



Commissioned Study for
Respond! Housing Association
2013-2014

Blackpool Village Regeneration Strategy



EDUCATION REPORT
February 2014



Respond! is Ireland's leading housing association, established in 1982. Respond! believe in delivering housing for social investment rather than for financial profit and provide housing for almost 20,000 residents around Ireland. Homes are provided for individuals, families, the elderly, people who are living with a disability and also for some of the most vulnerable groups in society including those

who have lived for long periods in hostels, temporary and insecure accommodation.

Respond! seek to create positive futures for people by alleviating poverty and creating vibrant, socially integrated communities. This is achieved by providing access to education, childcare, community development programmes, housing and other supports.

Respond! employ over 300 people who work creatively within a framework of shared values and social goals. The in-house team is spread throughout the country and includes architects, accountants, technical services officers, psychologists, nurses, as well as educational, research, finance, legal administrative, IT, childcare and resident support personnel.

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Research Report to



The provision of Adult and Community Education in the Northside of Cork City

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Shared Insight

January 2014

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SHARED INSIGHT

Shared Insight is a partnership founded in 2013 to provide research, advocacy and training services to organisations in the voluntary, community, public and private sectors at reasonable cost. Promotion of human dignity and the empowerment of communities are at the heart of our ethos. This research was carried out by Dr Siobhan O’Sullivan, with technical support from Mr Nicholas McMurry and oversight by Dr Cathal O’Connell.

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



RESEARCH MANDATE

Respond! is one of the largest providers of social housing and community services in Ireland. Since its establishment in 1982 Respond! has built almost 5,200 homes throughout the country for families, single persons, the elderly, and people with disabilities. Respond! adopts a proactive community development approach in the planning and delivery of its services and according to its mission statement it seeks to “create a positive future for people by alleviating poverty and creating vibrant, socially integrated communities by providing access to education, childcare, community development programmes, housing and other supports.” The stated aims of Respond! are to:

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

Regenerating Communities

Respond! has an established and high profile presence in Cork City and county. The largest residential development, located at St Francis Gardens in Blackpool (previously known as the Blackpool Flats Complex) was acquired from the City Council in 2007. The renovation and re-letting of the flats by Respond! led to the regeneration of the complex, which is now a thriving and settled community with a low turnover of tenants and a high demand when vacancies arise. This development, plus others in the pipeline, has the potential to act as a driver for the regeneration of the Blackpool area more generally which has experienced economic, social and environmental challenges in recent years.

Regeneration can be understood as a process by which the physical, environmental, social and economic issues facing disadvantaged and declining areas can be addressed in an integrated and holistic manner. According to Roberts and Sykes regeneration entails “a comprehensive and integrated vision and action which leads to the resolution of urban problems and which seeks to bring about a lasting improvement in the economic, physical, social and environmental condition of an area that has been subject to change” (2000:18).¹

Regeneration and Community Education and Training

Responding to community education and training needs is a key strand of effective regeneration. It is also central to the mission and ethos of Respond! which sees the advancement of educational opportunities as essential to relieving poverty. Meeting such needs can occur in the form of community-based personal development programmes, employment and skills training and accredited educational opportunities and pathways which lead to formal qualifications. In pursuit of this commitment Respond! has commissioned an assessment of education and training provision on the Northside of Cork City. Assessing the extent and nature of existing provision and identifying gaps in provision will enable Respond! to align its own educational services more closely with existing providers in the area in a mutually beneficial way which maximises opportunities for Respond! residents and the wider community.

The Impact of Adult and Community Education

There is an established literature relating to the impact of adult and community education, both nationally and internationally. The role of education in addressing poverty is recognised by the UN Committee on Economic, Social and Cultural Rights: “As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults

¹ Roberts, P. & Sykes, H. (2000) *Urban Regeneration: A Handbook*. London: Sage.

and children can lift themselves out of poverty and obtain the means to participate fully in their communities.”²

Both the OCED and AONTAS, the Irish National Adult Learning Organisation, have reiterated the case for the economic, personal and social benefits of adult learning and community education in terms of the following impacts:³

- Earning Power – the research shows that earnings of persons with tertiary/third-level education are increasing while earnings for those with less than secondary education are stable or declining in a majority of OECD countries;
- Health Outcomes – education improves health especially mental health by enhancing self-confidence and self-esteem, ameliorating depression, developing social networks, trust and tolerance and encouraging healthy lifestyles;
- Citizenship and Civic Engagement – higher levels of education are associated with stronger political and community participation rates and lower crime levels;
- Longitudinal Impacts – education leads to positive intergenerational effects by improving the lives and educational outcomes for the children of adult learners.⁴

Sustaining educational intervention throughout the life course is acknowledged as essential for achieving effective outcomes, promoting equality of opportunity, and delivering tangible returns on the investment of resources. While there is justifiable concentration on early-years intervention which has very strong effects in tackling disadvantage, it is also

² Committee on Economic, Social and Cultural Rights (1999), *General Comment No. 13: The Right to Education*. UN Doc. E/C.12/1999/10, Paragraph 1.

³ Machin, S. (2006), *Social Disadvantage and Education Experiences*. OECD Social, Employment and Migration Working Papers, No. 32. DELSA/ELSA/WD/SEM(2006)1. AONTAS (2009a), *Community Education: More than just a Course*. AONTAS: Dublin.

⁴ These intergeneration effects are also highlighted in Wilkinson, R. and Pickett, K. (2010), *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books.

recognised that education must be followed through on an ongoing and consistent basis throughout people’s lives. As Machin (2006: 20) states in a working paper for the OECD, “these payoffs [from early-years intervention] decay rapidly unless bolstered with interventions that can continually offset social disadvantages through the whole education sequence.”

The long-term dividends arising out of educational investment have been assessed both nationally and internationally. A cost-benefit review of community education impacts found that it represents value for money in terms of savings to the state from reduced welfare and health costs, and reduced crime. A study in New Zealand found that adult and community education represented a return of \$54–\$72 on each dollar invested. In Ireland, AONTAS calculated that there were significant increases in gross income for adult learners of between €11,000 and €16,500 per annum arising from their adult education.⁵

Furthermore, AONTAS found that there are broader value-for-money returns accruing when learners start to volunteer as a result of community education. In such cases, they provide a return of between €9.1 million to €28.8 million to the State depending on the extent of volunteering undertaken (AONTAS, 2009a: 16). This is in the context of reduced state investment and increasing costs borne by the community sector in the delivery of programmes. AONTAS (2009a: 186) estimates that the average spend per learner in community education is €676. Core funding from the Department of Education amounts to approximately €181 per learner, which is supplemented by other statutory and community sources.

The evidence in support of investment in adult and community education is clear-cut. Benefits accrue to individuals, communities, the state and society at large. These far outweigh the costs of provision and represent extremely good value for money.

⁵ AONTAS (2009b), *The Costs and Benefits of Undertaking Adult Education Courses from the Perspective of the Individual*. AONTAS: Dublin.

EXECUTIVE SUMMARY

The research involves the documentation of existing education and training services on offer to communities on the Northside of Cork City. Up to now, this has not been surveyed in any systematic form. This report represents the first attempt to profile and analyse existing adult and community education provision. On the basis of in-depth consultation with centre and programme coordinators, it assesses the effectiveness and impact of educational services and elicits views on whether there are unmet needs in the Northside of Cork City.

The report is divided into the following sections:

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

The method used was a combination of data gathering through visiting local centres, adult education open evenings and information sessions, online desk research, and interviews with coordinators, community development workers and senior staff from local community, statutory and voluntary groups.

The report reveals the vibrant and well developed educational environment on the Northside of Cork City with a wide range and diverse nature of educational activities. To progress Respond!'s education mission, the report makes the following recommendations:

1. It is recommended that Respond! appoint a suitably qualified education officer who will build on the scoping undertaken by this report and network with identified education providers and bodies in the statutory and community sectors in order to establish partnerships and develop Respond!'s approach to education in the Northside of Cork City.
2. It is recommended that Respond! join the local Adult Education Network as a partner and contributor.
3. It is recommended that Respond! consider establishing formal partnerships with other providers such as CityNorth College, NCE, Farranferris College, UCC and other providers.
4. It is recommended that Respond! explore contributing to existing programmes and in time develop its own courses subject to demand.
5. It is recommended that Respond! offer practical opportunities for engagement and integration with existing providers through its complex in St. Francis Gardens, for example, by offering work placements and internships where specific skills such as social enterprise, elder care, community development, housing management, and service coordination can be developed.
6. It is recommended that Respond! include in its capital programme of regeneration in Thomas Davis St. the provision of an education and community space.

1. SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

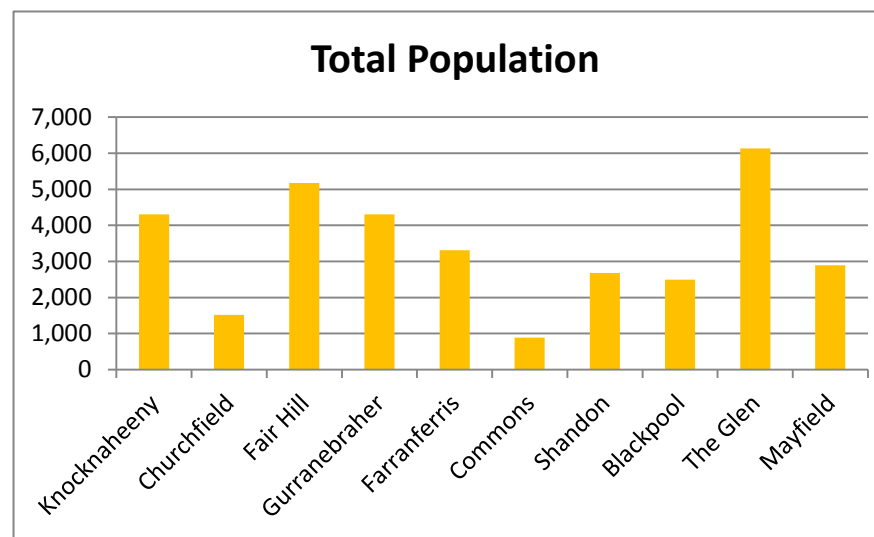
This section profiles the Northside of Cork City from Knocknaheeny to Mayfield. The socio-economic and demographic profile is derived from the 2011 Census provided by the CSO. It includes data on household composition, unemployment, education levels, household tenure and ethnic background.

Each area is comprised of up to five electoral divisions, which have been combined where required to give a summary of the broader area as follows. Map 1 on page 5 shows the area profiled.

1.1 Population

The total population of the areas profiled in the Northside of Cork City is 33,681 inhabitants.⁶ The largest populations are found in The Glen (6,129), Fair Hill (5,173), Gurranebraher (4,302) and Knocknaheeny (4,301). There is no great variation in the size of households and most households vary in size between 2.5 to 3 persons per household across the Northside.

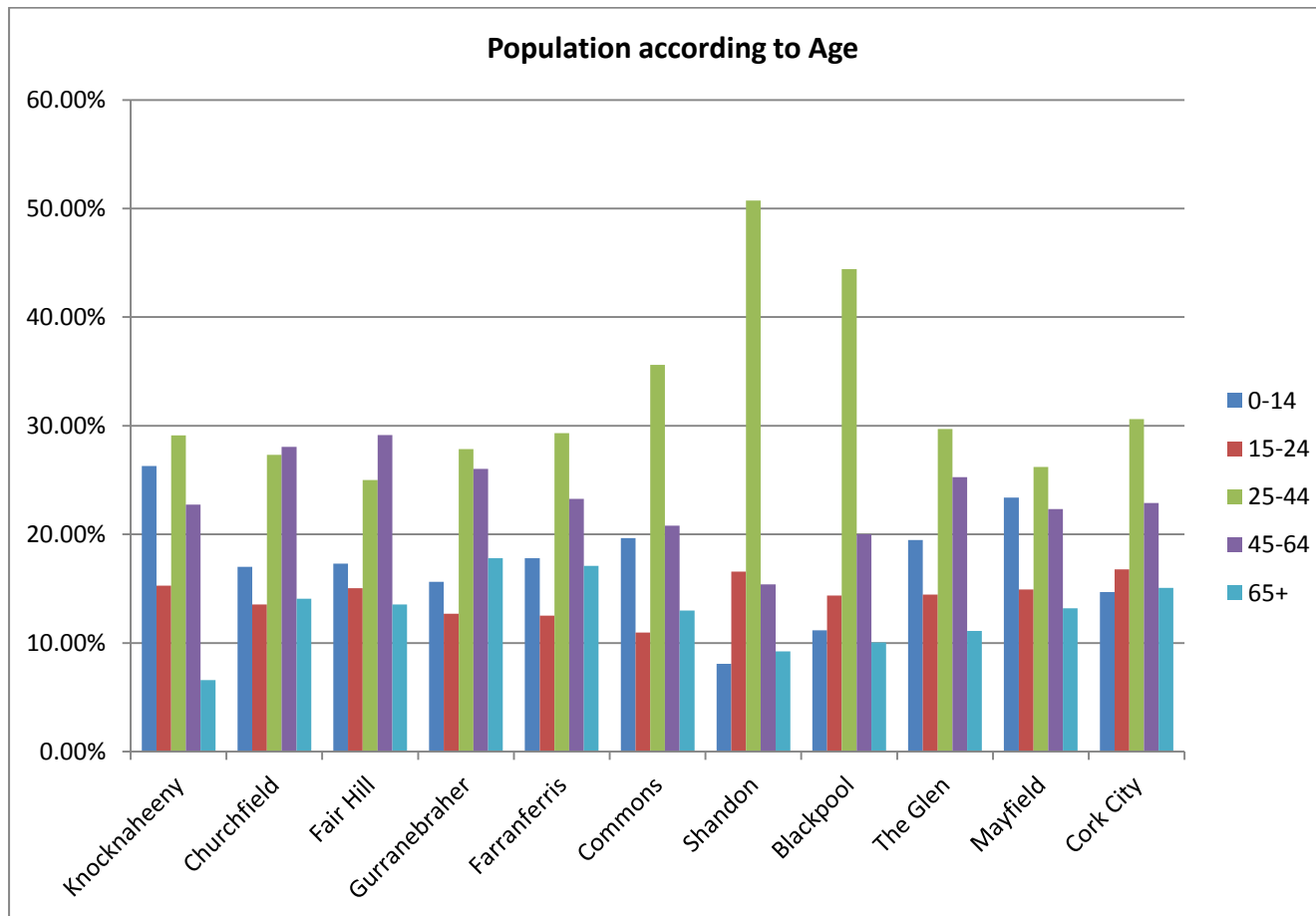
| Area | Electoral Division(s) | Population |
|---------------|-----------------------------|--------------------------------------|
| Knocknaheeny | Knocknaheeny | 4,301, comprised of 1,429 households |
| Churchfield | Churchfield | 1,522, comprised of 575 households |
| Fair Hill | Fair Hill A, B, C | 5,173, comprised of 1,912 households |
| Gurranebraher | Gurranebraher A, B, C, D, E | 4,302, comprised of 1,907 households |
| Farranferris | Farranferris A, B, C | 3,307, comprised of 1,415 households |
| Commons | Commons | 885, comprised of 331 households |
| Shandon | Shandon A and B | 2,682, comprised of 1,293 households |
| Blackpool | Blackpool A and B | 2,490, comprised of 1,159 households |
| The Glen | The Glen A and B | 6,129, comprised of 2,069 households |
| Mayfield | Mayfield | 2,890, comprised of 1,123 households |



⁶ The total population of Cork City is 119,230, comprised of 47,163 households.

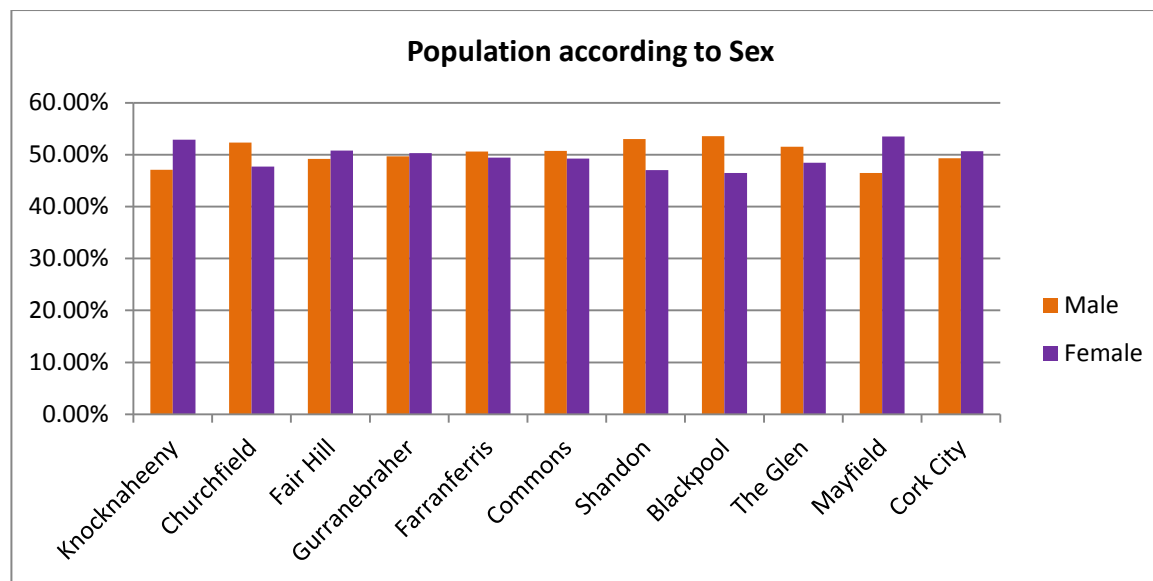
The age profile is outlined in the table below and shows that Knocknaheeny and Mayfield have a particularly young population, while Shandon and Blackpool have particularly high proportions of residents aged 25-44. The highest percentage of people over 65 is in Gurranebraher and Farranferris.

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



| | Under 25 | Over 65 |
|---------------|----------|---------|
| Knocknaheeny | 41.57% | 6.58% |
| Churchfield | 30.55% | 14.06% |
| Fair Hill | 32.34% | 13.53% |
| Gurranebraher | 28.31% | 17.81% |
| Farranferris | 30.33% | 17.08% |
| Commons | 30.62% | 12.99% |
| Shandon | 24.65% | 9.21% |
| Blackpool | 25.54% | 10.04% |
| The Glen | 33.92% | 11.09% |
| Mayfield | 38.30% | 13.18% |
| Cork City | 31.46% | 15.05% |

There are more females living in Knocknaheeny and Mayfield and more males living in Shandon and Blackpool but generally there is no major difference in the proportions of male and female.



1.2 Relative Deprivation, Household Tenure and Lone Parent Families

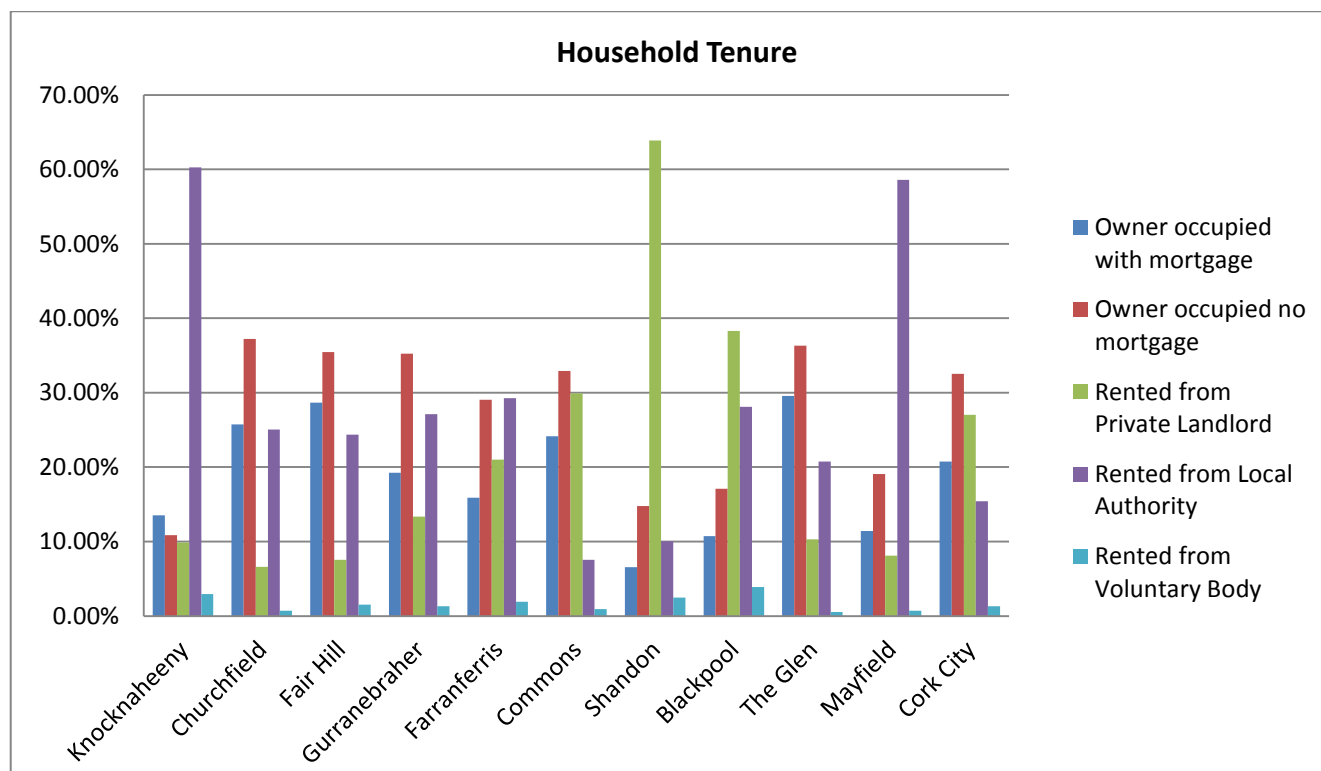
The 2011 Pobal HP Deprivation Index, developed by Trutz Haase and Jonathan Pratschke, gives an indicator for each area of the country. This score is a combination of census category data (demographic profile, social class composition and labour market situation) used to construct a national average of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

The aggregated electoral division scores are presented to the right and show that Knocknaheeny is the most disadvantaged area.⁷ Map 2 on page 10 presents a more detailed picture of relative deprivation in small areas and shows localised areas that are very disadvantaged, which can be missed when aggregates are constructed.

| Relative Deprivation Index | |
|----------------------------|-------|
| Knocknaheeny | -19.1 |
| Churchfield | -13.3 |
| Fair Hill | -13.8 |
| Gurranebraher | -15.7 |
| Farranferris | -14.0 |
| Commons | -6.3 |
| Shandon | 3.3 |
| Blackpool | 0.3 |
| The Glen | -10.7 |
| Mayfield | -16.6 |
| Cork City | -1.9 |

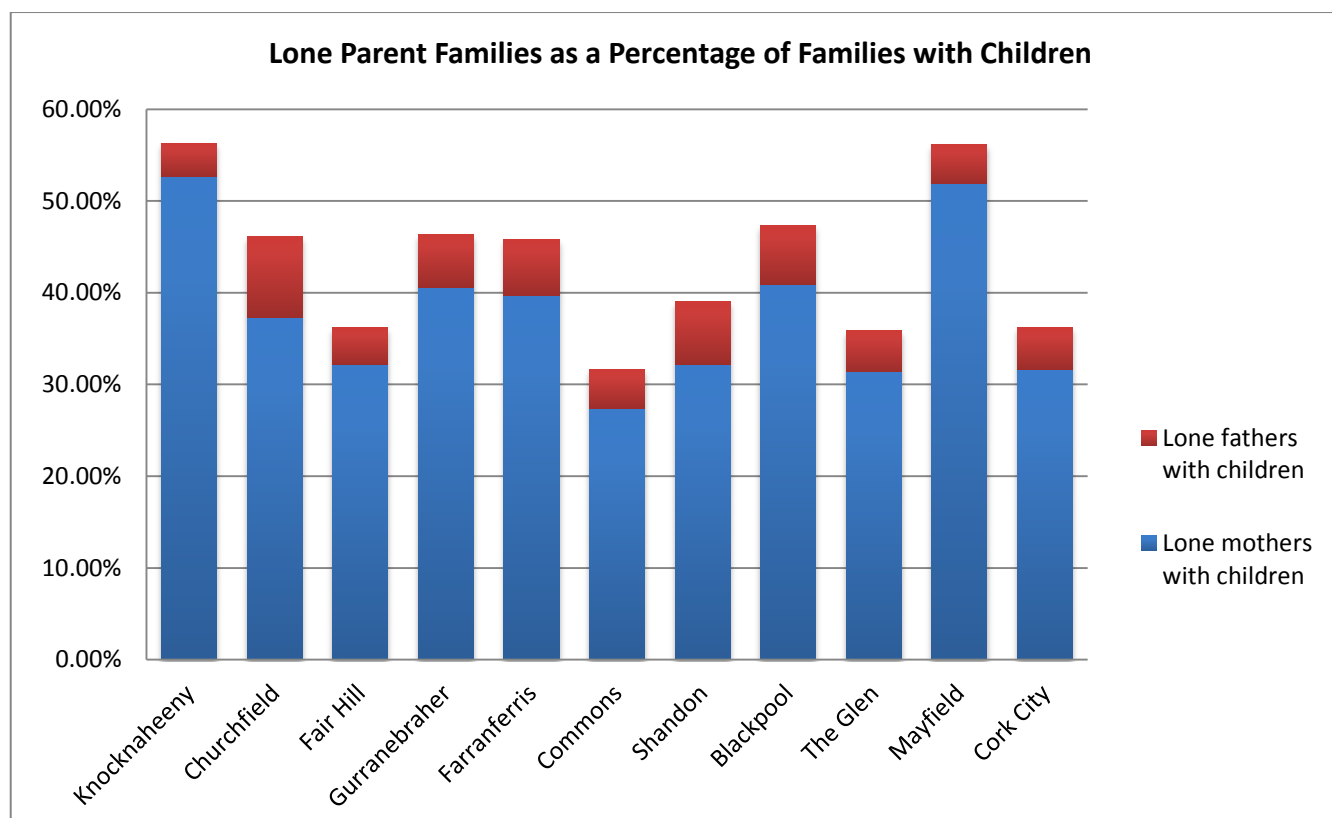
⁷ The most deprived electoral division in Cork City is Fair Hill B with a relative deprivation score of -20.7.

Social housing, which is strongly associated with deprivation as it is targeted at low income households, is the dominant tenure in Knocknaheeny and Mayfield where 60% and 58.59% of households rent their homes from the local authority. This is more than four times the rate for Cork City at 15.41%. The majority of households in Shandon (63.88%) rent from private landlords and renting is also higher in Blackpool than other areas.



Another dimension strongly associated with deprivation is the level of lone parent families. As the chart below shows, most lone parent families are headed by lone mothers. The highest percentages of families with children that are headed by lone parents are found in Knocknaheeny (56.31%) and Mayfield (56.14%) at over one and a half times the Cork level (36.18%).

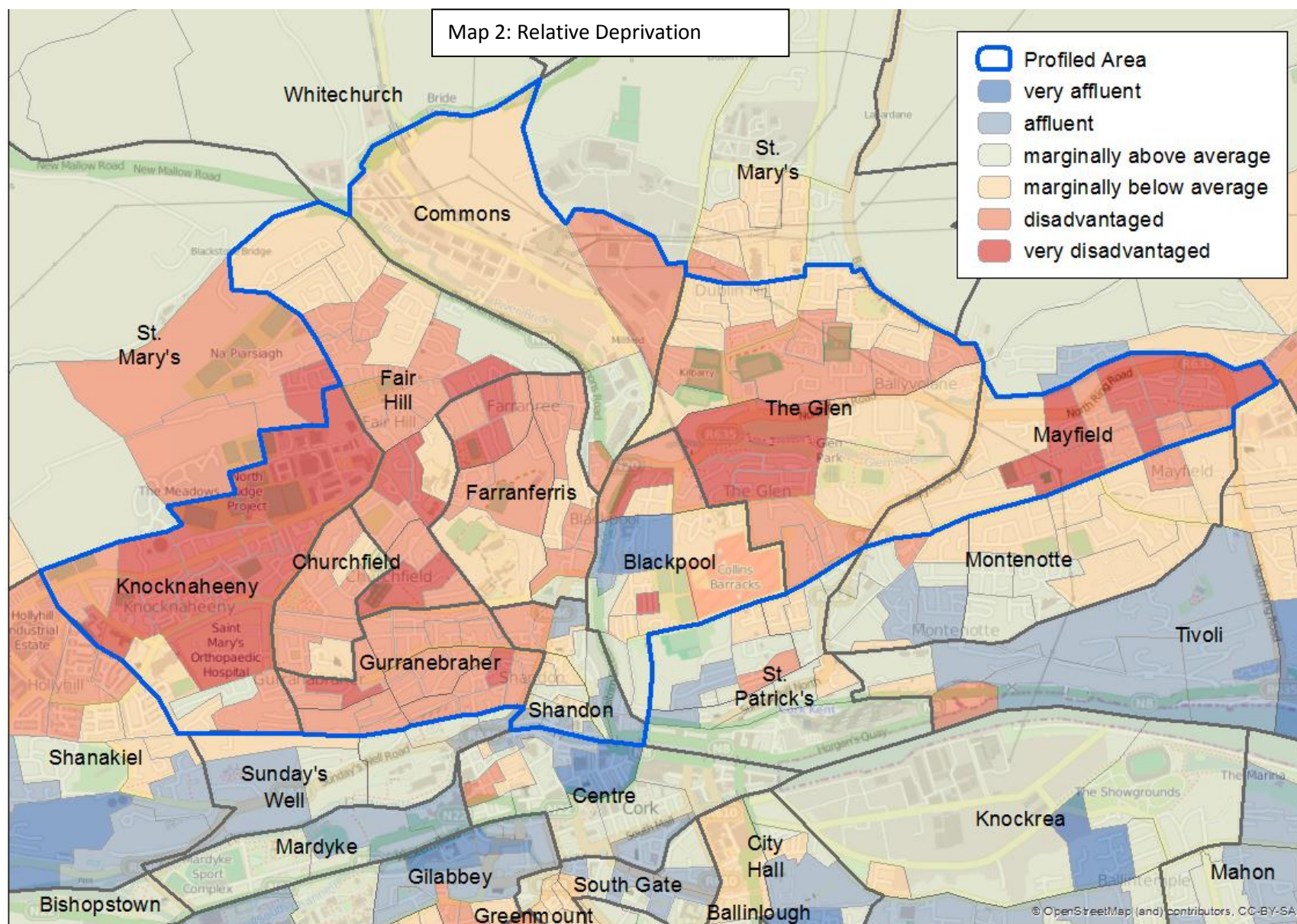
All areas of the Northside examined have higher percentages of lone parent families than the Cork City average except Commons, which is below, and Fair Hill and the Glen which are very close to the Cork City level. The national level is lower than the Cork City average at 25.81%.



Relative Deprivation Map

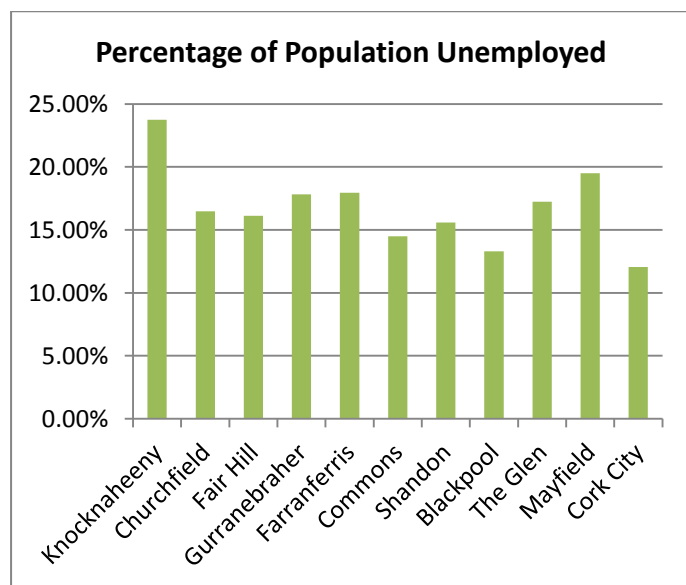
Map 2 on page 10 shows the relative deprivation of the small areas across the Northside. Almost the whole of the Northside profiled here is classified as disadvantaged. Very disadvantaged areas are found in almost all the areas profiled and particularly in Knocknaheeny, Fair Hill, The Glen and Mayfield.

There are also small pockets that are very disadvantaged in Blackpool, alongside two very affluent areas and one affluent area. These are three enclaves of private rented accommodation, occupied predominately by well-educated young single professionals who work in the multinational and the public sectors. The majority of residents in those small areas are non-Irish from the EU.



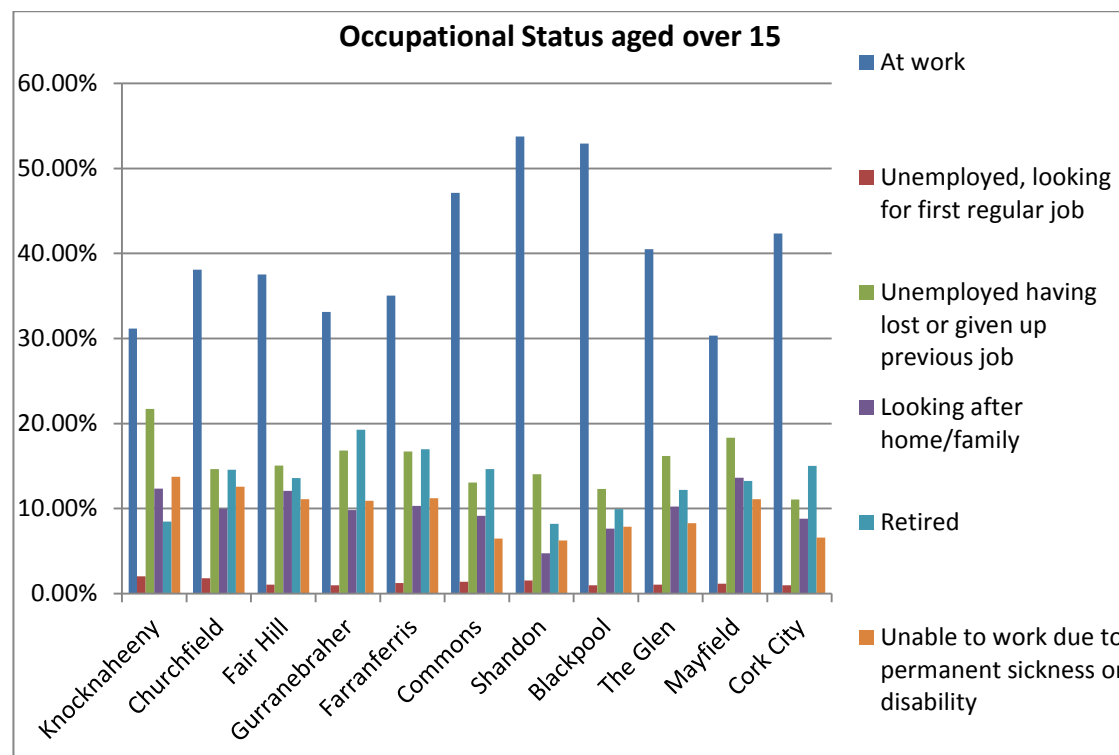
1.3 Occupational Status

Of the population aged 15 and over, the highest percentage of people unemployed (having lost or given up their previous job or looking for their first regular job) is found in Knocknaheeny (23.75%) at almost double the Cork level (12.06%), followed by Mayfield (19.51%). All areas of the Northside examined are higher than the Cork City and national averages (11.77%).



The table below shows occupational status in more detail. Of the population aged 15 and over, the percentage of people at work is lowest in Knocknaheeny (31.17%) and Mayfield (30.35%). It is highest in Shandon (53.75%), Blackpool (52.94%) and the Commons (47.12%), which are above the Cork City average of 42.33%. All other areas examined in the Northside have lower percentages of people at work than the Cork City average.

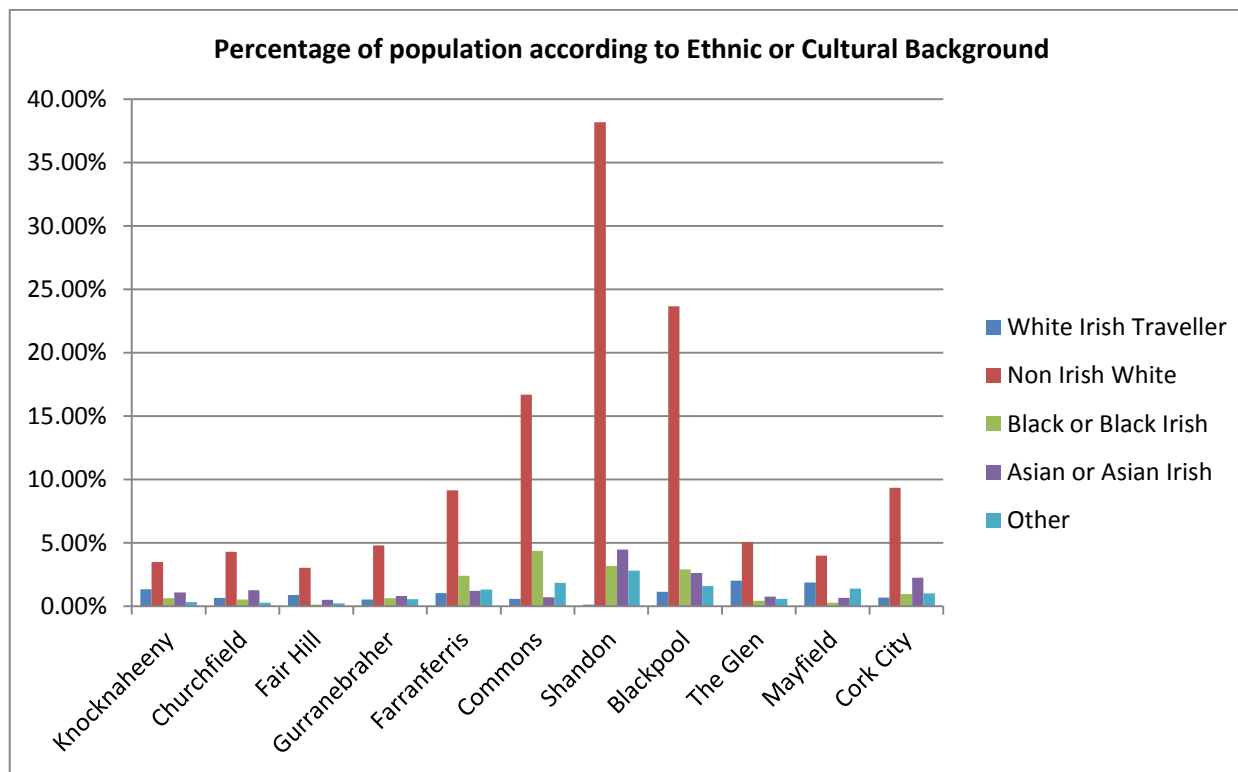
Almost all areas have higher levels of people unable to work due to permanent sickness or disability compared to Cork City (except for Shandon and the Commons), the highest being in Knocknaheeny (13.75% compared to the city average of 6.58%).



1.4 Ethnicity

When examining the ethnic or cultural background of the population of the Northside of Cork City, the majority of the population describes themselves as White Irish – over 85% of the population in all areas except for Commons, Shandon and Blackpool. The areas of Blackpool and Shandon have a particularly high percentage of people who describe themselves as Other White (i.e. Non Irish White), 38.19% in Shandon and 23.65% in Blackpool. These are also areas with a higher percentage of people who describe themselves as Black or Black Irish and Asian or Asian Irish, although these percentages are comparatively low (between 2.5 and 5%).

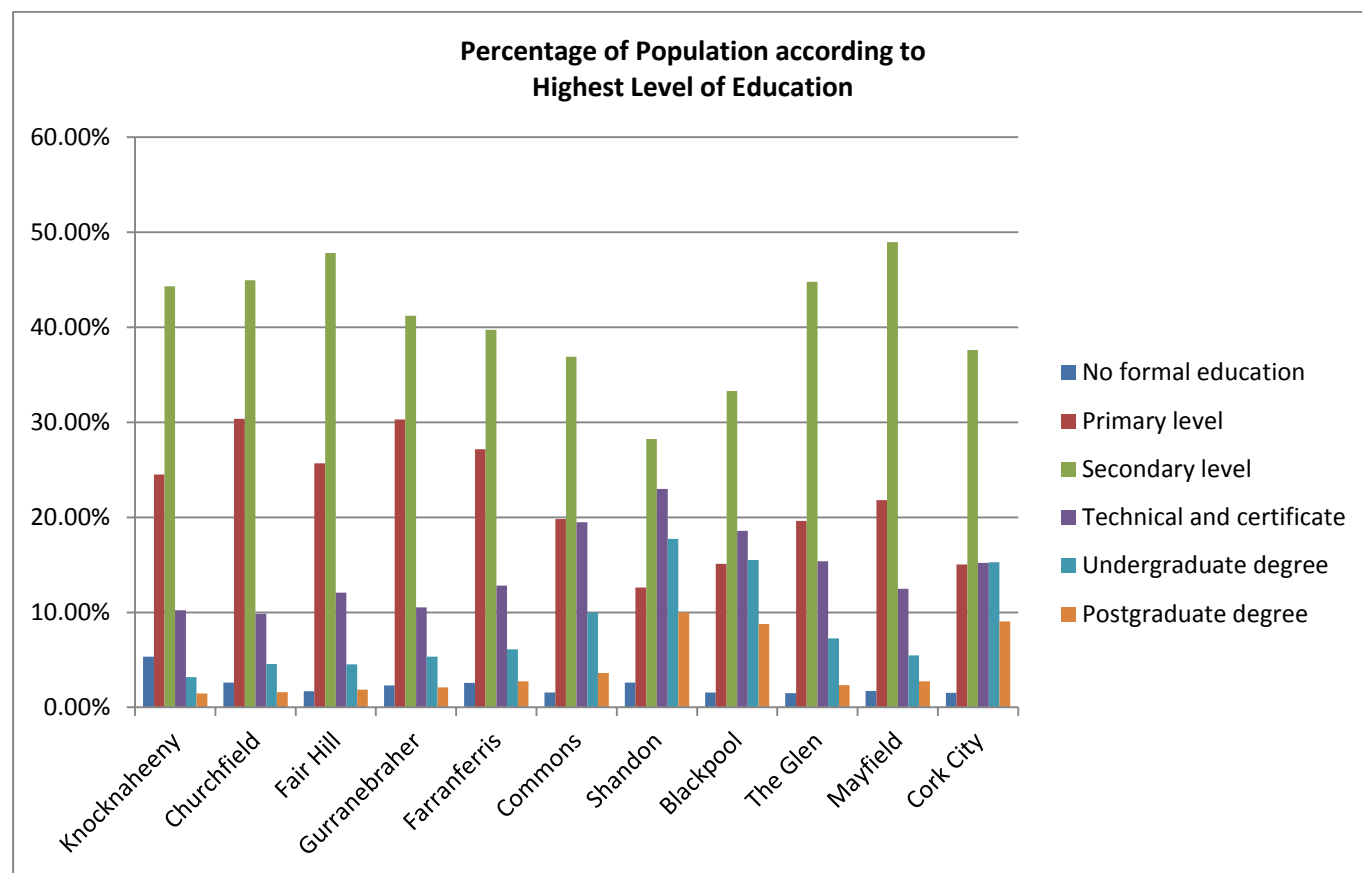
The Glen, Mayfield, Blackpool and Knocknaheeny have the highest percentage of people who describe themselves as White Irish Travellers (between 1 and 2%).



1.5 Education

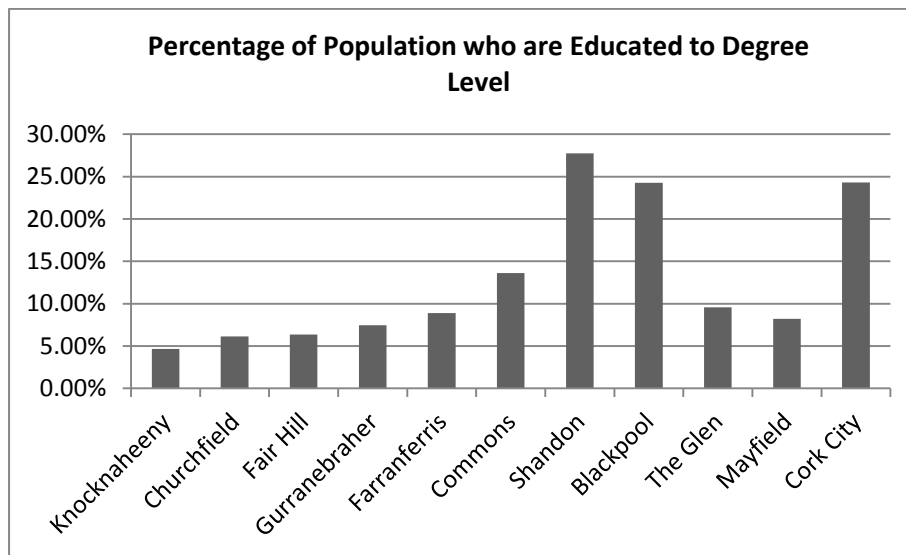
As the chart below shows, most of the population of the Northside aged over 15 are educated to secondary level. However, there is still a significant percentage of the population aged 15+ with no education beyond primary level. All areas profiled in the Northside of the city have much higher levels in this regard than the Cork City average, except for Shandon which is below and Blackpool which is similar to the city average.

The areas with the highest percentages of the population aged 15+ with technical, certificate and degree level qualifications are the Commons, Shandon and Blackpool, which may reflect a population of educated immigrants who reside in these areas.

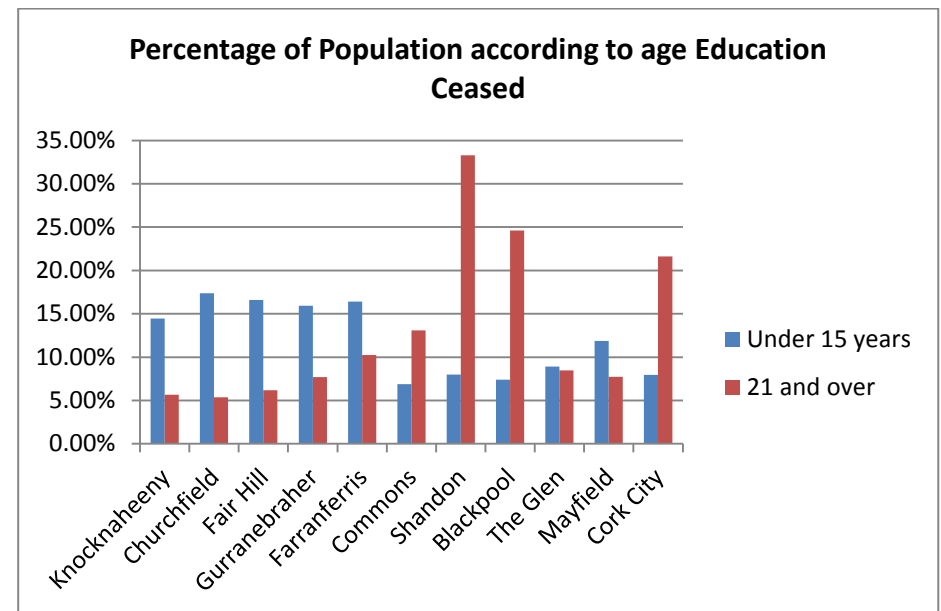


| Percentage of Population who only have completed primary-level education or less | |
|--|--------|
| Knocknaheeny | 29.86% |
| Churchfield | 32.96% |
| Fair Hill | 27.37% |
| Gurranebraher | 32.62% |
| Farranferris | 29.73% |
| Commons | 21.38% |
| Shandon | 15.23% |
| Blackpool | 16.68% |
| The Glen | 21.13% |
| Mayfield | 23.54% |
| Cork City | 16.55% |

The percentage of the population aged 15+ educated to degree level (undergraduate or postgraduate) is particularly low in Knocknaheeny (4.65%), Churchfield (6.13%) and Fair Hill (6.36%). All areas profiled are significantly below the Cork City average (24.31%), except Shandon (27.74%) and Blackpool at (24.26%). These are stark figures that indicate the level of deprivation in the majority of the profiled Northside areas.



As the graph below illustrates a higher proportion of people living in Northside neighbourhoods have finished their education by the age of 15, compared to Cork City as a whole. The exception to this is Shandon and Blackpool where a greater proportion of people have completed their education aged 21 and over.



1.6 Summary

In sum, the Northside of Cork City is a disadvantaged area characterised by a range of socio-economic indicators. It has concentrations of rental tenures, high levels of lone parenthood, high levels of deprivation, high levels of unemployment and lower than average levels of education to third level. There are also pockets of newcomer communities who are not fully integrated and who may have unmet needs.

However, many Northside neighbourhoods are the oldest residential communities in Cork City and exhibit a strong sense of local identity, social cohesion and well developed community infrastructure as evidenced in Section 2 on the Profile of Education Provision.

2. PROFILE OF EDUCATION PROVISION

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

Since July 2013, numerous changes have been underway in the education sector in Ireland. **SOLAS** has replaced FÁS as the Further Education and Training Authority, responsible for funding, planning and co-ordinating training and further education programmes.⁸ The VECs have been dissolved and replaced with **Education and Training Boards** (ETB), who are also taking over the management of training from FÁS.⁹ In Cork, this has resulted in the merging of Cork City VEC and Cork County VEC to one ETB. The ETB is an essential funder and supporter of education, both formal and informal, and funds education programmes twice yearly (Spring and Autumn).¹⁰

Cork City Partnership is a local development company and is also a key supporter of education in Cork City. The Partnership brings together state agencies, local communities, and public representatives in order to counter disadvantage, promote equality and foster social and economic inclusion.

Adult Education Networks, supported by the ETB and Cork City Partnership, coordinate and plan adult education across the Northside of Cork City.¹¹ These are organised by area as follows:

- Knocknaheeny, Hollyhill
- Churchfield, Gurranebraher
- Farranree
- Cathedral, Shandon, Blackpool
- The Glen
- Mayfield, Lotamore
- City-wide

A member from each network sits on the city-wide Community Education Forum, a sub-committee of the Adult Education Board. The Community Education Forum aims to resolve identifiable gaps in community and adult education, recommend measures to avoid duplication and promote best practice.¹²

Cork City Adult Guidance Service operates under the ETB and provides information on local, national and community based courses and funding supports through its drop-in service. It also provides free, confidential and impartial education and career advice and guidance on a one-to-one basis.¹³

⁸ <http://www.solas.ie/about.aspx>

⁹ FÁS' other functions in Community Employment and Employment Services have been taken over by the Department of Social Protection (DSP). <http://www.solas.ie/fas.aspx>

¹⁰ <http://www.solas.ie/etbs.aspx>

¹¹ http://www.corkvec.ie/adult_basic_education/ces/networks.shtml

¹² http://www.corkvec.ie/adult_basic_education/ces/network_forum.shtml

¹³ <http://www.corkadultguidance.ie/>

2.1 Main Education Providers

Across the city, the ETB is responsible for three Further Education (FE) Colleges in Cork City which provide full-time Post-Leaving Certificate (PLC) courses, as well as part-time courses and night classes. These are:

- **Cork College of Commerce**, located at Morrison's Island in the city centre.¹⁴
- **St. John's Central College**, located on Sawmill Street.¹⁵
- **Coláiste Stiobáin Naofa**, located in the South of the city on Tramore Road.¹⁶
- **University College Cork** through **Adult Continuing Education (ACE)** and **Cork Institute of Technology** also provide a comprehensive range of adult continuing education courses and programmes.¹⁷

There are several institutional providers of further and adult education on the Northside of the City.

- **CityNorth College** is the FE section of Terence McSwiney Community College, Knocknaheeny and is under the remit of the ETB.¹⁸ It has 106 students enrolled in six courses.
- **Northside Community Enterprises (NCE)**, Farranferris College provides training to those who are unemployed and those recovering from addiction through community employment (CE) projects. It currently employs 320 people in thirteen CE projects.

¹⁴ <http://www.corkcollegeofcommerce.ie/>

¹⁵ <http://www.stjohnscollege.ie/>

¹⁶ <http://www.csn.ie/>

¹⁷ http://www.ucc.ie/en/media/studyatucc/adulted/ACE_programme_2014_web.pdf
<http://www.cit.ie/contentfiles/PDFs/Publications/CIT%20Continuing%20Education%202013%202014%20w.pdf>

¹⁸ <http://citynorthcollege.ie/>

NCE provides some courses in conjunction with other bodies and businesses, including UCC and VM Ware, and also rents space to a private education company, Pitman Training. There are substantial plans for the development of Farranferris College as an integrated educational campus. Due to the economic recession, these which are currently on hold.

- **North Presentation Centre for Adult Education**, in the North Presentation Secondary School, Farranree offers a range of courses to adults.¹⁹
- There are two **Youthreach** centres in the Northside of Cork City, at Terence McSwiney Community College in Knocknaheeny and the Glen Resource Centre, the Glen. These offer education and training to unemployed young early school leavers aged 15-20.
- **Project Refocus** is a youth employment programme funded by the DSP and targeted at young people at risk of long-term unemployment. Initially developed in Knocknaheeny, it has been extended to other parts of the Northside, including Farranree and Mayfield, supported by Cork City Partnership.

There are several **Adult Literacy Schemes** across the Northside of the City supported by the ETB and the National Adult Literacy Agency (NALA) to ensure that those with literacy and numeracy problems can take a full role in society. These include:²⁰

- Write Together Adult Literacy Scheme, Churchfield Education & Rights Centre
- Farranree Adult Literacy Scheme, Farranree Family Resource Centre
- Ables Adult Literacy Scheme, The Glen Resource Centre

¹⁹ <http://www.northpres.ie/adult-education/>

²⁰ http://www.corkvec.ie/adult_basic_education/literacy_service/index.shtml

- Mayfield Write On Adult Literacy Scheme, Ard Bhaile Community Centre

2.2 Local Community Education Providers and Centres

There are also many **local providers**, including community centres, family resource centres, youth organisations, charities etc. Courses are also run by some of the libraries around the Northside of the city, by Health Action Zone (HAZ) Community Health Workers and by Home School Liaison Officers (HSCL) in several schools. The profile below is as extensive as possible given the time and resources available. We have profiled

organisations and courses through a snowball approach. While not every group has been reached directly, and it is likely that there are providers and courses that we have not profiled at all, the researchers are confident that this profile is the most comprehensive and up to date undertaken in recent years.

Over 40 providers and venues are involved in offering over 200 courses. The table below gives a description of local providers of education in the Northside of Cork City. It is followed by a map of education providers in the city (Map 3 on page 20) and subsequently by details of courses offered.

| Provider / Centre | Description |
|---------------------------------------|--|
| Ard Bhaile Community Centre | Ard Bhaile Community Centre supports community initiatives in Mayfield. It is the location for Mayfield Write On, the literacy scheme supported by NALA and the ETB. |
| Blackpool Community Centre | Blackpool Community Centre supports the community of Blackpool. It hosts a number of courses. ²¹ |
| Blackpool Community Training Centre | The Blackpool Community Training Centre provides training for early school leavers, funded through FÁS. |
| Churchfield Community Trust | Churchfield Community Trust offers training, work and enterprise skills to young men in Churchfield and the surrounding areas. Funding is provided by the Probation Service, Cork City Council, ETB, HSE and others. The NCE pay the project members through their CE Scheme. ²² |
| Churchfield Education & Rights Centre | The Education and Rights Centre in Churchfield is a community-based centre that provides outreach to disadvantaged groups in the community. In partnership with the ETB, it runs the Write Together Adult Literacy Scheme. |
| Cork Academy of Music | The Cork Academy of Music, located in the North Monastery campus, provides an access route to music education for people who are socially economically or culturally disadvantaged in the Northside of Cork City. It has charitable status and is supported by the ETB and FÁS and funded through the local training initiative (LTI) and the back to education initiative (BTEI). ²³ |
| Cork Foyer | The Foyer, located in Blackpool, supports young people who are homeless or at risk of becoming homeless, including through providing courses to enable them to develop skills to progress personally and professionally. ²⁴ |

²¹ <http://www.blackpoolcc.ie/>

²² <http://churchfieldcommunitytrust.com/>

²³ <http://www.corkam.com/index.htm>

| Provider / Centre | Description |
|------------------------------------|--|
| Dean St. Centre for Education | This is an ETB centre for education that offers Youthreach and BTEI courses. |
| The Drum, Knocknaheeny | The Drum is the location of the Cork City Partnership Office, formerly We the People, in Knocknaheeny. |
| Eason's Hill Community Centre | Several HAZ courses take place in Eason's Hill Community Centre, Shandon. HAZ is a HSE initiative to focus on rectifying health inequalities on the Northside of Cork City. ²⁵ |
| Fairhill/Fairfield Community House | This Community House is a resource for the local Fairhill/Fairfield Community. It coordinates courses and group activities for children and adults. It is run by the Cork City Partnership. |
| Farranree Community Centre | The Farranree Community Centre hosts several courses including those run by HAZ. |
| Farranree Family Resource Centre | The Family Resource Centre aims to combat disadvantage and improve the functioning of the family unit through the provision of family support, information and advice, education and training, childcare facilities and after-school clubs. |
| G & K Community Training Centre | G & K provides training for early school leavers in relevant work skills and lifelong learning, funded by FÁS. ²⁶ |
| The Glen Resource Centre | The Glen Resource Centre is funded by Cork City Council and FÁS. It is home to Cork City Partnership Glen Outreach Office, Ables Adult Literacy Scheme, the Glen Neighbourhood Youth Project and The Glen Youthreach Project. ²⁷ |
| Good Shepherd Services | The Bruac Eile Training and Education Centre provides training to young women aged between 16 and 35 years who have not completed their second-level education. It encourages progression to further education through FÁS funded courses and drop-in classes. ²⁸ |
| Hollyhill Library | Hollyhill Library in Knocknaheeny provides free computer classes to adults. ²⁹ |
| The Hut, Gurranebraher | The Hut is the Gurranebraher Youth and Community Resource Centre, which supports and encourages personal and community development through the provision of courses and activities. ³⁰ |
| Kerrigan Tyrell Youth Centre | This is the location for Mayfield Youth 2000, which provides drug and alcohol support services, information and workshops for young people, parents, families and the wider community. ³¹ |

²⁴ <http://www.corkfoyer.ie/whatwedo/traininganddevelopment/>

²⁵ <http://www.healthactionzone.ie/>

²⁶ <http://www.gandkctc.ie/>

²⁷ <http://www.glencentre.ie/>

²⁸ <http://www.goodshepherdservices.ie/what-we-do/training/>

²⁹ <http://www.corkcitylibraries.ie/hollyhill/>

³⁰ <https://sites.google.com/site/gurranebraherresourcecentre/>

³¹ http://www.drugsandalcohol.ie/13072/1/CCP_Directory.pdf

| Provider / Centre | Description |
|---|---|
| Mayfield CDP Community Resource Centre | Mayfield CDP Centre is the location for Mayfield Community Adult Learning Project (CALP) and Mayfield Community Garden. |
| Mayfield Community Training Centre | Mayfield Community Training Centre provides training to early school leavers and young unemployed people through FÁS and ETB funding. ³² |
| NASC | NASC supports immigrants in Cork, particularly asylum seekers and refugees, based on principles of human rights, social justice and equality. Due to funding issues, it currently provides computer training only. ³³ |
| National Learning Network | The National Learning Network provides training to people between 16 and 66 years that will be relevant to finding employment and also personal development and rehabilitation courses. ³⁴ It is a subsidiary of the Rehab Group registered charity. |
| New Communities Partnership Cork (NCP) | NCP provides services for immigrant communities in Cork, including English language classes. ³⁵ It is funded by Pobal under the NDP. |
| Newbury House Resource Centre, Mayfield | Newbury House is the location for Mayfield Community Arts Centre which develops, manages and delivers arts programmes and supports the participation of all in the cultural life of their community through workshops and courses. ³⁶ It is funded by Pobal. |
| Roseville Community Centre, Mayfield | Several HAZ projects take place in the Roseville Community Centre, Mayfield. |
| Travellers Adult Education Council | The Travellers Adult Education Council addresses the educational inequalities faced by adult Travellers. ³⁷ |
| Travellers Visibility Group (TVG) | The TVG is a Cork-based organisation that brings Travellers and settled communities together in solidarity and provides services to Travellers including personal development courses. |
| Welcome English Language Centre | Welcome English is a voluntary organisation run by the Sisters of Mercy. It is the largest provider of English language classes to immigrants in Cork. ³⁸ |
| YMCA | YMCA is a Christian movement which endeavours to bring wholeness, hope and new direction to the lives of young people. ³⁹ It runs the STEP (Support, Training and Enterprise) Programme for young people aged 17-25 years. |

³² <http://www.mayfieldctc.ie>

³³ <http://www.nascireland.org/>

³⁴ <http://www.nln.ie/About-National-Learning-Network/Centres/Centre-List/National-Learning-Network---Hollyhill.aspx>

³⁵ <http://www.newcommunities.ie>

³⁶ <http://www.mayfieldarts.org/>

³⁷ http://www.corkvec.ie/community_education/traveller_education.shtml

³⁸ <http://www.welcomeenglish.ie/>

³⁹ http://ymcacork.net/Site/Menu_Page.html

[illegible]

2.3 Course Overview

There is a wide range and number of courses provided in or targeted at residents in the Northside of Cork City. In this section we have profiled courses that are advertised in brochures, online and via community newsletters. Not every course runs each year as they depend on course numbers and funding. Some run as short-term courses of 6-8 weeks duration, others run for a year or more. Many are accredited through FETAC and other academic and professional bodies but some are non-accredited.³⁸

Besides the city centre, most courses are offered in Farranree, Mayfield, and Knocknaheeny. Fewer courses are offered or are running in Blackpool village, although Farranferris College is very close.

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

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

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

2.3a Employment Activation and Work Skills

The majority of courses are directed towards employment activation and work skills. These courses are variously targeted at the following groups as detailed in the appendix: Early School Leavers 16-21, Those returning to education under BTEI, Autistic People 18-25, Young People, Young People at risk of long-term unemployment, Lone Parents 17-25, Young Men, Women 16-35, Unemployed and Long-term unemployed, People who are out of work due to disability, injury or illness, and Non-native English speakers.

Qualifications are mostly at FETAC Level 5. Others are at FETAC Level 3, 4, Certificate, ECDL, Diploma and meet the requirements of employers such as Safe Pass.

| Organisation | Employment Activation and Work Skills Courses |
|--|---|
| Altrusa Literacy | IT Skills; Computer Literacy |
| Blackpool Community Training Centre, Commons | Catering; Computer Applications; Digital Media: Craft & Design; Multiskills: Woodwork |
| Churchfield Community Trust | Focus on Adult Education; Woodwork; Painting and Horticulture |
| CityNorth College, Knocknaheeny | Caring for the Elderly; Computer Applications; Hairdressing 1; Hairdressing 2; Horticulture; Information and Communication Technology Skills; Retail Sales Assistant; Retail Skills; Skills for the Digital Economy; Warehousing Skills |

⁴⁰ For details of the certification framework see <http://www.qqi.ie/Pages/National%20Framework%20of%20Qualifications.aspx>

| Organisation | Employment Activation and Work Skills Courses |
|--|---|
| College of Commerce, City Centre | Food, Catering and Hospitality Studies |
| Cork Academy of Music, North Mon Campus | CE, LTI and BTEI courses in Music |
| Cork City Partnership, The Glen Resource Centre | Computers; Internet for Beginners |
| Cork City Partnership, Heron House, Blackpool | First Look at Business |
| Cork City Partnership, The Hut Gurranebraher | Computer Class |
| Cork City Partnership (We The People), Knocknaheeny in conjunction with Cork College of Commerce | Start your own business |
| Cork City Partnership (We The People), Knocknaheeny | Communications; Computers; Driver Theory Test; Computer Course in Job Search Skills |
| Cork Foyer, Blackpool | Horticulture; Cooking Programme; Computer Programme |
| Dean St. ETB Centre for Education, City Centre | Maths, Communications and Computers; Also provides Youthreach courses |
| Farranree Family Resource Centre | Computer Smart; Computers Beginners |
| G & K Community Training Centre, Churchfield | Building Maintenance; Business & IT Skills; Cafe & Deli; Computers; Hairdressing; Retail Sales & Fashion Design; Literacy & Numeracy; Multi-Skills for Young Adults; Sport & Fitness; Health & Nutrition |
| The Glen Youthreach, The Glen Resource Centre | ECDL; English and Communications; Maths; Craft & Design; Horticulture; Hotel; Catering and Tourism; Preparation for Work; Woodcraft |
| Good Shepherd Services, Bruac Eile, Farranferris | Structured & Informal Programme (Career Planning & Work Experience, Computers, Communications, Childcare); Communications |
| Hollyhill Library | Computer Classes |
| Knocknaheeny Youthreach, Terence McSwiney Community College | Range of courses |
| Mayfield Community Adult Learning Project (CALP), Mayfield CDP Community Resource Centre | Basic Computers; Internet & Email; Communications Skills (FETAC); Cardiac First Response; ECDL Module 1: Concepts of Information & Communication Technology; ECDL Module 2: Using Databases; Occupational First Aid; Practical First Aid; Word-processing |
| Mayfield Community Arts Centre | Community Arts Training |
| Mayfield Community Training Centre | Catering Skills; Computer Skills; Construction Skills |
| NASC, Shandon | Computer Skills; Computer Literacy |

| Organisation | Employment Activation and Work Skills Courses |
|--|---|
| National Learning Network, Hollyhill | Business & IT Studies (Home, Community & Centre Based Programme); Catering & Culinary Skills; Employer Based Training; IT Systems & PC Maintenance; Next Step; Office Administration; Rehabilitative Training (Directions) (Pathways) |
| New Communities Partnership Cork, Shandon | Beginner Computer Lessons one to one |
| North Presentation Centre for Further Education, Farranree | Business Studies; Desktop Publishing; ECDL (Advanced Computers); English & Communications; Introduction to computers and using the internet |
| Northside Community Enterprise, Farranferris College | Accounting & Payroll Manual & Computerised; Applied Business Computing with UCC; Business Administration & Management; Catering Skills; Food & Nutrition; Childcare; Cloud Computing with VMWare; Computer Training & Skills; Floristry; Guarding Skills; Health and Fitness; Healthcare; Hospitality Skills; Insulation Cavity / Attic / Thermal; Receptionist & Office Administration; Safety and Health at Work; Train the Trainer; WIN Office Skills. Previously run courses included Care of the Elderly, Community Care, Green Business, Building & Sustainable Development and How to run a Small Business but NCE does not have plans to run these again in the future. |
| Pitman Training, Farranferris College | Business IT Training; Career Skills; General Office Skills; IT Professional Training; Keyboard Skills & Touch Typing; Management Skills; Microsoft Office; Sage: Accounting & Book-keeping; Secretarial Skills & Shorthand; Self & Career Development; Web Design & Photoshop |
| Project Refocus | Youth employment programme |
| St. John's College, City Centre | Applied Computer Training; Computers; Digital Media; Graphic Design; Interior Design; English & Computing; New Directions 1; New Directions 2; Skills Sampling |
| YMCA | Support Training and Enterprise Programme STEP (Personal, Computing, Career, Communications, Maths, Intercultural, Work, Customer service) |

2.3b Academic Progression

These courses are either open or are targeted at the following groups as detailed in the appendix: Those returning to education under BTEI, Early School Leavers 16-21, and Family Members living with Alcohol or Drug misuse.

Levels and qualifications range from Junior Cert, FETAC 3/4 and Leaving Cert to Level 6 and 7 in conjunction with the Higher Education institutions.

| Organisation | Academic Progression Courses |
|---|--|
| Cork City Partnership (We The People), Knocknaheeny | Women's Studies |
| Dean St Centre for Education, City Centre | Maths, Communications and Computers; Also provides Youthreach courses |
| Farranree Family Resource Centre | English |
| The Glen Youthreach, The Glen Resource Centre | English and Communications; Maths; Craft & Design; Horticulture; Hotel; Catering and Tourism; Preparation for Work; Woodcraft; Junior Cert; Leaving Cert Applied |
| Hillgrove Outreach Project in Blackpool Community Centre | Advice/Training |
| Knocknaheeny Youthreach, Terence McSwiney Community College | Range of courses |
| Mayfield Community Training Centre | Multi Skills |
| Mayfield Write-On ALS, Ard Bhaile Community Centre | Mathematics; Computers & Literacy; English; Literacy |
| North Presentation Centre for Further Education, Farranree | English Literature Studies; General Learning; Geography; Historical Studies; Irish; Maths; Spanish |

UCC Adult Continuing Education Centre (ACE) also offers a range of qualifications:

| Level | ACE Course |
|---------|--|
| Cert | Arts; Autism Spectrum Studies; Career Needs Assessment Planning & Support for Work; Contemporary Living (run by School of Applied Social Studies); Government & Political Leadership; Innovation, Commercialisation & Entrepreneurship; Interpersonal Communication; Languages; Legal Studies; Safety, Health & Welfare at Work; Supply Chain Management |
| CPD | Cloud Computing & Web 2.0 |
| Diploma | Adult Learning Practice; Development Studies; Disability Studies; Environmental Science & Social Policy; Food Science & Technology; Music; Non-formal Guidance; Safety, Health & Welfare at Work; Social & Psychological Health Studies; Social Enterprises & Community Development Practice; Social Studies; Supply Chain Management; Women's Studies; Youth & Community Work; Youth & Community Work & Physical Activity |
| H.Dip | Coaching/Coaching Psychology; Facilitating Inclusion (Disability Studies); Leadership Development; Learning, Development and Work-based Training; Safety, Health & Welfare at Work |
| Masters | Digital Arts & Humanities; Personal & Management Coaching |

2.3c Community Development

These courses are usually targeted at the following groups as detailed in the appendix: Disadvantaged, Early School Leavers, Young people 15-25, 21+ Active in community, Families, Parents of drug users, and Family Members living with Alcohol or Drug misuse.

Many of these courses are accredited at FETAC 3, 4, 5 and 6 and to Cert and Diploma.

| Organisation | Community Development Courses |
|--|---|
| CityNorth College | Caring for the Elderly |
| Cork City Partnership | Parent to Parent Training Programme; Substance Use Issues in Youth & Community Work (with College of Commerce) |
| Cork City Partnership (We The People), Knocknaheeny | Community Development (Influencing Decision Making); Community Participation Programme; Voter Education; Women's Studies |
| G & K Community Training Centre, Churchfield | Personal & Social Skills and Mentoring |
| Glen Neighbourhood Youth Project | Drugs Education & Prevention |
| Gurranebraher / Churchfield Community Drugs Project, The Hut, Gurranebraher | Drugs Education Project funded by Youth Work Ireland |
| Hillgrove Outreach Project, Blackpool Community Centre | Advice/Training |
| Mayfield Community Adult Learning Project (CALP), Mayfield CDP Community Resource Centre | Development Education |
| Mayfield Community Arts Centre, Newbury House | Community Arts Training |
| Northside Community Enterprise, Farranferris College | Train the Trainer Previously run courses included Care of the Elderly and Community Care but NCE does not have plans to run these again in the future. |
| YMCA, City Centre | Signposts Youth well-being & peer support |

2.3d Personal Development

These courses are usually targeted at the following groups as detailed in the appendix: Disadvantaged, Early School Leavers 16-21, Homeless People, Young people 15-25, Young People Referred, Young people, Women 16-35, Families, People who are out of work due to disability, injury or illness, Travellers, Foreign Nationals and Non-native speakers, and Refugees & Asylum Seekers.

Many of these courses are not accredited. Those that are accredited are offered at FETAC 3 & 4, Junior Cert, IELTS and ECDL.

| Organisation | Personal Development Course |
|--|---|
| Ard Bhaile Community Centre, Mayfield | Write On Adult Literacy Scheme |
| Cork City Partnership, The Glen Resource Centre | Digital Devices; Cloud Computing; Internet |
| Cork City Partnership, The Hut, Gurranebraher Youth and Community Resource Centre | Health & Wellbeing |
| Cork City Partnership (We The People), Knocknaheeny | Healthy Eating; Stress Management; Parenting |
| Cork Simon Community | Fuel for Living |
| Cork Foyer, Blackpool | Literacy |
| Churchfield Education & Rights Centre | Write Together Adult Literacy Scheme |
| Farranree Family Resource Centre | Adult Literacy Scheme (Crossroads Learning); Healthy Cooking; Parenting (Special Needs Children) |
| G & K Community Training Centre, Churchfield | Literacy & Numeracy; Multi-Skills for Young Adults; Personal & Social Skills and Mentoring; Sport & Fitness; Health & Nutrition |
| Glen Neighbourhood Youth Project | Drugs Education & Prevention |
| The Glen Resource Centre | Ables Adult Literacy Scheme |
| The Glen Youthreach, The Glen Resource Centre | Personal Effectiveness |
| Good Shepherd Services, Bruac Eile, Farranferris | Structured & Informal Programme (Art, Design & Crafts, Baking, Basic Literacy, Childcare, Healthy Eating, Mathematics, Personal Effectiveness, Sexual Health & Wellbeing) |
| Gurranebraher/Churchfield Community Drugs Project, The Hut, Gurranebraher | Drugs Education Project funded by Youth Work Ireland |
| Health Action Zone, Eason's Hill Community Centre, Shandon | Physical Activity Programme in conjunction with UCC |
| Mayfield Community Adult Learning Project (CALP), Mayfield CDP Community Resource Centre | First Aid for the family; Foundation Programme: Personal Development |

| Organisation | Personal Development Course |
|---|---|
| Mayfield Community Training Centre | Health/Recreation; Multi Skills |
| Mayfield Write-On ALS, Ard Bhaile Community Centre | English as a second or other language; Mathematics; Computers & Literacy; English; Literacy |
| Mayfield Youth 2000, Kerrigan Tyrell Youth Centre | Alcohol & Drugs Awareness Programme |
| National Learning Network, Hollyhill | Personal Mental Health Recovery in Practice (Focus) |
| New Communities Partnership Cork, Shandon | English Language classes; Beginner Computer Lessons one to one |
| Newbury House Family Resource Centre, Mayfield | Women's Health |
| SHEP course for Respond! Blackpool | Health, Well-being and Empowerment for Older People |
| St. John's College, City Centre | English & Computing; English for Students of other Languages |
| Travellers Adult Education Council | Traveller's Literacy Scheme |
| Travellers Visibility Group | Support Project on Drugs and Alcohol |
| Welcome English Language Centre, Mercy House, City Centre | English language |
| YMCA, City Centre | DION Homelessness prevention; Heart & Soul Health; Support Training and Enterprise Programme STEP (Personal, Computing, Career, Communications, Maths, Intercultural, Work, Customer service) |

2.3e Lifestyle and Hobbies

These courses are usually open to all in the area but some are targeted at the following groups as detailed in the appendix: Disadvantaged, Early School Leavers 16-21, Young people 15-25, Long term unemployed, Men, and Families.

Very few of these courses are accredited but those that are tend to offered at FETAC 3, 4 and 5.

| Organisation | Lifestyle and Hobbies Course |
|--|---|
| Blackpool Community Centre | Yoga; Interior Design; Expressive Art; Music |
| Cork Academy of Music, North Mon Campus | CE, LTI (Local Training Initiative) and BTEI courses in music |
| Cork City Partnership, The Community House, Bride Valley | Art; Crafts & Textiles; Guitar Lessons |
| Cork City Partnership (We The People), Knocknaheeny | Aromatherapy; Art; Container Gardening; Digital Photography; Flower Arranging; Grow Your Own; Zumba Dancing |
| Cork City Partnership, The Glen Resource Centre | Art; Digital Photography |

| Organisation | Lifestyle and Hobbies Course |
|---|---|
| Cork City Partnership, The Hut, Gurranebraher Youth and Community Resource Centre | Digital Photography; DIY; Introduction to Massage; Yoga; Zumba Dancing |
| Farranree Family Resource Centre | English; Healthy Cooking |
| G & K Community Training Centre, Churchfield | Art |
| Gurranebraher / Churchfield Community Drugs Project, The Hut, Gurranebraher Youth and Community Resource Centre | Arts Programme |
| Health Action Zone, Eason's Hill Community Centre, Shandon | Physical Activity Programme in conjunction with UCC; Self Defence |
| Health Action Zone, Ellis House, Mayfield | Being-Well; Stress Management; Cookery; Dancing; Smoking Cessation; Yoga |
| Health Action Zone, Farranree Community Centre | Pilates |
| Health Action Zone, Mayfield CDP Community Resource Centre | Singing for Fun |
| Health Action Zone, Mayfield Sport Centre | Line dancing |
| Health Action Zone, Roseville Community Centre Mayfield | Tai Chi; Alterations; Yoga; Make-Up; Stress Management |
| Mayfield Community Adult Learning Project (CALP), Mayfield CDP Community Resource Centre | Gardening |
| Mayfield Community Arts Centre, Newbury House | Drawing; Outdoor Vegetable Crop Production; Textiles; Art & Design; Printmaking |
| Mayfield Community Garden, Mayfield CDP Community Resource Centre | Gardening |
| Mayfield Community Training Centre | Health/Recreation |
| Newbury House Family Resource Centre | Cookery; Massage & Aromatherapy |
| St. John's College | Art |

3. INTERVIEWS

Sixteen staff members from twelve organisations kindly gave of their time to be interviewed in person or by phone. The organisations included:

1. Adult Continuing Education (ACE), UCC
2. Blackpool Community Association
3. CityNorth College of Further Education, Knocknaheeny
4. Cork Adult Guidance
5. Cork City Partnership
6. Cork Foyer
7. Education and Training Board
8. Home School Liaison Officer
9. NASC
10. New Communities Partnership
11. Northside Community Enterprises (NCE)
12. RAPID Area Coordinators for the Northside of Cork City

The **interview schedule** included questions on the Aims and Objectives of Education Provision, the Nature of Courses on Offer, Coordination and Gaps in services and Infrastructure for courses:

- In your opinion what do you believe should be the primary objectives of adult and continuing education provision?
- Do you believe these objectives are being met by current provision on the Northside of Cork City?
- In analysing current adult education courses there appear to be many employment-oriented courses and hobby/ life-style courses. This suggests a shift from youth and community work, women's studies, community development, and social studies. In your opinion why has course provision developed as it has?

- Are there structures in place which facilitate formal liaison between providers in terms of planning and delivery of programmes and courses?
- Do you think there is overcapacity or undercapacity in the sector?
- Do you believe that the right groups are being targeted? In your opinion are there groups who have unmet needs and are not catered for by existing provision?
- What is the infrastructure available for your courses? Are there facilities needed in Blackpool?

3.1 Aims and Objectives of Education Provision

Primary Objectives

The primary objectives of adult and continuing education are threefold according to one of the RAPID coordinators:

“education for employment and skills; education for education’s sake so that people grow and do it for themselves; education in relation to life skills, to help children and support your local community.”

A staff member of Cork City Partnership emphasises a bottom-up approach, that **“education should be community based in response to local community needs.”** It is the wider benefits of adult education, not only a focus on skills for jobs that staff in ACE, UCC stress. For example, in terms of family life, the Growing up in Ireland study highlights the impact of a mother's education level on the education and wellbeing of her children. This is similarly important to one of the Northside Home School Liaison Officers who finds that parents who go back to education say to their children **“I value education,”** that **“education is valuable; it will enrich your life.”**

A staff member in CityNorth also emphasises that adult education is about lifelong learning, not only for job opportunities but also personal wellbeing, self-development and recreation. They stress the need for flexibility and adaptability in designing and running courses and the need to **“listen carefully and identify areas of interest and then tie in with that.”**

Employability does remain central however and educational opportunities that develop independent, functioning people who can return to the workforce are an essential part of adult and continuing education according to all providers interviewed. One of the staff in NCE proposes that the objective of adult education:

“is to get people back into work and back into education. The idea of progression is interesting. It is difficult to define. We see it as having the confidence to do their own shopping or to talk to a customer. That’s huge progression for some people. It has to be measured in different ways. The knock-on effect in families of breaking the cycle of disdain on work and education can open up and create awareness to question the belief held around work and education and affect the next generation.”

Accessibility and progression is also important. According to a staff member of ACE there is a need for **“a free corridor and clear route or clear pathways to learning.”** Entry level in one’s own community is a vital first step which could lead to the next level of education. This is also emphasised by a staff member in Cork City Partnership who proposes that taster sessions could be run in local centres and then participants could progress to other places for subsequent study. This local provision in the first instance is particularly important in areas where people

strongly identify with their neighbourhood and won’t travel even short distances to a centre outside their immediate area.⁴¹

Meeting of these Objectives by Current Provision

Another staff member in Cork City Partnership is confident that:

“adult education is very well served by the system we have, very much bottom-up in the community led by coordinators in the community in response to local needs... The system allows it to change and to respond to different needs. There’s flexibility in it. It’s constantly changing and goes from leisure type courses to pre-certification courses... [to] certified courses under the programme’s structured progression.”

However, according to one of the RAPID coordinators, while there are educational opportunities that meet multiple objectives, e.g. employment, life skills, community benefit, none of these are fully met. Furthermore, people sometimes need to travel elsewhere if courses are not running. Many providers have also been affected by the reduction in public expenditure, in particular education for Travellers.

Many providers stress that people need to be made more aware of the pathways and progression routes from adult and community education to further and higher education. Awareness of the opportunities and jobs that could arise from the courses they undertake is also necessary.

Providers also highlight that measurement of outcomes and evaluation and review of courses should be regularly undertaken. A staff member of

⁴¹ AONTAS (2009a) recommends that community education involves flexible course provision, provides a welcoming and respectful space, offers the possibility of accreditation for courses, and enables progression.

NCE states that **“more could be done to capture stories and statistics in terms of impact and outcomes.”**⁴²

3.2 Nature of Courses on Offer

The Development of Course Provision

In analysing current adult education courses, we found the majority of courses were oriented towards employment and related skills, personal development, and lifestyle and hobbies. While worthwhile and important in many respects, interviewees feel there has been a shift from previous decades when there was a stronger emphasis on community development courses such as youth and community work, women’s studies, and social studies.⁴³ This is seen as mainly due to funders’ requirements. However, many providers point to the on-going need for courses in community studies and their contribution to community activism, empowerment and progression. A staff member of ACE argues for an expanded view of education to consider its social value, the contribution it makes to the community and how the individual engages in the world.

Providers are concerned that existing courses focus too heavily on labour market activation in a context where a lack of jobs may inhibit subsequent employment. A staff member of CityNorth is worried that funding is being directed into targeted job markets and employment is thus becoming the sole motivation for education. This misses some of

⁴² Likewise, AONTAS (2009a) recommends that all courses be regularly evaluated through appropriate and effective data collection methods to track their outcomes and develop evidence-based practice.

⁴³ This trend has also been noticed by AONTAS (2009a: 13) who propose that education should be focused on fostering community activism as well as on personal or professional development. They recommend the development of more learning opportunities in civic engagement.

the outcomes that are more difficult to measure but nonetheless vital such as **“social wellbeing, the development of a community, the area, the environment of an area.”** Not every course can be justified on the basis of employment but many could make important contributions to social cohesion. Furthermore not every group may be immediately employable and there could be a case according to a staff member of CityNorth for more development of sheltered employment, **“accommodating people with lower skills who also have a lot to offer.”** The aim is to develop CityNorth as a learning hub across a range of areas and groupings to bring benefit to the community on a number of levels.

Despite these critiques, providers recognise that many existing courses are vital, e.g. the successful BTEI training programmes. Those working with migrants underline the employment needs of migrants and how courses directed towards employability and personal development help develop people’s capacity so **“they know what direction to go after, what course/job they may like... The courses are meeting the needs of the communities.”** A staff member of NCE talks about the success of providing training, employment and structure to people in terms of their integration **“back into community and into life with support and understanding.”**

3.3 Coordination of Courses

Liaison between Providers in terms of Planning and Delivery

The central structures for liaison, planning and delivery of programmes and courses are the Adult Education Networks. These are ad hoc and ground-up; they have approximately 8 to 10 providers in each network and meet every six to eight weeks according to a coordinator with the ETB. For one of the RAPID coordinators, these structures have had success: **“People decide together what needs should be met; they aim to reduce duplication and share resources.”**

While it is one of the strengths of education provision that there is a bottom-up approach, duplication is evident across areas as we found in our profile of over 250 courses offered by over 40 providers. Communities in the Northside are attached to their locale and in the experience of many providers people are not likely to travel outside their neighbourhood – according to a Northside-based Home School Liaison Officer, **“they are very distinct and separate communities.”**

However, rationalisation is starting to be driven by funders and according to a staff member of CityNorth **“the landscape is changing hugely at the moment” and “there is need for far more coordination across the whole scene.”** One suggestion by a member of staff of another organisation who is concerned that provision is too directed towards hobby courses is that these would be better delivered through the HSE as they are not necessarily related to progression through the education system. One of the RAPID coordinators also recommends that Respond! liaise with the HSE regarding their development of St. Mary’s Campus in Gurranebraher.

Public expenditure cuts have affected planning for some providers e.g. NCP tries to link with other providers when they can but **“there is room for improvement especially when people are busy and under-resourced.”** This is reiterated by a staff member of NCE who is conscious that while **“a lot of the structures are good, networking has to be very focused because of limited time and resources.”** Another RAPID coordinator worries that while a lot of people are doing good work, it can be a bit disjointed.

Developing formal liaison and links with industry in order to develop relevant courses is another area where there is room to improve. One of the successes is CityNorth’s work placement schemes and they liaise closely with the Northside Business Group. A staff member of ACE

emphasises the need for forecasting and assessing where employment is going to come from in years to come.

Capacity in the Sector

There are mixed opinions as to whether sufficient education is being offered across the Northside. While we have developed a substantial database of courses, not all of these run and they may not appeal to everyone. A staff member of CityNorth argues that a lot more further education is needed in the community, that **“we are only scratching the surface”**, e.g. there are no night classes in CityNorth. A RAPID coordinator similarly states that while not everyone wants a course, **“there is room to bring more courses to the table especially if it is done in a way that looks at what’s out there and is not pulling from existing courses.”**

Another issue is targeting of course participants. Often, groups put up a poster and hope people will come. **“Instead we need to meet groups and see what they need and are interested in”** (RAPID Coordinator). A Northside Home School Liaison Officer finds it hard to get people into some courses, especially very marginalised parents. Some people are working: **“a lot of people have some part-time work, especially the mothers; there are also a lot of mums rearing children on their own.”** This is a huge barrier for participation in education according to staff at Cork City Partnership.

A staff member of NCP is not sure if migrants are being targeted in the right way: **“There seems to be lots of services but the challenge is to engage people.”** For migrant communities, there are problems of childcare with traditional male/female roles and it helps women to engage if childcare is made available. A Northside Home School Liaison Officer reiterates this and says that parents from new communities **“also have particular needs. From home visits I see that the fathers’ English is**

much better than the mothers'. Traditionally its mothers I deal with but I'm communicating with the Dad in relation to school matters." The benefits of the course also need to be sold. Migrants often do not see or cannot read flyers and adverts, hence accessing them is challenging – NCP focuses on text, face-to-face contact with African shops in the Shandon area and contacting community leaders.

Gaps in Services

A coordinator with the ETB finds that courses are generally well targeted to the unemployed, former offenders, older people, youths, and disabled. However, they point to the limited provision and gaps in services for the Roma community in Blackpool, African community in Shandon, those living in Nash's Boreen ghost estate, and the Bride Valley area.

In terms of progression, a key need is for mentors: **"that's what's missing here, support for progressing people"** according to a staff member with Cork City Partnership. Staff at ACE are also concerned about the lack of funding at Levels 6 and 7, while funding at Levels 4 and 5 and recreational funding is more extensive.

Overall, one of the RAPID coordinators is confident that the right groups are being targeted: **"We're getting better at targeting, for example, new directives around targeting parents, Project Refocus for young people."** However, some providers worry that there are people who are not engaged at all, a situation made more challenging by the lack of resources: **"In honesty I can say there is still a group of people that are really hard to reach. It's really difficult"** (Northside Home School Liaison Officer).⁴⁴ Similar sentiments are expressed by a staff member with Cork City Partnership:

⁴⁴ This view is supported by AONTAS (2009a: 10) who state that target groups "such as lone parents, disadvantaged men, the homeless, younger people with disabilities,

"One challenge is getting people who don't do anything to get involved...There is a need for more accredited courses that are easy to access and will get people in, get them on the ladder and the feel for achieving something."

This staff member conducts **"door-to-door recruitment and outreach to encourage people to avail of the courses."**

Another staff member with Cork City Partnership finds that the challenge for community development is to build trust and it takes a long time to build relationships: **"so that people know that people are there for the long haul, you can't be seen as parachuting in, offering the service and then going. You have to have a continuous presence."**

Unemployed men are identified as a particularly hard to reach group by many providers. In the past they were reached through sports and community development courses, several of which are no longer running.

A Northside Home School Liaison Officer also identifies local literacy programmes as a gap:

"They are not as vibrant in our areas as in other areas but the need is definitely there. Some houses the home school liaison will go to in person as they know they can't read the notes going home, especially in the Travelling community."

The cutbacks in education and training supports for Travellers also concern several of the providers e.g. the Traveller Training Workshop in Blackpool was scrapped as was the visiting teachers programme for halting sites, although a Traveller Mentoring Programme is on-going.

Travellers and ethnic minorities, and the unemployed are being less effectively targeted for community education" and should be specifically targeted.

For those who return to education after addiction or prison, there are particular struggles that staff at NCE outline in relation to housing – **“they can end up in isolated and poor conditions when they move outside transitional housing.”**

The needs of the Roma community are identified by community workers with Blackpool Community Centre:

“there is huge need for the Roma community and for space in Blackpool. Many people are not being reached by the services and especially need work on reading and writing. Those with good English could be directed into other courses... The Roma have very good skills. We’re trying to get them involved to learn and work. Hopefully they will become self-employed... It’s hard for them to get accepted in other areas but they could run their own businesses and possibly employ people.”

NCP also highlights the lack of English classes for migrants, with long waiting lists for courses provided by Welcome English, and has several other concerns:

- There is insufficient training for facilitators working with migrants. Services NCP has tried to connect with have not always related well to migrants e.g. **“using Irish phrases and words, not understanding migrants’ needs and where they’re coming from.”** This affects retention levels. This is an issue also raised by one of the RAPID coordinators who proposes that cultural awareness training for providers would be valuable.
- Migrant women are not sufficiently connected. Even though there is an expectation in the home that they will be responsible for the education of the children, they often don’t have the resources or capacity to do that. In particular, it is harder for

Muslim women to integrate into courses in the community and for tutors to understand their context and needs.

- Another gap is the lack of tutors from a migrant background, which might encourage members of the migrant community into courses.

3.4 Infrastructure for Course Delivery

CityNorth and Farranferris are both accessible campuses but many of those interviewed agree that space in Blackpool is also needed: **“Infrastructure in Blackpool is vital. A first priority for Respond! could be to put in an area where people can gather”** (staff member, Cork City Partnership). Since people travel for shopping to Blackpool, it may be an attractive venue. The challenges for Blackpool are that it has a high migrant population and transitional community and doesn’t have a CDP or family resource centre (staff member, Cork City Partnership and RAPID coordinator). Although Blackpool Library has two Community Rooms that can be used by local groups and clubs, staff in Blackpool Community Centre would appreciate additional workshop space.

While Blackpool is a service centre for the Farranree/Fairhill areas and the Glen, it is less so for people from Knocknaheeny and Mayfield who go to the city centre rather than Blackpool according to a RAPID coordinator. Similarly, another RAPID coordinator stresses that for those who live outside Blackpool, **“people’s first entry into education needs to be very local. Blackpool may not be the first step but could be the second or in-between that and UCC/CIT.”**

Furthermore, whether Respond! provides space at low or no cost will be a factor – **“Groups are always looking for spaces but it would be needed at low cost. Blackpool is suitable as a venue once people can find it.”** (Staff member, NCP).

4. CONCLUSIONS AND RECOMMENDATIONS

The report has revealed the extent, range and nature of educational activities on the Northside of Cork City. It highlights the degree of energy, commitment and dedication from statutory, voluntary and community providers. Education is a key driver of social sustainability in the Northside of Cork City. The report illustrates the success of a partnership approach, which facilitates a bottom-up response to local needs in local communities, supported by broader networks, institutions and resources.

Respond! arrives in Cork into a vibrant and well developed educational environment, which presents an opportunity for the organisation to both contribute to existing provision in its own distinctive way and also to act as a new source of support for education.

The report should form the basis of a Respond! education strategy over the medium to long term whereby the organisation will complement existing activities and fill gaps as they emerge. We recommend particular steps for Respond! as follows:

Investing in Education and Relationship Building

- It is recommended that Respond! appoint a suitably qualified education officer who will build on the scoping undertaken by this report and network with identified education providers and bodies in the statutory and community sectors in order to establish partnerships and develop Respond!'s approach to education in the Northside of Cork City.
- It is recommended that Respond! join the local Adult Education Network as a partner and contributor.
- It is recommended that Respond! consider establishing formal partnerships with other providers such as CityNorth College, NCE, Farranferris College, UCC and other providers.

- It is recommended that Respond! explore making contributions to existing programmes and in time develop Respond!'s own courses subject to demand.
- It is recommended that Respond! offer practical opportunities for engagement and integration with existing providers through its complex in St. Francis Gardens, for example, by offering work placements and internships where specific skills such as social enterprise, elder care, community development, housing management, service coordination can be developed.

Investment in Infrastructure

- It is recommended that Respond! include in its capital programme of regeneration in Thomas Davis St. the provision of an education and community space. There is evidence of a doughnut effect in the dispersal of education and Blackpool is currently not as well served as other areas. It has particular needs in terms of migrant communities. Developing a community space will have the effect of bringing more people into this area of Blackpool, aiding the regeneration.

Dissemination

- It is recommended that Respond! disseminate the research findings and database to groups working in education and training provision and coordination e.g. through a seminar/event for education providers which will also serve as a partnering and networking opportunity.

5. Appendix: Indicative Course List

The appendix is organised according to area as follows: Knocknaheeny; Churchfield; Fair Hill; Gurranebraher; Farranferris; Commons; Blackpool; Shandon; The Glen; Mayfield; City Centre and elsewhere. This list is indicative of courses offered in, or relevant to the Northside of Cork City. Not every course runs every year: they are dependent on funding and enrolments.

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|------------------------------------|--|--------|---|
| Knocknaheeny | | | | |
| CityNorth College | | | | |
| Information and Communication Technology Skills | Work Skills | BTEI, Social Welfare recipients, Medical Card Holders and early school leavers | ETB | FETAC 4 |
| Computer Applications | Work Skills | | CCP | FETAC 4 |
| Hairdressing 1 | Work Skills | Leaving Cert or FETAC 4 | ETB | FETAC 5 |
| Caring for the Elderly | Work Skills, Community Development | Leaving Cert or FETAC 4 | ETB | FETAC 5 |
| Horticulture; Retail Skills | Work Skills | BTEI | ETB | FETAC 5 |
| Retail Sales Assistant | Work Skills | Leaving Cert | ETB | FETAC 5 |
| Skills for the Digital Economy | Work Skills | Long-term unemployed | ETB | FETAC 5 |
| Warehousing Skills | Work Skills | Long-term unemployed | ETB | FETAC 5, Forklift Cert, FIT Cert, Safe Pass |
| Hairdressing 2 | Work Skills | FETAC 5 | ETB | ITEC 3 |
| Cork City Partnership (We The People) | | | | |
| Communications; Computers; Driver Theory Test; Computer Course in Job Search Skills | Work Skills | | | |
| Community Development (Influencing Decision Making) | Community Development | | | FETAC |
| Community Participation Programme; Voter Education | Community Development | | | |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|---|--|--------------------------------|--------------------|
| Healthy Eating; Stress Management; Parenting | Personal Development | | | |
| Aromatherapy; Art; Container Gardening; Digital Photography; Flower Arranging; Grow Your Own; Zumba Dancing | Lifestyle & Hobbies | | | |
| Women's Studies, ACE (UCC) | Community Development, Academic Progression | | CCP | NFQ 6 & 7 |
| G & K Community Training Centre | | | | |
| Art | Lifestyle & Hobbies | Disadvantaged | FÁS funding | |
| Building Maintenance; Business & IT Skills; Cafe & Deli; Computers; Hairdressing; Retail Sales & Fashion Design | Work Skills | 16-21; and Disadvantaged | FÁS funding | FETAC 3 & 4 |
| Literacy & Numeracy; Multi-Skills for Young Adults | Personal Development, Work Skills | Disadvantaged | FÁS funding | FETAC 3 & 4 |
| Personal & Social Skills and Mentoring | Community Development, Personal Development | Disadvantaged | FÁS funding | FETAC 3 & 4 |
| Sport & Fitness; Health & Nutrition | Work Skills, Personal Development | 16-21 | FÁS funding | |
| Hollyhill Library | | | | |
| Computer Classes | Work Skills | | | |
| Knocknaheeny Youthreach | | | | |
| Range of courses | Work Skills, Academic Progression | | Dept. of Education and Science | |
| National Learning Network | | | | |
| Personal Mental Health Recovery in Practice (Focus) | Personal Development | Those out of work due to disability, injury or illness | | FETAC 3 |
| Rehabilitative Training (Directions) (Pathways) | Work Skills | Those out of work due to disability, injury or illness | | FETAC 3 |
| Next Step | Work Skills | 18-25 Autistic | | FETAC 3 & 4 & ECDL |
| Catering & Culinary Skills; Employer Based Training | Work Skills | Those out of work due to disability, injury or illness | | FETAC 4 |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|----------------------|--|----------|-------------------------|
| Business & IT Studies (Home, Community & Centre Based Programme) | Work Skills | Those out of work due to disability, injury or illness | | FETAC 5 & Advanced ECDL |
| IT Systems & PC Maintenance | Work Skills | Those out of work due to disability, injury or illness | | FETAC 5 & ECDL |
| Office Administration | Work Skills | Those out of work due to disability, injury or illness | | FETAC 5 |
| Project Refocus | | | | |
| Youth employment programme | Work Skills | Young people at risk of long-term unemployment | DSP, CCP | |
| Churchfield | | | | |
| Churchfield Community Trust | | | | |
| Focus on Adult Education; Woodwork; Painting and Horticulture | Work Skills | Young Men | | |
| Education & Rights Centre | | | | |
| Write Together Adult Literacy Scheme | Personal Development | | ETB | |
| Fair Hill | | | | |
| Cork City Partnership at The Community House, Bride Valley | | | | |
| Art | Lifestyle & Hobbies | Men Beginners | | |
| Crafts & Textiles | Lifestyle & Hobbies | | CCP | FETAC 3 |
| Guitar Lessons | Lifestyle & Hobbies | | | |
| Gurranebraher | | | | |
| Cork City Partnership at the Hut | | | | |
| Computer Class | Work Skills | | NDP | FETAC 1 |
| Digital Photography | Lifestyle & Hobbies | | CCP | FETAC 2&3 |
| DIY; Introduction to Massage; Yoga; Zumba Dancing | Lifestyle & Hobbies | | ETB | |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|--|-------------------------------------|--------------------|---------------|
| Health & Wellbeing | Personal Development | | | |
| Gurranebraher / Churchfield Community Drugs Project | | | | |
| Arts Programme | Lifestyle & Hobbies | Young people 15-25 and families | Youth Work Ireland | |
| Drugs Education | Community Development, Personal Development | Young people 15-25 and families | Youth Work Ireland | |
| Farranferris | | | | |
| Farranree Family Resource Centre | | | | |
| Adult Literacy Scheme (Crossroads Learning) | Personal Development | | ETB | |
| Computer Smart | Work Skills | | | |
| Computers Beginners | Work Skills | | | |
| English | Lifestyle & Hobbies Academic Progression | | | |
| Healthy Cooking | Lifestyle & Hobbies, Personal Development | | | |
| Parenting (Special Needs Children) | Personal Development | | | |
| Good Shepherd Services | | | | |
| Structured & Informal Programme (Art, Design & Crafts, Baking, Basic Literacy, Career Planning & Work Experience, Computers, Communications, Childcare, Healthy Eating, Mathematics, Personal Effectiveness, Sexual Health & Wellbeing) | Personal Development, Work Skills | Early School Leavers, Women 16-35 | FAS funding | FETAC 3 |
| Literacy; Numeracy & Computer Skills; Introduction to Computer Skills | Personal Development | Early School Leavers, Women 16-35 | | |
| Communications | Work Skills | Early School Leavers, Women 16-35 | CCP | FETAC 2 |
| Health Action Zone, Farranree Community Centre | | | | |
| Pilates | Lifestyle & Hobbies | | HSE | |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|----------------------|--|-------------|-----------------------|
| North Presentation Centre for Further Education | | | | |
| Business Studies | Work Skills | BTEI | | FETAC 5 |
| Desktop Publishing | Work Skills | BTEI | | FETAC 4 |
| ECDL (Advanced Computers) | Work Skills | BTEI Solid understanding of computers | | ECDL |
| English & Communications | Work Skills | BTEI | | FETAC 3 & Junior Cert |
| English Literature Studies | Academic Progression | BTEI | | Leaving Cert |
| General Learning | Academic Progression | BTEI | | FETAC 3 & 4 |
| Geography | Academic Progression | BTEI | | Junior Cert |
| Historical Studies | Academic Progression | BTEI | | FETAC 4 |
| Introduction to computers and using the internet | Work Skills | | CCP | FETAC 3 |
| Irish | Academic Progression | BTEI | | FETAC 3 |
| Maths | Academic Progression | BTEI | | FETAC 3 & Junior Cert |
| Spanish | Academic Progression | BTEI | | |
| Northside Community Enterprise | | | | |
| Cloud Computing with VMWare | Work Skills | | | |
| Computer Training & Skills | Work Skills | | | ECDL |
| Hospitality Skills | Work Skills | Over 18 DSP Junior Cert or equivalent | | FETAC |
| Catering Skills; Food & Nutrition | Work Skills | | | FETAC 3 |
| Guarding Skills; Receptionist & Office Administration | Work Skills | | | FETAC 4 |
| WIN Office Skills | Work Skills | 16+ Early School Leavers Junior Cert or equivalent | FAS funding | FETAC 4 |
| Accounting & Payroll Manual & Computerised; Floristry; Health and Fitness; Healthcare; Insulation Cavity, Attic, Thermal; Safety and Health at Work | Work Skills | | | FETAC 5 |
| Business Administration & Management; Childcare | Work Skills | | | FETAC 5 & 6 |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|------------------------------------|---|----------------------------|---------------|
| Train the Trainer | Community Development, Work Skills | | | FETAC 5 & 6 |
| Applied Business Computing with UCC | Work Skills | | | Diploma |
| Pitman Training (Private Company) | | | | |
| Business IT Training; Career Skills; General Office Skills; IT Professional Training; Keyboard Skills & Touch Typing; Management Skills; Microsoft Office; Sage: Accounting & Book-keeping; Secretarial Skills & Shorthand; Self & Career Development; Web Design & Photoshop | Work Skills | | | Diplomas |
| Project Refocus | | | | |
| Computers | Work Skills | Young people at risk of long-term unemployment | CCP | FETAC 4 |
| | | | | |
| Blackpool & Commons | | | | |
| Blackpool Community Centre | | | | |
| Yoga; Interior Design; Expressive Art; Music | Lifestyle & Hobbies | | | |
| Cork Academy of Music | | | | |
| CE, LTI (Local Training Initiative) and BTEI courses in music | Work Skills, Lifestyle & Hobbies | Young people, long term unemployed | ETB, FAS, CCP | FETAC 4 & 5 |
| Cork City Partnership, Heron House | | | | |
| First Look at Business | Work Skills | People looking to set up their own business, unemployed | Cork City Enterprise Board | |
| Cork Foyer | | | | |
| Horticulture | Work Skills | Residents of the Foyer | | FETAC 3 |
| Cooking Programme | Work Skills | Residents of the Foyer and of Pathways | YMCA | FETAC |
| Literacy | Personal Development | Residents of the Foyer | ABLES | FETAC |
| Computer Programme | Work Skills | Residents of the Foyer | ABLES | FETAC |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|---|---|------------|---------------|
| Cork Training Centre, Blackpool Community Training Centre | | | | |
| Catering; Computer Applications; Digital Media: Craft & Design; Multiskills: Woodwork | Work Skills | Early School Leavers 16-21 | | FETAC 4 |
| Hillgrove Outreach Project | | | | |
| Advice / Training | Community Development, Academic Progression | Family Members living with Alcohol or Drug misuse | | |
| SHEP (The Social and Health Education Project) in Respond! St. Francis Gardens | | | | |
| Health, Well-being and Empowerment for Older People | Personal Development | Respond! Day Centre clients and residents | Respond! | |
| Shandon | | | | |
| Health Action Zone, Eason's Hill Community Centre | | | | |
| Physical Activity Programme in conjunction with UCC | Lifestyle & Hobbies, Personal Development | | | |
| Self Defence | Lifestyle & Hobbies | Men over 18 | HSE | |
| NASC | | | | |
| Computer Skills | Work Skills | | CCP | FETAC 2 |
| Computer Literacy | Work Skills | | CCP | FETAC 3 |
| New Communities Partnership Cork | | | | |
| Beginner Computer Lessons, one to one | Work Skills, Personal Development | | Pobal, NDP | |
| English Language classes | Personal Development | | Pobal, NDP | |
| Travellers Visibility Group | | | | |
| Support Project on Drugs and Alcohol | Personal Development | Travellers | | |
| The Glen | | | | |
| Cork City Partnership at The Glen Resource Centre | | | | |
| Art | Lifestyle & Hobbies | Men Beginners | | |
| Computers; Internet for Beginners | Work Skills | | CCP | FETAC 3 |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|---|-------------------------------------|--------------------------------|---------------|
| Digital Photography | Lifestyle & Hobbies | | | FETAC 3 |
| Digital Devices; Cloud Computing; Internet | Personal Development | | | |
| Glen Neighbourhood Youth Project | | | | |
| Drugs Education & Prevention | Personal Development, Community Development | | | |
| The Glen Resource Centre | | | | |
| Ables Adult Literacy Scheme | Personal Development | | CCP | |
| The Glen Youthreach | | | | |
| ECDL | Work Skills | | Dept. of Education and Science | ECDL |
| English and Communications; Maths; Craft & Design; Horticulture; Hotel; Catering and Tourism; Preparation for Work; Woodcraft | Academic Progression, Work Skills | | Dept. of Education and Science | FETAC 3 & 4 |
| Junior Cert | Academic Progression | | Dept. of Education and Science | Junior |
| Leaving Cert Applied | Academic Progression | | Dept. of Education and Science | Leaving |
| Personal Effectiveness | Personal Development | | Dept. of Education and Science | FETAC 3 & 4 |
| Mayfield | | | | |
| Ard Bhaile Community Centre | | | | |
| Write On Adult Literacy Scheme | Personal Development | | ETB | |
| Health Action Zone | | | | |
| In Ellis House: Being-Well; Stress Management; Cookery; Dancing; Smoking Cessation; Yoga | Lifestyle & Hobbies | | HSE | |
| In Mayfield Sport Centre: Line Dancing | Lifestyle & Hobbies | | HSE | |
| In Mayfield CDP: Singing for Fun | Lifestyle & Hobbies | | HSE | |
| In the Roseville Community Centre: Tai Chi; Alterations; | Lifestyle & Hobbies | | HSE | |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|---|---|-------------|-----------------------|
| Yoga; Make-Up; Stress Management | | | | |
| Mayfield Community Adult Learning Project (CALP) | | | | |
| Basic Computers; Internet & Email; Communications Skills (FETAC) | Work Skills | Adults in Mayfield | CCP | |
| Cardiac First Response | Work Skills | Adults in Mayfield | | Certificate |
| Development Education | Community Development | Adults in Mayfield | ETB | |
| ECDL Module 1: Concepts of Information & Communication Technology; ECDL Module 2: Using Databases | Work Skills | Unemployed or on social welfare in Mayfield | | ECDL |
| First Aid for the family | Personal Development | Family in Mayfield | | |
| Foundation Programme: Personal Development | Personal Development | Adults in Mayfield | | |
| Gardening | Lifestyle & Hobbies | Adults in Mayfield | | |
| Occupational First Aid; Practical First Aid | Work Skills | Adults in Mayfield | CCP | FETAC 2 |
| Word-processing | Work Skills | Unemployed or on social welfare in Mayfield | CCP | FETAC 3 |
| Mayfield Community Arts Centre | | | | |
| Community Arts Training | Work Skills, Community Development | | NDP, Pobal | Various |
| Drawing; Outdoor Vegetable Crop Production; Textiles; Art & Design; Printmaking | Lifestyle & Hobbies | | NDP, Pobal | FETAC 3 |
| Mayfield Community Garden | | | | |
| Gardening | Lifestyle & Hobbies | | | |
| Mayfield Community Training Centre | | | | |
| Catering Skills | Work Skills | Early School Leavers 16-21 | FAS funding | FETAC & IAS |
| Computer Skills | Work Skills | Early School Leavers 16-21 | FAS funding | ECDL |
| Construction Skills | Work Skills | Early School Leavers 16-21 | FAS funding | FETAC & IAS Safe Pass |
| Health / Recreation | Personal Development, Lifestyle & Hobbies | Early School Leavers 16-21 | FAS funding | FETAC & IAS |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|---|--|-------------------------------------|-------------|---------------|
| Multi Skills | Personal Development, Academic Progression | Early School Leavers 16-21 | FAS funding | FETAC & IAS |
| Mayfield Write-On ALS | | | | |
| English as a second or other language | Personal Development | Foreign Nationals | | |
| Mathematics; Computers & Literacy; English; Literacy | Personal Development, Academic Progression | | | Junior Cert |
| Mayfield Youth 2000 | | | | |
| Alcohol & Drugs Awareness | Personal Development | Young People & families | | |
| Newbury House Family Resource Centre | | | | |
| Cookery; Massage & Aromatherapy | Lifestyle & Hobbies | | | |
| Women's Health | Personal Development | | | |
| City centre & Elsewhere | | | | |
| Altrusa Literacy, Douglas St. | | | | |
| Computer Literacy | Work skills | | CCP | FETAC 3 |
| IT Skills | Work skills | | CCP | FETAC 4 |
| College of Commerce | | | | |
| Food, Catering and Hospitality Studies | Work Skills | | ETB | FETAC 5 |
| Cork City Partnership in Community settings in Cork City | | | | |
| Parent to Parent Training Programme | Community Development | Parents of drug users Leaving | HSE | FETAC 5 |
| Cork City Partnership with the College of Commerce | | | | |
| Start your own business | Work Skills | | | FETAC 5 |
| Substance Use Issues in Youth & Community Work | Community Development | 21+ Active in community Leaving | HSE | FETAC 5 |
| Cork Simon Community | | | | |
| Fuel for Living | Personal Development | Homeless people | CCP | FETAC 2 |
| Dean St Centre for Education | | | | |
| Maths; Communications and Computers; Also provides | Work Skills, | BTEI | ETB | FETAC 3 & 4 |

| Course | Category | Target group and entry requirements | Funder | Qualification |
|--|-----------------------------------|--|--------|----------------|
| Youthreach courses | Academic Progression | | | |
| St. John's College | | | | |
| Applied Computer Training | Work Skills | Single Parents 17-25 Leaving | ETB | FETAC 5 |
| Art | Lifestyle & Hobbies | Young people & adults BTEI | ETB | |
| Computers; Digital Media; Graphic Design; Interior Design | Work Skills | Young people & adults BTEI | ETB | |
| English & Computing | Work Skills, Personal Development | Non-native speakers | | |
| English for Students of other Languages | Personal Development | | ETB | |
| New Directions 1 | Work Skills | Single Parents 17-25 Open | ETB | |
| New Directions 2 | Work Skills | Single Parents 17-25 Year 1 or Leaving | ETB | FETAC 5 |
| Skills Sampling | Work Skills | | | FETAC 3 & 4 |
| Travellers Adult Education Council | | | | |
| Traveller's Literacy Scheme | Personal Development | | ETB | |
| Welcome English Language Centre | | | | |
| English language | Personal Development | Refugees & Asylum Seekers | | FETAC & IELTS |
| YMCA | | | | |
| DION Homelessness prevention | Personal Development | Young People Referred | | |
| Heart & Soul Health | Personal Development | Young people | | |
| Signposts Youth well-being & peer support | Community Development | Young people | FAS | |
| Support Training and Enterprise Programme STEP (Personal, Computing, Career, Communications, Maths, Intercultural, Work, Customer service) | Work Skills, Personal Development | Young people | | FETAC 4 & ECDL |



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