

Donatie Rapport

VSO Himalaya

Challenge 2016

27 januari 2017



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Vrijdag 27 januari 2017

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Op 11 november 2016 vertrok VSO Nederland met 21 deelnemers naar Nepal om de Himalaya Challenge aan te gaan. In zes dagen trokken deze avonturiers door het Annapurna gebied in het Himalaya gebergte om VSO projecten te bezoeken en om fondsen op te halen.

Deze avonturiers hebben in €148.018,25 opgehaald met de VSO Himalaya Challenge. Dit rapport is een verantwoording van de besteding van deze donaties.

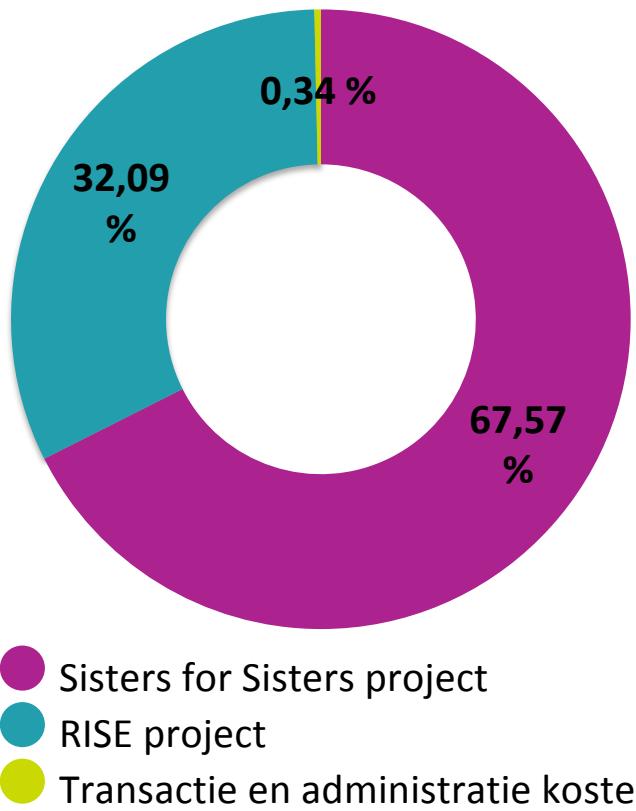
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Bestedingen

De 21 Himalaya Challenge deelnemers hebben een fantastisch bedrag op weten te halen voor VSO Nederland. Namelijk maar liefst 148.018,25 euro. Een geweldig resultaat!

€100.000 is besteed aan het VSO Sisters for Sisters project in Nepal. Het project dat ook tijdens de reis bezocht is. Van de overige €47.500 hebben we het VSO RISE project in Tanzania kunnen helpen en slechts €518,25 is besteed aan transactie en administratie kosten.



"Hoe vaak maak je het mee dat je met eigen ogen kunt zien waar gedoneerd geld aan besteed wordt? Het ophalen van het sponsor bedrag was een uitdaging en ervaring op zichzelf. Wanneer je dan tijdens de reis die 'little sisters', die dankzij dat geld naar school gaan, ziet lachen krijg je een enorm goed gevoel. Dit maakt alles het dubbel en dwars waard! Wat was dit een geweldig avontuur, van de allereerste voorbereiding tot het einde" - Silva, 2016



Sisters for Sisters project

VSO Nepal's Sisters for Sisters' Education Programme: A Brief Introduction:

VSO Nepal's Sisters for Sisters' Education Programme is being implemented 48 schools and catchment communities in 4 districts (Parsa, Dhading, Lamjung, and Surkhet). The programme is being implemented in close collaboration with the Ministry of Education, Department of Education and all 4 District Education Offices in the Project districts. Aasaman Nepal and Global Action Nepal are the key implementing partners. The project is funded by DFID (84.12%), the remaining 15.88% is covered by the other sources. Himalayan Challenge Fund Contribution was utilized as part of the 15.88% along with the Milion Hours Fund and other donors. Himalayan Challenge Fund contribution was mainly utilized for the field activities involving Big sisters' mentoring support to Little Sisters and community awareness activities to support girls access to quality basic education.

The project mainly focuses on improving girls' attendance learning performance and retention of girls in school so that they can complete a full cycle of education to Grade 8.



Key intervention of the VSO Sisters for Sisters project includes:

Big Sister Scheme: Big sisters scheme is connecting big sisters with the little sisters in their schooling who act as positive role models and advocate and promote girls education in school and community. The Big Sisters also support to track the Little Sisters' progress and raise their self-esteem and career aspiration.

Bridge Classes: Bridge Classes are preparatory classes and school enrolment support that will help Out-of-School girls to catch up sufficiently so they could return to school. Bridge class students include the girls between 6-13 who have never been to school or who have already dropped out from grade 1-3.

Learning Support Classes: Learning Support Classes are for girls who attend school IRREGULARLY and are LOW PERFORMING in school. Learning support classes are organized in all the 48 schools/school catchment areas.

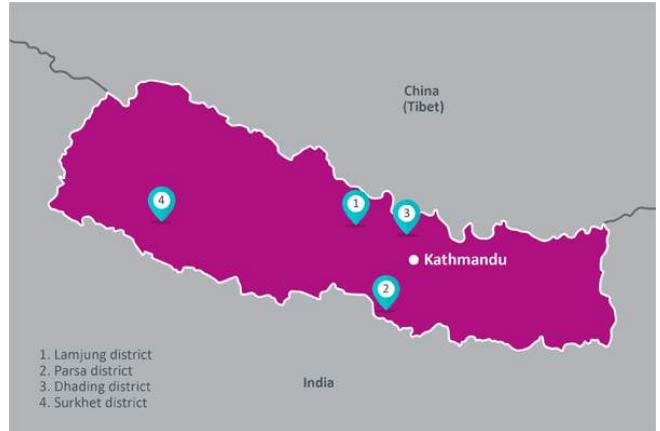
Teacher Training and other School Support: Schools are supported with the teachers training and other school improvement initiatives including development of school improvement plan to support schools with the quality of education. The teacher training and other school other

support includes establishment of a safe and inclusive learning environment for girls and boys in terms of teacher-student relationships and attitudes towards girls. Introducing/strengthening the use of gender-responsive and child-friendly teaching methodologies and enhancing the educational management and planning in schools. This also includes strengthening the quality of education sector planning for girls' education through working with the gender and inclusive education-related government departments and groups.

Community Awareness Raising on Girls' Education: The project is working closely with community, District Education Offices, teachers, Head Teachers, School Management Committees, Parent- Teachers Associations, students and parents to work towards implementing the School Sector Reform Plan and recently revised and extended as School Sector Development Plan.

Policy Advocacy and Influence: Based on the learning from the field VSO Nepal central level volunteer placement and experienced programme staff contribute for the policy advocacy at the central level

which includes supporting the government agencies and networks by learning sharing and contributing with the policy recommendations, and status of the policy implementation in the field.



Executive summary of Sisters for Sisters' Education Project Progress from the period April 2016 to December 2016:

Sisters for Sisters' Education Nepal project's implementation in 4 districts; Surkhet, Lamjung, Dhading and Parsa ran smoothly. Among the key activities planned for this period, Learning support classes, big sisters' mentoring support to the little sisters, school event to sensitize gender awareness and equity continued as planned along with capacity building support on the issues of child protection, and community dialogues for awareness on education.

Learning support classes continued effectively in all the districts and are being regularly monitored by schools with the involvement of parents and teachers. 201 bridge class students out of 202 got enrolled in the formal school in Parsa in this period. Parents showed their intention to send their children to these classes by being involved in monitoring of learning support class, visiting school to see how their children are doing and participating in several activities like focus group discussions, community dialogues. Some of the schools taken these classes as their own initiation and are managed and monitored by

schools themselves.

The learning support class facilitators improved their teaching style after receiving the training on child friendly/gender friendly teaching methodologies, interactive teaching and learning, multi-grade teaching and learning methods and the improvement has been also acknowledged by the schools by creating employment opportunities for two facilitators who are now involved in teaching in schools as well. (Facilitators: Nirmala Raut joined in Laliguras Ma vi Ramghat, Surkhet and Pujana Gurung in Kanya Jyoti Primary

School, Lamjung)

The refresher training was provided to 320 big sisters. The content of the training was designed on the basis of needs of the big sisters and to enhance their capacity and covered following content: Mentoring Support, Facilitation Skills, Roles of Big Sisters, Communication Channel and Critical thinking. 144 adult champions were provided refresher training first quarter of this year (April-June).

During this training adult champions were briefed on the project, their roles and how the mentoring can be made effective. In addition to the refresher trainings adult champions and big sisters were provided capacity building trainings on effective communication, First Aid, Critical thinking, Child protection training, Team Building, Self-defense and building local network.

Educational Visits were conducted which designed to expand the knowledge of little sisters and taking to those places which they can relate to during their study with practical approach. The visit was conducted in cluster wise in Surkhet and 320 little sisters visited museum, historical garden, historical monuments, tourist area, government offices (DEO Surkhet) and Radio Nepal office. 432 (108 in each districts) monthly big

sisters meeting conducted during this period. These meetings were led by big sisters with the involvement of Adult Champions, Head Teachers, Teachers and Community Mobilizers. The meeting involved discussion on little sisters progress tracing, home visit of irregular little sisters, coordination with school and teachers for improvement of learning achievement of little sisters and replications of skills they have learned.

Skill and capacity trainings were provided to 24 Big Sisters, 7 Adult Champions, 6 GAN staffs and 4 community members of Surkhet. The 5 day skill and capacity building training focused mainly on the Child Friendly Local Governance (CFLG) program. After receiving the training Big sisters have committed to replicate in their respective catchment areas. During the activity "Big Sisters experience sharing with District Education Office (DEO)", the DEO appreciated the work done by project and honored the project by giving symbolic name "Firefly" as we are spreading light of education to marginalized girls. Similarly, District Police Office Parsa reiterated their commitment to support the project initiatives.

34 School Events (Dhading: 12, Parsa: 12 and Surkhet: 10) and 1 District

Event in Lamjung conducted in all our focus districts and these events have been successful in encouraging participation and build confidence of little sisters. In addition to that the events were also designed to break the stereotype thinking of the society about sports like girls were playing football, cricket, and volleyball.

Child protection policy training has been conducted in Dhading: 36 participants (7 female /29 male), Parsa: 34 participants (5 female /29 male), Surkhet: 35 participants (5 female /30 male) and are attended by District Education Office Staffs, Head Teachers, Teachers, Big Sisters and staffs after which the following activities are work in progress.

The training content included;

- the orientation of child protection policy, child protection mechanism and child protection code of conduct.
- The draft of school level child protection policy has been prepared and is now in the finalization stage.
- The schools has started to prepare child protection mechanism at school I level and will be finalized in Q16
- The schools have agreed to revise the child protection code of conduct and publish it within

next period.

- Teacher Training is conducted to support school with the gender sensitive education and promote quality inclusive teaching learning activities.

This training was conducted with the support from International teacher trainer volunteer. Surkhet has carried out the training in district level and school level in Lamjung. Altogether 164 teacher where trained [Lamjung: 136 and Surkhet: 28] on classroom management, understanding classroom personalities, teaching strategy, differentiation techniques and low cost and no cost teaching material development etc.

The following project interventions conducted in coordination with District Education Office and schools have been able to create enabling environment for girls in school:

- Revision of 30 school improvement plan (Dhading:6, Lamjung:12 and Surkhet:12) to create enabling school environment for girls containing provision of separate toilet and sanitation facilities for girls, provision of gender focal person in each school, provision of sanitary pads in the school, formation of gender education

network in school etc.

- Training on adolescent sexual and reproductive health, menstrual health and hygiene provided to 397 participants (275 Little sisters, 77 Big sisters, 7 staffs and rest staffs, LSCF, AC , FT including other girls) of 12 schools in Lamjung district.
- Training on reusable/ low cost sanitary pad making to little sisters, big sisters and community mobilisers
- Training on child protection policy/ psychosocial support and gender orientation to students, teachers and district education office personnel.
- Periodically gender education network meeting where the girls share the girls issues in and out of school and work together to support girls.

52 Community dialogues were conducted in this period (Lamjung: 12, Surkhet: 4, Dhading: 24, Parsa: 12) and 56 street dramas were performed in this period (Lamjung: 15, Surkhet: 1, Dhading: 30, Parsa: 12). These community dialogues and street dramas are conducted at community level to raise awareness on different community like: child marriage, sanitation, negative effects of social rituals and taboos, alcoholism and its impacts, etc. This period, Surkhet team

got opportunity to perform drama at national level on the occasion of children's day and the drama was appreciated by the observers and awarded with prize money.

4 additional Female role model interaction visits conducted in Lamjung in which the role models visited different big sister and little sister groups and interacted with them on the girls issues and shared their stories which were very much inspirational for the girls for their career aspiration. After the visits the big sisters and little sisters shared that they were very motivated and inspired our big sisters and little sisters to work hard to attain their career goals. 211 Big Sisters, Little Sisters and other stakeholders participated in the interactions.

Girl's education network meeting led by district education offices conducted period at district level in all four project districts. In Lamjung the meeting was also further accompanied by orienting the participants about the role, structure of the network and its working mechanism.

District advisory meeting in Surkhet and Participatory monitoring in Lamjung carried out in this period. The advisory meeting has requested for additional information on record

project progress, challenges, lesson learnt, good practices, status of child protection policy development at school level, and also advised to incorporate the findings and good practice of the project in district education plan. Similarly participatory monitoring visit in Lamjung was done by monitoring team composed of staffs from District Education Office, District Development Committee and Media.

Monitoring was done in our treatment schools via observation, interaction, interviews, Focus Group Discussions etc. The monitoring team has appreciated the work of the project for being able to bring positive improvement on little sisters and schools. They further appreciated our

monitoring scheme and has provided feedback to extend the project timing and coverage.

8 International volunteers contributed to mentor the teachers, professional mentors, community mobilizers, big sisters and adult champions to improve inclusive and child friendly teaching learning activities and increase gender sensitivity. They also contributed to develop, review and effectively implement school improvement plan in the schools.

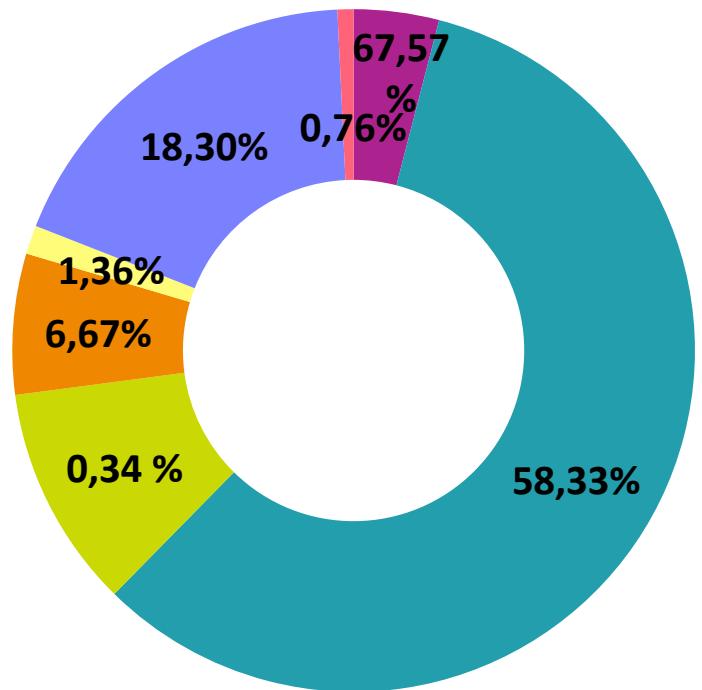


Key Activities Funded by the Himalayan Challenge:

The €100.000 donated by the VSO Himalaya Challenge has been allocated entirely to the VSO Sister for Sisters project.

It has been assigned to support the following key activities;

- Monthly Meetings of Big Sisters
- Monthly Allowance for Big sisters, adult champions & Big brothers
- Little sister/Big Sister School events
- Street Theatre/Drama/Film showing as IEC for Community discussions
- Local Partner Costs
- Local Volunteer Costs
- Remaining Budget



VSO Nepal's Financial report for the Himalaya Challenge Funding for the Sisters for Sisters Project.

Description	Actual in EUR	Actual in GBP
Monthly Meetings of 48 Big sisters groups	4.034,76	3.466,60
Monthly Allowances	58.328,05	49.172,50
Little Sisters School Events	10.554,95	8.776,33
Street Theatre/Drama or film showings	6.667,10	5.696,56
Local Partner Costs	1.358,61	1.152,05
Local Volunteer Costs	18.298,05	15.516,04
Remaining Budget	758,48	646,08
Total amount	100.000	84.526,16

The donation towards this project has enabled VSO Nepal to cover the expenses for the Big sisters activities in the field and street dramas followed by the community dialogues in communities. Big sisters' activities included regular mentoring support to the little sisters from the marginalized communities and who are at the risk of dropout from the school. This has helped the quality learning of those girls and strengthened the inclusivity in school. The big sisters' also conducted the regular school visit to offer support to the little sisters to boost their self-confidence and improved aspiration.

The remaining budget of € 758,48 will be utilized to cover the part of the expenses during the upcoming activities in the district involving Big Sisters/Little Sisters monthly meeting in the districts.



Narrative Progress of the Key Activities Funded by the Himalayan Challenge Fund:

Output 1: 1159 extremely marginalised girls fulfil their right to quality education and complete their basic education.

Monthly Meeting of Big Sisters

Group:

432 (108 in each districts) monthly big sisters meeting were conducted led by big sisters with the involvement of Adult Champions, Head teachers and teachers.

The meetings conducted this period involves discussion on;

- Little sisters progress tracing/ home visit of irregular little sisters
- Coordination with School and teachers for improvement of learning achievement of little sisters
- Case studies, success stories, monthly activities
- Challenges they have been facing.
- Skills they have learned during work, training like psychosocial support skills and child protection.
- Micro grants, Saving collection/ school event conduction
- Participation in VDC and District level girls and women gathering and conference

Monthly Allowance for Big sisters, adult champions & Big brothers:

Allowance of €17.10 per month are given to 320 big sisters, 144 adult champions and 16 big brothers of four focus districts.

This allowance is to support their volunteer engagement in the project. Addition to this monthly allowances, the Big Sisters are supported with the transportation expenses that incurs to attend specific training activities and any other commitment related to the project including stationery resources, food, and accommodation. The capacity building training includes training on life skills, mentoring little sisters, child protection, community mobilization, psychosocial support and any other areas identified as relevant for the group of the Big sisters and their roles.

In order to be eligible to receive this monthly allowances the big sisters are required to submit a brief report on their engagement and contribution over the month which is planned in the team every month.

Skill and Capacity Development

Provided to Big Sisters:

During this period several trainings were provided to Big sisters with the aim to build their capacity, which has supported to build their confidence to mentor little sisters.

The following trainings have been conducted;

- Refresher training to 320 Big Sisters: Big sisters in each districts where provided refresher training. The training was mainly focussed on supporting mentoring the little sisters and parents with the value of education. The training also included challenging stereotypes.
- 5 days skill and capacity building training provided to Big sisters Child Friendly Local Governance (CFLG).
The training was attended by 42 participants including 24 Big sisters, 7 Adult champions, 6 GAN staff, 1 trainer and 4 community members.
The content of the training included definition of CFLG, basic indicators of CFLG, meaningful and ethical participation of children in planning process at local level, structure and role of

other organization in CFLG, child marriage issue and mitigation action. The event management of the training was done by Big sisters group of Karekhola, Jarbuta group. The training was organized in replication model and big sisters will be replicating the training in their respective catchment areas among the little sisters.

Meetings and interactions with their peers provide the big sisters and adult champions to enhance their knowledge and skills in mentoring the little sisters.

Big Sister experience Sharing to DEO:

Big sisters groups of Dhading, Lamjung, Parsa and Surkhet shared their experience with District Education Officers in quarterly basis. In the meeting big sisters shared mentoring process, progress, challenges (such as child marriage, sexual harassment, empowering gender focal points in each school) and general learning's.

District Education Officers from all the districts appreciated the progress, hard work and tireless effort of Big sisters for the betterment of little sisters. District Police Office Parsa

committed to support the project whenever needed.

DEO Surkhet honoured the project by giving symbolic name "Firefly" as we are spreading light of education to marginalized girls. In addition they have also provided significant feedback for further progress on;

- Detail little progress tracking and develop profile
- Networking system with other district level government office specially women and children, health etc.
- Coverage expansion and coordination with DEO

Exposure to different forums and people helps build the confidence and network of the Big Sisters with other agencies which could help in their advocacy to keep their little sisters in school.

Other:

Big sisters initiations continued in this period also like tutor classes also known as homework classes to improve little sisters learning, saving campaign and sisters cooperative concept.

Interaction with role models helps to motivate the big sisters and little sisters to finish their education and have a career.

Output 2: Residents of 48 catchment areas actively take responsibility for ensuring the right of marginalised girls to a quality education.

School Events and District Event to encourage participation and build confidence of little sisters

In Lamjung, as a part of district event for little sisters a football tournament at district level was organised which was participated by 152 participants (126 female/ 26 male) including District Education Office Staffs, Global action Nepal staffs, teachers, Big sisters, little sisters, Adult champions and other community people). The concept of football tournament was to

break the stereotype of the community which thinks that football is boy's game and is not for girls.

In Dhading, Parsa and Surkhet a total of 34 events were carried out. The events such as; football, cricket, quiz, drama competition, folk song competition etc. were organised to focus on building the self esteem of

the little sisters and tackling stereotypes that marginalise girls.

School events are helpful to:

- Encouraging little sisters to participate and showcase their potential
- Engaging of big sisters, little sisters and schools
- Building self-confidence and life skills through extracurricular activities
- Building harmonious relation in between Big sisters, Little sisters and other girls
- Little sisters get the platform to show case their hidden talent and motivated by getting small prizes

The interaction meeting gave opportunity to Big sisters and Little sisters to interact openly on different topics.

Bi annual Big sisters and Little sisters interaction meeting:

Interaction meetings were carried out in Surkhet and Lamjung in all our 24 project catchment areas. There was participation of 432 in Lamjung and 519 in Surkhet including big sisters, little sisters, adult champion and other stakeholders.

Following matters where discussed during the meeting:

- Household chores reduces the interest on the study,
- Difficulties to open up in mass,
- Cause and effect of early marriage
- Bullying, social taboos on menstruation
- Relationship between big sisters and little sisters
- Overall little sisters progress

For Dhading and Parsa, Big sisters and Little sisters interaction meeting will be conducted in 2017.

The Big sisters scheme is proven to be one of the effective scheme to support girl's education which has been expressed during community dialogues, parent teacher meeting, DEO sharing and other platforms. During the team meeting it was discussed that the graduated little sisters could be the best target group to expand and sustain scheme. Little sisters are the best group who understands the value of mentoring and can take forward. It was also shared off the record during the meeting that some of the graduated little sisters have started mentoring other low grade little sisters.

Achievement of Big Sisters and Adult Champions after involvement in the project:

Engaging the community people for girls' education awareness and capacity building activities has positively influenced their engagement with the local schools. Many of the big sisters and adult champions are now representing in the School Management Committees (SMCs), Parents Teachers' Association and providing their quality for the school development.

- Mr. Bhakta Marsangi Magar our Adult champion from chepang, surkhet appointed as PTA Chairperson in Saraswati Secondary School.
- Ms. Krishana Maya BK , Adult Champion, hiletaksar, Lamjung appointed as SMC chairperson in Baraha Milan Secondary School.
- Ms. Gautam Thapa, Big sisters, Chepang, Surkhet appointed as SMC member in Saraswati Ma vi.
- Big Sisters, Gita Shrestha and Dipa Shreatha from Chinchu appointed as teacher in Sarada Ma vi, Surkhet and Som Maya Gurung from Khudi, appointed as teacher in Amar Higher Secondary in Lamjung.
- Sova Pariyar, Big sister from Janakalyan HS School, chiti, Lamjung represented at regional level on menstrual hygiene campaign.
- Anju Laudari, Big sisters from Janakalyan HS School, chiti, Lamjung involved in media as a media person (news reader and radio jockey).
- Rachana Batha, Big sister of Karkhola, Surkhet leaded in community seasonal and off seasonal vegetable farming.
- Big sisters and little sisters of Archalbot , Lamjung formed self-group committee to produce homemade sanitary pad to the school girls and communities other girls and the fund for this has been raised from schools teachers, students and community people.

Case Studies, Quotes & Interviews from beneficiaries:

Nanu Shrestha Kamal's Story

I am Nanu Shrestha Kumal, from Salyantar, Dhading district. In a joint family where I am the elder daughter, it was difficult for my family to continue sending me to school. They found a man 10 years older than me whom I had to marry because of tradition marriage leaving me no choice to continue studying. Within a year I became a mother to a son.



In 2013, VSO Nepal through its partner Aasaman Nepal, implemented the Sisters for Sisters' Education in Nepal in the district. The project aims to get girls to finish grade 8 and bring out of school girls to the school and stop them getting married in their early age.

I wanted to have my own identity besides being a wife and mother. I applied and was selected to be a Big Donatie Rapport VSO Himalaya Challenge 2016

Sister volunteer to help little girls continue their education. One of my responsibilities to my four little sisters was to visit their parents and convince them to send their daughters regularly to school.

My first day at one of my little sister's house was not a happy experience compared to the present. I went to Sharmila's (not her real name) house. She was did not go to school regularly because she had to do a lot of housework. I learned that her parents were preparing her marriage. Sharmila told me that she wanted to study but was forced to get married because it is tradition of marrying at a young age. I told her I was not able to study after I got married at an early age. I then talked with her parents to let Sharmila continue her studies so that she could help them. I found it tough to convince her parents because they said I was influencing them for the sake of money. But I knew I had to help Sharmila so I didn't give up. Though the words of parents were hurtful, I frequently visited her parents to convince them why it was important to send her to school. My persistence paid off with her parents seeing that I was sincere. They slowly

felt comfortable and accepted me as a mentor to their daughters.

My frequent visits to my little sisters made me learn more about them—what they liked, their problems, how they were doing in school. I was also able to watch them grow from young girls to teenagers and help them understand the changes they are undergoing.

My life, has gone through ups and down like the hills in Salyantar. I became a widow last year at the age of 25. People pity me, but my own story has made me aware of how important

it is to be educated and be independent. I wish all the parents would understand what their daughter can be if provided with education. Today I give my life for the little sisters.



Srijana Rasaili's Story

Grade 8 Rastriya Ni. Ma. Bi School, Age 14

Srijana is one of the Little Sisters from S4S Project. She lives with her mother along with a little brother. Her father has gone to India for earning. Her mother is the only one doing tailoring for bread, butter and school. They are staying in a rent house. As being in the poor family, Srijana doesn't have sufficient money to buy materials



and books for school. Sister's for sister project has provided her school materials. Her previous School was four hour far from her home, which made difficult to reach there every day. Now they've shifted from Ratu to Pokhara Bhnajyang. The distance from home to school is 10 minutes away. Srijana attends her school regularly and she is very active in her class. She dream to be a doctor. She says "the only way to be a doctor is to study hard and I'll be doing that."

Mala Devi Shah's Story

Adult Champion, Ramnagari, Parsa

Mala Devi married at the age of 15 and finished grade 10. As an “aunty”, Mala Devi assists Big Sisters in guiding and mentoring Little Sisters in Shree Mukhdev Sushila Secondary School.

In her community, married women must wear veils to cover their faces and are not allowed to go out of their home. Before being an aunty, she could not even talk with her own family members. With the training provided by the project and guidance provided by community mobilisers, she can convince families of big sisters to send their daughters to school and not get them married off.

By being an aunty, she is one of the very few women who has been able to break this tradition of wearing the veil and staying at home.



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Sumitra Pariyar's Story

Grade 9, Jana kalian Lamjung, Age 16

16 years old Sumitra Pariyar is studying in Grade Nine in Jana kalyan higher secondary school, Chiti, Lamjung. She belongs to Dalit community and her father is Tailor in profession. She was grown up with other 3 sisters in poor economic background. Her father was unable to work and earn money after illness. She was struggling with the financial problem, household chores and to manage time for study. Shova Pariyar, big sister of Sumitra Pariyar was familiar about the conditions and was providing her emotional support.

Sumitra's parents including her elder sister decided to get her married, thinking that she will have a good life after marriage. They were scared that she will not find nice groom if she postpones her marriage. It is often difficult to get older girls married as the groom wants young girls and if you don't marry early there is chance of never getting married or not finding appropriate groom. Sumitra was forcefully convinced for marriage and parents also invited groom's family to fix the date.

In the meantime Shova Pariyar, big sister got information about her marriage. She shared this information

with other big sisters and adult champion group and they plan to stop the marriage. Then big sister went to visit Sumitra first to get her view on getting married and found out that she is not ready for the marriage yet. After that, big sister and adult champion went to visit parents and community people to convince them to stop marriage. It was really difficult to convince the parents however the discussions made on negative impact of child marriage in physical, psychological, biological, economic and social aspect and also on law

against child marriage, they were able to convince the parents to stop marriage. They were also able to convince groom and his family. Sumitra's family, groom and his family have now postponed marriage and have committed to prioritize her study. Big sisters with adult champion groups have been able to stop child marriage however it is just the beginning of our journey and there is long way to go and we have to work hard in changing attitude of community.



Statements from Stakeholders:

Rita Paudel's Story, Focal Teacher Pokhara Bhangyan Basic school, Satakhani, Surkhet

Sisters for Sisters' Education project has been implemented in our school since 2013 and it is doing great job to increase the attendance of girls in school and change the attitude of parents towards girl's education. Before the implementation of the project we had less number of girls at school as community people used to think that girls should not study in higher grade as they girls are responsible for household chores and will eventually get married.

Big sisters, adult champion's mobilization in the community to promote girls education has played crucial role in changing attitude of community people towards girl's education. Big Sisters are able to convince community/parents to send their daughter to school, support them in their learning and support them to have career goals. And this has been possible through regular home visits, community dialogues, street dramas and meetings with parents. This initiation has resulted into regular attendance of girls, improve in learning performance of girls, girls are participating and organizing Friday

events regularly and drop out girls have join the school.

Earlier there were lots of cases of child marriage and now we have been able to minimise the number in our school. Married girls have reintegrated in the school and are continuing their study with the support of big sisters. 15 drop out students have re-join school this year and it has been possible because of the project.

This impact of this project is not only limited to promoting education but goes beyond towards changing attitude of community and raising awareness on early marriage, gender disparity and traditional social practices which effects on girls education and life. Through the mentoring model, big sisters have developed leadership skills and became role model in community.

Heroes of community, Jit Bahadur Shaha Story

District Education Officer, Surkhet

This work the project has done for promoting girls education in Surkhet is praise worthy. Big sisters are the heroes of the project and has played crucial role in uplifting life and

education of little sisters. District education office, Surkhet is positive and thankful towards the project and on the behalf of District education office I am ready to support the project in future also.

The appreciation by DEO and other stakeholders shows that the project is addressing the real need of the beneficiaries and has been able to positively impact the community. District education officer has also committed to honour 80 big sisters through certificate of appreciation for their hard work and continued support. While speaking to media about the project he has given the project the name of “Firefly” who

spreads light in the dark which is a great honour for us.

**Laxmi Mahato's Story
Parent, Bridge class, Parsa**

My daughter, Khusi Mahato have never been to school. She is 9 years old now and looks after my small son. Puja Gupta (bridge class facilitator) came to me and convinced me to send my daughter to join nine months bridge class. Now my daughter is admitted in class two in Kali prd. Lakhe S. school. I'm happy that my daughter is going to school and I promise to send her school regularly.



Future goals for the Sisters for Sisters project:

VSO plans to start the Sisters for Sisters' Education Project Phase II, in all four districts and explore scope for its education work for inclusive education with more focus on the programme integration in which the quality education initiatives for the marginalized children, girls and children with disabilities and other out of school children can be promoted and positive equitable access to quality education can be promoted. For this, VSO will continue working with the marginalized communities, schools, and other stakeholders in education through Sisters for Sisters' education phase II Project. Currently Teaching to Learn Project which is being implemented in another location of Mid-West Nepal is also close to the third year of the implementation and learning sharing with the other government aided community schools is being planned for scaling up of the good practices in the project.

Funding support of this kind will support VSO Nepal to cover the expenses of field activities and match grant liabilities which will in turn contribute positively towards increased capacity of VSO Nepal to access the institutional funding grants by being able to contribute the minimum portion required in their system and expand VSO Nepal's Education work among more marginalized girls, children with disabilities, children from rural geographical areas and so called lower cast. VSO still needs continuous support and engagement of the individual donors where we can ensure quality budget utilization with high governance ethics and quality support to the local implementing partners and beneficiaries.

RISE project

VSO Tanzania's Raise Income for School Education project: een korte samenvatting:

Het project Raise Income for School Education (RISE) richt zich op drie dorpen in Tanzania. Daar wil het minstens negenhonderd ouders en hun kinderen een duw in de goede richting geven. Veel gezinnen leven van de landbouw zoals koffie, bananen en mais. Door het verstrekken van microkredieten en geven van training kunnen deze gezinnen hun inkomsten vergroten zodat ze hun kinderen kunnen voorzien van onderwijs. Omdat ouders graag hun kinderen naar school sturen, richt het project zich ook op het verbeteren van het onderwijs in deze dorpen.

Het RISE project startte in april 2014. Tot april 2017 werken VSO Tanzania, de districtsraad van Muleba, de lokale organisatie Kamachumu Vision for Poverty Eradication en vijf basisscholen samen aan het verbeteren van de leefomstandigheden in de dorpen. Via VSO werken tien VSO-vakdeskundigen hier aan mee waarvan twee Nederlanders, Vera Boon en Nico Staal.



Het RISE project helpt kleine boeren bij het vergroten van hun inkomen door:

- uitgeven van microkredieten (vanuit een revolving fund);
- advies te geven op landbouwgebied;
- nieuwe markten te identificeren en producten te ontwikkelen;
- helpen bij boekhouding, businessplan en registratie;
- deelt kennis over business development, credit management en marketing;

En RISE verbetert de kwaliteit van onderwijs onder andere door:

- nieuwe onderwijsmethodes en -hulpmiddelen aan te bieden;
- meisjes life skills bij te brengen en seksuele voorlichting te geven;
- buitenschoolse sport- en voorlichtingsactiviteiten op te zetten, om ook kinderen te bereiken die niet naar school gaan en hen aan te sporen en toch onderwijs te volgen.

Ook het RISE project besteed extra aandacht aan de positie van meisjes. Vooral op de scholen en bij het trainen van de lokale leerkrachten benadrukken ze het belang van onderwijs en gelijkheid voor meisjes en vrouwen. Dit doen ze onder andere met “peer-leaders”- meisjes van de middelbare scholen die lagere school meisjes coachen. Dit gebeurt op vergelijkbare wijze als het VSO Sisters for Sister project.

Organisaties en instanties die invloed kunnen hebben op onderwijskwaliteit krijgen steun van RISE om die invloed meer te laten gelden. Twee voorbeelden: Alle vijf de scholen hebben nu een oudercomités. Zij kunnen als geen ander de onderwijsverbetering aanwakkeren en controleren. RISE stimuleert hen om dat in toenemende mate te doen, onder andere door hen bewuster te maken van hun rol. Maar ook door te helpen bij het ontwikkelen, toepassen en verspreiden van kwaliteitscriteria. Scholen moeten niet alleen aan deze criteria voldoen, maar ze ook delen en bespreken met ouders en beleidsmakers.

Financiering van het RISE project:

Circa 75% van de financiering voor het RISE project komt van de Stichting SAS. Andere Nederlandse donoren financierden onder andere bibliotheken en computers. De inrichting van computerlokalen wordt mede mogelijk gemaakt door ViaAfrica.

In April 2017 stopt de financiering van Stichting SAS. De aanvraag voor €500.000, bestemd voor het opschalen van dit succesvolle project, ligt bij Stichting SAS. Helaas heeft Stichting SAS langer de tijd nodig vanwege een wisseling van bestuur. Hierdoor dient de nieuwe koers nog bepaald te worden en heeft de goedkeuring van de aanvraag vertraging opgelopen. Naar verwachting zal de nieuwe financiering deze zomer worden toegekend aan VSO Tanzania.

Dit jaar zal er flink ingezet worden op sustainability van het RISE project. Dit is om er voor te zorgen dat wanneer het programma onverwachts niet doorgaat na 2017 we een goede erven achterlaten die de lokale bevolking hopelijk zelf door kan zetten.

De €47.500 die gedoneerd is vanuit de VSO Himalaya Challenge dekt een deel van de voortgang voor zes maanden (april 2017 tot oktober 2017). Voor het overige deel is VSO nog aan het fondsenwerven.



**VSO Tanzania's Financiële verslag voor de periode April 2017 tot Oktober 2017
met betrekking tot het RISE programma.**

Beschrijving	Bedrag in EUR
VSO Volunteers : onderwijs, small business advisor, landbouw adviseur, community worker, peer educators betreft landbouw en onderwijs.	43.440
Trainingen en workshops voor lokale onderwijzers	3.750
Trainingen voor boeren, inclusief het onderhouden van het demonstratieveld	3.700
Sport en andere buitenschoolse activiteiten, inclusief weerbaar maken van meisjes, organiseren van sportwedstrijden en evenementen	2.500
Uitwisselingsbezoeken. Dit zijn bezoeken die worden afgelegd door lokale boeren naar andere coöperaties en lokale onderwijzers naar andere scholen om zo nieuwe kennis en inspiratie op te doen	2.500
Onderzoek op het gebied van de productie en marketing van landbouwproducten die voortvloeien uit het RISE project	2.000
Planning, monitoring en evaluatie, publicatie en lokale stakeholders meetings	4.500
Microkredieten voor aankoop zaden, mest en landbouwmateriaal	4.000
Materialen voor de trainingen	500
Overhead kosten lokaal programma management	4.118
Overhead lokale kantoor kosten	2.795
Overhead overig zoals vervoerskosten, telefoonkosten, etc.	6.197
Totaal bedrag	80.000

Reeds behaalde resultaten van het RISE project:

- 600 ouders zijn geholpen bij het opzetten, runnen en ontwikkelen van hun bedrijfje;
- 400 ouders hebben een microkredietlening gekregen;
- Er zijn 55 onderwijzers getraind;
- Meer meisjes doen mee aan wekelijke sportactiviteiten, waar ze ook life skills leren, 13 meisjes werden voetbalscheidsrechter;
- 18 meisjes zijn peer educators geworden: zij geven leeftijdsgenoten nu voorlichting over onder andere het belang van onderwijs en gelijke rechten.

Een dag uit het leven van VSO'er Nico:

Leerkrachten trainen, Swahili leren, boeren bezoeken. Geen dag is hetzelfde voor Nico Staal (56). Na 12 jaar als basisschooldirecteur in Almere gewerkt te hebben, vond hij het in 2013 tijd voor een nieuw avontuur. Eerst werkte hij via VSO in Zuid-Soedan. Nu is hij projectmanager voor het RISE-project in Tanzania.

6:15 uur. De dag begint met een douche. Die is gelukkig warm – een luxe hier! Ik neem een kopje lokale instantkoffie met chapati, een Tanzaniaans platbrood. Voordat ik vertrek, geniet ik nog even van het schitterende uitzicht. Mijn huis kijkt uit over een vallei, met het Victoriameer aan de horizon.

7:30 uur. Doorgaans pak ik de fiets naar kantoor in Kamachumu. Omdat ik vandaag een afspraak heb op een verder gelegen school neem ik de bodaboda, de brommertaxi. Gelukkig is het regenseizoen pas

net begonnen; de school is nu dus nog goed bereikbaar.



8:00 uur. Met de schooldirecteur bespreek ik manieren om de inhoud

en de kwaliteit van het onderwijs te verbeteren. Eenvoudige gesprekjes in Swahili kan ik inmiddels best goed volgen, maar bij zulke besprekingen is de hulp van mijn tolk Josephina nog hard nodig

10:00 uur. Ik ga op zoek naar Julius. Hij geeft les op een andere school waarmee wij samenwerken. Julius is bij mij in opleiding tot teacher trainer. Als leerkracht heeft hij een enorme ontwikkeling doorgemaakt. Ook als trainer is hij veelbelovend. Samen bespreken we de klassenbezoeken die hij vanmorgen zelfstandig heeft gedaan.



10:30 uur. Ik observeer het feedbackgesprek tussen Julius en docente Jovitha. Vervolgens evalueren we dit gesprek. Julius doet het uitstekend en kan de coaching binnenkort zelfstandig voortzetten.

11:15 uur. Op het demonstratieveld voor ons kantoor leren boeren vandaag hoe ze mais en bonen kunnen poten. Daar wil ik graag bij zijn. Helaas verschijnt de doorgaans betrouwbare brommertaxi niet. Ik kom te laat voor de demonstratie, maar praat nog wel even met een paar boeren.



14.00 uur. Snel lunchen, terwijl ik de laatste handelingen voor het financiële overzicht van september afrond. Daarna kan het naar ons hoofdkantoor in Dar es Salaam.

18.00 uur. Eenmaal thuis pak ik de e-reader, 's avonds mijn grootste vriend. Omdat ik nog geen televisie heb, volg ik de Premier League-wedstrijden in en zaaltje in Kamachumu.

Het werk van VSO'er Vera:

De kwaliteit van het onderwijs in Tanzania is zwak. Landelijk maakt minder dan de helft van de kinderen de basisschool af. In het Muleba-district, waar Vera werkt, is dat nog minder: circa 30%. Gemiddeld heeft een leerkracht meer dan 60 leerlingen en de motivatie van de leerkracht is laag.

Veel kinderen verlaten de school voortijdig, zonder dat ze kunnen lezen of rekenen op een basisniveau. Dit komt onder andere door de manier van lesgeven. Leerlingen krijgen niet de lesstof op eigen niveau aangeboden. Ze kunnen het niveau niet volgen en maken veel negatieve ervaringen mee.

Het opleidingsniveau van de leerkrachten is zeer laag; tijdens hun studie is er geen aandacht voor didactische vaardigheden. Het gebrek aan motivatie komt voort uit weinig waardering en een laag salaris.

Wat Vera samen met andere VSO-onderwijsadviseurs in Tanzania doet:

- Trainen van leerkrachten
- Aandacht voor kindgericht onderwijs: actieve en individuele werkvormen
- Zorgen voor les- en speelmateriaal
- Versterken van management en leiderschapchappen bewust maken van het belang van onderwijs

Het verhaal van Vera:

Vera is VSO Vakdeskundige in Tanzania voor onder andere het RISE project. Daardoor is ze direct betrokken bij het trainen van 55 leerkrachten op 5 basisscholen. Daarmee worden elk jaar 2000 leerlingen bereikt. Leerkrachten geven zelfstandig kindgericht onderwijs, waardoor alle kinderen beter les krijgen en langer op school blijven.



Toen ik hier afgelopen september aankwam, keek ik enorm uit naar het eerste contact met de kinderen. Al op mijn eerste dag hier ontmoette ik Neema. Een verlegen meisje, dat met gebogen hoofdje naar voren kwam toen ze voor de klas moest komen. Wat had ik met haar te doen, toen ze door de hele klas werd uitgelachen, omdat ze het antwoord op een vraag niet wist. Zelfs de leraar lachte hardop mee.

'Ik was verontwaardigd, blijkbaar gaat dat hier nog zo. Alsof ik vijftig jaar werd teruggezet in de tijd. Ik voelde gelijk aan dat deze manier van lesgeven en met kinderen omgaan, één van de redenen is waarom ik hier ben.'

De kwaliteit van het onderwijs is te laag en biedt weinig perspectief voor de toekomst. Veel kinderen gaan vroegtijdig van school af of ze doen er jaren over om te leren lezen en schrijven. Hier ligt een grote uitdaging en ik ben enorm blij dat ik hier ben en aan mijn ideaal kan werken! In een ontwikkelingsland werken, daar droom ik al jaren van. Ik dacht: ik wil, ik kan en dus ga ik gewoon. Ik heb mijn huis verkocht en heb een jaar onbetaald verlof genomen. Wat me allemaal te wachten stond, wist ik echt niet.

"Jullie moeten deze rekensommen maken en wie het laatst klaar is, krijgt straf", zei een van de leerkrachten. Ik wist niet wat ik hoorde. Ook valt op dat de kinderen blijkbaar niet gewend zijn aan echt contact met volwassenen. Toen ik Neema later sprak, gaf ik haar een aai over haar hoofd, maar zij durfde mij niet aan te kijken.

Samen met de leerkrachten ben ik begonnen met het aanbieden van verschillende activiteiten, het werken in groepjes. Ik werk nu bijna een jaar intensief aan coaching van de leerkrachten en het is goed om te zien dat mijn kennis enthousiast wordt opgepakt.

De VSO-methode werkt, want de leraren hier geven inmiddels beter les. Nú gaat het erom voor elkaar te krijgen dat die verandering ook duurzaam is en zich als een olievlek verspreidt onder de leerkrachten. Daar werk ik met liefde aan.'

'School moet voor kinderen ook leuk zijn en ook daar is verandering te merken. Gelukkig beleef ik elke dag wel een succesmomentje. Wat heerlijk was die dag dat Neema voor het eerst een lesboekje kreeg en net als de hele klas niet naar huis wilde toen het tijd was. Zij straalde en haar ogen glansden van geluk! Een overwinning waar ik, nu ik u dit schrijf, nog steeds van kan genieten. Voor een meisje als Neema is naar school gaan de kans om aan de armoede te ontsnappen. Het voelt goed dat ze zich thuis is gaan voelen, zelfvertrouwen heeft gekregen. Ik hoop dat het haar een basis geeft voor het leven!

Strijden tegen armoede, kansen creëren op een beter leven, daar zijn mensen voor nodig. Met mijn 40-jarige ervaring in het onderwijs en mijn idealen, werk ik graag een jaar tegen een lokaal salaris om blijvende verandering tot stand te brengen.

Met dank aan

Wij zijn als VSO Nederland dankbaar voor alle donaties aan de VSO Himalaya Challenge. Deze donaties hebben direct bijgedragen aan onze visie, namelijk een wereld zonder armoede.

We geloven dat mensen de wereld kunnen veranderen, als ze maar over de eigen grenzen heen kijken. Mensen zijn de krachtigste veranderaars en alleen hun samenwerking leidt tot blijvende verbetering. Kennis is daarbij hun machtigste wapen.

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