

Acknowledgements

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Section I

Introduction

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Introduction



The Equality for Women Measure is a positive action programme for women that is being led by the Department of Justice, Equality and Law Reform and it is funded through the National Development Plan 2000-2006. It is designed to promote pilot initiatives aimed at improving the economic, social, cultural and political lives of women.

The Equality for Women¹ programme in Wexford Town is one of thirty three programmes operating nationally under strand A - Improving Women's Access to Education, Training and Employment. The programme in Wexford Town was a comprehensive community education programme for women than ran from September 2005 to the end of March 2007. During the course of the programme, fifty eight women participated directly in courses provided. To date (15 March 2007), eighteen women have received FETAC accreditation at various levels on the Women in Business course. Twenty six other participants are in anticipation of their results. A further ten participated in an Intercultural Group. 130 women were involved in a conference that took place approximately half way through the programme. Several hundred participated in a celebration event.

The programme adopted a three strand approach that incorporated elements of formal education and training, training for certification and

¹ Throughout this report the term "Equality for Women Measure" is used interchangeably with the abbreviation "EWM".

mentoring. There were six main elements to the programme structure as outlined below.

Table 1: EWM Course and Accreditation Status

Course / Group Title	Accreditation Status	No.of Participants
Pre-Development	Unaccredited training	9
Women In Business	FETAC level 5 accreditation	19
Women In Leadership	FETAC level 5 accreditation	12
Information Technology Skills	FETAC Level 4 Accreditation	8
Intercultural Group	Unaccredited	10
Women's Festival	Unaccredited	130
-Conference		300+
-Celebration Event		

Methodology

The purpose of this evaluation was to measure the outcomes/results of the EWM programme against the original programme aims and objectives. Details of these objectives are outlined in the project proposal that was originally submitted to the funding body (see p.65 appendices). The process through which these objectives were addressed is equally as important as the programme outcomes. Therefore this report does not focus exclusively on the number of women who participated on courses, received accreditation or took part in other elements of the programme such as mentoring. It also examines the process through which the programme evolved from the original application procedure to the formation of the steering group and the implementation of the programme. It looks at the ethos and methodology adopted throughout the programme by programme workers, the steering group and tutors.

Both the qualitative and quantitative outcomes of the EWM programme are examined. Primary or quantitative information is derived from programme records and information regarding the number of participants for each element of the programme and the number who achieved accreditation. The section on community education is informed through secondary research.

Qualitative information was gathered through one-to-one meetings with participants from the Pre-Development and Women In Business courses.

A standard questionnaire was administered during these meetings and participants were allocated a code to ensure confidentiality.

Separate evaluation work-shops were held with participants from the Women In Leadership course, the Intercultural group and the participants on the Information Technology Skills course. Meetings also took place with the EWM Steering Group, Access 2000 Management Group (lead agency), EWM staff, programme tutors and representatives from FAS and County Wexford VEC. Qualitative information is also provided through a selection of case-studies from randomly selected participants on the programme.

Table 2 : Evaluation methodology used with EWM participants

Course / Group Title	Evaluation Methodology	Number of course Participants	Number Interviewed
Pre-Development	Individual Meetings	9	9
Women In Employment	Individual Meetings	19	18
Women In Leadership	Evaluation Workshop	12	6
Information Technology Skills	Evaluation Workshop	8	7
Intercultural Group	Evaluation Workshop	10	5

Community Education

In order to appreciate the aims and objectives of the EWM programme, it is necessary to contextualise it within community education. This section traces the development of community education over recent years.

The White Paper "Learning for Life", that was published in 2000 described community education as "amongst the most dynamic, creative and relevant components of Adult Education in Ireland". It highlighted its significance in three key areas;

- In reaching large numbers of participants in disadvantaged settings

- In pioneering new approaches to teaching and learning in non-hierarchical, community based settings
- In taking the lived experience of the participants as a starting point

(Community Education, p.12)

In Ireland, community education has evolved over a number of years. In the 1970's community education was primarily provided through night classes that were supported by the VEC. The demands placed on these classes meant it was necessary for the number and types of groups providing adult education to expand. Locally based adult education groups that operated in the daytime began to emerge. Aontas reports that "many of these groups were women's groups whose management and service users were women" (Community Education, p.1). The report goes on to explain that this was not unexpected as women experienced multiple barriers to education, training and employment. A key feature of the adult education groups was the provision of childcare to learners.

In the 1980's, Ireland's economy was weak. The country was ravaged by seriously high levels of unemployment, poverty and social exclusion. Emigration was common-place. Against this backdrop, the Combat Poverty Agency was established in 1986. Its remit was to support anti-poverty initiatives and networks and to make recommendations to the Irish Government on economic and social planning.

From community groups, the response to tackle disadvantage came from the grass-roots. Community groups were facilitated to come together to address issues of isolation, poverty, social exclusion and lack of services. This was the birth place of Community Education.

In 1990, the Community Development Programme was officially launched by the Department of Social, Community and Family Affairs with the purpose of "promoting positive change in society in favour of those who benefit least" (DSCFA, p.2). A number of Community Development Projects emerged around the country. For the first time, core-funding was also made available to women's groups with an anti-poverty focus. This enabled them to provide training courses with more stability than ever before.

In the 1990's, community groups began to capitalise on Ireland's membership of the E.E.C. by accessing funding to operate NOW (New Opportunities for Women) programmes. In Wexford, an education course

for women was run under the Horizon programme in the early 1990's. This was a great example of the potential of community education. It was hugely successful and many of its participants have progressed to become leaders in community development structures and community education.

The aim of the NOW programme was to develop equality for women in relation to education and training options. In 1998, the Women's Education Initiative (WEI) was launched by the Department of Education. This initiative provided funding for thirteen projects around the country. It specifically targeted educationally disadvantaged women's groups. This evolved into the Education Equality Initiative (EEI) which funded eighteen groups nationally and was expanded to include groups other than women, including men's groups, disability groups and rural community groups.

The most recent funding stream which has become available to community groups is the Back To Education Initiative (BTEI) which provides flexible options for adults with less than upper second level education to enable them to return to learning. It is operated through the VEC and it defines its aim as "giving people an opportunity to combine a return to learning with family, work and other responsibilities".

Against this backdrop, the EWM programme is one of the most recent education initiatives that is specifically targeted at women.

Section II

Background to establishment of Equality for Women Programme in Wexford

Application for EWM Programme

Background to Application / RAPID designation.

Wexford is a coastal town located in the south east of Ireland. It has traditionally been called "the Model County". This title contributes to the misperception held by many people that Wexford is a wealthy town. The reality is that wealth does exist, however there is a big gap between the wealthy and those living in poverty and disadvantage and all the evidence points to the fact that this gap is widening. The Irish government recognised this when it included parts of Wexford Town in the RAPID² programme. This is a government initiative targeting the 45 most disadvantaged areas in the country. Under the initiative, the Clonard and Maudlintown / Faythe areas of the town have been designated as RAPID areas. (RAPID Strategic Plan, p.12).

In the Summer of 2004, it was announced that a new round of Equality for Women Programmes were to be allocated to RAPID areas. These programmes were to be funded through the Department of Justice, Equality and Law Reform. The RAPID co-ordinator for Wexford Town invited all agencies and organisations that were involved in women's development and education, to attend a meeting in Wexford Town. This meeting was attended by ten locally based organisations. At this meeting, it was agreed to form a working group with the aim of applying for area-based funding for an Equality for Women Programme for Wexford Town.

The members of the working group were as follows;

- Access 2000 (Wexford) Ltd - a community education and training initiative / project that aims to raise awareness and address the needs of women experiencing educational, social and cultural disadvantage in County Wexford
- Community Links - Traveller Womens' Network
- FDYS Youthwork Ireland (Ferns Diocesan Youth Service)
- SEHB, Wexford Community Care (later HSE)
- Wexford Area Partnership - Equality Officer

² RAPID : "Revitalisation of areas through planning, investment and development – brings together the relevant agencies and communities to devise solutions to local needs through better co-ordination of services and targeting of existing resources promoting a social inclusion approach"(Wexford RAPID Strategic Plan, p.1)

- Support from Wexford RAPID areas, West Wexford, South-end and Clonard /Coolcots
- County Wexford Community Women's Collective³
- Wolfe Tone Women's Group - a women's group Community Development Project
- Wexford Women's Refuge

Following this initial meeting, a facilitated workshop was then arranged with the aim of determining the type of project that was needed. Over a series of several meetings, the group worked together to develop a shared vision and aims for the project. It was agreed that Access 2000 would be the lead agency for the project and that it would submit the application on behalf of the consortium. At this stage, Wexford Area Partnership withdrew from the consultation process and submitted a separate application under a different EWM funding stream.

Each member of the consortium took an active role in the preparation of the application. All of the groups that were involved had considerable knowledge of working with groups experiencing poverty and disadvantage and this knowledge was crucial during the preparation of the project application. Over a series of meetings, the application was prepared, discussed and finalised.

Finally the proposal was brought to the Wexford Town RAPID Area Implementation Team (AIT) where it received formal endorsement. The application was then submitted to the Department of Justice, Equality and Law Reform for consideration. It consequently received approval.

³ County Wexford Community Women's Collective is linked to the National Collective of Community based Women's Networks. The women involved in the steering group for CWCWC come from Wolfe Tone Women's CDP, Access 2000 CDP, Templeshannon CDP, FAB CDP and the Women with Disabilities Group (IWA). Other groups that have become involved with the CWCWC by attending consultations and workshops include FDYS, HSE, Wexford Women's Refuge, Traveller Women's Network, VEC, South West Wexford CDP, Ethnic Minorities Women's Group, County Wexford Partnership, Kilmuckridge FRC, Southend FRC and the Rape and Sexual Abuse Support Service.

Steering Group Formation / Employment of Workers

The steering group for the programme was drawn from representatives of the agencies that were involved in the submission of the funding application. Members "self-selected" for membership of the steering group.

Once approval was received, the issue of employing workers for the programme emerged. The positions of Co-ordinator, Administrator and Outreach Worker were advertised and interviews were held. The successful applicants for these positions became employees of Access 2000, who had agreed to take on this role at the outset of the application process. The Co-ordinator of Access 2000 became the direct line manager of the three new employees and an employment sub-group consisting of three people drawn from the original steering group was established.

Comment on Consultation and Application Process

The process undertaken during the consultation phase adhered to the principles of community development and was open, inclusive and fair. There was an open-door policy in terms of groups who wished to become involved in the application process and the views of a wide range of groups and individuals were taken on board. Similarly, the process through which the steering group was formed followed community development principles.

Programme Design

The programme contents were loosely decided by the consortium at the application stage. The intention at that stage was to deliver;

- Two pre-development community education programmes
- A community education programme focused on women and work
- A community education programme "women and community and leadership"

The target group as outlined in the application was "women who experience multiple forms of exclusion and discrimination, e.g. Travellers, women refugees, asylum seekers, older people, people with disabilities, gay/lesbians and women parenting alone" (EWM application, p.7).

These programmes were chosen for this target group based on the experience and skills of the consortium members - all of whom had considerable experience working with women's groups and in community education. They felt that there was a definite gap in community education for women in terms of the courses identified.

The exact programme contents were decided at a later stage when staff had been employed. The definitive course contents were then decided by the co-ordinator and the steering group members. This process was more time consuming than expected. For the accredited courses, efforts were made to match the courses with suitable FETAC modules as this was the accreditation stream of choice.

In some cases this was a more difficult task than anticipated. For instance, Women In Business was originally chosen as one of the courses but there was great difficulty trying to source a FETAC module to match it. Similarly, the Women In Leadership module was difficult to match to FETAC level. Eventually, suitable locally devised modules were sourced from other areas such as Donegal and Leitrim.

For the courses that were accredited, programme contents were based on NCVA module descriptors. The duration, content and delivery of learning programmes are flexible as they are intended to be appropriate to the participants' needs and interests. However, this still enables the participants to reach the standard as described in the module descriptor.

The process was more straight-forward for the informal education courses (pre-development and intercultural group). As these courses were not accredited, they did not have to fit any specific criteria. These courses could be much more flexible and responsive to the participants needs. The final programme contents and the time-scale involved is outlined overleaf.



Table 3: Contents / Time-Table of EWM Programme

Programme Title	Modules	No. of Participants	Time-Frame	Accreditation
Pre-Development Course	_ Personal Development _ Communications _ Computers _ Arts and Crafts	9	21/9/'05-2/12/'05	N/A
Women In ⁴Employment Course	_ Work / Life Balance _ Communications _ Gender Awareness _ Meeting Skills	19	31/1/'06-30/6/'06	FETAC Merits 13 Distinction 3 Pass 2
Women's Festival	_ Conference _ Celebration on Wexford Quay	130	21/7/'06 22/7/'06	N/A
Information Technology Skills	_ Information Technology Skills _ Word Processing _ File Management _ Internet and Email	8	7/11/'06-6/2/'07	FETAC
Women In Leadership Course	_ Gender, Power and Inequality _ Decision making and Participation _ Regional,	12	29/9/'06-23/2/'07	FETAC level 5

⁴ Nineteen women registered for the Women In Business course. One participant left the course after a few weeks so she did not submit a portfolio for accreditation.

	National, International and Policy context _ Leadership for Social Change			
Intercultural Group	_ Marriage Traditions _ Music / Dance _ Women's Issues _ Cookery _ Crafts _ Story-telling _ Group outing	10	24/1/'07-28/3/'07	N/A

FETAC accreditation levels : pass = 50-64%, merit = 65-79%, distinction = 80-100%

Three Strand Approach

In designing the EWM programme the steering group adopted a three strand approach consisting of accredited training/education, unaccredited training/education and mentoring as outlined below;

Table 4 : Components of EWM programme and accreditation status

Course Title	Accredited	Unaccredited	Other
Pre-Development		✓	
Women In Business	✓		
Information Technology Skills	✓		
Women In Leadership	✓		
Intercultural Group			✓
Mentoring			✓

The steering group feel that this was a good balance for the following reasons;

- They were anxious to appeal to as many women as possible from the identified target group. Recognising the fact that this is a heterogenous group with a wide range of needs, they therefore

designed the programme to offer the maximum number of options to women.

- The training without accreditation appealed to women who had been out of education / training for some time and who required a gentle re-introduction to the world of education. This course concentrated on building the capacity of women and facilitating them to move forward to undertake further education / training if they desired.
- The availability of accreditation for the Women In Business, Women In Leadership and Information Technology Skills courses meant that there were options for women who wished to progress from the Pre-Development stage. The sequence in which the courses were provided also facilitated this with Pre-Development being the first course that was offered through the EWM programme.
- The steering group knew there was frustration at the lack of flexible, accredited training that was available in Wexford town. This was reflected in the fact that all accredited courses were initially over-subscribed.
- The need for an information technology class had been identified during the recruitment phase for the Intercultural Group and therefore it was a response to an identified need.
- As the title implies, the Intercultural Group was targeted at women from other countries and cultures who had moved to Wexford. Due to language restrictions etc. it was not possible to arrange accreditation for this group of women. Instead it was decided to operate as a women's group and to concentrate on building social networks and prevention of isolation for these women.

Comment on Programme Design Process

It is clear that in designing the programme contents, the steering group were anxious to appeal to as many women as possible from the identified target group. They therefore designed a selection of courses that appealed to a broad range of women. The broad contents of the EWM programme had to be decided at the application stage; however there was

still flexibility to adapt the programme contents at a later stage. In hindsight it would have been beneficial to research the FETAC modules that were available before deciding on course modules as a lot of time was spent trying to match courses to FETAC modules. The steering group were responsive to the needs of women in as far as possible e.g. when a computer course was offered in response to a need identified during the participant recruitment stage.

Outreach Strategy

The importance of adopting a meaningful outreach strategy had been recognised at the outset by those involved in the submission of the application. These agencies were later to be represented on the steering group. Due to their previous experience of women's education, there was a shared understanding that outreach and on-going support would be a key factor in attracting women from the target group onto the course. Consequently, an outreach worker was employed with the role of recruiting women onto the programme and providing them with on-going support.

The EWM programme was to be targeted at the RAPID areas first with at least 75% of places to be reserved for women from the RAPID area. If places were still available after this, they were to be offered to women outside the RAPID areas. The following actions were undertaken to outreach women.

- A leaflet was published outlining some details of the EWM programme and giving some information on the courses that would be provided. This leaflet was hand-delivered to all houses in the RAPID areas namely Greater Clonard and the Maudlintown / Faythe areas of Wexford Town.
- An open coffee morning was held. Women were invited to attend, to get more information on the programme and to ask questions from the staff.
- Information on the programme was sent to community projects, women's groups and School Liaison Officers.
- Linkages were made with the local FAS office that displayed promotional material on the EWM programme in their office and referred women to the programme.
- For the Women In Leadership course, an open morning was held in Access 2000. This was attended by Ailbhe Smyth who was one of the course tutors. An overview of the programme was provided at this session.

Comment on Outreach Strategy

A broad range of actions were taken to raise awareness of the EWM programme and to encourage women to take part in the programme. Taking the Pre-development and Women In Business courses as examples, the table below illustrates how participants were made aware of the programme. It is clear that posters and advertisements in newspapers and newsletters were the most effective forms of advertising. This is followed by individual contact with Access 2000 or FAS.

Table 5 : How participants found out about EWM Programme

Course Title	Outreach Worker	Access 2000	FAS	Newspaper/ Newsletter/ poster	Word of Mouth	Other⁵
Pre-Dev	1		1			1
Women In Business	1	5	2	2	1	2
Pre-Dev⁶ + Women In Business			1	1		2
Information Technology Skills				6		
	2	5	4	9	1	5

Note : it is unknown how one of the participants on the Information Technology Skills course heard about the programme

⁵ The category “other” includes organizations such as FDYS, Wolfe Tone Women’s Group CDP, Wexford Women’s Refuge.

⁶ Four participants from the Pre-Development course also participated on the Women In Business course.

Section III

Outcomes of Wexford Equality for Women Programme

Outcomes for Participants

The impact of the EWM programme on participants is examined in this section. The outcomes for participants were varied. A brief synopsis of the elements included under the programme is outlined before these outcomes are explored.

- **Pre-Development**



Pre-Development was the first course to be offered under the EWM programme. It ran from September 21st 2006 to December 2nd 2006. Initially there were ten participants. One participant died in tragic circumstances which had a devastating impact on the other members of the group. However, with the support of Access 2000 and the EWM co-ordinator the remaining nine participants went on to complete the course. Pre-development was not accredited. It was designed to build the capacity of women who had been out of education for some time. This is reflected in the course content which included basic literacy, basic computer skills, arts and crafts, personal development and life skills.

- **Women In Business**

The Women In Business course ran from January 31st to June 30th. There were nineteen participants. The course received FETAC level 5 accreditation. Topics included work/life balance, gender awareness, meeting skills and communications. Participants also undertook a work experience placement that extended over a four week period.

- **Women In Leadership**

The Women in Leadership course ran from September 29th 2006 - March 23rd 2007. The aim of this course was to increase the confidence of women to enable them to increase their engagement in community development structures and facilitate them to move into leadership positions in the community.

The target group for this course was women who were already involved in community activity or had the potential to increase their participation in the community. Social Policy and Women, Leadership and Social Change were the main components of this course.

- **Information Technology Skills**



Eight women participated on the Information Technology Skills course. The duration of this course was from 7th November 2006 - 30th January 2007. Initially there were fourteen places and the course was over-subscribed. However, personal circumstances meant that some

participants had to leave the course. Participants have submitted their exams for FETAC Level 4 accreditation. It is expected that participants will be informed of their exam results in May 2007.

- **Intercultural Group**



The Intercultural Group began meeting in January 2007 and continued to meet under the mantle of the EWM programme every Wednesday until March 28th 2007. The group members were drawn from Poland, Nigeria, Sudan, Australia, Ireland and England. This group is different from the other courses run under the EWM programme for one main reason, namely that it is anticipated that this group will continue to function beyond the lifetime of the EWM programme. If group members are interested in continuing with the group, Access 2000 has agreed to support the group in so far as possible following completion of the EWM programme.

The main function of the intercultural group is to reduce isolation and to make connections with women from other cultures. The activities and contents of the intercultural group are driven by its participants to a greater extent than the accredited courses under the EWM programme. This is due to the fact that there are no pressures to match accreditation requirements.



Issues / Themes Emerging for Participants

Participants joined the EWM programme from very different social and educational backgrounds. They had a wide range of expectations from the EWM. Individual courses were tailored to address these varied needs. Although the experiences varied, the following key themes emerged from discussions with participants.

○ **Theme : Positive Effects of Participation**

The benefit derived from partaking in the EWM programme is very subjective. As outlined previously, women participating on the various courses came from a diverse range of backgrounds with an equally diverse range of expectations from the programme. It is difficult therefore to generalise, but the feedback received through group workshops and individual meetings with participants was largely positive. However, there were exceptions in relation to certain aspects of particular courses that are dealt with later in the report.

Pre-Development was not accredited. Participants reported very positive outcomes from their participation. Many of them had not had particularly encouraging experiences in school and had not participated in formal education for some time. Personal development and increased confidence were prominent themes emerging from discussions with Pre-Development participants. Breaking isolation, making new contacts and increased confidence were the most commonly reported outcomes.

"It was a great way of making contacts and meeting friends. Ideas were shared. It was a first step for me as I was new to the area"
(Pre-Development Participant)

"The group got on very well. It really helped in terms of making friends and connections as I was new to Wexford. I would have really considered doing the next course but it was not possible with my current personal situation"

(Pre-Development Participant)

"It was great to learn more about other cultures and to make new friendships"

(Intercultural Group participant)

For the Women In Business participants, the outcomes were similar;

"I have new interests now. It was great to meet with other people and to hear what they were going through - it was a real eye-opener. I feel more motivated to do more courses. I felt a bit stuck in a rut before".

(Women In Business Participant)

"I gained more confidence - especially through the communications module. Before the presentation, I would have been very nervous speaking up in a group but now it's not a problem".

(Women In Business Participant)

The Information Technology Skills participants enjoyed the social aspect of the course but also enjoyed learning more computer skills.

The following quotes give some indication of the benefits derived by participants on the course;

"It gave me confidence when using my computer at home, I enjoyed learning more about computers. It was a friendly environment.....sorry that it is coming to an end" (Info Tech. Skills Participant)

"I enjoyed learning about computers.....mixing with women of different ages and getting the views of others" (Info Tech. Skills Participant)

Similar responses were given by the participants from the Women In Leadership course;

"The course has been very positive. I feel that I have learnt a lot about my own perceptions" (Women In Leadership Participant)

- **Theme : Importance of Support Structures**

It is a well documented fact that some of the main obstacles impeding women's access to education, training and employment are lack of affordable childcare, transport issues and inflexible hours in training and employment.

Many members of society still regard childcare as being the chief responsibility of women. Course participants from all EWM courses recognised the provision of a childcare allowance as being a key support structure that facilitated them to take part in the EWM programme. A childcare allowance was available to all participants with children on all EWM courses. A payment of €14 per day per participant was available towards childcare costs. This was capped at €44 per week for each participant. Although the allowance was minimal, it did ease the financial pressure for participants.

Other supports include the allowance paid by FAS to the participants on the Women In Business course. This was a welcome bonus as some participants were not originally aware that they would receive an allowance.

The flexible "family friendly" training hours was also identified by participants as a crucial support that facilitated them to participate effectively on the course. Some pointed out that they had wanted to update their skills for some time but the other courses that were available did not suit them as the hours were unsuitable or there was no provision for childcare. Participants also noted the friendly atmosphere in FDYS where courses were based - although they did feel that some of the class rooms were cramped.

The importance of providing adequate support structures for participants was a very important theme amongst participants from all aspects of the EWM programme.

- **Theme : Matching Expectations / Outcomes**

The participants on the EWM programme came from very diverse backgrounds in terms of culture, social and educational backgrounds.

Therefore they had varied expectations from the programme and the question of whether the EWM matched the expectations of individual participants received varied results. However on the whole, participants felt that it had succeeded in matching their hopes and expectations. The participants on the Women in Leadership course felt that the course had "exceeded their expectations" and "given them the impetus to do more".

All Information Technology Skills participants felt that the course had matched their original expectations. Some were surprised by the number of exams they had to complete and felt that this had not been explained clearly at the start. However, some said that they were pleasantly surprised at their ability to keep up with the course and to pass the exams which gave them a feeling of accomplishment.

The Intercultural group were directly involved in designing their own work plan. They decided on their plan of activities and they were satisfied that the group achieved their original aims.

- **Theme : Increased Skills Level**

As outlined earlier, increased confidence and motivation was a key theme to emerge from the programme. However, there were more tangible benefits in terms of increased skills levels. Women In Business, Women In Leadership and the Information Technology Skills course were all accredited at FETAC level. At the time of this evaluation, only the results of the Women In Business module were known. These are outlined below.

Table 6 : Women In Business FETAC Exam Results

Candidate Identity	Mark Sheet 1 (Max.marks possible 60)	Mark Sheet 2 (Max.marks possible 40)	Total	Grade
5C	44	29	73	M
4B	45	28	73	M
2C	39	23	62	P
7C	48	31	79	M
6C	45	32	77	M
11C	46	35	81	D
9C	47	32	79	M
15C	46	25	71	M
3B	42	30	72	M
12C	47	30	77	M
1C	42	27	69	M
1B	43	33	76	M
8C	44	23	67	M
14C	41	23	64	P
4C	45	36	81	D
2B	44	36	80	D
3C	44	32	76	M
13C	45	27	72	M

Note on FETAC accreditation levels : pass = 50-64%, merit = 65-79%, distinction = 80-100%

The participants on the Women In Leadership course learned about local, national, European and global decision making. They feel that it has given them tools that will enable them to become more involved in community and decision making structures locally.

The Information Technology Skills participants also felt that their involvement in the EWM course had resulted in a real increase in their skills levels;

"I have learnt a lot about computers and it has given me more confidence. I hope now to continue with an ECDL course"

"The main benefit of the course for me has been acquiring a certificate.....the social experience"

"It revised a lot of computer skills that I had some years ago and not used, and also gave me the confidence to sit down at the computer again"

(Information Technology Skills Participants)

○ **Theme : Follow Up Support / Progression**

The provision of support for participants in terms of identifying progression routes is a desirable aspect of any community education course. When asked whether there was any individual support given in terms of progression and identifying ways to move on to further education / training, all respondents across the board said there was no provision for this in the programme.

"No. There was no follow-up to the course. It was more or less self-contained. A follow-up would have been useful in terms of guidance on what to do next - even to get inputs from the VEC on different options available etc."(Pre-Development + Women In Business participant)

There was no follow-up to the course. This is probably a weakness of the course" (Pre-Development and Women In Business participant)

However when probed further, it became clear that there was a type of "informal" guidance and support given. Participants certainly felt that they were free to ask questions or to seek information on progression routes from EWM staff or tutors. However, as it was not included in the core module time, they didn't perceive it as being an aspect of the programme. This was regarded as a gap in the programme contents and it is dealt with in the recommendations section.

It is important to note that at the time of writing this report (March 2007), the EWM co-ordinator had started to offer mentoring to all the participants on the EWM programme. Commencing with the Women In Business participants in mid-February, this service was then extended to the other EWM participants. This service is available until the end of the EWM programme. The co-ordinator reports that there has been low take up of this service. This is partly attributable to the fact that some women have moved on to employment or further education. For instance, four participants have registered for further courses with Access 2000.

The low take-up may also be partly due to the lengthy time span that has elapsed since many of the participants completed their course for

example the Pre-Development course finished in December 2005. This issue is addressed in the recommendations section of this report.

Issues identified re: particular courses

○ Issue : Women In Business / Work Experience

Work experience was an element of the EWM programme that was unique to the Women In Business course. Feedback from a lot of participants was somewhat negative in terms of the benefits derived from this aspect of the course. From their perspective, this is attributable to two main factors namely;

- confusion over who was responsible for organising work experience
- raised expectations regarding the type of work experience placements that they would be allocated

"The co-ordinator had mentioned the possibility of a placement with the HSE / County Council at the start but then there were issues about confidentiality / MRSA so we couldn't be placed there.....I thought that the placement would be organised for me so I didn't pursue it myself"

"There was short notice given and people were not matched to where they wanted to go. There was a communication break-down between the co-ordinator and the placement"

(Women In Business Participant)

Discussion with EWM staff regarding this issue, gave a very different account of how the work experience module was organised. They highlighted the measures they had taken to try to secure placements and to match individuals to their preferred placement. They also reported that they had encountered great difficulty with some agencies who did not want to take placements for varying reasons.

Due to the varying accounts given, it is difficult to identify the process that really occurred regarding the organisation of work experience placements. However, the following is noted.

1. There was obviously some level of break-down of communication between the EWM co-ordinator and the Women In Business participants

in terms of the types of placements possible and the procedure through which placements would be secured.

2. The value of including work experience (in the format used in Women In Business) as a component of a women's community education course is questionable. Many of the placements were secretarial / administration based. In many instances participants claimed that there was not enough work provided for them to do or the work that was available was repetitive and boring. The time scale of work placements (3 weeks) and what it is possible to achieve in this time-scale must also be borne in mind.

It is important to note that not all the feedback regarding work placements was negative. Some participants found the work experience aspect to the course very beneficial and felt that they learned a lot from the process as illustrated by this participant;

"I organised my own work placement (working in a special needs facility)"

"I had never worked with mentally / physically challenged people before. I really enjoyed it and felt it to be most beneficial"

(Women In Business Participants)

The most successful work experience placements were those where participants felt that they were challenged in their placements but had support from their sponsoring organisation. This issue is dealt with further in the recommendations section.

- **Issue : Group Dynamics**

When individuals come together to form a group there can be friction. Any group will experience ups and downs. In the case of Women In Business, there was some conflict. It seems that this was attributable to a personality clash. It is important that any conflict is dealt with promptly and fairly as it can negatively affect learning in a group situation and it is not fair on the other participants. It is not clear that conflict was addressed promptly in this instance. It seems that there was a "check in" period for participants when any issues or grievances could be aired. However, reports vary as to the regularity of these sessions.

If this was included as a regular aspect of all courses, issues could be addressed before they had an opportunity to develop any further. This issue is addressed in the recommendations section.

Case Studies

This section of the report contains short case-studies of some women who participated on the EWM programme. The subjects for the case studies were chosen randomly and fictitious names have been used. The case studies are intended to give an insight into the real effect of the EWM programme and to document the personal changes that have occurred for these women as a result of their participation on the programme.

Case Study : "Helen" - Women In Business Participant

Helen grew up in a family of eighteen. Life was difficult for Helen when she was growing up. Having such a large family put a lot of pressure on her parents. This was not helped by the fact that Helen's father was an alcoholic and was often abusive to her mother. Times were tough in Ireland in the 1950's and unemployment and emigration were characteristics of life then. Many families struggled to make ends meet and Helen's family were no different.

Helen left school at the age of twelve and worked in several jobs to try to generate some income for her family. As a result, her education was curtailed and Helen had difficulties with reading and writing. She spent her spare time helping her younger siblings.

Later, Helen got married and had children. It was only when she had grand-children of her own that the issue of literacy and the need to learn to read and write emerged. One day one of her grand-children was doing her homework and she asked for Helen's help. Helen explained that she couldn't help to which her grand-daughter replied "well you need to go and do something about that". It was then that Helen started literacy classes, initially one night per week - later extended to two nights per week. This was Helen's first experience of learning as an adult and she benefited greatly from the literacy classes.

Her increased confidence gave her the motivation to try other courses. Helen took part in the Women Making Choices⁷ course that was run by Access 2000.

⁷ Women Making Choices – a women's community education programme that was delivered in 2 areas in Wexford town and in Enniscorthy. It was accredited by the Open College Network, Northern Ireland.

She was also a participant on the Building Healthy Communities programme⁸. Helen heard about the Equality for Women programme through the Co-ordinator of Access 2000. Initially she thought that the Women In Business course would be too difficult for her but with the support of the Access Co-ordinator, she decided to give it a try.

Helen participated fully in the Women In Business course. She undertook modules in Work/Life Balance, Communications, Meeting Skills and Gender Awareness. Recently she learned that she passed her exams and received a merit. Helen attributes her success to the hard work she put into the course - completing assignments and compiling a portfolio. However, she also felt that the support given by tutors and facilitators of the course were key to her completing it.

- **Effects of Programme / What is she doing now?**

Following the Women In Business course, Helen was a key figure in the establishment of a support group for people who have been affected by suicide. Helen had been touched by this issue in her own personal life and she felt that she would like to do something to support other people who found themselves in a similar situation. This group meets regularly and has provided help and support to many people.

Helen has also been involved in setting up an older people's group in her local area. This meets on a regular basis and provides a social outlet for older people who could otherwise feel isolated and alone.

In addition to this, Helen is involved in other local development initiatives. She enjoys meeting people and giving something back to her own community. She received a place on the Women In Leadership course but unfortunately she had to give this up when she found a part-time job. Helen's ambition is to continue to learn. She would love to work with older people or people with disabilities. Getting involved in community education was a turning point in her life as it gave her the confidence to become involved in her community.

⁸ Building Healthy Communities – a community based programme funded through the Combat Poverty Agency.

Case Study "Lucy" - Pre-Development and Women In Business Participant

Lucy is a separated mother of three children aged 18, 15 and 6. She left school after completing her Inter Cert and later she did a few courses such as Parenting, Assertiveness and First Aid. Originally from Dublin, Lucy moved to County Wexford in late 2000 with her husband. However her marriage broke up and Lucy relocated to Wexford Town in 2004. She felt quite isolated as she didn't know anybody and was not working or doing a course at the time so it was difficult to make new contacts and to meet new people.

Lucy found out about the EWM programme through word of mouth. Her main objective then was to meet new people and to update her skills. Lucy completed the Pre-Development and Women In Business courses. There was no accreditation available for Pre-Development but Lucy achieved a merit for the Women In Business course.

Following the Women In Business course, Lucy started the Women In Leadership course. However she left after three weeks as she found that the course brought up a lot of issues from the past for her. She felt really effected by the course contents and she *"didn't like feeling angry when she'd come home every Friday"*. Lucy decided that she was not yet ready for this course as it touched on many unresolved issues from her past.

○ **Effects of programme / what is she doing now?**

At the moment Lucy is not training or working outside the home. However, she has enrolled to do an Introduction to Information Technology course through Access 2000. This course is due to commence in May '07. She is also liaising with the Local Employment Service regarding other suitable courses. Her priority at the moment is retraining and updating her skills as she would very much like to re-enter the workforce.

Prior to doing the Pre-Development course, Lucy had no knowledge of computers and was a little bit scared of them. Overcoming that fear and learning the basics regarding computers was a huge step for Lucy.

She also feels that she has regained her confidence through participating on the two EWM courses. *"Now I am able to speak up at meetings.....it's nice to think that your opinion counts"*

Lucy feels that she learned many skills during the EWM programme that have proven useful in other areas of her life. During the communications module, different learning methods were explored. *"For the first time we discovered that reading is not always the best way you learn.....the tutor helped us each to find the best way of studying as individuals.....I have shared this with my children and they've found it really useful too".* Lucy also gained a lot from the Work/Life Balance module. *"It has helped me to be more organised with my daily schedule"*

Participating in the programme has given Lucy the confidence to become involved in other groups in the community. In July 2006, she was invited to become a member of the management committee of Access 2000. Lucy felt that *"it was great to be asked onto the Access committee.....it's nice to think that I have something to contribute".* Lucy has also recently become a member of the Local Area Network on Violence Against Women. This is a subject close to her heart as Lucy herself was involved in an abusive relationship and would like to use her own experiences to help others.

For Lucy, the EWM programme opened up a whole new social network and introduced her to new methods of learning. She found all the tutors and staff to be very helpful and approachable. In particular, she feels that they dealt with the tragic death of one of the participants on the pre-development course in a very professional and sympathetic manner. The EWM courses she completed have updated her skills and given her the increased confidence and motivation to become involved in community activities and to continue to build on her skills levels. Her only regret is that the EWM programme may not be available to other women in Wexford in the future.

Outcomes for Steering Group

Operational Issues.

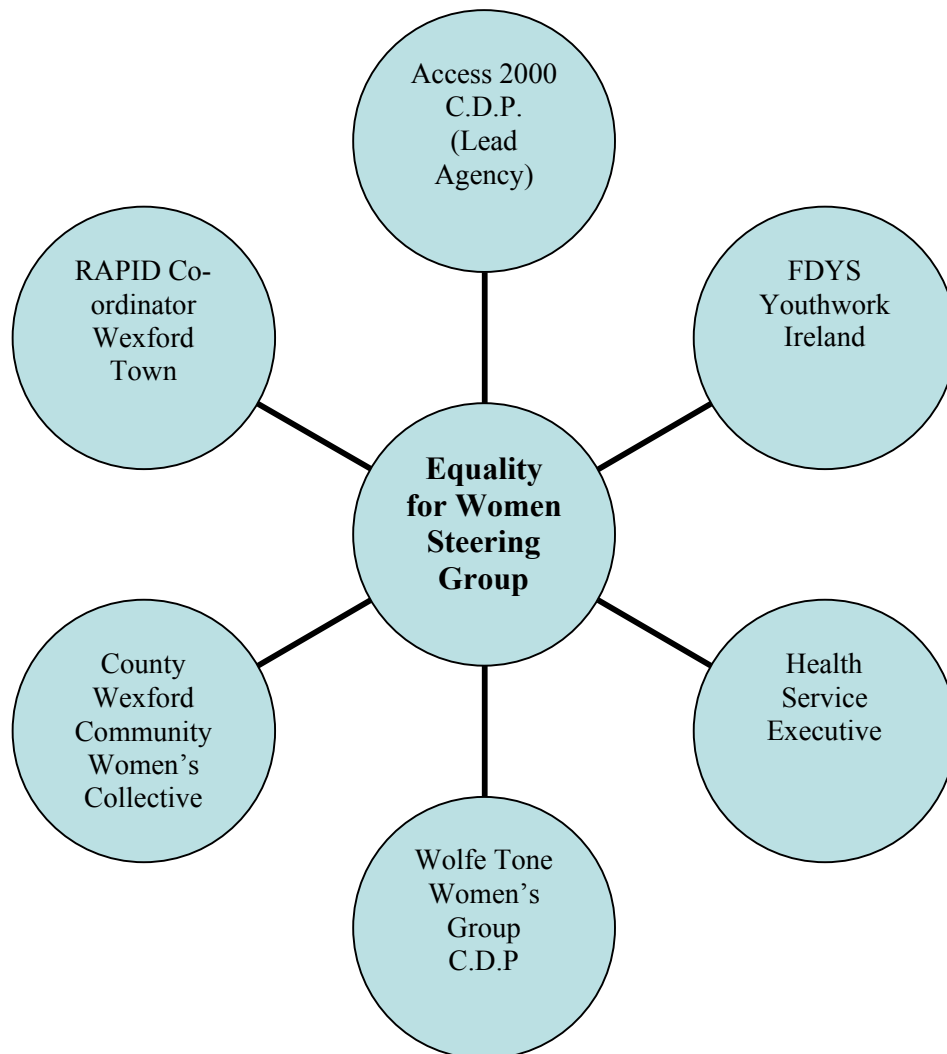
Initially the steering group met frequently as there was a lot of work involved in the application process. The steering group now meets regularly on a monthly basis to oversee the management of the EWM programme and to deal with any difficulties that may arise. A role for the steering group has never been formally agreed but steering group members regard their main function as "*ensuring that the programme is implemented*".

An informal structure is used and there is no official chairperson of the group. Steering group meetings usually consist of a section dealing with programme issues that is attended by steering group members. The second part of the meeting is usually attended by the co-ordinator who gives an input on issues of relevance. The origins of the steering group have already been outlined in section I. The steering group consists of representatives drawn from organisations that submitted the original EWM application to the Department of Justice, Equality and Law Reform. The representatives are as follows;

- Access 2000
- FDYS Youthwork Ireland
- HSE
- RAPID Co-ordinator Wexford Town
- County Wexford Community Women's Collective
- Wolfe Tone Women's Group

Access 2000 was the lead agency for the application and became the official employer of the three EWM staff. There is an employment sub-group (drawn from the steering group and from the Board of Management of Access 2000) which deals with issues in relation to the three employees - the programme co-ordinator, outreach worker and administrator.

Figure 1 : Structure of EWM Steering Group



Inter-Agency Co-operation / Community Contribution.

The EWM project adopted the partnership approach that has been popularised in Ireland since the 1990's. The partnership model was used at all stages of EWM development, from the initial meetings and workshops to the submission of the programme application, formulation of the steering group and implementation of the programme. The steering group feel that this has been a very successful model as all the key stake-holders were involved throughout all stages of the programme. When the application was being submitted, responsibility for the completion of various sections was delegated to steering group members. They also consulted with their own target group regarding the programme contents. It is felt that this was a very open, healthy and honest process. There have been highs and lows during the life-time of the programme but in the words of one steering group member " *we are all on the same wavelength, everyone on the steering group has an understanding of community development practice and that makes everything easier*".

The EWM programme was a true "partnership effort" with each organisation contributing in terms of expertise and experience. Some organisations were able to provide finance towards the programme as outlined in table 5 below.

Table 7 : Inter-Agency contribution towards EWM programme

Agency / Organisation	Contribution	Amount €
FAS (Community Services)	Direct funding and payment of allowance to participants on Women In Business course	€45,000
HSE (Local Health Office)	Funding towards Women's Festival seminar / celebration	€6,000
VEC (Community Education)	Tutor Hours - Women In Business - Intercultural Group	Tutor Hours (55 hours at €40 per hour) = €2200 + Grant €2400 €4600

If agencies were not in a position to directly contribute funding towards the project, they contributed "in kind" as illustrated here;

- Course tuition was provided by independent tutors and workers from agencies involved in the steering group (see table 8). They incorporated their tutoring work on the EWM programme into their already busy work-loads.
- Agencies and community organisations contributed towards the programme in terms of giving their time towards planning and management sessions, staff supervision, completion of reports etc.
- FAS (Community Services Department) paid a training allowance to the participants on the Women In Business course.
- The VEC (Community Education) provided tutor hours to the Women In Business course and Intercultural Group via the Community Education stream.
- The HSE (Wexford Local Health Office) contributed funding towards the women's festival and a Community Development Worker with the Community Development Department conducted this evaluation.
- FDYS provided office facilities at a reduced rate for the EWM staff. They also provided a course venue for the Pre-Development and Women in Business courses and for the Intercultural Group.
- The steering group, members of the Wexford Women's Collective, EWM participants and interested individuals were all involved in the organisation and implementation of a women's festival which took place over two days in July 2006. The following section deals with the women's festival in detail.
- The EWM steering group, Employment Sub-Group and Access 2000 all played a vital role in overseeing the implementation of the EWM programme.
- The overall monetary payment in kind by agencies towards the EWM programme is estimated by the steering group to have been in the region of €80,000- €90,000.

Table 8 : Inter-Agency Co-operation in module delivery

Course Title	Agency providing tutor
Gender Awareness (Women In Business)	HSE
Drugs Awareness (Pre-Development)	Community Based Drugs Initiative (FDYS)
Communications(Pre-Development)	Wolfe Tone Women's Group
Communication (Pre-Development)	Access 2000
Work / Life Balance (Women In Business)	EWM Co-ordinator

Achievement of Aims and Objectives.

On the whole, the steering group is happy with the outcomes of the EWM programme. They feel that many of the original aims and objectives of the programme have been met.

- To provide a woman friendly space that operates an "open door" policy in Wexford that actively encourages participation of women who are most marginalised.
- To develop a holistic approach to women's educational needs that will address the gaps in service provision.
- To provide community education programmes that respond to the needs of the relevant target groups.
- To pro-actively target women who experience multiple forms of exclusion and discrimination, e.g. travellers, women refugees, asylum seekers, older people, people with disabilities, gay/lesbians and women parenting alone.
- To facilitate the continued participation of the above target groups by ensuring the necessary support structures are developed throughout the programmes.
- To provide mentoring and one to one support to help identify relevant progression routes for women participants.

- Women will have more understanding and clarity on the causes of barriers to employment for women and greater ability to challenge inequalities.
- To build on existing links with education and training providers. To document the learning and feedback to the relevant forums e.g. AIT, SIM and CDB to influence and impact on effective change for women.
- To act as a link for women to existing support structures e.g. Women's Refuge, Counselling Services etc.

The steering group believes that they were pro-active in encouraging women from the target group to participate. The following table illustrates how successful the EWM programme was in relation to engaging these women.

Table 9 : Participants from Target Groups⁹

Category	Number
Unemployed women	56
Early school leavers	21
Women returnees to the Labour Market	3
Women in low paid / low status employment	3
Traveller women	1
Ethnic minority women	6
Women migrant workers	2
Women living with a disability	6
Women who are lone parents	19
Lesbian and bisexual women	0
Women responding to domestic violence	3
Women volunteers in own community	27
Women drug users	0
Women ex prisoners	0

⁹ The figures contained in this table are as accurate as possible. However, there may be some duplication e.g. there may be a lone parent volunteering in the community, living with a disability. (Source : Wexford EWM)

They also feel that the courses that were provided were responsive to the target group. Measures were put in place to support participants such as flexible course hours, the availability of a childcare allowance and the provision of an allowance to the Women In Business participants. It is doubtless that women gained a greater insight into the barriers to employment and the inequalities experienced by women. From discussions with the steering group, it is clear that they feel that some of the aims and objectives were achieved more fully than others. This is explored in the following section.

Issues Identified by Steering Group:

The following issues were identified by the steering group.

- Application process / accountability: Difficulties encountered by the steering group include accountability demands from the funding agency Pobal. It is felt that some of the demands being placed on the voluntary sector in terms of accountability are unreasonable. Also in some instances when information was submitted, forms were altered by Pobal which necessitated the information being sent in a different format. This was time consuming and frustrating for the organisations involved. There was also some confusion in relation to the final rolling out of the programme that caused delays in the issuing of contracts.
- The management of the EWM programme had a huge impact on the lead agency Access 2000. Taking responsibility for the employment of three new workers was a major undertaking for a small community based education initiative. This is further explored in the section on "outcomes for the lead agency".
- On reflection, the steering group felt that there were aspects of the programme that worked better than others. They also feel that certain modules were not particularly suited to the programme. For instance there was a mixed response to the Work/Life Balance aspect of Women In Business and participants felt that the Gender Awareness course was too rushed. However, this is not regarded as a failure. An important aspect of community education is that it can involve a certain degree of experimentation and piloting.

- All of the lessons learned through the EWM programme will be used to inform any future programmes and the lessons learned will be shared with other community based organisations.
- Steering group members feel that in hindsight they may have become too involved in the practical issues involved in running the programme. If they were to start again, they would define their role so that they could concentrate on wider programme issues such as ensuring that the aims and objectives were achieved.
- Mentoring was an important aspect of the original application. This has two elements;
 - 1) Mentoring in terms of providing potential community leaders with the opportunity to shadow facilitate during the delivery of some of the modules;
 - 2) Mentoring in terms of provision of support and individual guidance to course participants in terms of progression and their next steps following completion of the programme.

The steering group felt that mentoring in terms of shadow facilitation had been achieved to some degree as two shadow facilitators had been used in the Pre-Development course and the Intercultural group. However, one of the shadow facilitators was a staff member on the EWM programme. Although they were pleased with the outcomes and considered it to be an important aspect of the programme, steering group members felt that the opportunity to use shadow facilitators could have been more widely exploited during the programme. This view was mirrored by the two women who had engaged in shadow facilitation. When used appropriately and in a supportive environment, they feel that there are great benefits to be derived from this method of learning.

Regarding individual support and mentoring for participants, the steering group admit that they did not plan the practicalities of how this would work in practice. Course participants did not recognise mentoring as a constituent of the EWM programme. However it is clear that mentoring and support was available on an informal basis even if participants did not recognise it as such.

The steering group feel that in order for mentoring of participants to be successful, it must be incorporated into the course programme and it must be included in the core hours.

The target group has limited flexibility to meet outside the core hours and the inclusion of mentoring within class hours increases the probability of participants availing of this service.

Outcomes for Lead Agency

As outlined previously, the application for the EWM programme was submitted by a consortium. However, it was agreed that Access 2000 would be the lead agency - ultimately responsible for the formation of the steering group and the implementation of the programme. As the lead agency, Access 2000 also became the official employer of the three new employees under the EWM programme.

This had major implications for Access 2000, a women's community based CDP - itself operating with a full-time staff of two. There are some key points to recognise in relation to the impact the EWM programme had on the lead agency. Firstly, it may be useful to give some further information on the background and principles underpinning Access 2000.

Access 2000

Access 2000 is a Community Development Project and it receives funding from the Department of Community, Rural and Gaeltacht Affairs. It has demonstrated its commitment to providing the very highest standards in women's community education. It continues to be part of the development and implementation of the national Quality Assurance Framework (QAF) for women's community education and seeks to identify and strengthen the practices that contribute to the growth and sustainability of this sector.

Access' vision of women's community education is the achievement of equality by all women, regardless of their backgrounds, geographic location, country of birth, income, sexual identity, religious beliefs, citizenship status, abilities and interests, age, disability, race or ethnicity.

Women's community education is guided and directed by this vision for women and is rooted in three principles;

- Women centred
- Quality
- Equality and Justice

Access 2000 operates under the guidance and direction of a voluntary management committee whose responsibility is to design the programme of activities, ensure that it is implemented and to act as a sounding board for Access staff.

Key Issues Identified by Lead Agency

Access 2000 was very happy to take on the role as lead agency. During consultations at the initial stages of the application process, it became clear that all organisations concerned were anxious to ensure that the programme would be community led. Access 2000 was the natural choice as it had a lot of previous experience in the delivery of women's community based education such as the Women Making Choices programme I and II. It was also one of the founding members of the National Certificate Steering Group¹⁰. Access 2000 was the lead agency for the administration of the National Certificate programme. Access 2000 was also a member of the steering group for the delivery of the Building Healthy Communities programme whose main purpose was to address the health inequalities of people living in the RAPID area.

Access 2000 is a registered FETAC accreditation centre. It had also already acquired company status and had procedures in place to ensure accountability.

Extra Responsibilities / increased workload.

When Access 2000 became the lead agency for the EWM programme it also became the legal employer of three new EWM employees - the co-ordinator, administrator and outreach worker. This essentially meant that over-night, the number of employees that Access 2000 was responsible for more than doubled. The management committee feel that this extra responsibility had a huge impact on Access 2000. There was a separate steering group for the EWM programme but there were still tasks that were the responsibility of Access staff.

- The co-ordinator of Access 2000 had a direct role in terms of being the support person for the EWM co-ordinator. This involved staff supervision and support.

¹⁰ The National Certificate Steering Group was established to oversee and deliver the National Certificate in Community Education and Community Development as it was outreached from the Waterford Institute of Technology to Wexford

- The management committee feel that they underestimated the amount of time this support would take. There were also the practical implications of Access 2000 and EWM staff being located in separate buildings on opposite sides of town.
- Access 2000 was responsible for liaising with the funding agency and meeting the reporting requirements of Pobal.
- The Administrator of Access 2000 was involved in the initial training of the EWM Administrator regarding the Income and Expenditure reporting requirements for Pobal. She continued to provide this support throughout the EWM programme.
- Access 2000 will continue to provide support and mentoring to all the participants on the EWM programme. They are welcome to avail of information on training and education from Access. Four of the past participants from the EWM programme have enrolled on courses with Access 2000.
- Access 2000 provided Job Seeking Skills and mentoring to the EWM staff.

Following completion of the EWM programme on Friday April 27th 2007, Access 2000 will continue to have responsibility for the following areas:-

- Finalising Income and Expenditure Accounts for 2007;
- PAYE / PRSI returns to the Revenue Commissioners for EWM staff;
- Preparation of audited accounts from January 2007 - April 2007;
- Facilitation of the FETAC External Evaluator's visits and addressing any queries regarding portfolios submitted by participants;
- Presentation of all FETAC accreditation;
- Closing of EWM office and reallocation of equipment.

The EWM programme went through different stages of development so that the amount of support required from Access 2000 fluctuated as the programme evolved. The management committee feel that other areas of work were definitely curtailed because of their involvement in EWM. As one management committee member stated *"a lot of our other work stopped because of the EWM programme"*.

In hindsight they feel that the EWM programme stretched them a lot more than they had anticipated.

Positive Outcomes.

- The overwhelming feeling amongst the management committee was that the EWM programme was a success and that it was definitely a worthwhile exercise. They feel happy that Access 2000 had such a key role in the programme. It is felt that the programme was a stepping stone for many women in terms of moving onto further education, increasing confidence and increasing community participation.
- The management group felt that the programme also contributed to the increased profile of Access 2000 as a community based women's education project.
- It was also a good example of inter-agency work. Agencies and organisations contributed to the programme in various ways through the provision of information and support and the provision of tutor hours and allowances. The management group feel that the spirit of inter-agency co-operation was best illustrated through the women's festival that took place in July 2006 (see section on Outcomes of Women's Festival).

Outcomes for Tutors

As previously outlined, the EWM programme addressed women's education needs in three different ways - through informal training, formal / accredited training and mentoring. A large number of tutors were involved (15 tutors + 2 shadow facilitators) in the delivery of the various courses offered through the EWM programme. Although the courses offered were quite different in terms of content, discussion with the tutors involved have highlighted a number of common issues of importance for them.

- **Flexibility of Community Education :** Some of the courses provided through EWM were accredited. Therefore they had to match the contents of modular descriptors relevant to their course in order to qualify for accreditation. The non-accredited courses had more flexibility in that they did not have to match specific criteria and they could be more responsive to participants needs. In both cases, tutors felt that they had good flexibility in programme design and they could adapt programme contents to suit their target group while still meeting the required criteria. Tutors felt that as opposed to teaching in an academic setting, community education enabled them to explore and utilise a wide range of learning methods based on the theory of experiential learning. This not only added more variety to the programme but it also recognises that people have already gained a lot of knowledge through their own life experiences. It also acknowledges that people learn in different ways, not necessarily from reading or through lecture format. Great creativity was used by tutors in the EWM courses. Some of the methods used included VIP (visualisation in participatory programming), quizzes, debates, group discussions, story-telling, community arts amongst others.
- **Sustainability :** Many of the tutors were dispirited by the lack of follow-through for programmes such as EWM. There was a certain level of frustration at the "piloting" culture where women's courses and programmes are run on a once-off, short term basis. Theoretically, they are subject to evaluation and if successful, the intention is that they be replicated in other areas and mainstreamed. This has not been the experience in women's community education however.

- There have been many examples of successful programmes that have never achieved mainstream status. In the words of one tutor *"women are always being piloted.....when will they be allowed to fly?"*. One tutor felt that the lack of a national policy for continuation and sustainability was in fact a policy in itself and quite possibly a comment on the importance allocated to women's community education at a national level.
- **Personal Transformation** : One tutor pointed out that one of the characteristics of community education is that it focuses on the personal and uses this as the starting point for learning. This view was echoed by many other tutors. Community education therefore is about each individual challenging herself on a personal basis. In some instances this can leave the individual in a vulnerable position as many issues arise during the personal development process. It is felt that this is one of the most powerful aspects of community education but one that also needs to be harnessed and dealt with appropriately. It is important to build supports into the programme to help participants to deal with any personal issues that may emerge for them during the course.
- **Follow-Up / Mentoring** : Tutors were concerned that participants would be supported following completion of the course. It was felt that this was a group of women with huge potential to continue their personal development journey whether this involved them progressing onto work, further education or further personal development. Tutors felt that the participants on the EWM programme were "eager", that they had "great energy" and were "open to learning". They felt that it was important to support these women to move on in a way that was appropriate for each individual through the development of a plan for each participant.
- **Support for Tutors** : There are two aspects to this. From discussions with tutors, the level of interaction between tutors and the co-ordinator varied from one course to another. This needs to be standardised for tutors on all courses. It is particularly important that tutors involved in delivering aspects of the same module have an opportunity to meet to discuss course contents, methods of delivery etc. to ensure that learning is maximised for participants.

The other aspect is that some type of formalised support should be available for tutors who have had to deal with difficult issues in the group. As stated earlier, community education is a process of self-discovery for many participants. This process can involve the emergence of painful / difficult issues for participants. Tutors are not always equipped to deal with these issues so it is important to have safety measures in place.

Outcomes of Women's Festival



The original programme application included provision for a mainstreaming strategy. An aspect of this strategy was to include a celebratory event during the EWM programme. Consequently, a women's festival took place over the weekend of 21st / 22nd July 2006. The purpose of the festival was two-fold; to celebrate the work of the programme and to raise the profile of the EWM in Wexford Town. The festival had two main events. It consisted of a conference that was held on Friday July 21st in the Riverbank Hotel, Wexford Town and a celebration on the Quay in Wexford Town on Saturday July 22nd.

The festival was considered to be a great success by participants and organisers alike. The conference was attended by 130 people from Wexford and other areas around the country. There were inputs from speakers on various topics as outlined below and conference delegates also had the opportunity to participate in workshop discussions. The conference was opened by the Co-ordinator of the Equality for Women Measure in Wexford. The keynote speaker was Noirin Clancy from the Women's Human Rights Alliance. The outcomes of the workshop discussions are included in this report as an appendix. The themes and speakers on the day were as follows;

- **Women in Leadership / Community Education** : Catherine Drea (Framework), Pauline Ennis (Access 2000), Sue Mc Mahon (Wolfe Tone Women's Group CDP), Reverend Maria Jansson,
- **Women in Minorities** : Mary Connors (County Wexford Traveller Women's Network) and Barbara Murphy (Irish Wheelchair Association) Ailbhe Smyth (Director of Women's Studies in UCD),
- **Women's Health** : Thelma Blehein (Health Service Executive), Annette Kelly (Marie Keating Foundation), Tess Wilson (Breast Care Nurse Wexford General Hospital),

- **Domestic Violence** : Jessica Du Bois (Rape and Sexual Abuse Support Service), Betty Doyle (Wexford Women's Refuge), Ann Logan (Regional Planning Committee on Violence Against Women), Fran O' Grady (Health Service Executive).

The celebration on the Quay was very well attended. The success of the day was further facilitated by a fine sunny day that ensured a lot of interest from passers-by. The day was organised with the intention of being a family fun day and there was a carnival atmosphere. Proceedings were formally launched by the Mayor of Wexford, Cllr. Philomena Roche. There were Gymnastics and Tae Kwan Do demonstrations. There was a wide variety of activities for children including face-painting, story-telling, balloon modelling, games and drama. There were performances by various musicians and dance groups. Numerous women's organisations hosted stalls. The Marie Keating Foundation positioned its mobile breast check unit along the Quay for the duration of the celebration and provided advice and support to those who dropped in during the day.

Organisation of Festival

As outlined previously, the festival was an element of the Equality for Women Measure programme. As such it was primarily organised by the EWM Co-ordinator, Administrator and Outreach Worker. A student from the EWM "Women In Business" course was on placement with Access 2000 at the time and she also had an important role in relation to organising the festival. This core group were supported by an advisory group that included members of the County Wexford Women's Collective, the HSE, County Wexford Partnership Company, Access 2000 and previous participants from the EWM Pre-Development and Women In Business programmes. The advisory group met on a regular basis for several months prior to the festival. Together they decided on the theme for the overall festival. This involved making decisions on the topics to be addressed at the conference and identifying and securing speakers on relevant issues. Other tasks such as securing a venue, promoting the conference and liaising with speakers were also tackled by this group. The celebration on the Quay required much logistical planning due to the large number of groups who performed on the day. Prior to the celebration, there were negotiations with Wexford Borough Council to ensure that the celebration fulfilled their requirements regarding Public Health and Safety.

This involved the development of a detailed plan of events for the day and the submission of a safety plan to the Borough Council.

Outcomes of Festival

The festival accomplished all three of the aims outlined in the EWM application (Project Application Form, p. 13);

- it built on good will, new relationships and positive outcomes
- it involved the statutory agencies in the celebration / publicising of achievements by locating the event in a mainstream venue
- it gave the staff of these agencies the opportunity to be more aware of the types of issues and inequalities facing women.

In addition the following points are noted;

- The outcome of the festival highlighted that the women involved felt there was a need to lobby politicians on the issues raised in relation to women's health, women in leadership / community education, minority groups and domestic violence.
- The festival demonstrated the significant level of work that can be achieved by individuals working in partnership. Several agencies as well as former EWM participants worked together on the planning and implementation of the festival which took place over a two-day period. The organising group also liaised successfully with Wexford Borough Council for the use of Wexford Quay for the celebration aspect of the festival on July 22nd.
- The Women's Conference on July 21st was attended by 130 participants. Evaluation feedback from participants was very positive.
- The celebration on the Quay was very well attended and received positive publicity in the local press. It is difficult to quantify the exact number of participants due to the fact that the celebration was held in a public venue. However, the festival organisers make a conservative estimate that at least 300 people attended during the course of the day (11am-4pm).

- The celebration gave women's groups and organisations in County Wexford an opportunity to demonstrate their achievements. It also gave a platform to many local groups to perform in public.
- The celebration utilised Wexford Quay for a family orientated celebration. The Quay is a much valued public resource but it is felt that it is sometimes under-utilised. Many comments of appreciation were made by members of the public to members of the organising group and the general feedback received by the organising group was that it was unfortunate that similar events were not organised more frequently.



Evaluation

Evaluation is an important aspect of all programmes. It should be on-going and feed into a forum that facilitates changes to take place.

Evaluation was built in as part of the overall application (p. 10). According to the application, mechanisms were to be put in place to review and evaluate the project;

- The purpose of the evaluation is to establish benefits accruing to women as a result of their participation in the programme.
- It will also evaluate the benefit to steering group members of working together to support the programme.
- It will record, in imaginative and innovative ways, the experience of women, which will value their experience and provide learning for all the agencies involved.
- On-going support and evaluation with the Co-ordinator and Development Worker as a key principle of the programme.
- Evaluation will be a structured part of the programme involving qualitative and quantitative methodologies.

All courses included elements of evaluation. Questionnaires were circulated to participants on all courses to get feedback on methodology, the appropriateness of course content and to grade different aspects of the course. Other methods used included the use of community arts, collages and verbal feedback. Discussion with participants during the course of this evaluation, indicate that a mixture of written and creative methods of evaluation is preferred.

Section IV

Conclusions and Recommendations

Conclusions

The EWM programme in Wexford was a pilot initiative aimed at improving the economic, social, cultural and political lives of women. Under the direction of the Department of Justice, Equality and Law Reform, it was classified as a positive action programme and it ran from September 2005 - March 2007. It adopted a three strand approach and it offered informal education / training, accredited training and mentoring. Over the duration of the programme, it successfully engaged fifty eight women in a range of courses and groups.

As a result of the programme, eighteen women on the Women In Business course have received FETAC accreditation. Twelve Women from the Women In Leadership course are in anticipation of their results as are eight women who participated in the Information Technology Skills course. Participants have gained in confidence and skills and some have received formal accreditation as a result of their participation on the EWM programme.

The EWM programme was a good example of inter-agency co-operation. A wide range of community groups, statutory agencies and structures supported the programme such as Access 2000, FDYS, RAPID, HSE, Wolfe Tone Women's Group and County Wexford Community Women's Collective. Agencies such as FAS and County Wexford VEC also supported the programme through the provision of allowances to participants and supplying tutor hours. Inter-agency co-operation is best exemplified on this programme through the women's festival that successfully engaged the support of numerous voluntary groups and statutory agencies. The programme also displayed positive examples of community development practice from the initial consultation phase, through to the establishment of the steering group and the rolling out of the EWM programme.

Women from the target groups outlined in the project application were effectively engaged in the programme. Originally fifty six of the participants were unemployed. Twenty one were early school leavers. There were also participants from the Traveller community (1), ethnic minorities (2) and women living with a disability (6). A large number of participants were already active in their communities as volunteers (27). A significant number were parenting alone (19).

The programme therefore went some way towards addressing the needs of women in the community, many of whom were not engaged in any form of education / training. The pre-development course was an important step for many participants and it went some way towards breaking the cycle of isolation.

The programme raised the profile of women's community based education and highlighted what it is possible to achieve when agencies and organisations pull together for a common aim. It also highlighted the difficulties created by pilot initiatives in terms of lack of sustainability.

Recommendations

Supports : This evaluation reinforced the belief that women's ability to participate effectively in any type of education / training provision is directly linked to the availability of appropriate supports. The type of supports can vary among projects but the provision of a childcare allowance is the minimum support that is required.

Flexibility : Another type of support that is crucial is the maintenance of a flexible approach to adult community education. Many participants stated that they had been anxious to update their skills for some time but other courses did not suit them due to the hours of provision. It is important that community education continues to be flexible, to respond to women's needs and to design courses accordingly.

Mentoring : Career guidance and mentoring should be included as a core element of any programme for women returning to education / training. Women should have some type of personal plan for how they would like to progress following completion of their programme. Specific skills are needed for this service. Future programmes could benefit from the expertise of the VEC who provide an Adult Education Guidance Service. An adult guidance counsellor is available for learners in VTOS, Adult Literacy and Community Education.

Sustainability : The most frequent recommendation from all those interviewed for this evaluation was that there should be some sustainability for programmes such as EWM. Agencies and organisations should continue to lobby for increased resources for women's community education at a national level. Locally, linkages should be made with agencies that have a remit around adult education in the county such as FAS and the VEC for example through BTEI (Back to Education Initiative).

Course Contents : This was a pilot programme so there had to be an element of experimentation / testing involved. Some elements of the course contents worked better than others. It is important to use the learning from this programme to maximise future programmes. If work experience is to be included as an aspect of future community education programmes for women, its' format will have to be adapted from that which was used in the Women In Business course.

There was mixed feedback from participants but a large number did not find it to be a particularly rewarding learning experience. For future programmes, the limitations of work experience need to be explained to participants so that they have realistic expectations. A wider range of work experience placements is also necessary so that there is less concentration on administration type work. Individuals must be given placements that match their abilities and that they have a genuine interest in. In the correct circumstances, work placement has the potential to a very rewarding experience for workers and those on placement.

Contact between Tutors : Contact between tutors on different modules needs to be regularised. It is the role of the course co-ordinator to ensure that tutors involved in delivering different aspects of the same module, are in agreement on the importance of working in partnership. This involves exchanging information on their intended course contents. This will facilitate smoother course delivery and ensure that learning is maximised for course participants.

Shadow Facilitation : Two women got the opportunity to shadow facilitate during the EWM programme. There was mixed feedback about their experience. However, shadow facilitation is an important tool for learning when it is planned correctly and a good relationship is built up between the shadow facilitator and the lead facilitator. The evaluation indicates that shadow facilitation was under-utilised in the instance of the EWM programme and that it should be exploited to a greater extent in future courses.

Community Education : Increased support must be given to community education. It has repeatedly succeeded in reaching large numbers of participants from disadvantaged backgrounds. Its flexible approach attracts people who have been disengaged from any form of education / training for long periods of time. It is a valuable learning resource and funding must be provided to acknowledge that is "amongst the most dynamic, creative and relevant components of Adult Education in Ireland" (Community Education, p.12).

Section V

Appendices

Terms of Reference Equality for Women Measure : Wexford Town

Background to Evaluation

The Equality for Women Measure is a positive action programme for women that is being led by the Department of Justice, Equality and Law Reform and it is funded through the National Development Plan 2000-2006. It is designed to promote pilot initiatives aimed at improving the economic, social, cultural and political lives of women.

The Equality for Women programme in Wexford Town is one of 33 programmes operating nationally under strand A - Improving Women's Access to Education, Training and Employment. The programmes aims and objectives are outlined in the project application form that was submitted to ADM in October 2004. More detailed information is included in the Programme Action Plan.

Aims of Evaluation

The aims of the evaluation of Wexford Equality for Women Programme are;

- 1) To find out how the project evolved in terms of
 - steering group formation
 - outreach strategy
 - programme design
 - ongoing internal evaluation
- 2) To find out how the 3 strand approach worked (informal education and training, training for certification and mentoring)
- 3) To examine the process of working together as an inter-agency steering group - how did this work, what worked well and what could have been improved on?
- 4) To look at the actions taken under each of the 9 objectives (p. 7 of proposal)
 - What were the barriers for women on the project? Were they addressed and how did this happen?
 - Were there gaps in the programme content? What were the responses to these gaps?
- 5) To determine what the outcomes of the projects training and education were for the following stakeholders;
 - Participants

- Steering group
- Tutors
- 6) To identify learning for future programmes;
 - recommendations for future programmes
 - recommendations re: mainstreaming

Aims and Objectives
Equality for Women Programme Wexford
(from Project Application Form)

- To provide a woman friendly space that operates an “open door” policy in Wexford that actively encourages participation of women who are most marginalised.
- To develop a holistic approach to women's educational needs that will address the gaps in service provision.
- To provide community education programmes that respond to the needs of the relevant target groups.
- To pro-actively target women who experience multiple forms of exclusion and discrimination, e.g. travellers, women refugees, asylum seekers, older people, people with disabilities, gay/lesbians and women parenting alone.
- To facilitate the continued participation of the above target groups by ensuring the necessary support structures are developed throughout the programmes.
- To provide mentoring and one to one support to help identify relevant progression routes for women participants.
- Women will have more understanding and clarity on the causes of barriers to employment for women and greater ability to challenge inequalities.
- To build on existing links with education and training providers. To document the learning and feedback to the relevant forums e.g. AIT, SIM and CDB to influence and impact on effective change for women.
- To act as a link for women to existing support structures e.g. Women's Refuge, Counselling Services etc.

Summary of Feedback from Workshops at EWM Conference

Prepared by Thelma Blehein

WOMEN AND HEALTH

- Health promotion for younger women need for importance of having regular medical checks from young age in relation to STDs, contraceptive information, breast awareness etc, so that medical checks become a regular normal part of living.
- Availability, costs, costs differences between G.P. Practices.
- Age discrimination in relation to existing services, numbers of younger women experiencing cancer.
- Equality in health care - public and private - influence of ability to pay.
- Waiting list to be seen and waiting lists following diagnosis.
- Key outcomes from today to include:-
 - Lobbying of Politicians and Community led groups to investigate the set up of a Well Woman Centre attached to Wexford General.

WOMEN IN MINORITY

- Access to power and decision making - how best to mobilize grassroots women's groups to access decision making, create greater awareness and ensure implementation of existing legislation, e.g. Convention Treaty.
- How do we work across differences to mobilize the power - joint agenda?
- Getting back on the National Agenda - overcoming an agenda which has side traced women's equality.
- Education as a tool to combat misinformation and 'bully boy' tactics.

- Recognition for the multiple disadvantages experienced by some women, for example:-
 - Disability
 - Sexuality
 - Accommodation
 - Patronizing
- Women need to support women, even if we don't always hold the same view point.
- As outcomes from to-day - solidarity towards developing a strong lobby and questioning the inaction on consultations about any issue.

WOMEN AND DOMESTIC VIOLENCE

- Has the level of violence and type of harm increased - use of guns, murder, killing of children.
- Level of stress and pressure in modern society as contributory factor to violent behaviour.
- Garda training - improving ability to be empathic, to understand and relate to feelings.
- Court system not user friendly for survivors of violence, law is not necessarily a true source of justice.
- Lack of resources in communities for prevention and support.
- Class issues - middle income not in the system.
- Invisibility of mental abuse.

WOMEN AND LEADERSHIP/COMMUNITY EDUCATION

- Gender approaches to leadership, struggle for acknowledgement for women's style - validity of a collaborative, consultative style. How do we accommodate the gender differing styles in a respectful way?

- Strategic Communication, learning the process of how traditional male environments operate, knowing when to question, changing the language, recognizing opportunities to be heard.
- Carrying a new vision, dealing with conflict, guiding cultural change.
- Provision of meaningful supports - using and having the resources in the background, space to develop each persons skills and own leadership styles.
- Personal/political valuing by government of women's skills in leadership.
- Invisibility of women in leadership - how we hide behind the successes - sharing the power and experience - company of others.
- Importance of community education
- How can we change cultural of society - making space from household chores?
- Capitalising on the times we have felt powerful in our lives, supports to maintain that level of participation

CHALLENGES

- Taking on leadership
- Passivity of new generation, presenting as role models and inspiring future change.
- Being committed to changing the patriarchal systems that present barriers.

Questionnaire for Participants on Wexford Equality for Women Measure Programme

Section A : Participant Information

1) Participant I.D

2) Member of Target Group;

- ☐ Unemployed —
- ☐ Early School Leaver —
- ☐ Women Returned to the Labour Market —
- ☐ Women in Low Paid/low status employment —
- ☐ Traveller Women —
- ☐ Ethnic minority —
- ☐ Women migrant workers —
- ☐ Women living with a disability —
- ☐ Women who are lone parents —
- ☐ Lesbian and Bisexual women —
- ☐ Women responding to domestic violence —
- ☐ Women volunteers in own community —
- ☐ Women Drug Users —
- ☐ Women Ex-Prisoners —
- ☐ Other —

Section B : Programme Details

3) How did you find out about the EFW Programme?

Newspaper _ Radio _ Word of Mouth _ Other _

4) What module did you complete?

Pre-Development_, Women In Business _, Women In Leadership_

5) What are you doing now? (education, training, employed, working at home)

6) Is this connected to the EFW Programme and if so, how?

7) What did you enjoy the most about the programme?

(Modules in Women In Business : Work/Life Balance, Communications, Meeting Skills, Gender Awareness

Pre-Development : Computer Skills, Art/Crafts)

8) What did you enjoy least about the programme?

9) Were you ever consulted about the course content or given an opportunity to give feedback on your opinions about the programme (on-going evaluation)

10) Work Experience : Did you feel that this was beneficial to you?

Any comments / recommendations in terms of how this could be organised in future?

Section C - Barriers / Obstacles

11) Did you experience any difficulties while participating on the programme (childcare, eldercare, transport, literacy etc.)

12) Did you discuss these difficulties with anyone who is involved in running the programme? Yes_ No _

12 B) Was the issue resolved? Yes_ No _

Detail supports given or how the problem was resolved.

Section D - Effects of Participation

13) Do you feel that your participation on this programme has affected your life in any way *(increased confidence, motivation, knowledge of training courses, employment etc.)*

14) As a result of your participation on this programme, were you referred to any other agency such as the Women's Refuge, MABS, Counselling, FAS, other....

15) Did you receive individual support in terms of advice on where to go following completion of the programme (progression routes on how to move onto education / employment?)

16) Do you think that there are problems / obstacles facing women who wish to return to employment /education?

17) Did the EFW programme give you a greater understanding of how to deal with these issues / barriers in you own life?

Yes_ No _

Section E - Details of Delivery

18) How would you rate the following in the Women In Business course?:

	Excellent	Very Good	Good	Average	Poor
Course Venue- accessibility, parking etc.					
Course Delivery Room - Space available, comfort					
Course content; _ Work/life Balance _ Communications _ Meeting Skills _ Gender Awareness					
Resources provided (course descriptions, hand- outs etc)					
Support from tutors					
Support from Co- ordinator					

18 B) How would you rate the following in the Pre-Development course:

	Excellent	Very Good	Good	Average	Poor
Course Venue- accessibility, parking etc.					
Course Delivery Room - Space available, comfort					
Course content; _ Personal Development _ Communications _ Computers _ Arts and Crafts					
Resources provided (course descriptions, hand- outs etc)					
Support from tutors					
Support from Co- ordinator					

19) If you were involved in organising / designing the programme, what would you do differently to improve it (venue, course content, childcare)

20) Any other information / comments;

Steering Group Members



Thelma Blehein Senior Community Development Worker, HSE,
Wexford Community Services

Sheila Dempsey Youth-Work Manager, FDYS Youthwork Ireland

Marian Donegan Development Worker/Administrator, Access 2000

Pauline Ennis Co-ordinator, Access 2000

Carolyn Godkin¹¹ RAPID Co-ordinator for Wexford Town

Sue Mc Mahon Wolfe Tone Women's Group CDP

Sarah Beth County Wexford Community Women's Collective and
Watkins Templeshannon Community Development Project

¹¹ Carolyn Godkin replaced the former RAPID Co-ordinator Ms. Liz Hore on the steering group.

List of Interviewees

Tutors:

Thelma Blehein, HSE
Catherine Cunningham
Pauline Ennis, Access 2000
Angela Foley, Templeshannon CDP
Joanne Galvin, Framework
Trish Kenny
Jim Maguire
Patricia Mc Cann, EWM
Sue Mc Mahon, Wolfe Tone Women's Group
Valerie O' Flaherty
Carol O'Malley, CTEC
Tommy Redmond, Community Based Drugs Initiative, FDYS
Ailbhe Smyth, Women's Studies Centre, UCD

Participants:

Individual Meetings : Pre-Development and Women in Business
Workshops : Women In Leadership, Intercultural Group, Information
Technology Skills Class

Committees:

Access 2000 Management Committee
EWM Steering Group

EWM Staff

Administrator
Co-ordinator
Outreach Worker

Agencies

Michael Allen, Senior Community Services Officer, FAS
Fran Kennedy, Community Education Facilitator, County Wexford VEC

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- Voluntary Management Committee of ACCESS 2000
- EWM Steering Group Members
- Staff of ACCESS 2000
- Staff of EWM
- Tutors
- All the performers who contributed to a very successful and entertaining Women's Festival
- Speakers and invited guests who attended the Women's Conference
- Mayor Ms. Phil Roche
- FAS
- F.D.Y.S
- C.T.E.C.
- V.E.C (Wexford)
- POBAL
- Ms. Sheila Mc Nasser who researched and compiled the Evaluation Report.

and to the participants, we wish them success and happiness in their future lives.

"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents" (President John F. Kennedy)



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