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RÉAMHRÁ



An Comhairleoir Tim Brosnan
An Cathaoirleach,
Coiste Gairmoideachais Chathair Chorcaí

Tá áthas orm, thar ceann baill Choiste Gairmoideachais Chathair Chorcaí, ár bPlean Oideachais a bhronnadh ar Mary Hanafin T.D., Aire Oideachais & Eolaíochta.

Tá traidisiún fada ag Coiste Gairmoideachais Chathair Chorcaí ar bheith ag freastal ar mhuintir Chorcaí agus go háirithe iadsan atá ar an imeall nó iadsan atá ar mhí-bhuntaiste. Bhíomar nuálaíoch riamh sa tslí inar chuireamar seirbhísí Oideachais ar fáil.

Toradh is ea an Plean seo ar phróiseas cuimsitheach agus fada comhairleoireachta, laistigh don Choiste maraon le mórán eagrais eile, reachtúil agus deonach, a sholáthraíonn i gcomhpháirt linn féin seirbhísí Oideachais don phobal.

I bhforbairt an Phlean, léirigh an Coiste go foirmiúil a threoirphrionsabail féin. Tá na Prionsabail seo dírithe ar sholáthar seirbhísí Oideachais atá nuálaíoch agus atá ar chaighdeán den scoth. Tá siad seo deartha d'aon ghnó le deis a thabhairt don bhfoghlaim aonair a n-acmhainneacht nádúrtha féin a bhaint amach ionas go nglacfaidís páirt iomlán agus gníomhach sna pobail agus sa tsochaí as a dtagann siad.

Táim ag súil leis an bhfeabhas atá beartaithe a chur ar sholáthar Seirbhísí an Choiste, rud a thiocfaidh ón bhfrámaíocht agus ón bhfís atá leagtha síos sa Phlean seo.

Ar aghaidh leis an obair.

A handwritten signature in black ink, appearing to read 'Tim Brosnan'.

An Comhairleoir Tim Brosnan
Cathaoirleach

FOREWORD



Cllr. Tim Brosnan
Chairman,
City of Cork Vocational Education Committee

I am pleased, on behalf of the members of the City of Cork Vocational Education Committee, to present our Education Plan to Mary Hanafin T.D., Minister for Education & Science.

The City of Cork VEC has a long tradition of serving the people of Cork and, in particular, those who are marginalised or disadvantaged. We have always been innovative in our approach to the provision of Education services.

This plan is the outcome of a long and comprehensive consultative process, both within the Committee and with the many other bodies, statutory and voluntary, that participate with us in the delivery of Education services to the public.

In developing the Plan, the Committee formally laid down its Guiding Principles. These Principles are centred on the provision of quality and innovative Education services which are designed to enable each individual learner the opportunity to reach their potential and participate fully in their community and in society.

I look forward to the future improvement in the Committee's Service provision that will result from the framework and vision laid down in this Plan.

Ar aghaidh leis an obair.

A handwritten signature in black ink, appearing to read 'Tim Brosnan', with a stylized flourish at the end.

Cllr. Tim Brosnan
Chairman

BROLLACH



**An tUas. Timothy Owens,
Príomhfheidhmeannach,
Coiste Gairmoideachais Chathair Chorcaí**

Leagann an tAcht Gairmoideachais (Leasú) freagracht ar an bPríomhfheidhmeannach plean oideachais a chur le chéile agus a chur faoi bhráid an Choiste Gairmoideachais chun go nglacfaí leis. Is mór an chúis áthais dom an chéad phlean oideachais dá shórt a chur faoi bhráid an Choiste.

Cuireadh an Plean seo le chéile i gcomhar le hionadaithe ó na leasanna éagsúla earnála ar Choiste Gairmoideachais Chathair Chorcaí. Táim thar a bheith buíoch dóibh siúd ar fad a raibh baint acu leis an obair.

Tugann an Plean cuntas ar obair an Choiste agus ar an soláthar seirbhíse a dhéanann sé faoi láthair. Luaitear misean, treoiphrionsabail, cuspóirí straitéiseacha agus oibríochtúla an Choiste do na cúig bliana amach romhainn. Bhain idir thairbhe agus taitneamh le gnéithe croíláir an Phlean a chur le chéile. Déantar soiléiriú ar luachanna seanbhunaite agus luaitear i gcomhthéacs fhorbairt leanúnach na seirbhíse iad. Leagtar cuspóirí amach chomh maith. Na cuspóirí sin a bhaint amach an chéad dúshlán eile atá romhainn. Ní mór monatóireacht leanúnach agus measúnú cúramach a dhéanamh ar an gcur i ngníomh. Tabharfar ár ndúshlán go léir san am atá romhainn amach. Ach na cuspóirí a bheith leagtha síos, is é baint amach na gcuspóirí sin a thabharfaidh breithiúnas ar a fheabhas is atá an próiseas pleanála.

Ar aghaidh leis an obair.

A handwritten signature in black ink, appearing to read 'T. Owens'.

**An tUas Timothy Owens
CEO**

INTRODUCTION



**Mr. Timothy Owens,
Chief Executive Officer,
City of Cork Vocational Education Committee**

The Vocational Education Amendment Act places a responsibility on the Chief Executive Officer to prepare and submit an educational plan to the Vocational Education Committee for adoption. It gives me great pleasure to submit this the first such educational plan to the Committee.

The Plan has been prepared in conjunction with representatives of the various sectoral interests in the City of Cork Vocational Education Committee. To all those who contributed I extend my thanks and gratitude.

The Plan outlines the work of the Committee and the extent of its' current service provision. The mission, guiding principles, strategic and operational objectives of the Committee over the next five years are stated. The process of developing the core elements of the Plan has been both stimulating and rewarding. Values, long held, have been clarified and articulated, placed within the ongoing development of the service, and objectives formulated. The achievement of these objectives is the next challenge. The process of implementation will require ongoing monitoring and careful evaluation. The real challenge lies ahead. The success of the planning process will be gauged not by the establishment of objectives but by their achievement.

Ar aghaidh leis an obair.

A handwritten signature in black ink, appearing to read 'T. Owens', enclosed in a rectangular box.

**Mr. Timothy Owens
CEO**

CÚLRA LEIS AN BPLEAN

Réasúnaíocht

Faoi Alt 30 den Acht Gairmoideachais (Leasú) 2001, tá sé de fhreagracht ar Phríomhfheidhmeannach gach Coiste Gairmoideachais Plean Oideachais cúig bliana a chur le chéile agus a chur faoi bhráid a C(h)oiste féin. Is beag ama a bhí ar fáil chun an plean seo a chur le chéile (Márta – Nollaig 2005) agus níor mhór don Choiste é a fhaomhadh, lena gcur i ngníomh, i mí na Nollag 2005.

Beag beann ar cheanglas reachtaíochta a bheith ag baint leis an bplean seo a chur le chéile, bhí go leor de na luachanna, straitéisí agus cuspóirí atá sa Phlean ina n-ábhar plé, idir fhoirmiúil agus neamhfhoirmiúil, cheana féin ag an gCoiste.

Le linn phróiseas forbartha an Phlean bhí deis ag an gCoiste a mhisean, a threoirphrionsabail agus a chuspóirí a leagan síos i gcáipéis oifigiúil. I rith ullmhú an phlean, leis, leagadh béim ar an ngá atá le tuiscint níos láidre na comhpháirtíochta agus an mhuintearais idir gnéithe éagsúla de sheirbhísí an Choiste.



BACKGROUND TO PLAN

Rationale

Under Section 30 of the Vocational Education (Amendment) Act, 2001 the Chief Executive Officer of each Vocational Education Committee has the responsibility for the preparation and submission to his or her Committee of a five year Education Plan. The current plan has had to be developed within a restricted time frame (March-December 2005) and had to be passed by Committee, for implementation, in December 2005.

Even without the legislative imperative to produce this plan, many of the values, strategies and objectives contained in the Plan had already been the subject of discussion both formally and informally in the Committee.

The Process of developing the Plan has enabled the Committee to set down its mission, guiding principles and objectives in an official document. The exercise of preparing the plan has also helped to emphasise the need for a greater sense of partnership and belonging between the disparate elements of the Committees services.

CONAS A CUIREADH AN PLEAN LE CHÉILE

Ar bhaill an Ghrúpa Stiúrtha a chuir an Plean Oideachais le chéile, bhí:

An tUas. T. Owens, Príomhfheidhmeannach

An tUas. R. McCarthy, Oifigeach Oideachais

An tUas. J. O'Regan, Príomh-Oifigeach

Agus an plean á fhorbairt, bhí cúnamh le fáil ó Mheitheal Oibre, arb iad baill na Meithle sin:

H. Ryan, Uasal, Príomhoide, Pobalscoil MacSwiney, ionadaí ó Earnáil na hIar-bhunscolaíochta

An tUas. G. Looney, Príomhoide, St. John's Central College, ionadaí ó Earnáil an Bhreiseoideachais

An tUas. T. Daly, AEO, ionadaí ó Earnáil na hOibre Óige

An tUas. B. Birmingham, AEO, ionadaí ó Earnácha an Oideachais Aosaigh agus Phobail agus Litearthachta

An tUas. D. Cullinane & an tUas. R. Sheehan Directors, Ionad Youthreach St. Francis' agus Dean St., ionadaithe ó Ionaid Youthreach & STT

An tUas. C. O'Herlihy, Múinteoir-i-bhfeighil, An tAonad Oideachais Phriosúin, ionadaí ón Oideachas Priosúin

U. Fitzgerald, Uasal, Oifigeach Airgeadais agus U. Carroll, Uasal, APO, Tacaíocht Oideachais, ionadaithe ó Riarachán an Choiste.



HOW THE PLAN WAS DEVELOPED

The Steering Group to develop the Education Plan consists of:

Mr. T. Owens, Chief Executive Officer

Mr. R. McCarthy, Education Officer

Mr. J. O'Regan, Principal Officer

In developing the plan, they were assisted by the Working Group, which consists of:

Ms. H. Ryan, Principal, MacSwiney Community College, representing the Post-Primary Sector

Mr. G. Looney, Principal, St. John's Central College, representing the Further Education Sector

Mr. T. Daly, AEO, representing the Youthwork Sector

Mr. B. Birmingham, AEO, representing the Adult & Community Education & Literacy sectors

Mr. D. Cullinane & Mr. R. Sheehan Directors, St. Francis' and Dean St. Youthreach Centre, representing Youthreach & STT Centres

Mr. C. O'Herlihy, Teacher-in-charge, Prison Education Unit, representing Prison Education

Ms. U. Fitzgerald, Finance Officer and Ms. U. Carroll, APO, Education Support, representing the Committee's Administration.

Chuir an Grúpa Stiúrtha Treoircháipéis le chéile agus scaipeadh ar an Meitheal í. Chuaigh gach ball den Mheitheal i gcomhairle ansin le gach ceann d'Institiúidí an Choiste, sa tréimhse ó lár Mheán Fómhair do lár Dheireadh Fómhair agus cuireadh Pleananna mionsonraithe Gnímh Earnála le chéile. Tháinig an Mheitheal le chéile arís ansin chun na Pleananna sin a phlé agus chun pointí a bhí i gcoiteann eatartha agus nithe a fágadh ar lár a shonrú. Lean gach ball ar aghaidh ansin leis an gcomhairle i ngach Earnáil, agus pleananna Gnímh na nEarnálacha eile á nglacadh san áireamh.

Cuireadh Pleananna athbhreithnithe Gnímh le chéile ina dhiaidh sin.

I rith na tréimhse céanna, scríobh an Coiste chuig líon mór comhlachtaí eile, agus iarradh orthu lámh a bheith acu sa Phlean Oideachais. Fuarthas go leor aighneachtaí mionsonraithe agus fiúntacha ó na comhlachtaí sin.

Rinne an Grúpa Stiúrtha na Pleananna Gnímh agus na haighneachtaí ó chomhlachtaí eile a mheas go mion agus ó na cuspóirí agus na straitéisí a bhí sna Pleananna Gnímh agus in aighneachtaí na gcomhlachtaí leasmhara, cuireadh le chéile tacar Cuspóirí Straitéiseacha agus Oibríochtúla don Choiste ina iomláine. B'in an chéad dréacht den Phlean Oideachais i ndáiríre agus cuireadh faoi bhráid an Choiste Gairmoideachais é ag cruinniú a reáchtáladh an 24 Samhain 2005.

Tugadh deis do na baill an plean a mheas agus freagra a thabhairt faoin Aoine, an 2 Nollaig. Ach deireadh a bheith leis an bpróiseas sin, cuireadh plean leasaithe ar aghaidh chuig gach ball den Mheitheal Oibre chun é a mheas agus freagra a thabhairt faoin Aoine, an 9 Nollaig. Cuireadh Dréacht deiridh an Phlean Oideachais ar aghaidh chuig gach ball den Choiste Gairmoideachais agus chuig gach Ball Sinsearach den Choiste ar an Aoine, an 9 Nollaig, agus rinneadh an Plean Oideachais a mheas agus a fhaomhadh ag cruinniú an Choiste Gairmoideachais ar an Déardaoin, an 15 Nollaig 2005.

The Steering Group produced a Lead document, which was circulated to the Working Group. Each Working Group member then went back to consult within each of the Committee's Institutions, during the period mid-September to mid-October and detailed Sectoral Action Plans were produced. The Working Group then came together again to discuss these Plans and highlight common points and omissions. Each member then continued the consultation in each Sector, taking into account the Action plans for the other Sectors. Following this revised Action Plans were produced.

During the same period the Committee wrote to a large number of other bodies, inviting their input into the Education Plan. Many detailed and worthwhile submissions were received from these bodies.

The Steering Group considered the Action Plans and submissions from other bodies in detail and from the objectives and strategies contained in the Action Plans and the comments of interested bodies, drew together a set of Strategic and Operational Objectives for the Committee as a whole. This was the first draft of the Education Plan proper and was presented to the Vocational Education Committee at its meeting on 24 November 2005.

The members were given an opportunity to consider the plan and to respond to this by Friday 2nd December. Following this process, an amended plan was forwarded to each of the Working Group Members for consideration and response before Friday, 9 December. A final Draft of the Education Plan was forwarded to each Vocational Education Committee Member and Senior Staff Member of the Committee on Friday 9 December and the Education Plan was considered and adopted at the Vocational Education Committee meeting on Thursday 15 December 2005.

AN PICTIÚR MÓR

Coistí Gairmoideachais - cad iad féin?

Bunaíodh Coistí Gairmoideachais faoin Acht Oideachais Ghairme Beatha 1930. Déanann gach Coiste Gairmoideachais ionadaíocht ar leasanna oideachais, cultúir, tionscail, tráchtála, foirne agus tuismitheoirí. Riarann Coistí Gairmoideachais Gairmscoileanna agus Pobalscoileanna a chuireann cúrsaí príomhshrutha na sraithe sóisir agus sinsir ar fáil, mar aon le roghanna níos speisialaithe a bhíonn dírithe ar ghairmeacha. Déanann Coistí Gairmoideachais cúram don Bhreisoideachas chomh maith, arb é atá ann ná raon roghanna oiliúna agus oideachais i ndiaidh an oideachais éigeantaigh, cosúil le cúrsaí Iar-Ardteistiméireachta (PLCanna). Seachadann Coistí Gairmoideachais Seirbhísí Youthreach, Scéim na nDeiseanna Gairmoiliúna (VTOS), an tionscnamh Filleadh ar Oideachas (BTEI) agus Seirbhísí Óige freisin mar aon le bheith páirteach san oideachas aosach agus pobail, i gcomhar leis an earnáil dheonach go minic.

Cé go bhfuil trí Choiste Gairmoideachais is tríocha ann, tá an oiread sin cúrsaí éagsúla oideachais agus oiliúna ach nach ionann go díreach aon dá cheann acu ó thaobh chineál agus líon na seirbhísí a chuireann siad ar fáil. Is féidir, áfach, difríochtaí suntasacha a shonrú idir na coistí sin a fhónann ar cheantair mhóra uirbeacha agus na coistí a mbíonn freagrach na gceantar contae orthu. Níorbh fhéidir teacht roimh na difríochtaí sin san Acht Oideachais Ghairme Beatha 1930 a bhunaigh Coistí Gairmoideachais a bheadh in ann oideachas teicniúil agus leanúnach (i.e. i ndiaidh an oideachais éigeantaigh) a chur ar fáil ach go raibh an soláthar ardoideachais theicniúil faoi na Coistí Gairmoideachais a bhí freagrach as limistéir riaracháin chontae-bhuirge.

SETTING THE CONTEXT

What are Vocational Education Committees?

Vocational Education Committees were established under the Vocational Education Act 1930. Each Vocational Education Committee represents a cross-section of educational, cultural, industrial, commercial, staff and parent interests. Vocational Education Committees administer Vocational Schools and Community Colleges which provide mainstream junior and senior cycle courses, as well as more specialised vocationally orientated options. Vocational Education Committees are also the major provider of Further Education which is a range of post-compulsory education and training options such as Post-Leaving Certificate courses (PLCs). Vocational Education Committees also deliver Youthreach Services, the Vocational Training Opportunities Scheme (VTOS), Back to Education Initiative (BTEI) and Youth Services as well as being centrally involved in adult and community education, often in partnership with the voluntary sector.

While there are thirty three Vocational Education Committees, the range of their education and training provision is diverse and no two of them are exactly similar in the extent and nature of the services delivered by them. However, it is possible to identify significant differences between those catering for large urban areas and those with responsibility for more widespread county areas. Those differences were foreseen in the Vocational Education Act 1930 which established that Vocational Education Committees could provide both continuation (i.e. post-compulsory) and technical education but that higher technical education provision was limited to those Vocational Education Committees responsible for county borough administrative areas.

Leagadh béim ar fhorbairt an oideachais leanúnaigh ó thaobh na gCoistí Gairmoideachais Contae de, agus de bhun cinneadh a rinneadh nuair a foilsíodh an tuarascáil “Investment in Education” i 1963 go mbeadh córas aontaithe ann don oideachas iarbhunscolaíochta, rinne siad a gcion mór do leathnú an oideachais dara leibhéal ar fud na tíre. Chuidigh na Coistí Gairmoideachais contae-bhuirge (cathrach) (Baile Átha Cliath, Corcaigh, Luimneach, Port Láirge agus tráth níos déanaí, Gaillimh) leis an leathnú sin chomh maith ach níorbh ionann é sin agus an soláthar oideachais dara leibhéal a bhí ann cheana féin sna háiteanna móra uirbeacha. Lámh ar láimh leis na riachtanais leathnaithe iar-bhunscolaíochta ó lár na 1960idí ar aghaidh, sonraíodh ganntanas a bheith ann ó thaobh soláthar oideachais do theicneoirí agus d’fhág sé sin gur thug Coistí Gairmoideachais Cathrach faoi fhorbairt a dhéanamh ar an oideachas teicniúil agus ar an ardoideachas teicniúil agus le himeacht ama bunaíodh na Coláistí Teicniúla Réigiúnacha (agus tráth níos déanaí, na hInstitiúidí Teicneolaíochta) agus DIT.

The development of continuation education was emphasised in the case of County Vocational Education Committees and arising from the decision to have a unified system of post primary education following the publication of the “Investment in Education” Report in 1963, they made a very significant contribution to the huge expansion of second-level education on a widely distributed geographic basis. The county borough (city) Vocational Education Committees (Dublin, Cork, Limerick, Waterford and later Galway) also contributed to that expansion but not to the same extent as the pre-existing supply of secondary education had been much more extensive in the larger urban settings. In parallel with the expanded post primary requirements from the mid-1960s, a shortage of education provision for technicians had also been identified and this led to the further development of the existing technical and higher technical education being undertaken in the main by the City Vocational Education Committees and giving rise in time to the establishment of the RTCs (and later the IoTs) and DIT.



AN COMHTHÉACS INA BHFEIDHMÍONN NA COISTÍ GAIRMOIDEACHAIS

Comhthéacs na hEorpa

Maidir le Straitéis Liospóin, mar aon le próisis ghaolmhara Bologna (ardoideachais) agus Cóbanhávan (breisoideachais agus gairmoiliúint), beidh tionchar acu ar fhorbairt san oideachas agus san oiliúint sna blianta amach romhainn agus múnlaídh siad na forbairtí sin. Faoi 2020, tá an Eoraip meáite ar bheith ar an ngeilleagar eolasbhunaithe is iomaíche agus is fuinniúla ar domhan, ó thaobh chaighdeán agus éagsúlacht a córas oideachais agus oiliúna de. Ní mór do Choiste Gairmoideachais Chathair Chorcaí bheith in ann freagairt do riachtanais réigiúnacha agus náisiúnta atá ag athrú go tapa trí chóras oideachais a chur ar fáil a dhéanfaidh cúram do riachtanais eacnamaíocha agus shóisialta an réigiúin.

Comhthéacs Náisiúnta

An Plean Forbartha Náisiúnta (2000-2006)

Leag an Rialtas amach ina Phlean Forbartha Náisiúnta (NDP) raon leathan réimsí beartais a gcaitear freagairt go straitéiseach dóibh lena n-áirítear oideachas, sláinte, uilechuimsitheacht shóisialta, tithíocht, geilleagar, bonneagar agus forbairt tuaithe. Tá roinnt cuspóirí náisiúnta ina mbonn le cuid de na beartais sin, cosúil le: leanúint ar aghaidh leis an bhfás inmhathnach náisiúnta eacnamaíoch agus fostaíochta, cumas iomaíochta idirnáisiúnta na hÉireann a chomhdhlúthú agus a fheabhsú, agus an uilechuimsitheacht shóisialta a chothú. Baineann ciallachais mhóra leis an NDP do Choistí ó thaobh cur chuige ilghnéitheach a ghlacadh i leith chothú na huilechuimsitheachta sóisialta. Áirítear air sin idirghabhálacha spriocdhírthe atá dírithe ar cheantair atá buailte ag bochtanas uirbeach agus tuaithe.

THE CONTEXT WITHIN WHICH VOCATIONAL EDUCATION COMMITTEES OPERATE

European

The Lisbon strategy, along with the interrelated Bologna (higher) and Copenhagen (further education and vocational training) processes, will shape and influence developments in education and training in the coming years. By 2010, Europe aims to be the most competitive and dynamic knowledge-based economy in the world, in terms of the quality and diversity of its education and training systems.

The City of Cork Vocational Education Committee must be able to respond rapidly to regional and national requirements by providing an educational system which will cater for the economic and social needs of the region.

National

National Development Plan (2000-2006)

The Government outlined in its National Development Plan (NDP) a wide range of policy areas requiring strategic responses including education, health, social inclusion, housing, economy, infrastructure and rural development. Some of these policies are underpinned by a number of national objectives such as:

continuing sustainable national economic and employment growth, consolidating and improving Ireland's international competitiveness and promoting social inclusion.

The NDP has major implications for Committees in terms of the "multi-faceted" approach to the promotion of social inclusion. This includes targeted interventions aimed at areas experiencing urban and rural poverty.

Uilechuimsitheacht Shóisialta

Cé nach féidir easnaimh i dtaca leis an uilechuimsitheacht shóisialta a shárú gan idirghabhálacha oideachais, ní leor na hidirghabhálacha sin astu féin. Tá gá le raon socruithe reachtaíochta agus institiúideacha agus beartais chun aghaidh a thabhairt ar cheisteanna bochtanais, uilechuimsitheachta sóisialta agus comhionannais. Tá ról suntasach ag an oideachas, cé nach bhfuil ann ach gné amháin den scéal, maidir le tacú leis an uilechuimsitheacht shóisialta agus aghaidh a thabhairt ar cheisteanna comhionannais. Tá ról tábhachtach ag an oideachais agus an oiliúint i múnú seansanna saoil daoine. Daoine a fhágann an córas oideachais gan cháilíochtaí nó ar bheagán cáilíochtaí, bíonn siad faoi mhíbhuntáiste. Cuidíonn Coiste Gairmoideachais Chathair Chorcaí go suntasach le cothú na huilechuimsitheachta sóisialta ag leibhéal áitiúil trína sheirbhísí féin a chur ar fáil agus trí oibriú le gníomhaireachtaí stáit agus le grúpaí deonacha agus pobail.

Treochtaí déimeagrafacha

I rith shaolré an Phlean, tiocfaidh laghdú ar líon na ndaoine óga a shuífídh an Ardteistiméireacht agus a lorgóidh áiteanna breisoideachais. Beidh tionchar aige sin ar Chláistí Breisoideachais an Choiste fearacht na nInstitiúidí Teicneolaíochta agus na nOllscoileanna. Ní mór iarrachtaí níos mó a dhéanamh chun foghlaimeoirí fásta a mhealladh mar aon leosan a bhfuil an dara seans ar dheiseanna oideachais uathu, go háirithe na daoine sin ó ghrúpaí socheacnamaíocha atá imeallach san ardoideachas nó sa bhreisoideachas i láthair na huaire.



Social Inclusion

While social inclusion deficits cannot be successfully overcome without education interventions, such interventions alone are not sufficient. A range of legislative and institutional arrangements and policy measures are needed to address poverty, social inclusion and equality concerns. Education, while only one dimension, has a significant role to play in supporting social inclusion and addressing equality issues. Education and training play a vital role in shaping the life chances of people. People who leave the education system with little or no qualifications are at a disadvantage. The City of Cork Vocational Education Committee makes a substantial contribution to promoting social inclusion at local level by providing its own services and by working with state agencies, community and voluntary groups.

Demographic trends

Over the lifetime of the plan there will be a decline in the numbers of young people sitting the Leaving Certificate and seeking further education places. This will impact on the Committee's Colleges of Further Education as well as the Institutes of Technology and the Universities. Greater efforts must be made to attract adult learners and those seeking second chance educational opportunities particularly those from socio-economic groups that are under represented in further or higher education.

Reachtaíocht

Feidhmíonn na Coistí laistigh de chorpas mór reachtaíochta, go háirithe i réimsí na Fostaíochta agus an tSoláthair Oideachais. Is iad na príomhphíosáí reachtaíochta a imríonn tionchar ar an gCoiste:

An tAcht Oideachais Ghairme Beatha 1930 agus na leasuithe a rinneadh air

An tAcht Oideachais Ghairme Beatha 1930 a bhunaigh eagraíocht agus seirbhísí na CGOnna. Cuireann sé ar chumas CGOnna Oideachas Leanúnach, Oideachas Teicniúil agus Ard-Oideachas Teicniúil a chur ar fáil agus foráil a dhéanamh dá bhforbairt leanúnach. Tá sé de chumhacht ag CGOnna chomh maith deontas a thabhairt do mhic léinn de réir scéimeanna a fhaomhann an tAire Oideachais. Is iad na forálacha seo is bonn le bunú agus cothú iar-bhunscoileanna. Tugann siad chomh maith an t-údarás do CGOnna i dtaca le seirbhísí breisoideachais agus oideachais aosaigh a sholáthar agus tacaíocht a chur ar fáil do mhic léinn. Leagann an tAcht amach freisin treoirlínte bunúsacha i dtaca le feidhmiú an choiste i dtéarmaí mhinicíocht agus reáchtáil na gcruinnithe. Leasaigh Acht (Leasú) 2001 cuid de na forálacha sin.

An tAcht Oideachais 1998

Aidhm lárnach an Achta is ea oideachas ar ardchaighdeán a chur ar fáil do gach duine, lena n-áirítear daoine a bhfuil riachtanais speisialta acu. D'fhonn éascaíocht a dhéanamh don aidhm sin, leagann an tAcht amach den chéad uair riamh creat soiléir reachtúil don oideachas in Éirinn ag bunleibhéal agus dara leibhéal. Tá cearta agus ról gach comhpháirtí leagtha amach go soiléir san Acht agus leagtar béim nach beag ar phrionsabal na comhpháirtíochta san Acht. Is léir an prionsabal sin go háirithe sna forálacha a bhaineann le boird bhainistíochta scoile. Beidh ionadaíocht ag pátrúin, múinteoirí agus tuismitheoirí ar na boird bhainistíochta a bhfuiltear ag súil lena mbunú i ngach scoil aitheanta. Tugann an tAcht freisin faoi mheas a léiriú do thraidisiúin agus don éagsúlacht sa chóras scolaíochta agus, i dteannta na comhpháirtíochta, leagann sé béim ar phrionsabail na trédhearcachta agus na cuntasachta.

Legislation

Committees operate within a large body of legislation, particularly in the fields of Educational Provision and Employment. The main pieces of Legislation which impinge on the Committee are:

Vocational Education Committee Act 1930 and related amendments

The Vocational Education Act 1930 is the foundation act for VEC organisation and services. It empowers VECs to provide Continuation Education, Technical Education and Higher Technical Education and to make provision for their progressive development. VECs are also empowered to make grants to students in accordance with schemes approved by the Minister for Education. These provisions are the bases of the establishment and maintenance of post-primary schools. They also establish the authority for the provision of further education and adult education services and for student supports by VECs. The Act also sets out the basic guidelines for the operation of the committee in terms of the frequency and conduct of meetings. Some of these provisions have been amended by the 2001 Amendment Act.

Education Act, 1998

The provision of a high quality education to each person, including persons with special educational needs, is the central aim of the Education Act. To facilitate this, the Act sets out for the first time a clear statutory framework for Irish education at first and second levels. The rights and roles of all the partners are clearly laid out in the Act and considerable emphasis is placed on the principle of partnership throughout the Act.

This principle is particularly evident in the provisions relating to boards of management of schools. Patrons, teachers and parents will all be represented on the boards of management which, it is envisaged, will be established in all recognised schools. The Act also seeks to respect the traditions and diversity in the school system and, in addition to partnership, stresses the principles of transparency and accountability.

An tAcht Gairmoideachais (Leasú) 2001

Déanann an tAcht athchóiriú agus uasghrádú ar an Acht Oideachais Ghairme Beatha 1930 agus ar na leasuithe éagsúla a rinneadh air. Soláthraíonn an tAcht struchtúir agus nósanna imeachta ionas gur féidir le gach CGO freastal, ar mbealach is éifeachtaí agus is éifeachtúla is féidir, ar riachtanais an ghairmoideachais sa réimse ina bhfónann sé. Is iad príomhaidhmeanna an Achta:

- Athbhreithniú a dhéanamh ar chomhdhéanamh na CGOnna ionas go mbeadh ionadaíocht ar na CGOnna ag tuismitheoirí le mic léinn atá cláraithe in institiúidí CGO agus ag foireann na CGOnna;
- Cuidiú le struchtúir chuntasachta a nua-chóiriú trí na feidhmeanna a dhéanann CGOnna a aicmiú i bhfeidhmeanna forchoimeáda agus feidhmeannacha;
- Feidhmeanna breise a thabhairt do CGOnna i réimsí cosúil le pleananna oideachais a chur le chéile;
- Feidhmeanna breise a thabhairt do CGOnna, agus
- Foráil a dhéanamh do nósanna imeachta athbhreithnithe tuairisciúcháin, cuntasaíochta agus airgeadais

Acht na gCáilíochtaí (Oideachas agus Oiliúint) 1999

An tAcht Oideachais (Leas) 2000

An tAcht um Obair don Aos Óg 2001

An tAcht um Chomhairle Mhúinteoireachta 2001

An tAcht um Oideachas ar Dhaoine le Riachtanais Speisialta Oideachais 2004

Acht an Ard-Reachtair Cuntas agus Ciste (Leasú) 1993

An tAcht um Eitic in Oifigí Poiblí 1995

Acht um Chosaintí do Dhaoine a Thuairisceoidh Drochúsáid Leanaí 1998

An tAcht um Chaighdeáin in Oifigí Poiblí 2001

An tAcht Leanaí 2001

Acht an Ombudsman do Leanaí 2002

Vocational Education (Amendment) Act 2001

The Act reforms and updates the Vocational Education Act 1930 and its various amendments. The Act provides structures and procedures in order that each VEC can meet, in as effective and efficient a manner as possible, the needs of vocational education in the area which it serves. The principal aims of the Act are:

- Revise the composition of VECs to include representation on VECs for parents of students registered in VEC institutions and staff of VECs;
- Help modernise accountability structures by classifying the functions exercised by VECs into reserved and executive functions;
- Provide for additional functions for VECs in areas such as the preparation of education plans;
- Provide for additional functions for VECs, and
- Provide for revised reporting, accounting and financial procedures

The Qualifications (Education and Training) Act, 1999

Education (Welfare) Act, 2000

Youth Work Act, 2001

The Teaching Council Act, 2001

Education for Persons with Special Educational Needs Act, 2004

Comptroller and Auditor General (Amendment) Act, 1993

Ethics in Public Office Act, 1995

Protection of Persons Reporting Child Abuse Act, 1998

Standards in Public Office Act, 2001

The Childrens Act, 2001

The Ombudsman for Childrens Act, 2002

Na hAchtanna um Chosaint Sonraí 1988 go 2003
 Na hAchtanna um Shaoráil Faisnéise 1997 go 2003
 Acht na dTeangacha Oifigiúla 2003
 An tAcht um Eagrú Ama Oibre 1997
 An tAcht um Comhionannas Fostaíochta 1998
 An tAcht um Stádas Comhionann 2000
 An tAcht um Chosaint Fostaithe (Obair Pháirtaimseartha) 2001
 An tAcht um Chosaint Fostaithe (Obair ar Théarma Socraithe) 2003
 An Bille um Bainistíocht na Seirbhíse Poiblí (Earcaíocht agus Ceapacháin) 2003
 An Bille um Chomhionannas 2004.
 An tAcht um Míchumas 2005

Na hAchtanna um Íocaíochtaí Iomarcaíochta 1967 go 1991
 Na hAchtanna um Fhógra Íosta agus Téarmaí Fostaíochta 1973 go 2001
 An tAcht um Shábháilteacht, Sláinte agus Leas ag an Obair 1989 agus Rialacháin ghaolmhara
 An tAcht Caidrimh Thionscail 1990
 An tAcht um Íoc Pá 1991,
 An tAchtum Chosaint Mháithreachais 1994 agus na leasuithe a rinneadh air
 An tAcht um Théarmaí Fostaíochta (Faisnéis) 1994,
 An tAcht um Shaoire Uchtaíoch 1995
 An tAcht um Chosaint Daoine Óga (Fostaíocht) 1996
 An tAcht um Íoc Pras Cuntas 1996
 Na hAchtanna um Dhífhostú Éagórach 1997 – 1993,
 An tAcht um Shaoire do Thuismitheoirí 1998
 An tAcht um Shaoire do Chúramóirí 2001,
 Na hAchtanna Airgeadais

Data Protection Acts, 1988 to 2003
 Freedom of Information Acts, 1997 to 2003
 The Official Languages Act, 2003
 The Organisation of Working Time Act 1997
 The Employment Equality Act, 1998
 The Equal Status Act, 2000
 The Protection of Employees (Part-time Work) Act, 2001
 The Protection of Employees (Fixed Term Work) Act, 2003
 Public Service Management (Recruitment and Appointments) Bill, 2003
 Equality Act, 2004.
 Disability Act, 2005

Redundancy Payment Acts 1967 –1991,
 Minimum Notice and Terms of Employment Acts 1973-2001
 Safety, Health & Welfare at Work Act 1989 & related Regulations,
 Industrial Relations Act 1990
 Payment of Wages Act, 1991,
 Maternity Protection Act 1994 and its related amendments
 Terms of Employment (Information) Act 1994,
 Adoptive Leave Act, 1995,
 Protection of Young Persons (Employment) Act, 1996,
 Prompt Payment of Accounts Act, 1996,
 The Unfair Dismissals Acts, 1997- 1993,
 Parental Leave Act, 1998.
 Carers' Leave Act 2001,
 The Finance Acts



Foghlaim ar Feadh an tSaoil

Ó foilsíodh an Páipéar Bán um Fhoghlaim don Saol (Foghlaim don Saol: Páipéar Bán um Oideachas Aosach, Iúil 2000), tá béim níos mó á cur ar dheiseanna don fhoghlaim ar feadh an tsaoil a chur ar fáil. Maidir leis an ngá atá ann oscailtí a chur ar fáil do dhaoine leas a bhaint as deiseanna foghlama agus soláthar a dhéanamh dóibhsean nár bhain leas iomlán as an oideachas foirmiúil, leagadh béim bhreise air tar éis gur foilsíodh Tuarascáil OECD a luaigh gur bhain leibhéil ísle uimhríochta agus litearthachta feidhmiúla le céatadán suntasach an daonra. Léirigh an titim sa ráta dífhostaíochta le blianta beaga anuas go bhfuil gá le scileanna an lucht saothair a uasghrádú. Aithníonn an Coiste go bhfuil an oiread sin dlúis faoin athrú atá ag teacht ar shochaí eolasbhunaithe an lae inniu nach féidir ach le freagairt a dheimhníonn uasghrású agus athoiliúint scileanna a chinntiú go mbeidh daoine infhostaithe amach anseo.

Éileofar ar an gCoiste Gairmoideachais soláthar a dhéanamh, i gcomhpháirtíocht le dreamanna eile, do leibhéil shuntasacha rannpháirtíochta san fhoghlaim ar feadh an tsaoil, foghlaim a chuireann deiseanna ar fáil do dhaoine a leibhéil foghlama a fheabhsú agus foghlaim a bhíonn dírithe ar fhostaíocht agus ar ghairm bheatha. Ní mór don soláthar sin a bheith solúbtha, inoiriúnaithe agus ní mór iad a chur ar fáil i dtimpeallachtaí éagsúla. Ní mór do Choiste Gairmoideachais Chathair Chorcaí a chinntiú go mbíonn deis acusan a bhfuil leibhéal íseal oideachais fhoirmiúil acu leas a bhaint as deiseanna oideachais an dara seans.

Ní mór do na seirbhísí a chuireann an Coiste Gairmoideachais ar fáil a bheith ag teacht le conairí cuí gluaiseachta ó Oideachas Bunúsach go Breis-Oideachas agus oideachas dá éis sin. Ní mór don Choiste Gairmoideachais a chinntiú nach mbíonn dúbláil seirbhíse ann gan ghá, nach mbíonn iomaíocht gan chúis ann agus go mbaintear an úsáid is fearr is féidir as cistí poiblí.



Lifelong Learning

Since the publication of the White Paper on Learning for Life (Learning for Life: White Paper on Adult Education, July 2000) there has been an increased emphasis on the provision of lifelong learning opportunities. The need to provide openings for people to avail of learning opportunities and to provide for those who did not fully benefit from formal education was given further impetus following an OECD Report that a significant percentage of the population had low levels of functional literacy and numeracy. Falling unemployment in recent years has also shown that there is a need to upskill the existing labour force. The Committee recognises that the pace of change in today's knowledge-based society is so fast that only a response that embeds continuous and ongoing upskilling and reskilling will ensure peoples' employability in the future.

The Vocational Education Committee will be required to make provision, in partnership with others, for significant levels of participation in lifelong learning that provides individuals with the opportunities to improve their levels of learning and that is also career and employment oriented. Such provision must be flexible, adaptable and delivered in a variety of settings. The City of Cork Vocational Education Committee must ensure that those with low levels of formal education have the opportunity to avail of second chance educational opportunities.

The services that the Vocational Education Committee provide must be integrated and cohesive with appropriate avenues of mobility from Basic Education to Further Education and beyond. The Vocational Education Committee must ensure that there is not needless duplication of service, undue competition and less than optimal use of public funds.

Inimirce

Tá fás agus forbairt nach bhfacthas a leithéid riamh tagtha ar Éirinn le deich mbliana anuas. Ghin an rathúlacht eacnamaíoch athrú mór sóisialta agus inimirce. Tiocfaidh athrú nach beag ar chomhdhéanamh Chathair Chorcaí sna deich mbliana amach romhainn. Thuar an Phríomh-Oifig Staidrimh le déanaí go dtiocfaidh fás milliún go leith duine ar dhaonra na tíre sna cúig bliana déag atá romhainn amach. Beidh dúshlán go leor do chóras na gCoistí Gairmoideachais i gCorcaigh i rith shaolré an phlean seo chomh fada agus a bhaineann le hoibrithe imirceacha, lucht iarrtha tearmainn agus dídeanaithe.

Riaradh Oideachais

Tharlódh go mbeadh ar struchtúir bhainistíochta sa chóras oideachais athrú a dhéanamh sna blianta amach romhainn. Maidir leis an meath atá ag teacht chórais thraidisiúnta bhainistíochta oideachais, iarrataí ar oideachas comhtháite agus pobal inimirceach atá ag athrú, cuirfidh siad dlús faoi na héileamh a dhéanfar ar struchtúir athbheithnithe bhainistíochta sa chóras oideachais in Éirinn. Tá cuntas teiste a bhfuiltear bródúil as ag Coiste Gairmoideachais Chathair Chorcaí i dtaca le comhoibriú a dhéanamh le hinstitiúidí agus le heagraíochtaí eile agus déanfaidh sé scrúdú ar dheiseanna comhpháirtíochta chun freagairt do chúinsí a bheidh ag athrú.

Teicneolaíocht

Beidh tionchar ag Teicneolaíocht Faisnéise agus Chumarsáide (ICT) i gcónaí ar an mbealach ina ndéantar seirbhísí oideachais agus riaracháin a sheachadadh. Cuideoidh an teicneolaíocht leis na Coistí Gairmoideachais freagairt do riachtanais mac léinn agus úsáideoirí seirbhíse ar bhealach níos éifeachtaí agus cuideoidh an teicneolaíocht le córais éifeachtacha agus éifeachtúla riaracháin.



Immigration

Ireland has experienced an unprecedented period of growth and development in the last ten years. Economic success has fuelled huge social change and inward migration. The face of Cork City will change dramatically over the next number of years. The Central Statistics Office recently forecast that the population of the country will grow by one and a half million in the next 15 years. The influx of migrant workers, asylum seekers and refugees will pose many challenges for the Vocational Education Committee system in Cork over the lifetime of this plan.

Educational Administration

Managerial structures in the educational system may have to change in the coming years. The decline in the traditional educational management systems, requests for integrated education and a growing immigrant community will all accelerate demands for revised management structures in Irish education. The City of Cork Vocational Education Committee has a proud record of co-operation with other institutions and organisations and will explore opportunities for partnership in responding to changing circumstances.

Technology

Information and Communications Technology (ICT) will continue to have a significant impact on the way that educational and administrative services are delivered. Technology will assist Vocational Education Committees to respond to students' and service users' needs more efficiently and will provide for more effective and efficient systems of administration.



ATHRÚ EARNÁLA

Riar corparáideach

Is éard atá i riar corparáideach ná na corais agus na nósanna imeachta lena ndéantar aonáin a stiúradh agus a rialú. Le blianta beaga anuas, táthar ag leagan níos mó béime sa tseirbhís phríobháideach agus phoiblí ar an sárchleachtas a chuirtear i ngníomh agus go bhfeidhmíonn comhlachtaí cosúil leis an gCoiste ag na caighdeáin is airde éifeachtachta, trédhearcachta agus cuntasachta. Éilítear ar Choistí anois feidhmiú de réir Chóid dhiana lompraíochta agus ní mór do bhaill na gCoistí agus don fhoireann bheith ar an eolas i dtaobh a bhfreagrachtaí morálta, reachtúla agus dlíthiúla agus gníomhú dá réir.

Tuarascáil Rochford

Tugadh faoi athbhreithniú Rochford chun struchtúir, gráid agus leibhéil chuí foirne a shonrú do Choistí Gairmoideachais. Tugadh faoin athbhreithniú in 2000 agus tugadh chun críche i mí an Mhárta 2003 é. Thug an Tuarascáil aitheantas do raon agus castacht oibríochtaí an Choiste Gairmoideachais agus leagadh síos struchtúir nua eagrúcháin agus raon ardphostanna riaracháin.

SECTORAL CHANGE

Corporate Governance

Corporate governance comprises the systems and procedures by which entities are directed and controlled. In recent years there has been an increased emphasis within private and public service that best practice prevails and that bodies such as the Committee operate to the highest standards of effectiveness, transparency and accountability. Committees are now required to operate in accordance with strict Codes of Conduct and members of the Committee and staff must be aware of their statutory, legal and moral responsibilities and act accordingly.

The Rochford Report

The Rochford review was undertaken to identify appropriate management structures, grades and staffing levels for Vocational Education Committees. The review was undertaken in 2000 and finalised in March 2003. The Report recognized the increasing range and complexity of Vocational Education Committee operations and put in place new organisational structures and a range of higher administrative positions.

Dul Chun Cinn a Chothú agus Fóram Náisiúnta Comhpháirtíochta na gCoistí Gairmoideachais (VECNPF)

Forálann Comhaontú Pá na Seirbhíse Poiblí go mbraitheann íoc an dá chéim dheireanacha de na méaduithe tagarmharcála agus na méaduithe ginearálta babhta ar roinnt cúinsí. Ní mór do gach eagraíocht a léiriú go sásúil gur baineadh amach na forálacha i dtaca le comhoibriú trí sholúbthacht agus athrú leanúnach; cur i ngníomh sásúil an chláir oibre um nua-chóiriú; agus caidreamh tionscail cobhsaí a chothú. Maidir le héileamh ar Choistí Gairmoideachais, is iad na príomhoibleagáidí faoi Dhul Chun Cinn a Chothú ná cur i ngníomh iomlán a dhéanamh ar chóras bainistíochta feidhmíochta, spriocanna seirbhíse do chustaiméirí a bhunú, agus comhoibriú le socruithe nua bainistíochta a eascraíonn as cur i ngníomh an Achta Gairmoideachais (Leasú) 2001. Beag beann ar aon éilimh ó Chomhaontuithe Náisiúnta, creideann an Coiste go n-eascraíonn sochair mhóra as cur chuige na comhpháirtíochta agus tá sé tiomanta do choincheap agus do chleachtas na comhpháirtíochta.

Acht na gCáilíochtaí (Oideachas agus Oiliúint)

Bhunaigh Acht na gCáilíochtaí (Oideachas agus Oiliúint) 1999 Údarás Náisiúnta Cáilíochta na hÉireann. Tá Creat Náisiúnta Cáilíochtaí forbartha ag an Údarás, creat a chumhdaíonn gach gradam oideachais agus oiliúna in Éirinn. Tugann an Creat aitheantas do gach gnóthachtáil foghlama. Déanann sé éascaíocht don fhoghlaim ar feadh an tsaoil de bharr gur córas é atá bunaithe ar thorthaí, rud a éascaíonn teacht a bheith ag daoine ar leibhéil, ar shaoráidí, ar dheiseanna maidir le dul chun cinn agus maidir le gluaisteacht agus in-aistritheacht. Tugann sé aitheantas don fhoghlaim roimhe seo agus leagann sé amach cuir chuige leathana i leith bailíochtú clár agus dearbhú cáilíochta an tsoláthair a ghlacfaidh Comhairle na nDámhachtainí Ardoideachais agus Oiliúna agus Comhairle na nDámhachtainí Breisoideachais agus Oiliúna. (FETAC/HETAC)

Sustaining Progress and the Vocational Education Committee National Partnership Forum (VECNPF)

The Public Service Pay Agreement provides that payment of the final two phases of the benchmarking increases and the general round increases are dependent on a number of factors. Each organisation has to demonstrate satisfactory achievement of the provisions on cooperation with flexibility and on-going change; satisfactory implementation of the agenda for modernisation; and the maintenance of stable industrial relations.

In terms of the requirements from Vocational Education Committees, the main Sustaining Progress obligations are the full implementation of a performance management system, the establishment of customer service goals, and co-operation with new management arrangements arising from the implementation of the Vocational Education (Amendment) Act (2001). Apart from any requirements of National Agreements, the Committee believes that major benefits accrue from a partnership approach and are committed to the concept and practice of partnership.

National Qualifications Act

The Qualifications (Education and Training) Act 1999 established the National Qualifications Authority of Ireland. The Authority has developed a National Framework of Qualifications which encompasses all education and training awards in Ireland. The Framework provides recognition for all learning achievements. It facilitates lifelong learning as it is an outcomes-based system which facilitates access to various levels, facilities, progression and mobility and transferability. It recognises prior learning and sets out the broad approaches to programme validation and quality assurance of provision to be adopted by both the Higher Education and Training Awards Council and the Further Education and Training Awards Council. (FETAC/HETAC)



FETAC

Cur chuige tábhachtach de chuid Acht na gCáilíochtaí ba ea freagracht as a ndearbhú feabhais féin a thabhairt d'institiúidí, agus ag an am céanna meicníochtaí i dtaca le cuntasacht agus tuairisciúchán d'údaráis náisiúnta a ghlacadh san áireamh. Éilítear le hAcht na gCáilíochtaí 1999 go mbunóidh gach soláthróir clár breisoideachais agus oiliúna dá mbronnar gradam FETAC nósanna imeachta chun a gcuid clár a dhearbhu ó thaobh feabhais, a bhailíochtú agus a mheas agus na nósanna imeachta sin a aontú le FETAC.

An Chomhairle Náisiúnta Curaclaim agus Measúnachta

Mar chuid de dhualgas oibre na Comhairle Náisiúnta Curaclaim agus Measúnachta (NCCA) tá comhairle a chur ar an Aire Oideachais agus Eolaíochta faoi churaclam agus measúnacht ag leibhéal na hiar-bhunscolaíochta. I mí an Mheithimh 2004 chuir sé moltaí i dtaca le todhchaí na sraithe sinsearaí faoi bhráid an Aire. D'fhéadfadh gurb é a bheadh mar thoradh ar na moltaí laistigh de scála ama an phlean seo ná athrú suntasach ar an gcuraclam agus ar an mbealach ina ndéantar é a mhúineadh agus a mheasúnú.

Forbairtí i dtaca le hObair don Aos Óg

Is é cuspóir an Achta um Obair don Aos Óg 2001 ná creat dlíthiúil a chur ar fáil don Aire, do Choistí Gairmoideachais agus d'Eagraíochtaí Náisiúnta agus Réigiúnacha Óige chun chlár oibre agus seirbhísí don aos óg. Sainmhíneann an tAcht feidhm na gCoistí Gairmoideachais i dtaca le hObair Óige. Beidh ar Choistí Coiste um Obair Óige a bhunú agus a chinntiú, i gcomhoibriú le heagraíochtaí deonacha óige go ndéanfar soláthar leordhóthanach do chlár agus seirbhísí oibre óige i limistéar gach Coiste Gairmoideachais.



FETAC

An important approach of the Qualifications Act was the devolution of responsibility for their own quality assurance to individual Institutions, while incorporating accountability and reporting mechanisms to national authorities. The Qualifications Act 1999 requires that all providers of further education and training programmes leading to FETAC awards establish procedures to quality assure, validate and assess their programmes and agree these procedures with FETAC.

National Council for Curriculum and Assessment

The National Council for Curriculum and Assessment (NCCA) has as part of its brief to advise the Minister for Education and Science on matters of curriculum and assessment at post-primary level. In June 2004 it presented to the Minister proposals for the future of senior cycle education. The proposals may result within the timeframe of this plan, in significant change in the curriculum and how it is taught and assessed.

Youth Work Developments

The purpose of the Youth Work Act, 2001 is to provide a legal framework for the provision of youth work programmes and services by the Minister, the Vocational Education Committees (VECs) and by National and Regional Youth Organisations. The Act defines the function of Vocational Education Committees regarding Youth Work. Committees will have to establish a Youth Work Committee and in co-ordination with voluntary youth organisations ensure that there is adequate provision of youth work programmes and services in each Vocational Education Committee area.

Moltaí Mclver

Tá Coiste Gairmoideachais Chathair Chorcaí ar cheann de na soláthróirí cúrsaí Iar-Ardteistiméireachta is mó sa tír. In athbhreithniú mór a rinneadh ar sheirbhísí Coláistí Breisoideachais (Athbhreithniú Mclver, 2003) moladh go ndéanfaí laghdú ar líon na n-uaireanta an chloig oibre a chaitheann múinteoirí ag teagasc; go bhfeabhsófaí struchtúir bhainistíochta sinsearaí agus láir d'fhonn níos mó ama chun críche measúnachta a cheadú; tacaíocht do mhic léinn; forbairt bainistíochta agus pleanáil traschuraclaim; caidreamh tionscail; dearbhú agus bailíochtú feabhais agus measúnú. Is é an toradh a bheadh ag cur i ngníomh na moltaí ná atheagrú a dhéanamh ar an mbealach a úsáidtear acmhainní reatha agus feabhsaithe tacaíochta mac léinn agus foirne sna Coláistí. Beidh ról an-dearfach aige sin ar fhorbairt Earnáil an Bhreisoideachais.

COMHTHÉACS CHATHAIR CHORCAÍ

Réamhrá

Agus cúinsí sóisialta, déimeagrafacha agus oideachais i gCathair Chorcaí á nglacadh san áireamh ní mór cuimhneamh go meallann Coláistí Breis-Oideachais an Choiste mic léinn ó Chontae Chorcaí agus lasmuigh de. Bíonn tionchar mór, áfach, ag na cúinsí comhthéacsacha a leagtar amach sa mhír seo ar na Coláistí agus go háirithe ar na seirbhísí eile a chuireann an Coiste ar fáil.



Mclver Recommendations

The City of Cork Vocational Education Committee is one of the largest providers of Post Leaving Certificate courses in the country. In a major review of the services of Further Education Colleges (Mclver Review, 2003) it was recommended that there should be a reduction in the number of hours taught by individual teachers; an enhancement of senior and middle management structures to allow more time for assessment; student support; team development & cross curricular planning; industry liaison; quality assurance & validation and assessment. The implementation of the recommendations would result in reorganisation of the deployment of existing and enhanced staffing and students support resources in the Colleges. This will have a very positive role in the development of the Further Education Sector.

CORK CITY CONTEXT

Introduction

While considering the social, demographic and educational factors in a Cork City context it must be borne in mind that the Committee's Colleges of Further Education attract students from County Cork and beyond. However, the Colleges and particularly the other services provided by the Committee are greatly shaped and influenced by the contextual factors outlined in this section.

Sóisialta/Déimeagrafach

Tharla athruithe tábhachtacha ar chúinsí socheacnamaíocha Chorcaí tríd is tríd sa tréimhse 1996 go 2002. Is é an treocht eacnamaíoch is suntasaí ná an titim sa dífhostaíocht, titim thart ar 8% idir 1996 agus 2002. Tá athrú tagtha ar chomhdhéanamh an lucht saothair chomh maith, agus céatadán níos mó ban i bhfostaíocht anois. Ag an am céanna, tá méadú tagtha ar chéatadán na ndaoine nach féidir leo dul i mbun oibre de bharr breoiteachta nó míchumais. Ó thaobh stádais shocheacnamaíoch de, tá méadú beag tagtha ar an gcéatadán den daonra atá sna grúpaí arda socheacnamaíocha (fostóir agus bainisteoirí, lucht gairmiúil ardghradaim, mar shampla), agus laghdú ar líon na ngrúpaí socheacnamaíocha oibre láimhe agus oibre gan scileanna, rud a léiríonn na hathruithe atá tagtha ar gheilleagar tionscail na cathrach.

In ainneoin na n-athruithe sin sa chathair, tá éagothroidí suntasacha spásúla fós i gCorcaigh, agus baineann go leor díobh sin leis an idirdhealú idir tuaisceart agus deisceart na cathrach. Is ag bardaí thuaisceart na cathrach, mar shampla Cnoc na hAoine, Garrán na mBráthar, an Gort Álainn agus an Gleann, atá an ráta is airde dífhostaíochta, an líon is mó daoine a fhágann an scoil go luath sa dara leibhéal, agus céatadán os cionn an mheáin d'oibrithe gan scileanna. Tá céatadán níos airde in iarthuaisceart na cathrach chomh maith de dhaoine nach féidir dul i mbun oibre de bharr míchumais: breis is cúig faoin gcéad is fiche de na daoine sin nach bhfuil i líon an lucht oibre sa cheantar seo (i gcomparáid le trí faoin gcéad déag sa chathair ina hiomláine), ní féidir leo dul i mbun oibre de bharr breoiteachta buaine nó míchumais. Tá ceantair áirithe ar an taobh ó dheas den chathair, mar shampla Machan agus Tóchar, ar chóir a lua go bhfuil rátaí níos airde de na táscairí sin ag baint leo, ach is iad toghbharthaí an taoibh ó thuaidh is mó atá faoi mhíbhuntáiste i dtaca leis na táscairí sin ar fad.

Sa tréimhse 1996-2002, nuair a tháinig méadú 12.3% ar an daonra náisiúnta, tháinig laghdú 3.2% ar dhaonra Chorcaí. Bíonn ról tábhachtach ag laghdú ar an daonra i dtaca le próifíl shocheacnamaíoch na cathrach a mhúnlú.

Social/Demographic

There have been some key changes in the overall socio-economic characteristics of Cork in the period 1996 to 2002. The most notable economic trend is the decline in unemployment, which has fallen by around 8% between 1996-2002. The dynamics of labour market participation have also changed, with an increasing proportion of women now in employment. Simultaneously, there has also been an increase in the proportion of people who are unable to work due to illness or disability. In terms of socio-economic status, there has been a small increase in the proportions of the population who fall into the higher socio-economic groups (employers and managers, higher professionals, for example), and a decline in the proportion of manual skilled and unskilled socio-economic groups, reflecting changes in the structure of the city's industrial economy.

Despite these changes in the city, there are still considerable spatial inequalities in Cork, many of which focus around the north/south distinction. It is the wards on the north of the city, for example, Knocknaheeny, Gurranebraher, Mayfield, and the Glen, which have the highest rates of unemployment, the greatest proportion of their populations leaving school at lower secondary level, and above average proportions of unskilled workers. The north-west of the city also has higher proportions of people who cannot work due to disability: over twenty five percent of those who are not in the labour force in this area (as opposed to thirteen percent for the city as a whole) are unable to work due to a permanent illness or disability. There are some areas on the southside of the city, such as Mahon and Togher, which should be noted as having higher than average rates of these indicators, but it is the electoral wards of the northside which show as more consistently disadvantaged across a range of indicators.

In the period 1996-2002, when there was a 12.3% increase in the national population, Cork City's population decreased at a rate of 3.2%. This population decline plays a key role in shaping the socio-economic profile of the city.

Ar an gcéad dul síos, bhog céatadán suntasach de lánúineacha óga pósta agus teaghlaigh a raibh leanaí óga acu amach as an gcathair i rith imirce na 1980idí agus na 1990idí.

Ar an dara dul síos, tá sé de nós ag daoine óga agus teaghlaigh a bhfuil meán ioncam acu lonnú i gceantair i gContae Chorcaí nach bhfuil praghas na dtithe chomh hard sin iontu de bharr nach acmhainn dóibh teach a cheannach i margadh tithíochta na cathrach.

Ar an tríú dul síos, de bharr phraghas na dtithe a bheith chomh hard sin táthar ag brath níos mó ar thithíocht shóisialta agus tá gluasteacht na ndaoine sin atá ar ioncam íseal laghdaithe go comhréireach.

Ar an gceathrú dul síos, i roinnt toghbhardaí i lár na cathrach, tá céatadán suntasach den daonra ag cur fúthu i lóistín príobháideach ar cíós. Fónann na hárasáin sin ar ghrúpa éagsúil daoine. Cuid de na tionóntaí, is mic léinn agus oibrithe óga iad nach bhfuil socraithe síos, ach cuid eile de na hárasáin sin, is áiteanna cónaithe iad do thuismitheoirí aonair, d'inimircigh, do dhaoine atá dífhostaithe, do chliant an leasa shóisialaigh agus do bhochtáin a bhíonn ag obair. Riosca amháin a d'fhéadfadh a bheith ag baint leis sin is ea líonta tí ar ioncam íseal a bheith á n-imeallú tuilleadh agus éagothroidh sa chathair a bheith á gcomhdhlúthú tuilleadh.

Tá sé le tuiscint ó threochtaí forbartha agus déimeagrafacha reatha gurb iad a bheidh ag cur fúthu i gCathair Chorcaí ná daoine saibhre a mbeidh a dtithe féin acu, daoine measartha bocht ag cónaí i lóistín poiblí nó príobháideach ar cíós, agus go mbeidh daoine ar mheán ioncam ag cur fúthu lasmuigh de theorainneacha na cathrach. Is tionscnaimh thábhachtacha iad athghiniúint uirbeach agus forbairt seirbhísí poiblí a chuideoidh le haghaidh a thabhairt ar na treochtaí sin agus a chinnteoidh go mbainfidh daoine atá ar ioncam íseal leas as an bhfás eacnamaíoch.

Firstly, migration during the 1980s and 1990s transferred a significant proportion of the population from the city of young married couples and families with young children.

Secondly, younger people and families on medium incomes have increasingly located to less expensive housing in areas in County Cork because they are priced out of the city's housing market.

Thirdly, the high value of property prices has increased the reliance on social housing and the mobility of people on low income has been reduced in relative terms.

Fourthly, in several inner city electoral wards, a significant percentage of the population are living in private rented accommodation. These apartments serve a diverse group of people. Some tenants are transient such as students and young workers, but these apartments are also home to single parents, immigrants, the unemployed, welfare clients and the working poor. One potential risk of this urban development scenario is the further exclusion of low income households and a further consolidation of the inequalities in the city.

Current development and demographic trends suggest that Cork City will be increasingly inhabited by relatively wealthy home owners, the relatively poor in public or private rented accommodation, with people on medium incomes living outside the city's boundaries. Urban regeneration and the development of public services are important initiatives that will help address these trends and ensure that people on low incomes benefit tangibly from economic growth.

Oideachas

Tá treochtaí i gCathair Chorcaí ag teacht, a bheag nó a mhór, le treochtaí náisiúnta. De bharr líon níos mó daoine a bheith ag tabhairt faoi oideachas tá ardú tagtha ar an aois a dtugann daoine a gcuid oideachais lánaimseartha chun críche. Tháinig méadú ginearálta ar líon na ndaoine a bhaineann cáilíocht tríú leibhéal amach sula n-éiríonn siad as an oideachas. Tá daoine ag caitheamh níos mó ama i mbun oideachais agus dá bhrí sin tá laghdú tagtha ar líon na ndaoine sin a éiríonn as an oideachas i ndiaidh na bunscolaíochta.

Ach ní féidir linn na maidí a ligean le sruth, áfach. As an 316 bunscoil ar fud na tíre atá mar chuid de scéim na gceantar faoi mhíbhuntáiste ag an Roinn Oideachais, tá scoil is tríocha díobh lonnaithe i gCorcaigh. Tá naoi gcinn d'iar-bhunscoileanna na cathrach ainmnithe ina scoileanna 'faoi mhíbhuntáiste'. I 1996, d'áitigh an Northside Education Initiative (Making Education Work on Cork's Northside: A Strategy Statement) gur daoine a bhfuil cónaí orthu ar an Taobh ó Thuaidh is mó a bhfuil oideachas de dhíth orthu agus go raibh dífhostaíocht, bochtanas, easpa traidisiún oideachais agus idirdhealú sa chóas oideachais ag dul ina gcoinne. Dheimhnigh daonáireamh 2002 leibhéil leanúnacha éagothroime oideachais a bheith in go leor ceantar sa chathair.

Tá patrún tíreolaíoch le sonrú sna gnóthachtálacha oideachais ar fud na cathrach. Ar an taobh ó dheas den chathair tá líon níos mó toghbhardaí ann a bhfuil céatadán níos airde daoine iontu a bhfuil céim ollscoile baint amach acu. I gcomparáid leis sin, tá go leor toghbhardaí ar an taobh ó thuaidh den chathair nach bhfuil ach líon beag daoine iontu a bhain an leibhéal sin amach.

Is féidir patrúin shoiléire thíreolaíocha i dtaca le míbhuntáiste oideachais a fheiceáil nuair a dhéantar comparáid idir na daoine sin nach bhfuil ach cáilíocht íseal dara leibhéal baint amach acu agus na daoine sin a bhfuil bunchéim ollscoil bainte amach acu. Cé is moite de líon beag áiteanna ar an taobh ó dheas den chathair, is iad na toghbhardaí ar an taobh ó thuaidh -- go háirithe Cnoc na hAoine, Cnoc na Cille, Fearann an Rí, an Gleann agus an Gort Álainn -- is mó a bhfuil daoine iontu nár bhain ach oideachas íseal dara leibhéal amach. Thug thart ar an gceathrú cuid nó an tríú cuid den daonra os cionn cúig bliana d'aois sna ceantair sin a gcuid oideachais chun críche go luath san oideachas dara leibhéal.

Education

Trends in the City largely reflect those observed nationally. Increased participation rates in education have led to an increase in the age at which full time education is completed. There has been a general increase in the proportion of persons completing their education with a third level qualification. People are staying in education longer and thus the proportion of people that have been educated to primary level only has dropped.

However there is no room for complacency. Of the 316 primary schools included nationally in the Department of Education's disadvantaged areas scheme, thirty one are based in Cork. Nine of the city's post primary schools have been designated "disadvantaged". In 1996, the Northside Education Initiative (Making Education Work on Cork's Northside: A Strategy Statement) argued that people living on the Northside were most in need of education and concluded that unemployment, poverty, lack of educational tradition and experience of discrimination in the educational system worked against them. Unfortunately, the census of 2002 confirmed the continuing levels of educational inequality in many areas in the city.

There is a distinct geography of educational attainment across the city. The southern parts of the city have more electoral wards with greater proportions of people with a university degree as their highest qualification. In contrast, many wards in the northern parts of the city have very few people who have attained this level.

Clear geographical patterns of educational disadvantage can be seen when comparisons are made between the distribution of those whose highest educational qualifications are lower secondary education and a primary university degree. With the exception of a small number of clusters in the south of the city, it is the northern wards -- in particular Knocknaheeny, Churchfield, Farranree, the Glen and Mayfield -- which have the highest proportions of their populations with lower secondary education only. Around a quarter to a third of the population in these areas over the age of fifteen finished their education at lower secondary level.



Tá leibhéil éagsúla ghnóthachtála le feiceáil ar fud na cathrach. Ag 27%, is ag lathuaisceart na Cathrach atá an líon is mó daoine a stop den oideachas i ndiaidh na bunscolaíochta. Is amhlaidh atá leis i gcás na Cathrach Lár-Theas. Cuir an figiúr sin i gcomparáid le 9% in lardheisceart na Cathrach. Tá an t-idirdhealú céanna ann ó thaobh an oideachais tríd leibhéal de. Tá líon níos mó daoine sa cheantar Thiar-Theas (28%) agus Thoir-Theas (27%) a bhfuil cáilíocht tríd leibhéal baint amach acu. I gcontrárthacht leis sin, 9% in lathuaisceart na Cathrach agus 17% in Oirthuaisceart na Cathrach na figiúir chomparáideacha atá ann. Baineann leibhéal gnóthachtála cáilíochtaí tríd leibhéal chomh híseal le 4% le go leor de na bardaí sin, go háirithe Cnoc na hAoine (4%), an Gleann A (7%) agus an Gort Álainn (8%).

I measc na ndaoine sin a bhfuil an gcuid oideachais lánaimseartha tugtha chun críche acu, tá treocht seanbhunaithe agus leanúnach ann i dtaca le gnóthachtáil oideachais sa Chathair. Tá sé sin ag teacht le treochtaí náisiúnta i dtaca le rannpháirtíocht íseal san oideachas tríd leibhéal i measc grúpaí sóisialta faoi leith agus is gné thábhachtach é maidir le deighilt shóisialta agus eisiámh sóisialta a threisiú sa Chathair. Tá impleachtaí aige sin in áiteanna eile ina mbíonn nasc díreach idir an leibhéal oideachais a bhaintear amach agus leibhéal dífhostaíochta. Dá airde é an leibhéal oideachais, is ea is lú baol na dífhostaíochta, de bhrí gur dóichí i bhfad go mbeadh na scileanna a éilítear san ionad oibre ag daoine a bhfuil leibhéal ard oideachais orthu nó bheadh ar a gcumas scileanna nua a fhoghlaim.¹

¹ * Is iad príomhfhóinsí sonraí na míre seo ná

“City of Difference – Mapping Social Exclusion in Cork” foilsithe ag an Aonad um Uilechuimsitheacht

Shóisialta de chuid Chomhairle Cathrach Chorcaí in 2004

Plean Forbartha Chathair Chorcaí 2004 – Comhairle Cathrach Chorcaí 2004

Varying levels of educational attainment can be seen across the City. At 27% the North West has the highest proportion of people whose highest level of education achieved is primary level. The South Centre sector also recorded high levels of people in the same grouping. This contrasts sharply with 9% in the South West. This disparity continues between the numbers from the different sectors completing third level education. The South West (28%) and South East (27%) sectors contain greater proportions of people with a third level qualification as their highest qualification. In contrast, the northern sectors recorded lower levels, 9% in the North West and 17% in the North East. Significantly, many wards within these sectors recorded third level qualification levels as low as 4%, in particular Knocknaheeny (4%), The Glen A (7%) and Mayfield (8%).

Among those whose full time education has ceased, there is an established and continuing trend with regard to educational attainment in the City. It mirrors national trends of poor participation in third level education among certain social groups and is an important element in reinforcing social segregation and exclusion in the City. This has implications elsewhere with the level of education achieved directly related to levels of unemployment. The higher the level of education, the less likely the risk of unemployment, as those with higher educational levels are either more likely to have skills that are required in the workplace or have the ability to learn new skills.¹

¹ *The main sources of data for this section are

“City of Difference – Mapping Social Exclusion in Cork” published by the Social Inclusion Unit Cork City Council in 2004

Cork City Development Plan 2004 – Cork City Council 2004

INSTITIÚIDÍ AGUS SEIRBHÍSÍ CHOISTE GAIRMOIDEACHAIS CHATHAIR CHORCAÍ

FORLÉARGAS

Cuireann Coiste Gairmoideachais Chathair Chorcaí oideachas iar-bhunscoile, breisoideachas i gColáistí Iar-Ardteistiméireachta, breisoideachas i dtimpeallachtaí litearthachta, pobail agus youthreach agus seirbhísí óige ar fáil i gceantar Chathair Chorcaí. In 2005/2006 tá 5073 mac léinn lánaimseartha cláraithe leis. €55 milliún a bhí i mbuiséad 2005 an Choiste agus tá 1,500 duine fostaithe aige.

STAIR

Bhí fócas Choiste Gairmoideachais Chathair Chorcaí sna 1940idí, sna 1950idí agus sna 1960idí dírithe go príomha ar oideachas teicniúil agus ardoideachas teicniúil, idir lánaimseartha agus pháirtaimseartha, a chur ar fáil do dhaoine a bhí ag tabhairt a gcuid oideachais ghinearálta dara leibhéal chun críche agus do mhic léinn aibí. Ba iad príomhinstitiúidí an Choiste an Crawford Municipal Technical Institute (CMTI), na Scoileanna Tráchtála agus Eolaíochta Tís, an Cork Municipal School of Music agus an Crawford Municipal School of Art, ar bunaíodh gach ceann díobh roimh Acht 1930 agus bunaíodh an dá cheann dheireanacha roimh an reachtaíocht a bhain le teagasc teicniúil a achtaíodh ag tús na haoise. Maidir le CMTI agus obair ardleibhéil na Scoileanna Tráchtála agus Eolaíochta Tís, ba bhonn iad do bhunú Choláiste Teicniúil Réigiúnach Chorcaí i 1974 agus aistríodh an fhreagracht as na Scoileanna Ceoil agus Ealaíne go Coláiste Teicniúil Réigiúnach Chorcaí i mí Eanáir 1993 faoi théarmaí Acht na gColáistí Teicniúla Réigiúnacha 1992.

The Institutions and Services of the City of Cork Vocational Education Committee

OVERVIEW

The City of Cork Vocational Education Committee provides post-primary education, further education in Post Leaving Certificate Colleges, further education in adult literacy, community and youthreach settings and youth services in the Cork city area. In 2005/2006 it has a full time enrolment of 5073 full time students. The 2005 budget of the Committee was €55 million and it has 1,500 employees

HISTORY

The focus of the City of Cork Vocational Education Committee in the 1940s, 1950s and 1960s was mostly in the provision of technical and higher technical education, both full-time and part-time and for those completing their second-level general education and for mature students. The Committee's principal institutions were the Crawford Municipal Technical Institute (CMTI), the Schools of Commerce and Domestic Science, the Cork Municipal School of Music and the Crawford Municipal School of Art, all of which pre-dated the 1930 Act with the latter two predating the earlier technical instruction legislation at the turn of the century. The CMTI and the higher level work of the Schools of Commerce & Domestic Science formed the basis for Cork RTC on its establishment in 1974 and responsibility for the Schools of Music and Art was transferred to Cork RTC in January 1993 under the terms of the RTC Act 1992.

Bhí ról mionlaigh ag Coiste Gairmoideachais Chathair Chorcaí i gcónaí i soláthar an oideachais ghinearálta dara leibhéal i gCorcaigh agus is amhlaidh atá fós. Níl freagracht dhíreach ar an gCoiste as Coláiste Teicniúil Réigiúnach Chorcaí ná as na Scoileanna Ceoil agus Ealaíne ó 1993 i leith. Leanadh ar aghaidh, áfach, le forbairt a dhéanamh ar a chuid oibre i dtaca le hoideachas teicniúil sna 1980idí agus sna 1990idí, go háirithe i dtaca le cúrsaí PLC a chur ar fáil. Tharla forbairt shuntasach chomh maith i réimsí an bhreisoideachais nach ardoideachas é do dhaoine a fhágann an scoil go luath agus i soláthar litearthachta agus oideachais aosaigh pobalbhunaithe. D'éiligh an ghníomhaíocht dheireanach sin comhoibriú leanúnach le soláthróirí eile oideachais agus oiliúna agus le raidhse gníomhaireachtaí poiblí agus eagraíochtaí pobail.

In ainneoin gan freagracht dhíreach a bheith air as institiúidí CIT, is fórsa suntasach é Coiste Gairmoideachais Chathair Chorcaí i gcónaí maidir le soláthar an oideachais agus na hoiliúna i gceantar riaracháin Chathair Chorcaí. Maidir leis an aschur measta €50m san iomlán in 2005, tá sé sa cheathrú háit as trí Choiste Gairmoideachais is tríocha, arb iad Coistí Gairmoideachais Chathair Bhaile Átha Cliath, Chontae Bhaile Átha Cliath agus Chontae Chorcaí atá sa chéad trí háit. Tá an caiteachas sin ag teacht le caiteachas Coistí Gairmoideachais trí chéile sa mhéad is nach mbaineann ach 55 % de le deontas Phríomh-Scéim na Roinne Oideachais agus Eolaíochta. Léiríonn sé sin próifíl a chuid gníomhaíochtaí atá ag teacht níos mó le raon agus líon na ngníomhaíochtaí sin atá ag Coistí Gairmoideachais Chathair Baile Átha Cliath agus Dhún Laoghaire ná formhór na gCoistí Gairmoideachais eile.

The City of Cork Vocational Education Committee has always played a minority role in the provision in Cork of general second-level education and this continues to be the case. The Committee ceased to have direct responsibility for Cork RTC and for the Schools of Music and Art in 1993. However, its work in technical education continued to develop through the 1980s and 1990s particularly in the provision of PLC courses. Significant development took place also in areas of non-advanced further education both for early school leavers and in community-based adult education and literacy provision. This latter activity has entailed ongoing co-operation with other education and training providers and with a variety of public agencies and community organisations.

Notwithstanding its ceasing to be directly responsible for the CIT institutions, the City of Cork Vocational Education Committee continues to be a significant force in education and training provision in the Cork City administrative area. Its total expected outturn of €50m for 2005 ranks fourth among the thirty three Vocational Education Committees following that of Dublin City, Dublin County and Cork County. The composition of that expenditure is typical of Vocational Education Committees in general with only 55 % of it being attributed to the Main Scheme grant of the Department of Education and Science. That reflects the profile of its activities which in range and extent parallel those of the Dublin City and Dun Laoghaire Vocational Education Committees more closely than those of most other Vocational Education Committees.



SOLÁTHAR REATHA

INSTITIÚIDÍ AN CHOISTE

Coláistí

Bíonn baint dhíreach ag Coiste Gairmoideachais Chathair Chorcaí le cláir lánaimseartha agus pháirtaimseartha oideachais agus oiliúna a sholáthar i sé Choláiste, cláir a bhfuil 5,073 mac léinn san iomlán cláraithe leo.

Trí cinn de na coláistí sin is coláistí breisoideachais (FE) iad a chuireann cúrsaí lánaimseartha lar-Ardteistiméireachta ar fáil – Cork College of Commerce, St. John's Central College agus Coláiste Stiofáin Naofa – an institiúid is mó, an tríú hinstitiúid is mó agus an naoú hinstitiúid is mó den chineál sin sa tír trí chéile. 4,132 mac léinn, idir mhic léinn ar chlár PLC agus mhic léinn ar chlár ullmhúcháin agus rochtana VTOS, a bhí cláraithe leis na Coláistí sin in 2005/06. Tá 450 mac léinn díobh sin mar chuid de mhodh scaipthe an VTOS i gclár PLC nó i gcúrsaí sonracha VTOS. Tá 145 mac léinn eile PLC i bPobalscoil Nagle agus i bPobalscoil Thraolaigh Mhic Shuibhne.

Tá clár oideachais aosaigh ag na Coláistí FE sin chomh maith agus cuireann siad raon leathan cúrsaí gairmiúla agus áineasa ar fáil. Is iad na staitisticí bliantúla is déanaí atá ar fáil ón Roinn ná na staitisticí do 2003/2004 agus tá 7008 mac léinn cláraithe leo ar 395 cúrsa oideachais aosaigh. Le tamall beag anuas, táthar ag cur leis sin trí sholáthar sainoiriúnaithe faoin Tionscnamh um Fhilleadh ar Oideachas, a seoladh sa dara leath de 2002. Sna trí Choláiste eile – Pobalscoil Nagle, Pobalscoil Thraolaigh Mhic Shuibhne, agus Coláiste Daibhéid – atá an 567 mac léinn eile cláraithe do 2005/06. Ina theannta sin, tá 229 mac léinn eile atá ag tabhairt faoin Teastas Sóisearach nó faoin Ardteistiméireacht sa Choláiste Tráchtála agus i gColáiste Stiofáin. Cuireann na Coláistí sin clár oideachais aosaigh ar fáil chomh maith – cláir phobalnasctha den chuid is mó agus is lú an líon mac léinn a bhíonn cláraithe leo ná mar a bhíonn cláraithe leis na Coláistí FE.

CURRENT PROVISION

COMMITTEE INSTITUTIONS

Colleges

The City of Cork Vocational Education Committee engages in direct provision of full-time and part-time education and training programmes in six Colleges with a total full-time enrolment of 5,073 students.

Three of these are further education (FE) colleges which provide full-time Post-Leaving Certificate courses – Cork College of Commerce, St. John's Central College and Coláiste Stiofáin Naofa – the largest, third largest and ninth largest such institutions in the country as a whole. The total full-time FE enrolment in these Colleges in 2005/06 is 4,132 and comprised of students who are in PLC or preparatory and access VTOS programmes. 450 of the students are in dispersed mode VTOS within PLC programmes or in VTOS-specific courses. There are a further 145 PLC students in Nagle Community College and Terence MacSwiney Community College

These FE Colleges also have adult education programmes providing a wide range of professional and leisure courses. The most recent Departmental annual statistics are those for 2003/2004 and these show a total enrolment in their adult education programmes of 7008 students in 395 courses. In more recent times this adult education provision has been supplemented by additional tailored provision under the Back to Education Initiative launched in the second half of 2002.

The other three Colleges – Nagle Community College, Terence MacSwiney Community College, and Coláiste Daibhéid – account for the rest of the overall full-time enrolment in 2005/06 of 567. In addition, there are 229 repeat or adult Junior & Leaving Certificate students in the College of Commerce & Coláiste Stiofáin. These Colleges also provide adult education programmes – mostly community linked and with smaller overall enrolments than those in the FE Colleges.

An tAonad um Oideachas Príosúin

Na cláir oideachais a chuirtear ar fáil i bPríosún Chorcaí, is múinteoirí a fhostaíonn an Coiste a thugann fúthu agus déantar 14040 uair an chloig teagaisc sa bhliain (19.1 múinteoir lánaimseartha coibhéiseach). I dteannta an tsoláthar sa phríosún féin, foireann an Choiste ba chúis le nuálacht (Tionscadal Chroaire an Diolúnaigh) lena gcuirtear cláir chomhthreomhara ar fáil i dtimpeallacht sheachtrach do chéilí/páirtnéirí agus do bhaill eile teaghlaigh sa tslí is gurb ionann forbairt phearsanta na bpríosúnach ar a scaoileadh saor dóibh agus forbairt phearsanta an teaghlaigh.

Ionaid Youthreach

Tá an Coiste freagrach go díreach as ceithre Ionad Youthreach agus Ionad amháin Oiliúna do Dhaoine Sinsearach an Lucht Siúil a fheidhmiú. Rinneadh suíomh agus méid na n-ionad sin a chinneadh i ndlúthchomhar le FÁS a chuireann deiseanna comhthreomhara ar fáil i roinnt Ionad Oiliúna Pobail ina gcuireann an Coiste Gairmoideachais roinnt seirbhísí teagaisc ar fáil. Déantar liaison le FÁS a chothú chun an clúdach tíreolaíoch is fearr a bhaint amach agus ionas nach mbeadh dúbláil ann gan ghá. Tá tús curtha le hathbhreithniú ar ghníomhaíochtaí an Choiste sa réimse seo d'fhonn a chinntiú go bhfuil an soláthar reatha ag teacht le riachtanais an spriocghrúpa agus le tionscnaimh ghaolmhara agus le forbairt reachtaíochta, lena n-áirítear an tAcht Oideachais (Leas).

Déanann Ionaid Youthreach cúram do dhaoine óga (15-20 bliain d'aois) a d'fhág príomhearnáil na hiarbhunscolaíochta gan cháilíocht.

(Léiríonn an léaráid Struchtúir Bhainistíochta na Seirbhísí Neamhcholáiste a sholáthraíonn Coiste Gairmoideachais Chathair Chorcaí)

Prison Education Unit

The education programmes at Cork Prison are undertaken by teachers employed by the Committee with the present annual teaching allocation being 14040 hours (19.1 wholetime equivalent teachers). In addition to the provision within the prison itself, the Committee's staff has been responsible for an innovation (Dillons Cross Project) whereby parallel programmes are provided in an external setting for spouses/partners and other family members so that on release the personal development of prisoners during their period of sentence can be matched by similar development on the part of close family.

Youthreach Centres

The Committee is directly responsible for the operation of four Youthreach Centres and one Senior Travellers Training Centre. The location and size of these centres was determined in close consultation with FAS which provides for parallel opportunities in a number of Community Training Centres within which the Vocational Education Committee provides certain teaching services. Liaison with FAS is maintained to optimise geographical coverage and to avoid unnecessary duplication. A review of the Committee's activities in this area has commenced to ensure that current provision matches the changing needs of the target group and has due regard to related initiatives and legislative developments, including the Education (Welfare) Act. Youthreach Centres cater for young people (15-20 years) who have left the mainstream post primary sector without a qualification.

(The attached diagram gives an outline of the Management Structures for the Non-College Services of the City of Cork Vocational Education Committee)

Dánlann Crawford

Eascraíonn freagracht an Choiste as Dánlann Crawford as sócmhainní an Choiste um Theagasc Teicniúil a bheith aistrithe chuig an gCoiste Gairmoideachais i 1930. Ag deireadh na 1960idí, rinneadh institiúid ar leithligh den Dánlann laistigh de dhualgas oibre an Choiste trí chéile. Glacann an Roinn Oideachais agus Eolaíochta leis nach gnó croílár de chuid na Roinne ná an Choiste é dánlann ealaíne a bhainistiú. Glacann an tAire Ealaíon, Spóirt agus Turasóireachta leis gurb í an Roinn sin ba chóir a bheith freagrach as agus táthar ag tabhairt faoina aistriú chuici.

Naisc le hInstitiúidí eile

Tá idirghnómhaíocht dhearfach leanúnach le hInstitiúid Teicneolaíochta Chorcaí á cothú trí ionadaíocht a bheith ag an gCoiste ar Údarás na hInstitiúide agus trí fheidhmeanna dlíthiúla faoi leith a bheith ar bun ag an gCoiste faoi théarmaí Achtanna na gColáistí Teicniúla Réigiúnacha. Ina theannta sin, as an ngaolmhaireacht idir na Coláistí FE agus CIT/UCC eascraíonn deiseanna suntasacha do mhic léinn na gColáistí FE maidir le dul chun cinn céimniúil oideachais a dhéanamh sa dá institiúid ardoideachais.

Hallai Spóirt

Tá an fhreagracht ar an gCoiste as trí Halla Spóirt pobail a bhainistiú agus a fheidhmiú. Is le Comhairle Cathrach Chorcaí péire acu sin ach tógadh ar shuímh Choláistí an Choiste Gairmoideachais iad ionas go bhféadfaí dhá úsáid a bhaint as na suímh sin agus is leis an gCoiste an tríú ceann díobh, halla atá lonnaithe ar shuíomh Coláiste agus a bhíonn ar fáil d'úsáid na scoile agus d'úsáideoirí eile.

Pobalscoileanna

Tá ról iontaobhaíochta ag an gCoiste i dtaca le trí Phobalscoil sa Ghort Álainn, i nDubhghlas agus i mBaile an Easpaig agus le Scoil Chuimsitheach Eaglais na hÉireann in Ashton go háirithe trí bhallraíocht ghníomhach sna Boird Bhainistíochta agus trí rannpháirtíocht sa phróiseas roghnúcháin foirne.

Crawford Art Gallery

The responsibility of the Committee for the Crawford Art Gallery arises from the fact that in 1930 the assets of the Technical Instruction Committee were transferred to the Vocational Education Committee. In the late 1960s the Gallery became a separate institution within the Committee's overall remit. The Department of Education and Science and the Committee accept that the management of an art gallery is not core business for either the Department or the Committee. The Minister for Arts, Sport and Tourism has accepted that responsibility for the Gallery should reside in that Department and the process for its transfer is underway.

Links with other institutions

Ongoing positive interaction with Cork Institute of Technology has been maintained through Committee representation on the Governing Body and the discharge of certain residual legal functions which remained with the Committee under the terms of the RTC Acts. In addition, the relationship between the FE Colleges and CIT/UCC has given rise to significant dedicated progression opportunities for the students of the FE Colleges in both of the higher education institutions.

Sports Halls

Responsibility for the management and operation of three community located Sports Halls rests with the Committee. Two of these are the property of Cork City Council but were built on Vocational Education Committee College sites to provide for dual use while the third is owned by the Committee and located on a College site and is also available for use both by the school and other users.

Community Schools

The Committee has a trusteeship role with three Community Schools at Mayfield, Douglas and Bishopstown and with the Church of Ireland Comprehensive School at Ashton particularly through active membership of the Boards of Management and involvement in staff selection processes.



TIONSCADAIL, CLÁIR AGUS SEIRBHÍSÍ EILE

Litearthacht Aosach agus Oideachas Pobalbhunaithe (ALCE)

De ghnáth ní sheachadann an Coiste féin seirbhísí ALCE a ndéanann sé maoiniú orthu ach déantar iad a sheachadadh trí eagraíochtaí pobail agus comhlachtaí deonacha eile. Déanann comhalta foirne an Choiste Gairmoideachais monatóireacht ar an soláthar sin agus tugtar tacaíocht dó. Chuidigh an cur chuige sin le forbairt na n-eagraíochtaí pobalbhunaithe sin agus bhí ar chumas an Choiste iad a spreagadh chomh maith chun oibriú i gcomhar lena chéile, go háitiúil den chuid is mó. Baineann dhá chéim le Seirbhísí Oideachais Phobail: Oideachas Pobail ar mhaithe le hAcmhainn a Thógáil agus Oideachais Pobail Teastasaithe.

CÉIM 1: Oideachas Pobail ar mhaithe le hAcmhainn a Thógáil: Gan teastasú, dírithe ar Réamhfhorbairt agus Acmhainn a Thógáil le foghlaimoirí nach bhfuil réidh don fhoghlaím fós nó nach bhfuil muiníneach as a gcuid foghlama go fóill.

CÉIM 2: Oideachas Pobail Teastasaithe: Deiseanna a chur ar fáil d'fhoghlaimeoirí a bhfuil dóthain forbartha déanta ar a gcumas foghlama agus ar a gcuid muiníne i leith na foghlama chun creidiúnú FETAC a bhaint amach i dtimpeallachtaí Pobail.

Tugtar cúnamh maoiniúcháin agus tacaíocht forbraíochta do 117 eagraíocht éagsúil, lena n-áirítear naoi scéim litearthachta a bhfuil ocht gcinn acu comharsanacht-bhunaithe. Tá a bhformhór acu sin cnuasaithe i líonraí comharsanacha ag soláthróirí ceantar áitiúil agus chuir siad seirbhísí ar fáil do nach mór 4100 foghlaimoir i rith 2002.

Ag eascairt as na forbairtí ag leibhéal comharsanachta, bunaíodh dhá fhóram cathrach do sholáthróirí leasanna litearthachta agus oideachais aosaigh pobalbhunaithe agus tá ionadaíocht acusan ar an mBord Oideachais Aosaigh, bord ad hoc atá freagrach as monatóireacht agus pleanáil straitéiseach i dtaca leis an soláthar agus a thuairiscíonn don Choiste Gairmoideachais.

OTHER SERVICES, PROGRAMMES AND PROJECTS

Adult Literacy and Community-based Education

Delivery of ALCE services funded by the Committee is generally made not directly by the Committee but through community organisations and other voluntary bodies with their provision being supported and monitored by Vocational Education Committee staff. This approach has assisted in the development of these community-based organisations and the Committee has also been able to encourage them to act co-operatively with each other, generally on a neighbourhood/local area basis. Community Education Services are defined as two steps: Community Education for Capacity Building and Certified Community Education.

STEP 1: Community Education for Capacity-building: Uncertified, focused solely on Pre-Development and Capacity Building with learners whose learning-readiness and confidence has yet to be developed.

STEP 2: Certified Community Education: Providing opportunities for learners whose learning readiness and confidence had been sufficiently developed to gain FETAC accreditation in Community settings.

Funding assistance and developmental support is given to 117 different organisations, including nine literacy schemes eight of which are neighbourhood-based. Most of these are clustered in neighbourhood networks of local area providers and they provided services for almost 4100 learners during 2002.

Arising from the developments at neighbourhood level, two city-wide fora for providers of literacy and for community-based adult education interests have been established and these give rise to representation on the ad hoc Adult Education Board which is responsible for overall strategic planning and monitoring of provision and which reports in turn to the Vocational Education Committee.

Seirbhís Oibre Óige

Cuireann ceithre eagraíocht dheonach óige - YMCA, Foróige, Ógra Chorcaí agus an National Youth Federation – seirbhísí speisialta óige ar fáil thar ceann an Choiste. Déanann foireann an Choiste Gairmoideachais monatóireacht ar an obair sin agus cuireann siad tacaíocht ar fáil agus bíonn an obair sin faoi stiúir fho-choiste an Choiste Gairmoideachais, fo-choiste atá freagrach as monatóireacht agus pleanáil straitéiseach agus a fhaigheann tuairiscí rialta ó gach ceann de na ceithre eagraíocht agus a bhuaileann go foirmiúil leo gach bliain. Déanann an Roinn Oideachais agus Eolaíochta maoiniú ar na príomhsheirbhísí a chuirtear ar fáil. Déanann an Roinn Gnóthaí Pobail, Tuaithe agus Gaeltachta tríd an Young Peoples Facilities and Services Fund and an Local Drugs Task Force maoiniú ar thionscadail áirithe eile seirbhíse óige. Tríd an maoiniú forlíontach sin do sheirbhísí speisialta óige a chur tríd an gCoiste Gairmoideachais, is féidir a chinntiú go mbíonn na seirbhísí breise sin comhordaithe leis na seirbhísí a fhaigheann maoiniú go díreach ón Roinn Oideachais agus Eolaíochta agus, sa chás go ndéanfar iad a phríomhshruthú amach anseo, beifear in ann iad a chomhtháthú le seirbhísí reatha. Caitear thart ar €2 milliún gach bliain ar na seirbhísí sin agus cuireann an Roinn Oideachais agus Eolaíochta os cionn leath na suime sin ar fáil.

I dteannta na nithe thuas, tá tacaíocht tugtha ag an gCoiste, le tacaíocht ó Choiste Gairmoideachais Chontae Chorcaí, do bhunú Chomhairle Dheonach Áitiúil na nÓg do Chathair agus do Chontae Chorcaí agus rinne sé éascaíocht d'fheidhmiú na Comhairle sin, comhairle a chuireann fóram ar fáil lena féidir le gach eagraíocht dheonach a mbíonn baint acu le hobair óige ceisteanna a phlé, taithí a roinnt agus comhghníomhaíochtaí a chothú. Tiocfaidh Comhairlí ar leithligh Cathrach agus Contae, a bhunófar faoi reacht nua nuair a chuirfear tús leis an Acht um Obair don Aos Óg, ina n-áit siúd.

(The attached diagram gives an outline of the Youth Service Provision of the City of Cork Vocational Education Committee)

Youth Work Services

Special youth services are provided on the Committee's behalf by four voluntary youth organisations – YMCA, Foróige, Ógra Chorcaí and National Youth Federation. Their work is also supported and monitored by Vocational Education Committee staff and is overseen by a Vocational Education Committee sub-committee which is responsible for strategic planning and monitoring and which receives regular reports from and meets formally with each of the four organisations on an annual basis. The main services provided are funded by the Department of Education and Science. Certain other youth service projects within the Committee's responsibility are funded by the Department of Community, Rural and Gaeltacht Affairs through the Young Peoples Facilities and Services Fund and the Local Drugs Task Force. By channelling this supplementary funding of special youth services through the Vocational Education Committee it has been possible to ensure that these add-on services are co-ordinated with the services funded directly by the Department of Education and Science and, in the event of their being mainstreamed in the future, they can be readily integrated with the previously existing services. Annual expenditure on these services is of the order of €2 million with just over half of it being provided directly by Department of Education and Science.

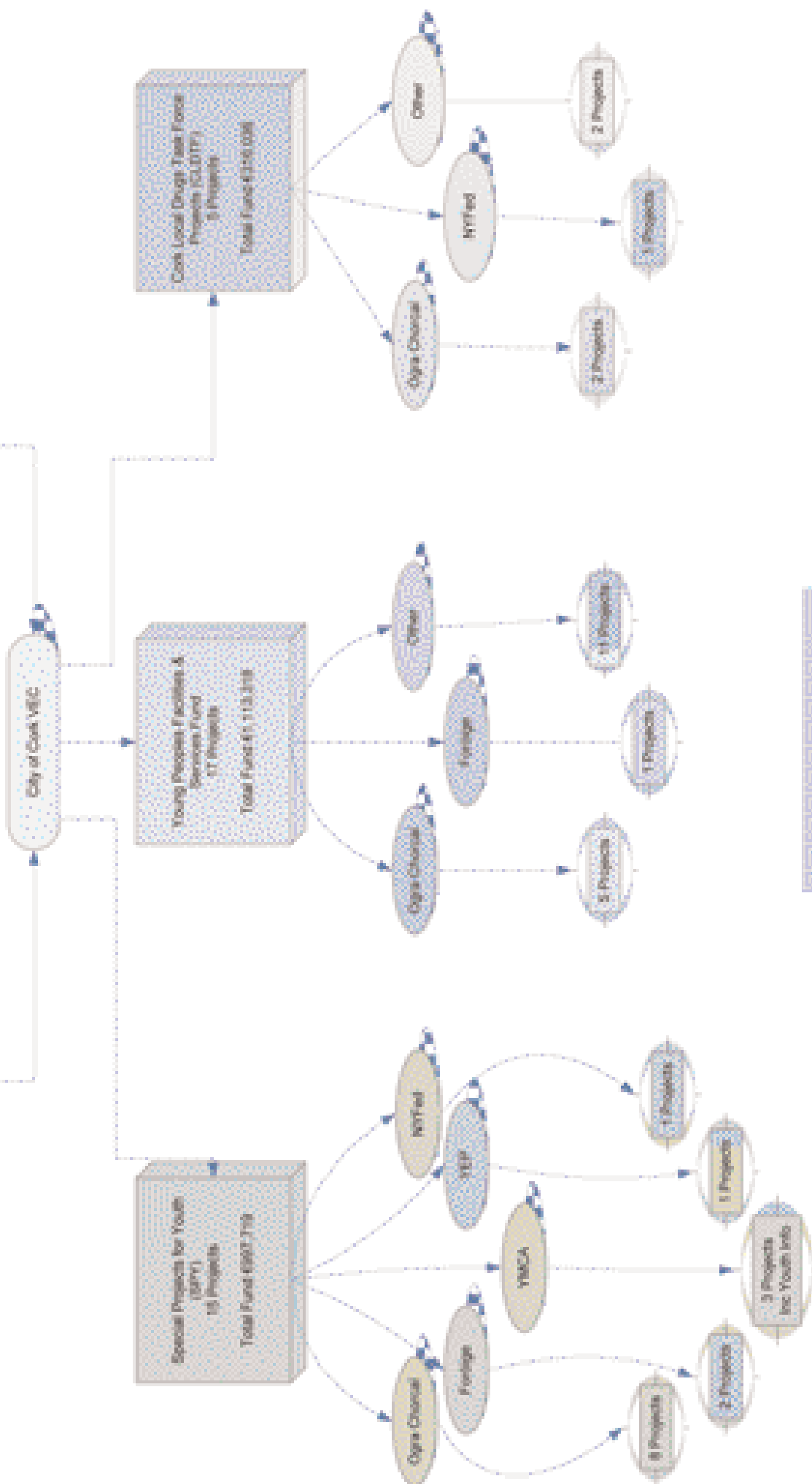
In addition to the above the Committee, with the support of the County Cork Vocational Education Committee, has supported the establishment and facilitated the operation of a Local Voluntary Youth Council for Cork City and County which provides a forum wherein all voluntary organisations involved in youth work can discuss issues of common concern, share experience and promote joint activities. This will be replaced by separate City and County Councils to be established under statute when the Youth Work Act is commenced.

(The attached diagram gives an outline of the Youth Service Provision of the City of Cork Vocational Education Committee)

City of Cork VEC – Youth Service Provision

Department of Education & Science

Department of Community, Rural & Gaeltacht Affairs



+ 9,714 P/T Hours = €389,274

Total Funding € 2,825,347

LÍONRÚ LE SEIRBÍSÍ EILE

Ag eascairt as

- an raon leathan tionscnamh ar leithligh a chuir an Roinn Oideachais agus Eolaíochta i bhfeidhm
- an soláthar méaduithe de dheiseanna foghlama i seirbhísí oideachais, oiliúna agus óige arna maoiniú go díreach nó trí ghníomhairí ag Ranna eile Rialtais
- an gá atá ann soláthar seirbhísí oideachais, go háirithe i gcomhthéacs bearta uilechuimsitheachta sóisialta, a ailíniú le seirbhísí gaolmhara a chuireann Ranna eile Rialtais agus gníomhaireachtaí poiblí ar fáil go náisiúnta, go háitiúil agus i dtimpeallachtaí pobail,

glacann Coiste Gairmoideachais Chathair Chorcaí cur chuige réamhghníomhach i gcónaí i leith a chuid nasc comhoibritheacha le comhlachtaí agus gníomhaireachtaí reachtúla agus deonacha eile agus i leith a rannpháirtíochta i raidhse líonraí agus struchtúr nua atá tagtha ar an bhfód le blianta beaga anuas.

Chothaigh an Coiste dlúthnaisc i gcónaí le Comhairle Cathrach Chorcaí agus, ó na 1970idí, le FÁS agus leis an ngníomhaireacht a tháinig roimhe, AnCo, sa tslí go laghdaítear go mór an baol ann go mbeadh seirbhísí ag teacht trasna ar a chéile. Ina theannta sin, tá baint ghníomhach agus dhearfach ag an gCoiste, trína chuid ionadaithe, le raon comhlachtaí, lena n-áirítear:

- Cork City Partnership, a bhfuil a bhaill foirne láir ar iasacht ón gCoiste agus maoinithe ag an gCoiste. Tá soláthar oideachais na Comhpháirtíochta leagtha amach le go mbeidh sé ag teacht leis an soláthar a chuireann an Coiste Gairmoideachais ar fáil trína chlár ALCE agus a chuireann gníomhaireachtaí eile ar fáil.

NETWORKING WITH OTHER SERVICES

Arising from

- the extensive range of separate initiatives which have been put in place by the Department of Education and Science
- the increased provision of learning opportunities in education, training and youth services funded directly or through agents by other Government Departments
- the need to align the provision of education services, especially in the context of social inclusion measures, with related services provided nationally, locally and in community settings by other Government Departments and public agencies,

the City of Cork Vocational Education Committee has always had a proactive approach to its collaborative linkages with other statutory and voluntary agencies and bodies and to its participation in the variety of new networks and structures which have materialised in recent years.

The Committee has always maintained particularly close links with Cork City Council and, since the 1970s, with FAS and its predecessor, AnCO, so that the potential for unnecessary overlap or undesirable underlap is minimised. In addition, the Committee, through its representatives, has been actively and positively involved in a range of bodies, including:

- Cork City Partnership whose core education staff are seconded from and funded by the Committee. The Partnership's education provision is designed to complement and supplement that already provided by the Vocational Education Committee through its ALCE programme and by other agencies.

- Bord Forbartha Cathrach Chorcaí – ceann de sheacht bpiléar a straitéise comhtháite, “Imagine our Future”, is ea Corcaigh ina Cathair Foghlama agus bíonn baint ghníomhach ag pearsanra an Choiste Gairmoideachais le gníomhaíochtaí oideachais agus oiliúna a chur i ngníomh laistigh den straitéis.
- RAPID – tá ceithre cinn de chúig cheantar is fiche náisiúnta RAPID 1 lonnaithe i gCathair Chorcaí; arís eile, is rannpháirtí gníomhach é an Coiste Gairmoideachais sna ceithre Fhoireann Feidhmithe Ceantair agus sa Ghrúpa Monatóireachta Cathrach, a fheidhmíonn mar Choiste Bearta Uilechuimsitheachta Sóisialta an Bhoird Forbartha Cathrach.
- *Young Peoples Facilities and Services Fund* i gcomhpháirtíocht leis an gComhairle Cathrach agus leis an *Local Drugs Task Force*
- *Cork Local Drugs Task Force*
- Coiste Cúram Leanaí Chathair Chorcaí

- Cork City Development Board – one of the seven pillars of its integrated strategy, “Imagine our Future”, is Cork as a City of Learning and the implementation of education and training actions within the strategy has the active involvement of Vocational Education Committee personnel.
- RAPID – four of the twenty five RAPID 1 areas nationally are in Cork City; again, the Vocational Education Committee is an active participant both in the four Area Implementation Teams and in the overall City Monitoring Group, which also acts as the Social Inclusion Measures Committee of the City Development Board.
- Young Peoples Facilities and Services Fund in partnership with the City Council and the Local Drugs Task Force
- Cork Local Drugs Task Force
- Cork City Childcare Committee.





Comhdhéanamh Seirbhísí & Institiúidí

1. **Breisoideachas**
 - a. Coláiste Tráchtála Chorcaí, Cé an Mhuirgheasánaigh
 - b. Coláiste Naomh Eoin, Sráid an Mhuilinn Sábhadóireachta
 - c. Coláiste Stiofáin Naofa, Bóthar na Trá Móire
2. **Iar-Bhunoideachas**
 - d. Scoil Phobail Mhic Suibhne, Cnoc na hAoine
 - e. Scoil Phobail de Nógla, Machain
 - f. Coláiste Daibhéid, An tArdán Theas
3. **Ionaid Youthreach**
 - a. Sráid an Déin
 - b. An Gleann
 - c. Cnoc na hAoine
 - d. Séipéal na bProinsiasánach
4. **Ionad Oiliúna don Lucht Siúil Sinsearach**
5. **An tAonad Oideachais Príosúin**
6. **Tionscadail Seirbhísí Speisialta Óige**
7. **Young Peoples Facilities and Services Fund**
8. **Local Drugs Task Force**
9. **Scéim na nDeontas Beag**
10. **Litearthacht d'Aosaigh, Oideachas Pobail agus Oideachas Aosach**
11. **Seirbhísí, Cláir agus Tionscadail eile a bhfuil an Coiste freagrach astu**
12. **Seirbhísí, Cláir agus Tionscadail eile nach bhfuil an Coiste freagrach astu ach a bhfuil baint ag an gCoiste leo**

Profile of Services & Institutions

1. **Further Education**
 - a. College of Commerce, Morrison's Island
 - b. St. John's Central College, Sawmill St.
 - c. Coláiste Stiofáin Naofa, Tramore Road
2. **Post-primary**
 - d. MacSwiney Community College, Knocknaheeny
 - e. Nagle Community College, Mahon
 - f. Coláiste Daibhéid, South Terrace
3. **Youthreach Centres**
 - a. Dean St.
 - b. The Glen
 - c. Knocknaheeny
 - d. St. Francis
4. **Senior Travellers Training Centre**
5. **Prison Education Unit**
6. **Special Youth Services Projects**
7. **Young Peoples Facilities and Services Fund**
8. **Local Drugs Task Force**
9. **Small Grants Scheme**
10. **Adult Literacy, Community Education and Adult Education**
11. **Other Services, Programmes and Projects for which the Committee has prime responsibility**
12. **Services, Programmes and Projects for which the Committee does not have prime responsibility but in which it is involved**

1. BREISOIDEACHAS

1.a An Coláiste Tráchtála

- Príomhoide Gerard O'Dwyer
- Leas-Phríomhoidí Mary Leahy
Ken Whyte
- Líon mac léinn cláraithe 2005/06 (cláraithe go lánaimseartha 2123)
 - Cláir Iar-Ardteistiméireachta 1,927
 - An Ardteistiméireacht Athuair 114
 - An Ardteistiméireacht do Dhaoine Fásta 82
 - Oideachas Aosach (Páirtaimseartha) 168,334 Uaire Teagaisc

Tá **Coláiste Tráchtála Chorcaí** ar an gColáiste Iar-Ardteistiméireachta is mó sa tír. Tá a cháil amuigh maidir le cláir oideachais a chur le chéile do riachtanais athraitheacha na sochaí agus fostóirí. Tá formhór na mac léinn idir 17 agus 25 bliana d'aois. Freastalaíonn mic léinn aibí ar Chúrsaí Ardteistiméireachta do Dhaoine Fásta nó ar chúrsaí Iar-Ardteistiméireachta mar mhic léinn scaipthe VTOS.

Spreagtar an fhoghlaím idirdhisciplíneach sa Choláiste. Cuimsíonn formhór na gcúrsaí idir staidéar ríomhaireachta agus cumarsáid. Tá 13 sheomra ríomhaireachta den scoth ann, mar aon le 3 shaotharlann teanga ilmheán, oifig mainicíní, stiúideo teicníochoaí gutháin, seomraí físe, salóin teiripe sláinte comhlántach agus áilleachta, crèche do leanaí na mac léinn agus seomraí praiticiúla cúraim leanaí.

1. FURTHER EDUCATION

1.a College of Commerce

- Principal Gerard O'Dwyer
- Deputy Principals Mary Leahy
Ken Whyte
- Enrolments 2005/06 (Full-time enrolment 2123)
 - Post Leaving Certificate Programmes 1,927
 - Repeat Leaving Certificate 114
 - Adult Leaving Certificate 82
 - Adult Education (Part-time) 168,334 (Tuition Hours)

The **Cork College of Commerce** is the largest Post Leaving Certificate College in the country. It has an excellent reputation in developing educational programmes relevant to the changing needs of society and employers. The majority of students are between the ages of 17 and 25. Mature students attend either the Adult Leaving Certificate Course or various Post Leaving Certificate courses as dispersed VTOS students.

Interdisciplinary learning is encouraged in the College. Most courses incorporate both computer studies and communications. It has 13 state-of-the-art technology computer rooms, 3 multi-media language laboratories, a model office, a telephone technique studio, video rooms, beauty and complementary health therapy salons, a crèche for students' children and practical childcare rooms.

1.b St. John's Central College of Further Education & Training

- **Principal** Gerard Looney
- **Deputy Principals** Bertie Óg Murphy
Donal O'Connor

- Líon mac léinn cláraithe 2005/06 (Cláraithe go lánaimseartha 1120)
- Cláir Iar-Ardteistiméireachta 1,120
- An Tionscnamh um Fhilleadh ar Oideachas (Páirtaimseartha) 220
- Oideachas Aosach (Páirtaimseartha) (2003/04) 55,000 Uaire Teagaisc

Tá St. John's Central College suite ar Shráid an Mhuilinn Sábhadoireachta, i lár Chathair Chorcaí.

Tá stair fhada agus éagsúil ag na foirgnimh atá ag St. John's Central College. Tógadh eaglais Easpagóideach Eoin Naofa sa stíl réamhchlasaiceach agus osclaíodh an 8 Iúil 1840 í. Buckingham House a thugtaí ar an bhfoirgneamh i gcruth L ar Shráid an Mhuilinn Sábhadoireachta, agus tógadh i lár an 19ú haois é mar thearmann agus príosún do mhná. I rith 2003 agus 2004 leagadh na ballaí a bhí os comhair an tearmainn agus príosún do mhná ar Shráid an Mhuilinn Sábhadoireachta ionas go bhféadfaí an foirgneamh nua a thógáil, faoi mar a rinneadh leis na seomraí ranga breise a tógadh i lár na 1960idí. Tá achar urláir thart ar 5200 méadar cearnach ag an bhfoirgneamh ceithre stór. Is gné neamhghnách é an cumhdach copair ar bhallaí agus ar dhíon na seomraí coitinn cosúil leis an gcaintín agus an leabharlann. Leis an bhfoirgneamh nua seo is féidir cúrsaí breisoideachais a fhorbairt tuilleadh agus is cor nua agus spreagúil é i stair an láithreáin seo. Chuir an School of Building and Junior Technical Institute tús le ranganna ar an láithreán seo i 1961 agus i mí an Mheithimh 1995 chuaigh an grúpa deireanach daltaí iar-bhunscoile trí gheataí Scoil Eoin Naofa. I bhfianaise líon na ndaltaí a bheith ag titim agus éileamh níos mó a bheith ar chúrsaí Iar-Ardteistiméireachta, chuir an coláiste raon cúrsaí nua le chéile. Ba leis na cúrsaí sin a bunaíodh St. John's Central College. Faoi 2003 bhí an coláiste ag freastal ar riachtanais 1100 mac léinn aosach lánaimseartha, ar lucht fágála scoile 18 mbliana d'aois iad thart ar 55% díobh agus ba dhaoine a bhí ar filleadh ar oideachas iad an chuid eile díobh.

1.b St. John's Central College of Further Education & Training

- **Principal** Gerard Looney
- **Deputy Principals** Bertie Óg Murphy
Donal O'Connor

- Enrolments 2005/06 (Full-time enrolment 1,120)
- Post Leaving Certificate Programmes 1,120
- Back to Education Initiative (Part-time) 220
- Adult Education (Part-time) 55,000 Tuition Hours

St. John's Central College is located in Sawmill St., in the heart of Cork City.

The buildings that make up St. John's Central College have a long and varied history. St. John's Episcopalian church was built in the neo-classical style and was opened on 8th July 1840. The L shaped building on Sawmill Street, now known as Buckingham House, was built in the mid 19th Century as a female refuge and penitentiary. During 2003 and 2004 the original walls in front of the female refuge and penitentiary on Sawmill Street were demolished to make way for the new building, as were the additional classrooms constructed during the mid 1960's. The four-storey building has a floor area of approximately 5200 square metres. An unusual feature is the copper cladding on the walls and roof of the common areas such as the canteen and library. This new building allows for the continued development of further education courses at the college and adds a new and exciting chapter to the history of this site. The School of Building and Junior Technical Institute commenced classes on the site in 1961 and in June 1995 the final group of post primary students passed out through the gates of Scoil Eoin Naofa. In response to the declining pupil numbers and the increased demand for Post Leaving Certificate courses the college developed a range of new courses. These courses were to provide the foundation on which St. John's Central College could be built. By 2003 the college was catering to the needs of over 1100 full time adult students, with about 55% of these being 18 year old school leavers and the remainder consisting of adults returning to education.

1. c Coláiste Stiofáin Naofa

- **Príomhoide** Tim Kelleher
- **Leas-Phríomhoide** William McAuliffe

•	Líon mac léinn cláraithe 2005/06 (Cláraithe go lánaimseartha 889)	
–	Cláir Iar-Ardteistiméireachta	856
–	An Teastas Sóisearach agus an Ardteistiméireacht do Dhaoine Fásta	33
–	An Tionscnamh um Fhilleadh ar Oideachas (Páirtaimseartha)	37
–	Oideachas Aosach (Páirtaimseartha) (2003/04)	1,006

Tá baint ag Coláiste Stiofáin Naofa le hOideachas Aosach agus le Breisoideachas ó 1986 i leith. Tá mic léinn lánaimseartha agus pháirtaimseartha sa Choláiste faoi láthair. Tairgeann Coláiste Stiofáin Naofa raon spreagúil agus nuálach cúrsaí speisialtachta. I láthair na huaire tá os cionn 40 cúrsa lánaimseartha sa choláiste i réimsí cosúil le hOideachas Aosach, Gairneoireacht Fheidhmeach, Ealaíon agus Dearadh, Teicneolaíocht Faisnéise, Innealtóireacht agus Teicneolaíocht Fheidhmeach, Ealaíona Taibhithe, Na Meáin agus Raidió, Eolaíocht, Staidéar Sóisialta, Spórt agus Áineas, Turasóireacht, mar aon le raon leathan cúrsaí páirtaimseartha. Is é Comhairle na nDámhachtainí Breisoideachais agus Oiliúna (FETAC) an príomhchomhlacht bronnata cáilíochtaí do na cúrsaí sin.

D'oscail an Coláiste foirgneamh breise agus rinneadh athchóiriú ar an bhfoirgneamh bunaidh le déanaí, forbairt ar fiú na milliúin euro í. I measc na saoráidí nua tá léachtlan agus leabharlann ealaíne den scoth, stiúideonna taifeadta ceoil agus stáisiún raidió, saotharlann grianghrafadóireachta agus seomraí gloine mar aon le seomraí ranga breise agus spás oifige.

Aithníonn an Coláiste go mbíonn scileanna ar feadh an tsaoil le baint as rannpháirtíocht i ngníomhaíochtaí seach-churaclaim. Dá bhrí sin, spreagann an coláiste na mic léinn le páirt a ghlacadh i raidhse clubanna agus cumann lena n-áirítear Cumann an Cheoil Bheo, Drámaíocht, sacar na bhFear agus na mBan, Peil agus Iomáint, Camógaíocht, turas bliantúil Sciála, Eachaíocht, Cispheil agus Galf.

1. c Coláiste Stiofáin Naofa

- **Principal** Tim Kelleher
- **Deputy Principal** William McAuliffe

•	Enrolments 2005/06 (Full-time enrolment 889)	
–	Post Leaving Certificate Programmes	856
–	Adult Junior & Leaving Certificates	33
–	Back to Education Initiative (Part-time)	37
–	Adult Education (Part-time)(2003/04)	1,006

Coláiste Stiofáin Naofa has been involved in Adult and Further Education since 1986. Currently there are full-time and part-time students in the college. Coláiste Stiofáin Naofa offers an exciting and innovative range of specialist courses. At present there are over 40 full time courses in the college in areas such as Adult Education, Applied Horticulture, Art & Design, Business, Information Technology, Engineering & Applied Technology, Performing Arts, Media & Radio, Science, Social Studies, Sports & Recreation, Tourism, as well as a wide range of part time courses. The main awarding body for these courses is the Further Education and Training Awards Council (FETAC).

The College recently opened a multi-million euro extension and refurbishment to the original building. Included in the new facilities are a state of the art lecture theatre and library, music recording studios and a radio station, a photography lab and glasshouses as well as extra classrooms and office space.

The College also recognises lifelong skills to be gained by involvement in extra-curricular activities. Thus the college encourages students to participate in the extensive and lively array of clubs and societies on offer which include the Live Music Society, Drama, Men's and Women's soccer, Gaelic Football and Hurling, Caomogie, Annual Ski trip, Equestrian, Basketball and Golf.

2. IAR-BHUNSCOLAÍOCHT

2. a Pobalscoil Thraolaigh Mhic Suibhne

•	Príomhoide	Helen Ryan	•	Leas-Phríomhoide	John Brosnan
•	Líon mac léinn cláraithe 2005/06 (cláraithe go lánaimseartha 359)				
–	An tSraith Shóisearach				143
•	An Teastas Sóisearach				82
•	Clár Scoile an Teastais Shóisearaigh				61
–	An tSraith Shinsearach				91
•	An Ardteistiméireacht				51
•	Clár na hArdteistiméireachta Feidhmí				40
–	Breisoideachas				
•	Cláir Iar-Ardteistiméireachta				125
•	Tionscnamh um Fhilleadh ar Oideachas (Páirtaimseartha)				46

Scoil Phobail Mhic Suibhne: Tugadh aitheantas don ghá a bhí le háiteanna breise dara leibhéal i mbruachbhailte an iarthuaiscirt nuair a cheadaigh an Roinn Oideachais Secondary Top a fhorbairt i gceangal le Scoil Náisiúnta Chnoc na Cille i 1971. Nuair a forbraíodh scéimeanna móra tithíochta i gCnoc na hAoine/Cnoc na Cille, bhí gá le scoil comhoideachais nua a chur ar fáil. Ghlac an scoil nua Scoil Chnoc na Coille san áireamh agus cuireadh clár cuimsitheach dara leibhéal ar fáil go háitiúil dóibhsean nach rabhtas ag freastal orthu sna scoileanna a bhí ann agus do dhaoine mór na n-óg a rabhtas ag súil leis sna heastáit nua – 1,500 teach san iomlán. D'aontaigh CGO Chathair Chorcaí bainistiú a dhéanamh ar an scoil nua agus glacadh san áireamh Scoil Chnoc na Cille ina raibh 140 mac léinn sa bhliain acadúil 1978/1979. Tógadh an t-áitreabh nua ar shuíomh 11 acra ar Chnoc na Cille, agus bogadh isteach ann den chéad uair in earrach na bliana 1979. Osclaíodh an scoil go hoifigiúil i mí an Mhárta 1980 agus tiomnaíodh do chuimhne Thraolaigh Mhic Suibhne (Scoil Mhic Suibhne)

2. POST-PRIMARY

2. a Terence MacSwiney Community College

•	Principal	Helen Ryan	•	Deputy Principal	John Brosnan
•	Enrolments 2005/06 (Full-time total enrolment 359)				
–	Junior Cycle				143
•	Junior Certificate				82
•	Junior Certificate Schools Programme				61
–	Senior Cycle				91
•	Leaving Certificate				51
•	Leaving Certificate Applied Programme				40
–	Further Education				
•	Post Leaving Certificate Programmes				125
•	Back to Education Initiative (Part-time)				46

Terence MacSwiney Community College: The need for additional second level places in the north western suburbs was recognised when the Department of Education authorised the development of a Secondary Top attached to the Churchfield National School in 1971. The development of major housing schemes in Knocknaheeny/Hollyhill made the provision of a new co-ed school a necessity. This new school would absorb the existing Churchfield Secondary Top and in so doing, offer a full locally based comprehensive second level programme to those who were not being catered for in the existing schools and for the large young population anticipated in the newer estates – 1,500 homes in all. City of Cork V.E.C. agreed to manage the new school and incorporated the Churchfield Secondary Top with approximately 140 students in the 1978/1979 academic year. The new premises was built on an 11 acre site on Hollyhill, being occupied for the first time in Spring 1979. The school was officially opened in March 1980 and dedicated to the memory of Terence MacSwiney (Scoil Mhic Shuibhne).

2. b Scoil Phobail de Nóglá

• Príomhoide	George Roche	• Leas-Phríomhoide	Michael O'Mahony
•	Líon mac léinn cláraithe 2005/06 (Cláraithe go lánaimeartha 219)		
–	An tSraith Shóisearach		98
•	An Teastas Sóisearach		59
•	Clár Scoile an Teastais Shóisearaigh		39
–	An Idirbhliain		33
–	An tSraith Shinsearach		68
•	An Ardteistiméireacht		35
•	Gairmchlár na hArdteistiméireachta		23
•	Clár na hArdteistiméireachta Feidhmí		10
–	Breisoideachas		
•	Cláir Iar-Ardteistiméireachta		20
•	An Tionscnamh um Fhilleadh ar Oideachas (Páirtaimseartha)		68

Tá Scoil Phobail de Nóglá suite i gcoill leithinis Machan díreach lasmuigh de cheantar na Carraige Duibhe i gCorcaigh. Chuaigh forbairtí infrastruchtúrach a rinneadh le déanaí cosúil le Tollán Jack Lynch a nascann leis an N25, an príomhbhóthar a nascann iarthar agus oirthear Chorcaí, chun sochair don cheantar ar fad. Chuir forbairt eile cosúil le hIonad Siopadóireachta Mahon Point, Páirceanna Teicneolaíochta agus forbairt tithíochta go mór le beocht nua an cheantair, rud a thugann deiseanna iontacha fostaíochta agus a chuireann le fás dhaonra an phobail. Tógadh an Coláiste ar thalamh le Joseph Nagle uncail le Nano Nagle a bhunaigh Ord Toirbhíre na mBan Rialta. Reáchtáladh na céad ranganna i mí Mheán Fómhair 1891 agus ba é an tUas. Terry McMahon a bhí ina phríomhoide agus an Dr Frank Steele a bhí ina Leas-Phríomhoide. Ó osclaíodh an Coláiste, chuir sé curaclam forásach leathan le raidhse ábhar ar fáil mar aon le clár gníomhaíochtaí éagsúla seach-churaclaim. Tá dlúthnasc forbartha idir an Coláiste agus an pobal agus faigheann ár gcuid mac léinn taithí luachmhar trí shocrúcháin seirbhíse pobail agus oibre. Tá ranganna Oideachais Aosaigh a fhreastalaíonn ar riachtanais an phobail ina ngné láir den obair a dhéanaimid anois agus tá forbairtí ar chúrsaí FETAC a rinneadh le déanaí ag cur le héiteas an Choláiste i gcónaí.

2. b Nagle Community College

• Principal	George Roche	• Deputy Principal	Michael O'Mahony
•	Enrolments 2005/06 (Full-time enrolment 219)		
–	Junior Cycle		98
•	Junior Certificate		59
•	Junior Certificate Schools Programme		39
–	Transition Year		33
–	Senior Cycle		68
•	Leaving Certificate		35
•	Leaving Certificate Vocational Programme		23
•	Leaving Certificate Applied Programme		10
–	Further Education		
•	Post Leaving Certificate Programmes		20
•	Back to Education Initiative (Part-time)		68

Nagle Community College is situated in the heart of the Mahon peninsula just beyond the Blackrock area of Cork. Recent infrastructural developments such as the Jack Lynch Tunnel heading onto the N25 main highway linking east and west Cork has benefited the whole area. Other developments such as the Mahon Point Shopping Complex, Technology Parks and housing developments have greatly enhanced the new vibrancy of the area providing much welcome employment opportunities and contributing to the growth of the population of the community. The College was built on land owned by Joseph Nagle uncle of Nano Nagle, founder of the Presentation Order of Nuns. The first classes were held in September 1981, under the first Principal Mr. Terry McMahon and Deputy Principal Dr. Frank Steele. Since its opening the College has provided a broad progressive curriculum with an extensive array of subjects and a rich and varied programme of extra curricular activities. The College has developed close links with the community and our students gain valuable experience through community service and work placements. Adult Education classes which meet the needs of the community have now become an integral part of what we offer and recent developments of FETAC courses continues to progress this ethos of the College.

2. c Coláiste Daibhéid

- **Príomhoide** Diarmuid Ó Luasa
- **Leas Príomhoide** Liam O Riada

• Enrolments 2005/06 (Full-time enrolment 134)	
- Junior Cycle	70
• Junior Certificate	70
- Transition Year	18
- Senior Cycle	46
• Leaving Certificate	27
• Leaving Certificate Vocational Programme	19

Tá Coláiste Daibhéid suite ar an Ardán Theas, le breis spáis agus áiseanna ag Teach Buckingham in aice láimhe. Bunaíodh an scoil chun oideachas trí Ghaeilge ag an dara leibhéal a chur ar fáil ar an dtaobh ó dheas de chathair Chorcaí. Tá sé gar do na bealaí bus ón dtaobh theas den chathair agus trí lár na cathrach I gcoitinne. Ainmníodh an scoil in onóir do Mhicheál Mac Daibhéid, tírghráthóir agus duine de bhunaitheoirí Chonradh na Talún.

Bunaíodh an scoil i 1993 agus bhí sé suite ar feadh tamaill sa Dúghlas. Aistríodh go dtí Sráid Mhuire i lár na cathrach é agus go dtí an tArdán Theas i 1996. Tugadh aitheantas buan don scoil i 1999.



Ionad Oideachais Phríosún Chorcaí

- **Múinteoir Maoirseachta:** Colm O'Herlihy

Cláir (Príosún Chorcaí):

- An Teastas Sóisearach
- An Ardteistiméireacht
- FETAC
- Ollscoil Oscailte
- 504 príosúnach rannpháirteach i gCláir na bliana seo

Tionscadal (Chrotaire Uí Dhiolúin):

- FETAC (Líon mac léinn cláraithe:17)
- BTEI (Líon mac léinn cláraithe:17)

Tá an príosún suite ar Bhóthar an Ráth Mhoir, ar Shean-Bhóthar Eochaille, Corcaigh.

Thosaigh an Coiste ar sheirbhís oideachais a chur ar fáil do Phríosún Chorcaí i 1978 go páirtaimseartha ar dtús.

Rinneadh leathnú ar sheirbhís oideachais an phríosúin lámh ar lámh leis an méadú ar líon na bpríosúnach ann.

I 1983 tógadh aonad oideachais, ina raibh seomraí ranga ealaíne, adhmaadóireachta agus tís. Fir ar fad atá ann, agus d'fhág formhór mór acu an t-oideachas gan chreidiúnú agus bhí saol corraitheach crua acu.



Education Service Cork Prison

- **Supervising Teacher:** Colm O'Herlihy

Programmes (Cork Prison):

- Junior Certificate
- Leaving Certificate
- FETAC
- Open University
- 504 prisoners participating in current year

Programmes (Dillon's Cross Project):

- FETAC (Enrolment 17)
- BTEI (Enrolment 17)

The prison is located on Rathmore Road, off the Old Youghal Road, Cork.

The Committee began providing an education service to Cork Prison in 1978 on a part-time basis initially, the expansion of the education service to the prison kept pace with the increase in prisoner population.

In 1983 a purpose built education unit was constructed, with specialist art, woodwork, and home economics classrooms. The student population is an exclusively male one, the vast majority of which would have left the formal education setting with no accreditation, and would have had problematic and difficult lives.

Youthreach

Cuireann gach ionad Youthreach oideachas dara seans ar fáil do chúigear duine óg is fiche, idir 15 agus 21 bliain d'aois. Glacann mic léinn páirt i gcláir forbartha pearsanta agus oideachais sláinte mar aon le cúrsaí Bunleibhéal agus Leibhéal 4 FETAC, cúrsaí an Teastais Shóisearaigh agus cúrsaí na hArdteistiméireachta Feidhmí. Tá béim mhór oideachais ag an gclár agus cúrsaí a theastasaíonn FETAC nó an Roinn Oideachais agus Eolaíochta á dtairiscint do gach mac léinn.

An Gleann (Acmhainn: 25 mac léinn)

- An Comhordaitheoir: Maura White

Sráid an Déin (Acmhainn: 25) (Clárú BTEI: 28)

- An Comhordaitheoir: Rory Sheehan

Cnoc na hAoine (Acmhainn: 25 mac léinn)

- An Comhordaitheoir: Orla Butler

Seirbhísí Tacafochta Foghlama Chathair Chorcaí: (Líon mac léinn cláraithe: 56)

- An Comhordaitheoir Gníomhach: Des Cullinane

Tá an tseirbhís suite ag 16 Sráid an Ath. Maitiú, Cathair Chorcaí. Tá sé sin ar an Meall Theas, gar d'Eaglais na Tríonóide Naofa. Bunaíodh ar dtús é faoi choimirce ord na gCaipisíneach mar ionad a bhí ag oibriú le daoine óga a bhí i mbaol i gCathair Chorcaí, agus tháinig sé faoi dhlínse Choiste Gairmoideachais Chathair Chorcaí ag deireadh na 1990idí. Tairgeann sé cláir an Teastais Shóisearaigh, L.C.A. agus FETAC do dhaoine óna idir 12-19 mbliana d'aois. Aistríonn an Bord Leasa Oideachais, an Bord Sláinte agus scoileanna Chathair Chorcaí mic léinn chuig an tseirbhís seo.

Youthreach

Each Youthreach centre offers a second chance education to twenty-five young people, aged between 15 and 21 yrs. Students participate in personal development and health education programmes as well as FETAC Foundation and Level 4, Junior Certificate and Leaving Certificate Applied courses. The programme has a strong educational emphasis with all students being offered courses certified by FETAC or the Department of Education & Science

The Glen (Capacity 25)

- Co-ordinator: Maura White

Dean St. (Capacity 25) (BTEI Enrolment 28)

- Co-ordinator: Rory Sheehan

Knocknaheeny (Capacity 25)

- Co-ordinator: Orla Butler

Cork City Learning Support Services: (Enrolment 56)

- Acting Co-ordinator: Des Cullinane

The service is located in 16 Fr. Mathew St., Cork City. This is off the South Mall, next to the Holy Trinity Church. Originally set up under the aegis of the Capuchin order as a centre working with young people at risk in Cork City, it came under the jurisdiction of the City of Cork Vocational Education Committee in the late 1990s. It offers Junior-Cert, L.C.A and FETAC programmes to young people between the ages of 12-19. Students are referred to this service by the Education Welfare Board, the Health Board and the schools of Cork City.

St. Finbarr's Senior Traveller Training Centre

(Líon mac léinn cláraithe: 24 WTE)

- **Stiúrthóir: Fiona Scott**

St. Tá Finbarr's Senior Traveller Training Centre suite i gcroílár na Linne Duibhe, ar an taobh ó thuaidh de Chathair Chorcaí. Cumhdaíonn ceantar an Ionaid sin ceantar Chathair Chorcaí, lena n-áirítear ceithre ionad stad atá suite i gCnoc na hAoine, Lána an Tobair, Bóthar Charraig Ruacháin agus Machain, agus an Ghrúpscéim Tithíocht ar Bhóthar Chionn tSáile.

Ba i bPáirc Bhaile an Choiligh (Lána an Tobair) a osclaíodh St. Finbarrs Senior Traveller Training Centre ar dtús i 1978 agus is ar mhná óga amháin a bhíodh sé ag freastal. Bhog an tIonad go háitreamh ar Bhóthar Chúrsa an Uisce agus ag an bpointe sin tugadh buachaillí isteach sa chlár. Tá an tIonad suite ar Shráid Brocklesby sa Linn Dhubh. Múintear cúrsaí trí úsáid a bhaint as modúil FETAC go príomha.

Tionscnamh um Fhilleadh ar Oideachas (BTEI)

Cuireann an Tionscnamh um Fhilleadh ar Oideachas cláir pháirtaimseartha Bhreiseoideachais ar fáil do dhaoine óga agus do dhaoine fásta. Is é an aidhm atá ann ná deis a thabhairt do dhaoine filleadh ar an bhfoghlaim a dhéanamh ag an am céanna le cúraimí clainne, oibre agus eile. Is féidir le duine ar bith a d'fhág an t-oideachas lánaimseartha páirt a ghlacadh i gcúrsa a bhíonn á thairiscint, ach tugtar tús áite dóibhsean nach ndeachaigh níos faide ar aghaidh ná an t-oideachas dara leibhéal. Ní ghearrtar táillí ar dhaoine a fhaigheann teidlíochtaí leasa shóisialaigh. Is ann don BTEI chun go mbeadh sé níos éasca teacht ar sholáthar an bhreiseoideachais i gcoitinne.



St. Finbarr's Senior Traveller Training Centre

(Enrolment 24 WTE)

- **Director: Fiona Scott**

St. Finbarr's Senior Traveller Training Centre is located in the heart of Blackpool, in the north side of Cork City. The catchment area for this Centre covers the Cork City area, including four halting sites located in Knocknaheeny, Spring Lane, Carrigrohane Road and Mahon, and the Group Housing Scheme on the Kinsale Road.

St. Finbarrs Senior Traveller Training Centre originally opened in Ballincollie Park, (Spring Lane) in 1978 catering for young women only. The Centre relocated to premises on Watercourse Road and at that stage boys were introduced to the programme. The Centre is now based on Brocklesby Street in Blackpool.

Courses are taught mainly using FETAC modules.

Back to Education Initiative (BTEI)

The Back To Education Initiative provides part-time Further Education programmes for young people and adults. The aim is to give people an opportunity to combine a return to learning with family, work and other responsibilities. Anyone who has left full-time education can take part in a course being offered, but priority is given to those with less than upper second level education. Fees are not charged for people who are in receipt of social welfare entitlements. The BTEI is intended to make further education provision more accessible generally.



Tionscadail Seirbhísí Speisialta Óige

Cuireann ceithre eagraíocht dheonacha óige - YMCA, Foróige, Ógra Chorcaí agus an National Youth Federation – seirbhísí speisialta óige ar fáil thar ceann an Choiste. Déanann foireann an Choiste Gairmoideachais monatóireacht ar an obair sin agus cuireann siad tacaíocht ar fáil agus bíonn an obair sin faoi stiúir fho-choiste an Choiste Gairmoideachais, fo-choiste atá freagrach as monatóireacht agus pleanáil straitéiseach agus a fhaigheann tuairiscí rialta ó gach ceann de na ceithre eagraíocht agus a bhuaileann go foirmiúil leo gach bliain.

- **Tionscadail Seirbhísí Speisialta Óige -**
Pobalbhunaithe (ar conradh ag Eagraíochtaí Áitiúla Deonacha Óige):
- Ógra Chorcaí
- Foróige
- National Youth Federation
- YMCA Chorcaí
- Tionscadail Speisialta do Dhaoine Óga (SPY)
- 14 Thionscadal (OUTREACH san áireamh)
- Leithroinnt 2005 - €990,000
- Leithroinnt Uaireanta an Chloig Teagaisc Pháirtaimseartha - €373,000
- Líon Rannpháirtithe – 3,200

Special Youth Services Projects

Special youth services are provided on the Committee's behalf by four voluntary youth organisations – YMCA, Foróige, Ógra Chorcaí and National Youth Federation. Their work is also supported and monitored by Vocational Education Committee staff and is overseen by a Vocational Education Committee sub-committee which is responsible for strategic planning and monitoring and which receives regular reports from and meets formally with each of the four organisations on an annual basis.

- **Special Youth Service Projects –**
Community based (contracted to Local Voluntary Youth Organisations):
- Ógra Chorcaí
- Foróige
- National Youth Federation
- Cork YMCA
- Special Projects for Youth (SPY)
- 14 Projects (including OUTREACH)
- 2005 Allocation - €990,000
- Part-time Teaching Hours Allocation - €373,000
- No. of Participants – 3,200

Young Peoples Facilities and Services Fund

Príomhshruthaithe (tríd an Roinn Oideachais agus Eolaíochta)

- 10 dTionscadal
- Leithroinnt 2005 - €480,000

Neamh-phríomhshruthaithe (tríd an Roinn Gnóthaí Pobail, Tuaithe agus Gaeltachta)

- 7 dTionscadal
- Leithroinnt 2005 - €340,000
- “Link-Point” Chnoc na hAoine (tríd an Roinn Gnóthaí Pobail, Tuaithe agus Gaeltachta)
- Faofa – le bheith ann go gairid
- Leithroinnt (Foirne) 2005 - €297,000

Bhunaigh an Rialtas an Young Peoples Facilities and Services Fund i 1998 mar chuid de straitéis mhór chun dul i ngleic le mí-úsáid drugaí. Is é aidhm an Chiste cuidiú le háiseanna don aos óg a fhorbairt, lena n-áirítear acmhainní spóirt agus caithimh aimsire, agus seirbhísí i gceantair faoi mhíbhuntáiste ina bhfuil fadhb shuntasach drugaí nó ina bhfuil an poitéinseal fadhb mar sin teacht chun cinn. Is é cuspóir an Chiste ná daoine óga atá ‘i mbaoil’ i gceantair atá faoi mhíbhuntáiste a mhealladh isteach sna saoráidí agus sna gníomhaíochtaí sin agus iad a atreorú ó na contúirtí a bhaineann le mí-úsáid substaintí. Is é spriocghrúpa an Chiste daoine idir 10 agus 21 bliain d’aois a bhfuil imeallú déanta orthu trí mheascán cúinsí baol a bhaineann le cúlra teaghlaigh, cúinsí timpeallachta, míbhuntáiste oideachais, rannpháirtíocht i gcoiriúlacht agus/nó drugaí, etc. Is é príomhfhócas an Chiste go dtí seo ceantair an Tascfhórsa Áitiúil Drugaí.

Ón tús, bunaíodh Grúpaí Forbartha i ngach ceantar, arb é a bhí iontu ná ionadaithe ón Tascfhórsa Áitiúil Drugaí, ón Udarás Áitiúil, agus ón gCoiste Gairmoideachais. Tugadh cuireadh do ghrúpaí leasmhara iarratas a dhéanamh ar mhaoiniú mar chuid de phlean gnímh comhtháite áitiúil a chlúdaigh tionscadail áiseanna agus seirbhíse. Cuireadh na pleananna sin faoi bhráid an Choiste Náisiúnta Measúnachta via na Tascfhórsaí. Rinneadh na pleananna a mheas i gcoinne treoirlínte a ndearnadh aontú orthu agus rinneadh moltaí don Choiste Comhaireachta um Uilechuimsitheacht Shóisialta.

Young Peoples Facilities and Services Fund

Mainstreamed (through D/ES)

- 10 Projects
- 2005 Allocation - €480,000

Non-Mainstreamed (through D/CRGA)

- 7 projects
- 2005 Allocation - €340,000
- Knocknaheeny “Link-Point” (through D/CRGA)
- Sanctioned - to come on stream shortly
- 2005 Allocation (Staffing) - €297,000

The Young Peoples Facilities and Services Fund was established in 1998 as part of the Government’s overall strategy to tackle drug misuse. The Fund aims to assist in the development of youth facilities, including sport and recreational facilities, and services in disadvantaged areas where a significant drug problem exists or has the potential to develop. The objective of the Fund is to attract “at risk” young people in disadvantaged areas into these facilities and activities and divert them away from the dangers of substance abuse. The target group for the Fund are 10-21 year olds who are marginalised through a combination of risk factors relating to family background, environmental circumstances, educational disadvantage, involvement in crime and/or drugs, etc. The main focus of the Fund to date has been in Local Drugs Task Force areas.

At the outset, Development Groups were set up in each of the areas comprising of representatives from the relevant Local Drugs Task Force, the Local Authority and the Vocational Education Committee. Interested groups were invited to apply for funding as part of an integrated local action plan comprising facility and services projects. These plans were submitted for consideration, via the Task Forces, to the National Assessment Committee. The plans were assessed against the guidelines agreed and recommendations were made to the Cabinet Committee on Social Inclusion.

An Tascfhórsa Áitiúil Drugaí

- 5 Thionscadal a bhfuil Coiste Gairmoideachais Chathair Chorcaí ina Ghníomhaireacht Maoiniúcháin dóibh
- Leithroinnt 2004 - €311,000

Feidhmíonn Tascfhórsaí Áitiúla Drugaí (LDTF) i gceantair atá buailte ag an leibhéal is airde mí-úsáide drugaí, go háirithe héaróin. Tá 14 Thascfhórsa lonnaithe i mBaile Átha Cliath, i gCorcaigh agus i mBré. Is é ról na LDTF ná pleananna gnímh áitiúla a chur le chéile lena n-áirítear raon bearta a bhíonn dírithe ar dhul i ngleic le mí-úsáid drugaí ó thaobh cóireála, athshlánú, oideachais, mí-úsáid a chosc agus stop a chur leis an soláthar áitiúil. Ina theannta sin, cuireann LDTF meicníocht ar fáil chun seirbhísí a chomhordú sna réimsí sin, agus ag an am céanna tugann siad deis do phobail áitiúla agus d'eagraíochtaí deonacha bheith rannpháirteach i bpleanáil, i ndearadh agus i seachadadh na seirbhísí sin.

Scéimeanna na nDeontas Beag

- Scéim Deontas d'Óg-Chlubanna Áitiúla (tríd an Roinn Oideachais agus Eolaíochta)
Thart ar €55,000
- Scéim na nDeontas Spóirt agus Caithimh Aimsire (tríd an ISC)
Thart ar €55,000
- Scéim Deontas YPFSF (tríd an Roinn Gnóthaí Pobail, Tuaithe agus Gaeltachta)
Leithroinnt 2005 - €35,000

Litearthacht Aosach, Oideachas Pobail agus Oideachas Aosach

- Litearthacht Aosach
- 1,244 Foghlaimoir
- Oideachas Pobail
- 3,278 Foghlaimoir
- Oideachas Aosach
- 5,710 Foghlaimoir (2003/04)

Local Drugs Task Force

- 5 Projects for which the City of Cork Vocational Education Committee is the Funding Agency
- 2004 Allocation - €311,000

Local Drugs Task Forces (LDTFs) operate in areas experiencing the highest levels of drug misuse, particularly heroin. The 14 Task Forces are based in Dublin, Cork and Bray. The role of the LDTFs is to prepare local action plans which include a range of measures aimed at tackling drug misuse in the areas of treatment, rehabilitation, education, prevention and curbing local supply. In addition, the LDTFs provide a mechanism for the co-ordination of services in these areas, while at the same time allowing local communities and voluntary organisations to participate in the planning, design and delivery of those services.

Small Grants Schemes

- Local Youth Club Grant Scheme (through D/ES)
€55,000 approx
- Sport and Recreation Grant Scheme (through ISC)
€50,000 approx
- YPFSF Grant Scheme (through D/CRGA)
2005 Allocation €35,000

Adult Literacy, Community Education and Adult Education

- Adult Literacy
- 1,244 Learners
- Community Education
- 3,278 Learners
- Adult Education
- 5,710 Learners (2003/04)

Is éard is **Foghlaim ar feadh an tSaoil** ann ná athrú a dhéanamh ar an mbealach a smaoinimid ar an bhfoghlaim, ar an teagasc agus ar an oiliúint. Leagann sé béim ar leibhéal ard rannpháirtíochta i measc gach aoisghrúpa agus ar thábhacht an tsaoil. Dírítear ar Oiliúint/Oideachas Tosaigh agus ar riachtanais daoine, go háirithe iadsan a d'fhág an scoil go luath gan cháilíochtaí, agus ar an gcaoi sin eisiamh agus leithlisiú a íoslaghdú.

Tasc mór agus práinneach atá ann, mar daoine nach mbíonn bunús oideachais leordhóthanach acu agus nach mbíonn cáilíochtaí maithe acu, is iad is mó is dóichí a bheidh dífhostaithe agus leithlisithe go sóisialta i rith a saoil. Bíonn riachtanais daoine casta agus éagsúil agus dá bhrí sin éilítear conair dheonach, sholúbtha agus fhorásach foghlama do dhaoine i dtaca le hoideachas, oiliúint agus obair.

Ba chóir don chonair foghlama sin deiseanna nua foghlama a chothú a thugann teacht ar chreidiúnú solúbtha forásach, ar cháilíochtaí agus ar thacaíocht phearsanta agus shóisialta.

An tIonad Oideachais Phobail

- Dírionn ar riachtanais na ndaoine sin i gceantair áitiúla ar mian leo tabhairt faoi chláir foghlama do dhaoine fásta.
- Cothaíonn feachtas go bhfuil go leor roghanna oideachais ar fáil dóibhsean nach raibh deiseanna oideachais acu san am atá caite.
- Tugann faoi raon leathan féidearthachtaí, gníomhaíochtaí agus modheolaíochtaí oideachais.
- Cuireann deiseanna ar fáil d'fhoghlaimeoirí trí chúrsaí páirtaimseartha
 - o chun a bhforbairt phearsanta agus a gcuid muiníne a mhéadú.
 - o chun cáilíochtaí a bhaint amach ar féidir iad a úsáid le háit a fháil ar chúrsaí eile nó bogadh ar aghaidh chuig an mbreisoideachas.
 - o chun é sin a bhaint amach tríd an uilechuimsitheacht, trí dhearadh agus trí sheachadadh.

Lifelong Learning is about changing the way we think about learning, teaching and training. It stresses a high level of participation by all age groups and emphasises the relevance of real life. It involves focusing on Initial Education/Training and on the needs of individuals, particularly those who left school early without qualifications thereby minimising individual exclusion and isolation.

The task is great and urgent as people with an inadequate educational base and poor qualifications are those most likely to be unemployed and socially isolated during their lives.

Individual needs are complex and diverse so a voluntary, flexible and progressive learning pathway is required for individuals within and between education, training and work.

This learning pathway should promote new learning opportunities offering access to flexible progression accreditation, qualifications, personal and social support.

The Community Education Centre

- Focuses on the needs of those in local areas who wish to access adult learning programmes.
- Promotes an awareness that there are now many educational options available for those who were excluded from educational opportunities in the past.
- Explores a wider range of educational possibilities, activities and methodologies.
- Provides opportunities to learners with part time courses
 - o to grow in personal development and confidence.
 - o to acquire the kinds of qualifications that can be used to access follow-on courses or to move on to further education.
 - o to achieve this, through inclusiveness, design and delivery.

Seirbhísí, Cláir agus Tionscadail Bhreise a bhfuil an fhreagracht ar an gCoiste astu

- Scéim Deontas/Scoláireachta
- Scéimeanna Fostaíochta Pobail
- Scéim Iompair Scoile
- Tionscadail Eorpacha

Agus, ar bhonn Gníomhaireachta

- Seirbhís Tacaíochta FETAC
- Seirbhís Abhcóideachta

Seirbhísí, Cláir agus Tionscadail Bhreise a bhfuil baint ag an gCoiste leo ach nach bhfuil an fhreagracht ar an gCoiste astu

- Institiúid Teicneolaíochta Chorcaí
- 4 Phobalscoil
- Cork City Partnership
- Tascfhórsa Áitiúil Drugaí
- Ciste Áiseanna & Seirbhísí don Aos Óg
- RAPID
- Bord Forbartha Cathrach
- Coiste Cúraim Leanaí na Cathrach
- URBAN
- An Tionscadal um Chríochnú Scolaíochta
- Pleanáil Forbartha Scoile
- Ionaid Oilíúna Pobail
- Dianseirbhís Promhaidh

Further Services, Programmes & Projects for which the Committee has prime responsibility

- Grants/Scholarship Scheme
- Community Employment Schemes
- School Transport Scheme
- European Projects

And, on an Agency Basis

- FETAC Support Service
- Advocacy Service

Other Services, Programmes & Projects in which the Committee is involved, without having prime responsibility

- Cork Institute of Technology
- 4 Community Schools
- Cork City Partnership
- Local Drugs Taskforce
- Young Peoples Facilities & Services Fund
- RAPID
- City Development Board
- City Childcare Committee
- URBAN
- School Completion Project
- School Development Planning
- Community Training Centres
- Intensive Probation Service





CROÍLÁR AN PHLEAN

Ráiteas Misin

Cuirfidh Coiste Gairmoideachais Chathair Chorcaí, mar cheannaire agus i gcomhpháirtíocht le daoine eile, seirbhísí foghlama agus gaolmhara ar fáil a chabhróidh le daoine a bpoitéinseal a bhaint amach agus bheith páirteach sa tsochaí. Tabharfaidh an Coiste faoin uilechuimsitheacht shóisialta a chothú agus daoine a ullmhú le bheith rannpháirteach i ngníomhaíocht eacnamaíoch.

THE CORE OF THE PLAN

Mission Statement

The City of Cork Vocational Education Committee will, as a leader and in partnership with others, provide learning and associated services which help people to achieve their potential as persons and to participate in society. The Committee will strive to promote social inclusion and to prepare people to participate in economic activity.



Treoirphrionsabail

Caithfidh an Coiste go cóir le gach foghlaimeoir agus, mar chomhpháirtneirí san fhoghlaim, freagróidh sé dá riachtanais agus tabharfaidh sé deiseanna dóibh a bpoitéinseal a bhaint amach.

Cuirfidh an Coiste seirbhísí ar fáil a chuirfidh ar chumas foghlaimeoirí a saol pearsanta agus acadúil a fhorbairt, bheith páirteach ar bhealach níos iomláine sa phobal agus sa tsochaí agus bheith gníomhach i margadh an tsaothair, agus riachtanais na ndaoine sin a bhíonn ag filleadh ar an bhfoghlaim agus na ndaoine sin a bhfuil easnaimh foghlama acu a shonrú in éineacht leo.

Cinntoidh an Coiste go ndéanfar caighdeán agus nuálacht a chuid seirbhísí a fhorbairt agus a chothú, go leanfar ar aghaidh le cuspoir agus leibhéal na seirbhísí sin agus go gcuirfear ar fáil i bpatrúin leanúnacha iad chun éascaíocht a dhéanamh do rochtain agus do dhul chun cinn.

Cothóidh agus forbróidh an Coiste struchtúir agus modhanna rialachais agus bainistíochta seirbhísí a dhéanfaidh éascaíocht don chuntasacht, agus a chinnteoidh rannpháirtíocht chothrom agus oscailte an lucht leasa. Spreagfaidh sé bunú comhpháirtíochtaí chun seirbhísí a fheabhsú agus beidh sé ina cheannródaí sna seirbhísí sin a thagann faoina dhualgas oibre.

Déanfaidh an Coiste foireann cháilithe agus dhíograiseach a chur ar fáil, a chothú agus a fhorbairt chun a chuid seirbhísí a sheachadadh agus tacú leo. Cinnteoidh sé go gcaithfear go cóir le gach ball foirne, go mbeidh bealaí oscailte cumarsáide acu agus go dtuigfidh tábhacht a ról féin sna seirbhísí a chuirtear ar fáil.



Guiding Principles

The Committee will treat all learners with dignity and as partners in learning, be responsive to their needs and open opportunities for them to achieve their potential.

The Committee will provide services which enable learners to develop in their personal and academic lives, to participate more fully in their community and in society and to be active in the labour market, recognising within them the particular needs of those returning to learning and of those with learning deficits.

The Committee will ensure that the quality of, and innovation in, its services are developed and maintained, their diversity in purpose and level is continued and that they are provided in coherent patterns to facilitate access and progression.

The Committee will maintain and develop structures and methods of governance and management of services which facilitate accountability, which permit fair and open participation by stakeholders. It will encourage the formation of partnerships to enhance services and will be the leader in those services which lie within its remit.

The Committee will provide, maintain and develop a cohort of staff qualified and dedicated to provide and support its services. It will ensure that each member of staff is treated with dignity, has open channels of communication within and around their role and is aware of the significance of their role within the diversity of services.



CUSPÓIRÍ STRAITÉISEACHA

Cuirtear seirbhísí éagsúla ar fáil ó thaobh foghlaimeoirí, ionad, leibhéal agus torthaí. Taobh istigh dá Mhisean agus dá Threoirphrionsabail is gá roinnt Cuspóirí Straitéiseacha a shonrú chun treoir a chur ar fáil agus na seirbhísí á gcur chun cinn agus á bhforbairt laistigh den Phlean agus chun gur féidir cur i ngníomh an Phlean a mheas ina gcoinne.

Ár gcuid Seirbhísí

1. Raon seirbhísí a chur ar fáil:
 - 1.1. a bheidh comhtháite agus deimhnithe ó thaobh feabhais de.
 - 1.2. a mbeidh teacht ag raon leathan foghlaimeoirí orthu agus a fhreastalóidh ar a gcuid riachtanas.
 - 1.3. a chuirfidh conairí maidir le dul chun cinn ar fáil laistigh de na seirbhísí agus chuig seirbhísí foghlama eile agus chuig fostaíocht.
 - 1.4. a bheidh nuálach sa fhreagairt a thabharfaidh siad ar athruithe sa tsochaí agus sa margadh saothair.

Na Daoine atá againn

2. Timpeallacht a chothú laistigh den eagraíocht:
 - 2.1. a chothóidh an uilechuimsitheacht.
 - 2.2. a lorgóidh barr feabhais.
 - 2.3. a chothóidh cumarsáid oscailte.
 - 2.4. a fhorbróidh an chomhpháirtíocht.

STRATEGIC OBJECTIVES

There is a diversity of service in terms of learners, locations, levels and outcomes. Within its Mission and Guiding Principles it is necessary to identify a number of Strategic Objectives to provide overall guidance as the services progress and develop within the Plan and against which overall progress towards the implementation of the Plan can be assessed.

Our Services

1. Provide a range of services which:
 - 1.1. is integrated and quality assured.
 - 1.2. is accessible to a wide variety of learners and responsive to their needs.
 - 1.3. provides progression routes within the services and to other learning services and to employment.
 - 1.4. is innovative in its response to changes in society and the labour market.

Our People

2. Foster an environment within the organisation which:
 - 2.1. promotes inclusion.
 - 2.2. seeks excellence.
 - 2.3. promotes open communication.
 - 2.4. develops partnership.

An Bhainistíocht a dhéanaimid

3. Rialachas agus bainistíocht a chur ar fáil:
 - 3.1. a bheidh ag teacht le Misean agus Treoirphrionsabail an Choiste.
 - 3.2. a bheidh cothrom agus oscailte.
 - 3.3. a ghlacfaidh an t-athrú ar bord.
 - 3.4. a dhéanfaidh struchtúir agus córais chuntasacha a chothú agus a fhorbairt.



Our Management

3. Provide governance and management which:
 - 3.1. is true to the Committee's Mission and Guiding Principles.
 - 3.2. is fair and open.
 - 3.3. internalises change.
 - 3.4. maintains and develops structures and systems which are accountable.

PLEAN OIDEACHAIS

Cuspóirí Oibríochtúla

Cuireann na Cuspóirí Oibríochtúla bonn ar fáil chun méid na hoibre is féidir leis an Eagraíocht a dhéanamh laistigh de shaolré an Phlean a shonrú.

1 ÁR GCUID SEIRBHÍSÍ

1.1 Ár gCuid Seirbhísí – Comhtháite agus Deimhnithe ó thaobh Feabhais

- 1.1.1. Fóram a bhunú do bhainisteoirí gach seirbhíse de chuid an Choiste chun tuiscint ar gach seirbhís agus naisc eatharthu a fheabhsú agus chun tacar comhtháite agus éifeachtach seirbhísí a fhorbairt.
- 1.1.2. Beartas agus nósanna imeachta a fhorbairt tuilleadh agus a thabhairt isteach de réir:
 - beartais agus creata náisiúnta curaclaim agus comhlachtaí bailíochtúcháin agus bronnta cáilíochtaí,
 - beartais agus creata do thionscnaimh feabhais le haghaidh clár agus seirbhísí ainmnithe.
- 1.1.3. Páirt a ghlacadh i bhforbairt agus i gcur i bhfeidhm chlár agus cúrsaí na Sraithe Sóisearaí agus Sinsearaí ionas gur féidir rannpháirtíocht foghlaimeoirí a fheabhsú agus chun cur le héifeachtacht na foghlama sin.

1.2. Ár gcuid Seirbhísí - a mbeidh teacht ag raon leathan foghlaimeoirí orthu agus a fhreastalóidh ar a gcuid riachtanas.

- 1.2.1. Feasacht foghlaimeoirí poitéinsiúla ar sheirbhísí an Choiste a mhéadú ina bpobal féin agus ina n-ionaid oibre agus foghlama.
- 1.2.2. Nósanna imeachta simplí agus freagracha iontrála a chur le chéile.
- 1.2.3. A chinntiú, chomh fada agus is féidir, go mbíonn seirbhísí ar fáil ag amanna a oireann d'fhoghlaimeoirí agus go mbíonn ábhar agus leibhéal na seirbhísí in oiriúint dá mianta pearsanta agus dá n-acmhainn agus toilteanas chun na foghlama.

EDUCATION PLAN

Operational Objectives

The Operational Objectives provide the basis to identify the extent of work which can be done by the Organisation within the duration of the Plan.

1 OUR SERVICES

1.1 Our Services – Integrated and Quality Assured.

- 1.1.1. Establish a forum for managers of all the Committee's services to improve understanding of and linkages between the services and to develop an integrated and effective set of services.
- 1.1.2. Further develop and introduce policies and procedures in accordance with;
 - national policies and frameworks of curriculum, validating and awarding bodies,
 - policies and frameworks of quality initiatives for nominated programmes and services.
- 1.1.3. Participate in the development and implementation of programmes and courses at Junior and Senior Cycles so as to enhance the engagement of learners in learning and to enhance the effectiveness of their learning.

1.2. Our Services – Accessible to a wide variety of learners and responsive to their needs.

- 1.2.1. Increase the awareness of the Committee's services among potential learners in their communities and at their places of work and learning.
- 1.2.2. Develop simple and responsive admission procedures.
- 1.2.3. Ensure, as far as possible, that services are available at times suitable to learners and with content and at levels which are suited to their vocational and personal aspirations and to their learning capacity and readiness.

1.3. Ár gcuid Seirbhísí - a chuirfidh conairí maidir le dul chun cinn ar fáil laistigh de na seirbhísí agus chuig seirbhísí foghlama eile agus chuig fostaíocht.

- 1.3.1. Eolas a chur le chéile agus a fhoilsiú a léiríonn raon seirbhísí an Choiste, na nasc eatarthu agus idir iad agus seirbhísí eile foghlama agus an margadh saothair.
- 1.3.2. A chinntiú go mbeidh teacht ag foghlaimeoirí laistigh de sheirbhísí an Choiste ar na seirbhísí eile sin de chuid an Choiste a oireann dá mianta gairme agus pearsanta.
- 1.3.3. Nasc le seirbhísí eile foghlama agus le foghlaimeoirí a fhorbairt tuilleadh ionas go mbeidh teacht ag foghlaimeoirí ar:
 - eolas reatha ar sheirbhísí agus ar dheiseanna poist.
 - seirbhísí agus deiseanna.

1.4. Ár gcuid Seirbhísí - a bheidh nuálach sa fhreagairt a thabharfaidh siad ar athruithe sa tsochaí agus sa margadh saothair.

- 1.4.1. Soiléiriú a dhéanamh ar chineálacha agus foinsí an eolais a éilítear chun athrú a shonrú, cosúil le: eolas déimeagrafach, patrúin rannpháirtíochta sa mhargadh saothair, patrúin gníomhaíochtaí eacnamaíocha, feabhsuithe i dtaca le modhanna tairgthe agus seachadta earraí agus i dtaca le modhanna soláthair seirbhísí.
- 1.4.2. Córais a fhorbairt laistigh den eagraíocht a chinnteoidh go bhfaighfear eolas ar athrú in am tráth, ionas go bhféadfaí é a mheas mar is cuí agus measúnú a dhéanamh ar an tionchar a bheadh aige ar sheirbhísí sa chaoi is gur féidir an freagairt don athrú a dhéanamh ar bhealach nuálacha agus tráthúil.
- 1.4.3. Córais a chothú agus a fhorbairt a chinnteoidh go bhfaighfear eolas ar oiliúint réamhsheirbhíse agus inseirbhíse a oireann do na hathruithe a shonraítear in 1.4.1 agus go mbeidh an t-eolas sin ar fáil agus go ndéanfar éascaíocht don fhoireann agus iad i mbun na hoiliúna.

1.3. Our Services – Provide progression routes within the services, to and from other learning services and to employment.

- 1.3.1. Develop and publish information showing the range of the Committee's services, the links between them and between them and other learning services and the labour market.
- 1.3.2. Ensure access for learners within the Committee's services to those other services of the Committee which are suited to their vocational and personal aspirations.
- 1.3.3. Further develop links to other learning services and to employers to provide for learner access to:
 - current information about services and job opportunities.
 - services and opportunities.

1.4. Our Services – Innovative in response to changes in society and in the labour market.

- 1.4.1. Clarify the types and sources of information needed to identify change, such as: demographic information, patterns of participation in the labour market, patterns of economic activity, advances in methods of production and delivery of goods and in the methods of provision of services.
- 1.4.2. Develop systems within the organisation to ensure that information about change is acquired in sufficient time for it to be adequately considered and its impact on services assessed so that response to change can be innovative and timely.
- 1.4.3. Maintain and develop systems to ensure that information about pre-service and in-service training relevant to changes identified at 1.4.1 is acquired and available and that members of staff are facilitated to participate in training.

2. NA DAOINE ATÁ AGAINN

2.1. Na Daoine atá againn - timpeallacht a chothú laistigh den eagraíocht a chothóidh an Uilechuimsitheacht.

- 2.1.1. A chinntiú go bhfuil Beartais Chomhionannais an Choiste i bhfeidhm, curtha i ngníomh agus athbhreithnithe go rialta.
- 2.1.2. Oiliúint i dtaca le Comhionannas a chur ar fáil d'fhoireann an Choiste.
- 2.1.3. Raon seirbhísí a chothú agus a fhorbairt a dhéanfaidh éascaíocht do rannpháirtíocht iontu ag foghlaimeoirí a bhfuil cúlraí agus cumais éagsúla acu.

2.2. Na Daoine atá againn - timpeallacht a chothú laistigh den eagraíocht a lorgóidh barr feabhais.

- 2.2.1. A chinntiú go mbeidh a fhios ag foghlaimeoirí cé na spriocanna is mian leo a bhaint amach, go ndéanfaidh siad forbairt ar a scileanna féinbhainistíochta chun na spriocanna sin a bhaint amach agus a chinntiú go ndéanfar torthaí a gcuid iarrachtaí a thaifeadadh agus a dhearbhu.
- 2.2.2. Córas a fhorbairt chun eolas a fháil ar oiliúint réamhsheirbhíse agus inseirbhíse ag gach leibhéal an Bhreisoideachais, cosúil le modheolaíochtaí foghlama/teagaisc, measúnú ar fheidhmíocht foghlama, measúnú ar réamhfhoghlaim, idir fhoirmiúil agus neamhfhoirmiúil, agus éascaíocht a dhéanamh don fhoireann freastal ar an clár sin.
- 2.2.3. An timpeallacht fhisiciúil ina bhfoghlaímíonn agus ina n-oibríonn daoine a chothú agus a fhorbairt ionas go mbeidh sé taitneamhach agus oiriúnacht do na tascanna a bheidh ar siúl ann agus do mbeidh sé ag teacht le rialacháin reatha i dtaca le struchtúr, sláinte agus sábháilteacht, agus rochtain.



2. OUR PEOPLE

2.1. Our People – Foster an environment within the organisation which promotes inclusion.

- 2.1.1. Ensure that the Committee's Equality Policies are in place, implemented and regularly reviewed.
- 2.1.2. Provide Equality Training for the Committee's staff.
- 2.1.3. Maintain and develop a range of services which facilitates participation in them by learners from diverse backgrounds and capacities.

2.2. Our People – Foster an environment within the organisation which seeks excellence.

- 2.2.1. Ensure that learners know the goal(s) that they wish to achieve, develop their self-management skills towards attaining them and ensure that the outcomes of their endeavours are recorded and affirmed.
- 2.2.2. Develop a system to acquire information about pre-service and in-service training for all levels of Further Education, such as those about learning/teaching methodologies, learning performance assessment, the assessment of prior learning acquired informally or formally and facilitate staff attendance at these programmes.
- 2.2.3. Maintain and develop the physical environment in which people learn and work so that it is pleasant and appropriately equipped for the tasks being performed and complies with current regulations regarding structure, health and safety and access.



2.3. Na Daoine atá againn - timpeallacht a chothú laistigh den eagraíocht a chothóidh cumarsáid oscailte.

- 2.3.1. A chinntiú go mbeidh struchtúir na heagraíochta, a gcuaspóir agus a ró(i)l inti ar eolas ag foghlaimeoirí, ag an bhfoireann agus ag baill an Choiste
- 2.3.2. A chinntiú go mbeidh conairí plé oscailte d'foghlaimeoirí, don fhoireann agus do bhaill an Choiste agus Bhoird an Choiste i dtaca lena ról, lena gcuid foghlama, lena gcuid oibre agus le hobair na heagraíochta.
- 2.3.3. Córais a chothú agus a fhorbairt chun gearáin inmheánacha agus sheachtracha a fháil, chun déileáil leo agus chun freagra a thabhairt orthu go héifeachtach agus go béasach.

2.4. Na Daoine atá againn - timpeallacht a chothú laistigh den eagraíocht a chothóidh an chomhpháirtíocht.

- 2.4.1. Comhpháirtíochtaí éifeachtacha a mbaineann cuspóir leo a chothú agus a fhorbairt laistigh agus lasmuigh den eagraíocht, comhpháirtíochtaí a fhreastalaíonn ar Mhisean agus Cuspóirí Straitéiseacha an Choiste.
- 2.4.2. Cur i bhfeidhm an Chomhaontaithe Náisiúnta Comhpháirtíochta agus na Pleanála agus Forbartha Scoile Iomláine a chothú agus a fhorbairt.
- 2.4.3. A chinntiú go mbeidh eolas ag foghlaimeoirí, agus, nuair is cuí, a gcuid tuismitheoirí/caomhnóirí, ar an gcomhpháirtíocht idir na foghlaimeoir agus an tseirbhís foghlama a chothaíonn foghlaim éifeachtach agus go dtugtar tacaíocht don chomhpháirtíocht sin trí Chomhairlí Mac Léinn, trí Chumainn Tuismitheoirí agus trí naisc le pobal i bhfoirm ionadaithe, go háirithe na pobail sin atá faoi mhíbhuntáiste.

2.3. Our People – Foster an environment within the organisation which promotes open communication.

- 2.3.1. Ensure that learners, staff and members of the Committee and its Boards know the structures of the organisation, their purpose and their role(s) within them.
- 2.3.2. Ensure that learners, staff and members of the Committee and its Boards have dialogue paths open for them in relation to their roles, their learning, their work and work of the organisation.
- 2.3.3. Maintain and develop systems for receiving, dealing with and responding effectively and kindly to internal and external complaints.

2.4. Our People – Foster an environment within the organisation which develops partnership.

- 2.4.1. Maintain and develop purposeful and effective partnerships within and outside the organisation which serve the Committee's Mission and Strategic Objectives.
- 2.4.2. Maintain and develop the implementation of the National Partnership Agreement and of Whole-School Planning and Development.
- 2.4.3. Ensure that learners, and, where appropriate, their parents/guardian(s), know of the partnership between the learner and the learning service which promotes effective learning and that this partnership is supported through Student Councils, Parents Associations and links to communities through their representatives, particularly those communities which suffer disadvantage.

3. AN BHAINISTÍOCHT A DHÉANAIMID

3.1 An Bhainistíocht a dhéanaimid - Rialachas agus bainistíocht a chur ar fáil a bheidh ag teacht le Misean agus Treoirphrionsabail an Choiste.

- 3.1.1 Ceannaireacht shoiléir a chur ar fáil i dtaca le soláthar seirbhísí agus lena rialú agus a mbainistiú de réir Mhisean agus Threoirphrionsabail an Choiste.
- 3.1.2 A chinntiú go mbeidh seirbhísí dírithe ar fhoghlaimeoirí agus, d'fhonn tacú leis an bhfócas sin, Cairt d'Fhoghlaimeoirí a chur le chéile.
- 3.1.3 A chinntiú go mbainfidh caighdeán ard le seirbhísí ag gach leibhéal.

3.2 An Bhainistíocht a dhéanaimid - Rialachas agus bainistíocht a chur ar fáil a bheidh cothrom agus oscailte.

- 3.2.1 Cód Eiticí a chur i bhfeidhm don eagraíocht agus é a athbhreithniú go rialta.
- 3.2.2 A chinntiú go mbeidh an t-eolas a bheidh de dhíth chun cinntí a dhéanamh cruinn agus leordhóthanach.
- 3.2.3 Eolas íogair eagraíochtúil agus pearsanta a shonrú agus, cé is moite den eolas sin, eolas faoi rialachas, bainistíochta agus seirbhísí a chur ar fáil laistigh den eagraíocht agus don phobal.



3. OUR MANAGEMENT

3.1 Our Management – Provide governance and management which is true to the Committee’s Mission and Guiding Principles.

- 3.1.1 Provide clear leadership in the provision of services and in their governance and management in accordance with the Committee’s Mission and Guiding Principles.
- 3.1.2 Ensure that services are learner focussed and, to support that focus, develop a Learner’s Charter.
- 3.1.3 Ensure that the quality of services at every level is of a high standard.

3.2 Our Management – Provide governance and management which is fair & open.

- 3.2.1 Adopt and regularly review a Code of Ethics for the organisation.
- 3.2.2 Ensure that information acquired to make decisions is accurate and sufficient.
- 3.2.3 Identify personal and sensitive organisational information and, apart from that information, allow information about governance, management and services to be available within the organisation and to the public.

3.3 An Bhainistíocht a dhéanaimid - Rialachas agus bainistíocht a chur ar fáil a ghlacfaidh an t-athrú ar bord.

- 3.3.1 Na gnéithe sin den rialachas, den bhainistíocht agus den riarachán atá ríthábhachtach do chur i ngníomh éifeachtach agus éifeachtúil an athraithe a shonrú agus a bhfeidhmiú a mheas go rialta.
- 3.3.2 Struchtúir agus córais bhreise a chur le chéile a chinnteoidh go ndéanfar an phleanáil do sheirbhísí trí chomhairliúchán le lucht leasa inmheánach agus seachtrach, go mbeidh babhtaí pleanála comhtháite idir réimsí éagsúla na heagraíochta, go gcuirfear deireadh le dúbláil seirbhísí agus go nglacfar san áireamh an gá atá le seirbhísí a chomhtháthú.
- 3.3.3 Eolas agus oiliúint ar chur ar fáil don fhoireann bhainistíochta agus do bhaill an Choiste agus an Bhoird le cinntiú go mbeidh a gcuid eolais agus scileanna cothrom le dáta.

3.4 An Bhainistíocht a dhéanaimid - Rialachas agus bainistíocht a chur ar fáil a dhéanfaidh struchtúir agus córais chuntasacha a chothú agus a fhorbairt.

- 3.4.1 A chinntiú go mbeidh an t-eolas a chuirfear ar fáil don Choiste agus dá Fho-Choistí d'fhonn measúnú agus cinneadh a dhéanamh air oiriúnach, leordhóthanach agus tráthúil agus go gcoimeádfar ar an eolas iad i dtaca le torthaí a gcuid cinntí.
- 3.4.2 A chinntiú go mbeidh acmhainn na cuntasachta mar chuid de struchtúir agus córais na heagraíochta.
- 3.4.3 Timpeallacht a chothú laistigh den eagraíocht ar lárchuid de sheachadadh seirbhísí é bheith cuntasach.



3.3 Our Management – Provide governance and management which internalises change.

- 3.3.1 Identify those elements of governance, management and administration which are critical to the effective and efficient implementation of change and regularly evaluate their operation.
- 3.3.2 Further develop structures and systems to ensure that planning for services takes place through consultation with internal and external stakeholders, integrates planning cycles among the sectors of the organisation, eliminates unnecessary duplication of services and takes account of the need to vertically integrate services.
- 3.3.3 Provide information and training for management staff and for Committee and Board members to ensure that the information and skills they have are current.

3.4 Our Management – Provide governance and management which maintains and develops structures and systems which are accountable.

- 3.4.1 Ensure that information provided to the Committee and its Sub-Committees for their consideration and decision is appropriate, sufficient and timely and that they are kept informed of the outcomes of their decisions.
- 3.4.2 Ensure that there is the capacity to be accountable within the structures and systems of the organisation.
- 3.4.3 Foster an environment within the organisation in which being accountable is integral to providing and supporting the provision of services.

PLEAN OIDEACHAIS

Cur i bhFeidhm

Déanann Meitheal Oibre ionadaíocht ar earnálacha éagsúla sheirbhís an Choiste agus iarradh orthu cuspóirí agus gníomhartha a d'oirfeadh do phlean cúig bliana do gach earnáil a shonrú agus a chur le chéile.

As an eolas a cuireadh ar fáil as sin cuireadh Cuspóirí Oibríochtúla agus Straitéiseacha le chéile do Phlean Oideachais an Choiste.

Ach Plean Oideachais an Choiste a bheith faofa, iarrfar ar an Meitheal Oibre, trí bhaill na meithle, a shonrú cé na cuspóirí agus na gníomhartha, a cuireadh i láthair do gach earnáil, atá sa Phlean Oideachais anois.

Is iad na cuspóirí agus na gníomharthaí sin a shonrófar a bheidh i bPlean Gnímh gach earnála.

Iarrfar ar gach earnáil leagan mionsonraithe dá Plean Gnímh a chur le chéile agus tascanna a leagan síos le tabhairt chun críche laistigh de scálaí ama aontaithe.

Cuirfidh earnálacha tuairiscí ar dhul chun cinn faoi bhráid na Meithle Oibre go rialta agus tuairisceoidh an Mheitheal Oibre don Ghrúpa Stiúrtha a dhéanfaidh monatóireacht ar chur i ngníomh an Phlean Oideachais tríd is tríd. Tuairisceoidh an Grúpa sin don Choiste.

Déanfaidh an Coiste tagairt ina Thuarascáil Bhliantúil don dul chun cinn maidir le cur i bhfeidhm an Phlean Oideachais. Beidh a céad chruinniú ag an Meitheal Oibre i mí Eanáir 2006 chun maoirseacht a dhéanamh ar chur i bhfeidhm an Phlean. Tuairisceoidh an Mheitheal Oibre go rialta don Choiste Gairmoideachais.

EDUCATION PLAN

Implementation

A Working Group representative of the various sectors of the Committee's service was asked to identify and present objectives and actions appropriate to a five-year plan for each sector.

The information acquired in this way gave rise to the Strategic and the Operational Objectives of the Committee's Education Plan.

Following from the adoption of the Committee's Education Plan the Working Group through its members will be asked to identify which of the objectives and actions which had been presented for each sector are now within the Education Plan.

The objectives and actions so identified will form the Action Plan for each sector.

Each sector will then be asked to produce the detail of its Action Plan assigning tasks to be completed within agreed timeframes.

Sectors will present progress reports to the Working Group at agreed intervals and the Working Group will in turn report to the Steering Group which will monitor overall progress towards implementation of the Education Plan and report to the Committee.

The Committee will in its Annual Report refer to the progress of implementation of the Educational Plan. The Working Group will have its first meeting in January 2006 to oversee the implementation of the Plan. The Working Group will report on a regular basis to the Vocational Education Committee.