



BUSINESS in the COMMUNITY

9661

aim high



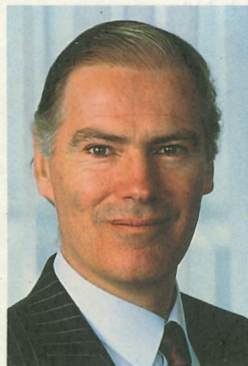
HRH The Prince of Wales speaks out for education

BT on why The Aim High Awards work

What the people say – how business can raise standards in education

The Aim High national and regional award winners

Sir Iain Vallance



This publication marks the start of BT's support for the Aim High Awards. We in BT are committed to making a fitting contribution to the community in which we conduct our business. Our wide-ranging education programme - in which Aim High will play an important part - is central to that commitment.

We, in the UK, must maintain and, indeed, improve our global competitiveness. To do this, we need to foster and develop those skills and talents that contribute to economic growth and productivity. And we must seek constantly to raise our sights and our standards. It is my

belief that harnessing communications technologies to the benefit of education and training will help us to nurture our skills and talents and to hone our competitive edge. As we move towards the much discussed - but eminently attainable - Information Society, education has much to gain. Technology can help us at the very heart of the teaching process. It can support education in remote communities; it can provide access to learning opportunities within the local environment and it can play a part in the home as well.

I have mentioned BT's close association with education. I should add that we see this as a partnership - a two way relationship. And, we are not only working with the young people who will be our future customers and employees. We are joining with the full range of educational stakeholders; teachers and parents, as well as the students themselves. It is only by working together, as partners, that we will be able to realise and exploit to everyone's benefit the breadth of what the

Information Society has to offer.

BT's support for education includes our involvement with The Prince's Trust and its development of Study Support centres. We also have a wide programme of teacher placements within the company, along with mentoring, curriculum development and a growing focus on teacher training. Through these activities, we engage in a continuing debate with our colleagues in education. What knowledge, skills and capabilities will industry require, with its backdrop of continuous workplace change? And how can education and business collaborate further? In BT, we often like to say that it's good to talk. But, there's much more to it than that.

Such a dialogue is fundamental to the UK's future development and success. The UK is regarded by the OECD as a world leader in partnerships between education and business. But we still have a long way to go. We need to build on the success we have already enjoyed. And we must keep talking.

It is heartening to see the range and quality of the award entries. The winners and those that were highly commended are exceptionally strong. What this demonstrates clearly is that there is some outstanding work underway throughout the UK. I believe that Aim High and the Awards scheme have a significant role to play in upgrading the skill set of the nation. If we do not set our standards high enough, if we do not foster the skills we need, the UK will not enjoy the benefits that being truly competitive in a global market can bring.

I look forward to BT's association with Aim High over the next three years. Meanwhile, congratulations to everyone, winners or not. If we as a nation can raise our game and ensure that the right skills are in place, we will all win ■

A case study

BT's Education Programme



BT is committed to working in partnership with the education sector and is involved in many projects which link agencies and educational charities in order to raise standards in UK schools.

One of the most important projects with which BT has been associated has been the Prince's Trust Study Support Initiative. Young people need the opportunity to be able to study in a conducive environment outside of school hours if they are to achieve their full potential. However many children are deprived of this opportunity because of their domestic circumstances (be it a cramped flat or noisy younger family members). The Prince's Trust Project aimed to set up across the UK a wide network of Study Support Centres which would provide quiet spaces in schools or community centres, where young people could study at their leisure. BT was impressed by the scope of this project and provided core funding to enable:

- i a pack to be produced which explained how to set up a Centre
- ii a national and a series of regional conferences to be organised to raise awareness of the concept and,
- iii the establishment of a bursary scheme, which made awards of £1,000 to local organisations to help them set up their Centre.

BT has also itself run since 1989 a School Links Scheme with over 100 schools nationally. The scheme offers the schools a range of partnership activities such as work experience and in-service training events and has since last year enabled schools to bid on a competitive basis for grants of up to £20,000 each for projects using communications technologies. The Sarah Bonnell School in East London did, for example, receive a grant for its "Language at Work in Docklands" project. The school will make use of video-conferencing technology to enable its students

studying Bengali, French, Spanish and Urdu to become involved in role playing scenarios with students in other schools in the UK. The project should widen the scope of foreign language teaching in the school and offer real opportunities for students to practice, and improve, their oral language skills.

An important aspect of BT's education programme has been the support of in-service training for school teachers. In liaison with the local education authorities and education business partnerships, BT's regional education managers run at least eight weekend workshops a year for school teachers. The workshops have been held on such topics as Communications Technologies and their role in the curriculum, Total Quality Management and Fibre Optics and up to 25 teachers are invited to each event. BT also runs with the Association for Science Education (ASE) an annual fellowship scheme which provides two week summer placements for school teachers in the company. The scheme provides a unique insight into how a major company is run and includes a visit to BT's Research Laboratories at Martlesham Heath, near Ipswich, to see the new technologies that BT is developing.

BT has recently embarked on a major project to improve the quality of Initial Teacher Training. In collaboration with the Teacher Training Agency (TTA) and with the support of the National Council for Educational Technology (NCET). BT is working with a number of its link schools which have student teachers and their training colleges. The project will evaluate how communications technologies, such as video-conferencing, can improve the support of student teachers and will result in a report which will be disseminated widely in spring 1997 ■

The Aim High campaign

Aim High is the Business in the Community campaign that encourages companies to work with schools and colleges to raise young people's aspirations and achievements as set out in the National Targets for Education and Training (NTETs).

The campaign, launched three years ago, achieved the support of around 100 companies in its first year and is now supported by about 150 companies.

Objectives

The Aim High objectives are:

- to raise awareness of the importance of business involvement in education, the need to challenge low aspiration and help young people achieve higher skills and qualifications
- to increase the extent and quality of business involvement in schools and colleges by encouraging action on the Aim High **Ten Pathways to Achievement**
- to develop and promote standards of excellence for the planning, management and evaluation of corporate contributions to education and to student performance.

Steered by a Leadership Team with representatives from business, government and the education sector, the campaign:

- offers both a vision and a practical framework for the achievement of the National Targets for Education and Training
- promotes clear strategies proven to produce results in schools
- suggests practical action relevant to all types of business
- spreads the benefits of links with education to thousands of companies.

Flagship programmes

Another key component of the Aim High campaign is the development of flagship programmes for member companies. Highlights include:

- the Toyota Science and Technology Education Fund
- the KPMG School Management Support Programme
- Cadbury Schweppes Cause Related Marketing Programme
- Marks & Spencer/DfEE Compact Plus Programme
- Royal Insurance Key Skills Portfolio
- NYNEX CableComms Learning Centres
- Raising Education Standards in South Wales - the Just Rentals Challenge
- the London Electricity Maths Fund - Adding Value
- the Gestetner Schools Scheme
- Tackling Underachievement - a conference organised by Business in the Community on behalf of the Tackling Underachievement Forum
- the Forte Schools Partnership in Warrington
- mentoring programmes for BT, Legal & General, GE Capital, The Financial Times and SBC Warburg
- a conference and booklet with Opportunity 2000 focusing on business involvement in encouraging girls into non-traditional careers.

Many of the company programmes devised in response to the Aim High campaign are the direct results of **Seeing is Believing**, a programme for business leaders, and are generated through the visits and in-depth consultancy offered by the Business in the Community Education Division and our 10 regional teams. Over the last year, Business in the Community has met more than 250 national and local companies and has enhanced the quality of their current education programmes and developed new schemes.

The Aim High Awards

The Aim High Awards recognise and reward companies who work with schools and colleges to raise student performance towards the National Targets for Education and Training and so help to create a world class workforce.

The Awards are the cornerstone of the Aim High campaign. They demonstrate the importance of business and schools working together to improve skills and qualifications. They celebrate the innovative ways that business can make a real difference in education and so contribute to the UK skills base.

There are five categories:

Curriculum - how business works in partnership to enhance teaching and learning and raise achievement

Teacher and management development - how business involvement has helped to raise standards through teacher and management development

Extra-curricular and out-of-school support - how business involvement has contributed to raising young people's aspirations and achievement levels in extra-curricular activities and out of school hours

Small company award - for companies with less than 50 employees

Innovation - for entries demonstrating innovation in education/business partnership activity

Finding the winners: the judging criteria

In 1996 the 300 Aim High Award entries were judged in two stages: regional then national. The initial selection of 11 winners was made by regional judging panels. A national panel then chose the five national winners. In reaching their decision the judges assessed how far the entries:

- demonstrated an impact on student performance
- tackled areas of underachievement
- pointed out measurement and evaluation
- showed the business benefits
- illustrated employee involvement
- demonstrated transfer of skills and expertise
- evidenced a partnership between education and business



The Race between Education and Catastrophe

HRH, The Prince of Wales
took the opportunity to
give his views on
education when he
presented the Aim High
Awards on 11th July 1996.
The following is the text
of his speech:

I am so delighted to be here today in the presence of so many who have clearly aimed high throughout their lives. I particularly want to congratulate the Aim High Award winners. These awards are a tribute to what can be achieved when businesses and schools work together in a focused and sustained way. I understand from Sir Ron Dearing and Sir Michael Heron that the standard of entry was even higher this year and the best since the Awards first began. Many people have been involved in making this scheme the success it is. My special thanks go to Sir Iain Vallance and BT for supporting the Aim High Awards as a kitemark of excellence.

It is my particular pleasure that Michael Heron of The Post Office is here today. He very kindly agreed when I asked him four years ago to take up the challenge of Aim High and put his great enthusiasm and experience to the task of getting the campaign on the map and providing a targeted focus for education and business partnerships. I cannot thank him enough for his contribution as Chairman of BITC's Education Leadership Team over this period.

As I have often said, partnership and involvement of business have a key role to play in the process of education. Education is, not least, about preparing young people to assume their responsibilities as future citizens, giving them an understanding of the spiritual and moral dimensions of our lives, and initiating them in to the best aspects of our culture which is important to pass on from one generation to the next. You do not need me to contribute to that process. You would not be here today if you were not already convinced of the role you can play in helping our young people to achieve their full potential.

This is not an idle ambition. A country which achieves anything less is failing our children in preparing them for the challenges of work and citizenship in the next century. I think we all agree that there is still a long way to go when the evidence of underachievement seems to be so dishearteningly widespread, and when these problems begin at the most elementary levels of our children's education. There is no doubt that the failure of so many of our young people to learn the basic skills of reading, writing and numeracy puts them at the greatest possible disadvantage for the rest of their lives. It leads not only to underachievement and, often, unemployment, but also to a superficiality of

existence rooted in the material and the transient, to a moral and cultural relativism in which quality and virtue lose their meaning, and to exclusion from the literature, culture, history and ideas which identify us as a nation and define us as human beings.

For these reasons, it is vital not to lose sight of the key foundation stones of a system of education where high standards and quality can be found throughout our schools. It is not for me to enter into details of this debate today. But I would just like to remind you of what I see as the most important elements:

First, the determination to achieve high standards of performance by pupils at all schools, no matter where they are. As I myself see, visiting schools in some of the poorest and most deprived parts of cities, poverty is not a bar to excellence and achievement.

Second, teaching of the highest quality from our school teachers and strong leadership from our headteachers. And we must remember that teacher training to the highest standards is, of course, an essential part of producing good teachers.

Third, a concentration on teaching basic literacy and numeracy in our primary schools. Experience does seem to show - not to my surprise - that it is the traditional teaching methods that help our children to learn much more effectively.

I shall not bore you with my views once again on the teaching of good English, reflecting the richness and the wonderful powers of expression of this unique part of our cultural heritage. But I cannot stress enough the importance of this - and I am very glad to see Trevor McDonald here to day, whose Better English Campaign I welcome. And I do believe passionately - and so much agree with what Dr Nick Tate has been saying so eloquently over the last few months - that a proper knowledge and understanding of our history and of the best of our wonderful literature play a key role in helping us to understand our national and cultural identity.

Fourth, a concerted campaign to recognise excellence in teaching wherever it is to be found. We have many outstanding and committed teachers, some of whom work under conditions of great stress in deprived communities. They need our support. Equally, we do need to rebuild respect in society at large for our teachers. I believe that will come from encouraging excellence and from continuing to challenge mediocrity

and inadequacy.

Fifth, a system of rigorous and intelligible vocational qualifications which offer young people the opportunity to develop their particular talents, and which are respected by employers and society at large as an indicator of ability and excellence.

Sixth, the full and active support and encouragement of parents, the voluntary sector and business, both in school and outside. The responsibilities of all parents, every single one of us, cannot be underestimated. I suspect there are still many parts of the country where they need to be encouraged.

Through the work of my Trusts and other organisations in which I am involved, I shall go on making a nuisance of myself by encouraging individuals and businessmen to join in working to help young people most at risk to make a success of their lives - whether through the Study Support Centres of The Prince's Trust (and backed by BT), or through Compact Plus, a programme to help young people dropping out of school (backed by BT), or through mentoring schemes to help literacy in primary schools. The support of companies in showcase programmes of this kind - like KPMG, Royal Insurance, Toyota, Nynex CableComms, Marks and Spencer, National Power, Zeneca, Unilever, BT, The Post Office and Grand Metropolitan are tremendously important. I cannot thank you enough.

As HG Wells once said, the world is engaged in a race between education and catastrophe. We are still in that race, and we need to put in an extra sprint over the next decade to keep well in the lead. I remain totally committed to doing all I can to promote and encourage excellence and high standards in our education system. Those who stand by these principles have my heartfelt support and I for one shall want to stay in close touch with such teachers with the help of Business in the Community. I also hope that schemes like the Aim High Awards will continue, since they are a role model for the ways in which we can together make a profound impact on the lives and achievements of our young people. We all share responsibility for the creation of the citizens of tomorrow, and we cannot afford to deprive our children of the skills and understanding which will make them truly educated members of tomorrow's world ■

What the people say

We asked five people, from education and business to assess the unique role of business in helping to raise educational standards.



Linda Lancaster-Gaye
Managing Director, Specialist Group, IPC

In this time of technological change, it is well accepted that young people, as they move from full time education to work need to understand better what kind of world they will be moving into and to develop the skills required for

work in the 21st century.

Business has a key role to play in helping young people to develop and practice these skills and at IPC we do this in several ways.

Like many companies, we offer work experience placements for students to give them a taster of what it is like to work in a busy publishing company.

In particular, we have looked at how we can use mentoring - a one to one relationship between an IPC staff member and a school student - to benefit young people. Our aim is to raise their levels of achievement. We encourage staff volunteers, largely from the human resources and IT departments, to pass on their expertise and help young people by introducing them to the world of work.

Mentoring has led to an improvement in students' organisational skills, increased confidence and an understanding of how people in business organisations work together. Many of the students come to realise that big business is accessible and that career options they might not have considered are open to them. Moreover, they find that our work disciplines - meeting deadlines, presenting work, developing good interpersonal skills for example - are just as relevant to them as to us.

The programme has also led to us to offer other support to the school, mentoring the teaching staff, exchanging IT skills and expertise and offering training.

Our experience at IPC has proved conclusively that companies have a substantial contribution to make to raising standards in education. It is a contribution we are delighted to make ■



Derek Wanless
Group Chief Executive,
National Westminster Bank

The future of our society is an issue that the business sector ignores at its peril. Investing in communities makes good business sense because business success is increasingly bound up with wider social, political and

economic developments. No where is this more true than in education. Business must help to prepare our children for a changing world particularly in the employment field. By doing this we are investing in all our futures.

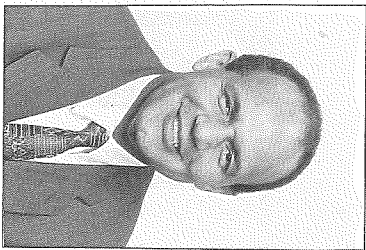
In Nat West we have done this. After considerable research and consultation, we have developed our own programme to promote financial literacy skills in young people - Face 2 Face with Finance. This programme was developed in partnership with educationists and is delivered in the classroom. The aim of the programme is to raise standards.

Young people today face a very different future - stretching well into the 21st Century - from the one that I faced. One of the key differences will be the need to take decisions about finances from an early age. Already we can see the trend towards individuals taking control of their own finances rather than the state providing or an employer making provision over an entire career. Imagine what life will be like by the year 2000 or even 2050! Most young people in school today will be alive then and reap the benefits or otherwise of financial decisions taken at an early age.

Business has a unique role to play in this by linking theory into practice and giving additional relevance and meaning to the curriculum. That is what Nat West is seeking to do through Face 2 Face with Finance - not to teach young people how to purchase products but how to make informed judgements about their own money or how to create their own opportunities through enterprise development. Initial evaluation by the National Foundation for Educational Research has shown that, in the first year of the programme, Face 2 Face did make a measurable difference. We are proud of that finding.

We did this by listening to and working with teachers. We are not educationists. We are, however, seeking to add value to the educational process through the curriculum. Our staff invest their time going into schools or working with young people and teachers. It is easier for business to write a cheque but what schools need, in our experience, is an investment of time and support beyond money - although that is welcome too!

Above all, we are recognising that we are not only seeking to raise standards in schools but helping to develop our people and keep in touch with the world beyond the banking hall. In other words we both have something to gain in the spirit of true partnership ■



Keith Ajebo, OBE
Headteacher, Depford Green School

For many years, the relationship between business and education, at best, was frosty. The business world appeared sceptical of what they thought was going on in the classroom and teachers felt beleaguered by the constant criticism that came their way. The growth in the past few years of positive links between the worlds of school and work has been tremendously important.

It is crucially important that schools understand and appreciate the skills and qualities business needs in its employees and that business understands the pressures teachers face in meeting those demands.

Building the partnership takes time and both schools and business need help in establishing worthwhile relationships. The school of which I am the headteacher had the good fortune to be invited by Business in the Community, to be involved in two different types of mentoring scheme.

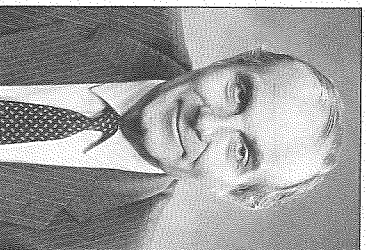
The scheme 'Roots & Wings' linked us with SBC Warburg and IPC Magazines. Through hard work on all sides, we have established a model in which business can be seen to help raise educational standards.

Seventy of our pupils, from Year 9 to the sixth form, are linked with employees of both firms in a mentoring arrangement. They meet with their mentor at school and at work. What this offers our pupils, who come from an inner city school in an area labelled "deprived", is a new and different world. They have the opportunity to meet adults in new circumstances. They become familiar with a place of work and have the opportunity to explore its possibilities. They have someone with whom they can discuss ambitions and who can give them objective advice. They have to learn to make and keep arrangements and to sustain the relationship over a period of time.

The second scheme is with KPMG management consultants. Here, headteachers are linked with senior consultants, people who have extensive business experience and are able to advise and comment on issues to help the headteacher and the senior management team. For me, the process has been tremendously useful. The personnel director, with whom I am linked, has helped me with staffing issues, has lent her professional advice and has helped with the writing of job descriptions as well as attending staff interviews with me.

For schemes to be successful certain ingredients are important. The chief executives of all the companies involved are wholeheartedly supportive. They have visited the school and have actively encouraged their staff to become involved. On the school's side, a deputy head has promoted Roots & Wings and worked hard to establish it.

These two schemes offer us the possibility of a sustained and extended link with companies. They provide all sides with advantages and contribute to raising the academic achievements of Depford Green pupils ■



David Hart, OBE
General Secretary, National Association of Head Teachers

Schools are well used to "being in the eye of the storm" when it comes to debate on standards. Bodies from within the world of education produce report after report, urging schools to raise their sights.

Politicians of all parties "jump on the bandwagon" and extol the virtues of reform, accompanied by advice on how standards could be improved if only their policies were pursued.

Business approaches the problem from a different angle: one which has considerable credibility. It "comes with clean hands", has no "axe to grind" and articulates the needs of those upon whom the trading performance of this country largely depends. Accordingly, there are a number of reasons why the role of business is unique.

Britain's economic future is inextricably linked to the ability of business to compete effectively in world markets. This is dependent, in turn, on the success of education in producing well educated youngsters who can play their part in driving business forward towards and beyond the year 2,000.

Business may not have been very good at articulating its needs in the past. But times have changed. The concept of key skills (communication, number, information technology, working with others, improving own learning and performance and problem-solving) have been given a ringing endorsement by the Dearing Report and are set fair to be "embedded in the education psyche".

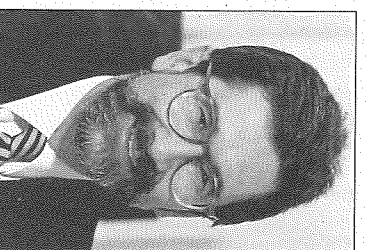
National Education and Training Targets are accepted as a key component in the national campaign to raise standards. There may well be room for debate about the realism of some of the targets but there can be no doubt that they are needed. Business can take a good deal of the credit for ensuring that the targets cover the full range of ability.

Business is not seen by most schools as a source of "ready money". Rather it is viewed as a partner in the joint enterprise of raising standards for the mutual benefit of pupils and their future employers. Over 90% of secondary schools and some 60% of primary schools have school industry links. This is eloquent testimony to the progress made over the last few years.

Education business partnerships cover an enormous spectrum of activity. Business assists in a whole range of work, from the development of Key Skills Portfolios to the provision of business advisors to head teachers. This "pro bono" contribution has, at its core, the need to raise standards for all pupils. There have been setbacks but the overall record is one of success.

Far too much time has been devoted to apportioning blame during the debate on educational standards. Perhaps that is why business has been welcomed so positively by many schools. They work to a common agenda, unaccompanied by any "educational baggage" which can so easily turn this debate into an arid and negative attempt to "pass the buck" for any shortfall in standards.

It is fervently to be hoped that this partnership continues to thrive, encouraged by bodies such as Business in the Community. It plays too important a part in the drive to improve pupils' levels of attainment for there to be any "let up" in such an initiative ■



Dr Nick Tate
Chief Executive of the School Curriculum and Assessment Authority

Across the globe governments and business are attaching increasing importance to the success of national education systems. We recognise that national well-being can only be

achieved and maintained through a successful education system. Learning and skills are critical to competitiveness and raising standards of achievement to match the best in the world. We need learning to develop our potential to the full, to strengthen the economy, and to create a caring and responsible society. These things benefit the whole community as well as the individual.

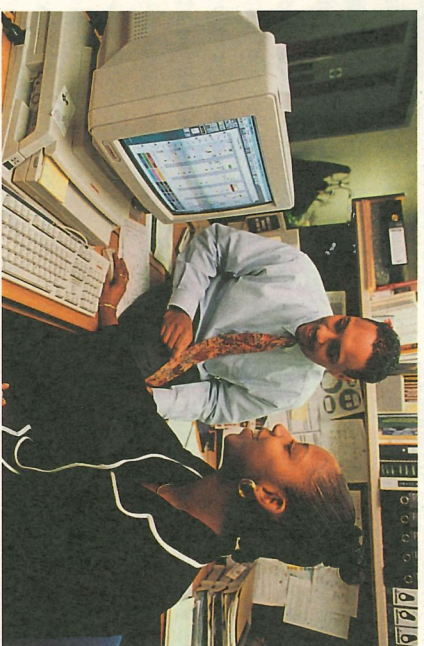
In short, education is important to maintain and strengthen the communities to which we belong so that collectively and individually our lives are richer and fuller. First we need a firm grounding in the basics, above all reading, writing, speaking and listening, and number. These are at the heart of the National Curriculum and of the combined efforts of business and education to promote key skills.

Without these and other thinking skills, we lack the foundations for building our communities. Beyond that we need reaffirmation of the values and attitudes that education imports and a recognition of the interdependence of education, society and business. Business cannot survive and compete without a highly skilled workforce and a stable society, society cannot flourish without motivated citizens and innovative industry, and education cannot achieve the standards to which we aspire without healthy communities and the commitment of business.

What then is the unique role of business in education? It is, of course, to work with schools through schemes such as these immensely successful Aim High Awards, to measure and raise pupil achievement at the local level and disseminate good practice. These important initiatives include curriculum projects, basic skills support, and work skills and placements. Business and schools also continue to work successfully together in the transfer of unique expertise in management. There are many innovative and successful schemes of teacher placement in industry and the encouragement of business governors to schools bringing their skills in target setting and quality control.

Business has another role to play: a role in helping young people to understand the importance of endeavour and commitment in learning and employment. Business is a powerful advocate for the motivation of young people and for helping engage the support of parents and the whole community. There are many ways in which business can help to give young people the lead they require: by an emphasis on quality, by showing that hard work is enjoyable and reaps rewards, by the responsible use of the environment, by concern for customers and employees, and by high ethical standards. In a world of rapid change, family breakdown and the disappearance of traditional communities, the example set by business is more important than ever before ■

The Aim High Award winners



“These awards celebrate the innovative ways that business can make a real difference in education and so contribute to the UK’s skills base.”



Category: Curriculum

Winning company: NatWest

Entry: Face-2-Face With Finance

Thinking about money

NatWest has worked in partnership with educationists to develop a programme of practical, active learning experiences to improve personal money management and enterprise skills in secondary school pupils. Face-2-Face with Finance is specifically designed as a series of engaging, informative and enjoyable activities for local schools, delivered in four principal ways.

In-class simulations

provide students with the experience and insight needed to make informed financial decisions. 'Credit Worthy' exposes students to the issues borrowing money, while 'Tender' introduces concepts such as profit, loss and calculating costs in a business venture;

Enterprise activities

involve groups of students starting up and running a business or community enterprise and is a useful way of linking different curriculum areas. The objective is to build initiative and foster teamwork and problem-solving skills;

Work experience for students

offers a practical opportunity to learn about finance, customer care, quality, efficiency and productivity as a complement to skills taught in class;

Work placement for teachers

offers an opportunity for curricular, personal and professional development around planned teacher placements.

Evaluation

An analysis of the 314 responses was carried out by NatWest in association with the National Foundation for Educational Research both before and after the project. It indicated an increase in financial literacy skills. Fifty three per cent of pupils felt they had "learned a lot" about interpersonal, communication and problem-solving skills and, of those taking part in work experience placements, over 70% reported they had "learned a lot" about procedures and organisation in bank branches.

Teachers reported they had gained from the placements in terms of professional development and learning about management procedures.



Category: Teacher and Management Development

Winning company: Procter & Gamble

Entry: Business Skills for Schools Course

Effective management

Procter & Gamble's teacher training programme enables educational institutions on Tyneside to operate more effectively in an increasingly self-managed school environment. The scheme, designed for senior teachers consists of a free, three-day course. The company pays for all materials and trainers are company staff volunteers.

A staged development

The teacher training is in two stages.

Stage one: Procter & Gamble's planning and decision making techniques are used to provide participants with the knowledge and skills required to develop business methods in a school environment;

Stage two: team members are split into different courses on subjects covering time management, total quality, project management, listen and speak, selection interviewing and effective meetings.

Feedback and evaluation

Feedback sessions were held with teachers and a post-course questionnaire was used to evaluate the value, content and design of the programme. Most participants expressed enthusiasm, were positively affected by a more business-like approach and had developed increased confidence in their managerial role. Procter & Gamble's staff volunteers also benefited feeling that they now had an improved understanding of their own company. Typical comments include: "I had not realised how powerful training could be when executed so professionally".

Future developments

The Procter & Gamble Business Skills course, which is evolving continually as a result of feedback and evaluation, has now been attended by over 160 teachers representing 90% of Tyneside secondary schools and will now be made available to primary school teachers.

Category: Extra Curricular and Out of School Support

Winning company: IPC Magazines

Entry: Mentoring at Deptford Green School

Experiencing publishing

IPC started their mentoring programme with Year 9 students from Deptford Green School in 1993.

Mentors come from all levels of the organisation from an editor in chief to an advertisement manager. Meetings have been held twice monthly between young people and their IPC mentors usually at IPC's offices so that students can experience the world of work. In addition, the programme has been extended beyond students to include transfer of skills and expertise with the teaching staff.

Major academic and social benefits

Evaluation has been important in identifying the effect that mentoring has had on the students' academic and social achievements.

In comparison with the whole year group, the programme group:

- had better punctuality and attendance rates
- were less likely to make gender stereotyped subject choices (more males choosing Design and Technology, for example)
- achieved a marked improvement in GCSE grades.

The difficulties of travelling to central London from Deptford have also helped them realise the importance of organisation and timekeeping.

Evaluation

Evaluation shows improved motivation and confidence in terms of participation in group and lesson activities and an increase in staying on rates in the sixth form.





"The world has become smaller. Within this world, our school stands as one of many who are making contact with other people around the world. Science across the World is a wonderful idea because it brings people together".

Category: Innovation

Winning company: BP plc

Entry: Science across the World

Bringing people together

"Science across the World" helps science students in different countries to undertake practical research on science related environmental topics. Developed for young people aged 14 - 19, this programme aims to develop scientific knowledge and understanding within a multi-lingual and multi-cultural context.

Class material is exchanged with counterparts in other countries and the reasons for differences between countries are then considered. The 70 UK schools taking part in the programme are among 300 schools in 22 European countries. In all, some 1,000 schools in 40 countries, from Australia to Zambia, participate.

Eight teaching modules deal with environmental interests common to international science curricula. Schools use fax, E-Mail or the World Wide Web to exchange information which is often accessed through BP stations or offices. Schools need only work in one language if they wish, but many take the opportunity to work in other languages.

How does it work

An example of how the programme works can be illustrated by St Marylebone School whose Year 9 worked on one of the modules, 'What do you eat?'

Through liaison with three schools in Europe, the Marylebone pupils built up a picture of the dietary and health habits of people elsewhere, their health concerns and the role of science in the learning process.

The school is now linked with schools in Denmark, Italy, Germany and France. A group of 17 year old students from a college in Lille have visited the school this year to meet their counterparts face to face and to team up with the Year 12 Biology and French groups.

Evaluation

Operating in partnership with the Association of Science Education, the "Science across the World" programme was evaluated by the Institute of Education at London University. Responses were received from almost 800 schools. The Institute's report concluded that:

"Science across Europe" is an innovative and exciting project which has expanded rapidly since it started and is generally perceived to be valuable by the teachers involved. It is of vital importance for a scientist to have a good command of foreign language and the best way to learn it is to use it in a meaningful dialogue".

Similar evaluation questionnaires have been used in the other regional groupings and results will be collated during 1996.

Feedback has revealed a particularly high motivation amongst pupils because of the strong senses of relevance and a desire to form links with other schools in European countries. As one school commented: "The world has become smaller. Within this world, our school stands as one of many who are making contact with other people around the world. Science across the World is a wonderful idea because it brings people together".

Category: Small Company

Winning company: Q Garden Services

Entry: Sea Garden Project

Flower power

The Department of Art and Design at Lord Lawson of Beamish School approached Q Garden Services to help develop a project to support the delivery of two units of the GNVQ Advanced Art and Design course.

Although a new company, with a workforce of four employees, the company agreed not only to work with the school but also to sponsor the whole assignment of creating an entry for the July 1995 Gateshead Flower Show.

Creating a garden

The pupils were given the task of creating a garden based on a sea theme. They discussed every aspect of the design, including materials, plants and water features, with the Q Garden Services staff. Each pupil was given the opportunity to work with clay, plaster, wood, slate, wire, metal concrete and block paving.

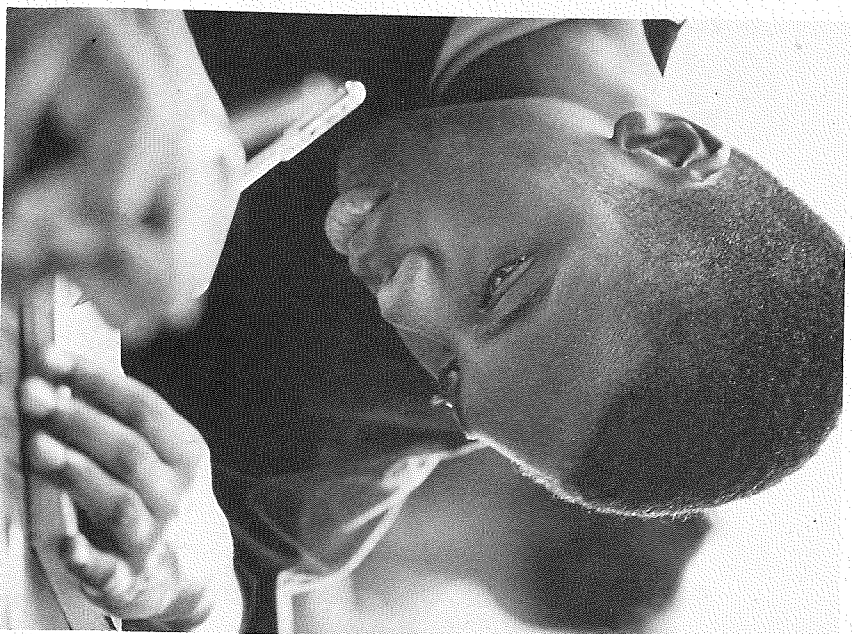
The assignment helped integrate the knowledge, skills, understanding and experience gained during the preceding terms. The opportunity to evaluate and present their own and other pupils' proposals was also welcomed.

The motivation level amongst the GNVQ group was unbelievable - pupils who normally underachieved were found to be working long after the final bell had gone.

Their 'Sea Garden', entered in the National Trade Stand against professional horticultural companies and colleges, was awarded a Silver Gilt Certificate and achieved second place in the show.

Looking to the future

The subsequent publicity from national and local media on this unique achievement by GNVQ students was tremendous and has had a huge impact on the students and the business. One building company was so impressed that they offered to sponsor the company to work with the school to produce a garden for the 1996 Flower show and this is being developed as an annual event ■



Highly Commended

CURRICULUM CATEGORY

Forbo Nairn

In collaboration with the Dollar Academy, Forbo Nairn developed a project whereby students were given a brief to design floor covering for a proposed school cafe. The work included site measurement, evaluation of lighting, space, existing colours, and general fittings as well as visits to the Forbo Nairn factory. Company technical and design staff visited the school to discuss ideas and put theory into practice.

London Electricity

The "Adding Value" Maths Fund is a £50,000 curriculum development initiative which aims to help London schools raise achievement levels in maths through project based learning.

By linking with local businesses and teacher placements, the project aims to prepare pupils for the world of work. The Fund is run in partnership with five London TECs and is administered by UBI.

Monarch Airlines

Championed by the Director of Personnel, 16 Monarch employees mentor Year 10 students at Challney Girls High School in Luton. Visiting students twice a month, they help students to get better organised, plan homework and help make relevant how school work relates to the world of work. The school is really proud of the results of the mentoring and are closely monitoring its effectiveness.

Yorkshire Water

Yorkshire Water is one of the sponsors of the Yorkshire pilot of "Project Business", a programme managed by Young Enterprise. Volunteers are involved in the design and delivery of three company-specific lessons as part of the GNVQ foundation business studies course. Using the material produced by Young Enterprise, volunteers use their own experiences to develop young people's awareness of industry.

INNOVATION CATEGORY

Toxteth Fire Station

This programme recognises that a large number of fires, some fatal, have been started by small children. One fire-fighter from each watch at the station volunteered to become a Community Schools Fire-fighter and was allocated up to six schools with which to work.

W R Davies

"The Challenge of the Car" was launched in November 1994 in partnership with Ford Motor Company. All Year 8 pupils from Newtown High School and a Year 6 class from a feeder primary school took part in a project where workshop groups were led by experts in topics such as insurance and theft. This was followed by lessons in related topics for the rest of the term.

SMALL COMPANY CATEGORY

Kaleidoscopes

Kaleidoscopes, a small company at the leading edge of computer graphics technology, were approached by Glenurquhart High School to help pupils prepare materials for their exam portfolio. The company readily gave their time and materials to enhance pupil motivation and help increase awareness of the computer graphics industry.

Midlothian Enterprise Trust

All Midlothian secondary schools participate in the Enterprising Youth programme, initiated in 1992. This aims to introduce senior pupils to the basics of starting a business. Teachers, too, take back to school an enhanced awareness of self-employment as a career option.

EXTRA CURRICULAR AND OUT-OF-SCHOOL SUPPORT CATEGORY

The Lincolnshire Echo

"Reading Together - a Family Experience" is a project to encourage parents to take time to read the newspaper with their children. The project is part of the "Newspapers in Education" scheme which "The Echo" has supported over the past four years and which involves more than 200 local schools.

Royal Mail South Wales and South West

Royal Mail mentors take part in a scheme to help 14-16 year olds from three local schools develop positive attitudes towards working life.

TEACHER DEVELOPMENT CATEGORY

British Steel

British Steel at Port Talbot has developed a teacher training programme for General National Vocational Qualifications preparation. The programme advises school management and trains teachers on GNVQ implementation.

The project was initiated after teachers, preparing teaching modules for GNVQ subjects in the autumn of 1994, expressed their concern about their lack of industrial and vocational knowledge ■

Regional Winners



NORTH EAST

Procter & Gamble

"Business Skills for Schools" is a training programme which aims to help teachers develop a better commercial sense and the additional business skills which will make their work as school managers more effective. Procter & Gamble also offer advice on marketing, sales and finance.

NORTH WEST

British Aerospace Dynamics

British Aerospace has developed an initiative which aims to enhance the students' curriculum by providing learning experiences in an out-of-school setting. The students work with representatives from industry, commerce and services.

YORKSHIRE & HUMBERSIDE

The Red Lion Hotel

A training programme with the Red Lion Hotel, part of Sherwood Inns and owned by Whitbread plc, has helped students learn more about hotel management and catering practices.

EAST MIDLANDS

Knoll Pharmaceuticals

"Fighting the Bug" is a project which looks at immunisation and explores imaginative ways to show children and how the body fights infection. Research scientists worked with teachers and student teachers from Nottingham University to select suitable themes for infant, primary and secondary students.

WEST MIDLANDS

J C Bamford Excavators

The introduction and financing of a Young Engineers' Club plus the refurbishment of a school's technology room are the key components of a JCB programme which aims to encourage more students to train as engineers by demonstrating that engineering and technology can be exciting.

SOUTH WEST

McDonald's Restaurant

"The McDonald's Business Challenge" involved 250 pupils who created their own mini-companies in which students were allocated management roles and responsibilities. A business plan and marketing programme were devised and products, Christmas decorations on this occasion, were donated to the Bristol Children's Hospital.

SOUTH EAST

Grand Metropolitan

KAPOW (Kids and the Power of Work) brings together the world of business and primary education.

The partnership with the John Keble Primary School led to the children seeing their schools newspaper printed at the Financial Times and playing in a steel band before HRH The Prince of Wales.

EASTERN

EMAP National Publications

The aim of this project was to develop a headteacher's understanding of business practice. During a two week assignment, Andy Lane, played the investigative reporter and interviewed everyone from the managing director to the canteen staff.

LONDON

London Electricity

"Adding Value", the London Electricity Maths Fund, has developed a wide range of projects which last year involved 39 London schools.

A scheme based at Forest Hill Secondary School ran a supermarket in partnership with their local Safeway store. The pupils' basic understanding of money, statistics and volume improved as did their communication and team skills.

WALES

British Steel

A group of volunteer teachers spent one week at the Port Talbot steel works as part of a teacher training programme to help them prepare and implement General National Vocational qualifications.

SCOTLAND

Butler Building Systems

Students studying French regularly visit the company to see how foreign languages are used in export, technical production and other departments.

Butler Building Systems provided resource materials in foreign languages, faxes, computerised drawings and project translations, for example. Staff also offered personal guidance concerning career choices with languages. ■



Aim High promotes ten pathways to achievement as the most effective ways for business and education to work in partnership to achieve the National Targets for Education and Training.

Achievement Ten Pathways to

THE PATHWAYS PROVIDE a menu of specific opportunities by which every company can support all young people, from primary school onwards, including those with disadvantage or with special needs.

In each Pathway, business contributes resource and expertise for:

Compacts

- supporting agreements between young people, schools and local businesses. Goals are set, incentives for course completion and achievement are given and support for those at risk of failing or dropping out is established.

For example, Marks & Spencer are the main supporters of Compact Plus, a network of over 200 in-school clubs targeting young people at risk of underachieving, helping them to reach their Compact and other school goals. Marks & Spencer staff get involved in many ways, including participating in workshops on presentation and interview skills at the annual Compact Plus Conference.

Curriculum development for teachers and students

- providing materials, equipment and employee expertise, opening sites for placements and visits by students and teachers.

For example, Dyr Gymru (Welsh Water) worked with students from Coerleon School on a conservation project. Sending a team of consultants into the school for two weeks, they offered a variety of training to 15 students of mixed ability. The project provided students with the opportunity to become aware of their strengths and weaknesses and the students' final proposals were presented to the managing director of the company along with other VIPs, parents and governors.

Mentoring

- encouraging employees at all levels to help young people set goals, plan career paths and achieve more.

For example, SBC Warburg work with students at Deptford Green School on career planning and personal goal setting. Evaluation has shown improvement in attendance, staying on rates and better than expected exam results.

Key Skills

- helping develop employment competencies through personal challenges, problem solving and enterprise education.

For example, The Royal Insurance Key Skills Portfolio gives 14-16 year olds a way of recording their key skills achievements and presenting them for future employment, education and training. Their personal card lists a range of skills under five categories. Available to all secondary schools in the UK, the skills fit into the school curriculum and match the National Record of Achievement.

Parents and Governors

- encouraging experienced staff, especially parents, to become more involved with schools as school governors; supporting parent/school contracts, advisory services, self-help groups for parents.

For example, IBM support their 250 school governors by providing on line support. They offer discussion facilities and share good practice. In addition, they run management and training days for their chairs of governors and headteachers and provide access to IBM's own quality model. Many governors who are also parents of students in the schools have commented that this has helped them to tap into IBM resources.

Work Experience

- providing challenging placements, with quality preparation and review, so that young people aged 15-19 experience a range of work tasks which develop the skills and qualities employers need.

For example, The Inland Revenue in Leicester offer a comprehensive work experience package for 31 of the county's schools, including materials for students of all abilities. The pack provides clear pathways to success and achievement, focuses on the development of core work skills and abilities and provides a knowledge of working environments

Teacher and Management Development

- helping teachers at all levels to learn from business through placements, access to in-house courses and training and helping to improve management skills.

For example, KPMG provide a Timebank for their senior consultants to offer support to headteachers on school development plans and performance

measures. Working on a one to one basis with the headteachers, consultants spend a few hours a month acting as advisors and confidantes. From a startpoint of 13 consultants working out of their London office, more than 40 companies in seven regions, are now involved in this programme.

Careers

- supporting careers education and guidance programmes and promoting the National Records of Achievement.

For example, As part of a graduate training programme, Ford Engineers undertake 12 week assignments in schools. Their aim is to inspire young people to consider a career in science and technology. The programme is fully accredited by IMechE and IEE and leads to Chartered Engineer Status. Teachers have commented that the scheme has helped inspire several pupils toward a possible engineering career.

Out-of-School support

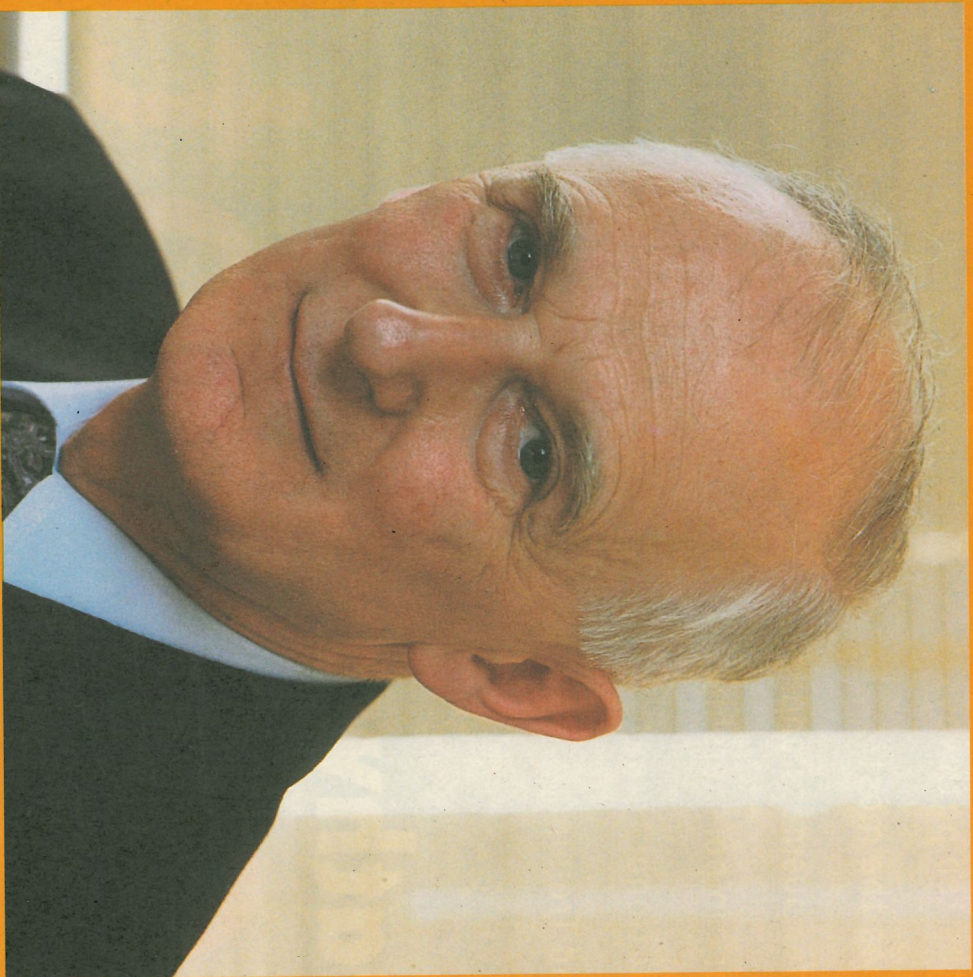
- working with schools and the community to improve access to books, homework and study support centres or after-school clubs.

For example, BT in partnership with The Prince's Trust support a series of study support centres which open in the evening, including The Doon Academy in Ayrshire where in two years percentage increases of students gaining grades 1-4 at Standard Grade are 23% for Maths, 40% for Science and 32% for social subjects

Education 14-19

- helping young people complete their studies, gain foundation qualifications and key skills and go on to advanced level academic and/or vocational qualifications or training.

For example, Zeneca provide grants to students enrolled on a GNVQ Manufacturing course leading to employment with the company. Part of the programme involves work placements which, as well as benefiting the students, provides management development opportunities to employees. Students on in the course say that the employment incentive has stimulated interest and motivation ■



SIR MICHAEL HERON, Chair of BITC's Education Leadership Team, comments on the standard of entries for the Aim High Awards.

I must, first of all, formally thank HRH The Prince of Wales for setting BITC the challenge of the Aim High Awards and all at BT, especially Sir Iain Vallance and John Steele, for the sponsorship and commitment across the company to make these Awards become the national standard for education business partnerships.

Compared with last year, many of the companies entering the awards in 1996 show dramatic improvements in objective setting against the requirements of the National Targets, sustained involvement of company employees transferring skills and expertise, a focus on tackling low achievement and, most importantly, the measurement of impact on student performance. We made the criteria more demanding this year to set a kitemark of excellence and many companies proved they can meet the demands of the Aim High Awards - and really help teachers raise the aspiration and achievement of students, even those at risk of failure and drop out.

We now have an impressive set of winners and, in my view, a worthy set of quality case studies for future entries to beat. As I step down from 5 years as Chairman of BITC's Education Leadership Team, I am delighted to record the progress made in education business partnerships. When HRH The Prince of Wales, in 1992, set BITC the challenge to campaign for business to focus on raising achievement and tackling the all too large tail of unqualified school leavers - we found it hard, at first, to persuade companies to take responsibility with teachers for raising standards. No company then measured the impact of partnership programmes on student performance. Today it is not only the norm - raising achievement in education is the number one concern of business. The high and increasing quality of the Aim High Awards prove that we have made progress and I wish this vital campaign and the Awards further success in engaging more companies and more employees to work with education. I am grateful for the support of BITC's leadership Team and companies such as BT, Marks & Spencer, The Post Office, Toyota, National Power, KPMG, NYNEX CableComms, Unilever, Zeneca and Royal Insurance, together with so many from EBPs, TECs and all levels of government nationwide.

The business case is crystal clear - the need to help build world class skills in the UK. I believe the Aim High Awards show what can be done when teachers, business and communities work together to tackle underachievement and raise standards for all. We now need to campaign to spread the best and convince many more in business that they can make a difference and help build UK competitive skills ■

SIR RON DEARING, Chair of the Aim High Awards' national judging panel offers an insight into the selection of this year's winning entries.

"It was my pleasure and privilege to chair the national judging panel of the Aim High Awards this year and I was joined in my task by Sir Michael Heron, Chairman of The Post Office; John Steele, Group Personnel Director of BT; Sue Slipman, Director of the London TEC Council; John Rutherford, Education Correspondent of the Financial Times; and David Hart, General Secretary of the National Association of Head Teachers.

We were delighted to see the number of entries from companies working with primary schools as this clearly demonstrated that companies are seeing the long term benefits of working with young people. They are realising how important it is to start young as it is here that they can help influence career choices and avoid stereotyping. We were also pleased to see the many entries from companies working with schools on vocational courses, helping teachers to deliver the new GNVQ work modules.

Overall, we felt that the entries we saw this year were of a higher quality than 1994. This not only made our task more difficult but also demonstrated that more business activity with education is being monitored against student performance and is having an impact on achievement. We hope that, as the Aim High Award scheme develops, we will be able to see more entries demonstrating such success - to the credit of the companies, their employees, the schools, the teachers and the students themselves.

I am delighted to announce that the 1996/97 Aim High Awards will once again be sponsored by BT and entry forms will be available from Business in the Community early in the autumn. Meanwhile, the hints and tips on successful award entries (opposite top right) will be useful to this year's potential entrants." ■

1996/97 AWARDS

Announcing the



Hints and Tips on Successful Award Entries

Read the nomination form twice before even thinking about completing it.

Think about which category your entry best suits - and judge which one is most likely to make your entry stand out.

Make sure that your entry covers all the judging criteria. If you do not cover one or more, your entry is less likely to be successful.

Business in the Community asks for three copies of the entry. This may be a nuisance but please **do follow Business in the Community's instructions** and make sure that the entries are neither bound nor put in a folder or acetate cover as this makes it very difficult to take further copies.

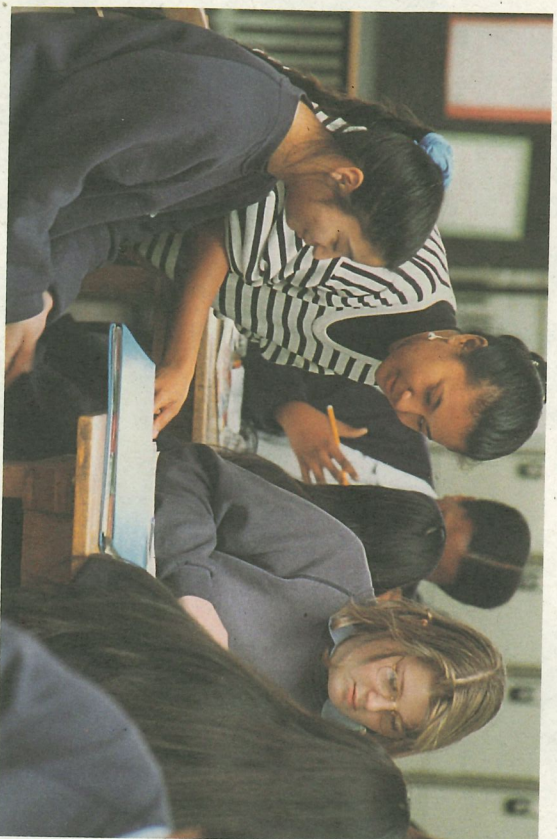
Please **remember to attach a copy of your education or community affairs policy** document. This provides evidence that your programme is strategically managed and monitored.

Please include evidence that your programme has been monitored and evaluated. This will show how the programme has had an impact on achievement. The judges particularly look for entries which demonstrate this.

Try to get your entry in early. This gives Business in the Community a chance to read it through thoroughly and come back to you for more information if necessary. Finally, **please do a spell check your entry.** The judges commented that some of the grammar and spelling left a lot to be desired. ■

Aim High - Promoting Best Practice

**Business in the Community commends these 14
critical success criteria as simple steps to help
your education programmes aim high:**



- Assure the commitment from the top of the organisation
- Build on best practice
- Carry out a needs analysis
- Define goals and objectives
- Ensure that you are matching the business agenda with education's needs
- Focus activity to involve all parts of the business and commit senior level support
- Generate activity which can involve your employees
- Hold regular reviews
- Inform all stakeholders - staff, shareholders and customers about your activity
- Judge the success of your project by piloting activity with teachers and employees and by measuring and evaluating the process and the outcomes
- Keep on recognising and celebrating achievements
- Lever public money to add further value
- Monitor outcomes on student performance
- Never forget that evaluation of outcomes proves quality of input ■

GETTING IN Touch

Education link bodies will help you get the most out of business involvement in education.

Association for Science Education (ASE)

Contact: Dr David Moore, ASE, College Lane, Hatfield, Herts AL10 9AA
Tel: 01707 267411

Basic Skills Agency

Contact: Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU
Tel: 0171 405 4017

British Association for the Advancement of Science (BAAS)

Contact: Brian Gamble, BAAS, 23 Saville Row, London W1X 2NB Tel: 0171 973 3500
Fax: 0171 973 3051

Centre for Education and Industry (CEI), University of Warwick

Contact: Celestine Johnson, Centre for Education and Industry, University of Warwick, Coventry CV4 7AL Tel: 01203 523523

Community Education Development Centre (CEDC)

Contact: Chris Jones, CEDC, Lyng Hall, Blackberry Lane, Coventry, CV9 3JJ
Tel: 01203 638660 Fax: 01203 681161

Construction Industry Training Board (CITB)

Contact: Howard Maylard, CITB, Bircham Newtown, Kings Lynn PE31 6RH
Tel: 01553 776677 Fax: 01553 691991

Careers Research and Advisory Council (CRAC)

Contact: Alison Sykes, CRAC, Sheraton House, Castle Park, Cambridge CB3 0AX
Tel: 01223 460277

Contact: Alan West, CREST, 1 Giltspur Street, London EC1 9DD Tel: 0171 294 3099
Fax: 0171 294 2442

Education 2000

Contact: Laurie Edwards-Major, Education 2000, LGC Heritage Foundation Offices, Broadway, Letchworth SG6 3AB Tel: 01462 481107 Fax: 01462 481108

Engineering Council

Contact: Dr John Williams, The Engineering Council, 10 Maltravers Street, London WC2R 3ER Tel: 0171 240 7891 Fax: 0171 240 7517 E-mail: jwilliams@engc.org.uk

Enterprise and Industry Education Unit, Durham University Business School (DUBS)

Contact: Judi Cotton, Enterprise and Industry Education Unit, Durham University Business School, Mill Lane Lane, Durham City DH1 3LB Tel: 0191 374 2257

Headteachers into Industry (HTI)

Contact: Anne Evans, HTI, Radcliffe house, University of Warwick, Coventry CV4 7AL
Tel: 01203 524331/2 Fax: 01203 421673 E-mail: hti@warwick.ac.uk

Industrial Society

Contact: Roger Opie or Joan Foulkes, The Industrial Society, Quadrant Court, 49 Calthorpe Road, Birmingham B15 1TH Tel: 0121 454 6769 Fax: 0121 456 3846

National EBP Network

Contact: Jane Ritchie, Secretary, EBP National Network, Durham EBP, Broom Cottages Primary School, Ferryhill, Co Durham DU17 8AN Tel: 01740 652681 Fax: 01740 657005

National Design and Technology Foundation (NDTEF)

Contact: Ben Kelsey, The Old Chapel House, Pound Hill, Alresford, Hants PO11 9SP
Tel: 01962 735801 Fax: 01962 735597

National Mentoring Network (NMN)

Contact: Jean Delahoy, Salford Compact Partnership, Business and Technology Centre, Green Lane, Patricroft, Eccles, Salford M30 0RJ Tel: 0161 787 3135

Our Daughters Trust

Contact: Judy Hargadon, Our Daughters Charitable Trust, 20-22 Craven Rd, London W2 3PX Tel: 0171 402 5363 Fax: 0171 402 5721

RSA - Parents in a Learning Society

Contact: Lesley James, RSA, 8 John Adams Street, London WC2N 6EZ Tel: 0171 930 5115

SCSST (Standing Conference on Schools Science and Technology) and SATRO (Science and Technology Regional Organisation Networks)

Contact: Ann Parkin, 1 Giltspur Street, London W1A 9DD Tel: 0171 294 2431

Teacher Placement Service and Understanding British Industry

Contact: Jan Hussey, UBI, 10 Lakesmere Close, Kidlington Business Centre, Kidlington, Oxon OX5 1LG Tel: 01865 374389 Fax: 01865 374390 E-mail: ubi@rmplc.co.uk

Understanding Industry

Contact: Stuart Bishell, Understanding Industry, 59-65 Upper Ground, London SE1 9PQ
Tel: 0171 620 0735 Fax: 0171 928 0578

Young Enterprise

Contact: Peter Westgarth, Young Enterprise, Ewert Place, Summertown, Oxford OX2 7BZ Tel: 01865 311180

For more information on how to get involved locally and on other partnership organisations, please contact Rowzat Tayyebkhan on 0171 224 1600, write to 44 Baker Street London W1M 5DH or e-mail her at rowzat@rmplc.co.uk

BUSINESS IN THE COMMUNITY'S REGIONAL STAFF

North East	Julian Chadwick	0191 469 5333
North West	David Clark	01925 239625
Yorks & Humberside	Don Chamberlain	0113 253 9141
West Midlands	Peter Lambert	0121 451 2227
East Midlands	Jenny Denton	01933 258 331
South East	Catherine Carruthers	0171 224 1600
South West	Darien Parkes	0117 923 8750
London	Jane Earl	0171 224 1600
Wales	Bernard Thomas	01222 483348
Northern Ireland	John Heaslip	01232 739639



BUSINESS in the COMMUNITY

Aim High is a Business in the Community initiative