Mapping Lifelong Learning Provision in Belfast

March 2013

Contents

1.0 INTRODUCTION

1.1   Background

People in Belfast have very different expectations and experiences of good health and general wellbeing, including economic wellbeing, depending on the part of the city in which they live. There is a wide range of life inequalities that have not shown signs of improvement over recent years; indeed, the information suggests an ever widening gap on some measures. Belfast Strategic Partnership (BSP) has been set up to help address these life inequalities and reverse this trend. There is a long-term commitment from senior decision makers and influencers in the city to challenge the barriers to progress and BSP has developed a Framework for Action with a wide range of stakeholders. BSP is a partnership made up of forty members and is led by Belfast City Council, the Public Health Agency and Belfast Health and Social Care Trust (BHSCT).

Working with stakeholders, the following priority areas have been agreed for BSP:

a)   Lifelong Learning
b)   Mental health and Emotional Wellbeing
c)   Alcohol and Drugs
d)   Early Years and Early Interventions
e)   Regeneration & Healthy Urban Environments

The Lifelong Learning priority recognises the connections between educational attainment / learning opportunities and life inequalities. It acknowledges the significant role of schools in education; however it also recognises the extent of family, community and environmental influence on the lifelong learning of our citizens, particularly in areas with the lowest levels of achievement. It also encourages the integration of health priorities, education and learning.   A Lifelong learning thematic sub group was established to:

▪   Provide a forum for detailed and further debate on the priority area

▪   Develop detailed implementation plans to progress BSP's Framework for Action

- Monitor and develop projects and initiatives taken forward to achieve the objectives of the theme

- Inform the Executive Programme Group of broader initiatives that could be taken forward and could be supported by BSP

Initial discussions by the sub group identified a need to

a) Ensure the efficient use of resources and develop an outcomes focus
b) Add value to what already exists - not doing what others already do
c) Work on the barriers to collaboration
d) Audit what is happening and what works

It was acknowledged that there was a lack of information on the extent of Lifelong learning provision in Belfast and that before any work could be done a mapping exercise was needed to identify the scope of current provision in Belfast.

1.2   Terms of Reference

The terms of reference for this study articulated the need for a piece of work that would include mapping;

- The changing context for life long learning in the next five years, for example welfare reform
- A desk top literature review of relevant documents on LLL in the Greater Belfast area
- Voluntary, community and statutory organisations providing life long learning services and supports in the Belfast area
- Initial information on referrals/ signposting processes and sources, both into services and from services to other services.
- Points of access to services and potential progression routes into learning/employment
- Geographic coverage
- Target groups/clients-including age groups
- Resourcing levels, capacity and sources of funding (recurrent and time limited)
- Communications with learners & students and other service providers

The output from this exercise would be a final report outlining the current range, location and levels of service delivery and in particular, any gaps and/or areas in need of development or redesign for Life Long Learning in Belfast.

1.3 Methodology

1.3.1 Stage 1 - Project Initiation

At the outset of the assignment a project initiation meeting was held with members of the Lifelong Learning sub group and BSP staff. This meeting provided an opportunity to familiarise the team with the background to the study, agree the definition of Lifelong Learning that would be applied to the work, identify sources of information that would help to inform the exercise and agree the approach proposed for completion of the mapping exercise. At this meeting the European definition of lifelong learning was identified as the basis upon which the study was framed and it was agreed that the mapping would look at both formal and informal learning provision at all life stages. It was agreed also that workplace learning would not be included in the study as this would not be feasible within the resources available to the study. However, it was agreed that Belfast Health and Social Care Trust (BHSCT), as the largest employer in Belfast (22,000 staff), with an ethos of lifelong learning, partnership working and corporate social responsibility, as well as an important member of Belfast Strategic Partnership, would be included within the mapping exercise as an employer case study.

1.3.2 Stage 2 - Desk Based Research of Formalised Provision

A desk based analysis of contextual information was carried out to determine the strategic fit of lifelong learning within a government context. Also public information available for the formal education and training sector was analysed including budgets available through Government Departments and European funding sources.

1.3.3 Stage 3 - Development of an on line Survey

While statistics with regard to formalised education provision are publicly available it was acknowledged that the informal sector is a very disparate market place and there was no one centralised source of information on such informal Lifelong

Learning provision. It was therefore necessary to develop a questionnaire for the informal sector which would identify what was being delivered, how the services were being resourced and the outcomes of the provision. The terms of reference were very specific for the assignment and required the development of a detailed questionnaire if all information was to be collated. A draft questionnaire was developed and covered information on;

- Geographical coverage
- Target groups supported
- Staffing and financial resourcing within the organisation
- Training and education provision
- Preparation for work supports and provision of work experience
- Trainee / student profile details
- Support services available
- Referral routes
- Retention rates
- Qualification outcomes
- Progression routes
- Challenges and opportunities

The questionnaire was forwarded to DEL's Analytical Services Division and to community based members of the Lifelong Learning sub group for consideration and amendments made on the feedback. The survey was approved by the Sub Group and uploaded onto Survey Monkey.

1.3.4 Stage 4 - Development of a Database of Lifelong Learning Providers

It was identified at the project initiation meeting that a single database of Lifelong Learning Service providers did not exist. It was therefore necessary to conduct a desk based exercise to compile a list of organisations that would be targeted for the on line survey. This list was compiled from;

- BSP contacts
- Sub group member databases
- Internet search of funding programmes, community and voluntary sector web sites and Government web sites

- Local knowledge of organisations providing training and support in the disability sector, youth sector, ex-prisoners, Sure Start, Family Centres, Women's Centres, ethnic minorities

It is not claimed that this list is a definitive overview of all Lifelong Learning service providers in Belfast but in the absence of such information it was an important resource for the targeting of the on line survey. A total of 193 organisations were identified (see Appendix 1) and their e-mail addresses were uploaded onto Survey Monkey. Every organisation was sent an e-mail link to the lifelong learning survey.

1.3.5 Stage 5 - Focus Groups

4 focus groups were organised, 1 in North, South, East and West Belfast. A cross section of approximately 20 organisations was invited to each focus group. Attendance at the focus groups was poor with a total of 11 organisations attending. The East Belfast focus group was cancelled due to a lack of response. Organisations that attended included;

- GEMS NI
- Include Youth
- EGSA
- Belfast South Community Resources
- Ashton Centre
- Falls Women's Centre
- Workforce Training
- An Munia Tober
- Springvale Learning
- Conway Education Centre
- North Belfast Partnership

The focus groups provided an opportunity to get feedback from the representative organisations on the mapping exercise and the on line survey. They provided a good forum for discussion on the issues and challenges facing training organisations currently and their concerns on the future for the sector.

1.3.6 Stage 6 - Stakeholder Consultations

Stakeholder consultations were held with staff from Belfast Education and Library Board, Libraries NI, Belfast Metropolitan College, Belfast Health and Social Care Trust and the Employment Services Board. These consultations focused upon the additional lifelong learning supports available that are not reflected in the statistics and which complement formal and informal provision currently.

1.3.7 Stage 7 – Reporting

This report presents the findings from the Mapping Exercise. It is important to highlight that this report does not claim to be a representation of all lifelong learning provision in Belfast but is a presentation of the findings of the study and the evidence available at the time.

2.0 CONTEXT

The European Commission's definition of LLL is:

'… all learning activity undertaken throughout life with the aim of improving knowledge, skills and competence within a personal, civic, social and/or employment related perspective'.

The above definition is broken down into a number of component parts including:

- Acquiring and updating all kinds of abilities, interests, knowledge and qualifications
- Valuing all forms of learning
- Partnership working
- Insight into the demand for learning
- Adequate resourcing
- Facilitating access to learning opportunities
- Creating a learning culture
- Striving for excellence

On the basis of this definition, the mapping exercise has included all learning provision throughout life, from pre school to post retirement and both formal and informal learning.

Early Years | Children & Young People | Adults | Older People
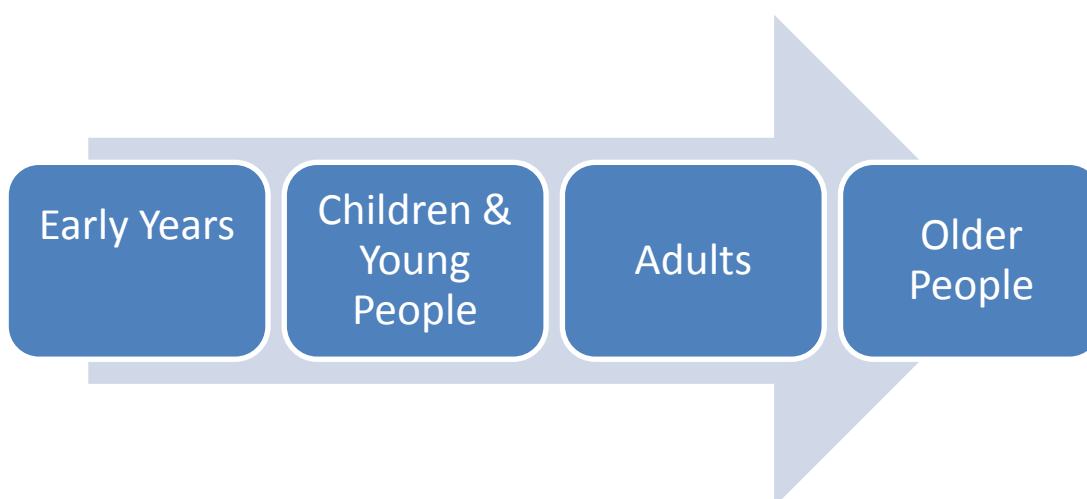
Paul Nolan's report 'Inquiry into the Future of Lifelong learning: the Northern Ireland Perspective', makes reference to '*The lifelong learning agenda that was rolled out across Europe in the period that dates from the International Year of Lifelong Learning in 1996 had two main pillars: the skills agenda and learning for social inclusion. The latter soon become tokenistic as the emphasis shifted towards the need of the economy, and in Northern Ireland it is now played out as a zero sum game where the success of the skills agenda seems predicated on the withdrawal of support for all other forms of adult learning'.*

There is currently no strategy for lifelong learning in Northern Ireland. However, a total of 20 different Government strategies from 7 Government Departments, make reference to lifelong learning, including;

1) NI Programme for Government

2) The Economic Strategy (DETI)

3) Success Through Skills – Transforming Futures (DEL)

4) The Essential Skills Strategy (DEL)

5) Every School a Good School (DE)

6) Count Read Succeed – a strategy to improve outcomes in literacy & numeracy (DE)

7) Learning to Learn – a Framework for Early Years Education & Learning (DE)

8) Graduating to Success - Higher Education Strategy (DEL)

9) Access to Success – A Regional Strategy for Widening Participation in HE (DEL)

10) Pathways to Success – Preventing Exclusion and Promoting Participation of Young People (DEL)

11) Preparing for Success – Careers Education, Information, Advice and Guidance (DEL and DE)

12) Investing for Health (DHSSPS)

13) Improving Children's Life Chances - Child Poverty Strategy (OFMDFM)

14) Ten year strategy for children and young people in Northern Ireland 2006-2016 (OFMDFM)

15) Lifetime Opportunities - Anti Poverty & Social Inclusion Strategy (OFMDFM)

16) Aging in an Inclusive Society - Older People's Strategy (OFMDFM)

17) People & Place A Strategy for Neighbourhood Renewal (DSD)

18) A Strategy to Improve the Lives of Disabled People - Draft Disability Strategy 2012 – 2015 (OFMDFM)

19) DCAL Learning Strategy, 2009

20) Delivering Tomorrow's Libraries – Principles and Priorities for the Development of Public Libraries in NI (DCAL)

2.1 Programme for Government 2011 - 2015

The Northern Ireland Programme for Government (PfG) is the over arching strategic plan for Northern Ireland and from which all other Government Departmental priorities stem. The primary focus for the NI Executive is to grow the economy and tackle disadvantage. The PfG has six strategic priorities;

1) Growing a Sustainable Economy and Investing in the Future

2) Creating Opportunities, Tackling Disadvantage and Improving Health and Wellbeing

3) Protecting Our People, the Environment and Creating Safer Communities

4) Building a Strong and Shared Community

5) Delivering High Quality and Efficient Public Services

82 commitments are detailed for delivery within the PfG of which 8 make specific reference to education and skills commitments, as detailed in table 1.

Table 1: NI Programme for Government 2011 – 2015
Education & Skills Commitments

Strategic Priority	Commitment	
Growing a Sustainable Economy and Investing in the Future	1)	Increase uptake in economically relevant Science, Technology, Engineering and Mathematics (STEM) places (DEL)
	2)	Increase the overall proportion of young people who achieve at least 5 GCSEs at A* - C or equivalent including GCSEs in Maths and English by the time they leave school (DE) *Including:* *Increase the proportion of young people from disadvantaged backgrounds who achieve at least 5 GCSEs at A*- C or equivalent including GCSEs in Maths and English (DE)*
	3)	Upskill the working age population by delivering over 200,000 qualifications (DEL)
	4)	Develop and implement a Strategy to reduce economic inactivity through skills, training, incentives and job creation (DEL / DETI)
Creating Opportunities, Tackling Disadvantage and Improving Health and Wellbeing	5)	Support people (with an emphasis on young people) into employment by providing skills and training (DEL)
	6)	Improve literacy and numeracy levels among all school leavers, with additional support targeted at underachieving pupils (DE)
	7)	Ensure that at least one year of pre-school education is available to every family that wants it (DE)
	8)	Invest £40 million to improve pathways to employment, tackle systemic issues linked to deprivation and increase community services through the Social Investment Fund (SIF) (OFMDFM)

2.2   Success Through Skills - Transforming Futures

The vision of the NI skills strategy clearly articulates that the economy is the number one priority in respect to skills development in NI. "*The economy is the top priority of the Northern Ireland Executive, with the aspiration to grow a dynamic and innovative economy to provide the wealth and resources required to build a peaceful, prosperous and fair society. The vision for 'skills', therefore, must be to support this economic aspiration by ensuring that excellent leadership is provided from well qualified managers supported by a highly skilled workforce. This will be done by*

focusing on those entering the labour force for the first time, up-skilling the existing workforce and ensuring those currently excluded from the labour force are provided with the skills to compete for jobs, retain jobs and progress up the skills ladder."[1]

The strategy outlines the challenges that need to be addressed in terms of;

- Meeting the need for people with higher level skills (Levels 4-8 on the qualifications frameworks) within the workforce
- The need to up-skill - As over 75% of the 2020 workforce have already completed their compulsory school education[1], there must be a renewed focus on the up-skilling or re-skilling of these people. A major barrier to raising the skills profile of the workforce is the fact that 32.7% of economically inactive and 11.7% of those in employment have no formal qualifications[2].
- The need to address subject imbalances - Forecasts predict that degree subject requirements will become more skewed towards physical sciences, mathematical and computer sciences, engineering and technology, law and creative arts and design ('imagineers' rather than pure art) and less skewed towards subjects allied to medicine and education.
- The need to increase management and leadership skills

The strategy makes reference to Lord Leitch's report entitled 'Prosperity for All in the Global Economy – World Class Skills' in which he concludes that the skills of our workforce are "*the most important lever within our control to create wealth and to reduce social deprivation*". The strategy recognises this and states that "*the twin goals of the Skills Strategy therefore remain: to raise the levels of productivity and social inclusion within Northern Ireland, within the context of the Programme for Government*". Social exclusion is defined as a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown. Regardless of how social inclusion is defined, it is clear that better skills have an important role to play. For individuals, they provide a route to stable employment, better wages, and long-term prosperity, as well as to

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[1] DEL, Success Through Skills – Transforming Futures, The Skills Strategy for Northern Ireland, 2011
[2] NI Labour Force Survey October – December 2012

personal development and fulfilment. Out of this come wider benefits, including better health and greater social stability.

2.3   Other NI Government Policy

The National Institute of Adult Continuing Education (NIACE) acknowledges that "*life long learning supports a range of public policy priorities, particularly in the areas of health, social mobility, equalities, ageing demographics, employability, international development and sustainability*"[3] It is therefore to be expected that references to lifelong learning will span across Government policy are not confined to one policy sphere. Table 2 outlines the references made to lifelong learning in NI strategies not explicitly education and / or training related.

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[3] www.niace.org.uk

Table 2: Strategic References to Lifelong Learning

Government Department	Strategy	Strategic Priorities / References to LLL
DETI	Economic Strategy	Improving employability and the level, relevance and use of skills (e.g. improving relevance/quality of education/training, increasing skill levels and tackling barriers to employability)
OFMDFM	Aging in an Inclusive Society (A New Active Ageing Strategy is currently being developed)	It is important that older people are encouraged back into learning and the consultation highlighted the employment as well as personal value provided by learning, libraries and further and HE institutes. **Strategic priority** – Economic & Financial Inclusion Action – Develop opportunities for lifelong learning & skills in ICT
OFMDFM	Lifetime Opportunities - Anti Poverty & Social Inclusion Strategy	**Early years (0-4 yrs)** - Our goal is to ensure that every child should have a chance to develop their full potential in infancy regardless of social background **Children & Young People (5-16 yrs)** - Our goal is to ensure all children and young people experience a happy and fulfilling childhood, while equipping them with the education, skills and experience to achieve their potential to be citizens of tomorrow.
OFMDFM	A Strategy to Improve the Lives of Disabled People - Draft Disability Strategy 2012 - 2015	**Strategic Priority 14** Increase the opportunities for people with disabilities to attain skills and qualifications through access to appropriate training and lifelong learning opportunities.
OFMDFM	Ten year strategy for children and young people in Northern Ireland 2006-2016	Underpinning core values include – children and young people are entitled to educational opportunities and need support to explore and achieve their individual potential

OFMDFM	Improving Children's Life Chances - Child Poverty Strategy	Evidence suggests that poverty can be cyclical with today's children who are living in poverty often going on to have children of their own who in turn experience poverty. We want to break that cycle by raising aspirations and achievement, increasing access to opportunities through education, supporting parents into work, and, providing the necessary support to those most in need such as children with disabilities, lone parents and others. A number of principles will underpin and support the delivery of this strategy including; — Promoting excellence in support across a range of key policy areas including employment and skills, education, childcare, health and family support, housing and neighbourhoods, and financial support; — Adopting a whole family approach which concentrates on all members of the family - children, young people, and their parents and supporting family life
DSD	People & Place A Strategy for Neighbourhood Renewal	**Economic Renewal** - Making sure that people living in the most deprived neighbourhoods have the skills they need to participate in the labour market. This will mean helping people with poor basic literacy and numeracy skills; people who left school with few qualifications; and people in certain groups e.g. young people, long term unemployed, disabled people and women - who sometimes face extra problems in finding work; - Helping people from the most deprived neighbourhoods to get into higher and further education **Social Renewal** Helping schools that serve the most disadvantaged areas to improve educational attainment
DHSSPS	Investing for Health Strategy	**Objective 2 – Education & Skills** To enable all people and young people in particular to develop the skills and attitudes that will give them the capacity to reach their full potential and make healthy choices. Education plays a vital role in tackling health inequalities by improving life course opportunities for the most disadvantaged young people. There is also strong evidence that investing in early years and education can break the cycle of deprivation[4].

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[4] , FGS McClure Watters, "Investing For Health Strategy Review", September 2010

DCAL	Delivering Tomorrow's Libraries – Principles and Priorities for the Development of Public Libraries in NI	The core activities of libraries remain fundamentally to do with books and information provision, the objectives of which are to promote literacy, creative reading and lifelong learning

2.4 DCAL Learning Strategy

The DCAL Learning Strategy details aims which reflect the EU definition of Lifelong Learning and provide a balance to the more economic aims as discussed previously.

- to promote in a coherent and systematic manner and through the sharing of expertise and resources, important DCAL priorities, especially in areas such as lifelong learning, creativity, cultural heritage, social inclusion, the arts leisure and sport;

- to promote the widest public and educational access to the services and resources of libraries, museums and heritage centres, to promote learning within communities and to develop the self-esteem and confidence of communities and in particular marginalised groups;

- to strengthen the links with the research community, with adult learning, formal and informal education at primary, post-primary and tertiary levels, and with teacher education;

- to enhance participation, performance and quality in culture, arts and leisure activities and help develop employability skills and provide opportunities to contribute to economic regeneration;

- to contribute to the further development of creativity in education, society, culture, business and enterprise in Northern Ireland; providing information and support for entrepreneurs and the creative industries;

- to maximise the public value of archives, public libraries, museums, arts, sports resources within NI and thus add value to NI economy, particularly with regard to tourism, the creative industries, the knowledge economy, and employment;

- to contribute to science, technology, engineering and mathematics (STEM) education and employment agenda especially through the contribution of the Armagh Planetarium, the Armagh Observatory, W5, Sport NI and the National Museums of Northern Ireland (NMNI);

- to celebrate diversity and the development of an understanding and respect for differences and an understanding of identity in the context of a shared heritage and sense of place;

- to develop stronger links with other government departments - in particular DE and DEL – and to contribute to the educational and learning aims of other departments; and

- to raise awareness and maximise the contribution of arts, leisure and cultural activities to the emotional health and well-being of the communities.

2.5   Welfare Reform

The Welfare Reform Bill will introduce changes to the benefit system throughout the UK and will see the introduction of Universal Credit in Northern Ireland from April 2014 as part of the UK-wide rollout.   This change will significantly increase the number of people registered as unemployed and hence an increase in the pool of labour available for work. These reforms will create a major challenge for the economy, particularly in terms of ensuring an improvement in the employability and skills of the labour force.

The impact of welfare reform is acknowledged in the NI Economic Strategy[5] which states "*Many of those joining the labour market as a result of the welfare reform process will be far removed from being job ready and will require significant practical help and support to ensure they are able to fully engage in the labour market. The challenge in preparing such groups for work of any kind is significant and requires new thinking and the development of innovative and flexible responses from the Executive, supported by the business community and the third sector. However, successfully addressing these issues, while difficult in the short term, will lay the foundations for sustainable economic growth in the longer term*".

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[5] NI Executive, Economic Strategy - Priorities for Sustainable Growth and Prosperity, March 2012

3.0 LIFELONG LEARNING PROVISION

Mapping lifelong learning provision has focused upon both formal and informal service provision. It has focused upon full and part-time education and training, work-related training *(including training for the unemployed)* and adult education courses, designed to meet a range of social and community needs. This mapping exercise does not claim to be a definitive description of all lifelong learning provision but it is considered to be a good representation of the lifelong leaning marketplace in Belfast.

3.1 Early Years - SureStart Programme

Sure Start is a Government initiative targeting 0-3 year olds and their families, recognising the importance of supporting parents/carers and the value of quality experiences to very young children. The purpose of Sure Start is to work with parents and children to promote the physical, intellectual, social and emotional development of pre-school children - particularly those who are disadvantaged - to ensure they can flourish at home and when they get to school.

Sure Start has a focus on supporting the healthy development of children in disadvantaged wards by bringing health, education and parenting support services together in a co-ordinated way. Programmes target children and families living in areas within the 20% most disadvantaged wards in Northern Ireland. There are 32 Sure Start partnerships across Northern Ireland, of which 9 are in Belfast (4 in West Belfast, 1 in the Shankill, 1 in East Belfast, 2 in North Belfast and 1 in South Belfast). Each of the programmes includes a number of core services, including:-

- outreach and home visiting;
- family support;
- primary and community healthcare;
- support for quality play; and
- support for children and parents with a range of needs

The NI Sure Start budget in 2012/13 was £23.4m. Since 2006 the budget has increased by over £13m. However a Barnardo's and NSPCC Manifesto on Children's

Issues[6] highlights a disparity in funding for Northern Ireland and references a need for increased funding as '*only £80 per child has been spent on Sure Start services here compared to £600 for children in England[7].*'

3.2 Children & Young People - Pre School, Primary & Post Primary Education

In 2012/13 58,143 children and young people were enrolled in pre-school / school in Belfast.

Table 3: No of Schools and Pupils Enrolled in Schools in Belfast

Educational Unit	Nos	Nos Pupils Enrolled
Voluntary & private pre-school education centres	30	669
Nursery schools	32	1,514
Primary School Nursery units	30	1,375
Primary schools	81	22,536
Preparatory schools	7	1,132
Secondary schools	19	13,115
Grammar schools	15	16,412
Special & hospital schools	14	1,390
TOTAL	**228**	**58,143**

Source: www.belb.org.uk

Belfast Education and Library Board has responsibility for the education provision of children and young people in Belfast through the schools network. A total of 6,056 staff are employed by BELB and in 2011/12 BELB expenditure was approximately £281m.

In addition to formal, mainstream education, BELB also delivers and supports complementary services to enhance educational attainment. These services include;

a) **Integrated Services for Children & Young People (ISCYP)** – the ISCYP programme operates in West Belfast and the Shankill and is focused upon 'improving the life opportunities and outcomes for children, young people and families'. The programme targets the important key transition stages in children's lives – antenatal

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[6]Barnardo's and NSPCC, " Manifesto on Children's Issues in Northern Ireland", 2010

[7] Save the Children, "A Child's Portion; An Analysis of Public Expenditure on Children in the UK", October 2009

care, nursery to primary, primary to post primary and post primary to further education or employment. The programme is delivered in partnership with multi-agency partners and in 2011/12 £2.2m was made available to the programme (£500k from DSD and £1.7m from DE). An independent review of the programme has identified that 52% of programme services focused on learner support.

b) **Parent Support Programme** – BELB employs a Parent Support Coordinator to work with nursery, primary, post primary and special schools developing parent support programmes. The coordinator facilitates schools to develop programmes that help to engage parents in a non-threatening and informal way and to make schools more 'parent friendly'. The Coordinator also facilitates a Parent Support Network for all Belfast schools which provides an opportunity for schools to network and share good practice in respect to parent engagement.

Parent engagement across Belfast schools is reported to be inconsistent and despite the important contribution it can make to children's educational attainment, it is not integral to school development plans. The resourcing of parent engagement is not a priority across all schools and even within BELB funding for the programme has to be sourced from external funding sources. To date funding has been secured through DE, BHSCT, BRO and DSD.

c) **Extended schools** – is part of the DE strategy to raise standards and improve outcomes and life chances for children and young people. The programme targets those schools serving areas of highest social disadvantage and aims to:

- Raise standards
- Foster the health, wellbeing and social inclusion of children and young people
- Regenerate and transform local communities.

To achieve these aims schools work in collaboration and partnership with other neighbouring schools, and with a range of statutory, voluntary and community based organisations to offer services and activities which support children to achieve their full potential. The underlying aim of the programme is to raise achievement through a range of additional support, activities, and opportunities that are provided for pupils, their parents and the local community. Activities can include**:**

- A varied menu of activities aimed at raising the standard of pupils' achievement.
- Community access to school facilities.

- Parenting support and lifelong learning opportunities.

The Extended Schools Annual Report 2010/11 reports that 127 schools in the BELB area are funded through the Extended Schools programme and in 2010/11 the budget was £2.7m. The report indicates that there is a growing use of Extended School's funding towards support programmes such as adult education classes, family learning and parent forums involving the whole community.

d) **TOPS (Time Out for Positive Steps)** is a programme established by Belfast Hospital School in 2011, aimed at teenagers who have been unable to attend school because of mental health issues. Many of the pupils in TOPS have experienced extreme school-based anxiety. The project is dependent on collaboration with mainstream schools. Staff from education and mental health work together to build the pupils' self-confidence, maintain educational continuity, improve communication skills and make positive steps for reintegration

e) **Education Other Than at School (EOTAS)** - encompasses all forms of education that takes place outside of the formal school environment, namely;

- home or hospital tuition for pupils unable to attend school through illness or disability
- pupils educated at home (because parents choose this method of education for their children)
- Alternative Education Provision (AEP) for School Age Mothers (SAMs)
- AEP for young people of compulsory school age who cannot adjust to or cope with mainstream schooling

Some EOTAS provision may also be provided for pupils who are in mainstream school but need to go out of school for extra help, with behavioural problems for example.

3.3   Further Education

Belfast Metropolitan College (BMC) is the largest further and higher education College in Northern Ireland. The College offers 454 unique courses including;
- Essential skills

- part time courses ranging from non accredited leisure courses to entry level, level 1, 2, 3 and 4 accredited courses (Qualifications and Credit Framework QCF)
- Further education courses at entry level and QCF levels 1 to 3
- Higher education courses at QCF level 4 to 7
- Community outreach courses in 28 locations across Belfast

Learning is delivered across three faculties and nine schools as illustrated in table 4.

Table 4: Belfast Metropolitan College Faculty Structure

Faculty	School
Leadership, Science & Service Industries	1. Business Management & Finance 2. Applied Science, Hair & Beauty 3. Creative & Service Industries
Technologies & Academic Studies	4. Engineering, Electrical Engineering & Construction 5. Electrical & Computing technologies 6. Academic Studies
Health, Care, Leisure & Skills For Life	7. Health, Care, Sport & Leisure 8. Academic Support 9. Community Education & Life Skills

In 2010/11 there were 35,217 enrolments at the College of which;

- 5,651 were full time students and 29,556 part time students
- 31,446 were enrolled in further education and 3,771 in higher education

Between 2010/11 and 2011/12 the College has experienced an increase of 3% in full time FE students but has experienced a decline in part time FE students. The 2011/12 Annual Report explains - *"This decrease is in line with a reduction in part time enrolments across the FE sector. The College recognises that there are a number of factors contributing towards this position. Firstly the declining macro economic environment is placing pressure on households and private sector incomes. The result is a direct disengagement in professional development as companies and households seek to reduce costs and make efficiency gains. The key reductions in part time enrolments have come from level 2 and 3 evening provision as opposed to lower level recreational courses."*

In 2011/12 applications for places in most of the College's full time HE courses exceeded demand, in some cases by 400% and part time HE enrolments increased by 4% on 2010/11. While the College increased essential skills provision by 10% between 2010/11 and 2011/12, this was short of their target and they recognise that there is a need for innovation in delivery methods, targeted marketing / communication and working with local communities to engage adults.

Belfast Metropolitan College continues to develop its curriculum in line with economic and social needs. Their curriculum development is designed to support the delivery of the Economic Strategy and the Programme for Government. They are committed to enhancing the employability and work readiness of learners, supporting students into employment, better employment or a route towards employment. The College collaborates closely with industry to ensure that the BMC offering is meeting industry needs and that learners are gaining the relevant industry skills and qualifications needed. Achievements in 2011/12 for example include;

- BMC has introduced a focus on employability across the curriculum, with 25% of all full time student learning hours focused on personal development and employability skills;
- The school of Electronic & Computing Technologies was presented with the status of Centre of Excellence for their development and implementation of IT qualifications within the curriculum;
- The Faculty of Leadership, Science and Service Industries achieved recognition as a National Skills Academy Centre of Excellence for Science;
- The School of Engineering, Electrical Engineering & Construction introduced a Level 3 Diploma in Electrical Power Engineering – Wind Turbine in Operation & Maintenance

In addition to the College's curriculum offering BMC also works with 30 schools across Belfast through the Schools Partnership Programme, offering access to curriculum opportunities within the College, enhancing schools' curriculum provision. In 2011/12 1,346 post primary pupils benefitted from engagement with BMC through the Schools Partnership Programme.

BMC also delivers the DEL funded Apprenticeships NI and Training for Success, initiatives designed to improve workforce skills and adaptability. Both programmes

offer participants the opportunity to enhance their occupational skill-base, whilst developing additional skills relevant to their area of training. Specifically however, Apprenticeships NI aims to provide participants with the opportunity to take part in a Level 2/ Level 3 apprenticeship programme while in paid employment from day one and work towards achieving an industry-approved Level 2/Level 3 apprenticeship.

The College has a long history of providing specialist support to young people with both physical and learning support needs and Pathfinder and Routeways are programmes which young people can access through Training for Success.

In 2011/12 the College employed 874 full time equivalent staff[8]. The total income in 2011/12 was £63.2m

3.4 Higher Education

Belfast is the primary provider of HE provision in Northern Ireland. There are 4 Institutes of Higher Education in Belfast (excluding HE provision at BMC). Queens University is the largest with 24,200 enrolments in 2010/11. Currently the University of Ulster only has one campus in Belfast, at York Street but the Jordanstown figures have been included to demonstrate the potential numbers of additional students that will relocate from Jordanstown to Belfast by 2018, with the development of a new enlarged Belfast City campus.

Table 5: Belfast Higher Education Enrolments 2010/11

HE Institution	Full Time	Part Time	Total Nos
Queens University Belfast	17,525	6,675	24,200
University of Ulster			
- **Belfast**	1,463	274	1,737
- **Jordanstown**	8,022	5,298	13,320
Stranmillis University College	915	385	1,300
St Mary's University College	880	105	985
TOTAL	**28,805**	**12,737**	**41,542**

Source: DEL

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[8] Belfast Metropolitan College Annual Report 2011/12

Courses offered include

- Undergraduate courses
- Postgraduate research programmes
- Postgraduate taught programmes
- Part time and short courses – Queens through their Open Learning programme offers approximately 270 short courses and UU through their Lifelong Learning programme offers approximately 70 short courses

2011/12 Higher Education statistics show

- Currently 54% of NI HE enrolments are in Belfast institutions. With the relocation of students from Jordanstown in 2018 this will potentially increase to approximately 80% of all NI HEI students will be based in Belfast.

- Over the last ten academic years the total number of students enrolled at NI HEIs increased by 6%. Between 2010/11 and 2011/12 this figure has decreased by less than 1%

- Of the 51,905 students enrolled at NI HEIs in 2011/12, 83% were from NI, 7% from the Republic of Ireland (RoI), 4% from other parts of the UK, 1% from other EU counties and 6% from non EU countries.

- The number of full-time first year undergraduate enrolments at NI HEIs increased by 8% between 2010/11 and 2011/12

- In 2011/12 45% of NI HEI students were studying a STEM related subject

Funding for Higher Education is provided by DEL, who has steadily increased funding to the HE Institutions, taking account of a growing student population and inflationary pressures. In academic year 1998/99, Northern Ireland's two universities received a total of £111.9m in institutional core block funding. For the academic year 2010/11, the universities received a total of £201.2m, representing an increase of 80%. To encourage the continued development of Higher Education in Further Education, DEL funding has also risen by 35% in the last five years from £20 million in 2006/07 to over £27 million in 2011/12.

3.4.1   Widening Participation

In order for Northern Ireland to secure a sustainable, globally competitive economy and to achieve the growth in the numbers of people with high level skills needed, it is recognised that there is a need to encourage participation in HE from students from sections of society which have not traditionally benefitted from higher education. To facilitate this DEL launched the Access to Success Stagey in 2012, a strategy for widening participation in Higher Education, especially targeting;

- individuals from Socio-Economic Classification Groups 5 to 7;

- students with a disability, whether physical, sensory and/or learning;

- individuals from low participation neighbourhoods, that is areas of high deprivation; and

- young Protestant males from areas of high deprivation.

In academic year 2011/12 the Department provided total funding of approximately £2.5m to widen participation in HE. The universities and colleges produce Widening Participation strategies and action plans which detail their activities and widening access targets, which include not just entry targets but also retention and employability targets. In support of their action plans HE institutions can access premium funding which is paid to the universities and project funding for specific pre-recruitment outreach activities.

a) Widening Participation **Premium Funding** is intended to support the embedding of widening participation in the HE institutions. This funding helps to support the range of initiatives and activities outlined within the university's Widening Participation strategy. The premium funding is added to core teaching funds to recognise the additional costs associated with recruiting and supporting students from disadvantaged backgrounds and with supporting students with learning difficulties or disabilities.

b) **Project funding** is provided to allow the universities to make access to higher education available to under-represented groups, and to develop partnerships with schools with traditionally low levels of participation in HE. For example, Step Up (UU) is a science-based programme of academic and vocational activities delivered in schools in areas of social and economic disadvantage and Discovering Queens is aimed at introducing potential students from disadvantaged backgrounds to higher education through a range of activities connected with the university.

3.5 Employment Related Training Programmes

DEL funds a number of work related training programmes as detailed in table 6. These programmes are delivered by training providers from the private, community and voluntary sector.

Table 6: DEL Work Related Training Programmes

Programme	Details
Apprenticeship NI	Offers training to 16 year olds and over across a wide range of apprenticeships. An apprentice is a new or existing employee or someone about to get a job with a Northern Ireland based company who earns a wage working with experienced staff to learn and develop their skills. An apprentice also receives 'off-the-job' training, usually on a day-release basis with a Training Supplier, to work towards achieving vocational qualifications and Essential Skills qualifications.
Training for Success	For young people aged 16 - 18 (up to 24 years for those requiring additional support) and provides training to give them the tools and skills they need to get a job. This training provides young people with relevant qualifications as well as the required personal and behavioural skills to progress into work. Training for Success is delivered across three components; • Skills for Life - Addressing personal and development needs • Skills for Work - Helping gain skills and a vocationally related qualification at Level 1 to be able to gain employment to progress to Pre-Apprenticeship or Apprenticeship provision or to further education. • Programme-led apprenticeships
Bridge to Employment	A pre-employment training programme that helps those unemployed and 18 and over to find a job, whatever their experience of work
Steps to Work[9]	Designed to help people who are unemployed to secure employment by learning new skills and improving work experience. The programme is delivered in three steps **Step 1** consists of a period of up to 16 weeks during which participants will receive on going one to one support and guidance from an Adviser with the primary aim of helping them to find work at the earliest opportunity. They can also avail of a Short Accredited Training Course or intensive help to improve their interview and jobsearch skills. A range of short courses to develop confidence and motivation are also available. **Step 2** offers a wide range of longer term support to find work and will normally last between 8 and 26 weeks. Participation will include work experience, essential skills support and training towards a Level 2 or above qualification (QCF) **Step 3** provides follow up support and advice to participants who have not found work following completion of Step 2

[9] To be replaced by Steps 2 Success

The following organisations are involved in the delivery of one or more of the DEL pogrammes as detailed in table 6.

- Belfast Central Training Limited
- Belfast College of Training & Education
- Belfast Metropolitan College
- Bryson Future Skills
- DFPF Ltd (People 1st)
- A4e – Belfast
- Hair Academy/Jennymount
- Impact Training (NI) Ltd
- Paragon Training NI Limited
- Swann Training Services Ltd
- Workforce Training Services Limited
- Youth Action NI

- First4Skills (Belfast)
- Rutledge Recruitment & Training
- Springvale Training
- Disability Action
- Include Youth
- Opportunity Youth
- Sensory learning Support
- The Cedar Foundation
- Bombardier Aerospace – Shorts
- Engineering Training Council
- Plumbing & Mechanical Services Training

Other DEL initiatives include;

a) **Local Employment Intermediary Service (LEMIS)** – which is delivered by 5 community providers in Belfast;

- Ashton Community Trust (North Belfast)
- GEMS NI (South Belfast)
- Stepping Stone project (East Belfast)
- Job Assist Centres (West Belfast)
- Shankill Job Assist Centre

LEMIS provides assistance to the unemployed, helping them to overcome barriers to finding and sustaining employment. An Employment Advisor provides support in terms of information, advice, guidance and practical help in:

- Motivation and self-confidence building;
- Developing solutions to overcome barriers;
- Looking at employment opportunities;
- Finding a job;
- CV preparation and completing job application forms;
- Job interview techniques;
- Benefit advice and calculations on returning to work;
- Information on issues such as childcare;
- Career training and educational opportunities;

b) **Community Family Support Programme** – this is a new pilot focused on the needs of 44 disadvantaged families in Belfast (West & East), Strabane, Cookstown and Newtownabbey.   The pilot aims to support parents, help prevent younger family members falling into the NEET category and help other young family members already in this situation to re-engage with education, training or employment

Families will get help to tackle a range of issues and receive support to improve parenting skills. Working closely with schools, children will receive support for needs they may have including additional help with essential skills, numeracy, literacy, problem solving and ICT. Help and support for social and economic issues, health, housing, alcohol and drugs will also feature in the support package and everyone of working age will get help to develop skills to find work.

The Community Family Support Programme pilot was designated as a signature project for Delivering Social Change and an additional £2M resource was announced by the First Minster & Deputy First Minister which will enable the pilot to be scaled up and rolled out to areas of greatest need where levels of NEETs are highest. The intention is to replicate the model and increase the target number of families to 500 by March 2015.

c) **Collaboration & Innovation Fund** – In supporting the implementation of the 'Pathways to Success' Strategy for young people who are in not in Education, Employment or Training (NEET), DEL awarded £9.2m funding to 18 projects in Northern Ireland of which 13 will impact upon Belfast (see Appendix II).   These projects will target NEET young people and support them through education, skills training, mentoring support and advice to overcome barriers to progressing in education, employment or training.

3.6   Neighbourhood Renewal

In June 2003, "People and Place – A Strategy for Neighbourhood Renewal" was launched. This long term (7 – 10 year) Strategy was targeted at those communities throughout Northern Ireland suffering the highest levels of deprivation. The purpose of the Neighbourhood Renewal Programme is to reduce the social and economic inequalities which characterise the most deprived areas. It does so by making a long term commitment to communities to work in partnership with them to identify and

prioritise needs and co-ordinate interventions designed to address the underlying causes of poverty.

12 neighbourhoods in Belfast City Council area are engaged in Neighbourhood Renewal;

- Andersonstown
- Ballysillan / Upper Ardoyne
- Crumlin / Ardoyne
- Greater Falls
- Greater Shankill
- Inner East Belfast
- Inner North Belfast
- Inner South Belfast
- Lenadoon
- Ligoniel
- South West Belfast
- Upper Springfield / Whiterock

The Neighbourhood Renewal Strategy has 4 objectives:

a) Community Renewal – to develop confident communities that are able and committed to improving the quality of life in the most deprived areas of Northern Ireland.
b) Economic Renewal – to develop economic activity in the most deprived neighbourhoods and connect them to the wider urban economy
c) Social Renewal – to improve social conditions for the people who live in the most deprived neighbourhoods through better co-ordinated public services and the creation of safer environments.
d) Physical Renewal – to help create attractive, safe, sustainable environments in the most deprived neighbourhoods

With respect to lifelong learning the economic and social renewal objectives are most relevant, with specific priorities to make sure that people living in the most deprived neighbourhoods have the skills they need to participate in the labour market; help people from the most deprived neighbourhoods to get into higher and

further education and help schools that serve the most disadvantaged areas to improve educational attainment

In 2012/13 a total of 25 education and skills projects were funded in Belfast at a cost of £1,712,788[10]. Project promoters of these projects included;

- An Driochead
- Ashton Community Trust
- Blackie Community group
- Ionad Uibh Eachach
- Divis Joint development Committee
- Bryson / An Munia Tober
- Conway Education Centre
- Tar Anall
- Lenadoon Community Forum
- Shankill Women's Centre

- Pobal
- Falls Community Council
- Donegal Pass Community forum
- GEMS
- Greater Village Regeneration trust
- Belfast South Community Resources
- South City Resource & Development Centre
- Windsor Women's Centre
- Tullymore Community Centre
- Springhill Community House

The Mid Term Review of the Neighbourhood Renewal programme indicates that for the Belfast Neighbourhood Renewal areas the percentage of school leavers with no GCSEs has fallen from 13.4% to 6.2% between 2003/04 to 2007/08. The figure in 2007/08 for NI and non NR areas was 3.6% and 3.1% respectively.

The proportion of primary pupils achieving Level 4 or above in Key Stage 2 Maths and English has increased. Level 4 is the expected level of competence for pupils in Year 7. In 2004/05, approximately 80% of pupils were achieving Level 4 in Maths in Northern Ireland and non-Neighbourhood Renewal Areas. Despite the improvement in Belfast NRAs between 2003/04 to 2007/08 when the proportion of pupils achieving level 4 increased from 60% to 66.8%, this attainment is still well below the NI and non NRA performance for maths. In 2007/08, approximately 80% of pupils were achieving Level 4 in English in Northern Ireland and non-Neighbourhood Renewal Areas. In Belfast NRAs the figure was 65% which is an improvement on the 2004/05 figure of 55.7% but still below average.

The percentage of pupils achieving 5+ GCSEs A*-C has increased. This indicator of educational outcome is important in measuring the percentage of pupils achieving a

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[10] Source Belfast City Council

level of qualification which acts as a passport to Further and Higher Education. Between 2003/04 and 2007/08 the percentage of pupils achieving 5+ GCSEs A*-C in the Belfast Neighbourhood Renewal Areas increased from 36% to 45%, an increase of 9 percentage points. The equivalent figure in 2007/08 for Northern Ireland and non-Neighbourhood Renewal Areas was 67% and 70% respectively.

Thus, while there is evidence that Neighbourhood Renewal areas are improving in terms of educational attainment and performance, they are still performing poorly compared to NI & non NR areas and the Mid Term Review states *"despite the improvements witnessed the most deprived neighbourhoods remain a long way behind in both absolute and relative terms".*

Consultation to inform the mapping exercise was critical of Neighbourhood Renewal in terms of the lack of joined up working between and across Government Departments and a sense that there was a missed opportunity to make a real difference.

3.7   Community Based Learning

The reasons for community based learning in adult life are vast, with adults engaging in learning for leisure, for social contact, to recover from an illness, for a second chance to learn to read and write, to become a better parent, to improve job prospects and for lots of other reasons. Adult learning opportunities in NI are widespread and the role of the community and voluntary sector in adult community learning has evolved through a combination of the impact of the conflict and the availability of EU funding. This growth in community based learning, the diversity of learning opportunities, both formal and informal and the many and varied sources of funding, coupled with the absence of a single monitoring system for such projects make it difficult to quantify the extent of provision in Belfast. In a recent study for the Forum for Adult Learning Northern Ireland[11] Dr Helen McLaughlin acknowledges that *"the Northern Ireland evidence base is as thin as it is anywhere else in the world"*.

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[11] Dr Helen McLaughlin, Northern Ireland: A Learning Society - The Case for Protection and Reform of Spend on Adult Community Learning, February 2011

For the purposes of this mapping exercise the NI ESF programme has been reviewed as a major source of funding for community and voluntary sector organisations over the period 2007 to 2014. The work of Libraries NI has also been reviewed as an important local resource supporting community based learning.

3.7.1 Northern Ireland European Social Fund (ESF) Programme 2007-2013

The overall strategic aim of the Northern Ireland European Social Fund (ESF) Programme 2007–2013 is to reduce economic inactivity and increase workforce skills. The ESF Programme contributes to employment policies to make progress towards increasing the overall employment rate and reduce inactivity in Northern Ireland (subject to economic conditions) by extending employment opportunities in particular for those groups at a disadvantage in the labour market. It also contributes to skills policies to increase productivity, enterprise and competitiveness by raising the skills levels of the workforce through lifelong learning and ensure the right workforce skills for future employment opportunities.

The programme has two inter-related Priorities: Priority 1: Helping people into sustainable employment; and Priority 2: Improving workforce skills. Priority 1 is focused on increasing employment and reducing unemployment and inactivity by improving the employability of those groups experiencing significant employment gaps such as people with disabilities and health conditions, lone parents and other disadvantaged parents, older workers, young people not in education, employment or training, women and people with no or low qualifications, and other disadvantaged groups, including people experiencing multiple disadvantage. Priority 2 contributes to the development of a skilled and adaptable workforce by improving the qualifications and skills of workers without essential (basic) skills and low or no qualifications.

The budget available for the 2007-2013 programme was €414m (£285.8m), with an ESF contribution of €166m. The funding breakdown for the programme was 40% ESF, 25% DEL, 35% match funding. The programme was delivered via two calls for funding, with 73 projects funded in the first call, of which 49 were from Belfast and 83 projects were funded in the second call, of which 19 new projects were funded in Belfast. In total 50 different Belfast based organisations availed of ESF funding for both local and NI wide activity. A list of all Belfast based organisations is provided in table 7.

Table 7: Belfast Organisations in Receipt of ESF Funding		
Ashton Community Trust	North Belfast Employment Centre	USEL Ulster Supported
Association for Real Change	North Belfast Partnership	Employment Ltd
Barnardo's	North City Training	Visual Access NI
Belfast City Council	NIACRO	Women in Business NI
Belfast Metropolitan College	NOW project	Windsor Women's Centre
CSV Media NI	RNIB	Women's Tec
Disability Action	RNID	WEA
East Belfast Enterprise	Shankill Women's Centre	Workforce Training
Footprints Women's Centre	Stepping Stone project	Young Enterprise NI
GEMS	The Cedar Foundation	Youth Action
Gingerbread	The Orchardville Society	Action Mental Health
Greater Village Regeneration Trust	The Prince's Trust	Royal Mencap Society
Include Youth	TIME Associates	Conservation Volunteers NI
Intercomm	Training for Women Network	Opportunity Youth
Lenadoon Community Forum	Upper Andersonstown	Praxis Care
Newstart Education Centre	Community Forum	Reconnect
The Bytes project	Upper Springfield Development	Network Personnel
Women's Resource & Development	Company	Springvale Learning
Agency		

A review of the ESF project Directory shows a variety of sources of match funding for projects as listed in table 8.

Table 8: ESF Projects Match Funding Sources	
Association for Real Change	NIO
Belfast Health & Social Care Trust	Probation Board NI
Positive Futures	NI Prison Service
DSD (Neighbourhood Renewal)	Belfast City Council
DEL Steps to Work	PSNI
Disablement Advisory Service (DEL)	MOD
BBC NI	Invest NI
OFMDFM	IFI
FIT N	BELB

3.7.2 Libraries NI

The Northern Ireland Library Authority (Libraries NI) was established in April 2009 as a result of the Review of Public Administration. Libraries NI has the statutory responsibility for the provision of public library services in Northern Ireland. It is a Non Departmental Public Body which reports to the Department of Culture, Arts and Leisure (DCAL). Public library services are delivered through a network of 96 branch

libraries, of which there are 17 in Belfast, 18 public mobile libraries and 10 Homecall Service vehicles. Learning and Information is one of Libraries NI's thematic areas of work and the target groups for Libraries NI engagement are children, students, parents, older people and the unemployed. Within Learning Services, work is focused upon children's services and adult services. Children's learning services includes;

- Rhythm and Rhyme for pre-school children and carers which helps to embed pre literacy skills
- Story time events for 4 to 8 year olds
- Reading groups for 7 years plus
- Author / poet visits
- Summer reading challenge
- School visits for P4 and P6 pupils

Adult learning services are focused upon making learning accessible within local communities for people who would not consider attending a formalised training environment. ICT training is provided with one to one support and is focused upon practical use and application of ICT for people day to day. Libraries NI also facilitate employability support and host 6 employability road shows per year as well as offering job club support in local communities. Literacy support is addressed through reading groups and reading challenges.

The budget for Libraries NI in 2011/12 was £33.48m and consultation with staff has highlighted that in order to enhance outreach and community based working there will be a need for more partnership working and a need to source funding outside of the DCAL budget.

3.8 Financial Summary

It has not been possible to make a definitive conclusion on resourcing available in Belfast for Lifelong Learning. What is known is that;

- NI Sure Start budget in 2012/13 was £23.4m. 28% of Sure Start Partnerships are in Belfast so assuming 28% of the budget would equate to £6.6m

- The BELB budget for 2012 was £280,718,000
- Neighbourhood Renewal expenditure approved for Belfast projects for 2012/13 was £1,712,788
- ESF approval for Belfast based projects under the second call (2011-2014) was £56,447,796
- For the academic year 2010/11, the universities received a total of £201.2m
- In the academic year 2011/12 DEL provided total funding of approximately £2.5m to widen participation in HE
- DEL's budget for the financial year 2012-13 was £789.7m as shown in table 9 below. This does not include capital investment

Table 9: DEL Budget

Spending Area	2011-12	2012-13	
	£m	£m	%
Employment and Skills	359.1	356.1	-0.8
Higher Education (including Teacher Training)	206.3	209.4	1.5
	109.6	193.6	1.6
Student Support and Postgraduate Awards	31.3	30.6	-2.0
Labour Market Services			
Total	**787.3**	**789.7**	**0.3**

Source: DEL Business Plan 2012/13

4.0 ONLINE SURVEY

179 organisations received the on line survey, of which 58 submitted a response (32%). Two of these respondents opted out of the survey and 56 completed all or some of the questionnaire. Unfortunately only 17 respondents completed the survey which makes it difficult to analyse the results as a representative sample of the target group.

During the focus groups the survey was discussed and participants reported that the survey was worth doing as there is no central source of information currently available. However there were a number of barriers reported that prevented people from completing the detailed survey, namely;
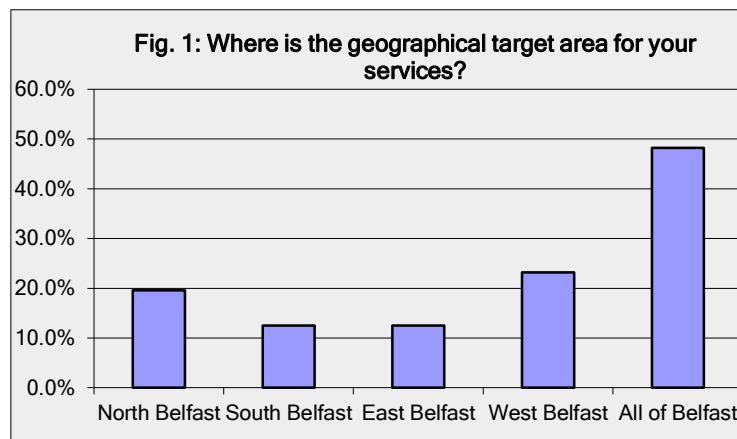
- Time and staff pressures – the survey was lengthy and would have required work to gather the information and input to the survey. Staff did not have time to do this and with organisations experiencing staff cuts, there was not the available human resource needed to complete the survey;
- For many organisations contacted, training / education was a minor part of their work and therefore completion of the survey was not a priority;
- Conflicting priorities – it was reported that the week the survey was circulated, other surveys were also in circulation, such as NICVA's State of the Sector, as well as CBI, CO3, Juvenile Justice and FEC surveys;
- Highly regulated and monitoring procedures organisations are already engaged in – this was not a priority for organisations who already have different monitoring returns for different funders and therefore did not want to complete another;
- Lack of sophisticated Management Information Systems (MIS) – not all organisations collect all of the information requested and those that do and have a good MIS (which they have paid for) were able to complete the survey. The cost of a good MIS was considered prohibitive to many organisations who could see the value of it but could not afford;
- In a competitive marketplace there are concerns about confidentiality and disclosure of organisational information

4.1 Survey Responses

Of the 56 respondents 57% report that training / education is the primary activity of their organisation while 43% report that it is not. Of those for whom education and training is not their primary activity, when asked to explain the nature of the work of the organisation there was a variety of responses illustrating the diversity of lifelong learning provision. Responses included;

- Urban regeneration
- Employability
- Advocacy and lobbying
- Health and wellbeing of older people
- Traveller support
- Support for the homeless
- Services for people with disabilities
- Community restorative justice
- Health, childcare and family support

48% of respondents report that they are providing services across Belfast, with others targeting specifically North, South, East or West Belfast. Geographically there is a physical presence across Belfast.

Fig. 1: Where is the geographical target area for your services?

Fig. 2: In what areas do you have a physical base?

North Belfast | South Belfast | East Belfast | West Belfast
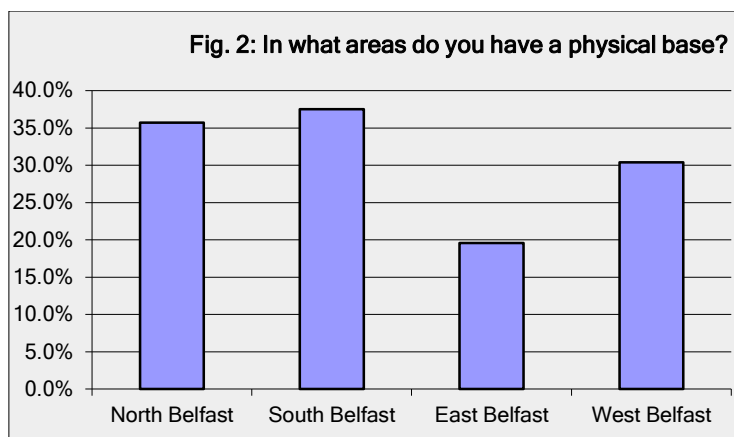
43 respondents answered the questions about numbers of staff employed within the organisation[12]. In total 1,094 people are employed within the 43 respondent organisations. 534 (49%) are employed in the provision of training / education services, of which 25% are male and 75% are female employees.

Table 9: Respondent Employees

Employee	Total Employed Within the Organisation	Nos Employed in the Delivery of Training / Education Services
Male Full Time	182	112
Female Full Time	594	317
Male Part Time	133	22
Female Part Time	185	83

In addition, 43 respondents advise that they also avail of external support staff in the delivery of training / education services, with 202 volunteers, 418 tutors and 105 other staff brought in to support learning activities.

Respondents were asked which target groups they are specifically funded to deliver training / education services for. Figure 3 illustrates the diversity of target groups supported.

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[12] Belfast Metropolitan College figures were extracted from this response

Fig. 3: Which specific target groups are you funded for to deliver training / education services? Please tick all that apply
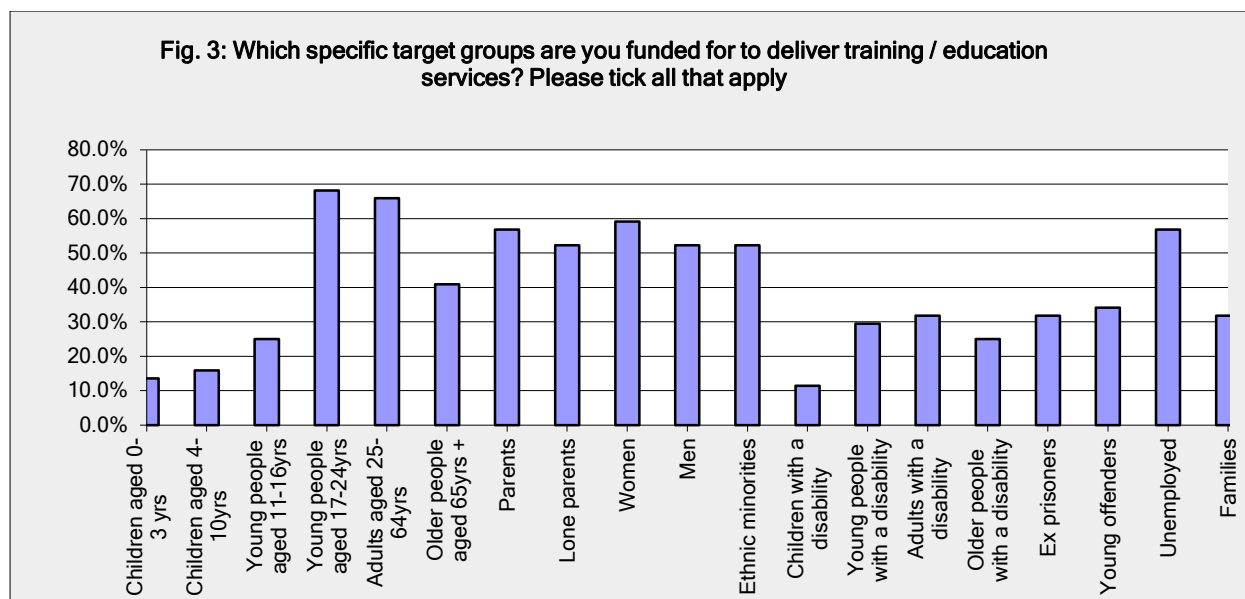
4.2   Training / Education Courses

Table 10 indicates the number of organisations who deliver training at each level of the Qualifications and Credit Framework (QCF). 28 respondents answered this question, many of which are delivering training at non accredited, entry level and QCF level 1 and 2. It is not surprising that preparation for life and work, personal development, essential skills and ICT are the subject areas provided by most organisations.

Table 10: No of Respondent Organisations by Course Offering

Subject Area	Level of Qualification					
	Non accredited	QCF Entry Level	QCF Level 1 & 2	QCF Level 3	QCF Level 4 - 6	QCF Level 7 - 8
Preparation for life & work	11	9	10	0	0	0
Personal development	16	7	8	2	1	1
Essential skills	5	14	15	3	0	0
Health, public services & care	7	5	8	3	2	0
Science & mathematics	0	1	2	1	1	0
Agriculture, horticulture & animal care	0	0	2	1	1	0
Engineering, manufacturing & technologies	2	1	4	1	1	0
Construction, planning & the built environment	2	2	6	1	1	0
Information & communication technology	9	10	13	5	1	0
Retail & commercial enterprise	2	6	9	4	2	2
Leisure, travel & tourism	1	0	3	3	1	0
Arts, media & publishing	5	1	2	1	1	0
History, philosophy & theology	3	0	1	1	0	0
Social sciences	3	3	4	1	1	1
Languages, literature & culture	5	2	2	1	1	1
Education & training	7	7	6	7	2	1
Business administration & law	3	4	10	4	2	0

4.3 Promotion and Recruitment

32 respondents report that promotion of their training / education services is primarily through local community based organisations and attending community outreach events. Other promotional materials / literature are also developed to promote provision and web sites are also an important mechanism for promotional activity.

Fig. 4: Please indicate how you promote your training / education services

When asked how trainees are referred to training providers 32 respondents report that self referral is the primary source followed by community organisations and then Jobs and Benefits Offices.

The challenges reported in the recruitment process include;

- Lack of motivation and self-esteem amongst potential recruits
- Competition from other training organisations, schools and Belfast Metropolitan College
- Getting people to commit once they register for a course
- Getting people to commit to qualifications
- Course fees
- Recruiting people who have had a bad experience at school
- Limited / unaccredited course menu
- Lack of employment opportunities
- Childcare and transport needs
- Male social isolation and reluctance to engage
- Resources needed for promotional activity

4.4   Trainee Engagement

32 respondents report that they provide student / trainee supports to enable and sustain engagement in training and education. The most frequently referenced supports provided by respondents are;

- Personal development support
- Individual target setting
- Flexible delivery
- Mentoring / one to one support
- Essential skills
- Transport subsidy
- Wrap around holistic support

Fig. 4: Please indicate the support services provided to trainees / students to enable and sustain their engagament in training / education
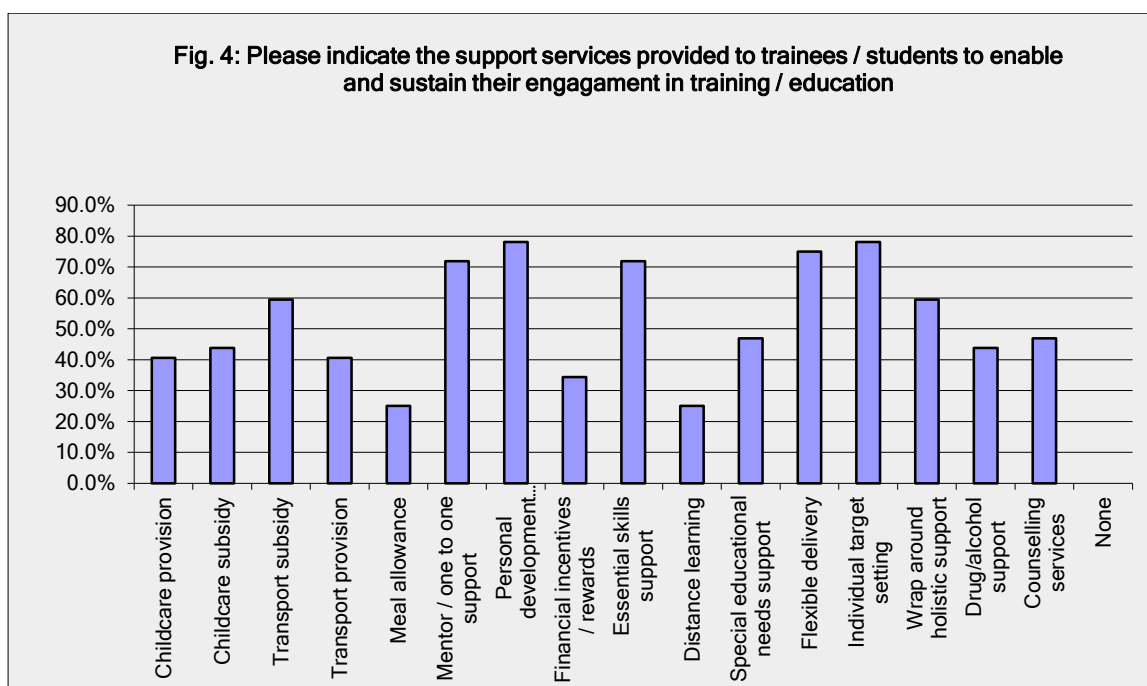
The average retention rates reported by respondents are;

- 88% for non-accredited courses
- 81% for entry level courses
- 78% for QCF Level 1 &2 courses
- 85% for QCF Level 3 courses
- 97% for QCF Level 4-6 courses

- 98% for QCF Level 7-8 courses

32 respondents report challenges in retaining trainees / students and these include;

- Social/family issues
- Low self esteem and confidence
- Motivation
- Apathy
- Health issues
- Part time work commitments to fund education
- Course too difficult
- Inability to sustain a 1 year commitment
- Nomadic traveller culture
- Caring responsibilities
- Learning disabilities
- Pregnancy
- Disruptive / unacceptable behaviour
- Addictions / dependencies
- Financial issues

4.5   Work Related Activity

18 respondents report that their courses offer work experience and a total of 1,983 people are reported to have benefitted from work experience in 2011/12.

26 respondents report that they offer preparation for work support and such support is primarily focused on non accredited and entry level courses. The most frequently reported support offered was employability skills training, followed by CV preparation, careers advice and support and interview skills.

Fig.4: Do you include any of the following preparation for work supports within training / education courses?

Legend:
- Non accredited
- QCF entry level
- QCF L1&2
- QCF L3
- QCF L4-6
- QCF L7-8

Categories: CV preparation, Interview skills, Careers advice and support, Job search, Employer liaison, Benefits advice, Employability skills training, Other job / sector specific skills training, English language for non English speakers

23 respondents report that approximately 5,500 people have benefitted from employment support in 2011/12. In addition Belfast Metropolitan College reports an additional 26,000 students have benefited from such support.

4.6 Partnership

21 respondents report that they are engaged in partnership working with other organisations and a total of 41 different organisations have been specifically referenced including;

- BHSCT
- Belfast Metropolitan College
- Business in the Community
- Belfast Central Mission
- Paragon Skills
- Global Skills
- Citrus Training

- Falls Leisure Centre
- Healthy Hearts in the West
- Springvale Learning
- EGSA
- North City Training
- Shankill Women's Centre
- Windsor Women's

- Select Security Management
- CITB
- People 1st
- Simon Community
- Northern Ireland Alternatives
- Challenge for Youth
- New Start Education

- TIME Associates
- WEA
- Opportunity Youth
- Samaritans
- Falls Community Drugs Forum
- Maureen Sheehan Centre
- CCTS

- Centre
- Women's Support Network
- Upper Springfield Development Trust
- GEMS
- Shankill Job Assist
- Stepping Stones
- Bryson Future Skills

- Centre
- Artillery Youth Club
- Belfast City Council
- Disability Action
- Cedar Foundation
- FASA
- Shankill Alternatives
- Belfast Activity Centre

4.7 Inspection

32 respondents answered the question about external inspection, with 72% reporting that they are subject to inspection by a regulatory body and 28% reporting that they are not subject to such inspection. External regulatory bodies were reported to be;

- DEL
- Education & Training Inspectorate (ETI)
- QAA
- IIP
- BELB
- BHSCT

- British Computer Society
- Open College Network
- Belfast Regeneration Office (BRO)
- DCAL
- FAST

- OCR
- OCNNI
- CPCAB
- EMQC
- OFMDFM
- City & Guilds

4.8 Trainee / Student Profile

Information on trainee profiles is inconsistent in terms of the numbers of trainees reported as different respondents have completed different questions. The number of responses provided is low and varies from 15 to 19 respondents. Information is presented by way of illustration of the responses and demonstrates the low level of information collected in respect to trainee profiles.

- 19 respondents report that in 2012/13 4,516 trainees are registered on training courses, of which 1,996 (44%) are male and 2,518 (56%) are female.
- 8 respondents report that they have 363 trainees registered with a disability.

- 18 respondents report that 70% of trainees registered in 2012/13 are Catholic and 21% are Protestant.
- 17 respondents report that 96% of trainees registered in 2012/13 are from a white ethnic background, 2% are Black African, 1% are Black other and 1% are Irish Travellers.

Table 11 shows a breakdown provided by 18 respondents for the number of trainees by subject area. This breakdown equates to 9,973 students.

**Table 11: 2012/13 Trainees / Students Enrolled on Courses by Subject Area**

Subject Area	Nos
Preparation for life & work	2,006
Personal development	2,237
Essential skills	2,769
Health, public services & care	256
Science & mathematics	30
Agriculture, horticulture & animal care	0
Engineering, manufacturing & technologies	75
Construction, planning & the built environment	183
Information & communication technology	1,040
Retail & commercial enterprise	239
Leisure, travel & tourism	66
Arts, media & publishing	200
History, philosophy & theology	50
Social sciences	60
Languages, literature & culture	18
Education & training	297
Business administration & law	447

15 respondents have provided a breakdown of the number of trainees registered in 2012/13 by the level of qualification and this breakdown equates to 5,260 trainees.

Table 12: 2012/13 Trainees / Students Enrolled on Courses by Qualification

Qualification Level	Nos of Students
Non Accredited	1,170
Entry Level	715
QCF Level 1 & 2	2,342
QCF Level 3	1,013
QCF Level 4-6	20
QCF Level 7-8	0

Figure 5 illustrates the findings of 16 respondents who report that the largest majority of trainees are aged 25 to 64 years.

Fig. 5: Within this current year 2012/13 please indicate the number of students / trainees enrolled on courses by age
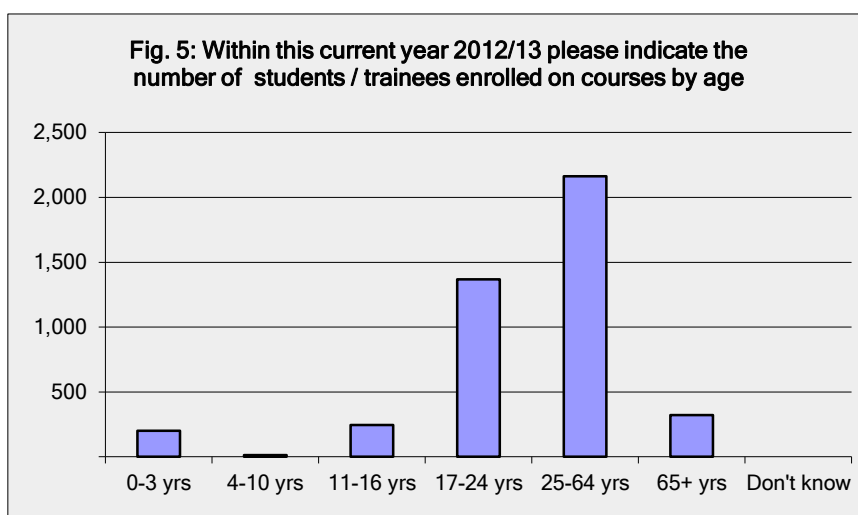
15 respondents provided a breakdown of trainees by ward as illustrated in figure 6. It had been anticipated that this question would provide an opportunity to map if people from the most deprived wards in terms of educational and employment deprivation are benefitting from locally based training and education opportunities. While a response rate of 15 is poor, findings show that 64% of trainees are from the top 10% most deprived wards in NI for education, skills and training deprivation.

Table 13: 2012/13 Trainees / Students Enrolled on Courses by Ward

Ward	Nos of trainees	Rank of education, skills and training deprivation domain
Shankill	52	1
Crumlin	101	2
Woodvale	46	3
The Mount	4	7
Duncairn	250	9
New Lodge	200	12
Upper Springfield	6	15
Glencairn	92	17
Ardoyne	193	24
Highfield	53	41
Glen Colin	298	46
Waterworks	100	57
Ballysillan	124	64
Legoniel	50	69
Cliftonville	250	117
Bellvue	30	143
Glen Road	31	144
Ladybrook	33	171
Andersonstown	29	214
Castleview	100	235
Chichester Park	50	268
Fortwilliam	30	370
Cavehill	50	544
Finaghy	2	560
Stranmillis	1	581

Fig. 6: Within this current year 2012/13 please indicate the number of students / trainees enrolled on courses by their area of residence
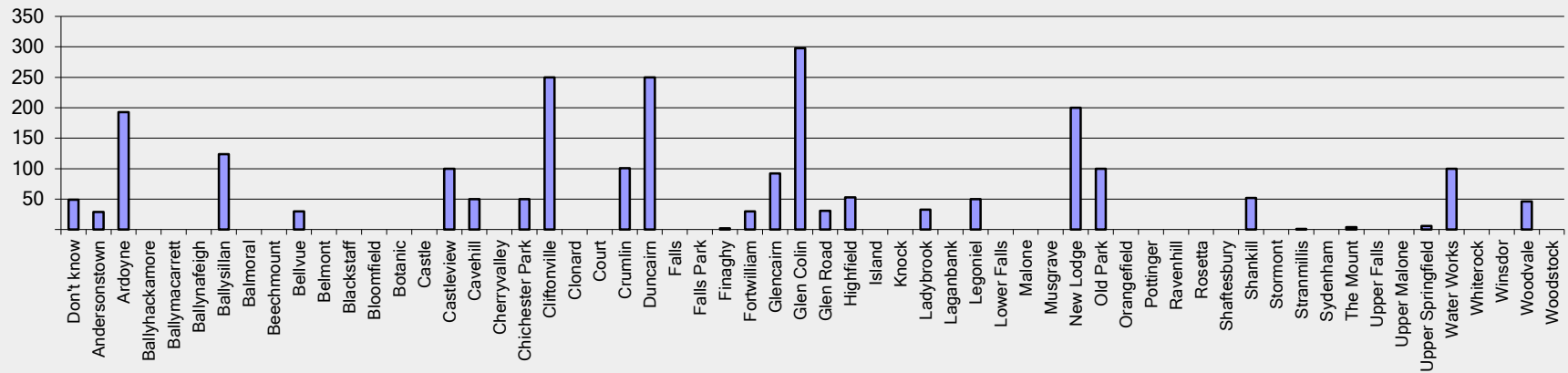
4.9   Outcomes

11 respondents report that a total of 3,467 qualifications have been attained as shown in table 14.

Table 14: 2011/12 Qualifications Attained

Subject Area	Nos
Preparation for life & work	322
Personal development	223
Essential skills	834
Health, public services & care	516
Science & mathematics	15
Agriculture, horticulture & animal care	17
Engineering, manufacturing & technologies	0
Construction, planning & the built environment	95
Information & communication technology	297
Retail & commercial enterprise	160
Leisure, travel & tourism	10
Arts, media & publishing	50
History, philosophy & theology	0
Social sciences	0
Languages, literature & culture	0
Education & training	158
Business administration & law	770

11 respondents report that the majority of qualifications attained within respondent organisations are QCF Levels 1, 2 and 3.

Fig. 7: For the year 2011/12 please detail the number of qualifications attained by qualification level
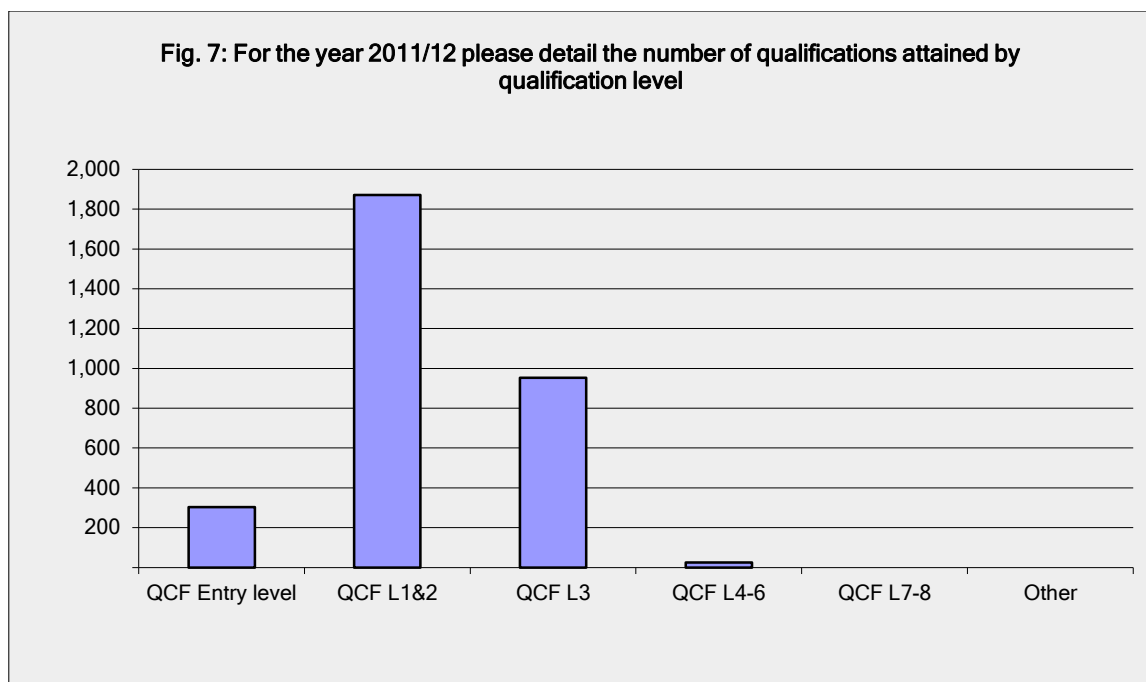
The progression routes identified by 11 respondents show that;

- 649 trainees (35%) went into employment
- 619 trainees (33%) went onto further training
- 416 trainees (22%) progressed into education
- 93 trainees (5%) moved into volunteering

4.10   Resourcing

Only 8 respondents provided information on financing for their work. Findings show that the total budget available to these 8 organisations for training provision over the period 2010/11 to in 2012/13 was approximately £2.5m per annum, of which 52% was spent on staff costs, 23% on programme costs and 25% on running costs.

9 respondents answered the question on when non recurrent funding ceases. 11% reported that funding ends in 2012, 44% in 2013, 22% in 2014 and 22% in 2015.

4.11   Challenges

The survey asked "What do you perceive the challenges to be for your organisation in the future delivery of training / education services?" and 17 respondents replied. Funding uncertainties was the single biggest challenge reported by respondents. Government spending cuts raises concerns for organisations and organisational sustainability and viability was reported.   The impact of welfare reform was also reported as a concern. These concerns were also articulated at the focus groups. Participants believe that the impact of welfare reform will result in increased demand for services at the community level and from people with complex and varied needs. Community provision will be important yet organisations do not see opportunities for resourcing this work and meeting the needs and demands that will be placed upon them.

At the focus groups it was reported that the emphasis on the economy has removed acknowledgement of the need for softer skills development within the community and that unless this work is resourced, those furthest from the labour market will remain marginalised and excluded. Participants at the focus groups reported that many people in the most disadvantaged communities are not ready to undertake an accredited qualification and that there is a need for recognition of the early interventions (non accredited and entry level training) that are needed to get people on the first rung of the ladder. However there are differences in perception of what that first step is. Success Through Skills states *"If we view the process of improving qualifications in terms of a Skills Ladder, then a Level 2 qualification can be viewed as the first rung of the ladder, helping people to climb higher"*. This is based upon evidence that shows qualifications at all levels lead to greater returns, in terms of salaries and wages, for individuals. For example, for the UK, the rate of return of a Level 1 qualification was negligible, while rates of return were around 13-14% for both Level 2 and 3 and rose to 25-33% for Level 4 and 5 qualifications[13].

Supporting the most disadvantaged was reported as a significant challenge that requires intensive resource input both in terms of human resource input, such as staff time and potentially specialist support staff as well as financial resource to support their engagement e.g. clothes, food, transport, childcare. Participants at the focus groups reported that in a move towards outcome based initiatives and a focus

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[13] Success Through Skills – Transforming Futures, The Skills Strategy for Northern Ireland, 2011

on performance, the inputs required for meeting the needs of the most disadvantaged was being overlooked.

4.12 Opportunities

Respondents also see that the current economic climate and the need for upskilling brings opportunities which they can respond to if the funding is available. Also, it is acknowledged that there are opportunities for better partnership working, collaboration and potential 'streamlining' between organisations to more effectively and efficiently deliver local training and education services.

5.0 CONCLUSIONS AND RECOMMENDATIONS

This mapping exercise provides an overview for Belfast Strategic Partnership of the Lifelong Learning environment in Belfast although it does not claim to be a definitive presentation of all lifelong learning activity. Desk based research findings show;

- A commitment to Lifelong learning across 7 Government Departments and 20 strategies but no single strategy for Lifelong learning

- The importance of early years and family support interventions and the models of good practice that exist through initiatives such as Sure Start, Integrated Services for Children and Young People, Extended Schools, BELB parenting support

- There are a total of 228 schools (including pre-schools) in Belfast, with 58,143 children attending

- Belfast Metropolitan College is the largest FE College in NI and offers 454 unique courses in Belfast. In 2010/11 the College had 35,217 students enrolled of which 5,651 were full time students and 29,556 part time students and 31,446 were enrolled in further education and 3,771 in higher education

- Belfast Metropolitan College delivers courses in 28 community outreach centres across Belfast and engages with approximately 30 schools across Belfast through the Schools Partnership Programme

- Currently 54% of NI HE enrolments are in Belfast institutions. With the relocation of students from Jordanstown in 2018 this will potentially increase to approximately 80% of all NI HEI students will be based in Belfast

- 28,222 students are enrolled at Queens University, University of Ulster Belfast campus, Stranmillis University College and St Mary's University College

- DEL funds a variety of employment related training programmes delivered by community, voluntary and private sector organisations as well as Belfast Metropolitan College.

- DEL recently approved £9.2m funding to 18 projects in Northern Ireland through the Collaboration and Innovation Fund of which 13 will impact upon Belfast

- Under Neighbourhood Renewal, in 2012/13 a total of 25 education and skills projects were funded in Belfast across 12 Neighbourhood Renewal areas, at a cost of £1,712,788

- 50 different Belfast based organisations availed of ESF funding for both local and NI wide activity. £56,447,796 was approved for Belfast based projects under the second call (2011-2014)

The online survey and focus group consultation process conducted to inform the study has highlighted a variety of issues for consideration;

- The disparate and fragmented nature of the lifelong learning environment in terms of the number of community, voluntary and private sector service providers and the varied extent of their involvement in service provision

- The nature of organisations engaged in lifelong learning ranges from those for whom education / training is the primary focus of their organisation to organisations engaged in urban regeneration, health related activity, community development activity, employability work, working with people with disabilities, family support, women's centres to name a few

- There is a perceived value in the importance of the information that was being sought to inform the mapping exercise but barriers encountered in terms of organisational ability to provide the information

- There are inconsistencies in the collection of monitoring information and therefore an inability to conclusively map provision and uptake of services across Belfast

- Funding uncertainties and government cuts are presenting real challenges to organisations in respect to financial sustainability for some

- There is a sense that the lifelong learning agenda has been lost, with a focus solely on the economy, with no acknowledgement of early interventions that are needed in order to achieve economic outcomes

- This shift from the focus on skills to employability does nothing to help the large swaths of Belfast with high concentrations of unskilled, economically inactive residents. Skills projections indicate that job seekers will require level 3/4 and better qualifications to compete in the future job market (Oxford Economics Belfast Skills Audit). The areas which are currently economically disadvantaged will remain so in the future without a shift in policy direction!

Based upon the findings from this exercise, the following recommendations are drawn out to inform potential further work by Belfast Strategic Partnership. In summary our recommendations refer to the need for:

1) A Belfast City Lifelong Learning Strategy
2) A Belfast City LifeLong Learning Structure
3) A user friendly, centralised information access point
4) A new MIS which facilitates sharing and partnership building across the city.

These recommendations are further described below.

a) Lifelong Learning Strategy

There are currently 18 strategies in Northern Ireland that impact upon and make strategic reference to lifelong learning. However the consultation process has raised concerns that the concept of lifelong learning has been lost and that there is a need to recommit to the concept through development of a Lifelong Learning Strategy for Belfast. This strategy would provide an opportunity to address the issues identified during this mapping exercise and develop an understanding of a collective vision and targets for education and skills development in Belfast.

b) Management Information

There are inconsistencies in the recording of information in respect to Lifelong Learning provision in Belfast. Different funding bodies / Government Departments have different monitoring systems and at the focus groups there was a sense that

very few organisations have access to sophisticated management information systems that would enable them to provide the level of detail which is considered to be necessary. For example, there is currently no way to map provision and uptake by area to determine if people from those areas in greatest need are accessing existing training and education provision. Therefore there is a need for a single MIS that monitors provision and uptake in local communities. The development of a system should be considered across Government Departments so that organisations delivering training and education initiatives are consistently reporting to one central system, irrespective of the responsible Government Department.

c) Partnership / Collaboration / Rationalisation

There is a need for better partnership working to avoid duplication of services and ensure more effective and efficient use of limited funds. For example, in Belfast 50 different organisations received ESF funding. While some of these are regional organisations targeting all of NI, there are many who are delivering localised community based services in Belfast. Funding the administration costs of all these organisations raises concerns about the value for money of such an approach and a need for a more City wide approach.

d) Information on Lifelong Learning Provision

There is a lack of centralised information on what lifelong learning opportunities exist across Belfast i.e. what training courses are available and where they are available. EGSA used to manage an online information resource but funding for this ceased and recently funding for EGSA has also ceased. At the focus groups it was reported that such a centralised information resource would be an excellent tool to promote lifelong learning across the city. Such a resource would also be useful in terms of enhancing awareness across the sector of stakeholder organisations and what exactly they deliver. This would potentially help to open up opportunities for better collaboration and partnership working.

APPENDIX 1   Survey Database

174 Trust	North Belfast Senior Citizens Forum
Age NI	North Belfast Women's Forum
ASCONI	North City Business Centre
Ashton Community Trust	North City Training
Ardoyne Women's Group	Northern Ireland Muslim Family Association
A4e – Belfast	NOW project
Action on Disability	Oasis Caring in Action
Action Mental Health	O'Boyle Training
An Eochair	Open Doors Learning Centre
An Munia Tober	Opportunity Youth
ARC NI	Orchardville Society
Artillery Youth Centre	Paragon Training NI Limited
Ballymac Community Centre	Pathways Project
Ballynafeigh Community Development Association	Peace Players International
Ballymurphy Women's Centre	Plumbing & Mechanical Services Training Ltd
Ballysillan Community Forum	Protocol Skills Training
Barnardos NI	Pobal
Belfast Central Training Limited	PRAXIS Care
Belfast College of Training & Education Ltd	Princes Trust
Belfast Islamic Centre Women's group	QUB
Belfast Metropolitan College	RNIB NI
Belfast South Community Resources	RNID

Benview Community Centre	Royal Mencap Society
Blackie Community Group	Rutledge Recruitment and Training (Belfast)
Bloomfield Community Association	Sandy Row Community Forum
Bombardier Aerospace – Shorts	Shankill Job Assist Centre
Bryson FutureSkills	Shankill Women's Centre
Bryson Intercultural Centre	Short Strand Partnership
Business in the Community	South Belfast Alternatives
Carrick Hill Resident's Association	South City Resource & Development Centre
Cedar Foundation	Springboard Ltd
Challenge for Youth	Springhill Community House
Coiste na n-Larchimi	Springvale Learning
Conservation Volunteers NI	Springwell House
Conway Education Centre	St Marys College
Corner House Cross Community Family Centre	Stepping Stone Project
Cromack Regeneration Initiative	Star Neighbourhood Centre
CSV Media	Stranmillas College
De Paul Trust	Sure start Beechmount
DFPF Ltd	Sure Start Clan Mor
DFPF Ltd (People 1st)	Sure Start Colin
Disability Action	Sure Start East Belfast
Divis Joint Development Committee	Sure Start Outer West Belfast
Donegall Pass Community Forum	Sure Start Saol Ur
East Belfast Alternatives	Sure Start Shankill

East Belfast Community Education Centre	Sure Start Smile
East Belfast Enterprise	Sure Start South Belfast
East Belfast Mission	Glenbrook Sure Start
EGSA	Inner City South Belfast Sure Start
Engage with Age	Village Sure Start
Engineering Training Council	Swann Training Services Ltd
EPIC	Tar Anall
Extern	Tar Isteach
Falls Community Council	The Base
Falls Women's Centre	The Bytes Project
First4Skills (Belfast)	The Open University
Footprints Women's Centre	Training for Women Network
Frank Gillen Centre	Training, Information & Employment Project (TIE)
GEMS NI	TREE NI
Gingerbread NI	U3A - University of the Third Age
Greater Shankill Partnership	Ulster Supported Employment Limited
Greater Village Regeneration Trust	Upper Andersonstown Community Forum
Hair Academy/Jennymount	Upper Springfield Development Trust
Home Start south & east Belfast	UUJ
Impact Training (NI) Ltd	Volunteer NOW
Include Youth	Walkway Community Centre
Insight Accessibility	Walkway Training & Women's Centre
Integrated Services for Children & Young People, Greater Shankill	WEA

Integrated Services for Children & Young People, West Belfast	West Belfast 50+ Forum
Ionad Uibh Eachach	West Belfast Parent Youth Support Group
Job Assist Centre West Belfast	Westland Community Group
Job Assist Centre	Windsor Women's Centre
Jolly Roger Complex	Wishing Well Family Centre
Lagan Village Youth & Community	Women In Business
Lenadoon Community Forum	Women's Information Group
Leonard Cheshire Disability	Women's Resource and Development Agency
Ligoniel Family Centre	Womens Support Network
Lower Ormeau Residents Action Group	Women's Tec
Lower Oldpark Community Association	Workforce Training Services Limited
Link Centre	Vine Centre
Markets Development Association	Visual Access NI
Marrowbone Community Assoc	Youth Action NI
MENCAP NI	Youth Council
Multi-Cultural Resource Centre	Young Enterprise NI
New Start Education Centre	NBWISP
NI Alternatives	NICVA
Ni Children's Enterprise	North African Cultural Centre
NIACRO	North Belfast Employment Centre
NIAMH	North Belfast Partnership
NICEM	National Museum's NI
NICRAS	

APPENDIX II   CIF Funding Awards

Organisation	CIF Funding	Project Details
1. **Artillery Youth Centre**	£321,972	To develop youth workers in the north Belfast area and involve young people in decision making and engage parents/family support. The project includes delivery of accredited mentoring training, sharing best practice events and development of websites to support youth workers.
2. **Belfast Metropolitan College**	£916,530	To provide mentoring, development of individual learning plans,accredited courses and work experience for young people, particularly those with educational, social or physical needs.
3. **Bryson Charitable Group**	£250,533	This project will enable collaboration across the NEET Strategy Forum members, from the voluntary and community sector, to develop and implement best practice and provide coordinated services to young people not in education, employment or training.
4. **Extern Organisation Limited**	£272,073	To provide transitional mentoring support for young people leaving alternative education provision. In partnership with relevant agencies a continuum of services including educational, training, social, and mental health support services will be provided to support young people into education, employment or training.
Fit4Life	£872,900	To develop Digi-hubs to provide formal and informal learning and will use IT packages to influence attitudes to work, achieve competency in computer use, improve literacy skills, language, numeracy and ICT skills. The project will provide mentoring for up to 3 years with the goal of progression into FE or employment
GEMS	£639,000	The project will cover Belfast, Lisburn and Banbridge. The project includes individual mentor support, a 3 month learning placement, young people and employer's involvement in development, planning, design and evaluation.
Include Youth	£591,698	This project comprises of five core elements - Mentoring, Personal Development, Peace and Reconciliation work, Activity Based Learning and Essential Skills delivery. The project offers a suite of learning and educational opportunities that will help participants address a range of issues linked to the elements of the core curriculum of youth work.
NOW Ltd	£469,176	To provide opportunities for young people with a learning difficulty from Belfast and Lisburn through collaboration between NOW and Stepping Stones. This programme will facilitate the individual's progress and development and will include training, job coaching and volunteering opportunities including a short residential course.

Opportunity Youth	£453,545	8 week programme in 3 phases and will include challenge, assessment and a residential including QCF qualifications, and therapeutic and employability mentoring.
The Appleby Trust	£262,926	To provide young people with autism spectrum disorder with a two year placement. The project will use specialist staff to provide an all encompassing and innovative pathway to employment
The Prince's Trust	£669,221	The project utilises one to one support and challenging activities (e.g. caving & cycling) to provide motivation and life skills including essential skills. The trust has strong partnerships with FE and employers and, after an average of 100 hours training, the programme focuses on progression to FE, employment or a Prince's Trust programme.
Training for Women Network	£770,067	This project will specifically target young women and will use a tailored programme of one-to-one support and group activities to engage and support young women who face a range of issues and personal barriers in their lives. The project will work through community based NEET Engagement Officers working within disadvantaged communities who will engage, target and recruit these specifically hard to reach young NEET women. The project includes options for innovative training in the creative and music industries.
YouthAction NI	£399,388	This project will cover Greater Belfast, Northwest / Waterside, Armagh, Newry and Fermanagh and will focus on developing 3 skills sets: skills for learning; CVs; and skills for living - which focuses on developing young people's skills and capabilities to cope with life's challenges, build resilience, and build positive mental health. The project which includes mentoring support has a range of innovative schemes including, Get Set To Go - an interactive, creative, collaborative signposting event for young people which will help create a database of NEET young people to use a texting service to provide information and signposting which is immediate, accessible and young person friendly.