

North Inner City Taskforce: Education Related Activities

Submission from:

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Proposal 1 Community lifelong learning centre as a one-stop-shop of services located in a neutral venue between Sean MacDermott St. and Sheriff St., such as Aldborough House

Proposal 2 To have an education 'umbrella' to gather all the agencies – statutory, non-statutory and voluntary under one 'Tzar' for the area to deliver service level agreements

Proposal 3 Multidisciplinary teams in every school in the area to have school based speech and language therapist, emotional counsellor and occupational therapist

Proposal 4 Recovery Cafés offering employment, community leadership, youth engagement

Proposal 5 Early years services in this area are generally needed to become more professional and there is a need for upskilling those who are working with the 0-6 year olds and their parents.

Proposal 6 An initiative designed specifically to help fathers in prison support their child's educational development while simultaneously addressing their own learning needs

Proposal 1 Community lifelong learning centre as a one-stop-shop of services located in a neutral venue between Sean MacDermott St. and Sheriff St., such as Aldborough House

This one stop shop community lifelong learning centre would combine education and health services, including family support services¹. Population targeted to be young people, parents to build on their strengths through nonformal and formal lifelong learning courses in a visible location in the area to highlight the importance of a culture of education centred on the needs and interests of local people. This centre would also support the education and mental health needs of people in recovery, prisoners, people with mental health difficulties, subcultures in the city. Recognition of the importance of family support services for early intervention for bullying and violence prevention, as well as for positive mental health, highlights the need for multidisciplinary community centres that are a 'one-stop shop', where a range of vital services across health and education are available in an accessible local location. Eurochild (2011) advocates the establishment of such centres across Europe, highlighting expansion of such centres in specific German and Dutch contexts. Such community family centres give practical expression to the benefits of multi-professional cooperation and parental interventions, both recognised by international reviews as significant features of successful interventions for bullying prevention and for challenging a culture of violent communication and to promote positive mental health and learning. Other such community lifelong learning outreach centres have been established in other countries such as the Cottonera centre in inner city Malta established by the University of Malta which provides a range of activities for different age groups, including a focus on the arts and science for engaging local marginalised groups. Links between a university and the proposed community lifelong learning centre would also strengthen this centre.

As part of the community based multidisciplinary services, a family outreach dimension would be included in this one-stop-shop. This could be for the early years as in the successful Preparing for Life outreach approach to homes (see Northside Partnership's Preparing for Life Home Visiting Programme, Doyle et al. 2016), as well as through social care workers for meeting care needs of parents with intergenerational drug use whose children are of schoolgoing age such as in the Familbase Ballyfermot outreach home visit model (Downes 2011a) for parents of school going children. Additionally this outreach dimension needs to include an expansion of the NCI Parent-Child Home programme that is already in the area where over a two year period Home Visitors model oral language, reading and play in their twice weekly home visits (see appendix A). A strength of this approach is that mothers are visiting other mothers outside of their area e.g. North Wall to Ringsend. Another possible location for this one-stop-shop is the Old Larkin Building.

¹ For examples of community lifelong learning centres across Europe see Downes (2011)

Proposal 2 To have an education ‘umbrella’ to gather all the agencies – statutory, non-statutory and voluntary under one ‘Tzar’ for the area to deliver service level agreements

To have an education ‘umbrella’; gather all the agencies – statutory, non-statutory and voluntary under one cross-departmental ‘Tzar’ – someone with no agenda of their own, someone who will oversee and coordinate the activities of all the agencies. It has to be someone at the top with real power. It must be time bound and outcome led – three year framework. Very important to have a service level agreement in place

Proposal 3 Multidisciplinary teams in every school in the area to have school based speech and language therapist, emotional counsellor and occupational therapist

School based speech and language therapists is a Programme for Government Commitment. See attached briefing paper (appendix B) of CDI Tallaght and Educational Disadvantage Centre, DCU for its central important and positive impact in Dublin contexts.

It is to be emphasised that a major gap in the DEIS strategy (2005) is with regard to emotional and mental health supports (Downes 2008, Joint Oireachtas Committee Report on Early School Leaving 2010). The current system of school based emotional support services at postprimary level is termed the pastoral care team, consisting of the school chaplain, year head, principal and career guidance teacher (School Matters 2006). While well intentioned, frankly it is not an adequate or appropriate response with regard to emotional and mental health supports for students experiencing not only a range of traumas and stresses, but also other mental health related stressors associated with the burden of poverty. Though with specific limited exceptions of individuals who have taken additional qualifications, none of this group (Chaplain, Year Head, Principal, Career Guidance) are specifically qualified in emotional counselling or therapeutic work to undertake emotional counselling work with students on a range of frequently highly complex issues. Moreover, a majority of students in DEIS schools across a range of Dublin contexts consistently reiterate that they would not trust or open up to teaching members of staff on personal, as distinct from academic or career related, matters (Downes, Maunsell & Ivers 2006, Downes & Maunsell 2007). This is especially so for those alienated from school to the extent that they want to leave earlier. They are very reluctant to confide in a teacher. No one expects an employee to confide highly private personal details of their lives with their bosses; while a teacher-student relation is hopefully a warm and strongly relational one, it is a system level problem to expect students to confide highly private personal details of their lives with their teachers, even teachers in designated roles. At primary level there is also a huge need for emotional support services to be in place in schools (Courtney 2016).

Spatial sensory integration and motor skills of children requires direct attention through school based occupational therapists to work with teachers and children. Occupational therapists are involved with the National Behavioural Support Service for supporting change to aggressive behaviour though this service does not apply to primary schools in Ireland. Early intervention is needed to develop these spatial and motor skills of children which are key also to their language and social development. See attached appendix C for more material on this key issue.

Proposal 4 Recovery Centre Point-Business Plan

Recovery Cafés offering employment, community leadership, youth engagement. Pop-up cafés. Different issues/outlooks on a given day. Based on the Youth Café idea. It would have to be policed very carefully. There is an after-care recovery group in Seville Place. Idea here is for a fusion of a Recovery Café and a Youth Café.

Company Description Recovery Café and Recovery Facility named “Recovery Centre Point“

Legal Status

Co-operative – owned by members

Location

Dublin City Centre

Mission

To provide services for those in recovery from drug addiction. These services include social opportunities (food and friendship) in a safe meeting place, information on addiction and recovery.

Target Group

The facility will target a) those in recovery from addiction b) their families c) recovery champions d) local community. Tens of thousands of people are affected by addiction in Dublin. The aim of this service is to contribute to the building of a recovery community. It also develops the social economy so that people can gain valuable work experience, education and training and capacity building opportunities.

Market Analysis

We believe having undertaken a scoping exercise that there is a real market for this service. There are numerous facilities in Dublin who work to get people drug free. There are many fellowship meetings in Dublin every week. There are those already in recovery. There are many others who support this concept. Community resources and facilities have been hollowed out over the period of austerity so this is a response.

Comparative Market Analysis

From reviewing recovery movements abroad it is evidential that recovery social activities are a mainstay to facilitating the individual’s recovery journey. This occurs both in the US and UK (See case study – Appendix D: The Brink). We also see the idea of “men’s sheds” in rural Ireland as being a response with a similar vision and goal.

Services

The Dublin Recovery Centre point facility will be open from 9am to 11pm. Services will include food all day. There will also be information events on a stage area where

widescreens can show educational and sporting programmes. This will also allow for a raft of features including health, music, drama, comedy, debates, guest speakers and presentations. Information and support of families will also be provided. Health food will be sold. A juice bar will also be developed. Importantly information and service on addiction and recovery will be provided. There will be fellowship meetings plus information on how to access stabilisation, detox and aftercare services.

Staff

There will be three key staff to this project

- A) Manager
- B) Entertainment Manager
- C) Cook
- D) Generic Worker

We will explore the use of CE as workers. Government see this as a key part of activation measures and social economy provision. We will also specifically train and facilitate volunteers who are in recovery to support staff and assist in providing services. Volunteers will all be trained in advance of participating in the service. They will be rostered and also asked to give a commitment of up to one year. Volunteers will also come from members of the lay community, families, friends etc.

Promotion Plan

There will be an extensive promotion plan. The use of social media will be pivotal. Standard approached such as posters and leaflets will be utilised. A formal launch will occur to attract publicity. A website and Facebook page will also be used to promote the service. The service will be centrally located in Dublin to be accessible. Prices will be affordable.

Development Phase

The development phase will consist of the following

- a) Legal structure established
- b) Facility identified and refurbished
- c) Staff recruited
- d) Grant sought and secured
- e) Promotional plan developed and commenced
- f) Providers etc identified. Contacts agreed
- g) Fundraising strategy agreed and commenced
- h) Membership recruitment commenced
- i) Services designed

Start up

- a) Launch
- b) Review operations after 1 month, 3 months and 6 months
- c) Keep building and profiling the service
- d) Have a target of 1,000 members by end of year one
- e) Develop template that can be used elsewhere

f) Annual report after 1year

Finance

Costs will be fully calculated when a facility has been identified. The business plan will also contain the full projections from income from services delivered, grants secured, fundraising etc. Costs will be both capital and current and include:

Fit out; Marketing; Staff; Rent; Provisions and contracts; Overheads including insurance; Training; volunteers; Contingency

Proposal 5 Early years services in this area are generally needed to become more professional and there is a need for upskilling those who are working with the 0-6 year olds and their parents.

There is a need to improve the quality of and continuity between the Early Years services in the area. A tailored CPD programme for early years services is needed, such as that provided by Grangegorman Area Based Childhood Programme to assist in building the service capacity of the area for the children they serve. Children in the area will gain a more holistic approach to Early Years education and as a result, those caring for them will have a better understanding of a child-centred approach to learning. Early Years services will be better equipped in how to evaluate and plan for their progress and children's progress and learning. In turn, the confidence of those engaged with the programme will enhance the Early Years' experience for the parents and community as a whole.

Public Health Nurses also engage with the Grangegorman ABC as part of an early years' intervention approach. This also needs further development in the north inner city area.

Proposal 6 An initiative designed specifically to help fathers in prison support their child's educational development while simultaneously addressing their own learning needs

Its aim is to develop family learning opportunities that directly support successful school learning for the child while also supporting the father's prison education endeavours. The programme is not envisaged as a 'parenting' programme, rather it should be seen as a 'learning' programme. The focus at all times will be on the 'learning' involved; the learning of both the child and that of the father.

Aims and objectives: Enable prison fathers to proactively participate in their child's learning and development.

Develop learning opportunities that enhance the child's learning while simultaneously bolstering the father's skills and competencies and allow them put their own learning into practice.

Strengthen family bonds, maintain positive relationships and improve the quality of family interactions while in prison.

Establish connections between education providers and create social networks that provide positive and meaningful learning experiences that will nurture a love of learning and promote participation in lifelong and lifewide learning.

It is envisaged that it will be a collaborative project primarily involving the Prison Education Service and local north inner city national schools. (see appendix E for further details)

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