
Contents

Introduction	4
Benefits of Links	5
Steps in Setting up a Link	6
Student Involvement	12
The Cross-Curricular Dimension	13
Lesson Plans	14
Creative Ideas for Link Activities	17
Case Studies	18
What other Schools are doing	23
Evaluating Links	24
Resources	33
Links Brochure	36

Introduction

The Leaving Certificate Vocational Programme (LCVP) aims to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. The programme encourages students and their teachers to look beyond the confines of the school and establish links with people in business and in the community. This dialogue with entrepreneurs, employers and other adults gives an important vocational dimension to student learning in the LCVP. Such experiences are central to the objectives of the programme.

Links offer an ideal opportunity for LCVP students to become actively involved in the learning process, gain an insight into the world of work and come into direct contact with local enterprises. They also enable adults other than teachers from business and the community to contribute directly to the education of young people who may well become future customers, employees, or volunteers.

An essential part of the work of LCVP Development Officers is to help schools develop local links. The LCVP has been assisted in this by many organisations, including County Enterprise Boards, Fás, IBEC, Údarás na Gaeltachta, Leader Groups and Area Based Partnerships, to whom we express our gratitude.

The LCVP is not alone among school programmes to encourage outside links. Junior Cycle students, for example, may now complete a *Community Based Action Project* as part of the CSPE Programme.

In the Transition Year Programme, orientation to adult and working life is promoted through activities such as work experience, group visits to workplaces and visiting speakers to the classroom. Project work is a popular and effective way of promoting independent learning within many TY subjects and modules, . This often involves students going beyond the classroom into the local community, to interview people, conduct surveys and collect data.

Links with people beyond the school community provide TY students with a more varied and

stimulating learning environment, their awareness of social reality is extended, and the notion that effective learning has to be classroom-based is dispelled.

Leaving Certificate Applied is firmly embedded in the community with preparation of participants for adult and working life as its primary objective. Students and teachers are encouraged to seek out new and relevant learning experiences that exist outside the confines of the school. Every course in the programme provides the opportunity to link with and learn from the wider community through activities such as visits, visitor exercises, field trips, surveys and interviews.

Students embrace the concept of active membership of their community by contributing to and engaging in community and intergenerational activities. So important is the community link that students gain credits for their work experience, for enterprise activities and for tasks where they can apply their learning in the community.

These initiatives have now been enshrined in the Education Act (1998) which states “...*the Principal and teachers shall - collectively promote co-operation between the school and the community which it serves..*”

It is clear from the above that the development of links needs to be co-ordinated at whole school level. This is recognised in the recent Department of Education and Science publication, *School Development Planning* (1999), which includes “*the availability of support from the local community and local business*” (p. 47) and “*establishing links with local parishes, community groups and business*” (p. 49) as factors which need to be taken into account in preparing a school plan.

This book is a resource for co-ordinators and teachers of the LCVP. Its purpose is to provide support for the establishment of effective links between the LCVP school and business and community organisations. It is a response to the many requests from LCVP schools for guidance on how to go about recruiting link partners and how to plan, implement and evaluate link programmes.

Benefits of Links

The LCVP student is the centre of the learning process and he or she should be the first to reap the benefits of any link activity. An added bonus is that all of the partners can gain from the links. The benefits of links to students and partners is summarised below:-

Benefits to Students

- ❖ They will acquire knowledge about enterprising people in the community.
- ❖ They will acquire factual information about the running of businesses.
- ❖ They will become more aware of community issues.
- ❖ They will be more informed about career opportunities.
- ❖ They will acquire skills in time management, communicating, and critical thinking.
- ❖ They will learn to appreciate the value of life-long learning.

Benefits to the School

- ❖ Enhanced school image in the local community.
- ❖ Curriculum is enriched.
- ❖ Improved insight into world of work and the skills required of those entering the job market.
- ❖ Real contexts for learning and real problems for classroom work
- ❖ Increased self-esteem, confidence and motivation among staff.
- ❖ Sharing of human and material resources.

Benefits to Business

- ❖ Enables businesses to interact positively with potential customers
- ❖ Opportunities to make contact with potential employees.
- ❖ Keeps industry informed about developments in education.
- ❖ Provides opportunities to influence the curriculum.
- ❖ Improves company image and reputation in local communities.
- ❖ Provides staff development opportunities.

Benefits to Community Organisations

- ❖ Contact with potential workers.
- ❖ Opportunity to introduce young people to voluntary community work.
- ❖ Students may become more actively involved.
- ❖ Keeps community groups informed about changes in education.
- ❖ Provides opportunities for community groups to contribute to the education of young people

Steps in Setting up a Link

When planning business and community links it is important to adopt a whole school approach, as all curriculum areas can be enriched by such initiatives. It is probably best to initially aim for link activities that you and a partner organisation are well able to manage. The positive experience of success in a small initiative can then be a motivator for an expanded and more imaginative link in the future.

There are a number of ways to find and establish a link. We recommend a step by step approach as outlined below:-

TO DO LIST

1. Set aims and objectives for links.
2. Research businesses & community organisations in the area.
3. create a shortlist.
4. Make contact with potential partners.
5. Organise link activities, set dates.
6. Plan & prepare with students.
7. Run the activities.
8. Evaluate.

Aims

The aims are a general statement of intent. They should make it clear why the Business and Community Links are taking place and encompass both the interests of the students and of the school. When setting aims for the students the best place to start is the LCVP Link Modules Syllabus Document. Check the General Aims for preparation for the World of Work, and Enterprise Education for statements relevant to business and community link activities. A set of aims for Business and Community Links might look like this:-

Aims for the Students

- ❖ To acquire factual knowledge about the world of work generally
- ❖ To become better informed about career opportunities in the local area and determine the qualities, skills and qualifications required for these jobs
- ❖ To develop a greater understanding of local business enterprises and appreciate their impact on and value to the community
- ❖ To increase awareness of the work being undertaken in the local area by community groups and voluntary organisations
- ❖ To foster a positive attitude toward self-employment and small business
- ❖ To acquire some of the attitudes, knowledge and skills necessary to develop an enterprise

Aims for the School

- ❖ To promote a positive image of the school in the locality
- ❖ To develop teachers' knowledge of local career opportunities
- ❖ To provide opportunities for teachers to make what they teach more relevant to the working world and enterprise
- ❖ To attract additional resources from the business sector
- ❖ To add a new and relevant dimension to the curriculum

Objectives

Objectives for a Link should be stated in the form of learning outcomes. Once again the Link Modules Syllabus Document can be a useful guide. Specific Learning Outcomes in the Preparation for the World of Work and Enterprise Education are particularly relevant. Objectives will, of course, be influenced by Vocational Subject Groupings and career preferences of your LCVP students. You can record student learning outcomes for Business and Community Links in the space below:

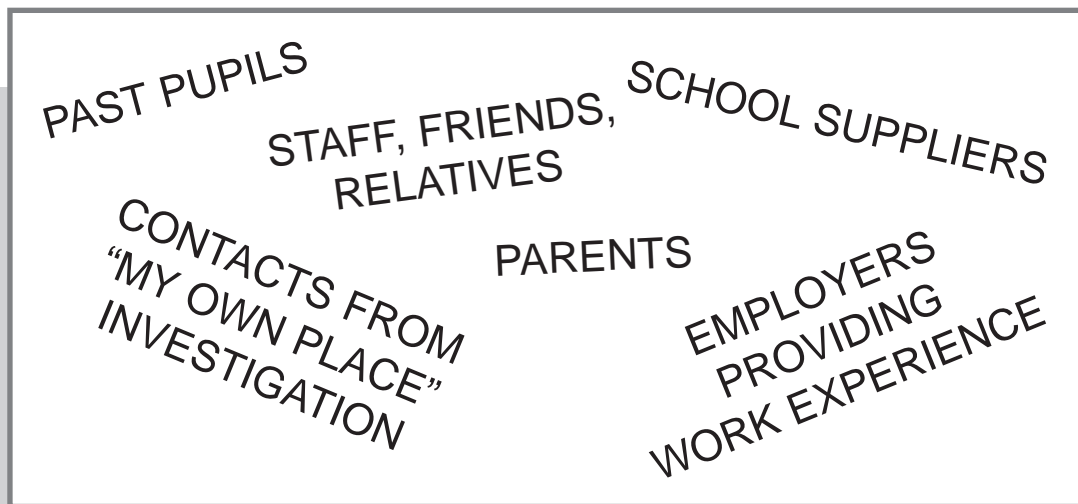
OBJECTIVES

*On completion of the Link Activities
students will be able to:-*

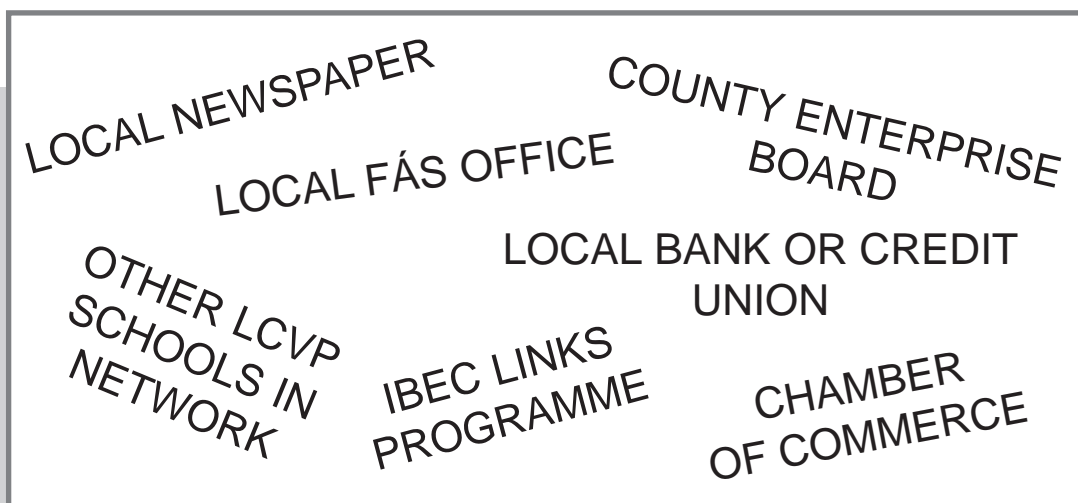
Research

Identifying suitable Businesses and Community Organisations requires resourcefulness, persistence and a willingness to explore a variety of contacts. How many of the following might you be able to avail of?

School Contacts



Outside Contacts



Creating a Shortlist

Creating a list of about ten likely partners should not be too difficult if your school is in or near a city or large town. Even if resources are limited, you may still be able to identify one large employer, several small family businesses and individuals in the local community who participate in voluntary activities. Record your shortlist below:-

SHORTLIST

LARGE EMPLOYERS

SMALL BUSINESSES

VOLUNTARY ORGANISATIONS

COMMUNITY GROUPS

Making Contact

Your method of approach will depend on the nature of your relationship with people in the organisation. You may decide to make contact by letter, by phone, or more informally by “dropping in”. It is a good idea to have carried out some research into the organisation before you make contact. A marketing brochure which can be customised, photocopied and sent to the prospective link partner is included at the end of this resource.

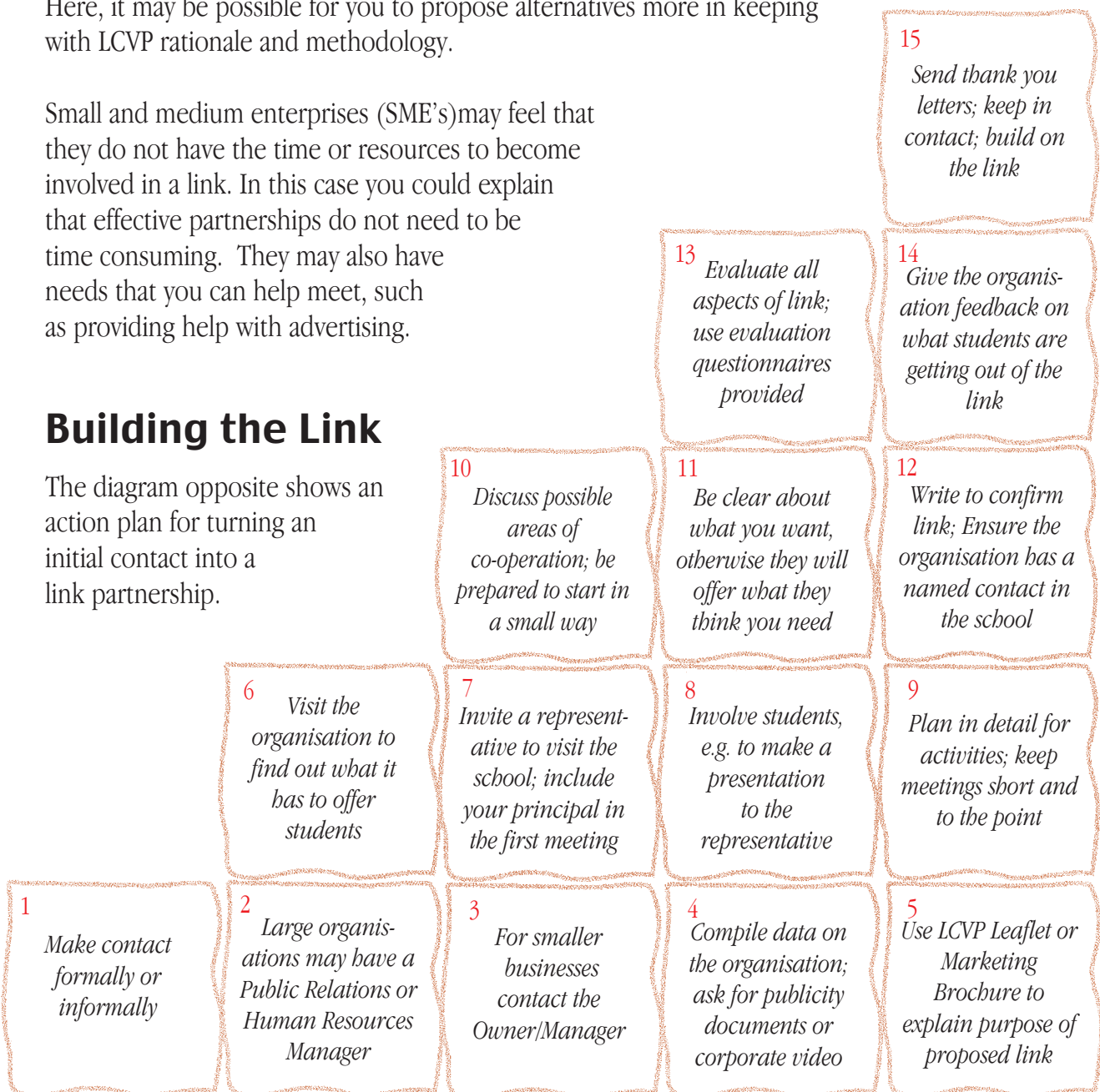
Many of the larger companies and voluntary organisations will be interested in establishing links and may already have contacts with other schools in your area. In some cases they have prepared presentations which may or may not be relevant to LCVP students.

Here, it may be possible for you to propose alternatives more in keeping with LCVP rationale and methodology.

Small and medium enterprises (SME’s) may feel that they do not have the time or resources to become involved in a link. In this case you could explain that effective partnerships do not need to be time consuming. They may also have needs that you can help meet, such as providing help with advertising.

Building the Link

The diagram opposite shows an action plan for turning an initial contact into a link partnership.



Student Involvement

Involving the LCVP class at an early stage in the Link process can motivate students and help them take full advantage of the learning opportunities presented. Before a link is formalised students can plan and participate in a variety of activities:-

• Conducting a Survey

Comprehensive guidelines for this activity can be found in the LCVP resource book “My Own Place” pp 15-30. Following this survey students can be asked to produce a list of organisations in the locality that might be willing to form a link with the school.

• Preparing for a Classroom Visit

The LCVP class could use the guidelines in the LCVP resource book “My Own Place” pp 52-54 to organise an initial visit by a representative of the partner organisation to the school.

• Briefing the Organisation

Students could be facilitated to prepare a short presentation to brief the partner organisation. Alternatively the LCVP class could design an information leaflet introducing their school, their class, the LCVP and the purpose of Business and Community links.

• Researching the Organisation

There is much that can be found out about most organisations prior to engaging in Link activities. Options include:-

Research topics .. Voluntary Organisations

- ❖ Origins and background
- ❖ Address/telephone
- ❖ Names/number of local volunteers
- ❖ Work/service carried out
- ❖ Sources of finance/fundraising
- ❖ Information leaflets/logo
- ❖ Existing links with school/community
- ❖ Suggestions on how the LCVP class might link with the organisation

Research topics .. Business

- ❖ Background of Company, location of Headquarters
- ❖ Company brand/logo
- ❖ Address/telephone/e.mail/website
- ❖ Main products/services
- ❖ Recruitment and Selection
- ❖ Available promotional material
- ❖ Existing links with school/community
- ❖ Suggestions on how the LCVP class might link with the business

The Cross-Curricular Dimension

The learning potential of business and community links is greatly enhanced when students make connections between link experiences and their Leaving Certificate subjects. A combination of approaches is necessary in order to achieve this kind of integrated learning. The LCVP Team will need to convince other members of staff of the benefits of links, inform colleagues when link activities are taking place and encourage students to make the connections.

- LCVP Development Officers are available to facilitate workshop-based Staff Seminars on developing business and community links.
- The support text “Establishing Cross-Curricular Links” published by the LCVP Office contains a Teacher’s and a Student’s Pack which can be used effectively to encourage integration.
- The LCVP Team could produce an in-house Briefing Sheet for colleagues who teach the students, based on the example below:-

LCVP Business & Community Link

Activity: _____ Date: _____

Link Organisation: _____

Description:

What investigations relevant to your subject area could the LCVP students carry out?

Please indicate what preparation you would be willing to give students for this activity in your class time.

Teacher's Name: _____

Please return to the LCVP Co-ordinator

Lesson Plan – Business Links

Aim:

To develop awareness of local businesses and explore their potential for developing links

Objectives:

At the end of these lessons students should be able to:-

- Identify a number of businesses in the community and categorise according to size / ownership etc.
- Select potential Business Links appropriate to their Vocational Subjects or Career Interests.
- Propose ways in which Business Links might benefit their vocational education.

Methodology:

1. Set class task to create a database of local businesses. In groups of 4/5 ask students to brainstorm a list of local businesses from memory. Display composite list on whiteboard or OHP.
2. Question students' own knowledge of some of the businesses listed.
3. Give each group a task sheet listing categories for businesses, (e.g. by number of employees: 1 -10, 10 - 50, over 50; or by ownership: Irish Owned, Non Irish, Multinational). Groups now begin to divide list of businesses into categories and record on task sheets.
4. Distribute resources and ask groups to search for additions to the lists.
5. Groups members asked to identify any existing link that they might have with a business (e.g. through Work Experience / Parents & Relations).
6. Groups now select 2/3 businesses which would be useful to develop members' enterprise skills, knowledge in their Vocational Subjects or to find out more about careers they are interested in. Each Group reports back on selected businesses giving reasons why selected and how contact might benefit student members.
7. Discuss Link activities which may be possible to develop with selected businesses.
8. Students' homework assignment is to make preliminary enquiries about 2 / 3 businesses.

Evaluation:

- Did class achieve aims / objectives?
- Look at Student Worksheets, did groups actively engage in completing relevant tasks?
- Did student groups identify relevant potential links and link activities?
- Were class activities suited to group work?

Time:

Double Period

Resources:

Pre-prepared Task Sheet for Group Work.
Local Telephone Directory
Business Directory
Golden Pages
Local Newspapers

Lesson Plan – Community Link

Aims:

- To heighten students' awareness of the voluntary work being carried out within their local community.
- To develop links with significant adult volunteers who are working for the benefit of the local community.
- To encourage students with particular skills to offer those skills to their local community.

Objectives:

- Correspond with Specific Learning Outcomes (the Revised Link Module Syllabus).

Methodology:

1. Brainstorming:

- Ask the class to come up with a working definition of a voluntary community group, e.g.
a group of people who have come together on a voluntary basis with the expressed aim of improving facilities and services within their community.
- Draw up a list of local Community Groups; display on whiteboard or OHP. If students come up with few examples try the following oral questions: "Can you give me the name of a voluntary group/organisation which:
 - *provides first aid at major events*
 - *organises athletics events for young people*
 - *organises the local youth club*
 - *helps needy families with clothing, fuel, food etc.*
 - *raises awareness of environmental issues*
 - *looks after the needs of handicapped people*

2. Group Work:

- Divide class into groups of 4/5 and distribute pre-prepared task sheets (see example on opposite page). Students record the results of activity 1 and discuss the answers to general questions on voluntary/community groups.

3. Presentations:

- When Task Sheet has been completed a member of each group is asked to make a short presentation (3 mins) to the class on the outcome of the group discussion and suggest one organisation with which the group would like to develop a link.

Time:

Double Period

Resources:

Pre-prepared Task Sheet for Group Work.
Directory of Voluntary Organisations (see p.34)
Video of Voluntary Organisation (if available)

Task Sheet

Voluntary Community Groups

1. Definition of a Voluntary Community Group

2. List of Voluntary Community Groups in our area
3. What are the benefits of Voluntary Work to the Community?

4. What are the benefits of Voluntary Work to the Volunteer?

5. What skills do people involved in Community work require?

6. What might we learn through links with Voluntary Groups?

4. Making Contact:

- Teacher checks that each group has identified a different organisation to contact.
- Students take responsibility to research the organisation, make contact and invite to participate in a link (see page 12).

Creative Ideas for Link Activities

- ❖ LCVP class invites Human Resources Manager to advise on CVs, Application Forms and Interview Skills
- ❖ Personnel from Business or Community Organisation participate in mock interviews
- ❖ Students participate in an induction event or teamwork skills seminar organised by the company
- ❖ LCVP class “adopts” a small business or charity
- ❖ Organisation provides a display for school Careers Exhibition or Enterprise Day
- ❖ Business provides an advisor for LCVP Mini-Company
- ❖ LCVP students organise a fundraising event for a voluntary organisation
- ❖ Organisation sponsors an LCVP research project
- ❖ LCVP class conducts Market Research for Company
- ❖ Students design a promotional brochure or video for a small enterprise

Case Study – a link with a Local Bakery

The owner of a local bakery has agreed to visit the LCVP class and seeks guidance as to what information about the business may be relevant to the students. The table below would be a suitable briefing sheet:

Information on Business

- ❖ Location
- ❖ History of business
- ❖ Number of employees; whether number is increasing or decreasing
- ❖ Different jobs within business, e.g. bakers, sales assistants
- ❖ Recruitment, selection, training
- ❖ Importance of planning in this type of business
- ❖ How the business carries out research
- ❖ The importance of quality
- ❖ A SWOT analysis of the business focusing on any awards it has won for quality, hygiene, business development; examination of any local competition and potential future contracts
- ❖ The Marketing Mix

Examination of the 5 ps of Marketing in relation to the bakery is an excellent topic to look at with the owner.

Marketing Mix

PRODUCT

Information on the various products the bakery sells

PLACE

Where the products are sold, e.g. the shop, contracts with local businesses, parties

PRICE

Prices of the products and how these prices are set, e.g. raw materials, labour

PROMOTION

How the bakery advertises its products, e.g. newspaper, flyers, word of mouth

PACKAGING

How the final products are packaged, e.g. plastic wrapping, bags, boxes

Preparation for the Visit

As already mentioned pp 52-54 of the “My Own Place” resource materials contain guidelines on the visitor activity. The LCVP class can be facilitated to organise:

- ❖ A suitable room
- ❖ OHP / Video ... if required
- ❖ Jug / glasses of water
- ❖ A “Do Not Disturb” sign for door
- ❖ Intercom to be switched off in room ... if necessary
- ❖ Light refreshments for visitor
- ❖ Name tags if visit is workshop format
- ❖ Photocopying of relevant questionnaire, factsheets
- ❖ A student to meet visitor at reception
- ❖ Opportunity for visitor to briefly meet Principal
- ❖ Camera to record event / a press release if permission is granted
- ❖ A camcorder if permission has been given by the visitor to record the discussion
- ❖ A student to introduce the visitor to the class
- ❖ A set of questions agreed on by the class
- ❖ A student to thank the visitor and conclude the activity on time
- ❖ Someone to send a “thank you” letter after the visit

Outcome of Visit

Following the visit the students should have answers to most, if not all of the following questions:-

- ❖ When did the business start?
- ❖ Who started the business?
- ❖ What are the hours of business?
- ❖ How many people are employed within the business?
- ❖ What are the different job types within the business? e.g. bakers / sales assistants?
- ❖ What qualifications are required for the different jobs?

Outcome of Visit contd.

- ❖ Where can one follow catering courses?
- ❖ How does the business know what products to produce and what quantities?
- ❖ How are the products produced?
- ❖ How does the business deal with customer complaints?
- ❖ How and where does the business advertise?
- ❖ Has the business won any awards? Are these awards important and why?
- ❖ How does the business package its products?
- ❖ Could you draw up the Marketing Mix for this business based on what you have heard?
- ❖ Could you carry out a SWOT analysis on this business?
- ❖ What kind of planning does the business carry out?
- ❖ What is a Business Plan? Why is it important for this business?

Follow-on Activities

- ❖ Students could carry out market research on a product of the bakery (with permission!) within the school or in a local shopping centre.
- ❖ A student interested in related careers could seek work experience in the bakery.
- ❖ LCVP class could design posters to advertise the bakery's seasonal products.
- ❖ A video could be made of the production process or of the retail outlet.
- ❖ Students could research a particular product line.

Case Study – a link with a Multinational Company

A Link with a multinational company offers many opportunities for the LCVP class. The organisation is likely to have a number of departments with specialist managers and employees whose career paths and expertise will match vocational subjects and interests of the students.

Research Questions

- ❖ History of the company.
- ❖ How long has this company been operating in Ireland?
- ❖ What attracted the company to Ireland?
- ❖ Are there any other branches of this company in Ireland? If so where?
- ❖ Any other branches in Europe? Where?
- ❖ What are the advantages of this location?
- ❖ The Organisational Structure of the company?
- ❖ Total numbers employed? In Ireland? Elsewhere?
- ❖ What products are made/services provided?
- ❖ Do they source any of their raw materials locally?
- ❖ Where do they sell their products/services?
- ❖ Who are their main customers?
- ❖ How do they keep up with / ahead of the competition?
- ❖ What factors have determined their success?
- ❖ How do they recruit employees? CVs / application forms etc?
- ❖ How are new employees introduced to the company?

Follow-on Activities

- ❖ Tour of plant.
- ❖ Work experience / work shadowing.
- ❖ Students research and make a presentation on a product.
- ❖ Sponsorship of a student project.
- ❖ Mentor for LCVP mini-company.
- ❖ Help with mock interviews.

Case Study – Tidy Towns Committee

The list below indicates information relevant to a link with a local Tidy Towns Committee. It may be used as a briefing document for a representative of the committee invited as a classroom visitor.

- ❖ When was the Tidy Towns Committee formed?
- ❖ How many members are on the committee?
- ❖ Who are the members representing? Housing estates? Local businesses? Local agencies etc?
- ❖ Is there a definition of "The Ideal Tidy Town"? What is that definition?
- ❖ For how many years have the group been entering competitions?
- ❖ Have they won any? When?
- ❖ What are the criteria to be met?
- ❖ How are they assessed?
- ❖ How many people inspect or assess? Who do they represent?
- ❖ What prizes are available to the winners?
- ❖ When are the competitions held?
- ❖ When does preparation in the area start? Is it ongoing?
- ❖ What measures are taken to improve the local area? Painting? Hanging Baskets? Signs? Litter Bins? Landscaping etc?
- ❖ How do they encourage locals to get involved in the competition?
- ❖ How do they finance the improvements?
- ❖ Is there a local subscription? Local sponsorship?
- ❖ What problems have they encountered in the past?
- ❖ What publicity is associated with the event?
- ❖ What are the spin off effects to the area of this improved image?
- ❖ Can the students help in any way? How?

Outcome of Visit

The students may decide to follow up the visit by offering assistance to the Tidy Town's Committee at competition time. A group of students may decide to make items such as hanging baskets or initiate a project to clean up a grass verge, improve the frontage of a wall, paint a mural etc.

What other Schools are doing

LCVP students at St Mary's Secondary School in Killester, Dublin have formed a successful link with Chesterton Industries BV, a company which manufactures hydraulic seals and pumps. Link activities include:-

- *A visit by the LCVP class to Chesterton, where students tour the plant and are briefed on areas such as teamwork and marketing.*

- *A return visit by three members of the Chesterton staff to St Mary's, during which students make an illustrated presentation on the history of the school and the aims of the LCVP.*

- *Six LCVP students spend one day work shadowing at Chesterton.*

The plant manager at Chesterton says, "The link with St Mary's is ideal for us as it allows us to keep in touch with the Irish education system. It is also an opportunity to develop my staff."

The LCVP students have used the link to prepare Portfolio items such as the letter and long report.

5th Year LCVP students at St Aidan's Comprehensive School, Cootehill identified 8 businesses within a 20 mile radius of the school. The students wrote letters of request and six businesses (4 transnational) agreed to facilitate a site visit. Contact was followed up by the LCVP Co-ordinator and a date set for the visits.

The students prepared a briefing document with categories of questions they wished to ask and sent it to each business. This was greatly appreciated as it helped the businesses prepare answers and structure the visits. The categories were:

- *Natural - environmental questions*
- *Social - personnel questions*
- *Economic - financial & trading questions*
- *Who Decides? - decision making questions*

Following the visits each student completed a written report. Questionnaires were sent to each business asking them to evaluate the visit and inviting them to participate in future link activities.

Following a classroom visit by a member of the CARI Foundation, three LCVP students at Salesian Secondary School, Limerick decided to set up a fund-raising enterprise.

CARI (Children at Risk in Ireland) provides post-assessment therapy services for children who have experienced sexual abuse and gives support to non-abusing members of their families.

The students organised a raffle and sold CARI "angel pins" within the school. To do this they had to get permission from both CARI and the school, and approach local retailers asking them to sponsor prizes.

The activity gave the students an opportunity to work closely with a voluntary community organisation, exercise their entrepreneurial skills and gain a greater understanding of the challenges of running a business. At the end of the 3 week enterprise the students were able to present a cheque for €380 to CARI who expressed their gratitude for the donation.

The 4th Year LCVP students from the Intermediate School, Killorglin, Co Kerry formed a community link that brought them together with St Mary of the Angels Special School in Beaufort and the local St Vincent de Paul Society.

During the 6 week link the LCVP students worked with the senior special needs class in Beaufort to produce saleable Christmas products which were used to raise funds for St Vincent de Paul.

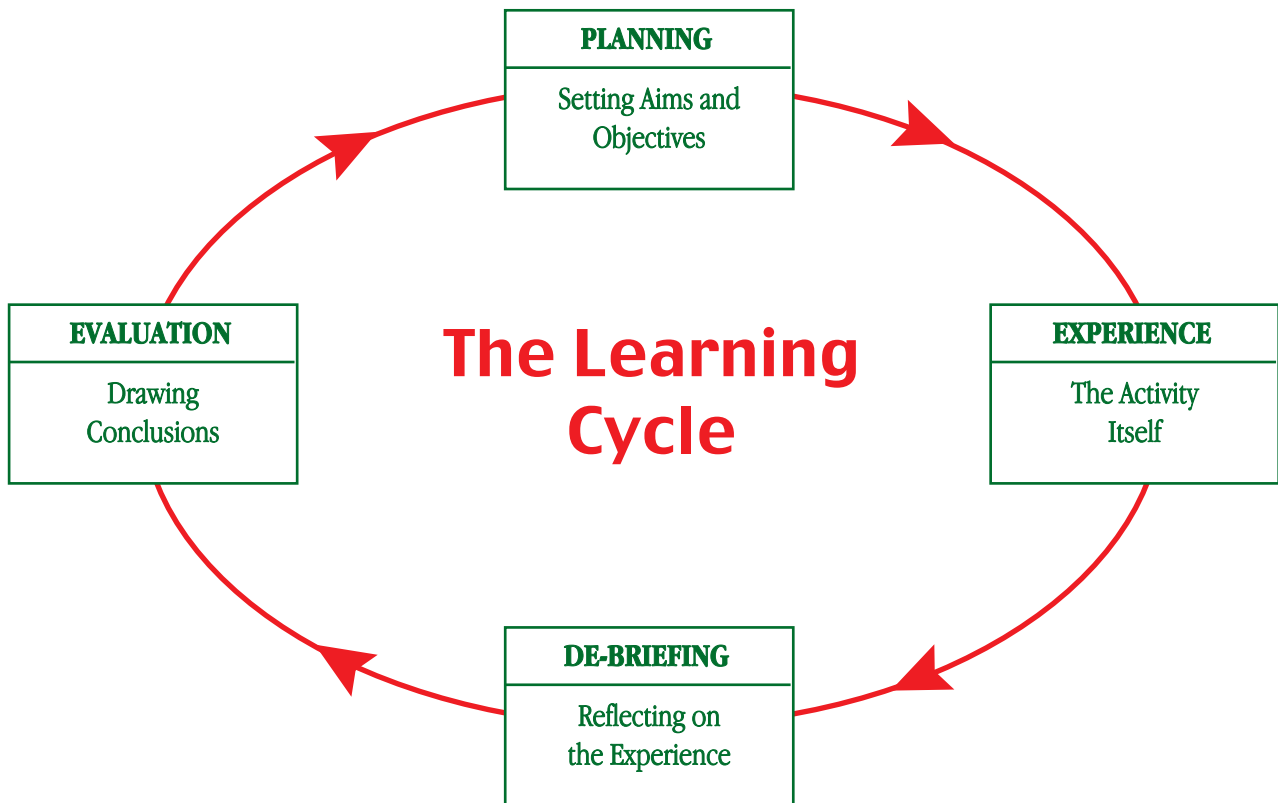
The link was formed to give both groups of young people an opportunity to relate to one another and to discourage segregation. It also opened up career choices for the LCVP students in education, nursing, child care and social studies.

Joint activities included gardening, woodwork, making Christmas Cribs, sport, literacy and numeracy assignments.

To complete the link the special needs students were invited to the Intermediate school to set up a stall to sell their products. Over €254 was raised.

Evaluating Links

In the LCVP, students are encouraged to reflect on and evaluate every activity they engage in. This is an essential part of the learning process. Evaluation of the link activity by each of the partners involved is strongly recommended.



In their evaluation of the link activity, students should be encouraged to:-

- ❖ Revisit the cycle of learning
- ❖ Critically assess original aims and objectives
- ❖ Measure success of each stage of the activity
- ❖ Reflect on the activity itself
- ❖ Analyse what has been learned from the experience
- ❖ Highlight individual and group performances
- ❖ Decide on the benefits of the link activity
- ❖ Draw conclusions and make recommendations based on responses both to student worksheets and evaluation sheets

It is important to decide on a strategy for evaluation. The following set of evaluation forms may prove of use to all of the partners involved in the link activity.



Student Evaluation of Business Link

Student Name:		
School Name:		
Link Business Name:		
LCVP Subject Grouping:		
LCVP:	Year 1 ____	Year 2 ____

1. Briefly describe the link activity in which you participated.

2. Do you think that this link-activity is a useful way of learning about business? Please comment.

3. What impressed you most about this link activity?

4. Through this link activity, have you gained a good understanding of the career opportunities in this business? Please give details.

5. Would you consider a future career in any area associated with this business? Please give details.

6. What benefits has this link activity brought to your understanding of the Link Modules and your Leaving Certificate subjects?

7. To what extent were you able to develop your skills and personal qualities in the following areas:- (please circle, 1 = very little, 4 = a lot)

<i>researching and investigating</i>	1	2	3	4
<i>organising and taking a lead</i>	1	2	3	4
<i>showing enterprise and initiative</i>	1	2	3	4
<i>solving problems and overcoming obstacles</i>	1	2	3	4
<i>working as part of a team</i>	1	2	3	4
<i>communicating with adults and classmates</i>	1	2	3	4

8. Have you any suggestions as to how this link activity might be improved or organised differently? Please comment.

9. How do you propose to include this link-activity in your LCVP portfolio of coursework?



Student Evaluation of Community Link

Student Name:		
School Name:		
Name of Organisation:		
LCVP Subject Grouping:		
LCVP:	Year 1 ____	Year 2 ____

1. Briefly describe the link activity in which you participated.

2. Do you think that this link-activity is a useful way of learning about community development / a voluntary organisation? Please comment.

3. What impressed you most about this link activity?

4. Through this link activity, have you gained a good understanding of the career opportunities in this community development / voluntary organisation? Please give details.

5. Would you consider a future involvement in any area associated with this community development/voluntary organisation? Please give details.

6. What benefits has this link activity brought to your understanding of the Link Modules and your Leaving Certificate subjects?

7. To what extent were you able to develop your skills and personal qualities in the following areas:- (please circle, 1 = very little, 4 = a lot)

<i>researching and investigating</i>	1	2	3	4
<i>organising and taking a lead</i>	1	2	3	4
<i>showing enterprise and initiative</i>	1	2	3	4
<i>solving problems and overcoming obstacles</i>	1	2	3	4
<i>working as part of a team</i>	1	2	3	4
<i>communicating with adults and classmates</i>	1	2	3	4

8. Have you any suggestions as to how this link activity might be improved or organised differently? Please comment.

9. How do you propose to include this link-activity in your LCVP portfolio of coursework?



Teacher's Evaluation of Link

Teacher Name:		
Name of Organisation:		
Type of Link Activity:		
Students' LCVP Subject-groupings:		
LCVP Student Cohort:	Year 1 ____	Year 2 ____

1. What benefits has this link brought to your students?

2. What benefit has this link activity been to you as an LCVP Co-ordinator/
Link Modules teacher / subject teacher?

3. How, in your opinion, has the school benefited from this link activity ?

4. How, in your opinion, has the Organisation benefited from this link?

5. How clear was the business/company/community/voluntary organisation on the objectives of running the link activity?

6. What, for you and your students, would be a useful follow-on from this link activity?

7. How may your students include this link activity in their LCVP portfolio of coursework?

8. How may your students use this link activity as part of their preparation for the LCVP Link Modules examination?

9. Overall, what is your assessment of this link activity?

10. What improvements, if any, would you like to see developed in relation to this link activity?



Partner's Evaluation of Link

Name of Organisation:
Completed by:
Position:
Name of School:
Number of students involved:

1. Briefly describe the link activity in which you participated

2. Why did you agree to participate in this link?

3. Were you adequately briefed on the aims and objectives of this link?

yes no

4. Were the students adequately prepared?

yes no

5. What benefit, if any, has this link brought to your organisation ?

6. Do you regard this link as beneficial to students? Please give details.

7. In what ways has this link increased the students' knowledge and understanding of your organisation (as potential employees, customers, members)?

8. Are you prepared to continue with this partnership?

yes no

9. What other link activities would you be interested in developing?

10. Any further comments?

Thank you for participating in this evaluation

Resources

Business Links

County Enterprise Boards - deal with the micro-enterprise sector. They provide advice, training and grant-aid for business start-ups and support the expansion of existing enterprises whose employment potential does not exceed 10 employees. *Contact The Department of Enterprise, Trade and Employment, Tel: 01 6312121 4444. Website: www.entemp.ie*

Enterprise Ireland - is the government agency which supports Irish manufacturing and internationally traded services companies employing ten or more people, and overseas food & natural resources companies operating in Ireland. *Contact Enterprise Ireland, Glasnevin, Dublin 9. Tel: 01 808 2000. Website www.enterprise-ireland.com*

Fás - operates training and employment programmes, recruitment services and support for business, co-operatives and community-based enterprises. In this capacity, the local Fás Training Centre may be able to help with business links. *Contact Fás, 27/33 Upper Baggot St, Dublin 4, Tel: 01 607 0500. Website: www.fas.ie*

IBEC - The Irish Business and Employers Confederation is an alliance of some 4500 companies. It represents the interests of its members to Government, state agencies, the trade unions, other interest groups and the general public. IBEC has a subsidiary body, the **Small Firm's Association (SFA)** which represents businesses with under 50 employees. *Contact IBEC, Confederation House, 84 Lr Baggot St, Dublin 2. Tel: 01 605 1500. Website: www.ibec.ie*

ISME - Irish Small and Medium Enterprises is an independent association of businesses of up to 50 employees. *Contact ISME, 17 Kildare St, Dublin 2. Tel: 01 662 2755*

Chambers of Commerce - draw their membership from the local business community and are representative of all sectors including industry and commercial services, retail, professional and financial services and tourism and leisure. The Chambers have excellent human resources through the voluntary participation of local business people. *Contact Chamber of Commerce of Ireland, 17 Merrion Square, Dublin 2. Tel: 01 661 2888. Website: www.chambersireland.com*

Resources

Community / Voluntary Links

Lists of Voluntary Organisations - can be found in your local Telephone Directory or Golden Pages under “Charities and Caring Groups”.

NSSB - The National Social Services Board publish a Directory of National Voluntary Organisations. This can be obtained from them for a small charge. *Contact NSSB, Hume House, Ballsbridge, Dublin 4. Tel: 01 605 9000. Website: www.nssb.ie*

NRB - The National Rehabilitation Board is the government body which provides services to people with disabilities. It works to create awareness of disability issues and advises the government, public authorities and other organisations providing services to people with disabilities. *Contact NRB, 25 Clyde Road, Dublin 4. Tel: 01 668 4181*

St Vincent de Paul - is a voluntary organisation whose membership is open to people of all faiths. It aims to help people in need on a person to person basis. The organisation helps needy families by providing clothing, fuel, food, beds, furniture and holidays. *Contact St. Vincent de Paul, 8 New Cabra Road, Dublin 7. Tel: 01 838 4164. Website: www.svp.ie*

ADM - Area Development Management Ltd. was established by agreement between the EU and the Irish Government to manage grants to support Area Based Partnerships and Local Community Groups. *Contact Area Development Management Ltd. Holbrook House, Holles Street, Dublin 2. Tel: 01 2400 700. Website: www.adm.ie*

Area Based Partnership Companies - these organisations (38 nationally) work in conjunction with all local development agencies (Community, State and Social) to meet the specific needs of long-term unemployed, disabled, disadvantaged women, youth at risk, rural small holders, travellers and lone parents.

Leader - a French acronym meaning “Links between Actions for the Development of the Rural Economy” is a development programme for rural areas. The Leader II Programme operates through a network of 37 local voluntary boards and aims to enable people to have an input into the development of enterprise and employment in their own areas. *Contact Combar LEADER na hÉireann, Blackwater Resource Development, Mill Island, Fermoy, Co Cork, Tel: 025 3341. Website: www.irisbleadersnetwork.org.*