

NOTRE DAME GIRLS HIGH SCHOOL / SEAMOUNT COLLEGE

Partnership Agreement

1 Vision

What is your shared vision for the project?

To share our culture, to learn more about each other, to build closer relationships and friendships

2 Quality

Is the main focus of your project on educational outcomes for all participants?

Yes, the education of lifeskills in dealing with one another

How will your project contribute to quality teaching and learning about development and global issues? e.g. what themes will you both cover and in which curricular/extracurricular areas?

Culture, Environment and Girl Child Education

What resources will you both use to support teaching and learning about these themes?

Internet which has been set up because of Worldwise funding

Any opportunity to meet in person or through mutual friends

Texting, phonecalls and facebook

2/3 webcams needed for Seamount and for Notre Dame from funding

Both schools will try to set up skype connection

Dev Ed materials will be shared and kept updated

3 Educational objectives

What are your agreed educational goals?

To learn more about each others' culture

To share ideas on current global topics

Have you identified areas of potential or actual curricular collaboration?

To conduct a common study on issues relating to girls education globally

To continue monitoring the progress of the MDGs

Will educational outcomes:

- support mutual respect between learners - yes
- challenge and inform perceptions of development issues -yes
- develop critical thinking -yes
- encourage open-mindedness -yes
- develop participatory skills? yes

4 Values and principles

What are the schools' values and principles? How do these complement each other? Are there any non-negotiable expectations concerning values and principles?

Both partners feel that there are a lot of similarities between our 2 schools. There is a strong Catholic ethos in each school, the practice and celebration of faith is an integral part of the two schools. Individual rights are respected, freedom of opinion is encouraged as is active participation in all activities.

5 Mutual trust and respect

How can mutual trust and respect be established? How will a breakdown of trust and/or respect be dealt with?

Mutual trust and respect has been firmly established at this stage. The fact that teachers have visited both schools strengthens this as friendships have also formed. A team effort is vital on both sides as there is quite a big workload involved. Regular and open communication is key. Both schools are very happy to involve St. Mary's College, Rathmines and St. James' School, Sunyani. The long established partnership between these schools serves as a good role model for ourselves.

Hopefully a breakdown if it happens will be dealt with through honest and frank discussion.

6 Sustainability

How integral is the linking project to the schools involved?

The project is now an integral part of the curriculum of both schools.

What resources (people, time, skills, finance, and external support) are needed to sustain the project?

A co-ordinator and team of teachers with student reps is needed in both schools.

Allocated time on the students timetable (already in Seamount) is vital to have the study of topics of development education as an integral part of the overall project

Continued finance is needed to sustain the project

Support from dev ed providers is hugely beneficial

Continued professional development and up-skilling of those involved in the project should be encouraged

How might you make the project more sustainable? (e.g. involving parents, communities, greater numbers of students and teachers, etc.)

The project and associated activities should form an item on the agenda of meetings of the staff, student council, parents' council, board of management.

Regular coverage of activities in the media

The results of student active participation should be shared with all bodies associated with the school

7 Inclusiveness and equality

How inclusive is the project?

How can marginalised individuals and groups (in schools and local communities) be more involved?

What can be done to ensure that the project is based on equality?

The project is open to all students in both schools, the school ethos of each partner ensures that no one is marginalised. A whole school approach encourages participation of everyone.

8 Obligations and responsibilities

What roles and responsibilities does each school have?

Each school has the role and responsibility of adhering to this agreement. There is the responsibility to ensure that state sponsored funding is used wisely.

What rights and obligations does each school have?

To work as equal partners to grow the project.

9 Reporting, reviewing and reflection

What frameworks will be used for reporting, reviewing and reflection?

The final report to Worldwise at the end of the academic year

Personal review & reflections from the teachers involved each year

Feedback and reflections from classes involved at the end of the year

What will be done to ensure that this is a two-way and on-going process?

Sharing of this work and input from both sides to the final report

10 Monitoring and evaluation

How will progress be measured, including the development of the project itself?

Feedback and reflections from teachers and classes involved at the end of the year

What will be the indicators for success?

That the learning outcomes for the year have been achieved

Seamount TY class will have ongoing assessment and class test as part of their Dev Ed class

Who will determine these?

Teachers

What will be done to ensure that this is an open and collaborative process?

Communication of data, a common evaluation form (to be drawn up)

13 Timelines

Are there indicative and actual timelines related to specific tasks and outcomes?

How necessary are these?

Timelines are necessary for the planning and implementation of the joint activities.

Both schools recognise that a measure of flexibility is also needed due to other school activities and varying school calendars

14 Financial issues

If money is involved, what are the terms, conditions, accounting standards, accountability, etc?

All funding received goes into school account. 2 signatories are needed to release funding.

All receipts are kept

Any money sent to the partner school

How will you record spending for the project and report on this?

All bank account records will be kept, all receipts for any item purchased with the money will be kept, an

account book will be maintained to record money spent

15 Fund-raising

If fund-raising happens, are there procedures to ensure the equal participation of all partners in planning, undertaking fund-raising activities and in agreeing on the use of funds raised?

Students and teachers in both countries will collaborate to decide on the best use of funds

Are financial and other contributions valued equally? Yes

16 Conflict resolution

What mechanisms will be used to resolve conflicts?

Communication and dialogue through email and phone

What role might third parties play (if any)?

Mutual acquaintances can intervene on a face to face meeting to discuss issues if necessary

(Based on WWF-UK Organisation Development Unit toolkit)