



SHEP
CAPACITY FOR CHANGE

1974 to 2019
Telling a Community Education
Story

**The Complexity of Community Education
Funding – A regional Perspective**



SHEP
CAPACITY FOR CHANGE

Community Education Programme

Facilitated Experiential Learning in Groups

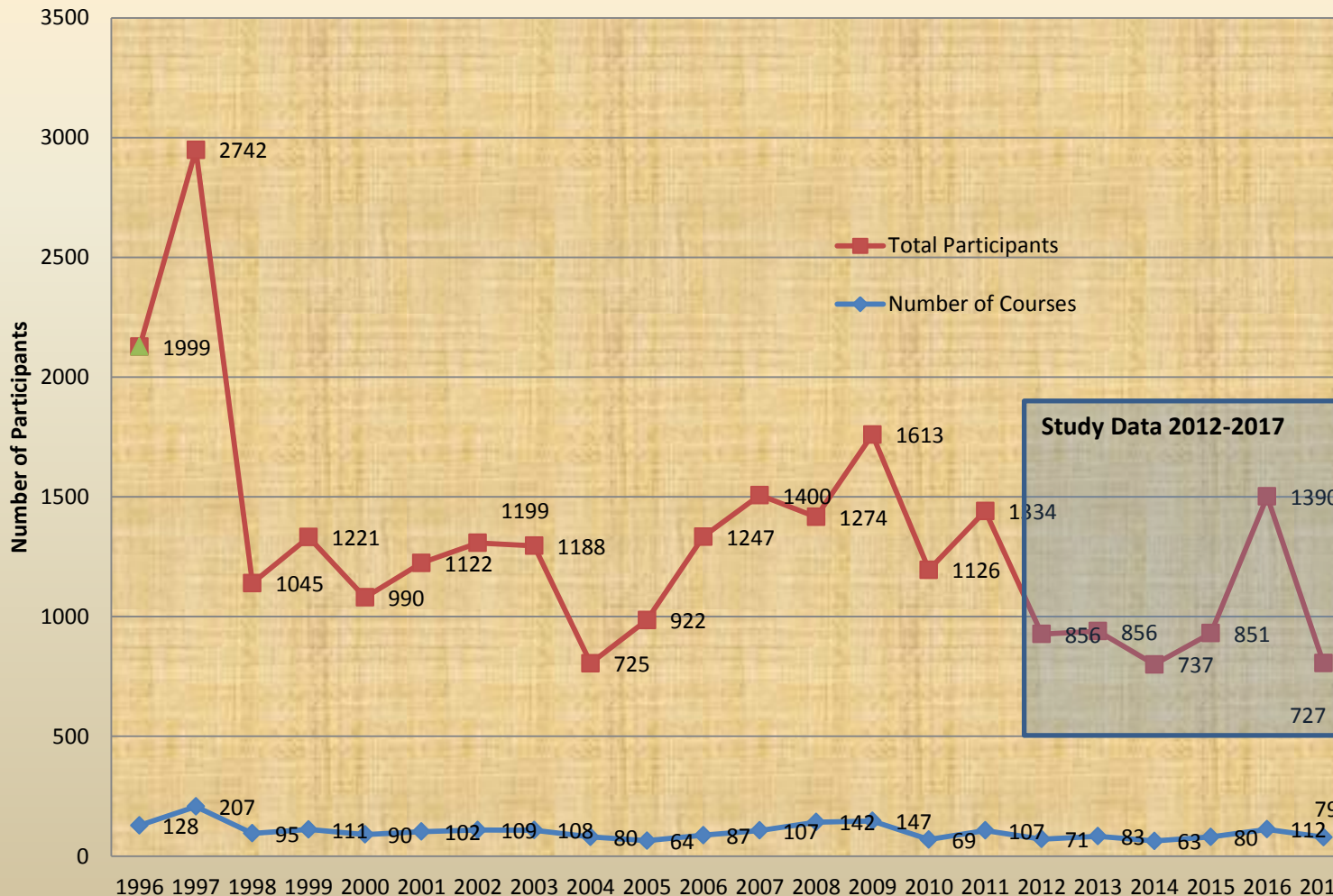
45 years HSE sustained support has given good stability, to pioneer & develop the method, and sustain the work

- Almost all of courses, including our longer core training programme, belong to the Community Education sector, but here focusing on our CE Programme for Health & Wellbeing of short course, organized across our work area (Cork, Kerry, Limerick, Waterford)
- Organised in collaboration with many partners
- Between 8 and 16 participants per group
- We train our tutors in the methodology
- Typically 20 hours duration (2 or 2½ hours for 10 or 8 weeks)

Over the years and Study Dataset



SHEP Community Education Programme 1996-2017



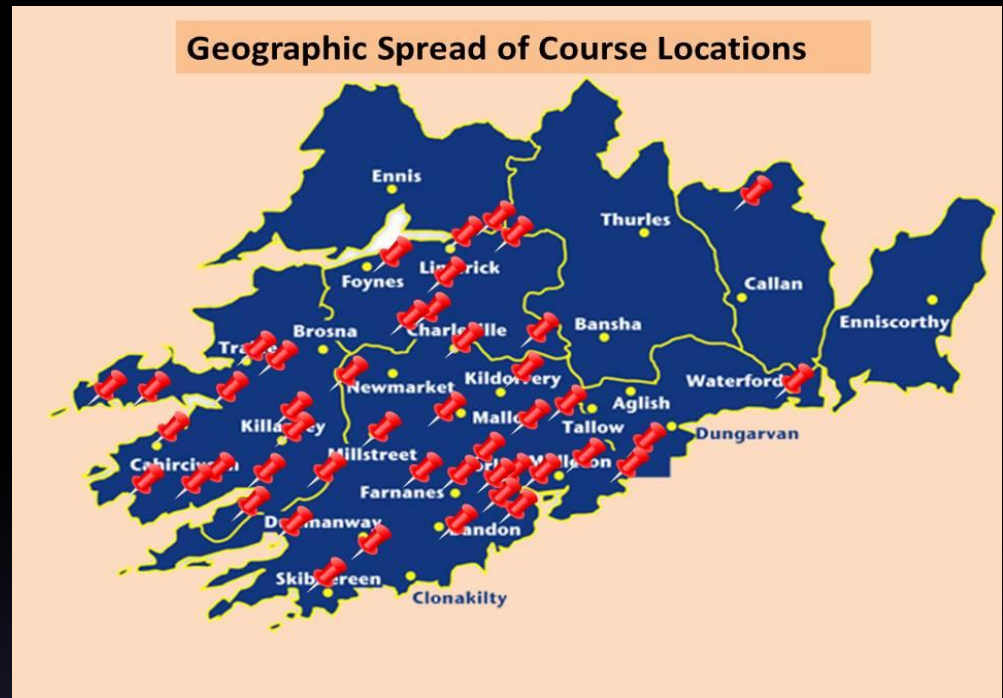
Over the years
 26,000 participants
 78% Female - 22% male

Study Dataset
 177 courses in study
 1600 participants
 1350 evaluation forms
 5 weeks duration or more

Types of Courses
 Introduction Personal Dev
 Effective Communications
 Managing Stress Daily Lives
 Family Communication
 Women's Health & W'being
 Caring for Our Wellbeing
 Grief, Loss & Change
 Men's Wellbeing
 Older People -Wellbeing
 Assertive Communication

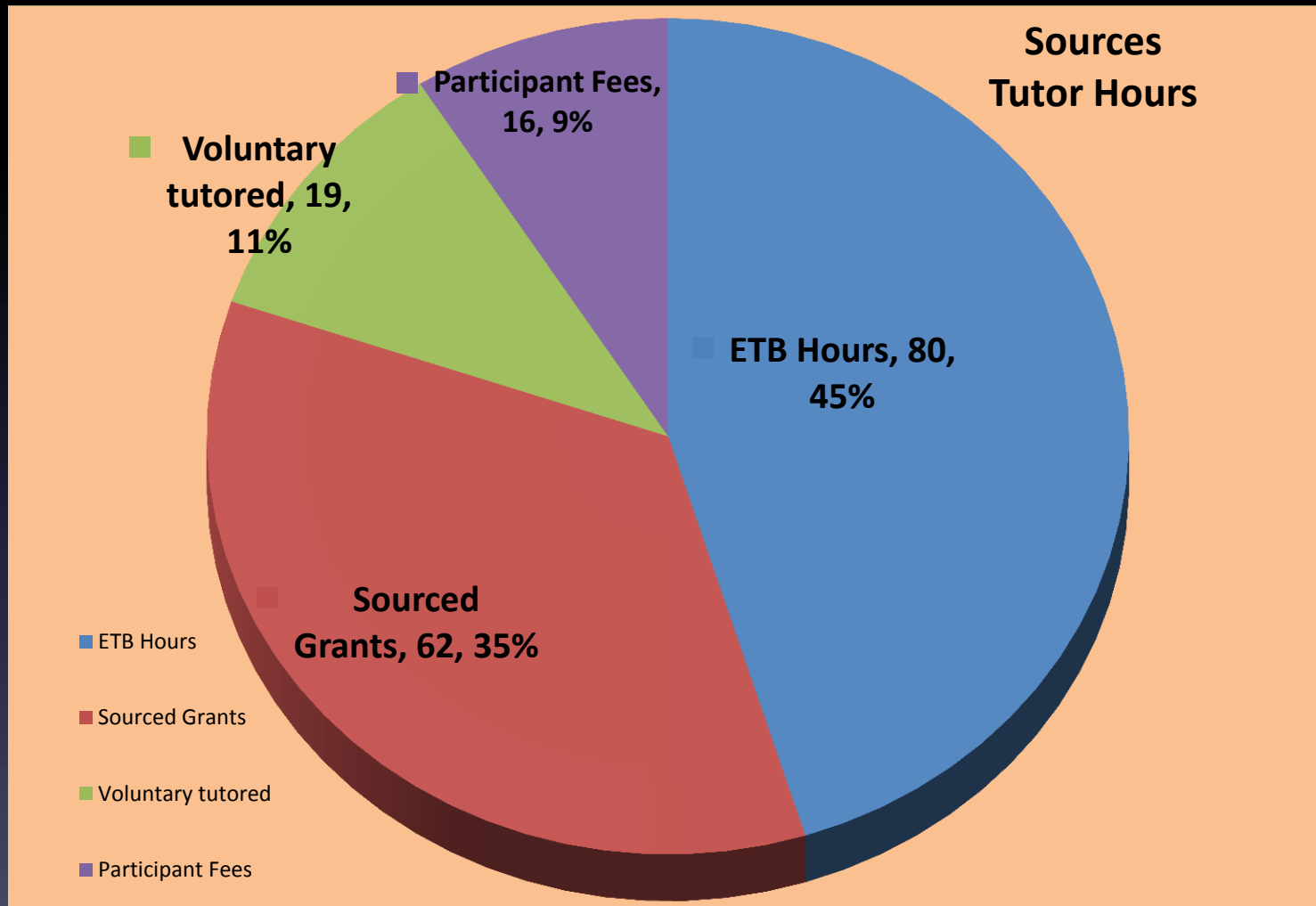


Geography & Partner Organisations



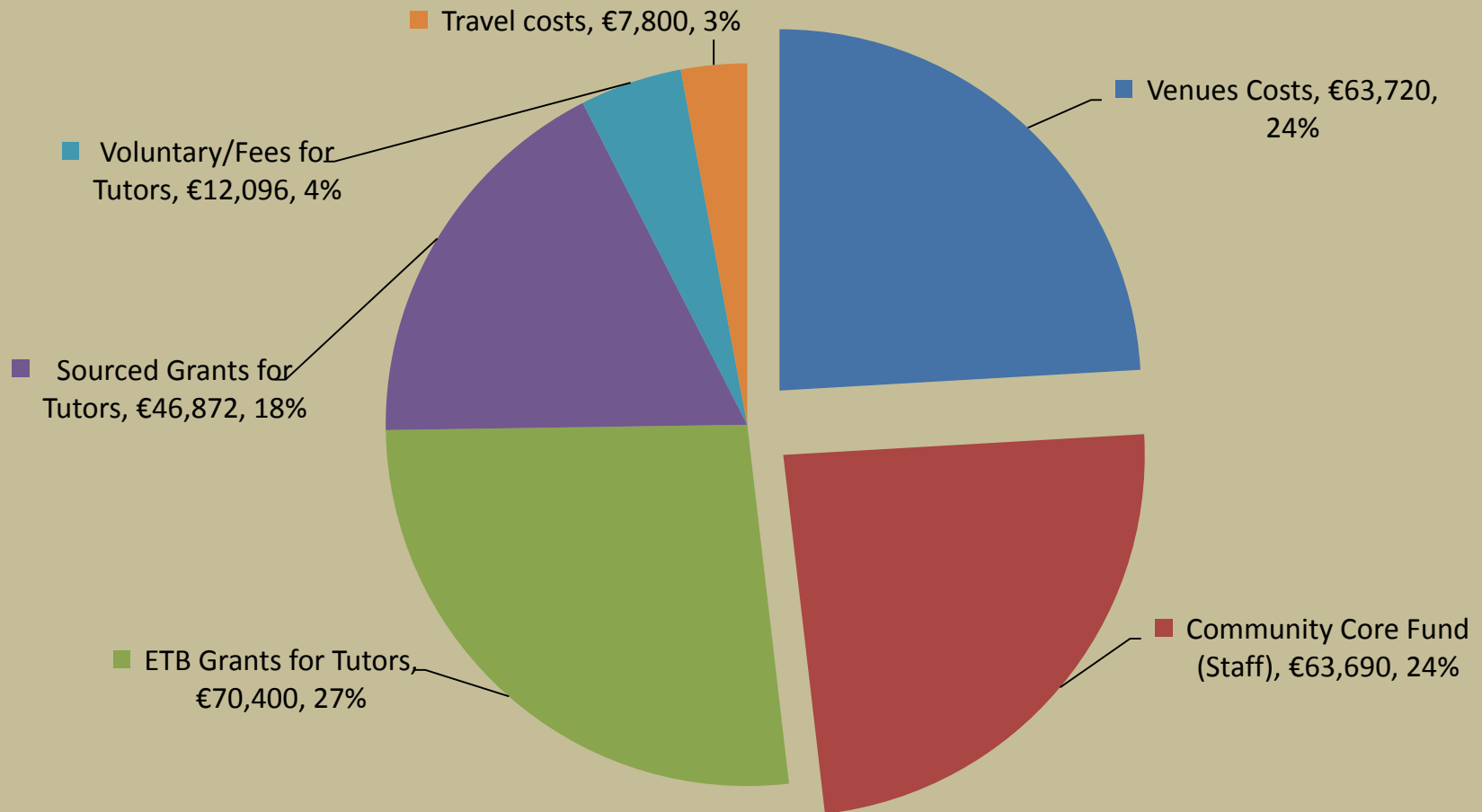
Active Retirement Group (Killeagh), Annascaul FRC, Ashbourne House Asylum Seeker Centre, Avondhu Development, Ballyspillane FRC, CAHA Castletownbere FRC, Cahirciveen FRC, Respond Housing, Carrigaline FRC, Castleisland FRC, Castlemaine FRC, Cobh FRC, Cumman Na Daoine (Youghal), Ballincollig FRC, Fermoy FRC, Killorglin FRC, FC – Killorglin, Focus Ireland, Skibbereen FRC, NEWKD, HADD Parents, Kenmare FRC, Knocknaheeny Youth Centre, Lantern Community Project, Limerick SHEP, Maine Valley FRC, Mallow MPHC, Meala FRC, Mitchelstown, North Cork Traveller Women, North Kerry Mens, Parish Centre, Mallow, Sli Eile Churchtown, Sneem FRC, St, Brigids FRC Tralee, St. Columbas GNS, St. Nicholas' Trust, St. John Of Gods-Kerry, The Basement Resource (SHINE), Togher Family Centre, Tralee FRC, Waterford Family Support Network, West Limerick Resource Centre, Wilton Parish Assembly, Dingle, YANA Mallow, YMCA Cobh, Youth Centre (Mahon)

Sources for Tutor Hours (177 courses of the Dataset 2012-2017)



Programme Funding Breakdown

**Programme Expenditure Breakdown
(2012-2017) - 177 courses €264k**



Diversity of Funding Sources



Mercy Solidarity fund

Jaansen Grant

SHEP program budget

Grant source unspecific

Ireland Fund

Community Work Dept (HSE South)

Presentation Ireland

Kerry, Cork & Limerick ETB

Raised money (E.g. ADHD, (Department of Education & Skills)

YANA, Sli Eile ...)

HSE (Department of Health)

Tutors volunteering time

TUSLA & FRC's (Department of

Joint Apprenticeships

Children and Youth Affairs)

Respond

SICAP (Department of Rural and

North Cork Travellers

Community Development)

Focus Ireland

Programme Expenditure (177 courses of Dataset 2012-2017)



- €264,000 for programme (calculated at standard tutor rates, €45 for 2.5 hour contact time and 1 hour per participant staff time promotion, intake, admin)
- 52% ETB/sourced grants for Tutor
- 48% Venue & Core Grant Staff time
- €1494 per course (Direct & Indirect) or €160 per participant
- or €8 per hour per participant (20 hour course)

Quantitative Impacts - Study

2012-2017



- **177 x 20 hour courses (typically over 8 weeks)**
- **12 people commence & 9.5 finish Group Size Avg.**
- **2123 started & 1646 finished (78% rate) participants**
- **1287 (78%) Female 362 (12%) Male**
- **Socio-demographic - courses are organized for specific cohorts and also for mixed socio-economic backgrounds - depends on the nature of the collaboration, emphasis of the funding strand, location, readiness ...**

Examination of Good Quality in a Community Family Communication Course (2017 Adult Learner Journal: Aontas)



“The principal finding of this study was that the group process was critical to the learning and that being listened to was the main benefit noted by participants, though this is not often used as a signifier of quality ... what we come to ‘know’ about quality is integrally connected with how we go about the processes of measuring it ... The group process was the *sine qua non* for transformational learning. Ascertaining course quality here could only truly be done through examining the experience of participants and not through summative assessment as is most often favoured by policy makers and funders”

Cadogan et al

(2017)

2018 Evaluation of series of four *Caring for Our Wellbeing* course – 62 participants (on behalf of The Lantern Community Project) – Ireland Fund



“People’s reasons for becoming involved in The Lantern *Caring for Our Wellbeing* courses varied but stemmed predominantly from a sense of being overwhelmed by the level of stress and anxiety they experienced in their own lives and how this was impacting on them ... Participants felt that they belonged to a group almost immediately and this helped them to overcome feelings of isolation, and gave them the realisation that others have similar experiences – they learned from, and supported each other through the eight-week period”

Kearney Consultants & Trainers Ltd (2018)

Barriers to Adult Learning and Policy Discourse



“Tracking the change in language in policy around adult education over time allows one to see a transition from a broad philosophical view to a narrow instrumental view of AE in terms of the economy”

Léargas Presentation (D. Shannon)

“Inspiration in Education”



Re-affirm the massive benefit to participants, community groups, organisations and institutional partners ... of the approach to partnership and ownership by the different stakeholders involved in community education

Take serious cognisance of existing body of evidence related to the place and efficacy of Community Education, exploring further together what are to count as valued outcomes of this work and how these can be 'evidenced' in ways meaningful to all stakeholders

Recognise that the true cost of providing community education courses extends well beyond the funding of the tutor hours