

**Public-Private Sector Partnership:**  
Effect and Possibility of Partnership between  
Schools and Corporations  
- Survey on Elementary School Teachers' Perceptions-

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# Contents

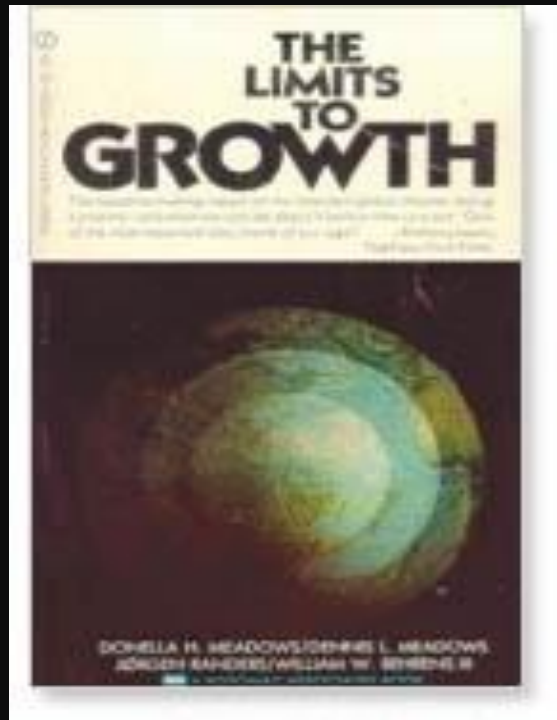
- 'The Limit to Destruction' as Effect of Partnerships
- Partnership between Schools and Corporations

# The **STANCE** of this presentation

- Our community, society, world is unsustainable
- Therefore, we have to make resilient community
- Not sure, how we can approach sustainable society
- It is important to find a definite answer for sustainability

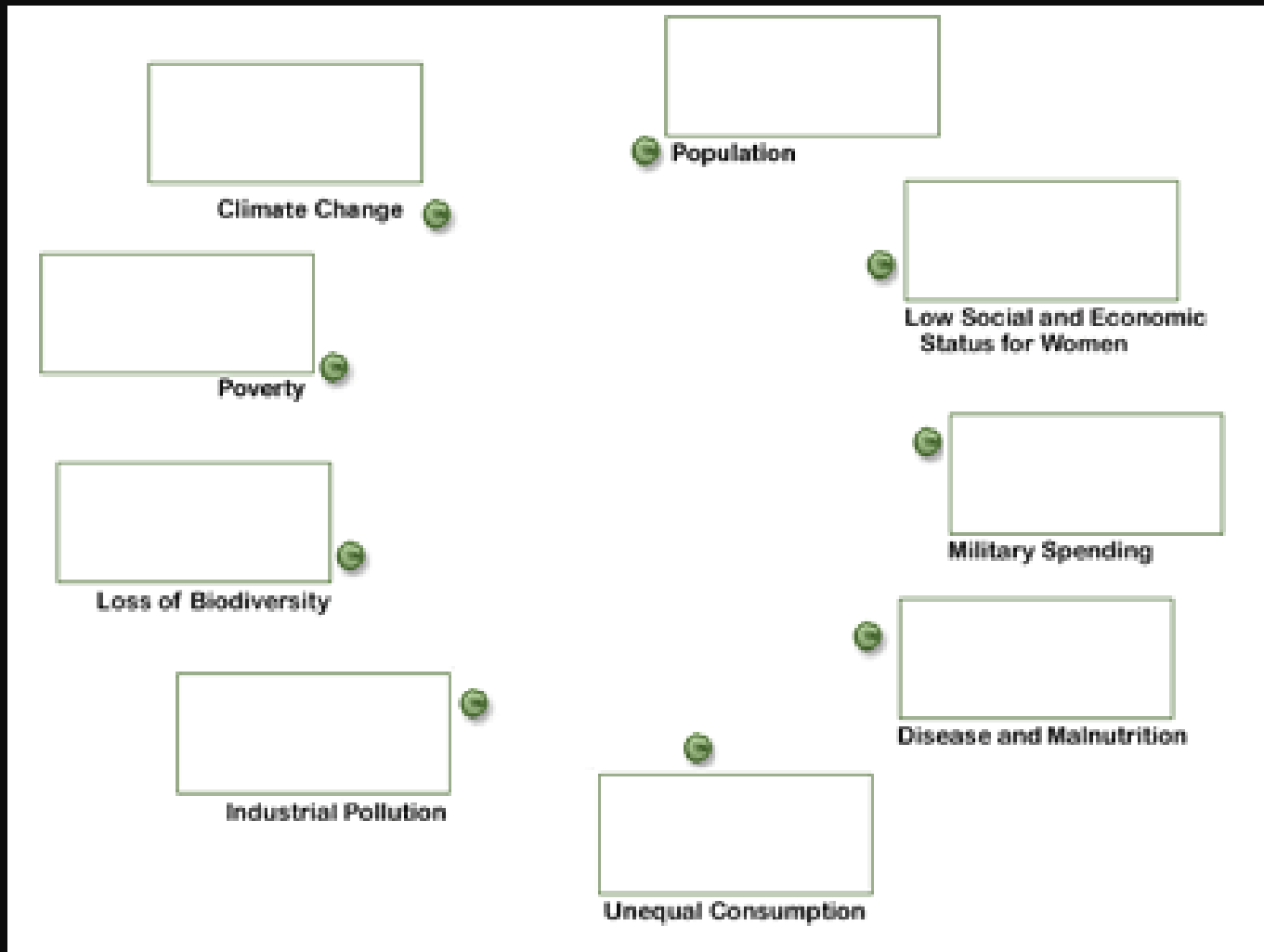
# 'The Limits to Destruction'

- The Limits to Growth



The Club of Rome 1972

# The Idea of The Limits to Growth



Source: Teaching and Learning for a Sustainable Future

# 'The Limit to Destruction'

## The Limit to Growth

- All serious problems are interconnected
- This limits and restricts growth and possibility to solve problems

■ Negative Connections

## The Limit to Destruction

- Positive connections can be also possible
- Positive connections can limit and restrict destructions of our society and ecosystem

■ Positive Connections

# Schools and Corporations

- Schools can expect and achieve various benefits
- Business group needs CSR (Corporate Social Responsibility)
- 'Educational Contribution', Ministry of Education, Science Since 2010

# Survey on teachers' perception

- Understanding teachers' perception
- 210 teachers of elementary schools
- Questions about four areas



## Results:

# Perceptions about using social resources

Q1: Do you think that schools can use social resources as educational resources?

Opinion	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Male						
Number ( Percentage)	2(1.0%)	2(1.0%)	6(2.9%)	11(5.2%)	17(8.1%)	38(18.1%)
Female						
Number (Percentage)	4(1.9%)	4(1.9%)	43(20.5%)	829(39.0%)	39(18.6%)	172(81.9%)
Total	6(2.9% )	6(2.9% )	49(23.3%)	93(44.3%)	56(26.7% )	210(100.0% )

## Results:

# Perceptions about using social resources

Q2: What kind of educational resources do you think most useful for school education?

Priority	First	Second	Third
Types	Education Talent	Facilities and Places	Program Content
Male			
Number(percentage)	13(6.2%)	7(3.3%)	17(8.1%)
Female			
Number(percentage)	75(35.7%)	51(24.3%)	61(29.0%)
Total	88(41.0%)	58(26.7%)	78(38.1%)

## Results:

# Perceptions about using social resources

Q3: Which competence, do you think, student can develop most if school uses social resource?

Priority	First	Second	Third
Core competences	Career competence	Citizenship	Problem solving competence
Male			
Number(percentage)	16(7.6%)	7(3.3%)	13(5.7%)
Women			
Number(percentage)	75(35.7%)	28(13.3%)	23(10.9%)
Total	91(43.3%)	35(16.6%)	35(16.6%)

## Results:

# Perception about Partnership with Corporations

Q4: Do you think corporation should participate on Educational Contribution?

Opinion	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Male						
Number (percentage)	3(1.4%)	1(0.5%)	7(3.3%)	13(6.2%)	14(6.7%)	38(18.1%)
Female						
Number (percentage)	1(0.5%)	5(2.4%)	29(13.8%)	72(34.3%)	65(31.0%)	172(81.9%)
Total	4(1.9%)	6(2.9%)	36(17.1%)	85(40.5%)	79(37.6%)	210(100.0%)

## Results:

# Perception about Partnership with Corporations

Q5: Have you ever participated in any program organized by corporation?

Experience	Yes	No	Total
Male			
Number(percentage)	16(7.6%)	22(10.5%)	38(18.1%)
Female			
Number(percentage)	74(35.2%)	98(46.7%)	172(81.9%)
Total	90(42.9%)	120(57.1%)	210(100.0%)

## Results:

# Perception about Partnership with Corporations

Q6: Are you satisfied with the program that you participated in?

Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Male						
Number (percentage)	1(1.1%)	2(2.2%)	6(6.7%)	7(7.8%)	0(0.0%)	16(17.8%)
Female						
Number (percentage)	0(0.0%)	3(3.3%)	24(26.7%)	44(48.9%)	3(3.3%)	74(82.2%)
Total	1(1.1%)	5(5.6%)	30(33.3%)	51(56.7%)	3(3.3%)	90(100.0%)

Results:

# Perception about Partnership with Corporations

Q7: What student competence can be affected through corporations' participation?

Priority	First	Second	Third
Core competence	Career competence	International understanding	Problem solving competence
Number(percentage)	16(7.6%)	5(2.3%)	7(3.3%)
Women			
Number(percentage)	88(41.9%)	31(14.7%)	28(13.3%)
Total	104(49.5%)	36(17.1%)	35(16.7%)

## Results:

# Perception about challenges to effective partnership with corporations

Q8: What sort of problems can be occur if corporations participate in educational contribution?

Expectable problems	No educational effect	Miss match with student level	Advertisement aim	No relationship with school curriculum	No opportunity for visit
Male					
Number (percentage)	8(3.8%)	13(6.2%)	30(14.4%)	20(9.6%)	4(1.9%)
Female					
Number (percentage)	27(12.9%)	62(29.7%)	142(67.9%)	80(38.3%)	38(18.2%)
Total	35(16.7%)	75(35.9%)	172(82.3%)	100(47.8%)	42(20.1%)



# Perception about challenges to effective partnership with corporations

Q9: What are most considerable challenges that should be settled before partnership with schools and corporations is established?

Priority	First	Second	Third
Challenges Beforehand	Corporations ' understanding about school	Corporations ' understanding students level	Corporations ' understanding curriculum
Male			
Number(percentage)	16(7.6%)	9(4.3%)	6(2.9%)
Female			
Number(percentage)	66(31.4%)	50(23.8%)	49(23.3%)
Total	82(39.0%)	59(28.1%)	55(26.2%)

# Summary of survey

- Teachers are willing to use social resources for school
- Teachers also agree that making partnerships with corporations is beneficial
- Corporations may use it for their own advertisement
- Corporations should understand school's education, student level, and curriculum before they participate

# Conclusion!

- 'The Limit to Destruction' as the effect of partnership
- Partnership between Schools and Corporations can be foundation of 'the Limit of Destruction'
- School teachers are willing to make partnership with corporation
- The results of survey implicate the possibilities and some challenges for the partnership

Thanks for your attention!

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