

<b>Reporting Year 2008-2009</b>
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## Part A – Basic Information

<b>PPA partner</b>	<b>VSO</b>
<b>Niche statement</b>	VSO is the world's leading independent, international development organisation that works through volunteers to fight poverty in developing countries. It recruits skilled people worldwide, from a wide range of professions. Volunteers work in partnership with colleagues and communities to share skills and achieve positive change.

	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
<b>PPA funding (£M)</b>	24,860	27,960	27,960	27,960	28,800		
<b>As % of total organisational income</b>	74%	72%	70%	65%	59%		

	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
<b>Other DFID funding (£M) [cumulative from 2004/05]</b>	2,092	3,359	4,173	3,967	7,426		

<b>Summary of partnership with DFID and other DFID funding</b>
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**Country relationships** VSO bids for DFID country-level funds to support its own standalone programmes within DFID priority areas. Contracts with DFID overseas within the PPA period are listed below in order of scale of grants per country.

**1. Health, Malawi (Total £2,951,638)**

- Phase I, Health – Malawi - £26,000 (Aug 04–Nov 05)
- Phase I, Health – Malawi - £440,880 (April 06-07)
- Phase I, Health – Malawi - £705,000 (April 07–March 08)
- Phase II, Health – Malawi - £1,779,758 (July 08-March 11)

**2. Education, Malawi (£909,780)**

- Teacher Development, Education – Malawi - (April 07-Feb 10)

**3. Education, Ethiopia (£2,534,396)**

- Teacher development, Education – Ethiopia - £16,400 (Oct 05-06)
- School management, Education – Ethiopia - £19,500 (Oct 05-06)
- Teacher training, Education – Ethiopia - £1,257,448 (April 05–March 09)

4. **HIV and AIDS, Nigeria - £1,000,000** (Sep 04-Sep 09)
5. **Rights of Disabled, Rwanda - £800,000** (May 06-April 09)
6. **Regional knowledge sharing, Livelihoods – Indonesia/Philippines/Thailand - £780,000** (Jan 03-May 07)
7. **Rights of Disabled, India - £597,856** (April 09-March 12)
8. **DFID Global School Partnerships, UK/Rwanda - £574,000** (2009-12)
9. **Regional programme, HIV and AIDS, Malawi/Mozambique/Namibia/South Africa /Zambia/Zimbabwe - £141,439** (April 07-Feb 08)
10. **Advocacy research, Health and education worker motivation, Mozambique – £50,000** (Jan-Sep 07)

In other countries, VSO is more like one member of a DFID-led consortium with shared objectives that are directly in DFID's country plans. Part D describes different levels of engagement with DFID. These can enhance our strategy and thinking, programme learning, national advocacy or programme impact. The advantages of the relationship are particularly felt in countries and sectors where DFID is the lead bilateral donor e.g. Malawi, Rwanda. Shared activities can be as simple as sharing contacts in government, or more creative such as the holding of the 2009 workshop for VSO education partners in the DFID Rwanda office. This proved beneficial in terms of learning and for relationship building between partner organisations and DFID. Another example of shared learning was in Nigeria where a deafblind volunteer led a session with DFID and VSO staff on inclusion.

**Policy Division** VSO has engaged with HIV and AIDS, and Education staff in the Policy Division on a regular basis for the past seven years. This has consisted of policy influencing based upon VSO's recommendations on Valuing Teachers, and the rights of unpaid female carers of people with AIDS; as well as joint work through coalitions: Global Campaign on Education and the AIDS Consortium. Part D gives more detail.

**UK links.** VSO meets with DFID staff responsible for outreach and stakeholder programmes; as well as development awareness and programmes with communities and faith groups. VSO was able to offer its unique experience in management of volunteers for development. The proposal secured funding for strengthening Diaspora organisations as they develop their own volunteering programmes. This **£2,936,693 Diaspora grant** runs from April 08-Feb 10. All these links are enriching our work on creating global linkages through Global School partnerships (DGSP), youth exchanges, and promoting VSO's active communities.

Approximate % total organisational expenditure allocated by sector or theme									
	£000	£000		£000		£000		£000	
	2004/05	2005/06	%	2006/07	%	2007/08	%	2008/09	%
Education		10,396	31%	9,655	27%	12,144	31%	<b>12,224</b>	<b>28%</b>
HIV and AIDS		5,609	17%	7,091	20%	7,414	19%	<b>8,746</b>	<b>20%</b>
Disability		3,445	10%	3,434	10%	3,637	9%	<b>4,809</b>	<b>11%</b>
Health		2,456	7%	2,421	7%	2,771	7%	<b>3,909</b>	<b>9%</b>
Secure livelihoods		6,077	18%	7,163	20%	6,408	17%	<b>7,254</b>	<b>17%</b>
Participation and governance		5,405	16%	6,069	17%	6,437	17%	<b>6,969</b>	<b>16%</b>
<b>Total</b>	<b>33,000</b>	<b>33,388</b>	<b>100%</b>	<b>35,833</b>	<b>100%</b>	<b>38,811</b>	<b>100%</b>	<b>43,911</b>	<b>100%</b>

<b>Progress to date against PPA purpose statement</b>
<b>To develop the capacity of government and civil society partners to realise the rights of poor and marginalized groups, especially women. Using this experience, to build the support of the UK public for development.</b>
<p>Hundreds of civil society and government organisations<sup>1</sup> have succeeded in their development objectives for poor and marginalized groups, as a result of VSO volunteer support. VSO does not come with a 'blue print' but listens to partners and finds common areas on which to work together. This report shows how impacts desired by partners work well within a structure of selected sample objectives for VSO, and how this balance between organisational purpose and flexibility in strengthening partner agendas leads to development. The following clip from the VSO Guyana disability programme demonstrates the success of this approach to development.</p> <p><a href="http://www.youtube.com/watch?v=y5O1U2L2eLk">http://www.youtube.com/watch?v=y5O1U2L2eLk</a></p> <p>For poor and marginalized groups, the 2008 baseline sample carried out as part of agreed PPA Impact Assessment programme, has captured impacts around access to better quality, more inclusive Health, HIV and Education services, and the means to participate in family, community and national life. This people-centred approach with a focus on quality is characteristic of VSO's work but it is important to be working with a significant number of beneficiaries to make this a good use of resources. From the baseline we have seen how many people are impacted in the six sample countries e.g. 472,638 girls receive a better education, 187,157 teachers use child centred methodology, 3,374,748 HIV prevention interventions of improved quality. The work in HIV and AIDS, and in Education is on a large scale. The scale of our work in disability, however, is of concern. Although numbers may appear high (64,592 reached by VSO in 6 sample countries), they are small compared to the proportion of disabled people in the general population.</p> <p>Progress against the development awareness objective is excellent. The original targets for numbers of UK citizens reached by Retuned Volunteers and supporters, have already been exceeded. This demonstrates VSO's double impact on development overseas and awareness in UK.</p> <p>VSO predicts that strategic objectives on Education and Development Awareness are likely to be completely achieved (1), and objectives on HIV an AIDS, and Disability, are likely to be largely achieved. (2)</p>

<sup>1</sup> VSO works with 1220 partner organisations in six goals.

Progress against PPA Performance Framework by each Strategic Objective
<b>Strategic Objective 1:</b>
<b>Improved capacity of partner organisations, including coalitions and networks of people living with HIV and AIDS, to advocate for, and increase access to quality prevention, treatment, care and support services to men and women, girls and boys affected by HIV and AIDS in 19 countries.</b>
<p><b>Please explain choice of indicators reported on below</b></p> <p>Based on VSO's annual Programme Area Reviews, we are reporting on all five indicators set under this objective on prevention, care and support, capacity development, policy change and workplace policies. The original choice of indicators was informed by internationally recognised goals (Universal Access and the UNGASS core indicators), whilst also reflecting VSO's niche approach to development through long-term capacity development of partners and evidenced based national and international policy work.</p> <p>Recognising the fundamental links between the quality of a given service and take-up of that service, VSO's core focus is on improving quality, and our Impact Assessment work reflects this. Focus group discussions with target groups during the baseline setting identified key areas of quality that service providers need to address to ensure improved outcomes. These focus groups also illustrated the importance of improved quality for beneficiaries own quality of life. Partners' success will be measured in 2010 against improvement on these same indicators of quality. The figures included in indicators 1.1 – 1.4 therefore simply give a sense of VSO's reach, and our focus is not on expanding that reach. It is only in indicator 1.5 that we are looking for an increase in scale in relation to the number of partners who have established workplace policies.</p> <p>We have chosen 6 HIV and AIDS programmes as a sample for this Impact Assessment work (Bangladesh, Cameroon, Malawi, Mozambique, Nepal and Zambia), based on the assumption that these 6 programmes provide a 'window' into our core work and that therefore it can be assumed that progress in the 6 countries is reflective of progress in our remaining 13 programmes.</p>

<b>Indicator 1:</b>
<b>Improved quality of 3,374,748 prevention interventions in 6 sample countries (Bangladesh, Cameroon, Malawi, Mozambique, Nepal, Zambia)</b>
<b>Progress achieved and challenges faced</b> Period of reporting: March 2008 – March 2009
<p>There is already <b>very good progress</b> across a number of our programmes, especially in relation to where more marginalized groups have been targeted. Main achievements in key areas of quality identified are as follows:</p> <p><b>VSO has contributed to increasing access to prevention services for a range of groups</b>, including the elderly, adolescents in brothels, poor villagers with previous limited services, children of migrant families, people with disabilities, female sex workers, youth, pregnant women and Christian and Muslim leaders. In Mozambique, female sex workers are now able to access free male and female condoms through VSO partner OMES. In a number of cases, <b>previous limited prevention has been expanded to include a wider range of services</b> For example, in Zambia, through VSO support, the expansion of mobile Voluntary Counselling and Testing (VCT) services at VSO partner Thandizani has seen an increase in VCT uptake from 50 clients to 200 clients a month.</p> <p>People in 3 out of 6 countries reported an <b>improvement in confidentiality and</b></p>

**comprehensive access to accurate prevention information.** For example, through a VSO small grant, a partner in Bangladesh was able to establish a help line to provide confidential, accurate prevention advice to clients.

**Challenge:** Focus group discussions underlined the importance of having a gendered focus, which VSO does, but it remains a challenge to systematise our work in this area. In Malawi there have been significant **improvements in initiatives that reduce harmful cultural practices that put women and girls at increased risk of HIV and AIDS.** In Nsanji, a VSO volunteer supported the district in establishing 10 behavioural change support groups that are addressing harmful cultural practices, whilst in Papua New Guinea, there are reports of **men's behaviour changing** as a result of VSO-supported HIV and AIDS awareness training, with several respondents mentioning gender violence and rape.

#### List any documentary evidence of achievements

2008 PPA Baseline Report

2008-09 HIV and AIDS Annual Programme Area Reviews

*Attached are illustrative case studies – Papua New Guinea, Zambia, China*

#### Indicator 1.2 Period of Reporting: March 2008 – March 2009

**Improved quality of care and support services received by 347,915 women, men, girls and boys infected or affected by HIV and AIDS in 6 sample countries (Bangladesh, Cameroon, Malawi, Mozambique, Nepal, Zambia)**

#### Progress achieved and challenges faced

All of our HIV and AIDS programmes are working in this area and there have been some examples of **very good progress** since last year. Main achievements are:

'Respect and equality' was most the frequently raised as a key area of quality across all baseline focus groups, linked strongly to sensitisation of the community to **reduce stigma and discrimination.** VSO has been supporting partners to address these issues through training and lobbying. For example, as a result of education initiatives supported by VSO in Bangladesh, the police commissioner in the Chittagong region introduced HIV and AIDS education/training for new police recruits and regular officers. The impact was a reduced incidence of harassment of AIDS outreach workers and beneficiaries.

There has been some good progress relating to VSO support for **continuity of care for clients,** including development of drug distribution systems (Malawi) to ensure regular and consistent supply of Anti Retro Viral drugs, the establishment of referral systems to hospitals and other social services (Cameroon) and Home Based Care training and kit provision (Malawi and Mozambique). However, it is only in Malawi and Zambia that targeting of hard to reach groups (in their case prisoners) was specified.

**Progress on rights of carers** VSO's international advocacy highlights the need for recognition, training, supervision and compensation for home based care providers, especially women This support for unpaid female carers includes involving men in a caring role. For example, as a result of a study tour and a follow up VSO training, Rudo Kubatana Home Based Care provider and volunteers in Mozambique received official accreditation for their work, whilst in Zambia model male involvement programmes have reduced the client caseload for female care providers from 15 to 6 clients per week.

**Challenge:** An overwhelming issue highlighted across all programmes was the interrelatedness of services and the need to include a focus on livelihoods with beneficiaries as a way of enabling HIV and AIDS programmes to become more sustainable.

<b>List any documentary evidence of achievements</b>
2008 PPA Baseline Report 2008-09 HIV and AIDS Annual Programme Area Reviews <i>Attached illustrative case studies - Mozambique, India, Malawi</i>
<b>Indicator 1.3:</b>
<b>Improved systems and structures and skills (e.g. financial management, planning and review systems, improved donor relations) will be achieved by 173 VSO partners in 19 countries by March 2011.</b>
<b>Progress achieved and challenges faced</b> Period of Reporting: March 2008 – March 2009
<p>This indicator around capacity development reflects the core of VSO's work with all our partners in the HIV and AIDS goal and there is evidence of <b>excellent levels of progress</b> against this indicator across all our programmes. The present baseline includes information on 29 partners in 6 countries who have scored their capacity in relevant areas using inclusion as a proxy indicator for other aspects of organisational capacity such as service delivery, planning, raising funds. Main achievements are:</p> <p>Increased <b>representation of target groups</b> (i.e. above 60%) within organisational structures. For example in Nepal, 9 partner organisations made progress in this area, and in Bangladesh, volunteers assisted partners to involve beneficiaries as an integral part of shaping their advocacy planning.</p> <p>Through VSO capacity building initiatives with partners, there has been an increase in partner <b>access to funding</b>. For example, in Tanzania, 5 organisations made progress on proposal, report writing, documentation, and mobilizing funds from other donors. VSO also supported partners in ensuring effective use of donor funding through the placement of a financial advisor in the Ministry of Health (MoH) in Namibia, resulting in increased purchasing of and better distribution of ARVs. <i>"We will not be able to successfully implement and account for Global Fund money effectively without VSO's partnership"</i> (MoH representative, Namibia)</p> <p>In terms of <b>improved services</b>, increased ARV adherence has been reported in a number of countries through VSO support in streamlining appointments for patients on longer-term treatment. Through VSO led trainings, we have also seen strengthened psychosocial support services for children affected by AIDS and their carers in Southern Africa. VSO has supported the improved management of services in a number of countries e.g. in Malawi, all twenty eight prisons are training coordinators in Monitoring &amp; Evaluation, documentation and programme implementation, resulting in increased prisoner access to services.</p>
<b>List any documentary evidence of achievements</b>
2008 PPA Baseline Report 2008-09 HIV and AIDS Annual Programme Area Reviews <i>Attached are illustrative case studies - Bangladesh, Pakistan, Cameroon, Nigeria</i>

<b>Indicator 1.4:</b>
<b>By March 2011, 75% of the 24 policy initiatives (7 national, 17 local) make progress on their 2008 baseline position in the Advocacy Success Scale</b>
<b>Progress achieved and challenges faced</b> Period of Reporting: March 2008 – March 2009
<p>As of April 2009, partners in the four sample countries for the baseline (Nepal, Bangladesh, Malawi and Zambia), made excellent progress on almost all advocacy initiatives. They are engaged in seven diverse national advocacy initiatives, and all had progressed one stage of the scale.</p> <p>The most successful policy initiative so far is that of NOVOC in Malawi. Their advocacy initiative to increase the budgetary allocation of funds for education support for orphans and vulnerable children (OVC) progressed quickly to a stage where policy change had been implemented. Following research on budget tracking analysis for OVC education support and lobbying of government officials, there was a review of OVC policies and the budgetary allocation made.</p> <p>In addition, in Bangladesh, Zambia and Malawi VSO provided capacity building training workshops for partners on advocacy, covering topics such as participatory advocacy research, advocacy work with the media, and lobbying skills. We also supported partners to develop advocacy strategies. All four programmes facilitated the formation of or built the capacity of national advocacy coalitions through key partners. Advocacy volunteers, VSO advocacy workshops and small grants were instrumental in progress across nearly all policy initiatives. By 2010, we will be able to evaluate the policy changes resulting from this enhanced capacity.</p> <p>VSO's successful international advocacy work on carers supports VSO programmes and partners through shared learning and relationship building with key allies/ targets. Activities have included VSO leadership in the writing of the paper "<i>What do we really mean by HIV care and support?</i>" which was presented in the UK Houses of Parliament, at the International AIDS Conference in Mexico, and used in the writing of the civil society submission on care and support for the EC Review of the Programme For Action on AIDS TB and Malaria. VSO presented this submission at the EC Review meeting in Brussels. Finally, with a partner from <i>Zimbabwe</i>, VSO lobbied successfully on including the concerns of caregivers at the UN Commission on the Status of Women in March 2009.</p>
<b>List any documentary evidence of achievements</b>
<p>2008 PPA Baseline Report  2008-09 HIV and AIDS Annual Programme Area Reviews  <i>Attached is an illustrative case study from VSO partner CINI in India</i></p>

<b>Indicator 1.5:</b>
<b>A 50% increase in the number of partner organisations in 6 sample countries that have workplace policies in place by March 2011.</b>
<b>Progress achieved and challenges faced</b> Period of Reporting: March 2008 – March 2009
<p>VSO believes that a gender sensitive workplace policy represents an important element of support to partners in order to improve the quality of an organisation's response to HIV and AIDS. The baseline showed that 25 out of 60 partners had initiated some activities leading to a gender sensitive workplace policy. In the last year, evidence from the Programme Area Reviews indicates that there has only been a <b>small increase in the number of partners making these first steps</b>. The evidence of progress under this</p>

objective comes from 5 out of VSO's 18 HIV and AIDS programmes, and this is a small number. The main challenge comes from low prevalence countries where partners do not see the need for a workplace policy.

However, a workplace policy is an essential part of reducing stigma and discrimination, confronting the 'them' and 'us' barrier by including people living with HIV in the design of policies and breaking down fears, prejudices and preconceptions about what it means to be HIV positive. Evidence from our high prevalence programmes suggests that as a result of VSO training and funding support, advances have been made in this area leading to **increased uptake in services provided by the workplace policy** and more staff declaring their status. In Malawi for example, a district hospital, with the support of a VSO volunteer, has extended its hospital workplace policy from the district hospital to 7 health centres in the district. However, one challenge is that the confidential nature of the policy means that information around increased uptake in benefits is not always available. Another is around how work place policies are viewed. To be effective they should be an integral part of an organisational culture not an add-on without organisational ownership.

**List any documentary evidence of achievements**

2008 PPA Baseline Report  
 2008-09 HIV and AIDS Annual Programme Area Reviews  
*Attached is illustrative case study from Zambia*

**What is the likelihood that Strategic Objective 1 will be achieved?**

**2**

<b>Strategic Objective 2:</b>
<b>Improved capacity of schools, teacher training colleges and professional development centres to deliver quality education for disadvantaged learners in 19 countries</b>
<p>Based on VSO's annual Programme Area Reviews, we are reporting on all six indicators set under this objective. Indicators focus on the quality of education experienced by girls, enrolment of girls, teacher skills, education management, policy change and community engagement in education. The choice of indicators was informed both by internationally recognised goals (MDGs 2 and 3, and the Education for All agenda from Dakar, 2000), whilst also reflecting VSO's niche approach to working in education through multi-layered system strengthening, quality education defined as child centred and inclusive, and evidenced-based national and international advocacy work. The choice of 'girls' education' as the specific 'window of reporting' also reflects the high gender disparities in terms of enrolment, retention and completion rates for girls that exist in a number of countries where VSO operates.</p> <p>Our Impact Assessment work is centred on improving the <b>quality</b> of education rather than on increasing the scale in terms of numbers of girls reached, therefore throughout the period of the baseline, no change is envisaged in the figures included in indicators 2.1, 2.3, 2.4, 2.5 and 2.6. Only in indicator 2.2 are we looking for a small increase in scale in relation to the number of girls enrolled in school.</p> <p>We have chosen six sample Education programmes for this Impact Assessment work (Ethiopia, Ghana, Cameroon, Namibia, Pakistan and Thai-Burma border), based on the assumption that these six programmes provide a 'window' into our core work and therefore it can be assumed that progress in the six is reflective of progress in our remaining 13 programmes. External factors will affect overall numbers of girls reached - security issues leading to closure of the Education programme in Pakistan, and changes in the situation on Thai-Burma border resulting in the departure of large numbers of refugee families.</p>

<b>Indicator 2.1:</b>
<b>Improved quality of education for 472,638 girls in 6 sample countries (Ghana, Cameroon, Ethiopia, Namibia, Pakistan, Thailand) by March 2011.</b>
<b>Progress achieved and challenges faced</b> Period of Reporting: March 2008 – March 2009
<p>Key areas of progress identified by beneficiaries in base line are:</p> <p>To provide <b>female role models</b>, volunteers working with partners in Nigeria, Cameroon, Eritrea, and The Gambia have supported more female teachers to enter the education system. For example the Gambian Primary Teaching College- Extension programme has increased the opportunity for more females to enter teacher training who would ordinarily not have had the chance due to stiff competition. In Nigeria the VSO partner, Sa'adutu Rimi, hosted the conference for the National Association of Female teachers and discussed the role of female teachers in increasing access to education for the girl child.</p> <p>To protect children and encourage enrolment, volunteers in China and Cameroon have done work to support <b>appropriate forms of discipline</b>. For example in Cameroon a sensitisation children's' rights campaign against physical punishment has led to reduced corporal punishment by teachers in 51 classrooms for 5500 pupils. As a result there have been requests from education authorities (inspectors) for VSO training on alternative forms</p>

of discipline in the classrooms. The more 'child-friendly' schools have already had a positive impact on retention rates.

14 countries reported an increased use of inclusive child-centred methodology, with Cameroon, Ghana and Malawi specifically citing that schools had become more friendly to girls with the **creation of girls clubs, and active participation of girls in schools** and class through promotion of participatory approaches by teachers.

**Improved quality:** Across 8 programmes there is evidence of improved learning outcomes or increased participation of children (including girls) in classroom learning in schools supported by VSO, with Guyana, The Gambia and Ghana specifically describing improved literacy rates.

**Challenge:** VSO faces the challenge that its reporting on gender is strong in some countries and weak in others. There needs to be more consistency to improve girls; education and its reporting across all programmes.

#### List any documentary evidence of achievements

2008 PPA Baseline Report

2008-09 Education Annual Programme Area Reviews

*Attached are illustrative case studies from Cambodia and Nepal*

**Indicator 2.2:** Period of Reporting: March 2008 – March 2009

**A 5% increase in the number of girls enrolled in schools from 1,602,545 in November 2008, as a result of VSO interventions, in 6 sample countries (Ghana, Cameroon, Ethiopia, Namibia, Pakistan, Thailand) by March 2011.**

#### Progress achieved and challenges faced

Limited progress has been reported under this indicator largely because it is too early to gather new statistical data as enrolment rates are collected on an annual basis.

However there is progress towards **addressing barriers to girls' enrolment**. For example in Cameroon, as a result of VSO work with Mother Teacher Associations and communities, parents have become more conscious of the value of girls' education and a small increase in girls' registration and girls' retention has been observed. There has also been effort to facilitate the establishment of birth certificates for pupils, particularly girls, so that they can participate in official examinations.

Another example comes from Malawi where volunteers are working on national level monitoring. This has helped the Malawi chapter of the African Forum of Women Educationalists (FAWEMA) to identify and address barriers to girls' access to education and follow up by tracking girls' performance at school. In Mchinji, for example Mother Groups which were set up to encourage girls to be in school, decided to target the teen mothers directly with a small grant. This VSO small grant was accessed to sensitise teenage mothers on HIV and AIDS and develop them as a peer support group to influence other girls. The aim is to influence peers to value education by re-enrolling and completing their education cycle.

In Cambodia, through school mapping exercises, communities take more responsibility for the enrolment and attendance of all children in the community. In some cases, communities are supporting individual children (including girls and children with disabilities) who could otherwise not attend school.

<b>List any documentary evidence of achievements</b>
2008 PPA Baseline Report 2008-09 Education Annual Programme Area Reviews <i>Attached are illustrative case studies - Cameroon, Malawi</i>
<b>Indicator 2.3:</b>
<b>Improved skills in using child-centred methodology will be demonstrated by 187,157 teachers in schools, teacher training colleges and professional development centres in 19 countries by March 2011.</b>
<b>Progress achieved and challenges faced</b> Reporting period is March 2008 to March 2009
<p>The scale and significance of this work is demonstrated by the large number of teachers reached by volunteer interventions. This substantive number is not expected to increase but quality is expected to improve. There has been good progress in the following key areas:</p> <p><b>Teacher training and supporting teacher development</b> continues to be a core area of VSO's work in Education and we are building the capacity of 236 partner organisations across 18 programmes (excluding Pakistan) through a variety of volunteer interventions to improve quality of teaching and learning in schools and Teacher Training Colleges. Evidence is as follows</p> <p>Eight country programmes reported an <b>improved provision of regular quality In-Service Teacher training and CPD with a focus on child-centred methodology</b> and in one or two cases this has been facilitated by improved linking between pre and in-service teacher training providers. For example in Cambodia, teacher trainees have proved more likely to use child-friendly methodologies following their experiences of student-centred teaching in the Primary Teacher training colleges. Volunteers have supported their fellow teacher trainers at Kampot Teacher training college to design their classrooms according to Child-Friendly School principles. In addition, these trainers are more enthusiastic about researching documents to improve their own teaching skills.</p> <p>14 countries reported <b>improved confidence, skill and/or motivation to use child-centred, interactive methodology</b> and materials by teachers and teacher trainers. For example in Ethiopia, over 4000 teachers in 230 primary schools have benefited from in-service training workshops, mentoring and coaching. Enhanced capacities of teachers have improved the learning experience of over 100,000 children. This has been a significant contribution to the successful implementation of the Ethiopian Education and Training Policy.</p> <p>Although VSO cannot claim to have had a widespread impact on the <b>number of qualified teachers</b>, in Ghana as a result of the National Volunteering scheme, well-qualified graduates from the south of Ghana volunteer to teach in disadvantaged schools in the North for one year, filling posts that otherwise lie vacant. <b>Teacher supply has improved by 2,320 in 2008.</b></p>
<b>List any documentary evidence of achievements</b>
2008 PPA Baseline Report 2008-09 Education Annual Programme Area Reviews Attached are illustrative case studies -Rwanda, Cameroon

<b>Indicator 2.4:</b>
<b>Improved capacity to support teachers in a variety of ways (for example; delivery of in service training, providing management support) in 239 partners (such as district education offices) in 19 countries by March 2011.</b>
<b>Progress achieved and challenges faced</b> Period of reporting March 2008 to March 2009
<p>Good progress has been made against this indicator. Key areas are:</p> <p>There is some strong evidence of <b>improved resource provision to schools and colleges</b> from nine programmes, including curriculum reform, distribution of textbooks, library management, IT provision and improved Education Information Management systems (EMIS). In The Gambia, volunteers working over a number of years on EMIS have led to clearing the data backlog for the past three years. This has resulted in the development of a <b>successful funding proposal to the Fast Track Initiative (FTI)</b>. FTI is most effective donor funding mechanism for national provision of basic education and is part of the Education for All Dakar donor commitments.</p> <p>There is an overall <b>increase in professional development opportunities for Head Teachers</b> and School leaders as a result of volunteer interventions, leading to a significant improvement in management practices, responses to teachers, pupils and community demands in 12 countries. For example VSO's partnership with NAHT (National Association of Head Teachers) and placement of NAHT Head Teachers from the UK with clusters of schools in Rwanda, Nigeria, Namibia and Ghana has seen some strong outcomes. In Ghana over 50 School Inspectors in five districts are becoming more confident in delivering training to teachers and supporting head teachers to develop School Performance Improvement Plans (SPIPs). This is the direct result of training and coaching from VSO Management Support Officer volunteers. 150 Head teachers in the above mentioned districts are now more confident in preparing school improvement plans.</p> <p>Advocacy volunteers including UK MPs working in education civil society coalitions and teachers unions in 11 countries have helped to bring the views and <b>voices of teachers to national level policy discussions</b>. In Mozambique the recommendations from the Valuing Teachers research<sup>2</sup> set the foundation for the governments Human Resource Development Strategy for education. One immediate advocacy result is that teachers working in schools for disabled children have been included on the government payroll for the first time.</p>
<b>List any documentary evidence of achievements</b>
<p>2008 PPA Baseline Report  2008-09 Education Annual Programme Area Reviews  <i>Attached case studies are from Ghana and Guyana</i>  <a href="http://news.bbc.co.uk/1/hi/education/8081533.stm">http://news.bbc.co.uk/1/hi/education/8081533.stm</a> - for volunteer perspective on National Association of Head Teachers partnership (Ghana, Rwanda, Namibia)</p>

<sup>2</sup> VSO's Valuing Teachers research and advocacy focuses on teacher motivation and morale and demonstrates that improving this is crucial for teachers to be able to deliver good quality inclusive education. A significant number of focus groups highlighted issues of teacher absenteeism, morale and behaviour as reasons for drop out and non-attendance in school so the ongoing Valuing Teachers work provides an opportunity to address the underlying causes of these problems.

<b>Indicator 2.5:</b>
<b>By March 2011, 75% of the 9 policy initiatives (4 national, 5 local) make progress on their 2008 baseline position in the Advocacy Success Scale. These are policy initiatives that aim to realise girls and boys right to education in 6 sample countries (Ghana, Cameroon, Ethiopia, Namibia, Pakistan, Thailand).</b>
<b>Progress achieved and challenges faced</b>
<p>There has been good progress on advocacy across all of our education programmes, including the six PPA sample countries. Examples are</p> <p>VSO has <b>influenced government policies or initiatives to support and expand training systems</b> to meet in-country demand for qualified teachers in five countries. In Ethiopia, VSO volunteers working in in-service teacher training were engaged in the review and development of the national Continuous Professional Development programme.</p> <p>21 advocacy volunteers (including 3 UK MPs) working with 18 <b>education civil society organisations and teachers unions</b> in 10 countries (including Ghana and Pakistan) have helped to bring the voices of teachers and disadvantaged communities to national level policy discussions.</p> <p>Two of VSO's Education programmes Cambodia and Thai-Burma, have <b>raised the regional profile of their work on inclusive education</b> and both presented papers at the UNESCO-APEID Education Conference in Bangkok in March 2009.</p> <p>In Thailand, the advocacy work of VSO and its partner Burmese Migrant Workers' Education Committee has led to an improvement in their relationship with local government, and although the goal of full recognition and <b>registration of migrant communities' schools</b> has not yet been achieved, good progress has been made.</p> <p>As a result of a VSO organised study tour to Kenya for Ghana Education Service (GES) and other stakeholders to find out about how Kenya has integrated the needs of children with disabilities into their educational system, GES is now taking steps to ensure the <b>implementation of their Inclusive Education Policy</b>.</p> <p>There is two-way support between <b>national and international advocacy</b> through shared approaches and building relationships with allies and targets. VSO visibility on teacher issues within the Education Sector remains high and VSO, along with donor and UN representatives have been selected for the Management Committee of the new International Task Force on Teachers for EFA. This task force includes DFID, UNICEF and other international players.</p>

<b>List any documentary evidence of achievements</b>
<p>2008 PPA Baseline Report  2008-09 Education Annual Programme Area Reviews  Attached is illustrative case study - Ethiopia  <a href="http://www.vsointernational.org/story/22566/stories">http://www.vsointernational.org/story/22566/stories</a> <b>ANGUS MACNEIL MP, ADVOCACY ADVISOR - CAMBODIA.</b>  <b>Thai-Burma UNESCO presentation Bangkok 2009</b>  <a href="http://www.vsointernational.org/Images/Managing_Teachers_tcm76-20998.pdf">http://www.vsointernational.org/Images/Managing_Teachers_tcm76-20998.pdf</a>  <b>Managing Teachers Report</b></p>

<b>Indicator 2.6:</b>
<b>An increased level of engagement in school management will be achieved by 4,498 Parent Teacher Associations and Community organisations by March 2011.</b>
<b>Progress achieved and challenges faced</b> Reporting period March 2008 March 2009
<p>The key areas of quality that have emerged from focus group discussions in the six countries in relation to an increased level of <b>community engagement in school management</b> were parental sensitisation on the value of education, improved collaboration with other education stakeholders, meaningful engagement in decision-making processes and inclusion of disadvantaged groups within the parent teacher associations. Some progress has been made against this indicator. Community engagement in education is still a growing area of our work and we are currently supporting 185 partners across all 18 programmes to strengthen education management, systems and resources. Progress has been made as follows:</p> <p>Participation in education management through Parent Teachers Associations and school councils in Cambodia, Cameroon, The Gambia, Ghana, Guyana and Malawi. For example, in Cameroon there has been increased mobilization of resources and timely PTA teachers' allocation payment organised by parents. Across all 6 countries there is increased awareness of the value of education expressed by parents and communities.</p> <p>In six countries there is evidence that parents and communities are increasingly recognising the value of education and actively support <i>all</i> children, such as girls and children with disabilities to attend school. For example in Cambodia, volunteers have supported through school mapping exercises to enhance community responsibility for the enrolment and attendance of all children in the community.</p> <p>The Gambia - Gender equity in School Management Committees (SMCs): More SMC memberships are now 50% female because of the implementation of School Management Manual. In Region Four for example, 64 community members of the SMC were trained and 38 of them were female. The assumption is that they are more likely to consider needs of girls as well as boys in their discussions.</p>

<b>List any documentary evidence of achievements</b>
<p>2008 PPA Baseline Report  2008-09 Education Annual Programme Area Reviews  <i>Attached is an illustrative case study from Cameroon</i></p>

<b>What is the likelihood that Strategic Objective 2 will be achieved?</b>	<b>1</b>
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<b>Strategic Objective 3:</b>
<b>Disabled People's Organisations at national and local level increase their capacity to raise awareness of women and men with disabilities, on how to access to their rights to education, health, livelihoods and participation in decision-making in 13 countries.</b>
<p>Based on VSO's annual Programme Area Reviews, we are reporting on both set for this objective. The first focuses on the capacity of Disabled People's organisations (DPOs) to engage with disabled people and reach out to more members, and the second on tangible changes in the lives of disabled people as the end result of DPOs capacity to increase disabled people's access and awareness of rights. The indicator is the increase in the number of members benefiting.</p> <p>The two indicators were chosen following the observation that in the countries of operation DPOs are the only providers of disability rights awareness, both amongst disabled people and amongst the general population and that therefore the most effective way to increase disabled people's awareness of their rights is to support the capacity of DPOs. DPOs are membership organisations of disabled people. Currently DPOs capacity to raise awareness amongst disabled people is limited by their presence outside capital cities and by their therefore limited capacity to reach disabled men and women in rural settings.</p> <p>This report will focus on reporting against the first indicator. We currently have strong evidence of progress towards the first indicator, and we are working on the assumption that this results in success towards the second. This assumption has been verified by the results of focus group discussions held during the process of developing baselines and will be further tested in the final evaluation.</p>
<b>Indicator 3.1:</b>
<b>Increased capacity will be achieved by at least 26 National Disabled People's Organisations (DPOs) in 13 countries by March 2011.</b>
<b>Progress achieved and challenges faced</b> This report covers the period between March 2008 and March 2009.
<p><b>Excellent progress</b> has been made against this objective. Different aspects of capacity where progress has been made are:</p> <p>DPOs in 12 countries improved their strategies to <b>represent their members</b> at community level. In countries where the disability movement is still young, such as in Vietnam and Guyana, we supported the establishment and registration of new DPOs. In countries where the disability movement is more mature, VSO supported the improved collaboration amongst DPOs and their greater reach in rural areas. The Rwanda Union of the Blind opened eight new branches; the National Federation of Disabled People in Namibia opened three regional offices.</p> <p><b>Progress on inclusion</b> During the process of developing the baseline, 20 DPOs in the 6 sample baseline countries (Rwanda, Kenya, Uganda, Nepal, The Gambia) scored their organisational capacity in appropriate areas using the inclusion proxy indicator. As a result all organisations have expressed commitment to improve their self-scoring on the inclusion scale. VSO is supporting these organisations to deepen their understanding of inclusion and to respond to beneficiaries. For example, The Gambian Federation of Disabled People has been re-activated and represents seven DPOs. It now has a constitution and a board that for the first time in its history comprises both men and women.</p> <p>DPOs have also been supported by VSO to have a <b>stronger united voice at national</b></p>

<p><b>level and to implement joint advocacy</b> strategies. In most countries the focus for joint advocacy strategies has been either the ratification or the domestication of the UN Convention on the Rights of Persons with Disabilities.</p> <p>For example, in Rwanda the joint advocacy of DPOs supported by VSO volunteers resulted in disability being included by the Ministry for Local Development in the social protection policy, in the plans for a national disability census and in the completion of five draft ministerial decrees for disability law.</p>
<p><b>List any documentary evidence of achievements</b></p>
<p>2008 PPA Baseline Report  2008-09 Disability Annual Programme Area Reviews  <i>Attached illustrative case studies are The Gambia, Ghana, Vietnam, Guyana</i>  There is also an external evaluation of the DFID funded disability programme in Rwanda.</p>
<p><b>Indicator 3.2:</b></p>
<p><b>Increased awareness and knowledge and access to services that realise their rights to education, health, livelihoods and participation in decision-making* is realised by 64,592 women and men with disabilities in 6 sample countries by March 2011.</b></p>
<p><b>Progress achieved and challenges faced</b> This report covers the period between March 2008 and March 2009.</p>
<p>The baseline showed that 36,811 women and men with disabilities are reached by partners in 6 sample countries and an increase of 27,711 disabled people is envisaged. This is the estimated increase in membership of the partner organisations. The results will however not be known until the baseline is re-visited September 2010.</p> <p>The process of developing a baseline for this indicator demonstrated that being members of a DPO results in an increased awareness of rights and access to services (see above explanation of chosen indicators). Early evidence has shown some progress against this indicator. VSO successfully supported DPOs in increasing their reach and their advocacy strategies, hence increasing disabled people awareness of rights and services.</p> <p>Programme reports show further evidence that DPOs and parent groups (parents of children with disabilities) have brought tangible changes to the lives of disabled people with whom they have been in contact. For example, in Rwanda disabled people have been supported by AGHR (Organisation d'Appui aux Groupements communitaires des Handicapes du Rwanda) in forming small cooperatives to produce for income and 2,230 disabled people have been elected as local representatives for the national federation of disabled people (FENAPH). Furthermore FENAPH representatives supported groups of disabled people to secure resources through the district budget allocations.</p> <p>The six sample programmes reported increased DPO advocacy capacity and an increase in joint advocacy initiatives. It is predicted that in 2010 focus group discussions will provide further evidence that the increase in advocacy capacity has <u>translated</u> into an actual increase in awareness amongst disabled people.</p> <p>Challenge: Although VSO works with many DPOs the number of disabled people reached is still very small when compared to the number in the general population and the still greater proportions (20%) within the poorest groups. The challenge is to include people with disabilities in all programmes.</p>
<p><b>List any documentary evidence of achievements</b></p>
<p>2008 PPA Baseline Report  2008-09 Education Annual Programme Area Reviews</p>

Attached illustrative case studies are Guyana (YouTube clip in Section A), Kenya, and Rwanda. The latter is an external evaluation of DFID funded disability programme.

**What is the likelihood that Strategic Objective 3 will be achieved?** 2

**Strategic Objective 4:**

Raise development awareness within the UK

VSO is able to report on all indicators, using data collected on a regular basis.

Building development awareness is integral to VSO's vision and purpose. Working for global change and a global community where people of all cultures are seen as equals, learn from each other and share a common sense of rights and responsibilities as global citizens lies at the heart of VSO's organisational strategy. Indicators were originally chosen to reflect the range of impacts.

This year, VSO volunteers, returned volunteers, supporters, partners and staff have made a significant contribution to building development awareness in the UK, and more than 142,000 individuals across the UK have become more development aware.

95 per cent of UK Returned Volunteers attending weekend events now commit to undertaking a development awareness activity. This translates to activities carried out by over 400 volunteers, and their impact and reach are tracked closely by VSO.

In all instances we have been able to distil 2008-09 baselines from VSO UK's Public Engagement Team targets and established clear criteria relating to exactly what and who will be measured over the next three years. Given the approach to indicator setting, the baselines have been derived from our existing data capture processes where all engagement activities are logged on a VSO database. At the end of 08/09, we have exceeded baseline figures for all indicators but are retaining the original 2008 PPA baseline in this report.

One of the challenges and opportunities that arises from clear data capture and a fresh, coordinated and proactive approach to returned volunteer, partner and supporter engagement is that agreed targets have been substantially exceeded in Year 1. This raises the question of reviewing and revising targets for subsequent years in the light of the performance in Year 1.

**Indicator 4.1:**

**15,000 learners within the education sector learn more about development awareness**

**Progress achieved and challenges faced** Reporting period March 2008- March 2009

**Target Year 1: 5,000. Achieved: 16,787**

Learners include school, college, and university students, adult learners, teachers and other education professionals.

The majority of learners within the education sector in the UK have been reached through VSO Returned Volunteers and supporters working in schools and colleges. For example, returned volunteers in Birmingham ran an inter-faith event for children who would otherwise not engage with other cultures and faiths. For VSO, this demonstrates the synergy between raising development awareness in the UK and encouraging social cohesion within multi cultural inner city communities. Organisers' motivation in creating this event was concern about social tensions and the insularity of their community on returning from overseas with VSO.

Similarly in Glasgow, teacher Laura Lui was the catalyst behind a sequence of development awareness raising events in her school focused on international development, diversity and justice and reinforced the importance and reality of social cohesion.

Entrants to the **VSO Student Prize** also provided an inspiring range of ways that development awareness in a school community is being both raised and sustained over longer periods. Prize-winners ranged from 7 to 17. The award also highlighted the impact of teachers and head teachers in creating a learning environment in which the global dimension is accessible to all and flourishing. DFID minister Ivan Lewis and a group of local MPs (from the prize winners' constituencies) applauded the work of these students, their teachers and parents at a memorable event in November 2008 at the House of Commons.

Challenge: To increase engagement with schools not currently responding to the global dimension and social cohesion imperative. It is vital that we connect with these "hard to reach" school communities and regions e.g. rural non multi cultural areas, special needs schools to avoid simply "preaching to the converted."

**List any documentary evidence of achievements**

*Illustrative studies are attached:*

*Faith and fun: social cohesion in Birmingham*

[http://www.green.tv/vso\\_active\\_communities\\_1](http://www.green.tv/vso_active_communities_1)

*VSO Student Prize youngest winner, (Beth Cullen)*

*Featured in VSO Lifechanges (Winter 2008-09)*

*Diversity and equality at school in Glasgow (Laura Lui)*

VSO Raiser's Edge data base

**Indicator 4.2:**

**10,000 people through project or partner working learn more about development awareness**

**Progress achieved and challenges faced**

**Target Year 1: 5,000. Achieved: 11,597**

Development awareness has been raised through the work of returned volunteers, supporters, community groups and partners. The focus of activity has been on a range of community and campaign action projects and events across the UK. For example, all VSO Youth for Development volunteers complete a Global Action project on their return to the UK to raise development awareness supported by the UK Public Engagement Team. Youth for Development volunteer, Tom Wipperman, on his return from Bangladesh organised a photographic exhibition in London highlighting the lives of Bangladeshi rickshaw drivers. His passionate and informed contribution is typical of a range of more than 80 such projects. Long term and short term returned volunteer involvement has also grown in this way as the expectation and opportunity for raising development awareness has been embedded throughout the volunteer journey for all VSO volunteers.

Diaspora partners such as African Foundation Stone and Asian Foundation for Philanthropy have been integral to the achievement of this target. Working with our partners we have shared a common menu of engagement tools and mutual learning to embed development awareness through the volunteer journey and to maintain the engagement of returned volunteers.

Although in its first year, the early signs are very encouraging, particularly in terms of reaching Diaspora communities e.g. African Foundation Stone “Change the world from Walthamstow” is an inspiring example of effectively engaging the local community. Their event was attended by the Secretary of State, Douglas Alexander.

**List any documentary evidence of achievements**

*Illustrative case studies attached - Bangladeshi Rickshaw Pullers: Driving with Dignity ;  
Change the world from Walthamstow;  
African Foundation Stone partnering with VSO*

VSO Raiser’s Edge data return

<b>Indicator 4.3:</b>
<b>20,000 people become more development aware</b>
<b>Progress achieved and challenges faced</b>
<p><b>Target Year 1: 5,000. Achieved 109,500</b></p> <p>The data in 4.3 focuses on reach to the wider general public. By definition, this section differs from the other three. It includes those receiving development awareness messages through <i>requested</i> supporter communications (e.g. VSO <i>Life Changes</i>, <i>Get Involved</i> with VSO activity packs), visitors to the <i>Get Involved in the UK</i> pages of the VSO website and active VSO online community members.</p> <p>The requests for this type of communication and web site visitors have grown in the last year. The content has focused largely on case study examples of how VSO returned volunteers and supporters have sought to make a difference in their own community by raising awareness of international development. In that way our goal is to inform, inspire and motivate others to become aware and then involved in development awareness themselves whether that entails an attitudinal change, a small personal life style choice or more active engagement in seeking others to become more aware.</p> <p>The challenge lies in seeking to track the impact of those communications on prompting individuals to take the next step. We are working on ways to measure who subsequently become proactive in development raising activities because of these first communications.</p> <p>Challenge: This is the only section where it is not possible to ensure there is no double counting within the data although figures exclude general ‘hits’ to the VSO website or any wider media circulation figures from press or broadcast coverage. The challenge is to strike the right balance in reporting and capturing the data: maximising breadth of impact across the UK without undermining the depth and authenticity of that impact.</p>
<b>List any documentary evidence of achievements</b>
<p><i>Attached illustrative case study: Extracts from VSO Get Involved Pack 2008 - Active Communities</i></p> <p>Web page communications  <a href="http://www.vso.org.uk/get">www.vso.org.uk/get</a>      <a href="http://www.vso.org.uk/actnow">www.vso.org.uk/actnow</a></p>

<b>Indicator 4.4:</b>
<b>2,000 VSO supporters take action to raise development awareness</b>
<b>Progress achieved and challenges faced</b>
<p><b>Target Year 1: 500. Actual 4,572</b></p> <p>Included within this indicator is a community of both VSO Returned Volunteers and supporters who are active global citizens working together across the UK to increase understanding of international development issues. They engage others in taking action to raise development awareness in a multiplier or ‘ripple’ effect.</p> <p>Those taking action include active communities’ champions, campaign supporters, VSO supporter group members, Youth for Development and Global Xchange volunteers, and Parliamentarians. The latter is under the auspices of the VSO “Polvol” initiative involving UK MPs who spend a short time overseas in roles that maximise their skills and status as parliamentarians.</p> <p>“As an MP representing many individuals from the Nigerian Diaspora, the placement gave me an understanding of Nigeria, its beauty, culture and its problems that I could not have gained from an official visit. As a policy maker, I have gained practical experience of the difficulties of achieving the Millennium Development Goals in a developing country.” Sarah Teather MP</p> <p>“It has opened my eyes to poverty and development “ Angus McNeil MP</p> <p>1900 (43.5%) of the 4572 supporters are VSO returned volunteers. For example, one such Returned Volunteer took action to raise awareness and challenge stereotypes of Rwandan and African life on returning to her home community on the Isle of Wight. However, it is interesting to note that a growing number of people have not been overseas with VSO. e.g. one supporter, ‘development aware’ through her daughter’s link with VSO contributed to the <i>VSO Help Women Help the World campaign</i>. She organised a development awareness-raising event in the centre of Lincoln and supported by the Public Engagement team, the event attracted press coverage, and engaged shoppers in the issues.</p> <p>The ‘ripple’ effect of returned volunteers cannot be underestimated. It presents a continuing challenge to investigate and build on their reasons for involvement.</p>
<b>List any documentary evidence of achievements</b>
<p><i>Illustrative case study attached: Challenging stereotypes: Rwanda and the Isle of Wight</i></p> <p>VSO data base Raiser’s Edge</p>

**What lessons are being learned from this PPA?**

**1. Knowledge generation and dissemination of knowledge**

At the heart of VSO's approach to development through volunteers is sharing knowledge internationally, and nationally, through volunteer strengthening of partner networks and shared generation of knowledge. The lesson from the current PPA is that the non-earmarked nature of the PPA funding mechanism has strengthened this people centred participatory approach to development. It enables VSO to work with partners without imposing conditions and targets that do not strengthen partner capacity to deliver their pro poor objectives. In addition, the PPA offers resources that can be used for knowledge generation and dissemination at partner, national and international level. VSO also disseminates knowledge where this can strengthen the sector. Examples in this area span the range of VSO's work. Some illustrative examples are given below.

National:

- The UNAIDS request for support from VSO Bangladesh in the development of their HIV and AIDS work place policy– supporting both organisations efforts to make gender sensitive work place policies recognised as a critical response to the pandemic.
- In Kenya (*see disability case study attached*) DFID has funded VSO's support for inclusive education, and this has enabled VSO to develop sufficient technical expertise in this area to advise the ministry at a national level. The scale up of inclusive education to a national level is also funded by DFID. There has been a multiplier effect in Ghana where VSO organised a study tour to Kenya for the Ghana Education Service (GES). The purpose was to find out how Kenya has integrated the needs of children with disabilities into their educational system, and GES is now taking steps to ensure the implementation of their Inclusive Education Policy.

International:

VSO draws together partner, volunteer and staff learning from its six development goals to identify good practice. This is disseminated as widely as possible. VSO produces a number of papers drawn directly from its grass roots experience and publishes in hard copy, as well as on its website. Reports are listed on page below

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UK:

In addition, support for activities with returned volunteers and supporters actively disseminate knowledge from VSO's grass roots experience overseas. For example we have 4,600 active public campaigners. Methodologically, VSO is sharing its new quantitative monitoring methods for measuring the reach of development awareness with Diaspora partners, the British Council and the Institute of Education's (IoE) Development Education Research Centre. VSO and IoE are also collaborating on a piece of innovative research to study the longitudinal impact of VSO volunteers raising development awareness on return to UK. This will build on *The Impact of Returned International Volunteers on the UK: a Scoping Review (Institute of Volunteering Research, April 2008)*

**2. VSO impact** DFID has always recognised the importance of advocacy for achieving impact. The strategic nature of the PPA grant provides has provided

resources for **advocacy**, and DFID as an agency has always made the value of advocacy clear. VSO approaches advocacy as follows: international advocacy must be rooted in programme work, and national and local advocacy must be woven into programme delivery. Volunteers are at the heart of our evidence-based approach to advocacy, and they are motivated by contributing to long-term change. Examples of the advocacy successes VSO has seen within the period of the PPA include: increases in teacher salaries in both Zambia and Rwanda, the opening of the first national HIV and AIDS treatment unit in Nepal, the official recognition of the disability movement at national level in Ghana, Namibia, The Gambia and Kenya, and the recognition of the importance of teachers in international decision making by bi- and multi-lateral agencies.

VSO's impact at partner and beneficiary level is increased by an ability to **plan effectively** as an organisation. The current PPA has helped VSO realise the benefits of holistic planning that is not constrained by the silos characteristic of institutional funding. The flexibility of the PPA also enables VSO plan responsively with partners, generating shared pro poor change objectives.

Increasing the **scale** of our work is another key learning from the PPA mechanism in the last six years Unrestricted funds are vital for the capacity to source, and to match external funds. These initiatives have proved very successful for VSO (see section A above).

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'Walking the Talk' (on gender and HIV and published jointly with Actionaid - another PPA recipient)

[http://www.beso.org/Images/HIVAIDS%20Walking%20The%20Talk\\_%20Putting%20Women\\_s%20Rights%20At%20The%20Heart%20Of%20The%20HIV%20and%20AIDS%20Response%20Feb%2008\\_tcm8-13593.PDF](http://www.beso.org/Images/HIVAIDS%20Walking%20The%20Talk_%20Putting%20Women_s%20Rights%20At%20The%20Heart%20Of%20The%20HIV%20and%20AIDS%20Response%20Feb%2008_tcm8-13593.PDF) as well as policy briefings on Gender and HIV.

*Managing Teachers* (policy recommendations on systems strengthening relevant to teachers and

published jointly with Centre for British teachers)

[http://www.beso.org/Images/MT\\_\(v4\)\\_tcm8-17563.pdf](http://www.beso.org/Images/MT_(v4)_tcm8-17563.pdf)

and thirteen national advocacy reports on voice and conditions of teachers,

VSO Disability Mainstreaming guide

[http://www.beso.org/Images/position\\_papers\\_including\\_disabled\\_tcm8-1602.pdf](http://www.beso.org/Images/position_papers_including_disabled_tcm8-1602.pdf)

Programme positions on Secure Livelihoods

[http://www.vsointernational.org/Images/VSO\\_and\\_Secure\\_Livelihoods\\_tcm76-21054.pdf](http://www.vsointernational.org/Images/VSO_and_Secure_Livelihoods_tcm76-21054.pdf)

Education, and Disability (with health forthcoming)

## Partnership with DFID

### 1. Have your expectations of the MAF been met in this reporting period? What has been the level of mutual engagement between you and DFID?

VSO has welcomed the MAF as it built on previous relationships and joint working with DFID. We have had different levels of engagement on different aspects:

*DFID acknowledgement* – VSO has increased its acknowledgement of the key role of the PPA in enabling it to carry out its work overseas and in the UK. This acknowledgement now includes placement of the DFID logo on UK and international websites (where we have 86,000 visitors every month), submission of case studies for the DFID website, VSO supporter publications (such as *Lifechanges*) and the VSO annual review.

*Channels of communication on advance information on VSO campaigns and advocacy activities* have been straightforward to establish, and there is mutual trust in these areas. One example was the VSO campaign for a new UN agency for women.

*Policy Division relations* – These have continued to be excellent (see below) in areas where VSO has more capacity. For example in HIV, VSO is leading work with DFID on developing a set of key indicators on Care and Support for endorsement by the UNAIDS Monitoring and Evaluation Reference Group in November 2009. The impact of this will be that more multi lateral funds will be allocated to support for carers, and this represents fundamental change to a donor analysis where women's unpaid work is considered by donors to lie outside their support for health systems. In education, VSO staff have led the Global Campaign on Education engagement with DFID's Education Skills Team about DFID's thinking on education quality, and in structuring quarterly meetings with Ivan Lewis to discuss progress on DFID's education aid programme. Working together means more effective use of UK funds on education. In addition, VSO has found DFID staff very supportive of our participation in education policy fora – as DFID is a leading player in these international decision making processes e.g. UNESCO High Level Group in Oslo, Civil Society panel discussion at World Bank /IMF Spring Meetings in Washington, and the Teacher Task Force (where VSO has been selected for its steering committee).

These policy division relationships have not yet developed further as a result of MAF (e.g. meeting Heads of Profession, and the Head of Stakeholder Engagement) but the process is ongoing.

*In country relations* – VSO country offices almost always have a relationship with the DFID country office but these vary in intensity from active collaboration and funding to sharing contacts. For example one useful way to share thinking has proved to be when VSO teams participate actively in DFID country level consultations and enquiries e.g. Uganda, Nepal and Vietnam. DFID also encouraged local partner and NGO submissions to the International Development Committee enquiry into DFID's work in Nigeria, and VSO is giving evidence in July 09 sessions based on its submission.

*Collaborative DFID engagement with other PPA partners* VSO believes in scaling up through working in alliances, and some examples have been:

- In India VSO is part of the DFID funded IPAP consortium on HIV on disability with Christian Aid, Oxfam, Actionaid, Wateraid, Skillshare and Save. There are different leads for different strands of work and VSO is supporting other members to

mainstream disability.

- Collaborative work with Actionaid on HIV and AIDS in Nigeria
- Sharing education experience with Save the Children in Nepal
- Informal networking with INGOs in Kenya in disability e.g. World Vision

*Civil Society team in UK* There is an excellent relationship between the civil society team staff responsible for PPAs and VSO. This is based on genuine transparency and a desire to see meaningful participation by agencies in receipt of a PPA by the civil society team. For example the utilisation of BOND as the representative network for NGOs in designing reporting processes has been very effective.

**3. What has worked less well? What has worked less well? What suggestions do you have for more effective partnership in future?**

Partnerships between VSO and DFID country have worked well where there is a clear mutual benefit (see examples above) and have worked less depth where there is no specific shared activity. The latter may result in a number of meetings but do not continue for an extended period of time.

VSO's suggestions for the future are that current good relations are continued and that

- MAF is formalised with the country offices proposed in consultation, and using PPA Impact Assessment findings as a basis for dialogue. In Disability these were Nepal and Rwanda, in HIV and AIDS, Malawi, Mozambique, Nepal, and Zambia, and in Education, Ethiopia and Ghana
- Policy Division meetings in UK are also formalised e.g. with Heads of Profession
- There is feedback on VSO's PPA reports both to ensure quality, and to allow adaptation as needed.

Provide evidence of how your organisation demonstrates good corporate governance, whether this has changed as a result of the PPA, and if so how.

**Changes as a result of PPA:** One area where the PPA mechanism has strengthened our organisation has been the capacity to respond to a long standing organisational aspiration to report on key elements of operational effectiveness that directly lead to programme impact. This *Quality Framework* has been part of a comparative NGO study by the London School of Economics and found to be best practice in the sector.<sup>3</sup> This has also felt very much in line with aspirations of the sector on effectiveness.

- 1. UK equalities legislation on disability, gender and child protection** VSO complies with all equalities legislation on disability, gender and child protection. Specifically we have been awarded the two ticks disability symbol in our recruitment and employment practices in recognition of a proactive approach to employing disabled people. The symbol makes it clear to disabled job seekers that we welcome applications from them and that we are positive about their abilities. It also shows existing employees that we value their contribution should they be, or become, disabled. We also ensure that we conduct criminal records checks for any staff whose role brings them into contact with vulnerable people such as children. VSO has an established child protection policy that is applied to volunteers overseas. We regularly monitor our gender statistics (which show an equal spread of women and men at different levels of the organisation in the UK), and ensure that diversity is supported in our employment policies and practices.
- 2. Environmental Impact** In line with VSO's commitment to reduce our impact on the environment, we have focused on 3 objectives:
  - Reducing the number of flights for staff travelling on VSO Business – We have achieved a 60% reduction over two years for regional flights within the UK and between the UK and the Netherlands.
  - Implementing improved waste management systems to discourage landfill and promote recycling - We have, effectively, reduced our landfill waste by 30% and increased our waste recycling by 50%.
  - Reducing carbon emissions for staff Journeys to Work - we have improved facilities for staff wishing to cycle to work and we have launched a 'Ride to Work' scheme to enable staff to purchase cycles and equipment at discounted rates using a VSO loan repaid direct from their salary over 12 months.
- 3. Governance** VSO ensures compliance with policy and laws through the implementation of corporate policies and procedures approved by the Trustees. Changes to laws and policies, as well as industry best practice are monitored and amendments to existing policies made were required. The Trustees continue to keep under consideration, through a risk register, the risks to which VSO is exposed together with their likelihood and possible effects.

<sup>3</sup> The Quality Framework, and details of the study are available on request.