

BUILDINGSCHOOL-COMPANY PARTNERSHIPS

DEVELOPING AN ACTION PLAN

OVERVIEW OF THE PARTNERSHIP

The Partnership

Partner #1

Our school (5th High School of Glyfada)

Partner #2

Company focusing on 3D printing technology and cancer treatment (e.g. [RTsafe](#) Company in Greece)

The reason for the partnership

Our students and teaching staff (partner #1) will have the opportunity to become informed (learn-how-to-learn in a real working environment) about latest developments and technologies in 3D printing as well as medicine/cancer treatment, as they discover how companies (such as partner#2) utilize 21st century technology and skills for the greater good along with the companies' economic and scientific growth. Partner #2, meanwhile, will have the chance to inform the general public (and not just their usual target group of scientists etc) about their developments (i.e. expand their brand) and, most importantly, inspire future students to become involved in their field of expertise.

Brief explanation of the partnership

the school-company partnership will focus on mutual collaboration and cultivation of digital, entrepreneurial skills while exploring aspects of technology, science and marketing via one-off visit, presentations, workshops etc.



ANALYSIS

Reflect on the following questions and explain.

Question	Answer & Explanation
How do we currently train our students and how do we engage as a school with local businesses (e.g. volunteering scheme, internships programs etc.)	We are a general education school, thus we lack expertise in providing students with specialized knowledge which is vital for employment and market demand, especially amidst permacrisis. Participation in school competitions (e.g. entrepreneurship award for schools) is a great initiative, yet not one that has a long term effect in engaging our school with local businesses
How are partnership activities currently linked to the curriculum? Are they 'add ons' or are they an intrinsic part of students' learning? Are they part of certain subjects or available to all students?	Partnership activities are not directly linked to the curriculum in general education Greek schools. They are add ons which could have a cross curricular approach or be part of an educational program (national or European) conducted by our school, in collaboration with schools, NGOs, organizations etc)
What strengths do we have? What are we known for as a school? (ex: logistics, market knowledge)	Preparing students for their national exams towards tertiary education
What kinds of skill sets do our local employers have, and how could those be applied? (ex: technical skills, management skills, marketing)	Technical and scientific skills, management skills, marketing
What can we provide that will directly benefit our partners? (ex: recognition, networking opportunities)	Recognition, networking opportunities and recruitment of future scientists/apprentice/assistants.
How are roles and responsibilities for initiating and managing links to companies currently managed? Are they ad hoc or clear and structured? Are partnerships intrinsic to anyone's job description?	No roles assigned

Can educators be involved in partnerships during school hours? Can we enable them to be involved outside school hours? Can involvement in partnerships count as part of continuing professional development?	Educators will be involved during school hours and occasionally outside school hours (with no compulsory presence). Involvement in partnership could count a part of continuing professional development and be an asset during school (self) evaluation process
Can we manage required paperwork, such as handling background checks, getting district approval for projects as needed, and getting permission slips signed?	Managing required paperwork and getting district approval as well as permission slips would be time-consuming yet an attainable goal.
What resources are we likely to need? Do we need support from the school leadership team? Is any support available from the district/municipality or the local business community, e.g. Chamber of Commerce?	We would need the support from the PTA. The Directorate of Secondary Education would have to approve such a partnership. The municipality and the local press would be valuable for the sustainability of the partnership and its successful dissemination.
What data do we need so that partnership efforts and achievements are tracked and assessed? What type of record of achievement can employers provide for students? How can we celebrate student achievements?	Base line and endline questionnaires filled in by students and teaching staff regarding the main topics of the partnership (e.g. 3d printing development, use of technology in medicine, state-of-the art- technology and machinery etc). Employers could provide students with a certificate or a new method/tool could be designed by scientists in collaboration with students and named after them. A school event could be organised with the presence of both partners as well as the local community and other involved parties (e.g. local press, municipality etc)

RETURN OF INVESTMENT

Challenges

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

Business/community challenges	Education challenges
<ul style="list-style-type: none"> • Connecting education to market • Assessing new skills and state-of art technology 	<ul style="list-style-type: none"> • Promoting learn-how-to-learn • Cultivating entrepreneurial,life, digital and green skills



Benefits

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

- Promote a school which is open to new partnerships and challenges of the 21st century.
- Equip our students with knowledge and skills that would help them become active, digital citizens of a sustainable and inclusive world.
- Expand our school's and students' experience and explore together innovative ways to develop our knowledge and expertise for our well-being, as well as the greater good.



PLANNING & TIMELINE

Develop a plan for implementing the partnership.

Identification of coordinator	Timeline		
<i>Decide who the coordinator will be and describe his/her tasks</i>	<i>Define the timeline of the following activities and describe how they will be organized</i>		
The coordinator will be a person of the	<i>Before the implementation of the partnership</i>	<i>Implementation of the partnership</i>	<i>Follow up</i>



<p>teaching staff that has been trained in school-company partnership and/or has prior relevant knowledge.</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • Coordination of the partnership • Assigning roles (e.g. administrative tasks etc. <ul style="list-style-type: none"> • Risk management • Setting milestones and monitoring progress • Coordination of peer review students' group work <ul style="list-style-type: none"> • Evaluation of the partnership • Dissemination of the outcome and products of the partnership 	<p>Organising placements for both partners so that every member of each team knows their role and their responsibilities.</p> <p>Setting ground rules and code of conduct for mutual understanding and collaboration between partners</p>	<p>Introducing the partners/ Getting to know each other</p> <p>Introducing the main topics of the partnership (e.g.3d printing, medicine and technology, state-of- art technology etc)</p> <p>Organising one-off-visit to the company, on line meetings and presentations, workshops and mini projects where students will have the chance to practice their existing knowledge in medicine and ICT with the guidance of scientists and administrative staff of partner #2 and the support of the school's teaching staff</p>	<p>Dissemination of the outcome of the partnership (e.g. creating of a newsletter, school event, article on local press etc)</p> <p>Participation in school conferences related to technology, medicine etc presenting the outcomes of our partnership</p>
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EVALUATION & REPORTING OF OUTCOMES

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

Design: Does the initiative's design maximise success?

Implementation: How has the initiative been implemented in practice?

Output: What has the initiative produced or delivered?

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



- Use of online portfolio recording participants' thoughts and concerns during the stages of the partnership
- Baseline and endline questionnaires
- Dissemination of the outcomes of the partnership (creating an e-book, blog of the endeavour/partnership)
- School participants (students and teachers) in the partnership could work as ambassadors and or mentors for future partnership

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