

dalayan

Dalyan Foundation
Annual Report 2014

☪ d a l y a n

A manmade fishing weir set up in an area where salt and sweet water mix – inhabited by fish that can live in both types of water.

For us Dalyan represents the constant flow, mix and cross fertilization of resources, funds, cultures, ideas, skills and opportunities with the aim to help reduce disparities in this world.

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Adolescent girl with Arundhuti Gupta from Mentor Together



Visitors to a Sarathi community resource center



Children of Madurai Seed at Art class



CYDD Scholarships provide girls from Turkey's rural areas better access to schooling



A Sarathi's adolescent girls group in action



1 Reflections

on 2014

During 2014, our sixth operational year, some of our large multi-year partnerships came to an end. This offered us our first opportunity for a more in-depth review of the social impact generated and of the challenges on the way. It also put Dalyan's "exit-strategy" through a first reality test. 2014 saw our disbursements with CHF 216'000 encompassing 15 active projects. With three projects this year in India, Turkey and Switzerland, mentoring has become a focus area of our portfolio.

It was encouraging to experience the success of our partner organization Sampark, with whom we concluded a four year cooperation in December 2014. With a lot of commitment and despite many set-backs, the NGO facilitated the economic empowerment of women in North Karnataka for almost a decade. Two years ago Sampark's work finally bore visible fruit, when its women's cooperatives set off to an impressive start, resulting in a thriving micro-lending business with over 11'000 members today. These cooperatives have become financially and institutionally independent, allowing Sampark to move on to new endeavours.

The journey of Sampark features several challenges typically faced by our partners:

- *A recurring problem is the **limited management capacity**. Good people are expensive and hard to find, particularly if they are expected to work in remote areas. Most of our partners must rely on volunteers (see topic of this year's Spotlight). However, as organizations grow, requirements concerning project management, impact assessment, marketing and fundraising increase as does the demand for more core staff. Hence the right combination of volunteers and professional staff at different moments in an NGO's life is a key success factor.*
- *It is often difficult for NGOs to balance **top-down and bottom-up change processes**. Whilst inclusive bottom-up approaches empower beneficiaries and strengthen the sustainability of changes, they challenge us as donors, requiring tolerance for trial and error and the courage to support despite apparent stagnation and project delays. We must also accept that progress in mind-set change and institution building cannot be readily assessed. This is difficult in times of increasing preference for fast results, scale and quantitative impact measurement.*
- ***Outreach versus depth** is another question we often face. Is it better to change the life of a few in a deeper, more sustainable way at the price of a limited footprint? Or is it better to move fast and create visibility and momentum, at the risk of only scratching the surface of a problem? We try to question the sustainability of our own interventions, especially for second rounds of cooperation, where we prefer to focus on strengthening our partners' organization rather than financing a new project.*

In this sense we are looking forward to putting in all our energy and effort again in 2015.



Yonca Even Guggenbühl
President of Dalyan Foundation



Susanne Grossmann
Managing Director of Dalyan Foundation

2 Portrait

Our objective

The image of mixing and fusing waters evoked by the name “Dalyan” reflects the foundation’s vision of sharing the benefits of globalization with those left out. Dalyan’s interventions aim to increase economic chances and life choices of those less fortunate. We believe the empowerment of women and children to be a key factor in creating a lasting impact on society. Thus, we focus on charitable projects in education and livelihood development to the benefit of women, adolescents and children.

History

Established in 2008, Dalyan is oriented mainly towards India and Turkey where the founders have a long-standing personal and professional commitment. We supported the first project in India in 2008 and took up activities in Turkey two years later. By the end of 2014, Dalyan’s portfolio had grown to 27 financed projects.

Our criteria for partnership

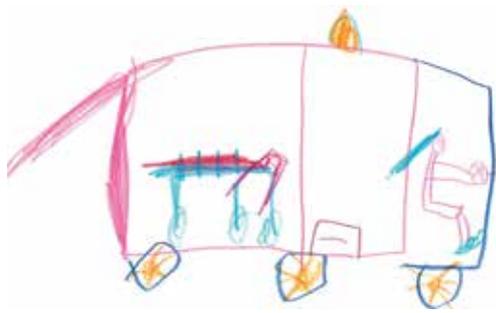
We choose partners and projects according to vision and approach, capacity for sound management practices, cost efficiency, transparency and experience. Partners must be strictly neutral regarding politics, religion and race. Dalyan pursues no commercial purpose.

How we work together

Clear milestones are drawn up, monitored and discussed with the partner organization and all supported programs must send semi-annual reports. Although we mainly support projects through grants, we do not see ourselves purely as a funding agency. We strive to enhance the value of our contributions through our experience, expertise and international network. An important goal is to improve the economics and governance of the supported organizations. We therefore primarily enter into long-term partnerships lasting three to five years.



A story telling session at Madurai Seed



Our organization

For the selection and guidance of projects, we can access the professional and private networks of our founders, Yonca Even Guggenbühl and Alastair Guggenbühl-Even, both long-time experienced entrepreneurs. Managing director Susanne Grossmann worked in the Swiss Development Cooperation for several years.

Bernard Imhasly in India and Yeşim Yağcı Silahtar in Turkey are focal points helping with the selection of projects, providing guidance and enriching Dalyan through their networks and professional expertise on the ground. Currently, 16 individuals allocate their time and knowledge to the Dalyan Foundation on a voluntary basis.

Our team and supporters

Our Board

- | | |
|----------------------------|-------------------|
| • Yonca Even Guggenbühl | President |
| • Alastair Guggenbühl-Even | Vice-President |
| • Murat Even | Member |
| • Susanne Grossmann | Managing Director |

On July 3, 2012, all members were re-elected for another four-year term.

Team members

- | | |
|----------------------------|-----------------------|
| • Murat Even | • Michael Eric Widmer |
| • Yonca Even Guggenbühl | • Daniela Graf |
| • Susanne Grossmann | • Joëlle Grütter |
| • Alastair Guggenbühl-Even | • Bernard Imhasly |
| • Célia Inacio | • Deepa Kuruvilla |
| • Anabel Marques | • Paola Matulli |
| • Ako Nakano | • Corinne Steiner |
| • Yeşim Yağcı Silahtar | • Mirjam Wenger |

We are supported by the following honorary in-kind sponsor organizations:

- BTS Investment Advisors AG
- Consultive Revisions AG
- Kommunikationsfabrik Zürich AG
- Monterosa Services AG

Spotlight

,Volunteers' and ,Professionals':

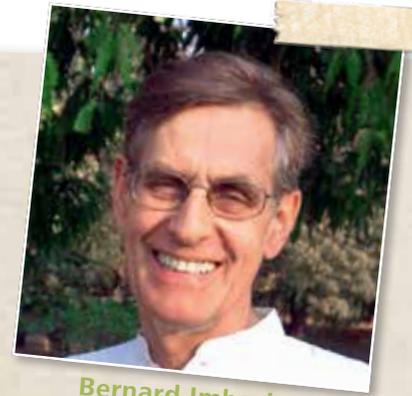
A False Dichotomy

,Voluntary Giving' describes a universal human quality. It is to share one's resources - of time, money, energy - with other human beings, freely and without constraint. Ever since primitive societies moved from clans to larger communities, the urge to assist the Other has been the constant counterpoint to fear and enmity.

The motives for sharing may vary. They can be embedded in religious, ethical or socio-political beliefs, and they take many forms. In the past it was to care for the poor, the sick and the aged in one's neighborhood. In the era of globalisation this neighborhood has grown beyond the confines of a street, a town or a country. The world's poor form everyone's backyard, and just as trade and war do not respect boundaries, neither does the practice of voluntary giving.

The call for sharing beyond national frontiers has become louder in the last sixty years, ever since the Second World War forced the industrial powers to vacate their colonial possessions. These powers had become wealthy on the backs of their colonies, but had left behind deeply impoverished societies. So the imperative of ',International Aid' in the Post-War period was as much an altruistic impulse as it was a historic duty and redemption.

Apart from the ',Development Aid' by official Donor Agencies, civil society too became active, both in the rich and the poor countries. The term ',NGO' (Non Government Organisation) became the universal abbreviation for organised private giving. In a rich country an NGO would often take the legal form of a Trust or a Society. In the poor countries NGOs began to address urgent local issues of health, education and livelihoods, often neglected by the State. Both progressively linked hands.



Bernard Imhasly

Voluntarism formed the backbone of most NGOs.

Their intervention was not the result of a political imperative, but an ethical impulse. Often humanitarian action trumped technical expertise, and there was no ',medium-term strategy' or ',business plan'. For many years these two models dominated the discourse: On one side the professional, salaried, technical, State-backed Development Aid; on the other the voluntary organisations, where enthusiasm and concern came before technical expertise. There was of course an overlap of the two, but core methodologies stood apart.

In the new Millenium, this has begun to change. A telling symptom of this change is the loss of currency of the word ',NGO'. It is progressively replaced by the acronym ',NPO' - ',Non-Profit Organisation'. Rather than a passing fashion, it may express a more permanent shift. Earlier the NGO defined itself vis-à-vis the State - it was ',non-governmental', i.e. not top-down, not bureaucratic, not macro-oriented, not technical.

With the NPO the yardstick changes to that of the world's most powerful economic organisational form, the Company. The ',Non-Profit Organisation' defines itself against each company's cornerstone and raison d'être, which is to make profits. In every other respect, the NPO begins to resemble ...a company. It becomes ',professionalised', it takes on paid ',managers' and 'Programme Officers', it listens to technical experts, it defines ',exit' strategies and speaks of ',social investments'.

This is all to the good. The NPO is forced to use resources – human and monetary – diligently; it looks at scale, at sustainability, at handing over rather than self-perpetuation. The ethical impulse is alive, but it is modulated by technical know-how and hard-headed (self)questioning.

Will salaried professionalism slowly drain out the spirit of voluntary action? Will it divert ever more financial resources from the ground operations to the management and back-office? As the new ecosystem begins to sprout, pushed forward by the increased involvement of corporate philanthropy, one may well ask whether there is still a place for the simple volunteer.

There is, and it is because the volunteer is not 'simple'. At every link of the philanthropic chain volunteers bring in their heart – and their head. Voluntarism and salaried work are not contradictory. Does a volunteer need to be an unpaid worker in order to be effective? Does a salary weaken the idealism and enthusiasm of a professional? The answer for both questions is No. Moreover, volunteers bring their own domain knowledge to the table. It can be critical to the success of a project, and often their outsider perspective can be beneficial to the focused approach of the NPO.

There is also a downside to the professionalization of NPOs. Most donors, private or corporate, prefer their contributions to go to the 'field'. Yet the increased salary burden of NPO budgets diverts more and more funds to the 'back office'. In order to alleviate this burden, projects become progressively 'time-bound'. This in turn may affect their long-term sustainability, given the slow gestation of social and behavioral change.

Apart from financial constraints project designers also include volunteers for strategic and 'professional' reasons. Some mentors of Mentor Together in Pune may be

Software Engineers, but their experience of life and work gives them both empathy and skills for steering a high-school student through academic pressures and parental expectations. They are central to the process. The CYDD volunteers who process scholarship applications for this large Turkish NPO assess and process many thousand CVs from needy student families. Yet they are not bureaucrats, but often go out to the 'field', meet families and convince them to send their daughters to school.

NPOs may have become more 'professional'. But rather than being a countervailing force, this actually strengthens 'volunteerism'. The mutual fertilisation becomes most visible when beneficiaries of NPO projects become volunteers themselves. The adolescent girls in a Lucknow slum help to collect data in their basti – Immunisation, Handwashing, school attendance – for the NPO Sarathi's Saloni Project. Through that involvement they become informal social analysts, gain agency, develop leadership potential. The result is synergy rather than an uneasy cohabitation: Professionals give their time and skills, volunteers develop professional skills.

Bernard Imhasly has lived in India for over thirty years, first as a diplomat for the Swiss Foreign Service, then as a journalist, as a correspondent for the *Neue Zürcher Zeitung*. Since his retirement he lives near Mumbai, represents Dalyan in India and writes a column for the Internet Webpaper www.journal21.ch.

4 Activity Report



A mentee during life skills training at Mentor Together



CYDD scholars in a primary school, wearing hats and scarves hand knitted by a CYDD donor



ChagALL supports secondary school students with migration backgrounds in accessing higher education

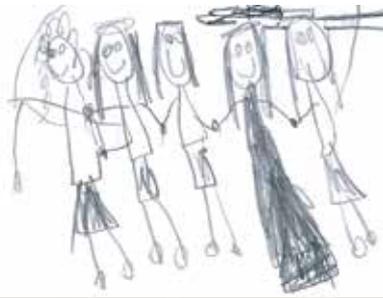


Art class at Madurai Seed



Students of ChagALL+ attending regular Saturday tutorial classes





Turkey



- 1 CYDD MENTORING, ISTANBUL, ANKARA, IZMIR
- 2 CYDD SCHOLARSHIP, KASTAMONU, GİRESUN, MALATYA, ZONGULDAK, HAKKARİ, DİYARBAKIR, ORDU
- 3 NILÜFER/KEDV, DÜZCE

India



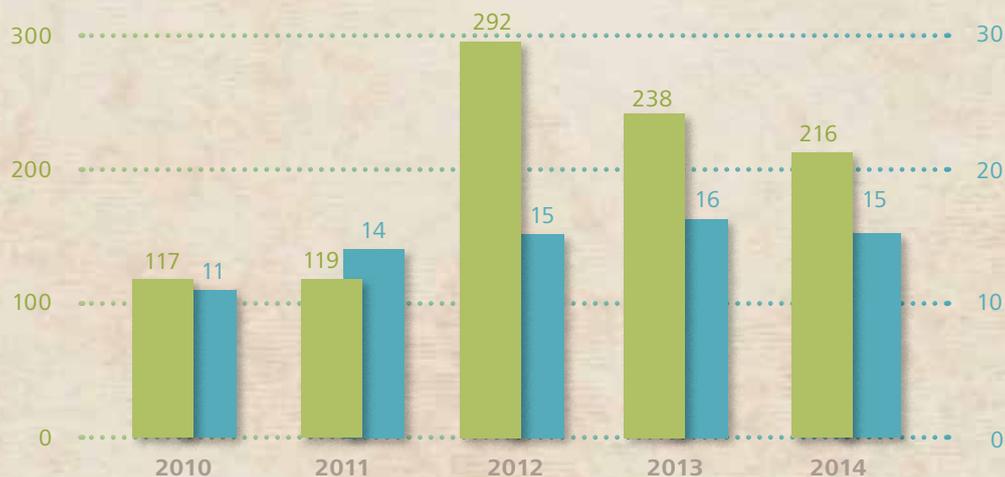
- 1 CHINTAN, DELHI
- 2 KALAKSHETRA, CHENNAI, TAMIL NADU
- 3 MADURAI SEED, MADURAI, TAMIL NADU
- 4 PRAJAYATNA, SEVERAL DISTRICTS OF KARNATAKA
- 5 SAMPARK, NORTHERN PART OF KARNATAKA
- 6 SARATHI, LUCKNOW, UTTAR PRADESH
- 7 SEWA, AHMEDABAD, GUJARAT
- 8 MENTOR TOGETHER, BANGALORE

Activity Report 2014

Disbursements, average amount pledged and beneficiaries

Annual disbursements

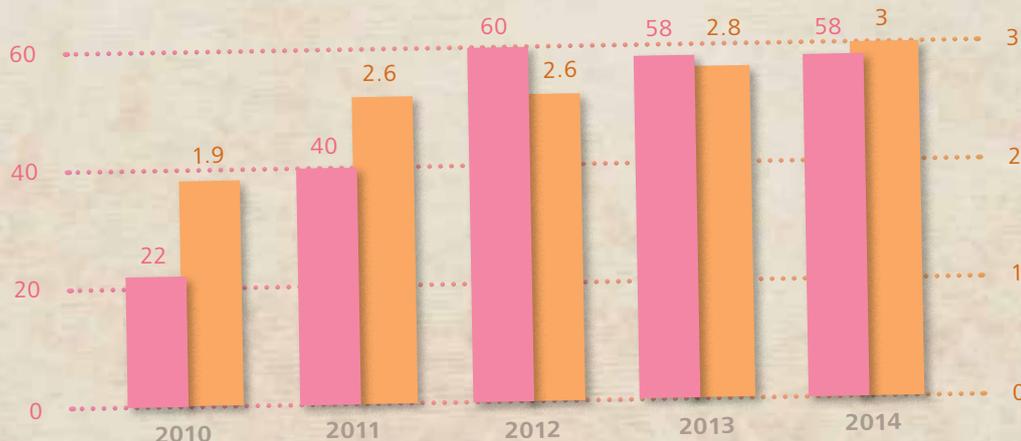
in 1'000 CHF and number of projects



■ Annual disbursements in 1'000 CHF
■ Number of projects

Average amount pledged and duration per project

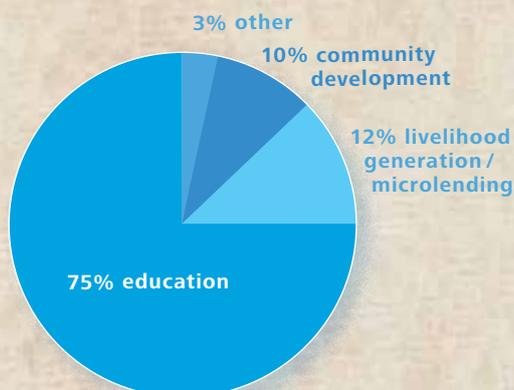
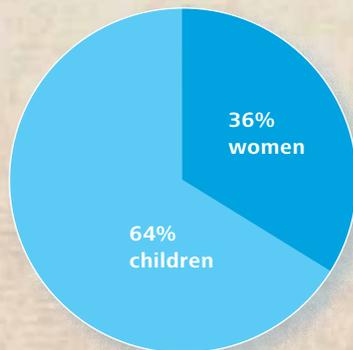
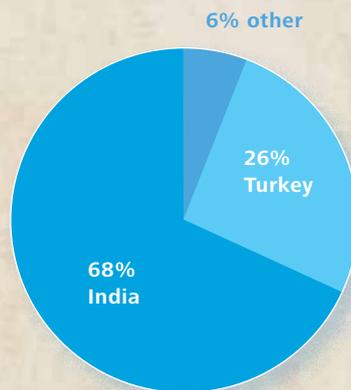
in 1'000 CHF and years*



■ Average amount pledged per project in 1'000 CHF over its life time
■ Average years committed per project

Beneficiaries by country, gender and topic

in % of amount disbursed in 2014
100% = 216'000 CHF



* For ease of comparability, all pledged amounts in this report are converted to Swiss Francs (CHF) using the exchange rate of the date on which the agreement with the NGO was signed. To avoid NGOs carrying a currency risk, all projects receive pledges in their local currencies.

ChagALL+ Switzerland (2013-2017)

Helping children with migration backgrounds access higher education

The challenge faced by Chagall (Chancen-gerechtigkeit durch Arbeit an der Lernlaufbahn) is that the majority of children with a migration background do not have a fair chance to pass the entrance exam to gymnasium, the gateway to university education in Switzerland. Even candidates with academic potential and motivation for higher education struggle. Limited language skills, low education levels, lack of support within the family and inability to afford private tutoring in migrant families, are the main reasons for this.

The approach of Chagall is to identify secondary school students with a migration background in the Canton of Zurich who get nominated by their teachers based on their motivation, great mathematical ability and academic intelligence for higher education. These students go through a vigilant selection process to be accepted to the Chagall program. Chagall then supports them during the exam preparation and probation period of the gymnasium or the Berufsmatura. Students receive regular tutoring, personal counselling and social support. Since its inception in 2008, initiated by 5 teachers at the Gymnasium Unterstrass, an average of 65% of the participating students have passed the exam. None of these students would otherwise have had a realistic chance to go to gymnasium. With Dalyan's support over four years, the new Chagall+ program was introduced. The Chagall+ program accompanies the original Chagall program which is during 4 years fully funded by the canton of Zurich. It is designed as a follow-up and supports the Chagall students who have been accepted to gymnasium or similar, throughout their six-month probation period. This support includes mandatory half-day tutorial courses every Saturday, where students can also

exchange experiences. Personal coaching is provided to guide them through the difficult and strenuous probation period. The Chagall program is expected to be implemented throughout German-speaking Switzerland in the medium term.



92 % of ChagALL+ students passed their probation period in 2014

Progress to date

The aim of Chagall+ is to have a minimum of 75% of its students successfully passing the probation period, which corresponds with the average pass rate in the canton of Zurich. Our first group of 12 students finished the probation period in February 2014, with 11 passing the probation period at an impressive pass rate of 92%. The following group of 14 students will have finished their probation period by February 2015.

www.chagall.ch

The Story

Lily Boateng, ChagAll+

The best thing that could have happened to me

My name is Lily Boateng and I come from Ghana. I moved to Switzerland at the age of five with no command of the Swiss language. I was enrolled in a local kindergarden straight away and picked up the language quickly. The kindergarden teachers were delighted with my progress and allowed me to skip a year.

In primary school things became tougher. Not only was I the youngest in the class, but I also had different coloured skin. From grade one to grade three I was exposed to a teacher who disliked me, had low expectations of me and consistently gave me bad grades. I successfully passed the entrance exams for high school (gymnasium) but unfortunately failed to pass the probation period because my parents were unable to help me with schoolwork.



Lily Boateng from Chagall+

For this reason I had to attend the normal secondary school. I later tried to be admitted to the gymnasium a second time without success. I was desperate and didn't know whether I would be able to fulfil the demanding requirements for an apprenticeship. After hearing of the Chagall project, I

applied for it immediately and was admitted. At the same time I was able to secure an apprenticeship.

Chagall was very strenuous and I had to sacrifice a lot of free time. Every Monday afternoon and Saturday morning I had to be at Gymnasium Unterstrass.

The hard work was rewarded and after months of preparation I took the exams for the Berufsmatura. I was very nervous but confident that the mental techniques and knowledge we acquired at Chagall would help me through the exams.

I successfully passed the exam and I am currently in the second year of the apprenticeship and have been able to gain a lot of valuable experience in the process. Chagall also supported me throughout the probation period and I still have access to the Chagall tutors, in case problems arise. Chagall also gave me a lot of self-confidence to succeed in my current professional work environment.

Chagall is the best thing that could have happened to me and I am extremely happy to hear that this project is being continued and other students with migration backgrounds may also benefit from it.

China's

Forgotten Orphans China (2012-2014)

Providing professional physiotherapeutic care for orphans

The challenge addressed by China's Forgotten Orphans consists in the lack of professional care for orphans. Many are left behind due to physical or mental disabilities which make them a burden for poor parents or a stigma for the family. These children require special treatment which is still new territory for many orphanages.

The approach of the organisation China's Forgotten Orphans, established in 1998, focuses on improving the living conditions and health of orphans through comprehensive practices. These include a healthy diet, proper accommodation, loving care and medical treatment. Although privately established, the organisation cooperates with the state to increase the number of good quality orphanages and link them up to governmental financial support. In Fuyang, China's Forgotten Orphans supports an orphanage for disabled children with focus on providing access to professional physiotherapy and medical treatment. A western-trained therapist visits the orphanage twice a year, works with the children and educates 18 caretakers and five physiotherapy assistants to ensure adequate care for the children. Dalyan's contribution finances the effective cost of the physiotherapy program. Given the success, Dalyan agreed to provide a second round of support for the physiotherapy program.

Progress to date

Since 2009, the physiotherapy program has developed successfully, not only benefitting children but also empowering and motivating the local caretakers. The takeover of the orphanage by the Chinese state in 2011, which since then has

financed all running costs except the physiotherapy, was a great achievement. In 2013 and 2014 external therapists conducted intensive training for the physiotherapy assistants and also worked directly with the children. These assistants conduct daily morning and afternoon sessions for 25 children. Head therapist Wang Jin provides cognitive training to some of the young children, teaching them to read and sing. We have seen several successful and encouraging cases in the therapy rooms. This year two children suffering from cerebral palsy have started to walk with the support of a walking aid. Due to the physiotherapy training, all children have also become mentally and emotionally stronger.

www.chinaswaisen.ch



A physiotherapist trains a disabled child to walk with the support of a walker

Chintan India (2013-2014)

Providing access to education for waste picker children in Delhi

The challenge addressed by Chintan in the “No Child in Trash” project consists in the precarious living conditions of waste picker communities in and around Delhi and specifically the lack of access to

helps with the enrolment process and provides bridge classes for out-of-school children and tutorial classes for mainstreamed children to ensure they do not drop out again. “No Child in Trash” is complemented by other activities to improve the

situation and social acceptance of waste picker children. Dallyan’s contribution was given to Chintan over a period of one year to support the expansion of “No Child in Trash” in Delhi, to set up a proper impact measurement system and to develop a new curriculum for more effective learning in Chintan’s bridge and tutorial classes.



Primary school students at a support study center in Tughlaqabad

education for the children in these communities. Many support their families by working on the landfills or looking after their siblings while their parents work. These waste picker children are often first generation learners, with little or no support at home and find it difficult to deal with the demands of school education and life’s challenges. They are heavily discriminated and marginalized in Indian society due to the nature of their work, making it difficult for them to access education.

The approach implemented by Chintan, founded in 1999, through the “No Child in Trash” project consists in developing basic literacy and numeracy skills amongst out-of-school children, subsequently mainstreaming them in government schools. Chintan

helps with the enrolment process and provides bridge classes for out-of-school children and tutorial classes for mainstreamed children to ensure they do not drop out again. “No Child in Trash” is complemented by other activities to improve the situation and social acceptance of waste picker children. Dallyan’s contribution was given to Chintan over a period of one year to support the expansion of “No Child in Trash” in Delhi, to set up a proper impact measurement system and to develop a new curriculum for more effective learning in Chintan’s bridge and tutorial classes.

Progress to date

Currently, 80 students are mainstreamed in public schools and attend Chintan’s after school support study program. The program’s new curriculum has been completed and 70% of it has been tested. The baseline study for impact measurement conducted by Chintan and an external research centre, was finalized in June 2014. The study provided Chintan with useful data and important results for its current and future work. It will also provide a measurement of the change in living conditions and education levels of families benefitting from Chintan’s intervention.

www.chintan-india.org

CYDD Turkey (2010-2013 prolonged to 2016) Scholarship Program

Achieving equality in access to education

The challenge faced by CYDD is the preservation and further development of a modern, democratic and secular society in Turkey with equal rights and opportunities, specifically for women and girls. Girls, particularly in rural areas, often have less access to schooling. There is also a shortage of schools, classrooms and dormitories in these areas.

The approach of CYDD focuses on achieving equality in the access to education, with a particular emphasis on women, girls and young people from disadvantaged backgrounds. CYDD is a volunteer based organization with an excellent reputation, which was founded in 1989. Their conviction is that a contemporary society can only be attained through high quality education that is accessible to all individuals regardless of gender and economic or social background. To date, CYDD has mainly worked with scholarship programs. More than 120'000 scholarships have been provided to children and youngsters, mostly girls. CYDD is also doing grassroots work to convince parents to send their children to school. It cooperates with various organizations from the private and public sector to build schools, classrooms, dormitories and libraries. Moreover, CYDD educates the public on the above mentioned issues and brings people together

to develop solutions. CYDD's activities are spread throughout Turkey. Currently, it has 102 branches, 14'000 members and is running approximately 40 interlinked projects. Dalyan supports CYDD through primary school scholarships for girls.



CYDD identifies and provides scholarships to young people from disadvantaged backgrounds
Photo by: Manuel Citak

Progress to date

Dalyan supported 30 girls at primary school level over four years, from 2010 to 2013. During the initial cooperation phase with CYDD, the idea of a mentorship program as an addition to its existing projects evolved and is described hereinafter. Thanks to a donor family based in Switzerland, the program was prolonged for three years. The scholarships are provided to 11 primary school girls in sixth grade enabling them to finish their primary school education,

which takes eight years in Turkey. These girls are all from disadvantaged backgrounds and come from different areas in Turkey.

www.cydd.org.tr

The Story

of Şeyma Nur Turtul, CYDD scholar

Şeyma wants to become a maths teacher

Şeyma Nur Turtul is 11 years old and is attending grade six in Türk Telekom Secondary School in Kahramanmaraş, Turkey. She is the eldest daughter of a family of four and they are soon expecting a new member into their family. Her mother, Hacer (32), is a housewife and her father (36) works in a textile factory as a blue-collar worker. For his daughters to be able to attend a better school, the father has taken on an additional job as cleaner of an apartment building. This job provides them with free accommodation and utilities and additional income for school expenses.



Şeyma (11) and her sister Fatma (9)

Çağdaş Yaşamı Destekleme Derneği (CYDD) is the first scholarship the family has applied for and they found out about it through well-educated villagers. Hacer says they were having difficulties buying the extra books and study material required in secondary school. The CYDD scholarship mainly covers these additional expenses.

Due to financial reasons, Hacer was unable to continue her studies after primary school*. She wants her daughters to be properly educated and work in well-paid and secure jobs. She does not impose any specific profession on either of her daughters and prefers to leave it up to them to decide how they want to make their living. Şeyma's younger sister, Fatma Nur, wants to be a pediatrician since very early on. Şeyma, on the other hand, loves mathematics and wants to be a maths teacher in a secondary school in Istanbul. She has been to Istanbul once and really liked it despite it being very crowded. She found it so beautiful and big. She enjoys learning new things at school. Her favourite subjects are science and maths because she feels it is like solving puzzles.

The family lives in a small house with two small rooms and Şeyma shares her room with her sister. The room is too small for a study desk. If Şeyma would be granted three wishes, she would buy a house for her parents, school materials for both herself and her sister and also help other students who are in need. One day, she would like to be able to give a scholarship to students like herself.

*Primary school is mandatory in Turkey and used to be 5 years followed by 3 years of secondary school and 3 years of high school. Recently these schooling stages have been altered to 4 years each and the first 8 years have become mandatory.

CYDD

Mentoring Program Turkey (2012-2015)

Mentoring for university students from disadvantaged backgrounds

The challenge faced by CYDD is that most of its scholars who are studying at the university, whilst successfully finalizing their university education, are quite overwhelmed when entering work-life. They usually come from underprivileged backgrounds, often from rural areas. They also lack a supporting network and role models to help them plan their career and find a suitable job, especially if they want to remain in the urban environment where they have been studying. Although well equipped with technical skills and specialist know-how, most of them are not socially supported and integrated.

The approach is to establish a systematic one-to-one mentoring program for university students from disadvantaged backgrounds (80% female) and to mobilize CYDD's alumni and volunteers to act as mentors to coach these students. The mentors are assigned to mentees and both receive specialized training. The mentors accompany their mentees one-to-one through their critical last year at university. They support them in areas such as career planning, job search, personal presentation in interviews and dealing with professional and personal issues. Dalyan's contribution to CYDD over a period of three and a half years helps to establish CYDD Mentoring as a new program complementing their already well-

established scholarship program. Besides the positive impact on students, the program will strengthen CYDD's relationship to its alumni and allow CYDD to become more professional and gather project management experience.



Mentees celebrating Closing Day of their mentoring year

Progress to date

The program started in 2012 with a successful test phase with 20 mentors and mentees in six branches in Istanbul and was adapted based on the insights of the first year. In autumn 2013, the project was expanded to 15 branches including 53 mentors and new mentees, which was somewhat below target. The team has consistently improved the program through creativity and commitment. In 2014, they managed to extend the program to 120 Mentor/mentee pairs in 21 branches in three cities in Turkey. As CYDD is mainly a volunteer based organisation, new broad programs like this one need a high level

of acceptance within the organisation, to gradually expand throughout Turkey. Word of mouth among the students and the CYDD branches seems to work well and is helping the development of the program. Currently, the team is working on a countrywide roll-out plan and a funding strategy for the phase after Dalyan's exit. In parallel, an internet platform is being established to enable broader access to CYDD resources.

www.cydd.org.tr

Gateway to India II

Switzerland (2014-2017)

Supporting Swiss students interning at Indian NGOs

The challenge addressed by the student organization of the University of St. Gallen is twofold: the need for temporary manpower support in Indian NGOs for specific projects and the problems faced by Swiss students when organizing internships in an emerging market without prior knowledge of the country, its culture or the field of development work.

The approach used by Gateway to India consists in organizing internships at Indian NGOs for carefully selected students. The student initiative started in 1998 and since then partnerships with Indian NGOs have been built and assessed continuously. This has allowed the organization to arrange a valuable cultural exchange between qualified Swiss students and established NGOs in India. Furthermore, Gateway to India has been able to support the Indian NGOs in their effort to make a long-lasting impact in their chosen field of activity. Dalyan supported Gateway to India from 2010-2013 and has renewed its commitment in 2014 by contributing to the costs for lodging and accommodation of 5 students during their internship in the NGOs supported by Dalyan.

Progress up to date

Dalyan has sent three interns to work at different partner NGOs thus far. One intern visited the farm Somangalam of the NGO Rehoboth and reported on the status of the project. Another intern prepared a strengths-weaknesses analysis after visiting the NGO partner Madurai Seed. The third intern was sent to our partner NGO Prajayatna, where she worked on a comparative study of different educational systems throughout the world. The interns' stays have proven to be extremely valuable, both for Dalyan and the hosting organizations, providing important insights into the everyday challenges of our partner organizations and bringing new ideas and useful recommendations.

www.gatewaytoindia.ch

GTI intern Sara on her farewell visit at our partner NGO Madurai Seed



Kalakshetra

India (2011-2017)

Dance scholarships for talented, underprivileged girls

The challenge addressed by Kalakshetra consists in the dilemma of many talented adolescent girls from underprivileged backgrounds who are prevented from following their passion of becoming professional dancers due to their parents not being able to afford the fees.

The approach applied by Kalakshetra, founded in 1936, is to provide scholarships for a holistic education in different Art forms taught in an inspiring natural environment. The buildings at Kalakshetra are open and allow the students to learn indoors and outdoors. Students are trained in Bharatanatyam, Carnatic vocal and instrumental music, visual arts, traditional crafts and textile design, aesthetics, history and philosophy. Kalakshetra's art performances are widely recognized for their in-depth research, technique and aesthetics. The foundation's work is guided by two important principles: "Education without fear" and "Art without vulgarity".

Dalyan supports five girls from an underprivileged background with a six-year scholarship for a master diploma course in dance at Kalakshetra. The scholarships are given in the name and memory of Saskia Bianchi, a young enthusiastic dancer and dear colleague who passed away in December 2009.

Suriya, one of the girls supported by a six-year scholarship

Progress up to date

In 2014, all five teenage girls who were granted the scholarship passed their exams and can therefore continue their diploma courses in the fourth year. All of the girls participate regularly in Kalakshetra Repertory Company's performances across India and even in Singapore. Parallel to their dance education, four of the young women are pursuing BA studies in English and Public Administration through distance education.

www.kalakshetra.in



Scholar Sruthi showing a dance pose



Saskia Bianchi, in whose memory the scholarships are given

Mentor Together India (2014-2015)

Mentoring for high school and university students from disadvantaged backgrounds

The challenge addressed by the organization Mentor Together is the high number of drop out students from disadvantaged backgrounds at high

school and college level. Those who make it through college struggle with the transition into professional life. Children and adolescents from difficult social and family situations often lack the mentoring and guidance that enables them to understand their potential to identify opportunities

and make sound career choices.



A mentee with his mentor

Young women are especially confronted with social pressure and family expectation to quit school as early as 10th grade and marry at young age.

The approach of Mentor Together is to guide disadvantaged adolescents through higher education and improve their employability. One-to-one mentoring relationships, conducted by committed volunteer mentors should help achieve this. Mentors are recruited from different professions in law, journalism, psychology, and from varying socio-economic backgrounds. They coach their mentees in

English language, computer literacy, learning methods, work discipline, and career and academic planning. Most importantly, the mentees receive emotional support and learn life skills, such as self-confidence, self-management and problem solving skills. Dalyan's financial contribution to Mentor Together over one year would support the program in three areas: It would finance a school-based mentoring project in Bangalore for 90 at-risk

students, mostly girls between the ages of 13 and 18. It would also support the development and consolidation of a research based curriculum for the mentor and mentee training. Finally, Dalyan would finance the development of a state-of-the-art sustainable evaluation system to enhance the impact measurement for the mentoring programs. Important to note that Dalyan's commitment is subject to Mentor Together obtaining the required prior-permission from the Indian Ministry of Home Affairs as provided in the Foreign Contribution Regulation Act (2010).

Progress to date

In 2009, Mentor Together started its first pilot project supporting 20 children in Bangalore, followed by two years of extensive research on mentoring. The current Mentor Together program is largely designed based on the results of this research. The program was implemented in Bangalore (2010), Mysore (2010-2013), Pune (2013) and Chennai (2014). Mentor Together has matched almost 500 mentor/mentee pairs for the 2014-2015 academic year. The organization wants to become a centre for mentoring excellence in India.

www.mentortogether.org



Mentors and mentees from Bangalore on a group review meeting to plan the activities for the following quarter

Madurai Seed India (2013-2014)

Providing education support for disadvantaged children in Tamil Nadu

The challenge addressed by Madurai Seed consists in the various problems of children and young people in Karumbalai and Madurai in the State of Tamil Nadu, South India. These include extreme poverty, an environment lacking basic necessities such as living space and adequate study rooms, an inferior school system and lack of parental support.

The approach of Madurai Seed is to provide a supportive, nurturing environment for socially and economically disadvantaged children and young adults. It aims at developing their education and mental abilities and their sense of self-esteem. It also strives to empower them through emotional stability and to promote personal and social responsibilities. Madurai Seed offers local children help with their schoolwork and with the transition into working life via drop-in centres. This is achieved through supported study groups, training, a library, sports activities, excursions, camps, and a range of creative activities such as dance and Art classes. Dalyan supported Madurai Seed through a one-time

contribution to its overall budget. Dalyan also sponsors selected training for the management of Madurai Seed to strengthen the future development of the organisation.

Progress to date

After successfully participating in a management training at the NGO Dasra in Mumbai in 2013, Managing Trustee & President Karthik Bharathi also attended a business English course in Chennai. According to Karthik this training has boosted his English speaking and writing skills and his confidence. He now feels much more comfortable interacting with donors and other NGOs. He is also in a better position to further develop the English language courses of Madurai Seed.

www.madurai-seed.org



Art session at Madurai Seed summer camp

The Story of Karthik, Madurai Seed

How attending a Business English course in Chennai has helped Karthik Bharathi, founder and director of Madurai Seed, Madurai (Tamil Nadu)



Karthik Bharathi, founder and director of Madurai Seed

Madurai Seed founder and director, Karthik Bharathi (35), holds an M.Phil. degree in Tamil literature. Until recently, English posed a great challenge for him, especially when dealing with institutions and officials outside

Tamil Nadu. Attending a Business English course at the British Council in Chennai, sponsored by Dalayan Foundation, has boosted his English speaking and writing skills as well as his confidence. In an interview he told us about his experience:

“Going to Chennai on seven consecutive weekends was a learning experience in itself for me. Each week taught me new things. I travelled from Madurai by bus or train but preferred the train to busses, though faster, are less comfortable and more costly. On the first two weekends in Chennai, I stayed at a former Madurai Seed volunteer’s home and later rented a budget room. Some days it rained heavily, which made people happy as Tamil Nadu has suffered a terrible drought. One weekend was overshadowed by the arrest of (former) Chief Minister Jayalalitha and all public transport and shops shut down. Even so, I managed to focus fully on the British Council course. People on the course, as people in Chennai generally, were very helpful and kind. But unlike in Madurai, they didn’t mingle easily. Everyone seemed absorbed with work and the demands of city life. People in Chennai are more ambitious

and driven by consumerism than in Madurai. Even young rickshaw drivers demand high rates as their children are studying at English-medium schools. People’s materialism is reflected in Chennai’s many malls, department stores, food courts and entertainment industry.

The course at the British Council involved a lot of group activities that offered opportunities for sharing ideas, discussion, role-play and presentations. But we also worked individually with a textbook, worksheets and CDs. Our progress was regularly assessed with short informal tests focusing on listening, speaking, writing and grammar. I really liked all of these aspects in the course. But I should have had more English grammar practice prior to the course as I would have benefitted from the course even more.

Still, the course has helped me enormously, especially when making phone calls in English, writing emails, and using Business English in general. The skills acquired will now make the daily running of Madurai Seed a lot easier. Apart from better administration, my newly learned English will allow me to teach at least one regular English class at Madurai, to connect with other NGOs, as well as to receive visitors and explain to them what Madurai Seed is all about.”

Nilüfer KEDV Turkey (2012-2014)

Building a catering business for a women's cooperative in an earthquake region

The challenge of the women's cooperative Nilüfer was to offer support to the families affected by the 1999 earthquakes in Düzce. Hundreds perished and thousands were left without homes and jobs. It was especially difficult for women to rebuild their homes, to gain property rights and to generate income.

The approach used by Nilüfer started out as a women's and children's center in the tent areas after the earthquakes and in 2002 transformed into a cooperative. Nilüfer provides a platform for low-income women in Düzce to jointly create solutions for their different needs. Nilüfer offers training to these women, supports them in accessing financial resources and runs a daycare center. Nilüfer is supported by KEDV, which is an NGO specialized in supporting women's cooperatives in achieving institutional and financial sustainability. KEDV introduced Dalyan to Nilüfer and monitors the project. Our contribution is twofold. A grant to Nilüfer was used for investments into a new for-profit catering business run by the cooperative. This was meant to provide income to Nilüfer and help finance its other social activities and improve the livelihood of women members of the cooperative. Additionally, a grant has been given to KEDV for establishing a revolving loan fund. Nilüfer drew a loan from this fund to finance the start-up operations of its for-profit business, to be repaid within five years. KEDV will then be able to utilize these funds to support new cooperatives in similar projects.

Progress to date

The program started in April 2012 and concluded in June 2014. During the project phase, Nilüfer could obtain all necessary licenses for the childcare center and the new kitchen. This industrial kitchen was built in the existing building and the cooperative can now run its catering business, thus further strengthening its operational abilities. A profit center accounting system was set up and a professional accountant maintains proper accounting records. The initiative is accompanied by a marketing plan and a new label design for their homemade products. Unfortunately, Nilüfer cannot generate substantial income from the newly built kitchen as of yet. The childcare activities,

which Dalyan also supported, have been developing well. KEDV and Dalyan have invested considerable resources to increase the capacity of the cooperative and the catering business. The main issue has been the lack of volunteer and human resources in the cooperative. The venture has provided valuable experience to the cooperative itself and also to KEDV and Dalyan, especially in investments into infrastructure versus capacity building. We will monitor the project

closely during the repayment period of the loan to KEDV and hope for an upturn at Nilüfer.

www.niluferkadinlar.com



Best sellers: Products from Nilüfer Women's Cooperative at a Carrefour supermarket

Prajayatna

India (2012-2015)

Better public education thanks to community involvement

The challenge addressed by Prajayatna lies in persisting deficiencies of the Indian public school system and its insufficient implementation. There is a lack of ownership and responsibility for good schools at community level and from elected political bodies.

There is also an absence of institutionalized processes that allow the communities to promote a better and more accountable school system. As a result, Indian public schools face high dropout rates, low learning levels and poor infrastructure.

The approach implemented by Prajayatna, founded in 2000, aims at improving the quality of public schools by building institutionalized processes involving local communities and regional governance bodies. Prajayatna acts mainly as an initiator and facilitator, with a clear exit strategy once new structures are established and functional. Prajayatna's approach also includes teacher empowerment and introducing a better teaching methodology through the Kalikayatna program. Dalyan supports Prajayatna's program over a three year period in five districts in Karnataka, covering 275 communities with 2080 schools and approximately 90'000 children. The introduction of improved teaching methodology will benefit approximately 129 teachers and 5'700 children in 44 schools.

Progress to date

In a first phase Prajayatna worked with communities to define the features of a "useful" education and to establish a feeling of responsibility by parents and communities for their schools. School management committees (SCMs) were set up, comprising parents and teachers. They were guided by Prajayatna in annual school planning and in interacting with the authorities. Prajayatna also worked with the local and

regional political bodies such as the Gram Panchayat (GP)*, to sensitize them for the needs of the schools in their constituency. Regular meetings between the SCMs and the responsible committees in the GP



Children demonstrating their experiment project on rainwater harvesting

were initiated to establish annual education planning and budgeting at regional levels.

In 2014, Prajayatna was able to institutionalize this process to a large extent. The school development committees and relevant Gram Panchayat standing committees meet regularly. All schools have submitted their annual education plan which will be consolidated in the Gram Panchayat plan. Hence, in 2014 Prajayatna has started to geographically expand the achievements and to establish and consolidate education planning at the district level. As part of this approach the NGO facilitated the amendment process for the Panchayat Raj Act (relevant for the State of Karnataka) on education. As for Kalikayatna, Prajayatna has intensively interacted with the officials of the Department of Education and organized field visits for them. The aim is to enter a partnership with the Government for upscaling Kalikayatna in the districts where the program is functioning already in selected schools.

www.prajayatna.org

*A Gram Panchayat is a local governance unit (comparable to a "Bezirk") which covers about 6-7 villages and has about 6-7 elementary schools under its jurisdiction.

Sarathi

Development Foundation India (2012-2015)

A better life for adolescent girls through community development in Uttar Pradesh

The challenge addressed by the Sarathi Development Foundation is the difficult living conditions of adolescent girls in India. Adolescent girls are more vulnerable, less supported and have fewer choices in life than adolescent boys. Many developmental problems such as child marriage, child and maternal death, and low education levels could be effectively addressed at the root by improving the situation of adolescent girls.

The approach implemented by Sarathi is based on a unique method for community development. It engages communities in identifying and addressing their own needs with a focus on maternal and child health, nutrition, adolescent girl empowerment and education.

Sarathi also tries to systematically link up communities to existing Government programs in all these areas. Since 1998, Sarathi has successfully implemented its approach in rural areas and is now applying this concept in the urban slums of Lucknow, the capital of Uttar Pradesh, through the project Saloni. This effort is supported by a giving circle of ten donors, including Dalan. The giving circle is managed by Dasra, a Mumbai-based NGO, which helps Sarathi scale its project and strengthen its own organization.

Progress to date

After a slow start, Sarathi successfully built the project team and volunteer network and rolled out

slum planning to 400 communities. However, forming and positioning adolescent girl groups in the slum communities remained a challenge from the beginning and an impact measurement agency was mandated to measure the change in adolescent girls empowerment.

The donors and Dasra realized that stronger and sustained efforts are essential to change the perceptions and attitude towards adolescent girls in the slum communities and make the well-being of adolescent girls a priority in slum development plans. Therefore, a joint decision was taken in summer 2014 to reduce the outreach targets of the

program by around 30% and refocus on intensifying and deepening the work with communities in the slums already covered by the program.



Adolescent girls enjoying some space for themselves during a group session

www.sarathidevfo.org



The Story of Abida, Sarathi

Saying Yes to education for a better life choice

Abida Parveen, 13 years old, dropped out of school in the first year at the age of 6, due to unfavourable family conditions and an adverse community environment for girls. She joined the community resource centre (CRC) established under the Saloni project and was happy for the opportunity to learn and be part of the large group of adolescent girls coming to the centre. She expressed her desire for going to school to the counsellor in the CRC. The counsellor and the community volunteers visited Abida's parents and discussed her motivation to go to school.

Her mother Gudiya, who recently had become member of a women's group formed in the slum, explained that economic conditions and household duties did not allow for sending Abida and her younger sister Ikara to school. Abida kept expressing to her parents how important it was for her to gain an education. The counsellor and community volunteers

visited her parents again to convince them to send her to school. After a few days, Abida's mother contacted the community volunteers and informed them that she had started to work as a domestic worker and wanted both her daughters to go to school.

However, she was afraid that the teacher might not readmit Abida as she had been absent for seven years. The counsellor and community volunteers accompanied Gudiya and both her daughters to school and requested their admission. Both Abida and her younger sister Ikara are now happy and dream of continuing their education. Gudiya is determined to support them so they can follow their dream.



Abida, 13

The Story of Tabassum, Sarathi

Saying No to early marriage

Tabassum, living in Basmandi slum, is a 17-year-old girl and is one of the four daughters of Shabnam and Aslam. She dropped out of school early and started embroidery work to supplement the family's income. Tabassum's elder sister Rozy was married at the age of 16 and now it was Tabassum's turn at the age of 17. This coincided with the time Tabassum was enrolled in the Community Resource Centre (CRC) established under the Saloni project.

Tabassum shared her family's wishes with the other adolescent girls in her CRC group. Some of the group members went to Tabassum's house and informed the family about the risks, legal implications and disadvantages related to underaged marriage. Tabassum's mother replied that the wedding costs would increase with the growing age of her daughter as family members and relatives of the potential groom would start questioning why the girl

was still unmarried. This was the reason behind the family's marriage plans for Tabassum.

The adolescent girls group member described in detail the implications of an underaged marriage and an early pregnancy. They also reminded the mother of the problems and difficulties that the early marriage of Tabassum's elder sister had created. The mother eventually rethought the situation and postponed the marriage. Tabassum was readmitted to school and she is now very happy to continue her education.



Tabassum, 17

Sampark India (2011-2014)

Capacity building of women's cooperatives in Karnataka

The challenge addressed by Sampark is the poverty in the northern part of the State of Karnataka, in particular amongst communities with large groups of low castes. Women are especially vulnerable. They need support in order to gain direct control over their lives and improve their living conditions.

The approach adopted by Sampark, registered in 1991, focuses on enabling poor women in their self-driven journeys towards empowerment and self-sufficiency. Sampark follows an approach in which it plays a facilitating role, allowing local leadership to grow. Key interventions include self-help groups, micro-credit, entrepreneur training and health. In North Karnataka, Sampark promotes women's self-help groups through the establishment of independent women's cooperatives and through the scale-up and professionalization of the groups' micro lending. These activities have been supported jointly by Dalayan and Volkart Foundation over the last three years with a view to institutionalize eight women's cooperatives and offer refinancing to their micro-lending activities through the Sampark Revolving Loan Fund.

Progress to date

Starting off with eight cooperatives comprising 220 self-help groups and 3000 members three years ago, the project has grown to almost 900 self-help groups with over 11'000 individual members. The cooperatives have merged into four larger cooperatives to exploit economies of scale and strengthen their structures.

Whilst the project experienced delays initially, the second year saw a rapid expansion of the cooperatives and high growth in micro-lending, much beyond our original targets. Growth continued deliberately at lower levels during 2014 as Sampark and the cooperative management focussed on consolidation. The aim was to retain the cooperatives' high quality of the micro-lending portfolio and the good service level. By August 2014 the cooperatives had reached financial and institutional independence in line with our original target. Sampark has taken a step back and continues supporting the cooperatives on the newly founded advisory boards. Despite the overall success, the lack of local bank financing to cooperatives and the difficult regulatory environment for independent cooperatives will continue to pose challenges in the future.

www.sampark.org

A member of a Sampark self-help group in front of her petty shop



SEWA India (2011-2014)

Financing crèches for self-employed women workers in Ahmedabad

The challenge addressed by SEWA

(Self Employed Women's Association) is the difficult situation of poor, self-employed women workers. These women earn a living mostly as domestic workers or through small businesses. They do not have access to welfare benefits like employees in the organized sector, cannot reach their goal of self-reliance and bear a high poverty risk. In addition, they are often exposed to various forms of violence and abuse as domestic workers.



A caretaker with a group of children at a SEWA crèche in Ahmedabad

The approach implemented by SEWA, which was registered as a trade union in 1972, consists in organizing self-employed women workers to obtain full employment and become self-reliant. Since it is a membership based organization, it is its members' priorities and needs which shape the direction of the organization. SEWA arranges supportive services such as savings and credit, health care, child care, insurance, legal aid, capacity building and communication services. The SEWA Bank, which has obtained financial viability many years ago and offers a variety of financial services, can be seen as an example. Dalyan's contribution to SEWA is used to cover the full cost of six crèches in Ahmedabad over three years. This fills an important gap for self-employed women as public crèches have limited daily opening hours.

Progress to date

The crèches engage in children's development and regular training of caretakers. In 2014, SEWA managed to increase the number of fathers participating at the regular meetings with the caretakers and to include the fathers into the process of educating parents. SEWA increased the contribution amount from parents to the crèche's budget to the specific level agreed with Dalyan, and managed to get the parents' acceptance to these changes. Dalyan insisted on this increase to improve the financial sustainability of SEWA's program. In addition, SEWA is focused on increasing donations from local institutions.

www.sewa.org



Primary school students from Ararat-Doğubeyazıt-CYDD
Photo by: Manuel Citak



Women of a Sampark self-help group engaged in bamboo basket weaving business



During a culture specific folk dance training at Madurai Seed



A woman of a Sampark self-help group with her grandchild



Prajayatna meeting with local politicians on roles and responsibilities in education



5 Outlook

We are looking at an interesting pipeline in 2015 in our target countries, covering microfinance, livelihood projects and secondary education. We hope that several of these opportunities will materialize into new partnerships.

We will also discuss the continuation of existing co-operations which are coming to an end in 2015. Whilst we clearly understand our engagement as a temporary one, we realize that the reality of exit is probably more often than not a staged phase-out process over varying time horizons because:

- Livelihood improvement rapidly triggers new ambitions and new expectations towards NGOs, which makes exit for them often a matter of one step ahead and two steps back. We will support NGOs in this process, provided we see a clear commitment to make impact truly sustainable by changing their own role over time.*
- Replacing Dalayan has at times been more difficult than anticipated despite of a clear exit strategy on our side. Mobilizing grants has become increasingly challenging for smaller NGOs striving for deeper impact at the price of limited growth. Additionally, this exit process is hindered by weaknesses in marketing and communication and little systematic impact measurement of many of our partners.*
- This leads to another key point on Dalayan's 2015 agenda, which is to ensure that all our project partners perform systematic impact measurement and establish clear and reliable baselines and regular review processes. Many NGOs have only recently discovered the importance of demonstrating the impact of their work, mainly triggered by a new generation of donors with a corporate background.*

Going forward, we strive to deepen our expertise in areas such as microfinance, self-help groups, mentoring and secondary school education by working with several NGOs in these fields. This thematic focus within our mission will enable us to add value to our partners and facilitate the exchange of knowledge and relevant experience amongst them.

We have often witnessed a lack of contact between NGOs even when working in the same region and on very similar issues such as developing content for improving curricula in secondary schools, building impact measurement criteria, doing advocacy work. This can lead to "reinventing-the-wheel" situations and it takes away energy and management capacity from the work in the field. Therefore, we want to continue supporting organizations such as Dasra, who create great impact by building "ecosystems" within the social sector, be it with NGOs, with donors or even with government agencies.

We are looking forward to a new year of inspiring co-operations with our NGO partners and like-minded donors with whose help we hope to expand our scope and ability to support our partners.



Women of Nilüfer Cooperative preparing a dish of stuffed vine leaves for a catering event



Celebrating Children's Day at a Madurai Seed center



Teaching correct hand washing to a group of adolescent girls in the Sarathi Saloni project



Krishna is one of the girls benefitting from a Kalakshetra dance scholarship



Our **Vision**

A better balanced World

Chances in life are unevenly spread. Dalyan's work is driven by the wish to help those who have been less fortunate. We want to help alleviate poverty by a culture of sharing, through financial support and know-how transfer.

Our **Focus**

Women and Children

Women and children are the most deprived and vulnerable amongst the world's poor. At the same time they have the highest potential for improving the livelihood of their communities. In focussing on their well-being, Dalyan believes it can most effectively deliver on its vision.

Our **Aim**

More Economic Sustainability

Impact shall persist even after Dalyan has withdrawn. Our partners should not just receive short term financial support but should be guided towards self-reliance. They should increasingly become independent through improved fund raising and income generating activities.

Our **Ambition**

Cooperation with the Government

Government is the principal agency to fulfill many development needs. But the voluntary sector can support the state in sharpening its interventions. Dalyan therefore encourages programs which improve access of the poor to good government services and foster accountability of the state.

Our **Approach**

Building strong Organizations

In the fight against poverty, implementation capacity on the ground is often the biggest bottleneck. Hence, we focus on supporting partner organizations with the will and potential to grow and to become strong and broad based organizations and by that augment their outreach.

Our **Request**

Neutrality towards Religion, Race and Politics

People in need shall be helped without imprinting a religious, racial or political belief onto them, and people in need shall not be excluded from help nor be discriminated because of their religion, race or political belief.

Our **Challenge and Opportunity** **Volunteers**

Successful integration of volunteers helps Dalyan create sustainable and cost-effective structures for impact generation. The fusion of the for-profit and not-for-profit world and the mix of skill sets greatly enrich our work. We might move slower – but we will get further.

 d a l y a n

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