

UN Committee on the Rights of Child

Day of Discussion on

**THE PRIVATE SECTOR AS SERVICE  
PROVIDER  
AND ITS ROLE IN IMPLEMENTING CHILD  
RIGHTS**

Friday, 20 September 2002

Office of the High Commissioner for Human Rights  
Palais Wilson, Geneva

Submission by

**EDDAL, New Zealand**



## **Education Business Partnerships**

The **EDAL™ PROCESS** involves a unique form of facilitation that enables employers to meet their needs by accessing an outstanding resource of five to eighteen year olds.

The **EDAL™ PROCESS** ensures that the learning environment is created in partnership with the business community, and enables all students to acquire a “tool kit” of skills, knowledge, and experiences, the foundation for their future contribution to New Zealand’s economic prosperity.

“In these Partnership relationships students are acquiring the skills New Zealand needs to prosper economically as a nation. I believe the leaders of tomorrow will be born in these partnerships”

(Business Owner)

**“Raising Educational Achievement To Foster Economic Development”**

**Elizabeth Deuchrass**  
**Education Business Facilitator**



Elizabeth is an independent, motivated, self starter, who has over the past seven years successfully spearheaded the development and marketing of the **Education Business Partnership Concept** in New Zealand.

Her facilitation of the **Process**, setting up sustainable relationships within partnerships, is widely recognised as the **key element** to success. Elizabeth is currently the only New Zealand specialist working in this area.

Elizabeth believes in

**“a thriving New Zealand in the 21<sup>st</sup> Century! That’s my vision, which fuels my passion”**

Elizabeth explains:

**“In reality to achieve this goal, we need kids switched on to learning at an early age so that employers have access to the skill base they require. It helps when students can see a purpose for their learning – how it can be applied in a real life context. My partnership PROCESS achieves this outcome”**



## Six Stage **PROCESS** for Successful Partnerships

<b>Stage 1</b>	Introduction The Partnership Concept
<b>Stage 2</b>	Nuts and Bolts of Partnership The Tools to make it Happen
<b>Stage 3</b>	Familiarisation Site Tours and Needs Analysis
<b>Stage 4</b>	Project Teams Inductions, Communication Avenues, Activity Planning
<b>Stage 5</b>	Activity Implementation Projects undertaken
<b>Stage 6</b>	Review and Future Planning Outcomes Measured, Successes Documented

## Examples of Partnerships Working

A school in partnership with a business	A business in partnership with a school
<ul style="list-style-type: none"> <li>Year 12 science and maths students assisted with gathering and presenting data.</li> </ul>	<ul style="list-style-type: none"> <li>A Dairy Company required water levels in streams and springs monitored to produce data to use in annual plans and for environmental protection.</li> </ul>
<ul style="list-style-type: none"> <li>Year 10 students studying social studies researched and prepared this information.</li> </ul>	<ul style="list-style-type: none"> <li>A nationwide motor home franchise required assistance researching packages on activities and events to meet the needs of clients when visiting a particular part of New Zealand.</li> </ul>
<ul style="list-style-type: none"> <li>Primary school students studying the measurement in mathematics measure plant growth.</li> </ul>	<ul style="list-style-type: none"> <li>The Department of Conservation required assistance to plant tend and measure an endangered plant species in its natural setting to ensure its survival.</li> </ul>
<ul style="list-style-type: none"> <li>Senior geography students annually prepare the necessary questionnaires, survey the immediate community and present the data to the business.</li> </ul>	<ul style="list-style-type: none"> <li>A primary producer requires statistical data on air emission levels from the plant on an annual basis, to meet local resource consent regulations.</li> </ul>
<ul style="list-style-type: none"> <li>Year 10 students at the local college required a real life project to fit within their English curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>A manufacturing firm needed a newsletter produced.</li> </ul>

## **OUTCOMES FROM PARTNERSHIP**

<b>For Business</b>	<b>For Education</b>
<ul style="list-style-type: none"> <li>• Provide industry with a voice to potential employees who are still in the education system.</li> </ul>	<ul style="list-style-type: none"> <li>• Active learning that is curriculum aligned and focused on applied practical projects.</li> </ul>
<ul style="list-style-type: none"> <li>• Allows Business to access additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of sector growth and job opportunities locally and nationally.</li> </ul>
<ul style="list-style-type: none"> <li>• Access to the skill base employers require for economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability for students and teaching staff to become more familiar with employer expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• Develops communication channels leading to understanding and support of business.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops communication channels leading to understanding and support of education.</li> </ul>

## Other **PROCESSES**

### Professional Development Programme (PDP)

PDP adds a second tier to the partnership relationship and provides the opportunity for teaching staff to develop their skills within the industry. Developing a partnership that allows a teacher to be placed in industry, provides work-based experience to pass on to the students. Quite simply, it gives the teacher knowledge and understanding to relate classroom theory, to its application in industry.

### Teacher Development Forums

These forums are provided to allow teaching staff and industry representatives to meet in an informal environment to discuss 'subject' challenges or opportunities. The forums have a curriculum subject focus, with representatives from the business sector to present, clarify expectations of the 21<sup>st</sup> century employer, and give an overview of the growth or opportunities of the current workplace.

### For more information contact:

#### Elizabeth Deuchrass

Elizabeth Deuchrass & Associates Limited	Phone: (03) 357 1034
P O Box 13 404	Fax: (03) 357 1035
Armagh Street	Cell: (025) 242 2684
Christchurch	Email: <a href="mailto:elizd@es.co.nz">elizd@es.co.nz</a>

**Owner of the EDAL Trademark**