content/tourist-visa.html>
- iii) Apply in Australia by sending passport to Consulate General of Nepal in Victoria, Australia, see: <http://nepalconsulate.net.au/visa-to-nepal/?gclid=CKm2lc3Fu88CFU4lvAodD3EMNQ>

4) **Health Assessment and Management Plan International Programs**

This is the medical form identifying any conditions one may have and that need to be brought to the attention of the study tour team to help with management of the condition. Form must be uploaded at the Deakin International web site, contact Margaret Herczeg [margaret.herczeg@deakin.edu.au](mailto:margaret.herczeg@deakin.edu.au) for assistance.



## Your (re)building program leaders

Ang Tshering and Dr. Beau B Beza will lead this 17 day rebuilding program and have worked together in the Junbesi Valley area in the Mt. Everest region of Nepal since 2003. Together they have undertaken several development projects in the areas of healthcare, sanitation, education, community development and environmental preservation in this area. Notably, and together they have built waste accommodation facilities at the Serlo Monastery and Phongmoche Buddhist School and Monastery to appropriately manage and reduce the waste generated from these local centres. For examples of previous Nepal study tours led by Beau see the following (if links do not open cut & paste into browser): <https://blogs.deakin.edu.au/ab/2016/12/19/nepal-study-tour/> or <http://www1.rmit.edu.au/browse;ID=ya2gu6sfwo72>

They have also lead other study tours where university students and volunteers have worked with the local community to build a toilet and shower facility for the Junbesi High School. One of their latest projects together with university students was the design and construction of a potable water system for this high school; which is regularly used today and provides safe drinking water for the school children.

As part of the project, the professional Keep Walking Nepal team together with community members will also organize some friendly social treks for the volunteers (i.e. you). This work / trek combination will provide volunteers with first-hand knowledge in the unique natural systems and cultural practices of areas visited and the ability to explore and experience remarkable mountain vistas not normally accessed by other tourist groups.

Trekking through remote and rarely visited high mountain villages and isolated monasteries will act as an additional 'thank you' for assistance given - We would love to have you 'on board' to assist with this vital project, and to experience the splendor of Nepal.

### Contact details:

**Dr. Beau B Beza**  
**Deakin University – Geelong Waterfront**  
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Phone No.: (03) 5227 8554

**Ang Tshering Sherpa**  
G.P.O. Box: 13418 Kathmandu, Nepal  
Office: Kaldhara-16, Paknajol, PipalbotMarga, Kathmandu,  
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Phone No.: +977 4389 649(Office)  
Mobile No.:+977 9851189649





## About the Rebuilding Project

Imagine that you are helping in one of the most beautiful mountain landscapes in the world, the Mt. Everest region of Nepal and working hand in hand with the Sherpa people to help repair/rebuild facilities damaged by the earthquake. You will be based in the remote village of Junbesi, in the Solukhumbu region, and walk along some of the original trekking route undertaken by Edmond Hillary and Tenzing Norgay on their way to climb Mt. Everest in 1953.

You will be working between 4 to 5 hours per day on the realization of a potable water system for the Phungmoche Monastery and Sherpa Language Buddhist School. Activities start at approximately 9am (wake up is at 6am or 7am) and finishing at 3pm with a break for lunch and other refreshment breaks as required. Mostly you will be working alongside the local Sherpa people and the local carpenter.

Our trek leader (Ang), academic leader (Beau) and the local carpenter (or rep.) will brief you every day and direct you. Work will be shared out amongst the group. As we will be working at high altitude we will be taking things slow to look after your health and safety during our experience.

Remember no special qualifications or skills are required and Beau will have a series of lectures for you on Nepal and its environment prior to your departure. Importantly, you will be working as part of a team in this program!

All materials and equipment required for the work is included - Your contribution and your involvement is very much appreciated. However, you will need to bring work gloves, a dust mask and protective eye wear.



## What to bring for the building work

Beau will go over this in detail during the lectures but think to bring: Work gloves, dust mask, protective eyewear/glasses.

## Sherpa facts

The best known and admired of all of Nepal's ethnic groups, the Sherpa migrated to the high valleys south of Mt Everest from eastern Tibet about 450 years ago. Their Tibetan origins are reflected in their language, customs and religion. Our staff and crew will all be local Sherpa people from Solukhumbu, the valley adjacent to the Everest region.

The work and walk we undertake is in their 'back yard', so the many questions about the land and its people you may have can be answered promptly and accurately by them. In terms of mountaineering, the Sherpa people were originally employed by the first mountaineers attempting to climb Mount Everest.

It is from the courage and strength of these local people that the name 'Sherpa' has been collectively adopted and used to describe a climbing guide work across Nepal.

## Cultural considerations

- In Tibetan traditional greeting, a Khata (silk scarf) is usually handed to a Geshe-la or Rinpoche, especially during a first-time meeting/gathering. The Geshe-la or Rinpoche will then return the Khata to you by placing it around your neck with a blessing.
- Always walk on the left side of Mani walls as you pass them (we'll point these out to you). This practice signifies that you respect the Buddhist tradition. You can also turn prayer wheels in a clockwise direction; which are associated with the Mani walls.  
**Never sit on Mani stones or a stupa.**
- Bowing to Buddha's statue is a sign of respect for Buddha. Lowering oneself before Buddha is also an act of genuine humility.
- Please do not touch anything that may be of religious significance in the monastery such as Buddha statues and altars. Do not forget to remove shoes and hats before entering the monastery.
- When lighting incense, after the stick has ignited with a glowing ember, do not blow the flame out with the breath, but rather wave with the hand to extinguish.
- Always ask permission to take photographs of people.
- Don't litter in local springs as it is believed that this will anger the water god. That is, the environmental spirit, *Lu*.
- Do not kill an animal for meat. This is prohibited in Solukhumbu both by village custom as well as by the Buddhist religion.



## Meals and drinking water

On this trek we provide breakfast, lunch and three course meals, plus tea or coffee. A variety of vegetarian and/or vegan dishes can be provided throughout the trip. Our food is prepared by our trained cooks and it is hygienic, plentiful and delicious. Our cook offers rice and noodle dishes, as well as soup and seasonal vegetables.

A variety of cereals, bread and egg dishes are generally available for breakfast. There will also be plenty of snacks available such as biscuits, chocolate and soft drinks and in some areas you will find fresh fruit in season.

You can buy packaged water (bottled mineral water) from the local lodge and shop in route or you can also ask your guide to fill your water bottle: boiled water for your daily needs is provided at breakfast, lunch, and at dinner time. It is advisable to drink at **least 3 to 4** liters water per day. Washing water in a small bowl is provided in the morning and afternoon.

## Typical day on the rebuilding program

The day begins with an early morning start as your Sherpa guide arrives at your tent with a cup of tea which is effectively your wake up call (on some days this can be as early as 5 or 6am) . Following this, you will get a small bowl of warm washing water; then breakfast.

You will be working between 4 to 5 hours per day. Starting at 9am and finishing at 3pm with a break for lunch and other refreshment breaks as required. Mostly you will be working alongside the local Sherpa people and our carpenter. Our leaders (i.e. Beau & Ang) and the local carpenter will brief you every day and direct you.

Work will be shared out within the group. Our group leaders and head carpenter will help to ensure your health and safety. As a general rule and for your own safety it is advisable not to carry and move heavy objects/items. No special qualifications or skills are required. You will be working as part of a team on the project.

There is a plenty of time to enjoy the scenery and take photos. Usually, after the work the remainder of the day can be spent exploring the village, doing a bit of washing or simply relaxing with a good book. Dinner will be ready usually around 6 to 6:30 pm, after that card games and/or reliving the day's adventures may seem appropriate.

Before heading off to bed for a well-earned sleep, our staff will brief you on the next day's activities possibly teach you Nepali songs, games and dance, if you are not too tired. Note, the crew look forward to hearing some songs from you (and not just a footy song you might know).

## Trekking crew

On the trek you will be accompanied by a local Sherpa guide and porter(s) who aim to make the trek/walking as hassle-free and enjoyable as possible. The crew comprises a local trek leader, Sherpa guide, porters, and cook and kitchen helpers. On average, there will be a ratio of one porter to every two trekkers. All our Sherpa guides speak good English and can readily provide information on the places, local culture or any sights that catch your eye.





## Altitude and acclimatization

Our day to day itinerary is carefully designed to ensure there is plenty of time for adequate acclimatization at higher altitudes. Altitude sickness is not related to your level of fitness, it is a failure of your system to adapt to heights not normally encountered (usually over 2,000 meters) and can affect anyone.

The common symptoms are headaches, nausea, irregular breathing, insomnia and the swelling of fingers and glands. Treatment is to descend to a lower altitude as quickly as possible, which normally results in rapid improvement and recovery.

We have well trained trek leaders who have wilderness medicine knowledge and we have a good medical kit with us at all times, so you have no need to worry about receiving rapid attention, if necessary.

Should you suffer ill health during a trek, please advise staff promptly. As a rule of thumb we advise you to drink at least **3 to 4** litres of water per day and to take your time while exerting yourself.

## Trekking equipment

For trekking in the Everest region, you will need walking boots / shoes with good tread (runners will not do), fleece jacket, warm hat and gloves, sunglasses, water bottle, sun cream, day pack, snacks for fast energy and toiletries. We provide a sleeping bag and down jacket to snuggle into at night. Beau will talk about equipment in greater detail during the pre-departure lectures.

## Personal expenses

The Everest region is more expensive than the other regions in Nepal as most of the goods have to be shipped by airplane and then carried to their final destination by porters.

As advised above, trek/in-field breakfast, lunch and dinner will be provided. You only need money for table drinks (e.g. alcoholic/nonalcoholic beverages in Kathmandu), snacks while walking. Note a few smaller shops are available in Junbesi.

Hot showers are available in the lodge which will cost you 100 to 150 rupees. Beau will advise you on how much money one may bring to Nepal during the pre-departure lectures.

Tips to your support team at the end of the trip will be gratefully received, and I'm sure you will be motivated to reward them for the first class services provided. The amount depends on your budget and appreciation of their work.

As a suggestion, we advise \$4 to \$5 USD per person per day. Your trek leader (Ang) will distribute this among our staff on the final evening. Donations of surplus items (e.g. clothing) at the end of your trek are also welcome.





## Insurance

Most travel insurance policies do not cover for trekking above 2000m as standard and you may have to pay a premium to cover yourself. You must ensure that you get the correct level of cover. Deakin University travel insurance covers students on this tour!

## Current situation in Nepal

On 25 April, 2015, Nepal got hit by a devastating 7.8 magnitude earthquake claiming more than 7000 lives and thousands injured. Nepal is one of the least developed countries in the world. Lots of local houses, community buildings, the monastery / school have been damaged: all of which are in various states of completion. The proposed trek/work itinerary is safe for all trekkers.

Nepal, officially known as the Federal Democratic Republic of Nepal, is a developing country. Currently it is transitioning to a state of Federal Democracy. The political parties have recently approved a constitution through the constitutional assembly. But political instability still exists in Nepal. However, traveling in Nepal is safe and there is no influence of politics on tourism and trekking.

## Money matters: exchanging money, cash required for the trek and shopping

Exchange money either from a bank or from a money exchange only and please do not forget to ask for a receipt. In Kathmandu, a meal can cost you up to 10 to 20 US Dollars.

For the trek, you can change perhaps 100 to 150 US dollars to Nepali rupees and carry this with you as some extra cash for emergency / miscellaneous use during the trek. Money exchange will be available at Junbesi but the exchange rate will be very different from that in Kathmandu.

Shopping in Kathmandu will also be quite a different experience. The prices of goods are different in the different shop you visit. Bargaining is a must IF a price tag has not been attached to the item. Note, it is normally in the big shops and supermarkets that have fixed prices.



## Unit Descriptions

(Draft and final Unit Guide version to be posted prior to unit commencement)

### SRR767 Built Environment Study Tour (Postgraduate)

SRR767 is a study tour unit designed for the postgraduate student, which will draw on the area of the student's study irrespective of their discipline or campus. The unit will provide students with collaborative, immersive and experiential learning opportunity. The study tour enables students to address topical challenges associated with real world problems and to engage first hand within diverse contexts and cultures. Skills will include cross cultural communication, personal goal setting, self-management and organisational skills, reflection, analysis and design, and development and implementation of study tour project. The substantive outcomes will vary according to the stream of study and will include exhibition quality presentation of collaborative outcomes of the study tour.

### Unit Learning Outcomes (ULO)

	These are the Learning Outcomes (ULO) for this Unit <b>At the completion of this Unit, successful students can:</b>	Deakin Graduate Learning Outcomes
ULO1	Plan and undertake creative research that identifies issues pertaining to cultural, social, and environmentally sustainable built environment problems to establish project inception that responds to socially and culturally diverse contexts of the study tour.	GLO5, GLO1 GLO8
ULO2	Accumulate and document specialist knowledge of theories, processes and practice using the frameworks of methodical research, creative activity to demonstrate capacity for reflection on actions of professional learning gained through the study tour experience.	GLO1 GLO6
ULO3	Apply interpersonal and cross cultural skills to interact, contribute and collaborate in team learning activities to create and produce a cohesive group presentation for exhibition that clearly communicate the collaborative intentions and outcomes of the study tour.	GLO7
ULO4	Formulate considered responses that demonstrate concern, appreciation and reflection of social and cultural diversity in local and/or global contexts through the applications of ethical and sustainable professional standards	GLO8

### Assignments (Generic description only – Dr. Beza to give out detailed assignment information)

<b>Assignment 1</b>	Pre study tour report (Handed out Tuesday 3 October)
Brief description of assessment task	<p>This is an individual assessment task that requires students to prepare a report that demonstrates development of study tour project. The report will show how discipline knowledge, personal skills and experience contribute towards a team approach for the project.</p> <p>The report will define the challenge/problem within the context of the study tour project evidence understanding of the challenges informed by research and include a review of current literature. Students will be required to self-appraise and determine their contribution to the project through goal setting that enables them to reflect upon their learning and their study tour experience at the conclusion of the unit.</p>
Detail of student output	<p>Students are required to submit a report of no more than 2000 words and include a bibliography additional to the 2000 words. The report will have two sections:</p> <ol style="list-style-type: none"> <li>1) Program of investigation that defines the problem and is supported by current literature; and</li> <li>2) A personal learning plan that comprises of evaluation of the student's skills and experience that can be utilised within a program, and identifies personal goals.</li> </ol>
Grading and weighting (% total mark for unit)	20% (Graded and marked assignment)
This task assesses your achievement of these Unit Learning Outcome(s)	ULO1 - Plan and undertake creative research that identifies issues pertaining to cultural, social, and environmentally sustainable built environment problems to establish project inception that responds to socially and culturally diverse contexts of the study tour.
This task assesses your achievement of these Graduate Learning Outcome(s)	<p>GLO1 – through student competence in identifying a challenge / problem from the lens of their discipline and potential solution(s) through the design of a suitable project.</p> <p>GLO5 – through student ability to identify challenges and issues pertaining to authentic (real world and ill-defined) problems established within the study tour context.</p> <p>GLO7 – through student ability to engage effectively in teamwork and collaborative learning with others from different disciplines and diverse backgrounds</p> <p>GLO8 – through student ability to demonstrate understanding and definition of challenges within diverse urban or rural communities and cultures.</p>

How and when you will receive feedback on your work	Students will receive regular feedback during face to face seminars and studio from both peers and teaching staff throughout the development of this assessment task.
When and how to submit your work	Due: <b>Sunday 21 October</b> , Electronic or hardcopy submission (in Nepal) to Dr. Beza.

<b>Assignment 2</b>	Study tour presentation (group) (Handed out Friday 27 October)
Brief description of assessment task	<p>This is a group assessment task that requires students to work collaboratively in compiling and delivering a cohesive group study tour presentation that includes an oral presentation delivered to a local and/or international audience taking into account linguistic and cultural sensitivity where applicable.</p> <p>The study tour presentation must highlight collaborative effort and articulate a synthesis of outcomes of the investigative program to offer creative solutions to authentic (real world and ill defined) problems identified through the context of familiarisation conducted in Assessment 1. Students will be required to participate in offering critique of each other's presentations.</p> <p>Group presentations will be assessed on the originality and quality of content, their consideration of study tour context in terms of cultural, social and environmental sustainability and the communication of their presentation to a local and/or international audience.</p>
Detail of student output	<p>The group-assessed task requires a compiled mixed media study tour presentation comprised of written media documentation and artefacts that may include models, photographs or portable installations and an oral presentation of up to 20 minutes.</p> <p>The mixed media documentation may be primarily text-based content (up to 5000 words report) or primarily graphic based content of (up to 8 A1 posters and a process journal). The oral presentation must be delivered as a cohesive group presentation with students introducing themselves and identifying their individual contribution to the presentation.</p> <p>All study tour presentations will be displayed in an exhibition.</p>
Grading and weighting (% total mark for unit)	50% (Graded and marked assignment)
This task assesses your achievement of these Unit Learning Outcome(s)	<p>ULO 2 – Accumulate and document specialist knowledge of theories, processes and practice using the frameworks of methodical research, creative activity to demonstrate capacity for reflection on actions of professional learning gained through the study tour experience.</p> <p>ULO3 – Apply interpersonal and cross cultural skills to interact, contribute and collaborate in team learning activities to create and produce a cohesive group presentation for exhibition that clearly communicate the collaborative intentions and outcomes of the study tour.</p> <p>ULO4 – Formulate considered responses that demonstrate concern, appreciation and reflection of social and cultural diversity in local and/or global contexts through the applications of ethical and sustainable professional standards.</p>
This task assesses your achievement of these Graduate Learning Outcome(s)	<p>GLO7 – through student ability to engage effectively in teamwork and collaborative learning with others from different disciplines and diverse backgrounds</p> <p>GLO8 – through student ability to demonstrate understanding and definition of challenges within diverse urban or rural communities and cultures.</p>
How and when you will receive feedback on your work	Students will receive regular feedback during study tour from both peers and teaching staff throughout the development of this assessment task.
When and how to submit your work	<p>Presentation due date of preliminary work: <b>Sunday 28 October</b>. Electronic and/or hardcopy presentation (in Nepal).</p> <p>Final Submission Due: <b>Monday 29/Tuesday 30 October</b>, by 11.59pm (Nepal time) Electronic and/or hardcopy submission (in Nepal) to Dr. Beza.</p>

<b>Assignment 3*</b>	Reflection (Handed out Saturday 4 November)
Brief description of assessment task	<p>This assessment task requires students to collate and present the learning experience gained and extended from the study tour. This will require students to reflect upon the extent of their achievement as well as evaluate their engagement. Students are required to evaluate the extent of achievement of personal goals set in Assessment Task1, and critically reflect upon their contribution, understanding of self and engagement with others throughout the process of the study tour program and study tour experience.</p> <p>Students are required to identify 3 project specific outcomes that they can reflect upon and evaluate how these have been successful or not against the feedback received. Students are required to select one outcome to develop, extend or apply either</p>

	<p>to the same project or a different context and to show in detail how they have taken into account the learning gained from feedback received from Summative Task 2 with the view to extending the project further or to a different context.</p> <p>Students are required to evaluate, and reflect upon their engagement with the initiatives and contributions of their peers. Students will be assessed on the originality, quality and presentation of the reflection and also their ability to show in detail how they have taken peer feedback on board.</p>
Detail of student output	This is an individual assessment task. Students will submit online a portfolio of no more than 40 pages A3 sized consisting of both text based information and supporting annotated images or an equivalent visual and audio based presentation.
Grading and weighting (% total mark for unit)	30% (Graded and marked assignment)
This task assesses your achievement of these Unit Learning Outcome(s)	<p>ULO 2 – Accumulate and document specialist knowledge of theories, processes and practice using the frameworks of methodical research, creative activity to demonstrate capacity for reflection on actions of professional learning gained through the study tour experience.</p> <p>ULO4 – Formulate considered responses that demonstrate concern, appreciation and reflection of social and cultural diversity in local and/or global contexts through the applications of ethical and sustainable professional standards.</p>
This task assesses your achievement of these Graduate Learning Outcome(s)	<p>GLO8 – through student ability to demonstrate understanding and definition of challenges within diverse urban or rural communities and cultures.</p> <p>GLO6 –through student ability to effect independent working and learning ethos, and taking responsibility for personal action through evaluation of student’s own skills and experience</p>
How and when you will receive feedback on your work	Students will be receive regular feedback during face to face seminars and studio from both peers and teaching staff throughout the development of this assessment task.
When and how to submit your work	Due: <b>Monday 26 November</b> , by 11.59pm upload to the Unit Cloud Deakin site.

\*Ensure to take a camera to document your Nepal study experience as the use of these images is important to assignment 3.

### SRR367/Built Environment Study Tour (Undergraduate)

SRR367 is a study tour unit designed for undergraduate students that draws on the area of the student’s study where students may be drawn from any discipline or campus. The unit will provide students with collaborative, immersive and experiential learning opportunity. The study tour enables students to address topical challenges associated with real world problems and to engage first hand within diverse contexts and cultures. Skills will include cross cultural communication, personal goal setting, self-management and organisational skills, reflection, analysis and design, and development and implementation of study tour project. The substantive outcomes will vary according to the stream of study and will include exhibition quality presentation of collaborative outcomes of the study tour.

### Unit Learning Outcomes (ULO)

	These are the Learning Outcomes (ULO) for this Unit <b>At the completion of this Unit, successful students can:</b>	Deakin Graduate Learning Outcomes
ULO1	Organise and carry out a program of investigation appropriate to the discipline chosen area that responds to the study tour project and study tour context.	GLO6, GLO8
ULO2	Set personal achievement goals and reflect upon action in relation to personal skills and experience goals throughout the study tour experience.	GLO6
ULO3	Produce and deliver a group presentation for exhibition that may include print media and physical artefacts that clearly communicate the collaborative outcomes of the study tour project.	GLO5
ULO4	Demonstrate ability to engage with diverse communities and cultures through cross-cultural communication and the application of ethical and sustainable approaches to identified context based problems.	GLO8

### Assignments (Generic description only – Dr. Beza to give out detailed assignment information)

Assignment 1	Pre study tour report (handed out Tuesday 3 October)
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Brief description of assessment task	<p>This is an individual assessment task that requires students to prepare a report that demonstrates development of study tour project. The report will show how discipline knowledge, personal skills and experience contribute towards a team approach for the project.</p> <p>The report will define the challenge/problem within the context of the study tour project and evidence understanding of the challenges informed by research and includes a review of current literature. Students will be required to self appraise and determine their contribution to the project through goal setting that enables them to reflect upon their learning and their experience at the conclusion of the unit.</p>
Detail of student output	<p>Students are required to submit a report of no more than 2000 words and include a bibliography additional to the 2000 words. The report will have two sections:</p> <ol style="list-style-type: none"> <li>1) Program of investigation that defines the problem and is supported by current literature; and</li> <li>2) A personal learning plan that comprises of evaluation of the student's skills and experience that can be utilised within a program, and identifies personal goals.</li> </ol>
Grading and weighting (% total mark for unit)	20% (Graded and marked assignment)
This task assesses your achievement of these Unit Learning Outcome(s)	<p>ULO1 - Organise and undertake a program of investigation appropriate to the discipline chosen area that responds to the study tour context.</p> <p>ULO 2 – Set personal achievement goals and reflect upon action in relation to personal skills and experience goals throughout the study tour experience.</p> <p>ULO4 - Demonstrate ability to engage with diverse communities and cultures through ethical and sustainable approaches.</p>
This task assesses your achievement of these Graduate Learning Outcome(s)	<p>GLO8 – through student ability to demonstrate understanding and definition of challenges within diverse urban or rural communities and cultures.</p> <p>GLO6 – through student ability to evaluate student's own skills and experience and to utilise them to set personal goals</p>
How and when you will receive feedback on your work	Students will be receive regular feedback during face to face seminars and studio from both peers and teaching staff throughout the development of this assessment task.
When and how to submit your work	Due: <b>Sunday 21 October</b> , Electronic or hardcopy submission (in Nepal) to Dr. Beza.

Assignment 2	Study tour group presentation (Handed out Friday 27 October)
Brief description of assessment task	<p>This is a group assessment task that requires students to work collaboratively in compiling and delivering a cohesive group study tour project presentation that includes an oral presentation delivered to a local and/or international audience taking into account linguistic and cultural sensitivity where applicable.</p> <p>The study tour presentation must highlight collaborative effort and articulate a synthesis of outcomes of the investigative program to offer creative solutions to authentic (real world and ill defined) problems identified through the context of familiarisation conducted in Assessment 1. Students will be required to participate in offering critique of each other's presentations.</p> <p>Group presentations will be assessed on the originality and quality of content, their consideration of study tour context in terms of cultural, social and environmental sustainability and the communication of their presentation to a local and/or international audience.</p>
Detail of student output	<p>The group-assessed task requires a compiled mixed media study tour presentation comprised of mixed media documentation and artefacts that may include models, photographs or portable installations and an oral presentation of up to 20 minutes.</p> <p>The mixed media documentation may be primarily text-based content (up to 5000 words report) or primarily graphic based content of (up to 8 A1 posters and a process journal). The oral presentation must be delivered as a cohesive group presentation with students introducing themselves and identifying their individual contribution to the presentation.</p> <p>All study tour presentations will be displayed in an exhibition.</p>
Grading and weighting (% total mark for unit)	50% (Graded and marked assignment)
This task assesses your achievement of these Unit Learning Outcome(s)	ULO2 - Set personal achievement goals and reflect upon action in relation to personal skills and experience goals throughout the study tour experience.

This task assesses your achievement of these Graduate Learning Outcome(s)	<p>GLO7 – through student ability to engage effectively in teamwork and collaborative learning with others from different disciplines and diverse backgrounds</p> <p>GLO8 – through student ability to engage collaboratively to demonstrate understanding of challenges and to provide sustainable solutions within diverse urban or rural communities and cultures.</p>
How and when you will receive feedback on your work	Students will receive regular feedback during study tour from both peers and teaching staff throughout the development of this assessment task.
When and how to submit your work	<p>Presentation due date of preliminary work: <b>Sunday 28 October</b>. Electronic and/or hardcopy presentation (in Nepal).</p> <p>Final Submission Due: <b>Monday 29/Tuesday 30 October</b>, by 11.59pm (Nepal time) Electronic and/or hardcopy submission (in Nepal) to Dr. Beza.</p>

<b>Assignment 3*</b>	Post Study Tour Reflection (Handed out Saturday 4 November)
Brief description of assessment task	<p>This is an individual assessment task that requires students to collate and present learning experience gained from the study tour. This will require students to reflect upon the extent of their achievement as well as evaluate their engagement.</p> <p>Students are required to evaluate extent of achievement of personal goals set in Assessment Task1, and critically reflect upon their contribution, understanding of self and engagement with others throughout the process of the study tour program and study tour experience.</p> <p>Students are required to evaluate, and reflect upon their engagement with the initiatives and contributions of their peers. Students will be assessed on the originality, quality and presentation of the reflection.</p>
Detail of student output	Students will submit online a portfolio of no more than 40, A3 sized pages consisting of both text based information and supporting annotated images or an equivalent visual and audio based presentation.
Grading and weighting (% total mark for unit)	30% (Graded and marked assignment)
This task assesses your achievement of these Unit Learning Outcome(s)	ULO 2 – Set personal achievement goals and reflect upon action in relation to personal skills and experience goals throughout the study tour experience.
This task assesses your achievement of these Graduate Learning Outcome(s)	<p>GLO8 – through student ability to demonstrate understanding and definition of challenges within diverse urban or rural communities and cultures.</p> <p>GLO6 – through student ability to evaluate student's own skills and experience and to utilise them to set personal goals</p>
How and when you will receive feedback on your work	Students will be receive regular feedback during face to face seminars and studio from both peers and teaching staff throughout the development of this assessment task.
When and how to submit your work	Due: <b>Monday 26 November</b> , by 11.59pm upload to the Unit Cloud Deakin site.

**\*Ensure to take a camera to document your Nepal study experience as the use of these images is important to assignment 3.**