

Ballymun Learning for Living

Lifelong Learning & Training Strategy for Ballymun

Summary Report

September 2006

Designed by: www.studiodesign.ie

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1. FOREWORD

The Personal Lifelong Learning Journey – A Framework for Life

Each of us is on a personal lifelong learning journey. That journey lasts our lifetime. We might be at one of many points on that journey. Right now we may be engaged as learners in pre-school, in primary or secondary school. We may be benefiting from alternative education, community education, third level or complementary education. We may be engaged in job related professional development or training or be returning to education after some time. This journey is reflected by the “Lifecycle Framework” tracking the development of the individual in society envisaged in the next National Development Plan *Towards 2016** and the blueprint for social services for the next ten years envisaged by *The Developmental Welfare State.***

Ballymun Learning Promotion Campaign

In Ballymun not everyone has benefited fully from their experience of education and many have yet to fulfil their full learning potential. At Ballymun Partnership we are engaged with our partners in a Learning Promotion Campaign celebrating individual learning journeys. This Lifelong Learning & Training Strategy is one of the steps we are taking to develop and implement, through our partners, an area based strategy for education in Ballymun. It follows on from *Get it Right First Time**** our education strategy principally for the primary and secondary formal education sector.

Career and Personal Development - the Employer Perspective

Lifelong learning is now a requirement for all of us in our career, personal and social development. Developing oneself as a person is important in labour market terms. Personal and social development can be as important to employment as skills acquisition and training. We know from the survey of employers in this report that employers have positive perceptions of employees from Ballymun. Employers ranked interpersonal skills highest when identifying the most important soft skills that they look for in an employee. This is a key finding for people from areas like Ballymun who wish to improve the quality of the jobs they are engaged in as they move up the value chain.

The Unique Strength of the Community Education Sector

The community education sector is uniquely successful both in engaging the hard-to-reach and providing essential training in interpersonal skills which employers value so highly. This places the community education sector in a strong position to assist people with moving forward in life through education and subsequently employment. The sector can also go on to deliver learners to the more academic or training oriented programmes provided by the formal education and training sector.

Society Values Education and Lifelong Learning

Education is valued in Irish society and by Government which provides the free education system upon which our very successful economy has been built. The introduction of free fees for part-time students is identified as a logical next step to support adult returnees to education.

Challenges for us at a local level

This report calls for a learner-centred approach to the provision of lifelong learning opportunities. That means that learners are presented with a menu of options available to them from the full range of education options locally and that they are appropriately referred onto an agency that meets their needs rather than slotted into a programme provided by the organisation that made initial contact with them.

At Ballymun Partnership we see our role as representing the needs of local residents and promoting a particular approach that is learner centred, where interagency and integrated services support local people well and where providers are accountable and programmes are evaluated, valued and supported.

We value the excellent work which has gone on for many years but which has often not been fully acknowledged.

We call on education and training providers to embrace the strategy and use it. We encourage you to find the issue or recommendation in this strategy that resonates with you and your organisation and to pursue it with your partners on the Ballymun Partnership Education Working Group or one of its task groups.

Finally, I would like to acknowledge the support of our partners on the Board of Ballymun Partnership, the work of our partners on the Education Working Group and Colma Nic Lughadha our Education Programme Manager who led this work and especially George Ryan the author of this strategy.

Declan Dunne
Chief Executive Officer
Ballymun Partnership

Notes

* Department of the Taoiseach. *Towards 2016 - Ten-Year Framework Social Partnership Agreement 2006-2015*. Dublin: The Stationery Office.

** National Economic and Social Council. (2005) *The Developmental Welfare State*. National Economic & Social Development Office NESDO.

*** Ryan, G. (2004) *Get It Right First Time*. Ballymun Partnership. Available as download at www.ballymun.org



2. INTRODUCTION

An extensive regeneration programme is transforming the physical fabric of Ballymun, but to develop a truly sustainable community Ballymun needs to become a true learning community that is constantly transforming outcomes for Ballymun people through their participation in lifelong learning and training. The Board of the Ballymun Partnership has identified the role of education as the single most important issue for the future of Ballymun and is committed to the development of a comprehensive Education Strategy, which helps to deliver the above aspiration.

The Partnership commissioned this research on adult learning, recognising that lifelong learning facilitates individuals and families in self-development, in their positive engagement with and participation in society and in their access to employment and economic opportunity.

This summary report provides a shortened version of the full research report entitled *'Lifelong Learning and Training Strategy for Ballymun'* which can be accessed in full at www.ballymun.org

The full strategy document maps out and defines the key elements of a Lifelong Learning Strategy that has the potential to meet the present and future educational, economic and labour market needs of people in Ballymun. It will assist in setting priorities and act as a benchmark document against which future progress can be assessed. While Ballymun Partnership actively works to support progression to third level, a full account of third level access issues was beyond the scope of this research.

This summary presents an overview of some of the key findings of the research; it's recommendations and proposed strategy. It is intended as a reference document for practitioners in Ballymun to assist and inform them in their work and in the development of the lifelong learning sector in Ballymun.

The research was conducted by consultant George Ryan on behalf of Ballymun Partnership. This summary document was compiled from the research report by Ballymun Partnership.



3. CONTEXT

The Irish Policy Context for Lifelong Learning

Lifelong Learning can be seen as a cross cutting and vital policy area that can both influence and be influenced by economic, education and social policies. The National Development Plan (NDP), 2000-2006 provided some of the context for what could be implemented in relation to improvements in Lifelong Learning. Quoting from the announcement regarding the next national development plan - *'the 2007-2013 Plan would particularly focus on the priorities for investment in public economic and social infrastructure in the transport, environmental services, housing, education, health, childcare and R+D areas and for investment in human resources in the education and training fields.'* It is clear that Lifelong Learning will feature as a national priority for investment over the coming seven years.

The key policy setting event preceding the formulation of the next national development plan is the new round of Social Partnership talks which took place mid 2006. Aside from pay deals the talks address key social issues which have been presented by the National Economic and

Social Council based on the analysis contained in their seminal policy document *'The Developmental Welfare State'*.

The NESC study¹ asks us to look beyond total employment growth and unemployment reduction, goals on which we score well, to re-examine the effectiveness of our activation measures, *the adequacy of our training and life-long learning*, our achievement of flexible working arrangements, whether we are creating equal opportunities in the labour market and the effectiveness of our social inclusion and anti-poverty policies. Such examination shows that Ireland's employment miracle has coincided with continuing high levels of benefit dependency, the persistence of significant social problems and the build-up of new pressures.

This forces us to ask whether Ireland yet has a welfare, education and training system capable of supporting our aspiration to an inclusive society based on a high-participation, high-skilled, high-performance economy.

¹ The Developmental Welfare State, National Economic and Social Council - May 2005



The Lifelong Learning & Training Strategy document should set an agenda for ambitious actions, more innovation, new collaborations and improved outcomes as we enter a policy era of trying to harvest a significant social dividend comparable to our economic progress.

There are fifteen recommendations in the full report and these are as wide ranging as one would expect in dealing with an area as all encompassing as Lifelong Learning and Training. Therefore an emphasis has been placed at the close of the report on focusing the strategy in terms of priorities for the next five years concentrating on four approaches which are:

1. **Focus on the Individual**
2. **Address the Development of the Sector on an Area Wide Basis**
3. **Facilitate the Development of an Integrated Local Infrastructure**
4. **Implement the Strategy in 'Do-able' Bites**

It is envisaged that consultation will play an important part in the planning for implementation of the strategy and that the process commenced by this study will inform 'first steps' and facilitate the further engagement of people and organisations at both local, regional and national level. The Education Working Group of the Ballymun Partnership brings together many of the players involved and could act as a springboard for Task Groups, event planning and other mechanisms for advancing the strategy. The encouragement and endorsement of 'Champions' i.e. strong players identified in the report could also be facilitated and supported through the Education Working Group. The implementation phase will pose many challenges but it also holds the strong possibility of generating significant energy, innovation and commitment especially taking into account the enormous desire and dedication which was demonstrated by the participants in the consultation process.



4. METHODOLOGY

The research study / consultation process was split into two strands. Strand One was an interview based consultation process, which sought the views of thirty-five individuals (see Appendix A for details) representing local education and training providers and support organisations, wider regional and national education management structures and adult learners.

Strand Two was a sample survey of employers in Ballymun and adjacent areas to elicit their current skill and human resource needs and related views and opinions. Employers selected were likely to have had experience of employing people from Ballymun or were potential sources of employment due to their proximity to the area. (see Appendix B for a list of employers who responded to the survey.)

The information and views collected in these two strands were the basis for developing a profile of lifelong learning

in Ballymun and an analysis of the labour market opportunities and access issues for people from Ballymun.

A policy review was also undertaken to contextualise the issues facing Ballymun and to elicit opportunities to further develop Lifelong Learning and to facilitate access and progression in the Labour Market. The review focused on current policy development which, in some respects, has been ambitious in intention over the last five years.

Findings and recommendations were informed based on the research / consultation process and the review of recent policy developments. Finally the key elements of a Lifelong Learning & Training Strategy for Ballymun were developed taking into account the Ballymun lifelong learning profile, the labour market analysis, the findings arising from the consultation process and the policy review.



5. FINDINGS

INSIGHTS INTO LIFELONG LEARNING IN BALLYMUN

Findings in this report are presented under the following headings:

- Insights into Lifelong Learning in Ballymun
- Accessing the Labour Market
- Current Policy Development

and have been summarised from the full Lifelong Learning & Training Strategy document.

Views of Providers and Support Organisations

Education and training providers and support organisations expressed the following views during Stage One of the research (see Appendix A for a list of those providers and organisations).

Definition of Lifelong Learning

There was general agreement amongst those consulted that the European Commission definition of Lifelong Learning was appropriate.

“All learning activity undertaken through-out life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective.”

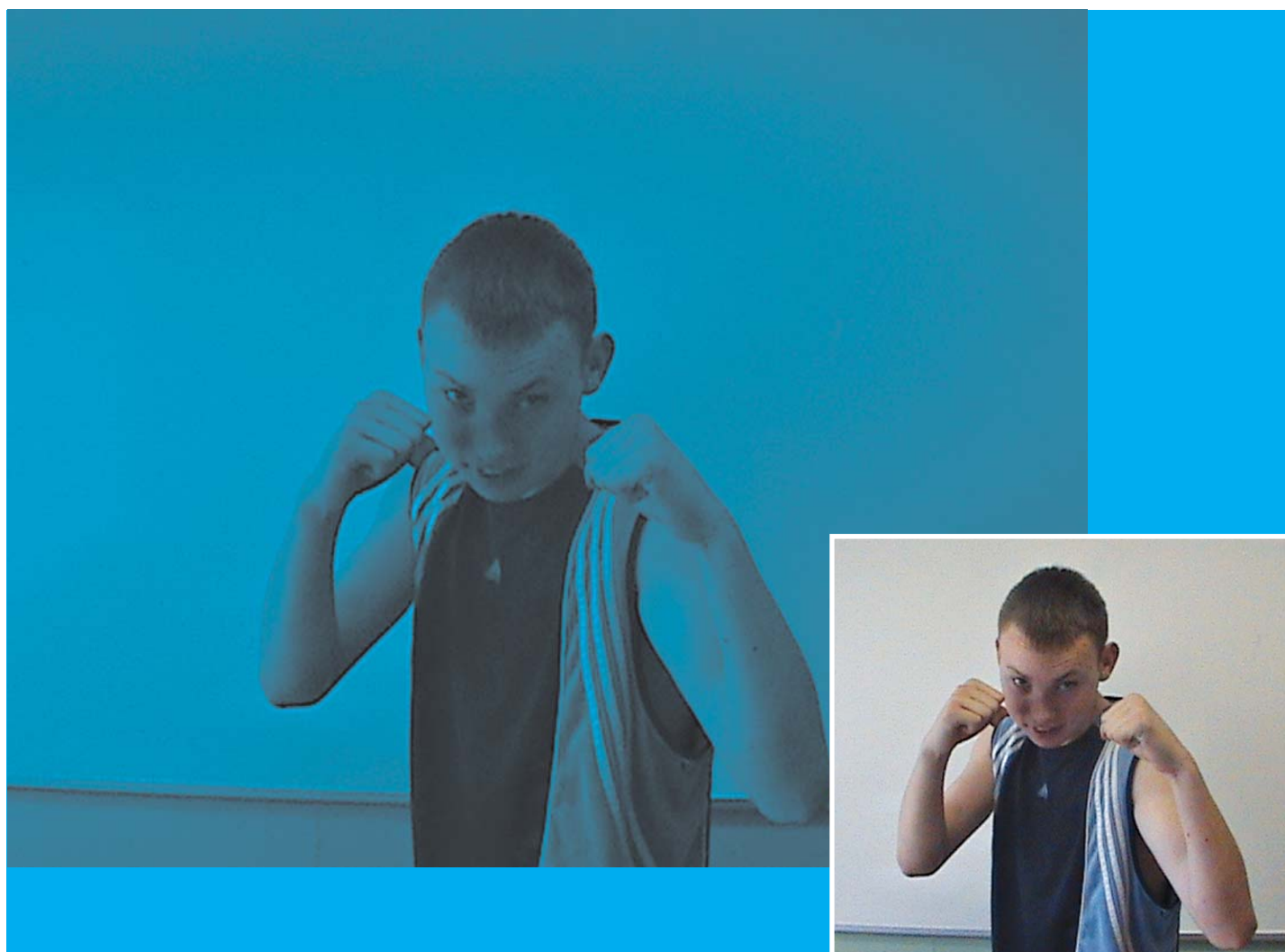
Value and Benefits of Lifelong Learning

There was a very clear and strong endorsement of the value and benefits of lifelong learning and training.

It was seen as allowing people to start from the point where they are at as an individual.

Individual benefits of Lifelong Learning were identified as:

- Improvement in self-confidence and self-esteem
- Improved employment outcomes
- An opportunity for social interaction



Family benefits of Lifelong Learning were identified as:

- Instilling the value of education in the home
- Taking the fear out of education
- A positive 'knock on' effect for the community at large
- Empowerment of people through a rights based approach

Learners Motivation

Views were expressed by providers and learners regarding the factors that motivate adults to learn.

How adults either initiate or become engaged in their learning activity was considered of paramount importance and evoked many views based on the wide experience of providers and the sample of learners.

Responses were categorised in terms of 'push', 'pull' and 'sustaining' factors.

- 'Push' factors are personal issues that drive adults to seek a learning opportunity.
- 'Pull' factors attract learners who are not actively seeking to engage in learning and are usually related to learning provider initiatives.
- 'Sustaining' factors help learners stay the pace once they have started.

Some examples of Push Factors seen as personal issues driving an adult to seek learning opportunities were:

- Seeking a specific skill such as a language or the ability to use a computer and the belief that this can be attained.
- Changing circumstances evoking a desire to seek a learning opportunity e.g. when children go to school or leave home, retirement, when offered promotion and need additional skills, e.g. literacy.
- People looking at the lives of others and wanting to get on themselves or wanting to make up for deficits in their own education.
- Wanting to participate, engaged by an issue. Also a need to know e.g. addiction in family or community and how to respond.

Some examples of Pull Factors seen as attracting learners who were not actively seeking to engage in learning were:

- 'Taster' learning opportunities as stepping-stones to get people started.
- Being asked by someone. This can be a strong motivation, especially if that person is a local person – it could be a neighbour or an outreach worker.
- A reputation for a friendly approach helps to attract new learners.
- The setting or venue can play a big part in motivating learners to join up. A local venue appeals to many new learners.



Some examples of Sustaining Factors that helped learners stay the pace once they started were:

- The appeal of the actual course or activity and the pleasure of learning can be very significant.
- Social contact – a class can be a ‘night out’ or a daytime course a way to meet other people.
- Training allowances are an important feature of some courses and enable people to participate. Also free crèche facilities, where provided, make a key difference for some learners.
- Third level access support programmes give much needed assistance to students who have embarked on third level courses.

An understanding of the interaction of ‘push’, ‘pull’ and ‘sustaining’ factors can be important in determining how best to support learner engagement and ongoing participation.

The consultation indicated that adult behaviour was motivated by a variety of factors and that the stronger ones are the ones designated by the researcher as the ‘push’ factors. These include changing personal circumstances, awareness of good job opportunities, a desire to catch up on what was missed in school and issue driven learning (e.g. addiction) and are reflected by deeper and more internalised motivation.

Issues Faced by Training Providers

A number of key issues were raised by training providers which relate to barriers faced by learners and training providers. They also commented on areas where co-operation between providers could be of benefit.

These are summarised below:

- Childcare provision needs further investment to meet current needs.
- A lack of funding support for part-time third level courses was raised.
- Community education can be viewed as not having any core funding i.e. permanent or

semi-permanent funding for co-ordination, management or administrative staff. The Back to Education Initiative does provide programme funding if it can be successfully accessed. Core funding for many community based providers can come from a range of sources, e.g. Community Development Programme, Family Resource sources, but the funding for core staff is not for community education purposes.

- Co-operative approaches have been seen to be of benefit by being more client centred, for example people can be given more support in progression if links are developed with other providers.
- There is a challenge in getting people involved that do not participate in anything e.g. those in low-paid employment.
- Some providers remarked on the absence of a directory of training providers for Ballymun and how these have proven to be very useful in other areas.
- Some providers felt that the low value that people put on education was a barrier to their participation.
- Some community-based providers were of the opinion that the application and reporting processes for Back to Education Initiative funding were complex and bureaucratic.
- Participation in networks such as the Ballymun Partnership Education Working Group and Ballymun Community Organisations Network were regarded as beneficial.
- Outreach is carried out by some service providers and is another aspect of lifelong learning that should not be forgotten especially in the context of communicating with hard to reach groups.

Lifelong Learning and its benefits in the Workplace

There was also an opportunity for people involved in the consultation process to give inputs regarding the workplace and the role of employers in lifelong learning. An interesting and successful example of learning in the workplace related to the Ballymun Regional Youth Resource (BRYR) where many staff are Ballymun residents.

Just one example drawn from BRYR concerns six staff members who attend a Dundalk Institute of Technology (DKIT) programme. The DKIT programme in conjunction with the City of Dublin Youth Services Board offers a four-year part-time programme leading to a Bachelor of Arts (Honours) in Youth Work. The programme is broken into two stages with the first two years leading to a Higher Certificate in Youth Work followed by a further two years leading to the Bachelor of Arts (Honours). Lessons learned to date from a BRYR perspective are:

- Initiatives like these need supportive organisations and support structures. The DKIT programme has a dedicated Co-ordinator and BRYR has a Training & Development Officer.
- A Return to Study course organised by BRYR for some employees preparing to enter the DKIT programme was very effective.
- The way that the DKIT programme was designed and tailored along with the support structures built into it is contributing to its success.
- The benefits are substantial for the organisation and the individuals including increased professional capacity, motivation etc.

There are many other examples of supportive employers within the public / local development / community and voluntary sector based in Ballymun who actively facilitate local people to develop their capacity and careers. These cannot all be covered in this report and merit a separate study. However it seems fair to conclude that professional and career development initiatives open to local staff within public/community sector based employment should be encouraged, developed and highlighted.

Availability and Standard of Facilities

Ongoing development work is taking place in relation to learning facilities. Some programmes reported constraints due to insufficient space e.g. Ballymun Community Training Centre, Youthreach. Many of the community based training providers are located in the older housing blocks / flats which will be demolished as the regeneration progresses.

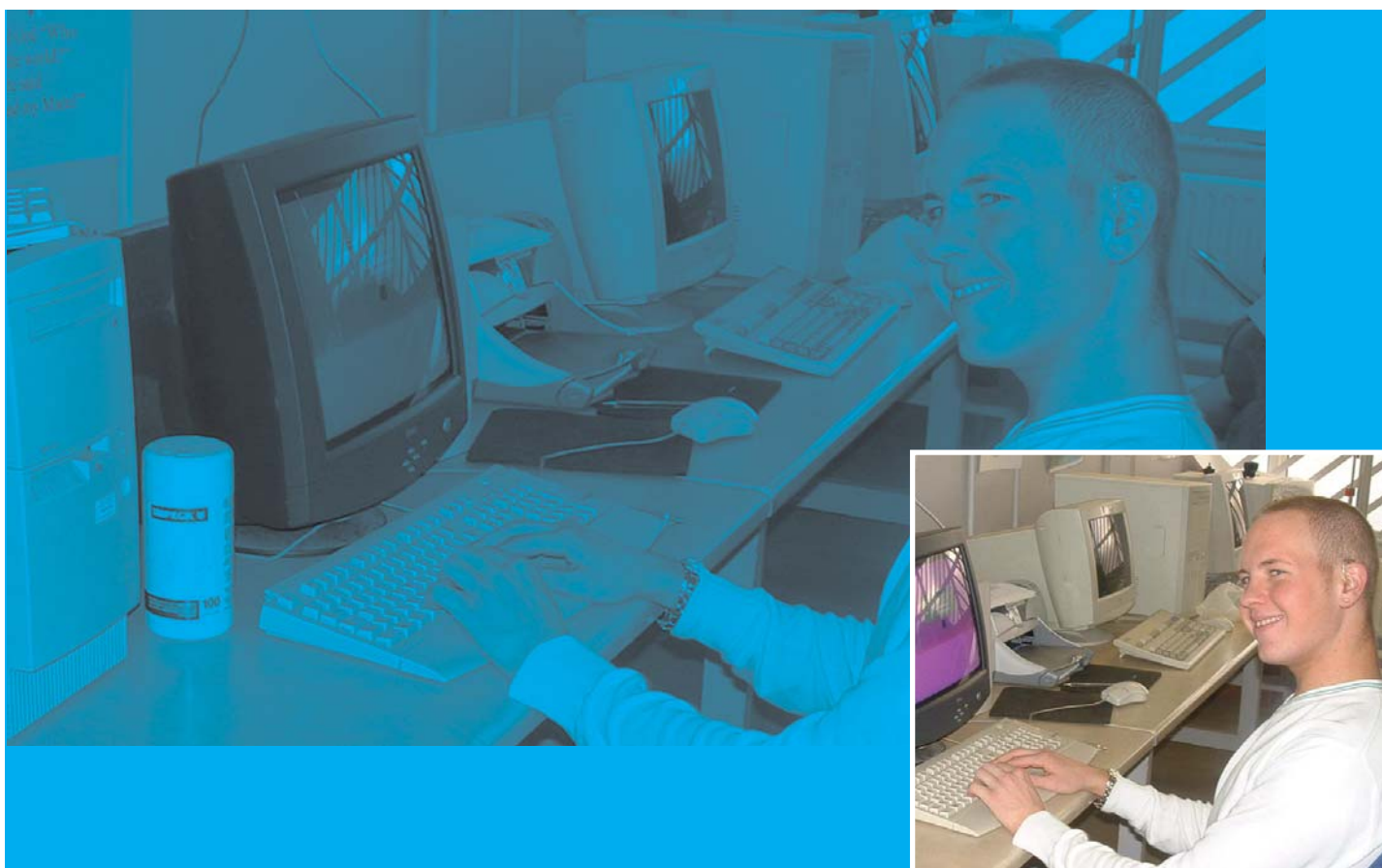


The advantage of their present location is closeness to the users of their services and the absence of a perceived barrier for new adult learners e.g. not having to go to an unknown large centre, which could be off-putting for some potential learners. There is evidence of some new investment e.g. the new Horizons Centre which houses the Urrús project, the rebuild of Whitehall College of Further Education as a result of the poor state of the earlier facility, new training rooms in the Reco Central Youth Facility etc.

However the key issue that arose was the need for a well managed Adult Education Facility that could serve a broad range of requirements. Ballymun has never had such a facility and it is time that regeneration was marked by visible facility investments that physically symbolise the importance of Lifelong Learning in the Ballymun community. This is also important in terms of the community's perception of the importance of education. Despite the lack of an adult education facility in Ballymun it has to be recognised that Whitehall College has pro-actively provided adult education, community education (BTEI), Vocational Training Opportunities Scheme (VTOS) and Post Leaving Certificate (PLC)

provision for Ballymun residents and has been a strong and active collaborator with Ballymun based services such as the Ballymun Job Centre. There is a range of views about the needs that could be met by such a facility. The range of provision in a new 'Centre for Learning' should be targeted as widely as possible (excluding school) from literacy/basic skills, second level education for adults, further education, training related to employment, community education, third level linkage/access. The benefits if it was effectively managed would be a 'Campus Effect' where users of the facility felt part of a vibrant 'learning community' sharing common goals and gaining confidence in their capacity to progress to greater learning opportunities, many of which would be present in the campus.

In the planning phases this would require a high degree of co-operation and collaboration at both local and corporate levels within organisations. At the implementation stages it would require very effective management structures and clearly articulated goals and objectives. The strategy needs to be positioned to support added value for the community whatever structure emerges.



Expectations and Aspirations

There were a number of observations from those consulted that struck a similar chord; Ballymun is changing in a positive way and this is becoming more evident. This is not to say that there are not continuing severe and entrenched social problems and extreme personal circumstances – there are – but what are apparently changing are people’s attitudes and aspirations.

Here are some of the related comments from training providers:

“Parents are more aware and demanding a bit more.

They are more conscious and outwardly interested in their child. More people are going on holidays and you see more cars outside. Some realise they can do as much as parents in other areas.”

“Last year a parents group asked for the school track suit crest to be changed from an embossed type, which wore off with ironing, to an embroidered version. This was implemented. Parents wanted their children to look as good as children from other areas.”

“There has been a big change in the last ten years. Poverty isn’t as visible. It’s usually entrenched.”

Fig. A. Diagrammatic Profile – Lifelong Learning in Ballymun

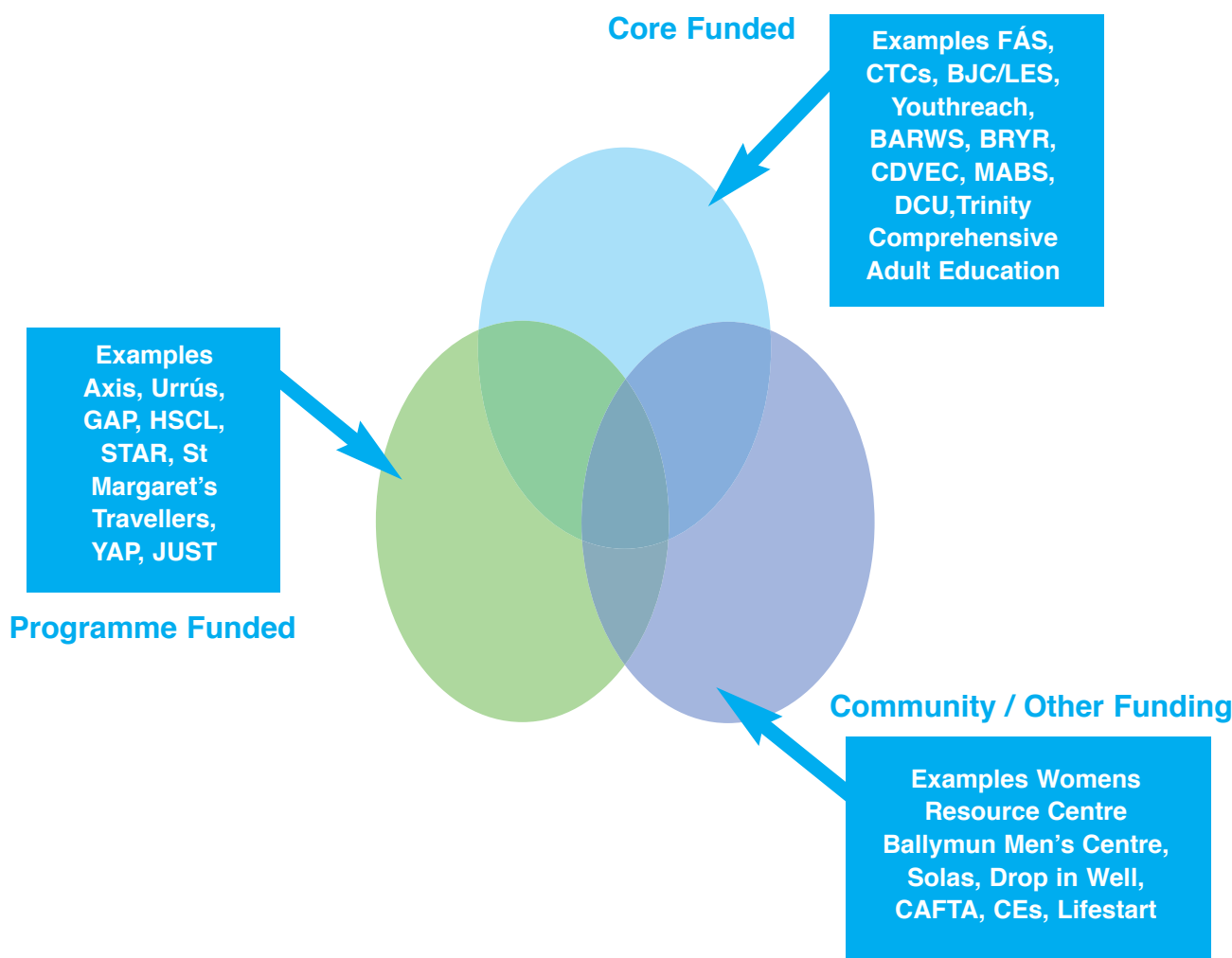


Figure A. shows in diagrammatic form examples of providers of Lifelong Learning currently operating in Ballymun. Explanations of abbreviations are presented in Figure B.

Three categories were chosen by the researcher to characterise the providers although they are also shown as overlapping as they share some characteristics.

The Core Funded category is characterised by:

- Organisations with professional staff or who are engaged in establishing professional development programmes.

- Recognised by Government Departments as mainstream activities and funded on an ongoing basis.
- Typically strong players operating in an environment of developing standards and/or quality frameworks.
- Often part of a wider network pooling efforts and engaged in standards development activities.
- May act as mentors or give support to organisations in the Community category.

Fig. B. Abbreviations Used in Fig. A.

• Ballymun Job Centre / Local Employment Service	BJC/LES
• Ballymun Adult Read and Write Scheme Ltd	BARWS
• City of Dublin Vocational Education Committee	CDVEC
• Ballymun Regional Youth Resource	BRYR
• Community Training Centre	CTC
• Jesuit University Support & Training	JUST
• Dublin City University	DCU
• Ballymun Initiative for Third Level Education	BITE
• Community Employment Scheme	CE
• The Community and Family Training Agency	CAFTA
• AXIS Arts and Community Resource Centre	AXIS
• The National Training Authority	FÁS
• Urrús (Ballymun Addiction Studies Centre)	Urrús
• Ballymun Money Advice & Budgeting Service	MABS
• Solas Development Centre	Solas
• STAR Drugs Rehabilitation Project	STAR
• Home School Community Liaison Adult Education Programmes	HSCL
• Global Action Plan	GAP

The Programme Funded Category is characterised by:

- Organisations with some core professional staff and in some cases other non-professional staff.
- Funded to deliver programmes which address specific sectoral needs e.g. drugs related, environmental etc. Funding tends to be related to specific time periods and may not be available on an ongoing basis if government / agency priorities change.

The Community Sector has the ability to engage the 'hard-to-reach' in lifelong learning

- Community Development activities often seen as entwined with Community Education.
- Can experience funding fatigue i.e. under pressure to find funding as external opportunities change and effort has to go into finding new alternatives.
- Can have strong local recognition and respect based on proven service to the community.

The strategy should place a major focus on the Community Sector.

- Can be strong individual players based on the quality of the organisation's staff.
- Can advance rights based agendas.
- May be associated with wider networks and could move into the core funded category if future government policy advanced in their sector.

The Community / Other Funding Category is characterised by:

- May or may not have professional staff. Professional input may be contracted in to deliver training and other services. Staff may be residents in the community or have close links with the community.
- May have funding to carry out Community Development activities e.g. Community Development Programme or other funding sources. Funding can be multi-source and can vary over a period of years. May access Back to Education Initiative funding through applying on a year-by-year basis.

The strategy needs to acknowledge the strengths and contributions of all the above categories and to be cognisant of their different needs. Given the capacity of the 'Core Funded' category to continue to develop strongly it is envisaged that these organisations could be employed by this strategy in a role of mentoring / leading / assisting the other sectors. The strategy could look to support the 'Programme Funded' category by assisting in planning around programme development and supporting advocacy roles of organisations involved. In terms of capacity and need to develop the strategy should place a major focus on the 'Community /Other Funding' category. This category has extraordinary capacity to engage the 'hard to reach' and new participants generally in lifelong learning. The need for this engagement is greater than ever as the poverty and exclusion persist in our ever-wealthier society.

FINDINGS

ACCESSING THE LABOUR MARKET

Employer Survey

This section explores employers' perspectives in relation to their current needs and their experience of employing people from Ballymun. It also analyses the typical labour market opportunities available to people from Ballymun in terms of skills and qualifications required. The basis for this analysis is Strand Two of the consultation process, which entailed a sample survey of 192 employers.

Employers selected were likely to have had experience of employing people from Ballymun or were potential sources of employment for people from Ballymun due to their proximity to the area. Appendix B contains a list of employers who responded. The survey was undertaken in the latter half of 2005.

Response to the Employer Survey

The response rate of just over 20% from employers was good. The quality of response was very high with 98% of the responses coming from either senior management or Human Resources (HR) personnel. This broke down as 48% of responses from CEO, Managing Director, General Manager, Owner and Director levels within their organisations. A further 50% of responses were from Management and HR personnel. Respondents were generous in their filling in of the survey and shared valuable information and observations.

Perceptions of Employers Regarding People from Ballymun

Perhaps the most interesting findings from the survey relate to the experiences and perceptions of employers regarding people from Ballymun. The perception of

employers was largely positive with 71% commenting on Strengths and 29% on Weaknesses. The feedback was based on their real experience, which in some cases was over many years.

EXAMPLES OF COMMENTS REGARDING 'STRENGTHS' WERE: -

'One person worked with us for 20 years in our technical support area, could not get better. He is now retired.'

'Usually very good characters who commit to the job.'

'Most of my staff are from Ballymun and I think they are excellent.'

'Generally staff (from Ballymun) are very good.'

'Dedicated' 'Pleasant, hardworking.' 'Willing to work. 'Readily available, fit and well, keen to work.' 'Motivated'

EXAMPLES OF COMMENTS REGARDING 'WEAKNESSES' WERE:-

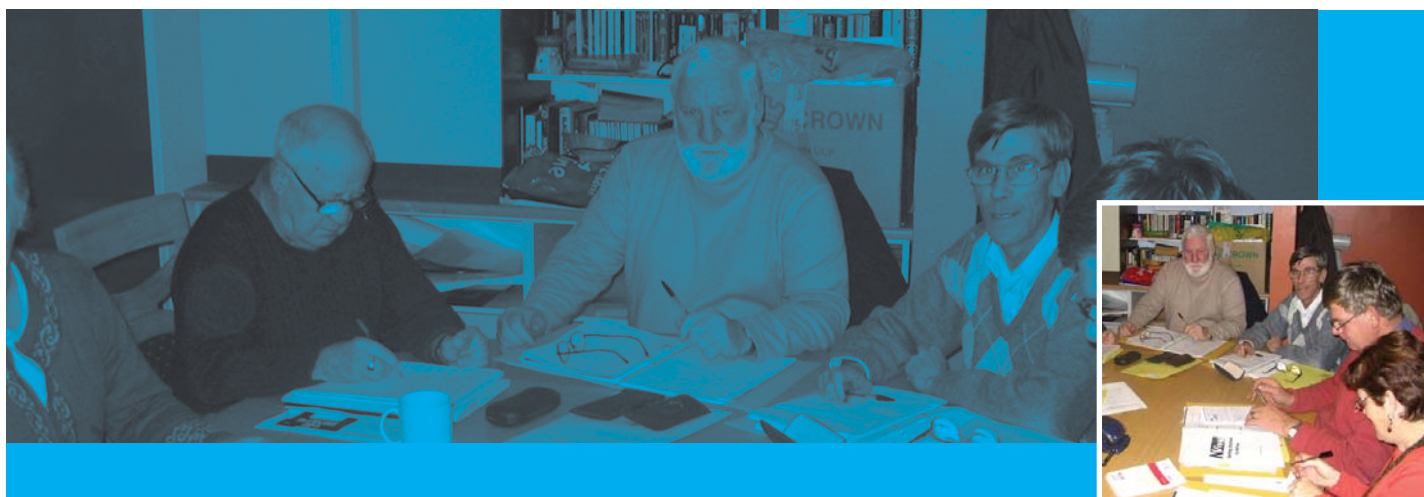
'Not enough confidence.' 'Can lack polish and presentation.'

'Failure to see development potential in the job.'

'Lack of foresight for career development.'

'Education' 'Lack of commitment to the job.'

'Social activities affecting work.' 'Attendance.'



Most of the comments regarding 'Weaknesses' relate to gaps in personal and professional development with a smaller number reflecting adverse attitudes.

OTHER 'GENERAL' COMMENTS RELATING TO EMPLOYING PEOPLE FROM BALLYMUN INCLUDE:-

"It is wrong to generalize on people from an area or neighbourhood."

"There are good, not so good, and people not interested in working."

"Any problem has been with the individual and not their background or address."

"We would not have a problem recruiting from any part of Dublin once the person carried out their duties as requested."

"Do not specifically track candidates based on location and feel it would be extremely damaging to do so, would give the impression that people are not treated equally - location is irrelevant to us."

There appears to be more emphasis on recruiting people who can meet the requirements of the job rather than operating on pre-conceived prejudices.

PERCEPTION OF EMPLOYERS ABOUT PEOPLE FROM BALLYMUN:

'One person worked with us for 20 years in our technical support area, could not get better.'

'Dedicated'

'Pleasant & hardworking'

'Willing to work'

EMPLOYING PEOPLE FROM BALLYMUN:

'Location is irrelevant to us.'

Emphasis on recruiting people who can meet the requirements of the job rather than operating on pre-conceived prejudices



Employers' Needs – Positions and Skills

The positions most commonly available at entry level in Ballymun and its hinterland are shown in Figure C. and probably reflect the traditional and emerging strengths of the region with warehousing, distribution and sales order processing featuring strongly and with growing employment needs in the hotel/hospitality sector.

Positions in the retail and manufacturing sectors were also required. It is also very interesting to note the positions most commonly required above entry level as shown in Figure D.

Entry Level Positions are in Warehousing, Sales order processing, Hospitality

Above entry level positions are in Accounts, Customer Care, Operations Management

The top five positions beyond entry level are progression opportunities for staff joining companies in entry level positions provided they acquire the necessary experience, develop required skills and advance their personal development e.g. experienced accounts staff, senior administration staff / customer service staff/ sales roles and management and supervisory positions. A number of other 'Above Entry Level Positions' as reported by employers in the survey are in effect positions which could be taken up by new graduates in Engineering, IT and Science.

Given the availability of IT training for people from Ballymun through Ballymun Job Centre and Whitehall College of Further Education FIT² (Fast Track to IT) type courses, some of these positions could be accessed by people who did not progress through the formal third level system.

² FIT is an ICT industry initiative which targets unemployed jobseekers with a desire / aptitude to gain IT skills at various levels based on industry recognized certifications – www.fit.ie

Fig. C. Employers Survey Entry Level Positions Required

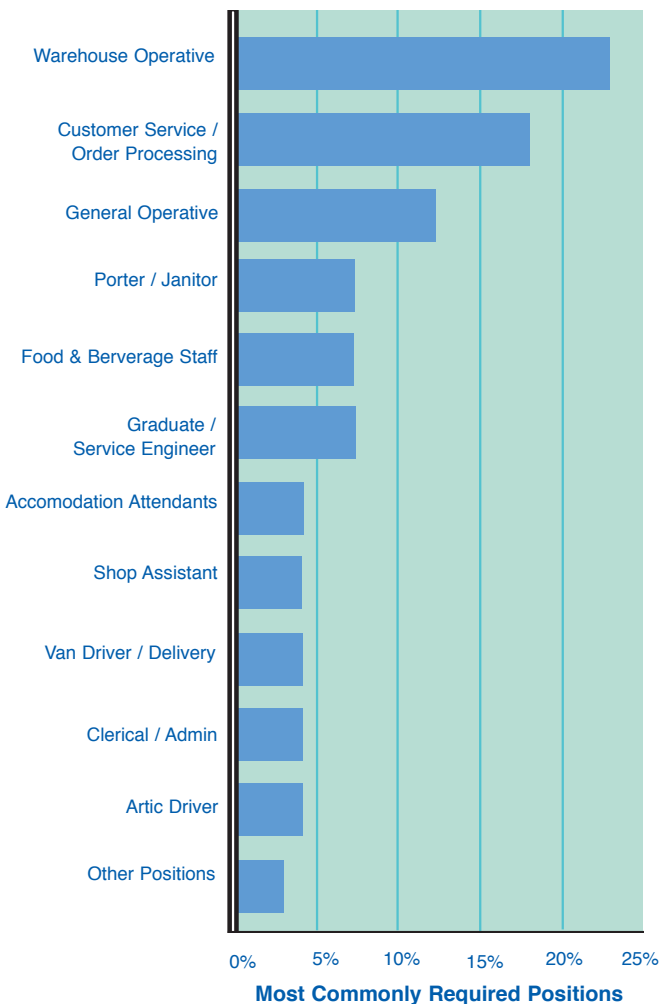
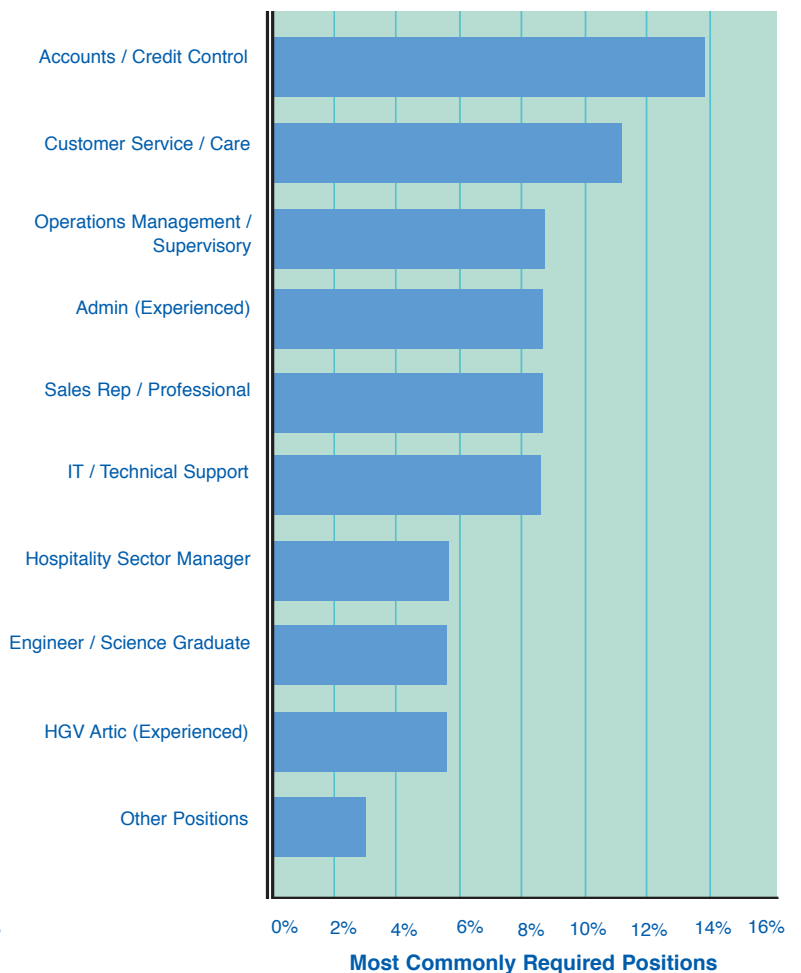


Fig. D. Employers Survey Positions Required above Entry Level

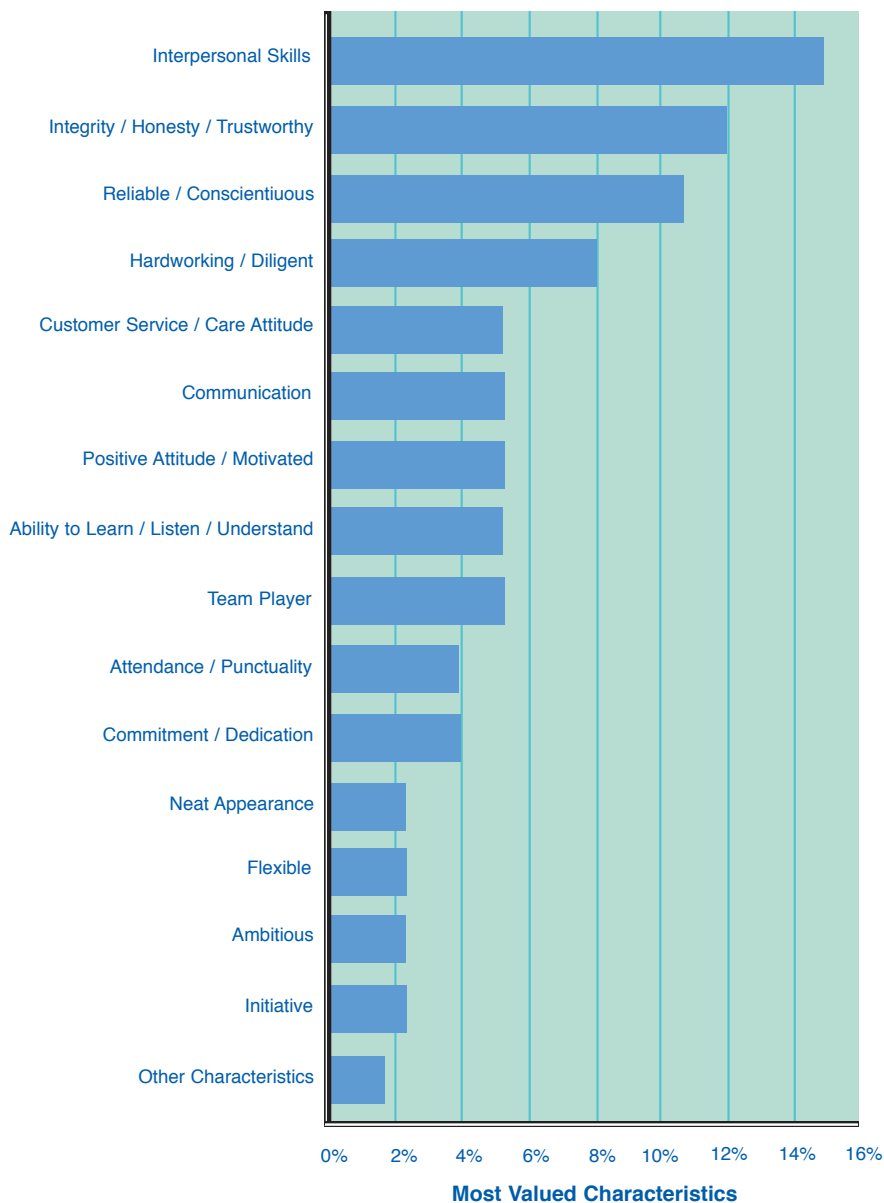


Employers have very clear views on the soft skills required and characteristics of desirable employees. Figure E. ranks these in order of importance based on responses to the survey. Good 'Interpersonal Skills' is the top ranked requirement followed by 'Integrity / Honesty'. These are followed by 'Reliability', 'Diligence', 'Customer Care Attitude', 'Communication' and 'Positive Attitude'.

For potential job seekers it is critical that they have an appreciation of these factors and for training service providers it makes sense to develop and enhance their curriculum modules to ensure participants are aware of these priorities and to allow development of competency in these areas.

- Top seven soft skills sought by employers:*
1. Good Interpersonal Skills
 2. Integrity / Honesty
 3. Reliability
 4. Diligence
 5. Customer Care Attitude
 6. Communication
 7. Positive Attitude

Fig. E. Employers Survey
What soft skills (personal characteristics) do you value when recruiting?



FINDINGS

CURRENT POLICY DEVELOPMENT

Lifelong Learning Policy Context

Current Irish adult education policy is profiled in the White Paper (2000) on Adult Education³ and the Report of the Taskforce on Lifelong Learning⁴. Both promote lifelong learning as the foundation for adult education and training policy and are in keeping with EU⁵ and OECD⁶ policies. Overall, consensus can be surmised around the following four broad and mutually supporting objectives:

Personal fulfilment, active citizenship, social inclusion and employability/adaptability.

That lifelong learning promotes this wide range of objectives is reflected in the extended (EU) definition below,

“All learning activity undertaken through-out life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective.”

The breadth of this definition also draws attention to the full range of formal, non-formal and informal learning activity.

The Irish Government Taskforce on Lifelong Learning formed the following vision: -

“The State and citizens working in partnership should achieve: The skills, motivation, support/tools, resources and time to engage in learning on a lifelong basis and thus enrich lives and develop a more prosperous, more inclusive society.”

Much like the debate in Europe there appear to be two complementary approaches in Ireland – one a ‘vocational’ approach emphasising the ‘human capital /employability /economic gain’ priority and the other a ‘liberal’ approach promoting a balance between social, cultural, personal and economic objectives. The Taskforce on Lifelong Learning appeared to have a vocational emphasis and the White Paper (2000) a liberal one. Aspects of policy with a vocational focus appear to have been advanced more successfully in contrast to ‘liberal’ educational aspirations, many of which are floundering. The need for a more joined-up approach is becoming more widely recognised in national policy (NESC⁷ / NESF⁸) for a social dividend from our economic success to be achieved in Ireland.

Irish Lifelong Learning Policy – Priorities and Implementation

The White Paper on Adult Education: Learning for Life (2000) identified a strong role for community education in addressing education needs among those most marginalised. Community Education was seen as:

- An interactive challenging process, not only in terms of its content but also in terms of its methodologies and decision-making processes.
- Having potential to reach large numbers of participants, frequently in disadvantaged settings.
- Taking the lived experience of the participants as a starting point.

The Community Education sector was to be seen as a provider in its own right needing to be developed and resourced. It was to become an important voice, locally and nationally, in Adult Education and training policy development, innovation, and review. Engaging in partnerships with the statutory sector community education was seen as potentially a key agent in successfully meeting the needs of communities and groups who are most marginalised.

³ Learning for Life: White Paper on Adult Education - July 2000. Department of Education and Science

⁴ Report of the Taskforce on Lifelong Learning – Government Publications, October 2002

⁵ Memorandum on Lifelong Learning – European Commission, October 2000. Communication from the Commission - Making a European area of lifelong learning a reality, November 2001.

⁶ OECD Education Policy Analysis 2001

⁷ The Developmental Welfare State, National Economic and Social Council - May 2005

⁸ Creating a More Inclusive Labour Market - NESF January 2006.

The proposed provision was envisaged as part of a coherent area based approach compatible with the local, area, county and regional plans of the Local Development Agencies, (Partnerships/Pobal Community Groups), County and City Development Plans, FÁS, adult education boards etc as relevant. In practice this is not necessarily achieved as the planned structures are not in place. As a priority the Ballymun Lifelong Learning & Training Strategy should actively support the Community Education Sector and the effective engagement of community based providers with the statutory sector.

FÁS Strategy

FÁS recently published its second statement of strategy⁹ (its first was in 2001) along with a more detailed training strategy¹⁰ and it advocates increased policy initiatives to increase participation in (adult) training and education. It states:-

‘While there is an acknowledgement by Government and the other social partners of the need to continually up-skill and re-skill those at work, progress to date has been slow, as it has been in many EU states. Policy initiatives need to make lifelong learning a reality by facilitating and supporting individuals and enterprises to access relevant training and education.’

It also recognises that even in an era of historically low unemployment there are sectors of society that have not been able to access the labour market.

‘In Ireland, as in all higher-skilled economies, unacceptable levels of need and exclusion still affect many people. Barriers to training and employment persist for many individuals and groups.’

FÁS proposes an improved foundation training programme for very disadvantaged clients. It is examining cost and policy implications as it is currently operating within resource constraints. Ballymun should seek to be a pilot for any new initiative.

NESF Policy on ‘Creating a More Inclusive Labour Market’

The NESF recently published a report titled ‘Creating a More Inclusive Labour Market’¹¹ and its findings are of key significance in interpreting our current experience and proposing what Ireland needs to do to overcome entrenched exclusion.

It states:

‘Over € 1,000 million of State funding per year is currently being spent on measures aimed at helping people into work and tackling problems associated with labour market vulnerability , much in a way that seems to reflect labour market conditions in the early 1990s, rather than this decade. There is much scope for improving the value and coherence of this expenditure for the 400,000 vulnerable people concerned, by reforming the policies, institutions and measures we have currently in place to tackle the problem of labour market vulnerability more successfully.’

It advocates a National Strategic Framework and Local Partnership Networks.

⁹. Building Our Vision – FAS Statement of Strategy 2006-2009. December 2005.

¹⁰. FÁS Training Strategy Report – October 2005.

¹¹. Creating a More Inclusive Labour Market - NESF January 2006.

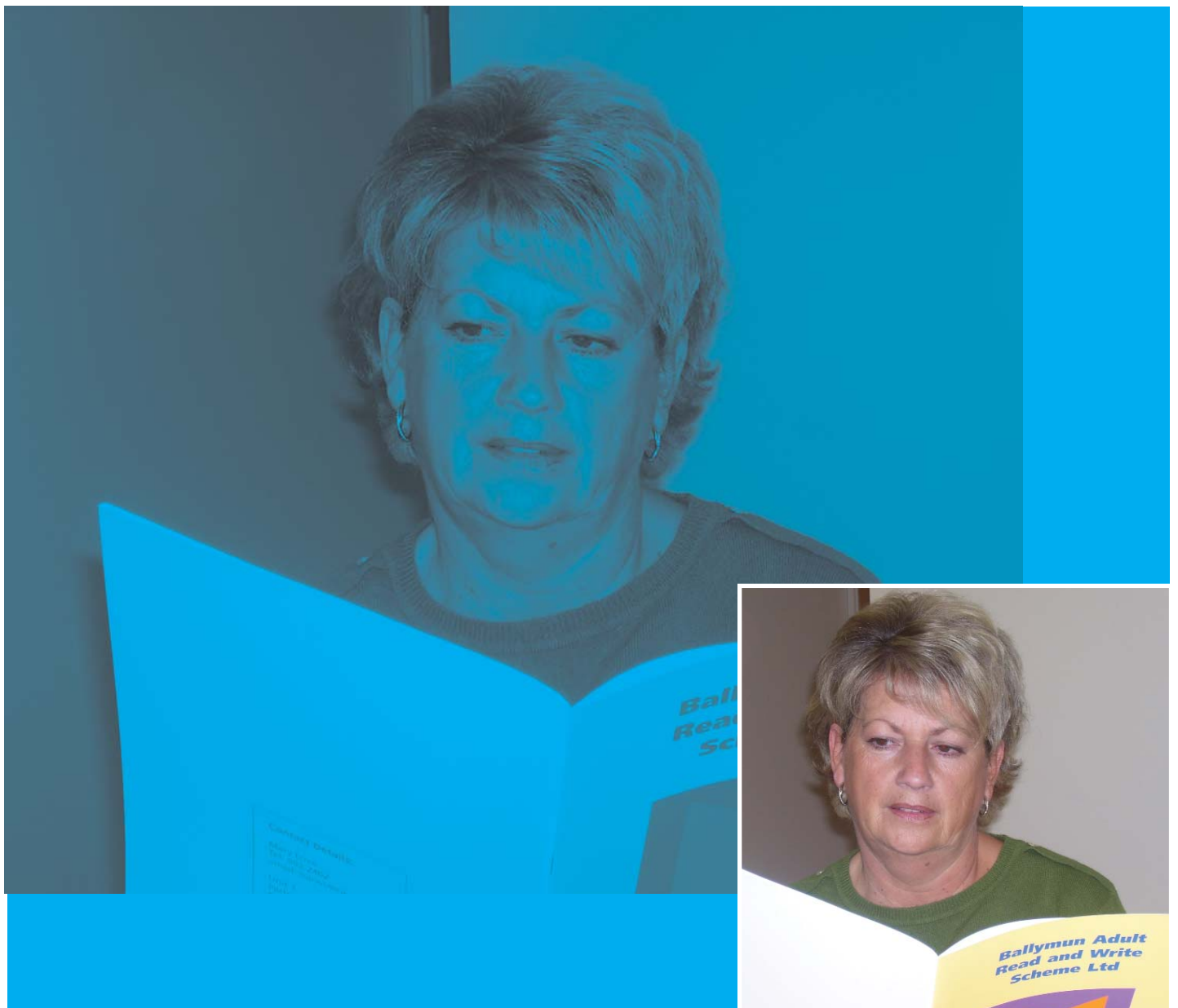


A new Client Profiling approach is proposed in the NESF Report 'Creating a More Inclusive Labour Market'. It could help to identify those clients most in need of early intervention, their specific problems, and the types of services most appropriate for them. A research exercise carried out by the Ballymun LES contributed to this recommended change of approach and follow on actions should be supported.

The approach proposed in NESF Report 'Creating a More Inclusive Labour Market' suggests bringing the education system, lifelong learning and vocational training systems together in a more integrated and holistic approach tailored to meet an individual's need. It proposes flexibility at local level to design and deliver services. Ballymun's

strategy should embrace new actions to support individuals even if they do not neatly fit into an organisation's existing categories.

The proposal in the NESF Report 'Creating a More Inclusive Labour Market' to break from current practice and to bring in free fees for part-time students pursuing occupationally relevant third level courses for the first time, (i.e. at certificates, diplomas and primary degree award levels recognised within the National Framework of Qualifications) would be of significant benefit to areas like Ballymun and should be advocated for local implementation; especially if limited funding is made available by Government.



The Educational Disadvantage Committee

In March 2004 the Educational Disadvantage Committee made a submission to the Minister for Education and Science on priority areas for action in adult and community education. Because it is acknowledged that adult education can help to break the cycle of educational disadvantage, the committee recommended systemic and structural changes to give recognition and resources to adult and community education as a distinct and equal sector of the education system. The submission set out the priority areas for action within further and adult education sector which include the following:

- Establish the National Adult Learning Council as a co-ordinating structure as soon as possible.
- Increase the number of intensive basic education opportunities.
- Establish a work-place basic education fund, and, in line with the recommendations of the Task Force on Lifelong Learning, introduce statutory learning leave for people with less than a Leaving Certificate level qualification.
- Provide additional resources to Vocational Education Committees (VECs) to enable them to adopt the assessment framework, 'Mapping the Learning Journey'.
- Increase investment in the literacy programme.
- Allocate specific programme funding to community education. Access to which to be based on specific criteria developed collaboratively by the VECs, the Department of Education and Science and community education groups.

- Review selection criteria for programmes to take account of the sensitivities and circumstances of targeted learners.
- Standardise learner supports through interdepartmental collaboration.
- Adopt a policy of integrated childcare and elder care for all further education and training programmes funded by the state.
- Introduce more flexible forms of funding to attract the learners who are hardest to reach.
- Increase eligibility for those in low-income households and provide additional financial incentives for participants in education. Motivation and enticements are needed to break the cycle of disadvantage and to encourage the first move towards a return to education.
- Integrate the costs of childcare, elder care and of transport into programmes addressing educational disadvantage, and administer them in a way that meets participants' needs. Such an approach will require much greater interdepartmental co-operation.

From the work of the Educational Disadvantage Committee it is clear that future progress on educational disadvantage and lifelong learning requires more collaboration between government departments, agencies and communities to deliver effective results. In terms of Ballymun's strategy the final priority action area named above, for example, should be pursued through a Task Force approach.



6. RECOMMENDATIONS

The following is a summary of the recommendations presented in the Lifelong Learning & Training Strategy document that coincide with the summary findings presented in this summary report.

1. Integration

The 'The Developmental Welfare State' stresses the importance of integration at the local level, 'The agency of local actors (the primary care team, the school, the area partnership, the estate management body, etc.) can and should be enhanced through bolder innovations featuring new types of relationships between central and local bodies.'

This thinking needs to underpin the approach in Ballymun.

2. Learner motivation

'Push' factors, e.g. peer behaviour over time, changing personal circumstances (e.g. children going to school), awareness of good job opportunities, a desire to catch up on what was missed in school and issue driven learning (e.g. addiction), are reflected by strong internalised motivation and should be used to inform strategic actions over the medium to long term. This should be taken on as an action by a task group or by another effective collaborative structure.

3. Professional and career development initiatives

Professional and career development initiatives open to local staff within Ballymun based public and community sector employment should be encouraged, developed and highlighted. A separate study addressing this issue and disseminating innovation and local good practice should be pursued.

4. A Campus for Lifelong Learning

The key facility issue that arose was the need for a well managed Adult Education Facility which could serve a broad range of requirements. A 'Centre for Learning' approach with a range of provision achieving a 'Campus Effect' with a vibrant 'learning community' should be aspired to. However the strategy should focus on supporting added value in the community whatever the ultimate management structure or range of provision.

5. Support the Community Education Sector

The weakest Lifelong Learning provider sector in terms of *stability and funding* is the 'Community/Other Funding' category. However it has demonstrated extraordinary capacity to engage the 'hard-to-reach' and it makes sense to focus the strategy by supporting the development of this category and to utilise the strengths of the organisations in the stronger categories in this effort.

6. Top Seven Soft Skills Employers look for

Employers placed strong emphasis on soft skills and ranked Interpersonal Skills highest, followed by Integrity / Honesty, Reliability, Diligence, Customer Care Attitude, Communication and Positive Attitude. Developing oneself as a 'person' is important in labour market terms. Statutory and community education & training providers and learners should be made aware of these findings and encouraged to act on them e.g. organise an event combined with a promotion/awareness campaign.

7. Progression from entry to above entry employment

Positions reported by employers as above entry level are real progression opportunities for staff who gain the required experience and skills and who can advance their personal / professional development. This presents a challenge for Lifelong Learning and Training systems to respond especially in the case of lower paid workers. A joint provider / employer approach is recommended and should be pursued as part of the strategy.

8. Implement the White Paper on Adult Education

The Ballymun Lifelong Learning & Training Strategy should actively support the Community Education Sector and the effective engagement of community based providers with the statutory sector as envisaged in the White Paper (2000). A lobby should be established to encourage Government to put all the structures proposed in the White Paper on Adult Education in place.

9. Become a pilot area for new FÁS plans

FÁS proposes an improved foundation training programme for very disadvantaged clients. It is examining cost and policy implications as it is currently operating within resource constraints. Ballymun should seek to be a pilot for any new initiative.

10. Client Profiling

A new Client Profiling approach is proposed in the NESF Report 'Creating a More Inclusive Labour Market'. It could help to identify those clients most in need of early intervention, their specific problems, and the types of services most appropriate for them. A research exercise carried out by the Ballymun LES contributed to this recommended change of approach and follow on actions should be supported.

11. Menu of Services for learners

The approach proposed in NESF Report 'Creating a More Inclusive Labour Market' suggests bringing the education system, lifelong learning and vocational training systems together in a more integrated and holistic approach tailored to meet an individual's need. It proposes flexibility at local level to design and deliver services. The strategy should embrace new actions to support individuals even if they do not neatly fit into organisation's existing categories.

The researcher suggests the establishment of a Community Guidance Service and a Menu of Services approach by education providers.

12. Free fees for part-time students

The proposal in NESF Report 'Creating a More Inclusive

Labour Market' to bring in free fees for part-time students pursuing third level courses would be of significant benefit to areas like Ballymun and should be advocated for local implementation especially if limited funding is made available by Government.

13. Funding Criteria for Community Education

The Educational Disadvantage Committee has recommended the allocation of specific programme funding to community education. It proposes that access to this funding should be based on specific criteria developed collaboratively by the VECs, the Department of Education and Science and community education groups. Ballymun should seek to be active as a pilot area to advance this agenda.

14. A Task Force for collaboration

From the work of the Educational Disadvantage Committee it is clear that future progress on educational disadvantage and lifelong learning requires more collaboration between government departments, agencies and communities to deliver effective results. An example given is the need to integrate the costs of child care, elder care and of transport into programmes addressing educational disadvantage, and administer them in a way that meets participants' needs. A Task Force approach in Ballymun could advance this issue.



7. KEY ELEMENTS OF A LIFELONG LEARNING & TRAINING STRATEGY

A strong theme that has emerged through the research process has been the importance of focusing on the needs of the individual and of 'placing the learner at the centre of the educational process'¹².

We need to find ways of being more people centric and not become caught up in the trap of being organisation centric. A menu approach whereby a person would be offered the guidance and support to access the lifelong learning services that meet their needs is one approach to becoming person centric. This means finding ways for statutory, community and voluntary providers to work to become part of this 'menu' at a local level. Working in isolation is like offering only a 'starter' or 'main course', it's good in itself - but is not good enough by itself.

1. Focus the Strategy on the Individual

In general the recommended approach is not to try to do everything but to concentrate instead on addressing the needs identified in the consultation process.

1.a Organisations need to find more concrete ways to look beyond their borders

The focus has to be on the individual and that means whether they are a learner or not. There is a danger of exclusively concentrating resources on those who have already taken the first step of walking over the threshold into a learning environment. This can lead to being too organisation centric and seeing solutions for every individual in the menu on offer within the organisation. Organisations need to be prepared to elevate the priority and to use some of their resources to input into collective actions and joint programmes so that the individual is presented with the whole menu of learning and training options available.

1.b Provide individuals with more information

Individuals would benefit from more information on what is available as this is somewhat patchy at present with larger organisations perceived as being more effective and smaller organisations not having the critical mass to engage in significant promotion. This needs a multi-solution approach using different media and channels of communication (directories, promotion campaigns, guidance systems, newspapers/magazines, web, etc.).

1.c Find new ways to support and develop the Community Education sector

The Community Education sector and the various smaller locally based organisations are often the closest to the individual at the margins of the learning journey. It makes sense to harness this opportunity fully and to encourage and develop stronger linkages between local organisations and strong mainstream providers. The City of Dublin Vocational Education Committee has a very significant presence in Ballymun through various divisions of its organisation or funded activities (City of Dublin Youth Service Board related, Youthreach, Ballymun Adult Read and Write Scheme, Whitehall College etc) and therefore has the leadership, depth of experience, professional capacity and experience of pro-active collaboration to be a potential resource and champion for small local organisations participating in the Community Education sector.

This type of 'champion' approach could also be developed by other strong organisations working in Ballymun. Outside champions also need to be engaged and facilitated to gain additional supports for the Community Education sector e.g. Community Education Facilitators, Pobal, Department of Education and Science (DES) centrally located staff, Directorate of Regional DES Services etc. An integrated approach could provide significant benefits for all concerned.

2. Address the Development of the Sector on an Area Wide Basis

An area wide view needs to be developed which examines the status of Ballymun as a whole in terms of its access to various forms of resources for Lifelong Learning and Training, developing new innovative approaches to meet local needs and measuring the outcomes for individuals.

¹² City of Dublin Vocational Education Committee – Education Plan 2006 – 2011, CDVEC 2006

2. a Develop funding sources strategically for the area

Specific planning should take place around Theme Based Funding Programmes that have (or could have) a local presence with particular attention paid to their known lifecycles e.g. the Ballymun Regeneration Programme, the National Drugs Strategy and Local Drugs Task Force, Health Promotion Strategy and other local Health Service Executive programmes, Childcare Strategy, Dormant Accounts Funding Strands such as Education, Equality Programmes (e.g. Equality for Women Programme), ICT Digital Inclusion initiatives etc. The objective should be to understand the likely opportunities for increased resourcing and conversely managing downturns and completions of programme funding cycles.

2.b Develop ways to measure the overall outcomes attained in Ballymun

As well as gaining an area wide view and action plan around increased resources there should be an emphasis on understanding the overall outcomes attained in Ballymun on an ongoing basis. Outcomes for individuals and benefit for the community need to be the yardsticks that progress is measured by.

2.c Develop and implement innovative approaches

Innovation is at the heart of providing new solutions for individuals and improving or changing existing inadequate lifelong learning related systems. An innovation that is badly needed is a Community Guidance Service. Although guidance is delivered for clients of services, e.g. Mediation in the case of Local Employment Service clients, Adult Guidance in the case of Vocational

Educational Committee clients, there is a need for a wider Community Guidance Service to serve the needs of individuals in Ballymun who are not already learners or service users.

This could impact isolated individuals such as members of the “working poor”. (The Ballymun Job Centre in conjunction with Youthreach, Community Training Centre and Ballymun Educational Support Team School Completion Programme has piloted a comparable model.) Innovation needs to be fostered as a key element of an effective strategy which puts the meeting of an individuals need ahead of existing organisational preoccupations.

2.d Help people in the sector to develop themselves and create progression pathways for local people

Organisations involved in the strategy need to lead by example. Professional development programmes such as that implemented by Ballymun Regional Youth Resource and its impact on career development for employees (many local) need to be studied so that learning from this type of programme can be shared as an example of local best practice. A great deal can be learned from the successful experience of local organisations that have grown significantly in recent years.

3. Facilitate the Development of an Integrated Local Infrastructure

It is clear from the research that an integrated approach to lifelong learning and training provision is considered best practice if an area experiencing educational disadvantage is to gain a fair share of the benefits of a vastly improved economy.



3.a Create integration structures

Ballymun is an up and coming area that is vibrant, growing and hungry for opportunity and would benefit from additional lifelong learning services and facilities. A Ballymun Community Forum for Lifelong Learning should be advanced in the absence of its implementation by central government. The Partnership Education Working Group should consider developing this structure and hosting this activity on an interim basis until national policy evolves towards implementation. Business and Employers should be included in the Education / Lifelong Learning agenda setting for Ballymun and consideration needs to be given to a suitable process and structure for facilitating this. Supporting integrated approaches can commence immediately as outlined in section 3.b below.

3.b Develop and support integrated approaches

The strategy should support integrated approaches and a number of opportunities are relevant at this time. The development of a Community Guidance Service depends on an integrated approach involving all organisations big and small involved in lifelong learning and training. This

service would best be developed in the context of a full menu of services with guidance personnel assisting individuals access what they most need and desire at the time of consultation. To generate this menu with the best interest of the individual in mind requires the willingness of providers to understand and appreciate what is offered by other providers and to embrace an integrated approach by avoiding unnecessary duplication, maximising the use of resources and communicating openly.

The establishment of an Adult Learning Facility for Ballymun as an integrated 'Centre for Learning' using a campus approach with a diverse learning community and involving many providers should be pursued. Ultimately this approach should embody planning together for the future as opposed to planning separately.

Planning together reveals needs, gaps and opportunities much more effectively as everyone gets to see a bigger and more comprehensive picture with more 'pieces of the jigsaw' than would otherwise be the case.

It is a change of mindset for many organisations both big and small and needs to be strongly encouraged as it can deliver far greater gains for people living in Ballymun.



4. Implement Strategy in ‘do-able’ bites

Significant energy and enthusiasm needs to be harnessed to advance the Lifelong Learning agenda for Ballymun.

4.a Carry out task-focused activities combined with wide involvement and participation

An effective approach may be the adoption of task-focused activities and the nurturing of wide involvement and participation by lifelong learning activists and participants through focused events, seminars, surveys, promotions and festivals.

4.b Actions that can be addressed now

Some specific activities are suggested below in response to issues and needs raised in the consultation process and the findings and recommendations from the research.

- Review the full Lifelong Learning & Training Strategy Report’s recommendations (summarised in this document but which can be downloaded from www.ballymun.org) and prioritise them for implementation.
- Set up temporary outcome focused ‘Task Forces’ with specific briefs related to the implementation of the recommendations.

- Decide on a timetable of events, seminars, promotion, festivals etc which is not overly ambitious but nevertheless sets planning activities in motion.
- Facilitate resources to support the Community Strand – this can be co-ordinated by the Partnership but would draw on the expertise within and outside Ballymun.
- Initiate the provision of effective supports for individuals and the sector e.g. an Area Directory, Provider Network Web Site etc. These two activities could be linked together and further developments considered thereafter.
- Explore additional resources for Ballymun Partnership to support co-ordination and facilitation of the strategy e.g. linkages between Community Development and Community Education which can justify extra resources, Dormant Account Funding especially the educational disadvantage strands of the 2006 round.



8. CONCLUSION

Perhaps the first consideration about the advancement of the Ballymun Lifelong Learning & Training Strategy should be about disseminating its findings and sharing the research with the wider Ballymun community, people involved in delivering education and training and participants at every level including the schools sector.

There are many aspects of the research that would inform people of the views of sectors consulted, for example the largely positive views expressed by employers about employing people from Ballymun and the value they placed on interpersonal and other soft skills. In the spirit of lifelong learning that would be a positive step; sharing what has been learnt and encouraging people to continue their efforts at both an organisational and at an individual level.



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APPENDIX A**LIST OF INTERVIEWEES**

NAME, ROLE

1. Mick Creedon, Manager
2. Gerry Campbell, Director of Adult Education
3. Mary Love, Adult Literacy Organiser
4. Breda O'Brien, Principal
5. Donnacadh Hurley, Programme Manager
6. Jacqui Caulfield, Co-ordinator
7. Paddy Roberts, Manager
8. Fr. Kevin O'Higgins
9. Orla Conlon, Access Officer
10. Vicky McDermott, Director
11. Colm O'Muire, Project Manager
12. Ray Yeates, Director
13. Frances Talbot, Training Centre Manager
14. John Murphy, Co-ordinator
15. Anne Keating, Co-ordinator
16. Ms. Leonora O'Reilly, Adult Education Organiser -
North East & Ballymun
17. Marie Ward, Co-ordinator
18. Ollie McGlinchey, Manager
19. Lorna Langan, Co-ordinator
20. Katy McAndrew, Manager
21. Hanora Hanafin, Holy Spirit Girls NS
22. Pat Phillips, Holy Spirit Boys NS
23. Anne Grogan, Manager
24. Damian Smyth, Co-ordinator
25. Dermot King, Co-ordinator
26. Ian Callanan, Co-ordinator
27. Siobhan Herbert, Co-ordinator
28. Bernie Judge, Further Education
Development Co-ordinator
29. Linda Harris – Adult Learner
- 30-33 Pauline, Sabrina, Joanna, Cathleen –
Adult Learners
- 34-35 David O'Reilly & Derek Emerson
- Adult Learners

ORGANISATION

- Ballymun Job Centre, Local Employment Service
Trinity Comprehensive School
Ballymun Adult Read and Write Scheme
Whitehall College of Further Education
BRYP (Ballymun Regional Youth Resource)
Ballymun Youthreach
Ballymun Community Training Centre
JUST (Jesuit University Support & Training)
Dublin City University Access Service
BITE (Ballymun Initiative for Third Level Education)
CAFTA (Community and Family Training Agency)
AXIS Arts and Community Resource Centre
FÁS Training Centre, Finglas
Ballymun Men's Centre
Women's Resource Centre
City of Dublin Vocational Education Committee
MABS (Ballymun Money Advice and Budgeting Service)
Ballymun Communications
Solas
STAR
Home School Community Liaison Co-ordinator
Home School Community Liaison Co-ordinator
Ballark Community Training Centre
St. Margaret's Travellers Association
URRÚS
GAP (Global Action Plan)
Lifestart
Department of Education and Science
Solas
Community Training Centre
Community Training Centre

APPENDIX B**LIST OF EMPLOYERS WHO RESPONDED TO THE SURVEY:**

NO.	COMPANY NAME	CONTACT PERSON	TITLE
1	Access Plastics Ltd	Mr. John Vero	Managing Director
2	Advanced Vegetable Suppliers	Mr. Gerry Clarke	Managing Director
3	Air Sea Forwarding Ltd	Mr. Ned Downey	Managing Director
4	Allegro Ltd	Mr. David Fox	Managing Director
5	Archport Ltd	Mr. Eunan McGlinchy	General Manager
6	Brother Int. Corp (Ireland) Ltd	Mr. Sean Sheehan	Managing Director
7	Cargocare Ltd	Mr. Liam Brewer Snr	Managing Director
8	Corporate Express Ireland Ltd	Ms. Una Murray	HR
9	Dan Dooley	Ms. Mary Browne	Area Manager
10	Dimpco Ltd	Mr. Pat McCarthy	HR Manager
11	Dublin Airport Authority	Ms. Lorraine McCullen	Employment Adm. Officer
12	Eason & Son Ltd	Mr. Sean Waldron	Operations Manager
13	Elite Kamino International Transport	Mr. P McNamara	Director
14	Expressair Aviation Ltd	Ms. Suzanne Rogers	Accounts Manager
15	Farnell Electronic Components Ltd	Mr. David Lewis	General Manager
16	Fingal Aviation Services Ltd	Mr. Ken McHutcheon	Facilities Manager
17	SR Technics (Irl) Ltd	Mr. Declan O'Shea	CEO
18	Freshways Ltd	Mr. Jim Dolan	HR Manager
19	Georgia Pacific Ireland Ltd	Mr. R Broderick	HR Generalist
20	GIAS	Mr. Declan Barns	District Service Manager
21	Great Southern Hotel D.A	Ms. Anja Henschel	HR Manager
22	IMI Norgen Ltd	Mr. David Whelan	Field Sales Manager
23	Irish Custom Extruders Ltd	Mr. Eamon Howlin	Operations Director
24	Jenkinson Jones Ltd	Ms. Janice Benson	HR Manager
25	Label Tech Ltd	Mr. James Costello	Managing Director
26	Mahattan Peanuts Ltd	Mr. George Hogan	General Manager
27	O'Neills Electrical Ltd	Mr. Keith Harris	Director
28	PPAG Ltd	Mr. Philip McLoughlin	Director
29	Sika Ireland Ltd	Mr. Declan Carroll	Managing Director
30	Tibbett & Britten	Mr. Denis Madden	General Manager
31	TNT International Express	Ms. Nina Fitzpatrick	HR Manager
32	Centra	Mr. Robert Murphy	Owner
33	Crown Plaza	Ms. Nicola Lawless	HR Manager
34	Draiocht Web	Mr. Andrew Montague	Self Employed
35	Esso Service Station	Mr. Rod Malone	Manager
36	Hochtier Facility Management	Mr. John Hartigan	Senior Facility Manager
37	O'Dea Joseph (Ballymun) Ltd	Mr. Edward McManus	Pharmacist Manager
38	Tulip Inn	Ms. Helen O'Dwyer	General Manager
39	Work4U	Ms. Tina Swales	Co-ordinator
40	Bennett Construction	Emma Galvin	HR Manager

For further information on linkages between Lifelong Learning and the thematic work of Ballymun Partnership you can contact the following:

For Childcare contact our Childcare Co-ordinator

For Community Development contact our Community Development Co-ordinator

For Economic Development and Enterprise contact our Economic Development Manager

For Education contact our Education Programme Manager

Tel: 01 8423612

Email: info@ballymun.org

Many thanks to all those who contributed photo images for this publication.