

*Annual report*  
**2016**

# Through the eyes of our partners





# Preface

Dear reader,

In our annual report of 2016, we give the floor to our partners. Their testimonies about the impact of VVOB have one thing in common: an appreciation of VVOB's contribution to their achievements. The most important quality they praise is our role as broker. Our added value lies in our ability to connect.

## **VVOB connects policy and practice**

Education policy is formed around a vision of what future generations need and want. At the same time, this vision should also resonate with today's pupils, parents and teachers. We support our partners in forming a policy that connects the future and the present. To test these policies' sustainability, legitimacy and efficiency, we develop innovative pilot projects.

## **VVOB connects evidence and policymaking**

Strongly opposing interests can clash in the arena of policymaking. In order to achieve widely supported political decisions on education, we collect evidence on what works and what does not work by measuring, monitoring and modifying our change trajectories on a scientific basis. This evidence is fed back to policymakers and other changemakers.

## **VVOB connects public and private institutions**

Education flourishes when the creativity and entrepreneurship of teachers, government staff and the private sector is stimulated. VVOB builds bridges between these actors. For example, a private company may be interested in partnering up with a school that offers technical and vocational education and training.

Today, one in five children in Africa attends a private school. In four years' time, this will be one in four. The growing interest of

the private sector in education creates an important opportunity for governments to fully take advantage of the private sector's experience and resources to increase the accessibility and improve the quality of education. By linking up different sectors, new solutions to old problems can be found. VVOB has the expertise in policy, regulation, and capacity development to strengthen partnerships between the public and the private sector.

## **VVOB connects countries in different stages of development**

Not only developing countries are faced with challenges concerning inclusivity and equity in education. Belgium and Europe experience similar issues. We facilitate dialogue between equal partners in North and South in our programmes Schoollinks and eNSPIRED. In doing so, we stand firmly behind the philosophy of the Sustainable Development Goals: the Global North has a lot to learn from the Global South.

## **VVOB matters**

For governments, for schools, for parents, for children. Read our partners' testimonies here.

Enjoy.

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



# Content

**3**    *Preface*

**4**    *Content*

**5**    *Introduction*

**6**    *Stories*

6      Cambodia | Ownership: the first step to sustainability

8      DR Congo | From job seeker to job creator

10     Ecuador | Educational projects built to last

12     Rwanda | “Professional learning networks help me improve my day-to-day work”

14     South Africa | Merits of mentoring maths teachers

16     Suriname | “Being mindful of the local context is key”

18     Vietnam | Ingredients for successful transition

20     Zambia | Laying foundations through early education

22     Zimbabwe | How to learn in large classes

24     Belgium | Educaid.be | Connecting advocates of quality education

26     Flanders | SchoolLinks | “A school link is not a luxury”

**28**    *Financial report*

**30**    *Management of VVOB in 2016*

**31**    *Acknowledgements*

# Introduction

Education is a fundamental human right. Every child, without exception, has the right to quality education. Multiple human rights declarations and treaties attest to this. Based on the ratification of the UN Convention on the Rights of the Child, it can be stated that all countries, save the United States who did not ratify the convention, agree.

Despite this broad consensus, reality paints a different picture. More than 250 million children and youngsters are not in school. Add the 330 million children who do attend school, but are not or barely learning, and it becomes clear that quality education remains an overwhelming challenge.

A challenge that VVOB and her partners enthusiastically face head-on every day. In doing so, VVOB unequivocally chooses to support and strengthen local governments, ministries of education, and related organisations such as teacher training institutions and providers of professional development opportunities for teachers and school leaders.

That choice is not a random one. The government – the ‘duty bearer’ in human rights jargon – carries the ultimate responsibility to ensure that the right of quality education is fulfilled for every child.

VVOB is very proud of this unique form of partnership with local education authorities. It shows that the governments in our partner countries trust VVOB’s expertise, what is more, that they believe in the constructive attitude of VVOB to act together.

In this annual report, our partners bear witness to the changes that their partnership with VVOB has realised this past year.

These testimonies prove that VVOB and its partners achieve results that can make quality education a reality for all. And that does not go unnoticed. The Belgian government decided to financially support VVOB’s programmes for the next five years.

Other donors are following suit. In 2016, VVOB attracted additional funds from the European Union for its programmes in South Africa and Suriname. The ELMA Foundation too extended its financial support to VVOB in Zambia and Rwanda.

I want to take this opportunity to thank our colleagues around the world. Together with our large network of experts, they make sure these funds are effectively and efficiently spent to guarantee all children that which they are entitled to: quality education.

**Sven Rooms**  
*Programme Director*



## Cambodia

# Ownership: the first step to sustainability

The three core objectives of VVOB Cambodia's Mathematics and Science Programme in primary education were to improve mathematics and science teaching, to strengthen mentoring during students' teaching practice, and to improve the planning and monitoring capacity for teacher professional development.

Mr Row Phengse, Director of the Provincial Teacher Training Centre (PTTC) in Phnom Penh, was part of the team that developed the training for teacher trainers on mentoring and feedback skills, facilitated the trainings, and organised follow-ups. As a director, he also had the responsibility to embed these changes in his PTTC, and to support his teacher trainers in their professional development.

### Total reach



**285,000**  
Primary school  
pupils



### Critical reflection

"VVOB's programme responded to a real need of the teacher trainers in their role as mentor of student teachers. The feedback process between the teacher trainer and the student wasn't reflective enough. The teacher trainers often just listed their remarks to the student teachers and didn't ask them to self-reflect. Being able to give valuable feedback to a student teacher helps them to reflect on their performance so they can improve their teaching skills and perhaps adjust their perceptions and attitudes as a teacher. The programme addressed this issue and provided the mentors with an easy 6-step model on how to give feedback."

"I experience a different and positive approach of my teacher trainers to the teaching practice of their student teachers. They place more value in the feedback element than they did before. The feedback sessions now are longer, with an exchange of experiences between student teacher and mentor. The mentors are much more conscious of the surroundings in which the feedback session takes place and they try to follow the six steps that they've learned and practiced. We are not quite there yet, but we are certainly moving in the right direction."

VVOB Cambodia's Mathematics and Science Programme 2014-2016 targeted teacher trainers and directors at the Provincial Teacher Training Centres (PTTCs) as well as model teachers and their school leaders at the primary schools. It was financed by Belgium.

### **Pivotal role**

“The new feedback process takes up more time of the mentors and requires them to be more engaged. If this change isn’t supported by the directors and the subject group leaders of the PTTCs, I’m afraid the mentors might quickly slip back into their old habits. Directors have a crucial task here. Our engagement towards the change, our follow-up and continuous support of our teaching staff is imperative to maintaining the changes and embedding them in our Teacher Training Centres.”

“As in any programme, ownership is very important. There will never be real sustainability if the directors and teacher trainers see the programme as another international, NGO-led project. They need to feel and believe it is their programme. What is more, I strongly believe that all changes the programme initiates need to be integrated in the teacher training curriculum. In doing so, the next generations of primary school teachers will also benefit from these changes.”

### **Building a bright future**

“Looking several years into the future, I’m sure primary education will look different in Cambodia. Both teachers and pupils will benefit from the strong curriculum reform that is taking place as we speak. We already saw a clear change with the stricter ‘no cheating’ policy regarding the national exam for grade 12. This resulted in a higher level of performance at the PTTC entrance exams. The last batch of students that started their training to become a primary school teacher has stronger starting capacities.”

“Our Minister’s policy reforms are good! Especially the strong focus on schools’ management level will help to establish a higher quality of teaching. In the next four years, we need to keep strengthening teachers’ capacities. Throughout this process we need to keep in mind that every teacher needs to invest in a good lesson plan with effective teaching methodologies to optimise pupils’ learning and their learning outcomes. VVOB’s technical support in this process remains a great added value.”

*Student teachers preparing a lesson, based on their mentor's feedback*





*DR Congo*

## From job seeker to job creator

In its 2014-2016 programme, VVOB DR Congo supported the improvement of agricultural technical and vocational education in the Democratic Republic of the Congo. The Congolese Ministry of Education's General Inspectorate offered its expertise and support in the process. Even at the end of the programme, its impact is very visible.

VVOB went to meet with Mr Michel Djamba, the man at the top of the national Inspection Service. He shared his appreciation of the partnership between the Ministry of Education and VVOB. The General Inspector summarised the essence of the collaboration as follows: a quality partnership and a relevant programme for the needs of the country.

The 2014-2016 programme of VVOB DR Congo aimed to improve the quality of technical and vocational agricultural education. It reinforced the capacity of inspectors to improve their training of school leaders and teachers, who, in turn, enable learners to develop skills that are relevant to life. For optimal efficiency and effectiveness, VVOB and partners opted to implement the programme in three educational provinces of the country: Kinshasa East, Kwilu, and Kongo Central II. It was financed by Belgium.

*Total reach*



**90,000**  
*Pupils in agricultural education*



*Inspectors reflect on gender, environment and school leadership*

### **Adequate response**

“VVOB’s 2014-2016 programme was a specific response to weaknesses in the agricultural education system in the DR Congo. Before it began, we used old textbooks and curricula, dating back to the moment when the education system was initially set up in the country. This situation was detrimental to learning, and a disorder in the system.”

“All relevant pedagogical actors in the education field were involved in the programme from the very beginning. Inspectors at both national and provincial level, as well as school directors (prefects) and teachers, took charge of the implementation of the programme. This participation has ensured that all the goals of the programme have been achieved. What is more, local actors have effectively taken ownership of the approach and the results of the programme. This is the best proof that the programme has been relevant to the real needs in the country.”

### **Visible improvements**

“The collaboration with VVOB has enabled us to adjust the ministry’s programmes to new agricultural developments and scientific innovations. Improvements of pedagogical competencies, entrepreneurship, linkages with the world of work and attention for gender are the most visible to me. Learners are now better

mentored and develop skills more relevant and useful to reality. Today, youngsters who leave the pilot agricultural schools become job creators rather than job seekers. They are all able to better respond to the needs and opportunities of the local economy.”

### **Capacities and skills developed**

“The success of this programme, and therefore the main reason for our profound appreciation of VVOB, is the fact that it has reinforced the capacity of our education inspectors. VVOB’s approach to working with key players in the education system and government results in a better functioning of our educational institutions and hence in an improved service delivery. We are very satisfied with the noted developments in the pilot agricultural schools and with how these improvements are evaluated. There is no doubt that our inspectors, school directors and teachers have developed new knowledge, skills and attitudes which will allow them to better supervise the learning process of our future agronomists.”

“Since we are very satisfied with the programme, we pledge to invest in the sustainability of the results. But we also hope that VVOB will be able to support our efforts in the other provinces of our vast territory.”



## Ecuador

# Educational projects built to last

The 2016 earthquake in Ecuador took the lives of at least 673 people, making it the country's worst natural disaster. Around half of the fatalities occurred in Manabí, one of the provinces in which VVOB Ecuador works.

"One of the most impacting aspects of the tragedy is that, in a way, it could have been prevented", says Ms Tammy Caamaño, Commercial Manager for Ideal Alambrec Bekaert (IAB), one of the companies working in public housing in Manabí after the earthquake. "Almost 70 per cent of construction projects in Ecuador are built informally, without regard for construction standards. Most deaths occurred because buildings collapsed on people".

VVOB Ecuador's 2014-2016 programme on institutional capacity development in technical education strengthened partner organisations working in the field of professional development of both teachers and school leaders. The programme also aimed at creating better linkages between education and the labour market, through fostering partnerships between schools and the private sector. The Ideal Alambrec Bekaert partnership is one of many successful examples. The programme was funded by Belgium.

In 2016, VVOB also received support for its activities in Ecuador from:

- Ecuador, for the reform of the TVET curricula.
- the Schneider Electric Foundation, for equipment and a teacher training course in electrification.
- VECO Andino, for awareness raising in TVET schools on the organic Fine Flavour Cocoa sector.

### Shaping future solutions

VVOB approached IAB to collaborate with the Ministry of Education on the implementation of a one-year post-secondary TVET career option in Construction in selected schools in Manabí, and of a future three-year secondary option. "A very appealing approach", Ms Caamaño comments. "The project not only supports the immediate reconstruction in disaster zones after the earthquake, it is also part of a longer-term solution in the form of quality technical education in building practices, thus contributing to safer communities. Our expectation is to raise the technical quality of construction processes, as well as to raise public awareness of the disastrous consequences of disregarding legal and technical regulations related to earthquake resistant structures. We also want to help incorporate a new generation of skilled professionals into the economic environment."

### Meaningful alliance

Two pilot industrial technical schools, two teachers, 48 students, of which eight are women: these are the key actors in the project. Ms Caamaño recognises: "This is a very ambitious project, and the first phase has taught us many lessons. Our company has never been part of a similar project before, but VVOB's expertise in educational issues gives us confidence that results and impact will be achieved."

When asked about the sustainability prospects for the project, Ms Caamaño mentions the importance of a clear focus and the creation of mid and long-term objectives in addition to the expected results: "For a company such as IAB, delivering resources – whether these are budget, time or knowledge – in a social responsibility framework, is not only a matter of supporting local communities and relevant educational options for young people's careers. It is also a matter of improving our framework for doing business".

### Lasting structures

Ms Caamaño has been especially impressed by the enthusiasm and commitment students show: "For me, the most meaningful part of this experience has been listening to these youngsters speak about their perspectives of professional growth in construction-related careers."

She also recognises the importance of constructors that have agreed to act as tutors during students' pre-professional practices. "These professionals have generously committed themselves to tutor the students. The tutoring sessions have provided the constructors with an additional external evaluation of quality: students go to the sites equipped with a combination of theoretical knowledge and an eager eye. This allows them to identify certain minor details in the building processes that could be improved. Tutoring sessions are thus enhanced by discussions between constructors, workers, teachers and students on how to address and provide technical solutions to these specific issues. For a company with a long-breath trajectory like ours, this project has incorporated new perspectives on how we can grow in our business, keeping in mind our commitment to safety. Another added value is the title the students will obtain: the project has been submitted to SETEC (Technical Secretariat for the National Qualification and Training System), which means that the title will be valid everywhere in Ecuador".

### Total reach



**164,000**  
Pupils in technical  
education



*Pupils practicing construction*



Sector Education Officer Nadine Umurerwa (middle) meets head teacher Assumpta Yakaragiye (right)

## Rwanda

# “Professional learning networks help me improve my day-to-day work”

VVOB Rwanda and its partners support head teachers in their continuous professional development. Head teachers take part in an initial training on effective school leadership and come together in professional learning networks (PLNs) to share knowledge and experiences about school-related issues. They learn from each other and improve their school leadership competences.

Ms Nadine Umurerwa is Sector Education Officer of Rugendabari sector in Rwanda. She coaches the PLN for head teachers in this sector.

Ms Assumpta Yakaragiye is the head teacher of Rugendabari primary school. She has been participating in PLNs since 2015.

The LOPE programme 2014-2016 aimed to improve the quality of basic education in Rwanda. The programme is a cooperation between the Ministry of Education, Rwanda Education Board, University of Rwanda – College of Education and VVOB Rwanda. LOPE promoted effective school leadership and prepared future teachers in primary education for a learner-centred pedagogy. The programme was financed by Belgium.

VVOB Rwanda has also provided expertise to the Belgian Development Agency on the reform of Uganda's support supervision system of the teacher training institutes.

### Total reach



**1,450,000**  
Primary school pupils

### Sharing challenges and experiences

**Ms Umurerwa:** “As Sector Education Officer, I coordinate education activities at sector level. I support and inspect head teachers in providing quality education. I was trained by VVOB to coach professional learning networks of head teachers in my sector. This training was very relevant, because it helped me to effectively lead meetings with head teachers by assessing the challenges they face in their daily work, and by encouraging them to share their experiences. The challenges they encounter are often similar. Sharing experiences can improve the leadership competences of head teachers, because possible resolutions can pop up and strengthen the head teachers to overcome the challenges they face at school on their own.”

**Ms Yakaragiye:** “The head teachers choose the topic of the PLN session together. In doing so, we are sure that the main problems in our schools are discussed. We identify and analyse a common problem, look for root causes, and end with resolutions to be implemented in our school. After the meeting, I contextualise the conclusions of the session with my teachers and discuss strategies for implementation.”

### Reducing dropout through PLNs

**Ms Yakaragiye:** “In my school, the main problems are low student performance and high dropout rates. I learned new techniques in the PLN to bring back students that dropped out of school. I used to write to parents, but I understood from my colleagues that it is better to involve the local authorities.”

**Ms Umurerwa:** “The local authorities and the different schools of our sector did a campaign to decrease dropout. Together we made house-to-house visits to reach each learner who dropped out of school.”

**Ms Yakaragiye:** “We visit students at home to discuss their reasons for dropping out. Together with the parents and local authorities, we try to find a solution so that every child who dropped out can come back. We also track the students’ attendance better so we can act before the child drops out of school. Teachers take attendance every morning. If a student is absent, he or she must report to me the next day. Before the PLN, I didn’t know the names and details of students who dropped out. Now I do. There is a proper follow-up.”

### Improving practices

**Ms Umurerwa:** “Before the training on professional learning networks, I used to behave as an inspector of the head teachers. In meetings, I told them what they should do. Now, the head teachers participate actively in the meetings and conclusions are made by the whole group. There is trust and a strong relationship among head teachers.”

**Ms Yakaragiye:** “The professional learning network has really helped me improve my day-to-day work, as well as my school leadership practices. We also use the PLN method at our school now, during our teacher meetings for example. On a more personal level, I struggled with writing monthly reports. Since I joined the learning network, I manage school data better and collect data for self-evaluation. I have more insight in preparing the school budget, in the action plan of the school and in school values. My wish is that professional learning networks reach all schools in Rwanda.”



*School leaders in a PLN session*



Mr Ontong (left) discussing his lesson with an expert from Wits University

# Merits of mentoring maths teachers

## South Africa

Two out of three primary school pupils in South Africa do not acquire a basic understanding of mathematics according to (inter)national research. VVOB South Africa addresses this challenge in the Free State province.

Seventeen mathematics lead teachers and four subject advisors from the province's districts volunteered to participate in an observation and mentoring trajectory. A lead teacher, a subject advisor and an external expert in mentoring would observe another lead teacher during a lesson, and after each observation the four of them would collaboratively discuss the lesson.

Two lead teachers, Mr Alton Ontong, Head of Department at Golden Park primary school, and Ms Nthabiseng Meje, Lead Teacher Mathematics at Mohobo primary school, testify on how this has affected their teaching and ultimately their pupils.

VVOB South Africa's 2014-2016 programme aimed to improve learning outcomes in numeracy of primary school children. During the programme, VVOB South Africa worked with the National Department of Basic Education and the South African Council for Educators (SACE) to develop sound professional development mechanisms for teachers and school leaders. VVOB South Africa also worked on a local level with officials in the Free State province on school leadership, mathematics teaching and monitoring and evaluation. The programme was funded by Belgium.

In 2016, the EU also supported VVOB in South Africa for a project on inclusive education.

### Total reach



**350,000**  
Primary school pupils

### Safe classrooms

**Mr Ontong:** “I now know what to look for when I observe my colleague teachers. I try to not be judgemental. In the past, as a head of department, I went into classrooms to judge teachers. I was looking for the wrongs. Instead, I should have looked for the positives to uplift challenges teachers might experience. I didn’t know how to go about it otherwise. In college, lecturers judged and criticised us so much that you felt that these people didn’t want you to become a teacher. It was very destructive. Fortunately, I grew some thick skin, but this might be the reason other teachers were initially scared of being observed in this intervention.”

**Ms Meje:** “In the beginning, I was hesitant to participate in this mentoring intervention. But I became more confident about my teaching, and interacted intensively with the subject advisors during the intervention. Now, I am grateful. It has opened new doors for me. I will be appointed Acting Head of Department at my school soon.”

### Confident learners

**Ms Meje:** “The initial training exposed me to different ways of solving math problems. Learners are now allowed to apply different methods and no longer rely on one specific method. They choose the method they are most comfortable with. This could be the column method, or manipulatives such as pictures or drawings. And in the end, they all come to the right result. After the external expert observed my teaching, he showed me a specific teaching strategy. The learners first had to discuss the answer to

a mathematics question with their neighbour. Afterwards they could give the answer in plenary. This was so eye-opening. My learners are applying it all the time. I had shy learners, but after this they became more confident about their abilities.”

### Sharing and learning

**Mr Ontong:** “Every time I came back from a session, I shared my experience with my colleagues in our professional learning community. First, we corrected homework together and then we discussed how to teach specific topics. Most teachers had problems with teaching fractions, multiplications, divisions and word problems. I introduced a topic to work on and the teachers gave input. We had very interesting discussions, and together we came to a common understanding of how to teach a certain topic. In the next session of the professional learning community, we discussed if it worked. If it didn’t work, we discussed how to teach the topic differently. We assist each other in every way we can. It also made teachers interested in the intervention supported by VVOB. They hear the benefits and they want to join. It was such a great opportunity to be part of this distinguished mentoring trajectory.”

The Department of Basic Education invited Mr Ontong to share his experience in his professional learning community on a national level during the Professional Learning Community Colloquium on 5-6 December 2016.

*Ms Meje (fourth from left) discussing a mathematics lesson with her colleague teachers*





# “Being mindful of the local context is key”

## Suriname

Teachers of lower secondary technical and vocational education and training (LS TVET) schools in Suriname clearly pointed to a need for better mentorship of newly qualified teachers in a survey. One of the respondents put it this way: “Your first day in lower TVET, you’re thrown in the deep end. And then you’re shark food.”

VVOB Suriname and the Sub-directorate for Technical and Vocational Education and Training (ODB) of the Surinamese Ministry of Education, Science and Culture joined forces to develop a mentorship policy for novice teachers. This policy centres on fifty experienced teachers who take on the role of mentor in their schools. Mr Ashokkoemar Rambali, Assistant Permanent Secretary for TVET, explains how the mentorship system came to be and how an inspiring work visit to Flanders left its marks.

### Total reach



**12,400**

All pupils of lower secondary TVET schools

Since 2014, VVOB Suriname has been supporting all 54 lower secondary technical and vocational education and training (LS TVET) schools in Suriname. VVOB Suriname focuses on developing the capacity of the institutions relevant for these schools, and thus strengthens future students through improvement of the teacher training system, novice teachers through development of a mentorship system, and all LS TVET teachers through the Centre for Continuing Education (CENASU). With the implementation of a whole school inspection, the programme also ensures sustainable quality monitoring. The programme is financed by Belgium.



*A mentor provides guidance to a novice teacher at one of the 54 LS TVET schools in Suriname*

### **Eye opener**

“From the very start, collaboration between ODB and VVOB went smoothly. Through constructive discussions, our ideas on how to develop and execute the mentorship trajectory took shape. VVOB brings external expertise to the table, but are mindful of the Surinamese context at the same time. Nothing was forced on us. That’s their strength.”

“VVOB started their programme with a broad survey of LS TVET teachers. This opened our eyes, as it uncovered some weaknesses in the system. The survey showed that a lot of novice teachers in LS TVET schools struggle with certain challenges, such as dealing with inappropriate behaviour of learners. Apparently, they didn’t feel comfortable with asking the coordinators of ODB for support. The coordinators are indeed more specialised in supporting teachers in their subject field, which means they mostly receive content-related questions rather than questions about class management, for example. I also believe that the novice teacher experiences some kind of respectful distance towards the coordinators of ODB, because they are not immediate colleagues.”

### **A mentor’s power**

“To us it was important to provide the LS TVET schools with the necessary tools to support their novice teachers themselves. That’s how we can sustainably strengthen our schools. We believed strong mentors in every school was the best method to achieve this. We had a vision of a mentor as a colleague of the novice teacher, a team player, someone who gives the feeling of wanting to achieve positive results together. That was the most

important aspect. The mentor also had to be both experienced and willing to learn from the novice teacher. A teacher at the beginning of his or her career can indeed have a refreshing outlook that can be of use to the school. These ingredients of a good mentor as proposed by VVOB and our Flemish partner Artevelde University College Ghent really fit into the Surinamese context.”

“We informed the schools and presented them with the mentor profile. It was up to them to choose which teachers could participate in the training. We found it important that the whole school team was behind the choice of mentor, because this person has to be able to work with everyone.”

### **Reaping what you sow**

“Mentorship for novice teachers is new in Suriname. That’s why we highly appreciated the opportunity for a delegation of the Surinamese TVET system to go to Flanders on a work visit. We got acquainted with several subjects, one of which was mentorship. The delegation paid close attention during the visit, and brainstormed before flying back home about how they would translate what they had learnt and seen to a Surinamese context. Today, we still benefit from this experience. You have a better grasp of what you’re talking about when you’ve actually seen it.”

“The work visit and the cooperation with VVOB didn’t only impact the mentorship system in a valuable way, but also other aspects of TVET. We have a new approach towards doing things and notice that other directorates of the ministry are inspired by our methods.”

## Vietnam



# Ingredients for successful transition

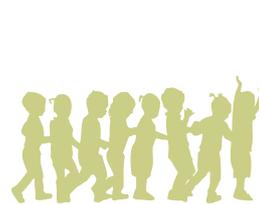
In 2014, VVOB Vietnam introduced a comprehensive approach to successful transition from pre- to primary school in four provinces in Vietnam. Through close collaboration with various educational stakeholders, the programme strengthened the capacities of provincial and district education officers, school leaders, teachers and parents to address the issue of transition, a crucial time for pupils' future learning outcomes.

Mr Nguyen Tan Tu (Head of Primary Division, provincial Department of Education and Training – DOET) and Ms Nguyen Thi Lien (Head of Propaganda Division, Vietnam Women's Union - VWU), both from Quang Nam province, share their experiences.

The early education programme of VVOB Vietnam ran from 1 January 2014 to 31 December 2016, and focused on active teaching and learning, gender, and transition from early childhood education to primary education. The operational partners of the programme were the Department of Teachers and Educational Administrators and the Vietnam Women's Union at national level, and Departments of Education and Training, Teacher Training Institutes and Vietnam Women's Union in the provinces of Thai Nguyen, Quang Nam, Nghe An and Quang Ngai. The programme was financed by Belgium.

In 2016, Education for Development/*Kansen voor Kinderen* also supported VVOB in Vietnam for an action research on child wellbeing and involvement among vulnerable preschoolers.

### Total reach



**300,000**  
Preschool  
children



**540,000**  
Primary school  
pupils

### **To all children's benefit**

**Mr Nguyen Tan Tu:** "Strengthened school leaders and the introduction of the topic of transition into the official DOET instructions to schools have led to significant changes at school level. School leaders are now more aware of the importance of a positive transition and can offer quality support during the process. They develop, implement, and evaluate school plans aimed at supporting children during transition. The programme also established a closer collaboration between pre- and primary schools. For instance, preschool children visit primary schools, and joint professional teacher meetings and cross-school class observations are set up. This enables teachers from both education levels to learn about the nature of the other's work. They can align their teaching and learning methods, to the benefit of all children's development. Also, the cooperation between schools and families has been strengthened significantly."

### **Powerful learning environments**

**Mr Nguyen Tan Tu:** "Through collaboration between pre- and primary schools, teachers now find ways to ensure continuity for the learners between the two school levels. This challenges teachers to create adjusted and powerful learning environments that are safe and marked by rich learning and play activities. Various primary schools have redecorated their grade 1 classrooms to be more in line with what is commonly experienced by children in preschools. Teachers also try to design meaningful tasks that are inspired by children's interests and are therefore more appeal-

ing. After all, making the transition from play to more intentional learning with textbooks and tasks is very challenging for many young children. Teachers also started to pay more attention to 'scaffolding', which means that they offer tailored support to the learning needs of individual children. An increased number of good practices are clearly visible in many of our schools and are also being documented so they can be shared."

### **Parental involvement**

**Ms Nguyen Thi Lien:** "The cooperation between VVOB and Quang Nam Women's Union has brought about changes in how parents support their children during the pre- to primary school transition. At provincial level, we organised trainings for our own staff members, who continue to discuss the transition issue at communal level. During Women's Union Club meetings, parents are made aware of the importance of the transition process and are given practical tips on how to support their children. Both teachers and parents have reported positive changes in their children when parents play a more proactive role in the process. Sometimes it is just about supporting children's independence by giving them small tasks at home, supporting their learning through play, reading story books, and communicating with children about their daily life experiences. In addition to improving parents' capacity in supporting their children, the closer cooperation between the Women's Union and the education sector has really contributed to improving the quality of early education."



*Grade one children in a powerful learning environment*



EU Ambassador Alessandro Mariani (middle) meets Mr Yoram Mwansa, chairperson of Twalubuka school (right)

## Zambia

# Laying foundations through early education

### Total reach



**143,700**

*Pupils in early childhood education*



**577,000**

*Primary school pupils*

The QEECS project, co-financed by the European Union (EU), is implemented by VVOB Zambia with Zambia Open Community Schools (ZOCS) and the Ministry of General Education (MoGE). Through the project, the professional development of early education teachers in Kitwe and Ndola districts is strengthened to offer quality teaching in the early years. Eighteen community schools are supported intensively to give young children from disadvantaged backgrounds a fair start. Next to the professional development of teachers, these schools have been supported to realise infrastructural projects, including the building of classrooms and water and sanitation facilities. Locally made learning materials that encourage learning through play, enrich the learning environment. Linkages between the schools and local authorities such as health service providers, are strengthened.

EU Ambassador to Zambia, Mr Alessandro Mariani, paid a visit to Twalubuka and Kaloko Kantanshi community schools. He met with teachers, school leaders, parents and, most importantly, the children. "After the visit, I wrote to my team on impulse: 'Can't we have thousands of these schools in Zambia?'"

The Quality Early Education in Community Schools project (QEECS) is implemented by VVOB Zambia with Zambia Open Community Schools (ZOCS) and funding from the European Union for a period of 30 months, beginning January 2015. The project objective is to increase access to quality early education for poor and disadvantaged children in Kitwe District and Ndola District, by building the capacity of teachers, provision of quality locally available teaching materials, and infrastructure development.

In 2016, VVOB also received support for its activities in Zambia from:

- Belgium, for the 2014-2016 programme on early education.
- the EU and Belgium, for the ECSITE-project on quality education in community schools.
- the ELMA Foundation and Belgium, for the development of an institutionalised system of teaching practice for early childhood student teachers.
- UNICEF and Belgium, for a pilot Catch Up-project in primary schools.

### **Empowering mothers**

"Studies show that early childhood education is crucial for the development of children," Mr Mariani begins, "but during my visit to the community schools I realised QEECS goes beyond the educational needs of children. Parents are involved every step of the way, in building infrastructure and fundraising for children's needs and teachers' salaries." Community involvement and strategic partnerships are indeed a big part of QEECS.

Ambassador Mariani pointed to an important gender aspect of the project: "Mothers find it convenient and useful to be able to drop their kids off at school and go to work, so they can also raise money for their family. There is a component of female empowerment as women are able to engage in socioeconomic activities."

### **Getting the priorities right**

Teachers at community schools are underpaid and work long hard hours under difficult circumstances. Mr Mariani was struck by their dedication: "The teachers are very motivated. I was particularly impressed by Ms Joyce Chongo, the early childhood teacher in Twalubuka Community School. Even though she had visitors in her classroom, she remained focused, composed, and attentive of the kids. She was not distracted by us at all; she certainly got her priorities straight!"

"I was also impressed by the head teacher of Kaloko Kantanshi Community School. Mr David Sitali had a contagious positivity about him. He was very enthusiastic and took it upon himself to

take me on a tour of the school. He was proud of the high literacy levels in his school, and gave me the opportunity to test this myself. In one classroom, I asked the children to guess where I was from, and wrote 'Europe' on the blackboard. About 70 per cent of the kids raised their hand to read the word out loud. I then started writing the word 'Zambia' and by the second letter they were all excitedly reading it out loud."

### **Simple but well organised**

The visit to the two QEECS community schools left a lasting impression on Mr Mariani: "The involvement of parents and communities in general; the well-arranged classrooms, simple but clean and well organised; the first-class effective learning materials, all made locally. All this contributes to the sustainability of the project."

"Early childhood education is extremely important for the harmonious development of children, who are the generation of Zambia's future", Mr Mariani underscores. "I am delighted about the work of VVOB Zambia and ZOCS, the parent teacher associations and the two community schools. The EU contributes to 18 schools in the Copperbelt Province, and this should be seen as a pilot project to inspire similar investments in many more schools around the country. The Zambian government, the communities, civil society organisations, and development partners can make this a reality."

*The EU Ambassador visiting a classroom in the Twalubuka community school*



## Zimbabwe

# How to learn in large classes

Zimbabwe is faced by 'the large class challenge'. To address this problem in early childhood education classrooms, VVOB Zimbabwe teamed up with the Ministry of Primary and Secondary Education to develop and conduct a training on differentiated teaching strategies and classroom management. Teachers were equipped with the necessary skills to address large classes, as well as to effectively use learning spaces.

VVOB Zimbabwe's nationwide programme 'Teachers for Inclusive Early Education in Zimbabwe' was funded by Belgium and ran from 2014 until 2016. The aim was to strengthen teacher education colleges and the Department for Infant School Education so student teachers as well as inset teachers and school leaders have the capacity to provide all pupils in early education with equal opportunities.



The training reached schools in nine districts in Mashonaland East Province, among which Mudonzvo Primary School. Mudonzvo has two large early childhood classes with an average of forty children in each class. Provincial Education Psychologist of the Ministry of Primary and Secondary Education, Ms Barbra Kurisa, shares her experience as a co-facilitator during the training.

### Total reach



**360,000**  
Pupils in early  
education



Teacher showcasing how she is doing things differently as a result of the training on differentiated teaching strategies and classroom management

### **Revamp**

"In June 2016, four hundred early childhood teachers from Mashonaland East Province attended our training on differentiated teaching strategies and classroom management for early childhood classes. At the time of the training, Mudonzvo Primary School had no qualified early childhood teachers, so they sent primary education teachers to be trained instead. Once they were back at school, the teachers were very keen to put their new knowledge immediately into practice, with success."

"During one of my routine inspection visits of the early childhood department of the school shortly after the training, I indeed observed a marked difference in the teaching practices of the teachers of Mudonzvo. Among many other things, they also revamped their classrooms to create more space, all the while setting up meaningful learning areas. Slowly but surely, we began to see an improvement in the wellbeing of the young children that were taught by these trained teachers."

### **Ensure learning**

"Mudonzvo Primary School finally received newly graduated early childhood education teachers from the Teacher Education Colleges in September 2016. The teachers that were trained by VVOB and the ministry immediately organised a staff development trajectory for the newcomers to introduce them to the strategies

they had learnt. For example, all the early childhood teachers at the school now use reflection with the young learners, a teaching strategy for group work in large classes."

"Because the teachers can provide differentiated teaching strategies, they can quickly address the needs of the child to ensure learning. When I supervise the teachers, I clearly see that they now use different zones, such as quiet, messy, and active ones. The learners are allowed to learn through play and the division of the classroom in different activity areas allows the teachers to identify the learners' preferences. The variety of spaces created invite the learners to be creative and to get involved. This way all pupils are meaningfully occupied at the same time. As a result, effective teaching is taking place, as teachers are taking the pupils' abilities and interests into account when teaching certain topics."

### **School-based solutions**

"The training was a real eye opener and has led the school team to look for relevant school-based solutions to cope with the challenges they face at early childhood education level. In addition, the team understands the need for more colourful material to appeal to the young learners. As school leaders it is our responsibility to source more teaching and learning materials."



*Belgium*

# Connecting advocates of quality education

Educaid.be, the Belgian platform for education and development, strengthens the capacity and expertise of its member organisations through exchange of information and knowledge, and through promotion of collaboration and synergy. It also aims to support Belgian policymaking on education and development. The platform's annual conference enriches discussion on education and development issues by giving the floor to academics and researchers, policymakers and practitioners from all over the world. Educaid.be's activities are funded by Belgium.

As the platform bringing together Belgian development actors active in education, Educaid.be organises yearly conferences around a central theme. The 2016 conference was titled 'Inclusive and equitable quality education for all – Implementing a universal agenda'. Ms Katarzyna Kubacka, Research Officer for the Global Education Monitoring (GEM) Report at UNESCO, was one of the keynote speakers of the 2016 conference.

### **International pool**

"I was delighted to be invited to the Educaid.be conference last year to present the results of the GEM Report 2016 'Creating Sustainable Futures for All' and the GEMR 2016 Gender Review. The policymakers, civil society organisations, teachers and students that were present formed an international pool of experts and practitioners that shares a passion for quality education for all. I couldn't have imagined a more ideal audience for meaningful interaction."



"The discussion with the participants after my presentation centered on how we can move forward towards successfully achieving the Sustainable Development Goals by 2030. We also discussed how education is linked to other major areas of the sustainable development agenda such as the environment, peace, prosperity, and equality. The audience was particularly interested in how education can help achieve gender equality, a discussion in which I happily engaged as it is a topic that is very close to my heart. I was also interested to hear from teachers how they could use the findings of the GEM Report and the Gender Review to inform their teaching practice. For instance, I was talking to an educator about the importance of avoiding gender stereotypical roles when using examples in the classroom, like 'female nurses' and 'male doctors.'"

### **Accountability in education**

"I wasn't just a speaker at the conference, I was also a participant eager to learn from others' experiences. In the afternoon, I participated in the breakout session about measuring results in education and discussed in more depth, and in a smaller setting, the challenges of monitoring learning, particularly in low-income countries."

"But there was another subject that caught my ear. More than once I engaged in conversations with my peers that touched on the issue of accountability in education, which is the focus of the 2017 GEM Report. Who should be held accountable for what aspects of an education system? How can schools be held

accountable by communities? And how can communities help improve learning outcomes? The answers to these questions are of paramount importance to education systems around the world, as they critically examine the role of students, parents, teachers, schools, governments, civil society organisations, international organisations and any other actor involved in education. Maybe Educaid.be could consider this a suggestion for the theme of a future conference?"

### **Lobbying for what works**

"The Educaid.be conference was my first time presenting the 2016 GEM Report's findings, so it was a special experience for me on a personal level. But it goes without saying that I was inspired professionally too. I found the format brilliant: interesting, general sessions in the morning were complemented by more in-depth breakout sessions in the afternoon. I listened to diverse points of views, all of which were useful for me to take back to UNESCO for the 2017 GEM Report."

"International platforms such as Educaid.be connect various practitioners working on the same issues, but in different roles or in different contexts. That stimulates dialogue about policies and lessons learned, as well as cooperation on research and sharing best practices. Together, the members of Educaid.be can collect widely supported reflections on what works for quality education and use that to lobby governments for educational issues that really matter in achieving the Sustainable Development Goals."



*Flanders*

## “A school link is not a luxury”

**5,000**  
Pupils in  
Flanders



**5,000**  
Pupils in the  
Global South

Primary school 'De Vlinderboom' in Antwerp created a school link with primary school 'Zawia Si Bachir' in Morocco in 2012. They have been developing their school link further under the wings of VVOB since 2016. Ms Samira Azeroual, Policy Officer in De Vlinderboom, was one of the founders of the partnership.

### **Accepting identities**

“A school link is not a luxury. You can talk about diversity and different cultures in the classroom, but actually being in touch with a school in a different country brings the understanding of learners to a whole different level. We also have some learning outcomes in world orientation that nicely complement the school link: learning about ‘the self’ and ‘the other’ in the broadest sense.”

The SchoolLinks programme, financed by the Flemish Government, supports the exchange and cooperation between preschools and primary and secondary schools in Flanders and in the South. This way, teachers and pupils improve the perception they have of each other, they develop intercultural competencies, and increase the connection and solidarity between the Global North and the Global South. Concretely, VVOB offers tailored guidance, financial support, training, manuals, a website, newsletters and support through internships.



*Delegation of the Moroccan school visiting their partner school in Belgium*

“Morocco was an obvious choice for our school: 30 to 35 per cent of our pupils have a Moroccan background. These children might be second or third generation Moroccan, it’s still a big part of their identity. We notice that Moroccan parents are more involved thanks to the recognition they get through the school link. The barrier is removed; the school accepts their roots. And this is just one more step towards welcoming a whole range of different cultures in our school, so every parent feels his or her identity is acknowledged.”

“The school link has evolved nicely. In the beginning, we took on the responsibility of suggesting ideas and activities to our partner school. But now they are starting to do the same! They are more actively involved and they have their own suggestions regarding certain approaches and content of the activities. We started this school link with the expectation that we would be the ones teaching the school in Morocco things. But when we visited them it became obvious that we learnt a lot from them too.”

### ***Experience, witness, taste, smell***

“The last few years we have committed ourselves to embedding the school link in the school’s overall organisation. In practice, this means that we choose a yearly theme together with the partner school, around which we organise our activities. School dances and parties, new year’s celebrations and activities with learners: they all revolve around that theme.”

“Once a year we visit the partner school, and every time we take two or three new teachers with us. Now a third of our teacher’s force has visited Morocco. Those teachers are more open to work on projects in the classrooms based on what they experienced. Because to really understand what a school link is, you need to experience, witness, taste, and smell it.”

“The school link resonates with our pupils. The visit of our Moroccan colleagues is the absolute peak of their year. Especially the kids with Moroccan roots love it when they are visited by teachers from the country where they go on holiday. The other pupils listen to the stories of their classmates and are awestruck when they hear them speak Arabic with the Moroccan teachers. I experience more respect between the students because of the school link.”

### ***VVOB as a rock***

“The action plan of the school link that we submit to VVOB gives the schools a structured sense of what they can mean to each other. We get our inspiration from the guidelines, brochures and newsletters of VVOB. The financial support that comes along with the school link is of course also important. As is accessibility: as a school, we know we can always e-mail or call someone from VVOB when necessary. And when someone from VVOB visits our school and shows interest, we feel acknowledged and motivated to continue our work.”

# Financial Report

## Turnover dynamics

The total turnover of VVOB is 12,429,013 euro in 2016. This is an increase of 14% compared to 2015, and even of 57% compared to 2014. This is explained by the dynamics of the three-year programmes carried out with funding from the Belgian government (Directorate-general Development Cooperation and Humanitarian Aid, DGD), VVOB's largest donor.

The spending rate for the DGD programmes progressed from 9,737,975 euro in 2015 to 11,276,426 euro in 2016. The spending rate of the anticipated 28,500,000 euro for the DGD multi-year programme 2014-2016 is 98%.



## Other sources of funding

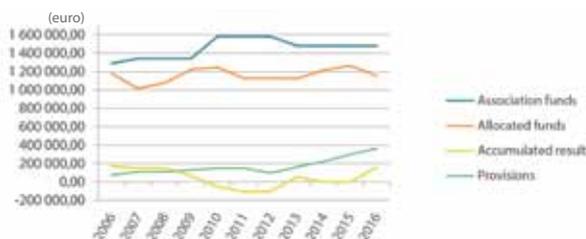
VVOB also receives (co-)funding from other donors than DGD for less comprehensive projects. The Flemish government contributes 137,000 euro from two ministries to the support of over 30 school links. Private company Schneider Electric contributes 35,786 euro. The national government of Ecuador put aside 129,784 euro for VVOB to spend. The European Commission entrusts 200,928 euro to VVOB, the ELMA Foundation 121,000 euro, and UNICEF and partners JPAL and the Massachusetts Institute of Technology 89,930 euro.

Together with other smaller sources of funding, the total financial support received by other donors than DGD is 1,098,974 euro. This is a status quo compared to last year. However, in 2016, multiple long-term contracts were signed. This means that the share of other donors in our total funding is steadily increasing, confirming the trend of last years. What is more, we expect the share of other donors to double in 2017.

By definition, project finance is temporary and has to be renewed every so often. Stable financial partners are therefore important. The Flemish government is such a partner, thanks to its contribution to the operating expenses of VVOB head office in Brussels. This contribution amounted to 270,000 euro in 2016.

## Equity

The capacity to pre-fund programmes increased by 3.6% to 3,154,713 euro. These are resources that can be liquidated on short notice: association funds, allocated funds, accumulated result and provisions for liabilities. Because a growing number of donors are involved, substantially higher provisions are set for risks within the programmes in the Global South.



## Results and balance

The profit of the financial year 2016 is 47,654 euro. The balance sheet total amounts to 4,983,717 euro compared to 5,944,349 euro in 2015. This difference is due to a decrease in debts, which is explained by funding advances paid on 31 December, but not yet spent by that date.

## Audit

Audit firm Mazars carried out punctual audits for the programmes in the Global South to support internal financial control. In 2016, audits were carried out in RD Congo and Vietnam.

The General Assembly of 19 June 2014 appointed BDO the company auditor for financial years 2014, 2015 and 2016. BDO concludes without reservation that the financial statements give a true and fair view of the assets and the financial situation of the association on 31 December 2016, as well as of the results for the financial year then closed, in accordance with the accounting principles framework applicable in Belgium.

## Balance sheet

(all in euro)

	2016	2015	2014
<b>Assets</b>			
A. Fixed assets	154,351	50,058	58,002
B. Accounts receivable (due within 1 year)	406,161	306,113	204,123
C. Cash and investments	4,415,204	5,512,912	6,820,848
D. Prepaid expenses	8,002	75,267	84,222
<b>Total Assets</b>	<b>4,983,718</b>	<b>5,944,350</b>	<b>7,167,195</b>
<b>Liabilities</b>			
A. Reserves and accrued profit/loss	2,791,206	2,743,551	2,694,059
B. Provisions	363,507	297,500	222,888
C. Accounts payable (due within 1 year)	1,829,005	2,903,298	4,250,248
<b>Total Liabilities</b>	<b>4,983,718</b>	<b>5,944,350</b>	<b>7,167,195</b>

## Profit and loss statement

(all in euro)

	2016	2015	2014
<b>Costs</b>			
<b>A. Structural costs</b>	<b>904,627</b>	<b>840,726</b>	<b>721,153</b>
a. Services and diverse goods	357,340	300,171	263,260
b. Personnel costs	390,228	435,539	377,702
c. Depreciation	35,209	21,158	16,791
d. Other costs	121,849	83,858	63,399
<b>B. Management costs</b>	<b>1,383,916</b>	<b>967,235</b>	<b>820,309</b>
a. Personnel costs	1,013,743	808,743	727,288
b. Audit, monitoring and evaluation, learning processes	249,804	87,346	51,063
c. Other	120,369	71,146	41,959
<b>C. Operational costs (programme costs)</b>	<b>10,094,151</b>	<b>9,042,842</b>	<b>6,375,308</b>
a. Belgian (DGD) programme	9,260,561	8,224,554	5,667,797
b. Flemish programme ( <i>SchoolLinks</i> )	139,935	117,124	129,627
c. Other programmes	693,655	701,164	577,885
<b>Total costs</b>	<b>12,382,694</b>	<b>10,850,804</b>	<b>7,916,771</b>
<b>Income</b>			
a. Subsidy	12,429,013	10,897,061	7,917,884
b. Financial income	1,335	3,235	9,912
c. Other income	0	0	22,760
<b>Total income</b>	<b>12,430,349</b>	<b>10,900,296</b>	<b>7,950,556</b>
<b>Appropriations and withdrawing</b>			
Result before use	47,654	49,492	33,785
Profits / losses transferred from previous financial year	0	0	55,692
Withdrawal of equity	0	0	0
	<b>47,654</b>	<b>49,492</b>	<b>89,477</b>
Use of result	-109,539	49,492	89,477
<b>Deferral of fiscal year</b>	<b>157,193</b>	<b>0</b>	<b>0</b>

# Annex

## Management of VVOB in 2016

**Below is the list of the members of the General Assembly of VVOB in 2016.**

**The members of the Board of Directors are on top of the list.**

**Chairperson:** Mr Stefaan Van Mulders, Administrator-General of Youth Welfare Agency  
 Mr Koen Verlaeckt, Secretary-General Flanders International  
 Mr Luc Lathouwers, Secretary-General Department of Administration Affairs  
 Mrs Heidi Vander Poorten, Team leader Equal Opportunities, Flemish Agency for Home Governance  
 Mrs Micheline Scheys, Secretary-General Department of Education and Training  
 Dr Björn Possé, Institute for Agricultural and Fisheries Research  
 Mr Peter Van den Neucker, Department of Finance and Budget  
 Mr Marc Olivier, Honorary Chairperson of the Flemish parliament, Founding member  
 Mr Koen Van der Schaeghe, Director V.I.W. Foundation  
 Mrs Veerle Hendrickx, General Director of Karel de Grote University College  
 Mr Toon Martens, General Director of Leuven University College  
 Mr Luc Van de Velde, General Director of Erasmus University College Brussels  
 Mr Lieven Viaene, Inspector-General of the Flemish Ministry of Education and Training  
 Prof Paul Janssen, chairperson of VLIR-UOS, Hasselt University  
 Mrs Kristien Verbrugghen, Director of VLIR-UOS  
 Mrs Katelijn De Nijs, Advisor Cabinet Minister De Croo - Development Cooperation  
 Mr Denis Dubuisson, Advisor Cabinet Minister De Croo - Development Cooperation  
 Mr Jos Geysels, Chairperson of 11.11.11  
 Mrs Judith Kerkhof, Development and Education Expert  
 Mr Jef Tavernier, Development and Education Expert  
 Mrs Elisabeth Meuleman, Member of the Flemish parliament  
 Mrs Caroline Gennez, Member of the Flemish parliament  
 Mrs Ingeborg De Meulemeester, Member of the Flemish parliament  
 Mr Jo De Ro, Member of the Flemish parliament  
 Mr Johan Verstreken, Member of the Flemish parliament

Mr Patrick Blondé, Delegate of VLHORA  
 Mrs Gerda Bruneel, Educational Counselor *Katholiek Onderwijs Vlaanderen*  
 Mr Patriek Delbaere, General Director OVSG  
 Mr Marc Vandewalle, General Director of Leuven University College  
 Prof Herwig Leirs, Vice-president of VLIR-UOS, University of Antwerp  
 Prof Marc Nyssen, member of VLIR-UOS, University of Brussels  
 Prof. S. Smis, member of VLIR-UOS  
 Mr Rudi Schollaert, Development and Education Expert  
 Mr Roger Standaert, Development and Education Expert  
 Mr Jan Van Doren, Chairperson of V.I.W. Foundation  
 Mrs Raymonda Verdyck, Managing Director of GO!

# Acknowledgements

**VVOB is a Flemish development organisation specialised in increasing the quality of education. We work in four continents in early, primary and/or secondary technical and vocational education. In these three subsectors, we focus on strengthening local education actors to enable them to improve the professional development of teachers and school leaders. This capacity building is a means to sustainable development and poverty reduction.**



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

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

## Text

Alex Mukizwa Mahe, Anna Murru, Bart Dewaele, Bram Thibaut, Caroline Decombel, Dang Tuyet Anh, Elke De Sagher, Elke Vanwildemeersch, Els Broothaers, Filip Lenaerts, Hanne Huysmans, Hans De Greve, Jan Geusens, Kimhong Heng, Karolina Rutkowska, Katelin Raw, Katrien Goris, Lieve Leroy, Loran Pieck, Maartje Houbrechts, Maimuna Ginwalla, María Gracia Fonseca Ashton, Nguyen Thi Lan Huong, Paul Bottelberge, Roosje Sprangers, Rosanda Courtar, Rumbidzayi Makoni, Sarah Braeye, Stefaan Vande Walle, Stefaan Van Mulders, Sven Rooms, Yves Tankwey Sapa

## Photographs

Eddmore Gapara, Elke De Sagher, Filip Lenaerts, Fontaine Mulumba Shamba, Hanne Huysmans, Hedwig de la Fuente, Jens Mollenvanger voor Klasse, Katelin Raw, Kléver Marcillo, Loran Pieck, María Gracia Fonseca Ashton, Rosanda Courtar, Stefaan Vande Walle, Tinashe Chigama, Veerle Cnudde, Yves Tankwey Sapa

**Coordination and editing:** Els Broothaers and Katelin Raw

**Design:** Els Broothaers

**Responsible editor:** Bart Dewaele

WITH THE SUPPORT OF  
**THE BELGIAN  
DEVELOPMENT COOPERATION .be**



## Disclaimer

The Flemish, Belgian and European governments cannot be held responsible for the content of this publication.



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

 [www.facebook.com/vvobvzw](https://www.facebook.com/vvobvzw)

 @VVOBvzw

VVOB vzw | Julien Dillensplein 1 - 2A | B-1060 Brussels

T • +32 (0)2 209 07 99

E • [info@vvob.be](mailto:info@vvob.be)

