

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

Partners New Zealand

Partners New Zealand

“Growing the Future”

Partners New Zealand is a charitable Trust whose aim is to foster the development of mutually beneficial partnerships between education and business in New Zealand.

Partners New Zealand Trust exists to help young people to become better equipped to learn, live and participate in the future, and to help businesses achieve innovative solutions by accessing the talents of the young people in their communities. The Trust works to promote closer working relationships between the business and education sectors in New Zealand and trading as Partners NZ, was incorporated in October 1996 and has charitable status.

“Business” includes the for-profit as well as not for profit and community organisations.

“Education” refers mainly but not exclusively to schools, both primary and secondary. Partners NZ work already involves some tertiary institutions.

Partners NZ advocates the use of the EDAL™ Partnership Facilitation Process created and developed by Elizabeth Deuchrass, who they have contracted as National Facilitator to oversee the creation of over 200 successful education business partnerships throughout New Zealand. Elizabeth has assisted in the setting up of 8 regional clusters and the training of local Partnership Facilitators. Elizabeth Deuchrass has several clients using this process to develop relationships between the two sectors.

(For more information on the EDAL™ Process please refer to the attached booklet.)

What is an Education Business Partnership ?

An Education Business Partnership is a mutually beneficial relationship developed between two partners, who work together to obtain benefits from partnership activities.

These relationships are built on learning about each other’s organisation, their goals and culture, and also their needs and challenges. From this understanding and with the support of top level commitment from both partners, activities are identified and planned to meet the needs of both organisations.

For schools, the delivery of the curriculum is enhanced and learning is made ‘real’ for students. The students see a purpose in what they are learning and gain access to expertise and resources not found in schools.

For business, access is gained to the unique resource of young, innovative uncluttered minds, who bring new and exciting approaches to the business world. Business personnel develop new skills whilst working along side the students, utilising the resources the school has to offer.

This win win relationship results in raised student achievement along with the development of skills preparing students for their place in the workforce, and economic growth for businesses, both large and small. New Zealand's economic future will grow and prosper through partnership.

Partners NZ is funded through Government Departments ie Ministry of Education, Ministry of Economic Development, and Skill NZ, together with donations from business and organisations such as the Tindall Foundation.

For a further insight into Education Business Partnerships please refer to the attached case studies.

Successful School Business Partnerships

Mangere Bridge School & The National Bank, Onehunga Branch



Mangere Bridge School and the Onehunga branch of the National Bank have reason to smile.

Last year, this school business partnership set two major goals and successfully completed both within their timeframes. Students took part in the bank's Daffodil Day art competition where winning entries were displayed in the bank's foyer during the event.

This activity helped to enhance the arts curriculum and parents were encouraged to visit the bank to see student's work on display.

The second activity, and probably the most innovative, was the introduction of School Banking to the school. School project driver and principal of Mangere Bridge, Judy Hannah ,says the project has given her students a great insight into the bank's activities as well as help enhance student communication skills.

Letters to parents to inform them of their next school business partnership activity and the opportunity to open a student account with the bank were sent out at the end of Term 3.

As part of their activity, Year 5 and 6 students were invited to apply for the position of student teller and job descriptions were specifically designed by business project driver and bank manager, Tony Jones. Students had to submit CVs and the reasons why they wanted the position.

Tony and Judy admit that the response was overwhelming and all applications received were of high quality. Six students were then awarded the title of student teller and were trained by bank staff on how to meet and greet their customer; basic cash handling skills and how to balance their worksheets at the end of banking.

The school banking activity started late in term four and ran for seven weeks. School banking was held every Wednesday morning and tellers were expected to be responsible for counting money received, stamping receipt books and balancing receipts with cash taken at the end of each banking session.

Tony says he is delighted at how successful the activity has been and is enjoying the bank's relationship with the school.

Judy says their school business partnership has also helped to enhance several curriculum areas such as English and Mathematics.

Year 5 student tellers will return this year as Year 6 tellers and will be involved in training new students interested in the position.

Forces Of Nature

Newtown School and Wellington City Council Emergency Management Office

The partners designed and implemented a learning programme to support the school's Term 2, 2002 unit of work on the 'Forces in Nature' exploring how to cope when a Natural Disaster strikes.

Objectives of Partnership

For Newtown School:

1. To provide children of Newtown School with the skills and knowledge of what to do in the event of an emergency
2. To bring down the communication barriers between the school and its ethnic community
3. To plan an effective learning programme with the Wellington City Council

For Wellington City Council Emergency Management Office:

1. To prepare families in high risk area for an emergency
2. To build a resilient community – Parents and Students
3. To gather Emergency Centre Volunteers

What Happened

A Seeing is Believing Tour of the Wellington City Council Emergency Management office, Turnbull Street, Thorndon, was held on 8 April 2002. Five teachers in the senior syndicate at Newtown school attended and the objective of the Tour was for Teachers to observe the facilities (Emergency systems and procedures) in person. The outcome from this tour set a firm foundation on which to base the partnership and plan the term's work on 'Forces'.

Curriculum Enhancement

The whole school community in some way was involved in this activity. The focus within the curriculum involved Year 4 – 8 students who were studying the topic 'Forces'. The curriculum areas covered included English,, Science, Health, and Social Studies and the following Achievement Objectives were met:

ENGLISH

Transactional Writing:

- (a) Write instructions explanations and actual accounts and express personal viewpoints in a range of authentic contexts sequencing ideas logically

Processing Information:

- (a) Gather, select and record, interpret and present coherent structured information from a variety of sources using different technologies and explaining processes used

SCIENCE

Physical World:

- (a) Investigate and describe how selected items of everyday technology work and affect our lives

Planet Earth:

- (a) Children will have an understanding of what makes and forms natural phenomena and how these contribute to natural disasters e.g. weather, storm, tornado, hurricane etc

HEALTH:

- (a) Use simple guidelines and practices that contribute to physically healthy classrooms and school communities
(b) Research and describe current safety guidelines and practices in their school and take action to enhance their effectiveness

TECHNOLOGY:

- (a) Develop awareness and understanding of the impacts of technology on society and the environment, on the past, present and possible future local, national and international settings

SOCIAL STUDIES

Place and Environment:

- (a) Identify different types of environment in which people live
(b) Explain how people work to overcome the limitations of places and environments

Specific activities undertaken by the students

- **Study of Earthquakes** -
 - research through library, internet
 - posters developed
 - effect on environment
 - effect on school, home, community
 - Identifying and obtaining contents for an emergency 'kit'.
Where to store it?
 - Identifying, communicating, trialing emergency escape routes from classroom, at home
 - Identifying, communicating, trialing alternative escape routes from various locations
 - Dramatising 'someone has a broken leg'. How to get them to safety. 'Teacher immobile' what do you do?

Earthquake Evacuation Exercise – The partners staged an earthquake drill exercise on 14 June 2002 at 1.45 pm involving all students (Yr 1 – 8). The students played out the correct procedures in class – **Duck, Cover and Hold**, then travelled the Emergency route identified to the emergency area (EA Square – the Red Square) Teachers checked designated areas. (Admin, toilets etc.) and checked school roll to confirm that everyone was accounted for or missing students identified.

The students and staff then transferred to school hall and teachers encouraged morale with use of guitar and the students singing had a wonderful effect on the atmosphere inside the hall

Student's caregivers were asked to report to the school to collect children. This was very successful exercise illustrated by the 98% turnout of the community!

In future a designated runner will take students to parents. There was a congestion problem and a long line of parents standing in the rain waiting to access their children. This project has identified an issue that needs to be addressed for the future.

Question students asked:

- Teachers commented that it was obvious students took this whole activity very seriously. They were thinking all the time. Questions such as “We live on the top floor of the Newtown flats, if the stairs are unable to be used, how do we get out?”
- After having a story read to them about a disaster in Japan, where there were no ‘open spaces’ students commented “Those people living in the Newtown Flats could assemble on Newtown Park”.
- Regarding Water storage amounts – students asked “How could we get our water down the stairs? “Where would we store our water? The amount you are saying we would require for a family of six, would take up so much room, and we live in a very small space”.

Comments from the Teachers involved.

- We felt supported
- Increased resource banks
- Things reiterated – aspects reinforced for us
- Extra resources in various languages for Parents to read or have explained by students
- Increased Home School partnership
- Kids ‘drove’ their parents re procedures This enhanced children’s self-management skills and further developed the use of their own initiative. They looked at the school differently, and looked for alternatives. They therefore had to make decisions. Eg. Kids acted appropriately even when the teacher become ‘out of commission – struck down by the doorframe!
- Adds motivation and extends range of resources from a teaching point of view
- More relevance to the topic

Comments from Teachers about the specific Emergency Event

- For an emergency we sound a ‘hooter’ not the school bell, as it has one distinct purpose whereas the school bell is used to indicate the commencement and end of schooling, morning and lunch breaks etc.
- The kids were terrific on the day of the emergency. They went through their drill of getting under the desk. As their normal escape routes, in some cases were blocked, they were required to use their alternative routes.
- The event was good for us as teachers, as we became aware of our downfalls,, and have been able to address issues identified as a staff. E.g. organisational issues– if an emergency occurred at lunch time, with the secretary at lunch no one identified to carry out her duties.
- The children were terrific and on hearing the hooter, immediately got under desks, and when advised by teacher orderly made their way to ‘the red square’.
- Red Tag areas are areas teachers check e.g. toilets, sick bay etc. If we weren’t in our classrooms but in the staff room, we would hesitate on actions and procedures as these had been practised from the classroom location. We also assumed that an emergency would occur when kids were in their classrooms. If they were elsewhere, what procedures would we follow? (issues to be addressed)
- Lots of families now have a plan but some have identified that they have no meeting place. Need for parents to identify and talk with Building Warden re issues.
- Kids were aware of the Wellington situation re lack of water in an emergency, and getting it to certain locations e.g. Newtown

- The Principal joined in the topic for three periods per week during the term and pushed the research and IT angle. Students were able to access information which showed them what other countries did in similar situations. (What would we do? What do others do?) using the Library programme.
- Feedback re parents. This needs to be done. 92 % turn out to pick kids up. 96% of kids accounted for by parents phoning in.
- Assisted parents with their planning at home.

Comments from Students:

Age 7 - Activity – Emergency Plan for Class

“I liked the evacuation plan because we wrote about ways to get out of our classroom. After we had to check them out and see if they were right”

Age 8 - Activity – Technology – Model Making – Volcano

“I liked it when we made the Volcano erupt because it was all fluffy and foamy. After it exploded there was a strong smell of vinegar”

Age 8 – Buddy Evacuation Plan

“I liked it best because my buddy and I wrote down and tested another way of getting us out of our class safely.”

Age 9 - Activity – Library Research

“It was really fun learning about Volcanoes. I learnt a lot more than I used to know”

Age 9 – Activity – Emergency Kit

“I liked writing the things you need like 3 litres of water per person per day, canned food!”

Age 9 – Activity – Library research

“I found some amazing facts”.

Parental Involvement

(a) Student’s homework involved working with parents to:

- devise emergency exit plans from their homes
- compile an emergency kit
- Identifying next of kin requirements in an emergency

(b) The School sent home two letters to parents advising them of the ‘Emergency’ to occur on 14 June at 1.45 pm. The first sent home on the Monday prior and the second a reminder sent home on the Thursday, (day prior)

(c) 98% of parents/caregivers involved on 14 June 2002 in the collection of children after the disaster emergency.

Outcomes - how much more aware are students and parents of preparations required for emergencies.

- Students are extremely aware and prepared.
- Parents are aware, some more than others. Possibly requires a survey sent home from school to parents to ascertain this information.

Specific Activities undertaken by WEMO for Newtown School

- Community Education Coordinator attended Term 2 planning meeting at Newtown School 11 March 2002.
- Visit by Principal and teachers to WEMO ('Seeing is Believing tour') office on 8 April. Visit involved tour of building and functions of the Wellington City Council Emergency Management office and personnel and types of resources available. A disaster preparedness discussion and information for teachers and discussion on curriculum requirements took place with the Community Education Coordinator.
- 5 Class presentations by Community Education Coordinator to students over three mornings 22-24 April. These presentations included:
 - Identifying Wellington Hazards (student participation/stories);
 - A video of Wellington City Council role in disaster planning;
 - What to do to prepare for various disasters (flooding, storms, rural fire, gas leaks, earthquake) including earthquake drill in classroom (duck, cover and hold) for both students and teachers;
 - The contents of a survival kit (interactive with student participation);
 - The importance of storing water, how to store water and how much to store;
 - the importance of creating a family plan;
 - cartoon video from 1994 LA earthquake,
 - Student questions/stories
 - Balloons / posters and 'What is a Prepared Community' brochure for homework with Care givers - left with teachers for students.
- Review meeting held at WEMO to provide feedback on activities.

Comment from:

Gale Blikshavn, Community Education Coordinator, Wellington Emergency Management Office

"Through this partnership with Newtown School, the Wellington City Council Emergency Management Office has now a greater understanding of the issues facing teachers as they plan lessons to meet curriculum requirements. I was pleased to be able to provide resources for the school and to be involved during the planning and training sessions with some wonderfully dedicated primary school teachers".

"The benefits gained from Partnership with Newtown School is a distinct rise in disaster awareness and preparedness by the 98% involvement by parents during the earthquake evacuation exercise held at the school".

Comment from:

Peter Papas, Principal Newtown School

“This partnership has given us the opportunity to plan together and incorporate the involvement of Gale Blikshavn, Community Education Co-ordinator, Wellington City Council Emergency Management Office, in a series of lessons focussed on ‘Forces in Nature’. The activity has enhanced our thematic studies on ‘Forces’ through accessing additional insight and resource personnel “

Comment from

Sheila McCrorey - Head of Senior Syndicate

“This partnership enabled us to access resources – information which we were unaware of e.g. lack of water availability in Newtown – support from WEMO personnel, co-operation of parents for the activity.

Our school has benefited from the event as we have identified Administration ‘hiccups’. Reinforced procedures already in place were working. School programme encouraged parents to look at their own emergency procedures and how they interacted with the schools.”

Assessment of the partnership activity against the original Objectives set for the relationship:

Newtown School ranked the outcome from the activity undertaken at 93% against the objectives set

WEMO ranked the outcome from the activity undertaken at 68%. This figure is lower than expected due to the fact that one of the original objectives set was ‘To gather emergency centre volunteers’. At this stage in the evaluation it is not known whether the activity has stimulated interest in becoming a volunteer. The School Principal is about to survey parents re the activity and this may have an influence on this objective.

Clendon Warehouse and Finlayson Park School Partnership

Clendon Warehouse is bursting with colour thanks to students and staff at Finlayson Park School. This school business partnership started in late June of this year and has recently celebrated the success of their first activity. The school was asked to provide art work to celebrate the launch of the store's new Spring products. With just a two-week deadline to work to, the school produced scores of colourful interpretations of Spring, including pictures of sunflowers; plants; as well as a picture of Christine Rankin enjoying the first signs of the season.

Business project driver and Clendon Warehouse branch manager, Stuart MacFarlane, was amazed at the quality of work produced for the store.

"I've already noticed that there's been an increase in customers over the last two days and that's before the art display was completely finished," he says. "The students produced a lot of amazing work for this project. We didn't think we would be able to display them all, but we managed to hang everything up."

School project driver Helen Campbell says the school had encompassed the activity wholeheartedly and students enjoyed the experience of creating something that they could see outside of school.

Information regarding the school's partnership with the Warehouse has been highlighted in its school newsletter and students were being encouraged to go along with their families to see their art work on display.

Stuart is expecting an influx of customers over the next few weeks and says the display has definitely added a 'WOW' factor to the store as well as generating positive comments from customers.

On arrival to the store, customers cannot help but look at the beautiful art display in the foyer. Once past the doors, a bright banner dubbed "Spring - artwork by Finlayson Park School" stops you in your tracks and you can't help but be in awe of the colourful art work on display.

The school and business project drivers will sit down with its partnership facilitator in the next few weeks to review its first activity. They will both revisit their primary objectives to ensure that this first activity has helped to meet these objectives.

There are several other activities planned for this partnership including more student-input into store displays for its Halloween and Christmas products; and the school will be working with the Warehouse to look at more effective methods of recycling as well as explore opportunities of professional development for staff members.

If the success of their first activity is anything to go by, the future of this partnership looks bright and rosy.



Wellington Girls go behind the scenes at The Warehouse Limited

Hear the words *The Warehouse* and you think Stephen Tindall.

So what is the secret to the chain's success and how do the big red stores stay ahead of the rest?

Year 12 Accounting students from Wellington Girls College recently went 'behind the scenes' to ask the big questions.

The school's business partner, Wellington's branch of The Warehouse, gave students the opportunity to observe and question operations of merchandising at the store.

Students covered several topics including methods of ordering stock; receiving and billing goods; maintaining stock levels and best business practice of inventory.

Commerce tutor Mike Burns says the activity helped to enhance a strand of the Accounting curriculum, namely Sub Systems and Inventory Control'.

Mr Burns says the visit not only gave students the opportunity to take a closer look at a high profile retailing business, but to investigate the practical application of a theoretical element of the curriculum.

The Warehouse branch manager Paul Eynon says he enjoyed interacting with students and hoped the experience helped them with their studies.

Student feed back included comments such as:

"I learnt what happens in practice confirms what we've learned in class."

"I thought it was interesting to see what we've learnt in accounting happens in real life."

"It was interesting to learn about how The Warehouse orders its stock and each department has a buyer that travels overseas to find the best price of each good. It seems like a very interesting job."

This activity also satisfied several of their partnership objectives: To enhance what students learn in the curriculum and to promote relationships between the school and The Warehouse.