

## Annexe Three Development Awareness Core Outcomes 2004-5

### PUBLIC AWARENESS OF GLOBAL ISSUES IN THE UK IS INCREASED THROUGH BOTH GLOBAL EDUCATION (GE) AND DEVELOPMENT AWARENESS (DA) INITIATIVES

#### 1 VSO will enhance its support to outgoing, serving and returned volunteers (RVs), enabling them to draw on their overseas experience, to increase public awareness and deepen understanding of global issues

	Column 1 Activities	Column 2 Progress towards change: outcomes, trends, challenges	Column 3 Illustrative examples	Column 4 Sources
<b>Support to outgoing volunteers</b>	<ul style="list-style-type: none"> <li>VSO introduced new generic training courses <b>“Skills for Working in Development”</b> in April 2004; 72% (335) of outgoing UK-recruited volunteers attended these</li> <li>91% (391) of UK volunteers attended the Development Awareness course <b>“Volunteers &amp; Development”</b></li> <li>9% (27) accessed the <b>“Volunteers &amp; Development”</b> self-study pack</li> </ul>	<p><b>VSO has improved its training courses. Outgoing volunteers are increasingly well-prepared to:</b></p> <ul style="list-style-type: none"> <li>understand development</li> <li>implement VSO’s approach to development in their placement</li> <li>integrate learning into own behaviour</li> <li>reflect on how to build on this to contribute to a better understanding of development on their return to the UK</li> </ul>	<p><i>“The courses were excellent and confirmed my desire to undertake VSO. They made me stop and think and challenged my attitudes and understanding of development and of how it could be tackled.” Programme &amp; Organisational Development Adviser, Philippines.</i></p> <p>Volunteers and Development course:  <i>“The weekend was fantastic - I have to say that I feel so excited (and privileged) to be taking part in the VSO experience. What really came out from the weekend was the lasting effect that being a volunteer can have back in UK/ Europe idea of advocacy etc. great weekend truly. Please pass on comment to all”</i> China volunteer</p>	<p>Course evaluation by participants after 6 months in placement and the opportunity to reflect on the value of the courses</p>
<b>Support to serving volunteers</b>	<ul style="list-style-type: none"> <li>3 <b>GE workshops</b> given to 48 staff from 29 Programme Offices (from a total of 33) at their induction</li> <li>GE support materials made available on <b>CD-Rom</b> to all staff and serving volunteers worldwide</li> <li><b>Leavers workshops</b> (held in-country for returning volunteers): materials updated to include key GE activities</li> <li>Leavers’ Packs (sent to volunteers in-country 6 months before return) updated to include <b>GE self-study guide</b> for those who cannot attend Workshops</li> </ul>	<p><b>Programme Staff capacity strengthened to support GE in-country</b></p> <p><b>Access to GE support material extended to all staff and serving volunteers.</b></p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>monitor in-country support, identify gaps and support needed</li> <li>ensure support provided to volunteers from different recruiting bases in UK, Canada, Netherlands, Kenya, Philippines</li> <li>link with awareness and action on return</li> </ul>		<p>Programme Staff Induction feedback</p>
<b>Support to returned volunteers</b>	<ul style="list-style-type: none"> <li>478 RVs (all returning UK-recruited RVs) received <b>Resettlement Packs</b> including comprehensive information on</li> </ul>	<p><b>VSO’s resettlement and career support actively promoting ongoing involvement in development and development</b></p>	<p>RV on post-VSO career in development:  <i>“It sounds cheesy, but I would not be able to do my job today, without the experience that I gained with VSO in</i></p>	<p>Resettlement monitoring statistics</p>

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	<p>staying involved in GE</p> <ul style="list-style-type: none"> <li>1149 RVs received fortnightly <i>VSO Jobslist</i> (1106 by email and 43 by post) focussing on roles in development</li> <li>46 RVs attended <b>Careers in Development (C in D) days</b>; new promotional <b>video</b> produced</li> <li>684 volunteer job <b>reference</b> requests received and responded to</li> <li>new project set in train to <b>track RV employment</b> post-VSO</li> </ul> <p>170 RVs (50% of total UK-recruited) attended total of 3 <b>RV weekends</b> with 3 GE plenaries and 30 separate GE workshops on 8 different subjects: ...</p> <p>Advice and guidance on <b>working with the public and the media</b> was offered to all returned volunteers; workshops offered at all RV weekend</p> <p>VSO <b>website pages</b> for Global Education and Advocacy campaigns upgraded and brought together under joint heading <i>Awareness &amp; Action</i>.</p>	<p><b>education</b>  <b>Based on current and previous statistics (03/04 DA questionnaire), in 2004/05 estimated that ~150 RVs went on to work in development and development education</b>  <b>Challenge:</b> improve overview of RV impact in development and development education in workplace, post-placement</p> <p><b>Range and reach of GE workshops extended in response to growing interest from RVs and external partners</b>  <b>Trend:</b> volunteers want more opportunities to look forward and find out about options available to stay involved; reflected in success of optional Saturday GE sessions and Involvement Bazaar attended by external organisations such as Fair Trade Foundation, DECs, UKOWLA, Refugee Council etc</p> <p><b>Average of 25% of RVs attending RV weekends agreed to act as spokespeople and advocates</b>  <b>On average 10 RVs per week were involved in media work especially at local and regional levels</b></p> <p><b>Total number of unique visitors per month to Awareness &amp; Action pages increased 100% from 654 in October 2004 to 1302 in March 2005</b>  <b>Trend:</b> many who want to go on supporting development do not differentiate between raising broad awareness, deepening understanding and taking campaigning action. In recognition of this, working towards</p>	<p><i>Cameroon. An essential part of my job today, is working with people and projects overseas. For example, I travel to Africa several times a year and I daily communicate with my colleagues in Africa, who are working in "the field". To do this, it is crucial that I have a first hand understanding of the pressures that people can face when working overseas, the context of projects, the cultures of different countries and the challenges of working directly on project implementation overseas.</i>  C in D video "inspiring" and "motivational"</p> <p>GE workshops:  <i>'dynamic, informative, thought-provoking'</i>  <i>'gave good ideas on how I can continue to work for change in the UK.'</i>  <i>'really valuable and makes me determined to get involved in some way!'</i>  <i>'good overview of refugee/asylum seeker issues – opened my eyes and dispelled any myths and assumptions (mine and others).'</i></p> <p>December 2004: Gen Broad in <i>Marine Scientist</i> 'I felt my work was genuinely contributing to Philippine communities and the environment, which led to a feeling of professional and personal fulfilment'  January 2005, Justin Highstead on the BBC 1 Lifeline programme; Paul and Hilary Brockway in Northern Echo;  February 2005, Niraj Saraf on BBC Radio London Breakfast show; 4 March 2005 Jacqueline Hill in Daily Express</p>	<p>Evaluations:  Careers in Development days</p> <p>Evaluation forms from RV Weekends</p> <p>Media Relations data collection</p> <p>Website tracking</p>

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Support to RV networks	<ul style="list-style-type: none"> <li>• <b>22 Small Grants for Awareness &amp; Action</b> awarded to fund DA projects in UK. Focus on range of issues: HIV/AIDS conferences on tackling stigma and discrimination; Hands Stand for Education campaign involving 660 adults and children on Teesside; learning exchange between Cameroon and Scotland to raise awareness about role of communities in secure livelihoods; supporting production of greetings cards and educational materials for UK distribution by Ago Lewa Women's Group from Flores, Indonesia</li> <li>• <b>Global Educators Network (GEN)</b> Survey carried out re future Network development.</li> <li>• Three editions of <b>GEs' e-Newsletter</b> sent to all Network members; content broadened beyond formal education</li> <li>• 60 education RVs inducted onto <b>Global Educators Register (GER)</b>; half attending further training to support them in roles in schools</li> <li>• <b>Global Educators Register</b> went live on-line</li> <li>• actively supported UKOWLA (UK One World Linking Association) representing 315 bodies involved in <b>N-S school, faith, community and organisational linking</b></li> </ul>	<p>increased co-ordination where appropriate of Global Education and Campaigns messages and materials.  <b>59% increase in uptake from the previous year</b>  <b>Trend:</b> volunteers well supported in GE during time overseas more highly motivated to remain involved on return eg 12 applications received from Rwandan volunteers, Rwanda being one of VSO offices that most actively supports GE</p> <p><b>GEN expanded to include those working outside formal education. Membership grown as a result reaching 583, an increase of 20% on 03-04</b>  <b>Challenge:</b> to engage these individuals more actively in GE throughout the UK</p> <p><b>Register attracted interest from high calibre education RVs: head teachers, consultants and DE professionals</b>  <b>Learning from previous GE work enabled VSO to produce high quality, replicable inductions and training</b>  <b>60 GEs available to support active development education in schools and surrounding communities across UK</b>  <b>Challenge:</b> to develop this resource and promote as widely as possible across UK</p> <p><b>Mapping of N-S links:</b>  <b>223 UK/Ghana link</b>  <b>65 UK/The Gambia links</b>  <b>139 UK/Uganda links</b></p>	<p>Small grant to two Returned Volunteers from Ethiopia: <i>to fund exhibition 'Speaking For Ourselves' which tackles the ubiquitous image of Ethiopia as a land of drought, war and famine by conveying other views of the country through the words and photographs of some of the country's young people. This highly successful exhibition has been on tour throughout the UK, reaching a wide range of audiences through museums, Development Education Centres, schools and colleges.</i></p> <p><i>'the Network should include active VSO volunteer educators and should not be limited to education in schools'</i>  <i>'I am from a non-teaching skill area and I am very interested in GE. I believe it has a huge role to play in helping to create a more equitable world'</i></p> <p>Global Educators:  <i>'I became a global educator because it just seemed an obvious thing to do, to share what I did when I was overseas and to encourage links between schools here and schools overseas. I think that there's so much that both sides can learn from a link, dispelling myths about developed and developing countries and opening up peoples' horizons'</i>  Inductions and training:  <i>'I thought that the whole day was well facilitated and planned out. I feel positive about staying involved and getting the opportunity to draw on my experience overseas'</i>  <i>'If they're as good as this in the future, with such a variety of sessions, I'll certainly come again. Thank you'</i></p>	<p>Small Grant reports</p> <p>Survey of Global Educators in the Network, September 2004</p> <p>Evaluation of induction days and training event.</p> <p>Mapping reports</p>

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	<ul style="list-style-type: none"> <li>contributed to <b>mapping of N-S links</b></li> <li>facilitated RV and LG involvement in UKOWLA <b>N-S linking</b> conferences and activities</li> <li>59 <b>VSO Local Groups</b>, now totalling over 1900 individual RVs and supporters, involved in 400 community events during the year; 12% of events had DA as primary objective: RVs shared experience with local community groups such as Rotary Clubs and Probus Groups, in County Councils and prisons</li> <li>VSO expanded its <b>RV database</b> with new contact and involvement information on 500 RVs</li> <li><b>RVs Connected</b> (VSO's on-line tool for enabling communications between RVs, VSO and other organisations) upgraded to make search and sort facilities more user friendly; 642 new RVs registered bringing total to over 2000</li> </ul>	<p><b>Conferences:</b>  <b>Ghana - 87 attendees representing 56 links</b>  <b>The Gambia - 63 attendees, 18 links</b>  <b>Uganda - 117 attendees, 42 links</b></p> <p><b>Number of events increased by over one third on the previous year. Improved opportunities overall for increasing development awareness, particularly through community networks and local media coverage.</b></p> <p><b>VSO systems for tracking and supporting RV involvement highlighted</b> (in discussion with other volunteer-sending organisations) <b>as particularly effective and innovative.</b></p> <p><b>50% increase in Registrations on previous year, resulting in better capacity to facilitate self-supporting DA and GE networks</b></p>	<p><b>VSO Mid Surrey</b> brought together 102 VSO supporters for a quiz night to raise awareness of development and £1115 to support a volunteer</p> <p><b>VSO North-East</b> supported the work of a Bangladesh RV to set up a horticultural project bringing <i>'asylum seekers and the local community closer together in order to raise awareness of their situation in the local area as well as in general'</i></p> <p>Information more publicly available and DA networks strengthened:  <i>'As the editor of the Friends of Nigeria newsletter, I have been fortunate to have been able to get in touch with a number of RVs who were in Nigeria back in the 1960s. Contact with them through the RVs Connected in the RV Zone of the VSO Web site was easy and convenient'.</i></p>	<p>UKOWLA Conference reports</p> <p>Local Groups annual monitoring and evaluation and newsletters</p> <p>Spontaneous feedback on <i>RVs Connected</i></p>

## 2 VSO will work in partnership with key organisations in the UK to deliver the Development Awareness agenda

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<b>With development education (DE) organisations</b>	<p>GE team engaged actively with <b>DE sector</b> through:</p> <ul style="list-style-type: none"> <li>activity with 9 of the 11 Enabling Effective Support (EES) networks, particularly the largest EES group, LaSER-GD (London &amp; SE)</li> <li>involving 25% of Development</li> </ul>	<p><b>Sustained engagement with the DE sector has enabled VSO to:</b></p> <ul style="list-style-type: none"> <li><b>remain informed of priorities for development education at strategic and grassroots levels</b></li> <li><b>contribute to policy development</b></li> <li><b>build on its international learning in</b></li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>sharing of learning on M&amp;E for development education at DEA Board level, regional (EES) and local (DEC) levels</li> <li>input into: DfES International Education Strategy; Commission for Africa report; FCO PANDU (Partnership and Networking)</li> </ul>	

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With the formal education sector	<ul style="list-style-type: none"> <li>Education Centres (DEC) in training and professional development events</li> <li>representation on Board of Development Education Association (DEA) and in DEC liaison group</li> <li>support to <i>UKOWLA</i> and <i>BUILD</i> interagency coalition on N-S linking and learning partnerships</li> <li>involvement in activity of Overseas Development Institute (ODI), Development Studies Association (DSA) and DSA Public Faces of Development group</li> <li>30 schools invited to participate in piloting <b>Global Educators Register (GER)</b></li> <li>developed and delivered pilot <b>Ongoing Professional Development</b> modules for 15 education professionals in the DFID Global Schools Partnership (DGSP) programme</li> <li>models for <b>UK placements</b> for education RVs successfully developed with Education Strategist, in consultation with inner city and county LEAs and interested RVs</li> <li>four education managers from Zambia undertook VSO sponsored 3-month <b>Commonwealth Fellowship education placements</b> in schools in London and Birmingham, organised in partnership with CSV Education</li> </ul>	<ul style="list-style-type: none"> <li><b>strengthening development awareness in UK school and communities.</b></li> <li><b>raise its profile and strengthen VSO's voice as a valuable and active partner in the sector</b></li> </ul> <p><b>50% initial response rate from schools GE Register page is now second most-accessed page by schools on the DGSP website, after the Grants for Schools page</b> <b>Challenge:</b> to increase number of schools using the Register, now it is on-line</p> <p><b>Needs assessed; VSO niche defined; RV and LEA interest confirmed</b> <b>Challenge:</b> future funding and status of placements</p> <p><b>Placements contributed to development of citizenship curriculum, focusing on global citizenship.</b> <b>Links subsequently developed between Fellows' schools and those where they undertook their placements</b> <b>Zambian schools included in BBC World Class initiative</b></p> <p><b>Demand for business and management</b></p>	<ul style="list-style-type: none"> <li>Development Unit) civil society strategy</li> <li>providing and promoting development perspectives on N-S community linking activity</li> <li>participation in three All-Party Parliamentary Groups (APPGs) with Secretaries of State Charles Clarke, Richard Caborn and Minister Gareth Thomas</li> </ul> <p>Teacher response: <i>Has accessed the register once - is easy to access and will use it again in the future. Has passed on the details to other teachers in the school (geography teachers)</i></p> <p>What would be your primary motivation for doing a Global Community placement?: <i>'because it is of value, helps me to use my VSO experience constructively'; 'to complete the link between what I'd taken from the UK, learnt overseas + bring that learning back'; 'to deliver a sustainable programme to change negative perspectives between N-S and S-N'</i></p> <p><i>'School linkages and exchange programmes between schools is a strong way the world can reduce stereotypes and harmonize the various cultural differences... People of different origins/countries/races are similar in as far as life aspirations are concerned. The only differences are in levels of their development, which creates a varying environments and behaviour'</i> <i>Zambian Fellow, Reformed Open Community Schools, Zambia</i></p> <p><i>'My three year VSO experience in Tanzania was very</i></p>	<p>Follow-up phone calls to schools</p> <p>Responses from RVs to questionnaire</p> <p>Programme reports</p>
With the	<ul style="list-style-type: none"> <li>strengthened partnerships in <b>business</b></li> </ul>			

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<b>Business Community</b>	<p><b>sector</b> particularly with Randstad, Price Waterhouse Cooper (PwC), Accenture and SAP (IT company)</p> <ul style="list-style-type: none"> <li>coverage of this achieved in range of <b>media</b>, including Daily Telegraph, Metro, Independent, BBC Business Online, BBC Breakfast and Professional Manager, Guardian Work, Project, Recruiter and Wanderlust</li> <li>partnership established with Management Today, <b>UK's leading publication for management</b> (circulation 100,464) with VSO being selected as its Charity of the Year</li> <li>participants in VSO's 03/04 <b>Good Business CSR training initiative</b> invited to report on medium term outputs from workshop and to feed back with suggestions for future events</li> </ul>	<p><b>volunteers seems to be steady (at 200 mark globally)</b>  <b>In small survey of returned business volunteers, 70% agreed with statement that as a result of doing VSO they now raise awareness of development issues; 25% had since moved into jobs in the development sector</b>  <b>Extensive media coverage resulted in wider public awareness of linkages between business and development</b>  <b>Challenge:</b> within business organisations themselves there is potential to do more to raise awareness of development and development issues, working particularly with returned business volunteers</p> <p><b>Limited response, reflecting partly fact that many had actually changed professions.</b>  <b>Challenge:</b> respondents felt that VSO's strategy and niche in relation to CSR need to be clearly defined if VSO is to make more use of growing number of returned business volunteers, including the new <b>beso</b> intake.</p>	<p><i>positive in both personal and professional development. It enabled me to see 'the bigger picture' with much greater clarity than before and allowed me get things in the right perspective..... It gave me much greater belief in myself when I wanted to change career sector and direction."</i></p> <p><i>'Good Business in developing countries has a different definition from Good Business in the Western World ... if we are to enter this arena, then we must be extremely careful to differentiate on good business practise in different cultures.'</i></p>	<p>Media Relations data collection</p> <p>Request for follow-up from former participants</p>
<b>With civil society and community-based organisations</b>	<p><b>7 Commonwealth Fellowship placements</b> for Fellows from Kenya, Nigeria, Zambia and Ghana supported by VSO in partnership with CSV community initiatives in London, Sunderland, Birmingham and Scotland and with UK based civil society organisations:</p> <ul style="list-style-type: none"> <li>coordinator of The Gambian Child Protection Network spent 3 months working with Colchester based Childrens' Legal Centre</li> <li>coordinator of Kenyan SAIPE (Student AIDS Intervention, Prevention and Education), spent 3 months with Widows and Orphans International (WOI)</li> </ul>	<p><b>Successful partnership with CSV consolidated</b>  <b>Challenge:</b> establish systems for monitoring impact of CSV/VSO partnership  <b>Learning from South shared effectively with UK colleagues:</b></p> <ul style="list-style-type: none"> <li>Gambian Fellow developed training manual on advocacy; shared issues and approaches in child rights work with UK colleagues</li> <li>Kenyan Fellow worked alongside UK colleagues to develop understanding of work undertaken in Kenya and learned about organisational development work from UK perspective</li> </ul>	<p><i>"I developed my knowledge of the Gambia, of Cultural differences/challenges and of child rights from an African perspective. The Fellowship challenged my personal viewpoints. I found the experience of hosting a Fellow fulfilling, rewarding and it enhanced my work."</i></p> <p><i>"WOI are interested in hosting another Fellow and felt the exposure to new ideas has been very positive. The Fellow has reintroduced participatory awareness tools and WOI will continue to use the organisational flow chart and organisation chart he developed."</i></p>	<p>Final visit reports extracts</p> <p>Final evaluation meeting</p>

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<b>In the Youth work sector</b>	<ul style="list-style-type: none"> <li>99 young people involved in global education projects through VSO's <b>Youth for Development</b> (YFD) programme</li> <li>projects brought together communities in twenty-one countries throughout Africa, Asia and the Pacific with more than 45 schools and universities, 40 community based organisations (from homeless groups, residents in nursing homes to young offenders) in UK and Ireland.</li> <li>YfD volunteers worked in cooperation with local education authorities, district councils and in partnership with DECs to develop resources and training for use by others within their local communities.</li> <li><b>World Youth team</b> developed new <b>Global Exchange</b> partnership with CSW and British Council to run peer learning exchanges between UK and developing countries with renewed emphasis on developing active global citizens</li> <li><b>World Youth team</b> brought together 54 young people from UK, Indonesia and Nigeria into 3 teams of 18 to work for 3 months in host communities in Hounslow, Luton and Birmingham then Indonesia and Nigeria. Over 30 UK organisations and 30 homes hosted pair of international volunteers</li> </ul>	<p><b>Involvement of YfD volunteers in GE projects before, during and after overseas placement meant marked increase in numbers of people in UK communities becoming involved.</b></p> <p>Stakeholders have had the following views about the benefits:  <i>'The experience was a rich one that further developed our children's understanding of the wider world'</i> (Hoylandswaine Primary School, Sheffield)  <i>'The project provided a very concrete link for the parish &amp; a focus for action'</i> (St. Michael's's Roman Catholic Church, Preston)</p> <p><b>Challenge:</b> maintaining regular communication with GE supervisors whilst overseas</p> <p><b>In Hounslow: UK/Nigeria volunteers fostered greater understanding of development issues in local community</b> eg Malborough Primary School, Isleworth: volunteers devised series of educational activities about Nigeria, school establishing link with Nigerian school</p> <p><b>In Luton: UK/Indonesia exchange volunteers worked on range of community placements</b>, including learning support centre, Islamic school, Bangladeshi Youth League, Luton Council of Faith and Bedfordshire African Community Support Centre</p> <p><b>Used as best practice example of how to expand volunteering opportunities for youth in government's Russell Commission report</b></p>	<p>Returned YfD volunteers:  from Bangladesh: <i>'My GE project aimed to raise awareness among the children at Paternoster school (a school for children with learning difficulties with about 40 pupils) about the lives of children with disabilities in Bangladesh. This was done primarily through story telling; writing stories and an audio recording. My project has been so well received that the school is hoping to share what they have learnt with others in the local district.'</i></p> <p>from Papua New Guinea:  <i>'The GEP also gave me a chance to re-think and evaluate the things that I thought I had learnt whilst overseas. It provided me with an opportunity to talk with the general public, people who I would not normally communicate with, and discuss issues and exchange thoughts.'</i></p> <p>UK GE project supervisor: <i>'We hope to stay in contact with the volunteer and VSO as they offer such an insight into the links that do exist between seemingly different communities'</i></p> <p><i>"It was interesting and inspiring to share our home with the Indonesian volunteer during Ramadam – firsthand experience of the discipline and devotion of their faith"</i> Host in Birmingham</p> <p><i>"We have benefited from the volunteers' enthusiasm, skills and inspiration ... the project staff and children have received big injection of energy and life!"</i> Good Shepherd Youth and Community Project, Hounslow</p> <p>International youth volunteering can foster <i>"mutual respect rather than sending the misleading message that young Britons can solve projects that are somehow beyond young people in developing countries."</i></p>	<p>YFD GE project reports</p> <p>Programme reports</p> <p>Russell Commission report</p> <p>Extracts from host organisation report</p>
<b>With Local Government sector</b>	<ul style="list-style-type: none"> <li>Two <b>Commonwealth Fellowship placements</b> for Zambian District Administrative Officers took place in partnership with Somerset County Council focussing on participation and governance</li> </ul>	<p><b>Staff in Somerset reported increased understanding of issues in Zambia including learning about tools and approaches utilised there to increase public participation</b></p>	<p><i>'it was a joy to welcome Henry and Zachary. They were a breath of fresh air and provided new insights, as well as posing challenging and probing questions. For Somerset, the future value of modern international linking will be about technical and social exchanges that trigger learning developments that ..</i></p>	

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	<ul style="list-style-type: none"> <li>Zambian Fellows spoke at local schools and share their experiences with the pupils</li> </ul>		<i>match corporate aims and the objectives set out in the Somerset Strategic Partnership Vision and Community Strategy. The fellowship placements fully meets these criteria' Somerset CC</i>	

### 3 VSO will encourage Returned Volunteers and supporters to contribute to campaigns and advocacy, working in partnership with other organisations

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Activity and partnership in Education	<ul style="list-style-type: none"> <li><b>Global Campaign For Education</b> (GCE) campaign actions ('Missing An Education', 'We Need A Teacher' and 'Send My Friend To School') promoted through Awareness &amp; Action email (1594), Local group e-newsletter (1770), Global Educators Network e-newsletter (583), VSO Update email (7000), Education Volunteers email newsletter (4000), Lifechanges magazine (39,197), Returned Volunteers Weekends, education volunteers (560) and VSO's Education Programmes (21).</li> <li>VSO took leading role in UK GCE Coalition, e.g. responsibility for design, production and distribution of 'We Need A teacher' leaflet and email; worked with GCE members to distribute total of 675,000 to their members.</li> <li>In January 2005 GCE and UNESCO education reports and planning packs for Global Week of Action distributed to all VSO's education programmes (21) and education volunteers (560).</li> </ul>	<p><b>The total number of campaigns messages delivered for any one education campaign action was approximately 54,725 (compared to 5228 for 2003/4), representing a 1047% increase in message reach.</b></p> <p>On 28<sup>th</sup> January 2005 <b>Zambian Minister of Finance Ng'andu Magande announced plans</b> to:</p> <ul style="list-style-type: none"> <li>increase education budget (from 20% to 24% of total government expenditure)</li> <li>lift wage freeze</li> <li>employ 5,000 new teachers in 2005 (from 9,000 unemployed teachers)</li> <li>pay outstanding housing allowances for public service workers</li> <li>increase public sector wage bill from 7.99% to 8.12% of GDP</li> </ul> <p><b>Estimated 350,000 'friends' made in UK for Send My friend To School</b> (towards 1 million total to be presented to G8 leaders at G8 Summit, July 2005)</p>	<p>Ng'andu Magande 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."</p> <p>Ralph Goodale, Canadian Finance Minister, wrote on 31<sup>st</sup> January 2005:  <i>"Thank you for your correspondence of November 8, 2004 regarding the serious debt burdens facing many of the poorest countries, particularly in Africa... Canada is therefore very much in favour of taking additional action on debt relief. ... Although achieving a consensus will not be easy, I can assure you that Canada will do its part to work constructively towards a solution. Thank you again for taking the time to make me aware of your views on this very important matter."</i></p>	<p>Zambia Programme Office</p> <p>Email to GCE Supporter</p>
Activity and partnership in HIV & Aids	<ul style="list-style-type: none"> <li><b>VSO campaigns actions:</b> Letters to the World Health Organisation (WHO) and Stop AIDS Campaign (SAC)</li> </ul>	<p><b>Total number of messages delivered on each campaign totalled approximately 50,204 (from 5228 in 2003/4), representing</b></p>		

	Column 1 Activities	Column 2 progress towards change: Outcomes, trends, challenges	Column 3 Illustrative examples	Column 4 Sources
<b>AIDS</b>	<p>actions ('Challenge Tony Blair to Make AIDS History') promoted to email advocates (1594), Local Group members (1770), Global Educators Network (583), VSO Update email (7000), Returned Volunteers at RV Weekends, World Youth participants (60), Lifechanges subscribers (39,197).</p> <ul style="list-style-type: none"> <li>• VSO encouraged SAC partner organisations to take part in the WHO letter-writing campaign</li> <li>• VSO co-organised Launch of SAC "ACT Now!" Report at Parliament; report promoted to VSO email advocates (1594), VSO Update (7000) and Lifechanges readers (39,197)</li> <li>• VSO worked with .. (SPW), ActionAid, and Oxfam to run UK part of international Make AIDS History action on 14 March 2005</li> <li>• VSO co-founded International Make AIDS History Coalition</li> </ul>	<p><b>a 960% increase in message reach WHO gave VSO details of specific policy and practical measures being implemented to ensure gender equality and greater involvement of people living with HIV &amp; AIDS</b></p> <p><b>Labour Manifesto committed government to work for treatment to be available for all by 2010</b></p> <p><b>Support expressed by Embassy staff during meetings with officials at Make AIDS History action</b></p> <p><b>Trend:</b> shift away from communicating detailed information only to core advocates (2630 through <i>The Advocate in ??</i>) toward broader information to a wider constituency of supporters (54725 through <i>Lifechanges</i> and various email newsletters), resulted in very significant increase in message reach</p> <p><b>Through this greater involvement, VSO influenced the agenda of:</b></p> <ul style="list-style-type: none"> <li>• <b>the GCE by highlighting importance of teachers and leveraging support of other coalition members eg NUT</b></li> <li>• <b>the SAC and the Make AIDS History Coalition by highlighting the importance of equality between women and men as part of an effective response to HIV &amp; AIDS</b></li> </ul>	<p>WHO: <i>'We look forward to future opportunities of collaboration with your organisation as we learn by doing in the scale-up of antiretroviral treatment to the millions in need.'</i> 3 September 2004</p> <p>Embassy staff on 14<sup>th</sup> March 2005: Francoise Croquette, Minister Consular for French Embassy, said they were committed to 3 by 5 target; Japanese Secretary for Economics, Sachiko Ishibashi, confirmed announcement of a contribution to the Global Fund in April; German Ambassador expressed full support for campaign</p>	<p>Letter from WHO on 03/09/04</p>
<b>Activity and Partnership in general</b>	<ul style="list-style-type: none"> <li>• VSO joined and financially contributed to <b>Make Poverty History</b> (MPH) Coalition; MPH goals, events and campaigns actions promoted through Awareness &amp; Action email (1594), Local group e-newsletter (1770), Global Educators Network e-newsletter (583), VSO Update email (7000), workshops at Returned Volunteers Weekends, and on VSO Website (and Lifechanges? MP).</li> <li>• VSO took an increased role in <b>campaigns coalitions</b> throughout the year, contributing to campaigns planning, policy work and coalition strategy, working closely in partnership with other member agencies</li> </ul>			

**4 VSO will raise public awareness of development and development issues through its broad-based media and marketing activities**

	<b>Column 1 Activities</b>	<b>Column 2 progress towards change: Outcomes, trends, challenges</b>	<b>Column 3 Illustrative examples</b>	<b>Column 4 Sources</b>
<p><b>Through events, marketing, print, broadcast and media activities</b></p> <p><b>Through supporter magazine</b></p>	<ul style="list-style-type: none"> <li>• <b>2582</b> members of the general public attended <b>70</b> Meet VSO events around the UK</li> <li>• VSO ran three <b>marketing campaigns</b> in the London Underground, each lasting four weeks</li> <li>• <b>campaigns were supported by press advertising</b> in London edition of Metro, in The Guardian, Independent and Times</li> <li>• on average VSO achieved around 150 pieces of <b>press coverage</b> a month covering development activity</li> <li>• <b>VSO's supporter magazine Lifechanges</b> went out 3 times in the year to 40,000 supporters</li> </ul>	<p><b>VSO continued to raise broad public awareness of development, development issues and of the role VSO and individual volunteers play in tackling these:</b></p> <ul style="list-style-type: none"> <li>• marketing campaigns reached 88% of all adults, each seeing materials in the Underground an estimated 8.42 times</li> <li>• press advertising seen by estimated 24% of ABC1 adults and 17% of all adults an estimated average of 2.1 times</li> <li>• press coverage estimated to reach in the region of 14 million readers, viewers and listeners</li> </ul> <p><b>General magazine content served to raise broad awareness of development; 5% of content focussed specifically on GE issues</b></p>		

**5 VSO will participate actively in dialogue with DFID and other NGOs on the enhancement of VSO's work in DA and GE**

	<b>Column 1 Activities</b>	<b>Column 2 progress towards change: Outcomes, trends, challenges</b>	<b>Column 3 Illustrative examples</b>	<b>Column 4 Sources</b>
<p><b>with DFID</b></p> <p><b>with other</b></p>	<p>GE staff met and maintained <b>ongoing dialogue</b> with DFID colleagues regarding:</p> <ul style="list-style-type: none"> <li>• consultation on VSO's longterm strategy for Global Education</li> <li>• preparations for DA element of PPA 2</li> <li>• discussions on PPA 2 reporting framework for POs (in The Gambia)</li> <li>• systems for DA M&amp;E including sharing of learning within DGSP, with the DEA, with EES groups</li> </ul> <p>• meetings held with representatives of</p>	<p><b>Dialogue remained open and constructive, based on a "critical friend" model of mutual exchange and learning; new format of PPA 2 will encourage this process to continue</b></p> <p><b>Challenge:</b> discussion with other partners in the sector indicates that more sharing of learning particularly on DA M&amp;E would be helpful to all</p> <p><b>Trend:</b> confirmation of trend to ally more</p>		Bi-lateral and external discussions with DFID colleagues

	<b>Column 1 Activities</b>	<b>Column 2 progress towards change: Outcomes, trends, challenges</b>	<b>Column 3 Illustrative examples</b>	<b>Column 4 Sources</b>
<b>government departments</b>	Home Office, Active Community Unit, DFES and FCO	closely international and national agendas; support for VSO moves to increase its impact in terms of community cohesion, social inclusion and active citizenship in UK		
<b>with DFID Strategic Grant Agreement (SGA)groups</b>	<ul style="list-style-type: none"> <li>VSO staff engaged actively with 6 of 7 SGA holders including: Groundwork, BMA, Cooperative Movement, Local Government Alliance, to identify potential for joint working</li> <li>representation on TUC(NUT) DA Steering Group</li> <li>in October 2004 VSO was one of small number of NGOs invited to meeting of DFID SGA recipients in Glasgow</li> </ul>	<p><b>Different levels of engagement identified depending on profile of SGA; template for partnership agreement drafted; meetings facilitated between relevant staff and SGAs eg Advocacy and BMA, Marketing and Groundwork; dissemination of information on SGAs welcomed internally and externally eg by BUILD, DEA</b></p> <p><b>Challenge:</b> good potential for joint-working; requires resource and coordination to succeed</p>		Bi-lateral and multi-lateral meetings between VSO and SGA groups
<b>With UK NGOs and civil society organisations</b>	<ul style="list-style-type: none"> <li>wide range of organisations involved in discussion of ways in which VSO could enhance its DA and GE work. Outside DE sector, included refugee and asylum seeker support organizations eg Refugee Council, Employability Forum, Timebank; Social Entrepreneur sector eg UnLtd, CAN (Community Action Network), PrimeTimers; community volunteering eg CSV, Citizen Advice Bureaux</li> </ul>	<p><b>Range of new civil society organisations introduced to VSO's work and potential for partnership in development context</b></p> <p><b>Move for VSO to increase its impact in GE and community cohesion warmly endorsed.</b></p> <p><b>New strategy reflects broad external input as well as that of internal cross-divisional teams</b></p>	<p><i>'I've always thought VSO could and should do much more in UK society itself'</i> Employability Forum</p> <p><i>'we would like to capture the kind of people VSO produces into the Social Entrepreneur sector in the UK - they have such a lot to give'</i> UnLtd</p> <p><i>'we welcome this initiative, so much can be made of the UK's investment in these volunteers and the contribution they can make on their return'</i> DEA</p> <p><i>'all of the volunteers have relevant experiences and skills that could inform our work with refugees and asylum seekers... there are potentially enormous benefits, both for our work and also for networking and sectoral capacity building'</i></p>	<p>Consultation interviews and feedback</p> <p>Letter confirming interest in partnership from Refugee Council</p>

## REFLECTIONS ON VSO PROGRESS TOWARDS DEVELOPMENT AWARENESS OUTCOMES IN 2004-05

*The narrative below reflects on the progress toward outcomes in the core outcome grids above, identifying key achievements and learning for the coming year. It is divided according to our key strategic areas in the range of our Development Awareness activities. These are: increased organisational investment in Global Education; increased commitment of volunteers to global education; maximising our unique returned volunteer resource - for both development awareness activities and public campaigning and media work; developing new partnerships that contribute to increased capacity for development awareness work; the challenge of monitoring our partnerships; and the development of the relationship with DFID Development Awareness Team.*

### 1 INCREASED ORGANISATIONAL INVESTMENT IN GLOBAL EDUCATION

- Over 2004/05 we invested in building up a new long-term strategy, focussing research on: current needs in UK society; creative new partnerships; volunteer and partner motivation for working together in more depth; means of funding new projects.
- The primary objectives of the strategy are to raise development awareness, increase impact in global education and contribute to community cohesion, social inclusion (including refugees and migrants) and active citizenship in the UK.

### 2 INCREASED COMMITMENT OF VOLUNTEERS TO GLOBAL EDUCATION

- Volunteer enthusiasm for Development Awareness increased in 04-05, and the Volunteer Survey 03/04 highlighted the fact that volunteers would value even more support in GE throughout the volunteer journey.. Organisational learning shows that more active engagement in GE whilst overseas is directly related to engagement on return.
- Key strategic challenges are to monitor this aspect of volunteer satisfaction (through Volunteer Survey September 2005); to identify specific areas of need; to ensure that serving volunteers from different recruitment bases have access to the specific GE information and support they each require. The case studies below illustrate where VSO is planning to build on volunteer enthusiasm for global education in a more structured way for the organisation.

**RWANDA:** A successful GE visit to Rwanda in January 2005 focused on exploring opportunities for embedding GE into country strategic planning. Interviews were conducted with serving volunteers and programme staff to consider the strengthening of GE support in country. Volunteers had already initiated a number of GE activities on their own initiative (see 03-04 PPA report), and thus it was an opportunity to offer structured support. A number of activities are planned for Rwanda, as well as some UK-Rwanda linking activity and educational resource development projects. Rwanda also became the first VSO Programme Office to set specific GE objectives by incorporating GE into its Country Strategic Plan. This has provided a far more robust strategic approach that signals a move away from improvised and unmonitored GE activity.

*'An image of massacres and ethnic hatred has gone out to the world – we need to think about how this affects poverty and development. What impact does this have on health provision or education?' (Rwanda Programme Manager)*

*'Building shared awareness and exchanging information generates interest and lets us 'link up' internationally to understand how issues affect us all.' (Rwanda Programme Manager)*

*'Global Education reminds volunteers of their raison d'être.' (Programme Office Volunteer)*

*'We must be inclusive – without Rwandan participation global education will fail because there is no one to challenge [Northern perspectives] (Rwanda PO team meeting)*

**THE GAMBIA:** a GE study tour to The Gambia focussed on the potential of current activities (in-country training, Volunteer Fora, Leavers' Workshops etc) to support and strengthen Global Education. It also looked at the ways in which N-S school and community learning links could be established by serving volunteers, sustained and used as long-term development tools. Good use was made of the model provided by the 25-year community link between Marlborough (UK) and Gunjur (The Gambia) started by a Returned Volunteer and supported by volunteers over the life of the link. It has had extensive development GE impact on both communities. *The key to real sustainable development is time and the building of lasting relationships, trust and respect – this is what a link can do* TARUD community development member.  
*'Community linking based on long-term equitable learning partnerships is a powerful development tool, perhaps the only one because it becomes part of the life of the community'* TA NGO NGO alliance member  
*'The biggest change the link has brought about in our community is in the confidence of our women, especially the younger generation who have always known the link – they know what they want and they have the confidence to say so and to make their voice heard'* Gunjur community leader.  
*'The friendships, the learning, the reflection, the changes in attitude, the challenges and ultimately the action by so many people have influenced both the communities but also others with whom those activists have come into contact'* member of Marlborough Brandt Group

### 3 MAXIMISING VSO'S UNIQUE RETURNED VOLUNTEER RESOURCE

- The creation of systems that will help us maximise the experience and learning of Returned Volunteers for the benefit of our target groups (e.g. UK school students) has taken a considerable period of time, but VSO is now in a position to expand in this area – see case study below.

**FORMAL EDUCATION:** approximately half VSO's volunteers are education professionals who constitute a unique resource. In the context of the DfES's new International Strategy, the impact of the global dimension in the school curriculum and the growth in N-S school partnerships (DGSP alone currently involving 450 UK and Southern schools), the potential to increase their impact in formal education is now considerable. Over 2004/05 VSO developed the tools to make this resource more widely available to teachers, schools and school communities throughout the UK: a Global Educators Network of almost 600 individuals; the Global Educators Register, now live on-line; a core of 60 trained and experienced Global Educators available to work locally with schools; and widened access to support grants to enable them to do so. The coming year will see a focus on expanding this area of work as widely as possible.

- Through the establishment of a supporters' magazine, 04-05 has seen a very significant increase in the number of volunteers and supporters reached by VSO campaign and development messages. This organisational communication strategy will need continued effort in the coming year to leverage policy change.
- 04-05 has also seen increased willingness amongst returned volunteers to act as media spokespersons to communicate on Development Awareness from a VSO perspective. Again this is linked to volunteer levels of satisfaction with GE in volunteer journey - as a motivator for volunteers to engage in this way.
- Building on volunteers hands-on experiences in poor communities, campaign work on VSO asks in HIV&AIDs and Education has been very successful in 04-05. The key challenge will be to maintain motivation of supporters post G8, and to continue strategic links with UK partners such as Trade Unions.
- VSO has continued to make a core contribution to campaign coalitions: Stop AIDS, and Global Campaign on education, and committed to contributing capacity for campaigning. The result was significant successes for 'asks' in both areas in 04-05, and the key challenge is to continue public momentum in coming year.

### 4 DEVELOPING NEW PARTNERSHIPS THAT CONTRIBUTE TO BUILDING CAPACITY FOR DEVELOPMENT AWARENESS

- Based on best practice already present in VSO, over 2004/05 we identified a number of new partnerships with UK organisations to help increase development awareness and understanding within their sectors. Examples of such partner organisations are: CSV, for instance in its schools work, with its Retired and Senior Volunteer networks and

Learning Centres for disadvantaged young adults; inner-city and county LEAs in their leadership programmes for teachers; the SGA groups such as the Trade Unions Council using SGA funds for Development Awareness raising amongst its members; the Social Entrepreneur sector and the Refugee Council in their mentoring support for Refugees. The box below illustrates entry points where VSO believes it has the potential to contribute to building capacity.

**WORKING WITH STRATEGIC GRANT AGREEMENT GROUPS:** discussions over 2004/05 with SGAs highlighted the need perceived by many of them to:

- Better understand and integrate global issues in their work
- Prepare their own staff for working in developing countries
- Improve ways of working in multi-cultural environments in the UK
- Make better use of participatory, capacity-building and community-building tools in their work in the UK
- Improve their capacity to manage and support volunteers and volunteering, particularly in a multi-cultural environment

- In 04-05, VSO continued to build on achievements - since period of DFID Review - in offering core capacity on operational, campaigning, management, and media to NGO coalitions. This has extended the number of members of the public engaged with development issues, in a way that no single organisation could achieve. The key challenge in this area is to continue momentum and commitment from small and medium sized organisations after high profile 2005 events.

## **5 CHALLENGES IN MONITORING THE QUALITY OF GLOBAL EDUCATION PARTNERSHIPS**

- The recommendations of the DFID 2003/04 review, subsequent PPA 2 negotiations and sector-wide discussions in 2004/05 all emphasised the need to improve systems for monitoring and evaluation and to work closely with DFID to do so.
- Our strategic challenge is to achieve an organisational shift from quantitative to qualitative evaluation, from description to analysis, from reporting facts to extracting learning. A further challenge is to increase our DA impact not so much in breadth as in depth (see diagram attached).
- Most of VSO's Development Awareness work is dependent on the quality of partnerships and we will aim to strengthen our systems for evaluating these in the coming year. This will build on the positive experience VSO has had particularly in its overseas partnerships, in its campaigning and advocacy coalitions and in the strong relationships that are already established with partners such as CSV, the British Council and the DGSP consortium. The case study below illustrates a common understanding of quality partnerships in the sector.

**DGSP CONSORTIUM SELF-EVALUATION:** in 2004/05, as part of the evaluation for the DGSP programme, all consortium partners completed a self-evaluation. This was a pilot aimed at helping each partner organisation reflect on its individual contribution to the partnership, as well as on the consortium's strengths, weaknesses, achievements and key learning points.

Collectively the partners' self-evaluations highlighted:

- The importance of the honesty and integrity in both the working and personal relationships within the consortium
- The key strength of the consortium, which lie in its collective wealth and diversity of experience in the development, development education and education fields
- The fact that, although each partner comes from a very different background, there are shared values that underpin the programme and these bind the consortium strongly together and ensure it is focused and effective.

A further aim of this exercise was to provide a baseline and to enable the consortium to test its own perceptions against the perceptions of external stakeholders such as the EES networks and DECS. The template questionnaire will be adapted and used in future partnership self-evaluations.

## **6 DEVELOPING THE RELATIONSHIP WITH DFID DEVELOPMENT AWARENESS TEAM**

- The dialogue with the DFID Development Awareness team has been extremely helpful in 04-05, especially their contribution to strategic discussions for VSO Global Education/Development Awareness Strategy. The critical friend model seems to be a clear way to visualise the strategic nature of the relationship, and will be continued in regular meetings in 05-06
- DFID has also helped identify the trend in sector to ally more closely international and national agendas
- Meetings of DE organisations in which DFID has participated or has initiated, have been helpful in strengthening thinking and identifying challenges for the sector. VSO will continue to benefit from and contribute to these events.