



The Ripple Effect of Educational Change

Annual Report 2013

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*MAIN DONOR



Bart Dewaele
DIRECTOR-GENERAL VVOB



The post-2015 planning process, crafting a sustainable development agenda that builds on the achievements and shortcomings of the Millennium Declaration and its Millennium Development Goals (MDGs), is in full motion. While task forces, special advisors, high-level panels of eminent persons, governments, NGOs, pressure groups and civil society are debating the nature and scope of post-2015 education targets, VVOB took stock of its own efforts and results in advancing the international education agenda.

Despite significant progress in access to primary education and gender parity at all levels of education (MDGs), there has been relatively little progress on the Education for All goals of early childhood education, technical and vocational skills, adult literacy and the quality of education. Rightly, the development effectiveness in the education sector is being scrutinised but there can be no doubt that education continues to hold a priority status in the debate on sustainable development. The growing body of evidence suggesting that greater access to quality education in turn contributes to notable gains in other areas (health, employment, equity), puts education right at the centre of the development debate. There is a broad consensus on a number of education priorities and principles such as:

- Attention on the quality of education, including its content and relevance as well as learning outcomes. This means an adequate supply of well-trained teachers, good school leadership, focus on learning outcomes including performances of the bottom two poverty quintiles, strengthening skills and ensuring safe learning environments.
- Access to quality learning for all, including early childhood education and adult learning.
- A greater focus on equity and gender equality.

This report highlights the educational achievements of VVOB-supported programmes in ten countries in 2013 that were realised over the past three years. The same period was also marked by critical reflections on VVOB's vision, strategies, educational objectives and developmental approaches. Through a series of consultations, VVOB and its partners have thoroughly evaluated the scope, nature and impact of the different programmes it has been supporting over the past years. The impact of our joint efforts can be found in this report in most of the country info graphics, leveraging the evidence-base for systematic capacity development as a guarantee for sustainable education outcomes. The consultations also resulted in a new education programme showing close parallels with the internationally agreed education priorities.

Supported by an expanding network of educational institutes and donors, VVOB finds itself in a unique position to contribute to the post-2015 education priorities. Being at the dawn of a new education development agenda, with unprecedented insights in what needs to be done, the actual but feasible cost of it, the broadening scene of education funding and the growing understanding of the effectiveness of capacity development, we are confident that VVOB is a solid and trustworthy partner for achieving success in education.

Development and equal opportunities can not be limited to technical interventions at a local level. They also require changes in hearts and minds, sensitisation and mobilisation of citizens and governments at a global level. Therefore in our mission we strongly believe in fruitful interaction between educational actors in Flanders and the South. Making organisations and people collaborate is crucial, not only to exchange experiences and build capacities but also to increase the connectedness, change perceptions and enhance solidarity.

In Flanders we have four programmes: Educaid.be, SchoolLinks, Internships and a brand new one on Equal opportunities.

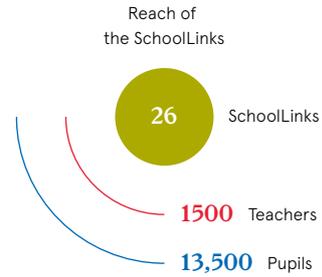
Educaid.be

The Educaid.be programme is oriented towards development actors focusing on education. Through the platform Educaid.be, where VVOB is one of the main players, we help to share information on education and development and want to strengthen the Belgian policy around these themes.

In December 2013, Educaid.be organised another successful conference. Around 180 participants shared expertise and discussed on promoting equity in learning outcomes. Furthermore, Educaid.be wrote a memorandum on the importance of education in development cooperation for the 2014 elections in Belgium. This memorandum has been discussed with various political parties. The platform contributed to the draft note of the Belgian government on the post-2015 development framework and delivered an advice on the draft policy note on education of the Belgian Minister of Development Cooperation. Educaid.be also elaborated a statement on the Belgian aid for basic education in developing countries and presented this in the Belgian Senate during a conference held with Plan Belgium, Unicef Belgium and VVOB. Educaid.be invested in sharing expertise related to the DGD programmes of several Educaid.be members. Two seminars took place on the themes of “New programmes for support for technical and vocational education and training (TVET) in Congo, Rwanda and Burundi” and “New programmes in basic education”.

SchoolLinks

The SchoolLinks programme has primary and secondary schools as a target group. In 2013, the programme is supporting more than 50 schools in Flanders and ‘the South’ to build an equity-based and sustainable partnership. Teachers and school leaders get personal assistance as well as financial support, training, guidelines, a website and newsletter, support through internships,... This way, each partnership has better chances to evolve into a qualitative



and sustainable partnership that embeds the global perspective into the school. In such a school link, teachers reinforce their expertise through exchanges with colleagues at the other side of the world and all learners improve their competences for global citizenship.

In 2013, the SchoolLinks support model is re-organised into a model with different quality levels. From now on, schools can request financial support up to four times, always under the condition that the quality of the partnership has considerably improved. This guarantees each school link to effectively evolve in the direction of a sustainable partnership.

Internship programme

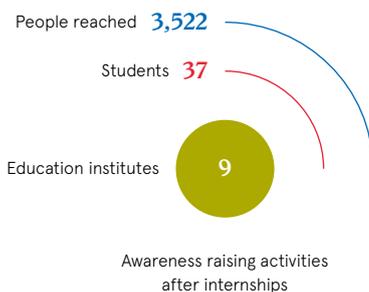
The internship programme gives Flemish students the chance to live and work for several months in one of the VVOB programmes and its partner institutes. In 2013, 37 students seized this opportunity and worked three months or longer on a concrete educational assignment. They returned with a lifetime experience and a much better insight in development issues and cooperation. In 2013, the programme focused on the quality improvement of information sharing and awareness raising activities after return.

All involved parties evaluated the 2013 internships very positively. This offers an excellent motivation to invest further in this programme and to seek increasing integration with the other programmes.

Equal opportunities

We do enhance cooperation between development organisations, primary and secondary schools, and we offer exchange opportunities for university students. In all this however we still lack a specific programme oriented towards our most natural partners, the Flemish teacher colleges. This led us in 2013, to make agreements with educational institutes, and particularly teacher training institutes, to deliver technical assistance to our programmes abroad. They also make a commitment to increase the integration of development cooperation in their internationalisation policy. They are eager to make use of experiences abroad for sensitisation purposes and to collaborate in a new programme on the role of education to increase equity in our local and global society.

Inequity is a problem in Flanders and in our partner countries. Starting from this common challenge, the programme will exchange experiences, sensitise students and staff, and promote alternative action models. We will particularly focus on the underlying values and beliefs about equity in education and confront these with the ones in the South and look at the common good practices that exist there. This new programme has just taken off in 2014.







By the end of 2013 VVOB finalised its three-year programme funded by the Belgian Government. External evaluations show the clear results that VVOB attained. No wonder that a results-based approach is one of the core values of the organisation. Various educational partners in the South commend the expertise and attitude of VVOB staff, which naturally makes us very proud.



This external appreciation has contributed to the approval of the Belgian Government of an equal amount of funding for the new VVOB programme for 2014-2016. Other large donor agencies are also more and more convinced of the quality of our operations. Which resulted in 2013 in a set of new programmes that are carried out together with the European Union (in Zambia) and the UK Department of International Development (DfID) (in Rwanda). More on these programmes can be found on the next pages.

Thanks to the funding of all the above-mentioned donors, VVOB can continue to realise its mission in the coming years. More than ever, improving the quality of education systems in the South remains the centre of our operations. VVOB strives for more than just isolated successes. The aim is to strengthen the education system from within and this is done through strong partnerships with departments of education, teacher trainer institutes and providers of in-service training for teachers and principals. VVOB strengthens their capacities so they can reach their audiences even better. The large scope of these partners also widens the potential impact of our operations.

This impact is realised in a step-by-step method. Strengthening teacher trainer-lecturers is improving the education of future teachers, which in its turn, after they graduate, is benefiting many students. As a result the education system is fundamentally strengthened. The info graphics on the following pages are clearly showing this leverage approach. There too you can read detailed information on, and testimonies from our partners.

This annual report is also reporting on the (momentarily) last overview of our operations in Kenya. Together with the Belgian Minister of Development Aid it was decided in 2011 to conclude the Belgian federally funded programmes by 2013, which thus ends our yearlong cooperation with Kenyan authorities and institutions. Despite our regret to leave this country, we look back with immense pride at what we have achieved. It shows that our programme in Kenya was featured in UNESCO's 'Global Monitoring Report 2013/14' as an example for qualitative and effective education programmes. Again an encouraging reward for our results-based approach!



Sven Rooms
PROGRAMME DIRECTOR

The programme of VVOB Cambodia aims to strengthen initial training for primary and lower-secondary teachers. In partnership with the Ministry of Education, Youth and Sport we focus on student-centred learning in Science, Environmental and Agricultural Life Skills. As we handed over the programme in 2013, we take stock of the results.

Teacher trainers: putting theory in practice

Nearly all of the 196 Science and Life Skills teacher trainers across Cambodia enhanced their subject knowledge and pedagogical skills. They also gained access to new educational resources such as training manuals, posters, multimedia and tools for science experiments and gardening. Teacher trainers used to teach theory without much interaction. Now they guide trainees in applying knowledge and developing skills, e.g. through science experiments or vegetable growing.

Teacher trainees: following the example

Teacher trainees need to have a chance to practice these skills in a supportive environment. That's why the programme also involves more than 600 mentor-teachers who coach student-teachers during teaching practice. This way, teacher trainees receive relevant feedback and feel motivated when applying student-centred approaches.

School children: learning made more meaningful

Each year 600 teacher trainees graduate as lower secondary science teachers while 2,000 trainees become primary school teachers. Together they teach an estimated 160,000 pupils across Cambodia. Random follow-up visits to these schools reveal that children enjoy the classes taught by the newly-qualified teachers and learn in a meaningful way.

Reaching more children

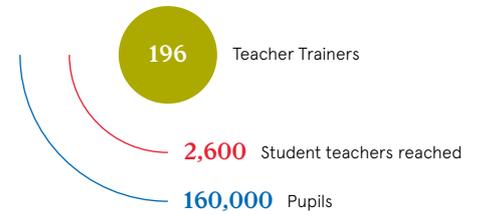
There's also good news for teachers who graduated before the VVOB programme. In 2013 donors approved two large-scale projects to address their needs through in-service teacher training. This is done using the capacity and materials developed with the support of VVOB as an important resource. In the end, we hope all Cambodian children can join in reaping the fruits of our programme. We are ready for the next challenge.



Although the programme is phasing out, the Ministry of Education, Youth and Sport will continue to consolidate the programme results at the teacher training centres across Cambodia. We've already integrated the new learning materials on science and life skills into the official curriculum.

Mr Chea Phon, Deputy Director, Teacher Training Department,
Ministry of Education, Youth and Sport

Strengthening capacity in initial training
for primary and lower-secondary teachers



Looking ahead

In 2014 VVOB Cambodia started a new three-year programme in cooperation with the Ministry of Education, Youth and Sport. It addresses the need for improved primary education with a focus on Mathematics and Science. This involves the strengthening of initial teacher training, mentoring of teaching practice, and upgrading the quality assurance by the Ministry.



I appreciate the VVOB programme because it changed the behaviour of the teacher trainers at our centre. Now teacher trainees put the theory into practice, for example by raising fish and chickens on a small scale. They also learn that pesticides can harm their health and practice growing vegetables in an organic way.

Ms Hun Makara, teacher trainer,
Provincial Teacher Training Centre Siem Reap

Before we didn't gain practical learning experiences and only studied theory during our teacher training. Since the VVOB programme was implemented I learnt to conduct science experiments and other active teaching methodologies. After graduating as a lower secondary teacher I also want to use student-centred approaches to teach my students.



Mr Kim Sothun, teacher trainee,
Regional Teacher Training Centre Kandal



What I liked in the collaboration with VVOB is the spirit of listening and consultation with the grassroots. Every activity that has been organised answered to real needs of the target group.

Joachim Wanga Mumbata, Chief Inspector Primary Education at education province Bandundu II, city of Masamuna



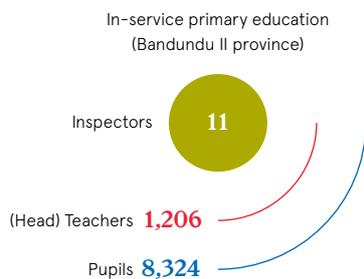
Looking ahead

The new support programme starts in January 2014. It aims at developing the technical and vocational agricultural education, with a focus on capacity development of the partners within the Ministry of Education. Important thematic areas are gender, internships, links with the labour market, environment, entrepreneurship and further implementation of the competency-based approach.

VVOB helped me to rejuvenate me in my career because of the rich documentation and the improved monitoring system. I have an everlasting smile.

Bertin Atshwey Ombaan, Chief Inspector Secondary Education at education province Bandundu II, Kikwit





The cooperation between the Government of the DR Congo and VVOB continued in the implementation of the Education Support Programme. Its objective was to improve the quality of primary education and of secondary technical agricultural education. By the end of 2013, this programme reached its targets. By transferring responsibilities to the Congolese partners its sustainability was increased.

Primary Education

The support programme continued to produce handbooks for primary education teachers. The training in the use of these tools was mainly organised in the education province Bandundu II.

The programme partners also developed inspection templates. The inspectors use them now in schools all over the country.

In 2013, more than 1000 teachers were trained in 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.

Secondary Technical Agricultural Education

The programme focused on the continuation of the training of the teachers in the use of the new curricula. These were introduced during the previous programme. The last training of agricultural inspectors completes the series. Another important result is that the programme partners have managed to introduce the new curricula for vocational education.

A view on the results

The programme achieved results that can be further implemented by the partners in the coming years. One of the results is the decision of the government to evaluate the final-year students of secondary technical agricultural education according to the competency-based approach during the state exams of 2014. This decision marks the integration of the results in the government system. In primary education, the Congolese Ministry of Education wants to broaden the training on 'basic cells' with its own means, using the modules created during the programme.



We achieved the objectives. The competency-based approach has an implementation rate up to 65%, the concept of entrepreneurship has changed the agricultural schools and students have started to be self-sustained.

Sœur Dorothee Kindinga Kandongo, Provincial Deputy Inspector General in charge of the technical education in the education province Bandundu II

The basic education programme focused on strengthening the school as a community of practice leading to educational change, quality and equity. The closing year culminated in sustainable results. With the Technical Education programme, a number of necessary processes, vital to the quality of technical and vocational education and training (TVET) were set up. This provides a solid basis for the next programme.

Successful results together with partners

A total of 10,500 teachers and directors received training and educational materials were developed. EducarEcuador, an interactive website for teachers, was launched in the beginning of 2014. Professional teacher profiles were created and we witnessed the approval of the law on the National University of Education. VVOB, together with its Flemish Partners such as the University of Leuven, contributed with the design of the different curricula, the installation of a management plan and a pedagogical model.

Finally, VVOB Ecuador played a major role in the National Model of Supervision and Support of School Management, culminating in legislation in December 2013 on which also training was provided.

Focus on quality and entrepreneurship in TVET

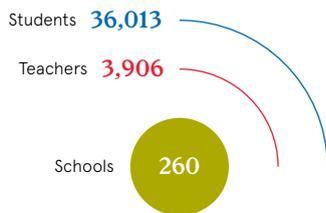
In the TVET programme, a sustainable relationship with the productive sector was established. Private and public companies and chambers were involved in a wide range of TVET processes such as curriculum development, feedback on policy initiatives such as a guide on practical training, alternative TVET programmes for early school leavers and an additional year of education after the completion of technical secondary education.

A course on entrepreneurship was designed for teachers in TVET and a practical guide to institutional entrepreneurship of technical schools was elaborated and socialised nation-wide. In terms of school management, a guide for school managers on gender was extended and workshops with a focus on socialising and distribution to all technical schools were held.



Our goal has been achieved and VVOB should be certain that this effort will change Ecuadorian education, even when it will take some time to be put into practice.

Raquel Bonilla, National Director for Educational Management Audit



Use of professional profiles and new curricula

It's necessary to responsibly adapt to the changes in the national productive structure, reinforcing the technical education quality processes. We cannot change the situation if we do not change what has been done traditionally in technical schools, approaching these institutions with a transformative gaze.

Luciano Mogollón, Educational Consultant



Looking ahead

The new TVET programme will build an integrated model in which we will work on continuing the articulation of TVET schools and labour market actors and Higher Education Institutes. Our results aim to improve the capacities of technical teachers in pedagogy and technical expertise and we will support school leaders and teachers through management tools and didactical instruments.



Technical Education has been perceived as 'just-for-men' and fields which have been selected by women have been classified not as true technical fields but as supplementary. Co-education must be taken seriously: women can, want to, and must occupy spaces from which they have been excluded.

María Ruales, School Director, Unidad Educativa Ibarra



*On the effect of the Holistic Model Pilot project:
 We see that our local environment presents learning opportunities for us even before we go for school trips
 We have seen students with marks qualifying for boarding schools opt for admission in our school.
 The ICT lead teacher is always available to assist us
 The school has created an ICT vote item. The school has bought a copier printer out of the community support.*



Teachers and administrators mentioned in the evaluation report of the "Holistic Model" school based training at the Munyu High School (May 2013)

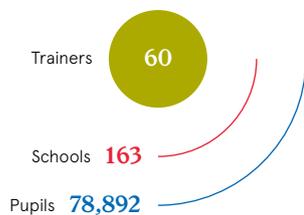


My children shared what they learnt at school and made a 5 liter leaky tin for me and now we wash our hands after using the toilet. I no longer throw away the cow manure, but use it in our vegetable garden. In my women's group with 72 members, I share what my children have taught me.

Amina Mohammed, parent
 Muthaiga Primary School Nanuyki



Reach of the Healthy Learning programme



2013 started with a plethora of new education laws and policies, translating the Constitution of 2010 into a framework to implement devolution and decentralisation from national ministry to school. Although county governments will still implement the Ministry of Education's overall programme, they are developing their own education plans and using approaches that are more suited to the local conditions.

A legacy of tools, guidelines and champions

At the conclusion of VVOB's collaboration with the Ministry of Education (January 2008– June 2013), we consolidated many of the lessons learnt in various training manuals and papers. About 180 "ICT Champions" familiarised themselves in April 2013 with the "ICT Integration Manual" which will be used countrywide in all future ICT Integration training programmes for teachers and administrators. The "Healthy Learning Teacher's guide" is used, since 2012, by 60 "Healthy Learning Champions" to introduce the approach to colleagues from nearby schools. More than 3000 copies of this guide were distributed in 2013.

We see signs that the decentralised environment offers new opportunities for all these champions to continue to influence activities at schools to improve children's learning through the use of ICT and on health, nutrition, sanitation and environment.

"Holistic Model for ICT Integration"

During the programme's last 24 months, four secondary schools collaborated in a pilot study, with input from the University of Ghent (Belgium), on the question: *In an education system where there has been no previous ICT integration, what is the minimum set of actions required that would get ICT Integration going and keep it sustained?*

The findings confirmed that four components need to be considered – and in equal measure: Vision, Expertise, Infrastructure, Digital content and applications. During implementation, these four elements and sustainability were addressed. Also, the entire process depends on sound leadership.

As the Holistic Model applied a bottom-up approach, it actively engaged the school communities to make their own decisions.



I liked the design of the Healthy Learning Programme and therefore I cannot forget about it. In Ghana, in my presentation on the Kenya Country situation, during the School Health and Nutrition training (June 2013) supported by the World Bank and Partnership for Child Development, I described the Programme as a success story.

Dr Dorcus Mbithe, Nutrition Lecturer, Kenyatta University, Kenya.
Conducted the Healthy Learning Baseline Survey in 2008

Looking ahead

The VVOB Kenya Programmes were successfully concluded and handed over to the Ministry of Education in 2013. Kenya will not be included in VVOB's next multi-year programme.

The quality of head teachers is – after teachers’ quality – the second most influential factor on pupils’ learning outcomes. Improving school leadership is thus a very cost effective way to improve the quality of education. The 2011–2013 VVOB/MINEDUC programme was precisely aiming at that: improving pupils’ learning outcomes by improving the performance of head teachers.

The School Leadership and Management Unit

An important result was the establishment of a Unit responsible for quality assurance of School Leadership and Management within the organisational structure of the Rwanda Education Board (REB), the implementing institute of the Ministry of Education). In 2011 this Unit became an intrinsic part of the organisational chart of REB and by the end of 2013 it eventually counted seven staff members, including a Director. All staff were properly trained and coached to take over the on-going tasks and responsibilities of the programme.

Train the School Management crew

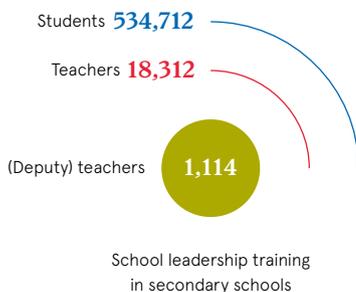
To improve the educational quality of (Deputy-) Head Teachers in secondary education they have to be trained. Aiming initially for 90% at the end of 2013 it turned out that more than 96% of the 7,330 management staff members were trained in management competences and supportive ICT skills. In addition 446 District and Sector Education Officers were trained on Roles and Responsibilities and strategies to support the Head Teachers in their pursuit for excellence in School Leadership.

Peer Learning

Trained competences ought to be upheld and adjusted to an ever changing reality. In this respect it is quite beneficial to learn from the experiences of peer professionals. Hence 30 Schools of Reference were selected (one per District) to organise ‘Peer to Peer’ learning sessions within their respective district. During this programme period 146 peer learning events were organised. In the School Leadership and Management Unit a Peer Learning officer was appointed for supporting and monitoring Peer Learning.

Looking ahead

In 2014, activities focus on: establishing a structural in- and pre-set training provision for School Leadership under the umbrella of the University of Rwanda; installing Networking Learning Communities at Sector level; and introducing Learner Centred Teaching and Learning at the College of Education and the Teacher Training Centres.



We've been riding on VVOB's back the first period. Now we're in the driver's seat ourselves.

Eugene Rukeba, Director of REB's School Leadership and Management Unit Kigali, Rwanda



At the leadership and management level to start with, there is now harmonisation of working methods, common understanding of staff duties and responsibilities, improvement of day to day work and motivation of staff. And that is only the beginning...

Sister Marie Pélagie Umumararungu, Head teacher of Groupe Scolaire Mater Dei, Nyanza, Rwanda



As we celebrate great success in increased access to education at all levels, we are aware that access matched by quality education is the way to reach our goal of being a knowledge-based economy. We therefore commend the role played by VVOB in enhancing Professional development of school leaders as essential process for schools to achieve their desired goals towards student learning achievement.

Dr John Rutayisire, Director General Rwanda Education Board, Kigali, Rwanda

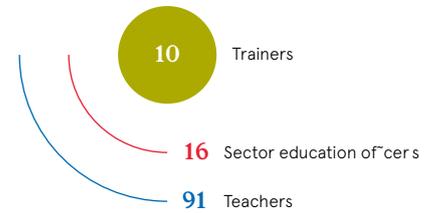


Research in western countries provides strong academic evidence that students do obtain better learning outcomes in schools led by a well performing and thriving school leader. It also indicates that school leaders are performing noticeably better if they are being coached. By implementing appropriately adapted and cost-effective methodologies this is most likely to be the case in Rwanda as well.

Approach in Rwanda

In this action- research project samples of School Leaders and their Sector Education Officers are familiarised with the theoretical knowledge on successful school leadership. By using a contextualised self-assessment tool, School Leaders are enabled to identify their own strengths and weaknesses. They subsequently formulate 'good intentions' and a strategic action plan to achieve them. Sector Education Officers are meanwhile trained to coach all School Leaders in their respective Sectors and to support them in achieving these 'good intentions'. An improved school leadership performance can then consequently lead to better student learning outcomes. This particular approach is embedded in a semi-experimental design that includes all necessary prerequisites to generate 'evidence-based' knowledge. By sampling different intervention configurations this research project will be able to compare the distinct impact levels and real costs of each approach, thus making it possible to come up with statements on cost-effectiveness and recommendable scenarios for scaling up in a post-project stage.

Coaching for higher learning outcomes (test group)



Coaching, intervision and peer to peer learning should be integrated in all primary schools.

Pacifique Mupenzie, Sector Education Officer Musanze



It is really very helpful taking up new challenges when there is a SEO there to coach you and not just telling you what to do.

Vincent Bayingana, Social Cluster Specialist at the Public Sector Capacity Building Secretariat (PSCBS)



Looking ahead

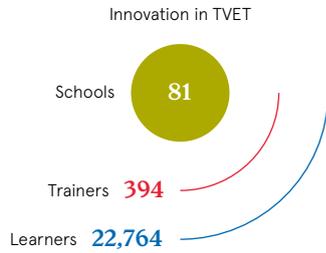
In 2014 the project will continue, so in March 2015 significant statements can be made on which recommendations can be based on how a scaling up process can be designed and implemented in the most cost effective way.

Due to this coaching programme all my Head Teachers are now fully aware of the importance of their leadership.

Protais Ntahontamusanga, Sector Education Officer Ndego



This programme pursues the implementation of a new Technical and Vocational Education and Training (TVET) system in line with principles of Competence-Based Training (CBT) in the Southern Province. Together with BTC and APEFE, VVOB is responsible for School Leadership and Management training.



Capacity development

A School Management and Training Unit was created within the Workforce Development Authority (WDA) and both in TVET and General Secondary Education a common action plan was developed. The quality standards used by WDA were updated to be compliant with CBT standards and now serve as the target of our programme.

VVOB accompanied the Integrated Polytechnic Regional Centre/South (IPRC/S) in elaborating a five-year strategic plan and assisted them (by training and coaching all staff) to become a centre for pedagogical and technical support for the TVET schools in collaboration with the Sector Education Officers.

In 17 pilot school where focus is put on labour market demand, VVOB boosted School Leadership by initiating Peer learning, community involvement and the introduction of School Management Committees. Action and budget planning, training administrative staff and initiating Income Generating Activities on the basis of a business plan and exploratory visits to relevant local private companies further reinforced the schools in their management capacity.



The presence of the Belgian Common Programme stimulates institutional collaboration and ownership at the national and provincial levels whereas it was more difficult before this common intervention.



Simon Mudumiro, School Manager of VTC Nyanza (a pilot school of the programme), Nyanza



Expertise and specificities of the Belgian partners are complementary, but it's not easy for each partner to maintain its identity and its visibility.

Gédéon Rudahunga, Director of Intervention of the Belgian Common Programme - WDA and former School Manager of CFP KAVUMU, Kigali

Looking ahead

In 2014, an in-service SM&L Training Programme will be developed and a capacity development plan of the staff in the School Management Unit and Training Unit of WDA will be implemented. Also some pilot schools will become resource Centres and will facilitate the up-scaling of learning networks with all the schools of the Southern province.



Quality Audit conducted by VVOB is a booster for School Managers to mind quality learning outcomes.

Dr Olivier Mukulira, Head of Accreditation and Quality Assurance Unit of WDA, Kigali

2013 was the final year of our Further Education and Training (FET) support programme. FET colleges provide technical and vocational education and aim to deliver properly trained young people to the rapidly changing job market. In order to achieve this however, FET lecturers need effective 'Continuing Professional Development' (CPD).

Leaders in CPD

Effective CPD has to be part of strategic planning, implementation and monitoring. Skills Development Facilitators, Human Resources staff and academic quality managers are key in this process. During the FET forum initiated by VVOB, these stakeholders reflected on their role and learnt about monitoring and evaluation, project management and ICT, while keeping the focus on their ultimate goal, which is quality teaching and learning. The Education, Training and Development Practices – Sector Education and Training Authority (ETDP SETA) will continue to support this forum.

Communities of practice

VVOB assisted the South African College Principals Organisation (SACPO) in establishing subject focus groups in all provinces. In these groups lecturers can learn with and from each other. The process was boosted in VVOB's focal province, Free State, after which Western Cape and KwaZulu-Natal also jumped on the bandwagon.

Competent lecturers

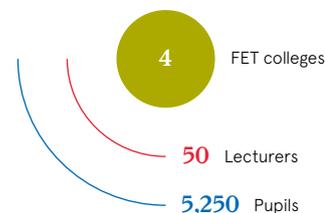
The Department of Higher Education and Training (DHET) finalised the Policy Qualification Framework for FET lecturers. The University of the Free State (UFS) with VVOB support and after interactions with a wide group of national stakeholders developed the Diploma in Technical and Vocational Teaching. The collaboration also led to the development of tailor made, accredited short courses. Products that emerged from the programme such as the Guideline on Quality Teaching and Learning, and the Skills Development Facilitation Manual for FET Colleges were widely disseminated. These manuals, qualification, courses and networks will for the years to come support the provision of competent lecturers for a skilled South African society.



VVOB and its partners organised the national conference "Competent lecturers for a skilled society - the college in the centre", which is truly a great end to the programme. It informed the sector about recent research, policies and initiatives. The South African Council for Educators (SACE) could share its role pertaining to professional development.

Theo Toolo, CPTD Coordinator,
South African Council for Educators

Vocational Education Orientation Programme (Free State province)



Looking ahead

In 2014 VVOB South Africa starts its programme on improving mathematic learning outcomes of primary school learners. Together with stakeholders from national to district level, the Department of Basic Education, SACE and the Free State Department of Education, we will work on improving professional development for teachers with a focus on in-service training for mathematics.





With its passion and purposefulness VVOB has been a real agent of change. Bringing the right stakeholders together set the sector in motion. The University of the Free State can now really offer qualitative professional development, tailor made for the Technical and Vocational Education sector.

Barry Huysamer, Programme director, School of Open Learning, University of the Free State, Bloemfontein

Attending the ICT in education short course, took me out of my comfort zone. I discovered so many new tools which are exciting to use in class. The course also helped me to better understand students who struggle. I can now better guide those students and even ask peer students to assist.



Pheladi Mmatau Zwane, lecturer Life Orientation, Motheo FET College, Bloemfontein



It doesn't matter how hard it is, you shouldn't put things off till later. Especially when you have to give negative feedback. I start on a positive note with a compliment or a motivation, next I discuss the bad news. I end the conversation by motivating the employee to do better in the future.

Georgian Singorawi, head of the department Internal Control, Paramaribo



People learn to do things differently during training courses. This can cause a change in their behaviour and thinking. Personal coaching is valuable because you can see the theory put into practice and you can give trainees tailored advice. Secretaries are just as valuable as others within the organisation. I keep stressing this to them. Every link is important!

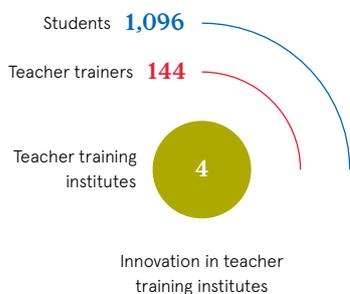
Humphrey Bergraaf, Managing trainer and consultant, Paramaribo





Now I realize I am the door to the department. It's nice when people call you back because they appreciate what you've done for them.

Ashwini Ramdin-Chander, head secretary,
subdirector Technical Services, Paramaribo



Between 2008 and 2013 the Ministry of Education and Community Development (MOECD) and VVOB worked together on strengthening the capacity of education stakeholders within the primary education sector. This cooperation was named PROGRamme for more Effective Schools in Suriname, or PROGRESS. Throughout the implementation of the programme, PROGRESS worked towards sustainability of the results.

Professionalisation of MOECD personnel

Starting from the needs of MOECD managers, PROGRESS developed a professionalisation trajectory consisting of training, individual coaching and intervision. This process led to a strong willingness amongst the managers to trigger a positive change. A similar trajectory was developed for the secretarial/supporting staff. To ensure sustainability, these activities were implemented through the MOECD HRM department.

Innovation at the teacher training institutes

The teacher training institutes made becoming a teacher appealing again. Teacher training was transformed from a subject-based to a competency-based approach and the requirements to enrol were tightened. Within this competency-based approach, pedagogical and didactical competencies get much more attention. Students now get practical experience in their first year of study. PROGRESS also carried out preliminary work for the modification of the legislation on teacher training and supported the professionalisation of lecturers.

Care for all pupils

The Guidance Department developed a training programme on care coordination within MOECD. This two-year programme trains and coaches teachers to become starting qualified care coordinators in primary schools. The emphasis is on competencies to coordinate, develop care policy, support teachers to organise extra care in their classrooms and to work on a strong school wide pedagogical and didactical base. In 2013, the first group of 26 care coordinators received their certificate. The ministry already commenced training a new group of care coordinators.

Looking ahead

From 2014 onwards, VVOB will focus in Suriname on strengthening technical and vocational education and training (TVET). Emphasis will be on teacher training, professionalisation of teachers, school wide inspections and care for all students within TVET. The department of Vocational Education links the different partners within this programme.

2013 was the consolidation year for the six-year Active Teaching and Learning (ATL) programme in Lower Secondary Education. At the same time we were implementing the second year of the four-year Career Guidance (CG) programme in Secondary Education. Both programmes support priorities in the country's drive to improve quality in education and partner with the same institutes and provinces.

Partners with common objectives

Our activities are planned and implemented side by side with our three partners, namely the provincial ministry of education (providing in-service training for teachers and principals on ATL and CG), college management and lecturers (providing pre-service in ATL) and the Women's Union that, especially through clubs, empowers mothers (and more and more fathers) to support their children's learning and career choice.

So much to do...

It has been a year full of activities and this literally until the very last day. In the ATL programme - where in previous years we focused on planning and resources - the emphasis was on monitoring and evaluation (M&E) by partners. M&E provides information for planning, thus closing the circle. In the CG programme materials are still developed and local initiatives and networking in support of CG is successfully encouraged. Commendable results so far, but two more years will be really needed to make our efforts in CG more durable.

...just enough time

Our partners now include programme related activities in their planning and budget. The provincial ministry now has experienced trainers, college management and lecturers received ATL training and the Women's Union is extending the number of clubs. On national level, the ministry included our training materials in the national reference list for in-service and the Women's Union uses our methods and materials in 14 provinces, aiming to go nation-wide in the near future.

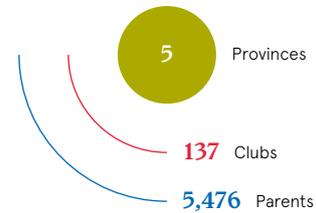
With ATL still high on the agenda and CG gaining importance, developed the capacity and materials will be used for years to come.

With a systematic approach, the VVOB programme is different from other organisations. Without the involvement of managers, intervention with only key lecturers would not be such a success and could not be sustainable.



Mr Nong Khanh Bang, Vice Principle - Thai Nguyen Teacher Training College

'Clubs to support children's learning' for parents



Looking ahead

While the programme in Career Guidance will be extended for two more years, the new programme will address transition and ATL in Early Childhood Education and look at different modalities of in-service training including e-learning. This programme will make maximum use of the experience and partnerships of the past six years and covers national as well as provincial levels.



Old materials on career guidance did not meet the current requirements for career guidance. After this training on the use of the revised career orientation material we have better ideas to help our students.

Mr Tran Van Tuat, Teacher, Cua Lo Upper Secondary School, Nghe An



The content of the club activities is very practical and useful for parents. Realizing the influence of Education and Life clubs, we upscaled the initial models of two pilot clubs to 30 clubs by the end of 2011.

Mrs Nguyen Thi Ha, Head of Department of Communication, Nghe An Women's Union





Looking ahead

The new VVOB intervention (2014–2016) supports the Ministry of Education in the delivery of early childhood education in Zambia. The programme aims at improving the quality of the courses at the colleges of education that offer pre-service training. Besides this, VVOB is supporting the Teacher Resource Centres in organising training on early childhood education for teachers already working in the schools.

There has been a steady increase in the number of Colleges of Education offering distance programmes. Over the past two years the programmes have reached 5000 student teachers. Distance education has really gained prominence in Zambia.

Martha Sithali, Department for Distance Education, Ministry of Education, Science, Vocational Training and Early Education (MESVTTEE)

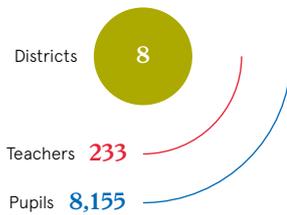


The interactive teaching and learning techniques are helpful and motivate the students. They encourage active participation of all learners, making learning pleasant and easier than it would happen in a normal lesson.

Ms Grace Chilando Daka, Head of Section Early Childhood Education at ZAMISE in Lusaka



COSTEP training
(Community School Teacher Education Programme)



I don't want the government to support my school. They will turn it into a government school where they ask children for fees. The poor children in the community will have nowhere to go.

Mrs Monica Chama (with her son), founder of Ntimpi Community School in Kitwe



The Ministry of Education in cooperation with VVOB rolled out the Teacher Training Support Programme in Zambia. The programme focused on improving the quality of teaching. It was carried out in all Colleges of Education and the main focus was supporting the lecturers with continuing professional development and setting up their distance education programme. In addition VVOB supported teachers in community schools to improve their pedagogical skills.

Continuing Professional Development routine in all colleges

A major achievement of our programme is the change in attitude towards Continuing Professional Development (CPD) and the improved culture of networking and sharing information among Colleges of Education. By the end of 2013 CPD is part of the normal routine college activities. Management in the colleges give CPD the importance it deserves not only by including it in the college timetable, but also by sourcing for funds through income generating activities to ensure that CPD activities are carried out.

Supporting community school teachers

The programme addressed the challenges of untrained teachers in community schools through the "Community School Teacher Education Programme" (COSTEP). This is designed by the

Ministry of Education in close collaboration with VVOB, to enhance quality of teaching in community schools (CS). The programme started in 2011 by focusing on training for CS teachers. Since 2012 the ministry has worked on a framework to institutionalise training for this specific target group. In 2013 the final version of the framework was approved and piloted in all community schools in Northern province. This effort is expected to improve the learning opportunities of more than 8000 vulnerable boys and girls across Zambia.

Programmes for distance education

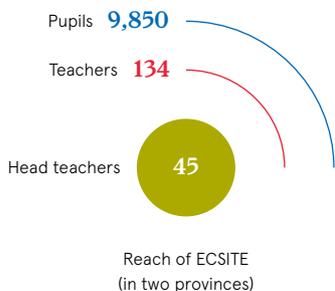
By 2013 almost all education colleges had started to offer programmes through distance education and they all have committees to safeguard the quality of this programme. The Ministry of education has taken up the responsibility to support the colleges in developing qualitative programmes.

A majority of these students is female because distance education provides many opportunities for women to have access to teacher training. The ministry of education has organised workshops to sensitise female teachers on upgrading their skills and on career development through distance education.

The ECSITE project aims at raising the standards of teaching in community schools by improving the quality of teachers and access to teaching and learning materials in the Central and Copperbelt provinces. ECSITE is co-funded by the European Union, for a period of three years. The project kicked off on the first of January 2013 and is implemented in partnership with the Zambia Open Community Schools and the Ministry of Education.

The project in a nutshell

ECSITE addresses the challenges of teacher education quality in community schools through the Community School Teacher Education Programme (COSTEP). ECSITE is empowering 500 teachers and head teachers in 250 community schools over three years. It is providing teaching and learning resources to ten teacher resource centres, reaching 750 additional community school teachers. Others directly targeted include administrators and parents from areas around these schools. A total of 1,000 parents are trained in school management and administration skills. This effort is expected to improve the learning opportunities of more than 80,000 vulnerable boys and girls across the Central and Copperbelt provinces of Zambia.





Looking ahead

In addition to intense monitoring of the community schools, the programme will continue the training of all selected teachers, complete training of Parents Community School Committees and will record and air new radio programmes to broaden awareness.

Teaching and learning resource packages will be distributed to the Zonal Resource Centres through which all 750 community schools will be reached.



Since I started working in this community school, I've never met the head teacher. To be honest I don't even know his or her name. We are only two teachers here, for 200 pupils.

Teacher at Kiawanga Community School

We are renting a building from the Minders Union. All grades are sitting in one big hall, in total 300 children. It's difficult to teach properly with all that noise. We were given a plot by the council, I'll be glad when we can start building our own structure.

Mrs Siyemba, head teacher of Jireh Community School in Kitwe





VVOB assisted us to hold several continuing professional development workshops to capacitate college lecturers and school mentors to monitor and evaluate student teachers on teaching practice.

Dr Washington T. Mbizvo, Permanent Secretary of the Higher and Tertiary Education, Science and Technology Development

The teaching practice mentorship workshops helped to clarify the expectation of the college to the mentors and this made the support given to the student richer. The workshop helped many stakeholders to see their roles in Early Childhood Development.

Mrs E. Phiri, Early Childhood Development
Mentor Air Force Thornhill Primary School Mkoba



We were observing that time and again, the mentors, the college and the Department of Teacher Education in charge of quality control had different expectations from the student. We had seminars (...) to create a good relationship among these stakeholders and enhance the quality of internships.

Mr E. N. Mutubuki, Principal, Seke Teachers College



The second phase of the Quality Education and Vulnerability Programme in Zimbabwe was implemented from 2011 to 2013. VVOB supported fourteen Teacher Education Colleges in addressing the vulnerability of children and student teachers caused by challenges such as HIV/AIDS, poverty, learning disabilities, environmental issues and violence.

A comprehensive approach to equity in teacher education

The five key result areas of the programme are aimed to institutionalise quality learning for all students in the colleges. The role of VVOB consists in supporting partners to build their capacities in order to achieve these results, but also to sustain their achievements. At the end of the programme the college leaders had crafted and adopted the Student Friendly College Framework, which ensures an enabling learning environment for all students.

Students' welfare during their attachment

In Zimbabwe, student teachers spend two terms in college, five terms on teaching practice in schools and return to college for two more terms before their final examinations. The support to students during their teaching practice was improved through the training of mentors by college lecturers with VVOB support. The attitude of the mentors towards students and the accompaniment of students during their attachment were the main focal points of the training.

Steps towards a sustained training of mentors

Not only the skills of the lecturers were strengthened, but the capacities of the college administrations to provide educational leadership were also enhanced. The training of mentors by the Teaching Practice Departments was institutionalised in almost all colleges. While VVOB was co-funding the first training sessions, the colleges took them over and mobilised the needed resources to finance the training of mentors by themselves.

Looking ahead

In 2014, a three-year programme for teacher development for inclusive early education is starting. VVOB will support the enhancement of leadership capacities of the ministries, college and provincial educational leaders. Also, college lecturers and education district personnel will develop their skills, knowledge and attitudes in the field of Inclusive Early Education.

Capacity development in mentorship

Lecturers

420

Teachers

7,736

Teachers in training

15,122



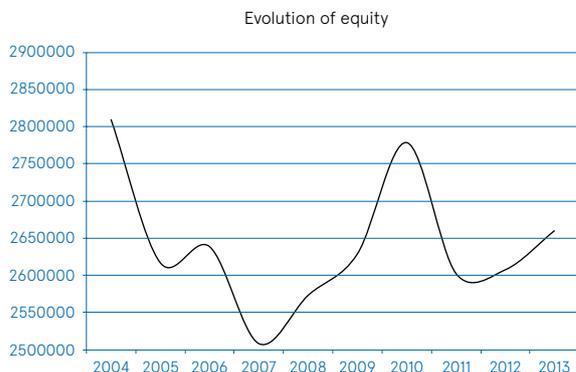
Financial health

The financial health of VVOB is measured through two indicators. The first being a stable equity, which remains necessary for the pre-financing of programmes in Flanders and the South, and the second the diversification of funding sources.

Evolution of equity

The equity has increased with 6% from 2,508,000 euro in 2007 to 2,660,274 euro in 2013. This evolution does not compensate for the decline in purchasing power for the same period. However after exceptional losses caused by unforeseen budget cuts in 2011, the trend of increase in equity that was reinstated in 2008 continued in 2012 and has been confirmed in 2013.

In 2013 two new projects, one in Zambia funded by the European Union and one in Rwanda funded by DfID were started. In Zambia 317,163 euro was allocated towards strengthening teacher education within the community schools. In Rwanda, the project that aims at strengthening the training of school principals spent a total of 180,196 euro. For both programmes together 40,000 in overhead costs could be taken into account. New acquisitions could not be realised but opportunities with several potential new partners were actively explored.



Programme operations: DGD grant

2013 was the final year of the 2011-2013 multi-year programme with a total budget of 28,500,000 euro. By the end of 2013 27,882,057 euro or 97.8% was spent. The operational budget – mainly allocated in the South – was 23,728,892 euro of which 23,231,813 (97.9%) was spent.

Management costs are costs linked with running the programme. These costs accounted for 3,084,427.85 euro or 97.3% of the budget. Structural costs are institutional and administrative expenses ensuring the realisation of the social

goals of the organisation. These costs amounted to 1,565,816 euro or 97.8% of the allowed maximum expenditure.

In 2013 9,108,493 euro was spent on operational costs and 1,076,630 euro on management costs the total of which leads to right of 5.95% or 606,014 euro as structural costs.

In March 2013 VVOB was informed about the settlement of the control on the multi-year programme 2008-2010.

In November 2013 DGD started controlling the fiscal year 2011.

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. Of this, 130,000 euro is intended for the awareness-raising programme whereby schools in Flanders and the South are collaborating in the spirit of equal partnership. In 2013 126,952 euro was actually spent.

The operating grant of 300,000 is used as a contribution to the so-called structural costs of the association.

Result

The profit on the fiscal year 2013 is calculated at 55,691 euro. This profit comes after setting aside a total of 140,000 euro in provisions for covering risks related to the execution of several development programmes.

Balance

The balance reduced from 43,976,990 euro in 2012 to 32,512,589 euro in 2013 due to the formal finalisation of the multi-year programme 2008-2011. Regarding liabilities there is a substantial decrease of receivables towards DGD. The balance of 2013 is aligned with the claims related to the multi-year programme 2011-2013.

Audit

The General Assembly of June 22nd 2011 has appointed Mazars as company commissioner for verification of the association's fiscal years 2011 till 2013. The company commissioner has delivered a statement without reservation for the fiscal year 2013.

Ernst and Young have executed punctual audits in the course of 2013, specifically targeted at the management of grants in 2012 and carried out in Zambia, Rwanda, DR Congo, Suriname 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 2013 in Rwanda, Zambia, Zimbabwe, DR Congo, Vietnam and Cambodia.

Balance sheet

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ALL IN EURO	2013	2012	2011
Assets			
A. Fixed assets	48,302	26,322	41,945
B. Accounts receivable (due within 1 year)	28,492,001	38,804,344	29,809,301
C. Cash and investments	3,911,055	5,096,375	4,716,485
D. Prepaid expenses	61,231	49,950	71,528
Total Assets	32,512,589	43,976,991	34,639,259
Liabilities			
A. Reserves and accrued profit/loss	2,660,274	2,607,451	2,602,300
B. Provisions	165,000	94,940	150,000
C. Accounts payable (due within 1 year)	29,687,315	41,274,600	31,886,959
Total Liabilities	32,512,589	43,976,991	34,639,259

Profit and Loss Statement

ALL IN EURO	2013	2012	2011
Costs			
A. Structural costs	908,434	882,257	941,810
a. Services and diverse goods	320,314	349,712	313,614
b. Personnel costs	383,568	420,108	587,124
c. Depreciation	12,909	17,610	15,275
d. Other Costs	191,643	94,827	25,797
B. Management costs	1,076,630	1,064,292	943,489
a. Personnel costs	867,046	874,923	805,736
b. Audit, monitoring and evaluation, learning processes	112,056	71,150	77,703
c. Other	97,528	118,219	60,050
C. Operational costs (programme costs)	9,634,904	7,464,246	7,360,563
a. DGD programme	9,108,493	7,210,801	6,910,526
b. FICA-programme (SchoolLinks)	126,953	118,476	115,815
c. Other programmes	399,459	134,969	334,223
Total costs	11,619,969	9,410,796	9,245,863
Income			
A. Subsidy	11,640,226	9,316,038	9,054,102
B. Financial income	9,941	11,819	14,839
C. Other income	22,625	88,089	675
Total income	11,672,792	9,415,946	9,069,616
Results of fiscal year	55,692	5,151	-58,331
Results before use	52,823	5,151	-176,246
Use of result	-2,896	0	-117,916
Calculation of deferral of fiscal year			
Profit (loss)	55,692	5,515	-58,331
Retained earnings	-102,210	-107,361	-49,030
Transfer of equity	102,210	0	0
Deferral of fiscal year	55,692	-102,210	-107,361

Management of VVOB in 2013

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 Brusseel, 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 Verlaeckt, 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
- Mr Jan Van Doren, Chairperson of V.I.W. Foundation
- Mrs Raymonda Verdyck, Managing Director of GO!
- Mr Johan Verstreken, Member of the Flemish parliament



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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.

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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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Het rimpeleffect van onderwijs- verandering

