

## Community relations and Public Private Partnerships

### Part A

#### Internal relations (the headteacher-school leader – or managing team with the other members of the community)

#### A1. Students

##### Spain

- They are represented in the School Board (or School Council), in Secondary Education
- There is a representative for each class, who attends meetings called by the headteacher or a member of the managing team.

##### Malta

- They are represented in the School Council and Student Council.

##### Germany

- They are represented in the School Board (Schulvorstand) 1:1:2 (students-parents-teachers). This is a decision making body chaired by the head teacher.
- They are represented in the general conference (all teachers, students and parents represented); this meeting has only a limited range of responsibilities.
- They have their own board, in which there is a representative for each class. Here they elect their delegates for the School Board and the Conference. Usually the representatives have regular meetings with the Head to discuss their issues.
- They also send representatives to meetings on communal, regional and state level.
- (Each level elects new representatives)

##### Ireland

- At Post Primary level, students are represented by a student council with elected students from each year group. They are consulted on policies etc. but are not represented on the Board of Management of the school.

##### In Lithuania:

- The Conference (Meeting) of Pupils is the supreme body of pupils' self-governance at school. Delegates elected at the class meetings participate in the work of the Conference.

- The Parliament of Pupils at school is a standing self-governing body of pupils,
- Students have got representatives in the School Council.
- There is a representative elected in each class, who represents pupils of the class.
- There are other pupils' self-governance bodies besides the Parliament of Pupils in schools, e.g. the Monitors' Board etc, representatives of which are involved in working groups to develop school documentation (the strategic plan, annual activity programme, curriculum, event planning, etc).
- Special teams (e.g. "Team of Conscience" arranges various preventive activities) are formed to perform target tasks.

##### Poland

- Students / pupils are guaranteed the right to create their own students' council and presenting their attitude, expressing their opinion on matters connected with school/ organisation functioning.

##### Romania

- The students are represented in the School Board (the Administration Council)
- The students have their own structure of school management (the Students' Council). They have periodical meetings with the school head.

##### Greece

- There are three representatives of the students' committee during teachers' board meetings (called by the head teacher), only when students' behaviour matters are discussed. This is a procedure only for Secondary Education.

##### Austria

- They are represented in the School Council. In the School Council there are three students, three parent representatives and three teachers. The school head conducts the business of the council, but has no right to vote.
- The School Council is obliged to meet once a term and meets more often where the necessity is given.

- Each class in a school has a class representatives and this body elects the three representatives.

### Denmark

- They are represented in the School Board elected from the Students' Council

### Estonia

- They are represented in the School Students Board
- Sometimes they are represented in the School Governing Board (school decides)

## Summary of the compilation A1

It seems that in most countries the students are represented in the School Council and have a representative from each class, in order to discuss matters with the managing team / head teacher. In many countries Students have their own organizations, like Students' Councils, Conferences of Students or School Students Boards working at school.

## A2. Parents / families:

### Spain

- They are represented in the School Board (or School Council)
- They have their own associations, called AMPA, – which have a direct relation with the managing team to whom their make proposals.

### Malta

- They are represented in the School Council
- They have their own associations, called PA, – which have a direct relation with the senior management team.

### Germany

- They are represented in the School Board (Schulvorstand) 1:1:2 (students-parents-teachers). This is the decision making body, with the head in the chair.
- They are represented in the general conference (all teachers, students and parents represented); this meeting has only a limited range of responsibilities.
- They have their own board, in which there are one or two representatives for each class. Here they elect their delegates for the School Board and the Conference. Usually the representatives have regular meetings with the Head to discuss their issues and make proposals.
- They also send representatives to meetings on communal, regional and state level.
- (Each level elects new representatives)

### Ireland

- Parents are represented in the school Board of Management and usually each school has a Parent's Council who meet regularly with the school authorities. They are consulted about policy issues in the school. Parents are also encouraged to join a Parent's Association in each school which is affiliated to the National Parent's Council. The Council advises parents on school related issues.

### Lithuania

- They are represented in the School Council (the number of parents/ guardians in the School Council varies depending on the size of a school)
- There is a Parents' Committee representing the Committees of the different classes
- There is a movement of proactive parents in Lithuania.

### Poland

- Parents are entitled to create the Parents' Council at each school level. The members are selected via secret voting
- A representative of the Council participates in Teachers' Council meetings
- The headmaster is obliged to inform the Parents' Council about every pupil's accident that has happened at school.

### Romania

- The parents are represented in the School Board (the Administration Council)
- They have their own associations called Parents' Representative Committees. They have a direct relationship with the managing team to whom they make proposals.

### Greece

- They have their own associations, which have a direct relation with the managing team to whom they make proposals, but they do not participate in the school management.

### Austria

- They are represented in the School Council. In the School Council there are three students, three parent representatives and three teachers. The school head conducts the business of the council, but has no right to vote.
- The School Council is obliged to meet once a term and meets more often where the necessity is given.
- Each school has a parents association, which is voluntary. The association elects three members to be representatives in the School Council.

### Denmark

- They are represented in the School Board and have the majority here
- They have their own associations, called 'School and Society'

### Estonia

- They are represented in the School Governing Board

## Summary of the compilation A2

Parents are represented in the School Council in a greater or lesser number, depending on the country. They usually have their own associations which have a direct relationship with the managing team .

## A3.-Teaching staff

### Spain

- They are represented in the School Board (or School Council)
- They meet, at least, once a term or whenever the head teacher calls a meeting to discuss matters in an assembly.
- They are represented by their Head of Department (Secondary Education) or by the Cycle Coordinator (Primary Education) in a weekly meeting with the head teacher to discuss the pedagogical coordination of the school.
- They are tutors (those who are not Head of department) and meet the Head of Studies (member of the managing team) and the Head of the Counselling Department to coordinate the tutorial plan.
- The head teacher is their boss.

### Malta

- They are represented in the School Council
- They meet, at least, once a week or whenever the head teacher calls a meeting to discuss matters in subject meetings and staff briefings.
- They are represented by their Head of Department in regular meetings with the head teacher.

### Germany

- They are represented in the School Board (Schulvorstand) 1:1:2 (students-parents-teachers). This is the decision making body with the Head in the chair.
- They are represented in the general conference (all teachers, students and parents represented); this meeting has only a limited range of responsibilities.
- The Heads of Department hold meetings in their departments to agree on the syllabus and the money allotted to them; the Head calls them to discuss the school policies with them.
- The head teacher is the boss of the teaching staff
- They have – by law - their own representation (Personalvertretung).
- The representatives of this board are elected by all teachers (the number depends on the size of the staff). They participate in various

staff and school matters (selection of new staff e.g.).

- They have regular meetings with the Head to discuss their issues and make proposals.
- There are representatives on communal, regional and state level, elected from lists of unions and professional organisations.

### Ireland

- Teachers are represented on Boards of Management of schools.
- Teachers meet regularly as a whole staff group to plan and coordinate the smooth running of the school. Teachers who have managerial and leadership duties outside of their teaching duties are known as Assistant Principals and Special Duties teachers and these would usually have weekly meetings with the Principal and Deputy Principal.

### Lithuania

- They are represented in the School Council.
- The Council of Teachers is a permanent self-governing institution of schools that deals with various issues of the teachers' professional and general development.
- There function Methodical Groups of Teachers (formed on the basis either of similar subjects of instruction or uniting tutors) and Methodical Councils (formed of Chairmen of Heads of Methodical Groups, the whole school management staff and sometimes including teachers having the highest qualification category).
- The Deputy Head Teacher or the Head of the Department is their boss. They are subordinate to the Head Teacher.
- The Managerial Council including a Tutor from each level of grades, a Social Pedagogue and School Management address problems of education and conduct in classes, and make suggestions for improvement of the education process with every particular class.

### Poland

- Teachers constitute the Pedagogical Council. The Council includes all the teachers employed in a given school. The President of the Council is the Headmaster.
- The Teachers' Council issues opinions on several matters like project of school

organisation, including weekly lessons and additional activities timetables, school finance plan project

### Romania

- They are represented in the School Board (the Administration Council)
- They meet whenever the head teacher calls a meeting to discuss matters in an assembly (the Teachers' Council)
- The staff teaching related subjects belonging to the same curricular area are organized in departments lead by a head of department.

### Greece

- The School Teachers Board is the most important body in the management of the school. Legally, they form a collective administrative body, which holds its meetings regularly throughout the school year and makes decisions on school matters. It is summoned by the Head teacher, who also presides its sessions.

### Austria

- They are represented in the School Council. In the School Council there are three students, three parent representatives and three teachers. The school head conducts the business of the council, but has no right to vote.
- The School Council is obliged to meet once a term and meets more often where the necessity is given.
- The staff of a school elects members for the School Council.
- The members of the School Council must be teachers, but may have a function such as head of department.

### Denmark

- They are represented (2 teachers) in the School Board
- They meet, at least, twice a year or whenever the head teacher calls a meeting to discuss matters in an assembly and this meeting is advisory only to the school leader and with no formal power.

### Estonia

- They are represented in the School Governing Board
- They meet, at least, once a term or whenever the head teacher calls a meeting to discuss matters in an assembly; By the law and regulation a school board (consist of pedagogues and head teacher) has special tasks and responsibilities.

## Summary of the compilation A3

Teachers have representatives in the School Council, School Board or School Governing Board. They usually meet the managing team whenever the headteacher calls a meeting, either to coordinate the smooth running of the School, Pedagogical aspects or organizational matters. They generally have heads (of department, of cycle) who organize and coordinate their work

## A4. Staff belonging to administration and services

### Spain

- They are represented in the School Board (or School Council)
- They have a direct relationship with the secretary (member of the managing team) who is their boss.
- In Primary Schools they are employed by the local councils. In Secondary Schools they are civil servants, employed by the Educational Administration

### Malta

- They are represented in the School Council
- They have a direct relation with the senior management team.

### Germany

- They are represented in the School Conference (one member)
- The head is their boss.
- They are usually employed and paid by the communal bodies (teaching staff is state-paid)

### Ireland

- These are not generally represented on the Board of Management of Irish schools

### Lithuania

- The Deputy Head Teacher for Administration and Economy takes care of the school material resources, organizes the work of support and site staff, etc. He/she is subordinate to the Head Teacher.
- Technical, support and site staff (workers, cleaners, employees of the lunchroom, etc) is not represented in the School Board (or School Council) as they are directly subordinate to the Deputy Head Teacher for Administration and Economy.
- Social Pedagogue, Psychologist and the staff of the School Library are subordinate to the Deputy Head Teacher in charge of this sector.
- The Head of the Registry Office is directly subordinate to the Head Teacher.

### Poland

- The form of employment is different for his group; it is a contract of employment,
- They take part in plenaries of Pedagogical Council, when school issues are discussed, or school development plans are presented etc.

### Romania

- They are represented in the School Board (the Administration Council)
- They have direct relationships with the head.

### Greece

- This kind of staff has no involvement in the school management.

### Austria

- In small Primary and Lower Secondary Schools, there is no administrative staff.
- In schools with one secretary, the secretary is directly responsible to the school head.
- In larger schools with a greater number of administrative staff, each individual is also directly responsible to the school head or his/her deputy.

### Denmark

- They have a direct relation with the managing team who is their boss.

### Estonia

- They are represented in the School Governing Board
- They are represented in the different committees which are launched by a school. For instance certainly they are represented in the committee which decides a stage of teachers (senior teacher etc)

## Summary of the compilation A4

This kind of staff can or cannot be part of the School Council. It depends on the country, but there is one aspect which seems to be common: Their head is part of the managing team

## Part B

### External relations (the headteacher- school leader- or managing team with public/ private partnerships):

#### B1. – Educational administration:

##### Spain

They have a direct relation with two areas and with the person responsible of Education in the province, the Provincial Director, who meets them whenever there are important issues to deal with.

**Area of educational inspection**, which is responsible for institutionalized education, it has the task of support, follow up, control and evaluation of the educational centres.

**Area of educational programmes**, with the mission to complement the processes of integral training of the students and to update and modernize the educational system, in agreement with the scientific and social needs in a world in constant progress, through the introduction, support, follow-up and evaluation of programmes, plans and educational actions.

Within this area of support there are services which have a direct relation with the head teacher:

- The Psychopedagogic and Educational Guidance Teams
- The Rural Centres of Educational Innovation
- The Centres for Teacher Training and Educative Innovation.
- The Special Schools offering boarding for children who don't have educational possibilities in their villages.
- The classrooms located in hospitals for sick children who can't attend regular classes

##### Malta

They have a direct relation with two directorates – Director General – Directorate for Quality and Standards in Education – DQSE and Director General – Directorate for Educational Services – DES.

The Directors General Education is responsible to the Permanent Secretary of the Ministry of Education, Youth and Employment. The Director General Education is directly accountable to the Minister for all matters relating to Education.

##### The director general education (DES)

manages the Management Side of the Education Division supported by a management team of Directors responsible for specific Departments. Director General Education (DES) ascertains co-ordination of policies between all Departments falling within her responsibility.

- Director Student Services (SSD)
- Director Human Resources Development (HRDD)
- Director School Resources Management (SRMD)

##### The director general education (DQSE)

manages the Academic side of the Education Division supported by a management team of Directors responsible for specific Departments. Director General Education (DQSE) ascertains co-ordination of policies between all Departments falling within her responsibility.

- Director Curriculum and eLearning (DCMeL)
- Director Quality Assurance Department (QAD)

They have a direct relationship with the person responsible of the schools in the area, **the College Principal**, who meets them whenever there are important issues to deal with.

##### Germany

**Area educational supervision**, which is responsible for institutionalized education, it has the task of supporting the “self-responsible schools”, to supervise the staff.

This is a kind of middle level reporting to the state ministry of education. There are also various support systems offered.

There is a school inspection as an independent office, inspecting schools on the basis of a “quality frame”.

**Area of educational programmes,** with the task to complement the processes of training of the teachers, heads, heads-to be etc. : office of teachers' in – service training and school development (NiLS)

### Ireland

Public schools (under the authority of Vocational Education Authorities ) have a CEO in charge and usually the Principals of the schools in this authority meet with the CEO on a monthly basis.

Church owned schools operate more as individual units.

**Area of educational inspection,** Irish schools are inspected by the Department of Education and reports of these inspections are published on the Department's website. There is currently a move towards School Self-Evaluation.

**Area of educational programmes,** Ireland has a national curriculum at both Primary and Post Primary levels.

### Lithuania

The subjects of education administration include the Seimas (Parliament), the Government, the Ministry of Education and Science, other ministries, governmental institutions, county governors, municipal institutions as founders of schools and the principal of the school. It is only formal education that is governed by the state.

### Area of educational inspection

External evaluation is carried out by the following bodies:

- The Ministry of Science and Education
- The Ministry's Department of General Education
- **The County Governor's Administration** implements the national education policy in the county, approves strategic education plans for the county and supervises the activity of subordinate education providers;
- **Municipalities** execute the national education policy in the municipality, approve strategic education plans for the municipality as well as the general plan for restructuring of the school network, form the network of pre-schools, pre-

primary schools, primary, basic and secondary schools, ensure the environment necessary to provide compulsory education to children. Municipalities usually play the role of the founder of schools of general education. Municipalities and the school management maintain direct mutual relations.

- The municipality is comprised of the Town Council and Committees, including the Committee of Culture, Education, Sports and Youth. The municipality has various departments, including the Department of Culture and Education. Specialists in charge liaison with the school management staff.
- The Local Educational Authority is an administrative structural unit of the local government, established and closed down by the municipality council.

An overall evaluation of a school is also performed in case of its leader's (Head Teacher's) assessment. Such an evaluation is performed by management experts, heads of the education division in the county governor's administration and municipalities, specialists, methodologists and leadership of other educational institutions proficient in management issues. The evaluation makes use of a variety of methods and means (such as interviewing school management, teaching staff, pupils; analysis of documents and data).

### Area of education programmes/ quality assurance

Assessment, coordination and consultancy functions are carried out by the following state and public institutions:

- Centre for School Improvement that supports the processes of school performance improvement, implements alternative programmes for teacher qualification upgrading and other projects in education sphere;
- the Lithuanian Educational Council the key objectives of which are to analyze the education strategy, monitor its implementation process;
- the General Education Council that is the Ministry's consultative, collegial group of specialists participating in the formation of the general education strategy and tactics,



initiating and providing expert opinion on the curricula, organizing and changing the process and coordinating the work of expert teams;

- the National School Evaluation Agency performs evaluation of the quality of performance in schools providing general education.
- **The County Governor's Administration** forms the network of special schools and, together with municipal institutions, ensures the teaching of learners with special needs in accordance with programmes of compulsory and general education, etc.
- The municipal Pedagogical Psychological Service (PPS) identifies special needs of pupils, selects a programme fit for education of such pupils, it consults parents of pupils with special needs and teachers on specific pedagogical-psychological problems.
- There is a special education commission working in every school;
- There are classrooms in hospitals for sick children, who can't attend regular classes. They report to schools on progress made by their pupils.

Educational institutions that are subordinate to the Ministry of Education and Science and that have the mission to complement the processes of integral training of the students and to update and modernize the educational system, in agreement with the scientific and social needs in a world in constant progress, through the introduction, support, follow-up and evaluation of programmes, plans and educational actions include the following:

- Education Development Centre;
- Teacher Professional Development Centre;
- Centre of Information Technologies of Education;
- National Centre for Special Needs Education and Psychology;
- Teacher Competence Centre and other institutions of education and learning.

### Poland

Administering, running, and financing of schools, alongside with realisation of their local educational policy are the responsibility of the area government units or local /self-/government /commune, district, voivodeship/

### Pedagogical supervision is the

**responsibility** of the Education Superintendent.

He supervises schools and cooperates with the organs of self-government units to create and realize the regional educational policy. He supervises schools' statutes and decision taking in the light of their agreement with educational law.

**The Ministry of National Education:** defines the core curricula, outlines of the school statutes and curricula, observes its updating via collaboration with scientific centers at universities /tertiary level schools/ Creates lists of handbooks and aids to be used at schools, supervises and coordinates the execution of pedagogical supervision by education superintendents.

### Romania

Pre-university education, including schools of all levels, extra-school activities and auxiliary units, is subordinated to the Ministry of Education, Research and Innovation through the County School Inspectorates acting as regional level decentralized specialized bodies with, among others, the following attributions:

- To supervise the organization and functioning of the pre-university educational network in
- accordance with the national educational policy;
- To ensure implementation and observance of the legislation in organizing, management and
- deployment of the educational process;
- To ensure quality of the education and observance of the national standards through the school inspection;

### Greece

The Headteacher represents the school in all types of external relations with the Educational Authorities. There are three levels of decentralized Educational Authorities in Greece.

### Austria

School heads are directly responsible before the Regional School Board or the Local School Board in the case of Primary, Lower Secondary and Special Needs and Schools for Apprentices

The contact to the Ministry is via the Regional School Board with the exception of special cases.

They have a relationship with the Service of Inspection, carried out through the Local or Regional School Board.

Support systems such as Psychological Services, Services for Migrants, career counselling etc is also conducted by and through the Local and Regional School Boards.

Pedagogical Support is conducted by and through the Pedagogical Universities in each Province.

School Development is carried out through co-operation between the two bodies.

#### **Denmark**

- School leaders are subordinated to the superintendent or the director in charge of education in the municipal administration. School leaders have to report and be accountable on finances, housing, personnel matters and the development of the schools quality.
- The superintendent/director is assisting the politicians in city council to write educational principles on the basis of national legislation.
- The following municipal service is giving service to schools and school leaders:
- The Psycho pedagogic and Educational Guidance Teams

#### **Estonia**

- A head teacher can be a member of the local government council (political institution), especially in the rural areas.

### **Summary of the compilation B1**

In this paragraph there is a wide variety but, in general, the school leaders are the representatives of the schools, either before the local, regional or national educational authorities. The range of possibilities is enormous. They are subordinated to the inspection of their work, of the organization and functioning of the school. They have a direct relationship with the inspection and the service responsible for school development (educational programmes, psychopedagogic guidance...).

## B2. – Other public administrations

### Spain

#### Town halls

- A member of the local government team is represented in the School Board (or School Council)
- In Primary Education, they have a direct relation with the head teacher / secretary, as the upkeep of the school (gas, cleaning, electricity bills...) depends directly on the financing of the Town Hall.

#### County councils

- They pay for activities and organise educational programmes for schools and therefore, either directly with the managing team or through the town hall there is a relation.

### Malta

#### Local councils

- In Education, they have a direct relation with the head teacher.

### Germany

#### Town halls

- A member of the local government team can attend the meetings of the School Board; he/she has to be informed about the decisions taken (receives invitation and minutes). They can also take part in the School Conference
- They usually pay the premises, the equipment, the caretaker, secretary etc.

#### County councils

They can have a structure for their own schools as described in B.2.1

### Lithuania

#### Town halls/ municipalities

- To promote the involvement of the municipality communities into the process of developing the municipality policy on education and foster its implementation,

municipality councils for education, vocational education, special education and other types of education are set up.

- Municipalities are founders of schools with the mission of, among others, ensuring ensures that schools implement the state policy in education and also Government resolutions, orders of the Minister of Education and Science and other legal acts regulating school activities,

#### County councils

##### The County Governor's Administration

implements the national education policy in the county, approves strategic education plans for the county, supervises the activity of subordinate education providers, forms the network of special schools and, together with municipal institutions, ensures the teaching of learners with special needs in accordance with programmes of compulsory and general education, etc.

The structure of the county includes the County Educational Authorities at the Departments of Social Affairs and Education. The Governor of the County carries out the state policy on education in the county, approves the county strategic plan for education development and annual education programmes, analyses the general state of education in the county, supervises the activities of providers of education under the jurisdiction of the county; upon agreement with the Ministry of Education and Science, the Governor appoints heads of Educational Authorities, shapes the network of special educational establishments, sets up institutions providing assistance to pupils, teachers and schools, etc.

To promote the involvement of the county communities into the process of developing the county policy on education and foster its implementation, county councils for education, vocational education, special education and other types of education are set up. No direct relations with the school management are maintained.

## Poland

### Local government

- Commune-runs kindergartens, primaries, and gymnasia /lower secondaries/ and is responsible for the existing working conditions of the organisations, it also realises local educational strategy,
- District: runs above-lower secondary level and vocational schools, pedagogical-psychological centers, children's homes, libraries,
- Voivodship: runs teachers' colleges, post-secondary education schools, teacher training centers, pedagogical libraries,
- The above-mentioned governments are responsible for financing schools, redecorating and rebuilding processes and school work organization.

Local government-elects headmasters for a new post period, evaluates his work in cooperation with the education superintendent on the basis of the pedagogical and parents' councils opinions.

## Romania

### Town halls

- A member of the local government team is represented in the School Board (the Administration Council)
- In Pre-university Education they have direct relationships with the head teacher / administrator / accountant as the school financing (gas, cleaning, electricity bills...) is made by the Town Hall.

### County councils

- They pay for school psychologists and the programmes specific to the special needs pupils.

## Greece

- The Headteacher is the official representative of the School to the Town Council, especially in the Committee dealing with the school funding

## Austria

### Provincial councils

- A head of the regional government is the political head of the Regional School Board.
- The head of the regional government appoints an executive, who is then President of the Board.

### County councils

- A member of the County Council is responsible for school affairs in Primary, Lower Secondary and Schools for Apprentices (c.f. Austrian National Report)

## Estonia

### Local authorities (school owner)

- A member of the Local Government Council (political institution) is represented in the School Governing Board

## Summary of the compilation B2

The local governments seem to have a direct relationship with schools and their heads. This can happen in different forms, for instance: the town hall or county councils can have a representative in the School Board, they support the school economically or part of the educational programmes carried out by the school like out of school activities of the psychologists, or other type of staff working there or even own the school.

## B3. – Private partnerships

### Spain

- The head teachers, through the Tutors of the Training Programmes in Private Companies (for Students of Vocational Training), establish agreements with private companies whose managers allow these students to do their training there. The process must count on the approval of the Inspector of Education.

### Germany

- The head teachers are free to contact firms for training on the job for the students, for visits, for various kinds of support. They have to avoid interdependencies (for themselves or their teachers).

### Ireland

- Some schools have been established by private individuals. These schools tend to offer a very academic examination oriented courses aimed at attaining entry to third level.

### Lithuania

- There can be a representative from the private sector institutions at the School Council;
- It comes to practice that management of schools sign agreements with private enterprises where they agree that they will support the school financially and the school will provide the enterprise with such services as singing, dancing, acting during various event at the enterprise; also the pupils perform their social work there;
- Vocational schools adapt their programmes according to the requirements of the enterprises of the region, organizing study practice there.

### Poland

- private firms are involved In practical activities of vocational schools' students; school is involved in arranging this type of cooperation,
- School is allowed to accept financial support from private firms aimed at a defined aim: language education, artistic activities etc.. The activities must be approved of by the pedagogical supervision organ.

### Romania

- The head teachers, through the Tutors of the Training Programmes in Private Companies (for Students of Vocational Training) establish agreements with private companies whose managers allow these students to do their training there. The process must count on the approval of the Schools Inspectorate in each county.

### Greece

- The Headteacher is the official representative of the School but s/he does not make any decisions before s/he consults the School Teachers Board and his/her immediate superior in the Local Educational Authority.

### Austria

- Public schools in Austria have no funding for private CPD. In cases where there is sponsoring, this may occur.
- CPD is funded and carried out by the Pedagogical Universities.

### Denmark

- There are only in some places only small – formal – contacts between schools and private companies.

## Summary of the compilation B3

In general, the contacts between schools and the private companies take place when they deal with the Training practice of the students, for example when the Vocational Studies Students have to carry out their training period. The administration, which is responsible for the curricula takes into account the suggestions and demands of the companies when they design the national curricula for these Vocational Studies Students.

## B4. – Non-governmental associations

### Spain

- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in the schools: for instance with the Red Cross, OXFAM ...

### Malta

- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in the schools: for instance with Inspire, Eden Foundation, Equal Partners

### Germany

- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in the schools: for instance with the Red Cross, Churches,

### Ireland

- Schools in Ireland cooperate with various non government charities and there is a very big tradition of fundraising for third world charities by Irish students...

### Lithuania

- Various councils, associations and unions participate in the solution of education-related problems for example the Lithuanian School Heads Association (LSHA), the Lithuanian Association of Social Pedagogues. Educational institutions can cooperate with other institutions in the country and abroad ( e.g. involvement in campaigns and events organized by the Red Cross), with various associations, NGOs (e.g. Non-governmental Youth Organization "Round Table"), international organizations, they can participate in national and international projects.

### Poland

- Headmaster is entitled to sign agreements with NGOs functioning on the territory of Poland especially those socially-oriented e.g. The Polish Red Cross, Nature Protection League, charity organisations, senior clubs etc.

### Romania

- The head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, educational programmes in schools.

### Greece

- The Head teacher is the official representative of the School but s/he does not make any decisions before s/he consults the School Teachers Board and his/her immediate superior in the Local Educational Authority.

### Austria

- The head teacher can establish agreements with non-governmental associations for instance with the Red Cross, Mountain Safety Organisations etc. These agreements are exclusively voluntary.
- The Churches play an important role in social and charitable areas.
- The Service for Culture as a unit of the Board services schools

### Denmark

- There are sometimes contacts between schools and non-governmental associations. Seldom they take over education

## Summary of the compilation B4

In most European countries, the head teacher establishes different agreements with non-governmental associations which offer, through their volunteer staff, cooperation in educational programmes in the schools: for instance with the Red Cross, Churches, Charities...

## B5. – Other associations (trade unions, the university...)

### Spain

- The head teacher has a direct relationship with the University in coordinating the guidance of students in exams to access a university education.
- The head teacher informs the teaching staff about the possibility of becoming a tutor for students doing their teacher training period (it's a University programme – part of the degree in Primary Education and post-graduate studies in Secondary Education ) and collaborates with this student's training needs.
- Teachers belong to different Trade Unions which represent them in administrative matters but there is no Association of teachers or head teachers.

### Malta

- The head teacher has a direct relation with the University in coordinating tutor guidance for teacher's training.
- The head teacher has a direct relationship with leading trade unions, namely: The Malta Union of Teachers.

### Germany

- The head teacher and individual teachers foster relations with the University to invite university staff into the classroom, to offer the use of the university labs to students, to work on joint projects, programmes for school students attending university courses etc.

### Ireland

- Teachers and Principals are all members of the teaching unions. Contact between Primary and Post primary schools is usually focused on career and further study opportunities on offer from the university.

### Lithuania

- The staff of school management co-operate with higher educational institutions (conclude co-operation agreements with universities, colleges and vocational training schools) and participate, for instance, in "The Day of Career" events, where all kinds of specialties and

professions as well as possibilities for studies are represented;

- they maintain relations with representatives of employers and specialists of the Lithuanian Labour Exchange at the Ministry of Social Security and Labour.
- teachers and the school management are represented at the Lithuanian Teachers' Union (LTU);
- teachers and the school management are represented at Lithuanian Union of Educational Workers;

### Poland

- The Schoolmaster is entitled to cooperate with universities and conduct practical classes for prospective teachers at his school, and his pupils /secondary or other students/ may also participate in extra lectures or classes organized by higher schools. Participation is optional.
- Teachers are given the right to belong to teachers' unions. There are frequently a few of them functioning at one school.

The unions can participate in the following bodies:

- board selecting a candidate/ candidates for the post of the schoolmaster
- board evaluating schoolmaster's and teacher's work
- board constituted to decide upon the existence of factual assumptions to promote a teacher to the next level

The headmaster is obliged to inform the unions operating at his school, about his decision to dismiss a teacher.

Headmasters are given the right to form NGOs and in this way influence strategic decisions of the Ministry of National Education.

### Romania

- The trade unions have a representative (just as an observer) in each school board.
- The head teacher has a direct relationship with the University which is a supplier of in-service training of teachers.
- The head teacher informs the teaching staff about the possibility of becoming a tutor for

students doing their teacher training period (it's a University programme – part of the degree in Primary Education and post-graduate studies in Secondary Education).

### Greece

- The university Entry Exams is centralised. The Headteacher is responsible for the performance of his/her school as a National Exam Centre, only if the school has been centrally selected for this purpose.
- If the school has been designated to serve Teacher Trainees for their practical –in situ-teaching, the appointments are the responsibility of the University and they are completed in-service. The Headteacher receives the corresponding circular by the LEA and does as recommended.
- The Trade Union representatives visit school teachers regularly, provided that visit arrangements have been made between the local trade union section and the Headteacher in advance.

### Austria

- Co-operations with HEI's are informal.
- HEI's invite pupils to Open Days.
- Teaching practice for students is organised by the Universities, which educate future teachers.
- School heads are obliged to take courses at the Pedagogical University during their first two years in the position.
- Teachers can belong to the Trade Union on a voluntary basis. As such they are supported in salary negotiations and in matters pertaining to service law.

### Denmark

- The head teacher has a direct relation with the Universities or University Colleges for training student teachers. They also negotiate in-service education for their teachers from these institutions.

### Estonia

- The head teacher normally belong to the Head Teachers Union of Estonia

## Summary of the compilation B5

School head teachers have a relationship with the University, either on behalf of the students coordinating their guidance in exams to access a university education, to offer the use of the university facilities for students, or of the teachers or teachers to – be (who do their training period at schools), negotiating in-service education for their teachers etc.

As far as Trade Unions are concerned, most teachers are members of these organizations, which act as a link between everyday practice and the administration.