

EVERYONE DESERVES A SECOND CHANCE!

Supporting Communities with Second Chance
Education for Business and Social Enterprise



A Position Paper for
EQUAL
IRELAND

“Over the last thirty years I have worked with many wise and gifted people in community and voluntary work who had great skill and experience but who had no qualifications. It was very frustrating to see their talent and experience passed over in favour of people who might have qualifications but without the experience or commitment. I think RPL addresses this unfairness and will help some great people.”



Contents

Introduction	2
What we do	3
EQUAL Ireland Values	4
EQUAL Ireland Programmes	5
The Case for Second Chance Education	6
The EQUAL Ireland Learning Model	7
Recognition of Prior Learning (RPL)	10
The Learners	12
Looking forward	12



Introduction

The purpose of this position paper is to introduce EQUAL Ireland - its history, current activities and future potential - to those responsible for making or implementing policy in relation to adult learning, enterprise and employment, community development or rural regeneration. It will also be of interest to social entrepreneurs, community and workplace activists, and adult learners.

EQUAL Ireland is an education provider focused on supporting communities with second chance educational opportunities for adults.

The well-worn truism that “a rising tide lifts all boats” hides a more complex reality, that opportunities and advantages are unevenly distributed, and that gains for certain individuals and groups can lag well behind the general rate of development in a society. Likewise, times of economic retrenchment can be harsher on some than on others. Policies and programmes to help tackle such inequalities are vital, and these can help to build a more cohesive and caring society, where all members are cherished, and where each is enabled to flourish to the full extent of his or her capabilities.

The value of education in this regard is widely appreciated, benefiting both the individual and the wider society. EQUAL Ireland is an education provider focused on supporting communities with second chance educational opportunities for adults. Working in partnership with third level institutions, local community groups and social partners, it has been offering accredited educational programmes in community and workplace settings since 2001. This position paper reviews the EQUAL Ireland approach, examines the benefits it brings, and outlines goals for the next few years. It seeks to draw attention to the social and economic potential that EQUAL Ireland represents.

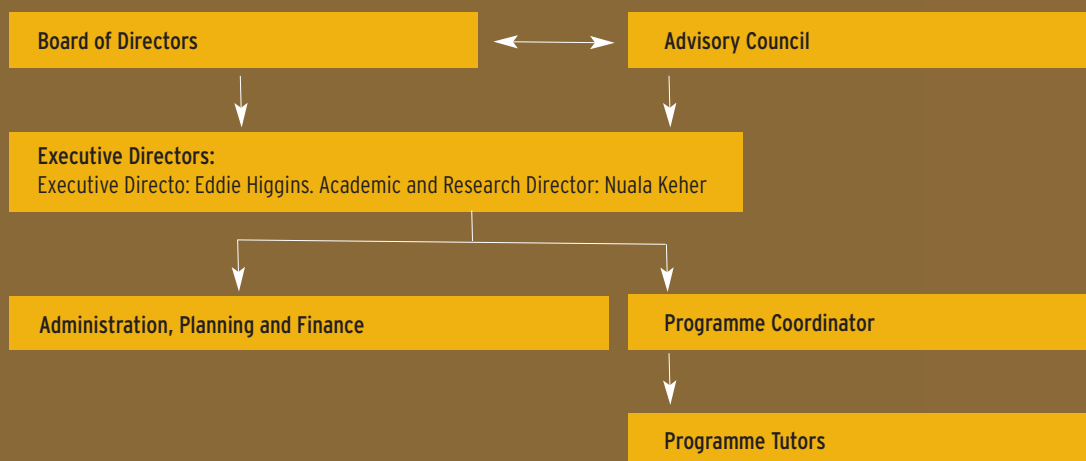
What we do

EQUAL Ireland is a community-based not-for-profit charitable trust which was founded in 2001 by a collaboration involving IBEC, SIPTU, FÁS and Lónra, the regional higher education network for the Borders, Midlands and West region, in addition to a range of community organisations and representative bodies. (See Organisation Chart below.)

The key objective of EQUAL Ireland is to design, develop and deliver innovative, flexible and accredited educational programmes aimed particularly, but not exclusively, at adults who, for whatever reason, missed out on earlier opportunities. It seeks to provide a second chance for learning.

Over the years EQUAL Ireland has received funding from both national and international sources, including Skillnets,

Springboard and various government departments in Ireland. With this it has provided second chance education at QQI Level 6 and above for hundreds of learners. It has partnered with Athlone, Dundalk, Galway-Mayo, Letterkenny and Sligo Institutes of Technology as well as with the National University of Ireland Galway. It has collaborated on a national level with IBEC and with various trades unions. Local partners have included Connemara West, Forum Connemara, Galway Rural Development, Galway City Partnership, Moy Valley Resources, Truagh Development Association, WestTrav, and Galway, Kilkenny and Tipperary Public Participation Networks (PPNs), as well as various Education and Training Boards (ETBs), City and County Councils, Jobs Clubs and Family Resource Centres.



A photograph of two men, one white and one Black, sitting at a desk in a modern office. They are both looking at their laptops. The man on the left is wearing a dark sweater, and the man on the right is wearing a light blue shirt. The background is a blurred office environment with shelves and a large window.

EQUAL Ireland Values

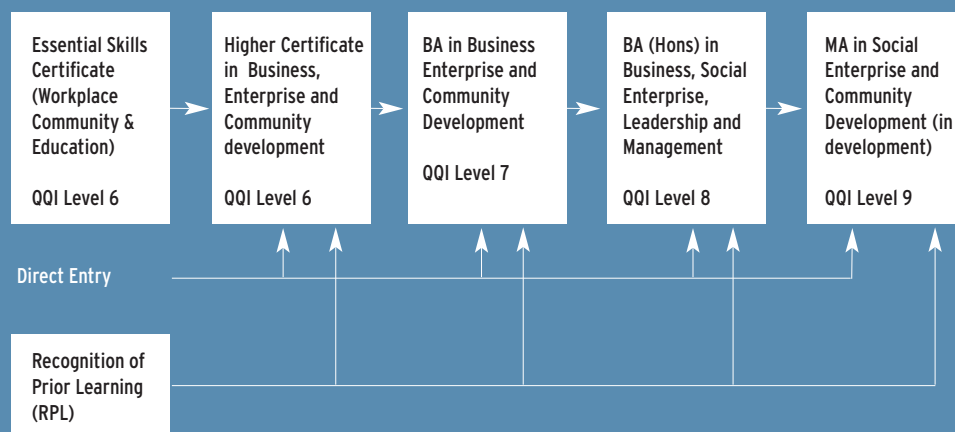
A key value underpinning EQUAL Ireland activities is equality, which is demonstrated in its work with rural communities, the Traveller community, women outside the labour force, migrants, and other disadvantaged and marginalised groups. Each year it transforms lives with its high support blended learning methodology. It seeks to combat exclusion, nurture active citizenship, support rural regeneration, and champion social and cultural well-being for all. It is committed to principles of good governance and is in the process of signing up to the Governance Code of Practice for Community, Voluntary and Charitable Organisations in Ireland.

EQUAL Ireland holds the view that education can be a valuable force for tackling exclusion, but that in the first instance such education must be based on “really useful knowledge”, that is, on knowledge that helps uncover sources and structures of inequality. Hence, a major focus in its programmes is on community education and social entrepreneurship.

EQUAL Ireland’s programmes are delivered using an approach that combines community outreach with technology supported distance learning. This approach is both educationally sound and cost-effective; it can be particularly effective for learners who would have difficulty accessing more traditional courses.

EQUAL Ireland Programmes

EQUAL Ireland programmes are developed and delivered in partnership with third level colleges. All modules and programmes are subject to the quality assurance processes of the accrediting institutes. EQUAL Ireland began in 2001 with a single 60 Credit programme, the Essential Skills Certificate (Workplace, Community and Education), which was accredited by NUI Galway as an access programme. The first graduation from this programme was in 2004, when 166 people from across the Border Midlands and Western region were awarded foundation certificates. Of these graduates, 120 went on to complete the Higher Certificate in Business Enterprise and Community Development accredited by AIT Sligo. The Essential Skills Certificate programme was later translated for use across Europe as part of ESCape, an EU Leonardo project, and it attracted support and recognition from the International Labour Organization (ILO) of the United Nations.



EQUAL Ireland has expanded its offering over the years to provide a progression path for its learners to a *QQI Level 8 BA (Hons) in Business, Social Enterprise, Leadership and Management. It is currently adding a QQI Level 9 Masters programme (see diagram). Learners can start on these programmes at a point most appropriate for them and likewise they can either finish completely, or pause and restart as it suits them. EQUAL Ireland's on-going partnership with Athlone Institute of Technology has been a crucial factor in developing these accredited options. EQUAL Ireland has also developed a mentored Recognition of Prior Learning (RPL) process to allow learners to gain credit for their prior work life learning.

*QQI (Quality and Qualifications Ireland), a state agency responsible for promoting quality and accountability in education and training services in Ireland.

The Case for Second Chance Education

EQUAL Ireland recognises that education provides benefits for individuals, their families, the local communities within which they live and the wider society. Through education people can become more effective citizens by acquiring a critical understanding of how society works. They acquire knowledge and skills that support them in life tasks and that strengthen their self-confidence and self-efficacy. The learning and the qualifications that result from it strengthen their position in the labour market. Their employability and economic potential are enhanced.

Education level strongly positively correlates with economic success. People with third level qualifications are more likely to be in employment, and when employed they tend to earn more than those with less education. The benefits extend to their families and communities. Higher education correlates with better health status and a greater disposition to volunteer and to be politically engaged (CSO 2015). Also, the social rate of return to third level education in Ireland, the benefit to society, is positive, at approximately 6% (O'Donoghue, 1999). Education helps to build capacity in communities and to strengthen the social fabric.

There are economic benefits for the wider society. When individuals earn more they pay more in taxes, both direct and indirect. There is a double effect as these citizens also tend to draw less on state supports. In the aggregate, a more educated populace tends to attract higher levels of investment, including foreign direct investment (FDI). It leads to improved performance of the economy, both within a region and nationally. Improving educational qualifications in the work-

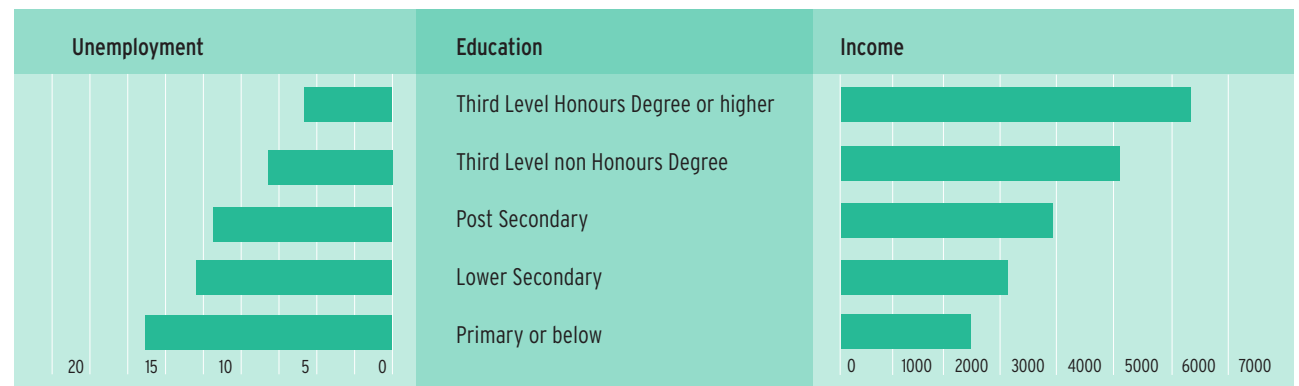
place is at the heart of the national skills strategy (Department of Education and Skills 2016).

The typical route through education is built into the architecture of modern society, as young people complete second level education in their late teens and proceed directly to further or higher education. The overwhelming majority of the age cohort now complete second level and more than 60% make the transition to third level each year (Department of Education and Skills 2013). One of the success stories in Ireland has been the improved educational attainment of its youth. However, there remain large numbers of adults who did not complete second level or who do not have degrees. Because of the benefits that education conveys, it is a matter of inter-generational justice that second chance educational opportunities are available to these adults. When adults engage with education, there are also knock on benefits for their children. Seeing a parent returning to education can be

inspiring for a child so that they gain a deeper appreciation of the value of education.

At just under 7%, the participation of adults in lifelong learning in Ireland is well below the EU average level of almost 11% (Expert Group on Future Skills Needs 2016). According to Una Halligan, chair of the Expert Group, "We have a well-educated and highly skilled labour force, but it is important that people of all ages and at all educational levels participate in learning and upskilling on an ongoing basis in order to sustain their employability. All forms of learning, whether formal or non-formal, contribute to the skills enhancement and personal development of individuals."

EQUAL Ireland's distinctive contribution to second chance educational opportunities for adults assists individuals, government and communities to meet stated policy aims and personal objectives.



Source: Unemployment figures from Survey on Income and Living Conditions from CSO QHS Q1 2017 Income figures from CSO Survey on Income and Living Conditions 2014

The EQUAL Ireland Learning Model

EQUAL Ireland learners are recruited using “assertive outreach” (Downes 2017) with local partners to identify adults who could benefit from its programmes. It is a word-of-mouth approach to recruitment that relies on personal contacts, local intelligence, community support and the goodwill of previous participants. Increasingly, EQUAL Ireland also uses social media to augment its recruitment drives.

A blended hybrid model is used to deliver the programmes. Learners attend at local learning centres across the country and this is augmented with online supports and printed materials. In 2017 137 participants on EQUAL Ireland programmes will receive awards at QQI level 6, 7 and 8. They have been studying on a part-time basis in outreach centres in Athlone, Ballinasloe Galway city, Letterfrack, Monaghan, Portarlington and Roscommon.

Currently EQUAL Ireland is delivering its BA in Business, Enterprise and Community Development, with the support of the Department of Justice and Equality and the European Social Fund through PEIL (Programme for Employability Inclusion and Learning), to 165 women from Galway who are not in paid employment and not in receipt of support from Intreo.

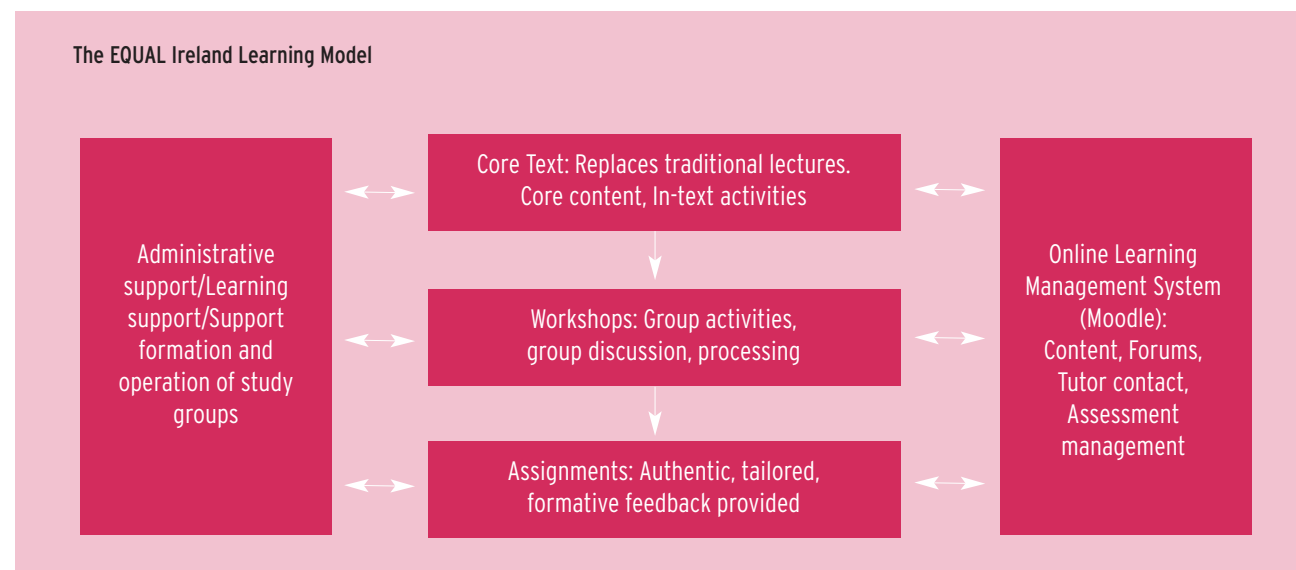
All programmes and modules have been developed especially for the target learners, responding to identified needs, and they are fully quality assured and accredited through EQUAL Ireland's partnerships with third level institutions. There is a dual focus in

these programmes on personal effectiveness and community development.

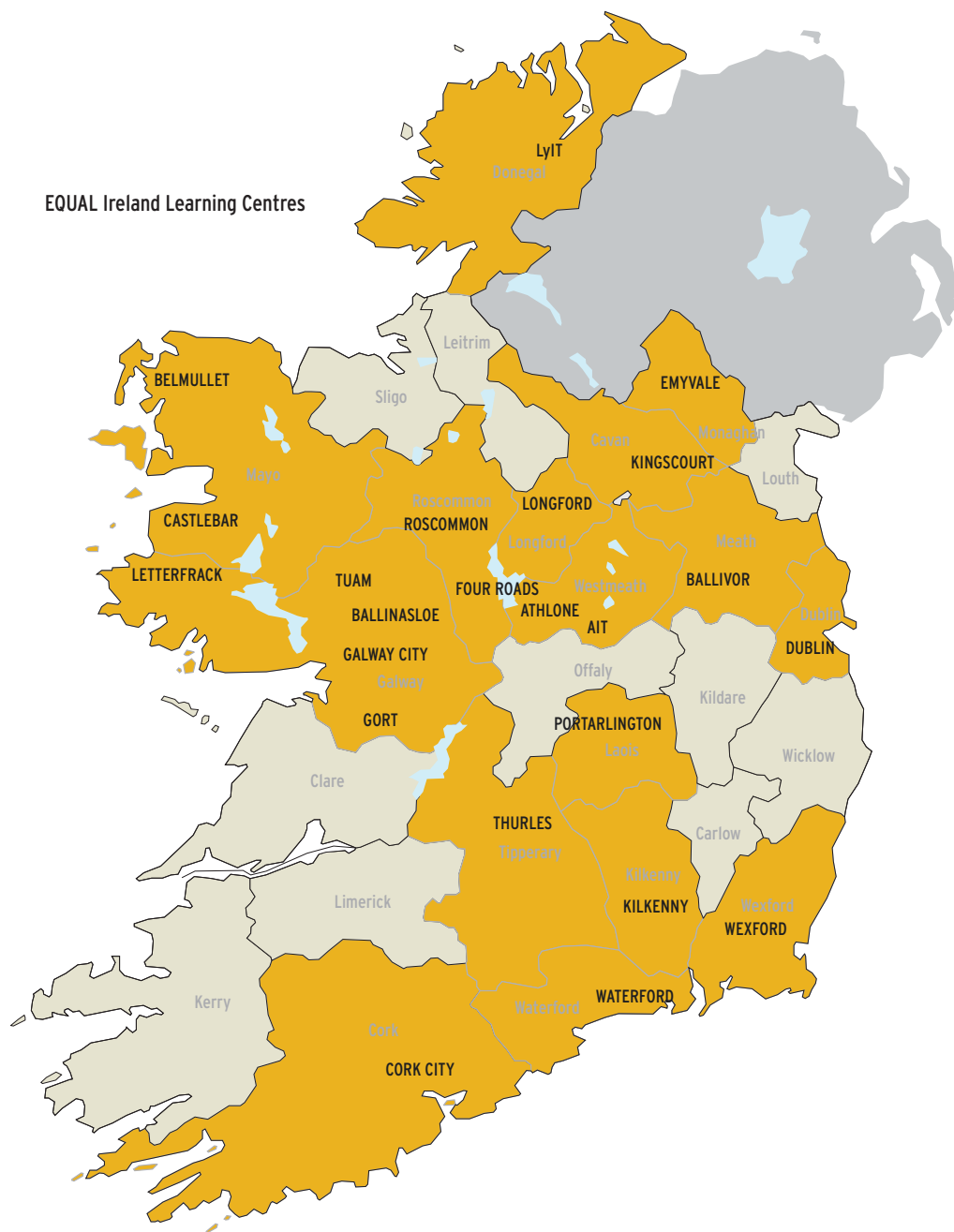
Core content for each module is available as a specially created text written by subject matter experts. The text takes the place of lectures, which means that workshops can be used to help learners process the material, consider its relevance and applications, and relate it to other aspects of their learning. Workshops are interactive, with group activities, case discussion, question and answer, and feedback sessions. This flipped class-

room approach ensures that learning is less about retention and more about critical thinking and reflection. Rather than use attendance sessions to transmit information, the opportunity is there to help learners to analyse, interpret and discuss, with the guidance and support of the tutor.

Regular workshops help build a sense of community among learners, and this contributes positively both to learner satisfaction and to outcomes. Learners meet at a local venue where they work through the course content together. As they



EQUAL Ireland Learning Centres



work on the subject matter they come to know one another. They come to understand the common challenges they face as learners as well as the particular challenges that individual learners may encounter. They provide mutual support to one another and they also draw on the support of tutors to overcome their learning challenges. They are also encouraged to work together in peer learning study groups outside of the workshops and to make use of online resources and discussion forums in the Moodle Learning Management System.

Assessment of EQUAL Ireland modules is generally through authentic assignments where learners are required to link their learning with some aspect of their community or a business. They master theory by considering how it can be used to analyse issues and resolve real world problems. Assignments, while practical, are informed by the latest theories and are firmly aligned with module and programme learning outcomes. There is also often scope for tailoring assignments to a learner's own interests. The External Examiner for EQUAL Ireland Programmes, commenting on the high number of distinctions attained by these learners, expressed high praise for the quality, practicality and applicability of the assignments.

Assessment always involves feedback, ensuring that it serves a formative purpose for learners. EQUAL Ireland programmes are not assessed using formal examinations, which is appreciated by adult learners who may have had unhappy prior experience with the education system, and who associate examinations with high levels of stress and rote learning.

Retention is a persistent problem in higher education, and for adult and part time learners the problem can be particularly acute. Other demands on their time can interfere with their engagement with a course. The isolation of learning at home can affect motivation. Combine this with the lack of confidence adults may experience when they return to learning, and all the small blockages can cascade to become impassable obstacles.

EQUAL Ireland deals with such blockages by providing structured support to learners, with a high degree of success. A 2013 evaluation of EQUAL Ireland Higher Certificate and Ordinary BA programmes revealed a non-completion rate of 20% and 4.4%, respectively, while the HEA estimated non-completion rates

nationally for full-time students across all courses as 26% (Boyle 2013). All aspects of the model contributed to these results, including local delivery, the assessment approach, support from tutors, and interaction with their fellow learners. EQUAL Ireland respects the autonomy of adult learners and encourages and supports their capacity to organise and manage their own learning and to operate as self-directed independent learners. Course materials and assignments can be tackled at the learner's own pace at a time and place of the learner's own choosing. This allows learners to fit other commitments around their learning. Attendance requirements are limited,

EQUAL Ireland Graduates 2012-2017 and Current Participants 2017 by Learning Centre			
Local Learning Centre	Numbers Graduating	Current Participants 2017	Total
Ballinasloe	44	97	141
Tuam	38	0	38
Galway	19	83	102
Gort	58	0	58
Letterfrack	61	23	84
Longford	17	0	17
Belmullet	30	0	30
Athlone	51	0	51
Emyvale	18	0	18
Roscommon	42	25	67
Portarlinton	22	20	42
Monaghan	18	0	18
Cork	17	0	17
Kilkenny	0	11	11
Tipperary	0	13	13
Total	435	272	707

though they are regular enough to help learners keep on track with their workload and give them a way of monitoring their progress with their fellow learners.

The EQUAL Ireland learning model combines friendly accessibility with supportive respect for learners and their circumstances, which has resulted in positive life changing outcomes for hundreds of learners who otherwise might not have re-engaged with education.

EQUAL Ireland Graduates 2012-2017 and Current Participants 2017 by Programme			
Programme	Numbers Graduating	Currently Participating	Total
Essential Skills Certificate (Workplace Community & Education)	33	165	198
Higher Certificate in Business, Enterprise and Community Development	66		66
BA in Business Enterprise and Community Development	237	39	276
BA (Hons) in Business, Social Enterprise, Leadership and Management	41	68	109
Learning to Train	58		58
Total	435	272	707

Recognition of Prior Learning (RPL)

EQUAL Ireland's Recognition of Prior Learning (RPL) process allows learners to gain credit for their prior work life learning. Adult learners acquire skills and knowledge throughout their lives, through formal and non-formal learning, through life experiences, and through work-based learning. It is disrespectful of learners, and wasteful of scarce educational resources, if they are required to undertake programmes whose learning outcomes they have already achieved. Benefits of RPL include reduced time and costs needed to attain qualifications, better labour market mobility, increased involvement in lifelong learning, increased capacity and flexibility for education providers, and greater visibility for people's competencies (Expert Group on Future Skills Needs 2011).

The EQUAL Ireland RPL process provides learners with mentoring support to gather and present evidence of their prior learning, which is then assessed to allow them to gain access to programmes or exemptions from modules. It accelerates the acquisition of qualifications and reduces the associated costs, thereby providing better qualified workers for the labour market more speedily and more cost effectively than would otherwise be the case. To give a concrete example, a person seeking entry to the final year of a QQI Level 7 degree programme would typically be required to produce a cognate QQI Level 6 Higher Certificate, which would require two years study, with associated costs. By engaging with EQUAL Ireland's RPL process, the qualifying period for a person with relevant prior learning can be reduced to the two or three months required to complete an acceptable RPL Portfolio, and the cost is just that required to provide an RPL Mentor to the applicant.

Just one in three of the most recent intake for the BA in Business, Enterprise and Community Development had the requisite academic qualifications for entry. The remainder engaged with the RPL process to assess their relevant work life learning to gain entry to this programme. The proportion availing of RPL has been increasing with each intake.

EQUAL Ireland is contributing to the further development and application of RPL processes by leading the Muinín Project, part funded by ERASMUS Plus, which brings together the Universities of

“As a result of RPL opening the door to 3rd Level Education this has enabled me to become more confident in my business skills so that I will be able to expand and employ more people.”

A Learner's Experience One

Take the Risk with EQUAL Ireland

Marie Keogh was taking care of her two children in the home when she happened to hear an interview on radio with a representative of EQUAL Ireland. She had been browsing through the Situations Vacant in her local paper: "I only ever looked at two sections, cleaning and looking after children." She felt she was not qualified for anything else. The representative talked of adults returning to education, particularly "those who had slipped through the cracks or had failed Leaving Cert." Marie says, "he was talking to me." Though she decided to give it a go, she notes that when she started "my confidence was on the ground and my self-worth was pretty low."

Marie went on to complete a QQI Level 6 Higher Certificate and then progressed to the QQI Level 7 BA, which she also completed successfully. She acted as class representative for her group and even spoke at the awards ceremony which was attended by the President of Ireland. Now studying for an honours degree, she says, "I am a strong educated woman who no longer feels inferior."

She now works in an engineering consultancy firm: "I got it because of my degree. I was the most qualified person who had applied for the position." Reflecting on her position, she says, "[third level education] had always been an elusive unattainable dream for me and now this [is] no longer true." She says her life has changed for the better since she decided a few years ago to walk into an EQUAL Ireland information session.

Genoa (Spain), Perugia (Italy), Thessaloniki (Greece) and Bacau (Romania) for the purpose of developing and professionalising the role of the community-based or workplace-based RPL Mentor Facilitator.

The EQUAL Ireland RPL process, properly financed and supported, has the potential to significantly accelerate the acquisition of useful qualifications by thousands of workers in Ireland, which would benefit the individuals, the communities in which they live and the economy in general.

A Learner's Experience Two

I have a whole new outlook on the world, on myself and my capabilities

Jade Goodfellow completed a few short courses after secondary school, saying, "I didn't feel that third level education was for me." The courses served her well and she had a successful career, eventually setting up her own business, Zip-Lines Ireland. This led her to reconsider her education: "I came across issues that I didn't quite understand and felt that I needed to upgrade my knowledge." She searched for courses that would meet this need while also suiting her personal circumstances: "Embarking on a full-time course was not possible for me, as I have three young children [and] a business ... so my time is quite limited." The EQUAL Ireland BA in Business, Enterprise and Community Development seemed ideal. She gained credit for her prior learning through RPL, which reduced the duration of the course for her.

Jade now says, "I am happy and surprised to have learned that I love to learn! I love to study." She enrolled in the course to develop her business knowledge. In relation to community development aspect of the programme, she says, "[I] assumed that it would be boring, but I actually found it quite fascinating and something that I would really like to get involved in." She was also taken with the concept of reflective learning, which she describes as "like a light switch being turned on in a dark room."

Jade sums up her experience: "I expected the [course to] help me in understanding and developing my business. In reality, I have learned not just information but a plethora of ideas, inspiration and tools that will not just grow my business; they will grow me and everything I want to be. This course has given me the resources to be the best learner that I can be, to be the most effective and efficient manager ... Completing this course will give me more confidence to move forward as an entrepreneur."

“ I think that making RPL more generally available would result in people becoming more employable and perhaps more inclined towards active community and social enterprise involvement. ”

A Learner's Experience Three

How EQUAL Ireland helped me to realise my dream

"For as long as I can remember I have wanted to return to education and eventually qualify as a primary school teacher! Having spent most of my life in teaching roles of one form or other, this was a natural progression, but yet my ultimate challenge. Sometimes, it seems that faith presents itself at opportune moments in life and it was certainly one of those moments when I was first learned of EQUAL Ireland" says James Donohue.

"Their B.A. in Community Development, Business and Enterprise has taken me on a journey that I could never have conceived as being possible. This journey has totally changed the way I think. Completing the RPL application process allowed me to reflect upon and to document my achievements to date. Returning to lectures and achieving project deadlines gave me a renewed confidence in my academic abilities"

James is now working as a Primary Teacher in Scotland.

“ RPL is a vital component in adult education. ”

The Learners

EQUAL Ireland's learners are a diverse group with varying prior experiences of learning. More than half are unemployed when they begin their studies. Others are employed or self-employed or are outside the labour force. The cost-effective design of the model means that fees are kept at an affordable level, while funding partners partially or fully cover fees for many participants depending on circumstances. As cost can be a hugely inhibiting factor for the target learners, this support from funding partners is vital for success.

Each learner is an individual, with unique characteristics and needs. Some have good prior education and are already equipped with the skills for success. They may choose these programmes because they are delivered within the local community, where higher education options are limited. Course content and approach is also attractive to many, focused as it is on social entrepreneurship. For many EQUAL Ireland learners, their earlier encounters with education could not be considered successful. Perhaps they finished their schooling early, without completing second level, or they finished second level, but have little to show for it by way of credentials.

Looking forward

Ireland has experienced significant recovery from the economic collapse of 2008. Government debt has fallen as a percentage of GDP. Unemployment is down, including long-term unemployment and youth unemployment (CSO 2017a). However, census returns draw attention to many unemployment blackspots and overlooked communities across the country (CSO 2017b), and there are many challenges facing the country, such as demographic change and Brexit, which may bring new forms of exclusion or create difficulties for particular communities. This is recognised in, for example, the announcement by the Minister for Education and Skills in August 2017 of a range of new initiatives and partnerships to support participation in third level for over 2,000 extra students from disadvantaged groups over the next three years (Department of Education and Skills 2017).

EQUAL Ireland's core mission remains to address inequality and social exclusion by providing cost and time effective second chance educational opportunities in a community setting for adults who require them. It will work with funding bodies, educational institutions and community based organisations in rural and disadvantaged communities to research and address community learning needs.

Geographic factors can militate against traditional educational responses in rural areas; EQUAL Ireland's blended outreach model has demonstrated its worth in rural communities across the state. It can respond to calls in The Action Plan for Rural Communities (Department of Arts, Culture and the Gaeltacht 2017) for capacity building and for learning opportunities to support enterprise and employment. The focus in EQUAL Ireland programmes on business, enterprise and community development is a notable strength in this regard.

EQUAL Ireland can do more with increased, stable, multi-annual core funding. This would enable more communities to be reached, more places

created for adult learners, and more graduates from its programmes. All funding sources are valued. A lot has been achieved with year-to-year funding from various sources, and more secure longer-term funding streams would allow a firmer commitment to partners, yielding greater benefits for all.

Conclusion

Since its establishment EQUAL Ireland has worked with a wide set of community and educational partners to develop and offer opportunities to hundreds of learners in rural and disadvantaged communities across the state. In providing educational opportunities for learners, it has also itself learned as an organisation how to effectively, and cost-effectively, address the learning needs of disadvantaged and excluded learners and to give value to their prior work life learning. It has helped to develop the skills and knowledge of learners for the benefits of the learners, their families, their communities and the wider society. Over the next few years it will build on its experience and work with new and existing partners to employ its model in more communities and so continue to help combat inequality by transforming the lives of adult learners. Given the requisite supports and opportunities, there is so much more that EQUAL Ireland can do. It is equal to the task ahead.

Over the next three years EQUAL Ireland will consolidate its existing community partnerships and delivery locations paying particular attention to the identified unemployment blackspots and overlooked communities, revisit and revise its programmes, as appropriate, and strive to achieve the first delivery of our Masters Programme in 2018. EQUAL Ireland will proactively engage with Government, political parties, social partners, funding agencies and community organisations, with a view to sourcing the requisite supports, including finance, to achieve the planned consolidation and expansion.

Appendix A

Members of EQUAL Ireland Board of Directors:

Mr. Dermot Cavanagh, Chair, retired Head of Department of Law and Humanities, LYIT

Ms Elaine Harvey, Coordinator, Galway Local Employment Services

Mr. Eddie Higgins, Executive Director, EQUAL Ireland

Ms. Elizabeth Burke, Former Lónra Executive Officer

Members of EQUAL Ireland Advisory Council:

Fr. Sean Nolan, Emyvale Community Development Organisation, Monaghan

Mr. Des Geraghty, former General President, SIPTU

Mr. Michael Donnelly, Senior Lecturer, NUIG,

Dr. Kevin Heanue, Chairman, Board of Directors Connemara West plc

Mr. Enrico Tezza, ILO Training Centre Turin

Mr. Ronnie Lawless, IBEC West

Ms. Maura Darcy, student rep

Ms. Mary Smith, Longford EDI Centre

Ms. Clare Bulman, former SIPTU

Ms. Marie Keogh, student representative

EQUAL Ireland partners and funders:

EQUAL Ireland has partnered with, or received funding from, the following organisations:

Education Institutions:

- Athlone Institute of Technology
- Dundalk Institute of Technology
- Galway Mayo Institute of Technology
- Galway Technical Institute
- Letterkenny Institute of Technology
- Institute of Technology, Sligo
- National University of Ireland, Galway

Community Organisations:

- Connemara West
- EDI Centre, Longford
- Forum Connemara
- Galway Rural development
- Truagh Blackwater Development Company, Emyvale, Monaghan
- Western Travellers Intercultural & Development Association, Tuam
- LEADER Companies
- Public Participation Networks

Government Departments

- Department of Justice
- Department of Foreign Affairs
- Department of the Environment REDZ

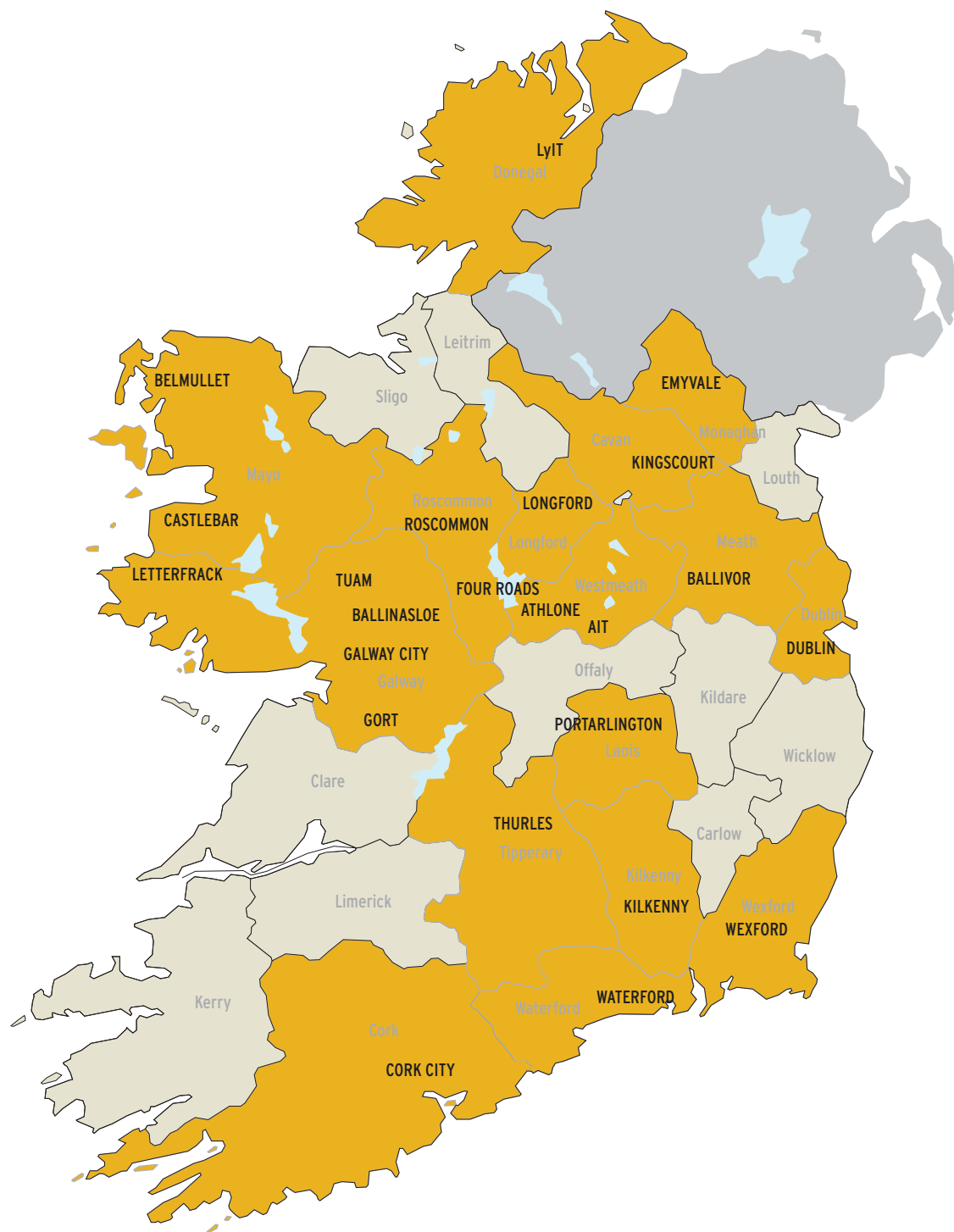
Business and training bodies:

- Enterprise Ireland
- Údarás na Gaeltachta
- IBEC
- Springboard
- Skillnets
- Education and Training Boards
- City and County Councils
- Trade Unions (ICTU, SIPTU, Mandate)
- European Social Fund (Various Programmes)
- International Labour Organization

Appendix B

EQUAL Ireland Graduates 2012-2017 by Learning Centre

Local Learning Centre	Numbers Graduating
Ballinasloe	44
Tuam	38
Galway city	19
Letterfrack	61
Longford	17
Belmullet	30
Athlone	51
Emyvale	18
Roscommon	42
Portarlinton	22
Monaghan	18
Cork city	12
Gort	60
Total	432



EUAL Ireland Graduates 2012-2017 by Programme

Programme	Numbers Graduating
Essential Skills Certificate (Workplace Community & Education)	33
Higher Certificate in Business, Enterprise and Community development	66
BA in Business Enterprise and Community Development	232
BA (Hons) in Business, Social Enterprise, Leadership and Management	41
Learning to Train	60

EQUAL Ireland
Graduates 2012-2017

432

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