

# Building partnerships: The foundations of an alliance



Programme promoted by:



## We share culture

**It integrates** the partner's values into the educational approach of the school.

**Transfers** the partner's values to the educational community.

**Experiences** the partner's values in classroom activities.



Every year the school celebrates Christmas by creating a short film shot using various film techniques.



## We reach out to and care for each other

**It hosts** the partner at the secondary school and actively listens to its proposals and concerns.

**It values** the partner and identifies with its professional situation.

It offers the partner **feedback** on the impact of its proposals to students.



Eight years after the alliance began, the bond remains strong and the educational centre congratulates the museum on its anniversary, by acknowledging educational transformation through art.



## We co-create activities

**It applies** the partner's ideas, resources or needs to classroom proposals.

**It looks for creative ways** to adapt the partner's contributions to teaching.

**It adopts** a broad view of the partner's field of knowledge.



During full lockdown, the school alongside CREAM designed an activity for students to observe and study the birds in Mataró.



## We give visibility

**It gives the partner visibility** at the school's educational activities and communication channels.

**It explicitly** and publicly shares the input the partner provides and significance it holds for the school.

**It involves** the educational community and the local environment in the activities proposed by the partner.



A submarine filled the playground of the school. This was a resource provided by the ICM to provide students with an experiential learning activity on the marine world.



## The school



## The partner

**Reflects** on the translation of the institution's values in an educational environment.

**Implements** the social commitment of the institution.

**Transmits** the institution's values to the school through concrete and tangible proposals.



Based on the students' interests, CRM researchers design challenges that are the starting point for classroom projects.

**It takes an interest** in learning about the school and its needs.

**It keeps the school in mind** for more than just shared activities.

It shows **concern** for the educational impact of its proposals.

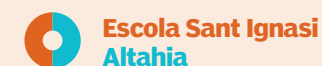


The CIM-UPC management team attends the activities organised by the school to raise funds for the telethon programme La Marató.

**It listens and adapts** to the school and its needs.

**It participates** in proposal planning or in task forces and training.

**It adapts** knowledge to the educational outlook of the school.



In the midst of the first Covid-19 wave, students at the school sent letters and drawings to patients and health professionals at the Sant Joan de Déu Hospital in Manresa.

**It explains** Magnet as an own project, rather than just a series of one-off activities.

**It broadcasts** Magnet activities in the media.

**It offers visibility** of the Magnet alliance on the website, social media, and other channels.



The school's partner described the Magnet project to the mayor of Barcelona during a tour of its facilities.

