

VSO AND EDUCATION

2007-2012



Sharing skills
Changing lives

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INTRODUCTION

VSO has education programmes in 21 countries in Africa, Asia, the Pacific and the Caribbean. The programmes are developed through a consultative process that analyses the education context and identifies the people who are disadvantaged within and outside of the education system in each country. This leads to a tailor-made response in marginalised geographic areas.



VSO and Education: 2007–2012 outlines the broad principles that underpin our education work, the experience we have developed through working in partnership and the lessons from 50 years of education work that inform our programme implementation.

The document is in two sections. The first gives an overview of VSO's education work, describing how it fits in with international initiatives to achieve education for all children. In the second section, 'Where we see change,' you will find more detail of what this looks like in different parts of the education system and examples of the changes we are realising through work with partners.

We have developed this document to support VSO's work with partners and other organisations towards a shared vision of good quality education for all. We are continually learning about our work and refining our approach, so the content of *VSO and Education: 2007–2012* reflects work in progress.

EDUCATION FOR ALL: VSO'S CONTRIBUTION

All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. (The Dakar Framework for Action, 2000)

In 2000, participants from 164 countries committed to achieving Education for All by 2015 at the World Education Forum in Dakar, Senegal. They signed up to six goals to improve early childhood care and education, free and compulsory primary education, life skills, adult literacy, gender equality and quality education. Governments committed to coordinate efforts and mobilise funds to achieve these goals. Working towards these goals is in line with delivering on the Millennium Development Goals, especially goal two on universal primary education and goal three on gender equality in education by 2015.

1 A GOOD QUALITY SYSTEM THAT WORKS FOR DISADVANTAGED LEARNERS

VSO contributes to the Education for All goals by working in partnership to strengthen education systems to deliver good quality education and develop provision for disadvantaged learners:

QUALITY EDUCATION

VSO's most significant contribution to the education sector is to improve the quality of education delivery. As school enrolments rise and there is increasing pressure on already overstretched education systems, this contribution continues to be crucial.

Our people-to-people approach to development means we put the child's experience of learning at the centre of our work. A child has a right to an education that is appropriate to their learning needs and prepares them for their future life. To deliver this, teachers need to be qualified and motivated, but this on its own is not enough. A child's ability to benefit from a good quality education also depends on parent and community involvement. School management and education policy must support child-centred education and be accountable to children, teachers, parents and the community.

VSO seeks to improve the content and delivery of education. This means ensuring children learn knowledge and skills that improve their life chances,



and ensuring lessons and learning materials are relevant; reduce children's vulnerability to HIV and AIDS and discrimination; and improve their ability to maintain good health and to make a living. It also includes developing children's ability to learn through enjoyable, practical and interactive teaching and improving assessment processes so they reflect classroom learning.

GENDER EQUALITY AND INCLUSIVE EDUCATION

VSO places particular emphasis on working towards gender equality in education because of the significant disparities in girls' and boys' achievement of a good quality education across the world. We know we can't treat girls as if they are one group with the same needs and circumstances, so we promote inclusive education. For VSO, inclusive education is about all excluded children. Disabled children, orphans and children affected by HIV and AIDS, children from nomadic or minority communities, refugee and displaced children, and children from poor households may be excluded from or within schools. For disadvantaged children to realise their rights to education, education provision has to become more responsive to all learners' needs.

VSO education programmes work within the mainstream education system to overcome the barriers to marginalised groups realising their rights to education. Our approach to inclusive education is based on the following principles:

- All children are different, and difference is normal and valuable.
- All children can learn, and all children have different learning needs and rates of development.
- All children have the right to education, so schools should accommodate all children.
- This means that schools and education systems need to be flexible and adapt to the learning needs of all children – not the other way round.

We recognise that supporting more inclusive education is a long-term process, which needs to be approached in a strategic and well-structured way. For this reason, our programmes focus on promoting greater inclusion, whatever the starting point. Our strategies include:

- starting with disadvantaged children who are already in school, to demonstrate what is possible
- sensitising students, teachers and communities through peer education and training

- working with parents and communities to raise awareness of the value of education for disadvantaged children
- facilitating links between specialist schools and units to mainstream schools and the community to make sure disabled children are involved in the life of the school and community
- making sure children are not exposed to physical or sexual abuse as a result of coming to school by working on child protection through developing whole school policies on teacher and child behaviour
- ensuring the representation of disadvantaged groups in Education Sector Planning processes.

A useful entry point for this work is the framework for Education for All, which governments have committed to and which cannot be achieved without disadvantaged children realising their rights to education. We believe that by developing education provision for marginalised children, governments improve education for all children.

PUBLIC EDUCATION

One of VSO's core competences is supporting the public sector through developing individuals' skills, strengthening systems and advocating for the rights of public sector workers. We work within the public education system because we believe this is the best way to improve services for disadvantaged people in a sustainable way. We lobby for the abolition of all forms of user fees to increase children's access and for sufficient funds to be made available to employ enough teachers to meet demand.

The reality of the limitations of public education in many countries means disadvantaged children often access education that is provided by religious, private or community-based organisations. We work with non-state providers of education where their work is not-for-profit and targets disadvantaged and hard-to-reach children. We advocate for government support, monitoring and regulation of non-formal provision to ensure all children have equal access to good quality education.

BASIC EDUCATION

Programmes strengthen basic education in support of national plans to achieve universal access. Different countries have their own definition of basic education. The majority of VSO placements support primary education and early secondary education in core subjects such as maths, science, English language, life skills and technology. Our focus on basic education is intended

to improve provision for disadvantaged children who are already in school, to develop provision for children who are out of school and also to give young people and adults a second chance at education.

We recognise that VSO's work needs to go beyond this to develop education provision for the long term. In some countries, we work in pre-primary education to help prepare disadvantaged students to attend primary school. In a few countries, volunteers teach and train teachers at upper secondary level, usually where VSO has been asked to assist in post-conflict reconstruction of education systems. Our work at this level has decreased, but in working more broadly on systems, we continue to have a positive impact on secondary education. Good quality post-primary education is vital to encourage students to continue their education. In the future we may reassess this shift away from secondary support, depending on the education context of each country. Our focus at tertiary level is on increasing the number and quality of teachers.

2 VSO'S DISTINCTIVE APPROACH

VSO's approach of working in partnership and through volunteering makes a valuable contribution to supporting change in education because we can help develop:

SUPPORT FOR TEACHERS AND EDUCATION MANAGERS

VSO has long-term experience in developing the skills and confidence of teachers to reflect on and develop their practice, and to express their voice on issues of concern to them. We are proud of this contribution and the respect we have gained for it. In recent years, we have added to this through working with school and education office administrative and management staff to improve the support teachers and learners get in schools. This is a key intervention in the context of the increasing decentralisation of responsibilities from central government departments to schools, regional and district education offices, creating new demands on education managers' skills.

Our primary approach to supporting teachers and managers is through long-term accompaniment: volunteer professionals working alongside education staff and sharing ideas and skills. This helps individuals to identify and question their own principles of effective professional practice, and to mediate between new approaches and their own contexts.



COMMUNICATION BETWEEN PEOPLE AND COLLABORATION BETWEEN INSTITUTIONS

We work with schools, colleges, district offices, teacher training institutions, civil society organisations (such as education coalitions and teachers unions) and ministry departments to:

- plan, implement and review education delivery
- monitor children's access and achievement in school
- manage information and ensure resources are equitably allocated
- network and communicate and improve support for continuing professional development.

Improved working practices within departments and organisations must be focused on delivering improved education in schools, and change in any part of the education system needs to take place in collaboration with other organisations and institutions. Strong relationships between schools and communities, education offices, teacher training institutions and ministry departments are essential for changes be relevant to the realities of student and teachers' lives.

ADVOCACY GROUNDED IN GRASSROOTS EXPERIENCE AND RESEARCH

Developing individual and organisational capacity is not enough to overcome the barriers to Education for All. We also need to address obstacles in national and international policy development and implementation. We approach this through advocacy. For VSO, advocacy is a process that tackles disadvantage by working with communities, and key stakeholders, to bring about changes in policy, process, practice and attitudes to ensure peoples' rights are recognised and realised. The aim is actively to support disadvantaged people to influence the decisions that affect their rights and lives.

Our education advocacy initiative, *Valuing Teachers*, focuses on teacher motivation and morale, and demonstrates that increasing this is crucial for teachers to be able to deliver good quality, inclusive education. Through this initiative, we have gained recognition for the importance of teachers' issues in achieving international targets with national governments and donor agencies. Our experience and research has indicated that low management capacity is a key cause of poor motivation and morale among teachers. For this reason, our international advocacy initiative will focus on the recruitment, training and retention of managers as well as teachers from 2007.

3 VSO'S BELIEFS AND VALUES

All staff and volunteers are expected to pursue their work in line with VSO's beliefs and values:

CHALLENGING STIGMA AND DISCRIMINATION

The education system needs to address both people's specific needs and the wider social issues of exclusion. Schools must be places that transform social exclusion and not replicate and reinforce it.

VSO approaches this through mainstreaming. This means building sensitivity to gender inequality, HIV and AIDS, and disability into our own policies and processes, and working with partner organisations to do the same. We are well placed to do this. VSO volunteers are able to demonstrate change in practice and make disadvantage visible in everyday work. We work with a diverse range of organisations representing the rights of marginalised groups to achieve this, and through this collaboration VSO's ability as an organisation to be more inclusive and sensitive to disadvantage in our work is improved.

PROMOTING GOOD GOVERNANCE

Teachers and other civil servants, parents, students and the wider community, should have a voice in decision-making processes from the school to ministry departments. Organisations that have a duty to realise people's rights to education should work towards transparency, accountability and responsiveness. We work towards ensuring greater opportunities for voice and responsiveness within the education system as a whole, including with international organisations. Our work with civil society organisations and governments supports them to practise participation and good governance themselves, through being more responsive to employees and those they represent.

WHERE WE SEE CHANGE

1 CLASSROOMS

VSO works with students and teachers to improve classroom interaction. Volunteers help to ensure students are taught relevant material in an engaging way and in a safe environment. Through teaching, teacher training, textbook and curriculum development we achieve the following outcomes:

- Students are comfortable with independent and interactive learning, and achieve better learning outcomes.
- Students develop skills that improve their life chances: they have reduced vulnerability to HIV and AIDS, improved ability to maintain good health, and the skills to make a living.
- Students and teachers respect diversity and do not discriminate against others.
- Teachers have increased confidence and motivation as a result of improved subject knowledge and teaching skills.
- Teachers assess all learners' needs and adapt their practice to meet those needs; they also encourage the participation of all children in the classroom.
- Teachers are comfortable delivering HIV and AIDS education as part of their lessons.
- Teachers reflect on their practice and aim to improve it.

IN PRACTICE: STUDENTS AND TEACHERS USING RESOURCES AND INTERACTIVE LEARNING

All VSO education programmes develop the skills and confidence of teachers to use interactive methodologies and locally sourced resources.

- In The Gambia, introducing a 'model classroom' at a teacher training institution has encouraged trainees and teachers to use resources to create a better classroom environment and support child-centred learning.
- In Eritrea, observations showed that teachers' use of visual aids increased the participation of students in class.
- In Tanzania, pre-primary teachers are using participatory techniques and student-led activities.
- In Guinea Bissau, secondary school teachers and students identified a clear improvement in the quality of maths and science education after

in-service training and new materials designed by national trainers supported by volunteers.

IN PRACTICE: STUDENTS AND TEACHERS CHALLENGING STIGMA AND DISCRIMINATION

- In Malawi, trainee teachers have learned how to empower girls to speak out about gender inequalities and reduce girls' vulnerability to sexual abuse through educating teachers and students.
- In Rwanda, students in 19 schools are more aware of the daily realities of being disabled after they listened and talked to disabled presenters and students in a sensitisation workshop.
- In China, peer education has encouraged trainee teachers to talk about their status and spread information about HIV and AIDS. As one learner says: "For college students like us, peer education is one of the best ways to share information about HIV and AIDS."



2 SCHOOLS

The school and the wider environment need to support children to feel safe, to be included and to assist teachers to implement changes in classroom practice. Working alongside school managers, teachers, and community outreach workers, VSO supports schools to make the following changes:

- Head teachers plan for, implement and review improvements in their schools.
- School managers establish supervisory practices that can secure professional commitment from teachers.
- School plans allow teachers to have equal access to development opportunities.

- Managers ensure teaching plans and assessments reflect the curriculum needs of the students.
- Male and female teachers are involved in decision making and have promotion opportunities.
- Whole school policies are in place to ensure protection of children.
- Teachers and school staff have increased interaction with disadvantaged children.

IN PRACTICE: SCHOOLS RESPOND TO THE NEEDS OF COMMUNITIES

- In Zambia, community schools target out-of-school youth, particularly disadvantaged people such as orphans, girls and disabled children. VSO has worked with the schools on teacher training, gender equality and HIV and AIDS awareness raising, curriculum refinement, inclusive education and community participation. Over 250 community schools, 1,000 teachers and 24,000 pupils have directly benefited from this work.
- In Ghana, VSO has given training and guidance to the National Service Secretariat to place national volunteer teachers in rural schools. International volunteers have also helped to strengthen community involvement in school life through working with community members on school nutrition programmes.
- In two communities in Vietnam, a VSO volunteer involved the local ethnic minority Flower Hmong community to make schools more child friendly by setting up activity centres and after-school clubs based on the children's interests and traditional practices. The volunteer also assisted in setting up school councils, in which class representatives report on school activities and are involved in school planning. All of these activities are being replicated at schools throughout the district.

IN PRACTICE: SCHOOLS PROMOTING GOOD GOVERNANCE

- Following education management support delivered in partnership with Link Community Development, head teachers in Masindi district in Uganda carry out participatory planning through monthly meetings with teachers, school management committees and district staff.
- In Kigali Ngali in Rwanda, working with a long-term and a short-term VSO volunteer helped head teachers in 43 primary schools to simplify school improvement planning and to prioritise pupil achievement.
- In Ghana, VSO volunteer management support officers at district level work with head teachers to improve their skills in record keeping, supervision and teacher deployment.



- In Cambodia, VSO volunteers supported supervisors and head teachers to work together to increase community involvement in school management, particularly transparent financial management. Schools made their accounts available to all to view by writing them



onto large chalkboards displayed outside the classrooms. One community member in Kampot District said: "Community members here have become more aware of their role in helping the school. The school has a development plan and community representatives participated in making this plan. This has also promoted solidarity within the cluster of local schools. At the monthly meetings of our Local Cluster School Committee, discussion and sharing ideas has become more active."

3 TEACHER TRAINING INSTITUTIONS

Schools, teacher training institutions, education offices and ministry departments all have a role in supporting teachers' professional development. VSO's work with trainees, teacher educators and education managers leads to the following changes:

- Teacher educators and trainees have the confidence to try new approaches.
- Teacher educators and trainees develop skills to analyse learners' needs, reflect on their implementation and adapt it to ensure all learners' have access to the curriculum.
- Teacher educators deliver interactive training and make use of low-cost resources, modelling good practice to their trainees.
- Teacher training institutions, education offices and schools work together to provide support to trainees and newly qualified teachers.
- Teacher training curricula include HIV and AIDS education, and sensitises trainees to gender inequalities and other factors that act as barriers to children's equal access to education.

IN PRACTICE: ACTION RESEARCH AND REFLECTIVE PRACTICE

- VSO Ethiopia has had a high involvement in the country's Higher Diploma course, which focuses on reflective practice, active and student-centred learning and continuous assessment. Incorporation of these elements into

teacher educators' practice has better equipped trainee teachers to use them in their work. Action research projects by candidates have focused on female participation, leading to changes such as the provision of pre-class tutorials to female students to increase their participation in lessons.



- In China, VSO has been involved with establishing and developing an action research centre at Guyuan Teachers' College, Ningxia. An English teacher at the centre, who has successfully been working on improving his students' speaking ability, states: "Action research is not beyond your reach. It is not just theory. It is help."

IN PRACTICE: GROUNDING TEACHER EDUCATION IN CLASSROOM PRACTICE

- In Cambodia, Malawi and Ghana, volunteers are building the confidence and motivation of district officers to supervise teachers and deliver training. One circuit supervisor in Ghana comments: "We were encouraged to visit schools more, for as we saw the volunteer go, we were also encouraged to go."
- At a teacher training college in Cambodia, many teacher trainers had not taught in schools themselves and lacked the confidence and experience to train their students in the realities of classroom teaching. With the support of a VSO volunteer, the trainers started to visit their former trainees in schools where they conducted observations and gave feedback. This support was vital to the newly qualified teachers. Following these visits, the district and college staff started to meet to share ideas and best practice.

4 DISTRICT AND REGIONAL EDUCATION

Education offices need the facilities, knowledge and resources to support professional development for teachers and to support head teachers and school management committees to manage schools. VSO works with school supervisors, administrative staff and education directors, by placing volunteers and organising exchange visits and other activities, to facilitate the following changes:

- Teachers have greater morale because they are managed equitably, have a voice in decisions that affect them, and have access to professional development opportunities.

- Supervisors are more confident in training and facilitating professional development for teachers that is responsive to the learning needs they have identified.
- Education officers are equipped with the skills to deliver on newly decentralised responsibilities such as: implementing policy changes; planning and reviewing service delivery; developing relevant school and teacher training curricula; ensuring teaching and learning materials are available and appropriate; and managing resource allocation.
- Education offices gather information about children in and out of school. Using this information they monitor equality of access and achievement to invest resources in under- performing schools and increase school enrolments.

IN PRACTICE: EDUCATION MANAGERS DELIVERING GOOD QUALITY, INCLUSIVE EDUCATION

Learning from VSO Uganda’s successful work at district level in planning, resource allocation and inspection has led to similar work in other countries. In Ethiopia, staff from the regional education bureau participated in an exchange visit to Uganda. They learned about retaining teachers through better management and increased motivation.

- In the Gaur district of Nepal, VSO volunteers helped district officers gain a true picture of children out of school by widening an initial survey to include information about gender, caste and ethnicity. The survey also explored the community’s perception of a quality education. Analysis of the data was incorporated into a district plan, which has now been used as the basis for a further ten municipalities. The district education officer reflected on this work: “The District Education Office needed to get involved with all public issues and did not have enough time to think and plan the activities. VSO volunteers have helped me to understand the education problems better and develop solutions, most of which do not necessarily



need any money. I hope the office will be more efficient in delivering and implementing Education for All in the district now.”

- In Ghana, a long-term VSO volunteer worked with colleagues at district level to analyse basic education examination results by subject. These findings were used to target under-performing schools. The overall effect was that it moved the district from 53rd position in the league table to 29th and greatly improved the performance of girls.

IN PRACTICE: STRENGTHENING CIVIL SOCIETY AT A REGIONAL LEVEL

- Malawi and Ghana currently have VSO volunteers helping train staff at the national Secretariat of Education coalitions. Volunteer placements with community and district-level civil society networks are just starting. Volunteers based at district offices will also complement this work by equipping staff with the skills to respond to this pressure.

5 NATIONAL GOVERNMENT DEPARTMENTS

VSO contributes to improved education service delivery at national level in a variety of ways. Volunteers develop the knowledge, skills and facilities of government departments responsible for core functions, such as teacher education and education management information systems. We demonstrate examples of good practice from districts and regions for wider adoption, and we strengthen civil society organisations and work within coalitions to advocate for policy change. Examples of change at this level include:

- government scaling-up of examples of good practice into policy and wider implementation
- ministry of education departments increasing their consultation of civil society groups in policy development and in monitoring implementation
- increased ability of civil society organisations to use evidence to inform their contribution to policy debates and to hold the government to account on implementation
- civil society organisations, such as teachers' unions, disabled people's organisations and NGOs promoting gender equality, deliver improved services to the groups they represent
- increased communication and cooperation between donors.

IN PRACTICE: DEVELOPING MODELS OF GOOD PRACTICE

- VSO Cambodia has supplied the Education Quality Improvement project with technical advisers for over eight years. An example of good practice from this project that has been replicated on a national scale includes decentralisation of the timetable and funding to cover quality improvements such as cleaner schools and better resource centres.

- VSO Ethiopia has supported the development and roll-out of a compulsory Higher Diploma course for all teacher educators. So far, 65 VSO volunteers have supported the set up and management of the programme, developing and delivering the curriculum and training 40 Higher Diploma Leaders to deliver the programme.

IN PRACTICE: BUILDING EDUCATION COALITIONS, TEACHERS' UNIONS AND NETWORKS

- In Malawi, the education coalition was involved in developing the Education Act and curriculum review processes, as well as in consultations about the national Education for All plan. It also helped develop and implement guidelines for the re-entry of girls into education after having children. Both Malawi and Rwanda coalitions have engaged in budget monitoring processes.
- VSO volunteers have worked with teachers' unions in Rwanda, Guyana and Malawi. A Rwandan teacher involved in lobbying activities said: "I am glad because we now have a platform to air our views as teachers and the views are being listened to by policy makers." VSO also has strong input into donor coordination groups in Nepal, Cambodia and Malawi.
- In The Maldives, close liaison with UNICEF on the VSO Valuing Teachers research findings has led to the creation of new consultation fora at all levels of the system. These are beginning to improve the upwards and downwards flow of information and to improve transparency, accountability and responsiveness of the education system.

6 INTERNATIONAL ORGANISATIONS

The relationship between national governments and donors is crucial to overcoming barriers to Education for All. Civil society plays a useful role in holding governments and donors to account on delivering on plans and commitments they have made. As well as advocating directly with these organisations, VSO works on creating an enabling environment for change, so that:

- international organisations and national governments recognise the importance of teachers' issues in achieving international targets
- donors remove conditions to aid affecting teacher employment and improve levels of funding to address teachers' issues
- teachers are more empowered to advocate for changes that affect their professional lives
- children, teachers and parents are more aware of issues blocking the achievement of Education for All goals and take action as part of public campaigns to put pressure on decision makers



- education volunteers return with increased professional skills and commitment, strengthening the quality of education systems back home
- through global education, educating people on development issues that have both local and international impact, children and teachers are more aware of key development issues.

IN PRACTICE: VALUING, MOTIVATING AND EMPOWERING TEACHERS

VSO has conducted Valuing Teachers research in eight countries. The findings informed VSO's policy report *What Makes Teachers Tick* and contributed to the Global Campaign for Education 2006 policy document *Teachers for All*. Both these reports provide strong evidence that improving teachers' motivation and increasing their participation in education reform is vital to achieving the Education for All goals.

- VSO has worked with teachers and trade unions in Zambia, taking representatives to Washington to challenge the International Monetary Fund to lift the ceiling on the public sector wage bill. They later relaxed the Zambian wage cap and this enabled the Zambian Ministry of Education to recruit almost 10,000 teachers in two years and substantially improve terms and conditions for all teachers.
- In The Gambia, the input of a volunteer as a national staff appraisals adviser has led to fairer and more transparent systems for promotion. In the UK, the Talking Teachers speaker tour enabled three teachers from partner agencies to come to the UK to speak for themselves at a policy dialogue meeting with the UK's Department for International Development and at three awareness-raising events around the country. Steve Sinnott, General Secretary of the National Union of Teachers, chaired one of these meetings and said: "By volunteering with VSO, teachers are given the opportunity to transform the lives of children in poorer countries and at the same time enrich their own personal and professional development."

IN PRACTICE: DEVELOPMENT AWARENESS AND CAMPAIGNING

We are also a key member of the Global Campaign for Education in the UK and lobby and campaign with them, particularly in the Global Week of Action. In the 2005 Send My Friend to School campaign, over 7,000 schools across the UK took part. A teacher commented: "All students take Citizenship as a subject, and when asked at the end of last year what they had enjoyed most, many said the Send My Friend to School campaign."

School linking and learning partnerships between schools in the UK and Rwanda are encouraging young people to grow up as global citizens and gain an awareness of how local actions can have global impact.

VSO has education programmes in 21 countries: Cambodia, Cameroon, China, Eritrea, Ethiopia, The Gambia, Ghana, Guyana, Malawi, the Maldives, Mongolia, Mozambique, Namibia, Nepal, Nigeria, Pakistan, Papua New Guinea, Rwanda, Tanzania, Thai-Burma Border and Vietnam.

Education volunteers also work as part of other country programmes to support VSO's work addressing disability, health, HIV and AIDS, secure livelihoods and participation and governance.

VSO agencies in Canada, India, Kenya, the Netherlands, the Philippines and the United Kingdom recruit volunteers from many countries. We use a range of delivery activities to strengthen the contribution of long-term international volunteering:

- other International volunteer placements (special assignments, youth and exchange visits)
- community, national and diaspora volunteering initiatives
- workshops and training
- policy research and advocacy
- global education
- exchanges and study visits
- small grants
- school linking.

For a fuller description of our work in these areas, see VSO's strategy document *Focus for Change* and additional material at www.vso.org.uk

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