

BUILDING SCHOOL-COMPANY PARTNERSHIPS

DEVELOPING AN ACTION PLAN

OVERVIEW OF THE PARTNERSHIP

The Partnership

Partner #1

Pre-Primary School

Partner #2

Paper Recycling Company

The reason for the partnership

In Pre-Primary Schools, young children (aged between 5-6 years old) make a great use of paper in order to make their drawings or handicrafts. In that perspective, we decided to familiarize our pupils with the operation of a paper recycling company.

Brief explanation of the partnership

During the school year, our children will collect useless paper that cannot use for their drawings and take them to the paper recycling company in their town. In that way, they will learn and contribute to the phases of recycling and protect their environment.



ANALYSIS

Reflect on the following questions and explain.

Question	Answer & Explanation
How do we currently train our students and how do we engage as a school with local businesses (e.g., volunteering scheme, internships programs etc.)	Unfortunately, in the past years we had not tried to engage as a pre-primary school with local businesses due to our pupil's very young age (5-6 years old).
How are partnership activities currently linked to the curriculum? Are they 'add ons' or are they an intrinsic part of students' learning? Are they part of certain subjects or available to all students?	Our aim is to engage all our pupils in the partnership, as part of our curriculum and not part of certain subjects. This happens because in pre-primary school education, there is a holistic view of knowledge and education is not separated in individual subjects.
What strengths do we have? What are we known for as a school? (ex.: logistics, market knowledge)	Our school is known for its careful planning in educational issues and the care we all (students and teachers) want to offer to our planet. From this point of view, I believe that there will be a strong willingness to establish a prosperous partnership between our school and the paper recycling company in our town.
What kinds of skill sets do our local employers have, and how could those be applied? (ex.: technical skills, management skills, marketing)	It is obvious that young children cannot understand technical or management or marketing skills. So, the skill sets that the paper recycling company may offer to our children is the happiness employers and employees get from their work, collaboration, communication, critical thinking and creativity (known as the 4C's).
What can we provide that will directly benefit our partners? (ex.: recognition, networking opportunities)	Our school will promote the partnership through the school's webpage and communicate every activity to our pupils' parents and the local community. In our school, we have parents that are reporters and journalists, so they can make all partnership's activities public.
How are roles and responsibilities for initiating and managing links to companies currently managed? Are they ad hoc or clear and structured? Are partnerships intrinsic to anyone's job description?	This is the first time that there will be an attempt to establish a partnership between our pre-primary school and a company. Unfortunately, there are not currently any clear and structured roles and responsibilities.

Can educators be involved in partnerships during school hours? Can we enable them to be involved outside school hours? Can involvement in partnerships count as part of continuing professional development?	Our teachers will have specific hours during the working week in order to communicate with each other and organize the partnership, without spending outside school hours on that project, if it is possible. Our intention is to give our teachers the incentive to get involved in this partnership, as part of their continuing professional development.
Can we manage required paperwork, such as handling background checks, getting district approval for projects as needed, and getting permission slips signed?	I believe that the Principal and the secretary's office of our school will help our teachers deal successfully with all the required paperwork.
What resources are we likely to need? Do we need support from the school leadership team? Is any support available from the district/municipality or the local business community, e.g., Chamber of Commerce?	As in all projects, support from the school's leadership team is absolutely necessary. For example, in that way we can ensure our children's safe transportation to and from the company whenever is needed. In my country, I am not sure that there is any support for schools (especially pre-primary ones) available from the district/municipality or the local business community.
What data do we need so that partnership efforts and achievements are tracked and assessed? What type of record of achievement can employers provide for students? How can we celebrate student achievements?	During the partnership, pupils (along with their teachers' help) must count the amount of paper collected before giving it to the company. Additionally, we must ensure that children's interest in the partnership is high and that can be measured by their drawings or their checking at an interest list. Our students' achievements can be celebrated by several means, such as drawings, posters, brochures, badges, awards and class or school parties.

RETURN OF INVESTMENT

Challenges

Identify two big challenges that you believe the partnership may be able to address.

Business/community challenges	Education challenges
<ul style="list-style-type: none"> To deal with very young children that have different way of thinking than older pupils. 	<ul style="list-style-type: none"> Collaboration Communication



- | | |
|--|--|
| <ul style="list-style-type: none">• Be creative so as to engage young children's interest. | |
|--|--|

Benefits

Identify three benefits your organization would want to realize from its partnership work.

- Our pupils will learn -in action- the benefits of recycling useless paper.
- We will involve our children's parents to participate in collecting paper for the company (strengthen school-parents' collaboration).
- If our school manage to collect a certain (pre-arranged) amount of paper throughout the year, the company will donate technological equipment (such as a laptop) to our school.



PLANNING & TIMELINE

Develop a plan for implementing the partnership.

Identification of coordinator	Timeline		
<i>Decide who the coordinator will be and describe his/her tasks</i>	<i>Define the timeline of the following activities and describe how they will be organized</i>		
<p>The coordinator between our school and the company will be the teacher of the class, as she is the one who knows best children's abilities and the project's needs. Firstly, the teacher will be responsible, along with the school's Principal, to follow the existing regulations and laws about the partnership. She will be also responsible for the communication (through telephone or emails) with the company's coordinator and for reporting problems that may occur during the partnership. Additionally, she must communicate the objectives of the partnership to the company's coordinator. She will take all the required actions to ensure that the activities will take place, according to a specific timeline, in a safe and healthy environment that respects all students' abilities and needs.</p>	<i>Before the implementation of the partnership</i>	<i>Implementation of the partnership</i>	<i>Follow up</i>
	<p>The coordinator, along with the Principal, will ensure that they have all the necessary written consent from students' parents with their permission (for photographs and videos of the activities with children during their visit at the company, moving outside school, etc.). According to the number of students, there will be support staff from school to escort them (every 8 students, 2 support staff, because children are too young, 5-6 years old). All necessary information and instructions about the visit's context will be given to all members involved. Children must be informed about acceptable behavior during their visit, through role play, drawings, etc. Children,</p>	<p>When students arrive at the company, it must be ensured that all support staff (from school and the company) will facilitate their visit. At the beginning, students will be guided through the company's sectors in order to see and understand the procedure of recycling. As they are very young, whatever we want them to learn must be through observation, play and experiment. Our children will ask the questions that they have decided and drawn at school, to get information about paper recycling. With the support staff's help (as they are very young and cannot write yet), they will "write", draw, or note on their sheets of paper any valuable information about recycling. Visit to the company will be repeated more times, because children may need more time to gain knowledge and experience about</p>	<p>As we are heading towards the end of the partnership, children will collaborate in order to design an ecological poster and brochures. They will draw and write slogans to communicate to the school's community the need for recycling paper. They can even organize a protest at school and at the municipality's roads. Moreover, they can draw and make badges from recycled paper with slogan about the environment and give them to older students of our school. Additionally, they can participate in online quizzes and games to realize what they have understood and learned from the all this procedure. In order to celebrate the end of the partnership, we can even organize an all-day event at school with happenings, theatrical events, recycling activities, so as to inform</p>

	<p>along with their teacher, will prepare the questions of the interview they want to take from the Manager of the Company. In addition, students may have collect different pieces of papers, so as to ask company's employee information about which kind of paper can be recycled. The coordinator must ensure that children have all the necessary equipment with them (paper, pencils, colors, markers, etc.).</p>	<p>the recycling procedure.</p>	<p>parents and citizens about the value of recycling and motivate them to recycle more! If the town's Mayor is present, s/he may give them the award of "the best recycling awareness children" during a ceremony, along with the company's representative. The school coordinator will send all the feedback, from the impact that the partnership had on children, to the company's contact person. In addition, we will collect the feedback about the partnership with our young students from the company's partners.</p>
--	---	---------------------------------	--

EVALUATION & REPORTING OF OUTCOMES

How are you planning to evaluate the partnership effort and keep a record of the outcomes considering the following questions?

Design: Does the initiative's design maximise success?

Implementation: How has the initiative been implemented in practice?

Output: What has the initiative produced or delivered?

Outcomes: What impacts, effects or consequences has the initiative had for students?



In order to evaluate every step of the partnership effort and keep a record of the outcomes, all above questions must be answered:

- A fully detailed initiative's design is crucial for the partnership's success, as it gives all the necessary details and information about the implementation of the partnership.
- The initiative has been implemented in practice with an excellent collaboration between the school's coordinator and the company's contact person and with detailed preparation of all aspects of the partnership.
- At the end of the partnership, children collaborated and designed an ecological poster and brochure to communicate to the community the values of recycling. They also produced handmade badges from recycled paper.
- The initiative has offered young children the opportunity to come in touch with a real company and try to understand how recycling is really happening. All these experiences from the partnership made them decide to implement recycling in their everyday life and try to persuade their parents do the same thing, systematically.

European School Education Platform and eTwinning are initiatives of the European Union and funded by Erasmus+, the EU's programme to support education, training, youth and sport in Europe. This document has been prepared for the European Commission by European Schoolnet under a contract with the Union, however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

