

# Dún Laoghaire Vocational Education Committee

Coiste Gairmoideachais Dhún Laoghaire

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## A Vision For Lifelong Learning



Education Plan 2006-2010



Dún Laoghaire  
**VEC**

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DLVEC would like to acknowledge the Central Statistics Office —  
Census SAPS Microdata File, 2002 (© Government of Ireland)  
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representation of Dún Laoghaire VEC Education Services presented  
in Figure 1.

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**Dún Laoghaire**  
**Vocational Education Committee**  
**Coiste Gairmoideachais Dhún Laoghaire**

**A Vision For Lifelong Learning**



**Education Plan 2006-2010**



Dún Laoghaire  
**VEC**

**Dún Laoghaire Vocational Education Committee**

Century Court  
100 Upper George's Street  
Dún Laoghaire  
County Dublin

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## Foreword



**A**s Chairperson of Dún Laoghaire Vocational Education Committee, I welcome the production of Dún Laoghaire VEC's Education Plan 2006-2010. I should like to pay special tribute to the Education Plan Project Team, Lucy Tierney, Catherine Byrne, Deirdre Johnston, Deirdre Keyes, Carmel Forsyth, Eileen Cullen and Michael Condren who, under the guidance and direction of the CEO, John Ryan, produced the Plan. Their professionalism, skill and dedication to the task have combined to produce a document of the highest quality that presents a vision for Dún Laoghaire VEC. The members of the Project Team are conscious of and greatly appreciate the support and assistance they received from the staff of Dún Laoghaire VEC, both at Head Office and in the Colleges.

One of the notable features in the production of the Plan was the in-depth consultation which took place internally with staff and learners and externally with representatives from agencies and bodies with whom we work or who themselves are involved in education provision or support services necessary for the delivery of our services.

Arising from this consultation a clear vision emerged for Dún Laoghaire VEC as the local education provider for the next five years. The key elements of this vision are the delivery of a quality lifelong education service that is inclusive of all sectors of society, the ability to be innovative and flexible to the needs of individuals and society and a clear commitment to working in partnership with all relevant stakeholders interested in lifelong learning.

The Education Plan sets out its goals, objectives and actions to achieve this vision. The goals demand the delivery of an integrated quality assured service with recognised progression routes and accredited programmes which are open to all and are managed by an effective organisational structure working in partnership with other relevant educational organisations.

Dún Laoghaire VEC is fully committed to achieving its vision as set out in this Education Plan 2006-2010. The Plan endeavours to provide educational opportunities for all through its commitment to social inclusion and providing alternative educational pathways for those who were educationally disadvantaged from an early age so that all its learners can achieve their full potential and lead worthwhile lives as full members of society.

Finally, I would like to thank the members of Dún Laoghaire VEC for their commitment to the realisation of the Education Plan and I look forward to working with them in achieving the vision set out in the Plan for the delivery of a quality lifelong education service to the citizens of Dún Laoghaire and its neighbouring counties.

**Councillor Donal Marren**

Chairperson

January 2006

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## Preface



**D**ún Laoghaire Vocational Education Committee (DLVEC) is a statutory body established by the 1930 Vocational Education Act. This legislation assigned responsibility for the provision of continuation and technical education to thirty-eight VECs throughout Ireland. It provided for the appointment of a Chief Executive Officer to carry out the functions of each VEC. Subsequent Amendment Acts altered the composition and function of VECs. The most significant of these is the 2001 Vocational Education Amendment Act.

The 2001 Act introduced a reserved and executive model of Governance for VECs and increased the composition of DLVEC from fourteen to seventeen members. Nine of the members are County Councillors appointed by the County Council, four (two staff and two parents) are elected by staff and parents. A further four members are appointed by the County Council following public advertisement and consultation with elected members (See Appendix 1).

The 2001 Act also requires VECs to produce an Education Plan at five year intervals and an accompanying Service Plan on an annual basis. This Education Plan which sets out DLVEC's Vision for Lifelong Learning 2006-2010, has been prepared in response to this legislative requirement.

The purpose of the Education Plan is:

- To present in an organised format the planned work programme for DLVEC for the period 2006 to 2010
- To identify the priorities to be accorded by DLVEC to its objectives
- To identify the measures to be adopted by DLVEC to attain these objectives
- To guide preparation of annual service plans for DLVEC.

**John A Ryan**

CEO

Dún Laoghaire VEC

# Profile of Dún Laoghaire Vocational Education Committee



Dún Laoghaire  
VEC

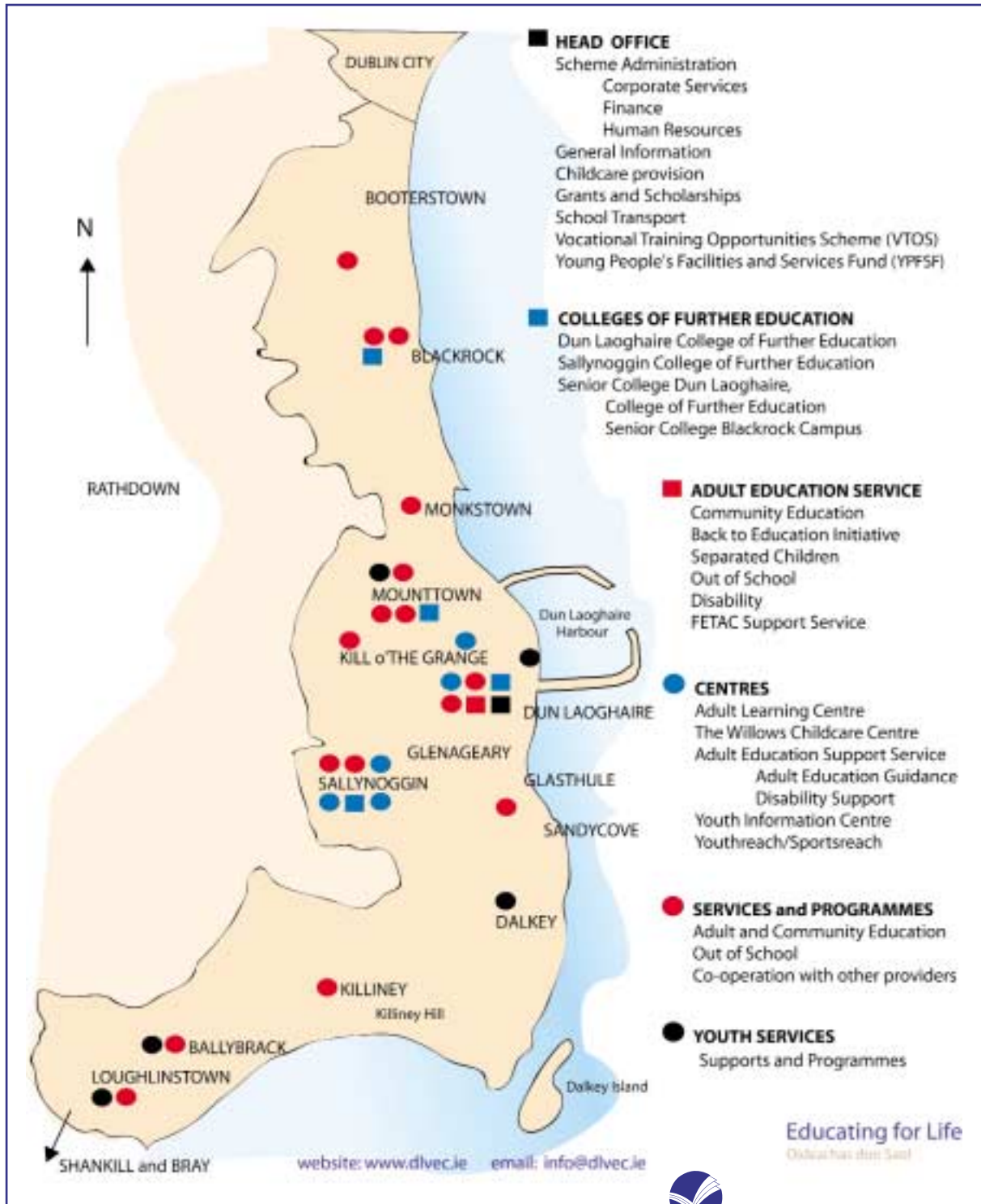
**D**ún Laoghaire Vocational Education Committee covers the administrative area of the Old Borough of Dún Laoghaire which includes the electoral divisions of Ballybrack, Blackrock, Cabinteely (Loughlinstown only), Dalkey, Dún Laoghaire and Killiney. The population of this area is approximately 77,000. However, due to its location within the greater Dublin area and the fact that it is served by bus, DART and mainline rail services, its catchment area extends from Louth in the north to Wicklow/Wexford in the south and throughout the Dublin area.

DLVEC delivers a diverse range of education and support services to the area including the administration and management of three Further Education Colleges, Adult and Community Education, Youth Services, Crèche and Childcare Provision, Youth and Sports Grants, Young People's Facilities and Services Fund, Education Grants and Scholarships, co-operation with other education providers and representation on various local and national bodies.

DLVEC is unique among the thirty-three VECs in Ireland in that its Colleges are dedicated to Further Education provision. It is also one of only two VECs in the country that provides apprenticeship courses.

Currently, DLVEC has 2,200 full-time learners and approximately 4,000 part-time learners including Apprentices. It employs 500 staff and has an annual budget of €18,000,000. *FIGURE 1* provides a graphic indication of DLVEC's administrative area and the range of services currently provided.

**Figure 1 Dún Laoghaire VEC Education Services**



Dún Laoghaire  
**VEC**

Coiste Gairmoideachais Dhún Laoghaire

# Executive Summary

**Introduction** The 2001 VE Amendment Act requires DLVEC to produce a five year Education Plan. This Education Plan sets out DLVEC's Vision for Lifelong Learning 2006-2010. It presents the planned work programme for DLVEC for the period together with a set of goals, objectives and action plans for DLVEC as a whole and for each of its services.

**Profile of DLVEC** DLVEC covers the administrative area of the Old Borough of Dún Laoghaire which has a population of 77,000. It employs 500 staff, has 2,200 fulltime learners, 3,500 part-time learners, 400 apprentices and an annual budget of €18,000,000. *FIGURE 1* provides a graphic indication of DLVEC's administrative area and the range of services it currently manages including its three Further Education Colleges.

## Section One **Vision, Mission and the Planning Process**

The preparation of this Education Plan led to the evolution of DLVEC's vision for the next five years and the formulation of its mission together with an understanding of the core principles which are central to this vision and mission.

**Vision** Over the next five years DLVEC is committed to the further development and delivery of a quality lifelong education service that is inclusive of all sectors of society, reflects community needs and is responsive to social, economic and demographic trends and needs.

**Mission** To provide a diverse range of educational programmes and services of the highest quality which support lifelong learning opportunities for all sectors of society at all stages of life.

The key elements of DLVEC's vision and mission are the development of the individual as a member of society and the inclusive nature of programmes and their openness to all, particularly, anyone disadvantaged by social exclusion, marginalisation, location or disability. The ability to be innovative and flexible in responding to the needs of individuals and society and a commitment to working in partnership with all relevant stakeholders will underpin the delivery of the vision and mission.

**The Planning Process** The planning process had six key elements:

- internal reflection on current provision
- in-depth consideration of the impact of relevant legislation and government policies on DLVEC
- in-depth consideration of the educational challenges posed by national and EU economic and social policy

- research and analysis of local factors including demographic trends which must inform our vision
- an external process of consultation with key stakeholders including learners
- an in-depth focus around key thematic areas

**Guiding Principles** In placing the development of a lifelong education service at the core of DLVEC's vision and mission, the planning process identified the following six guiding principles as central to the provision of this service. These same principles underpin this Education Plan.

- Quality – must be central to all elements of provision
- Communication – must be open and effective internally and externally
- Partnerships – must be developed with relevant stakeholders
- Responsiveness – must be socially inclusive and respond to identified needs of learners
- Research – is fundamental to the delivery of quality programmes and services
- Integration – providing a co-ordinated service to learners which allows ease of access and progression across services

These core elements are further developed in Section One.

## Section Two **The Planning Process**

This section outlines the context within which DLVEC operates under four headings and the implications arising from each which had to be considered in the development of this Education Plan.

**Legislation and Educational Initiatives:** Section 2.1.1 outlines the legislation and educational initiatives introduced by Government which impact on the education services provided by DLVEC and are grouped under four headings: Governance, Education, Equality and Employment. Appendix 2 summarises each of these Acts and initiatives and the key implications arising from them which were considered by DLVEC in the development of its Education Plan.

**National and EU Context:** Section 2.1.2 considers the national and EU context within which DLVEC must work and the challenges it poses for the VEC at local and national level. The key challenge arising from this context is the development of DLVEC as the local statutory education provider delivering a modern cohesive integrated education service, in consultation with its social partners, which responds to Government policies and the needs of the economy and society as a whole.

**Local Statistical Profile:** Section 2.1.3 considers the statistical profile of the geographical area served by DLVEC under the following headings: population, age profile, employment, education levels, disability, nationality/ethnic origin, and technology. The challenges arising from these statistics for DLVEC over the next five years are developed in each case and are reflected in the goals, objectives and actions of the Education Plan.

**DLVEC's Current Services:** Section 2.1.4. summarises the current services offered by DLVEC. An overview of these services was presented to each of the consultative groups during the consultation process which enabled the participants to understand the wider role of DLVEC as a local education provider and its reliance on legislative requirements and statutory funding for the delivery of its services. During the consultation process staff were given the opportunity to do an internal SWOT analysis on each of the services to establish the emerging issues and key challenges facing DLVEC during the period of the Education Plan.

## Section Three **The Consultation Process**

The vision, mission and guiding principles of Section One and the contextual analysis in Section Two set the platform for the internal and external consultation designed to establish how DLVEC can best deliver its programmes and services in the period 2006-2010.

**Internal Consultation:** In addition to key internal thematic workshops, all staff were invited to an information and consultative day on the 5th September 2005 to consider the strengths and weaknesses of our current services, the opportunities and threats facing DLVEC as it moves forward over the next five years and our relationship with our current stakeholders. Section 3.1.1 presents an overview of the SWOT analysis under five headings: The Further Education Colleges, Adult and Community Education, Youth, Corporate and Administrative Services, and the Committee. From an analysis of our relationships with our current stakeholders and consideration of the issues emerging from the SWOT analysis, the key priorities and challenges to be addressed by DLVEC over the next five years were established and underpin the goals, objectives and actions of the Education Plan.

**External Consultation:** External consultation took place with representatives from external bodies and agencies (statutory, voluntary, local and national), learners, other service users and the community in general. This consultation took place through focus group sessions on key thematic areas (outlined in 3.2.1), questionnaires to service users, particularly learners (outlined in 3.2.2) and public advertisements (outlined in 3.2.3).

Arising from the internal and external consultation process the guiding principles as outlined in Section Two emerged for incorporation into the Education Plan.

## Section Four **Implementation: Goals, Objectives, Actions**

From the issues emerging, the key priorities and the guiding principles identified during the consultation process, the following six goals to be achieved during the period 2006-2010 for the collective services of DLVEC, are set out in this Education Plan.

- Effective internal and external communication
- All programmes and services are quality assured
- All programmes and services are accessible and socially inclusive
- Work in partnership with relevant organisations
- An integrated service with recognised progression routes and accreditation
- An efficient and effective management and organisational structure

The objectives and actions for each of these goals which will guide the implementation process and facilitate the evaluation of progress during the five year plan are set out in 4.1.

In addition to the goals, objectives and actions for DLVEC as a whole, specific objectives and actions for each of DLVEC's services (the FE Colleges, Community-based Education, Youth, Corporate and Administrative Services) are set out. In effect the Education Plan for DLVEC as a whole has also produced a strategic plan for each of its services for the period 2006–2010. These are now included as an integral part of DLVEC's Education Plan 2006–2010.

## Section Five **Conclusion**

Finally, a structure to oversee the implementation of the Education Plan is included. This structure assigns responsibility for the implementation of the Education Plan to individuals and working groups who will work to timelines and who will put in place evaluation mechanisms which will guarantee that the goals and objectives as set out in the Education Plan are achieved.

Dún Laoghaire Vocational  
Education Committee  
Standing: William Dockrell,  
Sarah Brock, Eddie O'Riordan,  
Cllr Mary Mitchell O Connor,  
Cllr Tom Joyce, Tony  
Clements, Frances Gaynor,  
Cllr John Bailey.  
Seated: Cllr Jane Dillon  
Byrne, John A Ryan (CEO),  
Cllr Donal Marren  
(Chairperson), Cllr Niamh  
Bhreathnach, Cllr Kealin  
Ireland, Inez Bailey  
Absent from photograph:  
Cllr Barry Conway and  
Cllr Cormac Devlin



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## Section One **Vision, Mission and The Planning Process**

### 1.0 **Introduction**

The preparation of this Education Plan led to the evolution of DLVEC's vision for the next five years and the formulation of its mission together with an understanding of the core principles which are central to this vision and mission.

### 1.1 **VISION**

**Dún Laoghaire VEC is committed to the further development and delivery of a quality lifelong education service that is inclusive of all sectors of society, reflects community needs and is responsive to social, economic and demographic trends and needs.**

The framework enabling this vision to evolve will be quality driven, placing learners at the centre and will be underpinned by a spirit of partnership. The realisation of this vision will require:

- An all through life service for learners regardless of age, ability, aptitude, social group or race
- A lifewide service accessible through a multiplicity of learning sites and times
- A service that is responsive to changing needs
- A quality, coherent and transparent service to all partners in the learning process

This vision is reflected in the DLVEC Mission Statement.

1.2



## **Mission**

**To provide a diverse range of educational programmes and services of the highest quality which support lifelong learning opportunities for all sectors of society at all stages of life.**

These programmes and services will:

- Enable individuals to develop to their full potential and to participate fully as members of society thus contributing to the social, economic and cultural development of the community locally, nationally and internationally
- Ensure that anyone disadvantaged by social exclusion, marginalisation, location or disability will have access to education
- Continuously assess the needs of individuals and society to ensure that the changing needs of society are reflected in the services provided
- Be developed in partnership with relevant stakeholders

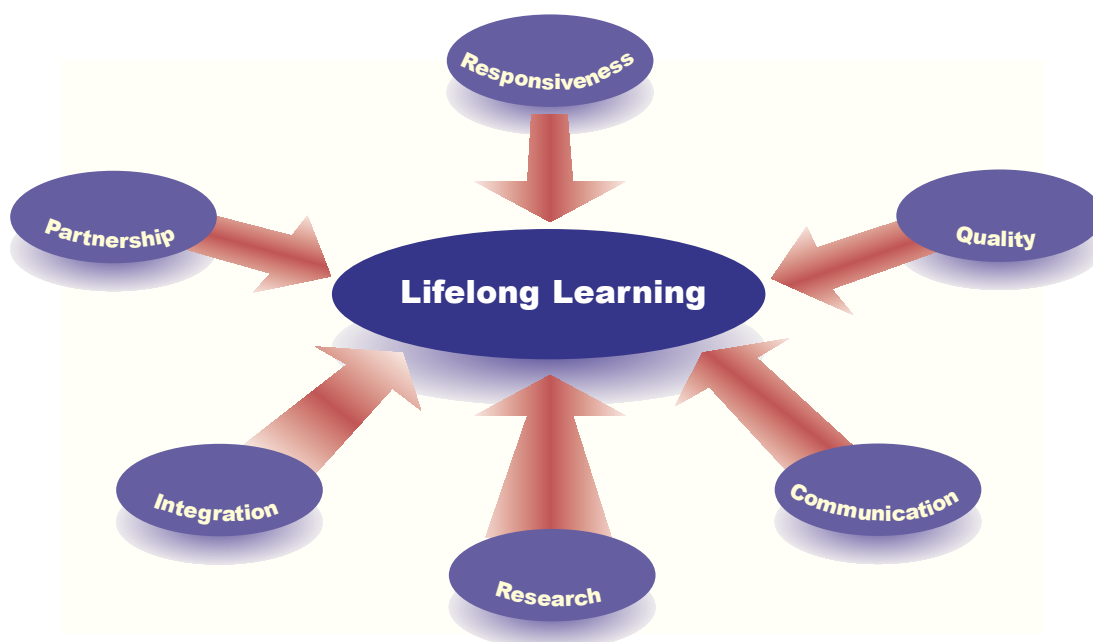
1.3

## **Vision, Mission and The Planning Process**

The preparation of this Education Plan led to the evolution of DLVEC's Vision and the formulation of DLVEC's Mission and an understanding of its central components. The planning process engaged in had many dimensions including:

- Internal reflection and analysis of our current provision involving the Committee, all DLVEC staff and related services. Central to this was an initial general consultation session to which all of the staff of DLVEC were invited.
- In-depth consideration of relevant legislative and policy developments and their impact on the provision of DLVEC services.
- In-depth consideration of the educational challenges posed by national and EU economic and social policy.
- Research and analysis of local demographic trends, employment patterns and issues of social concern within the community.
- An external process of consultation with representatives from bodies and agencies, both statutory and voluntary, local and national, including learners, other service users and the community in general.
- In-depth focus group sessions around key thematic areas which arose during the initial general consultation.

**Figure 2** Principles Underpinning DLVEC's Education Plan



Arising from the consultation process, a number of principles emerged that will underpin the implementation of DLVEC's Education Plan 2006-2010 as depicted in *FIGURE 2*.

### 1.3.1 Lifelong Learning

Lifelong Learning is defined as "all learning activity undertaken throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective" (*European Memorandum on Lifelong Learning, 2000*).

By placing the development and delivery of a lifelong education service at the core of its vision for the future, DLVEC is committed to the provision of a continuum of learning opportunities that will respond to the needs of learners at all stages in the learning process. This requires DLVEC to be both flexible and innovative in terms of the purpose, context and location in which learning takes place. It will necessitate the further development and integration of learning opportunities in the DLVEC Further Education Colleges (formal) and in DLVEC's Adult and Community Education Service (non-formal). Accordingly, this Education Plan incorporates actions that relate to both formal and non-formal learning where the needs of the learner are considered from a personal, social and economic point of view.

While this Education Plan has not focused on priorities in relation to mainstream second level programmes (as DLVEC is not currently directly involved in providing these programmes), DLVEC acknowledges that its role in the provision of second level programmes is one that may be re-visited in the future in the context of demographic change and in line with the ethos of Lifelong Learning.

In the course of preparing this Education Plan, it became clear that to achieve its vision of a lifelong education service, DLVEC must take cognisance of its own evolution and of the context in which it operates. The importance of quality, communication, partnership, responsiveness, research and integration emerged as core to the successful provision of a lifelong education service.

### ● **Quality**

As DLVEC moves forward with its vision, quality is central to all elements of its provision. DLVEC is committed to the implementation of national policies in relation to the quality assurance of all its programmes and services, an integral element of which is the continuing professional development of staff. DLVEC recognises the importance of ongoing reflection and evaluation to ensure that good work is documented and mainstreamed and that weaknesses and gaps are identified and addressed.

### ● **Communication**

One of the most recurrent issues raised during the consultation process was that of communications, both internal and external, particularly in terms of PR and creating a positive VEC profile. Accordingly, integral to this Education Plan is the putting in place of an organisation wide strategy to ensure effective internal and external communication regarding DLVEC's provision of services.

### ● **Partnership**

This Education Plan sets out DLVEC's role as the primary statutory local education service within its geographical area, and in so doing, it acknowledges the key roles played by other providers of education and related services and other co-ordinating bodies, particularly, Dún Laoghaire Rathdown County Council, the County Development Board, the Area Partnerships, the Chambers of Commerce and the Local Education Centres.

DLVEC views the continued development of links and working in a partnership approach with such providers as fundamental to the achievement of its vision and to ensuring that it informs and contributes to broader local development policy. It also considers it necessary for local development policy to reflect DLVEC's needs for the delivery of a quality education service with particular emphasis on premises and facilities, not just in the area of education but also in relation to sports, cultural, childcare and other activities. In the development of partnerships, DLVEC envisages itself as having a proactive role in leading certain initiatives and a more supportive role enabling broader initiatives of local development concern to be realised in the context of a lifelong learning agenda.

### ● **Responsiveness**

DLVEC recognises the imperative to respond to and reflect the ongoing needs of the area that it serves both in its formal and informal education provision. The ability of both the DLVEC FE Colleges and the Adult and Community Education Service to respond to identified needs was highlighted in the consultation process. To continue to be responsive in the future, DLVEC will have to build on existing links to develop programmes and services in line with needs identified in the consultation and planning process and in the context of key policy developments at local, national and international level with particular reference to access and social inclusion.

### ● **Research**

In order to continually provide quality programmes and services that are responsive to changing needs, ongoing research and development is fundamental to this Education Plan.

### ● **Integration**

The importance of the integration of DLVEC's services emerged as a key issue in terms of providing a co-ordinated service and making the optimum use of available resources. This is incorporated in the goals, objectives and actions set out in the implementation plan for each of DLVEC's individual services which in turn will contribute to the provision of an overall integrated and co-ordinated service.

## **Summary**

This section has set out DLVEC's vision, mission and an overview of the principles which emerged from the planning process and which underpin the implementation of this Education Plan. Section Two further explores the planning process and sets the context which informed the preparation of DLVEC's Vision for Lifelong Learning 2006-2010.

## Section Two **The Planning Process**

### 2.0 **Introduction**

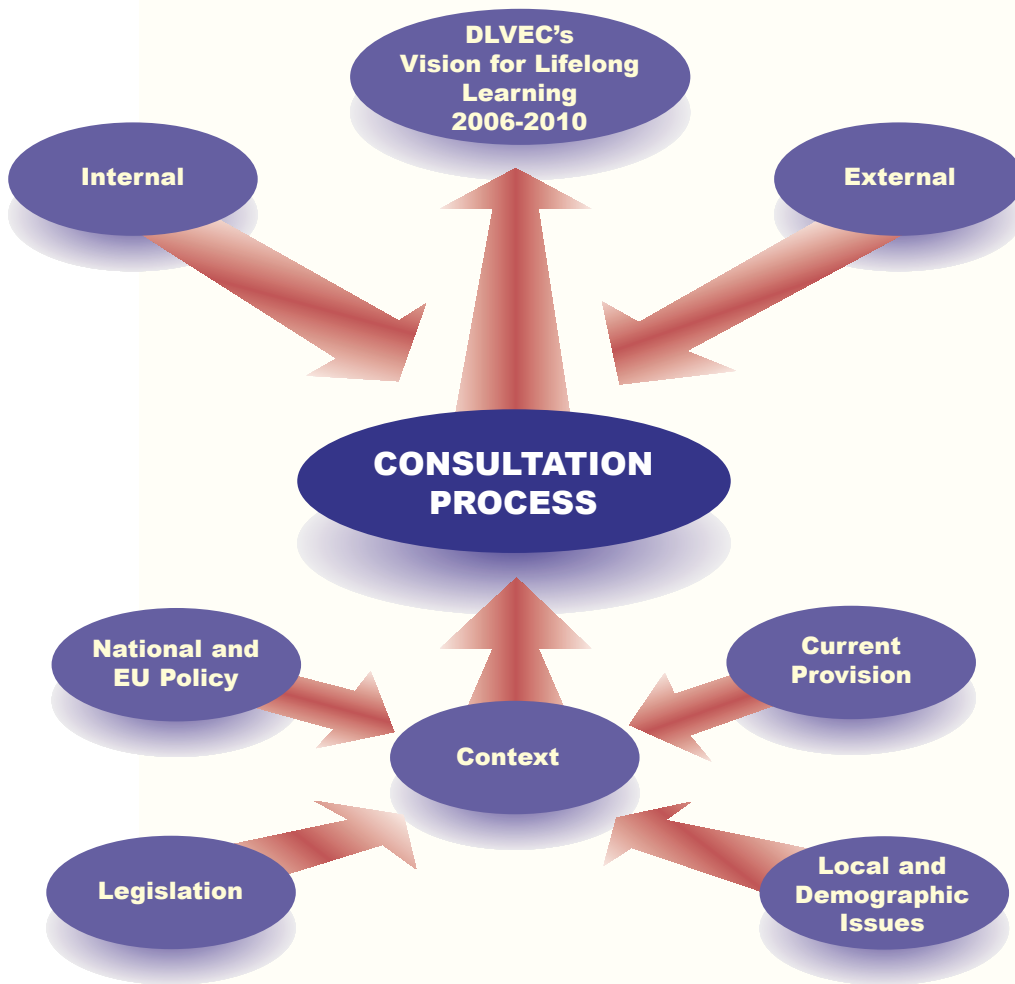
The core of DLVEC's vision and mission for the next five years is the provision of a quality lifelong education service as set out in Section One. This section outlines the process which culminated in the emergence of this vision and mission.

The planning process engaged in for the purpose of preparing this Education Plan encompassed a number of different dimensions. An in-depth analysis of the context within which DLVEC operates set the platform on which the consultation process was based. *FIGURE 3* depicts the different elements of the planning process.

Education Plan Project Team:  
Seated: Lucy Tierney,  
John A. Ryan, Catherine Byrne.  
Standing: Michael Condren,  
Deirdre Johnston, Eileen  
Cullen, Carmel Forsyth.  
Absent from photograph:  
Deirdre Keyes



**Figure 3**      **The Planning Process**



## 2.1 Context

In response to the changing economy of Ireland, our membership of the European Union (EU) and the many social issues which need to be addressed, the Irish Government has introduced a raft of legislation and policies to enable Ireland move forward and take its place within Europe as a modern successful state. This programme of modernisation sets out a range of challenges for VECs which are driven by a combination of legislative change, national and EU policies, and local initiatives and demographic change.

### 2.1.1 Legislative Context

Legislation and educational initiatives introduced by the Government over the last ten years impact significantly on the provision of education services by DLVEC. The key Acts and initiatives can be classified under four headings: Governance, Education, Equality and Employment.

#### Governance

- School Development Planning Initiative
- Customer Service Plan and Charter
- White Paper on Adult Education, 2000
- Vocational Education (Amendment) Act, 2001
- Youthwork Act, 2001
- Acht na dTeangacha Oifigiúla (Official Languages Act), 2003
- Dormant Accounts (Amendment) Act, 2005

#### Education

- Education Act, 1998
- Qualifications (Education and Training) Act, 1999
- Education (Welfare) Act, 2000
- Teaching Council Act, 2001
- Children's Act, 2001
- Ombudsman for Children's Act, 2002
- Education for Persons with Special Educational Needs Act, 2004

#### Equality

- Refugee Act, 1996
- Employment Equality Act, 1999
- Equal Status Act, 2000
- Equality Act, 2004
- Education for Persons with Special Educational Needs Act, 2004
- Disability Act, 2005

#### Employment

- Organisation of Working Time Act, 1997
- Equality Act, 2004
- Protection of Employees (Part-time Work) Act, 2001
- Protection of Employees (Fixed Term Work) Act, 2003
- Employees (Provision of Information and Consultation) Bill, 2005
- Safety, Health and Welfare at Work Act, 2005
- Employment Permits Bill, 2005
- Public Service Superannuation (Miscellaneous Provisions) Act, 2004

A summary of the key elements of each Act and initiative and the implications for DLVEC are set out in Appendix 2.

2.1.2

## **National and EU Context**

The evolution of VECs has been driven by their ability to respond to the needs of Irish society and government policies in a flexible and innovative manner. Accordingly, this Education Plan is framed in the context of national and EU economic and social policy.

### ● **Economic Growth**

Over the past ten years, Ireland has emerged as one of the strongest economies in Europe. To maintain this economic growth, Ireland is fast developing as a knowledge based economy as evidenced by the growth in employment in knowledge intensive industries and the most rapid change in employment structure in the EU. Government policy has focused on developing strategies to maintain this growth and ensuring its equitable distribution within the country. Education has played a key role in the successful development of our economy over the past decade. The Irish education system must underpin this economic growth, promote social inclusion and environmental awareness by responding rapidly to the challenges posed by the ever changing economy.

To rise to the challenges posed by Ireland's economic growth and the demands by Government for a cohesive integrated local education service, DLVEC as the local statutory provider of education services must continue to modernise its education services and adapt to the requirements of the future. Its Education Plan 2006-2010 addresses these challenges.

### ● **Social Inclusion**

In the midst of all this economic success and attempts by government to address the issues of social inclusion, a striking feature of Irish society is the widening gap between those living at both ends of the economic spectrum. National and local studies have shown that there are still individuals and groups of adults in disadvantaged areas within our society who have no formal education or employable skills. Within the Dún Laoghaire geographical area, recent research has identified a percentage of children under the age of eighteen who have dropped out of mainstream education or who were too vulnerable to enter the system in the first place. There are also increasing numbers of immigrant workers, refugees and asylum seekers and other foreign nationals who need educational supports and opportunities to gain worthwhile employment and achieve a good quality of life. It is well recognised that low levels of educational achievement result in deprivation, poverty and marginalisation. VECs have played their part in the implementation of Government policies to address the issues of poverty and marginalisation at local level. The census statistics outlined in the following pages show the interrelationship between low levels of educational achievement and high unemployment among sections of the population in Dún Laoghaire.

These social issues have major implications for DLVEC as it develops its Education Plan for the next five years in consultation with its social partners so that an integrated response can be developed and implemented.

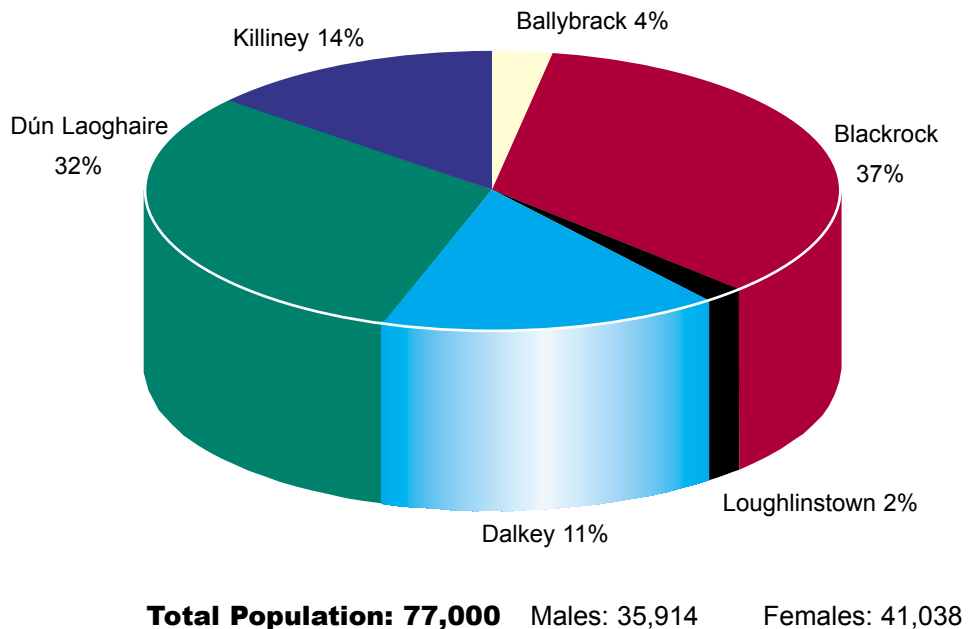
2.1.3 **Local Statistical Profile**

Integral to the success of local initiatives and to the ability of DLVEC to target its provision to respond to identified needs is a knowledge of the profile of the area it serves. The statistical profile undertaken in preparing this Education Plan, based on the 2002 Census of Population (Central Statistics Office – *Census SAPS Microdata File, 2002* (© Government of Ireland)), has identified a number of challenges for DLVEC in planning its provision for 2006-2010.

● **Population**

DLVEC has responsibility for the Dún Laoghaire area of the local authority of Dún Laoghaire Rathdown. This area comprises of the Electoral Divisions (EDs) of Ballybrack, Blackrock, Cabinteely (Loughlinstown only), Dalkey, Dún Laoghaire and Killiney. The combined population of this area in 2002 was approximately 77,000 of which 35,914 (47%) were male and 41,038 (53%) were female. *FIGURE 3.1* provides an indication as to the dispersal of this population across the EDs served by DLVEC.

**Figure 3.1 Population by Electoral Division**



**Challenge for DLVEC:**

- **To identify and respond to the needs of areas not served by current provision**

● **Age Profile**

**Table 1 Population by Age Category and Electoral Division**

<b>Electoral Division</b>	<b>0-14</b>	<b>15-24</b>	<b>25-44</b>	<b>45-64</b>	<b>65+</b>
Ballybrack	620	644	903	985	281
Blackrock	4933	4539	9293	5947	3845
Loughlinstown	257	204	670	255	124
Dalkey	1383	1111	2016	2244	1651
Dún Laoghaire	4239	3408	7131	5379	4290
Killiney	2463	1932	2966	2469	770
<b>Totals</b>	<b>13895</b>	<b>11838</b>	<b>22979</b>	<b>17279</b>	<b>10961</b>
<b>% Total</b>	<b>18.1</b>	<b>15.4</b>	<b>29.9</b>	<b>22.5</b>	<b>14.2</b>

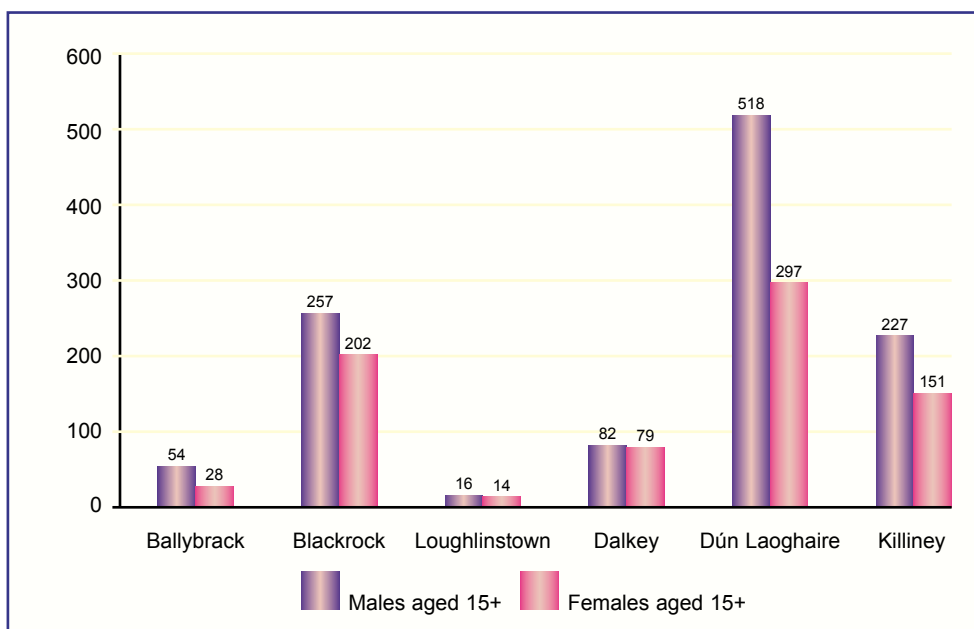


**Challenge for DLVEC:**

- **To plan future provision cognisant of the fact that 18.1% of the population is under the age of fourteen**
- **To consider population trends in the development of local education programmes**

● **Employment**

**Figure 3.2 Unemployment by Gender and Electoral Division**



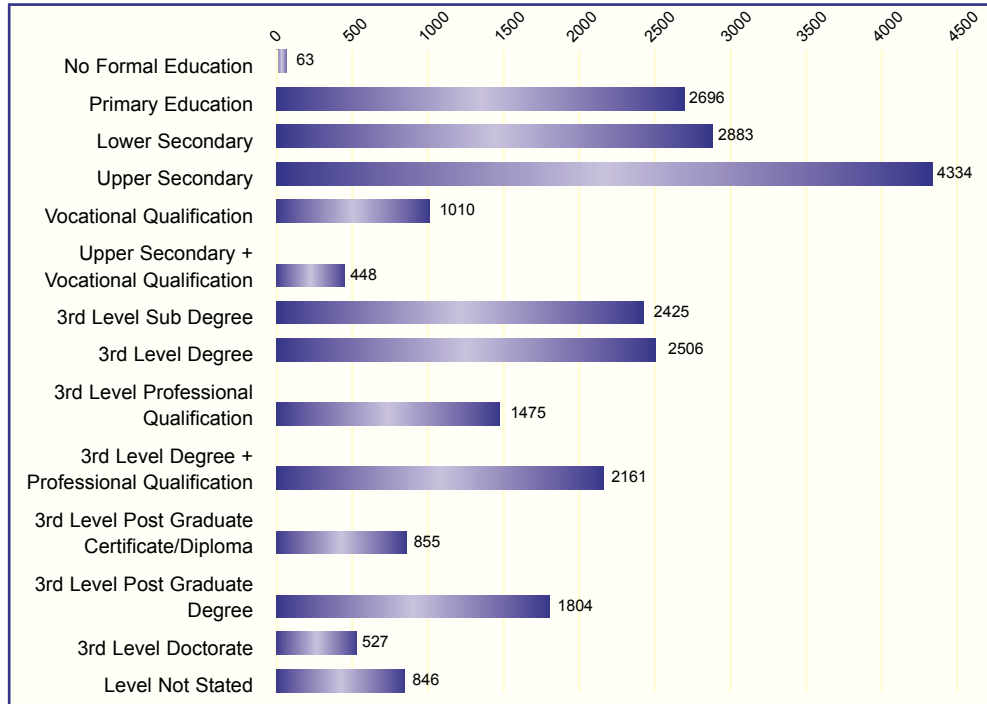
**Challenge for DLVEC:**

- **To identify the educational needs of the unemployed in those areas not served by current provision**
- **To develop programmes in response to those needs where appropriate**

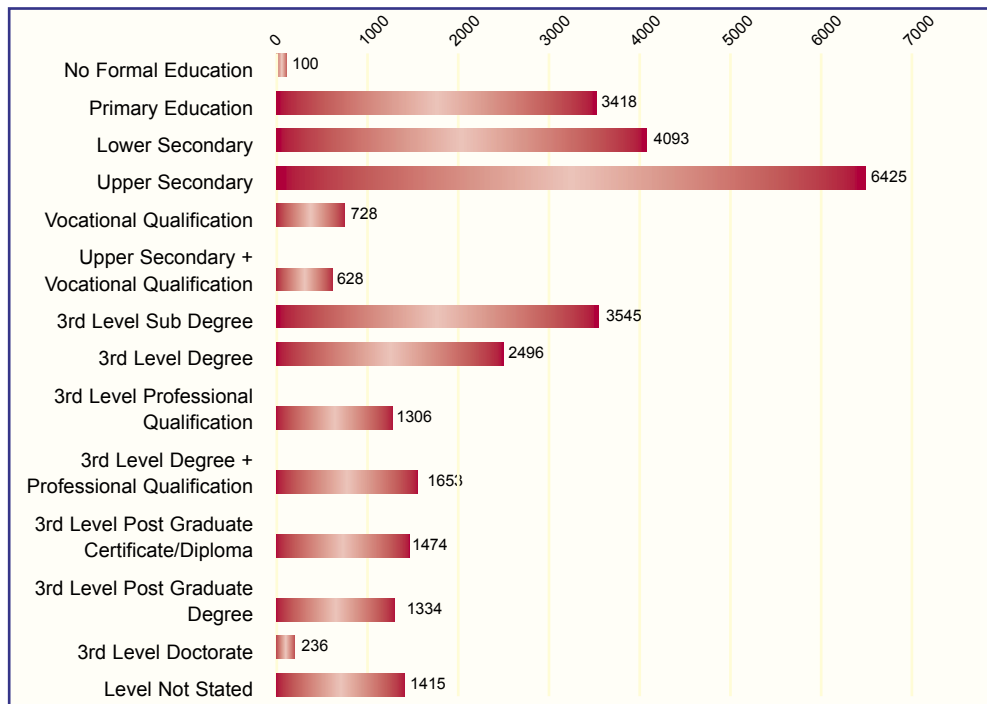
● **Education Levels**

FIGURES 3.3 and 3.4 profile the education levels attained by those aged 15+ according to gender.

**Figure 3.3 Males 15+ By Level of Education**



**Figure 3.4 Females 15+ By Level of Education**



**Challenge for DLVEC:**

- **To target provision to the significant numbers who have left the education system without qualifications**

## ● Disability

**Table 2 Persons with Disabilities By Age Group and Electoral Division**

Electoral Division	Number Per Age Category				
	0-14	15-24	25-44	45-64	65+
Ballybrack	17	18	36	87	107
Blackrock	93	107	329	483	1028
Loughlinstown	3	1	14	12	31
Dalkey	35	20	70	164	428
Dún Laoghaire	110	126	384	612	1294
Killiney	56	55	127	208	205
Totals	314	327	960	1566	3093
% of Total Disabled	5.0	5.2	15.3	25.0	49.4



### Challenge for DLVEC:

- To address issues of access and progression for learners with disability into all programmes including DLVEC mainstream FE Colleges
- To build on existing programmes in DLVEC's Adult and Community Education Service and target provision in line with the statistics

## ● Nationality/Ethnic Origin

In the 2002 Census, a total of 66,236 of the population served by DLVEC stated that they were Irish, while 2,140 indicated they were of UK nationality and Others accounted for 4,854. The Electoral Divisions of Blackrock (1,999) and Dún Laoghaire (1,663) accounted for the majority of those categorised as Other.

**Table 3 Number of Travellers by Electoral Division**

Electoral Division	Number
Ballybrack	2
Blackrock	27
Loughlinstown	1
Dalkey	21
Dún Laoghaire	83
Killiney	68
Total	202



### Challenge for DLVEC:

- To devise an intercultural policy in the context of the changing learner profile
- To identify and respond to the educational needs of foreign national learners, and those from other ethnic minority groups including Travellers

● **Technology**

**Table 4 Personal Computer (PC) in Private Households**

<b>Electoral Division</b>	<b>PC</b>	<b>No PC</b>	<b>Not stated</b>
Ballybrack	644	339	4
Blackrock	6235	3790	136
Loughlinstown	363	196	7
Dalkey	1859	1111	29
Dún Laoghaire	4514	4420	172
Killiney	1947	1157	45
Totals	15562	11013	393
% of Total	58	41	2

**Table 5 Private Household Internet Access**

<b>Electoral Division</b>	<b>Internet access</b>	<b>No internet access</b>	<b>Not stated</b>
Ballybrack	536	445	6
Blackrock	5447	4545	169
Loughlinstown	314	242	10
Dalkey	1647	1317	35
Dún Laoghaire	3824	5094	188
Killiney	1643	1456	50
Totals	13411	13099	458
% of Total	50	49	1



**Challenge for DLVEC:**

- **To explore the potential for elearning in the context of DLVEC's vision for a lifewide service accessible in a multiplicity of learning sites**
- **To maximise the use of ICT as a communications tool**

## 2.1.4

**DLVEC's Current Services**

Since its establishment, DLVEC has evolved in many directions. Current provision is delivered through its FE Colleges, its Adult and Community Education Service and Youth provision. This is supported by its Corporate and Administrative Services. An outline of the range and geographical spread of DLVEC's current provision is evident from *FIGURE 1 (page vii)*. This section gives a more detailed account of current provision.

## 2.1.4.1

**Further Education Colleges**

DLVEC is unique in Ireland in that its Colleges are currently dedicated to FE provision. DLVEC has three Colleges: Dún Laoghaire College of Further Education (DCFE), Sallynoggin College of Further Education (SCFE) and Senior College Dún Laoghaire, College of Further Education (SCD).

The transition from second level to FE provision began in the early 1980s. Combined enrolments in DLVEC schools began to decline in the late 1970s having peaked at one thousand in the mid-1970s. This reflected a national pattern of declining enrolments in VEC schools, and a local pattern of declining numbers in secondary schools in Dún Laoghaire which also led to the closure of the two voluntary secondary schools in Dún Laoghaire Town.

In response to declining numbers, a working party, established by DLVEC in 1979 to formulate an education plan for the scheme, decided to establish an Adult Education College in Blackrock with an emphasis on second chance second level education. During this period change was also taking place in the other DLVEC schools in Dún Laoghaire (Cumberland St) and Sallynoggin. In response to a decline in junior and senior cycle intake, other courses were introduced and developed. The gradual transition from second level to Vocational Preparation Training Programmes (VPTP), subsequently known as Post Leaving Certificate (PLC), is charted in Table 6.

**Table 6****Transition from Second Level to PLC Provision**

<b>School</b>	<b>1976/77</b>	<b>1979/80</b>	<b>1983/84</b>	<b>1986/87</b>	<b>1989/90</b>
<b>Blackrock (now SCD):</b>					
Mainstream:	56	33	--	--	--
VPTP	15	--	190	313	505
<b>Dún Laoghaire (DCFE):</b>					
Mainstream	365	341	311	198	165
Repeat Leaving Cert	73	72	147	175	139
VPTP	43	61	88	96	247
<b>Sallynoggin (SCFE):</b>					
Mainstream	575	415	279	162	33
VPTP	--	--	22	41	145

*Source: O Reilly, 1990*

This table clearly indicates the direction that DLVEC had taken. The fact that all three Colleges remained operational in the face of changing demographics is testimony to their ability to respond to local and national needs in innovative ways. The transition to dedicated PLC provision was complete in the 1990s. The changed nature of provision is reflected in the renaming of the Colleges as Colleges of Further Education. The successful transition to FE is reflected in the growth that has taken place since the mid-1980s evident in Table 7.

**Table 7 DLVEC FE Colleges Day Enrolment Numbers**

	<b>2003/ 2004</b>	<b>2004/ 2005</b>	<b>2005/ 2006</b>
Dún Laoghaire College of Further Education (DCFE)	645	658	620
Sallynoggin College of Further Education (SCFE)	515	547	530
Senior College Dún Laoghaire, College of Further Education (SCD)	931	1012	1025

A brief overview of provision in each of the Colleges is presented in the following section.

● **Dún Laoghaire College of Further Education (DCFE)**



DCFE is located at Cumberland St, Dún Laoghaire. It offers a range of full-time programmes in Business, Computing, Design and Technology, Media Studies, Health and Sports, and Administration and Technology. The majority of its courses are certified by FETAC and allow learners progress under the Higher Education Links Scheme. In addition, DCFE offers a number of Adult Education Programmes for day learners and a one year Repeat Leaving Certificate Programme. In September 2005, it embarked on the strengthening of links with third

level providers by offering a Certificate in Community Education in conjunction with Dublin City University.

DCFE is one of just two VEC Colleges in Ireland that continue to provide Apprenticeship Programmes. The Apprenticeship School offers courses in Carpentry and Joinery, Cabinet Making and Block/Bricklaying. Courses are run in conjunction with FÁS and equip learners with the skills and theoretical knowledge necessary to work to the highest standard in their chosen trade.



● **Sallynoggin College of Further Education (SCFE)**

SCFE is located at Pearse Street in Sallynoggin. It offers full-time programmes in Art, Craft and Design, Photography, Fashion Design, Professional Floristry, Dance, Website Design and Management, Computer Graphics, Network Administration, Sports and Recreation, Leisure Management and Fitness Instructors, Sports Therapy, Childcare, Applied Social Studies, Travel and Tourism and Hairdressing and Beauty Therapy. The majority of its courses are certified by FETAC and allow learners progress under the Higher Education Links Scheme.

● **Senior College Dún Laoghaire College of Further Education (SCD)**



The main campus of SCD is located in Eblana Ave, Dún Laoghaire. Expansion in the early 1990s resulted in the IT Department being relocated to the original VEC premises in Blackrock, and more recently SCD has taken occupancy of part of the Old School House (formerly CBS) in Eblana Avenue. Plans are at an advanced stage to bring together all departments on one campus in the centre of Blackrock. The refurbishment and rebuilding of the Town Hall in Blackrock as the new campus for SCD will ensure that learners benefit from studying in some of the best facilities on offer in Ireland. Redevelopment is expected to

commence in 2006 and be completed by the start of the academic year 2008/09. An artist's impression of the redeveloped site is reproduced below. This huge State investment is attributable to the rapid growth of the College and its reputation as a national leader in FE.

SCD provides a range of full-time programmes in Accounting, Auctioneering and Estate Agency, Health and Safety, Business Studies, Marketing, Interior Design, Landscape Design/ Architecture, Beauty Therapy, Theatrical and Media Make-up Artistry, Complementary Health Therapies, Software Development, IT Teacher Training and Multi-media Computing. Certification is provided by a range of professional bodies.

Below:  
An artist's impression of  
the redeveloped Senior  
College



● **Adult Education Programmes – Self-Financing**

In addition to day programmes, the DLVEC FE Colleges provide an extensive range of evening programmes which are run in each of the Colleges on a self-financing basis. These programmes provide a valuable service to the area and their popularity is reflected in growth in uptake charted in Table 8.

**Table 8 DLVEC FE Colleges Evening Programme Enrolment**

	<b>2002/ 2003</b>	<b>2003/ 2004</b>	<b>2004/ 2005</b>
Dún Laoghaire College of Further Education (DCFE)	761	1176	1181
Sallynoggin College of Further Education (SCFE)	80	120	125
Senior College Dún Laoghaire College of Further Education (SCD)	433	402	493

Evening course programmes offer a mix of short hobby/interest courses and longer courses leading to professional qualifications.

2.1.4.2

**Adult and Community Education Service**

Adult and Community Education in DLVEC emerged as a core area of its work following the appointment of an Adult Education Organiser in 1980. This was a national development and followed the setting up of an Adult Education Section within the Department of Education and Science in the same year. The Kenny Report in 1984 set Adult Education within an overarching system of education and training incorporating further education, literacy, community education and other systematic learning undertaken by adults. Until the publication of the White Paper on Adult Education in 2000, adult education at national level and at local level within VECs developed very much in line with this framework. From 2000 it was set more firmly within a national policy context.

Currently, Adult and Community Education in DLVEC offers a range of core services incorporating Adult Literacy, Community Education, education programmes for Youth at Risk through its Out of School Education Service and Adult Education Guidance. Within each of these core services is a range of individual programmes and projects reflecting emerging needs and priorities at local level, priorities within the White Paper on Adult Education, and priorities within the National Development Plan 2000–2006. Many of the current initiatives also reflect the various funding strands that have become available from the Department of Education and Science, the European Social Fund and other sources. Given that Adult and Community Education has traditionally been an under resourced area, the funding opportunities that have emerged have had a significant impact on the way it has developed within DLVEC.

An indication as to the capacity of the service can be gauged from Table 9 which provides numbers for 2005.

**Table 9**      **Adult and Community Education Service**

<b>Programme</b>	<b>Numbers</b>
Community Education	562
Back to Education Initiative (BTEI)	133
Adult Literacy	358
Adult Education Guidance	626
Out of School Education Service	60
<b>Total</b>	<b>1,739</b>

### ● **Community Education**

Since its establishment DLVEC has been involved in providing support for Community Education. With the appointment of Community Education Facilitators to all VECs in 2003 and the subsequent increase in funding levels reflecting the commitments given to Community Education in the White Paper on Adult Education, there has been considerable expansion of this area within DLVEC.

DLVEC provides support to over thirty community groups in the locality. It also implements a number of learning programmes to educationally disadvantaged adults in community-based locations. Community groups and programmes developed at community level prioritise the following:

- Older people
- Disadvantaged parents of school-going children
- People with disabilities (including physical, intellectual and mental health)
- Refugees and asylum seekers
- Travellers
- People in recovery from addiction
- Homeless people
- Disadvantaged women
- Community arts

Members of the MELT  
Grundtvig 2 Learning  
Partnership in Dublin 2004

Within Community Education, a number of targeted initiatives have been developed to support equality of access of particularly disadvantaged or socially excluded



groups. A programme has been developed and resourced through the Education Equality Initiative (EEI) of the Department of Education and Science and European Structural Funds to support adults with disabilities to access educational opportunities within a lifelong learning context. Through the EEI initiative that runs from 2004-2006, a disability worker has been put in place to support this development.

The development of European links and partnerships has been central to Community Education, particularly in terms of developing good practice and policy lessons. Additional resourcing to do this work has been accessed through the Grundtvig initiative of the Socrates Programme of the European Commission.

### ● **Back to Education Initiative (BTEI)**

BTEI was introduced nationally in 2002, aided by the Department of Education and Science and financed by the European Social Fund as part of the National Development Plan 2000-2006. Its primary aim is to provide part-time further education for young people and adults, building on existing provision within Community Education, Literacy, Youthreach and PLC.

The first BTEI programmes were introduced into DLVEC in 2003. Since then, they have formed an integral part of both Community Education and Adult Literacy. Programmes prioritise those who are most educationally disadvantaged and offer core skills, including communications, computers, adult education guidance, and other learning options. Modules are delivered at FETAC Level 3 and Level 4. Accreditation is an option for all participants. Programmes are developed in partnership with a range of agencies and groups and are delivered in a number of locations including community and VEC centres.

### ● **Adult Literacy**

The Adult Learning Centre, the centre for DLVEC's adult literacy scheme was opened in Holy Child Community School Sallynoggin in 1999. The post of full-time Adult Literacy Organiser was created subsequently in 2001. Significant increases in funding for adult literacy followed the publication of the OECD International Adult Literacy Survey Report in 1997 and the White Paper on Adult Education in 2000. Much of this funding came from the European Social Fund to the Department of Education and Science to redress the major literacy problems identified in the 1997 report. Prior to this, however, adult literacy work had always been a priority area within DLVEC with much of the work being done on a voluntary basis. The role of volunteers still remains core to the service but increased resourcing has facilitated expansion into a range of new programmes.

Provision in the Adult Learning Centre includes the core programme of one-to-one literacy and/or numeracy, group literacy, numeracy and/or computer tuition. The Adult Learning Centre also provides a number of accredited programmes through BTEI including communications, computers, maths and other options facilitating the progression of learners. English for Speakers of Other Languages (ESOL), in particular refugees, asylum seekers and more recently immigrant groups moving into the Dún Laoghaire area, have become central to its work.

On an outreach basis, the Adult Literacy Service provides literacy and ESOL classes to particularly disadvantaged target groups including homeless adults.

Work based education programmes have also become increasingly central to the work of the literacy service since 2001 when the first workplace education project was established with Dún Laoghaire Rathdown County Council. Since then programmes have developed in partnerships with FÁS and the Health Service Executive.

### ● **Adult Education Guidance**

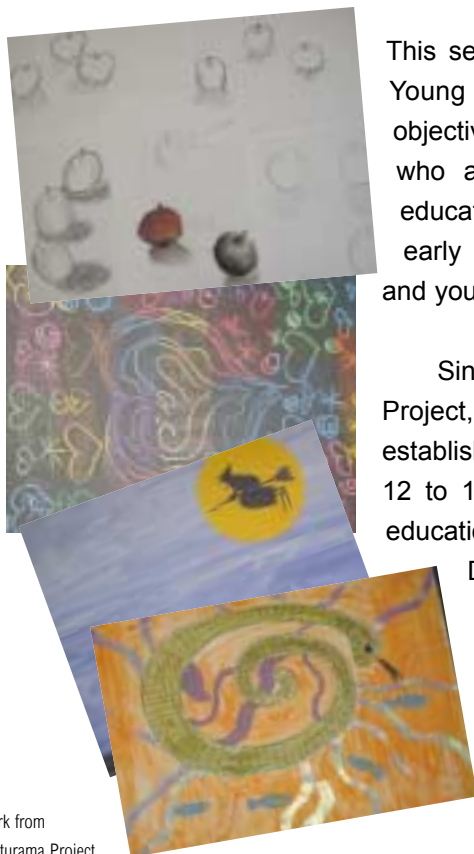
The DLVEC Adult Education Guidance Service, Discover Guidance, was established in September 2001 as a pilot project in Phase 2 of the National Adult Education Guidance Initiative. It was mainstreamed in 2005. The Adult Education Guidance Initiative is funded by the Department of Education and Science and forms part of the National Development Plan 2000-2006.

This service provides educational guidance and information to adult learners to facilitate them in making the best possible education and career choices. In addition to the services and facilities available at its centre in Dún Laoghaire, guidance and information is provided on a one-to-one and group basis at various locations within the wider area where programmes are delivered at community and support service centres. In 2005 the service supported over 300 adult learners on an individual basis as well as supporting groups of learners on the range of programmes offered within the Adult Education Service. To accommodate increasing capacity, this service is relocating to a new premises in Mulgrave St, Dún Laoghaire in 2006.

### ● **Out of School Education Service**

This service was established in 2004 through funding from the Young People's Facilities and Services Fund (YPFSS). Its objective is to support and provide programmes for young people who are not currently engaged in any form of training or education or are at risk of leaving school. It specifically targets early school leavers, travellers, young people with disabilities and young ethnic minorities.

Since 2005, the Service has incorporated the Futurama Project, previously a community based interagency initiative established in 2002 as an out of school transition programme for 12 to 16 year olds who have not been able to access formal education. Futurama is being resourced through funding from Dormant Accounts up until September 2007. Its mission is to provide a child centred educational, supportive environment for young people with the objective of assisting them in a phased re-entry to school or to an alternative education/training facility. This service and its individual projects work in partnership with the main schools in the area, the Educational Welfare Officer and other relevant support programmes and services.



Artwork from  
the Futurama Project

As part of a joint initiative between the City of Dublin VEC, County Dublin VEC and DLVEC the Separated Children's Service was set up in 2003 to respond to the educational needs of Separated Children asylum seekers who are in the care of the Health Service Executive as they arrive in the State with no relatives or family. This service supports the needs of this group by responding to referrals, evaluating levels of literacy and English language, supporting schools and out-of-school activities. A Separated Children's Education Co-ordinator was appointed in 2003 through funds made available from the Department of Education and Science.

#### 2.1.4.3

### **Youth**

#### ● **Dún Laoghaire Youth Service**

Dún Laoghaire Youth Service is delivered by Catholic Youth Care (CYC) on behalf of DLVEC and is based at Senior College Dún Laoghaire College of Further Education, Eblana Avenue, Dún Laoghaire. It supports youth organisations which enable young people to participate more fully in life. Its objectives are:

- To foster, promote and develop co-operative structures, which will give support to youth work programmes, activities and events
- To develop and implement programmes, activities and events with an emphasis on disadvantaged areas
- To establish and develop productive links with those members of the youth population who are not attracted to the more formal youth organisations

#### ● **Dún Laoghaire Youth Information Centre**

Youth Information Centres are administered by VECs on behalf of the Youth Affairs Section of the Department of Education and Science. The DLVEC Youth Information Centre is located at 137 Lower George's St, Dún Laoghaire. This centre provides young people with easy access to information on rights, opportunities, benefits, health, welfare and other matters. It also helps those looking for advice and help concerning emigration and mobility within Europe.

#### ● **Youthreach/Sportsreach**

Youthreach is funded by the Government under the National Development Plan. Established in 1989, this programme is directed at unemployed young early school leavers aged 15 to 20. The aim of the Youthreach/Sportsreach Programme is to address young people's needs in training, education and sport by developing their skills and their horizons. DLVEC delivers the Youthreach/Sportsreach programme in St Joseph's Football Club, Pearse Park, Sallynoggin.

### ● **Co-operation with Other Institutions**

DLVEC co-operates with other institutions in the provision of teaching hours. These include:

- Benincasa School, Blackrock
- St Augustine's Blackrock
- Dún Laoghaire Community Training Centre Ltd
- Tivoli Training Centre, Dún Laoghaire

#### 3.1.4.4

### **Administration and Support Services**



Áine Elliott, Chair DLVEC 2003, John A Ryan, CEO and Mary Hanafin TD, Minister for Education and Science, pictured at the official opening of DLVEC Head Office at Century Court in November 2003

DLVEC Corporate and Administrative Services are located at Century Court, 100 Upper George's Street, Dún Laoghaire.

Administration for the DLVEC scheme is carried out by the Corporate and Education Services, Finance and Human Resources Sections in Century Court. An annual budget of €18,000,000 is managed and appropriate financial controls, reporting and audit requirements are maintained. Recruitment and employment services, industrial relations, payroll and

superannuation administration are provided for 500 staff. Corporate and Administrative Services has responsibility for the Corporate Governance of DLVEC.

The following support services are provided:

### ● **Childcare Provision**

The Willows, DLVEC Childcare Centre is located on the campus of SCFE. Established in 2001, this centre provides places for children of VTOS and Youthreach learners on programmes operated by DLVEC. It has operated at full capacity since opening in 2001. As an alternative to a place in this Crèche, learners who qualify for VTOS or Youthreach may avail of a subsidy towards the cost of childcare in an approved centre of their own choice.

### ● **Grants and Scholarships**

DLVEC Grants Section administers the VEC Scholarship Scheme, the Third Level Maintenance Grants Scheme for Trainees and the Post Leaving Certificate Maintenance Grants Scheme.

● **School Transport**

DLVEC administers a service for School Transport for Post-Primary Schools in the Dún Laoghaire area on behalf of the School Transport Section of the Department of Education and Science and Bus Éireann.

● **Vocational Training and Opportunities Scheme (VTOS)**

The VTOS scheme is administered through the Department of Education and Science and operated through the VECs. VTOS offers an opportunity for adults to return to full-time education without losing their social welfare benefits. VTOS is offered through the DLVEC FE Colleges.

● **Young People's Facilities and Services Fund (YPFSS)**

The YPFSS was established by the Government in 1998 with the aim of funding services and facilities to divert "at risk" young people in disadvantaged areas from the dangers of substance misuse. In DLVEC, the YPFSS is used to assist in the development of preventative strategies, through the development of youth facilities, including sport and recreational facilities and services in disadvantaged areas, where a significant problem exists or has the potential to develop.

● **Youth and Sports Club Grant Scheme**

DLVEC grant aids youth and sports clubs based in the Electoral Divisions of Ballybrack, Blackrock, Cabinteely (Loughlinstown only), Dalkey, Dún Laoghaire and Killiney. Grants are funded by the DES from the proceeds of the National Lottery and the Irish Sports Council. Priority is given to disadvantaged and marginalised groups.

**Summary**

This section has set out the legislative, national and local context which has informed the preparation of this Education Plan. It has provided an overview of current provision, an analysis of which was at the core of the consultation process documented in Section Three.



Cllr Donal Marren with some recipients of DLVEC Youth and Sports Grants in 2006



At play in the Willows  
Childcare Centre



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## Section Three **The Consultation Process**

### 3.0 **Introduction**

The contextual analysis undertaken at the outset of the planning process set the platform for the consultation process which was designed to establish how DLVEC can best deliver its programmes and services over the next five years. There were two distinctive elements to the consultation process:

- Internal consultation with staff, and partners who assist us in the delivery of our programmes and services
- External consultation with representatives from external agencies (statutory, voluntary, local and national), learners, other services users and the community in general

### 3.1 **Internal Consultation**

Internal consultation centred on reflection and analysis of our provision to-date involving the Committee, all DLVEC staff and related services. Central to this process was an information and consultation day held on 5th September 2005 to which all staff of DLVEC were invited.

The purpose of the internal consultation process was to:

- evaluate the strengths and weaknesses of our current services, and consider the opportunities (challenges) and threats facing DLVEC (SWOT Analysis) over the next five years
- consider the issues emerging from the SWOT Analysis

- consider the perspective of all our relevant stakeholders and their relationship with DLVEC and the potential to further develop and enhance these relationships in the future
- set out the key issues and challenges to be addressed over the next five years

An overview of the outcome of the SWOT Analysis from the perspective of each of the services provided by DLVEC and the emerging issues arising from an analysis of these for each of the services provided by DLVEC is set out overleaf. It also provides an overview of the prioritisation attaching to the issues raised in the SWOT Analysis from the perspective of the Committee members. Appendix 3 lists the stakeholders considered. The outcome from this session fed into subsequent internal and external consultations, particularly, the focus group sessions.

Learners from DLVEC  
Further Education Colleges



## 3.1.1

**SWOT Analysis****Further Education Colleges****Strengths**

- **Staff:** The qualifications, experience, flexibility, commitment and openness to change of the staff
- **Learners:** Learner centred holistic approach in meeting the needs of a diverse group of learners
- **Courses:** The diversity of courses offered, many with direct links to employment or established routes to third level colleges
- **Location:** The location of the Colleges with ease of access to public transport
- **Environment:** The positive atmosphere, friendly working conditions
- **Reputation:** The national reputation of the Colleges
- **Responsiveness:** The ability of the Colleges to respond rapidly to changing market needs

**Weaknesses**

- **National:**
  - Status: No statutory FE Sector within the Irish Educational Framework
  - Structures: Failure by Government to implement Mclver Report on structures and staffing in FE Colleges
  - Capping: The capping of numbers which prohibits growth within the sector
  - Control: Confining FETAC Awards to Level 6 on the National Qualifications Framework (NQF)
- **Local:**
  - Accessibility: The accessibility of the College buildings to those with disabilities
  - Lack of Unity: The need for a unified approach to FE provision by the three Colleges
  - Resources: The under resourcing of ancillary facilities, learner supports and administrative services
  - Links: Underdeveloped links with industry

**Threats**

- **Competition:** Competition from private providers and the Institutes of Technology
- **Perception:** The public perception of VEC Colleges
- **Control:** Over regulation and under resourcing
- **Facilities:** The current lack of facilities for the disabled
- **Non-implementation of Mclver:** The danger of burnout and loss of staff goodwill unless the recommendations of the Mclver Report are implemented

**Opportunities**

- **Responsiveness:** The continued development of courses to meet the needs of learners from a variety of educational and social backgrounds
- **Links:** The forging of closer links with industry
- **Integration:** The integration of the FE Colleges within the entire range of DLVEC's education services
- **Progression:** The development of progression routes to the FE Colleges from all of DLVEC's educational programmes
- **Off-site Course Provision:** The development of e-learning, outreach programmes, workplace learning, part-time provision
- **Partnerships:** The development of partnerships with other educational providers and agencies to provide an integrated service to the learner

**Emerging Issues:**

- Statutory recognition of the FE Sector by the DES
- Implementation of the Mclver Report
- Removal of Cap on numbers
- Competition for learners/perception of VEC Colleges
- Integration between three Colleges
- Importance of Staff Development
- Under resourcing of ancillary facilities, learner support services and administrative services
- Placement of awards on NQF
- Development of access and progression routes
- Partnerships with other providers
- Links with industry

## Adult and Community Education

### Strengths

- **Management:** Good leadership and organisation. Provision of in-service opportunities for tutors. Good staff morale and openness to change
- **Tutors:** Experienced, dedicated and motivated. Skills are matched to needs of individual programmes
- **Learners:** All programmes are learner centred and have an inclusive ethos which serves the needs of the diversity of clients who avail of the service. A range of learner supports and programmes have been developed in response to identified learner needs
- **Programmes:** The diversity of programmes and progression routes that have already been developed in response to identified needs

### Weaknesses

- **Premises:** No adult friendly premises to house all the activities of the service
- **Identity:** The current ad hoc provision in a variety of locations lessens the opportunity for learners and staff to develop a core identity
- **Learners:** Limited progression opportunities. The lack of resources for learners with special needs
- **Tutors:** Over reliance on volunteer tutors in the literacy area. Lack of recognition of the work of this sector by the wider VEC. Remuneration and contracts for tutors should be in line with mainstream teachers
- **General:** Funding, volume of paperwork and administrative supports

### Threats

- **Ethos:** Over emphasis on accreditation and on the quantitative may threaten the qualitative ethos of the service
- **Funding:** Uncertainty in relation to funding hinders development and progression
- **Staff:** Workload on existing staff
- **Learners:** Lack of opportunities for learners who are disadvantaged

### Opportunities

- **Progression:** The development of progression routes for learners in Adult & Community Education to the FE Colleges
- **Partnerships:** The development of partnerships for the delivery of an integrated service
- **QA/Legislation:** Guaranteeing a quality service to our learners through the implementation of the Quality Assurance Frameworks and the requirements of new legislation
- **Model of Best Practice:** To make DLVEC a model of innovation and best practice in an Irish and international context

### Emerging Issues:

- Importance of tutor development
- Funding
- Quality assuring services
- Addressing issues regarding premises and facilities
- Development of access and progression routes
- Working in partnerships with other providers
- Integration of services

## Youth

### Strengths

- **Service:** Valuable service for Early School Leavers and high risk underage referrals
- **Staff:** Teamwork approach. Multi-disciplinary non-formal holistic approach. Flexible and able to cater for individual needs
- **Youth:** Education through Sport, family involvement

### Weaknesses

- **Interagency:** Need to promote services at an interagency level more effectively

### Threats

- **Planning:** Absence of a planned approach to respond to the threat posed to society by high risk out of control Early School Leavers
- **Programmes:** Lack of programme development

### Opportunities

- **Sportsreach:** Potential to promote the programme offered at Sportsreach (non-formal educational approach) to those who have dropped out of the formal education system

### Emerging Issues:

- Need for programme development
- Potential of education through sport

## Corporate and Administrative Services

### Strengths

- **Staff:** Knowledge and experience of staff who have developed a team approach and who are customer service focused
- **Location:** The location of Head Office, its modernised IT systems and the working conditions of staff
- **Public organisation:** The fact that the VEC is a non-profit making public organisation allows the development of a fully inclusive learner centred ethos

### Weaknesses

- **Communication systems:** Communication systems with the Colleges, the various Centres and our external partners
- **Staff supports:** Not enough staff meetings, few opportunities for promotion, no staff handbook

### Threats

- **Centralisation:** The centralisation by DES of payroll and grants processing
- **Staff:** Loss of key staff due to lack of promotional opportunities for staff
- **Funding:** Insufficient funding for resources and administration

### Opportunities

- **Communication:** The further development of modern internal and external communication systems including the DLVEC website
- **Use of Premises:** The potential use of the Colleges/Centres facilities during holiday periods
- **Links:** Development of greater links with other providers
- **Learners:** Responding to the changing learner profile. The development of e-learning

### Emerging Issues:

- Staff Development/support
- Insufficient funding
- Need to review communication systems
- Development of links with other providers
- The need to continually respond to the changing learner profile

## Committee Perspective

### Additional Strengths

- The local nature of the service
- Broadly representative community service
- Partnerships with other agencies
- Provision for a diversity of learners
- Statutory local body rooted in democracy rather than in the private sector

### Weaknesses Prioritised

- The public profile of the VEC
- Weak internal/external communication systems
- Lack of learner support services across all programmes
- Youth Services
- Funding and resources
- Links with industry

### Threats Prioritised

- Department of Education and Science constraints such as capping of numbers in the FE Colleges
- Competition for learners from external providers
- Funding
- Perceived failure to address the needs of all learners, specifically learners with disabilities
- Decreasing funding from State and reliance on Public-Private Partnerships

### Opportunities Prioritised

- The development of partnerships
- The development of crèche and childcare facilities
- Lifelong Learning

### Emerging Issues:

- VEC Profile
- Recognition of the FE Sector
- Resourcing of the FE Sector
- Addressing learner needs/learner support services
- Communication
- Childcare provision
- Youth Services
- Partnerships/links with industry

## 3.2 **External Consultation**

The external consultation process involved reflection and analysis on DLVEC's provision in conjunction with representatives from a wide range of external agencies involved in the delivery of lifelong learning either directly or through the provision of supports for learning to take place, surveys of users of DLVEC's services and public advertisements.

The purpose of the external consultation process was to:

- establish partnerships and working relationships between DLVEC and all other agencies (statutory, voluntary, private, local, national and community) who provide education services or support services to learners
- consider the needs of the learners and how best these can be addressed by DLVEC and the relevant agencies or bodies involved in meeting those needs
- examine the provision of a quality integrated service to learners locally by pooling resources and expertise
- feed into the key priorities and challenges that must be addressed by DLVEC over the next five years

A list of individuals/organisations consulted is provided in Appendix 4. Consultation included focus group sessions on key thematic areas, surveys of service users and public advertisements.

### 3.2.1 **Focus Group Sessions**

Central to the external consultation process were focus group sessions which were held on the following key thematic areas:

- Adult Education Guidance Service
- Adult Literacy
- Childcare
- Community Education
- Disability
- FE Colleges
- Interculturalism
- Links with Designated Disadvantaged Schools
- Out of School Education Service
- Sports
- Youth

The priorities emerging for DLVEC from the external consultation on the needs of the learners in key thematic areas and the necessity of providing a quality integrated service to those learners by all the agencies involved were similar to those emerging from the internal consultation. These priorities are included in the key issues, set out in section 3.2.4, which must be addressed by DLVEC over the

next five years. However, the main contribution of the focus group sessions with external representatives was the development of the objectives and actions for each of DLVEC's Education Services included as an integral part of the Education Plan set out in Section Four on Implementation.

### 3.2.2 **Questionnaires to Service Users**

Questionnaires were issued to the following users of DLVEC's services:

- Learners undertaking full-time programmes in the FE Colleges
- Learners undertaking part-time evening programmes in the FE Colleges
- Recipients of Grants and Scholarships administered by DLVEC
- Youth and Sports Club grant recipients
- Primary and second level schools in the area

The responses to these questionnaires were analysed and were issued to the relevant services separately. The key issues emerging from them are incorporated in the main plan and have been used in the development of action plans for the individual services.

### 3.2.3 **Public Advertisements**

Advertisements were placed in *In Business* magazine inviting submissions from local business and in the local newspapers inviting submissions from interested parties. Issues arising from the small number of responses have been incorporated into the issues emerging from the external process as set out below.

### 3.2.4 **External Consultation – Key Issues**

- Working in partnership with all other service providers and agencies
- Implementation of quality assurance requirements
- Co-ordination of local and national progression routes and accreditation to facilitate movement within the VEC services and other service providers both local and national
- Creation of integrated learning opportunities for the workplace
- Ensuring opportunities for Adult Basic Education and Skills are available to all
- Ensuring educational guidance and information is available to all service providers and learners
- Responsiveness to learner needs arising from demographic changes in the Dún Laoghaire area
- Developing broader support services including psychological support services to facilitate individual and community participation in the lifelong learning process
- Extending the range of programmes and supports to meet the needs of foreign nationals and migrant workers
- Developing programmes and support services for learners with special needs and those with disabilities
- Guaranteeing that all programmes are quality assured and delivered by staff who are professionally qualified and are supported by Continuing Professional Development programmes

- Continuing to provide programmes that are community based and emphasise personal development and citizenship
- The provision of premises and support services that are conducive to learning at all stages of life
- The development of a range of services for children at risk
- The provision of childcare facilities and support for adults wishing to return to learning on a part-time basis
- Research and development

From the analysis of issues arising from the consultation process, a number of principles emerged that underpin this Education Plan.

3.3

### **Underlying Principles**

From the consultation process, both internal and external, six guiding principles emerged which underpin DLVEC's Vision for Lifelong Learning 2006-2010 and which are central to the implementation of the Education Plan. These are:

- Quality – This must be central to all provision of programmes and services
- Communication – Effective internal and external communication systems must be developed which are open, transparent and efficient
- Partnerships – These must be developed with all relevant stakeholders to ensure a quality integrated service to all learners
- Responsiveness – Programmes and services must be socially inclusive and respond to identified needs of the learner
- Research – is fundamental to the development and delivery of quality programme and services
- Integration – must provide a co-ordinated service to learners which allows ease of access and progression across the services

#### **Summary**

This section has given an overview of the internal and external consultation undertaken by DLVEC in preparing this Education Plan and the principles emerging from this process. Section Four sets out the implementation plan for 2006-2010.



Learners from DLVEC  
Further Education  
Colleges



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## Section Four **Implementation**

### 4.0 **Introduction**

On the basis of the issues emerging from the consultation process and the priority accorded to those issues, DLVEC has set out six goals to be achieved during the period 2006-2010. These goals will ensure a clear direction for all aspects of DLVEC's services and will provide the framework for the delivery of DLVEC's vision for a lifelong quality driven education service.

### 4.1 **Goals for DLVEC 2006-2010**

- **Effective internal and external communication**
- **All programmes and services are quality assured**
- **All programmes and services are accessible and socially inclusive**
- **Work in partnership with relevant organisations**
- **An integrated service with recognised progression routes and accreditation**
- **An efficient and effective management and organisational structure**

Objectives and actions are set out under each of these goals in the following pages. These will both guide the implementation process and facilitate the evaluation of the achievement of each of these goals. While these are goals for the collective services of DLVEC, each individual service (the FE Colleges, Community-based Education, Youth, and Corporate and Administrative Services) has its own particular objectives in relation to some/all of these goals.

**Goal: Effective internal and external communication**

<b>Objectives:</b>	<b>Actions:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>
<b>To enhance DLVEC's public profile</b>	▶ Establish a Communications Officer post	▶ Human Resources Department/ DES Funding	Subject to funding
	▶ Devise a strategy to raise public profile	▶ Head Corporate Services	2006
<b>To communicate more effectively the range of programmes and services provided by DLVEC</b>	▶ Promote and market DLVEC services	▶ Corporate Services/ (Communications Officer)	2006/Yearly Review
<b>To put in place internal systems to improve communication across DLVEC's services</b>	▶ Establish a staff intranet	▶ Corporate Services	2006/Yearly Review
	▶ Produce a DLVEC newsletter	▶ Corporate Services/ (Communications Officer)	
	▶ Develop on-line systems between centres	▶ Finance Department	2006/Yearly Review



**Goal: All programmes and services are quality assured**

<b>Objectives:</b>	<b>Actions:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>
<b>To quality assure all programmes and services in accordance with guidelines from the Department of Education and Science and other relevant bodies</b>	▶ Implement Quality Assurance (QA) systems that have already been developed	▶ Education Services/QA Officer/Board of Studies	2006
	▶ Develop and implement QA systems for all remaining programmes and services		2006/2010
	▶ Continually review and update QA systems		2006/2010
<b>To put in place a Continuing Professional Development (CPD) Programme for staff</b>	▶ Audit needs	▶ Education Services/Board of Studies/Heads of Services	2006
	▶ Devise CPD Programmes in line with those needs and integrate between services as appropriate		2006
	▶ Fund Programmes ▶ Implement and review		2006/2010
<b>To modernise, extend and refurbish current DLVEC premises and facilities with a particular focus on disability access</b>	▶ Conduct an audit of all DLVEC premises	▶ Corporate Services/CEO/VEC (Building Officer)	2006
	▶ Source and allocate funding to address identified needs		2006/2010
	▶ Carry out upgrading of premises and facilities in line with identified needs, health & safety requirements and available funding		2006/2010
<b>To improve ancillary facilities (library, canteen, sports and recreation) in DLVEC Colleges/Centres</b>	▶ Conduct an audit of needs ▶ Establish links with other providers with a view to addressing identified needs	▶ Corporate Services/CEO/VEC/Principals/Heads of Centres	2006
<b>To provide learner support services that are accessible to all learners</b>	▶ Campaign DES to fund: ■ Educational and Counselling Psychologist ■ Learner medical services ■ More childcare facilities	▶ VEC/CEO/Corporate Services/Board of Studies/(Education Officer)	2006/2010
	▶ Further develop the educational guidance and information service to support access and choice for learners	▶ Working Group/ All VEC Guidance Counsellors led by Adult Education Guidance Co-ordinator	
<b>To make research and development integral to the provision of all programmes and services</b>	▶ Appoint a Research & Development Officer	▶ Human Resources Department	2006

**Goal: All programmes are accessible and socially inclusive**

<b>Objectives:</b>	<b>Actions:</b>	<b>Responsibility of:</b>	<b>Timeline:</b>
<b>To locate and deliver services across the geographical area of DLVEC with a particular focus on areas where there is limited provision and uptake</b>	▶ Identify the needs of areas not currently served by DLVEC	▶ Community-based Education Service	2006
	▶ Devise programmes and services to respond to those needs	▶ Community-based Education Service	2006
	▶ Put in place a strategy to ensure that the prerequisite basic skills for all further learning and employment opportunities become a reality for all	▶ Community-based Education Service	Yearly 2006/2010
<b>To extend and adapt the range of programmes and supports to more appropriately meet the needs of foreign national learners and other ethnic minority groups including Travellers</b>	▶ Establish a cross service working group with representatives from all DLVEC services to devise and oversee the implementation of a VEC wide intercultural policy	▶ AEO/Board of Studies	2006
	▶ Provide in-service training for all teachers and front line staff on intercultural, pedagogical and anti-racism issues	▶ Working Group/Board of Studies	2006/2010
	▶ Ensure an adequate and informed information and communication support service for foreign national learners and learners from other ethnic minority groups including Travellers that is centralised within DLVEC	▶ Corporate Services/ (Communications Officer)	2006/2010
<b>To develop a range of programmes and supports, both discrete and integrated and at a variety of levels for special needs learners and learners with disability</b>	▶ Establish a cross service working group with representatives from all DLVEC services to examine the issue of provision for learners with special needs and disability	▶ Board of Studies	2006
	▶ Develop the accessibility of all education services provided by DLVEC for people with disabilities	▶ Working Group/Board of Studies	2006/2010
	▶ Develop the appropriate support mechanisms needed to ensure the full participation of people with disabilities		2006/2010
<b>To increase childcare provision for users of DLVEC's services</b>	▶ Establish a childcare working group across services that will link directly with the County Childcare Committee	▶ Corporate Services/Board of Studies	2006/2010
	▶ Link into and work with other providers to increase available facilities and resources for childcare		2006/2010
	▶ Campaign for the incorporation of childcare provision in the development of any new centres of education within DLVEC		2006/2010

## Goal: Work in partnership with relevant organisations

Objectives:	Actions:	Responsibility of:	Timeline:
<b>To work in partnerships with other education providers and support services on joint initiatives and sourcing funding on common objectives contained in DLVEC's Education Plan</b>	<ul style="list-style-type: none"> <li>▶ Research and audit development opportunities under the National Development Plan</li> <li>▶ Develop linkages with key funding organisations locally, nationally and at EU level</li> </ul>	▶ Education Services (Education Officer)	2006/2010
<b>To adopt a partnership approach to programmes and actions relating to local development issues within Dún Laoghaire</b>	▶ Participate in County Development Board, Local Development Companies and other related local development structures	▶ Education Services (Education Officer)	2006/2010
<b>To develop and integrate a European dimension into the programmes within DLVEC's Education Services</b>	<ul style="list-style-type: none"> <li>▶ Research and audit European funding and project possibilities</li> <li>▶ Continue and extend current Grundtvig and other relevant European partnerships and link into and access European training and development opportunities for staff</li> </ul>	▶ Education Services (Education Officer)	2006/2010
<b>To have representation on national and EU Educational Bodies</b>	▶ Appoint key personnel who will actively participate on all relevant educational forums	▶ CEO/VEC	2006/2010

**Goal: An integrated service with recognised progression routes and accreditation**

Objectives:	Actions:	Responsibility of:	Timeline:
<b>To offer the learner a VEC wide integrated educational service with appropriate progression routes and levels of accreditation which facilitate movement and progression by learners between and within DLVEC services</b>	▶ Establish a Board of Studies with representation from all DLVEC services to oversee the integration of services, progression and accreditation	▶ VEC/CEO/ Corporate Services/ Board of Studies	2006/ Yearly Review
<b>To develop progression routes with other providers both locally, nationally and internationally</b>	▶ Build on existing links with other providers	▶ Board of Studies	2006/2010



**Goal: An efficient and effective management and organisational structure**

Objectives:	Actions:	Responsibility of:	Timeline:
<b>To implement the proposed organisational structure for DLVEC (See Appendix 5)</b>	▶ Lobby the DES for the necessary funds to implement the structure	▶ CEO/Corporate Services/VEC	2006/2010
<b>To develop a unified approach to the provision of programmes and services in our FE Colleges</b>	▶ Establish a Further Education Board for the three FE Colleges to ensure an integrated FE service by DLVEC	▶ CEO/VEC/ Corporate Services	2006 Yearly Review
<b>To develop a unified approach to the provision of all DLVEC services</b>	▶ Establish a Board of Studies with the appropriate administrative structures and staff to facilitate the Board	▶ VEC/CEO/ Corporate Services	2006 Yearly Review



The implementation plans for DLVEC's individual services (FE Colleges, Community-based Education, Youth, and Corporate and Administrative Services) are outlined in the remainder of this section.

## 4.2

**Further Education Colleges**

In the course of the consultation process, objectives and actions emerged that were unique to individual Colleges within DLVEC. These will be addressed at individual College level, and are not included in this section which outlines objectives and actions common to the three FE Colleges to be addressed over the next five years.

**Further Education Colleges**

<b>Objectives:</b>	<b>Actions:</b>
<b>To achieve recognition and appropriate resourcing for the FE Sector</b>	<ul style="list-style-type: none"> <li>▶ Work with the TUI to plan and organise the lobbying of TDs and local Councillors to have the Mclver Report implemented and the cap on numbers removed</li> <li>▶ Prepare a document to be presented to the FE Section of the DES outlining:               <ul style="list-style-type: none"> <li>■ How the structures recommended in the Mclver Report can be implemented on a phased basis</li> <li>■ The impact capping is having on the sector</li> </ul> </li> </ul>
<b>To develop an improved communication system between the Colleges, with other DLVEC services and with the wider community</b>	<ul style="list-style-type: none"> <li>▶ Participate in inter-Colleges and inter-VEC working group to review existing systems and address deficiencies as appropriate</li> <li>▶ Contribute to the development of a PR strategy for all DLVEC services</li> </ul>
<b>To increase co-operation between the three Colleges</b>	<ul style="list-style-type: none"> <li>▶ Explore the potential for streamlining programmes provided by the three Colleges</li> <li>▶ Establish a forum with representatives from the three Colleges to examine what structures and resources can be put in place to facilitate co-operation in a number of areas including:               <ul style="list-style-type: none"> <li>■ Quality Assurance</li> <li>■ Learner support services</li> <li>■ Staff Training</li> <li>■ Promotion and advertising</li> <li>■ Centralised administrative services</li> </ul> </li> </ul>
<b>To review and update the range of courses provided in response to learner, community, industry and national needs</b>	<ul style="list-style-type: none"> <li>▶ Continue the development and implementation of School Development Plans in line with the requirements of the DES School Development Planning Initiative</li> <li>▶ Undertake an annual review to ensure that programmes offered are relevant to learners' needs and have clear progression routes/career opportunities</li> <li>▶ Update programmes/develop new programmes for FETAC validation, in response to needs identified</li> <li>▶ Plan appropriate, timely and informative promotion campaigns</li> </ul>
<b>To develop partnerships with industry</b>	<ul style="list-style-type: none"> <li>▶ Examine the possibility of appointing a DLVEC Industrial Liaison Officer</li> <li>▶ Build on existing links with business, industry and the community to ensure that current programmes are updated and new programmes are developed in response to identified needs</li> <li>▶ Research and develop the potential of the DLVEC FE Colleges to meet the needs of learners in the workplace</li> </ul>
<b>To quality assure all programmes and services</b>	<ul style="list-style-type: none"> <li>▶ Implement the policies and procedures as per the joint FETAC Quality Assurance Application developed by the three Colleges</li> <li>▶ Evaluate and amend as appropriate</li> </ul>

*continued* ▶

4.2 *continued*

## Further Education Colleges

<b>Objectives:</b>	<b>Actions:</b>
<b>To develop administrative services appropriate to the needs of FE Colleges</b>	<ul style="list-style-type: none"> <li>▶ Examine the feasibility of a centralised purchasing system for the three Colleges for purchases over a specified cost</li> <li>▶ Review College administrative services in conjunction with DLVEC Corporate and Administrative Services with a view to maximising effectiveness of available resources</li> </ul>
<b>To ensure the placement of non-FETAC Awards at an appropriate level on the National Qualifications Framework</b>	<ul style="list-style-type: none"> <li>▶ Continue to work in partnership with professional bodies and FETAC re appropriate placement of awards on the National Qualifications Framework</li> <li>▶ Change accreditation where necessary to ensure that all programmes are placed on the National Qualifications Framework</li> </ul>
<b>To put in place Continuing Professional Development (CPD) programmes appropriate to the needs of each College</b>	<ul style="list-style-type: none"> <li>▶ Review, update and resource CPD programmes to ensure that staff are in a position to:                             <ul style="list-style-type: none"> <li>■ meet the needs of a changing learner profile</li> <li>■ research and develop programmes for FETAC validation</li> </ul> </li> <li>▶ Explore avenues to maximise use of resources by linking CPD programmes between the Colleges and across all DLVEC services (where appropriate)</li> </ul>
<b>To upgrade premises and facilities to ensure that they are accessible and appropriate to learner needs</b>	<ul style="list-style-type: none"> <li>▶ Examine the possibility of appointing a dedicated Building Officer for the three Colleges/across DLVEC services</li> <li>▶ Conduct an audit of College premises and facilities with particular emphasis on ensuring access for learners with disability</li> <li>▶ Carry out upgrades in line with identified needs, in compliance with Health &amp; Safety requirements, and available funding</li> </ul>
<b>To provide better ancillary facilities for learners in each of the Colleges</b>	<ul style="list-style-type: none"> <li>▶ Participate in inter-Colleges and inter-VEC working group to review existing facilities</li> <li>▶ Link with other providers including the County Council with a view to improving sports and library facilities for learners in FE Colleges</li> </ul>
<b>To improve learner support services</b>	<ul style="list-style-type: none"> <li>▶ Contribute to DLVEC campaigns to get the DES to fund an Educational and Counselling Psychologist, medical services and more childcare provision for FE learners</li> </ul>
<b>To provide a better service to foreign national learners</b>	<ul style="list-style-type: none"> <li>▶ Participate in inter-College and inter-VEC working group</li> </ul>
<b>To provide a better and more accessible service to meet the needs of learners with disability</b>	<ul style="list-style-type: none"> <li>▶ Participate in inter-College and inter-VEC working group</li> </ul>
<b>To develop access and progression routes for FE learners on the National Qualifications Framework in line with the ethos of lifelong learning</b>	<ul style="list-style-type: none"> <li>▶ Participate in inter-VEC working group to develop progression routes for learners within DLVEC</li> <li>▶ Expand on existing links with third level providers and actively pursue progression routes with other third level providers</li> </ul>



## 4.3

**Community-based Education Service\***

<b>Objectives:</b>	<b>Actions:</b>
<b>To implement the relevant National Quality Assurance Frameworks</b>	<ul style="list-style-type: none"> <li>▶ Develop a community based FETAC Quality Assurance scheme administered and supported through DLVEC</li> <li>▶ Implement the Quality Framework for Adult Basic Education</li> <li>▶ Implement Youthreach Quality Framework and adapt to other alternative out of school programmes</li> </ul>
<b>To develop a Continuing Professional Development Programme appropriate to the needs of tutors within the Community-based Education Service</b>	<ul style="list-style-type: none"> <li>▶ Continue and expand current in-service programme in partnership with UCD School of Education and Lifelong Learning</li> <li>▶ Participate in relevant national in-service programmes</li> <li>▶ Explore accreditation options and routes for tutors</li> <li>▶ Implement intercultural in-service project</li> <li>▶ Provide specific in-service in key areas e.g. curriculum development, working with special needs adults, evaluation</li> </ul>
<b>To develop the necessary resourcing and funding strategies to support the work of the Community-based Education Service</b>	<ul style="list-style-type: none"> <li>▶ Develop a co-funding strategy through linkages and partnerships with key organisations</li> <li>▶ Develop European linkages and partnerships</li> <li>▶ Research and audit other national resourcing mechanisms</li> </ul>
<b>To expand and improve on the current learning facilities and premises available to the service</b>	<ul style="list-style-type: none"> <li>▶ Develop and put into operation an Education Support Centre, providing education guidance, a learning space for adults with disabilities and literacy outreach</li> <li>▶ Plan for the development, building/renovating and resourcing of an Adult Education Centre within Dún Laoghaire</li> <li>▶ Plan for the development, building/renovating of an Alternative Learning Centre for Out of School Education.</li> <li>▶ Create links with other education providers to source available learning spaces</li> </ul>
<b>To develop an improved communication system within the Community-based Education Service, the VEC and the wider community</b>	<ul style="list-style-type: none"> <li>▶ Develop promotional materials outlining the functions of the Service</li> <li>▶ Develop information material relating to specific initiatives</li> <li>▶ Participate in inter-VEC working group</li> <li>▶ Participate in local and national interagency working groups</li> <li>▶ Run a series of events highlighting the work of the Service</li> <li>▶ Publish reports on programmes and research work</li> </ul>
<b>To support staff development and staff expansion needs</b>	<ul style="list-style-type: none"> <li>▶ Put necessary support and staff in place</li> <li>▶ Provide staff training in line with performance management and other needs as they emerge</li> </ul>
<b>To develop the necessary and appropriate progression routes for learners</b>	<ul style="list-style-type: none"> <li>▶ Expand BTEI</li> <li>▶ Participate in inter-VEC working group to create more structured links to FE</li> <li>▶ Develop community-based VTOS</li> <li>▶ Support the development of accredited programmes with community providers</li> </ul>
<b>To form the necessary linkages and partnerships at local, national and European level</b>	<ul style="list-style-type: none"> <li>▶ Participate on local development networks</li> <li>▶ Participate on national networks</li> <li>▶ Develop European projects</li> <li>▶ Develop and encourage representation on Adult Education Board</li> </ul>
<b>To incorporate and develop the European dimension into the work of the service</b>	<ul style="list-style-type: none"> <li>▶ Continue the development of Grundtvig 1 and 2 projects</li> <li>▶ Explore the feasibility of a European Voluntary Service project for youth</li> <li>▶ Audit European funding opportunities</li> </ul>



Dún Laoghaire  
VEC

\* Arising from the preparation of this Education Plan and a review of DLVEC's organisational structures, the Adult and Community Education Service has been renamed as the Community-based Education Service.

Implementation plans for the individual elements of the Community-based Education Service are set out in 4.3.1 to 4.3.4.

4.3.1

## Community Education

### Objectives:

### Actions:

**To consolidate, maintain, and expand the existing community education provision to the diversity of programmes, projects, groups and communities within the DLVEC area**

- ▶ Develop linkages and partnerships with relevant groups and organisations locally
- ▶ Research, develop, implement and support a range of education programmes both accredited and non-accredited
- ▶ Develop and support VEC/Community Quality Assurance Scheme

**To develop targeted educational responses that are appropriate to the needs of the most marginalised groups**

- ▶ Profile and research currently under-represented, hard to reach, educationally disadvantaged groups
- ▶ Initiate predevelopment work with the following groups
  - Homeless people
  - Disadvantaged men, especially young men
  - Disadvantaged women, especially those with pre-school aged children
  - Disadvantaged older people
- ▶ Provide appropriate progression and development opportunities for the above groups

**To facilitate progression at community level through the provision of accreditation and certification, specifically:**

**a. To develop a range of part-time, modular, flexible programmes from FETAC Level 1 through to Level 4**

- a ▶ Expand part-time, modular and flexible community-based BTEI provision at Level 3 for specific under-represented groups
- ▶ Develop and deliver community-based provision at Level 1 and 2 under the BTEI and ensure progression from those programmes to the current programmes at Level 3
- ▶ Develop Level 4 and other progression routes for specific under-represented groups including people with learning disabilities, people with mental health disabilities, disadvantaged women and disadvantaged parents of school-going children who have participated in the BTEI and achieved accreditation and certification at Level 3
- ▶ Provide support to other groups and agencies providing community-based, certified and accredited progression routes for adult learners

**b. To ensure progression from the informal to the formal sector**

- b ▶ Put in place a Community-based VTOS programme
- ▶ Participate in inter-VEC working group

**To develop and implement a range of programmes for adults with disabilities at community level**

- ▶ Continue the development of the current range of education provision for people with disabilities
- ▶ Expand that provision to include adults with Autistic Spectrum Disorders, adults with brain injury, especially acquired brain injury, and for adults with sensory disabilities
- ▶ Develop appropriate progression routes with a focus on both educational and vocational outcomes

**To develop community education programmes and options relevant to the general development needs of foreign national learners within our community**

- ▶ Provide community education programmes for foreign national groups incorporating intercultural education, social/civic education and language where appropriate
- ▶ Create links with community based service providers to facilitate the participation of intercultural learners in the wider community
- ▶ Participate in VEC ESOL working group to respond to progression needs of ESOL learners

**To develop a strategy for childcare training for community based childcare workers in partnership with the County Childcare Committee/other agencies**

- ▶ Develop a series of part-time programmes from Level 3 to 4 on a part-time modular basis for community childcare workers and CE participants
- ▶ Locate such programmes in particular areas of disadvantage
- ▶ Incorporate Childcare modules into existing BTEI programmes
- ▶ Develop a progression programme in partnership with the FE sector towards Level 5 FETAC certification

## 4.3.2

**Adult Literacy Service**

<b>Objectives:</b>	<b>Actions:</b>
<b>To source and develop a fully equipped, self-contained premises for the Adult Literacy Service</b>	<ul style="list-style-type: none"> <li>▶ Conduct Health &amp; Safety audit of existing premises and physical facilities</li> <li>▶ Using existing quality assurance mechanism (e.g. Quality Framework), evaluate existing premises and facilities, particularly in relation to disability access and participation in service</li> <li>▶ Source additional premises</li> <li>▶ Identify resources and partnerships</li> </ul>
<b>To prioritise the support and co-ordination of the core one-to-one and group programme</b>	<ul style="list-style-type: none"> <li>▶ Document the support and resources available to volunteers and core programme learners through the Quality Framework process</li> <li>▶ Conduct evaluation on how training, support, supervision co-ordination and recognition of volunteers is effected at centre and wider organisational level</li> <li>▶ Conduct evaluation of co-ordination, support, mentoring, tracking and progression of core programme learners</li> <li>▶ Write Volunteer Policy (in partnership with other VEC services) for ratification by VEC</li> <li>▶ Arrange publicity/other promotional events highlighting the work of volunteers</li> <li>▶ Identify resourcing strategy for further support for volunteers not currently available from core budget</li> <li>▶ Develop a model of tutor support and supervision for volunteers linking to current/emerging initiatives e.g. Mapping the Learning Journey (MLJ), Adult Educational Guidance, BTEI</li> <li>▶ Develop a model of volunteer tutor co-ordination for quality assurance, tracking and professional development of volunteers</li> <li>▶ Develop a model of learner co-ordination for quality assurance, tracking, support and mentoring of core programme learners</li> </ul>
<b>To expand the literacy service into key target groups and under-represented demographic and geographical areas</b>	<ul style="list-style-type: none"> <li>▶ Work in partnership with Community Education programme in establishing outreach points in Ballybrack, Loughlinstown and Mounttown</li> <li>▶ Continue/expand outreach work for: <ul style="list-style-type: none"> <li>■ Adults in recovery</li> <li>■ Homeless people</li> <li>■ Travellers</li> <li>■ Family Learning</li> </ul> </li> <li>▶ Further develop outreach work with key referral agencies/support organisations</li> <li>▶ Continue to provide initial and on-going literacy awareness training for referring agencies and other partners</li> </ul>
<b>To build the capacity of the service to meet the expanding nature of provision</b>	<ul style="list-style-type: none"> <li>▶ Review structure, management and support functions of service</li> <li>▶ Source funding for renewal/upgrading existing IT facilities for teaching and administrative use</li> <li>▶ Source funding for full-time administration and reception support</li> <li>▶ Offer certification opportunities for tutors (NALA/WIT certificate)</li> <li>▶ Ensure all expansion is quality assured</li> </ul>
<b>To facilitate progression opportunities by further developing accreditation and certification options and programmes and other non-certified means</b>	<ul style="list-style-type: none"> <li>▶ Expand BTEI provision to offer full FETAC certification at Level 3 and 4</li> <li>▶ Expand pre-development programmes under BTEI to allow more progression routes for adults with disabilities</li> <li>▶ Build certification opportunities on programmes to full FETAC Levels 1 to 4</li> <li>▶ Implement the new FETAC Level 1 and 2 Awards into core programme and other provisions</li> <li>▶ Mainstream the MLJ framework</li> <li>▶ Work in partnership with Community-based Education Service in identifying gaps and opportunities in progression routes</li> <li>▶ Work in partnership with other VEC services for seamless progression routes from FETAC Level 4 to 5</li> <li>▶ Explore locally developed modules for FETAC accreditation</li> </ul>

*continued* ▶

4.3.2 *continued*

**Adult Literacy Service**

**Objectives:**

**Actions:**

**To facilitate greater access and participation in the service for adults with disabilities**

- ▶ Expand education provision for people with disabilities including one-to-one tuition
- ▶ Provide disability awareness training for all staff, including volunteers
- ▶ Mainstream disability awareness training into initial and in-service tutor training for group and volunteer tutors
- ▶ Work in partnership with other service providers and agencies to explore where literacy can be integrated into other education or training programmes
- ▶ Work in partnership with Community-based Education Service in providing study support to adults with disabilities accessing other VEC programmes

**To consolidate and expand workplace basic education provision**

- ▶ Conduct feasibility study to identify and document workplace education needs (including ESOL) of major/local employers and other agencies, e.g. FÁS and opportunities for workplace education programmes
- ▶ Continue existing Workplace Basic Education programmes with the option of accreditation at FETAC Levels 3 and 4 and/or other qualifications in NQF as appropriate to employers
- ▶ Provide new Workplace Basic Education programmes
- ▶ Explore co-funding and resourcing strategy with other key partners e.g. FÁS, NALA

**To direct ESOL provision into emerging education needs of key target groups**

- ▶ Develop specific ESOL unit within the Adult Learning Centre with outreach points to community and workplace
- ▶ Provide Workplace ESOL programmes through partnership with key employers
- ▶ Adapt ESOL/TEFL methodologies to literacy adult education ethos and vice versa
- ▶ Provide progression routes
- ▶ Provide a variety of meaningful intercultural learning/social opportunities for ESOL/Literacy learners accessing the service
- ▶ Deliver ESOL accredited programmes up to equivalent of Cambridge First to 200 learners by 2010



## 4.3.3

**Adult Education Guidance****Objectives:****Actions:****To respond to increasing demands on the service by building capacity**

- ▶ Develop new guidance/information strands to support new groups of adult community priority learners, pre ESOL and ESOL learners, and work-based learners
- ▶ Work with other regional guidance services to develop and deliver a programme of front line guidance information training for tutors and community organisers
- ▶ Design and produce tutor/community organiser guidance information training pack
- ▶ Extend outreach provision beyond programme delivery to centre(s) within the community
- ▶ Establish a permanent outreach service in the Loughlinstown area

**To work alongside education and training providers to increase access to and participation in the service**

- ▶ Extend the existing provision of education information to provide lifelong access to education information to the wider community in line with EU and local policy
- ▶ Promote DLVEC website at all events and on all promotion materials
- ▶ Develop and deliver guidance and information programmes to support new adult community priority learners, Adult Learning Centre ESOL learners and those on Work-based Programmes
- ▶ Participate on local networks such as the County Development Education and Training Forum and other appropriate bodies and groups to ensure that relevant guidance issues in relation to learners and potential learners are raised and addressed

**To further develop the role of guidance and information in providing learner supports**

- ▶ Continue to update learners on options and supports to allow them to make informed choices
- ▶ Explain progression routes under the National Qualifications Framework, including prior learning, and update learners on new options as changes come on stream
- ▶ Set up a consultation group to ensure effective delivery of the service that is in tune with local needs
- ▶ Work with other Regional Adult Education Guidance Services in developing materials, training, etc
- ▶ Pool efforts across Regional Adult Education Guidance Services to maximise provision of supports nationally
- ▶ Develop existing information provision to all learners and potential learners using a range of mediums
- ▶ Make effective use of web based technology and expand the range of activities to increase visibility and widen access to the service
- ▶ Work within the Community-based Education Service to design and develop induction packs for existing Community-based Education Service Programmes
- ▶ Update and publish Directory of Local Learning Opportunities every three years and provide web-based version
- ▶ Co-ordinate the publication of a bi-annual newsletter for the Community-based Education Service

**To facilitate the identification of progression opportunities and needs**

- ▶ Identify needs and gaps in provision locally and make recommendations in relation to future provision
- ▶ Advise on guidance policy and make recommendations on future direction
- ▶ Support the development of progression options for adults from FETAC Level 3 to Level 4 within a part-time, flexible, modular framework
- ▶ Support the development of a framework of learning that allows attainment of a range of levels within different strands of learning
- ▶ Work within and across services to achieve progression to employment through education and training, and support the development of employment strategies
- ▶ Collaborate across services (both VEC and external)
- ▶ Collaborate with the Local Employment Service (LES) on the delivery of programmes as appropriate

*continued* ▶

4.3.3 *continued*

Adult Education Guidance

**Objectives:**

**Actions:**

**To provide a tailored guidance service for adults with disabilities**

- ▶ Design and tailor guidance programmes, recognising the specific needs of different categories of disability, including multiple disabilities, and provide a holistic guidance approach at every stage from pre-entry to exit and progression onwards
- ▶ Offer a comprehensive guidance service to adults who wish to explore and pursue personally tailored education options necessary due to their disability
- ▶ Provide an accessible, comprehensive information resource of options and supports for adults with disabilities
- ▶ Support the development of employment strategies and work within and across services to achieve progression to employment, ensuring that necessary supports are in place
- ▶ Ensure guidance issues in relation to disability are raised and addressed at the various Boards and forums where guidance is represented
- ▶ Support access to psychological and assistive technology assessments

**To introduce a quality standard system for the guidance service that addresses both the provision of the service to the learners and also the internal management of the service**

- ▶ Design a charter of learner entitlements for the Guidance Service
- ▶ Review learner feedback system to ensure the relevant attributes above are captured
- ▶ Develop a learner database that complies with the Data Protection Act
- ▶ Provide staff with adequate training and support to carry out their duties
- ▶ Implement VEC staff procedures and evaluation mechanisms

**To develop a standard, user-friendly information system to record, measure, evaluate and track learner progression for use across the Community-based Education Service**

- ▶ Develop a central base for the information in partnership with the other strands of the Community-based Education Service
- ▶ Comply with FETAC quality assurance measures



## 4.3.4

**Out of School Education Service**

<b>Objectives:</b>	<b>Actions:</b>
<b>To develop a Youth Guidance Service for early school leavers, which will link with and incorporate other services such as a drop-in and outreach service</b>	<ul style="list-style-type: none"> <li>▶ Develop resourcing strategy</li> <li>▶ Build partnerships and collaborate with other services locally, adopting a district approach, to support access to and further develop the service</li> <li>▶ Recruit a resource person to provide one-to-one support and to develop Individual Learning Plans</li> </ul>
<b>To develop a systematic referral process to ensure young people are able to access education, which suits their personal and academic needs</b>	<ul style="list-style-type: none"> <li>▶ Establish an interagency steering group and referral network to include key stakeholders in provision for youth at risk</li> <li>▶ Link in with the existing networks in the area</li> <li>▶ Develop a tracking and referral system which will link into the Out of School Education Service</li> <li>▶ Develop web-based and other materials documenting the services and supports available</li> </ul>
<b>To provide a range of alternative, learner centred educational programmes to young early school leavers in the area</b>	<ul style="list-style-type: none"> <li>▶ Develop an interagency steering group to advise and support the development of programmes in response to issues arising</li> <li>▶ Develop closer links with existing VEC provisions i.e. Youthreach, Youth Service and the Out of School Service's programmes</li> <li>▶ Continue and expand the current Youthreach/Sportsreach programme</li> <li>▶ Build links between the Educational Welfare Officer and Special Education Needs Organisers and other statutory providers</li> <li>▶ Research programme development and other models of good practice and provide integrated and flexible programmes</li> <li>▶ Provide pre-development programmes for vulnerable groups of learners in the community, e.g. young mothers, through links with community education</li> <li>▶ Explore the provision of an Applied Leaving Certificate programme in a flexible and modular format</li> <li>▶ Research and develop a Transnational/European project through Leonardo focusing on Youth at risk</li> </ul>
<b>To identify strategies for the mainstreaming of programmes provided within the Out of School Education Service</b>	<ul style="list-style-type: none"> <li>▶ Provide an integrated approach to early school leaving at a local level involving all the key agencies and maximising local resources, including service providers, parents and young people</li> <li>▶ Mainstream programmes such as Access Programmes, BTEI, ESOL and Literacy and ensure the recognition of alternative educational pathways</li> <li>▶ Provide programmes with recognised qualifications such as apprenticeships</li> <li>▶ Enter into partnership with relevant agencies such as FÁS, in the provision of training allowance-based programmes</li> <li>▶ Promote programme development research and models of good practice</li> <li>▶ Develop a quality assured service as per current guidelines</li> </ul>
<b>To develop specific targeted educational responses for particular 'high risk' groups for whom there is no current provision</b>	<ul style="list-style-type: none"> <li>▶ Develop partnerships with specialised agencies working with high-risk groups in particular the Health Board, Special Education Organisers</li> <li>▶ Promote early intervention through consultation with primary schools to identify children who would benefit from alternative educational pathways</li> <li>▶ Explore one-to-one provision</li> <li>▶ Develop one-to-one/volunteer policy in partnership with other VEC services</li> <li>▶ Continue and expand the service for Separated Children to include other ethnic minorities</li> </ul>

4.3.4 *continued*

## Out of School Education Service

### Objectives:

### Actions:

**To expand provision for the 12-16 year old age group who are at risk of leaving school early**

- ▶ Mainstream Futurama, an out of school transition initiative based in Loughlinstown for young people aged 12-16 years
- ▶ Provide an education and training support service in conjunction with schools, which will allow young people to access education, which suits their personal and academic needs
- ▶ Provide an integrated and holistic approach to early school leaving at a local level involving all the key agencies and maximising local resources, including service providers, parents and young people
- ▶ Work in partnership with the Educational Welfare Officer to ensure appropriate provision
- ▶ Ensure quality assurance mechanisms are in place and that programmes are provided in line with current guidelines
- ▶ Ensure evaluation mechanisms are in place

**To develop an educational service to work with young people with disabilities and provide them with progression routes onto further education or employment**

- ▶ Provide progression routes for special needs learners who have come from mainstream provision and need an appropriate progression route
- ▶ Work with a multi-disciplinary team regarding the development of programmes for young people with disabilities
- ▶ Develop educational programmes, which take into consideration, each individual's needs and strengths
- ▶ Provide pre-development programmes to learners with a disability
- ▶ Deliver accredited programmes that offer learners a very real progression route onto further education or employment
- ▶ Develop a structured and supportive link between educational and vocational modules

**To develop an inter-cultural strategy in response to the diverse educational needs of ethnic minority learners**

- ▶ Develop relevant policies and support mechanisms for both institutions and client groups working with this vulnerable group of young people
- ▶ Continue to develop programmes and services to respond to the educational needs of this client group
- ▶ Mainstream provision and facilitate accreditation
- ▶ Continue to link with other services and networks in the area
- ▶ Resource funding for services
- ▶ Develop a system for information delivery and provision on a range of relevant subjects from rights and entitlements of ethnic minorities to country of origin information
- ▶ Develop a system of data collection relating to ethnic communities in the area
- ▶ Expand the current service to include other ethnic minorities

**To source an Alternative Centre of Education for young people incorporating part-time and full-time provisions both linked to school and other statutory services**

- ▶ Source and locate an Alternative Centre of Education in the area
- ▶ Secure funding for the development of such a centre
- ▶ Develop a range of full-time and part-time programmes
- ▶ Incorporate a "one stop shop" for tutor and learner support

**To develop and implement quality assurance mechanisms in line with the Quality Assurance Framework**

- ▶ Develop quality assurance mechanisms for programmes being delivered
- ▶ Bring service providers together to develop and implement Quality Assurance Guidelines
- ▶ Provide support to services and agencies in the area



## 4.4

**Youth**

<b>Objectives:</b>	<b>Actions:</b>
<b>To implement the Youth Work Act 2001</b>	<ul style="list-style-type: none"> <li>▶ Appoint a Youth Development Officer</li> <li>▶ Establish an implementation working group to oversee the implementation of the Act</li> </ul>
<b>To put in place structures and resources to comply with the Youth Work Act</b>	<ul style="list-style-type: none"> <li>▶ Formulate Youth Development Plan</li> <li>▶ Review youth policy and formulate new/amend present guidelines in accordance with Youth Work Act and as set out in Youth Development Plan</li> <li>▶ Formalise reporting arrangements with Dún Laoghaire Youth Service</li> </ul>
<b>To increase staff levels in order to facilitate the development of programmes and services</b>	<ul style="list-style-type: none"> <li>▶ Expand Development Officer support in the areas of Glasthule, Brookfield and Kill O'The Grange</li> <li>▶ Expand and maintain a volunteer base within Dún Laoghaire Youth Service</li> <li>▶ Identify ways of encouraging volunteers into the area of youth work</li> <li>▶ Provide Youth Leadership Programme for 16+ age groups</li> </ul>
<b>To review and develop programmes and services in line with identified needs</b>	<ul style="list-style-type: none"> <li>▶ Review programmes and services</li> <li>▶ Consult with community representatives and reach agreement on programmes to be offered on an annual basis</li> <li>▶ Research potential for provision for the under 10 age group in the context of research which shows that prevention is better than cure</li> <li>▶ Direct funding to areas of need</li> <li>▶ Expand psychological and teen counselling service</li> </ul>
<b>To quality assure programmes and services</b>	<ul style="list-style-type: none"> <li>▶ Implement the Youthreach Quality Framework Initiative</li> <li>▶ Monitor programmes and evaluate effectiveness on a bi-annual basis</li> </ul>
<b>To improve existing premises/facilities and source new premises in line with identified needs</b>	<ul style="list-style-type: none"> <li>▶ Carry out an audit of premises and facilities</li> <li>▶ Work with the Health &amp; Safety Officer to address issues of health and safety for staff and young people</li> <li>▶ Provide fully fitted portacabins for Development Officers in Sallynoggin and Cois Cairne</li> <li>▶ Provide a new resource centre in Mounttown</li> <li>▶ Improve the Marine Activity Centre and develop a range of outdoor activities, including an Adventure Education Schools Service, that can be utilised by an increased volume of groups in the area</li> <li>▶ Explore the possibility of establishing a 'Youth Café'</li> </ul>
<b>To further develop links with Sports and Youth groups</b>	<ul style="list-style-type: none"> <li>▶ Establish a database of Sports and Youth Groups</li> <li>▶ Set up a registration system for Groups</li> <li>▶ Set up a system whereby a Youth Co-ordinator visits grant recipients and monitors the use of grants issued</li> </ul>
<b>To develop linkages with the Out of School Education Service and related education services</b>	<ul style="list-style-type: none"> <li>▶ Participate in tracking and referral working groups</li> <li>▶ Develop Youth Information Service in partnership with proposed Youth Guidance Service</li> <li>▶ Participate and be represented on relevant local development networks</li> </ul>
<b>To support access and engagement strategies</b>	<ul style="list-style-type: none"> <li>▶ Identify opportunities for predevelopment work within individual communities</li> <li>▶ Identify and link young people into local programmes as appropriate</li> </ul>



4.5

## Corporate and Administrative Services

Objectives:	Actions:
<b>To improve and expand the use of ICT systems throughout the scheme to streamline work processes</b>	<ul style="list-style-type: none"> <li>▶ Install new integrated Payroll/HR system</li> <li>▶ Install FIDO package to link Colleges and Centres on-line to Financial Accounts System in Head Office</li> <li>▶ Create and develop DLVEC staff intranet</li> <li>▶ Re-design DLVEC Website</li> </ul>
<b>To develop effective communications and PR strategies both internally and externally</b>	<ul style="list-style-type: none"> <li>▶ Create a Communications/PR Officer post</li> <li>▶ Conduct market research and implement effective marketing of our services</li> <li>▶ Use staff intranet to facilitate staff access to general information, policies, procedures, self-service options (e.g. leave balances)</li> <li>▶ Produce a DLVEC newsletter</li> </ul>
<b>To develop a staff induction programme and produce a staff handbook</b>	<ul style="list-style-type: none"> <li>▶ Develop a staff induction programme</li> <li>▶ Produce a DLVEC staff handbook based on the generic staff handbook which is being developed by the Irish Vocational Education Association Human Resources Forum</li> </ul>
<b>To develop and promote training opportunities for staff</b>	<ul style="list-style-type: none"> <li>▶ Develop a strategy to support continuous professional learning</li> <li>▶ Respond to specific training needs identified under Performance Management Development System</li> </ul>
<b>To develop effective organisational structures</b>	<ul style="list-style-type: none"> <li>▶ Review and evaluate current organisational structures</li> <li>▶ Put revised structures in place where required</li> </ul>



### Summary

This section has detailed the overall goals for DLVEC with corresponding objectives, and actions. It has also set out the plans for each of DLVEC's individual services. Section Five sets out the Conclusion of this Education Plan.

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## Section Five **Conclusion**

### 5.0 **Introduction**

During the process of consultation and the analysis of the goals and objectives for DLVEC as a whole and for the individual services, it became apparent that the current management and organisational structures would find it difficult to implement the proposed actions to achieve the objectives set out under each goal. It was also apparent that a structure was required to oversee the implementation of this Education Plan. These are set out below.

### 5.1 **Organisational Structures**

A proposed restructuring of DLVEC's Corporate and Administrative Services to achieve the goals is set out in Appendix 5. Key to the success of this re-structuring is:

- The appointment of an Education Officer, a Communications Officer, a Youth Education Officer, a Quality Assurance Officer and a Buildings/Health and Safety Officer. While the appointment of some of these could take place within the current staffing provision, others will need additional funding
- The appointment of a Board of Studies which will oversee the delivery of an integrated service
- The appointment of a Further Education Board for the FE Colleges
- The appointment of Working Groups for specific thematic objectives

These must be resourced and serviced appropriately.

## 5.2 Implementing the Plan

The following procedure was developed for the implementation of the Plan.

### The Implementation of DLVEC's Education Plan

Objectives:	Actions:	Responsibility of:	Timeline:
<b>To put in place the structure to oversee the implementation of this Education Plan</b>	▶ Establish an implementation group	▶ VEC/CEO/ Corporate Services	2006 Yearly Review
	▶ Assign responsibility for the achievement of individual goals		
	▶ Establish Working Groups/Board of Studies		
<b>To evaluate the implementation on an ongoing basis</b>	▶ Convene regular meetings of the implementation group to review progress	▶ CEO/Corporate Services	Monthly
	▶ Convene regular meetings of Working Groups	▶ Corporate Services	Monthly
	▶ Review and evaluate progress on each objective and action at regular intervals	▶ Corporate Services	Quarterly



## 5.3 Implementation of Plans for Individual Services

The CEO in consultation with the Adult Education Officer, the Principals of the Colleges and the Heads of Administration will delegate responsibility for the implementation of the objectives and actions outlined in these plans.

### Summary

This section has set out the structures necessary to implement DLVEC's Vision for Lifelong Learning 2006-2010.

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## **Appendices**

## Appendix 1

### **Dún Laoghaire Vocational Education Committee**

Cllr Donal Marren (Chairperson)  
Cllr Niamh Bhreathnach (Deputy Chairperson)  
Cllr Barry Conway  
Cllr Cormac Devlin  
Cllr Jane Dillon Byrne  
Cllr John Bailey  
Cllr Kealin Ireland  
Cllr Mary Mitchell O'Connor  
Cllr Tom Joyce  
Eddie O'Riordan (Elected Staff Representative)  
Frances Gaynor (Elected Staff Representative)  
Parent Representatives (To be appointed)  
Inez Bailey (Proposed by Dún Laoghaire Rathdown County Council)  
Sarah Brock (Proposed by Dún Laoghaire Rathdown County Council)  
Tony Clements (Proposed by Dún Laoghaire Rathdown County Council)  
William Dockrell (Proposed by Dún Laoghaire Rathdown County Council)

John A Ryan (Chief Executive Officer)

### **Finance Sub-committee**

Cllr John Bailey (VEC Member)  
Frances Gaynor (VEC Member)  
Eddie O'Riordan (VEC Member)  
Tony Clements (VEC Member)  
William Dockrell (VEC Member)  
John A Ryan (CEO, Chairperson)  
Cllr Donal Marren (VEC Member, in attendance)  
Eileen Cullen (Assistant Principal Officer, in attendance)

### **Audit Sub-committee**

Cllr Niamh Bhreathnach (VEC Member)  
Cllr Cormac Devlin (VEC Member)  
Cllr Tom Joyce (VEC Member)  
Cllr Mary Mitchell O'Connor (VEC Member)  
John A Ryan (CEO, in attendance)  
Cllr Donal Marren (VEC Member, in attendance)  
Eileen Cullen (Assistant Principal Officer, in attendance)

### **Youth Sub-committee**

Cllr Mary Mitchell O'Connor (VEC Member)  
Tony Clements (VEC Member)  
Sarah Brock (VEC Member)

### **Sports Sub-committee**

Cllr John Bailey (VEC Member)  
Cllr Barry Conway (VEC Member)  
Cllr Jane Dillon Byrne (VEC Member)

### **Youthreach/Sportsreach**

Cllr Cormac Devlin (VEC Member)  
Cllr Kealin Ireland (VEC Member)  
Sarah Brock (VEC Member)

### **Childcare/Crèche**

Frances Gaynor (VEC Member)  
Cllr Mary Mitchell O'Connor (VEC Member)  
William Dockrell (VEC Member)  
Susan Mitchell (Crèche Manager, in attendance)

### **Adult Education Board**

Cllr Jane Dillon Byrne (VEC Member)  
Inez Bailey (VEC Member)  
Eddie O'Riordan (VEC Member)  
Deirdre Johnston (Adult Education Guidance Co-ordinator)  
Aedin O'Toole (Adult Literacy Organiser)  
Audrey Carroll (Representative from Disability Services)  
Mairéad Owens (Representative from Dún Laoghaire Rathdown  
County Council Library)  
Fiona Burke (Representative from Southside Local Employment Services)  
Marie Clarke (Representative from UCD)  
Deirdre Keyes (Adult Education Officer, in attendance)

## **Boards of Management**

### **Dún Laoghaire College of Further Education**

Cllr Mary Mitchell O'Connor (VEC Member)  
William Dockrell (VEC Member)  
Tony Clements (VEC Member)  
Terry Keogh (Staff Representative)  
Susan Henry (Staff Representative)  
Caroline McCarthy (Learner Representative)  
Reg White (Learner Representative)  
John McGowan (Board Nominee – Non-teaching staff)  
Patrick Beare (Board Nominee – Business)  
John Howe (Board Nominee - Education)  
Michael Condren (Principal, in attendance)  
Eddie O'Riordan (Deputy Principal, in attendance)

### **Sallynoggin College of Further Education**

Cllr John Bailey (VEC Member)  
Cllr Kealin Ireland (VEC Member)  
Inez Bailey (VEC Member)  
Nicholas Harvey (Staff Representative)  
Helen McArdle (Staff Representative)  
Sharon Egan (Learner Representative)  
Jake Finn (Learner Representative)  
Raymond Traynor (Board Nominee – Non-teaching Staff)  
Susan Mitchell (Board Nominee - Crèche Manager)  
Fred Meaney (Principal, in attendance)  
Frances Gaynor (Deputy Principal, in attendance)

### **Senior College Dún Laoghaire College of Further Education**

Cllr Jane Dillon Byrne (VEC Member)  
Cllr Barry Conway (VEC Member)  
Cllr Tom Joyce (VEC Member)  
Michelle Curley (Staff Representative)  
Frank Quinn (Staff Representative)  
Pamela Coyne (Learner Representative)  
Padraig Bailey (Learner Representative)  
George Hayes (Board Nominee – Non-teaching Staff)  
Áine Elliott (Board Nominee - Education)  
John Griffin (Board Nominee - Education)  
Jim Casey (Board Nominee - Business)  
Barry O'Callaghan (Principal, in attendance)  
Deirdre Hanamy (Deputy Principal, in attendance)

## Appendix 2

### Legislative Context

#### Governance

##### **School Development Planning Initiative**

Arising from the Education Act, 1998, DLVEC must ensure and support the production and development of a School Development Plan for each of its Colleges and Centres.

##### **Customer Service Plan and Charter**

This modernises DLVEC's approach to its customers, internal and external, embedding quality customer service in its operational day-to-day practices, policies and procedures.

##### **White Paper on Adult Education, 2000**

This policy document calls for modernisation of the way in which Adult and Community Education is managed, organised, developed and supported. DLVEC's Education Plan must incorporate the creation and implementation of an Adult and Community Education Plan to meet the challenges of lifelong learning.

##### *Implications:*

DLVEC will need to plan for the development of a lifelong learning strategy to ensure the integrated delivery of VEC services. There will also be a requirement for the continuous development of Adult and Community Education Programmes to meet the needs of all learners at all stages of life.

##### **Vocational Education (Amendment) Act, 2001**

This Act reforms and modernises the Vocational Education Act of 1930 and its various amendments in relation to the composition of VECs. It introduces a Reserved and Executive model of Governance for VECs and requires VECs to produce Education and Service Plans and an Annual Report.

##### *Implications:*

DLVEC must modernise its organisation by way of the introduction of corporate governance and the implementation of the various elements of the Act. There will also be a requirement for the development and implementation of service plans along with an annual report.

##### **Youthwork Act, 2001**

This Act empowers VECs as the statutory Youthwork and Educational Agency in co-ordinating and developing a range of inter-agency educational responses and supports to meet the current and emerging educational and lifelong learning needs/responses of the local community and the country as a whole.

*Implications:*

DLVEC will need to adapt its services to respond to the unique requirements of youth work programmes to provide for the development and co-operation of youth work programmes and youth work services in the area.

**Acht na dTeangacha Oifigiúla (Official Languages Act), 2003**

This Act places a statutory obligation on government departments including VECs to make specific provision for the delivery of its services through the Irish language as well as through English.

*Implications:*

DLVEC will be required to use both Irish and English on advertisements, stationery and signage; to reply to correspondence in the language in which that correspondence was written; to communicate (in writing or by electronic mail) in both Irish and English and to publish certain documents such as Annual Reports in bilingual format.

**Dormant Accounts (Amendment) Act, 2005**

This Act amends the Dormant Accounts Acts 2001 and 2003 and establishes the Dormant Accounts Board and defines its functions.

*Implications:*

DLVEC will be required to have an understanding of the functions of the Dormant Accounts Board and the process for acquisition of additional funding.

## **Education**

**Education Act, 1998**

This Act makes provision for the recognition of schools and the establishment of boards of management in all schools in receipt of public funding. It ensures that parents, teachers and patrons have the legal right to be involved in the management of their schools. The Act lays out the functions of school Principals and teachers and makes provision for appeals and grievance procedures. The Act is also linked to the Equality legislation of 2000 focusing on equality of access and disability and presents the concept of designated "centres for education" linked to the Education Welfare Act 2000.

*Implications:*

DLVEC will be required to provide for the establishment of Boards of Management in all its Colleges and Education Centres. It will also be required to develop common admissions and equality policies and common structures regarding record keeping, efficiency and effectiveness, staff development and support. DLVEC must ensure and support the production and development of a School Development Plan for each of its Colleges and Centres.

### **Qualifications (Education and Training) Act, 1999**

This Act established the National Qualifications Authority of Ireland (NQAI), the agency responsible for developing a national framework of qualifications. It also established the Further Education and Training Awards Council (FETAC) and the Higher Education and Training Awards Council (HETAC). Each Council is the awarding body for its sector and has responsibility for accreditation within the National Framework of Qualifications launched in October 2003.

#### *Implications:*

DLVEC will be required to introduce a Quality Assurance Framework for all its Programmes including Adult and Community Education. It will have to ensure that all programmes offered at Further Education level offer FETAC/HETAC certification.

### **Education (Welfare) Act, 2000**

This Act provides a statutory framework to ensure that every child in the State is in receipt of a minimum standard of education. It also repeals the School Attendance Acts of 1926-1967 and provides for the amendment of the Protection of Young Persons (Employment) Act 1996. It provides for the establishment of the National Education Welfare Board and Educational Welfare Officers, and for places and centres of education other than recognised schools. It also requires schools to have attendance records, notices and offences; school strategies regarding attendance and a positive learning environment. In addition schools must have a written and disseminated code of behaviour and appeals procedures.

#### *Implications:*

DLVEC will need to partake in the development of a common countywide approach to records and reporting, data protection and release, codes of behaviour and appeals and statements of strategy relating to follow-up of absenteeism. DLVEC will be required to work with the Educational Welfare Officer and other agencies with responsibility for children to develop alternative centres and programmes of education for specific groups who are under 16 years of age and out of school.

### **Teaching Council Act, 2001**

This Act provides for the establishment of a Teaching Council with responsibility for the professional status of teachers. It aims to promote both teaching as a profession and the professional development of teachers.

#### *Implications:*

DLVEC must implement the policies and procedures for the registration and regulation of teachers and the enhancement of professional standards and competences set out by the Teachers Council.

### **Children's Act, 2001**

This Act extends the Childcare Act (1991) including the Childcare (Preschool Services) Regulations, 1996. The Act provides for "out-of- control" but non-offending children with a distinction between children in need of care and those who offend. It also provides for integration of services and partnerships and Family Welfare Conferences. The Act also affects how services, such as crèche and pre-school facilities, are provided for children aged 3 months to 6 years.

#### *Implications:*

DLVEC must recognise that this Act has implications for staff in terms of their roles and responsibilities and their need for support and release from school or centre duties in order to attend Family Conferences.

### **Ombudsman for Children's Act, 2002**

This Act provides for the appointment and functions of an Ombudsman for children, and for connected purposes.

#### *Implications:*

The Ombudsman for Children may investigate any action of the VEC that negatively affects a child and which falls under the criteria outlined above. The Ombudsman for Children may conduct a preliminary examination or a full investigation and report on the findings and has the power to compel documents and/or witnesses to assist in the examination or investigation.

### **Education for Persons with Special Education Needs Act, 2004**

See *Equality*.

## **Equality**

### **Refugee Act, 1996**

This Act sets out a framework and legal procedures for processing and determining asylum applications. In addition, it provides for the rights of asylum seekers and refugees and other related categories of persons.

#### *Implications:*

DLVEC will need to adapt its services to respond to cultural diversity and foster an ethos of equality and inclusiveness.

### **Employment Equality Act, 1999**

See *Employment*.

### **Equal Status Act, 2000**

This Act is closely associated with the Employment Equality Act (1998) and the Refugee Act (1996). The Employment Equality Act (1998) established the Equality Authority. The Equal Status Act extends the powers of the Authority further to equality and anti-discrimination on nine grounds: gender, marital status, family status, age, disability, race, sexual orientation, religion and

membership of the Travelling community. It also provides for employer responsibility in relation to harassment.

*Implications:*

DLVEC must revise policies and procedures which regulate student access to services, practices in schools, colleges and centres and in curriculum development and policies and procedures relating to access. Revision of policies and procedures regarding harassment and bullying of staff and students will also be necessary.

**Education for Persons with Special Education Needs Act, 2004**

This Act makes further provision for the education of people with special education needs (up to 18 years) to take place in an inclusive environment with those who do not have such needs and confers on them the right to avail of/benefit from the same range of appropriate education opportunities as do their peers who do not have such needs. These rights and benefits are outlined in the Act.

*Implications:*

DLVEC will need to recognise that this Act relates to both gifted as well as intellectually challenged people up to 18 years. DLVEC must ensure that where it is providing such education, it does so within the framework set out in the Act. The framework includes the following provisions: inclusive learning environment; assessment of needs; preparation of an individual education plan; transfer; continuing education over 18 years; school admission policies and the role of the Board of Management.

**Equality Act, 2004**

See *Employment*.

**Disability Act, 2005**

This Act enables provision for assessment of people with health and safety needs occasioned by disability and enables the Government to make provisions to provide services to meet any needs identified. It also provides for access by such persons to employment and promotes equality and social inclusion.

*Implications:*

DLVEC will need to be involved in acquiring and making resources available for teaching/learning aids and all other materials (eg large and alternative format brochures, etc.), providing full accessibility to VEC buildings, acquiring the necessary staff expertise in terms of teaching and assessment, providing awareness training for all staff and advocacy for disabled staff. DLVEC is also obliged, as a public body employer, to be pro-active in employing people with disabilities and must also put in place a process for monitoring compliance with this obligation.

## Employment

### **Organisation of Working Time Act, 1997**

This Act, which also pertains to part-time employees, sets out the statutory rights for employees in respect of rest, maximum working time, holidays and public holidays.

*Implications:*

DLVEC will need to continuously develop administrative systems and structures to comply with this Act. It must ensure that appropriate records are maintained and procedures are in place to ensure that all employees receive their correct entitlements.

### **Equality Act, 2004**

This Act amends the Employment Equality Act (1998), the Pensions Act (1990) and the Equal Status Act (2000). This new Equality Act increases the number of groups covered by anti-discrimination law while still retaining the protection afforded employees by all of the above Acts. It also includes important changes in relation to how complaints are dealt with.

*Implications:*

DLVEC must revise all employment policies and procedures relating to the recruitment and selection of staff to ensure that it fully complies with the terms of the Act.

### **Protection of Employees (Part-time Work) Act, 2001**

This Act emanates from EU Directives and dovetails or repeals a plethora of other Acts including Worker Protection (Regular part-time employees) (1991), Organisation of Working Time Act (1997), Unfair Dismissals Acts (1977-93), Redundancy Payments Acts (1967-90) and others. It provides for the protection and rights of employees engaged on a part-time and/or casual basis with the key premise being that they should not be treated less favourably than full-time employees.

*Implications:*

DLVEC needs to have policies, procedures and practices regarding the recruitment and employment of part-time staff due to the fact that a significant number of DLVEC employees are employed on a part-time basis.

### **Protection of Employees (Fixed Term Work) Act, 2003**

This Act amends the Employment Agency Act (1971), the Organisation of Working Time Act (1997) and the Protection of Employees (Part-Time Work) Act (2001) and provides a framework agreement for fixed-term work.

*Implications:*

DLVEC will have to undertake major revision of policies, procedures and practices regarding employment of fixed term contract staff to ensure compliance with all aspects of the Act.

**Employees (Provision of Information and Consultation) Bill, 2005**

This Bill proposes an Act to establish arrangements for informing and consulting employees.

*Implications:*

DLVEC must develop systems and structures within the staff relations area to inform and consult in accordance with the directives of the Act once passed.

**Safety, Health and Welfare at Work Act, 2005**

This Act is the primary piece of legislation regulating the safety, health and welfare of all employees in Ireland. It applies to all places of work and relates to employers, self-employed and all employees including fixed term, contract and temporary.

*Implications:*

DLVEC will have extended duties with respect to safety management, safety statements, consultation with staff, provision of training, information, equipment and safe systems of work. The Act also introduces significant increases in existing fines and penalties for breaches of this legislation.

**Employment Permits Bill, 2005**

This Bill proposes an Act to amend the Employment Permits Act 2003 and develops criteria in the granting of employment permits to certain non-nationals.

*Implications:*

DLVEC must revise the processes and practices for recruitment of non-nationals.

**Public Service Superannuation (Miscellaneous Provisions) Act, 2004**

This Act removes the compulsory retirement age and increases the pensionable age for certain categories of new entrants into the Public Service.

*Implications:*

DLVEC may be required to prepare new or revised policies and procedures with regard to superannuation and related matters to ensure full compliance with the Act.

## Appendix 3

### **Dún Laoghaire VEC Staff Consultation Day**

#### **Stakeholders Considered**

1. VEC Committee and Boards of Management
2. Department of Education and Science
  - Further Education Sector
  - Post Primary Sector
  - Curriculum Development
  - Planning
  - Inspectorate
  - Whole School Planning
  - Other
3. Certifying Bodies
  - FETAC
  - HETAC
  - Professional Bodies
  - Other
4. VEC Head Office Administration
5. Associated Groups
  - Parents
  - Service Providers
  - Other
6. Business Community and Industry
  - Chamber of Commerce
  - IBEC
  - Companies
  - Other
7. Other Education Providers
  - Primary and Post Primary Schools
  - Third Level
  - Private Providers
  - Community Groups
  - Statutory Groups
  - FÁS
  - Other

8. Dún Laoghaire Rathdown County Council
  - County Development Board
  - Planning Section/Development
  - Community and Enterprise
  - Sport and Recreation
  - Library Service
  - Social Inclusion
  - Other
  
9. Other VECs
  
10. National Bodies
  - National Adult Literacy Agency
  - AONTAS (National Adult Education Association)
  - Joint Managerial Bodies
  - Irish Vocational Education Association
  - Association of Community and Comprehensive Schools
  
11. Government Departments
  - Social and Family Affairs
  - Community, Rural and Gaeltacht Affairs
  - Justice, Equality and Law Reform
  - Health and Children
  - Enterprise, Trade and Employment
  - Other
  
12. Other Agencies
  - Partnerships/Area Development Management (ADM)
  - Health Board
  - St. John of God Services
  - Other
  
13. Support Groups
  - Guidance Counselling
  - Psychological Services
  
14. Youth Services
  - Youth Information
  - Support Services
  - Education Support
  - Other
  
15. Crèche and Childcare Facilities

16. Learners with disabilities
  - Physical
  - Intellectual
  - Mental Health
  - Multiple
17. Learners in employment
18. Learners progressing from adult and community education
19. Young/at risk Learners
20. Mainstream Learners
21. International Learners
  - Culture
  - Language
22. Severely Marginalised Adult Learners
23. Learner Support Services
24. Colleges of Further Education
25. Adult and Community Education

## Appendix 4

### External Individuals/Organisations Consulted

An Garda Síochána, Dún Laoghaire  
Barnardos  
Benincasa School, Blackrock  
Carmona Services  
Cluain Mhuire Community Mental Health Services  
COTA  
Department of Social and Family Affairs  
DLVEC Grant and Scholarship Recipients  
Dún Laoghaire Community Training Centre Ltd  
Dún Laoghaire Institute of Art, Design and Technology  
Dún Laoghaire Rathdown County Childcare Committee  
Dún Laoghaire Rathdown County Council Library Service  
Dún Laoghaire Rathdown County Development Board  
Dún Laoghaire Rathdown Outreach Project  
Dún Laoghaire Refugee Project  
FÁS, Dún Laoghaire  
Irish Wheelchair Association  
Learner from DLVEC Adult and Community-based Education  
Learners in DLVEC FE Colleges (full-time and part-time)  
Local Drugs Taskforce  
Local Educational Welfare Officer  
Loughlinstown and Ballybrack (LAB) Project  
Loughlinstown Computer Training Enterprise Ltd  
Money Advice and Budgeting Service, Dún Laoghaire  
Partnership Co-ordinator, Dún Laoghaire Rathdown County Council  
Primary and Second Level Schools in the Dún Laoghaire area  
RAPID  
Setanta Special School  
Social Inclusion Unit, Dún Laoghaire Rathdown County Council  
Southside Local Employment Service  
Southside Partnership  
Southside Travellers Action Group (STAG)  
Southside Women's Action Network (SWAN)  
DLVEC Sports and Youth Club Grant Recipients  
Sports Section, Dún Laoghaire Rathdown County Council  
St Augustine's School Blackrock  
St John of God Services  
The Peter Bradley Foundation  
Tivoli Training Centre, Dún Laoghaire  
Wimmin's Space

### Organisational Structure







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**VEC**

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