

**SUMMARY OUTPUT TO PURPOSE TABLE**

Objectives Activities	Success Criteria	Summary of Progress
Goal: To eliminate poverty		
<p>Purpose: To use the distinctive and complementary strengths of VSO and DFID to strengthen the ability of poor people and the organisations that work with the poor to address the causes and symptoms of poverty</p>	<p>In any one year VSO will report against two of our six development goals. For the next two years we will report on VSO's education and HIV/ AIDS goals:</p> <p>1. To increase the accessibility, gender equity, relevance and quality of education for disadvantaged people in poorer countries.</p>	<ul style="list-style-type: none"> <li>• Annexe 1 represents illustrative examples from fourteen countries that demonstrate VSO's distinctive contribution to education. They are drawn from corporate education review, Programme Sector reviews as well as the Annual Country Reports (ACRs)</li> <li>• 42% of volunteers are working towards achieving CSP aims in education, and overall progress on contribution to the success criteria has been substantial.</li> <li>• Increased clarity about VSO distinctive competencies has been endorsed by independent education advisory panel.</li> </ul> <p>Distinctive competencies emerging are:-</p> <ul style="list-style-type: none"> <li>• Emphasis on quality rather than access, and moving away from access initiatives that are not linked to quality.</li> <li>• Increase in VSO activities as part of the Global Campaign on Access to <i>Education for All</i> in UK and Overseas.</li> <li>• Recognition of increased demand for VSO capacity-building support for district-level education management by government partners.</li> <li>• Recognition that the school level input as one of the levels that comprise the programmatic approach continues to be valued by partners</li> <li>• Engagement in North-South trans-national education advocacy at national and international levels both to strengthen programme analysis and planning and to contribute to international development debates.</li> </ul>

	<p>2. To combat stigma. Support prevention and increase the availability of treatment, care and support for those infected and affected by the HIV and AIDS pandemic.</p>	<ul style="list-style-type: none"> <li>• Annexe 2 represents illustrative examples from twelve countries that demonstrate VSO's strategies in making progress towards success criteria. They are drawn from corporate reporting, evaluations, and Annual Country Reports (ACRs)</li> <li>• The examples demonstrate that VSO priority strategies of building capacity, supporting mainstreaming, and sharing learning are reaching significant numbers of people affected by HIV, as well as significant numbers of organisations both in-country and internationally. This represents significant progress towards success criteria.</li> <li>• The examples also demonstrate that the balance of VSO interventions still lie in Asia rather than Africa. Analysis of programme plans indicates that this will be redressed.</li> </ul>
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<p><b>Outcome 1</b> The capacity of organisations to meet the needs of poor people is enhanced.</p> <p>VSO will:</p> <ul style="list-style-type: none"> <li>• Prioritise and focus activities on disadvantaged people in the least developed countries.</li> <li>• Address the needs of disadvantaged people through an annual programme involving 1,500 – 2,000 international volunteers with appropriate skills.</li> <li>• Seek out opportunities to build the capacity of organisations to influence policies and practices.</li> <li>• Seek out opportunities to promote local and national volunteering, build alliances and networks.</li> </ul>	<p><b>Significant numbers of organisations with increased capacity to deliver improved quality of services in education and HIV/ AIDS resulting from:</b></p> <ul style="list-style-type: none"> <li>• Improved skills, knowledge, confidence and practice among key staff of VSO partner organisations.</li> <li>• Improved, strategic and management systems and processes with partner organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• In education, building capacity and confidence of teachers in pre- and in-service training is an increasingly important part of improving skills and confidence of key staff.</li> <li>• In HIV and AIDS, building confidence and sharing knowledge of people infected and affected by HIV covers a range of groups e.g. people living with HIV, AIDS activists and staff of partner organisations.</li> <li>• In education, examples in Table 1, illustrate sustainable capacity building of systems at community-school level.</li> <li>• In HIV and AIDS, examples in Table 2 demonstrate programmatic /strategic organisational capacity building interventions are aimed at community based organisations, and at national and provincial AIDS co-ordination bodies.</li> </ul>
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<p>DFID will:</p> <ul style="list-style-type: none"> <li>Facilitate dialogue with DFID country offices.</li> <li>Facilitate dialogue with relevant DFID departments in the UK.</li> <li>Keep VSO informed of changes to policy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger collaboration between partner organisations and other key factors, e.g. cross-sectoral response to HIV/ AIDS pandemic</li> </ul>	<ul style="list-style-type: none"> <li>VSO's disability programmes in Kenya, Kazakhstan, Macedonia and Namibia have all influenced policy level thinking, including new legislative frameworks in 2003/04. VSO contributed to bringing together disabled people's organizations to lobby for change.</li> <li>HIV education in formal Education sector continues to be a key strength of VSO</li> <li>Mainstreaming into workplace policy, partner organisations and programme interventions has become an organisational priority for VSO</li> <li>Co-ordinating professional learning networks</li> <li>Advocacy and campaigns work in UK and Overseas focuses on work in coalitions and with strategic allies. VSO often plays a significant role in co-ordinating and facilitating such alliances</li> <li>Organisational success criteria for planning require collaboration with partners in planning processes in both HIV and AIDS, and Education.</li> </ul>																
	<p><b>Indicators of global scale and effectiveness:</b></p> <ul style="list-style-type: none"> <li>Number of VSO partnerships in each goal.</li> </ul>	<table> <tr> <td>Disability</td> <td>101</td> </tr> <tr> <td>Education</td> <td>438</td> </tr> <tr> <td>Gender (sector)</td> <td>14</td> </tr> <tr> <td>HIV&amp;AIDS</td> <td>102</td> </tr> <tr> <td>Health &amp; Social Well Being</td> <td>181</td> </tr> <tr> <td>Participation &amp; Governance</td> <td>136</td> </tr> <tr> <td>Livelihoods</td> <td>246</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>1,218</b></td> </tr> </table>	Disability	101	Education	438	Gender (sector)	14	HIV&AIDS	102	Health & Social Well Being	181	Participation & Governance	136	Livelihoods	246	<b>TOTAL</b>	<b>1,218</b>
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Outcome 1 cont'd.	<ul style="list-style-type: none"> <li>Estimated unit costs of average volunteer placement (two year placement).</li> </ul>	<p>Estimated unit costs of average volunteer placement (two year placement)  2001/02 - £23,197 - (average volunteers in post - 1715)  2002/03 - £26,597 - (average volunteers in post - 1521)  2003/04 - £24,408 - (average volunteers in post - 1387)  Unit Costs fell in 2003/04 as a result of higher volunteer arrivals than in the previous year (774 v. 616).</p>
	<ul style="list-style-type: none"> <li>Percentage of partnerships achieving their objectives.</li> </ul>	<ul style="list-style-type: none"> <li>In 02/03 70% of volunteers and partners reported that partnerships had mostly or fully met their objectives, and in 03 /04 this figure increased to 76%. This small increase demonstrates that the establishment of the programmatic approach has maintained the achievement of objectives.</li> </ul>
	<ul style="list-style-type: none"> <li>Percentage of partners satisfied with VSO support.</li> </ul>	<ul style="list-style-type: none"> <li>21% of VSO partners (defined for the purposes of reporting as a local organisation employing a volunteer) were fairly satisfied, and 74% very satisfied, with the performance of their volunteer.</li> <li>Slightly higher figures of 24% of partners fairly satisfied, and 74% of partners very satisfied, are reported when the total support partners receive from VSO is rated. These scores are similar to 02/03 (25% and 73% respectively)</li> </ul>
	<ul style="list-style-type: none"> <li>Significant Change stories to illustrate organisational strengthening as a result of VSO partnership.</li> </ul>	<ul style="list-style-type: none"> <li>See Annexe 4 for examples of Most Significant Change</li> <li>Significant Change process shows changes described relate to the distinctive contribution of VSO e.g. people centred processes rather than provision of material resources. This links building individual capability with organisational strengthening.</li> <li>Involvement of partners has increased over the last year demonstrating the emphasis on partner involvement in programme practices.</li> </ul>

<p><b>Outcome 2</b> Public awareness of global issues in the UK is increased, through both global education and development awareness initiatives.</p> <p>VSO will:</p> <ul style="list-style-type: none"> <li>• A. Support 3,000 current and returned volunteers to draw on their overseas experience to increase public awareness of global issues.</li> <li>• B. Support partnerships with development education organisations, companies, unions, local government, civil society and schools in order to increase public awareness of global issues.</li> <li>• C. Encourage returned volunteers to contribute to campaigns and advocacy work with other organisations.</li> </ul>	<p><b>Verifiable evidence and examples of increased breadth and depth of awareness (see diagram in Annexe 3; as well as section on 2003 Development Awareness Questionnaire to 14,500 Returned Volunteers)</b></p>	<ul style="list-style-type: none"> <li>• Annexe 3 represents illustrative examples of progress towards Outcome 2 in 2003/04</li> </ul> <p>A. A total of 2570 outgoing, serving and recently returned standard volunteers received enabling and direct Global Education (GE) support from VSO, as well as the 1900 Returned Volunteers (RVs) who have had longer-term involvement in a range of RV supporter networks. This makes a total of 4650. The online national Global Educators' register was set up and tested, and now operates in 23 schools. In addition, the RV questionnaire showed that 25% continued working in development post-service, 38% had done media work, 31% were involved in development awareness and /or campaigning, 24% were involved in building North-South partnership.</p> <p>B. Key partnerships have been with development organisations specialising in Linking, and the national co-ordinating body (DEA) of which VSO is member of board. This has included a North-South LINKS programme, and a Commonwealth Fellowships scheme. Professionals have been reached through partnerships with Accenture, Shell, Price Waterhouse and Barclays. Over 180 young people have initiated global education projects as part of VSO North-South exchanges.</p> <p>C. VSO is engaging with 4,500 returned volunteers and supporters (a 50% increase on 2003) in its own advocacy campaigns and has broadened its strategy to include all serving volunteers and staff globally. Success in letter writing campaign to WHO has been achieved through building on first hand experience of returned volunteers.</p>
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<ul style="list-style-type: none"> <li>• D. Raise broad public awareness through extensive marketing and media activity</li> </ul> <ul style="list-style-type: none"> <li>• E. Participate in active dialogue with DFID</li> </ul> <p>DFID will:</p> <ul style="list-style-type: none"> <li>• Facilitate dialogue and support from DFID's Development Education team.</li> <li>• Facilitate sharing of experience on monitoring and evaluation among NGOs and through the DEA.</li> <li>• Keep VSO informed of changes to policy and practice.</li> </ul>		<p>D. Mass media coverage was secured for issues of HIV &amp; AIDS and gender and Rwanda generated by VSO events. A campaign aiming to enhance public understanding of VSO's development work went live during October and November 2003. Within the four week period, the national broadsheet press advertising was seen by 27.2% of ABC1 adults an estimated average of 3.6 times and by 17.3% of all adults an estimated average of 3.5 times. Radio adverts in London were heard by 40.39% of ABC1 adults who we estimate heard it on average 10.19 times and by 35.3% of all adult listeners who heard it on average 11.19 times. This was supported by a fundraising direct mail drop to 288,000 UK addresses using the same development case studies. There have been two marketing campaigns on the London Underground targeting prospective volunteers across 4000 tube card panels over four weeks in October and February reaching 88% of all adults who saw the advert an estimated 8.42 times. Nearly 3000 members of the general public attended 87 Meet VSO events around the UK</p> <p>E. The Global School Partnership consortium has worked closely with DFID on M&amp;E systems for the programme, with specific emphasis on Impact Evaluation. As part of its work on M&amp;E of Development Awareness and Global Education, VSO commissioned work from a DEA DEPER consultant, Aileen Mackenzie, in order to ensure that any future work in this area would be correctly aligned with that of the DEA and the DE sector in general. During 03/04, VSO took the lead in bringing together the BVALG agencies to discuss our respective work in Development Awareness. Representatives from DFID participated in the meeting, part of which was to focus on M&amp;E., and it was decided to make this a regular event.</p>
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<p><b>Outcome 3</b> Capacity to learn and disseminate lessons arising from VSO work is enhanced.</p> <p>VSO will:</p> <ul style="list-style-type: none"> <li>• Improve and disseminate understanding of effective capacity building and skill sharing.</li> <li>• Develop evaluation tools.</li> <li>• Increase analysis of experience through thematic and programme research.</li> <li>• Improve dissemination of learning through VSO's website and other media.</li> <li>• Share lessons learnt.</li> </ul> <p>DFID will:</p> <ul style="list-style-type: none"> <li>• Facilitate access on monitoring and evaluation awareness raising through PARC.</li> <li>• Share learning within the sector.</li> </ul>	<p>(See also Annexes 1,2,3)</p> <ul style="list-style-type: none"> <li>• Examples of identifiable lessons learnt contributed to development debates and put into practice by other organisations. For example, lessons of successful HIV/ AIDS mainstreaming, strategies to increase the quality and relevance of education or gender equity in education.</li> </ul>	<p>An example from programme work is the VSO Namibia HIV &amp; AIDS and Disability conference in June 2003. This resulted in a Task Force of AIDS service providers and disabled people's organizations to address issues of inclusion and access. The National Federation of People with Disabilities in Namibia now has a member of staff dedicated to addressing HIV &amp; AIDS issues and disabled people are represented on the National HIV &amp; AIDS response team.</p> <p>In UK, the launch of HIV and Gender research was an opportunity to engage with sixty organisations about how to prioritise gender – and especially the greater involvement of men – into HIV programmes. The VSO web strategy prioritises sharing such learning from research, and conferences both overseas and in UK.</p> <p>In education, VSO programme experience of the needs and perspectives of teachers was shared through authorship of the Global Campaign on Education's critique of the World Development Report. Along with other critiques, the reports analysis of the role of the public sector employee became more positive.</p> <p>VSO also contributed directly to a recommendation on teachers' terms and conditions from the Commonwealth Education Ministers' Conference in 2003 in Edinburgh. A teacher from a VSO supported school in Papua New Guinea was flown over and her speech made a positive impact on politicians attending.</p>
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	<ul style="list-style-type: none"> <li>• Verifiable evidence and examples of identifiable lessons learnt put into practice by VSO.</li> </ul>	<p>The new country strategic planning process introduced for all VSO programmes has had a corporate requirement for reflection on past success and failure, and discussion with partners and stakeholders to identify distinctive competencies that can make a more focussed contribution to VSO goals. This process has been supported by the production of core documents with success criteria for planning and partnership. A series of sector reviews have facilitated learning in education. M&amp;E tools has been developed with capacity building activities planned for in 04/05 . There are also identifiable lessons that have been put into practice e.g. sharing of learning about VSO supported HIV education in Chinese teacher training colleges in order to enhance good practice, continued learning from 2003 Men and AIDS workshop in Southern Africa has resulted in VSO programmes in the region prioritising partnerships with progressive men's organisations, and supporting innovative schemes such training of male home carers, and an experience-sharing education advocacy workshop that has resulted in more <i>Valuing Teachers'</i> advocacy in seven countries.</p>
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**VSO PPA Report 2003/4 ANNEXE 1: Progress Towards Outcome 1, VSO Education Development Goal,**

<b>Context</b>		
Number of countries with education programme areas	26/38	68%
Number of volunteers working in the education development goal.	614/1477	42%
Satisfaction of employers with volunteers in Education		98%

<b>Region</b>	<b>Country</b>	<b>Number of volunteers working in the development goal area</b>	<b>Region</b>	<b>Country</b>	<b>Number of volunteers working in the development goal area</b>
Southern Africa	Mozambique	24	Eastern Europe and East Asia	Balkans	0
	Namibia	21		China	91
	South Africa	0		Kazakhstan	0
Zambia*	30	Mongolia		16	
East Africa	Eritrea	57	South East Asia	Cambodia	17
	Ethiopia	91		Indonesia	5
	Kenya	1		Laos	9
	Malawi*	19		Philippines	1
	Rwanda*	39		Thailand	2
	Tanzania	13		Vietnam	13
	Uganda	10		South Asia	Bangladesh
West and Central Africa	Cameroon	8	Bhutan		-
	Gambia	19	India		2
	Ghana	30	Maldives*		16
	Guinea Bissau	7	Nepal*		9
	Nigeria	13	Pakistan*		11
Caribbean/ Pacific	Guyana*	14	Sri Lanka		5
	Kiribati/ Tuvalu	1			
	Papua New Guinea*	17			
	Vanuata	1			
				<b>Total</b>	<b>614</b>

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

<b>HIV &amp; AIDS Projects/ Programmes funded by Institutional Donor Contracts Country</b>	<b>Donor Source</b>	<b>Contract Amount</b>	<b>Year Approved</b>
Ethiopia Higher Diploma Initiative Programme	Ethiopia Ministry of Education	£329,838	2003
Kenya Training for Enterprise Development	European Commission	£1,047,996	2002
Vietnam Primary Teacher Trainer Duyen Hai	Oxfam UK	£12,811	2002
ZOCS	European Commission	£330,175	2000
Uganda Special Needs Teacher Training	PSO	£14,312	2003
Teacher Trainers	CfBT	£86,257	2002
Vietnam Primary Teacher Trainer Duyen Hai	Oxfam UK	£22,337	2001
Rwanda MINEDUC HIV/AIDS Unit	DFID	£40,000	2002
Cambodia – Education Quality Improvement Project	DFID	£600,000	1999
Vanuatu UNICEF ECE	UNICEF	£27,978	2002
Gambia In Service Teacher Training	European Commission	£330,173	2001
Cameroon Strengthening Capacities of Institutional Development	British High Commission	£21,844	2003
Cameroon Strengthening Capacities of Institutional Development	PSO	£2850	2003
Rwanda Initiative for Sustainable Development	DFID	£30,734	2001
Cambodia Research Officer	UNICEF	£7,287	2003
Maldives Training Programme for Island Teachers	British Council/DFID SGS	£14,372	2002
Personal and Social Education	DFID	£49,428	2002
Pre Skul Asosiesen Blong (PSABV)	FCO	£14,762	2003
Thai-Nguyen Disability Centre	British Embassy	£11,571	2002
Macedonia British council Skopje	British Council	£7,740	2002
<b>TOTAL</b>		<b>£3,002,465</b>	



**Goal:** To eliminate poverty.

**Purpose:** to use the distinctive and complementary strengths of VSO and DFID to strengthen the ability of poor people and the organisations that work with the poor to address the causes and symptoms of poverty.

**Development goal:** to increase the accessibility, gender equity, relevance and quality of education for disadvantaged people in poorer countries.

Success criteria	Achievements and findings	Reference
<b>Purpose level success criteria</b>		
<b>Increase access to education</b>	<b>Namibia:</b> In the non-governmental sector, a significant numbers (aprox 700) of San and orphans and vulnerable children have been able to access education in local schools, hospital schools or a safe house through VSO's support to organisation like Nyae Nyae Development Foundation of Namibia and Omaheke Trust. In many cases the children benefiting from the education offered had never gone to school before.	VSO Namibia Annual Country Review 2003/4
	<b>PNG; Malawi; Zambia; Nepal:</b> Volunteers and VSO programme staff actively engaged in GCE Global Week of Action on Education for All – lobbying politicians and MOE officials on the need to get all children into education (e.g. VSO Zambia hosted televised discussion on the role of the teacher in quality education).	
<b>Increase relevance of education</b>	<b>Rwanda:</b> VSO volunteers working at school level were valued by partner organisations in Rwanda for their specific contribution to a significant aim of Ministry of Education's central aim of exposing students to different cultures and worldviews as one of the means of promoting reconciliation after the 1994 genocide.	Rwanda Education Sector Review (November 2003)
	<b>Malawi, Mozambique, Namibia, Zambia:</b> As part of VSO RAISA 75% of the 76 volunteers working in education are integrating HIV and AIDS awareness activities into their work. In Zambia strong links have been formed between partner schools and the districts to implement HIV and AIDS activities in schools. This has been done through structured HIV and AIDS training delivered to 154 teachers from 55 schools throughout Kabompa District through "zonal" workshops leading to 5000 students in the district receiving HIV and AIDS training. VSO has also established links in the Northwestern Provincial Education Office and has trained trainers in every district, to conduct HIV and AIDS training workshops consequently up to 70,000 young people in the province could be reached.	RAISA Community Fund Report (Year 3 and Year 4)  VSO Zambia Annual Country Review 2003/4

	<p><b>The Maldives:</b> Special Education Needs: Model classes for SEN teaching have been established as a training base. VSO has supported national policy changes on the agreement to teach in Dhivehi and the ability of teachers to use adapt the curriculum based on student need. Nine teachers have received training in SEN and are teaching in Dhivehi medium. Children with SEN are actively learning in Dhivehi medium and appropriate resources are being used in the teacher of the students</p>	VSO Maldives Annual Country Review 2003/4
<b>Increase quality of education</b>	<p><b>China:</b> 2003/4 saw a continued drive in China towards the implementation of the New Curriculum. VSO is supporting the challenge to upgrade the skills of teachers to cope with the new way of teaching that moves away from traditional teacher centred techniques towards more communicative/student centred style particularly in the poorer areas of China. 70% of all the 17,300 teacher training students which have been taught by volunteers in 2003/4 come from the poorest provinces of China around 80% of these go on to become teachers.</p>	VSO China (Annual Country Review 2003/4)
	<p><b>Ethiopia:</b> VSO has provided 25 volunteers to support both the formation and roll out of the Higher Diploma programme in teacher education. 450 teacher educators have attended the Higher Diploma course in 26 Teacher Education Institutions since October 2003. Volunteers have also supported the development of a Continuous Professional Development (CPD) for Newly Deployed Teachers, which has been translated into Amharic and will run for two years from September 2004 and reach 40,000-60,000 teachers.</p>	VSO Ethiopia (Annual Country Review 2003/4)  Ethiopia Education Sector Review (October 2003)
	<p><b>Namibia:</b> VSO is working in Namibia to improve the quality of education in four educationally disadvantaged regions through both delivering a service to learners and increasingly building the capacity of teachers. Through a combination of teacher training roles (46%), direct teaching roles (25%) and other support roles, VSO has been able to provide about 15,000 with a quality education in English, Maths and/or Science.</p>	VSO Namibia Annual Country Review 2003/4

	<p><b>Valuing Teachers is a trans-national VSO advocacy project that works to improve teacher status and morale through both international and country-level research and policy dialogue, in order to increase quality of education. Outcomes include:</b></p> <p><b>Malawi:</b> <i>Valuing Teachers</i> recommendations reflected in PRSP under protected expenditure lines (focus on teacher salaries; teacher housing; teacher training) <b>Rwanda:</b> <i>Valuing Teachers</i> report used extensively in Joint Ministry of Education/donor Review of Education Sector <b>Guyana:</b> VSO attended the launch of the <i>World Bank Fast Track Initiative EFA</i> plan in Guyana in July 2003. <i>Valuing Teachers</i> research findings formed the basis of the feedback given by VSO into the implementation plans. <b>Pakistan:</b> VSO commissioned by DFID Pakistan and Government of Punjab to undertake research on factors affecting teacher professionalism in Punjab (as part of Punjab Education Sector Reforms).</p> <p><b>International:</b> VSO presented a seminar to <i>World Bank</i> Education staff on 'What Makes Teachers Tick?' - Head of EFA at the World Bank endorsed report to Task Managers and Country Representatives and recommended that they engage with VSO staff and researchers in-country; VSO presented a Working Session at Conference of <i>Commonwealth Education Ministers Parallel Symposium</i> – as a result, positive commitments came out of the Ministerial meeting, including a commitment to raise the status of teachers in order to 'restore the glory of the teaching profession'</p>	<p>Report of the Valuing Teachers workshop (VSO February 2004)</p> <p>Valuing Teachers project monitoring (VSO June 2004)</p> <p>Terms of Reference for Policy Research Project on Teacher Professionalism in Punjab (DFID Pakistan April 2004)</p> <p>Letter of recommendation from Bob Prouty to Task Managers May 2003</p> <p>Communique of the 15 CCEM November 2003</p>
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<p><b>Increase Gender Equity in Education</b></p>	<p><b>The Gambia:</b> VSO has supported the government's successful policy drive to increase access for girls and especially in rural areas by activities at school level through building relationships with colleagues and challenging views and practices which serve to discourage girls participation, role modelling teaching of non female subjects, at policy level and by supporting awareness raising activities such as 'Take your Daughters to Work Week'. Whilst resource-intensive contribution analysis has not been undertaken, significant changes in national statistics have been seen:</p> <p>Primary Grades 1 - 6:</p> <p>In 91/92, 59% of Gambian children were in school - 48% of the girls and 71% of the boys.  In 95/96, 68% of Gambian children were in school - 59% of the girls and 78% of the boys.  In 01/02, 75% of Gambian children were in school - 73% of the girls and 77% of the boys.  Since 2000 it has been decided to include Islamic Schools in the figures, as they are coming slowly into line over curriculum, teaching English etc. Including Islamic schools the figures are:  In 01/02, 90% of Gambian children were in school - 86% of the girls and 93% of the boys.  Upper Basic School, grades 7 - 9 (no Islamic figures as yet)  91/92 there were 22% of Gambian children in school - 17% of the girls and 27% of the boys.  95/96 there were 27% of Gambian children in school - 21% of the girls and 33% of the boys.  01/02 there were 47% of Gambian children in school - 40% of the girls and 54% of the boys.</p>	<p>VSO The Gambia (Annual Country Review 2003/04)</p>
	<p><b>Zambia:</b> Gender training and girls group formation at school level has led to marked improvement of girls participation in classroom activities, for example, more confidence to answer questions in class as well as positive behaviour change in the socialisation of both girls and boys</p>	<p>Valuing Teachers project report (June 2004)</p>
<p><b>Outcome level success criteria:</b></p> <p><b>Governmental and Non-Governmental organisations increasing their capacity to deliver improved quality services.</b></p>		

<b>Improved skills, knowledge, confidence and practice among key staff of VSO partner organisations</b>	<b>The Maldives:</b> The aim of VSO's education programme in the Maldives is to support the development of child centred education and programmes to improve the quality of education specifically for the most disadvantaged children in the atolls. This programme has involved the Primary Teacher Advisors supporting approximately 55 teachers in 8 schools and 3 supervisors and Outreach Teacher Advisors who have supported approximately 80 teachers and 13 supervisors in schools in the four atolls supported by VSO. Outcomes have included improved capacity in terms of lesson planning, classroom management and organisation, assessment, curriculum and resource development, conducting workshops observation and feedback. Confidence levels of teachers and supervisors have risen. Teachers are now sharing skills and knowledge with teachers of other subjects and grades through team teaching, demonstration classes and assisting with running workshops.	VSO The Maldives Annual Country Review 2003/4
	<b>The Gambia:</b> Based on the experience of volunteers at school level, VSO The Gambia produced their own policy on corporal punishment in a context where government policy existed but was not being adequately implemented on the ground. This is being used to influence practice with all VSO's partner organisations in education.	VSO The Gambia Annual Country Review 2003/4
	<b>Zambia:</b> As part our support for the Zambia Open Community Schools, 12 volunteers placed in Teacher Training Colleges (TTCs) supported the development of teaching methodologies in English, Maths and Science and also to empower girls, and integrate HIV and AIDS behaviour change into their work.	VSO Zambia Annual Country Review 2003/4
<b>Improved strategic and management systems within partner organisations</b>	<b>The Maldives:</b> Outreach Development Advisors have improved shared objective planning and the instigation of one year training plans in the four atolls supported by VSO. In terms of improved strategic management at school level, although the progress is gradual, regular meeting have been instigated between PTAs and management on a regular basis in one school and school improvement plans have been written in two schools.	VSO The Maldives Annual Country Review 2003/4
	<b>Zambia:</b> VSO volunteers as part of our support for Zambia Open Community schools built the capacity of Parent Community Schools Committees (PCSC) through organisational structure reviews, clarification of their roles and training in school management.	VSO Zambia Annual Country Review 2003/4
<b>Stronger collaboration between partner organisations and other key actors</b>	<b>Malawi:</b> VSO programme taking lead role in Malawi Coalition for Quality Basic Education (local and international NGOs) engaging in policy dialogue and budget monitoring of education.	Report of the Valuing Teachers workshop February 2004 (VSO)
	<b>Zambia:</b> VSO leads on media strategy in ZAMNET (Civil Society alliance on education). VSO has also carried out joint advocacy and networking with the partners to increase their funding opportunities and promoting organisational change. VSO has used this approach to advocate to the Ministry of Education to give accreditation to the in-service course undertaken by community school teachers.	Report of the Valuing Teachers workshop February 2004 (VSO)

	<p><b>Ethiopia:</b> A VSO volunteer has supported the creation of communication networking for Teacher Education Institutes and their partners through the Ethiopian Teacher Education Portal (ETEP), through the design of an interactive website. This website has introduced a different dimension in the education sector and is considered a constant effective information and experience sharing forum, including private tertiary institutes.</p>	<p>VSO Ethiopia (Annual Country Reviews 2003/4)</p>
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VSO PPA Report 2003/4 ANNEXE 2: Progress Towards Outcome 1, VSO HIV/ AIDS Development Goal 2003/04

Context		
Number of countries with HIV & AIDS programmes (implemented)	14/38	37%
Number of countries with over five volunteers in HIV & AIDS <sup>1</sup>	6/38	16%
Number of volunteers working primarily in the HIV & AIDS development goal	111/1477	8%
Number of volunteers in placements where HIV & AIDS is considered the secondary focus	88/1477	6%

HIV & AIDS Projects/ Programmes funded by Institutional Donor Contracts Country	Donor Source	Contract Amount	Year Approved
RAISA: Regional HIV & AIDS Initiative of Southern Africa – Namibia, Mozambique, Malawi, South Africa, Zimbabwe and Zambia	DFID	1,200,000	2001
	Community Fund	567,658	
	PSO (Netherlands)	279,706	
Mozambique HIV & AIDS project for faith-based organisations	British High Commission	15,254	2004
	Ethiopia HIV& AIDS Programme	DFID	
Ghana Adolescent Sexual Reproductive Health	Africa Youth Alliance	95,012	2003
Kiribati and Vanuatu HIV/ AIDS Programme	DFID	143,000	2003
	<b>Total</b>	<b>2,641,424</b>	

<sup>1</sup> As at 31<sup>st</sup> March 2004

Region	Country	Number of volunteers working in the development goal area <sup>2</sup>	Region	Country	Number of volunteers working in the development goal area
Southern Africa	Mozambique	10	Eastern Europe and East Asia	Balkans	0
	Namibia	19		China	1
	South Africa	17		Kazakhstan	1
	Zambia	14		Mongolia	0
East Africa	Eritrea	0	South East Asia	Russia	0
	Ethiopia	8		Cambodia	0
	Kenya	2		Indonesia	0
	Malawi	12		Laos	0
	Rwanda	1		Philippines	0
	Tanzania	3		Thailand	0
	Uganda	3		Vietnam	0
West and Central Africa	Cameroon	1	South Asia	Bangladesh	4
	Gambia	0		India	2
	Ghana	3		Maldives	0
	Guinea Bissau	2		Nepal	0
	Nigeria	4		Pakistan	0
Caribbean/ Pacific	Guyana	0		Sri Lanka	0
	Kiribati/ Tuvalu	1			
	Papua New Guinea	2			
	Vanuatu	1			
				<b>Total</b>	<b>111</b>

<sup>2</sup> These figures exclude volunteers in other development goal areas, who are involved in HIV AIDS prevention activities. For example in Ghana, volunteer teachers are involved in extra curricular prevention work through the Africa Youth Alliance funded project.

**Goal:** to eliminate poverty.

**Purpose:** to use the distinctive and complementary strengths of VSO and DFID to strengthen the ability of poor people and the organisations that work with the poor to address the causes and symptoms of poverty.

**Development goal:** to combat stigma, support prevention, and increase the availability of treatment, care and support for those infected and affected by the HIV/ AIDS pandemic

Success criteria	Achievements and findings	Reference
<b>Purpose level success criteria</b>		
<b>To combat stigma</b>	<p><b>India:</b> A key VSO partner the Indian Network of Positive People has branches in 10 different states. At present, no one has publicly had the courage to declare their positive status in Orissa. VSO has been helping them develop representation and membership in Orissa. Over 2003-04, VSO India has brought HIV activists from Kolkata and Chennai to talk with a number of positive people in Bhubaneswar on two different occasions, the next stage will be a two day workshop exclusively for 30 people with HIV and AIDS conducted in INP+ at Gopalpur in June 2004. As a result of collaboration with VSO India, INP+ are involved in the drafting of legislation designed to reiterate and reinforce the rights of equality of access for people with HIV and AIDS.</p>	India Annual Report 03/04
	<p><b>China:</b> Volunteers were told that few Chinese people would wear the traditional red ribbon as it symbolizes death, so a Chinese-style red ribbon was designed that combined with the Chinese New Year good luck red knot .A famous actor, Pu Cun Xin, bought many ribbons and wore one at his televised conference. More ribbons were sold at an AIDS presentation where condoms and information were given out. The changing attitudes to HIV &amp; AIDS are reflected in the increasing media coverage - the red ribbon was featured on the front page of the city newspaper and on TV. Many colleges are going to continue to make the ribbons and there has also been interest from other charities.</p>	China Annual Report 03/04

	<p><b>Namibia</b> John Nicholson, a Health Services Manager in Namibia, has supported 5 home-based care organisations that work independently in 15 villages with a total of approximately 100 voluntary caregivers. These groups had all grown out of community concern about the effect HIV &amp; AIDS is having on their lives, and were giving support to more than 500 people living with HIV &amp; AIDS and 1800 orphans within their communities. The volunteer has helped bring these groups together so that they can share learning and better coordinate their response to the HIV &amp; AIDS pandemic and develop ways to access further funding to support those living with HIV &amp; AIDS. They have now succeeded in accessing funds from the British High Commission through VSO Namibia and have written a constitution to set guidelines on how they will network and share information. The group has now started to educate people in different communities, encouraging people to declare their HIV status and giving them support. In September 2003 the first meeting of people living with HIV &amp; AIDS was organised and 14 people openly declared their positive status.</p>	<p>Namibia End of RAISA report</p>
	<p><b>AIDS Agenda:</b> November 2003 launch conference of AIDS Agenda campaign involved participation of two VSO partners: Kousalya Periasamy, President of India's Positive Women's Network; and Ian Swartz, Director of the Rainbow Project in Namibia which focuses on the rights of Gay, Lesbian, Bi-Sexual and Transgendered people in Namibia. Involving both of these organizations in a well-publicized event in London, and offering them the opportunity to network and strengthen ties with other organizations was important in helping reduce the stigma they face on a daily basis in their own countries. High profile media coverage (Independent, Marie Claire, Women's Hour, BBC World TV news) involving these leading figures further reinforced these anti stigma both in UK and overseas.</p>	<p><b>AIDS Agenda launch conference minutes.</b></p> <p><b>News clippings and recordings from live interviews.</b></p>
<p>To support prevention</p>	<p><b>China:</b> A recent evaluation of the HIV &amp; AIDS prevention work facilitated through volunteers at 45 teacher training colleges in China has been rated as essential by 22 of them It also identified requests from 2 provinces for further partnership with VSO to work outside of the English language sector to develop HIV &amp; AIDS units within the colleges. The impact of this prevention work and the challenging of resistance to HIV work in China have been recognized by Norwegian Peace Corps volunteers working at the University of Ningxia in a letter to VSO UK. In the process of organizing a World AIDS day campaign they had contact with government officials of Ningxia and were surprised to receive full support as a result of officials attending a two-day workshop set up by VSO. These officials recognized the scale of the HIV&amp;AIDS epidemic and were happy to partner with Norwegian Peace Corps. Together they are setting up a prevention programme in middle schools in Ningxia</p>	<p><b>VSO China HIV &amp; AIDS evaluation Mar 04</b></p> <p><b>Letter from the Norwegian Peace Corps Ningxia Nov 03</b></p>

	<p><b>Zambia:</b> A volunteer placed at Zambia HIV &amp; AIDS Business Sector Project (ZHABS) worked on a pilot community HIV prevention programme at Chilanga Cement. The project included an income-generation/peer education programme, work with female commercial sex workers on the edge of the Chilanga community, integration of HIV &amp; AIDS into night-school activities attended by a large number of adults, peer educators carrying out HIV prevention and wellness activities during church meetings, and activities and the establishment of permanent voluntary counselling and testing (VCT) facility at the Chilanga Rural Health Centre. ZHABS has trained two members of staff from the Rural Health Centre in counselling and training to meet the demand for services.</p> <p>A case study looking at the implementation and impact of the HIV prevention and wellness programme at Chilanga Cement was submitted to the Global Business Coalition on HIV &amp; AIDS (GBC) for annual Awards for Business Excellence. Chilanga Cement was one of 9 companies globally to be commended for their HIV prevention efforts.</p>	<p><b>RAISA end of project community fund report</b></p>
	<p><b>Ghana:</b> An in-school Adolescent Sexual Reproductive Health (ASRH) project was implemented to promote positive behaviour change among in-school youth in two districts in order to reduce the incidence and spread of HIV. Over 2000 children in 22 schools were reached. The DfID review noted that 'this is a far sighted and responsible approach to mainstreaming HIV &amp; AIDS prevention work in schools'.</p>	<p><b>Ghana Annual Report 03/04</b></p>
	<p><b>Guinea-Bissau</b> A volunteer was placed with Population Services International; an NGO working in HIV &amp; AIDS awareness and prevention, as a Communications and Sales Specialist. The volunteer developed the capacity of the organization to carry out its activities. 1 million male condoms and 12,000 female condoms were sold. Training for clinicians all over the country gave them a greater awareness of HIV &amp; AIDS and how to help prevent the spread of the disease. Commercial Sex Workers took part in a peer education programme to help prevention of the spread in the highest risk group. Peer education training workshops for youth and the Tudu Fichi Youth Awareness Campaign gave young people in Guinea-Bissau a greater knowledge of HIV &amp; AIDS. Women were helped to gain awareness of HIV&amp; AIDS and supported in decision-making in their sexual relations, through the launch of the female condom campaign.</p>	<p><b>Guinea-Bissau Annual Report 03/04</b></p>

<p>To increase the availability of treatment, care and support</p>	<p><b>Mozambique</b> Dorotea Balane head of Reecontro a community based organisation supporting orphans and vulnerable children, attended the UNASO study tour in Uganda (May 2003). After the study tour Dorotea income generation activities with community workers (activistas), which has generated funds to register the orphans with the government and enrolled in school.</p> <p>In addition Dorotea has trained the activistas in the use of memory books. To work with families to prepare children for the death of parents and provide them with information about their histories and inheritance. This provides parents with peace of mind and children with a sense of security. Reecontro is possible the first organisation within Mozambique to undertake memory work. Currently Reecontro is working with the Ministry of Justice to ensure that these books have the same legal standing as a will.</p> <p>Dorotea shared what she learnt in Uganda with Children’s Network, MONASO, the Christian Council and Men Against AIDS particularly around how government and civil society were working together in Uganda. This has helped increase the profile of Reecontro with National AIDS Council and they have now secured \$ 200,000 for work with a partner PLWHA organisation.</p>	<p><b>RAISA Community Fund end of Project Report</b></p>
	<p><b>Zimbabwe:</b> Following the VSO- RAISA Men, HIV &amp; AIDS conference 2 participating NGO decided to initiate a home based care work with men.</p> <p>Loving Hand is a faith-based organisation that offers home-based care and orphan care services to communities in Zimbabwe. They have over 200 voluntary caregivers who carry out home visits to affected households and provide basic counselling, and they train the primary carers in basic nursing skills so that the patient can be comfortable within the home setting. The small grant that Loving Hand received from RAISA enabled the organisation to train more than 50 caregivers, 42 of them male.</p> <p>Tiri Tose was a recipient of a RAISA small grant, which went towards the training of a group of 20 men in home-based care skills, as well as purchasing basic materials for effective infection control. Every week they hold HIV &amp; AIDS education sessions for the group, where they are learning all about related issues such as STI treatment, positive living, stigma and discrimination, ARVs etc. The work being done by Tiri Tose has attracted many stakeholders, most of whom want to learn about what motivated the men to take part in the project, and it is hoped that their credibility will be sufficient for them to access more funding to implement a fully-fledged HIV &amp; AIDS prevention and care project</p>	<p><b>RAISA Community Fund end of project report.</b></p>

	<p><b>Namibia:</b> Following the VSO Namibia HIV &amp; AIDS and Disability conference in June 2003 a Task Force of AIDS service providers and disabled people's organizations was formed to address issues of inclusion and access. With support from VSO, the Task Force members are pursuing a twin-track response - AIDS Service Organisations (ASOs) making their services accessible to disabled people, and DPOs providing accessible information and awareness rising so that disabled people will come forward to access them. The National Federation of People with Disabilities in Namibia now has a member of staff dedicated to addressing HIV &amp; AIDS issues and disabled people are represented on the National HIV &amp; AIDS response team.</p>	<p>RAISA Community Fund end of project report.</p>
	<p><b>Treatment for Life / Beyond Philanthropy:</b> The <i>Treatment for Life</i> campaign was phased out in 02/03, but the impact of this work continues to be felt. The <i>Beyond Philanthropy</i> report, co-produced with Oxfam and Save the Children, was cited in DfID's new 'Access to Medicines' strategy as being a "landmark report". VSO's work in the area of access to treatment was also prominently recognized in the strategy. Constructive engagement encouraging corporate social responsibility in the pharmaceutical sector also continued with VSO being asked to speak to senior executives in GSK on several occasions.</p>	<p>DfID Access to Medicines strategy (to be published July 2004).</p> <p>AIDS Agenda corporate reporting (July &amp; October 2003)</p>
<p><b>Outcome level success criteria</b></p>		
<p>Improved skills, knowledge, confidence and practice among key staff of VSO partner organisations.</p>	<p><b>Cameroon</b> In October 2003, ten participants took part in a study tour to Uganda that aimed to build the capacity of practitioners from Cameroon and Nigeria through exposure to good practice in HIV&amp;AIDS work. The tour gave particular emphasis to behaviour change amongst youth in Uganda and how such work could be replicated in other country contexts. Participants were introduced to the work of thirteen organisations, both Government and NGO, working in the sector in Uganda. One of the participating organisations was the Youth Development Foundation from Cameroon. As a result of observing youth friendly services during the tour to Uganda they reported that:  <i>"Youth friendly VCT services are now being introduced in the Yaoundé Youth Centre (and) two post test clubs have been created in Bafoussam and Yaoundé starting with our tested peer educators who can encourage their peers to go and test themselves.... we think that our Yaoundé youth centre will be the first to deliver youth friendly VCT services in Cameroon."</i> (Guy-Thomas Ayissi Bella)</p>	<p>Guy-Thomas Ayissi Bella, Youth Development Foundation, Cameroon, 6 month follow up evaluation report</p>

	<p><b>India:</b> A volunteer working at CINI Chetna Resource Centre, which conducts multi-faceted training on reproductive and child health, effective parenting and counselling training on HIV &amp; AIDS, has developed the capacity of the organization by defining roles and responsibilities of staff and developing skills in management processes. She reports that <i>'the change involved everyone in the organisation and affects all areas of working. It is foreseen that the more organised structure and working practices will improve morale, improve planning and generally boost efficiency'</i> (Carol Lock, VSO Volunteer)</p>	<p>India Annual Report 03/04</p>
	<p><b>Ethiopia:</b> Two members of an NGO run by and for PLWHA were sponsored to attend the International Conference for PLWHA in Kampala. This was the first time Ethiopia has been represented at this event Dawn of Hope produced a report with a plan to strengthen its capacity to work with PLWHA, lobby government and press for further research on stigma and discrimination as a result of this learning.</p>	<p>DfID/VSO HIV &amp; AIDS Project Update IV (Dec 03)</p>
	<p><b>Namibia:</b> VSO Namibia produced a capacity building toolkit and facilitated three capacity building workshops for partners. The aim of these workshops was to help mainly community based organisations develop skills in writing funding proposals, monitoring and evaluation, planning, setting objectives and means of verification. To date 27 organisations have attended these workshops. These workshops were conducted in local language by a local trainer and, in addition to improving skills, they have been valuable opportunities for partners to network and share learning, which they may not have been able to do in the past. All attendees have since secured grants for their organisations, either through the RAISA small grants or from another source.</p>	<p>RAISA Community Fund End of Project Report</p>

	<p><b>Zambia:</b> <i>The Zambia AIDS Law Research and Advocacy Network (ZARAN) conducts research into legal issues of HIV&amp;AIDS, advocacy for the rights of PLWHA, lobbying Government to pass legislation that will ensure the rights of PLWHA and to implement international guidelines on HIV&amp;AIDS and human rights. RAISA support to ZARAN has included a volunteer and small grant, which enabled them to train members in HIV&amp;AIDS related human rights and advocacy skills.</i></p> <p><i>ZARAN in Zambia has now employed three permanent staff members and has demonstrated the ability to challenge those violating HIV&amp;AIDS related human rights e.g. they have been able to challenge the government over the mandatory testing of army recruits for HIV. The organization has developed its capacity to use the law to protect and promote the rights of PLWHA. The results of this have been increased awareness of rights of PLWHA and increased incidence of challenging discrimination</i></p>	<p><b>RAISA Community Fund Report Year 3 and Final report</b></p>
<p>Improved, strategic and management systems and processes with partner organisations.</p>	<p><b>Cameroon:</b> The National AIDS Control Committee (NACC) is the implementing arm of the Cameroonian government's HIV&amp;AIDS policy and coordinates all national programs and resources on HIV&amp;AIDS. Tata Seraphine the senior staff member for communication for behaviour change in NACC's Central Technical Group took part in the October 2003 West Africa study tour to Uganda along with 9 other participants from partner organisations in Cameroon and Nigeria. As a result of the tour she reported that:  <i>"As a result of thought provoking questions arising from the study program (I have developed) a proposal for a reorganization of our Communication Unit to ensure productivity and accountability."</i></p>	<p><b>Tata Seraphine, National AIDS Control Committee, Cameroon Study Tour Report</b></p>

	<p><b>Cambodia:</b> A volunteer HIV &amp; AIDS advisor has been working with the Provincial AIDS Office to build the capacity of the programme team to plan, develop and implement services in collaboration with other government and NGO stakeholders in the province. Working with a manager with no previous experience in the field of HIV&amp;AIDS has been challenging. The HIV &amp; AIDS advisor has concentrated efforts this year in working with colleagues to develop services Voluntary Counselling Testing and Centres, Prevention of Mother to Child Transmission Centres and Home Based Care initiatives. She has also worked with colleagues to select, train and monitor counsellors for the province. This has resulted in increased capacity of the Provincial AIDS Office in Sisapon, Banteay Meanchey province to promote and establish VCT, PMCTC and HBC in the province, as well as increased capacity of staff to give appropriate counselling to clients</p>	<p><b>Cambodia Annual Report 03/04</b></p>
	<p><b>Malawi:</b> The mission of Towwirane HIV &amp; AIDS Organisation in Malawi is to promote, assist and support community's initiatives in the prevention, care and control of the spread of HIV &amp; AIDS through orphan care, home based care, counselling and promoting behaviour change within the communities.</p> <p>A volunteer recruited from Kenya was placed to develop the capacity of this community-based organisation in the remote town of Mzimba in the north of Malawi. By the end of the two-year placement, it was found that organisations management, financial and programme management tools have developed and strengthened and staff trained in using the tools.. The advisory board and networking have been improved significantly. Fundraising activities and the funding base have been developed and strengthened, and vocational activities for orphans and income generating activities for PLWHAs have been increased and improved. The organisation's status has been raised from a local CBO to a national NGO and many CBOs and NGOs are learning from Towwirane's success. The organisation has reached a stage where it doesn't need a volunteer to work on its programme management capacity but is employing local Malawians to take it forward.</p>	<p><b>Malawi End of RAISA 1 report</b></p>
<p>Stronger collaboration between partner organizations and other key factors. E.g. cross sector response to HIV &amp; AIDS</p>	<p><b>Cameroon:</b> One of the key foci of the Youth Outreach Programme (YOP) when attending the October 2003 West Africa study tour to Uganda was networking. They reported that prior to the tour <i>"there is no networking amongst organisations in the province involved in the fight against HIV&amp;AIDS."</i> and that as a result of the tour they hoped to <i>"Set up a network of organisations involved in implementing HIV&amp;AIDS projects especially those targeting youths locally (and) develop closer links with other national and regional organisations."</i></p> <p>6 months after the study tour, the organisation reported that <i>"In collaboration with the UNICEF PDA project, YOP is already net working with 100% Jenn, CAMAWO and CAMNAFAW, (and) intend to go nation wide and form a bigger network."</i></p>	<p><b>Achu Vincent Mokom, Youth Outreach Programme, Cameroon, 6 month follow up evaluation report</b></p>

	<p><b>Zimbabwe:</b> The Zimbabwe Activists for HIV &amp; AIDS (ZAHA) – Zimbabwe’s equivalent of the South African Treatment Access Committee (TAC) was conceptualised during the Human Rights workshop held in Namibia in 2002 (ARASA). The founding members credit VSO RAISA with the existence of the movement, and say that it was during the regional conference that they acknowledged that access to treatment is indeed a human right, and the idea of formation of ZAHA was born. Today, ZAHA is continuing to spearhead the campaign for access to treatment for Zimbabwean PLWHAs and being a voice for the voiceless millions of Zimbabweans living with HIV.</p>	<p><b>RAISA Community Fund End of Project Report</b></p>
	<p><b>Mozambique:</b> The Association of Mozambican Miners (AMIMO) went to Johannesburg for a RAISA exchange visit with the National Union of Miners in South Africa (NUM). The exchange included visiting a gold mine, and the National Association of People living with HIV &amp; AIDS (NAPWA). This was of particular significance as many of the members of AMIMO were working in South Africa. In addition AMIMO has been able to learn from the NUM’s experience of the rights of repatriated miners. They have been able to intervene positively when members have fallen ill. During the exchange they were able to establish links with mining companies, which enabled them to obtain support for miners who are HIV positive, including funding for medical attention. NUM and AMIMO have jointly established a project to assist miners who are ill. Support will be provided from when a miner learns of their positive status and will enable them to integrate back into their families and communities in Mozambique.</p>	<p><b>RAISA Community Fund End of Project Report</b></p>
	<p><b>Ethiopia:</b> VSO is an active member of a forum established in March 04, to create a formal and representative coordination structure whereby partners addressing HIV &amp; AIDS in Ethiopia can come together to jointly address the problems of HIV &amp; AIDS and the implementation of the national strategic framework. It will facilitate effective evidence based, best practice approach and effective resource mobilization and utilization. The constituents are Government, NGOs, faith-based organizations, media, donors, the private sector, PLWHAs, youth and women associations</p>	<p><b>Ethiopia Annual Report 03/04</b></p>

	<p><b>AIDS Agenda:</b> The research, which underpins AIDS Agenda and resulted in the publication of <i>Gendering AIDS</i> brought together partners in new and constructive ways. Roundtable discussions were held in which wide-ranging groups of stakeholders – governmental and non-governmental – met together to discuss AIDS Agenda issues. This very process was a significant advocacy process as it built trust and established communication between individuals and organisations that in some instances had never sat down at the same table before. As a result, the need for more co-ordination was one of the recommendations of the report.</p> <p>VSO's campaign work under AIDS Agenda has similarly sought to build alliances and strengthen cooperation between organisations. Working together with the International Community of Women Living with HIV (ICW), World Vision, and Student Partnerships Worldwide (SPW), VSO led the development of a campaign action to strengthen the WHO's commitment and implementation of gender equity as part of its 3 by 5 Campaign to ensure 3 million people receive HIV treatment (anti-retroviral) by the end of 2005. Similarly, VSO has played an influential role in both the UK Consortium on AIDS and Development and its campaigning arm, the Stop AIDS Campaign.</p>	<p><b><i>Gendering AIDS</i> research methodology section.</b></p> <p><b>VSO website – advocacy pages.</b></p>
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**PROGRESS TOWARDS OUTCOME 2, PUBLIC AWARENESS ON GLOBAL ISSUES IN THE UK IS INCREASED, THROUGH BOTH GLOBAL EDUCATION, AND DEVELOPMENT AWARENESS INITIATIVES.**

VSO will

- A. Support 3000 outgoing, serving and returned standard volunteers to draw on their overseas experience to increase public awareness of global issues and to deepen understanding.
  - B. Support partnerships with:
    - key agencies and organisations dedicated to delivering development education at local, regional and national levels right across the UK
    - national and global businesses and companies
    - Local Government, civil society, schools and community-based organisations; peer education for young people.
  - C. Encourage returned volunteers to contribute to campaigns and advocacy work with other organisations
  - D. Raise broad public awareness through extensive marketing and media activity
  - E. Participate actively in dialogue with DFID and in the sharing of experience on M&E among NGOs and through the DEA
- 

**A. Support 3000 outgoing, serving and returned volunteers to draw on their overseas experience to increase public awareness of global issues and to deepen understanding.**

A total of 2570 outgoing, serving and recently returned standard volunteers received enabling and direct Global Education (GE) support from VSO, as well as the 1900 RVs who have had longer-term involvement in a range of RV supporter networks. This makes a total of 4650. A more detailed breakdown is as follows:

**1. Enabling support**

- Volunteers in Development training was delivered to 433 outgoing UK volunteers in order to prepare them for their placements and raise their awareness of development and development issues. A further 36 received the self-study guide.  
*"This was a superb course. I would not want to have missed it. I learned SO MUCH more about development issues and the course raised my awareness of the problems which developing countries face, some of which I am seeing and experiencing now." Primary Teacher Trainer, Oxfam GB – Vietnam*
- The Global Education Pack for Programme Offices was updated and sent to 40 Programme Offices for use by 1500 serving volunteers from all recruitment bases.
- On their return, GE support was provided to approximately 580 recently returned volunteers: GE information was provided in 541 Resettlement Packs; 586 RVs received *Right Here, Right Now*; 272 RVs attended GE workshops at RV weekends; 48 RVs attended Careers in Development Days.

- 13 Global Education small grants were awarded.  
*One such went to VSO Rwanda Global Awareness Syndicate for the production of a booklet on Fairtrade, coffee and Rwanda. It is downloadable in three languages, has been widely distributed to UK and Rwandan schools, to UK DECs, in photocopy form in cafes in Kampala and promoted via the press in the UK and Rwanda.*
- 70 Local Groups, representing approximately 1800 individuals, participated actively in a total of 237 different events, raising awareness of VSO's work and its development context. *For instance, VSO Worcestershire actively supported Global Education activities in schools in their area, including a N-S school link with The Gambia; VSO Manchester ran a programme of GE events with external speakers focusing on ethical, followed by a fairtrade game and shopping event; VSO Cardiff participated in One World Week/ Fete of the Earth, organising a series of stories from the developing world; VSO Newcastle's Speakers Panel gave talks about VSO and international development to audiences such as the Heart Transplant Support Group, Tyneside Wren's Association and the Bond Guild (a local women's group).*  
All Local Group members received 3 copies of the Mailout Newsletter, at least 50% of which is given over to articles focussing on Global Education.

## 2. VSO-directed or managed projects:

### Global Education in formal education:

- As part of DFID's Global School Partnerships programme, the Global Educators' on-line Register was researched, set up and trialled by approximately 30 people. The pilot was launched with 31 RVs formally inducted as GEs and 23 schools given access to the Register. This exceeded the original targets by 50%.
- Teachers' Network (now Global Educators' Network) membership reached 470, an increase of about 9% from 2002/2003. All members received 3 copies of the Newsletter (now the Global Educators' Newsletter) during the year.

## 3. Research: the development awareness questionnaire

In addition to the above, information on a huge range of previously untracked GE activity was gathered through the 2003 Development Awareness Questionnaire (DAQ).

After discussion with DFID regarding the format and level of detail required, the Development Awareness Questionnaire (DAQ) was sent to approx 14,500 RVs with the Annual Mailing. 986 forms were completed and returned (a response rate of 6.8%) In addition a further 200 forms were returned after the analysis had begun, taking the response rate up to 8.2%. This data was analysed and will form part of a report to be produced in summer 2004. Initial analysis indicates the following key findings:

### i) General spheres of influence and impact:

Most respondents (95%) considered that they had exerted 'some' to 'significant' influence on friends and family and 79% thought that they had influenced the people they work with. 53% felt they had influenced the formal education system, 53% within the local community and 24% at strategic or policy making levels. Examples from the *Friends and family* group include:

- "My brother, mother and father all volunteered with VSO after me and they have all contributed in their various ways to raise awareness and understanding."
- "Improving awareness amongst friends and family of development issues, and so challenging adverse racial and cultural stereotypes. Opening my children's minds to the wider world."

ii) Specific areas of impact

- Over 25% of the volunteers surveyed continued working in development post-service. Almost 18% took development-related courses post-service and comparable numbers went on to work in development education organisations.
- 38% had collaborated with the media, 23% through publications and 7% through creative arts.
- 31% said that they had been involved in some form of development awareness-related advocacy and campaigning.
- 24% of respondents said they were involved in building partnership that contributed significantly to raising development awareness. Of these, 43% were focussed in the North, 24% were through North-South links and 12% were focussed in the South.

iii) Added value of their VSO experience

- 92% felt that their grassroots experience of life in a developing country contributed most to their development awareness impact on return.
- A further strong 74% felt that their experience had given them the commitment to go on challenging attitudes, stereotypes, prejudices and behaviours.

In general, RVs from the 1990s onwards, and particularly those who have returned since 2000 seem to be the most active in all areas. Recent RVs appear to embark frequently on a number of planned development awareness activities, often disseminating their experience through collaboration with the media. Long-term RVs, where they have remained active, tend to involve themselves with more established campaigning and development or development awareness programmes.

## **B. Support partnerships with:**

- **Key agencies and organisations dedicated to delivering development education at local, regional and national levels right across the UK**
- **National and global businesses and companies**
- **Local Government, civil society, schools and community-based organisations; peer education for young people.**

## 1. Key agencies and organisations dedicated to delivering development education at local, regional and national levels right across the UK

The key partnerships that have contributed most to our ability to deliver increased global education impact over 2003/04 have been with the following:

- The DFID Global School Partnerships consortium made up of the British Council, UKOWLA, CEF and VSO. Through this we have acquired staff resource and the capacity and funds to develop the Global Educators' Register.
- DECs (Development Education Centres) such as the joint work with NEAD (Norfolk Education for Action and Development) and RISC (Reading International Solidarity Centre) which enabled us to deliver the Good Business initiative.
- UKOWLA, the umbrella body for individual N-S community linking projects. This has enabled many of our former volunteers to get involved in the delivery of development education at a grassroots level, through links with communities in their former countries of service. It has also provided conference and networking opportunities for our RVs through, for example, UKOWLA's Annual Conference and the Ghana Linking event.
- BUILD, the interagency coalition on N-S linking, now comprising over 40 key organisations, through which we have been actively involved in a range of strategic meetings including those with the Secretary of State for Education and Skills and the Minister for Sport and Tourism.
- the DEA (Development Education Association), where VSO now has a seat on the board, enabling us to be active at the heart of DE policy and practice in the UK.

## 2 National and global businesses and companies

- In 2003/04, VSO's Business Partnership RVs took part in promoting the scheme by presenting their experiences to colleagues and raising their awareness of the development issues at stake. A total of 8 events took place at **Accenture, Shell and PricewaterhouseCoopers**, reaching a total of about 120 young business professionals.
  - **UBS**, a long standing corporate partner of VSO, hosted VSO's Cultural Breakthrough photographic exhibition in the foyer of the London Office, generating debate on the value of cross-cultural connections amongst their staff and visitors. UBS are also considering hosting the exhibition again in 2004/05 and another corporate partner has expressed interest in hosting the exhibition in their offices.
  - A collection was organised for World AIDS day at **Barclays** in support of VSO's work in HIV and AIDS. A leaflet describing more about the HIV and AIDS pandemic in Africa and particularly of VSO's work in this area was distributed to staff at the time of the collection. The collection raised £14,000 in support of VSO's HIV & AIDS programme.

- An article written about the experiences of a VSO volunteer who was previously employed by **Northern Foods** appeared in the Northern Foods house magazine, distributed to all 40 of its operating sites and available to be read by all 22,000 employees.
- VSO's **Good Business** initiative was researched and implemented, targeting RVs working in the UK corporate sector. Key contacts amongst VSO's corporate partners and returned VBP volunteers were invited and a total of 19 participants attended the workshop.
- whose aims were to: increase knowledge and understanding of CSR; develop skills required to inform others around business and development issues; support participants in developing practical ways for their organisation to engage with CSR. The medium-term outputs from the workshop will be tracked during 04/05.

### 3 Local Government, civil society, schools and community-based organisations; peer education for young people

#### Youth for Development

- Over 100 young people initiated global education projects through their involvement in VSO's Youth for Development programme, working with 45+ schools throughout the UK, 40+ community-based organisations, as well as local authorities, DEC's (Development Education Centres) and civil society.
- Examples of projects include:
  - Justin Smith, Philippines: The overall aim of Justin's project was to share the knowledge he gained of Deaf issues in the Philippines with the students on a 'Deaf Studies' course in the UK. Whilst overseas Justin held classes on life for Deaf people in the UK, using photos and real-life case studies. Upon his return to the UK, Justin held talks at the RNID, UCLAN, VSO and wrote an article for British Deaf News on his experiences in the Philippines and the similarities and differences facing Deaf people in both countries.
  - Zoe Taylorson, India: For her Global Education Project, Zoe aimed to raise the awareness of fair-trade products and encourage cafes, hotels & pubs in the Brighton area to sell and publicise fair-trade products. Upon her return from overseas, Zoe held a Fairtrade awareness stall at Safeways Supermarket and Infinity Healthfoods. She also produced a Fairtrade directory listing shops and cafes where Fairtrade products could be found in Brighton.

- Louise Skilling, Malawi: For her Global Education Project Louise worked with a group of young offenders at the Onley Young Offenders Institute in Rugby. The aim of the project was to target and facilitate learning with a client group that has little knowledge of developing countries and how people from different cultures live. Louise conducted a series of workshops both before and on her return to the UK.

- Views on YfD Global Education projects from various stakeholders: *'The experience was a rich one that further developed our children's understanding of the wider world'* (Hoylandswaine Primary School, Sheffield); *'The project provided a very concrete link for the parish & a focus for action'* (St. Michael's Roman Catholic Church, Preston).

### World Youth

- Over 80 young people, half from the UK and half from overseas, took part together in global education activities primarily in deprived UK communities through VSO's World Youth programme. These young people spent an average of 3 months working alongside organisations such as the Ethnic Minorities Department of the East Lancashire Police Constabulary, the Bangladeshi Welfare Association, the Youth Offending Team, SureStart and Community Action on Sexual Health. By working in this way, World Youth is maximising the potential for global education, not only among the young volunteers but also within the wider community. *For example one Returned Volunteer was inspired by her experiences in Accrington, where she put on the first Interfaith evening in the town, to set-up an interfaith charity, LET. The aim of this charity is "to improve inter-faith and cross-cultural learning and relationships and to develop people's global education", starting with an interfaith photo exhibition.*
- An external review of the World Youth programme was completed in 2004, which gave a clear endorsement of both World Youth's power and relevance, describing it as "one much needed in the modern world, where discrimination, inequality, poverty and misunderstanding across culture and religion are all too evident". As part of the follow-up to the External Review, the aims and objectives of World Youth now have a stronger focus on equipping young people with skills, knowledge and attitude to raise awareness of global issues: "Through International Volunteer Exchange, World Youth builds active global citizens... who advocate for greater equity between people and between nations because they have experience of the realities of inequality.

### LINKS Programme

- Two programmes of N-S exchange placements were run by VSO's LINKS Programme. This activity has resulted in a range of clearly defined benefits for the organisations and the individuals involved, in both the UK and overseas. For the UK participants, one of the main outcomes has been a tangible increase in their awareness and understanding of development and development issues, spreading more broadly to their colleagues, employers and organisations and, in some cases beyond that into their local communities and the media.
- In total these involved 8 staff spending 3-6 months working together between their two countries: the UK and The Gambia. Two participants from Essex Social Services worked alongside four participants from Gambian Social Services and, to date, two Gambian professionals have spent time working with colleagues in Orchard Lodge Young Offenders Unit in London with a reciprocal visit from the UK to come.

### Commonwealth Fellowships

- In 2003/04, Commonwealth Fellowships, run by VSO as part of its National Volunteering Programme, brought to the UK 10 overseas professionals responsible for locally-recruited volunteering programmes in Cameroon, Ghana, India, Kenya, Philippines, Singapore and South Africa. These managers participated in 3-month community-based placements, run jointly with CSV, enabling them to raise awareness within the organisations where they worked about realities in their own countries. Examples of these placements include: *Robert Mbazira from Uganda who ran a series of global education lessons in a Reading based girls school and established an ongoing link between that school and Uganda; Eve Lwembe from Kenya who worked with East African community groups who were wanting to involve more volunteers. Her activities informed and changed CSV's views on how to improve their work with such minority groups.*
- In addition to this, in September 2003 VSO extended this group to 24 professionals working with volunteers in 9 countries who together carried out a 3-week study tour. This provided opportunities to share learning and raise global awareness not only amongst the Southern participants but also amongst the many voluntary organisations they had contact with during their time in the UK. UK organisations involved in these initiatives included: Youthlink Scotland, CABs, Student Volunteering organisations, the National Trust and a number of local schools and a range of London-based organisations delivering support for minority groups including refugee and asylum-seeker, BME, disability and homeless groups.

### **C. Encourage returned volunteers to contribute to campaigns and advocacy work with other organisations**

VSO is engaging with 4,500 returned volunteers and supporters (a 50% increase on 2003) in its own advocacy campaigns and has broadened its strategy to include all serving volunteers and staff globally. This capacity will increase significantly to 40,000 with the publication of *Lifechanges* - VSO's new magazine - an increase of 889%. Campaigning activities have emphasised encouraging volunteers, supporters and staff to communicate their own experience through letter writing to the World Health Organisation to encourage gender equity under its 3 by 5 campaign (3 million on ARV treatment by 2005), and voice cards sent to the World Bank on World Teachers Day. VSO is further supporting involvement of RVs through its small advocacy grants programme providing seed money for awareness raising and action focussed activities.

### **Partnership with Other Organisations**

- Working as active members of various consortia including: UK AIDS Consortium (holding positions on the Executive Committee for the past 3 years); Stop AIDS Campaign (member of the Steering Group for past 3 years); Global Campaign for Education; Gender and Development Network (member of Steering Committee for past 2 years).
- Undertaking influencing activities in conjunction with other organisations (e.g. International Community of Women Living with HIV, (ICW), World Vision, Student partnerships worldwide (SPW) with 3 by 5 letter writing campaign).

- Partnership linking northern and southern advocacy activities by building on strategic objectives agreed with partners in-country through both AIDS Agenda and Valuing Teachers.

## **D. Raise broad public awareness through media and marketing activity.**

### **1 Print and broadcast media**

- VSO gained extensive coverage of its work on HIV/Aids in India, through a 3-page picture spread in monthly women's glossy, Marie Claire (circulation 376,476).
- a total of 20 regional newspapers and local magazines, from the Nottingham Post to South West Magazine, Wandsworth Borough News and Third Sector magazine, featured articles promoting VSO's campaign in support of HIV/Aids fundraising, reaching around 2 million readers.
- Education work in Rwanda featured in a week-long photography gallery in March, The Independent (daily circulation 237,816) and a range of RV features in the regional press e.g. Bournemouth Echo and Nottingham Post.
- Rwanda also provided a platform for broadcast coverage on ITN News channel and Radio 4 Midweek, featuring mental health worker RV Sue Piddington, and BBC News online which featured VSO photographs on its front page.

### **2 Public marketing activity**

A campaign aiming to enhance public understanding of VSO's development work went live during October and November 2003. Within the four week period, the national broadsheet press advertising was seen by 27.2% of ABC1 adults an estimated average of 3.6 times and by 17.3% of all adults an estimated average of 3.5 times. Radio adverts in London were heard by 40.39% of ABC1 adults who we estimate heard it on average 10.19 times and by 35.3% of all adult listeners who heard it on average 11.19 times. This was supported by a fundraising direct mail drop to 288,000 UK addresses using the same development case studies.

- There have been two marketing campaigns on the London Underground targeting prospective volunteers across 4000 tube card panels over four weeks in October and February reaching 88% of all adults who saw the advert an estimated 8.42 times.
- Nearly 3000 members of the general public attended 87 Meet VSO events around the UK

**E. Participate actively in dialogue with DFID and in the sharing of experience on M&E among NGOs and through the DEA.**

- VSO Global Education staff were actively involved in constructive discussions with DFID staff and consultants throughout the period of the Review leading up to the final report in July 2003.
- This was followed up by bilateral meetings to discuss the future direction of VSO's Development Awareness and Global Education work, including the proposals for a Development Awareness questionnaire to be sent out to 14,500 Returned Volunteers. Summary results from this questionnaire are included above and the full report is available for consultation.
- In the Autumn of 2003, VSO was invited to a meeting of NGOs organised by DFID to discuss Development Awareness. Contacts have also been maintained through meetings at the DEA and through Global School Partnerships.
- The Global School Partnership consortium has worked closely with DFID on M&E systems for the programme, with specific emphasis on Impact Evaluation.. Joint meetings were held and a report commissioned.
- As part of its work on M&E of Development Awareness and Global Education, VSO commissioned work from a DEA DEPER consultant, Aileen Mackenzie, in order to ensure that any future work in this area would be correctly aligned with that of the DEA and the DE sector in general.
- During 03/04, VSO took the lead in bringing together the BVALG agencies to discuss our respective work in Development Awareness. Representatives from DFID were also invited to the meeting, part of which was to focus on M&E.
- First contacts were also made with a number of DFID's Strategic Grant Agreement (SGA) groups and with DFID staff responsible for managing this initiative. In collaboration with VSO's LINKS programme, a summary of the SGA groups and their objectives was provided to all the BVALG groups for discussion at the meeting organised by VSO.

**The Most Significant Change Stories from VSO 2003-4**

3 change stories have been chosen at an organisational level in each of VSO's 6 goal areas. The process of choosing the stories, the criteria used and feedback given have all facilitated learning within VSO that has been captured separately. Learning has been included in summary form in the OPR to ensure the report remains brief. 6 stories in Education and HIV/AIDs are included in this appendix.

*Education*

**1. Gambian Teachers get Promotion on Merit**

*Ann Mace, Staff Appraisals Advisor, Dept of State for Education, The Gambia*

As in many countries recently, education in the Gambia has expanded rapidly and there are now some six and a half thousand education officers, head- and class- teachers. The newly formed ITHRD (Information Technology and Human Resources Directorate) was struggling with the task of setting up systems for this expanded staff body. They could see a need for a more equitable system than that of patronage, which had formerly applied, promotion, for example, being based on the number of years in service (regardless of quality of performance) and the recommendation of someone in authority. Their request to VSO for an appraisal advisor was not immediately filled because they asked for experience in setting up a national appraisal system and the usual pattern in Europe is for schools or companies to devise their own system, within some very broad guidelines. Eventually I was offered the placement and came to Gambia in February 2001.

The Staff Performance Appraisal System (SPAS) has been the project which my placement was designed to address. The Department of State for Education (DoSE) is trying very hard to provide education for all to an acceptable standard, and, to this end, needs to improve the morale and motivation of teachers. Many of them have had minimum training and are faced with large classes and few resources. Managers at head quarters lacked information about the way staff were coping with such problems and what further training was most needed. They had to rely mainly on subjective feedback from colleagues across the country.

SPAS tries to provide that management information and contributes to the motivation of teachers by recognizing their strengths and offering help in weak areas. It was developed by workshops of teachers and education officers, who agreed on criteria for measuring performance in

the different roles. Everyone in the education service first assesses themselves, then discusses the assessment with their line manager, noting training needs and opportunities for professional development. When performance grades are agreed, they are sent to ITHRD in the form of an OMR sheet and these are processed by the West African Exams Council into a data file for managers to use in planning. Individual records also need to be kept, but this poses problems. Headquarters do not have the space and manpower to collect, organise and store them. Schools often do not even have an office, let alone files and cabinets for storage, and in any case, teachers move - often! So we came to the idea of producing a handbook for each person, with enough forms in the appendix to last 10 years, which everyone is charged to keep safe and take with them to any new posting. Wherever they find themselves between January and April each year, they know they will be appraised under the same system.

The uses of SPAS are not fully implemented yet, but identified areas of weakness in performance can be used when planning and targeting in-service training and everyone can see an important step forward in the changed promotion process.

This year (2003), applications have been invited for promotion posts and the short-list will be prepared by a committee, including representatives of Gambia Teachers Union, according to an agreed rating scale which includes Staff Appraisal. Every teacher has now been appraised twice (2002 and 2003) and these performance results will carry a 40% weighting in the decision to short-list. This process will be transparent and equitable. As each person's record of appraisal lengthens, a profile will emerge, hopefully showing improvement and professional development. Feedback from the first two cycles was very positive and the plan is to review and refine the system after 5 years.

*Who was involved in choosing this story?* Before writing this I asked my colleagues, Madi and Ebrima, 'what has changed because of my being here?' and their answer was 'appraisal, of course.'

## **2. From Teachers to Trainers**

*Maldives; Bee Marriott*

When I first arrived at Haa Dhaal AEC (to improve the levels of English in Grades 1-3) it seemed to me that I met two kinds of people – those who, as a result of a distinct lack of confidence in their teaching skills, bombarded me with requests for help and those who, as a result of a distinct lack of confidence in their teaching skills **and** a good deal of shyness, wouldn't speak to me at all (although I suppose it could have been more to do with the inane grin, stupid comments and unnatural levels of enthusiasm that I seemed to walk around with for the first three months).

I decided that the best way to move forward was to get to know people by working closely with them in a practical way, so I started having planning meetings and team-teaching sessions with the teachers and supervisors and organised two workshops.

Planning meetings were stilted affairs which generally went something along the lines of:

Me: Do you have any ideas for this part of the lesson?

Teachers: *Look uncomfortably around the room. Do some fantastic pieces of doodling. Look back at the previous pages of planning book. Rub a word out and write it again neatly. Look at Pupil Book.*

Me: So, what do you think we could do?

Teachers: *Repeat the above.*

Me: Do you think we could try.....

Team-teaching sessions demonstrated potential but often began with a small fight about who was going to teach each part of the lesson. Some teachers were reluctant to 'have a go' not because they were lazy or unwilling but because they thought that I would do it much better than them.

Workshops were promising with teachers discussing a range of issues effectively in small groups and coming up with a variety of ideas. However, when it came to feeding back to the whole group there was often a fast and ferocious game of pass the parcel (which happened in this case to be the notes made by the group) as no-one wanted to be left holding the 'parcel' for fear of having to read aloud in front of everyone.

However, things quickly started improving. At the same time as people got used to my stupid comments and decided that 'Shut up Bee' was the best way to respond, people's confidence began to grow and the ideas and skills that I had suspected were there all along began to shine through. The teachers began to adapt activities to fit new topics and language points, started to make their lessons more fun and interactive and invented new games and activities. They gave and developed ideas more confidently in workshops and took a bigger role in team-teaching.

As the teachers' confidence continued to grow a significant change began to occur - we started to use their skills and knowledge to help other teachers in the school. The English teachers and supervisors, who at first seemed to shrink at the idea of being observed, began to happily watch each others' lessons and give suggestions for improvements. Then the teachers of other subjects (and teachers from Kulhudhuffushi pre-school) observed the English teachers and the supervisors to get ideas for their own lessons. After one such observation of a Grade 2 English teacher, a pre-school teacher (who must have known I needed a good quote for a report) said, 'Before I thought teaching was boring but today I saw that it can be very fun.'

More recently the peer observations were developed into peer team-teaching sessions. The English teachers of Grades 1 and 2, who at first wanted me to take most of the activities in team-teaching sessions, started to team-teach Dhivehi (the local language) with the class teachers from their grades. All of the teachers involved agreed that this had been a valuable experience and have shown a good amount of enthusiasm for the project.

The Grade 1 English teachers, who at first thought they had little to give in terms of planning lessons, started to go to planning meetings for other subjects and began adapting activities, games and teaching techniques to give other teachers ideas for their lessons.

Workshops have always been fun but I discovered that they are much better if someone else is doing the work. The English teachers and supervisors, many of whom were at first too shy to give ideas in workshops, started to help deliver workshops to colleagues. Grade 1 and 2 English teachers, who when I first arrived didn't know the sounds of the letters in the English alphabet, went to the pre-school with me and conducted workshops on letter sounds and activities that could be used to teach the letter sounds, whilst I sat at the back and thought about the fish curry and roshi to come. When I was ready for more food, I went back to the pre-school with two supervisors to do a workshop on using visual aids effectively. This time I was able to dream about endless workshops with no effort on my part! When I discovered that the teachers had become not only confident and keen enough to help run workshops in this way but were also extremely adept at doing it, I decided to use their skills to do some parents' workshops. The English teachers (Grades 1-3) and supervisors helped to plan the workshops and then took part in demonstrations to show the other teachers in their grades (1-3) what they had to do. All of the teachers in the grade then did the workshops for the parents. The workshops were very successful, both in terms of the parents appreciating them and wanting more and the teachers enjoying and learning a lot from running them.

I am extremely happy that those unconfident and shy people (who have, incidentally, started making stupid comments of their own) now have enough belief in their skills and abilities not only to improve their own teaching but also to participate in training their colleagues. What is even more satisfying and promising is that the teachers seem to thoroughly enjoy doing this kind of work:

- 'I like people coming to observe me now because I can show off my skills.' (Grade 2 English teacher)
- 'I like teaching in parents' workshops, when are we doing the next one?' (Grade 1 English teacher)
- 'I think you should have involved the English teachers in the running the workshop because we already know everything you were talking about and maybe it would have been more interesting if we had helped.' (Grade 2 English teacher)
- 'I showed the maths teachers that 'Grab the Card' game. They're going to use it to practice addition.' (Grade 1 English teacher)

*Why did the volunteer/colleagues choose this story*

I have chosen this change as being the most significant because it affects the sustainability of the placement in two ways

First, the teachers are now much more confident about their own skills and abilities. As a result of this their planning and teaching have improved considerably and they are able to work more independently. The rise in confidence should also mean that they can continue to plan successful lessons and that they will reflect upon and improve their teaching further. The teachers now believe that they have ideas and opinions that are worth listening to, can justify their thoughts and can, therefore, have an impact on the future development of the school.

Secondly, the fact that the teachers and supervisors are able and willing to share their skills and take part in training is crucial to the sustainability of the placement and the future development of the school. The teachers can not only develop their own skills by training others but can also have a big input into the teaching of reading and writing; helping others to upgrade their basic teaching and classroom management skills; and encouraging other teachers to develop English through their maths or ES lessons. This will be particularly helpful for the untrained teachers and those who were trained several years ago. It will also ensure that the education the children are receiving will continue to improve even after VSO leaves the school.

#### *Who was involved in choosing this story*

I discussed this issue with the Headmaster and a variety of colleagues. They identified a number of areas (including this one) that could have been the focus of the story and then I made the final decision, choosing the one that seemed the most relevant.

#### *Programme Office Comments/Explanation*

This story was chosen because

- There was significant impact on colleagues/beneficiaries of the change
- There was wide involvement of the colleagues in the process of change
- The change originated at grassroots level but had impact at organizational level
- The change is likely to be sustainable in terms of ownership
- The change illustrated achievement in relation to the strategic aim/objective
- Colleagues were involved in choosing the story

This is important in our context because

- It is a model of possible change in a school culture, i.e. from supervisors working separately from teachers at an administrative level to working alongside teachers
- It is a model exit strategy, i.e. a school is able to identify its own needs and respond to them

### 3. Vietnam

Ruth Dale

When I started to work with the teachers involved in the Oxfam Education Project, Co Thuy was a young and inexperienced, rather timid grade 4 teacher who lacked in confidence and ability. Gradually Co Thuy has learned to make a good CCM-style (communicative methodology) lesson plan including the use of appropriate learning and teaching aids, deciding which activities the children should complete to meet the lesson objectives. Recently when I have observed Co Thuy teaching her lessons, I have seen her using her own imaginative and creative ideas, rather than depending only on those that she learnt during my training workshops. She now demonstrates that she has a sound understanding of CCM, and she is sometimes willing to take risks to try out new ways of teaching and learning, now that her confidence has grown enormously. This confidence took a particular leap forward when Co Thuy became involved in training other teachers in CCM. At first she was very nervous and reserved, but partly due to the strong support and encouragement of the Team Leader Mr Danh, and due also to her own efforts, she is now a strong member of the team, and feels quite comfortable and confident during CCM Expansion Training Workshops in which she is involved. She has everything to be proud of. Her teaching skills have developed and she is now so much more relaxed in her classroom, and her pupils are lucky to be given the chances they are to learn in an active participatory style. Co Thuy has learnt how to be inventive in creating CCM-style lesson plans in spite of the tight restrictions and demands of the Vietnamese Curriculum. During the course of my placement I have been able to support all our teachers to adapt and develop their lessons accordingly. It is encouraging to see how inventive and creative they all are now, but especially Co Thuy. I am pleased to see them have confidence to take risks that they never dared to take when I first arrived.

*Who was involved in choosing this story* This change was chosen by myself through discussions I had had with Bich, my former Interpreter/Project Assistant, and through talking with the District Education Department Staff involved in the Project, as well as some of our teachers and two other Oxfam members of staff.

*Why did the volunteer/colleagues choose this story*

It was hard for me to choose one significant change, but I feel that this one is a reflection of most of the work I have been doing here. Co

Thuy has gone from being very shy and reserved, to being extremely lively at times, and relaxed, and confident in her own abilities as a teacher and trainer. The lives of many young people will be influenced in the years to come, especially those disadvantaged children in this area of Viet Nam. I feel that through Co Thuy's work, her relatively small efforts will have a big impact on the lives of future generations of

children, as well as the teachers she is involved in training. Both children and teachers in fairly disadvantaged communities are benefiting from her inspirational work. It has been such a pleasure and a thrill to watch Co Thuy develop enormously during the past two years, which I have known her. The most significant change has taken place in Co Thuy herself: from being a quiet and rather shy individual, she is now a confident and capable, more competent teacher. Co Thuy herself has taken many of the steps that have caused this to happen. There has been help too from a number of people, including her colleagues, the DED staff (in particular Mr Danh, as he helped her to develop her skills and confidence during training workshops), and I am glad I was able to help her along the way too (through training workshops and lesson observations after which the teachers always receive feedback). She is clearly now enjoying her work so much more. Whatever happens in the future, Co Thuy will forever be able to use what she has learned to teach her pupils and share ideas with her colleagues. She has already made a difference to the lives of the children she teaches, and to the colleagues she works alongside/trains.

#### *Programme Office Comments/Explanation*

The significant change story by Ruth illustrates the change she was partly responsible for and witnessed, during her time as a VSO volunteer working with Oxfam GB in Vietnam. This was chosen as the significant change story because it tells in detail, the impact that was had on one particular individual. The impact on an individual does have a lasting sustainable effect, but it was the involvement of Ruth on a personal level that was the deciding factor. As a volunteer she fully embraced both the language and the culture, enabling her to get to know both the local people where she lived and those with whom she worked. A closer relationship can facilitate a higher level of impact in this situation, as it extends beyond the official role or duties of the volunteer. It illustrates how this young woman developed and grew as a teacher and then teacher trainer, under the guidance of Ruth and others. The teacher is initially referred to as a shy, inexperienced teacher, lacking in confidence and expertise, however Ruth finishes by saying what an effective, confident young woman she now is. It shows what can be achieved, by both the volunteer and the people they work with. The careful nurturing of this teacher by Ruth, professionally and personally,

has had a long-term effect, this is already having an impact on other teachers and their students. The advantages of both a professional and personal approach can clearly be seen.

This change story is important in the context of VSO Vietnam because it has been recognised, that many of the Vietnamese teachers who are involved in the various teacher-training projects, do encounter difficulties whilst engaging in the training available to them. Classrooms are unsuitable, there are inconsistencies in the application of new methods, and not everyone has the necessary support after initial training etc. so the support and encouragement offered by Ruth has proved invaluable. She has shown that it is possible to make a success of this if the right approach is adopted. The future of the education programme for VSO Vietnam is a focus on education for 3 groups of disadvantaged children - children with disabilities, street children and children in remote and mountainous areas, so there is an obvious focus on primary education. Success stories, like this of Ruth's, prove to us that these projects are worth undertaking as they can be most successful in achieving their aims.

## HIV and AIDS

### **1. Ribbon Project**

China; Susan Cook & Antony Makepeace, Guiyang College of Traditional Chinese Medicine, Guiyang, Guizhou

In the first year in placement we and nursing and medical students organised a series of events to increase awareness of HIV and AIDS amongst students in the college. In our second year, the students wanted to do more to support local people with HIV/AIDS in Guizhou.

The idea was to produce a Chinese style AIDS ribbon. Together with Tao Ying and Gao Ling Ling, two of our students, we designed an AIDS ribbon based on the red ribbon crossed with the traditional Chinese New Year good luck red knot. We had been told by some Chinese colleagues that few Chinese people would wear an AIDS ribbon because to them it signified death. We wanted to try and change the image of the Red Ribbon to something more positive by making the ribbon more beautiful and Chinese.

Using a grant from VSO for the materials. We set the students to work producing as many ribbons as possible to sell. Volunteers came from all our classes and outside. Soon we found that we had started a trend. We would spot students who we had never met making them as they wandered around campus. Volunteers worked for hours to produce ribbons. They made them in the evenings, in their breaks, in class.

So many ribbons were needed because the idea of a Chinese AIDS ribbon was very popular. To help increase awareness of the Chinese HIV/AIDS problem, the VSO offices in London and Birmingham agreed to sell the ribbon in the UK. VSO China sent the ribbons over to the

UK. In all over 1500 ribbons were sent over to the UK. They were also sold in lots of towns across the UK by our family and friends. Each one was sold for two pounds.

The idea has taken off outside Guiyang. Other VSO volunteers in China have made the ribbons with their students. They were also sold at the VSO offices in Beijing. At the VSO Guizhou education conference we taught all the participants to make them. We had VSO volunteers, Chinese English teachers and Deans of English making them. They all took to it as enthusiastically as any student.

In all students in Guiyang made over 2500 ribbons. They were sold in many places in Guiyang. Pride of place must go to Xie Lijun, a Head Nurse at Number One attached Hospital. She took the ribbons around the hospital. She sold over 300. The staff were very generous. While they were asked for 2 Yuan, many gave much more. In all over 900 Yuan was raised.

One of the project's biggest successes was when we and one of students Tao Ying attended a United Nations AIDS meeting in our city. Tao Ying managed to barge her way to the front and talk to the representative from UNAIDS. All the ribbons that we had brought were bought by Pu Cun Xin, a famous actor who is a representative for HIV/AIDS awareness in China. Our students tell us that he is the housewives' favourite in China. The students were ecstatic when they saw him wearing the ribbon at an AIDS concert in Beijing that was broadcast on national television.

More ribbons were sold when Xie Lijun, her colleagues and we were invited to an AIDS presentation in the central square in Guiyang. At the presentation people were giving out information about HIV, providing free condoms and selling our ribbons. The event gathered a lot of publicity. The students' Red Ribbon made it to the front page of the city newspaper and on television. We were impressed that HIV/AIDS garnered so much publicity in Guiyang. We feel it is a sign that some Chinese people are now more prepared to talk about HIV and AIDS.

The final ribbons were sold on World AIDS day in the College. On that day, students had a stand where they gave out AIDS prevention information. They sold the ribbons to students, teachers and passers by. 500 ribbons were sold. In total 2500 Yuan was collected in Guiyang by the sale of ribbons.

The money has been used for local people with HIV/AIDS. Originally we had planned to buy equipment. It was found that there was no infrastructure for the purchase or maintenance of any equipment that could be used in HIV/AIDS services. Instead the money has been used to buy clothes, blankets and food. People with HIV/AIDS often have difficulty getting work and therefore enough money to support their family. The money has gone to people with HIV in each of the towns in Guizhou where the money was raised.

Where next for the ribbon project? Xiao Ruan has plans to introduce the ribbons to In-Country training. We feel the project has a future. It was a successful means of raising awareness of HIV/AIDS in China. As well as the money that was raised which will make a difference to the lives of local people with HIV.

In our college our students and Xie Lijun will continue the project next year. They are already researching the possibility of local sponsorship. The college were very pleased with all the positive publicity that they received from the Ribbon Project. To the extent that they are going to fully support this project next year even though there will be no more volunteers at this college.

(VSO has continued producing ribbons with partner colleges. There has also been interest from other charities in China.)

## **2. Towwirane HIV & AIDS Organisation Malawi**

The mission of Towwirane HIV & AIDS Organisation in Malawi is to promote, assist and support community's initiatives in the prevention, care and control of the spread of HIV and AIDS through appropriate initiatives in HIV and AIDS Education campaign, orphan care, home based care, counselling and promote behaviour change within the communities. In order to fulfil this mission, the organisation aims to:

- Increase awareness on HIV and AIDS to the general public in Mzimba District
- Establish a workable home based care system where individuals with AIDS and their families receive appropriate skills and care
- Identify and support orphaned children in the communities

The main target groups or beneficiaries of this organisation include People Living with HIV and AIDS and their families, the orphaned and general public seeking counselling and guidance.

A volunteer recruited from Uganda was placed to develop the capacity of this community-based organisation in the remote town of Mzimba in the north of Malawi. By the end of the two-year placement, using participatory tools to identify progress and volunteers contribution, it was found that the organisation's management, financial and programme management tools have developed and strengthened and staff trained in using the tools. The Strategic plan is in place. The advisory board and networking have been improved significantly. Fundraising activities and the funding base have been developed and strengthened, and vocational activities for orphans and income generating activities for PLWHAs have been increased and improved. The organisation's status has been raised from a local CBO to a national NGO and many

CBOs and NGOs are learning from Towwirane's success. The organisation has reached a stage where it doesn't need a volunteer to work on its programme management capacity but only need well qualified local Malawians to take it forward.

## **2. OTTA: The First “Self-Help” Group of People Living With HIV/AIDS in Ohangwena Region**

### **Namibia**

John Nicholson, a Health Services Manager in Namibia, has come into contact with 5 home-based care organisations through his work. These organisations work independently in 15 villages with a total of approximately 100 voluntary caregivers. These groups had all grown out of community concern about the effect HIV & AIDS is having on their lives, and were giving support to more than 500 people living with HIV & AIDS and 1800 orphans within their communities. The volunteer has helped bring these groups together so that they can share learning and better coordinate their response to the HIV & AIDS pandemic. The volunteer helped facilitate a small grant which enabled the groups to meet regularly to exchange information, improve coordination and develop ways to access further funding. They have now succeeded in accessing further funds from the British High Commission through VSO Namibia and have written a constitution to set guidelines on how they will network and share information. The group has now started to educate people in different communities, encouraging people to declare their health status and giving them support. In September 2003 the first meeting of people living with HIV & AIDS was organised and 14 people openly declared their positive status.

### **Programme Office Comments/Explanation**

The establishment of this self-help group of positive people highlights where VSO volunteers can make a difference and impact. Together with some small resources, the dedication of the volunteers and their colleagues has facilitated a process of change for a group of disadvantaged positive people.