

Report on the 2016

NALA Student Development Fund

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“A chance for staff (ALO and Resource Workers) to connect with learners on a different level. Kildare and Wicklow ETB really appreciate the availability of the Student Fund. As ever funds are limited and the chance to run a learning and social event with students is invaluable” – Blessington and Baltinglass.

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The National Adult Literacy Agency (NALA) was established in 1980 and is an independent membership organisation, concerned with developing policy, advocacy, research and offering advisory services in adult literacy work in Ireland. NALA has campaigned for the recognition of, and response to, the adult literacy issue in Ireland. Contact NALA at:

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Executive summary

The purpose of this report is to share with NALA's stakeholders – practitioners, providers and funders - the outcomes of the NALA Student Development Fund in 2016. This fund enables local centres to organise non-tuition events for adults who are improving their literacy and numeracy skills. Centres agree to gather student feedback on topics set by NALA as part of the funding criteria¹. Organisers in centres told us these trips or events build students teamwork skills, broaden students' experiences of learning and expand their horizons. 1,666 students were involved in events funded through the Fund in 2016. 1,284 of those students gave feedback to NALA on the topics requested, a similar figure to 2015. NALA shares student feedback with our stakeholders as well as using it to inform our work.

The topics for feedback in 2016 were barriers to education, use of technology and progression. The biggest barrier to education for students was lack of confidence in their own abilities and equally fear and embarrassment. For young people (in Youthreach and Community Training Centres) the biggest barrier was teachers and their previous experience of school.

Looking at technology, the most popular way that students said technology helped them with learning was finding information and learning how to do things using the Internet. Second was that it makes the classroom more interesting - 31% of younger and 23% of all students. All students struggled with online banking and ticket machines but younger people struggled more with how technology can be unsociable. Older students struggled more than younger using mobile phones.² 11 centres (compared to 21 centres on technology and 28 centres on barriers to education) gave feedback on progression. Not all students heard about the Adult Education and Guidance Service. NALA believes students can benefit hugely from

¹ This work supports the literacy and numeracy elements in the Further Education and Training (FET) Strategy 2014-2019 and the section concerned with hearing learners voices 3.1.2 "Systematically benchmark learners' views and satisfaction with their FET programme on an on-going basis through the establishment of a Learner Forum and appropriate Learner Surveys"

² With this feedback coming into NALA from the Fund, in 2017 we ran beginner and advanced workshops on using mobile phones at the 2017 NALA Student Days in Thurles and Dublin.

service. NALA is grateful to our funders SOLAS, for enabling us to facilitate the interaction outside the classroom between students and tutors. The Fund in 2016 reached the aim of both supporting student development and enabling centres to gather student feedback. The feedback enriches our knowledge of students' experience. We thank all those involved who helped make the events worthwhile.

Recommendations

NALA will highlight with practitioners

1. Students have said that technology makes the classroom more interesting. This was the second most often said thing about how technology helps with learning after using the Internet for search and how to do things.
2. Students are aware of how technology can be unsociable and perhaps this could be discussed more in class as a topic in itself.
3. With many computer classes going on and with a lot of students finding using their mobile phones a struggle, we recommend that using mobile phones (computers in themselves) be incorporated into computer and other classes.

NALA will highlight with providers:

1. The message when targeting young learners in particular is that going back to education will be a very different experience from primary and secondary education.
2. Not all students hear about the Adult Education and Guidance Service. NALA believes all students should have access to this service.

For funders:

1. We have evidence of very positive outcomes from the NALA Student Development Fund. It broadens the experience of adults, contributing to a sense of teamwork and that this work would not happen otherwise. We recommend that funders continue to provide funding for this worthwhile work.
2. NALA would like to see greater levels of awareness amongst adult literacy and numeracy students about the Adult Education and Guidance Service in keeping with the vision of Ireland's National Skills Strategy 2025.³

³ "Education and training providers will place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy"

What is the NALA Student Development Fund?

The NALA Student Development Fund gives up to €650 to individual centres where literacy tuition takes place⁴. The fund is a subsidy towards a non-tuition group event for adults and young people who are improving their literacy and numeracy skills. NALA has a condition in place that centres receiving the fund must give student feedback to NALA on set topics.

Overall the purpose of the fund is to encourage student development. That's the part of literacy that is concerned with students finding their voice and taking part in decision making that affects them. Hearing student views is a key part of NALA's current Strategic Plan 2017-2019 and previous strategic plans⁵. This work contributes to element 2 of the (Literacy and Numeracy Strategy of the) Further Education and Training (FET) Strategy⁶. NALA believes that the feedback has contributed to our insight into the barriers and experiences of students. We include this feedback in our advocacy work. Through this report we share the feedback with stakeholders.

NALA received very positive feedback from centres on the importance of this fund. Organisers told us the fund has broadened the experiences of many students. They said the event has contributed to a sense of teamwork in centres and a sense of community. They said if the fund were not in place, they would not have money to carry out these types of events with students.

⁴ Applicants must be organisation members of NALA to apply. Our small organisation members can put in one application and large organisation members can put in two applications.

⁵ Objective 2 of NALA's 2017 – 2019 Strategic Plan is to "Build awareness of the importance of literacy for a more inclusive Ireland". To achieve this, the Agency involves 'champions of learning' to encourage greater engagement in and enjoyment of lifelong learning. The goal is to have strong input from adult literacy students through the Subcommittee, the student days and the student development fund. In our 2014-2016 strategic plan NALA worked with adult learners to gather their views and support them to contribute to the organisation of learning options.

⁶ "Encourage increased participation and completion and attainment of major awards at Level 1, 2 and 3 with regard to priority target groups in alignment with the existing National Skills Strategy".

Appendix 1 lists the activities funded by the Student Development Fund in 2016, the numbers involved and the topic each centre gave feedback on. Events included trips to places of local or national interest, talks, walks and theatre visits. The main focus of this report highlights student feedback. We offer recommendations to practitioners, providers and funders.



Wordaid Kilkenny's trip to Dunmore Caves.



Youthreach in Mahon, Co. Cork trip to Spike Island adventure centre.

Figures for 2016:

- **1,666 students were involved** in events funded by the NALA Student Development Fund – similar to the number of students involved in 2015.
- **1,284 of the students gave feedback** to NALA on the topics - similar to 2015.
- **68 centres received fund** - 64 Education and Training Board (**ETB**) centres.
- Most centres received **€585**. The range of funding was from €250 to €650. The final spend on the Fund in 2016 was €39,265. See Appendix 1 for centres funded, what they did and topics they gave feedback on.

Topics for discussion and questions asked

The topics were chosen to contribute to the strategic goal of active inclusion outlined on page 10 of the “Detailed Implementation Plan for The Further Education and Training Strategy 2014-2019”.⁷ NALA felt it was timely to review our knowledge of students' experiences in the areas of barriers to education, use of technology and progression. Centres gave feedback on one of the following topics:

1. Topic one - **barriers to education**: What made it difficult for you to go back to education?
2. Topic two - **using technology**: Does technology help you learn in any way? What are the things that you really struggle with in terms of using technology?
3. Topic three - **progression**: Have you discussed with your tutor where you would like to go next with your learning? Have you had the chance to use the Adult Education Guidance Service? Is there anything holding you back from where you want to go?

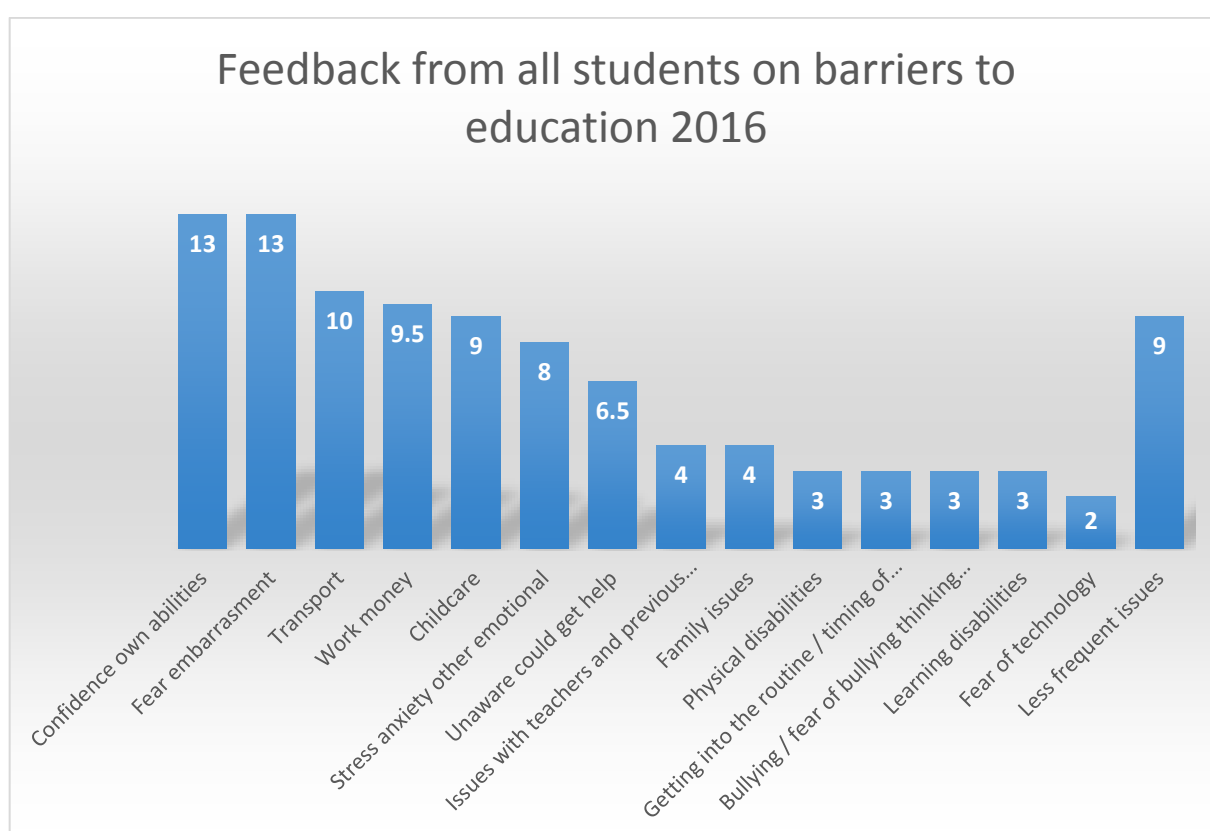
⁷ 2.1.1 “Ensure equality of opportunity and access to FET and equal treatment of learners by identifying strategies to address psychological, social and economic barriers to participation of groups experiencing socio-economic exclusion/distance from the labour market”.

Students' feedback

Topic one - Barriers to education – 595 students from 28 centres shared their views

The question posed was “What made it difficult for you to go back to education?” This feedback gives a picture of students' experiences⁸. Student feedback is outlined in Figure 1 below. The two issues mentioned most were lack of confidence in their own abilities and fear and embarrassment.

Figure 1: Barriers to going back to education from 595 students



- For many, being out of education for so long made them **fearful of being judged** and they were worried **people might talk about them**. Some who had a bad experience in the first place needed courage to go back. Some people were **fearful of having to work in a group**. People were fearful about the **workload** that it would be daunting. They worried about **necessary but**

⁸ Search “Barriers to education” on www.nala.ie for other NALA research on this topic.

difficult subjects like maths. People were worried about **whether they would be able to learn**, as they had not learned before.

- **The biggest barrier for younger people was teachers and their previous experience of school.** Some students had experienced conflict in school and felt teachers had not listened and would embarrass you in front of the whole class. Younger students who had dropped out of, or been expelled, from school felt judged and then found it hard to go back. Young people also mentioned money problems and family problems and lack of support and also not being given information about further education opportunities when they left home.⁹
- **Transport and childcare** were issues as well especially for those on **lower income**, who they did not have cars and where there was not great transport and you would have to wait a long time for transport. People were under **pressure to be working** and mentioned **cost as an issue**.
- Also mentioned was **not being aware of the services**.
- **Stress and depression, anxiety, embarrassment and shame.** For some, the anxiety that they had felt at school remained. Being embarrassed to go back having left a course before it was completed before.

Less frequent issues

Other issues mentioned were thinking it is too late, being worried they might not be understood, size of class, needing extra encouragement to get started, lack of courses at QQI Level 4 that suited, criteria for courses and violence and crime.

Recommendation from the barriers feedback

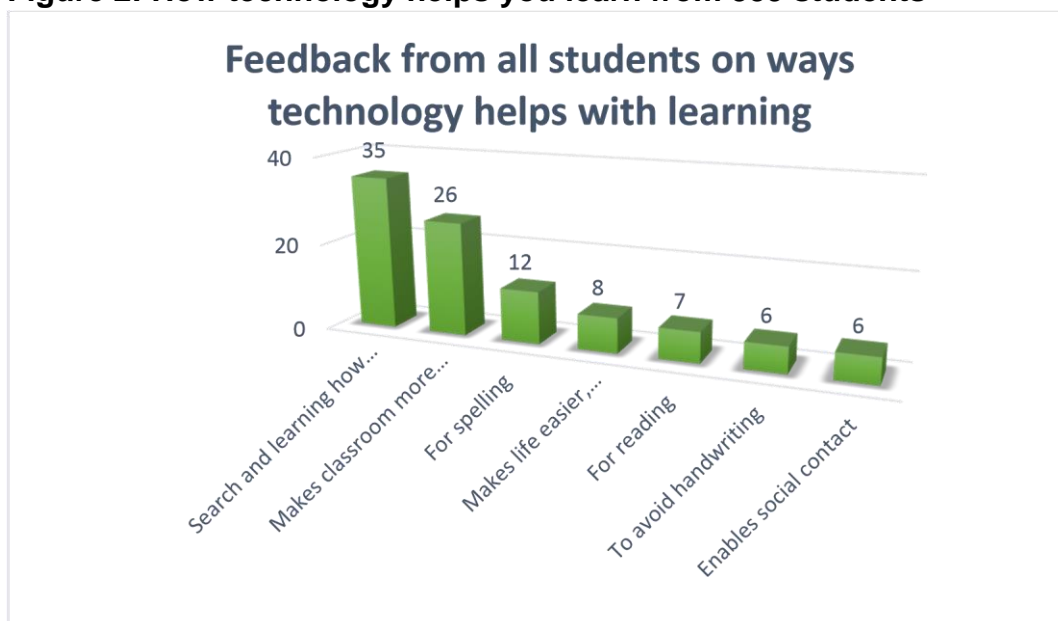
When providers are looking for younger learners to use services they should focus on how different the ETB adult learning services are from primary and secondary school.

⁹ The positive impact of education was mentioned as well - "Youthreach has meant that I can go to college and do a Level 5 course. No-one in my family ever went to college before."

Topic 2 - Technology in our lives¹⁰ – 449 students from 21 centres shared their views

Of the 449 students, 359 students were from adult literacy centres and 90 were students in Community Training Centres (CTCs) and Youthreach Centres. We asked the question “Does technology help you learn in any way? Please expand on your answer”. All students answered yes technology did help them learn. The ways it helped were first searching for information on the Internet and using it to find out how to do things. The second was making learning in the classroom more interesting. The third for students in CTCs and Youthreach was machines making life more convenient. The third for students in adult literacy centres was that technology helped improve their spelling.

Figure 2: How technology helps you learn from 359 students



¹⁰ The PIAAC survey carried out by the Central Statistics Office in 2012 gave us statistics about problem solving in a technology rich environment. The results show that:

- 10% of Irish adults said they had no computer experience and 5% failed the assessment. 17% opted not to take a computer-based assessment.
- 42% of Irish adults score at or below Level 1 on the problem solving scale, the same as the study average. Males score higher than females.
- 25% of Irish adults are at Levels 2 and 3 compared to 34% on average internationally. See [here for Irish Report](#). In 2017 NALA has developed a Technology Enhanced

Learning strategy to focus on supporting teaching and learning through the use of technology (including www.writeon.ie).

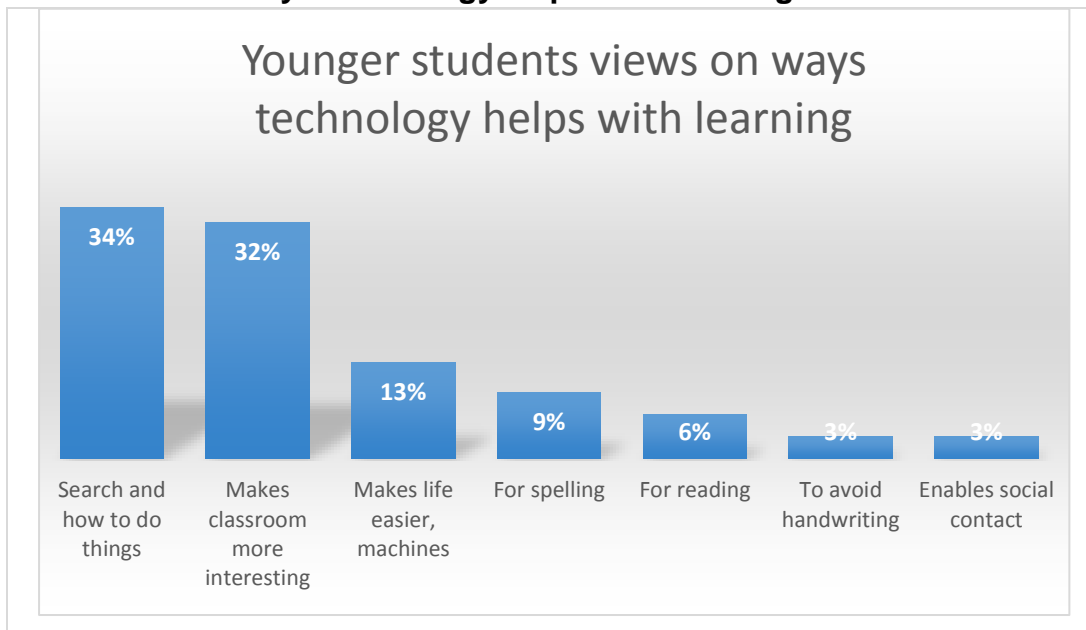
1) Search how to do things

□ Using YouTube to learn how to do things related to phones, using Word or Excel, learning dance moves, cookery, guitar and different languages. Also using Google Maps and Sat Nav.¹¹

2) Makes classroom more interesting

- Students in adult literacy centres and CTCs and Youthreach felt that technology made classes more interesting than having the teacher alone. Technology also suited students with different learning styles. Young people mentioned learning on interactive white boards and watching YouTube clips and Netflix documentaries which made some areas more interesting and easier to explain.
- Working together and working on their own. Also getting handouts and listening back if you missed class.
- Using www.writeon.ie made students feel in control of their learning. Maths websites get over the barrier and shame of not having the skills. Digital cameras and making videos of activities on the programme also helped.

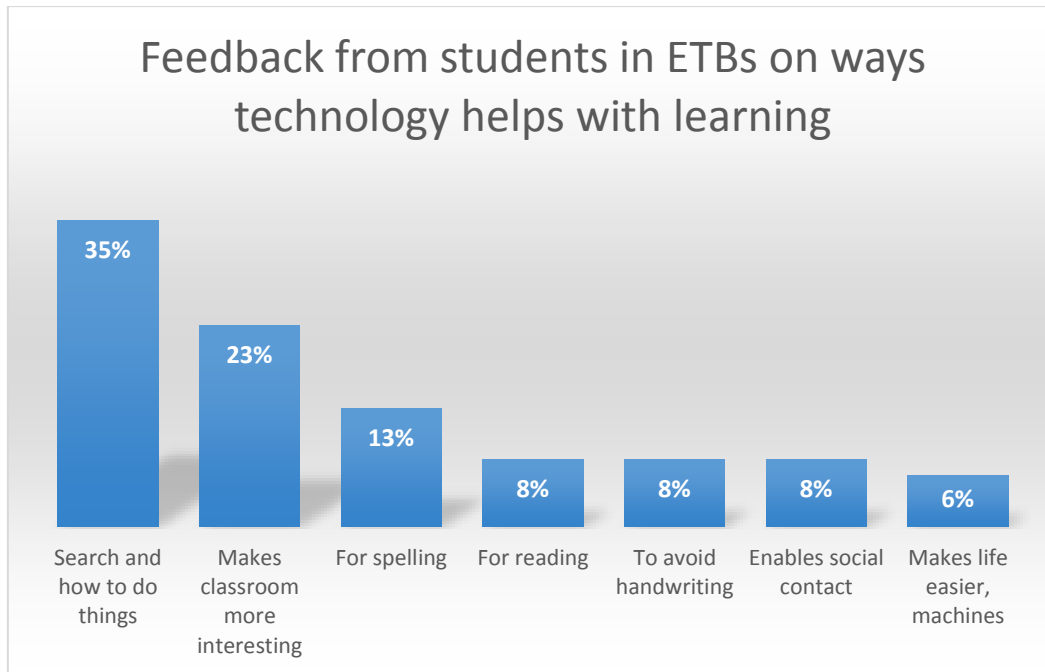
Figure 3: Technology – students’ views from Community Training Centres and Youthreach on ways technology helps with learning



¹¹ Young people in particular also mentioned using technology for entertainment (Netflix,

Sky HD). Recognition of the value of technology for people who can't leave the house (mothers of young children, people with limited transport).

Figure 4: Technology – ways it helps with learning other ETB students



Helping with reading

Using iPads and Kindle were seen to make reading more interesting and encouraged reading with some people feeling they could read faster when reading on screen rather than a printed book.

Avoiding handwriting

Technology can make your writing look better and easier to read. Some students preferred to type than to write as their work was much neater and easier to read. “The only time I use a pen is to fill in a form, everything else (email, text, calls, banking, shopping), I use a computer and or phone. Literacy now should be more about computers.”

Enables social contact

Phones, Skype, Facebook and Instagram enable you to keep in touch with family around the world. “Since learning about social media, I made contact with so many people especially from when I was young. I love it.”

Making life easier, machines – younger people mostly felt this

- Younger people saw the help that technology gives making life easier - Internet, phones and machines can increase efficiency. The calendar, alarm clock and calculator on mobile phones. Online banking and applications for budgeting. Ticket machines at cinema helpful, self- service check outs supermarkets handy Government services online. Computers for projects and drawing up a CV. Recruitment agencies for jobs.
- Students in the adult literacy services mentioned that using computers in class develops confidence to use other tech in real lives. Also iPads take away fear and help make people feel up to date, part of technology age.

Things you really struggle with in terms of technology

We asked students “What are the things that you really struggle with in terms of using technology?” The combined results of feedback from 359 students are outlined in Figure 5. When looked at in terms of younger people and other students, as shown in Figures 6 and 7, the results highlight the different experiences.

Figure 5: Overall what all students struggle with in terms of technology from 359 students

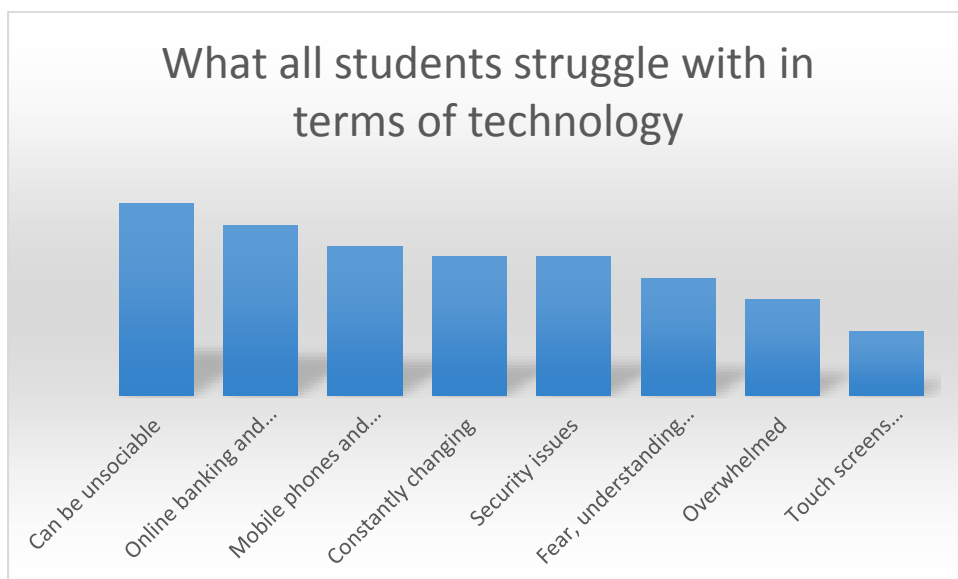


Figure 6: What younger students struggle with in terms of technology

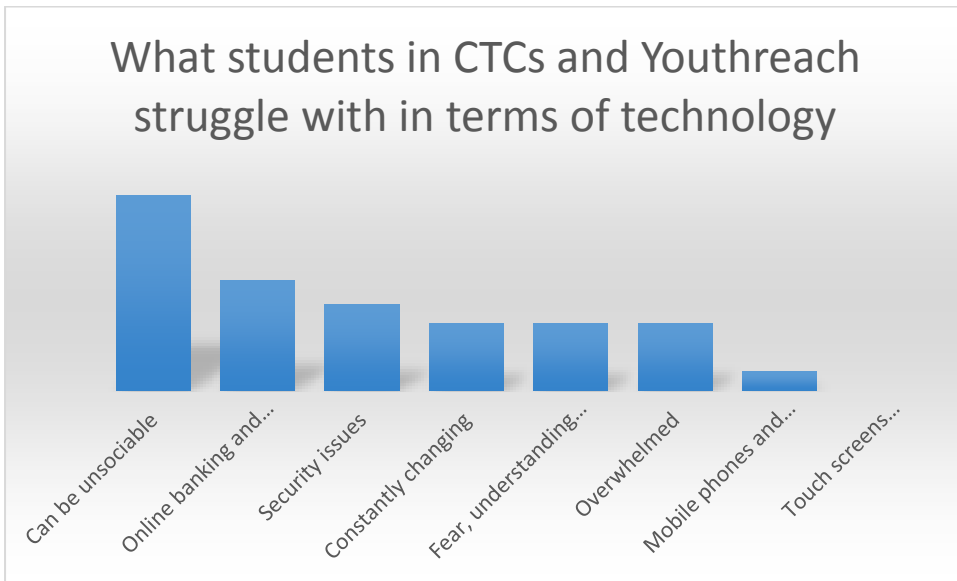
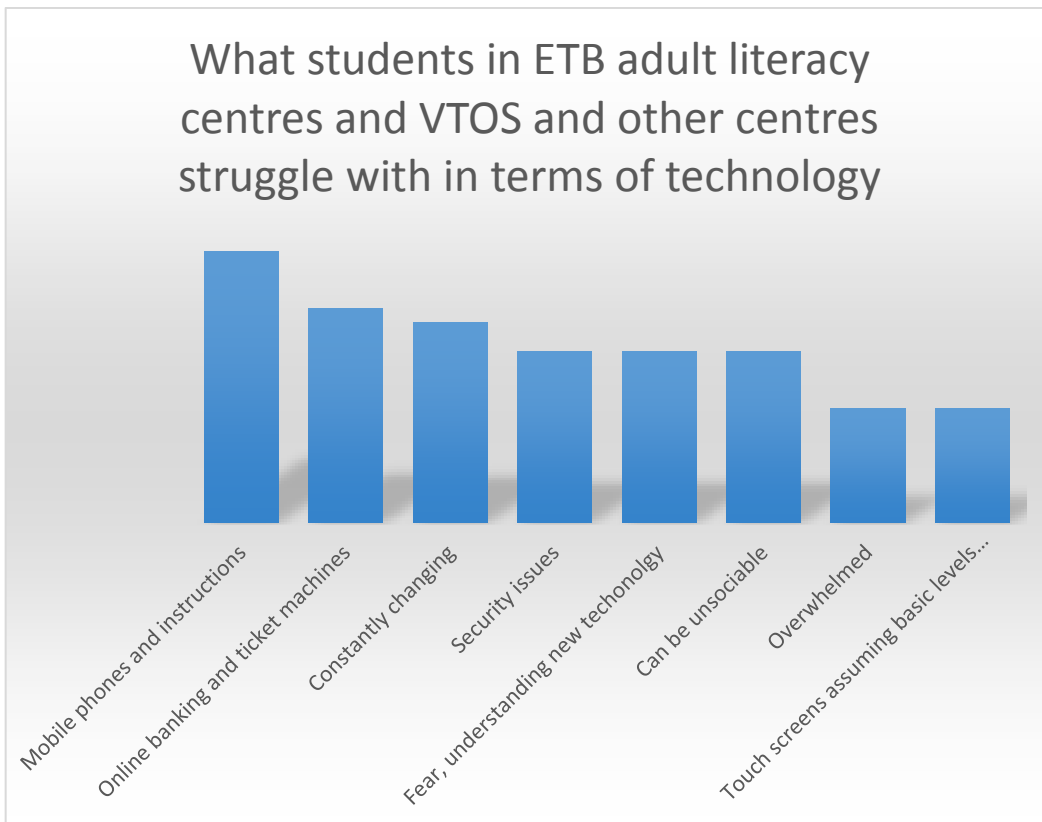


Figure 7: What students in other ETB settings struggle with in terms of technology



It can be unsociable and isolating – students in all centres struggled with this

- People don't look at you anymore, only their phones “I don't have a Smartphone and sometimes feel ignored because my friends spend so much time on theirs”.
- There can be a lack of face to face communication. Also some people give up and opt out and this isolates them. Some students were embarrassed about not having the latest technology such as phones, cost element there. You are not able to interact fully with peer group due to losing phone and not being able to afford a new one.
- People can get addicted to and over reliant on their phones and tablets. Fear of losing phone and being cut off for the world, not being able to google.
- How reliable information on the internet is and cyberbullying mentioned.

Mobile phones technology and instructions – more of an issue for students in adult literacy centres (rather than Youthreach or CTCs)

- There are too many settings on mobile phones. Phones are too complex. Phone apps can be difficult and downloading photos. “I feel less competent and independent with a smart phone than I did with my older phone”.
- Instructions with TV computers and tablets. For example the manual for the car needs more images and symbols. Also downloading photos from phone.
- Broadband - connecting to Wi-Fi passwords.

Online banking, ticket and other machines

- Customer services in the bank being replaced by internet banking. Banking online and accessing information over the telephone or computer can be difficult for students with low literacy levels. It can also be confusing and off putting. Students often have to ask staff to help.
- Touch screens assume basic level of literacy. ATM cancels transaction if you do not read screen within a certain time – difficult if your reading level is low. Where English not first language ATM and touch screens can be difficult and people have to get help. Size of hands / fingers and phone contracts.
- Machines for cinema tickets machines, airport machine instructions, Luas ticket machines, library machine to borrow / return books and scanning machines at checkouts in the supermarket can be difficult.

Constantly changing

- "You have just figured out how a thing works and it changes again." It takes a long time figuring out what to do, adapting to new things (one example putting contacts into mobile phone). It is hard to keep up as it all keeps changing.
- Fear of trying new things or being made to look like a fool for not knowing how to use a popular technology. Remembering what you have learned and being able to use it. Concern about losing work if you press the wrong key.

Security issues

- Internet security booking online. Viruses on PC or phone.
- Logging out and creating a secure password, forgetting your password.
- Giving away private or personal information, hackers misusing identity.

Fear understanding new technology and expense

- It is hard to understand the new technology of everyday items - using the timer on the cooker and using Sat Nav. in the car.
- Having a fear of doing something wrong. The language is hard even sales assistants in phone shops - complex language in Microsoft Word.
- The expense of phones and repair costs when they break.

Can be overwhelming

- Technology can get in the way of getting daily tasks done.
- Lack of human contact with answering machines at customer services.
- Struggle to keep up with social media.

Recommendation from the using technology feedback

1. Tutors incorporate technology into the classroom. Second to finding information online and using the Internet to learn how to do things was that technology makes the classroom more interesting.
2. Tutors discuss in the classroom how technology can be unsociable.
3. Centres do training on using mobile phones into computer and other classes.

Eight ETB adult literacy centres, one Traveller project, one homeless and one asylum seekers project gave feedback on progression. The Adult Education and Guidance Service contributed to a workshop at the NALA Student Days in 2015. NALA had heard from that many students were unaware of the Guidance Service and that the roll out of the service differed in ETBs. Staff in each centre asked students three questions about progression.

1. Have you discussed with your tutor where you would like to go next with your learning?

- Five of the eight ETB centres students had discussed with their tutors where they would like to go next with their learning.¹⁰
- In the Traveller organisation many had not thought about where they would go next education wise.¹¹
- In the homeless project students said they enjoyed formal meetings throughout the term to draft an education plan.
- Some in the Direct Provision for Asylum Seekers centre had discussed with their tutor, some had not.

2. Use of the Adult Education and Guidance Service

- Five of the eight ETB centres were clear that students had used the Adult Education and Guidance Service.
- Three ETB centres did not answer the question directly but commented:

¹⁰ In one centre students were working mostly on Level 4 and some at Level 3 had courses lined up to start in September 2017 although they felt it might be better to stay another year at the level they were at. In another centre there was confusion about SOLAS and FET and they would like clear information about the difference.

¹¹ Some learners thought said that going any further than the Level 4 taught in the centre was not for them.

- Students feel one Guidance Counsellor for the whole ETB is not enough.
- Students viewed the Guidance Service as not for them as they are not upskilling for the workforce.
- Students are being pushed to attend by external agencies (Department of Social Protection, Jobs Club, Local Employment Service and Turas Nua) and would prefer support to attend rather than pressure.¹²

3. Does anything hold you back from where you want to go?

- The most frequently stated thing students said was holding them back was **lack of confidence.**
- In ETB centres other issue mentioned:
 - Spellings, health problems, busy life just fitting it all in - Fear and their own anxiety, two also mentioned childcare.¹³ □ In the Traveller centre:
 - Many students said they would be intimidated about filling out forms. They were anxious that they would appear weak if they didn't understand the forms or the language used in the forms. Many said they might not be able to fill out complicated forms without assistance.
 - They felt that being Travellers would put employers off. They said that once they fill out a form an employer would know they were Travellers by their address and they would not even get an interview.
 - Most said that further education wasn't for them.
- In the homeless project:
 - Motivation, fear, mental health, addiction issues
 - Accommodation issues, lack of knowledge and confidence
 - Courses need to be very flexible to be able to work with homeless people.

¹² The Homeless and Traveller Project did not answer this part of the question.

¹³ Students are looking for more from the service: more contact hours (including one to one tuition), more range of classes (themes), more exposure to different tutors and more interaction between students. The summer break is an issue for many. With no classes for four months, people can feel isolated and find their skills can be stale on return. They would prefer support to attend rather than pressure.

Recommendation from the progression feedback

1. Each student has a right to know the Adult Guidance service exists and should have equal access to the service.
2. There needs to be further investment into the Adult Education and Guidance Service in light of the vision of Ireland's National Skills Strategy 2025.

The impact of the Fund

1) Changed classroom practice after discussion with students

One centre in Co. Waterford found opinions were divided on technology. For those who were comfortable with technology, all the feedback was very positive. There was genuine fear with those who felt left behind because of their lack of IT skills. The centre addressed this after the event by bringing technology into all classes in their centre. They did this in a non-intrusive manner.

2) Broadened the experience of students

Organisers said that the fund brought students to cultural centres in their own communities and further afield, that students previously did not think were for them.

- “For some learners, it was an opportunity to visit a museum for the first time”- Tuam.
- “...something outside of PETE and outside of Dublin City Centre” - money was an issue. – PETE, Dublin (Preparation for Education, Training and Employment, homeless people).
- “...broadening and deepening the experience for learners in a way that would not otherwise be possible” – Kenmare.

3) Contributed to a sense of teamwork and community

Staff and students had a positive shared experience.

- “It was noted how many sat alone on the way there and how they were sitting in twos on the way back” – KLEAR, Kilbarrack.
- “The fund allows us to learn and socialise together as a community. As literacy tuition is often in any room we can find, we are spread out among many buildings in the area. When the learners come together in a bigger

group, they are often surprised to see how many learners like them there are in the service” – Crumlin.

- “The entire trip created a great sense of well-being and pride in being part of our centre” – Wordaid, Kilkenny.
- “The day itself was an excellent team building day, better than anything you do in a classroom. It allowed the learners to open up about their lives in addition to getting to know each other and the staff at a different level” – Exchange House, Dublin, Travellers.

4) This event would not happen except for the fund.

Centres highlighted that apart from the fund there is no budget for this type of event.

- “Due to financial constraints on our budget at present, this event would not have been possible to take place had it not been for this fund. It allowed me as Literacy Coordinator to organise a literacy week and have this trip as the highlight of it” – Transform Alley, Youthreach Tralee.
- “We are very grateful for the opportunity to access this fund. Without it we would not be able to invite all learners to participate. Each euro is important and is used to enhance learning and participation” – Castlerea adult learning centre.

To conclude

The NALA Student Development Fund in 2016 brought together students in events around the country. The Fund had the effect of changing classroom practice, broadening the experience of many students and exploring students’ views on current topics. This report presents those views to a wider audience. The report has made recommendations about what NALA will highlight with practitioners and providers, and what NALA will bring to the attention of funders.

Appendix 1. Centres funded in 2016, events, numbers of students involved and feedback topic chosen

	Name of your centre or group:	What was your event?	Students involved	Students feedback	Topic:
1	Altrusa, Cork city	1916 rising tour (Blood Upon the Rose)	8	8	Technology
2	Ballaghaderreen	Arigna Mining, Glencar Waterfall, Yeats Grave	12	12	Barriers
3	Ballyshannon Youthreach	Little Museum Dublin, Guinness Storehouse and Lord of the Dance show	5	14	Technology
4	Blackpool CTC	Kinsale Charles Fort and Foot Golf	30	26	Barriers
5	Blanchardstown Traveller Development Group	Aviva Stadium & Astro turf	10	10	Technology
6,7	Blessington and Baltinglass	TCD and Collins Barracks Dublin	31	31	Technology
8	Bray Adult Learning Centre	GPO Witness History Exhibition	17	17	Technology
9	Cabra	Abbey Theatre	26	20	Technology
10	Cahersiveen ABE	Managing Stress talk Tralee, Cookery School	7	7	Barriers
11	Cappoquin Adult Education Centre	Kilkenny Castle	28	28	Progression
12	Castleisland ABE	Managing Stress talk Tralee, Cookery School	16	12	Technology
13	Cavan	County Museum Ballyjamesduff	22	22	Technology
14	Clare Family Learning Project	Moher Hill Pet Farm, Liscannor, Co. Clare	19	19	Barriers
15	Crumlin Adult Literacy Service	Malahide Castle	51	51	Technology
16	CTC Tullamore	Lilliputt Adventure Centre	25	19	Technology

17	D8CEC	1916 Freedom tour	24	24	Progression
18	Dingle/An Daingean	Meadowlands Hotel, Wetlands Recreation centre Tralee	8	8	Barriers
19	Dungarvan	New Ross John F. Kennedy centre	54	48	Barriers
20	Exchange House Ireland	Liliput Adventure Centre	10	10	Barriers
21	Finglas	Abbey Theatre	56	38	Progression
22	Ghort a' Choirce	Dáil Éireann/Arbour Hill	19	8	Barriers
23	Gorey and Wexford	Hook Head Lighthouse	40	40	Barriers
24	GRETB Castlerea	Connemara & Cong	27	27	Progression
25	Headford	Visit to Westport House	22	15	Progression
26	Ionad Foghlama	Glengown Mines	15	15	Technology
27	Kenmare	Stress talk in Tralee	7	7	Technology
28	Kilkenny VTOS	Dublin	30	15	Barriers
29	Killarney	Stress talk in Tralee	28	23	Barriers
30	Killorglin	Stress talk in Tralee	20	20	Barriers
31	KLEAR	Kilmainham Jail, Islandbridge Memorial Garden	29	29	Barriers
32	Letterkenny	Museum of Country Life, Castlebar, Co Mayo	36	12	Progression
33	Listowel	Stress talk in Tralee	23	23	Technology
34, 35	Mahon / Ballyphehane	Cork City Gaol	40	40	Barriers
36	Maynooth	Wicklow Gaol	18	11	Barriers
37	Mid Cork	Foto Wildlife Park, Cobh, Co Cork	80	70	Technology
38	Mitchelstown & Fermoy	Cashel & Cahir, Co. Tipperary	25	25	Barriers

39	Mobile IT	Blarney Castle	20	20	Barriers
40	Moycullen	Museum of country life, Castlebar	31	26	Technology
41	Mullingar	National Museum and Belvedere House	30	20	Barriers
42	Navan	GPO Dublin & Collins Barracks	30	25	Technology
43	PETE, Focus Ireland	Glendalough	4	4	Technology
44	Q Centre, Mallow	Spike Island	35	35	Barriers
45	Roscommon	Visit Kilmainham and Viking Splash Tour	50	50	Technology
46	South Clare	Walking Tour of Galway city and lunch in NUIG	14	14	Progression
47	South Cork (East) ABE	Cork Gaol and Museum in Fitzgerald's Park	40	39	Barriers
48	Tipperary ETB	Tullamore - Ploughing Championships	60	22	Technology
49	Tralee ABE	Managing Stress talk in Tralee	26	26	Progression
50	Tramore	1916 Dublin GPO Exhibition	15	15	Barriers
51	Tuam	Castlebar museum of country life	48	23	Progression
52	VTOS Gortahork	Letterkenny, Raphoe and Ards Forest Park	7	9	Progression
53	Waterford City	1916 Exhibition in National Museum Dublin	40	40	Technology
54	Westport	Taste of the world event	18	18	Technology
55	Wicklow	Witness History in GPO, Dublin	11	8	Technology
56	Word Aid	Dunmore Caves and Kyteler's Inn, Kilkenny	40	40	Technology
57	Workplace Literacy groups LCETB	Tour of the Burren in North Clare	9	9	Technology
58	Youthreach Blanchardstown	Causey Farm, Group Activity Centre, Navan.	44	32	Barriers
59	Youthreach Clondalkin	Creative writing workshop with local writer	22	20	Technology
60	Youthreach Gortahork	Gola Island, off Donegal	12	10	Barriers

61	Youthreach Letterkenny	Ulster American Folk Park - Omagh	23	23	Barriers
62	Youthreach Listowel	The Glen Resource Centre Cork	15	14	Barriers
63	Youthreach Mahon	Spike Island Adventure Centre	15	15	Barriers
64	Youthreach O'Connell Avenue	Bunratty Castle	12	12	Technology
65	Youthreach Tralee	Spike Island Cork	19	12	Barriers
66	Youthreach Wicklow	Titanic Exhibition and tour of Belfast	14	9	Technology