

Substantive and financial report

School year 2009-2010

Name Flemish school	Basisschool De Bezige Bij, Aalter
Name school in the South	Primary School Bumling Bee, Kijiji

Dear schools,

Congratulations with your first SchoolLinks year! VVOB hopes you have enjoyed the first steps towards a long-term partnership and cooperation with your partner school and that you have established a good base for the years to come.

This document is a required administrative procedure to finalise the first operating year. It has a general and a substantive/financial section. **The possible future support of your school link by VVOB depends in part on this report.** You and your partner can jointly compose this evaluation and financial settlement. The schools are free to organise this amongst themselves. Below is a proposed plan of action:

1. The Flemish school fills in its part, as the school year in Belgium ends in June 2010. We recommend the Flemish school to then send the report to their partner, preferably by the end of June 2010, with VVOB Brussels in CC.
2. The school in the South fills in its part. When completing, they send the entire digital report back to the Flemish partner by August 15th, with the VVOB country office in CC. Please also send a signed, paper version via postal service to the local VVOB country office.
3. The Flemish school sends the entire digital report to VVOB Brussels, as well as a signed paper version via postal service to VVOB Brussels: tav Pieter-Jan De Marez, Handelsstraat 31, 1000 Brussel. **The ultimate date to do this is September 8th, 2010.** Of course, the signature of the partner school in the South will not be on this version, but this will be at the disposal of the local VVOB country office.

Thank you for your cooperation!

1. General evaluation school link

Summarize your school link in this first year.

Both schools can work on this.

We, De Bezige Bij, really wanted to get to know our partner Bumling Bee before focusing on educational goals in the classroom. So in our joint activity plan, we created, together with our partner, different activities to exchange personal as well as school-related information.

The first semester was primarily centred on exchange between teachers and directors, mainly through regular e-mail contacts, but sometimes over Skype as well. We exchanged information about our schools and the expectations of the school link activities in the months to come. At the end of the semester, we also introduced and engaged the pupils into the exchange, in a fun and playful way.

During the Easter holidays two teachers from De Bezige Bij visited us, Bumling Bee, in Zambia. This gave a real boost to the partnership and resulted in preparatory steps for future activities.

After this first year, we can say we have made good and warm contacts, a good understanding of each other and successfully implemented the first activities within the school.

1.1 Flemish school

General information	
Who was involved in your school?	At first, the teachers from the SchoolLinks work group, and the school headmaster. Towards the end of the first semester, pupils were also informed and involved.
How did you experience the communication process between the schools?	Difficult at first, e-mail contact is slow and is not always the best way to make arrangements. Making phone calls over Skype was good for more direct interaction and lead to a better understanding of each other's situation. Regular contact is key!
General findings of the school link in the first year	
How did your school experience the partnership?	The work group was the driving force behind the promotion of our school link. Luckily, we have a lot of enthusiastic teachers that were happy to get involved along the way. Although not every activity ended with the expected results, we feel that we all saw the benefit and potential of such a long-term partnership with a partner in the South.
What did you learn from this past year?	<ul style="list-style-type: none"> • Not to be too ambitious, take the partnership step by step. • Start-up process is slow, and it takes time and patience to get it going.
What was good and what could improve?	<p>+ The flexibility the both schools showed in interacting and cooperation with each other. We had to find a middle way and we succeeded.</p> <p>- We want to do more with the exchange in the classrooms/lessons next year and focus on our educational goals. But seen the circumstances, we had to readjust our joint goals and we will slowly take the partnership to a higher level.</p>
Highlight a memorable moment, activity or event that characterised the partnership this year.	
<p><i>E.g. visiting each other, a successful completion of a planned activity, something that gave a boost to the set-off of the cooperation, an unexpected development in the partnership, etc.</i></p> <p>During the Easter holiday, we - two teachers from De Bezige Bij - traveled to Zambia. Our partner Bumbling Bee is located 150 km from the capital Lusaka. Quite a ride to get there, and we arrived exhausted, but happy. We wanted to make the most of our time and take part in all school activities, from daybreak to closing time.</p> <p>We were housed in a teacher's house. We got up with the family at 6am, have breakfast together and get introduced in Zambian way of life. Then we walked for half an hour to the Bumbling Bee, accompanied by more than 15 school children! At 7.15am we held a meeting with the entire teaching team and 15 minutes later we were in the back of the class room attending the first lesson of the day. We take and teach lessons, but above all, we listen to the pupils and our Zambian colleagues. We sit next to a colleague - who teaches the same course, English - at the pc in the computer room and send an e-mail to each other – and have thus started up personal communication between us two.</p> <p>Throughout the conversations we found out more about the daily life in the village and the educational system thousands of kilometres from Belgium. Both the local educational practices and the national educational system are touched upon and we learn from each other. At the end of our 7-day stay we put our heads together to discuss future cooperation, the final work section of our visit.</p> <p>Bumbling Bee gave us an unforgettable good-bye: the 450 pupils of the school and their 21 teachers swing into the big hall and, at the top of their lungs, sing tears into our eyes. Plans are already made to send a delegation to Aalter next year. Our stay in Kijiji was an unforgettable, warm experience. We believe we have laid the base for a sustainable cooperation.</p>	

If applicable, please provide more information.	
Teachers attended a training on SchoolLinks or global education.	Yes, one teacher attended the VVOB SchoolLinks training.
Our school was supported by other organisations for our school link.	no
Our school has identified its vision on the school link and has communicated this to the partner.	The SchoolLinks work group has a personal vision, and after visiting our partner in Zambia, we have a good idea how they perceive the school link. We will have a joint Belgian-Zambian vision next year.
We have a SchoolLinks work group in school.	Yes, composed of 4 teachers (English, Mathematics, Sports, Religion). We meet once every two weeks. The headmaster is also involved, he gets a short report of our meetings and attends once per month.

1.2 School in the South

General information	
Who was involved in your school?	At first, the headmaster and some teachers. Gradually more teachers got involved and we introduced the school link through small activities with the pupils.
How did you experience the communication process between the schools?	We enjoy having contact through the phone. This makes the partnership more alive. Before, we had some misunderstandings, but they were cleared out shortly after.
General findings of the school link in the first year	
How did your school experience the partnership?	Everyone is very excited. We think we can learn from each other. Both sides experienced eye-opening moments, e.g. when they visited us in school, they met with people from the village and got to know our school environment. We are more conscious of our differences, but also of our similarities! This is what makes a successful cooperation.
What did you learn from this past year?	Make clear arrangements with the partner, set realistic goals, and we learned how to communicate more frequently.
What was good and what could improve?	The communication.
Highlight a memorable moment, activity or event that characterised the partnership this year. <i>E.g. visiting each other, a successful completion of a planned activity, something that gave a boost to the set-off of the cooperation, an unexpected development in the partnership, etc.</i>	

Inter-school Logo Competition: From our part, the school logo competition was memorable. Almost 25 students presented their proposal for a logo, and some were real artworks. The 3 best logos were chosen by all the pupils of 12th grade. Then, in both schools, all pupils from 11th grade (who did not know the origin of the different logos) had the final decision of which logo finally won the completion. It was the logo of a pupil from our school who received the most votes! You can find the winning logo attached with this report, as well as some pictures of the election process.

If applicable, please provide more information.

Teachers attended a training on SchoolLinks or a relevant course for the joint activities.	Two teachers were trained on ICT, and this was a big help since afterwards they could more easily attach pictures and use Skype to call for free (from pc to pc) to the partner school.
Our school was supported by other organisations for our school link.	Next to VVOB Zambia, we also get support from our community action group. Next year they will assist in promoting the school link to the broader community.
Our school has identified its vision on the school link and has communicated this to the partner.	In progress with our partner.
We have a SchoolLinks work group in school.	Yes, composed of teachers and headmaster.

2. Substantive and financial

In the next part, your school can list the expenditures made in the first operating year. Note that expenses can be made until August 1th 2010. If expenses are made after this date, please indicate this in the action plan of the following year. Money that has not been spent can be transmitted to the operating year 2010-2011.

2.1 Flemish school

We ask that the Flemish school makes the financial account, and signs the declaration of honor at the end, whereby stating that the receipts and accountancy can be consulted at any time.

When describing your activities, the joint action plan can assist you. However, you only need to list the activities that were actually executed. This can also include activities you did not plan beforehand. Preferably also list those that did not involve expenses. Please mark with an 'x' that the school has the relevant receipts for expenses made.

VVOB grant transferred to the account of the Flemish school

<i>Budget Flemish school</i>	€ 2000
<i>Budget partner school</i>	€ 800

Activity 1: Making contact with contact persons from partner school

Short description	What?	Sending e-mails, make phone calls, make first arrangements concerning activities to come and people involved.
	Who?	Headmaster and English teacher

	Evaluation?	Difficult and slow start, but now regular contact.	
Expenditures	Type of cost	Amount	Receipt available?
	Skype credits for whole year	€ 70	x
		€	
		€	
		€	
	Total cost	€ 70	
Remarks			

Activity 2: Training Schoollinks

Short description	What?	A training by VVOB and Kleur Bekennen for teachers gave insight into the pitfalls and opportunities of North-South school cooperation.	
	Who?	One teacher from the SchoolLinks work group	
	Evaluation?		
Expenditures	Type of cost	Amount	Receipt available?
	Transport costs (train)	€ 11.25	x
		€	
		€	
		€	
	Total cost	€ 11.25	
Remarks			

Activity 3: Work visit to Bumbling bees, Zambia

Short description	What?	Visit to our partner school (teaching, attending staff meetings, brain storm on activities and future exchange,...)	
	Who?	English and sports teacher	
	Evaluation?	Excellent trip, good contact, boost for cooperation.	
Expenditures	Type of cost	Amount	Receipt available?
	Transport (2 airplane tickets)	€ 558.25/pp (2)	x
	Daily allowance (8 days)	€ 120/pp (2)	
		€	
		€	
	Total cost	€ 1356,5	
Remarks			

Activity 4: Identity kit for introduction activity between pupils

Short description	What?	Each class makes an identity kit to introduce the pupils and the teacher. 1th grade: makes drawings, 2nd grade makes a photo shoot, 3rd grade makes a video report.	
	Who?	All grades	
	Evaluation?	Well received by partner, and good cooperation from our students. Video editing was more work than expected and could not be done by teachers/pupils...	
Expenditures	Type of cost	Amount	Receipt available?

	Drawing materials (papers, pencils, paint, etc.)	€ 60	x
	Developing photographs	€ 100	x
	CD-rom for video report	€ 25	x
	Sending package	€ 45	x
		€	
	Total cost	€ 230	
Remarks			

Activity 5: Inter-school Logo Competition

Short description	What?	SchoolLinks Logo Competition between our students and partner school. This logo will be adopted by the selected students with an aim of printing letters using the logo. The final logo will be put up on the school notice board and used for all school link events. We will develop a banner with the final logo next year.	
	Who?	Students in art class	
	Evaluation?	Staff and student population is sensitized on the school link programme. It was great to have this completion within and between schools. The printing of the banner still has to be done and will be part of the activity plan of next year.	
Expenditures	Type of cost	Amount	Receipt available?
		€	
		€	
		€	
		€	
		€	
	Total cost	€ 0	
Remarks			

Financial statement Flemish school

Total VVOB grant	€ 2800
Amount transferred to the partner school	€ 800
Total costs	€ 1667.75
Balance	€ 332.25

Name and signature of Headmaster

Dr. M. De Meester

The school certifies on honor to have completed this form correctly, that it will document all relevant receipts and make them available for audit when required.

2.2 School in the South

The school in the South also makes the financial account, and signs the declaration of honor. The school transfers the receipts to the VVOB country office.

When describing your activities, the joint action plan can assist you. However, you only need to list the activities that were actually executed. This can also include activities you did not plan beforehand. Preferably also list those that did not involve expenses.

The financial account can be done in your local currency. Mark with an 'x' that the school has the relevant receipts for expenses made. Please convert the balance at the end to euro.

Activity 1: Making contact with contact persons from partner school			
Short description	What?	Sending e-mails, make phone calls, make first arrangements concerning activities to come and people involved.	
	Who?	Headmaster	
	Evaluation?	Difficult and slow start, but now regular contact.	
Expenditures	Type of cost	Amount	Receipt available?
	Skype credit	ZMK 190 489	x
	Total cost	ZMK 190 489	
Remarks			

Activity 2: Work visit Bezige Bij to Bumbling bees, Zambia			
Short description	What?	Visit from our Belgian partner and some meetings during their stay. For one meeting we invited a teacher from another school with a long experience in SchoolLinks.	
	Who?	All teachers from the working group	
	Evaluation?	Excellent contribution from this guest speaker. We learnt a lot.	
Expenditures	Type of cost	Amount	Receipt available?
	Guest speaker transport	ZMK 31748	x
	Guest speaker allowance	ZMK 95 244	x
	Transport costs when picking up our Belgian delegation from airport	ZMK 146 042	x
	Total cost	ZMK 273 034	
Remarks			

Activity 3: Identity kit for introduction activity between pupils			
Short description	What?	Each class makes an identity kit to introduce the pupils and the teacher.	
	Who?	All grades	
	Evaluation?	Well received by partner, and good cooperation from our students. Video editing was more work than expected and could not be done by teachers/pupils...	
Expenditures	Type of cost	Amount	Receipt available?
	Papers, pencils, tape, etc...	ZMK 95 244	x

		Total cost	ZMK 95 244
Remarks			

Activity 4: Inter-school Logo Competition

Short description	What?	School Link Logo competition between our students and partner school. This logo will be adopted by the selected students with an aim of printing letters using the logo. The final logo will be put up on the school notice board and used for all school link events.	
	Who?	Pupils in art class	
	Evaluation?	Staff and student population is sensitized on the SchoolLinks programme.	
Expenditures	Type of cost	Amount	Receipt available?
	Papers, pencils, tape, etc...(rest from activity 3)		
	Port costs	ZMK 95 244	x
		Total cost	ZMK 95 244
Remarks			

Activity 5: ICT-training

Short description	What?	Two teachers followed an ICT course in the capital Lusaka	
	Who?	Two teachers of the working group from the school link	
	Evaluation?	Good. The teachers are now more able to communicate through the computer and Internet.	
Expenditures	Type of cost	Amount	Receipt available?
	ICT course	ZMK 500000	
	Transport costs	ZMK 95 244	x
		Total cost	ZMK 595 244
Remarks			

Financial statement school in the South

Please convert the expenses from your local currency to the euro.

Total received grant (local currency)	ZMK 5 079 720	
Total expenses (local currency)	ZMK 1 154 003	
Exchange rate used	ZMK 6 206	€ 1
Balance	ZMK 3 925 717	€ 632

Name and signature of Headmaster

Mr. Mwabanga

The school certifies on honor to have completed this form correctly and will provide all receipts to the local VVOB country office.