



Fundisa for Change Partnership Protocol

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A partnership programme for
environmental learning and teacher education



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Fundisa for Change is a partnership-based programme founded on principles of collaboration, transformative learning and evaluative review of practice in order to build a national system of engagement to broaden and deepen capacity for environment and sustainability education in South African schools. It is being seen by the Department of Basic Education as an exemplary national professional learning community with capacity to support and influence teacher professional development that is aligned with and supportive of the Subject Contents in the Curriculum and Assessment Policy for South Africa.

This Protocol Agreement aims to consolidate and formalise membership and participation in this national professional learning community.

The programme started in 2011 out of two key recommendations in the Environmental Sector Skills Plan for South Africa (Department of Environmental Affairs, 2010) and the Biodiversity Human Capital Development Strategy for South Africa (South African National Biodiversity Initiative and The Lewis Foundation, 2010). Both these strategies identified the need for strengthening teachers' knowledge of new environmental content in the national school curriculum. Both recommended the establishment of and support for a national teacher education network and systems of engagement. Subsequently, DEA and SANBI with initial support from the Lewis Foundation (through the GreenMatter programme), requested Rhodes University's Environmental Learning Research Centre / Murray and Roberts Chair of Environment and Sustainability Education to lead a small consortium of partners to review past practices, and from this to develop the conceptual framework and start-up materials, with a view to eventually expanding the network of partners (from 2012). Following the pilot phase a national implementation strategy was developed and the Fundisa for Change national teacher education network and professional learning community was established with ongoing support from GreenMatter, DEA, Murray and Roberts and other funding partners. The Fundisa for Change programme involves national teacher education institutions and major national environmental partners who are working together to strengthen transformative environmental learning through teacher education in South Africa.

Fundisa partners are:

- **Support partners**, such as funders, who do not undertake accredited professional development themselves (including national and provincial government departments, business and industry)
- **Implementation partners**, who undertake teacher professional development themselves (including higher education institutions, and environmental NGOs).

To guide the collaboration with implementation partners in line with contractual agreements that have been signed on behalf of the Fundisa for Change network, it is necessary to draw up a partnership protocol. All implementation partners who wish to affiliate with the Fundisa for Change programme will be asked to sign a partnership agreement with the national coordinator. Currently this is Rhodes University; in future another university may play the coordinating role, and provincial node coordinators may also come into play.

This Partnership Protocol Agreement commits implementation partners to uphold the principles of collaboration and sharing, transformative learning, quality teacher professional development and striving for best practice. Working within a networked structure, as set up by Fundisa for Change, allows for greater synergy and potentially the national impact required by both national educational policy, and the national human capital development strategies for the environmental sector that led to the establishment of the programme.

Alignment in purpose and scope

Implementation partners subscribe to the broad purpose of Fundisa for Change, which is to strengthen environment and sustainability education in South African schools through:

- course-based, resource-based and continuous teacher professional development in environment and sustainability education;
- advocacy when necessary to ensure transformative learning content and concepts in the national school curriculum and prescribed text books.

While partners may have varying focus areas and interests, only activities that fall within the scope of Fundisa for Change will be regarded as part of the collaboration. This scope involves: courses and continuous professional development of teacher educators, teachers and departmental officials; associated resources and training materials production; teacher training policy, curriculum and textbook related advocacy; and associated networking, professional exchange, administration, communications, coordination, evaluation, reporting, research and publications.

1. Participating in a system of nationally accredited partners

Implementation partners must be *institutions* or *organisations* that are nationally accredited to offer teacher development activities, by the Department of Basic Education (DBE), the Education Training and Development Practices SETA, the Council of Higher Education (CHE) or a similar body. Individuals and non-accredited organisations who are able to offer teacher development and want to participate in Fundisa for Change implementation activities should seek formal affiliation with a nationally accredited institution or organisation, to be formally confirmed in writing. Within the framework of offering accredited teacher professional development, partners who are offering teacher education programmes within the Fundisa for Change programme should assure that staff are appropriately qualified as per the DBE requirements for qualified staff to offer teacher professional training. The principle applied is one of expanding the *national system* that offers accredited environment and sustainability education and training on a sustainable basis to significant numbers of teachers and officials, in an effort to go to the required scale not previously possible through piecemeal activities.

2. Quality assurance, linked to training of trainers

In addition to being an accredited training provider, the staff of implementing partners (who want to run courses or continuous professional development activities) should attend at least one Fundisa for Change **Training of Trainers course**, offered or underwritten by the national coordinator. The principle applied is one of coherence with the Fundisa for Change conceptual framework that supports transformative learning. Joining the Fundisa for Change network does not imply that implementation partners should follow a set of standardised training methods and techniques. However, partners are expected to draw on and work with the underlying conceptual framework of Fundisa for Change as embodied in the core Fundisa for Change materials. This framework can be extended via research conducted by the partner organisation and in discussion with the Fundisa for Change network. The principle here is to obtain strength of impact via collective effort.

Fundisa for Change has endorsement from the South African Council of Educators (SACE) for a number of short and long Continuing Professional Teacher Development (CPTD) courses with specified time frames, range of course materials and activities, and selection of assessment tasks. Higher Education Institutions (HEIs) in partnership with other Fundisa for Change implementing partners may choose to run one of these endorsed courses. Implementing partners running SACE endorsed courses should be prepared to accommodate a site visit from SACE representatives for quality assurance purposes.

3. Quality assurance, linked to monitoring, evaluation & learning

To further support transformative learning, quality assurance and sharing, implementation partners should be open to review by and engagement with peers, by participating in and contributing to professional exchanges. Examples of these are: Fundisa for Change conferences, seminars and exchange visits, for sharing and reflection on 'better practice'.

Implementation partners should be willing to contribute to ongoing monitoring and evaluation (M&E), and if they run accredited training programmes, they should enter standardised evaluation data on their training activities into the Fundisa for Change M&E system (preferably on-line) in order to facilitate national reporting on the impact and contribution of the Fundisa for Change network and its programmes.

4. Copyright of materials

All materials produced with support of Fundisa for Change should carry the Fundisa for Change logo and should adhere to the project's intellectual property/copyright policy (attached to this protocol as Appendix 1). Partners are encouraged to contribute to the pool of Fundisa for Change materials, producing new materials (perhaps in inter-institutional collaborations) and/or adapt existing materials. All materials produced and used in this way are regarded as 'common property' to be duplicated and used for not-for-profit educational purposes only, unless otherwise agreed with the co-ordinating structure.

5. Funding and fund raising

A partnership agreement does not guarantee funding or even fundraising support from the lead partner and no such expectation should exist. Partners may use the Fundisa for Change banner to undertake fund raising themselves for activities that fall in the programme scope. To this end a set of fundraising principles and policies has been developed for partners' use (attached to this protocol as Appendix 2). Fundraising should be benchmarked within the wider system of Fundisa for Change fundraising to ensure consistent formats. All proposals referring to Fundisa for Change should be reviewed and endorsed by the Fundisa for Change Coordinator before they are submitted. The principle is to encourage coordination and to avoid rivalrous fundraising, e.g. more than one partner approaching the same funder to fund Fundisa for Change work, as this is likely to be detrimental to the programme as a whole.

6. Identity, branding and logos

Partner activities (such as courses) need not be branded as Fundisa for Change, but partners must acknowledge the origins of the materials and the conceptual framework of the programme with appropriate branding and references. (See also the Intellectual Property Clause to this Agreement in Appendix 1.) All partners who sign this Partnership Agreement with Intellectual Property Clause, agree to be part of the Fundisa for Change network, and will be included in the 'collective partners' branding framework of the Fundisa for Change Programme, i.e. their logos will be displayed alongside those of the other partners in the network, unless the partner requests otherwise.

Appendix 1: Intellectual Property Clause to the Partnership Protocol

“Intellectual Property” means all intellectual property, whether or not registerable, including but not limited to copyright, proprietary material, design, know-how, research findings, methods, techniques, processes, adaptations, ideas and resource materials relating to the Fundisa for Change project.

The ownership of any Intellectual Property owned by any party or provided by any third party *prior to* the commencement of this Agreement (“Background Intellectual Property”) shall be and remain vested with that party. Upon termination of this Agreement and upon written request, the party in receipt of the requesting party’s intellectual property and information pursuant to this Agreement shall return such information and property to the requesting party.

All Intellectual Property *arising from* the engagement with Fundisa for Change (“Foreground Intellectual Property”) is hereby termed Fundisa for Change Intellectual Property, and is co-owned by Rhodes University and the Lewis Foundation, unless the collaborating partner brings additional funding sources to support the development of new IP (for example resource materials). In the latter case a new Intellectual Property Agreement may be negotiated with the new funder and partner. Fundisa for Change Intellectual Property shall be made freely available for not-for-profit use to all partners signing this Agreement; that is, copyright permission (but not co-ownership) is granted through this Agreement. Any use of the Fundisa for Change Intellectual Property must include an acknowledgment of the Fundisa for Change project and funding source.

Appendix 2: Fundisa for Change Funding Approach

Institutional Context

The Fundisa for Change programme is currently led by Rhodes University working in partnership with a growing consortium of partners. The programme co-ordination hub sits within the Rhodes University Environmental Learning Research Centre, which is in turn supported through the university's operational structures (finance etc.). There is only one co-ordinator, so it is imperative to keep the administrative load to a minimum and focused on driving the programme delivery.

The long-term sustainability of the programme is expected to come through the alignment to national skills development structures. However, during its establishment phase, there is a need for external donor investment, in addition to the in-kind contributions of the consortium partners. At this time, there are no dedicated fundraising or grant accounting staff working on the programme. Rhodes University is not set up to act as a funding conduit or grants administrator for funds to be utilised by partners. In lieu, these funding guidelines have been developed in consultation with GreenMatter, a seed funder of the programme.

Principles

The key principles of the Funding Approach are:

1. To seek the greatest degree of **flexibility** in funding, i.e. there is a preference for support to the overall programme, as opposed to targeting specific activities.
2. To develop **multi-annual** partnerships where possible, in preference to annual grants.
3. To adopt a **co-ordinated** approach that takes into account existing funding relationships, thereby avoiding unnecessary competition between partners.
4. To focus on identifying and shaping **new or additional funding sources**, i.e. all reasonable steps will be taken to avoid redirecting funds from effective existing projects.
5. To access funding via the most **appropriate channel**, i.e. funding targeted to specific activities (such as teacher training courses), should ideally be applied for directly by the partner implementing that activity.

Shared ownership

An important underlying principle, in addition to those defining the Funding Approach, is **shared ownership**. Delivery of the programme is dependent on collaborative working. The leadership by consortium partners in proposal development, and administering the resulting grants, is considered essential for those elements of the programme that they are delivering directly. Rhodes University can support in ensuring alignment with the overall programme objectives and the funding approach. Information sharing and joint working in this way will be necessary, even though there will be time and cost implications. Where a number of partners are considering applying for the same opportunity, a **consolidated application** may be preferable (from the donor as well as the programme perspective). Identifying such opportunities will require information sharing by partners with one another, as well as through the co-ordinating structures at Rhodes University.

Policies

To maintain consistency and a 'joined-up' approach to the programme resourcing, the following policies are recommended as applying to all fundraising by all partners:

1. Fundraising activity must be carried out in a manner that:
 - a. complies with all applicable laws and regulations; and
 - b. accurately reflects the programme's activities and resource requirements.
2. All resources received must be reflected in the recipient organisation's annual reports.
3. Resources accepted with specific restrictions (e.g. allocated to certain activities, timeframes or beneficiary groups) must be utilised in line with those conditions, unless approval to change the allocation has been secured *in advance* from the donor.
4. The donor's involvement must be appropriately acknowledged within programme literature and/or other forms of publicity pertaining to activities that they have supported. Partners should therefore inform Rhodes University of the resources secured and any visibility requirements under the terms of their contract(s).
5. The grant recipient will never withhold or revise any programme information at the request of a donor or in any way prejudice their independence. A funding relationship should never be represented or construed as endorsement for the donor organisation, their products or activities.
6. Rights to all intellectual property generated by the programme are retained by the consortium partners and all materials are made freely available for not-for-profit use. No restrictions on this should be accepted in any funding agreement. (see also Intellectual Property Clause in Appendix 1.)
7. In seeking funding for Fundisa for Change activities, the partner organisations shall at all times represent themselves and not represent Rhodes University in any way without prior permission.