



Volunteers Initiative Nepal (ViN)

Volunteer Handover Report

Volunteer Information

- **Volunteer Name:** Bianca, Aadi, Ana
- **Project:** Child Protection
- **Location:** CLC, Nishankhe, Okhaldhunga
- **Dates of Service:** 05/11/2024-16/04/2025

Executive Summary

This report details the projects' activities over the past five months, focusing on creating a positive impact for children in the communities of Taluwa, Thulachhap & Bhadaure. Key initiatives included establishing and supporting child clubs, conducting teacher training on child protection, and fostering collaboration with 11 schools based in Taluwa, Thulachhap & Bhadaure. We have made notable progress in setting up new clubs, revitalizing existing ones through club management trainings, and delivering essential teacher training sessions.

We have made a solid start, but encountered some logistical and communication challenges, as well as the need to adapt to the local context. We have documented everything – the successes and the challenges – to give a clear picture.

This handover report serves as a guide, outlining the project's objectives, key activities, and planned future directions. It also identifies remaining tasks and offers recommendations to ensure the project's continued success. The insights shared in this document are intended to be a valuable resource for future volunteers and staff, supporting the ongoing implementation of this important work.

1. Project Background

- **Project Description:**

- **Goal:** The overall goal of the project is to create a safe and nurturing environment for children in rural communities, free from violence, exploitation, and abuse.
- **Target Population:** Children, parents, teachers, and community members of Okhaldunga.

2. Achievements and Outcomes

- School surveys and assessments (11)
- Number of Child clubs created and/or reformed, around (3), and Child club simulations (3)
- Number of child club management sessions (9)
- Teacher training on child protection & child clubs (1)
- Collaboration with Project Rangichangi to support the painting and mural creation efforts at Narayansthan Secondary School.
- OGT event & NJ exhibition (200+ attendees)
- Progress on the Child Protection Manual
- Creative Souvenir
- Setting up a fundraiser for Raktamala Basic School
- Written articles (6)
- Developed pocket manual on child rights

3. Challenges:

- Communication issues with VIN staff (calling teachers/schools, event planning, accessing the school calendar, issues with previous project manager and liaison with Kathmandu team, information on upcoming volunteers and staff changes).

- Small team (1.for the number of schools; 2. work issues when someone would get sick or injured).
- Lack of materials available on child protection (e.g. teacher training) and on the schools (location, number of students, contacts, etc).
- Lack of guidelines on how to approach and work with both the schools and the children given their specific needs.
- No previous handover from past volunteers and knowledge of what was done before our arrival with the schools.
- Lack of coherent information on how to implement child clubs, for whom, and in which schools (information on the manual does not correspond to what VIN communicated).
- Unrealistic planned activities/work scheduled from VIN for our volunteering period.
- No introductory training in child protection, child rights, or child-sensitive non-formal education methods and communication skills.
- The number of schools assigned to the team was too many.
- There is no clear research on child clubs in rural Nepal.
- Not enough time spent in the schools/difficulties in bonding with the children.
- Language barrier and lack of Nepali volunteers.
- Low student engagement in certain schools (mostly in basic).
- Lack of guidelines and support on the creative souvenir process, and active involvement of teachers.
- The information in the manual is very incoherent and does not really match the local reality. For instance, according to the Manual “Ideally one should plan the club management training within two weeks from child club formation”. Yet, this was not possible given the large number of schools we have been working on, together with local holidays and festivities. Another example is: Regarding the child club, the manual clearly states, “These clubs are usually formed of 8 to 15-year-olds who want to widen their knowledge of rights while gaining leadership experience”, however, we were given schools with children under 8 years old.

4. Recommendations for VIN

- **Assemble a dedicated group of volunteers to thoroughly revise the manual,** incorporating our feedback and additional insights. Key areas of improvement include:

- **Contextual Relevance** – The manual is primarily based on Tarkeshwor, but it is essential to consider the realities of Okhaldhunga. Many sections assume a Tarkeshwor-focused approach, such as suggesting shorter sessions spread across multiple days, which is not always practical in Okhaldhunga.
- **Missing Information** – Several key details are absent, and we have identified areas where additional information should be included to enhance clarity and effectiveness.
- **Formatting and Consistency** – The manual contains inconsistencies in formatting, writing style, and content depth. Some sessions are overly detailed, while others lack sufficient explanation. Standardizing these elements would improve readability and usability.
- **Relevance for Younger Children** – Certain sections do not align with the needs and comprehension levels of younger children, requiring adjustments to better suit their age group.
- **Understanding of Field Context** – Some recommendations in the manual suggest a limited understanding of the realities in the field, leading to impractical or unrealistic suggestions.
- **Outdated or Incorrect Information** – Some content is outdated or factually incorrect, underscoring the need for thorough revisions to ensure accuracy.
- **Assemble a Team for the Child Protection Committee** – Focus on establishing the **Child Protection Committee** as outlined in **Part 4 of the manual**. Currently, there is no setup in Okhaldhunga, despite its critical role in safeguarding children. If properly trained and well-organized, this committee could provide vital support to the community.
- **Prepare Volunteers for Working with Children** – Ensure that all volunteers receive proper guidance on how to interact with children appropriately and responsibly before they begin their work. Providing clear behavioral expectations will help create a safe and supportive environment.
- **Prioritize Teachers Training On Child Protection**- Before implementing Child Clubs, focus on training teachers in child protection. Establishing a strong foundation through teacher training will ensure a safer and more supportive environment for children (this requires creating teacher training materials – an expert would be best).
- **Begin with Facilitator Teacher Training Before Child Club Formation** – Training teachers first will equip them with the necessary skills and knowledge to effectively support and guide the Child Club from its inception.
- **Onsite Training at CLC**- providing volunteers onsite training at CLC on child protection issues in the region, how to address them, and communicate with the children and teachers would be extremely valuable.

- **Provide Nepali language classes at CLC.**
- **Discuss Child Clubs With The Teachers** and involve them more in the process.
- **Keep An Updated Database** with information on all the schools VIN works at and/or supports as well as information on the latest activities conducted in each school by the volunteers.
- **Provide Volunteers With The School Calendars Of Each Ward-** this will allow for better planning and coordination, helping volunteers anticipate disruptions due to festivals, exams, or other school commitments.
- **Assign a Permanent VIN Representative** – Ensure there is a dedicated person from VIN responsible for maintaining a strong connection between VIN, volunteers, and the communities, particularly school communities.
- **Ensure Timely Communication with Volunteers** – Promptly inform volunteers about the arrival of new team members at the CLC and any staff changes that may impact their work. Clear and timely updates will help volunteers adapt and coordinate more effectively.
- **Clarify Protocols and Cultural Sensitivities** – Volunteers should be informed of any required protocols VIN must follow to conduct events, as well as cultural sensitivities that need to be respected to ensure smooth collaboration with the community.
- **Training on Child Protection** – VIN should provide **on-arrival training** on child protection matters and offer **continuous guidance** throughout the project to ensure volunteers are well-prepared and supported. Additionally, conducting **onsite training at the CLC** on region-specific child protection issues, how to **address concerns**, and how to **communicate effectively** with children and teachers would be extremely valuable.
- **Develop a Realistic & Achievable Volunteer Plan** – Depending on the number of volunteers available, the project plan should be adapted to the school calendar and tailored to the school's actual needs (e.g., English or IT lessons). Schools' willingness to receive volunteers should also be considered to ensure effective engagement.
- **Focus on Fewer Schools for Greater Impact** – Having too many schools and objectives can dilute the connection with the kids and reduce the quality of the work. We recommend focusing on fewer schools to avoid overwhelming volunteers and to create more meaningful and impactful results. By working with a smaller number of schools, the impact on each community will be more effective and sustainable.

- **Prioritize Research on Child Clubs in Rural Nepal** – Currently, there is a lack of research on the impact of child clubs in rural areas, which could compromise the long-term goals of the project. VIN should invest in gathering insights to assess effectiveness and refine strategies for greater impact.

5. Pending Tasks

- **Priority:** Visit Saptakanya Basic School to check the status of the child club, explain in a fun and engaging way how they can manage it with the support of the facilitator teacher and conduct life-skills sessions; Visti Chhatra Pragati Secondary School to check on their child club and conduct child club management sessions.
- Update the school's database if needed.
- Finalize the Child protection Manual.
- Follow-up with the Basic Schools on their progress in the child club.
- Plan and deliver life-skills training in all 11 schools.
- Ensure all Child Clubs in the schools are active, potentially creating activities to reactivate these clubs.
- Check any developments at Raktamala Basic School and coordinate with the headteacher, should the funds be raised during the volunteering period of others.

6. Recommendations for Upcoming Volunteers, Important Links & Documents

- We would recommend starting by reading this document and our reports for the past 5 months to have a better understanding of the activities we conducted, where, in which schools, and both challenges & solutions. The ideal is to pick-up from our 'pending tasks'. The second step would be to check the database for detailed information on all the schools and their needs and check whether those were met meanwhile (in case VIN delivers materials, supports with water access, etc).
- Important documents to consult:
 - [Revised-MANUAL-March-2025.docx](#) (Manual with our feedback and comments)
 - [School-Database.xlsx](#)
 - [Monthly Reports](#)
 - [Handover](#)
- We also would recommend to rewrite the manual, incorporating our feedback and grounding it in empirical evidence. Ensure consistency in formatting and improve its overall quality, making it a practical and well-structured resource that can be effectively used.

- When following up on our work with the child club, consider Plan an Annual Calendar with the Child Club – If the program starts during or near the new school year, work with the Child Club to create an annual calendar to ensure activities are sustained throughout the year. In our case, this was not feasible as schools were closing soon after our Child Club Management Training.
- Lastly, we would recommend to be e flexible, open-minded, and resilient. Don't take things too seriously. Remember why you embarked on this mission.
- Try to build a rapport with the schools and children you engage with and understand how they view your work and VIN's in the communities.