SECONDARY SCHOOL PARTNERSHIPS: THE ROLE OF BUSINESS

Needs analysis global report

This project has been funded with the support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein. Project Nº 517833–LLP–1–2011–1–PL–COMENIUS-CMP | Grant Agreement No. 2011-3564/001-0
Index

INTRODUCTION ........................................................................................................................................ 3
MAIN CONCLUSIONS NATIONAL MEETING ............................................................................................. 5
Krakowskie Centrum Zarządzania i Administracji Sp. z o.o (PL) ....................................................... 5
Fundația EuroEd (RO): .......................................................................................................................... 6
CESIE (IT): ........................................................................................................................................... 8
FUNDAR (ES) ......................................................................................................................................... 9
Bahçeşehir University METGEM ......................................................................................................... 10
ACDiversity ........................................................................................................................................... 12
RESULTS OF THE DATA COLLECTING .................................................................................................. 13
CONCLUSIONS ..................................................................................................................................... 22
INTRODUCTION

The purpose of this survey is to find out how schools collaborate with the business world, to examine the degree to which the concept of Corporate Volunteering is understood in the context of the school and the extent to which it is practiced by schools and businesses. The survey is considered to be the basis for the following activities within CVE project and it therefore stands as a starting point in the development of the teacher training materials.

With the help of this research the project team is informed on the real practices and the level of each country in the partnership and can therefore address the teacher training activity in an appropriate and relevant manner, pitching the right level of knowledge, experience and availability of the various stakeholders – schools and businesses.

The project aims to build on the concept of Corporate Volunteering and enhance the collaboration between schools and businesses as a means of updating school experience with new information, practice opportunities and a constant link to the job market which will eventually have to integrate the young graduates.

Having a well-structured teacher training is one of the key elements in this project and also beyond the current funding of CVE project. Teachers with newly gained competencies will be able to cascade training and/ or apply their theoretical and practical knowledge directly to the final beneficiaries, students.

The survey was carried out in the different countries of the projects partners.

- Krakowskie Centrum Zarządzania i Administracji Sp. z o.o (PL) : An on line version of the survey was available in the website of the entity since 2nd February to 6th March 2012. Also the questionnaire was proportioned to the participants in the CVE Project Presentation Info day.

- Fundația EuroEd (RO): The survey was implemented between 1st February and 9th March 2012 and over 20 institutions were contacted at local and regional level to participate in the research. Questionnaires were distributed in physical format to representatives of the three beneficiary categories which the questionnaire addresses. This was done with the occasion of several events implemented by Fundația EuroEd, collaborators’ participation in courses, the seminar organized for the dissemination of the CVE project.

- CE.S.I.E. (IT): Research stage was conducted from 10th February to 10th March 2012, between an e-mailing to the database available through the Ministry of Italian Education website. The survey was carried out among Italian schools, with the final purpose of establishing the possible existence of cooperation between schools and the world of work, through Corporate Volunteering.

- FUNDAR (ES): The questionnaire was proposed to the participants during the national meeting in Valencia on 28th February 2012 at the headquarters of FUNDAR, Foundation of Solidarity and Voluntary Work of the Valencian Community. The survey was also referred to schools, participants in the network of solidarity centers and participating companies ENGAGE Corporate Volunteering program.
• Bahçeşehir University METGEM (TR): 15 academic entities were visited since 19th February to 28th February 2012.

• AC Diversity (EN) This survey was sent to 35 organizations between 1st February and 3rd March 2012.
MAIN CONCLUSIONS NATIONAL MEETING

Krakowskie Centrum Zarządzania i Administracji Sp. z o.o (PL)

The national meeting took place on 8th February 2012 in the form of an Info Day about the CVE project. 19 people took part, most of whom were teachers; others were school headmasters, job counselors and representatives of institutions connected with volunteerism. Its aims were, on the one hand, giving the information about the CVE project, promoting it and attracting the participants to take part in it, and on the other hand, obtaining from the participants some suggestions towards the project and its results. Both of these aims have been achieved.

Suggestions given by the participants:

- Corporate Volunteering (CV) can be an inspiration for making the school’s curriculum more up-to-date (consultations, discussions, advisory),
- CV can result with new places for student’s practices, new contacts with the world of work,
- Making the database of CV providers and recipient-schools (portal of exchange between demand and supply),
- Making the database of CV good practices – inspiration and example of how to deal with the problems,
- Working out methods of how to make the CV co-operation sustainable,
- Organizing the meeting between CV providers and recipient-schools to exchange information about the needs and resources,
- Providing information of legal aspects,
- Learning from experiences of charitable institutions (which work with volunteers daily), for example to promote volunteering,
- Working out methods of attracting the business to collaborate with schools (presenting benefits, needs, etc.),
- Including job counselors in the co-operation as a bridge between schools and companies,
- International CV – companies from one country collaborate with schools from another or other countries. CVE project is a great opportunity to promote this.

From the participants, 5 people knew CV before.
Fundatia EuroEd (RO):
The team from Romania presented the CVE project at both regional and international level as follows:

- Presentation of the project at EuroEd Foundation, Iasi, Romania (22.02.2012).
- Presentation of the project during the ISPY project meeting in Iasi, Romania (07.03.2012).
- Presentation of the project during the UEmploy project meeting in Helsinki, Finland (12 – 13.03.2012).
- Presentation of the project and discussions on the topic of Corporate Volunteering within the event organized with the help and support of CCD Iasi (Casa Corpului Didactic Iasi).

The event brought together specialists in Education also activating in the field of Educational Policies. The aim of the presentation was to introduce the audience to the CVE project but also to provide them with the opportunity to learn about Corporate Volunteering. They also expressed their opinions on the actual state of collaboration between schools and businesses within Romania.

Generally, Romania has yet to work on Corporate Volunteering especially in geographical areas such as the North-East region where foreign capital is still rather scarce. Companies with Romanian capital have either not been introduced to Corporate Volunteering or have no internal institutional policies which set the lines of this type of activity within the company. Opinions collected from school representatives taking part in the research are also illustrative of this lack of collaboration between schools and companies. Nevertheless, school representatives envisage great potential for Corporate Volunteering with benefits for all parts involved – students, schools and companies.

This encouraged the project team in Romania as the overall results of the research showed that there is interest on the part of school representatives with regards to Corporate Volunteering and its introduction to schools as a means of collaboration between schools and the world of work.

It is the aim of each national educational system to enhance education in terms of information intake and skill development in a manner which ensures a most appropriate performance of the end beneficiary both in professional and personal contexts, during and after school graduation. Education, be it formal, informal or non-formal needs to be well-structured, cohesive, coherent and adapted to the age category it is address.

Prior to Romania’s EU accession, in 2007, the World Bank released a note regarding Romania’s National Educational Policies. The note presents the general developmental lines which were to be triggered after 2007. One of the initial aspects presented in this document is that Romanian education system needs to become more efficient in terms of the training individuals are provided with for the work market. The same document underlines the inadequacy in students’ education as well as the low number of students in tertiary education as one of the possible causes for the above mentioned negative effect. The fact that, at that
time, there was little interest and practice of lifelong learning was also added to the future improvements list.

Compared to the EU where 9.9% of the 25-26 year old people participated in lifelong learning, in Romania there were only 1.6% of the same age category. Relevance and efficiency of education are presented as other aspects which impact of the quality of education lowering the success rate.

To improve this situation one of the suggestions of the World Bank is that education be made more relevant and attractive, and the curricula be updated accordingly.

One the other hand, after Romania’s accession to EU, in the National Sustainable Development Strategy for Romania 2013-2020-2030 issued in 2008 the matter of education relevance and efficiency is yet again approached and addressed very clearly all throughout the document. With regards to education and training, the Strategy mentions as one of the objectives for 2013: „to develop human capital and increase competitiveness by linking education and life-long learning to the labour market and ensuring better opportunities to participate in a modern, inclusive and flexible labour market”.

This illustrates not only the perspectives of future development within the context of Romanian education but also the present needs and gaps within the present context of education in Romania.

Education in Romania has long been focused on transfer of information rather than development of skills and competences. This was all the more emphasized by the use of resource materials, methods and teaching strategies which stressed the importance of information as the key to a future successful integration and functioning in the field of work and that of teachers/tutors in the role of omniscient leaders of the educational process in schools. There has been too little concern regarding the added value which can be brought to education by linking schools to the world of work. Although statistics show that the majority of graduates from upper secondary schools are not appropriately prepared for the world of work, there has still very little been done in this direction.

Within the research implemented by Fundația EuroEd in Romania, respondents (teachers/tutors and school leaders) have all been in favor of Corporate Volunteering as a mean to enhance school – businesses collaboration for the final benefit of students and for a higher level of addressability to the needs and requirements of work market.

However, most of the respondents (66%) stated that the school they represent does not collaborate with businesses and only the rest of 34% said that their institutions have engaged with business to support school activity. Corporate Volunteering was not mentioned as a mean of collaboration by any of the respondents. Other alternatives such as support vocational training for students were selected by 29%.

Most of the respondents were not familiar with the concept of Corporate Volunteering and only 31% were aware of it. Still 29% of the respondents chose partnership as a major benefit of school-business collaboration while 24% said that it provides a good framework when it comes
to improving students’ knowledge about the world of business. This shows that although Corporate Volunteering has not been implemented widely, potential future beneficiaries understand its added value and the way it can complement school activity.

Research conducted also shows that there is a need for guidance and training in terms of establishing efficient and relevant collaborations between schools and businesses as a majority of 43% found this type of collaboration interesting but did not know how to achieve it.

**CESIE (IT):**

The National Dissemination meeting took place from 12th to 16th March 2012 in Palermo as we were able to connect it with the participation of local high schools in a Daphne project with CESIE - Virtual Stages Against Violence (for more information see the website: http://virtualstages.eu/).

Thanks to this event, we were able to reach more schools and effectively disseminate the project.

The dissemination was conducted through:

- Telephone calls to partner schools.
- Meeting with the schools during the Daphne project – Virtual Stages Against Violence.

The schools were: Istituto Magistrale Regina Margherita, Liceo Scientifico Palmeri, Liceo Classico Vittorio Emanuele II, Convitto Nazionale di Stato Giovanni Falcone, Liceo psicopedagogico Finocchiaro Aprile.

Information about the meeting was disseminated as follows:

- We emailed invitations to all participants including information and details (content, format) about the event. (See the attached file: e-mail sent to schools and training centers).
- We visited a school, Istituto Tecnico Nautico Statale Gioeni Trabia, to discuss and give the questionnaire for the survey and took the opportunity to inform their interested staff about and invited them to the event.
- We contacted partner schools (more or less 80 training centers and associations) by phone to interest them in the project and inform them about the event.

The participants learnt and obtained information about the project through Presentation about and overview of the CVE project and CESIE’s role in the project.

CVE Brochure given to all participants, together with the details about how to be involved in the project.

Representatives (Teachers) from schools at the event indicated their interest in the project and would like to be involved, so they gave us their contact details.
**FUNDAR (ES)**

The headquarters of FUNDAR hosted, on 28 February, an Info Day to present the CVE project "Corporate Volunteering as a bridge between the world of the work and School - Training for schools leaders, teachers and other school personnel".

It was convened to those responsible for the schools participating in the programme “Solidarity in the classroom” and collaborating companies whose Corporate Volunteers are involved in the programs. Among the 22 people who attended the meeting, only 15 were representatives of the academic world.

A presentation about the project and its expected results was made followed by discussions between the participants. The format used was the round table, where there was an intense debate led by Juan Ángel Poyatos.

The main issues raised were:

1. Companies can provide activities for the improvement of the employability of students, based on the experiences in participating companies.
2. Corporate Volunteering can help to improve the employability of students by giving them a first contact with the world of work.
3. The identification of a clearer legal framework for collaboration between the academic community and the world of work.
4. The participation of companies’ human resources departments may take the form of vocational guidance.
5. Training of volunteers and members of the academic community is essential and very necessary. Both institutions should “speak” the same language.
6. Also a greater link between the companies and the academic world can also contribute to a better choice of studies for new students.
7. In practice it is easier to refer students to companies if you personally know some key staff of the companies.
8. It is a priority to develop a database of companies that provide Corporate Volunteering and of schools that host Corporate Volunteers.
9. Improve the dissemination within the schools about the existence of Corporate Volunteering programmes.
10. Join SME to Corporate Volunteering programmes, looking the fact that in general, only large companies have Corporate Volunteering Programmes and very few have a specific Corporate Volunteers in schools.
11. An added value for the participation of enterprises in this type of program is the loyalty of the future employees, who know the policies and objectives of the companies and can align them with their personal interests.
12. The recruitment of the best students, through programs of volunteering for high capacities can be another motivation for the business world.
13. To improve links between vocational training and the University system with the business world would improve competitiveness and would bring closer the more theoretical academic world to the business world.

14. To search for channels and alternative meeting points that allow communication and mutual understanding between the business world and the academic world.

Bahçeşehir University METGEM

Bahçeşehir University METGEM Project’s team visited 15 different institutions in Istanbul region. Istanbul has 14 million people and is a representative sample of the whole of Turkey. Although the concept of Corporate Volunteering is known by almost every institution, there are however a lot of misconceptions about what it really means. Meetings with the various stakeholders, including many teachers, helped us to clarify and inform them about the concept of Corporate Volunteering. Article no: 3308 of the Turkish National Education Law says that every vocational school need to cooperate with the sectors in the internship context. This cooperation is supported by the government and the policy makers.

The project management team talked to 10 school leaders, 10 teachers and 10 trainers of teachers during their school and related institutions visits. Every school has different kind of cooperation with the sectors. Some of the school- business cooperation is only about donations. For example, companies provide monetary donations, also known as volunteer grants to the schools. Some of them support pupil vocational training, provide students’ placement in their compulsory internship program, support vocational training and cooperative volunteering. Indeed Corporate Volunteering has some general meaning among school leaders. Many school leaders who have more contact with businesses think that the business-school cooperation is limited to the volunteer grants.

On the other hand every school leader has more experiences about training and education. They are so eager to contact businesses. They have spent too many efforts for this cooperation. They are so glad to be part of this project. School leaders shared their school-business cooperation strategies as an example of good practice before we mentioned the CVE project. They were very impressed by our project and saw scope to combine their experiences and the CVE project into their school-business collaboration programme.

The schools we worked with and have mentioned are important in the Istanbul region and provide a representative picture of the whole Turkey. For example, Şişli Vocational Technical School has 6,000 students and 400 teachers. Other schools also have similar conditions.

We organized almost 20 small national meetings in visited institutions in Istanbul region. Organized meeting were held as follows:

1. Istanbul University: The questionnaire was completed by Serhat YANIK.
2. Marmara University: The questionnaire was completed by Prof. Dr. Koray TUNÇALP.
3. Bahçeşehir University: The questionnaire was completed by Prof. Dr. M. Oktay ALNIAK, Mrs. Azize GÖKMEN and Mr. Erdal ÇALIŞ.
4. Yıldız Technical University: The questionnaire was completed by Prof. Dr. Ali iker GÜMÜŞELI.
5. Railway Logistic Association: The questionnaire was completed by Mr. Yaşar ROTA and Mrs. Nükhet İŞIKOĞLU.
6. Planent International: The questionnaire was completed by Dr. Mehmet Ali EMEKLİ
7. Maçka VET High School: The questionnaire was completed by Mr. Yakup ERDOĞAN, Mr. Mustafa TÜRKEL, Mr. Ali Ömür ERDOĞAN, Mrs. Didem BAKANAY, Mr. Ali Seleattin KAN and Muharrem GÜL.
8. Güngören VET High School: The questionnaire was completed by Mr. Zekai AŞÇI, Mr. Hamit ERDOĞAN and Mrs. Siddika KARA.
9. Zeytinburnu TRİSAD Girl VET High School: The questionnaire was completed by Mrs. Handan Didem ATCİOĞLU and Mrs. Zeynep Tuğba BATMAZOL.
10. Erkan Avcı VET High School: The questionnaire was completed by Mr. Adnan KARAKAN and Mr. Serkan ÇALIŞKAN.
11. İnönü VET High School: The questionnaire was completed by Mr. Fatih Kamil BİLGIN and Mr. Halil DOĞRUYOL.
12. Zeytinburnu VET High School: The questionnaire was completed by Mr. Murat SAĞDİÇ and Mr. Hacı Eyüp GÜLTEK.
13. Rüştü Uzel Girl VET High School: The questionnaire was completed by Mrs. Vasıfiye ÖZTÜRK.
14. Rüştü Akin Girl VET High School: The questionnaire was completed by Mrs. Emine ERFINDIK.
15. Şişli VET High School: The questionnaire was completed by Mr. Birol BİLLAY.

The main aim of this meeting was to create awareness between stakeholders, and also to introduce our project and its project management team. The National meetings were very fruitful for us and our stakeholders. They were provided with all the necessary information about the CVE project and its activities.

After the visits of the various institutions, we organized national meeting with stakeholders. We present them the CVE project and its aims:

The activity was held by specialist in Education and world of work. The aim of this presentation was to introduce the audience to the CVE project and also provide them with the opportunity to learn about Corporate Volunteering. They also expressed their opinions on the actual state of collaboration between schools and world of work within Turkey.

Turkey has to do more with regard to Corporate Volunteering especially concentrate in certain geographical areas such as in the northern, eastern and western part of Turkey. Companies in Turkey have not been very much involved in Corporate Volunteering. There is an internal law which regulates the relation between schools and companies. According to this law every vocational high school has to collaborate with at least one company for its students’ internship activities. In the opinions of school leaders who took part in the research there is good collaboration between VET schools and companies. And also school leaders are eager to increase their collaboration with many companies. On the other hand many schools leaders do not have enough information about the Corporate Volunteering system.
**ACDiversity**

ACDiversity publicized the CVE project through


ii. Visits by Brenda King (ACDiversity chief executive) and Faisal Hassan (ACDiversity staff) to different schools in February 2012

iii. Telephone calls to partner schools throughout February 2012

Information about the meeting was disseminated as follows:

We emailed invitations to all participants (students, parents, Corporate Volunteers, school representatives) including information and details (content, format) about the event.

ACDiversity staff visited schools to discuss and give the questionnaire for the survey and took the opportunity to inform their interested staff about and invited them to the event.

We contacted partner schools by phone to interest them in the project and inform them about the event.

The participants learnt and obtained information about the project through Presentation about and overview of the CVE project and ACD’s role in the project.

Informal questions and answers with participants on the project, including justification, beneficiaries, objectives, methods of implementation and expected outcomes.

CVE leaflet given to all participants, together with the details about how to be involved in the project. Time frame and project schedule were presented.

Representatives from schools at the event indicated their interest in the project and would like to be involved, in particular, to showcase the project and to be an example of good practice.

Participants from commercial, financial and legal institutions indicated that they would like to act as corporate volunteers and would be interested in their organizations getting involved in the project.

Contact details of interested parties were gathered.
RESULTS OF THE DATA COLLECTING

Results of the various partners involved have been unified. The data provided a total of 163 completed surveys.

1. - You are:

The first point studies the profile of the participants. Teachers are 96, followed by 37 schools leaders and finally 30 trainers of teachers.

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Trainer of teachers</th>
<th>School leader</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>96</td>
<td>30</td>
<td>37</td>
<td>163</td>
</tr>
<tr>
<td>%</td>
<td>59,00</td>
<td>18,40</td>
<td>22,60</td>
<td></td>
</tr>
</tbody>
</table>

1.- YOU ARE

- Teacher
- Trainer of teachers
- School leader
2. - Does your school collaborate with the business world?

A total of 75 of the respondents said that their schools worked with companies compared to a total of 70 which states they did not.

<table>
<thead>
<tr>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>52,70</td>
<td>70</td>
<td>48,30</td>
<td>145</td>
</tr>
</tbody>
</table>

3. - What type of collaboration does your school keep with the companies?

The main way in which companies collaborate with schools is ‘Supporting vocational training for students’ with a 31,8%. The next most widespread form of cooperation is ‘Supporting the pupil’s training’, occurring in the 19,30% of schools. A total of 18,10% have a partnership with ‘More than one type of collaboration’ presented in the questionnaire. For 18,10% of schools there are ‘Alternative ways to those presented in the survey- Others’ -these alternative pathways are discussed in the following section (See point 3.1.)- ‘Donations’ are placed 6th, with a 12,50% of them. Finally, ‘Corporate Volunteering formulas’ (2,20%) are residual.

<table>
<thead>
<tr>
<th>C.V.</th>
<th>%</th>
<th>Donations</th>
<th>%</th>
<th>Support the pupil’s training</th>
<th>%</th>
<th>Support vocational training for students</th>
<th>%</th>
<th>Others</th>
<th>%</th>
<th>More than one</th>
<th>%</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2,20</td>
<td>11</td>
<td>12,50</td>
<td>19,30</td>
<td>31,8</td>
<td>18,10</td>
<td>18,10</td>
<td>18,10</td>
<td>16</td>
<td>16</td>
<td>18,10</td>
<td>16</td>
<td>90</td>
</tr>
</tbody>
</table>
3.1. - If you said others please define the type.

Alternative ways of cooperation proposed are:

i. Support career guidance by human resources departments.

ii. Length of presentation of facilities for students working

iii. Delivery of promotional material and products in schools.

iv. Presentation of the activities of professionals in business- work experience.

v. Mentoring.

vi. Public speaking.

vii. Organizing activities for practical learning for students; organizing educational events together with schools

viii. Excursion for presentation of the professions

ix. Apprenticeships

x. Promotion of education paths; lessons for presentation of the professions

xi. The school organizes promotional actions for partner companies; discussing with entrepreneurs the requirements and expectations of the employers towards the potential employees

xii. Students practices.
4. - Rate from 1 to 10 your satisfaction in relation to your school's collaboration with business (being 1 very bad and 10 very satisfactory)

Referring to the satisfaction in relation to the collaboration between schools and business world the arithmetic average amounts to 7.6
5. - Rate from 1 to 10 the usefulness of this relationship for students (being 1 very bad and 10 very satisfactory)

In relation to the usefulness of this relationship for students the arithmetic average amounts to 5.2

6. - Indicate the reasons why your school does not cooperate with companies.

Out of a total of 81: 43 schools indicate that they haven’t had a chance but they think it may be useful, (53%) Followed by 31 schools that find it interesting but do not know how achieve it (38,30%). Only 1 school believes it would be bad to introduce students to the world business at this age (1,30%). Others 6 (7,40%)

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have not had a chance but we think it may be useful</td>
<td>43</td>
<td>53,00</td>
<td>0</td>
<td>0,00</td>
<td>1,30</td>
<td>31</td>
<td>38,30</td>
</tr>
<tr>
<td>We do not think it would add anything to the school and the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We believe it would be bad to introduce students to the world of business at this age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We find it interesting but do not know how to achieve it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 81
6.1. - if you said others please define the reason

- Legal Constraint: VET Schools and sectors cooperation are managed by the National Ministry of Education. School leader can't make direct cooperation with the sectors (in the complex dimension)

- Scope Constraint: One of the teachers thinks that there is no approaching the world of work except for internship initiative opportunity to schools ‘students.

- Institutional Constraint: There should be a responsible department in the schools which manage the cooperation with the other institutions

- Inadequate Attempts: World of work has inadequate attempts for vocational high schools except skills training.

7. - Are you aware of the concept Corporate Volunteering? (Companies promoting Volunteerism among its employees)

Out of a total of 157: 92 of the participants said that they are not aware of the concept of the Corporate Volunteering, on the other side 65 of them are aware of this concept.

<table>
<thead>
<tr>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>41,40</td>
<td>92</td>
<td>58,60</td>
</tr>
</tbody>
</table>

7.- Are you aware of the concept corporate volunteering is? (companies promoting volunteerism among its employees)
8. - Check those benefits of Corporate Volunteering that you know

In relation to the benefits of the Corporate Volunteering, out of 163: 49 of the participants think that it allows for a direct relationship with the business world. In 37 of cases participants think that it provides a good framework when it comes to improving student’s knowledge, 33 of them show that it allows schools and teachers to establish partnerships with the companies where these volunteers work. 18 say that Corporate Volunteering serves to improve the knowledge of school professionals about the world of business. 16 participants are of the opinion that the employees who participate are highly motivated, which makes them involve themselves a lot with the school. Others benefits are perceived in 10 instances as explained in the next point (8.1.)

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>It allows to have a direct relationship with the business world</td>
<td>163</td>
</tr>
<tr>
<td>Employees who participate are highly motivated, which makes them involve themselves a lot with the school</td>
<td>49</td>
</tr>
<tr>
<td>It serves to improve the knowledge of school professionals about the world of business</td>
<td>18</td>
</tr>
<tr>
<td>It provides a good framework when it comes to improving students' knowledge</td>
<td>37</td>
</tr>
<tr>
<td>It allows schools and teachers to establish partnerships with the companies of these volunteers</td>
<td>33</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
</tr>
</tbody>
</table>
9. - What in your opinion are the benefits of Corporate Volunteering according to your school?

- This cooperation is a good way to be aware of the role and the benefits the companies can have on students.
- Better relationships and networking.
- Our main goal was to establish a good relationship between the school and the world of work through Corporate Volunteering.
- Students will be aware of the world of business.
- Improve the empowerment of the trainers.
- Better knowledge between academic world and companies.
- New approach and points of view. The academic world is the recipient of the talent and abilities that contributes the corporate volunteers.
- Improvement and updating of the knowledge about the requirements of the labor market; cooperation gives the opportunities for new practices for students and internships for teachers
- Regarding to students practices: employer has an opportunity to get to know the potential employee well before employing him/her; promotion of the school; school's development by taking up new activities
• Enriching the activities of job counselors in schools and strengthen the cooperation between secondary schools and regional enterprises; matching the school’s curriculum better with labour market's demands
• Broadening the educational offer of the school; stressing the practical aspect of education; presenting the new career paths for students
• Advantages for students (getting to know the world of work); development of school by taking new and innovative activities
• Students can get to know the rules of the labour market better; getting to know new working environment as the alternative to this known from the students practices
• Self-realization of the students; gaining new work experience; broadening the knowledge of the labour market
• Getting to know different workplaces; learning work discipline
• Broader cooperation and advancement which can help students make better choices
• Possibility for employment after the voluntary work; new work experience
• Applying the knowledge into practice; possibility to get to know the new technologies
• Opportunity to gain new experience in the company what can improve the future chances on the labour market
• Broadening students' knowledge on the world of work
• Cooperation, exchange of experiences, etc.
• Volunteering can help attracting new companies as providers of students practices
• Corporate Volunteering (CV) would contribute the transformation of the students’ theoretical information to practice.
• Sharing information and experience among workers and academicians, broadens perspectives of students and teachers, develops concepts on how the learning things can implemented in the real life, and enhances the commitment to the profession, gains insight on earning salary.
• Moreover, it ensures the education of the students in positive way through up to date information.
• Students will be informed on aspects related to business environment
• Corporate Volunteering provides students more opportunities after the finish studies
• Students experience their abilities, they apply the acquired knowledge, they experience a real life situation which requires them to apply theory into practice
• Adjusting school to the real living conditions, encouraging practical and concrete activities
CONCLUSIONS

The profile of participants is mainly Teachers (59,00%), followed by school leaders (22,60%) and then trainers of teacher (18,40%).

A high percentage of schools collaborate with companies (52,70%) ahead of 48,70% where this collaboration do not exist.

“Support vocational training for students” is the most extended way of collaboration between companies and schools, in a 31,80% of the cases. It is interesting to note that a high percentage of the schools surveyed used more than one of the collaborating ways suggested in a questionnaire in an 18,10%. In a 19,30% the way of collaboration is “support the pupil’s training”.

It is significant that the relationship with schools is based on supporting vocational training as an alternative path to the labor market. The support of the company’s professional practices is a sign of interest from companies to attract and retain talent, both from an earlier stage of university education and in later stages. It also appears a small but significant boost to the integration policies undertaken by different countries, from vocational training. Donations and Corporate Volunteering appears as a residual ways of collaboration, that presents less percentage respectively with a 2,70% each of them.

Corporate Volunteering presents a wide range of growth in the implementation of collaborative programs between businesses and schools. Moreover, it is clear from the results of the survey that schools are aware of the benefits to them and their students, of projects involving Corporate Volunteers, but they are yet to implement these projects.

In addition to this, the alternative ways of collaboration provided in the free responses in the questionnaire drives to collaboration in the field of the companies:

- Professional orientation by Human Resources Departments.
- Work experience.
- Mentoring.
- Public speaking
- Organizing activities for practical learning for students; organizing educational events together with schools.
- Promotion of education paths; lessons for presentation of the professions
- The school organizes promotional actions for partner companies; discussing with entrepreneurs the requirements and expectations of the employers towards the potential employees

Perception of the satisfaction in relation between companies and schools institutions is high. The arithmetic average amounts to 7.6, high number of schools with a program of
collaboration between schools and business report that this collaboration is beneficial for schools.

Referring to the usefulness of this relationship, the perception of the participants is 5.2 of arithmetic average. The usefulness referred down a little respect to the perceived benefits of this relationship.

As to the reason why the schools do not cooperate with companies the participants mainly referred to the fact that they do not have the chance but they think that the collaboration could be useful for their schools. The percentage of answer is very significant amounting to 53,00%. A significant number of them (38,20%) said that they find interesting the collaboration but they do not how achieve it.

Other reasons of non-collaboration appeared in the field Others, amounting to 7,40%.

These restrictions are perceived in terms of the country, but fundamentally agree on the legal scope of application of the formulas in a collaborative way.

Another apparent reason is the large gap between the workplace and the academic, who appears as a major constraint. In the absence of links between the two worlds the rapprochement between the two is much more difficult and ways of working between the two worlds much more complicated.

Lack of valid partners in academia: There should be a responsible department in the schools which manage the cooperation with the other institutions.

The companies are prepared to work in professional training environments but it is much more difficult to work with formal training.

The concept of Corporate Volunteering is not mainly known. The 58,60% are not aware the Corporate Volunteering ahead of the 41,40%. The reason is because the Corporate Volunteering is the least way of collaboration between these worlds.

However, schools are aware of the potential benefits of Corporate Volunteering. The perception that this type of collaboration may allow a more direct relationship between companies and schools is very high (30.00%). Schools also mostly (22.70%) consider that the implementation of Corporate Volunteering programs allow a good framework for increasing the students’ knowledge and allows schools and teachers to establish partnerships with the companies of where theses volunteers work (20,30%). With a residual contribution perceived benefits of corporate volunteer programs appears that the employees who participate are more motivated and more involved in the school (9,80%) and finally Corporate Volunteering serves to improve the knowledge of the schools professionals about the world of business (11,00%).

Referring to the contribution to the capacity of employability of students, the participation of the schools in Corporate Volunteering programmes could provide a first experience of the business world. Also the participation of the departments of human resources in vocational
guidance work provides a substantial improvement to the employability of students and better professional development and career plan.

Also, it is shown that an improvement in the skills acquired through non-formal training that brings the experience of participation in activities of Corporate Volunteering.

The contribution of volunteers is materialized in a new approach to the business world, new ways of seeing the same problems and ultimately talent applied to volunteer projects. Also provides if not an economic benefit, at least one cost savings for the contribution in hours of work of volunteers in school curricula.

Improve the school environment as it increases the students interest and can contribute to a reduction in truancy and better academic performance by the greater motivation. This perception is valid both for students and for teachers. Greater involvement of volunteers also makes that students have more positive attitudes, more motivation and self-esteem.

The Corporate Volunteering programmes contribute to improving educational provision in schools. In addition improvement and updating of knowledge about labor market requirements, cooperation provides opportunities for new practices and internships for students and teachers.

On the other hand, Corporate Volunteering programs help to enrich the activities of counselors working in schools and strengthen cooperation between secondary schools and regional companies, to match the curriculum of the schools better with the demands of labor market

As for student placements: the employer has the opportunity to meet potential employee long before employing him / her, the promotion of school, school development through the adoption of new activities. Students can get to know better the rules of the job market, getting to know new working environment as the alternative to this well-known practices of students
Unleash
Your potential

Meet
The business world

Explore
The world out there