

Annexe Two VSO PPA Report 2004 -05 Education Core Outcomes

	2005		2004	
	Number of countries with Education programmes (implemented)	21/34	62%	26/38
Number of volunteers working primarily in the Education development goal	553/1374	40%	614/1477	42%
Number of partners VSO is working with in Education development goal	370/1011	37%	n/a	
Satisfaction of employers with volunteers in Education (completing placements)	193/195	99%	n/a	
Specific Education project income	£900,866		£848,218	

Region	Country	Number of partners working in the development goal area	Number of volunteers working in the development goal area	Region	Country	Number of partners working in the development goal area	Number of volunteers working in the development goal area
Southern Africa	Malawi	16	24	Eastern Europe and	Balkans		0
	Mozambique	18	27	East Asia	China	38	74
East Africa	Namibia	22	30	South East Asia	Kazakhstan		0
	South Africa	1	1		Mongolia	11	11
	Zambia*	16	28		Cambodia	15	23
	Eritrea	32	49		Indonesia	1	1
	Ethiopia	38	77		Philippines		0
	Kenya	2	3		Thailand	1	1
	Rwanda*	19	22		Vietnam	14	14
	Tanzania	13	13	South Asia	Bangladesh	3	3
	Uganda	6	12		India		0
	West and Central Africa	Cameroon	13	13		Maldives*	7
Caribbean/Pacific	Gambia	8	18		Nepal*	9	9
	Ghana	24	35		Pakistan*	8	11
	Guinea Bissau	4	6		Sri Lanka	4	4
	Nigeria	10	13				
	Sierra Leone						
	Guyana*	5	6				
	Kiribati/ Tuvalu						
	Papua New Guinea*	12	18				
	Vanuatu						
					Total	370	553

*Countries involved in VSO's Valuing Teachers policy advocacy project.

1. Individual Capabilities

<p>New skills, attitude or knowledge acquired</p>	<p><u>Programme Outcomes</u></p> <ul style="list-style-type: none"> <p>A very positive signpost for VSO is that some of our work with schools has led to parents changing their attitudes to educating disabled children. The children of these parents are now attending school. Vietnam: community outreach work undertaken by a school based volunteer and colleagues led to changes in attitudes among parents of children with disabilities and increased attendance of these children.</p> <p>District supervisors are confident in using new skills to support the delivery of teaching and learning Cambodia: District animators, following coaching by VSO education advisers, have developed skills and confidence to be better able to support the delivery of teaching and learning. Most former animators have now been employed as technical advisors by provincial offices.</p> <p><u>Progress towards outcomes</u></p> <ul style="list-style-type: none"> <p>Students, in schools where VSO teachers and teacher trainers have worked, are participating in class more and are comfortable with the interactive methods teachers use. It is difficult to get valid data about whether their cognitive abilities have developed. Rwanda: Classroom observations indicate an increase in student class participation and requests for discussion questions for use outside school. Students level of interest in science has increased. Eritrea: Teachers use of visual aids has increased students' participation in class as observed by VSO teacher trainers.</p> <p>A core group of students and teachers are more knowledgeable about HIV and AIDS and gender equality, in each school where VSO teachers/ trainers have run or support the running of extra curricular activities Rwanda: School communities have improved knowledge and understanding of HIV & AIDS as a result of 3 provincial workshops for Teachers and 1 national workshop for students as part of the School Prevention project– 89% of teachers said workshop objectives had been fully met, 78% of students said the workshop had increased their knowledge and awareness. 50% of trainers in School Prevention Project are HIV+ and participants reported that this made a significant impact in their understanding stigma and discrimination issues. China: Workshops supported by volunteers and involving PLWHA helped students to increase their understanding of HIV and AIDS</p>
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	<p>and people living with HIV and AIDS. Rwanda: The gendered approach to running the Kivu Writers' Workshop resulted in positive behavioural change: girls were more confident and boys became more comfortable with girls' expression of ideas.</p> <ul style="list-style-type: none"> • A significant number of teachers are using more interactive teaching methods and appropriate learning materials where they have been trained by VSO teachers/ trainers. Malawi: Teacher trainees are using interactive techniques, including visual aids made from local resources in teaching practice. Follow up work needs to be undertaken to support trainees to continue to use techniques when they are teaching. • A few teacher educators who have worked with VSO trainers are demonstrating interactive techniques through their training. An exception to this is the Higher Diploma Programme in Ethiopia, where large numbers of teacher educators have been trained. Ethiopia: With the support of 38 international volunteers, 363 teacher educators completed the Higher Diploma programme successfully, out of the 438 candidates who started in 2003. Higher Diploma teacher educators are employing active learning and continuous assessment methods in the TEIs and in some cases in school classrooms. Student teachers demonstrate increased confidence and are willing to put new methods learnt into practice in schools. • A few teachers, teacher educators and supervisors are committed to and undertaking continuing professional development, where they have worked with volunteers Nepal: Resource people in Makwanpur district are motivated to develop their professional skills e.g. through volunteering to develop their skills in school self improvement. Rwanda: VSO leads a national workshop each year to support teachers in the development of new learner centred classroom methodologies. This year 64 teachers attended without being paid per diems, which is the norm. Cambodia: Teachers are committed to CPD and skill sharing with colleagues. They continued to attend weekly training workshops after EQIP programme funding ended
Changes in practice of colleagues	<p><u>Programme Outcomes</u></p> <ul style="list-style-type: none"> • In a number of schools teachers have developed their skills so that they are able to facilitate student led learning. Tanzania: Pre-primary teachers are using participatory techniques. Classroom observations have shown that students are familiar with these and engaged in student led activities. Cambodia: Teachers use available resources to more effectively support learning. When questioned, students responded that they value more challenging lessons. Classroom observations report more attractive classrooms, effective use of the blackboard, use of TLMs and the development of library areas.

	<p>Rwanda: Teachers are using skills acquired through workshops, in the classroom. Teachers have improved punctuality, preparation, and behaviour towards students. Teachers have confidence in using practical science experiments with locally available materials in 7 schools.</p> <p><u>Progress towards Outcomes</u></p> <ul style="list-style-type: none"> • Teachers and teacher educators who have worked with VSO teachers/ teacher trainers are using more interactive methods in class, but are usually employing only the more teacher led techniques they have learnt, such as increasing their use of visual aids. <p>Gambia: Teachers are frequently using the Model Classroom at the Gambia College and are returning from teaching practice to borrow more resources.</p> <ul style="list-style-type: none"> • A VSO focus on inclusion has led teachers to identify the different learning needs of individual students, including disabled students, and to plan and develop suitable teaching and learning materials. <p>Ghana :Teachers in Nadowli district have recognised the different learning needs of visually impaired students, and started to develop suitable teaching and learning materials</p> <p>Vietnam: Teachers observed to adapt their teaching methods and suggest separate activities for children with learning difficulties in Thai Nguyen province</p>
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2. Organisational Capacity

Service Delivery	<p><u>Progress</u></p> <ul style="list-style-type: none"> • A number of schools are developing the capacity to deliver more inclusive education responding to the needs of children affected by HIV and AIDS; girls and children with disabilities <p>Nepal: In Rautahat district, the head teacher set up special classes for older girls integrating them into mainstream education as they progress.</p> <p>Rwanda/Ghana/ China: Anti-AIDS clubs have been developed by volunteers with colleagues. In Rwanda, Anti AIDS Clubs (AAC) are actively promoted as the main form of peer education within schools, but both MINEDUC and CNLS. VSOR has established a working group of NGO's active in promoting such clubs (World Relief, CARE, RAP, PSI) and the HIV Unit at MINEDUC. This working group used the case study of an AAC at APRED Ndera, where a VSO volunteer had actively promoted a programme of behaviour change activities based on an adaptation of Stepping Stones designed specifically for African secondary schools by VSO</p>
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	<p>Zambia. Ethiopia: A volunteer based in Beneshangul Gumuz REB as a curriculum advisor is working with UNICEF and Water Aid on a surevey of girls' and women's' experiences of school sanitation provision.</p>
<p>Managerial Development</p>	<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Volunteer support on increasing community participation, led to a number of schools employed people centred approaches to the management of education service delivery <p>Cambodia: some communities have a better understanding and involvement in school management in former EQIP provinces Ghana: Bongo district head teachers have negotiated school improvement plans signed off by PTAs of 23 secondary schools.</p> <hr/> <p><u>Progress towards outcomes:</u></p> <ul style="list-style-type: none"> • A few provincial and district education offices are working towards a more strategic approach to the management of education service delivery <p>Rwanda: Kigali Ngali Provincial Education Office staff are prioritising work and following up on action plans. They are starting to coordinate internal and external activities and following through on decentralised strategic planning. They have achieved this through coaching from a volunteer on working and communication practices.</p> <ul style="list-style-type: none"> • An area of less focus has been teacher education institutions but a small number of these are working towards more people centred and strategic approaches to the management of education service delivery <p>Ethiopia: Abi Adi College of Teacher Education and Mekelle University have involved staff in participatory planning and implementation for organisational change. Half the Deans of the Tertiary Education institutions have successfully completed the Higher Diploma Programme. Ethiopians are now leading the Higher Diploma in Bahir Dar University, Mekelle University, Dessie Teacher Training College and Adwa TTC. The Gambia: a groundwork report has been completed that will provide foundation for a staff audit and institutional review and this will improve management policies</p>

Operational Development	<p><u>Programme Outcomes</u></p> <ul style="list-style-type: none"> <p>A few district and provincial education offices have gathered information and used this to improve service delivery. Ghana: The District education office in Bongo district improved its exam result analysis leading to improved school performance and improved performance of girls in the Basic Certificate Examinations. Through increased capacity to analyse data and implement planning, the district education office was able to identify under performing schools and subjects and channel resources to these areas. District performance moved from 53rd to 29th nationally. Nepal: Gaur Municipality's capacity to understand the needs of its student population and develop responsive education services increased through staff developing skills in the collection and analysis of disaggregated data (about gender, caste, ethnicity, language, religion for teachers and students, SMC activities).</p> <p>A few regional education offices have increased capacity to provide head teachers with professional development in leadership and school management Cambodia: Provincial Office of Education in Takeo has increased capacity to carry out its functions of delivering training to head teachers, technical group leaders and teachers. A VSO Education adviser worked with POE staff to develop their confidence and motivation to deliver this training.</p>
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Progress

- **A number of schools, district and provincial education offices are becoming better able to gather information and use this for planning to improve service delivery.**

Rwanda: Kabondoro's school management committee are developing planning and communications across all departments. The systems being used are adapted from the English department where VSO teachers strengthened planning and communications leading to a co-ordinated syllabi for English and full resource banks of materials to support English curriculum.

Nepal: The capacity of Makwanpur District DEO to deliver leadership and management training for Head Teachers has increased through VSO training and coaching of 'Resource Persons' and school supervisors and the co-development of a training pack.

- **A number of schools and a few Teacher Education Institutions are working towards more inclusive service delivery.**

The Gambia: The Gambia College has accepted a module on special education developed by trainers and volunteer as part of teacher education. Discussion about development of sexual harassment policy for staff and students at Gambia College with VSO support.

Malawi: The 6 Teacher Training Colleges include participatory HIV and AIDS training into the timetable, following mainstreaming of HIV championed by volunteers in TTCs

Zambia: A VSO volunteer produced text book 'The Mathematics of HIV/AIDS' was approved by the Ministry of Education, who printed 60,00 copies and distributed it to all schools.

- **Curriculum materials developed with the support of volunteers are being used nationally across schools.**

Pakistan: Two primary teacher trainers were placed with the government organisation, the National Education Foundation... National English curriculum for the Primary Classes in Punjab, now has a teachers manual attached which was developed by the volunteer. The manual illustrates child-centre (low cost/no cost) methodology. The manual is being recommended to the Curriculum Board to be printed and used by all primary schools in the Province.

Vietnam: a training manual on Child Centred methodology in primary education has been developed and was piloted and is in use now in all schools in Vietnam.

Zambia: Teachers, working with a VSO teacher, developed new learner centred maths programme including a text book, which has been sent to every Primary School in Zambia.

3. Policy

National	<p>Outcomes</p> <ul style="list-style-type: none">• Coalition advocacy campaigns based on Valuing Teachers research has led to pro poor changes in education policy implementation in Zambia and Malawi Zambia: <i>Undervaluing Teachers'</i> research publication and lobbying has facilitated significant advances for Zambian teachers. Research on the effect of IMF conditionalities on teachers in Zambia was used as the basis for VSO/ GCE/ Oxfam '<i>Undervaluing Teachers'</i> report and IMF lobbying delegation to IMF/World Bank Annual meetings in Washington – including a Zambian teacher and the General Secretary of the Zambian Union of Teachers. VSO Zambia also assisted with logistics for the follow up research in April 05. On 28th January 2005, the Zambian Minister of Finance Ng'andu Magande announced that he will be: "...progressively allocating higher levels of resources for education infrastructure and service providers. The prime focus will be to address the shortage of teachers". As well as increasing the education budget (from 20% to 24% of total government expenditure), and lifting the wage freeze, the Minister announced plans to employ 5000 new teachers (the public sector wage bill increased from 7.99% to 8.12% of GDP - a move previously blocked by an IMF imposed ceiling on public sector wage bill, which they stipulated, should rise to no more than 8% of GDP). Malawi: The Civil Society Coalition for Quality Basic Education has a strong track record of influencing government, and in the past year has worked with a VSO volunteer to build organisational capacity. In addition, the coalition has researched the implementation of government education plans in Policy Investment Framework (which CSCQBE had strongly supported as a protected PRSP expenditure), and published reports in media exposing lack of progress. The results are as yet unknown but the contribution to good governance is significant.• VSO has supported the adoption of good practice in policy implementation from district to national level Nepal: VSO Nepal is using practice developed at district level to feed into national forum. This has led to good practice being replicated in other districts where there are no volunteers, for example the model of disaggregating data gathered to inform planning taken up by 10 municipalities. <p>Progress</p> <ul style="list-style-type: none">• Valuing Teachers research and messages on teacher 'voice' and morale have been successfully used to initiate national coalitions Rwanda: Building on the report 'Seen But Not Heard Teachers voice in Rwanda' VSO Rwanda has commissioned research from the Centre for British Teachers, into closing the financing gap to enable improvements in the size, morale and quality of Rwanda's teaching force; and are using the research process to help build a new coalition of civil society organisations interested in working together to help the government meet the Education for All goals. Guyana: VSO programme office is taking a leading role in building a GCE national coalition to assist the Ministry of Education to achieve EFA goals. VSO will support the implementation of 'Making Teachers Count' recommendations, specifically through introducing a 360° appraisal system, improve Continuing Professional Development and leadership training, manage a national participatory consultation process concerning the Ministry of Education's Education Sector Plan for 2008-2015 and curriculum relevance; and assist the Guyana Teachers Union to develop
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organisational capacity.

The Maldives: VSO Maldives has entered into a partnership with the Ministry of Education to host a series of Valuing Teachers Steering Group meetings that will be looking at how the recommendations from the Valuing Teachers research in the Maldives can be implemented, with teachers and other stakeholders represented and active at every stage of the process.

- **A combination of staff and volunteers has influenced national education policy so that it promotes more inclusive education service delivery e.g. in education policies and national teacher education curricula that include disabled children.**

Nepal: education stakeholder policy networks have been influenced to shift their focus from access to completion by improving school environments (i.e. infrastructure, T&L materials) to make them more girl friendly

Ghana: VSO Ghana staff have supported the Special Educations Division (SPED) of the Ghana Education Service (GES) at the National level to develop a strategic plan. This was followed up with support of the Division to develop an inclusive education policy for Ghana. The draft policy is ready and is being sent round by the Special Education Division to relevant stakeholders for feedback.

Vietnam: VSO staff and volunteer participation in Ministry of Education and Training's National 10 year Action Planning for the education of children with disabilities.

Cambodia: National level debates and policy documents have increased references to inclusion (disability, HIV, other marginalized groups) as a result of placement with DAC, which aimed to improve its capacity to lobby and influence government policy and practice.

Rwanda: VSO to assist MINEDUC in formulation of guidelines on school discipline. MINEDUC HIV & AIDS Unit activated debate on role of unit in relation to VSO

Malawi: As a member of the Coalition Advocacy Committee, VSO has been involved in campaigning on absenteeism and on equal distribution of teachers in primary schools, plus lobbying for improved terms and conditions for teachers. CSCQBE has been particularly vocal in the push to move back to a two-year teacher training programme in the Teacher Training Colleges. This will be re-established in August 2005 and can therefore be seen as a successful advocacy intervention. The coalition also monitors and comments on Government's success in implementing the Policy Investment Framework and has had an input into the Education Act review. It has also played a role in establishing greater community participation in schools management.

- **Two VSO education programmes are developing work with Trade Unions to develop their operational capacity**

Rwanda: Programme Office staff have developed a volunteer placement with SNEP (Syndicat National des Enseignants du Primaire - the primary teachers union) to strengthen their organisational capacity to advocate for teachers' rights

Guyana: Programme Office staff have developed placements with the Guyana Teachers Union to develop the capacity of the union in its communication with the Ministry of Education

- **VSO staff and volunteers have developed the capacity of education coalitions, leading to the coalitions and VSO having increased voice at national policy level.**

Cambodia: The Ministry of Education recognises NEP's representation of NGO's and has incorporated NEP's input in key policy documents

	<p>e.g. the Education Strategic Plan and Education Sector Support Programme. This was achieved through placement with NEP to support influencing policy and VSO Programme Office support for NEP's strategic planning as board member.</p>
International	<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Internationally coordinated lobbying work led to positive change in teacher conditions at national level. <p>GCE/VSO lobbying of the IMF on economic conditionalities that restricted financing of teachers resulted in the recruitment of 5000 teachers in Zambia, and challenged policy discourse to the extent that IMF published official rebuttal of VSO position. Lobbying on same Financing Teachers issue also brought acknowledgement and a promise of support in G7 debates from Canadian Finance Minister.</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> • Internationally coordinated lobbying activities are working towards the implementation of international agreements governing the employment of teachers. <p>VSO was actively engaged in influencing drafting the Commonwealth Protocol on Teacher Recruitment, which was launched in September 2004 and called on all commonwealth countries to ensure that recruitment of teachers from poor countries is not to the detriment of national education systems. The submission was also published as part of an International Development Committee official enquiry on migration and development.</p> <ul style="list-style-type: none"> • Internationally and nationally coordinated lobbying activities, undertaken as part of the GCE coalition, are working towards meet international commitments to funding the achievement of Education for All goals. <p>GCE UK and Global Action Week 2005: VSO Programme offices and Volunteers organised and took part in events, ranging from launch events and conferences to television programmes, in many VSO countries including Zambia, Malawi and Nepal. UK: The GCE campaign 'Send My Friend To School' has been promoted through the Awareness & Action email (1594), the Global Educators Network email (583), and the VSO website. Campaign workshops were held at RV weekends and with school children at a Hatchend High school. Thousands of buddies have been collected so far, ready to be presented to G8 leaders.</p>