

# How VSO uses M&E to demonstrate development results?

**Ramel Javier Sangalang**  
Regional M&E Manager, Asia Pacific



# About VSO



VSO is the world's leading international development organisation that works through volunteers to fight poverty and reduce inequality;

**Vision:** A world without poverty

**Mission:** Bringing people together to fight poverty

**Unique approach:** sending skilled volunteers from sectors such as health, education and business to work with partners who have requested for our help. VSO enables two-way exchange that benefits both the volunteer and community they serve beyond the life of placement.

# VSO's Development Approach



*“We believe that it is only when individuals step forward – either as local, national, or global citizens that sustainable change happens.”*

1. Strengthening **human capital**: achievement of technical, managerial and sector-specific skills
2. Working within **existing structures**: building on what people are already doing, working cross sectorally playing a bridging/facilitating role
3. Building a **global network** of citizens: VSO volunteers spanning both Global North and South

# VSO's Theory of Change



## Inputs



Review global and thematic priorities




Development of country strategies



Programme and partnership development



Resource mobilisation, including volunteer recruitment, selection and preparation



Training  
Mentoring  
Coaching  
Study tours  
Exchange visits  
Research  
Advocacy

## Outputs



Increased human capital  
Stronger public, private and civil sector organisations  
Active citizenship

## Outcomes

Increased access and quality of services and resources  
Increased access to natural resources, market opportunities and decent employment  
Greater social accountability between citizens and those in power  
Better design and implementation of policies

## Impact



Changes in people's lives:

- Education
- Health
- Livelihoods
- Inclusion
- Gender equality

# What to measure?



**Changes at Organisational Level**  
( in terms of generic organisational capacity  
and sector-specific capacity)

**Changes at Community Level**  
(in terms improve service delivery for health,  
education, livelihood)

# Changes at Organisational Level (Outputs)



## **Generic Capacity building scale**

1. Governance, leadership & Strategy
2. Financial oversight and management
3. Income generation
4. Management of People
5. Programme design, implementation, M&E
6. Sectorally specific technical knowledge
7. Advocacy & Influence
8. Community Engagement
9. Gender equality
10. Inclusion (except gender)

## **Education specific capacity building scale**

1. Whole school planning Processes
2. Human resource Allocation
3. Data collection
4. Representation and inclusion in PTAs (Parent-Teacher Associations) /SMCs (School Management Committees)
5. Participation and voice in education management

## **HEALTH specific capacity building scales**

1. Basic training & competence
2. supervision and CPD
3. documentation & referral
4. quality of training
5. quality of teachers
6. training environment

# Changes at Community Level (Outcomes)



## Health

1. diagnosis treatment
2. access, opening hours
3. outreach services
4. user fees
5. appropriate health services
6. clean working environment
7. sufficient trained staff
8. availability of equipment
9. availability of medicines
10. management accountability
11. respectful communication
12. health education
13. community feedback and participation
14. community health volunteers
15. Integration of services
16. Tailoring of services
17. Addressing stigma
18. Management of carers

## Education

1. Inclusive practices/child-centred methodology
2. Appropriate professional behaviour
3. Teacher motivation
4. Continuing Professional Development
5. Teaching and learning materials
6. Learning outcomes

## Secure livelihoods

1. Knowledge & information
2. Market or industry awareness
3. Material resources
4. Climate change and environmental awareness
5. Access for target community
6. Delivering wider range of support
7. Coordinating with other stakeholders

# How to measure?



## 1. Partner Level

- Partnership Review;
- Partnership Monitoring and Learning Tool;
- Volunteer Quarterly Report; and
- Research/Case Studies

## 2. Country Level:

- Partnership Monitoring and Learning Tool;
- Programme Area Review;
- Annual Country Review;
- Donor Reports;
- Research/Case Studies



# How to measure?



## 3. Global Level

- VSO Annual Report;
- Donor-Required Report;
- Global Research/Case Studies
- Impact Evaluation

# How to demonstrate VSO's added value to development?



- **Valuing Volunteer Research.** It's a two-year action research project conducted in five countries (i.e. Ghana, Kenya, Mozambique, Nepal and Philippines) which aimed to know the specific attributes of volunteering as a development mechanisms and the unique ways of how volunteering contributes to poverty reduction. Key findings include the following:
  - a) ***build and strengthen human capital*** (i.e.volunteering encourages collective rather than individual actions, helps translate knowledge & attitudes into practice, bridge the gap between technical assistance to sustainable change);
  - b) ***create new and strengthen existing relationships/connections.*** Volunteering helps to link communities and partners to new networks or improve existing connections to work together on development solutions.

# How to demonstrate VSO's added value to development?



- **No Baby Left Out (NBLO) Project Evaluation.** This project is part of VSO support to Continuing Professional Development of Health Workers in Tanzania which aimed to increase access to and quality health facilities for neonates, improve health worker efficiency and increase community participation. Through volunteer support, the project was able to:
  - a) develop innovative and low-cost Neonatal Intensive Care Unit (NICU) to help increase the number of lives save after delivery;
  - b) improve the clinical skills/practices of health workers (*i.e. effective screening of new born, management of complications, timely referral to NICU, etc*);
  - c) decrease the neonatal rates (*from 35 deaths/1000 live births in 2011 to 22/1000 live births in 2013*)

# How to demonstrate VSO's added value to development?



- **SMS Story Research Project in Papua New Guinea.**

The aim of project is to determine if daily phone text message stories and lessons plans would improve reading of elementary students in PNG. Project ran for 20 weeks with half of teachers received text messages and half did not. The results were the following:

- a) improvement in reading skills was observed for schools/students if their teachers received SMS story;
- b) SMS/text messaging was effective in reaching teachers with lessons plans and they were actively engaging their students;



**Thank You!**