working together **for our** children

Harnessing the potential
Maximising the community benefit from the new children's hospital

NATIONAL
PAEDIATRIC
HOSPITAL
DEVELOPMENT
BOARD

DESIGN
BUILD
EQUIP

Children's
Hospital
Group

N C H
the new children's hospital

Table of contents

1. Introduction and overview

1.1 Overview of the new children's hospital

Over the past decade, a clear case for the development of a new children's hospital has emerged. Underpinned by a range of expert studies, the strategic importance of the project has been repeatedly reflected in public policy commitments and its development can help deliver a step-change in healthcare outcomes for Ireland's children and young people.

The new children's hospital – which will bring together on a single site Our Lady's Children's Hospital Crumlin, Temple Street Children's University Hospital, and the National Children's Hospital at Tallaght Hospital - is the largest single infrastructure project in development in the State at present and is one of a handful of children's hospitals in development anywhere in the world at present.

Source: Aerial image of the new children's hospital (BDP/OCMA)

The workforce of the new children's hospital will include medical, nursing, clinical and non-clinical support, management and academic staff. The hospital will be supported by facilities such as a hospital school and education centre, and a Children's Research and Innovation Centre. Retail space will also be provided, including two restaurants, a convenience store, and a pharmacy and catering units. These will provide additional opportunities for employment and economic benefit. In addition, the new hospital can support a range of social and economic activity in the area.

1.2 Purpose of study

The new children's hospital will be located in a historic part of Dublin City surrounded by multiple iconic landmarks. However, the area has a polarised socio-economic profile. Long-term unemployment is higher than both the State and Dublin averages and it is a key determinant of the area's economic disadvantage. Despite the large workforce currently in place in St. James's Hospital there is limited evidence of economic activity occurring in the area as a result of the hospital's activities.

The new children's hospital investment is unique in both its nature and magnitude and provides a rare opportunity for the development of the surrounding area. Thus, it is essential to ensure appropriate actions are taken to maximise potential benefits to the local community.

The focus of this study is to profile the area, consider the range of opportunities that may arise through the development and operation of the campus and to identify the ways in which the community can be best placed to avail of those opportunities.

The key objectives of the study are as follows:

1. To identify the timing, scale and type of educational, employment and enterprise opportunities which will arise over the design/building phase of the new children's hospital

2. To outline the timing, scale and type of employment, career and education and enterprise opportunities which will arise while the new children's hospital and campus is in operation (direct, indirect and wider opportunities)

3. To examine the potential for the use of social clauses post-construction

4. To create a profile of the local area including analysis of the Live Register

5. To identify the education and employment supports available to assist the unemployed to progress and secure employment

6. To report on recommendations on how community benefit can be maximised over the construction and operational phases

1.3. Methodology

The methodology encompasses:

- A socio-economic profile of the Dublin 8 area, using data from various sources such as the Census, the Live Register, and bespoke research on the locality
- A stakeholder consultation with education providers, employment support services, enterprise representatives and community and voluntary workers

Data was collated on the number and type of jobs that would be required to be filled during the construction and operational phases of the hospital. This provides an understanding of the opportunities for both employment and enterprise in the study area.

This information, along with international evidence of community benefit approaches was used to develop a set of recommendations for maximising community benefit.

1.4. Report structure

Section 2 sets out a description of the community profile today, consisting of an outline of the economic landscape of the local area. This lays the foundation for assessing the potential opportunity for developing the area in terms of employment, enterprise and regeneration in Section 3. Section 4 describes the types of tools and approaches available for maximising community benefit. Section 5 outlines a set of recommendations based on analysis from the previous sections.

Figure 1.1: Methodology
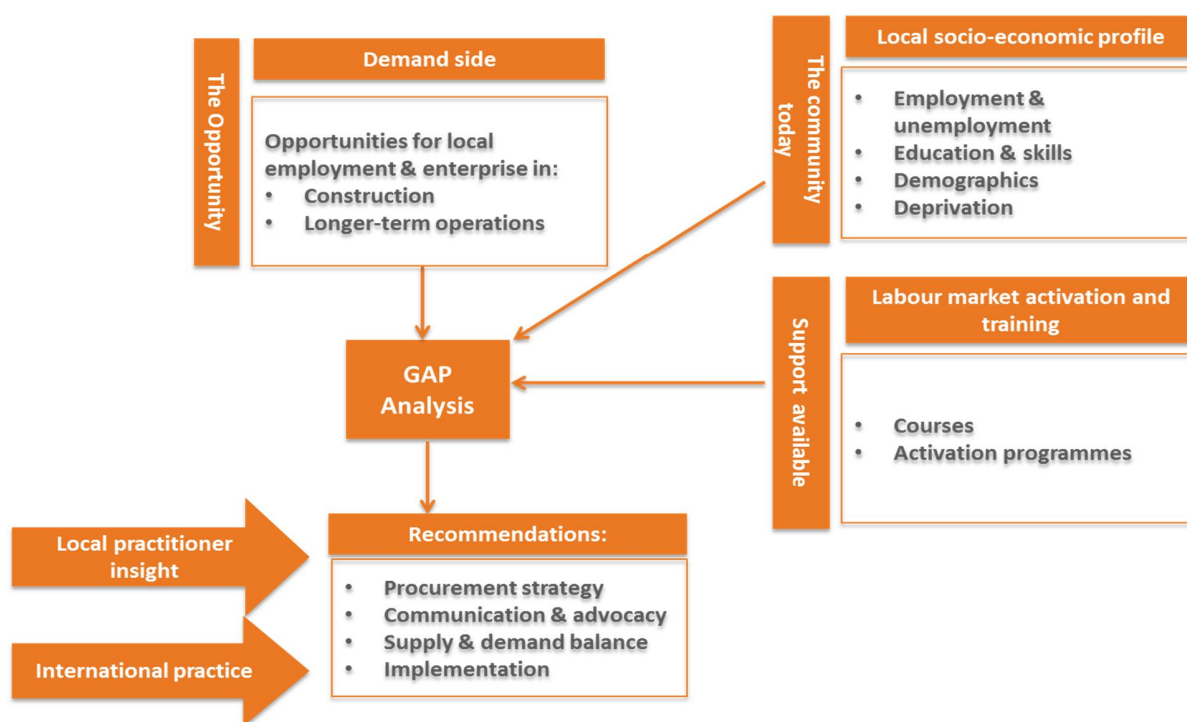
Source: EY analysis

2. The community today

2.1 Defining the study area

The study area, covering approximately 10km^2, largely corresponds to Dublin 8 and includes parts of Dublin 12 which are in the hospital catchment. The map below shows the Electoral Divisions (EDs) that lie within the study area and surround St. James's Hospital campus in the Ushers F Electoral Division.

Figure 2.1: The study area
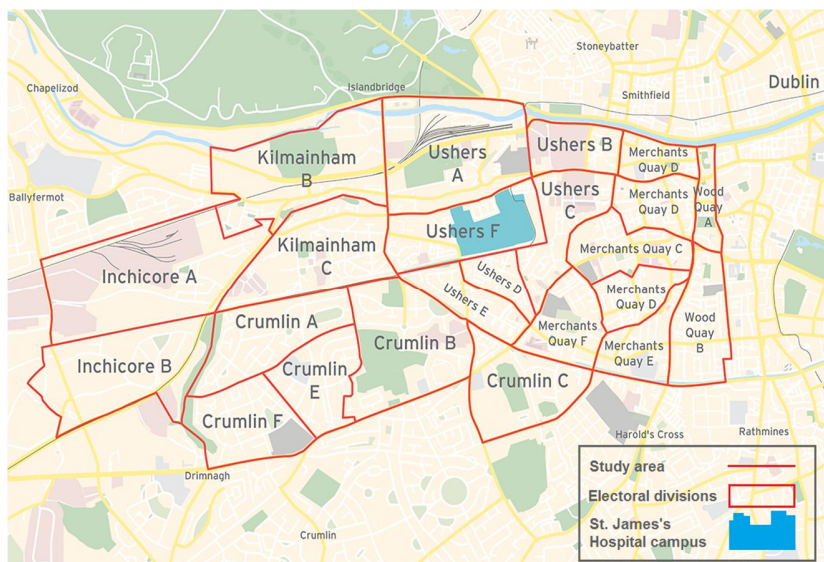
Source: EY analysis of Census data

The population of the study area has increased by approximately 19% since 1996. In 2011 the total population stood at 63,447 with a dependency ratio – the non-working age population as a share of the working age population – of 29%. This compares to 38% for all of Dublin. Accordingly, the area has higher than average share of working age population. This can be an asset for the area in an economic context, so long as labour force participation and employment levels are optimised.

Figure 2.2: Population of the study area 1996-2011
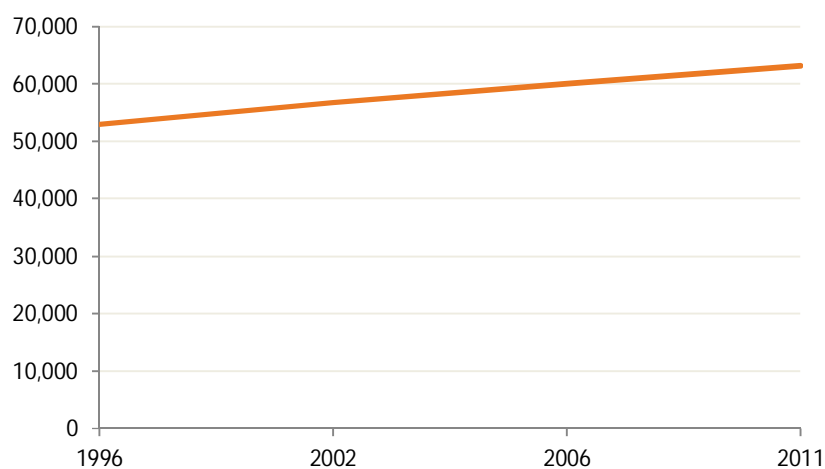
Source: EY analysis of Census data

In socio-economic terms, there is a level of polarisation in the area, with areas of relative disadvantage adjacent to areas of affluence. This is shown by Pobal's HP Deprivation Index which measures the relative deprivation of EDs across Ireland and is based on analysis of data from the Census of Population, 2011 and draws on data relating to:
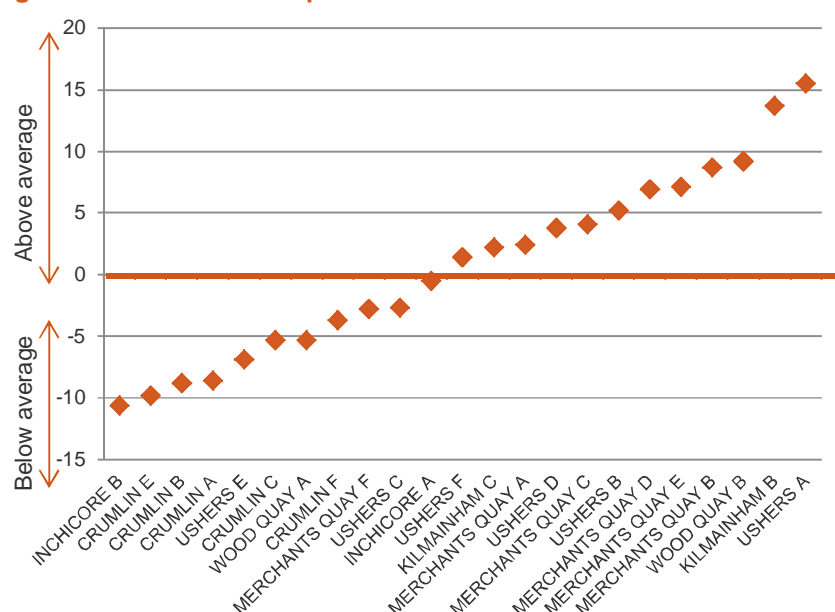
- Demographic profile
- Class composition
- Labour market situation

A score of greater than 10 indicates an area of affluence and a score of below -10 indicates an area of disadvantage. Areas between 0 and 10 are marginally above average and areas between 0 and -10 are marginally below average.[1]

Figure 2.3: Pobal's HP Deprivation Index

Source: EY analysis of Pobal's HP Deprivation Index

These trends have a number of implications. On the one hand, they reveal the scale of the challenge of aiming to maximise the local economic benefit of the new children's hospital in the most disadvantaged areas. On the other, they show that there are areas of affluence in the study area which will assist in attracting hospital employees to live locally.

2.2   Employment and enterprise

The trajectory of employment has generally mirrored national patterns since 2002. While the percentage of people at work grew between 2002 and 2006 in line with general economic expansion, the rate contracted sharply after 2008 due to the economic crisis.

---

[1] The scores of the index represent the position of any given ED relative to all others at a specific point in time. The scores are fully standardised using a mean of 0 and a standard deviation of 10. This removes temporal trends and highlights differences in relative deprivation between areas.

Figure 2.4: Employment of total working age population, 2002-2011

Source: EY analysis of Census data, 2002-2011

An important point to note is that even during the boom, the share of people in employment in the area lagged the national average. As the Irish economy recovers, and with the opportunity presented by the new children's hospital within the catchment, there will need to be a particular policy focus and energetic policy implementation in order to bridge this gap.

As part of the consultation for this study, education providers in the locality noted the importance of recognising the varied composition of the workforce. As shown in Figure 2.5 the study area has comparatively low shares of people in the agriculture, construction and manufacturing industries. This contrasts with a significantly high percentage of people working in professional services. The employment shares broadly correspond with wider Dublin patterns.

Figure 2.5: Sector of employment, 2001-2011
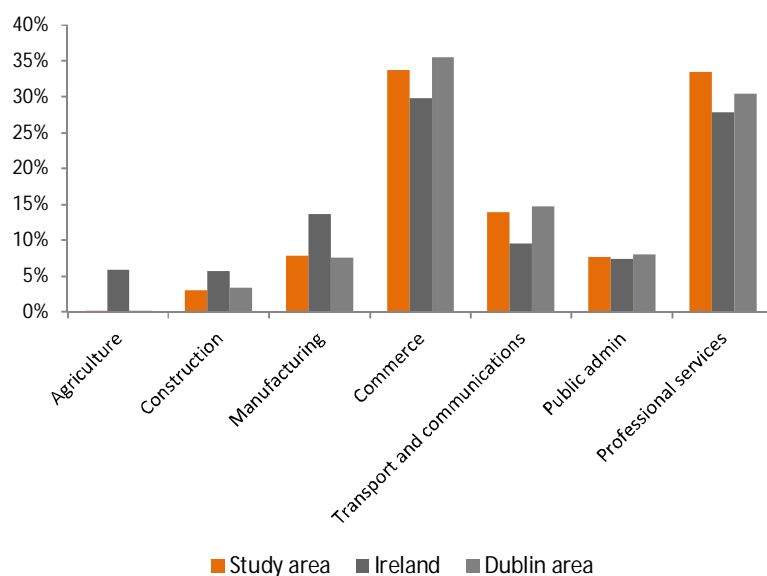
2.3 Education and occupation

The socio-economic divergence within the study area is again illustrated in data on educational attainment. The area has a higher than average share of people with no more than primary school education. At the same time, the percentage of people with a third level qualification is on par with the Dublin area and is higher than the national average. This may be due the area's close proximity to a number of third level colleges. The trend hints at the socio-economic polarisation of the area.

Community workers highlighted the tendency of young people to exit education at an early age. Those consulted reported that early school-leavers can see education as irrelevant to their future and subsequently cease education. There is also a tendency of young people to follow the trend of older family members who have left school at an early age.

Figure 2.6: Highest education achieved, 2011
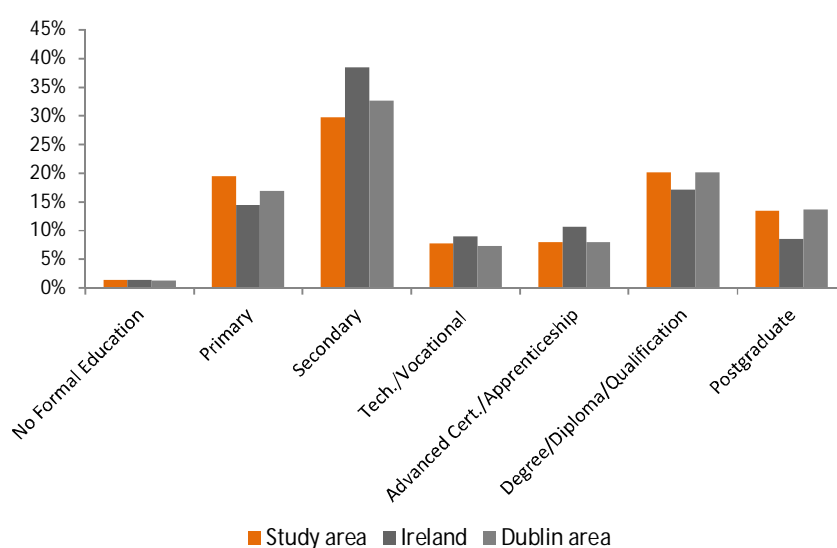
Source: EY analysis of Census data 2011

The occupation trends in the study area are mixed, with a higher than average proportion of local residents working in both elementary and in professional occupations.

Figure 2.7: Occupation trends, 2011

Legend: Study area | Ireland | Dublin area
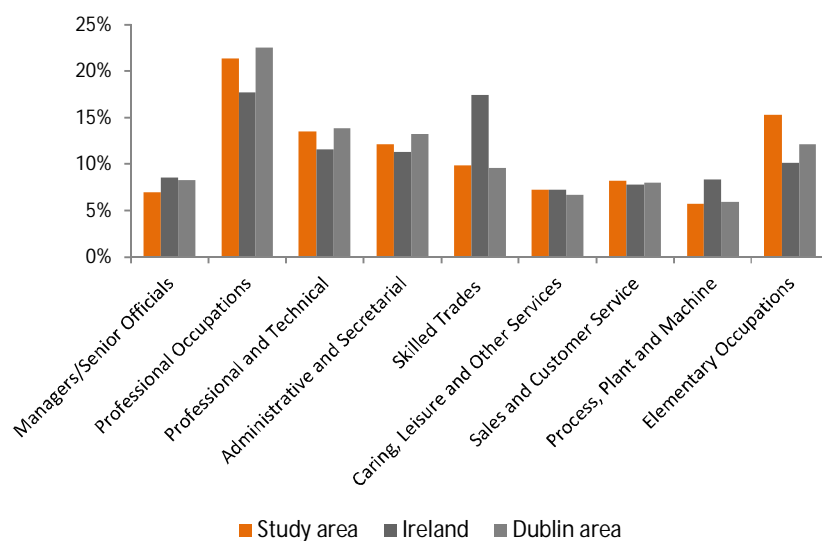
Source: EY analysis of Census data 2011

Education levels of the unemployed

While Census data from 2011 provides detailed information on employment and unemployment characteristics, this data is dated, especially given the recent improvements in employment and economic conditions. More timely evidence is presented from the Live Register to give an accurate overview of the area. Monthly information is available relating to persons signing on to the Live Register.[2]

The combined share of those signing on the Live Register in the study area who have less than Junior Certificate and elementary and numeracy difficulties is over a third. This underlines the challenge in readying people in the area of the substantial opportunity that will arise with the advent of the new children's hospital.

Education providers within the area described a need to provide courses with basic education skills, reaching those with difficulty reading, writing or with numbers. With a shortage of basic skill courses not all individuals are given the opportunity to excel in job-ready courses which often presume participants have basic education skills.

---

[2] Claimants from the study area are registered at the Cork Street Office from February 2015

Figure 2.8: Education profile of the unemployed in the area

Pie chart legend:
- Difficulty with reading, writing or numbers — 16%
- Junior Cert or less — 19%
- Leaving Cert or less — 26%
- 3rd level education — 18%
- No level of education given — 21%
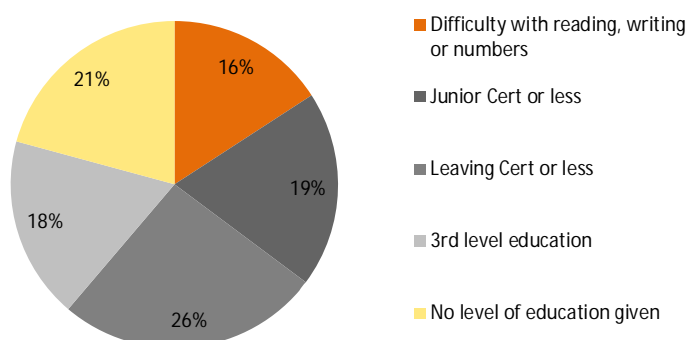
Source: EY analysis of Live Register data, May 2015

The education levels of those signing onto the Live Register are reflected in their employment history. Individuals with experience in elementary occupations have the highest sign-on rate, closely followed by those with experience in skilled trade occupations. These occupations generally require a lower level of formal education.

Employment support services in the area emphasised the need to make career progressive roles accessible to those on the Live Register. With limited skill sets, people can find it difficult to compete for the type of job they desire and are deterred from applying for roles. By providing an opportunity to up-skill within a role, individuals are less likely to leave work.

Figure 2.9: Employment history of unemployed people in the area

Pie chart legend:
- Administrative And Secretarial Occupations — 8%
- Associate Professional And Technical Occupations — 5%
- Caring, Leisure And Other Service Occupations — 12%
- Elementary Occupations — 28%
- Managers, Directors And Senior Officials — 5%
- Process, Plant And Machine Operatives — 10%
- Professional Occupations — 7%
- Sales And Customer Service Occupations — 8%
- Skilled Trades Occupations — 17%
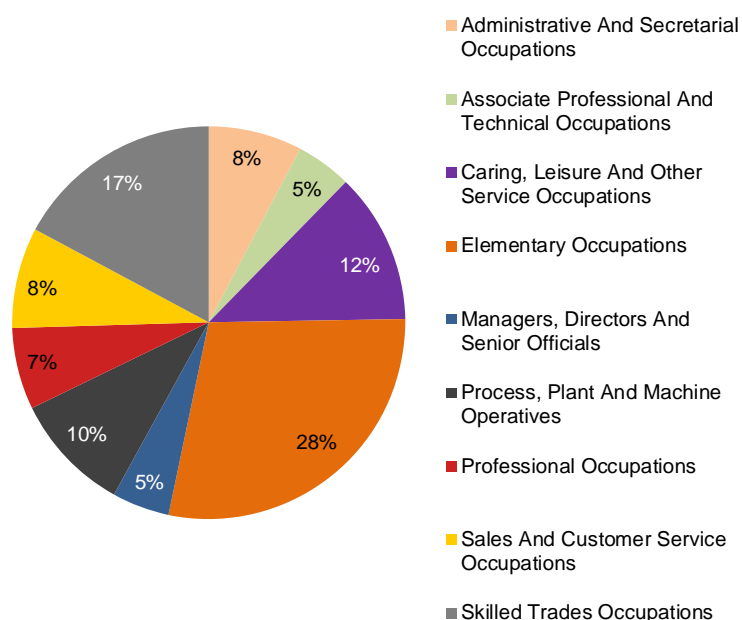
Source: EY analysis of Live Register data, May 2015

Feedback from the community

Along with the detailed analysis of empirical data set out here, it is also important to consider the opinions of local community actors to inform potential policy recommendations. A variety of stakeholders within the community gave an account of issues in the local area including concerns they felt, as well as views on strengths within the area.

Areas of concern

- The vibrancy of the community is not fully reflected in the community landscape with a high proportion of underdeveloped infrastructure and vacant buildings
- There are limited jobs available in the community to match the variety of skill sets of those on the Live Register
- The aspirations of some of those in the community to find employment is low, especially since the onset of the economic crises, this has led to high risks of anti-social behaviour as well as drug and alcohol abuse
- A high percentage of jobs offered to the unemployed are non-progressive, preventing people from improving their skill sets through employment
- People on social welfare may be reluctant to forego benefits if there is a high probability that employment will cease after a short period of time
- The inherent costs of employment, such as child-care, may outweigh the financial benefits, preventing people from actively seeking job opportunities
- A high percentage of young people leave school before achieving Junior or Leaving Certificate qualifications as they fail to see the potential benefits of education. This leads to risks of anti-social behaviour within the community
- It is often difficult to create an appealing pathway back to education and employment for those furthest from the workforce, such as those with history of anti-social behaviour
- With the scarcity of jobs available in the area there is a reluctance to participate in training courses. This reduces the probability of those who lack job-ready skills from availing of opportunities when they become available

Community Strengths

The community retains a strong unique character which was emphasised throughout the various stakeholder consultations. The following key community strengths were identified:

- Stakeholders attested to the fact that notwithstanding pockets of disadvantage, the wider community was positively tight-knit
- Community development workers are closely connected to young people at risk and understand the unique needs of each individual
- Employment agencies gave reference to the hard working nature of the community, which is particularly evident once pathways are shown to higher standards of living
- Education centres are flexible in the supply of training courses which is important in the community context given the skill sets of those unemployed
- The multi-cultural nature of the area can create a positive attitude towards diversity
- Proximity to the city centre, including colleges and businesses, makes the area an attractive location for individuals to locate

The box below provides additional insight into the socio-economic challenges faced in particular pockets of the community.

Focus on particular pockets of disadvantage within the Study Area

The average performance of the study area described here masks the fact that there are particular pockets of disadvantage in the locality. Under the right conditions, individuals living in these areas can benefit most from gaining employment and activation opportunities. Understanding the socio-economic position of the most disadvantaged areas underscores the scale of the activation challenge and emphasises the potential afforded by the project to support the regeneration of this area.

Using Census data from 2011, the table below demonstrates the social difficulties faced by those in the most disadvantaged ED in the Study area, Inchicore B.[3]

	Inchicore B	Dublin	Ireland
% of population at work	42%	51%	50%
% of population that are unskilled, skilled, or skilled manual	45%	27%	30%
% of population that have lower secondary education, at most	55%	33%	33%
% of labour force with 'elementary' occupations	24%	12%	10%

[3] For all metrics shown the population refers to the population aged 15 years over

2.4 Unemployment

Unemployment trends

From 2008 to 2010 there was an 80% increase in those signing onto the Live Register in the study area.[4] While this was slower than the national increase, it should be recalled that employment was lower in the study area during the boom compared to elsewhere. Between 2010 and 2015, the Live Register has stabilised to between 4,000 and 5,000.

Figure 2.10: Live register of the study area (Index 2002 = 100)
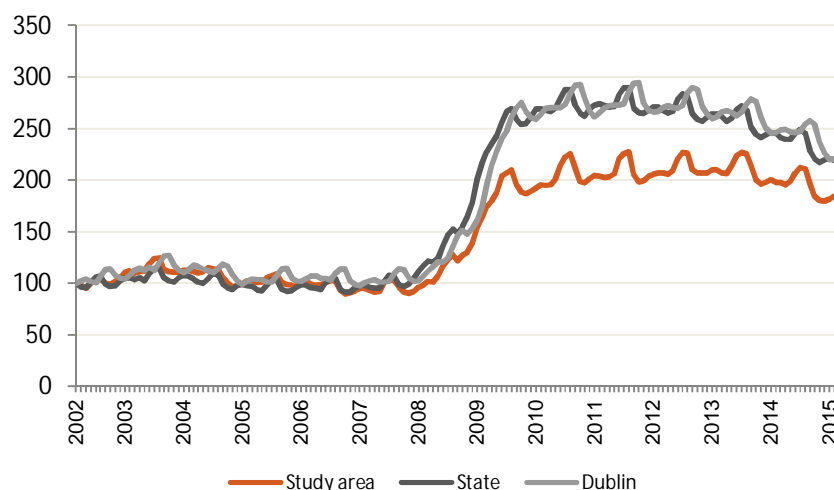
Source: EY analysis of Live Register data, 2002-2015

Long-term unemployment

The need to address long-term unemployment is arguably the Government's single biggest labour market policy issue. Left unchecked, long-term unemployment can have catastrophic social and psychological consequences, alongside the obvious economic issues.

---

[4] Claimants from the study area were registered at the Thomas Street Office from 2002 until February 2015. The Thomas Street office closed in February 2015.

The challenge of long-term unemployment

Since the onset of the economic crisis long-term unemployment has become a critical issue nationally. The long-term unemployed generally find it more difficult to gain employment, even in a recovering economy. This is due to a reduction in relevant skills since leaving the workplace and a lack of recent work experience. Thus, as the duration of unemployment increases the more difficult it is to compete in the labour market. As a result, tackling long term unemployment has become a key policy initiative of the Government.

This focus of attention is mirrored in the European Commission 2014 Work Programme initiative which includes a proposal for a Council recommendation on the integration of the long term unemployed[5]. Recognising the significant negative consequences of long-term unemployment, the European Commission notes it as one of the most urgent challenges facing policy-makers today[6].

Reducing long-term unemployment has been a recurrent theme in the Irish Government's Action Plan for Jobs (APJ)[7]. One of the five strategic ambitions of the APJ 2015 is to support 100,000 additional jobs by 2016, with a particular emphasis on activation of the long-term unemployed. In *Pathways to Work 2015*[8], the government places significance on measures to help long-term unemployed to find a route back into employment. The *Pathways to Work* strategy focuses on fundamental reforms to engage with, and support, long term unemployed on the Live Register on a pathway to employment. This includes measures such as the implementation of the *JobPath* programme for people who are long-term unemployed. The Government also recognises the need to work with employers to identify roles and prepare candidates for work. This will be carried out through initiatives such as *JobBridge*.

The scale of the challenge faced is most acutely demonstrated through data on long-term unemployment in the study area. The locality has a higher percentage of people who have been unemployed for 1+, 2+ and 3+ years, relative to levels across the State and Dublin City. In aggregate, the data shows that some 60% of those on the Live Register have been singing on a long-term basis.

Figure 2.11: Duration on Live Register
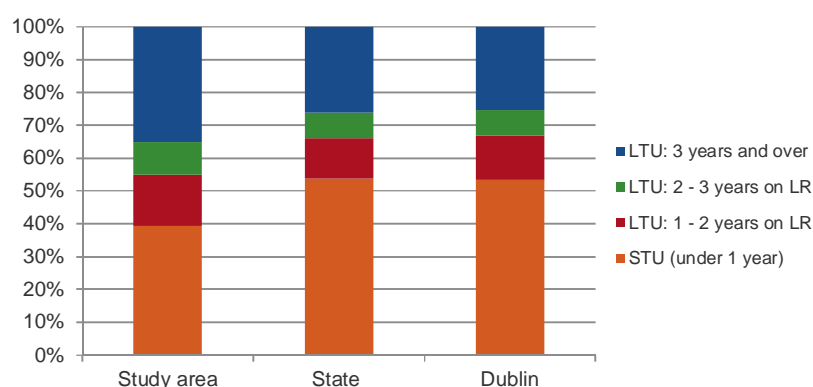
Source: EY analysis of Live Register data, May 2015

Employment services consulted commented that unemployment benefit often constrains efforts to reduce long-term unemployment. If not coupled with a strong focus on activation, it can act as a deterrent for seeking work if the risk of losing benefit outweighs the reward of paid employment.

Those consulted also noted the 'costs of working' such as child care and transport. These can discourage people from employment.

Additionally, the longer the individual is out of employment the lower their probability of finding a job in the future. This can result in jobs offered which require minimum skills and as such are low paying.

---

[5] European Commission, Commission Work Programme 2015 – A New Start, 2014

[6] European Commission, Public Consultation regarding the provision of services to long-term unemployed in the Member States and at an EU level, 2015

[7] Department of Jobs, Enterprise and Innovation, The Action Plan for Jobs 2015

[8] Department of Social and Family Affairs - Pathways To Work 2015

Youth unemployment

The unemployment rate of people under 25 has fallen in recent years. However, this is not necessarily a positive outcome and may be attributable to the increase in youth emigration since the onset of the downturn.

Figure 2.12: Youth Unemployment, 2002 - 2015
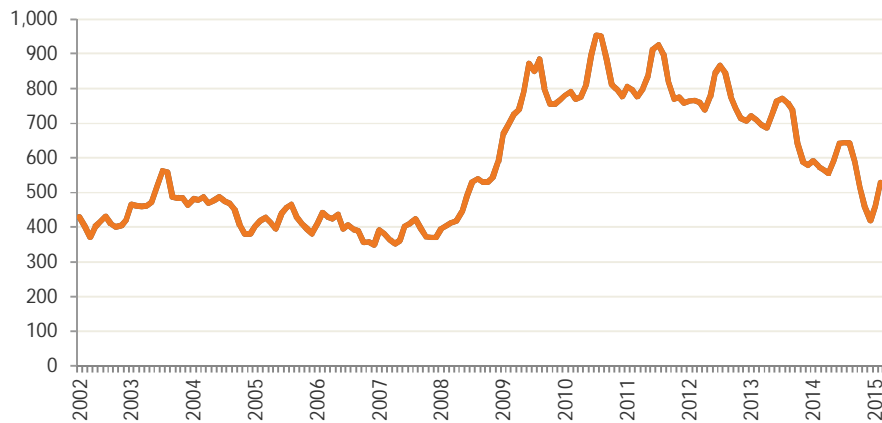
Source: EY analysis of Live Register data, 2002-2015

Figure 2.13 shows that the share of youth unemployment is broadly in line with national trends.

Figure 2.13: Youth unemployment, May 2015
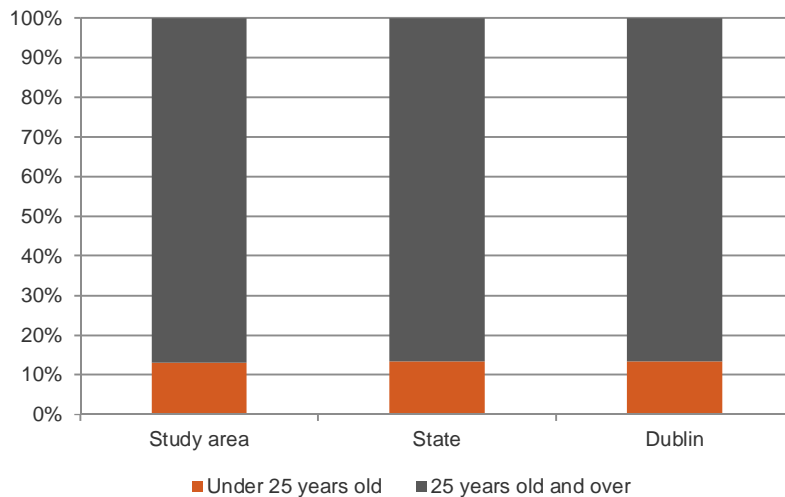
Source: EY analysis of Live Register data, May 2015

Gender profile

Males remain the highest proportion signing onto the live register. This can be attributed to the higher male representation in skill trade related jobs, the amount of which reduced significantly due to the economic downturn.

Figure 2.14: Gender profile, May 2015
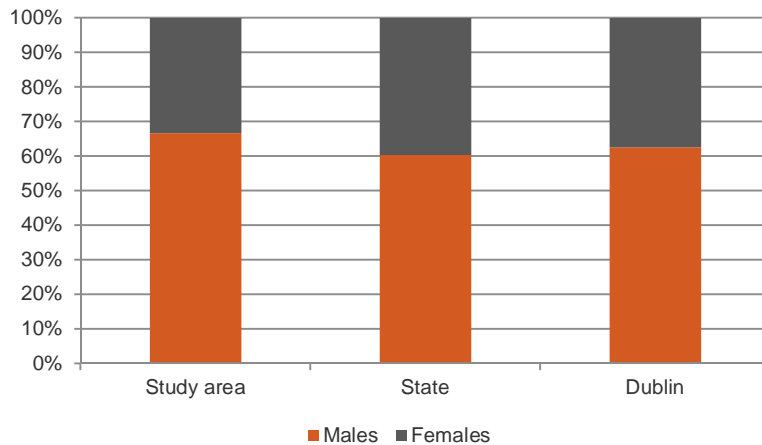
Source: EY analysis of Live Register data, May 2015

This Section has presented available data on the socio-economic profile of the local area in which the new children's hospital will be developed. The analysis has shown a number of contrasting trends which highlight the socio-economic divergence in the area. While there is a high level of representation of professional and highly educated workers, the area also has a large representation of those in less skilled occupations and with lower levels of education. While the level of youth unemployment appears to have reduced significantly in recent years, this is likely to be partially attributable to emigration from the area. As with elsewhere in Dublin and nationally, long-term unemployment is likely to persist as a policy challenge, underscoring the need to attract the appropriate type of economic activity to the area and the imperative of putting the right type of policy measures in place. However analysis of those on the Live Register indicates that there is an existing construction skills base within the locality, which could be activated and upskilled to avail of potential opportunities.

Section 3 goes on to present the scale of the opportunities presented by the development of the new children's hospital.

3. The opportunity

3.1 Routes to community benefit

The new children's hospital is the largest infrastructure investment in the State at present and the largest ever project in the health service. It is one of just a handful of specialist children's hospitals in development anywhere in the world at present. When operational, it will see an additional 3,000 staff at the St. James's Hospital campus.

The scale and nature of this investment represents a major opportunity for the area. As part of this analysis three potential sources of community benefit have been identified:

- Employment and education
- Enterprise development
- Regeneration of the local community

3.2 Employment and education

The new children's hospital will be centre of social and economic activity and there will be a broad spectrum of opportunities for employment. In preparing people for the job opportunities that will arise, there will be a need for education and training. There will also be opportunities for apprenticeships as part of the process.[9]

As part of this process, six channels through which employment may be supported have been identified.

Figure 3.1: Six channels of employment opportunity
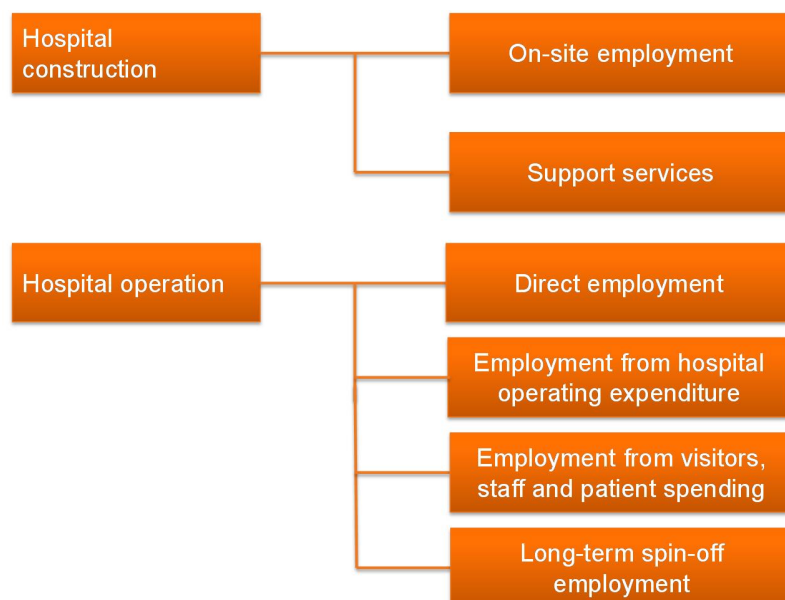
Source: EY analysis

---

[9] Section 4 provides a wide-ranging inventory of education and training opportunities of relevance

The various channels of employment will give rise to different types of roles, requiring a broad mix of skills. In some cases, the potential for maximum community benefit and activating the unemployed is greater than others.

The following sections go on to outline the opportunities available under each category.

On-site construction employment

As a major infrastructure development, the project will require a substantial level of human resources during the construction phase. Construction projects are typically labour intensive, and where there is a stand-alone strategic, economic and financial case for the investment, they can have positive side effects of stimulating employment.

Analysis of the labour requirement by NPHDB has shown a high level of demand for relevant skills and also potential opportunities for apprenticeships.

Table 3.1 shows the total 'job years' under each category over the development period. A 'job year' corresponds to one individual in full time employment for one year. It is important to note that this reflects job years generated through onsite construction only on the new children's hospital. More broadly, the investment will support jobs in the national economy through the construction of the satellite centres and spending on other components such as ICT and equipment. The table overleaf shows the peak requirement of roles across each category and notes the potential level of apprenticeships. Figure 3.2 illustrates the apprenticeship curriculum.

Figure 3.2 Apprenticeship curriculum

ON THE JOB with Employer

OFF THE JOB In a Training Centre, Institute of Technology or College of Education

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Minimum 3 months		Minimum 6 months		Minimum 6 months		Minimum 3 months
	Up to 20 weeks		10-11 weeks		10-11 weeks	
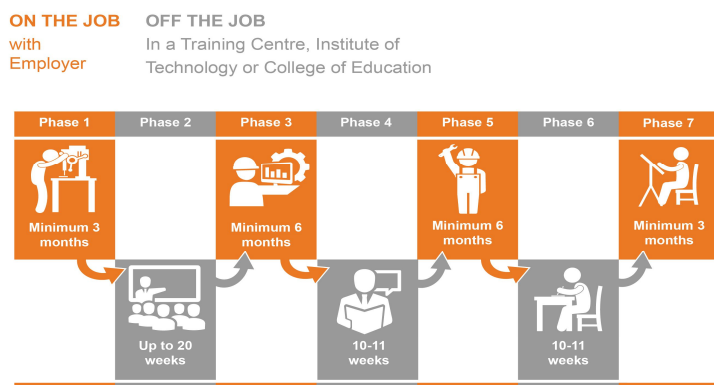
Some trades require a colour vision test.
Exceptions to the chart above are the trades of floor/wall tiler and printing which has five phases.

Source: FÁS website

Table 3.1: Total 'job years' for each category of employment

Trade	2016	2017	2018	2019	Total
Administrative	17	22	44	20	104
Banksman	32	38	66	30	167
Carpenter (Second Fix)	0	0	33	40	73
Carpenters (Formwork)	22	39	20	0	81
Ceiling Installer	0	0	25	30	55
Construction Engineer	16	14	23	12	65
Crane Driver	14	20	15	0	50
Dry-Lining Installer	0	0	41	50	91
Electrician	0	11	50	1	63
Engineering Surveyor	9	8	11	4	32
Flooring Installer	0	0	0	0	0
Forklift Driver	5	6	30	10	51
General Operative	27	19	36	30	112
Glazing / Curtain Walling Installer	0	0	49	0	49
Health and Safety	5	4	6	3	19
Logistics Management	14	12	17	12	55
Logistics Operative	34	26	42	18	120
Machine Operator	18	4	0	0	22
Painter	0	0	25	30	55
Piping and plumbing	0	11	50	1	63
Plasterer	0	0	16	20	36
Project Management	21	22	27	22	93
Quantity Surveyor	13	11	22	11	58
Roofer	0	0	8	0	8
Steel Fixer	22	39	20	0	81
Supervisor	23	21	39	14	98
Total	**292**	**330**	**717**	**362**	**1,700**

Source: NPHDB

Table 3.2: Peak employment and apprenticeships

Trade	Peak Employment	Apprentices[10]
Administrative	50	-
Banksman	80	-
Carpenter (Second Fix)	40	8
Carpenters (Formwork)	50	10
Ceiling Installer	30	-
Construction Engineer	26	-
Crane Driver	23	-
Dry-Lining Installer	50	4
Electrician	50	10
Engineering Surveyor	13	-
Flooring Installer	0	-
Forklift Driver	34	-
General Operative	45	6
Glazing / Curtain Walling Installer	60	-
Health and Safety	7	-
Logistics Management	18	-
Logistics Operative	48	4
Machine Operator	23	2
Painter	30	8
Piping and Plumbing	50	10
Plasterer	20	6
Project Management	28	-
Quantity Surveyor	25	-
Roofer	50	-
Steel Fixer	50	-
Supervisor	48	-
Maximum	**948**	**68**

Supporting employment during construction

As well as workers involved directly in the construction of the new children's hospital, the site will require a range of supporting services.

Stakeholder consultation suggests that the level of employment in these areas is typically about 15% of overall on-site employment. On this basis, there may be in the region of 250 additional job years supported in this phase and this will primarily be in supporting services such as catering, security administration and waste management.

---

[10] The number of apprentices has been estimated by identifying apprenticeship trades and an estimate of the typical ratio of apprentices to skilled trade roles. Source: NPHDB

Direct employment within the hospital

Once operational, the hospital will be a major employer within the community. Based on most up to date analysis of workforce plans and additional assessment of future demand for workers, the total employment impacts have been set out.

Table 3.3 Estimated direct employment

Direct employment	Uplift to 2020	Annual average change in future years
Total	450	100

Source: CHG, EY[11]

Much of the uplift and recurring demand will be driven by clinical, clinical support and nursing roles. The first column shows the expansion in roles to 2020 required to cater for the higher level of activity. The second column shows the annual flow of vacancies caused by retirements, emigration, resignations and so forth.

The two largest sub-categories are nursing and clinical support. The latter group includes occupations such as health care assistants. This is clearly a major source of opportunity for the community and steps should be taken today to ready the local population to harness this potential. In addition, there are also other categories of staff which are unique to a children's hospital, such as play therapists and play assistants which could be a source of local employment.

Employment from spending by the hospital

Local economy employment will be further supported through the hospital's ongoing operations and purchases of goods and services. Some areas of expenditure are highly specialised. Similarly, many have a high 'import content' meaning their supply chains feature purchases of inputs from overseas markets. For example, the purchase of drugs and medicine will have comparatively low potential to generate local employment because many of the complex chemicals and other ingredients used in their production are imported from other countries. Building on this analysis coupled with CSO data and using accepted economic impact modelling techniques, the actual number of jobs which may arise from this expenditure is estimated.

In terms of specific roles, the largest share will come from opportunities in cleaning and catering activities.

Table 3.4 Employment from hospital operational expenditure

Indirect employment	Uplift to 2020	Annual average change
Total	25	30

Source: EY analysis of existing hospital data, CSO

[11] This analysis draws on replacement rates calculated by ESRI and FÁS

Employment from spending by hospital staff and visitors

The new children's hospital will be a hive of activity. Along with approximately 3,000 staff, children and young people, their parents and families and other visitors will come to the hospital on a daily basis. This will bring further spending in the area which can generate additional employment and enterprise opportunities.

Using available information on spending patterns in existing hospitals, uprated to take account of increased activity in the new children's hospital, an assessment of the potential scale of this opportunity has been made.

In addition, work by Urban Initiatives has shown that the existing campus is not well configured or sufficiently embedded in the local community and does not support the potential level of activity that it might. Accordingly, an illustrative assessment of the potential activity levels has been made. This is designed to show the scale of the opportunity that the hospital might engender locally if it could become more outward focused and physically opened up to the community.

Table 3.5 Employment from new spending in the area

Employment from new spending in the area	Uplift to 2020	Annual average
Steady state		
Retail	25	2
Catering	50	5
Sub-total	**75**	**7**
Unlocking the potential of the area		
Retail	50	5
Catering	100	10
Sub-total	**150**	**15**
Total potential		
Retail	75	7
Catering	150	15
Total	**225**	**22**

Source: EY analysis of existing hospital data, CSO

Spin-out employment

The investment is potentially catalytic in terms of its cluster impacts and the potential for spin out employment in high-tech health sciences fields. This is discussed further in Section 3.3.

Total employment

Based on the analysis set out here, the total potential employment – excluding potential longer-term opportunities through spin-out activities and other areas – is set out in the table below.

Table 3.6 Total new employment opportunities

Employment	2015 - 2019	2020	Annual average change
Delivery			
On site construction	1,700		
Supporting services	250		
Operations			
Hospital staff		450	100
Employment from hospital spending		25	30
Employment from patient, visitor & staff spending[12]		75	7
Total	**1,950**	**550**	**137**

Source: EY analysis, includes the more conservative estimate of employment from spending in the local area

The analysis shows that there will be significant opportunities for employment, not alone during the delivery phase, but also when operational. Table 3.6 shows that an additional 550 jobs – over and above today's levels – may be required when the hospital opens. In addition, the natural process of churn through emigration, retirements and other events will mean that there will be average annual 'replacement' demand of over 130 roles over the period.

3.3   Enterprise opportunities

Many of the types of roles that have been set out here could be suitable for employment through social enterprises. In particular, jobs in locally traded services may be particularly suitable as they can be delivered from the community and require a range of skill and experience levels.

---

[12] This is the illustrative indicative level under a scenario where the hospital campus becomes more outward focused and a broader process of regeneration and renewal takes place.

Developing Capacity in Social Enterprise

Social enterprises in Ireland are heavily involved in community development owing to their emergence from the early stages of the co-operative movement. Consequently goods and services provided by social enterprise tend to be provided locally and can create employment in local communities.

A Forfás report from 2013 identified a series of measures to promote the development of a vibrant and effective social enterprise sector. Among the requirements identified and applicable to this project was the need to develop the capacity of the sector by:

- Leveraging the experience of successful social enterprises through the development of an economic and community development network and the Local Enterprise Office to undertake knowledge exchange activities. This could include a panel of champions to promote initiatives within the sector.

- Developing local community time-bank mentoring programmes to assist nascent social enterprises as these will help foster relationships between social enterprises and local professional services providers

- Increasing participation on existing work placement programmes to assist in building management and technical capacity in social enterprises and to facilitate participation in social enterprises while maintaining work placement schemes' objectives.

- Considering how best to develop tendering skills as part of capacity building programmes of social enterprises.

It also identified a range of sectoral opportunities including community retail and care service community retail and care services; tourism and heritage products; leisure and sports services; and energy production.

Source: Forfás, (2013), Social Enterprise in Ireland – Sectoral Opportunities and Policy issues

The types of roles that might be best suited for delivery through social enterprise might include roles in:

- Retail
- Catering
- Recycling
- Cleaning services
- Landscaping services
- Security
- Car parking

Section 4 notes the types of services available to support in this regard.

Along with opportunities for social enterprises, there is a major opportunity to capitalise on the development and in particular, the education, research and innovation centre. Given its critical mass in leading healthcare provision and research, the campus can act as a magnet for cluster related opportunities e.g. enterprises wishing to partner with the hospital, potentially leading to the creation of a health hub, or spin out activity from research in the campus.

The employment and enterprise generated through this type of activity is lucrative given the skills profile of those involved and the high-value added activities likely to be involved.

By its nature, this type of employment is difficult to forecast. However, with a sustained effort from the third level sector, the new hospital itself and State Agencies such as IDA Ireland, Enterprise Ireland and Science Foundation Ireland, there is considerable future potential.

Aspects of the existing enterprise base

The new children's hospital's local area is home to a growing enterprise base, providing future opportunities for potential synergies to develop with the research centre in particular.

The Digital Hub is an incubation space for digital content and technology enterprises located in Dublin 8. It is home to over 160 technology and digital media businesses which benefit from the cluster effect of proximity to and cooperation with their industry peers. The Hub offers advantages for enterprises such as flexible licencing agreements, affordable rates, networking opportunities and access to business consultancy and mentoring support. The Digital Hub Development Act 2003 sets out the objectives of hub, including the following[13]:

- To promote and facilitate the procurement of technical and communications infrastructure to attract digital enterprises to the digital hub
- To formulate strategies to encourage individuals and enterprises engaged in digital content and related activities to locate in the digital hub
- To enter into agreements with other persons in order to secure the development of the digital hub whether by means of a concession, joint venture, public private partnership or any other means

These types of initiatives could assist in providing opportunities between the research centre, its potential spin off companies and The Digital Hub's enterprises.

The Guinness Enterprise Centre, located adjacent to the Guinness Store House, is a community of high potential businesses, entrepreneurial enterprises and business/investment support services. It provides a range of services including business support, high spec telecommunications and virtual office space. The centre has had high success rates. A total of 265 businesses have used the services, 17 companies have expanded creating sales of approximately €70 million and over 500 peoples have been employed in the companies[14]. The enterprise centre adds to the reputation of innovation in the area and provides for further opportunities for synergies with the new children's hospital.

In the long run one of the main drivers of economic activity from hospital research comes from industry partnerships. The Boston Children's Hospital research centre is a prime example of the potential for economic activity. The hospital is home to the world's largest research enterprise base at a paediatric hospital. The innovative culture and array of enterprise programmes has led to collaborations with companies such as IBM, Merck and Pfizer CTI[15]. The centre is developing as an innovation hub hosting a multitude of established programmes such as the Global Paediatric Innovation Summit, the Technology and Innovation Development Office and the Innovation Acceleration Programme.

The development of medical hubs is becoming increasingly prominent internationally. As research areas grow and attract more enterprise, synergies are formed from the creation of innovative clusters. Birmingham Research Park has become a growing research and medical hub in the UK generating a considerable amount of economic activity[16]. It provides resources for research in areas such as biotechnology and medical diagnostics and is located in close proximity to Queen Elizabeth hospital and the University of Birmingham. The centre opened a Biomedical Innovation Hub (BioHub) in 2014 designed to support researches and start-up businesses in their early stage of development. In addition, the Department of Jobs, Enterprise and Innovation is placing an increased focus on the creation of economic clusters. Initiatives put in place can foster the creation of a medical hub cluster around St. James's Hospital, building on its existing contribution and in tandem with the new children's hospital.

---

[13] Information from The Digital Hub www.thedigitalhub.com URL: http://www.thedigitalhub.com/ Date accessed: 25/03/15

[14] Information from The Guinness Enterprise Centre http://www.gec.ie/ URL: http://www.gec.ie/facilities-and-services Date accessed 25/03/15

[15] Information from Boston Children's Hospital, www.childrenshospital.org, URL: http://www.childrenshospital.org/research-and-innovation/partnerships, Date accessed: 25/03/14

[16] Information from Birmingham Research Park www.ukspa.org.uk URL: http://www.ukspa.org.uk/members/brp Date accessed: 25/03/2015

The new children's hospital research centre also opens up opportunity for technological advancements. Cincinnati Children's hospital operates one of the largest paediatric research centres in

the USA and has had high success in technology innovations[17]. The hospital has invested heavily in research facilities (contributing almost 20% of its budget to research) and has established core resources to support innovation work by scientists in many disciplines. The research has led to clinical scientific discoveries as well as advancements of new technologies. This has improved healthcare and generated economic activity through disclosures, patents and licences. The Centre for Technology Commercialization manages the hospital's growing and evolving portfolio of research and has helped establish several companies in the local area.

Ireland is currently Europe's largest Medical Technology hotspot and is a globally recognised centre of excellence. It is home to over 100 companies including 15 of the top 20 global players, employing over 27,000 people. The sector has become one of the leading clusters for medical devices and diagnostic products and it now represents 8% of Ireland's total merchandise exports[18]. Currently Ireland has five clinical research facilities, supporting patient-focused research and is ranked number one globally for the exchange of technology ideas. This supportive environment and growing international reputation can provide a clear opportunity for the new children's hospital paediatric research.

3.4   Opportunities for regeneration

The Dublin City Development Plan, 2016-2022 is currently in development and a discussion document on major issues to inform the process was published late in 2014.[19] As part of this process the use of Strategic Development Zones may be an enabler and there could be a role the new children's hospital and wider campus development in promoting the regeneration of the immediate locality through a number of channels.

International research shows that a major employer like a hospital can act as catalyst for wider community regeneration. International analysis on this theme has pointed to seven potential functions that such an anchor can have, as illustrated in Figure 3.1.

Figure 3.1: The role of a local community development anchor[20]

---

[17] J. Rexhausen and A. Dubey (2008) The Economic Impact of Cincinnati's Children's Hospital Medical Centre on Greater Cincinnati

[18] Information from IDA, www.idaireland.com, URL: http://www.idaireland.com/en/business-in-ireland/industry-sectors/medical-technology/, Date accessed: 26/03/15

[19] Dublin City Council (2014) Dublin City Development Plan, 2016-2022 – Issues Paper

[20] Initiative for Competitive Inner City, as cited by Urban Initiatives

Internationally, there is a wide range of examples of how major hospitals can contribute across each of these segments. The Health Careers Collaborative of Cincinnati has taken a direct role in labour market activation in the healthcare sector. The initiative runs programmes for healthcare workers and the unemployed workers in health and related fields and aims to provide employment for more local people.

In the UK, the 'Manchester Corridor' provides an example of how a hospital trust can partner with a local authority and universities to generate economic growth and help spur investment in the knowledge economy.

The critical mass of research and commercialisation activities as a result of collaboration between hospitals, academia and enterprise has led to the emergence dedicated biomedical clusters for instance in Denmark/Sweden (Medicon Valley) and Singapore (Biopolis).

In the case of the new children's hospital campus development, there are two areas in which the hospital can help to stimulate community regeneration:

(1) Through capitalising on existing and expanded labour force on the campus
(2) Through attracting complementary activities to the area over the longer term

Capitalising on the inflow of existing and additional staff to the area

Analysis in support of the project has found that in its current state, St. James's Hospital campus does not lend itself to the free flow of individuals into and out of the wider neighbourhood.[21] The campus is internally focused with two points of entry, off James's Street to the north-east and Brookfield Road to the west. The physical frontier of the campus therefore limits footfall and in effect acts as a barrier to wider flow of movement into the area.

The campus development affords an opportunity to correct this. The reconfiguration of physical space can enable the relationship between the community and the campus to be positively redefined. Critical to this is the interface and integration of the campus with the community. If effectively delivered, this will improve accessibility and make it more attractive for staff, both existing and additional staff arising from the development, to move more easily and freely outside the perimeter of the campus.

Given the scale of employment in the campus, the footfall within the area offers a significant pool of potential customers for local businesses. This is particular important given the likely socio-economic profile and disposable income patterns of the campus staff. To date, the potential expenditure on local goods and services from existing staff has been limited, in part due to the physical configuration of the campus and the constraints which that brings. Opening up the campus will contribute to socio-economic regeneration by enabling increased movement in the locality and improved interaction with the surrounding areas.

Mercer's Institute for Successful Ageing on St. James's site will be accessed from Fatima and the new children's hospital from Rialto. This will immediately improve access routes on the southern end of the campus at Rialto Centre and Herberton to change the interface with the immediate neighbourhood.

Improved access and reduction in physical barriers can be a key component in regeneration projects which seek to increase expenditure on local goods and services by enabling access to a wider pool of customers. The Grangegorman regeneration development is a urban quarter being created in Dublin's north inner city. It will have health, education and community at its core but will also open up a once walled-off part of Dublin, thereby creating a new attractive physical space which will be amenable to the neighbourhood and wider city. In doing so it will promote the inflow of students, staff, and visitors to the location, all of whom are potential consumers for local businesses.

---

[21] Urban Initiatives Studio (2015) National Paediatric Hospital – Local Regeneration Opportunities

The study area is also a diverse and unique area. It is a historic part of the city and links to its historic past are evidenced around the locality, thereby giving it distinctive character. The neighbourhood however has not experienced the scale of private investment as other areas in the city. As a result many buildings lie vacant with inactive frontages and the quality of the streetscape is poor in places.

The development can spur further investment in the area and encourage staff to reside in the immediate area. For this to become an attractive proposition for staff, it is critical that appropriate accommodation is available to allow people to live locally and that services are available to meet their needs including shops, cafes, restaurants, sports facilities, schools and crèches. The early identification of these enterprise opportunities, as set out in Section 3.1, will enable the local market to prepare to respond to this potential demand.

The increased quality and quantity of accommodation and services is important in attracting staff to move to the area.

The two-way integration between the campus and the community will also be critical for residents to view the campus as an enhanced civic amenity and staff view the locality as an attractive quarter in which they would be happy to live.

A level of communication needs to be carried out to provide staff with a sense of attachment to the area. This will help to redefine the relationship between the hospital and the community. This could take the form of softer initiatives e.g. "fun runs" for staff and the community in the area and encouraging staff to volunteer in local community groups etc.

During the stakeholder consultation, the diversity of community and levels of integration was noted as an issue which the community was grappling with. The development of the campus offers an opportunity to create a model of community integration which will be increasingly important given the level of transient staff that will be employed in the campus (e.g. students etc.).

Attracting complimentary activities to the area

The current Dublin City Development Plan 2011 – 2017 seeks to create an environment where sustainable employment can develop, particularly in the areas of innovation, digital industries, science, academic research, medical research centres, leading edge green / clean technologies, in addition to the financial, legal and insurance services sector. To facilitate this aspiration three "innovation corridors" stemming from the city centre are being promoted. The campus development sits in one of these corridors; it spans westwards from Heuston, including the Digital Hub, St. James Hospital, Park West, Cherry Orchard, the Naas Road developing area and extending into the wider metropolitan area to incorporate new urban centres such as Adamstown. The campus development will act as a key anchor in the evolution of this corridor and attract additional activities to further stimulate growth and critical mass.

The new children's hospital will be an attraction for enterprise in its own right. Given its scale and focus of activity, it is expected that enterprise and academia will want to partner with it for collaboration and research purposes.

Building on a strong ethos of volunteerism

Consultations found that the best children's hospitals in the world have a strong programme of volunteers providing additional support for children, young people, their families and staff.

The origins of the existing children's hospitals stem from volunteerism, with emphasis on improving the health of sick children. From these origins, hospitals now have programmes run by volunteers, that can be built upon in the new children's hospital. The benefit of this engagement is to build relationships between the hospital and the local citizens. It also offers an excellent opportunity to promote transgenerational projects which encourage older people in the community to work with children, thereby realising mutual benefits for both generations.

Community health benefits

The new children's hospital also provides opportunity to further develop and enhance the relationship between Primary Care Teams and the local community based Primary Care initiatives.

Enhancing the development of community health in the Dublin 8 area, in partnership with the new children's hospital, can lead to a more empowered local community. Potential community health benefits may include:

- Smoking cessation
- Breast feeding uptake
- Children's immunisation uptake

The development of a co-ordinated approach to local community based Health and Wellbeing strategy can have many positive impacts in the Dublin 8 area. There is also an opportunity to develop synergy between local Primary Care teams to design research projects to further enhance the level of information on specific illness, e.g. Diabetes.

3.5   Concluding comment

On the whole, the development of the new children's hospital offers major potential for a range of cohorts within the community. These include:

- Long-term and youth unemployed who can secure jobs during the delivery and operations phases
- Social enterprises and SMEs who can take advantage of the increased level of economic activity
- Internationally trading companies for whom the hospital may act as a magnet
- Young people in the area who will have access to training, work placement and progressive careers within the locality
- Hospital staff who will be attracted to live in the area as the process of regeneration takes hold
- The wider community, as these impacts come together to exert a positive energy within the local area

Finally, there will be a virtuous circle of regeneration as displaced workers find employment, enterprises flourish, hospital workers relocate to the area and community benefits and opportunities improve.

4. The community benefit toolkit

4.1 Introduction

This section describes the various policy levers which could be used to maximise community benefit arising from the development of the new children's hospital campus.

The broad group of policy levers available to maximise community benefit within the catchment is:

- Training and activation programmes
- Enterprise supports
- Public procurement and the use of social clauses
- Communication and awareness raising measures.

4.2 Labour market training and activation

As described by the Government's Economic and Evaluation Service, 'Active Labour Market Policies (ALMPs) are the principal means by which the employability of the unemployed, through the provision of training and reskilling opportunities, is increased and their detachment from the labour market prevented'[22].

Labour market training and activation programmes will be a particularly important aspect of maximising community benefit. These will need to be available on a sufficient scale and appropriately attuned to the needs of the local area in terms of both the field of study and the level of awards on offer. As part of this study, information on activation programmes – for example job placements, internships, work skills programmes – has been gathered in addition to material on the range of education and training programmes available within the catchment and within convenient distance from the area. These are presented separately in the coming pages, however in practice there is a degree of overlap and considerable complementarity between the two.

---

[22] IGEES (2014) *Labour Market Synopsis* Volume 4

Table 4.1 Activation programmes available

Programme	Overview
Community Employment Scheme	The Community Employment (CE) programme is designed to help people who are long-term unemployed and other disadvantaged people to get back to work by offering part-time and temporary placements in jobs based within local communities.
Back to Work Allowance Scheme – Employee	An educational opportunities scheme for persons in receipt of certain social welfare payments wishing to pursue second or third level courses of education subject to meeting the qualifying conditions.
Back to Work Enterprise Allowance (Self - employed)	It is designed to encourage the long term unemployed to take up self-employment opportunities by allowing them to retain a reducing proportion of their social welfare payment plus secondary benefits over two years.
Back to Education Initiative	The Back to Education Initiative (BTEI) provides part-time courses for over 16s, aimed principally at those who have not completed the Leaving Certificate (or equivalent) qualification. It gives individuals the 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, but priority will be given to those with less than upper second level education.
JobPlus	An incentive from the Department of Social Protection to encourage and reward employers who offer employment opportunities to the long term unemployed. Grants of €7,500 and €10,000 are available.
Youthreach	The programme provides two year's integrated education, training and work experience for young people in the 15 to 20 year age group who left school early without qualification or vocational training.
Partial Capacity Benefit	Partial Capacity Benefit is a social welfare scheme which allows you to return to work or self-employment (if you have reduced capacity to work) and continue to receive a payment from the Department of Social Protection.
Adult Literacy / Basic Education	Adult Literacy Organisers employed by ETBs provide group and one-to-one tuition in local areas. The programme offers a broad range of opportunities for adults who have less than upper second level education or adults who wish to improve their basis skills.
Traineeship programme	The programme is an occupational skills development programme which combines formal training and workplace coaching with an employer. Traineeships are aimed at new labour market entrants and unemployed persons. The minimum age for participation is the statutory school leaving age of 16 years.
Community Training Centre	ETBs work in partnership with Community Training Centres to provide training and related services to early school leavers. The programme is for those aged 16-21 without a leaving cert/junior cert qualification that are having difficulty accessing employment and would like to gain a qualification.
Springboard	Educational initiative. Courses are one year or less, generally part-time, are free to jobseekers and lead to awards at certificate, degree and post-graduate level. Springboard specifically targets areas where there are job opportunities and growth.

PLC Programme	The Post Leaving Certificate (PLC) programme is a full-time programme for young people who have completed their Leaving. Certificate and adults returning to education. They offer a mixture of practical work, academic work and work experience.
JobBridge	Internships for 6 or 9 months. Top up payment of €50 is paid to the intern.
VTOS	The VTOS scheme provides a range of courses to meet the education and training needs of unemployed people. It gives participants opportunities to improve their general level of education, gain certification, develop their skills and prepare for employment, self-employment and further education and training. VTOS is operated through local Education and Training Boards and is aimed in particular at unemployed people who are early school-leavers.
Job Clubs	Job Clubs provide a service to assist jobseekers to enter / re-enter employment through the provision of individualised supports, a 'drop in' service and formal workshops. The Job Club service enables jobseekers to take positive steps towards realising their career plans and to explore and follow-up employment opportunities. Job Clubs provide active, practical and participative supports under the guidance and supervision of a Job Club leader.
Skillsnet	Skillsnet fund a wide range of training networks that provide subsidised training to companies and employees, and free training to unemployed people, through a number of key programmes.
Community Education	Community Education programmes aim to help learners develop their self-confidence and educational skills base so that they can actively take part in their communities. The programme prioritises learners who have had limited educational opportunities to date, or learners who are at risk of social exclusion.
Skills for Work	Skills for Work is a programme aimed at providing training opportunities to help employees deal with the basic skills demands of the workplace. The programme may include a variety of subjects which support the educational needs of the employee and are offered on company premises where possible.
Work Placement Programme 1 (WPP1)	Internship where providers have indicated that the placement would be suitable for someone with a third level qualification, i.e. a full award at level 7 or above on the National Framework of Qualifications. The Provider may also indicate a specific award a person may need, e.g. Degree in Chemical Engineering. Placements can be for a minimum of two months up to a maximum of nine months.
Work Placement Programme 2 (WPP2)	Internship where the provider has indicated that the placement does not require someone to have a specific third level qualification. Any qualification required should be level 6 or below on the National Framework of Qualifications. The provider decides at the time of the application which type of placement is being offered. If no specific third level qualification is given then the placements will be advertised as a WPP 2. Placements can be for a minimum of two months up to a maximum of nine months.
Gateway	Gateway is a local authority labour activation scheme that provides work and training opportunities for long-term unemployed people who have been on the Live Register for over 2 years. It is a 22 month paid work opportunity with your local authority. Types of work covered are (a) Environmental services (conservation, maintenance and development of public spaces) (b) Administrative and related services (c) General Community Services (information, library, facility warden/porter) (d) Heritage and Cultural Services.
Tús	Tús is a community work placement initiative. The initiative is delivered and managed at local level through the network of local development companies (sometimes referred to as Partnership or Leader companies. Eligibility is confined to those on the Live Register for at least 12 months and in receipt of Jobseeker's Allowance.

Sources: EY analysis based on information supplied by Department of Social Protection, June 2015 and supplemented by Written Answer 197, May 26th 2015 to Parliamentary Question on "Working Age Employment Supports", provided by Minister Joan Burton

In addition to job activation programmes there is a range of training programmes available. These have been broken down into categories broadly corresponding to the types of opportunities that are likely to arise, as set out in Section 3. The categories are:

- Business administration
- Childcare
- Computer and computer skills
- Nursing and pre-nursing
- Medical
- Engineering
- Retail and catering
- Skilled manual
- Care and care assistance
- Healthcare administration

Table 4.2 Training programmes available by category

Training programmes by category	Number of courses	Levels covered
Business administration	69	5,6,7,8
Childcare	35	3,4,5,6
Computer and computer skills	41	5,6
Nursing and pre-nursing	22	5,8,9
Medical	68	4,5,6,7,8,9,10
Engineering	10	5,6,7,8
Retail and catering	32	4,5,6,7
Skilled manual courses/training	32	5,6,7,8
Care assistance/social care/special needs	75	4,5,6,7,8,9
Health care administration	36	4,5,6
Security	5	4,5

Source: EY analysis of CDETB and other education provider's course directories.

An important informant of the future policy direction is an assessment of the fit of the existing suite of activation and training programmes with both the job vacancies to arise and the underlying educational level of the community. Such an exercise helps to establish any potential mismatch between the current education and training provision and the activation or upskilling requirements of the unemployed. It offers a useful guide on the suitability of current training provision against the needs of the unemployed. A similar approach has been adopted in other labour market activation studies.[23]

A repository of courses related to likely employment opportunities was developed using the CDETB and other education provider's course directories. A profile of those currently on the Live Register was also assessed and their training needs were identified. The training programmes available were then categorised against these training needs.

As shown in Table 4.1 the category of training programmes appears comprehensive and broadly maps onto the types of job opportunities available, however more can be done to improve the fit.

---

[23] See Forfás, (2010), "Profile of Employed and Unemployed", and Department of Public Expenditure and Reform, (2011), "Labour Market Activation and Training"

Figure 4.1 compares the underlying profile of educational attainment of those on the live register with the targeting of courses available. For this purpose, we have focused on vocational training and further education and excluded the cohort of unemployed who have a third level education. The rationale for this is that this cohort is likely to need less intensive labour market activation and may also travel further afield for further education.

Figure 4.1 The fit of further education and training with needs of the unemployed
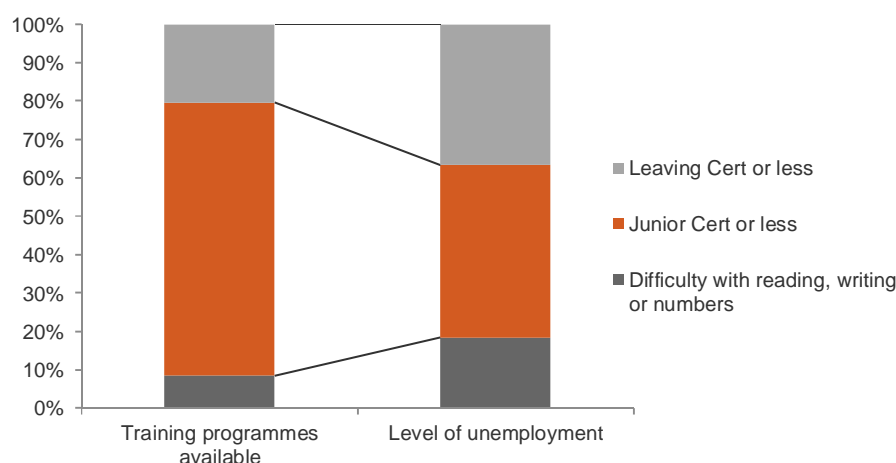
Source: EY analysis of Live Register, ETB and other data

From this analysis of available data, it can be seen that the supply of programmes is a reasonable fit with the needs of the unemployed (a full listing of programmes is set out in Appendix C). Into the future, major emphasis will be required to make those on the Live Register "job ready" for the types of opportunities that will come on stream. Some will require assistance in developing basic literacy skills, while others may need direction and training in obtaining formal education qualifications.

It is important to note, as set out in the recommendations in Section 5, that it will be critical to ensure that the specific programmes and the extent of provision is kept under review, based on emerging demand and fine-tuned to meet the needs of the community on an ongoing basis. External factors will also impact upon demand and therefore agility and responsiveness will be key to ensuring that those seeking employment in the local area are provided with the appropriate education measures. It is encouraging therefore that during the consultation process the CDETB noted that it could respond, if demand warranted, to emerging education and training needs. This level of commitment will be required over the delivery and operational phase if benefits are to be realised. A key recommendation of this study is that structures be maintained to facilitate ongoing and routine communication between employers, training providers and local community groups in order to help maximise the impact of the hospital in the community.

The table overleaf presents an overview of the types of training and activation programmes that are in place for various cohorts of unemployed persons.

Table 4.2: Illustrative targeting of training and activation for various labour market cohorts

Level of education	Training programmes required	Activation programmes available
Courses for those with difficulty reading, writing or with numbers	Basic literacy skills	• Adult Literacy / Basic Education • Youthreach • Community Training Centre • Community Education • Community Employment Scheme • Skillsnet • Skills for Work • Partial Capacity Benefit
	Basic numeracy skills	
	Workplace skills	
	Workplace coaching	• Community Employment Scheme • VTOS • Job Clubs
Junior certificate or less	Elementary courses	• Youthreach • Community Education • Adult Literacy / Basic Education • Community Employment Scheme
	FETAC levels 3-5	• Back to Education Initiative • VTOS • Partial Capacity Benefit • Traineeship programme • Community Training Centre
	Workplace coaching	• Job Clubs • Skillsnet • Back to Work Allowance Scheme – Employee • Back to Work Enterprise Allowance (Self -employed) • Skills for Work • JobBridge • Gateway • Tús
Leaving certificate or less	FETAC levels 6-7	• Back to Education Initiative • Springboard • PLC Programme • VTOS
	Job specific training	• Job Clubs • Partial Capacity Benefit • Community Employment Scheme • Traineeship programme • Skillsnet
	Back to work training/coaching	• Back to Work Allowance Scheme – Employee • Back to Work Enterprise Allowance (Self -employed) • JobBridge

		• Work Placement Programme 2 (WPP2) • Gateway • Tús
3rd level education	Post-graduate courses	• Back to Education Initiative • Back to Work Allowance Scheme – Employee • Back to Work Enterprise Allowance (Self -employed) Job Clubs
	FETAC Levels 8-10	• Springboard • PLC Programme • Partial Capacity Benefits
	Specific skills	• Community Employment Scheme • Traineeship programme • Skillsnet
	Back to work training/coaching	• JobBridge • Work Placement Programme 1 (WPP1) • Work Placement Programme 2 (WPP2)

Sources: EY analysis based on information supplied by Department of Social Protection, June 2015 and supplemented by Written Answer 197, May 26th 2015 to Parliamentary Question on "Working Age Employment Supports", provided by An Tánaiste Joan Burton, Minister for Social Protection.

4.3 Enterprise support

The new children's hospital will provide opportunities for enterprise in the community through direct demand for goods and services from the hospital and from additional economic activity in the area more generally. This includes demand for services such as convenience stores, cafes/restaurants and crèche facilities and demand for goods and services required by the hospital. There is also potential for the development of spin-off companies from the new children's hospital research and development centre.

Local enterprise support services can provide assistance to existing and potential entrepreneurs to assist in meeting this demand. Supports can be financial or non-financial.

Eligible projects for financial assistance include:

- Businesses engaged in manufacturing
- Internationally traded services
- Innovative projects with export potential

These types of supports, provided by Local Enterprise Offices, Canal Communities Partnership, Enterprise Ireland and IDA Ireland will be particularly suitable for spin-outs from the research and development centre and for potential medical technology and device companies to locate in the catchment.

For locally trading services which can benefit from expenditure by the hospital, visitors, patients and their families, predominantly non-financial supports are available.

The Local Enterprise Office (LEO) can provide this support for entrepreneurs within Dublin City, including support related to, business advice and mentoring, training for small businesses, networking opportunities and an online knowledge portal[24]. The Canal Communities Partnership provides social enterprise support, one-to-one support, business planning, start your own business training, taxation advice and advice on the Back to Work Enterprise Allowance.[25]

Business advice and mentoring

Business advice and mentoring in the LEO is conducted by a panel of mature experienced business people. The following services are offered to businesses in their early development:

- Business advice clinics: Entrepreneurs can share their ideas with a local enterprise officer - in a two hour session - to gain appropriate advice before making a commitment to register a business
- One-to-one specific business issue mentoring: This service provides businesses with an opportunity to talk through a particular issue with an experienced business mentor
- LEO mentor programme: This service provides 6 hours of mentoring with temporary advisers who help identify and overcome issues occurring in the development stage of businesses

Training for small businesses

A variety of training is provided in areas such as time management, marketing, website development and customer service. More comprehensive courses are also delivered including:

- Accelerate Programme: This 6-9 month programme provides the owner/manager with the management, leadership, business skills and knowledge to achieve sustainability and growth in their business. This is aimed at businesses that have been up and running for a minimum of 18 months

---

[24] Some services and training courses are provided at a fee. Further information can be found at: https://www.localenterprise.ie/DublinCity

[25] Canal Communities Partnership, "Enterprise", available at http://www.canalpartnership.com/Enterprise.aspx

- High-Start Programme: This programme provides 6 half day coaching sessions which help finalise an investor ready business plan and pitch for investment
- Dublin Food Academy: The food academy training programme is focused at those looking to develop and grow small-scale food and drink production businesses

Networking opportunities

The LEO provides direction to businesses that wish to link-in with a network related to their market. These networking communities provide support to solve day-to-day business problems and also provide new opportunities for development, make sales and find new suppliers. In Dublin City, networks include: the Dublin Food Chain, the Women in Business Network, the Plato Programme and The Business Network.

Online knowledge portal

The Local Enterprise Office provides an online knowledge centre comprising information on taxation, marketing, eBusiness, company law, hiring, crowd funding as well as online video support. Advice is also given on general business activities such as writing a business plan, communication tools, franchising and innovation. This advice is easily accessible to all and is free of charge.

In summary there is a wide-range of supports available for businesses across the spectrum, from internationally trading and high-tech manufacturing companies, to locally trading service providers. In particular, the increased focus on economic and enterprise development at a local level[26] and the advent of the LEOs can assist in this regard.

4.4 Public procurement and use of social clauses

Public procurement as a means to achieve social outcomes

Public procurement has been primarily focused on achieving value for money in public expenditure. Increasingly however, public bodies in Ireland and elsewhere are using procurement to influence other complementary policy goals.

In using procurement as a vehicle for the achievement of social outcomes it is important that value for money is not adversely affected or that additional costs and risks are introduced to the process. At the same time procurement has been successfully used to meet both value for money and community benefit goals, showing that these objectives need not be mutually exclusive.

Value for money and social goals can be synergised in the procurement process by:

- Identifying benefits that can be achieved by different ways of working rather than by additional requirements that could add costs
- Encouraging contractors to utilise existing organisations that already have the resources to help to deliver community benefits (e.g. for training and job-matching)
- Specifying relevant alternative budgets that can be used to fund additional requirements[27]

The inclusion of social clauses in procurement contracts will not be a panacea for social problems faced by communities in itself. However when targeted, introduced with activation and training measures, and delivered through a partnership approach with community groups, they can be used to reduce barriers to entry and improve access to opportunities for local business, social enterprise and marginalised cohorts of society.

The remainder of this section discusses experiences in deploying purchasing power to realise social outcomes, and identifies key success factors in maximising community benefit.

---

[26] As set out in the Government's Reform Plan for Local Government, *Putting People First*

[27] "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors. Throughout this report, the terms social clauses and community benefit clauses are used interchangeably.

Social clauses

 "**Social Clauses** are requirements that the State can place on bidders for public contracts in order to achieve certain established standards or goals in order to be able to tender for public contracts"[28]

"**Community Benefit Clauses** provide a means of achieving sustainability in public contracts. They include targeted recruitment and training, small business and social enterprise development and community engagement" - Scottish Government

"**Buy Social** is a means of maximising personal wellbeing, social cohesion and inclusion and equal opportunities elements of sustainable development, from all public procurement" - The Strategic Investment Board, Northern Ireland

Buy Social — Integrating social benefits into public contracts

There are three mechanisms by which social clauses can be included in the procurement process:

- Social clauses as core requirements of the contract and as award criteria
- Social clauses as a contract performance condition – where social considerations are included in the conditions related to the delivery of the contract but not in the award criteria
- Social clauses as voluntary agreements as part of a corporate social responsibility contribution[29]

In practice, including social clauses as a contract condition is often favoured by organisations which are new to the process.[30]

Northern Ireland's Central Procurement Directorate (CPD) has noted why this could be the case, stating that 'Buy Social' requirements should not be included in the selection of contractor where "the delivery of social considerations in contracts is not yet well established...[and]... to select contractors based on their previous experience of delivering social considerations is likely to limit competition"[31]

Depending on the procurement method, there will be different requirements at each stage of the process. Appendix 2 provides a signposting of requirements for each stage, depending on which procurement method is followed.

In order for a public authority to include social clauses in contracts, two core requirements must be met:

1. The procuring body must have the legal power to procure the social/community outcome

2. There is sufficient policy grounds for them to do so[32]

---

[28] "Social Clauses in Procurement" Presentation by Vincent Campbell, Office of Government Procurement, to the Conference entitled *Spending Socially – Achieving Social Value through Public Procurement*, June 2015

[29] "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors, "Buy Social Toolkit– A Practical Guide to Socially Responsible Public Procurement", (2015), The Strategic Investment Board (Northern Ireland), "A Primer on the Use of Social Clauses in Ireland", (2015), Halloran, D. for Community Action Network

[30] "A Primer on the Use of Social Clauses in Ireland", (2015), Halloran, D. for Community Action Network

[31] (PGN01/135) as quoted in Buy Social Toolkit – A Practical Guide to Socially Responsible Public Procurement", (2015),

[32] Ibid

In the case of the new children's hospital, the procurement entity is the National Paediatric Hospital Development Board (NPHDB). Section 7 of the National Paediatric Hospital Development Board (Establishment) Order 2007 specifies that:

"For the purpose of the discharge of its functions, the Board may, where it considers it appropriate, enter into arrangements or contracts with any corporation, company, local authority or person."

thereby providing the NPHDB with the statutory powers to enter into procurement contracts.

Based on initial assessment there is sufficient policy basis for the inclusion of social clauses. The policy imperative spans across the following policies:

- Employment policy - the Government's Action Plan for Jobs refers to maximising Procurement Opportunities, including "the inclusion of social impact clauses in public procurement".
- Procurement policy – The Office for Government Procurement in Ireland is tasked with integrating "the whole-of-government policies into procurement practice, e.g. sustainable procurement and encouraging participation by SMEs in public procurement." In addition, guidance has been published to introduce initiatives which make it easier for SMEs to access public procurement.[33]

The legal basis for public procurement in the EU is provided by Directives which offer scope for taking account of social considerations, provided in particular they are linked to the subject-matter of the contract and are proportionate to its requirements and as long as the principles of value for money and equal access for all EU suppliers are observed.[34]

Specifically, Article 26 of the Public Sector Directive allows for contracting authorities to set "special conditions relating to the performance of a contract" which "may, in particular, concern social and environmental considerations".[35]

The inclusion of social considerations in the award criteria (i.e. as core requirements) may be used provided that they:[36]

- are linked to the subject matter (or core requirements) of the contract
- do not confer an unrestricted freedom of choice on a contracting authority
- comply with EU Treaty obligations, and specifically are not directly or indirectly discriminatory
- are generally compatible with EU law
- can be compared and / or assessed objectively, and
- are properly advertised in the contract documents

The inclusion of social considerations as a contract performance condition is permissible provided they:[37]

- are linked to performance of the contract
- are published in the contract notice and

---

[33] Circular 10/14: Initiatives to assist SMEs in Public Procurement. "A Primer on the Use of Social Clauses in Ireland", (2015), Halloran, D. for Community Action Network

[34] EU Commission, "Buying Social: A Guide to Taking Account of the Social Considerations in Public Procurement" (2010)

[35] Article 26, the Public Sector Directive as quoted in "A Primer on the Use of Social Clauses in Ireland", (2015), Halloran, D. for Community Action Network

[36] Recital 1,5,46 and Article 53 of the Public Sector Directive; Recital 1, 12, and 55 and Article 55 of the Utilities Directive as quoted in "A Primer on the Use of Social Clauses in Ireland", (2015), Halloran, D. for Community Action Network

[37] EU Commission, "Buying Social: A Guide to Taking Account of the Social Considerations in Public Procurement" (2010)

- comply with EU law (including the general principles of the Treaty on the Functioning of the European Union).

Developments in EU Procurement Directives

In 2014, the EU introduced three new procurement Directives. Member States have until April 2016 to transpose these into national legislation.

The new rules will allow awarding authorities to include social, environmental and other policy conditions. They will be permitted to evaluate bids on the basis of broader parameters:[38]

- The total lifecycle cost (including the carbon footprint) of goods or services bought can be taken into account.
- The production process for goods and services purchased, e.g. the employment of disadvantaged people or the use of environmentally-friendly materials, could be a determining factor in the choice of contractor.
- Any abnormally low bid will be rejected if it indicates a failure to observe social, labour law or environmental protection obligations.
- Contracts could be reserved for sheltered employment undertakings whose objective is to bring into the labour force disabled or otherwise disadvantaged persons (such as the long-term unemployed or members of disadvantaged minorities) where this category of employee makes up more than 30% of the staff of the organisation concerned.

In terms of facilitating access to SMEs:

- Awarding authorities are encouraged to split large contracts into smaller subcontracts and must be able to explain the reasons for not doing so.
- The minimum turnover required to take part in a public tender is to be capped in principle (at a maximum of double the estimated value of the contract).

As these provisions come into effect in April 2016, they will have a bearing on any social clauses and contracts entered into by the NPHDB after that date.

Experience in the use of social clauses

In Ireland, experience in the use of social clauses has been on a voluntary basis, but more recently there are examples of social clauses included in public procurement contracts as part of contract performance conditions.

To date, a number of voluntary employment charters have been used. These charters set out desired employment targets for contractors following the award of the contract aimed at making employment more accessible for marginalised cohorts of the community.

The Dublin Docklands Authority established a local employment charter to enable local people to gain employment from construction projects in the area. As part of this process, 20% of all construction jobs on projects undertaken within the Docklands Authority's remit were to be targeted at local people.[39]

---

[38] EU Commission (2014), "New Rules on Public Contracts and Concessions – Simpler and Flexible"

[39] Dublin Docklands Authority, Employment Programmes – Local Labour Charter available at:
http://www.dublindocklands.ie/index.jsp?p=294&n=233

The Grangegorman Development Agency (GDA) developed an Employment Charter in 2012 which set the following targets[40]:

- *"..a minimum of 20% of new jobs created on projects will be on offer to residents of the Grangegorman neighborhood in the first instance and after that, to its surrounding areas"*

- *"The Contractor agrees to use all reasonable steps to fill at least 10% of new jobs created for the delivery of the project with new entrants or long term unemployed. This proportion can be divided into full-time jobs and apprenticeships…"*

This voluntary charter applied to the first construction project undertaken by the GDA. Since then, GDA have endeavoured to include the Employment Charter as a performance condition related to contracts stating:

"The Grangegorman Development Agency wishes to deliver "community benefit" outcomes from its procurement activity with a view to ensuring that wider social issues are taken into account when spending public money. The intention is to achieve the very best value for money in the widest sense. The GDA has accordingly adopted the Grangegorman Employment Charter which contains contract performance conditions related to social considerations. The successful tenderer will be required to implement the Charter as a condition of the contract."[41]

There is also a pilot scheme in operation on the use of social clauses using the Devolved Schools Programme Design and Build Framework, which is being administered by the National Development Finance Agency (NDFA) on behalf of the Department of Education and Skills. The use of social clauses has been piloted in three contracts covering 14 sites i.e. stand-alone, new build, and extension/refurbishment works.[42]

A clause has been included in the contract which requires that 10% of the 'person weeks' worked on the contract be undertaken by individuals recruited from the ranks of the long-term unemployed. There is also a requirement for 2.5% of the person weeks on the contract to be undertaken by apprentices.[43] Recent monthly reports provided by each main contractor suggest that contractors are on course to reach their cumulative targets.[44]

In addition, a project group led by the Office of Government Procurement (OGP) has been established which will put forward projects where social clauses would be inserted into the contract to address employment and training.[45]

The expected outcomes from this are:

- The identification of suitable policy priorities to be addressed through the insertion of social clauses in public contracts

- Guidance in relation to suitable candidate project types and spend areas

---

[40] Grangegorman Development Agency, (2012), "Grangegorman Development Agency". GDA considers long term unemployed as those who are out of paid employment for more than 1 year

[41] Grangegorman Development Agency, "Contract for Security Services at Grangegorman Development Agency – Clarification Document 1" available at https://irl.eu-supply.com/ctm/Supplier/PublicTenders/ViewNotice/170194

[42] "Social Clauses in Procurement" Presentation by Vincent Campbell, Office of Government Procurement, to the Conference entitled *Spending Socially – Achieving Social Value through Public Procurement*, June 2015

[43] Minister Howlin in response to Parliamentary Question from Sandra McLean, June 2014 available at https://www.kildarestreet.com/wrans/?id=2014-06-10a.489

[44] Written Answer to number 292 by Minister Brendan Howlin, 3rd February 2015 as quoted in "A Primer on the Use of Social Clauses in Ireland", (2015), Halloran, D. for Community Action Network https://www.kildarestreet.com/wrans/?id=2015-02-03a.428

[45] Department of Public Expenditure and Reform, Minister for Public Expenditure and Reform, Mr. Brendan Howlin, TD, announces establishment of Social Clauses Project Group http://www.per.gov.ie/minister-for-public-expenditure-and-reform-mr-brendan-howlin-td-announces-establishment-of-social-clauses-project-group/

- Examples of suitable contract clauses developed in conjunction with the Chief State Solicitor's Office
- The design of a monitoring and reporting framework which can be applied to future projects where social clauses are to be used.[46]

It is understood that the OGP is currently working on guidance to assist contracting authorities in the consideration of social clauses in public procurement contracts. Any future contracts entered into by the NPHDB can be consistent with that guidance.

Other jurisdictions such as Scotland and Wales have a longer history in the use of social clauses in public procurement contracts and can offer experience in developing a strategy in using purchasing power to achieve both value for money and social objectives.

The lessons from other jurisdictions draw on comprehensive meta-analysis including: a public procurement guide which leverages previous UK examples,[47] Northern Ireland's Strategic Investment Board's toolkit for socially responsible public procurement[48], and New South Glasgow Hospitals (NSGH) Social and Economic Benefits Analysis which has conducted analysis on methods to maximise community benefits in both social clauses and other approaches.

The main community benefits accruing from projects encompassing social clauses include training, employment and enterprise opportunities. The impact of social clauses on communities affected depends on variables such as duration and scale of the project and the labour intensity of each project. However there are also other dependencies – such as how the clauses are structured, the coordination and support regime put in place and the monitoring and oversight mechanism – where experience from other countries can offer insight on what has worked best, and what can be replicated elsewhere.

Setting Community Benefit Targets

In establishing targets for social clauses, practice from Scotland and Wales suggests that a small number of requirements that properly reflect social/community issues to be addressed should be included.

In order to implement a successful target consideration should be had for:

- How the social consideration is best described and measured, including compliance with EC Directives, case law and equality legislation
- The scale of output that is appropriate in the context of the other key requirements including quality, delivery timetable and affordability
- The monitoring requirements and evaluation procedures that should be included
- Whether the benefit requirement is part of the subject matter of the contract or is best delivered as a condition relating to the delivery of the contract
- The means of including the social requirement is included in the procurement process[49]

Social clause contracts regularly refer to employment opportunity targets for new entrant trainees, apprenticeships and long-term unemployment.

The measurement of additionality (i.e. the additional jobs/training emerging solely as a result of the initiative) is hampered by definition and monitoring issues. However a recent analysis of 24 contracts containing social clauses by the University of Glasgow showed that apprenticeships and work

---

[46] Speech by Minister Simon Harris, Social Clauses in Public Procurement Bill 2013

[47] Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[48] "Buy Social Toolkit– A Practical Guide to Socially Responsible Public Procurement", (2015), The Strategic Investment Board (Northern Ireland)

[49] Ibid

placements have the greatest additional impact, and employment *sustainability* levels are 75% for the priority groups recruited through community benefit clauses.[50]

Experience suggests that it is important to establish definitions of target cohorts at the outset, in order to prevent any misunderstanding which could alter the outcome of the benefits. The box overleaf provides an example of a "new entrant trainee" definition as suggested by the Strategic Investment Board in Northern Ireland.

New entrant trainee
The contractor shall provide that a minimum of [ ] new entrant trainees or a minimum of [ ] person weeks of employment for new entrant trainees recruited from an agency named time to time by the client for this purpose shall be employed where a new entrant trainee means: • a person progressing from an education or training establishment who needs a job with training and support to achieve full accreditation and productivity; or   • a person who has not been employed in the sector before and has not been regularly employed for more than 12 months, and who will be given training and support in order to achieve accreditation and productivity; or   • a person that has been engaged as a new entrant trainee on another contract or by another employer and whom the client accepts as requiring a further period of engagement as a new entrant trainee.   A new entrant trainee may be an apprentice on an industry-recognised scheme who may be counted as a new entrant for up to [104][51] weeks, or another trainee' who can be counted as a new entrant trainee for up to [52][52] weeks. Each new entrant trainee is to have a training plan (using a pro-forma provided, that is signed by the trainee to permit information to be passed to the client for monitoring purposes) that is agreed by the Employer or agencies named by the Employer for this purpose.

Source: Buy Social Toolkit– A Practical Guide to Socially Responsible Public Procurement", (2015), The Strategic Investment Board (Northern Ireland)

It is also important to specify how this target will be measured for evaluation and comparison purposes.[53] For instance, in the case of new entrants – will it be measured in terms of number of new entrants employed or number of person weeks? While the number of new entrants employed would be easier to monitor, setting employment targets on a person-weeks basis is often more beneficial given that the churn in new trainees could misrepresent the level social benefits being delivered. For example a high churn in new trainees over a number of series of months could show a high volume of individuals benefitting, where in fact the duration of training received could have been shorter than required.[54]

In some instances tender requirements request the contractor to respond to how they will address the social aspirations of the purchaser. However this can lead to suboptimal outcomes as it based on the assumption that the contractor has sufficient knowledge and experience to fully comprehend the most effective manner to maximising social clauses and can result on response that are long in positive rhetoric but short of measurable commitments.[55]

Instead, contracting authorities such as Birmingham City Council specify the social requirements to be delivered, and the contractor, in their submission, respond with a Community Benefit Statement.[56] The

---

[50] Sutherland, V., McTier A., Glass, A., and McGregor, A. (2015), "Analysis of the Impact and Value of Community Benefit Clauses in Procurement" University of Glasgow

[51] This can be adjusted to suit the typical requirement in the sector, but remembering that the longer the period for which a person can be counted the smaller number of opportunities will be provided.

[52] As above, but allow a reasonable time for a new entrant to become productive and gain a track record, even if the required training period is short

[53] Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[54] "Buy Social Toolkit– A Practical Guide to Socially Responsible Public Procurement", (2015),

[55] Ibid

[56] Construction West Midlands framework contract. See Birmingham City Council case study as quoted in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

Statement would require the contractor to consider and reflect on how they would work with all the parties involved to meet the community benefit requirement[57] and would engender buy-in at an early stage.

> **Learning the lessons of the past – Fatima regeneration**
>
> Creating new opportunities for training/employment and job creation from the Fatima Regeneration Project was a key component of the Fatima Social Agenda programme.
>
> Targeting early school leavers and young people at risk of becoming involved with the criminal justice system was an important focus. A number of natural groupings in terms of age, peer/friendships and need emerged. There was a good degree of success in securing direct employment on a wide range of jobs on the construction site and apprenticeships/general operative posts with Dublin City Council.
>
> One such group included eight young men aged between 17 and 20 who were taken on by an engineering company as apprentice welders. The impact on them having a job in their community gave them a focus, stability and critically a sense of pride in building their homes and facilities for their families and neighbours. Young people who were still in school at that time were talking about their hopes for work – 'just like the lads'.
>
> Following the economic crash, particularly in the construction sector, the group became long-term unemployed, drifted into addiction, and for some, the criminal justice system.
>
> There is a strongly held view in the community that had the group stayed in employment and completed their apprenticeships their pathways would have been very different for them, their families and their community. For many of the young people who aspired to get jobs at that time, the opportunity to break the cycle of long-term unemployment, poverty and disadvantage was lost.
>
> The experience is a salutary tale and underscores the need for a longer-term development plan and stabilising mechanisms to be in place beyond the direct delivery phase.

The Procurement process and opportunities for social enterprise and SMEs

Meta-analysis of community benefit clauses has noted the limited success in maximising opportunities for social enterprise and small and medium-sized enterprise (SMEs).[58] Only three of the 24 contracts recently examined by the University of Glasgow contained social clauses in relation to developing the supply chain.[59]

Legal concerns may be contributing to this. In the new South Glasgow Hospital (NSGH) development, legal advice did not support the inclusion of targets for supply-chain opportunities and therefore the specification required bidders to complete a Method Statement on how SME and social enterprise opportunities would be maximised at no additional cost to the client.[60]

Other limiting factors may include capacity constraints. Traditionally, SMEs and smaller sized entities have been limited in their success at wining public sector opportunities due their capacity. In order to avail of such opportunities, potential subcontractors would need:

- An appropriate operational model, including an adequately skilled workforce to deliver a discrete aspect of the contract
- Financial resources to commit to the contract terms

---

[57] Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[58] For instance see NHS Greater Glasgow and Cylde case study as quoted in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[59] Sutherland, V., McTier A., Glass, A., and McGregor, A. (2015), "Analysis of the Impact and Value of Community Benefit Clauses in Procurement" University of Glasgow

[60] NHS Greater Glasgow and Cylde case study as quoted in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

- Management skills to prepare a tender submission and manage the delivery of the contract within budget
- Established quality and environmental practices[61]

Guidance in the UK and Ireland suggests that the procurement process could be structured in such a way as to reduce capacity constraints.

Steps may include:

- Dividing contracts into lots and considering what elements of the contract lend themselves to outsourcing to sub-suppliers, without risking the delivery of the wider infrastructure programme. For instance Powys Country Council procured its £4.6 million housing improvement works through a framework agreement involving eight categories over four years. It also used a framework approach for property maintenance and construction jobbing, with a value of £25,000 or less. In total, 61 suppliers have been added to the framework and 59 of these are local, most of which are SMEs.[62] NSGH procured Project OsKar, a subsidiary company of Kibble - which is a well-established social enterprise - to provide industrial painting services for fencing around the NSGH building site.[63]
- Encouraging main contractors to advertise their subcontract and supply chain opportunities, in particular through websites and increased e-procurement[64]
- Communicating long-term purchasing plans as early as possible by Publishing Prior Information notices on the eTenders website so that smaller companies with capacity constraints can prepare accordingly
- Drawing SMEs' attention to options available for overcoming potential capacity constraints e.g. establishing consortia
- Where possible, promoting non-restricted qualification criteria that do not create additional risk.[65]

Awareness and facilitation of opportunities available

Experience in other jurisdictions shows that social clauses are most effective when introduced with a number of actions, such as awareness and facilitation measures.

Experience in Ireland and the UK identifies a number of mechanisms to increase the awareness of potential opportunities available.

For instance over the construction phase of the NSGH project, the training and employment partner – Jobs and Business Glasgow – operated an on-site recruitment centre that undertook a job-matching service to fill vacancies.

In addition, the facilitation of SME opportunities was supported by providing the contractor with access to Scottish Local Authorities' Supplier Development Programme database where local firms can register their interests and experience.[66] Grangegorman Development Agency (GDA) adopted a similar approach and collated a list of local businesses and made this available to the contractor for consideration of supply chain opportunities.

GDA also used a series of different communication avenues to increase awareness of the development and also to engage the community. This included:

---

[61] "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[62] Ibid

[63] The Scottish Government, "Community Benefit in Procurement Clauses: the New South Glasgow Hospitals"

[64] Ibid

[65] Circular 10/14: Initiatives to assist SMEs in Public Procurement

[66] See NHS Greater Glasgow and Cylde case study as quoted in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

- Community liaison officer
- Community liaison group
- A Community Representative on the Board of the GDA (elected by the Community)
- A newsletter and subscription list
- Flyers dropped into letter boxes informing residents of upcoming construction works
- Community workshops
- Open days

In increasing awareness, there is also a need manage expectations to dispel common misconceptions that social clauses *guarantee* employment for those in the locality. Social clauses and the support measures put in place can give those in the neighbourhood *increased access* to employment opportunities. If there is an expectation that they are a vehicle to guarantee training and employment this can have negative impacts of disillusionment and lack of credibility in the process.

A critical facilitation measure to maximise access to potential opportunities are supply side measures (i.e. training and education) to prepare individuals for a working environment and to equip them with the necessary skills and qualifications. This will enable individuals in the locality to be best positioned to compete for opportunities.

Raising the aspirations for the next generation

In terms of longer-term employment opportunities, engagement with the next generation in the community is critical to raising the aspirations and ambitions of young people which can help to overcome issues of generational unemployment.[67] The NSGH implemented a series of activities with schools to communicate future opportunities for young people. Nearly 2,000 students and school pupils engaged with the project for site visits, workshops and seminars and nearly 200 work experience placements for young people were delivered.[68]

The scale of the new children's hospital investment and level of high-skilled employment coming on stream over the longer term represents a unique opportunity to deliver regenerative benefits to the community and break the cycle of generational unemployment. However these communities need to believe that these high-skilled jobs are within their reach. Therefore a process to raise the ambitions and aspirations of the next generation within the locality is required.

Stakeholders suggest that the communication strategy should also encompass clear "Education Pathways". Such "pathways" would show the various training and upskilling routes an individual could take to qualify for a particular opportunity e.g. doctor, nurse etc. These education pathways can be communicated as part of a wider schools engagement programme, which would be a bespoke initiative, targeting students early in their education before they become at risk of exiting the education system. In the words of one stakeholder it would allow the future generation to see "that the mountain they face is not as high as they perceive and is achievable with the correct support."

In this regard, if the next generation recast their aspirations and if the correct delivery structures are put in place now to support them, it can help improve their prospects for obtaining high-skilled employment in future years.

Working in Partnership to maximise social clauses

A paramount success factor in maximising community benefit is the presence of a partnership approach involving key actors from the demand side (e.g. contractors, procuring agency) and supply side (partners in training, community representatives, and employment activation entities).

The development of a clear governance structure with defined roles and responsibilities can also contribute to improving awareness and facilitation of potential opportunities. Leveraging partners with

---

[67] SQW Consulting, (2007), "New South Glasgow Hospitals: Socio-Economic Benefits Analysis"

[68] McAllister, M. "New South Glasgow Hospitals Community Benefit Programme"

established experience in job matching or training, and providing a defined path for the contractor or potential employee or enterprise is important. Glasgow Housing Association (GHA) partnered with Jobs and Business Glasgow (JBG) to enhance the facilitation of employment opportunities local communities. When vacancies arise for a skilled worker, JBG uses its existing database to identify potential candidates with relevant experience. It then pre-screens clients based on the vacancy notice to create a shortlist of job ready candidates.[69] In doing so the contractor is facilitated in the identifying potential candidates and also incentivised to use JBG given the lower recruitment costs and ease of use. NSGH noted that the engagement structure has underpinned the realisation of community benefit. This integrated approach spanned several elements[70]:

- Recruitment planning - the development of an integrated plan to support local recruitment to non-professional posts

- Education pathways – the development of an integrated plan to support progression to professional qualifications

- Readiness for work – the development of readiness to work programme focused on the opportunities offered by the NSGH for those far from the community

- Skills and training – improved linkages with NHS workforce development function for Further Education colleges to develop a shared action plan to address needs and opportunities of mutual interest

A Community Benefit Delivery Group established with Brookfield Multiplex (the main contractor), Glasgow City Council, NHS Greater Glasgow and Cylde (NHSGGC), Community Enterprise in Strathclyde, Jobs & Business Glasgow, and the subcontractors - Mercury Engineering, DUNNEs and ASTINS.[71]

This partnership approach was formed through a formal partnership agreement outlining roles and responsibilities for each partner:

- The contractor had overall responsibility for the realisation of community benefits

- NHSGGC was responsible for monitoring progress on achieving these

- Jobs and Business Glasgow had lead responsibility for maximising training and employment opportunities for local people

- Community Enterprise in Strathclyde (social enterprise support agency) had lead responsibility for maximising business opportunities for social enterprises. This was supported by others including the Ready for Business Programme.

- A Supplier Development Programme was responsible for capacity building within local SMEs

Each partner contributed staff resources and the contractor hired a Community Engagement Manager to act as a point of liaison between the partners, contractor and subcontractors. This partnership structure proved effective in promoting opportunities. Figure 4.2 illustrates an example of where this partnership approach helped to realise opportunity for social enterprise.

---

[69] See Glasgow Housing Association case study as quoted in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[70] McAllister, M, "New South Glasgow Hospitals Community Benefit Programme"

[71] Ibid

Figure 4.2: Example of Partnership Approach realising community benefit

Contractor hires a Community Engagement Officer to manage implementation of Community Benefit

Painting the fencing surrounding the building site was recognised as an opportunity for a social enterprise

Contractor contacted Ready for Business programme to ensure suitable social enterprise were aware and could prepare

Ready for Business programme identified OsKar as a potential supplier and supported them in submitting their bid

Project OsKar provided the best combination of price and quality and won the contract

Source: Schematic based on case study contained in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

Leadership and commitment are also key components of the delivery framework. The issue of community benefits was strongly supported at an executive level within the NSGH and within the project team. In addition, there was a dedicated Community Engagement Manager who worked closely with the contractor, the local regeneration agency and key supply chain partners, monitoring results towards targets on a quarterly basis. The Community Engagement Manager assumed a "Champion" role in the delivery of community benefits. These ensured that there was steadfast effort in delivering community benefits.[72] The "Buy Social" toolkit in Northern Ireland also suggests the establishment of a champion to drive the realisation of community benefits.

A clear and coordinated governance structure can provide clear lines of responsibilities and provides an integrated approach to matching supply and demand opportunities.

Monitoring and reporting (including aftercare)

Where measureable targets are included as part of the contract, regular monitoring and reporting is essential to enforcement. The tender specification and contract conditions should set out the level and frequency of monitoring information.[73]

The input and analysis of such data can be time consuming and expensive. Therefore leading practice suggests the following considerations to minimise costs when specifying a monitoring regime for social clauses[74]:

- What are the key outcomes required to be measured?
- When are these provided? (it is best to align with contract review dates, to incorporate it as part of formal review discussions)

---

[72] NHS Greater Glasgow and Cylde case study as quoted in "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

[73] Ibid

[74] "Buy Social Toolkit– A Practical Guide to Socially Responsible Public Procurement", (2015), The Strategic Investment Board (Northern Ireland)

- What information is required to verify the reported outcomes?
- Where and to whom should the information be sent?

The importance of an aftercare facility for those employed on the project was underlined by stakeholders involved in labour activation programmes and also in the NSGH economic and social impact report. Support for individuals should not cease once employment is taken up. Follow-up could be provided to ensure that the employee and employer are mutually satisfied with the working arrangement and this could also facilitate a feedback loop – ensuring that lessons are incorporated into future job matching on the project.

In summary, the procurement process can be structured in such a manner that lends itself to boosting of community benefit.

Social clauses have become a useful policy lever in targeting different disadvantaged cohorts of the community and there are clear lessons on calculating, structuring, wording and monitoring these clauses to achieve maximum impact. The procurement process can also be run in a "SME friendly" basis thereby increasing SMEs' and social enterprise's access to the procurement process.

However the procurement strategy alone will not lead to the realisation of benefits. Individuals need to be job-ready, have the necessary qualifications and be aware of the types of opportunities available. Similarly, for outcomes to be achieved, they need to be measured, assessed and corrective actions taken to address any shortfall in the achievement of targets.

Tangible actions can be taken to increase awareness and instil an effective oversight regime.

A clear governance model, underpinned with distinct roles and responsibilities, which provides a well-defined roadmap for the contractor, potential employees and supply chain partners has become an additional success factor.

Allied to this, awareness raising among key target cohorts and the community at large is also an important element in disseminating the message of the potential benefits that could arise for the community.

The next Section presents a set of recommendations designed to distil learnings from each of the policy tools available and position the community of Dublin 8 and neighbouring areas to maximise the opportunity afforded by the delivery of the new children's hospital.

5. Making it happen

The preceding sections have set out a detailed description of the socio-economic profile of the area as it stands today; an assessment of the types of activities and opportunities that are likely to be presented by the development of the new children's hospital and an outline of the various policy tools available to assist in maximising community benefits – from labour market training and activation to enterprise supports and procurement tools. This section distils the analysis into a set of recommendations aimed at unlocking the potential impact of the hospital in community.

The recommendations are presented across four groups as shown in Figure 5.1.

Figure 5.1: Overview of recommendations

1	2	3	4
Procurement strategy	**Communication and advocacy**	**Supply & demand balance**	**Making it happen**
Maximising the potential of social clauses	Disseminating the message among suppliers, local organisations,	Ensuring that the community is ready for the opportunity; getting the right skills in place	Getting the right structures in place to achieve potential and maximise community benefit

Source: EY analysis

5.1 Procurement strategy

Maximising opportunities for SMEs and Social Enterprise

The manner in which the procurement process is set up and delivered can help make procurement processes SME-friendly.

Key actions will include measures to overcome capacity constraints and developing a defined communication strategy for notifying the market of opportunities.

Ref	Recommendation	Timing
1.1	Consider potential for breaking up future contracts in "lots" to maximise opportunities for social enterprise and SMEs. Issues such as value for money and suitability should also be taken into consideration. This may be more feasible for contracts arising from the operational phase. ***NPHDB & CHG***	As arises
1.2	Communicate long-term purchasing plans as early as possible by Publishing Prior Information notices on the e-tenders website so that companies can prepare accordingly ***NPHDB & CHG***	As arises

1.3	In assessing the financial capacity of a supplier to undertake an engagement, when practical, do not set company turnover requirements at more than twice the estimated contract value[75] **NPHDB & CHG**	As arises
1.4	Encourage suppliers to upload their business details (tax clearance, insurance, health and safety and financial data) on the eTenders system so it automatically reloads and reduces administrative burden **SME/Social Enterprise subgroup, NPHDB**	Ongoing
1.5	In so far as practical, use open and unrestrictive tendering e.g. capacity requirements should not be framed in such a way as to unduly narrow a field of eligible tenderers by specifying an exact work type or industry **NPHDB & CHG**	As arises
1.6	Encourage SMEs to form consortia where they are not of sufficient scale to tender in their own right (and seek legal advice if they choose to do so) **NPHDB, SME/Social Enterprise subgroup**	Ongoing
1.7	Signpost the main contractor and subcontractors to the SME/Social Enterprise subgroup to explore supply chain partners and to identify packages of work that could be suitable for social enterprises **NPHDB,**	Q4 2015 Short-term

Maximising opportunities for employment and training

The use of social clauses will be a significant lever in attempting to encourage employment and activation. In particular, the scale of the investment presents an opportunity of considerable magnitude in this regard.

As with all procurement processes, there is a level of risk involved in adding an additional layer in the form of social clauses. However, with a gradual approach and steps to monitor effectiveness, this risk can be mitigated.

Social clauses are a comparatively new phenomenon in the Irish setting and there is a need to gain experience in their effective and efficient deployment.

In line with leading practice – social clauses should be achievable and focused on a targeted set of community priorities. Targets should be clearly defined, with clear monitoring and performance requirements. The specific social clause targets will be determined in discussion with the Community Benefit Oversight Group after further consideration of the supply side profile.

At the same time, including social clauses as a contract performance condition is not a panacea. A support system of training, activation and awareness must be in place in order to ready the unemployed within the community for the opportunities that are to arise.

The study area has above average long term unemployment levels, and stakeholders noted other dynamics of disadvantage including generational unemployment, crime and drug-related social problems. There therefore needs to be a sustained and intensive activation effort on the part of education, training and community partners to enable job-seekers to be job-ready.

---

[75] See Circular 10/14: Initiatives to assist SMEs in Public Procurement for more detail

Ref	Recommendation	Timing
1.8	For the construction phase, incorporate social clauses as part of contract performance conditions only (to comply with EU Directive – must ensure not ultra vires and have sufficient policy grounds). See Table 5.1 on proposed social clause targets. **NPHDB**	Q3 - Q4 2015 Short-term
1.9	Consider the inclusion of social clause on a case by case basis over the operational phase as there may be a tender threshold below which social clauses would not apply or a type of activity that would not be suitable for social clauses. The considerations for inclusion of social clauses should incorporate: - Likely labour intensity of contract - Level of skills required to deliver contract - Likely value of contract **HSE, CHG**	Q2 2019 onwards Medium-term
2.0	When including social clauses, select a small number of requirements that properly reflect social and policy issues to be addressed and avoid over-specification **NPHDB, HSE, CHG**	Q3 - Q4 2015, and as arises thereafter
2.1	Ensure wording of social clauses is in line with guidance to be issued by the OGP in Q3/Q4 2015 and engage with OGP to ensure clauses are aligned with emerging government policy **NPHDB, OGP**	Q3/Q4 2015, Short-term
2.2	Provide clear definitions on each requirement of social clauses e.g. definition of new entrant, long term unemployed **NPHDB, HSE, CHG**	Q3 - Q4 2015, and as arises thereafter
2.3	Request Social / Community Benefit Method Statement as part of each tender (but do not take it into account in the award decision) **NPHDB, HSE, CHG**	Q3 - Q4 2015, and as arises thereafter
2.4	Specify monitoring and performance review requirements as early as possible and build-in procedures for evaluation **NPHDB, HSE, CHG**	Q3 - Q4 2015, and as arises thereafter

Table 5.1 details the proposed social clauses targets for inclusion in the construction contract.

Table 5.1: Social clause targets

Proposed Social Clause targets for inclusion in construction contract
• [TBC]% of the person weeks worked on the contract to be undertaken by individuals recruited from the ranks of the long-term unemployed • [TBC]% of person weeks on the contract to be undertaken by those on a registered scheme of apprenticeships (supported through commitment from Construction Industry Federation to guarantee the completion of up to 25 apprenticeships on the project) • [TBC]% of total project labour will be a 'new entrant' (leaving an educational, college establishment & not an apprentice) or from work place experience placement for further and 3rd level education • Maximise sub-contract and supply chain opportunities among SMEs and Social Enterprise

5.2   Communication and advocacy

A streamlined and coordinated communication and advocacy strategy   helps to garner stakeholder buy-in from the outset and is key to disseminating the employment and enterprise opportunities and linking the 'supply' and 'demand' sides of the market.

One of the key aspirations of the NPHDB is to not only build a world class hospital – but also to use the campus development as a catalyst of regeneration and redefine the relationship the hospital has with the community. For this to occur there needs to be extensive and ongoing communication with the community.

Ref	Recommendation	Timing
2.5	Signpost contractors and subcontractors to named partner organisations to assist in the delivery of social clauses: This could include, subject to the agreement of parties involved: - Employment and training subgroup – Trainees and employment and apprenticeships - SME/Social Enterprise subgroup – SME/Social Enterprise ***NPHDB, Community Benefit Coordinator***	Q1 2016 onwards
2.6	Promote the benefits of social clauses and use of partner organisations to the contractor at an early stage i.e. lower recruitment costs, skills matching service, potential financial incentives (i.e. JobsPlus), and improvement of Corporate Social Responsibility profile ***NPHDB, Community Benefit Coordinator***	Q1 2016 onwards Short-term
2.7	Run local advertising campaigns directing suppliers to a lead partner on SME/Social Enterprise subgroup or e-tenders website and encourage them to sign up to notification alerts for opportunities ***NPHDB***	Q1 2016 onwards Short-term
2.8	Run local advertisement campaigns directing individuals to Intreo for employment opportunities in the hospital and local enterprises ***NPHDB***	Q1 2016

2.9	Place billboards on site showing quarterly performance against requirements of social clauses **Main Contractor**	Q1 2016 onwards
3.0	Create email notification lists whereby the community can subscribe to receive updates on the campus development and operation **NPHDB**	Q1 2016 onwards
3.1	Once established, organise open days and campus tours for the community to engage the campus **NPHDB, Community Benefit Coordinator**	Q3 2019 onwards Medium-term
3.2	To engage the next generation in the community and raise their aspirations and ambitions, a school engagement programme should be developed involving hospital employees educating primary school children about the range of careers and types of activities taking place on the campus **Community Benefit Coordinator, Hospital authorities, Longer-term Community Benefit Subgroup, local primary schools**	Q1 2016 onwards Short and Medium-term
3.3	A career and education awareness programme should be developed in partnership with local ETBs, secondary schools, Community Training Centres and PLC colleges. This should involve those working on the campus presenting to pupils with career guidance teachers/mentors/advocates outlining the various education and training pathways to the wide breadth of occupations on the campus. This will help raise aspirations by illustrating the tangible routes that individuals can take and dispel any preconception of education barriers. **Community Benefit Coordinator, Longer-term Community Benefit Subgroup**	Q1 2016 onwards Short and Medium-term
3.4	Organise career evenings with career guidance, mentors, advocates, social/aftercare, and youth workers in the area to update them on the potential opportunities available over the construction phase **Community Benefit Coordinator, Employment and Training subgroup, youth workers, social/aftercare workers**	Q3 2015 - Q3 2019 Short and medium term
3.5	When the hospital is operational, expand the existing work placement programme in the campus with local education providers taking into account the increased and new activities occurring on the campus. **Longer-term Community Benefit Subgroup**	Q3 2019 Medium - term
3.6	Organise meet the buyer events in the local area where potential supply chain partners, and employees can engage with the main construction contractor and any subcontractor(s) appointed. The meet the buyer events can also be used as a platform to identify potential partners for consortia (e.g. using initiatives such as speed dating for entrepreneurs) **Community Benefit Oversight Subgroup on SMEs/Social Enterprise, main contractor, subcontractors, Canal Business Network, Canal Communities Partnership**	Q1 2016 – Q3 2019 Short and medium term.
3.7	Consider increasing awareness of employment and training opportunities by establishing a prominent employment service porta-cabin onsite over the construction period **Employment and Training subgroup, Community Benefit Coordinator**	Q1 2016 – Q3 2019 Short and medium term

3.8	Harness the strong ethos of volunteerism that exists in the existing hospitals to develop a voluntary programme. This activity can have mutual benefits for local volunteers - giving them a sense of accomplishment and contribution - and for patients, their families and staff by providing them with additional support. ***Community Benefit Coordinator, Longer-term Community Benefit subgroup***	Q3 2019 Medium - term

5.3 Balancing skills supply and employment demand

Section 2 provided a socio-economic profile of the study area, which demonstrated issues of long-term unemployment and low educational attainment among certain cohorts. Section 3 identified the type and scale of opportunities available over the build and operational phases. Community stakeholders consulted as part of this project also identified various groups that would be "at risk" of long term unemployment and other social issues.

By planning the right pipeline of skills, the unemployed in the area can be positioned to respond to employment opportunities arising. Findings from the stakeholder engagement and the socio-economic profile show that there are particular training and development needs in order to improve the prospects of those in the locality to gain employment.

The most marginalised in society require the most intensive activation effort in order to prepare for work. The relevant group in this case are young people at risk, early school leavers and adults with no formal education looking to access the labour market.

As shown in Section 4 it is critical that the right training and activation mechanisms are put in place in terms of the most appropriate career paths and pitched at the right level.

Ref	Recommendation	Timing
3.9	Create a subgroup of the Community Benefit Oversight Group to enable the early identification of future opportunities and identify the required skills profile. (i.e. Employment and Training Subgroup) ***Community Benefit Coordinator, training providers, CDETB, Intreo LES, main contractor***	Q4 2015 onwards Short and medium term
4.0	Local training providers to work in tandem to coordinate and respond to identified skills requirements. These training providers will be required to be agile in responding to any unmet demand for relevant courses. ***Local training providers, CDETB***	Q1 2016 onwards Short and medium
4.1	Local Intreo and Local Employment Service (South West Inner City Local Employment and Canals LES) to use existing databases to identify and screen suitable candidates. In particular they should have regard to most hard to reach groups e.g. long term unemployed in articulating the opportunities available. ***Intreo, LES***	Q1 2016 onwards
4.2	Work in partnership with local stakeholders to monitor the types of opportunities / business development needs that may arise and respond accordingly with support programmes ***Local Enterprise Office, Canal Business Network, Community Benefit Coordinator, Canal Communities Partnership***	Q1 2016 onwards

5.4 Making it happen

A key success factor from experience in other jurisdictions is the use of a structured implementation strategy, rooted in a partnership approach between official bodies and community and voluntary stakeholders.

There is a range of different stakeholders in the study area, spanning from education and training providers, regeneration boards, youth workers, Local Enterprise Offices, the Intreo Office, enterprise network etc. Each has a particular role and specific strengths to bring to the effort.

In order to realise benefits arising from the recommendations outlined in this report, there needs to be a structured and integrated delivery framework with clear lines of responsibility. It will also be pivotal to have a "Community Benefit Champion" to drive the delivery process and act as a single point of liaison with stakeholders, the contractor and the new children's hospital.

The analysis has shown that a wide range of employment activation, further training and education programmes, along with enterprise supports, are available. On the face of it would seem that these opportunities are broadly appropriate. However, and as noted earlier in this report, there is a huge challenge in ensuring people on the Live Register, especially the long term unemployed, can avail of the various options open to them and in the process become 'job ready'.

At its most basic, the provision of various education and activation programmes does not necessarily mean unemployed people will access them, even if they have the potential to lead to employment. A range of factors – personal , financial, educational and overall work capacity – can get in the way. It will be important, therefore, that the various state and community agencies in this field are sensitive to the needs of this cohort and develop innovative and joined up responses which will assist those on the Live Register to access the opportunities available.

Figure 5.2 illustrates a proposed delivery structure for realising community benefit. The Community Benefit Oversight Group will have overall responsibility for monitoring and overseeing the recommendations set out in this report. Three working subgroups are also proposed to support the realisation of specific recommendations.

These are:

Longer-term community benefit subgroup: will focus on raising the ambition of the next generation in the community by working to recast their aspirations toward high-skilled careers which will be available in their locality. In doing so this subgroup would be charged with leveraging the catalytic potential of the campus development in attempting to break the generational cycle of unemployment and dissolving preconceptions on social barriers. Engagement with local primary and post-primary education providers and students will be key.

Employment and training subgroup: The objectives of this subgroup are twofold. First, it will act as a "clearing house" between the contractor and local employment services so that any employment/apprenticeship/trainee opportunities are flagged well in advance to allow local employment services to identify potential candidates.

Second, it will allow local training providers to respond to any training requirements identified which would improve the prospects of those in the community to gain employment. This subgroup can respond to any changes in demand or supply which may arise over the coming years. This agility will be important in maximising the potential for community benefit. The CDETB noted that if required, it could respond in the provision of additional relevant courses.

SME/Social Enterprise subgroup: will work to identify potential opportunities for local SMEs/Social Enterprise in close consultation with the main contractor. Following on from this, it will also identify and help deliver any capacity enhancing training which would support SMEs/Social Enterprise in availing of potential supply chain opportunities.

Three subgroups will concentrate on specific recommendations. However given the dependencies between the recommendations, it is critical that these subgroups are not siloed, and communicate regularly on interrelated matters.

Figure 5.2 Indicative community benefit delivery structure

Community Benefit Oversight Group

- NPHDB
- CHG
- Tusla
- HSE
- DCC
- LEO
- Main contractor
- Intreo
- LES
- CDETB
- CAN
- Canal Communities Partnership
- St. James's representative
- Community Benefit Coordinator
- Representative from local post-primary education providers
- Representative from Regeneration Boards

Longer-term community benefit subgroup

Indicative composition:

- NPHDB
- CHG
- Community Benefit Coordinator
- Local primary schools
- Local post-primary education providers
- An Garda Síochána
- Representative from Regeneration Boards
- Youth workers (including Aftercare and Social Workers)

Employment and training subgroup

Indicative composition:

- NPHDB
- CHG
- Community Benefit Coordinator
- Intreo
- LES
- CDETB
- Other local training providers
- Main contractor

SME/Social Enterprise subgroup

Indicative composition:

- NPHDB
- CHG
- Community Benefit Coordinator
- Irish Social Enterprise Network
- Canals Business Network
- Canal Communities Partnership
- Enterprise Ireland/LEO
- Main contractor (as appropriate)

Outside of these structures the NPHDB will also undertake a series of communication and advocacy actions and the Community Benefit Coordinator will actively liaise with the local community on an ongoing basis.

Ref	Recommendation	Timing
4.3	A Community Benefit Coordinator should be engaged to act as a "Community Champion" and act as a point of liaison between the community, contractors and hospital authorities to drive the realisation of community benefits **NPHDB**	Q4 2015 Short and medium term
4.4	The Community Benefit Oversight Group should oversee the delivery of the recommendations set out in the Community Benefit Study. The membership of the Group should be reviewed to include key stakeholders as required e.g. main contractor and subcontractors as they come on stream. **NPHDB, Community Benefit Coordinator**	Q3 2015 onwards. Short, medium and long term
4.5	A partnership charter should be drafted, setting out how the Community Benefit Oversight Group and subgroups will work. It should outline clear roles and responsibilities, and also establish the structures to ensure the group and subgroups can be agile in the provision of the right training and education. A lead partner should also be named for each subgroup. This lead partner will assume overall responsibility for the delivery of different categories of community benefit e.g. Intreo could assume overall responsibility for the delivery employment opportunities **Community Benefit Coordinator, Community Benefit Oversight Group**	Q4 2015 – Q1 2016 Short-term
4.6	The Community Benefit Coordinator to meet monthly with individuals representing those who may not engage with the LES or Intreo office to relay the recruitment pipeline i.e. youth workers, social/aftercare workers **Community Benefit Coordinators, local youth workers, social/aftercare workers**	Q1 2016 onwards Short and medium term
4.7	Ensure a follow-up mechanism with those availing of employment and training opportunities. **LES, Intreo**	Q3 2016 onwards Short and medium term
4.8	Establish a sub-group of the Community Benefit Oversight Group to facilitate the SME/Social Enterprise capacity building It is envisaged that the SME/Social Enterprise Capacity Building subgroup would include, but not limited to, the Community Benefit Coordinator, Irish Social Enterprise Network, Canals Business Network, and Enterprise Ireland/Local Enterprise Office. **Community Benefit Coordinator, Irish Social Enterprise Network, Canals Business Network, Local Enterprise Office/Enterprise Ireland, Canal Communities Partnership**	Q4 2015 onwards
4.9	The SME/Social Enterprise Capacity Building subgroup should consider collating a repository of potential suppliers which can be provided to the contractor. It is understood that there is already an existing base of information available, for instance there is an enterprise directory on the canals business network website. **Community Benefit Coordinator, Irish Social Enterprise Network, Canals Business Network, Local Enterprise Office/Enterprise Ireland, Canal Communities Partnership**	Q4 2015 onwards

5.5 Conclusion

The delivery of the new children's hospital is the culmination of a long process of analysis, planning and consultation and can deliver a step change in health outcomes for Ireland's children and young people.

Alongside this overall strategic benefit, the delivery of the investment represents a major stimulus in the community that can have lasting positive effects far into the future.

In order to harness this opportunity, a steadfast effort will be required by a range of participants. Taken together, the actions set out form a road map for maximising the potential impact of the new children's hospital within the area and making it a truly transformative investment.

Appendix A – Estimated labour intensity during the construction phase

Legend:
- Administrative
- Banksman
- Carpenter (Second Fix)
- Carpenters (Formwork)
- Ceiling Installer
- Construction Engineer
- Crane Driver
- Dry-Lining Installer
- Electrician
- Engineering Surveyor
- Flooring Installer
- Forklift Driver
- General Operative
- Glazing / Curtain Walling Installer
- Health and Safety
- Logistics Management
- Logistics Operative
- Machine Operator
- Painter
- Piping and HVAC Fitter (Plumber)
- Plasterer
- Project Management
- Quantity Surveyor
- Roofer
- Steel Fixer
- Supervisor

Source: NPHDB

66

Appendix B – Guidance on the inclusion of social clauses during procurement process

Depending on the procurement approach taken, there are different requirements at each stage of the procurement process. Table B.1 below details these, based on guidance issued by practitioners in the UK.

Table B.1 – Actions for the inclusion of Social Clause at each stage of procurement process

Stage of procurement	Core requirement	Performance condition
Contract notices	-Indicate proportion of scores in the award process that will be given to community benefits.	-Include statement on the community benefits relating to the area of delivery which may be included in the contract conditions. No marks should be indicated in the scoring framework.
PQQ	-Include questions relating to the competence of the bidder to delivery community benefit. Score the PQQ to ensure correct tender invites.	-Do not include questions relating to the social/community benefits.
Specification	-Detail community benefit requirements -Include requirements for monitoring and KPIs. -The drafting should not disadvantage non-local bidders. -Include reference to organisations that can help contractors to deliver the community benefit specification. -Submission should be in form of a pro-forma Method Statement to help with standardised scoring.	-Detail community benefit requirements so that all bidders provide a price that reflects the same specification. -The drafting should not disadvantage non-local bidders. - Include reference to organisations that can help contractors to deliver the community benefit specification and target the benefits.
Mid-tender interviews	Receive clarification on the community benefit requirements	-Receive clarification on the community benefit requirements
Scoring of the tenders	-Develop a robust scoring framework for the community benefits.	-No action should be taken.
Contract conditions	-Include Community Benefit in the contract conditions	-Community benefit requirements must be delivered by contractor
Pre-contract discussion	-Agree methodology for delivery of the requirements and monitoring	-Agree methodology for delivery of the requirements and monitoring.
Enforcement	- Monitor outcomes routinely. Contractors are more likely to oblige by contract requirements as poor delivery could influence future work.	-Monitor outcomes routinely. Enforcement will mainly come through building positive relationships with the contractor.

Source: "Tackling Poverty through Public Procurement", (2014), Macfarlane, R. and Anthony Collins Solicitors

Appendix C – Estimated training for employment opportunities*

Table C.1: Business administration

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Business	Level 6	Ballsbridge CFE	Full Time	30
Higher Education Direct Entry	CDETB	Business Studies	Level 5	Ballsbridge CFE	Full Time	30
Further Education	CDETB	Human Resource Management	Level 5	Ballsbridge CFE	Full Time	30
Further Education	CDETB	Human Resource Management	Level 5	Ballsbridge CFE	Full Time	30
Further Education	-	Human Resources Management	Level 5	Ballsbridge College of Further Education	Full time	30
Further Education	CDETB	Accounting Technician	Level 5	Ballyfermot CFE	Part-Time	Not available
Traineeships	SOLAS/FÁS	Bookkeeping Manual & Computerised	-	Ballyfermot Training Centre	Part-Time	18
Further Education	CDETB	Business Studies	Level 5	Cabra CC	Full Time	Not available
Further Education	-	Finance	Level 4	City Colleges	Part time	Not available
Further Education	-	Finance	Level 6	City Colleges	Part time	Not available
Further Education	CDETB	Business & Computers	Level 5	Colaiste Dhulaigh CFE	Full Time	25
Higher Education Direct Entry	CDETB	Business Management	Level 6	Colaiste Dhulaigh CFE	Full Time	25
Higher Education Direct Entry	CDETB	Business Studies	Level 5	Colaiste Dhulaigh CFE	Full Time	25
Higher Education Direct Entry	CDETB	Business Studies	Level 6	Colaiste Dhulaigh CFE	Full Time	25
Further Education	CDETB	Business Law	Level 5	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Business Management	Level 6	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Accounting Technician	Level 5	Colaiste Ide CFE	Full Time	Not available
Further Education	CDETB	Accounting Technician	Level 6	Colaiste Ide CFE	Full Time	Not available
Further Education	CDETB	Business Practice Marketing & HR	Level 5	Colaiste Ide CFE	Full Time	Not available

*Note: These estimates have been compiled from available information from CTETB directory of courses 2015/2016 and education provider websites

Further Education	CDETB	Business Studies	Level 5	Colaiste Ide CFE	Full Time	Not available
Further Education	-	Business Practice, Marketing & Human Resource	Level 5	Colaiste Ide College of Further Education	Full time, Daytime	Not available
Further Education	-	Supply Chain Logistics	FAS	Contracted Training (Dublin North)	Start Date: 28/09/2015 End Date: 02/09/2016	20
Higher Education CAO	CDETB	Accounting and Computer Applications	Level 5 ATI	Crumlin CFE	Full Time	25
Further Education	CDETB	Accounting Technician	ATI	Crumlin CFE	Full Time	25
Further Education	CDETB	Accounting Technician	ATI	Crumlin CFE	Part-Time	25
Further Education	CDETB	Bookkeeping for Beginners	-	Crumlin CFE	Part-Time	20-24
Further Education	CDETB	Payroll	-	Crumlin CFE	Part-Time	20
Further Education	CDETB	Sales & Marketing	Level 5	Crumlin CFE	Full Time	15-18
Higher Education	-	Accounting & Finance	Level 8	DIT	Full time, Daytime	Not available
Further Education	-	Logistics & Supply Chain Management	Level 8	DIT	Full time, Daytime	4
Further Education	-	Business	Level 7	Dorset College	Full time, Daytime	Not available
Higher Education	-	Accounting & Finance	Level 8	Dublin Business School	Fulltime	20 - 25
Higher Education	-	Accounting & Finance	Level 8	Dublin City University	Fulltime	110
Traineeships	SOLAS/FÁS	Accounting Technicians Ireland - First Year	-	DUBLIN NORTH CENTRAL	Full Time Day	Not Available
Further Education	-	Finance	Level 6	Export-Edge Business College	3 months. One evening per week, 6.30pm.	10+
Further Education	-	Pharmaceutical Business Operations	Level 7	Griffith College Dublin	Part time	Not available
Further Education	CDETB	Business	Level 5	Inchicore CFE	Full Time	30
Further Education	CDETB	Business	BETC HND	Inchicore CFE	Full Time	25
Further Education	-	Finance	Level 6	Institute of Public Administration - IPA	-	Not available
Further Education	CDETB	Business Studies & IT	Level 5	Killester CFE	Full Time	(awaiting reply)
Further Education	CDETB	Business studies with computer applications	Level 5	Killester CFE	Full Time	(awaiting reply)
Further Education	CDETB	Bookkeeping Manual & Computerised	Level 5 ComC	Kylemore College	Part-Time	Min 8/Max 16-18

	SOLAS/FÁS For People with Disabilities		Certification details not specified	Must contact course coordinator	Full Time	Not available
Traineeships		Business Studies (Administration) - STP				
Further Education	-	Business	Level 6	National College of Ireland	Full time, Daytime	Not available
Further Education	CDETB	Bookkeeping Manual & Computerised, Flexi 4	Level 5 ComC	Pearse CFE	Part-Time	24/25
Further Education	CDETB	Business Administration, Flexi 4	Level 5 ComC	Pearse CFE	Part-Time	24/25
Further Education	CDETB	Business through computers	Level 5	Pearse CFE	Full Time	24/25
Further Education	CDETB	Business, Advanced	Level 6	Pearse CFE	Full Time	24/25
Further Education	CDETB	Accounting Technician	Level 5	Plunket College	Full Time	Not available
Further Education	CDETB	Accounting Technician	Level 6	Plunkett College	Part-Time	Not available
Further Education	CDETB	Accountancy business and taxation	Level 5	Rathmines College	Full Time	Not available
Further Education	CDETB	Accounting and Business	ACCA	Rathmines College	Full Time	Not available
Further Education	CDETB	Accounting Technician	CAT	Rathmines College	Full Time	Not available
Further Education	CDETB	Accounting Technician with IT applications	AIT	Rathmines College	Full Time	Not available
Higher Education CAO	CDETB	Business & Finance	Level 5	Rathmines College	Full Time	Not available
Further Education	CDETB	Business & IT Studies	Level 5	Rathmines College	Full Time	Not available
Further Education	CDETB	Business Accounting	CIMA Cert in Business Accounting	Rathmines College	Full Time	Not available
Higher Education Direct Entry	CDETB	Business Accounting	CIMA Cert in Business Accounting	Rathmines College	Full Time	Not available
Further Education	CDETB	Business Law	Level 6	Rathmines College	Part-Time	Not available
Further Education	CDETB	Business Management	Level 6	Rathmines College	Part-Time	Not available
Further Education	CDETB	Business, Administration	Level 5	Rathmines College	Full Time	Not available
Further Education	CDETB	Business, Advanced	Level 6	Rathmines College	Full Time	Not available
Further Education	CDETB	Business & Finance	Level 5	Whitehall CFE	Full Time	Not available
Higher Education CAO	CDETB	Business & Finance	Level 5	Whitehall CFE	Full Time	Not available

Further Education	CDETB	Business through computers	Level 5	Whitehall CFE	Full Time	Not available
Further Education	CDETB	Business with computers	Level 5	Whitehall CFE	Full Time	Not available
Further Education	CDETB	Financial & Legal Services	Level 6	Whitehall CFE	Full Time	Not available
Traineeships	SOLAS/FÁS	Business Studies & Finance				14
Further Education		Health & Safety for Managers, Supervisors, Safety Reps and Business Owners			Part Time	Not available

Table C.2: Childcare

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Early childhood Care and Education	Level 5	Ballyfermot CFE	Full Time	Not available
Further Education	CDETB	Childcare	Level 6	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Childcare	Level 6 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Childcare	Level 5 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Early Care & Education Practice	Level 5	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Early Care & Education Practice	Level 5 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Childcare	Level 5	Colaiste Ide CFE	Full Time	Not available
Further Education	CDETB	Childcare	Level 6	Colaiste Ide CFE	Full Time	Not available
Further Education	-	Childcare	Level 5	Dun Laoghaire Further Education Institute	Part-Time	Not available
Further Education	CDETB	Childcare	Level 5	Inchicore CFE	Full Time	30
Further Education	CDETB	Childcare & Early Learning	Level 5	Killester CFE	Full Time	Not available
Further Education	-	Childcare - Child Development	Level 6	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Creative Arts for Early Childhood Care	Level 5 ComC	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Early Care & Education Practice	Level 5 ComC	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Early Care & Education Practice	Level 6 ComC	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Early Childhood Education	Level 5 ComC	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Early Childhood Literacy & Numeracy	Level 6 ComC	Kylemore College	Part-Time	Min 8/Max 16-18

Further Education	CDETB	Early Learning Environment	Level 6 ComC	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Creative Arts for Childhood	Level 5 ComC	Liberties College	Part-Time	Not available
Further Education	CDETB	Early Care & Education Practice	Level 5 ComC	Liberties College	Part-Time	25
Further Education	-	Early Childhood Care & Education - Child Development	level 5	Liberties College	Part-Time	25
Further Education	CDETB	Early childhood Care and Education	Level 6	Liberties College	Full Time	22
Further Education	CDETB	Early childhood Care and Education	Level 5	Liberties College	Full Time	25
Further Education	CDETB	Early Childhood Education	Level 5 ComC	Liberties College	Part-Time	25
Further Education	CDETB	Early childhood Care and Education	Level 5	Marino CFE	Full Time	Not available
Further Education	CDETB	Early childhood Care and Education	Level 6	Marino CFE	Full Time	Not available
Further Education	CDETB	Early Care & Education Practice	Level 5	Marino College	Part-Time	Not available
Further Education	CDETB	Early Care & Education Practice	Level 6	Marino College	Part-Time	Not available
Further Education	CDETB	Early childhood Care and Education	Level 5	St. Kevin's College	Full Time	12
Further Education	CDETB	Early childhood Care and Education	Level 6	St. Kevin's College	Full Time	12
Postgraduate	CDETB	Early childhood Care and Education	Level 5	St. Kevin's College	Full Time	12
Postgraduate	CDETB	Early childhood Care and Education	Level 6	St. Kevin's College	Full Time	12
Further Education	CDETB	Childcare	Level 5	Whitehall CFE	Full Time	Not available
Further Education	CDETB	Childcare Access to	Level 5	Whitehall CFE	Part-Time	Not available
Further Education	CDETB	Supervision in Childcare	Level 6	Whitehall CFE	Full Time	Not available

Table C.3: Computer and computer skills

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Computer & Network Maintenance	Level 5	Colaiste Ide CFE	Full-Time	Not available
Further Education	CDETB	Computer & Network Support Technician	Level 5	Crumlin CFE	Full-Time	27
Further Education	CDETB	Computer & Office Skills	Level 5	Plunket College	Full-Time	Not available
Further Education	CDETB	Computer Aided Design (CAD)	Level 5 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Computer Applications A1	COA	Rathmines College	Part-Time	Not available

Further Education	CDETB	Computer Applications A2	COA	Rathmines College	Part-Time	Not available
Traineeship	SOLAS/FÁS	Computer Applications and Office Skills	ITQ Level 2 for IT users	Ballyfermot Training Centre	Full-Time	20
Early School Leavers Courses	SOLAS/FÁS	Computer Applications/Caring for Children/Child Development & Play	level 3/4	Lourdes Youth & Community Services Ltd	Part-Time	Not available
Traineeship	SOLAS/FÁS	Computer Network Installation & Maintenance	-	DUBLIN 10	Full-Time	18
Further Education	CDETB	Computer Programming & App design	Level 5 ComC	Pearse CFE	Part-Time	24/25
Further Education	CDETB	Computer Repair & Upgrade	-	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Computer Skills & Digital Media for Beginners	-	Marino College	Part-Time	Not available
Further Education	CDETB	Computer Skills for adults	Level 5	Plunket College	Full-Time	Not available
Further Education	CDETB	Computer System Technician	Level 5 & 6	Colaiste Dhulaigh CFE	Full-Time	25
Further Education	CDETB	Computerised Office Skills for Adults	Level 5	Ballsbridge CFE	Full-Time	30
Further Education	CDETB	Computers, Beginners	-	Crumlin CFE	Part-Time	20
Further Education	CDETB	Computers, Beginners	-	Killester CFE	Part-Time	Not available
Further Education	CDETB	Computers, Beginners	-	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Computers, Improvers	-	Killester CFE	Part-Time	Not available
Further Education	CDETB	Computing MOS	MOS Cert	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Computing with MOS	MOS Cert	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Computing, MOS in Databases	MOS Cert	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Computing, Pre- Degree	Level 5 ComC	Crumlin CFE	Part-Time	20
Further Education	CDETB	Computing, Reception & Frontline Office Skills	Level 5 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Essential Computer Applications	Level 5	Crumlin CFE	Full Time	25
Further Education	CDETB	Excel, Advanced	-	Crumlin CFE	Part-Time	20
Further Education	CDETB	Excel, Microsoft	-	Crumlin CFE	Part-Time	20
Traineeship	SOLAS/FÁS	Information Technology and Office Skills - STP	-	Must contact course coordinator	Full-Time	Not available
Further Education	CDETB	Information Technology Skills	Level 4 ComC	Liberties College	Part-Time	19
Traineeship	SOLAS/FÁS	Information Technology Skills	-	Ballyfermot Training Centre	Part-Time	18
Traineeship	SOLAS/FÁS For People with Disabilities	IT and Computer Maintenance - STP	-	Must contact course coordinator	Full Time	Not available
Traineeship	SOLAS/FÁS	IT Maintenance	IT Systems	Donnybrook	Part-Time	20

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
				Support - PC Maintenance (L1)		
Further Education	CDETB	Office IT, Flexi 4	Level 5 ComC	Pearse CFE	Part-Time	24/25
Further Education	CDETB	Office Systems	Level 5	Ballsbridge CFE	Full-Time	30
Further Education	CDETB	Office Systems & Support	Level 5	Plunket College	Full-Time	Not available
Traineeships	SOLAS/FÁS	Payroll- Manual and Computerised 5N1546	Business Administration	Dublin 10	Evening	18
Further Education	CDETB	Payroll, Manual & Computerised	Level 5 ComC	Marino College	Part-Time	Not available
Traineeships	SOLAS/FÁS	PC Maintenance - Evenings	-	Ballyfermot Training Centre	Evening	10
Further Education	CDETB	Secretarial & Computer Skills	Level 5	Colaiste Ide CFE	Full-Time	Not available
Further Education	-	Secretarial & Computer Skills	Level 5	Colaiste Ide College of Further Education	Full-Time	Not available
Further Education	CDETB	Typewriting & Keyboarding Skills & Word Processing	COA	Rathmines College	Part-Time	Not available

Table C.4: Nursing and pre-nursing

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Add-on / Postgraduate	-	Nursing Theory & Practice	Level 5	-	Part-Time	Not available
Further Education	CDETB	Pre Nursing	Level 5	Ballyfermot CFE	Full-Time	30
Further Education	CDETB	Pre Nursing (Health Science)	Level 5	Ballyfermot CFE	Full-Time	Not available
Lifelong Learning	CDETB	Nursing - pre nursing	Level 5	Ballyfermot College	Full-Time	Not available
Apprenticeship	-	Nursing Studies	Level 9	Belfield	Part-Time	Not available
Apprenticeship	-	Nursing Studies	Level 5	Blanchardstown Adult Education Centre	Full-Time	Not available
Apprenticeship	-	Nursing Studies	Level 5	College of Further Education Dundrum	Full-Time	24
Apprenticeship	-	Nursing Studies	Level 8	DCU	Full-Time/Part-Time	Not available
Add-on / Postgraduate	-	Nursing Theory	Level 8	DCU	Full-Time / Part-Time	Not available
Apprenticeship	-	Nursing Studies	Level 5	Deansrath Community College	Full-Time	Not available

Apprenticeship	-	Nursing Studies	Level 5	Dorset College	Full-Time/Part-Time	Not available
Apprenticeship	-	Nursing Studies	Level 5	Dun Laoghaire Further Education Institute	-	Not available
Apprenticeship	-	Nursing Studies	Level 5	Grafton College of Management Sciences	Full-Time/Part-Time	Not available
Further Education	Adult Education Centre	Nursing Studies - Pre-Professional		Greenhills College	Full-Time	50
Lifelong Learning	CDETB	Nursing Studies - Pre	Level 5	Inchicore CFE	Full-Time	60
Further Education	CDETB	Pre Nursing	Level 5	Inchicore CFE	Full Time	60
Further Education	CDETB	Dental Nursing	NEBDN	Marino CFE	Full Time	Not available
Further Education	CDETB	Nursing Studies	Level 5	Marino CFE	Full Time	Not available
Further Education	CDETB	Dental Nursing	NEBDN Dip	Marino College	Part-Time	Not available
Lifelong Learning	CDETB	Introduction to Nursing Studies	Level 5	Marino College	Full-Time	72
Apprenticeship	-	Nursing - Pathway to Post Graduate Diploma	-	Royal College of Surgeons in Ireland	-	Not available
Further Education	BTEI Part Time	Nursing Practice	Level 8	-	Full-Time/Part-Time	Not available

Table C.5: Medical workers

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	-	Pharmacy Assistant	Level 5	Colaiste Dhulaigh College of Further Education	Part-Time	25
Further Education	CDETB	Nutrition	-	Ballsbridge CFE	Part-Time	30
Further Education	CDETB	Psychology Applied	Level 5	Ballsbridge CFE	Full Time	30
Traineeships	SOLAS/FÁS	Occupational First Aid 5N1207	General Studies	Ballyfermot Training Centre	Evening	10
Further Education	CDETB	Science Pre University	Level 5	Colaiste Dhulaigh CFE	Full-Time	25
Further Education	CDETB	Occupational First Aid	Level 5 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Anatomy & Physiology	ITEC Dip	Crumlin CFE	Part-Time	15-18
Higher Education	-	Psychology	Honours Degree Level 8	DCU	Full-Time	40 (30 CAO + Mature)
Further Education	-	Science - Medicinal Chemistry & Pharmaceutical Sciences	Degree - Ordinary Bachelor (Level 7 NFQ)	Dublin Institute of Technology	Full time, Daytime	25
Further Education	-	Pharmaceutical Data Analytics	Special Purpose Certificate (Level 7 NFQ)	Griffith College Dublin	Full-Time	Not available
Further Education	-	Pharmaceutical Technology	Degree - Ordinary Bachelor (Level 7 NFQ)	Institute of Technology Tallaght	Part time, Evening, Distance	40-60
Further Education	-	Science - Bio & Pharmaceutical Analysis	Level 6 Higher Certificate (Level 6 NFQ)	Institute of Technology Tallaght	Full-Time/Part-Time	Not available
Further Education	CDETB	Psychology	Level 5 ComC	Kylemore College	Part-Time	Min 8/Max 16-18
Further Education	CDETB	Complementary Medicine 1	Level 5	Pearse CFE	Full-Time	24/25
Further Education	CDETB	Complementary Medicine 2	ITEC 3 & 4	Pearse CFE	Full-Time	24/25
Further Education	CDETB	Nutrition for Healthy Living, Flexi 4	Level 5 ComC	Pearse CFE	Part-Time	24/25
Further Education	CDETB	Biology, Leaving Certificate	Leaving	Plunkett College	Part-Time	Not available

			Certificate			
Further Education	CDETB	Chemistry, Leaving Certificate	Leaving Certificate	Plunkett College	Part-Time	Not available
Further Education	CDETB	Health & Alternative Nutrition	COA	Rathmines College	Part-Time	Not available
Further Education	CDETB	Psychology, Introduction to	UCD Course	Rathmines College	Part-Time	Not available
College of Progressive Education	-	Medicine - Undergraduate Entry	Honours Degree Level 8	Royal College of Surgeons in Ireland	Full-Time	54
Higher Education CAO	CDETB	Applied Science	Level 5	St. Kevin's College	Full-Time	24
Further Education	-	Dental Hygiene	Special Purpose diploma Level 7	Trinity College Dublin	Full-Time	8
Higher Education	-	Dental Science	Honours Degree Level 8	Trinity College Dublin	Full-Time	32
Further Education	-	Dentistry - Clinical Dentistry	Postgraduate diploma Level 9	Trinity College Dublin	Part-Time	32
CDETB Ballyfermot Training Centre	-	Medicine	Honours Degree Level 8	Trinity College Dublin	Full-Time	123
Further Education	-	Occupational Therapy	Master's Degree Level 9	Trinity College Dublin	Part-Time	Not available
Further Education	-	Occupational Therapy	Honours Degree Level 8	Trinity College Dublin	Full-Time	45
Higher Education	-	Physiotherapy	Honours Degree Level 8	Trinity College Dublin	Full-Time	40
Further Education	-	Psychology - Clinical Psychology	Doctoral Degree Level 10	Trinity College Dublin	Full-Time	17
Higher Education	-	Allergy & Immunology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	320/402
Higher Education	-	Anaesthesia	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Burns	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	Not available
Higher Education	-	Cardiology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Cardiothoracic surgery	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93

Higher Education	-	Clinical Nutritionist	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	35/26
Higher Education	-	Critical care	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Dermatology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Ear, Nose & Throat	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Emergency medicine	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Endocrinology, diabetes	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Gastroenterology & Hepatobiliary	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	General Paediatric medicine	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	General surgery	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Genetics	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Gynaecology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Haematology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Infectious diseases	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Maxillofacial metabolic medicine	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Metabolic medicine	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Neonatology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Nephrology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Neurology	Honours Degree	Trinity/UCD/RCSI	Full-Time	123/93

			Level 8			
Higher Education	-	Neurosurgery	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Oral & Maxillofacial surgery	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Palliative care	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Pathology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Pneumatology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Plastics, Aesthetics & Reconstructive	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Psychiatry	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Radiology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Respiratory medicine	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Higher Education	-	Urology	Honours Degree Level 8	Trinity/UCD/RCSI	Full-Time	123/93
Further Education	-	Clinical Psychology - Research	Doctoral Degree Level 10	UCD	Full-Time	75
Higher Education	-	Physiotherapy	Honours Degree Level 8	UCD	Full-Time	56
Further Education	-	Psychology	Honours Degree Level 8	UCD	Full-Time	75
Higher Education	-	Radiography	Honours Degree Level 8	UCD	Full-Time	38

Table C.6: Engineering

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Engineering Technology	Level 5	Colaiste Dhulaigh CFE	Full-Time	25
Postgraduate	CDETB	Engineering, Preliminary	Level 5	Colaiste Dhulaigh CFE	Full-Time	25
Further Education	-	Engineering - Building Services	Level 6 Higher Certificate	DIT	Part time	7
Further Education	-	Engineering - Building Services Engineering	Degree - Ordinary Bachelor (Level 7 NFQ)	DIT	Full-Time	7
Further Education	-	Engineering - Civil	Level 6 or 7	DIT	Part time,	7
Further Education	-	Engineering - Electrical & Control Engineering	Degree - Ordinary Bachelor (Level 7 NFQ)	DIT	Full-Time	7
Further Education	-	Engineering - Electronics & Communications Engineering	Degree - Ordinary Bachelor (Level 7 NFQ)	DIT	Full-Time	7
Further Education	-	Engineering - Fire	Degree - Ordinary Bachelor (Level 7 NFQ	DIT	Part-Time	7
Further Education	-	Engineering	Bachelor's Degree with Honours (Level 8 NFQ)	Open University in Ireland	Part-time	Unlimited
Further Education	CDETB	Engineering Technology	Level 5	St. Kevin's College	Full Time	24

Table C.7: Retail and catering

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Catering	Level 4	-	Full-Time	Not available
Further Education	CDETB	Catering		Tallaght Youthreach	Full-Time	12
Further Education	CDETB	Pharmacy Retail Skills	Level 5 ComC	Coláiste Dhúlaigh CFE	Part-Time	25
Further Education	CDETB	Professional Cookery	Level 5	Colaiste Ide CFE	Full-Time	Not available
Further Education	CDETB	Professional Cookery	Level 6	Colaiste Ide CFE	Full Time	Not available
Further Education	CDETB	Catering	Level 4 ComC	Coláiste Íde CFE	Part-Time	Not available
Further Education	-	Cookery - Professional	Level 6 Advanced Certificate (Level 6 NFQ	Colaiste Ide College of Further Education	Full time	Not available
Further Education	-	Cookery - Professional	Level 5 Certificate (Level 5 NFQ	Colaiste Ide College of Further Education	Full time, Daytime	Not available
Further Education	CDETB	Baking	-	Crumlin CFE	Part-Time	Not available
Further Education	CDETB	Cookery, Christmas	-	Crumlin CFE	Part-Time	20
Further Education	CDETB	Cookery, Gourmet	-	Crumlin CFE	Part-Time	20
Further Education	CDETB	Cookery, International	-	Crumlin CFE	Part-Time	20
Further Education	CDETB	Culinary Arts (professional cookery)	Level 5	Crumlin CFE	Full Time	16
Early School Leavers Courses	SOLAS/FÁS	Catering/Childcare/IT/Computers/Literacy & Numeracy	Level 3/4	Discovery Centre CTC	Part-Time	Not available
Further Education	-	Catering with Industry Partnerships	Level 4 Component Award	Dublin 7	Full time, Daytime	13
Early School Leavers Courses	SOLAS/FÁS	Industrial Skills/Catering/IT/Pre-Apprenticeship/Young mothers/Life Skills	Level 3/5	Dun Laoghaire CTC	Part-Time	10
Early School Leavers Courses	SOLAS/FÁS	Catering	Level 4	Finglas CTC	Part-Time	Not Available
Further Education	CDETB	Basic Fitness	Level 4 ComC	Inchicore CFE	Part-Time	25
Further Education	-	Culinary Arts	Degree - Ordinary	ITT	Day Release	20

			Bachelor (Level 7 NFQ)			
Further Education	CDETB	Beauty & Skincare	-	Killester CFE	Part-Time	Not available
Further Education	CDETB	Retail Skills	Level 4	Marino CFE	Full Time	Not available
Further Education	CDETB	Cooking for All, You Cook	-	Marino College	Part-Time	Not available
Traineeships	SOLAS/FÁS	Catering	-	National Learning Network, Phibsborough, Dublin 7	Part-Time	12
Further Education	CDETB	Retail Management	Level 5	Pearse CFE	Full Time	24/25
Further Education	CDETB	Baking	-	Ringsend College	Part-Time	
Further Education	CDETB	Cooking	-	Ringsend College	Part-Time	12
Traineeships	SOLAS/FÁS	Culinary Skills	-	Roslyn Park College, Sandymount, Dublin 4	Part-Time	14
Further Education	-	Food Safety for Catering	Award at Level 2 (Level 4 NFQ)	SQT Training Ltd	Part-time	4-15
Further Education	-	Catering - Stp	-	-	-	12
Further Education	-	Catering - Stp	-	-	-	30
Further Education	-	Cooking - Beginners	-	-	-	Not available
Further Education	-	HACCP Food Safety Management in Food Production & Catering	Level 6 Component Award (Level 6 NFQ)	-	Options Flexible	Not available

Table C.8: Skilled manual courses/training

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	-	CCTV and Lighting Installer	Level 5 Component Award	Chevron Training	-	9
YouthReach	SOLAS/FÁS	FETAC certification	FETAC/LC/JC	110 Youthreach centres	-	Not available
Traineeships	SOLAS/FÁS	Oxy-Acetylene Welding	Motor Parts Servicing	Ballyfermot Training Centre	Evening	18
Higher Education CAO	CDETB	Architectural design & technology, Foundation	Level 5	Colaiste Dhulaigh CFE	Full-Time	25
Further Education	-	Construction Technology	Level 7	DIT	Part-time	8
Further Education	-	Construction Management	Level 8	DIT	Full-Time	40
Higher Education	-	Construction Management	Level 8	DIT	Full-Time	Not available
Further Education	-	Construction Site Management	Level 7	DIT	Part-time	8
Higher Education	-	Quantity Surveying & Construction Economics	Level 8	DIT	Full Time	Not available
Further Education	-	Welding - Gas Shielded Welding - MIG & TIG - Intermediate & Advanced		DIT	Part-time	16
Further Education	-	Welding - Manual Metal Arc & Oxy - Acetylene Foundation Level		DIT	Part-time	16
Further Education	-	Welding - Manual Metal Arc MMA - Advanced Plate & Pipe Welding		DIT	Part-time	16
Traineeships	SOLAS/FÁS	Concreting - 4N2849	Concreting	Dublin 11	Full-Time	14
Further Education	-	Carpentry - A Practical Approach		Hartstown Community School	Part-time	Not available
Further Education	CDETB	Sustainable Construction Technology	Level 5	Pearse CFE	Full-Time	24/25
Further Education	CDETB	Carpentry & Joinery	Level 5	Plunket College	Full-Time	Not available
Further Education	-	Carpentry & Joinery Studies	Level 5 Certificate	Plunket College	Full-Time	Not available
Further Education	CDETB	Construction Technology and drafting	Level 5	Plunket College	Full-Time	Not available
Apprenticeship	SOLAS/FAS	Brick and Stonelaying	Level 6	Varies	-	Varies
Apprenticeship	SOLAS/FAS	Carpentry & Joinery	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Electrical*	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Electronic Security Systems*	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Floor & Wall Tiling*	Level 6	Varies	Full-Time	Varies

Apprenticeship	SOLAS/FAS	Heavy Vehicle Mechanics*	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Painting & Decorating*	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Plastering	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Plumbing*	Level 6	Varies	Full-Time	Varies
Further Education	-	Project Supervisors Construction Stage	Level 6		Part-Time	-
Apprenticeship	SOLAS/FAS	Construction Plant Fitting	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Electrical Instrumentation	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Industrial insulation	Level 6	Varies	Full-Time	Varies
Apprenticeship	SOLAS/FAS	Instrumentation	Level 6	Varies	Full-Time	Varies

Table C.9: Care assistance/social needs/special needs

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Healthcare Support	Level 5	Cabra CC	Full Time	Not available
Further Education	CDETB	Healthcare	Level 5	Colaiste Ide CFE	Full Time	Not available
Further Education	CDETB	Healthcare	Level 6	Colaiste Ide CFE	Full Time	Not available
Further Education	CDETB	Social Care	Level 4 ComC	Coláiste Íde CFE	Part-Time	Not available
Further Education	-	Child Development	-	College of Further Education Dundrum	Part-Time	Not available
Further Education	CDETB	Class Room Assistant	Level 5	Killester CFE	Full Time	Not available
Further Education	CDETB	Disability and Care support worker	Level 5	Killester CFE	Full Time	Not available
Further Education	CDETB	Montessori Teaching	Level 6	Killester CFE	Full Time	Not available
Further Education	-	Montessori Teaching	Level 5/6	Killester College of Further Education	Full-Time	Not available
Further Education	CDETB	Child Development	Level 5 ComC	Liberties College	Part-Time	Not available
Further Education	CDETB	Child Health & Well Being	Level 5 ComC	Liberties College	Part-Time	Not available
Further Education	CDETB	Communications	Level 4 ComC	Liberties College	Part-Time	Not available
Further Education	CDETB	Communications	Level 5 ComC	Liberties College	Part-Time	Not available
Further Education	CDETB	Communications	Level 5 ComC	Liberties College	Part-Time	Not available
Further Education	CDETB	Healthcare Support	Level 5	Marino CFE	Full Time	Not available
Further Education	CDETB	Community Care	Level 5	Marino College	Part-Time	Not available
Further Education	CDETB	Health care support	Level 5	Marino College	Part-Time	Not available
Further Education	CDETB	Health Care Support	Level 5	Marino College	Part-Time	Not available
Further Education	CDETB	Introduction to Counselling Skills	-	Marino College	Part-Time	Not available
Further Education	CDETB	Special Needs Assistant/Classroom Assistant	Level 5	Marino College	Part-Time	Not available
Further Education	CDETB	Counselling & Psychology Introduction to	Level 5	Plunket College	Full Time	Not available
Further Education	-	Child Development	Level 6	Portobello Institute	Part-Time	Not available
Further Education	CDETB	Counselling & Psychotherapy	CCPC	Rathmines College	Part-Time	Not available
Further Education	-	Clinical Speech & Language Studies	Masters Degree Level 9	Trinity College Dublin	Full-Time/Part-Time	Not available
Further Education	CDETB	Childcare Special Needs	Level 5	Whitehall CFE	Full Time	Not available

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Community Health Services	Level 5	Whitehall CFE	Full Time	Not available
Further Education	CDETB	Health Administration	Level 5	Whitehall CFE	Full Time	Not available
Further Education	CDETB	Healthcare Support Worker	Level 5	Whitehall CFE	Full Time	Not available
Further Education	-	Child &Adolescent mental health				Not available
Further Education	-	Child Development	Level 5		Part-Time	Not available
Further Education	-	Medical social worker				Not available

Table C.10: Hospital administration/hospital maintenance

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	-	Medical Secretary - Receptionist	Level 5 Certificate (Level 5 NFQ)	College of Further Education Dundrum	Part-Time	Not available
Further Education	CDETB	Office Administration	Level 5	Cabra CC	Part-Time	Not available
Further Education	CDETB	Office Skills	Level 4	Cabra CC	Full Time	Not available
Further Education	CDETB	Security Studies	Level 5	Colaiste Ide CFE	Full Time	Not available
Further Education	-	Office Administration	Level 5 Certificate (Level 5 NFQ)	Deansrath Community College	Part time, Daytime	Not available
Traineeships	SOLAS/FÁS	Medical Administration	Office Administration	DUBLIN NORTH CENTRAL	Full Time Day	Not available
Further Education	CDETB	Security Systems, Installation & Maintenance	Level 5	Killester CFE	Full Time	Not available
Further Education	CDETB	Administration	Level 6	Marino CFE	Full Time	Not available
Higher Education CAO	CDETB	Administration	Level 6	Marino CFE	Full Time	Not available
Further Education	-	Medical & Administration Studies	Level 5 Certificate (Level 5 NFQ)	Marino College of Further Education	Full time	Not available
Traineeships	SOLAS/FAS	Medical Administration	Certification details not specified	Must contact course coordinator	Full-Time	Not available
Further Education	-	Reception Skills	Level 5	NCU Training	Part time	Not available
Further Education	CDETB	Executive Assistant	Level 5	Rathmines College	Full-Time	Not available
Further Education	CDETB	Legal Medical Administration	Level 5	Rathmines College	Full-Time	Not available

Further Education	CDETB	Medical Administration	Level 5	Rathmines College	Full-Time	Not available
Further Education	CDETB	Office Skills	Level 4	Rathmines College	Part-Time	Not available
Further Education	CDETB	Secretarial Administration	Level 5	Rathmines College	Full-Time	Not available
Further Education	-	Medical Administration	Level 5	Rathmines College of Further Education	Full-Time	Not available
Further Education	CDETB	ESOL & Healthcare Support	Level 5	Whitehall CFE	Full-Time	Not available
Postgraduate UCD	CDETB	ESOL & Healthcare Support	Level 5	Whitehall CFE	Full-Time	Not available
Further Education	CDETB	Executive Assistant	Level 6	Whitehall CFE	Full-Time	Not available
Further Education	CDETB	Office Administration	Level 5	Whitehall CFE	Full-Time	Not available
Further Education	CDETB	Reception Administration	Level 5	Whitehall CFE	Full-Time	Not available
Further Education	-	Receptionist Administration	Level 5 Certificate (Level 5 NFQ)	Whitehall College of Further Education	Full-Time	Not available

Table C.11: Basic skill courses[76]

Programme type	Service provider	Course title	Level	Centre Name	Part-time/Full-time	Number of places
Further Education	CDETB	Access course for higher education - Young Adults	Level 5	Liberties College	Full-Time	25
Higher Education CAO	CDETB	Back to education Initiative	Level 4	St. Kevin's College	Full-Time	16
Early School Leavers Courses	SOLAS/FÁS	Employability Skills	Level 3	Finglas CTC	Part-Time	Not available
Further Education	CDETB	General Education	Level 4, ESOL	Colaiste Dhulaigh CFE	Full-Time	25
Further Education	CDETB	General Learning	Level 4	Cabra CC	Full Time	Not available
Further Education	CDETB	Leaving Certificate	Level 4/5	Kylemore College	Full Time	Min 8/Max 16-18
Training	SOLAS/FAS	Safe pass in health & safety in construction	FÁS Safe pass			Not available
Early School Leavers Courses	SOLAS/FÁS	Skills Development	Level 3/4	Kylemore Community Training Centre	Part-Time	Min 8/Max 16-18
Adult education	CDETB	Adult basic education - communications/literacy	Level 1-4	Crumlin college of further education	Part-Time	Not available
Adult education	CDETB	Adult basic education - numeracy	Level 1-4	Crumlin college	Part-Time	Not available

[76] There are approximately 6,500 Adult literacy and community education places and 400 Youthreach places available in Dublin City.

Adult education	CDETB	Adult basic education - computer literacy	Level 1-4	Crumlin college	Part-Time	Not available
Adult education	CDETB	Communications	Level 3-4	Dublin Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	Maths	Level 3	Dublin Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	Personal Effectiveness	Level 3	Dublin Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	Personal Effectiveness	Level 4	Dublin Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	Computer literacy	Level 4	Dublin Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	Pre Vocational Programme (literacy, computers, interview skills, C.V preparation)	Level 1	Dublin Adult Learning Centre	Part-Time	Not available
BTEI	CDETB	Back to education initiative - childcare	Level 5	Dundrum college of further education	Part-Time	Not available
Adult education	CDETB	1-1 tuition reading and writing	Level 1	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Learning groups - basic skills	Level 2	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Basic skills	Level 3	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Communications	Level 4	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Internet skills	Level 3	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Mathematics	Level 4	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Personal effectiveness	Level 5	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Child development and play	Level 6	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Career preparation	Level 7	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Introduction to learning	Level 1	Ballymun read & write scheme	Part-Time	Not available
Adult education	CDETB	Intensive tuition in basic adult education	Level 3	DLALC (Dun Laoghaire)	Part-Time	Not available
Adult education	CDETB	Core learning skills	Level 1	DLALC (Dun Laoghaire)	Part-Time	Not available
Adult education	CDETB	Core learning skills	Level 2	DLALC (Dun Laoghaire)	Part-Time	Not available
Adult education	CDETB	Literacy courses	Level 1	KLEAR adult education	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Liberties/Rathmines adult education service	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Ringsend adult	Part-Time	Not available

				education service		
Adult education	CDETB	One to one literacy and numeracy	Level 1	SIPTU Basic English Scheme	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Tallaght Adult Key Skills Education Service	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Blanchardstown adult key skills education service	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Clondalkin adult education service	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Dundrum: South Dublin Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Parnell Adult Education Centre	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	CTEB Adult Education Service Finglas	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Coolock and Darndale Adult literacy Service	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Fingal (North) Adult Education Service	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Final (Swords) Adult Basic Education Scheme	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Lucan Institute of Further Education	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	Dun Laoghaire Adult Learning Centre	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	CDETB Adult Literacy Service (Ballyfermot and Inchicore)	Part-Time	Not available
Adult education	CDETB	One to one literacy and numeracy	Level 1	CDETB Cabra Adult Education Service	Part-Time	Not available
Adult education	CDETB	General learning 4	Level 4	Ballyfermot	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Cabra	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Cabra	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Crumlin Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Harmonstwon Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Harmonstwon Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Kylemore Road Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Kylemore Road Youthreach	Part-Time	Not available

Youthreach	CDETB	General learning 3	Level 3	Youthreach North Great Georges Street	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Youthreach North Great Georges Street	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Pleasant's Street Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Pleasant's Street Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Sherrard Street	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Sherrard Street	Part-Time	Not available
Youthreach	CDETB	Employability skills	Level 3	Tallaght Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 3	Level 3	Tallaght Youthreach	Part-Time	Not available
Youthreach	CDETB	General learning 4	Level 4	Tallaght Youthreach	Part-Time	Not available

Appendix D – List of stakeholders consulted

- Irish Social Enterprise Network
- Canal Business Network
- Rialto Youth Project
- Foróige Youth Diversion Scheme
- Canals Regional Youth service
- Tusla
- Fatima Groups United
- St. Michael's Regeneration Board
- St. Teresa's Gardens Regeneration Board
- Liberties Community Training Agency
- Kylemore Local Training Centre
- Canal Communities Partnership
- Community Action Network
- Local Employment Service Canals Area
- City of Dublin Education and Training Board
- Inchicore College of Further Education
- Construction Industry Federation
- Department of Social Protection
- South West Inner City Local Employment Service
- Office of Government Procurement
- Dublin City Council
- Grangegorman Development Agency
- Richard McFarlane, Independent Consultant - Community Benefits
- Deirdre Halloran, NUIG (Author of "A Primer on the use of Social Clauses in Ireland")
- Community Engagement Officer, Glasgow Southern General NHS Hospital