



# Education moves

*Annual report  
2014*



# Preface

## **VVOB: fit for purpose**

Addressing the Belgian diplomatic staff in February 2015, Deputy Prime Minister and Minister of Development Cooperation, Digital Agenda, Telecom and Postal service, Mr Alexander De Croo outlined the critical importance of development cooperation in 2015. Not only is 2015 the European Year for Development, it is also the year in which the post-2015 development goals will be endorsed during a UN top in September. In his openings speech, the Minister repeatedly stressed the notion of 'fit for purpose', described as being both 'adapted and ready to fulfil ones objectives' as well as 'being the right actor in the right place'.

Arguably, the education sector worldwide has never been under so much pressure. The proposed Sustainable Development Goal for education calls for 'inclusive and equitable quality education' and the promotion of 'lifelong learning opportunities for all'. It embraces all sectors of education from early childhood, primary and secondary education, to technical and vocational education and training, higher education and lifelong education. Against this backdrop of a renewed sustainable development agenda, a complex set of challenges needs to be addressed: strengthening the evidence-base; the tensions and relationships between educational expansion, quality, equity and inclusivity; handling contemporary challenges such as the urban expansion; perspectives on pedagogy and assessment for sustainable futures; and educational planning and resourcing systems, just to mention a few. The challenge of achieving this goal by 2030 is further exacerbated by the frightening and growing trend of treating both schools and students as legitimate targets in political and religious conflicts. We all remember the kidnapping of more than 200 school girls in Nigeria in April 2014, the horrific terrorist attack on a school in Peshawar, Pakistan in December 2014 and the Garissa University assault in Kenya, leaving 149 students dead and many missing in April 2015.

Facing this complex educational context, the 'fit for purpose' concept is a legitimate concern. This annual report shows that VVOB is the right actor in the right place, constantly striving for relevance, efficiency and quality. Our strategic framework developed in 2013 and guiding our current programmes, shows remarkable parallels with the proposed Sustainable Development Goal for education. It is also built around the major concern that education systems fail to turn gains in participation into gains in learning. This new international imperative of quality confirms that we are on the right track in our focus on enabling governments to deliver better services for better learning outcomes. VVOB's annual report 2014 highlights the crucial support that we provide in two specific domains, considered as key in the development of sustainable and equitable educational systems: teacher development and school leadership. These domains are important leverages for targeted and tailor-made interventions with high impact on education systems and their beneficiaries.

VVOB is fit for purpose. It has been so last year and it will be in the future. Question is: is the donor community 'fit for support'? Education systems are first and foremost social systems that reflect the dynamics of the wider environment and that should integrate values and norms endorsed by society. Education also holds a peace dividend, the potential to be a bridge for peace-building, equity and inclusiveness. That we need to support education systems for achieving 'quality education for all' is therefore a no-brainer.

**Bart Dewaele**  
*Director-General VVOB*



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# Introduction

What do you remember of your time at school? Chances are that you immediately think of a teacher. That particular teacher who managed to inspire you and who motivated you to develop your full potential. Thanks to this teacher you discovered unsuspected talents and you were assisted to find the path to the person you are today.

## **Good teachers, good learning outcomes**

And that is not accidental, because international research shows that the quality of the teacher in the classroom is the most determining factor for quality and well-being at school – if we don't consider the socio-economic backgrounds of the students, although a good teacher can even have an important 'democratising' effect. Good teachers provide good learning outcomes: it is that simple. Even more, good teachers provide well-being at school and the development of social skills. These skills are essential to further develop yourself after school in a changing society.

## **School leaders strengthen the teachers**

But good teachers can't do it alone. They can only flourish in an environment that allows them to be a 'good' teacher. Research also shows that the importance of didactical leadership of the school management may not be underestimated. A good school leader encourages teachers to use all their pedagogical skills in supporting their students and to participate in continuing professional development to become even better.

## **Quality education for all**

So it is no coincidence that VVOB strongly focuses on the professional development of teachers and school leadership within its current multi-year programme, which started in 2014. During this programme VVOB will directly and indirectly contribute to

the quality enhancement of 284,000 teachers and 11,000 school leaders. They will use this strengthened capacity to reach an average of 5,000,000 students per year: girls, boys, children from disadvantaged environments, etc. This will be done in three years. Because for us, that is what it is all about: ensuring quality education for all.

## **Capacity development through international mobility**

In the third chapter, we highlight our activities to strengthen public support for a solidary society. In Flanders, VVOB is active in this field for years. Thanks to our targeted approach, we reach a large group with our message of equity. Since 2014, we seek maximum synergy with our programmes in the South. A new activity builds dialogue on equity in education between our partners in Flanders and the South. A common challenge. Teachers, directors, pupils, students, and teacher trainers participate in international mobility via the SchoolLinks programme, the internship programme and a programme on equity in education. There, they get inspired through dialogue with their colleagues in the South. Back home, they use this international experience to improve their school and class practice.

Read more about it on the following pages.

### **Sven Rooms**

*Programme Director*





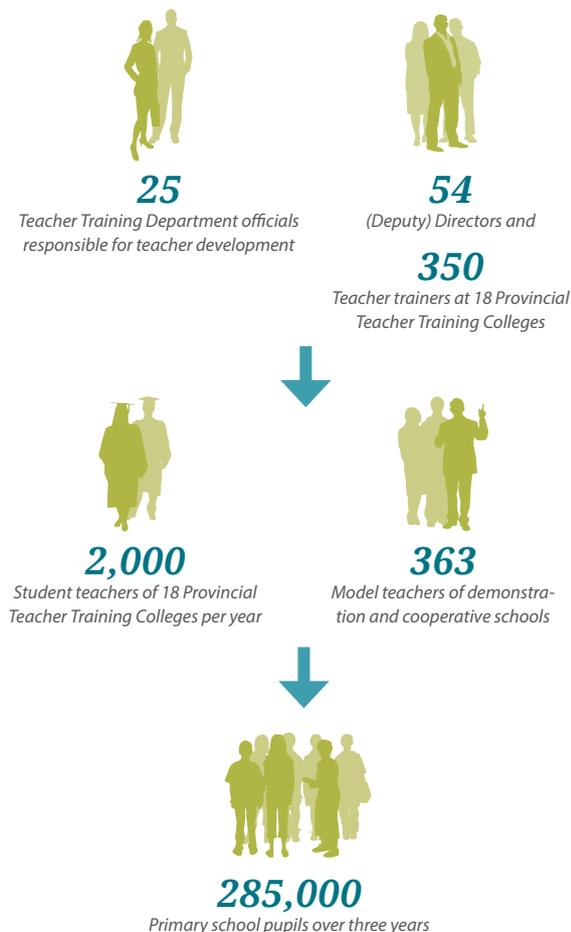


**Professional  
development of  
teachers**



*“I hope my change will inspire my colleagues”*

## Mrs So Sam Borey, teacher trainer in Cambodia testifies



Mrs So Sam Borey is a 29 year-old science teacher trainer from Kampot province. Since 2014 she is also a work group member for the VVOB programme on primary education. After building up her own capacity, she will become one of the nation-wide trainers on primary science methodology. Gladly she recalls how participating in the work group has changed her, both professionally and personally.

In 2014, the Cambodian Ministry of Education, Youth and Sport and VVOB started a three-year programme on Primary Teacher Training. This programme aims at developing the initial teacher training for science and mathematics. It also wants to strengthen the Provincial Teacher Training Colleges and their affiliated primary schools for teaching practice. Finally, it wants to support the Teacher Training Department in assuring teaching quality.

### **Capacity building**

Mrs So Sam Borey returns from her try-out with piles of materials and drafts. This is part of the activities to develop the capacity of her and nine other science work group members. She reflects with us on the journey she made since she joined the VVOB work group in 2014. Participating in the workshops and trainings has not only helped her to build her methodological knowledge, but also has led to a remarkable difference in how she goes about her daily work.

### **Changes in methodology**

At the end of each lesson, the teacher now reflects on her teaching as to continue improving the quality of her teaching. "In the past, my lessons were more theoretical", the teacher trainer remembers. The current teaching, she considers more successful. She is now more able to guide student teachers to do experiments and to make the connection with theory. She also pays attention to misconceptions of students and provides the needed support. This has helped to engage the students more. They ask questions and express their ideas. They are eager to learn and

better understand the new lessons. So Sam Borey notices a remarkable improvement of learning outcomes by using this student-centred approach.

### **Personal changes**

Joining the science work group also changed Mrs So Sam Borey on a personal level. She now feels more confident and is more willing to accept constructive feedback from others. This has helped her to become more involved in school development.

### **Future**

For the future, she would like to see further improvements in the quality of science education in Cambodia, but the teacher trainer adds: "I will start by changing myself. Then I hope my change will inspire my colleagues."



*“I develop myself so  
I can assist  
others in their  
development”*



## Teacher Joline Mukongo is a role model for girls in agricultural education in the DR Congo

The VVOB programme in the DR Congo ensures teachers and school leaders in secondary technical agricultural education prepare pupils for decent work in accordance to the needs of society and the labour market. This programme emphasises on the training of inspectors in their support of these schools. It is funded by the Belgian Development Cooperation and runs from 2014 till 2016. The activities take place at the national level as well as in three pilot provinces: Kinshasa East, Bas-Congo 2 and Bandundu 2.

In the DR Congo, VVOB implements a programme on technical agricultural education. One of the axes of this programme is the training of teachers. In this country the inspectors organise the continuing professional development of the teachers of agricultural schools. Our programme team talks about how this is put into practice with Joline Mukongo. She is a technical agricultural engineer and a teacher in the Institute of Isingu, one of the nine pilot schools of the VVOB programme. Joline Mukongo has benefitted from many training activities and she is passionate about sharing her knowledge with the other teachers of her school.



### **Becoming a teacher**

Joline Mukongo is a former pupil of the Institute of Isingu, the school where she is teaching now. "It was my father who encouraged me to study agronomy, rather than commerce, which had my preference", she explains. "My father had a small farm and needed me to obtain modern agricultural knowledge to further develop the farm. As an agronomist-teacher, I am now responsible for the optional classes of grades three till six. I teach among others agriculture, rural engineering, topography and crop improvement. Since I finished my studies, I already collected 15 years of teaching experience. Almost half of my training during this time was provided through two VVOB-supported programmes."

### **Strengthening fellow teachers**

The Institute of Isingu is the only school to be closely involved in two VVOB programmes in the DR Congo. "For over six years", Joline Mukongo continues, "I was privileged to participate in all training activities organised by the Inspection Services with the support of VVOB. For example, I really enjoyed the training on the competency-based approach of teaching."

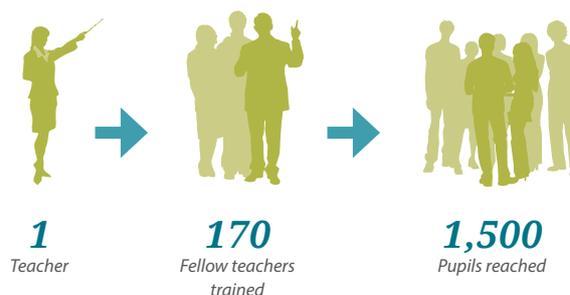
As a teacher, I have trained hundreds of pupils myself in different classes and on different subjects. But what I like the most is to help and strengthen other teachers. I have worked with a growing number of them over the years. So far, I believe, I have been able to train about 170 teachers, in my own school as well as in other schools in the region.

We often share knowledge through feedback sessions in our local network, in which I like to take up a leading role. My colleagues are proud of me."

### **The value of working together**

"I am convinced that working together like this with my colleagues, contributes to the development of agricultural education in my province. So I do not regret to have chosen to become an agronomist as I feel very useful in my community. My fellow teachers appreciate my openness to share my knowledge with them. The principal of our school sees me as a valued staff member and mobiliser."

I am also happy to inspire many girls. I like to encourage girls to become agronomists. It works. Every year we have higher numbers of girls in our school. Most girls look at me as a role model and I am really very proud of that."





From left to right: Vanessa Calvas, Caroline Decombel (VVOB) and Natasha Montalvo

# Giving impetus to entrepreneurship in Ecuador

For some years now, Ecuador has been strengthening its economic reality. Exporting finished products rather than unprocessed natural resources ensures the added value remains in Ecuador. To achieve this, Ecuador needs technically trained people with entrepreneurial spirit.

VVOB works closely with the Ministry of Education in Ecuador to embed entrepreneurship into technical education. The main focus is on teacher training.

We interview Vanessa Calvas, Head of Department of Professional Development and Natasha Montalvo, National Director in the same Department for In-service Training and Continuing Professional Development.

The target of the VVOB programme in Ecuador is that technical education teachers and school leaders prepare students for their role in society and for decent work. Therefore VVOB focuses on capacity development of partner organisations working in professional development of teachers, school leaders, counselors, inspectors and mentors in technical education.

Cooperation with the ministry of Education includes support in developing a technical education public policy, design and implementation of (a system for) training, internships in companies, learning networks, developing educational material and creating connections between education and the labour market.



**470**

Teachers trained in the course in 2014



**4,525**

Pupils reached in 2014

**765**  
Teachers trained in 2015

**7,366**  
Pupils will be reached in 2015

**4,224**  
Potential teachers to be trained 2014-2016

**40,671**  
Pupils will be reached 2014-2016

### **Technical secondary education and entrepreneurship**

Natasha Montalvo confirms the Ministry of Education is introducing major changes to the educational system. One of those changes is in strengthening technical education. "Within technical education, entrepreneurship is a fundamental theme. After all, it is necessary to increase self-confidence of graduates to undertake business initiatives. This way, the local demand for products can be met within the country", she says. "Therefore, the technical schools need to be hands-on learning centres where students can learn to produce and trade, starting from real and practical experiences."

### **Training of teachers is essential**

VVOB developed the curriculum for a course on entrepreneurship for teachers. In 2014, 470 teachers participated in this course at three universities. "With this training, we want to give teachers the tools to allow them to act as a coach to their students in entrepreneurship and production", says Vanessa Calvas, Head of Department of Professional Development. "This way, good education to prepare students for professional life and strengthening our economy go hand in hand."

In 2015, 765 teachers of technical education will follow this course. Natasha Montalvo appreciates the role of VVOB in all of this. "Their contribution is fundamental for the teacher training", she states. "This applies not only to the development of the courses. VVOB currently also looks into the quality of the course for entrepreneurship provided by the three universities. With this instrument, we will be able to assess other courses as well and increase their quality."

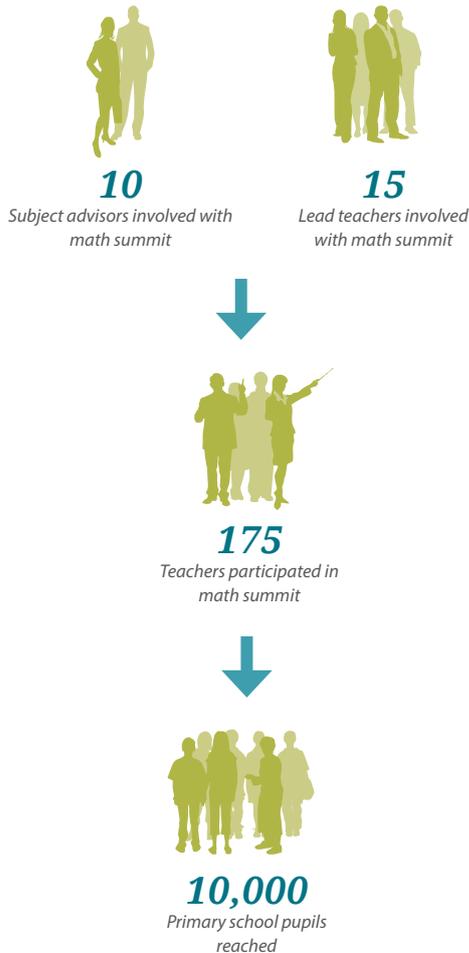
Of course technical education does not only prepare for the labour market. That is why VVOB also aims to improve education in competencies related to life skills - the "good life" - the main theme in this government's policy. This concept refers to the pursuit of quality of life. It entails a life of dignity, in harmony with nature, with a diversity of cultures. It requires care for oneself and others.





Johrina Thobisa

# The tip of the iceberg: mathematics in South Africa



The Free State Department of Education hosted its first math summit early November 2014, supported by VVOB. It took place in Welkom, Lejweleputswa district. Among the more than 200 participants were delegates of unions, math organisations, higher education institutions, and 175 teachers. They shared ideas on teaching maths for primary school. Provincial Minister for Education, Tate Makgoe, explains: "This summit aimed at producing a model for teaching mathematics according to needs and capabilities unique to South African teachers and learners. This model will empower teachers and expand their knowledge in teaching maths and breaking misconceptions."

The VVOB programme in South Africa aims to improve learning outcomes for numeracy of primary school children. Together with the Ministry of Education, the national agency for educators (SACE) and Free State Province, VVOB works on improving professional development for teachers.

Free State, one of the nine provinces, has more than 600,000 pupils in primary and secondary education in about 1,400 schools with almost 25,000 teachers. In comparison, Flanders has about two times the number of students and schools and about five times the number of teachers (1.1 million students in 3,400 schools with 115,000 teachers).



### **Iceberg**

Karin Van Dommelen and Sonia Backx made the audience reflect on the building blocks for mathematical understanding. They are pedagogical advisors of VSKO, the umbrella organisation for Flemish catholic schools. As in their iceberg metaphor: the maths problem a pupil solves (or not) is just the tip of the iceberg, it is the result of the understanding of the building blocks underneath. Karin and Sonia added: "Teaching mathematics should always start in the reality of life."

Chief Director Julia Maboya shared her research on learning tools in maths education. "It is important to use these tools, but educators should make sure that the next step is also taken: introducing the abstract concept that links with what pupils experienced at concrete level." She also stressed the added value of low-cost, non-commercial teaching aids.

### **Team work, team learning**

Mogwetsi Moalosi, subject advisor mathematics, was involved in the preparation of the summit. "It was an interesting journey", he says. "I had just been appointed in this position. Lead teachers and subject advisors jointly discussed how certain math topics have to be taught. The idea to start from the concrete and then

move to pictorial and abstract, was new to me. But as we developed 'how to teach' manuals, I learnt with and from the other summit organisers." He was also pleasantly surprised by the approach of the event: "Teachers worked as 'Professional Learning Communities'. In these groups, guided by us, they reflected on common misconceptions on math teaching. By working this way, teachers felt engaged. The output of the summit is theirs. Hence, it will be easier to train teachers on the use of the manuals. All primary math teachers of this district will be trained in 2015."

### **Activating learners**

Johrina Thobisa is a lead teacher for grade 3 with 22 years of experience. She became a teacher because she loves teaching. During the math summit Ms Thobisa learnt a lot about teaching methodologies. It helped her with her own teaching. "The iceberg metaphor is applicable to all mathematical topics, from counting to teaching about shapes. I learnt during the summit to use concrete teaching aids, such as boxes of cornflakes or milk, while teaching space and shape, number sense or even clock reading and time. It is important to implement this in our classes. Since the summit, I'm using more activating teaching approaches with the learners. They love it."



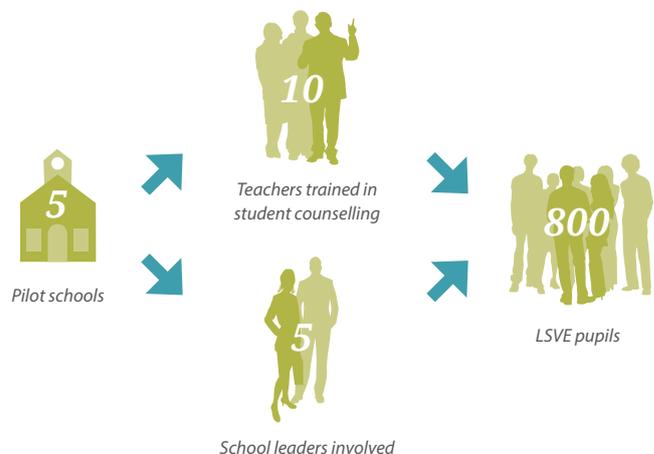
# Mapping lower secondary vocational education in Suriname

*The first steps towards stronger support for the teachers*

The current VVOB programme in Suriname strengthens the teachers at Lower Secondary Vocational Education (LSVE). In 2014, the VVOB team conducted research on student counselling and on coaching novice teachers in LSVE schools. This gives us a better understanding of the situation in this subsector and helps us setting priorities. The findings of the

focus group meetings, interviews and questionnaires provide direction to our activities. The information also makes our cooperation with the Flemish university colleges more effective. This way we can align their expertise and support on student care and mentoring novice teachers with the local needs.

In January 2014, VVOB and the Surinamese Ministry of Education and Community Development started the Programme More Effective Schools in Surinamese Lower Vocational Education. It wants to offer all students equal chances towards quality education. As such they can work on the development of capacities that they will need to become economically productive, to provide in a sustainable way for their own means, to contribute to a peaceful and democratic society, and to improve their own welfare. The programme runs till 2016.



### **Student guidance and counselling**

Indeed, teachers at LSVE schools regularly ask for support on the topic of student guidance and counselling. Through a questionnaire we identified those teachers who are actively involved in such student guidance at each LSVE school. Afterwards focus group meetings were organised with various stakeholders, including teachers, pupils, as well as parents and graduates of LSVE schools. We found that about half of all LSVE pupils are struggling with problems at home. This situation affects their learning and behaviour at school. About 20 teachers indicated that teaching these teenagers is challenging and that they find themselves insufficiently prepared for this task. School directors and teachers believe that especially the teachers of vocational subjects lack adequate pedagogical skills. This affects classroom teaching.

### **Novice teachers**

Also, according to the school directors and teachers, the novice teachers struggle with pedagogical and didactic competencies. There is a need to improve classroom management: especially maintaining order, and dealing with teenagers in general and managing student behaviour in particular. The teacher training does not sufficiently prepare teachers for this. Many teachers find it hard to make the connection with the future professional life of the students because they themselves don't have any working experience in companies. New teachers explicitly wish to work together with colleagues. In the schools there is no system in

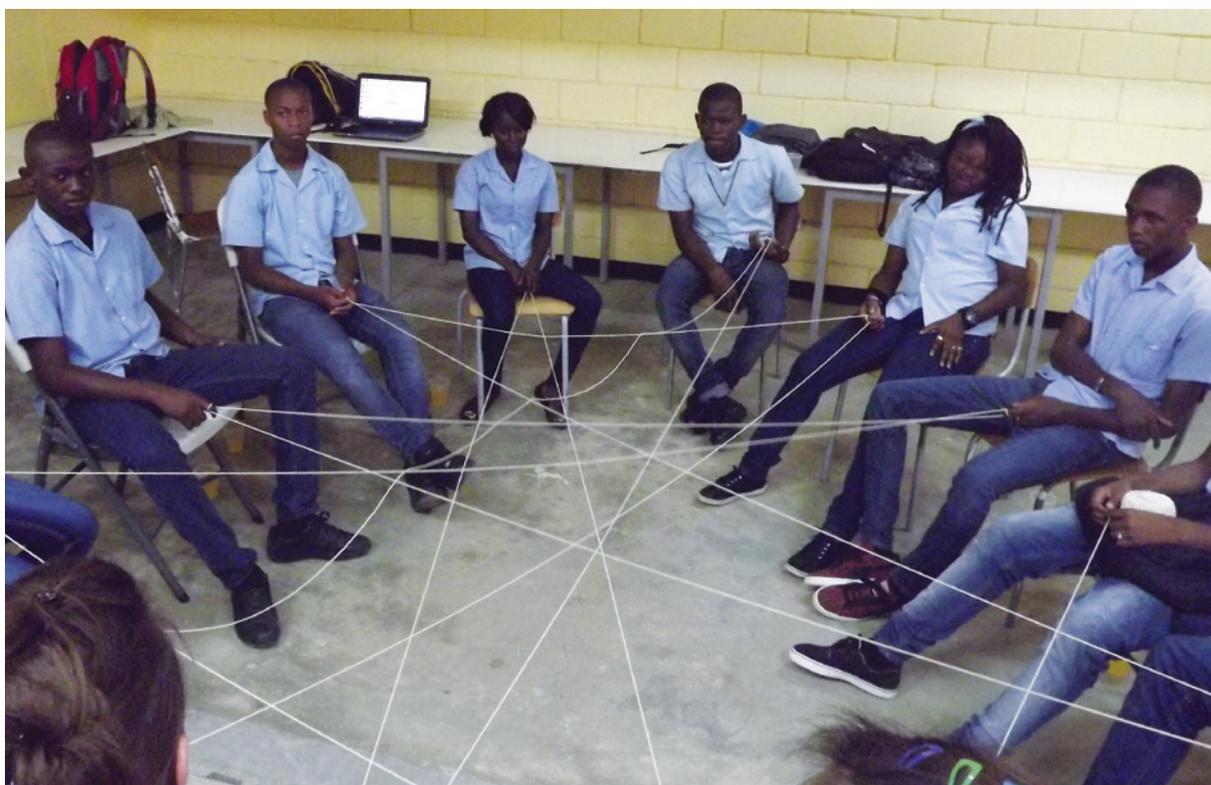
place for welcoming and guiding beginning teachers. New teachers feel left to fend for themselves. There is a need for structural mentoring of this group.

### **Everyone involved**

The teachers were actively engaged in the survey as they were convinced they could constructively contribute to the change process. The information gained assures that our actions are better targeted. Moreover, inclusion of different stakeholders ensures schools are more supportive to the upcoming changes.

A first result for student counselling is that a training for teachers on student counselling will be developed. Secondly, social (life) skills of LSVE students will be strengthened by teachers who have been trained adequately. Thirdly, the module about student guidance and counselling offered at the teacher training college will be revised. This way, novice teachers are better equipped to deal with the wide variety of students.

For the novice teachers a guide will be developed with practical information and tips for the first steps in their educational career. Finally, mentors will be trained to support novice teachers in the schools. The stakeholders really appreciate that this study is giving them a voice.





Mr Vu Dinh Chuan (photo by RMIT University in Vietnam)

# Innovative career guidance going nation-wide in Vietnam

Secondary teachers play a crucial role in equipping students with skills to enter the world of work. For this, teachers use a student-centred career guidance approach. This way students discover their own talents and interests, and learn to explore the world of study and careers.

The VVOB programme on career guidance in Vietnam focuses on two provinces: Quang Nam and Nghe An. However, through the involvement of the Ministry of Education and Training the approach and publications of the programme were spread nation-wide. Through the website [www.truonghocketnoi.edu.vn](http://www.truonghocketnoi.edu.vn), which is managed by the Ministry, 40% of all secondary schools, teachers, school leaders and students now have direct access to the career guidance tools.



The two-year programme on career guidance in Vietnam is funded by the Belgian government. It supports parents, teachers and school leaders in improving the quality and relevance of career guidance to secondary students. The programme focuses on: extending the career guidance approach on a nation-wide scale; elaborating the student-centred and gender-sensitive career guidance approach with provincial partners; and guidance and support of partners in implementing plans at school level.



### ***Innovating career guidance in Quang Nam and Nghe An provinces***

Lower and upper secondary teachers in Vietnam have a responsibility to guide their students in their further education and career selection. To provide this support, teachers offer career orientation as a co-curricular activity of nine lesson hours per year to pupils of grade 9, 10, 11 and 12.

25 in-service teacher trainers (16 men and 9 women) participated in the development of a teacher manual for career orientation in lower and upper secondary schools. The new publication focuses on a student-centred career guidance approach. Following a gender review, the career orientation guide has become gender-sensitive by including gender in career planning and career guidance theories, and choosing gender-neutral characters with names that can be both male and female.

### ***Expanding reach***

The innovative student-centred approach to career guidance responds to a current need of the Ministry of Education and Training. Both the Secondary Education Department and the Department of Teachers and Educational Administrators of the Ministry appreciate VVOB's approach. After participating in provincial activities, the programme findings inspired these departments to scale up the outputs to a national level. The Ministry officially assessed and approved the programme publications as resources for the training of secondary school teachers. During two national training of trainers workshops, the Ministry introduced the career orientation guide to 92 national core trainers (27 women and 65 men) from 30 different provinces and 6 colleges and universities.

### ***Nation-wide promotion***

In 2014, we witnessed the successful launch of the website [www.truonghocketnoi.edu.vn](http://www.truonghocketnoi.edu.vn), which is published by the Ministry for secondary pupils, teachers and school leaders. The Secondary Education Department took the initiative to disseminate the publications on career guidance through this channel. This made the guide available for free to all pupils, teachers and school managers of about 40% of all Vietnamese secondary schools. This means that the career orientation guide has a total reach of around 185,000 teachers and 2,700,000 pupils in lower and upper secondary schools in Vietnam.

"We highly appreciate the support to education on career guidance", says Mr Vu Dinh Chuan, Director of the Secondary Education Department. "Thanks to the innovative instruction materials developed by VVOB, we trained our national core trainers on student-centred career guidance and introduced these publications as references to all secondary teachers in Vietnam. We will use these resources as key references for our new curriculum on experiential and innovative activities, which is being rolled out from 2015 onwards."

*“Did you know that children learn by playing?”*

# Strengthening early education in Zambia



He rubs his eyes and yawns. He is still feeling very sleepy. Holding the left shoe in the hand, you can see him thinking: “To which foot does this shoe belong?” Then someone calls his name. He looks up and runs towards her, followed by a second toddler who was struggling to tie his shoelaces.

A small queue of pupils is forming in front of her chair, but Gertrude Kamwi Limpo helps them all patiently. She is one of the two early childhood education teachers at the demonstration school of the David Livingstone College of Education. This pre-school is used for lesson observations and teaching practice by the 70 students who want to become a kindergarten teacher.

The past year VVOB has been working at the college as part of its programme called LITTLE. It aims to increase the quality of teacher training for early childhood education.

Enhancing the capacity of Gertrude Kamwi Limpo and her fellow teachers at the demonstration school, contributes to the creation of a rich learning environment for the children and the college students. To both of them the teachers at the demonstration school are role models.

Together with the **Zambian Ministry of Education**, VVOB implements the LITTLE programme (Learning Improvements for Teachers and Lecturers in Early Education). It supports the Ministry in monitoring the teaching of early childhood education at the colleges of education. LITTLE empowers lecturers for early childhood education through in-service and pre-service training.

**2** colleges  
and **2** demonstration schools  
received training and teaching and learning materials



**76**  
Early childhood education teachers,  
lecturers at the Colleges of Education and  
teachers of demo schools



**150**  
Student teachers of the 2 Colleges of  
Education for early education perform  
their teaching practice in a rich learning  
environment



### **No time to eat**

It is just past 3 PM when the playground fills up with three- to seven-year-olds. They have just woken up after their afternoon nap. While Gertrude Kamwi Limpo is keeping an eye on them - preventing the sleepy heads from dozing again on the swing - her colleague is having a quick lunch. She explains: "We haven't had anything to eat yet. We used our break to visit the post office to send our assignment to the Open University in Lusaka." Both of them are trying to upgrade their qualifications from certificate to degree in Early Childhood Education. "It is not easy", she continues: "It takes about four years. We study during all our holidays. But it is worth it!"

### **Learning corners for decoration**

While watching the pupils playing in the playground, Gertrude Kamwi Limpo asks: "Did you know that children learn by playing?" Without waiting for a response she continues: "I didn't. I used to yell at the children when they climbed a tree, not realising that they learn through experience."

"During the VVOB workshops on active teaching and learning we made 'learning corners' in the classrooms. In one corner we created a shop with empty boxes. A set of music instruments made of waste materials was put in another corner. Every ten minutes the pupils had to switch places. At the end of the class they had played in each learning corner. "I remember in the beginning I didn't want the children to touch it. I was afraid they would break something. I saw the corners as decoration to brighten up the class room", she laughs. "Now I understand that the children learn

how to interact with others when they are imitating grown-ups, pretending to buy something in the shop corner. It is fascinating to see them socialise."

### **Low-cost art**

On a table in one of the two classrooms is a pile of drawings of ducks. All birds have exactly the same shape and size, but still each one looks different. The pupils glued seeds, sand or grains on the papers and made each picture unique. The lesson was part of an internship experience of three students from the David Livingstone College of Education making use of low-cost materials to create art. "One doesn't need a lot of money to have a good class", Gertrude Kamwi Limpo explains.

She learnt one of her favourite lesson schemes during the workshop on 'Art and Early Childhood Education' held in 2014 and organised by LUCA School of Arts, a Flemish educational partner of the programme. She reads out stories and then lets the children make an art piece about it.

"You just let them draw or paint. It is amazing what they come up with! They are so creative!" She laughs when she recalls how they were also made to paint and draw during the workshop. "I still remember how important it is to tell the children that all drawings have something nice; everybody can draw."





Mrs Rudo Maramba



3

Lecturers attended the needs assessment and the mentorship training by Artevelde University College Ghent



12

Lecturers were accompanied by the VVOB team in organising the training of mentors

# The multiplying effect of capacity development in Zimbabwe

In 2005, the Ministry of Primary and Secondary Education introduced Early Childhood Development (ECD) to enhance the readiness of children for primary education. To meet the increasing demand for ECD teachers, the Government of Zimbabwe established the 2-5-2 teacher training model: student teachers are in college for two terms, on school-based attachment for five terms and back in college for two terms before they graduate. To ensure the quality of this model, colleges need strong teaching practice systems to support students during their attachments. Therefore, colleges develop the capacities of the school-based mentors. On top of mentorship skills, they gain knowledge and skills on how to provide quality education to ECD learners in Zimbabwe.

## From capacity development of lecturers...

VVOB supports four Zimbabwean primary teacher education colleges, Mkoba, Seke, Bondolfi and Marymount, in enhancing the quality of student support during their teaching practice. The trajectory of the four teacher training colleges started in June 2014 with a needs assessment in collaboration with the Belgian Artevelde University College Ghent. This process was followed by a training of lecturers from the same colleges by Artevelde University College in August 2014. The training focused on the competences of mentors and supervisors. During this training, the participants answered the question: *What can I do as a mentor and/or supervisor to make sure each student teacher is supported to become a good ECD teacher?* They also shared ideas and tools to improve the quality of the training of mentors.

In 2014, a three-year programme on teacher development for inclusive early education started in Zimbabwe. VVOB supports the enhancement of leadership capacities of the ministry directors, college principals and provincial education directors. Also, college lecturers and district education personnel are supported to develop their skills, knowledge and attitudes in the field of inclusive early education and research to improve teacher development.



### **... to empowered mentors and students...**

Mrs Rudo Maramba is the lecturer in charge of teaching practice at Marymount. She attended the training on mentorship by Artevelde University College in August 2014. Following the training, she tells us her story. "After sharing the outcomes of the training with colleagues, we organised a training for mentors in four districts in November 2014. From the training by Artevelde, we chose to integrate two issues in our training for mentors: the different learning styles and reflection. We have plans to conduct staff development workshops to ensure lecturers adopt practices that promote self-reflection in supervising students. Personally I challenge my students to reflect on their work now. The training had an impact on the way I support my students."

### **... with a direct impact in the classroom**

Mrs Kudzai Muchanzu is an ECD teacher at Chikwekwete Primary School in the Buhera District. She attended the mentorship training given by the lecturers of Marymount Teacher College in November 2014. "I was impressed by the reference to learning styles. This will help me to address individual differences. It will be important for me to appreciate the learning styles of the children of my class and the student teachers I mentor. Moreover, I now know the important child monitoring records the students use so I can fully support them as a mentor. I also valued the session on syllabus interpretation. I have always been afraid of mentoring a student teacher but now I think I am fully empowered to help any student."





**School leadership**

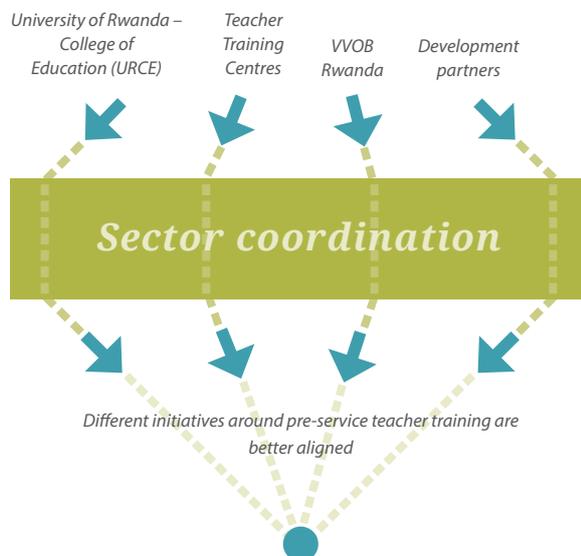




# The role of sector coordination in pre-service teacher training in Rwanda

The University of Rwanda – College of Education (URCE) is the lead institution responsible for pre-service teacher training. It oversees the pre-service teacher training for all categories of teachers at all levels. In addition, a range of development partners, like the British Council and USAID, focus on different aspects of pre-service teacher training.

At the start of the current VVOB programme, in 2014, these partners worked with little collaboration let alone efficient coordination. VVOB took the lead in the set-up of a task force on pre-service teacher training. This task force now operates under the Teacher Professional Development Technical Working group, and is chaired by URCE, with VVOB as co-chair.



The VVOB programme in Rwanda on *Learning Outcomes in Primary Education (2014-2016)* aims to improve the capacity of the Rwanda Education Board and the University of Rwanda – College of Education (URCE), to train school leaders on effective school leadership, and to promote learner-centred pedagogy in the pre-service teacher training programmes. In addition, VVOB takes a leading role in sector coordination, both in the field of school leadership and in the field of pre-service teacher training. We collaborate with a multitude of development partners active in Rwanda to support the government in the implementation of its *Education Sector Strategic Plan (2013/14-2017/18)*.

### **Mapping of initiatives**

A first activity of this task force was a mapping of initiatives in pre-service teacher training. This mapping exercise confirmed and highlighted the large number of different initiatives taking place at all levels of pre-service teacher training in Rwanda. Thirteen development partners are currently active in the field, and most of these collaborate with URCE and several of the sixteen affiliated Teacher Training Colleges. Furthermore, there are currently eleven thematic areas of intervention in pre-service teacher training, going from the promotion of learner-centred pedagogy, to ICT in education, library development and inclusive education. The mapping report also highlights the many possible pre-service teacher training issues that are *not* being addressed by any development partners.

### **Improving coordination and cooperation**

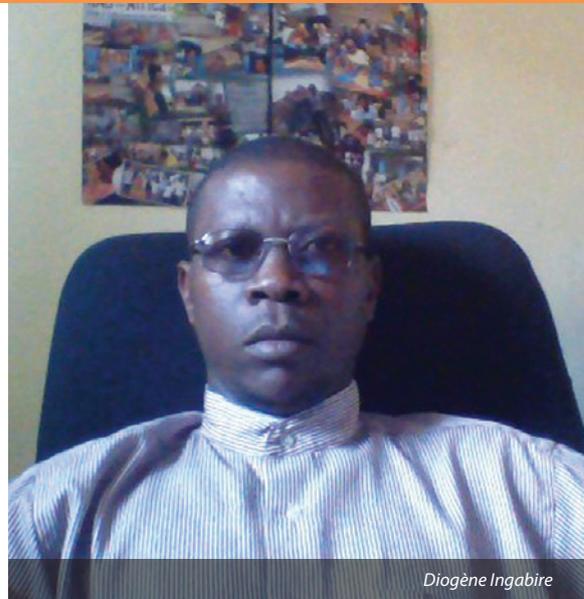
The objective of the task force is to establish a forum for sharing and learning for all partners involved in improving pre-service teacher training. Through the task force, the objectives of all ini-

tiatives will be aligned with the goals and priorities of the government of Rwanda and URCE. Via regular meetings, the task force develops a shared understanding of pre-service teacher education and continuing professional development that serves as a basis for designing, conducting and monitoring interventions. In addition, the task force enables a more efficient use of resources. We can for example avoid that different partners organise events and training activities at the same time through a shared calendar of activities.

### **Coordination in practice**

The newly-formed Pre-Service Teacher Education Task Force, chaired by the URCE and co-chaired by VVOB, thus represents a timely initiative to promote greater collaboration and joint strategic planning in the area of pre-service teacher training. As such, it ensures effective coordination in areas of significant overlap, and promotes efficient use of resources. At this moment for example, the task force joins forces (both technical and financial) to revise a new training programme (curriculum) for pre-service teachers, reaching all future primary teachers of Rwanda.





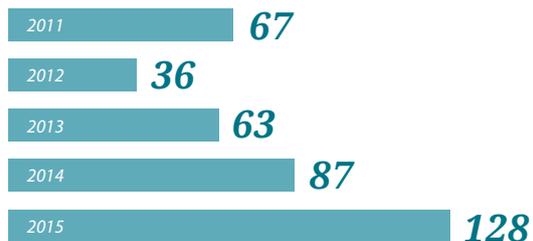
Diogène Ingabire

# School managers put technical and vocational education on the map in Rwanda

For a long time, technical and vocational education were wrongly perceived as a second choice. A place for pupils who fail to move to a “higher” level, because of a lack of discipline or even because they are considered as drop-outs from society. The number of candidates enrolling in Vocational Training Centres is low compared to the needs of the labour market. School managers are struggling to promote their centres.

Kiyonza is one of the four Vocational Training Centres of the Nyaruguru district in Southern province and is among the less frequented centres of the whole province. It has a capacity for 160 pupils but only 87 were registered in 2014. In this year VVOB started to support an awareness raising campaign on technical and vocational education. Its aim was to improve the image of this type of education and to increase the number of people enrolling in this particular centre.

The Belgian actors VVOB, BTC and APEFE jointly support the implementation of the policy on technical and vocational education and training in Southern province. Focal persons within the Workforce Development Authority and the Integrated Polytechnic Regional Centre South collaborate with technical assistants of VVOB in supporting the implementation in the pilot schools of the reform of the technical and vocational education and training. The VVOB team focuses on capacity development strategies that favour ownership and sustainability, such as coaching, peer learning and study visits.



Registered pupils in Kiyonza Vocational Training Centre the last four years and in 2015: increase of 41 students thanks to the awareness campaign

### **The potential of the Kiyonza Vocational Training Centre**

The centre offers training in four trades: Masonry, Carpentry, Tailoring and Culinary Arts. It is located at about 20 km from Huye Town, on the main road to Bujumbura. It is fairly equipped, surrounded with potential clients and with almost no competitors in the district. "But why is the number of people registering here so low?" sighed Diogène Ingabire, the school manager. He was not happy with the situation: "It is a shame to be called a school manager of a school with such a low number of students." For him, something needed to be done about the prejudice towards technical and vocational education. He therefore started building a network outside the school community. With the support of VVOB, a team of coached students started writing and performing drama and street theatre as a means of raising awareness for the importance of technical and vocational education.

### **Awareness raising campaign in Ngoma Sector**

In July 2014, VVOB supported a campaign in the Ngoma sector, where the Kiyonza centre is located. In Rwanda, every last Saturday of the month adult citizens perform half a day of community work to improve their living environment. As this brings a lot of stakeholders from all layers of society together, it was an opportunity for our campaign. After the community work, we used plays, songs and testimonies to tackle prejudice towards technical and vocational education to more than 1000 local inhabitants; mainly

parents, local authorities, and staff and pupils from neighbouring schools. The participants were initially convinced that this kind of education is made for men. The campaign triggered their interest and contributed to changing their ways of thinking. You could notice it through facial expressions or words. "I wish I could register and study in the Vocational Training Centre... The testimony from the lady who teaches Electricity was interesting... I didn't know that a girl is able to study such profession", stated Libératha Nyiramani, an Ngoma resident.

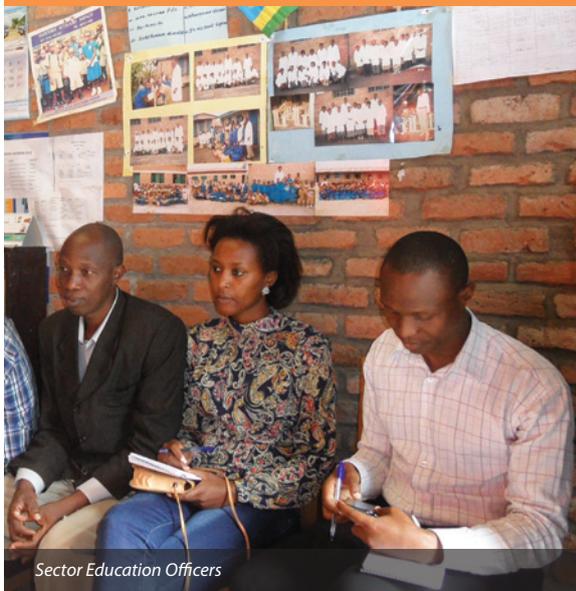
### **After six months, good news**

The campaign was very fruitful. As a side-effect the sector authorities increased their efforts in following up and coaching the staff of the Kiyonza Vocational Training Centre. They now have a positive attitude towards technical and vocational education and include aspects of it in their own performance contracts with the government.

More importantly, the number of registered pupils of the centre for the academic year 2015 reflects a substantial impact of the campaign.

"Thank you for the support", said Diogène Ingabire last month: "The campaign shows great results. This academic year, the number of registered candidates increased with 41 students. The biggest number of pupils I ever had was 103. But now I have 128 pupils and I can gladly testify that this is undoubtedly the result of the campaign."





Sector Education Officers

*“I have learnt that I don’t have to be a police officer, but that I can be a coach”*

## Strengthening school leadership in Rwanda

*To become better, anyone is willing to change... But nobody wants to be changed.*

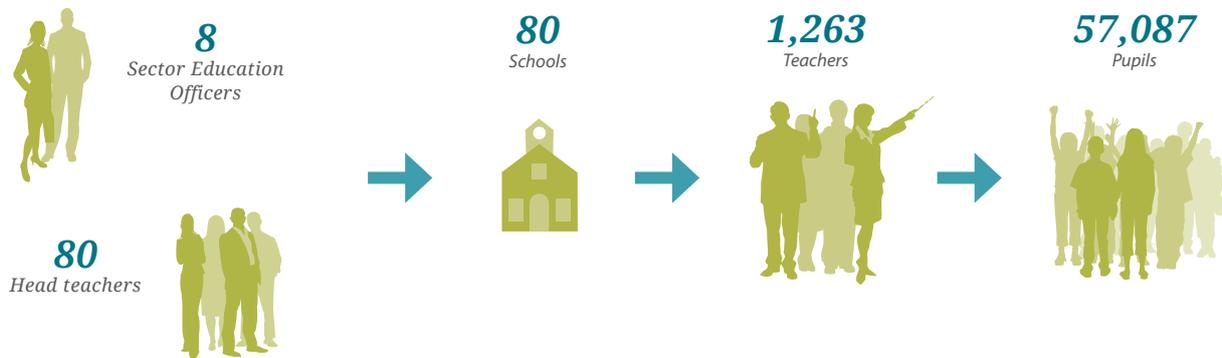
In the course of 2011, 416 Sector Education Officers were appointed. They were the ones to hold accountable for the quality of education in their sector. All of them were well educated but most of them had no experience as a head teacher. Nevertheless, the head teachers in their sectors were the only leverages for doing their job. But how to go about this? Telling them to change their way of working? Head teachers of whom especially the experienced ones thought: “Who are these rookies who think they can tell me what to do?” This little story tells about the way ‘coaching’ and ‘peer learning’ can do the trick.

*The road towards becoming better starts with self-reflection.*

### **Initial training together**

Whenever you want to reflect upon your own performance, you need to have a clear idea about what aspects are most important. What aspects of school leadership are making the difference? What kind of professional behaviour contributes most to excellent education? In an initial training we familiarised the eight Sector Education Officers as well as the 80 head teachers of their sectors with the latest theory about effective school leadership.

The project on ‘coaching school leadership to achieve high level learning achievements’ is conducted by VVOB in Rwanda in the framework of DFID’s *Innovation for Education* initiative. It tests three different approaches to develop capacity of head teachers in their pursuit of becoming competent school leaders. The objective is to generate ‘evidence-based’ knowledge on capacity development leading to improving the learning outcomes of pupils.



We also discussed the aspects of school leaders' behaviour that make the difference. How they can be recognised in the Rwandan daily educational practice. On this basis, all head teachers assessed themselves and made resolutions about what aspects to improve. All of them went home with individual plans of action on how to realise their resolutions.

*Learning from peers is easier than learning from experts.*

### **Training what and how to coach**

So what about the Sector Education Officers? At least both shared the same conceptual framework now, but still the question remained how they could support head teachers to realise their resolutions. People tend to learn from their professional peers, but how to organise this? Bringing people together isn't just enough. Certain conditions need to be fulfilled to make them learn from each other. So we trained the Sector Education Officers how to guarantee these conditions and not to 'tell' but to 'coach' instead. We trained them to use different kinds of questions as a tool for

offering support, reflection and learning. They were trained to support people to change themselves and not to be changed. Or, as a Sector Education Officer phrased it: "I have learnt that I don't have to be a police officer, but that I can be a coach. And it seems to work!"

*If you aren't rich, at least you have to be cost-effective.*

### **How things work out**

The quality of school leadership is (after the quality of teachers) the second school-related factor that influences pupils' learning outcomes. Working with Sector Education Officers and head teachers to improve the quality of education is a very cost-effective strategy. Competent school leadership has its impact on the school culture. It helps to push over the first tiles in the row of dominoes that need to fall in order to achieve higher pupils' learning achievements: *What is expected from teachers? Do teachers have high expectations of their pupils? Do pupils have high expectations of themselves?*





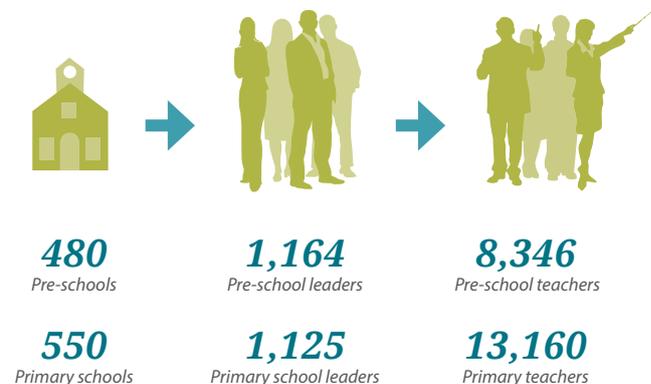
Ms Nguyen Thi My Lien

# Opening the gates between pre- and primary schools in Vietnam

Few Vietnamese kindergartens and primary schools engage in joint activities to support children in transition from pre-school to primary education. Notable exceptions are the formal 'hand-over' of five-year-old children to primary school at the end of the school year and the orientation week for new pupils at primary school.

In 2014, VVOB developed a capacity development trajectory for school leaders on the topic of transition. The manual "Improving Principals' Capacity in Change Management to Support Transition" was developed to support pre-school and primary school leaders.

The aim of the 2014-2016 Early Education Programme in Vietnam is that early education teachers and school leaders provide all learners equal opportunities to enhance their further education and future success. Particular focus goes to active teaching and learning, gender and transition from pre-school to primary education. The partners are the Department of Teachers and Educational Administrators, the Women's Union, Departments of Education and Training, and teacher training institutes.





### **Training school leaders**

A training of trainers on change management to support transition was organised for school leaders and teachers of both kindergartens and primary schools. According to Ms Tran Thi Thuy, vice-principal of Binh Minh Kindergarten in Quang Nam province, teachers feel more able to support children during transition. "They realise that the best way is to enhance children's school readiness rather than teaching them to read and write in pre-school", she explains. "For example, the staff of Binh Minh Kindergarten and Thai Phien primary school have become aware of the necessity of collaboration." Indeed, after the training, school leaders and teachers of both schools sat together with local leaders and the parent associations to draft a plan to collaborate and jointly manage children's transition in the school year 2014-2015.

### **Aligning with provincial priorities**

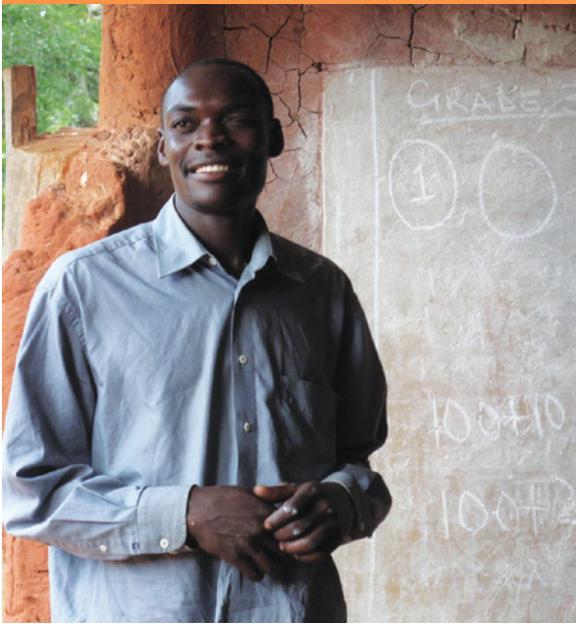
The Binh Minh - Thai Phien story is not an exception. Ms Nguyen Thi My Lien, who is an Educational Officer at Quang Nam, adds that the issue of transition is not really new. However, in carrying out activities to support children in transition, there hasn't been close cooperation between kindergartens and primary schools. VVOB's support has helped school leaders of both levels to devel-

op a shared understanding of the transition process and to identify the main problems throughout the process, thus encouraging them to develop concrete activities to support children more effectively. The training content has proven to be really useful in improving pre-school education and education in general. Therefore, the Quang Nam educational authorities would like to disseminate the transition message, concepts and ideas to the whole province.

### **Broadening impact**

In its first year of implementation, the capacity development initiated by the programme reached a total of 1,164 pre-school and 1,125 primary school leaders, covering a total of 480 kindergartens and 550 primary schools in 24 districts of the four partner provinces (Thai Nguyen, Nghe An, Quang Ngai and Quang Nam).

The Department of Teachers and Educational Administrators of the Ministry of Education and Training was involved in the material development process for this trajectory. Following the success of the training, they decided to include the topic of 'change management to support transition' in their own trainings for school leaders. They also integrated the transition theme into the 2015 in-service training activities for teachers and school leaders nation-wide.



*“If a principal can go back to school, why can’t we?”*

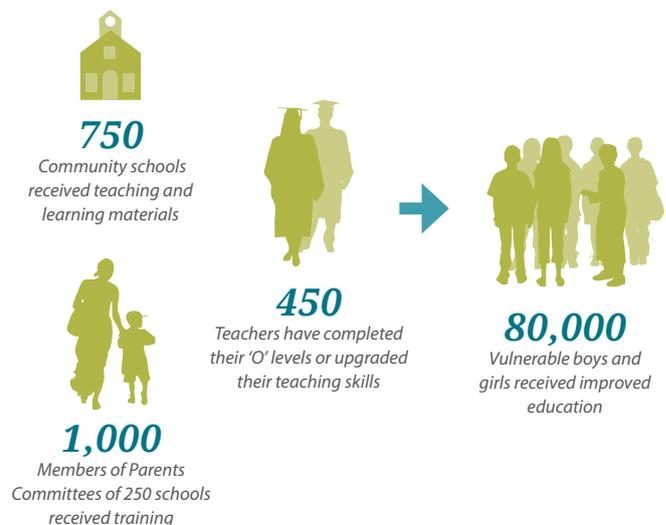
## Training of Zambian teachers inspires their communities

On the border with Kafue National Park, where elephants pass with the change of seasons and monkeys hide in the surrounding forests, lays a small, isolated school, called Kalundu Primary School. It was founded 15 years ago by the chiefs of the nearby villages, who wanted their children to become future leaders. Although today the clay walls of the classrooms are shaky, the community school still stands. It counts over 200 pupils and five voluntary teachers. In charge is the

youngest staff member, the 28 year old Olivell Nachilondo. They form a dedicated but untrained team. Through the ECSITE project Olivell was selected, among 120 teachers, to get an ‘O’ level training to complete his secondary education. This is an important step to obtain a teachers degree, as an ‘O’ level certificate is a necessary requirement to enrol at the *Colleges of Education* in Zambia.

The ECSITE project supports community schools and teacher resource centres in Zambia. This three-year project is implemented by VVOB; the Ministry of Education, Science, Vocational Training and Early Education; and Zambia Open Community Schools. It is funded by the European Union in conjunction with the Belgian Development Cooperation.

ECSITE aims to increase the quality of teacher education in community schools. This way the project will improve the learning opportunities of more than 80,000 vulnerable boys and girls across Central and Copperbelt provinces in Zambia. The project runs from 2013 till 2015



### ***The more rain, the fewer students***

A young girl swiftly jumps off her bicycle. She pulls it away from the muddy path as she sees a car approaching. Olivell Nachilondo recognises her as one of the pupils. He wants to find out why she is not at school. It appears she is going to the hospital. He wishes her luck and reminds her to bring a medical certificate. This slip of paper became obligatory as without it proof of illness is difficult. During the rainy season the attendance rates drops drastically. The fields are fertile and every hand is needed. From the age of ten, children are kept out of school to work on the farm.

Olivell Nachilondo and his team organise home visits to convince parents of the importance of education. Pupils who miss class get extra tasks to catch up. The principal is strict as he knows how difficult it is to graduate when you are too often absent.

### ***“Education is a shield”***

Olivell Nachilondo was eleven when his father died. He had to start working to support his family. Anything he could find, from repairing shoes to fixing fences. With the money earned he was able to attend classes every second term, but he never managed to complete his secondary education.

He counts himself lucky to get a second chance through the ECSITE sponsorship. He feels he can defend the importance of

studying better when he has a degree himself. “Education”, he tells anyone who wants to hear it: “is a shield that offers protection.”

He has experienced how difficult it is to find and hold a job without a diploma. Before arriving at Kalundu he was teaching in Southern province. The community school got upgraded and became a government school. Only trained teachers were employed. He was ‘chased away’.

### ***Inspiring the community***

Olivell Nachilondo’s renewed studies are an inspiration not only for the pupils and fellow teachers but also for the local community. Some members of the community feel challenged: “If a principal can go back to school, why can’t we?” Four of them have already started classes in grade 7 and 9. The principal encourages them by telling that one can never be too old to study.

Olivell’s enthusiasm and optimism are contagious. He dreams of proper infrastructure for the school, but also of a teacher’s degree. He is keeping ears and eyes open for new training opportunities; not only for himself but also for his colleagues. “Only first”, he whispers, “let’s wait for the results of my ‘O’ level exams.”







**Building bridges  
for equity  
in education**



# North-South dialogue on equity in education

In 2014, 45 Flemish teacher educators and pedagogical advisors travelled to VVOB's partner countries to share their expertise. By the end of August, three lecturers on mathematics of the Bachelor Primary Education of the Flemish university college Odisee Campus Waas left for an international experience to Cambodia's capital, Phnom Penh. VVOB asked Monique Hendrickx, Sara Van den Bulcke and Truus Verstocken to look at the Cambodian education context through 'equity in education' glasses. In Cambodia, they grasped for examples and materials to use in their professional life in Flanders.

**3**  
*Maths lecturers provide support on mathematical didactics in Cambodia*



**60**  
*Student teachers learn about the importance of language in maths*



**1,138**  
*Pupils in primary education get equitable learning opportunities*



The programme on 'public support on equity in education' builds dialogue on equity in education between teacher training colleges and pedagogical guidance centres in Flanders and VVOB's partner countries, with a focus on underlying values and norms. We motivate our partners to increase equity in education. We do this through the development of a learning environment, the implementation of actions within the partner organisations, a campaign, and the integration of equity in education in all activities of international mobility.

This programme is financed by the Belgian Development cooperation and implemented in Flanders from 2014 until the end of 2016.

### **International sharing of expertise in mathematics**

The VVOB team in Cambodia asked the three experts in mathematics to provide support on mathematical didactics in primary school. They conducted a two-day workshop for lecturers of teacher training colleges and representatives of the Ministry of Education on recurring mistakes in numeracy and operations. They showed how certain tools can offer support; for example the 'Multi-base Arithmetic Blocks', which visualise the value of numbers. But the lecturers also had some personal objectives. They wanted to gain international experience. Also, they were very interested in the assignment as such. They were given the opportunity to compare the didactics in Flanders with the practice of mathematics in Cambodia.

### **Cooperation in a multilingual context**

After two days of preparation and aligning with the VVOB staff in Phnom Penh, they gave a two-day training. This was not evident due to the huge language barrier. The slides on the projection screen were made in Khmer. The lecturers only had a translation on a little screen to support them. Translation went simultaneously: they spoke English and Cambodian VVOB staff translated to Khmer. The members of the core team were very inquisitive. In spite of the obstacles, the cooperation went very smooth. They were satisfied about what they accomplished.

### **Mathematics as a lingual subject**

Back home and at the teacher training college, colleagues and students swamped them with questions. During a team meeting, they shared their experiences with colleagues. Since their return, they put more emphasis on the importance of learning trajectories in mathematics and the use of learning tools. Instead of buying expensive didactical aids for mathematics, they stimulate students to recycle used materials. In Flanders, this can be a good solution for students who have a tight budget. The lecturers are more aware of the importance of language in mathematics than they used to. Language and more specific language in mathematics is an important factor in the learning process. The lecturers experienced this first hand during their stay in Cambodia. Now, they challenge their students to solve a Cambodian mathematic exercise formulated in Khmer. This way, they know how it feels to learn mathematics when you do not fully understand the instruction language. This is important for their teaching practice and future assignments in education. In Flanders, many children don't fully understand Dutch, the language of instruction. This confrontation helps students to support these children appropriately. In doing so, they get equitable learning opportunities.





## How a school link can inspire a school cook

Since 2009, the Flemish secondary school *Koninklijk Atheneum Mariakerke (KAM)* has a school link with the Saint Mary's High School in Kiruhura, Rwanda. Both schools have an active work group of pupils who engage in a dialogue about all sorts of topics. The teachers as well exchange experiences and thus contribute to improving the quality of each other's teaching practice. And what they are doing within their school link, they announce inside and outside the school premises. This way they increase the impact of their project.

The SchoolLinks programme supports the exchange and cooperation between primary and secondary schools in Flanders and in the South. This way, we improve the perception we have of each other, we strengthen the development of intercultural competencies of teachers and pupils, and we increase the connection and solidarity between North and South. Concretely, we offer tailored counseling, financial support, training, manuals, a website, newsletters and support through internships.

4  
Teachers in the  
school link work group



15  
Pupils in the  
school link work group






### **Professionalisation of teachers**

In August, KAM visited its partner school in Rwanda with three teachers and two pupils of the sixth grade. The pupils participated in the classes of their Rwandese peers and had a once-in-a-lifetime experience. Attention was also paid to the exchange between teachers. They taught about cell division, the colonial past and introduced the frisbee in the physical education classes. They immersed themselves in the organisation of and approach to student counseling. This way, they learnt more about the psychological problems Rwandese youngsters deal with and how the school team handles these. This fascinating exchange did not stop upon return! Both schools now share very regularly information and tips about water research, ideas for the physical education classes, use of the beamer, etc. through social media like Facebook.

### **Strengthening public support inside and outside the school...**

The immersion trip resulted in a lot of instructive material about "sustainable schools". The pupils in Rwanda are in boarding school. During their stay they take care of their own little vegetable gardens. They make clothing in the school, and for cooking they use biogas from the excrements of cows and students. Pigs and chickens eat the kitchen leftovers. KAM now wants to apply these experiences and good practices at its own school. The theatre group of the school picked up this idea and produced a play around the theme of sustainability. This is an appeal to the school cook to prepare healthier food. The work group 'sustainable school' started planting its own vegetable garden. They therewith send a strong signal to the organisers of school meals.

### **... with impact far beyond the school walls**

In KAM, four teachers and fifteen students are part of the school link work group. They ensure that all 65 teachers and all 550 pupils of the school come into contact with the partner school through the school link wall, the school play, newsletters and all kinds of activities. The theatre group performed a play for at least 750 parents and sympathisers. They gave an extra performance for 80 children of the 6th grade of a nearby primary school. This way, approximately 830 extra people became aware of the school link and the partner school in Rwanda. This is a nice example of how the SchoolLinks programme contributes to a higher level of public support for a solidary society.





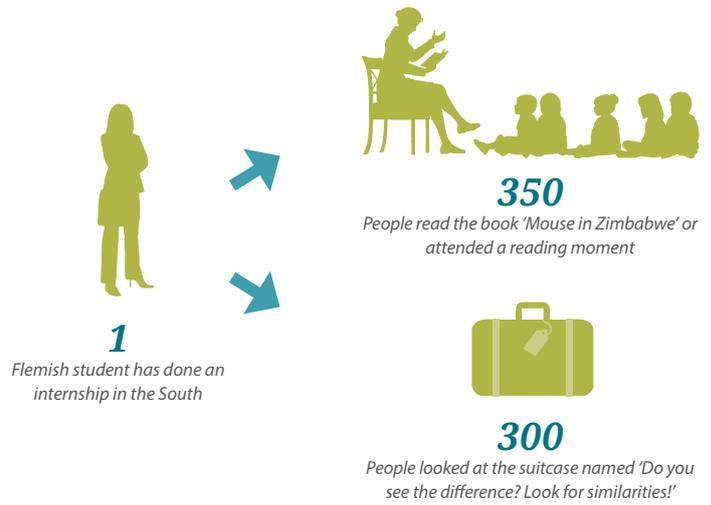
“Belgium and Zimbabwe can learn a lot from each other”

# Flemish youngsters carry out their commitment to and with the South

At the end of 2014, for the second time we elected our three ‘VVOB ambassadors’ from a group of interns who have contributed to our programmes in the South. We have praised these youngsters for their outstanding contribution to the sensitisation of the Flemish public on development themes. We expect the Flemish students, upon return, to share their experiences and insights with a wider audience to increase

public support for solidarity. To this end, we have organised a competition for ‘best awareness raising activity’. This year, a well-deserved first prize went to Kay Minne. As a student of ‘Pedagogy of the Young Child’ at Karel de Grote University College, she was attached to a school for underprivileged children in Zimbabwe. After returning to Belgium, she undertook several actions to adjust prejudices towards the South.

The internship programme of VVOB annually offers about forty students of Flemish educational institutions the opportunity to do an internship in the South in one of VVOB’s programmes or at one of our partner institutions. VVOB is strongly committed to a thorough preparation and aftereffect of the internships. In addition to the added value for the host country and for the student, we attach considerable importance to public support of the students’ network. Therefore, we request students to organise an ‘awareness raising activity’ upon return, to sensitise the public about North-South issues and equity in education.





### Children's book

In Zimbabwe, Kay Minne (22) organised extracurricular activities for 48 boys and girls between eight and twelve years old. "Mavambo Trust Learning Centre ensures that underprivileged and financially challenged children still benefit from education. I have learnt a lot", she says. Kay has processed her experiences into a children's book titled 'Mouse in Zimbabwe'. She wrote the story along with a youth literature student. "It is intended for children up to the third grade. For this purpose, I have asked my pupils in Zimbabwe and the pupils of the second grade of a primary school in Flanders to make drawings along with the story. They are used as illustrations in the book. We have deliberately chosen to emphasise the many positive aspects of similarities and differences."

### Suitcase filled with pictures

"My mom originates from the Philippines. I myself have learnt from an early age to observe new things with an open mind and without prejudices. I impose myself to look for similarities beyond the differences", says Kay. Therefore, she developed a photo project on this theme. With a suitcase full of pictures she makes a comparison between two countries and cultures. For each picture from Zimbabwe, there is a counterpart from Belgium. She thus challenges the viewer to search for similarities through the differences. For example, there is a picture of Belgian children on a slide versus Zimbabwean children who playfully glide from a rock. Or a photo of a Belgian girl with a smartphone versus a Zimbabwean boy playing with a drawn cellphone. The implication is clear: "Children might not all have the same resources, but they play in the same way", explains Kay.

### Beyond differences

"I want to share my experiences on Zimbabwe and thus make people abandon their prejudices. Belgium and Zimbabwe can learn a lot from each other. If you look beyond the differences, you'll find a surprising amount of similarities", believes Kay. To expose people in Flanders to the spirit of Zimbabwe, the student went with her ideas to the press. Four newspapers and magazines published her story. The suitcase already travelled along various events, in cooperation with her city council amongst others. Furthermore, Kay went reading the book aloud in various schools, child care facilities, libraries and youth movements. "Still on the agenda is a primary school for special needs education. After they saw the articles in the newspapers, several teachers contacted me and invited me to their school to read the children's book during the lessons of intercultural education. The price I have won for my activities, will enable further printing and distribution of the book", concludes Kay.

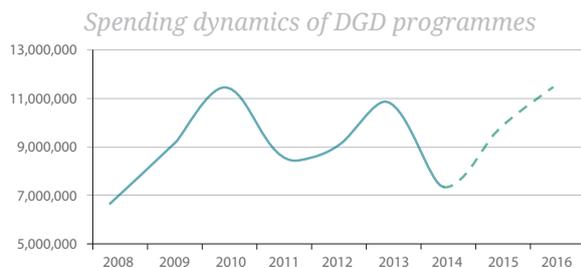


**5** articles in national and local media  
with a circulation of **450.000**  
and more than **1.000.000**  
average online visitors

# Financial Report

## Fluctuations in the turnover within the DGD funding

The total turnover of VVOB is 7,910,581 euro in 2014. The turnover of the association can fluctuate substantially over a period of three years. This is explained by the dynamics of the three-year programmes conducted with funding from the Belgian government (Directorate General for Development). During the first years of these programmes (2008, 2011, 2014) the spending is low because many partners are new. Often these partners are entities of the government. It takes time to make formal and practical arrangements. But once these agreements are there and can be tested, we see the power of such a government apparatus. Indeed, the proposed education reforms are instantly rolled out nation-wide. The effect on the spending rate at VVOB is a significant increase towards the end of the second and the beginning of the third year, this means after the pilot phases in the initial period.



The relatively low turnover of 6,873,048 euro of the DGD programme in 2014 is part of a recurring pattern. For 2015 and 2016 a catch up is foreseen in turnovers between 9,500,000 and 11,500,000 euro. The intended spending rate of the anticipated 28,500,000 euro for the 2014-2016 multi-year DGD programme is at least 95%.

## Expenditure for other donors: Government of Flanders, EU, DFID,...

Besides funding from the Federal Government of Belgium, VVOB has received funds from other donors for a total of 1,037,533 euro. This is 13% of the total turnover.

The grants from the Government of Flanders amount to 430,000 euro. Of this, 130,000 euro was spent for a programme on public support in Flemish schools (SchoolLinks). In addition, there is a grant of 300,000 euro as a contribution to the structural costs of the association.



Furthermore, in programmes in Zambia and Rwanda respectively 315,385 euro and 116,313 euro was spent. The donors are the European Union and the British governmental development cooperation.

Finally VVOB received 102,118 euro for providing specialised knowledge on educational innovation to third-party programmes. Gradual succession or renewal of these operations is provided, among others through a new EU programme and a project financing by the *Elma Foundation*, all in Zambia. We expect that the efforts to raise funds will also bear fruit in other countries as of 2015.

## Equity

The equity increased by 1.2% to 2,694,059 euro compared to the previous financial year. The purchasing power of that equity is maintained in a year with low inflation.

## Results and profit allocation

The profit of the financial year 2014 is calculated at 33,785 euro. This profit and the retained earnings of 55,692 euro were used in the replenishment of reserves.

## Balance

The balance total\* amounts to 7,167,195 euro against 4,136,207 euro in 2013. This difference is mainly explained by the above mentioned turnover fluctuations.

## Audit

The General Assembly of June 19th, 2014 has appointed BDO as company auditor for the financial years 2014, 2015 and 2016.

The Board of Directors has designated audit firm Mazars to carry out punctual audits during 2014-2016 in the programmes in the South to support internal financial control.

\*The nature of the financial positions with regard to the grants in respect of the Directorate General for Development Cooperation (DGD) have the characteristics of a current account. In the past, the debit and credit positions were displayed separately, on the one hand as miscellaneous receivables (not yet received subsidies) and on the other hand as miscellaneous liabilities (advances on subsidies). In order to better show the aspect of the current account, the Board has decided that a true and fair overview of the financial statements is better served with a net presentation of both positions, based on which the statements for the financial year closed on December 31st, 2014 have shown a variety of debt. Implementing Art. 83 of the Royal Decree of January 30th, 2001, the comparative figures of December 31st, 2013 are adjusted in the same manner. This method has been previously aligned with the company auditor.

## Balance sheet

(all in euro)

	2014	2013	2012
<b>Assets</b>			
A. Fixed assets	58,002	48,302	26,322
B. Accounts receivable (due within 1 year)	204,123	115,619	247,578
C. Cash and investments	6,820,848	3,911,055	5,096,375
D. Prepaid expenses	84,222	61,231	49,950
<b>Total Assets</b>	<b>7,167,195</b>	<b>4,136,207</b>	<b>5,420,225</b>
<b>Liabilities</b>			
A. Reserves and accrued profit/loss	2,694,059	2,660,274	2,607,451
B. Provisions	222,888	165,000	94,940
C. Accounts payable (due within 1 year)	4,250,248	1,310,933	2,717,834
<b>Total Liabilities</b>	<b>7,167,195</b>	<b>4,136,207</b>	<b>5,420,225</b>

## Profit and loss statement

(all in euro)

	2014	2013	2012
<b>Costs</b>			
<b>A. Structural costs</b>	<b>721,153</b>	<b>908,434</b>	<b>882,257</b>
a. Services and diverse goods	263,260	320,314	349,712
b. Personnel costs	377,702	383,568	420,108
c. Depreciation	16,791	12,909	17,610
d. Other costs	63,399	191,643	94,827
<b>B. Management costs</b>	<b>820,309</b>	<b>1,076,630</b>	<b>1,064,292</b>
a. Personnel costs	727,288	867,046	874,923
b. Audit, monitoring and evaluation, learning processes	51,063	112,056	71,150
c. Other	41,959	97,528	118,219
<b>C. Operational costs (programme costs)</b>	<b>6,375,308</b>	<b>9,634,904</b>	<b>7,464,246</b>
a. DGD programme	5,667,797	9,108,493	7,210,801
b. FICA programme ( <i>SchoolLinks</i> )	129,627	126,953	118,476
c. Other programmes	577,885	399,459	134,969
<b>Total costs</b>	<b>7,916,771</b>	<b>11,619,969</b>	<b>9,410,796</b>
<b>Income</b>			
a. Subsidy	7,917,884	11,640,226	9,316,038
b. Financial income	9,912	9,941	11,819
c. Other income	22,760	22,625	88,089
<b>Total income</b>	<b>7,950,556</b>	<b>11,672,792</b>	<b>9,415,946</b>
<b>Appropriations and withdrawing</b>			
Result before use	33,785	52,823	5,151
Profits / losses transferred from previous financial year	55,692	-102,211	-107,361
Withdrawal of equity	0	102,211	0
	<b>89,477</b>	<b>52,824</b>	<b>-102,211</b>
Use of result	89,477	-2,869	0
<b>Deferral of fiscal year</b>	<b>0</b>	<b>55,692</b>	<b>-102,210</b>

# Annex

## Management of VVOB in 2014

**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.**

**Chairperson:** Mr Stefaan Van Mulders, Administrator-General of Youth Welfare Agency  
 Mrs Ann Brusseeel, Member of the Flemish parliament  
 Mrs Michèle Deworme, Office of the Minister of Development Cooperation, Indirect Collaboration  
 Prof Koen De Feyter, Chairperson of VLIR-UOS, University of Antwerp  
 Mrs Lynn De Groot, Department of Finance and Budget  
 Mr Jos Geysels, Chairperson of 11.11.11  
 Mr Marc Hendrickx, Member of the Flemish parliament  
 Mrs Judith Kerkhof, Development and Education Expert  
 Mrs Ruth Lamotte, Flemish Ministry of Education and Training, Horizontal Policy  
 Mr Luc Lathouwers, Secretary-General, Department of Administration Affairs  
 Mr Toon Martens, General Director of Leuven University College  
 Mr Peter Moors, Director-General, Foreign Affairs, Foreign Trade and Development Cooperation, DGD  
 Mr Marc Olivier, Honorary Chairperson of the Flemish parliament, Founding member  
 Mrs Sabine Poleyn, Member of the Flemish parliament  
 Dr Björn Possé, Institute for Agricultural and Fisheries Research  
 Mr Jan Roegiers, Member of the Flemish parliament  
 Mrs Inge Roggeman, Delegate of V.I.W. Foundation  
 Mr Jef Tavernier, Development and Education Expert  
 Mrs Heidi Vander Poorten, Director Equal Opportunities in Flanders, DAR  
 Mr Luc Van de Velde, General Director of Erasmus University College Brussels  
 Mr Yvan Verbauwhede, Coordinating Inspector General of the Flemish Ministry of Education and Training  
 Mrs Kristien Verbrugghen, Director of VLIR-UOS  
 Mr Koen Verlaeckaert, Secretary-General of Flanders International  
 Mr Christian Verougstraete, Member of the Flemish parliament  
 Mrs Mieke Vogels, Member of the Flemish parliament  
 Mrs Ulla Werbrouck, Member of the Flemish parliament

Mrs Soetkin Bauwens, OVSG  
 Mr Patrick Blondé, Delegate of VLHORA  
 Mrs Lisbet Colson, Coordinator of VSKO  
 Mrs Simone Goetschalckx, Delegate of VLHORA  
 Prof Paul Janssen, Delegate of VLIR-UOS, Hasselt University  
 Prof Marc Nyssen, member of VLIR-UOS, VUB  
 Mr Rudi Schollaert, Development and Education Expert  
 Mr Roger Standaert, Development and Education Expert  
 Mr Walter Thiebaut, Chairperson of V.I.W. Foundation  
 Mrs Raymonda Verdyck, Managing Director of GO!  
 Mr Johan Verstrecken, Member of the Flemish parliament

# Acknowledgements

**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.**

The digital and the Dutch version of this Annual Report can be downloaded at [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.

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## Disclaimer

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