Acknowledgements

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Text

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Preface

Enhancing quality

Dear reader,

When I was asked to write a preface for the 2010 Annual Report of VVOB, I was a little surprised. The year has passed so quickly. I remember initiating the previous report and now a new edition has already arrived... All this gives the impression of a cycle, a sequence of continuous innovation of which we can no longer discern a beginning or an ending.

Of course, and luckily, this is part of our reality. But in it, our finality, our objectives and the mission of VVOB, remain in place. Our partners are visible; both the partners in Flanders and those in the South are familiar. And at the same time we hope - but I am sure of this - that we are as well a trusted partner and organisation. We can build on stable relationships, with fixed programmes, that guarantee continuity, reliability and with some excessive self-assurance I also add quality.

VVOB is in constant search of greater financial stability, the stepping stone to a diversified donor policy, of a balanced and attractive staff management, a well-developed programme implementation and a further development of the school links,... In short, we seek thorough quality in every aspect of the organisation. This certainly does not imply a revolution, but it is a constantly moving, not to rest or linger too long. So our condition needs to be well maintained and you can not realise this in one month or even one year. Hence perhaps the idea of merging years.

Maybe the most defining image of 2010 will be of an erupting Icelandic volcano. It literally divided us when we wanted to bring colleagues together for the VVOB seminar with the central theme "Let’s get connected". And despite all the obstacles, we have made this possible in 2010. We have established links between North and South, between strategy and field, between the Board of Directors and associates, between schools, between education, training and development cooperation...

‘Let’s (continue to) get connected!’

Stefaan Van Mulders
Chairperson of VVOB
Administrator-General of the Flemish Youth Welfare Agency

1 Eyjafjallajökull, the answer to the most popular quiz question in 2010. When in April the Icelandic volcano erupted and blew an ash cloud over Europe, an international VVOB seminar was in scaffolding. VVOB associates and partners from around the world would travel to Belgium to reflect on our organisation and the direction we wish to take. But we had to acknowledge the superiority of nature. A lot of people were stranded at airports in the outskirts of Europe and beyond. This was the start of a logistical nightmare. But as by miracle many participants still reached the meeting place. We could still, albeit with less people than expected, get together and strengthen our ties. And so this force of nature gets mentioned in all annual reports, VVOB’s including.
Introduction

Our organisation in motion

Tomorrow I (have to) go to Geneva. VVOB was invited by UNESCO. This influential UN organisation is organising the World Summit on the Information Society 2011 and VVOB has been asked to talk about how teachers can be motivated and supported to introduce ICT into their methodology.

The fact that VVOB is invited to a world summit proves that we are on the right track with regards to our evolution from a general and technical organisation to a strongly specialised development organisation. Choosing one sector, education, was the first important step. The second step, building internal expertise, was taken decisively in April 2010, when we invested in an organisation-wide workshop on education and skills training. Expertise cannot be built simply by opting for it from the top of the organisation. Active participation of all staff has to be guaranteed and efficiently organised. The Eyjafjallajökull volcano threw a bit of a spanner in the works: not even half of the invited participants were able to reach Blankenberge. Nevertheless, we started a trend that set the whole organisation in motion. Our annual report is intended to support and express this movement, which is why the 2010 results of our activities are not illustrated by country, but by education topic.

And the results are very positive, also from a quantitative point of view. For all countries, we may state that we significantly contribute to changes at a regional and even national level. Thanks to VVOB, relevant aspects of daily practice have changed, for all teachers, all schools and all students.

In addition to our partners’ ownership and an intelligent interaction between policy and practice, another success factor is the well-balanced technical assistance. Direct interaction with the internationally renowned field of Flemish education is thereby becoming increasingly important. The growing enthusiasm of schools in Flanders for the school links, and of colleges for the traineeship opportunities we offer, both seem to prove the fact that VVOB is definitely capable of fulfilling its bridging function in education. We gladly recognise that further growth is possible in this regard. We can build more bridges, especially with other development organisations.

In 2010, we undertook further work on donor diversification. Our ability to mobilise more funds to strengthen our results demonstrates our drive for quality education now, for all young people, all over the world. In Flanders we laid the first stone in a series of “Development Debates”, together with other organisations. The start of the Belgian Platform for Education and Development Cooperation Educaid.be strongly bears the VVOB stamp.

2010 was a good year, because VVOB gave and received impulses to innovate. In order to harvest the rewards of this momentum, we have to keep pushing forward. And that is exactly what we see VVOB staff doing, day in day out, whether in Harare, Hanoi, Brussels or Geneva.

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1 The initiators of the ‘Development Debates’ bring people from the wider development sector together to exchange knowledge, experiences and ideas around a specific theme. With these meetings we want to scrutinise our own performance in a constructive way, to get new insights into our contribution to poverty alleviation, and encourage mutual benefits between different development actors.

See: www.vvob.be/ontwikkelingsdebatten (Dutch)

2 ‘Educaid.be’ is the Belgian platform for education and training in development cooperation. It aims to share information and to encourage people and organisations to bring their actions in the South more into step with each other, as to increase efficiency of these actions.

See: www.educaid.be (Dutch and French)
6556 km. That is the distance between Brussels and Nairobi, the capital of Kenya. But you hardly feel this physical distance when you ask the same questions to students in both parts of the world. Maks! visited Kenya to report on VVOB’s SchoolLinks programme. Three Flemish schools are linked to three Kenyan schools. Through the experiences of their cooperation they learn from each other.

On the website 6556.be students get a very warm-hearted impression of the ‘South’ through moving and playful video clips. Watch them in your classroom or make an assignment on them. Let the students look for the youngsters with whom they identify the most. Teach them some Swahili words or prepare a typical Kenyan dish: ugali with goat meat... This way 6556 km will be only a stone’s throw away.
The world we wish to leave our children, is balanced and sustainable, a world in which each individual has equal opportunities. Giving people in ‘the South’ more opportunities is the ultimate goal of VVOB’s Southern Operation. At the same time, a sustainable, equal world can only be achieved if there is a growing solidarity between peoples, mutual understanding and respect, and when prejudices fade away.

Therefore, our ‘Northern Operation’ seeks to contribute to greater support for development cooperation in Flanders. We try to make a fruitful interaction possible between the educational reality in the South and in Flanders. When the knowledge of each other grows, it creates dialogue. It can bring about a better perception of each other that leads to an appreciation of differences and similarities.

The SchoolLinks programme builds bridges between schools in Flanders and the South on the level of primary and secondary education. Through the Traineeship Programme and the partnerships between colleges, we also forge relationships at the level of higher education. Both will get more attention on the following pages.

Through our websites, newsletters, discussion sessions, trainings and participation to events,… VVOB reaches out to different actors in Flanders to get them involved in development issues. Through the Educaid.be platform VVOB shares information on education and development cooperation and thereby strengthens Belgian policy. Thanks to the commitment of dozens of voluntary translators many language barriers can be overcome in the exchange between Flanders and the partner countries.

Pieter-Jan De Marez
Responsible Northern Operations VVOB

"Meeting the teachers of St. Jozefinstituut in our school was truly inspiring. They have such an enthusiasm for their task. Meeting your teachers on their own turf, in Belgium, will be an eye-opening experience."

Waveren Hoërskool Witzenberg, South Africa

"The first SchoolLinks year was an educational and motivating experience that received all necessary impulses from both partner schools. The schools are well adjusted to each other and give themselves fully for the relationship to grow even stronger. We are amazed how far we have already gone in one cooperation year."

Primary School Goede Lucht, Anderlecht, Belgium

"Our pupils, teachers and school board are very enthusiastic about the school link. It has been instructive exchanging ideas and getting to know more about Belgium and our partner school."

‘VSO in de Thomsonstraat’, Paramaribo, Suriname

"It was a memorable moment welcoming two trainee students in our school and have them talk about their experiences in Zambia and meeting our partner school. These experiences were authentic and well documented (they made a video). The pupils really liked it."

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"I entered an entirely new country with a different culture and my world changed completely. But I quickly learned to get a better grip on things and to put everything into perspective. I understood that through small steps you can also realise an objective, sometimes is it even more functional than big steps at once. I have learned to stay positive and focus on the things that go well. The traineeship was a very positive experience."

Katrien Roelandt, trainee in Suriname

"On a personal level: international experiences are always an enrichment. The confrontation with yourself and your background and perspective is invaluable. The many impressions and experiences are food for thought. Sometimes unexpected doors and windows open, and new possibilities arise…”

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Working together

Exchanging an identity kit or hanging up billboards in school, a multicultural Recipe Day or a joint mathematics assignment, an African Day or working on the MDGs, sending letters to each other or even going on a real-life visit... In 2010, 14 school links realised their first activities and schools were quite creative in doing so. The global activities executed within their own school went flawless, but the communication and cooperation with the partner school was often difficult at first. Constructing a good school link takes time and patience and VVOB as a bridge between the two worlds was for most schools a necessary and welcome help. The teachers gradually got a better picture of what such an international cooperation entails, and were made aware of how the communication and joint activities could be more adjusted and linked to one another.

A helping hand

VVOB advises and supports the schools in Flanders and in the partner countries in this process. Financial support for expenses associated with SchoolLinks activities are part of it as well. In 2010 the newsletter “SchoolLinks Letter” is published every two months in three languages, and the website www.scholenbanden.be provides ongoing news and information to and from the schools involved. Students from different teacher training institutes support different school links in Kenya, Suriname and Zambia through a traineeship period of several months in the partner schools in the South or a short task in the margins of another VVOB traineeship assignment.

Joining hands

In Flanders plenty of organisations undertake meaningful initiatives to support Flemish schools in their North-South aspirations and activities. Naturally VVOB cooperates with these organisations as much as possible. For example, VVOB and Kleur Bekennen, the Global Education department of the Belgian Technical Cooperation, organise a training day for teachers on SchoolLinks. We also combine forces with Green in the

Maria Assumpta meets Our Lady Of Fatima

Visiting our partner school was a must. It boosts our cooperation process and we would finally be able to put a face on all those musical names. When we arrived, our eyes were opened and before we knew it, our heart as well...

Near to Nairobi, in a little town called Kariobangi, our partner school is located. Photographs had given us an idea of what ‘informal settlements’ looked like, but unfortunately, reality transcends your impressions of paper. But in the midst of the neighbourhood, behind the school gate, is an oasis of calm and work diligence: Our Lady Of Fatima.

Monday morning, when the 800 students, nicely in line, sing the national anthem with pride and conviction, we feel the strength that emanates from these children. “Committed to excel” is on the badge that adorns their uniforms and nothing less is true. We immediately experience this when we visit the classes. There are 45 students in one classroom. The thought makes us dizzy: how do you get them to listen? They eagerly make room for us, strange white teachers, and show an example of pure discipline. I don’t understand the Kiswahili teacher, but I see that she inspires the pupils and teaches with a fire that will probably never die...

Some students study French and want to test their language skills on us. With a small version of the Eiffel Tower pinched in his hand, Julius, the “French student”, fires away. They want to get far in life, beyond Kariobangi, maybe even to Paris.

Our visit, our long conversations with students and teachers, gave us the insight that we can learn so much from each other. With a SchoolLinks work group of more than twenty students, they are eager to get into action, working together. Our story about them, now also motivates our students. We are in the starting blocks for what promises to be long-distance run.

Hopefully we keep up with them, our Kenyan friends.

Anki Nauwelaerts, teacher at Maria Assumpta Lyceum, Laken, Belgium

In October 2010 Anki Nauwelaerts and Joke Haesevoets, teachers at Maria Assumpta, visited their colleagues in the Kenyan partner school. Their school link started in 2009.
Wigo and the World

For several years, Wigo Elementary School in Essen organises a Global Day. Traditionally we plan this during Lent. The Global Day of 2010 was part of the school cooperation with our partner Mooi Uitsig in the district of Bella Vista, (district of Witzenberg, the sister city of Essen, in the Western Cape (South Africa)). A few years ago, we gave them a small financial input to modernise classrooms. Now Wigo helps the construction of a new school hall.

On Friday morning, March 19, there was a bustle at the school gates. More than 150 children and parents came to school on foot. From different parts of the village they flocked to school. The day started with a nice cup of hot chocolate milk or an honest (fair trade) cup of coffee. In Bella Vista all pupils go to school on foot... Sometimes they have to walk more than an hour to arrive!

The whole day partner country South Africa was in the picture. We introduced real African dancing to the pupils, taught by Nana Dankwa... The students could also gave a go on one of the authentic instruments. Both the boys and girls changed into colourful outfits... Almost the real thing! The African monitor was very enthusiastic and everyone enjoyed the show.

After the necessary explanations the children could also paint cotton cloth with beautiful stitching. Part of the cloths will be used to make bags: one side painted by a pupil of Wigo, the other side by a pupil of Mooi Uitsig.

And of course we also sung! Every pupil from Wigo now knows the song “Ek ’s een dapper muis”, a beautiful South African song, in Afrikaans, accompanied by the necessary accents and the right movements.

Oxfam Wereldwinkel, a fair trade shop in Essen, supported our Global Day. In the school entrance-hall we had a stand with all sorts of objects and products. The students and parents were given the chance to come by and buy something. With the necessary explanations about Oxfam as an organisation most students now know why fair trade is so important.

The travelogue of the visit of Miss Veronique and Miss Els to Mooi Uitsig amazed the children. Especially the images of the often poor living conditions of the children provoked the necessary reactions. The new daycare centre ‘Chris Hani’ was also addressed. This nursery is financially and materially supported by our community. A real improvement to what the old one looked like...

The day ended with a dance. Many parents and grandparents were present to watch this last show. The Global Project ended on Friday, April 2, with the Wigo Walking and Cycling Sponsor Tour. And it was a success, thanks to those who contributed and participated!

Joris Pinseel, teacher at WIGO, Essen, Belgium

“Greenergy” project where a number of school links go deeper into the climate theme. Next to that we also cooperate with Studio Globo and launched the “Saved by the Bell” initiative on World Teachers Day within the school links and the Kenyan schools in particular.

But there is more...

In September the SchoolLinks programme takes a step forward and 12 additional partnerships are born. Together with VVOB they can learn from the experiences of the first school links. We hope that as the programme grows, the schools will assist each other in starting up and successfully developing their school link.

Much more information on SchoolLinks: www.scholenbanden.be/english
Each year VVOB offers a series of traineeship positions in its partner countries. Students can work in a programme or at one of our partner institutions for a minimum period of three months. This way they combine their first professional experience with an invaluable personal enrichment of living and working in a developing country. VVOB staff members in the partner countries guide the students in this process.

Fourteen students to six countries

Fourteen students from five colleges and two universities signed a contract with VVOB for a traineeship in 2010. Four of them went to Cambodia, three to Suriname and Zambia, two headed for Ecuador, and Kenya and Rwanda each welcomed one student. Below you can read some testimonials. A more extensive coverage can be found on the traineeship section of the VVOB website.

Sharing experiences

All students commit themselves to undertake a relevant post-traineeship activity on their return to Flanders. Tim and Nickhail made a video of their Zambian traineeship and gave an information session during the Zambian Week at Middenschool H. Hortinstituut in Bree. Tineke assists to the SchoolLinks training and makes a comparison between the Kenyan and the Flemish education system. Lien attends a study conference of the Ghent Association and represents VVOB through a stand...

What is to come...

The efforts made in previous years in terms of providing more traineeship positions and extra promotion bear fruit in 2010. About 60 students inquire about the VVOB Traineeship Programme and ultimately 35 students are assigned to a traineeship position in 2011 after a motivational interview and training. We believe that even with this quantitative leap the quality of our Traineeship Programme will remain high.

“Believing you can”

“My name is Stefanie Bauwens and this year I will graduate as bachelor Primary education at the KaHo Sint-Lieven in Aalst. I am a spontaneous, enthusiastic and inquisitive young woman, looking for adventure and new challenges. I welcomed the opportunity of an international traineeship and I would definitely do it again.

In PROGRESS, the programme for a more effective educational system in Suriname, I participated in activities that support the professionalism of teachers through, for example, the development of teaching materials. Basically we worked three to four days a week at the PROGRESS office. Every Wednesday we went to our school to request and / or discuss lesson subjects. On Fridays we taught in the second and fifth year.

Together with a fellow student we developed about 50 cards to stimulate active work methods, as well as a theoretical framework. We also worked out practical materials, like a domino game, a mathematics snake game, a clothes pin game.... Once a week we went to the Polanen School to test our ‘products’. We also visited four different schools, followed workshops, training sessions and presentations.

My stay in Suriname enriched me professionally, but also as a person: adopting a positive attitude, working from your own strength and abilities, having a vision in mind, visualising what you want to achieve and working towards your goal one step at a time. Believe that you can!

Carpe diem! On my traineeship I became aware of the fact that I have a good life. The life I envisioned as a child. We all know that you should not race through the day, but live consciously and enjoy the moment. Just like Horace wrote: “Seize the day”.

Finally, we often only realise what we had when it is gone. This probably sounds a bit silly for a young person. But I want to hold on to this realisation and start from there.”

Stefanie Bauwens, bachelor student Primary education at the University-college KaHo Sint-Lieven Aalst, trainee in Suriname
“Busy, fascinating times”

I am a second-year student of the Master Educational Sciences (specialisation in Pedagogy and Education) and I have a preparatory training as primary school teacher. Some time ago I did a traineeship in Vietnam, after which I worked in an international school for one year. I felt that working for a for-profit school was not in line with my world view. I therefore chose to return to Belgium and began a master programme. With this degree it would be possible to work for non-profit organisations such as development organisations that have education-related programmes. Indeed, organisations like VVOB.

When I heard that I could go on a VVOB traineeship I was immediately enthusiastic. Initially I had not thought of doing my traineeship in Ecuador, but VVOB saw that my skills were in line with the Ecuadorian programme. Ultimately, this was a good choice. The programme captivated me, as well as the country and its culture. I had to boost my level of Spanish, I took a BTC course, I applied for a scholarship and tried to prepare myself substantially.

On Sunday, July 18, I left for Quito. I arrived the same evening, considering the seven hours time difference. I was picked up by a colleague who brought me to a host family. The first acquaintance with the familia Tejada Segovia was very pleasant. They seemed very open and warm, and they really were. I could go to them with my small and big concerns and through them I have learned so much about the Ecuadorian culture.

The next day the same colleague introduced me to VVOB Ecuador. She made me find my way inside and outside the organisation. From then onwards I began reading documents, watched the programme videos, asked questions to the various associates, … Gradually I got a better insight into the education system in Ecuador, the operation of the programme and specific activities of my traineeship assignment. During these first weeks and after meetings with officials of the Ministry of Education, it was clear that I would focus more on the competencies of teachers.

The main objective of my traineeship would be to develop a tool to identify the skills of primary school teachers. Thus the initial assignment adapted to the current needs of the Ministry and the VVOB programme Escuelas Gestoras del Cambio. After a literature study, I first developed a competency list and then an auto-evaluation for primary school teachers.

During one of the weekly meetings at the Ministry of Education we decided that I would also work out an observation form and an interview directory. Once I had a design, after one and a half months of work at the office and in close collaboration with my VVOB colleagues, I could test and discuss each instrument with various local partners at the macro, meso and micro level of the Ecuadorian education system.

I also worked with students and teachers at teacher training institutes and visited schools in several provinces. Afterwards I processed all the data and wrote a report on this process. I presented the results to other VVOB colleagues and the UNAE work group of the Ministry of Education (that will establish a new teacher training and was interested to use the tools). For future use of the instruments I worked with five students from the Universidad Técnica del Norte and introduced them in the development and usage of the tools. They will work with them and will analyse the results for their thesis.

Things did not go smoothly all the time, but thanks to the excellent support of the VVOB colleagues, I completed my traineeship and I presented well considered, comprehensive and applicable results.

So it was a very interesting experience. Not only did I learn a lot about the skills of primary school teachers in Ecuador and how to identify them, but also about my own competencies as a teacher and as a person.

Thanks VVOB! ”

Lien De Weer, master student Educational Sciences at the University of Ghent, trainee in Ecuador

More information on the Traineeship Programme: www.vvob.be/stages (Dutch only)
VVOB in the ‘South’

VVOB and quality education

Quality education is the main priority of VVOB. By the end of 2010 we were halfway through the implementation of the multi-year strategy that we outlined for six years. Cornerstones of our strategy include a focus on improving sustainable quality education, supporting sustainable local capacity development, effective and efficient programme approach, a targeted selection of partner countries and geographical concentration and building a bridge to Flanders and Belgium.

The implementation of this strategy started in 2008 in our nine partner countries in the South. In 2010 we made an interim assessment that inspires us for the second phase (2011-2013).

How do we translate this strategy into our operations today?

The evolution from a project-oriented approach to a programme-oriented approach is a fact. 23 projects were phased out between 2008 and 2010. We went from four to six projects per country in a variety of sectors (as of 2008) to one or two major programmes in each country concentrated only in one sector (education). The result of this expansion is clear: less fragmentation and a strengthening of internal consistency. VVOB will have seventeen programmes in ten countries in the South in 2011. The average budget (DGD grant) is €1 million per country per year.

The shift to a programme approach also influenced our approach of capacity development. The focus is now more on switching between practice and policy. In other words, we work on and with all levels of education, from primary and secondary schools, provincial education departments, teacher training institutes, to departments of the Ministry of Education. Our influence has thus increased, and our programmes can seek a much broader impact (sometimes even national!). This shift involved a different kind of operation and the necessary change. However, we note that - despite these changes - the appreciation of our work by our partners remained. External evaluators confirmed that VVOB still combines professionalism with highly committed staff.

Finally, the focus on education strengthened the profile of VVOB as an expertise organisation. However, contributing to the quality of education still remains a major area of intervention. Therefore, VVOB defined its line of intervention to formal education (primary and secondary) and teacher training and outlined a number of thematic domains.

This outline illustrates that VVOB chooses a clear niche. The scope of intervention is and will remain relevant. Moreover, this is where VVOB's strengths lay and where we can realise an important added value. Of course we create added value with our partners in the South, but also through partnerships with Flemish education actors.

This specialisation has enabled VVOB to clearly define its future. It also provides a framework for further steps in terms of competency and knowledge management and quality control. Of course these are more than just ‘buzzwords’. Therefore, the following pages take you on a guided tour through our operation and the seven educational themes described above.

Wouter Van Damme
Programme director VVOB

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Ecuador

Multi-year programme
- Escuelas Gestoras del Cambio (Schools as Actors of Change)

Budget spent in 2010 (rounded to 1000)
- € 1 084 000

Number of associates on 31/12/10
- Local staff: 7
- Expat staff: 4

Website VVOB Ecuador
- www.vvob.org.ec

Suriname

Multi-year programme
- PROGRESS (Programme More Effective Schools Suriname)

Budget spent in 2010 (rounded to 1000)
- € 1 079 000

Number of associates on 31/12/10
- Local staff: 6
- Expat staff: 4

Website VVOB Suriname

Zambia

Multi-year programme
- CPD (Continuous Professional Development at college and school level)

Budget spent in 2010 (rounded to 1000)
- € 1 153 000

Number of associates on 31/12/10
- Local staff: 6
- Expat staff: 4

Blog VVOB Zambia
- http://vvobzambia.blogspot.com

Zimbabwe

Multi-year programme
- Quality Education and Vulnerability

Budget spent in 2010 (rounded to 1000)
- € 842 000

Number of associates on 31/12/10
- Local staff: 13
- Expat staff: 1

Website VVOB Zimbabwe
- www.vvob.co.zw
Belgium
Support to activities in the partner countries and coordinating organisation
North Operations
- SchoolLinks
- Traineeship programme
Also partner in Educaid.be, "Development Debates", Saved by the bell, Greenenergy, ...
Budget spent in 2010 (rounded to 1000)
- € 68 000
Number of associates on 31/12/10
- 16
Websites
- www.vvob.be
- www.scholenbanden.be/english
- www.educaid.be

Vietnam
Multi-year programme
- Strengthening lower secondary education
- Participatory agricultural extension programme
Budget spent in 2010 (rounded to 1000)
- € 1 185 000
Number of associates on 31/12/10
- Local staff: 12
- Expat staff: 4
Website VVOB Vietnam
- www.vvob.be/vietnam

Cambodia
Multi-year programme
- SEAL (Science and Life Skills in Teacher Training)
- IMAGE (Strengthening Agricultural Extension)
Budget spent in 2010 (rounded to 1000)
- € 1 124 000
Number of associates on 31/12/10
- Local staff: 18
- Expat staff: 5
Website VVOB Cambodia
- www.vvob.be/cambodia

Rwanda
Multi-year programme
- Strengthening school management
- Strengthening Technical and Vocational Education and Training
Budget spent in 2010 (rounded to 1000)
- € 1 427 000
Number of associates on 31/12/10
- Local staff: 16
- Expat staff: 4

Kenya
Multi-year programme
- ICT Integration in Education
- Healthy Learning in primary schools
Budget spent in 2010 (rounded to 1000)
- € 1 398 000
Number of associates on 31/12/10
- Local staff: 8
- Expat staff: 3
Website VVOB Kenya
- www.vvob.be/kenya

South Africa
Preparations of a multi-year programme that will start up in the second half of 2011. The focus of the programme lays on professional development of lecturers at the Further Education and Training Colleges.

More links to, for example, blogs and social network pages of VVOB and its programmes can be found on the website: www.vvob.be/vvob/links.
New curricula in the technical agricultural education in the DR Congo

In 2008 a DIPROMAD study (Directorate of Curriculum and Learning Materials) revealed that the curriculum for agricultural education was outdated and showed gaps. The pedagogical approach was not adapted to current realities.

An analysis of the state examinations conducted between 2005 and 2008 indicated that out of ten different trainings only General Agriculture, Nutrition and Zoology are not disappearing. However, other courses also play an important role in the development of the country, for example Fishing, Forestry and Agricultural Industries.

Early 2009 VVOB and the Ministry of Education organised a workshop where experts recommended that the number of options should be limited to six. Important content of other trainings would be included in this regrouping. The Minister agreed and asked the partners, VVOB in particular, to help implement the recommendations. Moreover, the Minister wanted to see these six new curricula for schools launched in September 2010.

This gave DIPROMAD, along with VVOB, less than one year to not only give new content to the curricula, but also to introduce a new approach: APC (Approach through Competencies). To establish this, several workshops took place from June 2009 until March 2010, led by the Ministry of Education, with support from the Ministry of Agriculture, and with the help of Congolese education experts who in doing so also strengthened their own skills in the field of APC.

The curricula have now been introduced in the 1250 schools and the inspection services supported by VVOB. There are annual trainings for teachers, where the Ghent University College plays an important role. The partner highly appreciates this part of the VVOB programme. Everyone involved learns from it and it has a national impact.

Nicolas Bosscher
Coordinator Agricultural Education Programme
VVOB DR Congo

Michel Triest,
Programme Manager,
VVOB DR Congo

Number of technical agricultural schools per subject in the DR Congo from 2005 to 2010
Curriculum development in Ecuador

In January 2010 VVOB Ecuador started up preparations for a new programme. In the coming three years the focus will lay on supporting technical education, especially secondary technical education. At the request of the Ministry of Education, curriculum development is one of our key themes. A major change is taken place that addresses the entire secondary education in Ecuador. For technical education this has a major impact: all young people should be equipped with sufficient general skills, without neglecting the technical competencies. All curricula will be rewritten, including those of the technical education, and VVOB assists to this process.

Curriculum development is a complex process and especially in technical education, where many different partners are involved. First you need to determine the specific skills that are required for executing the profession. For instance, what should a plumber be able to do and know? The answer to this question leads to a profile of professional competencies, the basis for technical education. In Ecuador, the challenge lays in involving the labour market – companies and sectors – in the design of these professional profiles. This will increase the relevance of such programmes. VVOB can play an important supporting role by bringing the various stakeholders – in education and labour – together. Until now there is no real tradition of dialogue between them.

In addition to determining the competency profiles, you also need to develop the curriculum. What form will the training take, which courses or modules will be provided and what will they look like? Professional instructors need to be included when working this out. Together with the Ministry we organise many workshops for teachers that help shape the curriculum based on competencies. We do not limit ourselves to a number of provinces; teachers of secondary and technical schools throughout the whole country participate. VVOB also involves the intercultural, bilingual (Spanish and indigenous language) education. Until now it had no link with the formal technical education, although it has technical programmes as well. As a neutral partner we facilitate this rapprochement. Finally, these modules are then translated into teaching units the schools can get started with. This was the result of a collaboration between the Ministry, VVOB and teachers in intensive workshops. Therefore, the technical curricula will be ready by the 2011-2012 school year and they will fit into the objectives of the Minister of Education, who outlined a new law.

Evelien Masschelein
Coordinator Secondary School Curriculum Development, VVOB Ecuador

Curriculum development in the educational institutes in Suriname

The training of teachers of basic education in Suriname is undergoing a renewal process. Rewriting the curriculum is an important part of it. There is a desire to change the current curriculum in order to create a competency-based curriculum, one that focuses on specific knowledge, skills and attitudes. There is a very large consensus on this within the educational institutes. However, the first steps in this process required effort.

Although the word “competency-based” is used a lot, its meaning is not always well understood. Competencies as a combination of knowledge, skills and attitudes remain theoretical.

A training brought more clarification, but no real insight. In Suriname, very few examples of competency-based training are available. Based on the idea of “learning by doing”, pedagogical institutes launched the curriculum for Mathematics by means of a maths work group. Initially there was some concern that it was not being developed by curriculum experts. Therefore it took some effort to have people believe in themselves. For those involved, however, it was very liberating to do something about the problems that have long been known.

A competency-based training is not made of distinct, separate parts. Therefore the mathematics group consist of mathematics teachers and educationists. First people were testing the waters because there was never a real dialogue between these departments before. But within this work group they found each other. They now work together on a new curriculum for Mathematics.
Maths and educational theory are no longer separate subjects, but overlap and complement each other. In the new curriculum not only the required subject knowledge is mentioned, but also what the future teacher is expected to do with it.

“Towards a more rational management of the education system of agriculture and primary education”

“My name is Emmanuel Madilamba Yamba-Yamba and I am a Deputy Inspector-General within the EPSP (Congolese Ministry for Primary, Secondary and Vocational Education). Since 2008 the partnership with VVOB is clearly defined within the departments of the EPSP. It focuses on results in terms of inspection and training in primary and agricultural education, and the management of curricula and teaching materials.

The staff involved in the different objectives consulted different partners. This way they determined the priorities of the programme. The partner is key, both in planning and in developing various modules and the implementation of activities.

The visible impact of the actions already started with the research and identification of the situation in the central and provincial agencies when formulating possible solutions. Nevertheless, the first year of the programme was difficult. But as more and more harmonious planning was taking place, the partnership has proved very effective, both in terms of co-management as in its implementation.

The VVOB presence within the EPSP, and the inspection services in particular, led to a rational management of the education system of agriculture and primary education. This happened partly thanks to the modernisation of the system, through, for example, the introduction of APC.

This partnership demonstrates how a post-conflict country can rise out of underdevelopment through the modernisation of agriculture and how it can fight against illiteracy by raising the level of basic education. It makes local partners responsible for their own destiny within a collegial structure. Agricultural education manages to get back on its feet thanks to the support of VVOB. It is an example to us all.”

Carl Beel
Line Coordinator Educational Institutes PROGRESS, VVOB Suriname
How do you make sure that the noses of all education stakeholders point in the same direction? In the setting of government matters in Kenya, the answer has been the ‘Kenya Education Sector Support Programme’ (KESSP). Since July 2005, KESSP has been the sector-wide framework setting out overall objectives and targets. It also guided the development of annual operational plans for government departments and agencies, development and corporate partners, non-governmental and community based organisations, private enterprises and many other actors in the education sector. It has been a crucial factor in Kenya’s path towards attaining the Millennium Development Goals and Education for All.

When KESSP I was in its final year (July 2009 – June 2010), the 24 ‘Investment Programmes’ that make up KESSP, started preparing for KESSP II. Drafting a five-year plan does not happen overnight. It requires several rounds of deliberations: assessing progress, deciding on new approaches based on lessons learned, defining overall goals, setting new targets that are aligned with the overall Government’s ‘Vision 2030’, describing strategies, calculating budgets… Because of the nature of VVOB’s collaboration with the Ministry of Education (MOE), VVOB advisors have been closely involved in this process, led by Senior Ministry Officials. Our two sub-programmes: ‘ICT Integration in Education’ and ‘Healthy Learning’ aim to strengthen the capacity of MOE staff related to strategic planning and policy development at national level. VVOB staff supported strategic thinking and provided technical input. This happened at many meetings and writing workshops with the MOE colleagues they work with on a daily basis: the ICT Unit, the ICT Integration Team and the School Health Nutrition and Meals Unit. New versions of the so-called ‘investment plans’ generated through these workshops were regularly presented to the Senior Management by the MOE staff. In June 2010, when the overall framework was ready and all the Investment Programmes had prepared good drafts of their plans, representatives of the key stakeholders conducted a harmonisation exercise. During three days, mixed teams of experts from MOE and development partners, including VVOB, studied the various plans and identified overlaps, duplication, gaps, inconsistencies and budget shortfalls… Coordination across the whole sector is crucial, and more so for issues that cut across all education levels such as ICT Integration. The MOE-VVOB ICT Integration programme supports developing ICT (integration) policies and guidelines, setting up an educational portal, building awareness about pedagogical aspects of ICT integration, training and coaching of MOE senior staff and managers on ICT skills and their use for education.

The development of KESSP II has been a great opportunity for us to make a difference, through building the capacity of MOE staff on strategic planning. KESSP II also is a framework for the sustainability of the MOE-VVOB programme’s outcomes. And we are especially pleased that the School Health, Nutrition and Meals Unit, our partner in Healthy Learning, was commended for its well developed plan!

1 The Millennium Development Goals (MDGs) are eight international development goals that all United Nations member states and some international organisations want to achieve by the year 2015. They include among others eradicating extreme poverty, achieving universal primary education, fighting disease epidemics such as AIDS, and developing a global partnership for development. See: www.un.org/millenniumgoals.

2 Education for All (EFA) is an international initiative, launched in 1990, to bring the benefits of education to ‘every citizen in every society’. In order to realise this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals. See: www.unesco.org/education.
A journey towards improved teaching and learning in Zambia

The continuing professional development (CPD) of staff in Zambian colleges of education is critical to enhancing the quality of teaching and learning. A baseline study pointed out that the organisation of CPD was not focused and not aligned with other management processes. Not surprisingly this approach was not leading to the improvement of teaching and learning.

The challenge was clearly a complex one that not only required the acquisition of new knowledge but also a change of beliefs.

A common understanding was created by describing what high quality teaching and learning means. This resulted in a Teaching and Learning Policy, endorsed by the Ministry. Another major step was the self-evaluation carried out by the colleges which resulted in the identification of perceived good practices and key areas for improvement. Colleges then developed concrete action plans to address the priorities. The plans included CPD activities necessary to achieve the set goals. The colleges were assisted and guided in the planning process by a coaching team, with representatives from Ministry, university, a peer college and VVOB.

Colleges received VVOB support for realising their action plans. In 2010, they reviewed and reflected on their plans. The partnership with the 'Leadership and Learning Center' (USA) further built capacity on leadership and planning practices.

The initiated processes have contributed to better planning in the colleges. Beliefs of effective CPD have not only drastically changed but have also been institutionalised.

VVOB will further strengthen the initiated structures and processes while simultaneously working on creating a supportive environment at the colleges. We believe that strengthening the leadership at the colleges will be pivotal and that continuing this journey will contribute to the individual and college capacity to continuously improve the quality.

Lieve Leroy
Programme advisor CPD, VVOB Zambia
“Close collaboration between VVOB and the Ministry of Education increased the impact of the School Management Programme in Rwanda”

“My name is Emile Rudasingwa. I coordinate the School Management Programme and help to align this programme with the current Government Strategy. This means that I suggest how to link the VVOB’s School Management plans with the district development plans, the performance contracts and the school action plans. ‘Lmihigo’ stands for the performance contracts that the President signs with the various districts in the country and which outline development targets across the sector of health, education, etc...”

In 2010, VVOB Rwanda started the design of the School Management Programme for the period 2011-2013. Although I was not part of the VVOB team at the time, I participated in this process in my capacity as Advisor to the Minister of State. Three consecutive planning sessions were held, attended by officials from the Ministry of Education (MINEDUC) and its agencies: the General Inspectorate, the Teacher Service Commission and the Planning Unit of the Ministry. We elaborated a detailed analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) of school management in Rwanda, particularly from the perspective of the key partners.

I also helped in conducting a problem analysis in which we identified the root causes of good and bad school management practices in our country. Complementary to this planning process, the VVOB team actively participated in the development of the implementation framework of the government’s Education Sector Strategic Plan (ESSP).

In that same year, we also developed training modules for secondary schools that provide guidelines on the process of strategic planning. Moreover, we elaborated a template for strategic planning and annual action planning for schools based on the model of problem analysis and establishment of objectives.

Last but not least, we completed an evaluation sheet which outlines quality criteria for sound school management and its planning. This instrument helps schools to improve their planning capacity and to reflect on their progress.

The planning process adopted by VVOB Rwanda is characterised by close collaboration with and active participation by all involved key stakeholders, regular communication and reporting. I feel that the integration between the VVOB and MINEDUC plans has increased the impact of the programme.”
Teacher training and continuous professional development

When extension workers and farmers work together in Vietnam

Soc Trang is one of five provinces in South Vietnam where VVOB wants to improve the agricultural extension system by promoting a participatory approach. Participatory agricultural extension methodologies have resulted in improved communication and a better relationship between extension workers and farmers. Extension workers are traditionally transferring their knowledge to the farmers with little regard for what the farmer needs. Also, reporting typically happens without further consulting the farmers. The way technical leaflets are written, is an illustration of this way of working. They often contain very useful information for the farmers but not all farmers have the knowledge and understanding to access this info or to adapt it to their local circumstances.

Mrs. Nguyễn Thị Thanh Tâm, an agricultural worker of Soc Trang province, said: “It is quite time-consuming to develop a technical leaflet in cooperation with farmers. However, by using the farmers' own words, information is more effectively disseminated and easier understood. Also, the information provided by farmers is more up to date and practical, for example with respect to availability of local materials and contacts of sellers.”

To make technical leaflets in cooperation with farmers is an interesting working method, but as Mrs. Tâm indicated, it is really time-consuming to travel to the farmer clubs and meet with farmers. As a result only few documents were produced this way. However, the feedback on this participatory working approach is positive, even though it is not an easy approach for young and inexperienced extension workers. We hope that this approach can become part of the agricultural extension system for the benefit of the farmers and ultimately of society.

Strengthening Teacher Training Centres in Cambodia

Why is it that Cambodian students know definitions and numbers by heart but struggle to understand what they learn? Why do Cambodian employers claim that young recruits lack the ability to solve problems or work as a team? A recent study on the Cambodian labour market attributes a great part to poor teaching quality. Indeed, students merely read from textbooks or copy notes from the blackboard. This lack of activity in the average Cambodian classroom leads to low motivation and poor development of skills of students.

In Cambodia, each year hundreds of young students graduate from teacher training centres and become teachers at primary and lower secondary schools. VVOB in Cambodia strengthens these centres, and especially its teacher trainers. We support them in acquiring methodological skills aimed at stimulating critical and creative thinking. Teacher trainers also learn how to apply and transfer such skills to their students. This way student teachers will be able to involve pupils actively in class. An example of such learner-centred approach is the use of so-called “concept cartoons”. The cartoon-style drawings show different characters arguing about an everyday situation. They are designed to provoke discussion and to stimulate scientific thinking. Student teachers also get the chance to try out these methodologies during their practice teaching at primary and lower secondary practice schools.

The VVOB programme also provides teacher training centres with equipment for conducting science experiments or computers. But more importantly, it supports the development...
“Towards education opportunities for every child in Suriname”

“My name is Jozef Mardjo and I work for the Ministry of Education (MOE) as a head teacher of a primary school in Paramaribo, Suriname. Through my work for MOE I came into contact with PROGRESS (Programme More Effective Schools Suriname), a programme of both MOE and VVOB. I took part in various training courses for primary school teachers offered by PROGRESS. I think it is important that teachers receive tools to teach better. Together with two other teachers from my school I therefore regularly attend the courses of VVOB. Together we form the “Educational Innovation Team” of our school. This means that we take several courses and pass on the acquired knowledge to our colleagues.

We have already finished the trainings “I believe in you!” , “Powerful Learning Environment” and “Activating Teaching Didactics”. After each training we meet and discuss the subject and consider how to transfer it to the colleagues in school. In passing on the topics, we immediately put theory into practice. For example, we used a song as a signal during training. This way, our teachers experience how well it works, which in turn may encourage them to use it in their classroom. It feels good to see that the teachers in my school apply these methods and that they also use their own creativity to visualise in class what they have learned. One example is the appraisal and attention for each child when making him or her the ‘sunbeam of the week’. The children make an art piece during Visual Arts class and the best work is then exhibited in a special notebook. Every time we choose another pupil and we praise his or her work. This stimulates everyone to do their best in each class. The notice board now mentions only positive messages to motivate the students.

During the parent-teacher meetings we inform the parents about the educational reforms already implemented in the classes. We feel it is important that they too are aware of the changes. With the tools from the PROGRESS training we are better at our work and we progress towards a more child-friendly and effective education. Education that offers opportunities for every Surinamese child!”

and educational resources that meet the local needs. This includes teacher training manuals, sample lessons, posters, as well as digital resources. Cambodian teacher trainers can find and share such resources on a website we designed for teachers. It goes without saying that the Ministry of Education is closely involved in all these activities. After all they are in charge of the planned nationwide expansion of the programme.
**Focus on teacher training in Zimbabwe**

In Zimbabwe, the VVOB supported programme on Quality Education and Vulnerability is implemented by a number of departments in the 14 ‘teacher education colleges’ of Zimbabwe. It will not come as a surprise that ‘teacher training’ lies at the core of the programme.

Through Teacher Training our partners at the colleges organise activities with a wide range of educators and educators-to-be:

- **Student teachers** are targeted through a number of student development activities in the programme, many of which focus on building life skills. 2010 saw over 7000 students taking part in such activities in the programme organised by their colleges.
- **To get an idea of what colleges are doing to reach out to in-service teachers and school heads, we invite you to read Shiella’s story of her experience as a teacher (see testimony on page 27).**
- **Lecturers** at the teacher education colleges take part in various staff development activities.

Allow us to focus on this last group, the lecturers. In 2010, about 950 lecturers were involved in staff development activities organised by their own colleges on a range of educational themes and areas. Take a look at the overview.

### Training activities for lecturers in Zimbabwe in 2010

#### Early childhood development

- **Numbers**: three colleges organised workshops for a total of 205 lecturers.
- **Focus**: to bring more clarity on:
  - the importance of early childhood development;
  - what is involved in the training of an ECD teacher;
  - and which issues to look out for when supervising the student when he or she is doing her teaching practice.

In interacting with the wider lecturing body at college, the ECD departments hope to improve the quality of their students' supervision, and the quality of early childhood education as a whole - whilst at the same time reducing the vulnerability of their students.

#### Basic Counselling Skills

- **Numbers**: five colleges organised workshops for a total of 345 lecturers.
- **Focus**: providing lecturers with basic counselling skills that can enable them to help student teachers who have social and educational problems.

With these basic skills and attitudes, the lecturers will have attention for the more vulnerable students in their colleges. This will result in promoting Student Friendly College Environments through caring lecturers who in turn become role models for the students to emulate when they later become teachers.

#### Special Educational Needs

- **Numbers**: two colleges organised training for a total of 90 lecturers.
- **Focus**: on learning difficulties such as dyslexia and dyscalculia.

The workshops help lecturers to work with students with learning difficulties. At the same time, they help them to prepare their student teachers to offer adjusted support to pupils with learning difficulties.

#### Environmental Education

- **Numbers**: four colleges organised training workshops for a total of 160 lecturers.
- **Focus**: creating awareness on environmental issues, and how they link to vulnerability.

An action-based approach ensured that the workshops resulted in concrete plans for environmental activities at the college. There is a clear link to teaching and learning by student teachers.
“I’ve become a better mentor”

“My name is Shella Ndadziira, and I am a teacher at St Joseph Primary School in Rusape, Zimbabwe. I am also a mentor of student teachers from Marymount Teachers’ College who come on teaching practice at my school. I attended a very fruitful workshop organised by Marymount Teachers’ College, with support from VVOB, for teachers who are mentors for their students whilst they are on teaching practice.

After the workshop, I noticed a lot of changes in my school. Firstly, I, together with two other teachers from my school, organised a staff development workshop for the mentors of my school who could not attend the workshop with Marymount Teachers’ College. The school authorities, including our headmaster, who also attended the workshop, took it upon themselves to see that new student teachers are introduced to the School Development Committee, which never happened before. The student teachers are now attached to mentors and not to classes as used to be the case. Student teachers are now given better incentives and teaching resources.

I started working positively with the student attached to me: we iron out problems amicably and I use college hand-outs to help my mentee with documentation problems and supervision. With the other mentors, we help students to join their co-curricular areas of special interest, for example, those who like cooking join the catering department. In the past, students would just be told which area to join and they were never given much space to do anything in those areas.

Student teachers started showing a positive attitude towards the school as a whole. There are no more complaints from the community about students teachers practicing at our school. Due to the introductions done, good relationships developed between the students and the community. Honestly speaking, some students never had the opportunity to teach during the five terms of their teaching practice. They would get to work with pupils only when the mentor was away. That has since come to an end as there is now change at my school. We now see students as professionals in training.

The workshop was very significant to me. I find it very important to work well with my colleagues from the teachers’ college. There is a good relationship between the college, mentors, the school as a whole and students teachers. I now see the lecturers of Marymount Teachers’ College as my brothers and sisters, not as lecturers to be afraid of any more, as was the case before.”
Creating trainer groups in teacher training institutes in Vietnam

In Vietnam we are promoting active teaching and learning as a method to improve the quality of teaching. The traditional 'teacher-centred approach' used in most schools does not favour the development of critical, problem-solving talent which is so much needed in this fast developing society.

We are cooperating with five teacher training institutes. Rather than just training the lecturers – an activity that would be discontinued at the end of our programme – we wanted to achieve a sustainable approach to capacity building. After consulting with the institutes, we established within each institute a core group of five lecturers with experience in general and subject-specific teaching methodologies. Together with these groups and a national expert we worked on two teacher training modules, in 2010 (one on problem-based learning and one on using ‘Learning Stations’). This way the capacity of the core group members was built – a training in disguise one could say. The modules were published and all the members of the core group were mentioned on the cover as co-authors of the national expert. It was very encouraging to see that all five directors of the institutes were happy to sign the introduction, and thus officially endorse the materials.

After developing the materials, the core groups trained more than 200 lecturers. Thanks to the earlier involvement of the national expert and as co-authors of the modules endorsed by their principals, the core trainers were accepted as legitimate trainers.

An unexpected and pleasant surprise was that core group members from different institutes started to consult and even invite each other to take care of capacity building activities of colleagues.

Now that these core groups have built capacity for their colleagues (lecturers) and for student teachers, they can do the same for mentors of teaching practice. In the coming year we will promote the involvement of these experts in the training of trainers for in-service teachers.

Hans Lambrecht
Teacher Training Coordinator, VVOB Vietnam
Participatory methodologies in Zimbabwe

Throughout all the support given to the colleges by the VVOB team, there is a conscious choice to use participatory methodologies, exposing partners in the colleges to alternative teaching and learning methodologies.

How student-centred learning methodologies used in the programme had an immediate impact...

“Why am I stigmatised?” asked the poet. ‘Because I am poor? Because I am ill? Because I don’t fit your expectations? Because I don’t fit this college’s mode?’ The silence in the hall was deafening. His heart-rending poem came after a powerful student drama on discrimination in class and seemed to drive the point home. Raising awareness about stigmatisation and discrimination was the theme of this special assembly and the result of a lot of hard work by the peer educators club.

Given the resistance to forming a support group for HIV positive people at my college, this assembly was nothing short of astounding. With a high level of mistrust and fear of repercussions, lecturers and students alike were not prepared to disclose their status. A way forward had to be found.

So we, the steering committee, organised a workshop for students. For two days participants questioned stigma and discrimination. The atmosphere was relaxed. Everyone was a learner and everyone had something to share. Where was all the joy coming from? Everyone was free to participate and give answers without fear of judgement. The students found that they could listen carefully to other people’s stories and learn ways of coping from them. We spent time tackling negative attitudes that lead to discrimination. Some students displayed talents in art, some in song and dance, and some in communicating group feedback. Some were brilliant in acting out situations where discrimination happens and showing how it could be reduced. We all came to see how discrimination is often the result of poor information and lack of understanding.

Most students said: ‘We need to understand people with different cultures and situations to those we are familiar and comfortable with. We need to take time to empathise rather than rushing to judge.’ Ideas for how the peer educators club could tackle these issues on campus were discussed and plans made for the months ahead, beginning with an awareness-raising assembly.”

Mrs. Placidia Kasere, Lecturer in Charge, Health and Lifeskills Department, Morgan Zintec Zimbabwe

Teacher training colleges and VVOB have a unique relationship: Unlike many other development programmes, the colleges identify the need and communicate it to the VVOB team to engage them in co-planning an intervention workshop. Not the other way around.

Behind the scenes of the story told above, the college team called on the VVOB support team to join them in reviewing their plans and a detailed workshop scenario they had prepared. Frank and constructive comments were given in even more meetings until a refined scenario was agreed upon. The lecturers who volunteered to facilitate the workshop scenario mapped out who would do what and rehearsed their parts. The strength of this approach lies in the learning that happens. The facilitators each clarify the issues to himself or herself and between themselves as a team, then help the students learn as they take part in the workshop’s many participatory activities.
Participative and didactic approach is central to improvement of school management quality in Rwanda

Since 2003, VVOB Rwanda has been elaborating school management modules for directors, adjuncts, bookkeepers, secretaries and pedagogues of all secondary schools. In the 2011 revision of the school management modules, observations of directors, inspectors, teachers,... will be integrated, as they are the privileged witnesses in the process. Indeed, this participative method is necessary when you need to include the variety of school realities in the country. At the same time, posters and folders have been added to visualise the principles of good school management.

After these adaptations, the modules were presented to the Text Approval Committee (TAC). This service headed by the National Centre for the Development of Programmes (CNDP) evaluates all didactic materials that are applied nationwide. Their approval makes it possible to officially distribute all school management documents.

In 2010, 70% of the modules passed the TAC. They are now available on the website of MINEDUC. This way all Rwandan secondary schools are able to download the information they need. Curious? Have a look at: www.mineduc.gov.rw.

Teaching Environmental Life Skills in Cambodia

“I am Hun Makara and I work as a lecturer in the Provincial Teacher Training Centre in Siem Reap. I was never very interested in teaching environmental or agricultural life skills because I thought that it was almost impossible to do this in a successful way. Besides, I never considered it very important. Last year I was asked to become a member of the environmental education work group set up in our Centre in cooperation with VVOB. They organise trainings on teaching strategies to integrate life skills in our daily lessons. The knowledge and skills I gained during these training sessions changed my attitude and behaviour towards environment and agriculture. Suddenly teaching about environmental awareness did not seem so difficult anymore.

During a study visit to a model ‘Green School’ in Indonesia we learnt about teaching methodology for life skills. We were all very impressed to see how the complete school culture focuses on environmental awareness. I learned a lot from this experience and it was easy to adapt the lessons learned to the Cambodian context. In the ‘Green School’ everything is done together with the students; even lunch was prepared with vegetables grown by the pupils without using chemical pesticides. It was nice to see how student-centred approaches can be so easily implemented.

Seeing with my own eyes how environmental education and organic agriculture can be integrated in the daily school activities really motivated me to achieve similar successes at our Centre in Siem Reap. I am involved in the development of manuals for teaching environmental education to future teachers. In my free time I started an organic vegetable garden together with the student teachers who live on the campus. I think this initiative is very useful, as it motivates student teachers to enhance their awareness for eating healthy vegetables and taking care of the environment.

I am really convinced that, if the other teacher trainers have the same motivation as me, it will be easy for them to include environmental topics in their daily lessons because it is fun and the students like it a lot!”
“TESSA is a valuable companion”

“I am Moses Musonda. I am a senior lecturer and CPD coordinator at Kasama College of Education in Kasama, Zambia. As a member of the National CPD Task Team (see page 22), I try to learn from other colleges and facilitate change at my college.

Do you know TESSA? If TESSA were a lady working in an office somewhere in this country, she would have a congested office. Every lecturer would want to seek her advice on how to deliver their lessons in the most effective way.

TESSA stands for Teacher Education in Sub-Sahara Africa (www.tessafrica.net). VVOB invited TESSA to Zambia to answer our need for guidance and training in the use of TESSA /Open Educational Resources in module writing for the new Open Distance Learning Programmes in the colleges.

But there is much more to TESSA materials than this. TESSA materials are an important tool in expediting the teacher’s lesson delivery process in the classroom. The five TESSA modules (Science, Numeracy, Literacy and Language, Social Studies and Life Skills) contain very exciting class activities that actively engage your learners and which promote absolute learner-centredness in every aspect of teaching and learning.

VVOB organised three workshops, grouping three colleges at the time. TESSA sent three facilitators from the UK and South Africa who trained a total of 75 module writers from nine colleges. The TESSA materials proved to be a powerful companion in module writing, something anyone would love to embark upon.

After the training, my and two other colleges took the initiative to request VVOB for funding for a collaborative module writing exercise, in which TESSA materials would further be integrated. A new form of collaboration between colleges was born. Kasama, Malcolm Moffat and Mansa College of Education wrote ‘Module 1’ for each of the seven learning areas, rather than each developing their own modules.

When you find TESSA materials, dare to pick them up and examine the rich resources and class activities. Remember, you can adopt and adapt TESSA materials to suit your context without annoying the authors because TESSA materials are for free. Feel free to use them, colleagues! Thank you VVOB for introducing this powerful companion to us.
Although the ‘digital divide’ between the North and South has been reduced through portable technology and the Internet, the challenges remain huge. In Cambodia, schools often lack basic utilities such as electricity. Digital resources are mostly in English; a language few Cambodian teachers and pupils understand. That is why having access to resources and technologies that fit the local context, is so important.

The VVOB programme in Cambodia supports the development of multimedia educational resources for teacher trainers; in particular videos, animations and simulations. Some videos contain short fragments of learner-centred lessons filmed in Cambodian classrooms. Teacher trainers show these videos to their students at the teacher training centres. It leads to lively discussions and student teachers learn to reflect critically on teaching methodologies. Other videos show the setup and concepts behind science experiments. These help teacher trainers to prepare lessons before conducting the experiments with students. Also animations and simulations are developed. They provide interactive learning tools, for example to explore the human body or to build an electrical circuit. These digital media stimulate learners to construct knowledge rather than to reproduce.

Teacher trainers often look at technology as complex and difficult to adopt. To help them overcome such barriers we introduce simple and easy-to-use media. As the content of the digital resources is in line with the official curriculum, they also feel it meets their needs. During training sessions and try-outs we strengthen their capacity and incorporate feedback. The final package includes supporting materials such as activity sheets and sample lesson plans. We feel that this approach works in the Cambodian context where teachers are underpaid and have few resources. Providing opportunities to develop local capacity and solutions; is that not what technical assistance is all about?

In Zambian schools the effective use of ICT is very high on the agenda. To encourage educators to start experimenting with the use of ICT, VVOB Zambia designed a “Grassroots” project as part of the multi-year programme (2008-2013) of the Ministry of Education and VVOB.

The purpose of this Grassroots project is ‘to motivate teachers in a new, creative way to use the potential of ICT in education’. Lecturers or teachers could submit a project proposal to use ICT in a new and creative manner in the classroom. The proposals were ranging from the use of simple, social, end-user control tools like wikis, podcasting or video logging to the implementation of practical new tools and methods of information connection.

In 2010 the jury selected in each of the two rounds 25 Grassroots projects. These were divided into groups according to their action potential. VVOB experts guided and coached each group. Upon successful implementation of the project the participants received a financial reward to contribute to the use of ICT in education at college-level. Participants documented their learning experience in a book called “Tales of the Grasshoppers: Small Steps and Giant Leaps of Grassroots Projects on the use of ICT in the Classroom”.

David Dionys
SEAL Programme coordinator ICT in Education, Cambodia

Jan Geusens
Programme Manager, Cambodia

Grassroots Zambia Project: My Talking Walls Kit

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David Dionys
SEAL Programme coordinator ICT in Education, Cambodia

Jan Geusens
Programme Manager, Cambodia
“From consumers to creators”

“My name is Philip Maate. I work for CEMASTEA, the Centre for Mathematics, Science and Technology Education in Africa. We provide in-service training for Maths and Science teachers, and soon we will expand to other subjects as well. In my physics department, I develop training and teaching materials for the training of teachers and other stakeholders such as District Education Officers, Principals, Quality Assurance officers, etc., even beyond physics. I am also a member of our ICT Committee.

To develop materials and multimedia presentations for the training sessions I make use of ICT. I communicate with the teachers through e-mail and Skype. VVOB has contributed a lot to make our work at the CEMASTEA campus more efficient by connecting the different offices through a digital network. First I needed to go to a cyber café. Now it is much easier to share with colleagues in both nearby offices and in the field. It has improved our efficiency considerably.

We also integrate ICT in our training programmes for teachers. Recently, for example, we trained physics teachers on ‘magnetisation’ using PowerPoint with animation. During the example lesson they said: ‘Wow, we have the basic skills, but we have not been using them.’ So it really was an eye-opener to them. That is when I realised: ‘ICT really helps.’ You need to be shown some examples before you know how to integrate and apply it. Before, teachers were not using their ICT skills for teaching, but after that session they will manage.

We should also start thinking about ways to make use of mobile phones. All teachers have telephones and some are already able to surf the net. How can we provide support materials to teachers and stimulate communication between them? However, we are still at the beginning of this process. Three years from now, we should have moved from being consumers to being creators of ICT.”
At the beginning of the programme “Schools as actors of change” in Ecuador we foresaw working with five provinces first, and later on with ten. And so it started. At the level of teacher training 17 agreements were signed with Spanish and Indigenous colleges, as well as with some universities that train teachers. A period of intense and unique cooperation followed, based on mixed work groups and priorities of teacher training institutes.

This came to a sudden end in March 2010. The Ministry of Education preferred us to support in national politics. VVOB would assist in starting up a new National University of Education and an external evaluation of all teacher training in the country. With the support of a new law on Higher Education we managed to change the external control into a kind of self-evaluation, a system for quality control. This required a complete change in attitude, however, from both the Ministry of Education, that used to direct the teacher training, and the colleges themselves. The latter were used to simply implement what they were told to do.

Because of our previous experience with teacher training, we could easily help make the transition to a different, more participatory approach. Since August 2010 a new coordination group with representatives from the Ministry, UNESCO and VVOB collaborated with the 28 pedagogical institutes to work out a system for quality control.

The result is a digital system of (self-) questioning, unique to Ecuador and the teacher training. Based on the results, improvement plans will follow. The challenge ahead is for each teacher training to lay its own accents and to have them manage the system themselves. But in the meantime a new University of Education has to be launched...

Stijn Janssen  
Coordinator Teacher Education, VVOB Ecuador
Creating networks through linking quality learning and the health and nutrition status of children

The ‘Healthy Learning’ programme in Kenya encourages teachers, parents, schoolchildren, district and national officers of different Ministries, staff of local NGOs, international agencies and VVOB... to collaborate in addressing the link between quality learning and the health and nutrition status of children. In 2010, thirty model primary schools in eight arid and semi-arid districts of Kenya are focusing more than before on elementary insights and skills related to hygiene, nutrition and a healthy environment.

The programme treats each school as a holistic entity and looks for opportunities in the local context for ‘Healthy Learning’, using the existing curriculum, systems and mechanisms. Our support is focused on active and constructive learning, school-based methodologies and improved school management. Through small grants, each school is running initiatives such as growing vegetables in the school garden, harvesting water, breeding chickens, running a tree nursery, building better toilets… Some of these ‘projects’ also generate income.

Mobilising and involving many different actors, ranging from the school to the Ministry of Education head office, stimulates engagement and collaboration. They interact and record ideas, plans, experiences, challenges at forums (such as school management committee meetings), school monitoring or exchange visits, district and other workshops.

In September 2010, the ‘National Healthy Learning Training Workshop’ provides another excellent opportunity for mutual learning. The more than 120 participants also help to develop a ‘Healthy Learning scorecard for schools’. There is a wealth of documentation, at all levels, which is used by the Ministry of Education for better management and increased quality of programmes such as Healthy Learning. ‘Healthy Learning’ also creates local networks and linkages channelling new and additional support to schools.
Linking community and school through ‘education and life’ clubs in Vietnam

‘Active teaching and learning’ teaching methods (from simple question-answer to experiential learning, in and outside the classroom) aim at increasing the involvement of students in the teaching and learning process. To promote this we are working with principals and teachers but we also want to strengthen the link between the school and the community. Our partners are the provincial branches of the national women’s union that has divisions in the smallest communes. In 2008, the first year of our programme, Vietnam launched the Child-Friendly School movement which among others promotes active teaching and community involvement in education. The women’s union quickly realised that the VVOB activities were very appropriate to support their effort in this movement. Together we started ten ‘education and life’ clubs in 2009 that link community and school. In these clubs, parents discuss education with a focus on active teaching and learning.

Mrs. Nguyen Thi Hong Lien is the Chairwoman of the club of Tien Xuan village in Quang Nam Province and organises monthly club meetings. Each month a different theme is highlighted: participatory teaching methods and active learning, puberty, life skills for children (communication and social skills), study planning, goal setting, etc. This way, club members gain knowledge and gradually change their perceptions and behaviour. Because of her enthusiasm, energy, creativity and humour Mrs. Lien is called “Our Beloved Education Advisor”. Thanks to her facilitation skills the meetings are very lively with energetic discussions, presentations, role-playing and games. The club launched several initiatives (learning together, building a learning corner, re-admit drop-outs) and has raised an education support fund.

The club is popular and in a year’s time membership has almost doubled from 40 to 70. Thanks to the commitment of people like Mrs. Lien, these clubs are successful and the women’s union has started 60 more clubs in 2010.

Entrepreneurship to promote agricultural technical schools in the DR Congo

“My name is Daniel Mayala and I work as a travelling inspector for agricultural education in the province of Bas Congo 2. I think that stimulating entrepreneurship in agricultural colleges will give the schools a new dynamic. It will make the training more practical. With the support of VVOB the travelling inspectors will direct the headmasters to lead a small business on the school grounds. The teachers and the students must be involved in all phases of the management process.

The ITFAV (Technical Institute for Forestry, Agriculture and Veterinary Medicine) in Kisantu is one of the 31 agricultural colleges whose staff have undergone the training on entrepreneurship in December 2008. This was organised by the inspectorate, with VVOB support.

Since ITFAV did not have budgetary room for these activities, the teachers and students held a fundraising. Together they collected S23. With this amount they bought seven local chickens and a rooster from a refined breed. The school already had five pigs, one old boar and four piglets (two males and two females). They sold the old boar to have a working capital available to them.

The new chickens gave the nursery a significant boost. They produce ten eggs per day and the school sells them or lets them hatch. This way the school can also sell chicks, hens and roosters.

Next to this, the pig unit has been a lot more competitive as well. The number of animals has expanded to 23 (young and adult). There is a limited accounting to keep track of expenses and revenues in the different production units.

Today the school increasingly plays a leading role in the sector and attracts many people due to its sales activities and radio broadcasts. They have even a doubled their enrolments in the 2010-2011 school year!”
Vision Development – a joint expedition in Suriname

Vision is hot. Organisations are increasingly focusing on deeper questions: Why do we exist? What do we stand for? Where do we want to go? What are our unique qualities? To answer these questions a vision is needed. A vision for the future and philosophy that come about through dialogue and active involvement of as many people as possible within the organisation. A shared vision, coming from within, connects people and gives direction. It is a source of energy and contributes to increased effectiveness. It is the heart of an organisation.

With much effort, energy, and especially fun the respective teams of the Surinamese education inspectorate and guidance services worked together on the development of a joint vision for both departments. The pedagogical institutes went through a similar trajectory. "We are proud of our partnership and the outcome of the workshops," was the general reaction of the participants.

In a first introductory workshop they explored the concept of ‘vision’. This revealed themes such as: What does it mean? What is its purpose and value in change processes? How can you develop a vision and how to bring it to life within the organisation? In a two-day follow-up workshop, they worked further on the practical development of their own vision.

The motto of these days was “together on an expedition”, which compared working on a vision with a discovery journey. The participants discovered together, by exchanging and working intensively with each other, what they stand for and what they wish to achieve.

Together with the participants we look back on a special vision process that may serve as a compass for thinking and acting within the departments. Participants experienced the following: "A joint vision strengthens the capacity of our team. It increases the solidarity and solidity in a group. Knowing what the department stands for and where we want to go results in shared support... If one fully understands the vision, it works motivational and stimulates to achieve goals. It contributes to ensuring quality."

The teams also made a plan for achieving the vision developed. It serves as a good base to further shape the process of change within these departments. Because ultimately it aims to achieve the changes needed to evolve to the desired future image of the organisation!
"An important contribution to the quality of education"

VVOB Ecuador collaborates with the Ministry of Education within the programme Gestores Escuelas del Cambio (Schools as actors of change) on different lines. An important element is supporting the design and implementation of a new model for the inspectorate and supervision. Beatriz Caicedo is an important partner as she is directly responsible to the Minister. We asked Beatriz Caicedo what the VVOB support in the past year meant to her.

"I think it is right to say that in my work the role of VVOB proved to be very important. In particular the support of Caroline Decombel, the coordinator of educational support and inspectorate, as well as Wim de Boer in his position as VVOB programme manager.

The cooperation with VVOB not only meant supporting activities that we carried out within the framework of the new model for school inspection and supervision, but also strengthening the capacity of my team. One example is the study visit to Belgium and the Netherlands, where we had the opportunity to get to know the education systems and to exchange ideas. This has helped us to reflect on our own model and its application.

The international conference we organised with VVOB was another important contribution. During the conference international and national experts were given the stage, and all executives, managers, authorities and representatives of civil society organisations attended. The proposal for the new model for school inspection and supervision was officially presented at this meeting. This joint effort contributed significantly to the quality of education.

I would like to mention another element. VVOB has given us technical support through the consultancy of Inés Agerrondo, an Argentine expert with a strong track record in educational reform.

Thank you on behalf of the Ministry in general, and my department in particular. With the unconditional support for the new model it has been possible to work together in an interesting way, to exchange ideas, to learn new models and approaches and to address the challenges that Ecuador is facing today."
The VVOB School Management programme started its activities in Rwanda in 2003. Primarily, the programme was implemented in 12 pilot schools in close collaboration with the General Inspectorate of Education at regional and national level. The main objective was to improve the quality of education by enhancing the management of schools.

Five members of the school management of all secondary schools in Rwanda received training in School Management and ICT: the directors, the adjutants of the director, the bookkeepers, the secretaries and the pedagogues. Once they received the training, the School Management Team applied the good principles of School Management in their respective establishments. Evaluation sheets enabled them - as well as the project team - to evaluate the progress on a permanent base.

Gradually, the programme included other partners in its policies and strategies. The number of pilot schools increased. Seminars were organised to bring the directors of the pilot schools together and to let them share their good and bad experiences with each other. They elaborated the basis for the first modules by describing and defining the tasks and responsibilities of each management function. This unique experience was repeated for the other members of the management team as well. Subsequently, directives were designed in close collaboration with the General Inspectorate of Education and with other education services of the Ministry of Education (MINEDUC).

In 2010, the modules on School Planning, Financial Management, Pedagogic Principles and Crosscutting Themes (gender, environment,...) have been revised. The approaches of the consultants of MINEDUC have been integrated, so that the documents represent a tailor-made instrument and functional guide for every day school management in Rwanda. What is new is that the educational managers, the inspectors of the districts and the representatives of the parents are included in the process as well.

Modules for better school management thanks to the School Management Programme
Financial report

SchoolLinks

VVOB strengthens its school links in 2010-2011. The number of participating schools increases from 30 in 2009 to 50 in 2010. Continued funding of this programme is necessary as the schools develop their activities with the partner school in the South over a period of three to six years. For this, we called on the Flemish government. It supported the launch of the School-Links programme in 2008 with a split credit of 379,000 euro for a period of three years.

Programme operation: DGD funding

2010 is the last year of the 2008-2010 multi-year programme (MYP). VVOB is financed for a maximum total of 27 million euro by the Directorate General for Development Cooperation (DGD) of the Federal Public Service Foreign Affairs.

The limited expenditure in 2008 is almost entirely compensated in 2010: 10,75 million euro is spent on a provision of 9,2 million euro. This brings the realisation rate of the MYP at 99%. Due to tighter controls that lead to longer procedures for a resigning government, VVOB draws from its own resources to cover the period until payment of the funding.

The management costs amount to 1,09 million euro in 2010 and consist of costs both made by head office (wages, work visits, Reflection Days,...) and the country programmes (evaluation costs, local audit,...). These costs rise faster than in 2009, which can be explained by the end of the three-year programme 2008-2010, when final evaluations were made.

Donor Diversification

With extra funding, next to the DGD programme, separate projects can be realised. In Zimbabwe, the cooperation with UNICEF and Save the Children is consolidated for a sum of 70,000 euro. Next to this, 211,000 euro from the Rwandan Ministry of Education was employed to develop the School Management programme. In Suriname, negotiations with the Dutch National Expertise Centre for Curriculum Development led to a funding of more than 180,000 euro. Expenditures started by the end of 2010. In the coming three years the Ministry of Education of the Flemish Community will also invest more than 100,000 euro in Suriname.

Result

The General Assembly of 23 June 2010 decided to recalculate the reserves for repatriation and income replacement of associates to 20% of their size. This is in line with the real underlying risk of an immediate evacuation in case of emergency. Never will all associates in all partner countries have to be repatriated simultaneously. The released amount is added to the starting equity of VVOB.

The existing provisions need to be increased by a net amount of 263,000 euro. The result of 150,000 euro in 2010 and the profit carried over from the previous year, 65,000 euro, reduce the negative impact on the year result up to a loss of 49,000 euro. Therefore the year 2010 has a negative result of 113,000 euro after profit allocation.

Balance

The balance increases by 70% to 25 million euro, mainly due to an increase in claims. A similar increase can be found in the short-term liabilities. However, this is a temporary situation as the claims cover all granted funding and all advance payments are listed under short-term liabilities. After the final audit by DGD of the funding received for the fiscal years 2009 and 2010 these accounts will be reduced by the final granted subsidies.

The decrease in investments is due to the delayed payment of the subsidies. The liquidity position is comfortable. The current assets cover the short-term debt while maintaining a surplus of 2,9 million euro.

There is a decline in solvency by the increase in short-term debt. The ratios of equity/debt (12%) and equity/total liabilities (11%) are rather low. Also, the absence of long-term debt is not free of risk although there is concordance between the assets and liabilities: both are predominantly short-term.

Audit

All programmes in the South were subjected to a local audit, that not only verified expenses, but also formulated an opinion on internal control, filing and bookkeeping procedures. The accounts in Brussels were verified by the company commissioner who made a declaration without reservation for the year 2010. In 2011 VVOB’s General Assembly has to renew the commissioner’s mandate. The local audits were also included in the Terms of Reference so as to streamline general external control.
## Balance sheet
(all in euro)

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
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<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Fixed assets</td>
<td>47,371</td>
<td>55,201</td>
</tr>
<tr>
<td>B. Accounts receivable (due within 1 year)</td>
<td>21,143,375</td>
<td>9,159,935</td>
</tr>
<tr>
<td>C. Cash and investments</td>
<td>3,822,849</td>
<td>5,518,269</td>
</tr>
<tr>
<td>D. Prepaid expenses</td>
<td>102,228</td>
<td>33,493</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>25,115,824</td>
<td>14,766,898</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Liabilities</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reserves and accrued profit/loss</td>
<td>2,778,547</td>
<td>2,628,936</td>
</tr>
<tr>
<td>B. Provisions</td>
<td>150,000</td>
<td>130,000</td>
</tr>
<tr>
<td>C. Accounts payable (due within 1 year)</td>
<td>22,187,276</td>
<td>12,007,962</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>25,115,824</td>
<td>14,766,898</td>
</tr>
</tbody>
</table>

## Profit and Loss Statement
(all in euro)

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Structural costs</td>
<td>793,638</td>
<td>768,880</td>
</tr>
<tr>
<td>a. Services and diverse goods</td>
<td>264,114</td>
<td>248,638</td>
</tr>
<tr>
<td>b. Personnel costs</td>
<td>471,678</td>
<td>382,637</td>
</tr>
<tr>
<td>c. Depreciation</td>
<td>29,746</td>
<td>22,867</td>
</tr>
<tr>
<td>d. Other costs</td>
<td>28,100</td>
<td>114,738</td>
</tr>
<tr>
<td>B. Management costs</td>
<td>1,090,627</td>
<td>721,055</td>
</tr>
<tr>
<td>a. Personnel costs ('North' and 'South') * from 2009 only 'North'</td>
<td>565,762</td>
<td>497,230</td>
</tr>
<tr>
<td>b. Audit, monitoring and evaluation, learning processes</td>
<td>296,775</td>
<td>194,067</td>
</tr>
<tr>
<td>c. Other</td>
<td>228,090</td>
<td>29,757</td>
</tr>
<tr>
<td>C. Operational costs (programme costs)</td>
<td>10,165,825</td>
<td>8,062,930</td>
</tr>
<tr>
<td>a. DGD programme</td>
<td>9,762,613</td>
<td>7,581,661</td>
</tr>
<tr>
<td>b. FICA programme (SchoolLinks)</td>
<td>110,711</td>
<td>102,625</td>
</tr>
<tr>
<td>c. Other programmes</td>
<td>292,501</td>
<td>378,644</td>
</tr>
<tr>
<td><strong>Total costs</strong></td>
<td>12,050,091</td>
<td>9,552,865</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Subsidy</td>
<td>12,165,607</td>
<td>9,548,637</td>
</tr>
<tr>
<td>b. Financial income</td>
<td>34,065</td>
<td>41,070</td>
</tr>
<tr>
<td>c. Other income</td>
<td>30</td>
<td>19,019</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>12,199,702</td>
<td>9,608,726</td>
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<table>
<thead>
<tr>
<th><strong>Result of book year</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Result before use</td>
<td>149,612</td>
<td>55,861</td>
</tr>
<tr>
<td><strong>Use of result</strong></td>
<td>263,409</td>
<td>146,255</td>
</tr>
</tbody>
</table>

### Calculation of deferral of book year

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit (loss)</td>
<td>-113,798</td>
<td>-90,394</td>
</tr>
<tr>
<td>Retained earnings</td>
<td>64,768</td>
<td>155,162</td>
</tr>
<tr>
<td><strong>Deferral of book year</strong></td>
<td>-49,030</td>
<td>64,768</td>
</tr>
</tbody>
</table>
Annex

Management of VVOB in 2010

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.

<table>
<thead>
<tr>
<th>General Assembly</th>
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<tbody>
<tr>
<td>Chairperson:</td>
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VVOB is the Flemish Association for Development Cooperation and Technical Assistance, a non-profit organisation. Commissioned by the Flemish and Belgian governments, we contribute to the quality of education in developing countries. Our core business is to provide technical assistance in educational programmes. This way VVOB supports local capacity building as a means to stimulate sustainable development and poverty reduction.