



Introduction & General Guidelines

International School-to-School Relationships

February 2006



Contents

Preface	2
Introduction	3
Why we have Sister Cities	3
Christchurch's Sister Cities	4
Objectives of the Sister Cities Programme	4
Some of the Projects of the Christchurch Sister Cities Programme	5
The International Christchurch Youth Group (ICY)	5
International School-to-School Relationship	6
Definition	6
Aim of Sister Schools	6
Some of the Benefits to Teachers	6
Some of the Benefits to Students	6
Some of the Benefits to Community	7
Considerations	7
Schools Wishing to Arrange Sister School Relationships	8
Students Travelling Exchanges Arising from Sister School Agreements	9
Prior to the Exchange	9
Christchurch Students Travelling Overseas	10
Overseas Students Visiting Christchurch	10
Further Considerations	10
Accommodation	12
The Programme	12
Family Responsibilities	12
Making Your Student Part of the Family	12
Role of Civic and International Relations Team, Christchurch City Council...	14
Schools with Established Sister School Relationships	14
Schools Wishing to Establish New Sister School Relationships	14
Local Resources Available	15
Education Christchurch & Canterbury	15
Sister Cities New Zealand Inc.	15
GlobalNet	15
eTime	16
Other Resources Available	17
International Christchurch Youth (ICY)	18
School's Undertaking	19
Sample Agreement	20
Existing International School-to-School Relations as at December 2005	21
Feedback / Suggestions	24

Preface

Building a lasting relationship with an international community might well be one of the most rewarding activities for your community. As our world becomes increasingly interconnected, it is crucial for us, as global citizens, to communicate and interact with people from many different cultural backgrounds. Despite many apparent differences between peoples and civilisations, we also share an equally high number of similarities. The realisation of this surely lies at the heart of the Sister Cities movement.

However, the process of searching for and finding a partner who shares your interests and goals is an intricate and lengthy one. Therefore, your search must be well organised and undertaken with great planning and commitment. It is up to you to take a proactive role in this process.

The opportunities are numerous, and many schools in our region have already taken advantage of these. Many schools – primary, intermediate and secondary – currently share numerous cultural, educational and sporting ties with their international partners, and the benefits of these contacts are seemingly limitless.

The primary objective behind this guide is to help schools to develop new – or enhance existing – international relationships, and to maximise the educational, cultural and sporting opportunities for our young people. Through facilitation of international relations, young people can learn firsthand the differences and similarities in culture, education, personal values, personal interests and lifestyle. It is envisaged that as the young people become more immersed in the sharing of culture, they will contribute actively to a more peaceful future through a range of initiatives.

It must be noted that this document is intended to be a guide only. Therefore, it does not provide exhaustive details of the intricacies involved in setting up international school-to-school relationships. Parties to potential sister school arrangements therefore would need to arrange for themselves the goals and activities which meet the needs of both schools.

Wook Jin LEE
Summer Intern
Civic and International Relations Team
Christchurch City Council
February 2006

Introduction

The following transcript by Sister Cities International (www.sister-cities.org) best describes the Sister City Movement.

“The Sister Cities programme offers an unequalled opportunity for people of all ages to experience and explore other cultures through long term partnerships established at the local level.

Experience has taught that when a community establishes a relationship with a community in another country an unlimited talent is unleashed. Issues of local, national and international scope are addressed. The programme is committed to a process whereby values are examined, difference acknowledged, and experiences shared, all in an atmosphere of mutual respect and trust. ... Dialogue can be opened and solutions sought. Sister Cities International believes the very first step to a future which ensures global cooperation is the irreplaceable vital process of people meeting other people. Through Sister City partnerships, we can learn together, work together, live together and dream together. Through Sister Cities, the people of the world can reach out to grasp new challenges and solve some of life’s problems together.”

Why we have Sister Cities

The idea of pairing up cities in different countries began as a way of promoting greater understanding between nations after the Second World War. The hope was that Sister City relationships would help people from different countries understand each other better. As then-US President Dwight Eisenhower said when the programme began in 1956:

“The purpose of the Sister Cities Programme is to increase international understanding and foster world peace by furthering international communication and exchange at the person-to-person level through city-to-city affiliations.

Sister-cities programmes foster communications across borders and include thousands of co-operative programmes of mutual exchange of ideas, people and materials in a wide variety of cultural, educational, youth, sports, municipal, professional and technical projects.

The Sister Cities concept is unique in international programmes: First it is two-way – the give and take is shared by both sides; Second, it provides for planned and continuous contact between the cities involved and their citizens; Third, it brings together both municipal and volunteer resources at the local level; Fourth, it offers a mechanism at the community level for anyone or any organisation to become involved in international relations.”

As such, the Sister Cities programme has been very successful. City-to-city contact happens at a more 'human' level than at the politically-charged level of country-to-country communication.

Sister Cities exchange education and cultural groups, sports teams and develop trade and tourism with each other. Importantly they help ordinary people from different countries meet and learn from each other, and provide the key to the door for many new development opportunities.

The world has changed a lot since Sister City relationships began 50 years ago and nature of the relationships has also changed. While the commitment to international peace and understanding is as strong as ever, Sister Cities are now also benefiting economically from the friendly relationships they have developed.

Christchurch's Sister Cities

Christchurch has formal sister city links with five cities and a province in China:

- Adelaide, Australia
- Christchurch, England
- Gansu Province, China
- Kurashiki, Japan
- Seattle, United States of America
- Songpa-Gu, South Korea

These relationships reflect both New Zealand's traditional ties to England and Australia, and the growing importance of the Pacific Rim region to the future of Christchurch and New Zealand. For more information, please visit www.christchurch.org/sistercities.

Objectives of the Sister Cities Programme

- To promote relationships between the people of Christchurch and the people of her Sister Cities
- To continue to increase international understanding and opportunities for wider reaching relationships through the promotion of our Sister Cities in Christchurch.
- To involve a range of community groups including (but not limited to) organisations and other focussed interest groups and, where appropriate, local business under the auspices of key business facilitators.
- To promote Christchurch as a city welcoming tourism and visitation, and international economic development.

Each of Christchurch's Sister City relationships is co-ordinated by a committee.

These committees are made up of dedicated volunteers who give their talents - school teachers, university people, media and sports people, City Councillors, people involved with business, tourism and the arts, youth representatives and representatives of the local ethnic communities.

The Christchurch City Council also has three International Relations Co-ordinators, who advise and support the committees.

Some of the Projects of the Christchurch Sister Cities Programme

- Education exchanges, including student exchanges
- Tourism and friendship visits between the Sister Cities
- Assisting the exchange of trade, research and technology between our Sister Cities
- Assisting with trade delegation visits to and from our Sister Cities and with business links
- Artistic and cultural exchanges, including cultural group exchanges
- Facilitating linkages with like organisations in our sister cities
- Local cultural celebrations
- The Sister Cities Gardens at Halswell Quarry Park

The International Christchurch Youth Group (ICY)

The International Christchurch Youth (ICY) group is a non-profit, non-governmental organisation dedicated to promoting and upholding the ideals of the Sister Cities movement amongst the youth of Christchurch. The group came together following the youth segment of the 2004 Sister Cities New Zealand conference in Christchurch, and has been involved in a number of projects that sought to meet the following objectives:

- Promoting an awareness and understanding of the world's cultures, especially those of our Sister Cities;
- Creating youth involvement in international relations;
- Enhancing young people's self-development, in particular communication, organisational and leadership skills; and
- Promoting international friendships.

Some of ICY's events have included:

- International Days at Merrin and Halswell Schools in Christchurch;
- Christchurch Sister Cities Young Artists Competition 2005 and 2006; and
- The '*Joining Hands Around the World*' project.

ICY also took part in various other activities and events, such as:

- Culture Galore;
- Sister Cities New Zealand Annual Conventions;
- Providing networking opportunities for young people of Christchurch, such as the Ship for World Youth; and
- Helping to select students from Seattle, USA, for the Seattle Scholarship Programme.

ICY offers its members various opportunities to become involved in the field of international relations, where youth participation can often be limited.

ICY invites membership from other young people who have been involved in student exchanges and/or have a keen interest in international relations.

International School-to-School Relationship

Definition

A Sister School relationship is the development of a positive association between two schools and their school communities.

The opportunity to participate in a Sister School relationship is open to any school with a desire to learn more about the language and culture of countries other than their own.

Aim of Sister Schools

- To strengthen the relationship between Christchurch and overseas cities;
- To broaden the knowledge and understanding of students by enabling them to gain an understanding, appreciation and respect for other cultures;
- To facilitate lifestyle learning;
- To share each other's art and music;
- To support the teaching and learning of a language other than English in the Christchurch school and English in the overseas school;
- To develop ties of friendship through regular communication;
- To develop opportunities for teachers to exchange course material, information on methods and practices and on educational matters in general;
- To provide opportunities for contact and interaction with the wider school community;
- To promote Christchurch education overseas;
- To allow students to take part in international sporting exchanges; and
- To facilitate visits of students and teachers to the sister school.

Some of the Benefits to Teachers

- Knowledge and experience of a different education system first hand;
- Professional development by exchanging ideas and knowledge;
- Broader educational horizons by adding a global perspective; and
- Improved proficiency in languages other than English through added involvement in the language and culture.

Some of the Benefits to Students

- Learning and experience of other cultures, communities and countries – the values, social systems and customs;
- New friendships
- Travel opportunities in a safe environment;
- Access to new ideas and experiences by working closely with teachers and students from a different culture and educational system;
- Access to native speakers of languages other than English;
- Broadened understanding, acceptance and tolerance of other cultures;

- Sharing thoughts on issues and projects, and expanding their horizons;
- Home hosting and home stay opportunities bring close family connections; and
- Development and growth of international understanding and friendships through interaction of young people.

Some of the Benefits to Community

- Members of the community get to participate actively in their chosen field of culture or art with a sister city;
- Exchanges of artists and musicians on study programmes, which offer opportunity to develop scope and learn technical skills;
- Christchurch people get to participate in cultural activities of other nations;
- Culture and art are widely viewed at arranged exhibitions and people connect art and culture to respective nations;
- Gifts of artistic and cultural nature are presented to the city for the benefit of the residents;
- Citizens are aware of tourism opportunities;
- Personal connections are made and fostered;
- Economic development grows through visitation numbers; and
- Greater international understanding and appreciation of cultural differences and similarities.

Considerations

It must be noted that the success of any sister school relationship is dependent upon the commitment by the Principal and the teacher coordinating the relationship. If a new staff member takes on the responsibility of coordinating the international relationship, he/she has to be well briefed, so that the relationship is maintained smoothly.

Schools Wishing to Arrange Sister School Relationships

Interested schools who require assistance with arranging a sister school relationship with an existing sister city can e-mail the Civic and International Relations team of Christchurch City Council at *SisterCities@ccc.govt.nz*. Schools would need to provide details about themselves and specify what sort of relationship they are looking for – for example, the length and type of the relationship.

Such request needs to have the endorsement of the Principal and the Board Chairman. A *School's Undertaking* form is attached to this document outlining the expectations the Civic and International Relations team has of a school seeking a sister school link. The Civic and International Relations team will share the information with our counterpart in the sister city. Sometimes this involves in-depth research, and therefore it could take some time.

If a school wishes to link with schools which are not based in one of Christchurch's six sister cities, then the Civic and International Relations team can provide the contact details of the local consulates, who then can be approached for help.

Once a link has been suggested the Principal of the school will need to write a letter of introduction. The school should include a package of information, such as the school's brochure, magazine, photographs, etc. Once the initial sharing of information has been completed, it may be worth investigating the use of video conferencing facilities at the South Learning Centre. Through this technology, school representatives from both ends will be able to communicate face-to-face with their counterparts overseas, at little or no cost..

After this initial contact process, the two schools may choose to negotiate a mutually agreeable contract. A sample agreement is attached. A list of Christchurch secondary schools with existing sister school relationships is provided at the end of this document. Schools are encouraged to seek advice from one of these schools to assist.

Schools should provide the Civic and International Relations team with a copy of the agreement so that the school can be recorded on the Sister School Database. This database will be used to assist other schools wishing to establish a sister school relationship in that country and to provide information on activities, visits or promotions which may be of interest to schools.

Student Travelling Exchanges Arising from Sister School Agreements

Student exchanges should operate under conditions that have been mutually agreed upon by both schools. Schools should carefully consider the age of students and the period of time they would be away from home. Schools also should check with Immigration New Zealand (www.immigration.govt.nz) and the Ministry of Education (www.minedu.govt.nz) for the legal processes involved in student travelling exchanges.

Participating schools should ensure that reciprocity of student exchanges is maintained and that programmes operate on a non-profit basis.

Prior to the Exchange

Exchanges require careful planning and will take up to twelve months to arrange.

Schools need have a written formal agreement on the cost implications of the exchange. It is important for all parties to be familiar with who is meeting what costs.

The legal obligation of a school's duty of care applies to both incoming and outgoing students. There is a high standard of care required to fulfil that duty. The obligation is to positively take reasonable measures to protect against reasonably foreseeable risks.

Schools must ensure that there is an appropriate screening process for the selection of host families for both incoming and outgoing students. It is extremely important that every possible care is taken to ensure the safety of students.

It is important that a rapport is established between students in both schools through regular communication before the exchange takes place. This could occur across the curriculum, for example in geography, students may exchange maps and local geographical information; and music, tapes and posters could be exchanged. Schools may be interested in utilising some of the local resources available, such as the video conferencing facilities available at the Learning Centre of the South Library. It should be noted however that often video systems are not compatible between different countries and conversion costs can be high.

Schools may also consider communicating through the Internet which provides instantaneous mode of communication for students. The South Learning Centre is again a useful local resource that schools can utilise.

The schools may consider the regular exchange – perhaps once a term – of information on a particular topic. This could be a permanent display in the school and also include copies of the sister school agreements written in both English and the language of the sister school.

It is absolutely essential that schools agree on the exact parameters of the exchange. For example, the school taking part in an international exchange must ensure that both

parties have a clear understanding of the financial implications of the exchange scheme, and the itinerary of the visit.

Christchurch Students Travelling Overseas

For students not travelling on New Zealand passports, additional visas may be required. Plenty of time should be allowed for the organisation of visas, as this can be a time-consuming process. Schools should contact their travel agents to arrange these well in advance. Cheaper rates may be available on group bookings.

Health requirements vary from country to country. The travel agent can advise you of the requirements for each country. It is highly recommended that you also check with the Ministry of Health (www.moh.govt.nz) and the Ministry of Foreign Affairs and Trade (www.mfat.govt.nz), and that students receive all the recommended immunisations.

In principle approval may have already been given by the School Board for the exchange of students under a sister school agreement. Specific details of the proposed exchange programme must be presented to the Board for its approval.

Travel insurance should be compulsory for all students participating in exchanges under sister school agreements.

If students are to be unaccompanied when travelling overseas, schools should clearly inform parents in writing at the time of obtaining parental approval for the activity being undertaken.

Overseas Students Visiting Christchurch

Students may attend a Christchurch school on a visitor's visa if they are participating in a short-term cultural exchange.

It is likely that the host school will be responsible for arranging a programme and home stay accommodation. Organisers may consider providing host families with a briefing session or selecting families who have had experience with overseas students or who speak the visiting student's language.

Schools undertaking student exchanges as part of their sister school relationship should ensure that participating home stay families undertake a mandatory criminal record check prior to hosting visiting international students.

Further Considerations

- City information packs are available from the Civic and International Relations team of Christchurch City Council, for host families and students (SisterCities@ccc.govt.nz);
- Students may find it helpful to spend some time communicating with their hosts prior to departure. This helps to develop a bond between the students;
- Official gifts are usually presented to the visiting/hosting school;

- Students may need to be aware of the gift-giving culture of the country being visited;
- Consideration could be given to approaching the City Council or the Local Community Board to host an official welcoming ceremony for the visiting sister school;
- Consider publicity of the sister school arrangements in both the school newsletter and the local paper;
- Students will need to prepare for a climate which is often different from that which they are familiar with;
- Be aware of the sister school's holidays and when you can and cannot communicate;
- Be aware of variances in travel costs;
- Consider approaching local businesses for support. For example, the photographic store may provide discount photographic materials.
- It is important that parents, students and teachers involved are carefully briefed;
- It is important to evaluate the exchange. If hosting, the school could survey students and families involved. If the school has undertaken a visit to the sister school, students could be required to write a report on their experiences.

It should also be noted that some additional points need to be considered for the exchanges to come into fruition:

- Visas
- Travel insurance
- Medical insurance
- Cost

The following grants schemes, which may assist in coordinating exchange of pupils between sister schools, have been identified:

- *Asia New Zealand Foundation School Study Exchange Programme (SSEP)* provides grants to New Zealand schools organising study visits to Asia (www.asianz.org.nz/education/).
- *Asia New Zealand Foundation New Zealand Japan Young People's Exchange Programme (NZJYPEP)* provides individual grants to able young students of Japanese who are unable to meet the total costs of a study visit to Japan (www.asianz.org.nz/education/).

Schools are encouraged to investigate for themselves similar grants and opportunities.

Accommodation

It is for those organising the visit to arrange the accommodation for the visiting students. For example, home hosting of visiting international students has been popular for both the students and the host families. Sister Cities New Zealand (www.sistercities.org.nz) has prepared a guide to help home hosting families make welcome exchange students from overseas, and the following is some of the recommendations made by Sister Cities New Zealand.

The Programme

Overseas students choose the home hosting programme because both the students and their parents have become aware of the enormous benefits of experiencing New Zealand culture first hand. The parents of the students particularly appreciate the more protected environment of the home host programmes as this is usually the student's first time away from home.

During their time with you students will come to appreciate our free and easy way of life which we so often take for granted. By participating in these programmes you will see New Zealand through the eyes of your student. You will be surprised at the different aspects you will learn and the enjoyment of the two-way flow of cultural awareness. By living with you, the student will gain an appreciation of the various cultures of New Zealand and your family will gain a first hand experience of another culture. Home host hospitality is enjoyed by all participants and results in many lasting personal friendships.

Family Responsibilities

Your role as a home host family is voluntary and hospitality is provided free. Families are not normally paid to host students or escorts on an exchange.

The home host family is responsible for the safety and wellbeing of the home stay member while in New Zealand. Accommodation, meals and transport where required are provided by the home host families. The value of home hosting a visiting student is the acceptance by the student and home hosts that they will be treated as one of the family.

Making Your Student Part of the Family

The visiting student is keen to know what is expected of him or her and an important part of your hospitality is to make this clear from the beginning so that unnecessary misunderstandings do not take place.

When the home stay student arrives into your home and has settled into their room, show the student around the house. This will help to make them feel more at home and familiar with their new surroundings.

A family gathering and getting to know each other may be an appropriate time to talk about the family routine and lifestyle. Talk to the student about the name you would like them to call you by. If you are a working parent or parents explain the household rules, expectation and responsibilities of your family, for example, meal times, visiting/hosting friends, chores, telephone messages, etc.

For shorter stays there is limited opportunity to give the student an understanding of the normal routine of a New Zealand family. Visiting the local libraries and recreational facilities provided by your local council is an educational and inexpensive way to help the student experience our way of life. If your family is involved in sports or hobbies encourage your student to also participate in these activities to broaden their cultural experiences.

Students are expected to help in the house as part of the family. It is a good idea to discuss household duties such as keeping their room tidy, washing and drying dishes and daily chores shared by the family members. Be sure to include the student in these everyday duties so they feel part of the family and involved in giving and learning new things. Your home is not a hotel – it is a way for the student to share a little typical New Zealand home life.

As an ambassador of their country, school and family the student is expected to behave in a manner which upholds the dignity of the exchange. The standards you set your children in the areas of behaviour, expectations and responsibilities should also be reflected in the student.

Your home stay student will have their own spending money for personal use and day to day living. Some funds will be used to purchase gifts for family and friends at home. You are not expected to provide pocket money for the student unless you wish to do so. An offer to pay for a student during an outing is at your discretion but if you are suggesting an expensive outing be aware that the student will have limited funds. It is desirable to make clear to the student when they will be required to pay for themselves and when you will pay for them. School expenses including school trips may be covered by the school as host.

Language is an important part of the student's education and home stay. The development of English speaking conversational skills will help the student at home and at school. Expect that you will encounter some language communication problems. These can be lessened by the use of a good bilingual dictionary and a notepad (students are better able to grasp the meaning of the written word, than rapidly spoken New Zealand-accented English). Speak clearly and avoid the use of colloquialisms as much as possible and you will find communication with your student easier.

Both you and your children will benefit from your experience at home hosting. Many families enjoy it so much that they are regular participants. Should the scheme be continuous or reciprocal then the opportunity for renewing friendship/contact at the student level may arise again in the future.

For more details, please contact Sister Cities New Zealand via its website (shown above).

Role of Civic and International Relations Team, Christchurch City Council

When a sister school relationship is established, it would be useful to have this information on the central database at the Civic and International Relations team of Christchurch City Council. This information could be used in assisting other schools wishing to establish relationships in similar locations.

As the central point, the Civic and International Relations team would be the conduit for information, activities and visits, which may be of interest to those schools involved.

Schools with Established Sister School Relationships

Schools with established relationships should advise the Civic and International Relations team to be included in the Sister School database. It is important to note that Christchurch City Council is not seen as intervening with programmes which are already in place. The database would enable networking of schools with interests in the same countries for sharing of ideas and resources. These schools would also be able to assist and advise new schools wishing to establish a sister school relationship.

Schools with established links should continue to liaise and operate as agreed under their individual agreements.

Schools Wishing to Establish New Sister School Relationships

Schools may express their interest in establishing new international sister school relationships to the Civic and International Relations team. The Civic and International Relations team will then liaise with the relevant Consulate or appropriate body depending on the country, to establish programmes for schools and assist in the process. Initial contact between the two schools which have been linked should be made through school Principals.

The Civic and International Relations team will not be responsible for the day to day administration of the programme. The team will provide information and advice, such as details of other schools which have relationships in the same area/country, and liaise with the Consulates on behalf of schools.

The Civic and International Relations team will compile a list of schools with existing relationships in the same location to assist new schools in establishing their programmes.

Schools will draft their own agreements with the sister school. A sample agreement is attached to assist schools. This sample is only a guide and should not restrict schools from negotiating other programmes and activities.

Any enquiries should be directed to *SisterCities@ccc.govt.nz*.

Local Resources Available

Education Christchurch & Canterbury

Education Christchurch & Canterbury is a Charitable Trust established to support the International Education industry. The Trust represents approximately 100 members including, primary, intermediate and secondary schools, tertiary institutions, private language schools and pastoral care providers.

The Trust is responsible for promoting the 'Canterbury education experience' to international students and supporting the education industry to establish and maintain quality standards of courses and support services offered in the region.

The Trust has been built on the foundation that mutual cooperation benefits the member organisations and the international student experience resulting in positive outcomes for both, coupled with substantial flow-on benefits for the wider community.

For more information, please refer to www.educationchristchurch.com.

Sister Cities New Zealand Inc.

Sister Cities New Zealand Inc. says about itself: "*Sister Cities New Zealand brings together kindred organisations, voluntary, local-body and governmental groups, cultural, sport, educational and trade groups involved in people-to-people contact between countries and cultures. ... Sister-Cities New Zealand aims to increase global co-operation at a local level, promote cultural understanding, stimulate economic development and foster a citizens' network of organisations and individuals devoted to creating and strengthening partnerships between New Zealand and international communities.*"

Please check out the Sister Cities New Zealand website (www.sistercities.org.nz) for details of how you can become involved in the Sister Cities movement.

GlobalNet

The Learning Centre (learningcentre.christchurch.org.nz) is part of the South Library, Learning Centre and Service Centre on the corner of Colombo Street and Hunter Terrace. GlobalNet is the outreach programme of the South Learning Centre. It aims to connect young people aged ten to fourteen across local, national and international communities. GlobalNet enables young people to share ideas and develop solutions to social, economic and environmental issues and operates an e-buddies programme to facilitate this. GlobalNet programmes are available at the South Learning Centre for school classes.

The South Learning Centre has Video Conferencing and Computer facilities, which can be utilised to facilitate Sister City activities. For ideas and information, please contact the South Learning Centre. Some of the ideas are:

- *eBuddies Programme*: connecting Christchurch school students with Sister City schools through video conferencing and web boards.
- *The Workshop Club*: producing a multimedia presentation showing the aims, values and benefits of our Sister Cities.
- *GlobalNet*: students from different schools will work collaboratively to develop a way to show our Sister Cities about the daily life of a child/student living in Christchurch.

eTime

eTime, the new high-tech education centre located at 17 Armagh Street, Christchurch, has been established to inspire and educate students. eTime has an architecturally designed learning environment, which features the latest technologies and state of the art furniture, providing comfort while learning. Check out www.etime.co.nz.

Other Resources Available

Below are some of the resources available either regionally or nationally that could aid an individual or school to take part in an international exchange. It is not an exhaustive list, and the interested individual or school would need to undertake their own further research.

Most of these contacts can be found on the Funding Information Service website (www.fis.org.nz). The Funding Information Service is a not-for-profit organisation collecting and distributing information about funding by way of three separate searchable computer databases, *FundView*, *BreakOut* and *CorporateCitizens*. For more information, please refer to the Funding Information Service website – or specifically, www.fis.org.nz/databases/FundView.php?search=yes&sessionid=447487783.

- Community Development Grants Online (www.cdgo.govt.nz)
- The Fletcher Trust
- Rural Communities Trust
- Christchurch City Council Community Development Scheme
- Lion Foundation (www.lionfoundation.org.nz)
- New Zealand Community Trust (www.nzct.org.nz)
- The Southern Trust (www.southerntrust.org.nz)
- The Trusts Charitable Foundation Inc.
- Variety – the Children’s Charity (www.variety.org.nz)

Local Rotary Clubs may also be worth contacting (www.rotary.org.nz).

International Christchurch Youth (ICY)

As outlined in the *Introduction* section, ICY offers its members various opportunities to become involved in the field of international relationship, where youth participation can often be rare.

ICY is always looking for keen, like-minded young people aged between 13 and 25 to join the group. If you are interested in joining and/or would like more information on ICY, please write to SisterCities@ccc.govt.nz.

For various Sister Cities events and opportunities, including the activities of ICY, please check out www.christchurch.org.nz/SisterCities.



Members of ICY with then Deputy Mayor Lesley Keast, 2004



The Inaugural Christchurch Sister Cities Young Artists Competition, 2005



ICY International Day at Merrin School, 2004



The 'Joining Hands Around the World' Project, 2005

School's Undertaking

This document lays out the basic considerations that need to be made prior to making an approach to the Civic and International Relations team for a sister school.

(School name)

Is prepared to give a commitment to the ongoing development of the sister school relationship over an initial period of (X) years.

Is prepared to provide sufficient resources to establish and maintain the sister school programme.

Will appoint a coordinator to accept responsibility for the administration of the link, liaise with the Civic and International Relations team and management of the programme.

Will draft a mutual agreement with a chosen sister school, outlining the goals of the programme and activities to be undertaken and will forward a copy of this agreement to the Civic and International Relations team of Christchurch City Council.

Understands that reciprocal student exchanges are a part of the sister school agreement and that all exchange details will be negotiated in advance of commencement of an exchange.

Will review the sister school agreement in (X) years to ensure that the aims of the programmes are met.

Is prepared to share the acquired knowledge, information and skills to assist other schools with the establishment of a sister school relationship as required.

Principal's signature

Chairman of the Board's signature

Date

Date

Please return this to the Civic and International Relations team, Marketing Unit, Christchurch City Council, P O Box 237, Christchurch.

For enquiries, please e-mail SisterCities@ccc.govt.nz, or send your fax to (64-3) 941 8262

Sample Agreement

Memorandum of Understanding between School X and School Y

School X in Christchurch, New Zealand and School Y in (A, B) hereby agree to become sister schools in order to build up friendship and cooperation between our two schools and promote mutual understanding between New Zealand and (country).

Sister School Programme Goals:

- To strengthen relationships, understanding and appreciation between people in (A) and Christchurch
- To deepen the understanding of and respect for each other's cultures
- To develop opportunities for students and teachers to develop skills which enhance New Zealand – (A) relationships
- To support the teaching of (language) in Christchurch and English in (A) and to continue to teach the languages
- To develop ties of friendship through regular communication

...

Sister School Activities:

- The exchange of information about curriculum, school policy and school events
- The exchange of teaching resources, course materials and teaching strategies
- The exchange of student work, letters, photos, student newspapers, etc. to promote mutual understanding
- Both schools will endeavour to maintain student, teacher and administrator exchange programme to provide the opportunity to study, work and live in the sister school community

...

In 20..., School X and School Y will review this agreement to determine future directions of this agreement.

Principal, School X

Principal, School Y

President, School X Board

President, School Y Board

This is only a guide. The agreement should include goals and activities which meet the needs of both schools.

Existing International School-to-School Relationships as at December 2005

In November-December 2005, research was taken into the existing international school-to-school relationships of all the secondary schools in the Christchurch region. It was found that many secondary schools already have established international school-to-school relationships. Below are the details of the relationships as at December 2005:

Christchurch School	International School	Location	Aspects of the Relationship
Avonside Girls' High School	Kunei Girls' High School	Osaka, Japan	Cultural and Educational
	Yokohama Jogakuin	Yokohama, Japan	Cultural and Educational
Aranui High School	Ogum High School	Seoul, Korea	Cultural
	Sendai Ikuei Gakuen High School	Sendai, Japan	Cultural
Christ's College	Konan Boys' School	Kobe, Japan	Cultural and Educational
	Knox College	Sydney, Australia	Sporting
	Southport School	Gold Coast, Australia	Sporting
Christchurch Boys' High School	Ritsumeikan Uji High School	Kyoto, Japan	Cultural, Educational and Sporting
	Sendai Ikuei Gakuen High School	Sendai, Japan	Cultural, Educational and Sporting
Christchurch Girls' High School	Wuhan Girls' Senior High School	Wuhan, China	Cultural and Educational
	Nanyang Girls' High School	Singapore	Cultural and Educational
Darfield High School	Takamiya Junior High School	Hiroshima, Japan	Cultural
	Shandan Bailie High School	Gansu Province, China	Cultural and Educational
Hagley Community College	Colegio Intergrado Jao	Goiania, Brazil	Cultural and Sporting
Hillmorton High School	Shikokuchuomachi	Shikokuchuomachi, Japan	Educational
Hornby High School	Tokiwagi Gakuen	Sendai, Japan	Cultural and Educational
	Lu Qiao Senior Middle School	China	Cultural and Educational

	Rokko Island High School	Japan	Cultural
Linwood College	Hachioji High School	Tokyo, Japan	Educational
	Twynham Comprehensive	Christchurch, England	Cultural and Educational
Marian College	Toho High School	Nagoya, Japan	Cultural and Educational
Middleton Grange	Xiangfan No. 4 High School	Hubei Province, China	Cultural and Educational
	Chen Jinglun High School	Jaingmen City, China	Cultural and Educational
	Kabe Senior High School	Hiroshima, Japan	Cultural and Educational
	Hatsukaichi High School	Hiroshima, Japan	Cultural and Educational
	Asahikawa Fuji Girls' School	Asahikawa, Japan	Cultural and Educational
	Tanggu No. 1 Middle School	Tranjin, China	Cultural and Educational
	Mitaka City School	Mitaka City, Japan	Cultural and Educational
	Seibo Jogakuin	Osaka, Japan	Cultural and Educational
Papanui High School	Tachibana High School	Yokohama, Japan	Educational
	Bunkyo High School	Kyoto, Japan	Educational
	Asahikawa High School	Asahikawa, Japan	Educational
	Nanjing Foreign Language School	Nanjing, China	Educational
Rangi Ruru Girls' School	Collingwood School	Vancouver, Canada	Cultural
	Gordontown School	Gordontown, Scotland	Cultural
	Queenswood School	Hatfield, England	Cultural
	Yokohama Jogakuin	Yokohama, Japan	Cultural
	Colegio Santa Catalina de Siena	Santiago, Chile	Cultural
Riccarton High School	Kyoto Bunkyo Girls' High School	Kyoto, Japan	Cultural and Educational
	Kyoto Ritsumeikan High School	Kyoto, Japan	Cultural and Educational
	Kyoto Tachibana High School	Kyoto, Japan	Cultural and Educational
	Yokohama Sakaimachi	Yokohama, Japan	Cultural and Educational
St Andrew's College	Chikuyo Gakuen	Fukuoka, Japan	Cultural, Educational and Sporting
	Setagaya Gakuen	Tokyo, Japan	Cultural,

			Educational and Sporting
St Margaret's College	Loretto Hall	Melbourne, Australia	Cultural and Educational
	St Margaret's College	Edinburgh, Scotland	Cultural and Educational
	St Margaret's College	Beswick, Australia	Cultural and Educational
	St Margaret's College	Brisbane, Australia	Sporting
	Ravenswood School	Sydney, Australia	Cultural and Educational
	Branksome Hall School	Toronto, Canada	Cultural and Educational
	St Margaret's College	Tokyo, Japan	Cultural and Educational
Shirley Boys' High School	Toho High School	Nagoya, Japan	Cultural, Educational and Sporting
	Kyoto Goidai Nishi High School	Kyoto, Japan	Cultural, Educational and Sporting
	Meguro Senior High School	Tokyo, Japan	Cultural, Educational and Sporting
	Akiminami High School	Hiroshima, Japan	Cultural, Educational and Sporting
	Salesian College	Melbourne, Australia	Cultural, Educational and Sporting
	Nanjing Foreign Language School	Nanjing, China	Cultural, Educational and Sporting
Villa Maria College	Kasumigaota High School	Fukuoka, Japan	Cultural

Successful international school-to-school relationships have not just formed at the secondary school level. Primary and Intermediate schools have also been active internationally:

- Chisnallwood Intermediate School: Gawon Middle School in Seoul, Korea;
- Heaton Intermediate School: Eagle Junction School and Thorn Lands State School in Brisbane, Australia;
- Merrin School: Se Ryun Elementary School in Seoul, Korea;
- Oaklands School: Direk School in Adelaide, Australia;
- Our Lady of the Assumption: Wedgewood School in Seattle, USA;
- Our Lady of Victories: Sowha Elementary School in Seoul, Korea
- Somerfield School: Nakashima Elementary School in Kurashiki, Japan;
- South Hornby School: Hawthorndene School in Adelaide, Australia.

Feedback / Suggestions

Tell us what you think!

Your opinions and comments are very important to Christchurch City Council and we consider every message that we receive. You are warmly invited to submit your thoughts and suggestions on this document. We appreciate you taking the time to fill out our feedback form below.

Please give us your thoughts, and return this form to the Civic and International Relations Team, Christchurch City Council, P O Box 237, Christchurch.

You can also make comments and/or suggestions online, at www.christchurch.org.nz/SisterCities/Contact.

Message Type (*Please tick*)

Comment Suggestion Complaint Request

Your Message (*Complete all the fields below*)

First Name:

Last Name:

Phone Number:

(Home)
(Mobile)
(Work)

Email Address:

Message:

*Please return this form to Civic and International Relations, Marketing Unit, Christchurch City Council,
P O Box 237, Christchurch.*