

# IMPACT

## EDUCATION

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## ABOUT IMPACT

IMPACT is BTC's magazine that puts the spotlights on the results of our interventions in a specific sector.

### Earlier issues

- Agriculture (November 2013)
- Health (April 2013)

*'Impact' is chosen here in the general sense of the word ('influence', 'effect') and not as the term used in the evaluation of development cooperation interventions.*

## THE EDUCATION SECTOR IN THE BELGIAN DEVELOPMENT COOPERATION

Education is one of the four intervention sectors of Belgium's governmental cooperation beside health care, agriculture and basic infrastructure.

The Belgian Development Cooperation supports partner countries with the deployment and development of their educational systems and it aims to strengthen partner capacities in managing and steering their education system.

It has chosen to focus on primary education and technical and vocational education. This choice is justified by the fact that these two sub-sectors constitute significant leverage for the equalisation of opportunities and for poverty reduction.

The support of the Belgian Development Cooperation also concentrates on the least developed countries (LDCs), where more than 10% of children have no access to education and less than 60% complete primary school. This geographical concentration reflects the commitments of Belgium in favour of the Millennium Development Goals and the need for pursuing the effort to guarantee access to quality education.

In its support to the education sector Belgium respects the principles of aid effectiveness by aligning with partner country policies, if these exist, and by promoting harmonisation between donors, other Belgian actors and local partners. With the assistance of BTC or other Belgian actors the Embassies are involved in sector consultation and the policy dialogue conducted at the partner country level.



## BTC in the education sector

# EDUCATION DESERVES MORE ATTENTION

*Interview with Paul Bossyns, Education unit coordinator, BTC Brussels.*



PAUL BOSSYNS

### Why does education matter?

Everybody agrees that education is a cornerstone of society. Obviously, education is a means to transfer knowledge, but that is not the only thing. In primary school children learn to read, write and do sums, basic skills to stand firm in life. Secondary education offers a broad general education, vocational schools teach students a trade and higher education delivers intellectuals. In addition, education is an important carrier of culture. A school must also be an extension of a warm homely hearth and offer children a feeling of safety. The school is a place for social encounters, to learn to live together and work together. Schooled people have a higher sense of public responsibility, of which democracy can benefit. Schools are also havens offering protection. This is especially important in times of war and in countries where security is an issue. At all times children have the right to develop in a safe environment and become confident of their own abilities. These various functions of education are fundamental to the development of a country.

Yet, education is inadequately represented in the Belgian Development Cooperation. This past decade, only 12% of Belgian aid went to education and this figure actually is somewhat biased since scholarship grants used to be booked – erroneously – as aid to the education sector. After all, a scholarship

recipient from the South doing a PhD in health is to the benefit of the health sector, not the education sector. So, a correction is needed if we want to give the education sector due attention.

### How does the Belgian governmental cooperation make a difference in the education sector?

We focus on four niches. First, there is primary education. It aims to teach children to read, write and do sums. In many developing countries the level of primary education is poor and children still have not acquired these basic skills after six years. That is why some countries in the South extend primary education with a few years, also because that way they receive funds from donors which are willing to fund primary education first and foremost. The Belgian Development Cooperation focuses its efforts on improving the quality of primary education, for instance by improving teacher training. After all, Belgium is a small donor and does not have the resources to build schools or to purchase teaching materials on a large scale. The quality of teacher training is something we can have an impact on though.

An education system must ensure everybody can benefit from quality primary education, with a focus on the learning goals rather than the number of years. Also, a reasonable percentage of pu-

pils must further pursue secondary education, which is more expensive yet receives fewer funds from the international donor community.

The Belgian Development Cooperation also supports technical and vocational education because this provides students genuine revenue opportunities after a few years of training. This is a niche that receives little international attention. But technical and vocational education is very complex because it involves local players such as local businesses, it needs internships to be set up and it is relatively expensive. Also, it should be linked to primary education that precedes it. Technical and vocational education is a part of an education system that includes primary education, secondary education and higher education. I believe it is good to specialise in niches within the education system. We have done a good job in this respect; we have in-house expertise that is internationally recognized. But we should never forget about the broader picture.

A third important niche are the basket funds funded by several donors to promote education. This regards large funds required among other things for building, maintaining and managing schools and for purchasing equipment. It is a global support to the sector with the beneficiary ministry of education itself determining its priorities to develop a well-balanced education system.

## Teacher training in Uganda

# CHANGING BEHAVIOUR IN AN EDUCATION SYSTEM

*Modern teachers need to encourage critical and independent thinking and develop pupils' inquiry abilities.*



© BTC Uganda

Curiosity, critical thinking, inquiry and collaborative skills are essential to improve people's lives. Unfortunately, these qualities are not often nurtured in countries where education is hampered by insufficient resources, large classes and traditional rote-learning lecture-teaching styles. But as Uganda steadily joins the globalized world, as readiness to change and urge for innovation are progressively making their way in every level of society, bringing about behavioural change is the underlying feature guiding the strategy of the Belgian Teacher Training and Education project.

The project provides pedagogic and institutional support to the Ministry of Education. Its objective is to train 300 teachers' trainers in the nine secondary and technical teachers' training institutions in the country. In turn, these teachers' trainers will train about 2,000 newly certified teachers for secondary and vocational schools every year.

### Active teaching and learning

Today, encyclopaedic 'facts and figures' should not be the focus of learning. Such knowledge is readily accessible through

the Internet and mobile phones, and easily stored in personal laptops or in the cloud. Moreover, vast amounts of knowledge are useless and can even be dangerous if users do not have the skills to sensibly process this information. 21<sup>st</sup>-century learners need to move away from 'learning by rote' methods to alternatives where their critical and independent thinking and their inquiry abilities are encouraged and developed. As the weight of this revolution mainly lies upon teachers' shoulders, helping them to perceive themselves as coaches and their students as drivers of their own learning is the paradigm shift that needs to be promoted by policymakers and educators in general.

Although university lecturers and policymakers adhere to the concept of learners-centred pedagogy, its practice has yet to reach the classrooms in Uganda. To make this happen, the project and the Ministry of Education launched a three-year comprehensive Active Teaching and Learning (ATL) programme. It aims to explain the concept and to give teachers the opportunities, stimulation and tools to change their teaching practice and promote the role of the students in an active learning process.

## Approaches

Guided application of the newly introduced students-centred techniques in the classrooms is a strong component of the Active Teaching and Learning programme. Providing pedagogic support to teachers applying new techniques during their lessons is of course a key success factor. As this pedagogic support is regularly provided by the national experts from the ministries, universities and institutions involved in the programme, it also serves to disseminate the experience in colleges not directly supported by the project.

Another useful approach is microteaching. A simple video camera and training on how to shoot and edit video is provided to a group of teachers of each college. Twice a year, the teachers film each others' lessons focusing on specific teaching methods such as questioning, group work or learning contracts. Watching the videos with their peers then allows them to become spectators of their own teaching, reflect upon and discuss their practices in a safe, non-judgemental and supportive environment. Through guided observation, teachers become conscious of their teaching styles and are able to spot the habits they agree to modify to better catch and retain their students' attention.

Project-based learning is easily applicable and yields very good results as small groups of students design, plan, follow up and report upon medium or long-term projects. While learning specific skills in different subjects (e.g. organic farming), students go through a pedagogic process enhancing critical thinking, research, adaptation and demonstration skills, financial planning and reporting capabilities.

In a rural context, project-based learning offers real life opportunities for students and communities to establish partnerships that broaden students' perspectives and contribute to local development. It is also a way to bring teachers, students and communities to discover the world outside their daily environment. For instance, a *Tailoring and Garment Making* project initially designed by students of Abilonino National Instructors College to produce gowns for a graduation ceremony evolved in a non-formal course for community youth, sponsored by the local chapter of the Directorate of Industrial Training. In another example, the November 2013 solar eclipse in northern Uganda was a once-in-a-lifetime opportunity for geography students of Muni National Teachers College to conduct an exciting project. Under their teachers' guidance, they carried out research on the phenomenon, prepared learning materials and locally-made eye protectors, and organised a radio talk show to educate the community about the eclipse and prevent eye injuries. They planned, budgeted, raised funds and organised the first ever field trip bringing together college managers, faculty members and students. The project culminated with a perfect sighting of the eclipse, the observation of its effects on temperature and on animals' behaviour and ... an unexpected meeting with the President of Uganda!

## Inspiring teaching and learning environments

New software works best with new hardware. In four colleges new classrooms, laboratories and workshops, libraries and staff rooms are constructed. Along with the construction works, a communication campaign has been launched to explain to college users how architectural design is linked to pedagogy, and why it is important to maintain and preserve the new physical teaching and learning environment. In Abilonino Instructors College for instance, awareness was raised right from the master plans and preliminary design stages. A competition was launched to select the architect who could best combine design, pedagogic behaviour and sustainability. This also fostered critical thinking among architecture students as, for the first time in Uganda, university students were invited to visit the site, develop innovative proposals and compete alongside professional firms. At college level, proper behaviour is stimulated through activities promoting users' ownership of the new facilities, such as training on facilities' maintenance, selection and planting of hedges, energy-saving measures and so on. The project's combined action on pedagogy and infrastructure has a triple impact: creating more favourable learning conditions (light, temperature, safety, space...), prompting users to apply the new pedagogic methods and encouraging them to take care of their learning and working environment.

## Sustainable behavioural change

However, for behavioural change to yield sustainable results at the national level, the effort must be continuously promoted and supported by the educational system itself. Teachers' resistance to change cannot be countered by disciplinary measures or through traditional assessment systems. This entails another, and even more challenging, revolution. While it is not so difficult to obtain attitudinal changes from individual teachers, adapting the national support, supervision and assessment systems and integrating students-centred activities in the teachers' training curricula requires dedicated budgets, appropriate training, persistent efforts and proactive attitudes at the central level. By involving the ministry staff in the design, planning, implementation and monitoring of all the activities, the project is confident that it is planting the seeds for this positive change to happen.





*Palestine*

## **A WEB PORTAL FOR PALESTINIAN TEACHERS**

*E-learning, tablets, mobile phones, mobile applications...  
groundbreaking tools of modern education.*



With the support of Belgium the Palestinian Ministry of Education wants to promote e-learning and the use of ICT to improve the quality of primary and secondary education. One of the visible results of the e-learning project (2009–2014) is a national web portal for teachers ([www.elearn.edu.ps](http://www.elearn.edu.ps)) where they can upload and download teaching materials or provide and receive feedback on how to improve student-centred teaching methods. Meanwhile, the portal has 5,000 users and contains more than a thousand learning objects.

That sounds like a big success. But strangely enough, teachers did not actually interact on the site. To actively share teaching materials with other teachers, principals or pupils, Palestinians use the immensely popular Facebook, or 'The Face' as Palestinians call it. Facebook groups may be efficient but they are tied to a person and therefore not useful for the education system in the long run.

That is why the e-learning project works with the Ministry of Education to upgrade the portal (tablet and mobile phone access), install an antivirus system and set up a genuine marketing campaign to introduce the teacher portal to the schools. The Palestinian portal is built on the principle of bottom-up initiatives from teachers, but the project tries to involve the teachers even further, namely with peer-to-peer quality control

and validation of teaching materials, with links to other portals and – most importantly – with how to stimulate and manage interaction on the site.

Thanks to the exchange of experience the functioning of the teacher portal will improve and it will shift towards the centre of Palestinian educational innovation. It might not make 'The Face' obsolete, but it can surely play its own compatible and valuable role.

### **Mobile apps**

When the e-learning project started five years ago, mobile applications were non-existent. But today's education has to stay in pace with the times and that is why last year, in collaboration with Palestine's Ministry of Education, a mobile application pilot project was started on the West Bank.

Under the guidance of school inspectors and with the support of principals and teachers, 475 students set out working. One of them developed a car locator to help people with poor orientation skills find their car on a parking lot. Another app offered food and health advice, while still another student transformed a hat into a device for the blind that beeps when the blind person approaches obstacles.



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Eventually, this is not about what the students develop, but rather about the learning process they go through. The initiative is a good example of the student-centred approach promoted by the e-learning project. While developing their app the students worked independently and critically and constructively consulted with their peers and teachers in search of solutions. Consequently, the official event at which the students presented the apps was the culminating point of an interactive learning process in which the student stood central.

The apps demonstration also aroused the interest of UNESCO, which tries to promote e-learning among youths, via the YouthMobile Initiative ([en.unesco.org/youthmobile](http://en.unesco.org/youthmobile)) among other initiatives.

In an area where freedom of movement is not self-evident, it is promising to see Palestinians push back frontiers rather than sitting still. Not only do their mobile apps literally open frontiers, also the development of these apps broadens the students' education horizons.



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*Rwanda*

## ***A coordinated approach for more and better schoolbooks***

In 2007, a study showed that schools in Rwanda needed more than 6 million textbooks and more than 1.5 million reference books and maps. Several donors and organisations – Belgium, DfID and UNICEF – and Rwanda's Ministry of Education joined forces to ensure sustainable long-term support. Between 2007 and 2014 the system for selecting, producing, financing and distributing schoolbooks underwent significant reform. It became one of the largest actions for school materials set up over the last two decades in Africa, and led to an update of all materials, including textbooks, readers, atlases, dictionaries and wall maps for all schools in Rwanda.

The Ministry of Education now has an official, regularly updated list of approved schoolbooks. Publishers offer attractive and high-quality schoolbooks that meet international standards at a low and officially set price. Schools themselves pick the materials that they need within the limits of the allocated budget. The Ministry of Education uses financial five-year plans guaranteeing all primary and secondary schools can obtain the necessary materials. The Ministry now has a fully computerized system and knows the exact inventory of school materials delivered to every school in Rwanda.

All schools in Rwanda now have textbooks for each subject and for each grade. Rwanda's Ministry of Education and the international donors decided to publish a book on the reform at the beginning of 2015 for other countries to capitalise on the experience.



# EDUCATION AND TRAINING IN UGANDA

*A mix of modalities in support of one common goal.*



In 2008, Education and Training became a priority sector for the Belgian Development Cooperation in Uganda. Since the very start, it was decided to focus the efforts on improving the quality of teaching and learning in secondary education and in technical and vocational skills development. These were critical areas that had not received adequate attention for many years, while requiring long-term financial and technical support. To address these challenges in an effective and sustainable way, Belgian support was organised through a programme or portfolio approach, a comprehensive mix of different modalities in support of one common goal.

In the past 15 years Uganda registered considerable success in improving access to education. Enrolment in primary education increased dramatically from about 3 million pupils in 1998 to 8.4 million in 2013, and access to secondary education almost tripled in one decade (from 0.5 million students in 2002 to 1.3 million in 2013). Unfortunately, the focus on access was to the detriment of the quality of the education offered – as shown in very low and rapidly declining learning outcomes.

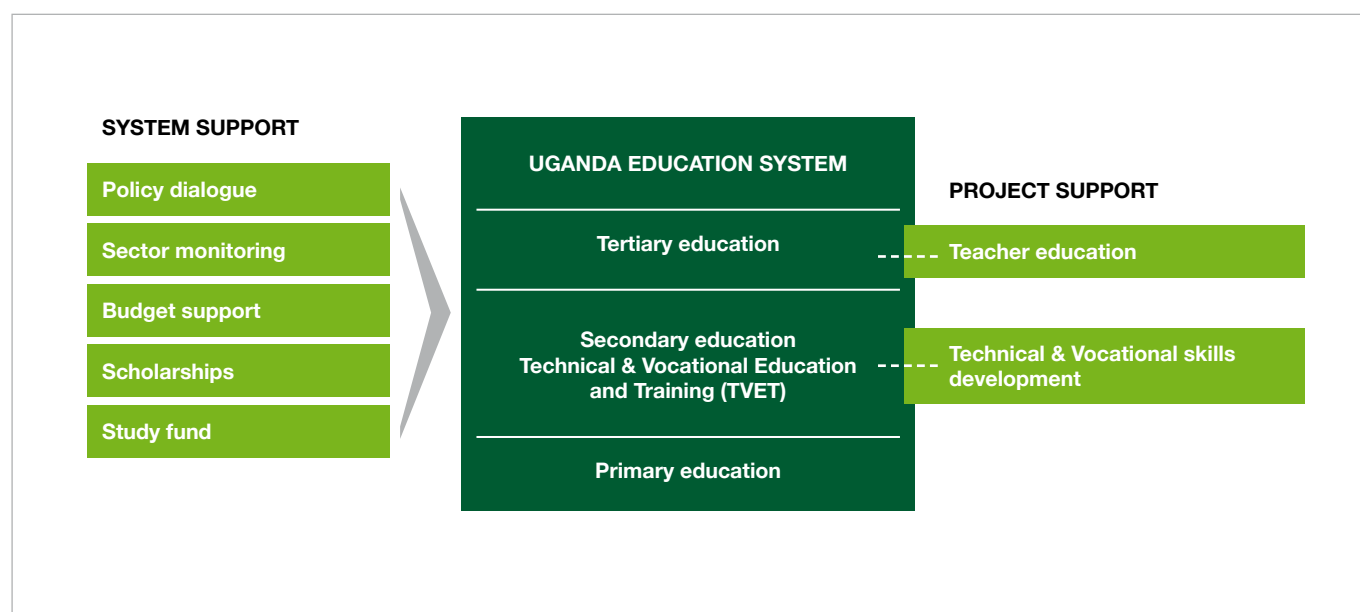
Furthermore, the system of technical and vocational skills development was underperforming, with very low enrolment figures, major quality concerns and low relevance of the training offered. As a result, there was a striking mismatch between

skills supplied by technical and vocational education and those needed by the labour market.

## **The Belgian education portfolio**

Against this background, Belgium and Uganda decided to join hands to improve the quality and the relevance of post-primary education and training. What makes the Belgian education portfolio unique is that it is delivered through a programme approach, meaning that different interventions and modalities support one common goal.

The Belgian education portfolio in Uganda includes both sector budget support and project support. These interventions are complemented by sector-wide monitoring of education performance and an active policy dialogue. Other instruments, such as a scholarship programme and a study and consultancy fund, complement the tool box. This combination of interventions allows to effectively contribute to policy analysis, policy-making and the implementation of educational reforms. The programme approach fosters innovation, as pilots can be tested through projects before scaling-up successful pilots to a national level. As such, project activities can be framed within the wider sector perspective and vice versa. Furthermore, this mix of support instruments proves very useful to respond adequately and in a very flexible manner to challenges that come up along the way.



**Figure:** Belgian aid to the Ugandan education sector includes tools that support the system and specific projects addressing specific problems within the system. This so-called 'programme approach' fosters innovation, as pilots can be tested through projects before scaling-up successful pilots to a national level.



# MULTIPLE TOOLS FOR STRONGER EDUCATION SYSTEMS

*On the complementarity of project support, budget support and basket funds.*

In order to maximize the efficiency and the effectiveness of its support, BTC uses a mix of aid modalities to strengthen the education systems in its partner countries. Projects are usually complemented with budget support and/or basket funds. In both cases, BTC tries to align as much as possible to national systems by adopting local procedures and structures.

Each modality provides a specific entry point into the education sector, which, in turn, promotes capacity building and institutional strengthening at different levels of the system.

On the one hand, delivering aid through a project is often a way to target specific components of the system and to allow national counterparts to test innovative solutions and ideas. The narrower the scope, such as teacher training and technical and vocational training (TVET), the higher the level of technical expertise BTC provides to accompany the project. This is the case for instance for projects such as E-learning in Palestine, Support to TVET in Congo and Support to teacher training in Uganda.

On the other hand, sector budget support and basket funds are mostly intended to support the implementation of education development sector plans. This is the case for example in Burundi and Palestine, where two basket funds<sup>1</sup> provide solid financial and technical support for the Ministries of education to implement their strategies and to improve the overall education service delivery capacity and quality. This approach is also applied in case of support to a particular sector-wide education reform. In Vietnam, for instance, the SEQAP basket fund is helping the Ministry of education to pilot the national full-day schooling reform. In both cases, education specialists and/or public financial management experts accompany the delivery process.

With different degrees of involvement in the system, the current BTC projects and basket funds in the education sector work in a complementary way and stimulate 'change from within the system by working in the system'.



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1 | In Burundi the Fonds Commun de l'Éducation (FCE), with Belgium, France, Unicef and Norway. In Palestine the Joint Financing Arrangement (JFA), with Belgium, Germany (KfW), Ireland, Finland and Norway.



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*Cambodia/Burundi*

## **TEACHERS AT THE HEART OF EDUCATION INNOVATION**

*All over the world, teachers often greatly influence young people's choices. They are key players in society and crucial for the success of innovation in education.*

The huge global effort of the last few years to improve access to education for all has been a success: Enrolment in primary education in developing regions reached 90% in 2010, up from 82% in 1999<sup>1</sup>. But such major intake often is at the expense of quality. More pupils also means more teachers are needed, and emergency measures are taken such as more lenient teacher recruitment requirements, crash courses, incentive fees or hardship and accommodation allowances. Many promises however are not kept due to inhibitive costs. Furthermore, because of the growing numbers of teacher trainees, the quality of teacher training is under pressure. It does not meet the needs of a changing society anymore and offers no room for new pedagogic insights. Teacher training has grown distant from practice due to a lack of internships and because coaches and trainers lack experience. In short, prospective teachers are not sufficiently or only poorly prepared for their future task.

### **What BTC does**

BTC assists authorities and training institutes in partner countries to professionalise teaching staff through specific continued training programmes or by upgrading the basic training curriculum. The focus is on developing the basic skills of the teachers while targeting a specific education level and strongly linking theory and practice. In this respect, the coaching of students to acquire basic skills is key. Examples from Cambodia and Burundi.

### **Primary education and teacher training in Cambodia**

The project to support primary education and teacher training in Cambodia was concluded in 2011, yet it has not lost any of its relevance. To boost teacher skills the project organised continued training initiatives. The government of Cambodia later decided to include this initiative in the basic training of teachers.

How can you make a maths class interesting and challenging for classes with 60 to 80 students, with one student doing the exercise in front of class while others sit by and watch indifferently? How do you change mechanisms of students copying whatever the teacher writes on the blackboard or whatever is said in the manual? How to boost understanding and creativity rather than the application by rote of rules and formulas?

By doing with teachers what they are supposed to do with their students. Quite a challenge for the trainers! No theoretical findings or abstract reflections, but practice-centred modules to bring about actual behavioural change. The maths programme challenges teachers to reflect on their approach. The basic concepts and skills of the main areas of mathematics are explained in six modules. Teachers learn how children acquire these insights and which learning activities can help with acquiring them. The programme uses five basic techniques that are applicable with large groups: providing challenging start-up activities, working in pairs, using tiny chalk boards, using visual aids and asking open questions. These basic techniques are to help with developing the mathematical insights through specific activities requiring a minimum of didactic tools and involving everyone.

The project met the expectations of the teachers and remedied the shortcomings of existing manuals. And that is why Cambodia's Ministry of Education asked the support of the Belgian Development Cooperation to integrate the continued training programme in the basic teacher training curriculum. Today it is officially a part of basic teacher training in the 24 primary and secondary teacher training schools of Cambodia. It reaches 5,000 teacher trainees every year.

The materials are further being used and disseminated by the Ministry of Education and its partners, such as the Flemish Association for Development Cooperation and Technical Assistance WVOB.

### **Relevant and practice-centred primary-school teacher training in Burundi**

For many teachers in Burundi being a teacher is an odd job that they take in expectation of better employment. Low wages, poor employment conditions, poor preparedness, the fact weaker students are oriented towards the teaching profession and the lack of transparent recruitment practices have seriously damaged the status of the teaching profession in society.

As part of a large-scale reform of primary and secondary education in Burundi the Belgian Development Cooperation wants to boost the status of the teaching profession by making the teacher training more professional. Primary-school teachers in Burundi are trained in the second cycle of secondary education. Teacher training is one of six curricula offered.

Current secondary education programmes and the teacher training are both as to content and didactic approach not suited for today's needs at all. The programmes are overloaded and have not been re-assessed since 1989 and they focus on theory and factual knowledge. The student hardly plays an active role in the learning process. Yet, since 1989 knowledge and information have strongly evolved worldwide, and so has the insight in how children and young people learn. The role of the teacher and the student in the learning process had to be redefined. Mastering basic competencies becomes ever more important: being able to analyse a complex problem, looking for answers, assessing the quality of information, relying on a variety of skills in concrete situations... All these skills today are more important than blindly repeating or applying theoretical knowledge.

In a first phase the technical services of the Ministry of Education wrote a vision text about secondary education and the teacher training. This text forms the general framework for the reform and describes the main objectives of general secondary education and the desired profile of prospective teachers and for the various curricula.

Next, they described what is expected from a primary-school teacher (job description), which skills suit the profile of the prospective teacher and the various curricula (competence description), how these specific basic competencies are acquired through training (training description), and finally, how the actual acquisition of these basic competences is assessed (evaluation description).

On the basis of these descriptions some 120 education experts at the Ministry worked out detailed annual and course plans for the various curricula. They also selected and developed teaching materials for the various course topics. The emphasis is on the active acquisition and mastery of basic skills and the application in concrete and complex situations.

The new programmes for secondary education and the teacher training are tested in practice in 18 schools from 2015 onwards. From 2016 onwards they will be applied in all secondary schools.

### **In addition**

Training teachers and the professional attitude of the teachers is only one dimension of the teaching issue. Belgium's projects also try to improve the work environment by building large, well-lit and equipped class rooms and by providing manuals, books and didactic materials.





## BELGIAN EXPERTISE IN EDUCATION: NO PROPHET IN OWN COUNTRY

Belgium's Law of 19 March 2013 on Development Cooperation stipulates that education is one of the priority sectors for Belgium's assistance. However, only in four of Belgium's eighteen partner countries is education part of the cooperation programmes. Plan Belgium commissioned a study with the Research Institute for Work and Society (HIVA-KU Leuven) on the place of the education sector in the Belgian Development Cooperation. The conclusions of the study are surprising. A double interview with Hans De Greve (Plan Belgium) and Huib Huyse, PhD (HIVA).

### *What was the reason behind this study?*

**Hans De Greve:** Plan Belgium wanted to boost policy attention for primary education in development cooperation. We had noticed education received little attention even though it is a policy priority. Also, there are relatively few Belgian NGOs operating in the sector. An evaluation of the education sector from 2007 remained inconclusive and was shelved. Belgium withdrew from the education sector in Cambodia, Vietnam, Senegal, Niger, Morocco and Rwanda when major programmes there came to an end. Also other donors such as the Netherlands began to turn their back to the sector. These were some of the elements that made us commission this study with HIVA to map Belgium's aid to the education sector and to formulate recommendations about the role Belgium could or should play.

### *An average 10 to 12% of overall Belgian development aid goes to education. Is that insufficient?*

**Hans De Greve:** The study confirmed what we actually already knew: even though support to primary education in developing countries is a policy priority, no less than 70% of Belgium's assistance to the sector goes to higher education. What is more, all scholarship grants are also counted towards assistance to education, which is in fact incorrect. If we take these elements into account, not 12% but probably only 6 to 7% of assistance goes to the education sector. And that is too little indeed.

**Huib Huyse:** Actually, there was hardly any information available on how Belgium supported the education sector, which for us was sufficient reason to conduct the assessment. We soon noticed there is a huge difference between policy on paper, which gives priority to support to primary education, and the implementation of policy in the field, where we see very different things. Higher education takes the lion's share of assistance and all scholarship grants were – incorrectly – posted as education assistance. Scholarship grants do not necessarily contribute to strengthening the education sector. Instead, they are a means to support another sector, like a project or programme is. If you apply this correction to the figures, you have to conclude education is treated poorly, which is sad because Belgium has a governmental cooperation agency BTC which has year-long international expertise in sub-sectors

like primary education and technical and vocational education. Belgium also has specialised organisations such as VVOB and APEFE which are very good in what they do. It would be very sad to let all of this go, because Belgium can really have an impact on education. That is why it is important to invest in sufficiently critical mass at the policy level to give the education sector the attention it deserves and to remain credible at the international level.

### *So, the main added value of the study is that it revealed certain discrepancies?*

**Hans De Greve:** Indeed, and especially that it has launched an open debate about where Belgium's assistance to education should go. The study offers sufficient leads to enable Belgium's decision makers to make sound choices. Belgium is a small donor and should therefore focus on the quality of education and on equal education opportunities for all. Larger donors have sufficient means to promote better access to education by, for instance, massively building schools. Since a few years also – and rightly so – quite some Belgian funds go to the Global Partnership for Education, a global fund to support education. But this should not be at the expense of the Belgian know-how in the field. Actually, the Global Partnership does not have any 'boots on the ground'. To effectively use its funds in the field it must rely on implementing organisations as it does with BTC in Burundi.



**Huib Huyse:** At least there now is unanimity about what the Belgian Development Cooperation should qualify as assistance to education in the partner countries, and what not. This should make the discussion about choices easier, because it is better to focus on the sub-sectors where Belgium can make a difference. And this is very important especially since the development co-operation will have to go through major cuts over the next few years. Also reporting to the Belgian public will be much clearer. With figures showing that only 6 to 7% of Belgian assistance goes to education the Belgian authorities can start with turning education into a genuine priority sector.

**Hans De Greve:** In fact, we should have education interventions in not just four but in nine partner countries. With every new cooperation programme an assessment should be made on whether, how and why education should be a priority sector or not.

**The complete study (in Dutch) can be found at [www.planbelgie.be](http://www.planbelgie.be)**

## ***Belgian efforts for technical and vocational education in Rwanda clustered***

Rwanda is in the process of developing and expanding its technical and vocational education system so more Rwandan youths can learn a trade and be launched on the job market. In 2010, three Belgian organisations joined forces to assist the Central African country with this far-reaching reform.

The Belgian development agency BTC, the Flemish Association for Development Cooperation and Technical Assistance VVOB and its French-speaking counterpart, the Association for the Promotion of Education and Training Abroad APEFE, had been operating in the education sector in Rwanda for many years, in particular in the Southern Province. The nation-wide launch of the project in 2010 was an ideal opportunity to apply the complementary know-how and experience of the three organisations to the full extent.

VVOB brings its knowledge to support the TVET centers in improving school management and leadership, an area on which it had been working for several years in Rwanda. APEFE brings in field expertise on training of trainers, pedagogy, entrepreneurship and specific technical knowledge on education in agriculture, forestry and veterinary sciences. BTC, as the main development organisation in Belgium, brings leverage to the programme. On the one hand thanks to its privileged relations with the Belgian Embassy and the Government of Rwanda, and on the other hand with regard to the relations with other bilateral and multilateral donors, such as GIZ (Gesellschaft für Internationale Zusammenarbeit), NUFFIC (Dutch organisation for the internationalisation in higher education) and the World Bank, to harmonise activities and build on each other's experience.

One of the original initiatives of the project is that students themselves, accompanied by their teachers and professional masons, build or repair school infrastructure. That way the building site becomes a place of learning and the trade is taught by doing while the country's education system is advanced. Other activities regard teacher training, the coaching of school principals, the development of curriculum plans, and the accompanying and advising of Rwanda's Workforce Development Agency at the national level and of the Integrated Polytechnic Regional Centre South in the Southern Province.



# GREEN SCHOOLS IN PALESTINE

*Modern building techniques for snug schooldays.*

There is no scientific proof that better educational infrastructure will lead to better results on a math test. Common sense however tells us that a school should be a stimulating environment for teachers and pupils. Active teaching and learning is possible in a classic classroom setting, but a creative teacher will rather sooner than later start moving the desks around, put a carpet on the floor or install a computer corner to make the pupils feel 'at home'. For most children the school is their second – if not first – home where they feel well and function at their best. That is where hardware meets software.

## Harsh desert climate

The Belgian Development Cooperation supports the Palestinian Authority in its efforts to improve the education system. Over the last ten years 23 child-friendly ecological schools have been built in the West Bank, with ten more to come. One of those schools is Wadi Al Mughair in Hebron, in which new building concepts are tested to increase the number of 'comfortable days' at school in a natural, passive way. The city of Hebron on the West Bank has a harsh desert climate. Temperatures vary from about 0°C in winter to 35°C in summer. Schools in Palestine normally do not have a heating or a cooling system. During winter, when the temperatures drop

too low or when it snows, the schools close. In summer there is less of a problem as the schools are closed from May to August anyway.

## Solar chimneys

The main features of Wadi Al Mughair are the underground ducts running for 250 meters underneath the school. They bring in air at a stable 16°C, which is 'hot' in winter and 'cool' in summer. Solar chimneys draw the air through the classroom. The teacher can open and close the ducts according to needs.

Other experiments tested in Wadi Al Mughair are the removable sun breakers in front of the windows. In winter they are taken out to let the heat of the sun in. Also, the east side of the school has a solar wall, which is a perforated steel plate that brings in the heat of the morning sun when needed.

The pupils call it their 'green school'. And they know why: because the windows and the solar walls are painted green. And probably because of the nice plants and trees around the building. But as soon as classes start, the teacher will explain that a 'green' school is much more than that.



BTC wants to make sure that the schools are built in an appropriate, climate-adapted way and that a link is made with state-of-the-art teaching methods.





Project to support primary education and teacher training in Cambodia (BETT, 2003–2011). To benefit the comfort of students the new design of schools takes into account such elements as the incidence of light and ventilation. BETT also pioneered the rehabilitation of existing school infrastructure with respect for the country's architectural heritage.

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## ***THE GAP BETWEEN LEARNING AND WORKING MUST BE BRIDGED***

*Owing among other things to the poor economy and the wide gap between education and the job market, more than 40% of Palestinian youth is unemployed.*

The Palestinian Authority and the Belgian Development Cooperation work towards bridging that gap and improve technical and vocational education and have it better aligned with the job market.

At the end of 2013 a programme was started (*Enhancing Capacities and Institution Building, ECIB*) that grants scholarships and organises internships for students from technical and vocational schools, and especially for girls and marginalised groups. At the same time, the Palestinian Authority is strengthened so it can itself manage such programmes. The Ministry of Education and Higher Education, the Ministry of Labour and BTC jointly are the driving force of this initiative that promotes work-based learning.

According to a 2013 job market survey of BTC, for the Palestinian business community the lack of work-based learning is one of the main impediments to employing young people. Work-based learning as such is not enough. The programme must be suitable and be aligned with the reform of technical and vocational education and have an impact on curricula planning, continuous learning, career coaching, the relations with the business community etc.

Palestine has no official body to coordinate technical and vocational education (yet), but thanks to the good relations with international donors and organisations (GIZ, the European Commission, the Swiss development agency, the European Training Foundation and the International Labour Organisation) there is a strong impulse to promote technical and vocational education in Palestine and to reduce unemployment.

## Burundi

# THE COMMON FUND FOR EDUCATION: IMPACT?

*Since 2011 Belgium, France, Norway and Unicef have pooled their efforts in support to the education sector in Burundi by creating a common fund.*

This "Common Education Fund" aims to support the strategic plan of the education sector especially in terms of investments, knowing that 82% of the sector's budget goes to salaries. It constitutes real relief and provides Burundi's Ministry of Education the means to implement its policy.

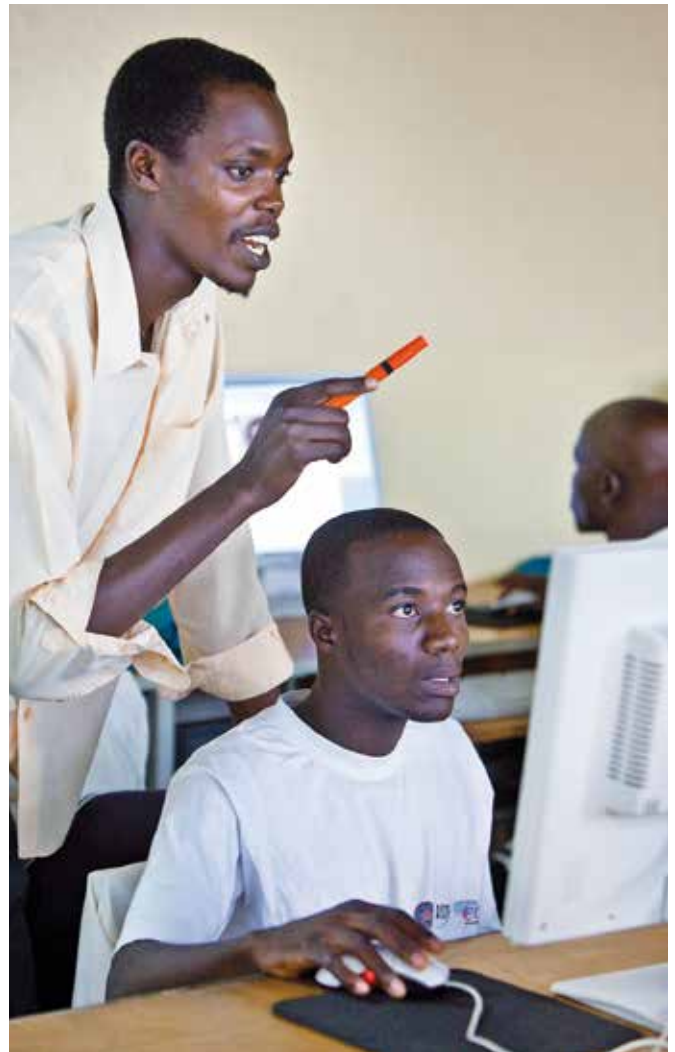
There are three reasons why the experience of the Common Education Fund can be considered exemplary.

Firstly, the flexibility which came with creating the fund allowed for the Paris Declaration principles to be applied in a fragile state where institutional and organisational capacities had been overthrown due to years of conflict. The ingredients for success resided in designing a flexible system which ensured optimum balance between, on the one hand, the development and institutional strengthening objectives, and, on the other hand, the management of educational and financial risks owing to underperformance.

Secondly, the integration of the fund within the Ministry of Education also helped with incorporating the change process. This incorporation was structural and included such elements as a framework for a sector dialogue being put in place, the development of an inclusive and sufficiently specific planning process for a high-quality technical dialogue and, finally, the creation of a performing public finance management system for the sector. The International Monetary Fund bases its strategy to support the deconcentration of public finance management to the sector ministries of Burundi on this model.

Third and most importantly, concrete development results can be noticed in the education system. Thanks to the financial support of the common fund and the technical support of the donors, the Ministry of Education can better implement the reform of primary education by building new classrooms, by reviewing the curricula, by printing schoolbooks and by training new teachers.

In 2012 the Global Partnership for Education (GPE) accepted Burundi's demand and decided to allocate 40 million euros to the common fund as it is considered an innovative and solid mechanism for financing the sector and for embedding and strengthening the sector dialogue. Belgium, with BTC's technical support, has become the "supervising



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entity" for the GPE funds in Burundi. As such it coordinates the donors in following up the management of the common fund, in parallel with donor coordination work done by the education sector lead donor Unicef. This constitutes a unique and captivating experience, which can genuinely contribute to changing the direction in which education in Burundi and the ministry and the donors – including Belgium and BTC – evolve.

Educaid.be

## BELGIAN PLATFORM FOR EDUCATION AND DEVELOPMENT COOPERATION



Educaid.be is a national platform of institutions, organisations and individuals who are active in the education sector for the Belgian Development Cooperation. Educaid.be was established in 2010 as it appeared that there was hardly any structured consultation between actors in this sector. By 2014 Educaid.be has 44 member organisations as well as a few individual members.

Educaid.be aims to develop the capacity of member organisations and to elaborate and support Belgium's education and development policy.

The platform promotes good quality education and training offer in the South, including better training for teachers and school managers, relevant curricula and pedagogical and didactic methods and learning materials.

In addition, Educaid.be focuses on a comprehensive approach to education and training: mutual strengthening and a smooth transfer from preschool to primary school through secondary school and further on to higher education and the transition

from school to work and continuous education.

Educaid.be emphasises the importance of three inter-related education priorities. Marginalised and excluded population groups and vulnerable children and youths, and especially women and girls, must be given equal education opportunities. Success rates must go up and school drop-out rates must go down. The learning outcome at the end of the various education levels must be improved.

Educaid.be has five working groups, each dealing with specific aspects of education and training in the South: Gender and education, Technical and Vocational Education and Training, Education in bilateral and multilateral development cooperation, Joint context analyses, and the role of Belgian university cooperation in support of primary education and technical and vocational education. Each of these working groups has specific goals and an annual action plan.

### Further information:

[www.educaid.be](http://www.educaid.be)

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

## Belgium brings appreciated know-how

Belgium is a relatively small donor in the education sector. Nevertheless, Belgium and BTC are recognized and appreciated both by donors and partner countries for their technical expertise.

This recognition is evidenced by key positions in coordination groups and sector working groups.

In Uganda, Belgium chaired the Education Development Partners Group (including the Netherlands, Ireland, World Bank, EU...) in 2012, and other working groups between 2011 and 2013.

Currently Belgium is leading the working group on budget and planning.

In Palestine, Belgium co-chairs the Education Sector Working Group (including Germany, Ireland, Norway, Finland...) since September 2014. In the Democratic Republic of the Congo, Belgium led the Education Sector Working Group from 2012 until early 2014 and still leads the Working Group on Vocational Training. Finally, in Burundi, Belgium coordinates the 'Fonds Commun Education' with Norway, France and UNICEF and supervises the Global Partnership for Education-funded programme.

## BTC SOURCES EXPERTISE FROM SYNTRA FLANDERS

In November 2014, Carl Michiels of BTC and Luc Neyens of SYNTRA Flanders signed a memorandum of understanding enabling BTC to call upon SYNTRA Flanders expertise in support of entrepreneurship and technical and vocational education and training development projects. First concrete collaborations in the field are planned for education projects in Congo (to train professionals and young people) and in Palestine (to develop an alternating education system).

SYNTRA Flanders is the Flemish Agency for Entrepreneurial Training. The agency promotes Flemish entrepreneurship by means of training and initiatives that stimulate entrepreneurial skills.

*"Belgium's public services have very valuable expertise for governmental development cooperation. BTC has signed memoranda of understanding with governmental services such as the federal police, the justice department and the social security department, and now also with SYNTRA Flanders, so BTC can call upon their experts to contribute to the development of our partner countries," says Carl Michiels.*



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## Congo

# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: A POSITIVE CHOICE!

*Belgium supports the education sector in the Democratic Republic of the Congo since more than ten years.*

Originally, support ranged from institutional reform, the distribution of schoolbooks and teacher training to adaptations to the curriculum, but since 2013 the focus is on technical and vocational education and training (TVET), with an overall portfolio in excess of 55 million euros for a period of five to eight years.

## Major demand for technical staff

There were several reasons for this switch to technical and vocational education and training. A first reason is that the number of students in secondary education increased following higher enrolment in primary education and the subsequent move on to secondary education. Secondly, there is a desire to teach suitable skills to young people in a relatively short time so they can set out on a viable professional career as an independent entrepreneur or as an employee. In addition, in Congo companies increasingly need qualified technical staff. Finally, this sector appeared to be seriously underfunded and received insufficient attention from the donor community, which mainly invests in primary education.

The Belgian and Congolese authorities decided to decentralise the interventions as much as possible and to focus on five provinces (Katanga, Equateur, Eastern Kasai, Bandundu and the Eastern Province). This way a bigger impact and direct results for the young are aimed at and the specific economic and social context of each province is taken into account.

## International consensus

The intention is to significantly reform the TVET sector in line with internationally agreed standards. Firstly, the Belgian and Congolese partners look for economies of scale while making available material and human resources (school buildings, teachers, educational materials...) to schools, training centres, NGOs and businesses. This way quick and substantial gains in efficiency can be made.

Secondly, attempts are made to more closely involve social partners (employers and trade unions as well as civil society) in the steering, management and funding of TVET. Admittedly, this is a long-term task for it requires progressive and systematic capacity building of all partners.



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## Guidance

Thirdly, young people who opt for technical and vocational education and training should be inserted into the job market faster. This is fostered in several ways, such as through internships and alternating education, practical lessons, the creation of mini-enterprises, guidance of job-seekers and counselling of start-ups.

Fourthly and finally, there is a focus on quality. In the long run this must lead to a larger intake of students, both boys and girls. Jointly with the Congolese Ministries of Education, Employment and Social Affairs and with the employers' association and civil society, Belgium works towards improving the TVET offer in order for a technical or vocational career again to become a positive choice.



BTC in the education sector

## EDUCATION DESERVES MORE ATTENTION

Interview with Paul Bossyns, Education unit coordinator, BTC Brussels.

[continued from p. 3]

### Can a minor donor like Belgium make a difference?

Yes, we can. Admittedly, we may seem not to make a difference in terms of funds. Our contribution will never match the funds of major donors. But we can make a difference in terms of the know-how to manage these funds well and to conduct the dialogue with education instances in the partner country. In Burundi, for instance, international donors set up a fund in the amount of 50 million dollars and entrusted its management to Belgium. So, a small country can well take on a significant role.

Finally, there is a fourth niche in which we focus on political and administrative education instances, especially at the national and provincial levels. We provide assistance and advice and organise ministries and local authorities to better manage, regulate and control education.

### Which successes can BTC show in the education sector?

Successes are many. There is an important evolution in the way we work as

we target sustainability and structural change. Ten years ago we were not involved in system support. Now we are. I remember we were asked to provide computers for schools in Palestine to promote e-learning. Belgium responded to that demand, but broadened the demand to the whole education system. Indeed, there was a need for teacher training, for support to the Ministry of Education and inspections and for monitoring learning outcomes, all of which eventually led to starting a *basket fund*. So, one very specific demand led to a much broader and more coherent response. Such response is obviously more complex and requires more time, but it is the only way to have a structural and long-term impact on the education system.

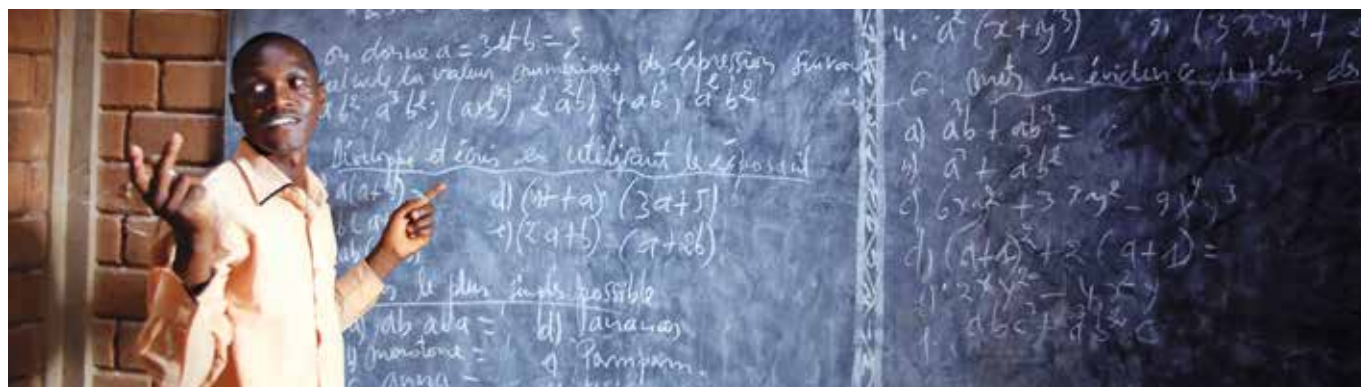
### When are we pleased with the outcome?

That is a difficult question. A system is never completed. Our own education systems in Belgium are being permanently adjusted. In the South things are not different. Fifty years ago, education for adults was non-existent in Belgium, whereas now it is

a major niche. Everything is continuously changing. We work at education systems and try to help ministries. We pave the road for better curriculum plans, for quality, for funding and providing access to education. These are long-term goals, with results often not showing in the short term. But you can see how processes are being started up and policy choices are being made to improve education. You can spot trends that show things go into the right direction. The problem with education is that you only see whether the investment is worthwhile after fifteen to twenty years.

### A final question: What about arts education?

Arts education is not part of the governmental cooperation's portfolio. But I do want to emphasise the importance of creativity in education. Societies do not need parrots but creative and critical people. In poor countries education should certainly pay attention to student-centred didactic methods that stimulate creativity. That is a domain where much work still needs to be done.



## BOOSTING THE QUALITY OF PRIMARY EDUCATION IN CONGO

*After years of crisis that hurt the education sector in the Democratic Republic of Congo, a new dynamism emerged in 2010 when the government adopted a development strategy for the primary, secondary and vocational education subsector.*



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This strategy is made operational through the Interim Education Plan (PIE) and aims to increase the capacity of schools, to improve the quality of learning and to modernise the management of primary, secondary and vocational education.

Under such a positive framework the Primary education support project, which was financed by AFD and implemented by BTC from 2009 to 2014, delivered first concrete results.

Eighteen schools (101 classrooms) were built in Bas Congo, Bandundu and Kinshasa. To foster ownership, village communities themselves were put to work after being trained in using brick presses, in manufacturing bricks and in the maintenance of school infrastructure. This community approach had a positive effect on school attendance – especially among girls – and on retention rates.

Costs are reduced and sustainability is ensured by involving the community in the rehabilitation of schools and by taking environmental matters into account. It costs 67,000 euros on average to build a school with community involvement – including supervision by an engineer and the investment in

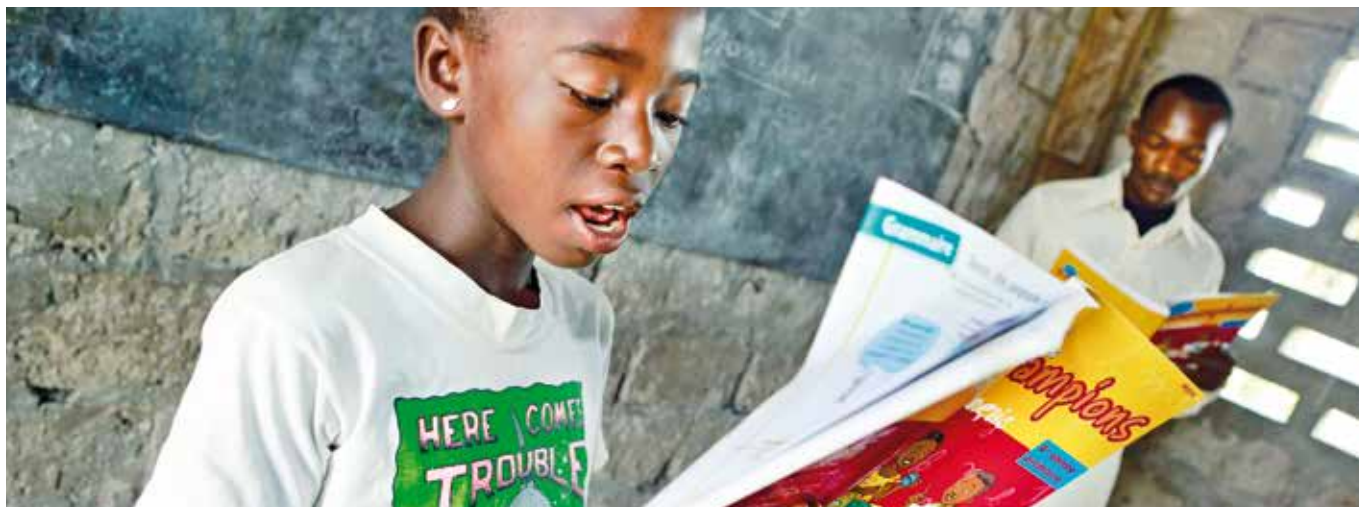
brick presses – compared to 81,000 euros in a traditional approach.

The intervention strategy provided for the development of three transversal approaches: education for the environment, gender and community work. Parents and pupils were encouraged to care for the environment by maintaining plants and lawns, recycling waste and protecting nature. The parents association was also involved in all phases of construction and undertook to maintain the infrastructure. Gender awareness was promoted among parents and teachers which was conducive to schools providing equal access and opportunities.

The project's support to Congo's official education instances has contributed to improved sector planning, sector dialogue and budget advocacy work. Budget allocations for primary, secondary and vocational education have doubled between 2010 and 2014.

As part of the implementation of the national policy for training primary school teachers, three teaching resource centres were built and equipped appropriately so the teachers of the targeted areas have easier access to reference works and can self-train with digital modules.





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Support to the elaboration of Congo's Interim Education Plan, which was finally endorsed in 2012 by the government, has allowed Congo subsequently to benefit from substantial grants from the Global Education Partnership (for an amount of

100 million dollars) and from the French, American and British governments for the implementation of primary, secondary and vocational education reforms.

## ***BTC'S INVOLVEMENT IN INTERNATIONAL TVET NETWORKS***

BTC is a member of the international consortium on technical and vocational education and training (TVET) in developing countries, which was created by GIZ, AFD and LuxDev in 2009. The aim is to share experiences, build knowledge, carry out studies and implement joint programming to strengthen donor coordination. BTC is running the secretariat of the consortium in 2015.

BTC participates in the annual exchange meeting for major donors and agencies on TVET in the MENA region (Middle East and North Africa), which is hosted by the European Training Foundation ([www.ETF.eu](http://www.ETF.eu)).

UNESCO-UNEVOC ([www.unevoc-unesco.org](http://www.unevoc-unesco.org)) is UNESCO's specialized centre for TVET. It assists UNESCO's 195 member states to strengthen and upgrade their TVET systems. In 2012,

UNESCO-UNEVOC organised the third international congress on TVET. BTC was asked to present a paper on the linkages between occupational licencing, product standards and minimum wage and the quality of TVET. The conference led to a consensus that has set the international agenda on TVET for the coming 5 years.

Each year the International Training Centre of the International Labour Organisation ([www.itcilo.org](http://www.itcilo.org)) organises the Skills Development Academy, an international forum for learning and exchanging on skills development and TVET. It brings together a large international audience, including senior representatives of ministries of education and labour, private sector federations and trade unions. In 2015, BTC will become a partner in this event by supporting participation of TVET stakeholders from our partner countries.

# EQUAL OPPORTUNITIES FOR ALL IN VIETNAMESE EDUCATION SYSTEM



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## **The School Education Quality Assurance Programme**

Over the past two decades Vietnam has made considerable progress in alleviating poverty, but this success has been much slower for the country's ethnic minorities than for the Kinh majority and the Chinese ethnic groups.

This unequal progress is reflected in the education system, which tends to be of lower quality in rural disadvantaged areas, resulting in lower outcomes for rural students and in particular for ethnic minority students, who are also faced with a language burden. For most of them, Vietnamese is not their mother tongue. Existing obstacles are even amplified by the fact that the official quantity of teaching hours is quite low in primary education.

The Ministry of Education and Training launched a transition programme to move from half-day to full-day schooling by 2025. Through its School Education Quality Assurance Programme (SEQAP), Belgian governmental cooperation contributes to the development and implementation of a policy framework for full-day schooling with a focus on disadvantaged areas. In order to provide evidence for the policy framework and to accelerate the roll out in disadvantaged areas, 1629 schools (11% of all primary schools in Vietnam) are directly supported by the programme.

## **Enabling transition to full-day schooling**

Belgium provides additional resources – classrooms, teaching and learning material, salary supplements – to allow schools to organise longer school days. By improving teachers' knowledge, skills and teaching techniques, by offering grants to

schools so they can offer nutritious lunches to poor students, and by organising community-based activities, SEQAP aims to contribute to better learning outcomes and completion rates.

Special efforts are aimed at the learning quality of students from ethnic minorities. Courses are organised in order to speed up their learning of Vietnamese, and on the other hand Kinh teachers are supported to learn ethnic minority languages so they can better help non-Vietnamese speaking students. Finally, teaching assistants for ethnic minority languages are assigned to school sites with a high proportion of ethnic minority students.

## **Differences getting smaller**

Roll-out of full-day schooling has been successful in all supported schools, including most of the remote ones. 40% more students attend full-day schooling in rural SEQAP schools since 2009.

Learning outcomes in SEQAP schools have improved faster than the national average. Although the learning outcomes of ethnic minorities are still lagging behind in SEQAP schools, the difference with Kinh students is less outspoken than in other schools. Learning outcomes in rural SEQAP schools show a much smaller difference with urban SEQAP schools than at the start of the programme. The difference between both types of school for grade five students achieving 'good' or 'excellent' assessments for Vietnamese language was more than 10% at the start of the programme. After the school year 2013–2014 it had fallen to 1%.



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The remaining task of SEQAP is to consolidate the achievements made in the supported schools and to provide comprehensive advice to the Vietnamese Government. It will be paramount to address all aspects of supporting the transition

to full-day schooling in disadvantaged areas, so as to enable the complete rollout of the transition programme after the end of SEQAP in 2016.

## Uganda

# TRACKING EDUCATION PERFORMANCE

Belgium has been involved in Monitoring & Evaluation (M&E) in the education sector in Uganda since 2011. This focus on M&E was directly related to the provision of education budget support and the need to track progress and performance of the education sector.

The starting point was a comprehensive assessment of the education M&E system, conducted by the University of Antwerp (IOB) on behalf of the Belgian Development Cooperation. The study focused on issues such as M&E policy, methodology, organisation, capacity, participation of non-governmental actors and the use of M&E outputs for learning and accountability purposes.

The assessment revealed that the education M&E system in Uganda is satisfactory. It is comprehensive, and useful data are systematically collected and analysed. Reports on educa-

tion performance are compiled regularly and the quality of the data is improving. Notwithstanding, there is room for improvement. Different M&E activities do not necessarily feed into one another and in general, the focus lies more on monitoring than on in-depth analytical evaluation. Obviously, a better M&E system generally leads to better accountability and learning.

Based on these findings, BTC Uganda decided to scale up its efforts in M&E and called upon the expertise of a Junior Assistant to carry out a more detailed analysis of the education M&E system in Uganda. This analysis was shared with the education development partners and the Ministry of Education. The resulting technical note, including a list of recommendations, was formally submitted to the Ministry of Education. This note still is the basis on which the M&E dialogue between the Ministry of Education and the development partners is currently taking place.



# EDUCATION

## PRIORITY SECTOR IN FOUR COUNTRIES

### AFRICA



### ASIA



- Countries where education is a priority sector
- Countries where Belgium is pulling out of education
- Countries where education was a priority sector

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### MANAGING EDITOR

Carl Michiels

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### Have contributed to

#### this edition:

Christian Asse  
Jan Bijnens  
Paul Bossyns  
Wendy Braeken  
Niels De Block  
Jan De Ceuster  
Hans De Greve  
Sébastien Dibling  
Donatella Di Vozzo  
Thierry Foubert  
Anne Hendrickx  
Shelley Heugen  
Maartje Houbrechts  
Huib Huyse  
Gert Janssens  
Hans Lambrecht  
Benoît Legrand  
Anne-Françoise Paradis  
Barbara Radelli  
Xavier Roger  
Nikolaas Swyngedouw  
Marten Treffers  
Koen Van Acoleyen  
Wybe van Halsema  
Jan Van Lint  
Sophie Waterkeyn



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## BELGIUM'S FOCUS



**PRIMARY EDUCATION** – Fundamental reform in Burundi – Teacher training in Uganda

**TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING** – Bridging the gap between training and the employment market in Palestine

**BASKET FUNDS** – Belgium manages 50 million dollar international education fund in Burundi

**INSTITUTIONAL STRENGTHENING** – Congo's Ministry of Education strengthens international credibility thanks to Belgian assistance



**BTC  
BELGIAN  
DEVELOPMENT AGENCY**

RUE HAUTE 147  
1000 BRUSSELS  
T +32 (0)2 505 37 00  
INFO@BTCCTB.ORG  
WWW.BTCCTB.ORG

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DEVELOPMENT COOPERATION .be