



**VSO NARRATIVE
SUMMARY & LEARNING
REPORT FOR PPA
2005-06**

EXECUTIVE SUMMARY

OVERVIEW

In 2005–2006, VSO worked in 34 countries using a range of interventions in six goal areas. Considering organisational effectiveness over the year, it is important to note that the VSO approach to planning and reviewing is now embedded at programme level, but less so at partner and organisation level. Programme offices continue to reshape old partnerships, and forge new relationships as their programme areas grow. Partners' satisfaction with their relationship with VSO is reported as good, which indicates that a strategic focus and a wider range of interventions is working. Progress towards development outcomes was reported as good at partner level (almost 80%) and at programme level (more than 60%).

PROGRESS TOWARDS DEVELOPMENT OUTCOMES IN EDUCATION AND HIV&AIDS

EDUCATION

- Teacher development remains our key contribution at individual level. Progress has been made on generating change objectives with partners whereby VSO builds capacity of teacher trainers and the supervisors of teachers. This is a more sustainable intervention than directly training student teachers, or directly supporting classroom teachers.
- Building organisational capacity is now a priority for most programmes, and some progress has been made in strengthening the education system through management placements. More progress has been made on support for efficiency and effectiveness of education services than on better education governance.
- National level policy work on teachers and other issues – such as access for disabled children, and child protection – has increased in volume. It is carried out together with appropriate partners and civil society bodies such as disabled councils and trade unions.
- Advocacy on relaxation of international conditions that restrict teachers' recruitment and pay and on increased funding for national education plans, has continued to provide an effective focus for VSO's international policy work.

HIV & AIDS

- VSO's strength in developing individual capabilities continues to focus on realising the rights of People Living with HIV & AIDS and challenging stigma.
- Organisational capacity building has led to better HIV & AIDS services and, in some cases, more secure livelihoods for members of positive organisations. This year progress on linking positive persons' organisations for learning and communication has been better than expected. Successful capacity building of small organisations, in particular, has increased their ability to attract donor funds. VSO small grants continue to be a highly successful mechanism in strengthening grass roots organisations.
- At policy level VSO continues to influence national and international policy makers on the need to realise their commitments on HIV & AIDS and gender, and to highlight the need for greater involvement of men. Within VSO, more country programmes than last year are undertaking their own national advocacy - together with coalitions of partners.
- Programme offices have made good progress on mainstreaming HIV into their offices and programmes. All programme offices are implementing the internationally agreed workplace policy and twenty-four have carried out background research to support its implementation.
- A key challenge is lack of coherence within VSO around rights based approaches to our development work.

DEVELOPMENT AWARENESS

- The main finding in relation to global education is that the current survey shows 61% of volunteers have been actively using their VSO experience in raising development awareness in 2005, compared to 46% of volunteers in 2003 and 57% in 2004.
- The key challenge is to implement a holistic development awareness strategy across the agency – as was originally planned for 2005–2006.

LEARNING & CHALLENGES ACROSS PROGRAMMES

- VSO needs to ensure information flows from the grass roots as the number of service delivery volunteers is reduced.
- If classroom teachers decline in numbers, VSO needs to decide how to maintain its current distinct contribution to HIV & AIDS mainstreaming in formal education.
- VSO must continue to focus its energy on forging new partnerships through which all programme activity takes place. This applies to short and long-term volunteering and other VSO interventions.
- The potential of mainstreaming to strengthen the inclusion of marginalised groups (women/men, disabled, different castes) across VSO's work, has yet to be realised in a systematic way. Nevertheless progress has been good in this area in the last year, especially the strength of programme work in Gender and HIV.
- The number of VSO programmes engaged in joined up North-South advocacy has grown, but the challenges of monitoring follow up to international donor promises made in 2005 remain.
- Strengthening decentralised structures remains our key entry point on pro-poor services – an agenda VSO shares with DFID.

Finally, DFID country office staff have confirmed VSO's progress at programme level during the last year in dialogue with VSO staff. DFID was supportive of VSO's focussing, review processes, practical work on the ground, and advocacy.

INTRODUCTION: APPROACH TO REPORTING FOR YEAR ONE OF PPA (2005-2010)

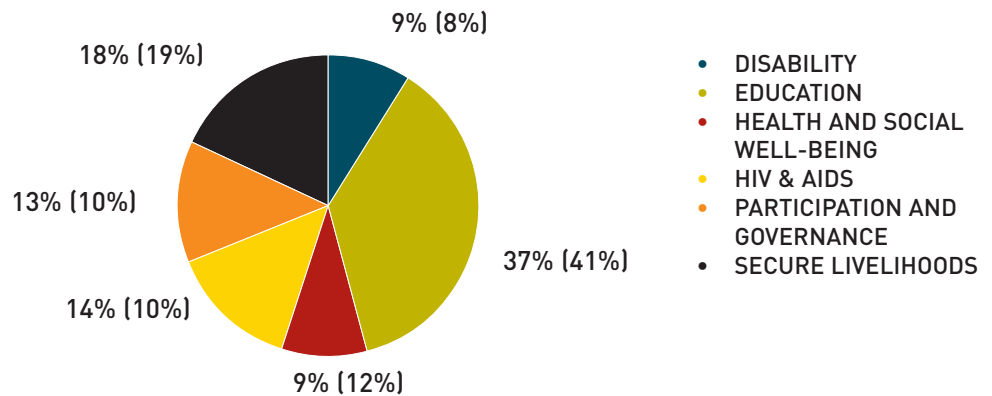
VSO is reporting on progress towards programme outcomes in Education and HIV&AIDS in a representative sample of nine countries: Ghana, The Gambia, Ethiopia, Malawi, Rwanda, Zambia, Cambodia, Nepal, Bangladesh (eight Education reports; four HIV & AIDS reports). This sample has provided evidence to judge progress towards outcomes, and identify areas of learning. This is the second year that VSO has reported to DFID's Information & Civil Society Department in this way. As a large, integrated agency, trends and progress in sample programmes and countries are intended to illustrate trends, progress and challenges for the whole agency. A significant part of the reporting process has been that, for the second year running, all nine countries have submitted their reports to DFID country offices for feedback, as a basis for dialogue about learning and possible collaboration. There is also an overview of VSO effectiveness and transparency across the agency and a Development Awareness report that will be a basis for dialogue with the Development Awareness team in Information & Civil Society Department. Core outcome grids, and all country reports are available.

OVERVIEW OF ORGANISATIONAL EFFECTIVENESS AND TRANSPARENCY

SCALE AND NATURE OF ACTIVITIES

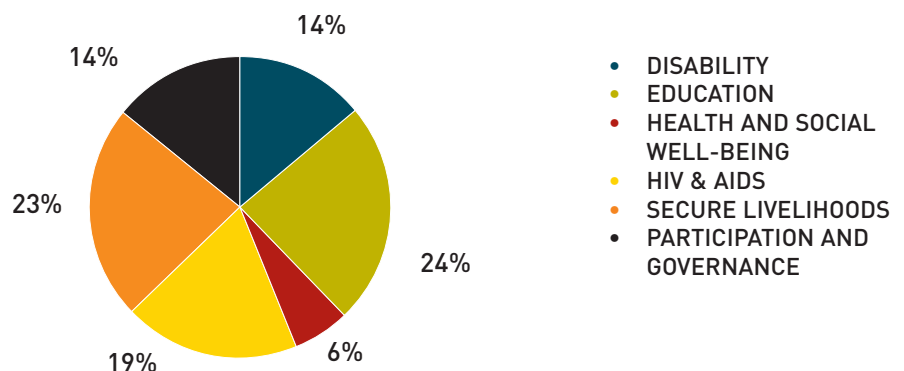
VSO had 34 country programmes in 2005–2006, after closing Lao and Thailand during the year. VSO is shortly to close the Guinea Bissau programme, and is currently exploring the potential for a VSO programme in Sudan. VSO continued programme work in its six goal areas of HIV&AIDS, Education, Health & Social Well Being, Disability, Secure Livelihoods and Participation & Governance. The diagram below indicates the level of volunteer activity in the different goal areas through the percentage of the total number of volunteers in 2005–2006 (with the previous year's level in brackets). As predicted this has not varied significantly over the reporting period.

VOLUNTEERS IN SERVICE AT 31 MARCH 2006 (2005) BY GOAL



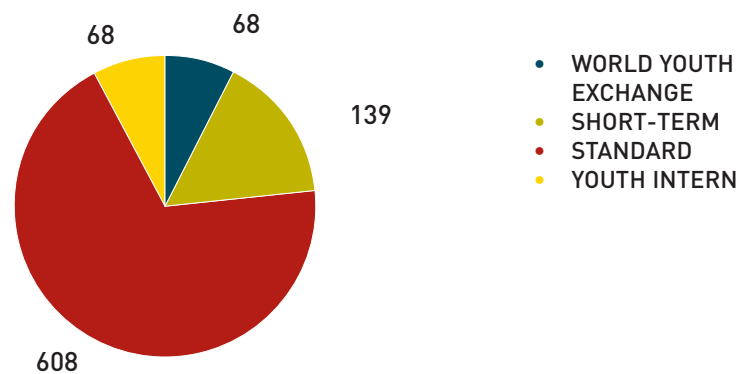
As VSO moves from volunteer centred ways of measuring activity to a range of interventions with partners, the diagram below also shows a degree of stability in the balance between goals. VSO is thus building on existing strengths as it moves towards new ways of working.

NUMBER OF PARTNERS BY GOAL



The pie chart below shows volunteers of different types starting service in the reporting period. Other interventions include use of tools such as LINKS learning exchanges between partners, support for National Volunteering, and work with advocacy networks and coalitions. The number of long-term volunteers has decreased from 1,374 on 31 March 2005, to 1,287 in this reporting period. VSO is not satisfied with this decline because long-term volunteers are core business. Action plans have been put in place to maintain and increase numbers of long-term volunteers in 2006–2007 and the future.

VOLUNTEERS STARTING SERVICE DURING 2005/06



The annual unit cost for a standard volunteer was £12,832 per year (2004–2005) and £12,844 per year (2005–2006) when calculated on a like for like basis.

OFFERING PARTNERS A RANGE OF INTERVENTIONS

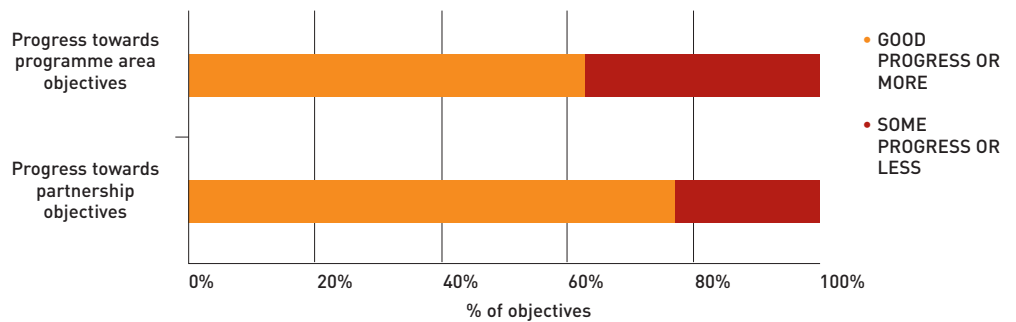
In 2005–2006, VSO's priority was to build on its distinctive competency in long-term international volunteering to become an organisation that offers a broader range of options for working with partners, including short-term volunteering, national volunteering, youth exchanges, LINKS exchanges and Diaspora volunteering. There has been significant progress on this organisational priority. For example, VSO succeeded in substantially expanding its programme of national volunteering with an increase in activity of about 60% compared with 2004–2005. Eight youth exchanges between the UK and seven other countries (involving 144 volunteers) started in 2005–2006, compared to five exchanges in 2004–2005. VSO supported 125 people from 15 countries to participate in study tours across the full range of VSO's six development goals. VSO piloted an innovative programme to support and share its experience with Diaspora organisations in establishing their own volunteer programmes with their own – and not VSO's – agenda.

There have been considerable challenges in short-term volunteer recruitment caused by the fact that partner organisations require volunteers for short-term placements with different skills and experience to those on the volunteer register inherited from Beso. Nevertheless, short-term placements are beginning to make a useful contribution to programmes with high satisfaction levels from partners, programme offices and volunteers (see case study on organisational capacity building in Rwanda's education system below).

PROGRESS TOWARDS DEVELOPMENT OBJECTIVES

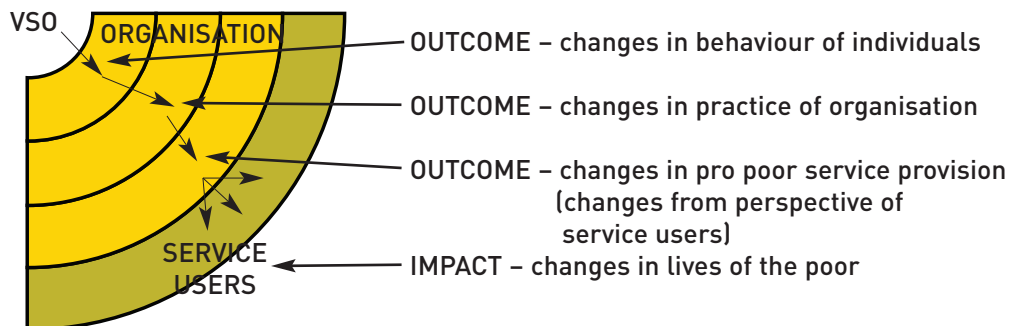
In the first year of PPA2, VSO has developed a simple quantitative approach to measuring progress towards objectives at programme area and partner level. The chart below shows the degree of success in this reporting period, and can be compared with achievement of volunteer objectives in their placement with a partner in the 2004-2005 report. From 70% in 2004-2005 this has risen to nearly 80% in 2005-2006. Volunteer satisfaction with their placement has also risen slightly on the previous year.

PROGRESS TOWARDS PARTNERSHIP AND PROGRAMME AREA OBJECTIVES



PROGRESS ON VSO SYSTEMS FOR MONITORING & EVALUATION AND PLANNING & REVIEW

The new system for Planning & Review introduced over the last two years is now embedded at programme level throughout VSO, but to a much lesser extent at partnership level. The latter is partly due to external constraints, and partly due to the need to forge new relationships with organisations that previously saw themselves as employers only, together with the continuing need to find new partners with whom VSO shares development objectives to grow its programmes. Review of development outcomes at partner level is carried out through participatory review meetings with partners, and the diagram below shows the kind of development outcomes VSO and partners can achieve together.



Outcomes at partner level are analysed at programme level, and the conclusions to be taken forward into next year's action plan are tested with relevant stakeholders. Current challenges include streamlining procedures for documenting these meetings at different levels. A major weakness is the lack of attention to different outcomes for women and men in reports submitted this year. VSO has employed an additional staff member who has given hands-on support to programmes in Planning & Review since November 2005.

DEVELOPMENT OUTCOMES: PROGRESS TOWARDS STRATEGIC OUTCOMES IN HIV & AIDS, EDUCATION AND DEVELOPMENT AWARENESS

PPA2 STRATEGIC OUTCOMES **Individual** capabilities are built in order to effect positive political, social and economic change for poor people.

The capacity of **organisations** is enhanced through people-centred approaches, working in partnership and supporting volunteerism. The government, civil society organisations, and networks VSO supports will then increase their contribution to pro-poor political, social and economic change.

Local, national and international **policies** in two priority goal areas are more pro-poor, and more effectively implemented. VSO aims to improve the lives of men, women and children affected and infected by HIV & AIDS, and those denied access to quality Basic Education.

EDUCATION

INDIVIDUAL

Our key contribution remains support to teacher development. The majority of this support is for serving teachers where we can see changes such as: greater inclusiveness in teaching methods; more unqualified teachers passing their entrance examination for formal teacher training; better teaching and learning materials in use and; teachers reflecting more on their own practice. Some positive trends that have emerged since last year are: more sustainable impact on teachers through volunteer accompaniment of their supervisors; practical modelling for pre-service teacher trainers that they can use with their own trainees and; an increase in the administrative and practical skills of head teachers and education managers. The case study below is characteristic of changes observed by a volunteer in an in-service teacher-training role.

ETHIOPIA In three regions, teachers are using locally sourced materials to teach English and Science following workshops on textbook development and relevant teaching

“A few months after the workshops I went back to the area where they had been held and was travelling through a small village. I was stood at the side of the road watching things go by. As I looked up the road I saw a small boy approaching carrying a piece of wood. When I looked closer I could see that he had built an electrical circuit from some batteries, wire and small light bulbs, which had been bought from a local shop. Unfortunately I could not speak the local language but my colleague who was travelling with me could. He spoke to the boy who seemed very proud of his work. It turned out that he was on his way to school to take his circuit to his teacher. I still find it hard now to describe my feelings that day. I realised that his teacher had attended one of the workshops that we held and had used the skills he had gained to change his method of teaching. It felt so rewarding to actually see that something I had been part of had actually made a difference.” **(A volunteer testimony on the impact of “Practical Science Teaching Workshop” in Awassa).**

ORGANISATIONAL CAPACITY

In summary, VSO contributes to greater efficiency and effectiveness of education service delivery but tends not to go further to improve effectiveness through responsiveness to learners, and accountability to communities. The latter is seen as work on education governance, and is a new priority area for most programmes. It is particularly challenging when generating shared objectives with partners. The case study below gives an example of a programme area strategy to improve education governance – and thus the quality of education. It builds directly on intervention described in the Rwanda Education case study in 2004–2005 PPA report.

From the School Management Short-term volunteer's report, Kigali, Ngali, Rwanda

"A two year long-term volunteer provided guidance documents and examples, and a full day's training to three representatives of forty-three primary schools in Kigali, Ngali and follow-up guidance on how to draw up and budget for a School Improvement Plan in the Spring. In her evaluation, the volunteer noted weaknesses in setting measurable targets and in working within their budget. Most, but not all of the schools, trained and produced a draft plan, which the volunteer annotated with detailed feedback and suggestions for improvement. Not all schools have yet produced second drafts."

"The short term volunteer evaluated how much progress had been made in developing School Improvement plans and found that several head teachers had spent time and effort in writing lengthy documents, but there is too little about improving pupils' performance, although a few include the need to improve teaching in certain subjects. The plans are not specific enough to direct and monitor improvement. The short term volunteer agreed to help simplify the planning process and developed additional example templates in English and French, using straightforward simple language, to make improvement planning more accessible. She agreed with the head of Unit, Gender and Social Development in Kigali Ngali to encourage head teachers to place high on the aims of the School Improvement Plans improved pupil achievement and a thrust to encourage teachers to widen learning activities and improve teaching. The short term volunteer also left guidance notes for taking this work forward, including recommendations on how to link this work with national education goals."

The following encapsulate ways in which VSO contributes to greater efficiency and effectiveness in education.

Improved service delivery:

- One Rwanda provincial education office out of twelve has improved retention of students.
- Teacher training colleges have improved their support for student teaching practice through the establishment of school-based mentoring schemes in The Gambia, Ghana and Ethiopia

Improved managerial development (planning and governance):

- One third of the target schools in the Maldives have developed vision and mission statements in collaboration with the Parent Teachers Association and staff, and developed school action plans that they are looking to implement through maximising local resources.
- Education offices in Cambodia, teacher development centres in Malawi and the Education Development Centre in The Maldives have better organisational processes, including improved management of donor-funded projects and strategic planning.
- Education offices in The Gambia, Nepal, Cambodia and Ghana and a Cambodian civil society organisation have improved their organisational structure supporting improved information gathering for planning, monitoring and evaluation of education service delivery in schools.
- Provincial education offices, district education offices, a civil society organisation and teacher training centres have improved their internal communication.
- In Ghana and Papua New Guinea, schools have improved their communication and collaboration with community members following joint efforts to provide food for school students in Ghana and through enterprise development training in Papua New Guinea.

Improved operational development (implementation, resources, systems):

- In Ethiopia, Nepal, the Maldives and Malawi, district education offices and the education development centre are delivering Continuing Professional Development to teachers, supervisors and school managers and building the capacity of heads and Supervisors to deliver training in their own schools.
- In Ghana and Malawi, teacher development centres are managing resources to support teaching and learning.
- Regional Education bureaux and the Institute of Curriculum Development in Ethiopia are better at developing resources including relevant and appropriate textbook material.

Improved relational development (learning and communication between different education partners and organisations):

- In Cambodia, Provincial Offices of Education (PoE) have supported better communication amongst Teacher Training Colleges (TTCs), and between TTCs and PoEs.
- In Ethiopia and Malawi resource centres are communicating better with schools and in Cambodia a teacher training college has increased collaboration with schools.
- In China teacher training colleges have increased communication and cooperation with middle schools and education commissions in three provinces.



Improved Teaching resources in
a Malawi Teacher
Development Centre

NATIONAL POLICY

VSO has made progress at country level on influencing policy change and implementation through working with civil society stakeholders. These stakeholders have increasingly coordinated the pressure they exert on governments. It would seem more successful to work as part of coalitions rather than as individual organisations when advocating on quality education issues.

- Establishment of civil society education coalitions in Rwanda and Guyana.
- Capacity development of existing coalitions and Teachers' unions in Malawi and Zambia. In Zambia the improvements seen as a result of lobbying for relaxation of the public sector workers' wage cap are still being enjoyed. Qualified teachers are being recruited, which is leading to real reductions in class sizes and consequently improvements in quality.
- Lobbying and campaigning through Global Campaign for Education (GCE) national coalitions. VSO programmes that have not yet undertaken Valuing Teachers research are still engaging in GCE Action Week activities in countries such as Ethiopia, Ghana, Cambodia and China.
- Policy formulation and communication at government level. In Malawi, the GCE coalition was involved in reviews of the Education Act and curriculum, and in consultations about the national Education For All plan. In Rwanda VSO has been invited to the Education Sector Review, and in Nepal, VSO sits on the donor coordination group and has a volunteer placed in the Ministry of Education's donor coordination department.
- Progress has also been noted in Malawi, The Maldives and Cambodia on inclusive education. In Malawi guidelines to facilitate the implementation of the re-entry policy for girls have been developed. In Cambodia there has been advocacy for adjustments to school-building design to improve accessibility of new schools for children and youth with disabilities. For example, the 2005-2010 Cambodia Education Sector Support Project, one of the two biggest school construction programmes in Cambodia with a budget of \$12.07 million, includes three hundred new lower secondary schools, and covers twenty-three of the country's twenty four provinces. In the initial designs no provision for children with disabilities was made but VSO Cambodia, working with the Disability Action Council, have ensured there is access for children with disability in the plans and will be monitoring its implementation.

The case study below illustrates how VSO has carried out its education policy work through the establishment of a coalition of local organizations and trade unions over the 2004, 2005 and 2006 reporting periods. The challenge is to monitor improvements for teachers on the ground that have resulted from increased public awareness and associated government awareness of the need to act.

In April 2005 through the Global Campaign on Education (GCE) national coalition established, VSO Rwanda facilitated the involvement of a number of schools in GCE Global Action Week events. Local leaders were brought together to discuss issues around pupil absenteeism. Pupils created about three thousand 'Buddies' for the 'Send my Friend to School' campaign. These were sent to the UK for use at the G8 summit. In 2006, this is what VSO Rwanda reported in its country review:

"We staged a march from a central part of Kigali to the stadium with banners, a band, a police escort stopping traffic and a bus with 'Universal Basic education- get

every child on board- give every child a teacher' and cut-outs of children trying to climb on board. We got a thousand people in the stadium, and had traditional dance troops as well as songs and role-plays about the role of teachers. We've had rolling spots on the radio, a coalition of grassroots education NGOs, radio coverage and Kinyarwanda press coverage... We made a 12 minute film about primary school teachers' conditions in Rwanda and this was on top of about twenty local events of differing sizes around the country during Action Week".

INTERNATIONAL

VSO continues to use its growing reputation as the authority on teachers in the development sector to influence discourse and priorities. Our partner GCE has been able to use a collation of all the learning that VSO had already documented in various 'Valuing Teachers' reports from eight countries to formulate its policy recommendations on teachers' issues. This resulted in the publication of the 'Teachers for All' GCE policy briefing, and the 'Every Child Needs A Teacher' campaign briefing for Global Action Week in more than 90 countries in the developing and industrialised world.

Another example of using our influence on allies, and key decision makers is that HM Treasury contacted VSO before the Chancellor went to Mozambique to ask for input to the official statement. Once in Mozambique the Chancellor visited a VSO education volunteer. A key global target for all education policy work, the IMF, is also aware of VSO as a promoter of teacher messages. An example is the communication between the IMF and VSO on issues that are specific to Zambia and aid conditionality, and the IMF's response to countries that have been raised by VSO and GCE in its presentations to civil society at the 2006 spring meeting.

HIV & AIDS

INDIVIDUAL CAPABILITIES

VSO's learning on individual capabilities has been two-fold. Firstly, we can see outcomes at individual level through increased recognition and understanding of the needs and rights of people living with HIV & AIDS that has led to a reduction of stigma and discrimination. Secondly, empowering individuals has led to an increase in confidence to use new skills as well as being enabled to claim their rights.

The case study below demonstrates how VSO support for prevention has affected community members and, even more intensively, the communicators themselves. The dramas aim to raise community awareness and change behaviour around HIV.

PAPUA NEW GUINEA Audience response to the theatre troupe has been extremely positive. Attendance has averaged 300 persons per show, which indicates a significant number of people travelling in from outside villages. There are reports of community members walking three days to see a performance in Raikos. Post performance question periods are lively and full of debate, reflecting a high level of confusion on HIV & AIDS issues and the communities' desire to know the truth. Community elders have accepted the 'straight talk' of the troupe members and HIV & AIDS Educators touring with them. One elderly leader told us that they were ready



to hear this 'straight talk' (sex normally being a taboo subject) because they needed to be able to prepare their youth for the future. That particular community had just held their 'haus man' (circumcision ceremony) with the young men who were in the village, on break from school in the provincial capital. The leaders had wanted to be able to educate the young men on how to protect themselves from HIV & AIDS but they lacked information and were not able to address the topic. They expressed to us, as have other communities, that they want to receive this information. They have known about HIV & AIDS for some time but do not understand how it is transmitted and they are keen to learn how to protect themselves. Effect on troupe members... The theatre troupe members spent the week living with and learning from the PLWHA (People Living with HIV&AIDS) trainer and the experience had a profoundly positive effect on their attitudes and beliefs. The trainer (Thomas) revealed his HIV positive status to the group, after four days of living with them and facilitating training sessions. The troupe responded with many tears followed by spontaneous hugging and handshaking between troupe members and Thomas. Troupe members reported that they had not previously met or shared a meal with someone living with HIV, and that if they had not met Thomas under these circumstances they may have wanted to do him harm.

Other key trends in building individual capabilities

- **In Namibia, Papua New Guinea, Malawi and Bangladesh, VSO and partner organisations have supported skills building of individuals that has empowered them to articulate their needs and rights.**
- **As a result of VSO LINKS international exchange activities for VSO partners, colleagues within VSO partner organisations in Nepal, Zambia and Kenya, have learnt new advocacy and organisational planning skills that have given them the confidence to use this new knowledge and skills in their own organisation.**

ORGANISATIONAL CAPACITY

Progress in different aspects of organisational capacity building (service delivery, managerial, operational, relational) has been maintained over the year, with more than expected progress in relational management. One of VSO's strengths is the ability to bring different organisations together, and facilitate communication and learning.

ETHIOPIA Despite the sometimes-distant relations between government and non-government organisations, VSO has been able to promote cooperation between these two major stakeholders in the campaign to combat HIV & AIDS in the SNNP Region. The NGO Forum was established through the assistance of a VSO volunteer placed with the regional government's funding and co-ordination body. Amongst the forum members are organisations that have received a small grant from VSO and are potential partners for future VSO volunteer placements. The increase in capacity of the forum members leads to greater absorptive capacity in the region for funding aimed at reducing the spread of HIV & AIDS and mitigating its social and economic impact.

There are also new trends emerging in service delivery capacity – including vital aspects such as more secure livelihoods, as well as better access to testing, counselling and home-based care. The example below shows potential benefits for poor and marginalized of building the capacity of both the government unit that administers grants, and the community based organisation of positive women.

MOZAMBIQUE In December 2005, a small grant was given to the Provincial Directorate of Women and Social Action in Maputo for income generating activity. Eight positive women were identified. They were taking anti-retrovirals, had mostly been abandoned by their relatives or were widows and had to look after their children. Each of the women received a public cellular phone that they were to use to generate their income. The grant also provided them with a one-day's training on money management, a course that was much needed. The grant was given because these women were unemployed and found it difficult to get food or buy medicine for opportunistic infections when the hospital runs out, and other essentials. Most of the women were struggling to for money. Now they can get at least €3.50 per day three times more than the minimum salary in Mozambique. During the Christmas season they make double this amount. The women can now buy most of the medicine that the hospital cannot provide. The women can eat at least three meals a day whereas before it seemed that the antiretroviral drugs were doing more harm than good because the women were eating badly. One of the beneficiaries was able to move to Maputo city where rent is higher. However, she now earns a lot more money through the public cell phone. Initially the group was made up of 14 HIV positive women. Now there are 24 who will openly disclose their status. The project helped to reduce the stigma and discrimination that many people living with HIV&AIDS faced in the community. At least one of the women reported that her family is now treating her well. The public cell phone helped them to see her as someone who still has something to contribute to society.

Other key trends in service delivery strengthening:

- In Malawi and Bangladesh VSO volunteers have made a significant contribution to increasing the scale and quality of counselling services at both district and national level.
- In South Africa, Zambia, Bangladesh and Zimbabwe specific activities to build the capacity of community volunteers and home-based carers has enabled care givers to incorporate the needs of children into their work and helped them have a more holistic response to needs of their clients.
- Through the support of VSO volunteers and small grants, partner organisations in Malawi, Mozambique and Bangladesh have increased the number of interventions that are directly targeting vulnerable groups.
- Through providing support to positive people on the challenges of treatment, initiatives in Mozambique and Zambia have resulted in increased disclosure, increased knowledge around treatment and improved ways of coping with opportunistic infections.

Managerial development (planning, governance):

- As a result of support provided by VSO, through exchanges and volunteers, partner organisations in Zimbabwe and Bangladesh are role modelling good practice, which is benefiting their organisational thinking and HIV & AIDS programmes.
- Through volunteer support in management and strategic planning, partner organisations in Nepal, Bangladesh & Ethiopia have been able to improve internal managerial practice relating to: establishing management systems, identifying roles and responsibilities, introducing performance based management systems and developing long-term plans.

Operational development (systems, resources, people):

Partners in Malawi, Nepal and Ethiopia have reported that due to volunteer input and support, organisations have been able to increase their credibility with donors and in some cases, this has resulted in increased funding levels.

One key challenge for VSO is reaching a common understanding of a rights-based approach to programming that will increase the coherence and impact of our HIV & AIDS work. This is demonstrated, for example, by the way in which VSO supports positive persons' organisations but without necessarily analysing the differences between groups within the same organisation e.g. women, men, disabled, urban or rural dwellers. Another example is the disparity between good practice in gender and HIV & AIDS in our programmes, and the lack of gender analysis in most programme reporting.

POLICY - NATIONAL AND INTERNATIONAL

VSO's policy work focuses on challenging stigma, linking up organisations in a style similar to a global social movement, and raising awareness at national level with changes in policy as the ultimate goal. There are examples of activities of this kind form almost all sample countries. The case study below is from Bangladesh.

VSO Bangladesh HIV & AIDS Exhibition for World AIDS Day VSO Bangladesh marked World AIDS Day 2005 with the launch of a photographic exhibition, 'Our Hopes Our Fears Our Reality'. The exhibition sought to raise awareness by capturing the hopes, fears and realities of ordinary people in Bangladesh, and their experiences of HIV & AIDS through photography and case studies. Approximately 150 people attended the launch, which featured a Candlelight Vigil arranged by local advocacy group, Ashar Alo, who support people living with HIV & AIDS in Bangladesh. Attendance subsequently was excellent.

The photographs are of ordinary people, and the accompanying case studies trace the influences in people's lives, and the social and cultural context in which real people engage with each other - and thus become vulnerable to HIV & AIDS. The exhibition, which also showcased the work of VSO Bangladesh's partners, sought to demonstrate, that although Bangladesh is a low prevalence country, there is potential for everyone to be affected by HIV & AIDS.

The exhibition was later shown at the International School Dhaka from January 15 to 31 2006 with plans underway for a tour of the regional divisions of Bangladesh later in the year. There is also a publication.

Candlelight Memorial
on World HIV & AIDS Day,
1 December 2005



LINK TO POLICY WORK

The Bangladesh country programme is one of those participating in VSO's corporate HIV and gender advocacy initiative: AIDS Agenda. The exhibition is one stage of its advocacy strategy with partners. One major advocacy objective is to change two laws that make prostitution and sex between men illegal. The illegal status of these vulnerable groups stops outreach work on prevention with groups and their clients.

INTERNATIONAL AIDS AGENDA

VSO has successfully raised awareness among decision-makers in the international development arena and in the UK parliament about the issue of the Burden of Care on women and girls and the need for the greater involvement of men in the response to the pandemic. Through the Stop AIDS coalition VSO has followed up on promises made at Gleneagles on treatment, ensuring that messages on gender are part of the Stop AIDS position.

DEVELOPMENT AWARENESS

In relation to global education, one key result areas is that the current survey shows 61% of volunteers have been actively using their VSO experience in raising development awareness in 2005. This compares to 46% of volunteers in 2003 and 57% in 2004. For example, the eight youth exchanges that took place this year ran 96 community activity days between them that enabled members of the public to increase their awareness of global education issues. It is estimated that, as a result of this and other development awareness activities, these eight exchanges will have had a direct impact on 20,000 people in the UK and may have reached two million people through the media. The Global Educators register continues to be a major success for VSO and now has eighty-five members. It is enabling many returned volunteers to contribute in Formal Education.

At a recent training course, one Global Educator said: "I provided an overview of what I had done during my year overseas and the similarities and differences with life in the UK. A major aspect of the presentation was trying to explode some of the myths about life in Africa. The pupils learnt that there are major urban centres in

Africa and many modern provisions, not dissimilar to the UK in certain respects. They also came to appreciate that poverty and wealth are global phenomena... In one of the comments at the end of the session, one of the pupils noted that she had learnt that not everyone in Africa is poor. This was one of the key messages that I was hoping to convey."

VSO continues to define our development awareness activities according to the visual representation constructed in consultation with DFID in 2004 – The 'Development Awareness Triangle'. Placing Development Awareness as central to the VSO medium term management plan has created an encouraging environment and renewed support for Development Awareness across VSO. The case study below demonstrates how different parts of the organisation contribute – in this case raising awareness amongst media professionals.

THE MEDIA The VSO report 'Reflecting the real world? How British TV portrayed developing countries in 2005' uncovered a very strong sentiment that TV coverage of developing countries is too negative. Viewers expressed a desire to see the positive side of life in the developing world and hear about any progress being made. Crucially, they wanted TV programmes that were positive and transforming, challenged their perceptions, and contained human-interest stories, real-life issues and characters they could relate to. One focus group member commented:

"It's nice to see the good bits of Africa, not just doom, gloom and sadness." The report was launched with media coverage in 'The Guardian' and 'BBC News online'. It was sent to more than 450 broadcasters, development charity communicators and policy makers. Those broadcasters interviewed agreed they had a responsibility to deepen understanding of the lives of people around the world. The report was also the focus of discussion at a seminar organised by the Development Education Association, which brought together more than 50 representatives from development charities, development education & broadcasting. By revealing this appetite for richer representations of the world outside the UK, the report also highlights the demand for the stories brought home by VSO volunteers themselves.

However, it remains challenging to implement an agency wide strategy. Currently the Global Community Programme has not been implemented as planned and expected for 2005-06.



LEARNING AND CHALLENGES IN DEVELOPMENT

QUALITY OF PARTNERSHIP DEVELOPMENT

Partnership with government and non-governmental organisations continues to be at the heart of VSO's way of working. The expanding range of interventions is offered at partnership level as part of a process of identifying and fulfilling shared objectives. These interventions range from long or short term volunteer, an exchange with a similar organisation in another country, small grant and so on. It is recognised that not all organisations with which we work are long-term strategic partners as some require short term assistance, and some are partners with whom VSO learns, or influence policy. Below is a bar chart based on information from review processes with long-term strategic partners. VSO sees the quality of this relationship as the cornerstone of success in development outcomes.

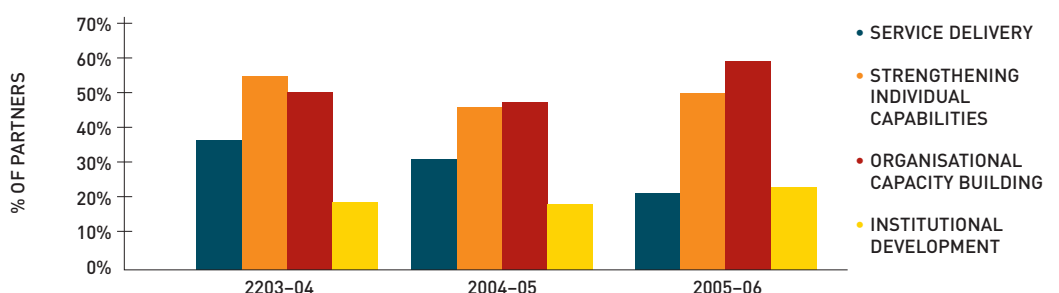
PARTNER SATISFACTION WITH VSO 2005-06



One important trend in 2005-2006 is the development of shared change objectives with some of the long standing education partners whose previous relationship with VSO was to receive additional members of staff. However, one of the key challenges identified in this year's core outcome grids for HIV & AIDS and Education, is the need to generate shared objectives around sensitive change management issues such as governance, gender, and accountability towards service users. Many partner organisations find it preferable to utilise VSO interventions to work on efficiency of their systems, and quality of service delivery. The further implementation of partnership and organisational reviews of shared objectives is likely to improve our relationships through the life of the current PPA.

BALANCE OF SERVICE DELIVERY AND CAPACITY BUILDING

The implementation of a more strategic or programmatic approach to working continues to involve a move away from volunteers delivering services as their primary purpose in favour of split roles balanced between service delivery and capacity building, and roles where the capacity-building of organisations and institutions for the long term is the sole purpose of the role. The chart below shows the balance between these roles within each goal area, and how this trend has continued over three years.



Service delivery is a key element of integrated programme area plans as such volunteers make a robust contribution to development, and are a source of knowledge and innovation for other programme activities and volunteers at different levels. A key challenge is to continue to learn from direct experience at grass roots as service delivery roles decrease. An example of where this has worked well comes from the Zambian case study below on mainstreaming HIV & AIDS into formal education. It illustrates cumulative learning by volunteers at school level over the years, and between volunteers in different countries.



SHARP FOR TEACHERS: HIV & AIDS EDUCATION FOR TEACHERS Four years ago, VSO volunteers adapted an international community-based course (Stepping Stones -Welbourn) into a manual called SHARP for secondary school students. There was a different version each for boys and girls, and classes were led by teachers of the same gender. The focus was on gender relations, prevention, challenging stigma, and treatment and care in the context of a pandemic. This was followed by the current version of SHARP designed for schools integrating HIV & AIDS into core curriculum subjects such as mathematics. Over time, it has now come to the attention of school administrations that there is a need to include teachers in SHARP activities. The problems facing teachers are significant. It is estimated that, in Zambia, 40% of teachers are living with HIV & AIDS. Despite this being recognized for many years and in the face of many programmes for the wider populace, there was no specific programme that aimed to help teachers.

With this in mind and following discussions with fellow teachers and VSO staff, a VSO teaching volunteer at Solwezi Technical Secondary School decided to write a workshop manual that would have teachers as the participants and focus on sexual and reproductive health and positive living. Using the placement as a base, the volunteer consulted with many people and materials.

The first trial was done at the volunteers' school in 2005, with fifteen teaching colleagues as participants. It prompted some teachers to be open about their HIV status and it made it easier for them to openly discuss HIV & AIDS among themselves and provide effective counselling and guidance to their students. The draft was then reviewed with a number of HIV & AIDS professionals and teachers (volunteer and non volunteer) who analysed the manual and made improvements. SHARP for teachers – the first HIV & AIDS programme for teachers – was completed.

OVERALL VSO CONTRIBUTION AS AN ORGANISATION

VSO met with district education officers in order to expose them to the idea of a manual, to seek their advice and get their official support for its use. The idea was warmly received, as it was widely felt that teachers had been missed out. VSO used its project funds on a request basis to deliver 'SHARP for Teachers' to every school

in North-Western province –more than a thousand schools. The plan for the country programme is to continue influencing central government to print and disseminate on a national scale using bilateral donor funding earmarked for HIV & AIDS mainstreaming in schools. Previously this funding has tended to be used on running workshops in Lusaka (travel, sitting allowances) and the results have not been very concrete. VSO will continue to lobby for more sustainable use of this aid.

CHALLENGES IN NORTH-SOUTH ADVOCACY FOR PRO-POOR POLICY CHANGE AND IMPLEMENTATION

Internally, this has been a successful year for VSO in pursuing this approach to advocacy. Nine more country programmes are committed to starting policy research on teachers' terms and conditions in order to implement their own national Valuing Teachers advocacy programmes. This is the result of internal factors such as publication of an advocacy toolkit, START for Valuing Teachers research, and the external situation whereby work on training teachers by volunteers continues to be undermined by poor terms and conditions and the lack of a teacher 'voice' in the education system. Zambia and Bangladesh have started national advocacy work on HIV & AIDS agenda and VSO programme offices have developed two broad AIDS Agenda asks on Burden of Care, and Prevention. Globally, the major challenge is disbursement and effective use of increased aid and debt relief promised at Gleneagles, and monitoring the HIV & AIDS pledges to the Global Health Fund. VSO has been working in coalitions on this follow-up. By influencing the UK government, amongst others, our partner Global Campaign on Education, has contributed to the release of monies to fund 20 national education plans under the World Bank co-ordinated Fast Track Initiative. In HIV & AIDS the global target of universal treatment has now become a shared goal among all significant players globally, and the UNGASS review in May 2006 will set targets to ensure this is achieved.

EFFECTIVE USE OF AID MONIES

This continues to be a strong area for VSO and this year's reports show how organisational capacity building with NGOs helps them to attract donor monies, as well as to use them more effectively. Partners in Malawi, Nepal and Ethiopia have reported that, due to volunteer inputs and support, organisations have been able to increase their credibility with donors and in some cases this has resulted in increased funding levels. The case study below illustrates the changes for poor people that can result. There is less evidence in this year's report of enhanced systems for disbursing aid, than last year.

NEPAL In 2004 the positive people's organisation Prerana, had no projects, income, bank account, paid staff, active board, office, financial management systems, structure or resources. The group had, few basic office resources, substantial financial liabilities from the recent past, poor credibility as an organisation, and issues of conflict between the organisation and the office owner - who was on the brink of evicting Prerana. But through the advice, support and training of the VSO volunteer, as of April 2006, Prerana has 28 paid staff positions, a turnover of approximately \$53,000 per year, and five key donors. The organisation also has much improved office space and environment, improved internal governance of the organisation, a range of improved management skills, confidence among key staff, a new

management board, and capacity to develop and implement the following projects:

- A community-based peer education and youth-led advocacy programme focused on HIV & AIDS prevention and awareness among young people.
- A peer outreach education project to reduce HIV & AIDS transmission among injecting drug users and their sex partners.
- A “comprehensive package for People Living With HIV&AIDS” including an outreach education and intervention project that serves partners and orphans, plus HIV & AIDS sensitisation and awareness training among the community.

Furthermore Prerana are now benefiting from improved internal governance of the organisation including enhanced financial controls and systems to demonstrate transparency and accountability and a newly formed board structure that reflects a balance of HIV positive and non-HIV positive professionals from the sector. The senior positions (chair, vice-chair, treasurer, secretary) are all occupied by HIV positive people, including a female HIV positive chairperson and HIV positive female treasurer, allowing a greater involvement of HIV positive people in the decision-making process of the organisation.

SUPPORTING DECENTRALISATION

This continues to be niche area for volunteer accompaniment and exchanges, and as DFID in-country meetings showed, it is very much a shared agenda with DFID. Decentralisation is key to organisational capacity building. In many education programmes, strengthening decentralised regions and districts in management of different aspects of education is now one of the main objectives of the programme (see organisational capacity building above). This is ambitious as highly qualified volunteers are needed but evidence shows that more sustainable changes can be made at this level than the central level. However all parts of the sector are important and it is key to share learning vertically e.g. Training college in capital city and schools in rural areas (see Cambodia example above). One challenge is to maintain our level of information about schools as VSO is supporting school management from a higher level of system, and, as already stated, has less front line service delivery volunteers.

POTENTIAL OF MAINSTREAMING

Last year the use of HIV & AIDS mainstreaming models in other areas was discussed. Below is an indication of progress.

HIV & AIDS: There has been progress since last year. Out of the sample countries (Nepal, Malawi, Ethiopia and Zambia) all have highlighted how they are currently undertaking mainstreaming – including development of the work place policy. For example, VSO Ethiopia has had considerable success in mainstreaming

ETHIOPIA Mainstreaming activities currently reach all of VSO Ethiopia’s partners including those in the education sector (the Ministry of Education, regional education bureaux, universities, teacher training colleges and institutes and schools in six regions). Within the Ministry of Education, volunteers placed at policy level

have contributed to the integration of HIV & AIDS and gender issues in government policy documents such as the Higher Education System Overhaul policy. This provides guidelines on how to mainstream HIV & AIDS and gender as a curriculum theme in employment, in organisational plans, budgeting, and service provision etc. Internally VSO Ethiopia has also been very proactive in mainstreaming, including holding two workshops, one for guards and one for the partners of guards and female staff at VSO. Furthermore the office has insisted that volunteers and partners must attend mainstreaming training together to ensure support for each other in conceptualising and introducing the mainstreaming agenda into their places of work. To mark the adaptation of VSO's work place policy within the Ethiopian context, a poster has been produced to illustrate the importance of mainstreaming HIV & AIDS into the work place. Information is in both English and Amharic.

In May 2005 the VSO-wide work place policy on HIV & AIDS was launched, and, out of 34 programme offices, 22 have completed research on how to implement this policy. This is a substantial number and a real achievement that illustrates the degree to which programmes are seriously undertaking the adoption of the policy.

GENDER AND DISABILITY: These are generally mainstreamed as Inclusive Education (see core outcome grid - individual), and sample countries reported different initiatives in this area. These range from VSO offices running workshops on changing attitudes towards disability to making child friendly and girl friendly consistent parts of supporting teachers to use more inter-active methods.

VSO DIALOGUES WITH DFID COUNTRY OFFICES AS PART OF PPA REPORTING TO ICSD

All nine countries submitted reports to their DFID country office and Rwanda, Cambodia, The Gambia, Bangladesh, Malawi, Ethiopia and Ghana were able to arrange a meeting to discuss the report. This year all meetings were with sector advisers or a country representative rather than with heads of office (as in two countries last year). VSO very much values the relationship with all parts of DFID, and would see the reporting dialogues in context of DAC peer review of UK Aid (June 2006). This review specifically recommended DFID keep close contact with development at the grass roots, and not be confined to high-level policy processes.

In summary, the meetings again approved VSO reports, and in Bangladesh also confirmed that VSO's planning & review system was robust. In The Gambia, the Country Representative attended partnership reviews in person, and will use programme reviews to gather information about different sectors. Three offices commented on benefits of greater focus, and all discussed policy issues and how VSO was involved in them through its advocacy work. The country offices were supportive of VSO's advocacy work at national level. Although more frequent meetings would be desirable, our in-country relationship with DFID is showing benefits. Last year's country dialogue led to further meetings in Ethiopia, that secured funding for VSO's pilot work on education management. In Malawi, this year's dialogue led to VSO Malawi being invited to the sectoral education meeting with the government and donors (and being the only NGO to represent CS views). The relationship between VSO Malawi and DFID continues to be strong as VSO is a stakeholder and contributor in the DFID-funded health programme. Over the past year, the most striking instance of VSO using its presence at the grass roots to complement DFID's work, was in India. VSO works with Disabled People's Organisations (DPOs) on capacity building and advocacy and was able to work with DFID country office to facilitate a meeting of DPOs with the visiting Secretary of State.

Bob Ruxton & Sara Cottingham
June 2006

VSO PPA Report 2005-06 HIV&AIDS Core Outcomes Grid

| | 2005/06 | | 2004/05 | |
|---|--|-------|----------|-------|
| | Number of countries with HIV & AIDS programmes (implemented) | 21/34 | 62% | 20/34 |
| Number of countries with over five volunteers in HIV & AIDS ¹ | 13/34 | 38% | 10/34 | 29% |
| Number of volunteers working primarily in the HIV & AIDS development goal | 183/1287 | 14% | 134/1374 | 10% |
| Number of partners VSO is working with in HIV & AIDS development goal | 252/1318 | 19% | 109/1011 | 11% |
| Satisfaction of partners in HIV & AIDS development goal | 163/167 | 98% | 23/27 | 96% |
| Specific HIV & AIDS project income | £1,023,723 | | £805,277 | |

Individual Capabilities

- Programme Outcomes/Challenges – defined as specific change that has taken place related to descriptions in the first column.

Illustrative example/evidence (for items above) of programme outcome e.g. quality of participation in staff meetings, exam results.

- Progress Achievements or Challenges on the way towards that change i.e. if there are no outcomes related to descriptions in first column, what progress has been made in implementation process?

Illustrative example/evidence (for items above) of programme outcome e.g. quality of participation in staff meetings, exam results.

| | Outcomes |
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| | <p>Outcome Cluster</p> <p>⚠ Through a range of support interventions, partners and service users in Mozambique, Zimbabwe and PNG have changed their perceptions and behaviour around HIV & AIDS leading to a notable reduction in stigma and discrimination. (one of these is progress towards outcome)</p> <p>Mozambique: Report from volunteer 'In terms of my work I learnt how to integrate HIV & AIDS in the organisation. Specifically the credit section I was working implemented the idea through printing clients' passbooks with an HIV & AIDS message as well as distributing condoms. Through collaboration with Hortensia Gathegi a VSO volunteer working for Kubatsirana organised for participation of community members in a seminar on the use of ARVs. Seven members accepted to do the HIV test and 4 cases turned out positive and are now on ARVs, 3 cases were to do a follow up test in three months.'</p> <p>PNG: Significant Change story from Lisa Jeffrey, student teacher, who took part in Madang Teacher's College HIV&AIDS Club activities, which were mobilized through the support of a VSO volunteer teacher trainer. After the training, student teachers were asked to conduct awareness work in their home community during semester break. This is the story Lisa shared...</p> <p><i>During the semester break I went to Lae to my family. While I was there I found of the ladies from our street was HIV positive. That lady had been my best auntie when I had been in Lae. All her family had left her alone in the house and they took off to live with their relatives. They were scared to live with her. I felt sorry for her because she's a really nice lady.</i></p> <p><i>One night I was sitting down in front of the house when she walked past me and said 'goodnight'. I didn't recognise her at first and said 'goodnight'. She recognised my voice and called my name. I walked up to her and hugged her. All my family didn't want me to hug her but I encouraged them to do so.</i></p> |

Outcomes

On my holiday I just talked to the other girls my age, especially my friends and sisters, about this incurable disease AIDS and encouraged them to treat that auntie of ours equally to make her happy.

This story is deeply significant within the PNG context as it reflects a young woman whose attitude was so changed through awareness activities that she rejected the advice of her family and boldly hugged and accepted an HIV positive person. Young women generally do not hold much sway within communities. However, the actions and voice of this young woman may have had a very positive impact on her family and friends.

Zimbabwe: Churches Against AIDS Forum received a small grant from RAISA to train Pastors from Pentecostal Churches in basic HIV & AIDS facts, as well as basic counselling skills.

Most of the Churches prior to the training did not even want to hear the word AIDS spoken in their congregation. However, after sensitisation and training, 7 of the 13 Pastors trained have initiated some kind of AIDS education in their Churches. This is a significant step because the Church in Zimbabwe has a lot of influence but is generally known to have high levels of HIV & AIDS related stigma. Although many Churches in Zimbabwe have had AIDS programmes for some years, there remains pockets of the sector that is highly stigmatising and requires a more concerted effort for the message to break through. Sensitisation of top leadership and decision makers in issues of AIDS is an effective entry point into the Churches for AIDS programmes.

Mozambique: As a result of treatment workshop in Mozambique through RAISA; One of the associations shared what they had learned with 42 CBOs during a meeting with the city Council. Since then they have had requests to facilitate a workshop on the theme. The acquired knowledge has enriched the lives of CBOs bringing hope to positive people who now know they can have access to ARVs. The community volunteers of the CBOs have been more motivated to tell people to get tested because there is now "life after testing positive."

PNG: The theatre troupe members (part of PNG's TOKAUT AIDS Project) spent the week living with and learning from the PLWHA trainer and the experience had a profoundly positive effect on their attitudes and beliefs. The PLWHA trainer (Thomas) revealed his HIV positive status to the group, after 4 days of living with them and facilitating training sessions. The troupe responded with many tears followed by spontaneous hugging and hand-shaking between troupe members and Thomas. Troupe members reported that they had not previously met or shared a meal with a PLWHA and that if they had not met Thomas under these circumstances they may have wanted to do him harm. Because he was able to share his story and answer their questions openly and honestly, he was able to break-down their fears. The impact of this learning was revealed when the troupe members happily shared food, beetle nut and accommodation with Thomas *after* he had revealed his status. The fact that their learning experience was facilitated by the PLWHA has helped them to understand how PLWHA can play an active and valuable role within the community.

Mozambique: A small grant was given to the school in August 2005, to supply the 15 orphans and other vulnerable children there with stationary, school uniform and sports kit. There is now no difference between the orphans and other vulnerable children and the other children. Previously the orphans and other vulnerable children were not as clean because they only had one uniform to wear to school and in some cases no uniform at all. They also lacked stationary and had to do physical education without trainers, balls or skipping ropes. These changes have decreased the stigma and discrimination that the children faced.

Mozambique: Kindlimuka –Boane is one of the branches of Kindlimuka (association of PLWHA) that operates in Boane- a rural

| | Outcomes |
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| | <p>district on the outskirts of Maputo Province. In May 2004 two trainings were done with a small grant from VSO- RAISA: The first from 12-16 May was for 28 counsellors, activists and religious leaders on home based care and nutrition and the second from 11-13 May was for 11 child-counsellors on orphan care. The results of these have been very positive not only in Kindlimuka –Boane but also in the community: a) orphans and other vulnerable children are now initiating later. This is because the message about delaying sexual relations has been successfully passed to them. Many under age orphans and other vulnerable children were using sex as a means to earn extra income or saw sex as a way to prove their feminization or masculinity. b) Activists and counsellors from Kindlimuka-Boane are now following up on the behaviour of orphans and other vulnerable children within the schools. The impact of their counselling has therefore become more evident c) Many orphans and other vulnerable children have willingly got tested for HIV d) Activists, religious leaders and counsellors doing HBC are no longer afraid of treating the sick for fear of getting infected e) Orphans and other vulnerable children are now disclosing some of their problems. For example many have shared the stages they saw their parents go through before they died of AIDS. This has only happened with the use storytelling and play. These methodologies were taught at the training.</p> <p><u>Progress towards outcome cluster:</u></p> <p>PNG: Audience response to the theatre troupe has been extremely positive. Attendance has averaged 300 persons per show, which indicates a significant number of people travelling in from outside villages. There are reports of community members walking three days to see a performance in Raikos. Post performance question periods are lively and full of debate, reflecting a high level of confusion on HIV&AIDS issues and the communities’ desire to know the truth. Community elders have accepted the ‘straight talk’ of the troupe members and HIV&AIDS Educators touring with them. One elderly leader told us that they were ready to hear this ‘straight talk’ (sex normally being a taboo subject) because they needed to be able to prepare their youth for the future. That particular community had just held their ‘haus man’ (circumcision ceremony, which defines passage into manhood) with the young men who were in the village, on break from school in the provincial capital. The leaders had wanted to be able to educate the young men on how to protect themselves from HIV&AIDS but they lacked information and were not able to address the topic. They expressed to us, as have other communities, that they want to receive this information. They have known about HIV&AIDS for some time but do not understand how it is transmitted and they are keen to learn how to protect themselves.</p> <hr/> <p>Outcome Cluster: 🚩 In Namibia, PNG, Malawi & Bangladesh VSO and partner organisations have supported individual skills building that has resulted in individuals feeling more empowered and able to articulate their needs and rights.</p> <p><u>Progress towards outcome cluster</u></p> <p>Namibia: Prior to writing the abstracts for the RAISA regional conference we held two workshops, with two Namibian delegates, Vicky and Venacious to discuss stigma and discrimination, how they had been affected and how they had responded to it. VSO then spent time supporting them and Freidel from the Positive Speaker Bureau preparing their presentations and developing their speaking skills. Hans (PO based volunteer) spent a day with each of them capturing photos to be included in their presentations and also time explaining how to use a power-point presentation. Both presentations were extremely well received and since then Vicky has used the powerpoint presentation for potential donors and has secured additional funding for the Mother 2 Mother project.</p> |

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| | <p>Venacious attended a conference in New York sponsored by the Big Issue Magazine where he used his presentation</p> <p>PNG Our greatest impact has been with the theatre troupe members. Systematic assessment of the troupes reflected a high increase in their knowledge and development of positive attitudes. Most importantly they are showing a great enthusiasm for the work; rehearsing at night (outside of scheduled rehearsals), undertaking awareness activities on their own initiative, assisting in the organisation the troupe and preparing songs which have become part of the performance. Troupe members have increased confidence in public speaking and addressing HIV&AIDS issues. Several have reported that they had never experienced responsibility such as this before and are finding the process empowering. The theatre trainers have adopted a very participatory approach, which has given the troupe members ownership of each phase of the creation of the theatre presentations.</p> <p>Bangladesh: Through the provision of volunteers, VSOB is strengthening the capabilities of individuals within partner organizations to advocate on behalf of those most vulnerable. For example, an HIV & AIDS Programme Development Adviser is placed in Ashar Alo Society (AAS), an organization supporting people living with HIV & AIDS. Through mentoring and on-the-job training, the volunteer is supporting the senior management of the organization to advocate at the policy level for the rights of people living with HIV & AIDS. AAS are currently advocating to government for improved services, care and support for people living with HIV & AIDS. In addition, the HIV & AIDS Programme Development Adviser is supporting the development of partnerships with key stakeholders (government and non-government), ensuring the representation of people living with HIV & AIDS in decision making and national fora on HIV & AIDS.</p> <p>Malawi: A national workshop for orphans and other vulnerable children from the VSO Malawi strategic districts was conducted with the trainers in order to train other children from the districts how to train others in psychosocial support. Among the areas covered were memory books and hero books which, when children are involved in these activities, the impact of HIV&AIDS is reduced. To date about 21 children are trained in psychosocial support and are able to train others in the districts. One of the children has continued this training at international workshops in Zimbabwe and taking part in a programme to promote children's voices at international conferences at ICASA (International Conference on AIDS and STIs in Africa) in Abuja, Nigeria.</p> |
| | <p>Progress towards outcome cluster:</p> <p>🚫 As a result of VSO LINKS activities and training, colleagues within VSO partner organisations in Nepal, Zambia & Kenya, have learnt new skills around advocacy and organisational planning which has given them the confidence to use this new knowledge and skills in their own organisation.</p> <p>Nepal: VSO Nepal has supported its partner organizations in the areas of financial management, planning, monitoring evaluation, and report writing. In addition, the regular mentoring and coaching/training by the volunteer has been an added value in increasing the effectiveness of our support. To illustrate examples of increased staff competency, we can consider the following examples: Following the report writing training, women from the Makwanpur Women's Group are now aware of the reporting format and report writing techniques and have expressed increased confidence in reporting to donors about their work.</p> <p>Zambia: Changes in attitude towards advocacy work among colleagues. Some staff members who attended a LINKS programme</p> |

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| | <p>have pointed out that the placement helped them develop strong skills and are now planning a strategy with a well-informed mind</p> <p>Zambia: An advocacy workshop provided basic tools and skills for 15 participants in how to conduct advocacy activities. This created a shared understanding of what advocacy is and contributed to enhancing individuals skills in doing advocacy in their organizations.</p> <p>LINKS: Through 3 month UK based Commonwealth Fellowship placements, supported through the LINKS Programme, partners have been given opportunities to experience new approaches to their area of work and have put those experiences into practice in their own context.</p> <p>Zambia: A three-month placement with the Stop AIDS Campaign gave Kunyima Banda, the national coordinator of the Network of Zambian People with HIV&AIDS (NZP+), the opportunity to learn about advocacy planning and implementation and understand how to develop networks with other organisations working in HIV&AIDS. <i>“NZP+ is in the process of developing our strategic plan, and part of my coming here was to acquire skills that would input into the process especially in the area of advocacy and networking. The fellowship came at the right time, and I am confident that I will be able to transfer the advocacy skills that I have acquired.”</i></p> <p>Kenya: A three-month placement with the Black Health Agency provided Missie Oindo, the training officer for CHF Kenya, with an opportunity to gain learning and experience in a range of areas including Healthcare Systems and Service Delivery, Organizational Development, Policy and Advocacy, Capacity Building, and Linkages and Networking. <i>“The fellowship not only provided a learning opportunity in terms of practical knowledge and skills, but also facilitated exposure to new experiences, ideas and attitudes that encourage a more analytical view and thoughts of the now and the future in both the home-country context and the global world in which we live.”</i></p> <hr/> <p>Progress towards outcome cluster: 🚫 VSO volunteers in Ethiopia, Zambia & Mozambique have responded to the challenge of HIV & AIDS within their partner organisations by supporting colleagues to explore issues that most affect them resulting in increased dialogue and appropriate support being given to those in need.</p> <p>Ethiopia: Excerpt from volunteer report: ‘My organization was established by People Living With HIV and AIDS. Many of the staff are HIV positive people. They are open about their HIV status. We often sat in common room to have lunch, most of the time brought from home. I noticed that many of the staff members’ lunches/diets were deficient of protein and vitamins. I indicated to them that they needed to eat better than they were doing because their health status demanded so. A few of them took up the issue with me and requested me to advise them on what comprised a good balanced diet for a HIV positive person. I took this challenge and went out to find what foods were suitable for boosting immunity; keeping fungal infections away and enabling them have a good system. Within a week, thanks to the Internet - I had a complete list of vegetables and meats that were nutritious to a HIV positive person. I distributed copies of this to all members of staff. We discussed on how to get those nutritious food with affordable price. By the next week I noticed diets were changing and fruits (which are not very expensive in Ethiopia) appearing at lunchtime.</p> |

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| | <p>Eventually we formed a fruit-eating club. I explained to them that a good diet was very important if you were on antiretroviral drugs.’</p> <p>Zambia: In the process of conducting questionnaires with staff and volunteers about levels of knowledge concerning HIV and AIDS throughout the organization it became very clear that most of the work relating to HIV and AIDS was focused on the community “out there” as opposed to the community within the YWCA and that only staff that was directly involved in outreach activities were involved in HIV and AIDS related training. One respondent said “Even though I KNOW that I can’t catch HIV from casual contact, I will throw away a cup used by a known HIV+ person and I won’t let my children play with children that I know are from a house with an HIV+ person” – and this is from a respondent that HAD engaged in some training related to HIV.</p> <p>I approached the Executive Director with the idea that every Monday at the YWCA the staff and key volunteers meet first thing and have a bible reading and prayer session so I proposed that we use the time when everyone was together and follow prayers with the “Thought for the Week” focusing on any topic related to HIV and AIDS that people were interested in. As they have a rota system for those choosing the bible readings we adopted the same system for “Thought for the Week”. I offered to explain the concept and be the first to share a “Thought”. I started with the statistics and said that in Zambia the percentage of people living with HIV is approximately 16% - there are 12 of us around this table – meaning that at least 2 people at this table are either already HIV+ or will become HIV+ - what are we going to do to offer our support and assistance to these people?? What would YOU like from your colleagues or your friends and family if you were to be tested HIV+?? And so the discussion was born. We talked about stigma, ARVs, rejection from family and friends, fear of disclosing status, but most of all we talked about our reaction to PLWHA and what we can do to lessen the stigma and help our friends. At the end of the session I offered my help to anyone that had a question about HIV that they weren’t sure of and said that if I didn’t know the answer I would find out for them.</p> <p>I found the openness of staff and volunteers in discussing issues related to HIV and AIDS very refreshing and I think that this will continue and expand amongst staff/ volunteers even without the presence of a VSO volunteer. People have become more open in talking about HIV and AIDS and their experiences with family and friends and I believe that talking openly about HIV is the first step to mitigating stigma and generating empathy and support from people who previously wouldn’t even mention the words. I know that many of my colleagues are using the experience of the discussion times to speak to family and friends outside the YWCA.</p> <p>Mozambique: The volunteer worked as an English Language Teacher (ELT) Trainer for 3 years at UCM in Nampula Province. Students and teachers at the university believed that foreigners brought contaminated condoms into Nampula. No-one was acknowledged as dying of AIDS related illnesses but only malaria, tuberculosis etc. During this time the volunteer carried out HIV & AIDS integration activities with her students. This included bringing in HIV positive speakers to talk about living positively as well as sharing information materials on HIV & AIDS. UCM students now speak more openly about HIV & AIDS. 75% of all English students went to do HIV & AIDS tests. Doing so before was seen to be very shameful. The department coordinator who refused to come into the classroom when the HIV positive facilitator was speaking ended up taking part in the sessions.</p> |

Strengthening Capacity of Organisations HIV & AIDS

- Programme Outcomes/Challenges – defined as specific change which has taken place related to descriptions in the first column.

Illustrative example/evidence (for items in column one or two) of programme outcome e.g. quality of participation in staff meetings, exam results.

- Progress Achievements or Challenges on the way towards that change i.e. if there are no outcomes related to descriptions in first column, what progress has been made in implementation process?

Illustrative example/evidence (for items in column one or two) of programme outcome e.g. quality of participation in staff meetings, exam results.

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| <p>Service Delivery (<i>Outcomes which demonstrate improved service delivery of partner organisations</i>)</p> <p>Improved services for poor and marginalized people e.g. better service for users, improved quality of life, more secure livelihoods, rights realised, health indicators improved</p> <p>Development of people centred approaches to service delivery (i.e. based on expressed needs of students, public service users, farmers etc.)</p> <p>Increased inclusively - disability, HIV, caste, class, ethnicity etc. of those benefiting from services.</p> <p>(Other outcomes may relate to responsiveness, availability, etc.)</p> | <p>Outcome cluster:</p> <p>⚡ Within the last year there has been significant progress in Mozambique, Zambia and Ethiopia where, with the support of VSO, partner organisations have been able to increase the livelihood support to client groups which is showing an improvement in quality of life.</p> <p>⚡</p> <p>Mozambique: In December 2005, a small grant was given to the Provincial Directorate of Women and Social Action (DPMAS) in Maputo for income generating activity. 8 positive women were identified. They were taking anti-retrovirals, had mostly been abandoned by their relatives or were widows and had to look after their children. Each of the women received a public cellular phone which they were to use to generate their income. The grant also provided them with a one-day training on money management, a course that was much needed. The grant was given because these women were unemployed and found it difficult to get food, buy some of the medicine for opportunistic infections when the hospital runs out (ARVs are free in Mozambique) and other essentials. Most of the women were struggling to get any money. Now they can get at least £3.50 per day at least 3 times more than the minimum salary in Mozambique. During the Christmas season they made double this amount. The women can now buy most of the medicine that the hospital cannot provide. The women can eat at least 3 meals a day. Before it seemed that the ARVs were doing more harm than good because the women were eating badly. One of the beneficiaries was able to move houses to Maputo city where rent is higher. However, she now earns a lot more money through the public cell phone.</p> <p>Initially the group was made up of 14 positive women. Now there are 24 who will openly disclose their status. The project helped to reduce the stigma and discrimination that many PLWHA faced in the community. At least one of the women reported that her family is now treating her well. The public cell phone helped them to see her as someone who still has something to contribute to society.</p> <p>Zambia: The Integrated AIDS Programme of the Catholic Diocese of Ndola runs one of the biggest Home Based Care projects in the Copperbelt. To address sustainability issues within the program, a volunteer was placed as a sustainability officer whose main role is to fundraise and strengthen the micro-credit scheme and income generating activities. To address issues of poverty and provide opportunities and build on the capacities towards economic empowerment, a savings driven initiative known as “Chilimba” has been piloted since 2005. This saving scheme has been designed to meet the needs of the volunteers, guardians of orphans and vulnerable children and support groups of PLWHAS. Using the family based enterprise as strategy, the pilot project has so far achieved the following.</p> <ul style="list-style-type: none"> • The Chilimba movement has a total number of 765 beneficiaries and to date have made saving worth K61,224,250. • Out of the 765 members, 224 have accessed loans and have started IGAs that have included trading (186), food production (21) and manufacturing (17). |
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| | <ul style="list-style-type: none"> • Beneficiaries have learnt how to spend and budget for the money, this is due to the trainings that are provided when one is part of the Chilimba group or savings club <p>Income raised through the income generating activities (IGA) by the beneficiaries has contributed to meeting the needs of the households which have included buying of food, clothes, school fees for orphans and other vulnerable children and medical fees.</p> <p><u>Progress towards outcome cluster:</u></p> <p>Zambia: A two week training course in community management of HIV& AIDS was conducted for 7 partners and was facilitated by Family AIDS Caring Trust (FACT). The training addressed issues of integrating of orphans and other vulnerable children, gender and youth within the home-based care programs. This training re-enforced what was learnt during the study tour to FACT Mutare</p> <p>Members of the Chilimba group have benefited through the trainings that has provided basic skills in business planning. The volunteer caregivers, support groups of people living with HIV & AIDS and guardians have acquired basic skills, information and knowledge on savings and Income generating activities. A total of 765 beneficiaries have accumulated savings. In addition 186 accessed small loans and have increased their income through starting income generating activities. Income raised through the IGAs has contributed to assisting families meet the basic needs of the household, which includes food, medicines and school requirements for the orphans and other vulnerable children.</p> <p>Ethiopia: The following case-study illustrates how VSO Ethiopia has contributed to a project which has a direct impact on the livelihoods of women living with or affected by HIV and AIDS.</p> <p>Developing Family Together (DFT) is a not-profit, non-partisan, member supported organization committed to poverty eradication within the broad framework of sustainable development. DFT's mission is to advocate and implement a systematized response aimed at preventing the spread of HIV & AIDS, providing care and support to the vulnerable groups of HIV & AIDS and promoting reproductive health, rights and sex education.</p> <p>With the general objective of scaling up its HIV&AIDS care and support program DFT Ethiopia submitted a project proposal to VSO and won the small grant.</p> <p>The small grant obtained from VSO helped DFT to:</p> <ul style="list-style-type: none"> ➤ Select and train 20 women living with HIV&AIDS in club management, communication skills and small business management. ➤ To train volunteers and provide home-to-home HIV&AIDS awareness raising program. ➤ Provide revolving fund for 20 trained women to initiate their own business. <p>The outcome of this project in terms of building individual capability is;</p> <ul style="list-style-type: none"> ➤ 20 women living with HIV&AIDS acquire the necessary skill that enables them to cope with day-to-day life. ➤ Housewives and Housemaids equipped with basic HIV&AIDS care and support information <p>In sustaining these outcomes DFT Ethiopia facilitated the establishment of association of trained women living with HIV&AIDS with the support of the local administration. Currently these women are engaged in knitting, spinning business of traditional costumes. The local administration has also promised to give a plot of land for the construction of flourmill for the association.</p> |
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Outcome cluster:

🚫 In Malawi & Bangladesh VSO volunteers have made a significant contribution to increasing scale and quality of counselling services at both district and national level.

Malawi: At Zomba Central Hospital, the volunteer facilitated the introduction of VCT services, which are regarded as the best and a model for others in Malawi, according to the Ministry of Health. The volunteer has trained more than 20 counsellors in counselling as well as conducting whole blood test.

In addition, with the support and assistance of VSO volunteers, partner organisations have increased VCT services in their catchment areas that some have actually doubled the number of centres as well as clients. In the Hospital the number of clients rose from seeing 14 clients a month before a volunteer was in place to 515 a month when the volunteer was in placement. The centres have well trained counsellors trained by the volunteer.

Progress towards outcome cluster:

Bangladesh: A VSOB volunteer placed within HASAB, a technical support and networking organization working with local NGOs in the HIV & AIDS sector, has been pivotal in the development of counselling training for NGO staff. The counselling module was developed by a team of experts, including representatives of the National AIDS and STD Programme (NASP), the World Health Organization, and national NGOs. A VSOB volunteer was pivotal to the development of this module, which draws on international best practice, and the Bangladesh context. Field testing of the module, and the rolling out of counselling training, has led to increased capacity within HASAB (where a core team of professional trainers now exist), and has increased the capacity of numerous local partner NGOs that have received the training. Similarly, this has raised the profile of counselling at a policy level, as a vital component of HIV & AIDS prevention, care and support. The training manual is now being reviewed by the NASP, Government of Bangladesh, with a view to it being adopted as a national training curriculum for HIV counselling. (NB: this arose from a previous study tour where the need for counselling was highlighted: *“Lessons from Uganda have made us confident in our new endeavour of developing HIV/AIDS counselling training. HASAB has already trained 26 counsellors from 10 organisations in Bangladesh and is facilitating the formation of a counsellors’ network.”* Dr. Malay Kanti Mridha HIV/AIDS Alliance (HASAB) in evaluation form.

Malawi: At a national level, 2 VSO Malawi volunteers have been working with the Ministry of Health and the National AIDS Commission in the training of counsellors for VCT in all health centres in Malawi in order to bring the service to the people. In the last year, over 300 counsellors have been trained and the majority of them are running and managing VCT services in their respective health centres. This was not a planned activity to work at a national level, but the government, looking at the skills of the volunteers, thought of using their services to assist in the training of counsellors for the nation.

Malawi: At Zomba Maximum Security Prison, a volunteer, with support from other partners facilitated the setting up of the first VCT services for prisoners in the country, which has enabled prisoners to access VCT services.

Progress towards outcome cluster:

⚡ In South Africa, Zambia, Bangladesh, Zimbabwe specific activities to build the capacity of community volunteers and home based carers has enabled care givers to incorporate the needs of children into their work facilitating them to have a more holistic response to needs of their clients.

South Africa: A national workshop on Memory work and Hero work was facilitated by REPSSI and the University of Cape Town (AIDS Science Research Unit) for the community development workers and social workers of Cape Town Child Welfare (CTCW) November 2005. The purpose of the workshop was to capacitate the community development workers and social workers of CTCW to be able to do memory work with adults and specifically children, to give them tools to do psycho-social support with orphans and vulnerable children. As a result of the memory work training facilitated by VSO in November 2005 for community development workers and Social workers of CTCW, 20 orphans and other vulnerable children in Houtbay and 10 orphans and other vulnerable children in Brown's farm have been receiving psycho social support in the form of life skills training and foster care work. In Khayelitsha the social workers used the Hero book learning in the foster care work mainly with 20 children orphaned due to AIDS. Improved services for the "Carers" of orphans and vulnerable children: the participants (40) themselves also experienced psycho-social support by doing the Memory work training and said it is important to receive some psycho social support yourself before giving it to others. It was empowering and therapeutic for them.

Bangladesh: As a result of the work of a Social Work and Counselling Adviser, support staff at children's shelters in Dhaka (Aparajeyo) are now better equipped to manage behavioural issues of street children, thereby improving the quality of care provided. Based on observations by the Social Work and Counselling Adviser, the training has directly resulted in the more humane treatment of children in the shelters, and reduced levels of violence due to disciplinary issues and bullying. Likewise, increased awareness of HIV & AIDS amongst village health workers (initiated by a Nurse Adviser) at a rural health NGO (EWF) has led to HIV prevention information being disseminated for the first time in a remote rural population in Pirojpur.

Zimbabwe: RAISA supported New Dawn of Hope to train home-based care (HBC) volunteer caregivers in childcare skills. The purpose of this training was to ensure that HBC caregivers have the capacity to offer holistic psychosocial support to both the HBC patient as well as any children who may be in the household.

After being trained in childcare skills, the caregivers report that they have gained more confidence in engaging with children during their home visits to HBC clients. Previously they used to completely disregard the children and only dealt with the adult members of the patients' families. They have become more aware and more sensitive to the needs of children, and are also assisting patients to communicate openly with their children about illness, HIV prevention, etc. including formalising decision making processes.

At times people may fail to offer services due to a lack of awareness as well as skill. The caregivers at New Dawn of hope are convinced that the childcare skills and training given has contributed to making them even more effective as caregivers for their clients. However, it is important once people start engaging with children on sensitive issues to always have a fall back on a qualified and trained counsellor to support them when they face more complex counselling cases. This is a process that

they are now looking into.

Zambia: In October 2005, VSO Zambia facilitated a study tour for various partners to FACT Mutare in Zimbabwe. As a result of the study tour home based care groups have integrated orphans and other vulnerable children issues in their work and have identified how they can support orphans and other vulnerable children e.g. One HBC group has opened up a community school and have enrolled 45 orphans and other vulnerable children.

Progress towards outcome cluster:

⚠ Through the support of VSO volunteers and small grants, partner organisations in Malawi and Mozambique have increased the number of interventions that are directly targeting vulnerable groups.

Malawi: One of the RAISA key partners received a small grant to purchase bicycles for community home based care volunteers who often travelled very long distances to reach their clients. Some bicycles were given to orphans who use them to cycle to schools that are at a far distance. The same partner purchased dolls to be used by orphans at a nursery school. The results were that the community volunteers were very motivated with the bicycles and started enjoying their work while reaching more clients. For the orphans using bicycles to cycle to school, drop out rate has reduced and even those that dropped out due to long distances have re-enrolled. The same applies to the orphans at nursery school as the turn up has increased with the playing materials

Mozambique: A small grant given to the church community for poultry farming. 200 chicks were bought in August 2005, and by November all of them had been sold.


The profits went towards:

- a) Buying stationary and provide food for 150 orphans and vulnerable children (orphans and other vulnerable children) of which 97 were girls. The extra food was important because there was a drought in *Macie*, causing the orphans and other vulnerable children not to go to school because of lack of food.
- b) Providing transportation for 10 people living with HIV & AIDS (PLWHA). This enabled them to go to the Xai-Xai day hospital 60 kilometres away to get their anti-retrovirals.
- c) Supplement the diet of 55 PLWHA who were on ARVs.
- d) A ball was bought for the orphans and other vulnerable children. This lessened the stigma and discrimination against them because they were able to play with other children in their communities.

Malawi: One of the partners, Population Services International, an International agency working in health and reproductive health, reported that the creativity of the volunteer has improved their information dissemination activities. For instance, the agency used to run mobile video services and disseminate information in the wider communities in different parts of the country without proper analysis of the effectiveness of the messages and the target groups. With the assistance of the volunteer, the agency is now conducting targeted messages to specific groups of the society/community such as messages for the men in uniform, messages for primary schools, for community leaders, truck drivers, sex workers etc. Further to that, they have designed a way of collecting baseline before the events and change after the events. This has been regarded as the best

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| | <p>practice by the organisation, which they are hoping to share with other offices worldwide.</p> <hr/> <p><u>Progress towards outcome cluster:</u> ⚠ Through providing support to positive people on the challenges of treatment, initiatives in Mozambique & Zambia have resulted in increased disclosure, increased knowledge around treatment and improved ways of coping with opportunistic infections.</p> <p>Mozambique: In November 2005, RAISA hosted a Treatment Literacy and Advocacy Workshop for 25 participants from the Central Provinces of Sofala and Manica. The Workshop was hosted by two trainers from the Treatment Advocacy and Literacy Campaign (TALC) in Zambia. One of the associations AJUPSE have selected and trained almost a third of their 45 community volunteers to focus on helping their target group with issues related to treatment. A consequence of this has been that the community volunteers now go into the fields and try to identify those people who began treatment but have since stopped adhering for various reasons. Their newly acquired knowledge has brought a new aspect to their work.</p> <p>In Manica Province, the 3 organizations that participated in the workshop got together and began to train associations of PLWHA and people outside VCTs on treatment literacy. RAISA gave them money to do the training in 2 districts as a follow up to the workshop. Furthermore, Health Alliance International (HAI) were so impressed that they gave funding for training to take place 6 more districts for community leaders and volunteers where testing facilities already exist.</p> <p>As a result of the training: three people got tested and discovered that they were positive in Manica district. They had previously been afraid of doing the tests although they were showing a few symptoms of HIV.</p> <p>A support group “<i>Associação Sunungucáe Manica</i>” (Association Be Free Manica) of PLWHA was formed. This was significant because there had previously not been a support group in Manica.</p> <p>In January 2005, three associations (MONASO –Mozambican Network of AIDS Services Organizations), AJUPSIC and Kukhala (Associations of PLWHA) from Sofala Province went to Zambezia Province to learn about herbal medicines. This was significant in increasing the capacity of these organizations to assist PLWHA who had opportunistic infections. Once they came back the associations began to: Grow their own herbal medicines as ways of generating income and assisting their members through the treatment.</p> <p>Many people within the communities that these associations served suffered from opportunistic infections but could not get treatment at the hospital either because they did not have money for transport to get there or the local health centre had run out of the medicine and they could not afford to buy it at the private clinics. However, once the knowledge about herbal medicines went around they found out that they could cure their ailments for very little.</p> <p>Zambia: In order to highlight the benefits and challenges faced by PLWHAs who are on ART, a video has been produced by a volunteer and partners and has been translated in local languages. As a result partners are using the video and there is increased knowledge of challenges of ART access in rural Zambia.</p> |
| <p>Managerial Development <i>(Outcomes which demonstrate improvements to the management)</i></p> | <p><u>Progress towards outcome cluster:</u> ⚠ As a result support provided by VSO, through exchanges and volunteers, partner organisations in Zimbabwe and Bangladesh are role modelling good practice which is benefiting their organisational thinking and HIV</p> |

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| <p><i>of partner organisations)</i></p> <p>Increased Transparency and accountability</p> <p>Development of people centred approaches to management</p> <p>Improved Gender practices and outcomes</p> <p>More effective and empowering use of Aid monies</p> <p>(Other outcomes may relate to strategic thinking, leadership, decision-making, performance management, Human Resources, communication, etc.)</p> | <p>programmes.</p> <p>Zimbabwe: Rekayi Tangwena Children’s Home RAISA supported the children’s home to establish links and form some networks and collaborations with other children’s homes in the country. A small grant assisted 10 members of the homes responsible authorities to go on a study tour to Matthew Rusike Children’s home. The tour comprised a one day training and some field visits. The head of the institution and staff are now more enlightened about running a children’s home, including the legal implications and processes. They also report that there is a shift in attitude after the tour because prior to this they were not even aware of the detrimental effects of keeping children in institutions. After learning from researches done and gaining an appreciation of the consequences of prolonged institutionalisation, as well as being equipped with models of community integration, the members of the Rekayi Tangwena Children’s Home have decided to do a strategic planning process in order to develop a vision and mission for their home, and put in place structures to guide their operations.</p> <p>Bangladesh: Partner organizations are developing into exemplary programmes in terms of the strength of organizational processes and HIV & AIDS programming, as a result of the support provided by VSOB volunteers. This is an opportunity to have an impact at the policy level, by role modelling good practice in the civil society response, and sharing learning. For example, an HIV & AIDS Programme Development Adviser placed in a technical and health service delivery organization, PSTC, has successfully mainstreamed HIV & AIDS through the development of workplace policy, the training of all staff including management and health service providers. There is potential for this work to become a model of HIV & AIDS mainstreaming in Bangladesh.</p> <hr/> <p>Progress towards outcome cluster:</p> <p>⚠ Through volunteer support in management and strategic planning, partner organisations in Nepal, Bangladesh & Ethiopia have been able to improve internal managerial practice relating to: establishing management systems, identifying roles and responsibilities, introducing performance based management systems and developing long term plans.</p> <p>Nepal: VSO Nepal is currently supporting a network of PLWHAs (NAP+N) and a network of NGOs working in HIV&AIDS (NANGAN). At the time when VSO Nepal decided to work with these networks, both the networks had already been established but seemed to lack a proper functioning secretariat and there was an evident gap in their organizational systems and focus. VSO Nepal’s major support was in building the organizational capacity of these networks, which included establishing organizational policies, systems and procedures. The OD assessment helped in identifying these gaps and the volunteer supported primarily through shadowing and working together with the relevant staff. Today, both these networks have functioning secretariat, increased membership, effective systems and policies in place. The PLWHA network – NAP+N through support from DFID and FHI/Nepal has recently expanded with the establishment of its four regional secretariats.</p> <p>Bangladesh: At an organizational level, partners reported improved capacity as a result of VSOB inputs in internal communication and management processes (5 partners), strategic planning (2 partners), enhanced networking and profile raising (6 partners), and increased knowledge and skills of HIV & AIDS across the organization (6 partners). At YPSA, an</p> |
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| | <p>organization that works with vulnerable youth, a Human Resources and Management Adviser has institutionalised performance based management systems, and updated human resource management procedures resulting in clearer systems for staff management at every level of the organization.</p> <p>Nepal: Many partner organizations now have clear organizational structure including clear roles and responsibilities of the executive committee and staff. An example can be cited of NAP+N – a national network of PLWHAs. When VSO Nepal decided to work with NAP+N, there wasn't a clear demarcation in the board and staff structure. Most of the regular staff working at the secretariat were also board members. This had created confusion on the roles and responsibilities of the board and staff which led to issues around leadership and decision-making. The VSO Nepal volunteer supported the network to identify issues and challenges that the network was facing due to the existing structure and shared ideas for improvement. Today, NAP+N has established a clear organizational structure distinguishing the roles and responsibilities of the board and staff. NAP+N have clearly acknowledged that this distinction in the organizational structure has helped them to work a lot more effectively.</p> <p>Ethiopia: Positive changes in individual capabilities are not restricted to the employees of the organisation. As important, are changes in individual capabilities among the board of trustees or governors. After the VSO volunteer management advisor had assisted with the definition of roles and responsibilities of the board of governors of Tilla Association of Women Living with HIV and AIDS, each member of the board took responsibility for monitoring and evaluating the progress of a particular Tilla project.</p> <p>Ethiopia: VSO placed one volunteer to work with Tilla Association of women living with HIV and AIDS to work as management advisor. "Tilla" which means umbrella was established by 5 positive women in order to contribute to educating local communities about HIV so as to prevent the spread of the virus and reduce the stigma and discrimination on people living with HIV. The Association now has over 120 HIV positive women members and operates across four zones in the SNNPR). Recently its Director has launched a national network of Associations of Women living with HIV and AIDS.</p> <p>Nepal: Results of the organizational assessment showed very limited involvement of concerned staff and service users in the planning process. Similarly organizations were lacking clear long-term program plans. Most of the programs being conducted by the partners were short-term thereby creating an issue of organizational sustainability. With VSO Nepal's support in participatory planning and strategic planning, there is increased involvement of concerned staff and service users in the planning process. There is also increased realization on the importance of long-term planning, whereby 6 partner organizations are in the final stage of developing their strategic plan, while other partners are in the early stage of developing the plan.</p> |
| <p>Operational Development <i>(Outcomes which demonstrate improved implementation practices of partner organisations)</i></p> | <p>Outcome Cluster:  VSO and VSO volunteers have facilitated successful participatory training in PNG, Malawi and Nepal which has led to change in organisational practices amongst partner organisations.</p> <p>PNG: MPAC staff team have received training on financial and information management techniques. MPAC Coordinator</p> |

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| <p>Stronger systems e.g. planning, managing information</p> <p>Development of People centred approaches (i.e. participation)</p> <p>Improved Gender practices and outcomes</p> <p>Increased inclusivity - Disability, HIV, caste, class, ethnicity etc of those involved in planning and implementation.</p> <p>(Other outcomes may relate to structure and staffing, grant management, monitoring and evaluation, learning, etc.)</p> | <p>reported that they have improved systems for filing, time management and tracking finances and that the staff are utilizing these systems. The volunteer has facilitated team meetings to re-define organisational objectives, particularly in terms of networking and working in partnership. The team has begun a stakeholder survey to identify the needs of provincial stakeholders and steps towards strengthening information share and collaboration. Staff have received training on time management and developing achievable work plans and are utilizing a team planning board. All quarterly MPAC meetings are now scheduled and notification provided to committee members well in advance and meeting minutes are being written up and sent out in a timely manner. MPAC volunteer participates in FPCD Tokaut meetings with FPCD Tokaut team members attending MPAC meetings and supporting initiatives to build supportive relationships.</p> <p><u>Progress towards outcome cluster:</u></p> <p>PNG: VSO volunteer capacity builder and HIV&AIDS Coordinator conducted an assessment on knowledge and attitudes in terms of HIV&AIDS with 6 female and 17 male staff of FPCD. This assessment formed a baseline as a first step towards mainstreaming HIV&AIDS within the eco-forestry program of FPCD. The first in-house training at FPCD involved the entire Port Moresby staff team of 9 males and 4 females. Participants reported increased awareness and sensitivity to the issues of HIV&AIDS and PLWHA and requested further HIV&AIDS work, specifically: linkage with other ASOs, subsequent workshop for the development of an action plan for mainstreaming activities and the development of an HIV&AIDS workplace policy. An in-house training for FPCD Madang staff is scheduled for November. FPCD have reflected a willingness and enthusiasm to; increase their knowledge on HIV&AIDS issues, integrate HIV&AIDS into their existing programs and develop a workplace policy to reflect their commitment to supporting those affected and infected.</p> <p>Malawi: Monitoring and evaluation training was provided to RAISA and HIV & AIDS partner organisations and volunteers. The purpose of the monitoring and evaluation training was to discuss the VSO Malawi HIV & AIDS Programme Area Plan and see how each of the partners are contributing to the plan, to orient partners on the new RAISA Monitoring and Evaluation Framework and how it is going to be implemented, and to learn partner organisations' monitoring and evaluation frameworks and how they relate to the RAISA framework</p> <p>Following the Monitoring and Evaluation Training, there has been a complete change of mind set regarding M+E amongst partners, and their capacity in this area has been increased. Most of them are comfortable to do monitoring as compared to the past as evidenced by the increased monitoring visits they are now undertaking and the high quality data and information they are now collecting. Partners have realised that monitoring is a continuous process, not only to be done at the end of the project, and are also concerned with monitoring their own performance within their organisations after being enlightened that monitoring can be done at various levels. Others are considering introducing monitoring and evaluation units in their organisations, and coming up with monitoring and evaluation frameworks where there were none, adopting the RAISA one</p> <p>In addition, following the small grant fund management training, partner organisations have acquired knowledge and skills in managing the grant and have developed good systems for grant management. For instance they are now keeping separate books of accounts for different donors, expenditure is being clearly done according to budget items, and they have different people preparing, checking, and authorising payments, and this has improved transparency and accountability.</p> <p>Nepal: Following the report writing training, women from the Makwanpur Women's Group are now aware of the reporting format and report writing techniques and have expressed increased confidence in reporting to donors about their work.</p> |
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Based on the needs identified from the OD assessment, the VSO Nepal volunteer placed at a partner organization – CAC Nepal, organized M&E training for the staff. In addition to enhanced M&E skills among staff, CAC Nepal has realized the importance of M&E and is seriously thinking about improving their M&E system. Previously any M&E work was to meet the donor's requirement however, CAC Nepal has now conducted a mid-term assessment of one of their ongoing project which they expressed will help in bringing effectiveness in the remaining portion of the project.

Outcome Cluster:

⚠ Partners in Malawi, Nepal and Ethiopia have reported that due to volunteer inputs and support, these organisations have been able to increase their credibility with donors and in some cases, this has resulted in increased funding levels.

Malawi: Lack of clear planning and time-frames for funding availability from the big donors has been observed as a challenge to the work of small community based organisations (CBO) and VSO's role in supporting them. In partnership with the District AIDS Coordinating Committees, VSO volunteers have been able to assist some CBOs in setting up and strengthening financial management systems to such an extent that some CBOs were actually upgraded, leading to increased donor confidence and funding levels. In Chitipa, staff in 13 CBOs were trained in proposal writing and some CBOs were able to get as much as MK16 million, which is on a higher level for a community based organisation.


Nepal: VSO volunteers in their respective partner organizations have played a key role by working together (advising, mentoring, shadowing, training) with the staff in the establishment/updating of different systems and policies such as human resource policy, financial policy, and systematized office procedures, communication system, and clear organizational structures. Eight out of the 15 Partners have reported that establishment of these systems and policies as well as the volunteer's mentoring support have increased their credibility with the donors. This is evident by the increased donor funding following partnership with VSO Nepal.

Progress towards outcome cluster:

Ethiopia The Addis Ababa HAPCO identified needs in the area of information systems management. The VSO information systems management volunteer developed software designed to facilitate project appraisal and data collation. This software enabled staff at the Addis Ababa HAPCO to appraise projects within a shorter time frame, and to report with greater accuracy to donors. Thanks in part to this VSO placement, the number of organisations funded by HAPCOs has now doubled. More funds are reaching more organisations working to combat the effects of HIV and AIDS.

Ethiopia: Partner organisations have been successful in raising funding from donors for their HIV and AIDS work, for example, the VSO management advisor working with Mekelle University has successfully won a **ten** year grant from the World Bank Development and Innovation Fund for the University Anti-Aids Club's activities.

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| | <p><u>Case study for demonstrating capacity building of organisational development through a VSO volunteer:</u></p> <p>Nepal: In 2004 the positive people's organisation, Prerana which previously had no projects, no income or bank account, no paid staff, no active board, no office or financial management systems or structure, no financial resources to even buy pens or photocopying, very few basic office resources, substantial financial liabilities from the recent past, poor credibility as an organisation and issues of conflict between the organisation and their office owner who was also on the brink evicting Prerana. Through the advice, support and training of the VSO volunteer, as of April 2006 has 28 paid staff positions, a turnover of approximately \$53,000 per year, five key donors, a much improved office space and environment, improved internal governance of the organisation, a range of improved management skills and confidence among key staff, a new management board, and capacity to develop and implement the following projects:</p> <ul style="list-style-type: none"> ▪ A community-based peer education and youth-led advocacy programme focused on HIV&AIDS prevention and awareness among young people. ▪ A peer outreach education project to reduce HIV transmission among injecting drug users and their sex partners. ▪ A "comprehensive package for PLWHA" including an outreach education and intervention project for PLWHA in the community, their partners and orphans of PLWHA family, plus HIV&AIDS sensitisation and awareness trainings among the community. <p>Furthermore Prerana are now benefiting from improved internal governance of the organisation including enhanced financial controls and systems to demonstrate transparency and accountability and a newly formed board structure which reflects a balance of PLWHA and non-PLWHA professionals from the sector. The senior positions (Chair, Vice-Chair, Treasurer, Secretary) are all occupied by PLWHA, including a female PLWHA Chairperson and female PLWHA Treasurer, allowing a greater involvement of PLWHA in the decision-making process of the organisation</p> |
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| <p>Relational Development (Outcomes which demonstrate improved ability of partner organisation to engage in value added activities with external organisations – public, private and civil society)</p> <p>Development of partnership processes.</p> <p>Sharing learning with other agencies (e.g. joint events with other agencies, the value the staff of partner orgs place on exchange of skills and knowledge, development of networks, etc.)</p> | <p>Outcome Cluster:  Facilitation of collaboration on learning and sharing has led to changes in attitude and practice within partner organisations.</p> <p>PNG: MPAC and FPCD Tokaut have identified the importance of working in collaboration to support the objectives of the National Response. To that end they have collaborated on 2 major strategies: Private Sector HIV&AIDS Awareness Workshop. 27 organisations attended from an invitation list of 52, with 19 female and 17 male participants undergoing 2-days of awareness and sensitisation to the impact of HIV&AIDS on the private sector community. The follow-up to this workshop has involved in-house training (a series of 4 sessions with employees divided into gender groups) with 4 business houses to-date. Trainings have been conducted with total of 59 female and 281 male participants (the gender imbalance is due to the fact that two of the business houses are construction firms and employ mostly men). Employees have responded very positively to the trainings and are open and enthusiastic to ask questions. Initially, almost all employees voiced little or no experience of condom use and were not willing to touch the condoms presented. However, by the end of the training series that attitude had changed. In-house distribution of condoms has proven very successful and business house reps report they are continually restocking condom vending machines. A facilitator of change has been from top management, who have been extremely supportive of the initiative. The manager of the first business house to complete an in-house training series, was quoted in The National newspaper, saying that he agreed with setting up work place policy and that “<i>with or without that policy, a person at [our business house] will certainly not be fired if he or she proved to be HIV positive</i>”. Management in all participating business houses have been making transportation available for staff to liaise with MPAC. Each group nominate a representative who is then introduced, by the Tokaut team, to the MPAC office team. Arrangements are made for on-going collection and distribution of condoms and IEC materials within that business house. Each business house that undergoes a training series receives a certificate of recognition for their steps in HIV&AIDS awareness and sensitisation and are supported to have this as an on-going process. FPCD Tokaut is training a group of HIV&AIDS educators who will conduct a further series of in-house trainings to Madang business house staff. This is the first strategic response to the Private Sector in Madang province and the high level of interest and enthusiasm from staff and management reflect the need to continue this initiative and have it serve as a model for other provinces.</p> <p><u>Progress towards outcome cluster:</u> Nepal: VSO Nepal is currently supporting a network of PLWHAs (NAP+N) and a network of NGOs working in HIV&AIDS (NANGAN). At the time when VSO Nepal decided to work with these networks, both the networks had already been established but seemed to lack a proper functioning secretariat and there was an evident gap in their organizational systems and focus. The Uganda exposure visit organized for the two networks (NAP+N and NANGAN) helped to acquaint the two partner networks on the benefits of working together in a multisectoral approach including the different approaches of collaboration and coordination. The networks also organized two workshops with wider stakeholders in November and December 2005 with the aim of disseminating learning from the visit as well as to discuss on the identified gaps in the national response against HIV & AIDS in Nepal and make further recommendations. VSON provided technical and financial support to facilitate these workshops. The first workshop recommended that the government structure which was responsible to develop, coordinate and</p> |
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| | <p>implement HIV&AIDS programs need to be strengthened and advocated and that the civil society should play a leading role to pressurize the government for effective implementation of the national strategy. Based on the above mentioned recommendation tour participants and representatives from the participating organizations in support with VSO Nepal continued consultation with different civil society network groups working in HIV & AIDS in Nepal. These groups include NANGAN, NAP+N, Recovering Nepal (Network of drug users) and Harm reduction council (network of organizations working in drug related harm reduction).</p> <p>Malawi: VSO-RAISA provided a volunteer development worker and a small grant fund to Chitipa DACC. With the expertise of the volunteer, and using the small grant fund, Chitipa DACC conducted the HIV & AIDS Baseline Survey in the district, and now all the stakeholders in the district are aware of the actual HIV & AIDS prevalence rates in the district, including issues around HIV & AIDS in the district. The DACC also conducted a stakeholder mapping where they identified all the community based organisations operating in the district and the type of support they are providing to clients. This example is very important because previously the DACC was not aware of which organisations are doing what and where in the district, as a result the DACC was failing to advise and coordinate HIV & AIDS activities in the district. This led to duplication of efforts on the part of CBOs. With the mapping that was done, there is increased coordination and collaboration amongst the CBOs and duplication of efforts has been minimised. Also before the baseline survey, a lot of resources were being wasted as each player was trying to come up with their own needs assessments, as coordination and collaboration of HIV & AIDS activities was not there. With the baseline survey results available, all the stakeholders are using those results and its recommendations, thereby reducing the operational costs, at the same time there is effective and efficient planning of HIV & AIDS activities in the district by all stakeholders, as the planning is based on the local evidence from the survey results as opposed to using prevalence rates and factors at National level, as the survey showed that HIV prevalence rate in the district is at 19% which is higher than the national 15%, and that the district has its own unique cultural practices that increase the spread of HIV, which are not found in any other part of the country</p> <p>The DACC itself has raised its own profile amongst the stakeholders within and outside the district, for conducting this baseline survey, and has won the confidence of donor partners such as UNICEF and the National AIDS Commission.</p> <hr/> <p>Outcomes Cluster:</p> <p>⚠ As a result of VSO providing opportunities and support for organisations to work together, partners have been able to share practices, network and build their capacity to respond better to the needs of networks and service users.</p> <p>South Africa: A small grant was given to Tateni to support the Child Care Forum to hold monthly meetings on a monthly basis. The Child Care forum consists of 15 representatives of the 15 Child Care Committees in and around Mamelodi and of service providers from the Mamelodi community, such as Police, teachers, nurses, principals, municipality officials etc. The Child Care Forum is set up by Tateni HBC and works in close partnership with the local municipality (government). The 15 Child Care Committees (mentored by Tateni) are selected forums from the community (located in certain sections within Mamelodi), which identify and support orphans and vulnerable children and monitor what issues surround these</p> |
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| | <p>children. The committees communicate with each other and update and inform the Child Care forum what issues their orphans and vulnerable children experience and what can be done to improve their lives. In the Child Care Forum the representatives from the 15 Child Care Committees meet with Police, teachers, principals, nurses, municipality representatives and other service providers from Mamelodi. The meetings take place every last Thursday of the month and an average of 27 people attend.</p> <p>As a result of the Child Care forum meetings services to orphans and other vulnerable children in Mamelodi have been improved. An example is that it was discussed at the Child Care forum that some children walk to long distances to school. A principal and teacher who were at the Child Care Forum meeting took this up with the department of Education, with the result of the department of Education having buses put in to transport the children, who live in a further located section of Mamelodi, to schools. This involves around 50 children.</p> <p>A further example was reporting of a case of abuse from a child. The Grandmother and other family members don't dare to report the case if the perpetrator is a family member. Discussing this at the Child Care Forum meeting, the police took action, and have relocated the children to a safer home with the grandmother. The perpetrator has run away, but the police are on the case.</p> <p>Zambia: Participating in the consultative workshop to develop the Zambia AIDS Agenda strategy and terms of reference for the Zambia Aids Agenda Alliance has increased ownership of the process and the strategy. This has created opportunities for increased networking and sharing of information amongst the 12 Alliance members. The strategy will focus on reducing the burden of care on women, youth and children and addressing issues of access to prevention, treatment information for women, youth and children.</p> <p><u>Progress towards outcome cluster:</u></p> <p>Ethiopia: Despite the generally chilly relations between government and non-government organisations, VSO has been able to promote cooperation between these two major stakeholders in the campaign to combat HIV and AIDS in the SNNPR. The NGO Forum in SNNPR was established through the assistance of a VSO volunteer placed with the SNNPR HAPCO. Amongst the forum members are organisations which have received a small grant from VSO and potential partners for future VSO volunteer placements. The increase in capacity of the forum members leads to greater absorptive capacity in the region for funding aimed at reducing the spread of HIV and AIDS and mitigating its social and economic impact.</p> <p>Nepal: Following the first consultation meeting, (see example page 18) a wider dissemination workshop was jointly organized by four networks. This workshop was supported by VSO Nepal. Representatives from various international donors, INGOs, government ministries, NCASC, civil society organizations and media personnel participated in this workshop. The objective of the 2nd workshop was to follow up and share the progress made against the recommendation from the first multi sectoral consultation meeting and to disseminate networks commitment towards working together to ensure an effective and unified response against HIV & AIDS. All participants appreciated the effort made by the networks to work together and VSO Nepal's contribution towards it. They also expressed their commitments and openness to support on these initiatives. As agreed in coordination meetings these networks have agreed to hold regular meeting and VSO Nepal will play a facilitating role.</p> |
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| | <p>Namibia: A volunteer based in the RAISA office supports a range of small emerging organisations (10 in total) all working to reduce the impact of HIV & AIDS in their communities. These organisations are run by a few diligent local volunteers and because of their size they do not have the capacity or financial resources to support a full time volunteer placement, however they have organisational needs that unless addressed make them less effective in their fight against HIV & AIDS and could in the long run effect their chances of securing funding and long term sustainability. The volunteer has been able to provide training and ongoing mentorship in these organisations, particularly in the areas of basic financial management, computer skills and systems, fund raising and organisational management but in the process of this work his relationship with 10 organisations has also provided them with an opportunity to network with each other and to develop ways of supporting each other through skills and resource sharing and staff exchanges.</p> |
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Local, national and international policy – Pro-poor changes in policy and practice (including research, networking and coalition building; as well as insider influencing, changing discourse/agenda.)

- ⌘ Programme Outcomes/Challenges – defined as specific change which has taken place related to descriptions in the first column e.g 5000 teachers in Zambia recruited.
- ⌘ Illustrative example/evidence of programme outcome e.g. volunteer input into district level structures, coalition/network activity (all levels), contribution to national frameworks, Valuing Teachers/AIDS Agenda, budget tracking.
- ⌘ Progress towards that change e.g. contribution to a coalition working on advocacy issue in country, inside influencing of policy such as special education policy in primary schools.

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| Local level e.g. district | <p>Progress towards outcome cluster:  Through the support of VSO, in PNG, Bangladesh and Mozambique, partner organisations have been able to increase their voice to advocate for their needs within district level processes.</p> <p>PNG: Tokaut AIDS has played a critical support role in ensuring grassroots participation in the DSP workshops for the development of the DAC's. Project resources have been combined with those of NAC, identified key stakeholders at the community level and advocated for and enabled their participation in three DSP workshops in order to ensure the voice of the grassroots in the planning process. For each of our target districts we were able to support the participation of 2 male and 1 female community members to join with the District Administration in planning District level strategy on addressing HIV&AIDS. Tokaut staff and volunteer facilitated the initial DAC meeting in Raikos and have organized HIV&AIDS awareness and sensitisation training for all committee members in late October of this year. Follow-up support and on-going training will be provided by the project while seeking to provide similar support to the other two district committees.</p> <p>Mozambique: In November 2005, RAISA hosted a Treatment Literacy and Advocacy Workshop for 25 participants from the Central Provinces of Sofala and Manica. The workshop was hosted by two trainers from the Treatment Advocacy and Literacy Campaign (TALC) in Zambia. The associations from Dondo district outside Beira city have been putting pressure on the government to open a Day Hospital in Dondo. After the workshop they were able to train more associations on</p> |
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| | <p>advocacy. One of the results of this was a meeting with the head of the Central Hospital in Beira. The Day Hospital in Dondo is now expected to be operational by March 2006. Transportation costs, which were a hindrance for many to adhere to treatment, will be greatly reduced as a result.</p> <p>Bangladesh: VSOB volunteers are working to empower individuals within organizations who represent vulnerable groups and people living with HIV & AIDS. This includes strengthening individual spokespeople, and providing management coaching and support to people in positions of leadership. Prominent spokespeople have emerged from within at least 5 of the 15 partners. For example, Bandhu Social Welfare Society are leading discussion on the rights of males who have sex with males; and Ashar Alo Society are giving a voice to people living with HIV & AIDS through involvement in policy development and national debate.</p> <p>PNG: In Raikos, the project has received strong support from District Health, District Administration and local leaders, who have helped to raise awareness of the troupe and community health workers have toured with the troupe. In Jimi Valley, the Anglican Church and Mothers Union networks have actively supported the troupe by preparing food and accommodation and have made communication between villages possible, when to outsiders it would be seemingly impossible to send word of our arrival or performance schedule. Anglican church leaders have toured with the Jimi troupe. Consequently, both troupes are enjoying large and enthusiastic audiences even in small, remote communities.</p> |
| National level e.g. programme office led. | <p>Outcome Cluster:  Through support facilitated by VSO, Ethiopia, Bangladesh and Zambia; partner organisations have increased their capacity to plan for and undertake advocacy in a number of different fora.</p> <p>Ethiopia: Volunteers placed at policy level have contributed to the integration of HIV and AIDS and Gender issues in government policy documents, eg Higher Education System Overhaul (HESO) policy document provides guidelines on how to mainstream HIV and AIDS and Gender as a curriculum theme, in employment, in organisational plans and budgeting, in service provision etc</p> <p><u>Progress towards outcome cluster:</u></p> <p>Bangladesh: VSOB volunteers are supporting organisations that are leading national and policy level advocacy. This year, VSOB provided volunteers to support the bi-annual National Consultation Workshop for males who have sex with males (MSM), led by VSOB partner Bandu Social Welfare Society (BSWS). This workshop brought together a range of important stakeholders including government, major donors, INGO and NGO partners, and representatives of MSM groups. It was a fine example of national networking, information exchange, technical support, and social support for MSM in Bangladesh. VSOB volunteers supported the design and coordination of the workshop, VSOB programme staff participated in the workshop, and the tabling of proceedings were supported by VSOB volunteers. The outcome is a strong and inclusive advocacy process, focusing on the needs of one vulnerable group in Bangladesh, with the active participation and support of VSOB. The technical report from this meeting is a valuable resource and advocacy tool, with plans underway to disseminate this document both within national and international fora.</p> <p>Zambia: Currently one of our partners with the help of volunteers is taking a lead in lobbying the government to provide</p> |

ART for rural communities that has led to increased abilities to ensure access to appropriate prevention and treatment information for PLWHAs especially in rural areas.

Bangladesh: Volunteer inputs are also strengthening organizations who advocate on behalf of vulnerable groups, and other partners who are engaging in community level advocacy to ensure support to the mainstreaming of HIV prevention and care activities. VSOB volunteers are currently supporting organizational development and/or specific advocacy activities within at least 7 out of 15 partner organizations. At a rural health programme in the South West of Bangladesh (Aloshika), an HIV & AIDS Mainstreaming Advisor, has undertaken a baseline survey within Aloshika and in the surrounding community. The survey was undertaken within the first six months of the volunteer placement. The purpose of this survey is to understand existing levels of HIV awareness and to identify barriers to implementing HIV prevention and care. This process has been valuable in identifying advocacy needs both within the organization and the community, so that HIV mainstreaming is undertaken in a sensitive and appropriate manner. The HIV & AIDS Mainstreaming Advisor has utilized the results of the survey to design staff training for clinical/health service providers, and community outreach workers as a first step to raising awareness of HIV & AIDS. This will be undertaken in the next reporting period.

Progress towards outcome cluster:

 VSO Namibia and Bangladesh have successfully raised the profile of HIV & AIDS, gender and stigma issues to the wider public as a result of proactive awareness raising activities.

Namibia: The original aim of the 'Caring Namibian Man' Photo Project was to break down some of the negative beliefs about what it is to be a man in Namibia and we feel we have been able to achieve this through the project.

However, we didn't ever envisage some of the other benefits that have come from the project. The first is the level of attention the project received, not only was the exhibition opened by the Minister of Health in front of about 200 guests, we also received coverage in all the daily newspaper and on national television. The project has been reported in Sister Namibia and the Big Issue magazines. Air Namibia has asked if it can write about the project for its in-flight magazine. It has received coverage in the international IBIS magazine. The Minister of Gender has asked to display the photographs at the Ministry office and the Ministry of Education has already used a set of photos, in addition a calendar funded by the British High Commission has been produced and there is interest in producing a book.

This project has been successful because everyone can relate to it, it is very visual, it is up lifting to see, people enjoy it and yet it does challenge the belief and gender 'norms' about being a man. Feedback from exhibitions from around the country indicates that the exhibition make people question and re think traditional values and this is an important step in any process of change.

Bangladesh: Partner activities include participation in annual events such as Candlelight Memorial Day and World AIDS Day; participating in national fora, including UNAIDS coordinated meetings with key stakeholders; and direct advocacy to national and local government, and community leaders.

VSO Bangladesh (VSOB) marked World AIDS Day 2005 with the launch of a photographic exhibition, Our Hopes Our

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| | <p>Fears Our Reality. The exhibition sought to raise awareness by capturing through photography and case studies the hopes, fears and realities of ordinary people in Bangladesh, and their experiences of HIV & AIDS. Approximately 150 people attended the launch, featuring a Candlelight Vigil arranged by local advocacy group, Ashar Alo, who support people living with HIV & AIDS in Bangladesh.</p> <p>Photographer Bristi Chowdhury, and VSOB HIV & AIDS Programme partners and volunteers compiled the exhibition. The photographs and accompanying case studies trace the influences in people's lives, and the social and cultural context in which real people engage with each other, and thus become vulnerable to HIV & AIDS. It intended to demonstrate, that although Bangladesh is a low prevalence country, there is potential for everyone to be affected by HIV & AIDS. It also showcased the work of VSOB's partners. Approximately 450 people visited the exhibition, which ran from December 1-14, 2005. The exhibition was later shown at the International School Dhaka from January 15-31, 2006 with plans underway for a tour of the regional divisions of Bangladesh later in the year.</p> |
| International | <p><u>Progress towards outcome cluster:</u></p> <p>⚡ VSO is viewed within the UK, as a significant voice in terms of advocating for reducing the burden of HIV & AIDS care on women and girls. This is as a result of of a focused strategy that is linked to programme office activities and realities at national level.</p> <p>Burden of Care Panel Discussion: During the preparation of the Burden of Care event VSO was been able to develop close relations with key organisations including ICW, the APPG on AIDS and DFID, to the extent that we feel we are positively influencing DFID in relation to these issues, as Robin Gorna said in her concluding remarks: "I will take all that I have heard and learned at this discussion back to my team. This is an exciting moment. The challenge is going to be to integrate a broad range of interventions to meet the needs of women and girls and engage those with different perspectives."</p> <p>A result of nurturing a few key relationships, and the panel discussion held in March, VSO's profile as significant player in the policy and programme field around reducing the burden of HIV&AIDS care on women and girls has increased significantly. VSO has noted an increase in awareness of the issues, with a number of UK organisations referring to the VSO position on community carers and gender. We feel that we have significantly contributed to raising the issue around reducing the burden of care (among like-minded NGO's and a few targets), and changing the development sector and DFID dialogue on this issue, and we are now in a position to keep doing so. In the past 6 weeks (since the panel discussion) we have received about 15 requests from a wide range of NGOs, including the International Community of Women Living with HIV & AIDS, and the President of UNIFEM UK. This is more than we had in the rest of the year! Additionally, in a recent Consortium meeting, we were referred to as very knowledgeable on burden of care issues and that "VSO has a well developed understanding of issues affecting community care givers and the impact on women and girls."</p> <hr/> <p><u>Outcome Cluster</u></p> <p>⚡ As a result of following a clear strategy for AIDS Agenda VSO has been able to increase its influence,</p> |

networking and reputation within the UK.

Universal Treatment by 2010: as a significant player in the UK AIDS Consortium we were involved in calling for the UK Government to commit to universal treatment for people living with HIV&AIDS by 2010. This commitment was announced in both the Commission for Africa Report (March 2005), and the Labour Manifesto (April 2005). Through the Consortium we continued lobbying for further support on this demand in the lead up to the G8 and the EU Presidency and the Global Fund for AIDS, TB and Malaria (GFATM) Replenishment Conference. It was a major success that our demands were met at the G8, with the final communiqué calling for universal treatment by 2010. Although, sadly the Global Fund Replenishment Conference has not deliver the level of funding needed to realise the target. This target has now become a shared goal among all significant players globally, indeed the UNGASS review in May/June will set targets to ensure this is achieved

Progress towards outcome cluster

VSOUK: As a result of expanded web pages on the VSO website, and a greater number of messages communicated to a broader number of VSO supporters, an increased number of people are interested in VSO public campaigning and global education in addition to practical activities such as volunteering. The average number of unique visitors per month to Awareness & Action pages increased by 40% from 918 in 2004/5 to 1209 in 2005/6.

VSO has proactively promoted the Stop AIDS Campaign (SAC email and eyeball-themed postcard actions "The World Is Watching") was to email advocates (1592), Local Group members (1611), VSO Update email (8000), Returned Volunteers at RV Weekends, World Youth participants (60), selected Lifechanges subscribers (13,738).

As a result, VSO contributed to significant commitments made by world leaders towards HIV & AIDS treatment targets and policy-makers engaged with the campaign. G8 committed to 'As near as universal access to treatment by 2010'. Over 10,000 people took the campaign action, (by email or post card.)

During World AIDS Day VSO organized a week-long exhibition reflecting some of the issues facing VSO, staff, volunteers and partners from a range of countries. We received extensive feedback from the library staff that a number of members of the public commented on how powerful and informative the display was. Indeed, a number of teachers brought their students to see the display. When we were dismantling the display the Head Librarian commented that he was sad to see the display go as it had been important to raise general awareness and he was proud to have it displayed in the library.

We have built key relationships with DFID's HIV&AIDS Team and the All Party Parliamentary Group on AIDS. We have built relationships with like-minded NGOs including HelpAge International, International Planned Parenthood Federation, Save the Children - UK, and the International Community of Women Living with HIV&AIDS. As a team we are feeling confident that we are establishing ourselves as a significant player not only in the HIV and gender field but also specifically around the burden of care issues.

Extract from paper by USAID

Nepal: **Identifying Options, Opportunities and Challenges for a Network Response to the HIV/AIDS Epidemic in Nepal**

USAID and World Bank-2005 (p. 22-23)

The authors have continued to emphasize a more comprehensive approach to capacity development within the HIV/AIDS sector and have suggested that such an approach unfortunately seems to be lacking in Nepal. The authors believe that one exception that presented itself during their interviews was the approach of VSO. This community development INGO recognizes that capacity development initiatives with CSOs need to be firmly located in the context of the society from which the CSO is derived. As noted by the VSO interviewee, 'Civil society groups reproduce the pattern of inequalities in the larger Nepali society naturally. One has to start building at the level of organization but hold the picture of the society at heart'. What this interviewee is recognizing is the scope to empower and help transform the organization as part of civil society and in doing so helping to transform civil society itself. This is a community development approach and is focused on building social capital.

VSO appeared to be the only organization interviewed that seemed to embrace a development as opposed to a purely organizational approach to capacity development.

VSO Annual Learning – Education 0506

| | 2005/06 | | 2004/05 | |
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| | Number of countries with Education programmes (implemented) | 21/34 | 62% | 21/34 |
| Number of volunteers working primarily in the Education development goal | 470/1287 | 37% | 553/1374 | 40% |
| Number of partners VSO is working with in Education development goal | 319/1318 ¹ | 24% | 370/1011 | 37% |
| Satisfaction of partners in Education development goal | 243/246 | 99% | 193/195 | 99% |
| Specific Education project income | £1,211,331 | | £900,866 | |

1. Individual Capabilities

- Programme Outcomes/Challenges – defined as specific change that has taken place related to descriptions in the first column.
- Illustrative example/evidence (for items above) of programme outcome e.g. quality of participation in staff meetings, exam results.
- Progress Achievements or Challenges on the way towards that change i.e. if there are no outcomes related to descriptions in first column, what progress has been made in implementation process?
- Illustrative example/evidence (for items above) of programme outcome e.g. quality of participation in staff meetings, exam results.

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| <p>Changes in behaviour and practice</p> | <p><u>Programme Outcomes</u></p> <p><i>Outcome Cluster: in 3 countries, where volunteers teach students in schools, students are developing their skills and achieving better learning outcomes, including higher exam results</i></p> <p>Zambia: in 10 schools where VSO volunteers teach English, Maths and Science, students achieved improved Grade 12 exam results - the average pass rate was 64% compared to the national average of 62%</p> <p>Ghana: In 1 district, students BECE exam results continue to improve - In Bongo district the pass rate rose from 53% to 57%. In one school, Bongo Senior Secondary School, the pass rate for integrated science rose from 19% in 2004 to 39% in 2005.</p> <p>Ghana: in 2 districts, children are beginning to read and write for themselves following literacy classes – Children in Builsa District in the Upper-East region are beginning to sound the alphabet and read two/three letter words as opposed to the previous situation of pronouncing words after teachers and 30 children who have never been to school are now able to write their names following the ‘Bright Stars Foundation’ work carried out by volunteers and tutors from St John Bosco Teacher Training College.</p> <p>Rwanda: in 23 schools, student participation in lessons has increased – students are quicker to collaborate on group and pair</p> |
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¹ 2006 figure gives count of total partners. In previous years the figure gave unique volunteer employers only.

activities, responsive to participatory methodology and to each other and there is ‘more openness in the classroom’.

Rwanda: 20 young students have developed their writing skills through involvement in the Kivu Writers Workshop – competition winners developed a range of writing styles over the course of three workshops and shared ideas. One Kivu writer has gone on to work as a journalist.

Outcome Cluster: in 7 countries, serving teachers are using more interactive methods in class and making use of teaching and learning materials. 1 programme is making progress towards this.

Malawi: in 8 districts, teachers have increased use of teaching and learning using Local Resources in schools. A significant change can be seen in this area as now most classrooms in the schools, have displays of locally made materials following volunteer support to the Teacher Development Centres.

Zambia: in 10 schools, teachers who have participated in workshops or worked alongside volunteers, are using pupil-centred methodologies for teaching – classroom observation shows that teachers are using group work, role play, learning by doing; and interactive learning. The pupil teacher contact time has improved leading to more easy identification of individual pupil learning needs.

Rwanda: in 23 schools, teachers who have participated in workshops or worked alongside volunteers, report that they have benefited from observing or discussing teaching methodologies and are trying new activities and methods – classroom observation shows that teachers and students are making more use of practical equipment in science; English teachers use interactive methods such as debate and drama and students participate more in English classes. In one school all 11 of the language teachers at the school have started using handouts, chalkboard drawings and role play in their classes. In the French Club, games have been introduced, along with photographs and flashcards. This has increased student confidence in language learning.

Ethiopia: in 3 regions, teachers are using locally sourced materials to teach English and Science following workshops on textbook development and relevant teaching – A volunteer testimony on the impact of “Practical Science Teaching Workshop” in Awassa, SNNPR: *“A few months after the workshops I went back to the area where they had been held and was travelling through a small village. I was stood at the side of the road watching things go by. As I looked up the road I saw a small boy approaching carrying a piece of wood. When I looked closer I could see that he had built an electrical circuit from some batteries, wire and small light bulbs, which had been bought from a local shop. Unfortunately I could not speak the local language but my colleague who was travelling with me could. He spoke to the boy who seemed very proud of his work. It turned out that he was on his way to school to take his circuit to his teacher. I still find it hard now to describe my feelings that day. I realized that his teacher had attended one of the workshops that we held and had used the skills he had gained to change his method of teaching. It felt so rewarding to actually see that something I had been part of had actually made a difference.*

Ghana: In 3- 6 districts, teachers are using phonics to teach literacy and they are using teaching and learning materials following VSO support to Circuit supervisors – in Builsa, Kasena Nankana and Bolga Districts teachers are using phonics and

supporting their colleagues to do the same. In Builsa, Wa, Bawku West, Bolga, Kassena Nankana, Nawdowli Districts, teachers are using teaching and learning materials.

Cambodia: In 3 provinces, classroom teachers demonstrate good practice as a result of cascaded training – in Kampot, highly and less experienced teachers are beginning to teach English in grade 5 and 6 using interactive methods. In Kandal, some schools are beginning to use elements of the teaching method of Preparatory English Language Course to other subjects e.g: using the various activities, providing feedback and doing monitoring, and using small group work to enhance the traditional methods of Khmer language teaching.

Nepal: in one district, teachers have greater awareness about participatory approaches to teaching following well attended workshops – Follow up school visits showed that the workshops have enabled teachers to create an enabling environment where all Marginalized children will feel less excluded and will stay in school and participate actively.

Progress towards this outcome:

The Gambia: In 6 Clusters in 1 district are starting to become aware of child centred methodology following volunteer support to cluster monitors – the pass rate of unqualified teachers from CRD applying to attend Gambia College has risen to 82%.

“VSO... Have brought into our system many meaningful changes in the area of support to partners, community participation and most importantly developing skills of teachers, especially the Unqualified Teachers” Karamba Sonko, Regional Training Office

Zambia: Teachers in 10 schools are more confident to have their lessons observed by fellow teachers. This has resulted from learning peer appreciative lesson critique techniques from the volunteers. Teachers in some secondary schools have developed long term schemes of work to ensure consistency and coherence of teaching within departments. This has improved monitoring and supervision of teachers. This has resulted from learning peer appreciative lesson critique techniques from the volunteers.

Rwanda: Teachers are working together more cooperatively in one school - the volunteer has taken up a consultative role, team building and regular skill sharing for language teachers. Informal methodology and good practice sharing between teachers is taking place.

Outcome Cluster: in 4 countries, national teacher trainers are developing the skills of their students through modelling the use of low cost resources and interactive teaching methods. In 1 country, national teacher trainers have developed their students’ skills to reflect on their own practice.

Ethiopia: in 2005-2006 943 candidates are attending the Higher Diploma Programme in 50 groups. The majority of candidates show a high level of ability to reflect on their own practice – many candidates have demonstrated that they are able to use a range of different active learning and continuous assessment methods suited to the context they are teaching in. Student teachers expect to be involved in their own learning and are using active learning methods in micro-teaching and teaching practice. A HD candidate with a background in Chemistry, conducted an action research project to identify ways of increasing female

students' participation and achievement in Chemistry classes. He found that giving assistance to female students after the class did not raise their participation and achievement levels significantly, but that giving pre-class tutorials did.

The Gambia: in the one national teacher training college, Gambian teacher trainers are modelling the use of low cost resources and interactive teaching methods to their students - teacher trainers have set up model classrooms in two more departments, following the example of the two model classrooms set up by VSO volunteers.

Malawi: in all 5 national teacher training colleges, lecturers are using interactive techniques with the trainee teachers: In the TTCs, some lecturers are adapting the participatory approaches in their lessons and in supervision during teaching practice, it has also been found that student teachers are practicing participatory approaches in their classes. Students are participating in group work more effectively as they gain confidence

Cambodia: In 2 provinces, Trainee teachers and teacher trainers demonstrate that they are applying inclusive education practices and child-centered teaching - trainers at the RTTC in Takeo use better teaching methods and have improved the use of materials as a result of subject based workshops, e.g: trainers are creative and are now using cans, glasses and plastics in their science classes and trainees are actively involved in the lessons. Also the college science labs are now being used more frequently. Trainers have brought the relevance of the lesson closer to the daily reality of the student. More trainers at the PTTC in Kampot are actually using learner-centred methodology in their teaching.

Progress towards this outcome:

Malawi: In all 5 teacher training colleges, lecturers and students have improved their IT Skills: lecturers are now generating their own documents other than depending on the college secretary to type up documents for them. This has resulted in increased efficiency of the colleges in provision of training to student teachers, which will have an effect on the quality of teaching. The IT skills that are being acquired by the student teachers in the colleges are a good preparation when they go back to their schools as they will be able to make the best use of computers that are being allocated to districts by DTED

Outcome cluster: In 3 countries, staff in supervisory roles are delivering needs based continuing professional development support for teachers and managers. 1 country is showing progress towards this.

Ghana: in 1 districts Circuit Supervisors have improved their supervision, planning, implementation and review – in Bolga district, Circuit Supervisors have improved their punctuality and their attendance on official assignments. Circuit Supervisors take turns in drawing up the agendas for meetings and chairing these.

Cambodia: The working group of District Education Office staff in Prey Veng are using and implementing the new skills of monitoring teachers – following support to the World Education Khmer team to conduct training on monitoring and child-friendly teaching for DOE staff, school directors and teachers in Prey Veng through day-to-day support and demand-led training.

Cambodia: Staff of the MoEYS Inspectorate have a better understanding of the different areas of education that affect

quality education – staff have increased capacity in identifying quality indicators and providing support on school management, teaching, curriculum, physical facilities and community involvement. Staff are more conscious of the need to quantify the results of monitoring activities.

Ethiopia: in 1 Regional Education Bureau (REB), staff have developed their capacity to analyse their own professional needs and that of *woreda* education office staff – Staff in the Planning and Programme Development Department of the Tigray REB have conducted a second set of training programmes for the *woreda* and schools based on a needs assessment supported by a volunteer.

Progress towards this outcome:

The Gambia: Cluster monitors’ role in the Central River Division is defined and being developed - The first training course for CMs identified key competencies essential to the role of a CM, in terms of personal attributes and work experience. It was noted in the annual review that the VSO Volunteers have been working alongside the CMs promoting a different way of interacting with teachers, staff and communities at the school level, as well as sharing teaching skills, though it is unclear as to how many of the clusters have managed to achieve this. By encouraging a more trusting and non-hierarchical relationship between all the stakeholders, VSO Volunteers are enabling the real needs of schools to be addressed. It has been said that the volunteers are “*the cluster monitors’ right arms.*”

Progress towards Outcome cluster: in 2 countries, head teachers are making progress in planning for school development.

Ghana: in 1 district head teachers are more confident in preparing school development and improvement plans. *More detail of this from report.*

Rwanda: management staff from most of the 43 primary schools in Kigali Ngali province produced draft School Improvement Plans with a stronger focus on pupil achievement – following support from a LTV, a STV evaluated how much progress had been made in developing School Improvement plans and found that several headteachers had spent time and effort in writing lengthy documents, but there is too little about improving pupils’ performance, although a few include the need to improve teaching in certain subjects. The plans are not specific enough to direct and monitor improvement. The short term volunteer agreed to help simplify the planning process and developed additional example templates in English and French, using straightforward simple language, to make improvement planning more accessible. She agreed with the head of Unit, Gender and Social Development in Kigali Ngali to encourage headteachers to place high on the aims of the School Improvement Plans improved pupil achievement and a thrust to encourage teachers to widen learning activities and improve teaching.

Progress towards outcome cluster: in Ethiopia, textbook writers and textbook development advisers are developing relevant curriculum materials to support context specific learning.

Ethiopia: teachers and textbook development advisers in 3 Regional Education Bureaus and the Kotobe College of Teachers Education are more aware of the importance of an improved curriculum to bring about high quality education: participants from 2 REBS in in-service training in textbook revision used an example textbook which places emphasis on the application of knowledge and skills to solving problems in the Ethiopian context. In Benishangul-Gumuz REB, teachers used a textbook of indigenous folk stories and learnt about using relevant local information for textbook production. 50 primary physics teachers learnt about adapting current textbooks for practical science lessons.

Ethiopia: 28 textbook writers can produce units for textbooks for pastoralists who are in the alternative basic education stream and are motivated and confident to develop good quality textbooks. The Director of the Institute for Curriculum Development and Research attributes this success to training delivered in the most disadvantaged regions of Ethiopia. Volunteers have also supported colleagues in the English Language Improvement Centre and the English panel to commission primary school text book writers, present them with critical ideas and edit writing.

Outcome Cluster –6 countries that reported showed that individuals within the education system are have changed their behaviour to reduce risks and are adapting their practice to be more inclusive of disadvantaged groups. 1 country is showing progress towards this.

Nepal: in 2 districts, teachers are more inclusive of all students in the classroom – in Kanchanapur and Bhaktpur districts, interaction between teachers and students has improved with teachers paying more attention to girls and children from disadvantaged backgrounds following training for SEN coordinators, head teachers and teachers.

Rwanda: in all 4 provinces where VSO has run training in HIV and AIDS mainstreaming, school directors, teachers and student peer trainers report a reduction in stigma and discrimination in communities where training has taken place. Students and people in the community are better informed and this has reduced stigma. A community worker reported two significant changes in the community where he works. People who had been shunned and abandoned by the community are now helped and included in some gatherings and clubs. Additionally, in January 2006, 90% of the pregnant women in this community came for testing and 50% of those were accompanied by their husbands. Although many factors contributed to this change, individuals have attributed some of their decision to attend VCT to inspiration from VSO activities. Trainers who work in other fields have also adopted the materials developed and have used it more widely to reach people in health centres and the community, including street children and adults who have never gone to school, raising awareness of the effects of sexual habits on health, how to take precautions and the need to change behaviour eg a student primary teacher trainer has welcomed being given the language and explanations to enable him to speak comfortably about sexual health. He has noticed a change in sexual behaviour in his college and a more responsible attitude to sex.

Zambia: in 1 province, an increased number of teachers have taken up Voluntary Counselling and Testing – through participating in the teachers School based HIV and AIDS programme (SHARP) in the North Western Province, teachers are

speaking more freely about their HIV status and a decrease in stigma, combined with increased access to ART has led to more teachers taking up Voluntary Counselling and Testing.

Cambodia: At target schools in Kampong Cham, female pupils are starting to implement peer-to-peer support and teachers are using Child Friendly School Modules - a guidance structure has been established (with girls support groups and counselor) following support from KAPE. Female pupils are starting to use this structure and are slowly starting to implement peer-to-peer support. Modules have been introduced and used by teachers in selected Child Friendly Schools in Kampong Cham.

Malawi: in the outreach area of one teacher training college, fewer teachers are sexually harassing their students – following the outreach work of the Tuseme club ('Speak Out'); based at St Joseph's Teacher Training College, supported by FAWEMA. Since its establishment in November 2005, the club has been very active in going out to the surrounding villages around the college to meet community leaders and villagers to raise awareness on girls' education issues. And a number of girls both in school and out of school have been attending meetings and drama activities that have been organized by the club. This has resulted in a number of girls that had dropped to go back to school. Key achievements include: Reduced rate of sexual harassment of students by their lecturers/ teachers; Improved relationship between girls and boys in surrounding schools; Reduced number of drop outs in the surrounding villages; Improved understanding on HIV/AIDS issues and making informed decision on when to have sex and how and with who; Girls empowered to articulate their problems; Reading circles established in neighbouring primary schools; Teen age mothers re admitted in various schools; Theatre creation skills enhanced among the students; Improved understanding on gender related issues; Improved network with community leaders on issues affecting the education of the girl child.

Zambia: in 10 schools, more girls are participating in classroom activities – following gender training within schools aimed at raising awareness about gender inequality in the schools, its negative impacts, especially for girls, and carrying out girl-friendly initiatives (for example supporting girls football, establishing a Girls' Maths Club at Lundazi Secondary School and extra lessons for girls), to improve their performance, aspire for science/maths subjects and improved retention.

Progress towards this outcome:

Rwanda: Male and female students in 19 schools are more aware of the daily realities of being disabled and demonstrated a that they would change their attitude in school following a sensitisation workshop – in the first event of its kind, students participated in an interactive sensitisation workshop where they were able to listen to and talk with disabled presenters and students.

Ghana: girls empowerment programme – meeting women leaders – need details

Progress towards Outcome Cluster: The Gambia and Zambia programmes reported on changed attitudes to corporal punishment in schools. Rwanda programme is starting sensitisation work.

The Gambia: teachers in 3 school clusters in CRD have increased awareness of the value of using alternative forms of discipline and changed attitudes to using corporal punishment - Training on corporal punishment in clusters 3, 6 and 7 reported

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| | <p>to have produced a significant change of attitude towards corporal punishment</p> <p>Zambia: in 10 schools teachers are using incentive based systems of managing discipline based on an academic merit point system.</p> <p>Rwanda: 50 members of PTAs and school Directors exchanged ideas on behaviour management <i>need details</i></p> |
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2. Strengthening Capacity of Organisations

- Programme Outcomes/Challenges – defined as specific change which has taken place related to descriptions in the first column.
- Illustrative example/evidence (for items in column one or two) of programme outcome e.g. quality of participation in staff meetings, exam results.
- Progress Achievements or Challenges on the way towards that change i.e. if there are no outcomes related to descriptions in first column, what progress has been made in implementation process?
- Illustrative example/evidence of programme outcome e.g. quality of participation in staff meetings, exam results.

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| <p>Service Delivery (Outcomes which demonstrate improved service delivery of partner organisations)</p> <p>Improved services for poor and marginalized people e.g. better service for users, improved quality of life, more secure livelihoods, rights realised, health indicators improved</p> <p>Development of people centred approaches to service delivery (i.e. based on expressed needs of students, public service users, farmers etc.)</p> | <p>Outcome Cluster: A Provincial Education office has improved retention of students in Rwanda</p> <p>Rwanda: in 1 province that VSO has been working in, the province has reduced its student drop out rate – The province of Gikongoro has the highest drop out rates in Rwanda, in 2004 this was 30% of pupils, by the end of 2005 the rate had reduced by 11%. Among the number of other factors that contributed to this, VSO’s work raising awareness with parents and education managers played a part.</p> <p>Outcome Cluster: In The Gambia, Ghana and Ethiopia, Teacher Training Colleges have improved their support for students’ active learning, including improved teaching practice through the establishment of school based mentoring schemes</p> <p>Ethiopia: 6 Teacher training institutions are now fully responsible for the Higher Diploma Programme in their institution - More than 60 teacher educators were trained to be HDLs and are qualified to take over the responsibilities from the volunteers. In a number of cases (Abi Adi CTE, Addis Ababa University, Adwa CTE, Bahir Dar University, Dessie CTE, Adama University) Ethiopian HDLs now have full responsibility for the HDP in their institution without volunteer support. In the colleges many classrooms are better organised for active learning. To this effect, students now expect to be actively involved in their learning and are better prepared to benefit from the new approach. The feedback gathered from the candidates shows that students are beginning</p> |
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| <p>Increased inclusively - disability, HIV, caste, class, ethnicity etc. of those benefiting from services.</p> | <p>to model themselves on their teacher educators, both in micro-teaching and when they are on <i>practicum</i>. The Gambia: in the one national teacher training college there is supporting trainees to implement their training – there is evidence that serving teachers are implementing the use of interactive methods and low cost resources following PRESET at. In one school in Central River Division a recent graduate of the Gambia College is teaching science using low cost resources he developed himself. Student teachers are receiving support from school based mentors during teaching practice and classroom observations show that they are implementing interactive methods in their classes Ghana: teachers on teaching practice are using child-centred approaches supported by school based mentors – check this and institution</p> |
| <p>Managerial Development <i>(Outcomes which demonstrate improvements to the management of partner organisations)</i></p> <p>Increased Transparency and accountability</p> <p>Development of people centred approaches to management</p> <p>Improved Gender practices and outcomes</p> <p>More effective and empowering use of Aid monies</p> | <p>Outcome Cluster: An Education Office in Cambodia and Teacher Development Centres in Malawi are planning strategically Cambodia: 1 provincial education office is implementing improved strategic planning In Takeo, staff at the Provincial Office of Education and in the Districts now have a revised Mission Statement and Action Plans in place and management staff show an improved clarity in strategic planning <i>During this workshop one of the volunteer’s Khmer counterparts of the POE highlighted: “District Offices of Education and school directors are now asking our support and our staff is feeling confident in giving guidance/training in their strategic planning and development plans”.</i></p> <p>Malawi: In 8 TDCs, there has been improvement in the planning and implementation of activities of TDCs which has resulted in them being much better organized to support teachers e.g. Agreed job roles & structure of TDC’s management committee; Development & Usage of action plans in TDCs; Improved fund-raising knowledge & skills; TDC and School improvement plans being developed; PEAs trained in TDC management and action plans for the TDCs including office and Library zonal based activities</p> <p>Outcome Cluster: A Cambodian CSO has increased its capacity to support child friendly schools Cambodia: 1 CSO has implemented more child friendly practices in schools in 1 province - At target schools in Kampong Cham KAPE has established a guidance structure (with girls support groups and counselor). Female pupils are starting to use this structure and are slowly starting to implement peer-to-peer support. Modules have been introduced and used by teachers in selected Child Friendly Schools in Kampong Cham.</p> <p>Outcome Cluster: Education Offices in The Gambia Nepal, Cambodia and Ghana and a Cambodian CSO have improved their organisational structure supporting better information gathering for planning, monitoring and evaluation of education service delivery in schools Cambodia: 1 CSO has improved management structures - Management in Kampuchean Action for Primary Education has been improved: changes in structure, relationships and approach. Staff are saying that they feel more collegiate than before and that</p> |

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| <p>(Other outcomes may relate to strategic thinking, leadership, decision-making, performance management, Human Resources, communication, etc.)</p> | <p>meetings are more effective.</p> <p>Khmer colleagues at both KAPE and World education have quoted: “<i>We have been working with the volunteer on a continuous daily basis, and noticing that we are doing things differently now: we are thinking more critically, speaking out our ideas and opinions and feel much more confident</i>” (Final review meetings, W.E, Nov 2005 & KAPE, Jan 2006).</p> <p>Cambodia: The Inspectorate Department of MoEYS has increased capacity for monitoring and evaluation – previously staff collected reports and made classifications of sectors as weak or average, now the department uses numerical indicators in order to analyze information about facilities, teaching, administration etc and compare by province and sector, enabling decisions to be made about resource allocation.</p> <p>Cambodia: The Teacher Training Department of MOEYS has a better working environment enabling staff to implement their learning and make decisions – through the establishment of work routines, key staff are able to prepare, organize and develop work plans, design training programmes and use monitoring and evaluation instruments. Study tours have led to a shared vision and how to implement work.</p> <p>Cambodia: Management staff at the RTTC in Takeo have improved their management style, upgraded their professional standards, improved the conduction of meetings and increased their inter-departmental co-operation, e.g technical meetings are conducted more regularly and have higher attendance rates than before.</p> <p>Ghana: 1 district education office has improved internal coordination and monitoring of activities – Bolga DEO has institutionalised its Senior Management Team, holds regular meetings with the Circuit Supervisors to share information and has developed circuit plans and a monthly schedule of visits.</p> <p>The Gambia: EMIS is now used by senior management as data is now reliable – there is more comprehensive training for teaching staff in schools and data cleaning and formatting has been improved.</p> <p>Nepal: District Education Office is better able to feed data into the EMIS software and prepare reports. The central MoE has prepared better quality questionnaires for data collection and improved its collation of national reports. The language of Flash reports has been clarified and the questions on the Flash-1 form have been simplified</p> |
| <p>Operational Development (Outcomes which demonstrate improved implementation practices of partner organisations)</p> | <p>Outcome cluster: In Ethiopia, Nepal and Malawi, District Education Offices are able to deliver Continuing Profesional Development to teachers and school managers</p> <p>Ethiopia: In 1 Region, the 4 colleges are now responsible for planning, organizing and delivering the in service training programme– previously the cluster in-service training programme was labeled as ‘volunteer or NGO’ work and there was no involvement of teacher education colleges. Ethiopian colleagues working alongside the VSO volunteer have gained the confidence and skills to carry out needs assessments and deliver trainings without support. <i>Cut and paste in rest of this eg 3.3.2</i></p> <p>Nepal: 2 District Education Offices are providing relevant and practical teacher development programmes to serving teachers and school managers– in Kanchanpur and Rautahat districts Resource People and School Supervisors working with VSO</p> |

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| <p>Stronger systems e.g. planning, managing information</p> <p>Development of People centred approaches (i.e. participation)</p> <p>Improved Gender practices and outcomes</p> <p>Increased inclusivity - Disability, HIV, caste, class, ethnicity etc of those involved in planning and implementation.</p> <p>(Other outcomes may relate to structure and staffing, grant management, monitoring and evaluation, learning, etc.)</p> | <p>volunteers, delivered training and follow up to head teachers, teachers, PTA and SMC members in classroom management, quality education and inclusive education. School Supervisors and Resource people are able to implement the school self evaluation pack and whole school observation tool.</p> <p>Malawi: In 8 districts, there has been a big improvement in the identification, organizing, implementation and supporting of professional development of teachers in the district - Improved assessment of INSETS needed through needs analysis using assessment forms that have been developed, Zonal Insets are being done to address identified needs e.g. subject focused methodology training, Computer training along with DTED/DFID computers provided, Increased use of teaching and learning using Local Resources (Talular) in schools, PEAs have been trained in Inspection and supervision</p> <p>Outcome Cluster: In Ghana and Malawi, Teacher Development Centres are managing resources to support teaching and learning</p> <p>Malawi: 8 TDCs have improved information management systems - TDCs now have better organized information keeping systems which is making it easier for teachers and PEAs to utilize resources that may be at TDC as well as in schools for improved quality of teaching. e.g Filing systems in place, libraries organized and utilized following the training that was given to PEAs /assistant coordinating PEAS on Library management; improved communication & sharing of information as knowledge gained through training is being shared</p> <p>Ghana: Resource centres are functioning in all four focus districts in the Upper West Region The resource centre started by NGOs, including VSO, have now been handed over to the GES who have seconded people to run it.</p> <p>Outcome Cluster: Regional Education Bureaus and the ICDR in Ethiopia are better at developing resources, including relevant and appropriate textbook material</p> <p>Ethiopia: 2 REBs are revising guidelines on textbook writing and curriculum relevance. Tigray and Addis Ababa REBS have recognised that curriculum revision and textbook rewriting involve time consuming research and consultation with different institutions and stakeholders in order to ensure relevance and adapt materials into textbook form</p> <p>Ethiopia: The Institute for Curriculum Development and Research has developed its capacity to manage commissioned writers – the ICDR can now develop detailed Terms of Reference, provide example units/ formats and undertake regular and rigorous feedback on the materials produced by external consultants</p> |
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| <p>Relational Development (Outcomes which demonstrate improved ability of partner organisation to engage in value added activities with external organisations – public, private and civil society)</p> <p>Development of partnership processes.</p> <p>Sharing learning with other agencies</p> <p>(e.g. joint events with other agencies, the value the staff of partner orgs place on exchange of skills and knowledge, development of networks, etc.)</p> | <p><i>Outcome Cluster: In Cambodia, a department of MoEYS, and PoEs have supported better communication between TTCs, and between TTCs and Poes and in Ethiopia and Malawi there is better communication between schools and resource centres</i></p> <p>Ethiopia: In 1 region, Formal and informal relationships between schools and cluster resource centres are established and intensifying – in Amhara region, through work with 57 primary schools through 6 cluster centres, teachers are enthusiastic to attend trainings organised at cluster centres and coordinators are sharing experience between each other. There is a growing culture of sharing of available resources at cluster coordinating colleges, including resources made by teachers based in schools within the cluster.</p> <p>Malawi: in 8 TDCS systems that are now in place, there has been improved communication among the teachers and TDCs This has mainly been through systems that are now in place for sharing as well as forums like VSO organized workshops both at district and National level</p> <p>Cambodia: The Teacher Training Department in the MoEYS has improved links between Provincial Teacher Training Colleges and Regional Teacher Training colleges throughout the country. In 2 provinces, Provincial Education Office and Teacher training colleges have improved communication between institutions - RTTC management staff in Takeo and Prey Veng have more contact and communication links among their colleagues at other teacher training colleges.</p> |
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3. Local, national and international policy – Pro-poor changes in policy and practice (including research, networking and coalition building; as well as insider influencing, changing discourse/agenda.)

- Programme Outcomes/Challenges – defined as specific change which has taken place related to descriptions in the first column e.g 5000 teachers in Zambia recruited.
- Illustrative example/evidence of programme outcome e.g. volunteer input into district level structures, coalition/network activity (all levels), contribution to national frameworks, Valuing Teachers/AIDS Agenda, budget tracking.
- Progress towards that change e.g. contribution to a coalition working on advocacy issue in country, inside influencing of policy such as special education policy in primary schools.

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| National | <p><u>Programme Progress</u></p> <p><i>Progress Cluster: Valuing Teachers research and advocacy in 6 countries has opened up opportunities for policy development, high-level networking and dialogue around teachers and quality education issues.</i> VSO programme staff have been invited to more external meetings - in recognition of our increased credibility and policy presence.</p> <p>Nepal: action research, dissemination and media work on the findings, combined with patient relationship building with the Ministry of Education has resulted in new placements at key positions in the MoE – e.g. in the donor co-ordination department – and a place for the VSO Nepal education Programme Manager at Donor Coordination Group meetings.</p> <p>Nepal: VSO Nepal’s Education Programme Manager presented findings from the research at UNICEF, UNESCO and SAFED (South Asia Forum for Education) conferences, and has received an invitation to present the findings at the annual conference of TESON, which will be attended by teacher educators, publishers, writers, curriculum designers and policy makers.</p> <p>Nepal: VSO Nepal is a member of Quality Education group is a coalition of UN agencies, INGOs, NGOs and government agencies that are working to improve the education quality. This is an informal group which meets regularly to share experiences and learning to improve the quality of education</p> <p>Malawi: The Malawi Civil Society Coalition for Quality Basic Education (CSCQBE), supported by a VSO volunteer, has been continuing to collect information and monitor implementation of the government’s education budget and has been making recommendations for improvement</p> <p>Zambia: VSO Zambia has been instrumental in the setting up of new participatory consultation fora to enable education stakeholders to be heard by policy makers.</p> <p>Maldives: Close liaison with UNICEF on the Valuing Teachers findings has led to the creation of new consultation fora at school, district atoll and national levels, which are beginning to improve the upwards and downwards flow of information and improving transparency, accountability</p> |
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and responsiveness.

Pakistan: Presentation of the Valuing Teachers findings from Pakistan (as well as from Nepal and The Maldives) at the SAFED conference led to a new relationship with the District Education Officer responsible for the one of the districts covered in the research.

Rwanda: New research commissioned by VSO Rwanda on the 'Cost of Quality Teaching' has provided the newly formed Global Campaign for Education (GCE) coalition with detailed information, analysis and recommendations about the financing options for achieving UBE by 2015, and the basis for discussions about future lobbying.

Progress Cluster: Valuing Teachers research and advocacy and engagement with national Global Campaign for Education/EFA civil society coalitions has helped VSO to form new partnerships with teachers unions and other national and international governmental or civil society organisations and enabled those partners to advocate more effectively in at least 11 countries. For example, Valuing Teachers policy research and dialogue has encouraged teacher unions to look at other issues rather than just salaries and conditions.

Guyana: new partnerships and alliances have been forged with the Guyana Teachers Union - including a short term volunteer placement undertaken by British MP Gillian Merron, in which she carried out a needs assessment for the union – and member organisations of the new GCE coalition, which VSO Guyana has led the establishment of. The coalition was, with VSO's help, able to access funding from GCE for Action Week activities in selected schools across the country.

Rwanda: a new partnership with the primary teachers union, SNEP, and the establishment of a new national GCE coalition has led the way for high profile GCE 2006 Action Week events.

Nepal: new relationships have been forged with UNICEF and UNESCO resulting from the publication and dissemination of the Valuing Teachers. UNESCO specifically referred to VSO Nepal's Valuing Teachers report *Lessons from the Classroom* as a tool and resource that should be used by all stakeholders to lobby for policy and practice changes.

Malawi: CSCQBE, and 1 CSO have better coordination and systems. For example, a volunteer placement with has continued to provide capacity development support leading to the establishment of District networks in CSCQBE which has helped to improve coordination of CSCQBE activities from district to national level; FAWEMA's 2006 Annual Plan as well as M&E system and plan has been developed; and a results based report writing format has been instituted in FAWEMA

Mozambique: VSO Mozambique worked with the national GCE coalition to coordinate their response to Gordon Brown and Hilary Benn's visit in April 2006, and arrange a visit to a VSO volunteer's placement.

Ethiopia, Ghana, PNG, China, Cambodia and Zambia: have all participated to varying degrees in and provided staff or volunteer time to GCE or EFA coalition activities. This has happened, at least in one case, because experience from other countries - shared during Valuing Teachers team phone conferences - had given the Programme staff confidence to get involved.

Progress Cluster: Capacity development of partners engaged in national level policy advocacy (unrelated to core Valuing Teachers

issues or GCE activities) has strengthened the ability of those partners to advocate for their own issues, in at least 2 countries.

Malawi: 1 CSO has increased its capacity to advocate on gender issues at national and local level. For example, the Girls School Re-entry policy guidelines have been developed for the MoE. The policy which enables girls to go back to school if they had dropped out due to pregnancy and has encouraged increased awareness of gender issues and built consensus at district and community level through training and formation of gender clubs at primary school, secondary school and college levels.

Nepal: VSO Nepal has established an alliance with the Education Journalists Group (EJG) and considered it as a potential partner for advocating quality education at policy making and implementation level through network of media persons and journalists.

Progress Cluster: VSO Programme staff or volunteer engagement in policy debates (unrelated to core Valuing Teachers issues or GCE activities), in at least 5 countries, has contributed to the development of new or amended national policies, which, if implemented, should lead to positive practice change in the future.

Malawi: VSO Malawi contributed, with other stakeholders, to the development of Primary Curriculum Reform (PCAR) that aims to make education more relevant, inclusive and responsive to the needs and aspirations of all Malawians. The PCAR process has resulted in a lot of work by MoE and Malawi Institute of Education to develop the content and methodology of the different subjects for Teacher Training and a number of volunteers in Teacher Training Colleges have been very instrumental in the development of materials for use by lecturers and students handbooks.

Ethiopia: VSO Ethiopia contributed to the integration of HIV and AIDS and Gender issues in government policy documents. For example, VSO Ethiopia inputted to the development of the Higher Education System Overhaul (HESO) policy document provides, which provides guidelines on how to mainstream HIV and AIDS and Gender as a curriculum theme, in employment, in organisational plans and budgeting and in service provision.

Ethiopia: VSO Ethiopia has been involved in the revision of teacher and pupil standards, leadership improvement and textbook revision. As a result of VSO Ethiopia's work, it has also become mandatory for all primary schools to establish a model classroom and a pedagogic resource centre.

Ethiopia: Following recommendations given by VSO Ethiopia in July 2005 Higher Diploma Programme evaluation workshop, the Ministry has started to develop national guidelines to help Teacher Education Institutions use the Teacher Development Programme fund more efficiently.

Rwanda: VSOR has been formally invited by the National Curriculum Development Centre to provide suggestions for consideration in the review of the Rwandan National English Curriculum. This is a strong recognition of VSO Rwanda's work. VSO Rwanda ran a consultation conference in February 2006 in which Rwandan teachers shared and discussed curricular proposals drawn up by volunteer English teachers. Suggestions for consideration drawn up by Science volunteer teachers will also be considered.

Rwanda: In 2005 the VSO volunteer led Discipline Working Group ran a workshop on Discipline in Schools, which supports the advocacy strategy with a particular focus around child rights and abuse. About 50 members of Parent Teacher Associations and school Directors valued the opportunity to exchange ideas on behaviour management.

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| | <p>The Gambia: VSO staff and volunteers inputted into the SWAP and national and regional education strategies.</p> <p>Cambodia: <i>The recent trend within the education sector, especially seen at policy level, is an increased focus on inclusive education. The greater reference to marginalized groups, including children with disabilities, ethnic minorities and HIV/Aids in government education plans, is evidence of a new trend for the Cambodian government. With the MIE project, multiple donors (World Bank, European Union and UNICEF) are enabling VSO Cambodia to be a pioneer in this trend and be an active player within the Cambodian development context (e.g. The Ministry of Education Youth and Sports has asked VSO to be involved in writing a policy on Inclusive Education).</i></p> |
| International | <p><u>International Outcomes</u></p> <p><i>Outcome Cluster: VSO International staff participation in GCE and Make Poverty History campaigning and lobbying contributed to the resulting announcements of increased aid and debt cancellation.</i></p> <ul style="list-style-type: none"> - Supporter activities at the Make Poverty History (MPH) rally in Edinburgh, lobby letters to G7 finance ministers and the IMF Managing Director (the IMF, Canadian Finance Ministry, and Japanese Embassy replied to the lobby letters – and the IMF invited VSO and GCE representatives to meet with them to discuss the issues in person), the sending of millions of ‘Send My Friend to School buddies’ to Downing Street and Gleneagles contributed to pressure applied by all GCE and MPH members on G8 leaders, which in turn led to pledges of \$50 billion per annum by 2010, and debt cancellation for 18 countries. DFID’s announcement of \$15 billion per annum, and a contribution of £100 million to the Fast Track Initiative is another positive development, which they themselves attribute, in part, to the pressure they have received from GCE members organisations and supporters. <p><u>International Progress</u></p> <p><i>Progress Cluster: Valuing Teachers review conducted, and a new theme for future Valuing Teachers work identified; Valuing teachers research methodology published and launched.</i></p> <ul style="list-style-type: none"> - Learning from the Valuing Teacher review is that the project has: helped to: raise teachers issues on national and international agendas; open doors to allies for VSO to lobby with (GCE, Oxfam, ActionAid and Save the Children) and provide evidence for use by GCE and INGO partners with greater media, campaigns and lobbying capacity. It has also provided opportunities for high-level policy engagement (World Bank, IMF, Commonwealth etc.) - The research methodology used in Valuing Teachers was published on the VSO website and launched to VSO partners in Ghana. The toolkit, entitled <i>START – Simple Toolkit for Advocacy Research Techniques</i>, has already been used by VSO Malawi to undertake ‘Valuing Nurses’ research, and is set to be used in Zambia to undertake HIV & AIDS related research. The toolkit will also be used in the 8 new VSO programmes planning to start new Valuing Teachers research in 2006/07 (Ghana, Ethiopia, Gambia, Cameroon, Cambodia, Tanzania, Mozambique and Nigeria). |

Progress Cluster: VSO International staff led the development of the policy lines for the international GCE 2006 Action Week activities, and coordinated GCE policy group activities.

- VSO led the research, writing and consultation process for the policy briefing produced for the GCE 2006 Action Week (22nd —30th April). The policy briefing, entitled *Teachers For All: What Governments and Donors Should Do*, which explores and analyses teacher shortages, training, motivation and financing issues and collects together a range of recommendations to the problems highlighted, was also used as the basis for a shorter campaign briefing entitled *Every Child Needs a Teacher*. For the *Teachers For All* briefing, contributions were collected from Oxfam, Save the Children, World Vision and Education International, and the final report was approved by GCE Board members. Both briefings were circulated to all of the over 100 national GCE coalitions, made available on the GCE international website www.campaignforeducation.org/resources/resources_latest.php and GCE UK website www.sendmyfriend.org/issues-bginfo.shtml, and was listed on the Eldis Education Reporter email and summarised for the feature article on the Eldis Education home page: www.eldis.org/cf/search/disp/DocDisplay.cfm?Doc=DOC21748&Resource=f1educ
- VSO's Education Policy Adviser, Chikondi Mpokosa has taken on the role of coordinating the GCE UK policy group and liaising with DFID for the policy groups' quarterly meetings with Gareth Thomas (DFID's Parliamentary Under Secretary of State for International Development).
- VSO's Education Advocacy staff helped to organise the GCE Parliamentary launch event, in the House of Commons, of *My Friend Needs A Teacher*: the GCE UK Action Week campaign, which encouraged MPs to participate in GCE UK activities - MPS Back to School and teacher 'cut-out' making by UK pupils – at which VSO's Education Policy Adviser shared a panel with Hilary Benn, Gillian Merron MP (and former VSO short term volunteer) and Lucia Fry (Global Coordinator of GCE). The GCE policy and campaign briefings were distributed to around 20 MPs and civil servants in attendance.
- VSO International organised a speaker tour of London, Birmingham and Edinburgh for three partner representatives: the General Secretary of the Guyana Teachers Union, and practising teachers/ representatives of the Nepal National Teachers Association and the Mozambique National Union of Teachers (ONP). The three events – chaired by Gillian Merron and Jonathan Dimpleby, and with speeches from Steve Sinnot (General Secretary of the NUT) and Jerry Bartlett (Deputy General Secretary of the NASUWT), Jack Barnett (National President of Education International Scotland) and Robert Brown (Scottish Deputy Minister for Education and Young People), were attended by a total of 375 teachers, VSO returned volunteers and member so the public and NGO community. The teachers also accompanied the GCE policy group to lobby DFID's Parliamentary Under Secretary of State for International Development directly, and explain the situation for teachers in their countries. The speaker tour – entitled *Talking Teachers* was featured in a full-page article in the *Metro* newspaper, and on the Guardian and other websites.

Progress Cluster: VSO's advocacy experience shared with and policy messages communicated to international stakeholders.

- VSO's experience of budget monitoring was shared with other stakeholders in the UK via a presentation at the BOND Southern Advocacy Group. The presentation is available on the SAG page of the website - <http://www.bond.org.uk/wgroups/advoccap/index.html>
- VSO International's Education Policy Adviser attended the IMF/ World Bank Spring meetings, to as IMF to remove conditionalities that

constrain governments to recruit and train teachers and pay teachers a good salary. During the trip the Policy Adviser was interviewed by the South African Broadcasting Corporation and quoted on the GCE press release and Oxfam website.

- VSO's Chief Executive, Mark Goldring, with chief executives and policy staff from other UK NGOs, attended a breakfast meeting with Gordon Brown at which he was able to raise questions about international teacher shortages.

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| Grants | <p>16 Small Grants of up to £200 and 2 Large Grants of £1000 for Awareness & Action awarded to fund Global Education and Advocacy Campaigning projects in UK. Focus on range of issues including Education, Disability, Secure Livelihoods as well as HIV & AIDS.</p> | <p>More stringent criteria and procedures in place, ensuring efficiency and a higher quality of projects completed.</p> <p>Trend:</p> <ul style="list-style-type: none"> Increasing numbers of volunteers applying for grants whilst in country reflects increased interest in getting involved in Global Education earlier in volunteer journey. Youth for Development volunteers now represent a significant proportion of applications received reflecting the effectiveness of well-established support pre-departure. <p>Challenge:</p> <ul style="list-style-type: none"> Effectively supporting and monitoring the completion of projects carried out by serving volunteers Ensuring volunteers assess the impact of their project activities | <p>Large grant - A consortium of Rwanda volunteers joined forces to produce a global education module to be used for key stage 3 and 4 Citizenship in UK. The resource pack includes a series of lesson plans, a short video, a photo pack, stories and childrens' autobiographies based on the lives of orphans from the Street's Ahead Children's Centre in Rwamagana.</p> <p>Small grant - A Global Art Exchange project was set up by a serving volunteer in Bangladesh to link Manipuri Community school with 2 UK schools through the exchange of artwork as a means of communicating and increasing understanding of each other's lives.</p> | <p>Grant Reports</p> <p>Resources developed</p> |

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| Youth for Development | <p>102 young people involved in global education projects through VSO's Youth for Development (YfD) programme</p> <p>Projects brought together communities in twenty countries throughout Africa, Asia and the Pacific, with over 25 schools, universities and community based organisations (from women's groups, social services and HIV support groups) in UK and Ireland.</p> <p>YfD volunteers worked in cooperation with local education authorities, district councils and in partnership with Development Education Centres to develop resources and training for use by others within their local communities</p> | <p>Involvement of YfD volunteers in Global Education projects before, during and after overseas placement meant marked increase in numbers of people in UK communities becoming involved.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • For volunteers: Keeping projects time manageable considering professional commitments on return home. • For VSO: Harnessing long term commitment on return, beyond the global education project submission, by offering further links and opportunities | <p>Comments from project supervisors on the volunteer:</p> <p><i>'The knowledge gained from Joel's reports has enriched our way of working with our African clients. The excellent presentation by Joel to hospital staff gave them an opportunity to be aware of the complexities of African culture. Hopefully they now have a deeper understanding of why African clients behave in certain ways.'</i> Joy Rushton, Social Worker, Nottingham HIV+ Care Team, QMC on Joel Busher, Namibia</p> <p><i>'The newspaper article was well written and raised the profile of development work to a wider audience. The follow-up slide show was a fascinating insight into the heart of Ethiopia... His ongoing work with People & Planet reaches hundreds of young people every month in an engaging and action-provoking way.'</i> Louise Cobb, Sixth Form Groups Officer, People & Planet on Diarmaid McDonald, Ethiopia</p> <p><i>'The excellent artefact/resource box can be used by all local primary schools to support an international dimension in the curriculum.'</i> Jill Richie, Global Citizenship Officer, Bristol LEA on Matt Lloyd-Cape, Papua New Guinea</p> <p>Stakeholders have had the following views about the benefits of volunteers' activities:</p> <p><i>'It was nicely pitched – [the children] got an understanding of something quite new to them. I could see them thinking about what was happening.'</i> Armagh CBS Primary, N.I.</p> <p><i>'It increased our knowledge of some of the issues surrounding HIV, particularly gender... there were lots of games to get us thinking.'</i> Margaret Scarlette, Women's Institute, Wadhurst TN5</p> | YfD Global Education project reports |

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| Global Xchange | <p>Global Xchange partnership successfully delivered: 8 exchanges which had a direct impact on a</p> <ul style="list-style-type: none"> • 144 volunteers • 144 host home placements • 160 community work placements • 192 educational activity days (which the volunteers self facilitated and learnt about Global Education) <p>In addition the 8 teams altogether ran: 96 Community activity days in which wider members of the public would have been made aware of Global Education issues at the adsorbing messages level and possibly taking action level of the development awareness triangle</p> <p>It is estimated that altogether in 8 exchanges there would have been an direct development awareness impact on 20,000 people in the UK and an indirect impact on 2 million people who may have been impacted upon through press coverage and media information</p> <p>2 Global Xchange Global Citizenship Events run to promote the Global Xchange programme and the work of the volunteers to existing and potential stakeholders from the programme</p> | <p>The Global Xchange partnership has ensured that local partners, community members & volunteers are engaged in high quality exchange activities that raise development awareness and promote the Global Education agenda.</p> <p>Wider awareness and understanding of the Global Xchange programme, its vision and values</p> | <p>Quote from Community leader in Luton recognising the benefits of the programme and the Global education dimension</p> <p><i>'Luton has had, and does have, something unique, which we refer to as 'social capital'. People are not simply economic entities here but are recognised by one another, as human beings with respect and dignity, although there may still be, in fact will always be, room for disharmony in communal relationships. From time to time we attend to these issues as sensitively as possible through various programmes and activities. Global Youth Exchanges Programmes supported by VSO and the British Council, in years 2004 and 2005, have been extremely helpful in strengthening such a network of programmes and opportunities.'</i> (Zafar Khan Chairman of Luton Council of Faiths)</p> <p>Example of a Global Education work placement Undertaken by two volunteers in the Selby phase of a Pakistan-Selby exchange developed an excellent global education curriculum package aimed to develop an understanding of a different culture and the importance of and awareness of global relationships amongst young people in the school.</p> | <p>Exchange reports</p> |

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| | <p>58 VSO Local Groups totalling over 1600 members held 54 recorded community events with Development Awareness as the primary objective, which directly reached over 250 members of the public. Returned Volunteers shared experience with local community groups such as Rotary Clubs and Probus Groups, in County Councils and prisons</p> | <p>Number of events increased by over 12% on the previous year.</p> <p>Improved opportunities overall for increasing development awareness, particularly through community networks and local media coverage.</p> | <p>VSO North East brought together 70 VSO supporters for an Eritrean/Ethiopian Theme night involving local Eritrean Asylum seekers, Returned Volunteers from both countries and local organisations supporting asylum seekers.</p> <p>VSO Cardiff invited a guest speaker from the Terence Higgins Trust to their AGM. The speaker gave a presentation on her HIV& AIDS in home country of Malawi and her work in South Wales with HIV positive Africans</p> | <p>Local Groups annual monitoring and evaluation and newsletters</p> |
| Global Educators Register | <p>After its launch in April 2005, the Global Educators Register was the second most accessed page on the Global School Partnerships website. Since then it has received 684 user log ins, 1148 searches and 63 contact request made.</p> <p>Global Educators recorded the completion of 14 activities</p> | <p>Global Educators available to support active development education in schools and surrounding communities across UK</p> <p>Challenges:</p> <ul style="list-style-type: none"> • To promote Global Educators Register as widely as possible across UK • To ensure all activities carried out are logged by Global Educators • Ensure monitoring reports completed by schools and returned • To know the impact of Global Educator training on VSO Returned Volunteers in their own work | <p>Example of activity</p> <p>Session giving a broad overview of Namibia, answering questions previously prepared by children - finding Namibia, people and life in Namibia. The session focused particularly on cities and the fact that Africa has wealth as well as poverty</p> | <p>Monitoring forms</p> |

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| External networks in the development education sector | <p>Proactive member of the Development Education Association (DEA) and Development Education Centre groups, in particular the London and South East Region (LaSER)</p> <p>Participation in activity of Development Studies Association (DSA) and DSA Public Faces of Development group</p> <p>Actively supported UK One World Linking Association (UKOWLA) and Building Understanding through International Links for Development (BUILD) interagency coalition on N-S linking and learning partnerships</p> <p>Involved in the editorial and working groups for revising the 'Partners in Learning' publication. As part of the Global School Partnerships Programme. On order to provide a useful tool for schools developing partnerships with schools in other countries.</p> | <p>VSO informed of priorities for development education at strategic and grassroots levels</p> <p>Contribution to debates on the role of the Development Education sector following Make Poverty History campaign</p> <p>Trend:</p> <ul style="list-style-type: none"> Raised profile and strengthen VSO's voice as a valuable and active partner in the Development Education sector, drawing on our expertise of working with volunteers and experience of our international programmes. <p>Partnership:</p> <ul style="list-style-type: none"> Through engaging in a network of organisations concerned with the development of international partnerships VSO has contributed, shared, supported and promoted good practice in international partnerships based on VSO values. | <p>Article in the first issue (Autumn 2006) of 'Policy and Practice – a development education review' by Phil Hudson. Country Direct VSO Rwanda, titled 'Kungurava ibitekerezo (sharing ideas): Global Education – A Strategy For the South and based on experience of the Rwanda programme</p> | <p>Meeting minutes</p> <p>Journal article</p> |

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| Pre-departure support | <p>320 UK-recruited volunteers attended the Development Awareness course “Volunteers & Development” (V&D).</p> <p>315 UK-recruited volunteers attended “Skills for Working in Development” (SKWID). This course introduces volunteers to the practical skills and attitudes they will need to implement VSO's approach to development in their placement.</p> <p>190 Youth volunteers attended pre-departure training that included Global Education training in preparation for their core Global Education activity</p> | <p>Outgoing volunteers are well-prepared to:</p> <ul style="list-style-type: none"> • understand development • implement VSO's approach to development in their placement • integrate learning into own behaviour • reflect on how to build on this to contribute to a better understanding of development on their return to the UK | <p><i>“The most useful part of this course (V&D) is understanding the complexity of development – historical background and local issues”</i></p> <p><i>“I have a better understanding now of what VSO's development work/approach consists of and realise that I will have to do a lot of listening & observing”</i></p> <p><i>“The (SKWID) course gave me an appreciation of powerful impact of tools during participatory exercises and need for great sensitivity regardless of scenario/setting/participants” volunteer undertaking a placement in Sri Lanka</i></p> <p><i>“The most useful part of the course was the self awareness about impact of interventions on others” volunteer undertaking a placement in Papua New Guinea</i></p> | <p>V&D participant evaluations</p> <p>SKWID participant evaluations</p> |

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| In-country Support | <p>3 GE workshops given to 45 staff from 25 Programme Offices (from a total of 33) at their induction</p> <p>Global Education activities included in In-Country Training and Leavers workshops materials for arriving and returning volunteers</p> <p>Global Education support materials available to serving volunteers through</p> <ul style="list-style-type: none"> • 3 ‘Learning From Development’ self-study packs • a Global Education self-study guide included in Leavers’ Packs (also available as a CD-Rom) sent to volunteers in-country 6 months before return • An newly updated Continuing Professional Development self – study pack for education volunteers <p>Volunteer-led Global Education support offered Volunteer-run Global Education Committees set up in a number of placement countries. Several countries without committees are interested in this initiative</p> | <p>Programme Staff capacity strengthened to support Global Education in-country GE support material available to all staff and serving volunteers.</p> <p>Research conducted identified gaps in support offered to staff and volunteers in country as well as initiatives upon which we can build and share practice</p> <p>Challenges:</p> <ul style="list-style-type: none"> • ensuring that the gaps identified are filled effectively across a range of different country settings with varying capacity • monitoring and evaluating in-country support • ensuring support provided to volunteers from different recruiting bases in UK, Canada, Netherlands, Kenya, Philippines linking to Global Education activity on return | <p><i>A strong participatory session, clear and useful introducing various resources’</i> Participant on staff induction</p> <p><i>‘In Kenya, global education activities are steered by a volunteer committee formed of representatives from the three regions covered by the programme. The committee prioritises the activities for the year and develops a budget to support implementation’</i> Programme Office VSO Kenya</p> | <p>Course feedback forms</p> <p>Global Education Snapshot report</p> |

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| Training support to returned volunteers | <p>142 Returned Volunteers (47% of total UK-recruited) attended total of 3 RV weekends with 3 Global Education plenaries and 26 separate Global Education workshops on 6 different subjects. These included Fairtrade, refugees, school linking and a new Introduction to campaigning session.</p> <p>83 youth volunteers attended a youth programme Returned Volunteer Weekends in which Global Education was a key component</p> | <p>Awareness & Action plenaries presented Global Education and Advocacy activities as interconnected and mutually reinforcing. This formed part of our strategy to improve the clarity and consistency of our messages.</p> <p>Trend: the success of Make Poverty History has meant that the development education and public campaigning sectors are recognizing the value of working closely together. Recognizing that development education and public campaigning audiences aren't mutually exclusive. 'Introduction to campaigning' session introduced to give Returned Volunteers opportunity to think about how they might use their experiences to campaign effectively</p> | | |

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| | <p>41 Returned Volunteers inducted as Global Educators onto Global Educators Register. The induction now runs over a 24 hours period, as recommended by previous participants.</p> <p>21 Global Educators and 4 staff attended 'Global Advocates course' run in partnership with the Reading International Solidarity Campaign (RISC) and LaSER.</p> | <p>High quality, replicable inductions and training resources produced.</p> <p>Global Educator's available to support active development education in schools and surrounding communities across UK</p> <p>Partnerships: Developing working relationship with the London and South East Regions Enabling Effective Support to develop training for Global Educators</p> <p>Trend: Register continues to attract interest from high calibre Returned Volunteers. Youth volunteers now included in training as Global Educators.</p> <p>Challenge: To know the impact of Global Educator training on VSO Returned Volunteers in their own work</p> | <p>Participants on the Advocates course in response to the question: What did you learn?</p> <p><i>'Given me a real boost to go back into school and implement some of the ideas and I do feel more confident now advising other schools on their ideas and activities'</i></p> <p><i>'Challenge ideas and stereotypes and made me think carefully about the impact of activities I might do at school'</i></p> <p><i>'How to think about our use of materials; to be more constructive and think critically how we represent different cultures to the children'</i></p> <p><i>To really question if stereotyping was being reinforced through resources used at school'</i></p> <p><i>I now have a much better idea of how the global dimension can be embedded into the school curriculum. I also have a better idea of what the key concepts are and how they can be practically applied using a range of activities'</i></p> | <p>Evaluation of induction days and training event.</p> <p>Global Educators Register statistical reports</p> |

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| | <p>Returned Volunteer and Local Group involvement in UKOWLA North-South school, faith, community and organisational linking conferences and activities attended by 82 participants</p> | <p>The conference successfully promoted development perspectives on North-South community linking activity</p> <p>Trend: More Returned Volunteers interested in attending these conferences and activities</p> <p>Partnership: Through engaging in a network of organisations concerned with the development of international partnerships VSO has contributed, shared, supported and promoted good practice in international partnerships based on VSO values.</p> | | |

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| Commonwealth Fellowships | Two volunteer managers from Bangladesh and Sierra Leone undertook VSO sponsored 3-month Commonwealth Fellowship placements as part of VSO's Diaspora Volunteering Initiative. The host organisations were White City Community Project, working with the Bangladeshi Diaspora and Afford, working with African Diaspora. | <p>Placements contributed to stronger engagement of Bangladeshi and African diaspora in volunteering and development oriented activities in their countries of origin.</p> <p>Links between fellows' UK host organisations and their home organisations will lead to the development of diaspora volunteering programme, thus harnessing the resources of the diaspora communities for development and global education.</p> | <p>"[Wider impact of the fellowship will include the] establishment of a Diaspora Desk within the Ministry of Youth and Sports in order to maintain facilitate communication between Diaspora organizations in the UK and promote global education on Diaspora and national volunteering.</p> <p>During the Fellowship I have come to realize that huge amount in remittances are being made to Africa each year. Moreover, there is the willingness among Diaspora groups and individuals to contribute their skills, experiences and financial resources for Africa's development and therefore there is the need for a coordinated and institutionalised approach to these efforts through the establishment of a Diaspora Desk within the Ministry of Youth and Sports that will sustain the momentum that would have been created by the MAHDREIA project and facilitate new linkages between the young people between 15 and 35 and Diaspora organizations on the one hand and between the Government and Diaspora Organizations on the other. Already, the Ministry of Youth and Sports has developed a database with the profile of youth organizations nationwide and this information can be made available to interested Diaspora organizations for their intervention especially around skills development and business investments."</p> <p><i>Joyce Johnson, Gender Officer, Sierra Leone Ministry of Youth and Sports</i></p> | Fellowship reports |

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| Communication with returned volunteers | <p>Global Educators Network merged with Advocate's network to form Awareness and Action Network in order to ensure consistency in the way we present ourselves to volunteers. Awareness & Action e-Newsletter sent to all Network members (1592) quarterly. Layout and content reviewed and updated to ensure the information is concise, accessible and relevant. Now includes sections on development news, VSO news, events, resources, training and funding opportunities.</p> <p>Awareness and Action newsletter sent to key internal contacts. These includes consultant trainers who facilitate pre-departure training</p> | <p>Greater clarity achieved in communications with supporters as Global Education and Campaigns work more closely together</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Involving recipients more actively in the newsletter through contributions to ensure relevance and more in-depth engagement • Monitoring effectiveness of newsletter in inspiring Global Education and Campaigning activity | | |

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| | <p>Global Education and Development Awareness messages communicated to returned volunteers through:</p> <ul style="list-style-type: none"> • Resettlement Packs – received by 395 UK-recruited Returned Volunteers • Jobslist - 1137 Returned Volunteers received fortnightly (1123 by email and 14 by post) focussing on roles in development • One to one careers advice taken up by 36 Returned Volunteers • Careers in Development days attended by 46 Returned Volunteers | <p>Challenge: Striking a balance between UK based and international job and between career oriented jobs and other skill areas</p> | <p><i>Thanks to the RV Jobslist, I was successful in gaining employment as a community development officer in the Democratic Republic of Congo with GOAL. If I hadn't seen GOAL's regular advertisement, I wouldn't have sent in a speculative application, so a big thank you to you and the Returned Volunteer team.</i></p> <p><i>Returned Volunteer support has been outstanding. Would also like to mention a 1 to 1 careers interview I had with Margie Buchanan-Smith. Very helpful</i></p> <p><i>A very informative day. Gained a lot of valuable information</i></p> <p><i>Better than expected. Gave me a good insight into career development</i></p> | <p>Email from Returned Volunteer</p> <p>Evaluation forms from the day</p> |
| | <p>Returned volunteer to returned volunteer telemarketing campaign piloted in August 2005 to update and re-engage Returned Volunteers through an 'affinity building approach'. 185 Returned Volunteers successfully called. Of those called 93% were happy to be called again next year. A more comprehensive telemarketing campaign has since begun aimed at reaching over 1,000 returned volunteers. Development awareness activities and volunteer recruitment (re-volunteering & speaking at marketing events) are two of the involvement opportunities being promoted.</p> | <p>Identified effective way to re-engage and inform Returned Volunteers, particularly those who VSO has been out of touch with for a while.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Capacity issues have meant the next wave of telemarketing has been outsourced • Managing the information accrued during the campaign. • To position telemarketing within other communication methods as part of a coherent strategy. | | |

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| | <p>Annual mailing In January 2006 VSO mailed most of the RVs on our database (15,000 globally) with the result that:</p> <ul style="list-style-type: none"> • 750 Returned Volunteers opted in to a VSO involvement email to be piloted in Summer 2006 offering regular updates of specific opportunities to stay involved with VSO's work. Many of these are development awareness activities. • VSO received to date 1,600 returned information update forms with updated Returned Volunteer contact and profile details (> 10% return rate). The will be input on to the database to enable effective communication with Returned Volunteers. • 15,000 Returned Volunteers received copies of our supporter magazine lifechanges, which both updates them on VSO's work and offers options for staying involved. | <p>Trend: The timing of this email dovetails well with other work within the organisation looking at using email more effectively with its supporters.</p> | | |
| | <p>RVs Connected (VSO's on-line tool for enabling communications between Returned Volunteers, VSO and other organisations) currently has just under 2,500 Returned Volunteers registered. We have now brought this tool in-house to enable future development driven both by user needs but also VSO's priorities.</p> | | | |

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| Improved communications on VSO campaigning | Campaign messages communicated to greater number of VSO supporters through diversification of communication channels (e.g., VSO Update email, Local Groups e-newsletter, Returned Volunteers Weekend, Awareness & Action email). | Increasing number of campaigns messages sent to wider VSO audience. Challenges: Planned expansion of activity through more communication channels from VSO. | The total number of campaigns messages delivered for any one education campaign action was approximately 12,203 | |
| Activity and partnership in Education Campaigning | <p>Global Campaign For Education 2005 (GCE)</p> <ul style="list-style-type: none"> • ‘Send My Friend to School’ campaign action was to make cut-out ‘buddies’ representing children who have no chance to go to school. Promoted through Awareness & Action email (1592), Local group e-newsletter (1611), VSO Update email (8000), Education Volunteers email newsletter, education volunteers and education Programmes (1000 distributed) and Returned Volunteers Weekends (March 06). • GCE/UNESCO education reports and planning packs distributed for Global Week of Action to all education programmes (21) and education volunteers in January 06. | <p>Contributed to continued commitment and momentum on G8 on education financing.</p> <p>Mobilisation and engagement of massive numbers of children and teachers worldwide.</p> <p>Increasing influence of VSO programme offices within coalition campaigns overseas.</p> | <p>Announcement from Gordon Brown on 10th April to increase in UK financing for education to at least \$15bn over the next ten years.</p> <p>Estimated 1.5 million ‘buddies’ made in UK for Send My friend To School (an estimated 5 million buddies were made around the world against a target of 1 million)</p> <p>Teacher and VSO supporter, Blackburn: <i>‘All students take Citizenship GCSE and when asked at the end of last year what they had enjoyed most many said the Send My Friend to School Campaign.’</i> GCE campaign participant <i>I think the initiative was a great, one that captured the imagination of children in the UK and around the world; one that generated interest and involvement in a complex idea.’</i></p> <p>Almost 50% of VSO’s education programmes took part in the campaign. VSO Rwanda established national coalition which the Ministry of Education subsequently joined. 3000 messages from Rwandan school children sent to G8.</p> | <p>UK Treasury</p> <p>GCE UK/MPH</p> <p>GCE evaluation</p> <p><i>The New Times (Rwanda) 20th June 2005</i></p> |

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| Activity and partnership in HIV & AIDS Campaigning | <p>VSO campaigns actions:</p> <ul style="list-style-type: none"> • Stop AIDS Campaign (Email and eyeball-themed postcard actions “The World Is Watching”) promoted to email advocates (1592), Local Group members (1611), VSO Update email (8000), Returned Volunteers at Returned Volunteer Weekends, World Youth participants (60), selected Lifechanges subscribers (13,738). • VSO organized and led the pre-G8 Stop AIDS Campaign stunt in Trafalgar Square on June 15th, with over 150 activists from over 30 HIV & AIDS organizations. 25 VSO staff attended. • VSO Co-organised and co-ran (with ActionAid and Students Partnership Worldwide) the Stop AIDS Campaign presence at the G8 Make Poverty History Rally as well as 2 stunts in Stirling and in Edinburgh in the following week (of which over 50 activist took part in each) • VSO co-organised two Stop AIDS Campaign stunts at the Global Fund Replenishment Conference in September 2005. | <p>Contribution to significant commitments made by world leaders towards HIV & AIDS treatment targets and policy-makers engaged with the campaign.</p> <p>Increased active engagement from the public on these issues.</p> <p>UK doubled contribution to the Global Fund for AIDS, TB and Malaria</p> <p>Challenges: G8 fulfilment of commitment to Anti-retroviral drugs roll-out will have significant impact on women and girl volunteer community carers.</p> | <p>G8 committed to ‘As near as universal access to treatment by 2010’</p> <p>Hilary Benn ‘shook hands’ with all stunt participants at the Global Fund replenishment meeting (Sep 2005).</p> <p>60 MPs, including Tony Blair, visited the Stop AIDS Campaign bus.</p> <p>Over 10,000 people took the campaign action. (by email or pc.)</p> | <p>MPH</p> <p>MPH</p> <p>MPH</p> |

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| | <ul style="list-style-type: none"> • VSO organized a week-long exhibition of VSO's HIV & AIDS work from a range of countries and a public panel debate on HIV & AIDS and Gender at a London Library for the week preceding World AIDS Day 2005. • VSO held panel discussion on the burden of HIV & AIDS care at Portcullis House on 8th March 2006 chaired by Lord Chris Smith. | <p>VSO raised the profile of issues around gender and HIV & AIDS, including the importance of reducing the burden of care on women and girls.</p> <p>VSO raised the profile of issues around gender and HIV & AIDS, including the importance of reducing the burden of care on women and girls.</p> | <ul style="list-style-type: none"> • 7 MPs, a senior figure from DFID and around 100 guests from a range of NGOs attended the discussion at Portcullis House. • Increased discussion of these issues within UK International AIDS Consortium. • Requests for more information on VSO's HIV & AIDS policy work from wide range of NGOs, including the International Community of Women Living with HIV & AIDS. | |

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| Activity and Partnership in general | <p>Make Poverty History goals, events and campaigns actions promoted through Awareness & Action email (1592), Local group e-newsletter (1611), VSO Update email (8000), workshops at Returned Volunteers Weekends, and on the VSO Website.</p> <p>VSO organised a campaigns “Tell Tony” tent at the Make Poverty History Rally in Edinburgh. 120 VSO supporters took part in the event. People “told Tony” what they would do to Make Poverty History</p> | <p>Increasing interest in international development issues among UK population.</p> <p>Helped increase active engagement in campaigning among all of VSO’s supporters.</p> <p>Raised profile of VSO as campaigning organisation and subsequent engagement with new audiences.</p> | <p>After 6 months, 87% of the population had heard about the MPH campaign. 8 million people wore white bands and over 500,000 people emailed Tony Blair.</p> <p>120 VSO supporters including RVs, Local Groups, Staff, World Youth and Global Educators helped at the tent and took part in the event. Over 250 people left video and written messages for Tony Blair. 700 people requested more information about VSO. Media coverage on BBC World Service, LBC Radio and the Financial Times.</p> <p>VSO returned volunteers:</p> <ul style="list-style-type: none"> • <i>‘VSO allowed people to make a constructive impact.’</i> • <i>‘VSO was very visible at the march’</i> <p>VSO staff member <i>‘I have had emails from colleagues and volunteers in Africa who heard the World Service piece and felt inspired by what we were doing.’</i></p> | <p>MPH</p> <p>Email 3rd April 06</p> |

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| | <p>Greater involvement and input in policy, planning, and campaigning of Stop AIDS and GCE coalitions. This is a combination of support for coalition both strategically and with resources, and having a distinct agenda and programme based position to contribute to overall movements</p> | <p>Raise profile of VSO within coalition, and ability to put issues such as gender, or teachers on the agenda</p> <p>Increased voice of VSO externally, for future influencing of advocacy and campaign agenda</p> | <p>VSO leading policy agenda on teachers' issues for GCE 2006 campaign Week of Action globally.</p> <p>The office of Gordon Brown contacted VSO directly to ask for support for and feedback on proposed Education Initiative. This was an opportunity to input GCE and Valuing teachers key messages on long term predictable funding for recurrent expenditures into chancellor's statement.</p> <p>He also visited a VSO volunteer during visit to Mozambique on 10th April 06.</p> | |

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| Lifechanges VSO Supporter Magazine | <p>VSO's supporter magazine- Lifechanges went out 3 times last year – with a total of 100,000 copies distributed in the year to serving and returned VSO volunteers, donors and other VSO supporters.</p> <p>The content of Lifechanges includes in-depth articles that explain complex issues for a supporter audience e.g. The links between Food Security and HIV in Mozambique through the placements of VSO volunteers and the work of their partners.</p> <p>5-10% of articles last year specifically focused on global education (e.g. article about school partnership with Sekondi Takoradi)</p> <p><i>Lifechanges</i> provides an opportunity to give donors an update as to how as an organization VSO is working towards our goals and what we are achieving. It demonstrate to the donor how their money is being spent and gives them a deeper understanding as to the breadth and depth of VSO's work. On the reverse of the covering letter is a donation form. In 2005/06 people gave over £50,000 in response to <i>Lifechanges</i> – around 2% of the 35,000 –40,000 donors mailed.</p> | <p>General magazine content served to raise broad awareness of development.</p> <p>Communications materials encourage engagement with development education activities</p> <p>Positive feedback received from surveys conducted to monitor whether the content of Lifechanges is appropriate and a relevant reflection of VSO's work and wider development agenda.</p> <p>Trend:</p> <ul style="list-style-type: none"> Returned Volunteers and supporters increasingly encouraged to contribute to campaigns and advocacy, working in partnership with other organisations and engage in Global Education activities. | <p><i>"Would be nice to send to our key partners too - can you send us more next time as we have an annual conference in July and would like to have several copies"</i> David Clamp in VSO Gambia Programme Office</p> <p>Comments from reader survey: <i>"It's good to read of the experiences of 'hands on' individuals"</i> <i>"This issue is compelling and informative"</i> <i>"Very interesting and worthwhile projects"</i></p> <p><i>"An excellent publication of your very vital work. A very interesting read"</i> E Tarrant Donor</p> | <p>Survey sent through POP</p> <p>Response form on back of coverletter.</p> |

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| | A deepening partnership developing between the Trade Union sector and VSO. The General Secretary of TUC went to visit VSO projects in Ghana. This trip and his interest in more partnership work between trade unions and VSO. | Increased development awareness in the trade union sector | Quote from Brendan Barber TUC: <i>"In terms of VSO, we'd had the intention ... of arranging perhaps an event where it would be possible for VSO to brief trade union colleagues more widely on what VSO's doing and some of the ways it might be possible to work together – but obviously the Ghana visit will add a fresh urgency to that and help to illustrate how some of these links might be built."</i> | |
| Media | On average VSO achieved around 150 pieces of media coverage a month covering development activity | VSO has continued to raise public awareness of development and development issues through its broad-based media and marketing activities | | |
| Media | Eight ways to change the world photography exhibition. In September 2005 VSO collaborated with Panos Pictures, Action Aid, Concern, Interact Worldwide, Panos Institute, Plan UK and Wateraid on a major photographic exhibition on the Millennium Development Goals. The exhibition at the Oxo Tower's Bargehouse Gallery in London attracted more than 5,000 visitors over ten days. The exhibition also achieved significant media coverage including <i>The Guardian</i> , <i>The Independent</i> , <i>BBC News Online</i> and <i>BBC World Service</i> . After its London run, the exhibition travelled to Leeds and Edinburgh. | VSO continues to be a lead player in making effective use of the media to raise development awareness Trend: <ul style="list-style-type: none"> Increasing depth and focus on development issues in media work. Increasing profile of VSO's media work Partnerships: <ul style="list-style-type: none"> Close collaboration with a wide range of media organisations with the potential for future activities focused on raising development awareness | Feedback from visitors. The following comments were typical: <i>"Inspirational. I've never been to an exhibition like this!"</i> <i>"This show does more than inform. It stirs. It provokes. It makes you want to do something."</i> <i>"One of the most moving exhibitions I have been to, with an aim other than just enjoyment."</i> <i>"Fantastically creative use of such an incredible building. A surprise around every corner."</i> Visitors particularly welcomed the opportunity to participate by pledging to do something themselves. Some 750 people wrote pledges on specially designed postcards and had their picture taken to create the eighth goal installation. Pledges ranged from people inspired to buy fair trade products or support a charity, to raising awareness of the issues behind the MDGs. Some people were moved to reduce their consumption of water, food, or air travel. | Romeike media monitoring |

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| Media | <p>Reflecting the real world In April 2006 VSO published a new research report <i>Reflecting the Real World: How British TV portrayed the developing world in 2005</i>.</p> <p>The report was commissioned by VSO, the Commonwealth Broadcasting Association, the International Broadcasting Trust, the Open University and the Department for International Development. The report was in two parts: focus group research with viewers; and in-depth interviews with broadcasters and TV decision makers. The report was launched with media coverage in <i>The Guardian</i> and <i>BBC News online</i>. It was sent to over 450 broadcasters, development charity communicators and policy makers. It was also the focus of discussion at a seminar organised by the Development Education Association which brought together over 50 representatives from development charities, development education and broadcasting.</p> | <p>VSO continues to be a lead player in making effective use of the media to raise development awareness</p> <p>Trend:</p> <ul style="list-style-type: none"> Increasing depth and focus on development issues in media work. Increasing profile of VSO's media work <p>Partnerships: Close collaboration with a wide range of media organisations with the potential for future activities focused on raising development awareness</p> | | Data collected by Panos pictures from media monitoring, visitor book, pledges. |
| Marketing Through events, print, online and media activities | <p>1389 members of the general public attended 38 meet VSO events around the UK. A further 290 members of the general public attended information days held in Manchester and Edinburgh.</p> <p>VSO ran 4 marketing campaigns last year reaching different key audiences:</p> <p>G8 campaign – raising awareness amongst the general public of VSO volunteer's contribution to development capitalising on focus on Africa</p> | <p>VSO continued to raise public awareness of development, development issues and of the role VSO and individual volunteer play in tackling these.</p> <p>Trends:</p> <ul style="list-style-type: none"> Campaigns enable development messages to reach a broad range of audiences, including: readers of daily and weekend broadsheets, in particular, professionals who enjoy travel and have an interest in world affairs and different cultures, independent travellers | | |

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| | <p>Managers Campaign – campaign targeting managers to increase understanding of management professionals’ contribution to development. This reached managers aged 30 –65, relatively well established in their careers or possibly close to retirement who on some level may feel like doing something different.</p> <p>Travel campaign – an advertorial reaching the independent travel market through the travel press and travel supplements of national newspapers</p> <p>Education Campaign – reaching senior educationalists to raise awareness of how they could contribute to development through volunteering with VSO. Press coverage, advertisements and inserts in national press and trade titles as well as online activity were used to provide details about why VSO needs senior educationalists and how they contribute to development.</p> | <ul style="list-style-type: none"> • A definite increase in the number of educationalists – particularly primary teachers with at least three years experience, senior educationalists with management experience. • An increase in the number of people we need with HIV/Aids experience - mainly dues to out programmatic focus on this. <p>Challenges: The main challenge we face is in getting people to understand that VSO specifically needs skilled professionals to support our work</p> <p>Another challenge we face is getting volunteers with the right mix of skills e.g. doctors with surgical experience, or nurses with masters degrees.</p> | | |
| Recruitment through strategic partnerships | <p>Established partnership with NHS Scotland, funded by The Scottish Executive to deliver 10 health volunteers to support our work in Sub-Saharan Africa.</p> <p>Working on a partnership with the National Association of Head teachers to offer short-term secondments to head teachers to support or work in education in Rwanda, Namibia and The Maldives.</p> | <p>Raising awareness of VSO’s need for health volunteers and provide an opportunity for them to contribute to International development.</p> <p>Raising awareness of VSO’s need for head teachers and provide an opportunity for them to contribute to International development</p> | | |

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| Trust & Agency Partnerships | Ongoing dialogue with both prospective and existing target audience which are UK Trusts and Agencies. | <p>As VSO has evolved to become more programmatic, we in turn are ensuring our donors are fully engaged with our direction and approach through ongoing communication and one to one meetings</p> <p>Trends:</p> <ul style="list-style-type: none"> • More engagement with some of the larger more development focused donors through small events and one to one meetings. • Increasing activity in raising public awareness of development issues and raising support through events and one to one meetings through the major donor programme. | | |

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| Recruitment through the Corporate Sector | <p>Partnerships in the corporate sector continue to strengthen particularly with Randstad, Accenture, Price Waterhouse Coopers (PwC), IBM, BAA . Relationships involve not only financial support for VSO's work but also the provision of staff to work as VSO volunteers</p> <p>VSO worked with the Chartered Management Institute on a piece of research to demonstrate the professional development benefits of volunteering. The findings came back with some clear recommendations, including a call to employers to do more to value the skills development opportunities that voluntary activities offer their people. VSO launched the report findings to key opinion formers in the business sector through a Business Breakfast at the London City Hall. The audience consisted of chief executives, HR directors and members of employer organizations and other NGOs. Speakers took part from IBM and PwC</p> | <p>VSO has refined its strategy re corporate partners to concentrate on fewer, more strategic partners who can provide a mixture of volunteer skills and financial support.</p> <p>VSO is the chosen lead charity which will benefit from the Lord Mayors Appeal 06/07 which will provide new opportunities for new approaches in the City of London as well as lucrative sponsorship opportunities in the corporate sector.</p> <p>Trend:</p> <ul style="list-style-type: none"> Demand for business volunteers continues to grow. VSO is committed to sending 60 short term volunteers from corporate partner companies this year | <ul style="list-style-type: none"> Accenture signed new 3 year partnership deal worth approx £1 million to become VSO's Secure Livelihoods champion In final stage negotiations with PwC over detail of new partnership deal which could be VSO's biggest yet BAA have agreed to fund two Global Exchanges which will be match funded by the Russell Commission, enabling VSO to provide 4 exchanges. IBM have agreed to send 10 staff as volunteers on 6-9 month placements | |

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| Volunteer Linking Scheme | <p>The volunteer linking scheme is a new product that encourages the donor to give a regular gift and in return hear back regular updates, from a linked volunteer whilst in placement. Donors hear directly from the volunteer about development issues in their placement. There is also an opportunity to meet the volunteer on their return.</p> <p>In 2005/06 there were 799 new donors signed up to the scheme and this brought in an annual income of £40,800.</p> | <p>The link between the donor and the volunteer, builds a greater awareness of VSO. The donor gets to see a unique window into our work and hear back personal accounts and experiences from a volunteer. It brings them closer to VSO as an organization.</p> <p>Trend:</p> <ul style="list-style-type: none"> • With a better understanding of the development work of volunteers, donors have a closer affiliation with VSO and commitment to financial support | <p><i>"I feel happy, and humbled to be associated (in a very small way) with such an enterprise."</i> Dr. Jim Milledge. – Volunteer Linker</p> | |

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| Telephone Fundraising | <p>Telephone fundraising has been a good way to talk to contact people and ask them to give a regular gift to VSO.</p> <p>Income raised in this way during 05/06 stands at: £61,227</p> | <p>Increasing awareness of VSO's approach to development.</p> <p>Commitment to ongoing financial support</p> | | |
| Donor Recruitment (Face to Face – regular giving ask) | <p>As part of a new wave of activity in 2005/06 VSO tested Face to Face fundraising as a new way of recruiting donors onto a regular gift.</p> <p>In total VSO have signed up 6,887 new donors on the street and raised £238,884 committed income.</p> | <p>Increasing awareness of VSO's approach to development</p> | <p>VSO won the 2005 award for excellence in face-to-face fundraising. Our face to face agency comments:</p> <p><i>“Dialogue Direct is thrilled that its VSO won the award proving that well run face-to-face campaigns can be successful for organisations. The campaign has gone from strength to strength and we look forward to continuing our successful partnership with VSO.”</i></p> | <p>Dialogue Direct, VSO's Face to Face fundraising agency</p> |
| Recruitment (DM packs – cash ask) | <p>3 Cold Direct Mail appeals were sent out throughout the year as part of VSO's donor recruitment drive.</p> <p>In total during 05/06 VSO sent out 671,115 cold DM packs which bought in 10,799 new donors and raised £203,363. Average response rate is strong at 1.63%.</p> | <p>Increasing awareness of VSO's approach to development</p> | | |