

CORPORATE INVOLVEMENT IN ONTARIO'S CATHOLIC SCHOOLS

Substantial changes are occurring to education finance in Ontario. Already in 1996, provincial funding of education has decreased by hundreds of millions of dollars. The government is giving every indication that comparable or greater reductions in education funding may be expected. Many who work in education, especially in assessment-poor school boards, suggest that further cuts may drop them below the level of financial viability.

The cut to the funding of education in Ontario is but one example of shifting economic and social priorities which are taking place at the provincial, national and international

levels. These broad based changes are resulting in both a diminishment of the public sector and an enhancement of the private sector throughout the world. In education, the consequence of reduced public financial support is that schools and school boards are being compelled to seek alternative and supplementary funding and resources. Inevitably and with the active support of the Ministry of Education, they are turning to the business community to provide these resources.

The purpose of this report is to address the issue of corporate involvement in Ontario's Catholic schools. The report will raise some questions for debate that are fundamental to recent changes in the structure and dynamics of publicly-funded education. It will address the intricate relationship between the corporate sector, the Ontario government, and cuts to the classroom. The report will highlight some features found commonly in business-education partnerships, and evaluate corporate involvement in publicly-funded education.

The Ontario English Catholic Teachers' Association (OECTA) believes that partnerships between the private sector and schools will continue to develop in the future, and that once these linkages are established, they will be long-term. OECTA supports small-scale, community-based partnerships which improve the quality of education, but OECTA does not support partnerships with corporations which exploit students, conduct operations in countries which consistently violate human rights or which continuously disregard local and national environmental standards. OECTA proposes that the Catholic educational community create a provincial com-

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mittee to establish a corporate code of conduct which would provide a structure for business-education partnerships and which would assess private sector involvement in Catholic schools.

A CORPORATE WORLD ORDER

All over the world, people are trying to adjust to an economy defined increasingly by the corporate sector. Corporations span the globe in pursuit of growth and profit. Often, businesses move operations to areas where labour is cheapest and where governmental protections are weakest. In light of ongoing restructuring of the global economy, led by transnational corporations (TNCs) and financial institutions, the working conditions and wages of workers, according to Jeremy Brecher and Tim Costello, are in a state of 'downward leveling' - a disastrous 'race to the bottom' in which conditions for all tend to fall toward those of the poorest and most desperate."¹

Deregulation of the economy, trade liberalization, and the dismantling of the public sector are widening the disparities between the rich and the poor. The richest 20 per cent of the world's population controls 85 per cent of the wealth. One-third of the world's workforce is either unemployed or severely underemployed. This proportion is expected to grow by 50 million people annually for the next 20 years.² Corporate tactics, including restructuring, downsizing, sub-contracting, deunionization, and transfer of production to low-wage, debt-burdened countries have produced a massive contingency workforce.

Maude Barlow, Chairperson of the Council of Canadians, states that a corporate world order will lead to social unrest.

When corporations lay off workers in the First World and shift production to the Third, they do not pay their new workers enough money to buy the very products they make. The transnational economy is destroying the middle class everywhere, creating an entrenched underclass in every country. The top third of the world are getting richer; the bottom third, more desperate; and the middle third are falling steadily downward.³

Recently, 1.5 million people in Rome protested social welfare cuts. In Bangalore, India, a half-million farmers marched to protest proposed GATT provisions they believed would permit transnational corporations to destroy their livelihood. In Mexico, the Zapatista National Liberation Army (EZLN) seized principal cities in the state of Chiapas, believing that the North American Free Trade Agreement (NAFTA) would prove disastrous for the indigenous people of Mexico.

CANADA AND A CORPORATE WORLD ORDER

In Canada, the number of workers living under the poverty line has increased by 30 per cent in the last decade. The "official" national unemployment rate is approximately 11 per cent, one of the highest rates among industrialized nations. This figure easily surpasses 20 per cent if Canada's underemployed and part-time workers, along with those Canadians who have lost hope of finding work, are factored into the equation.⁴ The average inflation-adjusted pay of full-time male workers under the age of 30 is about 20 per cent less than their counterparts earned in the late 1970s.⁵ Shift work and a longer working week are common features in Canada.⁶

Even though more and more Canadians are forced to the margins of economic life and society, restructuring and downsizing tactics have led to record-breaking year-end profits for corporations

and financial institutions. In 1995, the six major Canadian banks earned \$5.18 billion, up from \$4.3 billion in 1994.⁷ Declared profits for these six banks in the first 3 quarters of 1996 substantially exceed 1995's figures. This has been achieved, in part, by laying off 3,200 workers.⁸ Corporate profits have almost doubled since mid-1992. Statistics Canada reported that corporate profits reached \$95 billion in 1995. Profits are predicted to rise again in 1996.⁹

Statistics Canada reports that 72 corporations, each with more than \$25 million in profits, paid no taxes in 1992. An additional 1,136 corporations with profits ranging from \$1 million to \$25 million paid no taxes. In total, more than 66,000 corporations evaded Revenue Canada. More than \$140 billion in corporate profits has gone untaxed in the last decade. Between 1961 and 1992, the percentage of tax dollars the government received from individuals rose from 32 per cent to 48 per cent; during the same period, the percentage of revenue from corporations dropped from 21 per cent to 7 per cent. Meanwhile, the share of income paid in taxes by the poorest 20 per cent of Canadian families has increased 100 per cent since 1984.¹⁰

The result of this corporate world order is that more than one million Canadian children live in poverty.¹¹

THE CORPORATE SECTOR AND EDUCATION IN ONTARIO

More than one million people currently depend on social assistance to ensure access to life's basic necessities. In 1995, 14 per cent of Ontario's population were living below the poverty line. Workers in Ontario are no longer assured a decent wage or job security. Restructuring and downsizing tactics have led to wage rollbacks, benefit reductions, employment insecurity, and a massive pool of unemployed and underemployed workers. Personal income taxes have risen steadily over the years to 50 per cent of provincial government revenue, up 30 per cent since 1966. Meanwhile, Ontario corporations contribute only 8 per cent toward the province's taxation revenue.

The corporate sector has a cosy relationship with the current Ontario government. Bill Farlinger, former chairman of Ernst & Young in Ontario, is a member of the Bradford Group, a coterie of advisors who drafted the *Common Sense Revolution*. Bill Saunderson, Minister of Economic Development, Trade and Tourism, is another former employee of Ernst & Young.¹² Only weeks after Mike Harris was elected Premier of Ontario, corporate-inspired spending cuts to social programs and public services became the order of the day. Motivated by his mentor, New Jersey Republican Governor Christine Todd Whitman, Harris cut social assistance rates 21.6 per cent, placed a moratorium on non-profit housing, closed women's shelters, reduced publicly-funded day care, cut \$2 billion in health-care spending over a three-year period, instituted user fees for prescriptions issued to low-income seniors and social assistance recipients, cut \$800 million in education, and established a plan to eliminate 27,000 government employees.

The newly elected Minister of Education, John Snobelen, during a presentation to senior bureaucrats, On July 6, 1995, stated that he would "invent a crisis" in order to generate public support for an overhaul of the school system. He stated that "to fundamentally change the issue in training and...education we'll have to first make sure we've communicated brilliantly the breakdown in the process we currently experience. That's not easy. We need to invent a crisis.

That's not just an act of courage. There's some skill involved."¹³

The Minister of Education's corporate harmonization policies are being implemented with tremendous vigour. As a result, Ontario school board officials are concerned that Ontario's public school system is headed toward a state of turmoil. Teachers believe that additional financial reductions to Ontario schools increase threats to essential educational programs and services, including kindergarten, summer school and upgrading programs, dramatic and fine art programs, extracurricular activities, continuing and adult education programs, program assistance for students with special needs, transportation, cafeteria and school maintenance services. Union leaders predict more than 10,000 teachers will be laid off if the government moves to eliminate preparation time from the teachers' workday. This will lead to increased class size and decreased quality of education.

COMMUNITY INVOLVEMENT IN SCHOOLS - TWO MODELS

A recent publication by the Organization for Economic Co-operation and Development (OECD) differentiates between European and North American approaches to partnerships. In continental Europe partnerships involve various sectors of the community, including large-and small-scale businesses, parents, unions, and non-profit community groups. Businesses play a supporting role in education, while educational policies and objectives are designed and implemented mainly by educators and administrators. This approach permits a genuine community participation in education, with all sectors of the broader community linking with the school.

In contrast, in North America, "big business has increasingly been showing a willingness to take the initiative."¹⁴ Corporations are involved in various components of the schooling process, including policy-making, curriculum development, and teacher evaluation. The term 'community' is defined predominantly in terms of business interests. John Snobelen, speaking to participants of the Third International Partnership Conference, called for "the cultivation of innovative partnership between schools and their communities...when I use that term 'community partners', I'm speaking of business."¹⁵

OECTA supports partnerships between schools and the broader community as understood in the European model. OECTA encourages programs with small businesses, parents, labour, and community-based non-profit organizations designed to enhance the quality of education. Unfortunately, this is not the pattern of community involvement emerging in Ontario. The systematic reduction of provincial funding of education is leading to enhanced corporate involvement in education, which is misleadingly described as community involvement.

CORPORATE INVOLVEMENT IN ONTARIO SCHOOLS - CASE STUDIES

The corporate sector significantly influences the structure and dynamics of Ontario schools. Prevailing budgetary constraints in public education have made business-education partnerships appealing to educators and the business community alike.¹⁶ OECTA predicts that partnerships between business and schools will continue to develop in the future, and that once these linkages are established, they will be long-term.

The Canadian Chamber of Commerce maintains that business-education partnerships "help to build bridges between the world of business and the world of education. For business and industry, partnerships improve the quality of their workplace. Partnerships also provide challenging opportunities for students to carry out short-term assignments for business. For students, partnerships provide opportunities for career exploration...For educators, partnerships help enrich the curriculum and ensure that the teaching is relevant to the skill needs of the private sector."¹⁷

The structure and dynamics of business-education partnerships vary significantly. Some partnerships involve one school and a local business for a limited duration. Other partnerships are on-going with no fixed end point and include various sectors of the community. According to the Conference Board of Canada, partnerships are "broad collaborations that involve school boards, colleges and universities, dozens of schools and hundreds of businesses, together with other key stakeholders, such as parents, governments and unions."¹⁸

THE LEARNING PARTNERSHIP

The Learning Partnership was founded in 1993 by members of the Metropolitan Toronto corporate and education communities. Its goal include joining "leaders in education, business and the community so that educational resources and opportunities are maximized."¹⁹ The Learning Partnership is a primary driving force behind thousands of small- and large-scale business-education partnerships in the Greater Toronto Area (GTA).

The Board of Directors of The Learning Partnership is comprised of directors of the 17 GTA school boards, 14 presidents and CEOs of corporations and financial institutions, and 6 community members.²⁰ There are 73 so-called Partner Organizations and 17 Associate Members.²¹ Classroom teachers, labour, small business, and community advocacy groups are visibly underrepresented in the organization.

The Learning Partnership offers a variety of innovative programs, including:

•Entrepreneurial Adventure Project (EAP)

The EAP targets young children, and introduces them to "the skills and attitudes that form the basis of an entrepreneurial culture."²² Students from kindergarten to grade 8 are paired with a member of the business community in order to develop skills necessary to operate a venture. Teachers receive training, entrepreneurial education, and curriculum guides before the program is implemented. The EAP includes "field trips to local businesses, classroom visits by entrepreneurs and classroom exercises in specific entrepreneurial skills."²³

•Teacher Professional Development Project (TPDP)

The TPDP provides teachers with the opportunity "to observe how businesses operate in the lean and competitive nineties."²⁴ Teachers spend half a day observing the operations of a corporation as part of their professional development day activities. The program offers teachers an opportunity to "establish valuable contacts for future exchange programs or school visits by the host company."²⁵

•**Take Our Kids to Work**

This program invites grade 9 students to participate in a place of work for a day with a parent, relative or friend. It provides the private sector with “a first hand look at future employees and consumers. Students receive increased exposure to the working world.”²⁶ In the last two years (1994, 1995), 180,000 students in Ontario participated in the program. The project will be expanded in 1996 to include students from across Canada.

Teachers are concerned that the Learning Partnership’s *Financial Post 500* membership list of corporations and financial institutions implies that the organization condones the corporate take-over of publicly-funded education. This is evident in the case of KPMG Peat Marwick Thorne, a key member in the Learning Partnership.

Peat Marwick is one of the largest North American management and financial consulting firms (and a generous financial supporter of Team Chrétien’s Liberals²⁷). It has invested time and money in various small- and large-scale education programs.²⁸ Most importantly, Peat Marwick is a financial subcontractor for Education Alternatives Inc. (EAI), a Minnesota-based private, for-profit company which has privatized numerous educational services in 12 Baltimore public schools.

Widely seen as an important test case for private management in publicly-funded education, EAI, through its restructuring tactics, promises to operate schools cheaply and effectively. Even though the company claims to improve academic achievement, attendance, and teacher morale, a research report by the American Federation of Teachers (AFT) on the EAI project in Baltimore concludes that efforts to improve education through private, for-profit corporations fail miserably. The AFT report notes some interesting findings:²⁹

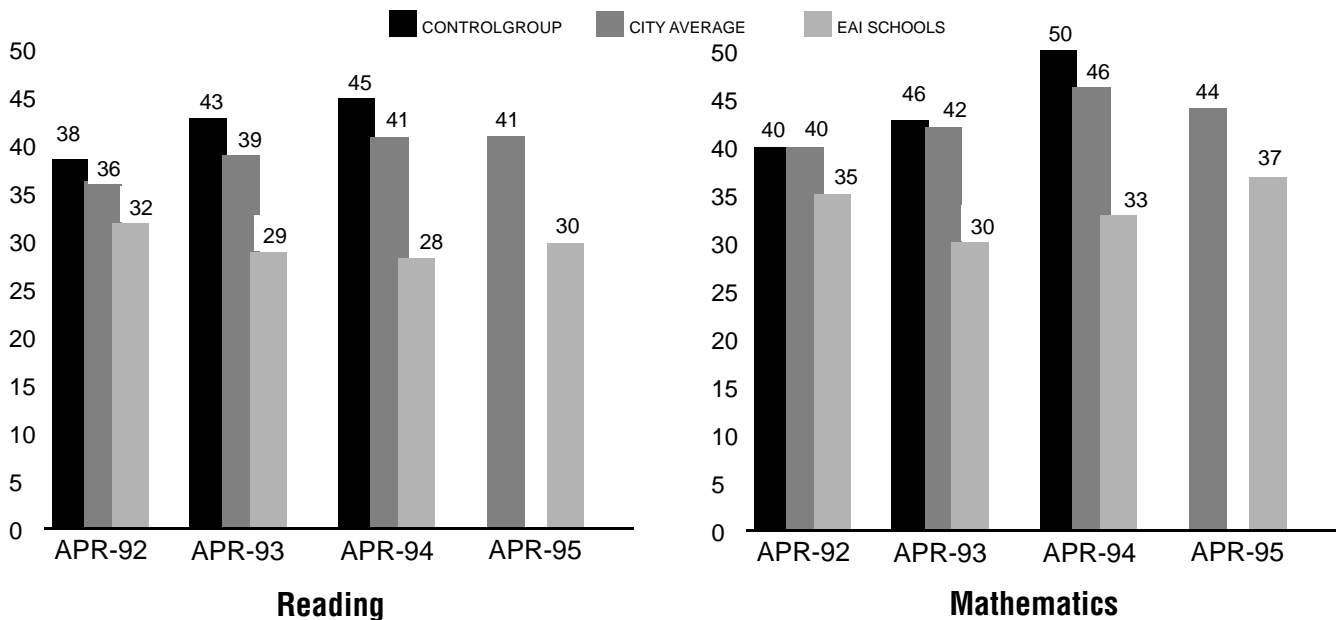
- “Student test scores declined in EAI elementary schools over the first two years (1992-93 and 1993-94), while scores in non-EAI schools showed modest gains.”
- “Findings of the UMBC [University of Maryland/Baltimore County] evaluation undermine EAI’s claims that they have been especially successful in improving facilities, technology, parent involvement, safety, and staff development.”
- “Though EAI officials have publicly blamed teachers in their schools for EAI’s failure to improve test scores, the company cut the number of teaching positions by 20 per cent.”
- “EAI teachers have low morale and do not believe in the effectiveness of EAI and its Tesseract instructional program.”
- “In Baltimore, EAI dismantled the special education program in its schools, eliminating half of the special education teachers and providing fewer services.
- “EAI makes money by spending less than the revenue they collect, not by improving learning. EAI received more money than the schools had been getting and diverted funding from classrooms into facilities, administrative overhead, lawyers, accountants, corporate travel, and profit.”

Peat Marwick plays a key role in EAI’s corporate take-over of Baltimore’s public schools. It supports EAI’s efforts to privatize and profit from publicly-funded education.

Teachers in Ontario are concerned that Peat Marwick’s membership in the Learning Partnership suggests that Toronto’s business-education organization incorporates long-term goals similar in nature to the goals pursued by EAI.

The Learning Partnership case study reveals both the educational allure of business partnerships, and the disquieting implications of a corporate ideology and ethos entering the learning experience of our young people.

Average student Achievement EAI Schools, Control Group Schools and City Average



PEPSICO, INC. AND THE TORONTO BOARD OF EDUCATION

In 1993, the Toronto Board of Education signed a three-year joint venture with PepsiCo, one of the largest TNCs in the snack food and soft drink sector. The business agreement granted PepsiCo a monopoly over all soft drink and snack food vending machines in Toronto public schools. In return, PepsiCo agreed to “give the school board one million dollars over three years and supply schools with student-of-the-month plaques, prizes, Pepsi T-shirts and hats.”³⁰

Two years prior to formalizing a contract with the Toronto Board of Education, PepsiCo entered a soft drink joint venture in Myanmar (formerly Burma).³¹ Myanmar is currently ruled by the State Law and Order Restoration Council (SLORC), one of the most brutal military regimes in the world. In 1988, the SLORC injured and killed tens of thousands of pro-democracy protesters. The military regime has closed universities, enforced mass slave labour, and condoned drug dealing. Human rights abuses in Myanmar have been documented extensively by Amnesty International, Asia Watch, and other social justice research centres.

Human rights groups claim that by conducting business in Myanmar, PepsiCo is condoning and financing the repressive actions of the military regime. This position is supported by Levi Strauss & Co., a TNC in the clothing industry that withdrew business operations in Myanmar, stating that it’s impossible “to do business in Myanmar without directly supporting the military government and its pervasive violations of human rights.”³² Nevertheless, Kenneth Ross, vice-president of Public Relations, Pepsi-Cola International, in a letter to the Sisters of Charity of Saint Vincent de Paul, defends PepsiCo’s business interests in Myanmar, stating “PepsiCo neither invests in nor supports political or military systems of government. We invest in business and people.”³³ Ross neglects to mention that PepsiCo’s joint venture business partner is a “private” trading company owned and controlled by the State Law and Order Restoration Council.

The PepsiCo case study raises two interesting issues. First, effectively the board sold monopoly access to its students, a relatively captive audience, and granted the company a three year monopoly and an opportunity to establish long term consumer loyalty among young people. Is the student body a commodity or market which the board is entitled to make available to corporations for a fee? Is such practice in the best interests of students?

Second, are the international business activities of a corporation a relevant factor in the decision of a board to enter into a partnership agreement? In establishing a partnership with a corporation, a board or school tacitly endorses its business practices. Is there need for careful scrutiny by school boards of the corporate profile of its potential partners?

SPAR AEROSPACE LTD. AND MARC GARNEAU COLLEGIATE INSTITUTE

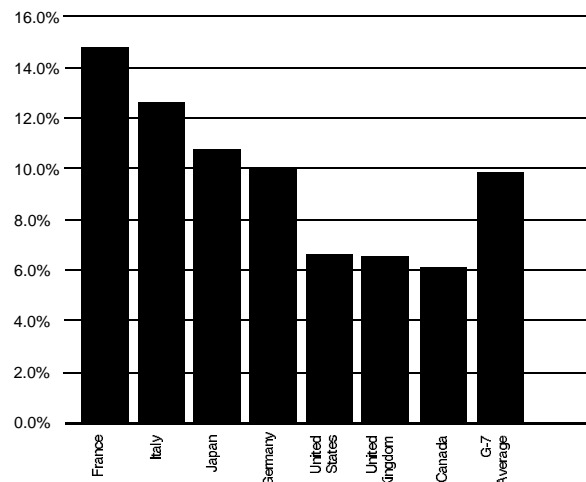
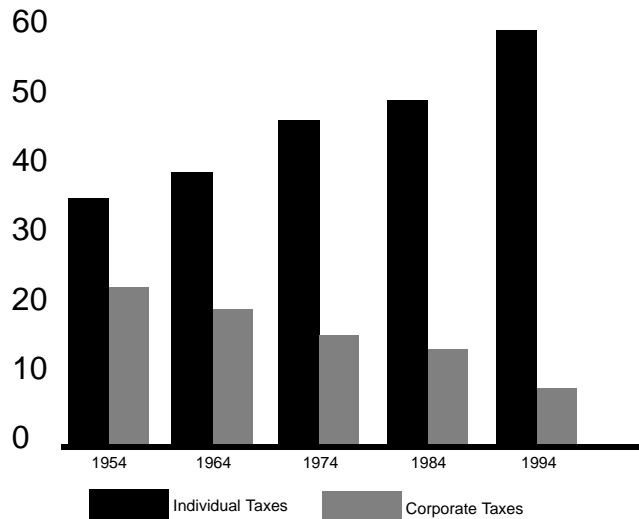
Marc Garneau Collegiate Institute (MGCI) is East York’s school for specialty programs in mathematics, science, computer science, and space education. The school provides a “TOPS” program designed to prepare students for professional careers in science and technology. TOPS students have access to IBM, ICONIX and Apple computer labs, including TechLab 2000, a lab complete with robotics, computer-aided designs, aerodynamic testing, systems simulation and satellite monitoring.

One of the school’s founding partners is Spar Aerospace Limited, a leading high technology firm (and a key financial supporter of Chrétien’s Liberal Party³⁴). Spar develops “products for

application in space, communications, defense, aviation and advanced industrial systems.”³⁵ Spar designed the well-known Canadarm - a device that can extend 49 feet from a space shuttle and lift the equivalent of a fully loaded bus into space.³⁶ Spar has also designed various communications satellites and is currently involved in the development of a Mobile Servicing System, a \$825 million system that will be used to assemble and maintain components during the construction and operations phases of a \$39 billion U.S. space station.³⁷

Spar has invested time and money in a partnership program with Marc Garneau Collegiate. It has funded the acquisition of a satellite dish “to serve as tangible evidence of commitment to Marc Garneau Collegiate Institute as our adopted school.”³⁸ Spar also supports professional development activities and events for staff and students. Corporate representatives interact with teachers and students, promoting the importance of aerospace research, the natural sciences and engineering through various school-based activities - classroom visits, consultation services, video presentations, assemblies, funding, and students tours of the company’s site. Even though Spar’s participation in the Collegiate has enriched the curriculum and resources, a question of ethics arises when one considers closely the company’s past and current research and development projects.

SHARE OF FEDERAL REVENUE FROM INDIVIDUAL AND CORPORATE TAXES



Spar Aerospace Ltd. is ranked consistently in Canada's top few military contractors and is a leading recipient of U.S. Department of Defense prime contracts.³⁹ During the 1988-89 fiscal year, Spar produced components for the F-16C/D fighter and trainer aircraft in Brunei, Chile, Gabon, Morocco, Mozambique and Turkey, and F/A-18 Hornet fighter aircraft in Kuwait.⁴⁰ In the 1990s, Spar has produced components for Apache helicopters, F/A-18 fighter jets, military transport aircraft, along with tactical air navigation systems, in countries that consistently violate human rights, including Malaysia, Kuwait, Israel, Thailand and Brazil.

Teachers are concerned that partnerships with corporations involved in military research and development send a clear message to students. The presence of military contractors in classrooms suggests that schools condone violence and oppression in the world.

THEOLOGICAL REFLECTIONS

The Catholic church has consistently criticized any economic system which marginalizes individuals, excludes them from meaningful participation, exploits workers, or treats people as means to an economic end.

When the church describes economic systems, it speaks of the absolute centrality of the common good, "all other rights whatsoever, including those of property and free commerce are to be subordinated to this principle." (Populorum Progressio, S.22). The church goes on to speak of economic systems which promote the integral development of the human person, which increase effective economic and political participation, and which enhance self reliance and solidarity. Finally, the church advocates the priority of the poor over the wants of the wealthy, and the priority of labour over the maximization of profit.

The corporate economic structure emerging globally is antithetical to the vision of human social and economic life proposed by the Gospel and proclaimed by the church. Catholic schools need to be informed of and guided by the principles of our faith, as they establish partnerships with the business community.

Schools teach both an explicit and an implicit curriculum. The explicit curriculum is found in the guidelines and courses of study which identify the declared goals and educational objectives of the school. The explicit curriculum is content-based, systematically structured and constitutes the formal learning which the school intends to take place.

The implicit curriculum is found in the structure, values and witness of the school community, which collectively establish the culture and atmosphere of the school. The implicit curriculum is relationship-based, behaviourally constructed and constitutes that which the school teaches by virtue of being what it is.

Ideally, the explicit and implicit curricula within the school are aligned, or at least congruent. When a gap exists between the explicit and implicit curricula of a school, a corresponding gap exists between what a school says it is doing, and what the school is really doing.

An essential component of the explicit curriculum of the Catholic school is religious education. Religious education exists as both an independent subject area and as a vital cross-curriculum reference and principle. It is part of the responsibility of Catholic schools to educate students concerning the social teachings of the church.

Catholic schools are heirs to a rich legacy of church teaching from pontifical, ecclesial and conciliar sources on such issues as employment, corporate responsibility, human work and unions.

Therefore, it is crucial that the social teaching of the Catholic church, which is explicitly taught in Catholic schools, should be reflected in the relationship between Catholic schools and the business community.

The Canadian Conference of Catholic Bishops (CCCB) states that life without work is a "moral disorder."⁴¹ The bishops urge governments at all levels to address economic issues in light of two fundamental Gospel principles: the preferential option for the poor, and the value and dignity of human work.

In a letter to Mike Harris, the Premier of Ontario, the Ontario Conference of Catholic Bishops emphasizes the need to address economic issues in a fair and equitable manner. The bishops state, "We cannot allow undue burden to fall on the poor, the unemployed, the marginalized, the young or the challenged in our society. Nor can we deprive any person or groups of the basic right to share in the wealth of the province."⁴²

In *Gravissimum Educationis*, members of the Second Vatican Council proposed a form of Catholic education "directed towards the formation of the human person in view of...the good of the society to which he (sic) belongs."⁴³ In the light of the Christian message of justice and equality, Catholic educators have a moral obligation to transform institutional structures which negate the sacredness of humanity. To remain inactive implies acceptance of the status quo. The teachings of Jesus Christ invite people to move beyond words to concrete forms of action for the common good. Christians have a political responsibility to change the policies of governments, corporations and institutions (including schools) which contribute to the forces of human suffering. The CCCB highlights the importance of moving from words to action.

Too often people see examples of exploitation around them but remain silent. Yet, silence amounts to a form of consent and approval of what is happening. In the tradition of the prophets, we are called to denounce injustice and speak the truth to those in power. As citizens we must exercise our freedom and responsibility to take positions on specific issues and speak out against the causes of injustice. Until the voices for justice are multiplied, they will continue to be ignored by those who hold power.⁴⁴

Catholic schools need to bear witness to an alternative world view from that which is emerging in a corporate driven global economy. Business partnerships between Catholic schools and corporations, unless they are governed by an ethical framework and code, compromise the school's ability to be an authentic voice of Christian liberation.

SCHOOLS AND A CORPORATE CODE OF CONDUCT

The private sector has been involved in publicly-funded education for many years. Small-scale businesses have contributed positively to the schooling process. It would be unrealistic and even pedagogically inefficient to deny responsible business a place in schools. Nevertheless, numerous corporations, including firms which explicitly exploit students, build weapons of destruction, support military regimes, and violate human rights are involved directly in various facets of publicly-funded education.

Some school boards in Ontario have developed business-education partnership guidelines. Guidelines act as "a code that current and prospective partners can apply to regulate themselves as they create, implement and run business-education partnership."⁴⁵ Guidelines and codes of conduct differ significantly. According to the Conference Board of Canada, codes of conduct "are enforced by external power and authority...(and) convey rules that tell people

what they must and must not do. They require all members of the organization to obey them or face penalties for failing to do so.”⁴⁶ Guidelines are designed to “empower individuals to act according to their conscience. They do not impose penalties for failing to follow them.”⁴⁷ The Conference Board and most school boards in Ontario support the latter, arguing that it is the responsibility of the partners themselves to evaluate the partnership.

The structure and wording of guidelines often lessen the call for partner accountability. They incorporate broad, overly-simplified statements and conditions. For instance, the York Region Roman Catholic Separate School Board states that “Partnerships must be consistent with the mission statement and curriculum objectives” of the board and the local school; “All partnerships developed must demonstrate good corporate citizenship”; and “All partnerships will provide provisions for a joint evaluation plan.”⁴⁸ Similarly, in a partnership between Father Bressani Catholic High School and KPMG Peat Marwick Thorne, both parties agreed to develop and implement “projects and programs of mutual interest and benefit,” and “enhance the level of interest for students and employees in the learning process.” The agreement “will be reviewed by the partners on an annual basis.”⁴⁹

OECTA believes that guidelines alone lack the fundamental structure and precision which guarantee that partnerships are designed and implemented to serve the educational needs of students. However, a code of conduct serves as a screening process to ensure that only socially-responsible businesses are granted access to schools. It also provides teachers with a concrete method to monitor and assess corporate involvement in publicly-funded education. A violation of any one component of a code of conduct by any party would provide an external evaluation committee, ideally composed of teachers, parents, administrators, and community members, with justified grounds to terminate a partnership.

A business-education partnership code of conduct could include the following components:⁵⁰

- The expectation of each partner shall be clearly defined before entering the partnership.
- Partnerships shall not compromise the goals of publicly-funded education.
- Teacher participation in partnerships shall be voluntary.
- Partnerships shall not exploit students.
- Business partners shall not promote products, influence curriculum or education policy.
- Corporations which conduct business nationally and/or internationally shall conduct business only in countries which comply with the United Nations. Declarations of Human Rights and the corresponding international covenants adopted by the General Assembly of the United Nations; Subscribe to the International Labour Organization (ILO) standards. and Comply with national/international environmental regulations.

OECTA believes that the time has come for the Catholic educational community to establish a Corporate Code of Conduct Committee. Such a committee should be charged with the task of developing a Corporate Code of Conduct, and making this code available to all the partners in Catholic education.

Educators in Ontario’s Catholic schools should be prepared to challenge an increased corporate presence in the classroom. Given the times, it is worth keeping in mind the words of Brazilian theologian, Dom Helder Camara.

I used to think, when I was a child, that Christ might have been exaggerating when he warned about the dangers of wealth. Today I know better. I know how very hard it is to be rich and still keep the milk of human kindness. Money has a dangerous way of putting scales on one’s eyes, a dangerous way of freezing people’s hands, eyes, lips, and hearts.⁵¹ ✍

ANNOTATED BIBLIOGRAPHY

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ENDNOTES

1 Tim Costello, *Global Village or Global Pillage: Economic Reconstruction from the Bottom Up* (Boston: South End Press, 1994), p.4.

- ²For further details regarding the current economic climate, see Canadian Catholic Organization for Development and Peace, *Eradicating Unemployment and Poverty: A Political Choice* (Toronto: CCODP, 1995).
- ³Maude Barlow, "Class Warfare: The Assault on Canada's Schools," *Our Schools/Our Selves*, 5(3) July 1994,
- ⁴Development and Peace, *Eradicating Unemployment and Poverty*, p.12.
- ⁵*The Toronto Star*, Saturday, February 24, 1996
- ⁶In 1991, 25 per cent of full-time and 60 per cent of part-time workers were employed on a shift basis. Approximately 20 per cent of male wage-earners work 50 hours or more each week.
- ⁷*The Toronto Star*, Friday, December 8, 1995.
- ⁸Richard Cleroux, "The Party of Corporate Canada," *Canadian Forum*, April 1996, p.16.
- ⁹For instance, General Motors of Canada Ltd. earned \$1.39 billion in 1995, the largest annual profit in Canada's history. The annual income of Canadian CEO's rose 23 per cent in 1994. It is worth noting that the federal Liberal Party received nearly \$6 million from corporations in 1994. The banks and their investment companies were the Liberals' most generous political contributors. See Richard Cleroux's article cited above for further details.
- ¹⁰See Ed Finn, "Corporate Rule," *Canadian Forum*, March 1996.
- ¹¹The Child Poverty Action Group and The Social Planning Council of Metropolitan Toronto, *Unequal Futures: The Legacies of Child Poverty in Canada* (Toronto: CUPE Local 1777, 1991), p.1.
- ¹²Ernst & Young also influences significantly federal politics. In 1994, the financial corporation contributed \$34,400 to Chrétien's Liberals. See Richard Cleroux, "The Party of Corporate Canada," *Canadian Forum*, April 1996.
- ¹³Quoted in *Our Schools/Our Selves* 7(2) December 1995, p.12
- ¹⁴Organization for Economic Co-operation and Development, *Schools and Business: A New Partnership*, 1992, p.18.
- ¹⁵John Snobelen. Excerpt from a speech at the Third International Partnership Conference, co-sponsored by the Conference Board of Canada and the International Partnership Network, April 14, 1996.
- ¹⁶The Conference Board of Canada defines business-education partnerships as "mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners."
- ¹⁷The Canadian Chamber of Commerce, *Focus 2000: Report of the Taskforce on Education and Training*, August 1989, p.44.
- ¹⁸Michael Bloom, *Ethical Guidelines for Business-Education Partnerships*. Conference Board of Canada report 153-95, p.2. It is worth noting that while unions are included in the Conference Board's understanding of partnerships, teacher and-labour unions are absent from the membership list of the Board's Business-Education Partnerships Forum.
- ¹⁹Quoted in a package prepared by The Learning Partnership.
- ²⁰As of February 5, 1996
- ²¹As of January 26, 1996.
- ²²The Learning Partnership, "Our Current Projects," February, 1996.
- ²³*Ibid.*
- ²⁴*Ibid.*
- ²⁵*Ibid.*
- ²⁶*Ibid.*
- ²⁷In 1994, Peat Marwick contributed \$37,733 to the federal Liberal Party. For further details, see Richard Cleroux, "The Party of Corporate Canada," *Canadian Forum*, April 1996.
- ²⁸In 1995, for instance, Peat Marwick signed a formal partnership agreement with a Catholic high school in York Region. Students were invited to prepare a periodic newsletter and a marketing-oriented video for the accounting firm. In return, Peat Marwick would provide students with placements in co-operative programs, review curriculum, provide student achievement awards.
- ²⁹See The American Federation of Teachers, *How Private Managers Make Money In Public Schools: Update on the EAI Experiment in Baltimore*, September 1995, pp.i-vi.
- ³⁰Quoted in Maude Barlow and Heather-Jane Robertson, *Class Warfare*, p.162.
- ³¹Burma was renamed "Myanmar" by its illegitimate military regime after it overthrew a democratically elected government in 1988.
- ³²Quoted in a message to PepsiCo shareholders. See PepsiCo file in the office of the Taskforce on the Churches and Corporate Responsibility (TCCR).
- ³³In a letter dated January 28, 1994. Refer to TCCR file.
- ³⁴Spar contributed \$27,654 to the federal Liberal Party in 1994. See Richard Cleroux, "The Party of Corporate Canada," *Canadian Forum*, April 1996.
- ³⁵Spar brochure, "Intelligent Machines; Reaching for the Future...Today."
- ³⁶*Maclean's Magazine*, May 9, 1988, p.41.
- ³⁷*The Toronto Star*, Saturday, November 4, 1995. Spar's Mobile Servicing System is funded by Canadian taxpayers through a 17-year \$1.2 billion federal government grant. See *Maclean's*, May 9, 1988, pp.40-42.
- ³⁸Marc Garneau Collegiate Institute, "Educational Partnerships."
- ³⁹See Project Ploughshares, *The Ploughshares Monitor*, 12(4), December 1991; 14(1), March 1993; 15(1), March 1994.
- ⁴⁰Project Ploughshares, *The Ploughshares Monitor* 12(3), September 1991, pp.22-23.
- ⁴¹Canadian Conference of Catholic Bishops, "Ethical Reflections on Canada's Socio-Economic Order." in E.F. Sheridan (ed.), *Do Justice!: The Social Teaching of the Canadian Catholic Bishops* (Toronto: Jesuit Centre for Social Faith and Justice, 1987), p.422.
- ⁴²A letter dated July 26, 1995, and submitted on behalf of the Social Affairs Commission of the Ontario Conference of Catholic Bishops.
- ⁴³Quoted in Austin Flannery(ed), *Vatican Council II: The Conciliar and Post Conciliar Documents* (Volume 1) (New York: Costello Publishing, 1987), p.727.
- ⁴⁴Administrative Board, Canadian Catholic Conference, "Labour Day Message - 1976: from Words to Action." In E.F. Sheridan, *Do Justice!*, p.318.
- ⁴⁵The Conference Board of Canada (CBC differentiates between "codes of conduct" which "are enforced by external power and authority" and "voluntary codes of ethics," that is, "guidelines to follow and empower individuals to act according to their conscience. They do not impose penalties for failing to follow them." The CBC supports the latter, arguing that it is the responsibility of the partners themselves to evaluate the partnership.
- ⁴⁶*Ibid.*, p.9.
- ⁴⁷*Ibid.*, p.9.
- ⁴⁸The YRRCSSB's *Guidelines for Educational Partnerships Involving Personnel, Monetary pr Material Exchange* guidelines was presented to the Academic Affairs Committee, YRRCSSB, October 3, 1995.
- ⁴⁹Quoted in a Partnership in Learning Agreement between Peat Marwick and Fr. Bressani CHS, effective September 29, 1995.
- ⁵⁰The following code of conduct is based on three documents: The Taskforce on the Churches and Corporate Responsibility, The Ecumenical Committee for Corporate Responsibility, and The Interfaith Center on Corporate Responsibility, *Principles for Global Corporate Responsibility: Bench Marks for Measuring Business Performance*; Canadian Teachers' Federation Board of Directors, "National Guidelines for Teachers re: Education-Business Partnerships"; Ontario Federation of Labour, "Guidelines for Business-Education Partnerships" *Our Schools/Our Selves* 6(3), March 1995, p.105.
- ⁵¹Dom Helder Camara, *Revolution Through Peace* (New York: Harper and Row, 1971), pp.142-143.