

PARTNERSHIP PROGRAMME ARRANGEMENT (PPA)
between
UK DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (DFID)
and
Voluntary Service Overseas (VSO)
2008-2011

Partnership Programme Arrangements (PPAs)

The Department for International Development (DFID) leads the British government's fight against world poverty. We work with many partners in order to achieve this, including civil society organisations (CSOs).

Partnership Programme Arrangements were established in 2000 to improve funding arrangements with 10 UK-based CSOs. They now provide unrestricted funding to 27 civil society organisations (CSOs) with which DFID has a significant working relationship, a common ethos and vision and a strong match in priority areas. These include both UK and non-UK organisations. Total funding amounts to some £90m a year.

PPA funding is linked to a set of strategic level indicators - which the organisation is accountable for delivering over the 3-6 year time frame.

Due to the unrestricted nature of these funds, PPA partners cannot apply for funding from the Civil Society Challenge Fund (CSCF) or Development Awareness Fund (DAF). PPA organisations may still apply for direct support from DFID country offices.

DFID and VSO PPA

DFID has had a PPA with VSO since 2001. The present PPA is a 6 year arrangement which started in 2005 and runs until 2010/11. During 2007, the overall PPA scheme and all PPA arrangements were reformed in response to NAO/PAC recommendations and DFID's recognition of the need for more effective and accountable PPA arrangements.

The following strategic objectives and specific, measurable performance indicators were developed in partnership between DFID and VSO to satisfy the requirements of the PPA reform and will be the basis by which VSO will be held accountable.

Annual self-assessments by VSO, against this set of strategic objectives and indicators, are required to demonstrate impact, accountability and value for money. Evidence of good corporate governance (which will include the organisations policies on child protection and gender equality) will also be required annually. Specific requirements in this regard will be clarified during 2008/09. VSO will also be required each year to detail measures put in place

to publicly acknowledge DFID as a supporter and partner. End of arrangement evaluation processes will be discussed and agreed by the end of 2008. The cost of all evaluations and reports required will be met from the Contribution

PERFORMANCE FRAMEWORK

The following performance framework was developed in partnership with DFID. Mutually agreed amendments/changes to reflect changing priorities and development requirements can be applied throughout the term of the arrangement.

A system outlining the strategic engagement arrangements between DFID (including policy teams) and VSO will be developed soon. This can be adapted, to suit changing circumstances, throughout the lifetime of this arrangement.



Niche

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.

Purpose

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.

Note

Strategic Objectives for HIV and AIDS, Education and Disability	Indicators	Source and Means of Verification	Assumption and Risks
<p>The strategic objectives for specific elements of the three goals selected for reporting, (HIV and AIDS, Education, Disability) represent the range and character of VSO's work in <u>all</u> six goals.</p>	<p>Indicators have been selected to focus on specific aspects of progress towards the selected strategic objectives in HIV and AIDS, Education, Disability, and building support for development in the UK. The indicators selected measure</p> <ol style="list-style-type: none"> 1) The results of the increased capacity of VSO partners for realising the rights of poor people, both women and men. 2) Measure VSO's success in building that capacity. <p>The translation of these indicators for contexts in six countries will be confirmed by the end of June 2008</p>	<p>Gender disaggregated information gathering at beneficiary level will be carried out through the establishment of baselines by December 2008. X will therefore be a numerical target. Follow up impact assessment studies will be supported by VSO's outcome-based annual reporting system for all partner and programme level work, and by operational reporting against its corporate quality framework.</p> <p>Baselines and follow up impact assessments will be carried out in 6 sample countries in each of the three goal area, but partner level indicators will be evaluated in all the countries working in the goal. There are 13 country programmes in disability, 19 in HIV and AIDS and 20 in education.</p>	<p>Achievement depends on the link to VSO's specific intervention with partner organisations. VSO attribution at beneficiary level is, therefore, acknowledged as shared amongst VSO, partners and other stakeholders. It is also subject to external social and economic factors.</p>

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
<p>1. HIV AND AIDS¹ Improved capacity of partner organisations, including coalitions and networks of people living with HIV and AIDS, to advocate for and increase access to, and quality of prevention, treatment, care and support services to men and women, and girls and boys affected by HIV and AIDS in 19 countries.</p>	<p>1.1 By 2011, X no. of the most-at-risk population reached by prevention programmes in 6 sample countries - United Nations General Assembly Special Session on HIV (UNGASS) core indicators 9 and 14</p>	<p>Baselines to be established in 2008 followed by impact assessment studies amongst client groups in 6 sample countries in 2010. Some baselines and studies are already part of particular projects. All impact assessment work and baselines would be done to support existing partners, with the aim of developing their capacity. In all countries working on HIV and AIDS (19), VSO already has participatory partnership development processes for planning and review and reporting, in place that incorporate capacity development analysis. Long-term partnership plans are agreed between the partner and VSO and reviewed annually. These will form the baseline for partner numbers.</p>	<p>There will need to be a further context -specific categorisation of services with appropriate indicators as part of establishing the base line at programme level in each of the 6 sample countries.</p>
	<p>1.2 By 2011 X no. of men , women, girls and boys infected or affected by HIV and AIDS received quality care and support in 6 sample countries services - informed by Southern Africa Development Commission (SADC) in absence of UNGASS indicator, key issue 9</p>	<p>As above</p>	<p>It is also assumed that awareness of rights is a part of accessing services and that greater 'voice' of people affected by HIV and AIDS will improve quality of services through making them more responsive and people centred.</p>
<p>¹ VSO's Overall Aim in HIV and AIDS:</p>	<p>To improve the lives of people infected and affected, by HIV and AIDS</p>	<p>As above</p>	<p>As above</p>

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
	1.4 By 2011, X No. of changes in policy, or the implementation/monitoring of policy that realise women and men's rights with regard to prevention, treatment, care and support services in X out of 19 countries (UNGASS core indicators 1 and 2 and UNGASS global commitment indicator 1).	As above	As above
	1.5 By 2011, X no. of partner organisations with work-place policies in place in 19 countries (informed by UNGASS global commitment indicators 3 and 4).	As above	As above

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
<p>2. EDUCATION² Improved capacity of schools, teacher training colleges and professional development centres to deliver quality education for disadvantaged learners in 20 countries</p>	<p>2.1 By 2011, X No. of girls report receiving * better quality** of education in 6 sample countries.</p>	<p>Baselines to be established in 2008 followed by impact assessment studies with children and teachers in 6 sample countries in 2010 (Ghana, Cameroon, Ethiopia, Namibia, Nepal, Cambodia). Some baselines and studies are already part of particular projects. All impact assessment work and baselines would be done to support existing partners, with the aim of developing their capacity. *This would involve sampling girls' rating their own education year by year from Baseline 2008 onwards **Note: Quality Education as defined by VSO - 6 countries will agree key criteria for assessing 'quality'</p>	<p>There will need to be a further analysis of quality education (e.g. improvements in gender sensitive teaching and active learning of girls) with country specific indicators as part of establishing the base line at programme level for the 6 sample countries. The assumption is that an improvement in the quality of education of girls indicates an improvement in the quality of education for <u>both</u> boys and girls as teachers adapt to the specific needs of students</p>
	<p>2.2 By 2011, there is an increase from X to Y No. Of girls enrolled and from X to Y No. of girls completing Basic Education* in 6 sample countries</p>	<p>Established through baseline and follow up impact assessment (see above)</p>	<p>In order to use this indicator we assume that statistical data already exists in schools, but will need aggregation and that retrospective collection from long term partners is possible to establish meaningful trends. Success in improving girls' retention could also be offset by factors outside VSO control e.g. rainfall pattern. *Basic Education covers early childhood education, primary education and lower secondary education.</p>

² VSO's Overall Aim in Education: To strengthen education systems to deliver quality education to disadvantaged learners

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
	2.3 By 2011, teachers in X No. of schools, teacher training colleges and professional development centres demonstrate improved skills in using child-centred methodology as a result of in service training and continuing professional development in 20 countries	In all countries working in education (20), VSO already has participatory partnership development processes for planning and review and reporting, in place that incorporate capacity development analysis. Long-term partnership plans are agreed between the partner and VSO and reviewed annually. These will form the baseline for partner numbers.	
	2.4 By 2011, X No. of Partners such as district education offices demonstrate improved capacity to support teachers in a variety of ways -for example; delivery of in service training, providing management support in 20 countries.	Through VSO process for reporting (see above)	
	2.5 By 2011, X No. of changes in policy, or the implementation/monitoring of policy that realise girls and boys, right to education for all in X out of 20 countries.	Through VSO process for reporting (see above)	The assumption is that there is a link between International Advocacy "Valuing Teachers", national advocacy and change at school level. Also that VSO reporting processes effectively capture policy change statements made by national, regional and local decision makers.
	2.6 By 2011, X No. of Parent Teacher Associations and Community organisations demonstrate an increased level of engagement in school management in order to improve quality education and retention in 20 countries.	Through VSO process for reporting (see above)	

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
<p>3. DISABILITY³ 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</p>	<p>3.1 By 2011, at least 26 National Disabled People's Organisations demonstrate increased capacity by implementing activities with new or previously inactive local branches in order to increase awareness of, and access to, rights to education, health, livelihoods and participation in decision-making in 13 countries.</p>	<p>In all countries working in disability (13), VSO already has participatory partnership development processes for planning and review and reporting, in place that incorporate capacity development analysis. Long-term partnership plans are agreed between the partner and VSO and reviewed annually. These will form the baseline for partner numbers</p>	<p>The assumption is that the range of socio and economic rights around which there is increased knowledge and awareness and access will be further specified with country specific indicators in the establishment of the base line. Further, it is assumed that increased knowledge and awareness and access to services by persons with disabilities is a result of becoming members of a Disabled People's Organisation or a self help group.</p>
	<p>3.2 By 2011, X No. of women and men with disabilities have increased awareness and knowledge and access to services that realise their rights to education, health, livelihoods and participation in decision-making in 6 sample countries.</p>	<p>Baselines to be established in 2008 followed by impact assessment studies with persons with disabilities in 6 sample countries in 2010 (The Gambia, Guyana, Namibia, Nepal, Rwanda and Uganda). Some baselines and studies are already part of particular projects. All impact assessment work and baselines would be done to support existing partners, with the aim of developing their capacity..</p>	

³ VSO's Overall Aim in Disability: To support persons with disabilities in exercising their rights and to promote their full inclusion and active participation as equal members of their families, communities and societies.

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
<p>4. INCREASED SUPPORT FROM UK PUBLIC FOR A UK DEVELOPMENT AGENDA</p> <p>To clearly demonstrate increased development awareness that contributes towards greater active global citizenship in the following groups: Educators and key staff from all levels of the UK education sector; people in the UK from Diaspora and Refugee communities, adult and youth community learning groups, public sector and other voluntary sector organisations. .</p>	<p>4.1 Between 2008-2011, 15,000 'learners' learn more about development awareness and/or take action to raise development awareness</p>	<p>4.1 .The following will be used</p> <p>a) An attitudinal scale is used before and after the VSO event (e.g. an International Awareness day) or global citizenship activity to assess increase in development awareness (taking a sample of activities or events per year).</p> <p>b) Activity tracking over three year period to assess extent of behaviour change.</p> <p>c) Development awareness survey of up to 3,000 VSO supporters in March 2008.</p> <p>d) PPP (Public Perceptions of Poverty) research used to inform baseline re citizen awareness.</p> <p>e) Relevant website visits and hits</p> <p>f) Partner organisations report on numbers receiving training and number of activities; type of activity.</p>	<p>VSO works on the assumption that development awareness resources and literature will recognise and reflect the support of DFID.</p> <p>That levels of the UK education sector reached includes teachers and teachers' assistants from primary, higher and further education, along with training institutions.</p> <p>That VSO will establish the appropriate and awareness-raising mechanism by which supporters are able to feedback and thereby 'self report'.</p> <p>That partner organisations sign up to joint working criteria and commitment to impact reporting.</p>
	<p>4.2 Between 2008-2011, 10,000 selected people through project or partner working learn more about development awareness and/or take action to raise development awareness.</p>	<p>As above</p>	

Strategic Objectives	Indicators	Source and Means of Verification	Assumption and Risks
	4.3 Between 2008-2011 20,000 members of the public and supporters learn more about development awareness and/or take action to raise development awareness.	As above	
	4.4 Between 2008-2011 the number of Returned Volunteers and supporters engaged in active global citizenship increases from 500 to 2,000; the number of specifically RVs engaged in active global citizenship increases from 250 to 1,000	4.4 a) Market research with education Returned Volunteers. b) Development awareness survey of 750 RVs. c) VSO Volunteer survey. d) External impact research commissioned and carried out by Institute of Volunteering Research assessing impact of Returned Volunteers in UK	<p>That Returned Volunteers targeted as both a primary audience for building development awareness and as a key means through which the broader public, including institutions and corporations, are accessed for awareness and action.</p> <p>That Returned Volunteers present VSO with a means of reaching the UK public via a uniquely qualified supply of volunteers with firsthand overseas experience.</p> <p>That development awareness activities carried out by Returned Volunteers cover an extensive range including: organising events and delivering talks or presentations; matching RVs on the basis of their country of placement and capacity building skills to relevant refugee and Diaspora groups in the UK; awarding small grants to active communities projects that promote any number of issues including HIV/AIDS, gender, inequality, environment, trade, life in another country and human and children's rights; bringing development issues to life in the classroom through establishing a development awareness community class project, setting up a global citizen's club, running a special assembly; or supporting teachers to introduce a global dimension into the curriculum.</p>