

# SOCIAL EUROPE

The leading edge

SUPPLEMENT 1/89



COMMISSION OF THE EUROPEAN COMMUNITIES

DIRECTORATE GENERAL FOR EMPLOYMENT,  
SOCIAL AFFAIRS AND EDUCATION



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**A review of the growth  
of school/industry partnership  
in the European Community**

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Preface

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The study on which this report is based was carried out for the Commission in the concluding stages of its European Community Action Programme on the transition of young people from education to working life.

The central theme of this Programme, which ran from 1983 to 1988, was partnership between schools and the world outside the school, especially the world of work. The extent of recent changes and developments in the area of partnership with firms and trades unions, and the need for an up-to-date account of them, were noted at two major conferences held in 1987 and 1988 at Sorrento (Italy) and Noordwijkerhout (Netherlands), which brought together senior representatives of the two worlds - the world of industry\* and the world of schools.

The data in the report was gathered by postal contact, followed up by interviews, with major national organisations of employers and trades unions; some regional organisations; a number of individual firms, large and small; and trades unions. Data was also collected from Ministries of Education, Employment, Industry and Economic Development in some countries. Material on developments in schools and colleges had already been collected in the context of preparing reports on the Transition Programme pilot projects. Data on recent connected developments in the United States was drawn from a seminar arranged, in Bruges, independently but at a convenient moment, by the America-European Community Association Trust in October 1988 on the theme "Public/Private Partnerships in Europe and the United States". This assistance is gratefully acknowledged.

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\* "Industry" is used in this report to cover industry, commerce, and the service sector, and to include trades unions.

The field work was carried out by two members of the team appointed by the Commission to prepare reports on the Transition Programme, K. Meijer and T. McMullen, and by F. Castin, a former member of the staff of UNICE (the Union of Industrial and Employers' Confederations of Europe). The study was coordinated in Brussels, and the report written by J. Banks, for IFAPLAN, an independent research institute, mainly based in Cologne (Germany) working under contract for the Commission of the European Communities.

#### Further reading

Readers interested in the implications of school-industry partnership for schools may like to note the titles of the following reports of the European Community's second Action Programme for the Transition of young people from education to adult and working life :

- Transition education for the '90s : the experience of the European Community's Action Programme.
- School-industry Links.
- The World of Work as a Learning Resource.
- Guidance and the School.

Forty 4-page illustrative studies were also published on selected projects, under the title "Innovations", and many of these are also relevant.

These publications are available free of charge, in all Community languages, from the Programme Information Office, IFAPLAN, 32 Square Ambiorix, B - 1040 Brussels.

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About this report

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This report reviews the major trends and developments in industry's involvement in the school systems of the Member States of the European Community in early 1988. Its main purpose is to highlight and analyse recent changes, and it is not therefore a comprehensive or encyclopedic account of the well-known, often long-established, forms of industrial involvement in training, such as apprenticeship systems or sandwich-courses. It presents, rather, a picture of the "moving frontier" or the "leading edge" - the range of current innovations in industry-school relations and partnership.

The picture, across Europe and especially north/south, is not uniform. The most striking developments in northern Europe concern the way industry is increasingly cooperating with schools providing compulsory education (i.e. up to about age 16) or general education. In other parts of Europe, the picture is different : there, firms are just beginning to develop ways of supporting technical and vocational training : they are hardly involved at all with compulsory or general education schools. The report suggests that the one leads on to the other, since the same motivation - raising quality - lies behind both, and it is difficult to distinguish between the two, as vocational training becomes more general, and many compulsory or general courses are given more of a pre-vocational character.

So the report includes accounts of recent developments in both "sectors" - technical/vocational schools or colleges and "general"/compulsory schools. Because the rate of change and activity is higher in the latter, more space is given to them. But since, from industry's point of view, both need to be seen together, they are both included.

The report describes the growth of interest in partnership between schools and firms over the past 5-10 years. It illustrates and analyses the important part played by national-level initiatives, especially on the part of government and employers groups, in creating



the climate, and laying the foundations for initiatives at regional and local level (Section 1).

The reasons why firms, and trades unions, are increasingly concerned in this area, and the benefits they see from investing resources of personnel, equipment and money, in it, are reviewed in Section 2.

Section 3 focusses on the level at which the major responsibility lies for taking the initiative towards the formation of partnerships - that of the region or local area. The role of the private and public sectors is examined, with illustrations of the different solutions developed in a number of Community countries to the need for effective support, stimulus and coordination at this level.

Section 4 looks at the benefits to school systems which partnership schemes can offer. These go beyond the help which the individual school can receive, and include local, regional and even national schemes aimed at raising quality and increasing diversity in education/training.

In Section 5, the report examines a major new type of partnership scheme which borrows some of the character of partnerships developed by industry to assist in urban renewal and regional development. This is the "Compact". The reasons why it may represent an advance of major importance for the future are set out.

Sections 1, 3, 4 and 5 all contain conclusions relevant to the different levels of partnership schemes. In Section 6, proposals are set out for future strategy at government level and in the private sector, and for a supporting programme of action at Community level to ensure that partnership schemes play their full part in support of the Community's efforts to lay the social and economic foundations of the Internal Market.

Check-lists to help regional-level groups, regional/local education authorities, and firms, plan or review their involvement in partnership schemes are included at Annex 1.



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1. National-level action : laying the foundations

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"Le département\* 'action scolaire' de la RATP (69 boulevard Saint-Michel, 75007 Paris, tél. : 43-29-92-71) organise à la demande des établissements scolaires des visites d'installations (poste de commande centralisé du métro, gares du RER, ateliers), des séminaires pour enseignants, documentalistes, conseillers d'orientation et des conférences dans les écoles. Il dispose d'un matériel pédagogique et d'un 'expobus' qui présente l'ensemble des activités de la Régie." - "Le Monde", 28 avril 1988.

This footnote to a Le Monde report in April 1988 entitled "1200 lycée students work for their Baccalaureat in the Paris Métro" catches the spirit of the new era into which schools and firms are moving. The students in question were on technical courses but were not necessarily planning or hoping to take jobs in the Métro. The Métro, as the footnote says, has opened its doors to the school-world, in the form of teachers, guidance counsellors and school-parties.

Such changes are already happening on a large scale. These 1200 lycée students in France, visiting the Paris Métro, were part of 250,000 French young people in 1987/88 who spent time in a firm on a work experience placement as part of their school/college course. Soon there will be another 200,000 more each year, when the new 'Baccalauréat professionnel' (vocational A-level examination) is fully introduced. In Germany, 50% of all school-age pupils have a work placement in a

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\* "The schools Department of the Paris Regional Transport Authority (69 Boulevard Saint-Michel, 75007 Paris, Tel° 43 29 92 71) will arrange work-visits for schools to the central control of the Métro, the Regional Express Network stations, and workshops; seminars for teachers, librarians and guidance counsellors; and discussions in schools. It can provide teaching material and an exhibition bus which gives an overall view of its operations". - "Le Monde", 28 April 1988.

firm as part of their 'Arbeitslehre' (Introduction to the world of work) course, and there is pressure to make this 100%. Similar figures apply for the United Kingdom, where many secondary schools are reported to have, or have had, links with firms. In Denmark, work experience has been taken by nearly all pupils as part of their compulsory guidance course since 1975. In the Netherlands, all students in vocational schools automatically do a placement. In Spain, nearly 10,000 students in Andalusia were on such placements, as part of their vocational training, in 1988, and over 4,000 firms were involved.

Providing work experience placements as part of a training course, or to offer a general introduction to the world of work as part of the guidance process for younger students, is far from being the only way that firms have opened their gates to the schools - as we shall see later. But it provides a good indicator of the way this world has changed in the last 10 years in most countries.

How has this come about? In this Section, we look at the measures which have been taken by governments, employers' and trades unions' federations, and Chambers of Commerce, to create this new relationship, and in the following Section (2) we examine what those concerned see as the benefits in this already large, but steadily increasing, call on their time, staff and budgets.

### National-level policies

Major changes of policy and attitude have occurred at national level in the past few years.

Governments have played a major part in some countries, especially France, Ireland, Spain and the U.K. In France, the establishment in 1985 of the 'Haut Comité Education-Economie' (National Committee on Education-Industry Relations) by the Minister of Education was a landmark, followed the year after by the creation of similar committees in all the regions. Each has equal representation of the two worlds (education, social partners). The national committee has for the first

time involved the industrial world in defining recommendations and proposals for the medium-term planning of key sectors of French education/training, and helping to implement them.

A policy agenda - France, 1987

Box 1

The first recommendations of the Haut Comité Education-Economie reflected a strikingly broad view of its responsibilities. They covered :

- School-industry Twinning ('Jumelages')
- The need to prevent drop-out and under-achievement
- The role of guidance, in comprehensive schools and after
- The need for preparation for economic life for all, including learning modern languages ('une culture économique pour tous')
- The need for greater co-operation and links between teaching and research bodies in education/training
- The need for stronger vocational/professional consultation arrangements
- Future issues in higher education
- The need to develop technology-based courses for low-achieving pupils at age 13-14 ('3ème and 4ème technologiques')

In October 1987 the Haut-Comité submitted a report with proposals :

- to reduce the number leaving school unqualified and without basic education;
- to reduce the number taking the lowest vocational qualifications, and update and broaden the qualifications;
- to raise the number attaining the Bac level from 150,000 to 250,000 a year;
- to raise the number taking the higher technician-level qualifications (DUT, BTS, i.e. Bac + 2 years) from 80,000 to 160,000 a year;
- to give priority to improving the effectiveness of the first two years of university courses, and to develop engineering training; and
- to bring about a qualitative and quantitative development of links between institutions of higher education and firms.

National-level initiatives by governments elsewhere have included "Industry Year" (1986), and several other major initiatives in the United Kingdom which have been sponsored or co-sponsored by one or more of the departments concerned with employment and industry/economic affairs - a major widening of the perception of responsibility for education/training policy. The Belgian authorities set up a 'Cellule Emploi-Education Nationale' (Inter-ministerial Employment-Education Unit) in 1987, to co-ordinate policy and communicate with industry on employment and training issues. In Denmark, the 'Folkeskole' (the comprehensive school for pupils aged 6-16) has a long tradition of being open to its partners in the community, and cooperation is a generally accepted feature of the heavily-decentralised education system. Nonetheless, the passing of the 1975 Law on the 'Folkeskole' was followed-up by encouragement from the Government to the local authorities to review and intensify the creation of links between schools and firms, and in the last 10 years all the major partners in this field have responded with new policies. It was significant too that the 1975 Law obliged schools to provide guidance, as part of the core curriculum: this provided the necessary general framework into which the partners outside, i.e. firms and trades unions could insert their contributions, as part of compulsory education.

In Spain, a national-level Agreement was recently signed between the Ministry of Education and the CEOE (Spanish Confederation of Employers' Organisations) providing an umbrella for the rapid development of similar Agreements at regional level, especially by the Autonomous Communities (e.g. in Aragon, Catalonia, Madrid, etc.). Meanwhile the central government's plans for the future development of technical and vocational training, and compulsory schooling, are based on a clear perception of the need to open up schools of all kinds to their local communities. The Greek government's initiative for the reform of upper-secondary schools also calls for close relationships between these key schools and their economic and social environment : this is the first time such an approach has been adopted in Greece, although links with technical schools are quite common. In both countries, and

in Portugal, where there is, by long tradition, a substantial distance between schools of all kinds and the world of industry, the first priority for the government has been to close this gap in the vocational training field, where the self-interest and technical know-how of firms can be more easily harnessed, to short-term economic advantage. The longer-term benefit of offering experience of the economic world as part of the general preparation of all young people to enter society, understandably takes second place. But it is increasingly seen as desirable and practicable.

In other countries, governments are less willing, or able, to take action in this field themselves. The Dutch authorities have shown themselves concerned not to intervene directly here though they are as concerned as any about the issues, as was shown in the setting up of the Wagner Commission in 1982 and the subsequent public discussion of its report - the so-called "Open Debate". It has broadly confined its role to acting as broker between the two sectors (education and industry), and creating the conditions under which local or regional initiatives can develop. However, in introducing its proposals for a new compulsory curriculum, the Education Ministry has ensured that a new subject, 'Technology', is included. It has also introduced legislation to allow schools to make contracts with third parties for the first time; established a nation-wide network of Industry-Education Liaison Centres (COAs) with a wide brief; and is in the process of setting up Regional Manpower Services Councils, bringing all the education and industry interests in a region together.

In Italy, the national-level initiative, in this, as in many other policy fields, has lain more with the private sector than government. It is the national employers' federation, Confindustria, which has developed a rationale for partnership and gone on to make practical proposals on how to put it into practice. Its regional and local branches - the Unioni Industriali - are the main agents for this implementation, while the Ministry (of Education) has provided support by channelling funds, and giving official approval, to the resulting activities, particularly training (see below on the Agnelli Foundation).

A high-level Commission, chaired by Mr. Wagner, former chairman of Royal Dutch Shell, was set up in 1982 to examine future industrial policy. Its second report emphasised the need to improve the links between vocational education and industry. It recommended giving industry much greater responsibility for vocational training.

Public discussion (an "Open Debate") was arranged on this report, bringing together not only the Ministries concerned (Education, Economic Affairs, Social Affairs, Employment, Treasury and Home Affairs) but also representatives of the social partners and of educational organisations.

The main conclusions of the Open Debate, reflected in a report endorsed by the government in 1984 were that :

- it was agreed that government, industry and the education sector have a shared responsibility for vocational education and training. The existing consultative structure at the national level should be strengthened accordingly;
- the education system (vocational schools) would continue to provide vocational training, by full-time provision;
- industry, however, would double the number of apprenticeship places and try to increase both the quality and quantity of places available for work experience schemes for vocational education;
- employers would be much more concerned with vocational training than hitherto, in particular regarding the type, content and length of work experience periods - a major and significant change;
- from the trades unions' side, improvement in the quality, and quantity, of vocational training was seen to deserve a very high priority, higher than that of maintaining the existing levels of financial support of young people at this age.

#### National employers federations

National-level employers federations have played a key role in many other countries - and the parallel trades union bodies also, in some. The Confederation of British Industry (CBI), for example, has a general policy of :

- influencing government on education/training policy; and
- encouraging its members, regionally or locally, to support the CBI Educational Foundation (which it has set up to create and support links) as well as to contribute to the actual programmes which the Foundation provides.



Likewise in Ireland, the CII has launched several national initiatives, e.g. the Business Awareness Awards Scheme (See Section 3) which is now run by the Irish Life Assurance Company.

The most striking example of partnership in action at all levels, from national to regional, and local, is the German system of 'Schule-Wirtschaft', i.e. the Education-Economy Working Groups, used to underpin the teaching of 'Arbeitslehre' (Introduction to the world of work) in compulsory-level schools all over Germany. The system started as long ago as 1953 and has grown to comprise as many as 400 local-level working-groups (with over 15,000 teachers participating). There are 11 groups at regional level (one in each 'Land') and one at national level. Each is made up of industrial staff and teachers (see Box 3).

Unlike the 'Dual System' for firm-based vocational training in Germany, which is known in every country of Europe (and copied in many), the 'Schule-Wirtschaft' system and the inclusion of 'Arbeitslehre' in the compulsory curriculum of well over half the schools (but not the higher status ones) are virtually unknown outside Germany. As a way of closing the gap between schools and industry at the level of compulsory secondary education, these two make a unique combination of :

- national-level leadership and climate-creation, to supervise and support local and regional-level action;
- fora at each level to which interested firms can go, to find out how they can contribute, and learn from others' experience how to do so effectively;
- on the schools' side, a slot ('Arbeitslehre') in the compulsory curriculum into which learning activities involving industry can be fitted;
- a parallel set of trades union working-groups, mirroring the employers' groups on a smaller scale;
- a balanced partnership - educationists are equal members with industrialists in the groups, a good basis for cooperation.

The national-level working group (and its staff):

- organises national and international meetings, e.g. on "Changes in job qualifications", "Computers in schools and firms", "New technologies: their impact on education and training";
- takes part in educational exhibitions;
- organises study-visits to, e.g. Sweden;
- sets up task-groups on, e.g. teacher in-service training, study-trip methodology, educational projects, twinning;
- supports the "Gymnasium-Economy Initiative";
- organises international twinings;
- develops and publishes teaching material.

Regional-level working-groups :

- adapt nationally-prepared teaching materials:
- link with the 'Land' Departments of Education to discuss 'Arbeitslehre' guidelines;
- play an important role in organising in-service training;
- help to organise activities e.g. 'Economics weeks' in schools;
- publish materials e.g. a booklet with information on films, videos etc. and how they can be used in classes.

Local-level working-groups:

- inform teachers about in-service courses;
- organise work placements for teachers and pupils;
- organise meetings between industrialists, pupils and teachers;
- organise discussion meetings between teachers and industrialists on matching industrial requirements with educational aims.

In Section 3, we look at other ways of structuring and managing partnerships with schools, at regional and local level. But the German example above is more developed, and extensive, than any of them.

The national role of Foundations, etc.

Private Foundations have played a particularly important role in Italy, where the private sector has been the main initiator of new approaches. In particular, the Agnelli Foundation in Turin designed and developed materials for a 5-day course for teachers on aspects of contemporary industry in Italy, of which 130 versions have been organised all over Italy since 1981, attended by over 15,000 teachers : since 1984, 25 have been held each year. (See also Section 3, on the course).

When the U.K. government issued its information and guidance packs to launch 'Industry Year', it could list 21 national agencies which were wholly or partly concerned with promoting school-industry links. Some, like the Royal Society for the Arts, Manufacturers and Commerce (founded 1754) were of long standing. The majority were recent creations.

The 1980s have seen such agencies created in many countries. A notable example is the Belgian "Institut de l'Entreprise", set up in 1980 by employers, to improve the image of industry in society but with an education action programme aimed at primary and secondary education. Part of this is to help young people set up mini-enterprises, of which 200 existed in Belgium in 1988.

Two education objectives are at the centre of the Institute's philosophy: the need to ensure that young people learn some economics in school; and the need to raise the status of technical education.

Also under discussion in Belgium is the creation of a further body, a "Fondation Enseignement-Entreprise" to parallel the existing university-level "Fondation Industrie-Université", and provide a forum for contact and co-operative development (e.g. on policy on future qualification requirements) between education and industry.

The similar-sounding "Fondation Education-Formation-Entreprise" was set up in France in 1988 by 31 firms, covering 160 locations and one and a half million employees. Its breadth of role is interesting : to consult with the Education Ministry mainly about technical and vocational training but also about education/training at any level, and to stimulate 'synergie' between firms and the world of education/training.

The "Fondation Jeunesse et Entreprise" was also set up in France, in 1986, by a group of 170 firms to :

- help youth employment by closer links between young people and firms;

- increase young people's chances of success in industry, and tackle the obstacles thereto;
- help firms to appreciate the qualities of young people (who comprise 50% of the Foundation's Council and Committees);
- spread and develop firms' support for training.

## Conclusions

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1. Central government can and should play the key role of creating the climate for partnership. This may involve Ministries other than Education and Training, e.g. Industry, Economic Development, Employment. Policy statements, and national media events (competitions, schemes), are important for this.
2. Special attention should be given to identifying and removing obstacles to partnership and cooperation. It is particularly important that the structure of the compulsory school curriculum itself should not present an obstacle and that a suitable "slot" (or "slots") should be organised in the subject (and timetable) structure which fits the special needs of such work. Ministries of Education should consider whether their curriculum structure provides for this satisfactorily. The German system of 'Arbeitslehre', and the adoption of guidance as a compulsory subject in Denmark, provide examples of two solutions. The trend towards including "technology" as a subject may be a third. The insertion of a vocational dimension into all or nearly all subjects may also be valuable but the evidence suggests it will also take a long time to realise (See Section 4.A). Whatever solution is favoured, it is important that the policy on this, and its implications, should be stated clearly and the implications, in terms of removing other likely obstacles to its implementation should be dealt with.
3. There are likely to be legal obstacles, such as schools' inability to make contracts, or to allow pupils outside school premises, or to purchase equipment, or restrictions preventing pupils engaging in work

experience. There may also be financial obstacles, e.g. lack of local-level resources to permit new project-based learning to develop. There are also likely to be professional ones, e.g. the need to re-train head-teachers, specialist staff and class-teachers.

4. If it is intended that firms and trades unions should both develop partnership arrangements at regional/local and institutional levels, suitable structures or policies should be established at national level to pave the way for them.

5. National Employers Federations can play a key part in creating the climate, in particular by :

- encouraging and supporting regional/local federations to develop structures and programmes;
- developing their own materials, sectorally and otherwise, to offer to schools;
- providing courses, or developing course "models" for others to provide (Cf. the Agnelli Foundation above);
- encouraging multi-national and large national firms to develop their own programmes of support (see Section 4.B) and to incorporate a transnational dimension in them;
- sponsoring visible events to widen the circle of individuals in firms concerned and committed to partnership, and ensuring that materials are available to inform them of good approaches already in use;
- sponsoring studies/working groups to study how new approaches can be developed, e.g. ;
  - joint training of industry and education personnel
  - intra-national or transnational "exchanges", to promote exchange of new ideas between regions
  - analyses of how well those in industry and those in education are informed of each others' practices.

6. Trades Unions Federations have a similar key role to play, and many of the points in 5 above apply equally to them. Some additional tasks could include :

- developing and distributing teaching materials on the role of trades unions;
- providing panels of guest-speakers for schools;
- encouraging trades unions to participate in regional and local-level partenership structures/services.

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## 2. Why partnership ?

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### 1. Firms and employers organisations

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If the extent of industry's involvement with the schools varies across the countries of Europe, the reasons for their willingness to become involved, and on an increasing scale, are pretty similar.

History and tradition in the different Member States mean that there are big differences in approach and attitude. But all are subject to similar European, or global, economic competition and this is gradually producing similar responses in different countries.

The main reason why countries reflect historic differences of attitude is the difference in their systems of providing vocational training. Where this has traditionally been mainly industry's responsibility as in Germany , or partly so as in the United Kingdom, it has been easier for firms to be persuaded of the desirability of extending their role into partnership with the school system.

High youth unemployment, the need to modernise industry and therefore training, and the pressure of global economic competition for capital investment have impelled most governments to act in this area, in the various ways described in Section 1. Their intervention has stimulated industry to reflect on its own role and responsibility in the area not only in training but also in education and its wider responsibilities to the community. In particular,

- government subsidies to firms to offer training in order to shorten the dole queues and bring down the unemployment statistics, have brought some firms into the training sector for the first time. This has helped to bring into question traditional perceptions of the balance of responsibility for vocational training between government and firms;

- to help create jobs, some governments have supported enterprise agencies or local employment initiatives, and tried to encourage talented young people to choose careers in the private sector. They often want to reverse a tradition whereby jobs in the public sector have been seen as more desirable, for their security or their social status. Industrialists have thus found a new ally, in an old struggle to raise the image and prestige of their sector.

- the "demand" for vocational training has become stronger, particularly where recruitment into a training scheme was seen by young people as a guarantee, or at least a better chance, of a job at the end of training. Similarly, bright 18-year-olds who might in better times have opted for university, have in the 1980s chosen courses leading to vocational qualifications which stood them a better chance of finding a job.

These are some of the factors which have influenced industry to take more positive action in the training and education area, and in particular to enter into partnerships, nationally or locally, which have the effect of improving the image either of a firm, or a sector of industry, or even of industry generally.

If one looks more closely, two categories of motive can be identified.

At the practical level :

- firms recognise the possibilities of commercial benefits; this may mean a variety of things, such as attracting the best qualified recruits, or raising the firm's visibility among young consumers or in a local community generally ;

- self-interest can extend to supporting the welfare of the local community. "Prosperous high-streets need prosperous back-streets" and "A healthy company needs a healthy community". Good community relations are increasingly emphasised in the business world, locally as well as nationally;



- good relations with the city council can increase a firm's chance of receiving marginal benefits available in the city or region. As public-private cooperative action is used more to tackle unemployment, housing, and industrial regeneration, firms see it as sensible long-term policy to be chipping-in with help;

- help is particularly seen by specialist firms in terms of offering their specialist skills and so helping indirectly to promote the market for their product - the obvious case is the computer industry.

Firms emphatically do not see their role in helping the public sector generally, or schools in particular, as either conscience money or as charity. But some industrialists now argue that there are also more "philosophic" reasons to enter the partnership field :

- the community and the firm are interdependent, in fact a seamless garment : too much is made, some would argue, of the difference between the private and the public sector. Schools are long-term creators of wealth and welfare just as much as factories or businesses;

- modern society has certain expectations particularly of large firms; they are major public institutions and have certain obligations to the rest of the community, which are not of a legal nature but still real;

- even an advanced welfare society has gaps in it, which the public sector cannot reach or fill. Firms have a flexibility, and all kinds of knowledge, which is valuable and should be used;

- it is important that industry should do all it can to reverse long-standing negative attitudes to, and images of, the role of industry as a creator of wealth. The tide has to some extent turned in the 1970s, as a result of unemployment. Industry needs to build on the advantage which this provided.

In some countries (Ireland, the United Kingdom, and perhaps Denmark and the Netherlands) the influence of American business practice in accepting a partnership role with government, at the city level

particularly, is also a factor. Models have been imported more or less directly from the USA, such as the "compacts" now being set up in the United Kingdom, and "industrial tutoring" and "enterprise education" which are attracting increasing interest and support in many parts of Europe, in industry and school alike.

In other countries such as Italy, Spain and Portugal, industrialists have concluded that "Schools alone can't provide vocational training". The need to be up-to-date, and to help ensure that young people are taught their vocational skills through a combination of theory and practical experience, have clearly impressed many industrialists. Partnership to provide alternance-based training may be difficult, but it is recognised as necessary. Italian industrialists go further, in the sense of recognising an obligation to help schools in the compulsory education stage improve the quality of their courses. Their view is that many compulsory schools are so out-of-date that without outside help they will never manage to "catch up". The education and training system is not seen as having the skills, or the will, necessary to enable the necessary number of teachers to change their methods. Industry is seen as having a duty to draw attention to the problem, and to provide what help it can to encourage and support the modernisation of the school system.

Dissatisfaction with the quality of the output of the compulsory schools is not confined to Italy. Firms have therefore become involved in order to tackle some specific tasks :

- to develop students' understanding of the world of work and so help them make sound career choices, on the basis of wider experience than hitherto;
- to increase the number of technicians;
- to raise students' interest and performance in specific subjects, e.g. chemistry, electronics, computing, economics, and to help develop curricula/courses accordingly;
- to support the growth of the "enterprise culture" in schools;
- to help raise the motivation and performance of those likely to leave school with few, or no, qualifications.

We look more closely at the kinds of activity which firms are supporting, in helping tackle these tasks in Section 4.

## 2. Trades unions

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In Germany, on the trades union side of the 'Schule-Gewerkschaft' system, some 200 local education-trades unions working-groups have been established working in parallel to the 400 sponsored by employers, but only a fraction of these - perhaps a third - are active and successful. This is not for lack of commitment on the part of German trades unionists to the idea of partnership with the schools. The view of the Deutscher Gewerkschaftsbund (DGB - the Trades Union Congress) on general education is that schools should be more open to the outside world, and that contact with groups in society such as employers, trades unions, the churches and other social groups should be more a normal part of the education process. They see this as a means of getting rid of the political overtones and suspicions which at present characterise such activities.

The DGB has been actively involved in school-linking activities since the early 1960s. As well as training, education policies are discussed twice a year in its Education Committee, and some policy papers and a range of publications have resulted. The problem for the DGB, compared with the employers-sponsored federation, is that of resources : the latter can afford to supply the teaching material they produce free to schools; the trades unions cannot.

However, as far as resources permit, the unions are active. Regarding work experience placements "the unions always try to have a representative present at the end of a visit or placement, when a pupil's experience is to be reviewed. It is our impression that the employers do not always like to have us there, but we insist on it."

Policy documents

Over the years the DGB has published a number of documents outlining its policy views on education and training issues.

- a draft policy paper on "Education and the new information and communication technology" (April 1986)
- a report on a conference : 'Education for all - support instead of selection' (1983)
- an officially-adopted education policy document (1982)
- a position paper on 'Arbeitslehre' (1979).

Teaching materials

Between 1980 and 1988 the DGB has produced 9 teaching modules

- vocational and educational guidance
- humanising work
- what are trades unions?
- reduction of working time
- co-management in firms
- production rationalisation
- youth unemployment
- protection of young workers
- environmental policies

Material has also been produced by working groups and some of the trades unions. The metal trade union has produced some films.

Research

The DGB supported, and took part in, a project which aimed at developing a model for work experience placements as part of 'Arbeitslehre'.

In 1985 a final report was published consisting of :

- a theoretical analysis of "work experience"
- a didactical model
- 11 'Unterrichtsbausteine' (teaching-units) covering the preparation, placement and follow-up phase of work experience periods in e.g. the industry, crafts sector, offices, retail shops and social services. Materials for students has also been produced.

In-service courses

In-service opportunities, are to a much lesser degree, offered by trades unions too. However only in one Land (Niedersachsen) a union course has been recognised.

In Denmark, a similarly positive policy has been adopted by the Landsorganisation (LO), the largest trades union confederation. It is convinced of the need to develop links with both vocational training and general education. "Our aim is to make our society more democratic, politically and economically. Schools could and should play an important role here." To fight stereotyped opinions about trades unions,

the confederation and its member-unions :

- take part in the political debate on education and training issues by e.g. publishing discussion documents;
- are represented on official bodies managing or supervising training programmes;
- encourage their members to take part in trades union School-Contact Committees;
- support these Committees with financial resources;
- encourage their members to become members of School Councils (governing bodies).

Some of the Danish trades union School-Contact Committees have launched twinning schemes, to establish more permanent relationships with schools. In the Copenhagen/Frederiksberg area, the aim of the local Committee is that all schools should twin, and as of early 1988, 65 twinning agreements had been signed. One union, the carpenters and cabinet-makers union, has twinned with 2 'Folkeskole'. Before such an agreement can be signed, a number of conditions must be fulfilled :

- within the trades union, a contact group must be set up and a contact person must be appointed - "someone who can always be contacted during the school day";
- within the school, the head, the parents council, the teachers council and the pupils council all have to agree with the contract. "It usually takes up to half a year before the agreement can be signed". In each school, both a contact-teacher and a contact-pupil are appointed;
- a detailed work-plan for each school-year has to be developed, in which all joint activities are planned.

The Copenhagen trades union School-Contact Committee has developed its own list of ideas on the scope of activities of a twinning scheme - see Box 5.

Activities for a school-trades-union twinning scheme

Box 5

- 1) Guest lessons  
On specific topics or as part of preparation and/or follow-up of a visit or placement. Normally schools have to pay a fee to guest-teachers; in Copenhagen this fee is paid by the trades unions.
- 2) Visits to firms
- 3) Work placements  
The unions can help find placements, as they have a great number of contacts.
- 4) Visits to trades unions
- 5) Educational projects  
Trades unions can often provide contacts, or members to contribute to social studies/history classes.
- 6) Local contacts  
Trades Unions can help contact e.g. politicians, pressure groups, other groups.
- 7) Theatre and music projects  
Unions can help to contact experts and/or to provide theatre props (e.g. costumes, light).
- 8) Excursions abroad  
Help can be provided e.g. to find work experience opportunities abroad.
- 9) Students councils  
These councils can receive support from the unions, including training for council members.
- 10) School papers  
Pupils can take part in courses in production, lay-out and editing techniques.
- 11) Video and radio  
Trades unions have facilities and can provide contacts with local radio stations.
- 12) 'Decorate the school'  
Unions can help provide contacts with artists.
- 13) Action 'one day's work'  
To raise money, upper secondary school pupils work one day and give their earnings to charities. The trades unions can help find the 'one-day-jobs'.
- 14) Policy discussions  
Meetings with teachers are organised to discuss a trades union's publications e.g. about the future of the 'Folkeskole'.
- 15) Support for schools  
Trades unions can help schools in many different ways e.g. organising a feast, a parents evening or to contact politicians.

Trade unions' involvement with schools seem to have gone much further in Denmark and Germany than elsewhere. In most other countries, trades union concern with, and participation in, the making of education and training policy at national level, or in specific industrial sectors (metal-working, banking etc.), is widespread as part of the political process. But for various reasons there has been both a reluctance, and an inability, to launch whole-heartedly into local involvement with schools. For example :

- some trades union federations have had reservations about the move towards 'alternance'-based training or new youth training schemes generally, on the grounds that they are a disguised way of providing employers with a cheap labour supply (France, U.K.);
- some unions take the view that the employment status of such trainees is not acceptable, since, unlike apprentices, they are not eligible for union membership;
- there is some suspicion that the involvement of firms is primarily motivated by marketing policy (to catch young clients, customers) or recruitment policy; and while it is clear that "the school can't do everything", the traditional view that education is the exclusive responsibility of the State provides an argument for keeping out, e.g. in France in regard to the introduction of the 'Bac professionnel';
- more generally, many unions feel they have higher priorities. They have to cope with unemployment, improving the relevance of training to jobs, and improving working conditions. School-links are seen to have a long-term value but a lower priority (e.g. in Spain). But where all these priorities converge, as in the example of the "School-workshops" of the Spanish Ministry of Employment, aimed at providing training for unemployed young people, trades unions' approval and support is strong.

Is there a danger that firms helping inform young people about the real world can engage in disguised recruiting, or indoctrination? Some comments by Danish observers :

"In the seventies, there were a few complaints about our involvement. It was regarded as too political or as indoctrination. However, the complaints were rejected in court. It was ruled that, in school, pupils came in contact with so many opinions that singling out one opinion, and labelling that one as indoctrination, was unjustified. It is the task of the teacher to ensure that, on possibly sensitive issues, a balanced view is presented" - a Trades-unionist.

"In informing pupils about e.g. the working conditions in the retail sector, I have to be honest. I might be able to deceive one group of pupils once. But their "successors", some years later, would certainly no longer believe me, having heard their friends' experiences in shops" - an Employer.

"One of our aims, in our linking activities, is to help pupils make an informed decision about a career in agriculture. We have to be very careful. Once teachers get the feeling we are trying to "win over" pupils to become farmers, we would be thrown out of the schools. So we take care to avoid creating this image" - the Danish Agricultural Council.

Nevertheless, the unions are under strong pressure to do more in the recruitment field themselves. They are worried about their membership levels. In a 1987 survey of 15-24 year-olds across Europe, 79% of those in work were not trades union members. Asked why, 34% of them said there was no union in their work-place, and 26% that they did not believe in trades unions. In the Netherlands, union membership in the labour-force fell from 39% in 1980 to 29% in 1985 (contrast Denmark, where almost all employees are union members). The value of trades unions in a period of recession is naturally not as highly regarded by the public as it is in better times; strikes, when unsuccessful, are seen as unnecessary, or damaging to society. Young people share this disillusion.

A Dutch survey in 1987, among 15-19 year olds, showed clearly that the schools do not do much to help at present: 70% of pupils said they had had no information at school about the role of the trades unions, and 49% did not see any reason to need to be informed. Asked to name a



union, most could only give the name of the trades union federations (FNV, CNV): 22% named a civil service one. Trades union efforts in the Netherlands have traditionally been concentrated on those school sectors and stages where recruits were most likely. But there are plans now to include all pupils in secondary education in the scope of their activities, to spread information and because young people tend to stay at school longer and to be better trained.

In general, however, such activities, expensive in time and money (for publications, videos, teaching materials) are hampered by lack of resources. At local level the resources problem is even more acute: their capacity to engage in co-operative links with schools at local level is very limited in most countries.

### 3. Conclusions

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Firms can be seen as motivated in this area by :

1. The need to recruit their share of the "best" pupils, at different ages and qualification levels.
2. A broader concern in some countries to recruit a larger share of the highly-qualified into industry.
3. The need to comply with government requests to revitalise and extend vocational training.
4. A growing sense of responsibility for the local, and wider, community.
5. A sense of obligation, on the part of large, specialist, firms, that they should find ways to use their human and other resources to benefit society at large.
6. Concern about the capacity of the schools and educational system at large to modernise courses without outside help.

7. Recognition that successful vocational training can contribute to local and regional prosperity, and should be given a higher priority both in firms and in schools.

Trades unions are often involved in what firms do in pursuit of these aims : many of them therefore are seen as shared by trades unions in broad terms.

In regard to separate action by trades unions, or union federations, two other objectives are clear :

8. The defence or function of the existence of the union acting on behalf of its membership; and

9. the need to sustain a positive image of the role of unions at a time when membership has fallen and the reorganisation of employment threatens further losses.

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### 3. Regional/local level structures

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The preceding sections have illustrated the extent to which school-industry partnership has begun to feature on national agendas and the reasons why it has also appeared strongly on the policy agendas of some firms and trades unions. This Section examines how far at the level of the region, city or local authority, action has been taken to put in place institutions or services to promote and maintain partnerships.

Regional-level bodies of this kind are of key importance for a number of reasons.

- It is at this level that education/training issues and needs can be connected to wider policies concerned with economic development (new employment opportunities, the role of small firms, the region's adaptation to new technologies, etc.) and to social welfare questions (the role of firms in the local "community"; the image of, and outlook for, the area; the needs of young people, and adults, in the community).
- Action by (e.g.) Chambers of Commerce, or large firms, or education authorities at this level can have a dynamic multiplier effect on the individual firms, schools, training institutions in the area. Much faster progress can be made if action is formulated and targets established by, and for, groups of such institutions than if action is solely "bottom up", by each institution alone, though that too is important.
- The resources of firms, and of schools, are limited : coordination of who they call on, and how they obtain help, is necessary.

### National "solutions"

The types of regional (or regional/local) partnership-promoting bodies and mechanisms which have emerged in different countries include :

- in Germany : the Working-Groups system
- in Denmark : the School-Contact Committees
- in the United Kingdom : a variety of bodies
- in Ireland : the Support Groups
- in France : the 'Académie' level Education-Industry Committees
- in the Netherlands : the Education-Industry Liaison Centres (COAs)
- in Italy : the School-World of Work Agencies.

These are described briefly below.

In Germany, the generalisation of 'Arbeitslehre' across all 'Länder' has been made possible by a system of employers' and unions' "Working-groups" which bring teachers and industrialists/trades unionists together, and support the provision of materials, placements, visits, lecturers and project work which the 'Arbeitslehre' curriculum requires. They exist at three levels : national, regional ('Land') and local. Given the very unequal size of the 'Länder', some of which cover a much larger area than regional/ local authorities in most other countries, it is necessary to view the functions of the German regional and local 'Schule-Wirtschaft' working groups together when considering what tasks need to be performed at the "regional" level (See Box 3 above). They can be grouped into :

- publishing guidance/curriculum materials based on national material but adapted to the region;
- organising training for teachers;
- coordinating work placements for teachers and pupils;
- organising events (conferences, courses, etc.)

No other country has yet developed a system of regional/local structures with such comprehensive coverage, or with such extensive functions. Outside the European Community Sweden has a comparable

system of "School Contact Committees", and in Denmark the aim of central government in the 1970s was that a similar pattern should be established there. In some Danish local authorities (municipalities, counties) such committees have indeed been established; in response to government encouragement to all local authorities in 1975 to review and strengthen their school-industry partnership arrangements. A good example is the one set up in the city of Aalborg (Box 7). But the system is not universal.

School-Contact Committee - Aalborg, Denmark

Box 7

The Aalborg "School Contact Committee for Educational and Vocational Guidance" is an informal group, established by the Aalborg City Council. The Committee brings together the key figures from both sides of industry in Aalborg with representatives of teachers, parents, pupils, and the administration.

It acts as a problem-identifying and remit-defining forum, and has considered topics as wide as youth unemployment in the city, and the role of the press in encouraging communication between schools and the world of industry, as well as attending to specific guidance requirements such as the provision of work experience places, and the content of educational and vocational guidance materials. The administrative needs of the Committee (and its sub-committees) are met by a secretariat in the form of the two guidance consultants (advisers) in the city, who are also responsible for supervising the city's 53 school-based teacher counsellors.

The Ministry of Education's initiative, in Denmark, was aimed at overcoming the tendency to establishing separate systems of partnership, in different sectors. There exist, for instance, systems of School Contact Committees established at national, regional and local level, by the trades union organisation (Box 8), and at regional/local level by sectoral organisations such as the Agricultural Council. These act as useful resources of information and teaching materials, to be utilised by the school-based guidance consultants who are the main local-level operational personnel for building school-industry partnership on the schools' side. For instance, in Varde (Jutland) the Kommune's guidance consultant prepares each year a folder, for all the local 'Folkeskole' to use, containing information generated at national and regional levels and collected locally, to assist guidance

teachers working with the 14-16 year olds. Armed with this material, the schools will be able to arrange their own guest-lessons, work-visits, placements and so on.

Trades unions structures in Denmark

Box 8

National-level: The trades union federation has set up its own national-level School-Contact Committee. 3 staff members deal with education/training issues.

Regional-level: 14 county-level School-Contact Committees have been set up, supported by a consultant employed by the federation.

Local-level: 145 local-level School-Contact Committees have been set up.

On the industry side, the Danish Employers Federation maintains a small team to work at national level, in its headquarters, on school-industry issues, while at regional level there are 11 consultants who meet regularly to discuss new developments and exchange experience. At local level, the system draws on 76 Employers Boards, all of which are actively involved in school-industry issues.

In the United Kingdom, regional/local-level support has taken various forms, and is still evolving. Staff have been appointed on both the education and the industry side but without the unifying structure which the German or Danish systems possess. The (100) local education authorities in England and Wales have generally appointed "School Industry Curriculum Partnership Coordinators" (see also below) or "Schools Industry Liaison Officers" (SILOs), and many have also appointed "TVEI Coordinators" to handle, inter alia, the partnership aspects of the government's Technical and Vocational Education Initiative (TVEI). On the industry side, Local Employer Networks (LENs) were launched in 1987 by the Training Commission, the CBI, and the Association of British Chambers of Commerce, with a wide brief to persuade more employers to recognise their responsibilities in training and retraining. They would also :

- collect local labour market information

- communicate with schools and colleges
- help co-ordinate the supply of placements for trainees' and students' work experience.

But the Department of Industry has also appointed its local agents called "Signposters", to help on the supply of work experience placements for students, while in many areas Project Trident (a voluntary body) has its officers with a similar role. A CBI School-Industry Links Task Force report in October 1988 called, not surprisingly, for this proliferation to be ended, and argued that one body should take over coordination of all link schemes and projects.

The latest addition to these regional-level structures is to be the Training and Enterprise Councils which are to take over the planning and delivery of training provided in firms and financed by government. Until now this has been the responsibility of the Manpower Services Commission (renamed in 1988 the Training Commission and later the Training Agency). Modelled on American practice, the new Councils will be responsible for delivering government training programmes and will allocate funds to local groups and training bodies. How far their role might stretch into coordinating cooperation with schools of compulsory/general education is not clear, but they will certainly form a strong regional-level network on the industry side.

In Ireland a system of regional Support Groups has been set up, on the industry side, as a result of the secondment, for 3 years, of a Bank of Ireland assistant manager to develop a list of "industrial tutors" in every region, using the Bank's local branch managers to help identify them. The tutors, or their representatives, now sit on these Support Groups, as well as educationists. The Groups are supported by a newly-formed national-level non-profit body called "Mini-companies Ltd.". It has a powerful board of directors from industry, education and the Manpower Agency (FAS). Together they make an important contribution to the enterprise education and mini-company movement in schools.

In France, the importance of regional-level coordination is equally strongly reflected in the replication at 'Académie' (local education authority) level of the national-level 'Haut Comité Éducation Économie' (see above in Section 1). 'Académie'-level education officials responsible for supporting extra-curricular activities ('la vie scolaire', i.e. activities not forming part of the curriculum or guidance) in the compulsory education schools are usually responsible also for school- industry linking. At post-compulsory level, this has become increasingly important with the inclusion in the new 'Bac Professionnel' of a substantial period of compulsory work experience in the 2-year courses.

In the Netherlands, a nation-wide system of regional structures has been set up in the last few years at the joint initiative of the Ministries of Education & Science, Social Affairs and Employment. Attached to institutions such as Chambers of Commerce, 13 provincial-level Education-Industry Liaison Centres (COAs) were established between 1982 and 1985 on a permanent footing, after a 5-year experimental period.

Each COA has a governing board of about 17 members : 5 from the social partners, 6 from education organisations, 5 from Chambers of Commerce, Manpower Services and the provincial government. The COAs develop their own programme, according to local needs and resources. But all are active in 3 major fields : education-industry information; the coordination of guidance; and improving work experience schemes. (See Box 9).



To meet the schools' need for more information about industry, and industry's need for more information about the school-system, COAs have :

- provided schools, guidance services and industry with information on labour market changes, interpreting and adapting national and other data to the regional context, eg. on school-leaver numbers, unemployment data, manpower demand forecasts, etc. (COA Noord Holland);
- collected new labour market data, especially on short-term (1-3 years) demand for specific groups of employees, and on the qualitative match between students' qualifications and industrial needs (COAs in Groningen, Friesland, Drente);
- organised information events, such as meetings to inform staff in industry about new types of general and vocational training courses;
- published newsletters and/or press-clipping bulletins (7 COAs);
- acted as a clearing house where guidance counsellors can obtain relevant up-to-date information. Most COAs are organising a computer-based data bank.

A national COA-organisation publishes a Newsletter, sent to all organisations represented in COA Boards, i.e. Chambers of Commerce, MSC agencies, school inspectors, educational organisations, trade-unions, employers organisations, etc. (circulation about 1000).

In Italy, as noted in Section 1, it is the Unioni Industriali and regional Chambers of Commerce who have played the main initiating role at regional level. They also often provide the structures and services for launching and supporting partnerships with schools. In Modena, for instance, the Agenzia "Scuola-Mondo del Lavoro" (School-World of Work Agency) was set up in 1985 by an agreement between the three main partners concerned :

- the local education authority (Provveditorato agli studi);
- the Modena Chamber of Commerce;
- the Modena Association for Business Studies Training (Associazione Modenese per la Formazione Aziendale; AMFA). In 1986, the Modena Provincial authorities also joined as sponsor.

Emphasis is placed on the Agency acting as a service at the disposal of teachers. In this sense it is conceived as a flexible way of supporting schools who wish :

- to develop closer links with the public services and firms of the area;
- to provide a high-quality education, based on the realities of today's world, as a preparation for entering life and the world of work.

The importance of the regional, or city, level in Italy is clear, and even though an effective system does not exist in every area, the rapid spread of the Agnelli Foundation's courses (Section 1) which are mainly organised locally by the *Unioni Industriali*, is evidence of the increasing rate of interest at regional level by firms, as well as on the part of the teachers.

The importance of the regional level in Spain has been described in Section 1, in regard to cooperation in vocational training, even though the partnership movement there has not yet begun to affect the general or compulsory education schools.

In Belgium, no general system of structures at regional/local level has so far emerged. But an interesting example of the way existing training institutions can adapt to new regional-level roles in support of partnership objectives is provided by the evolution of the 'Ecole Centrale des Arts et Metiers' (ECAM) into a regional centre, networking schools with higher education and industrial facilities. In 1987, ECAM set up a 'Centre des Techniques de l'Enseignement libre du Brabant' (Brabant regional technology centre for non-state schools), and the new roles developed by the Centre, in technical and vocational education, are described in Box 10.

The CTELB

Box 10

The Centre links 7 technical schools in the Brussels and Brabant region with the result that 3 school systems are connected up by it:

- secondary technical schools (for 12-18 year olds)
- technician-level schools ('niveau superieur de type court')
- a degree-level engineering college ('niveau superieur de type long')

The Centre is thus servicing 700 teachers and 5,600 students.

The Centre plays a dynamic developmental role in technical education by linking up these three levels of course. It also enables the most costly equipment (e.g. numerically-controlled machines) to be available to all participating schools, and high quality teacher in-service training to be developed and provided.

The Centre now also provides, under contract, for the training institute owned by the employer's organisation in the metal industry and its Trade Union counterpart, specialised courses in electricity and electronics. The courses are provided by the secondary technical schools associated with the Centre.

The possibility of helping general education secondary schools with information technology teaching, including Computer Assisted Design is under consideration.

Two of the technical schools already associated are concerned also with adult education ('promotion sociale').

## Conclusions

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The diversity of national practice, in handling the need for coordination and support at regional/local level, is extreme - from the multiplicity of initiatives to be seen in England and Wales to the generalised provincial-level COA system set up in the Netherlands at the other extreme. A few important points should be made in conclusion about arrangements at this level :

1. It is at the regional or local level that industry can make its most important contribution, by taking the initiative, individually or collectively;
2. The regional-level structures should bring together education and the social partners (employers and trades unions) around the same table. The formation of separate, fragmented, school-industry liaison arrangements at this level is unhelpful to the schools, and likely to be wasteful and duplicative;

3. Some coordination is required at this level if resources are not to be wasted at the levels beneath it (i.e. in schools, and individual firms); the supply of work experience placements is not unlimited, and firms have to deal with many competing demands not only from schools but also from vocational training colleges and from higher education;

4. All these points suggest the need for the regional structure to be defined, in consultation with those who are to take part in it, by national government, or by authorities at national level representing government and the social partners.

5. The range of functions to be performed goes much wider than coordination : the organisation of training for teachers, the publication of regionally-adapted materials and the sponsorship of regional/local events and conferences should be on the regional bodies' agenda.

6. It is also clear that it is at regional level that initiatives should be taken by employers groups, Chambers of Commerce, Federations of small and medium firms, and trades unions bodies. The kinds of action which they should consider are listed in the check-lists at Annex 1.

7. The same is true of regional/local education authorities, and a parallel check-list for consideration by them is also at Annex 1.

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#### 4. Partnership in action

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Partnerships mean action, and action that translates into benefits to industry and schools, and so to society and young people individually. Different types of action result from partnerships in the vocational training sector (e.g. to provide alternance-based training) from those which are aimed more broadly at compulsory education schools.

The types of action which partnerships with schools can lead to are of two main kinds :

- A. Direct help for schools, to raise the quality of their provision;
- B. Indirect help for schools.

A third type, area-based action, aimed at improving not only the quality of provision but also young people's access to jobs, training and post-compulsory education, is examined separately, in Section 5, because of its potential significance and value for the future.

- A. Direct help for schools, to raise the quality of their provision.
- 

What partnership means for schools is opportunities to enrich their curriculum, and raise its quality. They have in mind a wide range of activities in which they can use the help of firms, such as the following :

- simulated business games, role-plays, mini-enterprises,
- school conferences on industrial/economic issues and case studies,
- visits to firms, and guest-speakers coming to school,
- joint use of technical facilities,
- joint projects with a firm,
- contracts with a firm,

- work experience placements; "taster" or more specific; including work-shadowing, i.e. observing work-roles,
- cooperation in curriculum development,
- jointly-organized staff development.

(See "School-industry Links"; IFAPLAN, Brussels, 1987.)

While most of these activities are likely to be familiar some explanation may be necessary of the term "mini-enterprises", often associated with "education for enterprise". A brief outline of the "education for enterprise" movement and its philosophy, and of how "mini-enterprises" fit into it, is given in Box 11.

Education for enterprise

Box 11

"Education for enterprise" is not the name of a new subject but covers a new set of activities in education and training which have been introduced over the last ten years and which aim at :

- fostering young people's creativity and personal and social skills;
- stimulating their initiative and drive;
- involving them more actively in determining and negotiating their own future;
- changing their passive expectations of employment into a more dynamic attitude towards looking for, or even creating, one's own employment;
- improving their knowledge about the processes of industry and commerce;
- enabling (some) young people to set up their own business.

To achieve these aims a number of approaches have been introduced, e.g. project-work, the provision of services to the local community, contract work for industry and, probably the most used and most important one, the setting up of "mini-enterprises".

A mini-enterprise offers students real, though controlled, experience of the whole process of designing, marketing and delivering a product or service; it involves students both in the production and the management process of an enterprise.

Industry can support mini-enterprises in several ways. It can provide information and resources to :

- Set up mini-enterprises.  
In some countries banks offer, in addition to a bank account with borrowing facilities, a small grant to a school to cover initial costs. The usual condition, however, is that the young people involved present and defend their business plan to a local branch manager. The bank may ask for the plan to be revised should it not have been sufficiently thought through.

- Run mini-enterprises.  
Industrialists and trades unionists are usually used as consultants for mini-enterprises. They advise students on how to run their enterprise and help to solve any kind of problem. These tutors can be promising junior managers (see the "Industrial Ambassadors" and the Finglas scheme in Box 14), senior managers or even retired ones. Trades unionists may advise the "trades union representative" in the mini-enterprise on the role of unions (e.g. in Denmark, United Kingdom).
- Link mini-enterprises.  
In Ireland in each region each year a "mini-enterprise trade fair" is organised. The regional "support group", in which industrialists and educationalists participate, plays an important role in sponsoring and organising these fairs. A national conference of mini-enterprises is also held each year.

Stress has already been laid, in the section on national-level responsibilities, on the importance of making clear how the structure of the school curriculum, and its timetable requirements, are intended by the national authorities to accommodate the kinds of activities listed above. The development of successful linking activities with firms, and their effective integration into the other curriculum and guidance work of the school, is not easy. It involves many different kinds of change, in adapting teaching material, in encouraging different attitudes on the part of teachers, and in setting up detailed practical arrangements which involve pupils, their parents, the teachers and the firms.

The solution adopted in Germany has been the inclusion of 'Arbeitslehre' (which has much in common with Education for Enterprise) either as a separate subject or as an addition to existing subjects in the compulsory school curriculum in many schools. The Danish solution is to use the compulsory subject, guidance, as the place in the curriculum in which partnership activities are inserted. These are two well-established approaches.

A third approach has been tried, for nearly 20 years, in the United Kingdom, with considerable success, although its implementation is necessarily very gradual since it involves more teachers in each

school than do the more straightforward German and Danish solutions. It is generally known as the cross-curriculum, or "infusion", approach since it implies "infusing" all, or nearly all, subjects in the school with an industry dimension. It has been developed by the School Curriculum Industry Partnership (SCIP), consisting of a national project team and a field force of some 100 "SCIP Coordinators", i.e. local field workers, attached to local education authorities and made available to schools to assist them with the adaptation of their curriculum and the development of effective links.

Building links - the SCIP approach

Box 12

The strategy of the School Curriculum Industry Partnership to add an industrial dimension to the whole curriculum is based on the following principles :

- the long-term character of the change should be recognised, for which a step-by-step sequence of activities will be needed, so as gradually to involve all the school's subject departments;
- the school needs to establish active links with local industrialists and trades unionists;
- local industry or the local "economic community" needs to be involved in planning, implementation and evaluation;
- activities need to be carefully geared to the possibilities of the school and the opportunities in the region.

SCIP works in about 80% of the local authorities in England and Wales, and is jointly sponsored by employers organisations, trades unions and government departments. It concludes that :

- the value of industrial contributions is greatest when schools can be explicit about their needs, but do not try to prescribe how industry should meet them;
- industrialists and trades unionists can make valuable contributions to deciding what and how students should learn;
- task-oriented co-operation leads to the best mutual understanding between school and firm; they contribute best as consultants or advisers not in a "teaching" role;
- experience-based learning helps students to explore their attitudes to, and understanding of, industry;



- the appointment of a local-level SCIP curriculum consultant is an indispensable part of effective curriculum change, to accelerate the process of development, and disseminate good practice.

The way in which firms and schools define, and manage, their partnership activities varies considerable across the countries. There is however an interesting tendency for schools to be encouraged to develop contracts with firms, especially in the vocational training sector, and moves to permit such schools to do so have recently been taken in the Netherlands and Italy. The reason for doing so is to encourage technical/vocational schools to respond to the growing demand by firms for adult training courses and so make them more market-oriented. In the Dutch case it has been laid down by government that such contracts :

- must be related to the kind of education/training which the school provides;
- must not exceed 49% of all the school's activities; and
- must not offer unfair competition to other providers.

In France, the practice of firms "twinning" with schools, at various levels, has been widespread. Following official Ministry encouragement in a policy announcement in 1984, the rate of twinning accelerated, so that 12,000 twinning agreements or contracts had been signed by 1987 and this was expected to reach 14-15,000 in 1988.

A survey in 1987 showed that, although about 13% were ineffective, most twinings produced satisfactory results for both sides. The technical/vocational schools, however, clearly derived greater benefit from them than the comprehensive or general education schools or primary schools. The overall picture, by type of school and sector, is described in Box 13.

Twining in France (1987)

Box 13

By stage	8
- primary schools twinned	1
- 'collèges' (11-16)	34
- lycées professionnels	62
- lycées généraux/technologiques	67

Pupils

On average 180 pupils and 9 teachers are involved

Sectors

- banking (54%)
- finance and accountancy
- typing, shorthand, secretarial
- mechanical engineering

Commonest activities

- information : visits, meetings, courses
- teaching : 1 in 3 involves industrialists contributing

Finance

2/3 of the twinnings involve the firm paying its 'taxes d'apprentissage' (training levy) to the 'lycées techniques/professionnels' to update equipment.

A survey was carried out in 1988 in the United Kingdom on links between firms and schools of compulsory and general education. It obtained responses from nearly a third of the secondary schools in England and Wales, and nearly 1,000 companies. Only a third of the schools which responded had regular links with firms, and only a small minority of secondary school pupils took part in linking activities. Fewer than half the firms questioned had any regular involvement with schools. But most of the schools and firms which had links considered that they were a success. More than 50% of the companies, nearly 75% of the schools, and almost all the local authorities in the survey, wanted more links.

An earlier survey (1986) in the United Kingdom, immediately after "Industry Year", showed that 49% of primary schools also had some link with industry. Primary schools are clearly seen as having a role to play in the United Kingdom, where the Minister for Education recently called for a considerable increase in links between primary schools and industry in the next two years, on the basis that "there are already good examples of work in this area".

B. Indirect help for schools

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Partnership can also mean actions, often taken by larger firms or groups of firms together, which are designed to help schools generally in a locality, or particular types of schools, or particular subject areas (e.g. mathematics, physics, chemistry), or the school system as a whole. While these activities or schemes are also designed to raise the quality of provision in the school, they do so more indirectly, and usually on a larger scale.

Perhaps the most important field for this type of action is that of industry's collaboration in helping to update and extend the training of the teaching force. A number of countries have made it a requirement that trainee-teachers, as part of their course, should have a work experience placement (France, for example). In the United Kingdom, a joint initiative by the Education, Employment and Industry Departments aims to ensure that 10% of the teaching force each year is provided with a work experience placement of not less than two weeks. A scheme for providing many teachers from vocational schools in the Netherlands with short (3-day) work experience secondments in firms has been successfully established, and is likely to be extended. The course developed by the Agnelli Foundation in Italy, on aspects of contemporary industry, has, as noted already in Section 1, been attended by over 15,000 teachers, since 1981.

In the other direction, the secondment of industrial staff to schools and colleges is growing. The identification of "industrial tutors", i.e. staff in a firm, or from a trades union, made available to assist partnership activities in schools such as mini-enterprise projects, has meant that many more people from industry are spending time in, or with, the schools. In the United Kingdom, 25 firms participate in an area-based scheme in Staffordshire, entitled "Industrial Ambassadors". The firms select promising young personnel, and provide them with a 3-day training course. They then release them on average one or more days a month in schools. The value for industry, apart from the direct benefits in terms of their image and recruitment in the area, is seen as:

- providing the ambassadors with a valuable experience, which develops their self-confidence, communication skills, and knowledge of their own field;
- providing the firm with experience of active participatory learning;
- giving the firm's staff a better, up-to-date, idea of what the schools are doing, and hence a better basis for organising work experience, visits etc.

"Industrial tutors" in Ireland

Box 14

In Finglas, a working-class suburb of Dublin, four firms run mini-companies.

The activity takes place, in the evening, every week, except the last 2-3 weeks of the project when sessions are run 2 or 3 evenings a week.

20-25 students are drawn from 6 schools thus forming an interesting mixture, 4 of the schools being single-sex. The sessions are staffed by promising young personnel from the firms, the policy being that the experience of working closely with young people as a tutor will develop qualities in them not so easily developed by their role in the firm.

Similar to these projects is the English "Industrialist in residence" scheme, an idea borrowed from the widespread presence in higher education colleges of artists and writers "in residence" (i.e. invited to reside, on salary, for a period and to contribute by their presence and activities, to the institution). In one version, the industrialists will be located in teacher training institutions, rather than schools or colleges, to lend their experience to the training process in the institution and widen the student teachers' experience, and also to come up with proposals, based on a close encounter with the education world, for other forms of industry linking.

Joint training courses for industrial and teaching staff, and the participation of teachers, especially head-teachers, on firm's management

courses are also growing. As schools/colleges in some countries are given more management responsibility (for their budgets, for planning their training, for "external relations") there is more scope for linking the training of their senior personnel with that of managers in other fields.

A third form of collective industrial support for schools is sponsorship, by firms in an area or a sector, of a competition. In France, for instance, each year since 1984 the 'Union des Industries Chimiques' (Chemical Industry Employers' Union) has organised regional-level competitions, leading to a national-level award, under the title of "Chemistry Olympiads". A 30-hour course is arranged regionally, jointly provided by industrialists and teachers, in 120 centres; 2,500 schools in their final year of general secondary education took part in 1986-1987.

Among the sponsors of the French Chemistry Olympiads is the Ministry of Agriculture, and in other countries, too, firms in the agricultural sector are often active in promoting the interests of their sector. In Denmark the Agricultural Council, representing the industry, is one of the most dynamic, producing a large range of teaching materials, for schools at all levels.

Other forms of indirect support include :

- the publication of teaching materials : individual large firms can either sponsor the preparation (with teachers) of materials related to their own specialist field, or provide grants to support the development of materials related to the region, or to enrich the curriculum in other ways. (Example : BP (UK), Shell (NL)).
- offering teacher training opportunities, of short or long duration, in firms to help guidance specialists, head-teachers, subject-teachers, and even primary school teachers;

- sponsoring and organising regional "Careers Fairs" (e.g. in the Netherlands) bringing together firms of all sizes once a year to promote, inform, advertise, recruit; they draw large audiences of pupils and parents:
- organising regular working-groups or task-forces of industrial and teaching staff to discuss new economic developments affecting careers, subject specialist teaching, the use of new technology in a specific area, etc. (Germany);
- the support of specific themes in the curriculum at any level of the schools, e.g. energy conservation, engineering as a career, environmental action, an enterprise culture, occupational health, the arts in society, helping the disabled, etc. (ESSO (UK)).
- Trades union-sponsored activities; the range provided by the Copenhagen Frederiksborg Trades Union School-Contact Committee is described in Box 5.

Business Awareness Award Scheme - Ireland

Box 15

This is an ingenious way of bringing firms and schools together, to create permanent links.

To compete, schools must organise 10 or more students as a group, and a multi-disciplinary team of teachers from careers, business studies, science etc. to supervise them.

A firm in the locality is the focus of a project, to write it up, including its:

- business activities
- marketing and distribution
- workforce
- environment
- local/national benefits

In 1988, 120 schools took part: 21 were short-listed; a prestigious team of adjudicators selected the winner, and 8 runners-up.

A £1000 prize was awarded to the winner, with the Minister of Education presenting the award.

'Vacances intelligentes'

Box 16

The Belgian 'Institut de l'Entreprise' has sponsored, since 1986, a data-bank to help young people of 16 and over to plan interesting holidays.

The aim is to foster team-spirit; physical fitness; languages; cultural interests; work experience. Data on all sorts of holiday organisations, course-providing bodies, holiday jobs, etc. is available.

The data-bank is sponsored by IBM, and a national bank provides 1200 terminals in its branches where it can be consulted.

7,000 inquiries have been handled.

Finally a very unusual, and popular, example of industrial support for the compulsory schools' sector (i.e. the Folkeskole in Denmark) is the "Youth Town" set up in Copenhagen over the past 20 years. It is a small simulated village, with "shops" or houses sponsored by different firms and sectors. It is used by groups of students from school within reach of Copenhagen and the courses provided in the Youth Town are organised and run by a combination of educators and representatives from commerce, industry and the civil service. These sponsors also finance the daily running of the course and often provide the instructors themselves, thereby keeping the financial contribution by the State to a minimum.

Courses in the "Youth Town", Denmark

Box 17

<u>Courses</u>	<u>Sponsors</u>
National Economics	The Danish Bank Association
The Economy of the individual and the family	The School Services of the Savings Banks
Communication	The Postal Service
Insurance for young people and families	The Information Centre of the insurance companies
Data-processing and the individual	The Data-processing Council and the Municipal Computer Company
Cooperatives	The Danish Trades Unions
Film/Theatre/Music	The Employers' Federation
Agriculture	The Agricultural Council

## Conclusions

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1. All medium and large firms should develop a school/partnership plan as part of their business planning. A check-list of the steps needed to run a good partnership is included in the Check-lists section at the end of this report.
2. In addition, large firms should consider what they can do in order to provide indirect support for schools more generally, as described in B above.
3. All schools should aim to establish links with several firms. These partners should be of varying sizes, including small firms and individual young entrepreneurs if possible.
4. Schools should review the types of activity which they can organise with the help of firms. A list of "linking activities" was given in Section A above, and more details can be found in the report on "School-industry links" referred to there.

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## 5. Area-based Partnerships; the "Compact"

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In Section 4 we looked at ways in which firms offer direct help to schools individually, or in groups; and at how, through action by medium or large-sized firms, or groups of firms, indirect support can be organised to support education and training.

We now turn to a new and more complex application of the partnership philosophy, the concept of a "compact", which could be of major importance in the future. Developed first in Boston (Massachusetts), the "compact" puts the development of school-industry linking on a broader base, in which groups of local firms and local schools, often of different types, are brought together into a new form of partnership.

The compact needs to be seen as one of a variety of forms of public-private sector partnership, some old, some new. Some, like the compact, have been formed originally as a response to a crisis in a city or locality to tackle serious, long-standing, problems of industrial or social decline. Most of them have wider aims than education/training. But the inclusion in them of actions aimed at improving education and training is now much more common.

Compacts should be seen, then, as a new development in the use of partnerships for :

1) Economic development

Development corporations, e.g. for new towns are a good example. So are corporations offering investment incentives on behalf of a region (e.g. the German 'Länder') or smaller area.

2) Investment in new technologies

Agencies/organisations are often established by public authorities to attract, assist or "synergise" new technology investment in a city or area.

3) Urban renewal

Consortia of public and private interests have been set up to create the conditions for new investment, e.g. by cleaning derelict land, providing infrastructure, housing and amenities: attracting "flagship" companies to invest; or stimulating a corporate view of the city as an enterprise.

4) The creation of small businesses

"Enterprise agencies", financed or co-financed by the public sector, are now a regular way to create an environment, with offers of incentives and investment help and advice, to stimulate job creation and reduce unemployment.

What these types of partnerships have in common with some industry-school partnerships is as follows :

- a belief that economic development springs from an attitude of mind in the population, a desire to control its own destiny, and to master the means of doing so;
- a recognition of the concept of the city (or area) as a business or corporate enterprise which should have its overall strategic plan, and image;
- an emphasis on a concept of "the community" as the sum of public and private resources, and of its welfare as depending on successful partnership between them, so that the decline or malfunction of any major component is a loss of importance to the rest;
- a belief in the importance of leadership and that the private sector can make an important contribution there;
- a perception that assembling data about needs, and resources, is a fundamental necessity for organising cooperative action;
- an acceptance that long-term commitment is necessary to effect substantial, widespread, change.

The London Compact was launched in 1987. Its origins go back to the setting up in 1986 of the London Education Business Partnership by the London Enterprise Agency which, with a small group of employers (Whitbreads, BP, IBM and Investors in Industry) approached the Inner London Education Authority with a view to a formal partnership.

An enterprise agency officer explains : "It was partly to do with the contribution of the private sector to the programme of the inner city renewal. We are aware that in the East End of London there is an enormous skills mismatch, with 30% unemployment among the young rubbing shoulders with high levels of job vacancies. The posts are being filled by people commuting from outside London.

"We were conscious that company staff were suspicious and critical of their local schools and teachers because they saw the pupils as being ill-educated and lacking in social skills, and the teachers as anti-capitalist and belligerent. On the other hand, we felt that teachers and pupils probably viewed the commercial world in very blinkered terms."

"We joined up with the ILEA in the London Education Business Partnership to try to overcome these prejudices for the sake of encouraging local firms to consider East End school-leavers, and persuading schools that the jobs were there if they wanted them."

After studying the Boston experience, the Partnership approached businesses and industries and 30 firms signed the Compact. An industrialist was seconded to direct it.

"The biggest challenge initially was persuading companies to accept that they have a responsibility for inner city schools. Very few of the personnel lived in the area and had any experience of the schools on their doorstep. Now people have been to visit the schools, have talked to the young people there, and they have come to realise that many of them have superb qualities."

"At first, there was concern from teachers that the business world would try to take over their activities, and there was a great deal for businessmen to learn about the schools' difficulties and the cultural concerns of many of their pupils, but we seem to be resolving the problems as we get to know each other better."

300 school-leavers were expected to find jobs through the Compact in 1988 : the target for 1989 is 1500.

The key characteristic of the compact, in contrast to other forms of linking, are that the partnership established is :

- area-based, not based on a single school;
- aimed at improving training and employment for young people, as well as education;
- linked into the local political structure;
- targetted, at least to begin with, on an area of high or persistent youth unemployment.

Following on the creation of the first Compact in London in 1987, the Ministry of Employment (not Education) announced in 1988 plans to promote the creation of a further 12, and finally 30, Compact schemes, based on cities and city-linked regions in England and Wales.

The new national initiative in England involves local authorities bidding for grants to enable them to set up Compact partnership schemes. In some cases, e.g. Manchester, the schemes will cover all the secondary schools in a city in a phased programme. Each side, schools and firms, in association with trades unions and the local authority, commit themselves to deliver measurable goals or performance standards.

A Compact means ...

Box 19

In signing the East London Compact, schools and employers agreed to aim for certain goals. In the case of schools, these were drawn up jointly by head-teachers and employers, and for fifth-year leavers include :

- at least 85% attendance during the fourth and fifth years;
- a 90% punctuality rate at registration;
- satisfactory completion of all fourth and fifth-year courses, including homework deadlines;
- completing the London Record of Achievement (an all-round assessment);
- a graded result in a recognised exam in English (or English as a second language) and mathematics, as well as other certificated results;
- a minimum of two weeks' work experience;
- completion of a personal social and health education course, including careers guidance and participation in community service;

Participating schools have set themselves parallel targets for all their fourth and fifth-year pupils, including measures on attendance, punctuality, course completion, certification and qualification, work experience and preparation for adult life.

The employer's goals drawn up by a group from industry include :

- giving priority in job offers to leavers achieving the educational target;
- supporting school-industry links throughout the curriculum;
- offering work experience, work shadowing, holiday jobs and teacher-industry exchanges;
- ensuring equal opportunities in recruitment;
- trying to offer jobs to leavers with special education needs;
- providing permanent jobs;
- providing appropriate training and further education opportunities.

"The link between the employment goals on the one hand and the education goals on the other should be clear and mutually reinforcing; good jobs and quality training are the tangible incentives for young people's best effort and achievement" (paper on the proposed Manchester compact).

Compacts are developed locally and vary with the needs and characteristics of an area. However, all Compacts are likely to contain measurable goals and expectations for each partner.

In addition to offering jobs with training, employers are encouraged to contribute to the Compact in other ways including :

- influencing the design of the curriculum and its relevance to employer needs;
- seconding employees to schools and colleges;
- contributing in cash or kind to support innovative programmes or activities;
- contributing materials or equipment;
- creating "work shadowing" opportunities for young people and teachers;
- sponsoring young people during their education and training.

Schools and colleges may undertake a broad range of activities designed to prepare young people to reach their highest level of achievement, qualification and capability. These activities may begin early in secondary education and continue throughout higher education or training. They may include :

- developing a guidance and counselling system to support student achievement and self-assessment;

- increasing the relevance of teaching methods and the curriculum, to the world of work;
- providing opportunities for local employers to involve themselves more in school;
- developing records of achievement for all school-leavers;
- arranging meaningful work experience placements for young people.

The Fast London Compact was launched, as noted above, by the London Education Business Partnership. In the United Kingdom such Education-Business Partnerships are receiving financial support from the national Training Agency, to enable them to develop new series of Compacts. The Partnerships form part of the Action Programme of "Business in the Community", an association of 300 leading firms formed in 1981 to promote corporate responsibility and business involvement in regional/local partnerships, especially in urban regeneration. They are described in more detail in Annex 2.

## Conclusions

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1. Influential and lasting relationships between schools and firms are more likely to come about if area-based regional/local partnership schemes are developed to promote them. Employers federations, Chambers of Commerce and regional trades union branches should take them up. Medium and large firms, and education authorities at regional/local level, should consider how to form such partnerships in their area. (See Annex 1).
2. "Compacts" have certain specific potential advantages as a framework to broaden and deepen partnership activities :
  - they can provide a framework for integrating the contributions of education to local economic development; for relating training provision to jobs; and so to reducing youth unemployment;
  - they can provide a way of integrating positive action on behalf of disadvantaged young people, especially in inner-cities, with general

provision in schools and training institutions on the preparation of young people for working life;

- they can provide a bridge for introducing contributions by industry to the curriculum and guidance process, as well as encouraging schools to pay attention to goals and values which have a vocational pay-off for students;

- they provide a model for school-industry partnership on a basis of equality, instead of subordinating teachers to industry. By encouraging industrialists to spend more time in and with schools they can also help make them better informed about the current reality of the work of the schools.

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6. The next steps; action at national and Community level

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The analysis made in this study points to the need for three types of further development in the period ahead :

- in Member States where partnership schemes have already taken root, a generalisation of such a process to cover all schools of secondary education, and perhaps later of primary education also (though the evidence for that is so far small);
- in Member States which are not so far substantially touched by the partnership scheme approach, a major initiative at national level in favour of such an approach, and corresponding action at regional level; and
- simultaneously, action at national and regional levels and at Community level, to promote a transnational dimension, so that as European industry becomes more interdependent and transnational, school-industry partnership schemes do so too.

At national level

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In addressing the need for a policy lead, and the creation of an appropriate climate, at national level, governments should bear in mind the advantages of associating Ministries other than that of Education with policy in the school-industry partnership process. The agenda for policy action, reviewed in Section 1 of this study, was summarised in the Conclusions on that part.

The role, also at national level, of Employers Federations, national Chambers of Commerce and similar bodies, and trades union federations, is also of immense importance, in providing leadership and guidance to regional/local level action. A target agenda for consideration by bodies of this kind at national level was also included in the Conclusions at the end of Section 1.

It is at regional level, as the study has tried to establish and illustrate, that the main motive force behind the school partnership movement has been applied to greatest effect. At this level a major responsibility rests on public authorities responsible for education, training, employment, industrial policy and economic development to ensure that an appropriate structure is established, in consultation with the social partners, to support school-industry partnership schemes. Conversely, major firms, especially the multi-national and major national ones, employers' groups, trades union groups, and Chambers of Commerce and federations of small firms, should regard it as their task to make proposals, and take the initiative, as has been the case in many of the countries examined in the study. The agenda for their action outlined in the Check-lists in Annex 1, is based on the Conclusions in Sections 3, 4 and 5.

#### At European Community level

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At Community level, the spread of partnership schemes should be seen as one way to reinforce the Community's current policies :

- to obtain a better trained workforce;
- to provide a basis for helping the "backwardness of the least favoured regions";
- to help tackle unemployment, especially among young people;
- to help business adjust to the changes consequent on the completion of the Internal Market;
- to help the development of rural areas, and
- to promote equality of opportunities in training and employment for women.

The Commission set up in 1988 a five-year action programme for the vocational training of young people and their preparation for adult and working life (the PETRA Programme). A major effort will be devoted to establishing a European network of training initiatives, which will emphasise particularly the importance of partnership at two levels :

"● at national, regional and local level, partnership to mobilise the collective resources of the public, private and voluntary sectors so as to develop a cooperative or integrated approach to vocational education, training and counselling for young people and to promote a climate for effective partnership in the agencies concerned;

● at the European level, partnership designed to increase mutual understanding of common economic and commercial interests of the local areas or regions involved and their cultural and commercial ties, and to active cooperation based on it. This cooperation, which may take many forms, will provide a strong European dimension to the network." (Information Note on PETRA Programme).

In parallel with the PETRA programme, the Commission published proposals in late 1988 for a new work programme on the promotion of innovation in secondary education in the European Community. The need to promote closer links between education and economic development are highlighted amongst the policy measures which this programme would help Member States to implement, and proposals are made for the support, at Community level, of the interchange of ideas and experience, to facilitate national policy development, and for the establishment of "innovation areas" in each Member State to play a leading role in implementing and demonstrating innovation in agreed priority fields.

Either of these programmes would provide suitable contexts for the Commission to follow-up the analysis emerging from this study, as a contribution to its policies referred to above.

It is recommended that funds should be applied, for a two-year period, to :

● assist regional-level action in areas not so far characterised by partnership schemes, in order to stimulate dialogue, initiatives, and partnership action; in particular grants should be offered to employers' groups, Chambers of Commerce, federations of small enterprises, and regional-level trades union organisations, to encourage them to take the initiative to convene broadly-based seminars/conferences at regional level, to start the ball rolling in that area;

- to carry out an analysis of experience of area-based partnership schemes, such as Compacts, School-Contact Committees and similar structures, in order to make a contribution at Community level to the ongoing development of policy and practice in this important field; the Community-level task force proposed in the secondary education innovation programme referred to above would be appropriate for this task;
- to provide technical assistance for regional and local level initiatives in the priority areas of the Community so that those in such areas can build on the experience of other parts of the Community, and catch up with the leaders in this field.

Finally it is recommended that, in view of the fast tempo of developments of many different kinds in this field at present, a further study to report and comment on developments should be undertaken in two years' time. Meanwhile the present study should be distributed widely in the Member States, in order to stimulate and assist the kind of dialogue at regional and national level outlined in the proposals in this Section, and to register the Community's interest in assisting the development of such dialogue in areas not so far active in this field, and their concern to ensure a transnational dimension to it in all parts of the Community as soon as possible.

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Action check-lists

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A. Check-list for regional industry groups

(Employers - Chambers of Commerce - Small firms federations - Trades Unions)

1. Identify current partnership activities, key individuals/ firms/ groups, and assess case for sponsoring a regional/local Partnership Scheme/Working Group/School-Contact Committee/Compact.
2. Assess need for a regional/local jointly sponsored, coordinating agency, information point or specialist staff on partnership activities.
3. Review programmes of activity in the area at regional/local level :
  - publications for schools on economic, labour market, training opportunities, etc.
  - "training" courses for various school staff (heads, guidance specialists, etc.)
  - careers fairs, events, competitions, travelling exhibitions, holiday schemes, etc.
  - provision of specialist equipment, facilities to schools
  - support for enterprise education, mini-enterprises
  - preparation of visiting lecturers' panels and provision of training and help for them
  - school programmes of "Young Managers" groups.
4. Review role of industry in participation in, and support of, key regional training/education institutions, with a view to diversifying and updating it.

B. A check-list for regional/local education authorities

1. Establishing a single, well-publicised, liaison point/person for partnership work.
2. Find out which schools already have links. Check the men/women balance. Check whether schools have links with small as well as large firms, and a young entrepreneur in touch with them (e.g. on the School Council/Board of Governors).
3. In the light of the results, examine the case for setting up a Partnership Scheme/Working-Group/School-Contact Committee/Compact, and identify the partner bodies.
4. Involve trades union officials, professional managers' groups and associations of small firms as well as the big, corporate firms.
5. Use the "Tupperware Party" approach : persuade members of the business community to help "sell" partnership to other members. Encourage schools and colleges to identify "live-wires", i.e. people who will create new schemes. Ask the committed company representatives to name 5 others who might like to be considered.

C. A check-list for firms

1. Approve a policy at boardroom level setting out the firm's partnership objectives as part of its overall business plan, and ensure top-level commitment to support employees engaged in it.
2. In large firms, headquarters should inform and stimulate their local branches and staff by, e.g. including examples of good practice in its house journal, asking local branches to send in their partnership plans, or discussing partnership action at meetings with local executives.
3. Establish policy guide-lines on time off and the use of company resources and support services for partnership activities.
4. Offer training to those to take part in partnership activities, e.g. conferences for staff responsible for links together with representatives of partner schools. Discussion of examples of good practice can have a real training impact, on the firm as well as the school.
5. Communicate with employees as parents; offer help to train them to become effective partners with their schools; run a feature in the firm's house journal on the company's school partnership action plan.
6. Review what the firm can offer to partner schools in the areas of:
  - providing placements for work experience/work shadowing for students and teachers;
  - providing industrial tutors to support school-based business projects or mini-enterprises;
  - offering longer-term teacher secondments to the firm;
  - running joint training courses for industrial and teaching staff, e.g. head-teachers in management seminars; courses on regional/local economic development; specialist courses on new technological developments;

- sponsoring local exhibitions; an "Expobus"; careers fairs; competitions/awards; advertising in schools publicity/programme material; holiday/leisure schemes;
- developing curriculum materials; information packages; distributing firm's in-house magazines to teachers; setting up or adapting information centres to service schools' needs;
- offering equipment; access to equipment in current use, e.g. time on a mainframe computer; locating training equipment (e.g. computer hardware) in a school, for the firm's use on the school site (with industrial staff to operate it if necessary);
- providing access to data-banks;
- offering facilities for industrial visits;
- offering guest-lecturers, and ensuring they are "trained";
- providing contracts to schools (especially post-compulsory) to do design, construction and research/development work.



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Education-Business Partnerships (U.K.)

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These ventures between employers and the education services in a local community are based on a formal agreement to improve the education and employment opportunities of young people while meeting employers' needs for a well-qualified workforce.

Aims :

- To provide a broadly-based school education for all young people which is relevant to their future lives.
- To improve their educational attainment and self-confidence:
- To increase the percentage of students who stay on beyond the school leaving age to improve their qualifications.
- To raise standards of education and training to meet employers' needs for a highly qualified workforce.
- To provide worthwhile jobs backed by high quality training programmes for all students who leave school and college.
- To encourage continuing opportunities for education and training throughout adult life.

Requirements

- The personal involvement of local leaders from education, employers and the community in a steering group.
- A joint statement of policy.
- A programme of action with a time scale and performance review.
- A management team drawn from education and industry with individual accountability for each partnership project.
- Good channels of communication.
- Trust and commitment between partners.

Who benefits ?

YOUNG PEOPLE

- Better motivation, attainment and qualifications.
- Greater self-confidence, more to offer society.
- Greater understanding of what business, work, and enterprise are all about.
- Vocational training which is more closely linked to education in school and is relevant to available jobs.
- Better chances of a worthwhile job combined with training.

SCHOOLS & COLLEGES

- A richer curriculum and greater capacity for developing it through wider contacts with industry.
- Improved management skills at a time when head-teachers and principals are being given financial control of schools and colleges.
- New resources for learning including local employers, workplace environments and materials.

EMPLOYERS

- A potentially better qualified and well-motivated workforce.
- An opportunity to influence the curriculum of schools and colleges.
- Development of staff through contact with education and the community.
- A range of services which schools and colleges can offer to improve the effectiveness of local employers.
- A more stable and prosperous local environment in which to trade.
- An opportunity to enhance their reputation in the local community.

Activities

- Joint planning by education and employers to achieve a match between the skills needed by local employers and those acquired by young people.
- Employer involvement in classroom activities, to promote economic and industrial awareness, technology, enterprise and careers education.

- Developing Records of Achievement and their use as a qualification for employment
- Supplementing school resources.
- Teacher/employer exchange schemes.
- Student and pupil work experience, work shadowing and provision of summer jobs.
- Offering small employers specialist facilities and expertise in schools and colleges, e.g. art and design, laboratory testing and foreign language translation.
- Employer membership on school and college governing bodies.
- Developing local Compacts.

See Education Business Partnerships, 8pp. published by "Business in the Community", London, 1988.

\* \* \*



European Communities — Commission

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