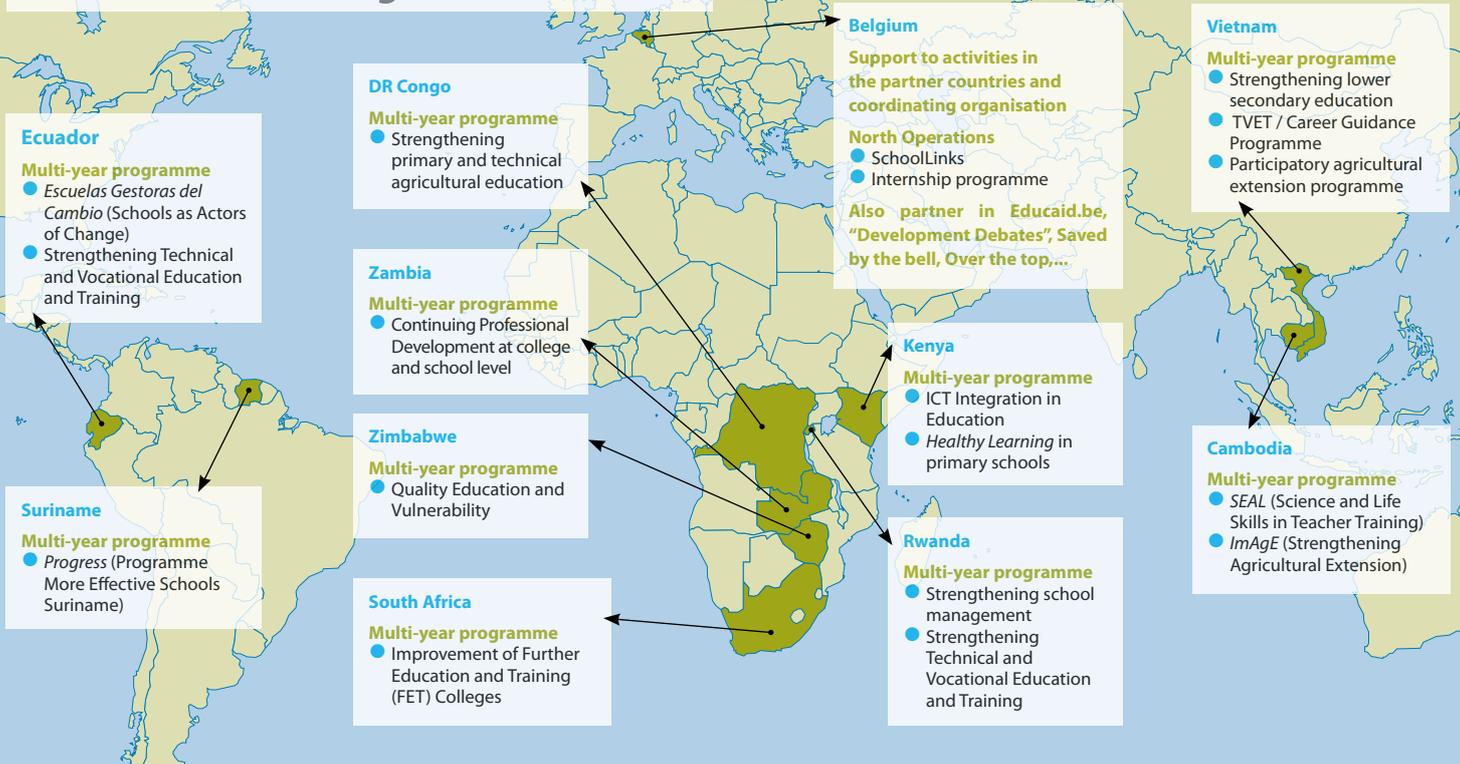




# Annual Report 2012

*Overcoming inequality*

# Overview VVOB Programmes in 2012



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# Preface

## *Wanted: bright benevolence*

Power is exercised by groups and institutions. But personally we also exercise power by whether or not we carelessly follow conventional ways of thinking. If our benevolence for an 'evident discourse' becomes too large, we risk to blindly follow one's course.

The focus on results, in monetary terms even expressed as 'value for money', could be such a discourse. VVOB also forces itself to get the most out of every received euro and demonstrates this with figures. Within our thematic line of training of teachers and school leaders, for example, we can state that we currently have partnerships with almost 140 teacher development institutions in 10 countries, directly reaching over 2,000 teacher trainers per year, and indirectly more than 32,000 teachers and school leaders per year for an average cost of less than 200 euro per teacher or school leader.

However, when optimising quantifiable effectiveness becomes an obsession, this can conceal that the stimulation of processes can yield just as valuable results.

We focus on the improvement of (parts of national) education systems. A Ministry of Education that has improved its strategy around key themes and is able to realise this strategy by powerful internal processes makes a guaranteed difference for 100% of the student population. That is also strong evidence.

An older but still popular thinking is that poverty is primarily a matter of material scarcity. Money for development should therefore be converted mainly in investments and in operating funds for local organisations.

Investing in people, in their capacity development and knowledge building, is however the condition for a sustainable return of any investment. This is what happens in the education sector par excellence, this is exactly what VVOB aims for and achieves with its specialised technical assistance.

In 2012, VVOB celebrated its thirtieth birthday. This adulthood brings along a clear vision on what is essential, cutting through popularising trends and the illusion of an all-embracing discourse.

- We have an eye for both processes and quantifiable results at target group level.
- We are strengthening the capacity of people and institutions as a sustainable investment.
- As specialists we do this in a sector that ultimately determines the strength of a society: education.

We are counting on it that this will earn us the goodwill of our partners, our employees and donors in the coming years.



**Bart Dewaele**  
Director-General VVOB



# WVOB in Flanders

## Building bridges

In 2012 WVOB considers the substance of its North operations. These are the activities of WVOB in Flanders with the aim of creating a greater Flemish support for a solidary society. To this date, this section increased largely organically and was mainly shaped by the SchoolLinks and the internship programmes. The following pages elaborate on these two programmes.

In addition, WVOB also has partnerships with higher education colleges, there is an ad hoc response to questions from other actors on education and development, we co-organise 'Development debates' and we develop a lot of communication activities in order to enhance Flemish public support (websites, social media, newsletters, partnership with Klasse,...). Through the platform Educaid.be, WVOB helps to share information on education and development and wants to strengthen Belgian policy around these themes.

A context analysis and strategic reflection will orient the North operations of WVOB for the years to come. We want to help build a more solidary Flemish society. Such a society needs an education in which teachers and students will gain the necessary knowledge to contribute to a sustainable world where everyone has equal opportunities. In Flanders, WVOB therefore wants to focus on the quality of education, and this by embedding the global perspective (and more specifically North-South) within certain subsectors of Flemish education.

We do this by making it possible to have a fruitful interaction between educational actors in Flanders and the South. We support contacts and cooperation processes between educational institutions in North and South, and assist them to develop this cooperation process in the best way. To achieve this 'bridge function' in the best way, we will look for more coordination and integration between what we do in the South and what we do in Flanders. In this we can realise the most value compared to what other actors are already doing in Flanders.

Given the objectives, our partners in the South and the needs within the Flemish education sector, WVOB will focus more explicitly on the Flemish teacher education and the sector of technical and vocational education from 2014 on. In the course of 2013 we will reflect on the concrete implementation.



Pieter-Jan De Marez  
Responsible North Operations WVOB



### Klasse visits Ecuador

Klasse is a department of the *Agency for Education Communication* of the *Flemish Ministry of Education and Training*. They visited WVOB Ecuador in 2011. Journalist Elke Broothaerts went to several schools with the video camera at the ready. In 2012, *TV Klasse*, *Maks!* and *Klasse voor leraren* published her reports.

- **Overview:** [www.vvob.be/vvob/en/klasse-ecuador](http://www.vvob.be/vvob/en/klasse-ecuador)
- [www.klasse.be](http://www.klasse.be) | [www.maks.be](http://www.maks.be)

Tijdens mijn stage heb ik één belangrijk doel: de ouders meer betrekken bij het onderwijs. Als de kinderen naar huis gaan, moeten ze vaak helpen op het land en mee de koelers melken. Ze maken hun huisde werk niet omdat de ouders er totaal niet mee bezig zijn. Als we vers willen veranderen in dit land, dan zullen we toch moeten samenwerken, ouders én leraren."

#### Weinig meisjes

Er zijn 28 lerarenopleidingen in heel Ecuador, 70 procent van de studenten in het derde jaar zijn meisjes. Alleen bij de

gebied zijn de meisjes studeren hier meestal verder omdat ze vroeg kinderen krijgen en voor het huishouden moeten zorgen. De lerarenopleidingen in de Amazone liggen bovendien aan de rand van de jungle. Hier komen studenten naartoe van overal. Ze zijn soms dagen onderweg om hier te geraken en blijven hier meestal drie maanden wonen. Voor meisjes is die tocht te gevaarlijk.

Libia López (42) is een ultraronding. Ze is met haar hele hebben en houden →

... ook een sociaal ... familie en vrienden en dat is soms hard. Maar door dit te doen, kunnen we echt iets in beweging zetten in ons land. Daarom heb ik voor het Meuteronderwijs ...



# SchoolLinks

## Towards a general focal point

In 2012, VVOB supports twenty school links between primary and secondary schools in Flanders and in the South. A total of fifty schools are actively involved, receiving a first, second or third year of support from the SchoolLinks team. This mix of beginners and more experienced schools guarantees a fruitful exchange of experiences between the Flemish schools.

### Solidarity reshaped

Educating pupils to be global citizens is a wonderful ambition of schools. Developing a school link makes this global education very concrete and tangible because it gives a face to the 'South'. In addition, the awareness and importance of exchanging experiences between teachers is growing. This not only makes a partnership more equal, it also allows implementing solidarity in a different way than through traditional fundraising initiatives. In this context eight school links make an explicit link to our programme operations in the South. This way, these schools are substantively connecting their cooperation with an education theme of VVOB and developing their activities in function of this.

### On track

In 2012, we have further extended our existing support package for schools. Next to the financial backing for school link activities, partner schools receive personalised advice and substantive guidance. And this is much appreciated. Schools give an average score of 6.24 on a scale from 1 (strongly disagree) to 7 (strongly agree) on the question whether VVOB gives them sufficient guidance in the development of the school link. The trainings in 2012 have an average of 26 participants. They also receive an average satisfaction score of 6.24 on 7. Moreover, the participants indicate in the evaluation form that the training has provided them with a better understanding of the development of their partnership, and that it helps them to tackle the activities more effectively: both scoring 5.1 on 6.

### Some figures regarding the activities within a school link:

- Half of the Flemish schools implement 5 or more global education activities that are aimed at strengthening competences on global citizenship among students.
- 11 school links undertake several activities aimed at capacity development of the partner school.
- 18 schools visit their partner school. In 12 cases it concerns a visit by the partner school in the South to the Flemish school.

### Mapping the effectiveness of SchoolLinks

In 2012, we actively focused on a more structured monitoring of individual school links to be able to make statements about the impact of the programme over time. In the context of the PULSE study on the effect of public support activities, HIVA assessed our existing approach of



monitoring and evaluation. Upon their advice we observed and evaluated each school link via a number of criteria (support, communication, activities, etc.). In doing so we can monitor their strengths and weaknesses and it allows us to understand and monitor their evolution. It is, of course, essential that we see the school links grow towards autonomous partnerships.

### General focal point

An important development in 2012 was that we are moving in the direction of a general focal point for all North-South school links. This means that school links outside the VVOB partner countries can now also enjoy our support. In autumn we launched a first call for projects and three proposals were approved. We also encourage more cooperation with actors that directly or indirectly work on North-South school links. There is a collaboration with Studio Globo in the context of 'Saved by the Bell' and with Djapo within 'Art-Eco'. At the same time three new project proposals in which VVOB is a partner were approved by VAIS. It concerns the 'My-Machine' project (1 + 1 = 3), the Millennium Musical of De Belhamel school and 'De kast van Siwa' of Djapo.

The step towards a broader focal point is taken effectively, but there is still much work to be done in 2013 to develop this further in a qualitative way. All steps will be taken to achieve this goal!

*The appeal of the project for me personally lies in the potential that South Africa offers as a lesson topic. There is so much to see, tell and read about it, which makes the country already a big source of lesson material in itself. It becomes even better, of course, when this can be shared and exchanged with a teacher from the country itself. Therefore I think it's really important that teachers can meet and talk to each other in real life, to maintain this kind of exchange. Exchange visits keep the connection alive, and next to valuable lesson materials also brings about great social commitment.*

*Laura Meyvis, English Teacher, Sint-Jozef Institute Essen, partner school of Hoërskool Waveren, Witzenberg, South Africa*



► More info on the SchoolLinks programme:  
[www.scholenbanden.be/english](http://www.scholenbanden.be/english)

## Internship programme

### *Added value for North and South*

The growing amount of students doing an internship with VVOB in 2011 is consolidated in 2012. As many as 37 students went abroad for several months to work in one of the VVOB programmes or with one of our partner institutions in the South. Receiving 15 students, Suriname confirms to be the internship country par excellence for Flemish (and for the first time also Dutch) VVOB students.

#### Diverse assignments

The students came from twelve different education institutions. Almost two thirds attended a teacher training and other students followed Bachelor trainings in Applied Informatics, Agriculture, Journalism, Speech Therapy and Social Work.

Their assignments vary widely and range from developing a data processing system, teaching practice within the SchoolLinks programme, making promotional films, setting up an HR system, developing workshops or teaching modules...

#### Quality improvement

We chose not to increase the number of students on attachment, so in 2012 we focused on further improving the quality of the programme.

The appreciation and the impact of the internships were questioned in a more quantitative way, both on the level of the students and the internship mentors in the field. The results were generally very positive (see box). There appears to be a great added value for all parties involved (student, VVOB, partner and college) and there are clear indications of a significant effect in terms of our objectives for public support. Considering that the investment in time and resources of VVOB in Brussels is limited and the cost-benefit ratio in the South is positive, we can label this as a very efficient programme.



*Working within a local team is fascinating and instructive! You learn a lot about the similarities and differences in the other culture, you pick up some of the local languages as you go along, but you also get a mirror held up that makes you think about your own views.*

**Mieke Versleegers, intern in Zimbabwe, Bachelor Speech Therapy, Artevelde University College**

Nevertheless, some points of attention came up, such as the need for a more intense preparation of the students, better support from the partner in the field and more attention to public support activities after return.

In 2012 we mainly took measures to ensure a better preparatory process for the students. In addition to the existing elements (info moment, pre-departure guide, coaching via e-mail, training) students were given different preparatory assignments and our training was extended to an overnight training. The latter was very positively evaluated by the students and is definitely worth repeating.



#### Facts and figures

- Percentage of students satisfied (34%) or very satisfied (60%) with their past VVOB internship: 94%.
- Percentage of VVOB mentors that consider the time investment delivers sufficient added value to the programme: 80%.
- Added value of the internship for the personal development of the student: average of 4.6 on a scale of 1 to 5.
- Added value of the internship for their education or later career: an average of 4.1 on a scale of 1 to 5.
- Also after the internship there is an effect on the students' attitude and behaviour towards the South. Compared to their behaviour before the internship, students are scoring higher on following points after the internship: commitment as a volunteer, stimulating parents to take action for the South, buying fair trade products, giving financial support, and reacting against stereotypes.

In 2013 quality improvement of information sharing and awareness raising activities after return is on the agenda. Next to that, more attention will be given to guiding the students during their internship in view of global learning and an increased understanding of development issues.

*During this internship I learnt a lot. Professionally, my view on expansion of care has broadened and in the future I will be able to better understand certain situations. On a personal level I have grown in flexibility, independence, self-confidence, social skills and cooperation. It was a unique experience that I would immediately do again.*

**Ilona Kruse, intern in Suriname, Extended Bachelor Care Expansion and Remedial Learning, Karel de Grote University College**



*I received a lot of help from intern Ilona. Together we developed materials, after we did research by means of a survey. As a care coordinator in Suriname, I already learnt many things from interns. They are coming from a different country, they handle certain things very differently. They are also full of ideas so they didn't only learn from me, I also learnt from them.*

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



# WVOB in the 'South'

## Overcoming inequality

Various studies show that inequality within societies, both in the North and in the South, has increased significantly over the past years. It seems that one's background at birth is again more decisive for one's development opportunities in the future. An unjust situation.

### Education and equity

To remedy this, all eyes are eagerly focused on education. Good education should enable children to develop knowledge and skills that allow them to take their future in their own hands. A future that is not determined by their origins whatsoever. This vision is captured in the *International Convention on the Rights of the Child*, which was signed and ratified by almost all states in the world. The 'Education for All' agenda also confirms this view.

Unfortunately this commitment doesn't always translate in reality. Even more, diverse research shows that the education systems in many countries rather increase the existing inequalities between children. The socio-economic status of parents largely influences the choice of study and the number of years that their children will be in school. Children from disadvantaged groups are thus less equipped to receive and seize opportunities. This way they are passing on discrimination from generation to generation.

### Faces of inequality

As a development organisation committed to strengthening education, WVOB sees it as its task to counteract this trend. Education can merely meet quality standards if it fulfils its emancipatory mission successfully. Only then, education can be an important tool in the fight against poverty. Therefore, WVOB puts the principles of equity and overcoming inequality at the centre of its operations. On the following pages you can read what this actually has meant last year in the countries where we operate.

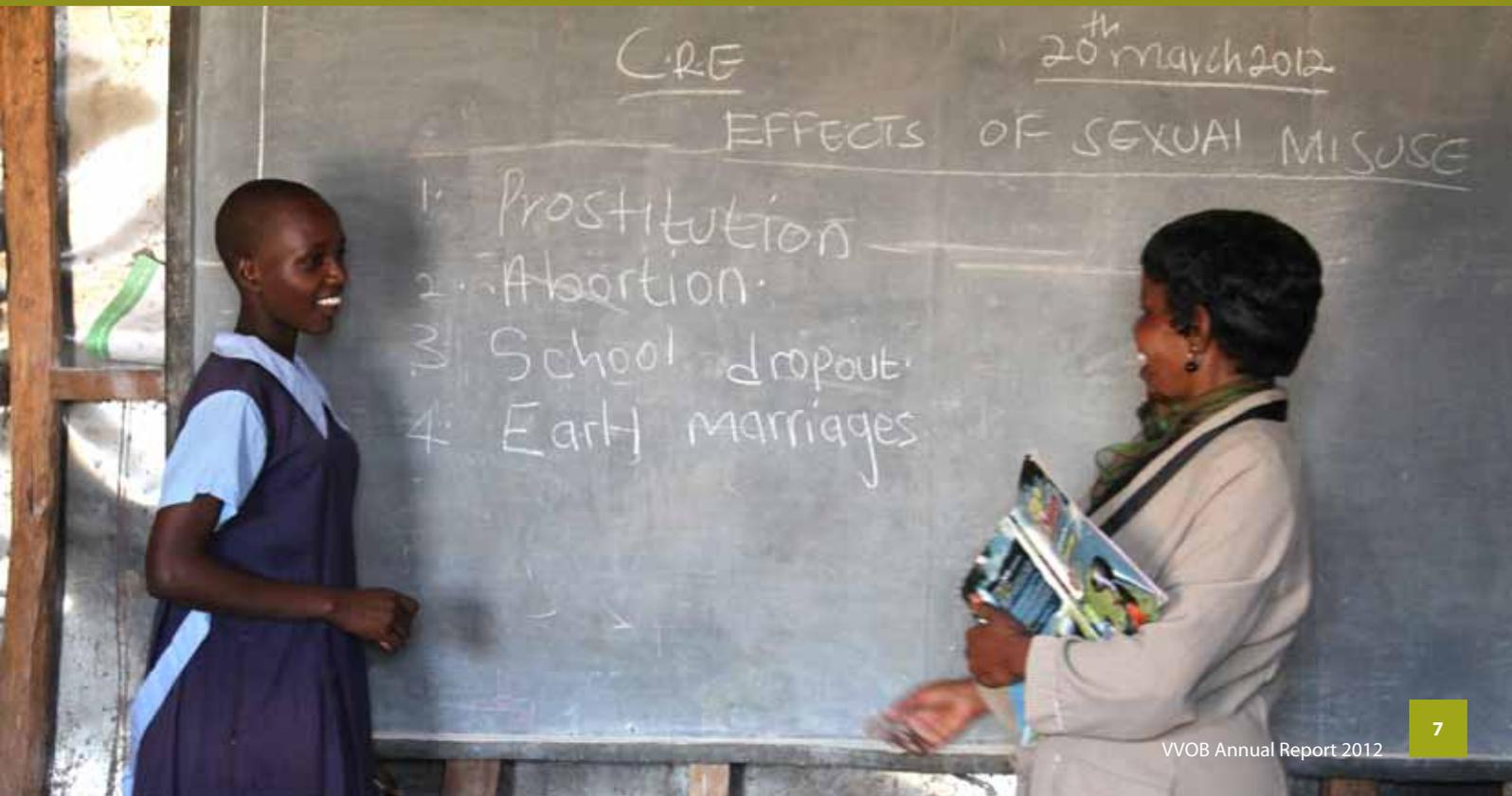
You will notice that inequality manifests itself in many forms. So WVOB's commitment in the fight against inequality is different, depending on the context. In some countries, the focus is on the differences between urban and rural areas. In other countries, gender is the most important factor to explain inequality in education. However, one angle is the same everywhere: WVOB supports local education officials (Ministries of Education, teacher training institutes, inspection services, etc.) so they engage themselves in overcoming inequality within their education system. This way WVOB is contributing to a structural solution to the existing inequalities in education and society as a whole.

### Equity as an indicator of success

In the future, WVOB will continue on this chosen path. The next programme and the underlying country programmes run from 2014 to 2016. In preparation for this, in the past year, fundamental choices were made and decisions taken. 'Equity', especially applied to gender, is more than ever the central premise of our operations. The gender training that all our teams attended the past year, already indicates that our commitment to gender equity in education is not an empty slogan. On the contrary, it is and remains a key indicator to measure the success of our interventions.



Sven Rooms  
Programme director WVOB





# Making the leap to nation-wide impact in Cambodia

Cambodia achieved strong improvements in access to education, mainly at primary school level. The quality of education remains an important challenge though. VVOB aims at enhancing the quality of education by helping teacher trainers to adopt a more student-centred approach and relate curriculum content to pupils' daily lives.

### Develop skills matching the context

After a two-year training at one of Cambodia's centres for teacher training, the new teachers are sent to a school, most of them in rural or remote areas. In these schools few learning materials are available. Often there is no electricity, let alone an Internet connection. That is why VVOB wants to equip the future teachers with skills they can apply in their own context. Simple things such as small voting cards that enable more interactive ways to ask questions. Ideas for experiments with discarded cans and bottles give pupils a taste of practical science. Techniques that let 50 children develop a sound argument.



*"I liked the lesson on the Sun and the Moon. First we watched a video, then the teacher used a poster to explain the solar eclipse. Afterwards cartoons aided us to discuss the solar eclipse. In my school I can't use the video, but I can use the cartoons to let my students discuss the subject."*

**Mr Yem Maly, Student Teacher Biology and Earth Science, Regional Teacher Training Centre of Kampong Cham**

### Supporting the teacher training

In the first half of 2012, we organised workshops for teacher trainers on student-centred learning, a workshop per science subject on making low-cost experiments and workshops on integrating environmental and agricultural life skills in learning activities. The Ministry of Education published supporting manuals and a team of experienced teacher trainers did a wonderful job conducting the workshops. Organic vegetable gardens at the institutes, videos of low-cost experiments and a wide range of posters and multimedia are helping teacher trainers to make their lessons better. In the second half of the year, we worked intensively with staff from the Ministry of Education to observe lessons at all the institutes. We found that intensive follow-up and feedback are paramount in achieving sustainable changes.

#### Multi-year Programme

- SEAL (Science and Life Skills in Teacher Training)
- ImAgE (Improving Agricultural Extension): see p.28-29

#### Budget spent in 2012 (rounded to 1000)

- € 753 000

#### Number of associates on 31/12/12

- Local staff: 8
- Expat staff: 4

#### Website VVOB Cambodia

- [www.vvobcambodia.org](http://www.vvobcambodia.org)



*"I use digital media in my lesson about atomic structures. When students see electrons moving around the nucleus, 80 % of the students get a much better understanding of what the model means. Students feel very happy that I use multimedia and often ask me for a copy."*



**Mr Moeung Vanna, Teacher Trainer Chemistry, Regional Teacher Training Centre of Prey Veng**

### Strong partnership

The Teacher Training Department from the Ministry of Education is an important partner in this process. They help ensuring the quality of materials, encourage teacher trainers and directors to apply student-centred methods and think with us about how to make sure that these changes won't fade out after the programme ends.

*"In the agricultural life skills lessons I learnt how to raise chickens and how to install a fish pond. I had never done this before but I think it is useful. It generates more income to families. I can now teach this to the pupils in my future school."*



**Ms Phoeun Somontha, Second Year Student Teacher, Provincial Teacher Training Centre of Siem Reap**

### Making education more relevant for the poor in rural Cambodia

With an equal number of girls and boys attending primary and lower secondary schools, Cambodia's recent achievements in bridging the gender gap in education are commendable. Yet inequality related to poverty remains a major concern.

Drop out rates at schools are especially high in rural areas and affect mostly the poorer households. Despite the availability of scholarships to students from poorer families, subsidies alone are not enough to persuade parents to keep their children in school. Schools largely fail to provide relevant education for children living in poverty. While an estimated 79% of the poor work in the agricultural sector, students hardly learn any practical life skills at school.

The *Science, Environmental and Agricultural Life skills (SEAL)* programme of VVOB addresses this lack of curricular relevance. Teachers are equipped with pedagogical and technical skills to teach practical agricultural skills at schools. Pupils and parents alike will find more motivation and interest in school, reducing the drop out rate amongst the poor. Next to completing more years of education, children will also have learnt some relevant skills to improve their livelihood.





## DR Congo and VVOB, for quality education

The Government of the DR Congo and VVOB continue their collaboration to improve education in the country. The programme wants to increase the quality of primary education and of secondary technical agricultural education. In 2012, the programme actions have contributed to the capacity development of teachers and inspectors and to the provision of quality training tools.

### Primary Education

The primary education team produced five training modules on the revitalisation of the 'basic cells'. These are dialogue organs in which self-evaluation and self-development is practiced via exchange among teachers in the schools. In 2013 these modules will be used to train all teachers in the education province of Bandundu II.

*"The capacity development of our primary school teachers strengthens their involvement in the activities of the 'basic cells'. This is the ideal path towards a quality education for the children."*

*Mr Theodore Nunakumy, Deputy Chief Inspector in charge of primary education at education province Bandundu II, Kikwit*



In Kikwit, 525 teachers of all 21 districts of the province were trained in the proper use of primary level school programmes. These teachers have improved their lesson preparations. In addition nearly 2,000 schools got several inspection visits in 2012.



*"Quality education at primary education level implies an improved understanding of the use of the tools available for teachers. Mastering the use of the school programme gives wings to the teachers in their professional practice."*  
**Mr Kayeye, Provincial Inspector General Bandundu II education province, Kikwit**

### Secondary Technical Agricultural Education

The 1500 agricultural schools have benefited from a closer follow-up by the inspectors. Three training modules have been produced for the 'basic cells': 'Competency-based Approach', 'Entrepreneurship' and 'Evaluation through a Competency-based Approach'. 6,000 hard copies have been distributed to all schools.

42 field inspectors attended a training for trainers on the use of the curricula in the fifth year of technical agricultural education. 155 teachers of the four education provinces of Katanga were also trained on these curricula, aimed at improving their competencies.

#### Multi-year Programme

- Strengthening primary and technical agricultural education

#### Budget spent in 2012 (rounded to 1000)

- € 892 000

#### Number of associates on 31/12/12

- Local staff: 7
- Expat staff: 3

#### Website VVOB DR Congo

- [www.vvob.be/drc](http://www.vvob.be/drc)



Overcoming inequality

### Miss Gratitude's fight against inequality between men and women in agriculture

The VVOB programme in the DR Congo collaborates with women who strive for less inequality in the agri-food sector. Miss Gratitude Ntonda Mangiau is one of them.



She is a technical engineer in agri-food chemistry and is the head of a processing centre of agricultural products that are sold to consumers in the Bas-Congo province. In her daily work with parents and girls, Gratitude raises awareness for the importance of women in formal agricultural technical education. In the programme of VVOB she is accepted as a reference and an example.

Her production unit allows more than 200 marginalised women and girls to find a way of pride in society through the products they sell and the profits they generate. Formerly unemployed and without adequate training, these women are now able to meet the needs of their households.

As a role model for women in the Congolese society, Gratitude has inspired girls in school and demonstrates how they can change their direct surroundings.

*"We have developed and distributed the modules, provided training and assisted the teachers. Moreover, students are practicing what they learn. Currently we are working actively to improve the competencies of our teachers. This is beneficial to the Congolese children."*



**Mr Alphonse Kabutakapua, Deputy Inspector General of the National Training Service for the Inspection in Technical Education, Kinshasa**

### Outcomes of the programme actions in 2012

Primary teachers engage themselves in self-training by means of the 'basic cells' activities. The training activities will continue in 2013, preceded by a motivation assessment for the teachers.

The agricultural technical teachers focus more and more on the professional practice. Students of the final year agriculture learn about entrepreneurship and new developments thanks to the new curricula and the agricultural mini-enterprises in their schools.



## Quality education in Ecuador: from dream to reality

2012 is an important year for the Ministry of Education in Ecuador (MinEduc), partner of VVOB. Access to pre-school, primary and secondary education increases significantly. But also quality is high on the agenda. Some results are: curriculum reform; training of teachers and principals; the launch of a national university of education; introduction of a new supervision model; and a new management system for the entire sector. These illustrate the positive evolution towards the realisation of the *Ten Year Plan for Education 2006-2015*.

### Capacity Development

VVOB has been working for two decades with MinEduc. The work of VVOB becomes less visible as MinEduc and other actors in education acquire the ability to book results themselves. Ecuador is well on its way, but has not sufficient skilled personnel to sustain new policy through strong institutions. VVOB gives a boost through capacity development. The partner appreciates this support, which is distinctive to VVOB.

### Technical education on the map

In technical education, we focus on curriculum development and entrepreneurship. We support the additional year of vocational education, which is new in the country. We also contribute to the development of the Physical Education curriculum. We promote entrepreneurship by introducing real production units during practices at school. Finally, we

encourage cooperation between technical education and productive sectors. This cooperation not only puts technical education back on the map, it also supports the economic objectives of the country.



*"Ecuador's Government promotes an innovative and necessary reform process. The National Educational System is one of the main areas of interest. In this VVOB has been granting its cooperation in multiple programmes. Throughout the years, VVOB's technical support has been caring and expert-based. This has helped to plan and implement these programmes."*  
**Mr José Franco Solís, Fifth Education Zone TVET Officer, MinEduc, Guayaquil**



*"The resources VVOB has contributed in 2012, were essential to implement the Educational Management Support and National Monitoring System. This contribution included specialised consulting and permanent technical support for some projects, for example: some of the training courses offered to Pedagogical Advisors and Auditors; the School Management Auditing Processes Handbook; and essential input for the Online Pedagogical Advisor Logbook."*  
**Mrs Adelita Rodríguez, Subsecretary for Educational Support, Monitoring and Regulation, MinEduc, Quito**

**Multi-year Programme**

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

**Budget spent in 2012 (rounded to 1000)**

- € 946 000

**Number of associates on 31/12/12**

- Local staff: 13
- Expat staff: 4

**Website VVOB Ecuador**

- [www.vvob.org.ec](http://www.vvob.org.ec)



Overcoming inequality

**'Good life' inspires the fight against unequal education opportunities**

Ecuador offers refreshing ideas on equal educational opportunities. In the National Development Plan 'Sumac Kawsay' (Quechua for 'good life') is the principal concept. This concept refers to the pursuit of quality of life. A life in dignity, in harmony with nature, in diversity of cultures. It requires care for themselves and others. Equal opportunities are therefore an important prerequisite for the 'good life'.

Education has a dual mission in this. Opportunities are increased by encouraging access to and a longer stay in education. Ecuador, for example, tries to make education as cost free as possible (e.g. free textbooks, uniforms and meals). The increase in the share of children who obtain a primary education diploma (increase of 5% in recent years), reflects this greater accessibility.

Secondly it implies also new quality of education, with relevant content and learning mechanisms. The National Development Plan puts the teacher in the centre. VVOB contributes to the training of the 'new' teachers, needed to live up to the ambitions. There is support to the national system for professional development of teachers. We also are involved in the process to define the profile of the teachers. Other examples include: assistance to the development of the study of the 'new' teachers at the national education university and to the redesign of the educational support for the teachers.

**Primary education**

In primary education, our support is focused on strengthening teacher education and the reform of the supervision. Together with MinEduc we develop courses on comprehension and the use of teaching materials. There is now a national guide for the preparation of a school development plan.

The design for the new national university of education is finished. Other universities (including KULeuven) are involved in strengthening the academic operations from the start.

Finally, the reform of the supervision is a fact. The Supervisors and the Education Advisors followed an intensive introduction.

*"The cooperation with VVOB has been very valuable: expert input for the national university of education, help during teacher profile definitions and support in the continuing training courses. VVOB provides diverse perspectives for developing policy on teacher training."*

**Mrs Moneerrat Creamer, Subsecretary for Professional Development in Education, MinEduc, Quito**





# VVOB Kenya links expansion to sustainability

In the fifth and penultimate year of our collaboration with the Kenya Ministry of Education, our two programmes (ICT Integration and Healthy Learning) focused on the medium and longer term future “after VVOB”. Together with our Kenyan colleagues, we seized opportunities to infuse the insights and approaches developed during our programmes into new legislation and into various governmental or ministerial initiatives.

### ICT integration in the spotlight

The Kenya Government has embraced technology as a key to development. It is investing heavily to boost the use of ICT in the education sector.

To support this, we have used the experiences from our 2012 pilot project in four secondary schools. We assisted the Ministry of Education to guide schools countrywide in improving the quality of teaching and learning with the help of technology in the most effective and sustainable way. This was mainly done through in-service training of teachers and school managers.

Our programme advisors supported personnel of the Ministry's head office to strengthen the institutional structures that favour integrating ICT in education, at all levels. The results are visible, among others: in

the new Education Act (2012), in the sessional paper No. 14 (2012) on Reforming Education and Training Sectors, in proposals for a new National Education Plan and for an ICT for Education (ICT4E) Directorate at the national Ministry, and in further development of the National ICT Innovation and Integration Centre.



*"All along our minds have been kind of closed in a box. I have had the chance to see why the other programmes on ICT in education have not been as successful. There was no focus on ICT equipment in this programme and I can now see why. Rather than prove to my colleagues and students that I can use ICT equipment, I am actually able to integrate an ICT component to create a great lesson that will benefit my students."*

**Mr Kipkurui Mitei, Mathematics and Chemistry teacher and Chairperson of the School ICT Integration Team, Chebilat High School, Sotik District**



*"VVOB has invested in capacity development of the various levels of staff categories. These include senior management, middle-level management, members of the ICT integration team and technical staff handling the ICT infrastructure and solutions. This has made the senior management appreciate the role of ICT in service delivery and the ultimate role of ICT in improving access, quality and equity in education."*

**Mr Angelo Gitonga, Deputy Head ICT4E Department of the Ministry of Education, Nairobi**

**Multi-year Programme**

- ICT Integration in Education
- Healthy Learning in primary schools

**Budget spent in 2012 (rounded to 1000)**

- € 715 000

**Number of associates on 31/12/12**

- Local staff: 5
- Expat staff: 4

**Website VVOB Kenya**

- [www.vvob.be/kenya](http://www.vvob.be/kenya)



Overcoming inequality

**Vulnerable children attracted to Healthy Learning Schools**

Kenya has made great strides towards 'Education for All' after introducing Free Primary Education in 2003. Ten years later, about 92% of children are enrolled in school but only 80% of them actually complete primary education.

Looking closely at the estimated one million children who are not in school, you notice regional differences. Most live in the country's arid and semi-arid regions and in city slums, where many families are vulnerable because of poverty, the challenging environment and cultural practices.

Healthy Learning supports more than 160 primary schools in nine semi-arid and arid districts to become more learner friendly. When schools are safe havens where children learn relevant skills, parents and pupils are motivated to join school and not to drop out. Each Healthy Learning school focuses on the specific needs of its pupils and communities. Some of the priorities are: to have water for drinking and hand washing, fences to keep wildlife out, to breed chickens or grow vegetables to provide healthy lunches for all or for the weaker children, to have trees for shade and windbreaks, to provide better and more toilets (especially for girls), etc. This last measure alone has an important impact in communities where girls traditionally leave school for early marriage.

**Healthy Learning schools 'adopting' their neighbours**

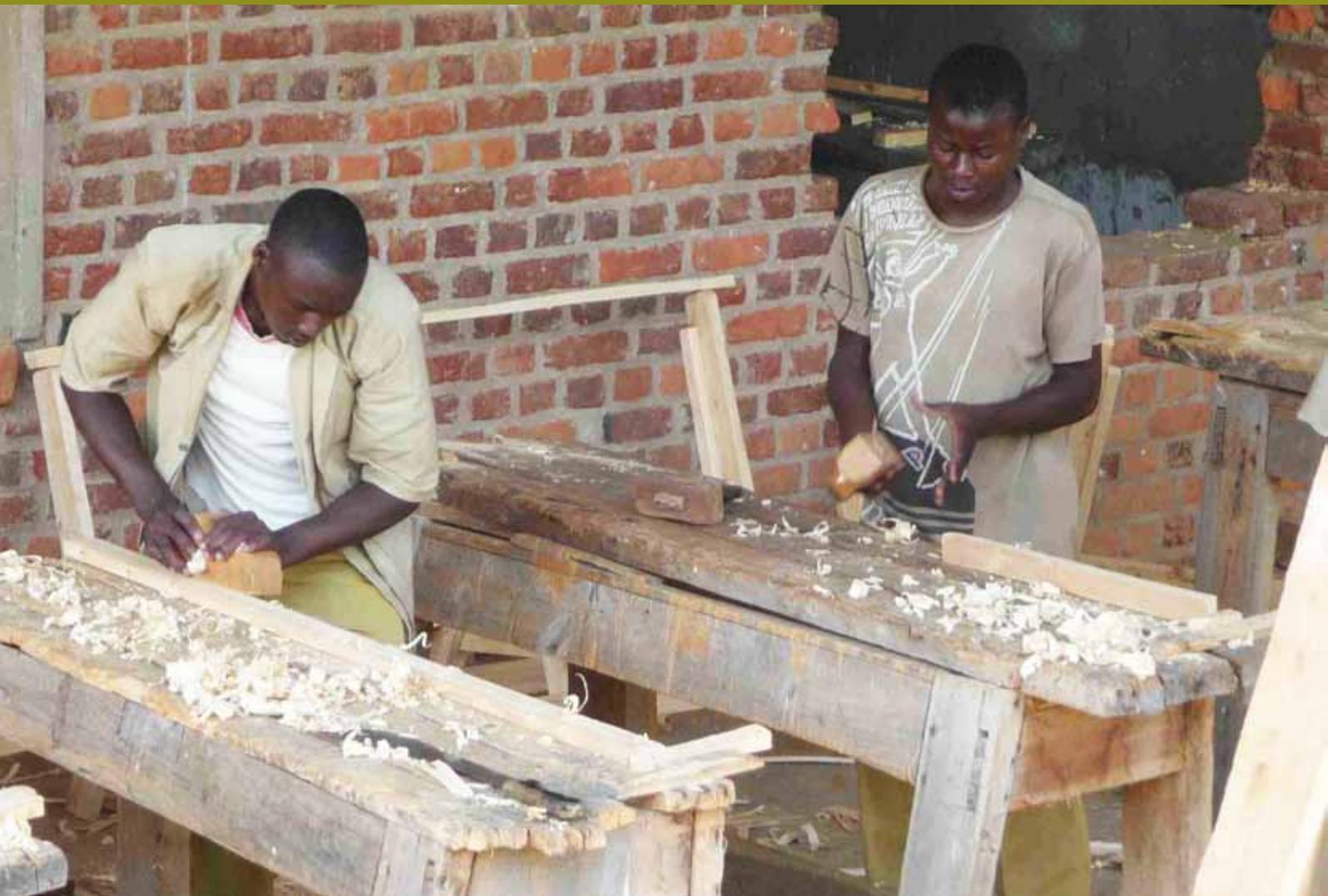
In 2012, the programme expanded from its 30 'model' schools to 164 schools, through a low cost strategy. Sixty highly motivated teachers, parents of the model schools and district education officers, enrolled as 'Healthy Learning Champions'. They successfully coached and shared their experiences with nearby primary schools. Already after a few months, the effect was visible in changes in the environment of these 'adopted schools': many planted trees and flowers, new school gardens, didactic paintings on walls etc.

Many schools attracted support from parents and local organisations for small projects. It demonstrates that schools can effectively become Healthy Learning schools without programme grants. But more importantly, through these school-based initiatives children are learning new skills on hygiene, environment, taking responsibility, etc.

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

**Ms Janet Mwangangi, Teacher at Matoboni Primary School**





# Developing capacity in education in Rwanda

The ties with the Rwandan Education Sector are stronger than ever. On the one hand VVOB supported the Technical and Vocational Education and Training (TVET) subsector. On the other hand we managed to further institutionalise school management and leadership within the Rwanda Education Board. Moreover, 2012 was a pioneering year for us since our VVOB research proposal came out first in a call for tenders launched in the framework of the British 'Innovation Fund for Education'.

### Joint Belgian TVET programme

The Belgian actors VVOB, APEFE and BTC support the Ministry of Education in the implementation of the TVET Reform. VVOB's interventions' focus is twofold. We support School Management and Leadership and competency-based curriculum development at national and regional levels. A second focus is the capacity development of the staff in 17 pilot schools.

In full collaboration with the partner's staff, the required instruments for quality educational management are developed and implemented. School committees were established in order to ensure ownership and participation of all stakeholders. They, in collaboration with VVOB, elaborated the school strategic and capacity development plans.

Through the programme, the curriculum development team of the Workforce Development Authority was coached in workshop leading skills. They were also mentored in the development of curricula that align with the new Rwanda TVET Qualification Framework. The piloting of these curricula was supported through the training of trainers and school managers.



*"The private sector plays a key role in the country's development. We can't achieve this without your support. These graduates need your support offering jobs, training them while at work and even guiding them on how to be self-employed."*

**Ms Sharon Haba, Permanent Secretary in the Ministry of Education, Kigali**



*"The strategic plan is a starting point for each organisation towards development. While implementing your plans, do not hesitate to call for help from these experts."*

**Mr Gédéon Rudahunga, Director of Intervention for the Joint Belgian Programme support to TVET, Kigali**

**Multi-year Programme**

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

**Budget spent in 2012 (rounded to 1000)**

- € 907 000

**Number of associates on 31/12/12**

- Local staff: 9
- Expat staff: 4

**Website VVOB Rwanda**

- [www.vvoibrwanda.org](http://www.vvoibrwanda.org)



Overcoming inequality

**Emphasising inclusion and gender in school management training**

School managers and deputy school managers in charge of discipline at the secondary school level were sensitised to the issues of gender and girls' education. During a one-day workshop, each group followed a presentation of the main concepts of inclusion and gender and their associated challenges. The participants debated in depth on these topics and identified the respective problems to tackle in their own schools.

At the end of each training session, participants took concrete resolutions to carry out in order to change their habits and attitude. Many of them decided to pay more attention to a better integration of girls within their schools. For example, some decided to support the "Espace Filles" within their schools: a place where girls can express their needs and problems, mentored by either a more mature pupil or a female teacher. Participants' attention was particularly drawn to the various reasons for girls dropping out, and to the ways and means to get them back to school.

VVOB also made easy access to training possible for mothers of young children by availing adequate facilities to accommodate children with their nannies.



**School Management and Leadership (SM&L) in Secondary Education**

An SM&L Unit is installed in the Ministry of Education (MINEDUC) within the Rwanda Education Board. This unit has five staff members. They are responsible for training, planning, monitoring and evaluation, and peer-to-peer learning. VVOB organised an induction course for them and provides training on the job.

*"Implementing competency-based training involves a lot of challenges. Each learner needs to be assessed on his/her competence and specific assessment values need to be respected. A tight collaboration between trainers and school managers is crucial to train and assess learners."*



**Ms Judith Mukangarambe, Trainer Culinary Arts, VTC Mpanda**

Also in 2012, peer-to-peer learning started. As part of the activities of the SM&L programme of VVOB and MINEDUC, one school of reference was selected in every district to organise and conduct peer-to-peer training sessions in school management.

Furthermore, organising training in school management and ICT for new school managers is still an ongoing programme activity. When Sector Educational Officers were appointed, VVOB also provided them with an induction course on *School Management and Leadership*.



# Bringing people together in the technical and vocational sector of South Africa

The programme aims to improve the pedagogical and vocational teaching practice of *Further Education and Training (FET) College lecturers*.

### Baseline research

The results of the baseline research showed the urgent need for vocational teacher qualifications. They also indicated that the current FET reality is not sustaining and supporting effective Continuing Professional Development (CPD) of the school staff. This baseline inspired many activities with our partners, such as the endorsement process for professional development at the South African Council for Educators (SACE) to name one.

### Learning with and from each other

VVOB collaborates with the 'Education, Training and Development Practices - Sector Education and Training Authority', to support the FET Colleges in the Free State province to make quality plans for workplace skills development.

College representatives, including management, reflect on their CPD practices in a forum. So far they learnt more on how to create an improved, sustainable and supportive environment for professional development for all staff.



*"The establishment of a provincial Forum allows us to share best practices and to streamline Continuing Professional Development (CPD). The new insights gained on CPD has made us think and reflect on our current practices. We are not there yet, but victory is certain."*

**Mr Sello Makume, Skills Development Facilitator  
Flavius Mareka FET College, Sasolburg**

The South African College Principals Organisation, together with VVOB, had a national seminar with all FET colleges in South Africa to reflect on CPD and to launch the idea of provincial subject focus group.



*"The reflective seminar on Continuing Professional Development (CPD) for FET Lecturers provided the opportunity to management and lecturers of colleges to discuss issues emerging from research. It also set the scene for the launch of subject focus groups of FET lecturers with a focus on CPD."*

**Mr J.J. Mbana, President South African College Principals Organisation, Pretoria**

**Multi-year Programme**

- Improvement of Further Education and Training (FET) Colleges

**Budget spent in 2012 (rounded to 1000)**

- € 173 000

**Number of associates on 31/12/12**

- Expat staff: 2

**Website VVOB South Africa**

- [www.vvobsouthafrica.org](http://www.vvobsouthafrica.org)



Overcoming inequality

**The Cinderella of Education**

"The FET sector is the stepdaughter of the education system", they say in South Africa. Internationally, vocational and technical education is not being regarded as equally valuable as academic oriented education. It is even worse in a country marked by huge inequality. Students generally do not enrol by choice in a FET college. It is more likely their ultimate chance. They tried general education, but did not pass the National Senior Certificate (grade 12). Or they did pass, but with such low marks that no university accepts them. Many others cannot afford higher education.

Poverty and poor quality of teaching and learning in general education are only a few of the wrong reasons why students enrol in FET colleges and subsequently fail.

The lecturer development programme wants to change this from within. Improving the quality of education uplifts the regard society has for the colleges.

The bridging course was developed to deal with the high drop out and failure rates in the first year. It gives students learning support to reach the required skills and knowledge. It also helps lecturers to deal with mixed ability and age groups. Every student who graduates is less likely to be unemployed.

**Qualifications and support**

The Department of Higher Education and Training (DHET) published the draft Policy Qualification Framework for FET lecturers for public comments. This was the start of a national process towards developing qualifications for FET initiated by the University of the Free State (UFS). A wide range of stakeholders, including DHET, other higher education institutions, SACE and the Free State Chief Directorate for FET buy into the process.

**Neutral broker**

VVOB plays the role of neutral broker in a complex context. This brings partners together and leads to new initiatives. One example is the development of a bridging programme for first year college students at one of the FET colleges in collaboration with the UFS. This initiative should lead to higher pass rates.

*"We have selected the best lecturers to teach the bridging course. They love it. They really feel that students get the chance to make progress and learn."*

**Ms Lucy Losaba, Deputy-Director Academic Affairs  
Goldfields FET College, Welkom**





# Primary education in Suriname: our challenge and inspiration!

Just above the equator, north of Brazil, lies the beautiful Suriname with its rain forests and natural beauty. The country is relatively small and has few inhabitants (± 560,000). Several ethnic groups (Hindus, Creoles, Javanese, Maroons and Indians) live and work in harmony. Dutch is the official language. VVOB supports primary education in this country.

### The New Teacher

The Ministry of Education and Community Development (MOECD) and VVOB are strengthening the training of primary school teachers for several years. This process was given an appropriate slogan: "The New Teacher". It started in 2012 and brought a number of important innovations to teacher training: higher entry conditions and a new curriculum with more attention to all skills needed to be a good teacher, to practice in the schools and to Mathematics. Students enrolled in large numbers for this new programme. The new teachers are on their way!



*"The New Teacher! A bold step to address the learning power of the student in a better way; an extraordinary challenge to bring the Surinamese education at a higher level."*

**Mr Anton Douglas, Lecturer Pedagogy Surinamese Teacher Training Institute and responsible for integral quality care, Suriname**

### Professional development for teachers

In 2011 the MOECD and VVOB set up a unit for professionalisation. This unit organises training for primary school teachers who are already in the classroom, as well as for other education professionals. In 2012, the unit started its activities. Since then it provides training for teachers (e.g. on Mathematics, Language and History), for school development counsellors as well as for freelance trainers. VVOB supports the department through on the job capacity development and by policy strengthening.

#### Multi-year Programme

- Progress (Programme More Effective Schools Suriname)

#### Budget spent in 2012 (rounded to 1000)

- € 723 000

#### Number of associates on 31/12/12

- Local staff: 7
- Expat staff: 4

#### Website VVOB Suriname

- [www.vvob.be/suriname](http://www.vvob.be/suriname)



Overcoming inequality

### I believe in you!

Children differ in who they are and how they develop and learn. They have different backgrounds and starting positions. They all want to grow and learn. Usually this goes well, but sometimes extra support is necessary. This support can be small: e.g. a sincere compliment. Occasionally more help, attention and guidance is necessary. This is called the provision of care. When we are trying to follow and support each pupil, we are providing them with a full scope of care. We call this expansion of care. The idea is to provide equal opportunities to all children to develop their own abilities and talents. This means good, challenging and positive education!

Setting up a system of care at school is important. This is often new for Surinamese primary schools. It is important to give this new role to a teacher who is specifically trained for this purpose, a care coordinator. The MOECD and VVOB set up a trajectory on care coordination. In 2012, the first 30 care coordinators ended their trajectory!



*"Our main objective is to give in-service training to all education professionals. For instance, we have to enable teachers to give a good foundation to their pupils, so they can go easily through their school careers. 'Quality education begins with me!'"*

**Mrs Diana Gaddum-Riedewald, Executive Staff 'Onderwijsbureau Professionalisering', MOECD, Suriname**



### Supporting the MOECD

The MOECD organises Surinamese education. The stronger the MOECD is, the stronger Surinamese education can be. Therefore VVOB supports the MOECD through focused trajectories of capacity development. For example, in 2012 the following departments were strengthened: Guidance (e.g. care coordination), Inspection (school-wide inspection), and the Nucleus Centres (supporting schools inlands). In 2012, a trajectory for management training was prepared for the heads of department of the MOECD.

*"The care coordinator strengthens teachers. Strong teachers make strong schools. This shows in school leaders, teachers and care coordinators working together for the care of each child. Our children, our care and duty!"*

**Mrs Yolanda Stella, Coordinator Care Coordination Project, MOECD Department of Guidance, Suriname**





# Teaching and learning in Vietnam: a matter for schools and society

Vietnam with its rich tradition wants to abandon the Confucian way of teaching and thus wants to put *the child in the centre*. The active role of children and changed role of the teacher is the focus of our first programme in 5 of 63 provinces. In line with this, our second programme supports career guidance in two provinces: children should make well-considered career decisions based on sufficient information supported by informed teachers and parents.

### Education involves more than teachers

Teachers obviously are of critical importance in teaching methods and career guidance, but principals and parents are not less important. Principals guide teachers and create a child-friendly school. Parents expect this from schools and encourage children's learning.

### New and old teachers

National policies are in place but our programme addresses very important gaps in the capacity of our partners to supply content.



*"I have been applying the methodologies introduced by VVOB to innovate my teaching and learning. Hence, my students are very engaged in the lessons. They even apply the innovative methodologies in developing lesson plans during their internships in their own lower secondary schools."*

**Ms Pham Thi Minh Luong, Lecturer, Quang Ninh Teacher Training College**

Student teachers in teacher training colleges in the five provinces, receive a good background in new teaching methods since almost all teaching staff (ca 1000) participated in professional development. Key trainers of the colleges developed the necessary materials for this with our support. We can reach current teachers and principals via official in-service training.



*"Our monitoring shows that schools effectively apply what they have learnt during trainings, especially when it comes to ICT and Active Teaching and Learning. Students are taught using new methodologies. We can see a positive change at school."*

**Mr Tran Huu Thap, Vice Director, Quang Ngai Department of Education and Training**

Our support in teaching methods reaches all lower secondary schools and with every training cycle about 3000 management staff or 3000 teachers (ca three of each school). The training materials have received national recognition and are on the national in-service reference list. In the in-service training for career guidance, aside from all lower

**Multi-year Programme**

- Strengthening lower secondary education
- TVET / Career Guidance Programme
- Participatory agricultural extension programme: see p. 28-29

**Budget spent in 2012 (rounded to 1000)**

- € 938 000

**Number of associates on 31/12/12**

- Local staff: 15
- Expat staff: 2

**Website VVOB Vietnam**

- [www.vvob.be/vietnam](http://www.vvob.be/vietnam)



secondary schools, we also reach all 141 upper secondary schools. Materials and a website were developed for managers, teachers, parents and students.

*"The Career Guidance Management for Secondary Education resource book widens the understanding of career guidance in Vietnam. Being user-friendly, easy to understand, structured and well illustrated, this resource book will help practitioners in supporting and implementing career guidance."*



**Ms Truong Thi Thanh Huong, Vice Director of Centre for Career Orientation, Nghe An Province**

**Women, connecting schools and community**

The Women's Union is a force to be reckoned with in Vietnam. This organisation also addresses education issues. It is an important partner of the Ministry of Education to promote a movement (2008-2013) - coinciding with our programme cycle - for among others child centred teaching.

With the Women's Union we reach parents via clubs at commune level, where lively discussions during monthly meetings focus on how to support children and help them to choose a career.

Overcoming inequality

**Poor parents, poor awareness?**

Vietnam has a strong, active and influential Women's Union, with a very strong (quite rigid) structure and branches into the smallest and poorest communes. The Women's Union addresses all kind of family related issues, especially related to women and children, including education and with special attention for the poorest.

Our partnership supports this organisation to provide relevant content to their work in education. As a result there are very lively women clubs' meetings in communes - by the way: fathers are encouraged to join - where issues of teaching and learning and of career guidance are discussed.

The potential for awareness raising is enormous given that: parents afterwards talk to their neighbours and spread the new methodology; teachers are also part of these clubs; a lot of teachers are women, most of whom are members of the Women's Union. Additionally the national Women's Union was impressed with the approach. It is using this - with our support - in a project that reaches 14 provinces and a lot of the more vulnerable districts.



*"The materials on career orientation by VVOB are very practical and useful. They equip basic knowledge and consultation skills for teachers and parents. I hope that these materials will soon be deployed to all levels of the Women's Union so that parents can gain access to such information."*

**Ms Vu Thi Thanh Huong, Chairwoman of Tan Ky District Women's Union, Nghe An Province**



# Improving Quality of Teacher Training in Zambia

Zambian children score among the lowest in Africa in basic skills of literacy and numeracy. All children should have access to quality education. Therefore VVOB collaborates with the Ministry of Education to improve the quality of teachers through the *Teacher Training Support Programme*. Since 2008 we have supported teacher trainers to continuously improve their practices.

## Improving Teaching and Learning at Colleges of Education

The programme has improved the capacity of college leadership through different activities. A national team on Continuing Professional Development was established. We supported the development and implementation of action plans, and the start of action research. Through the 'Lead and Learn Zambia' seminar colleges learnt with and from each other.

We also provided specific support in developing distance education. A platform for distance education coordinators and experts was set up. The programme supported the implementation of the guidelines of the Ministry for delivering quality distance education. Finally we organised a training on professional development for the lecturers.



*"When you plant a seed, it is expected that this seed will germinate, grow and later also reproduce. The Ministry, VVOB and Lead and Learn Foundation are the sowers. The seeds planted are skills and knowledge. Since the seeds landed on fertile soil, I started seriously implementing the knowledge and skills learnt."*

**Mr Fidelis Mumba, lecturer at David Livingstone College of Education, Livingstone**

### Digital teaching resources

In 2012, all twelve colleges of education and six Teacher Resource Centres obtained digital teaching resources (*eGranaries*). Librarians and distance education coordinators received basic training in how to maintain and use the *eGranaries*. Mid 2012, lecturers and students started using the *eGranaries* for research and lesson preparations.

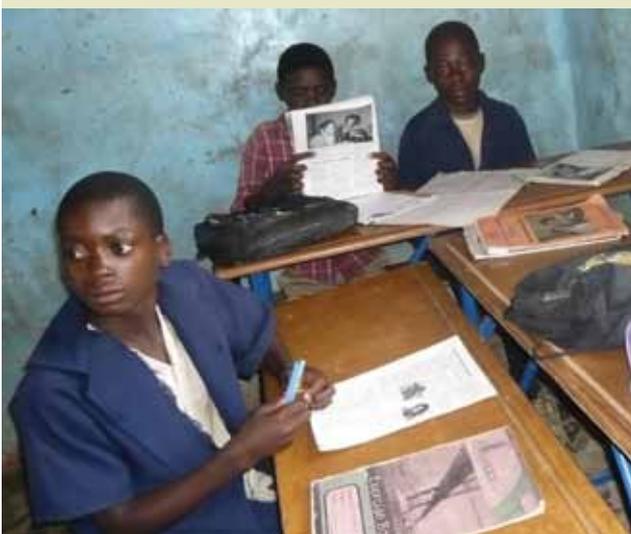
Overcoming inequality

### Empowering Community School Teachers in Zambia

About 30% of the Zambian schools are Community Schools. These cater for 20% of educational needs of Zambian children. The Community schools have always been disadvantaged by the lack of qualified teachers, infrastructure and teaching and learning materials. Teachers are usually volunteers with little or no pay and are often vulnerable themselves, as they have no funds to access teacher training. Yet they continue providing a service to the most vulnerable members of society.

Therefore, need has arisen to empower community school teachers by providing them with opportunities to upgrade their skills. The Ministry of Education, in close collaboration with VVOB, has designed the COSTEP programme. It has different aims. Through a course it wants to bridge the pedagogical skills gap of untrained teachers. Besides this, the programme is helping them to upgrade their school certificates so these teachers will be able to enter the colleges of education. COSTEP also wants to improve access to the distance programmes of the colleges of education.

Offering Community School teachers opportunities to improve their practice and thus earn an income is a way of overcoming inequality for these teachers.



#### Multi-year Programme

- Continuing Professional Development at college and school level

#### Budget spent in 2012 (rounded to 1000)

- € 594 000

#### Number of associates on 31/12/12

- Local staff: 7
- Expat staff: 1

#### Website VVOB Zambia

- [www.vvob.org.zm](http://www.vvob.org.zm)



### Supporting Community Schools

VVOB is advocating for increased rights of community schools. Through the 'Education Act 2011' community schools have finally been granted equal rights as government schools. VVOB supported the Ministry in developing a framework through which community schools will be able to benefit from these entitlements. The Ministry created 'COSTEP', which offers training for teachers (see box).

*"I will never forget the community school of Chipulukusu. They have only two class rooms, while 360 children are enrolled! Seven teachers are working with pupils from pre-school up to the end of primary level. I wonder how they are effectively managing this scenario."*

**Mr Hector Swazi, ECSITE Project Coordinator, Ndola**



*"What do you want me to do? Sometimes I can't pay my teachers for more than three months. Of course they search for a better job and leave this school. I can't blame them."*

**Mr Pastor Bwalya, Director Bwafwano School, Ndola**





# Reducing Vulnerability in Education in Zimbabwe

After four years of implementation, the *Quality Education and Vulnerability Programme* continues to strive for quality education and address vulnerability issues working with all 14 Teacher Education Colleges. This 'vulnerability' is related to the many challenges children and youngsters might be facing: HIV/AIDS, poverty, learning disabilities, environmental issues, violence,...

Institutional capacity development efforts are bearing fruits as colleges take over some activities and sustainability looks promising. In 2012 we have reached out to 617 lecturers, 2,272 teaching practice mentors and 7,234 students.

### Strengthening the strategic plans of the colleges

In 2012, we assisted five colleges in the development of their five year strategic plans. Our active involvement in this process gave us the opportunity to advocate for more student-friendly environments.

### Continuing professional development of the lecturers

Five national workshops were held in support of staff capacity development. The themes were: *Early Childhood Development, Programme Makers, Digital Library Use, Continuing Professional Development* and *Inclusive Education*. Inclusive Education has been identified as a crucial element for Zimbabwean education and hence most teacher education colleges are aiming to be inclusive now.



*"As lecturers in teacher education we have been excluding ourselves. Timely intensive staff development is now crucial to minimise vulnerability and maximise gains in education."*

**Mr Elphanos Hove, Special Needs Education Lecturer at United College of Education**

### Maintaining the 'in-service bridge': Focus on teaching practice mentors

The training of teaching practice mentors enables the sharing of good practices between student teachers, teachers and teacher education lecturers. This increases the quality of education.



*"Teaching practice mentors are very indispensable in teacher education. As colleges we need to play our part by keeping them abreast on educational developments and thanking them for the great professional guidance they give to our students."*

**Ms Memory Moyo, Vice Principal Morgenster Teachers College**

#### Multi-year Programme

- Quality Education and Vulnerability

#### Budget spent in 2012 (rounded to 1000)

- € 625 000

#### Number of associates on 31/12/12

- Local staff: 14
- Expat staff: 2

#### Website VVOB Zimbabwe

- [www.vvob.co.zw](http://www.vvob.co.zw)



Eight colleges were supported in the preparation and organisation of the trainings. Afterwards, a national reflection workshop was held. Thanks to the strong feedback of the teaching practice mentors this is set to influence the practise of college staff.

### Student development

In 2012, we wined up our direct support to student development. The lecturers of the colleges now organise the life skills workshops on their own. They reached out to 7,234 students. This assures true ownership and sustainability.

In addition, all content and methods that can be used during these workshops, were brought together in thematic brochures. These are collected in convenient toolkits and offered to the lecturers. They represent a wealth of information for the future student development activities.

*"What kind of teacher can you be if you don't know yourself? I am glad the workshops helped me discover myself and now I know Liane is unique. Likewise I know all my pupils are unique. I wish every new teacher could first know themselves. I am sure from there every classroom will be a haven for pupils."*



**Mrs Liane Gandanzara, Early Childhood Development Teacher, graduated from Mkoba Teacher's College in 2011**

### When faced with the reality of vulnerability

"Whilst on teaching practice at Mudzingo School, I met Takunda (age 9). He was a sickly-looking child, evidenced by his sores and boils. Classmates shunned to play or work with him.



I recalled issues discussed in peer education back at Madziwa during the life skills workshop we had before going on teaching practice. We spoke on burdens a pupil carries to class and how HIV affects communities; leading to discrimination and stigmatisation.

I wanted to use teaching methods that would help Takunda and his classmates interact. In one of my lessons I used reflection and self introspection. The children focused on incidents where they had experienced pain and sorrow through what others had said or done, and also where they had inflicted pain and sorrow on others.

Another activity focused on case studies, where I would ask the children to stand in any one of two rows (happy or sad) according to how they would feel after hearing the case. Then I would bring the situation closer to them; with examples of what I had seen happening in my class. As time went on, Takunda participated in class more freely and became a happier boy."

**Mrs Tracey Musekiwa, former student of Madziwa Teachers' College**

## Agricultural extension in Cambodia and Vietnam

### Handover to the partners

Next to education programmes, VVOB was also implementing agricultural extension programmes in Vietnam and Cambodia. These interventions were handed over to the partners in 2012. The PAEX ('Participatory Agricultural EXtension') programme in Vietnam started in 2008 as the continuation of two earlier projects between 2001 and 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 farmers' agricultural practices and livelihood.

#### PAEX in Vietnam *Farmers voice their needs*

##### An agricultural extension system, ripe for change,...

Agriculture provides a third of Vietnam's income, employing over half of the working population. Extension workers with generally good technical but poor methodological skills, support the farmers. Also the system used is not based on the farmers' real needs.

##### ...supported at all levels...

VVOB addressed the improvement of the system in five provinces at different levels. The Provincial Ministry of Agriculture and the Extension

Centre guide planning and implementation; any change needs their support. Extension workers need skills. Farmers need to be able to identify and voice their needs. Extension can address these needs, if they make their way up into the provincial extension plan.

We promoted farmers' clubs, including clubs with (only) women and ethnic minorities, where farmers meet monthly and discuss their experiences and needs, guided by club leaders (trained by extensionists). Extension workers, trained by key extensionists, work closely with the clubs e.g. to design experiments to test fertiliser or organise a study tour to learn about raising pigs. These extensionists report to the provincial level. Management of the Provincial Centres as well as the Provincial Ministry – also involved in relevant activities of VVOB – are supportive of integrating the farmers' needs into their annual planning.

##### ... is taking up the participatory approach

For the coming years the five provinces have planned a continuation of this approach: key groups in each province will continue to train extensionists, additional clubs will receive materials. At national level trainings will be given in 2013. In brief, needs-based planning is a reality for a number of districts that continues to grow.

Some (very touching) stories from extensionists and farmers were compiled and can be found at [www.vvob.be/vietnam/paex-stories](http://www.vvob.be/vietnam/paex-stories).



*"I caught a fish and would have loved to cook it for my husband and children but I had to trade it for rice."*

**Ms Ly Hong Son, Khmer, farmer, mother, Soc Trang**



Ms Son, mother of five, with 1.3ha of rice and buffalos, felt life was not so bad until her husband needed two operations and a child fell ill. She had to mortgage the land and sell the buffalos. Joining the farmers' club, helped her changing her life. She learns, exchanges experiences, applies new techniques and in general improves her income and her life.



## ImAgE in Cambodia

### *Handing on the torch of capacity*

Many rural Cambodians produce most of their own food as they cannot afford to buy food at the market. But these small scale agricultural activities suffer from low productivity while crops are often undiversified. The Improving Agricultural Extension (ImAgE) programme helps rural households in Kandal province to improve rice yields and diversify agricultural activities.

Through the provision of agricultural extension, farmers learn to apply better and more diverse agricultural practices. Since 2008 VVOB supports the Provincial Department of Agriculture of Kandal to improve the delivery of such extension services to farmers. In 2012 - its fifth and final year - the ImAgE programme shifted its focus from innovation to consolidation. This ensures that extension officers can continue to provide quality services to farmers independently in the coming years.

Also monitoring and follow-up was high on our agenda in 2012. In the targeted area we measured impact compared to the baseline values of 2009. The surveys showed a 43% increase of rice yield from 3.1 ton/ha to 4.3 ton/ha. Also food shortages decreased with 34% while nutritional variety of the average household diet greatly improved. These are just some of the results of the nearly 5,000 farmer field school sessions conducted by a group of trained extension officers using quality extension materials and resources. Such important results highlight the value of the developed capacity during the programme. In a largely donor-dependent country as Cambodia demonstrating impact and replicability are crucial.

Indeed, the outcomes of the ImAgE programme are already proving valuable beyond its own scope. A recently started 43 million dollar project of the UN agency IFAD continues to build on the strengthened capacity. The extension officers and materials developed by the ImAgE programme are now included as inputs for the IFAD project. It is expected to benefit around 90,000 rural households living in poverty by diversifying their sources of income and increasing agricultural productivity. Now is clearly a good time for VVOB to hand on the torch of capacity in the agricultural sector...

### Young farmer's progress

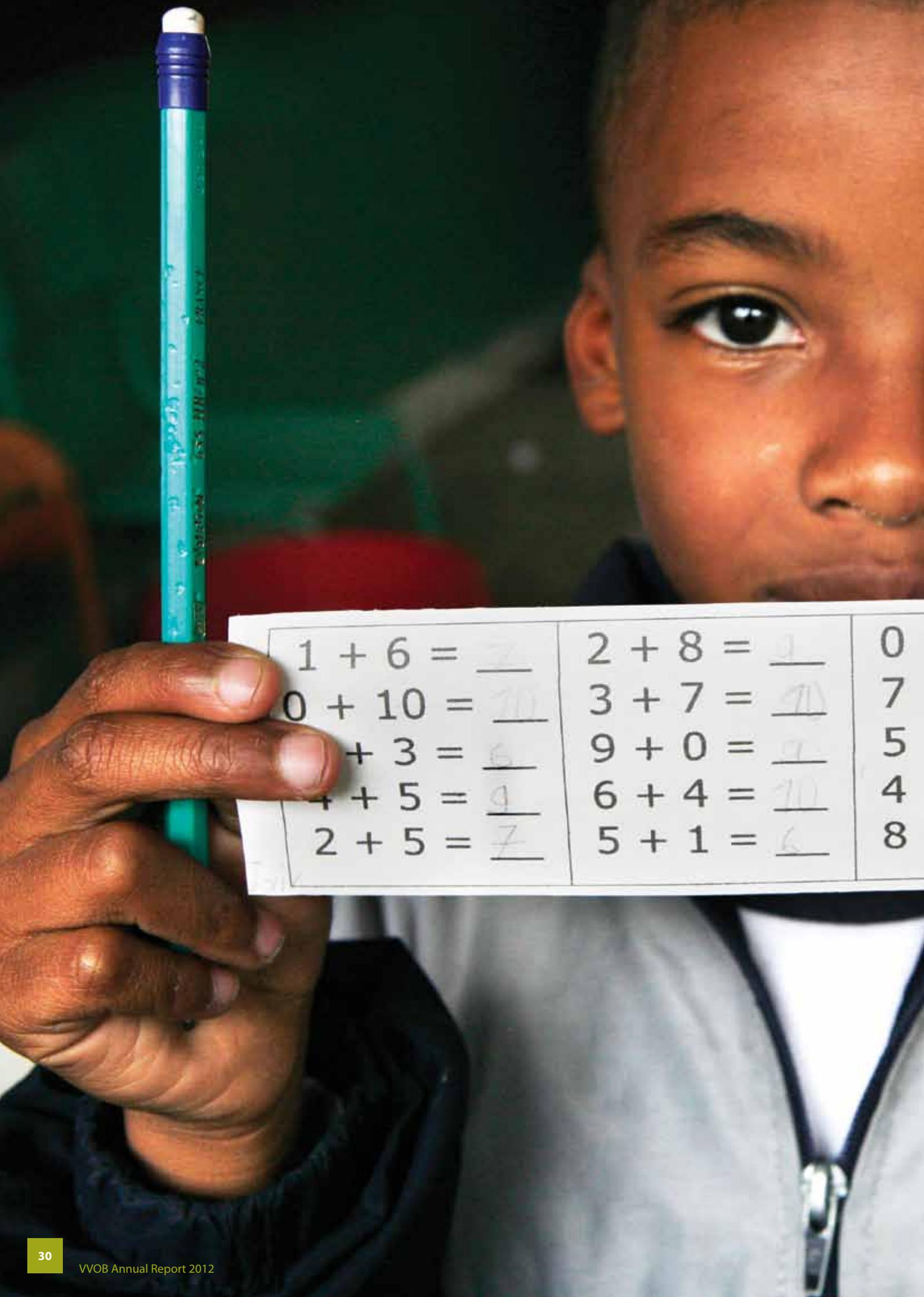
In some communes the target group of young farmers benefited greatly from the ImAgE programme. Where the programme was able to reach out to them, this particular group participated actively in the training sessions.

Mr Cheng Sos, 19, is a tenth grade student at Kompong Krotout High School. He lives with his parents and seven siblings. Being the eldest son in the family, he shares the responsibility to provide for his family. To earn some income he raises chickens but many of the chicks used to die before he could sell them.

After attending training by extension workers he was able to raise healthier chickens and reduce the mortality rate. This resulted in an increase of the number of chickens sold. During the most recent holiday, Sos was able to sell ten chickens. In an interview he stated: "Now I have enough money to support my study and I can share some income with my parents." Sos is optimistic about his future chicken raising and says he is willing to share his knowledge with other farmers in his village.



*Outtake from the external evaluation report (2012) by the Mekong Think Tank Consultant Team*



$1 + 6 =$	<u>7</u>	$2 + 8 =$	<u>10</u>	0
$0 + 10 =$	<u>10</u>	$3 + 7 =$	<u>10</u>	7
$4 + 3 =$	<u>6</u>	$9 + 0 =$	<u>9</u>	5
$4 + 5 =$	<u>9</u>	$6 + 4 =$	<u>10</u>	4
$2 + 5 =$	<u>7</u>	$5 + 1 =$	<u>6</u>	8

# Financial report

## Financial health

The financial health of VVOB is measured through two indicators: a stable equity, which remains necessary for pre-financing of programmes, and diversification of funding sources.

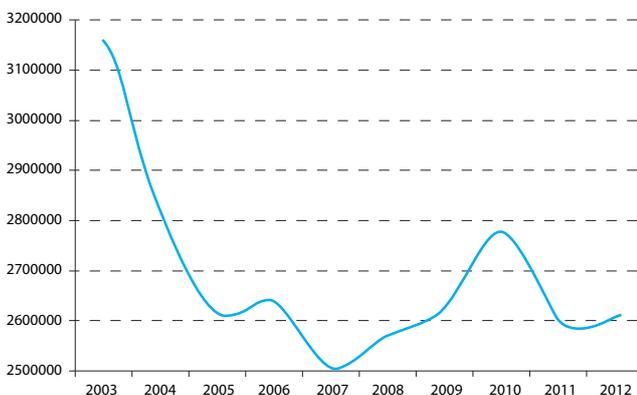
## Evolution of equity

The equity has increased from 2,508,000 euro in 2007 to 2,607,451 euro in 2012, or about 4%. This increase does not compensate for the decline in purchasing power over this period. What is important is that after the exceptional loss of 2011, in 2012 there was again a take on the trend of increase in equity.

In 2012 two new project proposals of VVOB got allocated funding by the European Union and DfID respectively. In Zambia, the ECSITE project is co-financed by the European Union to strengthen teacher education within the community schools. It is a contribution of 750,000 euro spread over three years. In Rwanda, a project on school leadership is funded by the British development agency, DfID. The programme mainly aims at strengthening the training of school principals. The budget is 325,588 GBP over a period of three years.

The Flemish Department of Education and Training deposited a contribution of 35,000 euro for a multi-year intervention in Suriname.

Evolution of equity 2003-2012



## Programme operations: DGD grant

In total, the 2011-2013 multi-year programme has a budget of 28,500,000.00 euro. At the end of 2012, 17,109,259 euro (60%) has already been spent. 2012 is accounted for slightly more than half of this spending or 8,758,929 euro.

It was only in May 2012 that the Royal Decree was published that secured the financing of the three-year programme. Result was that

only at the end of June a first instalment was paid. Therefore, the association had to open a credit line for a while. The second instalment was also made available later than expected, not until December 2012. Out of concern for permanent access to liquidity, expenditures were temporarily inhibited. Result is that the utilisation rate in 2012 turned out lower than planned.

## SchoolLinks and operating grant Flemish government

The subsidies for VVOB from the Flemish government are nominally registered in its budget for a total amount of 430,000 euro since 2012. Of this, 130,000 euro was intended for SchoolLinks and 118,476 euro was effectively spent in 2012. The operating grant of 300,000 is used as a contribution to the so-called structural costs of the association: they are not directly attributable to costs in developing countries or to raise awareness in Flanders, but are necessary to make the operation of the association administratively feasible.

## Result

The total of the costs and revenues, including the financial, shows a loss of 52,997 euro. An unanticipated cost is the patrimony fee for non-profit organisations that had to be paid retroactively from 2004 on or of a total of 51,529 euro. On the other hand VVOB has successfully completed two old lawsuits. This means that 85,000 euro from the provision for legal disputes can be contributed as extraordinary income. After some minor adjustments to provisions, net income for the book year 2012 amounted to 5,151 euro.

## Balance

The balance sheet total went up to 43,976,990.63 euro mainly due to an increase in receivables. A similar increase of the liabilities can be found in the short-term debt. At the end of 2012, DGD had not yet finished the control of the multi-year programme 2008-2010, this only happened in February 2013 so that the balance cannot be adjusted until next year and the balance sheet can be aligned with the multi-year programme 2011-2013.

## Audit

The General Assembly of June 22nd 2011 has appointed Mazars as company commissioner for verification of the book years 2011-2013 of the association. The company commissioner has delivered a statement without reservation for the book year 2012.

Ernst and Young have executed punctual audits in the course of 2012, specifically targeted at the management of grants in 2011, carried out in Zambia, Rwanda, DR Congo and Ecuador. The report of these audits is made available to the company commissioner and the recommendations are followed up systematically. Ernst & Young has conducted audits for the grant year 2012 in Ecuador, Suriname, Zimbabwe, DR Congo and Rwanda.

## Balance sheet

(all in euro)

	2012	2011	2010
<b>Assets</b>			
A. Fixed assets	26.322	41.945	47.371
B. Accounts receivable (due within 1 year)	38.804.344	29.809.301	21.143.375
C. Cash and investments	5.096.375	4.716.485	3.822.849
D. Prepaid expenses	49.950	71.528	102.228
<b>Total Assets</b>	<b>43.976.991</b>	<b>34.639.259</b>	<b>25.115.824</b>
<b>Liabilities</b>			
A. Reserves and accrued profit/loss	2.607.451	2.602.300	2.778.547
B. Provisions	94.940	150.000	150.000
C. Accounts payable (due within 1 year)	41.274.600	31.886.959	22.187.276
<b>Total Liabilities</b>	<b>43.976.991</b>	<b>34.639.259</b>	<b>25.115.824</b>

## Profit and Loss Statement

(all in euro)

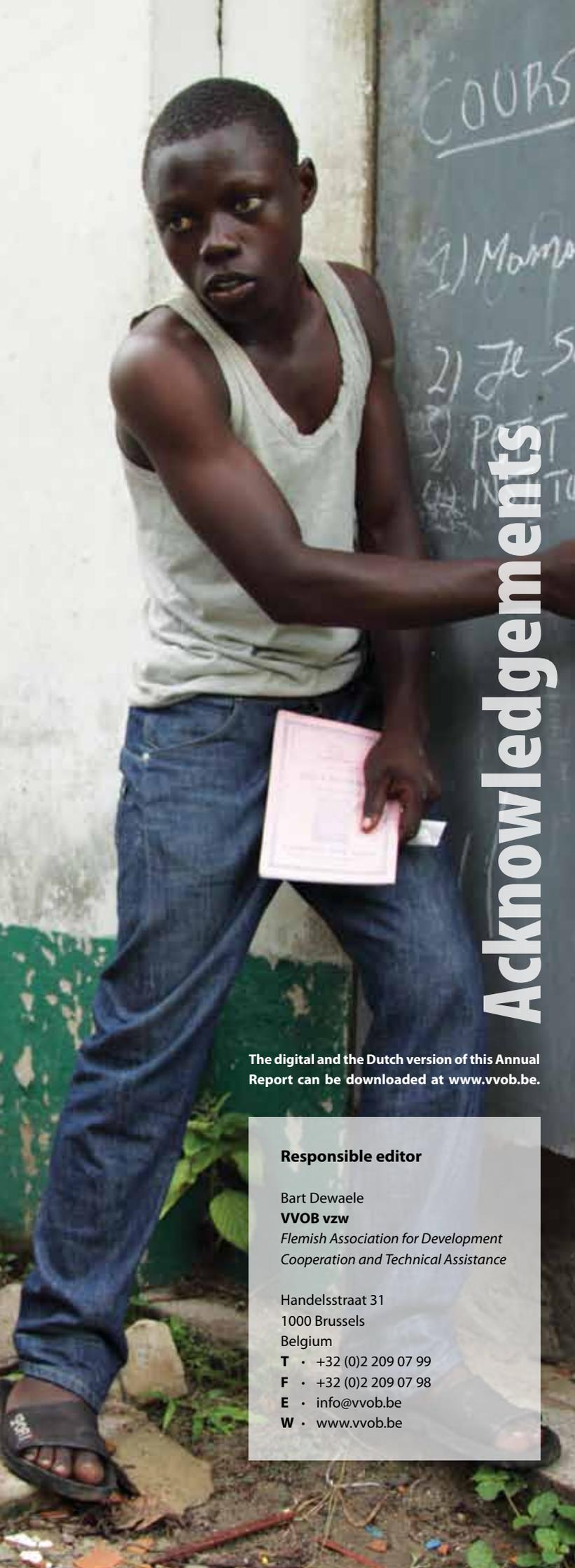
	2012	2011	2010
<b>Costs</b>			
<b>A. Structural costs</b>	<b>882.257</b>	<b>941.810</b>	<b>793.638</b>
a. Services and diverse goods	349.712	313.614	264.114
b. Personnel costs	420.108	587.124	471.678
c. Depreciation	17.610	15.275	29.746
d. Other costs	94.827	25.797	28.100
<b>B. Management costs</b>	<b>1.064.292</b>	<b>943.489</b>	<b>1.090.627</b>
a. Personnel costs	874.923	805.736	565.762
b. Audit, monitoring and evaluation, learning processes	71.150	77.703	296.775
c. Other	118.219	60.050	228.090
<b>C. Operational costs (programme costs)</b>	<b>7.464.246</b>	<b>7.360.563</b>	<b>10.165.825</b>
a. DGD programme	7.210.801	6.910.526	9.762.613
b. FICA programme ( <i>SchoolLinks</i> )	118.476	115.815	110.711
c. Other programmes	134.969	334.223	292.501
<b>Total costs</b>	<b>9.410.796</b>	<b>9.245.863</b>	<b>12.050.091</b>
<b>Income</b>			
a. Subsidy	9.316.038	9.054.102	12.165.607
b. Financial income	11.819	14.839	34.065
c. Other income	88.089	675	30
<b>Total income</b>	<b>9.415.946</b>	<b>9.069.616</b>	<b>12.199.702</b>
<b>Result of book year</b>			
Result before use	5.151	-58.331	-113.798
<b>Use of result</b>	<b>0</b>	<b>-117.916</b>	<b>263.409</b>
<b>Calculation of deferral of book year</b>			
Profit (loss)	5.151	-58.331	-113.798
Retained earnings	-107.361	-49.030	64.768
<b>Deferral of book year</b>	<b>-102.210</b>	<b>-107.361</b>	<b>-49.030</b>



## Management of VVOB in 2012

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"><li>● <b>Chairperson:</b><ul style="list-style-type: none"><li>Mr Stefaan Van Mulders, Administrator-General of Youth Welfare Agency</li><li>Mrs Ann Brusseel, Member of the Flemish parliament</li><li>Mrs Michèle Deworme, Office of the Minister of Development Cooperation, Indirect Collaboration</li><li>Prof Koen De Feyter, Chairperson of VLIR-UOS, University of Antwerp</li><li>Mrs Lynn De Groot, Department of Finance and Budget</li><li>Mr Jos Geysels, Chairperson of 11.11.11</li><li>Mr Marc Hendrickx, Member of the Flemish parliament</li><li>Mrs Judith Kerkhof, Development and Education Expert</li><li>Mrs Ruth Lamotte, Flemish Ministry of Education and Training, Horizontal Policy</li><li>Mr Luc Lathouwers, Secretary-General, Department of Administration Affairs</li><li>Mr Toon Martens, General Director of Leuven University College</li><li>Mr Peter Moors, Director-General, Foreign Affairs, Foreign Trade and Development Cooperation, DGD</li><li>Mr Marc Olivier, Honorary Chairperson of the Flemish parliament, Founding member</li><li>Mrs Sabine Poleyn, Member of the Flemish parliament</li><li>Dr Björn Possé, Institute for Agricultural and Fisheries Research</li><li>Mr Jan Roegiers, Member of the Flemish parliament</li><li>Mrs Inge Roggeman, Delegate of V.I.W. Foundation</li><li>Mr Jef Tavernier, Development and Education Expert</li><li>Mrs Heidi Vander Poorten, Director Equal Opportunities in Flanders, DAR</li><li>Mr Luc Van de Velde, General Director of Erasmus University College Brussels</li><li>Mr Yvan Verbauwhede, Coordinating Inspector General of the Flemish Ministry of Education and Training</li><li>Mrs Kristien Verbrugghen, Director of VLIR-UOS</li><li>Mr Koen Verlaeckt, Secretary-General of Flanders International</li><li>Mr Christian Verougstraete, Member of the Flemish parliament</li><li>Mrs Mieke Vogels, Member of the Flemish parliament</li><li>Mrs Ulla Werbrouck, Member of the Flemish parliament</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Mrs Soetkin Bauwens, OVSG</li><li>● Mr Patrick Blondé, Delegate of VLHORA</li><li>● Mrs Lisbet Colson, Coordinator of VSKO</li><li>● Mrs Simone Goetschalckx, Delegate of VLHORA</li><li>● Prof Paul Janssen, Delegate of VLIR-UOS, Hasselt University</li><li>● Prof Marc Nyssen, member of VLIR-UOS, VUB</li><li>● Mr Rudi Schollaert, Development and Education Expert</li><li>● Mr Roger Standaert, Development and Education Expert</li><li>● Mr Walter Thiebaut, Chairperson of V.I.W. Foundation</li><li>● Mrs Raymonda Verdyck, Managing Director of GO!</li><li>● Mr Johan Verstreken, Member of the Flemish parliament</li></ul>



# Acknowledgements

The digital and the Dutch version of this Annual Report can be downloaded at [www.vvob.be](http://www.vvob.be).

## Responsible editor

Bart Dewaele  
**VVOB vzw**  
*Flemish Association for Development  
Cooperation and Technical Assistance*

Handelsstraat 31  
1000 Brussels  
Belgium

**T** • +32 (0)2 209 07 99  
**F** • +32 (0)2 209 07 98  
**E** • [info@vvob.be](mailto:info@vvob.be)  
**W** • [www.vvob.be](http://www.vvob.be)

This Annual Report is the result of a joint effort of all VVOB staff members and partners all over the world.

## Text

Ambrose Chipenzi, Bart Dewaele, Carla Bracke, Charlotte Chishava, Gemma Musengeneza, Gwen Lemey, Hanne Huysmans, Hanne Uyttendaele, Hans Lambrecht, Hans Zult, Jan Geusens, Leonie Meijerink, Lieve Leroy, Lut Laenen, Lyson Chikunduzi, Maria Gracia Fonseca Ashton, Marie-Pierre Ngoma, Mekong Think Tank, Nico Vromant, Patrick Smet, Pieter-Jan De Marez, Rosanda Courtar, Stefaan Vande Walle, Stefaan Van Mulders, Sven Rooms, Tille Van Horenbeeck, Tinashe Chigama, Veerle Cnudde, Wanda Prins, Wilfried Theunis, Wouter Van Damme, Xavier Rosy, Yves Tankwey Sapa.

## Photographs

Ambrose Chipenzi, Caroline Hamankolo, Chimwasu Njapawu, David Brazier, Dieter Telemans, Dinh Phuong Thao, Emmanuel Nuwamanya, Frank Smit, Hans Zult, Hector Swazi, Hester Jonkhout, Hilde Lemey, Huỳnh Bảo Quốc, Huỳnh Hau, Ilona Kruse, John Otenyo, Jo Valvekens, Julius Runyowa, Ke Sam Ourn, Kipkorir Bill, Laura Meyvis, Leonie Meijerink, Lieve Leroy, Lut Laenen, Lyson Chikunduzi, Mai Văn Dũng, María Gracia Fonseca, Mekong Think Tank, Mieke Versleegers, Natalie Vanden Eynde, Nguyen Thi Ngoc Nga, Nguyen Thi Thanh Tam, Paul Bottelberge, Phạm Thị Ánh, Rosanda Courtar, Sokhany Nget, Tinashe Chigama, Tran Nu Mai Thy, Uon Virak, Veerle Cnudde, Wanda Prins, Wouter Kersbergen, Yves Tankwey Sapa.

We took the photographs on pages 1, 7, 24, 26, 33 and 35 of this annual report from 'Education Changes Lives', VVOB's photo book (see below).

## Coordination, Editing and Design

Erik Merens and Els Broothaers



Early 2012, ten photographers set out on a journey. Their mission was extremely challenging; to grasp the impact of VVOB's education programmes on the everyday lives of children and youngsters. The result is an impressive and colourful range of interpretations, perspectives and ideas.

Education can change lives. Continuously, education changes as well. 'Education Changes Lives' powerfully brings this into focus.

This photo book was launched during a ceremony to celebrate VVOB's 30th anniversary on June 21st 2012. A digital online version and a video introduction can be found at [www.vvob.be/photobook](http://www.vvob.be/photobook).

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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THE BELGIAN  
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@VVOBvzw

**VVOB vzw** | Handelsstraat 31 | B-1000 Brussels | Belgium  
T • +32 (0)2 209 07 99 | F • +32 (0)2 209 07 98 | E • [info@vvob.be](mailto:info@vvob.be)