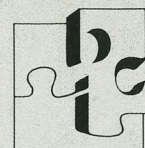




TRAINING
A G E N C Y



Business in
the Community

**EDUCATION-BUSINESS
PARTNERSHIPS:
LESSONS FROM AMERICA**



**STRENGTHENING PARTNERSHIPS BETWEEN
EMPLOYERS AND EDUCATION**



ACKNOWLEDGEMENTS

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The report, which will be followed later in 1989 by a study in greater depth, has been printed and distributed by the Training Agency.


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Section I

INTRODUCTION

The U.S.A.'s Fifth National Symposium on Partnerships in Education, organized by the Presidential Board of Advisors on Private Sector Initiatives, took place in Washington D.C. between November 17-20, 1988. Over a thousand delegates, representing a vast range of national and local initiatives, assembled to combine and share the fruits of their experience of Business-Education partnerships. Among them, seeking to profit from the manifold presentations and discussions that formed a shop window of transatlantic ingenuity, were thirty-two British delegates.

The visit was arranged by *Business in the Community* and chiefly funded by the *Training Agency*. Its main purpose was to inform the work of Britain's Compacts, education-employer partnerships featuring a guarantee of jobs with training for participating school students, loosely based on the original Boston Compact in Massachusetts. As well as representatives of Government departments and concerned national agencies, the British team included Compact directors, employers and LEA advisers. All derived enormous value from the experience.

The purpose of this report is to draw out lessons of immediate practical use to Compact directors and their teams — although it is likely that many others working 'on the ground' will find the guidance offered useful. A second report, to be published a little later in 1989, will provide more detailed information, reflect in greater depth on what is taking place in the U.S. and draw out lessons of wider applicability. Without doubt, the lessons that emerged during the Symposium have great relevance for both national and local planning and deserve more considered treatment than is possible in the present, focused document.

Section II of this report gives a rapid overview of the key issues emerging in America — issues that will receive detailed exploration in the second report. Section III lists some general lessons specific to Compacts and will also be expanded later. Section IV is divided into five parts and consists solely of practical advice and tips for those managing education-employer partnerships at local level: it constitutes the bulk of this first report and is the most valuable part of it. The guidance offered has not been taken directly and uncritically from American experience but includes the subsequent reflections of the British contingent — only that which is considered relevant and useful in the U.K. has been retained. Finally, to enable readers to make direct contact with those who attended the Symposium, an appendix to the report lists their names and designations together with daytime telephone numbers.

Section II

THE AMERICAN SCENE

1. Scale

The fact that it is possible to appeal to a national consciousness is one of America's great strengths. In the case of education it has released a tide of emotion and enterprise that has led to a staggering range of Partnership schemes. One is impressed most by the sheer scale of activity — and above all by the fact that these are genuine partnerships, involving not just education and business but entire communities. "The most serious problem", commented a representative of the Committee for Economic Development, "is to galvanise the local community.", adding "It must be done from the ground floor up. It must be accepted at local level or it won't stay."

America has 140,800 Partnerships in operation, involving 40% of the nation's schools (46% of secondary schools and 36% of primary schools). Nine million students are participating.

2. Demography

It is not unfair to describe the scale of activity as crisis response. Partly it derives from a national sense of youth at risk — drugs, the breakdown of family life, crime, the high school drop-out rate; partly from a sense of a nation at risk in economic terms.

A powerful crusade to convince business that involvement in education is only 'enlightened self-interest' has been made possible by the effective assembly of relevant statistics and demographic projections. Of all the messages transmitted at the Symposium, this was probably the one that impressed British delegates most.

Samples of these statistics include "By the year 2000 only 14% of the workforce will be white males — yet the high school drop-out rate is greatest among ethnic minorities, 48% among Hispanics who constitute the largest group ... 25% of those now entering 9th grade will not graduate ... the school drop-out rate is 50% in urban areas with a cost to the U.S. of \$240 billion in terms of lost earnings and foregone taxes."

It is easy to see how figures like these can both frighten employers and convince them of

the importance of becoming involved. Without doubt they convinced the British team that we need hard figures which clearly illustrate the problems we are setting out to solve.

3. Planning

A notable feature of U.S. practice is the emphasis on planning and the setting of goals. The highly successful focus, as in Britain, is on local needs and issues.

Particularly impressive was the commitment and support of the most senior people across the community, considered essential before useful work could begin. Everyone with an interest was involved in the setting of goals and, once agreed, the goals would be printed, signed by all as a statement of intent and distributed to every participant. This created a solid sense of purpose that could focus effort coherently and sustain initiative over a substantial period of time.

It also made evaluation and re-evaluation easier, goals being rewritten and re-signed annually. Conspicuous in this process was the American readiness to profit from experience, from which much might be learned. There was no hesitation in discontinuing schemes which were failing or problematic, in order to start again with something fresh. Evolution is thus much harsher than in Britain — and as a result it is faster and possibly more effective. Another lesson, repeated by almost every presenter, was the importance of starting small.

4. Evaluation

If the British tendency is to move from good theory to carefully regulated practice, the American tendency is to get as much as possible happening as fast as possible and only then to stand back and take a look. "My job", commented a senior research fellow at the Hudson Institute, "is to take good practice and try to make it work in theory."

At first sight, the British team did not find evidence of what we understand as rigorous evaluation — yet a closer look revealed more serious attention to evaluation than at first appeared. Nearly all schemes set great store by it but the universal intent was to pull out

the positive lessons rather than the negative. This had the effect of stoking enthusiasm and acted as an incentive to those involved. A clear philosophy of evaluation emerged, of potential value to the U.K., and this is given closer treatment in Section IV.

5. Promotion and Incentives

As impressive as the skilled use of demographic projections was the energetic and professional marketing of ideas and experiences — as a means of getting business and the local community involved on a sufficient scale to make an impact on a critical situation.

Promotional devices of all varieties abound, from efficient exploitation of the media to mass distribution of lapel pins, and there can be no doubt of their potency in gaining public attention and broadening a partnership to the point where it can truly be called a community effort. A number of the more readily transferable ideas are listed in Section IV.

6. Volunteers and Mentoring

This subject will be treated in greater depth in the second report: it is sufficient here to note that many British delegates left stating their intention of giving the dimension a higher profile in Compacts — and to report that, at the last count, 2.3 million 'mentors' or adult volunteers were working in American schools.

The British were deeply impressed too by the number of workers, not just senior and middle management but from the shop floor — in very substantial numbers, released by employers during paid time to take part in mentorship programmes.

7. Curriculum

Extended comment is also necessary to do this subject justice — though it was plain that curriculum development associated with Partnership schemes must be a priority in Britain as in the U.S. One clear lesson, however, stood out from what was otherwise complex: the importance and value of avoiding an emphasis only on the age range 14-16.

8. Adopt-a-School

Essentially this scheme involves linking a specific school with a specific employer and then developing that link in depth. It was probably the most prevalent American model.

Amongst the British it became controversial. There was no shortage of advocates to point out the obvious weaknesses and limitations (for example, its one-to-one relationship cannot tackle systemic and strategic issues) — but against these had to be set the scheme's success in motivating people to become involved. Again, exploration in detail is required in the second report. For now, it is sufficient to observe that 'Adapt-Adopt-a-School' might prove a useful motto for those concerned with developing and extending education-employer partnerships on this side of the Atlantic.

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COMPACTS

As with other subjects, American experience of Compacts will be treated more fully in a second document. A short section is included now because Compact directors are the main target audience of this first report.

Compacts represent only a small part of the American scene and most evidence arises from the experiences of the seminal Boston Compact. Much has been learned from the refusal of employers in Boston to re-sign at the end of the Compact's first phase. What went wrong has been the subject of protracted thought and debate but most now agree that it is possible to do it better and do it right. The idea itself has not been rejected and a second, improved Boston Compact is already under negotiation.

For brevity, the most important lessons derived from discussions in the U.S. have been simplified and are presented below as a series of 'bullet points'.

- Pupil participation should extend widely below age 14 — primary schools should be included.
- Encourage different patterns of activity in different schools.
- The job guarantee should not be overemphasised — it is an important instrument but should be seen as part of a wider strategy. Compact is an idea, not a rigid model.
- The commitment of school heads is essential.
- If the scheme is to work at all, school improvement must be the major target.
- Set realistic, attainable goals and review them regularly. Remember, when setting goals, that there is a potential for missing them.
- Do not expect too much too quickly — commitment over a period of years is necessary to secure desired results.
- Start small and build. Start with goals that are short-term.
- Commit the teachers first. If you can't sell it to them you can't start.
- Work hard at marketing — to students, employers, parents, community.
- Establish a management structure which emphasises teamwork and delegation — never allow an individual to become indispensable.
- Schools need a mechanism to support individual students — there must be adequate counselling.
- Common goals for all pupils can cause failure — schools must develop strategies to rehabilitate pupils falling short of Compact goals and link goals directly to individual progress.
- It is important to involve parents and the wider community.

Section IV

THE DOs AND DON'Ts OF PARTNERSHIP

BUILDING THE PARTNERSHIP

Top management support is essential in both education and industry.

- Start with the commitment of the chief education officer.

Community commitment completes the triangle.

- Start by committing local politicians.

Prepare your approach to chief executives.

- Use local business contacts to gain access (don't get stopped at the secretary's desk): chamber of commerce; rotary club; get business contacts to talk to their friends — particularly useful for reaching small firms; get co-operative chief executives to mount open forums for other chief executives — do some joint visiting.
- Do your homework: research the business; find out the number of people to be met; learn their names; take sufficient materials; know what you want — chief executives like a clear package but be flexible enough to keep an open agenda.
- Take care with presentation: be punctual; dress appropriately; avoid educational jargon.
- Follow up: agree action by both sides; agree next date and be clear about its purpose; send warm letter summarising the meeting.

Know your selling points.

- Hearts are more easily committed than heads — but both must be won.
- Underline the benefits to all partners.
- A demographic study is a powerful tool: start with your local planning department; try the university or polytechnic — explore possibility of a joint study with academic staff or via students as part of their course; accurate data on employment projection within an

area is also of the utmost importance in the long term planning of partnerships — and long term commitment from employers is essential; factual evidence will influence the business community and also focus efforts.

- Sell investment in the future: use demographic evidence; businesses have a direct interest in employability skills; many employers need to reduce staff turnover and improve recruitment; initially emphasise the future labour force above school improvement — it is much easier for business to make money with a better student than a worse student (business wants schools to educate, not train in skills which will soon be obsolete); education is critical to the well being of the economic community in which a company operates — quality education is just good business.
- Where demographic evidence justifies, sell crisis response.
- Show where the resources are going: companies are more willing to donate funds the leaner the admin — i.e. the higher the proportion of income being spent directly on students.
- Sell public relations: offer recognition; involvement will improve relations with workforce and strengthen company unity — many employees are parents; community involvement is good PR for local business — helps recruitment and public image.
- Don't ask for money: your prime need is people — the money will come later; commitment in kind is often easier for a company than giving cash — and it is likelier to lead to a lasting involvement.

Meet the needs of both sides.

- There must be common purpose and reciprocal benefits: get to know the partners (employers and education); bridge the gap — be willing to spend time; recognise partners' commonalities and priorities; build trust, communication and joint responsibility.

- Determine the needs of employers and schools: both sides must understand the real problems of the schools and the area and the background to those problems — e.g. family life, single parent families, low income groups, pressure from peer groups, crime; identifying employer needs is harder but needs assessment is a key starting point; if a firm cannot identify its needs, don't work with it; a long range community plan is useful to a company in determining commitment of money and time; large companies may need to do a total assessment of their activity and a survey of the community situation — this takes time but makes focused action more likely; large companies tend to have written policies — there should be a policy for education partnerships.

- Determine needs jointly: develop a sense of ownership by partners; set up a brainstorming session; all members of the education and business partnership should participate — programme directions and objectives are drawn from all involved; include students and parents in these sessions; list needs from both sides; prioritise needs; schools and firms vary in character and need — consider the best match.

Establish clear goals by agreement.

- Be clear about your planned educational objectives: the activity is intended to benefit students, not just make the participants feel virtuous.
- Make the partnership formal: written agreement with aims and objectives, signed by all; important that both sides understand the reasons for the Compact and the expected outcome; set clear goals for employers, schools, students.

Start small and give time to grow.

- you need some initial objectives which are very short term (4-6 weeks) — so every partner gets a rapid sense of achievement and so partnership can

evolve; don't rely on one activity — partnerships can encompass many; create action, 'do something' programmes for companies — the more imaginative these are, the more likely the success.

MANAGEMENT AND STRUCTURE

Everyone must feel involved.

- A sense of ownership is important: 'bottom-up' is as important as 'top-down' — no one should feel they are a pawn in someone else's scheme — this means real local decision making and control.
- Vision must be shared: involving all sides in joint planning is only the start — the overall plan must be flexible and responsive; goals must be clear, agreed, published; the 'master agreement' should be re-agreed and re-signed annually — partnerships must be equal and have to agree on important objectives; don't let money drive the programme.
- Motivate chief executives: it is not enough just to 'sell' chief executives at the outset — momentum will be lost without their continued involvement; make it a priority to get them into the classroom; check that activities actually respond to employer needs (identified by the chief executive) — participation founded on charity will not endure; involve all key players in planning.
- Establish a steering group: ensure all groups are represented — a 'round table'; membership is important — involve the top people, review annually; keep up attendance and commitment — don't allow substitutes to attend, don't have too many meetings, publish a calendar of meetings; select an authoritative and able chair who will give time for pre-meetings; ensure real decisions are made and meetings have a sharp purpose; don't allow hidden agenda to thrive; don't be afraid to have expectations of your partners.
- Establish an executive group: people with day-to-day responsibility for making partnerships work, with an office,

telephone and clerical support; build up team spirit.

- **Involve people at all levels:** chief executives are indispensable but are only the start — involve middle management and the workforce in 'hands on' activities; make sure that business is involved in the whole programme; ensure all are involved in design and delivery, not just support — share out all jobs.
- **Don't forget parents:** integrate into the working of the partnership wherever possible; all parents should be interviewed before student comes on to programme — students will need a lot of support from home; parents should be *enabled* to be involved — parents need a sense of ownership too.
- **Work hard at communications:** both internal and external; everyone should feel in touch — not just at a peripheral level — and clearly understand their role; establish channels for feedback at all levels; keep in touch — never let anyone drift away for lack of contact.

Relationships are crucial.

- **Encourage personal contact:** set up situations for partners to get to know each other as people — build friendships, recognise each other as professionals; establish a forum for teachers and employers to generate excitement and reinforce each other; remember that it takes time to build rapport and trust.
- **Work on mixing business and education cultures:** businesses must work closely with teachers; mutual suspicion, generally present initially, must be overcome.
- **Give business people an understanding of schools and their activities:** teachers tend to be intimidated by company people and vice versa — work hard at welcoming company people in schools; head teachers and employers need face to face dialogue to agree need and action, and to build trust; an inventory of company resources should follow; involve employers in curriculum design as well as delivery.

- **Don't leave anyone out:** don't involve teachers and students at too late a stage; focus on good relationships with students — to build up their aspirations; don't neglect parents.
- **Set up joint staff development:** joint staff development is an excellent preparation for joint planning; teacher in-service work, especially for heads and deputies, could benefit from involvement of business and commerce; involve teachers in local business management courses — target small company employees; involve business people in INSET; include a few teachers on (carefully selected) company training schemes — be sure they will attend; investigate the possibility of combined training of senior teachers and company executives on angles common to both — management, administration, personnel; the management of change in schools and industry can be assisted and supported through partnership — involve local HE in sessions on this as well as in curriculum design; encourage companies to use schools as a training resource — access to a classroom and equipment can be a significant gift.

Keep goals attainable.

- **Always have short-term targets:** in addition to medium-term and long-term — it's not always easy to do, but people need targets they can achieve in order to provide encouragement.
- **Don't go too far too fast:** premature implementation is dangerous; don't set too many goals.
- **Don't overcommit:** never commit to anything you can't deliver; don't undertake to work with organisations if they are going to bog you down.

Keep efficient records

- **Keep your company database up to date:** keep a file on developments within local companies such as changes of key personnel.
- **Computerise:** get a computer company to donate a

computer so that you can keep comprehensive data.

- **Keep data useful:** review data regularly and dispose of the useless; don't over-record.

Manage your staff.

- **Write it down:** there should be a mission statement, a job description for all team members, a manual for each location (school, business, etc.), a plan of action for schools; don't impose these documents — each one should be negotiated.
- **Do not allow 'burn out':** Common causes are: boredom and repetitiveness; too much work; being caught in the middle; no thinking or planning time; overwhelming paperwork; difficulties in retaining control; too many duties or too little time; an unappreciative boss; little or no encouragement and recognition; salary too low; a poor programme budget.

Structure with care.

- **Delegate:** written statements of means and objectives should make all roles clear; structures are needed on the company side too; no partnership should ever fail because an individual (education or business) is allowed to become indispensable — partnerships should continue strongly when individuals leave.
- **Keep the structure lean:** over-structuring bogs people down and reduces efficiency; too much rigidity stifles fun and inhibits development; development must be continuous — allow for local initiative and serendipity.

EVALUATION & DEVELOPMENT

Establish an evaluation group at the outset.

- **All partners should be represented:** business and education sides, young people, parents, etc.; evaluation might be a function of steering group or a reporting sub-group — see notes in *Management &*

Structure on establishing a steering group.

- **Both sides need to feel accountable:** every aspect of the partnership needs evaluation — it should not be a matter of giving credit to industrial partners and criticising failures in schools.

Agree goals before beginning.

- **Clear goals are vital:** see sections on determining needs jointly, goal-setting and starting small in *Building the Partnership*.
- **Publicise goals:** once goals are set, write them down and make sure everyone knows what they are; prepare a partnership manual including aims, history of the partnership, targets, priorities, procedures, roles of the key people, planning and resource forms, evaluation forms.
- **Use goals to decide on suitability of projects:** ensure that activities are appropriate before they are launched — approval via steering group; activities should be related to the goals of the partnership, targeted for specific outcomes, linked to activities in the classroom, etc.; devise and publish a full set of criteria.

Decide how to determine success.

- **Remember it is difficult to evaluate the effectiveness of a programme:** confidence can be lost and a perception of failure can emerge from choosing unrealistic goals (cf, Boston Compact); key targets are attendance, staying-on rate, academic results, participation and student attitudes — but do not expect too much; ensure that aims and objectives are locally owned, locally relevant, *attainable*; make sure that the partnership focuses on the needs of young people.
- **Set up recording procedures:** once criteria are established it will be possible to decide *what* to record as a means of checking progress; set up clear channels for returning information to the evaluation database; make evaluation

procedure simple — not too time-consuming for the partners to complete or to record centrally.

Keep evaluation formative.

- **Beware of quick judgements:** summative evaluation looks back to determine how far something succeeded or failed, drawing lessons for the future — formative evaluation is more concerned with improving what is happening *while the activity continues*; evaluation which is judgemental, or which people fear will be judgemental, is threatening and can be demotivating.
- **Don't evaluate too soon:** while it is important to know before starting what will be evaluated by what procedure and according to what criteria — and to organise collection of data from the outset — early evaluation in depth can damage partners; allow activities to become established first; set readily attainable targets initially, to develop practical evaluation systems.
- **Keep progress under review and check regularly:** informal evaluation of progress is a management function and should be constant; discovery of problems or opportunities for improvement should feed formal evaluation, not wait until formal evaluation occurs.
- **Timetable formal evaluation:** formal evaluation should take place annually; timing should be agreed in advance (and published) and should correspond to the implementation plan.

Use evaluation as a base for planning.

- **Formative evaluation requires a formative response:** good evaluation implies 'getting behind' the activities and thinking through the nature of the partnership, intended outcomes, and what it takes to make a difference; each formal evaluation should involve review, adjustment, resetting and retiming of goals (short and long term) on an annual basis (publish new goals); profit constructively from successes, difficulties and mistakes; evaluation

should always be followed by a written report linked to a clear action sheet with responsibilities for all partners.

- **Expect goals and targets to change:** programmes and partnerships change and develop; projects should profit from experience; forming good education partnerships will influence the rest of the community — this too should lead to restructuring and change.
- **Keep timing flexible:** avoid setting up one-off projects with a limitation on time — development opportunities will be missed; evaluation should allow for both extension and contraction of original timescales.
- **Maintain forward momentum:** if partnerships make people feel good that is worthwhile in itself — but they must develop and provide mutual benefits; always look for the educational pay-off; don't allow partnerships to become stereotyped, locked into a particular activity or particular group of employees; require each school to have a partnership plan.

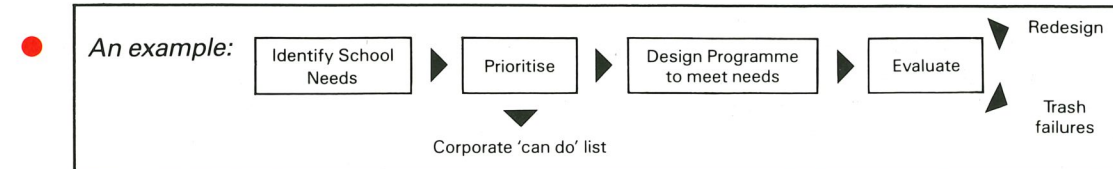
Don't be afraid of failure.

- **If it fails, scrap it and start again:** it is just as constructive to learn that something doesn't work as that it does; while it is important not to judge too hastily — and to identify faults and correct them — it is also important not to waste time if progress is not being made; employers need to be motivated by involvement in something that works — schemes must work for all involved; following annual review, partnerships might be modified, partners might exchange or a scheme might close; allowing stagnation or failure leads to disappearance of partners and a bad public image — identifying failure before too many negative effects occur allows transfer of partners to other programmes, or establishment of replacement schemes.
- **Investigate failure:** the reasons for failure should always be identified; there is a need to evaluate barriers and activities which were dropped as unsuccessful; always recognise and deal with conflicts.

Evaluation requires triangulation.

- **i.e. More than one perspective is required:** a clear picture of an activity cannot emerge if it is viewed from only one direction — moreover, evaluation from one perspective only is judgemental, thus threatening and demotivating.
- **Record all parties' experiences:** include students, employees, parents, teachers; get their views, ideas, queries on the effect of partnerships; involve all parties in annual review; following review, programmes must respond to expressed needs — for emotional support, for knowledge, for skills, for staff development.
- **Use a variety of instruments:** use various methods to evaluate; ensure all involved are required to give feedback; spend time developing questionnaires, etc., from which data can be extracted simply; allow time for interviews and for talking to partnership members.
- **Seek an independent evaluation:** if funding can be provided, an external evaluator is a priceless asset — adding a vital, dispassionate perspective, acting as a critical friend to the management team, lending weight to evaluation reports, advising on evaluation techniques, carrying out and managing evaluation procedures; effective evaluation is in the interest of all partners, particularly those contributing funds or substantial other resources — good evaluation will also tend to motivate funders to maintain and increase their contributions; persuade funders of the value of contributing an additional 10% to evaluation; failing this, identify a partner who can provide free consultancy, for example on the dynamics of target setting.
- **Capitalise on evaluation:** if a company provides resources, give it feedback on how they were used and what resulted; use evaluation to fuel celebration of success.

Have an effective planning model.



INCENTIVES, PROMOTION & PUBLIC RELATIONS

The importance of a good, co-ordinated PR campaign cannot be underestimated.

- **The right person must be found to tackle PR work:** one person should have overall charge of all PR and marketing strategy; wherever possible, this resource should be donated by a member company; alternatively, use company personnel as consultants — establish a consultant group committed to a programme of meetings; use companies' community relations people; draw advertising, marketing, media companies into the partnership.
- **Start up a regular newsletter:** report partnership activities and events; good updating of information for all partnership members; provide incentives by giving recognition to individuals, schools and companies; use to attract new companies; encourage company personnel and teachers to contribute; send to all partnership members and include in marketing pack.
- **It's worth spending money on marketing/production of materials:** produce stickers, badges and booklets; spend money (or use company resources) on design and lay-out; devise simple publicity — booklet/pack — that enables companies to get involved easily; encourage companies to feature their partnership work in their own promotion/advertising.
- **Set up 'big events':** e.g. balloon releases, fun runs, partnership week; let the town know what you are doing.

Make friends with the media.

- *Use the local press:* contact regularly to provide information on partnership activities and feature or photo opportunities; make the stories of human interest; remember that recognition of company involvement through the press is a powerful incentive; ensure that partners always alert the central team of potential media opportunities; encourage letters to the editor; get a regular slot on a newspaper if possible; recruit newspapers to the partnership — perhaps a local news page by students.
- *Use all forms of the media:* local radio, billboards, TV; get radio and TV companies as Compact members and use them.

Recognition of people's contribution and achievements is vital.

- *Recognise all partners:* individuals, businesses and educational institutions; reward students' achievement weekly; recognise participation — e.g. joint certificates from education department/chamber of commerce to recognise any partnership action (however small) — but also reinforce achievements and good deeds; use of publications and media opportunities; thank you letters from schools to businesses are important to build appreciation; letter of appreciation to an individual's boss; effective recognition of junior staff involvement by building into company's management development programme; wherever possible, reward *people* — especially key individuals like chief executives — not firms, organisations or institutions; relate recognition to individual needs.
- *Information is recognition:* important to give recognition in form of *feedback* or partner will believe they are not needed and disappear; good information needs to flow between both sides and to all partnership members; report recognition of members to all other parties — will help to stop 'drift-off' from the company side and encourage others

to do more in order to keep up; make full use of newsletter and celebrate positive outcomes of evaluation.

- *Recognise through events:* ask participants how they would like to be recognised — they are likely to favour an event which is fun and allows them to see what others have done rather than a formal ceremony; consider a range of events including lunch parties and dinners; commercial organisations — theme parks, hotels, etc. — will often host events in return for media coverage; to get top managers to an event you will need a lead time of six months.

Market partnership.

- *Recognition is marketing:* newsletters, videos, etc. covering what *works* simultaneously recognise the participants and sell participation to other potential partners.
- *Business understanding of schools needs to be informed:* conduct a steady programme of visits; invest in professional publicity materials; seminars/conferences which explore the links between economic development (prosperity) and school performance may be helpful in bringing the concepts of education/business partnerships home to the business community.

EXTENDING THE PARTNERSHIP

Involving parents and the community is crucial to success.

- *Make parents wanted and needed:* encourage parents who have the skills to assist in the classroom; programme of home visits to all parents of participating students — wear dress compatible with that of parental community.
- *Recruit volunteers:* identify needs/possible functions before starting — support ('mentoring') to individual students, enrichment of learning activities, support of Compact management/organisation/marketing; if possible, make one person responsible for

the volunteer programme; screen volunteers who will have contact with students; *train* volunteers; identify a pool of senior members — retirees who do not want to retire — an untapped but powerful resource; make use of students at local polys and universities; make contact with all local community groups/agencies.

- *Extend the membership:* what other local, non-educational groups — aside from employers — could become involved in the partnership?

Counterpoint the emphasis on chief executives.

- *Target middle management:* remember the three motivations — people will get involved for their personal satisfaction, to achieve recognition for the company, to achieve recognition of their role within the company; more and more companies are identifying professional staff for community affairs — draw them in and work closely with them.
- *Target the workforce:* aim to recruit volunteer effort of large numbers of company employees to participate in the programme by giving up their time; seek to generate wide interest and involvement *through* the company — motivation and recognition of volunteers; company support for volunteers is important — e.g. released during firm's time.

Draw more companies in.

- *Involve employer members in the effort:* use them in the marketing exercise; ask them to target other employers for recruitment; the range of businesses' contacts is wide and should be used.
- *Target groups of industries:* e.g. estate agents, supermarkets, engineering companies.
- *Sell partnership activities before the Compact.*
- *Make the approach relevant:* having targeted a company that can

become involved, devise and suggest a programme; get teachers to come up with *imaginative* projects for business people.

- *Offer something in return:* schools can reciprocate — also a means of strengthening partnership with existing members; business access to computer labs for staff training — use computer-literate *students* to train/familiarise company staff; dummy interviews help with employees' interviewing skills as well as benefiting students; use science labs and equipment — devise relevant learning activities based on research needs/interests of company; exploit school facilities — hardware, etc. — that small companies cannot afford and also student *skills*, e.g. in foreign languages.

Expand the resource base.

- *Don't just ask for money:* if you ask for money that's all you will get; the range of business resources and involvement which can be brought to bear is potentially very wide; partnerships can be used to increase resources for community education; set up a database of what major companies are willing to offer in terms of school-industry links — at *local* level; draw up a resource audit — a) community, b) schools; once an employer is committed through partnership activity, money will be more easily forthcoming; obtain resources in small pieces.
- *Know why you need funds:* do not raise funds until you know exactly why you need the cash; focus on matching requests for resources to the areas in which businesses are likely to be interested.
- *Use leverage:* get member businesses to approach other businesses for funds and resources; attempt to get several businesses to 'leverage' the same seed money; involve business in putting pressure on local politicians to allocate more resources.

APPENDIX 1

THE BRITISH STUDY TEAM

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APPENDIX 2

BUSINESS IN THE COMMUNITY EDUCATION & BUSINESS PARTNERSHIP 'TARGET TEAM'

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John Banham	CBI
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Sir David Hancock	Department of Education & Science
Sir Brian Hayes	Department of Trade & Industry
Peter Hobbs	The Wellcome Foundation Ltd
Geoffrey Holland	Department of Employment
Anne Jones	Training Agency
Richard Martineau	London Education Business Partnership
Peter Morgan	IBM (UK) Ltd
Stephen O'Brien	Business in the Community
Hon. David Sieff	Marks & Spencer Plc
Catherine Stratton	Special Adviser to Norman Fowler
Bill Stubbs	Polytechnic & Colleges Funding Council
Prof. John Tomlinson	Institute of Education, University of Warwick
Trevor Toolan	British Railways Board
Bill Walton	Sheffield Education Authority
Ken Young	The Post Office

