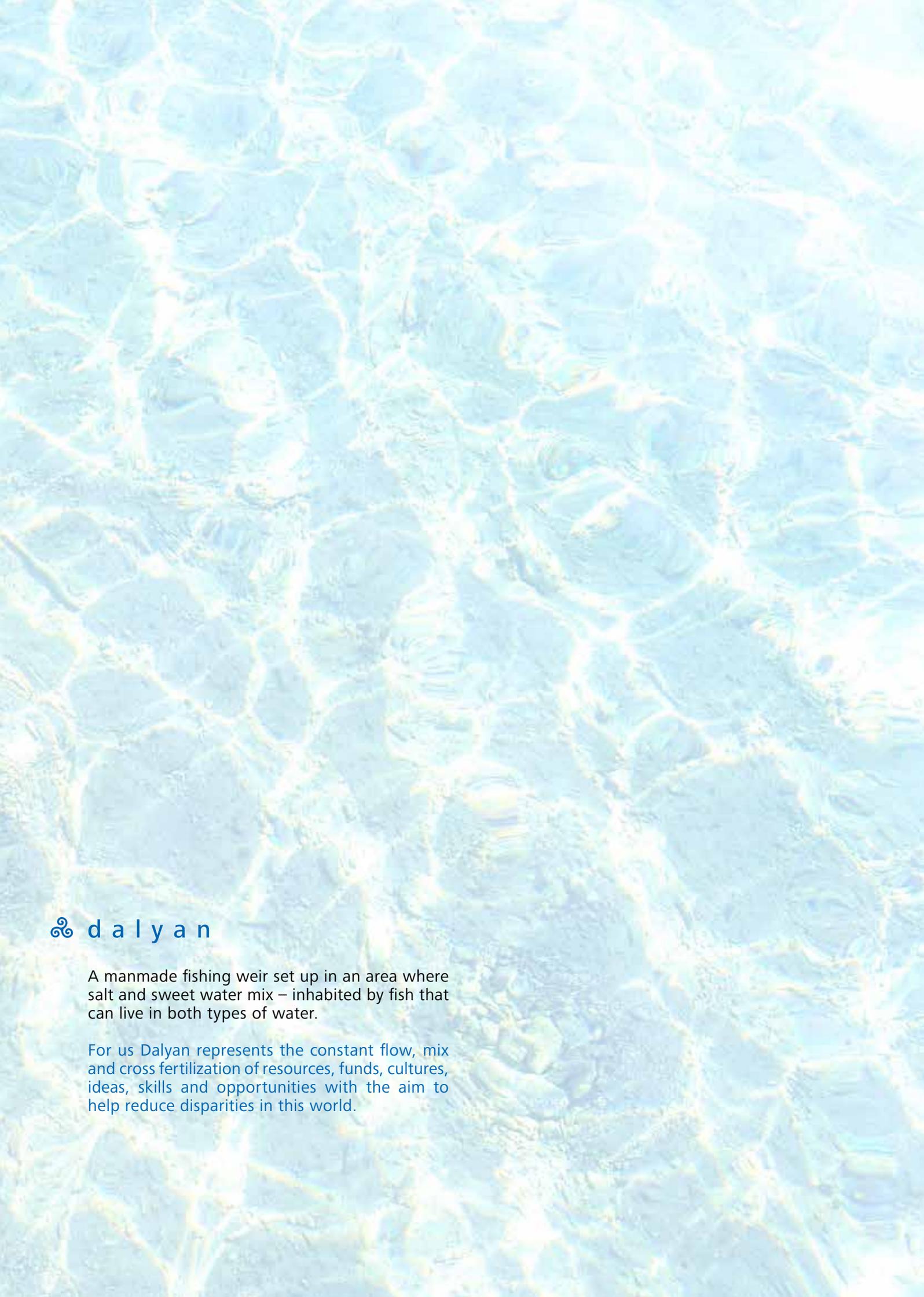




❧ d a l y a n

**Dalyan Foundation**  
**Annual Report 2015**

The background of the entire page is a close-up, top-down view of water ripples. The ripples are small and frequent, creating a complex, organic pattern of light and dark blue-green tones. The lighting is bright, causing some areas to appear almost white, while others are a deep, saturated blue. The overall effect is one of constant motion and natural texture.

## ღ 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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Mentor Together, Mentor working with her mentees



Sampark, Self-help group member doing dairy business



CYDD Scholarship, Children gathering during break



GRAVIS, Young girls received their own school bags

# 1 Reflections on 2015

*As we have started 2016 with energy and enthusiasm, we look back at 2015 as a year where we again gained important insights in mostly very encouraging but also sometimes difficult circumstances.*

*From the outset, Dalyan has defined a clear **thematic and geographic focus** to engage in the empowerment and education of women and children mainly in India and Turkey. This focus often means that we are not able to engage in some really interesting projects, as they do not fit into our areas of activity. As a small foundation we can, however, markedly increase our impact through this focus, as it allows us to gain extensive know-how in an area and build networks accordingly and add value in the cooperation with our partners. More specifically, the past year saw the areas of mentoring and microlending become an important focal point for us. We currently have projects in India, in Turkey and in Switzerland running successfully in the area of youth mentoring. In the area of micro lending – which we believe has great impact in empowering women from disadvantaged backgrounds – we are working with two organisations in India and one in Turkey.*

*We also faced the urgent need for **organisational support and capacity building** from some of our NGO partners last year. We have repeatedly seen NGOs conflicted about ensuring quality and sustainability of their work, while scaling their activities to increase outreach and trying to attract more donor funding. They are frequently unable to adapt their organisations to their growing needs, as they often fail to receive sufficient funding to cover their central, non-project-related costs and strengthen their management bandwidth. As a result, we have changed our attitude towards central costs and we are trying to help our NGO partners to mobilise time and resources required for reviewing their set-up and building sustainable and strong structures. We will endeavour to carry on with this new perspective and also highlight this matter to the donor community on a regular basis.*

*The third issue that preoccupied us was looking at Dalyan's activities through a "**gender lens**". From a recent study conducted by Dasra, one of our Indian partner organisations, we have learnt that putting on a gender lens sharpens our senses for the specific situation and needs of women, men, boys and girls and therefore helps donors make their interventions more effective. Per definition we have a gender lens through our mission but we still need to question its implication in our activities. In order to further shed light on this topic, we have included it in the Spotlight part of our annual report.*

*We are once again looking forward to putting all our energy and effort in 2016 into supporting our NGO Partners achieving their mission.*



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 globalisation 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. We pursue no commercial purpose.

## 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 2015, Dalyan has supported 31 NGO Partners and their projects.



*Door Step School, Girls gather to see a street play on right to education*

## 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.

## How we work together

Clear milestones are drawn up, monitored and discussed with the partner organisation 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 organisations. We therefore primarily enter into long-term partnerships lasting three to five years.



*Sarathi, Adolescent girls in class*

## 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. Our Managing Director, Susanne Grossmann, worked in the field of economic 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, 17 individuals allocate their time and knowledge to the Dalyan Foundation, the majority of them on a voluntary basis.

## Our Team and Supporters

### Our Board

- Yonca Even Guggenbühl
- Alastair Guggenbühl-Even
- Murat Even
- Susanne Grossmann

President  
Vice-President  
Member  
Managing Director

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

### Team members

- Ako Nakano
- Alastair Guggenbühl-Even
- Bernard Imhasly
- Célia Inacio
- Corinne Steiner
- Daniela Graf
- Deepa Kuruvilla
- Joëlle Grütter
- Michael Eric Widmer
- Mirjam Wenger
- Murat Even
- Pascal Frei
- Rahel Christen
- Richie Münch-Jindal
- Susanne Grossmann
- Yeşim Yağcı Silahtar
- Yonca Even Guggenbühl

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

- Consultive Revisions AG
- Kommunikationsfabrik Zürich AG
- Monterosa Services AG

Many thanks to the little artists - all of them children from the Monterosa team - who contributed to make this report attractive and pleasant to read: Elâ (7), Ida (7), Luc (8), Noah (10) and Venja (5).

# Gender lens - more than just a focus on girls

## Why a gender lens?

A few months back the Dalyan team discussed a new partnership for improving employability amongst students of government colleges. Whilst the training curriculum is well adapted and our partner NGO professional, the job-placement rate of students has been dropping since the start of the program. As we were trying to identify the reasons for this decline we found that the training program had increasingly attracted female college students who were not really geared towards finding a job. In fact, many of these young women had been placed in college by their families to bridge the time until marriage and to improve their “market value” with a degree, which seems increasingly important.

## Different realities for men and women

Insights like these made us realise the importance of utilising “gender lenses” when making grants. Through one lens you see the life reality of girls and women, through the other that of boys and men. For optimal vision you need to combine both perspectives. To give one example: traditional role models constrain the mobility of girls and women and hinder their equal participation in education or in the labour market. Other factors that disproportionately discriminate women are: limited access to capital, to health services or decision processes. Applying a gender lens results in forming programs that address these situations in an effective manner and reduce inequalities.

## From gender neutral to gender transformative

There are different ways a donor can integrate gender perspectives into its work. A recent paper by the Indian NGO Dasra\* on the topic differentiates between gender neutral, gender accommodating and gender transformative approaches. In the case of our college students, the starting point was a gender neutral approach, as the training program was the same for boys and girls. Intuitively, we would consider this as “gender-equal” but the outcome was actually “gender-unequal” as our example shows.

In a gender accommodating approach the curriculum for the college students would acknowledge the limited life choices of young women and adapt the training for them accordingly. For example, the curriculum could focus on matters such as family health and hygiene, self-confidence and communication skills. This would not change the journey of these women immediately but it would equip them for a stronger position in their family and society. The transformative gender lens approach is the most radical of all, as it seeks to change norms and attitudes relative to gender. In our example it could mean that the NGO starts working with all students and their families with a view to challenge traditional ideas on the life choices of women and encouraging them to enter the labour market.



\* In Sight – Why Grantmaking in India Needs a Gender Lens, published by Dasra, Mumbai 2015

### **Gender lens in the Dalyan portfolio**

Looking at the Dalyan portfolio, most of our programs in education appear to be gender neutral or gender accommodating. Whilst we have not observed them doing any harm, some programs have not achieved the desired outcome. To give an example: coaching teachers at Indian schools might improve the overall attendance of students, but additional gender specific measures (e.g. safe toilets, monetary incentives or safe transportation) are necessary to mobilise and retain the girls at school.

### **Focus on women is not enough**

Dalyan's interventions towards empowering women adopt an accommodating approach. They offer skill building, leadership training, micro credits. They cater to women's needs but do not directly challenge traditional role models. Whilst these measures do contribute to a higher confidence level and economic empowerment of women, they will only trigger transformative processes over a very long time, unless accompanied by a change of mind set.

In fact, Dalyan's evaluation of a micro-lending program revealed that women benefitting from small loans spent more money on education mostly for boys. In addition, the economic empowerment of the women did not result in a significant improvement of their decision-making power at home. As a consequence our NGO partner started complementing its skill building and lending activity by a debate on gender norms and rules.

### **Transformative change needs patience**

However, the transformative approach – which is said to be the most sustainable – also has its challenges. We observed this in two community building programs. Changing gender norms and traditions required a

comprehensive approach, addressing a broad range of topics and working with all relevant stakeholders, families, elders, and the larger community. This was too demanding for one single NGO and forced it to work in partnerships. Further, the NGOs had to constantly find a balance between being thought-provoking all the while maintaining a trustful relationship with the communities. We learnt that a transformative approach requires long timelines, patient donors and methods to measure incremental achievements along the road.

### **Learnings for our future work**

In our experience there is no shortcut for transformative approaches, but we identified a few factors that can support transformation processes. These are:

- a high ratio of female NGO staff acting as natural role models,
- working with opinion leaders in the communities,
- linking female education with immediate economic benefits for their families and
- engaging with the opposite gender, particularly adolescent boys.

For us, it has raised the question whether or not our focus on girls and women – although justified by the existing inequalities – limits our ability to support transformative processes. It seems that, for improving the situation of girls and women, donors should broaden their scope of intervention and include boys, fathers, male teachers and other male members of the community. A level playing field for both genders will only happen if it is beneficial for all involved.

Author: Susanne Grossmann,  
Managing Director Dalyan Foundation





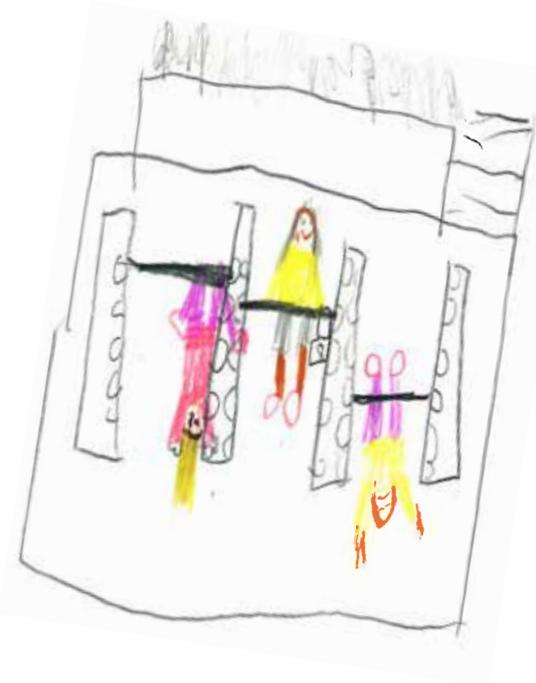
Chintan, Sports day



Sampark, Leelavati, a self-help group member, involved in hair processing business

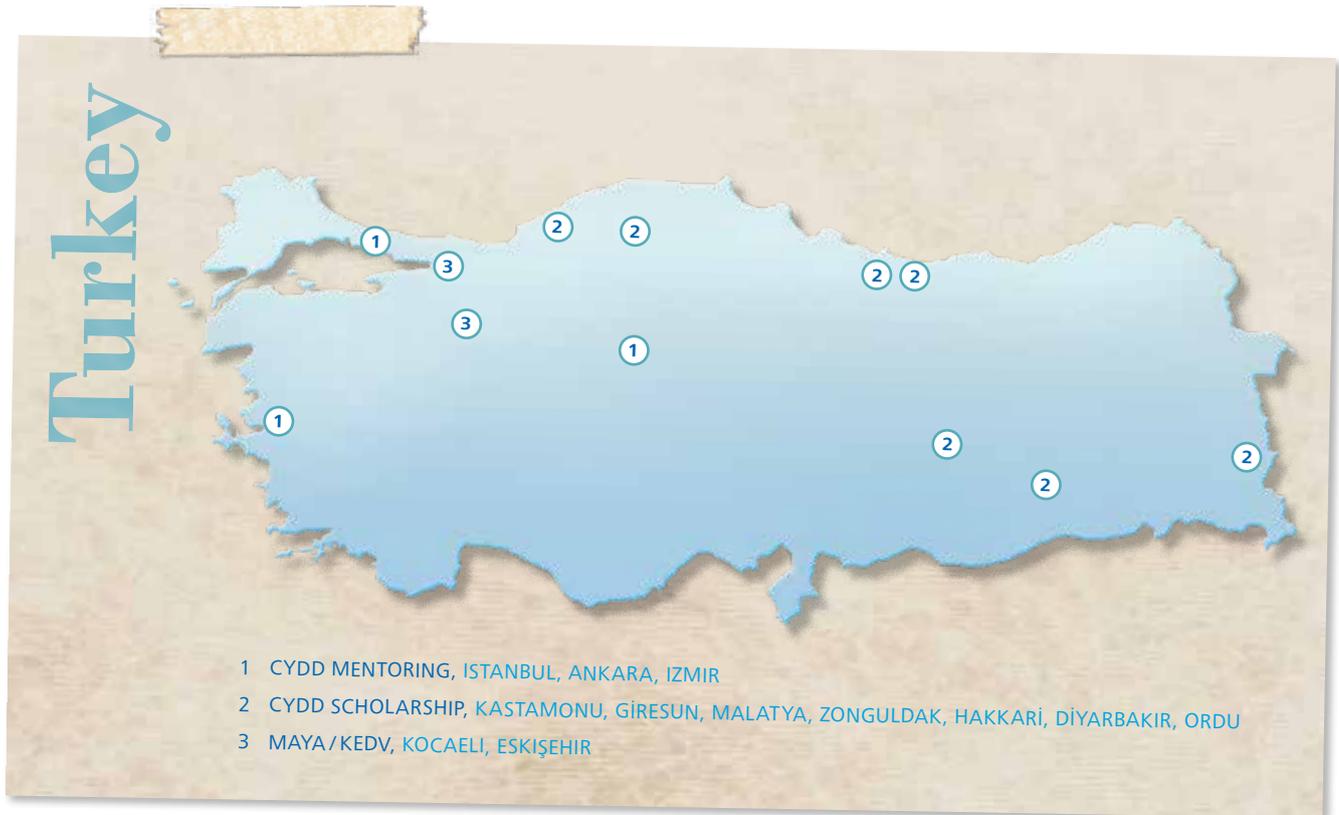


CYDD Scholarship, Girl playing the violine



# 4 Activity Report

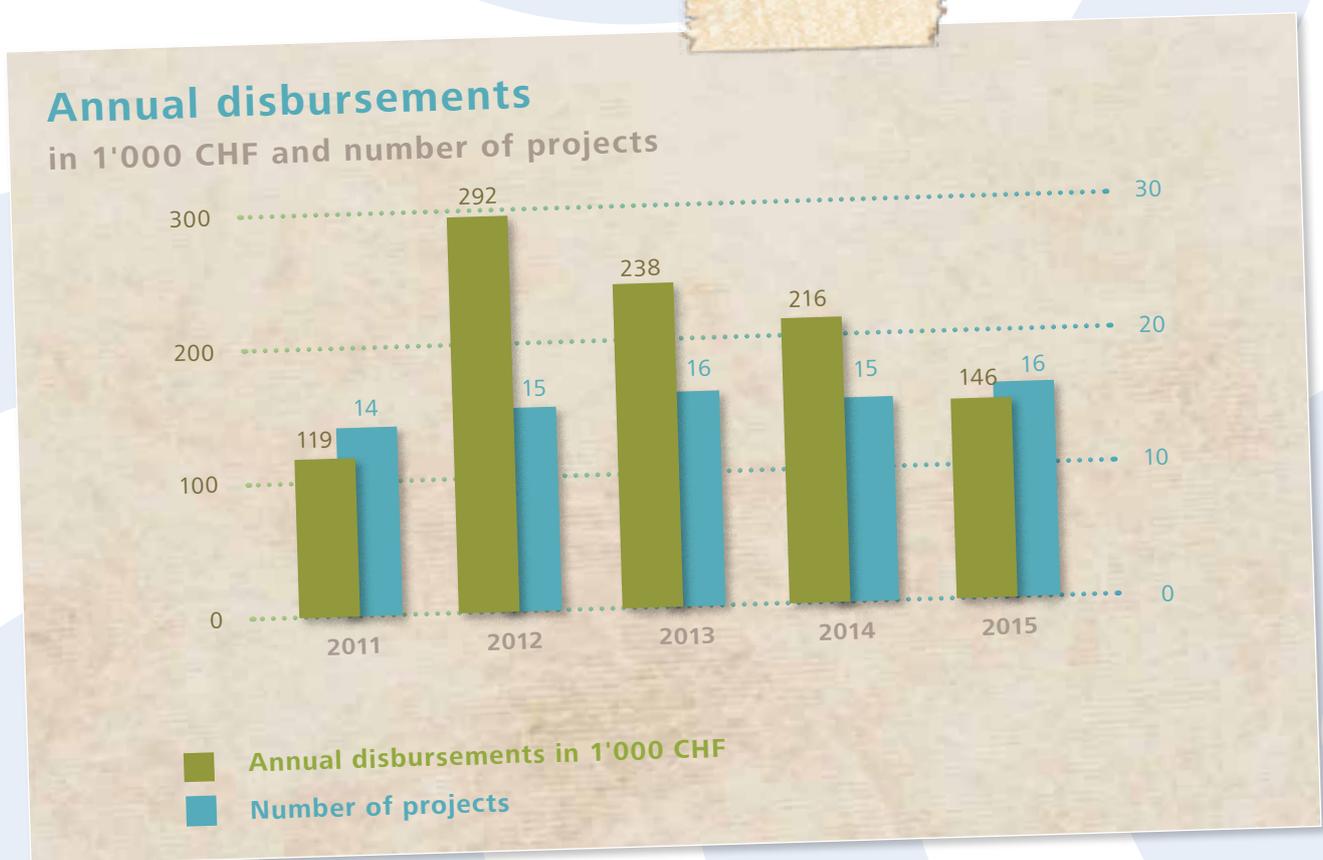
Our projects in India and Turkey



# Activity Report 2015

## Disbursements, average amount pledged and beneficiaries

Dalyan aims to have annual disbursements between 200'000-300'000 CHF spanning 10-15 projects. Some annual fluctuations may happen, due to delayed starts of cooperations or cumulation of ending projects (such as in 2015). We do not enter higher engagements than 50'000 CHF per project and year. We seek to have cooperations that last 3-4 years, although we often like to start with a pilot year to mutually get to know each other and then expand our cooperation to the targeted term, which we feel is necessary to attain a sustainable impact.



## Average amount pledged and duration per project

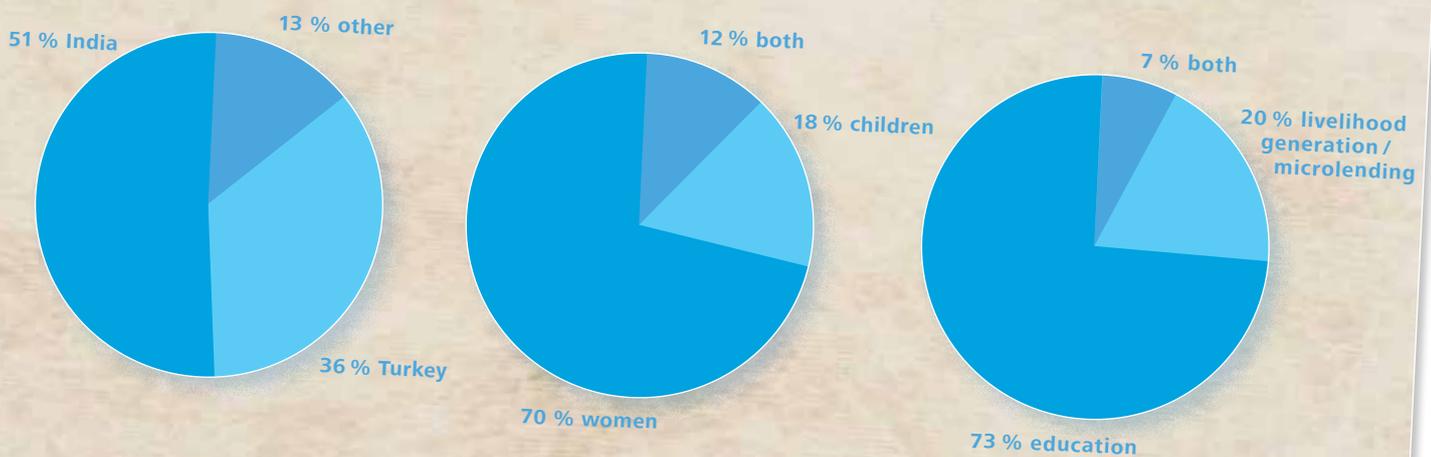
in 1'000 CHF and years \*



\* 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.

## Beneficiaries by country, target group and topic

in % of amount disbursed in 2015. 100 % = 146'000 CHF





Sampark, Members of Eshawara cooperative providing education support to girls



ChagALL+, Girls with a migration background in preparation class



CYDD Mentoring, Conference of students



Sampark, Gavisiddesawara cooperative staff reviewing their bank accounts

# ChagALL+ Switzerland (2013 – 2017)

## Helping children with migration backgrounds access higher education

**The challenge** faced by ChagALL (Chancengerechtigkeit 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, lack of ability to support within the family and inability to afford private tutoring in many 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. 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 percent of the participating students have passed the exam. None of them 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 fully funded by the canton of Zurich for four years. It is designed as a follow-up and supports the ChagALL students who have been accepted to gymnasium or a similar educational program, 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



Students during preparation class

program is expected to be implemented throughout German-speaking Switzerland in the medium term.

### Progress to date

The aim of ChagALL+ is to have a minimum of 75 percent of its students successfully passing the probation period, which corresponds with the average pass rate in the canton of Zurich. Our second group of students finished their probation period with ChagALL6+ in February 2015, with 10 out of 11 passing. This corresponds to an impressive success rate of 91% (ChagALL5+ was also 92%). The current group of 14 ChagALL7+ students will finish their probation period in February 2016. Due to the great success of the program, there will be two parallel classes with 23 ChagALL8 students in the 2015/16 school year. The ongoing impact study conducted by the University of Zurich shows that with the experience gained, ChagALL was able to substantially and continuously improve its success over its seven years of existence. ChagALL is now also testing involving its alumni and other students with migration backgrounds in mentoring their scholars, based on input from Dalyan.

### "No Child in Trash" – 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 education for the children



School class of "No child in trash"

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-challenges. They are heavily discriminated and marginalised in Indian society due to the nature of their work, making it difficult for them to access education, although having the legal right to do so.

**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 into 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. Dalyan's contribution was given to Chintan over a period of one year to support the expansion of "No Child in Trash" in Tughlaqabad, a particularly vulnerable neighbourhood 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

The pilot project was successfully completed in February 2015 in line with set targets. In Tughlaqabad 80 children were mainstreamed in formal schools and regularly attended Chintan's support study classes. The new curriculum for after-school tutoring was developed according to plan for math, science, social science and life skills. A total of 40 modules were tested in Tughlaqabad. A comparison of school performance of children in Tughlaqabad (working with the new curriculum) and children in other areas of Chintan's activity (working with the old curriculum) showed positive effects of the new curriculum on the learning levels and attendance of children. Chintan therefore decided to roll out the new curriculum to all its learning centres. It was agreed that Dalyan's future cooperation and funding would be most effective for Chintan in the form of strategy and organisational support. The aim is to strengthen the management bandwidth and financial status of the NGO as foundation for sustainable growth.

[www.chintan-india.org](http://www.chintan-india.org)

## From Timid to Talented: The Story of Taposi Baruee, Chintan

Taposi is a 13-year-old girl. She grew up in a small village in Bengal, where she and her two brothers attended school. In 2002, a financial crisis pushed her family into debt, so they moved to Delhi and started working as wastepickers in order to return the money they had borrowed. Her family now lives in a jhuggi, a typical slum dwelling in Tughlaqabad, and makes a living by collecting trash, sorting it and selling recyclables to small-time traders. All members of the family participate in the sorting, including the children.



Taposi Baruee

academically. Soon she started avoiding classes and was often seen wandering aimlessly around the colony.

One day in 2013, a Chintan teacher approached her parents while doing a field survey. The parents were thrilled to learn that Chintan provided free study support classes and agreed to send Taposi to attend these classes.

Soon the family observed a distinct change in Taposi's behavior. She changed from being timid and hesitant to becoming a strong, confident and active girl. She is now more focused, attentive and responsible at school and feels at ease interacting with the other children thanks to her improved knowledge of Hindi.

Chintan's classes boosted her confidence so much so that this once shy girl now confidently performs in street plays before large audiences in her own community, on sensitive issues such as child marriage, self-defense and hygiene. She has also acted in two movies, 'Queens of Delhi' and 'Adla-Badli' (translated 'exchange').

Taposi's parents are overwhelmed by their daughter's transformation. They now dare to dream of Taposi completing her studies, joining a theatre group and leading a life of recognition and dignity.



Taposi (3rd from left) surrounded by friends

It was some time before Taposi's parents could set aside enough to send the children to school in Tughlaqabad. When they finally managed it, school was not easy for Taposi. The biggest obstacle was the language barrier. While all the other children read, wrote and conversed in Hindi, Taposi could only communicate in Bengali. Her parents could not afford extra tuition and without any support, Taposi gradually lost confidence and interest in school and started to flounder

# CYDD Turkey (2010 – 2013 prolonged to 2016) Scholarship Program

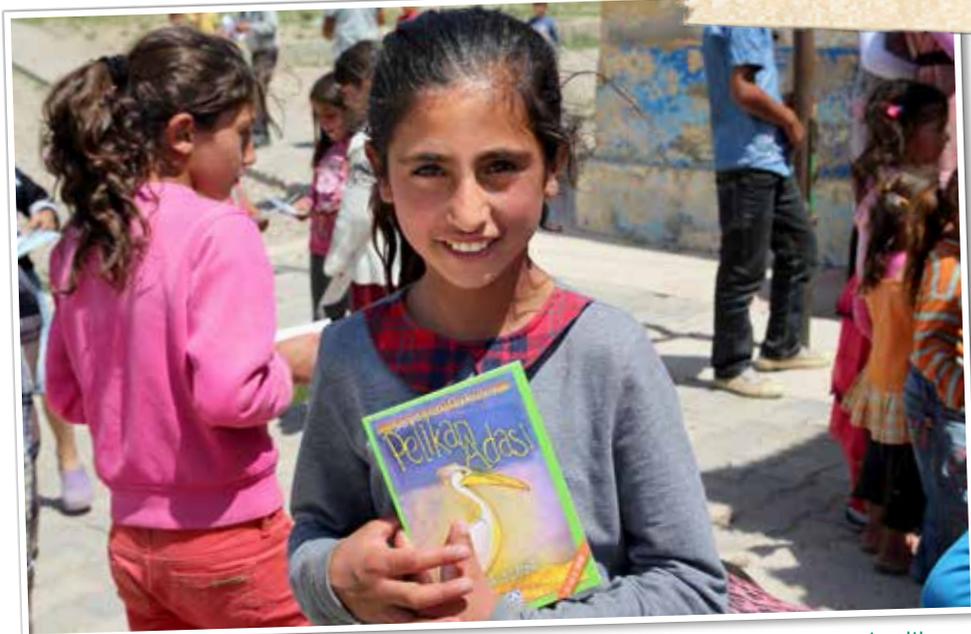
## Achieving equality in access to education

**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 girls and young people from disadvantaged backgrounds. CYDD is a volunteer based organisation with an excellent reputation, which was founded in 1989. CYDD's 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. CYDD has mainly worked with scholarship programs to date. 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 organisations 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.

## Progress to date

Dalyan supported 30 girls at primary school level over four years, from 2010 to 2013. 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. In 2014/15 one of these 11 girls dropped out of school, all the others continue with success. One additional girl



Scholar showing one of her books from the library

joined the program. 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.

[www.cydd.org.tr](http://www.cydd.org.tr)

# CYDD

## Mentoring Program Turkey (2012 – 2015)

### Mentoring for university students from disadvantaged backgrounds

**The challenge** faced by CYDD is that most of its scholars studying at the university, whilst successfully finalizing their university education, are quite overwhelmed when entering working life. They usually come from underprivileged backgrounds, often from rural areas. They lack a supporting network and role models to help them plan their career and find a suitable job, especially if they remain in the urban environment where they have been studying. Although well equipped with technical skills and 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 percent female) and to mobilise CYDD's alumni and volunteers to act as mentors to coach these students. The mentors are assigned to mentees with a sophisticated matching method and both receive specialised 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 four 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 strengthens CYDD's relationship to its alumni and allows CYDD to become more experienced in project management and working with professionals.

### Progress to date

The program started in 2012 with a successful test phase with 20 mentors and mentees in six branches in Istanbul. Over the past four years, the team has consistently improved and expanded the program. In 2014/15 it was implemented in 20 branches in Istanbul plus four other cities with 122 mentor/mentee pairs. The rollout across Turkey is further being pursued with growing numbers every year. The satisfaction level of mentors as well as mentees is high and 50



Proud mentees showing their certificates

percent of the mentors want to continue with new mentees for a second one year term (although they were originally only foreseen for one term). An online platform has also been developed to ease access to the program resources and know-how. The team, now strengthened by volunteers at board level, has created a funding strategy to develop the program towards financial sustainability after Dalyan's exit. Initial success has been attained with some corporates supporting the program financially, with mentors and premises. The program still is far from being self-sustaining.

[www.cydd.org.tr](http://www.cydd.org.tr)

# Gateway to India II

Switzerland (2014 – 2017)

## Supporting Swiss students interning at Indian NGOs

**The challenge** addressed by the student organisation 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 organising 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 organising 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 organisation 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 with three internships and has renewed its commitment in 2014 by contributing to the costs for lodging and accommodation of five students during their internship in the NGOs supported by Dalyan.

### Progress to date

Dalyan has sent four interns to work at different partner NGOs so far. One intern visited the farm Somangalam of the NGO Rehoboth and reported on the status of the project. Another intern prepared a strengths and 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. In summer 2015 the fourth intern spent two months working with Madurai Seed, contributing to the project by helping out with various administrative tasks, giving English classes to both volunteers and students and providing valuable feedback to the organisation in form of an internship report. The interns' stays have proven to be extremely valuable, both for Dalyan and the hosting organisations, providing important insights into the everyday challenges of our partner organisations and bringing in new ideas and useful recommendations.

[www.gatewaytoindia.ch](http://www.gatewaytoindia.ch)



Mirjam Bächli surrounded by her English students

# The Interview

with Mirjam Bächli, Madurai Seed

Internship Summer 2015

Mirjam Bächli, a Master's Degree in Economics student at the University of St. Gallen, was one of the students who benefited from Gateway to India's internship programs. She spent two months this summer working with our former NGO partner Madurai Seed in Tamil Nadu province, South India. We were curious to hear her stories regarding the work in Karumbalai, a rather poor district of Madurai City, and to learn about her experiences in Southern India.

You currently are an economics student at University of St. Gallen. What made you decide to engage in social work during your vacation, when you could have enjoyed a well-earned semester break?

I knew this was going to be my last long vacation for a while, so I wanted to use this time to experience a new culture while doing something meaningful. This is why I contacted Gateway to India.

What was your first impression of Karumbalai? I remember being struck by the streets filled with colours, smells, children playing and elderly people watching. I felt very much at ease right from the start. People were very welcoming towards me - after a few days of living in Karumbalai, everyone greeted me in the streets. I was well aware though, that life is not always as joyful for people living in the area. Poverty and unemployment are widespread and violent incidents, also due to caste discrimination, are unfortunately not rare events in and around Karumbalai.

One of your main tasks was teaching English to children. How was this experience?

The children had a relatively low level of English and I do not speak any Tamil, so in the beginning, the teaching was a bit of a challenge. After a short while, however, it became obvious that the children were enjoying the classes and that they were keen to learn more. We also had



Mirjam Bächli during an English class

some memorable moments. One day it rained so hard, that the drumming on the corrugated roof made it impossible to understand each other. That day we moved closer together and played games. The classes were a very enriching experience for me.

Tell us about a challenge you faced in these two months.

Living in Karumbalai, I definitely had less freedom than I am used to. One aspect of this was that people were not always happy about the fact that I - a young, unmarried woman - speak my mind when I think it matters. I suppose this could have become a real challenge, had I stayed longer than just two months.

What was most unexpected for you throughout this experience?

What surprised and also touched me the most was perhaps the amazing zest for life of the people living in Karumbalai. This was very contagious, especially when I saw how enthusiastic and curious the children were about learning new things. I was impressed by their cheerful nature, especially considering that many of them live in very difficult family circumstances.

Finally, what would you advise a student who wants to go to India as an intern?

During these two months, every single day was different, so I think it is extremely important to be flexible, respectful and open towards other cultures and working methods.

# GRAVIS India (2015 – 2017)

## Developing leadership skills and economic earning potential of women and girls in the Thar desert through microlending

**The challenge** addressed by GRAVIS is the harsh conditions of communities living in the Thar Desert, a very arid region in Rajasthan. Most of the region's annual rainfall is experienced during only two months of the year and many villages lack a secure source of clean drinking water and water for irrigation. This has serious consequences for health, food security and income levels. Despite improvement over the last 30 years, the harsh environment still poses many challenges to women and girls which by tradition have a low position and are discriminated in local society – even by Indian standards.



Water is life

**The approach** of GRAVIS is based on the Gandhian notion of village self-rule, i. e. empowering communities to identify and solve problems through know-how transfer and self-organisation. Consequently, GRAVIS interventions are need-based and community driven. At the same time GRAVIS also pushes for change, tries to break up traditional thinking and end discrimination based on religion, cast and gender. This forces the organisation to strike a fine balance between supporting and provoking, which is not always easy to implement and needs persistence from the NGO and patience from its donors. After initially focusing on water management and food security, GRAVIS has in the past 15 years expanded its interventions to the benefit of women and girls, since their discrimination is a major inhibitor of development in the region. The program financed by Dalyan, focuses on the development of leadership skills and economic earning potential of women and

girls through the facilitation of self-help groups and skills training, followed by microlending. Girls also receive bicycles to enable them to cover the long distances to school and stipends for school related expenses.



Girl enjoying school

### Progress to date

In the course of 2015, 24 women self-help groups were formed. These groups meet monthly under the leadership of the responsible field supervisor. More than 250 women in the 24 self-help groups received leadership training, and ten vocational training sessions were held. Linkage meetings and exposure visits were conducted and offered an opportunity for women and girls to learn and to get inspiration from outside. School stipends for 120 girls have been granted and those girls regularly attend school where they receive quality education. 40 of these 120 girls have received a bicycle scholarship based on the selection criteria reached.

[www.gravis.org.in](http://www.gravis.org.in)

# 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 recognised 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.

## Progress to date

In 2015, all five teenage girls who were granted the scholarship passed their exams in summer and graduated from the diploma courses in dance. All of the girls participated regularly in Kalakshetra Repertory Company's performances across India and Singapore. Three of the five teenage girls qualified for a post diploma course. To maintain the scholarship program Dalyan decided to support two additional girls in their third year until their diploma in dance.

[www.kalakshetra.in](http://www.kalakshetra.in)



Saskia Bianchi,  
in whose memory the  
scholarships are given



Krishna performing "Goddess Lakshmi"  
(Goddess of Wealth)

# Maya | KEDV Turkey (2015 – 2016)

## Empowering women in Turkey through microfinance

**The challenge** faced by Maya is that low income women in Turkey have mostly no access to financial services and only 30 percent of women participate in the workforce. The economic crisis and high unemployment rate forces women into self-employment. 50 percent of women's entrepreneurial activities are home-based which increases the need for microloans. As a result, it is estimated that there are two million potential female microfinance clients in Turkey, with only two small microfinance providers (both NGOs) active in the country.

**The approach** of Maya is to expand their microfinance activities to reach more women and support them in their economic independence, financial literacy and empowerment. Maya was established in 2002 by KEDV, a non-governmental organisation

with the mission to empower grassroots women initiatives, and is based in Istanbul. Maya has branches in Kocaeli and Eskisehir and provided so far over 11'900 loans worth USD 4 million. Over the years Maya realised that its existing business model didn't sufficiently serve their aim of being close to their clients and educating them in a broad range of areas. In 2013/14 together with the support of Grameen Jameel – a leading pioneer in the area of microfinance – they started redesigning and testing their business model and procedures. With the new microfinance methodology, Maya has disbursed over 400 loans. The new methodology foresees group lending to groups of 3-5 women that act as guarantor for each other and make their repayments in weekly

group meetings. Women get a pre-credit training on financial literacy and entrepreneurship and are mentored by the loan officers of Maya. Maya would now like to rapidly scale its operations over the next five years to become financially sustainable and reach out to an increasing number of women. Dalyan is supporting Maya over a period of 12 months with a grant contribution to their operational costs, for an impact measurement program as well as a loan for lending microcredit. In addition, Dalyan provides know-how support. During this phase Maya will finalise its business plan for scaling and search for further supporters for this challenging growth phase.

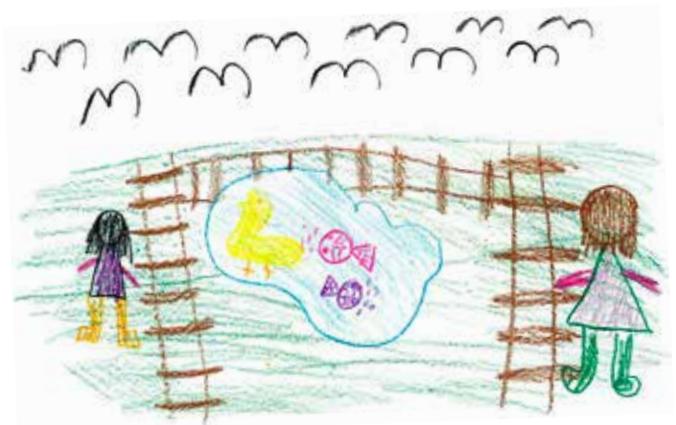
### Progress to date

Maya has finalised its business plan and has started talking to a large number of potential supporters for grants, loans and technical assistance. In addition, Maya has set up an impact measurement program together with the Işık University of Istanbul, where they will track the development of their clients on a yearly basis. First success has been achieved in finding supporters with Ashmore Foundation and Kiva.

[www.kedv.org.tr](http://www.kedv.org.tr)



Employee preparing mantı



# The Story of Emine Çakım and her Journey with Maya, Kocaeli

**Motto: "Our only competitor is your mother"**

When Emine's husband retired with a small pension, she and her friend – also the wife of a retired officer – started worrying about their families' financial situation. Emine had been a housewife her whole life and the only thing she thought she was able to do was cooking and house chores. As she and her friend were riding on the public bus and discussing what to do, they figured they should focus on what they knew how to do best ... cooking!

They decided to go into "mantı" production, which is a very popular kind of ravioli that is quite tedious to make. They went to the only shop where they personally knew the owner and asked if they could buy one kilogram of minced meat and one kilogram of flour on credit. They immediately proceeded to prepare the mantı and sold them to the surrounding shop owners and tradesman. They then bought double the quantity of meat and flour with the money they made. After a few rounds of successful sales, they decided to rent a shop, which they did so without asking their husbands and without knowing if they could pay the rent. They were eventually forced to ask their husbands for support but were faced with resistance and were asked to deal with "the mess" themselves. Emine soon also had a falling-out with her friend and had to decide what to do.



**New drying machinery for making mantı  
less perishable**



**Emine Çakım in front of her advertisement**

At that point she heard from women she knew about Maya and asked the institution for a microloan. With this first loan of about 300 USD she was able to pay her first rent and purchase more ingredients to continue production.

To date, she has had many cycles of loans with Maya and today has a flourishing mantı production business with modern machinery. She employs her son and her daughter plus 4-7 ladies in similar situation (e.g. one the wife of a prisoner, the other two, wives of retired men). In the meantime she has also been able to get bank loans. She has bought machinery to make the production semi-industrial and has opened a small coffee shop connected to her production facility, where she serves mantı for lunch. She now gives her husband a weekly allowance and pays a salary to her children. She is very proud and gives presentations and courses to women with an interest in Maya and entrepreneurship.



**Emine with  
an employee**

# Mentor Together India (2014 – 2015 prolonged to 2016)

## Mentoring for high school and university students from disadvantaged backgrounds

**The challenge** addressed by 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. 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 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 would support the program in three areas for a year: 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



Mentor with mentee

curriculum for the mentor and mentee training. Finally, Dalyan would finance the development of a state-of-the-art evaluation system to enhance the impact measurement for the mentoring programs. It is 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) to receive foreign funding.

### Progress to date

Despite continued efforts Mentor Together was not able to obtain prior permission to receive foreign funding during 2015. The organisation was still able to implement school-based mentoring for 50 at-risk female students with its own funds. With the help of domestic funding sources introduced by Dalyan, it was also able to successfully develop the curriculum and implement a professional evaluation system. We hope to be able to support Mentor Together's growth with a potential new project as soon as the FCRA approval is granted.

[www.mentortogether.org](http://www.mentortogether.org)

# 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 in the insufficient implementation of the laws and regulations intended to improve the situation. 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 institutionalised processes that allow 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 institutionalised processes involving local communities and regional governance bodies. Prajayatna acts mainly as an initiator and facilitator, with a clear exit strategy once the reactivated or new structures are 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 2015, Prajayatna successfully concluded the three-year program as planned. Most of the milestones for the decentralised governance program were reached and the education planning process could be institutionalised in the Panchayat Raj Institutions\* at village, taluk and district level. Particular progress was made in strengthening the Cluster Resource Centers (CRCs), thanks to a geographically more focused approach and with the

emphasis on enhancing the capacities of the Cluster Resource Coordinators. Whilst the CRCs had been largely defunct at the start of the program, they now play an important role as resource, training and motivation centres for teachers. They also continue



Teacher on an excursion with her class

to support the education planning in the Panchayat Raj Institutions and are therefore contributing to the overall sustainability of the program. It is encouraging to see Prajayatna mobilising financial resources of the Education Department and Gram Panchayat (village councils) for the program. This reflects a growing understanding of the local government of the importance of education and the improved capabilities of the local institutions to mobilise funds for the schools. Dalyan's funding was also used to co-finance an external evaluation of Kalikayatna which also covered 25 percent of the schools of the Dalyan Program. The learning approach of Kalikayatna has enabled the teachers to become facilitators by developing their skills and abilities and thereby becoming better teachers. This led to a marked increase of interest and self-confidence amongst the students, which will help them when they go on to higher classes.

[www.prajayatna.org](http://www.prajayatna.org)

\* Three-tier system of local self-governance in India with elected bodies at village, taluk and district level. The intent is to create greater participation in local government by people and more effective implementation of rural development programs.

# Sampark

## India (2011 – 2014)

### Capacity building of women's cooperatives in Karnataka through microlending

**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.



Maradanabi purchased a car for the family business

**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, microcredit, 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 professionalisation of the groups' microlending. These activities have been supported jointly by Dalyan and Volkart Foundation over the last three years with a view to institutionalise eight women's cooperatives and offer refinancing to their microlending activities through the Sampark Revolving Loan Fund.

#### Progress to date

The program closed with a six-month delay to the original plan in order to stabilise the institutional setup of the cooperatives and finish off some work. Overall the program was very successful and most of the goals were achieved. Four cooperatives fully cover their costs and make significant profit. Four cooperatives provide sustained financial services to their members and maintain their profitability since the first year of the program. The cooperatives function largely independently, although Sampark will continue to closely monitor their activities for some time to ensure sustainability of the results. More than 80 percent of the self-help groups are self-reliant and function independently. Overall the program was able to scale from 220 self-help groups and 3'000 members in the first year to almost 900 self-help groups covering more than 11'000 individual members, a higher number than targeted. The percentage of self-help groups accessing a loan increased from 60 percent to over 90 percent. In order to further scale its work with cooperatives, Sampark is considering several options for transforming its current organisational setup, specifically concerning the separation of its microlending activities.

[www.sampark.org](http://www.sampark.org)



Member of self-help group in roti business

### Empowering 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, infant and maternal mortality, 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 was supported by a giving circle of ten donors (Giving Circle), including Dallyan. The Giving Circle was managed by Dasra, a Mumbai-based NGO, which helps Sarathi scale its project and strengthen its own organisation.

#### Progress to date

During 2015 the Saloni project focused on two major goals. The first goal was to improve the impact on adolescent girls and to prepare the phasing out of the Giving Circle and Dasra's support by the end of the year. To strengthen adolescent girls' empowerment, Sarathi introduced repeat classes, specific life skills and vocational training, closer interaction with the families, and additional meeting platforms and points

of information. The second goal was to provide the Sarathi team with intensified support for organisational development, impact reporting as well as fundraising. In addition, the network of volunteers (Saloni Mitras) in the communities was increased and strengthened through training and new networking activities. The Saloni Mitras should become the driving force of



Sarathi employee raising awareness on maternal health

long-term change in the communities and role models for entrepreneurship and in advocating community interests. In view of the eventual exit of Sarathi, Saloni Mitras are gradually taking over the role of Sarathi Cluster Coordinators, assuming ownership for the Slum Action Planning, managing the slums, and ensuring a conducive environment for adolescent girls. Sarathi will remain active in Lucknow covering the existing 400 slums for a further two-year period and is currently raising funds for this purpose and for the replication of the Saloni model in an additional 300 slums.

[www.sarathidevfo.org](http://www.sarathidevfo.org)

# One Time Contributions

## Door Step School, India (2015)

Education for marginalized children through mobile classrooms

Rajani Paranjpe and Bina Lashkari started Door Step School in 1989 as an NGO in Mumbai (India) with the aim of addressing literacy amongst marginalised sections of society. The organisation provides education and support to the often forgotten children of pavement and slum dwellers. Many of these



Children waiting for class

Through the various programs and activities, Door Step School has impacted the lives of more than 350'000 children over the last 25 years. The flagship program of

Door Step School – where Dallyan's donation has been directed – is the School on Wheels program which is based on the concept of a bus designed to function like a mobile classroom and learning centre. It also acts as an emergency classroom in places where lack of space is a constraint. Apart from conveying reading, writing and arithmetic skills, educational sessions to instil social skills like basic hygiene and health are provided as well. Currently, Door Step School runs five School on Wheels in five different wards of Mumbai, thereby reaching out to over 500 children annually.



Teacher Vinita teaching patterns and shapes to children

street children are not enrolled in school and have limited access to books and a quiet place to study. Additionally, many of them are forced to drop out of school to work or care for younger siblings. With neither support nor resources at home these children frequently suffer from very low learning levels. Door Step School's vision is to bridge this gap by using innovative programs that will bring education to the "door step" of these out-of-school children and to help them make the transition back into the mainstream school system and therefore lead them to a brighter future.



Family in one of the tents distributed by RAKSHA

[www.doorstepschool.org](http://www.doorstepschool.org)

## Sampark/RAKSHA, Nepal (2015)

### Emergency relief for earthquake victims

Over 9'000 people lost their lives and hundreds of thousands lost their homes after a massive earthquake hit Nepal in April 2015. It was the worst natural disaster to strike Nepal in more than 80 years. Overnight, a great number of Nepalese became dependent on fast emergency aid for medicals and relief materials such as water and blankets.

Sampark – an Indian NGO and partner of Dalyan (cf. p. 24), which engages in a broad range of developmental programs – launched emergency relief activities for the earthquake victims in Nepal immediately after the disaster had taken place. The funds collected for this purpose were channelled through Raksha Nepal, an NGO in Nepal with whom Sampark has had a trusted working relationship for many years. Dalyan decided to help the people of Nepal by supporting Sampark's emergency relief program.

Part of Dalyan's contribution was used to distribute relief materials to those affected by the earthquake.



Family in front of emergency shelters

A team of 15 people personally delivered these relief materials to victims in various parts of Nepal. The packages contained basic food items such as rice, oil, noodles and salt as well as tents and mats, depending on the needs.

Dalyan's contribution also went into the reconstruction of the damaged Janajagriti Higher Secondary School. This school, which had originally started off as a small learning centre for 100 children working in stone quarries, has become one of the best performing schools in the district with more than 1'100 students, thanks to the strong support of the local community. Janajagriti School was heavily hit by the earthquake and Sampark, along with other organisations, helped rebuild eight classrooms and build new toilets.

[www.sampark.org](http://www.sampark.org), [www.rakshanepal.org](http://www.rakshanepal.org)

## Somangalam (Rehoboth), India (2015)

### Reconstructing collapsed well of partner NGO

Rehoboth is an NGO in Chennai which helps destitute mentally challenged women gain economic and social independence in a secure environment. The organisation runs a rehabilitation shelter in Somangalam village, where currently around 60 women live and work. Between 2010 and 2013, Dalyan supported the organisation in expanding its farming activities in Somangalam. The work with cattle, poultry and agriculture proved not only to have a positive impact on the lives of the women working there, but also brought ample yield as they successfully harvested sweet peppers, eggplants, pumpkins and rice. In early

summer, a well which was the main source of water for the shelter dried up. The team had just deepened the well by ten feet to end the water shortage, when the side walls of the well suddenly collapsed, leaving both the farm and the shelter in dire straits. The massive water shortage endangered the survival of plants, livestock and the rehabilitation program as a whole. However, with the support of Dalyan and other donors, the team in Somangalam eventually managed to deepen and reconstruct the well.

[www.rehobothhome.org](http://www.rehobothhome.org)



Mentor Together, Young mentee



Gateway to India, Girls waiting before class



Mentor Together, Mentor and mentee

Sarathi, Employee talking about health issues



# 5 Outlook 2016

*As a number of long-term projects came to an end in 2015, we have identified several interesting new NGO partners with whom we plan to start cooperating in 2016, mainly in the areas of mentoring, microfinance and livelihood generation.*

*We have consistently **introduced impact measurement procedures** to all our new NGO partners in 2015 (Maya, Mentor Together, Chintan and GRAVIS) and we will continue with this practice also in 2016. We feel it will become increasingly important for NGOs to not only tell anecdotal success stories but also to systematically prove the outcome and impact of their efforts at the level of beneficiaries. In supporting NGOs to professionally monitor and measure the effects of their work, we will have to strike a balance between scientific ambitions and pragmatically dealing with limited capabilities and data constraints. Regardless of the results, the difficult and complex task of building an impact measurement system by itself, already has the healthy effect of forcing the organisation and the donor to systematically question what they really want to achieve and how to measure their achievement. Working with impact measurement tools also pushed us to formulate more precisely what we as Dalyan Foundation really want to achieve and how we want to measure our own performance. Hence, we will try to set up our own performance measurement system this coming year.*

*Another priority for 2016 will be to **increase the transparency and comparability** in the NGO ecosystem in the countries where we work. We recurrently found it difficult to assess if salary levels, cost positions, success rates and other parameters in an organisation or project were justified or within the norm. We have therefore decided to set up a data base with all relevant information from our current and past projects and partners and hope to build a reliable benchmarking system over time. A number of like-minded donors are working towards similar goals and we intend to pool our know-how.*

*Being a small and volunteer-based foundation, we value the opportunity to share experiences and know-how and **join forces with like-minded donors** with the same geographical and content focus, such as the Kiawah Trust and the Volkart Foundation. We strongly rely on opinions and insights of organisations in India such as Edelgive and Dasra, with whom we jointly support NGO Partners and share resources. We aim to further build on our network with Indian and international donors.*

*We want to maintain our close relationship with our NGO partners in 2016 and we will hopefully deliver added value which goes beyond financial support. This to help our partners become more stable and sustainable and hopefully to act as a reliable and strong companion on their way to reaching their missions.*



CYDD Scholarship, Teenage girls during break



Sarathi, Girls



Sarathi, Members of women groups, volunteers and Sarathi team after capacity building session

## **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 through a culture of sharing, 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. By 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 become increasingly independent through improved fund raising and income generating activities.

## **Our Ambition**

### **Cooperation with the Government**

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

## **Our Approach**

### **Building strong Organizations**

In the fight against poverty, implementation capacity is often the biggest bottleneck. Hence, we focus on supporting and increasing the outreach of partner organisations with the will and potential to grow and to become strong and broad based organisations.

## **Our Request**

### **Neutrality towards Religion, Race and Politics**

People in need should be helped without imprinting a religious, racial or political belief onto them, and people in need should 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.



☪ dalyan

**Dalyan Foundation**

Gutenbergstrasse 6

P. O. Box 1974

8027 Zurich

Switzerland

Phone +41 44 289 94 40

Fax +41 44 289 94 91

Email [info@dalyanfoundation.ch](mailto:info@dalyanfoundation.ch)

[www.dalyanfoundation.ch](http://www.dalyanfoundation.ch)