from Patchwork to Network
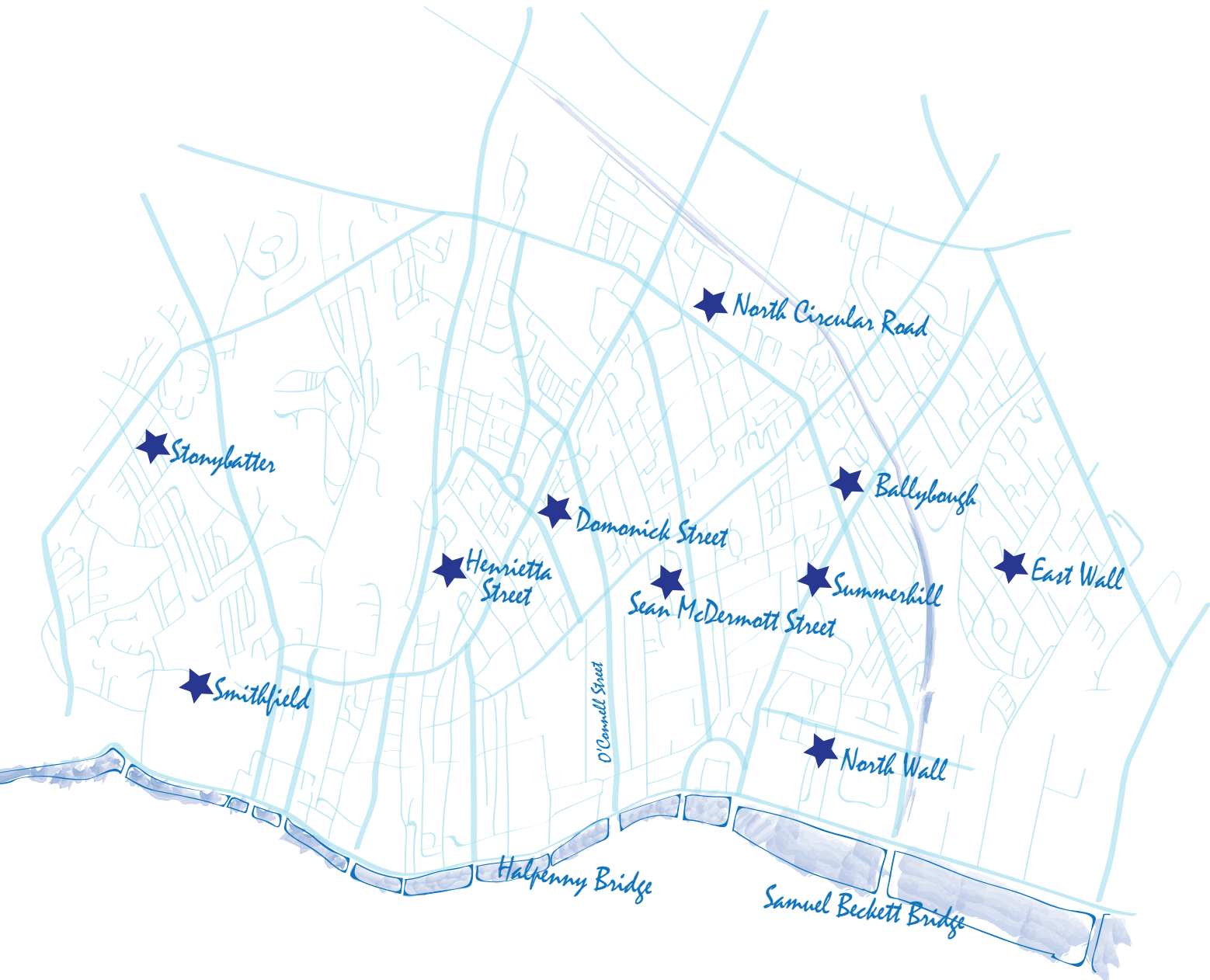
Process of Research and Review of specific CDETB funded Services and Projects in the North Inner City of Dublin

North Circular Road

Stonybatter

Ballybough

Domonick Street

East Wall

Henrietta Street

Summerhill

Sean McDermott Street

O'Connell Street

Smithfield

North Wall

Halpenny Bridge

Samuel Beckett Bridge

CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Compiled and written by John Farrelly

March 2017

Acknowledgements

Foreword

The City of Dublin Education and Training Board (CDETB) has a long and distinguished record in the provision and delivery of educational, training and developmental opportunities and supports for a diverse range of learners, students and participants. The environment and policy context in which this provision and support is delivered is not static but is in fact in constant flux and change. The passing of new legislation, progressing of new policies and the establishment of new agencies all contribute to an altered education and training landscape. Visible examples of this changed environment are the establishment of Education and Training Boards (ETBs), Qualifications and Quality Ireland (QQI) and SOLAS.

With changed environments come new challenges. Often the best response is to meet these challenges head on, by building on the best of what has gone before, maintaining current good practice and provision and innovating so as to shape and influence the future. CDETB believes that this is the approach to take. As an education and training provider CDETB is keenly aware of the needs and centrality of the learners, students and participants who avail of the courses, programmes and opportunities which it provides. It is in this broader environment and policy context that the research and review process of CDETB funded services and projects in Dublin's north inner city had its genesis. For example the coming together of Community Training Centres and Youthreach Centres under the one funding source namely the CDETB, brought some key questions into sharp relief. How can different providers work together to maximize the opportunities and outcomes for learners, students and participants? Are there new ways of delivering services and supports which can foster the development of clear pathways and progression routes? In order to tease out such questions and issues CDETB committed to a collaborative research and review process in the north inner city of Dublin. The intention was to facilitate an inclusive process involving local community managed services and projects and directly managed CDETB services. Such a collaborative and inclusive approach required (and requires) a willingness on all stakeholders to take risks, build trust and engage openly. The experience in the north inner city points to the efficacy and relevance of this approach and the report "*from Patchwork to Network*" is the outcome of the process.

The report contains an overview of the north inner city and the services and supports which CDETB funds and supports in the area. In "*from Patchwork to Network*" the key issues and challenges facing the range of CDETB funded providers in the area are outlined and a series of recommendations presented to respond to them. Of particular note are the recommendations for a new area approach involving both locally managed services and projects and CDETB staff. This is in keeping with CDETB's commitment to develop innovative responses to changed and changing circumstances.

As with all reports the acid test is the commitment to follow through on the findings and recommendations. It is the intention of CDETB that there will be visible and tangible implementation of the recommendations outlined in "*from Patchwork to Network*" so that learners, students and participants will benefit in to the future.

Carol Hanney
Chief Executive (CE)
City of Dublin Education and Training Board (CDETB)

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In late 2015 CDETB committed to undertaking a research and review process of the main further education, training and youth services and projects which it funded in the north inner city. The research and review formally commenced in February 2016 following a series of consultation meetings with key providers in the area.

1.1 Overview of CDETB

CDETB is the Education and Training Board for the City of Dublin. Its role and function is defined by the Education and Training Boards Act 2013 in particular Section 10. This section highlights specific areas and activities which the CDETB is responsible for including:

- To establish and maintain recognised schools, centres for education and education or training facilities in its functional area
- To plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment and services ancillary thereto
- To enter into arrangements with, and provide support services to, education or training providers
- To support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the minister for Children and Youth Affairs in relation to such support

Mission/Vision/Belief of CDETB

The mission statement of CDETB as outlined in its Strategy Document 2015 to 2020 is;

> "To provide professional high quality education and training services for people in Dublin City that contributes both to the personal development of the individual as well as to the overall social, economic and cultural development of the city – think people, think service, think Dublin City"

The mission of CDETB is reinforced and underscored by a vision which commits the organisation:

- To continue to deliver and provide inclusive, professional, high quality education, training and youth services
- To deliver programmes that provide suitable qualifications for and progression routes into more advanced education courses, training programmes and employment
- To be recognised as a primary provider of such courses in Dublin City
- To develop a comprehensive youth service in Dublin City
- To have in existence a well-managed, efficient and fully accountable national awarding authority for student grants

The core belief of CDETB is "that every person has a right to access education and training development opportunities that will enable them to achieve their potential". As a service provider CDETB puts this belief into practice by facilitating individuals to access education and training opportunities which are:
- Inclusive
- Respectful
- Courteous
- Responsive
- Enabling

1.2 Research and Review Terms of Reference

The research and review of CDETB funded services and projects in the north inner city was focused on mapping them alongside the compilation of a social profile of the area in order to devise a strategy for the future. From the outset it was to be undertaken in a collaborative manner by involving key services, projects and providers in the process. The specific remit of the initiative was:

- To develop a population profile of the area and outline future trends
- To identify area social issues and their impact on young people and adults
- To outline and review the range of CDETB funded education, training and youth services/facilities in the area
- To identify gaps in existing CDETB funded provision
- To examine options to create a fit for purpose integrated service

A number of consultation and information meetings were held in February 2016 to brief the range of CDETB funded service providers in the north inner city inclusive of:

- Adult and Community Education Services and Projects
- Community Training Centres (CTCs), Youthreach and Local Training Initiatives (LTIs)
- Youth Work Projects/Services

The meetings also facilitated the different sectors to select nominees to participate on a Steering Group to oversee and support the research and review process. The Steering Group comprised staff/board members from the range of CDETB funded provision in the north inner city alongside locally based CDETB staff. The role of the Steering Group was:

- To oversee and support the research and advise on the consultation process
- To interrogate the data and issues arising from the research and consultation process
- To identify the issues that need to be addressed by an area based strategic plan
- To advise CDETB on the process for the development of an area based strategic plan

The Steering Group was chaired by Blake Hodkinson (Principal Marino College) and the fieldwork and overall co-ordination for the review and research was undertaken by John Farrelly a Development Officer with CDETB. The other members of the Steering Group were;

- Mark Harding (CDYSB)
- Lorraine Hennessy (Irish National Organisation of the Unemployed)
- Sarah Kelleher (Lourdes Youth and Community Services)
- Mary Maher (Dublin Adult Learning Centre)
- Mairead Mahon (SWAN Youth Service)
- Frank Mulville (Young People at Risk-YPAR)
- Paul Norris (St. Vincent's Community Training Centre)
- Bernadette Reilly (CDETB Youthreach)
- Michael Rohan/Sandra DeLacy (CDETB Training)
- Stephen Ryan (Crinan Youth Project)
- Bernadette Sproule (CDETB Adult Education Service)
- Denis Ward (Stoneybatter Community Training Centre)

1.3 Methodology

The review of CDETB funded services in the north inner city employed a range of research methods in order to gain a comprehensive overview of current provision. The research approach combined both qualitative and quantitative methods and was action based and collaborative in nature. The building of trust and rapport between all parties and stakeholders was a central feature of the process. Interviews conducted and information sourced were treated in a professional and confidential manner. The research methods and the process comprised;

- Establishment of Steering Group
- Review of Key Reports/Research
- Mapping of Services and Projects
- Compilation of Data and Information
- Structured Interviews and on-site visits
- Facilitated Sectoral Seminars and Group Discussions
- Facilitated Focus Groups
- Compilation of Case studies
- Preparation of Final Report

Steering Group: At the outset a Steering Group to oversee and support the research and review was established. This followed briefing sessions with each of the CDETB funded sectors relevant to the research namely

- Adult and Community Education providers
- Community Training Centres/Youthreach Centres/ Local Training Initiatives
- Youth Projects/Services

The Steering group comprised nominated staff members from services and projects within each sector alongside CDETB staff with responsibility for services and projects in the north inner city. The Steering Group met on 6 occasions, meetings ran to an agreed agenda and were hosted in the premises of individual services and projects. Steering group discussions were comprehensively recorded and disseminated to the full range of services and projects relevant to and engaged with the research and review.

Review of Key Reports/Research: Key reports and research relevant to the piece of work were reviewed. Census data for the nineteen Electoral Divisions (EDs) which comprise the boundary area for the research and review was compiled and analysed by Community Technical Aid (CTA) now incorporated into Dublin City Community Co-operative.

Mapping of Services and Projects: A mapping of the key service providers funded by CDETB located within the north inner city was undertaken. Particular emphasis and focus was given to the larger organisations, institutions and services and projects which are in receipt of annual contracted funding from CDETB. Each service and project completed a Service/Project Overview Form which profiled the range of programmes, courses and services provided plus related operational and funding details. Second level school provision funded by CDETB in the north inner city was not included as it did not come within the remit and scope of the research and review.

Structured Interviews and on-site visits: A topic guide for structured interviews with key informants in each of the services and projects was devised. Senior staff and board members in each of the organisations were interviewed. Areas discussed included the following;

- Location, catchment area, programmes/courses/services provided
- Profile of learners/students/participants
- Educational, social, economic and personal factors confronting learners/students/participants
- Challenges facing the service/project
- Suggestions to improve the integration of CDETB funded services

Interviews were conducted on site in each service and project which also facilitated the viewing of facilities and premises.

Facilitated Sectoral Seminars: Facilitated seminars based on the themes and issues emerging from the structured interviews were held with each sectoral group. This enabled common and inter sectoral perspectives to emerge and fed into Steering Group discussions. The seminars were comprehensively recorded and disseminated to all stakeholders. A second round of sectoral seminars were held towards the end of the process to discuss proposed recommendations arising from the process.

Focus Groups and Case Studies: A total of six focus groups were held, five with young people and one with adult and community education providers who were receiving support from CDETB primarily by the provision of tutor hours. The focus groups provided opportunities for participants to discuss and reflect on their experience as the recipients of services or in the case of the adult education services as providers. Case studies from each sector were also compiled in order to illuminate the educational and developmental challenges facing learners, students, participants and providers. The case studies were gathered from individual services and projects and completed in such a way as to ensure anonymity.

Section 2: Policy Context

This section gives a brief overview of the key elements and influencers shaping the context of the provision, delivery and operation of further education and training, youth work services and adult and community education. Specific legislation and policies shaping the environment within which services, programmes and courses are delivered are outlined.

2.1 Further Education and Training

At the end of 2012, Quality and Qualifications Ireland (QQI) was established on foot of the passing of the Qualifications and Quality Assurance (Education and Training) Act 2012. QQI is an integrated agency with responsibility for the external quality assurance of further and higher education and training. It took over the roles and responsibilities previously undertaken by the Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), the National Qualifications Authority of Ireland and the Irish Universities Quality Board. QQI acts as an awarding body and also has responsibility for the development of the National Framework of Qualifications (NFQ).

The Education and Training Boards Act 2013 provided the legislative basis for the dissolution of the 33 Vocational Education Committees (VECs) and their replacement by the establishment of 16 Educational and Training Boards (ETBs). The Further Education and Training Act 2013 on the other hand provided for the dissolution of FAS and the establishment of SOLAS (Further Education and Training Authority) facilitating the transfer of the FAS training centre network, provision and staff to the relevant ETB. One of the key tasks for SOLAS was the development of a five-year Further Education and Training Strategy 2014 – 2019. This Strategy is underpinned by a number of key principles namely:

- Learner and employer centred
- Evidence-based FET policy and practice
- Employment-focused and actively inclusive
- Responsive, flexible, innovative and high quality provision
- Consultative and collaborative
- Transparent and accountable
- Value for money

The Strategy also outlines 5 Strategic Goals, a series of related strategic objectives under each goal all within the context of an overarching Implementation Plan. The five Strategic Goals for Further Education and Training (FET) as outlined in the strategy document (p120-122) are as follows:

1. **Skills for the Economy**: FET will address current and future needs of learners, jobseekers, employers and employees and will contribute to national economic development

2. **Active Inclusion:** FET provision will support the active inclusion of people of all abilities in society with special reference to literacy and numeracy

3. **Quality Provision:** FET will provide high quality education and training programmes and will meet appropriate national and international standards

4. **Integrated Planning and Funding:** FET provision will be planned and funded on the basis of objective analysis of needs and evidence of social and economic impact

5. **Standing of FET:** The aim of this goal is to ensure a valued learning path leading to agreed employment, career developmental, personal and social options

The strategic goals, related sub objectives and time-lined actions outlined in the strategy document, signpost and have the potential to radically shape the direction and future operation of the FET sector. As the FET Strategy 2014 – 2019 clearly states:

> "The standing of vocational education compared to academic education is still an unresolved problem throughout Europe……………In Ireland the lower standing of FET compared to academic education is no exception. Consequently, the Irish FET sector has to work out its own response to improving FET and its standing in Irish society" (p22)

The importance of highlighting the social as well as the economic dimension and outcomes of FET provision has been raised. In the Department of Education and Skills (DES) consultation process prior to the establishment of SOLAS emphasis was given to both. This is reflected in the FET Strategy document where one of the key goals is active inclusion. However some would see this emphasis as being shaped primarily by a commitment to labour activation measures. As the strategy states:

> "Active inclusion is a European and Government priority and is supported by education and training policy. It means enabling every citizen, including those experiencing barriers to the labour market (for example, people with a disability, early school leavers or those with lower levels of skills) to fully participate in society; to access a range of quality services including education and training; and to have a job. (P26-27)

This position is somewhat counterbalanced within the Strategy by an understanding that FET covers a diverse range of learners, students and participants:

> "FET learners come from a variety of backgrounds and from different life experiences. They may be school-leavers, employed, unemployed, single parents, carers or those who may be inactive. They may be old or young, highly educated or unqualified or they may have a disability. They may be recovering from addiction, offenders in prison or ex-offenders. They may be highly motivated to learn and to work or they may be hard to reach and require additional supports. They may be studying to improve their skills in work or to progress to higher education and training, learning for personal development, to improve their unemployment situation, to change career or to improve their ICT, literacy and numeracy skills" (p41)

The key purpose of FET according to the Strategy is to ensure the provision of 21st century high-quality further education and training programmes and services to learners, employees and employers. Its successful implementation will require the engagement of education and training providers, Education and Training Boards, employers, the Department of Social Protection (DSP), Enterprise Ireland and the IDA. In essence the FET Strategy endorses a twin track approach of supporting young people/adults to remain in education while providing appropriate training and education for low skilled workers.

The policy document Ireland's National Skills Strategy 2025 outlines a number of specific objectives which have relevance to the further education and training sector as well as the adult and community education sector. The stated objectives of the strategy (p17) are that:

- Education and training providers will place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy
- Employers will participate actively in the development of skills and make effective use of skills in their organisations to improve productivity and competitiveness

- The quality of teaching and learning at all stages of education and training will be continually enhanced and evaluated
- People across Ireland will engage more in lifelong learning
- There will be active inclusion to support participation in education and training and the labour market
- We will support an increase in the supply of skills to the labour market

2.2 Youth Work

The provision and delivery of youth work functions within a context shaped by relevant legislation and government policy. In this brief overview reference will be made to recent initiatives which are having and will have an influential impact on the youth work sector and the provision of youth work services in to the future.

The 2001 Youth Work Act (Section 3) defines youth work as follows:

"Youth work means a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is – a. complementary to their formal, academic or vocational education and training; and b. provided primarily by voluntary youth work organisations"

This definition underscores the voluntary, participatory and educational nature of youth work and its complementary role vis-à-vis more formal educational provision. The 2001 Act also made provision for the employment of an Assessor of youth work based within the Department of Education and Skills to engage with the youth work sector in terms of the assessment of services and the development of standards. The establishment of the Department of Children and Youth Affairs in 2011 gave further recognition and impetus to youth work provision. Building on work spearheaded by the Assessor a cross sectoral group comprised of representatives from youth work organisations worked on the area of quality standards for youth work. This led to the development and launch of the National Quality Standards for Youth Work (NQSF) in 2010 and their roll out within the youth work sector over a three-year period commencing 2011. The NQSF was focused primarily on organisations, services and projects that employed staff to directly deliver or support the delivery of youth work. Drawing on the example and experience of the NQSF the Department of Children and Youth Affairs also developed a separate but less detailed set of standards for volunteer-led youth groups which were published in 2013.

Section 10 (1) (j) of the Education and Training Boards Act 2013 made specific reference to the provision of youth work as a key function for each Education and Training Board when it stated:

"support the provision, coordination, administration and assessment of youth work services in it's functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support"

In more recent years a number of significant and substantial policy documents and statements have been developed and launched by DCYA. These documents in effect shape the policy context for the provision of youth work. The principal ones are:

- Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People, 2014-2020
- Value for Money and Policy Review of Youth Programmes 2014
- National Strategy on Children and Young People's Participation in Decision-Making 2015-2020

- National Youth Strategy 2015-2020

Better Outcomes, Brighter Futures: This is the overarching government approach and policy for all children and young people aged 0 to 24 years. It sets outs six transformational goals as follows:

- Support parents
- Earlier Intervention and Prevention
- Listen to and involve Children and Young People
- Ensure Quality Services
- Strengthen Transitions
- Cross-Government and Interagency Collaboration and Coordination

The central intention is to strengthen the support systems around each child and young person in order that they can achieve five stated national outcomes namely;

- Active and healthy, physical and mental well-being
- Achieving full potential in all areas of learning and development
- Safe and protected from harm
- Economic security and opportunity
- Connected, respected and contributing to their world

Better Outcomes, Brighter Futures maps out an ambitious implementation plan that identifies the lead government departments and statutory agencies who are central to the achievement of its goals, objectives and outcomes.

Value for Money and Policy Review of Youth Programmes: This review focused on three funding programmes; Special Projects for Youth (SPY), Young Peoples Facilities and Services Fund and funding for Local Drugs Task Force. Programmes for the period 2010 to 2012 were reviewed and examined in order to assess if they were in line with their stated objectives and the policy as laid out for them by the Department of Children and Youth Affairs. The review did confirm that there was a rationale for programmes targeted at youth. Also that there was a moderate degree of congruence between the services provided and the needs which the programmes were intended to meet. However due to the lack of reliable data the review could not be definitive about value for money or the determining of what constitutes strong or weak performance. A literature review pertaining to youth work was undertaken as part of the policy review. This identified seven potent mechanisms/outcomes which should inform good youth work practice and would be very beneficial for the development of young people namely:

- Communication skills
- Confidence and agency
- Planning and problem – solving
- Relationships
- Creativity and imagination
- Resilience and determination
- Emotional intelligence

These seven more soft based skills and outcomes have the ability to be measured while at the same time complementing more hard edged outcomes such as school performance or job attainment.

National Strategy on Children and Young People's Participation in Decision-Making 2015-2020: Led by DCYA this strategy document grew out of a considered process of consultation and evidence-informed development. It presents a strong case for the involvement of children and young people (up to 24 years) in decision making structures and processes regarding issues and areas which affect them. The strategy presents challenges to organisations in particular statutory agencies to include the voice, experience and participation of children and young people in the development and delivery of services.

National Youth Strategy 2015-2020: The National Youth Strategy (NYS) represents the principle policy document for young people aged 10 to 24 years. Its genesis and origin lies within Better Outcomes Brighter Futures. The NYS outlines a linear approach to development from child to adolescent to young adult to adult. A process originating in dependence and leading to independence. The NYS outlines the developmental tasks, milestones and factors influencing the progress and development of young people. The development of the strategy was led by a DCYA sponsored project team and based on extensive consultation with young people and youth work organisations. The stated aim of the NYS (p34) is:

> "to enable all young people to realise their maximum potential, by
> respecting their rights and hearing their voices, while protecting
> and supporting them as they transition from childhood to adulthood"

The strategy identifies a series of ten objectives which cater for and respond to the needs of young people aged 10 to 24 years but which are reflective of the five national outcomes outlined in Better Outcomes, Brighter Futures. For example, national outcome 2; "Achieving full potential in all areas of learning and development" is articulated and fleshed out in the NYS by objectives 3 and 4 as follows:

- Objective 3: Young people's core skills, competencies and attributes are enhanced and promoted through accessible, responsive, formal and non-formal education and learning opportunities
- Objective 4: Young people benefit from strengthened transition supports at all levels as they move through the education system

Similar to Better Outcomes, Brighter Futures the NYS outlines priority actions and identifies the key government departments, state agencies and other stakeholders who are to be involved in the implementation of the strategy.

Children and Young People's Services Committees (CYPSCs): CYPSCs are an integral element of the delivery structure for Better Outcomes, Brighter Futures. They have been established across Ireland to plan and co-ordinate services for children and young people. Their overall remit is to improve the outcomes for children and young people aged 0 to 24 years by promoting and establishing interagency working both at a local and national level. CYPSCs are comprised of both statutory and voluntary sector representatives and are committed to developing and implementing a three year Children and Young People's Plan (CYPP).

2.3 Adult and Community Education

Adult and community education has a long history in the Irish context stretching back over many decades. Although there are important differences between adult and community education provision there are similarities, with the latter often seen as a more radical and distinct variation of the former.

Former Vocational Education Committees (VECs) were instrumental in fostering the development and growth of adult education while agencies such as the former Combat Poverty agency were central to the growth of more community based approaches to education focused on marginalized and excluded groups. The government sponsored Community Development Programme (CDP) of the 1990s spawned a nation-wide network of community development projects many of which engaged in and delivered education and training programmes.

The publication of the white paper on adult education "Learning for Life" in 2000 was a high water mark in terms of the formal recognition of community education. Section 5 of the white paper defined community education as:

> "a process of communal education towards empowerment, both at an individual and collective level. Such an approach to community education sees it as an interactive challenging process, not only in terms of its content but also in terms of its methodologies and decision-making processes"

The white paper also made explicit reference to the importance of life-long learning and the need to balance individual development with the objective of supporting the advancement of marginalised communities. Arising from the white paper Community Education Facilitators (CEFs) were employed within the adult education services of VECs in order to progress community education in their respective areas.

Towards the end of the 2000s the CDP programme came to an end. Community development projects operating under the programme were directed to amalgamate with their local area-based partnership companies. During this period a small number of projects were closed as they were not provided with statutory funding to continue operating. A number of other projects took a principled position not to get involved in the amalgamation process.

In 2007 the European Commission published the Action Plan on Adult Learning. It noted the increasing pressure on community education in a period of reduced funding and resources and an increasing focus on vocational training to the detriment of other dimensions of the approach. (European Commission, 2007:40)

In more recent times the advent and roll out of the Social Inclusion and Community Activation Programme (SICAP) has brought to the forefront many of the issues which confront adult and community education providers. SICAP is funded by the Department of Housing, Planning, Community and Local Development with co-funding from the European Social Fund. Programme implementers are in the main not for profit Local Development Companies. In Dublin's inner city the SICAP implementer is the Dublin City Community Cooperative which is comprised of 13 locally based and managed community development projects/services. The cooperative has a brief for both the north and south inner city areas and several of the adult and community education providers in the north inner city that are in receipt of funding through CDETB are involved in the cooperative.

The SICAP programme has three broad goals which focus on strengthening community development, providing education and training and preparing people for employment. The goals are:

- To support and resource disadvantaged communities and marginalised target groups to engage with relevant local and national stakeholders in identifying and addressing social exclusion and equality issues
- To support individuals and marginalized target groups experiencing educational disadvantage so they can participate fully, engage with and progress through life-long learning opportunities through the use of community development approaches
- To engage with marginalised target groups/individuals and residents of disadvantaged communities who are unemployed but who do not fall within mainstream employment and service provision, or who are referred to SICAP, to move them closer to the labour market and improve work readiness, and support them in accessing employment and self-employment and creating social enterprise opportunities

Section 3: The North Inner City

3.1 Research and Review Area

The area central to this research and review is the north inner city of Dublin which for the purposes of this report is defined as the area stretching from Dublin Bay in the east to Phoenix Park in the west and bounded by the river Liffey to the south. To the north it stretches from the North Circular Road, Whitworth Road, Richmond Road and down to the East Wall Road. The area is inclusive of all of Dublin 1, and parts of Dublin 3 and 7. The area comprises 19 Electoral Divisions (EDs) namely:

- Arran Quay A, Arran Quay B, Arran Quay C, Arran Quay D, Arran Quay E
- Ballybough A, Ballybough B, Drumcondra South B
- Inns Quay A, Inns Quay B, Inns Quay C
- Mountjoy A, Mountjoy B
- North Dock A, North Dock B, North Dock C, North City
- Rotunda A, Rotunda B

The profile of the area presented in this report is based on statistical data and information compiled by Deirdre McCarthy, formerly Community Technical Aid (now incorporated into Dublin City Community Cooperative). The data is taken from the 2011 Census as the detailed data from the 2016 Census was not available. Population density and distribution varies widely within the north inner city. The least populated ED was North Dock A with 1,303 persons while the most populous ED was North Dock B with 6,895. This latter ED is the most extensive in terms of its geographic size and space.

While the population of an ED may increase or decrease over time the physical area remains the same. The development of new housing and accommodation or conversely the demolition of older housing stock within an ED will clearly impact and alter the resident population. As well as ED data being available from the census, small area (i.e. ED subdivision) data is also available. The population level in small areas can vary greatly, from just over a hundred residents to up to four hundred. For example small area Ballybough A 268009006 (Ballybough House) has a population of 118 while small area North Dock C 268109001 (North Wall) has a population of 358.

It is important to note that small area data can provide a much more detailed breakdown of the levels of disadvantage and affluence within and between communities.

3.2 Pobal HP Deprivation Index

The Pobal HP Deprivation Index is a method of measuring the relative affluence or disadvantage of a particular geographical area using data compiled from various censuses. The Index is based on measuring three broad dimensions:

- **Demographic Growth** which focuses on population change, education levels, lone parent levels, age dependency rate and number of persons per room
- **Social Class Composition** which focuses on education levels, social class and number of persons per room
- **Labour Market Situation** which focuses on male and female unemployment, social class, lone parent levels and number of persons per room

A score is given to an area based on a national average of zero, ranging from approximately -35 (being the most disadvantaged) to +35 (being the most affluent) as outlined in the following table.

Table 3.1: Pobal HP Deprivation Index

Relative Index Score	Standard Deviation	Label
over 30	> 3	extremely affluent
20 to 30	2 to 3	very affluent
10 to 20	1 to 2	affluent
0 to 10	0 to 1	marginally above average
0 to -10	0 to -1	marginally below average
-10 to -20	-1 to -2	disadvantaged
-20 to -30	-2 to -3	very disadvantaged
below -30	< -3	extremely disadvantaged

Many small areas within the north inner city of Dublin are areas of disadvantage as defined by the POBAL HP Deprivation Index. If the north inner city is analysed at ED level the disadvantage which exists within the area can often be masked and disguised.

For example the ED of North Dock C is *marginally above average* when measured using the Deprivation Index, but within that ED there are small areas that are *very disadvantaged*, including the small area 268109005 which is in the area of North Wall and areas that are *very affluent* such as 268109009 which is in the area of the Irish Financial Services Centre (IFSC).

If we examine the north inner city at ED level only, in terms of deprivation it ranks as largely average or above average. However if we examine the north inner city at small area level a pattern of communities of disadvantage alongside communities of affluence emerges. In essence therefore the north inner city is a patchwork of communities of different levels of disadvantage or affluence, often juxtaposed with one another. The different communities will have very differing populations, needs and profiles.

Overall the 2011 census presents a picture of a mixed community in the north inner city but within which are very mixed smaller local communities.

The profile and needs of a community with new apartments, occupied predominately by childless adults who are reasonably well educated and areas comprised of local authority housing and flat complexes with a high proportion of lone parents and families with children are clearly not the same.

3.3 North Inner City Population

Since the early 1990s, Dublin's north inner city has changed from being an area of wide-spread poverty and declining population to one of a growing population with a patchwork of considerable affluence and disadvantage at the small area level. In some communities there has been an increase in affluence, often as a consequence of new developments which have brought in new populations rather than an improvement in the status of the longer established indigenous population. The longer resident indigenous population often remain very disadvantaged; now their disadvantage can tend to be masked and more hidden.

In broad terms there are a range of populations and communities in the north inner city inclusive of;

- An older indigenous community, with families, who reside in local authority accommodation and flat complexes in the most disadvantaged parts of the area
- A new immigrant community, resident in the private rented sector some of which is of poor quality
- A newer Irish community, less likely to have families/children than the older Irish community and living in private rented or owner occupied accommodation
- People living alone

According to the 2011 Census the 19 EDs comprising the north inner city had a total population of 67,309 of which 34,794 were males and 32,515 were females. Within the 19 EDs there are 15 small areas that are assessed as **Very Disadvantaged** and 27 areas that are assessed as **Disadvantaged** according to the Pobal HP Deprivation Index.

In the 15 *very disadvantaged* small areas the total population is 3506, which is 5.2% of the total population of the north inner city. Within these 15 areas 1102 residents are under 20 years, which is 31.4% of the population for the 15 areas. This would indicate that the young population is much higher in the areas that are classified as very disadvantaged. In the 27 *disadvantaged* areas the population is 7481, which is 11.1% of the total population of the north inner city.

According to the 2011 Census, 10,987 people live in areas which are assessed as either *very disadvantaged* or *disadvantaged* and this comprises 16.3% of the population of the 19 EDs which make up the north inner city.

3.4 Age Breakdown

The table on the left below gives the age breakdown for the north inner city for 2011 with adjusted figures (i.e. five years later) for 2016 in the table on the right. The figures for 2016 are an estimation as there will have been movement both in and out of the north inner city over the course of the five years coupled with births and deaths during this period.

The comparison between both tables give rise to the following:

- In 2011, 10,040 were aged under 20 years , or 14.9% of the population (an estimated 14.7% in 2016)

- In 2011, 4,806 were aged between 10 and 19 years or 7.1% of the population (an estimated 5.5% in 2016)

- In 2011, 2,331 were aged between 11 and 16 years or 3.4% of the population (an estimated 3.4% in 2016)

- In 2011, 2,555 were aged between 16 and 19 years or 3.8 % of the population (an estimated 2.1% in 2016)

- In 2011, 11,237 were aged between 16 and 24 years or 16.7% of the population (an estimated 6.3% in 2016)

- In 2011, 50,457 were aged between 20 and 59 years or 75% of the population (an estimated 73% in 2016)

- In 2011, 6812 were aged 60 years and over or 10.1% of the population (an estimated 12.2% in 2016)

2011

Age	Total
0	892
1	714
2	629
3	520
4	434
5	403
6	414
7	399
8	399
9	430
10	361
11	384
12	388
13	350
14	370
15	398
16	441
17	474
18	715
19	925
20-24	8682
25-29	12825
30-34	10141
35-39	6082
40-44	4023
45-49	3303
50-54	2978
55-59	2423
60-64	1930
65-69	1450
70-74	1186
75-79	968
80-84	698
85+	580
Total	67309

Adjusted for 2016

Age	Total
0-4	3189
5	892
6	714
7	629
8	520
9	434
10	403
11	414
12	399
13	399
14	430
15	361
16	384
17	388
18	350
19	370
20-24	2953
25-29	8682
30-34	12825
35-39	10141
40-44	6082
45-49	4023
50-54	3303
55-59	2978
60-64	2423
65-69	1930
70-74	1450
75-79	1186
80-84	968
85+	580
Total	69800

3.5 Ethnicity

In the north inner city 59.6% of the population described themselves as White Irish (of those who stated). However there are wide variations across the area. In the following five EDs the White Irish population is less than 50%:

- Arran Quay C 48.0%
- Mountjoy B 45.1%
- Rotunda A 44.2%
- Rotunda B 39.2%
- North City 30.7%

Five other EDs are close to the Dublin city average of 80.7% and the national average of 85.8% of White Irish residents namely:

- Ballybough A 83.9%
- Drumcondra South B 83.2%
- Arran Quay E 80.9%
- Arran Quay D 80.2%
- North Dock A 79.3%

Some of the EDs have very diverse populations as outlined below;

- In Rotunda A, 20.1% are Other White (Non Irish White), 3.2% are Black or Black Irish and 19.9% are Asian or Asian Irish
- In Rotunda B, 36.4% are Other White (Non Irish White), 2.5% are Black or Black Irish and 18.2% are Asian or Asian Irish
- In Mountjoy B, 36% are Other White (Non Irish White), 5% are Black or Black Irish and 10.9% are Asian or Asian Irish
- In Inns Quay B, 24.4% are Other White (Non Irish White), 3.2% are Black or Black Irish and 13.2% are Asian or Asian Irish
- In Arran Quay A, 20.8% are Other White (Non Irish White), 3.3% are Black or Black Irish and 12.3% are Asian or Asian Irish

In the very disadvantaged small areas the ethnic picture is different. In these areas the percentage of White Irish is 94.0%, much higher than the average for the north inner city and Dublin City overall. It ranges between 80% in Ballybough A 268009010 (Ballybough District), which is the only very disadvantaged small area which is close to the city average, to 99% in seven (almost half) of the small very disadvantaged areas:

- Arran Quay D 268004004 (Montpelier Park)
- Arran Quay D 268004013 (O'Devaney Gardens)
- Ballybough A 268009009 (Ballybough District)
- Mountjoy A 268104007 (Liberty House)
- Mountjoy B 268105013 (Matt Talbot / Sean O'Casey)
- North Dock C 268109002 (North Wall)
- North Dock C 268109005 (North Wall)

In the small areas the population of White Irish residents is much higher with corresponding lower levels of non-Irish people. This is related to the type of housing and accommodation in these areas. The disadvantaged small areas have a greater preponderance of local authority housing/accommodation often in the form of multi-unit flat complexes. Residents living in this type of accommodation are more likely to be Irish. There tends to be limited movement in and out of this type accommodation and the low turn-over can be due to the eligibility criteria for local authority housing. The comparative ethnic make-up of the resident population is graphically illustrated in the following four pie-charts.

FIGURE 3.1: ETHNICITY DUBLIN CITY

White Irish
White Irish Traveller
Other White
Black or Black Irish
Asian or Asian Irish
Other
Not stated

78%
11%
4%
3%

FIGURE 3.2: ETHNICITY NORTH INNER CITY

White Irish
White Irish Traveller
Other White
Black or Black Irish
Asian or Asian Irish
Other
Not stated

57%
23%
9%
6%
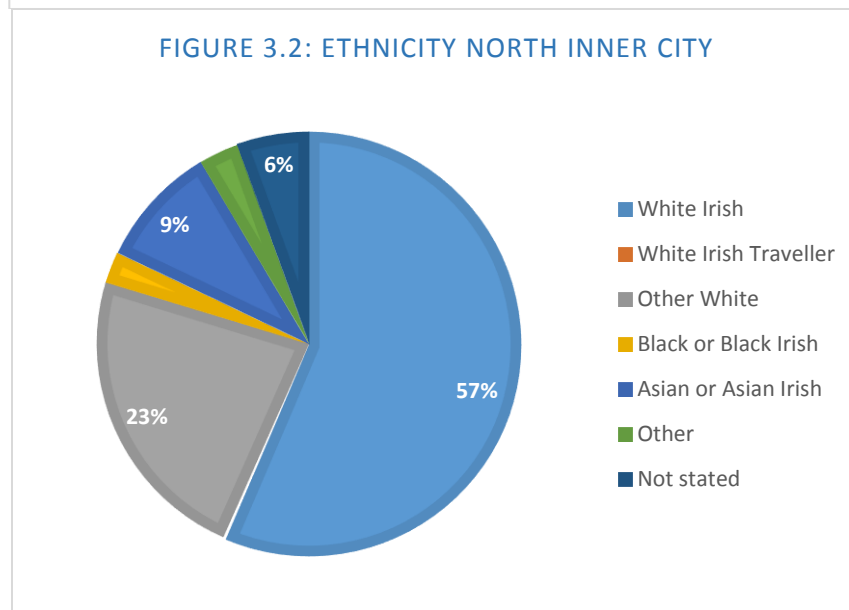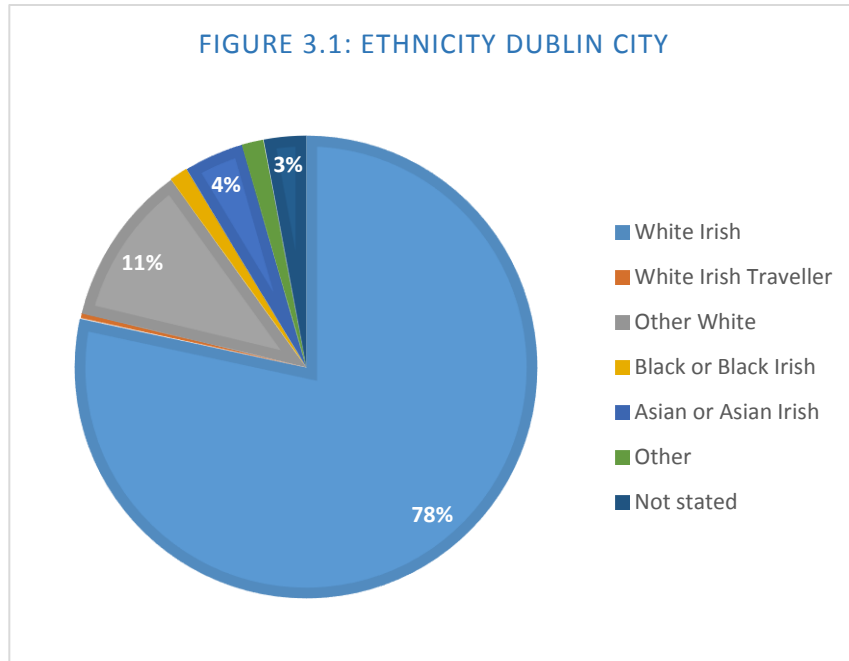
FIGURE 3.3: AN ETHNICALLY DIVERSE ED NORTH INNER CITY

White Irish — 29%
Other White — 30%
Asian or Asian Irish — 29%
Other — 5%
Not stated — 6%

Legend:
- White Irish
- White Irish Traveller
- Other White
- Black or Black Irish
- Asian or Asian Irish
- Other
- Not stated
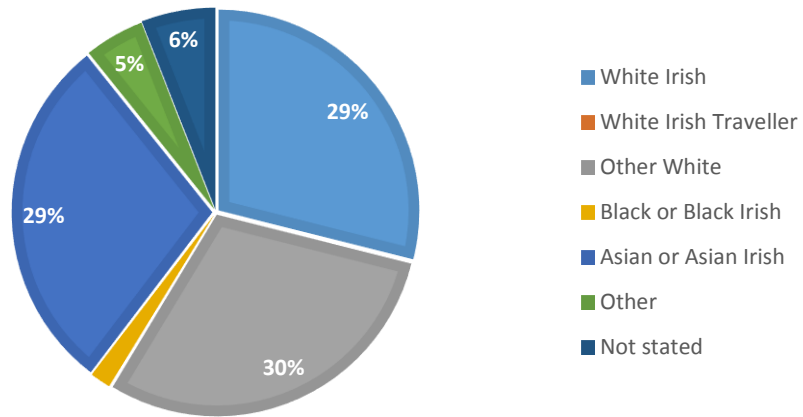
FIGURE 3.4: A NON DIVERSE SMALL AREA ARRAN QUAY D 268004004 (MONTPELIER PARK)

100% White Irish

Legend:
- White Irish
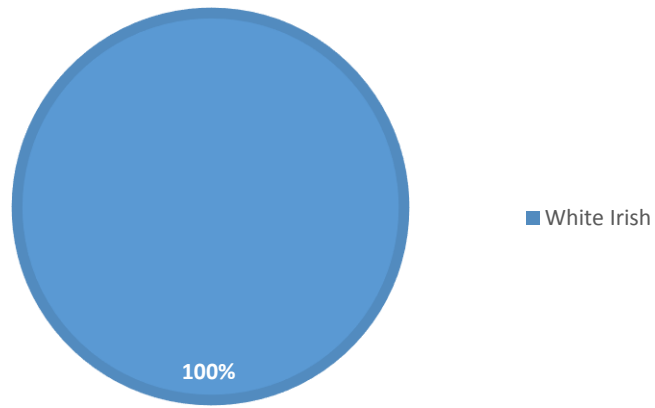
3.6 Family Unit/Household Make-Up

In the north inner city area 50.1% of family units are comprised of lone parents with children of which 44.5% are headed by lone mothers. This compares to Dublin City where 38.2% of family units are lone parents with children of which 33.6% are headed by lone mothers. In the very disadvantaged small areas 73.0% of family units are lone parents with children with 66.0% headed by lone mothers. The comparative make-up of family units from city wide to small area level are illustrated in the following four figures.

FIGURE 3.5: RATE OF LONE PARENTHOOD DUBLIN CITY

- Couples with Children
- Lone Parents

38%
62%
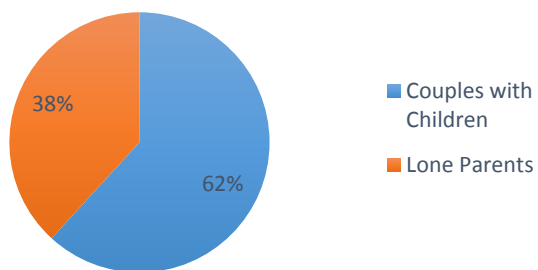
FIGURE 3.6: RATE OF LONE PARENTHOOD NORTH INNER CITY

- Couples with Children
- Lone Parents

50%
50%
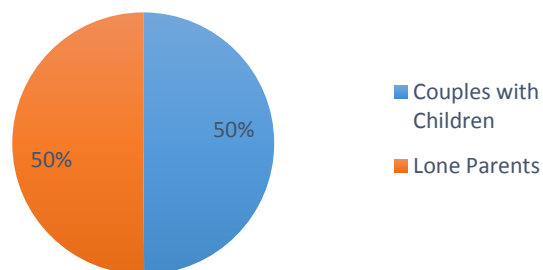
FIGURE 3.7: RATE OF LONE PARENTHOOD DISADVANTAGED SMALL AREAS

- Couples with Children
- Lone Parents

27%
73%
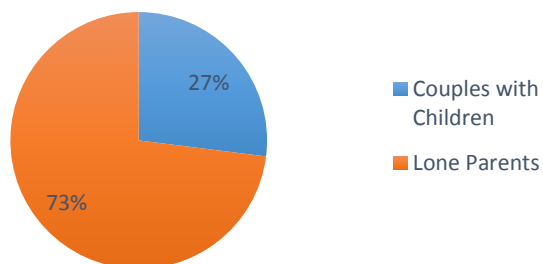
FIGURE 3.8: RATE OF LONE PARENTHOOD BALLYBOUGH HOUSE

- Couples with Children
- Lone Parents

5%
95%
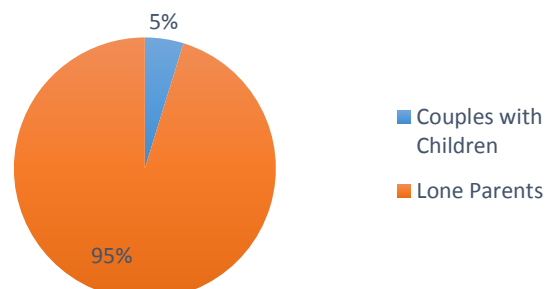
The high rate of lone parenthood in the disadvantaged areas is illustrated by the following

- Area 268004013 (Area of O'Devaney Gardens) 83.6% of the family units are lone parents with children.
- Area 268139010 (Area Sheridan Court/Place) 78.7% of the family units are lone parents with children.
- Area 268009006 (Ballybough House) 95% of the family units are lone parents with children.

In some of the disadvantaged small areas the overwhelming majority of household type are either people living alone, or lone mothers with children.

Table 3.3: Permanent Private Households by Type of Occupancy

Type of occupancy	North Inner City	Disadvantaged Small Areas	Dublin City
Owner occupied with mortgage	3549	64	53,054
Owner occupied no mortgage	2934	35	54,498
Rented from Private Landlord	14440	95	66,613
Rented from Local Authority	4114	1026	23,949
Rented from Voluntary Body	532	15	2,728
Occupied free of rent	253	2	2,419
Not stated	841	49	4,586
Total	26663	1286	207,847

In the north inner city area of those who stated on the census form the type of household occupancy they held the breakdown was as follows:

- 15.9% of the households rent from the local authority
- 25.1% are owner occupiers (with and without a mortgage.)
- 55.9% rent from private landlords.
- 2.1% rent from voluntary bodies

This compares to Dublin City where the breakdown was as follows;
- 11.5% of the households rent from the local authority.
- 57.7% are owner occupiers (with and without a mortgage.)
- 32% rent from private landlords.
- 1.3% rent from voluntary bodies

Almost by definition, in the small areas that are very disadvantaged the overwhelming occupancy type is renting from local authority, (82.9%) in this case Dublin City Council. This is clearly demonstrated by the levels of local authority rented accommodation in the fifteen small areas.

- Arran Quay B 268002011 (Constitution Hill), 90.6%
- Arran Quay D 268004004 (Montpelier Park) 55.0%
- Arran Quay D 268004013 (O'Devaney Gardens) 94.1%
- Ballybough A 268009006 (Ballybough House) 92.2%
- Ballybough A 268009009 (Ballybough District) 90%
- Ballybough A 268009010 (Ballybough District) 68.9%
- Inns Quay B 268081014 (Dorset St /Dominick St Upper) 93.0%
- Inns Quay C 268082010 (Greek St) 87.9%
- Mountjoy A 268104007 (Liberty House) 95.8%
- Mountjoy A 268104015 (Summerhill) 93.5%
- Mountjoy B 268105013 (Matt Talbot / Sean O'Casey) 81.6%
- North Dock C 268109001 (North Wall) 56%
- North Dock C 268109002 (North Wall) 71.4%
- North Dock C 268109005 (North Wall) 88.7%
- Rotunda B 268139010 (Sheridan Court) 91.4%

3.7 Employment/Education

The following tables detail the economic and educational status for the population aged 15 years and over for the north inner city, the disadvantaged small areas within the north inner city and for Dublin City.

Table 3.4: Population aged 15 years and over by Principal Economic Status

Principal Economic Status	North Inner City	Disadvantaged Small Areas	Dublin City
At work	31644	799	227,429
Looking for first regular job	1118	63	5,086
Unemployed having lost or given up previous job	7948	783	46,613
Student	9195	297	56,377
Looking after home/family	2800	221	31,594
Retired	4386	256	58,475
Unable to work due to permanent sickness or disability	2354	300	19,242
Other	777	7	2,767
Total	60222	2726	447,583

Table 3.5: Males aged 15 years and over by Principal Economic Status

Principal Economic Status	North Inner City	Disadvantaged Small Areas	Dublin City
At work	16283	332	114,741
Looking for first regular job	628	36	2,920
Unemployed having lost or given up previous job	5228	459	29,966
Student	4702	138	27,577
Looking after home/family	218	16	1,730
Retired	2253	155	28,076
Unable to work due to permanent sickness or disability	1356	146	9,407
Other	571	0	1,936
Total	31239	1282	216,353

Table 3.6: Females aged 15 years and over by Principal Economic Status

Principal Economic Status	North Inner City	Disadvantaged Small Areas	Dublin City
At work	15361	467	112,688
Looking for first regular job	490	27	2,166
Unemployed having lost or given up previous job	2720	324	16,647
Student	4493	159	28,800
Looking after home/family	2582	205	29,864
Retired	2133	101	30,399
Unable to work due to permanent sickness or disability	998	154	9,835
Other	206	7	831
Total	28983	1444	231,230

In Dublin City of those active in the labour market (i.e. combining those at work, looking for a job or having lost/given up a job) 18.5% were unemployed composed of 14.3% for women and 22.3% for men. In the north inner city 22.2% were unemployed composed of 17.2% for women and 26.4% for men.

In the very disadvantaged small areas the figures are starker with 51.4% unemployed composed of 42.9% for women and 59.8% for men.

Overall In disadvantaged small areas, 50% or more of men were unemployed at the time of the 2011 census. In two small areas this was more than 70%, Area 268139010 (Sheridan Court/Place) and Area 268138019 (Area of Hardwicke St).

Table 3.7: Population aged 15 years and over by Highest Level of Education Completed

Education Level	North Inner City	Disadvantaged Small Areas	Dublin City
No Formal Education	709	80	4,635
Primary Education	5713	712	56,817
Lower Secondary	4822	478	50,840
Upper Secondary	6285	320	58,906
Technical or Vocational qualification	2998	109	24,356
Advanced Certificate/Completed Apprenticeship	1531	38	13,813
Higher Certificate	1754	12	12,729
Ordinary Bachelor Degree or National Diploma	3544	17	25,157
Honours Bachelor Degree, Professional qualification or both	5279	11	42,241
Postgraduate Diploma or Degree	5363	7	41,371
Doctorate (PhD) or higher	495	0	4,636
Not stated	5094	240	23,718
Total	43587	2024	359,219

Table 3.8: Males aged 15 years and over by Highest Level of Education Completed

Education Level	North Inner City	Disadvantaged Small Areas	Dublin City
No Formal Education	383	42	2,324
Primary Education	2907	357	25,579
Lower Secondary	2642	236	25,315
Upper Secondary	3312	147	27,298
Technical or Vocational qualification	1656	58	12,049
Advanced Certificate/Completed Apprenticeship	974	25	9,200
Higher Certificate	920	2	6,077
Ordinary Bachelor Degree or National Diploma	1780	8	11,828
Honours Bachelor Degree, Professional qualification or both	2599	6	20,034
Postgraduate Diploma or Degree	2419	0	18,522
Doctorate (Ph.D) or higher	280	0	2,655
Not stated	2736	128	11,765
Total	22608	1009	172,646

Table 3.9: Females aged 15 years and over by Highest Level of Education Completed

Education Level	North Inner City	Disadvantaged Small Areas	Dublin City
No Formal Education	326	39	2,311
Primary Education	2806	385	31,238
Lower Secondary	2180	257	25,525
Upper Secondary	2973	189	31,608
Technical or Vocational qualification	1342	57	12,307
Advanced Certificate/Completed Apprenticeship	557	13	4,613
Higher Certificate	834	12	6,652
Ordinary Bachelor Degree or National Diploma	1764	11	13,329
Honours Bachelor Degree, Professional qualification or both	2680	5	22,207
Postgraduate Diploma or Degree	2944	7	22,849
Doctorate (Ph.D) or higher	215	0	1,981
Not stated	2358	121	11,953
Total	20979	1096	186,573

Tables 3.7 to 3.9 above give an overview of the highest level of education completed for those aged over 15 years and by male and female. In Dublin city of those who stated their level of education 33% had no formal education, primary education only or lower secondary compared to 33.8% who stated they had a third level (degree level or national diploma) qualification or higher. In the north inner city of those who stated their level of education, 29% had either no formal education, primary education only or lower secondary compared to 38.1% who stated they had a third level (degree level or national diploma) qualification or higher.

In the disadvantaged small areas of those who stated their level of education, 71% had either no formal education, primary education only or lower secondary compared to 2% who stated they had a third level (degree level or national diploma) qualification or higher. Not one person has a Ph.D or higher in the disadvantaged small areas.

Educational disadvantage is clearly evident in the disadvantaged small areas where over a third of residents had left the formal education system by the age of 15.

3.8 Drugs and Crime

The north inner city has experienced the scourge of hard drug misuse since the late nineteen seventies. The targeting of the area for the sale and distribution of heroin gave rise to extreme levels of deprivation and criminal involvement. Many people became involved in the illicit drug trade, either as drug dealers or drug users. In some cases as both. Young people were particularly prone to involvement. The lightning spread of hard drug misuse in the north inner city was graphically detailed by Flynn and Yeates in the book "Smack". The prevalence of hard drug use severely impacted many families and local north inner city communities. Local community bonds, norms and networks were radically disrupted with some local leaders and community activists expressing strong fears regarding the ability of the area to come through. The advent of the Concerned Parents movement gave rise to a local community based response to the drugs issue which combined direct action against drug pushers with the lobbying and advocacy for more drug treatment services. The establishment of Local Drugs Task Forces (LDTFs) in the 1990s in the areas most plagued with drug misuse enabled local communities to engage with statutory agencies in order to develop responses to the drug issue. The North Inner City Drugs and Alcohol Task Force continues this approach to this day by monitoring drug use and misuse in the area and supporting initiatives and services which respond to the issue. A study sponsored by Soilse (Keane et al) in 2014 highlighted the case for a re-orientation of drug treatment and rehabilitation services. A further study published by CityWide Drugs Crisis Campaign in 2016 (Connolly and Buckley) noted that intimidation and violence were factors for individuals and families in communities where illegal drug use was present.

Section 4: Overview of CDETB funded Services and Projects

This section details the services and projects within the north inner city which are in receipt of funding and support through the CDETB. The overview is restricted to services and projects which receive annual contracted funding from the CDETB and does not include other services, projects or initiatives that may receive other forms of support. It is important to note that second level provision funded and supported by CDETB was not included within the remit and brief of the current research and review. For ease of analysis and comparison the relevant services and projects are outlined and reviewed within their respective sectors namely:

- Community Training Centres (CTCs), Youthreach Centres and Local Training Initiatives (LTIs)
- Youth Projects/Services
- Adult and Community Education Centres
- CDETB College of Further Education and Adult Education Centre

4.1 Community Training Centres/Youthreach Centres and Local Training Initiatives (LTIs)

A total of ten services/projects comprise this sector, five CTCs, three Youthreach Centres and two LTIs. While having elements in common across the three types of provision, the brief of each is quite distinct. The Further Education and Training Strategy 2014-2020 (p143 -147) describes the purpose and function of each type of provision as follows:

Community Training Centres (CTCs)

CTCs are independent community-based organisations, catering for the training and development needs of early school leavers, primarily aged between 16 and 21. The training is certified leading to recognized awards on the National Framework of Qualifications (NFQ). There are 38 community training centres around the country. Examples of programmes offered include employability skills, personal and social employment skills and science skills. All programmes offer personal and social skills development through modules such as communication, personal effectiveness, teamwork, career planning and literacy and numeracy support, which are integrated with the vocational training modules. Courses are generally one year in duration and are full time and lead to major awards on the NFQ at levels 3 and 4

Youthreach

Youthreach is a full-time programme, usually over two years, directed at unemployed early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life and lead to major awards typically at levels 3 and 4 on the NFQ. Youthreach offers a flexible programme of integrated general education, vocational training and work experience. Learners are facilitated in setting individual learning plans aimed at increasing their self-esteem, skills and knowledge base and employability. The programme places a strong emphasis on personal development. Overall the programme aims to enable individuals to progress to further education and training, e.g. VTOS, PLCs or to gain employment.

Local Training Initiative programme (LTI)

The LTI is a project-based training and work experience programme carried out *in* the local community run *by* local community groups. The programme is designed for people who are unemployed, primarily those aged 18-35 years who are experiencing difficulty in gaining entry to the labour market due to personal, social or geographic disadvantage. Literacy difficulties are not a barrier to entry. Around 200 LTIs support many organisations engaged in a wide range of initiatives including genealogy, environmental, heritage, tourism, theatre, sports, and coaching. Some projects are targeted at specific groups in society. Training on Local Training Initiatives leads to accreditation at levels on the NFQ at Levels 3, 4 and 5. Courses are full-time and delivered all year round.

Table 4.1: Community Training Centres (CTCs) Youthreach Centres and Local Training Initiatives (LTIs)

Service/Project	Type	Location	Catchment Area Served	Management Structure
Lourdes Youth and Community Services (LYCS)	CTC	Sean McDermott St Dublin 1	North East Inner City	Voluntary Board of Management and Manager
North Centre City Community Action Project (NCCCAP)	CTC	Buckingham St. Dublin 1	Dublin 1 and Surrounding Areas	Voluntary Board of Management and Manager
North Wall	CTC	Seville Place Dublin 1	Primarily North East Inner City	Voluntary Board of Management and Manager Co. Limited by Guarantee
St. Vincent's	CTC	Henrietta St. Dublin 1	Primarily Dublin 1&7	Daughters of Charity Community Services Voluntary Board of Management and Manager
Stoneybatter	CTC	Manor Street Dublin 7,	Dublin 7	Voluntary Board of Management and Manager
North Gt. Georges St.	Youthreach	North Great George's St. Dublin 1	Primarily North Inner City and outlying areas	Co-Ordinator employed by CDETB
Sherrard St.	Youthreach	Upper Sherrard St. Dublin 1	Dublin City and beyond	Co-Ordinator employed by CDETB
Transition Centre	Youthreach	Parnell Square East Dublin 1	Mainly North Inner City and referrals from other Youthreach Centres	Co-Ordinator employed by CDETB
Irish National Organisation for the Unemployed (INOU)	LTI	North Richmond St. Dublin 1	Greater Dublin area	Voluntary Board of Management and National Co-Ordinator
North Wall CDP	LTI	Seville Place, Dublin 1	North Wall area and Dublin 1,2 &3	Voluntary Board of Management and LTI Co-Ordinator

The above table outlines specific information in relation to the five CTCs, three Youthreach Centres and two LTIs located within the north inner city. All except one (Stoneybatter CTC) are based in the Dublin 1 area. The three Youthreach centres form part of CDETB direct provision and are managed within the CDETB structure while six of the other seven services/projects are managed by local community based Management Boards.

St. Vincent's CTC works to the Board of Management of the Daughters of Charity Community Services. All ten services and projects are led and managed by a senior staff member either a manager or co-ordinator. The catchment area catered for is predominantly the north inner city and Dublin 1 and 7 with the CTCs in particular catering for these areas. The Youthreach Centres on the other hand while catering for the north inner city tend to have a broader city wide brief. The catchment areas for the two LTIs are quite different with the INOU catering for the greater Dublin area and the North Wall CDP catering for Dublin 1, 2 and 3.

4.2 Service and Project Aims and Objectives

The main aims and objectives of each CTC, Youthreach Centre and LTI are outlined below and indicate the similarities as well as the differences in provision across the ten services and projects. The CTCs tend to focus on specific skill attainment combined with individual support and development while Youthreach Centres emphasize a more educational focus allied to individual support. This combination of skill attainment/education with support is a recurring theme throughout both types of provision. LTIs due to the older age cohort of their participants have a large focus on skill attainment and employment with a level of personal support. Please note that the description of the level of accredited awards is referred to as QQI level 3, 4, 5 and so on as this is the description commonly used by services and projects rather than reference to certification levels on the National Framework of Qualification (NFQ). Further details regarding the operation of each service and project is outlined and reviewed in the later parts of this section.

Lourdes Youth and Community Services CTC

- To provide young people (aged between 16 and 21 years) the opportunity to gain certified training in QQI Awards at Levels 3 and 4
- To promote the personal, social and human development of individual learners through a programme of skill based and non-classroom based activities
- To assist learners develop progression routes into further education/training or employment
- To promote the well-being of learners and provide spaces where they can reflect on their lives and decisions
- To track learners who leave the centre for at least six months to assist their progression
- To provide a "safe place" in which to learn in a positive environment
- To assist learners access supportive work experiences

North Centre City Community Action Project CTC

- To provide 2 major QQI Awards, Employability Skills Level 3 and General Learning Level 4
- To provide second chance education to early school leavers and unemployed young people
- To provide accredited training and counselling
- To develop learners self-confidence and self esteem
- To provide literacy and numeracy training
- To provide learners with work experience placements to inform career choice

North Wall Community Training Centre

- To provide quality accredited training at QQI Levels 3 and 4 on the National Framework of Qualifications
- To assist learners develop progression routes into further education/training or employment
- To deliver personal development programmes and support to all learners
- To provide a range of support services to learners including advocacy, literacy & numeracy and counselling
- To offer innovative programmes including *Get Cents*, delivered in association with KPMG

Stoneybatter CTC

- To offer flexible and tailor-made programmes of integrated general education, vocational training and work experience
- To assist learners to set personal and learning goals that increase their self-esteem, skills, knowledge and employability
- To develop programmes of learning and education based on the learners expressed needs
- To deliver essential course elements inclusive of personal and social development, a choice of vocational and communications skills and literacy and numeracy
- To deliver QQI Major Awards across a range of skill areas including Retail Skills, General Learning, Catering Support, Office Skills and Business Administration.
- To provide the most up to date information on health promotion and personal development thereby allowing young people to make informed decisions about their future.
- To develop a progression plan for all learners upon leaving the centre while providing support during the transition into further education or fulltime employment.

St. Vincent's CTC

- To meet the educational and training needs of early school Leavers from the catchment area of north inner city Dublin and its surrounding area. This includes a significant number of young people from social disadvantaged backgrounds experiencing a range of personal and social issues
- To provide a range of relevant employment focused training programmes to allow young people attending training to progress onto further education and or training or into employment
- To provide national or recognised accreditation for all training programmes e.g. QQI, VTCT, Junior Certificate, Leaving Certificate
- To provide relevant literacy and numeracy support to each learner to ensure that they are not at a disadvantage when progressing on from the CTC in regard to their literacy and numeracy skills
- To support each person in training to develop a progression plan on moving on from the CTC
- To provide a holistic service provision to all learners to include personal development, career development supports, supports with personal or family issues delivered through a central support team of Social Worker and Counsellor / Career Guidance officer within the Daughters of Charity Community Services
- To provide ongoing support to all learners on leaving the CTC through a tracking system to ensure that they are supported as they move on with the next step in their career and life path

North Great George's Street Youthreach Centre

- To provide learners with academic qualifications to progress to further education and employment
- To provide learners with the necessary social skills to enable them to deal with situations they may encounter in future life
- To provide literacy and numeracy support to students where necessary
- To help students/learners access external resources or courses which they require
- To provide a caring and supportive learning environment where students develop their skills and achieve their full potential

Sherrard Street Youthreach Centre

- To provide education, individualised support and the tools for independent living for young adults who are experiencing difficulties with alcohol and drug dependency or who are at risk of addiction, in a safe and positive environment
- To address both the educational and support needs of learners by following an academic timetabled programme which includes the core subjects along with subjects designed to increase their confidence and ability to deal with a range of difficulties they encounter in their lives
- To deliver a General Education Course which provides QQI accreditation in a range of subjects
- To provide home cooking, stress management, holistic health, drama, photography and self-care focusing on preparing the learner for independent living
- To operate as a Special Education Initiative (SENI) centre

Youthreach Transition Centre

- To operate as a progression centre for the other 9 Youthreach centres in the CDETB.
- To provide early school leavers with education opportunities which will enable them to get employment or continue on into further education in post Leaving Certificate colleges

Irish National Organisation for the Unemployed LTI

- To deliver a programme which provides participants with the skills they require to enter or re-enter the labour market
- To meet the varying needs and abilities of participants recognising that some are closer to the labour market than others
- To provide participants with a first step in a career pathway with a high degree of progression into work
- To enable some participants to progress into further or higher education rather than work depending on the pathway identified by the participant while on the programme and what next steps are required for progression along that route

North Wall Community Development Project LTI

- To offer a point of difference to the other service providers in the area and offer a skills-based training initiative which will prepare learners for work
- To enhance participants employment skills – with skillsets which are currently in demand from employers, namely digital skills, computer applications and workplace IT amongst others
- To offer a programme designed to assist unemployed people, not currently catered for by other interventions to move towards employment through community-based training and relevant work experience leading to a QQI Level 4 Major Award

4.3 Service and Project Operations and Provision

The information outlined in the following tables profile the operation, delivery and provision of the ten services and projects.

Table 4.2: Staffing Levels CTCs, Youthreach Centres and LTIs 2016

Service/Project	Full-Time Staff	Part-time Staff	Sessional/Occasional Staff	CE/Job Initiative	Volunteers
LYCS CTC	5	3	1		1
NCCCAP CTC	5	5			
North Wall CTC	10		1		
St. Vincent's CTC	9	1			1
Stoneybatter CTC	6	2			
North Gt. Georges St. Youthreach	6	12			
Sherrard St. Youthreach	2	7	2		
Transition Youthreach Centre	9	10	3		
INOU LTI	2		1	1	1
North Wall CDP LTI	2				
Total	56	40	8	1	3

Table 4.2 outlines the allocated staff which are funded through CDETB as reported by each service and project. As of mid-2016 a total of 56 full time staff worked within the 10 services/projects ranging from a low of 2 to a high of 10. Part time staff comprised 40 with a further 8 undertaking occasional or sessional work. A small number of CE/Job Initiative and volunteers (4 in total) also participated in the 10 services and projects. The services and projects with larger capacity had higher staff complements. For example the Transition Youthreach Centre, North Wall CTC and St. Vincent's CTC were at the upper end of allocated staffing, while North Wall LTI, INOU LTI and Sherrard St. Youthreach were at the lower end. The other four services and projects occupied a middle position in terms of allocated staffing. In total 104 staff (full-time, part-time and sessional) were involved in the provision of training, and education in the 10 services and projects. The majority of staff were involved in direct engagement and delivery to learners, students and participants with a minority undertaking administration and management duties and responsibilities. Full time staff comprised 54% of the workforce followed by a substantial part-time work force of 38%.

Table 4.3: CTC, Youthreach and LTI Participants 2015

Service/Project	Capacity	Total Participants 2015	Male Participants 2015	Male % of Total	Female Participants 2015	Female % of Total
LYCS CTC	40	50	40	80	10	20
NCCCAP CTC	30	43	26	60	17	40
North Wall CTC	60	88	42	48	46	52
St. Vincent's CTC	50	88	40	45	48	55
Stoneybatter CTC	40	80	47	59	33	41
North Gt. Georges St. Youthreach	56	78	55	63	23	37
Sherrard St. Youthreach	25	31	23	74	8	26
Transition Centre Youthreach	80	101	71	70	30	30
INOU LTI	15	15	9	60	6	40
North Wall CDP LTI	14	14	8	57	6	43
Total	410	588	361	61	227	39

The ten services and projects have a total capacity of 410 places. The five CTCs had 220 (54%) places followed by the three Youthreach Centres with 161 places (39%) with the remaining 29 (7%) places in the two LTIs. In 2015 a total of 588 participants were catered for by the ten services and projects of which 361 (61%) were male and 227 (39%) were female. The actual number of participants exceeds the stated capacity in all of the services and projects except for the two LTIs. This reflects the continual intake process of these eight services and projects with participants progressing or leaving and being replaced by new entrants. The individual breakdown for each service and project is outlined in the table above. Capacity levels range from a high of 80 places in the Transition Youthreach Centre to a low of 14 places in the North Wall LTI. This trend is replicated in the actual number of participants with the Transition Youthreach Centre having a high of 101 as compared to 14 in the North Wall LTI.

Table 4.4: Age Range of CTC, Youthreach and LTI Participants 2015

Service/Project	10-15	16-20	21-24	25-34	35-44	45-54	55-64	65+	TOTAL
LYCS		45	5						50
NCCCAP		33	10						43
North Wall		80	8						88
St. Vincent's		88							88
Stoneybatter		79	1						80
North Gt. Georges St.	5	52	21						78
Sherrard St.		11	20						31
Transition Centre		101							101
INOU			3	3	4	4	1		15
North Wall CDP			14						14
Total	5	489	82	3	4	4	1		588

As might be expected the majority, 489 (83%) of the 588 participants in 2015 were in the age range 16 to 20 years while 82 (14%) were aged 21 to 24 years. This reflects the age range which CTCs and Youthreach centres cater for, which in the main are young people aged 16 to 20 years followed by young adults aged 21 to 24 years. In the case of the CTCs this is expressed in the emphasis given to Priority Group I (young people aged 16 to 21 years) and Priority Group 2 (young adults aged 21 to 24 years) Interestingly North Great Georges St. Youthreach Centre had a wide spectrum with twenty one students aged 21 to 24 years and five aged 10 to 15 years. For students at this lower age to attend a Youthreach centre there must be agreement between the referring Social Worker/Education and Welfare Officer, the Youthreach Coordinator and the senior management in CDETB. The age range who attended the Sherrard Street Youthreach centre is reflective of its specialist programme and the age profile of intended students for the centre namely 17 to 25 year olds. The widest age range was for the LTI based within the INOU with the three youngest participants aged 21 to 24 years and the oldest one aged 55 to 64 years.

Table 4.5: CTC Accredited and Non-Accredited Courses

Service/Project	Accredited Courses	Non-Accredited Courses/supports
LYCS CTC	• Early Childhood Education and Care Support QQI Level 4 • Pathways to Employment QQI Level 4 • Sports and Recreation QQI Level 4 • Woodwork QQI Level 3/4	• Access to Child Care Facility • Advocacy/Career Guidance • Literacy and Numeracy • Work Experience Placements
NCCCAP CTC	• Employability Skills QQI Level 3 • General Learning QQI Level 4 • Sports Programme QQI Level 3&4 • Woodwork Programme QQI Level 3&4	• Advocacy/Career Guidance • Counselling Support • Literacy
North Wall CTC	• Beauty Specialist VTCT (Level 4) • Digital Media QQI Level 3&4 • Garage Practice QQI Level 3&4 • Office and Administration Skills QQI Level 3&4 • Painting and Decorating QQI Level 3 • Retail Skills QQI Level 4	• Financial Literacy Course • Literacy and Numeracy • Work Experience Placements
St. Vincent's CTC	• Art QQI Level 4 • Catering QQI Level 4 • Hairdressing and Beauty VTCT • Health Care QQI Level 3&4 • Information Technology QQI Level 3&4 • Property Maintenance QQI Level 3&4 • Woodwork QQI Level 3&4 • Junior and Leaving Certificate	• Literacy and Numeracy • Provision of Holistic Support • Access to Social Worker/Counsellor
Stoneybatter CTC	• Business and Administration QQI Level 5 • Catering Support QQI Level 4 • Employability Skills QQI Level 3 • General Learning QQI Level 4 • Information & Communication Technology QQI Level 4 • Office Skills QQI Level 4 • Retail Skills QQI Level 4	• Literacy and Numeracy • Personal Development and Confidence Building • Work Experience Placements

Table 4.5 outlines the principal accredited courses delivered in each CTC and their QQI level. The courses indicate the main orientation or skill area which CTCs are focusing on. Individual course modules are not listed as some are common across the range of courses within the CTCs. There are a number of courses replicated across the CTCs. For example North Wall and St. Vincent's are providing VTCT training in the area of beauty, while Stoneybatter and St.Vincent's are providing training in the catering area. Similarly LYCS and NCCCAP are both providing training in the sports and wood-work areas. Stoneybatter undertakes some limited training in woodwork but this is within its General Learning Programme. Significantly only St.Vncent's is providing more formal education courses in the Junior and Leaving Certificates. All of the accredited courses are either QQI Level 3 or 4 with the exception of one module, Business and Administration in Stoneybatter at QQI Level 5. Alongside the accredited courses a wide range of non-accredited courses, supports and opportunities are also being provided. These tend to concentrate on literacy/numeracy, personal support, confidence building and work experience placements.

Table 4.6: Youthreach Accredited and Non-Accredited Courses

Service/Project	Accredited Courses	Non-Accredited Courses/Supports
North Gt. Georges St. Youthreach	• Art & Design QQI Level 3 • Breakfast Cookery QQI Level 3 • Beauty Therapy QQI Level 5 (one module) • Career Preparation QQI Level 3 • Communications QQI Level 3&4 • Computer Applications QQI Level 4 • Computer Literacy & Word Processing QQI Level 3 • Craft Woodwork QQI Level 3 • Drama QQI Level 4 • Drawing QQI Level 4 • English as a second language QQI Level 3 • Health Related Fitness QQI Level 3&4 • IT Skills QQI Level 4 • Mathematics QQI Level 3&4 • Painting QQI Level 4 • Personal & Interpersonal Skills/Development QQI Level 3&4 • Short Order Cooking QQI Level 4 • Woodcraft Level QQI Level 4 • Work Experience QQI Level 4	• Beauty Therapy • Career Guidance • Guitar Lessons • Outdoor Education • Soccer • SPHE
Sherrard St. Youthreach	• Communications QQI Level 4 • Crime Awareness QQI Level 3 • Drama QQI Level 3 • Food and Nutrition QQI Level 3 • I.T. QQI Level 3 • Maths QQI Level 3 • Personal Care and Presentation QQI Level 3 • Personal and Interpersonal Development QQI Level 3 • Photography QQI Level 3 • Work Experience QQI L3+	• Drug Education • Holistic Health • Literacy • Numeracy • Outdoor Pursuits • SPHE • Stress Management
Transition Centre Youthreach	• ECDL Award • FIT Programme • Leaving Certificate Applied • Media Arts and Communication Programme QQI Level 4 • Pre-PLC Access Programme QQI Level 4&5 • Sports Programme QQI Level 4	• Drug Awareness Programme • Music Lessons • Sexual Health Programme • Sports Psychology • Stress Management Skills • Study skills and life skills

The range of courses both accredited and non-accredited provided in the three Youthreach centres is outlined in table 4.6. The accredited courses range from QQI Level 3 to Level 4 in the main with the exception of one module in Beauty Therapy at QQI Level 5 in North Gt. George's St. The wide range of courses in this centre combine practical skill attainment, personal development and education. Courses in Sherrard St. are a similar mix of skill and personal development and awareness with this centre having a particular focus on young people/young adults involved in or close to drug and alcohol misuse. The courses provided in the Transition Youthreach Centre are focused on further progression for students from other Youthreach Centres in particular to Post Leaving Certificate options. All three centres provide

a range of non-accredited courses as outlined above with particular emphasis on personal support, personal awareness, basic education and recreational pursuits and activities. Interestingly two centres provide education and awareness programmes on drugs with Sherrard St. as noted previously having a particular emphasis and focus in this area.

Table 4.7: Local Training Initiatives (LTIs) Accredited and Non-Accredited Courses

Service/Project	Accredited Courses	Non-Accredited Courses/Supports
INOU LTI	• Community Development QQI Level 5 comprising nine modules of which eight make up the major award • The ninth module is Training Design and Evaluation	• Voluntary work obligatory • Minimum 8 week work experience placement • One to one support • Peer mentoring • Literacy
North Wall CDP LTI	Employment Skills QQI Level 4 comprising: • Career Planning • Communications • Computer Applications • Customer Service • Functional Mathematics • Information Technology • Team working • Work Experience • Workplace Safety • Understanding Inter-culturalism	• Fit for Work and Life

The two LTIs deliver quite distinct courses and programmes. The INOU course is a specific, structured and long standing Community Development programme at QQI Level 5. Participants partake in a sequenced recruitment and induction process in order to gain admittance to the course. Voluntary work and work experience placements are essential elements of the programme. Supports offered to participants include one to ones, peer mentoring and literacy. The North Wall LTI on the other hand is a more generic course offering a range of employment skills inclusive of information technology, team working and communications. Both LTIs provide non accredited courses with the INOU provision having an emphasis on personal support and basic education.

Table 4.8: CTC, Youthreach and LTI Work Methods and Approaches

Service/Project	One to One Work	Group Work	Classroom Teaching	Individual Support	External Placements	Training/Instruction	Experiential Learning	Self-Directed Learning	Blended Learning	Outreach	Street-work	Other
LYCS CTC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
NCCCAP CTC	✓	✓	✓	✓	✓	✓						
North Wall CTC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
St. Vincent's CTC	✓	✓	✓	✓	✓	✓	✓	✓				
Stoneybatter CTC	✓	✓	✓	✓	✓	✓	✓	✓	✓			
North Gt. Georges St. Youthreach	✓	✓	✓	✓	✓	✓		✓				
Sherrard St. Youthreach	✓	✓	✓	✓	✓	✓	✓					
Transition Centre Youthreach	✓	✓	✓	✓	✓		✓	✓	✓			
INOU LTI	✓	✓	✓	✓	✓	✓	✓	✓	✓			
North Wall CDP LTI	✓	✓	✓	✓	✓	✓	✓	✓				
Total	10	10	10	10	10	9	8	8	4	2		1

Table 4.8 plots the range of work methods and approaches employed by the ten services and projects. As might be expected one to one work, group work and classroom teaching are common across the ten services and projects. All ten also provide individual support and external placements, the latter primarily by way of work experience opportunities. Nine services and projects provide training/instruction the exception being the Transition Centre. Experiential learning and self-directed learning are delivered by eight services and projects with only two indicating that they undertake outreach. Interestingly these latter two are CTCs and this method and approach is connected to their efforts to outreach in terms of recruiting learners.

Table 4.9: CTC, Youthreach and LTI Funding 2015

Service/Project	Total Funding 2015	Amount Allocated to Pay Costs	% of Total	Amount Allocated to Non-Pay Costs	% of Total
LYCS CTC	554,742	482,373	87	72,369	13
NCCCAP CTC	413,021	310,207	75	102,814	25
North Wall CTC	668,979	553,327	83	115,652	17
St. Vincent's CTC	704,177	533,676	76	170,501	24
Stoneybatter CTC	493,285	317,285	64	176,000	36
North Gt. Georges St. Youthreach	632,154	562,699	89	69,455	11
Sherrard St. Youthreach	302,752	231,197	76	71,555	24
Transition Centre Youthreach	1,003576	775,157	77	228,419	28
INOU LTI	88,991	70,394	79	18,597	21
North Wall CDP LTI	85,443	59,336	69	26,107	31
Total	4,947,120	3,895,651	79	1,051,469	21

The 10 services and projects were allocated a total of almost five million Euro in 2015. The information in the above table does not include learner allowances for either the CTCs or the Youthreach centres but rather concentrates on pay and non-pay costs. The largest allocation was to the Transition Youthreach Centre at just over one million Euro while the lowest allocation was to the North Wall CDP Local Training Initiative at just over eighty five thousand Euro. The CTC with the highest funding allocation was St.Vincents while the lowest was NCCCAP. Obviously the capacity of a centre and its level of staffing are major determinants in the level of funding allocated. Not surprisingly among the CTCs and Youthreach centres NCCCAP and Sherrard St are at the lower end while the Transition Centre, St Vincents, North Wall CTC and North Great George's St. are at the higher end. LYCS and Stoneybatter CTCs occupy a middle position in terms of allocated funding. The percentage of funding allocated to pay costs ranges from a low of 64% in the case of Stoneybatter to a high of 89% in the case of North Great George's Street. The total expenditure on pay costs across the ten services and projects was 79% of allocated funding with non-pay costs totalling 21%.

Table 4.10: Challenges facing CTCs, Youthreach Centres and LTIs

Service/Project	1st Challenge	2nd Challenge	3rd Challenge	4th Challenge
LYCS CTC	Unsuitable premises	Learners with high level of needs	Need for closer cooperation between youth projects and schools	Strict two year time limit on learner participation in service
NCCCAP CTC	Lack of young people attracted to service	Lack of investment in facilities and resources	Lure of criminal activities for learners and local young people	Chaotic home environments for learners
North Wall CTC	Difficulty in recruiting learners	Competition between different providers	Restrictive age limit for CTCs and lowered learner allowances	Complex and challenging application process for vulnerable young people
St. Vincent's CTC	Difficulty in recruiting learners	Difficulties learners have in educational and training engagement	Difficult personal and social circumstances of learners	Emphasis on progression as measured by outcomes and certification
Stoneybatter CTC	Providing programmes that meet learners needs and funders requirements	Falling numbers enrolling in the centre	Declining attendance of learners attending the centre	Apathy among young people
North Gt. Georges St. Youthreach	Parents/young people failing to see benefits of centre services	Recruitment and attendance of students	Progression Pathways for students	Problems with alcohol and drug abuse amongst students and in the local community
Sherrard St. Youthreach	Students chaotic life styles impacting attendance and time keeping in the centre	Student misuse of drugs and its impact on their behaviour and memory	Increasing homelessness amongst students	Reduction in double payments for Lone Parents which impacted numbers attending centre
Transition Centre Youthreach	Recruitment of interested new students	Pay and employment conditions of staff	School Retention programmes	Increasing employment opportunities for possible students of centre
INOU LTI	Ability to provide the level of support that programme participants require	Increased focus on statistics as measure of success	Difficulty in recruiting participants due to age criteria	Restricted definition of progression affecting holistic programmes
North Wall CDP LTI	Recruiting participants can be challenging as it requires high level of outreach to stakeholders and also requires direct marketing with local individuals	Age limit restrictions on programme participants	Two week start up period extremely challenging for a new initiative	

The ten services and projects were asked to identify and prioritise the key challenges facing them. Some identified three while others identified more than six. The Table above outlines the four main challenges in order of priority as determined individually by each service and project. Significantly seven out of the ten identified difficulties relating to the recruitment and retention of learners, students and participants as the first challenge facing them. The remaining three refer to challenges related to unsuitable

premises, programme provision and support for participants. Second ranked challenges refer to learner recruitment in two cases with learner needs and behaviour mentioned by two other services and projects. The range of challenges facing the ten services and projects outlined in the table can be clustered into the following broad areas:

- Learner/student/participant recruitment
- Learner/student needs, behaviour and circumstances
- Impact of social and economic conditions
- Difficulties with progression and criteria for progression
- Facilities and resourcing

Overall the matrix outlined in table 4.10 points to a situation where CTCs, Youthreach Centres and LTIs in the north inner city are facing challenges regarding provision and continuity. The difficulty with recruitment coupled with in some instances erratic attendance levels are confronting service providers on an ongoing basis. Allied to this is an increase in school retention levels in local second level schools and some more available job opportunities for young people in light of economic recovery. Also the very negative attraction of the illegal and quasi legal "drugs trade" locally can provide young people with income and finance for seemingly minor acts of holding, running or dealing drugs.

4.4 Factors impacting Learner/Student numbers

As was outlined above the 5 CTCs and 3 Youthreach Centres located within the north inner city have a total capacity of 381 places of which 220 (58%) are CTC based and 161 (42%) are Youthreach based. In the last eighteen months or so the 8 centres have experienced a decline in the numbers of learners/students seeking to attend. This is a trend not solely located in the north inner city as it extends across the city of Dublin to other CTCs and Youthreach Centres. Arising from the interviews conducted as part of this research and from discussions at the steering group and sectoral group meetings a number of possible factors were posited for this trend namely;

- The increasing percentage of young people who are remaining in the education system up to Leaving Certificate level
- The decline in the numbers of young people aged 15 to 19 years in the immediate catchment areas of the 5 CTCs and 3 Youthreach centres
- The decline in referrals to CTCs from DSP/Intreo
- The referral of potential CTC learners to Job Path programmes delivered by private contractors
- The inadequate description of courses and programmes delivered by CTCs on the data systems used by DSP Placement Officers
- The negative public perception regarding CTC and Youthreach centres
- The attraction of illegal means to source income

There is firm evidence that more young people are remaining in the formal education system up to the completion of Leaving Certificate level as evidenced by statistics from the Department of Education and Skills (DES). The tables and data which are outlined below are drawn from and based on the DES publication, *Retention Rates of pupils in Second-Level Schools, 2009 entry cohort.*

The graph below plots the national trends for the cohorts of young people entering second level education for the years 1997 to 2009.

In this period retention rates to Leaving Certificate level increased from 82.3% in 1997 to 90.2% in 2009. Nationally over 90% of young people who entered second level education in 2009 remained to complete

some form of Leaving Certificate, with the vast majority completing a "normal" Certificate and smaller numbers completing a Leaving Certificate Applied or the Leaving Certificate Vocational Programme. The 2009 figure for the retention rate in Dublin city was 87.01%. The upward trend in retention rates is clearly visible in the following graph;

Figure 4.1: National Leaving Certificate Retention Rate, 1997 – 2009 (%)
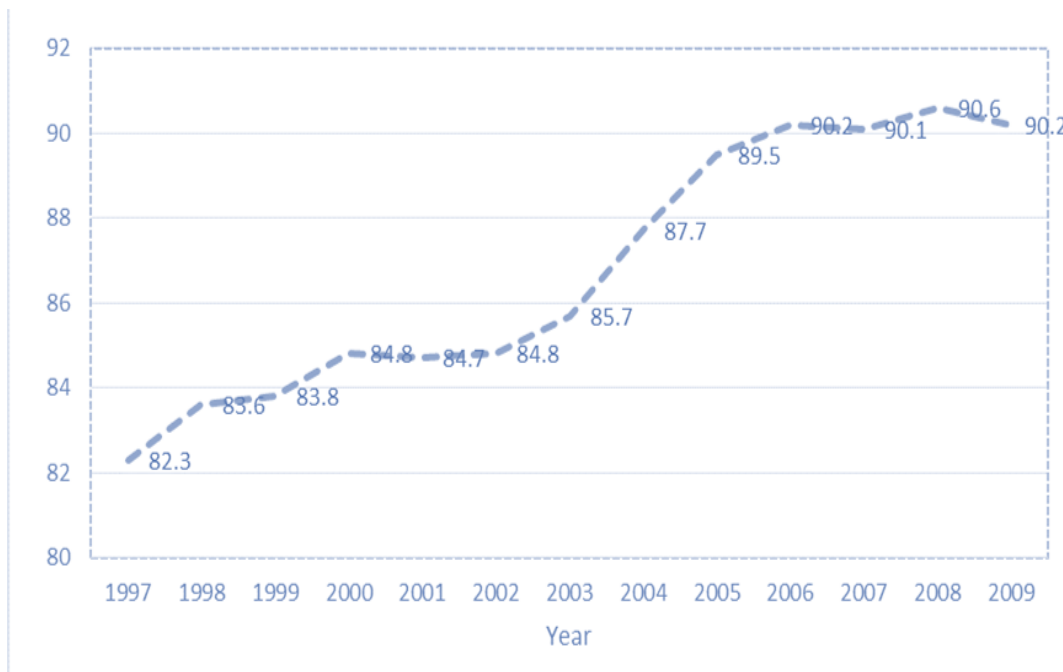
(Source: Department of Education and Skills)

Table 4.11: - Leaving Certificate Retention Rates by DEIS Designation, 2001-2009 Cohorts

Year	Junior Certificate Rate (%)			Leaving Certificate Rate (%)		
	DEIS	Non-DEIS	All Schools	DEIS	Non-DEIS	All Schools
2003	91.2	96.1	95.1	69.9	85.5	82.2
2004	89.6	95.8	94.5	73.2	87.4	84.5
2005	92.3	96.6	95.9	78.4	91.7	89.2
2006	93.8	97.0	96.4	80.1	92.7	90.2
2007	94.1	97.6	96.9	80.4	92.6	90.1
2008	94.5	97.5	96.9	82.1	92.6	90.6
2009	94.3	97.3	96.7	82.7	92.0	90.2

In the north inner city many schools are designated as DEIS (Delivering Equality of Opportunity in Schools) schools under the DES scheme to counteract educational disadvantage. Table 4.11 outlines Junior and Leaving Certificate retention rates for the 2003 to 2009 cohorts for DEIS and Non-DEIS schools.

Leaving Certificate retention rates nationally, for Non-DEIS schools increased between 2003 and 2009 from 85.5% to 92%, an increase of 6.5%. However retention rates for DEIS schools nationally increased from 69.9% to 82.7% in the same period, an increase of 12.8%. In other words DEIS schools nationally experienced almost a twofold increase in retention rates as compared to Non-DEIS schools.

Table 4.12: Retention Rates by School Type and Milestone, 2009 Cohort

Milestone	Secondary	Vocational	C&C	Total
Senior Cycle Year 1 (%)	95.84	94.07	95.34	**95.30**
Senior Cycle Year 2 (%)	92.95	89.95	92.03	**92.03**
Leaving Certificate Retention Rate	**91.84**	**86.98**	**89.39**	**90.18**

(Source: Department of Education and Skills)

The Leaving Certificate retention rates for different types of second level schools are outlined above. Nationally voluntary secondary schools had almost a 92% retention rate followed by Community and Comprehensive (C&C) schools at 89.39% and Vocational schools at almost 87%.

Table 4.13: Retention Rates to Junior and Leaving Certificate by Dublin Administrative Areas 2009 Cohort

Administrative Area	Cohort Size	Junior Cert. Retention (%)	Leaving Cert. Retention (%)
Dublin City	5,306	96.32	87.01
South Dublin	3,574	96.25	87.47
Fingal	3,143	97.61	90.93
Dún Laoghaire-Rathdown	2,422	96.61	90.75
Total	14,445		

(Adapted from Department of Education and Skills statistics)

In the four Dublin administrative areas, the 2009 cohort entering second level education comprised 14,445 students of which 5,306 (37%) were from Dublin City. The average retention rate across the four areas to Leaving Certificate level was 89.0% with Dublin City having the lowest retention rate at 87.01% and Fingal having the highest retention rate at almost 91%. In the Dublin city area therefore out of the 2009 entry cohort of 5306, approximately 689 (12.99%) students left second level education before completing a Leaving Certificate. Across the four administrative areas in the greater Dublin area a total of 1646 students left second level education before completing a Leaving Certificate of which 43% were from Dublin city. Based on the data in table 4.13, a further 486 young people approximately, are leaving second level education each year at Junior Certificate level across the four Dublin administrative areas. Of this total of 486 almost 200 (40%) are from the Dublin city area. These findings indicate that there is a cohort of over 2100 young people per annum in the greater Dublin area who are not completing second level education to Leaving Certificate level of which almost 900 (40%) are from Dublin city. This is a sizeable cohort who would be eligible for referral and admittance to a CTC or Youthreach Centre. The

challenge for CTCs, Youthreach Centres and the CDETB is to devise structures, processes and appropriate interagency relationships and referral systems which can reach out to these young people and offer them relevant and appropriate opportunities for training and education.

4.5 Case Studies

The following three case studies have been sourced from a number of CTCs and Youthreach Centres in the north inner city. They give a more context based and qualitative perspective regarding the challenges as well as the achievements of working with early school leavers in the area.

Case Study 1: Jenny

Jenny was aged 17 years when she commenced in one of the CTCs in the north inner city. She is originally from the suburbs but had been living in the city centre. She had previously attended a mainstream secondary school and completed her Junior Certificate. Prior to attending the CTC she had engaged in a Youthreach centre for a short period. She was referred to the CTC from a Tusla funded residential care centre. Jenny's referral and intake process into the CTC necessitated background information and documentation being sought and obtained from the Tusla Social Worker, the residential centre, previous school and Youthreach Centre.

As part of the induction process in the CTC Jenny participated in a one month trial period. This enabled literacy and numeracy assessments to be completed with her. Arising from the induction an Individual Learning Plan (ILP) was developed with Jenny. Her ILP focused on the completion of a QQI Level 4 Major Award as well as Leaving Certificate English and Maths. From the background information which had been obtained by the CTC and initial engagement with Jenny in the centre a number of issues were identified namely;

- Substance misuse
- Behavioural and anger management
- Family relationships
- Housing and accommodation
- Emotional well-being and mental health

Jenny was assigned A Key – Worker, (one of the training instructors) to help induct her into the culture and structure of the CTC. The key worker built a relationship of trust and support with Jenny which enabled both of them to review her progress and identify areas where additional support was required. Jenny completed Pathways to Employment Major Award at QQI Level 4. This involved completing modules in Healthcare, IT and Art. She also completed a Sexual Health Programme and Leaving Certificate English and Maths. Jenny's participation in the centre was not without difficulty. There were issues regarding her attendance and timekeeping which were related to substance misuse and her living and family difficulties. She also had difficulty taking direction or receiving constructive criticism and displayed anger and verbal and physical aggression. These issues were addressed with her on an ongoing basis and necessitated the enacting of the CTC disciplinary procedures to bring about positive change in her behaviour. Jenny received daily support and intervention from her Key Worker/Instructor and the CTC Manager along with support from other CTC staff. Weekly and fortnightly sessions with a Social Worker and counsellor were also arranged for Jenny. There was also weekly linking in with the residential centre to develop a strong partnership approach to meeting Jenny's needs. This was undertaken in conjunction with Jenny and at all times with her consent. Links were also made with a drugs project in the north inner city regarding family support in relation to substance misuse.

When Jenny commenced her participation in the CTC she was living a very chaotic life. She was very mistrustful of staff and felt there were too many people involved in her life dictating and controlling her. Through the holistic and supportive approach of the CTC, overtime trusting relationships were built. This enabled Jenny with the support of CTC staff to put in place the building blocks to address the issues confronting her. Through the ILP process and review system Jenny could see achievements and developed a clearer sense of a positive path forward being planned and put in place. By end of the training programme in the CTC Jenny had:

- Achieved a Major Award, Pathways to Employment at QQI Level 4
- Completed her Leaving Certificate in English and Maths
- Secured a place in a PLC college
- Become more mature and better able to manage her anger and behaviour
- Come to respect and appreciate the support of the CTC and its staff
- Explored long term accommodation options
- Reduced her use of substances
- Secured part –time employment
- Developed greater self-esteem, self-confidence and positive decision making

Jenny's relationship with her family improved and she is trying to secure her own accommodation. Her longer term goal is to complete a QQI Level 5 course in a PLC and move on to a third level college.

Case Study 2: Tom

Tom is a student in his late teens and attended a Youthreach Centre in the north inner city. He commenced in the centre in 2013. He lives with his mother in an inner city flat complex. As a child he attended the local Primary and Secondary Schools.

While in primary school Tom underwent a Psychological assessment. The Youthreach centre received a copy of this assessment when he joined but staff felt it was of little benefit to them as he was quite young when it took pace. When Tom left school he had not completed any formal exams. This was due in the main to chronic absenteeism. According to Tom's secondary school report he was in the category of Mild General Learning Difficulty. During his time in secondary school he was provided with one and a half hours per week resource time.

Tom was referred to the Youthreach centre by his mother as she was worried that he was spending too much time alone. Initially he was quite reclusive and did not seem to have many friends. At the initial stage of his involvement in the Youthreach centre Tom went through the normal induction process. He also completed an assessment on the Doitprofiler (CDETB online learning assessment system). The assessment highlighted the following issues and challenges:

- Physical and Psychological wellbeing
- Attendance at the Centre
- Participation in the modules and courses
- Anger management

At the outset Tom was placed in the smallest group in the centre where he seemed to make friends and thrive. There were however a number of incidents with Tom and other students during his time in the centre. The frequency of these incidents decreased over time. Tom was given time and support to attend the CDETB Psychological Services, where he built up a good relationship with the Psychologist. Where necessary all staff were informed of the issues impacting his life and a good rapport was slowly

built between Tom and the staff in the centre. A good working relationship with Tom's mother facilitated this and made the process easier.

After a short period of time Tom's attendance and participation in centre activities improved. He completed his QQI Level 3 award and progressed to a QQI level 4 General Learning Qualification. Tom also took part in many of the Youthreach craft competitions where he experienced some success. He displayed an aptitude for computers and completed two modules at level 4 with follow on participation in a computer programming module at level 4.

The plan for Tom is for him to successfully complete his QQI Level 4 Major Award and to further his expressed interest by studying computers at QQI level 5.

Case Study 3: Geraldine

Geraldine was aged 17 years old when she commenced in a CTC in the north inner city. She is originally from the north side of the city. She had previously attended secondary school and only completed English in the Junior Certificate. Geraldine came from a background of social disadvantage with significant family difficulties. She was referred to the CTC by the Probation Service. The CTC sought background information regarding Geraldine from other services which she had been involved with including her previous school, Juvenile Liaison Officer (JLO) and Counsellor.

Geraldine participated in the CTC induction and assessment process and completed an initial trial period. An Individual Learning Plan (ILP) was developed for her in conjunction with CTC staff. The main focus of the ILP was for Geraldine to complete a Major Award at QQI Level 3 including Junior Certificate mathematics and then to progress onto a QQI Level 4. From the background information obtained and from Geraldine's initial engagement, CTC staff identified the following issues:

- Substance misuse
- Youth justice issues
- Family relationship difficulties
- Housing and accommodation
- Emotional wellbeing and mental health

Geraldine was assigned a Key – Worker/Instructor to act as the principal staff member to link to and receive support from. This one to one relationship facilitated the integration of Geraldine into the culture and operation of the CTC. She was offered supports within the CTC inclusive of Social Worker engagement, accommodation support, career guidance and counselling. The CTC Manager also established links with external services such as Probation, mentoring and counselling services and the Garda case manager in order to build a network of support for Geraldine. During her time in the CTC Geraldine experienced a range of critical difficulties which required clear responses. Her attendance and timekeeping was erratic and this was related to substance misuse. She had difficulties with her accommodation due to family circumstances. Her emotional well-being and mental health were impacted due to an incident prior to her commencing in the CTC. Towards the end of her participation in the CTC Geraldine became homeless.

All these issues and difficulties were addressed with Geraldine on an ongoing basis. This necessitated daily support and intervention from her Key worker/Instructor. The CTC Manager and other staff in the centre also provided Geraldine with support. This was supplemented by weekly and fortnightly engagement with a Social Worker and a counsellor from an external service.
Ongoing links with the Probation Officer and external mentoring and homeless services were also established in order to respond to Geraldine's circumstances and needs.

When Geraldine commenced in the CTC her life was very chaotic. Although she was under 18 years of age she undertook a caring role for one of her parents. The risk of Geraldine losing her accommodation was always present and did occur during the course of her time in the CTC. Over time and through the holistic and supportive approach of the CTC Geraldine learned to trust staff and accept the support and assistance being offered. On occasion however CTC staff had to invoke the centre's disciplinary procedures in order to address some of Geraldine's behaviour. The ILP process and review system enabled Geraldine to monitor her own progress and witness positive developments. She could clearly see the changes she was making in dealing with the challenges in her life. By end of her time in the CTC Geraldine had:

- Achieved a Major Award Employability Skills at QQI Level 3
- Completed four Modules at QQI Level 4
- Completed the Leaving Certificate in English and Maths
- Become more mature
- Explored housing options
- Reduced her use of substances
- Become more self-confident, resilient and positive
- Improved her relationship with her family
- Completed some further training in catering
- Secured reasonable temporary accommodation

Geraldine is currently living in temporary accommodation while seeking her own long term accommodation. Her relationship with her family has improved. Geraldine is working to secure employment or a further education placement with support from the Local Employment Service (LES).

4.6 Youth Projects/Services

In the north inner city there are a total of 10 youth projects/services in receipt of CDETB funding. The funding is administered through CDYSB (a committee of CDETB) which undertakes this role as defined in Section 10 (1) (j) of the Education and Training Boards Act 2013. The section states that the role of an Education and Training Board in relation to youth work is:

"To support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be required by the Minister for Children and Youth Affairs in relation to this support"

Pertinent details in relation to the ten youth projects/services are outlined below in table 4.14.

Table 4.14: Youth Projects/Services

Service/Project	Type	Location	Catchment Area	Management Structure
Adventure Sports Project (ASP)	Youth Project	Sean McDermott Street, Dublin 1	North East Inner City	Voluntary Management Board (Limited Company)
Ballybough Youth Project	Youth Project	Ballybough Dublin 3	Ballybough Area	Managed by Crosscare
Belvedere Youth Club	Youth Project	Buckingham Street, Dublin 1	Inner City	Voluntary Management Board (Registered Charity)
Bradog Youth Service	Youth Service	Dominick Place, Granby Lane, Dublin 1	North West Inner City	Voluntary Management Committee (Registered Charity and Company Limited by Guarantee)
Cavan Centre	Youth Centre	Ballyjamesduff Co. Cavan, Portland Square Dublin 1	Primarily North Inner City	Voluntary Management Board (Company Limited by Guarantee)
Crinan Youth Project	Youth Project	Sean Mc Dermott Street, Dublin 1	North Inner City primarily post codes 1 and 7	Management Board
East Wall Youth	Youth Project	Strangford Road, Dublin 3	East Wall/North Strand Area	Voluntary Management Committee (Company Limited by Guarantee)
Lourdes Youth & Community Services (LYCS)	Youth Project	Sean McDermott, Dublin 1	North East Inner City	Voluntary Management Board (Registered Charity)
Stoneybatter Youth Service (SYS)	Youth Service	c/o CDYSB Morehampton Road, Dublin 4	Stoneybatter Area of Dublin 7	Managed by CDYSB
SWAN Youth Service	Youth Service	Dunne Street, Dublin 1	North Strand/North Wall Area	Voluntary Board of Management (Company Limited by Guarantee)

Of the ten youth projects/services, six are described as youth projects, three as youth services and one as a youth centre. This latter project is the Cavan Centre which provides services in a residential centre

in Ballyjamesduff, Co.Cavan particularly focused on young people and families from the inner city. This centre has an office and administrative base in Dublin 1 and has been deeply rooted in and connected to the north inner city for many years. Alongside the ten projects/services up to twenty five voluntary youth clubs and groups in the Dublin 1, 3 and 7 areas are in receipt of funding grants through CDETB/CDYSB. A number of other initiatives are also in receipt of funding through CDETB, for example the Young People at Risk (YPAR) Initiative and the Wexford Centre. These latter groups and initiatives are not included in the research and review as they do not come within its brief and terms of reference.

4.7 Youth Projects/Services Aims and Objectives

In "Youth Work: A systematic map of the research literature" (Department of Children and Youth Affairs 2013, p 8) reference is made to two key elements of youth work namely "a focus on **process:** on the ongoing cycle of experience, observation, reflection and action, and ………….on the active and critical **participation** of children and young people". These two elements are echoed in the aims and objectives outlined below based on information supplied by each youth project and service. They indicate and reflect the range of programmes and activities delivered and highlight some of the key issues and challenges facing youth work providers in the north inner city.

Adventure Sports Project (ASP)

- To provide an exciting, challenging and educational adventure sports programme
- To provide an atmosphere in which young people can have an opportunity of leadership, responsibility and organisational structure and decision making
- To promote self-esteem/mental health
- To build quality relationships with the target group
- To create awareness in young people of their own community
- To encourage young people to take responsibility for their own actions

Ballybough Youth Project

- To co-ordinate a youth project for 150 young people aged between 10-21 years and provide them with access to social, personal and developmental opportunities
- To engage most specifically with young people currently deemed to be "at risk" in the local area with a particular emphasis on targeting young people aged 14+ in a constructive, challenging and fun way and to engage with young people in the 10-14 age group
- To develop programmes of developmental and educational youth work activities and programmes to maximise the use of all the facilities available to the Youth Project through the Ballybough Community Youth & Sports Centre
- To look at the issues facing young people in the local area and to develop programmes and groups in conjunction with the Youth Work Team to respond to and address these needs in an age appropriate and youth friendly manner
- To provide programmes and activities during the hours when anti-social behaviour is most likely to occur
- To give the young people themselves a say in the programmes and activities that the project provides, empowering the young people to give direction and input to the projects service provision
- To maximise interagency work and networking in order to make the most out of the limited resources available to the project
- To promote the project in the local community and to liaise and network with relevant local organisations and schools

- To keep in contact with and liaise with Social Workers in relation to issues arising with young people in the project when necessary and appropriate
- To link in with and work with parents on various issues to do with their sons/daughters in the project and also to raise awareness of the successes and positive outcomes for their children when they arise
- To organise family days throughout the summer and the year to encourage parents to become more actively involved within the project
- To hold community days/evenings to highlight the successes of the young people in the project and the positive things that they are achieving and have been involved in
- To source extra funding opportunities to support and run particular issue based specific programmes
- To support volunteers within their roles in BYP programmes and activities.
- To support students on placement from NUI Maynooth, Liberties College and Dundalk Institute of Technology

Belvedere Youth Club

- To increase young peoples' awareness of issues affecting their lives
- To equip young people with the skills which will benefit them in the future
- To offer after school programmes, drop-in programmes, summer camps and Gaisce Awards programmes
- To deliver workshops on health and programmes on drugs and alcohol awareness
- To provide positive mental health programmes
- To provide Sexual Health awareness programmes
- To provide Personal Development/increasing self-esteem and self-confidence workshops
- To provide career advice and further education opportunities and advice
- To provide volunteer opportunities to young people and others
- To encourage decision making among young people
- To encourage young people to actively participate in their own community
- To improve relations with local Gardai where possible
- To provide access to the arts through youth theatre programmes
- To link in with families where necessary
- To link-in and develop working relationships with young peoples' schools/teachers
- To work with other professionals in achieving best outcomes for young people

Bradog Youth Service

- To offer programmes which focus on the social inclusion, self-worth and esteem of young people
- To offer programmes which respond to young people's literacy levels
- To offer programmes in the areas of sexual health education, mental health, physical health/fitness and drug awareness
- To offer arts and skills based programmes
- To develop young peoples' mechanical and practical skills through the operation of a bike club

The Cavan Centre

- To empower and challenge young people with new skills through the use of outdoor education and experiential learning while participating in a residential experience
- To develop individuals existing skills through identified training courses run at the Centre so they can bring back their new skills and use them within their youth clubs and communities
- To provide a resource for families to avail of a respite break to receive support and guidance dealing with their siblings who are involved in challenging or anti-social behavior

Crinan Youth Project

- To cater for males and females aged 14 to 21 years who have substance use issues, are open to change and are willing to participate in the project on a voluntary basis
- To engage young people in alternative attractive activities and expose them to helpful new experiences
- To support young people to develop flexibility in responding to the Crinan programme
- To build and nurture positive quality relationships
- To challenge what needs to change
- To build up young people's self-esteem in creative ways
- To bring young people to a place of choice and responsibility regarding their decisions
- To develop young peoples' social awareness and a holistic approach to their whole life
- To assist young people to achieve a happier and better quality of life, both while they are on the project and in the future

East Wall Youth

- To assist young people enjoy a healthy lifestyle, in particular with regard to their physical, mental and sexual health and well-being
- To ensure young people benefit from involvement in recreational and cultural opportunities including youth work, arts and sports
- To enhance and promote young peoples' core skills, competencies and attributes through the provision of accessible, responsive, formal and non-formal education and learning opportunities
- To assist young people to benefit from strengthened transition supports at all levels as they move through the education system
- To support young people in particular those who are vulnerable and marginalized to feel safe at home, in school, in their communities and online
- To provide safe places and spaces where young people can socialise and develop
- To better enable young people to participate in the labour market through enhanced employability skills that complement formal learning and training qualifications and entrepreneurship opportunities
- To work in such a way that young people are a particular focus in policies that address social inclusion and poverty
- To provide opportunities whereby young people are included in society, are environmentally aware, their equality and rights are upheld, their diversity celebrated and they are empowered to be active global citizens
- To support the autonomy of young people, to foster their active citizenship and strengthen their voice through political, social and civic engagement

LYCS Youth Work Programme

- To provide a quality service for young people from the local community that is directed by the young people themselves and as such responds to their real needs
- To prevent young people from getting involved in anti-social behaviour and drug/alcohol use through the provision of alternative programmes that meet their needs
- To provide a dynamic range of programmes for young people from the inner city that will equip them with key skills such as communication, teamwork and youth leadership
- To build the self-esteem of young people through the programme in order to give them the confidence to be able to *'opt out'* of anti-social behavior
- To offer a range of challenging opportunities to young people and to broaden their horizons through the summer programme, trips away and the Junior Leadership programme
- To promote integration and share good practice through partnership projects with other youth groups in the Dublin area
- To develop programmes in direct consultation with young people
- To offer special activity programmes during the year and thematic projects e.g. drugs and alcohol, sexual health, nutrition, water safety and fitness

Stoneybatter Youth Service

- To design and deliver a range of centre, activity and issue based programmes to respond to the needs of young people
- To develop relationships with the young peoples' families
- To provide a safe and non-judgemental environment for young people
- To Identify volunteers to work in the youth service and provide them with relevant training
- To network with relevant agencies
- To engage in collaborative work with other agencies, services and projects
- To advocate on behalf of young people
- To support the work of other projects and agencies that have an influence on the lives of young people

Swan Youth Service

- To provide youth work, detached / outreach and street work services to young people aged 10-24 years old
- To target and engage particular groups of at risk young people such as the unemployed, young offenders, young parents, those involved in criminal activities and risk-taking behaviours, those from a minority ethnic background and those with learning disabilities
- To provide positive social outlets for young people which facilitate engagement in a safe space
- To develop young peoples' awareness and understanding of their own skills and abilities
- To implement health promotion and health awareness programmes such as alcohol and drugs awareness, sexual health, mental health programmes, fitness and diet
- To enable young people to participate in education, training, apprenticeships, and literacy classes
- To re-engage young people in education where at all possible
- To support young people to participate in youth activities and in the community in general in a meaningful way
- To support young people to access counseling, one-to-one and group work
- To provide alternative activities for young people to engage in
- To support young peoples' integration into mainstream activities where possible
- To support young peoples' access and be a referral to appropriate health and social services

- To provide young people with positive role models
- To work towards the achievement of the 5 National Outcomes for Children and Young People

4.8 Youth Projects/Services Operations

The following tables outline pertinent information regarding the operation and delivery of the ten youth projects/services.

Table 4.15: Staffing Levels Youth Projects/Services 2016

Service/Project	Full-Time Staff	Part-time Staff	Occasional Staff	CE/Job Initiative Staff	Volunteers
ASP	2	5		3	3
Ballybough Youth Project	4			1	8
Belvedere Youth Club	1			2	10
Bradog Youth Service	6	2		2	5
Cavan Centre	5		2	15	5
Crinan Youth Project	1				
East Wall Youth	2			1	12
LYCS	2			2	
Stoneybatter Youth Service	5				
SWAN Youth Service	4	7		2	7
Total	32	14	2	28	50

A total of 48 staff were funded by the CDETB (CDYSB) in the 10 youth projects/services as of mid-summer 2016. The majority 32 (67%) were full time staff, in the main youth workers, with a small number of project leaders/managers. Three projects had part time staff with SWAN having 7, ASP having 5 and Bradog 2. Some projects and services received statutory funding from other sources to undertake work with young people. For example Crinan Youth Project received funding from the HSE, the Cavan Centre received funding from Tusla, SWAN received funding from the Department of Justice and Equality and ASP received funding from the Probation Service. Significantly CDETB funded staff were supplemented by a total of 28 Community Employment/Job Initiative staff and 50 volunteers. The Cavan Centre, East Wall Youth and Belvedere Youth Club are particularly prominent in this regard. All of the ten youth projects/services with the exception of Crinan Youth Project and Stoneybatter Youth Service have what might be termed "supplementary" staff comprising CE and Job Initiative staff and volunteers. These staff are an integral part of the service delivery structure within the youth projects/services. For example the Belvedere Youth Club has a very high reliance on CE staff and volunteers to deliver its programme.

Opportunities to volunteer within the projects /services are not just restricted to adults. In fact a number foster and deliver junior leadership programmes whereby young people are encouraged,

trained and supported to take leadership positions and assist with the delivery of youth work programmes and activities. There are examples of this approach in LYCS and SWAN. The above table focusses on volunteers who are involved in the direct delivery of services to young people. It does not include volunteers who are on the management boards of youth projects/services and who play a vital role in the management and leadership of the projects/services.

Table 4.16: Youth Projects/Services Participants 2015

Service/Project	Age Range Catered For 2015	Total Participants 2015	Male Participants	Male % of Total	Female Participants	Female % of Total
ASP	10 to 24 years	138	94	68	44	32
Ballybough Youth Project	10 to 20 years	122	78	64	44	36
Belvedere Youth Club	10 to 24 years	227	150	66	77	34
Bradog Youth Service	10 to 24 years	300	180	60	120	40
Cavan Centre	10 to 65 years plus	3759	1921	51	1838	49
Crinan Youth Project	10 to 24 years	48	38	79	10	21
East Wall Youth	10 to 24 years	181	107	59	74	41
LYCS	10 to 20 years	74	33	46	41	54
Stoneybatter Youth Service	10 to 24 years	143	59	41	84	59
SWAN Youth Service	10 to 24 years	247	132	53	115	47
Total		5239	2792	53	2447	47

Table 4.16 gives the breakdown of the number and gender of participants who attended each youth project/service in 2015. The grand total of 5239 is skewed somewhat by the inclusion of the 3759 participants who availed of the services and programmes delivered by the Cavan Centre in its residential centre in Ballyjamesduff. Leaving the Cavan Centre aside, participation levels range from 48 young people in the Crinan Youth Project to 300 young people in Bradog Youth Service. The overall male/female breakdown is fairly balanced at 2792 (53%) as opposed to 2447 (47%). However within individual projects/services there are wide variations. For example the gender balance in ASP was 68% male as compared to 32% female. This contrasts with Stoneybatter Youth Service where 59% of participants were female as compared to 41% who were male in 2015. Seven of the youth projects/services catered for young people from 10 up to 24 years while two catered for young people up to 20 years. The age range catered for by the Cavan Centre extended to 65 years and over. The total for the nine projects/services aside from the Cavan Centre is 1480, comprised of 871 (59%) males and 609 (41%) females.

Table 4.17: Age Range of Youth Projects/Services Participants 2015

Service/Project	10-15	16-20	21-24	25-34	35-44	45-54	55-64	65+	Total
ASP	53	82	3						138
Ballybough Youth Project	88	34							122
Belvedere Youth Club	125	91	11						227
Bradog Youth Service	130	100	70						300
Cavan Centre	1675	1021	65	200	200	200	200	198	3759
Crinan Youth Project	2	44	2						48
East Wall Youth	105	71	5						181
LYCS	59	15							74
Stoneybatter Youth Service	97	46							143
SWAN Youth Service	100	119	28						247
Total	2434	1623	184	200	200	200	200	198	5239

Of the grand total of 5239 participants for all ten youth projects/services, 2434 (46%) were aged 10 to 15 years, 1623 (31%) were aged 16 to 20 years, and 184 (4%) were aged 21 to 24 years. The age categories for the nine projects besides the Cavan Centre is as follows; 759 (51%) aged 10 to 15 years 602 (41%) aged 16 to 20 years and 119 (8%) aged 21 to 24 years. It is obvious from these figures that young people who participate in youth projects/services tend in the main to be in the lower age category although there are some exceptions. ASP, SWAN and Crinan run counter to this trend where the highest number of their participants are in the 16 to 20 years age category. As mentioned previously some services/projects receive funding from other statutory sources and therefore the total number of young people an entire service/project works with can be higher. For example the 48 young people worked with by Crinan as outlined in the table above only refers to the workload of the CDETB (CDYSB) funded staff member. Some young people are involved in more than one youth project/service choosing to participate in particular programmes and activities in cases where a project/service may be offering attractive, high profile or more costly events. On the other hand some of this cross project/service participation is by arrangement between the staff in the relevant youth projects/services. It can facilitate young people to avail of a wide range of supports and developmental opportunities. The level of cross project/service participation or "seeming duplication" is hard to determine in the absence of a cross project/service-wide data recording system and integrated structures. From interviews with youth project/service staff it would appear to be at a low level, with individual youth projects/services having identifiable cohorts and groups of young people participating in each project/service.

Table 4.18: Youth Projects/Services Work Methods and Approaches

Service/Project	Group Work	One to One Work	Experiential Learning	Individual Support	Outreach	Training/Instruction	Street Work	Self-Directed Learning	Blended Learning	Classroom Teaching	External Placements	Other
ASP	✓	✓	✓	✓		✓	✓	✓				
Ballybough Youth Project	✓	✓	✓	✓	✓		✓					
Belvedere Youth Club	✓	✓		✓	✓	✓						
Bradog Youth Service	✓	✓	✓	✓	✓	✓	✓					✓
Cavan Centre	✓		✓		✓	✓						✓
Crinan Youth Project	✓	✓	✓	✓	✓		✓	✓	✓			
East Wall Youth	✓	✓	✓	✓	✓	✓				✓		✓
LYCS	✓	✓	✓	✓								✓
Stoneybatter Youth Service	✓	✓			✓							
SWAN Youth Service	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Totals	10	9	8	8	8	6	5	3	2	1	1	5

Not surprisingly group work is the predominant work method and approach used by the ten youth projects/services. This reflects the group based approach inherent within youth work. This is followed by one to one work which is utilized by nine projects /services the exception being the Cavan Centre. Experiential learning, individual support and outreach are employed by 8 projects/services. The emphasis on one to one work and individual support is obviously reflective of the relationship based approach of youth work. Training/instruction and street work occupy middle a position with 5 to 7 projects/services making use of these methods and approaches. A minority are involved in the more instructional/teaching based methods and approaches which again is not a major surprise.

Table 4.19: Youth Projects/Services Funding 2015

Service/Project	SPY, YPFSF 1, YPFSF 2 Allocated 2015	Amount Allocated to Pay Costs	% of Total	Amount Allocated to Non-Pay Costs	% of Total	Capital and Sustainability Grants
ASP	216,860	206,017	95	10,843	5	10,000
Ballybough Youth Project	185,212	168,543	91	16,669	9	
Belvedere Youth Club	55,286	34,552	62	20,734	38	
Bradog Youth Service	403,805	320,316	79	83,489	21	15,000
Cavan Centre	271,880	220,728	81	51,152	19	61,280
Crinan Youth Project	52,040	42,152	81	9,888	19	
East Wall Youth	111,238	98,782	89	12,456	11	15,000
LYCS	106,247	89,395	84	16,852	16	10,000
Stoneybatter Youth Service	407,266	367,530	90	39,736	10	
SWAN Youth Service	387,712	331,709	86	56,003	14	10,000
Total	2,197,546	1,879,724	86	317,822	14	121,280

The funding for the ten youth projects/services is outlined in the table above. In 2015 the CDETB (via CDYSB) allocated a total of almost Euro 2.2 million. This comprised three funding streams; Special Projects for Youth (SPY) funding and Young Peoples Facilities and Services Funding Streams 1 and 2. In addition to these funding streams a further Euro 121,280 was allocated to 6 youth projects/services for capital costs, sustainability grants and employability initiatives.

The SPY and YPFSF 1 and 2 funding is primarily for the provision and delivery of core youth work programmes and activities. The allocated funding ranged from Euro 407,266 for Stoneybatter Youth Service to Euro 52,040 for Crinan Youth Project. Obviously the level of funding received by individual projects/services is closely related to the number of staff employed. The higher the level of funding the greater the number of youth work and administrative staff allocated to and based within a project/service tends to be. This is not the case in every instance. For while Stoneybatter Youth Service received the highest level of funding it did not have the largest complement of staff delivering youth work programmes/activities or providing administrative support based in its catchment area. Projects with an allocation for the employment of one or two youth workers such as Crinan, Belvedere, East Wall and LYCS were at the lower end of the allocated funding while Stoneybatter, SWAN, Cavan Centre and ASP were at the higher end. The total percentage breakdown of pay and non-pay costs across the ten projects/services was 86% as compared to 14%. However this masks some marked variations across the ten. ASP for example expended 95% of its allocation of Euro 216,860 on staff while Belvedere Youth Club expended 62% of its allocation of Euro 55,286 on staff. Leaving aside these two the other eight projects/services clustered in a broad band regarding staffing costs from 79% in the case of Bradog Youth Service to 91% in the case of Ballybough Youth Project.

Table 4.20: Challenges facing Youth Projects/Services

Service/Project	1st Challenge	2nd Challenge	3rd Challenge	4th Challenge
ASP	Funding	Suitable Premises	Discrimination against the local community	Poverty in the local area
Ballybough Youth Project	Need for additional staff	Lack of programme funding	Drug use and misuse in the local community	Violence and gangland culture
Belvedere Youth Club	Adequate funding to deliver service	Insufficient staff members to carry out all functions of service to young people and need for administrative back up		
Bradog Youth Service	Funding to operate and maintain premises	Increased support for voluntary management board	Safeguarding staff and board from burn out	Fundraising for rent and premises
Cavan Centre	Reduction in funding allocation impacting staff pay and programmes	Maintaining the quality and capacity of the programmes provided	Maintaining the focus on the needs of young people	Responding to changed circumstances with staff flexibility and agreement
Crinan Youth Project	Psychological effects of current drug trends	Mental Health problems amongst participants	Homelessness amongst participants	Isolation/Family breakdown
East Wall Youth	Allocated funding to project insufficient	Additional work-loads and responsibilities for voluntary boards	Management and staff keeping abreast of changing legislation	
LYCS	Need for fit for purpose project premises	Street dealing of drugs and tablets in local area	Increased level of street violence locally	Reduction in funding for youth projects/services
Stoneybatter Youth Service	Lack of secure and appropriate project premises	Moratorium on staff recruitment	Lack of long term strategic plan	
SWAN Youth Service	Reduction in funding allocation to youth projects/services	Reduction in funding and resourcing of wide range of services and supports for young people	Large caseloads for TUSLA and specialist services giving rise to overspill and pressure on youth projects/services	High levels of educational disadvantage locally and need to create positive alternatives

The ten youth projects/services identified a wide range of challenges which are facing them as providers of youth work within the north inner city. Challenges related to funding required to extend youth work programmes, secure premises and update facilities are very pronounced. Issues related to the reality of growing up in the inner city are also reflected in the challenges listed. The prevalence of drugs, addiction and crime are referred to alongside the demands on youth projects/services to respond. Pressures on staff and management boards to maintain their motivation and focus are also clearly indicated. A recurring theme during the on-site interviews with youth project/service providers was the reduction in youth work funding over the last number of years and the resultant impact on the level and range of

provision. This resulted in reduced working hours for youth work staff with a follow on reduction in programmes delivered to young people and time available for staff to engage in inter project/service contact and liaison. The recent increase in funding allocated to youth work by the Department of Children and Youth Affairs marks a welcome reversal of previous trends.

4.9 Case Studies

The following three case studies are based on young people involved in a number of the youth projects/services in the north inner city. They give clear insights into the needs of young people in the area and the issues and challenges confronting them. The case studies also outline the way youth projects/services respond to and support young people and the importance of the relationship based approach of youth work.

Case Study 1: Aidan, Liam and Adam

Aidan, Liam and Adam were three young people who were involved in one of the youth projects/services located in the north inner city. They were aged between 10 and 15 years when they commenced their involvement. All three engaged in general youth groups and particular programmes within the project/service. They successfully progressed to become young leaders and were involved in a youth led committee for one specific programme. They had good support networks, were attending school regularly and had good levels of family stability and support from either parents, uncles or grandparents. Two of the three had regular part time employment.

The three young people undertook a leadership programme and related committee training within the youth project/service. They volunteered on various junior youth programmes and had aspirations to become youth workers; all three attended open days for youth work courses in a number of third level institutions. Two of the three young people represented the youth project/service at both national policy and international youth work events and youth participation initiatives. All three were building profiles as positive role models for the younger people involved in the youth project/service.

Aidan, Liam and Adam were part of a larger circle of local young people who smoked marijuana and cannabis socially. In 2014 a number of the young people started accumulating drug debts some of which were as a result of individuals buying deals for the group and not just their own personal use. These debts, along with exposure to a number of people more experienced and involved in the drug scene brought some members of the group closer to circles where drug dealing and petty crime was the norm.

In late 2014 two of the three young people started to directly engage in the dealing of small amounts of marijuana. This resulted in their attendance at the youth project/service declining and the three of them becoming less reliable to support the younger groups involved in the project/service. One of the three became particularly withdrawn from the youth project/service and the programmes and activities he especially liked. Through local knowledge and contacts the youth project/service quickly discovered that two of the three young people had progressed to dealing prescription tablets and flaunting cash around the local area boasting how much they were now "earning". They lost interest in pursuing youth work training and possible future employment. The other young person's family circumstances worsened although he did commence a youth work training course. Of the three he remained the most regular attendee at the youth project/service and the most committed to volunteering. However he came under increasing peer pressure to quit the youth work training course and become involved in the local drug scene.

The youth project/service continued to engage with all three young people, challenging their behaviour and offering them support to pursue other avenues and/or more positive life choices. Unfortunately the

young person who was undertaking the youth work training course dropped out, despite intensive support and encouragement from teaching and youth project/service staff to remain. The two other young peoples' personal and family situations deteriorated. Despite ongoing concern and positive support from their families these two young people became further enmeshed in the local drug scene. The youth project/service was left with little option but to terminate their involvement in and presence on the premises of the project/service. After a very difficult time the third young person came to a realization that others and former friends were using him. He is currently working to get his life back on track. During these critical periods for the three young people the youth project/service maintained an open door policy. All three young people were offered the option to be worked with individually away from the youth project/service's premises on a one-to-one basis regarding the issues and circumstances affecting their lives. This remains the position and approach of the youth project/service to this day.

Case Study 2: John

John is in his early teens and lives in social housing in the north inner city. He has a number of siblings and a very hands on and caring mother. John's father died when he was quite young. One of John's older siblings abused drugs which gave rise to him experiencing serious mental health problems. John was always hanging around on the streets but eventually became involved in one of the youth projects/services in the area. His friends were also involved and it seemed natural that he should join them in the youth project/service.

Initially John participated in one of the projects/services drop-in sessions for a four week period. This enabled staff to induct John into the project/service and for him to be able to join one of the junior groups. The induction period also enabled staff to talk through and clarify basic health and safety issues with John as this was an area of some concern. He displayed poor concentration, low self-confidence, and would often prefer to be out on the streets or hiding behind his friends. Youth work staff found it very difficult to get John to sit down and remain within the project building and complete an activity or task. One of John's older siblings had a very negative influence on him, was very domineering and in effect controlled him. As John got to know the youth work staff he formed positive relationships with them. Although he often preferred to be on the streets, the youth workers maintained open lines of communication with him and constantly encouraged John to come into the youth project/service. They did this in a non-threatening and non-pressurised manner, offering John options regarding the drop-in sessions and groups he could participate in.

This approach worked for as John grew in confidence and trust he put himself forward for a junior leadership role within the youth project/service. As time progressed he became more comfortable within himself, the project and amongst his peers. He can now prepare food within the kitchen area of the youth project/service and he has a greater appreciation and awareness of health and safety issues. John's concentration levels have improved somewhat and he can play a game of table tennis, an activity which would have been beyond him prior to attending the project/service. He still struggles with his school homework and this has caused him to "mitch" (abscond) from school. Youth work staff are supporting him in relation to school and are trying to source grinds to assist John with his school work.

John still feels the acute loss of his father. Also the difficulties which arise from his older sibling's mental health issues can make home life particularly fraught. While John continues to attend the youth project/service youth work staff will support him in a sensitive and non-threatening manner. They will also maintain contact and communication with him even if he decides not to attend for periods.

Case Study 3: Sylvia

Sylvia is a young woman from Africa who came to Ireland in 2012 when she was in her teens. She fled from her home country together with her older sister and brother. Her sister was Sylvia's legal guardian in Ireland. The siblings lived together in an apartment in Dublin city. In order to improve her English Sylvia started to attend a dedicated service for young foreign nationals in Dublin city centre. Meanwhile her sister and brother both attended secondary schools in the area in which they were living. After a number of years, Sylvia's brother moved out of the apartment having found another place to live. Following this her sister's boyfriend moved in. Sylvia did not have a positive relationship with him and as a consequence her sister began treating her differently and this gave rise to ongoing conflict.

As time progressed, Sylvia's English improved to such an extent that with the help of the young foreign nationals' service, she joined a local secondary school. She was enrolled in 5th year and spent a lot of time and effort on her lessons and homework. As part of Sylvia's network of support she was also referred to a youth service/project in the north inner city and became a member of a young women's group made up of both Irish and non-Irish young people. The group met each week and participated in programmes such as 'Cooking around the World', Drama, summer programmes and social and educational activities. All programmes and activities were developed and organised with the guidance and support of the youth work staff. Sylvia enjoyed the group so much, she rarely missed a session. She especially liked meeting the other young women and the youth workers and enjoyed the welcome and support which she received. Sylvia benefited immensely from her participation in the group. It gave her a space where she could relax and be a young person; it gave her a break away from the difficulties she was experiencing at home and with her sister.

Sylvia was also supported outside of her group time by one of the youth workers in the youth project/service. Their relationship was a very positive and trusting one and Sylvia felt comfortable enough to open up and disclose regarding her situation at home. She told the youth worker that she urgently needed a place to live as she feared she would become homeless. The relationship with her sister had deteriorated to such an extent that her sister had told her to move out. Sylvia's situation was perilous. She was spending a few nights with her brother but she could not stay there long-term as his landlord did not permit him to have guests and he was afraid he would be evicted.

The youth worker contacted Sylvia's original key worker from the service for young foreign nationals. Together they accompanied Sylvia to the local Social Welfare Office so she could establish what her rights and entitlements were. Following this Sylvia was prioritised for the securing of accommodation. In the meantime she had to stay with her brother, hiding each time someone called to his door. The youth service/project supported Sylvia throughout this very difficult period by providing her with a place to complete her homework, assisting her in getting basic food and hygiene supplies and giving her the emotional support she needed. Sylvia eventually moved into her own bedsit and secured a regular welfare payment, which eased her financial worries and concerns. She remained a member of the young women's group until she completed her Leaving Certificate. Sylvia enjoys having her own accommodation now and is currently continuing with her studies.

4.10 Adult and Community Education Centres

This section outlines the six adult and community education centres located within the north inner city that have an annual contractual funding relationship with CDETB. The FET Strategy 2014 to 2019 (p144 -145) describes Community Education, Adult Literacy and ESOL in the following manner;

Community Education

Community Education works with adults who wish to return to or continue their education, offering a learner-centred approach involving personal supports and tuition leading to positive personal, social and economic outcomes. It focusses its work on people who are distant from education and the labour market, and is generally developed in local community projects and centres. Community Education offers a diversity of courses to meet the needs of a diversity of learners including courses leading to accreditation from Level 3 – 8 on the NFQ, informal and non-formal courses which are not accredited, short introductory courses, full-time year-long programmes, and courses in everything from life skills to professional qualifications. Community Education is delivered all over Ireland by a range of providers including independently managed not for profit groups and statutory organisations. It takes place in a wide variety of community projects, resource centres, voluntary organisations etc.

Adult Literacy (AL)

Adult Literacy programmes are provided to people inside and outside of the labour force who want to improve their communication skills, i.e. reading, writing, and numeracy and information technology. Programmes are typically delivered for two to four hours per week during the academic year. The Intensive Tuition in Adult Basic Education (ITABE) programme is offered on the basis of six hours (delivered in two or three sessions per week) for 14 weeks. It is for all literacy students and takes place in a group setting.

English for Speakers of Other Languages (ESOL)

New community members in Ireland come from a wide range of cultural, linguistic, educational and social backgrounds. ESOL classes are provided across the country to meet the needs of learners who may be highly educated with professional and skilled backgrounds who are attending classes to learn English or improve their English. However, there are significant number of learners who are learning English who may have missed out on formal education in their country of origin and who lack the basic literacy skills to participate fully and benefit from 'standard' English language classes.

Table 4.21: Adult and Community Education Services/Projects

Service/Project	Type	Location	Catchment Area	Management Structure
Community After Schools Project (CASPr)	Adult Education and community based training	Portland Square, Dublin 1	North east inner city, docklands and surrounding areas	Board of Management, Company Limited by Guarantee
Dublin Adult Learning Centre (DALC)	Adult Education Centre	Mountjoy Square, Dublin 1	Dublin 1,3,7 primarily	Board of Management Registered Charity
Gateway Project	Education and training for women in recovery from drug or alcohol addiction	Manor Street, Dublin 7	Northwest inner city primarily	Board of Management
Henrietta Adult and Community Education (HACE)	Adult Education Centre	Henrietta Street, Dublin 1	Dublin 1 and 7 primarily	Board of Management Daughters of Charity Community Services
Larkin Centre	Community Education	North Strand Road, Dublin 3	Dublin 1,2,3,7 primarily	Voluntary Board of Management. Company Limited by Guarantee
SIPTU, Basic English	Adult Education Centre providing literacy support and English classes to Irish and non-Irish members of SIPTU	Liberty Hall, Dublin 1	Centre city based service	Run on a part time basis in conjunction with SIPTU College

Table 4.21 outlines pertinent information regarding the six Adult and Community Education Services and Projects within the north inner city. All six have an annual contracted relationship with CDETB and are linked into the CDETB Adult Education Centre in Parnell Square Dublin 1. The current research and review is primarily concerned with the six centres outlined above. However another layer of adult and community education providers located within the north inner city area is supported by the CDETB Adult Education Centre through the provision of tutor hours to assist with the delivery of courses and programmes. A specific focus group was held with a number of these providers to ascertain their views regarding the issues confronting them and the supports they required. The details of the focus group and the discussion points are outlined in a later section of this report. All of the services and projects outlined in the above table except two (the Gateway Project and the Larkin Centre) are located in Dublin 1. However the six are fairly evenly spread throughout the north inner city and this is reflected in the catchment areas they are catering for. For example CASPr primarily serves the north-east inner city, Gateway the north-west inner city and SIPTU is a centre city based service with a city wide brief. A total of five of the services and projects have voluntary boards of management the exception being SIPTU.

4.11 Adult and Community Education Centres Aims and Objectives

The principal aims and objectives of the six services and projects are outlined below. They give a concise overview of the specific work each is involved in, highlighting the particular emphasis of individual services and projects.

Community after Schools Projects (CASPr)

- To provide learners with the ability to participate in formal training and to gain a vocational qualification
- To provide learners with the personal knowledge, skills and capacity to participate in a suitable work placement under supervision

Dublin Adult Literacy Centre (DALC)

- To provide basic education services to ensure that everyone in the inner city has the opportunity to avail of their right to develop their literacy and numeracy skills
- To improve the literacy levels of the adults who attend the centre
- To develop high quality relevant education programmes to meet the needs of students
- To develop materials to meet the educational needs of students
- To influence policy and practice in adult basic education
- To develop DALC as a centre of innovation, excellence and model of best practice in adult basic education

Henrietta Adult and Community Education (HACE)

- To facilitate the engagement of adults in the community in learning that is key to their personal, social and cultural development along with enhancing their life skills
- To provide a variety of courses and activities based on the needs of adult learners in the community
- To build on the capacity of adult learners to empower themselves and reach their own learning goals
- To provide activities that combat social isolation and promote active citizenship and improve general wellbeing

The Gateway Project

- To provide education and training to women in recovery from drug or alcohol addiction
- To provide women with training in Childcare and Healthcare modules along with literacy support and advocacy support

The Larkin Unemployed Centre

- To provide a Community Education Programme designed to meet the personal and vocational needs of participants
- To widen the reach of learning to those classed as non-traditional learners
- To give people new options and raise expectations
- To act as a catalyst for change in participants lives
- To help people develop the skills and knowledge to take control of their lives
- To build capacity in the community
- To create a context that locates learning as part of community life and not fixed to a particular place or time

SIPTU Basic English

- To provide literacy support and English language classes to current or former members of SIPTU or their partners/relatives
- To allow members to raise their reading and writing skills to a level that they desire. This level may be a work requirement or a personal goal

4.12 Adult and Community Education Centres Operations and Provision

The information in the following tables outlines the operation and delivery of the six adult and community education services and projects.

Table 4.22: Staffing Levels Adult and Community Education Services/Projects 2016

Service/Project	Full-Time Staff	Part-time Staff	Sessional/ Occasional Staff	CE/Job Initiative	Volunteers
Community After Schools Project (CASPr)			4		
Dublin Adult Learning Centre (DALC)	1	23	12	3	12
Gateway Project		1	5		
Henrietta Adult and Community Education (HACE)	1	2			16
Larkin Centre	1 (2x.5)	10			
SIPTU, Basic English		2	5		20
Total	3	38	26	3	48

Table 4.22 outlines the staffing complements in each service and project which are in receipt of funding through CDETB. A total of 67 staff were funded with the majority 38 (57%) part-time staff followed by 26 (39%) sessional/occasional staff with only 3 (4%) full-time. This latter figure encompasses two half time equivalents in the case of the Larkin Centre. Paid staff are supplemented by 3 CE/Job Initiatives posts and a large complement of 48 volunteers. It is significant that full-time staff are the exception rather than the rule and points to a service and delivery infrastructure which is potentially stretched and under-resourced. The services and projects rely on other sources of funding to cross support the programmes and courses they are delivering.

Table 4.23: Adult and Community Education Participants 2015

Service/Project	Capacity	Total Participants 2015	Male Participants 2015	Male % of Total	Female Participants 2015	Female % of Total
Community After Schools Project (CASPr)	60	53	9	17	44	83
Dublin Adult Learning Centre (DALC)	500	631	297	47	334	53
Gateway Project	28	28	0	0	28	100
Henrietta Adult and Community Education (HACE)	Not Applicable	236	73	31	163	69
Larkin Centre	800 interventions	444	209	47	235	53
SIPTU, Basic English	Not Applicable	100	45	45	55	55
Total	1388	1492	633	42	859	58

The capacity of the services/projects where applicable are outlined above. The overall capacity is 1388. They range from 28 places in the case of Gateway to 800 training interventions in the case of the Larkin Centre. Total participants across the six services/projects numbered 1492 in 2015 comprised of 633 (42%) males and 859 (58%) females. Participants range from 28 in the case of Gateway to 631 in the case of DALC with many participating on several courses over the lifespan of their involvement in individual services/projects. For example in the case of the Larkin Centre participants may progress from a lower to a higher level of certification within the centre. There are very marked male/female participation rates across the six services and projects. Gateway due to its specific remit and brief is exclusively female oriented, while CASPr has a high female participation rate at 83%. Not one of the six services had a majority of male participants in 2015, however DALC and the Larkin Centre shared the highest male participation rates at 47%.

Table 4.24: Age Range of Adult and Community Education Participants 2015

Service/Project	10-15	16-20	21-24	25-34	35-44	45-54	55-64	65+	TOTAL
CASPr			20	21	5	6	1		53
DALC			34	100	160	174	124	39	631
Gateway Project			7	8	6	5	2		28
HACE		1	3	30	44	56	54	48	236
Larkin Centre		4	10	107	134	104	65	20	444
SIPTU, Basic English				60	25	10	5		100
Total		5	74	326	374	355	251	107	1492

Of the total of 1492 participants not surprisingly only 79 (5%) were aged under 25 years. The highest age category was participants aged 35 to 44 years at 374 (25%) followed by age category 45 to 54 years at 355 (24%) and 326 (22%) participants aged 25 to 34 years. A total of 251 (17%) participants were aged 55 to 64 years with 107 (7%) aged 65 years. Almost three quarters of participants 1055 (71%) were aged 25 to 54 years.

Table 4.25: Adult and Community Education Accredited and Non-Accredited Courses

Service/Project	Accredited Courses	Non-Accredited Courses
CASPr	• Early Childhood Care and Education QQI Level 5 • Child Protection • Manual Handling • First Aid	• Hop Scotch • Restorative Practice • Doodle Den
DALC	• Communications QQI Level 3&4 • Word processing QQI Level 3 • Digital Media QQI Level 3 • Personal & Interpersonal Skills QQI Level 3 • Computer Literacy QQI Level 3 • Applications of Numbers QQI Level 3 • Mathematics QQI Level 3 • Nutrition QQI Level 3 • Retail Skills QQI Level 4 • Healthcare Support (Major Award) QQI Level 5	• Reading & Writing • One to One Support • Basic Maths • Spelling • Basic Computers • Literacy Support • Advanced Writing • Introduction to Healthcare • Computers for College • Craft • Art & Design
Gateway Project	• Early Childhood Care and Education QQI Level 5 • Community Care QQI Level 5 • Health Care Support QQI Level 5 • Health Service Skills QQI Level 5 • Business Administration Skills QQI Level 5 • General Learning QQI Levels 3&4 • Employability Skills QQI Levels 3&4 • Hazard Analysis and Critical Control Point (HACCP 1&2)	• First Aid • Patient Handling • Fire Safety • Entraining (online training in healthcare modules)
HACE	• Career Preparation QQI Level 4 • Early Childhood Care and Education QQI Level 5 • Computer Applications QQI Level 4	• Art, Drama, English, Personal Development, Craft skills, Yoga, Sociology, Criminology
Larkin Centre	• European Computer Driver Licence (ECDL) • Childcare QQI Levels 5&6 • Horticulture QQI Level 4 • Nutrition & Healthy Eating QQI Level 3	• IT skills, basic to advanced • Social Media • Taxation • Men's Health and well-being Programme
SIPTU, Basic English	• English for Speakers of Other Languages (ESOL) QQI Level 4	• Literacy • ESOL

The accredited and non-accredited courses provided by the six services and projects are outlined in table 4.25. Accredited courses range from QQI Level 3 to Level 5. Significantly four of the providers

CASPr, Gateway, HACE and the Larkin Centre offer childcare courses up to level 5. The other accredited courses are quite diverse and there is little duplication or repetition between the providers save for training in IT which DALC and the Larkin Centre deliver. The SIPTU accredited course is specifically targeted at participants whose first language is not English. Non-accredited courses which are provided tend to focus on basic education, personal support and practical skill attainment. DALC and HACE in particular offer a wide variety of non-accredited courses.

Table 4.26: Adult and Community Education Work Methods and Approaches

Service/Project	One to One Work	Group Work	Classroom Teaching	Training/Instruction	Individual Support	Self-Directed Learning	External Placements	Blended Learning	Experiential Learning	Outreach	Street Work	Other
Community After Schools Project (CASPr)	✓	✓	✓	✓	✓	✓	✓					
Dublin Adult Learning Centre (DALC)	✓	✓	✓	✓		✓		✓	✓			
Gateway Project	✓	✓	✓	✓	✓		✓					
Henrietta Adult and Community Education (HACE)	✓	✓	✓		✓							
Larkin Centre	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
SIPTU, Basic English	✓	✓	✓			✓						
Total	6	6	6	4	4	4	3	2	2	1	0	1

All six services and projects engage in one to work, group work and class room teaching with participants. Four, inclusive of CASPr, DALC, Gateway and the Larkin Centre employ training and instruction methods. With the exception of DALC and SIPTU the four other services and projects provide individual support although as we have seen all six do undertake one to one work. Self-directed learning is engaged in by 4 services and projects the exceptions being Gateway and HACE. This approach can be more suitable for adult or more mature learners who may wish to maintain a level of autonomy regarding their own learning. Participants from three of the services and projects (CASPr, Gateway and the Larkin Centre) are engaged in external placements. The remaining methods and approaches as outlined in the table are engaged in by a minority of services and projects.

Table 4.27: Adult and Community Education Funding 2015

Service/Project	Total Funding 2015	Amount Allocated to Pay Costs	% of Total	Amount Allocated to Non-Pay Costs	% of Total
CASPr	14,000	14,000	100	0	0
DALC	1,010,000	921,094	91	88,906	9
Gateway Project	38,700	26,842	69	11,858	31
HACE	76,350	74,448	98	1,902	2
Larkin Centre	104,650	82,204	79	22,446	21
SIPTU, Basic English	42,000	37,800	90	4,200	10
Total	1,285,700	1,156,388	90	129,312	10

The six services and projects had a total CDETB sourced funding allocation of Euro 1,285,700 in 2015. This ranged from Euro 14,000 in the case of CASPr to Euro 1,010,000 in the case of DALC. This difference in funding levels obviously reflects the number of staffing, capacity and participants catered for across the differing services and projects as outlined in previous tables. The second highest level of funding was to the Larkin Centre at Euro 104,650 followed by HACE at Euro 76,350. SIPTU and Gateways funding levels are quite close at Euro 42,000 and 38,700 respectively. Very high percentages of the allocated funding are devoted to staff costs with four services and projects dedicating 90% or more for these purposes. The services and projects are in receipt of funding from other sources and this obviously supplements and bolsters the level of service which they can deliver and maintain. A common theme arising from on- site interviews with the adult and community education providers was the pressure on them to meet learner/participant needs while maintaining a level of service within the context of limited resources.

Table 4.28: Challenges facing Adult and Community Education Services/Projects

Service/Project	1st Challenge	2nd Challenge	3rd Challenge	4th Challenge
CASPr	Funding	Need for additional resources	Retention of learners on completion of CE	Restrictions by DSP on non-accredited training limits ability to meet learners needs
DALC	CDETB is the only secure grant, any change to it would threaten viability of services	Changes in CE policy has resulted in less women and others accessing service as training not viewed as priority	DSP protocols could change voluntary nature of service	Referrals from Intreo not always appropriate
Gateway Project	Biggest challenge are cuts to funding			
HACE	Need for proper recognition of community education and the range of benefits it gives to individuals and society	FARR system measures learners progression based on progress to employment and further education	Uncertainty regarding funding and lack of multi annual allocations	Introduction of fees for providers to engage with QQI thus limiting ability to maintain own quality assurance procedures
Larkin Centre	Lack of recognition and resourcing of community sector as provider of education	Reduced/insecurity of funding for the sector	Responding to the new requirements for accreditation without additional resources	Remaining committed to community education ethos and approach while emphasis is on education for employability
SIPTU, Basic English	Secure funding for staff	Sourcing suitable volunteer tutors	Meeting admin and data base entry requirements with limited staff	

The above table outlines the four key challenges in order of priority facing adult and community education providers in the north inner city. All listed at least three challenges the exception being Gateway which listed one. Funding in one form or another is viewed as the primary challenge for five of the services/projects the exception being HACE who view sector recognition as the primary challenge. This could be viewed as funding related as recognition implies acknowledgment and resourcing. Concerns regarding resourcing, less flexibility, more tighter and restrictive requirements, emphasis on employment and threat to ethos permeate the listed challenges. A common theme from the on-site interviews with providers was the shifting policy and operational environment in which they are working. The general view was that they were experiencing a major shift from an environment where

participants' educational and developmental needs had been predominant to one where labour activation and the securing of employment were in the ascendency.

4.13 Case Studies

In order to better understand the approach and methodologies of adult and community education a number of case studies are outlined below. The case studies are drawn from adult and community education centres in the north inner city. They include centres which are managed by local community based organisations and centres directly managed by CDETB. They highlight in a graphic way the challenges facing participants and providers and the needs and requirements that have to be met.

Case Study 1: Audrey

Audrey is a student in her fifties. She missed a lot of education as a child due to chronic ill health with asthma. Maths was always her weakest subject at school and she never really caught up. Audrey left school after the Junior Certificate but failed maths as part of the exam. The loss of maths however remained with her all her adult life despite having worked, married and reared a family. This resulted in Audrey feeling less confident in her daily life particularly in situations that required maths and she often felt under pressure. She longed for the time when she could manage on her own without having to rely on someone else for the answer to her maths or numeracy queries.

She enrolled in an adult education centre in the north inner city in mid-2015. At the time she had been searching for schools or colleges where she could do Junior Certificate maths and came upon the centre. Having viewed the range of courses on offer in the centre online, she called in one morning to enquire about doing maths. Her learning goal was purely to do maths.

Upon joining the adult education centre, Audrey's literacy was assessed at Level 3 but her maths assessment results did confirm her struggle with the subject. She was delighted to join the Level 1 maths group one afternoon per week. At the initial assessment, Audrey cried with relief that help was available. That perhaps now she could turn her feelings of loss about not doing well in maths all those years ago into feelings of positive gain. Audrey found the centre very welcoming, understanding and reassuring about people returning to learning. This greatly appealed to her.

Audrey attended all the maths classes and relished every moment of them. She was delighted to meet and talk to the other members of the group who shared similar stories and previous experiences to her own. Her new positive participation in the maths classes started to bring about a growth in her self-confidence. She began to think that perhaps she could even consider going to college. Due to her hard work in the centre, a good working relationship with her tutor and rigid determination both in class and with her homework Audrey made quick progress. She joined the Level 2 Maths group where she gained QQI Level 2 Certification in Data Handling and Shape and Space and began working towards a level 3 certificate. As Audrey's self-belief started to flourish she asked to join the Personal and Interpersonal Skills group where she also gained a QQI Level 3 certification in this module. After several months Audrey asked if she could speak to a Career Guidance Counsellor about using maths and another subject towards a career. She brought certificates of achievement with her to show what she had done to date. The Guidance Counsellor noted that Audrey had previously completed a FETAC Level 5 course with many distinctions and asked her if she would like to go to college. Audrey applied to several colleges for entry in September 2016. She was offered a total of three college places and chose an Access programme in a centre city third level institution. Audrey is very excited about her new learning journey. She still has a few worries about maths as one of her course subjects but knows her QQI certification, rigid determination and new found confidence will set her in good stead.

Case Study 2: Gerry

Gerry is aged in his mid-forties and left school at 16 years without the ability to read and write. He thinks he is dyslexic but has never been properly assessed for the condition. He participated in FAS courses after leaving school but has never held down a job or worked in structured employment. He has always wanted to be able to read to his child.

Gerry passed an adult learning centre in the north inner city on a number of occasions but did not have the courage to go in. He had a meeting with the Department of Social Protection and he told them about his difficulties. They encouraged him to go to the adult education centre. He enrolled in the centre in the middle of 2013 and commenced in one to one tuition. Gerry then progressed to a small group literacy class attending two mornings per week. He also participated in one to one tuition for maths. After one year attending classes he progressed to a Community Employment (CE) scheme. This gave him the opportunity to attend classes every morning and also build his employment skills by helping with canteen and house- keeping duties in the centre.

As Gerry's skills improved he became more confident and self-assured. He no longer had to rely on his siblings to read his letters and fill out forms for him.

He really enjoyed the classes and got on well with everyone in the centre. He liked that he could learn at his own pace and that he was not afraid to make mistakes. He worked towards a General Learning Certificate QQI Level 3. In 2016 he completed Communications, Computer Literacy, Nutrition, Personal and Interpersonal Skills (PIPS) at QQI level 3.

The Personal and Interpersonal Skills gave him the confidence to deal with different situations and the ability to talk in front of people. Gerry attended a meeting in the north inner city to discuss the problems in the area and he had the confidence to participate in the discussion, something he would never have been able to do previously.

Returning to education has changed Gerry's life for the better. He hopes to get another year on the CE scheme so that he can continue his education. His long term goal is to progress to a QQI Level 4 Award. He hopes eventually to secure full time employment and put into practice the skills he has gained.

Case Study 3: Claire

Claire is in her mid-thirties and enrolled in an adult education centre in the north inner city in early 2012. She was an early school leaver with no formal qualifications. Her goal was to complete her Junior Certificate or obtain a QQI equivalent. When Claire finished school she worked in a city centre hotel for a number of years. She enjoyed her work very much but felt her lack of qualifications was holding her back so she made the decision to return to education. When Claire came into the adult education centre she expressed an interest in working with children when she had completed her qualifications. She is a gifted singer and is involved in a number of choirs. She has a bubbly and positive personality and always looks on the bright side of life. Claire was very self-motivated and displayed great determination to reach her goals. She always had great self-awareness and knew she needed to work on her self-confidence which she hoped would grow during her time in the centre.

Claire was referred to the centre by a tutor in another adult education centre where she had participated in a small QQI Level 2 literacy group. Unfortunately, this group ceased due to a decline in the numbers attending, hence her move to the second centre.

Upon joining the centre Claire was assessed and commenced participation in Literacy Level 2 classes two mornings per week along with numeracy and IT classes one morning per week. Claire made good

progress in all her classes and progressed to the Intensive Tuition in Adult Basic Education (ITABE) group. This programme was specifically designed for students with less than QQI Level 3 certification.

In the ITABE group Claire worked towards achieving QQI Level 2 certification in Reading and Writing modules. She participated in this intensive learning programme two mornings per week for a total of 6 hours tuition over a 14 week period. The ITABE programme also comprised spelling, numeracy and IT tuition.

After gaining her QQI Level 2 certification in Reading and Writing Claire progressed to QQI Level 3 classes. To date, Claire has achieved QQI Level 3 modules in Desktop Publishing, Word Processing, Nutrition and Healthy Options and Mathematics. She was also awarded a QQI Level 2-General Learning Certificate in 2016. Claire is working towards completing her QQI Level 3 Communications and Personal Development modules in order to gain her full award in General Learning at Level 3. Claire openly expresses thanks to all her tutors in the adult education centre who believed in her and helped her reach her goals. She has also worked in conjunction with the CDETB Adult Education Guidance Service to establish her further learning goals. She is still considering working with children but is open to other possibilities. Claire's self-confidence has developed to such an extent over the last number of years that she is now considering other options for the future that she would not have considered when she first joined the centre in 2012. Claire strongly believes that education is growth and development and that everyone is entitled to education regardless of their situation. Her personal message to people thinking about returning to adult education is if you have a mild learning disability and stammer like she has once you believe in yourself and concentrate you can achieve anything.

Case Study 4: John

John is in his mid-thirties and enrolled in a north inner city adult education centre in 2009 when he started attending a computer class once a week. He knew of the centre through a sibling and others who had previously attended. John always struggled with his reading and writing and decided it was time to get help. At the time of his enrolment in the centre he had one child, was unemployed and had a problem with sporadic binge drinking. Since leaving school John had only short-term labouring jobs in construction but had not worked for ten years prior to participating in the centre.

As a child he went to the local primary school but had concentration issues and was expelled. He was also expelled from other primary schools that he attended. John formed a good relationship with his Home School Liaison Officer who organised an assessment for him. He was diagnosed with dyslexia but did not benefit from any supports. He left school and attended a FAS training centre.

While in the adult education centre John progressed from the computer class to an intensive non-accredited literacy programme attending three mornings per week to improve his reading, writing and spelling. The Department of Social Protection (DSP) offered him a TUS programme. However he decided to apply for the Community Employment (CE) programme in the adult education centre as he felt it would meet his educational needs.

During his time on the CE programme, while continuing to improve his reading and writing skills he also did maths, nutrition, Safe Pass and worked in the centre one night per week. He attended a fathers' rights course in another Adult Learning Centre which really helped him understand legal issues in relation to the courts and access to his child.

John won an award in a writing competition of which he is particularly proud. As part of John's increasing skills and competencies he also learned to use the Dublin Bikes scheme.

In the summer of 2016 John applied for a job on one of the building sites in Dublin city and started work in September. He was able to fill out all the forms on the site himself, something he was never able to do previously. He also had the confidence to participate in the manual handling course run on the building site and now cycles to work every day on Dublin Bikes.

John still struggles with concentration and has difficulty participating in training that he has little interest in. His personal issues have impacted on his course attendance and he has not progressed to QQI accredited programmes. He feels however, that he has benefitted immensely from returning to education and that he got great support from the staff and students in the adult education centre. He is very appreciative that he could learn at his own pace while in the centre and feels staff were very understanding and supported him to overcome personal issues that were preventing him progressing in his life. John is hoping to suspend his place on CE for a period of 6 months so that he can return to the centre if he becomes unemployed again.

4.14 CDETB College of Further Education (FE) and Adult Education Centre

There are two educational centres located in the north inner city, funded, managed and operated by the CDETB which are relevant to this research and review. One is a College of Further Education and the other an Adult Education Centre. Their location and catchment areas are outlined in the table below.

Table 29: CDETB FE College and Adult Education Centre

Service/Project	Type	Location	Catchment Area	Management Structure
Marino College Connolly House	CDETB College of Further Education (CFE)	North Strand Road, Dublin 1	Primarily Dublin 1 with some students commuting from distance (e.g. Drogheda)	Principal and College Leadership team consisting of post holders and coordinators employed by CDETB
CDETB Adult Education Centre	Adult Education Service	Parnell Square Dublin 1	North inner city including parts of Drumcondra and certain centres in Clontarf and Glasnevin	Adult Education Officer (AEO) with Adult Literacy Organiser and Adult Guidance Co-ordinator reporting to the AEO. All employed by CDETB

Both centres are located in Dublin 1 in prime centre city locations near to developed transport hubs and good public transport. Therefore both colleges are attractive to a wide pool of students, learners and participants. For example some students travel to Marino College (Connolly House) on public transport from as far away as County Louth. Overall however the catchment area for both centres is primarily Dublin 1 or the north inner city. Connolly House is led and managed by a Principal and a five member leadership team while the Adult Education Service is led and managed by the Adult Education Officer (AEO) with the Adult Literacy Organiser and Adult Guidance Counsellor reporting to the AEO. The Principal for Connolly House also has management and leadership responsibilities for a second level school, Marino College, Fairview Dublin 3. Significantly over three quarters of the students who attend Marino College in Fairview are from the north inner city.

4.15 CDETB FE College and Adult Education Centre Aims and Objectives

The aims and objectives of the further-education college and adult education centre are outlined below and indicate the approaches which they utilize with students and learners.

Marino College (Connolly House)

- To assist students to re-enter education with particular reference to those who may have left school prior to completing the Leaving Certificate
- To build the capacity of students
- To assist students to gain employment
- To provide some stand-alone courses which may lead directly to employment (e.g. dental nursing course)
- To support students to further their studies by progressing from QQI Level 4 to Levels 5 and 6 and onto degree level courses in some cases
- To help people leave the live register

Adult Education Centre

- To deliver good quality adult literacy/numeracy and basic education programmes to early school leavers and other relevant groups in the north inner city
- To support relevant community and special interest groups to deliver community-based educational programmes to target groups such as early school leavers, disadvantaged men and women, ex-prisoners, the homeless, people with a disability, people recovering from addiction and people on Community Employment (CE) schemes
- To provide accredited courses at Levels 2 to 4 (occasionally Level 5) on the NFQ to the relevant groups
- To provide ESOL programmes up to Level 4 NFQ for asylum seekers, refugees and migrant workers
- To assist participants to progress to higher education and training through guidance and tailored courses

4.16 CDETB FE College and Adult Education Centre Operations and Provision

The following tables outline pertinent information regarding the operation and delivery of the CDETB College of Further Education and Adult Education Centre.

Table 4.30: Staffing Levels CDETB FE College and Adult Education Centre 2016

Service/Project	Full-Time Staff	Part-time Staff	Sessional/ Occasional Staff	CE/Job Initiative	Volunteers
Marino College	20	9	2	0	0
Adult Education Centre	8	1	85	0	11
Total	28	10	87		11

The two CDETB centres had a total of 125 staff with over two thirds, 87 (70%) sessional/occasional staff. Full time staff totalled 28 (22%) with 10 (8%) staff employed on a part time basis. Of the total of 94 staff in the Adult Education Centre, 85 (90%) were sessional/occasional staff with only 8 (9%) full time staff. This is in marked contrast to Marino College where out of the total of 31 staff, 20 (65%) were full time staff followed by 9 (29%) who were part time staff. In both centres there were no CE/Job Initiative staff involved in the provision of service although the Adult Education Centre had a complement of 11 volunteers who assisted with programme provision. The 11 volunteers are part-time literacy tutors and received training in literacy tuition from the adult education centre. They also receive ongoing support and guidance from paid staff within the centre.

Table 4.31: CDETB FE College and Adult Education Centre Participants 2015

Service/Project	Age Range Catered For	Total Participants 2015	Male Participants	% of Total	Female Participants	% of Total
Marino College	16 to 65+	341	37	11	304	89
Adult Education Centre	16 to 65+	1749	750	43	999	57
Total		2090	787	38	1303	62

Marino College (Connolly House) had a total of 341 students in 2015 of which 37 (11%) were male and 304 (89%) were female. The Adult Education Centre had a total of 1749 learners in 2015, of which 750 (43%) were male and 999 (57%) were female. The total students/learners for the two centres in 2015 was 2090 of which 38% were male and 62% were female. The age range catered for was from 16 to 65 years.

Table 4.32: Age Range of CDETB FE College and Adult Education Centre Participants 2015

Service/Project	10-15	16-20	21-24	25-34	35-44	45-54	55-64	65+	TOTAL
Marino College		235	59	31	11	4	1		341
Adult Education Centre		91	76	340	422	285	247	288	1749
Total		326	135	371	433	289	248	288	2090

The age category breakdown of students/participants is outlined in table 4.32. As might be expected Marino College (Connolly House) students tend to cluster in the younger age groups with 235 (69%) aged 16 to 20 years followed by 59 (17%) aged 21 to 24 years. The age profile for the Adult Education Centre participants is the opposite with 820 (47%) learners aged 45 years plus. The largest single age category for this centre was the 35 to 44 year olds with almost a quarter, 422 (24%) learners in this age category.

Table 4.33: CDETB FE College and Adult Education Centre Accredited and Non-Accredited Courses

Service/Project	Accredited Courses	Non-Accredited Courses
Marino College	- Early Childhood Care and Education QQI Levels 4, 5, and 6 - Childcare (modular) QQI Level 4 - Beauty Year 1 QQI Level 5 (ITEC) - Beauty Year 2 QQI Level 6 (ITEC) - Health Services Supervisory Management QQI Level 6 - Advanced Certificate in Administration with Project Management QQI Level 6 - Health Service Skills QQI Level 5 - Pre-Nursing QQI Level 5 - Legal/Medical QQI Level 5 - Travel QQI Level 5 - Tourism QQI Level 5 - Photography QQI Level 5 - Journalism QQI Level 5 - Graphic Design QQI Level 5 - Computer and Business QQI Level 5 - Hotel Front Office Skills QQI Level 4 - Retail Skills (with Beauty) QQI Level 4 - Information and Communication Technology Skills QQI Level 4 - Dental Nursing NEBDN (English qualification) - Further courses are offered through the night school and these vary from hobby courses to QQI certified courses	
Adult Education Centre	- Reading/Writing /Listening/Speaking QQI Level 2 - Intensive literacy/numeracy/ICT programmes QQI level 2 and 3 - Communications QQI Levels 3 and 4 - Maths QQI Level 2 , 3 and 4 - Budgeting QQI level 3 - ICT QQI levels 2,3 and 4 - Food, Nutrition and Personal and Interpersonal Skills QQI level 3 - Preparation for College Courses QQI Level 4 - ESOL Programmes QQI Levels 3 and 4 - Career Preparation QQI Levels 3 and 4 - Art and Craft QQI level 3 and 4 - Gardening QQI level 3 and 4 (community managed out-centres only) - Childcare Programmes QQI levels 5 and 6 (community managed out-centres only)	- Reading/writing/spelling in small groups and one to one - Intensive literacy/numeracy/ICT programmes - Numeracy (small group) - Food and Nutrition and Personal and Interpersonal Skills - Personal Development and Personal Care - Preparation for College Courses - ESOL Programmes - Art and Craft - Career Preparation - Creative Writing/Music/Drama - Local History - Beauty/Cookery - Gardening (community managed out-centres only) - Yoga/Mindfulness (community managed out-centres only) - Family Learning (community managed out-centres only)

Table 4.33 outlines the range of courses provided in both centres. Marino College delivers a wide range of accredited courses from QQI Levels 4 to 6. The courses are skill focused with several employment sectors strongly represented, namely, health, tourism/catering, child care and beauty. The courses

provided in the Adult Education Centre on the other hand are a blend of both accredited and non-accredited with the former at QQI Levels 2 to 4. In some instances local community managed out-centres which offer adult education classes as part of their programme deliver some of the courses. These centres are linked to the CDETB Adult Education Centre, and it provides and pays for tutors to assist these out-centres with the delivery of their programmes.

Table 4.34: CDETB FE College and Adult Education Centre Work Methods and Approaches

Service/Project	One to One Work	Group Work	Blended Learning	Classroom Teaching	External Placements	Experiential Learning	Self-Directed Learning	Training/Instruction	Individual Support	Street Work	Outreach	Other
Marino College	✓	✓	✓	✓	✓		✓	✓				
Adult Education Centre	✓	✓	✓	✓		✓			✓			
Total	2	2	2	2	1	1	1	1	1			

Table 4.34 outlines the work methods and approaches employed by the two centres. One to one work, group work, classroom teaching and blended learning are common to both. Self-directed learning, external placements and training/instruction are employed by Marino College while experiential learning and individual support are employed by the Adult Education Centre. These differences in methods and approaches are reflective of the needs of the predominant target groups and the age ranges catered for by the two centres.

Table 4.35: CDETB FE College and Adult Education Centre Funding 2015

Service/Project Name	Total Funding 2015	Amount Allocated to Pay Costs	% of Total	Amount Allocated to Non-Pay Costs	% of Total
Marino College	1,850,000 approx.	1,666,500	90	183,500	10
Adult Education Centre	1,150,000	1,092,500	95	57,500	5
Total	3,000,000	2,759,000	92	241,000	8

Funding for the two centres totalled Euro 3,000,000 in 2015 with Marino College receiving approximately 62% and the Adult Education Centre 38%. Both centres used the vast majority of resources on staffing costs, 95% in the case of the Adult Education Centre and 90% in the case of Marino.

Table 4.36: Challenges facing CDETB FE College and Adult Education Centre

Service/Project	1st Challenge	2nd Challenge	3rd Challenge	4th Challenge
Marino College	Uncertainty over numbers, target of 339 students must be met annually	Slow process to adapt a new course and have it in place by September	Lack of funding to maintain building to an acceptable level	Lack of male students, courses are predominantly filled by female students
Adult Education Centre	Lack of career structure in adult education and uncertainty regarding structures and funding for the sector into the future	Reliance on part-time tutor hours and failure to replace full-time posts	Increasing emphasis on work related training and DSP referrals of those not choosing voluntarily to enter education and training	Increased emphasis on accreditation and decreased acceptance of more holistic and person-centred programmes

The four main challenges in order of priority facing the two centres are outlined above. The priority challenge facing Marino College (Connolly House) is the requirement to reach an annual target figure of students for the college. The main challenge facing the Adult Education Centre on the other hand is the lack of a fixed career structure for staff coupled with uncertainty regarding funding for the adult and community education sector. Significantly the second prioritised challenge for the Adult Education Centre is the reliance on part time tutor hours for the delivery of courses and programmes. This was highlighted above in terms of the very high percentage (90%) of staff who were employed on a sessional/occasional basis. The third and fourth challenges facing this centre are quite specific relating as they do to the influence of the Department of Social Protection (DSP) and the pressure to move away from a more person-centred approach. The second, third and fourth challenges facing Marino College are centred on blockages to the delivery of new courses, inadequate premises and the male/female imbalance amongst students attending the college.

Section 5: Focus Groups

This section details the responses and findings from the six focus groups which were undertaken as part of the research and review process.

5.1 Focus Groups (Young People)

A series of focus groups were held with young people aged 14 to 26 years. They were arranged and organised in conjunction with a number of CTCs, a Youthreach centre and a youth project/service. Five focus groups were completed and were held in service and project premises across the north inner city. A total of 55 young people participated in the focus groups comprised of 22 (40%) males and 33 (60%) females. The age, gender and make up of each focus group is outlined below.

Table 5.1: Age and Gender of Young Peoples Focus Groups

Age	Male	Female	Total
14	1		1
15		3	3
16	3	6	9
17	3	7	10
18	5	8	13
19	4	1	5
20		5	5
21	3		3
22-26	3	3	6
Total	**22**	**33**	**55**

Focus Group 1:   3 males and 11 females aged 14 to 17 years

Focus Group 2:   5 males and 4 females aged 19 to 26 years

Focus Group 3:   4 males and 4 females aged 16 to 18 years

Focus Group 4:   6 males and 5 females aged 16 to 22 years

Focus Group 5:   4 males and 9 females aged 16 to 20 years

The vast majority of young people were from the north inner city and were resident in the area. Young people were asked to consider four broad areas/questions as follows;

- When you think about the north inner city what words or images come to mind?
- Can you identify the positives and negatives of participating in training and education programmes?
- Can you identify supports that would assist young people to remain in training and education programmes?
- What are your hopes and expectations for the future?

Each focus group was facilitated to work through the questions in a flexible and focussed manner which enabled young people to openly express their views. Relevant points were captured on a flip chart thus enabling follow on discussion. The focus groups lasted from approximately an hour to an hour and a quarter depending on the size of the group and their participation and concentration levels. At the end of each focus group the points on the flip-chart were run through and re-stated to ensure the young people agreed with what had been recorded and captured. Overall there was a high level of

participation and contribution. For ease of overview and analysis the key words, phrases and terms from each focus group have been collated into four composite and comparative tables below.

Table 5.2: Young Peoples Words and Images for the North Inner City

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5
Negative	**Negative**	**Negative**	**Negative**	**Negative**
Gang Crime	Crime	Crime	Gun crime	Guns/crime
Drugs	Drugs	Drug addicts/dealers	Drugs/addicts	Addicts/drugs
Anti-social behaviour	Neglect	Routh/dirty areas	Dangerous	Bag snatchers
Murder		Shootings/stabbings	Scumbags	Shootings
Alcohol	Boredom and drink	Alcoholics		Drinking
Police presence		Bad Garda service	Loads of Garda	Garda presence
Robbery		Phone snatchers	Thieves	Phone snatchers
Violence	Danger and abuse	Armed Garda checkpoints		Shop lifters
Bullying	Discrimination	Social welfare and the dole		
Conflicts and fights	Conflict	Conflict		
Joy Riding	Some poverty			
Not easy growing up	Not pretty	Needle exchange service	"Normal Crime"	
Scary	Suicide	Recession	Hard to get a job	
Under-privileged	Racism	Hostels and homeless young people	Bad things happen but not everyday	
Bad name	Bad name			

Positive	Positive	Positive	Positive	Positive
Community spirit	Community spirit	Communities stick together	Communities where people come together	Communities
Youth clubs	Good youth services	Youth clubs and dance schools	Good clubs	Youth clubs
Education	More education now	Training Centres	Good schools	Fas/Youthreach centres/schools
Friends	Working class good people	Parishes and Churches	Lovely people who help each other	Famous people live in the area
Family	Home	Shops/Hospitals/Doctors Colleges/Schools	Good transport	Shops/pubs/clubs/ restaurants
Sports	Good sports facilities	GAA, play grounds, good sports facilities	Sports	Hospitals courts
Sex	Inspiration	Services/supports for old folks	Knowing people across the city	Bingo clubs for old folks
Police presence	Popularity	Volunteers and voluntary work	Homeless charities	Garda presence
	Central	Canals and rivers	Halloween	Busy place
	Creativity/talent	Needle exchange service		Building sites
	More support now	Support and stuff to do		Shop lifters
		People of different colours		Different nationalities

The first question regarding the north inner city evoked a range of words and images both negative and positive from all five focus groups. At the initial stages of focus group discussions negative words and

images predominated with young people referring to crime, drugs, alcohol, violence, shootings, conflict and danger. This pattern was repeated in each one of the focus groups with the negatives outstripping the positives at the initial period of discussion. This is reflected in table 5.2 above where a matrix of negative images and terms are outlined. Some are common across the five focus groups in particular the references to crime and drugs, followed by drink and alcohol. The large Garda/police presence in the north inner city was seen by four focus groups in a negative manner. Focus group 5 were of the view that the increased Garda presence in the area due to the recent shootings and criminal feud while positive in terms of public safety could give rise to the stopping and questioning of young people. The overall picture of the north inner city as indicated by the words and images in table 5.2 would tend to present it as an area prone to illegality, unsafety and danger.

However as each focus group proceeded young people were able to name and voice positive words and images to describe the north inner city. This was particularly the case in relation to references to community or community spirit as outlined in the table above. The reference to local youth clubs/services, sporting facilities and educational/training centres was also quite pronounced. The developed infrastructure of the city centre in terms of shops, recreational facilities, transport, courts and hospitals was also referred to. Interestingly some terms and references have both positive and negative connotations. Members of focus group 5 took the view that shoplifters were both positive and negative in that they may give the area a bad name but they also enabled the purchase of low cost goods and clothing. A similar dichotomy was evident in relation to a needle exchange service for drug users. Some members of focus group 3 thought that this was a positive initiative while other members of the same group took a negative view. Interestingly focus groups, 2 and 3, made specific references to more support being available to young people within the area now than was the case previously.

In the main negative words and images of the north inner city tended to dominate the views and thoughts of the young people at the commencement of each focus group. This could be a reflection of the negative attention which the area is receiving in the media in light of the recent shootings and criminal feud. It is interesting to note that all five focus groups made some reference to this by mentioning aspects such as murder, danger, gun crime, armed Garda presence, shootings and crime.

By the end of the discussion of the first question each focus group gave a more balanced view of the north inner city whereby the positive as well as the negative aspects of the area were identified. Young people acknowledged the difficulties within the area but were also clear about the positive aspects of north inner city life in particular the sense of community. Significantly four focus groups made some reference to issues of inequality or poverty with the terms under-privileged, some poverty, social welfare and the dole, hostels and homeless young people, recession, hard to get a job being mentioned.

What emerges from the images, words and terms captured and recorded from each of the five focus groups are young people acutely aware of the difficulties and challenges facing the area in which they live but also aware of the strong community spirit and good people within the north inner city and the positive aspects of city life.

Table 5.3: Positives and Negatives of Training and Education Programmes

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5
Positives	**Positives**	**Positives**	**Positives**	**Positives**
Builds belief in yourself	Helps build confidence and self-belief and esteem		You get fed	Courses flexible and easy. Staff have time for you
Facilitates socialising	Can develop skills	Sports activities important but more of these should be provided	Can use the nearby youth project and can access local gym	Can meet new and different people
Opportunity to team work	You receive allowances	Receive allowances but they could be higher	You get allowances	You get allowances
Are places of safety	Not isolated/with friends		Staff are helpful and rules are okay	Good teachers who support and guide you
Provide range of good interesting courses	Gives structure	Subject choice good but could be broader	Gives you something to do	Can do good courses (e.g. arts, woodwork)
Can give help with finding a Job	Can prepare you for finding a job	Gives help with getting a job	Gives help with getting a job	Staff easy, not strict and can have a laugh
Give fair opportunities and can prepare you for college	Gives experience and looks good on CV	Helps with CV preparation but more support in this area needed		Gives chance to do Leaving Certificate
You can do something you like	Gives opportunity to give something back		Not treated like a baby. Can wear own clothes	Don't have to wear a uniform
You get encouragement from staff	Keeps you busy and out of trouble		Helps you stay out of trouble	Keeps you out of trouble
Gives you courage to get out of your comfort zone	Training is at your own pace		Gives you further education and you can get certs	Can do other courses after Youthreach
Negatives	**Negatives**	**Negatives**	**Negatives**	**Negatives**
	Can get stressed	Pressure/working to deadlines	Need better laid out premises and bigger rooms	Groups in centre too big
	Being judged	Courses too short	Stopped by Garda	
	Personality clashes In some cases bullying	Computer courses should be more practically based	Drug dealing nearby project. Change location	Need new building with a lift
	Feeling frustrated		Annoying people	
	Small allowances	Small allowances	Small allowances	Allowances too low
	Maybe not fitting in		More young people needed	
	Bad communication between staff and young people		Need for fortnightly trips out of the project	Not enough funds for other activities and trips out

The young people in the five focus groups were asked to identify the positives and negatives of training and education programmes based on their own experience. Focus group 1 comprised members with the

80

youngest age range and least experience of Community Training Centres and Youthreach Centres. In fact members of this focus group were all attending second level schools. The vast majority of the members of the other four focus groups were currently attending CTCs and Youthreach Centres or had previously done so. The range of positive aspects of CTCs and Youthreach Centres are outlined in table 5.3 above.

Grouping the positive aspects as mentioned by the young people, nine overall areas emerge regarding education and training centres in particular CTCs and Youthreach Centres. These centres provide:

- Supportive and encouraging staff
- Financial incentives (Allowances)
- Structure and focus
- Appropriate pacing
- Flexible rules
- Experience of adult relationships
- Opportunities to develop and progress
- Certified training
- Assistance with securing employment and further training

Each of the nine identified areas are reflected in the comments and terms which young people mentioned within the five focus groups. For example supportive and encouraging staff are referred to across the focus groups by terms such as:

"You get encouragement from staff"

"Staff are helpful and rules are okay

"Staff have time for you"

"Good teachers who support and guide you"

In terms of structure and focus, CTCs and Youthreach Centres:

"Are Places of safety"

"Give structure"

"Gives you something to do"

"Helps you stay of out of trouble"

"Keeps you out of trouble"

The importance of employment and training are reflected by references and terms such as:

"Can give help with finding a job"

"Can prepare you for finding a job"

"Gives you further education and you can get certs"

"Can do courses after Youthreach"

Focus groups 2 to 5 that had experience of CTCs and Youthreach Centres made particular reference to the positive aspect of receiving learner/student allowances with focus group 3 stating that they should be increased.

All focus groups except focus group 1 expressed a range of negative views and statements regarding CTCs and Youthreach Centres and these are outlined in table 5.3. These cluster into five broad areas as follows;

- Learner/student Allowances too low
- Stress and pressure to meet deadlines
- Need for new or improved building and facilities
- Need for additional social activities
- Personal and interpersonal difficulties

Significantly learner/student allowances were deemed to be too low by young people who were participating or had participated in CTCs and Youthreach Centres. According to some focus groups the requirements and demands of the centres could give rise to stressful situations in some instances. Young people in focus group 4 stated that the location of the centre was in close proximity to the open street dealing of drugs. This had resulted in young people on occasion being stopped and questioned by the Gardai. Overall the young people who participated in the focus groups were broadly positive regarding CTCs and Youthreach Centres recognising that they combined structure, opportunity and support with some measure of financial incentive.

Table 5.4: Supports to assist Young People remain in Training and Education Programmes

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5
Teachers who respect you	Counsellors and staff who can be trusted	Access to the support of a counsellor and social worker	Increase level of Allowances	Staff who have time for you unlike school
Less pressure	Group/Peer interventions to support young people	Proper amount of work which balances challenges with ability to achieve	Develop new bigger centre with sports and gym complex	
Less work and not being pushed too hard	Wind down one to one session at end of the day	Creating place of safety with no bullying	No docking of learners receiving Euro 40 per week allowances	
Making learning fun	More education on emotions enabling young people to "open up"	Certified Courses which give good education	New courses which help with getting a job (e.g. beauty, reception, photography, mechanics)	
Getting the balance right	Sessions in mindfulness	Providing courses which are equal	For Learners aged over 18s in receipt of Euro 160 no docking on first Euro 100	
Building your self confidence	More young leaders as role models	Continue approach of treating young people like adults	Shorter classes	
	Development of a buddy mentoring system between older and younger young people	Additional support by way of food and grants		
	Staff who are there for young people while at the same time who are professional			
	Creating environment where you can learn from mistakes	More access to wi-fi		

The five focus groups were asked to identify supports which would assist young people to remain in training and education programmes. A wide range of suggestions were made and are outlined in table 5.4. They cluster into the following three broad areas as follows:

- Supportive, professional staff who are respectful and possess an appropriate range of skills
- A safe, flexible and fun training and learning environment
- Certified and relevant courses

The need for professional trusted staff coupled with a supportive environment was deemed as important and is indicated by terms such as:

"Teachers who respect you"

"Counsellors and staff who can be trusted"

"Staff who are there for young people while at the same time who are professional"

"Access to the support of a counsellor and social worker"

"Staff who have time for you unlike school"

"Sessions in mindfulness"

The importance of the training and learning environment is highlighted by reference to:

"Creating place of safety with no bullying"

"Proper amount of work which balances challenges with ability to achieve"

"Less work and not being pushed too hard"

"Shorter classes"

"Getting the balance right"

The centrality of certification and courses are indicated by reference to:

"Certified courses which give good education"

"New courses which help with getting a job (e.g. beauty, reception, photography, mechanics)"

Focus group 2 in particular had some interesting suggestions to make regarding both support and the learning environment. This group made reference to the need for group/peer interventions, wind down sessions, education on emotions, mindfulness, young people as role models and the development of a buddy system. The need for basic material support and sustenance was mentioned by focus group 3 where they refer to the need for food and additional financial support for young people by way of grants.

For focus group 4 the issue of learner /student allowances looms large. The need to increase the learner/student allowances and not to "dock" young people for absences or failure to attend the centres needs to be implemented in a flexible and understanding manner according to this group. Furthermore this focus group took the view that young people aged over 18 years who are in receipt of learner allowances should only be "docked" on the portion of the learner allowance above the normal Social Welfare payment.

Overall the five focus groups identified relevant supports which would assist young people to remain in training and education programmes. The supports identified tended to cluster on the personal, environmental and cultural. Significantly during discussion some members of focus group 1 viewed CTCs and Youthreach Centres in a somewhat negative light and would not tend to recommend them to other young people. As was noted earlier the members of this group were all attending second level schools and were intent on completing their second level education. Conversely all the members of Focus Group 3 were positive about participating in CTCs and Youthreach Centres and would recommend them to their peers as being beneficial. They especially highlighted the flexibility and support provided by staff.

Table 5.5: Young Peoples' Hopes and Aspirations for the Future

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5
Become an actor	Complete an apprenticeship and run a garage/start own business	Have a successful life	Have a healthy life	Get a good education
Become a pastry chef	Manage singers and performers	Have own outdoor pursuits business	Have enough money	Have decent amount of money
Become a performing spoken word artist	Become an entrepreneur	Not be on the dole	Get a good job that's pays	Get a job
Become a mid-wife		Get a house	Get a house	Build own house
Get chance to travel	Travel the world and work as you go	Travel with a trade	Travel the world	Travel
Do Social Care course in college	Become an area manager for clothing company	Go to college		Go to college And get good qualifications
Become a primary school teacher	Become a tattoo artist	Play GAA for Dublin		
Become a beautician	Have more children	Have children	Have a family	Have a family
Become an animator	Chill out	Have own business doing animation		Have own business
Become a nurse		Own a car	Have a nice car	Have a car
Work as a special needs assistant		Get a dog		Have a holiday
		Win the Lotto		

To conclude the discussion each focus group was asked to outline their hopes and aspirations for the future. The vast majority of the young people individually stated their hopes/aspirations. In some instances some items had multiple respondents. For example "get a house", "own a car" was referred to by a number of young people within the same focus group. The hopes and aspirations mentioned clustered into broad areas as follows;

- Secure a good job
- Have a family/children
- Get an opportunity to travel
- Own a car
- Go to College
- Get/build own house
- Own a business
- Have healthy/successful life

These hopes and aspirations were a mixture of positive intent combined with wishful thinking. For example where young people mentioned specific jobs or employment they could outline and articulate actual steps which they were taking in order to achieve their goal. This was true across all the focus groups to a greater or lesser extent but particularly for Focus Group 1. Even within the focus groups comprising older young people there were indications that they had given some thought to achieving their hopes and aspirations. This positive and hopeful finding is in contrast to the bleak imagery and description of the north inner city which was articulated by the young people at the commencement of

the focus groups. Overall the young people wished for positive and beneficial things in their lives both now and in the future while at the same time understanding that the area in which they lived faced many challenges and issues.

5.2 Focus Group (Adult and Community Education Providers)

A focus group was held with representatives from eight adult and community education providers located within the north inner city. The majority of these providers were in receipt of tutor hours from CDETB rather than annual contracted funding to support programme provision. The providers were asked to consider the following four questions;

- What are the major challenges facing adult and community education providers in the north inner city?
- What specific supports do participants/learners need?
- Ideally what would you need to improve and develop local community based adult education services?
- Have you any suggestions as to how CDETB funded services in the north inner city could be better integrated?

During the focus group providers' responses were compiled onto a flip chart with follow on group discussion of each question on a rolling and interactive basis. At the end of the meeting the points on the flip chart were run through to ensure participants were in agreement with what had been captured and recorded. The focus group lasted approximately one hour.

Challenges facing community based adult education providers:

- Resources are stretched providing courses and programmes
- Participants on courses/programmes are in poverty with additional costs impacting their participation (e.g. books and materials)
- Department of Social Protection (DSP) influencing participants and the choice of courses/programmes they can participate in
- Fears and barriers can be generated for participants by the requirement to give and share Personal Public Service (PPS) numbers
- Current provision is less learner-centred than was the case previously. There is more of an emphasis on accreditation therefore less flexibility for participants to be involved in courses/programmes on a drop in/drop out basis
- The combination of modules are being more determined for participants rather than they choosing them themselves
- There has been a shift from a "life-long learning approach" to a more "work ready approach". This is impacting on participants hope and is not acknowledging their life experiences and circumstances
- More time is now spent on reporting and administration than was the case previously
- There has been a shift away from a qualitative to more of a quantitative approach with an emphasis on numbers and value for money
- The measurement yardsticks currently being used are wrong and these have impacted on the relationship based approach of adult and community based education

Supports participants/learners need

- Tutors are working with participants who have multiple needs (e.g. dyslexia, Asperger's)
- Many participants are referred to courses by DSP without having completed proper assessments or being provided with proper supports. Even in cases where professional assessments can be accessed, factors of cost, time and support arise
- Some participants have very basic needs, they are hungry and need food for example
- There is a need for further training of tutors, particularly in relation to their understanding of participants background and circumstances and an understanding of a community development approach to adult and community education
- Tutors need to be familiar with a learner centred approach rather than a project/task focused approach
- In general there needs to be a greater understanding of the background and profile of participants. Also an acknowledgment that they require additional supports, flexibility in approach and good staff to participant ratios
- Due to increasing requirements the ability to undertake one to one provision has declined in recent years
- It would be useful if providers could have additional support sourcing suitable placements for participants (e.g. possibly making use of CDETB connections and links to local companies and businesses)

Needs of adult and community education services

- It would be very beneficial if tutor hours could be guaranteed for a full year
- It would be useful to have a list of tutors outlining their experience and background
- Useful for providers to develop relationships with CDETB staff regarding the tutors
- Can there be a facility to accredit in-house training as the QQI process is difficult and costly?
- Providers are restricted to CDETB paid tutors, therefore the courses/programmes they are qualified in can only be delivered
- There needs to be a balancing of the relationships and approaches between DSP, QQI, CDETB and adult and community education providers. It was emphasised that community based adult education providers operate from a life-long learning ethos
- Policy makers need to value community based adult education and the ring-fence specific funding to resource it
- General recognition by the providers that without CDETB tutor hours, the training opportunities for Community Employment (CE) participants would be severely curtailed and impacted
- Open acknowledgment from the adult and community and education providers in attendance at the focus group that CDETB staff do understand the approach they use

Suggestions for better integration

- Establish, develop and support a local adult and community education network that meets twice yearly
- Maintain and resource the Community Education Facilitator (CEF) role
- Compile a profile directory of tutors inclusive of their qualifications, background and experience
- Establish informal communication networks by way of e-mails
- Commission a piece of research which focuses on the qualitative benefits of adult and community education

- Commission a piece of research which focuses on the outcomes of adult and community adult education which goes beyond the FARR system. Providers at the meeting were of the view that the FARR system is too restrictive and tends to measure the wrong things in the context of adult and community education

Section 6: Themes and Issues

This section outlines the main themes and issues arising from the on-site structured interviews which were conducted as part of the research process. A total of 26 interviews was conducted involving 40 people. The criteria for the interviews were that interviewees were senior staff and or board members who were in a position to speak in an informed and knowledgeable way for and on behalf of individual services and projects. Interviews were held in the premises of each service and project during the period April to June. At the end of June 2016 the composite themes and issues arising from the interviews were presented back to three separate sectoral group seminars with follow-on facilitated discussions. Almost 60 people attended and participated in the meetings with the vast majority from the local community managed services and projects alongside relevant CDETB staff. A second round of sectoral seminars were held in December 2016 with similar numbers in attendance. Draft recommendations arising from the research and review process were presented and discussed. The identified key themes and issues on a sector by sector basis are outlined below interspersed with comments from interviewees and photographs from the sectoral seminars:

6.1 Community Training Centres

- There are difficulties recruiting learners for CTCs with resultant vacancies in the centres
- CTCs are operating in a competitive environment with particular concerns expressed regarding private providers and the potential siphoning off effect they may be having in relation to the recruitment of learners
- The referral of potential CTC participants to Job Path programmes is also impacting the recruitment for CTCs
- There are concerns regarding the future role of CTCs and maintaining staff morale and focus in an uncertain environment
- Many learners entering CTCs have complex needs and live lives of great adversity
- Literacy and numeracy is a major issue for many learners
- Gangland crime and drug misuse are factors impinging on the daily lives and reality of learners
- The current violent feud in the north inner city has impacted the area in a negative way and has given rise to fear and apprehension
- All CTCs work to a business plan which outlines targets and future outcomes
- All CTCs balance a structured training environment focussed on achieving and progression with relevant support to respond to learner needs
- CTCs have experienced staff who are familiar with the needs and backgrounds of learners. Some staff may be in need of re-training and upskilling to meet changing circumstances
- The process for learners to access a CTC can be cumbersome and takes time and can result in potential learners being lost or not following through on a place in a centre. This is unlike Youtreach Centres where the recruitment and acceptance process is simpler and more speedy
- Some learners in CTCs can be adults before their time and have caring responsibilities within their families at an early age
- Some learners can be very immature and be influenced by very negative role models and drawn into criminal and illegal behaviour
- Learners experience of the education system can be negative
- CTCs in the north inner city are operating in local communities with high levels of need and social stress. Multi-generational unemployment is common place among these communities
- The Funding Allocations Request and Reporting (FARR) system is too quantitative based and does not take account of qualitative outcomes for learners

- There are examples where courses and programmes have changed in light of altered circumstances
- DSP Placement Officers do not appear to have a knowledge of what CTCs do and who they cater for. This lack of knowledge can impact the referral process to CTCs
- Is there an issue with the public perception of CTCs? Are they viewed in a negative way which may put young people off attending the centres?
- There needs to be a positive public relations and publicity campaign to inform service providers and potential referrers regarding the work of CTCs

A selection of quotes from the interviews held within the CTCs reflect the issues outlined above:

"Many learners suffer from low self-esteem and lack of self-confidence while mental health can be an issue for some. Family breakdown, drug misuse, homelessness, accommodation and suicide issues are common place. We have a counsellor who comes once a fortnight and she is busy. Gang issues also impact young people and Intimidation can be present connected to small amounts owed for drugs. This affects the lads more so than the girls"

"Currently progression is measured by jobs, apprenticeships, and further education and training. The definition of progression needs to be broadened to include the development of social skills, behaviour skills and the ability to sustain themselves (learners) in a work setting"

"The policy with DSP is to prioritize work first rather than education. Case workers often don't know about CTCs, Youthreachs and LTIs, they are not on their radar. There is a lack of awareness. They are learning on the job and are not given training. The impression is given that the PLSS (Programme Learner Support System) covers everything but it doesn't include the local stuff"

"Currently there is no structure or mechanism for the 5 CTCs and 3 Youthreach Centres to meet to discuss the courses being delivered and how effective they are………………People need to be open to move into space to explore options and to shape and be part of a process"

"Quite high demand for literacy and numeracy support. Learners do tests as part of their induction process into the centre and also taster programmes and skill sampling before making their final choice………The number one obstacle to recruiting learners is the proliferation of private providers. The policy seems to be to for Intreo to fill private providers first"

"The FARR system is quantitative based with no room for case studies, personal stories or narratives. Complex needs are not recognised on the system. Progression needs to be looked at differently, it is not just a numbers thing…………………..Positive if there was a pooling and looking at what each CTC does then you could have core courses and elective ones that young people could enjoy"

Participants at the CTC, Youthreach and LTI Sectoral Seminars get down to work

Participants focus on the key issues and challenges facing training and education providers

6.2 Youthreach Centres

- The numbers of students in Youthreach Centres are down with centres not reaching their full capacity
- There is competition between centres regarding the recruitment of students/learners
- Social issues in the north inner city are negatively impacting students, in particular high unemployment, crime, shootings and the selling and misuse of drugs
- Youthreach Centres have reduced access to psychologist support than was the case previously due to the reductions in the capacity of the CDETB Psychological Service
- Young people are being retained in second level school longer thus impacting the potential pool of referrals to Youthreach Centres and CTCs
- The nature of Youthreach centres are changing due to the increasing pressure and requirements on the centres. Social interaction with students is suffering due to increased demands and less flexibility
- Important that Youthreach staff have an understanding of group dynamics in order to successfully work with students
- Mutual respect between staff and students is central to the Youthreach approach
- Youthreach centres have to thread a delicate balance between "being a school and not being a school"
- Courses in Youreach centres have changed in light of altered circumstances
- Youthreach centres afford students space and support to act as young adults and take appropriate responsibility
- Is there an optimum size for a Youthreach centre?
- Is there a reluctance on the part of DSP to refer young people to Youthreach centres and CTCs? Are the centres viewed in a negative light?

A selection of quotes from interviews with Youthreach staff highlight and re-inforce the issues outlined above;

> *"The 3 Youthreach Centres and 5 CTCs are trying to cater for everybody with different centres fighting their own patch. There needs to be a coming together and more formal meetings to discuss issues and problems. There should be more communication, we are all under the same umbrella but very much apart"*

> *"The level of dysfunction amongst learners is high but their ability to cope low. The centre is trying to do academic work scaffolded by supports, it's a balancing act between education and support…………….We are trying to hold people within certain boundaries while getting a balance between parenting and care and giving them adult challenges"*

> *"Relationships between CTCs and Youthreachs in the area are individually based and not formal. A network between them would be useful if it worked well but real work is necessary to make it happen. Recruitment and referrals to Youthreach centres need the support of the youth services and projects and adult education programmes"*

The views and experience of Youthreach staff are echoed in a study published by the National Educational Psychological Service (NEPS) in early 2017. The study profiled Youthreach learners as young people with particular needs and stated in its conclusions (p47):

"This research study presents evidence of the existence of a significant level of difficulty and risk among young people attending a Youthreach centre………..The study also found that a very significant number of the learners had experience of multiple adverse events growing up"

Some Youthreach and LTI participants tease out the issues in small group discussion

6.3 Youth Projects/Services

- Voluntary based relationship central to the youth work process and approach
- The youth work approach is a balance of acceptance, structure, support, responsibility and fun
- Young people in disadvantaged areas like the north inner city need safe places to meet, mix and socialise with positive role models
- Essential that young people have a sense of ownership and identity with a youth project/service and the space and premises from which it operates
- Reductions in funding for youth work has impacted the range and level of provision of youth work in the north inner city. It has also reduced the ability of youth workers to engage in ongoing inter project/service communication and contact
- Programmes provided are a blend of open access/drop in, general activities and more structured developmental programmes
- All youth projects/services engage in planning and review processes
- There are increasing demands and requirements on voluntary management boards therefore boards require members with an appropriate range of skills and experience
- Volunteers play an important role and undertake a range of functions and duties in supporting the delivery of youth work services
- Some youth projects/services have commenced working with some local schools in a formal and structured way
- Some youth projects/services have engaged and commenced work with young people who are foreign nationals and from the new communities
- Young people in some parts of the inner city are living in communities and circumstances where illegality and negative role models can seem attractive. This can give rise to the seeming attraction of illegal and quasi legal drug dealing
- Young people can be exposed to the flaunting of ill-gotten goods and this can give rise to jealousy and envy of those who have acquired such goods
- There is open, visible street dealing of prescription drugs in some parts of the north inner city
- The current criminal feud and shootings is giving rise to fear in the community and the seeming normalising of abnormal/illegal acts and behaviour
- Through the provision of youth work services and supports the question was raised as to whether the most troublesome young people are being rewarded?

- The question was also raised whether the youth projects/services in the north inner city are working separately and in silos?

Some quotes from the interviews held with youth work staff give voice to the issues and concerns outlined above;

*"Social, economic and educational disadvantage is common in the area and young people are exposed to high levels of crime and drug dealing. Young people gossip and talk openly about who is dealing and they see the perks of drug dealing like **the cash, the cars, the clothes**………………..It has become more acceptable now and young people look at their peers who are involved."*

"Young people need a safe place with a structure where they can build positive relationships with adults, they need positive alternative role models. They are watching people with the cars standing up to authority. Young people realize there are two roads, the one with the risks of the drugs and the shootings or the right one through the youth project. We help to build their confidence and self-esteem so that they can say what they want………………You don't need to fill young people's time up all the time, they need time to hang out and explore but you need to be out on the streets and get them before they get involved in dealing"

"We have our own premises, it is a core focal point. The young people identify it as their space. They are welcomed and accepted where they are at and are given respect. We have definite guidelines, boundaries and discipline but once an issue is dealt with we all move on"

"The biggest issue facing the area is drugs and violence. The level of drug dealing is the worst now. The young people are seeing it as an acceptable way of life. The older ones are getting sucked in to the dealing, a lot of them see it as easy money"

"We work with a broad spectrum with a wide range of needs. We try to maximize the benefit of the resource to the community and reach out to as many people as possible. We work with the tough young people and don't gravitate to mainline young people…………We treat people with dignity and respect and have expectations for ourselves, leaders and groups"

"Crime and violence are big issues in the area. The handling and moving of guns is an everyday occurrence for some of the young people especially the over 14s, less so for younger ones. The threshold has changed and there is a higher acceptance of violence. There is pressure to get involved in drug dealing"

"The gangland stuff is not much around here, it has had less of an impact, its' not talked about as much. Visible armed police presence not as much here. Alcohol, pills and grass are huge but not a real street presence of drugs or dealing. There is some open drug use and some injecting but the residents stop it………..Our programmes are based primarily on the needs of the young people, we try and do what the young people want and need…………We have a developmental need focus rather than a presenting need focus. We don't just do activities for activities sake, there is thought behind it"

"There needs to be cooperation and collaboration to target and service all the young people with individual projects taking on particular aspects. We need to break down the territory and area barriers for young people. This requires openness and linking up. It takes a whole village to raise a child. There would be positives but it needs a lynchpin to do it. Could that be the CDETB? There

needs to be a sharing of information which enables the tailoring of programmes and there would be huge merits in the sharing of resources and facilities"

"There is a need for outreach staff to get young people into youth centres………..Everyone should be networking better, it should be about the young people and not the project"

Participants at the Youth Projects/Services seminars get down to work

Youth Work Seminar Participants discuss the core issues in pairs and large groups

Participants reflect on and discuss the key challenges facing youth work providers

Some participants from youth projects/services see the lighter side of things

6.4 Adult and Community Education Services and Projects

- Flexibility is required in order to remain participant/learner centred and focused on responding to needs
- Some providers harbour fears that courses may become mandatory for participants/learners
- Complexity of participants lives and circumstances requires appropriate pacing
- Poverty, social conditions and fear in the north inner city due to the recent feud and shootings have an impact on adult and community provision and those who will avail of it

- Services and projects are receiving referrals from DSP which are not always appropriate
- For participants in and providers of adult and community education there is an increasing emphasis on labour market activation measures and less on social inclusion
- There is an increasing emphasis on accreditation, employment and further education as the measurement of participants/learners progress and progression
- The previously stated public policy commitment to lifelong learning appears to be getting diluted and undermined
- There is acknowledgment and recognition amongst adult and community education providers in the north inner city of the understanding and support provided by CDETB
- Stressful conditions and uncertain environments can give rise to defensive and protective responses from staff and services and projects
- Adult and community education requires proper recognition, valuing and resourcing

Some quotes from adult and community education providers highlight and underline the points outlined above;

"Is QQI getting in the way? Learners have to build up a folder but the key things are reflection, independence, application and personal responsibility whereas the emphasis is on the folder. You need to go back to where people are at and it is only through dialogue that you can do that…………….Community and adult education should be evaluated as a social inclusion mechanism rather than a labour market activation measure"

"In the FET Strategy the emphasis is on training and education but the white paper had a wider definition of community education. The fear is that community education could get lost…………Progression is not just related to the labour market but also to personal, social and societal change"

"The path to employment is not a straight line, not everyone is in the labour market. Progression need not be vertical it can be a horizontal trajectory, if it is too rigid it doesn't capture the full story………….Tutors in this area (community education) are more skilled, they are not into teaching a subject but into nurturing learners. In community education, community is the touchstone, the approach comes from the bottom up and organically develops over a number of years"

"The possibility to develop is being hacked away due to the funding reductions. Our structure grew organically and people can achieve accredited qualifications. We have become a learner of last resort but not everyone will achieve a full award………………………We need to develop stepping stones or structured paths from one project to another"

"Overall there is a lack of the value of education in the north inner city but the attitude is changing. There is a lot more pride about education, people want a better life for their children. We provide programmes to meet the needs of participants, funders and the market. Some may want to give back to the community by working with the elderly, we help them find their niche"
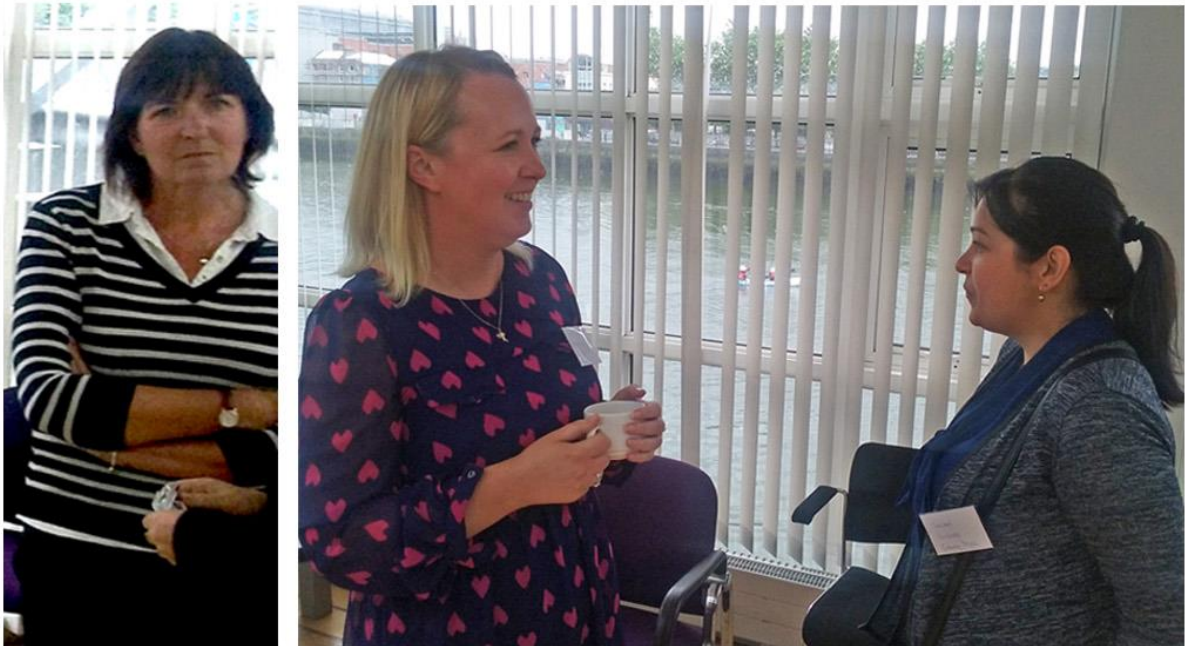
Participants at the Adult and Community Education seminars

Some participants take a well-earned break

Section 7: Findings and Conclusions

This research and review process was based on intensive and open engagement with providers of further education and training, adult and community education and youth work in the north inner city. It also entailed the completion of a profile of the area and the gathering of relevant information on each service and project.

7.1 The North Inner City: The north inner city can appear as an area of relative affluence due to the impact of recent developments such as the building of new apartments, the location of new employment in financial services and the arrival of new residents with high levels of education. These factors can mask a range of social and economic issues and challenges which confront the area namely:

- The existence within the area of higher than national/Dublin city concentrations of lone-parents' resident in local authority social housing

- Severe deprivation cheek by jowl with visible affluence

- A stark, grey and rundown physical environment in some parts of the area

- Criminality with strong connections to the illegal drugs trade

- An ongoing violent feud between two groups one of whose members are from or connected to the north inner city

- The open street dealing of illegal and prescription drugs

- The drawing of young people into criminal activities and their involvement in the illegal drugs trade

- A history of inter-generational unemployment particularly amongst the older indigenous population

- A high percentage of newer residents and new communities who are from outside Ireland which may have the potential to give rise to local inter communal stress

The north inner city is an area which requires special attention. The launch and publication of "Creating a Brighter Future" (the Mulvey Report) by central government is a clear recognition of this fact. The report is an outline plan/framework for the social and economic regeneration of the Dublin's north east inner city with an initial three year time horizon leading to a decade long implementation plan. Particular issues have been identified for priority action namely;

- Tackling Crime and Drugs
- Maximising Educational/Training Opportunities/Creating Local employment Opportunities
- Creating an Integrated System of Social Services
- Improving the Physical Landscape

Progress on these issues would be beneficial for the area and its residents. A focus on what is required to meet the needs and challenges of the wider north inner city and its resident population is in no way to downplay or dismiss the positive developments which have taken place in the area in the recent past. For example the retention of higher numbers of young people in the formal education system, the development of recreational and sporting facilities and the funding of local services and projects. However there is a need to create service delivery structures and further develop opportunities which

maximize the benefits and impacts of what is currently available. This is a key challenge facing the services and projects funded by and through CDETB in the north inner city.

7.2 Services and Projects: As is clear from the current research and review there is a well-developed patch- work of services and projects funded through the CDETB located in the north inner city. These services and projects are delivering much needed educational, training and development opportunities in the area focused in the main on local residents both young and old. The services and projects have developed over the last thirty plus years in response to particular needs, target groups or as funding opportunities arose. There are examples and elements of joint working and collaboration between the services and projects but they tend to be ad hoc and/or reactive to particular situations or circumstances. For example an impetus to inter service/project collaboration could be the requirement to respond to the needs of a particular learner, student or participant. Factors which may hinder or prevent the development of more collaborative and integrated ways of working include;

- Services and projects prioritising the delivery of their own work plans or programmes

- The impact of reductions in funding to services and projects thus curtailing staff time and opportunities to undertake inter service/project work

- The openness and willingness of staff and local management boards to engage in a structured way with other services and projects

- A concern that the fit of one service/project with another may not be compatible in terms of ethos, approach or methodologies

- Lack of knowledge regarding what other services, projects or providers are delivering

Refreshingly both in face to face interviews and in written form the majority of services and projects involved in this research and review were open to and supportive of the need for more integrated ways of working together. In essence therefore the challenge for CDETB and the services and projects which it funds in the north inner city is to move from a *patchwork* **to a** *network* of services and projects. In other words to structure delivery in a more integrated fashion, building on established strengths while still respecting the ethos, history and approaches of individual services and projects. This will require co-ordination, the building of trust and a sharing of expertise and experience. The benefits of a more integrated way of working will be to maximize the impact of allocated resources and to develop positive pathways, progression routes and outcomes for learners, students and participants. The creation and operation of integrated structures will obviously have to be cognizant of the needs and approaches of the three sectors which were party to this research and review.

7.3 Programmes: The services and projects funded by the CDETB in the north inner city provide and deliver a wide range of educational and training courses and developmental opportunities to a diverse clientele and range of target groups. The range of programmes delivered is inclusive of accredited, structured educational and training options to more person-centred and non-accredited opportunities and supports. Across all forms of provision, support is allied to structure. That is all learners, students and participants are involved in services and projects which put a premium on support while at the same time maintain a structured approach. This approach is not homogenous or uniform across the services and projects. There appears to be a spectrum whereby some services and projects place more of an emphasis on support while others have more of an emphasis on structure. The particular focus/emphasis is often shaped and influenced by the needs of the learners, students and participants, the requirements of funders and the ethos, methodologies and approach of specific projects and sectors. For example the approach of a youth project/service would be markedly different from that of a

Community Training Centre. Similarly the approach of an adult and community education centre would differ from that of a Youthreach Centre. That is not to say that one approach is better than the other. Rather it is to say that all have a valid and valuable contribution to make in terms of supporting the development of learners, students and participants and maximizing their opportunities and life chances. The ideal would be that all approaches are complementary to one another thus ensuring a *network and continuum* of programme and service provision. Arising from this research and review process the services and projects funded by CDETB in the north inner city have a real opportunity to develop delivery structures, processes and progression routes to achieve this ideal.

7.4 Participants: Across the 28 services and projects which were centrally involved in the research and review a combined total of 9409 learners, students and participants availed of education, training and development opportunities and support in 2015. The majority 4836 (51%) were female and 4573 (49%) were male.

7.5 Premises/Facilities: The standard of premises and facilities which were visited as part of the on-site interviews both in terms of space available and conditions of operation varied widely. For example some of the CTCs have well developed facilities and would be located at the higher standard level such as North Wall, Stoneybatter, and St. Vincents while LYCS and NCCCAP would be at the lower level. For the three Youthreach Centres, premises and facilities appeared in the main adequate for the provision of programme delivery although upkeep and maintenance was an issue.

 The majority of youth projects/services were located in specific youth work premises. Although some expressed concerns regarding upkeep and maintenance and in one case access, almost all had identifiable bases from which to work from and which fostered a sense of identity and ownership by the young people using individual youth projects/services. The major exception was Stoneybatter Youth Service. This service is located in a Dublin City Council community building in Dublin 7. The youth work team has the use of a small office and storage space within the building and access to an activity room which is also used by DCC staff and local community groups.

Adult education and community education premises and facilities visited were in the main satisfactory. The major exception was North Wall CDP LTI which is operating from a shared and quite small community facility in Seville Place.

7.6 Funding/Staffing: CDETB allocated a total of almost Euro 11.5 million in 2015 to the twenty eight services and projects central to this research and review process. Of this total almost Euro 10 million (79%) was expended on staff and short of Euro 2 million (21%) was expended on non-pay costs inclusive of running and programme costs. A total of 392 staff were employed across the twenty eight services and projects. Full time staff numbered 119 (30%), with part time staff numbering 117 (30%) and sessional/occasional staff numbering 122 (31%). CE/Job Initiative staff numbered 34 (9%). Across the services and projects a total of 101 volunteers assisted with the provision of courses, programmes and activities. This total does not include all volunteers who participate on the management boards of the local community based services and projects in receipt of funding through the CDETB. During the on-site interviews the commitment of service and project staff and voluntary management board members to the education and development of students, learners and participants was very marked.

Alongside the funding for the twenty eight services and projects CDETB also supported voluntary youth clubs/groups and other providers of adult and community education in the north inner city in 2015. The former by way of small grants through CDYSB and the latter by way of tutor hours from the CDETB Adult Education Centre in Parnell Square.

Section 8: Recommendations

Arising from the research and review process of services and projects funded through the CDETB in the north inner city of Dublin the following recommendations are proposed. They represent the best thinking of CDETB and are informed by the views and comments made by service and project providers, the profile of the area and the policy and funding context in which CDETB and the services and projects operate. The recommendations are outlined on a sector by sector basis.

8.1 Guiding Principles

In putting forward the recommendations CDETB has been mindful of and informed by several guiding principles namely:

Allocation: the need to maintain the level of funding allocated to the north inner city through the CDETB in light of the particular circumstances in the area while also having the flexibility to engage in an agreed process of re-targeting and re-configuring of resources to meet specific needs

Co-ordination: the commitment to foster greater awareness, understanding and co-ordination between services, projects and providers in the north inner city who are in receipt of funding through CDETB

Specialisation: the commitment to specialise in terms of local provision, identifying particular services and projects to take a lead role in specific areas or in responding to particular needs and circumstances

Integration: the commitment to develop and support integrated delivery structures for the full range of CDETB funded services, projects and providers in the north inner city in order to enhance and maximize the impacts, benefits and outcomes of allocated resources

Progression: the commitment to develop clear progression routes and pathways for learners, students and participants within and between the services and projects funded by CDETB

8.2 CTCs/Youthreach/LTIs Recommendations

Community Training Centres (CTCs), Youthreach Centres and Local Training Initiatives (LTIs) are well developed and embedded in the north inner city area and many have a long history of responding to the needs of young people in particular early school leavers. A particular challenge facing this sector is the recruitment and retention of learners, students and participants. The recommendations for this sector are as follows;

1. CDETB to establish a network of the 5 CTCs, 3 Youthreach Centres and 2 LTIs as a means (a) to increase awareness and understanding between each service and project and (b) to better integrate and co-ordinate the services and supports each provides

2. In recognition of the large number of new communities and homeless young people resident in the north inner city, the CTC/Youthreach/LTI network to establish formal links and liaise with the CDETB funded Separated Children's Service and the Foundations Project. The former is a specialist service providing opportunities and resources for young people from refugee and migrant backgrounds while the latter works with homeless young people and adults by providing education and training programmes and supports. Both projects are based in the CDETB Adult Education Centre in Parnell Square

3. The 5 CTCs and 3 Youthreach Centres to commit to an agreed process whereby individual centres specialise in particular areas of provision while also maintaining the flexibility to deliver more general training and educational provision. Specialisms or particular areas of emphasis for CTCs would include;

engineering, woodwork, catering, beauty, retail sales, office skills, business administration, sports, child care and the delivery of part time or short term courses

4. Further Education Colleges to guarantee places for learners from CTCs who complete a full QQI Level 4 in a particular training area where there is a natural progression route to a higher level. For example learners who complete child care QQI Level 4 in a CTC would have the option to progress to the child care QQI Level 5 course in Marino College

5. LYCS and NCCCAP to merge into one unified 50 place CTC with specialisms/particular emphases in the areas of Sport, Child Care, and Woodwork. CDETB to support and facilitate the merger process involving the boards of management and staff. The merger process to commence in 2017.

6. The merged CTC to be housed in purpose built facilities as part of the refurbishment of the former Rutland Street School building. The merger process will involve the establishment of a curriculum development group to assess and plan the courses and programmes to be delivered. Central government have made a commitment to fund the refurbishment as part of the Ministerial Task Force on the north inner city. Dublin City Council (DCC) are key stakeholder in this development. The new facilities would be used in an accessible and flexible manner by the range of CDETB funded services and projects in the north inner city. For example a new gym space, wood work area or technology room/space could be used by youth projects/services, CTCs, Youthreach Centres and Larkin Community College

7. CDETB to make funding available for the provision of re-training, upskilling or voluntary redundancy package for CTC staff if required as part of the merger process

8. North Wall CTC to remain a 60 place centre with its current provision unaltered. It would have a recognised specialism/emphasis in garage practice, mechanics and motor maintenance

9. St. Vincent's' CTC to remain a 50 place centre with its current training provision unaltered. It would have a recognised specialism/emphasis in hairdressing and beauty. PLC colleges would guarantee places for learners who complete a full QQI Level 4 in hair and beauty where there is a natural progression route to a higher level. For example learners who complete hair and beauty QQI Level 4 would have the option to progress to QQI Level 5 in Marino College.

10. St. Vincent's CTC to review and consider its provision of subjects in the Junior and Leaving Certificate. This is in light of proposed changes to Youthreach provision outlined below

11. Stoneybatter CTC to remain a 40 place centre with its current provision unaltered. It would have recognised specialisms/emphases in retail sales, catering, office skills and business administration

12. Reduce the capacity of the Transition Youthreach Centre to 60 places

13. Establish the Transition Youthreach Centre as the primary educational centre providing the Leaving Certificate within the network of CTCs and Youthreach Centres in the north inner city. Build on the allocation of qualified teachers in the centre to progress this. Develop multi-entry referral paths and progression routes for learners and students from CTCs and Youthreach Centres to the Transition Centre who may have the capability and interest in completing a Leaving Certificate

14. Develop the Transition Youthreach Centre as a specialist education centre for young people aged 18 to 25 years offering six core Leaving Certificate subjects which may facilitate progression to an Institute of Technology. Within the centre offer an educational experience to learners and students with built-in supports to enable them to achieve academically

15. Maintain the Sherrard St. Youthreach Centre as a dedicated facility offering education and individualised support to young adults experiencing difficulties with alcohol and drug dependency or who are at risk of addiction. Establish stronger links between the CDETB Adult Education Service and Sherrard St. taking into account the target age range that Sherrard St. caters for

16. North Great George's Street Youthreach Centre to remain a 56 place centre. Consideration to be given to dedicating 15 places within the centre for the provision of flexible part-time/sampler courses and programmes. The Centre would have a recognised specialism/emphasis in woodwork

17. Sherrard St. and North Great George's St. Youthreach Centres to share resources and work closely together and to consider the sharing of teaching staff between the two centres

18. CTCs and Youthreach Centres to consider the provision of customised part-time courses and programmes particularly focussed on hard to reach young people and/or young people whose concentration levels are particularly low

19. The two LTIs, INOU and North Wall CDP to liaise and communicate with each other in a closer manner and share knowledge, experience, methodologies and approaches. Both LTIs to build strong links to the CDETB Adult Education Service in recognition of the age range both services cater for

20. CTCs and Youthreach Centres to take cognisance of the experience and lessons arising from Employability Initiatives such as LEAP and to integrate them into their practice and provision. LEAP have agreed to give a workshop on the initiative to staff involved in CDETB funded services and projects in the north inner city

21. CDETB to actively engage in a process with CTCs, Youthreach Centres and LTIs to work out the means and modalities by which the recommendations will be implemented

8.3 Youth Projects/Services Recommendations

It is acknowledged that there is a broad range of well-established and experienced youth projects/services in the north inner city and the intention is to build on their strengths, knowledge, experience and expertise. The recommendations for this sector are as follows:

1. CDETB to establish and support a network of CDETB funded youth projects/services in the north inner city. The network would take account of the experience and work of the YPAR Initiative. At the initial stages the network would focus on initiatives such as joint training and policy development, shared programmes and events, and the sharing of facilities, experience and expertise. Once the network is up and running and relationships have been consolidated, in time the network could work towards joint area planning with the longer term aim to develop an agreed strategic youth work plan for the north inner city. From the outset the network would consider and discuss the means and methods by which young people could be involved in and contribute to its work.

2. Allocate a Liaison Officer from CDETB to oversee, facilitate and support the development of the network of youth projects/services

3. In recognition of the large number of new communities and homeless young people resident in the north inner city, the youth projects/services network to establish formal links and liaise with the CDETB funded Separated Children's Service and the Foundations Project. The former is a specialist service providing opportunities and resources for young people from refugee and migrant backgrounds while the latter works with homeless young people and adults by providing education and training

programmes and supports. Both projects are based in the CDETB Adult Education Centre in Parnell Square

4. In 2017 a process to commence to assess and consider the merging of the Adventure Sports Project (ASP) and the LYCS youth work programme. The process will involve the boards of management, project staff and CDETB. CDETB Liaison Officer to facilitate and support the process in order to maximize the opportunity to create a unified youth service/project based within purpose built facilities as part of the development of the former Rutland Street School building.

5. Source a secure and satisfactory premises for Stoneybatter Youth Services (SYS) in the Dublin 7 area as a matter of priority. This will provide SYS with a proper base from which to deliver programmes and activities and will also foster a sense of "ownership of space" amongst young people using the youth service

6. Source funding to establish a **Street Work Outreach Team (SWOT)** as a new initiative to specifically target young people who are hard to reach or who are failing to engage with or participate in youth projects/services in the north inner city. The SWOT would have a brief and remit from the 10 youth projects/services in the area and would provide work updates and reports to the network. The SWOT would build on the experience and practice of street work currently being undertaken by SWAN Youth Service. The following actions would need to be undertaken to establish the SWOT

- Recruit and employ a co-ordinator/project leader, to oversee and lead the SWOT, develop protocols, working methods, relationships and referrals systems to and from the 10 youth projects/services
- Agree a designated youth project/service to host and employ the SWOT co-ordinator/project leader and the street-work staff

7. Establish a youth/young adult focused **Outreach Guidance Service (OGS)** comprising two guidance counsellors to link and liaise with youth projects/services, CTCs, Youthreach Centres and other CDETB funded services in the north inner city. The two staff to be employed by CDETB and have an operating base in a CDETB premises in the north inner city

8. The OGS and its staff would operate and deliver its services and supports under the auspices and supervision of the CDETB Adult Education Guidance Service. This approach would foster the development of an integrated and a broad age range focused service catering for the north inner city

9. The OGS would liaise and link with local employers with a view to developing an employers' forum whereby opportunities for learner/student placements, traineeships, progression routes and employment could be advanced

10. The OGS would liaise and establish working relationships with the Department of Social Protection (DSP), Intreo, and the Local Employment Service (LES). This is in order to facilitate referrals, information sharing and the development of coherent processes between the DSP, Intreo, LES and CDETB funded services and projects in the north inner city

11. Youth projects/services to take cognisance of the experience and lessons arising from Employability Initiatives such as LEAP and integrate them into their practice and provision

12. Source funding to establish an Equal Youth Project similar to the model which operates in Ballymun. This model fosters interagency cooperation and addresses deficiencies in current services that may block progression into training and education for 16 to 24 year olds. Seek the support and commitment of youth projects/services, CTCs and Youthreach Centres to further this initiative

13. Explore and assess data/information gathering and analysis systems for application and use across the youth projects/services in the north inner city. Liaise with the Department of Children and Youth Affairs (DCYA) in relation to this initiative

14. CDETB to engage in discussions with DCYA regarding the restoration of base-line funding for youth projects/services in the north inner city. This is in order to restore youth work provision in the area to former levels

8.4 Adult and Community Education Recommendations

Adult and community education providers play a key role in the north inner city and deliver much needed services, supports and educational/developmental opportunities to local residents and those from further afield. It is important to support, build on and further develop the work that these services and projects undertake. The recommendations for this sector are as follows:

1. CDETB to establish a forum of adult and community education providers in the north inner city that are in receipt of funding through CDETB. The forum should comprise representatives from the six providers that have annual contracted funding from CDETB alongside representatives from the wider group of providers who are in receipt of tutor hours from the CDETB Adult Education Service.

2. CDETB to allocate a resource person to support the establishment of the forum and to develop its terms of reference and operating structures in conjunction with forum members and senior staff from the CDETB Adult Education Service

3. The resource person with the support of the forum to:

- foster and develop inter-provider information sharing and collaboration
- engage with providers to review and assess how courses, programmes and services could be delivered to meet the changing needs of learners
- undertake outreach work to identify and target learners for classes, courses and programmes
- develop progression routes and pathways for learners into and between the different providers/centres and further afield

4. The resource person to link and liaise with CDETB funded Guidance services in the north inner city with a view to maximizing the links and referrals processes for learners participating in adult and community education services and projects

5. The resource person to organise periodic training events for tutors involved in adult and community education in the north inner city. Depending on the theme/subject matter of the training, some places at the events may be made available to other staff in services and projects in receipt of funding through CDETB

6. The resource person to assess the feasibility of developing an inter-provider newsletter/ezine to facilitate increased communication between adult and community providers within the north inner city

7. The resource person in conjunction with the forum to compile an overview of research in relation to the capturing of qualitative outcomes which may have application for adult and community education providers in the north inner city

8. The resource person to research models of funding of adult and community education with a view to outlining viable options and possibilities for discussion and review

9. CDETB is committed to adult and community education providers maintaining their own Quality Assurance (QA) and will assess the infrastructure and supports required to enable them to continue to do so

8.5 Structures

In order to bring coherence to the recommendations for future provision outlined previously it is important to develop individual sectoral structures alongside unified cross sectoral structures. That is to establish structures which cater for both the more immediate and operational as well as the longer-term and strategic. Such a structure is required in order to recognise and give expression to the contribution and experience of the different sectors and stakeholders. The structures need to be built on;

- The experience of the research and review process to date
- The further development of working relationships between directly managed CDETB services and local community based and managed services and projects funded by CDETB
- The provision within and between the three sectors and the need to increase inter sectoral awareness and understanding
- Current needs and future requirements

It is recommended that the following structures for services and projects funded by CDETB in the north inner city be developed and implemented.

1. The **three sectoral networks/forum** previously referred to above would comprise;

- A nominee from each of the community based services and projects within each respective sector (plus in the case of the adult and community education providers forum, representatives from providers in receipt of tutor hours)
- A CDETB staff member who has work and area responsibilities for a specific sector

The members of the three sectoral networks/forum would develop and agree terms of reference and remit, operating structures and procedures. The intention is that the networks/forum would meet reasonably frequently with a minimum of 6 meetings held each year. A **major focus** of the networks/forum would be on **operational and immediate service delivery issues** within their respective sectors.

2. Establish a CDETB sponsored **North Inner City Forum (NICF).** The membership of the NICF would comprise;

- Two nominees (non CDETB staff) from each of the 3 sectors networks/forum referred to above. The nominees would be selected and agreed by the local community based services and projects that are not directly managed by CDETB
- A minimum of three CDETB staff members who have responsibilities for and work with each of the 3 sectors
- Nominees from CDETB colleges and schools based in the north inner city
- A nominated chair from within CDETB staff

The central purpose of the **NICF** would be to take **an overarching and strategic view** of the services, projects and supports funded by CDETB in the north inner city. It would develop a defined terms of reference and operating procedures and would meet quarterly.

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