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Joining up the Dots Employment Study

Grangegorman Development Agency

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**Study of the
Employment
Opportunities
Arising from the
Grangegorman
Development in Dublin's
North Inner City**

**Joining
up the
Dots...**

Study of the Employment Opportunities Arising from the Grangegorman Development In Dublin's North Inner City

Joining Up The Dots...

February 2009



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Employment Opportunities Study

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Abbreviations

BTEI	Back to Education Initiative
CDVEC	City of Dublin VEC
CDP	Community Development Project
CSO	Central Statistics Office
CTC	Community Training Centre
DCEB	Dublin City Enterprise Board
DCU	Dublin City University
DEIS	Delivering Equality of Opportunities in Schools
DETE	Department of Enterprise Trade and Employment
DICP	Dublin Inner City Partnership
DISC	Dublin Inner City Schools Computerisation Project
DIT	Dublin Institute of Technology
DSFA	Department of Social and Family Affairs
EA	Electoral Area and Enumeration Area
ED	Electoral Division
EU	European Union
ESOL	English for Speakers of Other Languages
FÁS	Foras Aiseanna Saothair (National Training and Employment Authority)
FTE	Full Time Equivalent (Jobs)
GDA	Grangegorman Development Agency
GCF	Grangegorman Community Forum
HACE	Henrietta Adult and Community Education
HARP	Smithfield and Historic Area Project
HEAR	Higher Education Access Route
HELS	Higher Educational Links Scheme
HEA	Higher Education Authority
HEI	Higher Education Institute
HSE	Health Service Executive
ICT	Information and Communications Technology
JIG	Joint Implementation Group
LEAP	Lifelong Education Access Programme
LES	Local Employment Service
MLE	Managed Learning Environment
NUI	National University of Ireland
NWIC	North West Inner City
NWICN	North West Inner City Network
NYCI	National Youth Council of Ireland
PRTL	Programme for Research at Third Level
RAPID	Revitalising Areas through Planning Investment and Development
RCSI	Royal College of Surgeons of Ireland
RIA	Reception and Integration Agency
SAHRU	Small Area Health Research Unit
SCP	School Completion Programme
SSP	School Support Programme
TCD	University of Dublin Trinity College
UCC	University College Cork

UCD	University College Dublin
UCG	University College Galway
UL	University of Limerick
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WebCT	WebCT (Course Tools) or Blackboard Learning System
YES	Youth Education Service

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1 Executive Summary

“The redevelopment of this outstanding inner-city parcel of land will be one of the most ambitious projects undertaken in the city. It will breathe new life into this area, transforming it into a vibrant hub of activity that is representative of the modern, young Ireland we live in today.”

John Fitzgerald, Chairman of the Grangegorman Development Agency

1.1 Background to the Study

The former St. Brendan's Hospital grounds, located in Grangegorman in Dublin's North Inner City, will be redeveloped as a new campus for the Dublin Institute of Technology (DIT) and to provide community health facilities on behalf of the Health Service Executive (HSE). The 29 hectare (73 acre) site represents a major opportunity for regeneration of this inner city area and for significant employment creation.

The current study was commissioned to research the employment potential and the training and educational opportunities, relating to the new development. The study includes a profile of the population and employment in the area as well as current education and training provision. Finally the research considers the potential employment from the development and any existing gaps in services or provision. This has led to a number of specific recommendations to optimise training and educational opportunities and maximise employment opportunities presented by the Grangegorman development.

1.2 About the Area

The 29-hectare (73 acre) site at Grangegorman is located in close proximity to the City Centre, and represents a significant development site. The site flanks both sides of the roadway known as Grangegorman Lower and Upper. The North Circular Road bounds the site to the north, Prussia Street and Stoneybatter to the west,

Figure 1 - Aerial View of the Site



with Brunswick Street to the south.

The total population of the Grangegorman Development Agency (GDA) area was 24,534 in 2006 and the area remains relatively deprived when compared with national averages. A number of specific indicators of deprivation were particularly high in the GDA area, for example 50% of all families were headed by a lone parent. Unemployment remained persistently high and educational attainment in the area, although improving significantly in the past decade, remained below the national average. Analysis of the enumeration areas shows that relative disadvantage was higher in areas with higher proportions of local authority housing.

1.3 Education and Training Provision

The GDA area is characterised by high levels of community and voluntary activity, with at least 36 groups providing adult, community or continuing education. A number of specific challenges have been identified within the training and education sector, such as affordability of childcare for people who wish to return to education and training.

The research has identified adult and continuing education as a significant issue within the area, This is compounded by the fact that there is no VEC College of Further Education in the GDA area.

DIT has a number of campuses and buildings within and adjacent to the GDA area, and there are a number of other colleges and universities within a 5km radius of the site. DIT Community Links and Access Service provide a significant range of supports and initiatives to the schools within the GDA area to promote educational attainment and encourage progression to further and higher education.

Higher education activity forms the central focus of the Grangegorman development and as a consequence the project forms an important component of national infrastructure. The development enables DIT to address more fully a wide range of key objectives in line with Government policy and strategy. The development draws together human, physical and social capital to underpin the social prosperity of Ireland.

1.4 Employment and Enterprise

The North West Inner City has a strong tradition of selling and *'the markets'*. Smithfield is one of Dublin's oldest trading and residential areas. The history of trading in the area dates back to 1665, when provision was made for a market place called Smithfield in what was previously known as Oxmanstown Green. This strong link to trade and the retail sector is still prevalent in the area with fresh fruit, vegetables and mushrooms accounting for more than 2,700 jobs in the area.

The GDA area is also at the heart of the *'legal quarter'* in Dublin housing the Four Courts, the Law Society, Blackhall Place and Kings Inns as well as the Green Street Courthouse. A total of 411 people were directly employed in this sector.

Overall there were 12,962 persons over the age of 15 at work in the GDA area in 2006. Of these 32.6% worked in Commerce and Trade related positions, 16.5% worked in professional or services, while 7.3% of people living in the area reported working in the building or construction sector, compared with 11.1% nationally.

The Grangegorman development will be home to many of the key growth sectors in the economy identified by Dublin City Council; Education/Research and Development, Health, Cultural Tourism, Retail/ Leisure and Software/ICT. The development will underpin a general drive towards upskilling the surrounding area in line with Government policy.

1.5 Employment Potential

The Grangegorman development will be the single largest regeneration project in Dublin's North Inner City in the next decade. The project will create 450 new construction jobs per year during the construction phase and at least 1,161 permanent new jobs on completion.

The Grangegorman development will have a significant impact on employment in the GDA area. 450 construction jobs per year will be created during the construction phase of the project, which will commence in 2010 and will continue until 2020. Both DIT and the HSE predict that turnover of staff is likely to be in the region of 10% per annum, resulting in additional jobs within both organisations. 1,161 permanent new positions will be created across a range of facilities and services including the science and technology park, childcare facility, sports facilities and services, retail and supported employment.

Figure 2 - Summary of Positions to be created

Positions	Number	New Positions	Replacement Positions
Construction Jobs	4,500	4,500	-
DIT – Mainstream	100 per year	-	100
DIT – Student Accommodation	19.5	19.5	-
DIT – Sports Facilities and Services	29	17	-
Science and Technology Park	1,000	1,000	-
Childcare Facility	14.5	14.5	-
HSE (Phase One)	32 per year	-	32
Retail	80	80	-
Supported Employment	30	30	-
School	23	-	-
Total		5,661	132 per year
Total excl. Construction		1,161	

1.6 Skills Gaps

The analysis of current training and education provision, together with the review of potential employment, has been synthesised to identify the potential skills gaps associated with the new jobs, that will be created in the development.

Skills gaps have been identified in the following key areas:

- Construction – early school leavers and young people with low educational attainment.
- Science Park – Science, technology and engineering skills.
- Health Sector – General nursing, psychiatric nursing and nursing assistants.

Although specific skills gaps or gaps in provision have not been identified in most of the other areas where potential jobs will be created, there is an awareness-raising process which will need

to be undertaken to inform local people about the development and the potential opportunities which may arise.

1.7 Priorities and Recommendations

This study identifies a number of priorities that will ensure that local stakeholders can optimise educational and training opportunities arising from the Grangegorman development and these priorities include the following:

- ❑ The need to create clear linkages between education and training and actual employment/job opportunities;
- ❑ Improving co-ordination in the provision of education and training activities within the Grangegorman area and in particular in areas targeting mature students;
- ❑ The need where possible to build on and enhance employment clusters and strengths within the Grangegorman area in such areas as retailing, legal services and logistics while targeting emerging areas such as health, campus related and science park activities;
- ❑ Supporting small and medium sized enterprises within the Grangegorman area in order to maintain and enhance their performance;
- ❑ Leveraging the concept of an '*open and inclusive campus*' as a means of promoting and enhancing engagement in education and training at all levels; and
- ❑ Ensuring that community participation is maintained and promoted at all stages of planning for the new campus development.

In order to deliver on the above priorities this study identifies a number of integrated recommendations as follows:

- ❑ This study recommends the establishment of a Local Labour Partnership with the key role to oversee the implementation of the following activities:
 - Community benefit and local labour clauses;
 - Provision of pre-apprenticeship programmes where required;
 - Creation of a local skills register; *and*
 - Targeted training and upskilling for unemployed construction workers.
- ❑ The creation of a North West Learning Hub that will act as a focal point and coordinator of education and training provision in the Grangegorman area with a clear remit to provide an integrated strategy to adult education and training provision. This remit will extend to addressing barriers and coordination of programme delivery as well as promotion of collaboration and co-operation between providers; *and*
- ❑ The need to support enterprise development and entrepreneurship is a key recommendation arising from this study. This support to business extends from supporting local businesses and emerging entrepreneurs within the Grangegorman area to optimising and leveraging the incubation facilities and science park facilities available on and off campus.

2 Background

2.1 Background to the Research Project

The former St. Brendan's Hospital grounds in Grangegorman in Dublin's North Inner City will be redeveloped as a new campus for the DIT and to provide community health facilities on behalf of the HSE. A range of other public facilities including sports, parks and a primary school will also be provided on the site.

The North West Inner City Network and Dublin Institute of Technology (DIT) established a new group called the Joint Implementation Group (JIG) to progress the issue of education and training opportunities emerging from the Grangegorman development. JIG identified the need for an early study of the employment potential of the development and the related training and educational needs. JIG established from its members a subgroup on employment to advance this study. Following a restricted tendering process, Exodea Europe Consulting was appointed to undertake the study.

JIG accessed funding from DIT, Grangegorman Development Agency (GDA), (HSE), City of Dublin Vocational Educational Committee (CDVEC) and the Training and Employment Authority (FÁS) to enable such a study to be undertaken. The North West Inner City Network (NWICN), DIT, CDVEC, and FÁS, through the subgroup on employment and in association with the GDA and HSE participated fully in the production of Employment Study. This study is now available as an important resource to all these parties and others who are committed to optimising employment creation for the area from the Grangegorman development.

2.2 Research Methodology

The methodology employed by Exodea recognised the integrated, multi-dimensional nature of the redevelopment of St Brendan's Hospital grounds.

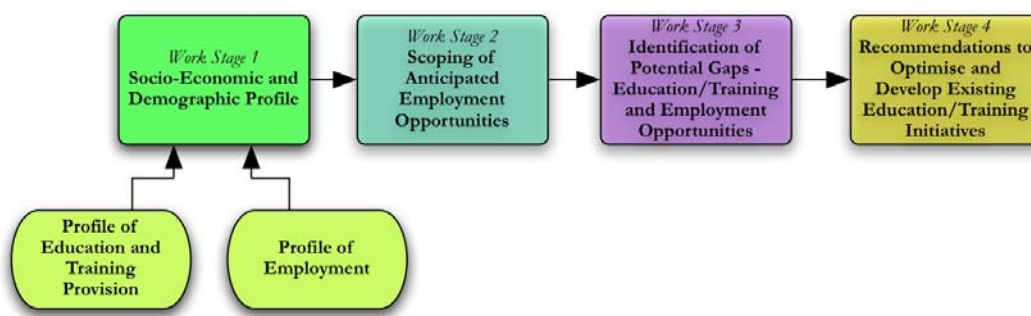
2.2.1 Research Objectives

The research aimed to identify the profile the GDA area and identify the employment opportunities, which are likely to emerge from the development. The research aimed to identify gaps in training and education between existing provision and the employment opportunities presented by the Grangegorman development during a) construction, and b) on completion. The consultants aimed to develop clear recommendations surrounding the optimisation of employment, training and educational opportunities presented by the Grangegorman development.

2.2.2 Research Design

The research design schematic is presented below.

Figure 3 - Research Design Schematic



The research design involved a four-stage study with the first phase focusing on a comprehensive profile of the GDA area including a socio-economic and demographic profile, a profile of education and training provision and a profile of employment in the area.

During this stage a literature review providing an overview of some of the key concepts emerging from the research was also carried out referencing:

- ❑ Academic literature from Ireland, the UK and international arenas;
- ❑ National research and policy documentation from the Department of Education and the Higher Education Authority; *and*
- ❑ Local strategic plans and policies from CDVEC, DIT and GDA.

The second stage of the research study involved the consultation process. The research included a very extensive consultative approach to ensure that the views of all stakeholders were taken into consideration and that the recommendations were achievable, realistic and implementable. The stakeholder consultations included:

- ❑ Written call for submissions to 144 community groups;
- ❑ Training and education provider focus session;
- ❑ Individual consultations with key stakeholders (29); *and*
- ❑ Consultations with residents groups.

Written Submissions

A call was disseminated to all community and voluntary groups in the area for written submissions in relation to the research. A copy of the letter is included as Appendix One to this report. Letters were sent to 144 groups in the area. Written comments or submissions were received from a list generated from RAPID¹, GDA and DIT. Some of the contributions were received following specific requests for information following direct consultations. Appendix 3 includes a full list of consultees involved in the process.

Training and Education Providers Focus Session

A focus session was held with groups and organisations working in the training and education sector. Statutory bodies providing training and education supports in the NWIC were also invited as were representatives from the local schools. A total of fifteen people attended the

¹ Revitalising Areas through Planning, Investment and Development

focus session, which took place on Thursday the 25th of September at the Daughter's of Charity Building, Henrietta Street.

Stakeholder Consultations

A number of key stakeholders were identified to be consulted as part of the first work stage and to provide information to inform all work stages of the project. The principal agencies were consulted through one to one semi-structured interviews. Two stakeholders were interviewed by telephone.

Residents Consultations

The JIG Employment sub-group wanted to ensure that the view of residents and potential users of services were taken into consideration in the research. To this end the consultants met on two occasions with the Grangegorman Community Forum (GCF), which primarily represents residents associations in the area. The group were met on two occasions, on the 23rd of September and the 16th of October. The initial meeting was to present the terms of research and to discuss some initial topics emerging from the research. The second meeting investigated specific models and discussed some barriers to education and training in the GDA area.

As a third stage to the research, a scoping exercise was undertaken into the employment potential emanating from the Grangegorman development. This process included consultations with the key stakeholders including DIT and HSE and conducting comparative research to estimate potential employment figures for the Science and Technology Park and retail units. This information was cross-referenced with the information already gathered in the training and education audit to identify potential gaps in services and provision.

Finally, working closely with the JIG, possible employment, education and training interventions were considered, culminating in the final research recommendations.

2.3 Ethical Considerations

Exodea Europe Consulting Limited adheres to the Code of Ethics for Social Researchers, as established by the Sociological Association of Ireland, and the British Sociological Association. The assignment will be undertaken in compliance with Data Protection Act 1998.

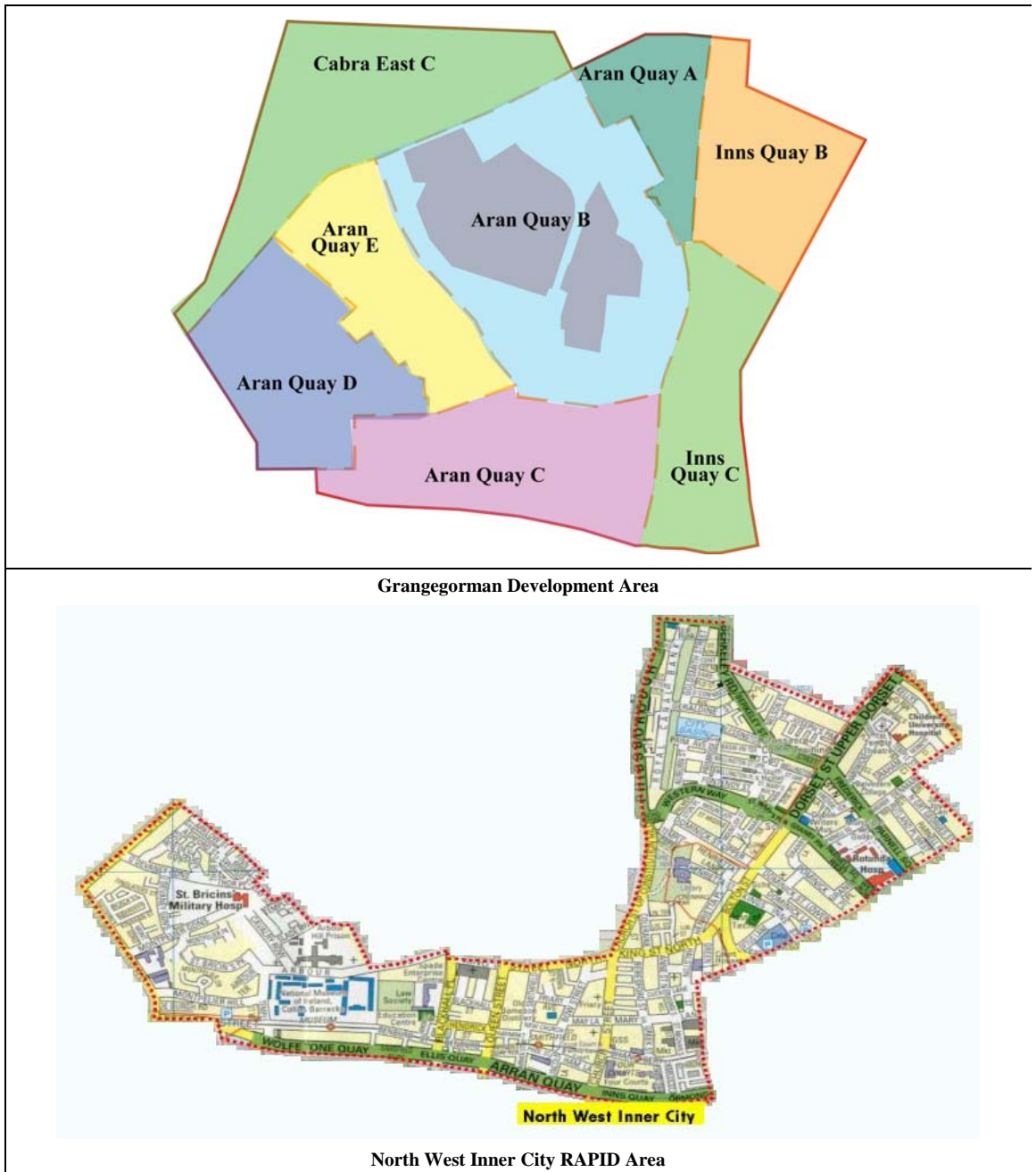
The need for confidentiality in relation to social research was understood and acknowledged. Exodea aimed at all times to treat all participants and stakeholders with respect and courtesy.

Exodea Europe adheres to the principles of '*community development*' as understood by the Community Workers Co-op.

2.4 Geographical Scope of the Research

The 29-hectare (73 acre) site at Grangegorman is located in close proximity to the City Centre, and represents a significant development site. The site flanks both sides of the roadway known as Grangegorman Lower and Upper thus forming distinct plots of land, 21-hectares to the west and 8-hectares to the east. The North Circular Road bounds the site to the north, Prussia Street and Stoneybatter to the west, and Brunswick Street to the south.

Figure 4 - Geographic Area of Study



2.4.1 Proposed Development

The multi-dimensional development proposals envisage the following integrated developments:

- ❑ New urban campus for DIT, bringing together 25,000 students, 2,000 staff and 39 existing locations into one campus;
- ❑ The creation of primary health and social care facilities for teams with responsibility for a population of 75,000+ people in neighbouring communities;
- ❑ Replacement of existing mental health facilities;
- ❑ New arts, cultural, sports recreational and high quality public spaces;
- ❑ Additional services that will be needed arising from this development;
- ❑ A high quality area with strong physical linkages to the HARP Area/Smithfield Phibsborough, Manor Street and the City Centre;

- Primary School; *and*
- Access to, and use of, facilities by local residents.

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3 Literature Review

The current study aims to identify training and education initiatives, which can support local people in the GDA area to avail of the employment opportunities emerging from the development of St. Brendan's Hospital in Grangegorman. The literature review provides an overview of some of the contemporary issues and policies which impact upon education, training and employment in the area.

3.1 Educational Disadvantage

Educational disadvantage is closely linked to poverty and social exclusion. People from lower socio-economic backgrounds have regularly been shown to have lower levels of educational attainment than others. According to the Combat Poverty Agency '*Educational disadvantage*' refers to a situation whereby individuals in society derive less benefit from the education system than their peers. In Ireland it is manifested in many ways, most notably in low levels of participation and achievement in the formal education system². The Education Act (1998) referred to educational disadvantage as '*the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools.*'

The Central Statistics Office (CSO) defines educational attainment as the highest level of education attained by the respondent. In the Census of Population, persons aged 15 years and over whose full time education has ceased are classified by the highest level of education completed (full time or part time) and by the present status, at work, looking for first regular job, unemployed and not in the labour force.

The Department of Social and Family Affairs funded '*A Longitudinal Study of Irish Children and their Families*'³ The study aimed to examine the social and psychological outcomes for a group of 185 young people assessed for the original research project⁴ to investigate issues such as gender, psychiatric diagnosis in the child and the mother, the child's IQ score, the marital status of the parents and the economic circumstances of the family. The study found that socio-economic status, based on current employment, was strongly associated with educational outcome.

The 1998 National Assessment of English Reading revealed that one in ten children still left primary school with significant literacy problems despite reductions in class sizes and increases in library resources and in the availability of learning support teachers in recent years⁵.

Despite significant investment in school retention, approximately 3,400 young people leave school every year in Ireland with no formal qualification⁶. Early school leavers represented 12.3% of the 18-24 age group in Ireland in 2006, according to the CSO⁷. The unemployment rate for early school leavers in this age group was 19% in 2006 compared with an unemployment rate of 8.2% for all persons aged 18-24.

² Combat Poverty Agency (2003) Poverty Briefing 14, Educational Disadvantage in Ireland.

³ Cleary, A., Fitzgerald, M., and Nixon E (2000) *A Longitudinal Study of Irish Children and their Families*, Dublin.

⁴ See Fitzgerald, M. and Kinsella, A. (1989) *Behavioural deviance in an Irish urban and town sample*. Irish Journal of Medical Science, 156, 219-221.

⁵ Combat Poverty Agency (2003) Poverty Briefing 14, Educational Disadvantage in Ireland.

⁶ NESF (2002) Forum Report No. 24 *Early School Leavers*, Dublin

⁷ Central Statistics Office (2006) *Measuring Ireland's Progress*, Cork

3.1.1 Early School Leaving

Early school leaving is often associated with disadvantaged circumstances. The National Youth Council of Ireland (NYCI) defines disadvantage as '*an inability to avail of choices or opportunities*'. Causes of disadvantage include socio-economic conditions such as poverty, unemployment, geographic isolation and fragmentation of traditional domestic and community support structures. The impacts of disadvantage on young people can include low school achievement, aggressive/anti-social behaviour, poor self-esteem and low expectations, unemployment and feeling powerless or isolated.

The Report of the National Consultative Committee on Health Promotion, '*Promoting the Health of Young People at Risk*' emphasised the effect of lack of education on young people's vulnerability: '*Early school leaving has been a crucial factor for young people who become long term unemployed, become involved in illegal activities, and engage in high risk health behaviours. On the other hand, educational attainment has been shown to be a major protective factor.*'

Over the last number of years early school leaving has risen to the top of the social policy agenda in Ireland. Policy on educational disadvantage and social inclusion provides the context for the importance placed on early school leaving. The most obvious manifestation of educational disadvantage is '*the number of young people who leave school early and/or without any effective educational qualifications.*'⁸

3.1.2 National Policy

The issue of tackling educational disadvantage has been a priority for successive governments since the National Economic and Social Forum (NESF) produced a report on early school leavers and youth unemployment in 1997⁹. The current National Development Plan¹⁰ has a specific education sub-programme which aims to combat disadvantage in primary and secondary schools serving communities with concentrated levels of disadvantage. The Plan includes initiatives to reduce class sizes, increase pre-school provision, provide additional resources to schools which are designated disadvantaged, increase investment in literacy and numeracy at school level, professional development for teachers, extension of home/school/community liaison and school completion programmes and an extension of the school meals programme for schools in the School Support Programme.

The National Action Plan for Social Inclusion 2006-2016¹¹ places a significant emphasis on education as a key element of the life cycle approach to inclusion. The plan has four educational goals:

Goal 1: Ensure that targeted pre-school education is provided to children from urban primary school communities covered by the Delivering Equality of Opportunity in Schools (DEIS) action plan.

Goal 2: Reduce the proportion of pupils with serious literacy difficulties in primary schools serving disadvantaged communities. The target is to halve the proportion from the current 27%-30% to less than 15% by 2016.

⁸ Area Development Management Limited (1999) *Preventative education strategies to counter educational disadvantage: A compilation of case studies on themes and issues within the Local Development Programme. Insights Series Number 10. Dublin: ADM.*

⁹ NESF (1997) Forum Report No. 11 *Early School Leavers and Youth Unemployment*, Dublin

¹⁰ Government of Ireland (2007) *National Development Plan 2007-2013, Transforming Ireland – A Better Quality of Life for All*, Dublin.

¹¹ Government of Ireland (2006) *National Action Plan on Social Inclusion 2006-2016*, Dublin

Goal 3: Work to ensure that the proportion of the population aged 20-24 completing upper second level education or equivalent will exceed 90% by 2013.

Goal 4: Maintain the combined value of child income support measures at 33%-35% of the minimum adult social welfare payment rate over the course of the plan and review child income supports aimed at assisting children in families on low incomes.

3.1.3 Grangegorman Development Area

The GDA has six primary schools, three secondary schools and one high support school. All of the schools in the GDA are designated as '*disadvantaged*' under the Integrated School Support Programme (SSP) and under the Delivering Equality of Opportunities in Schools (DEIS) programme. The DEIS initiative is designed to ensure that the most disadvantaged schools benefit from a comprehensive package of supports, while ensuring that others continue to get support in line with the level of disadvantage of pupils. While there are benefits in individual interventions and programmes, a more integrated and joined up response to the issue of educational inclusion is required.

In total 35% of all people in the GDA area had lower secondary level education or lower. An analysis of the enumeration areas within the GDA indicated that there was significantly lower educational attainment concentrated in pockets of the area, especially areas with a high concentration of local authority housing complexes and apartments. Educational attainment was particularly low for people who were unemployed, with 52.6% of all unemployed people in the GDA area reporting that they had completed lower secondary education or less in 2006. The percentage of people who were unemployed who had a third level qualification was 20.2% compared to 40.6% of the general population.

3.2 Adult and Continuing Education

*Learning for Life*¹² (2000) the Government's White Paper on Adult Education was a seminal document on adult and community education in Ireland. It acknowledged the contribution that adult education can make to the process of active ageing. The Paper recognised the disproportionate number of older adults with literacy difficulties in comparison with the rest of the population of Ireland.

Lifelong Learning is the new unifying concept for the University system in Ireland. The White Paper tried to define lifelong learning via a broad range of avenues such as up-skilling for industry and work, personal development, social inclusion and consciousness raising.

3.2.1 Community Education

The Murphy Report¹³ (1973) defined community education as "*the provision and utilisation of facilities whereby those who are no longer participants in the full-time school system may learn whatever they need to learn at any period of their lives.*" This form of education has a number of distinct characteristics, including some but not all of the items listed below:

- Outreach work;
- Consultation;
- Pre-development;
- Group work;

¹² Department of Education and Science (2000) *Learning for Life. White Paper on Adult Education*. Dublin: Stationary Office.

¹³ Murphy, C.,(1973) *Adult Education in Ireland*. Dublin: Aontas.

- Flexible Provision;
- Reflective Practice; *and*
- Supports.

Community Education has a two-fold, interconnected aim for participants: the personal acquisition of skills, knowledge and development of potential social and community empowerment and advancement¹⁴. Community education works with local people, it involves some of the most marginalised groups in society. It is local, accessible, flexible and friendly, and most importantly it is learner-centred.

Community education in Ireland is a vital first step for many people who are experiencing disadvantage in their lives. It provides access to a support structure and a new network. For many people who engage in community education, there is no motivation to use this to progress in life or into the labour market. However, for some it becomes the beginning of a journey into lifelong learning.

3.2.2 Adult and Continuing Education

Adult Education is defined in the White Paper on Adult Education (2000) “*as systematic learning undertaken by adults who return to learning having concluded initial education or training*”. Adult and continuing education, like community education, is often provided in a community setting, but is also provided by VEC Colleges of Further Education, private colleges, Institutes of Technology and Universities.

AONTAS is the National Adult Learning Organisation, a voluntary membership organisation. It exists to promote the development of a learning society through the provision of a quality and comprehensive system of adult learning and education, which is accessible to and inclusive to all.

Ireland has made some progress in increasing the numbers of adult learners entering full-time higher education from 1.6% of students in 1986 to 12.8% by 2006¹⁵. However, because of later expansion of second-level and higher education, the educational profile of the adult population in Ireland remains poor by international standards.

3.3 National Qualifications Authority of Ireland

The National Qualifications Authority of Ireland is an agency of the Department of Education and Science and the Department of Enterprise, Trade and Employment and was set up in February 2001. It has responsibility for developing and maintaining the National Framework of Qualifications and has three principal objects which are set out in the Qualifications (Education and Training) Act 1999:

- The establishment and maintenance of a framework of qualifications for the development, recognition and award of qualifications based on standards of knowledge, skill or competence to be acquired by learners.
- The establishment and promotion of the maintenance and improvement of the standards of awards of the further and higher education and training sector, other than in the existing universities.
- The promotion and facilitation of access, transfer and progression throughout the span of education and training provision.

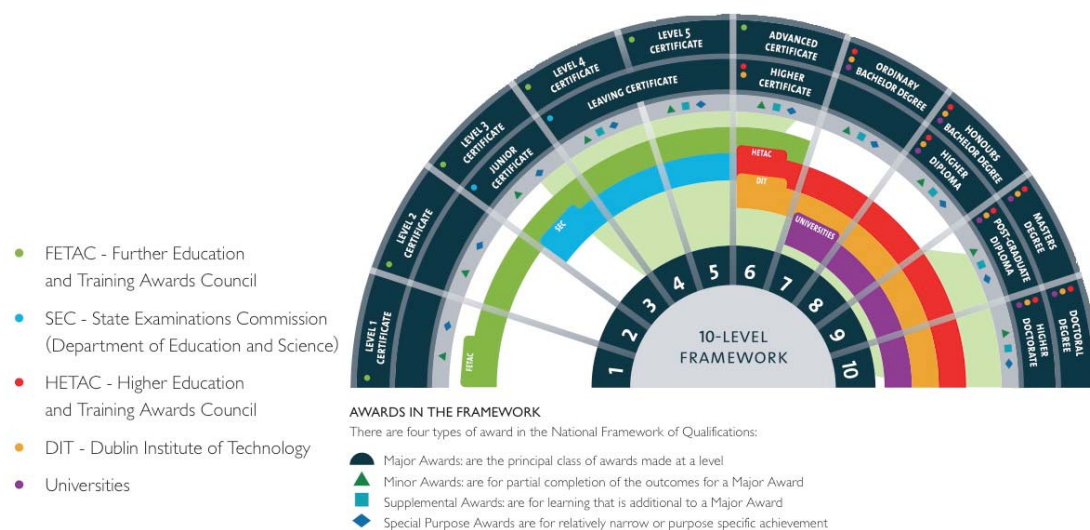
¹⁴ AONTAS (2004) *Community Education*, Dublin

¹⁵ HEA (2008) *National Plan for Equity of Access to Higher Education 2008-2013*, Dublin: HEA

3.3.1 National Framework of Qualifications

The National Framework of Qualification is *'the single nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards'¹⁶.*

Figure 5 - National Framework of Qualifications



There are ten levels within the Framework. Each level is based on specified standards of knowledge, skill and competence. These standards define the outcomes to be achieved by learners seeking to gain awards at each level. Awards attained in schools, the workplace, community, training centres, colleges and universities can all be accommodated within the Framework. The Councils will also work with providers to validate new awards, which will be made on the basis of *'learning outcomes'* defined in terms of standards of knowledge, skill and competence. These awards are referred to as *major-award-types*. Major awards are the principal class of awards made at each level in the framework.

3.4 Further Education

The term *'Further Education'* embraces education and training which occurs after second-level schooling but which is not part of the higher education and training system. Further education programmes are run by a wide range of both public and private colleges and institutions and lead to awards validated by the Irish government's awards agency - Further Education and Training Awards Council, as well as awards validated by a range of Irish, UK and other international awarding bodies.

3.4.1 FETAC

FETAC (Further Education and Training Awards Council) is the national awarding body for further education and training in Ireland. It was established as a statutory body in June 2001 by the Minister for Education and Science under the Qualifications (Education and Training) Act,

¹⁶ National Qualifications Authority of Ireland (2003) *The National Framework of Qualifications- An Overview*: Dublin

1999. FETAC has responsibility for making awards previously made by BIM, Fáilte Ireland (CERT), FÁS, NCVA and Teagasc. FETAC's functions include:

- Making and promoting awards;
- Validating programmes;
- Monitoring and ensuring the quality of programmes;
- Determining standards.

Programmes leading to FETAC awards are offered nationwide by a wide range of providers in diverse settings, including BIM, Fáilte Ireland (CERT), FÁS and Teagasc centres, VECs, adult and community education and training centres, Institutes of Technology and in the workplace.

3.4.2 Higher Education Links Scheme

The Higher Education Links Scheme (HELs) has been designed to link specific FETAC Level 5 Certificates and Level 6 Advanced Certificates to reserved places on higher education programmes. Applicants must have attained the full appropriate FETAC major award; a component certificate (record of achievement) is not acceptable.

3.5 Higher Education and Training

The central role that higher education in Irish society is well captured in the vision for higher education that is articulated in the Strategic Plan for Higher Education 2008-2010 published by the Higher Education Authority¹⁷ (HEA) as follows:

Higher education is central to Ireland's development and the student is the central focus of all higher education activities. Quality teaching and learning at both undergraduate and postgraduate levels are at the core of the mission of the higher education institutions, which form a sector which should be internationally recognised for:

- a vibrant research and innovation culture that is quality driven, addresses a broad spectrum of disciplines and is closely connected to teaching and learning;*
- its contribution to social inclusion by providing the opportunity for all to participate to their full potential;*
- the provision of the innovative and creative graduates equipped with the skills needed to perform successfully in a competitive environment and contribute to fostering an enterprise culture and the nurturing of entrepreneurs;*
- flexibility in provision, offering multiple opportunities for educational progress through mechanisms such as modularisation, part-time study, distance learning and elearning thereby bringing reality to the concept of lifelong learning; and*
- a spirit of enquiry and as a source of independent insight into matters that impact on society.*

This evolving and changing role of higher education in society is echoed in The National Development Plan 2007-2013¹⁸, which clearly identifies the complex role that higher education plays within Irish society as follows:

¹⁷ HEA (2008) *Strategic Plan for Higher Education*. Dublin: Higher Education Authority

¹⁸ Government of Ireland (2007) *Ireland, National Development Plan 2007-2013 Transforming Ireland. A Better Quality of Life for All*. Dublin: The Stationery Office.

“While the primary purpose of education is to enable people to reach their full potential as individuals and as active citizens, the critical role that higher education plays in fostering economic prosperity and a dynamic cohesive society is widely acknowledged. The higher education third level sector and also the increasingly important fourth level sector) has assisted Ireland to position itself to meet the challenges of a rapidly changing global economic environment” (page 200).

The Irish Government in the National Development Plan (NDP) 2007-2013 has identified a number of particular objectives to be achieved over the coming years and these include:

- ❑ Increased participation and improved access;
- ❑ Greater flexibility of course offerings to meet diverse student population needs in a lifelong context;
- ❑ Promote the quality of teaching and learning;
- ❑ Significantly increase PhD numbers and research activity;
- ❑ Effective technology transfer; *and*
- ❑ Safeguard and re-enforce the many roles of higher education in providing independent intellectual insights and in contributing to our broad social, human and cultural understanding.

Increasingly, higher education must respond to and address national priorities emerging from such reports as the Strategy for Science, Technology and innovation, the National Skills Strategy and the NDP 2007-13. The environment in which the Irish higher education sector operates is changing and it is critical that individual institutions position themselves to meet the many challenges and opportunities that are emerging.

3.5.1 HETAC

The HETAC was established in June 2001, under the Qualifications (Education and Training) Act 1999. It is the successor to the National Council for Educational Awards (NCEA). HETAC is the qualifications awarding body for third-level education and training institutions outside the university sector. HETAC awards qualifications at all levels of higher education and training up to PhD level.

HETAC’s main functions include¹⁹:

- ❑ Setting standards for higher education and training awards;
- ❑ Validation of higher education and training programmes;
- ❑ Monitoring of institutional quality assurance procedures;
- ❑ Delegation of awarding powers to recognised institutions;
- ❑ Ensuring that student assessment procedures are fair and consistent; *and*
- ❑ Ensuring that arrangements are in place in commercial education and training institutions to protect learners where programmes validated by HETAC cease to be provided.

3.5.2 New Entrants in Higher Education

The Higher Education Authority (HEA) has commissioned four national surveys on access to higher education. For the purpose of the surveys the HEA has defined Higher Education as *‘Consisting of courses of study which normally demand as a minimum entry requirement a*

¹⁹ www.hetac.ie

Leaving Certificate with at least grade D in five subjects, offered in recognised higher education Institutions.'

Clancy (2001) examined the pattern of participation in higher education in the Republic of Ireland. The report was based on a national survey of all those who enrolled as new entrants to full-time higher education in 43 colleges in autumn 1998. The study was based primarily on an analysis of personal demographic and educational data, which were abstracted from individual student record forms.

A total of 32,724 students were admitted as new entrants on the first year of an undergraduate programme, to forty-three colleges of higher education in autumn 1998²⁰. Almost half of all entrants were admitted to the Institutes of Technology, with a further 45% admitted to the university sector. 3% of entrants were admitted to the Colleges of Education, while a further 4% were admitted to the heterogeneous 'Other Colleges' sector. The level of admission in 1998 was 30% greater than 1992. It was the first of the national surveys to register a majority (52.7%) of female entrants. The faster growth in female enrolments has been a consistent trend over recent decades. In 1980, 46% of higher education admissions were females; this increased to 49% in 1992. The fact that females now constitute a majority has removed an anomaly that has persisted for many years.

The majority of new entrants were participating in technology (26%), commerce (21.5%) and humanities (16.6%). An important feature of the diversification was the expansion of short-cycle programmes (Clancy, 2001). The main third level provision in the RTCs was at certificate and diploma level. The sustained growth in the non-university sector has led to a situation whereby, from a comparative perspective, Ireland is characterised by having a high percentage of third level entrants enrolled on sub-degree level programmes. While the majority (55%) of entrants to higher education in 1998 were admitted to degree level courses, 45% were admitted to certificate or diploma programmes. This differentiation is closely linked to the type of college attended. The vast majority of entrants to the university sector were enrolled on degree level courses, the main exception being those admitted into Nursing Studies programmes.

For the majority (83.1%) of entrants to higher education, their fathers' principal economic status was classified as being in employment. 9% were classified as unemployed or unable to work, almost 7% as retired, and over 1% as on 'home duties'. In contrast with the situation for fathers, the majority (53.8%) of the mothers of new entrants were classified as on 'home duties'. 40% were classified as employed, with less than 5% unemployed or unable to work and 1% were retired. At the same time, 19% of the national population were classified as unemployed, thus substantiating the main finding, that students with unemployed fathers are 'under-represented'.

Another measure of social background is social class. The social class scale is designed to classify the population according to an ordinal class structure. Clancy found that the higher the social class, the higher the participation ratio in third level education. The Professional Workers' class had a participation ratio of 1.64 while the Managerial and Technical class had a participation ratio of 1.22. The participation ratio of the Skilled Manual class, at 1.0, was higher than that of the Non-Manual class, which stands at 0.79. Overall, 36% of entrants were in receipt of means-tested financial aid. The groups with the highest percentages of students in receipt of financial aid were the Unskilled (78.4%) and Agricultural Workers (75.6%) groups.

3.6 Progression to Third Level

Participation rates in post-secondary education and employment should be analysed in light of influences such as gender, socio-economic status and social class, race and ethnicity. For example, studies of low and high achieving youth and their career aspirations are problematic

²⁰ Clancy (2001) *National Plan for Equity of Access to Higher Education 2008-2013*, Dublin: HEA

when performance labels such as “at risk” are used to describe what are actually differences based on social class, race/ethnicity and geography²¹. Socio-economic factors and gender continue to influence individuals’ schoolwork transitions²². School dropouts are more likely to come from low socio-economic status families with structural disadvantages, such as lone parents, parents with low level of education and large family sizes, be male and come from some ethnic minorities who may be at greater risk²³.

Clancy (2001)²⁴ analysed the ESRI’s study of 2,000 school leavers. The results revealed that the majority of students (80.6%) attained Leaving Certificate level of education, while fewer than 4% left without any qualification. The remaining 16% attained Junior Certificate level of education before leaving school. The percentage of students from the Unskilled Manual group, who left with no qualifications (9.1%), was two and half times greater than that of the average for all groups. In contrast, fewer than 1% of those from the Higher Professional, Lower Professional and Salaried Employees groups left without any qualifications. Socio-economic differentials were also evident among those who left school having completed the Leaving Certificate. While 65% of the Unskilled Manual group had achieved this level of education, the figures were over 90% for the Employers and Managers, Higher Professional and Lower Professional groups.

The level of achievement of those school leavers who stayed to complete the Leaving Certificate was also examined. In respect of the lower threshold, the differences by socio-economic status were not dramatic, although there was an 11% difference between the Higher Professional group and the Unskilled Manual group. Of those who remained to take the Leaving Certificate, only 43% of the Unskilled Manual group achieved at least two honours, by comparison with 87% of the Higher Professional group. On average 56% of students who attained at least five passes in the Leaving Certificate were enrolled in higher education; this compares with 76% of those with at least two grade Cs at honours level. For those with modest levels of attainment, the comparative class differences observed in these transition rates were highly significant. However, when the comparison was restricted to those with at least two honours in the Leaving Certificate, the socio-economic group differences were more modest.

3.6.1 Progression in the North West Inner City

Dublin 1 (8.9%) and Dublin 7 (19.8%) had some of the lowest participation rates in higher education for Dublin City and County, with the County average at 50.1%.

3.7 Access Interventions

The term ‘Access’ in this context has been defined as *‘the global, inclusive term of ‘equity’ ..refers to... policies and procedures for enabling and encouraging groups in society at present under represented as students in higher education institutions and programmes or study areas, to gain access to and demonstrate successful performance in higher education and transition to the labour market²⁵.’* The European Access Network (EAN) says that access includes not just

²¹ Taylor, A. (2006). “‘Bright Lights’ and ‘Twinkies’: Career Pathways in an Education Model.” *Journal of Education Policy* 21(1).

²² Lehmann, W. (2004). *‘For Some Reason, I Get a Little Scared’*: Structure, Agency, and Risk in School-Work Transitions: *Journal of Youth Studies* 7(4).

²³ Janosz, M., LeBlanc, M., Boulerice, B., and Tremblay, R.E. (1997). “Disentangling the Weight of School Dropout Predictors: A Test on Two Longitudinal Samples.” *Journal of Youth and Adolescence* 26(6).

²⁵ Skilbeck, M., and Connell, H.(2000) *Access and Equity in higher Education: An International Perspective on Issues and Strategies*. HEA: Dublin

entry to higher education but also ‘*retention and successful completion*’²⁶. All of the main higher educational institutions in the country operate an ‘Access’ Office to support disadvantaged students to access third level education.

3.7.1 Financial Assistance

The Access Group on Access to Third Level Education acknowledged finance as one of the most significant barriers to participation in Third Level Education for students from disadvantaged backgrounds²⁷. There are a number of national financial support programmes in place to support students, the most notable of which is the Higher Education Grants Scheme. The Grants Scheme provides maintenance and tuition costs to eligible students based on a means test of parents/guardian’s income. The maximum non-adjacent grant available in 2007/2008 was €3,240, while the maximum adjacent rate was €1,370. The Student Service Charge of up to €25 is also paid on behalf of the grant recipient.

The National Development Plan (pg. 250) provides for Student Support/Third Level Access fund in the period 2007-2013. The fund is aimed at providing additional supports for students who are deemed to be experiencing significant disadvantage. The action is a direct result of recommendations by the Action Group on Access to Third Level Education. The fund provides a special rate of maintenance grant for students by reference to an income threshold and receipt of long-term social welfare payments. The special rate of maintenance grant in 2007/2008 was €6,690 equivalent to a "special rate grant" of €3,270 on the ordinary maintenance grant. The full adjacent rate was €2,680 equivalent to a "special rate grant" of €1,310 on the ordinary maintenance grant.

The National Office for Equity of Access to Third Level Education is also responsible for the Millennium Partnership Fund for Disadvantage. Area based and Community Partnerships manage the fund at a local level. The objective of the fund is to support students from disadvantaged areas with regard to their retention and participation in further and higher education courses.

3.8 Community Benefits Clauses

Public Procurement refers to the regime under which Government Departments, local authorities, regional bodies, companies financed in whole or in part by public funds and bodies governed by Public Law and certain entities in the transport, water, telecommunications and energy sectors, purchase supplies, works and services.

The Public Procurement regime in Ireland is currently made up of National Guidelines, three European Union (EU) Public Procurement Directives which govern supply, services and works contracts, a separate Utilities Directive which governs entities in the transport, water, telecommunications and energy sectors and two remedies Directives under which the procedures under the above Directives can be reviewed²⁸.

A Community Benefit Clause can be defined as ‘*being a clause in a tender or contract that aims to achieve a community benefit or social consideration, as part of the procurement of the specific good, works, services or utilities that are required to deliver a public service*’²⁹.

²⁶ Access Group on Access to Third Level Education (2001) *Report of the Action Group on Access to Third Level Education*. Dublin: Stationery Office. (Pg. 14)

²⁷ Ibid (pg. 49)

²⁸ Compton, J., (2004) *The New EU Public Procurement Regime*. www.efc.ie

²⁹ Haringey Council (2005) *Community Benefit Clauses in Tenders and Contracts*. Haringey Council Corporate Procurement Unit.

Generally in the context of significant development or regeneration projects community benefit clauses translate into local labour clauses. There are other community benefits, which can be negotiated through procurement contracts including training and community funds.

Given the complex nature of the EU Public Procurement Directives many public and local authorities believed that Community Benefit and Local Labour Clauses were prohibited. A groundbreaking piece of research commissioned by the Joseph Rowntree Foundation entitled 'Achieving Community Benefits through Contracts Law, Policy and Practice'³⁰, explained the legal constraints to and the opportunities for implementing these clauses for community benefit.

The study found that there were a number of issues to be considered to comply with the policy and legal framework, for example:

- The community benefit requirements must be part of the core purpose of the contract and must provide a benefit to the authority at award stage.
- The community benefit requirements must not disadvantage non-local contractors and must be consistent with the specific requirements in the Directives for specifications, selection and award criteria.
- Community benefit requirements can be included in planning agreements, funding agreements and grant conditions provided that they do not require either party to act in an illegal or discriminatory way.
- To avoid contravening equal opportunities legislation and disadvantaging non-local contractors, it is best to use general categories of beneficiary (e.g. unemployed people, trainees, young people) and then target the benefits through 'supply-side' activities (e.g. training and job-matching services).
- The use of community benefit requirements needs to be supported by supply-side actions and good monitoring and evaluation processes.

Annie Moy (2008) provides practical examples of acceptable local labour provisions.

- 'Specifying that an agreed number of employment opportunities, training opportunities and/or work placements are provided by the contractor in connection with the project;*
- Requiring any vacancies in connection with the project to be notified to agreed local agencies/ sources, however exclusive advertising through named sources is not permissible;*
- Aiming provisions specifically at a target group, e.g. people who have been unemployed for over 6 months, however the target group may not be limited by reference to locality³¹;*

3.8.1 Local Examples of Local Labour Clauses

Since 1995 the Dublin Inner City Partnership (DCIP) has supported the development of local labour clauses throughout inner city Dublin. According to the DCIP, key stakeholders should present the potential benefits the local labour clause will bring to the area to the local residents and community organisations. Deliverables such as quantitative targets and job placement percentages that can be achieved in a given timescale and operational framework should be agreed. A monitoring and evaluation process should be developed to measure both quantitative and qualitative outcomes for the local labour clause.

³⁰ Macfarlane, R., and Cook, M., (2002) *Achieving Community Benefits through Contracts Law, Policy and Practice*. The Policy Press

³¹ Moy, A., (2008) *Local Labour Clauses and the Public Procurement Regime*. Sharpe Pritchard

Fatima Regeneration

The Fatima Regeneration Board was established in 2001 to oversee the physical and social regeneration of Fatima Mansions, a local authority housing estate in the Southwest inner city of Dublin. The Board was incorporated as a legal entity in 2005 with charitable status. It is independently chaired by Mr. Finbarr Flood.

In addition to the physical regeneration of Fatima the board were committed to the social regeneration of the area. To this end they developed a social regeneration plan entitled '*Social Regeneration-8 Great Expectations*³²'. In conjunction with local residents the board agreed a local labour agreement. At the time of being appointed as the developer for the regeneration of Fatima, the joint venture consortium Maplewood Elliott made a commitment to sourcing up to 75 local people for general operative positions over the lifetime of the redevelopment. Local residents seeking employment were encouraged to register with the Local Employment Service in Rialto and CVs have in turn been passed on to the developer and sub-contractors.

3.8.2 British Examples of Local Labour Clauses

Local and Public Authorities have begun to utilise Local Labour and Benefit Clauses in a range of significant projects in the United Kingdom. Transport for London (TfL) awarded a contract to the value of £363m for main works contract to deliver Phase One of the East London Railway to a consortium comprising Balfour Beatty and Carillion. The contract contains rigorous equality and inclusion clauses, which require that, where possible, local labour and materials be utilised.

The London Borough of Barking and Dagenham will host the 2012 London Olympics. The area has embarked on a massive regeneration programme from the announcement to the beginning of the games in 2012. The Council is committed to ensuring that local people and businesses benefit from the improvement of the area. They are putting in place a range of local agreements with land developers. The Council has entered into significant contracts with developers, which include:

- Training for local people;
- Agreements for local job advertisements and employment;
- Agreements for jobs for local people; *and*
- Places for trainees.

In addition the Council provides supports for local businesses and social enterprises to benefit from the opportunities that will come from redevelopment works. Supports provided include help to bid for contracts and to deliver contracts if they win them.

3.8.3 Legislative Constraints

The bulk of legislation governing procurement by public bodies in Ireland comes from European Community law, which is based on EC Treaty principles. These principles are intended to remove barriers to trade between the member States and create a free internal market within the EU by facilitating contractors from all over the EU to bid for the same public contracts. In practice EU procurement rules require:

- Advertising across the EU of contracts for works, goods and services above certain financial thresholds;

³² Whyte, J., (2005) *Social Regeneration-8 Great Expectations - A Landmark and Unique Social Regeneration Plan for Fatima Mansions*. Fatima Regeneration Board.

- ❑ The use of technical standards and approvals which are of application across the EU or the recognition of technical standards and approvals in force in another member State where these are of a similar standard to those in force in the Ireland;
- ❑ Objective and open criteria for evaluating tenders and selecting contractors.

The principles of equal treatment and transparency must be observed in procurement procedures. Community benefit requirements in contracts must be objective and should not favour local suppliers or restrict employment or training to Irish nationals. For example, contracting authorities must not express a preference for jobseekers from a particular locality to receive training or employment or require subcontracts to be placed with "local" SMEs. As wide a variety of suppliers as possible should be able to compete for the contract.

Notwithstanding all of the above, there may be scope to promote social and environmental requirements in public procurement. The extent to which public bodies and contracting authorities can include social requirements into their contracts depends on;

- a) Whether or not they have the legal powers to do so; *and*
- b) Whether there are sufficient policy grounds for them to do so.

The type of clauses and how they are used in selection, award or performance of contracts are also important legal issues.

3.9 National Economy

The Grangegorman development will have impacts far beyond the local area. The new campus is a vital piece of national infrastructure, which will have long term benefits on the research and development capabilities in the country and related employment.

3.9.1 National Economic Trends

As evidenced from the National Competitiveness Council; Annual Competitiveness Report 2006 Ireland's economy has experienced "*phenomenal growth in recent years*" with growth in GDP of 5.5% in 2005 twice the estimated OECD average of 2.4%. More recently this rate of growth has tailed off after a decade of consistent growth and performance. The growth rate of employment in knowledge intensive services in Ireland "*far outstripped the European average in the period 1997-2002 standing at 42.5% compared with the EU average of 16.2%*". Increasingly according to the National Workplace Strategy (2005) economic growth is dependant on ideas, information and technical skills.

The Expert Group on Future Skills Needs (Tomorrow's Skills: Towards a National Skills Strategy (2007))³³ clearly identifies projected changes in the focus of the Irish economy with "*services based employment expected to increase significantly over the coming years to 2020 with the largest increase forecast for financial and business services sector. While Ireland's loss of market share in manufacturing has been pronounced there have been significant employment gains in the internationally traded services.*" The Expert Group estimate that by 2015, 45% of all jobs in Ireland will be for third level graduates. It is estimated that 60% of those currently in the workforce (1.45m) will still be in the workforce in 2020 and that without major changes there

³³ Expert Group on Future Skills Needs (2007) *Tomorrow's Skills: Towards a National Skills Strategy*: Dublin.

will remain a shortage of graduates entering employment. This Group defined key characteristics of the knowledge economy as follows:

- ❑ New industries and organizational structures that are heavily dependent on knowledge;
- ❑ Changing occupations and skill structures which privilege particular kinds of knowledge production;
- ❑ Highly intensive workplaces requiring new types of knowledge, generic skills and competencies; *and*
- ❑ An increased importance on innovation in order to sustain the competitive advantage of individuals, firms, regions and economies.

More recently the Economic Social and Research Institute (ESRI) in its Medium Term Review 2008/15³⁴ confirmed the shift from dependence on growth in the manufacturing sector to growth in business and financial services as the driver of the economy, with important implications for industrial policy and for policies relating to human capital. The Report emphasised that in the future most of additional jobs created will be in the business and services sector and that access to a supply of appropriate skills will be essential to future growth in the economy.

The HEA; Higher Education Facts and Figures Report (2004/05)³⁵ indicate that a significant shift in the number of students progressing to postgraduate education is already evident. Between 1998/99 and 2004/05 the HEA have calculated that postgraduate enrolment increased by 46%. This trend needs to continue in the decades ahead in order for the Irish higher education sector to meet the demands being placed upon it to provide graduates at third and fourth level. The vision for research in Ireland as outlined in the National Development Plan 2007-2013 is that “ *Ireland by 2013 will be internationally renowned for the excellence of its research and will be to the forefront in generating new knowledge for economic and social progress within an innovation driven culture*” The Strategy for Science, Technology and Innovation published by the Department of Enterprise Trade and employment (2006)³⁶ projects an investment in research of €2.7bn over the coming 5 years. The Strategy for Science identifies a number of areas that need to be further developed in the coming decade in order to move Ireland to the forefront of knowledge based economies. A number of critical success factors are identified:

- ❑ Increased participation in the sciences;
- ❑ Increased numbers of people with advanced qualifications;
- ❑ Enhanced contribution by research to economic and social development;
- ❑ Transformational change in the quality and quantity of research;
- ❑ Increased output of economically relevant knowledge;
- ❑ Increased trans-national research activity;
- ❑ An international profile for Ireland; *and*
- ❑ Greater coherence and exploitation of synergies nationally and internationally.

The aim of the strategy is to deliver highly educated people and the resources necessary to position Ireland as a worldwide leader in the knowledge based sector. It is anticipated that higher education will lead research initiatives and the application of research through partnership with industry.

³⁴ Fitz Gerald, J., et al (2008) *Medium Term Review 2008/15*. Dublin: ESRI

³⁵ HEA (2006) *Higher Education Facts and Figures '06/'07*. Dublin: Higher Education Authority

³⁶ Department of Enterprise, Trade and Employment (2006) *Strategy for Science, Technology and Innovation*. Dublin: The Stationery Office

In a broader European context the European Commission published a report *Mobilising the Brainpower of Europe (2005)*³⁷ which emphasized the central role of higher education in preparing for Europe's continued movement away from manufacturing to knowledge-intensive industries and the underpinning role of Europe's higher education sector in driving this new knowledge-based paradigm. This report clearly identifies the need for Europe to “*strengthen the three poles of its knowledge triangle: education, research and innovation*” and that the higher education sector is essential in all three. The Report of the European Council; Lisbon, March 2000, identifies a new strategic goal for Europe “to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”. In addition the European Council set a target to increase expenditure on research to an average of 3% of GDP within Europe.

Participation rates in Ireland have increased consistently and currently rest at 55%. The National Skills Strategy³⁸ proposes that this figure should rise to 70% by 2020. Despite high levels of participation in education nationally, a number of groups are under-represented. According to the HEA publication; *Towards the Best Education for All (2006)*³⁹ 9.4% of all fulltime students are classified as mature (over 23 years) with a figure of 6% for those over 25. This is significantly behind OECD countries where a country such as Finland has a mature student participation rate of 25%. A similar level of participation to that of Finland has been targeted for Ireland to be achieved by 2015.

The White Paper on Adult Education published in 2000 led to the adoption of lifelong learning and continuing education as a principle of Irish education policy and again this objective finds full expression within the NDP 2007-13. CSO Labour Market Statistics estimate that the Irish workforce will increase from 2million to nearly 2.5million by 2020 with the prediction that up to 500,000 persons who are currently employed will require upskilling and retraining before 2020. More recently, the HEA Report: National Plan for Equity of Access to higher Education 2008-2013 clearly establishes a targets ‘*that all socio-economic groups will have entry rates of a least 54% by 2020 and that mature students will comprise of at least 20% of the total full time entrants by 2013*’.

AHEAD in its publication a Survey of Association for Higher Education Access and Disability (2005) calculate that in 2004 approximately 394,000 persons or 9% of the Irish population have a long term health problem or disability yet in the same year only 2.4% of undergraduate students are recorded as such.

In tandem with growing investment in higher education there is a growing emphasis on accountability and value for money within the Irish higher education sector. Efficiency, unit costs and performance measures long established within the international higher education landscape are increasingly becoming a requirement within the Irish higher education sector. The HEA Strategic Plan 2008-2010 identifies funding and accountability within the higher education sector as a strategic priority with particular emphasis on areas such as: the strategic allocation of funding; accountability through performance funding; and strengthening of overall accountability measures. In 2007 the HEA confirmed that ‘*accountability of the third-level sector needs to be enhanced because of the investment made in the National Development Plan (NDP). Under the NDP a further 13 billion will be spent supporting the sector to 2013. The higher education sector are expected to demonstrate progress in key areas including: widening participation; increasing student and graduate numbers; improving the quality of learning & teaching; advancing institutional and structural reform and meeting specific skills needs*’. The OECD report on the higher education sector recommended a range of areas that should be

³⁷ European Commission (2005) *Mobilising the brainpower of Europe: Enabling universities to make their full contribution to the Lisbon Strategy*. Brussels, European Commission

³⁸ Expert Group on Future Skills Needs (2007) *Tomorrow's Skills: Towards a National Skills Strategy*: Dublin.

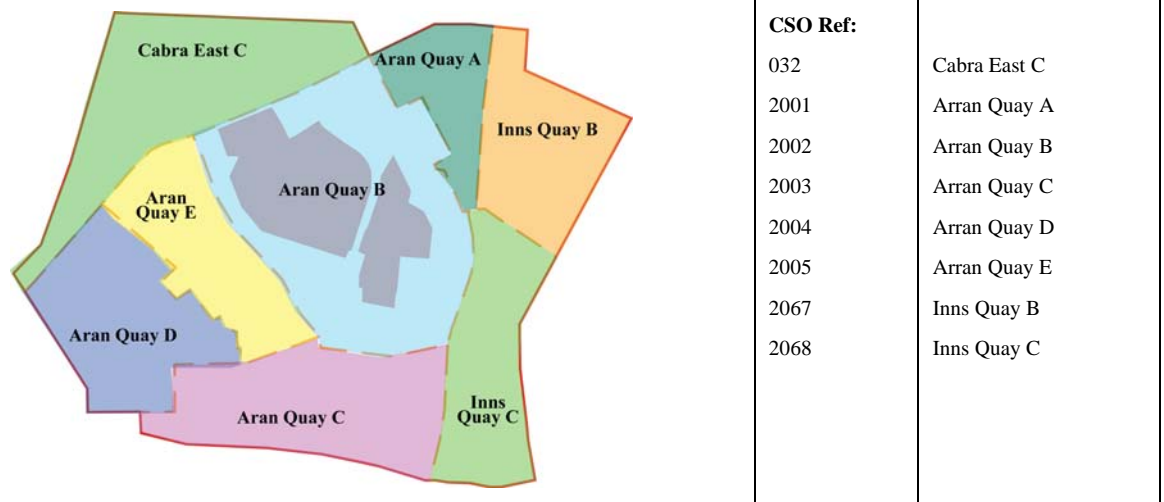
³⁹ HEA (2006) *Towards the Best Education for All: An Evaluation of Access Programmes in Higher Education in Ireland*. Dublin: National Office for Equity of Access to Higher Education.

addressed by the sector in coming years. In 2006 the Minister for Education and Science established a potential fund of €300m Strategic Innovation Fund (SIF) to address these recommendations. Key objectives of SIF include: the enhancement of delivery of core educational and research activities; expansion and development of postgraduate education; promotion of access, retention and progression routes; and improved organizational agility and efficiency.

4 Socio-Economic and Demographic Profile

The section below provides an overview of the key findings from the socio-economic and demographic profile. The study area will be called the GDA area for the purposes of this study and comprises eight Electoral Divisions (EDs).

Figure 6 - Electoral Divisions (EDs) in the GDA

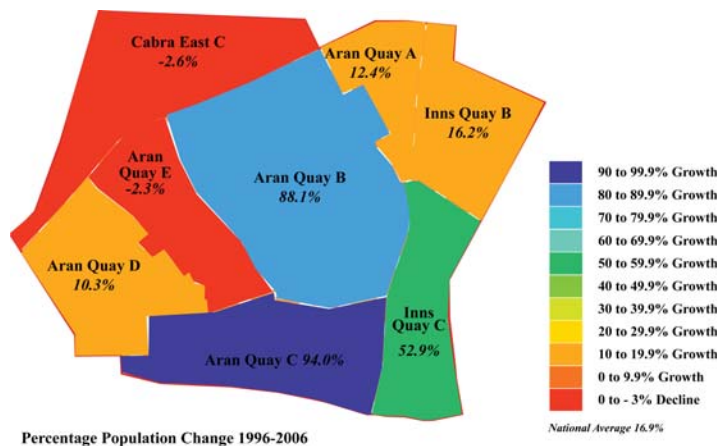


(Source: CSO 2008)

4.1 Population

The total population of the GDA area was 24,534 in 2006. The growth in population in the intercensal period was 2,153 persons or 11.03%. Six of the eight EDs in the GDA area had more than 8,000 persons per square kilometre and the other two EDs had 7,370 persons per square kilometre (Cabra East C) and 4,890 persons per square kilometre (Arran Quay B). Only two EDs recorded a decline in overall population between 1996 and 2006, with Cabra East C recording a 2.6% decline in this period and Arran Quay E recording a 2.3% decline in the same period. Generally however, the area experienced extremely high levels of population increase. Arran Quay C almost doubled in population (+94%) between 1996 and 2006, while Arran Quay B (+88.1%) and Inns Quay C (52.9%) both recorded population increases in excess of 50%.

Figure 7 - Population Change 1996-2006



4.2 Nationality and Religion

There is a very significant non-Irish national population living in the GDA area. The national average following the Census in 2006 was 11.2%, with Dublin City recording a non-Irish national population of 17.2%. A number of the GDA EDs record levels above 40%: Arran Quay B (44.1%), Arran Quay C (46.2%) and Inns Quay B (40.4%). All EDs in the area recorded populations of non-Irish national well above the national average and the average for Dublin City.

This cultural mix is also reflected in the change in the religions practised by the population. Nationally, 86.6% stated that their religion was Roman Catholic in Census 2006, 3% stated Protestant and 4.4% said 'other'. In Dublin Inner City the number of people stating that their religion is Roman Catholic was 65.3%, with 3.3% stating Protestant and 14.2% stating 'other'. 6.1% of people did not state any religion and 9.9% stated that they have no religion.

4.3 Dependency Ratio

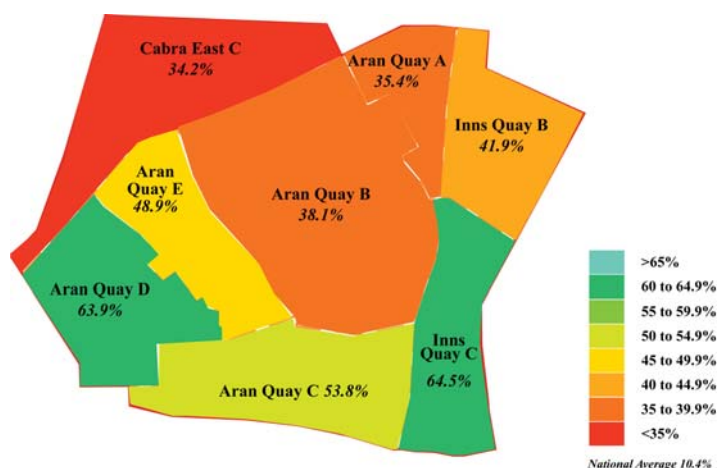
The dependency ratio is an age-population ratio of those typically not in the labour force (the dependent part) and those typically in the labour force (the productive part).

The GDA area had a significantly lower age dependency ratio than the national average in 2006. 11.4% of the population are aged between 0 and 14 and 9% are aged over 65 years. This compared with national averages of 20.4% and 11% at a national level. The overall age dependency ratio in the GDA area was 20.8% compared with 31.4% nationally and 27.7% for Dublin City generally.

4.4 Lone Parents

The proportion of people parenting alone has doubled over the past 15 years, growing from 10.7% in 1991 to 21.3% nationally in 2006. Dublin Inner City generally had a lone parenting rate of 35.8% in 2006, while the figures for the EDs in the GDA area were significantly higher again: 53.8% of all families in the Arran Quay C ED were headed by a person parenting alone with almost 63.9% in Arran Quay D and 64.5% in Inns Quay C. Single parent families tend to be concentrated in those EDs, which also have high concentrations of local authority housing within them.

Figure 8 - Lone Parent Rate 2006



Lone Parent Rate - 2006
Percentage of single parent households with at least one dependent child (aged under 15) as a proportion of all households with at least one dependent child (aged under 15)

4.5 Unemployment

Overall, there was 69.1% participation in the labour market in the GDA area in 2006. This was slightly above the national average of 62.5% and consistent with Dublin Inner City overall which has 67.9% labour force participation⁴⁰. The figure for national participation in the labour market was 65.6% in 2006. The level of female participation in the labour force has also increased significantly in the same period.

7.6% of all persons living in the GDA area were unemployed in 2006, which is 3.1% higher than the national average. 2.2% of the population reported that they were first time job seekers; this figure is more than double the national average of 0.9%. The unemployment figures in the GDA area although higher than the national average, are likely to mask the true extent of the generational unemployment which still prevails, especially in some of the local authority housing complexes.

Figure 9 - % over 15 by Economic Status

Group	ID	DED	Pop At Work (%)	Pop First Time Job Seekers (%)	Pop Unempl. (%)	Pop Students (%)	Pop Home Duties (%)	Pop Retired (%)	Pop Unable to Work (%)
DICITY	2,001	Arran Quay A	60.4%	1.0%	5.5%	14.6%	5.3%	10.7%	2.2%
DICITY	2,002	Arran Quay B	59.1%	2.9%	7.1%	14.3%	5.3%	4.4%	6.3%
DICITY	2,003	Arran Quay C	69.3%	1.9%	6.2%	12.6%	3.2%	3.6%	2.7%
DICITY	2,004	Arran Quay D	55.4%	3.1%	7.8%	8.2%	7.3%	11.4%	4.8%
DICITY	2,005	Arran Quay E	60.9%	1.3%	6.5%	7.3%	5.6%	13.7%	4.0%
DICITY	2,067	Inns Quay B	59.6%	2.5%	8.6%	9.7%	5.7%	9.6%	3.8%
DICITY	2,068	Inns Quay C	52.3%	2.6%	10.6%	12.3%	6.8%	9.5%	4.9%
CABRA	32	Cabra East C	57.3%	2.1%	8.1%	8.5%	6.6%	12%	4.5%

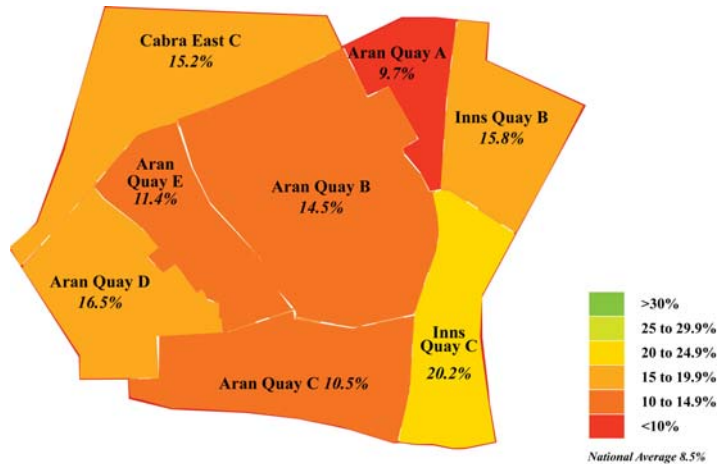
(Source: Gamma 2008)

⁴⁰ The Irish Labour force is defined by CSO as all persons over the age of 15 in employment, people who are unable to work due to illness or disability and people who are unemployed. The inactive population is all other persons.

The unemployment rate has been rising quickly in the period since the Census. Latest live register figures show that the standardised Live Register figure for November 2008 had risen to 7.8% nationally or 277,200 persons.

The figure below shows the percentage of people who are unemployed plus first time job seekers expressed as a percentage of the labour force. When the figures are calculated in this way, the average unemployment figure for the GDA area was 14.2%.

Figure 10 - Unemployment Rate 2006



Unemployment Rate - 2006
Sum of those Unemployed and First-Time Job Seekers expressed as a percentage of the sum of the Unemployed, First-Time Job Seekers and those at Work

4.6 People with a Disability

The percentage of the total population with a disability was recorded as 11.1%. This figure is slightly above the national average of 10%. There are however some very significant variations in the number of people presenting with a disability by ED within the area. In Arran Quay B 34.9% of all persons aged between 25 and 44 reported at least one disability compared with 19.9% nationally. Likewise 36.7% of all persons aged between 45 and 64 living in Arran Quay B and 43% in Arran Quay C reported at least one disability compared with 29.2% nationally. The high proportion of people in this ED with a disability is a likely consequence of St. Brendan's Hospital, with residential patients with mental health issues being re housed in the local vicinity.

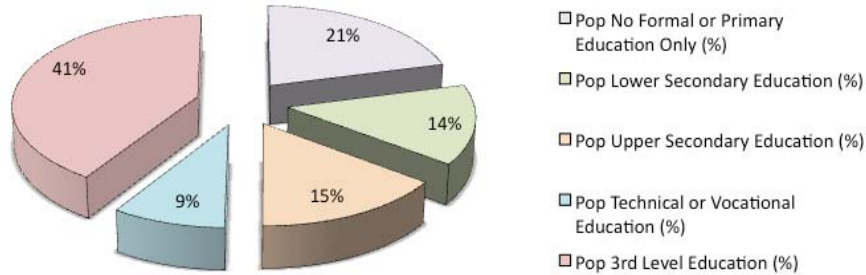
4.7 Educational Attainment

Within the census, educational attainment is based on the highest level of education attained by the respondent. Persons aged 15 years and over whose full time education has ceased are classified by the highest level of education completed (full time or part time) and by the present status, at work, looking for first regular job, unemployed and not in the labour force.

In 1991 in Ireland, 36.7% of the population had primary education only; in 2006 this figure had dropped to 18.9%. In Dublin City the rate has fallen from 39.7% to 22% in 2006 a reduction of -17.7%. In Dublin Inner City the reduction was more substantial still from 49.8% in 1991 to 29.5% in 2006. In total 35% of all people in the GDA area had lower secondary level education or below. This figure rose to 46% for Inns Quay C and 45.8% for Arran Quay D. These EDs also recorded significantly lower than average percentages with third level education, 32.7% and 30.3% respectively. It is also important to note that these figures mask significantly lower educational attainment figures in subsections of all EDs within the GDA area, especially in local

authority housing complexes and apartments. The high percentage of people with a third level qualification is a reflection of the influx of professional young people living in the new housing developments and apartments in the area.

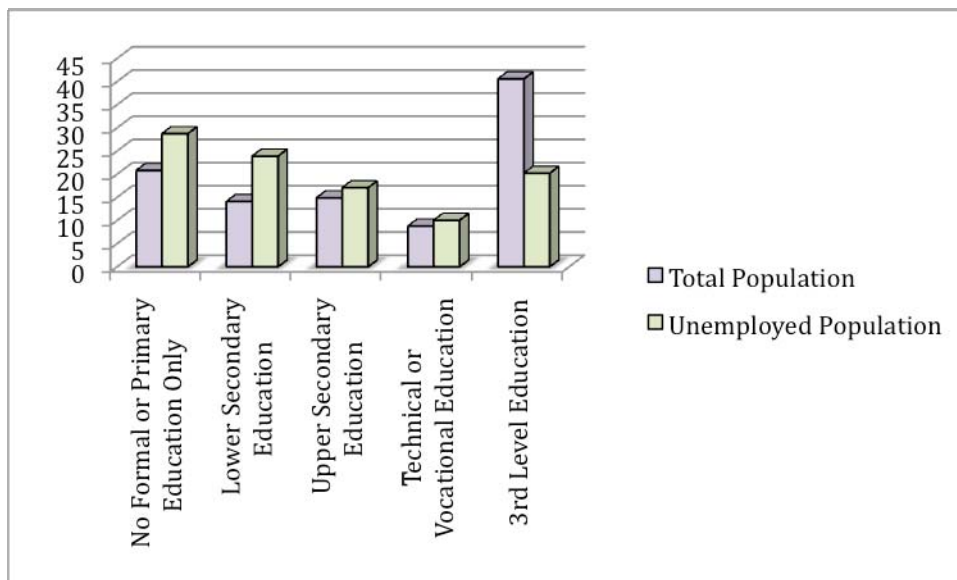
Figure 11 - Educational Attainment



4.7.1 Educational Attainment of Unemployed People

There is a clear link between low educational attainment and unemployment. The educational attainment of people who are unemployed is significantly lower than the general population. In 2006, while 35% of the general population had completed lower secondary education or less, this figure rose to 52.6% of all unemployed people. The percentage of people who were unemployed who had a third level qualification was 20.2% compared to 40.6% of the general population. Within the GDA area there were variations among the EDs with the percentage of people who were unemployed who had attained lower secondary and below exceeding 60% in Arran Quay C (61.6%), Arran Quay E (69%) and Inns Quay C (60.6%).

Figure 12 - Educational Attainment - Comparison

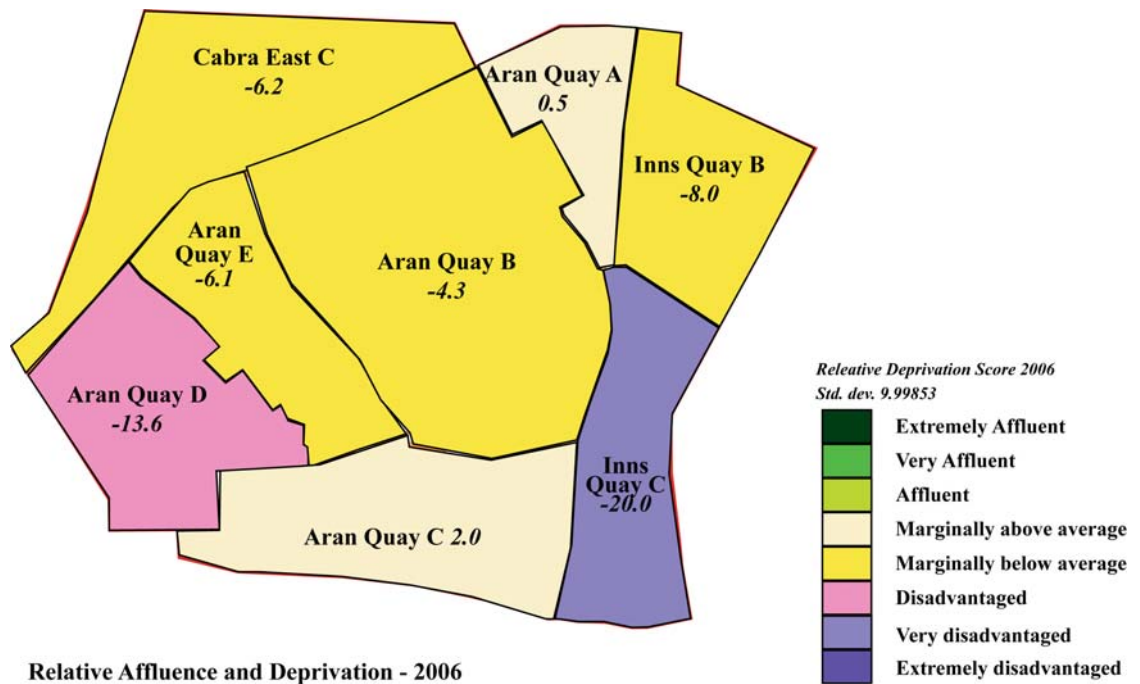


The educational attainment of people who were unemployed is in stark contrast to the levels of educational attainment among the general population, with 54% of the unemployed population recording below lower secondary level education compared to 35% of the general population. In Census 2006, 41% of the overall population of the GDA area reported that they had some third level qualification compared to 19% of unemployed people.

4.8 Relative Affluence and Deprivation

Haase and Pratschke (2008)⁴¹ in a review of relative affluence and deprivation found that “Dublin City is the most disadvantaged local authority area within the region, making it the tenth most disadvantaged county in Ireland as a whole. The relative position of Dublin City has marginally deteriorated over the past fifteen years from a score of -2.2 in 1991 to -2.5 in 2006, but in terms of ranking, it has improved its position from the 30th to the 25th position in relative affluence”. The report went on to indicate “Dublin Inner City occupies a special position in that it is no longer amongst the most deprived areas if measured at ED level, but contains significant clusters of high deprivation which are masked by the extreme population influx of largely affluent people in the wake of the inner city’s gentrification.”

Figure 13 - Relative Affluence and Deprivation Index 2006



The map shows the patterns of relative affluence and deprivation in Dublin City. Only two EDs in the GDA area were marginally above average: Arran Quay C (2.0) and Arran Quay A (0.5). Inns Quay C (-20.0) and Arran Quay D (-13.6) were deemed to be disadvantaged, while Cabra East C (-6.2), Arran Quay B(-4.3), and Inns Quay B(-8.0) were all marginally below average. No EDs in the GDA area were affluent, very affluent or extremely affluent.

4.8.1 SAHRU Index

The Small Area Health Research Unit (SAHRU) Index is a similar index to the Haase deprivation index. The original index was commissioned in early 1997 by the Directors of Public Health in Ireland to produce the first national deprivation index for health and health services research. The index defines deprivation as “observable and demonstrable disadvantage

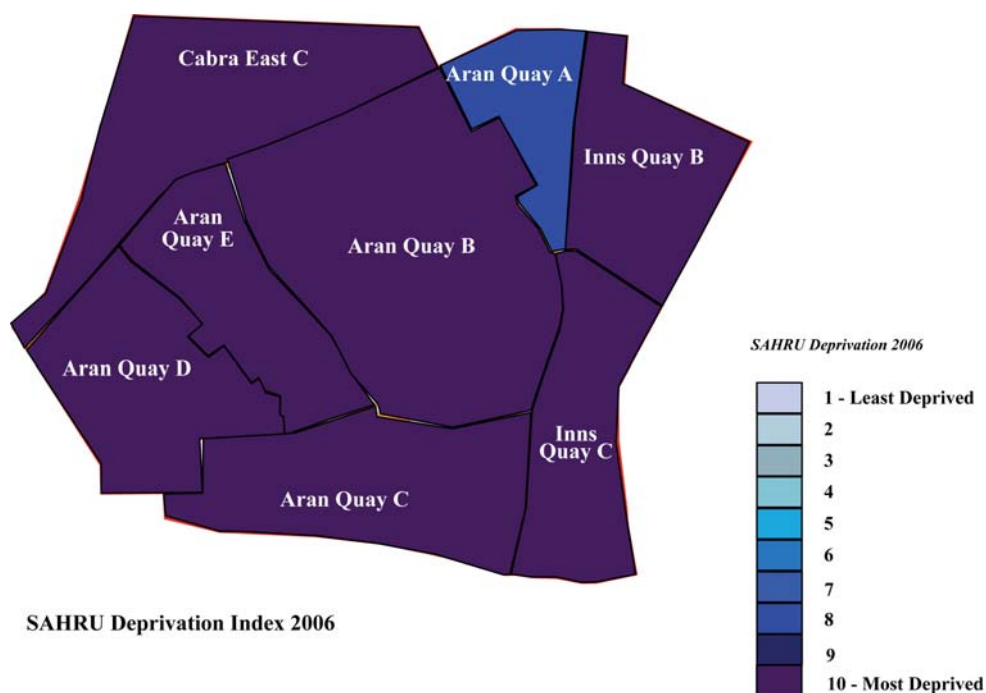
⁴¹ Haase, T. & Pratschke, J. (2008) New Measures of Deprivation for the Republic of Ireland. Dublin: Pobal

relative to the local community to which an individual belongs⁴²". The index includes four variables:

- ❑ Unemployment;
- ❑ Low social class;
- ❑ No car; and
- ❑ Rented accommodation⁴³.

Based on the SAHRU deprivation index seven of the eight EDs in the GDA area are most deprived scoring 10 on the deprivation index. Only Arran Quay A scores better with a score of 8 on the deprivation index.

Figure 14 - SAHRU Index of Deprivation 2006



4.9 RAPID

The North West Inner City (NWIC) RAPID programme operates within the GDA area. The RAPID Programme is a Government initiative, which targets 45 of the most disadvantaged areas in the country. The Programme aims to ensure that priority attention is given to the designated areas by focusing State resources available under the National Development Plan. The Programme also requires the Government Departments and State Agencies to bring about better co-ordination and closer integration in the delivery of services.

RAPID is a complementary initiative by the Department of Community, Rural and Gaeltacht Affairs, and is administered through Pobal. The NWIC RAPID programme covers the EDs of Arran Quay A (Part of), Arran Quay B and C and Inns Quay B and C.

⁴²Taken from Townsend P. Deprivation. Journal of Social Policy 1987; 16: 125-46

⁴³ The Overcrowding indicator has been dropped from the 2006 index

KEY FINDINGS: SOCIO - ECONOMIC AND DEMOGRAPHIC PROFILE

The total population of the GDA area was 24,534 in 2006.

34.4% of the population were non-Irish nationals, compared with 17.2% for Dublin City.

A lone parent headed 50% of all families in the GDA area, compared with a rate of 35.8% in Dublin City generally.

7.6% of all persons living in the GDA area were unemployed in 2006, which is 3.2% higher than the national average. 2.2% of the population reported that they were first time job seekers. This figure is more than double the national average of 0.9%.

14.2% of all people in the labour market in GDA area were unemployed. This figure was 15.7% of males and 12.3% of females. The ED with the highest unemployment rate was Inns Quay C (20.2%), this compares with a national average for this variable of 8.5%

35% of the population had lower secondary education or below and this figure rises to 52.6% for people who are unemployed. The figure for Dublin City was 22% in 2006.

According to the Haase index of relative deprivation and affluence, two EDs in the GDA area were marginally above average: Arran Quay C (2.0) and Arran Quay A (0.5). Inns Quay C (-20.0) and Arran Quay D (-13.6) were deemed to be disadvantaged, while Cabra East C (-6.2), Arran Quay B(-4.3), and Inns Quay B(-8.0) were all marginally below average. No EDs in the GDA area were affluent, very affluent or extremely affluent.

Based on the SAHRU deprivation index seven of the eight EDs in the GDA area were most deprived scoring 10 on the deprivation index. Only Arran Quay A scores better with a score of 8 on the deprivation index.

Analysis of the enumeration areas shows that relative disadvantage was higher in areas with higher proportions of local authority housing.

5 Training and Education Provision

This section provides an overview of the current education and training provision in the GDA area. It outlines the formal education system including pre-school, primary, post primary and third level educational opportunities as well as the range of other training and education services offered in the area.

5.1 Pre-Schools

There are 33 registered childcare services operating in the Dublin 7 area. Of these 16 are private childcare providers and 17 are community childcare providers. Of the community childcare providers the majority are playgroups (12) or sessional⁴⁴ (4) with only three providing full day care services. There are two child and family projects operating in the area.

The Dublin City Childcare Committee carried out an audit of childcare provision in the city in 2006⁴⁵. The audit was broken into 5 distinct areas:

- Central;
- North Central;
- South Central;
- North West; *and*
- South East.

The central area includes the eight EDs within the GDA area, but also includes Ashtown, Ballybough, Botanic, Cabra West, Drumcondra South B and C, Mountjoy and Rotunda. According to the audit, there were 29 private providers, 23 community services, 2 HSE services and one other service operating in the area in 2006, based on 55 responses from a valid sample of 84. The breakdown of these services by Fulltime/Mixed, Sessional, School Aged Childcare and Drop In is shown in the table below.

Figure 15 – Breakdown of Childcare Places

	Full time/Mixed	Sessional	School Aged	Drop In	Total	Ratio of full time to sessional
Number of Places	713 99 (14% under one) 299 (42% toddler) 315 (44% preschool)	839 471 (56% pre-school) 85 (10% toddler) 91 (11% school aged (4-7)) 180 (21% aged 8+)	436	12	2,000	0.85:1
Services	29	42	17	7	95	

⁴⁴Figure will add up to more than 17 as some services provide multiple options e.g. sessional care, a playgroup or full day care

⁴⁵ Dublin City Childcare Committee (2006) *Childcare Needs Analysis and Audit*. Dublin

Figure 16 - Breakdown of Places for different Age Groups

Under 1	Toddler	Pre-school	School Aged (4-7)	School Aged (+8)	No age indicated (drop in and School aged)	Total
111	384	786	91	180	448	2,000

The audit also attempted to ascertain the level of demand for childcare places. 66% of all respondents stated that there was a childcare shortage (91% of community providers and 45% of private providers). The community providers identified a more acute shortage of places than private providers in Dublin Central, suggesting that the demand is for subsidised childcare support. Parents identified affordability (51%) as the greatest gap in relation to childcare in Dublin Central, followed by availability (38% of respondents).

Particular attention was paid to the needs of non-Irish nationals for childcare. Stakeholders indicated the need for flexible childcare with particular reference to childcare linked to training opportunities. The need for coordination among training providers and childcare providers when targeting marginalised groups was highlighted.

A specific need for flexible childcare to facilitate parents who are in receipt of drug misuse treatment was also identified. Off peak, afterschool and homework clubs were identified as a particular need in the Dublin Central area.

The childcare audit also highlighted the need for childcare places that support educational and training programmes. Organisations providing educational courses, which include childcare provision, are vital to meeting the needs of parents particularly those on lower incomes or on social welfare supports. There is a strong demand for these places, and they are generally over-subscribed. Education and training providers should be encouraged to provide childcare places as part of their programmes according to the report.

5.1.1 Special Projects

Step-by-Step is a community-based project for children and families in the Markets Area. The project works with referred children, aged six to twelve. The project aims to provide a secure and safe environment within the community as a means of additional support for children, who may suffer from social, emotional or educational disadvantage. The project works closely with schools, community projects and relevant agencies to promote an interdisciplinary approach.

Aosóg is a community based preventative project for children and their families in the North West Inner City which aims to provide a supportive, safe, learning environment to assist children to develop their full potential and to bring about positive change in their lives. The project works with children (7-15 years) who may be experiencing emotional, social and behavioural difficulties or who may need additional support and structured activities.

5.2 Primary Education

There are six primary schools in the GDA area with a total enrolment of 1,214 children, with a further eleven primary schools in the catchment area of North West Inner City.

A new action plan for tackling educational disadvantage, announced by the Minister for Education and Science in May 2005, required the identification of primary and post-primary schools with high levels of disadvantage. It was decided that the identified schools would become part of an integrated School Support Programme (SSP) under the (Delivering Equality of Opportunities in Schools) DEIS programme which would build on existing interventions.

All of the primary schools in the GDA qualify for the School Support Programme, which will include a range of interventions over the coming years:

- ❑ Home School Community Liaison Scheme;
- ❑ School Completion Programme;
- ❑ Support Teachers Project;
- ❑ Giving Children an Even Break;
- ❑ Breaking the Cycle; *and*
- ❑ Disadvantaged Area Scheme.

Figure 17 – Primary Schools in the GDA Area

Name	Address	Gender	SSP School	Enrolment 2008
Presentation Primary School	George's Hill, Dublin 7	Mixed	√	198
St. Paul's CBS National School	North Brunswick Street, Dublin 7	Boys	√	180
Stanhope Street Convent	Stanhope Street, Dublin 7	Girls	√	378
St. Gabriel's National School	Cowper Street, Dublin 7	Girls	√	249
Plás Mhuire Boys National School	St. Mary's Place, Dublin 7	Boys	√	94
Scoil Mhuire Iosaf Girls National School	St. Mary's Place, Dublin 7	Girls	√	115
Total				1,214

5.2.1 School Cultural Mediation Programme

The School Cultural Mediation Project was created by an initial Advisory Group composed of the Intercultural Working group (North West Inner City Network), the Education Working Group (North West Inner City Network) and the Dublin 7 School Completion Programme Cluster. These three groups identified the urgent needs for this service in the schools of this area due to the high proportion of non-Irish nationals living in the area. The Cultural Mediation Project aims to ensure that parents of minority language students of schools and after-schools in the Dublin 7 Schools Completion Programme cluster can participate in the life of the school on the same basis as Irish parents and therefore become integrated in the school community.

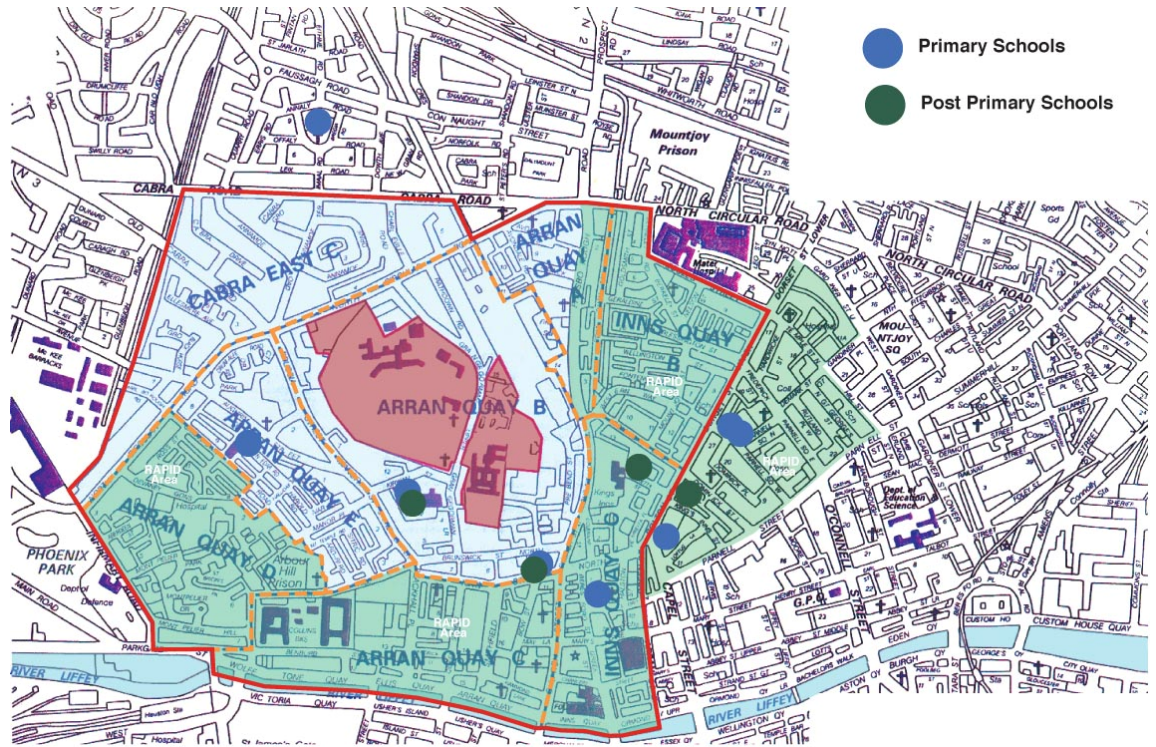
The project is funded under the Funds for Initiatives to Support the Integration of Legally Resident Immigrants, which is managed by Pobal on behalf of the Reception and Integration Agency (RIA) and the Dept of Justice, Equality and Law Reform. The project offers a range of services including:

- ❑ A translation service for migrant parents in the targeted schools.
- ❑ An interpretation service for the main meetings between targeted schools' staff and migrant parents.

The project also aims:

- ❑ To research and provide a cultural mediation service for the targeted schools;
- ❑ To promote mutual respect, good relations and frequent interactions between education services and migrant parents; *and*
- ❑ To create a more inclusive school environment and to mainstream the provision of translation/ interpretation/ cultural mediation within the educational services in the area.

Figure 18 – Primary and Post Primary Schools in the GDA Area



5.3 Post Primary Education

There are three ordinary post primary schools operating in the GDA Area and a high support school based in Henrietta Street. The three secondary schools cater for 810 pupils. St. Joseph’s Secondary School is a co-educational school. St. Paul’s CBS is a boys only school and Mount Carmel Secondary School caters for girls only. There are a number of post primary schools in the surrounding areas which also cater for young people in the GDA area.

The three secondary schools located in the GDA area have been designated as disadvantaged under the School Support Programme described above.

Figure 19 – Post Primary Schools – GDA Area

Name of School	Address	Gender	SSP School	Enrolment 2008/2009
St Joseph’s Secondary School	Stanhope St, Dublin 7	Mixed	√	300
St Paul’s C.B.S.	Nth Brunswick Street, Dublin 7	Boys	√	218
Mount Carmel Secondary School	Kings Inn Street, Dublin 1	Girls	√	292
Total				810

5.3.1 Early School Leaving

In the three main secondary schools in the area consultations were held with the home school liaison officers and principals of St. Joseph’s Secondary School, St. Paul’s CBS and Mount Carmel Secondary School. The consultees agreed that the rate of early school leaving⁴⁶ has

⁴⁶Early School Leaving is defined as pupils who leave before completing three years of secondary school education or before the age of 16.

dropped off substantially in recent years. Nine pupils from St. Paul's CBS on Brunswick Street left school before completing three years of secondary education or before the age of 16 in 2007. These nine pupils were drawn from three classes, 1st, 2nd and 3rd year. This represents a relatively small percentage of the total. Approximately 30% of all pupils enrolled in St. Paul's are international pupils, therefore it is possible that some of these pupils may have relocated rather than leaving school altogether. The 2007 figure for Mount Carmel Secondary School was three pupils. Seven pupils from St. Joseph's secondary school were early school leavers in 2007. The reasons given for early school leaving in St. Joseph's included returning to home country or moving onto other education or training.

Of the pupils that left school early, the majority were referred to either Youthreach or the Community Training Centres. The combined figure for Early School Leaving in 2007 was less than 4% across all three schools.

5.3.2 Progression from Second Level

The data concerning the progression of students into third level education is inconsistent. There is no obligation on secondary schools to gather information about where their students go having completed their education. The following data was supplied by the three secondary schools in the area. Based on the figures provided, 6.8% of Leaving Certificate students progressed into one of the Universities or the Royal College of Surgeons, 6.3% progressed to the DIT or other Institute of Technology and 31% progressed into one of the Colleges of Further Education.

Figure 20 - Progression from School 2008

Number of Leaving Cert Students 2008	117
Number of Leaving Cert Applied Students 2008	15
University ⁴⁷	9
DIT	1
Other IT	7
Mater Dei	1
College of Further Education	41
National College of Ireland	3
Repeat Leaving Certificate	4
Trinity Access Programme (TAP)	1
Returned Home/Emigrated	3
Private College	2
Other Training/ FÁS	1
Work	15
Unknown ⁴⁸	44

5.3.3 Higher Education Access Entry Route

The Higher Education Access Entry Route (HEAR) run in conjunction with DCU, NUIM, NUIG, TCD, UCC, UCD, UL enables students who meet specific socio-economic requirements to enter higher education at a reduced level of points. All designated disadvantaged schools are linked to one of the 8 higher education institutions and students can access courses in any of the 8 institutions.

⁴⁷ TCD, DCU, UCD, UCC, UCG, NUI Maynooth, UL and RCSI

⁴⁸ DIT Access Service note that there were 5 entrants from the GDA schools in 2008, therefore this figure is likely to be 40

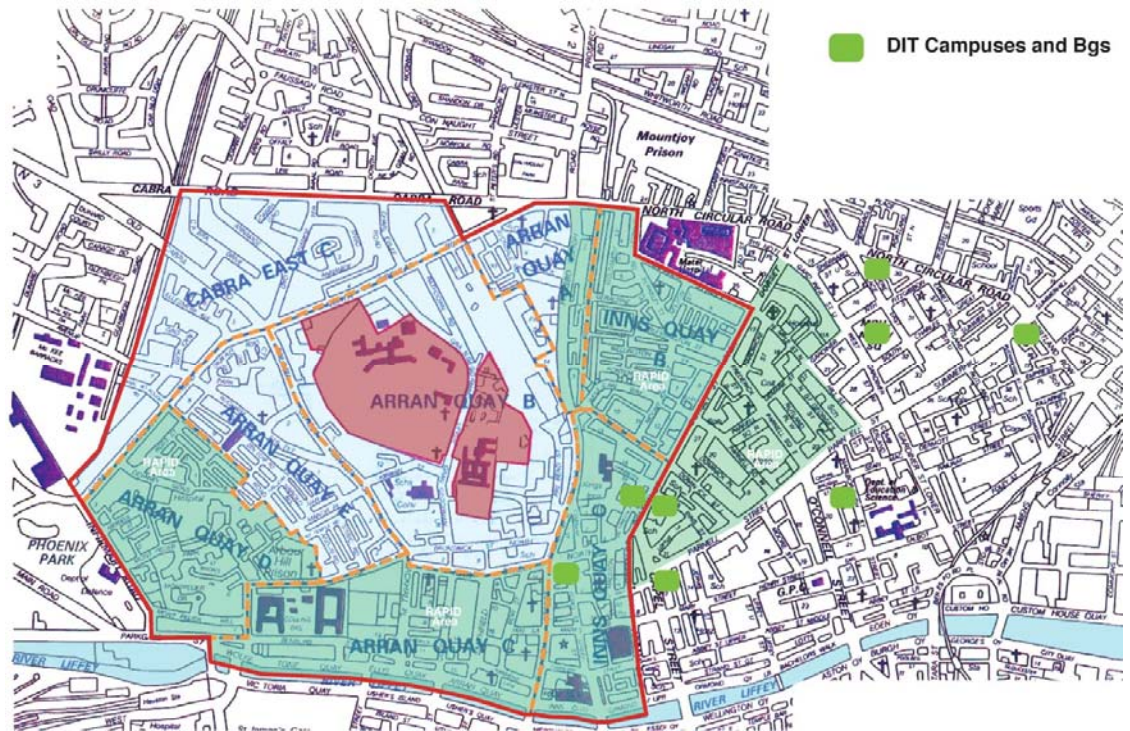
Figure 21 – Applicants to HEAR from GDA Schools (2008)

Total applications to access via Higher Education Access Route (HEAR) 2008	35
Met socio-economic requirements and completed application	24 [1 withdrew 7 incomplete primarily due to not qualifying for free fees 5 ineligible: Over the financial limit Only attended link school for 1 year]
Failed minimum entry requirements	7
Eligible for offer	18
Met minimum entry requirements and got no offer	0
Offers from DIT	14
Offers from other higher education institutions	12
Accepted DIT	5

5.4 Third Level Education

There are many third level colleges in Dublin City: Trinity College Dublin is within 1.2 km of the GDA area, Dublin City University is 4.7km and University College Dublin is 8.1km from the GDA area. DIT has a number of campuses and building in and adjacent to the GDA area. As the relocation of DIT is central to the Grangegorman development this report has provided some detail about the services provided by the Institute as well as projections for its future.

Figure 22 - DIT Campuses and Buildings (Fix)



5.5 Dublin Institute of Technology

The relocation of DIT to Grangegorman is at the heart of the Grangegorman development and affords substantial opportunities with respect to access and participation in higher education for Dublin City. DIT is responding to the challenges posed by an evolving and complex higher education environment. In 2001 DIT published its first formal Strategic Plan 2001-2015, which identified a range of long-term strategic objectives for the Institute.

5.5.1 DIT Strategic Priorities

DIT has identified a number of strategic priorities and objectives that are essential to the development of the Institute in the coming decades. These key priorities are reflected below:

Learning and Teaching Environment:

DIT at Grangegorman will provide a student-centred learning environment that encourages and promotes learning and which extends beyond traditional higher education learning environments to accommodate new learning paradigms/strategies and evolving student constituencies. This campus environment will:

- Provide a learning environment of the highest quality for academic staff and students, in which a student centred learning paradigm, is being fostered with a focus on the active participation by students in their own education.

The learning environment will underpin many and diverse learning and teaching strategies;

- Foster a culture of creativity and innovation;
- Have the capacity and flexibility, to enable the Institute to evolve and adapt its programmes and activities over time in response to changing circumstances and emerging knowledge and research supportive environment;
- Accommodate the delivery of programmes and modules through technology mediated learning, in particular, through the use of e-learning, WebCT and distance learning methodologies;
- Accommodate new interdisciplinary programmes and research which characterise the new knowledge economy and create a new synergy between and across disciplines;
- Provide appropriately for an evolving and diverse student body incorporating mature students, students with disabilities, continuing education and second chance students with a particular focus on catering for those students from economically disadvantaged backgrounds; *and*
- Provide an infrastructure which will allow the Institute to reach out into the external environment and deliver programmes off-campus, in out-reach centres, in industry, and with other educational institutions.

Broadening and Growing the Student Base of the Institute

The HEA Report, “*Review and Prioritisation of Capital Projects in the Higher Education Sector*” (2004), provides projections with respect to the higher education student population. The Report projects that the number of full-time students participating in higher education in Ireland will rise by 27% to 176,617 in 2015/16 from a figure of 141,000 in 2007/08

Figure 23 - Projected Student Population Figures (HEA 2004)

Student population	2007/08	2010/11	2013/14	2015/16
Population projection – 18 year olds	57,514	55,077	52,452	54,548
First time admission rate	58.5%	61.6%	64.7%	66.6%
Total first time entrants intake	34,496	33,913	33,919	36,373
Total Mature Students & Second Chance entrants	5,892	6,899	9,016	10,865
Total intake Fulltime	38,685	41,867	42,935	47,237
Total Student population- Fulltime	141,000	153,841	160,174	176,617

(Extract from the HEA Report – Review & Prioritisation of Capital Projects 2004)

It will be noted that despite a decline in the 18 year-old age cohort for the period to 2015/16 (when numbers for this age cohort will begin to increase again) first time entry to higher education is projected to increase by 11% due to increased admissions rates. Second time entrants and mature student admissions are also projected to increase by 70% over this period and as a consequence, their share of admissions will increase from a current 12% to 23% by 2015/16. These figures are supported in the more recent HEA Report “*Supporting Investment in Higher Education*” published in 2006.

5.5.2 DIT’s Projected Growth in Enrolments

In the context of higher education policy and in keeping with DIT’s strategic objectives, projected growth in enrolments for DIT is as follows:

Figure 24 - DIT Projected Growth in Enrolments

Category of Student	Actual Enrolment 2006/07	Projected Enrolment 2012
Undergraduate Full Time	9,562	10,868
Post Graduate Full Time	798	1,536
Undergraduate Part Time	4,788	5,353
Post Graduate Part Time	769	1,565
Apprenticeship	2,698	2,698
Junior Music	881	881
Total	20,566⁴⁹	24,750

5.5.3 Research Activity

DIT has substantially increased its levels of post-graduate and research activity, and has created a number of centres dedicated to supporting individual areas of enterprise and industry. The Grangegorman development will enable DIT to build and enhance its overall postgraduate activity including expanding PhD activity essential to the Irish economy. In addition, Grangegorman will offer an ideal location for dedicated research centres such as Programme for Research at Third Level (PRTL) and related research funded facilities.

The thrust of government policy is to continue to grow these activities to underpin the move to a knowledge society, indicating the need to allow for significant expansion in research facilities

⁴⁹ This figure excludes a significant number of CPD related activity targeting industry needs.

for students and staff. The scale and complexity of modern, internationally competitive research is such that major research initiatives will be in collaboration with other institutions and bodies.

Along with the direct outputs of research is the realisation that high quality undergraduate courses can only be provided in an academic learning environment that is underpinned by a vibrant research culture. Research activity must have a high profile, allowing all students to understand the important role that research is playing in their education. For practical and operational reasons research will be carried out in specialised centres and institutes that partner with faculties and form a bridge to industry, commerce and the whole of society. These dedicated facilities will be located at Grangegorman and co-located with their related disciplines/faculties, but in such a manner that they can expand in future.

5.5.4 Supporting Industry and Technology Transfer

DIT is committed to creating up to 50,000m² of industry/enterprise space on the new campus in Grangegorman. This space is central to promoting entrepreneurship and enhancing innovation, industry development and technology transfer. These facilities will host a range of clients, from small start-up companies to research functions of major corporations, professional bodies and all manner of knowledge intensive enterprises. There is a real need to co-locate such industry space within easy reach of core educational and research space to drive interaction and effective use of resources. Currently, DIT industry/enterprise space is located at the DIT Bolton Trust East Wall Industry Park. This 15,000 sq meters of space has proven to be very successful and it is hoped to build on this experience within the new campus.

DIT at Grangegorman will:

- Accommodate a major industry centre which will be developed flexibly to provide for incubator units, near market units, joint development entities;
- Facilitate a strong industry interaction to underpin a growing involvement in the development and application of new learning methodologies and content;
- Further collaborate with industry in the application of new knowledge from research outcomes and findings and intellectual property generated within DIT and in the process optimise interaction between DIT staff, students and industry partners. This interaction will extend to the sharing of resources such as space and equipment;
- Create further incubation and business start-up space for new business enterprises and individuals and support these through a wide range of resources including accommodation, business training, financial supports, access to potential investors and business networks⁵⁰;
- Provide, in the centres and in other locations including within dedicated research clusters, for collaborative initiatives between the Institute and industry in training, consultancy and research;
- Make specialised provision for company training, building on DIT's strengths in a wide variety of niche areas;
- Provide high quality executive training facilities appropriate to DIT's growing role in this area; *and*
- Provide a focus for an expanded role in supporting local economic development and enterprises.

⁵⁰ Since 2001 the Hothouse programme at DIT has assisted in launching 200 knowledge intensive companies

5.5.5 Cultural Activity

DIT at Grangegorman will bring all of its performing arts activities together and create a single Centre for the Visual, Performing and Media Arts. This will provide an integrated home for DIT's currently widely dispersed provision in fine art, photography, music and drama, design, journalism and digital media. As the name implies the faculty is firmly rooted in an ethos of practice, which demands that the students have suitable venues and opportunities for performance, display and exhibition. The Institute is keen to build upon the possibilities of this unique combination of venues in cooperation with other bodies, institutions and the City Council. The Centre for Visual, Performing and Media Arts will provide:

- An integrated and vibrant performance, exhibition, teaching and research facility, serving staff and students and the wider community including music performance venue(s), gallery space and exhibition space; *and*
- A public venue for DIT exhibitions and performances as well as visiting artists and performers.

5.5.6 Students from GDA Attending DIT

According to registration figures from DIT for the academic year 2008/9, there are 286 students with full time addresses in the GDA area registered with DIT. These figures only include students whose home addresses are listed in the area and not 'term' time addresses.

Figure 25 - Students from GDA Area Registered in DIT

	Undergraduate	Postgraduate	Postgraduate Research	Apprenticeship	Continuing Education/CPD	Total
Full Time	129	19	4	0	0	152
Part Time	59	11	1	22	41	134
Total	188	30	5	22	41	286

5.5.7 Apprenticeships

The national apprenticeship programme is operated by FÁS. Pre-specified standards for each craft are determined and agreed by FÁS and industry and are used to build the curriculum for each apprenticeship programme. The Dublin Institute of Technology has a major involvement in and commitment to apprenticeship education and training. A total of 2,698 apprentices were enrolled in the 2006/2007 session, pursuing 25 different trades in the construction, engineering and printing industries.

5.5.8 DIT Part Time Programmes

DIT is Ireland's largest provider of part-time education within the higher education sector and is the biggest provider of part time accredited training in the GDA area. DIT provides 189 part time courses ranging from non-accredited short courses to taught honours degrees and Masters Programmes. Most academic courses require minimal entry requirements of an Irish Leaving Certificate with at least 5 passes on ordinary level papers. However a large number of programmes will make exceptions for mature students and students with relevant industry experience. A full listing of part time and evening courses is included as Appendix 3 to this report.

5.5.9 DIT Community Links

The aim of the Community Links programme is to help in the alleviation of education disadvantage at local, national and international levels. The Community Links Programme is made up of seven very different projects, but what they all have in common is a commitment to

support communities and individuals to reach their full potential. Together the seven programmes ensure that Community Links works hard to meet the needs of people and communities who have not yet had a chance to realise their full potential. Although many of the projects are based in Dublin, many others work with people throughout Ireland.

DIT Access Service

Situated within Community Links, the DIT Access Service was established in 1999 to assist young people from socio-economically disadvantaged backgrounds to access higher education. The Access Service supports 26 second level schools directly: 10 in Dublin inner city and 16 schools in Louth, Meath, Cavan, Roscommon and Longford and also indirectly supports access to higher education for students from 400+ schools via the Higher Education Access Route. The service provides support to 320 undergraduate students in DIT.

The three core strategic objectives in the DIT Access Strategy 2007-08-2009/10 are:

- ❑ Increase the number of students applying to higher education through developing current and new second level initiatives with designated disadvantaged schools linked to DIT;
- ❑ Expand current and develop new access entry routes to DIT to increase the number of students in higher education and DIT from underrepresented groups; *and*
- ❑ Further develop a student-centred support service that will empower access students to develop the necessary skills for active participation in and successful completion of their education at DIT.

Objective 1: Promoting access to higher education in designated disadvantaged schools

Current initiatives to promote access to higher education in schools in the Grangegorman area include:

1st to 3rd Year

- ❑ Student visits to DIT from primary and second level schools.
- ❑ **Supervised Study:** This programme provides a space for pupils to undertake structured, focused study within the Dublin Institute of Technology. At the beginning of each term the educational needs of the students are identified by teachers and each student is linked to a “mentor,” a DIT student with expertise in a particular area or subject. The mentor then provides tuition on a one-to-one basis for the duration of the programme (October to March).
- ❑ Achievement Awards for students in primary and second level.

4th to 6th Year

- ❑ **Shadowing Days:** Transition year/fifth year students are matched up with DIT students for a day. They will accompany the DIT student to the library, lectures or for a coffee.
- ❑ **Culinary Arts Experience:** Over an eight-week period, students work alongside 3rd year Culinary Arts students who are embarking on a “restaurant immersion programme”. During this module of their course D.I.T. students become part of a management team in which they “own” and “run” a working restaurant for two days per week. Pupils become part of the team and during the two days shadow the students and take part in their activities in both the kitchen and the restaurant.
- ❑ **Take 5 Summer School:** This annual summer school is run in conjunction with UCD, DCU, TCD, and NUIM. Transition year/fifth year students spend one day in each of the

- ❑ **DIT Summer School:** Transition/fifth year students experience taster courses in each faculty in DIT.
- ❑ **Art Portfolio Preparation Course:** This programme assists students in the summer of 5th year and throughout 6th year in the preparation of an art portfolio.
- ❑ **Intensive Maths Course:** This intensive maths course which takes place in DIT during the Easter break is targeted at sixth year students who need support to pass ordinary level maths.
- ❑ **Easter Revision:** Sixth year pupils are sponsored to attend Easter revision courses in specific subjects in tutorial centres.
- ❑ **Education Awareness programme:** DIT students visit second level schools and chat informally about their experiences in higher education and the benefits of higher education.

Objective 2: Access entry routes into higher education

DIT are part of the HEAR programme referenced above to support students who meet specific socio-economic requirements to entry higher education at a reduced level of points. To support the application process, DIT Access Service project officer with responsibility for schools in the inner city meets with 6th year students twice before the CAO deadline and also hosts a parents evening. The project officer then provides individual support for the student from March of 6th year through the CAO process and into higher education/

Students can also access higher education via the Higher Education Links Scheme (HELS).

Objective 3: Providing supports for students who enter DIT via access entry routes

A wide range of supports are provided to students who enter DIT via access entry routes. These include:

- ❑ Orientation Programme and Parents evening;
- ❑ Individual support for students provided by Access Service project officers;
- ❑ Financial support;
- ❑ Academic support, including study skills programme and individual tutorials;
- ❑ Peer support including peer mentoring programme, Access Student Forum and social events; *and*
- ❑ Career Support.

Access Strategy Targets

DIT aims to have 5% of its first year intake from socio-economically disadvantaged backgrounds by entry 2010. A specific target for entry 2010 included 20 students entering DIT via access from the inner city. One of key actions to achieve this target in the Access Strategy was to develop an enhanced 5-year programme of supports for students in disadvantaged schools in the inner city. After one year of the programme, the target for 2010 was exceeded in 2008 with 21 students accessing DIT via Access. As part of the enhanced programme revised targets will be set.

Digital Community

The Digital Community recognises the importance of computer literacy in modern Ireland. Together with various IT partners, the project aims to fully computerise a number of Dublin inner city flat complexes including a broadband package from Eircom. The initiative provides an opportunity for both students and parents to study and work in an inclusive setting near their own homes. The project also provides a full commercial service contract and provides a full commercial and provides training for people living in the flat complexes on how to use the technology. To date the O'Devaney Gardens Flat Complex and the Prussia Street Centre have been completely computerised through the Digital Community Project.

Dublin Inner City Schools Computerisation Project (DISC)

The DISC project is delivered by DIT under the Community Links Programme. It aims to achieve equality of access, opportunity and training to information and communication technology (ICT) across inner city disadvantaged schools. The project was established in 1998 and involves working with participating schools to:

- ❑ Establish best practice models in respect of the use of ICTs in education;
- ❑ Promote and encourage the innovative use of ICTs in the school curriculum;
- ❑ Develop a school website;
- ❑ Encourage primary and post primary collaboration around computer literacy and skills;
- ❑ Make school facilities available to wider community for training;
- ❑ Provide structured relevant training to teachers in ICT; *and*
- ❑ Provide continual advice and support on all ICT related issues.

The DISC project is supported on an ongoing basis by the following partners:

- ❑ Dublin Institute of Technology;
- ❑ Hewlett Packard;
- ❑ National Centre for Technology in Education of the Dept. of Education; *and*
- ❑ Dublin Inner City Partnership.

Managed Learning Environment (MLE)

The Dublin Inner City School Computerisation Programme is currently working on piloting a Managed Learning Environment (MLE) initiative in four schools in Dublin's North Inner City:

- ❑ Scoil Mhuire Iosaf, Dorset St., Dublin 1;
- ❑ St. Paul's Secondary School, Nth. Brunswick St., Dublin 7;
- ❑ St. Josephs Secondary School, Stanhope St., Dublin 7; *and*
- ❑ St. Mary's National School, Fairview Dublin 3.

Over an 18-month period the project will pilot the teaching of Maths, English and possibly Geography to approximately 100 students using the Hewlett Packard (HP) MLE. HP and C2k support the project. If successful there is an opportunity for DES or DIT to access the application without incurring the substantial development costs in a centrally managed ICT environment.

Mature Student Access Course

The mature student access course is a one-year course at DIT. It is designed for mature students from areas and communities where there is not a strong tradition of participation in third level

education. Having successfully completed the one-year course, participants are then eligible to enter undergraduate courses at DIT.

Pathways through Education

Pathways through Education is an innovative self-esteem programme for adolescents in Dublin inner city schools. Since 1997, the programme has used psychological therapeutic interventions and a counselling service to help raise self-awareness and self-confidence. Each year 300 pupils participate in this programme. St. Pauls CBS, North Brunswick St is participating from the GDA area.

Students Learning with Communities

The Programme for Students Learning with Communities (known in the US as service-learning, also as community-based learning) was established to encourage students to practice the skills they have developed in DIT in their subject specialist area (e.g. engineering, music), to help community groups and organisations. Having successfully completed this community-based learning process, students receive course credits from DIT which form part of their overall results. Students who participate in this programme come from all the faculties at DIT and work with organisations which meet the needs of local people.

DIT lecturers identify community groups to work with, or vice-versa, to develop a real-life project to meet the needs of their students and those of the community. This makes learning come alive for the students as they work with real clients, and the community becomes part of the teaching process. The community benefits from the work the students are doing, and their subject knowledge. For many students this is their first taste of work experience in their subject area, and they are encouraged to reflect on it as part of their professional development.

5.6 Vocational and Further Education

There is a range of centres providing training support and further education to early school leavers and young people who complete secondary level but who are seeking vocational or technical skills and training as opposed to academic qualifications.

5.6.1 Youthreach

Youthreach is a central element of the national programme of second-chance education and training in Ireland and is a central part of the Government's contribution to the achievement of a lifelong learning society. The programme is directed at unemployed young early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life, and provides them with opportunities to acquire certification. It operates on a full-time, year-round basis.

Youthreach is funded by the Exchequer under the National Development Plan. It is a joint programme between two Government Departments - Education and Science and Enterprise, Trade and Employment. Management is through an Inter-Departmental Committee. Its implementation is animated, supported and co-ordinated by the Youthreach National Co-ordinators. There are four Youthreach centres supporting 193 young people from the Dublin 1 and Dublin 7 area.

Figure 26 - Youthreach Centres Dublin 1 and Dublin 7

Name	Address	Number Enrolled 2008
Youthreach	20 North Great Georges Street, Dublin 1	53

Youthreach Transition Centre	34 Dominick Place, Dublin 1	85
Youthreach	7 Sherrard Street, Dublin 1 ⁵¹	22
Youthreach	Rathoath Road, Cabra, Dublin 7	33

5.6.2 Community Training Centres

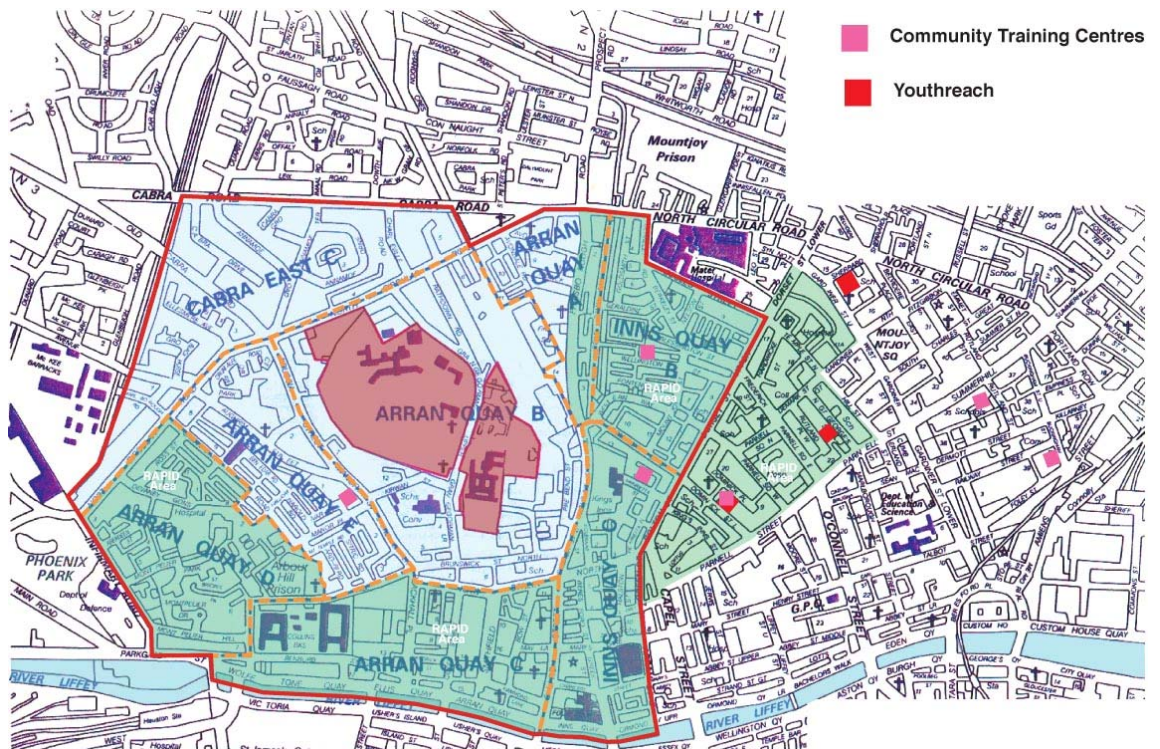
Community Training Centres (CTCs) are independent community-based organisations funded by FÁS. The CTCs provide training and employment support to early school leavers, primarily aged between 16 and 21 who are experiencing difficulties finding a job; and who are keen to gain a qualification. The CTCs can also provide for other young people under the age of 25 who are disadvantaged and unemployed, with agreement from FÁS.

FÁS provides a Training Allowance to participants at the Community Training Centres and the training is certified leading to recognised awards on the National Framework of Qualifications. There are 3 Community Training Centres, which deal with approximately 137 young people from the GDA area:

Figure 27 - Community Training Centres

Name	Address	Number Enrolled 2008
Daughter's of Charity CTC	9 Henrietta Street, Dublin 7	60
Stoneybatter Community Education and Training Resource Centre	60/61 Manor Street, Dublin 7	40
Crosscare CTC	Wellington St. Dublin 7	37

Figure 28 – Youthreach and Community Training Centres



⁵¹ Youthreach Sherrard Street is a special Youthreach centre for young people with substance abuse and dependency issues.

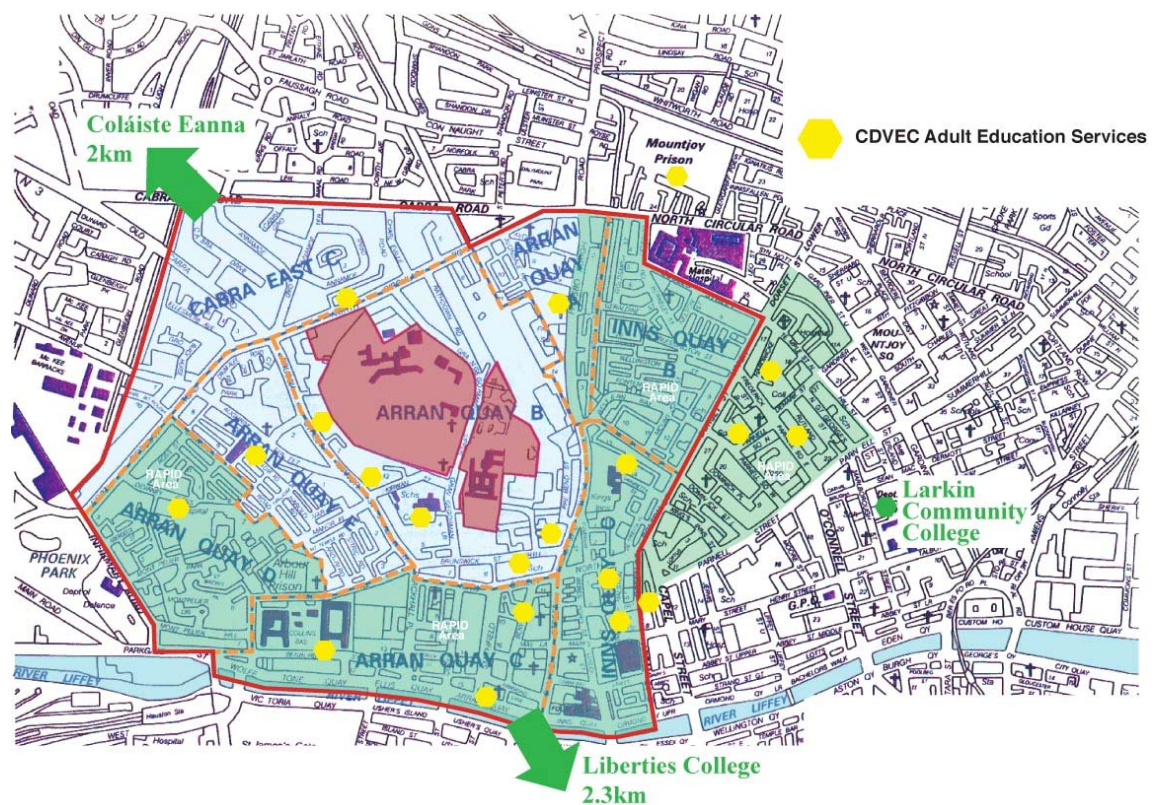
5.7 Adult and Continuing Education

The City of Dublin Vocational Education Committee (CDVEC) does not have a college in the North West Inner City. The nearest CDVEC college is Larkin Community College which is 1.7km from the new Grangegorman site. Coláiste Eanna in Cabra is 2km and Liberties College in Bull Alley Street is 2.3km from the Grangegorman site. There is a high concentration of VEC-funded adult and community education services in the area. A full list of courses that were being provided in October 2008⁵² is included as Appendix 4 to this document.

Courses offered by community and voluntary groups are generally aimed at those who have left school early or who have particular education needs best met in the community. Some courses are for particular target groups; women immigrants, senior citizens, former substance abusers, parents of school students (through Home School Liaison Officer), people experiencing mental health difficulties and homeless people wishing to engage in training and education. Courses range from basic reading and writing skills to art, cookery, drama, childcare, computers and parenting. Many courses are FETAC accredited.

A difficulty for CDVEC expanding its programmes in the area has been the lack of suitable space. The lack of a College of Further Education College is a significant barrier to educational attainment in the area.

Figure 29 - Adult and Continuing Education Centres



5.7.1 Adult Education Guidance Service

The CDVEC Adult Education Guidance Service provides information and direction to adults in community education and literacy course in progression to further education and training. The aim of the Adult Education Guidance Service is to provide a quality adult educational guidance

⁵²This list is not comprehensive, due to the short term nature of many of the course being delivered

service to participants and those interested in attending literacy and adult and community education programmes in Dublin's Inner City. The service provides information on a wide range of courses for adults, including:

- Literacy;
- Post-Leaving Certificate;
- VTOS; *and*
- Other courses offered by adult and community education centres and access to third level colleges and universities.

The Guidance Service also provides the following services:

- One-to-one guidance support in a relaxed and confidential manner;
- Workshops offered through community centres and learning groups; *and*
- Information on a wide range of courses for adults. Courses include Literacy, Post-Leaving Certificate, VTOS and those offered by Adult and Community Education Centres and Access to Third Level Colleges and Universities.

The service for the GDA area is based at No. 7 Arran Quay.

5.7.2 Back to Education Initiative (BTEI)

The Back to Education Initiative is delivered by the VEC and provides part time courses for adults and young people who wish to return to learning. Anyone can take part in these courses, but they are primarily aimed at those with little or no formal educational qualifications. There are no fees required from anyone in receipt of a medical card or their dependents or for anyone with less than upper second level education. BTEI can be offered in colleges and communities under the CDVEC strand or in a community setting under the community strand.

The Gateway Project has a BTEI programme run through the Community Strand. Under the CDVEC strand there is BTEI in Coláiste Eanna, Liberties College and Connolly House. Soilse, North Frederick St (Drugs Rehabilitation Programme) and Focus Ireland in George's Hill, D7 (Homeless) have BTEI programmes under CDVEC. The BTEI programme "Next Step" (Pre-access course) is a CDVEC BTEI run in Dominick St. Community Centre.

5.7.3 Vocational Training Opportunities Scheme

Vocational Training Opportunities Scheme (VTOS) gives unemployed adults an opportunity to return to full time education without losing their benefits. Participants must be aged 21 or over and unemployed for at least six months. The programme provides payments equal to social welfare payments, plus an additional allowance for those people who are more than 312 days on Job Seeker's Assistance, Job Seeker's Benefit, Disability Benefit Allowance or One Parent Family Allowance. VTOS courses are generally run in the VEC Colleges of Further Education. There is currently no delivery of VTOS courses in the GDA area. The nearest VTOS programmes are in Coláiste Éanna in Cabra and Liberties College in Dublin 8.

5.7.4 Other Services

CDVEC run a wide range of other support and education programmes in the North Inner City.

Prison Service - CDVEC provides a comprehensive education service to prisons in the city.

Pathways Project - A post release service, which aims to reintegrate ex-offenders.

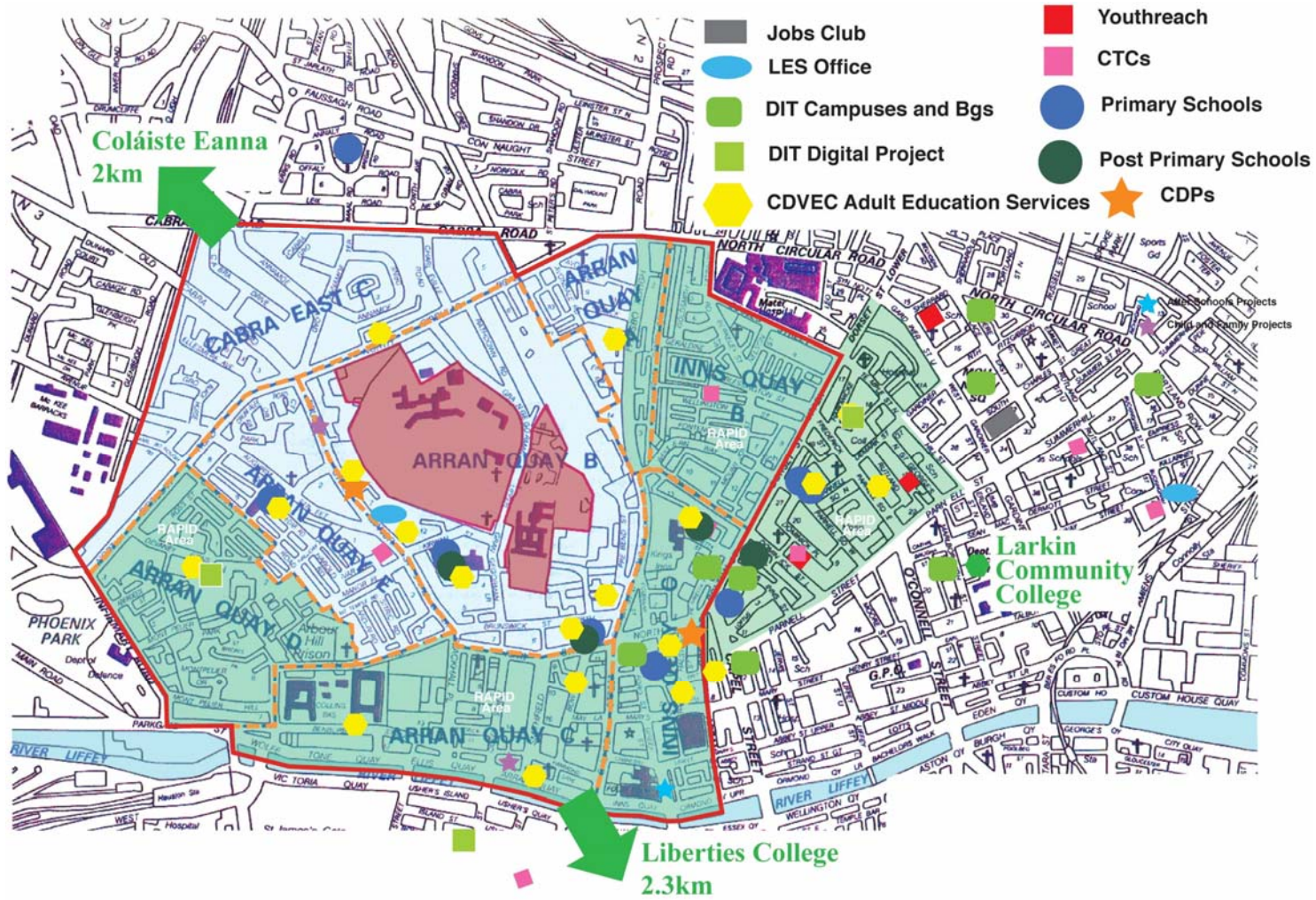
The Bridge Project is a community-based alternative to custody, situated on Parnell Street.

Foundations – providing education services for people who are homeless.

Drug Treatment Court – is a supervised support and education programme for drug dependent offenders.

ESOL – English for Speakers of Other Languages is provided across the area.

Figure 30 - Training and Education Resources - GDA Area



KEY FINDINGS – TRAINING AND EDUCATION AUDIT

There are 33 registered childcare services in the Dublin 7 postal area.

There is significant demand for subsidised childcare support. Parents identified affordability (51%) as the greatest gap in relation to childcare in Dublin Central, followed by availability (38% of respondents).

There are six primary and three post primary schools in the area, all of which qualify as disadvantaged under the School Support Programme. There is a high support school based in the Daughter's of Charity Community Services Centre in Henrietta Street.

Incidence of early school leaving has reduced significantly over the past decade. In the last academic year the figure was less than 4%.

286 students from the GDA area (with full time addresses) are enrolled in DIT for the academic year 2008/2009.

DIT had 2,698 apprentices registered in 2006/2007.

DIT is the single largest provider of accredited part time courses in the GDA area.

There are at least 36 centres delivering community and adult education using funding from the VEC in the GDA area. The community adult and continuing education sector is vibrant and providing a wide range of programmes and courses in the locality.

There is no VEC College of Further Education in the GDA area.

There is no consistent system for recording or monitoring the progress of participants in adult and continuing education.

6 Profile of Employment

The profile of employment for the GDA area is similar to patterns found in other urban areas. In 2006 almost one third (32.6%) of people living in the area worked in Commerce and Trade related positions, 16.53% worked in professional or service industries. Only 7.3% of people living in the area reported working in the construction sector compared with 11.1% nationally

Figure 31 – Profile of Workers by Occupation

DED	Total Persons 15+ At Work	Persons 15+ at work - Agri, Fish, Forestry	Persons 15+ at work - Manufacturing	Persons 15+ at work - Construction	Persons 15+ at work - Commerce & Trade	Persons 15+ at work - Transport And Comms	Persons 15+ at work - Public Admin	Persons 15+ at work - Prof Services	Persons 15+ at work - Other
Arran Quay A	822	1	56	58	269	35	37	163	203
Arran Quay B	1,954	6	132	157	697	82	79	233	568
Arran Quay C	2,352	5	166	138	1,039	95	79	244	586
Arran Quay D	1,695	2	111	150	547	104	96	289	396
Arran Quay E	1,568	3	112	64	580	82	101	263	363
Inns Quay B	1,637	6	107	116	452	71	66	280	539
Inns Quay C	1,208	3	78	90	403	61	44	147	382
Cabra East C	1,726	4	121	167	240	105	320	523	246
Total Number	12,962	30	883	940	4,227	635	822	2,142	3,283
%		0.23%	6.81%	7.25%	32.61%	4.90%	6.34%	16.53%	25.33%

(Source: Gamma 2008)

6.1 Social Class

The Census of Population records social class. Social class is based on a scale from 1 to 7 with 1 being the highest social class. The definitions are:

Social Class 1: Professional Workers

Social Class 2: Managerial and Technical

Social Class 3: Non-Manual

Social Class 4: Skilled Manual

Social Class 5: Semi-Skilled

Social Class 6 – Unskilled

Social Class 7 – All others gainfully occupied

Figure 32 - Social Class GDA Area

	Population	Pop Social Class 1 (%)	Pop Social Class 2 (%)	Pop Social Class 3 (%)	Pop Social Class 4 (%)	Pop Social Class 5 (%)	Pop Social Class 6 (%)	Pop Social Class 7 (%)
Arran Quay A	1,502	7.1%	24.3%	14.8%	13.0%	10.2%	4.1%	26.5%
Arran Quay B	3,692	7.0%	17.0%	13.7%	9.6%	11.5%	4.6%	36.6%
Arran Quay C	3,714	9.6%	20.1%	15.4%	9.0%	11.6%	6.6%	27.7%
Arran Quay D	3,600	5.8%	17.2%	13.9%	13.9%	14.9%	9.5%	24.8%
Arran Quay E	2,889	8.0%	22.8%	17.4%	10.6%	10.4%	4.6%	26.3%
Inns Quay B	3,113	5.0%	19.4%	12.9%	9.7%	11.7%	6.5%	34.9%
Inns Quay C	2,672	3.7%	12.2%	13.1%	12.0%	14.6%	8.8%	35.6%
Cabra East C	3,352	7.3%	18.5%	15.8%	14.2%	11.7%	7.8%	24.4%
Total	24,534	6.7%	18.9%	14.6%	11.5%	12.1%	6.6%	29.6%

(Source: Gamma 2008)

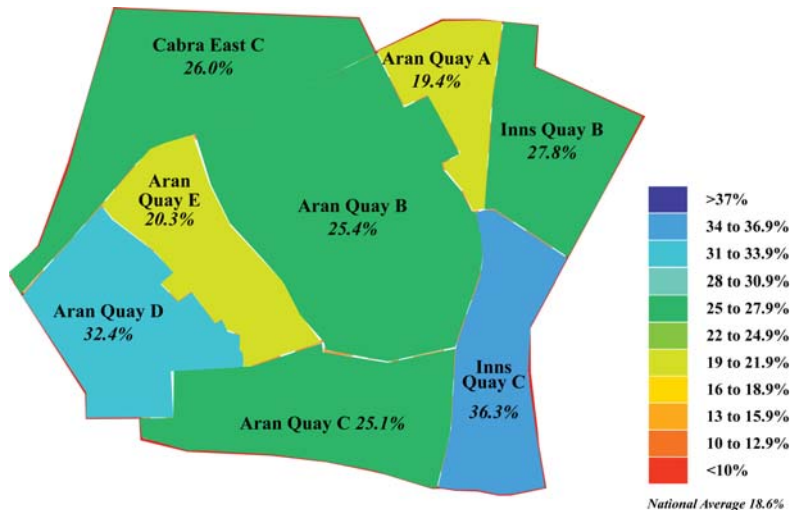
When the social class of people in the GDA area is compared with the overall national population, the trends are similar, with some notable differences. Nationally 32.9% of the population were higher or lower professional classes, compared with 25.6% in the GDA area. In the GDA area 18.7% of the population presented as semi-skilled or unskilled workers compared to a national average of 15.4%, while 29.6% classed themselves as social class 7 – all others gainfully occupied compared with 17.6% of the general population. Overall, 59.8% of people in the GDA area were in social classes 4 to 7 compared with 50.1% in the general population.

Figure 33 - Social Class: National and Regional

	Population	Pop Social Class 1 (%)	Pop Social Class 2 (%)	Pop Social Class 3 (%)	Pop Social Class 4 (%)	Pop Social Class 5 (%)	Pop Social Class 6 (%)	Pop Social Class 7 (%)
DICITY	121,813	7.2%	18.8%	13.4%	11.0%	11.0%	5.7%	32.8%
Dublin City	506,211	7.7%	22.7%	16.5%	14.0%	10.8%	4.6%	23.7%
Dublin	1,187,176	8.4%	27.3%	17.6%	14.0%	9.3%	3.4%	19.8%
BMW	1,134,316	5.1%	25.1%	16.8%	18.9%	12.1%	4.8%	17.3%
S and E	3,105,532	7.1%	26.8%	17.1%	16.5%	10.7%	4.1%	17.7%
National	4,239,848	6.5%	26.4%	17.0%	17.1%	11.1%	4.3%	17.6%

(Source: Gamma 2008)

Figure 34 – Semi and Unskilled Manual Classes



Semi- and Unskilled Manual Classes as a Percentage of Total Population - 2006

6.2 Employment Figures

There were 1,020 businesses registered in the Dublin 7 postal code area in 2008. These businesses employed a total of 35,927 people. It should be noted however that three of the largest businesses listed are based in Dublin 7 but employ people across the city and county (Dublin Bus), nationwide (Bus Eireann) and across the country and internationally (The Irish Defense forces). In total, these three organisations account for 14,100 of the listed employees in the Dublin 7 area. When these employees are removed from the total employment figure, it is reduced to 21,827. The table below shows the top 30 employers by industry type and employment numbers.

Figure 35 – Top Thirty Employers in Dublin 7

Name of Organisation	Industry Type	No. of Employees
Irish Defense Forces	Public Administration	8,500
Mater Misericordiae University Hospital	Hospitals and Clinics	3,500
Mountjoy Prison	Prison Services	3,000
Dublin Bus – Materials Department	Central Purchasing Organisations	3,000
Bus Eireann	Road transport scheduled passenger services	2,600
Fyffes Group Ireland plc	Fresh fruit vegetables and mushrooms (trade)	2,500
Courts Service	Public Administration	1,000
Land Registry	Public Administration	700
Mater Private Hospital	Hospitals and Clinics	630
TDG Ireland Ltd	Shipping and Forwarding Agents	470
Irish Distillers Group Plc	Whisky and Bourbon	460
St. Brendan's Hospital	Hospitals and Clinics	460
IT Alliance Limited	Computer and Internet related Services	350
Michael Mc Namara & Co ⁵³ .	Building Contractors	283
Beck Smith and Associated Limited	Food Products NES (trade)	280
Batchelors Limited	Food Products NES (trade)	280
Jones Distribution Limited	Oils – mineral (trade)	250
Office of Public Works	Central Purchasing Organisation	211

⁵³ Employees based across Ireland.

National Museum of Decorative Arts and History	Museums, art galleries	180
Arbour Hill Prison	Public Administration	150
Des Kelly Interiors	Textile furnishing	150
Law Society of Ireland	Business Associations	130
O' Connor, Sutton, Cronin	Civil, structural and mining engineering consultants	130
Tesco (Prussia Street)	Chain stores and supermarkets	120
Tesco (Phibsboro Road)	Chain stores and supermarkets	100
BA Engineering Ltd.	Prototype and mechanical construction contractors	100
Michael H Ltd.	Chain stores and supermarkets	100
Dochas Centre	Public Administration	86
Jones Oil	Petroleum Products and Fuel	83
Legal Aid Board	Lawyers	80
Total Number of Employees		29,883

(Source: Data Ireland)

6.2.1 Size of Businesses

The majority of businesses in the Dublin 7 area were micro-enterprises⁵⁴. Of the 1,020 registered businesses in the Dublin 7 area, 318 (31%) had no registered employees. 88 businesses (8.6%) were sole traders and a further 324 businesses (31.8%) employed less than 5 people. 521 businesses (51%) in the area employed less than 10 people. Of the remaining businesses, 179 employed more than 10 people, with 27 businesses employing more than 100 staff members. 15.8% of the businesses were categorised as Small or Medium Enterprises with between 10 and 250 employees.

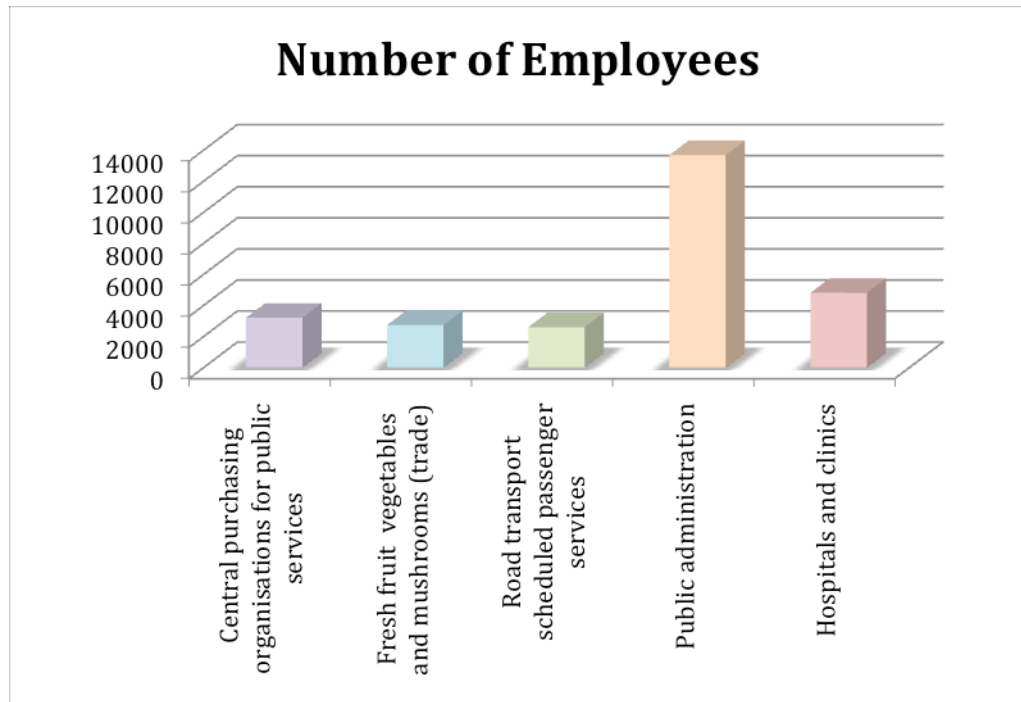
6.2.2 Nature of Businesses

The diagram below presents the five most significant business sectors in the Dublin 7 area:

- Central Purchasing for public services – 3,211
- Fresh Fruit, vegetables and mushrooms (Trade) – 2,740
- Road transport – 2,600
- Public Administration -13,684; and
- Hospitals and Clinics (4,817).

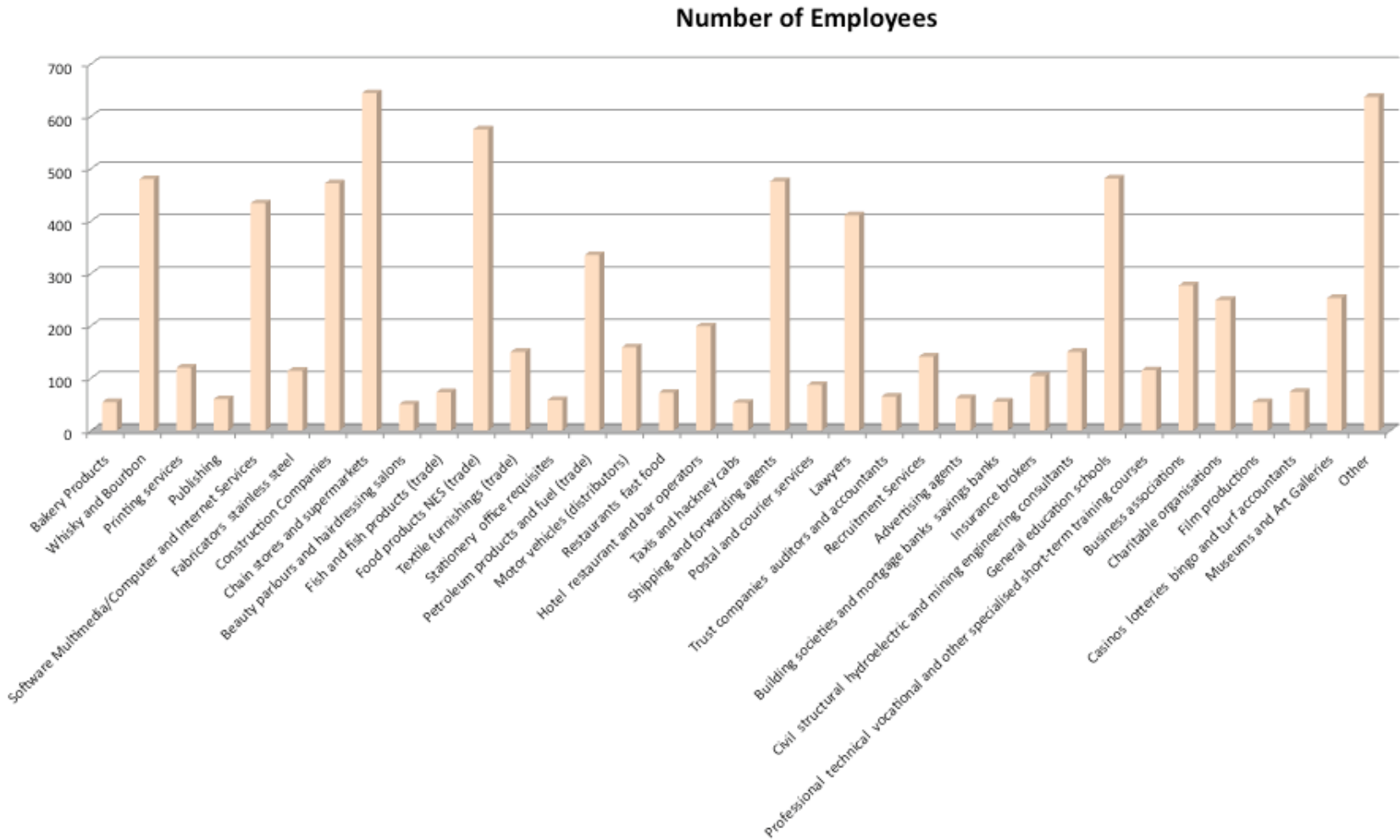
⁵⁴Less than 10 employees

Figure 36 - Business Sector + 2,500 Employees



Other large employment sectors in the area include: chain stores and supermarkets (644); Software, multimedia and Internet services (434); Construction (472); Food products (575); Shipping and Forwarding Agencies (476); Law (411) and Education and schools (481).

Figure 37 – Businesses by Sector: Less than 1,000 Employees



(Source: Data Ireland 2008)

7 Employment Potential

7.1 Potential Employment: Construction Phase

The construction of the Grangegorman facilities offers significant opportunities for employment creation. The GDA, DIT and the HSE have all undertaken substantial analyses with respect to the economic implications of the development and these studies clearly indicate that ‘Using projections based upon information provided by the CSO detailing the activity of private building and construction firms, it is expected that one employee would be required for every €255,000 of construction turnover. There is the potential in practical terms to generate an average of 450 FTE⁵⁵ per annum for a sustained period of 10 years (approx.) commencing in 2009’.

Construction: 450 per year for 10 years (New Jobs)

7.2 Potential Employment: DIT

DIT currently employs 159 staff that reside in the Dublin 7 postal area, which incorporates the Grangegorman Development Area. These staff are spread across all areas of the Institute and are categorised as follows:

Figure 38 - DIT Staff Living in Dublin 7

October 2008	Full Time	Part-Time	Total
Staff	93	66	159

7.2.1 Academic, Administration and Ancillary Positions

The development of the new DIT campus in Grangegorman will not result in significant additional jobs within DIT. The HR Department recruit approximately 100 academic, administration and ancillary support positions per year. These positions are generally replacement positions for retirement or resignation. Positions are recruited using recruitment and procurement guidelines laid down in the Institute of Technology Acts. It is anticipated that the same level of recruitment will apply when the campus relocates to Grangegorman.

Mainstream DIT Positions: 100 per year (Replacement Jobs)

7.2.2 Student Accommodation

The new DIT campus will incorporate a range of student accommodation centres. DIT does not currently provide student accommodation so all of the proposed positions will be new jobs. Twelve full time jobs are expected to be created as well as 25 staff on a part-time basis over the twelve-week summer period when there is summer letting.

⁵⁵ Full Time Equivalents

Figure 39 - Potential Employment - Student Accommodation

Position	Number of Jobs
Accommodation Manager	1
Receptionist/Administration	6 ⁵⁶
Sales	1
Marketing	1
Security	4
Housekeeping	24 ⁵⁷
Maintenance	1
Total	38
FTE	19.5

Student Accommodation: 19.5 jobs (New Jobs)

7.2.3 Sports Facilities and Services

The Sports Facilities and Services section in DIT currently employs 12 people full time in the sports development team and leisure attendants' team. The section also employs about 40 sports coaches and trainers on an hourly basis. The table below shows the current staff team by job type.

Figure 40 - Sports Facilities - Employment October 2008

Position	Number of Jobs
Sports Development Team	6.5
Leisure Attendants	5.5
Sports Coaches	40 ⁵⁸
Total	52
FTE	17

The development of new sports facilities at the Grangegorman campus will result in a significant number of new positions including additional leisure attendants, centre managers and full time coaching staff. The table below quantifies the proposed number of new positions, which will become available when the new centre, gym, swimming pool and playing pitches open.

Figure 41 - Sports Facilities – Estimated Employment

Position	Number of Jobs
Sports Development Team	7
Leisure Attendants	12
Sports Coaches	10 ⁵⁹
Total	29
FTE	29

Sports Facilities and Services: 29 jobs 17 (New Jobs)

⁵⁶Three full time and three seasonal jobs to be created.

⁵⁷The full time housekeeping staff complement will be two, with an additional twenty two staff required during the summer period.

⁵⁸Average number of hours worked by coaches is 5

⁵⁹ Full time equivalents

7.2.4 Science and Technology Park

The new Science and Technology Park is an integral part of the overall Grangegorman development linked to the DIT research and development strategy. DIT propose to build a range of business and research space for industry to allow for academia/industry synergies, in addition to their own dedicated research centres (10,640m² in four sectors), the following physical elements will be constructed into a new world class 'Science and Technology Park'

- ❑ Incubator Centre Hot House (5,000m²).
- ❑ Science and Technology Park (35,000m²).
- ❑ Commercial Laboratories (10,000m²).

The Science and Technology Park is planned for phase two of the development and will begin to come on stream from 2016 onwards.

Based on figures from similar science and technology parks and the recently completed Digital Hub, it is estimated that 50 jobs will be created per m² of business and technology space. Based on the space allocated for the Science Park buildings in the Master Plan (October 2008) the estimated number of new jobs created will be in the region of 1,000.

Science and Technology Park: 1,000 jobs (New Jobs)

7.2.5 Childcare

DIT proposes to build a new state of the art childcare facility on site. The facility will serve staff and students of the Institute and will provide service for 60 children. To generate an estimate of potential employment the following assumptions have been made about childcare numbers. The staffing ratios are based on the Department of Health and Children Child Care (Pre-school Service) Regulations 1996.

Figure 42 - Childcare/Staffing Ratios

Age of Children	Number of Places	Staff Required
0-1	15	5
1-3	42	7
3-6	8	1
	Total	13

It is estimated that at least 1.5 management/supervisory positions would also be required for a facility of this scale.

Childcare Facility: 14.5 jobs (New Jobs)

7.3 Potential Employment: HSE

The HSE currently employs 325⁶⁰ people in St. Brendan's Hospital, Grangegorman. The breakdown of these jobs is laid out in the table below.

⁶⁰ Figures are based on HSE census figures (2008). Staff may be deployed in other sites besides St. Brendans

Figure 43 - Current HSE Positions St. Brendan's Hospital

Ref.	Job Type	Number
1.	Management	3
2.	Admin/Clerical	18
3.	Medical/Dental	6
4.	Psychiatrists	5
5.	Allied Health Care, Occupational Therapy, Social Workers etc.	14
6.	Pharmaceutical Staff ⁶¹	5
7.	Paramedics Nursing and Health Care Assistants	257
8.	Kitchen Porters	3
9.	Drivers	5
10.	Chaplains	2
11.	Housekeeping staff	4
12.	Gardeners	3
	Total	325

All of the facilities, which the HSE intends to develop in phase one of the development, are replacement facilities. It is unlikely that any new positions will become available during this phase. The HSE predict that there is a 10% turnover in staff per year across all services. Based on this estimate, approximately 32 positions will become available per year across the range of jobs listed above.

The HSE were unable to predict potential job creation during further phases of the development, pending the completion of the Health Needs Assessment, which is currently being carried out for the area.

HSE Positions (Phase One): 32 jobs per year (Replacement Jobs)

7.3.1 Supported Employment

The presence of St. Brendan's Hospital in Grangegorman has resulted in higher than normal numbers of people with mental health issues and intellectual disabilities living in the GDA area. EVE Holdings Limited currently employs in the region of 30 people with intellectual disabilities in a company called Goirtín on the site of the hospital. A proposal from EVE limited for further supported employment initiatives includes the development of a bureau operation providing photocopying, binding and print finishing services to the college and students.

Supported Employment: 30 jobs (New Jobs)

7.4 Other Employment Opportunities

There are a number of other employment opportunities which will be presented by the Grangegorman development, including:

- Retail employment; *and*
- Other Enterprises.

⁶¹ Not on site- based in St. Mary's

7.4.1 Retail Employment

The new development will result in 4,000 m² of new retail space on campus. This presents an opportunity for the GDA and DIT to encourage local businesses to become involved in setting up businesses and becoming suppliers. At least one new full time equivalent job will be created per 50 per m² of retail space. This estimate is based on recommended ratios of 1:50 to 1:80 by Adler (1999)⁶². Based on these ratios at least 80 new positions will be created within retail services on campus.

Retail Units: 80 jobs (New Jobs)

7.5 Summary of Employment Potential

The re-development of St. Brendan’s Hospital, Grangegorman will have a significant impact on employment in the GDA area. 450 construction jobs per year will be created during the construction phase of the project, which will commence in 2010 and will continue until 2020. Both DIT and HSE predict that turnover of staff is likely to be in the region of 10% per annum, resulting in additional jobs within both organisations. 1,161 permanent new positions will be created across a range of facilities and services including the Science and Technology Park, childcare facility, sports facilities and services, retail and supported employment.

Figure 44 - Summary of Positions to be created

Positions	Number	New Positions	Replacement Positions
Construction Jobs	4,500	4,500	-
DIT – Mainstream	100 per year	-	100
DIT – Student Accommodation	19.5	19.5	-
DIT – Sports Facilities and Services	29	17	-
Science and Technology Park	1,000	1,000	-
Childcare Facility	14.5	14.5	-
HSE (Phase One)	32 per year	-	32
Retail	80	80	-
Supported Employment	30	30	-
School	23	-	-
Total		5,661	132 per year
Total excl. Construction		1,161	

7.6 Multiplier Effect

The Multiplier Effect refers to the direct, indirect and induced impacts arising out of the direct impact of expenditure incurred on goods and services elsewhere in the economy. The draft Grangegorman strategic plan estimates the following multiplier for education and construction⁶³:

- ☐ 0.892 for education
- ☐ 0.693 for construction

⁶² Adler (1999) Metric Handbook, Planning and Design Data.

⁶³ The value added multiplier gives an indication of the effect on the domestic economy of an extra Euro of final demand for home produced products.

The multipliers only take into consideration the effects of marginal increases in final demand recognising the interdependence of the various sectors of the economy.

7.7 Ancillary and Downstream Employment

The Grangegorman development will result in a significant number of downstream and ancillary developments, new businesses and related employment. The increased footfall in the area is likely to result in a range of new service businesses, accommodation and recreational businesses being established in the area.

8 Skills Gaps and Barriers to Progression

8.1 Skills Gaps

The analysis of current training and education provision together with the review of potential employment has been synthesised to identify the potential skills gaps associated with the new jobs, which will be created in the development.

8.1.1 Construction Phase

Farrell Grant Sparks who undertook much of the economic analysis of the Grangegorman development on behalf of DIT, HSE and GDA estimate that up to 450 construction jobs per annum will be created in the Grangegorman development for 10 years. Given the enormous growth in the construction sector in Ireland in the past decade⁶⁴, it is not reasonable to assume that there is a skills shortage in this area. However, according to the FÁS Quarterly Labour Market Commentary 2008 the number of new apprentices in construction trades declined by over 50% in early 2008.

The skills gap identified is primarily with early school leavers and young people with low educational attainment. There is an opportunity to provide pre-apprenticeship courses to young people with an interest in construction so that they can avail of the opportunities, which will present themselves in the construction phase.

8.1.2 Science Park

Companies locating within the proposed science park within the Grangegorman campus will be the largest creators of new jobs from the development. Most of these companies are likely to be in the 'knowledge economy' including science, engineering and technology. It is envisaged that the Science Park will be developed over a 10-year time frame in a number of tranches. This means that in order for people to attain these jobs they will need to compete on the basis of knowledge and expertise.

Although 41% of the total population of the GDA had a third level qualification in 2006, the educational attainment among disadvantaged target groups such as people who are unemployed and lone parents is significantly lower. For people with low educational attainment to progress through the educational system, to avail of high value jobs in the knowledge economy, a coordinated progression programme will have to be put in place. This includes:

- ❑ Grassroots community development initiatives to engage people in activities within the community;
- ❑ Adult and continuing education at a local level;
- ❑ Clear and supported progression through community based education into accredited training programmes; *and*
- ❑ Availability of appropriate programmes in the science, engineering and technology sectors.

⁶⁴ Employing approximately 280,000 people (12%) of the Irish labour force, CSO 2006

8.1.3 Health Sector Jobs

There are 4,871 jobs in the health care sector including hospitals and clinics in Dublin 7 alone. This represents a significant opportunity for young people in the area to gain quality employment within their own community. There is a worldwide shortage of nurses and especially psychiatric nurses⁶⁵. The Irish Psychiatric Nurses Association claimed to have 9,416 psychiatric nurses on the active live register for the year ending 2002, however less than 6,000 were in practice⁶⁶. They claim that the recruitment and retention of skilled and well-trained staff is a major challenge for the sector.

8.1.4 Enterprise

The GDA area has a strong tradition of retail, trading and market activity. There is a significant enterprising culture evident. Despite this many of the traditional trading families may require up-skilling in contemporary enterprise and business skills. These skills are required to support people the transfer from traditional and in many cases low values services and retail to more high value businesses.

The recent influx of highly educated graduates in the area presents a new opportunity in the current economic downturn. Graduates who lose their jobs during the recession should be supported to consider enterprise opportunities and provided with specific training and new qualifications to enable them to transfer their skills and experiences into viable business opportunities.

8.1.5 Other Areas

Although specific skills gaps or gaps in provision have not been identified in most of the other areas where potential jobs will be created, an awareness raising process will need to be undertaken to inform local people about the development and the potential opportunities which may arise.

Figure 45 - Potential Employment Actions

Employment Opportunities	Potential Number of Jobs	Opportunities
Student Accommodation	19.5	Skills gap: None identified Initiatives: Raising awareness of opportunity in schools and among adult learners.
Sports Facilities	17.5	Skills gap: None identified, but a campaign to raise awareness in schools and among adult learners about opportunities is recommended. Encouraging interested young people (in 1st year in school) to consider it as a career. Sports Department staff to present opportunities in the schools. Support interested young people to undertake appropriate training.
Childcare	14.5	Skills gap: None identified. Raise awareness among people who complete childcare qualifications in the area about possible opportunities.
Retail Units	80	Skills gap: Building on the market tradition in the area. A major campaign should be implemented encouraging local people to take up the retail franchises on campus. FÁS should run start your own business courses in conjunction with the DIT School of Retail and Services Management. Raise awareness of the opportunities across the area.
DIT	100+ pa	Raise awareness of the opportunities within DIT across all sectors, academic, administrative and ancillary services.

⁶⁵ Penn State (2002) Science Blog "Worldwide nursing shortage has reached crisis proportions"

⁶⁶ PNA (2003) Submission to the Department of Health and Children's Expert Working Group on the Review of Mental Health Services.

8.2 Gaps in Provision

The GDA area is well serviced in terms of training and education provision and facilities. The largest provider of adult and continuing education in the state (DIT) has a significant presence in the area. There is a vibrant community sector providing a wide range of community, adult and continuing education services. Although there is no College of Further Education in the area, the CDVEC is providing significant resources to these providers to deliver courses that meet need and demand within the community.

The main gap identified during the research was for systematic and supported progression routes for adult learners. Adult learners need targeted pedagogies, to understand the context for engaging in continuing education. They want to know why they need to learn something and how it will benefit them in the future⁶⁷. This suggests that where learners are clearly informed about possible opportunities and options in the future, they will be more inclined to avail of training and education options that support this route.

8.2.1 Current Model of Adult and Continuing Education

The current model of adult and continuing education provides a number of progression routes to further and higher education.

Route One: Community Based Education. Adult learners can continue to learn in a community setting. In the GDA area there are at least 36 providers of adult and continuing education courses. Most of these courses are delivered up to FETAC Level 4. Awards at this level are not sufficient to enable learners to progress directly (or through the Higher Education Links Scheme) to higher education.

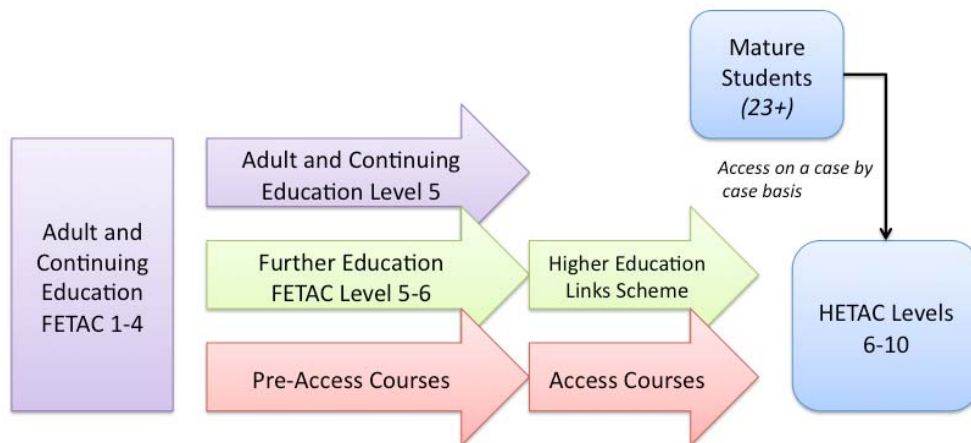
Route Two: Further Education. Learners may engage in further education up to FETAC Level 5 or 6 in a community setting or by attending a College of Further Education. From this, learners can apply through the Higher Education Links Scheme to one of the Higher Education Colleges and Institutes. There are 83 FETAC Level 5 Certificates and 21 FETAC Level 6 Advanced Certificates approved under the Higher Education Links Scheme.

Route Three: Pre-Access and Access. The CDVEC and the DIT Community Links Programme are piloting a pre-access programme in the GDA area in 2008/2009. The course is designed for adult learners from the community based adult and continuing education who express an interest in progressing to higher education. The course is funded as a Back to Education Initiative (BTEI). Learners cover a range of modules including study skills, literacy, numeracy and ICT. They are also given taster courses of higher education subjects. Learners who are still interested in progressing are encouraged to attend access courses, which are delivered in the Colleges of Further Education across the city.

Route 4: Mature students (over 23) may access a range of third level courses by applying as a mature student. The entry requirements are flexible and the institutions take into consideration individual circumstances. Many examples of this can be seen in the list of DIT part time courses listed in the Appendices.

Figure 46 - Current Model of Adult and Continuing Education

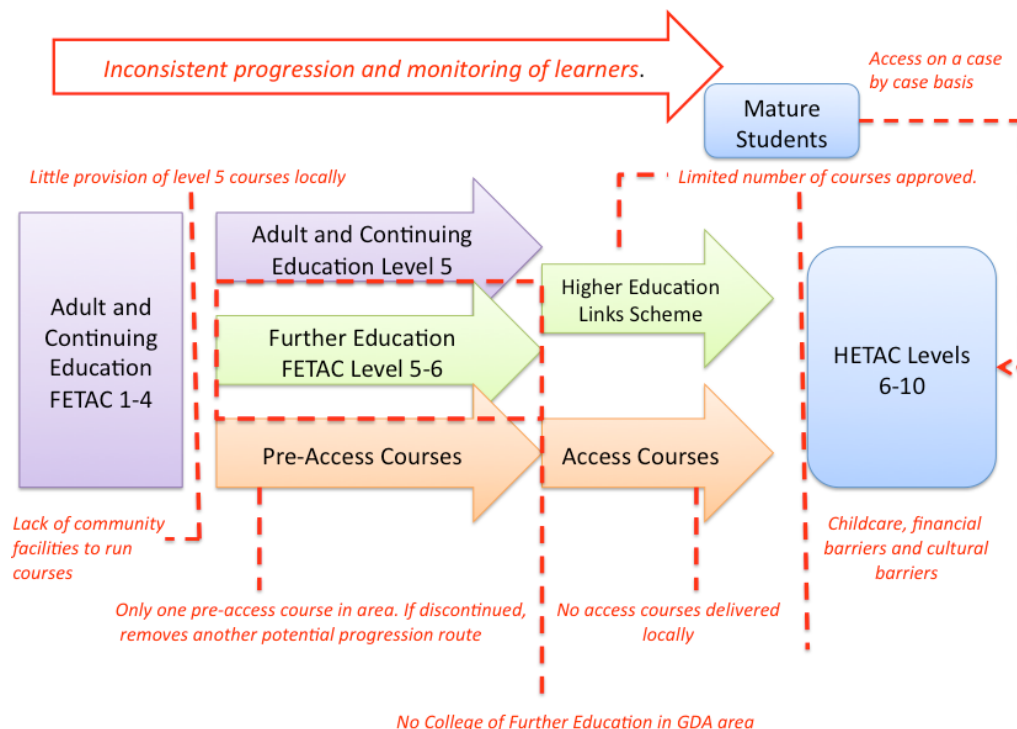
⁶⁷ Knowles, M., Holten, E. and Swanson, R. (1998), *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (5th ed.)USA: Gulf Publishing



8.2.2 Barriers to Progression

A number of specific barriers exist within the current model of adult and continuing education, some of which are peculiar to the GDA area. The diagram below graphically illustrates the particular barriers, which prevent people from progressing from community-based education to higher education and availing of the related employment opportunities.

Figure 47 - Adult and Continuing Education – Barriers



Barrier One: There are few community providers, offering FETAC courses above Level 4 in the GDA area.

Barrier Two: There is no College of Further Education in the GDA area, this restricts access to a wide range of opportunities including VTOS and a range of courses at Level 5 and 6 which would enable people to apply to access higher education through the Higher Education Links Scheme.

Barrier Three: The Higher Education Links Scheme has a limited number of programmes approved, which restricts access to many courses.

Barrier Four: There is only one pre-access course available locally, if funding for this scheme was no longer available, it would remove another progression pathway.

Barrier Five: In areas with low levels of educational attainment and high levels of deprivation and disadvantage, there are multiple barriers to accessing any form of adult, further or higher education, including financial, childcare and cultural obstacles.

Barrier Six: Notwithstanding the quality of the existing service provision in the area, there is a dearth of collaboration and co-ordination within the sector. Nationally there are very poor systems for supporting adult learners in a systematic way. There is no system in place for monitoring learner’s progress and sharing information between providers.

Barrier Seven: Although mature students can access third level education by applying through the ‘mature applicants’ route, if the candidate does not have the required educational attainment either through the formal leaving certificate or through achieving FETAC qualifications up to level 5 or level 6, they may have trouble performing at the level required by the Higher Education Institute.

8.3 Barriers to Employment

Dublin Inner City Partnership has reviewed research and operational experience of working with socially excluded inner city unemployed people over many years. The purpose of the review was to identify the main barriers to employment experienced by this cohort. The Employment Barrier indicators focus on a range of vocational, educational, social and personal issues.

8.3.1 Fifteen Employment Barriers

Socially excluded long-term unemployed people often experience multiple barriers and challenges in relation to employment. According to Dublin Inner City Partnership, “*the range of expertise of employment support services personnel, and the staff of their partner agencies, needs to be sensitively activated, in a partnership-style collaborative format, so as to maximise the benefits of presenting a tailor-made response to each unemployed client’s needs*”⁶⁸.

Figure 48 - Fifteen Barriers to Employment

1.	Duration of Unemployment / Negative Work History
2.	Deficit of Appropriate Job Qualifications
3.	Undeveloped Natural Skills & Talents / Early School Leaving Issues
4.	Protracted Literacy/ Numeracy Challenges
5.	Communication Skills Deficit
6.	Age-Related Challenges
7.	Health /Addiction /Illness/Disability Status Difficulties
8.	Mobility Issues
9.	Home/Family Circumstances & Commitments
10.	Benefit Dependency /Fear of Work-Related Failure
11.	Personal Confidence/ Work-Related Motivational Issues
12.	Personal Problems / Personal Presentation
13.	Attitude to the World-of-Work / Over Ambitious Employment Aspirations

⁶⁸ Dublin Inner City Partnership (2008) *Employability Barriers Information*, Unpublished.

14.	Criminal Record Disclosure Fears
15.	Racism and discrimination experienced by people of other nationalities ⁶⁹

Although the current research did not look explicitly at employment interventions, it is clear that there is a continued onus upon the National Employment Service (FÁS and the LESNs) with their partner agencies (DSFA, DETE, DES, HSE, VECs) to pro-actively collaborate with each other in striving to mediate and progress each socially excluded unemployed person towards the individual's sustainability within the world of work.

⁶⁹ Barrier 15 added by JIG meeting.

9 Conclusions and Recommendations

The Study of the Employment Opportunities arising from the Grangegorman development involved a lengthy and comprehensive consultation process, involving all of the main stakeholders in the area. The Joint Implementation Group (JIG) and the JIG Employment Subgroup, together with the GDA and HSE (who are not official members of the JIG) have reviewed possible strategies and recommendations based on the following research packages:

- Socio-Economic and Demographic Profile of the GDA Area;
- Training and Education Audit;
- Employment Profile; *and*
- Review of Employment Potential.

The recommendations should be implemented using a multi-agency partnership approach. This approach is critical to ensure that those people who are educationally disadvantaged and who are distanced from the labour market can also avail of the opportunities presented by the new development. The recommendations and action plan agreed by the partners should be designed so that it can be easily monitored and evaluated.

9.1 Conclusions

- The proposed redevelopment of St. Brendan's hospital grounds in Grangegorman offers a significant opportunity within the North West Inner City. The development provides the potential for 450 new construction jobs per year during the construction phase. A further 1,161 new full time positions will be created when the project is completed. Additional opportunities will arise on an on-going basis within both the DIT and HSE as a result of normal staff turnover.
- The GDA area has a very diverse and unique place. More than a third of all people living in the area are non-Irish nationals and this creates a vibrant and multi-cultural atmosphere. The diverse range of nationalities and ethnicities also presents specific challenges to inclusion.
- There have been significant improvements in the GDA area over the past fifteen years in respect of most of the national indicators of deprivation. However, the area remains relatively disadvantaged when compared with the national average. In particular, the area has a particularly high proportion of people parenting alone, a group which is in danger of consistent poverty. There are relatively high levels of unemployment within the area, and the number of people with low educational attainment is much higher than the national average. Taken together these indicate persistent deprivation and disadvantage within the GDA area.
- The training and education audit recognises a vibrant community, adult and continuing education sector in the GDA area. It is noted that the most significant gaps and barriers in the adult and continuing education sector are in the areas of coordination and collaboration.
- The DIT Access Service is providing a wide range of supports to the primary and secondary schools in the area to encourage maximum progression to third level education. The Access Service has ambitious targets to increase intake from socio-economically disadvantaged backgrounds and from disadvantaged schools in the inner city.

- ❑ A number of specific barriers to progression have been identified, which preclude marginalised individuals from participating in continuing, further and third level education. These barriers vary from availability and provision of courses locally, to lack of coordination and collaboration by providers and to more systemic issues including the fact that there is no College of Further Education in the area.
- ❑ The local stakeholders and partners who are involved in education, training and employment interventions have demonstrated their willingness to work together creatively to ensure that local people benefit from the Grangegorman development.

9.2 Priorities

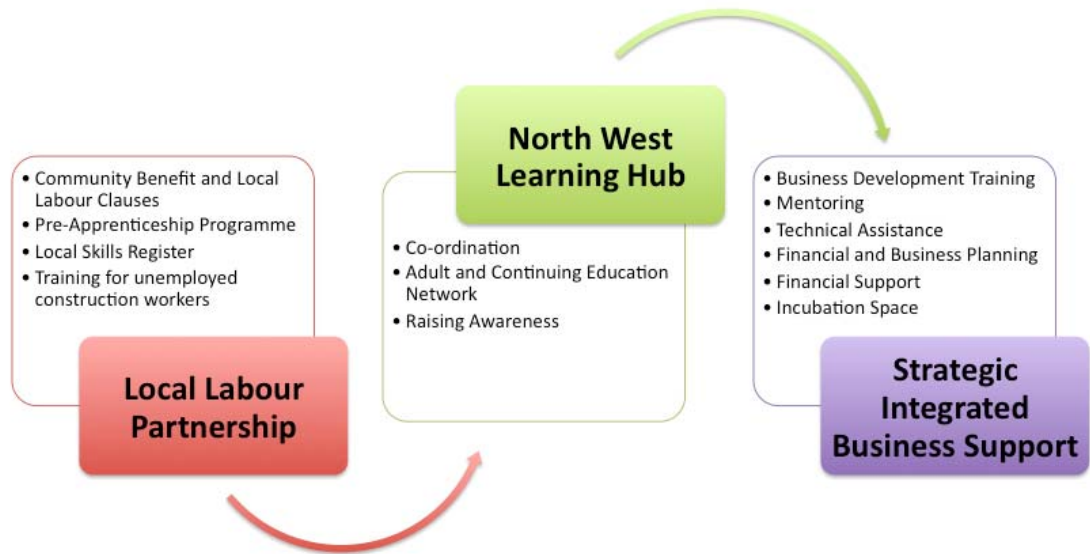
The priority education and training issues that related to the employment opportunities presented by the Grangegorman development were ascertained through the consultation process. These priorities are listed below:

- ❑ The need to create clear linkages between education and training and actual employment/job opportunities;
- ❑ Improving co-ordination in the provision of education and training activities within the Grangegorman area and in particular in areas targeting mature students;
- ❑ The need where possible to build on and enhance employment clusters and strengths within the Grangegorman area in such areas as retailing, legal services and logistics while targeting emerging areas such as health, campus related and science park activities;
- ❑ Supporting small and medium sized enterprises within the Grangegorman area in order to maintain and enhance their performance;
- ❑ Leveraging the concept of an ‘*open and inclusive campus*’ as a means of promoting and enhancing engagement in education and training at all levels; and
- ❑ Ensuring that community participation is maintained and promoted at all stages of planning for the new campus development.

9.3 Partners

For the recommendations from this research project to be translated into implementable actions, a detailed timed and costed action plan will have to be developed with firm commitments from each of the partners. The success of the action plan will depend on the commitment of all of the partners as well as the availability of resources for specific actions. Most of the potential partners in the implementation of the plan are already engaged in the process; however, there are some additional organisations, such as the unions and employers who will need to be included as the implementation phase progresses.

Figure 49 - Overall Recommendations



9.4 Local Labour Partnership

It will take in the region of ten to twelve years to complete all three of the proposed DIT phases of the Grangegorman development. To maximise the community benefit of the development, it is recommended that a ‘*Local Labour Partnership*’ be established. The Local Labour Partnership will have a key role in overseeing the implementation of the core strategic actions.

- | |
|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Community Benefit and Local Labour Clauses <input type="checkbox"/> Pre-apprenticeship programmes <input type="checkbox"/> Local skills register <input type="checkbox"/> Training for unemployed construction workers |
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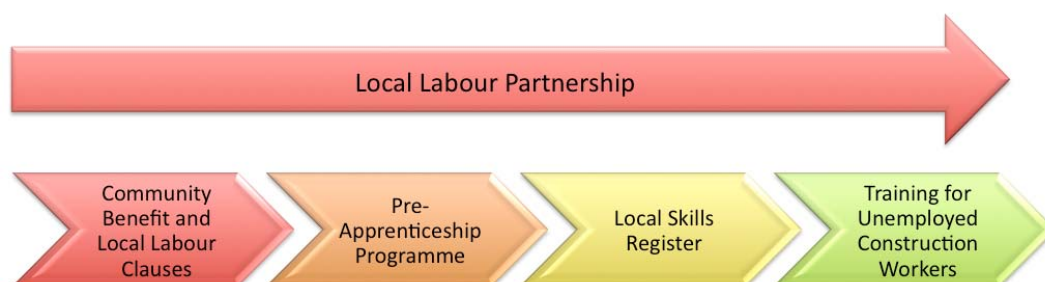
9.4.1 Rationale

Community benefit and local labour clauses have been established as an effective mechanism for accruing a social inclusion benefit from major infrastructural and regeneration projects. The GDA area still exhibits significant indicators of disadvantage and deprivation, including high incidences of people parenting alone, low educational attainment and higher than average unemployment figures. In areas with pervasive and multi-generational deprivation, focused interventions to support inclusion of those groups that are most marginalised in society are necessary.

Public Procurement was worth in the region of €8.4billion in 2007 in Ireland⁷⁰, this represents an enormous opportunity for public funds to be used to complete vital regeneration and development works, while at the same time, supporting local people and communities through training and employment.

⁷⁰ O’ Brien, J., (2007) *Value for Money and Evaluation in the Public Sector In Ireland*. Department of Finance. Conference proceeding from the Irish Evaluation Network

Figure 50 - Local Labour Partnership



The Local Labour Partnership should have a clear mandate including:

- Ensuring that the community can avail of any community benefit and that local labour clauses are implemented;
- Developing a clear action plan and monitoring that all actions within the plan are implemented by key stakeholders; *and*
- Monitoring and reviewing the local labour impacts of the Grangegorman development.

The partnership should include all key stakeholders including the statutory agencies providing services, employers and unions, and the community and voluntary sector.

As the project evolves and develops, a coordinator should be appointed to ensure that the action plan is developed and that all agreed clauses are implemented.

9.4.2 Community Benefit and Local Labour Clauses

Giving due regard to the constraining context of European Law and Directives relating to free movement of peoples⁷¹ that the GDA should implement a series of Community Benefit Clauses as part of the development. The GDA has confirmed that it will explore, subject to the advice of its solicitors, the possibility of implementing community benefit clauses that comply with EC Treaty principles.

Post construction, key stakeholders, including DIT and the HSE, should seek to implement community benefit clauses in recruitment and procurement. The local labour partnership should adopt a long-term strategy, which considers procurement, recruitment and purchasing when the campus and services are fully operational. Consideration should be given to implementing a local purchasing strategy.

9.4.3 Pre - Apprenticeship Programme

The new development will generate an average of 450 FTE jobs per annum for a sustained period of approximately 10 years. This provides an opportunity to work with young people who have left school early or who have attained the Leaving Certificate Applied to gain a construction trade qualification through the apprenticeship route.

FÁS should implement a pre-apprenticeship programme, similar to the initiative run by the organisation during the Docklands development. Young people who express an interest in apprenticeships are placed on a pre-apprenticeship course. This FÁS programme teaches them work skills, site safety and gives them the required statutory certification required to work on sites, such as Safe Pass. In addition, participants are given ‘tasters’ of different trades, so that

⁷¹ The literature review in section three includes a synopsis of Community Benefit and Local Labour Clauses as well as the constraining laws which will need to be taken into consideration in this issue.

they can select the one that they are most comfortable with. On completion, FÁS will pre-approve the participant for an apprenticeship and will mediate with employers to take the apprentices on. For the proposed pre-apprenticeship programmes to operate effectively, it is important that FÁS appoint a mediator to work with the apprentices and employers.

9.4.4 Local Skills Register

The availability of local labour will encourage contractors to employ locally. To facilitate employers to do this, a local skills register should be compiled and held by both FÁS and the Local Employment Service. All stakeholders, including the Department of Social and Family Affairs should encourage unemployed construction workers to register and make themselves available for the jobs that become available. The existing LES database should be utilised as this can link into the main FÁS job search database.

9.4.5 Training for Unemployed Construction Workers

More than 280,000 people were employed in the construction industry in 2007, comprising 12% of the total labour market. Many of these workers are low skilled and vulnerable to the current downturn in the sector. When the Grangegorman development commences many of these construction workers may have been unemployed for two to three years. The Local Labour Partnership should work with contractors and sub-contractors to identify the specific needs that they have, and should provide training and up-skilling for these workers to ensure that they have the required skills.

Once a training need has been identified, the Partnership should work with local agencies, such as FÁS, to provide the training to people who are interested in availing of training opportunities.

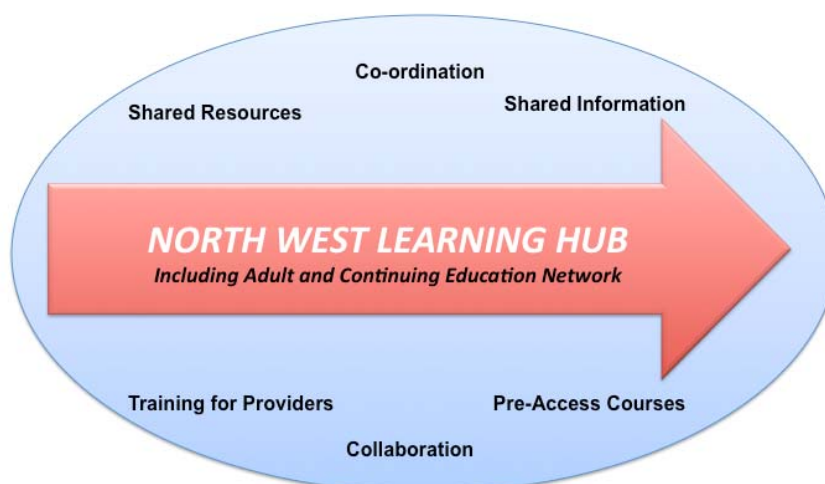
9.5 North West Learning Hub

There is a need to provide clear and supported progression routes to people with low educational attainment in all sectors of the Grangegorman development. Based on the identified employment opportunities, it is incumbent upon the local stakeholders to put in place supported progression routes for people with low education attainment to empower them to avail of some of these positions over time.

It is recommended that a '*North West Learning Hub*' should be established, which will act as a focal point for Adult and Continuing Education in the North West Inner City Area. The concept involves an integrated approach to adult education, training and progression. The '*Hub*' should appoint a coordinator to develop projects that aim to increase the capacity of the community to overcome obstacles to educational progression by gathering and organising members of the community and key stakeholders around a common purpose: **improved progression for adult learners.**

Resources permitting, an individual holistic model of individualised support would be provided for adult learners who wish to progress into further or higher education, and on into the labour market.

Figure 51 - North West Learning Hub



9.5.1 Rationale

Although educational attainment has increased in the GDA area as with all other parts of the country in the past fifteen years, there are still persistent figures for low educational attainment, with 35% of the population in the area reporting that they had achieved lower secondary education or below in 2006. This figure was more than 50% for people who were unemployed. Low educational attainment is an indicator of consistent poverty and is linked to low and poorly paid employment as well as unemployment.

There is no College of Further Education in the GDA area, and there is a certain resistance locally to travelling outside of the area to obtain education and training.

There is a need for a coherent and coordinated approach to adult and continuing education to support adult learners to obtain the skills and qualifications that they need to avail of the opportunities arising from the Grangegorman development. Education and Training initiatives will need to be:

- Well planned and coordinated;
- Properly resourced; *and*
- Delivered locally.

9.5.2 Aims and Objectives of the Hub

The hub should act as a focal point for adult and continuing education. The hub should aim to develop projects and initiatives on a partnership basis to ensure that all adult and continuing education resources being expended in the area provide maximum return and added value. Once the hub is established the members will develop a strategic action plan. It is recommended that the following underlying objectives should be incorporated.

Objective 1: Deliver projects and programmes that encourage adult learners to actively engage in adult and continuing education.

Objective 2: Improve collaboration and cooperation between all providers of adult and continuing education.

Objective 3: Provide appropriate training for all providers so they can support adult learners along their path.

The operational centre for the hub should be based in a suitable location such as the new DIT campus. The hub will encourage local people to come in and learn about the adult and

continuing education courses that are available. Where they express an interest, adult learners should be encouraged to engage with the adult guidance services of CDVEC or to enrol in a course or programme. The hub should also provide information about the Access Programmes and provide training courses where appropriate. If possible, the CDVEC Adult Guidance Service should provide an outreach service based within the hub offices.

The hub and the network should be resourced in the short term and the appointment of a coordinator at an early stage is central to moving both forward.

The coordinator of the hub should work closely with the CDVEC and local providers to identify training needs, and to deliver courses and programmes required in the area, including:

- PLC courses, especially courses that are relevant to employment potential emerging from the development;
- BTEI courses; *and*
- VTOS courses.

The courses could be delivered in existing community facilities, although it is accepted that this is constrained by the lack of existing suitable venues. Once the DIT campus is operational, the full range of campus facilities and amenities could be used to deliver further education courses locally.

9.5.3 Adult and Continuing Education Network

There are many excellent adult and continuing education providers in the GDA area. However, there is an immediate need for an adult and continuing education network. This network is vital to ensure that individuals who engage with the adult and continuing education services can progress at a pace and in a way that is appropriate to them, and which has genuine career and job potential.

Role of the Network

The overall aim of the network should be to promote access to education among adults in the GDA area. The exact terms of reference for the network should be agreed by the partners to the network, but should include as a minimum;

- Providing a structured mechanism for adult and continuing education providers to meet;
- Sharing information;
- Sharing resources;
- Agreeing progression paths;
- Sharing training courses for providers;
- Ensuring that job related courses are delivered locally;
- Working to develop a system to support progression of adult learners; *and*
- Monitoring and tracking progression paths.

Role of the Coordinator

The coordinator of the North West Learning Hub should also act as the coordinator of the Adult and Continuing Education Network, as the network is an integral part of the hub. The coordinator is a key role. The list of indicative duties of the coordinator is provided below. This list is not exhaustive, and a comprehensive job description should be worked out by the members of the hub.

- Facilitating the network;

- Identifying funding for the network;
- Coordinating adult and continuing education providers;
- Gathering and disseminating information about adult and continuing education in the area;
- Sharing information between providers;
- Working with providers to establish mechanisms for supporting progression of learners;
- Establishing training for providers to understand and support learners progression routes;
and
- Liaising with community providers and DIT to arrange suitable venues for training courses.

The network should focus exclusively on adult learners and should therefore not include those organisations and agencies whose primary focus is on young people and early school leavers. The network should include representatives from the following organisations:

- CDVEC;
- DIT; *and*
- Community and Voluntary Training and Education Sector.

If appropriate the local schools, and in particular career guidance teachers should be encouraged to participate in training initiatives organised through the hub.

9.5.4 Raising Awareness

The availability of new and existing courses and programmes, and particularly progression routes for adult learners, should be well advertised locally. All members of the North West Learning Hub should participate in raising awareness within their constituent target groups and interested local groups. As an example of this activity, there are significant worldwide opportunities for nurses and especially psychiatric nurses. The HSE should implement an outreach awareness-raising programme in all three local secondary schools to let young people know about the employment opportunities in this field. The HSE should also ensure that all career guidance teachers in the schools are provided with appropriate and up to date information on healthcare careers. The DIT Access Service should also raise awareness of healthcare as a potential career. Nursing is available through the Higher Educational Access Route (HEAR).

9.6 Enterprise Development and Entrepreneurship

The development of the Grangegorman site provides an ideal opportunity for local businesses and individuals to develop businesses on campus and in surrounding areas. In addition the development will create opportunities in the provision and supply of products and services on and off campus. There are 1,020 businesses registered within the Grangegorman area. The vast majority of these businesses employ less than 10 employees. This development will assist in maintaining these businesses while offering much potential supports to enhance growth and development.

Figure 52 - Matrix of Business Opportunities



9.6.1 Building on Existing Services

Significant support is already being provided through DIT’s business support programmes and business facing activities. Grangegorman will enable DIT to coordinate and focus this activity to much greater advantage for the benefit of surrounding businesses. There is significant expertise among the stakeholders on developing and delivering enterprise support. FÁS have experience of delivering ‘*Start Your Own Business*’ courses. DICP have a micro enterprise support strategy, and work with unemployed people to identify business opportunities. Dublin City Enterprise Board provides supporting enterprise information, advice, training, mentoring, networking and, in some cases, financial assistance to new businesses.

Figure 53 - Integrated Business Development Support



All of this expertise should be captured in a focused business support programme for local entrepreneurs. The programme could include a combination of some or all of the following:

- Business Development Training;
- One to One mentoring and support;
- Financial and Business Planning and Advice;

- Technical Support⁷² (if appropriate);
- Incubation space (if appropriate); *and*
- Financial Assistance.

9.6.1 Minority Entrepreneurship

Given the significant proportion of non-Irish nationals living in the GDA area, particular attention should be paid to supporting minority entrepreneurship. The DIT Institute for Minority Entrepreneurship aims to research the needs of minority entrepreneurship groups and develop appropriate training programmes and materials to deliver programmes in an effective manner for these groups. The other business support agencies in the area should work with the Institute to develop a customised programme providing support for minority entrepreneurs in accessing the opportunities presented by the Grangegorman development.

9.6.2 Science Park and Enterprise Development

The Science and Technology Park in the Grangegorman development provides an opportunity for up to 1,000 high value jobs in the knowledge economy. According to the recent Framework for Sustainable Economic Renewal published by the Irish Government in December 2008⁷³ *'The key objective of Ireland's Smart Economic Growth framework is to make Ireland the innovation and commercialisation capital of Europe – a country that combines the features of an attractive home for innovative multinationals while also being an incubation environment for the best entrepreneurs from Europe and further afield.'*(pg.60)

Dublin City Enterprise Board has committed to funding the Hothouse Incubator space within the Science and Technology Park⁷⁴. These incubator units will support the development and incubation of 127 + new start-up businesses over 1,035m². The needs of individuals and companies who may wish to locate within the Hothouse incubator units may be different to the need of normal start up business, and may include for example technical support and research and development support in addition to the supports mentioned above.

DIT at Grangegorman will be in a position to expand its existing business incubation activity, which is currently severely curtailed on the East Wall Road Industrial Park. Since 2001 DIT has offered a very successful Hothouse Venture Programme. In a survey conducted in 2007 of 217 participants that completed the programme 91% successfully launched businesses.

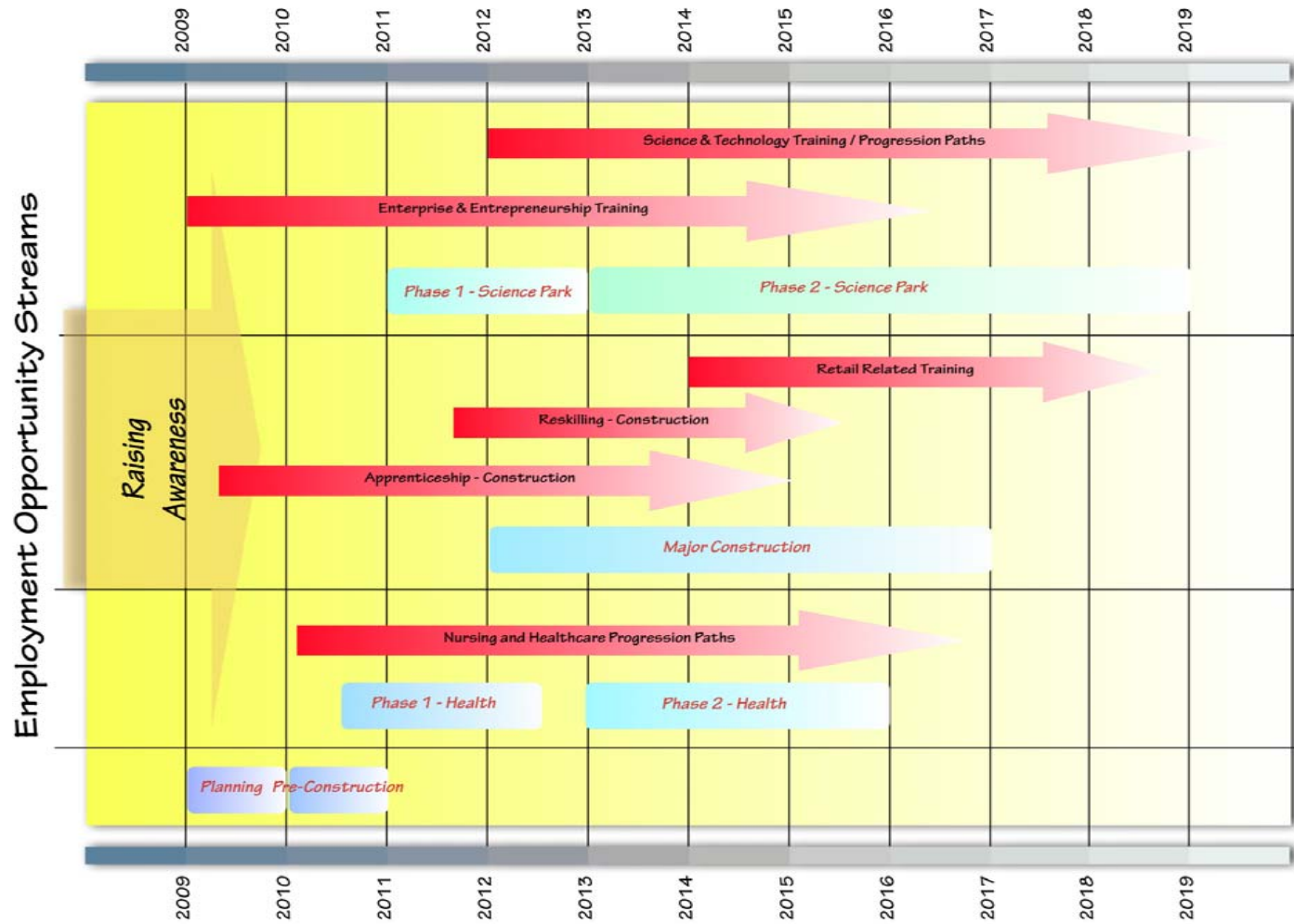
It is recommended that a specific support and advisory service, based on the specific needs of local entrepreneurs and businesses should be put in place to assist them to locate within the Hothouse Incubator Units.

⁷² Provided through DIT faculty and students.

⁷³ Government of Ireland (2008) *Building Ireland's Smart Economy*. Dublin: The Stationery Office.

⁷⁴ Douglas, P., and Moriarty, S., (2007) *A Survey of Needs for Enterprise Space in the Dublin City Area*. Dublin: Dublin City Enterprise Board.

10 Project Time Scale



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Appendix 1: Public Consultation Call

Consultation

Dear Community Representative,

As you may know the redevelopment of St Brendan's Hospital grounds in the heart of Dublin will represent the largest single investment in the north inner city. This development will incorporate a state of the art campus for Dublin Institute of Technology (DIT), new primary and community health facilities for the Health Service Executive (HSE) with new facilities for surrounding communities.

Exodea Europe Consulting has been commissioned by the Joint Implementation Committee (a sub-committee of the North West Inner City Network in association with DIT) to carry out a study to scope the education, training and employment opportunities emerging from this major development. The study will extend to providing clear recommendation on how to build on and develop upon existing training and educational initiatives with a view to enhancing employment opportunities and progression routes for those wishing to avail of further training and education.

We are currently undertaking a wide consultation process, involving organisations and groups involved in education and training in the Dublin 7 area, community representatives and other interested stakeholders. We would like to provide an additional opportunity for all community and voluntary groups, resident's organisations and other key individuals to comment on this important study, for this reason I am attaching a consultation sheet, to enable you to comment on the study. A number of key issues are listed on the consultation sheet for your consideration.

We would greatly appreciate if you, or members of your community group would complete the attached questionnaire and return it, on or before **Friday, 7th November 2008**, to: -

**Niamh Kenny, Exodea Europe Consulting, Fitzwilliam Business Centre,
26 Upper Pembroke Street, Dublin 2. By email to niamh@exodea-europe.com**

If you would like to participate in a telephone interview, please contact the office at 01-6373951.

Thank you for your assistance.

Yours sincerely,

Niamh Kenny

Consultant

Appendix 2: Key Stakeholders

A2.1 North West Inner City Network

The North West Inner City Network (NWICN) was founded in 1997 by a group of local community activists, people living and working in the area. The network aims to ensure that the community has an active say in how their community is developed, especially in terms of social inclusion. The Network is one of the three Community Networks, with a membership of over 80 community organisations currently core-funded by Dublin Inner City Partnership (DICP). The Network also receives funding from the North Inner City Local Drugs Task Force.

A2.1.1 NWICN Education Working Group

The Education Working Group of NWICN is an inter-agency working group of the North West Inner City Network whose aim is to promote access to education for all living in the North West Inner City area, in particular those who are socially excluded. It adopts a rights-based approach to education in terms of equality of access, participation and outcome. The network is committed to the concept of an integrated lifelong learning programme to redress the inequalities experienced by people who are marginalised within the community.

The Network established a Grangegorman Working Group in September 2004, to attempt to facilitate an integrated response by the community to the proposed development in Grangegorman. It has a wide range of representatives from among the Network's membership from interests representing education, older people, local residents, and the issue of interculturalism.

A2.3 Joint Implementation Group (JIG)

The JIG stands for the Joint Implementation Group. The group was convened by the NWICN and DIT to progress the issue of education and training opportunities emerging from the Grangegorman development. The JIG was expanded to include the following members:

- ❑ Adult and Continuing Education Providers representatives;
- ❑ CDVEC;
- ❑ DIT Access Service
- ❑ Dublin Inner City Partnership;
- ❑ FÁS;
- ❑ Grangegorman Consultative Group;
- ❑ Grangegorman Community Forum;
- ❑ Home School Liaison representatives; *and*
- ❑ Regional Youth Service (Bradóg).

A2.3.1 JIG Employment Subgroup

The JIG accessed funding from DIT, GDA, HSE, CDVEC and FÁS to undertake a research study into the training, education and employment opportunities arising from the Grangegorman development (this report). JIG established from its members a Subgroup on Employment to advance this study. JIG accessed funding from DIT, Grangegorman Development Agency (GDA), (HSE), City of Dublin Vocational Educational Committee (CDVEC) and the Training and Employment Authority (FÁS) to enable such a study to be undertaken. The North West Inner City Network, DIT, CDVEC, and FÁS, through the Sub Group on Employment and in association with the GDA and HSE participated fully in the production of the Employment Study.

A2.4 Dublin Institute of Technology (DIT)

The Institute was statutorily established on 1st January 1993 as an autonomous institution by the Dublin Institute of Technology (DIT) Act, 1992. The Institute has a history since 1887 of providing applied and higher education and training programmes mainly in areas of science, technology, business and applied arts. The Act sets out the Institute's functions, the principal one being to provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the State. In this context the Institute provides programmes of study at a range of award levels up to and including PhD awards.

A2.5 Grangegorman Development Agency

The GDA was established pursuant to the Grangegorman Development Agency Act 2005. The Minister for Education and Science set 10 May 2006 as the establishment date of the Agency, by means of SI 252 of 2006. The general aim of the Act is to facilitate the development of the 73 acre Grangegorman site in Dublin as a modern campus for the DIT, to provide the HSE with upgraded primary health and social care facilities and to provide community access/facilities.

The GDA's overall function is to project manage the development in an integrated and sustainable manner. In broad terms, the functions of the Agency are to:

- Accept the Grangegorman site and DIT properties;
- Prepare a strategic plan;
- Decide on an appropriate procurement strategy;
- Consult with relevant organisations, representative groups and the local community;
- Dispose of DIT properties;
- Carry out construction; *and*
- Return properties to DIT/HSE and any other educational body.

A2.6 Health Service Executive

The Health Service Executive (HSE) is responsible for providing Health and Personal Social Services for everyone living in the Republic of Ireland. It is the largest organisation in the State, employing over 130,000 people, with a budget of €14.7 billion. The HSE was set up as part of the provisions of the Health Act, 2004, which states the objective of the HSE is to provide

services that improve, promote and protect the health and welfare of the public. The HSE currently provides primary, continuing and community care services on the Grangeegorman site. These include community and inpatient mental health services at St. Brendan's hospital and Connolly Norman House, as well as community primary care services and area headquarters from other buildings on Rathdown Road. As part of the proposed development the HSE will relocate existing patients from St. Brendan's to new state of the art facilities and will develop primary health and social care facilities for teams with responsibility for a population of approximately 70,000⁷⁵ in the GDA area and neighbouring communities.

A2.7 City of Dublin Vocational Education Committee (CDVEC)

The CDVEC is constituted under the Vocational Education Act, passed by Dáil and Seanad Eireann in 1930. CDVEC is a statutory committee, which operates under the governance of a Cathaoirleach and seventeen ordinary members. Members of the VEC include public/commercial/industrial representatives, staff, parent representatives and educational interests. CDVEC manages 22 schools and colleges in Dublin City, twelve of which cater for second level students and a total of 16 offer Post Leaving Certificate courses. The CDVEC offers an Adult Education Service offering adults a broad range of programmes across the city. They deliver a literacy service and support community education where it is needed. The CDVEC Adult Guidance Service provides critical supports for adult learners.

A2.8 FÁS

As the National Training and Employment Authority, FÁS anticipates the needs of, and responds to, a constantly changing labour market which employs over 2 million people.

Through a regional network of 66 offices and 20 training centres, FÁS operates training and employment programmes; provides a recruitment service to jobseekers and employers, an advisory service for industry, and supports community-based enterprises.

The organisation operates throughout Ireland, divided into 8 regions, the GDA area falls within the 'Dublin' region.

⁷⁵ It is anticipated that the HSE is at present providing Services for a population in the area of 45,000, which is anticipated to rise to 70,000 by the year 2011. This will be supplemented by a possible addition of 25,000 students plus staff who may attend the DIT Campus when located on the site plus additional services and persons that the Campus will attract. (Taken from HSE Concise Project Planning Brief – Amendment 8, pg. 4)

Appendix 3: Consultees

A3.1 Written Submissions Received

Name	Organisation
Ms. Máire Ní Chonchur	Principal – St. Joseph’s Secondary School
Mr. Gerard Cullen	Principal - Mount Carmel Secondary School
Ms. Michael Behan	Home School Liaison Officer – Mount Carmel School
Mr. Michael Blanchfield	Principal – St. Paul’s CBS
Ms. Anne O’ Connor	Home School Liaison Officer – St. Joseph’s Secondary School
Ken Mc Cue	Grangegorman Community Forum and NWICN Intercultural Working Group
Pirooz Daneshmandi	Grangegorman Community Forum
Ben Conroy	Rathdown Resident’s Association
Gráinne Foy	North West Inner City Network
Mary Stokes	Coordinator CDVEC Adult Guidance Service
Catherine Clancy	Community Playgroup – Stoneybatter
Carmel O’ Brien	Gateway Project
Derek O’ Reilly	Carmichael Centre
Patrick Grant	BLEND

A3.2 Training and Education Focus Session

Name	Representing
David O’ Donovan	RAPID NWIC
Michael O’ Callaghan	FÁS
Brian Jameson	Home School Liaison Officer – St. Paul’s CBS Brunswick Street
Chris Heffernan	Youthreach Transition Centre
Padraig Shinnick	LYCS and NCCCAP Community Training Centre
Paul Norris	Daughter’s of Charity Community Training Centre
Ger Moore	NWIC LES
Gerry Raftery	Bridge Project
Tom O’ Reilly	LYCS Community Training Centre
Ger Power	NCCCAP
Bernie Nolan	Larkin Centre Jobs Club
Monica Cassidy	Larkin Unemployment Centre
John Breen	Daughter’s of Charity C.S
Noel O’ Connor	Campus Planning Office, Dublin Institute of Technology
Monica Dolan	Capuchin Education and Training Centre

A3.3 Key Stakeholder One to One Meetings

Date	Name	Organisation
13/08/2008 & 27/11/2008	Frank Donnelly	FÁS
13/08/2008 & 27/11/2008	David O' Donovan	RAPID NWIC
13/8/2008	Nora Rahill	Grangegorman Development Agency
28/8/2008 & 3/12/2008	Peter Nolan	Dublin Inner City Partnership
11/9/2008 & 27/11/2008	Noel O' Connor	DIT – Campus Planning Office
11/9/2008	Mark Hogan	Chairperson JIG/ Daughters' s of Charity Community Services
11/9/2008	Mary Mc Inerney and Claire Johnson	Dublin City Council
24/9/2008	Greg Swift	Dublin City Enterprise Board
24/9/2008	Ken Mc Cue	NWICN Intercultural Working Group
24/9/2008	Sinead Mc Nulty	DIT
26/9/2008	Peter Heaslip	DIT
2/10/2008	Larry Byrne and Celine Graham	MACRO CDP
2/10/08 & 1/12/2008	Bernadette Sproule	CDVEC
10/10/2008	Julie Bernard and Will Peters	DIT – Access Programme
14/10/2008	David Cagney	DIT – HR
14/10/2008	Yvonne Mc Carthy	Henrietta Adult and Community Education, Daughters of Charity Community Services
14/10/2008	Paul Norris	Daughters of Charity CTC
16/10/2008	Jen Harvey	DIT – Adult and Continuing Education
16/10/2008	Gráinne Foy	North West Inner City Network
16/10/2008	Chris Heffernan	Youthreach Transition Centre
21/10/2008	Gráinne Keogh	South West Inner City Adult and Continuing Education Network
23/10/2008	Tommy Cooke and Julie Bernard	DIT Community Links and Access Service
4/11/2008	Nova Farriss	HSE
6/11/2008	Margaret Whelan	DIT
11/11/2008	Séan Tone	HSE – Director of Nursing

A3.4 Community Consultations – Grangegorman Community Forum

Name	Meeting I	Meeting II
Pirooz Daneshmandi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gráinne Foy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Patrick Grant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tony Jennings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Kelly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ken Mc Cue	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Richard Mc Loughlin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Denise O' Dowd	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Danny Pender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Aodhan Perry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mary Reilly	<input type="checkbox"/>	<input checked="" type="checkbox"/>

A3.5 Other consultative and planning meetings

Date	Group
4/11/2008	JIG Employment Sub-Group
10/10/2008	Home School Liaison Officers
14/10/2008	JIG Meeting
11/11/2008	JIG Meeting
9/12/2008	JIG Meeting
9/12/2008	North West Inner City RAPID AIT
15/1/2009	JIG Employment Sub-Group
27/1/2009	JIG Meeting

Appendix 4: HELS Approved Courses

Figure 54 - HELS Approved FETAC Level 5 Certificates

Code	FETAC Level 5 Certificate	Code	FETAC Level 5 Certificate
BBSAX	Administration	CHTXX	Horsebreeding and Training
CAGXX	Agriculture	CHMSX	Horsemanship
CASAC	Animal Care	CASHX	Horticulture
CAXXX	Aquaculture	CHXXX	Horticulture
AAXXX	Art	DHCXX	Hotel and Catering
AACDX	Art, Craft and Design	BIPXX	Information Processing
EAHXX	Arts and Heritage Resource Studies	CITXX	Information Technology
BBSBS	Bilingual Secretarial Studies	AIDXX	Interior Design
BBSXX	Business and Secretarial Studies	BBSIT	International Trade
BBSXX	Business Studies	CASLT	Laboratory Techniques
CBSXX	Butchering Skills	ELESX	Language and European Studies
BCCOX	Call Centre Operation	ELSXX	Language Studies
CCPXX	Chemical Processing	ELAXX	Liberal Arts
DCHSC	Childcare	BMXXX	Marketing
CFDXX	Commercial Fishing	EMEXX	Media Engineering
DCHSX	Community and Health Services	EMPXX	Media Production
ECAXX	Community Arts	CMTXX	Motor Technology
DCHCC	Community Care	EMMPX	Multimedia Production
ECDXX	Community Development	EPAMX	Music
ACADX	Computer Aided Design	DCHSN	Nursing Studies
CCNMX	Computer and Network Maintenance	COAXX	Organic Agriculture
CCONT	Construction Technology	DOREC	Outdoor Recreation
CCTXX	Control Technology	EPAXX	Performing Arts
COESX	Co-operative Enterprise Studies	EPAAX	Performing Arts - Administration
ACXXX	Creative Craft	CPPXX	Pig Production
ECMXX	Creative Media	CPIMX	Plastics Injection Moulding
CCMXX	Crystal Manufacturing	EPJXX	Print Journalism
ECHSX	Cultural and Heritage Studies	ERPXX	Radio Production
EPADX	Dance	BRSXX	Retail Studies
ADESX	Design	CREXX	Rural Enterprise
BEBXX	eBusiness	CSPXX	Seafood Processing
EETXX	Education and Training	CSSXX	Security Studies
CELTX	Electronic Technology	CSSTX	Security Systems Technology
CENGT	Engineering Technology	DSRXX	Sport and Recreation
AFDXX	Fashion Design	EPATP	Theatre Performance
CFLOR	Floristry	EPATD	Theatre Production
CASFX	Food Science	DTXXX	Tourism
CFXXX	Forestry	CTTXX	Transport Technology
AFURX	Furniture Design	ATLOX	Trompe l'Oeil
AGDXX	Graphic Design	ETFPX	TV and Film Production
DHXXX	Hairdressing	EYXXX	Youthwork
DHSXX	Healthcare Support		

Figure 55 - HELS Approved FETAC Level 6 Advanced Certificates

Code	FETAC Level 6 Advanced Certificate⁷⁶
BACXX	Administration - Construction
CAGRI	Agriculture
BALBX	Applied Languages and Business
AATDX	Architectural Technology and Design
ECACT	Classical Acting
CCSSD	Commercial Surface Supplied Diving
ECAPX	Community Arts Practice
ECDEV	Community Development
CCNTX	Computer Network Technology
CETXX	Electronic Technology
AFMRX	Furniture Making and Restoration
CGKXX	Greenkeeping
CHBTX	Horsebreeding and Training
CHORT	Horticulture
BITSX	International Teleservices
EMXXX	Multimedia
EMMWD	Multimedia and Web Development
CNSSX	Networks and Software Systems
CISOAX	Security Operations and Administration
BSCRM	Strategic Customer Relationship Management
DCXXX	Supervision in Childcare

⁷⁶ There are a number of FETAC Level 5 and Level 6 Advanced Certificates, which are offered on a pilot basis by a small number of further education centres that do not appear on this list.

Appendix 5: Providers of Higher Education in Ireland

This list identifies higher education institutions in Ireland, which provide higher education programmes leading to awards included in the National Framework for Qualifications. These institutions:

- are established under an Act of the Oireachtas (Parliament); *or*
- are in receipt of State aid; *or*
- have some programmes validated, leading to awards of the Higher Education and Training Awards Council (HETAC).

Figure 56 - Providers of Higher Education in Ireland

<i>Universities</i>	
University College Dublin, Belfield, Dublin 4	www.ucd.ie
University College Cork, Cork	www.ucc.ie
National University of Ireland, Galway	www.nuigalway.ie
National University of Ireland, Maynooth	www.may.ie
University of Limerick, Limerick	www.ul.ie
Trinity College, Dublin	www.tcd.ie
Dublin City University	www.dcu.ie
<i>National University of Ireland Recognised Colleges</i>	
Institute of Public Administration	www.ipa.ie
National College of Art and Design	www.ncad.ie
Royal College of Surgeons Ireland	www.rcsi.ie
Shannon College of Hotel Management	www.shannoncollege.com
<i>Institutes Of Technology</i>	
Dublin Institute of Technology	www.dit.ie
Athlone Institute of Technology	www.ait.ie
Cork Institute of Technology	www.cit.ie
Dundalk Institute of Technology	www.dkit.ie
Dun Laoghaire Institute of Art, Design and Technology	www.iadt.ie
Galway-Mayo Institute of Technology	www.gmit.ie
Institute of Technology, Blanchardstown	www.itb.ie
Institute of Technology, Carlow	www.itcarlow.ie
Institute of Technology, Sligo	www.itsligo.ie
Institute of Technology, Tallaght	www.it-tallaght.ie
Institute of Technology, Tralee	www.ittralee.ie
Letterkenny Institute of Technology	www.lyit.ie
Limerick Institute of Technology	www.lit.ie
Waterford Institute of Technology	www.wit.ie
<i>Colleges of Education</i>	
The Church of Ireland College of Education	www.cice.ie
Froebel College of Education	www.froebel.ie

Marino Institute of Education	www.mie.ie
St. Angela's College	www.stacs.edu.ie
St. Catherine's College of Education for Home Economics	www.stcatherineshe.ie
St. Patrick's College of Education	www.spd.dcu.ie
Mary Immaculate College	www.mic.ul.ie
<i>Other State-Aided Institutions</i>	
National College of Ireland	www.ncirl.ie
Garda College	www.garda.ie
Military College	www.military.ie
Tipperary Institute	www.tippinst.ie
Pontifical University of Maynooth	www.maynoothcollege.ie
St Patrick's, Carlow College	www.carlowcollege.ie
Royal Irish Academy of Music	www.riam.ie

Other Institutions engaged in the provision of education, which provide some programmes leading to awards made by the Higher Education and Training Awards Council (HETAC)	
Academy of Medical Laboratory Sciences	www.amlis.ie
American College Dublin	www.amcd.ie
Ballyfermot College of Further Education	www.bcfce.ie
Clanwilliam Institute	www.clanwilliam.ie
Development Studies Centre, Kimmage	www.kimmagedsc.ie
Dorset College	www.dorset-college.ie
Dublin Business School	www.dbs.edu
Fidelity Investment Systems Co.	www.fiscireland.ie
Grafton College of Management Sciences	www.graftoncollege.com
Griffith College	www.gcd.ie
Hibernia College	www.hiberniacollege.net
H.S.I. Limerick Business School	www.hsi.ie
ICD Business College	www.icd.ie
Independent Colleges	www.independentcolleges.ie
Institute of Business and Technology, Swords	www.ibat.ie
Institute of Physical Therapy and Applied Science	www.iptas.ie
Irish Academy of Public Relations	www.irishacademy.com
Irish Business and Employers' Confederation	www.ibec.ie
Irish Institute of Purchasing and Materials Management	www.iipmm.ie
Irish Management Institute	www.imi.ie
Irish Payroll Association	www.ipass.ie
Leinster Academy, Leinster Rugby IRFU	www.leinsterrugby.ie
Milltown Institute of Theology & Philosophy	www.milltown-institute.ie
Munster Academy, Munster Rugby IRFU	www.munsterrugby.ie
National Centre for Guidance in Education	www.ncge.ie
National Counselling Institute of Ireland	www.ncii.ie
National Tourism Development Authority/ Fáilte Ireland	www.failteireland.ie
New Media Technology College	www.mntc.ie
Newpark Music Centre	www.newparkmusic.com
Portobello College Dublin	www.portobello.ie
Sales Institute of Ireland	www.salesinstitute.ie
Setanta College	www.setantacollege.com
SIPTU College	www.siptucollege.ie

SQT Training Limited	www.sqt.ie
St. Nicholas Montessori College Ireland	www.snmci.ie
St. Patrick's College	www.stpats.ie
The Open Training College	www.opentrainingcollege.com
Thomas Crosbie Holdings	www.tch.ie
Other Institutions	
Honorable Society of Kings Inn	www.kingsinns.ie
Law Society of Ireland	www.lawsociety.ie

Institutions previously engaged in the provision of education, which provided some programmes which led to awards made by the Higher Education and Training Awards Council (HETAC). HETAC no longer accredits programmes delivered at the institutions listed below.

- All Hallows College: Date of last award – 8 October 2002
- Burren College of Art: Date of last award – 10 July 2002
- Mid West Business Institute: In 2006 MWBI became the Limerick Campus of Griffith College
- Shannon College of Hotel Management: Date of last award – 4 October 2005

Appendix 6: Socio-Economic and Demographic Profile

Ensuring that local people from the NWIC avail of the education, training and employment opportunities presented by the proposed development at Grangegorman is central to the planning of the facilities. It is important to profile the population of the area to understand the specific needs of people living in the NWIC. This section provides an overview of the socio-economic and demographic profile of the Grangegorman Development Agency area although it is recognised that there is a much more significant impact area than the eight EDs covered in statute.

A5.1 Regional Setting

The NWIC is located in the Dublin Region, which is situated to the east of Ireland and occupies an area of 92,200 hectares. The Dublin Region comprises the administrative areas of Dublin City, South-Dublin County, Dun Laoghaire-Rathdown County and Fingal County. The population of the Region is 1.187million (2006 Census), which is an increase of 12% since 1996. With the exception of Dublin City, each of the county administrative areas has a mix of rural and urban EDs.

Figure 57 – The Regional Setting



(Source: Dublin Regional Authority)

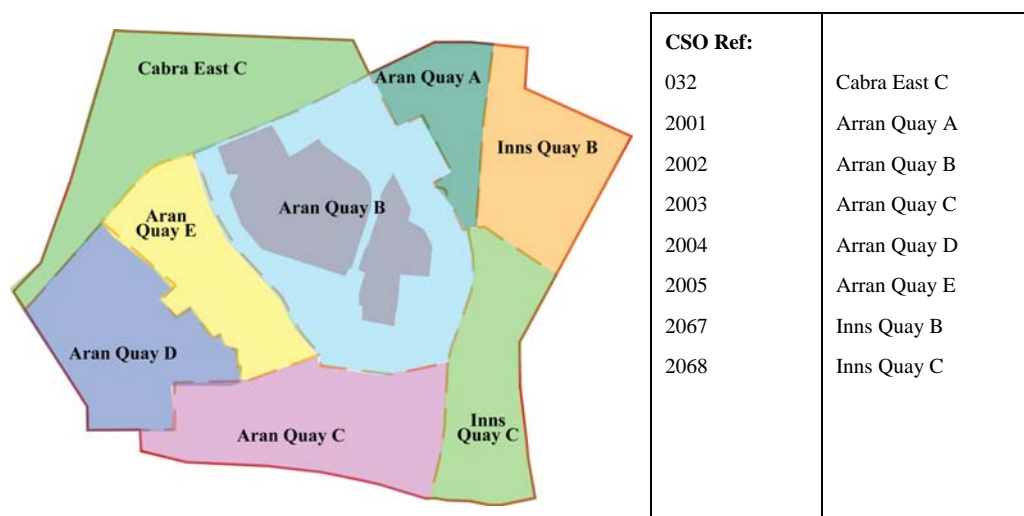
A5.2 Area Overview

The North West Inner City is comprised of the communities living in the Smithfield markets and Stoneybatter areas of Dublin's Inner City. It is bounded to the west by Infirmary Road, to the north by the North Circular Road and to the east by Phibsboro, Constitution Hill and Capel Street. The southern boundary runs along the Quays from Ormond Quay Upper on the south eastern side to Wolfe Tone Quay on the south western Side. The ED of Cabra East C is also included in the Grangegorman Development Agency operational area.

A5.2.1 Electoral Divisions

The Grangegorman Development Agency operational area comprises eight Electoral Divisions (EDs).

Figure 58 – Electoral Divisions



(Source: CSO 2008)

Within the eight EDs in the GDA area a special focus has been placed on census enumerator areas⁷⁷ with relatively high disadvantage for the purpose of this analysis.

The enumerator areas used include at least one local authority housing scheme and presents with multiple indicators of high deprivation.

Figure 59 - Enumerator Areas with relatively high deprivation

02/307	Blackhorse Avenue (pt), North Circular Road (pt), Marlborough Road, Marlborough Court, and Marlborough Mews.
02/312	Ashford Place, Ashford St (pt), North Circular Road (pt), O'Devaney Gardens (pt), Oxmantown Road 9pt), Rosse Street, Thor Place (pt), Ashford Cottages
02/314	Infirmery Road (pt), Montpellier Drive, Montpellier Gardens (pt), Montpellier Hill (pt), Montpellier Park, O'Devaney Gardens (pt)
02/329	Dominic Street Upper, Dorset Street Upper (pt), Long Lane, Mountjoy Street (pt), Paradise Place (pt), St Mary's Place, St. Mary's Terrace, Dominic Court.
02/330	Auburn Street (pt), Dominic Street Upper, Fontenoy Street, Mountjoy Street (pt), Mountjoy Street Middle, Palmerstown Place, Primrose Street (pt), Shamrock Street, St Laurence Place, St. Michael's Place, St Patrick's Place, Wellington Place North, Wellington Street Upper, Western Way (pt), Myrtle Street (pt).
02/332	North circular road (pt), Grangegorman (pt), Grangegorman Upper (pt), Orchard Terrace, Prussia Street (pt), Rathdown Road, Rosemount Road, St Joseph's Court, St. Joseph's Place, St Brendan's Hospital, Rosemount Terrace.
02/595	Arbour Hill (pt), Benburb St (pt), Blackhall Place (pt), Blackhall St (pt), Hendrick Place, Hendrick St, King Street North (pt), Oxmantown Lane, Parkgate Street (pt), Paul Street (pt), Queen St (pt), Rosemount Terrace, Sarsfield Quay(pt), Stoneybatter (pt), Temple St West (pt), Woodlane, Blackhall Green, Collins Barracks, Blackhall Court, Law Society Lodge.

A5.3 Population Dynamics

The total population of the GDA area was 24,534 in 2006. The growth in population in the intercensal period was 2,153 persons or 11.0%. This is a similar growth pattern to the rest of Dublin Inner City, which recorded growth rates of 11% between 2002 and 2006 which is significantly higher than the Dublin Region generally (+5.7%) and Dublin City (+2.1%). The improving transport infrastructure in the city as well as high levels of immigration into the inner

⁷⁷ A Census Enumeration Area (EA) represents the area/workload assigned to each enumerator. In 2006 there were an average of 330 households in the urban EAs for which SAPS are available.

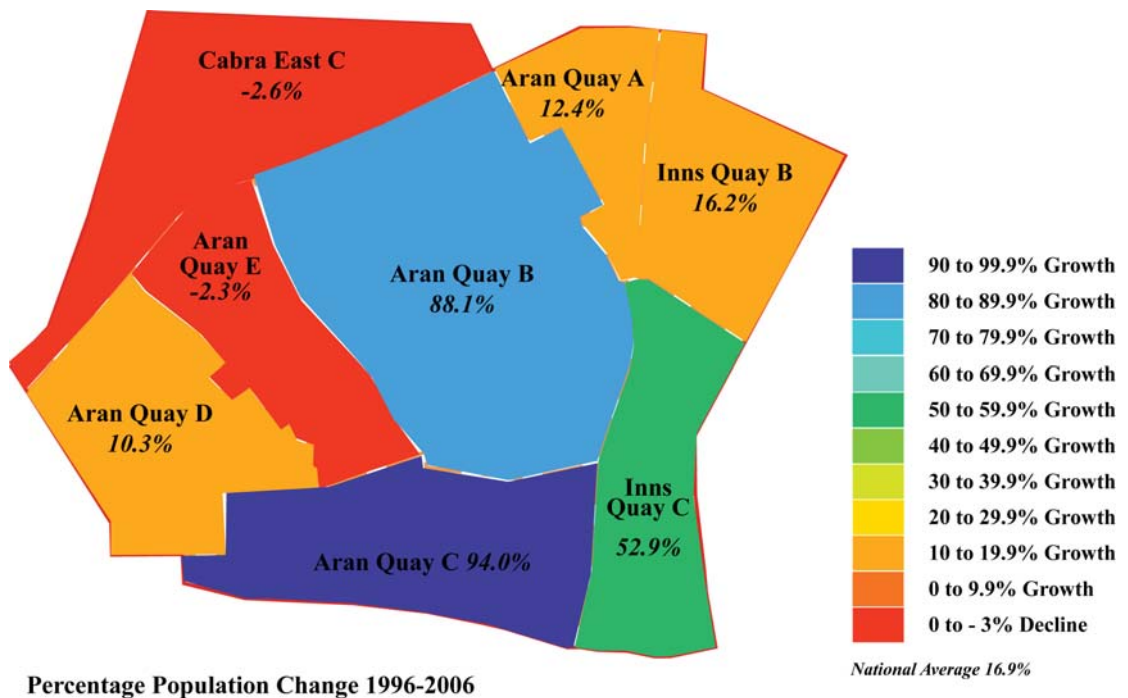
city area is likely to account for much of this growth. Dublin Inner City is the most densely populated area of the country. The national average for population density is 60.6 persons per square kilometre. Six of the eight EDs in the GDA area had more than 8,000 persons per square kilometre and the other two EDs had 7,370 persons per square kilometre (Cabra East C) and 4,890 persons per square kilometre (Arran Quay B). The lower density in Arran Quay B is likely to be explained by the presence of the St. Brendan's Hospital site, which comprises approximately 72 acres of land.

Figure 60– GDA Population Change

CSO Ref.	ED	2002 Persons	2006 Persons	Actual Change	% Change
32	Cabra East C	3,638	3,352	-286	-8.60%
2001	Arran Quay A	1,390	1,502	112	8.00%
2002	Arran Quay B	3,089	3,692	603	19.50%
2003	Arran Quay C	2,375	3,714	1,339	56.30%
2004	Arran Quay D	3,675	3,600	-75	-3.00%
2005	Arran Quay E	2,902	2,889	-13	0.50%
2067	Inns Quay B	2,953	3,113	160	5.40%
2068	Inns Quay C	2,359	2,672	313	13.20%
		22,381	24,534	2,153	+11.03%

(Source: Gamma 2008)

Figure 61 – Population Change 1996-2006



A5.3.1 Nationality and Religion

There is a very significant non-Irish national population living in the NWIC. The national average following the Census in 2006 was 11.2%, with Dublin City recording a non-Irish national population of 17.2%. A number of the GDA EDs record levels above 40%: Arran Quay B (44.1%), Arran Quay C (46.2%) and Inns Quay B (40.4%). All EDs in the area recorded populations of non-Irish nationals well above the national average and the average for Dublin City. Polish nationality emerged as the single largest national grouping living in the GDA area (1,069 persons) followed by UK nationals (411 persons) and Lithuanians (235 persons). The census question asked people their nationality with limited options including, Polish,

Lithuanian, EU 25, Rest of the World or not stated. Therefore it is difficult to accurately identify the specific nationality groupings living in the GDA area. This cultural mix is also reflected in the change in the religions practiced by the population. Nationally, 86.6% stated that their religion was Roman Catholic in Census 2006, 3% stated Protestant and 4.4% said other. In Dublin Inner City the number of people stating that their religion was Roman Catholic was 65.3%, with 3.3% stating Protestant and 14.2% stating other. 6.1% of people did not state any religion and 9.9% stated that they had no religion. This has implications for the traditional primary and post primary education system in Ireland, which is still governed largely by the Roman Catholic Church.

Figure 62 - Percentage Population Non-Irish National

ED	Nationality Ireland (%)	Nationality UK (%)	Nationality Poland (%)	Nationality Lithuania (%)	Nationality EU 25 (%)	Nationality Rest of the World (%)	Nationality Not Stated (%)	Total Non Irish National
Cabra East	64.5%	1.4%	4.6%	2.0%	6.3%	19.6%	1.6%	35.5%
Arran Quay	55.9%	1.3%	6.9%	1.3%	10.3%	22.2%	2.1%	44.1%
Arran Quay	53.8%	3.4%	7.3%	0.7%	13.0%	19.1%	2.7%	46.2%
Arran Quay	80.7%	2.3%	2.5%	1.4%	4.5%	7.0%	1.6%	19.3%
Arran Quay	80.3%	2.5%	4.4%	0.8%	3.6%	6.5%	1.8%	19.7%
Arran Quay	59.6%	1.7%	5.7%	1.6%	9.9%	17.6%	3.8%	40.4%
Inns Quay B	65.4%	0.8%	4.3%	0.5%	7.0%	16.9%	5.0%	34.6%
Inns Quay C	64.5%	1.4%	4.6%	2.0%	6.3%	19.6%	1.6%	35.5%

(Source: Gamma 2008)

A5.3.2 Ethnicity

Based on an analysis of all of the Enumeration Areas in the 2006 census in the GDA area it is clear that some areas had a particularly high proportion of non-Irish nationals. The enumeration area 02/307 which included Brunswick Street North, Fitzwilliam Place North, Grangegorman Lower and Morning Star Avenue had 437 non-Irish national registered a total of 58.1% of the total population. In enumeration Area 02/325, which included Arran Quay (PT), Arran Quay Terrace, Arran Street West, Bow Street, Coke Lane, Hamon Lane, Haymarket, Lincoln Lane, May Lane, Nicholas Avenue, North King Street, Church Street, Arran Quay Apartments and Church Street, 321 people stated that they were non-Irish on census night of 61.4% of the total population. Enumeration area 2/330 included the following streets: Auburn Street (pt), Dominic Street Upper, Fontenoy Street, Mountjoy Street (pt), Mountjoy Street Middle, Palmerstown Place, Primrose Street (pt), Shamrock Street, St Laurence Place, St. Michael's Place, St Patrick's Place, Wellington Place North, Wellington Street Upper, Western Way (pt), Myrtle Street (pt). Of the population recorded in census 2006, 425 were non-Irish nationals or 56.6% of the total population. The enumeration area which recorded the highest proportion of non-Irish national in 2006 was 2/576 including Brunswick Street North, Church Street Upper, George's Lane, King Street North, Red Cow Lane and Stoneybatter (pt) where a total of 73.4% (568 people) of the total population were non-Irish nationals.

A5.4 Age Structure

The following information has been extracted from the local demographic profile information developed by Gamma based on the Census of Population 2006.

A5.4.1 Older People

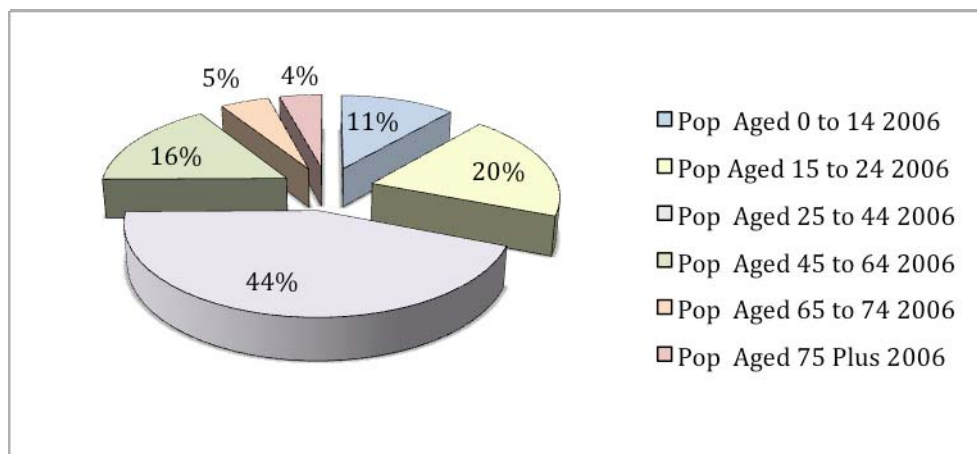
The HSE reported that demographic changes mean people are now living longer. It is also noted that increasing length of life also raises the potential for increased dependency in the later years of life. The ability of older people to remain in their own homes and lead a life commensurate with their capacity and potential as they become more dependent is a function of the complex interrelationship of many factors, including: -

- ❑ The extent of any disability and functional impairment;
- ❑ The support of family carers; *and*
- ❑ The availability of community-based services, and the accessibility of these services to people who need them.

The GDA area had a slightly lower than average population of people over 65 years of age in 2006. The national average is 11% compared with 9.5% for the GDA area. A number of EDs have an older population equal to or exceeding the national average: Arran Quay A (11.5%), Arran Quay E (13.7%) and Cabra East C (12.8%).

The main implication of the older population in relation to the current study is the possibility of creating and developing opportunities for life long learning for the older population.

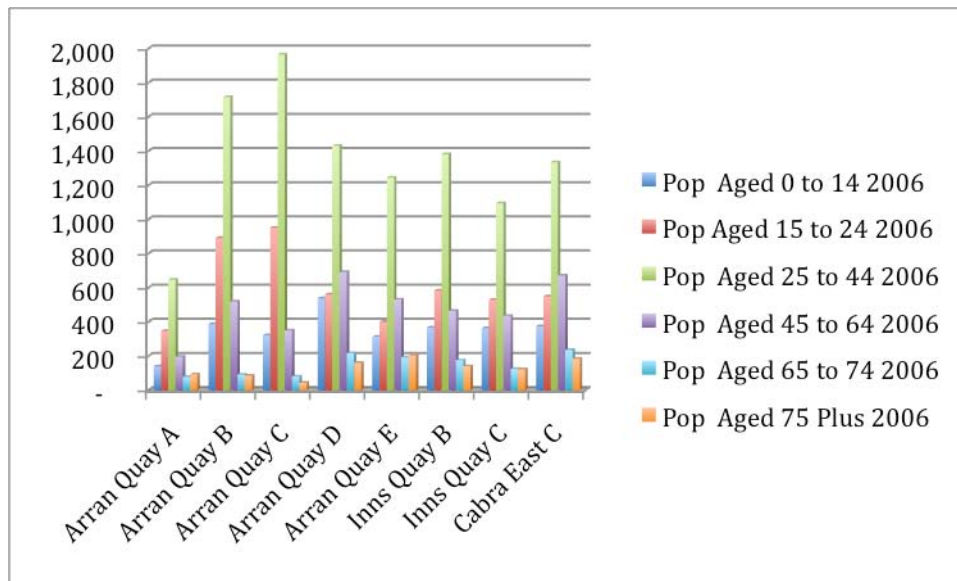
Figure 63 - Age Profile



A5.4.2 Age Dependency

The national average for age dependency for people over 65 years is 11%, this figure is just 8.8% for Inner City Dublin, although a number of the EDs in the Grangegorman area exceed this figure, notably Arran Quay A (11.5%) and Arran Quay E (13.7%). Similarly, these EDs also have a high percentage of people over 65 living alone: Arran Quay A (14.1%) and Arran Quay E (15.0%)

Figure 64 - Age Profile by ED



A5.4.3 Young People

A ‘young person’ means a person who has not attained the age of twenty-five.

The size of the youth population, in proportional terms, is diminishing. While the GDA area has, proportionally, a larger youth population than the European average, it shares, in the longer term, a trend towards an ageing of society as a whole.

The National Youth Work Development Plan 2003–2007⁷⁸ noted that ‘the need for social cohesion, stability and equity in the future, when the dependency ratio will be substantially greater than at present (i.e. the numbers of “economically active” will be proportionally much lower) makes the social, civic and political education of young people, in formal and informal settings, much more important, not less’.

In recognition of the thoroughly researched issues of isolated young people, Action 1.2 of the National Youth Work Development Plan 2003–2007 made provision for ‘additional support that should be provided for youth work in geographical areas which research has shown to be under-resourced in relative terms’.

⁷⁸ Department of Education and Science (2003) *National Youth Work Development Plan 2003–2007*. Dublin

Figure 65 - Age Profile of GDA Area

ED	Total Pop	Pop Aged 0	Pop Aged 15	Pop Aged 25	Pop Aged 45	Pop Aged 65	Pop Aged 75
Cabra East C	1,502	140	346	647	197	78	94
Arran Quay A	3,692	388	892	1,716	519	92	85
Arran Quay B	3,714	322	951	1,966	350	81	44
Arran Quay C	3,600	538	561	1,432	692	217	160
Arran Quay D	2,889	314	401	1,245	532	193	204
Arran Quay E	3,113	367	583	1,382	465	175	141
Inns Quay B	2,672	363	530	1,095	436	125	123
Inns Quay C	3,352	375	549	1,335	672	236	185
Totals	24,534	2,807	4,813	10,818	3,863	1,197	1,036

(Source: Gamma 2008)

There were 7,620 people aged between 0 and 25 in the GDA area according to census 2006. This equates to 31% of the total population. This cohort of young people is the most likely to benefit from the education, training and employment opportunities presented by the proposed development in Grangegorman.

Figure 66 - Age Profile of GDA area by Percentage

ED	Pop Aged 0 to 14 %	Pop Aged 15 to 24 %	Pop Aged 25 to 44 %	Pop Aged 45 to 64 %	Pop Aged 65 to 74 %	Pop Aged 75 Plus %
Cabra East C	23.0%	43.1%	13.1%	5.2%	6.3%	9.3%
Arran Quay A	24.2%	46.5%	14.1%	2.5%	2.3%	10.5%
Arran Quay B	25.6%	52.9%	9.4%	2.2%	1.2%	8.7%
Arran Quay C	15.6%	39.8%	19.2%	6.0%	4.4%	14.9%
Arran Quay D	13.9%	43.1%	18.4%	6.7%	7.1%	10.9%
Arran Quay E	18.7%	44.4%	14.9%	5.6%	4.5%	11.8%
Inns Quay B	19.8%	41.0%	16.3%	4.7%	4.6%	13.6%
Inns Quay C	16.4%	39.8%	20.0%	7.0%	5.5%	11.2%

(Source: Gamma 2008)

A5.5 Target Groups

There are a number of specific groupings, which are consistently a higher risk of relative poverty and deprivation than other groups and where targeted interventions may be required to ensure that people experiencing disadvantage can avail of the opportunities presented by the new development.

A5.5.1 Lone Parents

Recent years have seen considerable changes in family structures and formation. At a national level it is found that: -

- ❑ The majority of one-parent families, (four out of five), are headed by women;
- ❑ Unmarried lone parents tend to be younger and have fewer children than those who are separated;
- ❑ Lone parents have low levels of educational attainment (almost 60% have only primary level education);
- ❑ The majority of lone parents depend on social welfare payments as their main or only source of income; *and*
- ❑ 66% of lone parents live with their parents.

OPEN⁷⁹ is a national network of 80 local lone parent self-help groups. During consultations on its Strategic Plan in 2004, lone parents were found to suffer high levels of isolation, poverty and exclusion. Stigmatisation was found to be a key issue. These factors had implications for the mental health of all lone parents. Anecdotal evidence showed depression among lone parents and an over-reliance on prescription drugs as a response.

The proportion of people parenting alone has doubled over the past 15 years, growing from 10.7% in 1991 to 21.3% nationally in 2006. Dublin Inner City generally had a lone parenting rate of 35.8% in 2006, while the figures for the EDs in the GDA area were significantly higher again. 62.9% of all families in the Arran Quay C ED were headed by a person parenting alone with almost 50% in both Arran Quay D (47.7%) and Arran Quay E (48.8%). Single parent families tended to be concentrated in those EDs that have high concentrations of local authority housing.

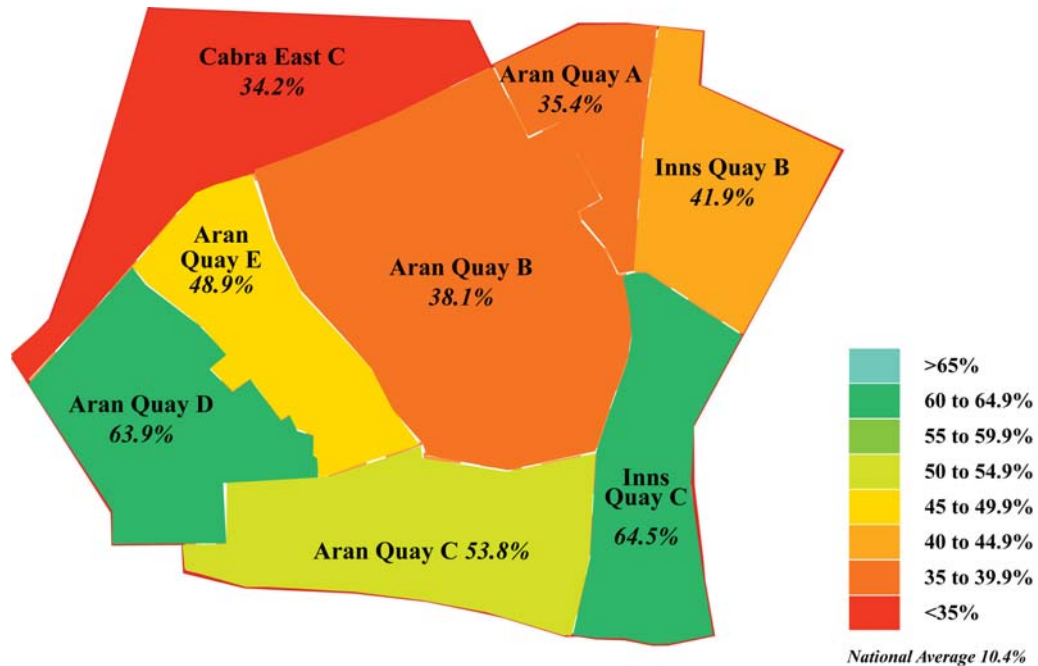
Figure 67 - % of families headed by a lone parent

CSO Ref.	ED	Percent Lone Parent, (All Children)
032	Cabra East C	39.7%
2001	Arran Quay A	42.5%
2002	Arran Quay B	58.8%
2003	Arran Quay C	62.9%
2004	Arran Quay D	47.4%
2005	Arran Quay E	48.8%
2067	Inns Quay B	64.3%
2068	Inns Quay C	35.4%

(Source: Gamma 2008)

⁷⁹ One Parent Exchange Network

Figure 68 - Lone Parent Families



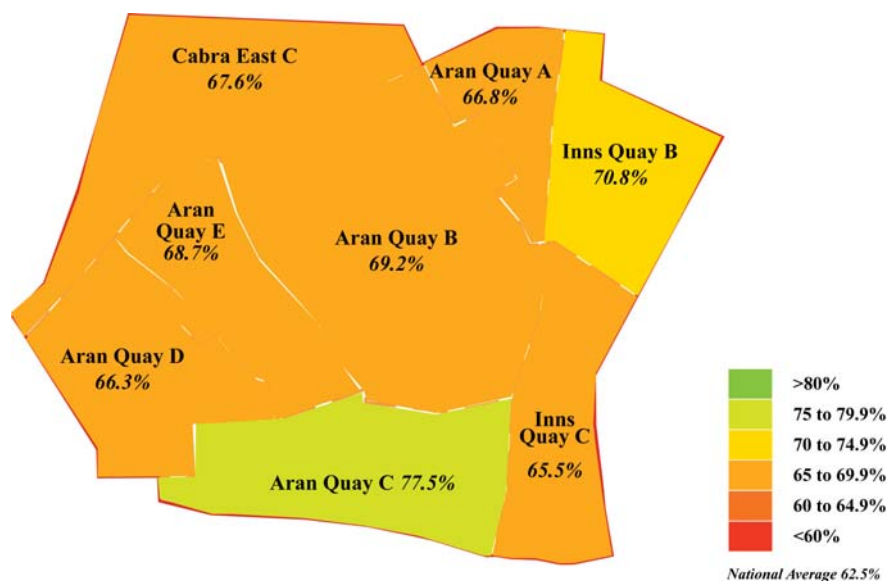
Lone Parent Rate - 2006

Percentage of single parent households with at least one dependent child (aged under 15) as a proportion of all households with at least one dependent child (aged under 15)

A5.5.2 Unemployed People

Overall there was 69.1% participation in the labour market in the GDA area in 2006. This was slightly above the national average of 62.5% and consistent with Dublin Inner City which has 67.9% labour force participation. Unemployment rates in Ireland have roughly halved in the period 1991 and 2006, with female unemployment rates remaining consistently lower than male rates of unemployment. The level of female participation in the labour force has also increased significantly in the same period.

Figure 69 – Labour Force Participation Rate



Labour Force Participation Rate - 2006

Percentage of the population aged 15 years and over, who are active in the labour force (at work, first-time job seekers, or unemployed)

Figure 70 - % over 15 by Economic Status

ED	Pop at Work	Pop 1 st time job seekers (%)	Pop Unemployed (%)	Pop Students (%)	Pop Home Duties (%)	Pop Retired (%)	Pop Unable to Work
Arran Quay A	60.4%	1.0%	5.5%	14.6%	5.3%	10.7%	2.2%
Arran Quay B	59.1%	2.9%	7.1%	14.3%	5.3%	4.4%	6.3%
Arran Quay C	69.3%	1.9%	6.2%	12.6%	3.2%	3.6%	2.7%
Arran Quay D	55.4%	3.1%	7.8%	8.2%	7.3%	11.4%	4.8%
Arran Quay E	60.9%	1.3%	6.5%	7.3%	5.6%	13.7%	4.0%
Inns Quay B	59.6%	2.5%	8.6%	9.7%	5.7%	9.6%	3.8%
Inns Quay C	52.3%	2.6%	10.6%	12.3%	6.8%	9.5%	4.9%
Cabra East C	57.3%	2.1%	8.1%	8.5%	6.6%	12%	4.5%

(Source: Gamma 2008)

7.5% of all persons living in the GDA area were unemployed in 2006, which is 3.1% higher than the national average. 2.2% of the population reported that they were first time job seekers. This figure was more than double the national average of 0.9%. The unemployment figures in the area although higher than the national average are likely to mask the true extent of the generational unemployment which still prevails, especially in some of the local authority housing complexes.

The unemployment rate has been rising quickly in the period since the Census. Latest live register figures show that the standardised live register figure for November 2008 had risen to 7.8% nationally or 277,200 persons.

Figures received from the three social welfare offices closest to the GDA area show that the number of persons on the live register has increased by 3.3% between August 2008 and November 2008⁸⁰.

Figure 71 - Live Register Figures

Social Welfare Office	Total Number Signing On August 2008	Total Number Signing On December 2008	Total Number Male – August 2008	Total Number Male – December 2008	Total Number Female – August 2008	Total Number Female – December 2008
Thomas Street	2,811	3,089	1,983	2,190	828	899
Navan Road	3,591	3,999	2,403	2,766	1,188	1,233
North Cumberland St.	6,737	7,685	4,336	5,192	2,401	2,493

(Source: Department of Social and Family Affairs)

The figure below shows the percentage of people who are unemployed plus first time job seekers expressed as a percentage of the labour force. When the figures are calculated in this way, the average unemployment figure for the GDA area is 14.2%.

Figure 72 - Unemployment Figures

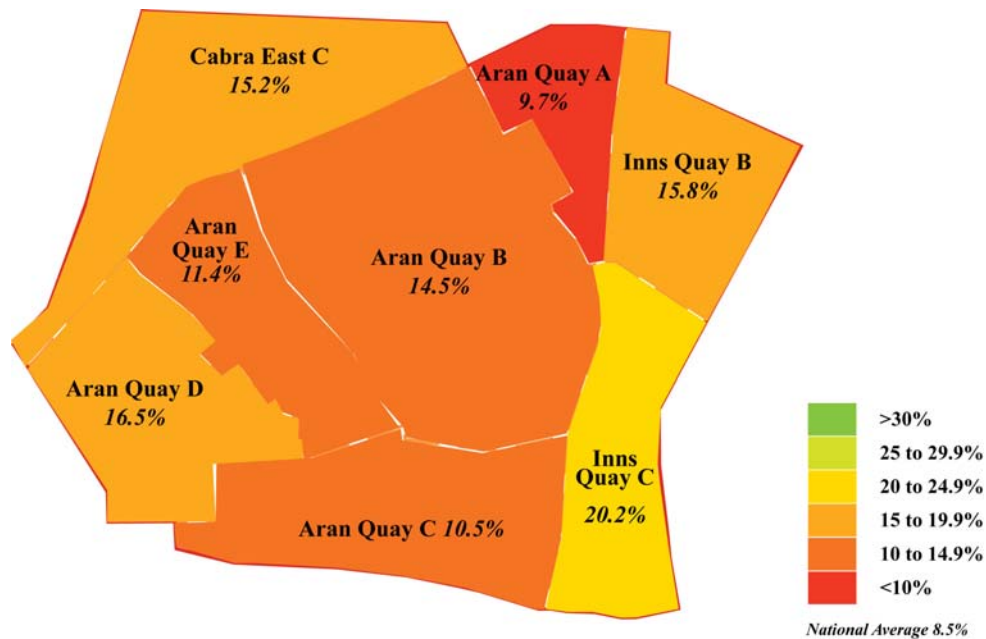
DED	Unemployment Rate 2006	Unemployment Rate Males 2006	Unemployment Rate Females 2006	Labour Force ion Rate
Arran Quay A	9.7%	10.4%	8.9%	66.8%
Arran Quay B	14.5%	14.5%	14.5%	69.2%
Arran Quay C	10.5%	11.7%	8.9%	77.5%
Arran Quay D	16.5%	20.7%	11.3%	66.3%

⁸⁰The live register figures are only gathered by ED during the census, so it is not possible to make an accurate comparison by ED.

Arran Quay E	11.4%	14.1%	8.3%	68.7%
Inns Quay B	15.8%	17.8%	13.3%	70.8%
Inns Quay C	20.2%	19.4%	21.2%	65.5%
Cabra East C	15.2%	17.3%	12.2%	67.6%
GDA Area	14.2%	15.7%	12.3%	69.0%
National	8.5%	8.8%	8.1%	62.5%

(Source: Gamma 2008)

Figure 73 - Unemployment Rate 2006



Unemployment Rate - 2006

Sum of those Unemployed and First-Time Job Seekers expressed as a percentage of the sum of the Unemployed, First-Time Job Seekers and those at Work

Unemployment is particularly pervasive among males in disadvantaged areas, with very high levels of unemployment being recorded for males with no formal education. Enumeration area 02/312 recorded that 21.9% of males were unemployed or seeking their first job, compared with an average for the GDA area of 9.72%. Areas 02/314 and 02/307 recorded male unemployment rates of 24.5% and 17.3% respectively. Females unemployment was highest in enumeration area 02/307 where 15.5% of all females were either unemployed or seeking their first job.

A5.5.3 Persons with a Disability

The Census of Population 2006 recorded the number of individuals with a disability. The percentage of the total population with a disability was recorded as 11.1%. This figure was slightly above the national average of 10%. There were however some very significant variations in the number of people presenting with a disability by ED within the area. In Arran Quay B, 34.9% of all persons aged between 25 and 44 reported at least one disability compared with 19.9% nationally. Likewise 36.7% of all persons aged between 45 and 64 living in Arran Quay B and 43% in Arran Quay C reported at least one disability compared with 29.2% nationally. The high proportion of people in this ED with a disability is a likely consequence of St. Brendan’s Hospital, with residential patients with mental health issues being re housed in the local vicinity. Disability levels were particularly high across all EDs in the 25-44 age group, with 30.3% of all persons in the GDA reporting at least one disability compared with 19.9%

nationally and 29.0% for the overall Inner City area. Conversely the number of children and young people with a reported disability (4.4%) was lower than the national average 8.4%

Figure 74 – People with Disabilities 2006

ED	Total Persons with a disability	Persons with a disability (%)	Persons with a disability Aged 15-24	Persons with a disability Aged 25-44	Persons with a disability Aged 45-64	Persons with a disability Aged 65+
Arran Quay A	151	4 (2.6%)	25(16.6%)	27 (17.9%)	35 (23.2%)	60 (39.7%)
Arran Quay B	441	13(2.9%)	38 (8.6%)	154 (34.9%)	162 (36.7%)	74 (16.8%)
Arran Quay C	293	18 (6.1%)	45 (15.4%)	126 (43%)	68 (23.2%)	36 (12.3%)
Arran Quay D	432	30 (6.9%)	33(7.6%)	112 (25.9%)	136 (31.5%)	121 (28.0%)
Arran Quay E	359	12 (3.3%)	19 (5.3%)	82 (22.8%)	100 (27.9%)	146 (40.7%)
Inns Quay B	331	14 (4.2%)	24 (7.3%)	103 (31.1%)	95 (28.7%)	95 (28.7%)
Inns Quay C	323	18 (5.6%)	24 (7.4%)	93 (28.8%)	103 (31.9%)	85 (26.3%)
Cabra East C	387	15 (3.8%)	20 (5.16%)	109 (38.1%)	112 (28.9%)	131 (33.8%)
Dublin City	56,420	3238 (5.7%)	3971 (7.0%)	12046 (21.4%)	15772 (28.0%)	21393 (37.9%)
National	393,785	33256 (8.4%)	29,047 (7.4%)	78326 (19.9%)	114899 (29.2%)	138257 (35.1%)

(Source: Gamma 2008)

A5.6 Educational Attainment

Within the census educational attainment is based on the highest level of education attained by the respondent. Persons aged 15 years and over whose full time education has ceased are classified by the highest level of education completed (full time or part time) and by the present status, such as at work, looking for first regular job, unemployed and not in the labour force. The levels of education given are as follows:

- 0 No formal education
- 1 Primary education
- 2 Lower Secondary – Junior Cert, Group Cert or ‘O’ Level

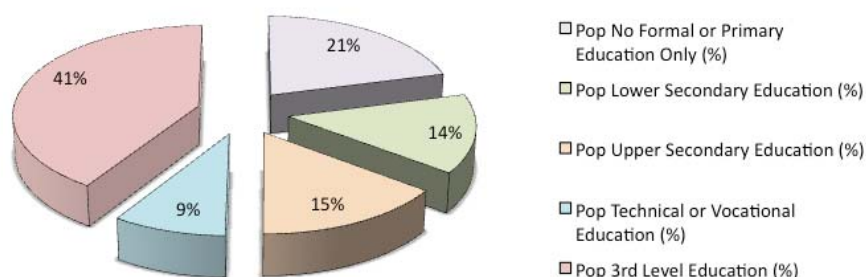
Second Level

- 3 Upper secondary (Leaving Cert, ‘A’ Level)
- 4 Technical or Vocational Qualification
- 5 Both upper secondary and technical or vocational

Third Level

- 6 Non-degree qualification
- 7 Primary Degree (Third level Bachelor)
- 8 Professional Qualification (of degree status or higher)
- 9 Both a degree and a professional qualification
- 10 Postgraduate certificate or diploma
- 11 Postgraduate degree
- 12 Doctorate (PhD)

Figure 75 - Educational Attainment of People in GDA Area 2006

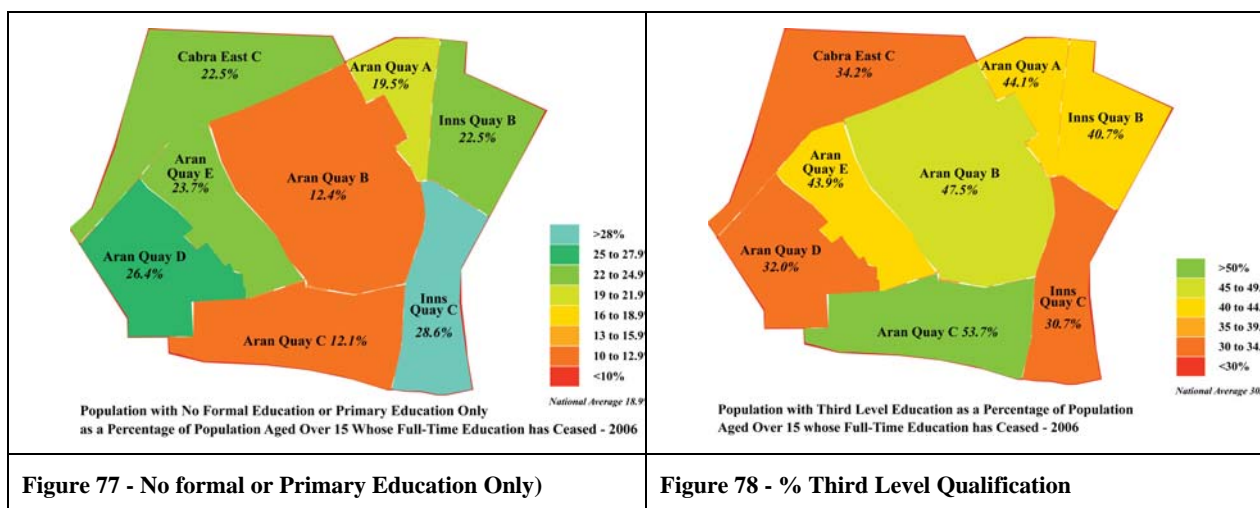


In 1991 in Ireland, 36.7% of the population had primary education only. In 2006 this figure had dropped to 18.9%. In Dublin City the rate fell from 39.7% to 22% in 2006 a reduction of - 17.7%. In Dublin Inner City the reduction is more substantial still from 49.8% in 1991 to 29.5% in 2006. In total 35% of all people in the GDA area had lower secondary level education or lower. This figure rose to 46% for Inns Quay C and 45.8% for Arran Quay D. These EDs also recorded significantly lower than average percentages with third level education, 32.7% and 30.3% respectively. It is also important to note that these figures mask significantly lower educational attainment figures in subsections of all EDs within the GDA area, especially in local authority housing complexes and apartments. The high percentage of people with a third level qualification is a reflection of the influx of professional young people living in the new housing developments and apartments in the area.

Figure 76 - Educational Attainment

ED	Pop no formal or primary education only (%)	Pop Lower Secondary Education (%)	Pop Upper Secondary Education (%)	Pop Technical or vocational Education (%)	Pop Third Level Education (%)	Age Education Ceased <or = 15 (%)	Age Education Ceased > or = 20 (%)
Arran Quay A	19.5%	12.1%	15.6%	8.7%	44.1%	13.0%	41.4%
Arran Quay B	12.4%	12.4%	17.4%	10.2%	47.5%	7.7%	48.7%
Arran Quay C	12.1%	10.4%	13.8%	9.9%	53.7%	7.1%	53.8%
Arran Quay D	26.4%	19.4%	14.6%	7.7%	32.0%	20.9%	30.3%
Arran Quay E	23.7%	12.0%	13.1%	7.2%	43.9%	14.5%	39.1%
Inns Quay B	22.5%	13.4%	14.6%	8.8%	40.7%	14.7%	37.7%
Inns Quay C	28.6%	17.4%	14.0%	9.3%	30.7%	19.1%	32.7%
Cabra East C	21.3%	15.7%	16.2%	9.2%	32.5%	19.2%	37.8%
	20.8%	14.1%	14.9%	8.8%	40.6%	14.5%	40.1%

(Source: Gamma 2008)



(Source: Gamma 2008)

A5.6.1 Educational Attainment – Gender

Nationally, in recent years female educational attainment has exceeded that of their male counterparts. The figures for the educational attainment of males and females in the GDA area do not reflect the national trend to the same extent. 20% of all males in the area had no formal or primary level education only compared with 22% of females. 14.2% of both males and females completed lower secondary education only. Females were much less likely than males to undertake vocational or technical qualifications. This was reflected in the figures with 11.3% of males undertaking these qualifications compared with 6.5% of females. The only area where female educational attainment exceeds male attainment in the GDA area was in third level qualifications, with 42.8% of females attaining a third level qualification compared with 39% of males.

Figure 79 - Male Educational Attainment

ED	Males no formal or primary education only (%)	Males Lower Secondary Education (%)	Males Upper Secondary Education (%)	Males Technical or Vocational Education (%)	Males 3rd Level Education (%)
Arran Quay A	18.9%	12.0%	18.0%	11.5%	39.6%
Arran Quay B	11.3%	12.5%	17.8%	13.4%	45.0%
Arran Quay C	13.1%	9.7%	14.8%	11.5%	50.9%
Arran Quay D	25.6%	18.1%	14.8%	10.2%	31.3%
Arran Quay E	23.0%	11.4%	13.1%	9.8%	42.7%
Inns Quay B	22.2%	15.0%	14.7%	11.1%	37.1%
Inns Quay C	24.4%	18.1%	13.9%	11.0%	32.7%
Cabra East C	21.00%	16.60%	17.30%	12.30%	32.80%
	20%	14.20%	15.50%	11.30%	39%

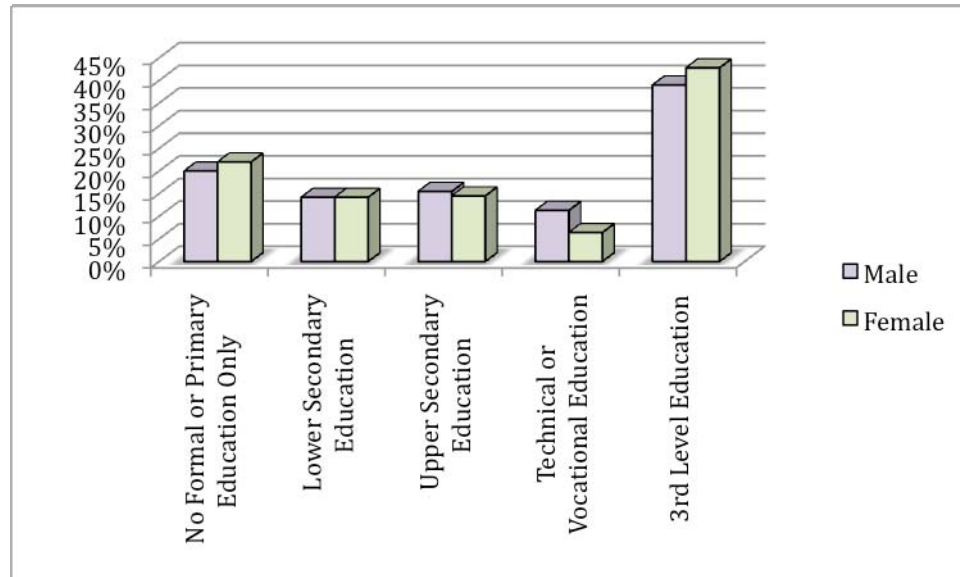
(Source: Gamma 2008)

Figure 80 - Female Educational Attainment

ED	Females no formal or primary education only (%)	Females Lower Secondary Education (%)	Females Upper Secondary Education (%)	Females Technical or Vocational Education (%)	Females 3rd Level Education (%)
Arran Quay A	20.1%	12.2%	13.4%	6.1%	48.2%
Arran Quay B	13.6%	12.4%	17.0%	6.7%	50.3%
Arran Quay C	10.9%	11.2%	12.6%	8.0%	57.3%
Arran Quay D	27.1%	20.8%	14.3%	5.0%	32.7%
Arran Quay E	24.4%	12.6%	13.0%	4.8%	45.1%
Inns Quay B	22.9%	11.7%	14.5%	6.4%	44.4%
Inns Quay C	33.1%	16.7%	14.1%	7.5%	28.7%
Cabra East C	24.0%	16.4%	16.9%	6.8%	35.7%
	22.0%	14.2%	14.5%	6.5%	42.8%

(Source: Gamma 2008)

Figure 81 - Male and Female Educational Attainment



A5.6.2 Educational Attainment of Unemployed People

There is a clear link between low educational attainment and unemployment. The educational attainment of people who are unemployed is significantly lower than the general population. While 35% of the general population had completed lower secondary education or less, this figure rose to 52.6% of all unemployed people. The percentage of people who were unemployed who had a third level qualification was 20.2% compared to 40.6% of the general population. Within the GDA area there were variations among the EDs with the percentage of people who were unemployed who had attained lower secondary and below exceeding 60% in Arran Quay C (61.6%), Arran Quay E (69%) and Inns Quay C (60.6%).

Figure 82 - Educational Attainment of Unemployed People

ED	Total Unempl Total Education	Total Unempl Total Education (Excl Not Stated)	Total Unempl No Formal or Primary Education Only	Total Unempl Lower Secondary Education	Total Unempl Upper Secondary Education	Total Unempl Technical or Vocational Education	Total Unempl 3rd Level Education
Arran Quay A	69	63	15	11	11	9	17
Arran Quay B	195	174	35	41	42	19	37
Arran Quay C	178	168	46	43	28	18	33
Arran Quay D	207	198	61	61	31	16	29
Arran Quay E	140	128	40	25	22	14	27
Inns Quay B	201	175	58	41	24	12	40
Inns Quay C	211	198	68	52	29	17	32
Cabra East C	194	178	52	40	33	23	30
Total	1,395	1,282	375	314	220	128	245

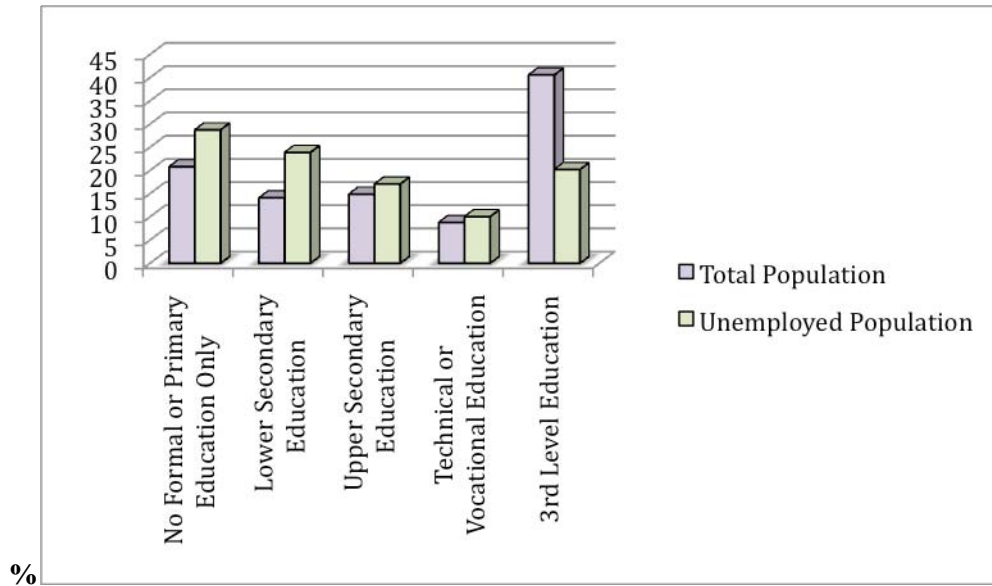
(Source: Gamma 2008)

Figure 83 - Educational Attainment of Unemployed People %

ED	Total Unempl No Formal or Primary Education Only (%)	Total Unempl Lower Secondary Education (%)	Total Unempl Upper Secondary Education (%)	Total Unempl Technical or Vocational Education (%)	Total Unempl 3rd Level Education (%)
Arran Quay A	23.8%	17.5%	17.5%	14.3%	27.0%
Arran Quay B	20.1%	23.6%	24.1%	10.9%	21.3%
Arran Quay C	27.4%	25.6%	16.7%	10.7%	19.6%
Arran Quay D	30.8%	30.8%	15.7%	8.1%	14.6%
Arran Quay E	31.3%	19.5%	17.2%	10.9%	21.1%
Inns Quay B	33.1%	23.4%	13.7%	6.9%	22.9%
Inns Quay C	34.3%	26.3%	14.6%	8.6%	16.2%
Cabra East C	29.3%	24.5%	17.2%	10.0%	19.0%
Total	28.7%	23.9%	17.1%	10.1%	20.2%

(Source: Gamma 2008)

Figure 84 - Comparative Educational Attainment - Unemployed and General Population



The educational attainment of people who were unemployed is a stark contrast to the levels of educational attainment among the general population, with 54% of the unemployed population recording below lower secondary level education compared to 35% of the general population. In Census 2006 41% of the overall population of the GDA area reported that they had some third level qualification compared to 19% of unemployed people.

Figure 85 - Educational Attainment Unemployed

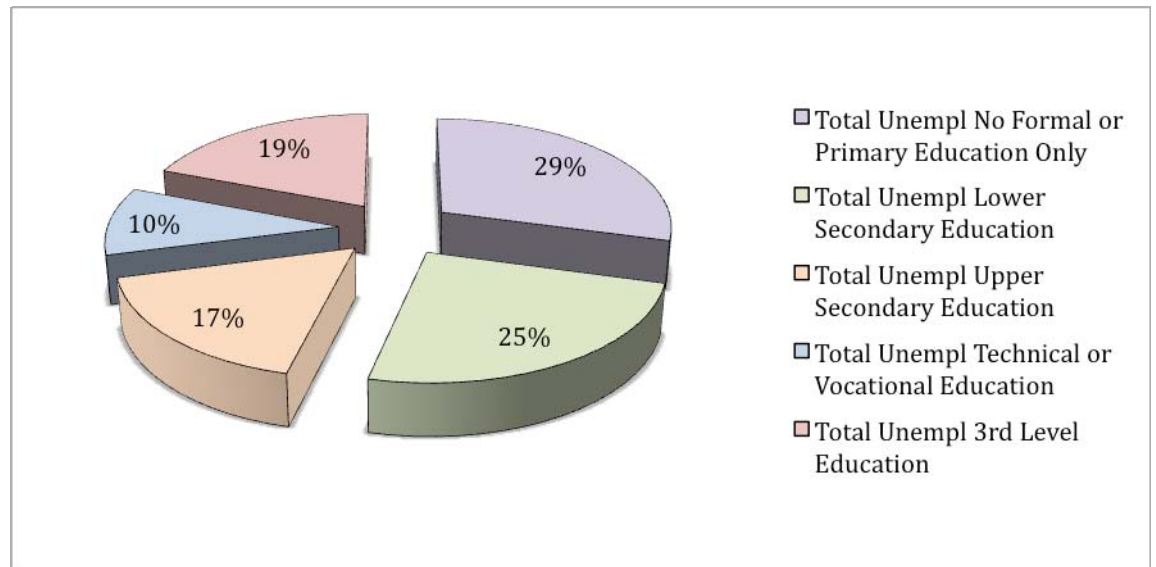


Figure 86 - Educational Attainment by Enumeration Area

02-312: Ashford Place, Ashford St (pt), North Circular Road (pt), O'Devaney Gardens (pt), Oxmantown Road 9pt), Rosse Street, Thor Place (pt), Ashford Cottages	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
	No formal education	0	0	0	0	0	0	0	1	0
Primary Education	12	0	5	15	32	13	2	6	20	41
Lower secondary education	24	3	11	8	46	30	5	3	17	55
Upper secondary	25	4	3	6	38	11	0	5	12	28
Technical or vocational	13	2	4	4	23	2	1	1	2	6

Upper secondary and technical or vocational	5	0	3	0	8	2	1	1	2	6
Non-degree	9	1	1	2	13	12	0	0	3	15
Primary degree	10	1	0	3	14	11	0	0	2	13
Professional degree	0	0	0	0	0	1	2	0	0	3
Both degree and professional qualification	1	0	1	0	2	3	0	0	0	3
Post-graduate certificate or diploma	0	0	1	0	1	4	0	0	0	4
Post-graduate degree	6	0	0	2	8	4	0	0	0	4
Doctorate (PhD)	1	0	0	0	1	1	0	0	0	1
Not Stated	0	0	1	0	1	0	0	0	1	1
Total	106	11	30	40	187	94	11	17	59	181
%	56.7%	5.9%	16%	21.3%		52%	6%	9.3%	32.6%	

(Source: CSO 2008)

02-314: Infirmary Road (pt), Montpellier Drive, Montpellier Gardens (pt), Montpellier Hill (pt), Montpellier Park, O'Devaney Gardens (pt)	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
No formal education	1	0	0	1	2	0	0	0	1	1
Primary Education	39	5	18	38	100	43	3	4	83	133
Lower secondary education	55	6	13	6	80	54	4	5	31	94
Upper secondary	21	9	10	3	43	29	1	2	4	36
Technical or vocational	6	1	1	1	9	4	1	0	1	6
Upper secondary and technical or vocational	4	0	1	0	5	1	0	1	1	3
Non-degree	4	0	0	1	5	9	0	0	1	10
Primary degree	6	0	1	1	8	1	0	0	0	1
Professional degree	3	0	0	0	3	3	0	0	0	3
Both degree and professional qualification	2	0	0	0	2	7	0	0	0	7
Post-graduate certificate or diploma	4	0	0	0	4	3	0	0	0	3
Post-graduate degree	1	0	0	0	1	7	0	0	0	7
Doctorate (PhD)	1	0	0	1	2	1	0	0	0	1
Not Stated	0	0	0	1	1	2	2	0	3	7
Total	147	21	44	53	265	164	11	12	125	312
%	55.5%	8%	16.5%	20%		52.6%	3.5%	3.8%	40.1%	

(Source: CSO 2008)

02-307: Blackhorse Avenue (pt), North Circular Road (pt), Marlborough Road, Marlborough Court, and Marlborough Mews.	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
No formal education	3	0	0	2	5	0	0	1	1	2
Primary Education	14	4	7	18	43	5	2	4	11	22
Lower secondary education	22	3	10	7	42	6	1	2	10	19
Upper secondary	50	2	9	9	70	32	3	4	6	45

Technical or vocational	27	2	3	5	37	5	2	2	2	11
Upper secondary and technical or vocational	28	0	4	1	33	9	0	2	2	13
Non-degree	26	2	2	1	31	11	0	2	0	13
Primary degree	24	0	2	1	27	12	0	2	3	17
Professional degree	6	1	3	1	11	6	0	1	0	7
Both degree and professional qualification	14	1	1	0	16	4	0	1	1	6
Post-graduate certificate or diploma	7	1	0	3	11	10	0	0	0	10
Post-graduate degree	12	0	0	2	14	13	0	0	2	15
Doctorate (PhD)	2	0	0	0	2	3	0	0	0	3
Not Stated	31	2	6	2	41	16	0	4	9	29
Total	266	18	47	52	383	132	8	25	47	212
%	69.5%	4.7%	12.3%	13.6%		62.3%	3.7%	11.8%	22.2%	

(Source: CSO 2008)

02-330: Auburn Street (pt), Dominic Street Upper, Fontenoy Street, Mountjoy Street (pt), Mountjoy Street Middle, Palmerstown Place, Primrose Street (pt), Shamrock Street, St Laurence Place, St. Michael's Place, St Patrick's Place, Wellington Place North, Wellington Street Upper, Western Way (pt), Myrtle Street (pt).	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
No formal education	0	0	0	1	1	0	0	0	0	0
Primary Education	9	2	9	20	40	8	0	3	28	39
Lower secondary education	20	2	3	4	29	11	2	0	11	24
Upper secondary	35	5	3	5	48	24	3	3	4	34
Technical or vocational	7	2	0	6	15	5	0	0	1	6
Upper secondary and technical or vocational	9	1	2	1	13	7	0	0	2	9
Non-degree	20	0	1	4	25	18	0	1	4	23
Primary degree	25	0	0	1	28	27	0	0	1	28
Professional degree	8	1	3	1	13	6	0	1	0	7
Both degree and professional qualification	9	0	1	2	12	16	0	0	1	17
Post-graduate certificate or diploma	14	1	2	0	17	11	0	0	2	13
Post-graduate degree	16	1	1	0	18	21	0	0	0	21
Doctorate (PhD)	2	0	0	0	2	1	0	0	1	2
Not Stated	52	0	4	6	62	27	0	0	19	46
Total	226	15	31	51	323	182	5	8	74	269
%	70%	4.6%	9.6%	15.8%		67.6%	1.9%	3%	27.5%	

(Source: CSO 2008)

02-322: North circular road (pt), Grangegorman (pt), Grangegorman Upper (pt), Orchard Terrace, Prussia Street (pt), Rathdown Road, Rosemount Road, St Joseph's Court, St. Joseph's Place, St Brendan's Hospital, Rosemount Terrace.	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
No formal education	1	0	0	4	5	0	0	0	1	1
Primary Education	2	0	4	40	46	2	0	1	34	37
Lower secondary education	17	1	4	17	39	7	1	2	27	37
Upper secondary	15	1	7	9	32	13	0	5	11	29
Technical or vocational	3	0	0	3	6	5	0	1	0	6
Upper secondary and technical or vocational	2	0	1	0	3	3	0	0	1	4
Non-degree	14	0	0	3	17	8	0	0	2	10
Primary degree	16	0	1	2	19	14	0	0	0	14
Professional degree	5	0	0	1	6	2	0	0	0	2
Both degree and professional qualification	8	0	0	1	9	16	0	1	0	17
Post-graduate certificate or diploma	4	0	0	2	6	7	0	0	0	7
Post-graduate degree	17	0	1	0	18	10	0	0	1	11
Doctorate (PhD)	5	0	0	0	5	2	0	0	0	2
Not Stated	17	0	5	10	32	7	0	0	9	16
Total	126	2	23	92	243	96	1	10	86	193
%	51.8%	.8%	9.5%	37.9%		49.7%	.5%	5.2%	44.6%	

(Source: CSO 2008)

02-595: Arbour Hill (pt), Benburb St (pt), Blackhall Place (pt), Blackhall St (pt), Hendrick Place, Hendrick St, King Street North (pt), Oxmantown Lane, Parkgate Street (pt), Paul Street (pt), Queen St (pt), Rosemount Terrace, Sarsfield Quay(pt), Stoneybatter (pt), Temple St West (pt), Woodlane, Blackhall Green, Collins Barracks, Blackhall Court, Law Society Lodge.	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
No formal education	0	0	1	0	1	0	0	1	1	2
Primary Education	14	6	19	18	57	9	1	4	34	48
Lower secondary education	28	3	14	5	50	16	2	12	13	43
Upper secondary	33	1	5	2	41	14	2	1	7	24
Technical or vocational	26	0	3	2	31	6	1	2	1	10
Upper secondary and technical or vocational	10	0	0	0	10	14	0	0	1	15
Non-degree	34	1	1	2	38	31	0	0	2	33
Primary degree	48	0	2	0	50	46	0	1	1	48
Professional degree	12	0	0	0	12	7	1	0	0	8
Both degree and professional qualification	27	0	1	0	28	18	0	0	1	19
Post-graduate certificate or diploma	16	1	0	0	17	23	0	1	0	24
Post-graduate degree	34	2	2	0	38	17	0	0	0	17

Doctorate (PhD)	3	0	0	0	3	5	0	0	0	5
Not Stated	2	0	1	0	3	2	0	0	1	3
Total	287	14	49	29	379	208	7	22	62	299
%	75.7%	3.7%	13%	7.6%		69.6%	2.4%	7.3%	20.7%	

(Source: CSO 2008)

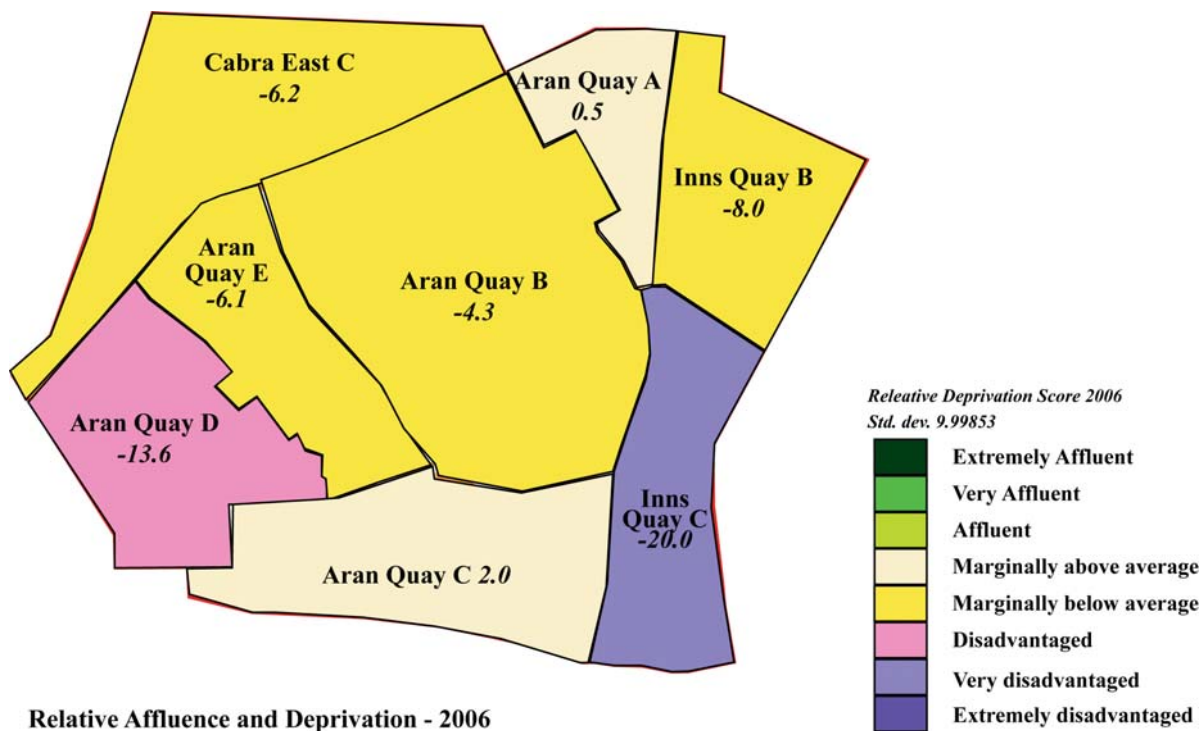
02-320: Arbour Hill (pt), Arbour Place (pt), Ard Righ Place, Ard Righ Road, Blackhall Place (pt), Olaf Road (pt), Sitric Place, Sitric Road, St Mary's Terrace, Stoneybatter (pt), Viking Place, Viking Road, Eblana Villas.	Male At Work	Looking for first regular job	Unemployed	Not in labour force	Total Male	Female At Work	Looking for first regular job	Unemployed	Not in labour force	Total Female
No formal education	2	0	0	2	4	0	0	0	1	1
Primary Education	8	1	1	20	30	11	0	0	30	41
Lower secondary education	9	0	0	5	14	5	2	1	5	13
Upper secondary	25	0	7	1	33	6	0	1	8	15
Technical or vocational	8	0	3	4	15	3	0	0	2	5
Upper secondary and technical or vocational	10	0	2	0	12	2	0	0	1	3
Non-degree	21	0	0	0	21	18	0	0	3	21
Primary degree	30	1	2	0	33	22	0	1	0	23
Professional degree	6	0	0	0	6	5	0	0	0	5
Both degree and professional qualification	8	0	1	1	10	18	0	0	0	18
Post-graduate certificate or diploma	13	1	0	0	14	13	0	0	0	13
Post-graduate degree	17	0	1	0	18	20	1	0	1	22
Doctorate (PhD)	2	0	0	0	2	3	0	0	0	3
Not Stated	4	0	1	6	11	4	0	0	9	13
Total	163	3	18	39	223	130	3	3	60	196
%	73%	1.4%	8.1%	17.5%		66.3%	1.5%	1.5%	30.7%	

(Source: CSO 2008)

A5.7 Relative and Absolute Deprivation

Haase (2008) in a review of relative affluence and deprivation found that “*Dublin City is the most disadvantaged local authority area within the region, making it the tenth most disadvantaged county in Ireland as a whole. The relative position of Dublin City has marginally deteriorated over the past fifteen years from a score of -2.2 in 1991 to -2.5 in 2006, but in terms of ranking, it has improved its position from the 30th to the 25th position in relative affluence*”. The report went on to indicate “*Dublin Inner City occupies a special position in that it is no longer amongst the most deprived areas if measured at ED level, but contains significant clusters of high deprivation which are masked by the extreme population influx of largely affluent people in the wake of the inner city’s gentrification.*”

Figure 87 - Relative and Absolute Deprivation 2006



The map shows the patterns of relative affluence and deprivation in Dublin City. Only two EDs in the GDA area were marginally above average: Arran Quay C (2.0) and Arran Quay A (0.5). Inns Quay C (-20.0) and Arran Quay D (-13.6) were deemed to be disadvantaged, while Cabra East C (-6.2), Arran Quay B(-4.3), and Inns Quay B(-8.0) were all marginally below average. No ED in the GDA area was affluent, very affluent or extremely affluent.

A5.7.1 SAHRU Index

The Small Area Health Research Unit (SAHRU) Index is a similar index to the Haase deprivation index. The original index was commissioned in early 1997 by the Directors of Public Health in Ireland to produce the first national deprivation index for health and health services research. The index defines deprivation as “*observable and demonstrable disadvantage relative to the local community to which an individual belongs*”⁸¹. The index includes four variables:

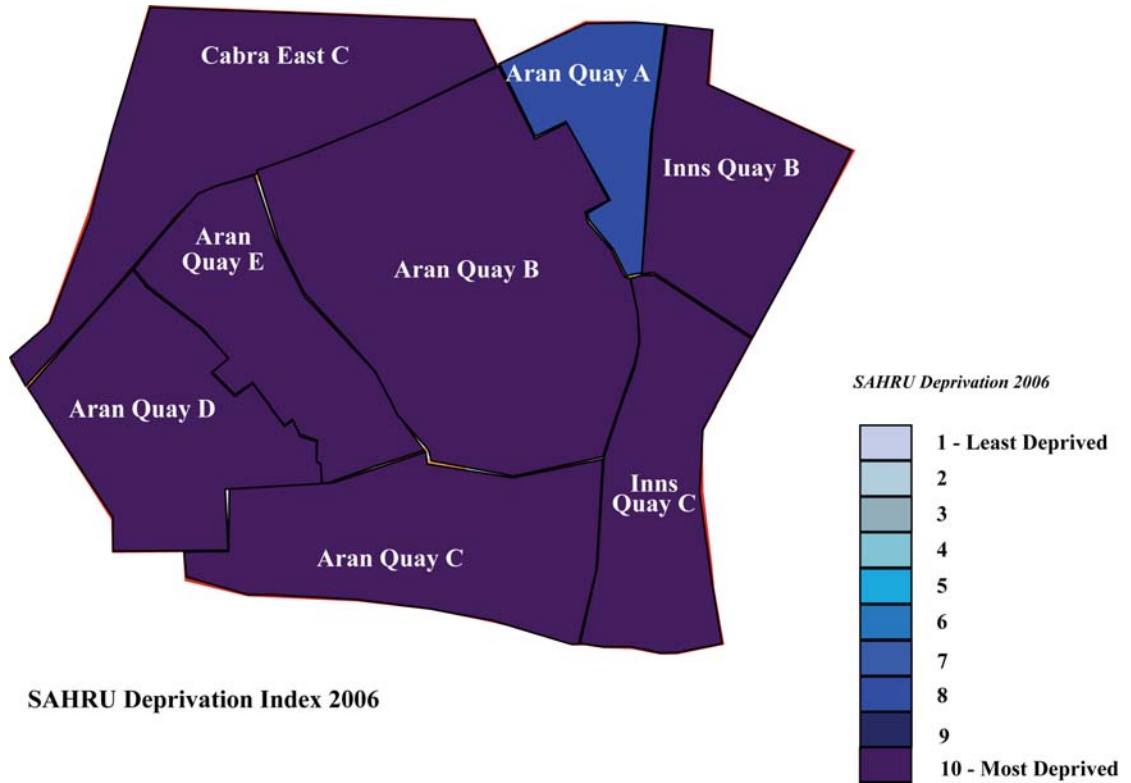
- ❑ Unemployment;
- ❑ Low social class;
- ❑ No car; *and*
- ❑ Rented accommodation⁸².

Based on the SAHRU deprivation index, seven of the eight EDs in the GDA area were most deprived scoring 10 on the deprivation index. Only Arran Quay A scored better with a score of 8 on the deprivation index.

⁸¹ Taken from Townsend P. *Deprivation*. Journal of Social Policy 1987; 16: 125-46

⁸² The Overcrowding indicator has been dropped from the 2006 index

Figure 88 - SAHRU Index of Deprivation



A5.8 Special Areas of Designation

The NWIC RAPID⁸³ operates within the GDA area. The RAPID Programme is a Government initiative, which targets 45 of the most disadvantaged areas in the country. The Programme aims to ensure that priority attention is given to the designated areas by focusing State resources available under the National Development Plan. The Programme also requires the Government Departments and State Agencies to bring about better co-ordination and closer integration in the delivery of services.

RAPID is a complimentary initiative by the Department of Community, Rural and Gaeltacht Affairs, and is administered through Pobal.

The NWIC RAPID programme covers the EDs of Arran Quay A (part of), Arran Quay B and C and Inns Quay B and C.

⁸³ Revitalising Areas by Planning Investment and Development

Appendix 7: DIT Part Time Courses (2008/2009)

Name of Course	Duration	Entry Requirement ⁸⁴	Campus	Award
Accounting Technician	2 years	Leaving Certificate with at least 5 passes on ordinary level papers at grade D3 or better or 4 passes of which at least two are on higher level papers at Grade D3 or better.	Aungier Street	Membership of the Institute of Accounting Technicians in Ireland (M.I.A.T.I.).
Professional Diploma in Advertising (creative)	1 year	Applicants should normally have Leaving Certificate with 1 honour i.e. C3 on a higher paper plus four passes (including English and Mathematics), or Leaving Certificate with 5 passes (including English and Mathematics) plus 1 years relevant work experience or other programme of study.	Aungier Street	Professional Diploma in Advertising from the Joint Advertising Education Committee.
Professional Diploma in Advertising Executive)	1 year	Applicants should normally have Leaving Certificate with 1 honour i.e. C3 on a higher paper plus four passes (including English and Mathematics), or Leaving Certificate with 5 passes (including English and Mathematics) plus 1 years relevant work experience or other programme of study.	Aungier Street	Professional Diploma in Advertising from the Joint Advertising Education Committee.
Flight Operations Officer (Dispatcher) Programme	2 years	Not stated	Near Dublin Airport	None
Jet Engine Overhaul Procedures	1 year	Not stated	Bolton Street	None
Private Aircraft Pilots' License Theory	1 year	Not stated	Bolton Street	Complete preparation for IAA/EASA written examinations.
Basic Aeronautical Knowledge	Varies	Not less than three years experience in the aeronautical engineering industry. Entries will only be accepted on receipt of the completed DIT application form. Basic Aeronautical Knowledge	Bolton Street	To prepare students for EASA Part 66, B1, B2, Knowledge examinations.
Basic Aeronautical Knowledge Category	Varies	Not less than three years experience in the aeronautical engineering industry. Entries will only be accepted on receipt of the completed DIT application form.	Bolton Street	To prepare students for EASA Part 66 Category A Knowledge
MSc in Applied Mathematics and Theoretical Physics	3 years	Honours Degree in Mathematics, Mathematical Physics (2.2 or higher) or related/equivalent qualification.	Kevin Street	MSc in Applied Mathematics and Theoretical Physics
Technological Certificate in	1 year	Elementary Stage: Irish Leaving Certificate or employment in the motor industry. Intermediate Stage: Elementary Technicians Certificate or National Craft Certificate.	Bolton Street	Technological Certificate - Department of Education and Science.

⁸⁴ In many cases the academic requirements do not apply to mature students i.e. Irish and other EU citizens who are 23 years of age on the 1st January of the proposed year of entry. Entry may be based on interview, professional experience and other criteria.

Automobile Engineering		Advanced Stage: Intermediate Technicians Certificate.		
Baking and Pastry Arts Technology and Management	1 semester	Entrants should be mature students (23 years and over). Entrants should have successfully completed the Irish leaving certificate examination or equivalent. Exemptions will be considered on a case by case basis.	Kevin Street	Baking Ingredient Studies 1 – Certificate in Continuing Professional Development
Baking Technology	1 semester	Entrants should be mature students (23 years and over). Entrants should have successfully completed the Irish leaving certificate examination or equivalent. Exemptions will be considered on a case by case basis.	Kevin Street	Baking Technology 1 – Certificate in Continuing Professional Development
Bartending Supervision	1 year	None stated	Cathal Brugha Street	Licensed Vintners' Association Trainee Bartender Diploma.
Building Services Engineering - Higher Certificate	3 years	Irish Leaving Certificate or equivalent with passes in Mathematics and English or Irish and three other subjects. Students would usually be employed in the building services industry before commencing the programme.	Bolton Street	Higher Certificate in Building Services Engineering
Building Technology	1 year	Employment in the building industry	Bolton Street	Certificates from the Department of Education and Science and DIT statement of ECTS credits in selected modules from the DT149 Higher Certificate in Site Management
Business and Legal Studies - Honours Degree	Modularised (should be completed within 4 years)	Applicants should have a Leaving Certificate with passes in not less than six subjects, two of which should be at Grade C3 or better on higher level papers. Mature students with a satisfactory level of education and relevant business experience are welcome to apply.	Aungier Street	BSc (Business and Legal Studies)
Business Studies – Honours Degree	Modularised (should be completed within 4 years)	Applicants should have a Leaving Certificate with passes in not less than six subjects, two of which should be at Grade C3 or better on higher level papers. Mature students with a satisfactory level of education and relevant business experience are welcome to apply	Aungier Street	B.B.S.(Honours)
Cellular Pathology and Histology - Introduction	1 year	Be currently employed in an appropriate research, hospital or veterinary pathology laboratory and have a BSc or Diploma in a relevant science subject (Biology, Microbiology, Biochemistry Physiology, Biomedical Science or equivalent)	Kevin Street	Certificate of Completion. This programme is worth 5 ECTS and is accredited for PEP points by the Academy of Medical Laboratory Science Professional Enhancement Programme.
MA in Child, Family and Community Studies	5 semesters	Applicants must normally hold a second class honours degree, lower division (2.2), or higher, in the area of social care, early education, social sciences, psychology, sociology, youth and community studies or cognate discipline. Applicants who do not meet the minimum academic requirements, but who have significant professional or vocational experience in child, family and community services shall also be considered.	Mountjoy Square	MA in Child, Family and Community Studies

Civil Engineering - Higher Certificate & Bachelor of Engineering Technology	3 years (higher certificate) 5 years Degree	Irish Leaving Certificate or equivalent with passes in Mathematics, a science subject (preferably Physics), English/Irish and two other subjects, or a Senior Trade Certificate with suitable endorsement subjects. Students are expected to be already suitably employed in Civil Engineering.	Bolton Street	Higher Certificate/Bachelor of Engineering Technology in Civil Engineering
Clinical Measurement - BSc (Hons)	2 years	Applicants must have the Certificate in Medical Physics and Physiological Measurement from the Dublin Institute of Technology (Course K271) or equivalent qualification and three years relevant post qualification experience and must be currently working in the area of Clinical Measurement.	Kevin Street	BSc in Clinical Measurement
Cocktail Making	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Cocktail Making – Certificate in Continuing Professional Development
Introduction to Computer – Aided Draughting (AutoCAD)	10 weeks	Applicants should have a basic knowledge of engineering drawing and preferably be electrical apprentices.	Kevin Street	None
Computer Aided Manufacturing	24 weeks	Junior Trades certificate or acceptable industrial experience. Suitable for those seeking to acquire the necessary skills to use computers and their applications in manufacturing parts.	Bolton Street	Continuing Professional Development Certificate
Computer and Communications Engineering - Honours Degree	3 years	Prospective students should hold a National Diploma/Ordinary Degree (or a qualification that the Institute may deem equivalent) in Electronics or a related discipline, with a Distinction. Candidates who have passed at Merit level will be considered on an individual basis.	Kevin Street	Bachelor of Engineering (Computer and Communications Engineering) with honours classification
Computer Applications (Higher Certificate)	3 years	The Leaving Certificate or equivalent in at least five subjects including Mathematics and Irish or English. Copies of certificates must be enclosed with the application form. At least two years post-Leaving Certificate experience. Access to a Windows-based personal computer or equivalent.	Bolton Street	Higher Certificate in Technology in Computer Applications
Computer Applications	1 semester	No previous experience of computers is necessary.	Cathal Brugha Street	Computer Applications Short Programme Certificate
Computer Programming	3 years	The Leaving Certificate or equivalent in at least five subjects including Mathematics and Irish or English. Copies of certificates must be enclosed with the application form. At least two years post-Leaving Certificate experience. Access to a Windows-based personal computer or equivalent.	Bolton Street	Higher Certificate in Technology in Computer Programming
Computing – Bachelor of Technology	Modular	Applicants must have a certificate-level qualification in information technology or equivalent. Applicants must have access to a Windows-based computer system outside of DIT.	Bolton Street	Bachelor of Technology in Computing
MSc in Applied Computing for Technologists	2 years	A second class honours degree or equivalent in a technical or numerate discipline. Candidates who do not meet this requirement may be considered on an exceptional basis if they have an equivalent combination of qualifications and experience.	Bolton Street	Postgraduate Diploma award/MSc award

Construction Economics and Management Degree	6 years	Irish Leaving Certificate with passes in six subjects, including Mathematics and either Irish or English. At least two of the subjects must be at Grade C3 or higher on higher level papers or equivalent qualifications. Holders of the DIT Ordinary Degree in Construction Technology (distinction or merit) or a suitable construction based Ordinary Degree (distinction or merit) from the regional Institutes of Technology may apply for advanced entry to year 4 or year 5 of the programme depending on the degree and its grade. b) Appropriate employment with a professional Q.S. or in another relevant area in the construction industry.	Bolton Street	BSc (Surveying)
Construction Technology - Higher Certificate	3 years	⁸⁵ Leaving Certificate with passes in five subjects including Mathematics and English or Irish or an equivalent qualification. One of these five subjects must be at C3 or above in a higher level paper or, National Craft Certificate in a construction trade (must be in possession of the National Craft Certificate at the time of application) or, Other equivalent qualifications (assessed on an individual basis).	Bolton Street	Higher Certificate in Construction Technology
Construction Technology Ordinary Degree	1 year	Certificate in Construction Technology of Dublin Institute of Technology or equivalent.	Bolton Street	Bachelor of Technology in Construction Technology
Control and Automation Systems/Electrical Energy Systems	5/6 years	a pass in five subjects in the Leaving Certificate examination including at least one subject with a grade not less than C3 on a Higher level paper, one of the five subjects must be English or Irish and another must be Mathematics at a grade not less than C3 on the ordinary level paper, or (b) any qualification which the Institute deems to be equivalent to (a) above.	Kevin Street	BEng Tech
Co-ordinate Reference Systems for Spatial Information	9 weeks	Irish Leaving Certificate or equivalent, together with reasonable ICT skills. Applicants must have access to an efficient Internet connection for the duration of the programme.	Bolton Street	DIT Continuing Professional Development (CPD) award, together with five ECTS (European Credit Transfer System) credits.
Aesthetics for the Culinary Arts 1	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha St.	Aesthetics for the Culinary Arts – Certificate in Continuing Professional Development
Introduction to Culinary Science	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha St.	Introduction to Culinary Arts – Certificate in Continuing Professional Development
Decorative Plasterwork	26 weeks	Knowledge of plastering and construction.	Bolton Street	None
Design Studies	2 years	A candidate must have a completed Leaving Certificate with passes in six subjects, one of the six subjects being English, or an equivalent qualification. These conditions may be waived for mature entrants.	Bolton Street	Higher Certificate in Design Studies
Evening Course in	12 weeks	None	Kevin Street	5 ECT credits

Diet, Nutrition and Health				
MA in Digital Media Technologies	2 years	Entry is open to holders of an honours degree (2.2 grade or higher) or equivalent in relevant disciplines.	Aungier Street	MA in Digital Media Technologies
Domestic Oil Fired Programme	10 weeks	Technicians or engineers employed in the oil fuel industry	Bolton Street	Continuing Professional Development Certificate
Drama in Education - Intermediate	1 year	This programme is open to students who passed the Level 1 programme in Drama in Education	Mountjoy Square	Certificate of Continuing Professional Development
Degree in Electrical and Electronic Engineering	4 years	Applicants for this programme must have successfully completed: (a) The first two years of an honours degree in Electrical/Electronic Engineering, or (b) A relevant DIT or NCEA level 7 degree programme in a cognate discipline at Upper Merit or Distinction level, or (c) A qualification, which the Institute deems to be equivalent to either (a) or (b) above.	Kevin Street	Bachelor of Engineering (BEng)
Bachelor of Science (Electrical Services and Energy Management)	2 years	An Ordinary Degree in Electrical Services Engineering or equivalent.	Kevin Street	Bachelor of Science (Electrical Services and Energy Management)
Higher Certificate (Electrical Services Engineering)	3 years	Applicants must be employed in the Electrical Services Industry. Exemption will be granted from year 1 to students undertaking electrical apprenticeship programmes subject to certain criteria.	Kevin Street	Higher Certificate (Electrical Services Engineering)
Bachelor of Technology (Electrical Services Engineering)	5 years	Leaving Certificate with passes in five subjects at ordinary level, including Mathematics and English/Irish or an equivalent qualification. Applicants must be employed in the Electrical Services Industry. Exemption will be granted from year 1 to students undertaking electrical apprenticeship courses subject to certain criteria.	Kevin Street	Bachelor of Technology (Electrical Services Engineering)
Electrical Systems	24 weeks	Acceptable industrial experience. Suitable for apprentices, craftpersons and craft-based technicians.	Bolton Street	None stated
Electronic and Computer Systems	3 years	Irish Leaving Certificate in five subjects which must include Mathematics with a minimum of grade C3 at Ordinary level or such a qualification as the Institute may deem equivalent.	Kevin Street	Higher Certificate in Electronic and Computer Systems
Engineering - Foundation Programme	1 year	The Foundation year is for applicants who hold a cognate Technician Diploma at Merit (Lower Division) or Pass level. Following successful completion of the Foundation Programme, students will complete three years of part-time study for the Degree in Engineering or can apply for entry to an appropriate full-time programme. Merit (Upper Division) is the level of award when the average mark lies in the range of 60-69%. Merit (Lower Division) is the level of award when the average mark lies in the range of 50-59%.	Bolton Street	DIT Certificate of Completion
MSc in Engineering Computation	2 years	A second class honours degree or equivalent in engineering or a closely related discipline. Candidates who do not meet this requirement may be considered on an	Bolton Street	Postgraduate Diploma/MSc award.

		exceptional basis if they have an equivalent combination of qualifications and experience.		
Engineering Systems Maintenance - Ordinary Degree	4 years	A National Craft Certificate / Senior Trades in an Engineering Trade or a qualification that is deemed by the Dublin Institute of Technology to be an equivalent qualification.	Bolton Street	BEngTech in Engineering Systems Maintenance
MSc in Environmental Health & Safety Management	2 years	An honours degree (2.2 grade or higher) or equivalent in a Science, Engineering, Technology, Construction, Environmental Health or related discipline. Working experience in a related area is desirable. Eligible candidates will be interviewed.	Cathal Brugha Street	MSc in Environmental Health and Safety Management
Food and Beverage Service Operations	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Food and Beverage Service Operations – Certificate in Continuing Professional Development
Food Photography	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Food Photography – Certificate in Continuing Professional Development
Food Product Development	1 semester	Entrants should be mature students (23 years and older). No previous experience required but a basic knowledge of culinary arts or food science or business would be an advantage. Entrants will be considered on a case by case basis.	Cathal Brugha Street	Food Product Development – Certificate in Continuing Professional Development
MSc in Food Safety Management	2 years	An honours degree (2.2 grade or higher) or equivalent in a discipline relevant to Food Safety Management. It is expected that participants will have significant work experience and fit the profile of a manager or technical professional.	Cathal Brugha Street	MSc in Food Safety Management
European MSc in Food Science, Technology and Nutrition	2 years	A BSc degree with the equivalent of Honours 2.2 in relevant subjects such as Chemistry, Biological Sciences, Food Science and Technology, Nutrition or Engineering or cognate subject area. (2) An equivalent qualification of academic level representing an accumulation of at least 240 credits with a minimum of Grade C classification. (3) Non-standard applicants will be considered on an individual basis.	Kevin Street	European MSc degree
Gastronomy 1	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha St.	Gastronomy 1 – Certificate in Continuing Professional Development
Geographical Information Systems	20 weeks	Candidates should normally possess an appropriate third level qualification. However, consideration will be given to mature candidates with relevant practical experience. Candidates should ideally be working in the GIS or a related industry.	Bolton Street	Certificate of Completion of Dublin Institute of Technology.
Global Navigational Satellite Systems (GNSS)	12 weeks	The candidate should have an understanding of survey theory and practice and would ideally be working in a survey related discipline.	Distance Learning	5 ECTS
MSc Health Care Risk Management (Part-Time)	2 years	An honours degree (2.2 grade or higher) or equivalent in a Science, Engineering, Technology, Construction, Environmental Health or Health related discipline. Working experience in a related area is desirable. Eligible candidates will be interviewed.	Cathal Brugha Street	MSc in Health Care Risk Management
MSc in Hospitality	2 years	Applicants should possess an undergraduate degree at honours classification or	Cathal Brugha Street	Masters Degree Hospitality Management

Management		equivalent. In addition, applicants may be required to complete an admission interview. Industry experience is beneficial. Applications from mature students are encouraged. International applicants should note fluency in English is required.		
Higher Certificate Hospitality Services Management	2 years	At least three years experience in the industry and/or relevant programmes e.g. NTCB, NCVA, FETAC, VTOS or City and Guilds.	Cathal Brugha Street	Higher Certificate Hospitality Services Management
Hotel and Restaurant Management – Ordinary Degree	3 years	Irish Leaving Certificate in five subjects Results must include (a) At least OD3 in Irish or English, (b) At least OD3 in Mathematics (c) at least Grade OD3 in one of French or German or (b) an equivalent qualification	Cathal Brugha Street	BA Hospitality Management
Hospitality Management (I.H.I.)	3 years	Leaving Certificate or equivalent with a language and Ordinary Level Maths. In addition applicants must be employed as trainee managers within the hotel industry.	Cathal Brugha Street	Membership of the Irish Hospitality Institute.
Human Resource Management – Honours Degree	4 years	Applicants should have a Leaving Certificate with passes in not less than six subjects, two of which should be at Grade C3 or better on higher level papers. A minimum of two years commercial or relevant working experience is highly desirable. In special circumstances applicants with substantial work experience at an appropriate level but who do not have the minimum qualifications may be accepted.	Aungier Street	B.Sc. Human Resource Management (Honours)
Hydraulics	24 weeks	Acceptable industrial experience.	Bolton Street	None stated
Managing HACCP for Hospitality	1 semester	No previous experience necessary	Cathal Brugha Street	Hygiene and Safety - Short Programme Certificate
Information Systems / Information Technology - BSc (Honours) or BSc (Ordinary) or Higher Certificate	Modular (4 years for BSC hon)	Minimum requirements for the programme are the Irish Leaving Certificate with a grade D3 or higher in six subjects including a grade C3 or higher in at least 2 subjects at higher level. However, places may be offered to applicants with a qualification considered equivalent to the minimum requirements, as determined by the Programme Committee.	Kevin Street	Higher Certificate in Information Systems/ BSc (Ordinary) in Information Systems and Information Technology (IS/IT) Information Technology (IS/IT)/ BSc (Honours) in Information Systems and Information Technology (IS/IT)
Kitchen & Larder 1	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Kitchen & Larder 1 – Certificate in Continuing Professional Development
Kitchen & Larder 2	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Kitchen and Larder 1 (TFCA 1021) or equivalent. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Kitchen & Larder 2 – Certificate in Continuing Professional Development
Kitchen & Larder 3	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Kitchen and Larder 1 (TFCA 1021) and Kitchen and Larder 2 (TFCA 1022) or equivalents. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Kitchen & Larder 3 – Certificate in Continuing Professional Development

Major Hot Kitchen 1	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Kitchen and Larder 1 (TFCA 1021) and Kitchen, Larder 2 (TFCA 1022) and Kitchen and Larder 3 (TFCA 2023) or equivalents. Exemptions will be considered on a case by case basis	Cathal Brugha Street	Major Hot Kitchen 1 – Certificate in Continuing Professional Development
Major Larder 1	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Kitchen and Larder 1 (TFCA 1021) Kitchen and Larder 2 (TFCA 1022) and Kitchen and Larder 3 (TFCA 2023) or equivalents. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Major Larder 1 – Certificate in Continuing Professional Development
Continuing Professional Development - Law Programmes	Various	There are no formal educational requirements.	Aungier Street	Certificate of Continuing Professional Development
MA in Criminology	3 semesters	Students must normally hold a second class honours degree, lower division (2.2) or higher in the area of social science, law, sociology, psychology or cognate discipline. Applicants who do not meet the minimum academic requirements but who have significant relevant professional or vocational experience shall also be considered. In addition to an application form, this latter category of applicants may also be asked to present for interview.	Mountjoy Square	MA in Criminology
Foundations in Law - Civil and/or Criminal Law Litigation	1 year	There are no formal educational requirements specified for students entering the programme/s.	Aungier Street	Certificate of Continuing Professional Development
Law – Ordinary Degree	2/3 years	Admission to the programme ordinarily requires: A Degree in any discipline (NQAI level 7 or higher) or A Certificate in Law/Legal Studies (NQAI level 6 or higher) or At least three years relevant legal work experience.	Aungier Street	Bachelor of Arts (Ordinary) in Law
Becoming A More Effective Manager	1 term	Programme participants will have experience in the management of hotel/catering enterprises or other service businesses. This programme is of interest to individuals who wish to develop a management expertise in the area of people skills.	Cathal Brugha Street	Short Course Certificate of Dublin Institute of Technology
Management Principles for Hospitality	1 term	Experience in the hospitality or services industry or relevant courses e.g. NTCB or City and Guilds is desirable.	Cathal Brugha Street	Short Course Certificate of Dublin Institute of Technology
Diploma in Marketing (MII)	1 year	Successful completion of Stages 1 and 2 studies i.e. the student who has successfully passed either the Foundation Certificate in Marketing or the Certificate in Selling examinations or has been exempted from stages 1 and 2.	Aungier Street	Diploma in Marketing from the Marketing Institute
Foundation Certificate in Marketing (MII)	2 years	Irish Leaving Certificate (a) with one honour (i.e. C3 on higher level paper) plus four passes (including English and Mathematics) or (b) with five passes (including English and Mathematics) plus one year's experience or additional programme of study. Mature applicants over 21 years are considered by the Education Committee of the Marketing Institute.	Aungier Street	Foundation Certificate in Marketing from the Marketing Institute
Graduateship in	1 year	Students must have successfully completed the MII Diploma in Marketing or	Aungier Street	Graduateship of The Marketing Institute

Marketing (MII)		equivalent qualification.		
Applied Marketing for the Hospitality and Services Front Line Managers	1 terms	No previous experience necessary	Cathal Brugha Street	Short Programme Certificate of Dublin Institute of Technology
MSc in Marketing (Executive)	2 years	Minimum second class honours degree (2.2 or higher) from a business or marketing discipline or an equivalent professional qualification with appropriate grades and five years work experience in a Marketing related role or function within an organisation	Aungier Street	MSc Masters Marketing (Executive)
Mathematics	2 years	Irish Leaving Certificate in six subjects including Mathematics and English with at least grade C3 in higher Level Mathematics or any other such qualification that the Institute may deem equivalent.	Kevin Street	Higher Certificate in Mathematics
Meat Management	2 years	Dublin Masters Victuallers Association Diploma holders or managers/supervisors of retail meat stores/qualified butchers.	Mountjoy Square	Associated Craft Butchers of Ireland Diploma
Mechanical Engineering - Ordinary Degree (Bachelor of Engineering Technology)	5 years	Irish Leaving Certificate or equivalent with passes in Mathematics and English or Irish and three other subjects. Participants would usually be employed in the engineering industry before commencing the programme.	Bolton Street	Bachelor of Engineering Technology in Mechanical Engineering
MA in Media Studies	2 years	Entry is open to holders of an honours degree (2.2 grade or higher) or equivalent in relevant disciplines.	Aungier Street	MA in Media Studies
Medical Records and Patient Services Management	1 year	At present be employed or wish to be employed in the health service or a health agency or have passed the Leaving Certificate Examination or its equivalent in at least five subjects including English and Mathematics.	Kevin Street	Certificate in Medical Records and Patient Services Management
MSc in Molecular Pathology ⁸⁶	2 years	Honours degree in an appropriate Biomedical Science course at 2:2 level or higher, Part I Fellowship of the Institute of Biomedical Science (IBMS), London, Part II Fellowship of the IBMS, an approved medical degree or equivalent.	Kevin Street and Trinity College Medical School, St James's Hospital.	MSc (Molecular Pathology) of the University of Dublin, Trinity College.
Motor Cycle Studies	3 years	Experience in the motor cycle industry. Please note that entry to this programme is by interview only in September.	Bolton Street	Motorcycle Studies, Institute of the Motor Industry (IMI).
Motor Industry Management - Certificate/Diploma	3 years	1) Irish Leaving Certificate or equivalent qualification and	Bolton Street	Motor Industry Management Certificate/Diploma (Institute of the Motor Industry)

⁸⁶ Run jointly with the University of Dublin, Trinity College.

		2) Employment in the motor industry and 3) Department of Education and Science Advanced Technological Certificate to include garage organisation and management and/or I.M.I. supervisory studies. Please note that entry to this programme is only by interview in September.		
Vocal, Instrumental and Musicianship Tuition	Various	Individual tuition and group classes	Rathmines	Various
Introduction to Culinary Science	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Certificate in Continuing Professional Development
Major Pastry 1	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Pastry 1 (TFCA 1025) and Pastry 2 (TFCA 2022) or equivalents. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Major Pastry 1 – Certificate in Continuing Professional Development
Major Pastry 2	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Major Pastry 1 (TFCA 3022) or equivalent. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Major Pastry 2 – Certificate in Continuing Professional Development
Performance Management Skills	12 weeks	Experience in the Hospitality and Services Industry or relevant courses, e.g. NCTB or City and Guilds is desirable.	Cathal Brugha Street	Performance Management - Short Programme Certificate
Certificate in Personnel Practice (C.I.P.D.)	1 year	The normal entry requirement is a Leaving Certificate with a minimum of five passes at grade D or higher (Ordinary Level).	Aungier Street	Certificate in Personnel Practice from the Chartered Institute of Personnel and Development.
MSc in Pharmaceutical Quality Assurance	2-4 years	Honours degree in chemistry or related discipline at 2:2 grade or higher or equivalent qualification. Applicants for the part-time course should be employed in a relevant industrial sector. Selection may be by interview.	Kevin Street	MSc (Pharmaceutical Quality Assurance)
MSc in Planning and Development	2.5 years	Honours Degree (2.2+) and 3 years post-award relevant experience.	Bolton Street	MSc in Planning & Development
Advanced Plumbing/Mechanical Services	2 years	Department of Education and Science, Senior Trade Certificate in Plumbing or FETAC Advanced Certificate in Plumbing or equivalent and Employment in the Mechanical Services industry.	Bolton Street	Continuing Professional Development Certificate in Advanced Plumbing/Mechanical Services
Pneumatics	1 year	Acceptable industrial experience.	Bolton Street	None stated
Professional Baking - Bread 1	1 semester	Entrants should be mature students (23 years and over). No previous experience required. Exemptions will be considered on a case by case basis.	Kevin Street	Professional Baking Bread 1 – Certificate in Continuing Professional Development

Professional Baking - Bread 2	1 semester	Entrants should be mature students (23 years and over). Entrants should have successfully completed Professional Baking – Bread 1 (TFBK 1027) or an equivalent. Exemptions will be considered on a case by case basis.	Kevin Street	Professional Baking Bread 2 – Certificate in Continuing Professional Development
Professional Baking – Cake 1	1 semester	Entrants should be mature students (23 years and over). No previous experience required. Exemptions will be considered on a case by case basis.	Kevin Street	Professional Baking Cake 1 – Certificate in Continuing Professional Development
Professional Baking – Cake 2	1 semester	Entrants should be mature students (23 years and over). Entrants should have successfully completed Professional Baking – Bread 1 (TFBK 1027) or an equivalent. Exemptions will be considered on a case by case basis.	Kevin Street	Professional Baking Cake 2 – Certificate in Continuing Professional Development
Major Pastry 1	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Pastry 1 (TFCA 1025) and Pastry 2 (TFCA 2022) or equivalents. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Major Pastry 1 – Certificate in Continuing Professional Development
Major Pastry 2	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Major Pastry 1 (TFCA 3022) or equivalent. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Major Pastry 2 – Certificate in Continuing Professional Development
Professional Baking - Sweetbreads 1	1 semester	Entrants should be mature students (23 years and over). No previous experience required. Exemptions will be considered on a case by case basis.	Kevin Street	Professional Baking Sweetbread 1 – Certificate in Continuing Professional Development
Professional Baking - Sweetbreads 2	1 semester	Entrants should be mature students (23 years and over). Entrants should have successfully completed Professional Baking – Sweetbreads 1 (TFBK 2026) or an equivalent. Exemptions will be considered on a case by case basis.	Kevin Street	Professional Baking Sweetbread 2 – Certificate in Continuing Professional Development
Programmable Logic Controllers (PLCs)	10 weeks	Prospective students must be electrical crafts persons in the electrical industry.	Kevin Street	Certificate of Satisfactory Completion
Property Studies - Honours Degree	4 years	(a) Hold a University Degree, a National Diploma, or equivalent qualification or (b) Have passed all subjects in the IAVI Residential and Land Agency Programme or (c) Have a minimum of 5 years relevant experience in the property profession and be at least 23 years of age or (d) Hold a Diploma which exempts the holder from the academic requirements for full IAVI corporate membership or (e) Have passed all subjects in the IAVI Direct Final Examinations.	Bolton Street	BSc in Property Studies
Certificate/Diploma in Quality Management	1 year	Successful completion of the Certificate in Quality Assurance (City and Guilds of London Institute Part 2). Mature applicants with relevant experience and qualifications. Managers and supervisors working with quality control/assurance departments may also apply.	Bolton Street	Certificate in Quality Management (Excellence Ireland).

Advanced Level Refrigeration and Air Conditioning	1 year	Department of Education and Science Senior Trade examination or FETAC Advanced Certificate in Refrigeration or equivalent.	Bolton Street	Continuing Professional Development Certificate
Retail and Wholesale Management	2 years	Leaving Certificate or other relevant qualification. Maturity and/or experience also taken into consideration.	Aungier Street	Certificate in Retail Management (Dublin Chamber of Commerce).
MBS - Retail Management	2 years	Applicants are required to have an honours degree (minimum 2.2) in business or in a business-related area or hold an equivalent professional business qualification, by examination, such as in Accountancy, Marketing etc. Other graduates, who have appropriate experience of the sector, may also be considered in certain circumstances.	Aungier Street	Master of Business Studies (Retail Management)
Revenue Management	1 term	Experience in the Hospitality and Services Industry or relevant courses, e.g. NCTB or City and Guilds is desirable.	Cathal Brugha Street	Revenue Management – Short Course Certificate
Road Transport Studies	3 years	Department of Education and Science Senior Trade Certificate including endorsement subjects and City and Guilds of London Institute 390 Part 1 Certificate or equivalent.	Bolton Street	An examination Certificate from the IRTE which leads to a Certificate of Professional Competence from the Department of Transport.
Graduate Diploma of the Royal Statistical Society	4-5 years	Not stated	Kevin Street	Graduate Diploma in Statistics of the Royal Statistical Society.
Services Marketing	1 semester	Entrants should be mature students (23 years and older). No previous experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Services Marketing – Certificate in Continuing Professional Development
Signwork - Advanced (Parts 1 and 2)	Part 1 – 26 weeks and Part 2 26 weeks	Employment in the painting/decorating and/or sign industry.	Bolton Street	Continuing Professional Development Certificate
Site Management	3 years	Senior Trade Certificate or National Craft Certificate or equivalent. Mature students with relevant experience may also be considered for entry.	Bolton Street	Higher Certificate in Site Management
Spatial Information Management	2.5 years	A minimum of a 2.2 in an honours degree (level 8 NQAI) or equivalent.	Bolton Street	Post Graduate Diploma in Spatial Information Management/ MSc in Spatial Information
MSc Spatial Planning	2.5 years	An appropriate honours degree. Normally, a minimum of 5 years relevant experience in a professional capacity (not necessarily consecutive years). An ability to demonstrate a current position in employment that is relevant to spatial planning.	Bolton Street	MSc in Spatial Planning of DIT. SCS Accredited. IPI Accredited
MSc in Strategic Management	2 years	Graduates of degree programmes in business, economics (or an undergraduate programme where business subjects account for at least 50% of the subjects) who have	Aungier Street	MSc in Strategic Management

		achieved an honours grade (2:2) or higher are eligible to apply. Applications from candidates who have an equivalent qualification at honours level (for example, ACCA or other professional qualifications) will also be considered.		
MSc in Tourism Management	2 years	Applicants should possess an undergraduate degree at honours classification (2.2 grade or higher) or equivalent. In addition, applicants may be required to attend an interview.	Cathal Brugha Street	MSc in Tourism Management
Gas Shielded Arc Welding	20 weeks	Craftspersons and senior apprentices employed in an engineering or allied trade preferably with some welding experience.	Bolton Street	Welder Approval Certificate to EN287 or ASME IX (EN - European Norm) (American Society of Mechanical Engineers).
MMA Advanced Plate and Pipe Welding	20 weeks	Craftspersons and senior apprentices employed in an engineering or allied trade preferably with some welding experience.	Bolton Street	Welder Approval Certificate to EN287 or ASME IX (EN - European Norm) (American Society of Mechanical Engineers).
MMA and Oxy-Acetylene Welding	20 weeks	Employment in an engineering or allied trade.	Bolton Street	Welder Approval Certificate to EN287 (EN - European Norm).
Wine Studies	1 semester	Entrants should be mature students (23 years and older). No previous wine experience required. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Wine Studies – Certificate in Continuing Professional Development
Advanced Wine Studies	1 semester	Entrants should be mature students (23 years and older). Entrants should have successfully completed Wine Studies (TFBS 1025) or an equivalent. Exemptions will be considered on a case by case basis.	Cathal Brugha Street	Wine Studies – Certificate in Continuing Professional Development
Woodcutting Machining	28 weeks	Employment in the timber trades.	Bolton Street	Certificate of Attendance.
Wood Turning	10 weeks	None	Bolton Street	Certificate of Attendance.

Appendix 8: Adult and Continuing Education Courses (October 2008)⁸⁷

	Training Centre	Contact Details	Courses opportunities 2008-2009	Accreditation
1.	An Siol DCP	Grainne Fallon or Marie Harding 19 Manor House Stoneybatter Dublin 7 01 6775741 fax 6775730	Courses are organised on the basis of demand and tailored suit the needs of the local community. In the 2008- 2009 courses were held on health and beauty and women's groups.	Up to FETAC Level 4
2.	Aughrim Street Parish Centre	Aughrim Street Parish Centre, Prussia Street, Dublin 7 T: 01-8383563	Literacy (1on 1 and groups) Irish French Computers Art Tai Chi	FETAC Levels 3-4
3.	Capuchin Education and Training Centre	Monica Dolan 22 Bow Street Dublin 7 01 873 0775 monica@dolanbrothers.com	Payroll manual and computerized. Bookkeeping Business calculations Math's foundations English one-to -one	Up to FETAC Level 5
4.	Carmichael Centre for Voluntary Groups	Caroline Egan North Brunswick Dublin 7 01 8735285 www.carmichaelcentre.ie	Management Training Programme for Voluntary Groups Autumn 2008 Includes Leadership, Development, Fundraising, Financial Management, Charity Regulations etc. .In addition they will customize training and consultancy when needed	
5.	Catholic Youth Care	Arran Quay Dublin 7 01 872 5055	Training Available to community focusing on the areas of child protection	
6.	CommunityAction Network	Maura White	Accredited Training courses in developing skills in community	

⁸⁷ Courses listed are correct as of October 2007. Due to the nature of the courses which are often of short duration and other variables, the listing is indicative only and should be used as a representation of the range of courses offered in the NWIC area.

		24 Gardiner Place Dublin 1 01 8788005	development. Project Management and Leadership Community Development Leadership	
7.	Community Technical Aid (CTA)	Unit 1 &2 Killarney Court Buckingham St. Dublin 1 01 855 7015		
8.	Dominick Street Community Centre	Kathleen Farrell Dominic Street Youth and Community Centre, Dominic Street, Dublin 1 TL 01-8783295/0876648733	Computers Crafts	FETAC Level 3
9.	Exchange House	Exchange House Travellers Service 61 Great Strand Street, Dublin 1, Ireland	LTI Literacy Pre-Employment	
10.	Firestation Artist Studios	Leah Johnson 9-11 Lwr Buckingham St Dublin 1 01 855 6735 artadmin @firestation.ie	<u>Masterclasses</u> Ongoing seminars <u>Metalwork</u> 3 day workshops ongoing <u>Digital Media Courses</u> Web Design 16MM Film Sound design Adobe Illustrator Photoshop	
11.	Friary Court Women's Group	Joan Mc Convey, 2 Friary Court, Smithfield, Dublin 7 T: 085-7123491	Variety of classes to local community Arts and Crafts Pottery	
12.	Gateway Women's Project	Carmel Brien 38 Arran Quay Dublin 7 01 872 0133 carmelbrien@gate.iol.ie www.gatewayproject.ie	<u>Computer Training</u> ECDL IC3 Wordprocessing Keyboarding Pitman FETAC Level 3 Office Procedures Nutrition Personal Effectiveness and Return to Work	

			<u>FETAC Level 5</u> Business Calculations Full Childcare Certificate	
13.	HACE (Henrietta Adult and Community Education)	Daughter's of Charity, 9 Henrietta St., Dublin 7 Tel: 8874129 Yvonne Mc Carthy	HACE targets the population of 10 local authority flat complexes. Over 300 adult learners participate in a wide range of courses and activities including Computers Handknitting Childcare Drama Stress management Health and Fitness English Spelling Spanish for your holidays Yoga Flower-arranging Meditation Personal Development for Men Crochet Dress Making Literacy First Aid Easy to Make healthy meals	Many of the courses are accredited by FETAC.
14.	Halston Street Parish Centre	Sr. Carmel Woods, 37 Beresford St., Dublin 7 T: 01-8724093	Variety of classes to local community Art Sewing Dreams Workshops	
15.	Larkin Adult Reading and Writing Scheme	Marie Casey and Anne Stone Larkin Community College, Champion's Avenue, Dublin 1 T:01-8171990	Junior Cert English and Maths Communications Maths Computers Food and Nutrition Art Basic Computers Internet Driving Theory Test Spellwell Literacy (One to one and groups)	FETAC Level 3

16.	Larkin Unemployed Centre	57/58 North Strand Road Dublin 1 01 836 5544	IT Training courses/ Full ECDL Internet Awareness for Parents e-Citizen Equal Skills ECDL Intermediate Computing Advanced Computing Childcare (FETAC Level 3-6) Literacy and Numeracy (One to one and groups) Education and Parenting Outreach Courses	Up to FETAC Level 6
17.	Larkin Read Write and Spell Scheme	Marie Casey Champions Ave Cathal Brugha St Dublin 1 01 817 1990	Here are many basic education courses available. <u>Integrated Literacy Course</u> Basic English , Basic Maths, Basic Computers, FETAC courses in Communications, Maths, Computers, Junior Certificate, Driver Theory, ESOL , Family Literacy	
18.	Lourdes Youth and Community Services	Collette Spears, LYCS, Rutland Street, Dublin 1 T: 01-83634169 E: collette.spears@lvcs.ie Adultprog@lvcs.ie	Computers Introductory and FETAC Level 3-4 Pottery Handknitting Crochet Cookery Stress Management Reading and Writing Community Development	FETAC Level 3 and 4
19.	Macro Community Resource Centre (Market Area)	Larry Byrne 1 Green St Dublin 7 01 873 009	Offering Courses in 2008-2009 Health and Safety for Managers Child Development Workshop Understanding Children's Behavior Genealogy Childcare	Up to FETAC Level 5
20.	Mount Carmel Secondary	Gerry Cullen, Principal Bolton Street Dublin 1 01 873 0958	No Adult Education Home School Liaison teacher holds parenting, ESOL and other courses for parents of Students	

21.	NCCCAP	Ger Power Fire Station 9-11 Buckingham St Dublin 1 01 836 6957 ncccapp@eircom.net	Full time training places for 15-21 year olds, certified courses with FAS allowance. <u>Junior Certificate</u> - six subjects <u>Leaving Certificate</u> -Math and English <u>Post Leaving Certificate</u> -FETAC level 4 and Career Guidance <u>Post Junior Certificate</u> -FETAC level 4 <u>Office Procedures</u> -FETAC level 3 and 4 <u>Transition</u> -Combined Junior Cert and FETAC level 3 <u>Life skills</u> -Elementary part FETAC level 3 C	
22.	O' Devaney Gardens Community Centre	Lena Jordan, O' Devaney Gardens, North Circular Road, Dublin 7 T: 01-8684283	Computers Childcare (FETAC Level 5)	FETAC level 5
23.	Ozanam House Community Resource Centre	Tony Rock 53 Mountjoy Square West, Dublin 1 T:01-8742804	Computers (Basic and Intermediate) Arts and Crafts Home Furnishings Yoga Dancing Drama	
24.	Pathways Project	1aParnell Court Granby Row Dublin 1 01 8726499	Post release centre for ex-prisoners offering support, guidance and advise on matters concerning employment, training and educational courses	
25.	People's College	Sheila Conroy 31 Parnell Square Dublin 1 01 873 5879 info@peoplescollege.ie	Evening classes for continuing education 2008-2009 Art classes Computers Drama, creative writing Languages,ESOL, French,Spanish , Polish, Irish, Italian Yoga and Pilates Music:Guitar, Tin Whistle	

26.	Sanctuary (The)	Niamh Bruce, The Sanctuary, Stanhope Street, Dublin 7 T:01-6705419 E: enquiries@sanctuary.ie	Various	
27.	SIPTU Basic English Scheme	Katherine Dowds, SIPTU, Liberty Hall, Dublin 1 T:01-8586311 E: basicenglish@siptu.ie	Reading Writing Spelling English for foreign workers Junior Cert English Communications (FETAC) ESOL	FETAC Level 3 and 4
28.	Soilse	6-7 North Frederick Street Dublin 1 Phone T: 01 - 872 4535 E: soilse@eircom.net	Back to Education Programme	FETAC 3-4
29.	SPIRASI	Spiritan House, 213 North Circular Rd., Dublin 7 Tel: 8389664	Provides services for refuge seekers. There are three programmes: Health Information and Promotion, Education and Integration of Migrants and Care Services for Survivors of Torture. The education service provides FETAC- accredited ESOL courses and also preparation for the International English Language Testing System (IELTS). Computer classes are also provided.	FETAC 3-5
30.	Stoneybatter Education , Training and Resource Centre	Dennis Ward 60-61 Manor St. Dublin 7 01 671 7802	Centre caters to youthreach trainees 15-18and adults wishing to return to education and training FETAC levels 3,4 Certificates include Catering,Computers,Metalwork,woodwork, Literacy and Numeracy Junior Cert English, mathematics and other subjects	
31.	Vincentian Refugee Centre	St. Peter's Church, New Cabra Rd., Phibsborough, Dublin 7 Tel: 8102580	Provides services a range of services for people seeking asylum, refugees and people with permission to remain in the state. It provides information for people seeking to engage in education and it provides English language classes and computer training.	

Appendix 9: Childcare Provision

Facility Name	Add 1	Dublin Neighbourhood	Phone	Type of Service	Service
"Ollies" Montessori & Afterschool Club	St Oliver Plunketts/Eoghan Ruadh GAA Club, Spur Road, Dublin 7	North Inner City	086 8157167 / 8255955	Montessori & Afterschool	Part time & Sessional
Cabra Multiplex Crèche	Cabra Youthreach, Ratoath Road, Cabra, Dublin 7	Cabra/Glasnevin	8386002	Crèche	Full day care
Constitution Hill Playgroup	Flat 51 Constitution Hill, Dublin 7	North Inner City	8737004	Playgroup	sessional
Foundations Project	Aughrim Street Community Centre, Aughrim Street, Dublin 7	North Inner City	8383563	playgroup	Drop-In
Helen Diffley	20 Springfield, Blackhorse Avenue, Dublin 7	North Inner City	8387576	Montessori	Full Day Care
Little Einstein's Montessori	Marian School, Ratoath Road, Dublin 7	North Inner City	087-6992205	Montessori	Sessional
Mother Hubbards	19 Nephin Road, Off Navan Road, Dublin 7	North Inner City	8688460	crèche	Full day care
NCR Childcare	466 North Circular Road, Dublin 7	North Inner City	8881077	crèche	Full Day Care
Pinocchio Playschool	Panama Scout Hall, 70 Royal Canal Bank, Dublin 7	North Inner City	087-6375117	playgroup	Sessional
Seven Dwarfs Playgroup	St. Gabriel's NS, Cowper Street, Dublin 7	North Inner City	8384853	playgroup	sessional
Stanhope Street National School	Manor Street, Dublin 7	North Inner City	6711875	playgroup	Sessional
Stanhope Street Playgroup	Sisters of Charity, Stanhope Street, Dublin 7	North Inner City	8260190	Preschool / playgroup	Sessional
The Toddler Inn	13 Baggot Road, Navan Road, Dublin 7	North Inner City	8384492		Full Day Care
Tiny Toes Crèche	42 Manor Street, Dublin 7	North Inner City	8689315	crèche	Full Day Care
Tweenies	The Hut, O'Devaney Gardens, Dublin 7	North Inner City	8687405		Sessional
Abbey Tots	2 Riverston Gardens, Riverston Abbey, Navan Road, Dublin 7	Cabra/Glasnevin	8102063	playgroup	Full day care
Andy Pandies	Cabra Sports & Community Gym, Ratoath Road, Cabra, Dublin 7	Cabra/Glasnevin	8689262	Preschool/playgroup & after school	Sessional, School age
Baggot Tots	22 Baggot Road, Off Navan Road, Dublin 7	Cabra/Glasnevin	8102063	playgroup	full day care
Blackhall Parade Children's Project	116 North King Street, Dublin 7	North Inner City	6796299	playgroup	sessional
Bo Peeps Crèche & Montessori	2A Quarry Road, Cabra, Dublin 7	Cabra/Glasnevin	8683148	playgroup	Full Day Care

Buttons Community Playgroup	Ventry Park Community Centre, Ventry, Cabra Park, Dublin 7	Cabra/Glasnevin	857177125		sessional
Christ the King	Christ the King GNS, Annaly Road, Cabra, Dublin 7	Cabra/Glasnevin	8680115	Preschool/playgroup	Part-time
Doreen's Playgroup	31 Kinvara Grove, Navan Road, Dublin 7	Cabra/Glasnevin	8382954	playgroup	sessional
Dunard Community Playgroup	Dunard Community Hall, Dunard Road, Cabra, Dublin 7	Cabra/Glasnevin	085-7143147	playgroup	sessional
Muppet Community Playgroup	13 Prussia Street, Dublin 7	North Inner City	8383563	crèche	sessional
Naionra Bharra	CLG Naomh Fioobarra, Ascal an Fhasaigh, Cabra, Dublin 7	Cabra/Glasnevin	8823668	Naionra	sessional
Playdays Community Crèche Cabra Childcare Support Group	Colaiste Eanna, Kilkernan Road, Cabra, Dublin 7	Cabra/Glasnevin	8680812	crèche	Full day care
Rainbow Community Playgroup	28 Stoneybatter, Dublin 7	North Inner City	6777373, 087 1345515	Preschool/playgroup	part-time
Silverspoon Nursery School	41 Charleville Road, North Circular Road, Dublin 7	North Inner City	8680052	Montessori	sessional
St Finbarr's Playschool	Kilkieran Road, Cabra West, Dublin 7	Cabra/Glasnevin	8380323	Preschool/Playgroup	Part-time
St Peters Montessori School (World)	18 St Peters Road, Phibsboro, Dublin 7	Cabra/Glasnevin	8680173	Montessori	sessional
Suantraí	62/63 Eccles Street, Dublin 7	North Inner City	8032911	Playgroup	Full day care
The out of Schoolers	Cabra Sports & Community Gym, Ratoath Road, Cabra, Dublin 7	Cabra/Glasnevin	8689262	Playgroup	Sessional & School Age
Visitors Centre Mountjoy	c/o Dochas Centre, Mountjoy Prison, North Circular Road, Dublin 7	North Inner City	8858923		drop in
St. Mary's Nursery	Daughters of Charity Community Services, 9 Henrietta St. D1	North Inner City	8874116	Pre-school /Nursery	Full day care and sessional

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