



स्वयंसेवी अभियान नेपाल
Volunteers Initiative Nepal

ANNUAL REPORT 2015



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EXECUTIVE SUMMARY

VIN has been working in Jitpurphedi community since 2007 using an integrated development approach. It has focused women and children who are considered as vulnerable and are at the fringe of development. Therefore, it developed programs to empower those groups involving all community people. Major programs are Women's Empowerment, Children's Development, Youth Empowerment, Public health and Medical Care and Environment Conservation. However, the major focus was on post Disaster Response & Relief in 2015.

VIN supported five communities, Jitpurphedi of Kathmandu, Taluwa, Thulachhap and Bhadaure of Okhaldhunga and Okarpauwa of Nuwakot with post disaster relief support after earthquake in the country. In the beginning, Rapid Response and Rescue projects were implemented for 4 weeks, Rehabilitation projects for next 4 months and now Reconstruction and Sustainability projects. VIN supported families with immediate needs like tents, food, clothes, medical attention, medicine supplies and counselling. VIN approached five communities with more than 32,000 people. VIN supported the construction of 550 transitional homes and 50 temporary learning centers.

In addition to post disaster in the year 2015, 662 women were benefited from the training on life skills and health issues. Women were supported through entrepreneurship development projects like embroidery, vegetable farming, mini plastic pond construction and farmyard management training. Nine hundred seventy-seven women got financial access through two cooperatives supported by VIN. The children have been imparted knowledge and skills through Children's Camp, Children's Clubs (CC), the sponsorship program and various training and awareness programs. Winter children's camps were conducted in Jitpurphedi from which 125 children were benefited. There were altogether 9 CCs which supported bringing out the inner talent of children and enable them to raise their voice against any form of discrimination or exploitation. Altogether 71 children received a scholarship. In Jitpur higher secondary school the program supported the construction of walls around the school compound. ECD rooms in JitpurPhedi, Okharpauwa and Okhaldhunga was painted and supplied with materials. All the teachers were trained on teaching techniques.

The youths, being united in Youth Clubs, had been conducting various development works in their community. The youths were involved in volunteering projects.

Under public health and medical care program, 1746 community people were benefited from extended services at the health post; various training and awareness sessions on different health issues were conducted targeting women, children and youth at school and community level. Mobile health camps were conducted to check the health of school children from which 694 benefited. Research was performed on water resource management and climate change. Water resource were managed under Environment and conservation program.

There were 317 international volunteers and 198 national volunteers who became involved in VIN's volunteering program.

VIN'S MAJOR PROGRAMS, PROJECTS, ACTIVITIES AND BENEFICIARIES FOR 2015

Program Title	Projects	Activity Details	Frequency	No. of Beneficiaries
Women's Empowerment	Micro – Credit	Group formation	10	70
		Women's Co-operatives	2	977
		Share distribution	2	977
		Loan distribution	2	977
		AGM	2	977
		Excursion Visits	1	64
		Seed and seedling Distribution	1	530
		Donated electronic equipment	1	652
		Low cost irrigation program	1	25
		Embroidery	2	12
		Entrepreneurship skill development	1	45
	Life Training Skill	Women's right and domestic violence...	1	45
		Literacy class	2	37
		Computer class and Language class	2	40
		Communication and stress management	49	489
		Disaster management	7	136
		legal rights	1	95
		Group Management	2	27
		Human rights and women's trafficking	17	319
		Hygiene and sanitation	20	110
	Health and education	Women's health	1	100
		Special health support to Women	1	1
Children's Development Program	Children Clubs	Winter camp	2	176
		Visual Art Teaching	1	100
		Art, Life skill and math	2	100
		Child rights	6	500
		CC/UCC Reformation	9	109
		Children Club Management	9	109
		CC Facilitator Teachers training	1	8
		Sports class	2	150

Program Title	Projects	Activity Details	Frequency	No. of Beneficiaries
Children's Development Program	ECD	ECD class construction and renovation	1	10
		Painting in ECD and KG class	2	150
		ECD teaching	1	65
		ECD teacher's training	10	178
		ECD teachers meeting	25	150
	Sponsorship	Sponsored child Profile Updating	2	59
		Sponsor Material distribution	2	71
Youth Empowerment	Clubs	Reformation	1	20
	Life skills	PRA & Community work	1	10
		First aid training with youth	3	176
		Disaster response training	3	176
		Local youths as Volunteers	-	198
Public Health and medical care Program	School Health	Hygiene and Sanitation Ed.	9	450
		Health Talks	8	200
	Hygiene and Sanitation Ed.	Hygiene and sanitation campaigns	40	1100
	Orphanages	Hygiene and Sanitation Ed.	1	25
		Health Camps	4	100
	Community Awareness Program	Campaigns on Blood pressure	10	100
		Training on basic health and first aid	3	176
	Health Clinic Program	Checked patients at Health Post	89	1746
		Health training to paramedics	6	20
		Event celebration with FCHVs	1	19
	Health camp	Mobile camp	10	553
	Health support to poor people	Support and women	2	1
	Construction	Toilet construction	351	1200

Program Title	Projects	Activity Details	Frequency	No. of Beneficiaries
Environment and conservation	Garbage management campaign	Conducted campaign on waste management	28	310
	Water resource management	Maintenance of natural water resource	2	250
	Water quality testing	Test water quality	1	200
	Agro forest	Development and management training	1	41
	World heritage sites conservation	Cleaning and awareness campaign at Swoyambhu	1	-
Social events	Event celebration with FCHVs		1	19
	International volunteers Day		1	200
	International women's day		1	300
	Campaign on World Peace day		1	500+
	International food day		1	25
Research	Health projects	Hygiene and sanitation assessment of temporary shelters in Jitpurphedi		
	Water research	Identify natural resources of water and management		
		Water quality testing		
	General	Mid - term and final evaluation of the projects		
		House hold survey – toilets with permanent toilets		
Volunteering	International Volunteers from all around the world		317	
	National volunteers		198	

Project	No. of Beneficiaries
POST DISASTER RELIEF PROJECTS	
Districts reached out	3 Nuwakot, Kathmandu & Okhaldhunga
Families reached out to	5000
Population reached out to	32,000
Total human resource / volunteers mobilized	300
Total cost of the projects	\$167,633.50
Funds from 10 organizations and 310 Individuals	\$163,411.41
Phase I: Rapid Response & Rescue - 25th April to 19th May, 2015	
Tents / tarpaulin distributed to	1300 families
Emergency relief funds in cash distributed to	592 families
Supported in getting stuff out the destroyed houses	205 families
Sessions on WASH (Water, Hygiene & Sanitation)	700
Constructed temporary toilets	50
Mobile medical camps	694
Children's camps	150
Phase II: Rehabilitation - 20th May to 20th Sept, 2015	
Transitional home construction	550 families
Temporary Learning Classrooms (TLC)	5
Community education	
Phase III: Reconstruction & Sustainability (Goals) - 21st Sept to 2018	
WASH - toilet construction	3000 families
Rebuilding Earthquake Resistant Infrastructure (RERI)	15,000 population
Earthquake Resistant Home Construction Education (REECH)	32000 People
Entrepreneurship Building	3000 Youth

LIST OF ABBREVIATION AND ACRONYMS

Acronym	Full Description
CCF:	Child club facilitation
CCs:	Children's Clubs
CD:	Children's Development
CH:	Community Health
CPR:	Cardio pulmonary resuscitation
DPHO:	District public health office
DWASHCC:	District Water Sanitation and hygiene coordination committee
ECD:	Early Childhood Development
ED:	Executive Director
FCHVs:	Female Community Health Volunteers
FOVIN:	Friends of Volunteers Initiative Nepal
H & S:	Health & Sanitation
H&H:	Health & Hygiene
HH:	Household
HSS:	Higher Secondary School
HT:	Head Teacher
HW:	Hand Washing
IGP:	Income generating Program
JAWCL:	Jitpurphedi Agriculture Women Cooperative Limited
MDG:	Millennium Development Goal
NGO:	Non-government organization
ODF:	Open defecation free
PE:	Parenting education
PiSL:	Partnership in sustainable learning
SHP:	School Health Program
SID:	School infrastructure development
STDs:	Sexually Transmitted Diseases
SWC:	Social Welfare Council
TB:	Tooth Brushing
TT:	Teacher's training
UP:	Uterine Prolapse
VDC:	Village development Committee
VIN:	Volunteers Initiative Nepal
WASH:	Water Sanitation and Hygiene
WE:	Women's Empowerment
YC:	Youth Club
YE:	Youth Empowerment

CHAPTER 1: INTRODUCTION

Background

Volunteers Initiative Nepal (VIN) is a non-religious, non-political, non-governmental, non-profit organization (NGO) which was founded in 2005 by a diverse group drawn from development workers, educationalists, social activists and other professionals. VIN is officially registered under the Society Act with the District Administration Office Kathmandu (Regd. No. 147/062/63), and is also affiliated to the Social Welfare Council Nepal (SWC) (Affiliation No. 20910). VIN focuses on community-based projects involving local volunteers backed up by international volunteers in Nepal.

The mission of Volunteers Initiative Nepal's (VIN) is to empower marginalized communities, with a focus on women and children, through enhanced educational programs and community development to promote equality, economic well-being and basic human rights.

VIN has been implementing projects in Jitpurphedi VDC of Kathmandu District, where there is great potential for development activities. The baseline study had shown that the education level and the living standards of the people were very low despite being proximate to the capital of the country. It was found to lack fundamental facilities in the social institutions such as schools and health center. It was selected as a potential site after the baseline research and needs survey. VIN has been working in JitpurPhedi since the beginning of the year 2007.

VIN has been intervening through programs in five major sectors. These are as follows:

Women's Empowerment (WE): - The goal of this program is to empower women socially and economically through education, life skills and income generation initiatives. This program includes women's entrepreneurship development, micro credit, education and life skills and research.

Youth Empowerment (YE): - The goal of the program is to empower youth socially and economically through education, life skills, and entrepreneurship development and involve them in community development initiatives. This program includes Youth Club Facilitation, Youth Entrepreneurship Development, Education and Life skills, Volunteering and research projects.

Children's Development (CD): - The goal of the program is to contribute in children's all-round development (physical, mental, social and creative). This program includes Children Club Facilitation (CCF), Sponsorship, Early Childhood Development (ECD), School Infrastructure Development (SID), Teachers Training (TT), Parenting Education (PE), Child care: Orphanage and research projects.

Public health and medical care: - The goal of the program is to create healthy communities by controlling and preventing diseases and addressing other health conditions through research, medical care and support, health and hygiene facilities and health, hygiene and sanitation education.

Environment and conservation: - The goal of the program is to conserve, promote and protect the environment and culture and to prevent, abate and control water, land and air pollution in order to enhance health, safety and welfare of this and the future generation. This includes projects on agro forestry, agro farm, climate change, cultural heritage conservation, waste management, emergency risk and disaster management, bio diversity and research.

CHAPTER 2: WOMEN'S EMPOWERMENT PROGRAM

The goal of VIN's women's empowerment program is to empower women socially and economically through education, life skills and income generation initiatives. This program includes projects such as women's entrepreneurship development, micro credit, education and life skills and research.

The women's entrepreneurship project includes activities related to agricultural and non-agricultural sectors that motivate women to generate income and develop as an entrepreneur. The microcredit project based on the cooperative model, includes saving and credit among women's groups and registration as a cooperative. The women's education and life skills project includes teaching literacy and different types of life skills that help women to develop knowledge and capability. Women are trained on health practices and special clinics are organized. Currently the projects are being implemented in Jitpurphedi and Okhaldhunga communities.

Major Program Objectives:

1. To educate women on their rights, life skills, trafficking prevention and health and sanitation
2. To ensure economic freedom for women through establishment of micro credit system
3. To develop women as entrepreneurs through the income generation initiatives.
4. To conduct research on women's issues

2.1 Micro Credit

Microfinance is considered to be a key poverty alleviation strategy to enable poor women to cope with adverse economic impacts. VIN facilitates projects to unite women in community groups and thus form saving and credit co-operatives. By providing women with greater access to savings and credit they are enabled to have a stronger position in economic decision making.

Two saving and credit cooperatives named "Jitpurphedi Agriculture Women's Cooperative Limited" (JAWCL) and "Taluwa Agriculture Women's Cooperative Limited" (TAWCL) have been established and run by the community women from 2010.

2.1.1 Autonomous and sustainable microcredit system

Sixth general assembly of JAWCL

VIN has been supporting various activities under the JAWCL from the date of its establishment. The main reason to establish the cooperative was to pool the funds from individual Women's Savings Groups into a main cooperative, thereby creating a central fund large enough to supply more substantial, low-cost loans to the women, thus encouraging economic growth. The annual general assembly was held among its share members on 2nd January 2016. The main objectives of the general assembly were to present the annual co-operative transaction to the members and stakeholders and also to reach agreement of annual plan for 2016 between members and stakeholders. Presidents presented a summary of the annual financial transactions and upcoming plan. The treasurer also presented details of completed income and expenditure and the financial plan.

In assembly different stakeholders had been invited. All of stakeholders and shareholders were happy with the progress of cooperative. Some stakeholders expressed thanks for leading the women and gave good wishes for the future. VIN's program manager said that the cooperative has led women financially and socially and VIN will be continuing its direct and indirect support to the cooperative. He said when women have access to freedom on economic activities, the society will have developed sustainably. He hoped that this co-operative would contribute to this. Furthermore, he said VIN has a vision to see women entrepreneurs in Jitpurphedi. Women members expressed that VIN has been helping from initial set up to present day. They said that VIN's support has been very valuable for the co-operative. They expressed thanks to VIN and looked forward to support in future.



Figure 1 Women participants in Sixth general assembly of Jitpurphedi Women's cooperative

Annual status of Cooperative presented in sixth general assembly. (Audit copy FY- 71/72)

S.N.	Activities	
1	Total co-operative members	625
2	Total Share amount	Rs. 609000
3	Total saving amount	Rs. 8115637
4	Total investment amount.	Rs. 4352829
5	Total Income	Rs. 575568
6	Total Expenses	Rs. 215568
7	Total profit	Rs. 360000

It was found that cooperative has made good progress and women are taking financial benefits from it. They are happy to get loans with low interest from the cooperative. It has motivated women to

start their own business. It is proved by the views expressed by one of the cooperative members and a beneficiary of cooperative.

Case Box- 2.1.1

"I took loan from cooperative for vegetable farming. I made tunnel from loan money for tomato farming. It was a great help for my family. Now we are growing tomato in off season and making money from it." *Radhika Tiwari, general member of JWACL*

2.1.2 Women's excursion visit

VIN organized an exposure visit for women. The main objectives were to get insight into some income generation activities conducted by other organizations, to visit a model cooperative to learn about its governance and progress, to interact with the members of model cooperative and get knowledge on management and coordination approaches. Sixty-four women from different groups took part in the visit. They visited to "Hamro Sana Kisan Sahakari Sanstha limited" Sankhar Nager, Rupandehi, "District Mahila Sana Kisan Krisi Sahakari" Kathar, Chitwan and "Mahila Sana Kisan Sahakari Sanstha" Khairanitar Chitwan. They also visited to some historical and touristic areas of Lumbini and Chitwan.



Figure 2 Women were visiting to cow farm in Chitwan

2.1.3 International women's day celebrated in Jitpurphedi

On the auspicious occasion of International Women's Day, JWACL organized an Interaction and Cultural Program on 8th, March 2015. The main objective of the program was to discuss and interact on the subject of women's rights in Nepal and domestic violence. There were altogether 95 participants in the program. Shantiram Khatiwada, lawyer and vice president of VIN, was the chief guest of the program. Politicians, social workers and teachers also participated amongst the women.

There was speech and discussion about stopping domestic violence, women's rights, independence and equality. Chief guest Mr Khatiwada gave a speech about women's rights and its note in constitution. At the end of the program women performed a rally around the community with slogans like Stop Domestic Violence and Women Should Be United. The program helped raise the awareness of local women on domestic violence and their rights.



Figure 3 Participants in International Women's Day

2.1.4 Social Event

2.1.4.1 Teej Festival



Figure 4 Women celebrating Teej

Teej festival is a very famous festival among the Hindu women in Nepal. In this festival women take a fast for the long life and health of their husbands. Women have been celebrating this festival since ancient times. In this festival women also visit their maternal home. Various programs are organized on this day, Dar Khane (food party), worshipping the God Shiva and Saptarishi. The teej song singing and dancing program was a specialty of this event. Jitpurphedi women's co-operative had organized a "Dar Khane" program. The main objective of this program was to gather women at a place to celebrate a local event. There were around 100 women present.

Co-operative management refresher training

The Jitpurphedi women's cooperative organized two days "Cooperative management refresher training" with support from VIN in Tinipale. The main objectives of the training were to change behavior by teaching the role and responsibilities of management committees and transforming knowledge about the cooperative management system. The main curriculums were meaning, principles, roles and responsibilities of management, loan subcommittee, account subcommittee and roles and responsibilities of the president, vice president, secretary, treasurer and staff.

International visitors at Jitpurphedi co-operative.

A group of 14 Danish visitors travelled to Jitpurphedi women cooperative in Tinipale to learn more about the cooperative, JAWCL. The president of the cooperative explained about establishment of and involvement in the cooperative. She explained about the major activities that cooperative is performing. The partnership with VIN was explained. Group leader, Bente, was interested to learn about electronic equipment supported by Danish people last year. Cooperative staff demonstrated the equipment they were given and expressed their gratitude.



Figure 5 Group of Danish visitors in JAWCL

2.2 Women's entrepreneurship development

2.2.1 Non-Agriculture

VIN aims to empower women by establishing income generation activities. The major objective of non-agriculture sector is to identify a special non-agricultural branded product in the market that generates a sufficient income during off-season (e.g. handicraft, other vocational skills training).

VIN has been supporting in various programs through JAWCL, such as vegetable farming, sewing cutting, embroidery, candle making etc for women's empowerment.

Embroidery training

VIN organized embroidery training in 2015. The major objective was to deliver embroidery technology training to women's group members and support them to start small businesses. VIN provided materials and classes, while Holie from the UK facilitated the training. The curriculum was an introduction to the importance of embroidery, techniques, theory and practical knowledge on Saul, Sadi, Blouse and Kurta embroidery design. The total participants were twelve from two areas.

At the end of the project women were happy to gain the new skills and thanked VIN for its wonderful contribution through the project. A few of them shared plan about continuing the skill as a small business.



Figure 6 Women from Jitpurphedi are busy in Embroidery training

2.2.2 Agriculture

There are two different sub-sectors in agriculture - vegetable production (seasonal and off seasonal types) and livestock Management.

The main objectives of the project were to establish, censor and model women farmers, reduce the use of chemical fertilizer and pesticide and increase income. VIN coordinated this program with JAWCL.

Agro-Farm Program



Figure 7 Volunteer working in field for agro farm project

Agro farm is one project under the Environment and Conservation Program. Agro-farm means agricultural systems that promote environmentally, socially and economically sustainable production of food. By respecting the natural capacity of plants, animals and local conditions, it aims to optimize quality in all aspects of agriculture and the environment. The main objective is to manage land effectively and develop best practices of agro-forestry and agro farm system. VIN volunteers supported farmers in traditional farming. They helped in digging fields

and sometimes ploughing. They supported farmers in sowing, plantation and harvesting. Volunteers supported in harvesting cabbage, mustard, and peas and supported in removing weeds from between the crop, which were fed to cattle.

Volunteers enjoyed working alongside the families. Many felt it was wonderful to see how the families work together. It was also an opportunity to learn about the traditional Nepalese farming.

Micro irrigation project - Mini Plastic pond

VIN has been promoting different activities for agriculture development in Jitpurphedi. A survey carried out by VIN has shown that there is a high possibility of vegetable farming on a small and large scale but farmers are not able to do so. The major reason is irrigation. VIN implemented the micro irrigation project to address the problem. VIN's volunteer were mobilized to find the possible micro irrigation for Jitpurphedi. It was found that the plastic pond is one of the best ideas for the project. Farmers are trained on plastic pond construction and supported by volunteers to build and preserve the pond for water collection. Plastic ponds are useful especially to collect water from household use and surface water during rainy season. It is a simple and low cost technique. Twenty-five women participated the training and four plastic ponds were constructed in Jitpurphedi. They were trained about concept, benefits and technique of construction of mini plastic pond.

Facts to consider about plastic pond construction

- Selection of site where there is scarcity of water and a source for collection of waste water -the site should be up hill, above the farm land.
- Fixing the size of pit depending on the water source and field to be irrigated.
- Digging of pit for harvesting waste water (2mx2mx2m).
- Estimating the required amount of plastic (18'x24').
- Flooring the pit with plastic (seal polling plastic) and cover the ends of plastic with mud or stone.
- It is preferable to cover water of the pond by plant leaves (banana Leaves).
- Pond should be protected with fence to prevent children drowning.



Figure 8 Plastic pond built by volunteers in Jitpurphedi

2.3 Women education and life skills program

2.3.1 Life Skill and Education Training in Jitpurphedi

Empowerment aims to address the members of a group that social discrimination have excluded from decision making processes because of race, gender, ethnicity etc. VIN's empowerment methodology

is basically associated with the Feminism. Nepalese women occupy 50% of the total population. Generating women's power is referred to as Women Empowerment. The keys to their empowerment are academic enhancement, economic independence and removal of discriminatory laws. Life skills training, income generation and the micro credit program are used by VIN to help empower women.

Objectives:

- To educate women about their rights and provide life skills
- To increase the literacy rate to 95% of women aged 14-45 who participate in different community activities.

Life skills Class: Life skill education teaches the adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life. In the context of Nepal women here are mostly illiterate. Due to early marriage, women are unable to complete their studies, leaving them academically behind men, less socially mobile and dependent on others.

2.3.2 Women's Rights and Entrepreneurial Skills:

In many countries women's rights are enforced by laws and customary behaviour but there are also countries and regions where these rights are suppressed or ignored. There are thousands of women who are unaware by this rights.



Figure 9 Volunteer facilitating life skills class with women in Jitpurphedi

Domestic Violence is also known as domestic abuse. It is the pattern of behaviour which involves the abuse by one partner against another in an intimate relationship. It is necessary to have knowledge of domestic abuse. Due to lack to knowledge, women face many problems in their households. As victims, they hide the occurrence of the abuse.

Objectives of the Campaign:

To raise awareness about the fundamental rights of women, consolidate their impact and move towards equality.

Course Content:

- Lessons on women's rights
- Domestic violence
- Entrepreneurship
- Self-esteem development

Training Approach:

Life skills training sessions were conducted from Monday to Thursday, two hours per day. The whole Program was conducted in two parts; **Entrepreneurship and Self-esteem Development**, and **Women's Rights and Domestic Violence**. Maxine from the UK and Alba from Spain facilitated the sessions. **Participants:**

Forty-five women took part in the training.

Feedback:

- Gratitude for the sessions on women rights and domestic violence.
- Women were hoping for similar sessions in future.
- Women were impressed by the volunteer's attempts to demonstrate the ideas.
- Women were interested by the topics and wanted to learn more.

Challenges:

- Classes didn't run on time.
- It was difficult collecting all the women in one place.
- The women were not well informed about the topic and they gave a short period of time to the training.

2.3.4 Computer and Language class

VIN organized computer and language training for the women from Jitpurphedi. It was about basic English writing and speaking. In computer classes they discussed the importance and use of the internet, including major programmes and applications, such as Windows, Excel, PowerPoint, Yahoo, Google, email etc. There were 15 participants in the computer class and 25 participants in language class.



Figure 10 Volunteers facilitating language and computer class to women from Jitpurphedi

Forty women benefited from the language and computer classes. Women got opportunity to learn about basic language and computer skills. They gave thanks to volunteers and VIN for organizing this event.

2.3.3 Disaster Management Training in Jitpurphedi

There was a devastating earthquake in Nepal on 2015. The aim of disaster management training was that they would be prepared in the event of a future disaster. VIN volunteers facilitated "lessons learned sessions" with women's groups as part of the post disaster relief project.

Disaster cycles were discussed. Two models are used in the theory of disaster management: the disaster management cycle (prevention, preparedness, disaster, acute phase, recovery phase, and mitigation/prevention) and the circle of Deming (plan-do-check-act-plan). One method of creating disaster preparedness was exchanging tips and advice on how to act during a particular disaster. These were given to the public via television, internet or education sessions.



Figure 11 Disaster Cycle

Both cycles emphasize that after a disaster actions are evaluated in order to improve the reaction to a future disaster. With that theory in mind, lessons learned sessions were created. The main goals of the sessions were: (1) to get the community talking about what happened; (2) to share the lessons learned by individual members of the community; (3) to raise awareness and (4) to improve future disaster preparedness education provided by VIN.



Figure 12 Volunteers facilitating earthquake preparedness session

For two weeks, lessons learned sessions were held with the various women's groups of Jitpurphedi. A summary of all the tips and advice from the women was utilized for disaster preparedness sessions. Later VIN conducted an awareness program on risk and disaster management. The project was organized at different locations in Jitpurphedi. The main

objective was to give knowledge about the safety and preventive measures in the event of an earthquake. The sessions were used to discuss on possible causes, effect, signals and preventions of earthquake, fire and landslide. From this training, community members became more aware about disaster management. About 136 community people benefited from the class. They were happy to learn new ideas and management skills they could use in a disaster.

2.3.4 Women trafficking Awareness Campaigns

The campaigns were organized in Jitpurphedi and were facilitated by Jen from Hong Kong, Megan from Canada, Susana from Finland, and Lia from France. The main objective of the class was to increase awareness within the community of human trafficking. It focused on methods used by human traffickers and women's rights to be protected from trafficking. The campaign considered who is victim of trafficking, where trafficking takes place, trafficking conditions in Nepal, the effect of trafficking, its prevention and root causes. It was



Figure 13 Girls and women in trafficking session.

explained that trafficked women are victims of sexual and physical abuse, denial of freedom and the risk of illness and disease, such as infection with HIV. Even after being rescued girls face discrimination in society and have difficulty in adjustment. Sessions were conducted in different villages of Jitpurphedi. There were 85 participants altogether.

2.3.5 Group Management Training

VIN has been working with women in groups. There are 88 women groups in JitpurPhedi formed and trained by VIN. It is important for women to learn about group management skills. The skill supports them to make a team sustainable. The main objective of the training is to motivate women to develop a high potential team, empower women to develop skills on group management, including dividing roles and tasks and encouraging conflict resolution. There were 15 women from Thumki and 12 women from Kisandol.

They learnt about importance of the women's groups and their function in the community. They learnt about roles and duties of board members and members in both groups and cooperatives. They learnt about stress, disputes and conflict management. VIN plan to continue similar training to all women's groups in future.

2.3.6 Women Literacy classes

VIN arranged women literacy class in Okhaldhunga to educate women at their place. It arranged a class in their feasible time on evening. VIN managed a classroom, teacher, curriculum books, and stationary materials. The class was for 3 months for a group. At the end, women were able to read and write Nepali letters, read common words and phrases, sign their name and can do basic mathematics.

Objective: To educate women through literacy classes

Activities in detail:

Identified a village with high percentage of low literacy rate:

VIN and local people conducted a baseline research to find the village with low women literacy rate. Also community survey report conducted by VIN in 2012 has been reviewed. Nalsu, ward No. 9 and Bhorle, ward no.5 at Taluwa VDC are identified for the first attempt. It was decided to run the women literacy classes at these two wards.

Advocated importance of women education among villagers through meetings and campaigns:

VIN conducted meetings with local people and conducted mass campaigns to aware people about girls and women education. It was highlighted the importance of women literacy classes. It was disseminated information about literacy classes that would be conducted in two wards.

Selected women:

It was important to select women who are able to complete course of 3 months. Women with high interest and motivated were selected for training. It was selected 37 women, 19 from Bhorle and 18 from Nalsu.

Recruited teacher:

A local female teacher was recruited from same community. Two teachers were recruited for two places.

Managed a classroom:

VIN staffs found two classes at nearby school and maintain the school to conduct class. Stationary materials were supplied to the class.

Developed a curriculum with participation of local teacher:

In VIN initiative a resource person and local teachers worked out to develop a curriculum for women literacy class. Books and resource materials from other project were reviewed. A booklet with hands out was produced for classes

Procured all materials:

All materials needed for literacy classes was procured by bidding.

Started classes:

Figure 14 Women literacy class at Taluwa

VIN started classes with women. There were 37 women in two classes. The classes were conducted at evening. Women were motivated to continue the classes.

Regular support and monitoring from VIN:

VIN was responsible for successful implementation of the project. VIN staffs from Okhaldhunga followed up the

classes in regular basis. It was arranged a meeting with women and teacher once a month to find the achievements. It was supported to overcome problems in between the project. The classes were paused for 3 months after earthquake in the country.

Final evaluation of class and participants, distribute certificates and awards:

At the end of literacy class, VIN carried out final evaluation. It was conducted written and oral exam to find the end result. All participants got certificates. First three high scorers in final exam were awarded with prizes. It was found that most of the women they could write their name and family names. They could do counting and math. Moreover, it has motivated them to continue learning process.

Continuation in VIN's women empowerment project:



Figure 15 Participants from women literacy class conducted by VIN

Women from literacy classes are the member of cooperative supported by VIN. They are getting involved in empowerment projects, cooperative, life skills classes and entrepreneurship development trainings.

On completion of literacy classes 37 women from Okhaldhunga learnt to read and write basic letters, simple sentences, their full name, address and mobile numbers.

CHAPTER 3: CHILDREN'S DEVELOPMENT PROGRAM

3.1 Children's Clubs

VIN has been conducting different programs for the overall development of children. One of them is the activation of school-based Children's Clubs (CCs). CCs have been formed in all schools in Jitpurphedi. There are altogether 9 CCs, one in each school and a united CC (UCC), acting as an umbrella of all CCs. These CCs have been organizing different activities, such as debate, poetry, culture, village and school cleaning campaigns and fund raising. It has inspired them towards creative and reformative ideas and activities, equipping them with empowering skills. CCs are also a platform for the children to discuss and find solutions for their problems.



Figure 16 CCs management training and UCC reformed

Major objectives and goals of the program:

- To contribute in children's all-round development (physical, mental, social and creativity)
- To enable all children (6-17 yrs) of Jitpurphedi VDC to exercise their basic rights

Children's Club Reformation and Club Management Refreshment Training

Like every year, this year too, Children's Club was reformed and refresher training was provided to all CC members. Altogether, 109 students from 8 different schools and UCCs took part. The refresher training supported

children to design and implement their programs effectively through children's clubs. About 1,000 children were indirectly benefited by the program of Children's Clubs.

Children's Club Facilitation Training to Teachers

Training was provided to Children's Club Facilitators, teaching them to provide feedback and monitor the continuous and sustainable functioning of the club. They were trained in all spheres of CCs including the concept, rationale, ways of formation and reformation, conducting meetings, writing minutes, publication of wall magazines, communication skills, resource mapping, fundraising, account keeping, making plans, library management, etc.



Figure 17 CCs facilitation training to teacher

Altogether 8 teachers from 8 different schools of Jitpurphedi took part in the training. The teachers learnt effective methods of facilitating CCs. The program was found to be a success.

3.1.2 Case Box

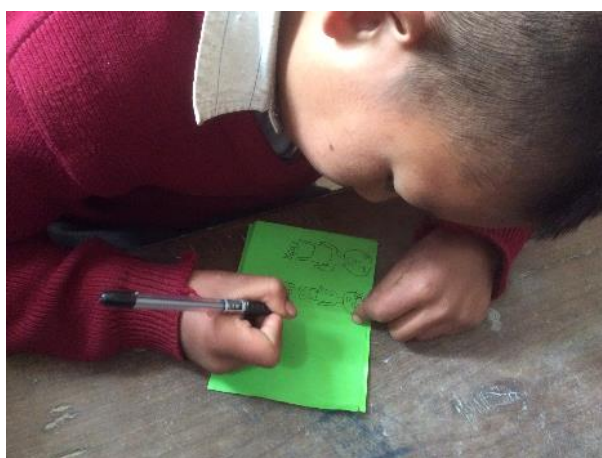
It has provided us the opportunity to get trained on children's club facilitation. This program made us more responsible for clubs and these kinds of training must be organized from time to time. - *Sagarmani Barsainee (CC Facilitators teacher, Saraswoti primary school)*

3.1.3 Teaching visual arts to school children

Mary Whalen Hyde, a retired Visual Arts teacher from Vermont, USA conducted Visual Arts sessions in JitpurPhedi School to grades 1-5. On Day One, Mary met with grades 2-4. She used a geographical map to talk to the students about herself and the USA. The next day Mary wrote on the whiteboard what the students would be doing during the class. The focus of the lesson was, what is snow? And what does it look like? Using her iPad, photographs and a book she showed the students what snow looked like under a microscope. Mary showed each student how to cut a six pointed snowflake using a circular coffee filter, paper and scissors. During the next class students glued the snowflakes onto a piece of 8"x10" sky blue paper and added lines and shapes using colored pencils.

Mary taught the children how to make small six page books out of a piece of white paper. At the end of class she asked students to look carefully at the trees, animals, houses, and people on their way to school the next day.

Building on past learning Mary had the students make another small book using thicker green paper. In this book students were instructed how to create a cartoon character. Using black pens students drew cartoon eyes, mouths, ears and noses. Then they put all the parts into a completed cartoon character. When the cartoon





books were completed classes took information from their cartoon books and drew larger cartoon characters.

The last two classes were spent finishing all cartoon drawings and then creating a paper cut mask which the students glued into their sketchbooks and then added colored lines.

There were 15 students in Grade 2, 14 in Grade 3, 15 in Grade 4 and 20 in Grade 5. Sessions were conducted over 12 days. Altogether 48 classes were taken.

Recommendations



- Text Visuals Arts volunteer for VIN will need an updated copy of Social Studies and the Creative Arts published by Nepal's Ministry of Education Curriculum Development Center. The volunteer would need access to this information before he/she came to Nepal.
- Be a certified teacher to instruct students with VIN, with a supporting English to Nepali translator in the class at all times.
- The volunteer needs to be sensitive to the age, skill, and economic level differences between students and the family responsibilities they face every day.

Figure 18 Art drawn by a child

3.1.4 Life skills and mathematics instruction training to Children's Clubs

Leadership development and techniques on solving math problems was delivered to Children's Club members and children from JitpurPhedi School. Steve, a US citizen, a middle school guidance counselor and a middle school math teacher, provided the training.

The members of the CCs from Jitphurphedi Upper Secondary School were trained on developing their leadership skills. To help the students better understand themselves the students did an activity called "The Three Legged Stool of Self-Esteem". The idea was that a stool needs three legs to stand and so

does one's self-esteem. The three legs of the stool are: skills, responsibility and appreciation. Good communication skills are also important for good leadership and to develop those skills student did an activity entitled, "One-way, two-way communication". In this activity students paired up and one student was given a sheet of paper with a design on it, while the other student was given a blank sheet of paper. The first student was asked to describe the design as precisely as possible. Based on that description the second student had to recreate that design on the blank sheet of paper. This activity helps students understand how important clear and precise communication is if they are in a position of leadership.

Figure 19 Children in leadership development training



The final component of this leadership development unit was team building, problem solving and cooperation.

All of these activities were designed to give students real experience with these important leadership skills. These are very difficult skills to learn, but with practice these students will most certainly develop mastery of them.

3.1.5 Child Rights Training

VIN has identified that children, parents and teachers are responsible for complete development of children. All should be aware and responsible for securing child rights. VIN is an advocate of child rights and has performed a campaign to raise awareness of parents and teachers.

Objectives of the program

- To create awareness amongst children on child rights.
- To ensure child rights are promoted in all schools.



Figure 20 Children are in child rights training

Representatives of CCs were involved in the program. There were 500 participants in an orientation. Children were oriented on history of child right, the development process and the four pillars of child's right. Children were oriented on their rights and responsibilities in their school and community.

The training was found effective to orient children about child rights. Most children were found not to be aware of most sensitive issues facing children. They got opportunity to know about their right and responsible after the training. Also they agreed that children could play most important role to ensure child rights.

Case Box 3.1.5

"Child right is the thing that we all should have known. If we can't ensure child right then children's development is not possible. Children are the people who should know about this and share others about this. VIN have done good work by teaching us about this. Program like this should be implemented on time to time. Thank you VIN." *Manisha Aryal (one of the Student from training)*

3.1.6 Children's Club follow up and supporting

Program Introduction

VIN has been supporting CC's activities in all schools from Jitpurphedi. It is to provide them with support and follow up.

Program Objective

- To monitor and support children's club activities.
- To help ensure children's club continuity in schools.

Achievement of program

It was found that Children's Clubs are raising funds, conducting creative activities, publishing wall magazines, conducting regular meetings, and conducting school and community cleaning campaigns. Altogether, from this program 109 directly and 1000 indirectly were benefited.



Figure 21 Child club's meeting at school

3.2 Child sponsorship

3.2.1 Sponsored Children's Profile Updating

VIN has been sponsoring children who are from poor families and are deprived of education. VIN also helps them to find a sponsor. It has an updated profile of children on the website so that they are visible to interested sponsors. The profile focuses on family background, birth date, school, class favorite subject, sports etc.

Figure 22 Sponsor materials distribution by VIN's ED

Updates are published to pass sponsors about the children they have supported.

Objective

- To maintain updated child profiles on VIN's database and communicate to sponsors.

Achievement:

This program has helped children to find the sponsors. It has supported the education of poor, marginalized and abandoned children.



3.2.2 Prepare Sponsorship Intake document

Program Background

VIN has been regularly helping the children of Jitpurphedi, Okhaldhunga and different orphanages by sponsoring their education. Every child who is selected for the sponsorship program is required to provide correspondence for the sponsor every four months. VIN collects all those types of documents to send to the sponsor in every fourth month. The communication includes an annual progress report of the child, pictures, a thank you and renewal letter. VIN supports children to prepare these documents and collects and collates them to send on to sponsors.



Figure 23 Sponsored child writing letter to sponsor

3.2.3 Sponsor Material Distribution



Figure 24 Sponsor children after getting materials from VIN

VIN has been sponsoring the education of children, those who are from poor families, orphan and abandoned. It has sponsored the provision of education materials and ensures deprived groups of children are not deprived of their right to education. VIN has provided copies, books, school uniforms and bags, tuition fees. Those sponsored children from community were provided materials at an organized function at schools. Sponsored materials were distributed by VIN's Executive Director (ED). Altogether, 71

children have received sponsorship, where 37 children were from Okhaldhunga and 34 were from JitpurPhedi community school.

The sponsorship of children has played a great role in child education. It was found that after VIN's support children had progressed in their academic results. Also they were also found to be more active in the learning process. This program has been greatly appreciated, demonstrated proved by the views expressed by the guardian of one of the sponsored children:-

Case Box3.2.2

“VIN has been doing a great job by giving educational support to the children like ours as we are suffering from hand-to-mouth problem due to severe poverty” –*Suvatara Sunar, guardian of one of the sponsored children*

3.3 Children Winter Camp

VIN conducted winter camps for children to provide opportunity to utilize the winter vacation.



Figure 25 winter camps in Jitpurphedi

Children of ages 6 – 14 years were involved in the program. The major objective of the program was to utilize their leisure time and involve them in extracurricular activities to make them more creative.

VIN conducted two winter camps at Dadagaun and JitpurPhedi Higher Secondary School. Altogether 125 children were involved in the camps and it was for a week. In the camp, children were taught different activities with the use of local materials and resources like; physical exercise, singing national anthem, songs related to child right, entertaining and intellectual games, drawing, painting, making toys out of paper, dancing, English, Korean language followed by the activities related to personal development, like, anchoring and socialization. Health and hygiene was another important aspect of the camp, where the children learnt the ways of hand washing and teeth brushing and were made aware about health issues.

It was found that 125 children were benefited from the winter camps. They had utilized winter vacation to develop skills. Also they learnt to work in group. The views expressed by a child and guardian have proved it.

Case Box3.3.1

“I learnt how to work in group, play, speak, singing, drawing, new language etc. I like to do creative activities here I got opportunity to do many activities. I liked this camp.” *Pratima Tamang, a participant*

Case Box3.3.2

“Our children spent winter vacation ideally. They have utilized their leisure time in learning process; this program has taught them many creative things that are never taught at schools, which is appreciated.” – *Durga Aryal (One of the guardian of children involved in children camp)*

3.4 Distributed Magazine Board to Children’s Club

Children’s Clubs have been conducting various activities in school, amongst them, a wall magazine publication is one of major work. They are publishing wall magazines every month. The wall they were using was unstable and pieces would only stick for a short time. The children were in need of a magazine board. VIN distributed wall magazine boards to all schools from Jitpurphedi.

3.5 Monitoring and follow up early child hood development (ECD) classroom in Jitpurphedi

VIN has been supporting Early Childhood Development Centers (ECD Centers) regularly. Every year VIN collects information about ECD Centers and supports them as is required. This year VIN collected information of all ECD Centers after earthquake. Four ECD centers from Jitpurphedi were badly damaged by earthquake. VIN supported them to rebuild the ECD classroom. Also VIN supported other ECD Centers to make it appealing to children by painting on the wall. ECD children were provided materials for play and learning at school.



Current status of children in ECD Centers from Jitpurphedi is: Mahadevsthan Primary School 20; Kalikasaran Higher Secondary School 35; Nagarjun Higher Secondary School 16; Jitpur Higher Secondary School 20; Sarswoti Primary school 10; Panchmane Balbikash Kendra 14; Khadwakot Primary School 8.

3.6 Jitpur Higher Secondary School compound wall and retaining wall construction project in Jitpurphedi-9, Kisandol.

VIN has been supporting school through infrastructure development project to ensure that school has a child friendly environment. The project was designed to construct and fence the compound walls with a retaining wall of gabion. The international and national volunteers were involved in the construction works and VIN provided raw materials and skilled labor. The main objective was to construct walls on schools grounds, to protect the school from the danger of landslide and to help school in making child friendly environment on the premises. The major activities were problem identification, holding a coordination meeting with the school management committee, liaising with the Soil Conservation Office (HMG), procuring raw materials, mobilizing human resources, construction activities and the follow up and monitoring of work.

About 300 volunteers and 179 skilled laborers were involved in this project. The total cost of the project is Rs. 8,04,614 rupees.

More than 380 (175 boys and 205 girls) students, 23 teachers and 2 office assistants have benefited from this project. The school management committee and school team expressed gratitude towards VIN for their contribution to this project. **Major Activities done in ECD Project at Okhaldhunga .**



Figure 26 people in Okhaldhunga working for the construction of ECD

ECD centers construction and renovation at Bhadaure VDC.

There are 10 ECD centers (9 school based and 1 community based) at Bhadaure VDC. Six ECD centers are constructed with full support and four are renovated by VIN and PiSL.

6.2.2 Basic ECD teacher training and Refresher training.



Figure 27 Dian US based expert, trainer for ECD education conducting a training to ECD teachers

Basic ECD Teachers' Training at Bhadaure VDC.

VIN and PiSL had conducted six -days training to ECD teachers and volunteers from 10 ECD centers of Bhadaure VDC at Chatra Pragati Sec. School, Bhadaure. There were 20 participants, teachers and volunteers from all 10 ECD centres in the training. The training was conducted by Ms. Diann from US, Executive Director of PiSL and assistant Mr. Rajan Khadk, ECD Coordinator, Okhaldhunga.

The Main Objective of the ECD teacher training program is to enable all the participants to

- Define the concept of early childhood development, child right and its importance.
- Explain all the aspects of child development such as physical, cognitive, social and emotional development.
- Could prepare the daily working schedule and conduct ECD class more effectively and child friendly.
- Use teaching aids/materials in the more attractive way in ECD class.
- Use the music, games, fun, and story, playing and learning materials for the creative learning activities.

The major contents of the training are mentioned below:-

- Concept and important of Early Childhood stage and development process.
- Child development and growth and its stages.
- Children right
- Aspect of overall development with its example.
- ECD teaching learning method.
- Child friendly environment.
- Experiment activities to make the teaching learning materials and its process of utilization.
- Loving, caring and adjustment process with children.
- Concept and objective of ECD center
- Importance of game, play, songs and story in ECD learning
- Different activities that can be done for ECD center.

Refresher ECD teacher training program.

VIN and PiSL had conducted two days refresher training for ECD teachers and volunteers from Taluwa and Thulachhap VDC at Okhaldhunga.

Two days refresher training for Thulachhap was held with 17 teachers and volunteers at Himalay Higher Secondary School, Nisankhe, Thulachhap. Likewise another two days refresher training for Taluwa ECD centers was conducted at Bimire School Taluwa. There were 21 participants in the refresher training at Taluwa VDC.

The main aim of the training was to follow up the teacher's skills and observe the classes as they were conducting. Teachers were follow up in using creative skills and art work for joyful as well as child friendly teaching learning environment in the ECD classes.

6.2.3 Follow up ECD centers and monitor classes



Figure 28A ECD center in Okhaldhunga

All the 30 ECD centers at Taluwa, Thulachhap and Bhadaure are visited in every month. During this visit, it was done an interaction with ECD teachers and school administration about children regularity, teachers' and guardian's responsibilities, children's hygiene and sanitation and going on teaching learning and caring activities in the ECD classes.

6.2.4 Regular meeting with ECD teachers and parents

There was obtained regular meeting with teachers, parents and school management committee at 30 ECD centers of three VDC at Okhaldhunga. It was held teachers' meeting in every three months. The main objective of the meeting was to revise teaching and learning, child friendly activities, share ideas and experience, list out problems and find the solutions to the problems in local level etc. The meeting was also focused on the condition of students, their participation and learning, role and support from parents and school administration.



Figure 29A meeting with ECD teachers in Okhaldhunga

Likewise, during the meeting, all the teachers are provided appropriate feedback to improve child friendly environment, quality of teaching learning and caring environment in their respective ECD centers.

6.2.5 ECD Classes Wall painting Project



Figure 30 Volunteers are working in ECD to make pictures on wall

VIN has a plan to make all ECD a child friendly center. It has supported to build the classroom, supplied materials and maintain the floor for it. Next it has a plan to paint all the classrooms wall with different pictures and drawing. In 2015, two ECD centers Karkala Devi ECD Taluwa-8 and Sapta Kanya ECD Taluwa-9 are painted by the international Volunteers. The classes are painted with Nepali, English

alphabet, numbers and different attractive pictures. It has increased the attraction of classroom to children. Also it made teachers easier to use resource materials to teach children.

6.2.5 New ECD teacher and Volunteer recruited

VIN supported a teacher to Himalay Higher Secondary School at Nisankhe, Thulachhap. Though there was a teacher already at the center, it was not functioning. Teacher supported by government was not motivated and incapable to work as a teacher. So, VIN decided to support a new teacher to share the classes and build up the capacity of current teacher. It was found that after recruitment of new teacher, the number of students is increased and quality of teaching learning and caring is amazingly improved. Similarly, a new volunteer is recruited for the Panchamukhi ECD at Taluwa-3A from the new session 2072.

6.2.6 Current situation of ECD centers at Okhaldhunga

ECD center at Taluwa-6 Bimire is temporarily closed because of few students since last of June 2015. In case of Taluwa-7 Barchade ECD, We are thinking to change the volunteer as soon as possible due to her unavailability in the absence of ECD teacher and regular absence in the meeting. Likewise we need to recruit a new volunteers for the Jalpa ECD at Thulachhap-7 (Chapa bhanjyang primary school) as previous volunteer is promoted as a teacher for the district education office.

Three ECD teachers Om kumara Aale , Sushmita Thapa and Chitra Kumari Shrestha from Bhadaure-7A , Bhadaure-8 and Machamukhi ECD Taluwa-3 respectively are on two months leave due to the delivery cases. So volunteers are working as a full time paid teacher in those ECD centers.

All the 30 ECD centers with address and its Numbers of students are mentioned in the following tables:-

ECD Centers situated at Taluwa VDC, Okhaldhunga			
S. No.	School Name	Ward No	Number of children
1	Kalika Devi ECD,	1	9
2	Tinpiple ECD.	2	12
3	Panchamukhi ECD.	3A	10
4	Aadarsa School Dumre ECD,	3B	13
5	Kosheli Chaur ECD,	4	12
6	Naba Ganga ECD,	5	10
7	Jeevan Jyoti ECD,	6	4 (now Closed)
8	Bhairampa Devi Bidhya Aagan ECD	7	13
9	Karkala Devi ECD	8	12
10	Sapta Kanya ECD.	9A	10
11	Shideshowr ECD,	9B	9

ECD Centers Situated at <u>Thulachhap</u> VDC Okhaldhunga : -			
S. No.	Name of ECD centers	Address	Number of student
1	Shree Raktamala Primary school-	Thulachhap-1	16

2	Shree Kalika primary school-	Thulachhap 2	14
3	Dhara pani ECD (Kalika primary school)-	Thulachhap-3	12
4	Dalit Samudaya ECD (Location- Himalayan Secondary School, Nisankhe)-	Thulachhap-4	9
5	Renuka ECD (Location- Renuka Primari Sahool, Keurani)-	Thulachhap-5	14
6	Sabitra Devi ECD(Sabitra Devi Samaj Sewa Kendra)	Thulachhap-6	10
7	Jalpa ECD (Chapa Bhanjyang Primary School)	Thulachhap-7	13
8	Bhagwati ECD(Kadeni secondary school)	Thulachhap-8	11
9	Januka primary –School	Thulachhap-9	13

ECD Centers situated at Bhadaure VDC ,Okhaldhunga

S. No.	School Name	Ward No	Number of children
1	Tej Maya Rai Primary school-	1	15
2	Maheshwor secondary school	2	16
3	Shree Seti Devi community based ECD Centre	3	14
4	Panch Kanya primary school-	4	11
5	Jalpa primary school	5	14
6	Sidda Devi ECD-	6	13
7	Balkanya Primary school	7A	10
8	Kalika primary school, Bhoje	7B	13
9	Shree Nawa Prativa ECD	8	14
10	Chhatra Pragati ECD	9	15

Challenges of ECD project at Okhaldhunga

Following challenges regarding the ECD are existed:

- It is difficult to provide equal access to all children aged 3 to 5 to ECD centers due to the geographical complication and guardians' consciousness.
- Lack of skill and trained teachers and volunteers.
- Very low payment for the teachers and volunteers.
- Poor physical infrastructure and ignorance of school administration and government

Post-earthquake support of schools

VIN supported schools to build temporary learning centers (TLC's) after earthquake. VIN supported Nagarjun, Saraswoti, Mahadesthan and Khadwalkot schools from Jitpurphedi and Okharpauwa and Shivalaya schools from Okharpauwa, Nuwakot. Details about the TLC is presented in a report about post-earthquake initiatives conducted by VIN.

CHAPTER 4: YOUTH'S EMPOWERMENT PROGRAM

Youth are the most active and productive resources in the community. The Youth Empowerment Program focused on different projects to empower youth. It has a strategy to form a youth clubs, transform knowledge and skills and motivate them to get involved in development work and become self-supporting.

Youth clubs are formed in each ward of JitpurPhedi VDC. Major objectives of the youth clubs are:

- To unite youth in an active group
- To equip the youth with skills and training
- To motivate youth to get involved in social activities and development of the community

VIN has supported these clubs with different training, which are as follows:-

4.1 Youth Club Reformation

As the club was reformed, all the youth of Jitpurphedi were gathered through meetings and conversations. The participants were informed about importance of youth club and VIN's programs and representatives were put forward.

There were 20 youths who participated in this program.

4.2 Training on Baseline survey to local youths

VIN provided training on baseline survey to local youths from Okharpauwa. There were 10 youths for training. The training was for three days.

VIN has a plan to extend its project area to needy communities. It has done a preliminary survey of three different communities and selected Okharpauwa as a high potential community for development projects. Okharpauwa VDC office was found to be lacking reliable data and statistics about the community. VIN decided to do a baseline survey before starting projects. This training workshop on baseline survey was designed to train local volunteers (data enumerators) from Okharpauwa. The major objectives of the training/workshop was to train local volunteers about PRA, RRA and PLA and different research tools, to train them about data collection tools and techniques, to provide training on communication and facilitation skills and to motivate them in volunteerism.



Figure 31 Youths on PRA and RRA training

Ten youths from Okharpauwa were trained on baseline survey, data collection tools, focus groups and interview techniques. The training was considered to be a success, as is demonstrated in the reaction of one of the participants: "I learn skill about baseline survey. The terminology were not new for me but I learnt the skills. I hope I can utilize the skills to collect information from community. I would like to give thanks to VIN for providing me this opportunity." *Gyani Lama, Okharpauwa-5.*

4.3 First Aid Training to local youths

Basic first aid training was provided to local youths from Okharpauwa, Nuwakot district. VIN has organized this training for local youths who were selected to work in the post-disaster relief project as a volunteer. VIN's medical team facilitated the training.



Figure 32 Youth on First aid training

The aim was to train local youths on cardio-pulmonary resuscitation (CPR) and management of simple trauma. It was focused on basic health information, gave an introduction about first aid and its importance, an overview of basic anatomy and physiology of human body, cuts and wounds, bleeding and fractures. Practical demonstrations were given and youths were encouraged to practice techniques on their friends.

There were 176 local youths who took part in the training. It was considered as effective training, as is shown in the response of one of the participants: "I got the opportunity to learn about first aid. I don't know about CPR before. I learn the simple skills to manage the cut wound which is very important for me. I hope I can help people and friends whenever they need." *Keshav Nepali*

4.4 Disaster management and rapid response training to youths



Figure 33 Youths on disaster management training

VIN provided training to local youths in disaster management and rapid response. VIN invited local youths from Jitpurphedi, Okharpauwa and Okhaldhunga to take part. The project was basically designed to train youth about disaster, disaster preparedness, management and rescue. Some of the topics discussed were earthquake, impacts in communities due to earthquake, rescue of local people and responsibilities of youth during disaster.

VIN described the local rapid response carried out by VIN and motivated youths to get involved in this. There were altogether 176 youths from 3 projects sites who took part.

Details of youth involvement in rapid response, transitional home construction, temporary learning center builds and health camps is detailed in a report on the post -earthquake initiative by VIN

4.5 Volunteering in Projects



Figure 34 Youths in development project

Local youth and national youth got involved in volunteering project. In 2015, 198 youth were involved in VIN's project. They worked in disaster relief project, children's development, women's empowerment, public health and medical care, youth empowerment and environment and conservation. Youth contributed in developing manuals, translating, keeping record, reporting, communication and research. Most of youth shared that they got opportunity to learn new skills, interaction with international volunteers and most important thing is they developed confidence working with VIN.

CHAPTER 5: PUBLIC HEALTH AND MEDICAL CARE PROGRAM

The public health and medical care program is one of the major programs conducted by VIN, with the goal of creating healthy communities by controlling and preventing diseases and addressing other health conditions through research, medical support, provision of health and hygiene facilities and health, hygiene and sanitation education.

Objectives

1. To identify common health problems and their associated risk factors
2. To make raise community awareness of health hygiene and sanitation
3. To increase access to hygiene and sanitation facilities
4. To increase access to quality health services at the community level
5. To provide training on first aid to community people

Under this program, different activities were conducted in 2015, in order to develop and deliver quality medical and health care services for the community people of JitpurPhedi. Major programs and their activities are mentioned below in more detail.

5.1 Health Hygiene and Sanitation Education

5.1.1 School Health Program (SHP)

SHP is the major component of the public health and medical care program designed to ensure good health of school children. SHP was focused on improving child health by treating the illness, conducting awareness programs on health and hygiene and improving environment of schools. It had three components: Health camps, awareness programs and waste management in schools. It targeted eight schools of JitpurPhedi and one school from Okharpauwa, Nuwakot.

5.1.1.1 Health Talks

Health talks were conducted at eight schools in Jitpurphedi and a school in Okharpauwa. It was focused on major health issues among children. VIN has researched health issues among children. Major health issues were hygiene and sanitation, diarrheal diseases, communicable and non-communicable diseases, drugs, HIV/AIDS, mental health, menstrual hygiene among female adolescents, nutrition etc. The health talk was targeted to school children of all age groups.



Figure 35 Hygiene campaign in school

The major aim of health talk was to raise awareness and transform correct practice on health and health issues among school children. It gave information on earthquake preparedness, pre and post management of earthquake, psycho-social counselling to children, mental wellbeing and health, hygiene and sanitation. Hand washing and teeth brushing refresher campaigns and garbage management work camps and a day garbage management campaign were also held at all schools from Jitpurphedi. A campaign about hygiene and sanitation focusing on hand washing and teeth

brushing was done in Okharpauwa Higher Secondary School, Okharpauwa Nuwakot.

Health talks were facilitated by international volunteers with local translators. Children were informed about the issues and health effects from those issues. Sessions were conducted to classes with the total participation of that particular class. Children were encouraged to share problems and also asked to put forward any questions they had in their mind. Children had assured that they would continue the skills they had learnt from health talks in daily life.

Health talks on six topics were conducted at schools. Earthquake preparedness, mental wellbeing, and garbage management were conducted among secondary school children i.e. 6 to 10 classes. Health, hygiene and sanitation campaigns, hand washing and teeth brushing campaigns, garbage management techniques were conducted among primary school children.

School children benefited from health talks conducted at schools. Children got opportunity to participate in the sessions and discuss common health problems. They got chance to put questions forward and were able to get more information about the health issues.

Health talks are important to create awareness and transform the practices of school children. It should be continued in future and include different health issues.

A campaign on hygiene and preventing diseases in Nagarjun Thulagaun School

Marie, a French volunteer carried out campaigns on hygiene and disease prevention in Nagarjun School. She taught school children from Grades 1, 2 and 3 about personal hygiene and disease preventing techniques. This acted as refresher training for 70 students. .

A campaign on the water purification technique, Solar disinfection (SODIS), in schools and the community

Marie held campaigns on SODIS in Jitpurphrudi. She did campaigns in a school and two communities. She trained 88 students from Grades 7, 8 and 9 of JitpurPhedi schools on water purification technique by SODIS. She provided training on the same techniques to 22 community people from Devisthan and 17 people from Aathmile.



Figure 36 A campaigns on SODIS- water purification technique.

Solar water disinfection is a type of [portable water purification](#) that uses [solar energy](#) to make biologically-contaminated (e.g. bacteria, viruses, protozoa and worms) water safe to drink. Water contaminated with non-biological agents such as toxic chemicals or heavy metals require additional steps to make the water safe to drink. SODIS is an effective method for treating water where fuel or cookers are unavailable or prohibitively expensive. Even where fuel is available, SODIS is a more economical and environmentally friendly option.

Altogether 127 people benefited from the training. People were excited with the water purification

technique which is more economic and time saving. It is planned to continue the campaign to other schools and communities.

5.2 Health Camps

VIN has been conducting health camps since initial implementation of health programs in Jitpurphedi. Health camps were conducted in an orphanage to support treatment and monitor health improvements of the children.

Major Objectives:

- To check the general health of the children
- To screen the oral hygiene of the children
- De-worming of the children
- To raise the awareness of the children on hygiene and sanitation

Health camps were conducted at Ganesh Himal Orphanage. VIN's medical team conducted four camps in different months. Camps were divided into two sessions- general check-ups and hygiene education and hand washing and teeth brushing Training to children.



Figure 37 Dr Laxmi is checking children in Ganesh Himal Orphanage

At first all the children were examined. They were examined for oral hygiene, skin and body weight. In the second part of the camp children were taught about hand washing and teeth brushing. We trained them on appropriate hand washing and teeth brushing training. We gave those new brushes, tooth paste and soaps. Children were told about the time of hand washing with soap and teeth brushing.

All of them were advised to adopt hygiene, teeth brushing and hand washing habits.

There were 21 children of 6-11 years old, 11 were female. During examination it was found that many of them had dental problems. Out of 21, 5 were found to have cavities and some of them were suffering badly from dental and gum infection. Two had dirty hair, one child had a small scratch wound on the cheek, a female child had skin rashes on the chest and one child had earache which was found to be ear wax on examination. During other visits we didn't find health problems with children and even found progress in the body weight of few children.

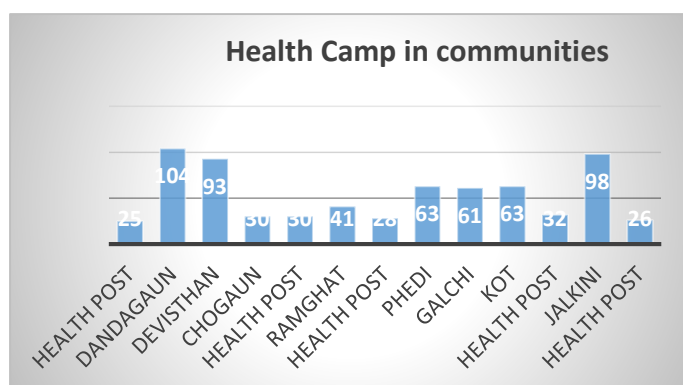
The health camp conducted at the orphanage is appeared to be beneficial for the orphan children. It has supported orphanage in looking after the health of the children. The value was apparent in the view expressed by the orphanage manager:

Health camps organized by VIN has helped us to get treatment for the children in easy way. It has supported us to monitor the children health status. *Manoj Lama, Ganesh Himal orphanage*

It is recommended that health camp in orphanages is needed and it should be continued in future.

5.3 Mobile Health Camps in Communities

VIN medical team, with the support of two Danish emergency nurses, conducted medical camps in Jitpurphedi and Okharpauwa. Mobile camps were conducted in seven villages of Jitpurphedi and Jalkini of Okharpauwa. Altogether 553 patients and earthquake victims benefited from the camps in two weeks. In between the camps the medical team worked in Tinpipple health post for 5 days. There were 141 patients who benefited from the clinic. Altogether 694 patients benefited from the camps conducted by VIN in the communities after earthquake.



As presented in the above graph, there are five camps in health post where 141 patients were presented. Likewise 104 patients at Dandagaun, 93 patients at Devisthan, 30 patients at Chogauna, 41 patients at Ramghat, 63 patients at Phedi, 61 at Galchi, 63 at Kot and 98 at Jalkini were presented in the camp.

Figure 38 A graph representing health camps at different places

Figure 39 Health camp in communities after Earth quake



Figure 40 Women in garbage management campaigns

The health camps organized by VIN immediately after the earthquake were found to be largely beneficial for the victims. They supported people to get the treatment in their own community. The psycho-social counseling done by the team has helped people to cope with psychological trauma suffered due to earthquake.

5.4 Community programme

5.4.1 Garbage Management Campaign with women's groups

A garbage management campaign was organized by VIN to train women's groups. A day campaign was organized in all areas. Women were oriented about the Three Rs: reduce, reuse and recycle. The harmful effects of trash on human health and society were taught, along with waste segregation and



the techniques of making compost from waste. Attendees were urged to manage garbage from the community and were involved in trash collections from public places. The campaigns were organized with women's groups. This year the campaign was done with 110 women from 20 groups in three wards of Jitpurphedi VDC.

The waste management campaign conducted by VIN was found to be effective to train local women and involve them in waste management. VIN recommended that the project should be carried out with all women from the community. It is important the waste management becomes a long-term project.

5.4.2 Hygiene and sanitation assessment of temporary shelters in Jitpurphedi

The study was conducted to evaluate the post-earthquake hygiene and sanitation situation in the Jitpurphedi community. Families were living in temporary shelters and there was an imminent monsoon. It was important to know the hygiene and sanitation status of the shelters where people were at risk from outbreaks of diarrheal diseases and respiratory tract infections.

A group of volunteers, led by Theo and Naomy, conducted a community survey from July 2 to July 17. The survey was done in 100 shelters. It was to observe the place where household members usually washed their hands. They looked for regularity of water supply and observed whether households had cleansing agent near the place of hand washing and to promote increased investments in the sector.

The people were interviewed with a semi-structured questionnaire and there was a checklist to observe the conditions.



Figure 41 VIN's team on community observation after earthquake

It was found that the overall hygiene and sanitation status in the shelters was not entirely satisfactory. Support was needed to create a safe place for living, with adequate toilet facilities and provisions for hygiene and sanitation practices. Moreover, those in the shelters should be trained on hygiene and sanitation practices.

5.4.3 Water Sanitation and Hygiene (WASH) Awareness Campaign in Jitpurphedi, Okharpauwa and Okhaldhunga

VIN has conducted WASH awareness campaigns in target areas, Jitpurphedi, Okharpauwa and Okhaldhunga. The awareness campaign was the part of the WASH project which was targeted to all families from relevant areas. It aimed to motivate families to build toilets in their houses and practice hygiene and sanitation. The content of the campaigns focused on the importance of hygiene and sanitation, hand washing techniques and timing, toilet use, toilet construction project of VIN, the role and responsibilities of families, water purification techniques and moreover the use of sanitary products in future.



Figure 42 WASH campaign at Okharpauwa

During the campaign, local facilitators gave a presentation about WASH. International volunteers supported in the practical demonstration of solar water disinfection technique, hand washing with soap and water and toilet cleaning with brush and toilet cleaner. A hygiene kit was provided to all participants to motivate them to continue the learn practice in the future. The campaign has ensured the active involvement of community people. At the end of all campaigns feedback was collected from participants. Forty campaigns were conducted with 1100 participants from three areas. The

views of one of the attendees below shows the value of the campaign.

Following on from the success of the campaign it is recommended that WASH awareness campaign is useful to educate people, motivate them to build toilets and use them regularly and it should be organized in all marginalized communities.

5.4.4 Conducted a campaign in the community to monitor women's blood pressure

VIN's public health and medical care team, with two international medical interns, visited all wards of Jitpurphedi to conduct campaign. The campaign was focused on collecting information on the demographics of women, women's health problems and the monitoring of blood pressure. The survey involved 100 women.

The result of the survey report has shown that concerning general health, three women reported no health problems now or in the past six months. Therefore, 97 women experienced a health problem. In total 306 health problems were reported, which relates to roughly 3.1 health problems per woman.

The most common reported health problems were female related (44%), followed by body ache (consisting of whole body ache, backache, headache, etc) (29%), gastric problems (7%), airway problems (including common cold, shortness of breath, etc) (5%) and stiff and painful joints (5%). See figure 1A. On a lower frequency women experienced problems with their heart (2.7%), their eyes and ears (2.4%), allergy (1.7%), ulcers (1.0%), diabetes (0.8%) and others (collection of paralysis, typhoid, kidney problems and a swelling to the leg) (1.4%). See figure 1B.

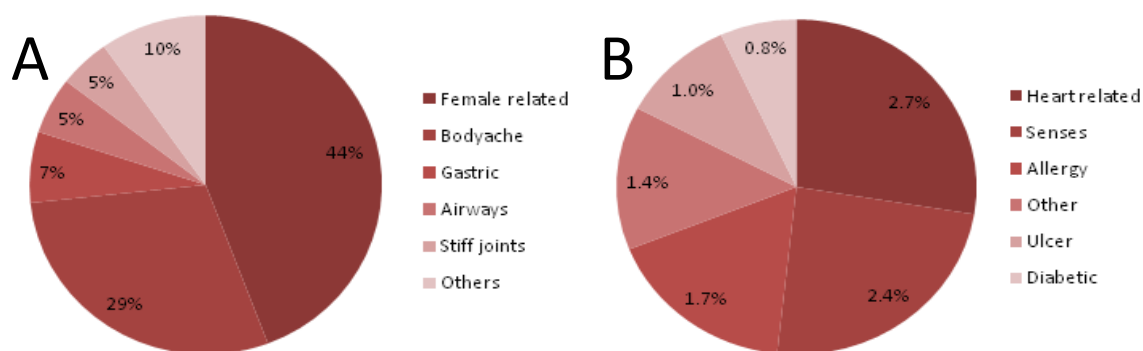


Figure 1. Prevalence of all diseases in Jitpurphedi women. A) Most common diseases. B) The more rare diseases. Senses means eye and ear problems.

There were 131 reported female related health problems, which relates to 1.3 female related health problems per woman. Most problems were related to vaginal and urinary problems (54%), followed by menstrual problems (24%) and lastly breast related problems (22%). See figure 2.

The most common reported vaginal and urinary problem is pain (31%), followed by discharge (25%), urine loss (23%), itching (20%) and non-fluent urine flow (1%). See table 1. In total 52 of the responders reported a vaginal and urinary health problem, 40 reported no problem and 8 did not respond.

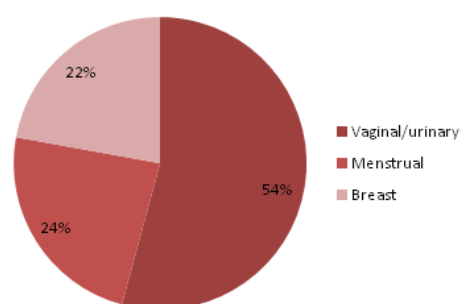


Figure 2. Percentage of female related health problems. Most problems are vaginal and urinary, followed by menstrual problems and lastly breast problems.

Regarding blood pressure 14 women were found with high blood pressure higher than 140/ 90. A woman was found with low blood pressure (lower than normal value 120/80).

5.4.5 Training on basic health and first aid to local youth

VIN has been providing first aid training to different groups of people from JitpurPhedi community. VIN's major aim in providing the training is to empower people in practicing healthy behavior. VIN assumes first aid training will support people to manage certain emergencies on their own until the casualty is taken to hospital or an ambulance arrives. In this context VIN provided training to local youth from Jitpurphedi, Okharpauwa and Okhaldhunga.

General Objective:

- To build local youth capacity to manage injuries and illness during normal daily life and during disasters.

Specific Objectives:

- To establish first aid service in the local communities through trained first aid volunteers
- To establish an enabling environment to practice positive health behaviour in the community

To organize and prepare youth for local disaster response



Figure 43 Youth on first aid training

Based on these objectives, local youth were trained on cardio pulmonary resuscitation (CPR). Among those conditions discussed were unconsciousness, trauma, cut and common injuries, such as bleeding. Participants were trained on simple management techniques of these cases at community level. There were altogether 176 participants. All participants practiced CPR on a volunteer. There was active participation from youth.

It was found that the first aid training provided by VIN had helped local youth to develop knowledge on common health issues and practice on CPR.

Case Box 1 shows the views expressed by one of the participants:

"It was a great training. It helped us to know about first aid and we get opportunity to practice CPR. I hope we can do this in community whenever there is a need. We like to thank VIN for this opportunity.
Ram Prasad Gajurel. Jitpurphedi

After the training, analysis found that the exercise was successful in educating local youth on basic first aid and CPR. The public health and medical care program strongly recommends that first aid training should be delivered to other groups of community.

5.5 Medical Support

5.5.1 Health clinic

Major activities undertaken in health clinic program were:

- Medical doctor being on duty on a regular basis
- Inauguration of a pathology laboratory in the health post
- Supply of essential medicines in health camps
- Communication about services providing by the health program through personal contact and campaigns
- Health checkups provided through mobile clinics
- Keeping records of health post patients and mobile clinic patients
- Interaction with local female health volunteers

5.5.2 Patients checkup at health post

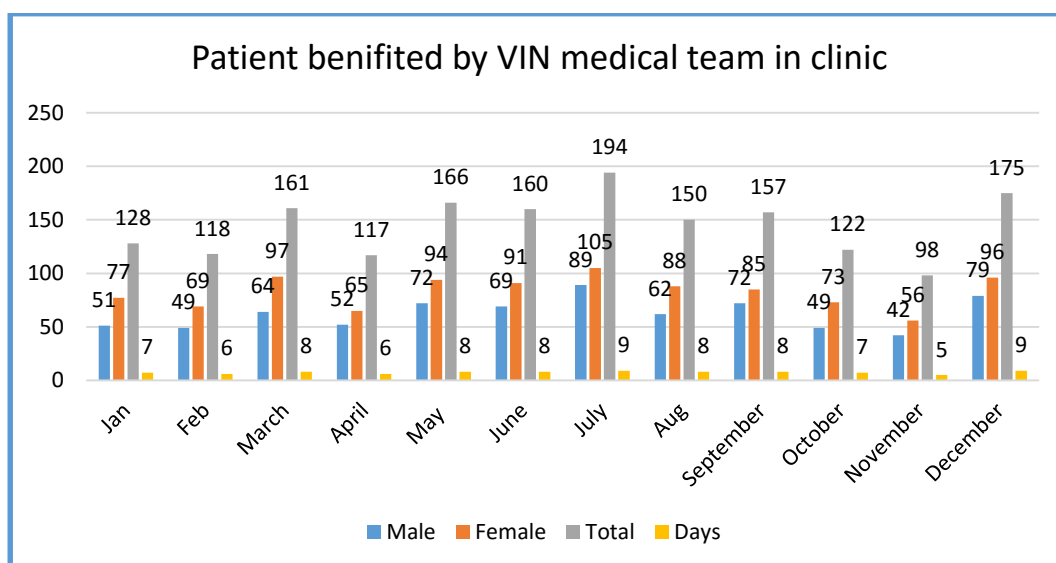


Figure 44 VIN's medical team at community clinic

The medical team (doctor, health volunteers and the nurse) visited the health post two days in a week (Sunday and Thursday). Altogether, 89 days were held at the health post and 1746 patients were examined. Among them 996 were female. Most of the patients visiting health post were suffered from acute infections like acute respiratory infections, gastroenteritis, conjunctivitis, otitis and wounds¹.

From the findings and analysis, it is concluded that VIN's health clinic program was effective in improving health condition of community people.

5.5.3 Celebrated Female Community Health Volunteer (FCHV) Day

Dec 5 2015 was celebrated as a FCHV day in Nepal. Nepal's government has forwarded messages to all community health centers to celebrate the day. Jitpurphedi Health Post celebrated the event on December 13. All FCHVs were invited to the program. The chief guest was Dr Laxmi Prasad Ghimire of VIN. Others were VIN volunteer, Jolande, health post staff, the president and other members of health post management committee.



Figure 45 FCHVs in a celebration day

Two FCHVs were given awards based on their performance. They were granted 1000 NRS each. Dr Laxmi recounted the contribution of the FCHVs. He explained the importance of FCHV to the Nepal health system, making a great contribution in reducing child and maternal mortality rates. He appreciated the work of the FCHVs and ask them to continue it in future.

5.5.4 Health training to paramedic



Figure 46A health training to paramedic

A group of medical health volunteers conducted training about health to 20 paramedics at JitpurPhedi Health Post. Medical volunteers Benjamine, Sarah and Si Nae Kim conducted six days training to two groups of paramedics, 10 each. Health training focused on human anatomy, physiology, clinical examination of the human body, related diseases and their management.

VIN managed interactive classes with paramedics and volunteers. Paramedics were happy to take the classes. They expressed they got opportunity to learn the skills practically. It

helped them to review what they have learnt and has motivated them to consider their training more deeply. They were happy with VIN volunteers and expressed their sincere gratitude after completing the sessions.

5.6 Medical support to Bimala Devkota



Figure 47 Bimala Devkota after getting treatment of eye.

VIN has been supporting local people to get treatment through medical care and support. People who were found to be suffering from diseases or health problems were assessed at the community clinic. Those who were found seriously ill or needed specialist services were referred to the Hospital Kathmandu. Bimala Devkota from Dadagaun was found mentally depressed after clinical investigation by specialist doctor from city clinic. She was treated with anti-depressive medicines. Meanwhile she was also found to be suffering from cataracts. VIN and volunteer, Jen, from Hong Kong supported her to get treatment. Her left eye was operated upon. She is under regular treatment with anti-depressant medicines.

Case Box-1

"In the past, I lost hope with my life. I was feeling sad all the time. Now I am feeling happy and doing well. Best part of it is, I can see. I think I got new life. I would like to thank VIN and volunteers. If they were not here it was not possible." *Bimala Devekota*

Now, she is feeling better she can see, work and help her husband in household work. She is happy. She expressed her feelings as detailed in the case box below:

Health and Hygiene Facilities

5.7.1 Water sanitation and hygiene (WASH) Project

VIN has been implementing WASH project in communities since the beginning of 2007. Most of the houses in Jitpurphedi VDC (60%), Kathmandu and Taluwa VDC (90%), Okhaldhunga had no toilets when VIN started its program. Hygiene and sanitation practices were found to be low within communities. Therefore, VIN initiated WASH project in the areas to provide education on hygiene and sanitation and support them to build toilets. VIN's approach was to create Open Defecation Free (ODF) communities by ensuring that every family has access to a toilet. VIN started the pilot project in Jitpurphedi in 2009 and was set to hit target by February 2016. A similar project was started in Taluwa VDC, Okhaldhunga where the ODF campaign has been successfully implemented. Now Taluwa is formally declared an ODF community. A similar project has been started in Okharpauwa, Nuwakot and other two VDCs, Thulachap and Bhadaure in Okhaldhunga.

The objectives:

- To educate community people about safe drinking water sanitation and hygiene through the WASH project
- To construct toilets for all the families of the community.

Strategies for WASH project:

- Collaborate the WASH Project with Village Development Committee, drinking water and sanitation regional monitoring and supervision office, local stakeholders and partners.
- The emphasis is on education, motivation and infrastructure development in the sector of hygiene and sanitation to secure a holistic and sustainable approach towards acquiring safe socio-economic wellbeing for the people in the community.
- The family is prioritized based on low socio-economic status in marginalized communities.
- VIN provides education, technical assistance, material supply and shares the cost of toilet construction with the local community.
- VIN provides construction materials that are not easily available in the community like cement, iron rods, aluminum (roofing materials) and binding wires.
- The family manages wall materials (brick, stone, block etc) and labor cost. Also VIN volunteers support labor work for poor families.
- VIN program staff and volunteers raised awareness on health hygiene and sanitation in coordination with other programs, such as public health and medical care, women empowerment, youth development, and children development.
- VIN, VDC and local stakeholders are responsible for the monitoring of the projects.
- The target is to build permanent toilets in all households and major public places. The target area will then be declared as an "Open Defecation Free" community.

In terms of money, VIN had contributed about Rs. 10,000 for each toilet and the family had to avail locally available resources and skilled labour. International volunteers provided unskilled labor to those families who were poor.

Case Box: 5.3.1 A

"VIN's project has supported us to build toilet. Now my family re using toilet. It made us feel proud and we are not getting sick like in the past. I think this is the important project. VIN is doing a great Job."- *Managal Bahadur Shrestha, Taluwa-6*

In 2015 VIN has supported toilet construction in Jitpurphedi, Kathmandu and Taluwa, Okhaldhunga.

A total of 42 toilets were constructed in Jitpurphedi and 309 toilets in Taluwa throughout the year.



VIN's WASH project had motivated and supported 351 families to build toilets in 2015. It had supported poor families to build a toilet in their home. It has increased people's access to sanitation and hygiene.

The project had contributed in developing healthy environment within the communities. This is demonstrated by the views of one of the family members as presented in case box below.

Case Box: 5.3.2B

"Before the construction of the toilets, we used to excrete in the nearby river. But after the construction, our environment is much cleaner and it is much easier to live in the village"- *Astha Shahi-Lamichhane*

5.8 Other activities undertaken as part of the Public Health and Medical Care Program

- *Health tips to new volunteers* – these were given each month, not only in the health programme, but in all of the programs. This is important, as the volunteers come from all over the world and may not be used to the health risks that they face here in Nepal.
- *Orientation to new health volunteers*
- *Facilitated data collection for research*
- *Prepared programme processing documents*
- *Supported intern on research*
- *Developed plan of CHP annual budget*
- *Attended workshop at office on strategic plan and process document development*
- *Developed strategic plan for the health programme up to 20 and submitted*
- *Worked on website content*
- *Coordinated support from the Danish Red Cross*

5.9 Volunteering in Public health and medical care program

5.9.1 Number of health volunteers

There were altogether 27 international health volunteers and interns in this year. Among them 16 are long term and other were workcamp volunteers.

5.9.2 Contribution of health volunteers

The contribution of the health volunteers was appreciated. The health volunteers have been helping at the health post, with patient check-ups, health camps, teaching first aid, WASH campaign and health research. The health volunteers have been working both in the community and in the office. They have also been helping by raising awareness by conducting different campaigns as well as health talks at the schools.

The volunteers also conducted research. They developed trainings and campaigns manual.



Figure 48 Volunteers in WASH campaign in Jitpurphedi

CHAPTER 6: ENVIRONMENT AND CONSERVATION PROGRAM

VIN's Environment and Conservation Program focuses on promoting community awareness of crucial environmental issues and developing solutions by contributing to major research. We believe that the well-being of the people can only ever reflect the well-being of the environment.

VIN conducts research with partner organizations to understand national environmental issues and develop solutions. While climate change, diminished water sources, deforestation and soil erosion continue our goals of empowerment will always be threatened.

VIN has different projects for environment and conservation that help to educate and assist local communities, liaise with local authorities or investigate environment issues in the community.

The Environment and Conservation Program consists of sub -programs:

- Agro Forestry
- Agro farm
- Climate change research
- Environment Initiative research
- Water research

Major activities in 2015

6.1 Agro-Farm Program

Agro-farm means agricultural systems that promote environmentally, socially and economically resonant production of food. By respecting the natural capacity of plants, animals and local conditions, it aims to optimize quality in all aspects of agriculture and the environment. The main objective is to manage land effectively and develop best practices of agro-forestry and agro farm systems. VIN volunteers worked in this project. They supported farmers in traditional farming. They helped in digging fields and sometimes ploughing. They supported farmers in sowing, plantation and harvesting. Volunteers supported in harvesting cabbage, mustard, and peas. Also volunteers helped in taking out weeds which grow between the vegetables. The weeds are given to the cattle.

Involved volunteers expressed that working together with the family was a great pleasure. They appreciated seeing how the family works together, how they sometimes split up their tasks or just work together as a group. For the volunteers it was an opportunity to learn about the traditional Nepalese farming.

6.2 Garbage Management in Jitpurphedi

A group of volunteers combined with community people conducted a garbage management campaign



Figure 49 Volunteers supporting families in Agro farm project

in Jitpurphedi. It was conducted in 8 communities with more than 200 people. A day campaign in each area was focused on transforming knowledge of garbage management and collecting garbage from the area.

A work camp was held on a garbage management project under environment and conservation program. Campaigns were conducted in Athmile, Kisandole (A)/ (B), Panchmane, Ramghat, Jitpur 3, Dadagaun and Devasthan. First they held a session about types of trash, trash segregation and management technique and the role of community people. In the next session all participants went out to collect trash and disposed of it in a pit. It was a successful campaign to motivate people to manage waste in communities. Volunteer, Fanny, commented that there was a good interaction between speakers and the public. Sometimes, they asked us questions or gave their opinions. There was good participation to clean the streets and sometimes even children participated. Also she added that it would be better if there were more women in the campaigns. She said that it was a good experience and that this program should be used more. Nepal is a wonderful country and it is a pity to let garbage spoil the beautiful landscapes.



Figure 50 A garbage management campaign at JitpurPhedi

6.3 Water Resource Protection

Celebrated World Water Day 2015

VIN and the community joined hands to protect a natural source of water “KUWA” in Jitpurphedi. A program was organized in tribute to World Water Day 2015. An interaction was held between water users, the committee and VIN. It was decided to excavate a buried well, famous by the name of “Aryalko padhera” in Dandagaun and Chogaun, due to landslide and protect it with a concrete wall and collection chamber. About 19 households with 100 people are dependent on the source. People have suffered from short supply of water and women are spending a long time and more energy in fetching water from a long distance source. It has increased the importance of maintenance and preservation of the well.



Figure 51A natural water source before protection

For the project, local people assisted by collecting local materials, skilled labor and carrying materials to the site. VIN provided extra materials and volunteers. First they worked out how to renovate the well and protect the surroundings. They clean the area, building a boundary with bricks and covering the source. Next they constructed a collection tank. A water tank of 1000 liters capacity was built. The user's committee was responsible for the follow up and maintenance of the source.

6.4 Promote SODIS- water purification technique in communities

Refer to campaigns in public health and medical program.

6.5 Water quality testing in JitpurPhedi

From the period of January 15th to February 11th 2015 water quality tests (both chemical and bacterial) were conducted on ten sites within Ward 6 and Ward 7 of Jitpurphedi. Also, individual desktop research was undertaken on waterborne issues and water remediation methods.



The water quality, while deemed chemically safe by World Health Organisation guidelines, showed levels of nitrate at the higher end of the guidelines (between 40mg/l to 50mg/l NO₃) and with a ratio of nitrite to nitrate above the recommended levels. This gave an indication of possible introduction of nitrogenous fertilizers owing to faecal contamination. The presence of Thermo Tolerant (Faecal) Contamination at three of six sites tested indicated that the latter was true, that faecal matter was entering the drinking water supply at some point in the system.

Figure 52 Natural water resources in Jitpurphedi

Jitpurphedi has many prevalent issues ranging from infrastructural development to education levels. The access to clean and accessible drinking water has been an issue for numerous years, with the local water management infrastructure delivering water from the natural source (in the north lying parklands) to the community through a network with multiple points of leakage and contamination. In order to remedy this VIN supported volunteers to live within the community and prepare investigative reports to understand not only the prevailing issues, but to develop methods to alleviate drinking water access issues.

6.5 Agro Forestry Development and Management Training

A group of 41 leader farmers from Taluwa, Okhaldhunga were trained on agro forestry development and management. VIN in funding of Friends of VIN (FoVIN) Netherland has organized a 5 day training course to be delivered to farmers. An expert on Agro forestry and Agro farm from Kathmandu was the trainer. The major objective of the training was to train leader farmers on technical methods of promoting agro forestry. It helped them to initiate agro forestry in communities and ensured sufficient forage for cattle in nearby fields, preserving natural water resources, saving women's time, increasing productivity of land, encouraging farmers to keep more cattle in-house, and demonstrating that they can adopt other income generation activities etc.

The five days training was focused on introduction and importance of agro forestry, nursery, types of nursery, practical sessions on nursery development, practical sessions of seed treatment, practical sessions of plantation and nursery management, plantation and seeding practical session, sessions on the importance of vegetables, Importance of seasonal and off seasonal vegetables, discussions on vegetable farming technologies, vegetable farming and nursery practical trainings, management of pests and insects in vegetable farming, agro forestry, daleghans and bhuighans cutting, discussion on

importance of cutting, preparation of agro forestry development calendar, and preparation of agro forestry development plan. Farmers were practically involved in different activities of agro forestry. Also they were provided equipment and seeds for vegetables and grasses to make nursery. Leader farmers were motivated to train other farmers from communities.

VIN has trained 41 farmers about agro forestry. The training was successfully completed with practical sessions and farmers got equipment and seeds to begin work. One farmer commented as follows: “The training was a great for us to start in our households. The simple techniques I got to learn in these five days have also motivated me to start agro forestry in my field. I will definitely continue the skills I learnt from here.” *Santosh Ghimire, Taluwa*



Figure 53 Farmers from Okhaldhunga during agro forestry training conducted by VIN

Conservation of world heritage and WASH

After the successful completion of many projects and involving more than 1300 volunteers in community development, VIN has introduced a new project for preserving and renovating the old heritage sites of Nepal. Heritage sites are the pride of a nation as it is a history that should be preserved and shared with not only locals but the world and for generations to come. It is not just a property of Nepal. It is a property of the world. The first cultural site is Swayambhunath. The Stupa area were full of trash and rubble after the earthquake. So, the volunteers of VIN have started cleaning campaign for preserving the Heritage sites. Our local and international volunteers worked 8 days and cleared tons of trash. The Armed Police Force also supported us with their manpower for the last two days. The Cleaning camp was organized in partnership with the Kathmandu Metropolis, UNISCO and Swayambhu conservation Committee.

CHAPTER 7: A REPORT ON EARTHQUAKE POST DISASTER RELIEF

(Kathmandu, Nuwakot and Okhaldhunga)

Executive Summary

A big earthquake with 7.8 magnitude hit Nepal on 25th April 2015. More than 9000 people died from this massive earthquake. Many houses and world heritage sites were destroyed. Nepal was in immediate need of humanitarian support to rescue people and supply them with immediate needs like medical support, food, water, clothes and shelter. We immediately responded to the needs in our project sites. Over 24 people were killed; 100 people were injured; 3000 houses and 30 schools were destroyed in our working communities.

We implemented **Rapid Response and Rescue** projects for the first 4 weeks. On this phase, we supported families with immediate needs like tents, food, clothes, medical camps, medicine supplies and counseling. We approached 5 communities with more than 32,000 people. Then, VIN supported the construction of 550 transitional homes and 50 temporary learning centers.

Our Earthquake Relief project was worth 16.67 million rupees (**\$167,633.5 USD**). The funds were raised by our past volunteers, sponsors and partner organizations - Partners in Sustainable Learning (PiSL), Salvation Army, We Help Nepal, Association Des Etudiants, Knoweldge E DMCC, Better world, MNCYA and Friends of VIN, USA, NL and Australia.

8.1 Introduction and Background

Earthquake in Nepal

The April 2015 Nepal earthquake killed more than 9000 people and injured more than 23,000. More than 450,000 people were displaced. It occurred at 11:56 NST on 25 April, with a magnitude of 7.8 Mw (moment magnitude scale) or 8.1Ms (surface wave magnitude). Its epicenter was east of the district of Lamjung and its hypocenter was at a depth of approximately 15 km. It was the worst natural disaster to strike Nepal since the 1934.

Nepal, with a total Gross Domestic Product of USD\$19.921 billion (according to a 2012 estimate), is one of Asia's poorest countries, and has little ability to fund a major reconstruction effort on its own. The U.S. Geological Survey initially estimated economic losses from the temblor at 9 percent to 50 percent of gross domestic product, with a best guess of 35 percent. "It's too hard for now to tell the extent of the damage and the effect on Nepal's GDP", according to Hun Kim, an Asian Development Bank (ADB) official. Rajiv Biswas, an economist at a Colorado based consultancy, said that rebuilding the economy will need international effort over the next few years as it could "easily exceed" USD\$5 billion, or over 25% of Nepal's GDP.

(Ref: http://en.wikipedia.org/wiki/April_2015_Nepal_earthquake)

8.2 Major damages and casualties from VIN's project sites

VIN project sites were significantly damaged by the earthquakes. Post disaster statistics have shown that in Jitpurphedi about 900 houses and six schools were damaged, nine people were killed and 15 people were injured. In Okharpauwa, about 1500 houses and eight schools were damaged, 10 people were killed and more than 15 people are injured. About 553 houses and 15 schools are damaged and no cases of casualties and injured in the three VDCs in Okhaldhunga.



Figure 54 VIN staff on field to collect damaged statistics

VIN's Earthquake Post Disaster Relief Work Strategy

VIN developed a plan of action according to the disaster cycle model - **rapid response, rehabilitation; reconstruction and sustainability.**

The work has been divided into three phases:

1. Phase-1: Rapid response / Rescue
2. Phase-2: Rehabilitation
3. Phase-3: Reconstruction & Sustainability

Phase I: Rapid response / Rescue - 25th April to 19th May, 2015

Major activities for Rapid response phase:

1. Distributed over 1300 tents
2. Supported in fitting the tent
3. Distributed relief funds to 592 women at Jitpurphedi
4. Supported in getting belongings out the collapsed houses safely
5. Conducted sessions on hygiene and sanitation and supported the provision of soaps for the affected families
6. Taught the techniques to purify water
7. Spread disinfectant in surrounding environment
8. Conducted sessions on epidemic risk after the disaster like diarrheal diseases and epidemic of other infectious diseases
9. Helped people build temporary toilets
10. Conducted mobile health camps in the affected communities
11. Continued medical team duties in health post
12. Filled the gap between relief material distribution to people from government and other organizations.
13. Conducted Children's Camps

Phase II: Rehabilitation Phase 20th May to 19th September, 2015 – This phase helped the affected rehabilitate through our transitional homes construction and other projects.

- A. Construction of Transitional homes – 550
- B. Construction of Temporary Learning Centers (TLC) – 50
- C. Health Camps and community education

Phase II: Reconstruction & Sustainability

This is our long term phase. We will be working until the reconstruction completes in our earthquake affected communities, say at least for next 3 years.

We have 4 projects on this phase.

1. **WASH (Water Sanitation & Hygiene)** – Educate at least 3000 families on WASH and construct 3000 toilets by 2018
2. **Rebuilding Earthquake Resistant Infrastructure (RERI)**: We will help build 50 early childhood development centers, 30 community schools, 6 community centers through this project

3. **Earthquake Resistant Home Construction Education (REECH)** – We will educate people at all our working sites on building earthquake resistant homes through our technical education program. At least 32,000 people will benefit out of this project
4. **Entrepreneurship Building** - This project will help overcome financial challenges for the EQ victims through multipurpose agro farming, vocational training like plumbing, masonry , electrification, furniture, professional farming, dairy products, water filters making training, etc. We will target young men and women on this project. We hope to train 3000 youth (age between 16 to 40) people in different working sites.

8.2 Rapid response

Rapid response

The focus was on emergency rapid response for the first four weeks following the disaster from 25th April to 19th May, 2015. A strategic plan was formulated to support people in the post-disaster period. During rapid response phase we rescued people, connected people with their families, held meetings



with communities, Supported the provision of tarpaulin to neediest families, provided food and tarps to orphanages, cleared the road in town, performed a community survey, initiated health and hygiene campaigns, health camps, children camps and support families in getting belongings from collapsed houses.

Figure 55 VIN ED with EQ victims

Okhaldhunga

Post disaster rapid response in

VIN staff were on the ground for post disaster relief and worked from the day of the earthquake. They worked to help people in coordination with local government bodies and local people. In addition, VIN staff gave company to security personnel and others for rescue. They played an important role in collecting data about the damage and casualties from the area.

It was supported community with 100 tarpaulins as a rapid response. We facilitated food supplies to the victims.

8.2 Phase-2: Rehabilitation

In phase second VIN was concentrated on rehabilitation phase with transitional homes and temporary learning centres construction from 20th May to 19th September, 2015. It was supported to build 550 transitional homes and 50 temporary learning centres in three community sites. Along with this VIN conducted campaigns with people to educate them about earthquake and hygiene and sanitation and water purification.

Transitional Home construction

VIN formulated a plan to support poor and needy families to build transitional homes. A transitional home is a temporary shelter for families where they can stay for 3-5 years or until they can build new home. A transitional home is designed by an engineer at low cost, with safety and appearance in mind. VIN constructed 550 transitional homes at Jitpurphedi (192), Okharpauwa (203) and Okhaldhunga (155) through the Earthquake Post Disaster Relief Project- 2015.

Constructed Transitional Homes (TH)



Figure 56 Transitional home under construction

VIN started constructing TH in communities from May 22 after 2 days of training to volunteers and mason. Initially, two days training was conducted with 176 volunteers. The training was about volunteerism, the concept of TH, team work, communication, safety and first aid. An engineering team prepared a design for THs and gave a presentation to volunteers and masons about the technical aspects. VIN managed materials (Jasta -corrugated iron), nails and binding wire) and local manpower to construct THs in Jitpurphedi, Okharpauwa and Okhaldhunga.

Structure of the project

- Prepare a transitional home design
- Plan sharing meeting with stakeholders
- Recruit masons and local volunteers
- Train masons and local volunteers
- Identify and select families
- Procure materials and transport
- Build transitional home
- Monitoring and evaluation of the project

Details of the project



Figure 58 A transitional home in Nuwakot



Figure 57 A transitional home in Okhaldhunga

The project was successfully implemented in Kathmandu, Nuwakot and Okhaldhunga. VIN supported 550 earthquake victim families. The families were happy to have a safe transitional home after losing their homes in the earthquake. They have expressed their sincere gratitude to VIN and funding organizations / individuals for their kind support.

One beneficiary expressed it best by saying: “We are so happy to have this home. I am not sure it maybe be our life time home. However, we have no capacity to build another home. It has brought new hope in our life to help us survive. We have no words to thank VIN and Donors.” *Basanta Diwali, ward-4, Okharpauwa, Nuwakot.*



Figure 59A transitional home in Okhaldhunga supported by VIN

Temporary Learning Centers (TLC)

One task of relief work was to construct TLC for the children who lost schools during the earthquakes time. We were able to construct 50 transitional classrooms in 3 different locations – Okhaldhunga, Kathmandu and Nuwakot



Figure 60 A temporary learning center build by VIN in Okhaldhunga

The design of TLC was prepared by the Ministry of Education. Each TLC has between two and seven classrooms. The classrooms are big enough to accommodate children. These shelters helped schools to run classrooms until they rebuilt permanent classrooms. We provided human resources and

materials to construct those classrooms. We are happy to see children going back to school again after so long!

CHAPTER 8: VOLUNTEER PROGRAM

VIN has been mobilizing international and local volunteers in its various programs, helping make a sustainable difference and improve the lives of Nepali people in the most disadvantaged communities. VIN has 45 + volunteering and internship projects along with the opportunity of volunteering with charity adventure travel programs. Majority of the volunteering and internship programs of VIN are community based, aiding to community projects of VIN outskirt of Kathmandu valley and Okhaldhunga. In addition, VIN also offers other programs such as Teaching English at Buddhist Monastery, Orphan care, journalism that are more focused towards fund raising for community development program. At the same time such volunteering program gives the volunteers an opportunity to experience a different environment, enhance their skills and serve a different community of monks, nuns, orphan children and so on though they might not be the target group of VIN's Community Development Program.

The objective of VIN to mobilize international volunteers for community development is to use the skills, expertise and knowledge of international people on various sectors of development work. VIN provides a platform for general service as well as professional help for international people who want to contribute their time, skill and energy for the needy people of Nepal. VIN aims to utilize the skills of volunteers to optimum level to ensure maximum value for all stakeholders. .

PARTICIPANTS IN 2015

VIN welcomed 317 international volunteers from different countries in 2015 and received 198 local volunteers. The number of international volunteers has declined compared to 2014. This declination may be due to the earthquake. On the other hand, VIN has successfully mobilized the 198 national volunteers which is the highest since its establishment.

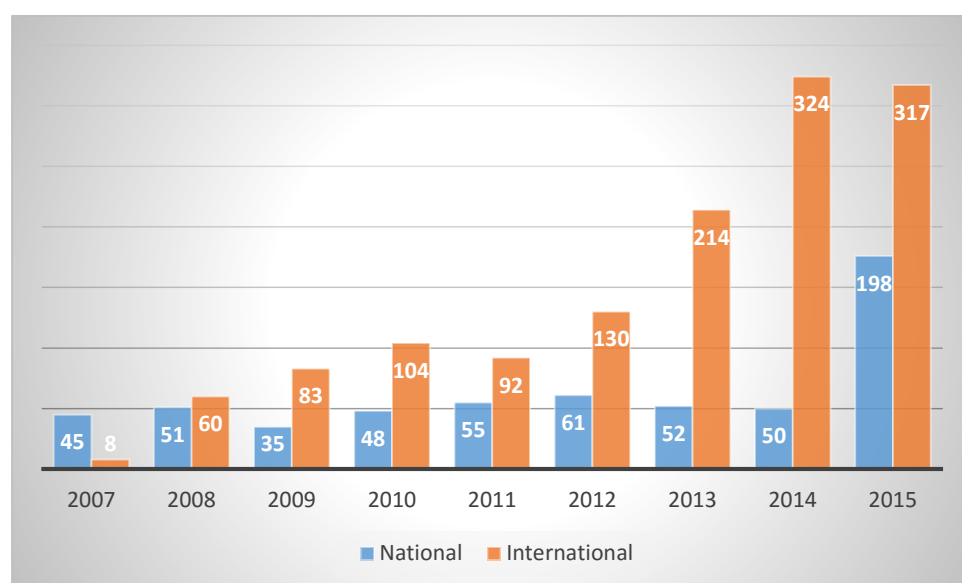


Figure 61 Number of volunteers in VIN till date

As presented in the above graph, the fact that the number of volunteers from 2007 to 2015 increases in each year can be clearly seen. The total number of volunteers received by VIN from its establishment is 1,332.

Number of volunteers by country

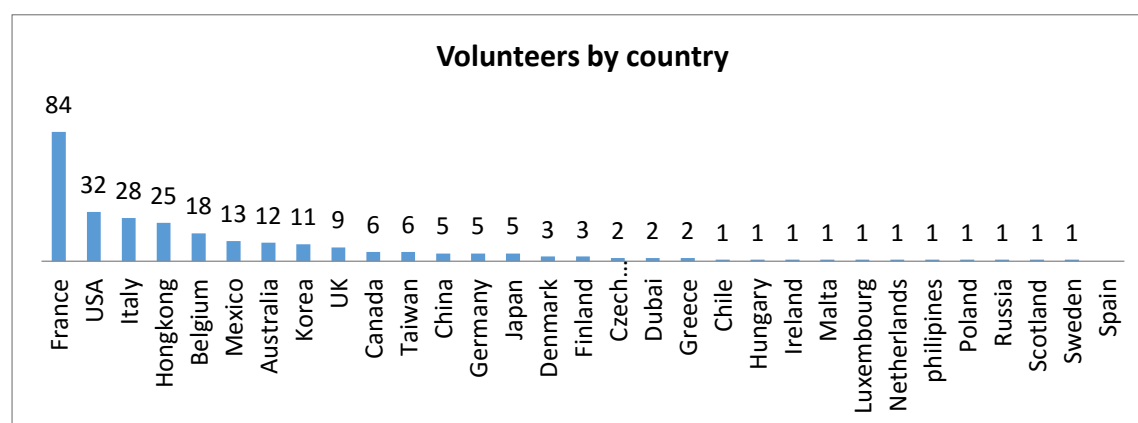


Fig no. 4 Breakdown of number of volunteers per country

As presented in the above graph VIN received volunteers from 31 countries around the world.

VOLUNTEERING PROGRAMS

Volunteering Programs: VIN has 5 community development programs, Children's Development (CD), Women's Empowerment (WE), Youth Empowerment (YE), Public Health and Medical Care (PHMC) and Environment & Conservation (EC). In addition to this VIN has teaching in Monastery, orphanage, journalism and other public interest projects for volunteers.

i. Teaching

VIN received total 38 international volunteers to teach in the community (17) and monastery (21). The volunteers teach English to community children, monks and nuns. They also organize different activities which support children on their mental, social and physical development.



Figure 62: Teaching in Nunnery by our volunteers

ii. Children's Development Program

LMTV projects received 18 volunteers in Children's development under different projects and 55 volunteers in workcamp.

Testimonials of the volunteers of Children's Development Program

"It was very good experience to work with children and to know their lives in the school.

It is different than in my country so and for me rewarding. I'm glad that I meet local people and children. I understood so much about human values. Here the children are grateful for everything and it is so nice and it's the reason why I want to do this. It was my best time to be here. It was very short time but very interesting." **Apolena Dudova**

"Amazing experience even for a short time, stayed with children all the time from morning to night. They are well-organised and work really hard. I saw a lot of differences between Nepal childcare and Japan's. Here in Nepal they're seriously need money and help because government doesn't support them at all. Really this was eye-opening experience and I'd like to recommend this program to other people." **Megumi Sasaki, Japan, Childcare Orphanage**

lii. Office Management and Administration:

VIN received total LMTV 6 volunteers management and administration.

The volunteers helped with editing the documents and assisting volunteer management team.

Iv. Environment Conservation



Figure 63: Volunteers working in office



Figure 64: Process of water purification

VIN received three volunteers for climate change, one for environment conservation and two interns for environment initiatives.

Under the Climate Change Research Program VIN's volunteers gathered data on the impacts of climate change in the community, with a particular focus on the impacts to agricultural practices. Volunteers conduct research utilizing various tools in different locations throughout Nepal to assess climate change effects and also raising awareness and creating reports on their findings to aid future agricultural projects. Under VIN Water Research Program, volunteers conducted major research on water resources and sanitation, and collaborated closely with volunteers from the WASH project to create awareness in the local community.

Testimonial of the volunteer: My VIN experience was really positive. It is a perfect way to discover a country and its culture while working. The fact that VIN has a lot of different project is a great opportunity to work and get involved at different level and an different thing. Also, VIN is a good organisation that gives us the opportunity to achieve something. However the degree of our achievement is also depending on our own motivation and involvement.- Cloe Pouchier, France, water Research

Agro Farming and Agro Forestry:



Figure 65: Volunteers working in the field

VIN received five volunteers on agro farming and two for agro forestry. The main role of the volunteers under this project is to help different families in farming, promote organic farming, raise awareness about the effect of chemical fertilizers.

One of the volunteers was placed in the Okhaldhunga and the rest were placed in the JitpurPhedi community.

v. Public Health

On this year VIN received thirty seven volunteers on public health and medical care program.

"My name is Luce Quessy, I'm 55 years old. I'm surprised to see as many people rose after a catastrophe as large as an earthquake. I meet happy people living without comfort and when I speak about comfort I speak about western comfort. I liked to meet them and make them laugh without interpret... I adore these people and I will return one day with my husband, thank you for accepting me, I will remember you with much emotion and I have learnt so much with you... Thanks a lot." LuceQuessy, Canada

“It has been a good experience to work with VIN and a good idea with the mobile health camps, so we reached a lot of people, we normally would not come to the hospital, even though they needed help. So I feel that we have made a difference. All in all, perfect.” **Maria Fogt, Denmark, Emergency relief**



Figure 66: Digging Safety Tanks of the toilet construction

vi. Public Interest

VIN has been operating projects under the Public Interest Program which includes Traffic Management, Research initiatives, Volunteering and hospitality management and animal care. We received ten volunteers for construction and manual work one for animal care.

vii. Journalism Program

VIN's **Journalism Program** enables **interns or volunteers** to develop a portfolio of work in an international context. The program is conducted in Nepal in partnership with national daily, weekly, fortnightly and monthly publications. This program includes photo journalism, print journalism, and film and documentary. VIN has received two volunteers for photo journalism, two for print journalism and two for journalism a project and one for filming and documentary.



Figure 67: Journalism Volunteer with a child

viii. Post Disaster relief project



Figure 68: Volunteers on construction projects

Under LMTV projects VIN received 28 international volunteers, 56 volunteers on workcamp and 7 for group volunteers. It has successfully received and mobilized a total of ninety-one international and 176 local volunteers for post disaster relief project. It has completed its two phases and currently working on its third phases.

“VIN provided me a way to really help those in need, the poorest of the poor. Our work was meaningful, valuable, and appreciated.” **Khris Loux, USA, WASH**

“All in all VIN was an amazing experience and I was happy to have it. It was awesome to meet all the people in the villages and help them the best we could. Everyone at VIN was extremely kind and helpful and our host family was incredible.” **Cassidy Loux, USA, WASH, December**

“Really nice experience, I enjoyed construction. We also meet very nice people and learn more about Nepali’s culture.” Clément Endres, Eq Relief

ix. Adventure and Travel:



Figure 69 Volunteers on Travel and trek project

The program allows the volunteers to participate in natural based activities, which are designed for volunteers to explore and trek safely around Nepal. There were eight volunteers on travel and tour and two for volunteer charity trek.

x. Youth empowerment:

This project supports youth and the development of skilled manpower in the community with the help of international volunteers. They encourage youth to participate in socio-economic activities in the society. VIN received a volunteer who

provided the life skills training. Leadership training, team building, capacity build up training are included in the program on this year.

xi. Women empowerment

VIN received ten volunteers for women empowerment and one for income generation. It has also got four volunteers for women trafficking.

Figure 70: Participation of volunteers on women empowerment program



Feature Projects:

- Work camp: Solo, bi-lateral & multilateral **work-camps** are designed for volunteers in the 18+ age group. VIN has successfully conducted 22 regular workcamps and 6 work camps on Earthquake Relief Projects. They are listed below:
 1. Two Children’s Camps
 2. Four Children Development Projects
 3. Two Garbage Management Campaign
 4. One Health Talk on Hygiene Sanitation
 5. One NVDA special work camp

6. Five Paintings, Decoration and Gardening campaign
7. Two School Development and Education Project
8. Six Total Sanitation Project
9. One WASH Project
10. One World Heritage volunteers/ Renovation Project
11. Six Post Disaster Relief Project

World heritage volunteers

VIN conducted the cleaning campaign for preserving the Swoyambhunath Heritage sites with eight international volunteers.

Group volunteering

Group volunteer programs are targeted to university students, corporate organizations, company employees and clubs. VIN received two groups with 7 volunteers for post-disaster relief projects.



Figure 71: World Heritage Volunteers

- **Family volunteering:** Family volunteering projects are designed for those who would like to volunteer with their family members – parents, children together. The family work on children, youth, women, teaching or any hands-on volunteer projects based on their interest and expertise. There were two family attended the volunteering program.
- **Volunteers Overseas:** Volunteer Overseas projects are run for Nepali youth (aged 18 to 30) who would like to experience overseas projects through our partners in Europe, Asia, America, Africa and Australia. Participants will learn a foreign language, experience a new culture and way of life, develop international friendships and gain lasting life skills.

HIGHLIGHTS OF VOLUNTEERS ACTIVITIES IN 2015

1. Transitional home and school for Earthquake victims of the community.
2. WASH projects in the community.
3. Teaching English in the Buddhist Monastery.
4. Painting, gardening and decorations in school.
5. Children's winter camp.
6. Research on climate change.
7. Teaching English and sports in the community school.
8. Awareness classes on child rights.
9. Early Childhood Development classes.
10. Embroidery training for the community women.
11. Agro Farm Program. Mini Plastic Pond construction.
13. Women's education and life skills program.



Figure 72: Nepali Language class for volunteers

14. Women Right and Entrepreneurship Skills Class.
15. Disaster management project.
16. World Heritage Volunteers.

FEEDBACK FOR VIN

Volunteers Introduction:

Almost all of the volunteers rated 'very good' on this section. They further explained that it was a good and enthusiastic overview of the organization but some expressed it was too long.

Nepali Language:

This section considered 'very good' rated too. They explained the classes were very interesting and well organised but added it's too difficult to get by the new language in a very short time.

Cultural Tips:

This section was given a 'good' rating by most volunteers who found it interesting and helpful. They explained that its very comprehensive and good advices are given.



Figure 73: lesson learnt program facilitated by volunteer

Health Tips:

It is also rated 'good' by most of the volunteers who found it very informative. Some volunteers suggested that such information could be sent before departure in order to allow vaccination in the home country of the volunteer.

Sightseeing:

The section was rated very well as was the refreshment during the project and the opportunity to spend time with other volunteers from different projects too.

Program Orientation:



Some volunteers found this section too general and would prefer specific information about the project they were to be involved in. The objectives of the program are not clearly outlined for the volunteers. Records from previous volunteers are missing and handover notes are important.

Figure 74: Participation of volunteers on program orientation

Teaching Tips: Very helpful and useful but not sufficient

Accommodations

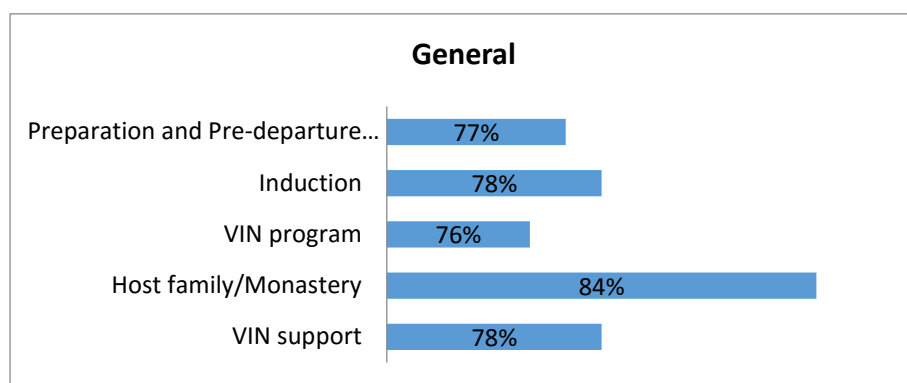
- ❖ **Host family:** Volunteers expressed their gratefulness towards VIN for sending them to the host family. They explained that it was a good way to learn the Nepali culture. Almost all the host families got excellent in the ranking. There were few comments on how cold it was during the winter season and some difficulties with the language barrier.
- ❖ **Monastery:** Volunteers placed in Monastery had great experience too. They said that the accommodation provided by monastery was very good. There were few comments on hot water in the bathrooms and no effective communication in the monastery between the volunteers.

In conclusion, a number of volunteers also felt that the induction sessions felt a bit long and that it was difficult to concentrate in the afternoons after taking in so much information all day. It was also difficult for volunteers to really get the most out of the language lessons when they happened in the afternoon.

RATINGS

The exit form of VIN includes open questions as well as a scoring system. Results have been compiled and summarised in the following charts:

Ratings obtained by VIN for its pre-departure and induction procedure are satisfying, as well as the overall rating of VIN.



SIGNIFICANTS ACHIEVEMENTS OF THE YEAR

- VIN has successfully involved 317 international volunteers and 198 local volunteers in the projects.
- Two children's winter camps were organized with 176 children.
- 100 children were trained on arts, life skills and math instruction.
- 300 earthquake victim children were taken care by two volunteers for 2 months.
- 150 children were benefited by painting and decoration of ECD classrooms.
- 500 children benefited from child rights training and music class.
- A school compound wall was built.
- 625 women benefited from income generation training. It has supported on different activities like vegetable farming, sewing cutting, embroidery, candle making etc. for women entrepreneurs.
- Life skills Training was provided to a group of youth.
- 25 women were benefited from micro irrigation project with plastic pond construction at home.
- VIN's 10th Anniversary was celebrated.
- Conducted computer training to women.
- Conducted women rights sessions in communities.
- 351 toilets have been constructed.
- VIN provided for priority needs of earthquake survivors from the focused area (Jitpurphedi, Okharpauwa and Okhaldhunga). It supplied water, food, hygiene supplies, livelihood support, tent, blanket and protection for children.
- 550 transitional homes and 5 temporary learning centers were constructed
- Volunteers conducted research on alternatives income generations for women.
- Multiple researches were conducted on climate change and water resource management.
- Did Survey on Health, Sanitation and drinking water

CONCLUSION

VIN has successfully completed a decade in the development sector. It has achieved a breakthrough in integrated community development with numerous smaller achievements. It has proved its potential with constant and regular progress. From establishment to date VIN achieved a lot in institutional and social development. It has visualized significant impact in the community through its

projects. It has successfully involved more than 1500 volunteers from all over the world. The extensive network nationally and internationally has supported to expand its wings.

VIN is grateful to receive so many helping hands to develop the community programs. The volunteering program this year has been so far satisfactory and volunteers have been equally great, supportive and constructive.

VIN has grown in many aspects, making further contribution in Jitpurphedi, launching the projects in Okhaldhunga in 2013 and now aiming to start different programs in Okharpauwa where volunteers will now be placed. VIN has supported the victims of the earthquake and completed 1st and 2nd phase of the post-disaster relief project which was designed after the massive disaster hit Nepal. It has successfully implemented WASH project in the community as part of the third phase, which is also ongoing and due to be completed by February, 2016.

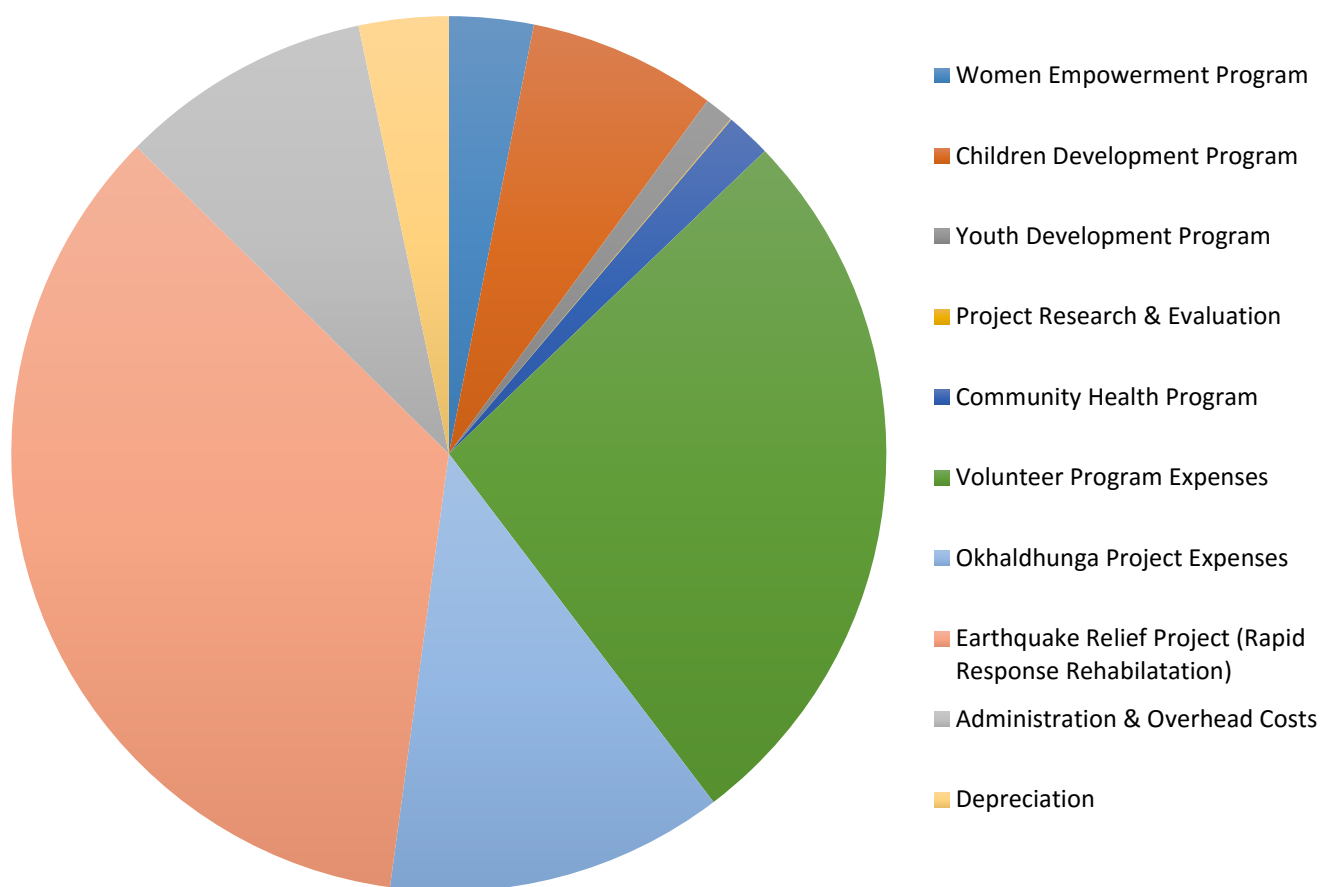
In 2015, VIN received a total of 198 national volunteers, 317 international volunteers from different countries around the world. VIN has welcomed a lot positive feedback and comments on their different programs but has also identified some areas of improvement that it is determined to work hard to improve. Feedback is always highly valued by VIN and comments received in year 2014 alone have enabled VIN to improve in many areas, which made its work more organized and manageable. VIN would like to thank all the national and international volunteers as well as all the program staff for their help, which allowed the volunteering programs to work smoothly. Support through VIN to the community as well as other programs was only possible through the volunteer's help and dedication. Their work and time is much appreciated by VIN.

FINANCIAL REPORT

PROGRAM	2015 EXPENDITURES
Women Empowerment Program	945,080.00 NRs
Children Development Program	2,103,929.00 NRs
Youth Development Program	326,684.00 NRs
Project Research & Evaluation	10,322.00 NRs
Community Health Program	504,583.00 NRs
Volunteer Program Expenses	8,121,790.00 NRs
Okhaldhunga Project Expenses	3,783,510.00 NRs
Earthquake Relief Project (Rapid Response Rehabilitation)	10,665,098.00 NRs
Administration & Overhead Costs	2,825,004.82 NRs
Depreciation	1,003,454.57 NRs
Total Expenditure	30,289,455.39 NRs

INCOME SOURCE	INCOME AMOUNT
External Source	23,789,287.98 NRs
Internal Source	16,335,401.49 NRs
Total Income	40,124,689.47 NRs

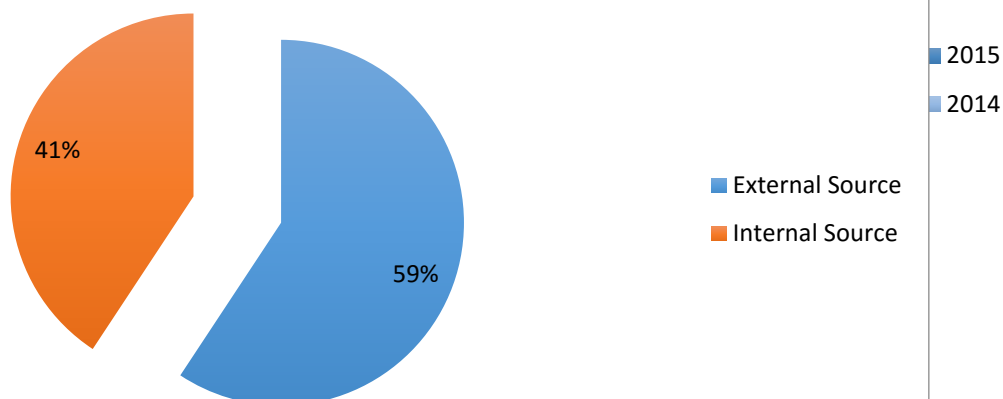
2015 EXPENDITURES



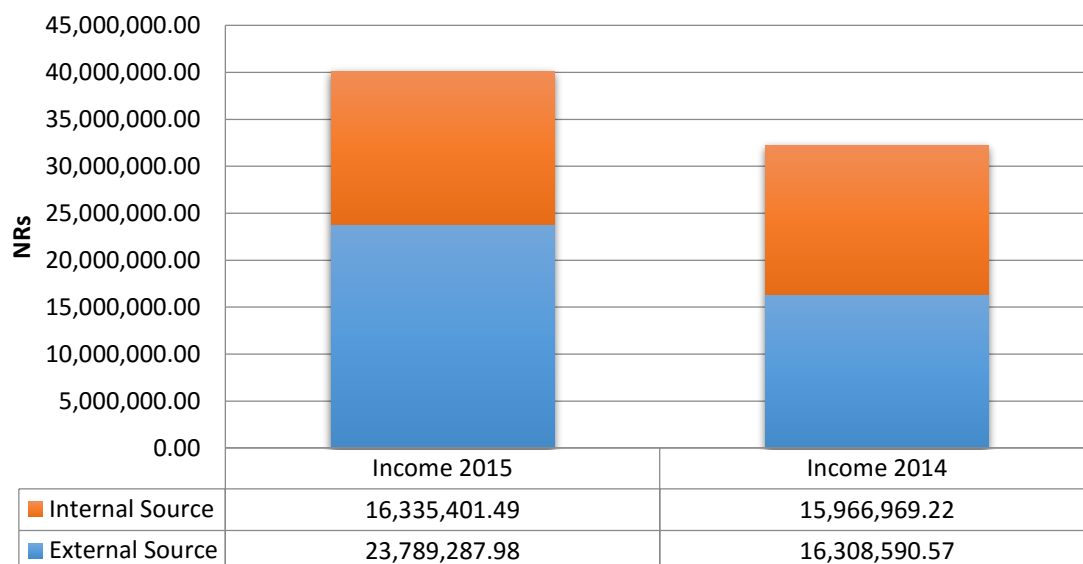
2014 & 2015 EXPENDITURES



2015 INCOME



2014 & 2015 INCOME



Thank you for reading and your interest in our projects 😊