



*Empowerment for a better world through
Adult and Community Education.*

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Report on the Initial Mapping of Development Education in the Adult & Community Education Sector

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Saolta is a Development Education strategic partnership programme for the Adult and Community Education sector in Ireland. Development Perspectives is the lead partner in the consortium, which also includes AONTAS, Concern Worldwide, Irish Rural Link and the Adult and Community Education Department at Maynooth University.



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List of abbreviations & acronyms

ACE: Adult & Community Education

AEO: Adult Education Organisers

BTEI: Back to Education Initiative

CEF: Community Education Facilitators

CEN: Community Education Network

CFE: Colleges of Further Education

CSO: Central Statistics Office

CTC: Community Training Centres

CWI: Community Work Ireland

DE: Development Education

DES: Department of Education and Science

DFA: Department of Foreign Affairs

EAEA: European Association for the Education of Adults

EMSSGDE: European Multi-Stakeholder Steering Group on Development Education

ERSI: Economic and Social Research Institute

ETB: Education & Training Boards

EU: European Union

FE: Further Education

FET: Further Education & Training

GCE: Global Citizenship Education

GDPR: General Data Protection Regulation

IA: Irish Aid

IDEA: Irish Development Education Association

LDC: Local Development Company

NFQ: National Framework of Qualifications

NI: Northern Ireland

PLC: Post Leaving Certificate

PPN: Public Partnership Network

RoI: Republic of Ireland

RTC: Regional Training Centre

SDGS: Sustainable Development Goals

UN United Nations

UNESCO: The United Nations Educational, Scientific and Cultural Organization

VTOS: Vocational Training Opportunities Scheme

Preface to the report

All of us in the adult and community education (ACE) sector welcome this “Initial Mapping Development Education in the Adult & Community Education sector” report. It is not only overdue, but it is an essential step to begin to have a clearer picture of the extent, the scope, and the impact of development education in our diverse, dynamic, and growing ACE sector.

Originating from the 2013 Education and Training Boards Act, Education and Training Boards (ETBs) came into existence on July 1, 2013, replacing the existing Infrastructure of Vocational Education Committees (VECs) that had been in place since 1930. The advent of SOLAS and QQI, consolidated a number of bodies in ACE in Ireland, and further streamlined and professionalised adult education delivery. All of this consolidation is grounded in the adult education white paper “Learning for life’ 2000, which the Department of which I am a proud member, was centrally involved in.

While further education and training remains the ‘Cinderella’ of our classic educational hierarchy (primary-to-secondary-to-tertiary) in Ireland, community education remains the ‘Cinderella’ of the further education sector. However, as this report demonstrates, the combined components of the FET sector contain significant potential and scope for achieving the UN Sustainable Development Goals (SDGs) and in particular SDG 4.7 that

seeks to ensure that all learners gain the knowledge and skills needed to promote a more sustainable, fairer world and which recognises diversity in all of its facets.

Further, this mapping report shows that development education remains a relatively unknown and little-understood section of the community and FET education sector. Even though development education is not a new term, or a new concept, this mapping report shows that the numbers of people engaged in development education is at best equal to the numbers engaged 20 years ago when myself and my colleague, Siobhan O’Malley, prepared one of the earliest development education mapping exercises in Ireland for the Dochas Development Education Action Group. Michael Doorly, currently chairperson of Development Perspectives and Head of Active Citizenship in Concern Worldwide, wrote in the Center for Global Education Policy & Practice Journal that:

When it comes time to write the definitive history of development education (DE) in Ireland, the Dóchas research report titled Development Education in Ireland: Challenges and Opportunities for the future (Kenny and O’Malley, 2002) will be a key reference point for anyone brave enough to take up the task.

The report shows that we have much to do to

strategically engage teachers, learners, and leaders, to create an awareness of wider world issues, to recognise their impending impact on us, and to retain an informed public support of Ireland's unique position to further development assistance and compassionate foreign policy.

At a time when our country holds the United Nations Security Council seat, at a time when the world has never been so divided politically, economically and socially, and at a time when we are facing calamitous effects from global climate change, the benchmarking of our current engagement and projects like 'SAOLTA' - a strategic partnership for development education in Ireland - was never more important.

Michael Kenny Department of Adult & Community Education, Maynooth University (Ollscoil na hÉireann Má Nuad)

Part 1: Introduction

1.1 Introduction; purpose of the report

This report provides an initial mapping of Development Education (DE) in the Adult and Community Education (ACE) sector in Ireland, including a description of formal (accredited) as well as non-formal (non-accredited) DE provision. This in turn is based on data generated via survey and other methods in the period October-November 2020. While the focus here is on DE and DE-related programmes and initiatives located in the Rep. of Ireland (RoI), the report also contains contributions from initiatives located outside of this jurisdiction, specifically from Northern Ireland (NI) where some DE providers act on a regional as well as on an all-Ireland basis.

The purpose of this report is three-fold:

1

To begin to capture, in a systematic way, providers of DE in the Irish ACE sector by geographic location, provider profile, provision type, scale and reach, method and so forth.

2

To inform policymakers, funders and other stakeholders of current gaps in in DE provision.

3

To guide future attempts at mapping DE in the Irish context, including: methodology and methods deployed to capture ACE-DE providers and provision.

This is achieved, first, through a description of DE provision on a national, regional as well as local basis, including a profile of providers and their work, scale, reach and resources. While the report is wide-ranging in its ambition and scope, this does not constitute a definitive description of DE provision in the Irish ACE sector. Rather, it is intended that this initial mapping exercise will form the basis of a more comprehensive survey of RoI-DE provision to be contained in future iterations of the report. More specifically, it is intended that the report will be updated on an annual basis to include other provision not included here as well as new entrants to the DE-ACE-DE sector.

1.2 Research Questions

The data generation and analysis for the report was guided by three main research questions, stated simply:

1

What type of DE activity are ACE providers engaged with in terms of: Location, size, geographical reach and DE focus?

2

Who are these providers working with and how?

3

With respect to further mapping and reporting of DE in ACE, what gaps exist in terms of data and data generation?

1.3 Methodology; Methods

A mixed methods approach was employed to generate data for the report, including an online survey questionnaire distributed across the ACE sector (n=461). This was further supplemented by telephone & email contact and a review of web data concerning provider activity. A small number (n=4) of semi-structured interviews were employed to provide a more detailed description of a sample of DE providers and their work.

1.4 Executive Summary; Key findings

The report highlights a broad range of DE organisations (n=42) across the Irish ACE sector, from long established providers as well as new entrants to the sector. This includes larger, statutory and non-statutory organisations and NGOs operating on a regional, national or international basis as well as more locally based providers of DE. Moreover, the provision recorded here can be seen to address a broad spectrum of DE themes and issues delivered on a range of platforms and formats incorporating accredited and non-accredited programmes and courses, one-off workshops as well as public events.

While the report represents a good first overview of DE activity in the Irish ACE sector, this cannot be described in any way as comprehensive and significant gaps remain in terms of data and information on providers. In particular, there remains a paucity of information about some areas of DE activity in some subsectors of Irish ACE. To take one example, the report notes the specific challenges in recording provision and activity in the extensive ETB sector incorporating several hundred education centres servicing nearly

200,000 learners throughout Ireland (SOLAS, 2019). The ETB-run provision documented here, albeit small, nonetheless indicates that this is an active sector and that further opportunities remain for data collection as well as for further embedding DE in courses and curricula in this area of ACE. Similarly, the County Council-sponsored Public Partnership Networks (PPNs) represent many hundreds of smaller, community-based organisations and projects and, while some small activity is recorded here, this subsector of ACE remains to a large extent undocumented in terms of DE providers and provision.

The data collection and analysis further highlights a certain lacuna in educators' knowledge and understanding of DE and what precisely constitutes DE activity. Based on the data collection and feedback for the report, it would seem that there are a significant number of providers whose activity falls within the definition of DE, but did not declare this in the description of their activities. At the same time some of the respondents listed their programmes as DE without providing any clear description to substantiate this claim. Clearly, there remains a significant challenge for those working in the DE space in terms of awareness raising and training for those operating and working in the Irish ACE sector. This particular issue is given fuller consideration in the main body of the report.

The impact of Covid-19 on data generation and collation of information as well as on DE providers and provision can only be guessed at this point. Anecdotally the feedback received during this data collection exercise suggests that a not insignificant number of smaller organisation's

have temporarily ceased to operate while others have severely curtailed or adapted their services to meet the changing needs and demands for learning presented by the pandemic. Furthermore, it would seem that, in tandem with many other types of education provision in the ACE sector, DE-related activity has been somewhat curtailed with providers postponing courses and/or adapting their provision to help assist their learners during this challenging time. This includes, for example, the provision of ICT courses as well as programmes promoting health and well-being. There is also evidence that some providers have successfully adapted their mode of delivery, including a switch to blended learning platforms. This has allowed some providers to extend their reach and thus improve on learner numbers as well as different types of learner.

Finally, a note on the methodology and the process of data generation for the report. Notwithstanding the problems associated with Covid-19 noted above, the process of capturing DE activity in the ACE sector presented particular challenges and difficulties in terms of building a comprehensive database of providers and provision to service data generation. As will be discussed below, the Irish ACE sector constitutes a highly diverse, wide-ranging sector with many different types of provision and provider size. Unlike the formal education system, this is also a sector where providers have vastly different foci in terms of curricula, programme content, learning outcomes and assessment processes. Moreover, by definition, databases and other sources of information on education activity as well key contacts and personnel will change, perhaps more so given the structure of the sector, funding and so on. This refers in particular to a sector where providers often rely on

short, tentative, funding streams for the operation of programmes and indeed for their continued existence. For example, two of the respondents to the survey reported previous funded DE activity, but that this had ended when the funding stream had ceased. Issues surrounding disclosure, or rather non-disclosure, of information further impacted the data collation for this report and GDPR, thus prohibiting access to vital databases held by other organisations in the sector. These challenges have not been solved here and will remain problematic on into the future. At the same time this report and in particular the construction of a database of over four hundred and fifty providers in the ACE sector represents a major step forward in terms of future data collection and documenting DE activity in this area. This will also help in targeting resources and funding as well as disseminating information on those currently working and operating in the field.

1.5 Report structure; contents

The report is presented in four parts. Part one provides a general introduction to the report. By way of context, part 2 includes a short policy background along with definitions and descriptions of DE. This section also includes a brief overview of the ACE provision in Ireland, including size, learner participation rates and so forth. In part 3 the methodology, methods are described and the bulk of statistical information is presented. Part four presents a discussion of the findings along with recommendations for future data generation and mapping of DE activity in ACE sector.

Part 2: Exploring Development Education & The ACE Sector

2.1 Introduction

It is outside the scope of this report to consider, in a comprehensive way, the landscape of Irish DE-ACE provision, policy developments and so forth. This section is therefore confined to a short note on key policy developments in the area of DE-ACE. The place or role of Adult Education in terms of DE is also given brief treatment before a more comprehensive examination of the Irish ACE sector, subsectors. This demonstrates that, among other things, adult education and the ACE sector more generally has an important role to play in DE and in realising the UN Sustainable Development Goals. This section further emphasises the highly diverse, wide-ranging nature of the ACE provision in Ireland that presents particular challenges in terms of mapping and recording of DE activity.

2.2 Background to the report

While Ireland's record in DE is well established and recognised internationally (for example: EDEMR, 2010), Irish Aid's review of the sector nonetheless called for a more strategic, results-based approach to DE across all areas of Irish education (IA, 2011). In specific terms, the **Synthesis Report** outlined the need for an increased focus on specific priority areas such as: pursuing policy and curriculum

opportunities; building the capacity of educators; the sharing and promotion of good practice and the dissemination and accessibility of development education resources. The **Synthesis Report** noted some of the specific difficulties facing the ACE sector in terms of DE, DE provision, including: low levels of funding, the absence of a formal curriculum as well as problems with categorization of providers and provision. The later **Strategy for Development Education** (IA, 2017) stated support for the provision of DE in a variety of unique and innovative settings to adult learners, communities, civil society groups and community education workers and that this would be achieved through a range of outreach programmes including festivals, public events, creative arts approaches and so forth. The **Strategy** document also announced the establishment of a strategic partnership approach to development education in the formal (primary, post-primary) sector and that this strategic partnership model should now be extended to both the youth and adult and community education sectors.

One of the resultant programmes or consortium - Saolta - aims to ensure that quality development education is available to those engaged in adult and community education, including formal as well as non-formal education settings. In specific terms, the purpose of Saolta is to facilitate

increased accessibility, quality and effectiveness of development education within the ACE sector. As part of the programme, a range of DE opportunities are provided to ACE practitioners while research is conducted to help to inform policy and practice in the sector. This report and initial mapping exercise thus forms part of this remit and what will constitute an on-going process of charting and recording DE-ACE activity in the Irish context.

2.3 DE: Definitions and Descriptions; DE and Education

While there are many definitions and descriptions available, development education (DE) can be described simply as ‘a transformative, participatory learning process aimed at activating people to play a role in achieving global justice, equality and sustainability’ (McNeill, 2020). This is similar to Global Citizenship Education (GCE or sometimes GCED) which is employed by UNESCO to describe a ‘holistic framing paradigm...which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable’ (UNESCO, 2014a). Notwithstanding the differences in emphasis and approach, these definitions nonetheless share common themes and goals of: social justice, social inclusion; inequality; issues of sustainability and global interconnectedness. DE and GCE can also be seen to a commitment to active change and making a difference in a post-industrial world facing unprecedented economic as well as social challenges and a climate emergency that threatens the lives and livelihoods of many millions of people throughout the globe.

Focusing on education, there is a stated recognition of the integral part played by DE-GCE in achieving the UN-SDGs, and specifically Target 4.7, which states that:

...by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development. (UN, 2015)

Furthermore, the central aim of DE in terms of GCE and the realisation of the UN SDGs is explicitly acknowledged in the Irish Government’s latest’s **Development Education Strategy 2017 – 2023** which states that:

The Sustainable Development Goals create a context for Ireland to provide quality education on global citizenship. Development education is an essential component in delivering Ireland’s commitment under Target 4.7 as well as raising awareness of the 17 Sustainable Development Goals. Development education strengthens public understanding of the interconnectedness of global and national poverty and inequality, supporting the Irish public to acquire the necessary knowledge, values and analytical skills to understand the global justice focus of each of the Goals and the underlying values and dispositions. (IA, 2017)

The **Strategy** document continues:

Development education is therefore integral to the successful delivery of the Sustainable Development Goals, inspiring and enabling people to take action to deliver the Goals at local, national and global levels. (IA, 2017)

Before proceeding to an examination of the Irish ACE sector, it is worth considering the particular place or role of adult education in terms of DE and its contribution to UN (2015) 2030 Global Agenda for Education.

2.4 DE and the role of Adult Education

Human capital theory proposes that increased investment in education brings automatic economic benefits for society as well as benefits for individual learners (Drudy and Lynch 1993; Allen 2000). These benefits extend from mental health to well-being, skills for life and work, active citizenship, and which are often used to frame the lifelong learning agenda (DES, 2000; EU, 2011). Re-engagement with education and learning at a later age can also be a profoundly transformative experience for individuals (Mezirow, 2009), while perspectives from critical education (for example: Giroux, 1988; Freire, 1970) point to a transformative, emancipatory process for both individuals and for society. Given that the **raison d'être** of critical education is a commitment to change and to challenging oppressive structures in society, it is the last paradigm and approach that has helped to shape and inform adult education theory and practice as well DE-GCE practice more generally (UNESCO, 2014a).

In terms of the specific role of adult education and DE-GCE, in their recent **Manifesto for Adult Learning** (2019) the European Association for the Education of Adults (EAEA) suggest that in addition to making a significant contribution to social inclusion, active citizenship as well as personal benefits, adult education is an important 'driver' in the interconnections of the three dimensions of sustainable development - economic, social and environment. As such, there is an acknowledgment of the significant contribution of adult education to achieving the UN's 2030 Agenda. According to EAEA:

Adult education provides information, debating spaces and creativity to develop new lifestyles, new projects, and new approaches necessary for sustainable development. Looking at the global Agenda 2030 adult learning contributes to the achievement of all 17 Sustainable Development Goals (SDGs) by building the foundations of change in the social, political, economic, ecological and cultural spheres (2019. p.18).

The **Manifesto** continues:

Policy-makers, researchers and practitioners need to be made aware of the importance of GCED in lifelong learning and in non-formal learning and education, focusing on adult learning and education in a range of areas including peace promotion, conflict prevention, inclusion and social cohesion.

In the Irish context, the role of Adult Education in achieving DE-related goals is acknowledged in the **National Strategy on Education for**

Sustainable Development (ESD) Priority Action 5 (DES, 2014) which in turn is one of the key strategies underpinning the **Action Plan for Education 2016-2019** (DES, 2016). However, this measure is confined to the statutory sector and to ACE provision that falls under the remit of the ETBs. The following section demonstrates that while the ETBs accommodate the bulk of adult learning provision in RoI, the Irish ACE sector is a diverse, wide-ranging sector incorporating many different types of provision and provider-type.

2.5 The Irish ACE sector explored.

This section of the report provides an overview of the Irish ACE sector, including definitions of adult and community education, sector size and structure, providers and provision. In keeping with the provisional nature of the report, report findings, this will provide the basis for a more thorough exploration of the sector and providers to be included in future iterations of this report. In particular, this section will benefit from further refinement of categories, subcategories, as well as data based on up-to-date information of the sector, key personnel and so forth.

2.5.1 Adult & Community Education: Definitions and Descriptions

The following draws extensively from the descriptors provided by IDEA (2014) in their **Guidelines for Good Practice in Adult and Community Settings** document. IDEA takes a broad view of adult and community education in the guidelines, to include:

...all learning undertaken by adults who are not attending mainstream second level

or higher education, and development education within these sectors is taken to include any development education work which occurs after second level schooling, but outside the third level system (2014, p.12).

Adult education is further described here as education for adults which takes place in both formal and informal settings, often with people who have had limited formal educational opportunities earlier in their lives, or that are re-skilling themselves for new work and life situations. On the other hand, community education and community development take place outside the formal sector and in geographical areas or communities of interest, and can include group development, education and training. In broader terms, the **Guidelines** document notes that community-based education can be seen as a process of 'communal education towards empowerment, both at an individual and a collective level' (IDEA, 2014, p.12).

While community education and community development are given the same treatment here, the latter can be considered a field of study and practice in its own right. According to Community Work Ireland (CWI):

Community development is a professional discipline and approach based on the principles of participation, collectivity, community empowerment, social justice & sustainable development, human rights, equality & antidiscrimination. It is an approach to addressing significant social and economic issues that emphasises early intervention and the involvement, engagement and participation of those

affected by these issues in the process of needs identification and strategy/project development to address these needs. (2017, p.1)

The IDEA Guidelines note that while the adult and community education/community development sectors are two distinct sectors, there are nonetheless many commonalities between the two which demonstrates their mutually beneficial and reinforcing aims, objectives, methodologies and concepts. This can be illustrated in Figure 1, below.

Additionally, the Guidelines note that development education connects disparate groups, communities and individuals who share common understandings of social justice and empowerment, but who,

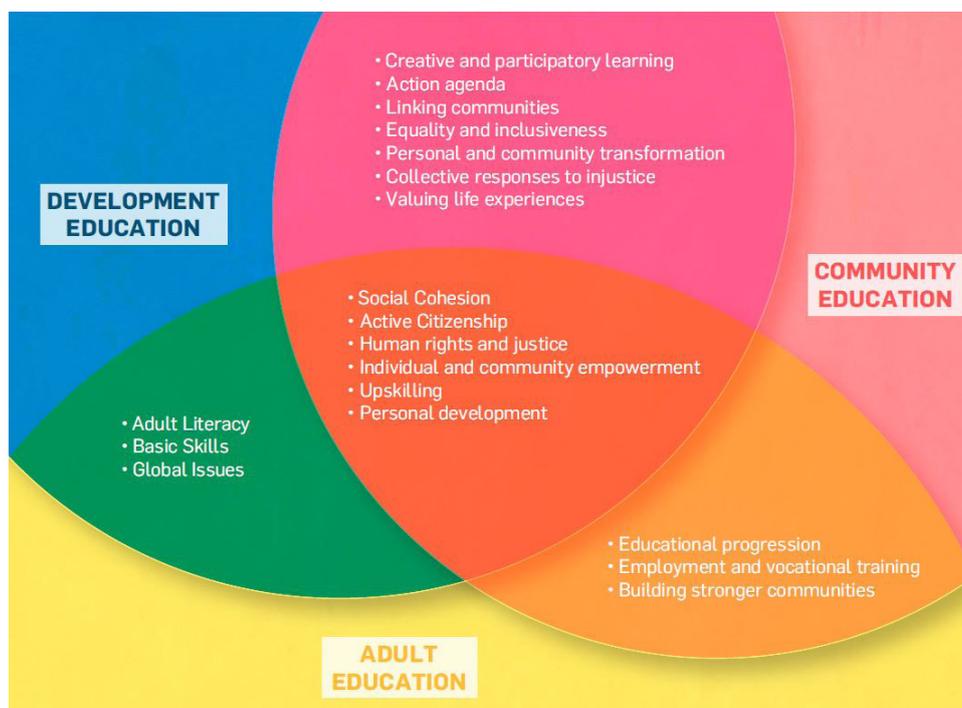
otherwise, might not interact regularly together.

2.5.2 The ACE-DE Sector: Provision Size; Structure

In terms of provision, the Irish ACE sector is made up of a broad range of statutory as well as non-statutory providers incorporating adult education and community education as well as community development organisations and initiatives. Table 1 attempts to categorise the ACE-DE sector and its various subsectors:

For the purposes of this report, NGOs are defined as having international or national remit and/or a regional-local focus.

Figure 1: Commonalities between DE, community education and adult education



Source: IDEA, 2014

Table 1: RoI ACE sector; subsectors

Provision	Description
NGOs	Providers with a National and/or International Remit
	Providers with a Regional-Local Focus
Adult Education	Administered by the ETBs through Further Education & Training Centres (FETs); Colleges of Further Education (CFEs); (Regional Training Centres (RTCs); Local Training Centres (LTCs); Specialist Training Centres e.g. Traveller Training Centres. Skills focused and includes vocationally-related training, Apprenticeship programmes as well as VTOS, BTEI and Literacy Skills provision
Further Education College (CFE)	ETB administered Colleges providing post-Leaving Cert PLC programmes from NFQ Level 5+ CFEs may also host Adult Education and Community initiatives listed above
Community Education	ETB administered and funded programmes incorporating a broad spectrum of education provision incorporating accredited as well as unaccredited programmes Non-ETB administered but may be funded or part-funded by an ETB Includes a broad range of programmes usually focussing on specific local need or demand
Community Development / Community Work	Local Development Companies (LDCs), Partnerships & Committees (LDCCs) Specific programmes include: SICAP and Leader PPNS: Networks of Community Groups affiliated to the County Councils. Includes a broad range of activities and groups categorised as: Community, Environment or Social Inclusion initiatives
County Councils	County Council run projects and initiatives

In the statutory sector there are 16 regional ETBs, which replaced the original thirty-three VECs as part of the reorganisation of the sector in 2013. Based on existing databases and information, this report

estimates circa seventy CFEs and other FET centres providing PLC courses and well over a hundred other centres incorporating Adult and Community Education facilities, LDCs, Specialist Training

Centres as well as a small number of the larger RTCS. In terms of staffing, the respective ETBs employ 46 Adult Education Officers (AEOs) and 30+ CEFs servicing 26 counties with a higher concentration of staff in urban areas. These AEOs and CEFs in turn work across specific regions or areas depending on geographic location, population size. Further work is needed here to capture, more precisely, the level and type of ETB provision as well as further refining how we understand the intimate workings of this subsector of Irish ACE.

The provision in the other subsectors of ACE is more difficult to quantify. Outside of formal ETB-sponsored community development/adult education, there are a substantial number of community-based projects and initiatives, some of who are listed in the 100+ providers included in the AONTAS-CEN network. The actual number is likely to be far higher and the impending survey by AONTAS (forthcoming, 2021) of community education provision across RoI will further provide further, key data in this particular subsector of ACE.

Over the past 15 years, the infrastructure supporting community development, community work activity in Ireland has undergone significant change (CWI, 2020). In 2009, a cohesion process reduced 94 Area Based Partnership Companies to 52 Local Development Companies, while the Local and Community Development Programme (LCDP) was introduced and integrated 180 Community Development Projects with Local Development Companies. In addition to the LDCs there are 30 PPNs servicing 26 counties who in turn list hundreds of organisations in their respective databases. To give one example, Cavan PNN lists 23 groups with an environment remit, 78 social inclusion initiatives and over 130 Community and Voluntary groups in

their network.

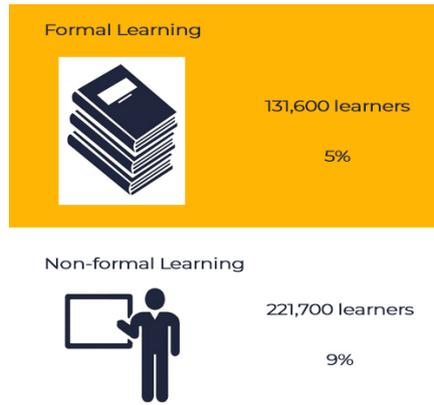
As regards NGOs, a total of 105 organisations were surveyed for the purposes of this report and just over a quarter of these responded. This includes a number of providers that can be clearly identified as having a DE-ACE focus and remit, including funding for same, but did not take part in the survey. This particular aspect is dealt with more fully in the methodology section, below. It would also seem likely that there is some DE, DE-related activity in other areas of ACE, including County Council initiatives and events, Arts and Sporting organisations, but which nonetheless remains undocumented to now. Also in other areas, for example providers of social housing, many of whom have a community development/work focus as part to their remit. Again, this mapping exercise can only be described as starting point in terms of a more detailed, comprehensive mapping of DE activity across the spectrum of ACE in the Irish context.

2.5.3 Learner participation in ACE

In their 2019 survey SOLAS report that 131,600 or 5% of adults were engaged in formal learning activities while 221,700 reported participating in non-formal learning. (See figure 2)

Given that some learners reported activity in both areas, SOLAS report an overall rate of 13% of adults in RoI engaged in some form of lifelong learning activity in this period. This is similar to the Eurostat (2019) survey which reports that 12.5% of Irish adults in the 25-64-age range participated in all forms of (formal, non-formal and informal) learning in 2018.

Figure 2: Adult (25-64) participation in lifelong learning (2018)

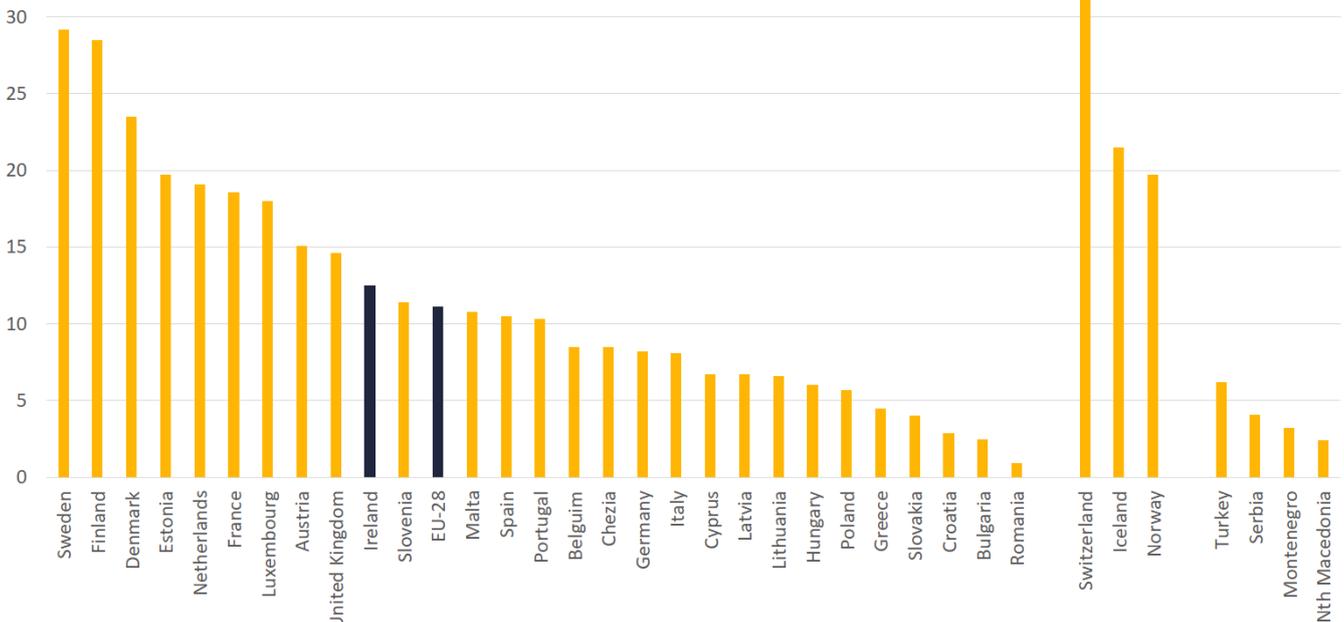


Source: SOLAS, 2019

While this figure is near to the 28-EU average of 11.5%, this remains significantly short of adult lifelong learning participation rates reported in some Scandinavian countries, for example: Denmark (23.5%), Finland (28.5%) and Sweden (29.2). Moreover, this is also below the EU Commission benchmark for adult participation in learning of 15% by 2020. While there likely to be many factors involved, this may in part be explained

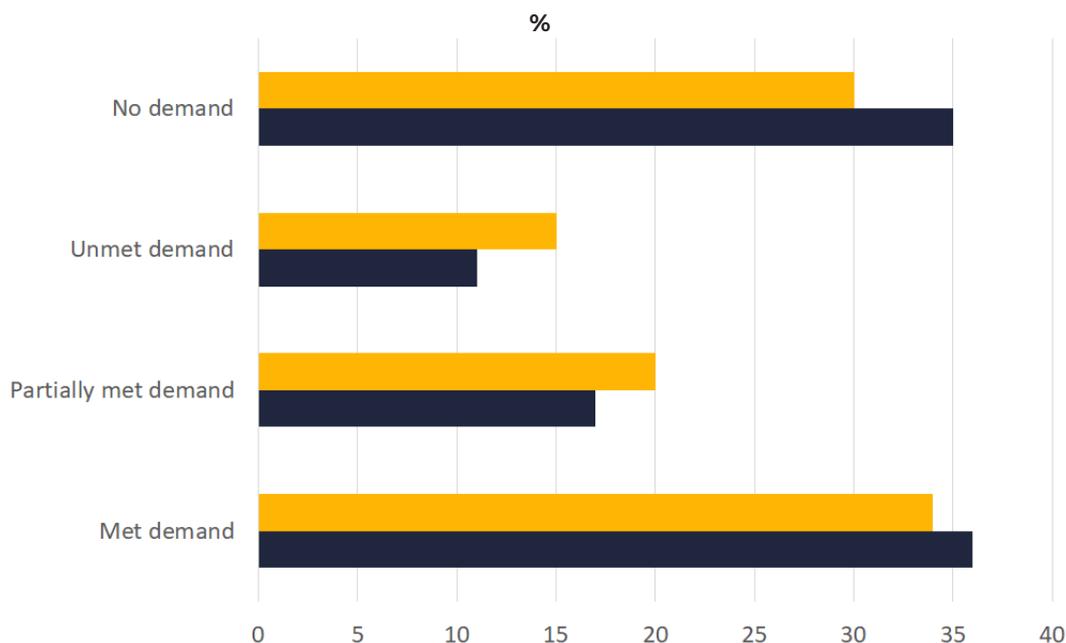
by a CSO (2018) survey of adult learning in RoI, which found that demand for lifelong learning in was not satisfied for one in three adults. This survey identified several barriers to accessing learning opportunities, including: affordability, accessibility and time.

Figure 3: Adult participation in learning in the EU-28 (2018)
(% of population aged 25-64)



Source: Eurostat 2019

Figure 4: Demand for lifelong learning by Gender (2017)

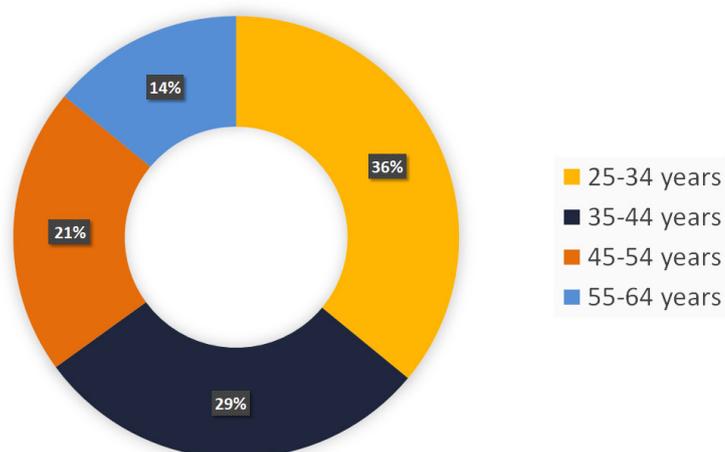


Source: CSO 2018

Moreover, there was a significant gender dimension to this aspect, with female respondents (40%) more likely to report family commitments and responsibilities as a barrier to learning compared with their male counterparts (22%). In terms of age, the bulk of learners are located in the 25-34 age range gradually decreasing to 14% participation rates for those aged between 55 and 64 years (Figure 5).

While up-to-date statistical information relating to overall participation of adults in learning is readily available, outside of the formal ETB sector the data on participation rates within the particular ACE sub-sectors are scant and somewhat dated.

Figure 5: Lifelong Learning By Age (2018)



Source: SOLAS 2019

Further Education & Training

The following data relates to learners undertaking some form of accredited programmes in the formal ETB-FET sector, including adult education and training, community education and CFEs. Unless stated, these statistics were gleaned from SOLAS (2019). In 2019, 179,058 learners were enrolled in FET courses. Of these enrolments, 131,097 learners partially or fully completed their course(s). Of the 131,097 learner completions, 86,847 of these learner completions were certified. In more detail:

- ***Enrolments were primarily concentrated among the under-25s, representing approximately one third of all enrolments in 2019.***
- ***Of these learner enrolments, 60.2% were female and 39.8% were male. The distribution of enrolments was higher among part-time courses (56.2%), than full-time courses (43%), with a small percentage (.9%) undertaking online courses.***
- ***Among full-time programmes, enrolments were concentrated among Post Leaving Certificate (PLC) courses, Specific Skills Training and Vocational Training Opportunities Scheme (VTOS) Core programmes.***
- ***Post Leaving Certificate (PLC) courses represent the largest component of fulltime further education and training provision in Ireland with over 32,000 learners enrolled in such courses in 2015/2016 (ESRI, 2019).***

- ***For part-time programmes, enrolments were concentrated among Adult Literacy Groups, BTEI groups, and Community Education.***

Community Education; Community Development

According to statistics provided by the Department of Education and Skills (DES) and compiled from returns submitted by Community Education Facilitators (CEFA, 2013), 55,415 adults participated in community education in 2012 (75% Women, 25% Men). Whilst the majority of community education was non-accredited, non-formal and informal, approximately 2,600 FETAC-accredited awards (now QQI) were achieved in this year. Given that there are many more Community Education providers throughout RoI who are not directly supported by the ETBs (for example the AONTAS CEN network) it is likely that this participation figure will be much higher than reported here.

The data relating to community development activities is often decentralised in nature and does not easily facilitate any national level analysis (ESRI, 2016). ESRI (2016) nonetheless report data on 21,019 training programme participants, which represent 81 per cent of all individual caseload places delivered under the Local Community Development Programme in 2014. The majority of these were located in the areas of entrepreneurship/labour market activation, followed by IT, lifelong learning and personal development. In addition, an average of just 40 per cent of training places are accredited and, of this, less than half were accredited through the national QQI system (ESRI, 2016).

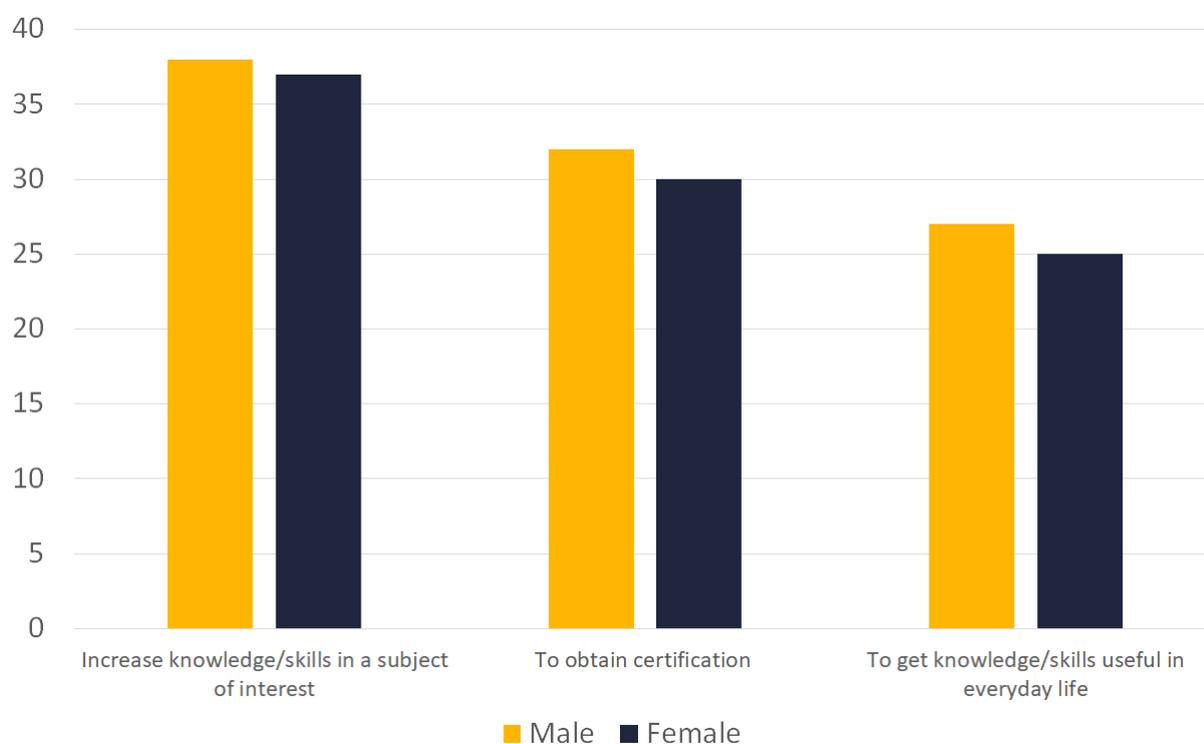
2.6 Adult learners' intentions towards learning

Finally, here, a short note on the intentions (motivations) of adult learners for learning at a later stage in life. Compared with school-aged children, adult learners differ in their intentions towards further study and more are likely to cite the intrinsic benefits of learning and personal development compared to children of school age (Kearns, 2017; Swain & Hammond, 2011; Waller, 2006). Although it is likely that many adults return to education to improve their employment prospects for gaining specific work skills (Illeris, 2003), the relevant research suggests that for others it can be for gaining of particular knowledge and skills for everyday life and for intellectual growth and development (for example Kelly, 2013). This is

highlighted in a recent survey which found that increased knowledge and skills in a particular area or subject of interest was cited by more participants who were engaged in formal learning rather than gaining credentials (CSO, 2018).

This research also demonstrated that just over a quarter of adults engaged in formal learning to gain knowledge or skills useful for everyday life. Given that participation among Irish adults in lifelong learning remains at a comparatively modest level (Figure 3), taken together it would seem fair to assume that the ACE sector remains fertile ground for further provision of both formal as well as informal learning opportunities, including DE activity.

Figure 6: Adult learners (25-64) intentions towards personal learning



Source: CSO 2018

2.7 Summary

This brief overview of DE in the ACE sector highlights a number of issues relevant to this mapping exercise and for capturing DE activity. The size and scale of the sector underlines the challenges, not just in terms of documenting and recording activity, but also in further embedding DE in formal curricula and in other suitable delivery formats. Clearly, there remains significant scope for charting DE activity in and between the different ACE subsectors and that the particular make-up of the sector is better categorised and understood as an outcome. Moreover, this review suggests further

scope for educating the educators as well as for embedding DE in new areas. In particular, it can be seen that some subsectors of ACE provision in RoI remain largely undocumented, for example the work of the PPN network.

The themes and topics highlighted here will provide the basis of further discussion of DE in the Irish ACE sector, below, as well as in future iterations of the report. The following chapter outlines the methodology, methods employed for data generation. The key findings are presented and discussed.

Part 3: Methodology; Main Findings

3.1 Introduction

In this section, the methodology, methods employed for the study are described. A statistical analysis of the data is presented along with the key findings from the research (Table 7). This highlights DE activity across all subsectors of Irish ACE, but also that significant gaps remain in terms of mapping DE providers and provision. Of particular concern are the low of response rates and recorded activity for the adult and community education/ community work sectors as well as some areas of ETB provision. There also remain significant geographic variations in DE provision as well as variations in and between the sector, subsectors. At the same time, the provider profiles included here (Appendix 3) describe a broad range and diversity of DE activity with examples of creativity, innovation as well as good practice in the sector.

3.2 Methodology; Methods

A mixed-methods approach incorporating a number of different research instruments and procedures were employed in generating the data for the report, as follows:

- **Online Survey Questionnaire**
- **Telephone & Email**

- **Web Data**

- **Semi-structured Interviews**

The first three methods were deployed for the purposes of documenting and describing DE activity while web data and interviews were used in the compilation of provider profiles and in some instances to further investigate DE activity, scope, delivery and so on.

3.2.1 Data Collection Instruments; Research Output

The bulk of the data was generated via a self-administered online survey (Google Forms) distributed to selected individuals and organisations in the ACE sector, subsectors. These individuals and organisations were identified from a pre-existing database of providers compiled as part of an earlier **Stakeholder Survey** of DE providers (O'Halloran, 2019). This database was further updated and expanded through a number of methods, including web searches as well as requests for member details to network and umbrellas organisations, for example IDEA and AONTAS membership. The survey request also asked that respondents re-distribute the questionnaire to other parties in their network who may have wished to take part in the mapping exercise. From an original 291 providers, the current

number of organisations listed across all subsectors of ACE now stands at 461. In many instances, organisation details have been updated to reflect personnel changes or changes in organisation focus or programmes. Further work is required in expanding this database to include other DE

providers as well as updating key information such as DE-dedicated personnel, provision type, learner numbers and so forth. At the same time this represents a significant information database and a key resource for future data collation of DE activity in the Irish ACE sector.

Table 2: Survey distribution by ACE subsector

ACE Subsector	NGOs Nat/Int	NGO Region	Comm.Ed ETB	Comm.Ed Other	Adult Ed.	FE	Comm. Dev.	PPN	Other	Tot.
Surveys Issued	63	34	36	110	46	71	47	30	24	461

Table 3: Survey Completion Rate

Sector	Responses (n=)	Incomplete (n=)	Final Entries (n=)
NGOs National & International	16	3	13
NGOs Regional; Local	14	3	11
Adult Education (ETB)	4	1	3
Community Education (ETB)	6	1	5
Community Education - Other	3	1	2
College of Further Education/FETs	7	4	3
Community Development	4	1	3
PPN Network	3	1	2
Other	1	1	-
Totals	58	16	42

A copy of the survey can be found at: <https://forms.gle/deBM4YskeLZb8VWz6>. This requested respondents to provide details relating to organization size, geographic location, staffing, learner numbers as well as DE provision. Survey respondents were also required to self-describe their activities as DE provision, rather than select their activities from a prescribed list. For these purposes a comprehensive information booklet outlining the research aims, etc. accompanied the survey (Appendix B). This also provided respondents with clear descriptions of DE, DE definitions based mainly on Guidelines for Good Practice for Development Education (IDEA, 2019). Table 3 describes, in more detail, the survey distribution by ACE sector, subsector. This demonstrates that from a total of 461 questionnaires, 58 completed forms or a response rate of c.12.5%.

In more detail, this demonstrates that just over half (c.52%) of responses were derived from the NGO sector with the remainder distributed over the other ACE subsectors. When combined, the ETB-administered provision accounted for 19 responses or c.33% of total returns. Table 3 further demonstrates that, of the 58 responses, sixteen returns were deemed to contain insufficient or accurate information about their DE activity and were excluded from the final report. Where possible, these survey respondents were contacted via email or telephone for further details to complete their entry and may be included in future iterations of the report.

The overall poor response rate can be explained by a number of factors, including difficulties in contacting the correct contact person for reporting purposes and a lack of understanding about matching existing provision to DE activity. The

impact of Covid-19 can also be factored here. In-line with other data (AONTAS, 2020) it would seem that smaller organisations with a low resource base have been disproportionately impacted by the pandemic and that some provision has been halted. This may explain the very low return rate for non-ETB administered Community Education projects (3) and who make up the bulk of the CEN providers. The disaggregated data shows that, when this particular subsector is removed from the data analyses, the response rate improves to +15% for all remaining subsectors. Furthermore, when treated discretely the response rate for the entire NGO subsector improves to a more respectable c.20% of surveys issued.

Following the online survey, a range of respondents from across the ACE subsectors were canvassed to take part in semi-structured interviews in order to further explore their DE activity. This resulted in n=4 participants taking part in semi-structured interviews ranging from 40-55 mins on an online platform (Zoom).

3.3. Survey Findings; Statistical Analysis

The findings from the survey and the data analysis are presented here. This also includes an introduction to the provider profiles and 'Spotlight on Practice' sections that accompany the report.

3.3.1 Geographical Reach

Table 4 demonstrates that the majority of survey respondents were in organisations located in Dublin (32%) followed by Donegal (10%) followed by Galway and Wexford at 7%, respectively.

Table 4: DE providers by location, ACE subsector

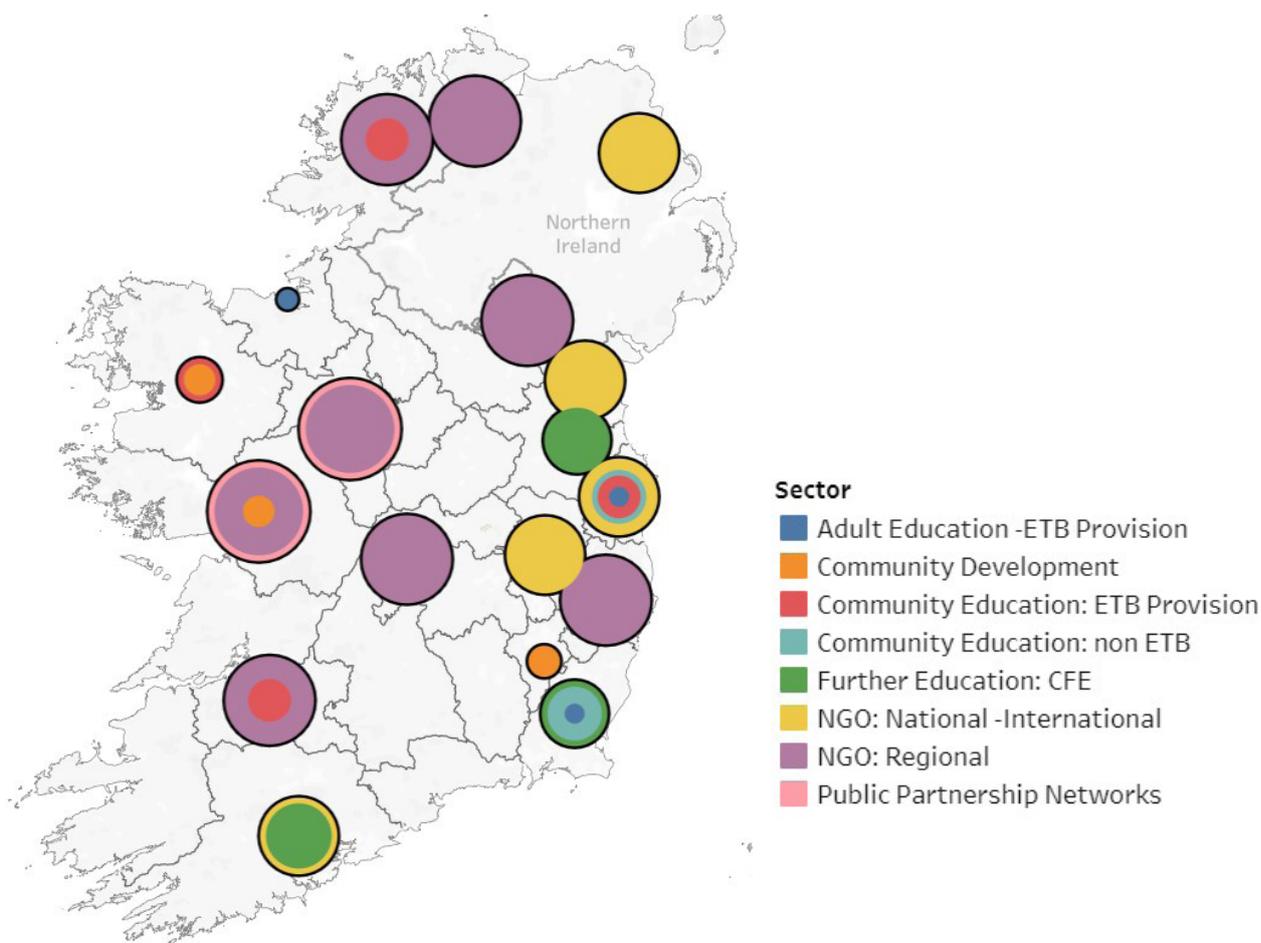
Adult Education - ETB Provision	Dublin	1
	Sligo	1
	Wexford	1
Community Education Projects and Initiatives	Dublin	1
	Wexford	1
Community Education: ETB Provision	Donegal	1
	Dublin	2
	Limerick	1
	Mayo	1
Further Education: CFE	Cork	1
	Meath	1
	Wexford	1
Local Development Partnerships & Companies	Carlow	1
	Mayo	1
NGO: National - International	Antrim	1
	Cork	1
	Dublin	9
	Kildare	1
	Louth	1
NGO: Regional	Derry	1
	Donegal	3
	Galway	1
	Limerick	1
	Monaghan	1
	Offaly	1
	Roscommon	1
	Wickow	1
Public Partnership Networks	Galway	1
	Roscommon	1

Figure 7 presents these the figures graphically, further demonstrating the geographic spread of DE providers in terms of location and ACE subsector.

In terms of geographical reach, 61% of organisations reported that they facilitate DE activities at Local/County wide level, 22% work at a Regional level (more than three counties) while 34% work at a National level, thus demonstrating that DE activity is happening to a greater or lesser extent in all counties on the island of Ireland. It is worth noting that some organisations answered the

above question by checking all options and may indicate that the range and remit of DE activity at a Local/County level differs from that facilitated at Regional or National level. This also highlights that there are particular DE 'hotspots' as well as areas with low DE activity and/or provision that remains undocumented. In specific terms, there is comparatively little recorded activity for the South West and mid-West and Midlands regions, while the West and Border and East regions seem to be better served.

Figure 7: Mapping DE providers by location, ACE subsector



3.3.2 DE Provision

The survey asked respondents to indicate the different type of DE provision they facilitate or support. Some of the respondents stated that they engaged in several different types of provision as illustrated in Figure 8. This demonstrates that informal and non-formal learning represents the most prevalent type of DE activity engaged by the

survey respondents. Other DE activities include: support for member groups; English conversation workshops; professional development for tutors and overseas volunteer training. A closer examination of the data in Table 5 illustrates how respondents within the eight ACE subsectors that engage with Adult learners.

Figure 8: Type of DE activity facilitated by providers

(n = number of providers)

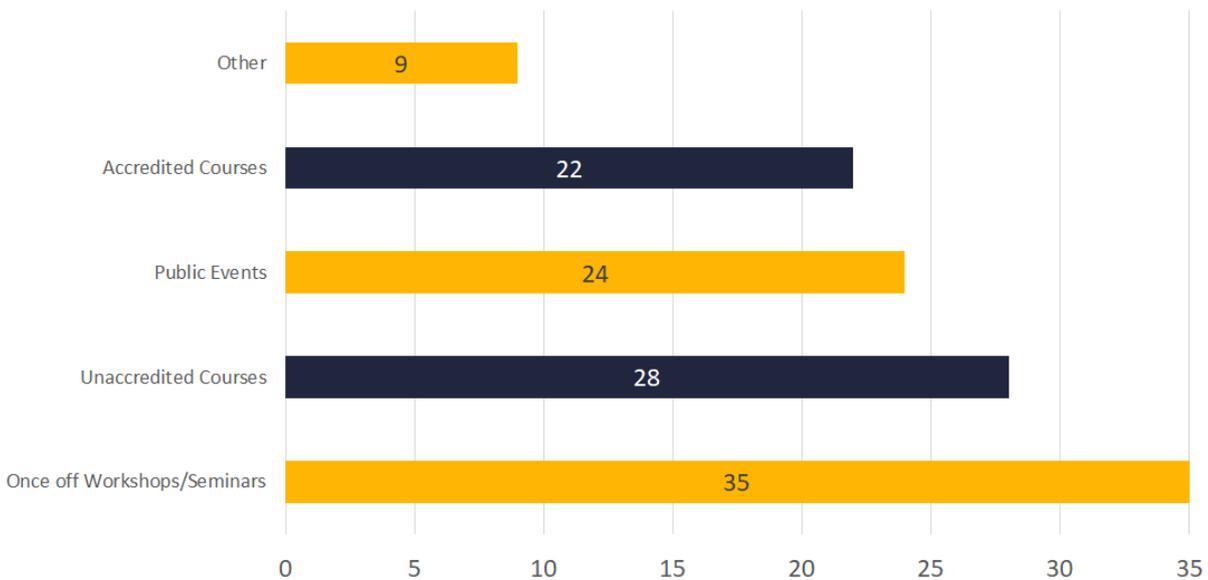


Table 5: DE provision by Category, Subsector

Category	Once-off Workshops/ Seminars	Unaccredited Courses	Public Events	Accredited Courses	Other
Adult Education - ETB Provision	✓	✓		✓	✓
Community Education Projects & Initiatives	✓	✓	✓	✓	
Community Education: ETB Provision	✓	✓	✓	✓	✓
Further Education: ETB Provision	✓	✓		✓	✓
Local Development Partnerships & companies	✓	✓	✓	✓	
NGO: National - International	✓	✓	✓	✓	✓
NGO: Regional	✓	✓	✓	✓	✓
Public Partnership Networks	✓		✓		

3.3.3 Adult learners engaging in DE; type and frequency

The survey also sought to estimate the number of Adult learners engaging in DE activities. This question was answered with some misinterpretation. Some respondents answered

with the number of Adult learners engaged within an entire institution/organisation, others responded with an annual attendance figure and some provided a breakdown of attendance for each DE provision. The following table (Table 6) represents a breakdown for each DE provision and the estimate for engagement was determined by

respondent input, matching responses with similar provisions and categories and omitting figures that represented institutional engagement. Overall it is estimated that 6,922 Adult learners engage in some form of DE activity.

3.3.4 Adult Learners: Demographic; Profile

The profile of the Adult and Community sector is diverse in nature and capturing respondents target groups can be difficult. In order to avoid a range of responses, a pre-defined selection of target groups was included in the survey. Figure 9 demonstrates the different target groups for providers by category and number.

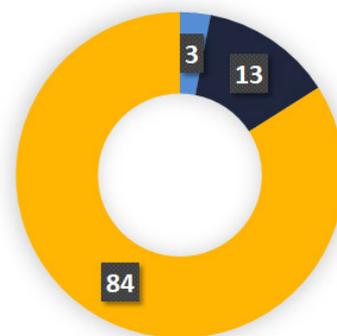
Table 6: Estimated number of Adult Learners engaging in DE activity

Public Events	3,630
Once-off workshops & Seminars	2,071
Unaccredited Courses	424
Other	400
Accredited Courses	397

Figure 9: Target groups for engaging in DE provision (n = number of providers)

General Public 34	Adult Educators / Further Education Tutors 22	Further Education Students 16
	Private Sector Organisations / Employees 12	Public Sector Employees 11
Adult / Community Education Groups 33	Vocational Students/ Trainees / Apprentices 7	

Figure 10: Organisations engaging with marginalised or 'at risk' groups (n=)



■ Indirectly ■ Not specifically ■ Yes

This demonstrates that the bulk of respondents' work is directed to the general public closely followed by adult education groups. In addition, respondents were asked: 'Does your work engage in marginalised or 'at-risk' groups? The response provided an array of answers and responses were categorised into three sub-headings: Yes, Not specifically and Indirectly, as follows:

In terms of participation by age, Figure 11 highlights an even spread across the age range of adult learners identified by respondents engaged in their DE activities. This further demonstrates how

some ACE provision include younger-aged (16-24) learners in their provision, for example early school-leavers in the 16-18 range who are attending ETB courses.

Figure 11: Age Range of Adult Learners engaged in DE activity

(n = number of respondents working with that group)

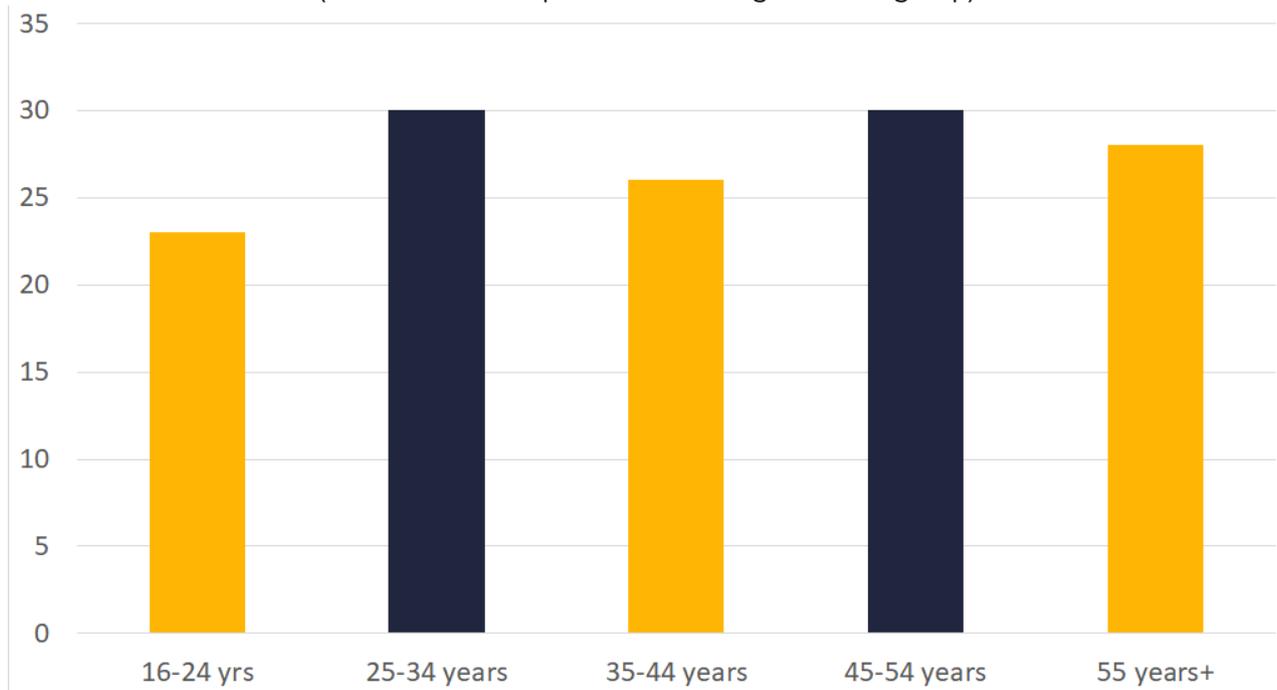
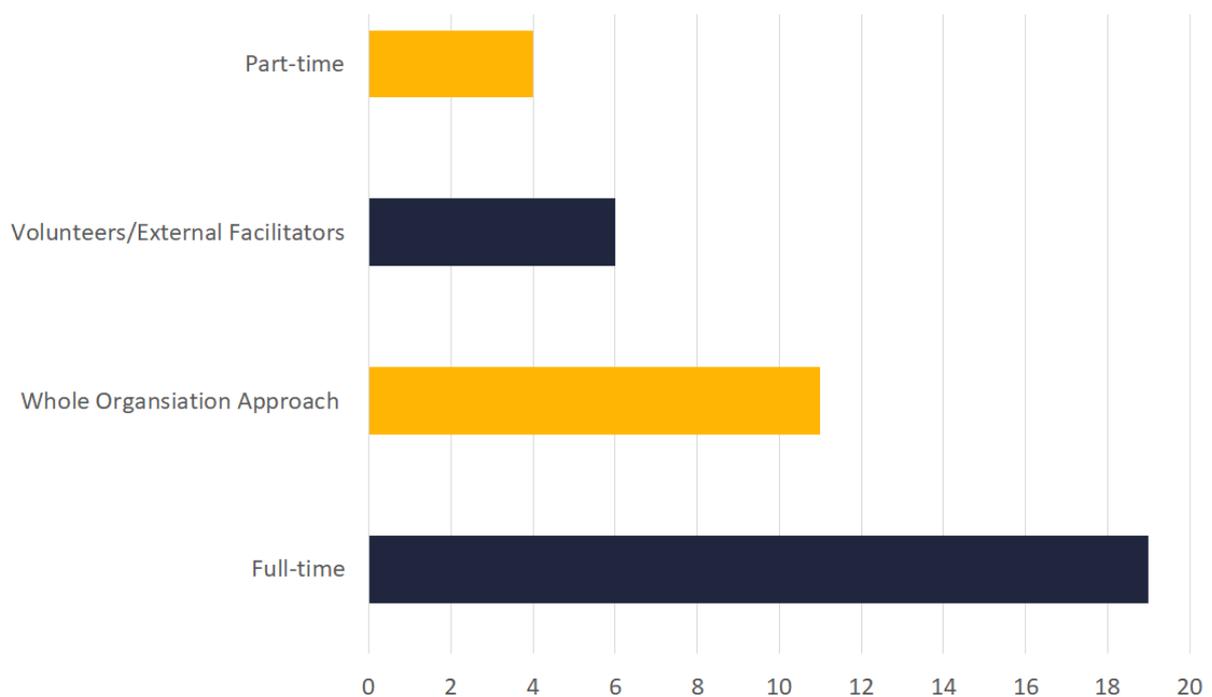


Figure 12: Resources allocated to DE provision

(n = staff numbers engaged)



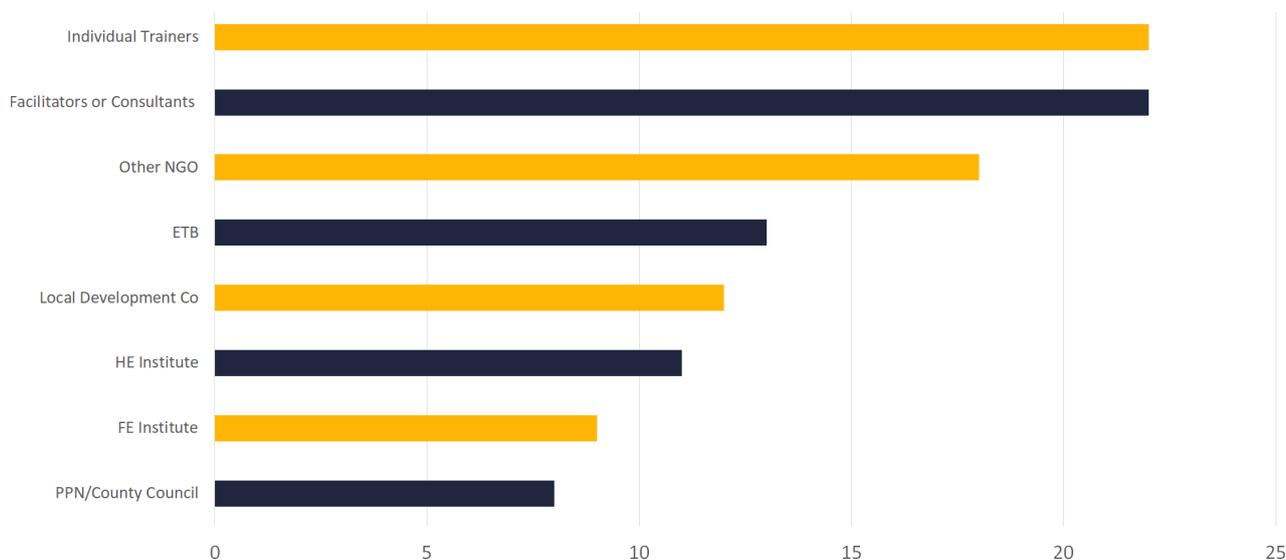
3.3.5 Organisational capacity to facilitate DE provision

The survey sought to capture the type of capacity/ personnel that facilitate and support DE provision. Figure 12 illustrates the type of human resources that manage and implement DE activity.

In more detail, the number of stated full-time staff dedicated to DE work was most prevalent in the NGO Regional and NGO National-International sector (84%). Figure 13 demonstrates the disaggregated data by subsector of ACE as follows:

Figure 13: Resources allocated per category/ACE subsector

Category	Full-time Staff	Part-time Staff	Volunteers / External Facilitators	Whole Organisation Approach
Adult Education - ETB Provision	✓			
Community Education Projects & Initiatives				✓
Community Education: ETB Provision	✓	✓		✓
Further Education: ETB Provision	✓	✓		✓
Local Development Partnerships & companies				✓
NGO: National - International	✓		✓	✓
NGO: Regional	✓	✓	✓	✓
Public Partnership Networks			✓	✓

Figure 14: No. of providers working in partnership with other organisations

The research data highlights the collaborative nature of DE provision, with all providers stating that they worked with at least one other agency or external organisation. Figure 14 demonstrates that 55% of respondents have engaged with Individual Trainers and Facilitators/ Consultants closely followed by collaboration with NGO's (45%).

3.3.6 Challenges and Opportunities for DE Provision

The survey asked respondents if they had any comments regarding DE in the ACE sector resulting in feedback from 40% of respondents. Following a simple coding of the data, this feedback was summarised under the following themes and topics:

- **Positive toward collaboration and renewed focus:** 'It's heartening to see a renewed focus in this subject and in the adult and community education sector'.

- **DE Not widely understood or promoted:** Some respondents commented that DE provision tends to be ad hoc and informal. One respondent noted that: 'as a subject area it wouldn't be prevalent in the provision of adult and community education'.
- **Engagement and participation remain challenging** as, for many adult learners who choose to participate in lifelong learning, DE may not be their priority choice.
- **Impact of Covid-19:** 'COVID19 has severely restricted our attempts to engage people in DE in 2020. Our provision is learner-centred and we have had to prioritise learners who need IT support to engage in online learning as well as increase courses that enhance well-being'.

- **Funding:** Two of the respondents stated that they previously had received funding and that their DE provision had ceased when the particular funding stream in that period had ended.

3.3.7 Type of DE Work

The survey illustrated a range of methodologies for incorporating DE into ACE practice. In some organisations DE was informally introduced through programmes such as sustainable gardening, crafts, English conversation classes and creative writing skills. Others implement a more formal approach by facilitating workshops/trainings, producing resources and organising seminars and public events. Many of the respondents work toward capacity development for trainers and multipliers and this is seen as an effective way to embed DE into ACE provision. Recurring themes of environmental sustainability, gender equality, diversity & inclusion and human rights are evident throughout the work of organisations. The short provider profiles provide further details of the particular DE work by the respondents, while a spotlight on practice gives an in-depth account of the work of some of those who responded to the survey.

3.4 Provider Profiles; Spotlight on DE practice

Appendix 3 contains short pen profiles of the survey respondents by ACE subsector and the type DE work they are engaged. This does not include all of the survey respondents as some wished to be excluded from this aspect. In four cases, a 'Spotlight on Practice' is provided to highlight the specific work undertaken by particular DE-ACE

providers. While a more representative sample to include examples from across the spectrum of DE provision was sought for this aspect, this only yielded three responses from regional-based NGOs and one from the (non-ETB) FE sector.

These profiles further demonstrate the sheer diversity in the ACE sector and type of DE provided, ranging from providers where DE remains the entire focus of their work to those where DE represents only a marginal concern. Moreover, some of this work might be categorised as strong in terms of DE focus and framing this as such, while other DE activity might be described as weak or tentative. Future iterations of the survey and the report need to take account of these differences in order to present a more nuanced understanding of DE activity, size, scale and so forth.

The profiles and the spotlight cases further highlight, among other things, the collaborative nature of DE in the ACE sector/ subsectors. This also demonstrates how some providers have adapted to the new circumstances and used this an opportunity to extend their reach and provision. This refers in particular to smaller NGOs who have greater flexibility in terms of adapting their mode of delivery during the CV-19 crises. The Spotlight cases **Change Makers** and **Carraig Dulra** further emphasise these points. The data and the profiles also highlight the potential for embedding DE across all types of ACE provision, including the skills-focussed Adult education provision.

3.5 Summary; Key findings

Table 7 presents the key findings from the initial mapping exercise based on the research questions established for the project, as follows:

The findings are teased out for further consideration and review in the final section.

Table 7: Key findings

Research Questions	Summary of findings
<p>Q.1 What DE activity are ACE providers engaged in terms of: Location, size, reach and DE focus?</p>	<p>-The ACE sector needs to be understood as a broad sector incorporating several subsectors of varying scale, reach, provision type, size and focus. Further work is needed in understanding and refining as well as expanding the various sub-categories of ACE provision identified in this report.</p> <p>-Significant work remains in terms of capturing and documenting DE work across some of the subsectors identified in this investigation. In particular, the low of response rates recorded for the community education and community work sectors that sit outside of statutory provision.</p> <p>-While there is some activity recorded in the statutory ETB sector, there also remains significant scope for documenting activity in this sector as well as further embedding DE in programmes, curricula.</p> <p>-Geographically, there are DE 'hotspots' in terms of provider location which also impacts on reach. There are also regions where DE activity is low and/or remains undocumented to now.</p> <p>-In terms of reach, while DE activity is recorded for all regions, counties, there nonetheless remain huge differences in and between regions, local activity.</p> <p>-There remains some misunderstanding among providers as regards DE, DE aims and how this 'fits' into current provision as well as to the broader aims of education.</p>

Table 7: Key findings (continued)

Research Questions	Summary of findings
Q.2 Who are these providers working with & how?	<p>-For the majority of providers, working with marginal or 'at-risk' groups remains a strong focus. Further research is needed to understand, more precisely, the various groups that DE providers work with as well as their method of engagement.</p> <p>-Consideration needs to be given to the categorisation of 'adult learners' in terms of age, age range as highlighted in the data reporting section</p> <p>-The findings underline the collaborative nature of DE work in the ACE sector with particular 'models' of practice that may act as exemplars for further embedding DE in the ACE sector</p> <p>-Covid-19 has presented difficulties, but also opportunities for extending DE activity for some providers.</p>
Q.3 With respect to further mapping and reporting of DE in ACE: What gaps exist in terms of data, data collection?	<p>-There remains significant scope for extending the mapping of DE in the ACE sector to include other areas of ACE not dealt with in this report e.g. The Arts.</p> <p>-The methodology and methods employed need to be further developed and refined to capture DE-ACE more effectively and in more fine grained detail.</p> <p>-There remains significant scope for collaboration and engagement with other networks and umbrella organisations for data collection purposes</p>

Part 4: Report Summary; Conclusion

4.1 Introduction

In this final part, the research findings are further discussed using the following themes and topics to emerge from the data analysis:

- ***Mapping Development Education in the ACE sector***
- ***Further Research***
- ***Educating the Educators; DE resources***
- ***Covid-19: Challenges & Opportunities***

4.1.1 Mapping Development Education in the ACE sector

This initial mapping of DE in the ACE sector highlights the sheer size and diversity in the sector encompassing a broad range of providers and provision. The data further demonstrates gaps in provision by ACE subsector as well as significant regional and local variations in DE activity. Moreover, the process sheds light on the complexities of data generation and collection in the sector further compounded by the impact of Covid-19.

Notwithstanding the ongoing impact and the legacy of Covid-19, a number of specific challenges remain in terms of further mapping in the ACE sector. This includes gaining a more nuanced

understanding of the various ACE subsectors and associated providers as well as accessing raw data on their provision and activity. This refers in particular to establishing key contacts within organisations to aid the further building and maintaining of an up-to-date database to facilitate future data collection activity. Furthermore, this process will be better facilitated by building links and working in collaboration with other networks, umbrella groups and similar organisations. To give two examples: Community Work Ireland (CWI) represent community development/community work organisations nationally while the smaller, locally based Limerick Community Education Network (LCEN) includes a number (11) of community education providers in the greater Limerick city area. This kind of networking and subsequent data will assist, not just in mapping activity, but also in identifying potential areas for further embedding DE in the sector.

There is also scope to develop links in other areas, notably key personnel in the ETB sector and specifically the Adult Education Organisers and Community Education Facilitators and whose activity spans many areas of ACE. While these were included in the survey and mapping exercise, the low response rate here suggests that developing links with these respective groups remains a priority for this (ongoing) process. Similarly, FE college principals retain some autonomy and control over their (mostly PLC) courses and curricula and may

offer some potential for embedding DE in this area. This in turn highlights the need for a more strategic approach to the ETB sector at the executive level as well as gaining input from key stakeholders such as SOLAS and AONTAS.

This process might also be extended to other areas currently overlooked as part of a more expansive approach to mapping DE-ACE provision as well as for identifying new areas for DE activity. For example, the Irish social housing sector includes over 200 organisations, the largest of which – Clúid Housing – manages nearly 8,000 homes with in excess of 20,000 tenants across all counties of Ireland. Many of these organisations have a community work/community development focus, including the provision of education and training. The same sentiments may apply to the Arts and to cultural as well as sporting organisations and who may present unique opportunities for DE, DE-related activity.

4.1.2 Further Research

The short review of the literature in part two of the report highlights the need for further contextualising DE-ACE and for gaining a deeper understanding of the place and role of DE in the sector. In particular, a systematic review of the relevant literature would provide a solid background for future iterations of the research and accompanying report. This may also look to international comparisons and to other jurisdictions to inform policy and practice in the Irish DE-ACE sector.

There remains other research that will further enhance the understanding of the sector and in particular a more detailed examination of how

projects are funded and supported. (see 4.1.3, below). Also, the short commentaries provided by respondents in part 3 of the report highlights the need for more qualitative feedback on the particular challenges facing DE providers in the sector.

Finally, the refinement of methodology and methods employed for data collection will result in a more fine-grained data and analysis in future iterations of the report. This refers specifically to the structure of the survey, survey questions, as well as how the survey is administered. Given that a not insignificant number of the respondents failed to provide sufficient data to be included in the mapping, or required further investigation to establish their DE/DE-related activity, this particular aspect requires careful consideration in the construction of future data gathering instruments employed for data collection purposes.

4.1.3 Educating the Educators; Resources for DE in the ACE sector

Following the comments in 4.1.2, above, it is clear from the data collection and subsequent analysis of the need for educating the educators about DE, the aims of DE. More specifically, this should provide administrators, tutors and instructors with clear guidance as to how DE fits into their current provision as well as the place this has in achieving broader education goals. This may involve a range of activities, from disseminating information and materials targeting key organisations and individuals to more extensive interventions including the piloting of DE initiatives and training in one subsector, or part of one subsector. For example, the embedding of DE in one ETB or specific area of ETB provision will help to model how

this may be best achieved before a more extensive roll-out of resources and supports is undertaken. Furthermore, two of the respondents stated that they had previously included DE in their provision but that this had ended with the cessation of specific funding streams. Given limited resources, it may be optimum to consider developing an asynchronous training approach and materials, for example a self-study DE course or module. Others commented as to the ad-hoc nature of DE provision and they were encouraged by a 'renewed focus' in the area. All of this brings into focus key issues of the long-term sustainability and resource allocation for DE in the ACE sector and thus warrants further investigation and detailed consideration.

A short note on collaboration and collaborative models for extending DE in ACE provision. The data highlights a high level of collaboration between providers as well as partnerships that provide synergies in terms of embedding DE in the sector. One such example - Change Makers - demonstrates how the statutory and non-statutory sectors within ACE can combine with NGOs and others to effectively deliver DE courses and programmes. This in turn could provide guidance for similar partnership models in other subsectors and regions throughout RoI. Thus, while there is evidence of good practice in the DE-ACE sector, this needs to be captured and disseminated more widely.

4.1.4 Covid-19: Challenges & Opportunities

The difficulties in data collection during the current Covid-19 crisis has been noted. While this has had a serious impact on some organisations and their activities, for others this has presented new

opportunities for extending their reach in terms of demographics as well as increasing participant numbers. In particular, a blended or wholly approach has proved effective for some providers in terms of reach and this may well be a permanent feature of how programmes and courses are delivered in the future. However, the so-called 'digital divide' presents a challenge to this approach where some groups have adequate access to ICT resources and other groups are excluded. These challenges as well as opportunities remain for ACE-DE providers, but also for those charged with further embedding DE in the sector.

4.2 Final comments

A list of recommendations and actions arising from the report are presented in Appendix 1 for further consideration. To restate, this initial mapping of DE in ACE will provide the basis for a far more comprehensive mapping and analysis of the sector in 2021. It is intended that this this will be an ongoing process and that an annual survey remains the optimum method to achieve this. There also remains scope to consider, in more detail, some of the themes and topics to emerge from the data and given brief treatment here. This includes, but is not confined to: questions of sustainability, resource allocation and strategic partnership working. Finally, it is hoped that this short investigation serves to highlight, in some small way, the challenges and opportunities for further embedding DE in ACE as well as the significant potential that the sector has to offer in terms of achieving the goals for education set out in the 2015 UN Charter.

Appendix 1: Summary of Recommendations; Actions Arising

Emergent		
Theme	Recommendations	Actions Points for 2021/2022
1. Mapping DE in ACE	<p>1.1 Build and maintain an up-to-date database of providers, key personnel within organisations for future research and for further investigation and interventions</p> <p>1.2 Identify other ACE network or umbrella organizations to extend DE reach</p> <p>1.3 Develop a strategic approach to the large ETB sector; subsectors i.e. Adult Education, Community Education, FE Principals, Training Managers</p> <p>1.4 Identify new areas of ACE for mapping and for embedding DE, for example: Community Work/Community Development; Arts, Cultural & Sporting Orgs</p>	<p>Revise database on a periodic basis i.e. monthly, quarterly</p> <p>Explore networking and membership options</p> <p>Consult with other key stakeholders. Develop with input from key personnel at the executive level</p> <p>Conduct scoping exercise on the matter. Consult with network partners</p>
2. Further Research & Investigation	<p>2.1 Conduct an extended review of the ACE-DE sector incorporating national as well as international perspectives and developments on the matter</p> <p>2.2 Investigate sustainability issues of resources and funding within the sector as a discrete piece of research</p> <p>2.3 Qualitative research examining experiences of DE providers</p> <p>2.4 Refine methodology, methods for second iteration of survey report</p>	<p>Establish terms of reference, key areas for review, Consult with other stakeholders, explore joint review</p> <p>Liase with key stakeholders and explore new funding avenues in 2021</p> <p>Consultation and discussion with IDEA Quality and Impact Working Group</p> <p>Conduct review of 1st mapping exercise. Consult with partners to develop</p>

Appendix 1: Summary of Recommendations; Actions Arising (continued)

Emergent Theme	Recommendations	Actions Points for 2021/2022
3. Educating the Educators; DE resources	<p>3.1 Examine different methodologies/methods to provide guidance on DE for educators on embedding in existing provision, curricula</p> <p>3.2 Focus on the providers (currently 8) of initial teacher education in the FE sectors</p> <p>3.3. Capture and disseminate examples of multi-sector working partnerships</p>	<p>Examine a-synchronous training methods & materials, for example self-study module. Also blended learning models. Consult and work with partners to develop</p> <p>Work with providers of FE-ITE on a framework for strategy for embedding DE in the sector</p> <p>Produce sample cases; disseminate to sector (see 2.2)</p>
4. Covid-19: Challenges & Opportunities	<p>4.1 Investigate the experiences of providers of adapting to online platforms, blended learning during Covid-19</p> <p>4.2 Use experiences to inform practice</p>	<p>Through discussion and dialogue, explore how this impacted on provision a) negatively and; b) positively (see 2.3, above)</p> <p>Capture experiences and disseminate through blogs and newsletters</p>

Appendix 2: Information Booklet

Please find the *Mapping Development Education Provision in the Irish Adult & Community Education Sector 2020-2021* information booklet on the following pages,



**Mapping Development Education
Provision in the Irish Adult &
Community Education Sector
2020-2021**

Information Booklet for Survey Respondents

About this research

The purpose of the research is to begin **mapping Development Education (DE) provision and providers** in the wide-ranging **Irish Adult & Community Education (ACE) sector**. This includes those working with adults on DE and DE-related issues on accredited and non-accredited programmes in both formal and informal education settings. **Adult and Community Education thus incorporates Further Education, Community Education as well as Community Development organisations and NGOs** that provide DE training, workshops and awareness-raising events to the public as well to other professionals in the field.



What is Development Education (DE)?

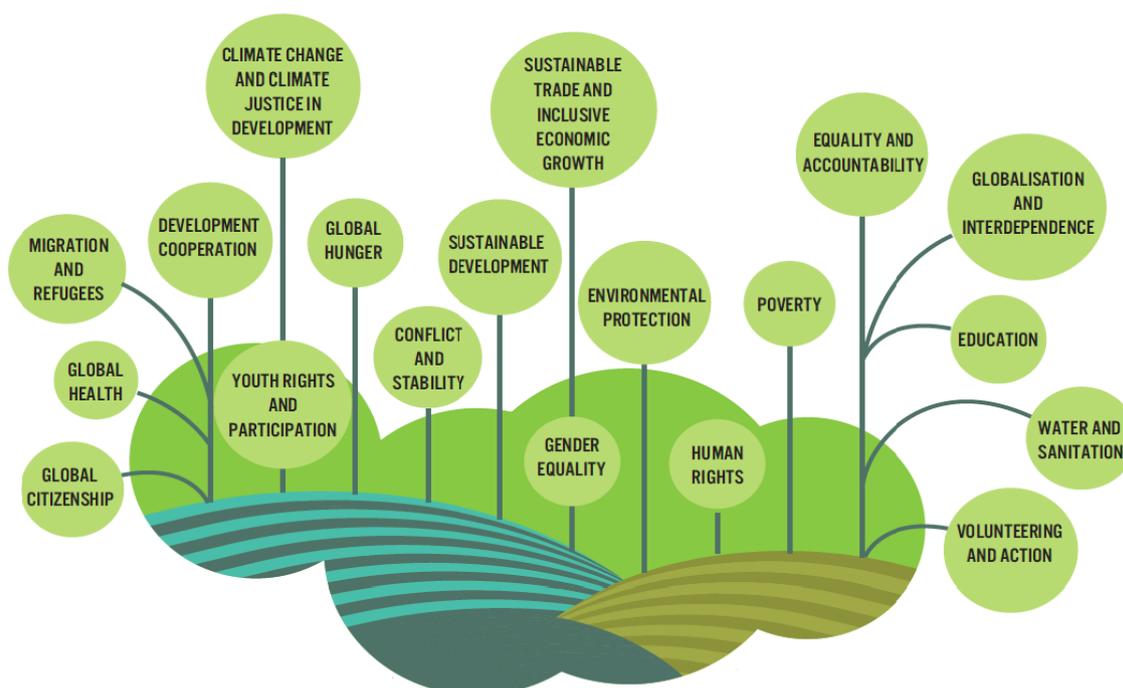
Development education is a **lifelong educational process which aims to increase public knowledge and understanding of the rapidly changing, interdependent and unequal world in which we live**. By challenging stereotypes and encouraging independent thinking, **development education helps people to critically explore how global justice issues interlink with their everyday lives**. (Irish Aid, 2017).

Development Education is Transformative...

Development education empowers people to analyse, reflect on and challenge, at a local and global level, **the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues**. Development education **enables people to take action** - locally and globally - the understanding or theory of change that such action will contribute to desired **transformation in the social, cultural political and economic structures which affect their lives and the lives of others**. (Ibid.)

Development Education: Themes & Issues

Development education **addresses a wide range of themes and issues**, including:



Source: Irish Aid (2017)

Not sure if your organisation or project is engaged in Development Education? Irish Aid (2020) describes the particular characteristics of Development Education as:

- ✓ Contributing to the learner's knowledge and **understanding of global justice issues** and facilitating the learner to engage with multiple perspectives on the matter;
- ✓ Enhancing the learner's skills and competencies, placing particular emphasis on the **development of critical engagement**;
- ✓ Strengthening the learner's values and attitudes, supporting the learner to **recognise our global interconnectedness and consequently our rights and responsibilities as global citizens**;
- ✓ Promoting **action at a local and global level**, empowering the learner to engage in individual and/or collective action to bring about a positive difference in the world;

The IDEA Code of Good Practice In 2019, the Irish Development Education Association (IDEA) published a *Code of Good Practice for Development Education* to help guide providers in establishing development education as a core part of their educational as well as organisational practice. This incorporates twelve principles, as follows:

Educational Practice

01 Contribute to Knowledge in Ireland about global development
Educational Practice
Organisational Practice

02 Explore the Root Causes of local and global injustices and inequalities in our interdependent world

03 Be explicit about the ethos of Development Education

04 Encourage Critical Thinking in our exploration of local and global justice issues and seeking of solutions

05 Use Participatory, Creative methodologies

06 Produce and use Quality Resources and Materials, based on continuous learning



07 Build Skills for Informed, Meaningful Action that is Collective in nature

08 Imagine and Explore Solutions for a better world

09 Actively and consistently Reflect and Learn from our own Development Education practice and participants' feedback

Organisational Practice

10 Have a clear Development Education Strategy and Action Plan

11 Reflect the Key Values of Development Education

12 Advocate for Quality Development Education

Further information on this Code of Good Practice for Development Education, as well as supporting materials, are available from IDEA, the Irish Development Education Association: www.ideaonline.ie

What will happen with the data that I supply for the research? The details that you provide about your DE activity along with information about your organisation will appear in an interim report to be published by Salota later this year. This data will also appear in an interactive map that will appear on the Salota website. We hope that this will be a valuable resource for all of those working in the DE as well as the Adult & Community Education sector.

More about us... **Saolta** is a Development Education strategic partnership programme for the **Adult and Community Education** sector in Ireland. Development Perspectives is the lead partner in the consortium, which also includes AONTAS, Concern Worldwide, Irish Rural Link and the Adult and Community Education Dept of Maynooth University.

Worth knowing... There is a **wealth of resources available for DE tutors and providers**, including funding, trainings and workshops. You can find out more about funding and resources for Development Education in Ireland via the following organisations and links:

Irish Aid is the Irish Government's programme for overseas development. The programme is managed by the Development Co-operation Division of the Department of Foreign Affairs and Trade. As well as providing overseas development aid and supports, Irish Aid is a key provider of funding and supports for Development Education here in Ireland. More at: www.IrishAid.ie

Development Perspectives (DP) is an independent Development Education non-governmental organisation (NGO) based in Drogheda, Co. Louth. Part of the DP remit is to provide Development Education training and resources to the adult and community education sector as part of embedding DE as a core part of curricula in formal as well as non-formal education settings. DP also runs the United Nations (UN) Sustainable Development Goals (SDG) Advocacy Programme which allows advocates deepen their knowledge of these goals, represent the project internationally as well as leading transformative change in Ireland. See: www.developmentperspectives.ie for more details.



This project was funded by the Department of Foreign Affairs and Trade (DFAT). The content of this communication represents the views of the author only and does not necessarily represent or reflect DFAT policy.

Appendix 3: DE Provider Profiles; Spotlight on Practice

NGOs: National-International

Age Action Ireland

F: 1992

Location: Dublin 8



Age Action Ireland works to achieve fundamental change in the lives of all older people by empowering them to live full lives as actively engaged citizens and to secure their rights to high quality services according to their needs. The organisation provides workshops and seminars to adult & community education groups as well hosting a number of public events. In partnership with HelpAge International, Age Action is also involved in an Irish Aid-funded project in Ethiopia, Malawi, Mozambique and Tanzania. This programme includes workshops and information on issues facing older people in these areas, including income insecurity, access to pensions and social protection, access to health care, age discrimination and the inclusion of older people in policies.

<https://www.ageaction.ie>

AkiDwa

F: 2001

Location: Dublin 1



AkiDwa examines the welfare of migrant women to ensure that these women are able to participate and thrive socially and economically in their new circumstances. This includes migrant women who are located in the Direct Provision System as well as with women who have undergone Female Genital Mutilation (FGM) and those who might be at risk of this practice. Working alongside adult and community educators and FE tutors, AkiDwa educates their members about their rights and how to access them. The organisation approaches development education, and their work more generally, from a human rights based approach and a Freire-inspired teaching methodology.

<https://www.akidwa.ie>

Centre for Global Education**F: 1986****Location: Belfast City**

The Centre for Global Education (CGE) is a Development Education Centre based in Belfast. The organisation delivers training, mostly to teachers, as well as producing resources for the sector. CGE also publish a journal in development education, house a library and deliver projects overseas in Gaza and Lebanon. The Centre has its own membership who are drawn from a range of educational backgrounds, including: teachers, student teachers, university lecturers, black and minority ethnic groups, schools, voluntary organizations, human rights groups, youth groups and children's rights organizations. CGE are in the process of starting a new project with four community organisations in West Belfast focussing on climate change. This will include work with 16 facilitators who in turn will cascade the training to young people in that area.

<https://www.centreforglobaleducation.com>

Comhlámh**F: 1975****Location: Dublin 2**

Global citizenship education (GCE) is at the heart of Comhlámh's work and this in turn shapes the organisations' courses and trainings. This includes: #firstweds debates, support for international volunteers and development workers, as well as accompaniment of member groups who are active on a wide range of social justice issues. GCE also informs how the Comhlámh team support each other in their work. The organisations' offerings reach, among others: international volunteers and development workers, volunteers and activists in the community here in Ireland as well as global education practitioners. These groupings in turn work on refugee and migrant rights, environmental justice, anti-racism, gender equality and many other issues.

<https://www.comhlamh.org>

Community Resources Network Ireland**F: 2010****Location: Dublin 1**

Community Resources Network Ireland (CRNI) aims to promote action at local and global level on issues of resource efficiency, reuse and repair, supporting learners to understand rights and responsibilities as global citizens toward resource use & consumption. This is achieved through once-off workshops and seminars, public events and awareness campaigns. The CRNI network includes member organisations and initiatives that carry out DE provision in a more direct way, including, among others: Rediscovery Centre, ReCreate, Habitat for Humanity, An Mheitheal Rothar, Camara Education, Cloth Nappy Library Ireland, Conscious Cup Campaign, Refill Ireland, Cork Community Bikes, Native Events, Rethink Consumption, the Useless Project.

<https://www.cрни.ie>

Concern Worldwide**F: 1968****Location: Dublin 2**

Concern is an international development and humanitarian organisation dedicated to ending poverty and hunger. In Ireland their DE activities are geared largely toward students, teachers and youth and aim to raise awareness and critical analysis leading to effective action, with the aim of bringing about a fair and just world for all. The adult and community sector is not an area in which Concern has directly engaged, but through their grants scheme it has supported and advised groups like Development Perspectives, Comhlamh, Afri, ATD and others.

<https://www.concern.net>

Development Perspectives**F: 2006****Location: Drogheda, Co. Louth**

Development Perspectives specialises in Development Education. The majority of DP's work is undertaken with adults in the adult and community education sector, but also some work with teachers and youth workers through WWGS and Erasmus+. DP mainly works in the non-formal learning arena alongside adult and community education groups, FE and tutor's, students, adult educators, and the general public. In Europe, DP are part of a consortium called STIRE which works in 6 countries. The organisation also participates in and lead two - three Erasmus + trainings per year in Europe. In 2019, DP hosted and facilitated trainings in Finland, Estonia, Italy, Serbia and Germany. Internationally DP have partners in Tanzania and Vietnam and do projects with those partners regularly.

<https://www.developmentperspectives.ie>

Friends of the Earth (FOE)**F: 2005****Location: Dublin 2****Friends of the Earth**

Friends of the Earth Ireland promote education and action for environmental sustainability and environmental justice, including the provision of adult education courses, seminars and workshops. In addition, FOE plan to launch a new project – ‘System-Reset’ – in the near future and which is aimed at educators working with marginalised youth. The aim of the project is to provide a platform for more inclusive democratic and civic youth engagement in decision-making around the on-going developments of a Green New Deal. This will be achieved by creating a mechanism to engage marginalised youth as well as other parts of young civil society in a structured, intersectional cooperation for visioning and development of joint actions towards a socially just and ecologically fair future.

<https://www.foe.ie>

GOAL**F: 1977****Location: Dun Laoghaire, Co. Dublin**

Since 2020 GOAL’s Youth programme engages young adults from Ireland and GOAL programme countries into Global Citizenship Education. In 2020 the programme consisted of a series of 12 online seminars and additional 7 outreach events. In 2020 GOAL is also piloting Global Citizenship Education with private sector employees.

<https://www.goalglobal.org>

Nurture Africa**F: 2003****Location: Dublin 4**

Nurture Africa is an NGO registered both internationally and in Uganda with a focus on providing access to healthcare, education and economic empowerment. This is achieved through business training and micro-finance projects as well as mainstreamed child rights and gender equality throughout its projects. In terms of education and training provision, Nurture Africa operates an established volunteer programme for approx.150 students and professionals per annum, including structured short-term placements in Uganda. This in turn enables participants to support the work of the organisation, learn about the successes and challenges of international development and work hand in hand with their Ugandan staff to serve the communities Nurture Africa exists to serve.

<https://www.nurtureafrica.ie>

Tearfund Ireland
F: 2008
Location: Dublin 1



Tearfund Ireland provides global justice/DE facilitation skills training for youth workers and influencers throughout Ireland. Most of their work is located in the non-formal faith based sector and includes contribution towards accreditation in this area. The organisation also provides DE workshops and tools to explore the issue of volunteering in, and support for, orphanages as well as workshops for young adults on the theme of climate justice. In the past year, Tearfund has been working on developing DE resources for work in all of these areas.

<https://www.tearfund.ie>

Trócaire
F: 1973
Location: Maynooth, Co. Kildare

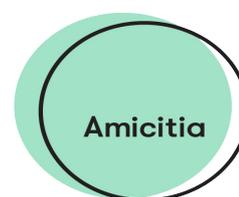


Using a human rights lens, Trócaire's Development Education Team work throughout Ireland to help to inform learners about global issues such as poverty, injustice, gender equality and climate change. In addition to schools and youth groups, the organisation provides teacher and youth worker-training courses and also trains adult volunteers in DE issues.

<https://www.trocaire.org>

NGOs: Regional-based

Amicitia
F: 2015
Location: Athenry, Co. Galway



Amicitia are in the early stages of developing their DE activity. To date, the organisation has delivered workshops and co-created projects with various different groups on activities based in and around Athenry, Co. Galway and related to the SDGs. More on Amicitia in the 'Spotlight on Practice' section, below.

<https://www.amicitia.org>

Brighter Communities Worldwide**F: 2002****Location: Middleton, Co. Cork****Brighter
Communities
Worldwide**

CREATING BETTER FUTURES

Brighter Communities Worldwide (BCW) are an Irish NGO working with communities in Kericho County, Kenya. Their work is aligned with the Global Goals for Development and focuses on the needs of the community around the key areas of health, education and economic empowerment. BCW also have an overseas volunteer programme that offers short term placements to volunteer teams twice a year. This includes approx. 20 volunteers per annum. across all age ranges. As part of the training programme, DE activities are included to prepare the volunteers for the experience, explore their motivations, explore topics in country and follow up on return home signing posting volunteers to new DE activities, for example the Global Citizen Award. In addition, BCW have also engaged with corporate groups on a DE activity around the Global Goals.

<https://www.brightercommunitessworldwide.org>

Carraig Dúlra**F: 2007****Location: Glenealy, Co. Wicklow**

Carraig Dúlra is a social enterprise set up in rural Wicklow by Mike and Suzie Cahn in 2007. The organisation provides a range of accredited courses focussing on education for sustainable development as well as permaculture education in various programmes annually as well as through volunteers and home school groups. Guided by an adult and transformative education approach, these programmes deal with various DE themes and topics, including: the root causes of poverty, climate change, bio-diversity loss and global perspectives particularly with regard to land access and food sovereignty. Carraig Dúlra also focus on solutions based on regenerative practices and all of their tutors are chosen with some level of expertise or understanding of development education or specific global issues. See more about Carraig Dúlra in the 'Spotlight on Practice' section, below.

<https://www.dulra.org>

Change Makers (IDP)**F: 2012****Location: Buncrana, Co. Donegal**

The stated aim of Change Makers is to raise awareness of local and global development issues with adults across Co. Donegal. This is achieved through a broad range of activities, including: workshops, accredited learning, ETB tutor education, community arts projects, horticulture and environmental projects, community debates as well as activities for specific groups, for example older people. More on Change Makers in the 'Spotlight on Practice' section, below.

<https://www.changemakers.ie>

Children in Crossfire
F: 1996
Location: Derry City



The work of Children in Crossfire (CIC) is situated within the Sustainable Development Goals, with a particular emphasis on SDG Goal 4: Quality Education. In partnership with Irish Aid, CIC aims to strengthen Ireland's contribution to a sustainable and just world through a Development Education approach which fosters 'compassionate global citizenship.' In specific terms, CIC's intervention approach to Development Education is to present a sector-wide innovative Development Education 'Educating the Heart' pedagogical framework, producing teaching resources and website tools for a holistic approach to nurturing the core competencies necessary for supporting young people on their journeys as active global citizens. To achieve this, CIC work alongside Teachers, Principals, Senior Leaders (including ITE Colleges) to support their alignment with this framework across curriculum policy and practice.

<https://www.childrenincrossfire.org>

Donegal Intercultural Platform
F: 2009
Location: Letterkenny, Co. Donegal

Donegal Intercultural Platform
 C/O DTP, Port House, Port Road, Letterkenny,
 Co. Donegal



Donegal Intercultural Platform is an intercultural human rights NGO that provides training and awareness on issues of anti-racism, human rights, intercultural awareness and competence. Their work includes the provision of small group work as well as bespoke training on these issues to a range of groups, including: adult & community education groups and educators, FE tutors, public sector employees, private sector organizations or employees and the general public.

<https://www.interculturaldonegal.org>

FORUM Connemara CLG**F: 1989****Location: Letterfrack, Co. Galway**

FORUM Connemara is a local development company supporting community, rural development and the local environment in the Connemara region. The organisation works towards realising long-term sustainable development objectives for the area, including the provision of accredited as well as non-accredited workshops, informal events and 1:1 work. This is carried out in conjunction with facilitators and other related organisations throughout Ireland and deals with, among other things: issues of land use; biodiversity; as well addressing issues of economic sustainability and viability facing the Connemara region.

<https://www.forumconnemara.ie>

Galway One World Centre**F: 1992****Location: Clarinbridge, Co. Galway**

Galway One-World Centre provides anti-racism and global justice training for community groups and for youth workers. The organisation also hosts public awareness raising events on DE and global justice issues, for example the Occupied Territories Bill.

<https://galwayowc.wordpress.com>

Just Forests**F: 1989****Location: Rhode, Co. Offaly**

Just Forests works with the formal and non-formal education sectors in Ireland utilising a Popular Education approach to facilitating attitudinal change that embraces the core elements of Development Education (DE) and Education for Sustainable Development (ESD) methods. The organisation works alongside, among others: adult and community education groups, adult educators and FE tutors. Just Forests' programmes and workshops seek to enable participants to make local links with Ireland's global footprint in relation to global deforestation, illegal logging, international timber trade and responsible timber sourcing.

<https://www.justforests.org>

Pobail le Chéile CDP**F: 2001****Location: Falcarragh, Co. Donegal**

Pobail le Chéile is an independent community development project that is focussed on social inclusion and community development work within the geographic community of north west Donegal. While the organisation provides some accredited courses, most of its provision is centred on non-accredited community education work incorporating: craft skills, creative writing, SDGs and environmental themes, gardening, personal development, cultural projects and so forth. While Pobail le Chéile work with all ranges and groups, particular target groups for the project include: long-term unemployed persons, lone parents, people with mental health issues, addiction issues.

<https://www.pobail.org>

Roscommon Women's Network**F: 2000****Location: Castlerea, Co. Roscommon**

Roscommon Women's Network (RWN) is a local community project and charitable organisation dedicated to supporting women and families throughout County Roscommon. The organisation provides a range of accredited courses as well as unaccredited courses, once-off workshops and seminars across all adult age ranges with a particular focus on working with marginalised and vulnerable groups and individuals throughout the Roscommon area. With other groups, RWN has been involved in events and activities centred on interculturalism and integration, including the successful County Roscommon Intercultural Project. The organisation also runs programmes and courses with an environment theme as part of its newly implemented Environment Strategy.

<https://www.rwn.ie>

Siolta Chroí**F: 2020****Location: Carrickmacross, Co. Monaghan**

Siolta Chroí is a recently formed Monaghan-based initiative offering a number of educational workshops and training on ecosystem restoration, regenerative agriculture systems and Permaculture. The organisation also runs workshops that focus on personal regeneration through meditation and yoga, nature based activities, developing self-awareness and other well-being supports. While these programmes are offered to the general public, Siolta Chroí aims in particular to work with people seeking asylum. DE forms a core part of Siolata Chroí's mission and approach with the objective of bringing this focus to world-wide movement of Ecosystem restoration camps.

<https://www.sioltachroi.ie>

Community Education Projects & Initiatives

An Cosan

F: 1986

Location: Jobstown, Dublin 24



An Cosán has over 35 years' experience of working in disadvantaged communities, responding to local issues and concerns, and running participatory education programmes. An Cosán learners are IAPs from disadvantaged areas, members of the Traveller and Roma communities and, as a virtual college, the organisation services learners from remote areas across Ireland. While the pedagogical approach is aligned with that of development education, there have not been specific DE programme due to a lack of funding in recent years. An Cosán is in a unique position to increase access to DE in marginalized groups and the re-vitalization of DE throughout the organisation and will form part of the new Strategic Plan 2022-2025 currently under development.

<https://www.ancosan.ie>

NCCWN-ACCESS 2000

F: 1995

Location: Wexford Town



NCCWN-ACCESS 2000 provides a range of accredited and non-accredited programmes, workshops and one-off events with the majority of its learners coming from vulnerable or at-risk groups. The organisation is part of 17 women's projects who have participated in the AONTAS Quality Assurance Framework (QAF) and is part of the NCCWN (National Collective of Community Based Women's Networks) funded under the Department of Justice Equality and Law Reform. The QAF was developed with a diverse range of women's community education organisations and groups around Ireland. The Framework expresses the vision, aspirations, goals, principles and dimensions of women's community education and which is a unique type of education. According to NCCWN-ACCESS: 'Women's Community Education is different because staff, volunteers, learners and management members work together not only to educate each other, but also to make the changes in our society that are necessary for women to become equal to men regardless of their backgrounds'.

<https://www.access2000wexford.com>

Adult & Community Education – ETB Provision

Donegal ETB**F: 2013****Location: Letterkenny, Co. Donegal**

Donegal ETB is a partner with Inishowen Development Partnership, Self Help Africa and more recently Trocaire, in the delivery of a range of Development Education initiatives throughout Donegal. In conjunction with other providers, their Community Education service provides a range of accredited courses, unaccredited courses, once-off workshops and seminars as well as hosting public events around DE issues. The service also provides small grants for community organisations as well as a mentoring programme.

<https://www.donegaletb.ie>

CDET B Adult Education Service**Location: Finglas & Cabra, Dublin 11**

CDET B Adult Education Services has a long history of engaging in Development Education work. Their survey response notes that this has developed in a rather informal and ad hoc manner and falls under a broad range of terms, including: personal development, community development, climate justice education, sustainable development, citizenship education. Their DE activities include professional development training for tutors and staff and accredited and unaccredited courses for learners. Currently courses on offer include: Sustainable Gardening (Green Finglas; Green Cabra), Sustainable Arts and Crafts, Introduction to Social Justice Issues. In 2021 the Adult Education Service will offer a free accredited module in Social Justice Principles that will focus on local and global justice issues as well as Climate Change.

<https://www.cityofdublin.etb.ie/fet>

South Inner City Adult Education Service

Location: Bull Alley Street, Dublin 8



South Inner City Adult Education Service currently offer courses in Sustainable Gardening (Greening the Liberties), Sustainable Crafts, Introduction to Climate Change, but that their DE work is integrated, informally, across all programmes. They are also engaged in professional development training with their tutors so they have a better understanding of DE issues and a greater capacity to integrate them into their teaching practice. Their Climate Justice Education is a new initiative which aims to increase the number of DE courses on offer. The Service notes how COVID19 has severely restricted their attempts to engage people in DE in 2020. They also note a marked decrease in learner demand for DE, e.g courses in climate justice, social justice, etc., but have tried to integrate DE into existing courses in new ways, for example: sustainable gardening, upcycling crafts.

<http://cityofdublin.etb.ie/schools-and-centres/adult-education-centres-2/>

Dublin and Dún Laoghaire ETB Adult Education Service

F: 2013

Location: Dun Laoghaire



DDLETB provides part time courses at QQI levels 2-4 and non-accredited basic education skills courses for adult learners. For the past few years the Service has delivered an Intercultural Awareness module but continuation of this is under threat due to the impact of COVID-19. This is part of a modular programme at QQI L3 and L4 and this is an optional component which students can take.

<http://www.adulteducationsoutheast.com>

Mayo Sligo and Leitrim ETB

F: 1930

Location: Castlebar, Co. Mayo



MSL-ETB provides a range of accredited and unaccredited courses to adult learners across counties Mayo Sligo and Leitrim, including specific programmes targeting marginal or at-risk groups. The total number of FET beneficiaries is approx.14,000 per annum on both full-time and part-time programmes and DE features as part of these programmes and courses.

<http://www.msletb.ie>

Waterford-Wexford ETB (WWETB)**F: 2013****Location: Ardcavan, Co. Wexford**

WWETB Community Education service employs 4 CEFs who are responsible for delivering a range of programmes dealing with, among other things: capacity building, transformative education, sustainable education and civic education. This includes once-off workshops and seminars as well as public events across the two counties. Specific target groups include: persons with a disability and family/advocates, older adults, unemployed or underemployed, individuals experience mental ill health, carers associations, men and women experiencing disadvantage and or isolation/rural isolation. WWETB Community Education also targets members of Roma and Traveller communities, refugee and asylum seekers and immigrants for inclusion in its programmes.

<https://www.waterfordwexford.etb.ie>

Further Education Colleges; Other FE provision**Dunboyne College of Further Education****F: 2003****Location: Dunboyne, Co. Meath**

Dunboyne College of Further Education (DCFE) has been serving the counties of Meath, Dublin and Kildare and the wider east Leinster area since 2003. Their fully QQI accredited programmes are developed and updated in consultation with prospective employers and third level institutes to ensure that they are relevant to students' educational needs and the skills required by prospective employers. DCFE is also involved in Europe-wide Erasmus projects and have recently engaged in DE workshops training with Development Perspectives for students and staff.

<https://www.dunboynecollege.ie>

Selskar College**F: 1930****Location: Westgate, Co. Wexford**

Selskar College run a range of Post Leaving Certificate courses including a pre-University programme which includes an Intercultural Studies module where students develop a critical understanding of issues such as: diversity, racism, prejudice, conflict, inclusion, participation, and interdependence while also reflecting on their own culture.

<https://www.selskarcollege.ie>

Other Further Education

Creativity & Change**F: 2009****Location: Cork City**

Creativity & Change works with a range of groups and individuals on creative approaches to global citizenship education, transformative learning, with the stated aim of 'nurturing change-makers and imagining a better world'. In particular, the programme targets change-makers, educators, activists, artists, community workers, adult educators, youth workers, volunteers and anyone who is interested how creative engagement can nurture global citizenship and empathic action around local and global justice themes. This is achieved through the provision of a range of accredited and unaccredited courses, once-off workshops and seminars as well as public events.

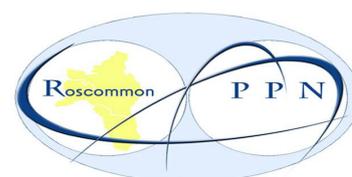
<https://www.creativityandchange.ie>

Public Partnership Networks (PPNs)

County Galway PPN**F: 2014****Location: Prospect Hill, Galway**

Galway County PPN is the public participation network for the Galway regions of Connemara, Tuam, Athenry, Oranmore, Loughrea and Ballinasloe. In addition to its networking remit, the organisation provides community development, advocacy and representation in these areas. In terms of DE activity, the Network is currently in the process of establishing an Intercultural Forum and a Disability Forum as part of its social inclusion remit.

<https://www.galwaycountyppn.ie>

Roscommon PPN**F: 2019****Location: Roscommon Town**

Roscommon PPN has 200+ members located throughout the county, some of whom provide DE-related training, for example: anti-racism training for members of Roscommon Transition Towns. As a newly established entity, the PPN has yet to provide training for its membership base.

<https://www.roscommonppn.ie>

Local Development Partnerships & Companies

Carlow Development Partnership

F: 2009

Location: Bagenalstown, Co. Carlow



Carlow Development Partnership works to build community capacity in the Carlow area by working with communities to deliver small scale actions which harness their potential and build resilience to scale up and address more complex challenges and opportunities facing these communities. Their stated mission is: 'To empower disadvantaged groups in Carlow to actively participate in civic society in accordance with their preferences while recognising their cultural identity'. One such project is a collaboration between the partnership and community leaders in the Old Leighlin district to develop a sustainable local community response to climate disruption.

<https://www.carlowdevelopment.ie>

South West Mayo Development Company

Location: Newport, Co. Mayo



South West Mayo Development Company (SWMDC) supports communities and individuals throughout the south and west Mayo region with a range of programmes and initiatives that address, among other things: social exclusion and equality issues; developing the capacity building for local community groups; as well creating more sustainable communities. This development support is provided by the management and delivery of a range of accredited courses unaccredited courses, once-off workshops, seminars as well as public events. The Company works with a number of at-risk groups on these courses, including vulnerable migrants and members of the Traveller community. With other groups and organisations, SWMDC was involved in 'Celebrating Diversity', a one-day seminar examining and charting Ballyhaunis' achievements around intercultural integration and looking to the future for Ireland's most ethnically diverse town.

<https://www.southmayo.com>

Spotlight on Practice: Change Makers

Change Makers comprises four project partners, including: Inishowen Development Partnership, Donegal Education & Training Board, Self Help Africa and Trocaire. The organisation offers an extensive range of workshops and courses in a number of areas, including: Climate Justice, Fashion and Consumerism, Gender Equality, Women's Reproductive Rights, Human Trafficking, Maternal Health, Human Rights, Environmental Workshops, Zero Waste, Fairtrade, Migration and Refugees. Change Makers also offer three QQI-accredited learning programmes at Level 4/5 including: Local and Global Development Awareness; Intercultural Diversity and Global Development. A fourth titled 'Social Justice Principles' is currently in development. In addition to planned courses and workshops, Change Makers operate a Mentoring programme to support communities who want to incorporate DE into their strategic plans.

Project Coordinator Kate Wilkinson explains their provision and reach: 'It's the whole of Donegal not just Inishowen, though Inishowen Partnership are the lead partner'. Kate continues:

It's this partnership model which we hold up as a good way of working in the sector and people seem to agree that the Change Makers model is a good model. That's the external view. We have won an award: AONTAS have said that our approach is worth recognising.

Kate is referring to its AONTAS adult education STAR award in 2019 having previously been shortlisted four times already. This recognises, not just the work specific DE work undertaken by Change Makers, but also the successful partnership model that exists between the respective organisations listed above.

Kate explains some the challenges involved in providing DE:

We try lots of different things and keep the ones that work and ditch the ones that don't. We do a lot of collaborative work for example with Development Perspectives. We try to pick areas where with might get some traction. We really struggle to get participation. We plan a workshop and we think that will work. And we have teamed up with a really good partner and we will end up with three people there and it has cost us €300 to run. We face the same challenges that other Dev Ed providers face...

Despite these challenges, the organisation recorded 1,500 people reached through workshops and training in 2019, while over 100 people has participated in accredited DE training in the same period. In response to the Covid-19 pandemic, Change Makers have adapted many of their activities for online delivery. While there are some drawbacks, this has enabled the organisation to reach a broader and more diverse audience within the county of Donegal and beyond. Kate explains that:

The move online has taught us a huge amount about reach, about accessibility. We have just finished a first QQI level 6 online and we have retained 14 of the 15 people enrolled which is unheard of for us: a) to get that many and; b) to retain them 'till the end.

As Kate explains, this may have opened up opportunities to new ways of working and overcoming some of the issues around reach and participation: 'When we do the review this is something that we can move permanently towards...'

Spotlight on Practice: Amicitia

Amicitia (Latin for friendship) is a new framework promoting a shared-value social enterprise model for the provision of health and social care throughout Ireland. The organisation is new to the DE space and the team are currently in the very early stages of developing their DE provision from their base in Athenry, Co. Galway. Founding member Patrick Mulvihill briefly explains the origins of Amicitia:

We started originally back in 2012 providing technology and various different things to support older people and people with a disability so that they can stay in their homes for longer and in their community. Back then the term Social Enterprise wasn't well known and it has been a slow process and we ended up adopting a kind of hybrid model with business revenue from one entity redistributed to support our community development work.

He continues:

We set up Amicitia in 2015 in Athenry. We wanted to create a community space to bring us closer to people and to listen to people and understand their needs because we know that tech on its own does not adequately support older people and people with disabilities. That sector itself is quite disjointed with people working in their own little pockets. The hub that we set up in Athenry is designed to bring people together...

In the course of their work, Patrick and his colleagues noticed how there was a lack of knowledge and understanding about sustainable development, sustainable issues, particularly in rural communities. In response, they decided that they needed to gain more knowledge of DE issues and so joined up with Development Perspectives for the SDG challenge:

That is really where we got interested in adding the DE part to the enterprise. We did the SDG challenge with Development Perspectives and this was about broadening our knowledge and understanding. So we did the SDG challenge. We spent about 8 months working with Development Perspectives on different workshops and going to Tanzania and understanding the SDGs and how we could potentially integrate this into what we do.

Following this, Amicitia started to do more workshops and information events in their base or 'hub' in Athenry. Patrick explains that: 'We are at a point now where we want to formalise that and make that education a core part our offering'. In 2021, they will be expanding their hub to include a community kitchen, garden and cafe. This space will run courses and workshops based around themes of, among other things, food and sustainable living.

Spotlight on Practice: Carraig Dúlra

Guided by an adult and transformative education approach, Carraig Dúlra's programmes deal with various DE themes and topics, including: the root causes of poverty, climate change, bio-diversity loss and global perspectives particularly with regard to land access and food sovereignty.

Carraig Dúlra also focus on solutions based on regenerative practices and all of their tutors are chosen with some level of expertise or understanding of development education or specific global issues. These subjects are shared through hands-on courses, local and national partnerships, and outreach projects in County Wicklow and beyond. Each initiative is linked to helping people develop and maintain a connection to their community and to the natural world, 'so that we can live more justly, healthily and sustainably into a resilient future'. According to co-founder Suzie Cahn:

We see ourselves as facilitators, space openers and network weavers. We try to work in ways that support regeneration of lost connections in ecosystems and communities. We work with awareness that these disconnections are created by a deliberately fragmenting oppressive system where everything is extracted for profit in the hands of the few...

Suzie explains the origins of Carraig Dúlra as well as providing some insights about the organisations' approach to DE, DE practice:

CD was set up in 2007. It was the idea to create education for SD wpuld have ben the focus with the ability to do very hands-on, experiential learning. And there is a reasons for that basically in trying to bring about transformative experiences for people. Things that opens worldviews and change minds and explores new territory.

She continues:

There is a reason for that...you have to engage emotion, there is quite a bit of research that tells you that. We need to be kind of invested (and) experiential learning is something that happens through a lot of DE for those reasons. I notice this about practice, when they talk about DE. There is a certain kind of process by which we open spaces. You might be opening space to discuss sustainable development so that people are consenting to come along and open up

that space in some way. And what our learners might say: 'Well this is about a lot more to than gardening isn't it?' So you can open up the space for learning in different ways with different approaches...

Like other smaller DE providers, Carraig Dúlra have had to adapt to the challenges presented by Covid-19, in particular their flagship Permaculture Design Certificate course (PDC). Suzie explains that:

In response to the challenges of Covid-19, we applied the Permaculture Principle: Creatively Responding to Change. We had already planned to do some online PDC network weaving, so we managed to convene tutors, past PDCers and people who signed up for this year's PDC, in a series of Zoom sessions. This helped us prepare and make agreements with the group and finally meet for a redesigned, fully outdoor, practical PDC in mid-August.

Suzie notes that:

We all learned a lot about this kind of blended delivery and hope to incorporate it into a new delivery model for 2021. There was certainly a surge of interest, as people spent time in lockdown connecting with nature, their gardens and perhaps reflecting on actions they could take in a multiple crisis world.

Suzie continues:

We had a very long waiting list for the course this year, and are thinking of offering two PDCs in 2021.

More information about using Permaculture as a development tool can be found at:

<http://www.neverendingfood.org/b-what-is-permaculture/permaculture-as-a-development-tool/>

Spotlight on Practice: Creativity & Change

The main offering from Creativity & Change is a post-graduate programme that examines how creative engagement can nurture global citizenship and empathic action around global justice themes. For example, in module one 'Thematic Creative Engagement' learners are encouraged to consider the role of creativity in learning and its contribution to enabling engagement with knowledge, attitudes, values and behaviours of global citizens. This also involves consideration of a range of models and concepts of learning related to Development Education and Education for Global citizenship.

The organisation recently announced a number of free scholarships for this programme as part of their Amplifying Voices initiative. This aims to increase participation from underrepresented or minority groups

who face additional barriers to further education and study.

According to Creativity & Change:

The core of our work is to explore and address global justice and we value the perspectives and experiences of a diverse participant group when doing so. We always seek to improve the accessibility of our programme and aim to provide opportunities to those who may have experienced barriers to accessing post-graduate education, such as those in Direct Provision, or Travellers.

Creativity & Change also works collaboratively with other community projects and organisations on short programmes, workshops as well as one-off events. To give one example, the organisation recently teamed up with local activist group Croíneamh to create a temporary public art piece overlooking the River Lee. Here, members of the public were asked to contribute to the project highlighting the refugee crisis and the huge numbers of people that are drowning in the Mediterranean in search of safety.

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