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# UCC

**University College Cork, Ireland**  
Coláiste na hOllscoile Corcaigh



# The Provision of Adult and Community Education in the Northside of Dublin City

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*Research Report to*



*September 2014*

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**SHARED INSIGHT** is a partnership founded in 2013 to provide research, advocacy and training services to organisations in the voluntary, community, public and private sectors. Promotion of human dignity and the empowerment of communities are at the heart of our ethos.

This research was carried out by Dr Siobhan O’Sullivan, Mr Nicholas McMurphy and Dr Elaine Desmond, with oversight by Dr Cathal O’Connell.

Website: <http://www.sharedinsight.ie/>

## RESEARCH MANDATE

Respond! is one of the largest providers of social housing and community development services in Ireland. Since its establishment in 1982, Respond! has built almost 5,200 homes throughout the country for families, single persons, the elderly, and people with disabilities. Its stated aims are to:

- Establish and maintain vibrant, socially integrated communities rather than solely providing shelter or accommodation.
- Advance education among residents of its estates.
- Promote other charitable purposes beneficial to the community.
- Prevent and relieve hardship and distress amongst those who are homeless and amongst those in need who are living in adverse housing conditions.

### Respond! and Community Education and Training

Responding to community education and training needs is central to the mission and ethos of Respond!, which sees the advancement of educational opportunities as essential to relieving poverty. According to its mission statement, Respond! seeks to

‘create a positive future for people by alleviating poverty and creating vibrant, socially integrated communities by providing access to education, childcare, community development programmes, housing and other supports.’

Respond! College was formally established in 2011 in Drumcondra, Dublin 9. It offers accredited programmes (FETAC, CIH and HETAC) in a range of subjects, including certificates and BAs in housing and community studies, as well as community education courses on a number of topics.

Respond! has commissioned an assessment of community needs and educational provision in areas near Drumcondra and Beaumont in North Dublin. This will enable Respond! to identify gaps and also align its educational services more closely with community needs and other providers in the area in a mutually beneficial way.

### The Impact of Adult and Community Education

National and international literature has established the significant impact of adult and community education. The UN Committee on Economic, Social and Cultural Rights sees education as an empowerment right, ‘the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.’<sup>1</sup>

Adult and community education bring a range of benefits to the individual and to society.<sup>2</sup> Economically, research shows that participation in the labour force increases as the level of education attained rises. According to the Quarterly National Household Survey (QNHS, 2011), those with a third level qualification are almost twice as likely to be in employment (87%) compared to those with at most primary level education (46%).<sup>3</sup> Furthermore, the higher the level of education, the greater the person’s earning power and the lower the risk of poverty.<sup>4</sup> Research by the Survey on Income and Living Conditions (SILC, 2011) finds that the at risk of poverty, deprivation and consistent poverty rates are all substantially higher for those with lower secondary education or lower, compared to those with post-leaving cert and third level qualifications as shown in the table below.

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<sup>1</sup> Committee on Economic, Social and Cultural Rights (1999), *General Comment No. 13: The Right to Education*. UN Doc. E/C.12/1999/10, Paragraph 1.

<sup>2</sup> AONTAS (2009a), *Community Education: More than just a Course*. AONTAS: Dublin.

<sup>3</sup> CSO *Quarterly National Household Survey (QNHS) Educational Attainment Thematic Report 2011*, Available on: <http://www.cso.ie/en/media/csoie/releasespublications/documents/education/2011/educationalattainment2011.pdf>

<sup>4</sup> Large increases in gross income for adult learners of between €11,000 and €16,500 per annum arising from their adult education were found in research by AONTAS (2009b), *The Costs and Benefits of Undertaking Adult Education Courses from the Perspective of the Individual*. AONTAS: Dublin.)

2011	At risk of poverty rate (%)	Deprivation rate (%)	Consistent poverty rate (%)
<b>State</b>	<b>16.0</b>	<b>24.5</b>	<b>6.9</b>
Primary or below	18.6	27.8	7.4
Lower secondary	21.9	26.7	9.5
Higher secondary	18.9	20.9	6.8
Post leaving cert	14.5	22.2	5.5
Third level non degree	10.8	18.2	5.8
Third level degree or above	5.4	11.2	1.8

Risk of Poverty, Deprivation and Consistent Poverty according to Highest Level of Education<sup>5</sup>  
(Source: CSO, 2013)

Education has been found to improve the physical and mental health and well-being of individuals, by enhancing self-confidence and self-esteem and encouraging healthy lifestyles. Higher levels of education also bring wider social benefits as they have been associated with stronger rates of civic engagement and community participation and lower crime levels.<sup>6</sup>

There are also important longitudinal and intergenerational benefits for the children of adult learners or of those with higher levels of education in terms of enhancing their well-being and educational outcomes.<sup>7</sup> For example, EU-SILC research (2007) found that respondents whose parents were educated to primary level or below had an at risk of poverty rate of 20.9%, almost three times more than respondents whose parents had a third level degree or higher (7.4%).<sup>8</sup> Furthermore, the CSO (2012) found that twenty year olds

<sup>5</sup> CSO (2013) *Survey on Income and Living Conditions (SILC): 2011 & revised 2010 results*. Available on: [http://www.cso.ie/en/media/csoie/releasespublications/documents/silc/2011/silc\\_2011.pdf?utm\\_source=twitterfeed&utm\\_medium=twitter](http://www.cso.ie/en/media/csoie/releasespublications/documents/silc/2011/silc_2011.pdf?utm_source=twitterfeed&utm_medium=twitter)

<sup>6</sup> AONTAS (2009a) *Community Education: More than just a Course*. AONTAS: Dublin.

<sup>7</sup> Intergeneration effects are highlighted in Wilkinson, R. and Pickett, K. (2010) *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books.

<sup>8</sup> CSO (2007) *EU Survey on Income and Living Conditions (EU-SILC): Intergenerational Transmission of Poverty*. Available on: <http://www.cso.ie/en/media/csoie/releasespublications/documents/eusilc/current/intergenpov.pdf>

with both parents educated to tertiary level have an 89% chance of continuing education, compared to 45% of persons whose parents did not have tertiary qualifications.<sup>9</sup> Mother's education levels are particularly important to children and family well-being. According to research from the Growing up in Ireland study (Fahey et al, 2012: ix): 'The educational level of mothers is the strongest and most pervasive predictor of children's well-being examined in the study.'<sup>10</sup>

Adult and community education represent extremely good value for money. A cost-benefit review of community education impacts by Aontas (2009a) found that it results in savings to the state from reduced welfare and health costs, and reduced crime as well as broader value-for-money returns accruing when learners start to volunteer as a result of community education.<sup>11</sup> These benefits far outweigh the costs of provision by the Department of Education and Skills (DES), much of which is supplemented by other statutory and community sources.<sup>12</sup>

Sustaining educational intervention throughout the life course on an ongoing and consistent basis is essential for achieving effective outcomes, promoting equality of opportunity, and delivering tangible returns on the investment of resources. The evidence in support of adult and community education is clear and shows the wide range of benefits that accrue to individuals, families, communities, the state and society at large.

<sup>9</sup> CSO (2012) *Profile 9 What We Know*. Available on: [http://www.cso.ie/en/media/csoie/census/documents/census2011profile9/Profile\\_9\\_What\\_we\\_know\\_full\\_doc\\_for\\_web.pdf](http://www.cso.ie/en/media/csoie/census/documents/census2011profile9/Profile_9_What_we_know_full_doc_for_web.pdf)

<sup>10</sup> Fahey, T., Keilthy, P. and Polek, E. (2012) *Family Relationships and Family Well-being: a Study of the Families of Nine Year-Olds in Ireland*. Dublin: UCD/Family Support Agency.

<sup>11</sup> Depending on the extent of volunteering undertaken, the return is between €9.1 million to €28.8 million to the State (AONTAS, 2009a: 16)

<sup>12</sup> AONTAS (2009a: 186) estimates that the average spend per learner in community education is €676, while core funding from the DES amounts to approximately €181 per learner.

## EXECUTIVE SUMMARY

This research involves the documentation of education and training services on offer in a number of communities on the Northside of Dublin City. The report is divided into the following sections:

- A social profile of the selected areas in the Northside of Dublin City,
- An outline of the range of providers of education and training services from statutory, community and voluntary organisations,
- An overview of the extent and nature of education and training services,
- An analysis of the views of staff working at both policy and programme delivery/coordination regarding the aims and objectives of education provision, the nature of courses on offer, coordination, gaps in services, and infrastructure and facilities.

The methodology involved a mixed-methods approach. Quantitative statistical analysis of Census 2011 ascertained the socio-demographic characteristics of the population. Qualitative methods included visiting local centres, online desk research, and interviews with coordinators, community development workers and senior staff from local community, statutory and voluntary groups to elicit their views on the effectiveness and impact of educational services and whether there are unmet needs in the Northside of Dublin City.

The report highlights the extent and nature of adult and community education provision on the Northside of Dublin City. It illustrates the effectiveness of a bottom-up and partnership approach, which responds to local needs in local communities, supported by broader networks, institutions and resources. However, the report also shows the impact of spending cutbacks and changes in funding to the sector that have resulted in reductions in services and uncertainty about the future of certain organisations and the services they provide.

To progress Respond!'s education mission, we recommend the following:

### Investing in Relationship Building

- It is recommended that Respond! appoint a suitably qualified education coordinator who will build on the scoping undertaken by this report and

network with identified education providers and bodies in the statutory and community sectors in order to establish partnerships and develop Respond!'s approach to education in the Northside of Dublin City. This appointee should liaise closely with their recently appointed counterpart in the South region.

- It is recommended that Respond!, given its expertise and economies of scale, consider offering itself as a strategic partner (either as a joint provider or overarching body) to smaller scale organisations who may find it challenging to submit standalone tenders under the Social Inclusion and Community Activation Programme (SICAP).

### Investing in Education

- It is recommended that Respond! develop a higher education action plan at NFQ levels 6 to 8 with pathways from levels 4 through 5. The action plan should identify niche opportunities where Respond! can develop its own unique presence and incorporate building partnerships and strategic linkages with existing providers.
- Because the Northside of Dublin City is an area of diversity where affluent and deprived areas are side by side, it is recommended that Respond! develop a dual community education strategy:
  - 1) For areas profiled as socio-economically disadvantaged, including Kilmore & Priorswood and Ballymun, Respond! should focus on interventions which meet the needs of the population around education and opportunity.
  - 2) For areas profiled as demographically ageing, including Whitehall, Beaumont, and Finglas North & Glasnevin, where there may be relatively less disadvantaged but potentially socially isolated and less mobile older people, Respond! should focus on education to counter isolation and promote healthy ageing in place.
- The large-scale physical presence of Respond! College is an education asset for the region and has the potential to become a central educational hub. It is recommended that Respond! consider linking to smaller-scale providers who need a base and make the resource available to them where appropriate.

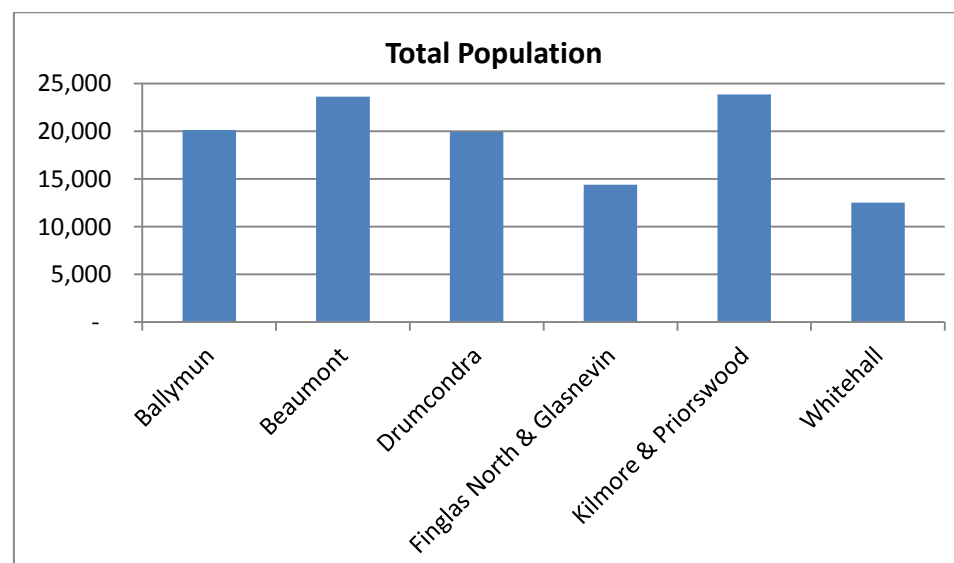
## 1. SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

This section profiles the areas north of Drumcondra in Dublin City using data from Census 2011 provided by the CSO. It includes data on household composition, household tenure, unemployment, ethnic background, and education levels. The agreed focus area of the research has been divided into six areas according to a common degree of affluence/disadvantage and the naming conventions in the Census electoral divisions. Each area is comprised of up to nine electoral divisions. Map 1 on page 5 shows the area profiled. Most of Finglas fell outside the boundaries of this research, as did the Kilbarrack area to the East of Coolock so it is important to note that this report does not fully profile the level of deprivation in the Northside of Dublin City.

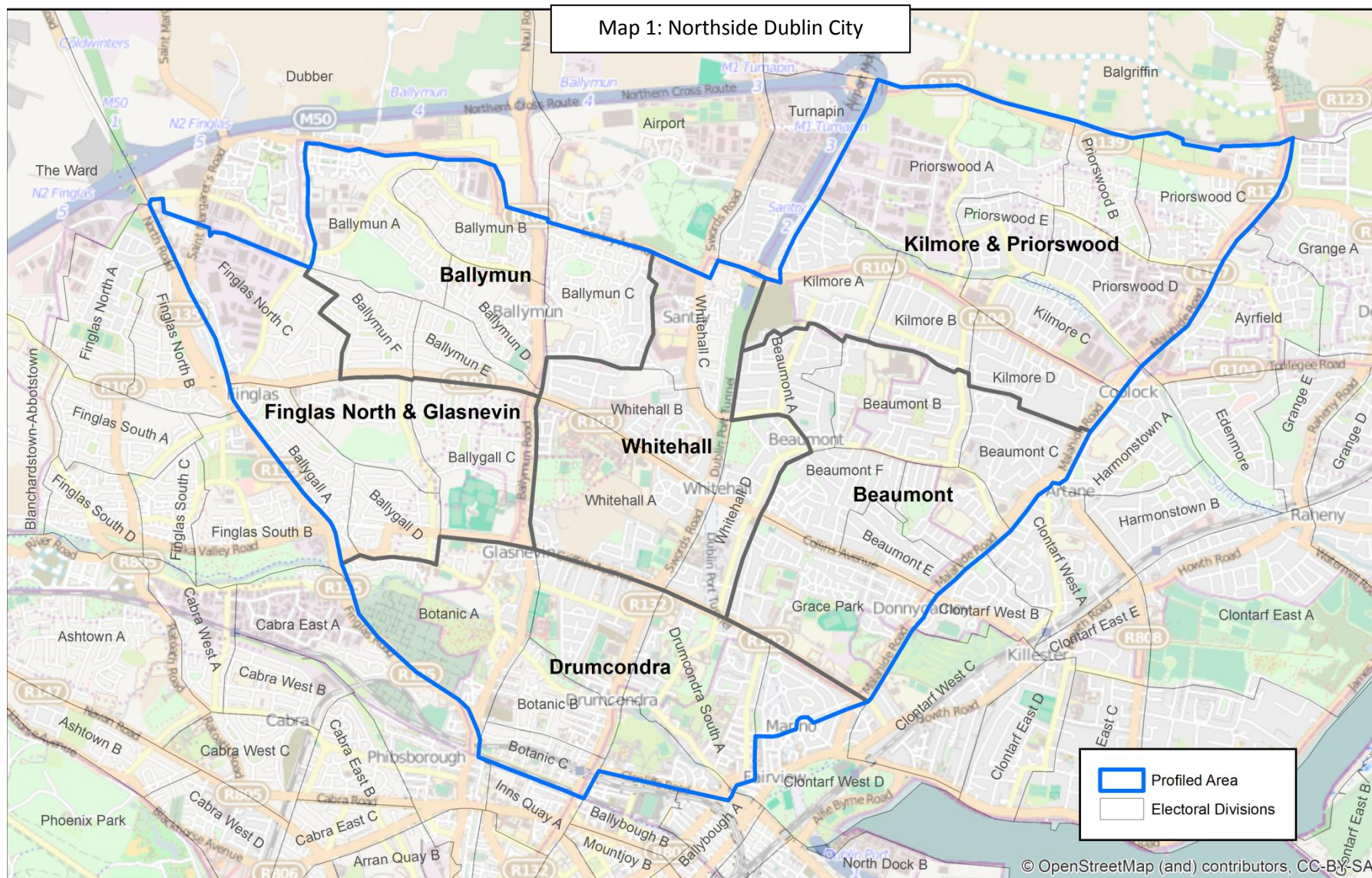
### 1.1 Population

The total population of the areas profiled in the Northside of Dublin City is 114,505 inhabitants, comprising 42,661 households.<sup>13</sup> The largest populations are found in Beaumont (23,635) and Kilmore & Priorswood (23,878), where the Darndale social housing estate is located. There is no great variation in the size of households and most households vary in size between 2.4 to 3 persons per household across the areas profiled. One-person households are highest in Drumcondra (33.7%), Whitehall (28%) and Finglas North & Glasnevin (25.4%).

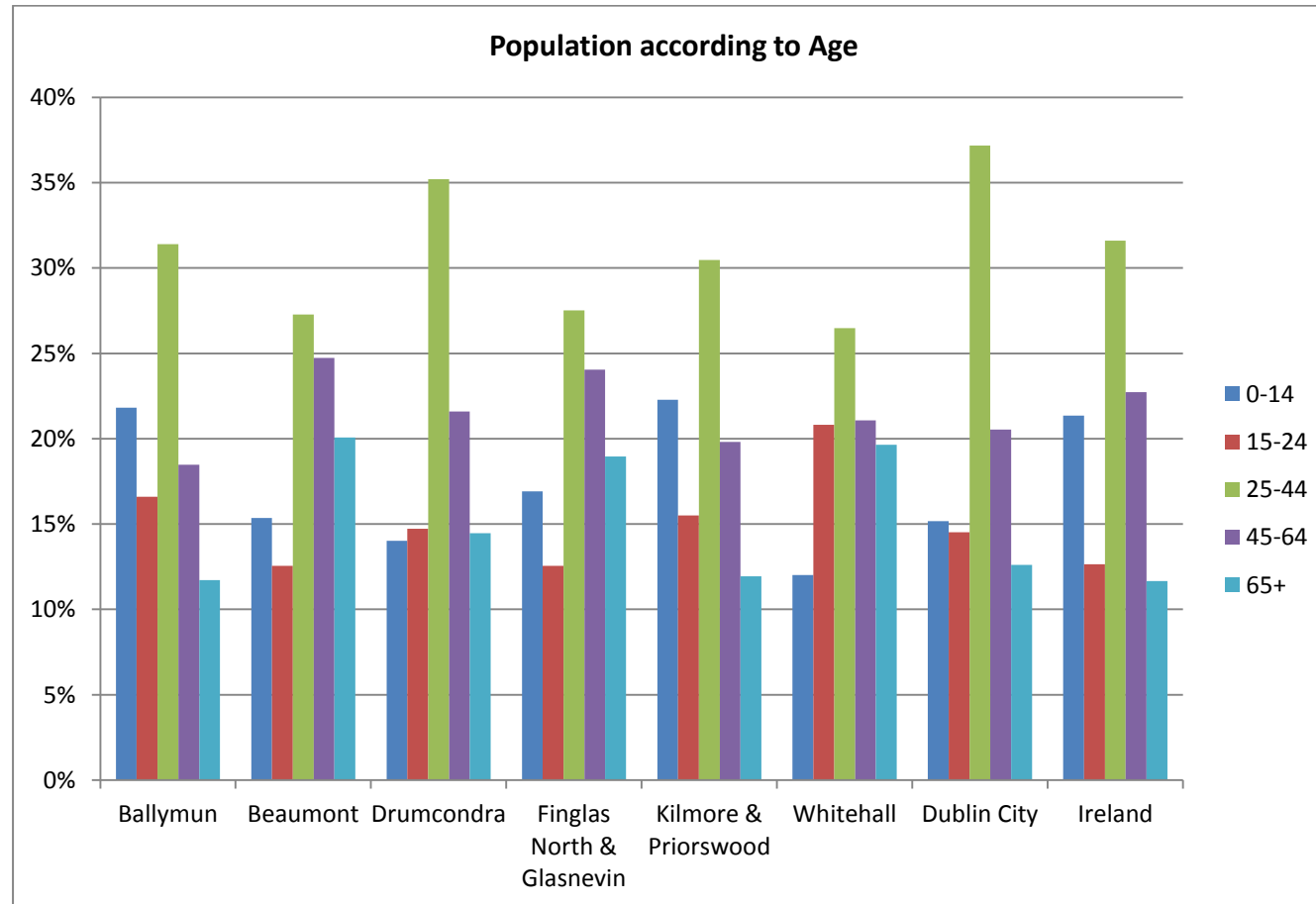
Area	Electoral Division(s)	Population
Ballymun	Ballymun A, B, C, D, E, F	20,141 comprising 7,301 households
Beaumont	Beaumont A, B, C, D, E, F Grace Park	23,635 comprising 8,707 households
Drumcondra	Drumcondra South A, B, C Botanic A, B, C Clontarf West E	19,927 comprising 8,208 households
Finglas North & Glasnevin	Ballygall A, B, C, D Finglas North C	14,407 comprising 5,514 households
Kilmore & Priorswood	Kilmore A, B, C, D Priorswood A, B, C, D, E	23,878 comprising 8,171 households
Whitehall	Whitehall A, B, C, D	12,517 comprising 4,760 households



<sup>13</sup> The total population of Dublin City is 527,612, comprised of 208,008 households.



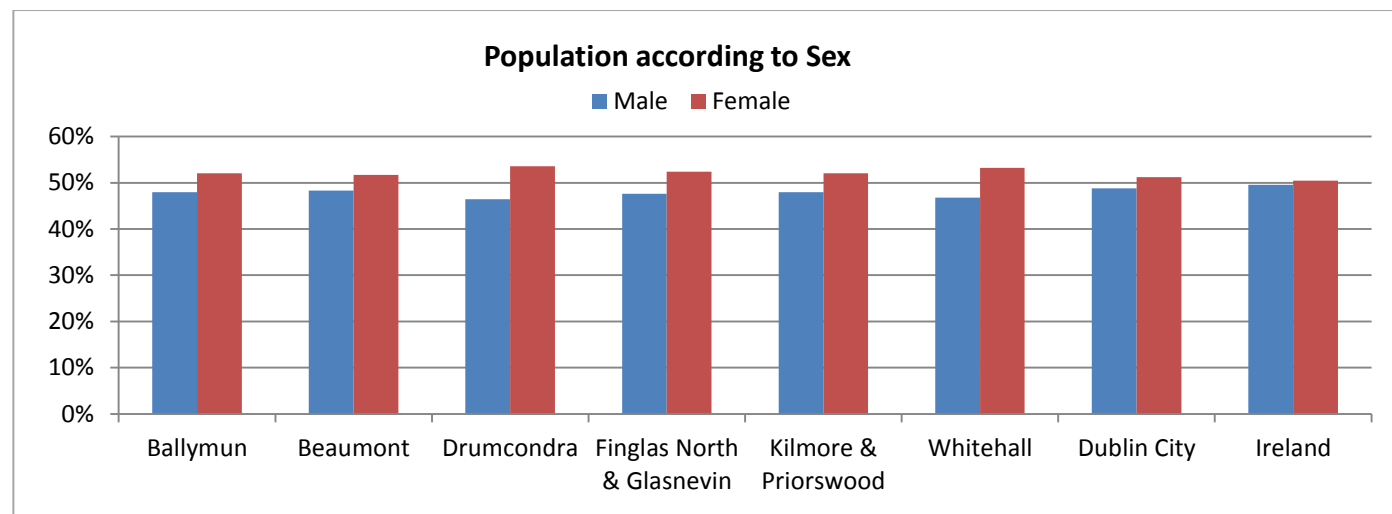
The age profile is outlined in the table below and shows that Ballymun and Kilmore & Priorswood have a particularly young population, while Drumcondra has a higher proportion of residents aged 25 to 44. The highest percentages of people aged over 65 are in Beaumont, Whitehall and Finglas North & Glasnevin, well above the Dublin City and national levels.



The percentage of the population under 25 and over 65 in each area is outlined as follows:

	Under 25	Over 65
Ballymun	38.4%	11.7%
Beaumont	27.9%	20.1%
Drumcondra	28.7%	14.5%
Finglas North & Glasnevin	29.5%	19.0%
Kilmore & Priorswood	37.8%	12.0%
Whitehall	32.8%	19.6%
Dublin City	29.7%	12.6%
Ireland	34.0%	11.7%

There are more females than males living in all the areas profiled. Drumcondra has the largest difference in proportions while the differences are more narrow in the proportions of male and female in Dublin City as a whole and nationally.



## 1.2 Relative Deprivation, Household Tenure and Lone Parent Families

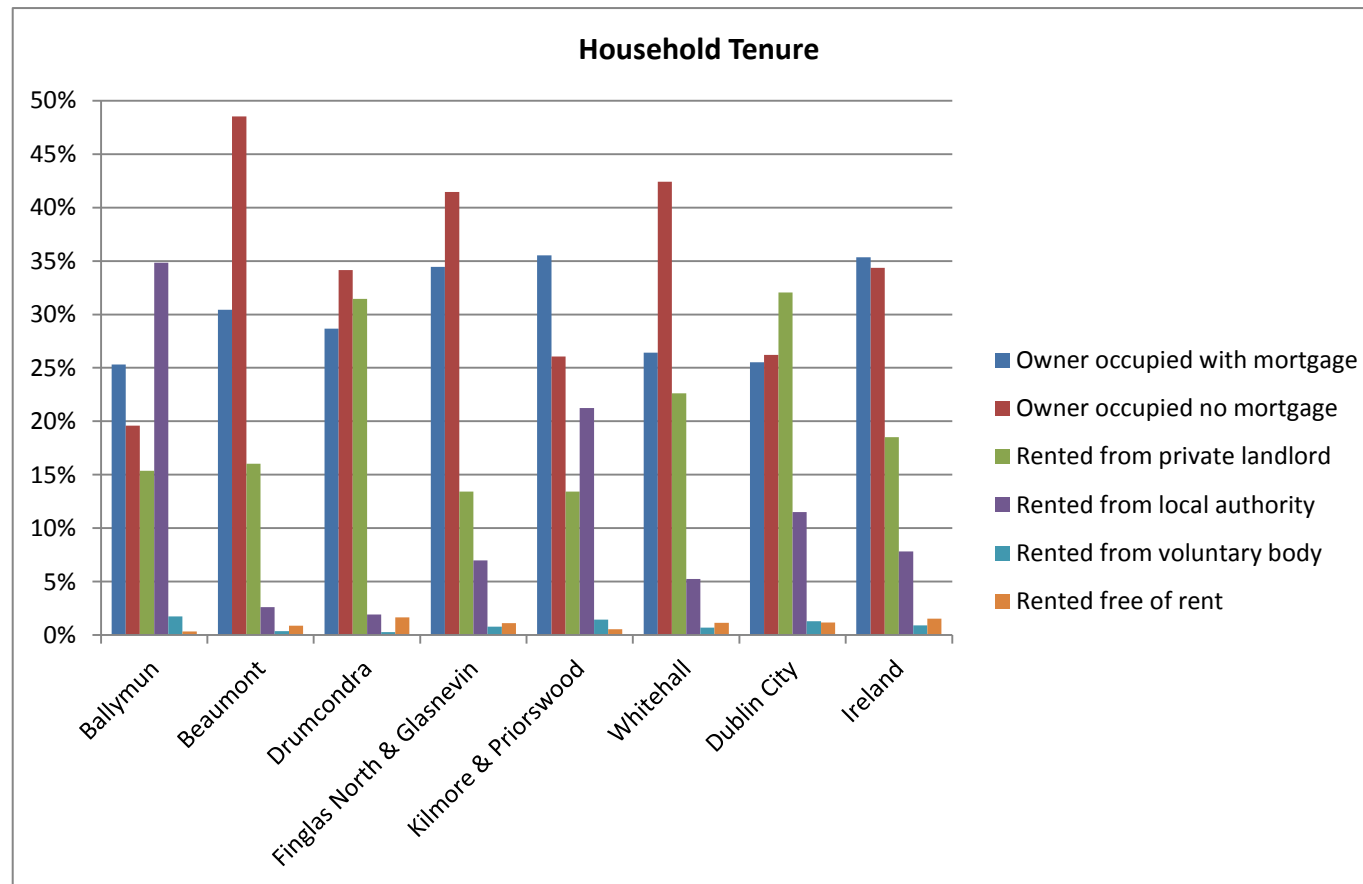
The 2011 Pobal HP Deprivation Index, developed by Trutz Haase and Jonathan Pratschke, gives an indicator for each area of the country. This score is a combination of census data on demographics, class composition and labour market situation, used to construct a national average of 0. Each area has been given a minus or plus score against this average. Scores of -10 to -20 indicates that an area is disadvantaged, -20 to -30 very disadvantaged, while a score of 10 to 20 indicates that an area is affluent or 20 to 30 very affluent.

The aggregated electoral division scores are presented to the right and show that this is not a uniformly disadvantaged area. Areas of disadvantage are evident but also areas of affluence. Kilmore & Priorswood is the most disadvantaged area, followed by Ballymun.<sup>14</sup> Drumcondra is an affluent area and the other areas are either marginally above or below average. Map 2 on page 10 presents a more detailed picture of relative deprivation in small areas and shows localised areas that are very disadvantaged, which can be missed when aggregates are constructed.

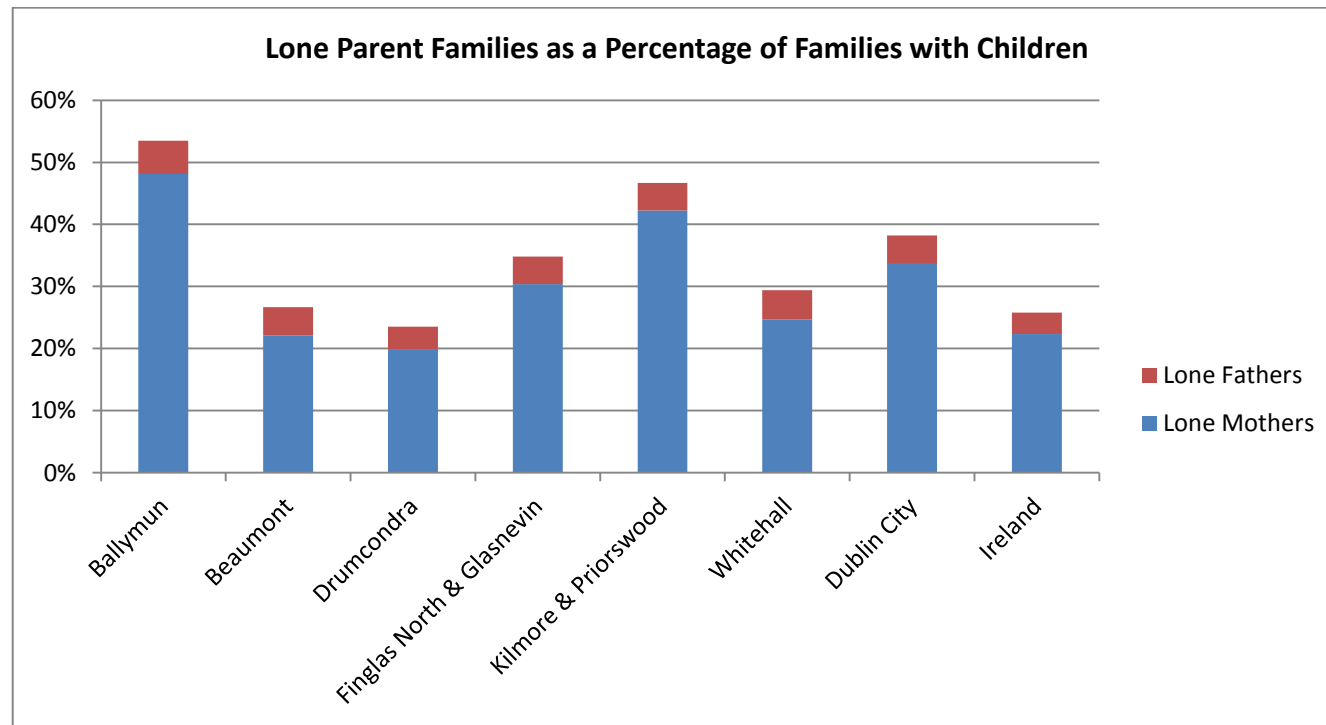
Relative Deprivation Index		
Ballymun	-11	Disadvantaged
Beaumont	1.3	Marginally above average
Drumcondra	10	Affluent
Finglas North & Glasnevin	-3.7	Marginally below average
Kilmore & Priorswood	-12.5	Disadvantaged
Whitehall	3	Marginally above average
Dublin City	2.2	Marginally above average

<sup>14</sup> The most deprived electoral divisions in the area profiled are Kilmore C (-20.4), Priorswood B (-20.1) and Ballymun B (-19.8).

Social housing, which is strongly associated with deprivation as it is targeted at low income households, is the dominant tenure in Ballymun where 34.8% of households rent their homes from the local authority. This is almost five times the rate for Dublin City (7.8%). 21.2% of households in Kilmore & Priorswood also rent from the local authority. Almost half of households in Beaumont own their own house with no mortgage; this type of tenure is also higher than the Dublin City and national average in Finglas North & Glasnevin and in Whitehall. Renting is highest in Drumcondra where just over one third (31.4%) of households rent from private landlords, which is close to the Dublin City proportion.

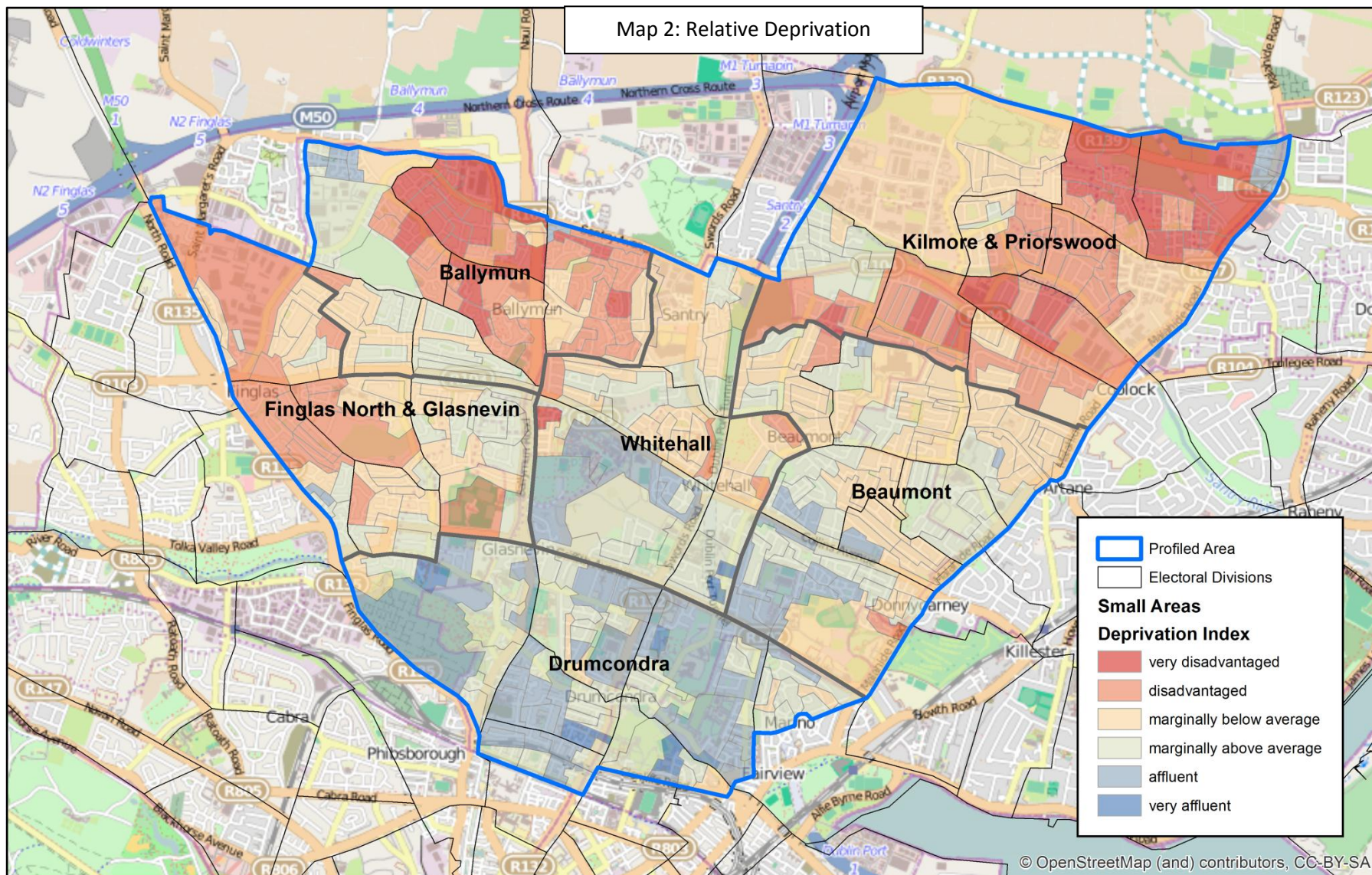


Another dimension strongly associated with deprivation is the level of lone parent families. As the figure below shows, most lone parent families are headed by lone mothers. The highest percentages of families with children that are headed by lone parents are found in Ballymun (53.5%) and Kilmore & Priorswood (46.7%) at over one and a half times the Dublin City level (38.2%). Drumcondra has the lowest level of lone parent families and Beaumont and Whitehall are close to the national level (25.8%).



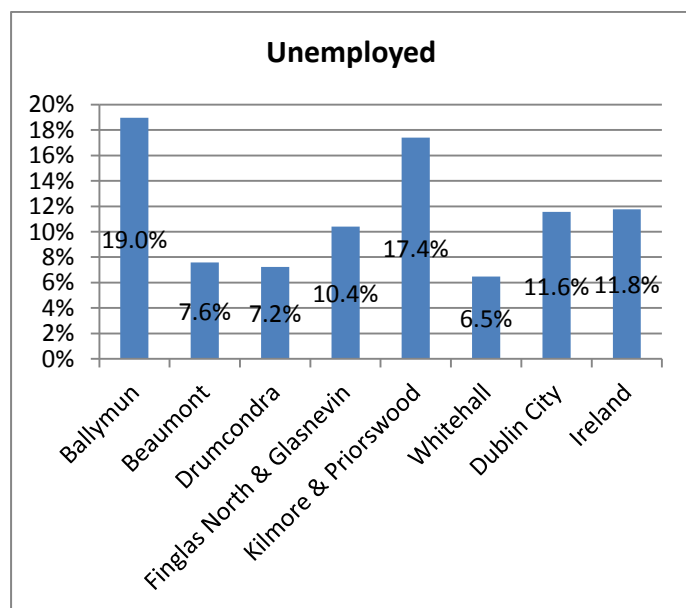
### Relative Deprivation Map

Map 2 on page 10 shows the relative deprivation of the small areas across the Northside areas profiled in this report. Very disadvantaged areas are found in Ballymun, Finglas North & Glasnevin, and Kilmore & Priorswood. Affluent areas are concentrated in Drumcondra. Whitehall and Beaumont are more mixed areas, with some areas of affluence, and other areas that are marginally above or below average.

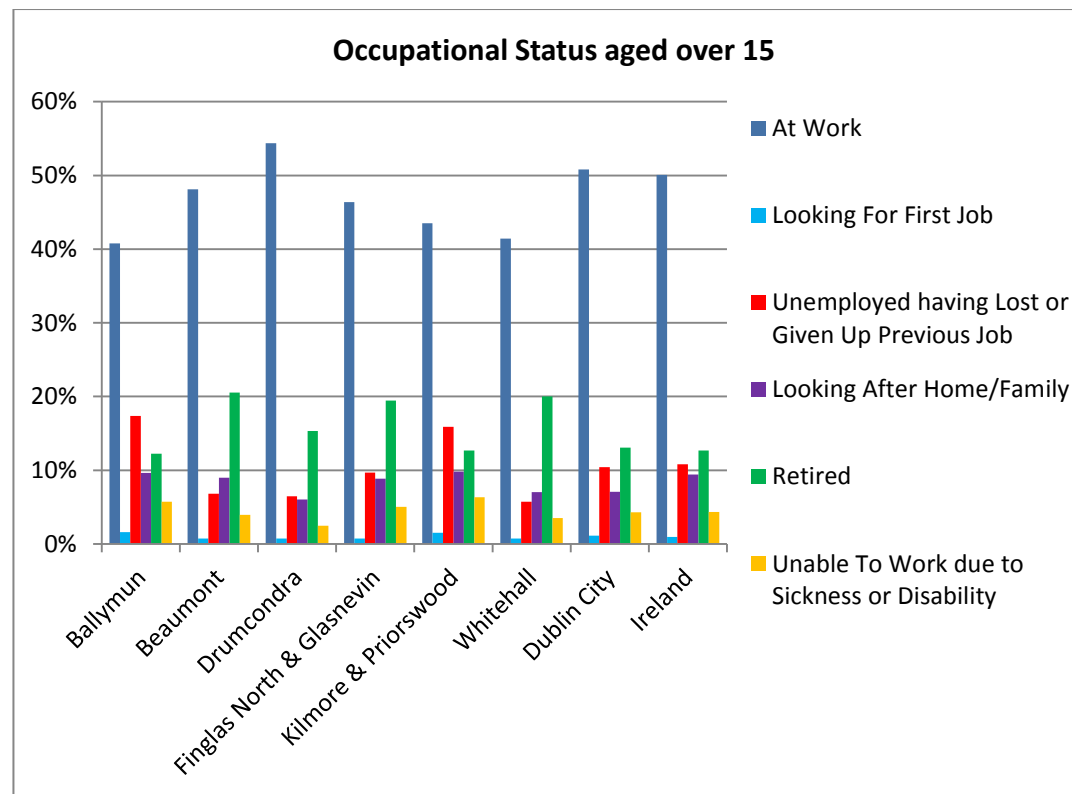


### 1.3 Occupational Status

Of the population aged 15 and over, the highest percentage of people unemployed (having lost or given up their previous job or looking for their first regular job) is found in Ballymun (19.0%) at one and a half times the Dublin City level (11.6%), followed by Kilmore & Priorswood (17.4%). All other areas of the Northside of Dublin profiled are below the Dublin City and national averages (11.8%).

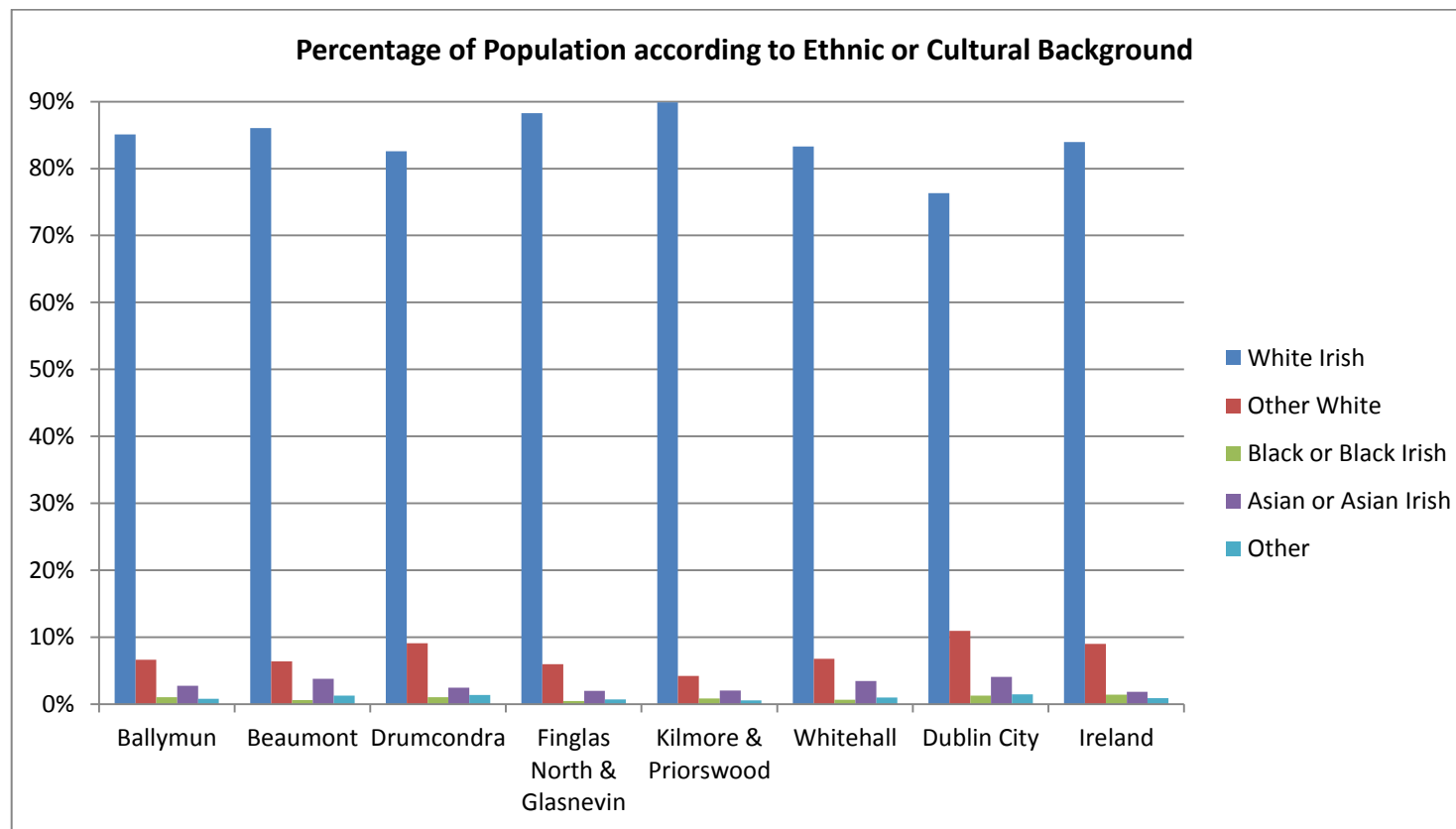


The figure below shows occupational status in more detail. Of the population aged 15 and over, the percentage of people at work is lowest in Ballymun (40.8%), where unemployment is highest, and Whitehall (41.1%), where one fifth of the population is retired. 43.5% of the population are at work in Kilmore & Priorswood. The percentage of people at work is highest in Drumcondra (54.4%) and Beaumont (48.1%), which are close to or above the Dublin City (50.8%) and national (50.1%) levels. Close to or just above 20% of the population are retired in Beaumont, Finglas North & Glasnevin and Whitehall. The proportions of those looking after the home/family and those unable to work due to sickness and disability are closer across the areas profiled. However, both are highest in Kilmore & Priorswood.



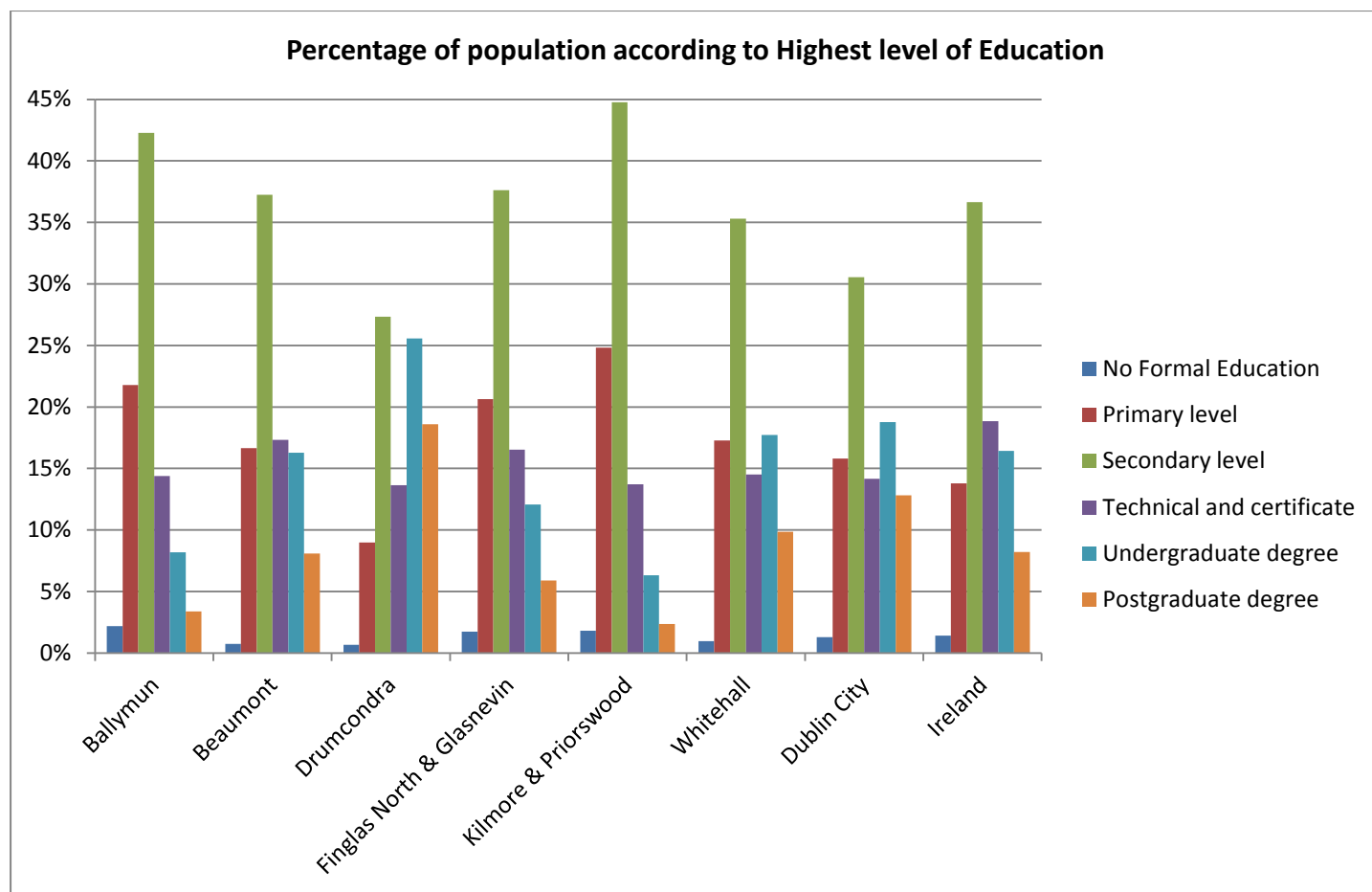
## 1.4 Ethnicity

When examining the ethnic or cultural background of the population profiled in the Northside of Dublin City, the majority of the population describes themselves as White Irish – above 80% of the population in all areas. This contrasts with Dublin City as a whole where 76.3% of the population describe themselves as White Irish. Of the areas profiled, Drumcondra has the highest percentage of people who describe themselves as Other White (i.e. Non Irish White), 9.1%. Almost 4% of the population in Beaumont and Whitehall describe themselves as Asian or Asian Irish.



## 1.5 Education

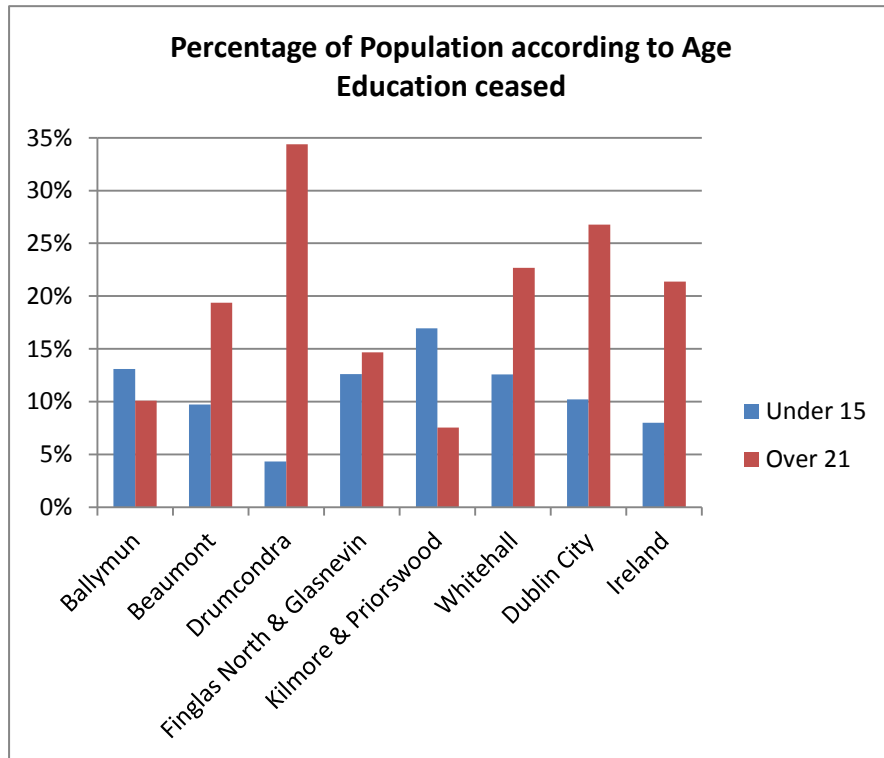
As the figure below shows, most of the population aged over 15 of the Northside areas profiled are educated to secondary level. However, there is still a significant percentage of the population aged 15+ with no education beyond primary level. This is particularly the case for Kilmore & Priorswood, Ballymun and Finglas North & Glasnevin. These are young areas with disadvantaged populations. For areas including Beaumont and Whitehall, the reasons for early cessation of education are primarily age related. The areas with the highest percentages of the population aged over 15 with technical, certificate and degree level qualifications are Beaumont, Drumcondra, and Whitehall.



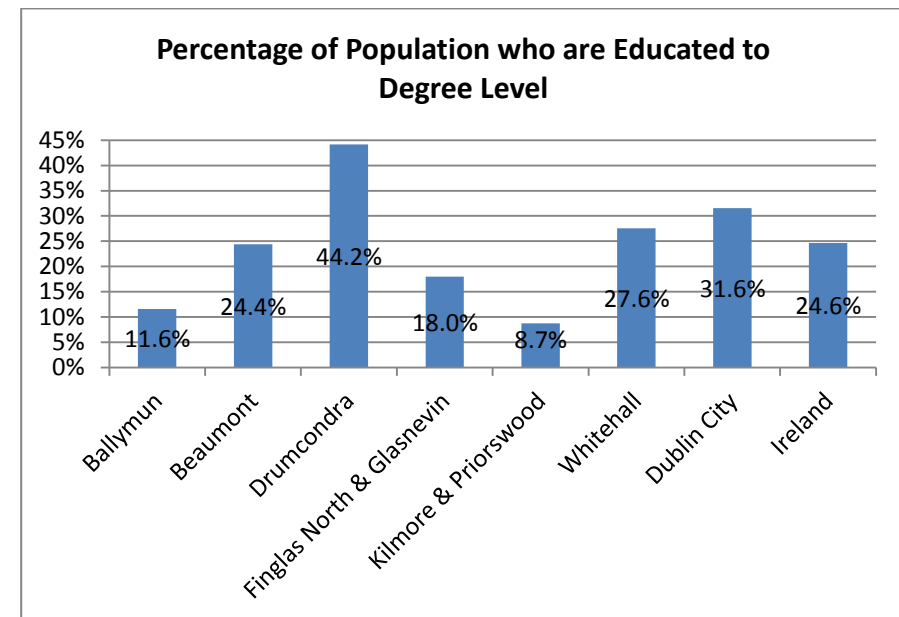
Percentage of Population who only have completed primary-level education or less	
Ballymun*	24.0%
Beaumont	17.4%
Drumcondra	9.6%
Finglas North & Glasnevin	22.4%
Kilmore & Priorswood	26.6%
Whitehall	18.2%
Dublin City	17.1%
Ireland	15.2%

\*Education levels in Ballymun have improved since 2006, when 28.7% of the population was educated to only primary level or less and 7.3% of the population was educated to degree level or higher (this has risen to 11.6% in 2011). This shows the impact of the intensive investment in social regeneration and education in the area.

As the figure below illustrates the highest proportion of the population who have finished their education over the age of 21 is found in Drumcondra (34.4%). The highest proportion of those who completed their education by the age of 15 is found in Kilmore & Priorswood (16.9%) and Ballymun (13.1%).



The percentage of the population aged over 15 who are educated to degree level (undergraduate or postgraduate) is particularly low in Kilmore & Priorswood (8.7%) and is improving in Ballymun (11.6%). In Dublin City almost one third of the population are educated to degree level and nationally almost one quarter of the population are educated to degree level. Drumcondra (44.2%) has the highest proportion of population who are educated to degree level. Finglas North & Glasnevin is lower than the national average, while Beaumont and Whitehall are close to or above the national average.



## 1.6 Summary

The area north of Drumcondra is not a uniformly disadvantaged area. Drumcondra is a particularly affluent area, while Whitehall and Beaumont are marginally well off. However, disadvantage is concentrated in Ballymun, Kilmore & Priorswood and Finglas North & Glasnevin, where levels of social housing and unemployment are higher, and levels of education much lower than average.

## 2. PROFILE OF EDUCATION PROVISION

This section of the report documents the nature, extent and structure of education provision in the selected areas of the Northside of Dublin City. It concentrates on services provided to adults, and begins with an overview of the main organisational features. This is followed by an outline of the main providers, their location, and the nature of courses.

Since July 2013, numerous changes have been underway in the education sector in Ireland. SOLAS has replaced FÁS as the Further Education and Training Authority, responsible for funding, planning and coordinating training and further education programmes. The VECs have been dissolved and replaced with Education and Training Boards (ETB), who are also taking over the management of training from FÁS. The City of Dublin Education and Training Board (CDETБ) is an essential funder and supporter of education in both the formal and informal sectors.

A new tendering process for adult and community education, referred to as SICAP (the Social Inclusion and Community Activation Programme), has been introduced by the government to replace the Local and Community Development Programme (LCDP). The new Local Community Development Committees (LCDC) will have oversight responsibility for local development and community funding in their areas.

The first round of applications for funding through this scheme has recently been completed by many of the community education organisations (July, 2014) with regard to funding for the coming year. In response to the new funding arrangements, some smaller organisations have joined umbrella organisations in order to submit applications.

The target areas on the Northside of Dublin City are organised by the CDETБ Adult Education Centres as follows:

### **Adult Education Service Area 1**

Ballymun, Coolock, Darndale, Santry, Donaghmede, Kilmore, Priorswood, Whitehall, Airfield, Beaumont, Drumcondra, Edenmore, Harmonstown, Raheny.

CDETБ Adult Education Service, Regional Office, Ballymun Road, Dublin 11

### **Adult Education Service Area 2**

Ashtown, Ballygall, Ballymun, Cabra, Drumcondra, Finglas

CDETБ Adult Education Service, Regional Office, c/o Coláiste Íde College of Further Education, Cardiffsbridge Road, Finglas, Dublin 11

### **Adult Education Service Area 3**

Arran Quay, Ballybough, Drumcondra, Inns Quay, Mountjoy, North City, North Dock, Rotunda, Stoneybatter, Clontarf, Grace Park, Whitehall

CDETБ Adult Education Service, Regional Office, Parnell Adult Learning Centre, 1 Parnell Square, Dublin 1

An Adult Guidance Service operates under the CDETБ and provides information on local, national and community based courses and funding supports through its drop-in service. It also provides free, confidential and impartial education and career advice and guidance on a one-to-one basis.

The CDETБ also operates the Finglas Training Centre, which offers a large number of accredited courses, and targets unemployed school leavers between the ages of 16 and 21 who have left school with few formal qualifications.

There is a CDETB Youthreach programme located on Ballymun Road and Kilmore Road. There is also the CDETB-funded Ballymun Regional Youth Research (BRYR), based in The Reco Building, in Ballymun Town Centre. Two further youth programmes, funded by the HSE, Department of Justice, Department of Children and Youth Affairs, and Atlantic Philanthropies, which also operate in Ballymun. These are:

- The Ballymun Youth Action Project (URRUS)
- Young Ballymun

## 2.1 Main Education Providers

In the selected areas on the Northside of the city, the ETB is responsible for five Further Education (FE) Colleges. These provide full-time Post-Leaving Certificate (PLC) and Vocational Training Opportunities Scheme (VTOS) courses,<sup>15</sup> as well as part-time courses and, in some cases, night classes. These are:

- **Coláiste Dhúlaigh College of Further Education** located on Barryscourt Road, Coolock, Dublin 17
- **Coláiste Eoin** located on Cappagh Road, Finglas, Dublin 11
- **Coláiste Íde** located on Cardiffsbridge Road in Finglas, Dublin 11
- **Plunket College**, Whitehall, located on the Sword Road, Dublin 9
- **Whitehall College of Further Education** located on the Swords Road, Dublin 9

There are several institutional providers of further and adult education in the target areas. These are:

- **All Hallows College**, located on Gracepark Road, Drumcondra (due to close in 2015)
- **Ballymun Community Training Centre**, Ballymun Industrial Estate (due to close at the end of August 2014)
- **Ballymun Job Centre** in Ballymun Town Centre
- **Ballymun CDETB** in Ballymun Town Centre
- **NCU Training Centre**, located in the Glin Centre, Glin Road, Coolock
- **Rosmini Community School**, located in Gracepark Road, Drumcondra (closed until 2015 due to flooding)
- **St Joseph's Training Centre**, located on Barry Road, Finglas West

There are also several **Adult Literacy Schemes** across the Northside of the City supported by the ETB and the National Adult Literacy Agency (NALA) to ensure that those with literacy and numeracy problems can take a full role in society. In the target areas, these include:

- Ballymun Adult Read and Write Scheme, Ballymun Partnership Office
- Coolock/Darndale Adult Literacy and Basic Education, Coláiste Dhúlaigh
- CDETB Adult Education Service, Coláiste Íde, Finglas
- CDETB Adult Education Service, Coláiste Eoin, Finglas

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<sup>15</sup> These are offered in conjunction with the Department of Social Protection. <http://www.welfare.ie/en/Pages/VTOS---Vocational-Training-Opportunities-Scheme.aspx#vtos>

## 2.2 Local Community Education Providers and Centres

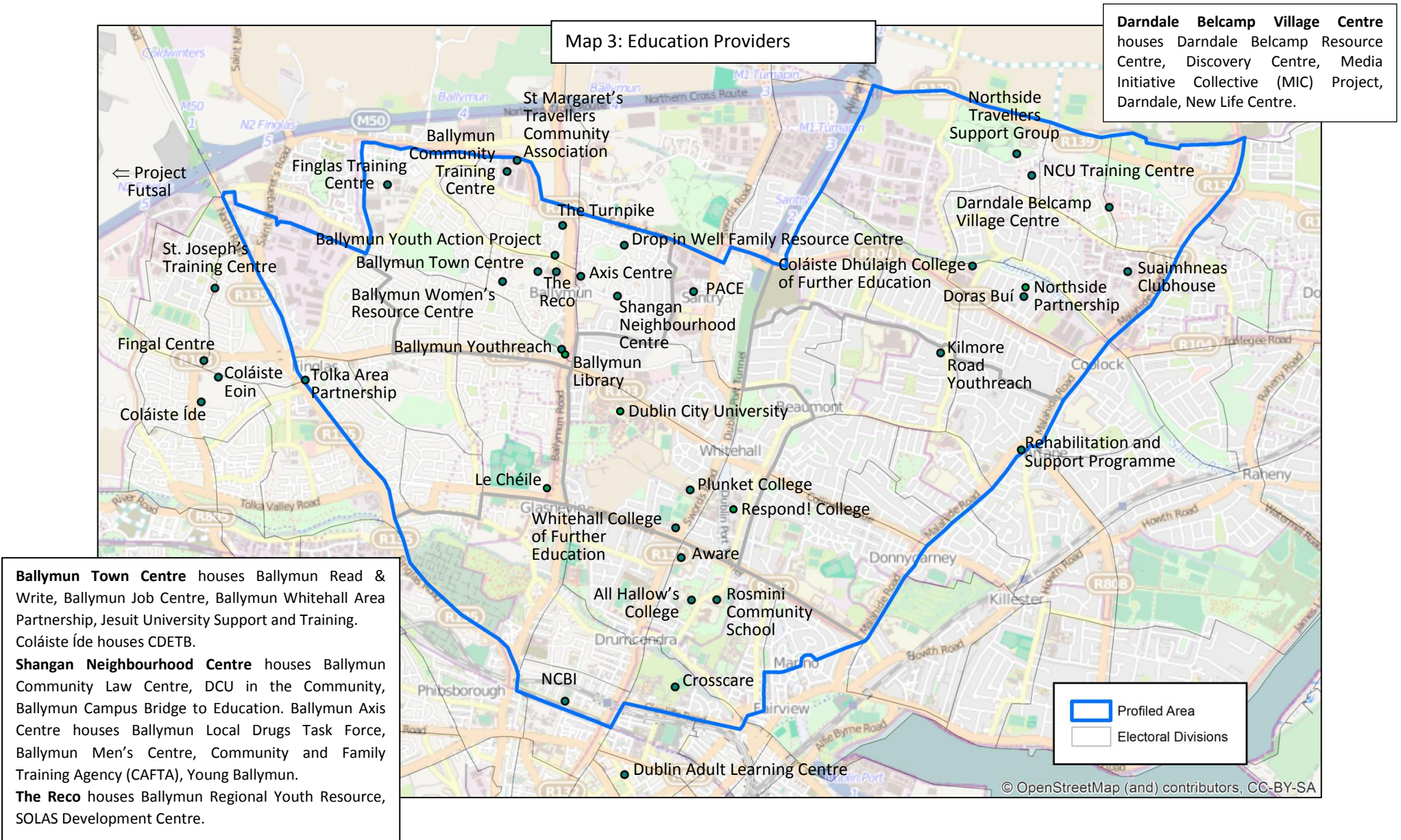
There are many local providers, including community, training, and resource centres, youth organisations, charities, etc. in the target areas. Courses are also run by some of the local libraries. The organisations and courses were profiled through a snowball approach. While not every group has been approached directly, and it is likely that there are providers and courses that have not profiled at all, the researchers are confident that this profile is as comprehensive as possible given the time

and resources available.

29 community education providers and venues have been identified. These are involved in offering more than 250 courses. The table below gives a description of local providers in education in the targeted areas of the Northside of Dublin City. It is followed by a map of education providers in the city and subsequently by details of courses offered.

Provider / Centre	Description
<b>AWARE</b>	Based in Drumcondra, AWARE supports those with mental illness and depression.
<b>Ballymun Community Law Centre</b>	The Ballymun Community Law Centre promotes legal education and provision for those in Ballymun.
<b>Ballymun Local Drugs Task Force</b>	The Ballymun Local Drugs Task Force supports drug users and recovering addicts, and their families.
<b>Ballymun Men's Centre (through CAFTA)</b>	The Ballymun Men's Centre offers activities and support for men marginalised through unemployment and/or deprivation.
<b>Ballymun Project Futsal</b>	The Ballymun Project Futsal promotes football as a means of social learning for males and females aged 18 years and over.
<b>Ballymun Whitehall Area Partnership</b>	The Ballymun Whitehall Area Partnership offers training and community-based education and support for the socially disadvantaged.
<b>Ballymun Women's Resource Centre</b>	The Ballymun Women's Resource Centre offers training and support for females aged between 12 and 23.
<b>Community and Family Training Agency (CAFTA)</b>	CAFTA, based in Ballymun, provides community development training and support for the socially marginalised.
<b>Crosscare Community Centre</b>	The Crosscare Community Centre offers training to promote social inclusion and personal development.
<b>Darndale Belcamp Resource Centre</b>	The Darndale Belcamp Resource Centre, based in Darndale village, offers support to the elderly.
<b>DCU in the Community</b>	DCU in the Community in Ballymun promotes third-level attendance for early school-leavers and mature students.
<b>Discovery Centre Darndale Belcamp</b>	Based in Darndale village, the Discovery Centre offers training to early school-leavers aged 16 to 21 years.

Provider / Centre	Description
<b>Doras Buí</b>	Doras Buí are located on Bunratty Drive in Coolock. They offer a range of training courses and support for lone parents.
<b>Drop in Well Family Resource Centre</b>	The Drop in Well Family Resource Centre, based in Ballymun, provides classes and support for adults over the age of 18.
<b>Dublin Adult Learning Centre (DALC)</b>	Dublin Adult Learning Centre is an adult basic education centre, located in Dublin's north inner city. It offers free and confidential individual and group tuition in reading, writing and spelling for adults with reading and writing difficulties.
<b>Jesuit University Support and Training (J.U.S.T.)</b>	J.U.S.T., located in Ballymun, seeks to support local residents in gaining access to, and remaining in, third-level education.
<b>Le Chéile Mentoring and Youth Justice Support Services</b>	Le Chéile Mentoring and Youth Justice Support Services, located in Ballymun, offers support to 12 to 18 year olds involved in young persons' probation.
<b>Media Initiative Collective (MIC) Project</b>	The MIC Project, located in Darndale village, promotes media training for those aged between 16 and 65 with poor (or no) academic qualifications.
<b>NCBI</b>	Located in Drumcondra, NCBI offer training and support for those who have lost, or are losing, their sight.
<b>New Life Centre</b>	The New Life Centre, based in Darndale, provides a range of classes to promote social inclusion and community engagement.
<b>Northside Partnership</b>	The Northside Partnership is located on Bunratty Drive in Coolock. It provides community education and personal development training for those seeking work, and offers support to families and the elderly.
<b>PACE</b>	PACE, located in Ballymun, offers support and training to homeless men recently released from prison.
<b>Rediscovery Centre</b>	The Rediscovery Centre, located in Ballymun, promotes environmental awareness.
<b>Rehabilitation and Support Programme (R.A.S.P.)</b>	RASP is based in Artane in the Greater Coolock area. It provides a number of courses for those recovering from addiction.
<b>SOLAS Development Centre</b>	The SOLAS Development Centre, based in Ballymun, offers classes for women of all ages.
<b>St Margaret's Travellers' Community Association</b>	The St Margaret's Travellers' Community Association, located on St Margaret's Road in Ballymun, seeks to promote literacy and engagement with the wider area among the travelling community on St Margaret's halting site.
<b>Suaimhneas Clubhouse</b>	Suaimhneas Clubhouse, located in Coolock, supports those with mental health difficulties.
<b>The Fingal Centre</b>	The Fingal Centre is located on Cardiffsbridge Road, Finglas. The Centre aims to promote social inclusion through offering a wide range of courses aimed at the socially marginalized.
<b>Tolka Area Partnership</b>	The Tolka Area Partnership, based in Finglas, seeks to promote social inclusion.



## 2.3 Course Overview

There is a wide range and number of courses provided in or targeted at residents in the Northside of Dublin City. In this section we have profiled courses that are advertised in brochures, online and via community newsletters. Not every course runs each year as they depend on course numbers and funding so the list should be seen as indicative only. Some run as short-term courses of 6-8 weeks duration, others run for a year or more. Many are accredited through QQI/FETAC and other academic and professional bodies but some are non-accredited. Most courses are offered in the Ballymun area, while fewer courses are offered or are running in Drumcondra, Beaumont and Whitehall.

The courses are listed below according to the following five categories:

1. Employment Activation and Work Skills
2. Academic Progression
3. Community Development
4. Personal Development
5. Lifestyle and Hobbies

Some courses fit into more than one of these categories and where this occurs they are listed under the relevant categories.

### 2.3a Employment Activation and Work Skills

The majority of courses are directed towards employment activation and work skills and personal development. Employment activation and work skills courses are variously targeted at the following groups as detailed in Appendix 2: Early school leavers between 16 and 21 with few or no qualifications; Unemployed of all ages; On jobseekers allowance/benefit or disability allowance for 6 months or more; Long-term Unemployed; Homeless men recently released from prison; Early drug use recovery; Over 21s; Lone-parents, house-parents; disabled; 16-65 years of age and registered with FÁS; Those with mental health difficulties

The majority of these courses are accredited, mostly at FETAC Level 5. Others are at FETAC Level 3, 4, 6 and Certificate.

Organisation	Employment Activation and Work Skills Courses
<b>Ballymun Campus Bridge to Education (run in association with CAFTA)</b>	Communications; Personal and Professional Development
<b>Ballymun CDET B</b>	Customer Service Skills Course
<b>Ballymun Community Training Centre (to close at the end of August)</b>	Catering; Childcare; Computers/IT; Hairdressing; Pre-Employment
<b>Ballymun Job Centre</b>	Job Club offering computer access and training in seeking work; Momentum IT programme
<b>Ballymun Men's Centre (through CAFTA)</b>	Computers
<b>Ballymun Whitehall Area Partnership</b>	Computer Literacy & Word Processing; Career Planning & Personal Effectiveness; Information Technology Skills; Word Processing; Early Childhood Care and Education; Jobseeker Training
<b>Ballymun Women's Resource Centre</b>	Computer Literacy; Computers (Advanced); Communications; Retail Customer Service
<b>Ballymun Youthreach (community-based second chance centre of education)</b>	Work Experience

Organisation	Employment Activation and Work Skills Courses
<b>Ballymun Regional Youth Resource (BRYR)</b>	Employability Skills; Health Care
<b>Community and Family Training Agency (CAFTA)</b>	Estate Management
<b>PACE Partnership</b>	Woodwork; metalwork; computer skills
<b>St Margaret's Travellers Community Association</b>	Employability Skills
<b>Coláiste Eoin, Adult Education Service</b>	IT Skills; English Language Courses; Child Development and Play; Communications
<b>Coláiste Íde</b>	Open Learning Centre: Extensive list of courses available on website; Accounting Technician; Computer and Network Maintenance; Digital Media; Healthcare; Childcare
<b>St Joseph's Training Centre</b>	Computers
<b>The Fingal Centre</b>	Momentum; Voyages Programme: Computer Literacy & Career Preparation
<b>Finglas Training Centre</b>	Equestrian International Instructors Traineeship; Web Design; Legal Administrator; Welding; Interior Design; Wind Turbine Systems Installation; Graphic Design; IT Support Specialist Traineeship
<b>Tolka Area Partnership</b>	Jobs Club; Enterprise Development; Career Guidance; Community Employment Workshop
<b>Coláiste Dhúlaigh College of Further Education</b>	ESOL and Employability Skills; Foundation in Healthcare Skills; Early Childhood Care & Education (Part-time) and Business & Computers; Interior Design; Health Service Skills; FIT (Fast-track into Technology); Business Management (Full-time)
<b>Discovery Centre Darndale Belcamp</b>	Woodworking/Tech Graphics; IT/Computers; Catering/Food Hygiene; Homecrafts/Childcare
<b>Media Initiative Collective (MIC) Project, Darndale</b>	Video Production; Graphic Design; Sound Engineering; Photography
<b>Northside Partnership</b>	Speedpak (employment initiative); Pre-employment and community employment programme; labour market inclusion programme
<b>NCU Training Centre</b>	Computer Literacy; Door Security; Workplace Safety; Work Experience; Bookkeeping; Care for the Older Person; Communications; Customer Service; Reception Skills; HACCP and Food Safety; Occupational First Aid; Train the Trainer
<b>Suaimehnas Clubhouse</b>	Supports members in accessing adult education in local colleges and employment
<b>Plunket College</b>	Computer and Office Skills; English Language, Business and Information; Office Systems and Support (Core VTOS Courses) and Accountancy; Carpentry and Joinery; Construction and Engineering; Health and Alternative Therapies; Introduction to Counselling and Psychology; Motor Vehicle Maintenance (Post-Leaving Certificate Courses)
<b>Whitehall College of Further Education</b>	Community and Health Services; Accounting, Computer Systems & Networks; Childcare

### 2.3b Academic Progression

These courses are either open or are targeted at the following groups as detailed in Appendix 2: Those returning to education; 15-20 year olds; Those who need support in gaining access to, or within, third level education; Those away from education for a long time; Mature Students,

6<sup>th</sup> year students, parents; 16 or over with previous addiction problems; Females between the ages of 12 and 23; Those recovering from addiction.

Levels and qualifications range from FETAC 3 to 5 and up to Level 7 in conjunction with the Higher Education institutions.

Organisation	Academic Progression Courses
<b>Ballymun Campus Bridge to Education</b>	Research and Study Skills
<b>Ballymun CDETB</b>	Introduction to Learning; Preparation for College
<b>Ballymun Job Centre</b>	Education Bursary Fund
<b>Ballymun Project Futsal</b>	Sport and Recreation
<b>Ballymun Whitehall Area Partnership</b>	European and Irish History
<b>Ballymun Women's Resource Centre</b>	Maths
<b>Ballymun Youthreach</b>	Crime Awareness; Maths; Woodwork; Food and Nutrition; Computer Studies; Communications; Personal and Interpersonal Skills; Work Experience; Cosmetic Studies; Drawing; Painting
<b>Ballymun Youth Action Project (URRUS)</b>	Diploma in Community Drugs and Alcohol Work
<b>DCU in the Community</b>	Bridge to Education programme
<b>Jesuit University Support and Training (J.U.S.T.)</b>	Third Level Support
<b>Coláiste Eoin, Adult Education Service</b>	Preparation for College for Students in Recovery from Addiction; Psychology
<b>Coláiste Íde</b>	Study Skills Support
<b>Coláiste Dhúlaigh College of Further Education</b>	General Educational Studies; Foundation in Art & Design
<b>Kilmore Road Youthreach</b>	Cookery; Drawing; Mathematics; Woodwork
<b>Media Initiative Collective (MIC) Project, Darndale</b>	Video Production; Graphic Design; Sound Engineering; Photography
<b>Suaimehnas Clubhouse</b>	Supports members in accessing adult education in local colleges and employment
<b>Plunket College</b>	Leaving Certificate; Third-level access

### 2.3c Community Development

These courses are either open or are targeted at the following groups as detailed in Appendix 2: Caregivers, health professionals, teachers; Over 21s; 12-18 year olds involved in young persons' probation; Travellers aged

10-25; 13-17 year olds. Many of these courses are accredited at FETAC 4, 5 and 6 and to Certificate and Diploma.

Organisation	Community Development Courses
<b>Ballymun Community Law Centre</b>	Family Law; Human Rights Law; Conflict Resolution and Mediation Skills; Consumer and Debt Law; Employment Law; Family/peer Mediation; Housing Law; Social Welfare and Health Law
<b>Ballymun Project Futsal</b>	Kickstart 1 and 2 Coaching Certificates; Disability Football Coaching Certificate; Sport and Recreation
<b>Ballymun Regional Youth Resource (BRYR)</b>	Applied Suicide Intervention Skills Training (ASIST); Child Protection Awareness Programme
<b>Ballymun Youth Action Project (URRUS)</b>	Introduction to Addiction Studies; Diploma in Community Drugs and Alcohol Work; Community Addiction Studies Course
<b>Community and Family Training Agency (CAFTA)</b>	Community Development and Leadership Skills; Family Support Skills
<b>Le Chéile Mentoring and Youth Justice Support Services</b>	Restorative Justice
<b>Rediscovery Centre</b>	Workshops on recycling, energy usage, biodiversity and waste minimisation
<b>St Margaret's Travellers Community Association</b>	Anti-bullying programmes; Traveller Culture
<b>Coláiste Eoin, Adult Education Service</b>	CSPE: Civil, Social, Political Education; Interculturalism
<b>Coláiste Íde</b>	Adult/Community Education Programme: Extensive list of courses available on website
<b>Crosscare Community Centre</b>	Peer Education/Drug Awareness; Traveller Culture
<b>Coláiste Dhúlaigh College of Further Education</b>	Community Development
<b>Doras Buí</b>	Teen Support Project
<b>Northside Partnership</b>	Local Development Programme; Connect 4 Programme (regeneration and peace-building links with North Belfast)
<b>Whitehall College of Further Education</b>	Community and Health Services

### 2.3d Personal Development

These courses are either open to all or are targeted at the following groups as detailed in Appendix 2: Adults with literacy difficulties; Drug users, recovering addicts, and family members; 12-18 year olds involved in young persons' probation; Those who have lost or are losing their sight; Adults with Learning Disabilities; Adults with mental health support needs; Recently bereaved; People wishing to learn new skills;

Employees/management; People looking for work or setting up in business; Travellers; 13-17 year olds; Families on low incomes; One Parent Families; Children and families; Parents and people working with children; The elderly; Speakers of other languages.

Many of these courses are not accredited. Those that are accredited are offered at FETAC Levels 2 to 5.

Organisation	Personal Development Course
<b>Ballymun Adult Read and Write Scheme</b>	Adult Literacy classes
<b>Ballymun Campus Bridge to Education (run in association with CAFTA)</b>	Personal and Professional Development
<b>Ballymun CDETB</b>	Introduction to Learning; Personal & Interpersonal Development Course
<b>Ballymun Local Drugs Task Force</b>	STAR Project
<b>Disability Football Coaching Certificate</b>	Sport and Recreation
<b>Ballymun Whitehall Area Partnership</b>	FIT (Fastrack to IT) Introduction to Computers; Personal Finance and Money Skills
<b>Ballymun Youthreach (community-based second chance centre of education)</b>	Personal and Interpersonal Skills
<b>Ballymun Youth Action Project (URRUS)</b>	Introduction to Addiction Studies
<b>Community and Family Training Agency (CAFTA)</b>	Housing Transition Programme; Positive Parenting; Cook It; Family Support Skills
<b>Dublin Adult Learning Centre</b>	Basic Education Unit: tuition for beginners in Reading, Writing, Spelling, Computers and Numeracy; Family Learning Programme; Family After School Project; ESOL: English to Speakers of Other Languages
<b>DCU in the Community</b>	Intergenerational Learning Programme
<b>Drop in Well Family Resource Centre</b>	classes on computer and mobile phone use
<b>Le Chéile Mentoring and Youth Justice Support Services</b>	Strengthening Families Programme
<b>PACE Partnership</b>	Literacy
<b>Rediscovery Centre</b>	Workshops on recycling, energy usage, biodiversity and waste minimisation
<b>SOLAS Development Centre</b>	Computers; health information
<b>St Margaret's Travellers Community Association</b>	IT; Literacy, Self Esteem; Sport

Organisation	Personal Development Course
<b>Young Ballymun (Axis Arts Centre)</b>	Literacy and language supports; support with mental health issues; promoting healthy relationships
<b>All Hallows College (closing 2015)</b>	Mindfulness; public art; the soul of leadership; exploring faith as an adult; pilates
<b>Aware</b>	Wellness@Work; Beat the Blues; Life Skills Programmes
<b>Rosmini Community School (closed until 2015 due to flooding)</b>	Languages
<b>NCBI</b>	Orientation and Mobility Training; Using aids and Appliances; Technology Training; Rehabilitative Training
<b>Coláiste Eoin, Adult Education Service</b>	Computers for Adults with Learning Disabilities; Communication for Adults with Learning Disability; Personal Development, Communications and Creative Writing; Literacy; Operation Transformation – food and cookery; Personal Development: relations with others; English Language Courses; Child Development and Play
<b>Coláiste Íde</b>	Adult/Community Education Programme: Extensive list of courses available on website; Open Learning Centre: Extensive list of courses available on website
<b>Crosscare Community Centre</b>	A range of courses including Addiction and Recovery; Caring for the Carer; Sign Language; Cooking for Beginners; Mindfulness; Understanding Interdependency and Development
<b>St Joseph's Training Centre</b>	Cognitive Behavioural Therapy; Read Write Spell; Internet Skills; Relaxation and Mindfulness; Internet Skills for Beginners
<b>The Fingal Centre</b>	Basic Computer Skills
<b>Tolka Area Partnership</b>	Better Basics (literacy); Basic Computer Training
<b>Darndale Belcamp Resource Centre</b>	Computers
<b>Discovery Centre Darndale Belcamp</b>	Health Related Fitness/Gym; Literacy/Numeracy
<b>Doras Buí</b>	Teen Support Project; My Easy Way of Budgeting; First Aid for Parents; Journey to Self
<b>Kilmore Road Youthreach</b>	Personal Development
<b>New Life Centre</b>	Healthy Eating; Introduction to Computers; Literacy
<b>Northside Partnership</b>	Healthy Food Made Easy; Health Heroes; Stop Smoking
<b>Rehabilitation and Support Programme (RASP)</b>	Life Skills; Smoking Cessation; Steps Programme; Strengthening Families
<b>Northside Travellers Support Group</b>	Primary Healthcare; Drugs Awareness
<b>Plunket College</b>	Sign Language

### 2.3e Lifestyle and Hobbies

These courses are usually open to all in the area but some are targeted at the following groups as detailed in Appendix 2: Marginalised men; Disadvantaged/socially excluded; The elderly; Those recovering from

addiction. Very few of these courses are accredited but those that are tend to be offered at FETAC 3 and 4.

Organisation	Lifestyle and Hobbies Course
<b>Ballymun Adult Read and Write Scheme</b>	Creative writing; introduction to poetry
<b>Ballymun Library</b>	Painting; table quiz; language exchange; book club/reading group; scrabble; needlecraft; writers' group
<b>Ballymun Men's Centre (through CAFTA)</b>	Art/Design; Guitar lessons; reading group; swimming; group outings; golf; games
<b>Ballymun Whitehall Area Partnership</b>	Art/Arts & Crafts/Book Exchange; Drama/Digital Photography
<b>Drop in Well Family Resource Centre</b>	Art; knitting; flower arranging; health and well-being; gardening
<b>PACE Partnership</b>	Arts; pyrography; horticulture
<b>SOLAS Development Centre</b>	Sewing; crochet; pottery; art; environment awareness; yoga; cookery
<b>St Margaret's Travellers Community Association</b>	Dance; Cookery
<b>All Hallows College (closing 2015)</b>	Mindfulness; public art; the soul of leadership; exploring faith as an adult; pilates
<b>Rosmini Community School (closed until 2015 due to flooding)</b>	Flower Arranging; Motor Cycle Maintenance
<b>Coláiste Eoin, Adult Education Service</b>	Relaxation Class; Art, Drawing or Painting
<b>Crosscare Community Centre</b>	Cooking for Beginners; Mindfulness
<b>St Joseph's Training Centre</b>	Art and Design; Relaxation and Mindfulness
<b>The Fingal Centre</b>	Community Garden
<b>Coolock Library</b>	Sewing and art classes; book club
<b>Darndale Belcamp Resource Centre</b>	Crafts; Cookery
<b>Discovery Centre Darndale Belcamp</b>	Health Related Fitness/Gym
<b>Doras Buí</b>	Home Crafts
<b>New Life Centre</b>	Calligraphy; Cookery; Dress Making; Jewellery Making; Oil Painting; Sewing; Yoga
<b>Rehabilitation and Support Programme (RASP)</b>	Acupuncture; Art Therapy; Creative Writing; Healthy Cooking; Jewellery Making; Reiki
<b>Plunket College</b>	How to use your ipad; zumba; car maintenance for beginners; guitar for beginners; creative writing; languages; pilates; mindfulness
<b>Whitehall College of Further Education</b>	Art and Sculpture

### 3. INTERVIEWS

14 staff members from 12 organisations kindly gave of their time to be interviewed in person or by phone. These included Ballymun Community Law Centre, Ballymun Regional Youth Resource (BRYR), The City of Dublin Education and Training Board (CDETB), Community and Family Training Agency (CAFTA), Doras Buí, Dublin Adult Learning Centre, The Fingal Centre, Jesuit University Support and Training (J.U.S.T.), St. Margaret's Travellers Association and Tolka Area Partnership, among others.

The **interview schedule** included questions on the aims and objectives of education provision, the nature of courses on offer, coordination and gaps in services, infrastructure for courses, and changes in the funding process for community education:

1. In your opinion what do you believe should be the primary objectives of adult and continuing education provision?
2. Do you believe these objectives are being met by current provision on the Northside of Dublin City?
3. Is course provision appropriately balanced between employment oriented courses, academic progression, personal and community development and hobby/ life-style courses?
4. Are there structures in place which facilitate formal liaison between providers in terms of planning and delivery of programmes and courses?
5. Do you believe that the right groups are being targeted? In your opinion are there groups who have unmet needs and are not catered for by existing provision?
6. Do you have adequate infrastructure and facilities available to run your courses?
7. What do you anticipate to be the impact (if any) of the restructuring of local government on the planning and delivery of adult and community education in your area?

#### 3.1 Aims and Objectives of Education Provision

##### **Primary Objectives**

Many of the coordinators and staff interviewed in the research identified a bottom-up approach as vital to effective community and adult education. According to a community education organisation working in the Ballymun area:

**'Whatever adult learners want to get out of the courses, wherever their potential can lead them, we're going to try to assist in that. And that's how I see the role of adult and community education. Whether it's just a one-off workshop, or whether it's a 20-week course, it's very much based on what the adult learners need or would like to do with it.'**

A number of elements are identified by the interviewees as key to achieving this bottom-up approach. These include engaging with people of all ages and backgrounds, basing the curriculum on the needs in the community, and running the course within that community:

**'For me, and CAFTA, it's about a bottom-up approach. You know, we'd never be going to residents and saying 'this is what we're going to do' in your Estate. We always try to have resident-led programmes so that we know there's a need out there for what is going to be delivered. So that's why we'd always knock on doors first, or invite people to a coffee morning to see what's the need out there, and is there a need.'** (CAFTA)

**'Young people tend to like engagement within their own community. And the real advantage with BRYR is that they can come to training courses in the Reco [the Ballymun building where BRYR is located]. When training courses are being run within a community they tend to be based on the needs of that community. From a regeneration point of view, that's important.'** (BRYR)

The importance of educational qualification as a means of returning to the labour force is emphasised by several community education workers, particularly because of the high levels of long-term and generational unemployment in particular areas, as a representative of Tolka Area Partnership states:

**‘Our thing is social inclusion through labour market activation. In other words, by being actively involved in the world of work, there are a whole range of benefits that come back to somebody. And education is a way to get back into that space. It’s been well documented the links between higher levels of education and shorter periods of unemployment.’**

Others are also keen to stress that **‘education is a value in itself’** (*J.U.S.T.*) and enhances people’s lives in a myriad of ways. According to *J.U.S.T.*, this includes enabling people to become leaders in their community:

**‘Eight years in, we have our first students doing doctorates and Master’s. The hope is some of them will become the natural leaders, not just of this project, but I’d hope to see some of them getting involved politically, and using the solid education they now have to take on some kind of leadership role within the community.’**

The community development remit of adult education is very important to organisations, whether **‘to support the local community in terms of social inclusion, and to prevent marginalisation’** (*community education and training organisation*), as **‘one of the essential elements to overcoming poverty of any kind’** (*J.U.S.T.*), or as **‘a change agent... providing a role model’** to young people (*a community education organisation working in the Ballymun area*).

Education can also ensure people have the tools to deal with matters that can arise in their everyday lives such as understanding their rights and responsibilities in terms of their homes. For example, according to the Ballymun Community Law Centre: **‘Housing Acts have a direct impact on**

**peoples’ lives in Ballymun and control the majority of peoples’ tenancies. However, most people have little idea about the legalities of their tenancy. They must sign on the dotted line.’**

Adult and community education is also seen as an important progression route for people to access further and higher education. It provides a stepping stone into education for people **‘rather than launching yourself straight into university’** (*a community education organisation working in the Ballymun area*) and helps to break the sense that university is only for certain people:

**‘The long-term change would be around the mentality of just seeing further and higher education as an option. Lifelong learning breaks this barrier of not thinking of university as an option for you.’** (*a community education organisation working in the Ballymun area*)

Enriching people’s mental health and well-being is a key objective of adult and community education across the sector. For example, **‘getting lone parents to feel empowered and to gain confidence’** (*Doras Buí*), or for those who have been negatively impacted by unemployment **‘bringing them back to something they enjoy, that can help to build their self-confidence again to sustain them in that classroom, and to get to the end where they will get a qualification that will put them in a better place going forward’** (*a representative of Tolka Area Partnership*). This change can be challenging to measure for organisations but nonetheless brings great personal and social benefits:

**‘Someone might come to a group and mightn’t speak for 3 weeks, and then on the fourth week they might say something, or they might smile. You can see their confidence grow. But it’s hard to measure that. It’s hard to explain it in a report, or to monitor it. But yet we see the benefit of all that stuff. It’s building people towards something, even if it is just feeling a little bit better about themselves.’** (*CAFTA*)

**‘Lifelong learning, formal or non-formal, has an incredible ripple effect in the community. We have student testimonials saying that education increased their mental well-being, it increased their social network, it increased their confidence in accessing other services.’** *(a community education organisation working in the Ballymun area)*

Community and adult education can counter the isolation older people may experience, including for **‘elderly, very well-educated people, who are very lonely. And it’s terrific; they take a course in basket-weaving just to get them out of the house. That has a huge value. Much better than an elderly person isolated, sitting at home, never seeing anybody, never talking to anybody.’** *(J.U.S.T.)*

Organisations are keen to point out that accredited courses, while important, cannot be the sole objective of adult and community education. For example, as a representative of Tolka Area Partnership explains: **‘while progression in more structured education is easier to see because people qualify at the end, they go through the process, they get their certification’**, they also emphasise a ‘soft-capture’ approach i.e. pre-FETAC accreditation that encourages people to engage in a learning environment again. This can take a great deal of time, even years. As they state: **‘The outcomes are harder to capture if it isn’t a fully accredited course. And yet it might be the most valuable thing that somebody has ever done.’**

### **Meeting of these Objectives by Current Provision**

There are many challenges that groups and organisations face to achieve these objectives. The main challenge is the effects of austerity and cut-backs to the sector. This has had a particularly detrimental impact on vulnerable minorities such as Travellers; St. Margaret’s Travellers Association found that **‘When the budget was cut, community education was worst affected.’**

Organisations have lost staff (e.g. CAFTA, Doras Buí), have stopped aspects of their outreach and development work (e.g. The Dublin Adult Learning Centre,

Tolka Area Partnership), and have less money to spend on unaccredited courses (according to one community education and training organisation). This has had clear consequences for the communities they serve in terms of resources, access, and choice of community and adult education courses:

**‘We would have been heavily involved in working with older people’s groups in the area. We used to have a Development Officer for older people. We don’t anymore.’** *(a representative of Tolka Area Partnership)*

**‘We stretch funding to meet what we can, normally by offering shorter courses. We also have less money available for material and equipment for classes.’** *(a representative from the CDETB)*

Organisations are worried that this is impacting in a detrimental way on the sector, and that the work that had been built up over time is under threat. According to a community education and training organisation, **‘Because of all of the cutbacks in the last few years, it has impacted all of the development that had been worked on in the previous 15 or 20 years.’** Despite these challenges, there is a great deal of energy and commitment in the sector, and a spirit of volunteering that enables some degree of continuity.

## **3.2 Nature of Courses on Offer**

### **Balance of Course Provision**

Because of the changes in the direction of funding towards labour activation courses, some providers feel this has limited the sector. According to a community education and training organisation:

**‘We feel fairly constrained as we are being driven down the road of labour market delivery of courses for employment...Even though some of the language that is used in some of the documents in terms of legislation will still mention social inclusion and community education, the reality is, and we know as providers, that the drive is on employment, the labour market, and that’s the interest really.’**

A representative from the CDETB thinks that in part this is due to the Department of Education focusing funding on areas which can be measured. However, as they state **'it's difficult to measure quality of life.'**

The challenge for the sector is that training for employability can be very different to other important aspects of community education. For example, a community education and training organisation tries to reach older people who would have had **'a lot of negative experiences ...and don't want to return to education. So, from our point of view, trying to empower people like that and show them it can be a very positive experience can be difficult. And I don't feel that getting someone doing a level 3 in computers is going to show them that.'**

### **3.3 Coordination of Courses**

#### **Liaison between Providers in terms of Planning and Delivery**

Providers think that the liaison and coordination between organisations, including referrals and networking, works well:

**'There's a good network of organisations. With every community and with every inter-agency piece, communication has to be really good and effective.'** (BRYR)

**'A lot of the organisations know what we do, and if they spot someone who might be interested, they would be referring these people on to us.'** (a community education organisation working in the Ballymun area)

This helps to develop collaboration and prevent duplication, especially in areas where there is a lot of service provision, such as Ballymun. However, the cut-backs have started to threaten this networking, both because of increased pressure on staff to do more with less, and because of changes to funding processes.

There are also possibilities for Respond! to liaise with particular groups. For example, with the regeneration programme in Ballymun finishing, there could be an opportunity for coordination with organizations according to

J.U.S.T.: **'this could open up and it would be very interesting for Respond! at that stage to be part of that.'**

#### **Gaps in Services**

Several gaps are identified by adult and community workers, based around the specific needs of particular groups, such as younger people, parents, migrants, and Travellers, as well as more general concerns according to a representative from the CDETB regarding **'the provision of courses during the summer months and preparation for college courses.'**

For young people, BRYR identifies that ensuring there is pre-course intervention is very important, although it is not necessarily something which can be provided by every service:

**'Some of the young people who have been provided with training opportunities really need a pre-intervention before they're ready. They're not job-ready, they're not education-ready, they're not training course-ready. They're just not. Some of them need rehabilitation support. They need psychological support. They need counselling, which we do here.'**

According to a representative from the Fingal Centre, there is an identified gap in parent support groups, in part due to lack of funding: **'The Fingal Centre course is only funded for 6 weeks of the year and could be filled many times over.'**

English language and other courses for migrants are over-subscribed and require a greater level of investment according to a representative from the Dublin Adult Learning Centre: **'The ESOL programme is very busy, and there is a waiting list. This targets those who would have been poorly educated in their own country. Classes are offered for three mornings per week, but there is a need for more funding in this area.'**

For Travellers, a gap pinpointed by a representative from the Fingal Centre is **'in the funding for Traveller men to be trained for employment in skills which are in line with the culture, e.g., carpentry, working with tin.'**

### 3.4 Infrastructure and Facilities for Course Delivery

Physical infrastructure is one of the main needs identified by service providers in Ballymun, such as J.U.S.T.:

**'I would say the number one gap would be a new lifelong learning centre on the main street. That would be a physical building. Visible, every time you walk along the main street. I still firmly believe that is a huge need. You have to make education visible and accessible.'**

There is also a lack of housing for the elderly in east Ballymun. According to CAFTA:

**'There's a lot of elderly people living in Ballymun now. We moved into Ballymun when it was new. So in my years growing up, there wasn't that many old people. Now there's a lot of old people...The east side of Ballymun doesn't have housing for elderly people; the west side have Marewood Court (Clúid Housing) and also Sandyhill, Burren Court in Poppintree and Ard Na Meala.'**

### 3.5 Changes in the Funding Process

The first round of the SICAP tendering process has recently been completed. Under this process, only organisations with 75% of €1.25 million in turnover (in one year) can apply. For smaller organisations who do not reach the financial threshold, an option is to approach larger organisations to see if they can partner with them, or risk being excluded in funding allocations.

However, this partnering has been difficult according to a community education and training organisation **'given that future budgets are not known, and any reductions could be damaging for the both the larger and partnering organisations in terms of the continuation of frontline services'**. They are worried that the process has resulted in uncertainty in the sector, meaning **'It is difficult to keep people motivated'**.

The new initiative has contributed to a great deal of uncertainty in the community education sector with regard to securing funding for the coming

year. The impact of this has meant that it is much harder for adult and community education services to plan:

**'The outcome of the procurement process will not be known until November/December. Those working in the community development sector are adaptable given the regular funding cuts; however, these changes are recognised as being more severe.'** *(community education and training organisation)*

**'The new tendering process has meant that it is harder to plan, as we don't know how much money there will be... We currently have a lot of lone parents asking what courses will be starting in September, but we haven't been able to tell them yet. Normally, we would have their plan for the coming year already completed in the summer. We can't do that this year.'** *(Doras Bui)*

Smaller organisations such as CAFTA express the concern that they may be unable to secure funding:

**'We are too small to apply to tender for the new SICAP programme. This will affect us big time.... The biggest organisations will get the funding. We don't even know what the work from the department will be.'**

Overall, there is a fear that the new tendering process will introduce a market dynamic to community education, and that the community-based, bottom-up approach is at risk:

**'SICAP increases competition in the sector and makes it more commercial. Any company in Ireland or overseas that qualifies in stage one can enter into the procurement process.'** *(community education and training organisation)*

**'What was learned during the late 1980s/early 1990s has been forgotten. It used to be bottom-up, now planning is top-down and management tell people what to do.'** *(a representative from the CDETB)*

## 4. CONCLUSIONS AND RECOMMENDATIONS

The report has highlighted the extent, range and nature of adult and community education provision on the Northside of Dublin City. It shows the scale of commitment from statutory, voluntary and community providers. The report illustrates the effectiveness of a bottom-up and partnership approach, which responds to local needs in local communities, supported by broader networks, institutions and resources.

However, the report also shows the impact of spending cutbacks and changes in funding to the sector that have resulted in reductions in services and uncertainty about the future of certain organisations and the services they provide.

To progress Respond's education mission, we recommend the following:

### Investing in Relationship Building

- It is recommended that Respond! appoint a suitably qualified education coordinator who will build on the scoping undertaken by this report and network with identified education providers and bodies in the statutory and community sectors in order to establish partnerships and develop Respond!'s approach to education in the Northside of Dublin City. This appointee should liaise closely with their recently appointed counterpart in the South region.
- It is recommended that Respond!, given its expertise and economies of scale, consider offering itself as a strategic partner (either as a joint provider or overarching body) to smaller scale organisations who may find it challenging to submit standalone tenders under the Social Inclusion and Community Activation Programme (SICAP).

### Investing in Education

- It is recommended that Respond! develop a higher education action plan at NFQ levels 6 to 8 with pathways from levels 4 through 5. The action plan should identify niche opportunities where Respond! can develop its

own unique presence and incorporate building partnerships and strategic linkages with existing providers.

- Because the Northside of Dublin City is an area of diversity where affluent and deprived areas are side by side, it is recommended that Respond! develop a dual community education strategy:

- 1) For areas profiled as socio-economically disadvantaged, including Kilmore & Priorswood and Ballymun, Respond! should focus on interventions which meet the needs of the population around education and opportunity.
- 2) For areas profiled as demographically ageing, including Whitehall, Beaumont, and Finglas North & Glasnevin, where there may be relatively less disadvantaged but potentially socially isolated and less mobile older people, Respond! should focus on education to counter isolation and promote healthy ageing in place.

More specific details on courses and programmes that Respond! could consider offering are included in Appendix 1: Gaps in Course Provision.

- The large-scale physical presence of Respond! College is an education asset for the region and has the potential to become a central educational hub. It is recommended that Respond! consider linking to smaller-scale providers who need a base and make the resource available to them where appropriate.

### Further Research and Dissemination

- It is recommended that Respond! replicate this research in the adjacent areas that were not profiled in this report and where a similar methodology can be extended.
- It is recommended that Respond! disseminate the research to groups working in education and training provision and coordination, for example through a seminar/event for education providers which will also serve as a partnering and networking opportunity.

## Appendix 1: Gaps in Course Provision

### Post-Leaving Certificate (PLC) Courses and Support

- Several of the organisations interviewed in the course of the research in Dublin identified a need for a greater offering of PLC courses at NFQ Levels 5 and 6 for 18-23 year olds who have poor Leaving Certificates and limited options. Pathways via FETAC level 4 courses were also identified as important for those with poor Leaving Certificates.
- Courses and programmes that provide transitional support for young people progressing from the Leaving Cert/second level to higher level education, as provided by J.U.S.T. and DCU in the Community, are also very important.
- In a similar study on education in the Northside of Cork City by Shared Insight for Respond!, it is evident that there is a gap in the provision of transitional support for young people progressing from the Leaving Cert/second level to higher level education in Cork City. Respond! could be among the first organisations to establish such support whether through transitional courses or mentoring schemes. The Cork report is available at <http://www.respond.ie/events/education-study-report-launched-blackpool-march-2013/>

### Other Courses

- The Ballymun Community Law Centre, Dublin, is concerned that there is a gap in people's awareness of their legal rights regarding tenancy.

- There is a high demand for ESOL classes and parenting classes in both Dublin and Cork, which is not met by existing provision.
- One minority group particularly affected by cut-backs in education in both Dublin and Cork is the Traveller community, and their needs include literacy and employment oriented courses.

### Entry Routes

- Many providers in Dublin highlight the need for more non-accredited community classes that attract people to education, for example art classes, book club, drama/writing/reading groups.
- These classes are important ways of countering social isolation for vulnerable groups such as the elderly. They can also increase people's confidence in terms of returning to education and enable people to familiarise themselves with the routine, staff and physical layout of the college or centre, thus potentially leading to enrolment in further courses.
- Another method is to pilot a free taster course in order to attract potential students and widen participation. For example, TCD has recently launched a free 6-week 'MOOC' (Massive Open Online Course).  
For more information see <https://www.tcd.ie/OnlineEducation/free-online-course/>

## Appendix 2: Indicative Course List

The indicative course list is organised according to area as follows: Ballymun; Finglas; Kilmore & Priorswood and Beaumont; Drumcondra, Whitehall and North City Centre. Course provision is dependent upon funding and enrolments. In cases where course listings are extensive, a representative sample has been provided.

Course	Category	Qualification	Target group and entry requirements	Funder
Ballymun				
Ballymun Adult Read and Write Scheme				
Adult Literacy classes	Personal Development		Adults with literacy difficulties	CDETB
Creative writing; introduction to poetry	Lifestyle & Hobbies			
Ballymun Campus Bridge to Education (run in association with CAFTA)				
Communications	Work Skills	FETAC 5		DCU in the Community; Whitehall College; Ballymun Regeneration Ltd (now DCC)
Research and Study Skills	Academic Progression	FETAC 5		
Personal and Professional Development	Work Skills; Personal Development	FETAC 5		
Ballymun CDETB				
Introduction to Learning	Academic Progression; Personal Development		Those returning to education	CDETB
Customer Service Skills Course	Work Skills	FETAC 4		
Personal & Interpersonal Development Course	Personal Development	FETAC 4		
Preparation for College	Academic Progression	FETAC 4		

Course	Category	Qualification	Target group and entry requirements	Funder
Ballymun Community Law Centre				
Family Law	Community Development	FETAC 4		DCC; Law Society
Human Rights Law	Community Development	FETAC 5		
Conflict Resolution and Mediation Skills; Consumer and Debt Law; Employment Law; Family/peer Mediation; Housing Law; Social Welfare and Health Law	Community Development	FETAC 6		
Ballymun Community Training Centre (to close at the end of August)				
Catering; Childcare; Computers/IT; Hairdressing; Pre-Employment	Work Skills	FETAC 3 to 5	School leavers between 16 and 21 with few or no qualifications	FÁS
Ballymun Job Centre				
Job Club offering computer access and training in seeking work	Work Skills		Unemployed of all ages	FÁS/NDP/ESF
Education Bursary Fund	Academic Progression		16 or over with previous addiction problems	NDP/ESF
Momentum IT programme	Work Skills	FETAC 4	Unemployed for 12 months or more	ESF
Ballymun Library				
Painting; table quiz; language exchange; book club/reading group; scrabble; needlecraft; writers' group	Lifestyle & Hobbies			
Ballymun Local Drugs Task Force				
STAR Project	Personal Development		Drug users, recovering addicts, and family members	Garda National Drugs Unit/National Family Support Network

Course	Category	Qualification	Target group and entry requirements	Funder
Ballymun Men’s Centre (through CAFTA)				
Art/Design	Lifestyle & Hobbies	FETAC 3	Marginalised men	NDP
Computers	Work Skills	FETAC 3, 4 and 5		
Guitar lessons; reading group; swimming; group outings; golf; games	Lifestyle & Hobbies			
Ballymun Project Futsal (Football used Towards Social Advancement and Learning)				
Kickstart 1 and 2 Coaching Certificates	Community Development		Men and women over the age of 18 with an interest in football who are physically fit	FAI and European Regional Development Fund as part of the Ireland Wales programme
Disability Football Coaching Certificate	Community Development			
Sport and Recreation	Personal/Community Development; Academic Progression	FETAC 5		
Ballymun Regional Youth Resource (BRYR)				
Applied Suicide Intervention Skills Training (ASIST)	Community Development		Caregivers, health professionals, teachers	
Child Protection Awareness Programme	Community Development	Certificate		
Employability Skills	Work Skills	FETAC 3	10-21 year olds	LTI; CDETB
Health Care	Work Skills	FETAC 5		
Ballymun Whitehall Area Partnership				
Art/Arts & Crafts/Book Exchange	Lifestyle and Hobbies		Disadvantaged/socially excluded	CDETB/ESF
Computer Literacy & Word Processing	Work Skills	FETAC 3		
Career Planning & Personal Effectiveness	Work Skills	FETAC 4		
Information Technology Skills	Work Skills	FETAC 4		
Word Processing	Work Skills	FETAC 5		
Drama/Digital Photography	Lifestyle and Hobbies			DCC
Early Childhood Care and Education	Work Skills			
European and Irish History	Academic Progression			

Course	Category	Qualification	Target group and entry requirements	Funder
Ballymun Whitehall Area Partnership (contd.)				
FIT (Fastrack to IT) Introduction to Computers	Personal Development		Disadvantaged/socially excluded	DCENR under National Digital Strategy
Jobseeker Training	Work Skills			
Personal Finance and Money Skills	Personal Development			In partnership with DCU in the Community
Ballymun Women’s Resource Centre				
Maths	Academic Progression	FETAC 3	Females between the ages of 12 and 23	BTEI; Ballymun Regeneration; City of Dublin Youth Service Board
Computer Literacy	Work Skills	FETAC 3		
Computers (Advanced); Communications	Work Skills	FETAC 4		
Retail Customer Service	Work Skills	FETAC 5		
Ballymun Youth Action Project (URRUS)				
Introduction to Addiction Studies	Personal/Community Development		Those suffering or recovering from addiction	Department of Justice; HSE
Diploma in Community Drugs and Alcohol Work	Community Development; Academic Progression	NFQ 7		In partnership with University College Dublin
Community Addiction Studies Course	Community Development	FETAC 5		Department of Justice; HSE
Ballymun Youthreach (community-based second chance centre of education)				
Crime Awareness	Academic Progression	FETAC 3	16-20 year olds	CDETB
Maths; Woodwork; Food and Nutrition; Computer Studies; Communications	Academic Progression	FETAC 4		
Personal and Interpersonal Skills	Academic Progression, Personal Development	FETAC 4		
Work Experience	Academic Progression, Work Skills	FETAC 4		
Cosmetic Studies; Drawing; Painting	Academic Progression	FETAC 5		

Course	Category	Qualification	Target group and entry requirements	Funder
Community and Family Training Agency (CAFTA)				
Community Development and Leadership Skills	Community Development		Over 21	NDP; FÁS; Ballymun Regeneration Ltd (now DCC); Dept of Community, Equality and Gaeltacht Affairs
Housing Transition Programme	Personal Development			
Positive Parenting	Personal Development		Parents of any age	
Cook It	Personal Development		Families on low incomes	
Estate Management	Work Skills	FETAC 5	Leaving Cert	
Family Support Skills	Personal/Community Development	FETAC 5		
DCU in the Community				
Intergenerational Learning Programme	Personal Development		Older adults	CDETB
Bridge to Education programme	Academic Progression	FETAC 5	Mature Students, 6 <sup>th</sup> year students, parents	CAFTA and DCU
Jesuit University Support and Training (J.U.S.T.)				
Third Level Support	Academic Progression		Those who need support in gaining access to, or within, third level education	
Drop in Well Family Resource Centre				
Classes on computer and mobile phone use	Personal Development		Adults over the age of 18	Family Support Agency
Art; knitting; flower arranging; health and well-being; gardening	Lifestyle and Hobbies			
Le Chéile Mentoring and Youth Justice Support Services				
Restorative Justice	Community Development		12-18 year olds involved in young persons’ probation	
Strengthening Families Programme	Personal Development		12-18 year olds involved in young persons’ probation	

Course	Category	Qualification	Target group and entry requirements	Funder
PACE Partnership				
Woodwork; metalwork; computer skills	Work Skills		Homeless men recently released from prison	CDETB/FÁS
Literacy	Personal Development			
Arts; pyrography; horticulture	Lifestyle and Hobbies			
Rediscovery Centre				
Workshops on recycling, energy usage, biodiversity and waste minimisation	Personal and Community Development			Ballymun Regeneration Ltd.; DCC/EU Life+/FÁS; Arthur Guinness Fund; Vodafone Nature Fund
SOLAS Development Centre				
Computers; health information	Personal Development		Women of all ages	CDETB, GAP, FIT, Ballymun Whitehall Area Partnership, Dublin City Council
Sewing; crochet; pottery; art; environment awareness; yoga; cookery	Lifestyle and Hobbies			
St Margaret’s Travellers Community Association				
Anti-bullying programmes	Community Development		Travellers aged 10-25 from St Margaret’s halting site	HSE; Ballymun Regeneration Ltd.; FÁS
Dance; Cookery	Lifestyle and Hobbies			
IT; Literacy, Self Esteem; Sport	Personal Development		Traveller community on St Margaret’s halting site	
Traveller Culture	Community Development			
Employability Skills	Work Skills	FETAC 3		
Young Ballymun (Axis Arts Centre)				
Literacy and language supports; support with mental health issues; promoting healthy relationships	Personal Development			Department of Children and Youth Affairs; The Atlantic Philanthropies

Course	Category	Qualification	Target group and entry requirements	Funder
<b>Finglas</b>				
<b>Coláiste Eoin, Adult Education Service</b>				
Computers for Adults with Learning Disabilities	Personal Development		Adults with Learning Disabilities	CDETB
CSPE: Civil, Social, Political Education	Community Development		Junior Cert	
Relaxation Class	Lifestyle and Hobbies			
Communication for Adults with Learning Disability	Personal Development	Level 2	Adults with learning disabilities	
Personal Development, Communications and Creative Writing	Personal Development	FETAC 2 and 3	Adults with mental health support needs	
Literacy	Personal Development	FETAC 2 and 3	Male only and female only groups	
Operation Transformation – food and cookery; Personal Development: relations with others	Personal Development	FETAC 3		
Art, Drawing or Painting	Lifestyle and Hobbies	FETAC 3 and 4		
IT Skills	Work Skills	FETAC 3 and 4		
English Language Courses	Personal Development; Work Skills	FETAC 3 and 4		
Child Development and Play	Personal Development; Work Skills	FETAC 4	Parents and people working with children	
Preparation for College for Students in Recovery from Addiction	Academic Progression	FETAC 4	Those recovering from addiction. Referral through Keyworkers	
Communications	Work Skills	FETAC 4	Junior Cert and/or FETAC 3 Communications	

Course	Category	Qualification	Target group and entry requirements	Funder
Coláiste Eoin, Adult Education Service (contd.)				
Interculturalism	Community Development	FETAC 4		CDETB
Psychology	Academic Progression	FETAC 5	Junior Cert or equivalent	
Coláiste Íde				
Adult/Community Education Programme: Extensive list of courses available on website	Personal/Community Development			
Study Skills Support	Academic Progression		Those away from education for a long time	VTOS/BTE
Open Learning Centre: Extensive list of courses available on website	Work Skills/Personal Development		Unemployed, lone-parents, house-parents; disabled.	NDP/ESF/Dept of Education
Accounting Technician	Work Skills	Certificate (IATI)	Leaving Cert	BTEI/BTEA
Computer and Network Maintenance	Work Skills	Progress to Computer Technology	Aptitude Test	FIT Ltd
Digital Media	Work Skills	FETAC 5	English Test	FIT Ltd
Healthcare	Work Skills	FETAC 5	English Test/Garda clearance	VTOS
Childcare	Work Skills	FETAC 5 and 6	English Test/Garda clearance	VTOS
Finglas Training Centre (Prioritising unemployed school leavers between 16 and 21 years with poor Junior Cert)				
Equestrian International Instructors Traineeship	Work Skills	BHS Stage 3	Aptitude for horse riding	CDETB; NDP; ESF
Web Design	Work Skills	Adobe Certified Associate	Advanced IT skills	
Legal Administrator	Work Skills	FETAC 5	Accurate typing. Clear command of English	
Welding	Work Skills	FETAC 5	Junior Certificate;	

Course	Category	Qualification	Target group and entry requirements	Funder
Finglas Training Centre (contd.)				
Interior Design	Work Skills	FETAC 5	Leaving Certificate	CDETB; NDP; ESF
Wind Turbine Systems Installation	Work Skills	FETAC 6	Level 6 National Craft Certificate	
Graphic Design	Work Skills	FETAC 6	Leaving Certificate	
IT Support Specialist Traineeship	Work Skills	FETAC 6	Aptitude and colour vision test	
St Joseph’s Training Centre				
Art and Design	Lifestyle and Hobbies			CDETB
Cognitive Behavioural Therapy; Read Write Spell	Personal Development			
Internet Skills	Personal Development		Adult male beginners	
Relaxation and Mindfulness	Personal Development; Lifestyle and Hobbies			
Internet Skills for Beginners	Personal Development	FETAC 3		
Computers	Work Skills	FETAC 4	FETAC 3 to be completed	
The Fingal Centre				
Basic Computer Skills	Personal Development		The elderly	Department of Social Protection
Community Garden	Lifestyle and Hobbies			
Momentum	Work Skills		Unemployed for 12 months or more	
Voyages Programme: Computer Literacy & Career Preparation	Work Skills	FETAC 3	Early drug use recovery	Local Drugs Task Force

Course	Category	Qualification	Target group and entry requirements	Funder
Tolka Area Partnership				
Jobs Club; Enterprise Development; Career Guidance; Community Employment Workshop	Work Skills		Long-term Unemployed	Department of Social Protection; Local Community Development Programme
Better Basics (literacy); Basic Computer Training	Personal Development			
Kilmore, Priorswood and Beaumont (Greater Coolock Area)				
Coláiste Dhúlaigh College of Further Education				
Part-time:			Priority given to those who are unemployed.	CDETB
General Educational Studies; Foundation in Art & Design	Academic Progression	FETAC 4		
ESOL and Employability Skills	Work Skills	FETAC 4		
Foundation in Healthcare Skills	Work Skills	FETAC 5		
Early Childhood Care & Education	Work Skills	FETAC 5 and 6		
Full-time:			Priority given to those who are unemployed.	CDETB
Business & Computers; Interior Design; Health Service Skills	Work Skills	FETAC 5		
Community Development	Community Development	FETAC 5 and 6		
FIT (Fast-track into Technology)	Work Skills	FETAC 5 and 6		
Business Management	Work Skills	FETAC 6		
Coolock/Darndale Adult Literacy & Basic Education				
Adult Literacy & Basic Education			All those with literacy difficulties	NDP; Dept of Education & Science
Coolock Library				
Sewing and art classes; book club	Lifestyle and Hobbies			

Course	Category	Qualification	Target group and entry requirements	Funder
Darndale Belcamp Resource Centre				
Computers	Personal Development		The elderly	
Crafts; Cookery	Lifestyle and Hobbies		The elderly	
Discovery Centre Darndale Belcamp				
Woodworking/Tech Graphics	Work Skills	FETAC 3	Early school leavers (16-21 years)	CDETB
Health Related Fitness/Gym	Personal Development; Lifestyle and Hobbies	FETAC 3 and 4		
IT/Computers	Work Skills	FETAC 3 and 4		
Literacy/Numeracy	Personal Development	FETAC 3 and 4		
Catering/Food Hygiene; Homecrafts/Childcare	Work Skills	FETAC 4		
Doras Buí				
Teen Support Project	Personal and Community Development;		One Parent Families	HSE; Pobal; Department of Children and Youth Affairs; Equality and Women’s Measures
My Easy Way of Budgeting; First Aid for Parents; Journey to Self	Personal Development			
Home Crafts	Lifestyle and Hobbies			
Kilmore Road Youthreach				
Cookery; Drawing; Mathematics; Woodwork	Academic Progression	FETAC 3 and 4	15-20 year olds	CDETB
Personal Development	Personal Development	FETAC 3 and 4		
Media Initiative Collective (MIC) Project, Darndale				
Video Production	Work Skills; Academic Progression	FETAC 3	16-65 years of age and registered with FÁS. Junior/Leaving Certificate not required	Dublin North East Drugs Force; FÁS
Graphic Design	Work Skills; Academic Progression	FETAC 4		
Sound Engineering; Photography	Work Skills; Academic Progression	FETAC 5		

Course	Category	Qualification	Target group and entry requirements	Funder
New Life Centre				
Healthy Eating; Introduction to Computers; Literacy	Personal Development		Traveller men and women; recently bereaved; men and women with little or no literacy skills; people wishing to learn new skills	ETB
Calligraphy; Cookery; Dress Making; Jewellery Making; Oil Painting; Sewing; Yoga	Lifestyle and Hobbies			
Northside Partnership				
Healthy Food Made Easy; Health Heroes; Stop Smoking	Personal Development		People looking for work or setting up in business; children and families; the elderly	Department of Environment; Department of Social Protection; Department of Children and Youth Affairs; Dublin City Council; Atlantic Philanthropies; HSE; St Stephens Green Trust
Local Development Programme; Connect 4 Programme (regeneration and peace-building links with North Belfast)	Community Development			
Speedpak (employment initiative); Pre-employment and community employment programme; labour market inclusion programme	Work Skills			
Northside Travellers Support Group				
Primary Healthcare	Personal Development		Travelling community in greater Coolock area	HSE
Drugs Awareness	Personal Development			City of Dublin Youth Service Board (CDYSB)
NCU Training Centre				
Computer Literacy	Work Skills	FETAC 3		FÁS; Department of the Taoiseach; Irish Computer Society; Northside Centre for the Unemployed
Door Security	Work Skills	FETAC 4	FETAC 3 and/or relevant life experience	
Workplace Safety	Work Skills	FETAC 4		
Work Experience	Work Skills	FETAC 5	Fluent in English	
Bookkeeping	Work Skills	FETAC 5	FETAC 4 and/or relevant life experience	

Course	Category	Qualification	Target group and entry requirements	Funder
NCU Training Centre (contd.)				
Care for the Older Person; Communications	Work Skills	FETAC 5	Leaving Certificate or equivalent	FÁS; Department of the Taoiseach; Irish Computer Society; Northside Centre for the Unemployed
Customer Service; Reception Skills	Work Skills	FETAC 5	FETAC 4, Leaving Certificate or equivalent	
HACCP and Food Safety; Occupational First Aid	Work Skills	FETAC 5	Leaving Certificate or equivalent	
Train the Trainer	Work Skills	FETAC 6	FETAC 5 or equivalent	
Rehabilitation and Support Programme (RASP)				
Acupuncture; Art Therapy; Creative Writing; Healthy Cooking; Jewellery Making; Reiki	Lifestyle and Hobbies		Those recovering from addiction	Dublin North East Drugs Task Force; Northside Partnership; Department of Community, Equality and Gaeltacht Affairs
Life Skills; Smoking Cessation; Steps Programme; Strengthening Families	Personal Development			
Suaimhneas Clubhouse				
Supports members in accessing adult education in local colleges and employment	Work Skills; Academic Progression		Those with mental health difficulties	HSE; A Vision for Change
Drumcondra, Whitehall and North City Centre				
All Hallows College (closing 2015)				
Mindfulness; public art; the soul of leadership; exploring faith as an adult; pilates	Personal Development; Lifestyle and Hobbies			
Aware				
Wellness@Work	Personal Development		Employees/management	HSE
Beat the Blues	Personal Development			HSE, Tesco
Life Skills Programmes	Personal Development			HSE

Course	Category	Qualification	Target group and entry requirements	Funder
Crosscare Community Centre				
A range of courses including Addiction and Recovery; Caring for the Carer; Sign Language	Personal Development			
Cooking for Beginners; Mindfulness	Personal Development; Lifestyle and Hobbies			
Peer Education/Drug Awareness	Community Development		13-17 year olds and adults	
Traveller Culture	Community Development			
Understanding Interdependency and Development	Personal Development		13-17 year olds and adults	
Dublin Adult Learning Centre (DALC)				
Basic Education Unit: tuition for beginners in Reading, Writing, Spelling, Computers and Numeracy.	Personal Development			DES, CDETb
Family Learning Programme and Family After School Project	Personal Development		Parents, Carers, Grandparents, Class room assistants, Crèche workers	
ESOL: English to Speakers of Other Languages	Personal Development		Speakers of other languages looking for literacy classes, students with little or no formal education.	
NCBI				
Orientation and Mobility Training; Using aids and Appliances; Technology Training; Rehabilitative Training	Personal Development		Those who have lost or are losing their sight	
Rosmini Community School (closed until 2015 due to flooding)				
Flower Arranging; Motor Cycle Maintenance	Lifestyle and Hobbies			
Languages	Personal Development			

Course	Category	Qualification	Target group and entry requirements	Funder
<b>Plunket College</b>				
<b>Core VTOS Courses</b>				BTEI Jobs Initiative
Computer and Office Skills; English Language, Business and Information	Work Skills	FETAC 4	Over 21; On jobseekers allowance/benefit or disability allowance for 6 months or more	
Leaving Certificate	Academic Progression	FETAC 5		
Office Systems and Support	Work Skills	FETAC 5	Over 21; On jobseekers allowance/benefit or disability allowance for 6 months or more; Must have completed related course	
<b>PLC (Post-Leaving Certificate Courses)</b>			Leaving Cert	CDETB
Accountancy; Carpentry and Joinery; Construction and Engineering; Health and Alternative Therapies; Introduction to Counselling and Psychology; Motor Vehicle Maintenance	Work Skills	FETAC 5		
Third Level Access	Academic Progression	FETAC 5		
<b>Part-Time Courses</b>			No minimum entry requirements	CDETB
Sign Language	Personal Development			
How to use your ipad; zumba; car maintenance for beginners; guitar for beginners; creative writing; languages; pilates; mindfulness	Lifestyle and Hobbies			

Course	Category	Qualification	Target group and entry requirements	Funder
<b>Whitehall College of Further Education</b>				
Art and Sculpture	Lifestyle and Hobbies		VTOS mature students with basic drawing skills	CDET/NDP
Applied Ecology; Business Studies; English Language and Business; Health Care Support; Information Technology	Work Skills	FETAC 5		
Community and Health Services	Work Skills; Community Development	FETAC 5		
Accounting, Computer Systems & Networks; Childcare	Work Skills	FETAC 5 and 6		