successful business and school partnerships:
making a difference for a sustainable New Zealand
What is the NZBCSD?
The New Zealand Business Council for Sustainable Development (NZBCSD), established in May 1999, is a coalition of leading businesses united by a shared commitment to sustainable development via the three pillars of economic growth, environmental protection and social progress. Membership of the Council is listed on page 40 of this guide.

The NZBCSD is a partner organisation to the World Business Council for Sustainable Development, a coalition of 150 international companies with members drawn from more than 30 countries and 20 major industrial sectors. We also benefit from the WBCSD’s global network of 30 national and regional business councils and partner organisations, involving some 700 business leaders globally.

Our mission
To provide business leadership as a catalyst for change toward sustainable development, and to promote eco-efficiency, innovation and responsible entrepreneurship.

What is a Successful Business and School Partnership?
A Successful Business and School Partnership is a strategic commitment by a business to a school for mutual benefit. Partnerships are about empowering our young people to contribute to a sustainable New Zealand. NZBCSD members and other businesses are encouraged to participate in fostering business and school partnerships through initiatives that match their resources with the needs of individual schools.

Our aims
Our objectives and strategic directions, based on this dedication, include:

Business leadership – to be the leading business advocate on issues connected with sustainable development.

Policy development – to participate in policy development in order to create a framework that allows business to contribute effectively to sustainable development.

Best practice – to demonstrate business progress in environmental and resource management and corporate social responsibility and to share leading-edge practices among our members.

Global outreach – to contribute to a sustainable future for developing nations and nations in transition.
Stephen Tindall, NZBCSD Chairman and Founding Director of The Warehouse Limited

The NZBCSD is dedicated to making a difference in creating a Sustainable New Zealand. The education of our young people is a critical step towards fulfilling the NZBCSD’s vision. A better-educated population means citizens are more able to contribute towards sustainable development in their various stakeholder capacities, whether as employees or business owners, consumers, or citizens.

The NZBCSD Leadership Forum of 50 stakeholders from business, Government and society held in February 2000 produced a vision for a Sustainable New Zealand. This vision identifies an educated society as a critical success factor. (Refer to diagram shown below).

At the Forum we heard the story of the partnership between Fletcher Challenge and Tangaroa College. Inspired by this example the NZBCSD decided to document and report, both initially and on an ongoing basis, on initiatives available to NZBCSD members and other businesses that would enable them to contribute to Successful Business and School Partnerships. By also reporting on NZBCSD business involvement in this area we are able to facilitate ‘learning by sharing’ amongst NZBCSD businesses. The result is this Successful Business and School Partnerships guide and the Successful Business and School Partnerships project area on the NZBCSD website.

I believe that businesses have a tremendous opportunity and a social responsibility to work with schools to enhance education in New Zealand. At The Warehouse we have committed significant resources to such partnerships. In addition to benefiting those we have worked with we have also gained a great deal ourselves.

I commend this guide to all business leaders and encourage you to use it in selecting and forming partnerships with schools in order to make a difference for a Sustainable New Zealand.

Perhaps no other business and education partnership will have a greater impact on the young citizens of New Zealand than the NZBCSD Successful Business and School Partnership. It is by the hands of our young people that the vision of a Sustainable New Zealand will become a reality.

This initiative will significantly contribute to a constructive vision for New Zealand’s future by giving an educational boost to those in need of assistance, thus, AUT wholeheartedly endorses the NZBCSD’s Successful Business and School Partnerships and commends the NZBCSD for their vision and commitment. We look forward to being an active participant in the successful development of the initiative.

For me personally, this initiative resonates significantly with my vision for making education accessible to those among us who may currently believe it is beyond their reach. This programme will go a very long way to motivate and encourage our potentially vulnerable young people to engage in that exciting challenging and difficult educational journey that will benefit their lives, their future and our New Zealand community. I encourage your participation and commitment to Successful Business and School Partnerships.

New Zealand working with schools and communities in various ways.

This guide is designed to make it easier for businesses throughout New Zealand to find ways in which they can work within their own communities on particular programmes that may suit their location and ability to resource some of the options outlined.

By working with schools we believe business can play a vital role in assisting the education system to make the most meaningful contribution possible to the future of society in New Zealand.
Sustainable Development through partnerships

On behalf of the government, I would like to announce the efforts to promote sustainable development to young New Zealanders through the partnership being developed by the New Zealand Business Council for Sustainable Development with schools.

I particularly applaud the leadership given by the Business Council for Sustainable Development, which has committed itself to the triple bottom line of economic, environmental, and social sustainability.

New Zealand needs to be among strong partners for sustainability involving New Zealanders in all walks of life, whether they be in central and local government, the business community and environment groups, the social community and education sectors, or working with young people.

It is through the combined efforts of groups such as these that together we will build a stronger tomorrow, a fairer society, and a better quality environment.

Best wishes,

Helen Clark
Prime Minister

8 May 2001

Dr Roger Spiller
Executive Director
New Zealand Business Council for Sustainable Development
PO Box 250
AUCKLAND 1

Dear Dr Spiller,

As Minister of Education, I warmly welcome this publication of the New Zealand Business Council for Sustainable Development (NZBCSD) and commend the Council on its initiative.

The publication provides practical information and advice to any business wishing to become more actively involved with the schools in their community.

Business has an important contribution to make in the development of a better educated population and empowering young people to contribute to a sustainable New Zealand. The experiences of the council shows that partnerships with schools are an essential part of that contribution and have significant benefits for both parties.

I invite businesses to use the material gathered in this publication to enhance documents with their local context with the intention of forming partnerships based on the particular needs of their community.

Congratulations to the Council on the publication of this document. I believe it makes an important contribution to the development of a sustainable future.

Yours sincerely,

Trevor Mallard
MINISTER OF EDUCATION
The purpose of this guide

The guide is divided into three sections: implementing the vision; partnerships; and facilitators.

Section One – Implementing the Vision

This section provides an overall picture of the Successful Business and School Partnerships initiative, defines the objectives of Successful Business and School Partnerships, explains the various partnership types, identifies the steps involved in creating a partnership and summarises the initiatives that NZBCSD businesses are already involved in.

Section Two – Partnerships

Whilst developing this guide we classified the diverse range of partnership opportunities available into six generic categories – governance, mentoring, education enhancement, vocational, scholarship, and sponsorship. This section of the guide has been divided into six subsections which explain and describe each partnership type.

Section Three – Facilitators

Skilled personnel are available from a number of organisations who can be utilised to help facilitate partnerships between businesses and schools. This section profiles these organisations and the services they provide.

The guide responds to a need identified by NZBCSD members for a comprehensive document for businesses interested in developing partnerships with schools. In meeting this need, a project team was set up to undertake a literature review, research the details of a wide-range of partnerships, and obtain input from educationalists and businesses. The result is this first business and school partnerships guide written by business leaders for New Zealand business decision-makers. This guide will help businesses choose the best option for their partnerships with schools. These partnerships can then be recorded and shared through the Successful Business and School Partnerships project database on the NZBCSD website, which was created as part of this project to provide for ongoing sharing and learning.

We encourage you to use this guide and our website as a basis for furthering your contribution to realising the vision of Successful Business and School Partnerships and a Sustainable New Zealand.

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As the NZBCSD Executive representative on this project I greatly appreciated the contributions of the other team members and my colleagues at the NZBCSD Executive.

Dr Rodger Spiller, NZBCSD Executive Director and Managing Director, Money Matters

Investing in education provides substantial returns. The NZBCSD Successful Business and School Partnerships initiative seeks to promote this investment by New Zealand businesses to create a win-win for business and society. As a country we want to earn more and to do this we all need to learn more. To help this dream become reality, NZBCSD members and other businesses are encouraged to become involved in school partnerships.

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section one – implementing the vision

Guidelines for Forming a Partnership
To assist businesses considering initiatives that contribute to Successful Business and School Partnerships the following guidelines, outcomes for students and benefits for business have developed. The NZBCSD Successful and School Partnership team developed this framework in consideration with educationalists.

Guidelines for Selecting an Initiative
Initiatives may meet the following guidelines:
1. Provide a ‘hand up’ not just a ‘hand out’. Successful partnerships are not only about donating money but are concerned with empowering schools and students to become stronger, more self-sufficient and successful.
2. Focus on primary, intermediate and secondary schools. Businesses are also encouraged to support early childhood and tertiary education, however, the primary, intermediate and secondary schools are the focus of this guide, because it is compulsory for all New Zealanders to be schooled during the years from six to 16.
3. Focus on lower decile schools. The decile system was established by the Ministry of Education and categorises schools into deciles from one to ten. Deciles are based on the socio-economic status of the community as measured in the census – the lower the decile the lower the socio-economic ranking. Parents and the community in lower decile areas are likely to have fewer specialist business skills and resources to contribute to schools, so the NZBCSD encourages initiatives that focus on these areas where there is the greatest need.
4. Show on-going commitment in contrast to a one-off programme. An on-going commitment will help business and young people build a relationship. In turn, students are more likely to learn from a partnership where there is a relationship of trust and familiarity.
5. Assist with strengthening the governance and management of the school. NZBCSD members and other businesses have many strengths in governance and management. These skills are of great use to schools, particularly in lower socio-economic areas, where the local community may not be able to supply adequate specialist business expertise to the Board of Trustees. Furthermore, this is an excellent method for empowering the school to become more self-sufficient.
6. Strengthening links between the business sector and schools. Businesses and schools need to work in tandem. By doing so, young people will become increasingly aware of and interested in career pathways. Both the education and business sectors are vital participants and partners in a sustainable New Zealand.
7. Involve representatives from the business. By involving business personnel there is the opportunity for a two-way process of learning. Company staff learn from the school and the school learns from the business. There is unique value in personal relationships between the business and the school. Ideally, partnerships are about real involvement from both partners.
8. Provide outcomes that are measurable and auditable. As with any business undertaking objectives should be defined, results measured and improvements made as a result of the audit. This assists with ongoing continuous improvement and the achievement of better outcomes.

Outcomes for Students
The initiative may lead to fulfilling the following outcomes for students:
1. Possess a positive attitude towards life and learning. There is a strong correlation between positive mental attitudes and success in school, work and life in general.
2. Set goals and possess the skills needed to achieve them. These are vital life skills for all young people to learn.
3. Succeed and excel, regardless of the odds. It is essential for young people to learn that they must work hard and be determined to succeed. If they have this ethic, they are more likely to be happy and to move on and up in the world.
4. Have pride in their country and the contribution they can make. Having a sense of identity and purpose is vital for people to live a happy life. The vision of a sustainable New Zealand involves everyone in society making a difference. Showing young people that they can make a positive contribution to New Zealand is essential for their sense of purpose.
5. Care for the environment and the community they live in. The NZBCSD emphasises the importance of protecting our environment. It is essential that the next generation has this ethic.
6. Possess an enhanced understanding of the world beyond school. Exposure to other sectors such as business will mean young people will be given the opportunity to witness wider relationships and dynamics. This will help them to develop increased motivation to grasp life’s opportunities.
7. Recognise opportunities for future education and employment. Many of the initiatives in this guide provide specific opportunities for young people to experience the working world. This makes learning relevant and gives young people a sense of direction beyond school.

Benefits for Business
Businesses may receive the following benefits from their involvement in school partnerships:
1. Goodwill towards businesses that make a positive contribution to the community.
2. Increased support from customers, suppliers, shareholders and other stakeholders.
3. Existing employees learning more about their community and thereby learning about their current and future customers.
4. New skills for existing employees from interaction with educators and students.
5. Enhanced ability to attract and retain the best employees because of demonstrated social responsibility.
6. Better relationships with Government because Ministers will appreciate business supporting their policy directions.
7. Skills directly offered by students through projects, activities and creative problem solving.
8. Assisting with the education of future employees, to build higher skills in a future workforce which will be better able to contribute to a sustainable New Zealand community.
9. Developing a competitive business advantage through being based in a better-educated, socially-healthier, clean and green New Zealand.

Implementation Steps
Businesses have different resources and circumstances. It is important to make sure these fit with the type of partnership being undertaken. In this section decision-makers can learn about the first steps towards setting up a new partnership.
1. Determine resource commitment – Decide what resources, such as time and money, you are able to commit to a partnership. Identify the champions...
from within your business since these people will be the ones whose energy and commitment are crucial for success. There is the opportunity to use specialist facilitator organisations to assist with any partnership. Refer to section three, page 32, for further details.

2. Determine type of partnership –
Having considered your resource commitment consult the Partnership Summary Table to identify the type of partnership that best fits your resource commitment. The types of partnerships are defined below.

Summary of types of partnership
There are many different examples of initiatives where businesses and schools have formed partnerships. For the purpose of this guide these have been classified into six categories. Each partnership is analysed in full in section two of this guide.

<table>
<thead>
<tr>
<th>Partnership Type</th>
<th>Programme Operation Area</th>
<th>Facilitation</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>Generic</td>
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3. What are other businesses doing?
Consult the table on the last page of this guide and refer to the NZBCSD website (www.nzbcsd.org.nz) to ascertain what partnerships and initiatives other NZBCSD businesses are involved in. This will help you to ensure that your methods complement what other businesses are doing and will avoid any duplication of partnerships. Furthermore, the table provides contacts who can give you guidance on programmes.

4. Making contact–
This is the most important implementation step. At this stage you must decide who to contact to develop the partnership. There are three choices.

i. If you already know which school you would like to work with make contact with the principal to arrange a meeting.

ii. If there is a programme you would like to become involved in you can meet with the representatives of the programme, who are listed in section two of this guide.

5. Setting Objectives–
At this stage it is essential that mutual objectives for the partnership are agreed between the parties. These objectives will be the measures to identify the success of the activity. The success of any partnership depends on the development of activities that meet the needs of both parties. It is important to keep these achievable, even if it means modest goals initially.

6. Recording your involvement–
The NZBCSD believes in learning by sharing. Therefore we would like you to record your involvement on our website. Refer to the NZBCSD website www.nzbcsd.org.nz which provides information on how to do so.

7. Reviewing success–
As with all business initiatives it is important that the outcomes of your partnership are measured. The goals of the partnership, which were agreed upon at the outset, should be periodically reviewed. The NZBCSD encourages businesses to include these successes as part of their published sustainable development reporting.

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**Notes:**
- NB these are estimates only. Low-less than 20 hours per annum; Medium-20-40 hours per annum; High-more than 40 hours per year
- NB this relates to the direct cost of the programme and excludes business incidental expenses, such as travel and hospitality.
section one – implementing the vision

Determine resource commitment (people and time)

Determine type of partnership (see summary of types of partnership, page 10)

Check what other businesses are doing (refer to page 39 and website www.nzbcsd.org.nz)

Do you have a partnership to develop with this school?

Do you have a school in mind that you would like to form a partnership with?

Do you have a type of partnership in mind?

Contact a facilitator for further guidance (see page 32)

Contact programme co-ordinator

Contact the principal and/or facilitator to discuss the partnership

Contact the principal and/or facilitator to discuss partnership options and set objectives

Once your initiative is underway, record your involvement: www.nzbcsd.org.nz

Review the success of your partnership

section two – partnerships

Governance Partnerships

Brief Description

Governance Partnerships involves members of businesses providing their skills, expertise and advice to their partner school. Membership on the Board of Trustees is the visible symbol of this type of partnership. It entails long-term commitment with an annual review.

Board of Trustees

Programme Benefits

Governance advice feeds directly into the Board of Trustees at low-decile schools, bringing expertise and specialist knowledge into the school setting.

Fletcher Building and Governance

CASE STUDY

Following a 1995 TV Programme about the plight of some South Auckland schools under Tomorrow’s Schools, Fletcher Building approached Tangaroa College to see what they could do. A partnership was then developed which has expanded greatly while remaining true to its founding principles.

From the beginning, Jim Peters, the Principal at the time, said that whilst more money for facilities, books and buildings would be appreciated, more important from the school’s point of view would be advice and expertise on a whole range of issues.

Under Tomorrow’s Schools the education bureaucracy was disintegrated and the community, through a Board of Trustees, was expected to supply the required expertise to assist the school. Fletcher Building soon discovered that this was an impossible task for the Principal and Board of Tangaroa College.

The partnership statement, which was drawn up in those early discussions with the Principal and management staff, underpinned all of the activities which have been undertaken over the last six years. This commitment, the relationship and activities over the previous years, are reviewed annually, and a plan of action for the coming year agreed.

The Fletcher Building/Tangaroa governance relationship is an example of how business thinking and resources transfer readily to the school situation.

The Board of Trustees have co-opted an executive from Fletcher Building to be a member of the Board and two of Fletcher’s senior executives (Bill Roest and Bob Linton) share the responsibility. They take turns attending meetings to assist in advising on financial matters, building and property contracts, search for materials and staff concerns.

These senior executives, in turn, have identified appropriate expertise within Fletcher Building or associated suppliers who have been able to assist the school.

As a newly appointed Principal trained as an educator, Jim was expected to run an enterprise with land and buildings worth $5m, an annual budget of more than $1m, a team of 45 professionals and support staff, plus 450 students and a whole community demanding better education for their kids.
Mentoring Partnerships

Brief Description
Through the support of people who take a special interest in them, students are assisted to develop their potential by identifying and overcoming barriers. Mentors from business offer advice and guidance for the world beyond school. This exposes senior students to role models and networks they would otherwise be unlikely to access.

Business Personnel Involvement
The number of executives generally needs to match the number of students who take part in the mentoring programme, as well as a senior co-ordinator. There is not a pre-specified number of students. Within an overall programme each group organises activities to meet the mentoring needs of participants. On occasions when the groups have not arranged to get together contact is on a weekly basis by fax or email from the Careers Centre. Mentors also join with students for major school events.

Cost to Participate
Time, skills, and money (mostly for hospitality and travel costs). Other business executives will be called on to provide advice as required.

Current Situation
Auckland:
Fletcher Building and Bell Gully with Tangaroa College in Otara (see case study). For more information contact Merv Taiaroa at Fletcher Building phone 025 273 4775 or email mervt@fcl.co.nz. At Southern Cross Campus (formerly known as Nga Tapuvaue College) the same needs were evident as existed at Tangaroa, however, support offers came from a range of individuals rather than a single large corporate, so these have been drawn together into a collective working partnership – known at Southern Cross Campus as the Foundation model. For further information contact John Clark at Southern Cross Campus phone 09 255 0404 or email southerncampus@xtra.co.nz.

Rotorua:
Fletcher Challenge Forests with Rotorua Boys’ High School as part of the Foundation model. For further information contact Merv Taiaroa at Fletchers phone 025 273 4775 or email mervt@fcl.co.nz. Or Andrea Tapu at Tangaroa College phone 09 274 5764, fax 09 274 6371.

NZBCSD business Fletcher Building initiated this type of partnership with Tangaroa College in 1996. While the associated mentoring is highly visible, the behind the scenes work of senior executives serving on the Board of Trustees (BOT) is even more significant. For further information contact Merv Taiaroa at Fletcher Building phone 025 273 4775 or email mervt@fcl.co.nz.

Target Groups
Schools in low-decile (lowest income) communities.

Student Numbers, Programme Duration and Frequency
Long-term, throughout the year.

Evaluation Methods
All parties in the examples above are very satisfied with the partnership and formal evaluation by the Ministry of Education has yielded very positive results.

Comparison Against Guidelines for Partnerships and Outcomes for Students
Governance Partnerships meet all the guidelines under schools. However, the outcomes for students are largely indirect.

Other locations:
Refer to Youth Mentoring Associations in Section Three (Facilitators) of this guide.

Target Groups
Students in low-decile secondary schools, particularly at senior level where subject choice and motivation depend upon having a realistic understanding of opportunities.

Student Numbers, Programme Duration and Frequency
Most mentoring programmes run on an annual cycle, with personal development/resilience-building as their aim, through focused sessions and shared activities at least once per fortnight. Currently, schools with programmes tend to have at least a dozen students participating and some have more than thirty. However, mentoring is not dependent on a minimum number of students.

Mentoring – What’s in it for Fletcher Building?

CASE STUDY

This was not a question which occurred to the two executives who saw the TV programme on the plight of South Auckland schools back in 1995. They simply thought: “We should be able to do something to help them”!

The initial request from the Principal of Tangaroa College for Fletcher’s to encourage sixth and seventh formers to keep studying, led to the mentoring programme being established. Fletcher’s say they have never had any problems finding young graduates who are keen to participate.

The school has assisted the company in a number of ways: their cultural groups have performed at business social occasions, their very accomplished band has played at an executive’s farewell function, their artwork has been treasured by those employees lucky enough to receive them as gifts.

“Fletcher Building believes in helping Tangaroa College graduates, managers and other staff including many Pacific Island and Māori employees of Fletcher’s feel privileged to be in a position to assist. It reminds many of their own humble beginnings; it keeps them in touch with the real New Zealand; it opens new cultural horizons for some and it is fun for all those involved.”

Evaluation Methods
Particular to each programme.

Contact an individual school or one of the facilitators listed in section three of this guide.

Further Comments
Businesses have a choice of becoming involved in existing mentoring programmes or creating a new programme.

The Fletcher/Tangaroa mentoring partnership is widely seen as ‘state-of-the-art’ and information is willingly shared – including the school’s brochure and powerpoint presentation.
Education Enhancement Partnerships

Brief Description
These programmes are practical and positive responses to the reality that the knowledge base of educators needs to be expanded and supported in a fast-changing, highly-specialised world. Enhancement Partnerships enrich the traditional curriculum because material and input are aligned with existing school programmes.

Programme Benefits
The specialist knowledge and experience of business can provide a richness of understanding and context for learning that greatly assist the work of teachers.

These programmes, that intersect with the business world and give students the opportunity to meet occupational role models, can broaden student horizons from the early years of schooling.

Business Personnel Involvement
Programme-specific.

Cost to Participate
Programme-specific.

Current Situation
There is a wide range of locations, for both types of partnerships. Partnerships are divided into two types:

- Generic partnership
  Generally operating at the initiative of businesses on a local or regional basis.

- Proprietary partnership
  Where a trust has been formed to promote a branded concept, seeking business and community support both for local operations, and often to expand the curriculum opportunity as widely as possible.

Target Groups
Both primary and secondary schools.

Student Numbers, Programme Duration and Frequency
All Education Enhancement Partnerships operate on an annual cycle to fit with the school year. Because the field is diverse, there is wide variation in numbers of students and duration of programmes.

Contacts
Contact the school you are interested in developing a partnership with. You can also contact a programme co-ordinator for one of the specific Education Enhancement Partnerships. Refer to Kiwi Can, Project K, Books in Homes, Young Enterprise Scheme, Enterprise Studies and Primary Enterprise Programme pages for further information.

Evaluation Methods
Mutual satisfaction, various methods of measuring this.

Comparison Against Guidelines for Partnerships and Outcomes for Students
Meeting the guidelines for partnerships and objectives for students are dependant on the education programme chosen. Typically, Education Enhancement partnerships fit all of the school guidelines except ‘strengthening governance and management’ which is not applicable to curriculum programmes.

Kiwi Can
Brief Description
Kiwi Can, first piloted in 1997, is a programme that focuses on physical, mental, creative and social development, aligned with the national Health and Physical Education curriculum. It involves whole-class groups in an active teaching programme, delivered by two trained facilitators, male and female, with the class teacher present at all times.

Each programme is organised into ten week modules to fit school terms, following a pattern of four weeks classroom-based, four weeks outdoor intensive then two weeks community-based. The fun of music and song are vital teaching tools.

Programme Benefits
Development of positive attitudes and enhanced self-concept for the student, through activities designed to build a strong sense of their identity in the community and New Zealand society. This personal resiliency is a proven basis for achievement. Particular strengths of Kiwi Can is its permanency and consistent delivery.

This programme is needs-based with the school setting priorities such as combating truancy, promoting respect, anti-bullying, improving motivation and co-operation. The continuous nature of the programme throughout an entire year, ensures it is a sustained force in the school, becoming part of the culture.

Leaders are from varied backgrounds, aged 18-25, with a commitment to help children realise their potential.

Business Personnel Involvement
Participating businesses are encouraged to become actively engaged in the school to develop deeper mutual understanding. Teachers and principals provide collegial support to facilitators and evaluate each stage of the programme.

Cost to Participate
$50,000 per annum for the salaries of two full-time leaders, which usually covers two smaller primary schools or one large school. This can be shared with the school itself and with community organisations.
Sanford is forming an education enhancement partnership with Kaeo Primary School based on the Kiwi Can programme.

The Sanford oyster-processing factory is the main employer in the small Northland community of Kaeo. Northland has a high level of unemployment with children coming from homes where the main source of income is often from government benefits.

Sanford management together with Chrissi Wood the Principal of the Kaeo Primary School agreed the Kiwi Can program would make a positive contribution to their school and to the community as a whole.

“Two years ago, while looking at programmes for behaviour and learning support, we investigated the Kiwi Can Programme but found the cost to be prohibitive. Last year’s approach from Sanford with regard to sponsorship of the programme was wonderful,” Chrissi says.

Whilst developing higher self-esteem in themselves, the children are also encouraged to develop a respect for their peers, parents, community and the environment.

Deley Simpson the Chief Executive of Kiwi Can says: “Where the programme has been running for a while we have seen some amazing changes. Apart from children developing the “I Can” attitude many other benefits emerge. The school atmosphere becomes more harmonious with bullying and violence being eliminated. Children develop a sound range of communication skills, teachers are able to relate to all pupils more positively and vice versa.”

A six-year-old child recently commented: “We try to be more gooder and more honest. We weren’t like that before Kiwi Can came.”

Shane Walsh, North Island Manager of Sanford says he believes the Kiwi Can programme will benefit the children, teachers, parents and the community and, over the long-term, Sanford.

“Two years ago, while looking at programmes for behaviour and learning support, we investigated the Kiwi Can Programme but found the cost to be prohibitive. Last year’s approach from Sanford with regard to sponsorship of the programme was wonderful,” Chrissi says.

Sanford believes a Kiwi Can CASE STUDY

Sanford’s involvement in the educational enhancement partnership with Kaeo Primary School is based on the Kiwi Can programme.

Sanford is the major local employer in the small town of Kaeo in Northland. The area is known for high levels of unemployment, and children often come from homes where the main source of income is government benefits.

Principal Chrissi Wood says she has noticed positive changes in students since the introduction of the Kiwi Can programme. She believes the programme benefits not only the children but also teachers, parents, and the wider community.

“The programme was wonderful,” Chrissi says. “We have seen some amazing changes. The children have developed the ‘I Can’ attitude, and the school atmosphere has become more harmonious, with bullying and violence eliminated. Children now have better communication skills, and teachers are able to relate to all students more positively.”

A six-year-old child recently commented, “We try to be more gooder and more honest. We weren’t like that before Kiwi Can came.”

Shane Walsh, North Island Manager of Sanford, is also enthusiastic about the programme. He believes it will benefit the children, teachers, parents, and the wider community over the long term.

“Sanford has been looking at programmes for behaviour and learning support,” says Shane. “We investigated the Kiwi Can programme but found it too expensive. Last year’s approach from Sanford with regard to sponsorship was wonderful.”

A six-year-old child recently commented, “We try to be more gooder and more honest. We weren’t like that before Kiwi Can came.”

Programme Benefits

The programme has benefits for students, teachers, parents, and the wider community. Students gain a sense of pride, confidence, and social skills. Teachers benefit from improved behaviour and a more positive learning environment. Parents see improvements in their children’s attitudes and performance.

The programme involves all students of the participating schools at least once per week for an entire year. The project assists young people of potential, at risk of under-achieving, at a time when their secondary school timetable still has enough flexibility to allow for significant breaks in the normal teaching routine to undertake this intensive personal development programme. The programme is not available for the critical ‘at risk’ group of those involved in violence and drugs.

Project K

Brief Description

Project K is mainly focused on year ten (fourth form) students. An introduction to the programme is followed by the residential Wilderness Adventure, with a focus on teamwork, self-reliance and goal-setting. After the students return they build on their goal-setting skills in the Community Challenge. Adult mentors are then allocated to work with the students in a Mentoring Partnership, with individual mentor follow-up, once per fortnight. This includes informal meeting/communication and quarterly review, leading to graduation at the school prize-giving.

A year nine (third-form) programme has also been piloted in a small school in Mangere in 2001. The students and their teachers were involved in a one week Wilderness Adventure, 20 days Community Challenge (run by teachers) and a Mentoring Partnership that will last throughout the school year. Senior students were trained as peer mentors and adult mentors were used for the students who needed most support. Project K is continuing to develop the year nine model and will extend to the far north in 2002.

Business Personnel

Involved

The project recruits and trains community mentors. Their structure therefore offers an opportunity for businesses to encourage their staff to undertake this development opportunity without needing facilitation support from the business, since this is provided by the project.

Cost to Participate

Businesses can pay for students to participate in Project K. The year ten programme costs $2,500 per student and the year nine programme costs $560 per student.

Current Situation

Northland: Kaeo Primary School
Auckland: Koru School in Mangere and Hillborough Primary School
Central North Island: Ngaruawahia, Hamilton, Te Kuiti, Marton, Hunterville, Bulls
Wellington: Porirua, Stokes Valley, Naenae
South Island: Timaru

Target Groups

Primary and intermediate schools for an intensive programme of social education.

Student Numbers, Programme Duration and Frequency

This programme involves all students of the participating schools at least once per week for an entire year.

Contact

Deley Simpson CEO
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Evaluation Methods

Regular feedback is received from the school community. Two research projects undertaken by Massey and Victoria Universities, provided positive results.

Comparison Against Guidelines for Partnerships and Outcomes for Students

This programme is sufficiently wide in scope to have the potential to meet all guidelines for partnerships and outcomes for students.

Further Comments

While developing higher self-esteem in themselves, the children are also encouraged to develop a respect for their peers, parents, community and the environment.
**Books in Homes**

**Brief Description**
Books in Homes aims to strengthen basic literacy and expose children to the role models who portray a positive view of reading. Sets of books are made available to the schools for children to select and take home to share with their families. Each week, in the ‘Caught Being Good’ programme, children who earn points for good behaviour have their names entered into a draw for the chance to earn an additional book.

**Business Personnel Involvement**
The organisation is a charitable trust run by a Board of Trustees. There is a national office based in Auckland with regional branches and well-established promotional programmes. Sponsors have many opportunities to become involved with the schools they are sponsoring – such as attending presentation assemblies and other fun events which are an essential part of the programme. However, the main role is as funders.

**Cost**
Cost is dependent on school size. Several thousand dollars is required for a full annual sponsorship, although this can be shared between sponsors.

**Current Situation**
Nationally in 398 schools.

Mainfreight Transport is a lead sponsor together with the Government, but many private individuals, charities, plus 35 Rotary Clubs and other community organisations are also involved. There is an ongoing need to fund programme development.

**Target Groups**
Low-decile one and two (lowest socio-economic areas) primary and intermediate schools. Year nine (third-form) students at some low-decile secondary schools.

**Student Numbers, Programme Duration and Frequency**
Books In Homes was originated by novelist Alan Duff and began in 1992 in Hawke’s Bay. Nearly 80,000 children now receive a minimum of five books of their choice a year.

**Programme Benefits**
Books in Homes addresses the problem of ‘bookless homes’ where previously no reading was taking place outside the classroom. Children from this background can become adults with low communication skills which often results in reduced future income, social exclusion and severe reduction in their ability to reach their potential.

**Programme Benefits**
This programme meets all partnership guidelines except ‘governance and management’ which is not applicable to most Educational Enhancement Programmes. It can meet all the outcomes for students.

**Further Comments**
Refer to www.projectk.org.nz for more information. A range of brochures are also available from the Auckland office.

**Further Comments**
Refer to the website www.booksinhomes.org.nz for further information. There is also a variety of hard-copy material available through Books in Homes offices.
The BP Community Enterprise Project

CASE STUDY

The BP Community Enterprise Project is the culmination of a year’s work in the Enterprise Studies Programme. The project enables groups of students, working together, to identify an organisation within their community that would benefit from a capital project of up to $1000. Students must identify this project, complete the costing, and arrange for it to occur and make a formal presentation to the organisation. Entries for an award in this competition are submitted in a marking panel. From this, up to 20 entries can be awarded nationally. In 2000, there were 63 entries.

BP Managing Director Peter Griffiths said it is becoming increasingly important for businesses to be in tune with society and to have a positive influence in the communities where they operate. “What we find is that because BP contributes positively to the community, our staff feel good about working for us and we actually do better business,” he said.

Business Personnel Involvement
Business mentor(s) for Young Enterprise provide practical advice, encouragement and a context for the annual process of brainstorming, planning, manufacture and marketing of the product and preparation of the annual report and financial statements.

Cost to Participate
Only in mentor time unless offering sponsorship.

Current Situation
A large majority of secondary schools have now been involved in Young Enterprise.

Target Groups
All secondary schools, generally at year 12 (sixth form) but other senior students are often involved.

Student Numbers, Programme Duration and Frequency
The number of student companies depends on the size of the school. As with all education enhancement programmes there is an annual cycle to match the school year. Term one is orientation and planning, terms two and three are for manufacture, marketing and reporting while awards are made in term four with the option for all students to use this experience to gain a credential through the international Young Enterprise examination, sponsored in New Zealand by the Auckland University of Technology.

Duration and Frequency
The number of student companies varies annually. The trust is continually sourcing additional programmes and the ability to offer fellowships for Lead Teachers.

Programme Benefits
As well as the classroom-based programme, all classes and teachers are encouraged to participate in a Community Enterprise Project where students put their enterprise skills into action by identifying a local non-profit organisation, learning about its needs and undertaking a project that assists in meeting these needs. Teams from the same school can work on different projects, then all have the opportunity to write a business report on their results and gain recognition for themselves and their beneficiary organisations in a national competition.

Enterprise Studies

Brief Description
This is the junior secondary school programme and the second national initiative promoted by the Enterprise NZ Trust, with NZBCSD member BP as principal supporter.

The Trust has the goal: “To promote business understanding, economic literacy and a ‘can-do’ attitude.” The value of Enterprise Studies is now recognised by co-sponsorship from the Government, through the Ministry of Economic Development and funding from the Ministry of Education for teacher professional development. There is also a strong focus on community responsibility for the young people involved.

Programme Benefits
As well as the classroom-based programme, all classes and teachers are encouraged to participate in a Community Enterprise Project where students put their enterprise skills into action by identifying a local non-profit organisation, learning about its needs and undertaking a project that assists in meeting these needs. Teams from the same school can work on different projects, then all have the opportunity to write a business report on their results and gain recognition for themselves and their beneficiary organisations in a national competition.

Enterprise Studies, which is generally taught at the fourth form level, is very popular with the commerce teachers who deliver it, because it is a carefully designed course that matches national curriculum requirements for students but has a real-life business focus that young people see as interesting, accessible and relevant to their lives.

Business Personnel Involvement
Teachers welcome the chance to show the practical relevance of the course by using the examples from local business, which may involve visits and speakers.

Cost to Participate
The trust is continually sourcing sponsorship for the development of additional programmes and the ability to offer fellowships for Lead Teachers.

Current Situation
Nationally over 70 percent of New Zealand secondary schools use one or more of the Enterprise programmes. Enterprise Studies is particularly easy to use because it ties in so well with classroom practice for commerce and with the social studies curriculum in the community project.

Further Comments
Pamphlets are available from the national office covering all aspects of the programme. Detailed information is available on the website www.enzt.co.nz.

Contact
Ken Baker
Executive Director
Head office in Wellington
Phone: 04 570 0452
Email: enterprise@enzt.co.nz

Evaluation Methods
Annual reviews by teaching staff. External evaluation by sponsors.

Comparison Against Guidelines
Programme Involvement
Business Personnel Involvement is not applicable to most Education Enhancement programmes. Detailed information is available on the website www.enzt.co.nz.
Primary Enterprise Programme (PrEP)

Brief Description
The Primary Enterprise Programme (PrEP), sponsored by the Fletcher Challenge Trust, engages all participating students in the design and operation of their own functioning community within the school.

As with Enterprise Studies in the junior secondary school, this latest opportunity from the Enterprise NZ Trust is an education enhancement programme, delivered by teachers to fulfill a need perceived by parents and community. Teachers are supported by the quality and relevance of the material, plus a network of advice and support offered by the Trust.

Through PrEP, children and their teachers have challenging hands-on activities in both social studies and technology. The learning model is designed to generate issues and problems for students to solve as a consequence of decisions they and their teachers make. These replicate issues found in the wider community.

Cost to Participate
Nil.

Current Situation
The programme started in 1999 and is growing fast. It has been recognised as particularly suitable for the intermediate and middle school age group, as well as junior levels in primary schools (see case study).

Involvement in PrEP has been identified as part of the Northland Grow community development strategy, while the Government is also involved in this regional learning partnership through Te Punui Kokiri.

Target Groups
All primary, intermediate and middle schools, covering years one to ten (primers to form four).

Student Numbers, Programme Duration and Frequency
The Primary Enterprise Programme operates across class groups with a strong outreach focus directed towards the business community. It therefore reaches large numbers of students in the schools where it is offered. As with other enhancement programmes, details of organisation are particular to each school, within an overall framework.

Evaluation Methods
Annual internal reviews by school staff and BOT. External review conducted by the trust’s national office and sponsors.

Comparison Against Guidelines for Partnerships and Outcomes for Students
This programme meets all partnership guidelines except ‘government and management’ which is not applicable to most Education Enhancement programmes. It can meet all of the outcomes for students.

Further Comments
Pamphlets are available from the national office covering all aspects of the programme. Detailed information is available on the website www.enzt.co.nz.

Contact
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Fletcher Challenge Supports Primary Enterprise Programme

CASE STUDY

Banking, performing arts, horticulture, publishing and broadcasting are just some of the student-run-ventures at schools throughout New Zealand.

For about three hours a week students create and work in student-run ventures. A school currency is designed to facilitate the exchanges that occur in their society. Students form their own government and judiciary system in response to the needs of their community. They organise marketplaces for trading their goods and services. They also use that income to pay tax, invest in their ventures and/or save.

The quality of the children’s C.V.’s and the thoughts contained within them, the skills gained from writing letters and reading replies, and the full interaction with other children and staff creates a stimulating and challenging learning environment.”

Kelvin Road School is one of 120 schools integrating curriculum through the Primary Enterprise Programme (PrEP). Principal, Tommy Robertson, says the school as part of the Northland Grow Enterprise Programme CASE STUDY

NZBCSD – successful business and school partnerships

Section two – partnerships

There are two broad structures: one in which a workable civil society is both planned and sustained and in the second, the operation of a market system for production, exchange, distribution and consumption of goods and services within the school society.

Programme Benefits
It is an innovative way of delivering learning in an integrated framework, which assists with the teacher problem of an overcrowded curriculum and encourages students to take responsibility for their own learning, through a programme which offers active participation for all.

As a result of the programme students learn practical democracy and how to turn problems into solutions, while improving their skills in reading, writing and mathematics. Teachers are able to work with material suitable to all learning styles and gain a greater understanding of key market aspects of society. With funding from the Ministry of Education for the Trust to run professional development for teachers, schools then have the benefit of a programme that delivers skills training in the essential learning areas of communication, problem-solving, self-management and competitive behaviour, social and co-operative behaviour and numeracy.

Business Personnel Involvement
Minimal, only as a part of curriculum outreach.
Vocational Partnerships

Brief Description
In Vocational Partnerships, students typically undertake work associated with various curriculum areas in a business situation, thus heightening an awareness of vocational possibilities and skills needed in the workplace.

They become aware of the connection between their subject choices and career opportunities and have the satisfaction of knowing that the work they have undertaken in the context of the programme also has value for the business.

Vocational Partnerships operate throughout the country from primary schools to senior secondary age levels. At the most advanced stage, students can work on real problems that the business has noted for attention, but has not yet scheduled for any of its staff.

Programme Benefits
Students able to do work of this complexity in their own time have high levels of motivation and intelligence, relish the challenge and benefit from the mentoring opportunities available. Most secondary schools, in particular, have developed significant links with local businesses through their career services, while some have enlarged these into full partnerships such as described in the 3M case study.

Business Personnel Involvement
A co-ordinator from the business is required to perform liaison work for each programme. Business staff are then delegated to work with the students for hours that suit programme lengths.

Cost to Participate
Only in time, while the process of mutual goal-setting means there are often prompt and tangible benefits for the business as well as the school.

Current Situation
Partners New Zealand facilitates more than ninety separate vocational partnerships throughout the country. Many others operate with regional facilitators or directly between business and schools.

Target Groups
Students from all schools – ranging from mid-primary to senior secondary.

Student Numbers, Programme Duration and Frequency
Details vary depending on the students and nature of programmes, which generally include at least one annual project of benefit to both parties.

Evaluation Methods
Annual goal-setting and measurement of project outcomes.

Comparison Against Guidelines for Partnerships and Outcomes for Students
Meeting the guidelines for partnerships and outcomes for students are dependant on the Vocational Partnership chosen.

Success for 3M Vocational Partnership

Timothy Wayper was in seventh form at Glenfield College in 1994 when he was given the opportunity of participating in a pilot work experience programme at 3M New Zealand.

On his second visit Tim’s supervisor gave him an interesting programming assignment, writing a program to remotely control some testing equipment. Tim was pleased to be able to use the programming skills he had been building up in his spare time, and the 3M staff were very impressed with his work.

After another visit to 3M, and another successfully completed task, Timothy was offered a part-time job in the Telecommunications Division.

Over the next four years, Tim completed his conjoint degrees (BSc, BCom), paying his way through university by working part time at 3M during the semesters and full time during the holidays. His work included several trips to the international headquarters for the Telecom Division of 3M in Austin, Texas.

While Tim was in Austin at the end of 1999, he was offered a job, in Texas, leading a team of programmers on a new technology project. He accepted the job and moved to Austin, where he spent a year, before moving back to New Zealand.

Tim believes that the industry/high-school work experience programme was of benefit to both him and 3M. He feels that the program was most successful when the company involved had well planned assignments prepared for the student. On Tim’s first visit, the staff seemed unsure what he should do; on his subsequent visits, however, he was given specific tasks to complete, which proved much more effective.

Tim has recently returned to New Zealand, and is currently leading a team of programmers at a small software company in downtown Auckland.

Shell Promotes Cycle Safety in Taranaki

When Shell Todd Oil Services (STOS) was co-hosting a major health and safety expo in New Plymouth, they called on their vocational partner St John Bosco Primary School to help out.

Students were asked to design posters highlighting the importance of wearing cycle safety helmets and to tell grown-ups, from a child’s perspective, what makes them feel unsafe when riding their bikes.

The whole school studied the topic for two weeks and the children had to present, on a movable display board, a visual message to all STOS workers.

The messages had to be from the children’s perspective for example: “Please look out for me in your rear-vision mirror. We are smaller than you. We wobble on our bikes if you come too close. Please give us room.”

“I was gehamacked” said the STOS employee who came to pick up the displays.

The school benefited from this exercise because this was a real-life learning project that the children responded well to. They had a reason for doing the work and it obviously excited them to be a part of this big project for STOS.

The project also satisfied curriculum aims in Health, English and Art and inspired the staff to want to do more real-life learning projects with STOS in future. Additionally, the school gained a lot of publicity because it gave the general public an opportunity to see what the pupils were capable of achieving with minimal assistance.

STOS were delighted with the projects that were proudly displayed in their cafeteria and at the exposition.

STOS is currently working on ideas for new projects.
Scholarship Partnerships

Brief Description
Scholarships are often made available for senior secondary students and are therefore commented on in the context of this guide. Students are given financial assistance to undertake tertiary study. They are often also provided with work experience that enhances their commercial experience and broadens their career ambitions.

Programme Benefits
Scholarship Partnerships provide students with the financial means to pursue their tertiary study ambitions, with the additional support of productive links with sponsoring businesses.

Business Personnel Involvement
There is usually minimal business personnel involvement. However, if work experience is included staff will be needed to supervise and train students.

Cost to Participate
This is programme dependent.

Current Situation
Nationwide.

Target Groups
Talented but financially disadvantaged students.

Student Numbers, Programme Duration and Frequency
Programme dependent. Scholarships are generally for a minimum of one year, while good results can lead to increased sponsorship.

Contacts
Contact a school of your choice to discuss partnership or you may prefer to join an existing programme such as the First Foundation, detailed in the next article.

Evaluation Methods
Programme dependent

Comparison Against Guidelines for Partnerships and Outcomes for Students
Meeting the guidelines for partnerships and outcomes for students are dependent on the Scholarship Partnership chosen.

First Foundation Project

Brief Description
The First Foundation Project has updated the traditional scholarship concept into a full partnership model. This model is built on the knowledge that financial constraints are not the only barriers for some young people. Their likelihood of success can be threatened by a lack of guidance and encouragement in dealing with issues such as academic pressure and extra-curricular activities, while they often face demands to fulfil competing family and community expectations.

Programme Benefits
Students are provided with the financial means to pursue their tertiary study ambitions, and they are given work experience that not only enhances their commercial experience but also broadens their career ambitions.

The students are required to make a financial contribution to their tertiary study costs from the money they earn working – promoting an ethic of self-reliance and independence.

Business Personnel Involvement
A Human Resources Manager or General Manager is required as the primary contact point for the project.

Additionally, a holiday work supervisor is needed to organise students' work responsibilities. The businesses involved need to provide minimal scholarship infrastructure as the First Foundation Project is able to provide a scholarship service to each business. Company time is required to organise, and then monitor, an employment programme.

Cost to Participate
$4,000 annual contribution for three years which is dedicated to student fees.

Current Situation
Auckland only, but there is a strong wish to develop this further.

A private enterprise initiative was established in 1998 and 13 private sector businesses (including NZBCSD members) The Warehouse, Fletcher Challenge and Hubbard Foods) now partner the existing 22 students.

Target Groups
Talented but financially disadvantaged students. The students are selected in their sixth and seventh form as people with considerable leadership potential.

Student Numbers, Programme Duration and Frequency
The First Foundation Project is a very targeted programme. The scholarship helps specific students make substantial progress in their career development and personal growth, assisting to relieve financial pressures and broadening commercial experience and perspectives through tailored mentoring and work experience.

Contacts
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Claire Stewart
Executive Director
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Email: cs@ffp.org.nz

Evaluation Methods
1. Communication of Key Performance Indicators to all parties at commencement of scholarship;

The Warehouse Assists Partnering to Fulfil Career Ambitions

Sulieti Tava, a first-year engineering student at the University of Auckland, is the oldest in a family of five sisters from Otahuhu. She takes her responsibility as the eldest seriously.

“It is important that I pave the way for the rest of my siblings”. Through a partnership between the First Foundation Project and The Warehouse, Sulieti is getting the opportunity to be a role model not only for her family but also for many others from her community.

“This scholarship has helped me to prove to them, and myself, that anything is possible” says Sulieti.

Sulieti is one of 22 students who have a unique opportunity through the First Foundation Project to pursue their tertiary study goals. NZBCSD businesses Fletcher Challenge and Hubbard Foods are amongst the 15 businesses involved in the scheme.

Sulieti was selected for a First Foundation scholarship with The Warehouse in 1999. Since then this quietly determined young woman has not looked back, embracing the opportunities The Warehouse has provided for her.

Her holiday work at The Warehouse has more exposed her to a range of roles, from developing advertising and promotions to working within customer service. The Warehouse has also developed Sulieti’s confidence and interpersonal skills. “Working at The Warehouse has taught me how to be more people oriented. I’ve learnt the importance of good communications with people from different walks of life, whether they are customers or my fellow team members. My confidence in my own ability has grown as I have been given more responsibility and independence in my work.”

Sulieti’s partnership has not only removed the financial burden that impeded her career prospects, it has provided the platform for making her career goals a reality – she hopes to become a pharmacist.

2. Quarterly progress reports by FFP Scholarship Managers to FFP Board of Trustees;
3. Annual review to monitor achievement of the KPIs within each scholarship.

Comparison Against Guidelines for Partnerships and Outcomes for Students
This programme meets all partnership guidelines except ‘governance and management’ which is not applicable to most Educational Enhancement programmes. It can meet most of the outcomes for students.

Further Comments
The First Foundation has been a pioneer of this model and is now looking for support to expand its work to different locations.

The Auckland University of Technology
Business and Community Partnership Strategy

CASE STUDY

The Auckland University of Technology

Business and Community Partnership Strategy

First Foundation Project

Brief Description
The First Foundation Project has updated the traditional scholarship concept into a full partnership model. This model is built on the knowledge that financial constraints are not the only barriers for some young people. Their likelihood of success can be threatened by a lack of guidance and encouragement in dealing with issues such as academic pressure and extra-curricular activities, while they often face demands to fulfil competing family and community expectations.

Programme Benefits
Students are provided with the financial means to pursue their tertiary study ambitions, and they are given work experience that not only enhances their commercial experience but also broadens their career ambitions.

The students are required to make a financial contribution to their tertiary study costs from the money they earn working – promoting an ethic of self-reliance and independence.

Business Personnel Involvement
A Human Resources Manager or General Manager is required as the primary contact point for the project.

Additionally, a holiday work supervisor is needed to organise students’ work responsibilities. The businesses involved need to provide minimal scholarship infrastructure as the First Foundation Project is able to provide a scholarship service to each business. Company time is required to organise, and then monitor, an employment programme.

Cost to Participate
$4,000 annual contribution for three years which is dedicated to student fees.

Current Situation
Auckland only, but there is a strong wish to develop this further.

A private enterprise initiative was established in 1998 and 13 private sector businesses (including NZBCSD members) The Warehouse, Fletcher Challenge and Hubbard Foods) now partner the existing 22 students.

Target Groups
Talented but financially disadvantaged students. The students are selected in their sixth and seventh form as people with considerable leadership potential.

Student Numbers, Programme Duration and Frequency
The First Foundation Project is a very targeted programme. The scholarship helps specific students make substantial progress in their career development and personal growth, assisting to relieve financial pressures and broadening commercial experience and perspectives through tailored mentoring and work experience.

Contacts
Vikki Brannagan
Chairperson
Phone: 630-7390
Email: vb@ffp.org.nz
Claire Stewart
Executive Director
Phone: 521-2103
Email: cs@ffp.org.nz

Evaluation Methods
1. Communication of Key Performance Indicators to all parties at commencement of scholarship;
Sponsorship Partnerships

Brief Description
Sponsorship Partnerships focus on donating money or materials to meet schools’ needs.

General sponsorships are applied nationally while targeted sponsorships are negotiated with the Ministry of Education (MOE) head office and community organisations supporting local schools.

Programme Benefits
Funding is often beyond the ability of Government and local communities, particularly in areas such as information technology, so businesses are fulfilling a vital role.

Business Personnel Involvement
There is minimal business personnel involvement in sponsorship partnerships, apart from liaison with schools, MOE and community trusts where applicable.

Cost to Participate
Varies according to the type of sponsorship. It can be very cost-effective if done in-kind or if costs are shared with local community organisations.

Current Situation
Examples of NZBCSD companies’ involvement in sponsorship partnerships are discussed here and detailed in case studies. Telecom, through its Education Foundation, has taken a leading role in general sponsorship. This currently involves 5895 schools and other business partners to change all of school students at a popular Wellington school head through the school gate armed with laptops, computers and handheld learning devices. They sit down at school, hook up to the Internet, and digital images stream across their screens, they link up with other schools half a world away for video conferences. Online learning is bringing traditional school subjects alive to these young people, opening gateways to new information, and new ways of learning, understanding and presenting information. It’s not hard to imagine – for these students it’s happening today.

But the reality is quite different for a group of students of the same age in remote parts of the far north of the North Island. Only one of them has a computer at home, they know what the Internet is but have trouble finding out much more because access is so slow. They don’t have the time or patience to take turns sitting down and trying to surf the Net, so they cut loose and go surfing at the nearby beach instead.

And the digital divide opens even further.

Telecom has teamed up with Government and other business partners to change all that and bring learning alive for students and communities at ten secondary schools in Northland through better access to information and communication technologies.

Telecom is fast-tracking $150,000 of investment in the telecommunication infrastructure in Northland to increase the capacity—or bandwidth—in the Telecom network. That means video conferencing, fast access into and around the Internet will be available to schools and the rest of the community.

Telecom’s ongoing partnership with another $50,000 to hook these ten schools into the new infrastructure to give the students faster and better Internet access.

Telecom is paying half the ongoing rental and Internet access charges for them for the next two years.

The Digital Opportunities Partnership between Government, Telecom and other business partners helps bridge the digital divide by opening up online learning opportunities to students regardless of their backgrounds.

Telecom’s commitment to this project also opens up opportunities for businesses and communities in Northland to get more capacity from the Telecom network.

Together with Telecom, they’re joining the digital revolution.

Education Foundation website www.tet.telecom.co.nz for further information.

Trustpower has a similar approach, with a rewards programme operated through the School Trustees and direct community funding, which includes sponsorship for Newspapers in Education and the Primary Schools music festival in their Bay of Plenty region.

Wellington’s 2020 Communications Trust also runs a project called Computer Access New Zealand (CANZ). CANZ works with accredited computer recyclers who share a code of practice and the CANZ quality brand. The Trust receives donations from government departments (local and central), businesses and private individuals and the recyclers refurbish the computers and sell them on at minimum cost to schools and not-for-profit organisations. Refer to www.computeraccess.org.nz for further information.

Target Groups
All schools, with low-decile areas selected for special programmes.

Student Numbers, Programme Duration and Frequency
All sponsorship programmes listed are annual, ongoing and benefit an entire school.

Contacts
Refer to your local school, a community facilitator organisation or:
Adrienne Percy,
Ministry of Education Innovations
Phone: 04 463 8232
Email: adrienne.percy@minedu.govt.nz

Evaluation Methods
Based on the ongoing satisfaction of parties.

Comparison Against Guidelines
For Partnerships and Outcomes for Students
Meeting the guidelines for partnerships and outcomes for students are dependant on the Sponsorship Partnership chosen.

Telecom works with Government to Bring Learning Alive for Isolated Communities

CASE STUDY

It’s 2001 and the new millennium. A group of school students at a popular Wellington school head through the school gate armed with laptops, computers and handheld learning devices. They sit down at school, hook up to the Internet, and digital images stream across their screens, they link up with other schools half a world away for video conferences. Online learning is bringing traditional school subjects alive to these young people, opening gateways to new information, and new ways of learning, understanding and presenting information. It’s not hard to imagine – for these students it’s happening today.

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Partners New Zealand Trust

Brief Description
Partners New Zealand have traditionally focused on vocational partnerships between schools and businesses. However, they are available to assist with any other partnerships discussed in this guide. Co-ordinators work from a six-stage process which is tailored to suit the needs of each partnership in an ongoing cycle.

1. Introduction: learning about each other's needs and resources.
2. Nuts and Bolts: tools to build the partnership.
3. Familiarisation: individual meetings and site visits.
4. Project Teams: induction, planning, setting tasks etc.

Business Personnel Involvement
The Partners New Zealand process requires a team of business personnel to work with a corresponding school team, size is negotiable.

Cost to Participate
Nil.

Current Situation
Nine areas are operating to date, all supported by a national co-ordinator. Six of these now have their own local co-ordinator.

Business, including community
Target Groups
All levels of schooling for various types of partnerships. The long-term aim is to set up local partnerships throughout the country.

Student Numbers, Programme Duration and Frequency
Work was begun on the Trust in 1993 and refunded in 1996. Programmes are too complex to enumerate since, as described earlier, Partners New Zealand is a brokerage, providing facilitation of whatever activities, projects or programmes local schools and enterprises wish to undertake. Some of their current work is funded through the Ministry of Education. It is a long-term operation with the national body supporting regionally-funded co-ordinators who facilitate partnerships between school and business, including community organisations and tertiary institutions. Partnerships are tailored to meet the needs of the parties. They all add value to student learning and may include mentoring for students and professional development for staff.

Service Benefits
Partners New Zealand Trust offer skilled personnel and a proven process to pass on the knowledge which assists business/school joint partnerships to operate successfully. Regional co-ordinators are locally funded and their services are available free of charge to facilitate any partnership in their area.

Benefit to Student Learning and May Include

Evaluation Methods
Annual review and goal setting by both parties. Outcomes are measured against set objectives and an ongoing auditing of activities by facilitators is done to measure progress towards agreed goals.

Further Comments
Full details are available on www.cva.co.nz. Partners New Zealand also publish newsletters and can advise about the full range of different types of partnerships operating in various areas of the country. While there is no service charge to participating businesses and schools, sponsorship assistance is most welcome for salary, vehicle and operating expenses for each cluster co-ordinator, which comes to a total of approximately $90,000 per annum. This can be broken into components. Six regional and one national co-ordinator are funded to date.

Government funding through Skill New Zealand and the Ministry of Education terminates this year. Local funding is being sought as part of a strategic plan to pass ownership and operation to local clusters. National funding is sought for the quality assurance, advisory and support role for the local clusters and to increase the number of regional clusters.

Contacts
Elizabeth Deauchrass  
(National Co-ordinator)  
Phone: 03 357 1034  
Email: elizd@es.co.nz

Where Both Sides Get A Bargain!

CASE STUDY

Making massive Easter eggs to hang up in the local The Warehouse was the task assigned to children at Marfell Community School in New Plymouth, facilitated by Partners New Zealand Trust.

Liz Shaw, the Principal of Marfell Community School and Alan Vincent, Team Leader at The Warehouse have developed a vocational partnership that benefits both sides. Since Alan’s daughter had attended the school and the Marfell community were a large percentage of The Warehouse’s clientele, a partnership made sense.

Firstly, Liz was taken on a tour of The Warehouse and various aspects of the company's business administration were explained to her. She was also given the opportunity to watch as the ticket writer effortlessly produced signs and price tickets at a rapid rate, and to learn first hand about the policy of zero waste and recycling.

A brief was then sent to the school, requesting that a class make twenty huge Easter eggs to hang up amongst The Warehouse’s Easter shop decorations. The school jumped at the opportunity to get students involved and the eggs were subsequently delivered to The Warehouse and hung up.

“They looked great and the children were very proud of their efforts,” Liz says.

The Warehouse has also given the school its plants that are too damaged to sell, or which are being replaced.

“This is in keeping with their zero waste policy but it also fits in with the school’s desire to help children learn about gardening and plants. I’m glad to have the opportunity to improve the gardens around the school,” Liz says.

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Regional Partnership Facilitator Organisations

Brief Description
The following regional listings give examples of facilitator organisations operating in New Zealand: Canterbury Development Corporation, City of Manukau Education Trust, Nelson Bays Education Business Partnership, Otago Education and Business Partnership Trust Southland Education Business Partnership Network, 2020 Communications Trust, Wellington.

These organisations have formed in a range of locations over the past few years with the common purpose to facilitate business/school links and partnerships, for economic development and social benefit. All operate on charitable trusts, with paid co-ordinators and board representatives from key sectors of their region – business, education, local government and central government agencies. There is some variation in their funding sources and each has priorities to match the particular needs of their location. They actively strive to avoid overlap and work co-operatively.

Service Benefits
The Otago Education Business Partnership Trust was established in 1996 to act as a catalyst to assist businesses and educational institutions in creating mutually beneficial partnerships in Otago. A strong network exists to support the Trust. It comprises wider groups of education and business organisations that are committed to improving the links between business and education. High points for the Trust have been gaining national recognition for the publication of a ‘good practice’ Work Exploration Kit and the number of successful partnerships that have continued to flourish in Otago in spite of the difficult economic climate.

Southland Education Business Partnership (South Ed) was established in 1996. The primary objective of the organisation is to facilitate relationships between Southland High Schools and the business community. South Ed contracts a co-ordinator whose role is to facilitate potential career orientated seminars for sixth and seventh form students. The co-ordinator works closely with Careers Advisers in schools who assist in promoting the seminars.

Canterbury Development Corporation (CDC) is the regional economic development and employment arm of the Christchurch City Council, formed in 1983. Their role is to develop and enhance long-term economic and social sustainability in Christchurch and the Canterbury region. One of the recognised key regional objectives is workforce capability. Regional Enterprise and Education Networks (REENs) are one model used to form new relationships between the school and business sectors, allowing creation of a more skilled and flexible workforce for the 21st Century. CDC are currently operating partnership facilitation contracts funded by the Ministry of Education for three regions: Canterbury, West Coast and Marlborough.

The City of Manukau Education Trust (COMET) was founded by the City Council in 2000 to develop an education strand, linked with the city’s employment and economic development strategies, to deal with the acute situation of their large youth population, many of whom are in low-decile schools. In Manukau, more than most other places in the country, people need work and the skills that make them employable. Schools urgently require assistance to engage students on pathways to productive futures, which include programmes to develop an enterprise orientation.

Nelson Bays Education Business Partnership (NBEBP) was established in 1995 when the community realised local school students, their most important resource, were unprepared for the fast-changing world of work. Funding comes from 22 sponsors and the Trust works very actively with four secondary schools and three intermediates in the region, encouraging teachers to include the business community as a major resource in their teaching. Their goal is maximum understanding and co-operation between sectors and they offer facilitation for all staff.

The 2020 Communications Trust was set up in 1996 as an initiative of the Wellington City Council seeking to ensure “that every citizen is equipped with the essential values, information, skills and opportunities to compete effectively in the emerging global digital economy and to fully participate in creating the information society.” This has led to three very important and effective school partnership projects that have grown beyond their Wellington base: Computers in Homes, Living Heritage and NetDay.

Business Personnel Involvement
Discretionary. Each trust provides skilled services to facilitate any partnership initiative, while executives with time available will find their skills welcome in projects or on trust boards.

Cost to Participate
Nil. The purpose of all facilitator organisations is to provide free services to enhance the smooth and productive development of partnerships. However if businesses have financial resources available, sponsorship is an ongoing need.

Current Situation
All these organisations are busy with local projects, yet open to new developments. Most facilitator organisations participated in an Enterprise Education forum that was held last year in Wellington with the aim of producing a joint policy from the Ministry of Education (MOE) and the Ministry of Economic Development, which is still being developed.

Some regional initiatives have spread more widely, such as 2020’s Computers in Homes which, through partnership with business sponsors and the government, “aims to empower the communities of decile one schools with the tools and skills to become active participants in our online world”. This has led to initiatives in Parimaru, Auckland as well as Cannons Creek, Porirua.

Target Groups
Students in all schools, to develop necessary new understandings and ways of thinking.

Student Numbers, Programme Duration and Frequency
Large numbers of students are reached through these partnership programmes which are ongoing and on an annual cycle to match the school year.

Computers in Homes
Fifty families in New Zealand have been given a recycled computer, internet access, training and technician support through a scheme supported by the 2020 Communications Trust. The project aims to empower communities of decile one schools with the tools and skills to become active participants in the online world.

“Everything about the computer is new and interesting to me especially because I have never in my whole life ever learnt to use one. I have never even used a typewriter. Now you wouldn’t believe how good I can type. I can also touch type. My kids are learning to touch type as well. The interesting thing about the computer is my kids love doing their homework,” says a mother of three who took part in the project.

Victoria University conducted a study on the project and found that almost all of the parents are using e-mail as a regular way of communicating including improved contact between home and school. Families e-mail in child absences and are accessing the Board of Trustees minutes via the school website.

Cost to Participate
Nil. The purpose of all facilitator organisations is to provide free services to enhance the smooth and productive development of partnerships. However if businesses have financial resources available, sponsorship is an ongoing need.

Current Situation
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Target Groups
Students in all schools, to develop necessary new understandings and ways of thinking.

Student Numbers, Programme Duration and Frequency
Large numbers of students are reached through these partnership programmes which are ongoing and on an annual cycle to match the school year.

Contact(s)
CDC Leonie Foster
Phone: 03 079 5575
Email: Leonie@cdc.org.nz

COMET – Bernardine Vester
Phone: 09 273 6009
Email: bvester@manukau.ac.nz

NBEBP – Vic Evans
Phone: 03 546 8198
Email: nbeb@paradise.net.nz

SouthEd – John Dyer
Phone: 0800 155 570
Email: johnc@gims.co.nz

2020 – Clare Coman
Phone: 04 479 8636
Email: director@2020.org.nz

Otago Education – Sally Gray
Phone: 03 477 2236
Email: sally@youthworks.org.nz

Websites
Manukau: www.comet.org.nz
Nelson:http://homepages.paradise.net.nz/nbeb
Youth Mentoring Associations

**Brief Description**
Youth mentoring began developing in New Zealand in the mid 1990s. In 2000, two voluntary associations were formed to pool knowledge, promote best practice and facilitate the growth of mentoring programmes to meet what is clearly a major need for young people. One is Auckland-based, AYMA – the Auckland Youth Mentoring Association, the other is centred on Wellington and the South Island, YMAANZ – the Youth Mentoring Association of Aotearoa New Zealand.

Mentoring initiatives operate on the traditional 1:1 pairing within an overall programme, with groups of students and mentors or a very skilled single mentor can work with a group of students.

School mentoring programmes generally support personal development in one of three areas:

- **Social** Buddy programmes where senior students are paired with troubled juniors.
- **Academic** Adult members of the school community help students with subject choices and goal-setting.
- **Pathways** Business/community mentors offer advice and guidance for the world beyond school. This mentoring is often part of other partnerships.

**Service Benefits**
Through the support of people who take a special interest in them, students are assisted to develop their self-efficacy by identifying and overcoming barriers and widening their experience and confidence in the world.

**Business Personnel Involvement**
Time with students and for training/facilitation if the company wants to offer mentors from their staff, either in developing their own programme or joining with an existing group. An example of this is Bell Gully adding to the Fletcher/Tangaroa mentoring scheme then developing their own initiative in Wellington.

**Cost to Participate**
Time rather than money where the company is supplying mentors. Schools pick up administrative costs, but special events like trips and social occasions need funding. Sponsorship of a local in-school programme or for the wider work of the two co-ordinating associations is an alternative for businesses who are keen to be involved but have limited time or personnel available.

**Current Situation Auckland**
- **West Auckland:** Waitakere College, Kapara College, Kelston Boys’ and Girls’ High Schools, Rutherford High School.
- **North Shore:** Long Bay College.
- **Central:** Penrose High School (with Rotary Club).
- **South:** Otahuhu College, Tangaroa (as part of Fletcher partnership), Aorere, Southern Cross-with First Foundation.

**Other Areas:** Central North Island: Edgecumbe (Bay of Plenty), Queen Elizabeth College (Palmerston North), Wanganui City College.

**Wellington:** Naenae College, Taita College (with Bell Gully).

**South Island:** Nelson College.

School mentoring pilots have been running since 1996, mostly with minimal funding. Kapara College, Kelston Boys, Naenae, Waitakere, Wanganui and Nelson have had short-term funding from the Ministry of Education and would welcome support for longer-term work. He Ara Tika, a Ministry of Education funded mentoring programme aimed at lifting achievement among young Maori students, is also in early stages of implementation.

**Target Groups**
Secondary schools, in all areas where interest is expressed.

**Student Numbers, Programme Duration and Frequency**
Most mentoring programmes run on an annual cycle, with personal development/resiliency-building as their aim, through focused sessions and shared activities at least once per fortnight. Numbers range from a dozen or so students to thirty or more.

**Evaluation Methods**
Particular to each programme, but computer measurement tools are available.

**Further Comments**
Businesses have a choice of supporting local programmes or the two volunteer organisations already mentioned – the Youth Mentoring Association of Aotearoa New Zealand (YMAANZ) or the Auckland Youth Mentoring Association (AYMA).

Contact either association for information on programmes currently operating or for assistance on how to get started.

**Contacts**
- **Auckland and North**
  - Jim Peters (Chair AYMA)
  - Phone: 09 2928 850
  - Email: peters@globe.net.nz
  - Ann Dunphy (Secretary AYMA)
  - Phone: 09 358 5310
  - Email: a.dunphy@xtra.co.nz

- **South Island**
  - Darren Gammie (YMAANZ)
  - Phone: 03 578 7848
  - Email: darren.g@xtra.co.nz

- **Wellington**
  - Lissie Hogg/Geoff Stone (Co-convenors YMAANZ)
  - Phone: 04 939 6547
  - Email: geoff@panz.org.nz
further resources

Recent New Zealand Publications

2000 “Pathways to Independence – Effective Youth Transitions”
   Skill New Zealand

1999 “Working Together. Building partnerships between schools and enterprises”

1997 “Career Information and guidance in New Zealand schools”
   Ministry of Education

1996 “Growing partnerships. Practical examples of school-industry partnerships”
   Careers Service

1993 “Successful schools successful business”
   Careers Service
   (Based on conferences held in Auckland and Wellington, March 1993)

Organisations

In addition to the organisations and groups profiled in this guide, there are a number of others who can assist businesses to develop partnerships with schools. These include:

Ministry of Education (MoE): Local management centres have contact details for all schools in your area. Nationally the MoE, Phone 04 463 8000 provides start-up money each year to trial new initiatives in schools and evaluates them for success. Some of these are now looking for support from other partners to continue operation.


Other valuable initiatives such as the annual Telecom Information Technology Roadshow, various Science and Technology competitions and holiday programmes, Lampen Work Choice Day and the Coca Cola Careers Expo lie outside the scope of this document.

Examples of NZBCSD Members’ Involvement

<table>
<thead>
<tr>
<th>Business</th>
<th>Type of Partnership</th>
<th>Specific Programme</th>
<th>School/s</th>
<th>Town/Suburb</th>
<th>Annual Financial Input (approx.)</th>
<th>Annual % Time Input</th>
<th>Business Contact</th>
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</thead>
<tbody>
<tr>
<td>Fletcher Building</td>
<td>Governance</td>
<td>Generic</td>
<td>Tangaroa College</td>
<td>Otara Auckland</td>
<td>Nil</td>
<td>High</td>
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<td>Fletcher Building</td>
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<td>Fletcher Challenge</td>
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<td>Secondary</td>
<td>Nationwide</td>
<td>Confidential</td>
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<td>Enhancement</td>
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<td>years 12 and 13</td>
<td>Nationwide</td>
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<td>Scholarship</td>
<td>First Foundation</td>
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<td>Auckland</td>
<td>$4,000 for 3 yrs</td>
<td>Low</td>
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<td>Enhancement</td>
<td></td>
<td></td>
<td>years 9 and 10</td>
<td>Nationwide</td>
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<td>Jane Driver</td>
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<tr>
<td>IMT</td>
<td>Vocational</td>
<td>Generic</td>
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<td>Medium</td>
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<td>Education</td>
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<td>Enterprise</td>
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<tr>
<td>The Warehouse</td>
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<td>Generic</td>
<td>Primary &amp; Sec</td>
<td>Regional</td>
<td>Less than $2000</td>
<td>Low</td>
<td>John Hoffman</td>
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<tr>
<td></td>
<td>Scholarship</td>
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<td>Auckland</td>
<td>$4,000 for 3 yrs</td>
<td>Low</td>
<td>John Hoffman</td>
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<td></td>
<td>Auckland</td>
<td>$4,000 for 3 yrs</td>
<td>Low</td>
<td>John Ashman</td>
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<td>Education</td>
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<td>Kaeo Primary,</td>
<td>$30,000</td>
<td>Low</td>
<td>Shane Walsh</td>
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<td></td>
<td></td>
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<td>(School Correction)</td>
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<td>Nationwide</td>
<td>$9m</td>
<td>Low</td>
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<td></td>
<td></td>
<td>(Net Day)</td>
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<td>Watercare</td>
<td>Education</td>
<td>Generic</td>
<td>(Adopt a Stream)</td>
<td>Primary yrs 5-8</td>
<td>Auckland</td>
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<td>Shell</td>
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<td>St John Bosco</td>
<td>New Plymouth</td>
<td>Nil</td>
<td>Low</td>
<td>Martine Carter</td>
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<tr>
<td>UBS</td>
<td>Education</td>
<td>Generic</td>
<td>Primary Schools</td>
<td>Auckland</td>
<td>Nil</td>
<td>Low</td>
<td>Ciel Ogilvie</td>
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</table>

*NB (these are estimates only): Low=less than 20 hours per annum; Medium=20-40 hours per annum; High=more than 40 hours per year
NZBCSD
member companies and
council members

3M New Zealand
James Marshall

APCCO New Zealand
Sam Lewis

BP Oil New Zealand
Peter Griffiths

City Care
Richard Lauder

Deloitte Touche Tomatsu
Nick Main

Eagle Technology Group
Craig Eagle

Fletcher Building
Ralph Waters

Foresight Institute of New Zealand
Nick Marsh

Hubbard Foods
Dick Hubbard

Interface Agencies
Robb Donze

Landcare Research
Andy Pearce

Meridian Energy
Keith Turner

Mighty River Power
Doug Heffernan

Milburn New Zealand
Rex Williams

Money Matters New Zealand
Rodger Spiller

Morel & Co
Jenny Morel

Natural Gas Corporation
John Barton

New Zealand Dairy Board
Warren Larsen

NIWA
Paul Hargreaves

Pallisier Estate Wines of
Martinborough
Richard Riddiford

Petros Plastics
Geoff Harnett

Port of Tauranga
Jon Mayson

PricewaterhouseCoopers
Andy Britton

Richmond
Rod Pearce

Sanford
Eric Barratt

Shell New Zealand
Ed Johnson

Simpson Grierson
Martin Wylie

Telecom New Zealand
Theresa Gattung

The Boston Consulting Group
Rick Boven

The Living Earth Company
Rob Fenwick

The Warehouse Group
Stephen Tindall

Toyota New Zealand
Bob Field

Transpower New Zealand
Bob Thomson

Trust Power
Jeff Williams

United Networks
Dan Warmock

Urgent Couriers
Steve Bonnici

URS – New Zealand
Mark Drury

Waimangu Volcanic Valley
Harvey James

Waste Management New Zealand
Kim Ellis

Watercare Services
Mark Ford