

Annual Report 2011

*Cooperation, constant improvement
and result orientation*

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Preface

Thriving on innovation

Dear reader,

This year, we are talking about 2012, VVOB celebrates its thirtieth birthday. For quite a while now we have exceeded the age of majority and perhaps we have even acquired the status of 'adulthood'. In any case, we will inform you in which manner we intend to highlight this lustrum.

Under no circumstances 'adulthood' means time to relax, time to rest on our laurels. Last year as well, we were signaling that the ongoing search for extensive quality in all the fibers of the organisation is a continuous process that forces us further in the reflections, the considerations about our activities and assignments. And again, in this framework, we repeat that the search for more financial stability, a more elaborate donor diversification, a balanced and attractive human resources policy, well-developed programme operations and the exchange of experience and expertise is a clear and constant story. We intend to show you a lively image of this in this annual report, and undoubtedly even in next year's annual report. Certainly a good reason to look forward to this!

All these interesting but often highly situated processes, only receive value and colour when they are tested against every day's reality. 'The field' as one often calls it. For myself I can bear witness about the former year of our operations in Cambodia where I, although standing with my feet in the water, could get a clear image of our practice. What is the meaning of quality and sustainability in a rural classroom environment? My experience is that the cornerstones for this sustainability and the much needed ownership have been laid. You can recognise, in the day to day classroom practice, the methodology that we provide in the teacher training. You can also recognise the instruments and the accents on ecology and technical skills. At the same time it is clear that, especially in the implementation of innovation, one runs a greater risk that the interest of the innovator becomes determinant without the presence of sufficient support. But is it not in the acceptance of this risk and in the continuous attempts towards renewal that we find the biggest driving force for progress?

Sustainability and extensive quality care are our trademarks, but our drive for innovation and the conscious acceptance of the associated risks urge us further.

Enjoy reading!



Stefaan Van Mulders

Chairperson of VVOB

Administrator-General of the Flemish Youth Welfare Agency



Introduction

Cooperation, constant improvement and result orientation

He who spreads his wings, must once in a while come down to land on a firm internal basis. On this, hard work has been done in 2011.

Focusing outwards has been our dynamic for the past years. We broadened our operations in the South and in Flanders by involving many more actors in our activities. The notoriety of VVOB grew steadily in Flanders by a strong communication policy, the SchoolLinks programme and the placement of more interns in the South. Our support to the partners in the South became more efficient due to the input of more qualified, mainly Flemish, expertise. On international forums VVOB is gradually gaining recognition as a stakeholder in specific education challenges in developing countries.

In 2011 we deployed on sustainable building blocks in the internal operations.

Solid ICT platforms are crucial today. The IT infrastructure of the head office moved to a data centre where all hard- and software is 'hosted'. The input of financial data happens in every country in an online and therefore 'on-time' system and is linked to scans of evidence which are stored electronically. Double accounting has expanded from the central level in Brussels to all countries.

For the complex remuneration of expat employees a new wage programme was developed which allows for the complete integration into the calculation and payment modules of the Social Secretariat. Calculations of the child benefits are outsourced to a Belgian fund. Vacation requests and meal vouchers are automated via a connection with a wage motor.

An employee however does not live on bread alone but also on intrinsic motivation and opportunities for development. In a first step we mapped the core competences of all members of staff. Through an intensive and interactive process involving the entire VVOB staff, we came to three core competences: **'cooperation', 'constant improvement' and 'result orientation'**. In a second step we determine the competences per function group and their associated development trajectories.

Some interventions augment the quality of the organisation. A limited number of organisation priorities are defined and enhanced follow-up is needed. Manuals on central processes - finance, personnel affairs, programme operations - are complete, actual and available online. A clearer distinction between extensive operational competencies of local offices and the strategic and supportive role of the head office was made.

The core of our services is the development of the capacities of the partners in the South and strengthening public support in Flanders via the guidance of school links and internships. Capacity building is an 'umbrella concept'. Clear choices are necessary in order to have our noses pointing in the same direction. The multiplicity of models and instruments in our practice are mapped so two decisive thinking schemes are left: one for the analysis of the capacity of our partners, and one for the approach of VVOB.

Also the model of the school links is, after the experiences of the first two years, further distilled. It is now better aligned with the different but to be reconciled expectations of schools in Flanders and in the South.

These internal building blocks are not the flashiest components of our organisation. They are far from the satisfied children, who are the end results of our interventions. Nevertheless, they are crucial to ensure our high efficiency also on a long term basis. VVOB is equipped with, besides the policy staff, a great number of colleagues who focus on supporting systems. Because of their special contributions to the development of VVOB, they deserve a special recognition.



Bart Dewaele
Director-General VVOB

Overview VVOB Programmes in 2011

Ecuador

Multi-year programme

- *Escuelas Gestoras del Cambio* (Schools as Actors of Change)
- Strengthening Technical and Vocational Education and Training

Budget spent in 2011 (rounded to 1000)

- € 883 000

Number of associates on 31/12/11

- Local staff: 11
- Expat staff: 5

Website VVOB Ecuador

- www.vvob.org.ec

» P. 18

DR Congo

Multi-year programme

- Strengthening primary and technical agricultural education

Budget spent in 2011 (rounded to 1000)

- € 628 000

Number of associates on 31/12/11

- Local staff: 5
- Expat staff: 3

Website VVOB DR Congo

- www.vvob.be/drc

» P. 17

Zambia

Multi-year programme

- Continuous Professional Development at college and school level

Budget spent in 2011 (rounded to 1000)

- € 859 000

Number of associates on 31/12/11

- Local staff: 6
- Expat staff: 3

Blog VVOB Zambia

- <http://vvobzambia.blogspot.com>

» P. 24

Suriname

Multi-year programme

- *Progress* (Programme More Effective Schools Suriname)

Budget spent in 2011 (rounded to 1000)

- € 582 000

Number of associates on 31/12/11

- Local staff: 7
- Expat staff: 4

» P. 22

Zimbabwe

Multi-year programme

- Quality Education and Vulnerability

Budget spent in 2011 (rounded to 1000)

- € 636 000

Number of associates on 31/12/11

- Local staff: 16
- Expat staff: 2

Website VVOB Zimbabwe

- www.vvob.co.zw

» P. 25

Belgium

Support to activities in the partner countries and coordinating organisation

North Operations

- SchoolLinks
- Traineeship programme

Also partner in Educaid.be, "Development Debates", Saved by the bell, Greenergy,...

Budget spent in 2011 (rounded to 1000)

- € 168 000

Number of associates on 31/12/11

- 17

Websites

- www.vvob.be
- www.scholenbanden.be/english
- www.educaid.be

▶▶ P. 11-13

Vietnam

Multi-year programme

- Strengthening lower secondary education
- Participatory agricultural extension programme

Budget spent in 2011 (rounded to 1000)

- € 925 000

Number of associates on 31/12/11

- Local staff: 14
- Expat staff: 3

Website VVOB Vietnam

- www.vvob.be/vietnam

▶▶ P. 23 and 26-27

Kenya

Multi-year programme

- ICT Integration in Education
- *Healthy Learning* in primary schools

Budget spent in 2011 (rounded to 1000)

- € 641 000

Number of associates on 31/12/11

- Local staff: 6
- Expat staff: 4

Website VVOB Kenya

- www.vvob.be/kenya

▶▶ P. 19

Rwanda

Multi-year programme

- Strengthening school management
- Strengthening Technical and Vocational Education and Training

Budget spent in 2011 (rounded to 1000)

- € 810 000

Number of associates on 31/12/11

- Local staff: 11
- Expat staff: 4

Website VVOB Rwanda

- www.vvobrwanda.org

▶▶ P. 20

Cambodia

Multi-year programme

- SEAL (Science and Life Skills in Teacher Training)
- IMAGE (Strengthening Agricultural Extension)

Budget spent in 2011 (rounded to 1000)

- € 896 000

Number of associates on 31/12/11

- Local staff: 18
- Expat staff: 6

Website VVOB Cambodia

- www.vvobcambodia.org

▶▶ P. 16 and 26-27

South Africa

Multi-year programme

- Improvement of Further Education and Training (FET) Colleges

Budget spent in 2011 (rounded to 1000)

- € 23 000

Number of associates on 31/12/11

- Expat staff: 1

Website VVOB South Africa

- www.vvobsouthafrica.org

▶▶ P. 21

More links to, for example, blogs and social network pages of VVOB and its programmes can be found on the website: www.vvob.be/vvob/en/links.



VVOB in Flanders

Building bridges

VVOB helps to create opportunities for schoolchildren in its partner countries by contributing to quality education. We realise this thanks to grants of the Belgian and Flemish governments. It is an expression of solidarity with the population of countries in the South, where people live in more challenging and often difficult circumstances. However, this alone is not sufficient to build a sustainable world with equal opportunities for all. The chances to development are indeed strongly linked to the way we shape our development. Therefore, VVOB also has a mission in Flanders, called the North Operations, that aims to stimulate and enhance public support for a just and solidarity-based society.

A solidarity-based society places all decisions in a global perspective. In its actions, it takes into account the needs and interests of others, in the South and in the future. It is a society of world citizens who understand that many problems can only be addressed effectively through concerted international cooperation. Working together is indeed necessary to achieve sustainable solutions to major world problems.

In 2011 we try to achieve this by supporting and encouraging fruitful interactions between the educational reality in 'the South' and in Flanders. We believe that people in the South are best able to talk about their lives, culture and customs, and explain their perspective on global issues. Therefore, personal contacts and exchanges between people from Flanders and people elsewhere in the world can increase a better understanding of each other and stimulate mutual respect for their similarities and differences.

The SchoolLinks programme supports schools in Flanders and in the South in developing a long-term partnership with each other. Through the Internship programme and partnerships with university colleges we forge relationships at the level of higher education. Both will be addressed on the following pages.

VVOB increasingly reaches out to the Flemish public. By means of the websites, newsletters, discussion sessions, training, participation to external events, etc., we inform of and involve people to development issues. Via the Educaid.be platform, VVOB shares information on education and development cooperation. In doing so, we strengthen the Belgian policy on these themes.

Thanks to the commitment of dozens of voluntary translators, numerous language barriers in the exchange between Flanders and the South can be overcome.



Pieter-Jan De Marez
Responsible North Operations VVOB

A memorable visit...

Two representatives of King George VI Memorial School (Zimbabwe), Mrs. Hadebe en Mrs. Chiramba, were in Belgium in September. They had been invited by their partner school Jonghelinckshof in Antwerp. The cooperation between the schools, that both offer special education to pupils with hearing and learning difficulties, started last year. This visit was a good opportunity to learn about each other's context and approaches and to exchange teaching methods and curricula. They also used the meeting to plan future activities with both teachers and pupils.



SchoolLinks

A roadmap to North-South partnerships

In 2011, the SchoolLinks programme goes into its third year. The fifteen existing school links get the pleasant company of ten new partnerships. This reflects on the one hand that the programme further gains foothold in Flanders and, secondly, that the interest of schools in North-South cooperation grows.

The twenty-five school links that VVOB supports in 2011, are a healthy mix of old and new and of primary and secondary schools. During the first years of their cooperation, the teachers reach to a better understanding of what a school link really entails. Together with VVOB they can now learn from the experiences during the startup phase. In the joint training in April, organised in collaboration with 'Kleur Bekennen', over 70 people participate. It is clear that schools can increasingly assist each other in initiating and successfully developing their school link.



"Our ideals are close: to motivate and make the best of the students; nurturing global citizens who fit in responsibly and resourcefully as they mature in the changing times."

Catherine Ndeda, Our Lady of Fatima, Kenya (partner school of Maria Assumpta Lyceum, Laken, Belgium)

On solid ground

The bridging function of VVOB between the partner schools is essential in the early stages of their cooperation. A school link requires a lot of time and a good dose of patience. VVOB therefore accompanies the schools during this first phase of their long-term partnership. Next to a financial backing for the costs associated with school link activities, both the Flemish and partner schools in 'the South' receive accustomed advice and content-specific support.

Because the bimonthly newsletter 'SchoolLinks Letter' wants to reach all involved schools in the North and in the South, it appears in four languages. The website www.scholenbanden.be is a useful tool to obtain news from the individual school links and information on the programme. As was the case last year, different links call on students



from the teacher training. These future teachers are active in the Kenyan, Zimbabwean and Suriname partner schools. In other countries they take up a short assignment in the margins of their actual internship.

Enriching cooperation

Like other years, VVOB SchoolLinks plays its part in meaningful initiatives in Flanders. By means of this cooperation, we raise awareness and mobilise schools for a solidary North-South cooperation. We join hands with Green, a non-profit organisation that assists schools in working on the climate theme and renewable energy. Through the collaboration with Studio Globo, the action 'Saved by the bell' also gets resonance in the South, especially in Suriname and Cambodia. We also combine forces with Djapo and develop the 'Art Eco' project, whereby teachers and pupils find out more about an artist, the school and the culture of the partner country.

"Because of our visit to Suriname in July 2011 we got the chance to thoroughly get to know our partner school. We experienced all aspects of the school operations in the Domburg public school: we got acquainted with the different classes, we observed and exchanged teaching methods and talked with different classroom teachers, the head of school, the kindergarten teacher and pupils. We know that in the coming years, we can build on these good contacts. This way we hope we can further deepen and shape our school link together."

Patrick Kuenen, Het Wijdeland, Sint-Truiden, Belgium (partner school of OS Domburg, Suriname)



Balancing the scales

At the end of 2011, the SchoolLinks team, along with colleagues in the partner countries, reviews the 25 partnerships. The reasons for ending the cooperation with a number of schools are diverse and always contextual. A school link simply requires a large investment in time, commitment, energy, etc. From January 2012 onwards, we proceed with eighteen existing school links and actively seek new and interesting partnerships.

"The slogan of King George VI is 'Never give up!' and the one of Jonghelinckshof is 'We believe we can!'. Our two schools have a lot in common. Both have deaf children and children with learning difficulties. We both believe in the abilities, rather than the disabilities of our pupils."

Anneliese Mariën, Jonghelinckshof, Antwerp, Belgium (partner school of King George VI, Zimbabwe)



► More info on the SchoolLinks programme:
www.scholenbanden.be/english

Internship programme

Students on a lifetime experience

2011 was an excellent year for the Internship programme. During several months, students work in one of the VVOB programmes or in a partner institution. No less than 36 students go to a partner country in the South. This amount almost tripled since 2010. Cambodia and Suriname in particular prove very popular with students (8 and 9 students), but also the team in Kenya, Rwanda, Zimbabwe, Vietnam and Ecuador guide at least three students during their internship assignment.

From various studies

Two-thirds of these students attend a teacher training (half of which come from the Artevelde University College Ghent). Most other students study Applied Computer Sciences (KATHO). The assignments of the latter range from setting up an online platform, digitalising teaching materials and designing 'IT Toolkits', to developing software for school management.

Next to this we can also count on the contributions of a graphic designer and students in communication sciences and social welfare studies. The only downside is that the internship positions specifically targeted at university students, and particularly those attending education studies, remain vacant.



"There were some specific challenges linked to this internship. Challenges we would not have experienced in Belgium. And yet I am convinced that I have made the right decision to do this internship abroad. Apart from the difficulties, the experience is unforgettable and at times simply breathtaking."
Benjamin Cottyn, intern in Rwanda, Bachelor of Applied Computer Sciences, KATHO Kortrijk



"I could talk for hours about my experiences in Kenya, but it would not be the same thing for the people listening. Experiences cannot be passed on through words. You need to experience it yourself. Any student who is still in doubt about an internship in a developing country: don't think too much about it and go for it! Grab your chance and get an experience of a lifetime."
Floris Devriendt, intern in Kenya, Bachelor of Applied Computer Sciences, KATHO Kortrijk

Not a fluke

The second half of 2011 we learn that the expansion of the Internship programme is not a fluke. The various selections and allocation of placements in 2012 show that interest is equally high. In the end, we assign 37 internship positions. These students are regularly informed on and trained for their internship: there is regular e-mail communication, a pre-departure briefing, they receive a 'starters guide' and attend a training on development cooperation and interculturalism. We hope that these students, who will be in placement in 2012, will do as good as their predecessors.



Win-win for all parties

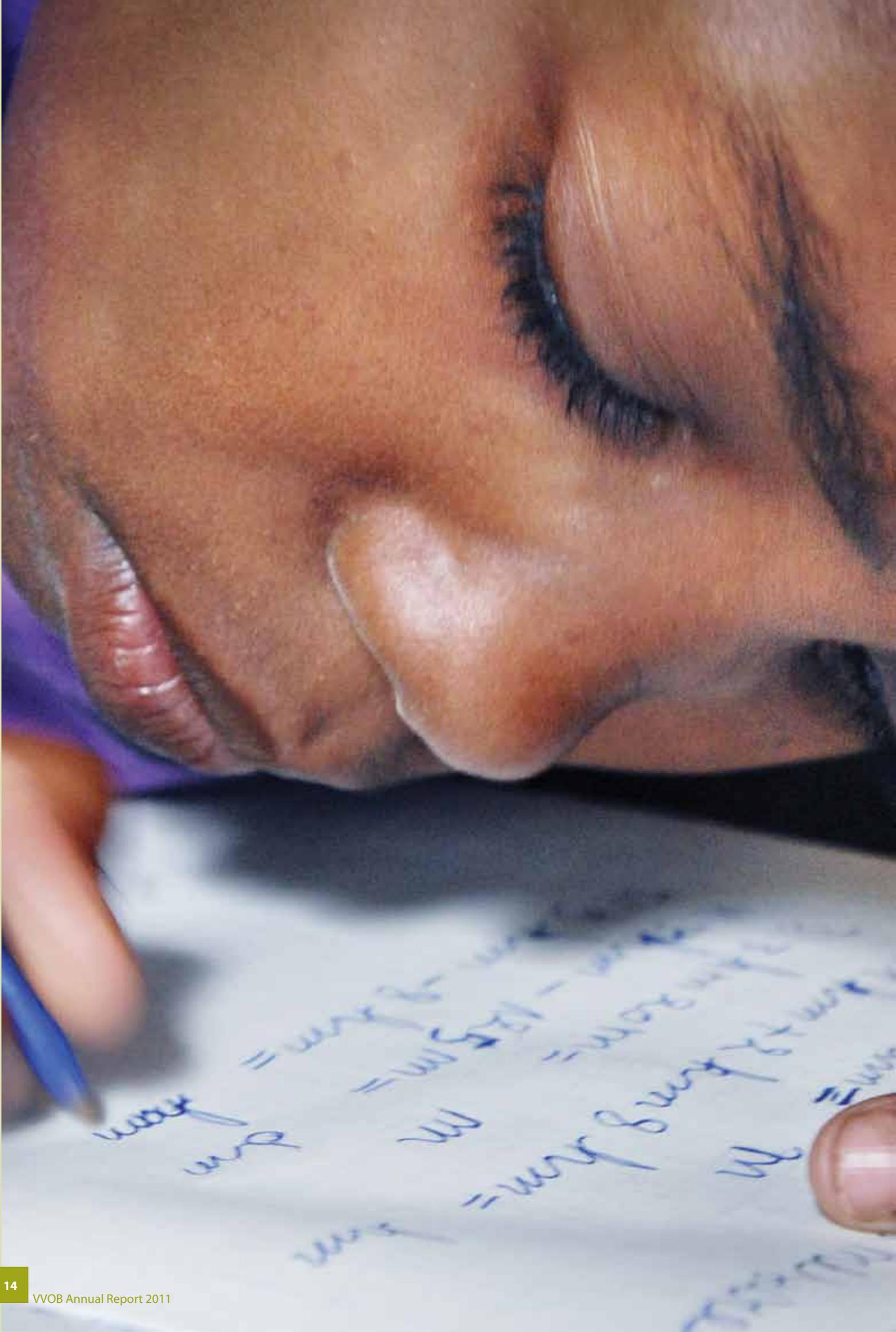
Fortunately, most internships run smoothly and turn out to be a win-win for all parties. The students play their part in improving the quality of education in the partner country and provide valuable assistance for VVOB and the partner institutions. In turn, the students are well taken care of. They are coached and guided during their assignments, so that their internships result in invaluable work and life experiences. In addition, we are confident that their lengthy immersion in a developing country and the intercultural encounter will enable the students to develop a more accurate and balanced view on the South and development issues. We have faith that this experience has a considerable impact, and wish that the students take along and convey these experiences to their broader social environment. Especially for the future teachers, we hope that these internships will continue to seep into their lessons.

"I acquired several conceptual and practical experiences that I would not have gained in Belgium. Besides the professional value, there definitely is a personal benefit as well. One can really learn a lot from the respectful Cambodian social conduct, as well as from the cordial relations! Besides the laughter and respect, there is a sense of perseverance. Their society is anything but individualistic. And their focus is not on the problems, but on the solutions."

Karlien Decock, intern in Cambodia, Bachelor Teacher Training Secondary Education, Artevelde University College Ghent



► More on the Internship programme: www.vvob.be/stages (Dutch only)



VVOB in the 'South'

Our impact

"Not everything that counts can be counted, and not everything that can be counted counts." This sign was hanging in Albert Einstein's office at Princeton University. This powerful thought is very actual for organisations like VVOB in these times where 'value for money' tends to limit development relevance and efficiency to what can be counted (and can be proved).

Throughout the next pages VVOB provides an overview of its activities and interventions during 2011. You will see that much has been achieved by our teams and our partners. As it was the first year of our new 3-year programme, we welcomed several new partner institutions, while we continued to work with others. The desire of many institutions to engage once more in a new 3-year period proves how much VVOB's interventions and collaboration are valued by our partners and to what extent this is regarded as a positive contribution to quality education. This cannot be counted in numbers, but it surely counts.

Speaking about new partners, 2011 also marked VVOB's return to South Africa. VVOB launched together with its partners a programme to further improve the TVET-subsector within the country (with focus on the Free State Province). This subsector is evolving rapidly and is regarded by the government as one of the crucial instruments to move forward as a nation. VVOB feels honoured and privileged to be a part of that process. The mere fact that our South African partners regard VVOB as the right partner to be at their side cannot be counted in numbers, but it surely counts.

In each country VVOB directly works with institutional partners, aiming at the further development of the capabilities of these partners. We daily work with several departments within the Ministry of Education (curriculum development, quality control, etc.), with teacher colleges, and many others. These partners are not randomly chosen. These are partners that can make a positive and sustainable change within the education system. The choice and the ability to work with the right partners is one of the strengths of VVOB. It cannot be counted in numbers, but it surely counts.

By supporting partner institutions that are at the heart of the education system within a country, VVOB's impact goes well beyond the scope of its own interventions. VVOB strengthens partners whom are reaching out directly and indirectly to most of the children in their country. This can be counted in numbers, and it surely counts.

So, that is what we are sharing with you in this Annual Report 2011. Besides describing our own interventions and cooperation with our partners, we are also sharing our impact by having a look at what our partners are achieving. We are aware that not every single aspect of this change can be attributed to VVOB, but it is an honest attempt by VVOB to count what counts, and to show you the reach of the extremely relevant work we are realising each day again.



Sven Rooms
Programme director VVOB

2011: Getting ready for impact in Cambodia

Today, more than nine out of ten Cambodian children enroll in primary school but less than three out of ten complete the lower secondary level. The lack of relevance and poor quality of teaching are two important reasons behind this low rate. The Science, Environmental and Agricultural Life skills (SEAL) programme of VVOB addresses this challenge through strengthening the capacity of the eighteen provincial and six regional teacher training centres in Cambodia. Each year around 3,500 graduates start careers as school teachers after successfully graduating from these centres.

We aim to improve the training for these new teachers and focus on student-centred approaches for science subjects (biology, earth science, physics and chemistry) and selected life skills. The latter includes topics such as organic gardening, fish and chicken raising, water pollution, waste management, natural resources and biodiversity. The programme is implemented in two steps: the pilot stage (2008-2011) and the mainstreaming stage (2012-2013).



Completing the pilot journey

In 2011, the programme has completed its pilot stage at the teacher training centres of Siem Reap and Kandal provinces. Achievements in 2011 were on target: a core team of 37 teacher trainers gained the capacity to apply student-centred approaches in science and life skills teaching. They have also acquired the status of 'master trainers' as they are able to transfer the skills to their peers in other provinces. The core team also developed a variety of teaching aids in line with the local curriculum and context of Cambodia: 231 science posters, 235 low-cost experiments, 185 short videos on science experiments and 208 interactive multimedia resources. These were complemented with activity sheets and instructor's manuals as well as ICT or lab equipment and vegetable gardens.



"I am very satisfied with the activities at my college. Teacher trainers integrate agricultural and environmental life skills activities in their daily classes. After graduating, student teachers will be able to teach these life skills to their pupils in the primary schools."

Mr. Leav Ora, Director, provincial teacher training centre of Siem Reap province

All on board

The Ministry of Education, Youth and Sport of Cambodia recently revised the curriculum for teacher training centres and developed a national Teacher Development Master Plan. In doing so, they integrated the outcomes and activities of the SEAL programme. This creates a crucial supportive environment for the nation-wide scaling up in the next stage. VVOB also actively cooperates with other donors active in the field of teacher training such as the Japanese International Cooperation Agency and the Asian Development Bank. Programmes and activity plans are aligned, leading to substantial synergies.

"I like using multimedia in my teaching. It helps me a lot when I teach students about abstract concepts. For example during the lesson on plate tectonics, students can observe the core of the earth and the movement of plates on a computer animation. It increases their understanding and stimulates them to enjoy science classes."



Ms. Serey Keo, teacher trainer earth science, regional teacher training centre of Prey Veng province

Launching the main stage

During the pilot stage, we kept the scope of the programme small in terms of reaching target groups. This allowed us to assure quality during try-outs, material development and building capacity. As a result, a strong team of master trainers and quality materials are ready for scaling up to all 24 teacher training centres in Cambodia. Ahead of plan, we were already mainstreaming a first series of nation-wide trainings in 2011 and reached 200 teacher trainers and 189 teachers of practice schools. In 2012 we continue to support and consolidate the results of 2011 and increase impact by reaching a wider target group. Based on the experiences in 2011, the future looks promising.

"My teacher trainer likes to apply student-centred approaches and to conduct experiments during the lesson. It helps me to gain confidence in teaching and to understand the topic. When I apply this approach during my practicum at the practice school, the pupils enjoy their lesson a lot and they are very active."

Ms. Sivan Chhun, 20 years old, 2nd year student teacher biology and earth science, regional teacher training centre of Kandal province



Scope

A pick from our figures from 2008 until 2010

Direct target groups:

109 teacher trainers and teachers from practice schools

Intermediate target groups:

1,107 student teachers (840 for primary education + 267 for lower secondary education)

Ultimate beneficiaries:

162,000 pupils (123,500 from primary education + 38,500 from lower secondary education)

The DR Congo's improvement of school inspection services

VVOB's operations in the DR Congo started in 2008. In 2011 VVOB supports two programmes: one on improving quality of primary education and the other on technical agricultural education. For this, VVOB is strengthening inspection services of the DR Congo's Ministry of Education.

Primary education

The VVOB primary education programme in the DR Congo supports the inspection services of primary education. In the first place, it aims to improve education in the 2,700 primary schools of the Province Bandundu 2, as a pilot province. In this province 18,000 teachers teach 25% of the total population.

Seven revised inspection forms were tested in the field under the leadership of the 19 heads of the provincial inspection departments. The programme conducted a profound reflection on the functioning of the 'basic cells' in primary schools. These 'basic cells' are dialogue organs in which self-evaluation and self-development is practiced via exchange among teachers. From this reflection we learned how to effectively revitalise this structure in order to guarantee improved continuous learning of teachers.



"The basic cells are the lungs of the school: they give oxygen and thus life to the learning of the teachers."
Mr. Robert Lolekonda, coordinator in Kikwit

Technical agricultural education

In 2011, the technical agricultural education programme assisted the 1,250 technical agricultural schools of the DR Congo with the introduction and application of the new curricula. These were developed in the past years for the six available options: general agriculture, animal production, agricultural industry, forestry, fishery and nutrition. All 38 inspectors, originating from the different education provinces, were trained to provide the teachers with information on competency-based education in the fourth level of secondary school. These inspectors reached 8,700 teachers, benefiting 290,000 pupils.



"Development of the agricultural sector is a priority. I strongly encourage the continuous development of agricultural education for the next years."

Michel Djamba Kaombe, Inspector-General,
Ministry of Education



Scope

A pick from our figures from 2008 until 2010

- 13 tools developed for self-training of teachers through pedagogical units (called 'basic cells') of primary schools.
- 630 actors in education (teachers, headmasters, inspection) were reached by qualitative trainings.
- 2,100 teachers trained in using training modules for teacher trainings in 'basic cells', benefiting 60,000 pupils in primary education.
- 6 new curricula (based on 'approach by competency') developed and distributed, benefiting 1,250 technical agricultural schools for the education of 290,000 pupils in technical agricultural education.
- 2,400 teachers of 355 technical agricultural schools trained in the new 'learning by competency' approach, benefiting 50,000 pupils in technical agricultural education.
- 1,250 technical agricultural schools received reference books for teaching a total of 290,000 pupils in agricultural subjects, nation-wide.



The times, they are changing, in Ecuador

Looking back, 2011 was a good year. We started a new programme on Technical and Vocational Education and Training (TVET), and the School as Actors of Change programme had some important realisations.

Education innovation

First, we worked on the improvement of the in-service training of teachers and the implementation of education innovation. We supported the Ministry of Education to create a guide for the Institutional Educational Plan of schools; elaborated a pedagogical kit for rural schools; supported the creation of a virtual platform; and participated in the design of a proposal for a national strategy to promote education innovation.



"Innovative experiences contribute to the technical application of the new curriculum. Teachers are encouraged to use critical pedagogy to inspire students to extend their knowledge about local contexts, which will improve their lives and their communities."

César Castillo, Provincial Coordinator of Carchi

Initial teacher training

Another result within the Schools as Actors of Change programme is the improvement of initial teacher training. We were part of the team that prepared the creation of the National University of Education. And we supported processes to improve the academic quality of the teacher training institutes. We also worked on the elaboration of teachers and graduate profiles. Now the current and future teachers have a proper orientation to improve their performance.

"The National University of Education is being created to educate teachers who will be able to respect not only different cultural backgrounds, but also the diversity in terms of learning."

Ángel Bohórquez, VVOB Consultant



Supervision system

As a third result, we supported the Ministry of Education to reform the supervision system. In 2011 the Ministry released a new Support and Monitoring Model in 40% of the public schools: supervisors were divided into advisors and auditors. The Ministry in collaboration with VVOB, designed and validated the profiles for education advisors and auditors, together with supervisors, teachers and directors. Furthermore, 80% of the supervisors applied a first strategy for implementation of an institutional self-evaluation by schools.



"We are in the stage of creating the outlines of the introductory training for new advisors and auditors. We did a great effort to make the technical and legal aspects operational."

Paulina Fabara, Ministry of Education, Subsecretary for Support, Monitoring and Regulation of Education

Scope

A pick from our figures from 2008 until 2010

Improvement of educational performance of schools in 10 provinces:

- Direct target group: 81 schools in the 'Schools as Actors of Change' programme
- Schools in learning communities: 500
- Number of teachers: 3000
- 50,000 pupils of primary schools reached (1.6% of the students of General Basic Education in Ecuador)

Quality teacher training for basic education:

- Direct target group: 28 higher teacher training institutes (ISPEDs) and 3 faculties of education (universities)
- 49 directorates of ISPEDs
- 573 teachers of ISPEDs
- 4,569 students of ISPEDs, 100 students of universities

Technical and Vocational Education and Training (TVET)

In 2011, we started a new TVET programme. We cooperated intensively with the Ministry and other actors in the adjustment of the curriculum for technical secondary schools. Some examples are the merging of the different agriculture profiles, the development of four new professional profiles and new curriculums for sports and arts education.

"It is crucial to define the curriculum in harmony with the demand of the labour market, in order to provide relevant and quality education. We are aware of the need to create general policies in this direction."

Patricia Abril, Responsible for Technical Education of the Ministry of Education



Furthermore we focused on the result area of entrepreneurship as well as on strengthening institutional linkages between technical education and the productive sectors. Lots of exchange took place and possible actors and collaboration themes were identified. As a result, in December 2011 the first National Meeting between Technical Education and the Productive Sectors in Ecuador was a fact.

On the right track

The education field in Ecuador is changing rapidly due to reforms at all levels. Nevertheless, one should be aware that these changes are only first steps in processes to improve the performance of the sector. A lot of work still needs to be done to see the impact of the reforms but an honest outsider can only confirm that education in Ecuador certainly is on the right track.



Capacity development at the Ministry of Education in Kenya

The VVOB programme in Kenya focuses on capacity development of staff of the Ministry of Education through two distinguished sub-programmes: 'ICT Integration in teaching and learning' and 'Healthy Learning'.

ICT Integration in teaching and learning

The ICT Integration programme aims to increase the awareness and skills of personnel of the Ministry of Education to plan and implement various ICT related initiatives. For better teaching and learning in the schools, it pays the necessary attention to both the pedagogical, didactical and technical aspects of using technology. Kenyan schools are involved in a variety of projects and activities, initiated by the Government, partners or the schools themselves, risking duplication and overlap. The programme started, in 2008, with supporting the Ministry at its headquarters to address matters at the national (macro) level such as mechanisms for coordination and harmonisation; national guidelines; tools for sharing experiences, monitoring and evaluation... In this institutional approach, on-the-job training and coaching of managers and technical staff have found a place. Two national training institutions, CEMASTEVA (the Centre for Mathematics, Science and Technology Education in Africa) and KEMI (the Kenya Education Management Institute), infused ICT Integration into their in-service programmes for education managers and teachers in sciences and mathematics.

In the second phase, from 2011 onwards, we are looking into issues districts and schools (micro level) are grappling with. How these relate to the national level will also be looked into. Piloting this 'Holistic Model' will start in 2012 and will involve four secondary schools in four different districts.



"A few years ago, the emphasis in ICT in education in Kenya has been on the provision of computers to schools, after which it was left for individual schools to figure out what to do with the computers. Since the coming in of VVOB, through their wide range and scope of capacity building workshops, participation in international conferences and exchange visits, the shift from ICT as computers to a holistic approach of ICT integration in education has greatly grown amongst Kenyan educators."

Kizito Makoba, National trainer at the 'Centre for Mathematics, Science and Technology Education in Africa', ICT Integration Team member

Healthy Learning

The Healthy Learning programme works with 30 primary schools in 9 arid and semi-arid districts. From the beginning, capacity development involved staff from the national, district and school levels. Training and coaching takes place through a cyclic approach, combining workshops and monitoring visits. The main topics are: initiating and running school-based projects, financial management, resource mobilisation, active learning, monitoring, report writing... In 2011, we captured the experiences of Phase I (2008-2010) in a *Healthy Learning*

Teacher's Guide. This guide will help the Ministry of Education to roll out the programme. All schools are now ready to adopt several neighbouring schools – as part of the 'Healthy Learning Adoption Strategy'. We expect that Healthy Learning will reach more than 120 schools in 2012.

"To have orphans and other vulnerable children come to school, they need to have good health. So we provide them with vegetables to take home from our kitchen garden, maintained as part of the Healthy Learning programme."

Mrs Joyce Sankok, Headteacher Naru Moru Primary School, Kajiado North District



"A big advantage of Healthy Learning is that it helps to acknowledge and develop children's talents."

Janet Mwangangi, teacher



Scope

A pick from our figures from 2008 until 2011

ICT Integration team (national level): 20 members from all directorates and institutions linked to the Ministry of Education are trained

240 national ICT champions trained by the ICT Integration team

3000 teachers and head teachers from 1021 secondary schools trained by ICT champions

45 senior managers of the Ministry of Education trained + 75 personal assistants and senior secretaries of these staff members

+16,000 head teachers of primary and secondary schools and district education officers enrolled in distance learning course on Education Management, including ICT Integration

Improving quality of education and training in Rwanda

In Rwanda VVOB is active in the field of formal education and vocational training. We are supporting the mission of the Ministry of Education to transform the Rwandan citizen into skilled human capital for socio-economic development of the country, by ensuring equitable access to quality education. VVOB's current interventions in Rwanda's education sector are reflected in two capacity building programmes. These are thriving on a straight alignment with national policies and strategies.

School Management and School Leadership programme

This training programme was initiated in 2003 to address the problem of ineffective school management affecting the school performance. Its main objective is to improve the quality of school management in all secondary schools in Rwanda. A good school environment influences the study results of the pupils and opens the way to higher education and to suitable employment. The programme's emphasis is 'activity-based education' whereby educators are encouraged to take the needs of the child into account. The selected approach by the School Management programme is an associative management whereby all partners have a say in matters regarding the school's running and development. At the beginning VVOB's interventions were limited to twelve schools. With the increased awareness of the importance of the programme and changes in the administration, the programme's interventions targeted all secondary schools. Overall the programme uses a systematic approach for learning from experiences in pilot schools and for sharing lessons learned and good practices between the different actors (inspectors, district education officers, school management, trainers, etc.).



"I sincerely congratulate VVOB for identifying a crucial springboard that can improve any education system. Bad school management was indeed a threatening problem but today we can rejoice ourselves with a considerable and substantial change for the better."
Dr. Mathias Harebamungu, Minister of State in charge of Primary and Secondary Education

Technical and Vocational Education and Training (TVET) programme in collaboration with the Rwanda Work Development Authority

This programme has an excellent insertion within the existing structures (Ministry of Education, vocational training centres, technical schools, resource centres...). Over the years VVOB's technical assistance is highly appreciated for its commitment, collaborative attitudes and responsiveness to evolving needs and requests from the partners.

Since 2011 VVOB is teaming up in a new joint Belgian TVET programme in Rwanda. This 'Programme d'Appui à la Formation Professionnelle' (PAFP) is a collaboration structure between BTC, APEFE and VVOB. It combines the strengths of Belgian partners in their structural collaboration with the Rwanda Work Development Authority, hence offering many significant new opportunities. This initiative can be seen as a good practice of collaboration and donor alignment. With respect to the development of technical curricula, there is an active learning and development process, sharing lessons learned and good practices among all different national actors involved. VVOB's added value to this significant programme can be attributed to our grass roots experiences combined with policy advocacy and experience with policy making.



Scope

A pick from our figures from 2008 until 2010

Training sessions on School Management and School Leadership, and ICT:

- 2,979 directors and other school staff reached (head masters, deputies of study, deputies of discipline, bursars, secretaries)
- Covering 320,000 pupils

Training sessions in the TVET programme:

- 476 directors, teachers and trainers reached
- Benefiting 6,924 pupils

In 2011 thirty resource and reference centres in School Leadership and School Management became operational (one in each district) and were handed over to the district authorities. These were meanwhile trained by the programme to gradually take up their responsibilities in monitoring and assessing the implementation of School Management. Each pilot school started formulating a strategic plan for peer-to-peer learning among the schools in its district. The Rwandan Ministry of Education has committed itself to make the programme sustainable by incorporating it as a fully integrated component of its organisational structure by the end of 2013.

"I would advise young people to learn a vocational occupation in the tourism or hospitality sector as tourism is developing in Rwanda. Moreover, training allows to be more efficient once you integrate the workplace."

Felix Habona, 25 years old, laureate 2009
Lycée Ikirezi of Ruhango, self-employed



Starting up a new programme in South Africa

After careful identification and formulation since February 2010, VVOB started a new programme in South Africa in the last quarter of 2011. The programme aims to improve the pedagogical and vocational teaching practice of Further Education and Training (FET) College lecturers.

Landscape in motion

South Africa battles with both the lack of trained personnel on the labour market and the large number of unemployed young people. Therefore the education sector invests heavily in the improvement of the FET Colleges. They provide vocational training for school (grade 10-12, National Certificate Vocational (NCV)) and post-school students. The institutional landscape of the FET Colleges is strongly in motion and has known important changes during these last few years.



"We made it to level 4 because we were focused. I am so motivated to get this certificate, since it is crucial for my future. Many students who start NCV, don't know very well what they want and fail."

Chaka Selepe, student NCV level 4 at Bonamelo Campus of Maluti FET

Despite the efforts made, this sector faces huge challenges. FET Colleges are often regarded as 'second choice schools'. This shows in the rather low number of students and high drop-out rates. This is among other things due to the lecturers' inadequate or limited basic (i.e. language and mathematics), pedagogical, methodological and vocational (subject content) skills.

"I am worried about what will happen to me after graduating. This certificate is not yet fully recognised in my community. Will I get a job?"

Nkosinani Twala, student NCV level 4 at Bonamelo Campus of Maluti FET



"When I started level 2 of NCV, it really was my last chance. I left high school without a certificate. I had to leave because I was 21. In this FET College I found the focus and support I need to study and succeed."

Seebolane Mosiuwa, student NCV level 4 at Bonamelo Campus of Maluti FET

Official start

On the 18th of October 2011 VVOB signed a trilateral cooperation protocol with the South African Council for Educators (SACE) and the University of the Free State (UFS). The cooperation will run from 2011 to 2013 in the area of the FET College subsector.

Targets and activities

The programme wants to improve the learning results of the students of the FET Colleges and enhance their chances on the labour market. More specifically, we want to improve the pedagogical and subject specific education skills of the lecturers of the FET Colleges. The programme will support and create continuing professional development opportunities for lecturers, via close collaboration with its partners.



The programme will support SACE in playing its role as the promoter, regulator and coordinator of the professional development of South African teachers.

Secondly, VVOB will collaborate with ETDP-SETA (Education, Training and Development Practices - Sector Education and Training Authority), to support the FET Colleges in the Free State province in their development of quality plans for workplace skills development. With a forum for representatives of all the Free State FET colleges, we want to create a place for sharing and learning with and from each other and for addressing the specific professional development needs of FET College lecturers.

Thirdly, the programme will assist UFS in their provision of initial and continuing professional education, addressing the professional development needs of FET College lecturers. This will be in line with the national framework for lecturer development.

Initial focus

The programme started in October 2011 with the arrival of the technical assistant in the country. It was decided to focus at this stage on an activity that is extremely relevant for all partners around the table: the baseline research to map the situation of the FET colleges and their staff (profiles, qualifications and needs) in the Free State. This activity is crucial and fully embedded in the plans of both SACE and UFS. While developing the necessary instruments for the baseline research, a lot of attention was given to networking with other actors in the FET sector and to initiating collaboration.

"I reviewed the questionnaire for the baseline research. Asking questions is not easy. What is relevant and what will you do with the information? My involvement encouraged me to enroll in a masters programme. This will benefit my work in the South African education field."

Patricia Thahane, staff member SACE in 2011



2012

The data will be collected in 2012 and will have immediate impact on the more concrete planning of further activities in 2012. One of those is the development of formal qualifications for FET lecturers, in line with the now draft South African policy for qualifications of FET lecturers (to be finalised in June 2012). Based on the data we will also start the dialogue with all colleges in the forum, as discussed above.

Education reform in Suriname

The Surinamese Ministry of Education and Community Development (MINOV) aims to renew education in cooperation with VVOB. This is realised through the Programme for more Effective Schools Suriname (Progress). In 2011 we reached several substantial milestones.

Professionalisation within education

On November 11th the In-service Training Centre Suriname (CENASU) was launched. It aims at stimulating the continuous development of teachers and other employees of the Ministry of Education and Community Development. Several training needs have been identified. Based on these needs experts have developed new modules. The training of CENASU trainers is now being prepared. The first teachers will be trained mid 2012. Amongst others, the Progress in-service training 'child friendly education' will find its way to schools through CENASU.



"Professionalisation of teachers leads to quality improvement of our education."

Robert Peneux, Surinamese Coordinator Professionalisation



"Lecturers at the teacher training institutes are teaching the students how to help others to learn how to study. The New Teacher is learning to the third power!"

Archie Marshall, Surinamese Coordinator teacher training institutes



Professional profiles in education

The development of professional profiles is a good starting point to shape reform in education. The profiles describe the skills and knowledge one needs to be able to practise a certain profession. It is also an instrument for recruitment, selection, education, training, evaluation and assessment. The professional profiles for teachers, principals, innovation coordinators and care coordinators have been further developed by the Surinamese education field. The schools inspectorate has started developing its professional profile. This will be finalised by the end of 2012.

Improved services to schools

The departments of *Inspection; Guidance; and Research, Planning and Monitoring* have been working on the quality of services they offer to schools. A nice impulse for the Guidance department is for instance the care coordinator course. By now 50 of the 334 primary schools have appointed care coordinators. In 2012 the first phase of the care coordinator course will be evaluated. When the course has been revised, CENASU will offer it to all schools. The final objective is that every school has a care coordinator.



"Now that a care coordinator has been appointed, she will look for opportunities and possibilities together with the teacher. This way each child has the opportunity to grow, to get better."

Madhuri Sheombarsing, Care Coordinator J.H.N. Polanenschool

The New Teacher

All teacher training institutes have been working together to create a realistic scenario for the reform of the teacher training. This has been named 'The New Teacher'. In this scenario attention has been given to a better and more elaborate curriculum, a higher student intake level, time to learn whilst in-service, and competence-based training. The preparatory consultation with MINOV was already in a final stage by the end of 2011. The implementation is planned for the final quarter of 2012.

Scope

A pick from our figures from 2008 until 2010

Departments of Guidance and Inspection of MINOV:

- 50 of the 334 primary schools have a care coordinator.
- Approximately 10,500 pupils are attending a primary school in which a care coordinator is active.

Pedagogical institutes:

- All four teacher training institutes are participating in the revision of the curriculum of the pedagogical institutes.
- In all teacher training institutes renewal coordinators and quality anchors are active.
- All lecturers of the teacher training institutes (approximately 270 persons) have participated in one or more Progress trainings.
- This way we reached about 3,600 student teachers on the pedagogical institutes.

Professionalisation:

- 27 trainers have followed the in-service training of trainers in Didactics by Progress.
- With the help of 27 master trainers Progress managed to reach 268 primary schools directly. The remaining schools have received training via UNICEF.
- 1,003 people have been directly trained on activating didactics (by Progress): 900 teachers and 103 other people involved in education.
- This way 5,166 teachers of primary schools were addressed: 317 men and 4799 women.
- At least 35,500 pupils, half of all pupils attending primary school, have been reached by means of the Progress trainings.

Promoting Active Teaching and Learning in Vietnam

Our education programme takes place in five provinces in North and Central Vietnam. It aims to improve the quality of education by promoting the use of Active Teaching and Learning (ATL) methods. We are cooperating mainly with three partners: the Teacher Training Institutes (TTIs), Departments of Education and Training (DOET) and Women's Union (WU). In each of these institutes we are improving capacity at different levels: management, trainers and implementers (principals, teachers, college lecturers, club leaders and facilitators) and where possible we support the partner to reach the next level target groups (college students, club members being parents).

Involvement at management level is important to ensure understanding of and support for activities, and sustainability. By the end of 2010 and again in 2011, about 30 TTI managers, 15 DOET managers and 10 WU managers participated in trainings and workshops on aspects of planning, monitoring and evaluation of capacity development.

Teach the teachers

Training trainers is a practical way to reach a bigger group of people and increases the sustainability of the activities. To do this, we follow the same approach with each partner: developing relevant materials with the partners, training a number of key trainers, supporting the key trainers to multiply the training to their target groups (with limited funds, coaching and monitoring), and where possible offering limited support for the next level of multiplication.

Key trainers

In the first phase of the programme (2008-2010), VVOB focused on capacity development of key trainers. By the end of 2010, in the TTIs about 200 trainers (college lecturers) were trained. They multiplied trainings on different aspects of ATL to about 500 lecturers (about half of the total number of lecturers of the five TTIs). In the DOET, about 100 provincial and district staff were trained to multiply similar trainings on ATL, and on topics of education management as well. They trained about 2,200 teachers and 2,300 principals in 2010 and even more in 2011. In the WU, 25 key trainers at provincial and district level were trained on topics of social participation in education in 2010 and again in 2011. These people trained 152 leaders and facilitators of 'education clubs' (a club concept developed by VVOB and promoted by the WU). These clubs are able to reach more than 3,000 parents each month in their well attended club meetings.



"The content of club activities is very practical and useful for parents. Realising the influence of the Education and Life club, we have upscaled the model from two pilot clubs initially in 2009 to 30 clubs by the end of 2011."

Ms. Nguyen Thi Ha, representative of the Nghe An Women's Union, talked about the effectiveness of the Education and Life club!

Support the multiplication

By the end of phase one, these key trainers already reached a significant number of stakeholders. In the second phase of the programme (2011-2013),



Scope

A pick from our figures from 2008 until 2010

Teaching methodologies in TTIs:

- 30 managers of TTIs reached
- 202 key trainers ATL trained
- 505 lecturers trained by key trainers
- 3500 students (pre-service teachers) trained by lecturers

Teaching methodologies in in-service (DOET):

- 32 key trainers reached
- 2200 lower secondary teachers

Education Management in in-service (DOET)

- 32 key trainers
- 2300 school principals received in-service training by key trainers
- Management and at least 2 teachers of each lower secondary school of 5 provinces reached

Social participation (through Women's Union):

- 25 key trainers (provincial and district level)
- 152 key trainers at commune level (club facilitators)
- 3040 parents attending monthly club meetings

each partner institute continues with this capacity development. In phase two we still support the development of materials, we are training key trainers in other ATL related subjects and supporting the subsequent multiplication.

However we are also focusing more on assisting the respective institutes in planning, monitoring and evaluation of capacity development. When our partners are planning and monitoring these activities, this indicates we reached our goals of sustainability and ownership.

"In some classes, in the morning there were 30 participants, and in the afternoon 35 people came because they heard that the training was really relevant."

Nguyen Van Trac, member of the Provincial Programme Unit and the Core Group, talked about the multiplication trainings in Facilitation and Peer Coaching.



Supporting teacher training for primary education in Zambia

The Teacher Training Support programme started in 2008, and will run until the end of 2013. The specific goal of this programme is to improve the quality of pre-service and in-service teacher training for primary education in Zambia – including distance learning.

College leadership and continuous professional development (CPD)

To improve the quality of teaching and learning at colleges of education, leadership support in CPD was provided to 12 CPD coordinators and 24 (vice-)principals. As a result college action plans have been implemented and regular national CPD meetings take place. In collaboration with the *Leadership and Learning Center* (USA) a large seminar was held reaching 70 college leaders and senior staff of the Ministry of Education.

Distance education coordinators

To increase the number and quality of teachers, colleges were supported in the development of new distance education programmes with a focus on improving learner support. A monitoring tool was developed and implemented with the Ministry of Education to measure quality standards of distance education.

Staff of the Ministry of Education for community schools

In 2011 we focused on more sustainable outcomes in our support of community schools. VVOB started to work closely with senior staff of the Ministry in the development of a framework to ensure community schools receive the resources and training they are entitled to.



"We need to find innovative ideas of improving community schools, even if it's one idea... we have a way of influencing change by presenting Memos to Cabinet."
Mrs. Ruth Mubanga, Director Education Specialised Services, Ministry of Education



Zambia Knowledge Centre

The Zambia Knowledge Centre portal was developed on an offline library called the 'eGranary'. The establishment of Bongo Hive, an incubation lab for young technicians, triggered a lot of interest and led to extra funding. Colleges will be able to benefit from its work, as Bongo Hive can develop tailor-made educational applications.

Scope

A pick from our figures from 2008 until 2010

- VVOB Zambia in a joint programme with the Ministry of Education has been working with 72 leaders of 12 Colleges of Education to support Continuous Professional Development, Distance Education and ICT.
- We have reached about 500 college lecturers. Indirectly we reach about 6,000 students per year.
- Between 2008 and 2010 the programme also supported school-based CPD with 64 senior staff of the Ministry of Education at provincial and district level in 3 provinces. These officials indirectly support around 3000 teachers in school-based CPD, reaching 23,000 community school children.

"I am more confident now when it comes to mobile application development. Thank you, especially for the mentorship and for having changed the direction of my thinking and career enormously."

Ella Mbewe, trainee at the incubation lab



National In-Service College of Education

Writer teams of the National In-Service Teachers College have been trained. This resulted in five draft specialised courses to support lecturers of other colleges on distance education, ICT in education, collaborative learning, action research and 'lesson study'.

"I was able to go further than my initial plan to launch and implement 'mymathlab', a tool that integrates ICT in the teaching and learning of mathematics for my students. My college signed a memorandum with the South African Institute for Distance Education. This would not have been possible had VVOB not taken me on board."

Lemmy Kangwa, National In-Service Teachers College



Learning, monitoring and action research in Zimbabwe

Managers of teacher education colleges as change agents

College administration in eleven out of fourteen teacher education colleges in Zimbabwe took over the management of the financial resources for our college-based Quality Education and Vulnerability programme. College managers increasingly took part in dialogue and decision making around the programme. This sped up the decision making process and helped managers to see the opportunities for the programme across the college.

A framework for a student friendly college environment was developed with principals from all fourteen colleges. The strategic plans of the colleges showed a focus on becoming increasingly student friendly in many ways.



"A vision by the top or bottom which is not shared, is only a dream."
Mr Muwandi, Principal Mutare teachers' college

For lecturers by lecturers: staff development

Staff development initiatives in eight colleges during 2011 reached out to a total of 406 lecturers with knowledge and skills geared towards strengthening lecturers' capacity to respond positively to students' needs and situations:

- Basic Attending Skills: helping lecturers to build awareness and attention for the student both in and out of the lecture halls.
- Environmental Education: developing and implementing college-based projects that offer practical learning experience for student teachers.
- Inclusive education: exploring how colleges can be more inclusive, and how student teachers can be better prepared to work in an inclusive school and classroom.
- Early Childhood Education: working with the Say and Play toolkit, offering practical guidance on counseling young children.



"VVOB made us a family as colleges by creating platforms for us to share and learn from each other."
Mrs Mutsambwa, Seke Teachers' College

Student development: life skills and peer education

For many years, VVOB has supported programmes and activities by teacher education colleges that build life skills of their students and strengthen their peer education clubs. From 2011, all colleges managed to implement these programmes successfully without support from VVOB's technical advisors. 2011 saw the start of the development of a toolkit that brings together all materials developed with the teacher education colleges around life skills and peer education over the past years. In 2012, this toolkit will be produced and made available to all teacher education colleges in the country.

"I was a student at Morgan Zintec College. You gave me all the skills necessary to survive college and went further to train me as a facilitator and award me with a certificate. Now I am teaching at Arcturus mine and have been given the privilege of teaching guidance and counseling. I would like to thank you very much for your assistance."



Trust Chihota, teacher

Helping teachers to mentor student teachers

In 2011, colleges have strengthened the mentorship of student teachers on teaching practice in schools. As it is relatively expensive to bring teachers from schools together, VVOB could provide a financial contribution to only four colleges. Another college organised its own funding after building a training programme together with VVOB. These five colleges reached a total of 882 mentors to effectively support student teachers during teaching practice.

Organisational learning

2011 saw a major focus on learning, monitoring and action research. The VVOB team engaged in an action research process exploring the question: How can VVOB better support deeper reflection and learning practices of partners in colleges? At the same time, colleges developed their own learning questions on a variety of issues including participation, motivation and translating insights into action.

Scope

A pick from our figures from 2008 until 2010

- 7,000 student teachers reached every year through college-based workshops on life skills and peer education.
- Increasing number of lecturers benefit from college-based staff development activities: from 500 lecturers in 2009 to 1,000 lecturers in 2010.
- Collaboration with UNICEF reaches over 7,000 in-service teachers from more than 800 schools in times of cholera. Number of children benefiting: approximately 30,000.



Agricultural extension in Cambodia and Vietnam: getting ready for handover

Next to education programmes, VVOB is also implementing agricultural extension programmes in Vietnam and Cambodia. We will phase out these interventions by the end of 2012 following the strategic decision of VVOB to concentrate on formal education. The current PAEX (Participatory Agricultural EXtension) programme in Vietnam started in 2008 as the continuation of two earlier projects in 2001-2007. The VVOB support to the agricultural extension system in Cambodia started only in 2008 with the ImAge programme (Improvement of Agricultural Extension). Through the strengthening of agricultural extension, both programmes aim to improve farmer's agricultural practices and livelihood.

PAEX in Vietnam

In line with the national policy PAEX contributes to an extension system that addresses the needs of the farmers. Farmers and extension personnel need skills to be able to play their role in an extension system that is based on real farmers' needs. To support this development, we collaborate with the Agricultural Extension Centre, Department of Agriculture and Rural Development, Women's Unions and Farmers' Associations in five provinces of South Vietnam.

In phase one (2008-2010), our operational partners, the Mekong Delta Research Institute (Can Tho) and the Institute of Agricultural Science (Ho Chi Minh City), organised training and coaching. Since 2011 we work directly with provincial authorities, although field staff of the institutes are still liaising with the provinces. During phase 1, 66 Farmers' clubs were started, the basis of the bottom-up approach: clubs and extension workers exchange information in a participatory manner. As part of this approach club members initiate experiments (254 experiments were carried out in 2008-2010 and 131 in 2011). At first we trained extension workers centrally, but since 2009 we train core groups of trainers in each province. During 2009 and 2010 26 'Trainers of Trainers' were trained, who in turn train new trainers, extension workers, Farmers' clubs and members of Mass Organisations. The training – supported by materials that we developed - ranges from participatory development of new technologies to issues regarding the Farmers' clubs (leadership, club administration, experiments,...). In all 2,848 participations of Farmers' clubs, extension workers and Mass Organisations were registered in 2008-2010 and 1,232 in 2011. Clubs

and extension workers (186 of the participations in 2011) were trained in participatory extension planning so their plans can be in line with official guidelines while based on local resources and needs.

While these trained clubs and extension workers now have the skills to participate in the development of needs-based planning, our close cooperation with the Agricultural Extension Centre ensures that a participatory approach is part of extension activities. On a higher level (management of the Agricultural Extension Centre and the Department of Agriculture and Rural Development), we advocate that the provinces allot time and means for participatory methods and that the planning takes into account the farmers' needs. The latter we do in meetings and workshops (32 in 2011) organised for the leaders of the Department of Agriculture and Rural Development and the Agricultural Extension Centre, key extension workers, Farmers' Association and Women's Union (about 1,000 participations registered in 2011). In 2011 the commitment of the provinces was reflected by their contribution to the PAEX activities of an extra 40%.

"It is quite time-consuming to develop a technical leaflet with farmers. However, it is easy to see that when farmers talk with farmers, they use their own words, and information is more effectively disseminated and easier understood. Also, information provided by farmers is more up-to-date and practical. That is why we have developed technical leaflets together with farmers."

Mrs. Nguyễn Thị Thanh Tâm, field staff of the Sóc Trăng provincial Agricultural Extension Centre (AEC)





ImAgE in Cambodia

The Cambodian agricultural sector has great potential for productivity improvement, e.g. if rice yield is the same as in Vietnam at 4.6 ton/ha, rice production in Cambodia would double. This would lift a large number of farm households above the poverty line and improve food security. However, farmers are reluctant to change their practices: rice is their main source of income and they consider the risk too high. Clearly, training farmers is not sufficient to convince them to adopt new practices.

One way to overcome this barrier is by conducting farmer field schools and setting up demonstration plots where farmers witness first-hand the benefits of new practices and learn to apply them. The ImAgE programme strengthens provincial and district extension workers in knowledge and skills to conduct such field activities and support farmers. Through the Provincial Department and District Offices of Agriculture in Kandal province the programme also supports the establishment of 74 village farmer groups and many more topic-specific subgroups. Nearly 3,000 farmers now regularly conduct farmer group meetings. Extension workers support these farmer groups, providing advice and training on technical matters, methodology and farmer group management. In 2011, the 45 extension workers in the seven target districts of Kandal conducted 297 farmer field schools in chicken raising (59), mushroom production (61), fish raising (60), organic vegetables (59), and rice growing (58). On all these topics the programme developed together with the Ministry of Agriculture, Forestry and Fisheries training manuals, technical notes and leaflets. 48% of the targeted farmers in the three pilot districts adopted at least one new agricultural practice while in the four recently added districts we see the first early adopters. This leads to considerable improvements in productivity; e.g. rice yield/ha increased from 2.6 to 4.5 ton/ha and mortality rates for chicks declined from 46% to 9%. Surely these impressive results will convince more farmers to adopt new practices.

Also in 2011, 77% of the farmer groups established saving and credit groups, involving nearly 2,000 farmers. The trust and solidarity between the members of these groups leads to improved empowerment of the farmers as they become more united and self-reliant. Women's participation in these groups is very high, a success for the gender mainstreaming of the ImAgE programme.



"By using the chicken raising technique with semi-confinement, I have good results. The death rate of the chicken is very low and they grow fast. Most importantly, I can control my chickens better and intervene when needed. I am also able to keep track of my stock now: I know how many chickens I have in the opening stock and can count how many I have in the closing stock. This allows me to do an economic analysis and calculate if I have any profit."

Suong Saroeun, farmer, 45 years old, lives in Pohnea Lueu district of Kandal province

What the future holds...

2011 was a year of heavy rains and flooding in Southeast Asia, affecting numerous families in rural Southeast Asia. This unfortunate event underlines once more the vulnerability of the poor who often depend on small-scale, subsistence farming. By enabling and convincing farmers to reduce their dependency on single crops and improve their agricultural practices we can limit this vulnerability. Both the PAEX and ImAgE programmes have significantly contributed to addressing this challenge.

2012 will be the year to consolidate our work so that farmers will continue to benefit from the improved extension services and systems in the future. The programmes work closely with the local Vietnamese and Cambodian partners. This integration in the local systems makes us hopeful for a successful handover and dissemination of sustainable results when the programmes end in 2012. Still, numerous challenges remain and 2012 promises to be a busy year for our agricultural extension teams in both countries.



Financial report

Financial health

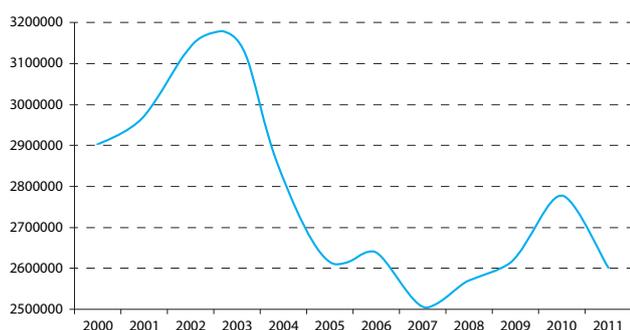
Ensuring the financial health of VVOB is a strategic objective for the period 2008-2012. It is measured through two indicators: a stable equity that preferably follows the trend of purchasing power, and diversification of funding sources.

Evolution of equity

The equity has increased from 2,508,000 in 2007 to 2,602,000 euro in 2011: an increase of about 3.7%. This is not in line with the evolution of the health index, partly due to the unexpected loss on the book year 2011.

The income through other than the traditional donors DGD and VAIS varies between 100,000 and 300,000 euro per year over the past five years. In 2011 this was 252,000 euro. The objective is to achieve 1,000,000 euro in 2013. Because of its status as a non-governmental organisation with an official character, VVOB is not eligible for the most common funding lines of the EU and bilateral donors. In 2012, nevertheless, VVOB opens conversation with some of the larger donors.

Evolution of equity 2000-2011



SchoolLinks

The first phase of three years of the SchoolLinks programme ended in September. Until this month, 115,000 euro from the Flemish grant was spent. To bridge to a new funding from the Flemish government in 2012, the remaining months were financed by equity.

Programme operations: DGD grant

DGD approved the programme covering the period 2011-2013 by means of a split credit of 30,000,000 euro. The federal government of current affairs was not authorised to capture this commitment for three years in a Royal Decree but provided a payment in three parts of the funds that were foreseen for 2011 (9,500,000 euro). During government formation in December 2011 an immediate cut of 5% was enacted with retroactive effect from January 1st. This saving was painful but was operationalised by cutting as little as possible in the anticipated results in the partner countries. A slow start in South Africa resulted in released resources that could be redistributed among other countries. Early 2012, the budget for the period 2011-2013 was rearranged to a total of 28,500,000 euro.

The effective realisation for 2011 amounts to 8,321,489.47 euro. This means a realisation degree of 88% with respect to the received grant. A catching up is foreseen in 2012 and 2013.

Result

The cut of 5% on the DGD grant has a direct effect on the result of the association. The general operating funds for the management of the programmes in the South were already tight budgeted. In order not to cut in the muscles of the support system, a part of this cost is shifted to structural costs. The increased general operating grant from the Flemish government - from 250,000 in 2010 to 300,000 euro in 2011 - is not sufficient to cover these additional costs. This explains the loss of 62,513.76 euro as initial result of the financial year. In order to realise the strategic goal of a stable equity in the following years, there is a limited cut in staff costs through a decrease in personnel with one full-time equivalent early 2012.

The company auditor states that the reserve for the holiday pay of the expat associates, that traditionally was recorded as a fixed fund in the balance, should be conceived as a social debt to book within the book year. Through this one-time accounting-technical correction, the loss for the financial year increased by 113,733.66 euro. Simultaneously, the fixed fund 'holiday pay' is reallocated as a positive amount to the deferral. The loss of 176,247.42 euro as the final result of the financial year, therefore has the effect of a reduction of only 62,513.76 euro of equity of the association.

Balance

The balance sheet total increases to 34.6 million euro, mainly due to an increase in receivables. A similar increase in liabilities is found in the short-term debt. After the final audit by DGD of the grants received for the book years 2008, 2009, 2010 and 2011, these accounts will be reduced by the final grants amounting to 34.6 million euro.

Audit

The General Assembly of June 22nd 2011 has appointed Mazars as the company commissioner for verification of the book years 2011-2013. Punctual local internal control audits are held by Ernst & Young. The company commissioner provided a statement without reservation for the book year 2011.

Balance sheet

(all in euro)

| | 2011 | 2010 | 2009 |
|--|-------------------|-------------------|-------------------|
| Assets | | | |
| A. Fixed assets | 41.945 | 47.371 | 55.201 |
| B. Accounts receivable (due within 1 year) | 29.809.301 | 21.143.375 | 9.159.935 |
| C. Cash and investments | 4.716.485 | 3.822.849 | 5.518.269 |
| D. Prepaid expenses | 71.528 | 102.228 | 33.493 |
| Total Assets | 34.639.259 | 25.115.824 | 14.766.898 |
| Liabilities | | | |
| A. Reserves and accrued profit/loss | 2.602.300 | 2.778.547 | 2.628.936 |
| B. Provisions | 150.000 | 150.000 | 130.000 |
| C. Accounts payable (due within 1 year) | 31.886.959 | 22.187.276 | 12.007.962 |
| Total Liabilities | 34.639.259 | 25.115.824 | 14.766.898 |

Profit and Loss Statement

(all in euro)

| | 2011 | 2010 | 2009 |
|---|------------------|-------------------|------------------|
| Costs | | | |
| A. Structural costs | 941.810 | 793.638 | 768.880 |
| a. Services and diverse goods | 313.614 | 264.114 | 248.638 |
| b. Personnel costs | 587.124 | 471.678 | 382.637 |
| c. Depreciation | 15.275 | 29.746 | 22.867 |
| d. Other costs | 25.797 | 28.100 | 114.738 |
| B. Management costs | 943.489 | 1.090.627 | 721.055 |
| a. Personnel costs ('North' and 'South') * from 2009 only 'North' | 805.736 | 565.762 | 497.230 |
| b. Audit, monitoring and evaluation, learning processes | 77.703 | 296.775 | 194.067 |
| c. Other | 60.050 | 228.090 | 29.757 |
| C. Operational costs (programme costs) | 7.360.563 | 10.165.825 | 8.062.930 |
| a. DGD programme | 6.910.526 | 9.762.613 | 7.581.661 |
| b. FICA programme (<i>SchoolLinks</i>) | 115.815 | 110.711 | 102.625 |
| c. Other programmes | 334.223 | 292.501 | 378.644 |
| Total costs | 9.245.863 | 12.050.091 | 9.552.865 |
| Income | | | |
| a. Subsidy | 9.054.102 | 12.165.607 | 9.548.637 |
| b. Financial income | 14.839 | 34.065 | 41.070 |
| c. Other income | 675 | 30 | 19.019 |
| Total income | 9.069.616 | 12.199.702 | 9.608.726 |
| Result after use | | | |
| Result of book year | -58.331 | -113.798 | -90.394 |
| Use of result | 117.916 | 263.409 | 146.255 |
| Calculation of deferral of book year | | | |
| Profit (loss) | -58.331 | -113.798 | -90.394 |
| Retained earnings | -49.030 | 64.768 | 155.162 |
| Deferral of book year | -107.361 | -49.030 | 64.768 |

Annex

Management of VVOB in 2011

Below is a list of the members of the **General Assembly** of VVOB. The members of the **Board of Directors** are on top of the list.

| Board of Directors | General Assembly |
|---|--|
| <ul style="list-style-type: none">● Chairperson:<ul style="list-style-type: none">Mr. Stefaan Van Mulders, Administrator-General of Youth Welfare AgencyMrs. Ann Breemersch, Director of Flemish Departement of Agriculture and FisheriesMrs. Ann Brusseeel, Member of the Flemish parliamentMrs. Martine Caron, Delegate of VLHORAMrs. Maria De Smet, Delegate of VLHORAMr. Erwin De Wandel, Office of the Minister of Development Cooperation, Indirect CollaborationMr. Jos Geysels, Chairperson of 11.11.11Mr. Marc Hendrickx, Member of the Flemish parliamentMrs. Judith Kerkhof, Development and Education ExpertMrs. Ruth Lamotte, Flemish Ministry of Education and Training, Department International RelationsMr. Luc Lathouwers, Secretary-General, Department of Administration AffairsMr. Peter Moors, Director-General, Foreign Affairs, Foreign Trade and Development Cooperation, DGDMr. Marc Olivier, Founding member, Honorary Chairperson Flemish parliamentMrs. Sabine Poleyn, Member of the Flemish parliamentMr. Jan Roegiers, Member of the Flemish parliamentMrs. Inge Roggeman, Delegate of V.I.W. FoundationProf. Patrick Sorgeloos, Chairperson of VLIR-UOS, UGentMr. Jef Tavernier, Development and Education ExpertMrs. Heidi Vander Poorten, Director Equal Opportunities in Flanders, DARMr. Yvan Verbauwhede, Coordinating Inspector General of the Flemish Ministry of Education and TrainingMrs. Kristien Verbrugghen, Director of VLIR-UOSMr. Koen Verlaeckt, Secretary-General of Flanders InternationalMr. Christian Verougstraete, Member of the Flemish parliamentMrs. Mieke Vogels, Member of the Flemish parliamentMrs. Ulla Werbrouck, Member of the Flemish parliament | <ul style="list-style-type: none">● Mrs. Soetkin Bauwens, OVSG● Mr. Patrick Blondé, Delegate of VLHORA● Mrs. Lisbet Colson, Coordinator of VSKO● Mrs. Betty De Wachter, Coordinator of VVSG International● Prof. Paul Janssen, Delegate of VLIR-UOS, UHasselt● Prof. Marlies Lacante, KULeuven Psychology Department● Prof. Roel Merckx, Vice Chairperson VLIR-UOS, KULeuven● Mr. Walter Thiebaut, Chairperson V.I.W. Foundation● Mr. Luc Van de Velde, Delegate of VLHORA● Mrs. Raymonda Verdyck, Managing Director of GO! |

VVOB, the Flemish Association for Development Cooperation and Technical Assistance, is a non-profit organisation that implements development programmes in the education sector. Our core business is to provide technical assistance in education programmes. This way VVOB supports local capacity building as a means to stimulate sustainable development and poverty reduction.

With the support of
the government of Flanders

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