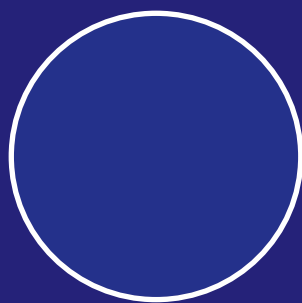




# **Respond! Education Strategy 2012 - 2015**

**Celebrating 30 years  
of Respond! Housing  
Association**



# **Respond! Education Strategy 2012 - 2015**

## **Celebrating 30 years of Respond! Housing Association**

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Respond! Housing Association is a company limited by guarantee and registered in Dublin,

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## Respond Education Strategy 2012 – 2015 Foreword:

Since Respond! appointed its first Education Officer in 1992, when it pioneered family housing and Pre- and Post-Tenancy Training programmes, Respond! Education has developed to work with a host of stakeholders across the housing and community sectors, offering estate-level, area-based training and a range of third-level programmes. **This Respond! Education Strategy 2012-2015 presents an extensive range of in-house educational and training programmes which address three core groups:**

### 1. Respond! Residents

The core of our education work remains that of capacity building, community development, engagement and empowerment - working with residents to help create resourced, integrated communities which are outward looking in vision and inclusive in praxis. Respond! Education seeks to provide residents (and other stakeholders) with the knowledge, skills and analytic tools necessary to engage creatively in estate management, community development and social analysis to bring about more just and inclusive communities for all. **The goal is to offer residents opportunities for ongoing personal and community development if they choose to avail of same.**

### 2. Outreach Education

Respond! Education offers courses for local authority staff, public servants, other NGOs and the wider community. These include a suite of 1-day workshops, seminars and short courses delivered in Respond! Training Centres, or on-site, to suit external agency needs. Respond! also works closely with many local VEC programmes, a relationship which we intend to foster over the life-span of this education strategy. Longer duration academic and professional courses are also offered. We are accredited to offer FETAC and HETAC courses and have collaborative relationships with the National University of Ireland Maynooth (NUIM), the Chartered Institute of Housing (UK) (CIH), University College Dublin (UCD), other third level institutions and community education bodies such as the Irish Vocational Education Committees (VECs).

We have over 20 years experience in designing and running participative and academic training in housing and community studies. We look forward to continuing to help local authorities, public, community and NGO sectors address the needs of local communities, working collaboratively with residents and service providers to enhance personal and social well-being.

### 3. Staff education and development:

Respond! HR seeks to recruit, retain, train and deploy an interdisciplinary complement of dedicated and professional staff to meet the best practice standards as social landlord: in fulfilment of our anti-poverty ethos, mission statement and company objects. We are committed to on-going staff training and development via induction training, corporate core competencies, continuous professional development, and job-specific training. Much of the in-house staff training can be readily adapted to suit the needs of other NGOs and local government and public sector agencies.

Respond!, celebrating its 30th year since its foundation, will continue to foster collaborative and positive relationships across communities. As Paulo Freire (the Brazilian educationalist) pointed out: "Education is never neutral!" We hope our joint work in education will help build more inclusive and sustainable communities in which all are welcomed and can flourish.

*Patrick Cogan, ofm*

*July 1<sup>st</sup>, 2012*

## Section 1: Introduction

This Respond! Education Strategy sets out the origins, ethos, principles and pedagogy espoused by Respond! Education. It details three core Respond! Education target groups illustrating these with examples of the work involved. Detail of targets, resources, timelines, and costs are appended to facilitate regular update. Also appended is a list of the current courses offered by Respond! Education and our partner agencies. A short profile of the Respond! Education team and of other Respond! personnel involved in education delivery is also appended, as are details of the Respond! Education and training centres currently used.

This Respond! Education Strategy document is intended primarily as:-

- (a) an overview for current and prospective residents, students and others who partner us in this work of education and empowering residents, students, volunteers and staff alike to realise their potential and that of their communities in the interests of all, particularly those most vulnerable.
- (b) an in-house document setting out the core ethos, goals, targets as a guide for Respond! staff and as a baseline against which to review the work undertaken. (See appendices for implementation plan details).
- (c) an overview of the Education & Training dimensions of Respond! work to those as yet unfamiliar with the ethos, educational philosophy and range of Respond! Education programme.
- (d) a synopsis of Respond! Education for guest lecturers and speakers working with Respond! Education in the delivery of our many strands of education and training.

This strategy sets out the Respond! Education vision for the coming three years 2012-2015, but will be reviewed and refined after an initial period in January 2013.

## Section 2: Respond! Origins

Respond! was founded in Waterford City in 1982 at a time of severe recession and unemployment. It started from small beginnings, informed by a commitment to those experiencing poverty. Respond! is a Company Limited by Guarantee; it is recognized by Revenue Commissioners as a Charity, and is a Voluntary Housing Association recognized by the Department of the Environment, Community and Local Government (DECLG) as an 'approved housing body' (AHB) and is therefore eligible to draw down capital grant aid for housing, or other schemes advanced by the DECLG.

### 2.1: Respond! Mission and Ethos

*The following excerpts from the Respond! Memorandum and Articles of Association (1982) indicate the core rationale and approach of Respond! work:-*

Respond! sets itself to “**prevent and relieve hardship and distress** amongst those who are homeless and amongst those in need who are living in adverse housing conditions for the benefit of the community as a whole”.

We are concerned to “**advance education, relieve poverty** and to further other charitable purposes beneficial to the community.”

We do this by the provision of **housing in supported communities** and, where possible, in **integrated estates. We see the advancement of educational opportunities as a core vehicle in our aim to relieve poverty.**

Respond! is **Christian in origin and motivation and non-denominational in operation.** We see the provision of housing in resourced communities not as an act of 'charity' but as one of 'justity': a right which should be available to all. This stance influences all of our educational output.

Respond! has a Franciscan rooting whose founder-directors were all franciscans in Waterford.

**Volunteerism** is core to the Respond! philosophy and work. Respond!'s Board of Directors and Staff work with the support of some 400 nominated volunteer-leaders or 'enablers' operating at 'cluster' or cross-estate level, for the betterment of whole communities and regions.

The **principle of subsidiarity** (i.e., decision-making located as close as possible to those on whom it impacts) is aspired to in the collaborative work of Respond!.

Viewed from a human rights perspective, the core goals espoused by Respond! Education are to foster:

- Equality of opportunity
- Equality of access
- Equality of circumstance
- Equality of outcome.

The work of Respond! is informed by a structural social justice perspective, which seeks to tackle the root causes of poverty and hardship, rather than just the presenting problems (e.g. homelessness and housing need). To this end, education and training have played a significant role in the work and development of Respond! as it seeks to create the conditions for human dignity and social empowerment. In creating vibrant communities for the good of all, Respond! places centre-stage the needs of those often left on the margins of society and policy-making.

## **2.2: The Early Years: Respond! Education beginnings**

Since its very early days in 1982, Respond! demonstrated a commitment to education and research. It developed Agency Agreement housing for young families in 1984 before any state-supported housing was introduced for this sector. Linking job-creation, training through FÁS and research it undertook a City-wide survey of older persons in Waterford in 1989 and set its housing agenda for older persons based upon its findings. Shortly afterwards, in 1991, it was invited by the Minister for Housing to pilot the new Rental Subsidy Scheme for family housing and, at the same time, it became the first AHB to appoint a full-time Education Officer. To date, Respond! has provided some 5,400 dwellings across the country.

Respond! pioneered and developed Pre- and Post-Tenancy Training programmes in Ireland from 1992 onwards, working in the first instance with Respond! residents to invite them to participation in decisions that affected them, their families and their communities. Since then, Respond! Education has developed to work with a host of stakeholders across the housing and community sectors, offering estate-level, area-based training and a range of third-level programmes. We are particularly grateful to the University of Northumbria, Newcastle, which accredited our first third level course in Housing and Community Studies in 1997, and with the Dublin Institute of Technology and the Chartered Institute of Housing (UK) for their associate support in that venture. That course was optimised into the current Honours Degree course of Housing and Community Studies, in association with UCD. In the meantime, Respond! has achieved accreditation from HETAC as a Third Level College in its own right and developer and deliverer of accredited Third Level Courses.

To date, Respond! has:

- Pioneered Pre- and Post-Tenancy Training on Respond! estates
- Developed job-creation initiatives and Fás training opportunities on its estates
- Initiated regional seminars for Local Authority Personnel
- Training for Trainers (Tenant Participation in Estate Management; Housing & Community Development)
- Area Based Strategy (training local authority personnel on collaborative working with local authority personnel in adjoining counties).
- Established and facilitated Regional and National Networks of Local Authority Personnel in Tenant Participation in Estate Management. (The networks are now under the remit of the DECLG).
- Respond! also pioneered Estate-level education and training in conjunction with residents across the spectrum of ages, from parent and toddler, pre-school, through to adult and 3<sup>rd</sup>-level education.



## 2.3: Respond! Education Rationale

Respond! places a heavy emphasis on education as a tool for social change and transformation: affording opportunities to break the cycle of poverty and to enhance economic and social mobility and integration. It is a vehicle towards human flourishing, and as such, is core to the work of Respond!

The rationale for Respond! Education is based on the following:

1. Respond!'s Company Objects, ethos, and mission statement and its anti-poverty focus.
2. Education as a means to break the cycle of poverty and to effect social change and transformation.
3. Informing Legislative compliance: our duties as social landlord, as employer and service provider to ensure proper standards in terms of competency, currency and quality assurance.
4. Education as a means of developing critical consciousness, inviting an informed and compassionate understanding and commitment to social inclusion. As employer, Respond! invites staff to personal and professional engagement benefiting both themselves and the people they serve.
5. Respond! Education also seeks to create a career pathway in housing and community work for those in local government, public service, community and voluntary sectors. To this end, Respond! obtained FETAC and HETAC accreditation and works collaboratively with other education institutions such as UCD, NUIM, CIH(UK), Waterford Institute of Technology (WIT) several VECs and others, to deliver a variety of courses from Certificate and Diploma to full Degree levels.
6. Respond! Education also seeks to influence and foster advocacy, working for a just and inclusive society, informed by best practice.

### 2.3.1: Respond! Education – Target Groups

The three main groups are:

- Respond! residents, to inform them of their rights as tenants as well as assisting them in accessing personal and communitarian opportunities for growth and empowerment;
- Outreach groups, such as those engaged in community development and estate management, whether through voluntary or public sector organisations; we aspire to engage with those who have a role in the development of public and housing policy; and we look to assist in providing education alongside our construction initiatives in Kokstad, Republic of South Africa;
- Respond! staff, to ensure that all Respond! staff are equipped to deliver best practice models of estate management, community development and education in our programmes.

Of course, we will need to identify and harness the human and financial resources required to implement and market our strategy. [More detail on the target groups and programmes is available under Section 4]

## 2.4: Respond! Education – Approach, Pedagogy and Quality Assurance

The type of education which Respond! intends to offer is community education which brings education and community into a close and more equal relationship. It shares with community development an emphasis on innovative, informal, political education and has been greatly influenced by the Brazilian adult educator, Paulo Freire. Community education also employs a planned programme of education or training which unfolds over time: it parallels community development initiatives which concentrate more generally on harnessing the resources of the community.

The Respond! focus on community education promotes personalised learning and flexibility within the learning group. Participants are involved as partners in identifying needs, designing and implementing programmes, and adapting them on an ongoing basis. The goals of the community education offered by Respond! include not just individual development but also community advancement, especially in marginalised communities. It allows participants to challenge existing structures and enables and encourages them to influence the society in which they live.

We will also seek to provide motivation and opportunity, where we can, for youngsters in our estates to access education according to their needs and their abilities: currently, only some 8% of youngsters from social housing backgrounds access education at third level. This finding is contained in a report by three UCD academics in 2004 (Anne Cleary, Margaret Fitzgerald and Elizabeth Nixon) entitled: *From Child to Adult: A longitudinal study of Irish children and their families*.

### 2.4.1: Validated Education:

Respond! recognises the importance of providing learning which is validated in both the formal and non-formal environment. Accreditation has always posed challenges to providers of non-formal education as it is not always a goal or a necessary outcome for all learners. Hence this Respond! education strategy will work within the National Framework of Qualifications which is the framework developed by the National Qualifications Authority which creates a single system against which all learning can be mapped. It allows for learners to move from non-formal into formal education, from basic to further education, and from further into higher education in a relatively straightforward way.

Where formal assessment is a requirement of an accrediting body, it is envisaged that a combination of different types of assessment methods will be used, such as assignments, projects, learners' records and journals, observations, skills demonstration, examinations and appropriate work-experience placements.

### Quality Assurance

Respond! endeavours to offer education and training, whether non-formal or formal, which adheres to the highest standards. Where formal accredited courses are provided Respond! will adhere to those standards required by the appropriate accreditation authorities. In these cases, the principal quality assurance procedures operated by Respond! are detailed in the Respond! Quality Assurance Manual. These include:-

- (i) Norms and procedures for design and approval of new programmes, subjects and modules
- (ii) The assessment of learners
- (iii) Ongoing monitoring of programmes
- (iv) Evaluation of each programme at regular intervals
- (v) Selection, appointment, appraisal and development of staff

- (vi) Continuous evaluation of premises, equipment and facilities
- (vii) Evaluating services related to higher education and training programmes
- (viii) Evaluating the effectiveness of quality assurance procedures.
- (ix) Evaluating programme outcomes, patterns of assessment, student and employer feedback and satisfaction ratings, and influence (if any) on policy change.
- (x) Integrating feedback from accreditation bodies, staff, students and stakeholders.

These processes include the evaluation of the quality management system itself. This requires a structured process of examination and review to ensure that the quality assurance procedures offered by Respond! are effective and are correctly aligned to the needs of the accrediting body at a particular moment in time.



## 2.5: Wider Educational Policy Framework: International/EU/Ireland

The role of education in Ireland has never been more important – to individuals, society and the economy. Individuals who participate in education are enriched by the experience through enhanced personal development and career aspiration/opportunities. Higher education plays a central role in promoting national well-being and the social, economic and cultural development of the country. Politicians at the European level have recognised that education and training are essential to the development of today's knowledge society and economy. The European Union and the OECD have established various inter-governmental projects, including the Bologna Process whose purpose is to create a European higher education area by harmonising academic degree structures and standards as well as academic quality assurance standards throughout EU Member States and in other European countries. By sharing examples of good policy practice, by taking part in Peer Learning activities, by setting benchmarks and by tracking progress against key indicators, the 27 Member States aim to respond coherently to common challenges, whilst retaining their individual sovereignty in the field of Education policy.

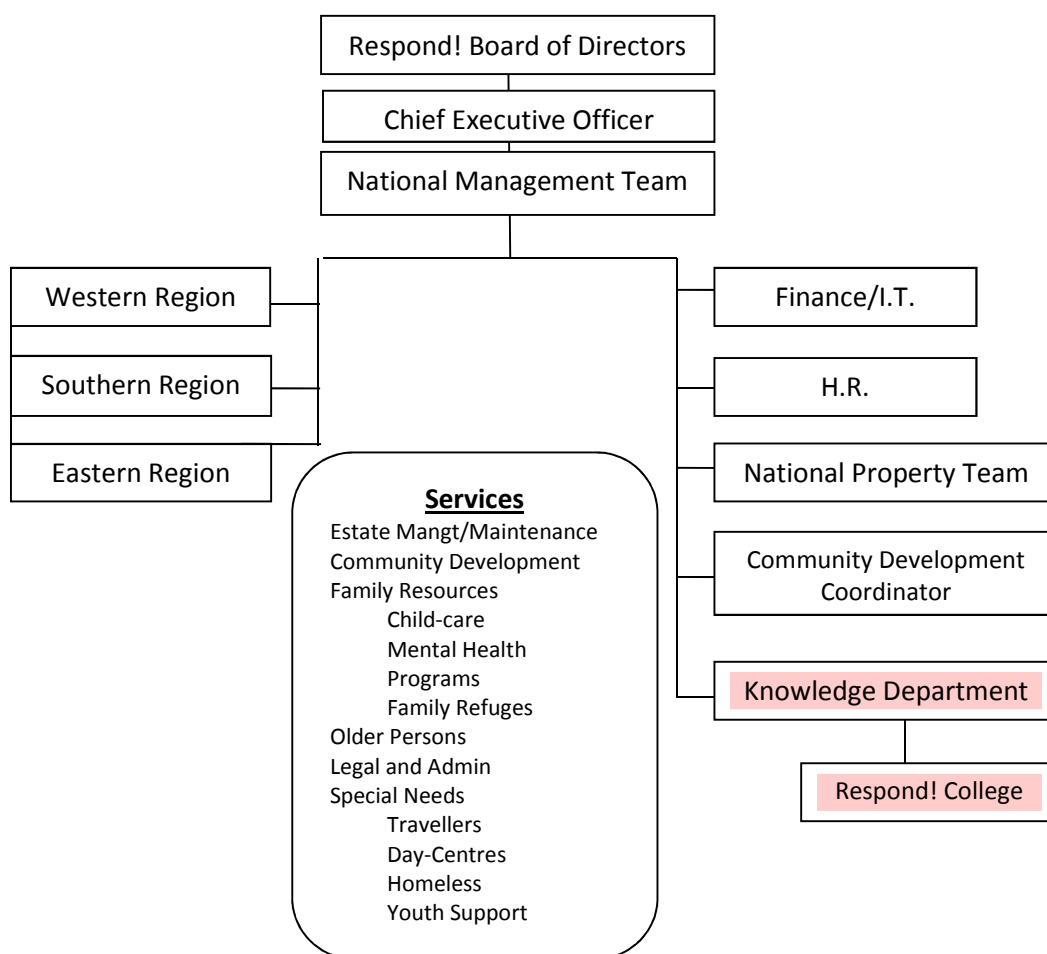
In Ireland publication of the *National Strategy Group on Higher Education* (2011) (commonly referred to as the Hunt Report) recognises the fundamental strengths of our higher education system while also highlighting challenges and opportunities. It sets out an ambitious and challenging roadmap for the higher education sector in Ireland which, if followed, is hoped will help to deliver for the country a progressive society and a vibrant economy. It is envisaged that as the report is reviewed and implemented, Respond! Education will be presented with increased challenges to the delivery of our education programmes to dependent communities and it will be important for all staff to be informed and familiar with current education policy.

## Section 3: Governance

### 3.1: Respond Corporate Governance

Respond! has expanded very rapidly since the early 1990s and now operates in all but three counties in the Republic of Ireland (Leitrim, Roscommon and Westmeath being the exceptions). Respond! has over 300 staff and a further 400+ volunteers and operates nationally in the Republic of Ireland. It has designed and built over 5,400 units of accommodation with infrastructural supports including community buildings, day centres for older persons, childcare and youth facilities in most of its estates.

The Governance Structure of Respond! is as follows:



#### 3.1.1: Operational Governance and Accountability

The Board meets every month and obtains reports from each sector of the organisation and from the CEO and the Company Treasurer. From time to time Managers from particular sectors will make presentations on their work and on any special developments that are being proposed. The Board also considers reports from the External and Internal Auditors and the Finance and Risk Committee.

### 3.1.2: Audit and Oversight Structures

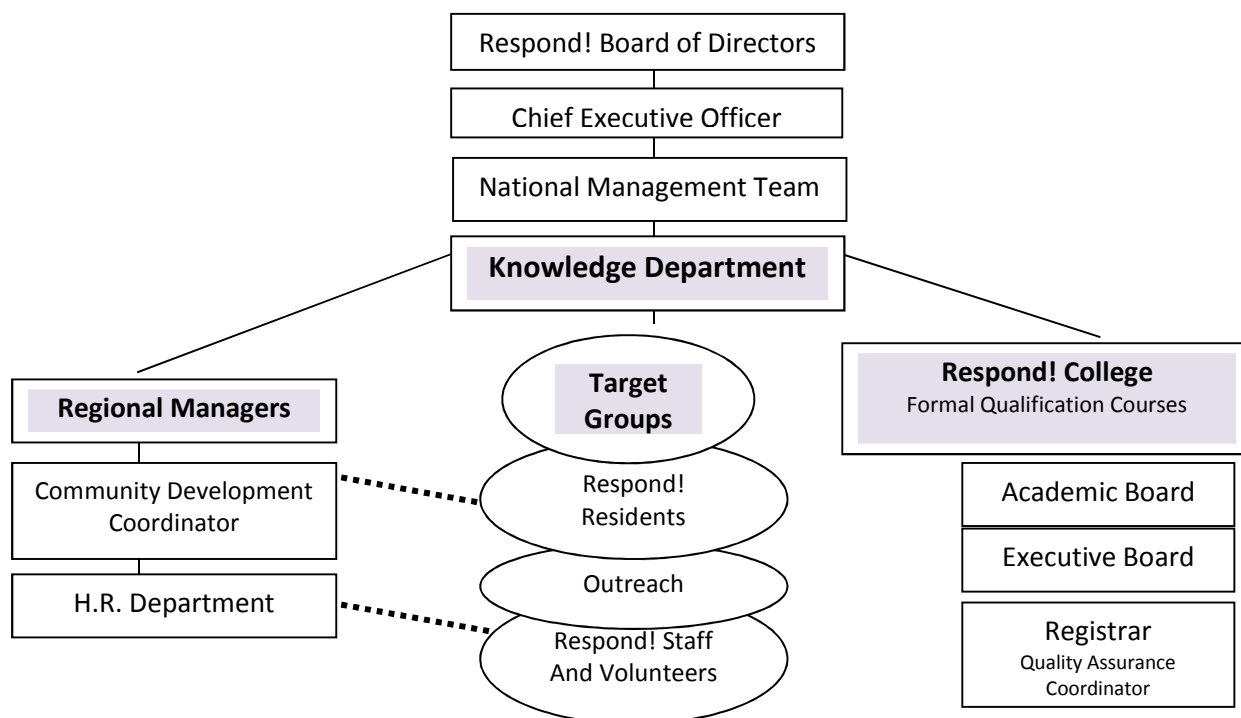
The external auditors of the Company are PricewaterhouseCoopers. Respond! also has an independent Internal Auditor from O’Neill Foley (Accountants). His function is to measure and report on the compliance of the organisation with key protocols and processes, particularly in the following areas: Financial Accounting, Property Acquisition, Design and Planning, and Child Protection systems. A Finance and Risk Committee, inclusive of some members independent of Respond!, is also active and they meet every two months. Annual reports are also provided, as per regulation, to the Companies Office and to all local authorities which may request same. Respond! also supports sectoral initiatives in relation to standardising accounting and oversight structures.

### 3.1.3: National Management Team

The Core National Management Team consists of the Chief Executive Officer, Company Treasurer, Property Manager, HR Manager and the Legal Secretary. They meet every fortnight, and once a month, generally, they receive reports from the Managers of other sectors of the organisation. The membership of the Core NMT will be extended in September 2012 to include the Head of the Knowledge Department.

## 3.2: Respond! Education – Governance

As Respond! Education continues to expand a more formal structure has been put in place in terms of the management, oversight and sign-off of education courses. The Education Governance Structure is as follows:



The governing body for Respond! Education is the Knowledge Department. The current membership, appointed by the National Management Team, will be composed of five persons as follows:

Head of Knowledge Department	(Chair) Deborah Butler
Quality Assurance Coordinator	Cathy Lanigan
HR Representative	Ned Brennan
Community Education Coordinator	Seán Regan
Regional Managers Representative	Pádraic Brennan
(Secretary: ex officio)	

The Community Education Coordinator will be responsible for the planning and implementation of the Regional Education Plans, in accordance with the Strategy.

There will be coordinators for each of the three target areas of education work:

- |     |  |                               |
|-----|--|-------------------------------|
| (1) | Respond!'s Community Education Programme:                  | Seán Regan                    |
|     | - Respond! Residents                                       |                               |
|     | - equivalent programmes for other social housing residents |                               |
| (2) | Outreach HETAC Programmes/BSS:                             | Niamh Murphy/ Joanne Richards |
|     | Outreach FETAC and accredited Programmes:                  | Camilla Fitzsimons            |
| (3) | In-house or staff education:                               | Keith Connolly                |

The Knowledge Department will also have responsibility for the following remits:

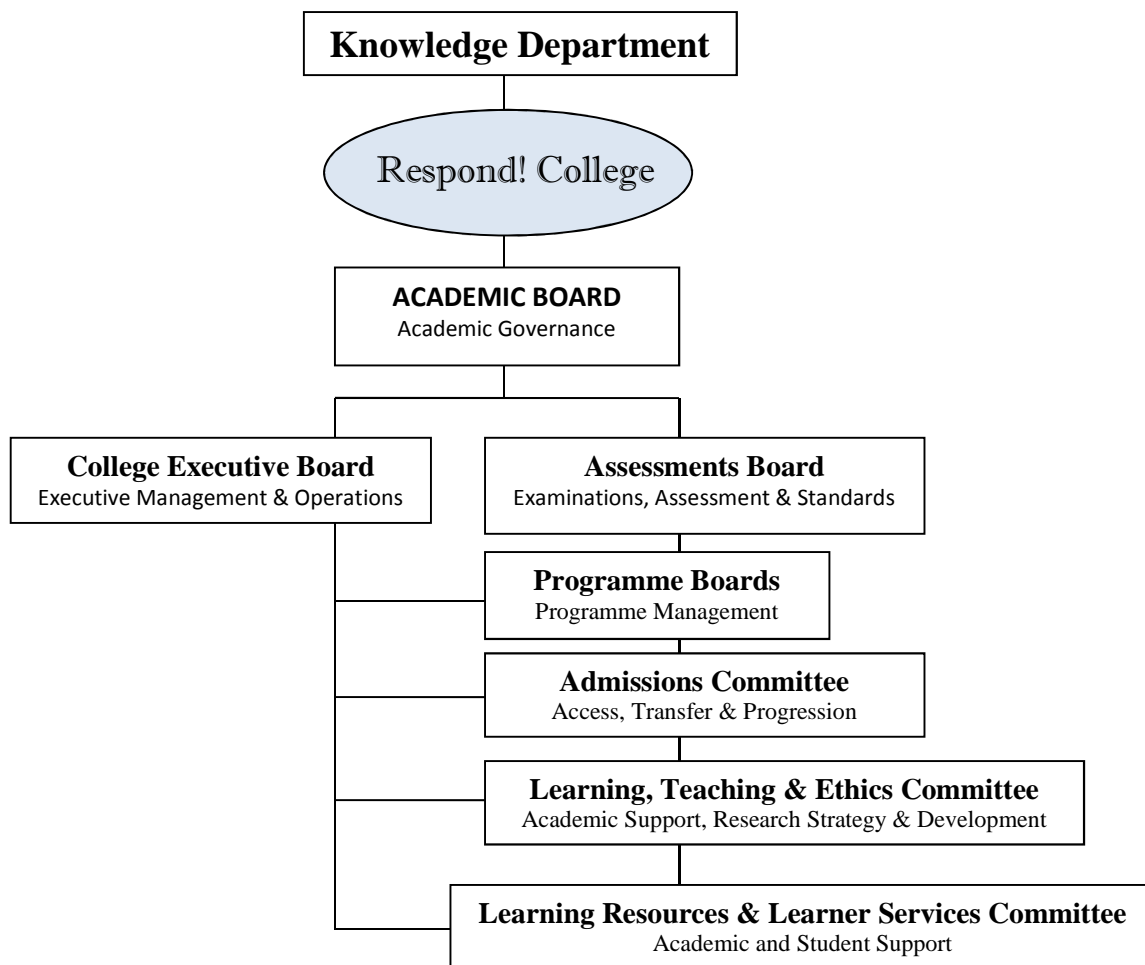
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|--------------------------|---|---|
| Research and Development | - | in so far as it acts on the mandate of Respond! as a whole          |
| Publicity and PR         | - | in coordination with the work of the National and Regional Managers |
| Advocacy                 | - | ensuring the issues agreed at NMT level are given due attention.    |

The Knowledge Department will meet every two months and will report thereafter each time to the National Management Team to which the overall Education Programme is presented and signed off.

### 3.2.1: The Respond! College Governance and Structure

The following charts sets out the structure which Respond! Education adopts. This structure, agreed with HETAC, confirms the academic independence of the College which is necessary to promote and preserve if Respond! is to adhere to the quality assurance standards required by the National Qualifications Authority.

The profile and responsibilities of each individual component committee of the Respond! College is set out in detail in the documentation approved by HETAC, and will be implemented formally by Respond! in respect of all its FETAC and HETAC Courses.





### **3.2.2: Governance in Action**

The current Education Programme will operate from July 2012 for review at year end. An indicative 3-year education programme is outlined herein, subject to further review and adjustment in line with policy and programme developments.

It is the remit of the Knowledge Department to determine the ethos, pedagogy, quality assurance standards and authorization of courses in terms of their 'fit' with Respond! Individual Regional Managers and National Section Managers will liaise directly with the Knowledge Department when setting out their education and training requirements as envisaged for the next 3 years.

As a number of the courses are accredited under the National Framework for Qualification (e.g., FETAC, NUIM, HETAC), adherence to their particular procedures, rules and standards will obtain. The function of the Knowledge Department, working through the Respond! College, is to act as the mechanism to ensure that all such courses are in compliance with the requirements of the awarding body.

#### **Regional Education Services Development**

A person will be appointed per Respond! region with responsibility to identify, target and develop the role of Respond! Education in their region, liaising with Regional Managers and the Knowledge Department.

#### **Norms informing the approval or sanction of Education and Training courses**

Prior to approval of any courses, the procedures which apply are that education proposals be submitted:

- (i) in the first instance to the appropriate line manager/Regional Manager or National Manager;
- (ii) If the Regional and National Managers approves this in principle, they should sign-off on same and submit the proposal to the Knowledge Department for further review in terms of the broad Respond! education principles and educational QA standards. The framework for reviewing proposals is based on the norms set out below.

More specific norms for course review and authorization are set out for each of the three target groups viz., residents, outreach and staff education work; (see relevant sections):-

#### **Continuous Professional Development**

Respond! HR and Management will set out details per job (job descriptions, skill set and core competencies required – possibly linked to IT on-line resources for self-assessment and student own time learning).

Respond! will develop manuals of in-house training for staff: these will compile knowledge in respect of legislation, policies, procedures, protocols, useful references and websites to be put in place per section. Specific policies and standards, such as those informed by the DECLG, the Local Authority sector, HSE, ICSH, relevant NGOs and EU sectoral best practice will inform the basis of staff Continuous Professional Development training.

In addition to training formally organised by Respond!, the onus is also on the individual staff member to take an active role and responsibility in staying up to date with new developments, changes and trends in legislation and policy development, and best practice. Attendance at relevant seminars and conferences as well as membership and participation in professional associations assists such CPD. Review with line managers will be programmed as to the skill-sets and matrix of competencies essential, optimal and yet to be acquired.

### 3.3: Approval of Respond! Courses - Norms

There is a heavy resource-commitment in the development and delivery of education. It is vital that this commitment bears fruit both in value for the deliverers and for the receivers. Accordingly, Respond! senior management will be required to scrutinize thoroughly any course proposals to ensure that they will deliver worthwhile value on both counts: but not only value for money, but value for time and energy and enthusiasm and pragmatic application.

#### Approval Criteria:

- (i) Does it fit with the Respond! Mission statement, ethos and anti-poverty agenda?
- (ii) Does it fit with Respond! overall Education Programme and partnership agreements?
- (iii) Does it fit with current nominated Respond! priorities and work programme ?
- (iv) Is the course content, delivery, intake and outcomes envisaged in line with the core values (equality, capacity-building, structural social justice critique, sustainability)?
- (v) Is the intended target group appropriate to Respond! commitments and goals?
- (vi) Is it needed? (for whom?)
- (vii) Affordability and Value for Money (VFM); Is this the best use of resources? (in-house /ext staff, travel costs, venue...)
- (viii) Transferability: Is it a once-off course or can it be multiply delivered to various groups?
- (ix) Course delivery:
  - is the course best delivered by in-house personnel (whom? Availability?)
  - If an external trainer is proposed, is this the best option for Respond! ?
  - In terms of existing and proposed partnerships?
  - Are the trainers proposed best suited to the task in hand (cost and VFM).
- (x) Course content: are the intended learning outcomes well-framed?
  - Is the assessment strategy appropriate? 'fit for purpose'?

**Note:**

**Education has become a consumer product in many quarters: education to fit all needs and appetites. As an anti-poverty organisation Respond! will need to avoid the lure of volume over value. Our remit is to engage in those forms of education which will enhance the core quality of lives of our residents and equip and empower them to harness common resources for the uplifting of themselves, their families and their communities.**

Our task across our estates is to offer a reasonable possibility that accredited learning can be accessed and achieved by the adult population therein, and so to change the environment where learning is gauged to be an unnecessary luxury rather than an indispensable need. Hopefully, the children will be inspired to follow the learning example of their parents in due course.

## Section 4: Target Groups

The Respond! Education Strategy is structured around three core target groups with corresponding educational goals and targets:

### Target 1: Respond! Residents

<b>Goal:</b>	<p>To ensure that there is appropriate training and support for the needs of the residents and mechanisms to support their participation in same.</p> <p>To foster respect, dignity, hope, confidence, capacity-building, empowerment, human flourishing and social inclusion, for the good of the whole community.</p>
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### Target 2: Outreach

<b>Goal:</b>	<p><b><u>Community, voluntary and government sectors</u></b></p> <p>To provide a range of accredited and non accredited training and education in housing and community development which adheres to best practice and is governed by rigorous quality assurance procedures.</p>
	<p>To have an input in the formulation and shaping of local and national policy on housing and to create a career pathway in housing.</p>
	<p><b><u>Policy Makers and the general public</u></b></p> <p>To increase an awareness among policy makers and the general public of the need to develop and support progressive policies in housing, education and community development.</p> <p>To offer skills in structural social analysis and critique, grounded in practice, with a view to building more just and inclusive policies and society generally.</p>
	<p>Respond! Educational support to communities in <b>Kokstad, South Africa</b></p> <ul style="list-style-type: none"> <li>▪ Provision of a training-centre/social precinct in Shayamoya, Kokstad.</li> <li>▪ vocational training in construction skills and employment</li> <li>▪ capacity-building for local NGO development groups</li> <li>▪ respite care centre for orphaned and vulnerable children and</li> <li>▪ education and training supports to staff working with them in Hardenberg.</li> </ul>

**Target 3:****Respond! Staff****Goal:**

To support and encourage all staff to undertake training and education in areas which are directly relevant to their job within Respond! fostering competence, professionalism, currency, compassion and constructive critique.

**Generic Goal**

A further overarching goal is to identify appropriate **human and financial resources** to implement and market this strategy.

Respond! Education offers a range of education courses and programmes linked to these groups, as follows:

**Group 1. Residents - Estate Level education****Course Topics/programmes**

- Pre- and Post-Tenancy training ->
- Education for estate management ->
- Community development ->
- Family resource and childcare and wellbeing ->
- Youth leadership training ->
- Celebrating difference ->
- Cultural diversity ->
- Traveller culture and accommodation ->
- Anti-racism training.
- Avoiding/dealing with Anti-Social Behaviour
- Training for trainers/facilitation skills ->
- Peer-to-peer education/facilitation.

**Personnel**

All Respond! residents  
 Tenant management groups  
 Respond! residents + adjoining estates  
 families; especially minorities  
 Respond! + adjoining estates  
  
 Respond! residents/LA/NGOs  
  
 Residents, Enablers, Staff.



## Group 2. Outreach Education for:

- Community and Voluntary Sectors
- Government, local authority and public sectors
- Third-level education academic and professional education
- Consultancy courses tailored to agency needs
- Policy makers and the general public -> Advocacy, Lobbying
- Education and capacity-building work in Kokstad and Eastern Cape Province, South Africa



### Group 3. Respond! staff and volunteer personnel

- Induction and Respond! staff policies, H&S compliance
- Respond! ethos and mission and modus operandi
- Respond Core Competencies
- Job specific Training
- CPD: continuous professional development
- Current themes, topics, and update on changes in legislation and implications arising.

Details on each of the above are set out in the following chapters and appendices. Provision and delivery of these educational programmes are offered by a mix of in-house and external providers. Part of the role of Respond! Education is to assess all courses proposed, in terms of course content (intended learning outcomes) and agreed normative and accreditation quality assurance standards. Another aspect of education course approval pertains to resource availability including: work priorities, staffing availability and funding sign-off. These aspects are examined in more detail later in this document.

#### **4.1: Target Group 1 - Residents**

**This grouping is the prime target for Respond!'s educational remit.** The Residents on Respond! estates are both the target and the essential resource for the development of our continuing community education strategy and programmes. Respond! is an anti-poverty body, which works through the medium of housing from a community development perspective. It designs and builds housing for people on low-income and seeks to create vibrant, resourced communities, where each is invited and empowered to work towards the common good. The only substantial budget available for community development, including community education of our residents, has to be taken from social rental income: Respond! sets aside a proportion of the rental income per annum for our programmes. A proportion of that will be used for specific educational programmes.

#### **Rationale for promotion of resident education**

There are four fundamental reasons why Respond! invites residents to actively engage in education:

- (a) to provide sufficient information to enable prospective tenants make an informed choice as to whether or not to take up the offer of a tenancy with Respond! The Pre-Tenancy courses offered by Respond! also allow prospective residents to learn about their future neighbours;
- (b) For those who are tenants, Respond! offers the knowledge, skills and capacity for residents and staff to work together to form a vibrant, inclusive and resourced community for the benefit of all.
- (c) to offer individuals, families and nascent communities opportunities for human development and enhancement wherein all can reach their potential. For some, this may mean breaking out of the cycle of poverty arising from insecure housing and second or third-generation unemployment. For others, it may be the first time that second or third level education becomes a tangible prospect and reality. For all residents and staff, the opportunity to share and develop skills, interests, talents, vision within an agreed values framework is offered. Just how this is shaped depends on the individuals, families and resources of each community. The educational

opportunities offered provide a framework, support and potential for capacity-building and joint work towards a more just and inclusive society.

- (d) promotion of local democracy and the voice of civil society through active citizenship and volunteerism.

Respond! places a heavy emphasis on educational opportunity and access – from parent and toddler, early childhood, after-school, second-chance adult and life-long educational opportunities, through to formal academic third-level courses. The potential for education to impact positively or negatively on people’s lives, incomes, and choices is such that residents are encouraged to avail of the host of opportunities offered, for as Freire declared, ‘no one can empower another – it is up to the individual to do so for themselves’.

As a social landlord, estate management is a core aspect of the work of Respond! As landlord, Respond! is charged with a legal duty to ‘manage and maintain its tenancies and estates for the positive enjoyment of all its residents’. To effect this responsibility, and in keeping with its ethos of inviting residents to have a say in decisions that affect their own lives (and those of their children, neighbourhoods and communities), Respond! has developed Pre- and Post-Tenancy training programmes.

Clarity as to the landlord/tenant rights and responsibilities is central to education and training involving residents and prospective residents. So too an understanding of the wider goals of Respond! to build inclusive, resourced and supported communities. Tenants are invited to participate in creating this reality, and as a minimum, are asked not to prevent others actively participating and volunteering on estates.

#### **4.1.1: Resident Supports**

Resident Supports include Property Management, Community Development, Childcare, Youth, Family Resource, Traveller and ‘Better Being’ programmes. These latter programmes are offered in addition to landlord functions, and arise from the mission and ethos of Respond! which is to promote social inclusion, empowerment and human flourishing for the common good.

#### **Related education includes:**

- Community Development programme (corporate strategy; detailed at local and cluster levels)
- Family Resource (information giving; signposting and referral)
- Parent and Toddler Programmes, and Childcare services (engaging parents; early education, after-school and summer projects)
- Youth development work/youth leadership training (youth clubs, leadership, intergenerational wk)
- Parenting support programmes
- ‘Better being’ programme (interface with HSE and other providers)
- Fundraising, grant applications, reporting and evaluation
- Including the voices of all – ages, gender, minorities – building community
- Education package for older persons in accordance with our Older Persons Strategy



- Various other programmes identified in liaison with residents and Respond! policy strategies

### Community Development skills

- Courses tailored to interest and need
- Group work skills Offered as stand-alone input, or as part of Certificate course
- Planning & goal setting Skills essential to any group
- Skills-banking Developing the capacity of a given community
- Area-profiling Profiling existing resources and reviewing resource distribution
- Conflict resolution skills Dealing with tensions and conflict
- Facilitation skills Particularly important for coordinators and ‘enabler’ volunteers
- Childcare/service management FETAC Levels 5 and 6; first aid; health and safety
- Parent & Toddler Parenting; stages in child development; play; child protection
- Youth work/leadership Youth leadership training – linking with Foróige/NYCI
- Celebrating diversity Aim for within CD work-programme over 1-3 yrs
- Anti-racism training Timing. Capacity 3 estates.
- Cluster devolution Joint work and education across several estates per region
- Process for handover 5-year phase-in ...towards Capacity 3 estates
- Certificate in Com. Dev. Accredited Certificate programme delivered with NUI Maynooth



Respond! formalised its approach to Community Development in its (2007) Community Development Strategy. Respond! shares the ADM-Pobail definition of community development as set out below:-

“Community Development is about promoting positive change in society in favour of those who benefit least. It is about involving people, most especially the disadvantaged, in making changes which they identify as important and which use and develop their own skills, knowledge and experience. Community Development seeks to challenge the causes of poverty and disadvantage and to offer new opportunities for those lacking choice, power and resources.”

Community Development Programme, ADM-Pobal.

The Respond! Team works closely with residents on individual estates and across geographically clustered groups of estates to set out annual and tri-annual work programmes and linked training programmes. Working within the broad parameters of the existing Respond! Community Development Policy, residents (often Enablers and community leaders) are supported by staff in networking with local education providers, such as local VEC offices and personnel, to source suitable training in their area. The needs and interests of residents naturally vary across each estate – and the resident support programme is tailored accordingly, within the broad strategic framework.

From its inception, Respond! has promoted good quality, low cost housing in inclusive, resourced and supported estates. In its efforts to ‘build communities rather than houses’ it offers a built and social infrastructure wherein residents are invited and empowered to engage actively in decisions that effect them and the wider community.

#### **4.1.2: Resident Education Programme January 2012-2015**

Education for our Residents will be designed under two broad remits:

- (a) Education to support the residents relationships with one another and with the landlord;
- (b) Education to enhance Respond!’s community development programmes within estates.

[Respond! acknowledges that many of the following courses can also be offered to residents and committees of other social housing bodies, as an outreach remit.]

#### **A: Landlord/Tenant-Type Short Courses/Workshops: Education to support the residents’ relationships with one another and with the landlord**

For ease of reference we call these courses Landlord/Tenant-type Courses. They are part of what Respond! sees as its landlord’s obligations to its tenants to provide them with the information they need as tenants, both in their relationship with Respond! itself and also in their relationships with their neighbours and communities.

These courses are delivered typically at estate/cluster level by the Resident Support Worker, usually with support from another staff person with relevant expertise. Each region will deliver one of these short courses per quarter to their estates/clusters. Short courses developed by Respond! can also be advertised to other housing bodies, local authorities, etc.

Timeframe	Training Type	Participants	Location	Delivered by
Spring 2012	<b>Child Protection Awareness:</b> Respond! Child Protection policy.	Respond! residents	All Respond! estates	Respond!
Summer 2012	<b>Maintenance Responsibilities:</b> What maintenance issues are the responsibility of Respond! and/or the resident.	Respond! residents	All Respond! estates	Respond!
Autumn 2012	<b>Housing Legislation Changes:</b> impact of changes on you.	Respond! residents	All Respond! estates	Respond!

**B: Community Education type Courses: Education to enhance Respond!’s community development programmes within estates**

Courses such as the ones offered in the following chart will be developed in furtherance of the community development strategy and programmes already in place across the organisation. They will be more formal in their structure and remit and they will be set out by Respond! according to the following objective:

What do our enablers and volunteers need to know and need to learn in order to be agents of positive change especially for and within their own communities?

Such courses variously include joint Respond! staff and resident training; peer-to-peer training, and joint training with staff from other agencies (e.g., Respond! , HSE, other NGOs and Local authorities). Respond! is hopeful and will plan that some of our residents may qualify eventually for inclusion in appropriate ACCESS Courses in some Third Level Colleges.

The Regional Managers, and the Coordinators for National, Regional and Staff Education have finalizing a programme for Residents Education which will be ready for implementation in mid-2012. This will be recorded on a flow-chart to facilitate performance evaluation for the future.

The tables below set out the Community Education type courses being delivered, or planned to be delivered in 2012-2013 for each region. Some courses can be delivered by Respond! itself. If we partner with the local VEC to deliver other courses, then the cost is reduced. The Regional Managers agree that, rather than give a definitive list of courses to be run in 2013 and 2014 (which might change once current courses are completed) we list the types of Community Education courses Respond! offers, with the precise programme for each year to be completed annually.

Included in the following chart are two proposed courses: Family Studies, FETAC, level 5, and Committee and Group Skills. These are programmes Respond! can offer if the demand is there.

## Community Education Courses 2012-2013: Southern Region

Timeframe	Training Type	Participants	Location	Delivered by
2012	FETAC Level 3 Horticulture	R! residents	Kilkenny	VEC
2012	Basic 1 <sup>st</sup> Aid	R!	Tipperary	VEC
2012	FETAC Level 5 Family Studies	R! residents + LA	Waterford	R!
2012	FETAC level 5 Occupational 1 <sup>st</sup> Aid	R!	Carlow	In partnership with VEC
2012	Holistic Therapy	R! residents	Carlow	In partnership with VEC
2012	Basic Computer Course	R! residents	Dungarvan	In partnership with VEC
2012	Women's Health	R!	Arklow	In partnership with VEC
2012/2013	FETAC Level 4 Horticulture	R!	Kilkenny	In partnership with VEC
2012/2013	FETAC Level 5 Occupational 1 <sup>st</sup> Aid	R!	Tipperary	In partnership with VEC
2012/2013	FETAC Level 5 Family Studies	R!+	Cork	R!
2012/2013	Committee & Group Skills	R!+	Kilkenny	R!
2013	FETAC Level 5 Family Studies	R!+	Carlow	R!
2013	FETAC Level 4 Horticulture	R!	Kilkenny	In partnership with VEC

## Community Education Courses 2012-2013: Western Region

Timeframe	Training Type	Participants	Location	Delivered by
2012	1 <sup>st</sup> Aid	R! + LA	Co. Galway	In partnership with VEC
2012	Horticulture	R! + LA	Co. Galway	In partnership with VEC
2012	FETAC Level 5 Working with Young People	R! +	Galway City	In partnership with VEC
2012	Stress Management	R!	Sligo/Mayo	In partnership with VEC
2012	FETAC Level 5 Working with Young People	R!+	Sligo/Mayo	R!/VEC
2012/2013	FETAC level 5 Family Studies	R!+	Limerick/Clare	R!/VEC
2012/2013	VTOS	R!	Limerick/Clare	VEC
2012	'Family Learning'	Clare Travellers Project	Ennistymon	Use of CB
2012/2013	Horticulture	R!	Kerry	In partnership with VEC
2012	Youth leadership		Longford	Foróige
2013	FETAC Level 5 Family Studies	R! +	Donegal	R!/VEC
2013	FETAC Level 5 Family Studies	R! +	Longford	R!/VEC

### Community Education Courses 2012-2013: NE & Midlands Region

Timeframe	Training Type	Participants	Location	Delivered by
2012	Certificate 'Community Work in a Changing Ireland'	Residents, plus possible others	Laois	R! in partnership with NUI Maynooth
2012	FETAC Level 5 'Family Studies'	Residents, plus possible others	NE	R!
2012	Horticulture	Residents, plus possible others	Laois	VEC
2012	Parenting Programme	R!	Tipperary	Parents First
2012	Basic Computers	Residents, plus possible others	Laois	Area Partnership
2012/2013	Committee & Group Skills (how groups work, committee roles and responsibilities)	Residents, plus possible others	Dublin	R!
2012/2013	Committee & Group Skills	Residents, plus possible others	Meath	R!
2012/2013	Stepping Stones to 3 <sup>rd</sup> level. (preparing for 3 <sup>rd</sup> level. CAO, writing, referencing skills).	Residents, plus possible others	Laois	R!
2012	PEEP Parenting	Residents, plus possible others	Dublin	VEC
2012/2013	Incredible Years Parenting Programme	Residents, plus possible others	Dublin	Family Resource Centre

Other Short Courses to be delivered on estates as required				
Timeframe	Training Type	Participants	Location	Delivered by
2012-2015	Assessing Your Community's Needs: how to identify and analyse the core needs of your community. Carrying out a community survey, analysing and feeding back the results.	Residents, plus possible others	Nationwide	Respond!
2012-2015	Winter Well-Being: Staying safe and well during cold winters. How to make best use of your heating system.	Residents, plus possible others	Nationwide	Respond!
2012-2015	Diversity and Culture: Including and embracing the diverse cultures in your community.	Residents, plus possible others	Nationwide	Respond!
2012-2015	Introduction to Social Justice: What is social justice; how it affects communities.	Residents, plus possible others	Nationwide	Respond!
2012-2015	Your Community, Your Environment: why the environment is important to your community. What can be done to improve/maintain it.	Residents, plus possible others	Nationwide	Respond!
2012-2015	Post-Tenancy:	Residents, plus possible others	Nationwide	Respond!
2012-2015	Spring/Autumn Health Check	Residents, plus possible others	Nationwide	Respond! in partnership with local providers
2012-2015	Your rights & entitlements	Residents, plus possible others	Nationwide	Respond! in partnership with local providers
2012-2015	Managing Your Household Budget	Residents, plus possible others	Nationwide	Respond! in partnership with local providers

#### 4.2: Target Group 2 - Outreach Education

Respond! places a heavy emphasis on education as it is a tool for social change and transformation. Education has the potential to effect social transformation for individuals, households and communities, affording opportunities to break the cycle of poverty and to enhance economic and social mobility and integration. It is a vehicle towards human flourishing, and as such, is core to the work of Respond!

In particular, Respond! is anxious to lessen the distance that exists between state social policy and the needs of low-income communities. We are aware that successive governments do not seem to appreciate the continuing failure of state programmes to take full account of the plight of these communities and the risk of poverty that they face, perhaps over generations. So, our educational

remit to this sector of public policy framers and implementers will be linked to a more assertive advocacy approach in the public forum.

#### 4.2.1: Outreach Education Programme 2012-2015

The following sets out the Outreach Courses planned for 2012-15. It will need to be reviewed in line with reaching target numbers to make courses economically viable and validation development issues with FETAC/ HETAC and the new Qualifications and Quality Assurance Authority of Ireland (QQAI).

Outreach Education Programme 2012-2015					
Timeframe	Training offered	Target Group	Respond! staff	Course delivery	Proposed Fee per student per course/year
12 <sup>th</sup> Sept. 2012-17 <sup>th</sup> May 2013	BSS in Housing and Community Studies  (in partnership with UCD)	19, Year 4 /Final students already on the programme	Joanne Richards (Dublin) and UCD.	2 full days of lectures and three tutorials each month for 9 months.	€2900
September 2012-Nov. 2012	CIH Cert. (Level 2) in Housing DUBLIN	L.A./VHAS NGOs participants	Lyndsey and Joanne (Dublin)	6 sessions (2-8 pm).	€595
2 <sup>nd</sup> Oct. 2012-28 <sup>th</sup> May 2012	*Cert. (Level 6) in Community Studies (HETAC) DUBLIN	25 people	Camilla. Niamh, Lyndsey and Dolores (Dublin)	3 hours of lectures/tutorial per week for 25 weeks and four Saturdays.	€995
2 <sup>nd</sup> Oct. 2012-28 <sup>th</sup> May 2012	*Cert. (Level 6) in Community Studies (HETAC) CORK	25 people	Camilla. Sarah and Helena.	3 hours of lectures/tutorials per week for 25 weeks and four Saturdays.	€995
<b>*NOTE</b>	<i>Students who complete this Cert may progress to the <b>Level 7/8 BA in Housing and Community Studies</b></i>				
<b>2013</b>					
Feb. 2013-April 2013	CIH Cert. (Level 2) in Housing WATERFORD	L.A./VHAS NGOs participants	Sarah Barron and Joanne/ Lyndsey.	6 sessions (2-8 pm).	€595
Oct. 2013-May 2014	*Cert. (Level 6) in Community Studies (HETAC) DUBLIN	25 people	Camilla. Niamh, Lyndsey and Dolores (Dublin)	3 hours of lectures/tutorial per week for 25 weeks and four Saturdays.	€995
Oct. 2013-2015/16	BA in Housing and Community Studies (Level 7/8)(HETAC) Full-	50 people (Follow on from CCS	Six lecturers for 75 hours-R! and others	18 hours of classes for 25 weeks	€3000



	time	and new intake)			
September 2013-2017	BA in Housing Studies (Level 8) (HETAC) Part-time	25 people part-time	Option of four modules from six	3 hours of classes per module for 25 weeks	€700 per module
Oct-Dec. 2013	Mental Health Awareness (Level 5) (FETAC) WATERFORD	General Public 15 people	Psy. Team Waterford and RSW	12x 3hour sessions	€350
Oct-Dec. 2013	Mental Health-Treatment and approaches (Level 5) (FETAC) CORK	General Public 15 students	Helena Crotty and RSW	12x 3hour sessions	€350
September 2013-Nov. 2012	CIH Cert. (Level 2) in Housing DUBLIN	L.A./VHAS NGOs participants	Lyndsey and Joanne (Dublin)	6 sessions (2-8 pm).	€595
<b>*NOTE</b>	<i>Students who complete this Cert may progress to the <b>Level 7/8 BA in Housing and Community Studies</b></i>				
<b>2014</b>					
Feb. 2014-April 2014	CIH Cert. (Level 2) in Housing PORTLAOISE	L.A./VHAS NGOs participants	Sarah Barron and Joanne/Lyndsey.	6 sessions (2-8 pm).	€595
Oct. 2014-May 2014	*Cert. (Level 6) in Community Studies (HETAC) DUBLIN	25 people	Camilla. Niamh, Lyndsey and Dolores (Dublin)	3 hours of lectures/tutorial per week for 25 weeks and four Saturdays.	€995
September 2013-2016 Continues	BA in Housing Studies (Level 8) (HETAC) Full-time	50 people	Six lecturers for 75 hours-R! and others	18 hours of classes for 25 weeks	€3000
September 2013-2017 Continues	BA in Housing Studies (Level 8) HETAC Part-time	25 people	Option of four modules from six	3 hours of classes per module for 25 weeks	€700 per module
Oct-Dec. 2014	Mental Health Awareness (Level 5) (FETAC) WATERFORD	General Public 15 students	Psy. Team Waterford and RSW	12x 3hour sessions	€350
Oct-Dec. 2014	Mental Health-Treatment and approaches (Level 5) (FETAC) DUBLIN	General Public 15 students	Helena Crotty and RSW	12x 3hour sessions	€350
September 2014-Nov. 2015	CIH Cert. (Level 2) in Housing DUBLIN	L.A./VHAS NGOs participants	Lyndsey and Joanne (Dublin)	6 sessions (2-8 pm).	€595
<b>*NOTE</b>	<i>Students who complete this Cert may progress to the <b>Level 7/8 BA in Housing and Community Studies</b></i>				

#### 4.2.2: Objectives of Respond! outreach education

The objectives of Respond! outreach education are:

- To provide education, not only for **our** own residents (e.g., pre and post tenancy training), but also for local authority staff and other members of the wider community.
- To enable individuals and organisations to have an input into the formulation and shaping of local and national policy on housing and community development and to create a career pathway in these disciplines. It also intends to increase awareness and critical thinking among policy makers and the general public of the need to develop and support progressive policies on housing, education and community development.

In delivering these objectives, Respond! Education aims to:

- a) Develop a coherent and relevant range of programmes to be delivered through best practice teaching approaches and international standards.
- b) Foster, where appropriate, strategic partnerships with other education providers to ensure the provision of high quality programmes.
- c) Stimulate and support student-centred learning in a knowledge culture informed by the richness of Respond! staff expertise, the wider community, and students' own knowledge and experience.
- d) Build on the capacity to respond to the life-long learning needs and goals of potential students and residents;
- e) Offer a range of seminars and workshops in emerging areas of interest for local authority and not-for-profit housing providers to enhance knowledge, skills and attitudes of staff.



### 4.2.3: Partnerships

It is notable that among estates of low-income families the reality of relationship with persons and institutions in authority tends to be of the dependency type. Our programme of education therefore sets out to provide skills to such families and communities to develop different types of more fruitful and mature relationship with those bodies: relationships based upon partnership and mutual goals and programmes. Similarly, in our Outreach Education stance, Respond! sets out to form partnership and associations based upon mutuality of goal and benefit with others involved in the sector. This involves partnerships and accreditation with a number of organisations as well as purpose-designed courses and seminars. We acknowledge our appreciation of their support over the years.

The main players for Respond! Outreach Education are:

- Further Education and Training Awards Council (FETAC/ QQAI)
- Higher Education and Training Awards Council (HETAC/QQAI)
- Waterford Institute of Technology (WIT)
- Chartered Institute of Housing (CIH)
- National University of Ireland, Maynooth (NUIM)
- University College Dublin (UCD)
- Vocational Education Committees and Area based developmental and voluntary bodies, such as Foróige, Barnardos, St. Vincent de Paul Society, One Family etc.
- Other Colleges, such as Griffith College, Dublin; Dublin Business School etc.
- Consultancy Seminars and Workshops
- Outreach in South Africa

#### 1. FETAC/ QQAI

In September 2009, Respond! became a registered provider of programmes which are awarded by the Further Education and Training Awards Council (FETAC). This enables Respond! to provide a portfolio of courses with major and minor awards at Level 5 and Level 6 on the National Framework of Qualifications. Respond! can also work in partnership with smaller organisations to provide accreditation for their courses.

In March 2010 Leitrim Partnership requested Respond! to deliver two FETAC minor awards in Community Development and these students graduated in September 2010. In 2011 the Community and Family Training Agency (CAFTA), Ballymun, delivered a FETAC level 5 minor award in Estate Management with the support of Respond! staff who acted as the FETAC internal verifier for quality assurance. These learners graduated in July 2011 and the positive experience which CAFTA had in implementing the FETAC system with the Respond! support encouraged them to make their own application for FETAC recognition. This constructive result directly ties in with our educational aim of to provide support and potential for capacity building for individuals and community groups.

In September 2011, the Suicide or Survive (SOS) group asked Respond! College to be the FETAC quality assurance body in an application to The Wheel for a training links grant. The application was successful and Respond! College will now work with a consortium of ten other providers who will develop, monitor and evaluate innovative training and deliver a range of FETAC accredited programmes on mental health, wellness and recovery throughout Ireland.

Respond! also intends to investigate the possibility of gaining preferential Access opportunities to some of the Colleges for its mature residents. This would be a marvellous step forward in our anti-poverty remit, as well as holding out hope to the children of low-income families in our estates for equivalent Access benefits.

## 2. HETAC/QQAI

In May 2011 Respond! College was successful in obtaining HETAC Institutional Validation. This will enable Respond! to design, deliver and assess their own qualifications with the learners being awarded a HETAC qualification on the National Qualification Framework. Respond! College has now developed three new HETAC qualifications. These programmes are:

- **Bachelor of Arts in Housing and Community Studies (Level 8, Honours)** (under construction)
- **Bachelor of Arts in Housing and Community Studies (Level 7, Ordinary)** (under construction)
- **Certificate in Community Studies (Level 6, Special Purpose Award).**

The programmes are tailor-made to the needs of the market in the areas of housing, and community studies. Students who successfully complete the *Certificate in Community Studies* may proceed to the *BA (Level 7/8) degrees in Housing and Community Studies*. Should students wish to opt out of the Degree courses before their conclusion they will receive credits for the modules they have completed. The Degree courses will be eligible for inclusion under the CAO system of registration but this will not be effective until the academic year beginning in September 2013.

Respond! College is also developing a three-year full-time/four-year part-time Level 8 BA (Honours) in Housing Studies and this is expected to be available to prospective students upon successful HETAC approval in 2013.

Note: it is impossible to know at this time (June 2012) what level of take-up there will be for either, or both, of the Degree Courses, or whether we will be able to run them on a full-time or part-time (mature learners) basis. This amount of uncertainty prevents us from setting out clear targets linked to cost, and deployment of personnel, resources and premises. Currently, we are assuming that one of the courses will begin for mature learners in October 2012, with a cohort of students numbering at least 25. In September 2013 it looks more likely that we can begin the full-time Degree course for CAO nominees.

## 3. Waterford Institute of Technology

The head office for Respond! is located in Waterford and over time has established links with local providers of education and training. Respond! will continue to investigate with WIT the potential of developing and delivering appropriate Housing Management courses to various Local Authorities and community groups: courses which will be targeted at people who are working or wish to work in the area of housing, community development and community education. The programmes would be jointly delivered by Respond! and WIT staff and would include a significant element of personal reflection and group interaction.

#### **4. Chartered Institute of Housing**

The Chartered Institute of Housing, N.Ireland & the UK is the professional body for people who are working in housing and communities. While the CIH have a large number of members worldwide and in Northern Ireland, the membership base is rather smaller in the Republic of Ireland. The CIH has been a keen supporter of the education and training courses which Respond! has provided over the years and Respond! offered the CIH Certificate in Housing from 1997-2003.

In 2009 Respond! became the only agent in the Republic sanctioned by the Chartered Institute of Housing UK to deliver courses on their behalf. Respond! currently delivers a CIH accredited Certificate in Housing (Level 2) where students gain a broad understanding of housing policy and practice and are introduced to some of the skills necessary for work in the housing and community sectors.

Respond! has successfully offered the CIH Certificate in Housing to three cohorts of students over the past two years. The certificate comprises four modules and is delivered over six sessions of seven hours each. There are three formal assessed elements all of which are directly relevant to the housing practitioner. Considering the downturn in the economy, this is not a good time to be offering courses to a cash-strapped local authority sector. So, Respond! will need to look at less-expensive and equally necessary course material. In our view there is still a huge need for local authority training in estate management and community development in their estates. We will open further discussions with the CIH on this agenda.

#### **5. NUI Maynooth**

A key focus of the work of Respond! is building the capacity of our own residents and providing educational opportunities which support this. In 2009 Respond! joined in partnership with the National University of Ireland, Maynooth and the Community Action Network to offer a Certificate in *Community Development in a Changing Ireland*. Three groups of Respond! residents from the east and south east have now completed this course, a fourth group is in progress and Respond! plans to extend the delivery to Respond! residents in appropriate clusters across the country. Feedback from the students has been extremely positive and has highlighted the value of being part of an educational experience with residents from other estates. While the accreditation costs are significant, the benefits in terms of group work skills and personal development has been considerable.

We note that Maynooth has a good reputation for the delivery of community development type courses to Degree level. We will need to investigate these courses more fully and ascertain whether partnership or associate relationships with Maynooth may be possible and acceptable to the College.

#### **6. University College Dublin**

In 2003 Respond! joined in partnership with University College Dublin in the development and joint delivery of a four year honours degree in Housing and Community Studies. This degree was created by Respond! in order to help meet the increasing need for skilled professionals in the social housing sector. The qualification built on and developed the Certificate/Diploma award in Housing and Community Studies which had been offered by Respond! from 1997-2003 (validated by the University of Northumbria, Dublin Institute of Technology and the Chartered Institute of Housing).

This degree was the first of its kind in Ireland (RoI), and to date, sixty-five students have graduated to date , a further 20 are due to graduate in 2013, and some one hundred and sixty have completed the Certificate/Diploma. Recently, UCD has made some substantial changes in its outreach programme and reckons that it is no longer capable of continuing with the BSS course beyond the current cohort of students. However, in the meantime Respond! has now been validated by HETAC and we will be able to offer an equivalent Degree Course in Housing and Community Studies under our own remit from September of 2012: this course will be more amenable to our financial planning for the future.



## **7. Vocational Education Committees and other Community-based Education Bodies**

There are committees of the VEC operational in every County in Ireland. They are important resources for adult education and community education and they are usually wedded to local needs and aspirations. They have a large programme of courses, all of which are usually very accessible and reasonably priced. Respond! has been able to invite the VEC to participate in many of its courses across Ireland and it is important that we develop even greater partnership relationships with those Committees where we have significant clusters of our estates. By harnessing such relationships to the needs of our Community Education programme we can make great steps forward in the advancement of required education for our residents and volunteers especially, and do so at a significant saving in cost outlay.

There are many other bodies with specialist skills and outreach with whom Respond! has worked in the past. Among them are the following: Foróige, County and Diocesan Youth Services, Arts Centres, the HSE community services, Leader and Area Partnerships, Age Action Ireland, Go for Life, Barnardos, St. Vincent de Paul Society etc.

#### **8. Other Colleges, such as Griffith College, Dublin; Dublin Business School etc.**

During 2011 Respond! employed the good offices of Michael McKeon, Education Consultant, to assist us in our long term planning, the finalizing of documentation for HETAC accreditation and in the development of course programmes. In doing so, he introduced Respond! to other institutions, such as Griffith College, Dublin, and the Dublin Business School. We understand from some subsequent discussions with these colleges that there are areas of mutual interest which might be further developed between the respective organisations. We are seeking to ensure that our Mission and Ethos and our core objective as an anti-poverty organisation can be realised adequately in any agreed programmes.

#### **9. Consultancy Seminars and Workshops**

Seminars and workshops are seen as useful mechanisms to provide information and open up informed debate and discussion on topical issues. Over the last twenty years Respond! has provided a range of seminars/workshops on Anti Social Behaviour, Stress Management, Housing Management, Tenant Participation, Conflict Resolution and Best Practice in areas pertaining to housing and community development. Normally these seminars/workshops are day long in duration but they can also be tailored to suit the target audience.

In 2012-2014, Respond! will organise a number of seminars/workshops on topical issues of concern to the local authority and social housing sectors as well as local residents associations. These seminars/workshops will include key practitioners in their topic area. Respond! will work with local authority staff to jointly identify appropriate speakers and to agree the learning outcomes required for local authority staff also. We will also look at location options to reduce costs for local authority attendance. A full programme of planned outreach in this area will be available for publication at the end of June 2012. ([www.respond.ie](http://www.respond.ie))

As part of the education outreach services, contact will also be made with local groups who may have particular training needs. Discussions will be held during 2012, on a programmed basis, with community groups and residents associations in private estates as well as social housing estates to discover what their education needs are and to offer them Respond!'s expertise in relevant areas.

In particular, and in cohort with the *Better Being Initiative* being established in the South East, Respond! is anxious to urge local authority awareness of the need to establish the mental health profile of their estates in a pilot programme and to address any difficulties which may become apparent.

Respond! will also link in with other NGOs and Anti-poverty associations to improve understanding of how social and economic policy can effect enormous results for good or ill on dependent populations.

## 10. Outreach in South Africa

In 2005 Respond! was invited by Bishop William Slattery, ofm, RC Bishop of the RC Diocese of Kokstad, Kwa-Zulu Natal and Eastern Cape, South Africa to partner Yondlabantu, a local NGO, in its development and care work in the diocese. Following initial visits, meetings and consultation, Respond! agreed to work in partnership with Yondlabantu (formerly called Sinosizo) and others, on a number of projects in KwaZulu Natal and Eastern Cape Province, working towards social and economic sustainability.

In 2008, Respond! registered a sister company, Sivile! as a not-for-profit Section 21 Company in South Africa, and Respond! operates through that company there. Sivile! seeks to work in partnership with local communities, government structures, and other NGOs, building on the strengths of the local community, supported by volunteers and funding from the South African government and voluntary donations from Ireland and abroad. The process of involvement is as follows:

Respond! restructured Sinosizo and renamed it Yondlabantu: we seconded one of our personnel, Kevin McGarry, to work as its CEO for a two-year period. Our Consultant, David Gardner, supported financially by Respond!, also agreed to work with Yondlabantu as its chairman for that period, during which he would advance the recruitment and training of his replacement.

Having witnessed first hand the hardship and poverty in Kokstad, Respond! committed time, expertise and resources to a number of projects in the area.

The concept of sustainability is central to the work of Sivile! in South Africa, as elsewhere. Sivile! seeks to help people and communities access the resources and skills they need to improve their community and their lives.

Currently, June 2012, Respond! has appointed Parag Joglekar as our Overseas Development Coordinator. He will work very closely with the newly appointed Manager in Kokstad, Graeme Jacobs, and with our volunteer, Jim Cahill, to review all our work to date and to chart out the strategy and programmes for future work.

Respond! has invested employed and volunteer personnel as well as significant finances to create sustainable economic projects in Kokstad, in the iThembalabantu Centre in Shayamoya, and in Hardenburg, through:

- The provision of health and care facilities
- Nutrition and support programmes
- The provision of pre-school, childcare and day centre programmes
- The provision of a training centre and education programmes

Respond! also pioneered the planning of an integrated housing development in Kokstad on the R56 and has undertaken to support its construction at least through the planning and design stages. We await a positive response from the statutory authorities before putting any further resources to it.





### **Education Goals of Respond! in South Africa**

The training undertaken by Respond! in South Africa has one purpose: to build local capacity to the extent that Sivile! can phase itself out in the coming three years and leave behind a viable and sustainable project. To this end, Sivile works in partnership with a number of local organisations:

- **Yondlabantu:** Yondlabantu means 'caring for people'.
- **TLC:** A local NGO which offers a home-based care service and HIV/Aids programme in Kokstad;
- **Friends of Ireland:** an Irish NGO founded by broadcaster Marianne Finucane and John Clarke in 2002. It offers housing, food and health care projects in KwaZulu Natal and Eastern Cape Province.

Respond! currently has a twin-pronged approach to its education and training work in South Africa:

- (a) to develop and support management structures in the iThembalabantu Centre for the benefit of the local community
- (b) to collaborate, through its volunteers and staff, in undertaking needs assessment, resource identification and capacity building with the above NGOs and local communities in Kokstad (focussing on two areas: Hardenberg and Shayamoya).

#### 4.2.4: The Respond! Brand

Respond! has established a good reputation for its Educational output. Many local authorities have benefited from having several of their staff attend our courses in Housing and Community Studies up to BSS level or/and to Certificate and Diploma level. Many graduates have reported to Respond! that they consider they owe their subsequent promotions to the learning they received on our courses.

In relation to FETAC type courses, and those of that level in partnership with other institutions, we have pioneered education and training for mature adults residing in low-income estates. These initiatives have been well received by both students and partners alike. Excellent work of learning for parents, children and teenagers is being delivered, formally and informally, across the organisation.

Generally, our knowledge of the social housing sector and of the public policies which influence the sector is well regarded. So also is our Advocacy stance on behalf of the low-income sectors in our society especially those at risk of poverty.

The reputation is solid:...where it is known! But we will need to do more to ensure that it becomes better known across the country. Respond! staff are often asked why do we have an exclamation mark after the word Respond! That mark has been there from the very beginning of the organization in 1982. It represents a call to action, and a call to respond to the needs of those in poverty or at the risk of poverty in our society. It also provokes the question: why is it there?...and perhaps why is Respond! there? A good question for users, staff and managers.



As part of the process of Branding Awareness Respond! has decided to offer its own Formal Awards for the various courses we are running or in which we participate as a body. If other formal awards from the partnership institutions are forthcoming then Respond! will seek to have our associate status clearly mentioned in these Awards, and if not, we will Award a parallel parchment of our own.

### 4.3: Target Group 3 - Respond! Human Resources: Education Programme for Respond! In-house Staff and Volunteers

Respond!'s educational commitments include those of Human Resource Section (HR) in respect of Respond! staff and volunteer training. The knowledge, skills and competencies of Respond! staff and volunteers play a critical and strategic role in achieving the vision of Respond!. It is their competence, commitment and capacity that are fundamental to the successful achievement of the current and future goals of Respond!: the 'sine qua non' of our whole educational plans. Now, more than ever, changes in our external environment are presenting new challenges. This HR education programme has therefore been designed to equip participants with a comprehensive set of skills that will prepare people to successfully navigate through their daily workplace and ultimately to make a difference to the community.

The HR education programme will be delivered under the management of the Respond! Knowledge Department (KD). In particular, the KD, working closely with the HR Manager and his department, will monitor quality assurance standards and help identify suitable education providers in terms of content (intended learning outcomes, assessment criteria) and delivery mechanisms. A mix of in-house and external training providers is anticipated.

The HR programme is shaped by a systematic gathering of data to find gaps in existing skills, knowledge and attitudes and was informed by:

- Operational and social goals
- A reflection of work undertaken
- Changes in external working environment
- Opportunities for multi-disciplinary / cross professional learning

#### 4.3.1: Ethos and Mission

Over and above the Ethos and Mission objectives set out elsewhere in this strategy the Respond! HR education programme will be guided by the following:-

**1. Legislative compliance re:** our duties as employer, social landlord, and service provider – HR seeks to ensure corporate and sectoral standards in terms of competency, currency and quality assurance.

**2. As employer,** Respond! invites staff to personal and professional engagement in creating an environment conducive to human growth and development for the wellbeing of all.

3. Respond! Education also seeks to advance **a career pathway** for our employees in housing and community development;

The Human Resources department seeks to promote an understanding and commitment to the Respond! ethos, mission and *modus operandi* through the provision of education and training for in-house staff and volunteers. The fundamental objective must be that whosoever offers a service on Respond!'s behalf to our residents, students, volunteers, the general public and the staff themselves must be capable of delivering that service to the highest standard and at an economic cost.

Specifically, the HR Education programme aims to:-

1. Promote a culture of learning in Respond!, where we all learn together and continually; Continuous Professional Development is a goal which we aim at for all our staff;
2. Contribute to the overall efficiency and development of the organisation;
3. Strengthen our capacity to adapt to changes in our working environment and to the changing needs of the community, especially through job-specific training;
4. Create an environment where the acquisition of new skills and learning becomes normative;
5. Deliver best practice to all those to whom we offer services of any kind;
6. Motivate all our staff to commitment to the ethos and values of Respond! and, especially, to the best possible service-delivery to those in need;
7. Regularly review best practice in relation to Staff Policies and Procedures; and
8. Create a welcoming place for partnership with our volunteers, in our training and in our work.

#### 4.3.2: Goals and Targets

Specifically, the Target areas for Respond! Staff Education are as follows:

(i) HR training: **recruitment, interviewing, appointments** - legalities/good practice e.g., interview panel formation, guidance/training, questions, scoring; medicals; Garda vetting, reference verification.

(ii) HR **staff induction** for new staff and new volunteers:

Core competencies as staff members and volunteers with Respond!

Core competencies per job specification and specialism.

(iii) **Update** on Respond! staff policies/changes in legislation and practice corporate-wide.

(iv) **Guidance for Managers** and **Regional Coordinators** re: HR legal and contractual obligations and best practice regarding staff recruitment, supervision and management.

(v) **Legislative compliance:** HR will organise corporate-wide training including:

- **Health & Safety** and **Fire Safety** across the whole organisation
- VDU-eye tests biennial;
- Child protection training
- Manual lifting
- Emergency procedures policy and procedure responses.

(vi) **CPD:** Continuous Professional Development

- formal, externally accredited professional training required for professional registration (e.g., architects, technicians, accountants).
- formal and in-formal training e.g., ½ day, day courses, workshops, seminars, conferences attended
- longer, formal training courses attended, as approved by line managers and HRM / SMT.

(vii) **Career pathway development:** HR-staff liaison regarding **further qualifications** undertaken/achieved.

(viii) **A minimum of 6 days annually training** is designated for Resident Support Workers (including elements of joint training with volunteers (enablers and other residents). A minimum ½ day IT systems training is targeted p.a. for EM Administrators.

This **competencies-led** programme can be viewed diagrammatically, as follows:-



### **Key Components of the HR Programme**

- (i) Facilitated reflection, discussion and shared learning are key components of this programme that will guarantee transfer of learning into the participants' daily practices.
- (ii) Each individual module will deliver on key required skills applying interactive activities that create effective performance.
- (iii) Phased development that allows people to practice and master the skills they require at each stage before moving onto the next level.

On completion of the training it is expected that specified learning outcomes will be achieved (the following example is in respect of estate management training for Resident Support Workers).

	<b>Training Description</b>	<b>Target Group</b>	<b>Target Number</b>	<b>Trainer</b>	<b>Delivery</b>
1	Understanding our Communities	RSW Staff	48	Sean R and Cathy L	One day
2	Communication Skills	All Staff	305	CIH	One day
3	Creative Facilitation Skills	RSW Staff	48	Seán R	One day
4	Managing Disciplinary & Grievance Issues	Line Managers	61	Keith C	One day
5	Finance for the non-Financial Manager	Line Managers	61	Tomas E / Ray F	One day
6	Repair Responsibilities	Reception	4	TSOs	Half day
7	MS Publisher	RSW Staff	40	tbc	One day
8	Self Awareness & Well-being	RSW, Assessment	48	tbc	One day
9	H&S Training	Line Managers	61	Ned B & Kevin C	Half day
10	Nonviolent Crisis Intervention	RSW, Assessment, Reception	50	CPI	One day
11	Diversity and Cultural Intelligence	RSW Staff	48	CAN/Equality Authority	One day
12	Customer Care	All Staff	305	CIH	One day
13	Mediation	RSW & HR Staff	51	Meitheal	One day
14	HR+ in Childcare Centres	All Childcare Staff	102	Keith C	Half day

### **Best Practice in Community Development Work:**

Many of the core Resident Support Workers have formal qualifications or/and experience in community development work in community settings before they join Respond!. Others have acquired this expertise while they worked with Respond!. It is Respond!'s objective to ensure that all our RSWs are fully competent in this regard and that that competence is paralleled, in so far as is possible, with that of local volunteers and enablers. Accordingly, Respond! seeks to have ongoing courses in community development be delivered to both staff and volunteers at the same time, wherever possible. The Charts under section 4.1.2 A and B, show how Respond! plans to achieve this over the next three years. Respond!'s HR staff will work very closely with the formal education staff to ensure appropriate coordination interaction and planning.

## Section 5: Education Strategy Costs

The following Chart sets out the budgeted costs for our Education Programme. Respond! is aware that this current year 2012-2013 is unlikely to gain a strong response in respect of its Outreach Programme at the HETAC level. This is due to the fact that our HETAC Degree courses will not be ready for a current intake of students: these courses will come on stream, in the main, for the 2013-2014 intake. However, it is possible for students who wish to take the BA in Housing and Community Studies (under construction) to begin their studies by signing up for the Certificate in Community Studies in September 2012. We are also aware that due to the economic climate students may postpone signing up for a course in the Respond! College, a private/voluntary college, which is not in receipt of the grant benefits available to publically funded colleges: despite this, we are receiving regular requests for information in respect of all our courses.

### Notes:

All of the following costings are over and above the outlay for Respond!'s Community Development programmes.

- 1. Residents' Education:** There will be some overlapping of these courses across the different headings, so the Managers, regional and sectoral, will need to be clear as to how real costs are accounted for.
  - (a) Respond! does not expect that tenants would be required to pay for attendance at Landlord/Tenant courses: unless some form of 'sweat equity' is agreed by way of match funding.
  - (b) Respond! Community Education courses are not to be seen simply as part of the community development budget: here we are speaking about formal 'community education' programmes, validated through FETAC or through Respond!'s own Certificate. However, if the tenants are receiving some form of validated education we should expect that there would be some financial input forthcoming from them – or otherwise, obtain funding from sponsoring bodies. These courses are key elements of Respond!'s Education Strategy for the future and will lead on to the setting up of the National Respond! Federation of Residents.
  - (c) Much of the content of the chartered courses need to be marketed to other community groups; such as Residents Associations, Community development groups, etc. Indeed, these groups could well form part of the student cohort of particular cluster programmes: this will cut down on the ratio of staff to student and assist in the course finances.
  
- 2. Outreach Education:** There is likely to be overlapping here with some of the above courses and indeed with those for staff and volunteers.
  - (a) **FETAC accredited Courses:** Many of the FETAC accredited courses are also suitable for the remit of the Residents Education, but there are significant costs involved. They tend to use the specific input of tutors from the Respond! College. Unless there are cost-effective ratios of tutor to students it means that these courses will be expensive to run unless some form of outreach to other cohorts of students is realised. Respond! also needs to use the skill of regional staff, other than Dublin-based education staff, to expand our outreach potential and expertise, and in consequence cut down on tutorial costs accordingly. Respond! is disabused of



the notion that Respond! staff only can be involved in the delivery of such courses, and use the good-will and accredited input from other social partners.

- (b) **HETAC accredited Courses:** There are real marketing and cost issues associated with this remit. It is clear from the experience Respond! has had to date that Degree level courses are expensive to run. Unless we can get a more cost-friendly tutor to student ratio it is clear that Respond! will always have to subsidize educational output at this level. Either our dedicated education staff can recruit more students per course, or we develop and run more courses simultaneously! Otherwise, they will not pay and Respond! will not be able to continue to subsidize them beyond a year or two.

We can also seek other market partnerships, such as those proposed by Consultant, Michael McKeon: partnerships or associations with Griffith College, or the Dublin Business School, or, perhaps Maynooth. All of these will need to be thoroughly researched so that we can be faithful to Respond!'s own ethos and objects: and avoid any perception that Respond! education is simply a form of commercial service.

The existence of the BSS, together with the other Certificate and Diploma courses which preceded it, and the quality of the teaching provided within them all have given Respond! a strong reputation for quality. We would be foolish to lose that reputation by either abandoning the equivalent levels now at a time of economic depression or by replacing them with inferior or ethically-discordant models.

- 3. Staff and Volunteers:** The future of Respond!'s work will rely upon the involvement and commitment of volunteers working with skilled and competent and equally committed staff. Therefore, it is vital that all training for staff should consider the inclusion of volunteers in appropriate courses. We cannot expect that there would be any income from volunteer students of such courses, all of which will need to be signed off by the HR Manager. Where staff attend outside courses, we expect that they will meet those costs themselves, unless they have been chosen and authorised by HR.

The Manager and members of the Knowledge Department will need to conduct regular reviews of the Education Programme, to counteract undue overlapping and to ensure that sufficient efforts are being made to develop a strong outreach clientele. There will be a need for review models, such as a comprehensive Flowchart so that the application of resources, personnel, time and finances will be clear and measurable for review.

<b>INCOME</b>	<b>Respond! Outreach Education</b>	<b>Respond! Landlord/ Tenant Education</b>	<b>Respond! Community Education</b>	<b>Respond! Staff Education</b>	<b>Totals</b>
<b>Outreach Education</b>					
BSS in Housing	55,100				55,100
CIH Cert 2 Dublin	8,925				8,925
Cert in C.Studies Hetac Dublin	24,875				24,875
Cert in C.Studies Hetac Cork	24,875				24,875
CIH Cert 2 Waterford	8,925				8,925
BA in Housing & C.Studies	--				--
<b>S/Total Outreach Education</b>	<b>122,700</b>				<b>122,700</b>
<b>Tenant / Community Education</b>					
Child Protection Awareness, Maintenance responsibilities, Housing Legislation changes, Contribution from Respond!;		60,000			60,000
Target Income / Resident Contribution from delivery of courses / workshops on Estates			50,000		50,000
<b>In-house Staff Education</b>					
Contribution from Respond!				100,000	100,000
<b>Total Income</b>	<b><u>122,700</u></b>	<b><u>60,000</u></b>	<b><u>50,000</u></b>	<b><u>100,000</u></b>	<b><u>332,700</u></b>
<b>EXPENDITURE</b>					
<b>Direct National Education Salaries</b>	134,888	-	92,108	21,408	248,404
<b>Regional Education Salaries</b>	-	45,283	50,398	4,413	100,093
<b>External Delivery Cost – Staff Training</b>				52,760	52,760
<b>Outreach Specific Costs</b>					
Accreditation Costs	39,600				39,600
Advertising Costs	39,000				39,000
Stationery Costs	14,000				14,000
	<b>92,600</b>				<b>92,600</b>
<b>Other Overheads</b>		3,600			
Travel, Post & Stationery, Insurance, Computer costs, Professional Fees, Sundries	<b>19,000</b>		<b>11,000</b>	<b>4,500</b>	<b>38,100</b>
		<b>48,883</b>			
<b>Total Expenditure</b>	<b><u>246,488</u></b>		<b><u>153,505</u></b>	<b><u>83,081</u></b>	<b><u>531,957</u></b>
<b>Net Surplus/(Deficit)</b> (before allocation of Group Overheads)	<b>-123,788</b>	<b>11,117</b>	<b>-103,505</b>	<b>16,919</b>	<b>-199,257</b>
Overheads (5% of €2ml)	40,000	10,000	35,000	15,000	100,000
<b>Net Surplus/(Deficit)</b> (after allocation of Group Overheads)	<b>-163,788</b>	<b>1,117</b>	<b>-138,505</b>	<b>1,919</b>	<b>-299,257</b>

## Section 6: Conclusion

'A goal **without a plan** is just a wish.' So wrote Antoine de Saint-Exupery, a French writer (1900 -1944). Respond! has outgrown wishful thinking! The only way the organization can achieve progress in its work of community development and anti-poverty is by planning it. We set out clear goals, measurable objectives married to known resources and set in motion by exciting and motivating strategies: that is the only way forward. Anything else is simply a waste of time and resources.

Already, within the organisation we have put in place the following strategies:

- Strategy for Estate Management and Maintenance
- Strategy for the Delivery of Services to Older Persons
- Community Development Strategy
- Better Being, Better Mental Health Strategy
- Child Protection Strategy
- Family Resource Strategy
- Company's Risk Strategy
- Health and Safety Strategy
- HR Policy and Procedures Strategy
- Currently working on a Property Development Strategy
- Currently working to finalise a Comprehensive National Corporate Plan, encompassing Regional and Sectoral plans.
- NOW: We have this DRAFT National Education Strategy

All of these plans are necessary to give direction to the organisation as a corporate body and to its staff as implementers and partners in its work. They set out what we are about and they become ready sources of information for our residents, students and external partners as to what Respond! is doing.

In particular, it is important that our education strategy and objects are transparent to all: our education is not manipulative to a certain point of view. However, it is openly declared as being anti-poverty and in favour of the development of public social and economic policies to favour the needs of the poor. That objective can be freely discussed and negotiated in all our educational output and we welcome different and opposing points of view. But we remain strong in our resolve to ensure that the subject of equity of opportunity and resource, especially for those at risk of poverty, is kept firmly on the housing and social policy agenda.

For Respond!, Education is a core value. We invite our readers to join with us to make it available to all those who are deprived of education opportunities.

***Patrick Cogan, ofm***

***July 1<sup>st</sup>, 2012***

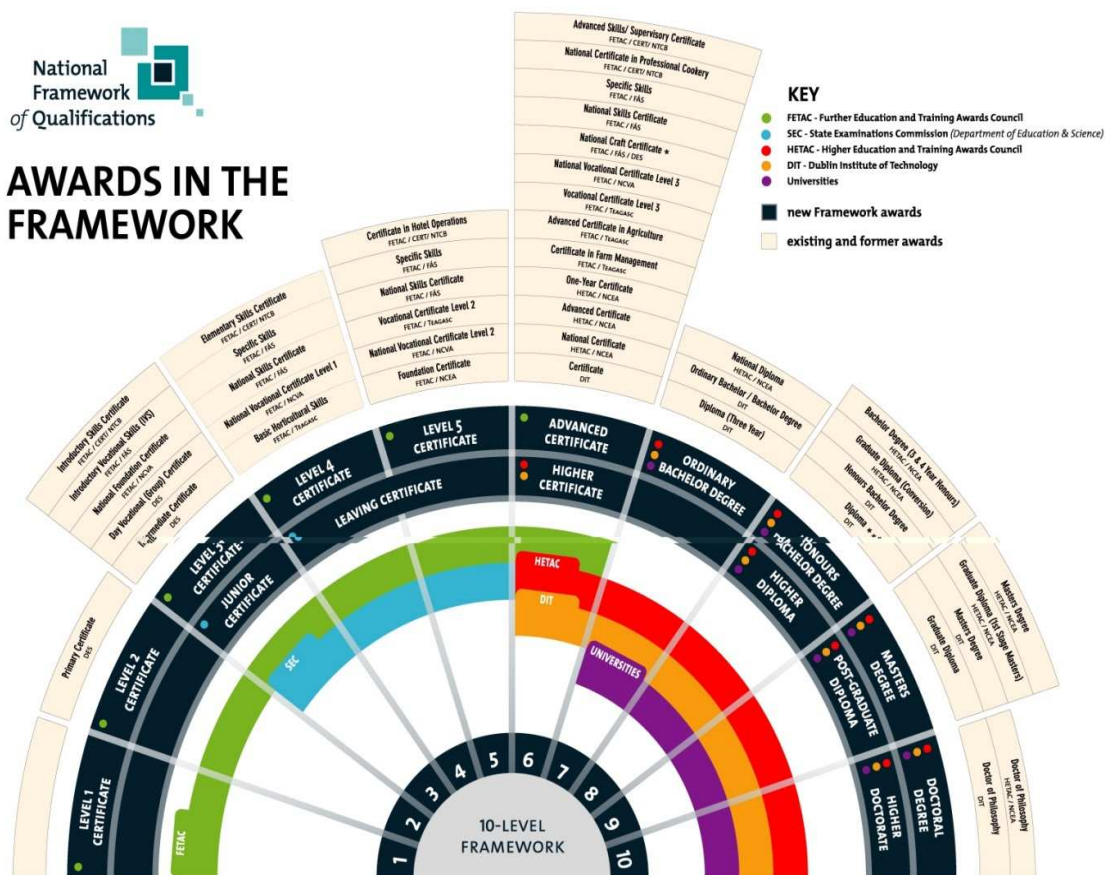
## Appendices

### Appendix 1: National Qualifications Authority of Ireland (NQAI)

Currently the National Qualifications Authority of Ireland (NQAI) is an agency of the Department of Education and Skills and the Department of Enterprise, Trade and Innovation and has responsibility for developing and maintaining the National Framework of Qualifications. The Irish National Framework of Qualifications is aligned with the Bologna Framework and awards qualifications on a ten point scale

The Higher Education and Training Awards Council (HETAC), the Further Education and Training Awards Council (FETAC) and the National Qualifications Authority of Ireland (NQAI) as custodian of the National Framework of Qualifications, has a statutory role as a quality assurance agency and participate in policy and practice debates on quality assurance, both at a European and national level. The NQAI is a member of the European Association for Quality Assurance in Higher Education (ENQA) and operates under their guidelines. Hence, the Respond! Quality Manual also takes due cognisance of the ENQA guiding principles.

As part of the new national strategy on higher education in Ireland, there will be an amalgamation of the National Qualifications Authority of Ireland, HETAC and FETAC. A new organisation is to take responsibility for the external quality assurance review of the universities, a function which is currently performed by the Irish Universities Quality Board (IUQB) and the Higher Education Authority (HEA). There is also the possibility of including some of the related functions of the National University of Ireland (NUI) in the new organisation.



## Appendix 2: Respond! Governance

Respond! has a six-person Board of Directors comprising:

- Patrick Cogan, Franciscan, and founder-director
- Michael O'Doherty, retired builder and founder-director
- Brian Hennebry, Company Secretary
- Tom Dileen, retired civil servant
- Deirdre Keogh, Assistant General Secretary IVEA.
- Joe Horan, retired South Dublin CC Manager

Under the Respond! Memorandum and Articles of Association, Patrons and Associate Members meet at least annually for an AGM to approve the business operation, activities and accounts.

Respond! National Management Team comprises six people as follows:

- Patrick Cogan, ofm, CEO and founder-director;
- Ned Brennan HRM and Chief Operations Officer,
- Parag Joglekar, Property and Design Manager
- Ray Fanning, Company Treasurer
- Jill Jackman, Legal Secretary and PA to the CEO
- Deborah Butler, Manager of the Knowledge Department

Respond! National Managers head up in-house and consultancy services including:

- National Property Management
  - Property procurement, architectural design and technical services, leasing, purchase, agency work on behalf of local authorities or NGOs;
  - Estate Maintenance and Management, (and Assessment and Allocations),
  - Legals pertaining to above.
- Resident Support Services (+Childcare, Youth, Family Resource, 'Being Better' )
- Knowledge Department
- Community Development
- Finance and IT: Information Technology
- Human Resources Management
- Special Needs

Respond! Regional Structure comprises three Regional Managers respectively covering each of the three Respond! catchments:

- |                              |   |
|------------------------------|---|
| • Respond! South             | Respond! Head Office, Airmount, Waterford City.                       |
| • Respond! West              | based in Oranmore, covering Donegal to Kerry                          |
| • Respond! N.E. and Midlands | based in High Park, Drumcondra, Dublin 9                              |
| • Sub-Regional Manager       | based at the Respond! offices of St. Francis Gardens, Blackpool, Cork |

Restructuring of services and re-deployment of staff has been introduced since Jan 2011. The intention was to streamline services to residents by appointing a designated officer per estate called a 'Resident Support Worker' (RSW) who is the nominated point of contact for all services. The RSW will liaise with others on the Respond! team as appropriate (e.g., Property Management Team in respect of maintenance issues, or Family Resource or Childcare or Youth Development staff, as appropriate). Each

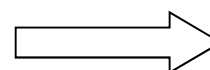
region has a designated Resident Support Manager who will lead the team and liaise with the Regional Managers and National Management (NMT) in respect of issues arising.

The Property Management Team will deal with all facets of building management including procurement, maintenance and management, architectural design and technical support services, leasing and any other technical services. This team will work closely with the Regional Managers and the Resident Support Workers to deliver an effective and streamlined service. Resident input and volunteer support in the social and environmental management of estates will continue to be invited and encouraged.

### Appendix 3: Education Personnel

Name	Job Title	Qualifications
Dr Deborah Butler	Knowledge Dept Head	M Sc. (Econ), Education Doctorate
Joanne Richards	BSS Course Director	MA International Relations MA Sociology
Camilla Fitzsimons	Nat Education Consultancy Coordinator	MA (Litt) (currently undertaking a PhD)
Cathy Lanigan	Quality Assurance Manager	BSoc Sc, MA in Social Justice
Niamh Murphy	Research Officer	MSoc Sc (currently undertaking a Doctorate of Social Science)
Sean Regan	National Community Education Mgr	MA in Rural Development Planning
Sarah Barron	Education Resource Officer	MSc Reg. & Loc Dev
Fiona Blaney	Resident Support Worker	MA in Com Dev
Aoife Walsh	Nat. Communications Officer	MA in Public Relations
Amye Quigley	Assistant Librarian	BA in Business Studies & French Masters in Info & Library Studies
Michael McKeon	Education Consultant	Master of Business Studies

See Overleaf for other available tutors within Respond! staff.....



## Other Staff – Potential Tutors to deliver training

Name	Job Title	Qualifications
Paul Hargaden	Regional Manager	B.A and H.Dip in Education
Dolores Grady	Regional Manager	BSS in Housing & Com Studies
Tom Power	Regional Manager	BSS in Housing & Com Studies
Patrick Cogan	Chief Executive Officer	BA, BD, STL
Ned Brennan	Chief Operations Officer	B.Comm, MA Public Policy
Parag Joglekar	National Design/Property Mgr	B.Arch; MA in Human Settlement
Ray Fanning	Company Treasurer	CIMA
Liam Fewer	National Production Manager	B.Sc. in Q.S.
Paul McGrath	Design Manager	MA Arch.
Richard Vaughan	Architect	B.Arch
Reuben Kirrane	Architect	BA Arch Sc
Brad Morrow	Site Agent	Bsc in Geography
Christine Barros	Architectural Technician	Bsc in Architecture
Eanna McManus	Supervising Architect	B.Arch
Pat O'Driscoll	Snr Architectural Technician	N.Dip in Archit Technology
Paschal Halley	Snr Architectural Technician	N.Dip in Archit Technology
Kenneth O'Hara	Architectural Technician	N.Dip in Archit Technology
Susan Goulding	HR Officer	MSc in Training & HRM
Rosemary Fitzgerald	Manager, Suimhneas	BSocSc
Mary Lonergan	Childcare Coordinator	BA in Public Mgt
Sheila Devane	Clinical Psychologist	Doctorate in Clinical Psychology
Margaret Fenton	Resident Support Co-ordinator	M.Sc Coop Org & Rural Dev
Tom Walsh	Resident Support Coordinator	BA, H.Dip. Ed,
Caroline Haran	Resident Support Worker	BA in Com Dev & Ed
Philip O'Reilly	Resident Support Worker	BA App Soc Studies in Social Care
Caroline Haran	Resident Support Worker	BA in Com Dev & Ed
Denis Shanahan	Resident Support Worker	BA in Theology
Susan Dunne	Resident Support Worker	BSS, Housing & Com
Patricia Pienaar	Resident Support Worker	Dip Soc & Com Dev
Margaret Tomany	Resident Support Worker	BA Hum.& Soc Stud.
Brendan Boyle	Resident Support Worker	HDip Town Planning
Helena Crotty	Resident Support Worker	HDip Integrative Pschotherapy
Aine Egan	Resident Support Worker	MSc in Rural Development
Alan Sherin	Resident Support Worker	Post Grad Cert in Housing Studies
Tomás English	Financial Controller	Degree Business Studies, ACCA
John Hayes	Senior Finance Officer	BA Business Studies, CIMA
John McNamara	Management Accountant	ACCA
Greg Poland	IT Helpdesk Officer	BA in Computer Science & Applied Psychology
Kenneth Fitzgerald	Systems Development Officer	Bsc Geology
John Rogers	Design/Property Consultant	B.Arch,





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