

Annual Report



2011

**Warrenmount CED Centre Ltd.,
Mill Street
Dublin 8**

Annual Report 2011

In the 21st century the nature of learning is rapidly changing. A shift in thinking and understanding about learning is occurring – from learning as scientific expertise, knowing the facts, and providing content – to learning as helping people define their own responsibilities and solutions. The learner is no longer a passive recipient but an active participant.

As a Congregation with a long history of educational provision we know that education is a key enabler in overcoming social and economic disadvantage. Education is a human right and the means of realising and accessing other rights. Yet, a significant number in our society do not benefit from the education system

(Plan for Ministry 2007 -2012)

In Warrenmount Centre every effort is made to provide for the needs of learners. Programmes are regularly evaluated both formally and informally. Awareness of the change in the learner profile and changing needs in the community is noted in the statistics in the report. This information is used to develop classes and programmes. It is evident that our programmes are answering the needs of the local community, the 'new Irish' and those who came to Ireland as migrant workers but now find themselves on the 'dole queues'. We have mainstreamed two programmes that provide a Major Award at FETAC level 3 – Employability Skills and Information and Communication Technology. The vertical programmes that are now in their third year linking with FIT provide for those who may have worked with computers but do not have the necessary certification.

We now have three interactive whiteboards which have enhanced the teaching methods of staff. The purchase of ten more laptops was an essential addition as the majority of the classes require some element of computer use.

There is a slight decrease in the numbers attending in 2011. This was due largely to the disruption caused from April to December when we moved to the temporary accommodation to allow for renovations to the Centre, a number of classes were suspended due to lack of space. We appreciate the use of a classroom in Liberties College that accommodated our Horticulture and Local History classes for second term, and to the Centre Café for providing classroom space when we had nowhere else to go!. This was by far our greatest challenge – not so much for the learners, but for the staff in general. Great credit is due to staff for their willingness to 'make do' and their support and co-operation enabled the Centre to function as well as it did.

However, the hard times were speedily forgotten as we made our way through the Red Door in December 2011. Home was never as welcome as that open door and while the 'open door' is promoted for learners it was wonderful to be on the receiving side for once! Staff, learners and

tutors appreciate our beautifully refurbished Centre. We would like to express our sincere thanks to the Presentation Sisters for their trust and confidence in the continued work of the Centre. We hope that many more learners, tutors, staff and visitors will avail of the bright, warm, comfortable and welcoming Centre

In Appreciation

It was with great sadness that we learned of the sudden and untimely passing of Pat McNerney RIP. Pat has been an integral part of the Centre for the past seven years. She seldom missed a Board of Directors meeting, and was always available as Chairperson of the Community Employment Sponsoring Group. We miss her commitment to the work of the Centre but most of all we miss her good humour, ready smile and positive outlook on life. May she rest in peace.

Achievements in 2011

- **FETAC**
 - new modules developed, piloted and assessed successfully
 - On-going development and evaluation of policies and procedures
 - resource hours to carry-out the work
- Successful application to **Léargas** to participate in a European Project focussing on blended learning – **Routes to Learning**
- The majority of classes successfully operated in our limited space over two terms.
- The links made with FIT (Fast track to Information Technology) were strengthened and developed

Challenges for 2012

- ✚ Meaningful work experience for our learners attending the FIT Level 4 programme is a challenge
- ✚ A library in the Centre would support learners particularly the Buddy Reading programme that has been piloted
- ✚ The strategic plan which was deferred due to the disruption of class and staff will be a priority for early 2012
- ✚ Developing our garden space for the gardening Class

Mission Statement

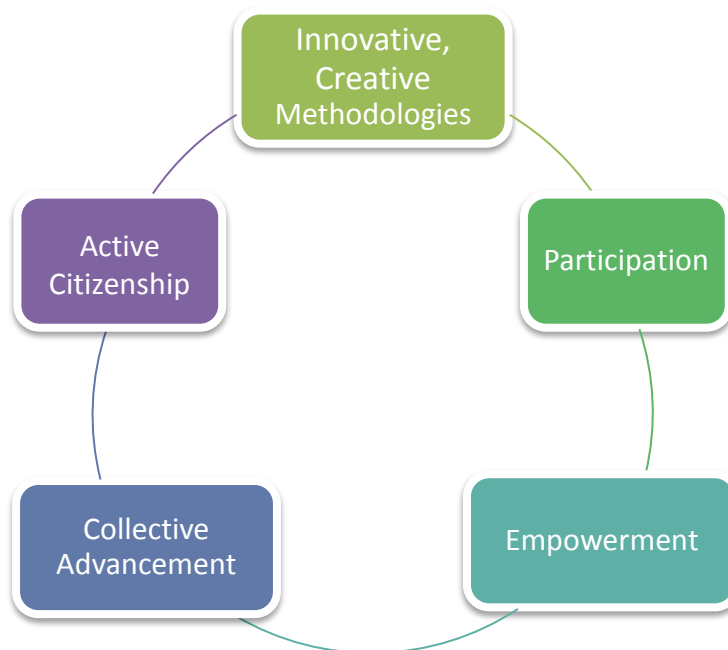
At Warrenmount Centre, we aim to meet the needs of the local community by creating opportunities, building confidence and developing skills. We do this through a learning style that is **person-centred**, **participative** and **informal**. Through this, we hope to give people a voice enabling them to create a better society.

Guided by the charism of the Presentation Congregation the Centre is committed to providing an open, friendly, welcoming atmosphere where people are respected and valued.

Objectives:

- To create a community education and development centre for local people, that meets the real needs of the area as they emerge. Participation by local people in the management and running of the Centre is a priority.
- To liaise with existing agencies to identify and address unmet needs
- To promote an atmosphere, as outlined in the Mission Statement, and to offer opportunities and programmes which respond to the needs of the people in the area.
- To influence policies, decision-making structures and systems, in order to bring about systemic change.

Key factors inherent in the approach to the work of the Centre are:



Management Structure 2011

Board of Directors

Membership of the current Board of Directors of the Company Limited by guarantee is as follows

| | | |
|---------------------|--------------------------------------|-------------------------------|
| Margaret Healy | Chairperson | Presentation Education Office |
| David Corrigan | Secretary | Trustee representative |
| Gerard Long | Treasurer | Trustee representative |
| Patricia McInerney | Trustee Rep. | C.E. Sponsoring Committee |
| Georgina Wright | Participant | Local representative |
| Liam Kilbride | Presentation Education Office | Trustee rep |
| Marie Stella Mangan | Presentation Leadership Team nominee | |
| Cathie Hogan | Representative from CDVEC | |
| Eamon Hunt | Trustee Representative | |
| Eddie Harkness | Participant | Local representative |

Pauline McGaley, Director of the Centre, attends monthly meetings and submits a work report.

The Board meets each month with the exception of July and August

Centre Staff

| | | |
|-----------------------|---------------------|--------------------|
| Administration | Pauline Mc Galey | Director |
| | Stephen Flitton | Development Worker |
| | Audrey McCann (P/T) | Centre Secretary |
| | Anne Flynn (P/T) | Administrator |
| | Helen Collins | FAS CE Supervisor |
| | | |
| Centre Café | Liz Deegan | Manager |
| | | |
| Resource | Stephen Flitton | IT Resource |
| | Lia Clarkson | Data/ Media/ESOL |
| | Helen O'Keeffe | Photography/Web |

| Tutors | Course | Accreditation |
|-----------------|----------------|---------------------------|
| Stephen Flitton | Computers | FETAC L3/Get a Grip on IT |
| Mary Walsh | Childcare | FETAC L5 |
| Bernie McCarthy | Communications | FETAC L3 |
| | FIT Level 3 | FETAC L3 |
| | FIT Level 5 | FETAC L5 |
| Sam Lee | Tai Chi | |
| Margo Kelly | Horticulture | FETAC L3 |
| | Local History | |
| Pamela Jordan | Internet Intro | FETAC Level 3 |

| Tutors | Course | Accreditation |
|-----------------|----------------------------|----------------------|
| Helen O’Keeffe | Basic Computers | |
| | Arts Club | |
| | Art | FETAC L3, L4, L5 |
| Mary Moloney | FIT Level 3 | FETAC L3 |
| | Art and Craft Childcare | FETAC L5 |
| | Interior Design | FETAC L3 |
| Orla Ni Haonigh | Book Club/Creative Writing | |
| | Gaeilge | |
| Anna Marron | Office Procedures | FETAC L3 |
| | Career Preparation | FETAC L3 |
| Lia Clarkson | Spanish | FETAC L3 |
| | FIT Level 4 | FETAC L4 |
| | FIT Level 5 | FETAC L5 |

All these tutors work on a part time basis

Voluntary Literacy Tutors

| | |
|---------------|---------------------------------|
| Lia Clarkson | Co-ordinator Literacy Programme |
| Gerard Long | |
| Alicia Byrne | |
| Esther Herron | |
| Anna Marron | |
| Joan King | |
| Gemma McKenna | |

The voluntary tutors are available for two hours each week

Counselling/Therapy is available on request in the adjoining building

| | |
|-------------|------------|
| Teresa Ryan | Accredited |
|-------------|------------|

Literacy/ Mentoring

Fifteen learners availed of one-to-one tuition for two hours per week during the year. Five students worked online for **FETAC Level 2** certification. This is a blended learning course with assisted learning if needed.

Links

The Centre has links with NALA, DALC, AONTAS, FAS, CDVEC, RAPID, the Wheel and the Department of Social Inclusion. It also links with Liberties College and other projects with a similar ethos operating in the area.

Funding for Staff and tutors

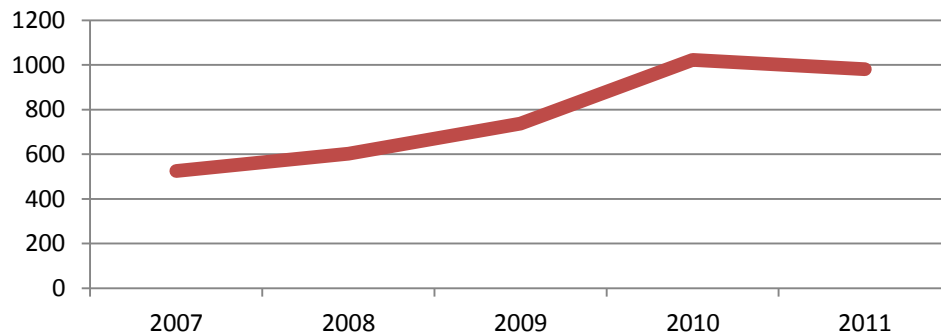
The grant from the Department of Education and Skills for payment of core staff is administered through the CDVEC. We were given a once off grant of €5,000 to ease the shortfall. The staff grant and tutor grant were amalgamated into one grant in 2011. This gave an opportunity to weight the grants by a small margin.

Funding remains a challenge. The Centre would be unable to meet the everyday cost of heat and light if it were not for the support of the Presentation Sisters

Database 2007 - 2011

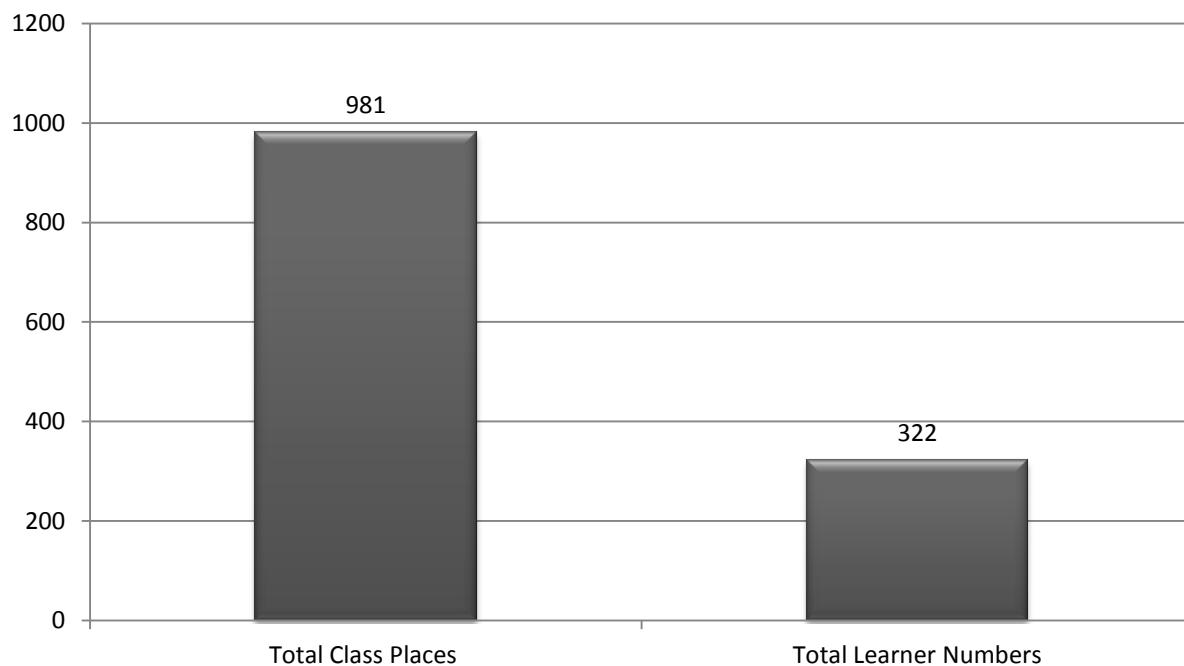
The bar chart below illustrates the increase in numbers over the past three years reaching over **1,022** places in 2010 an increase of **285** places in the year. There was a slight reduction to **981** in 2011 due to the temporary shortage of space to hold classes.

Learner Place Totals 2007 - 2011

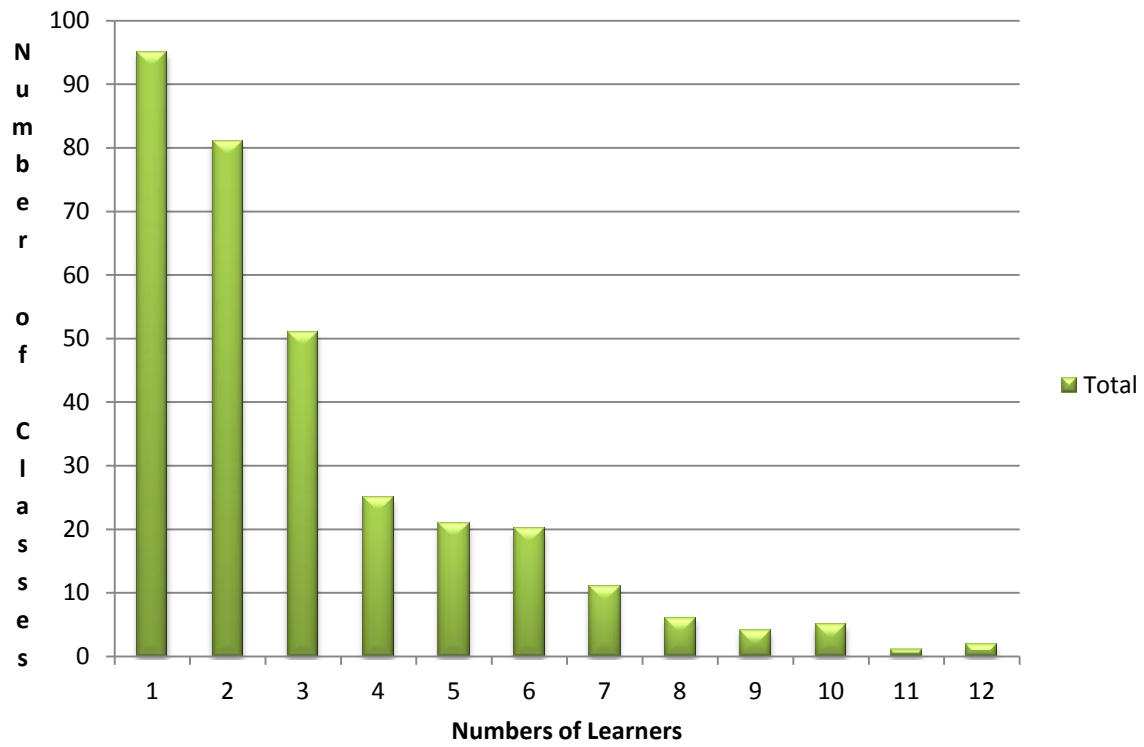


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Total Class Places & Learners 2011

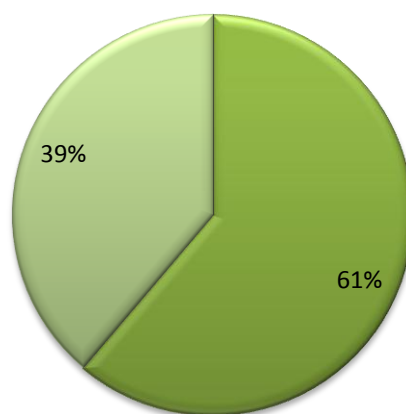


Classes per Learner

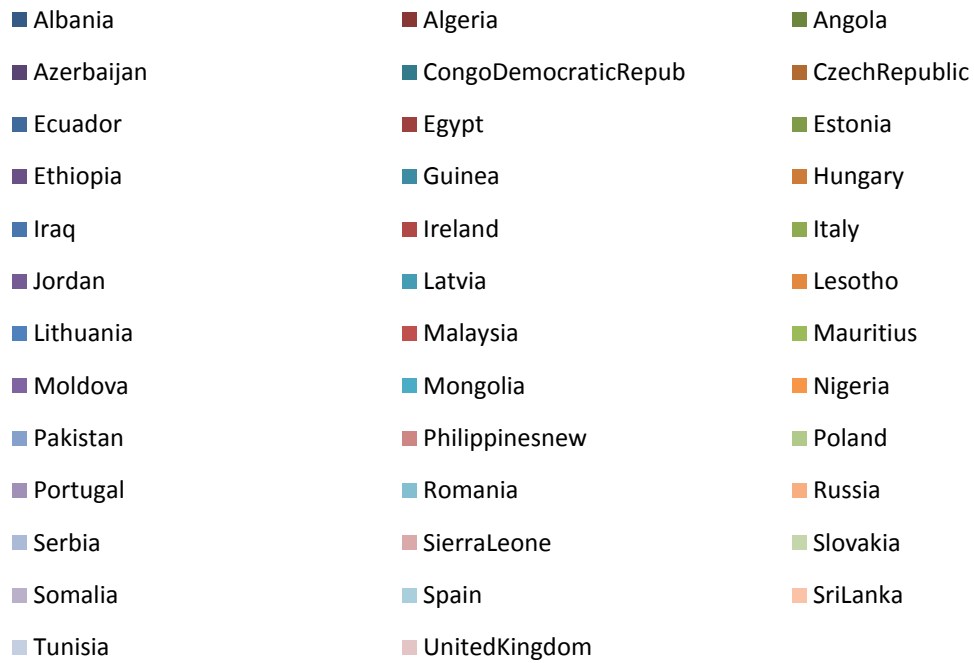
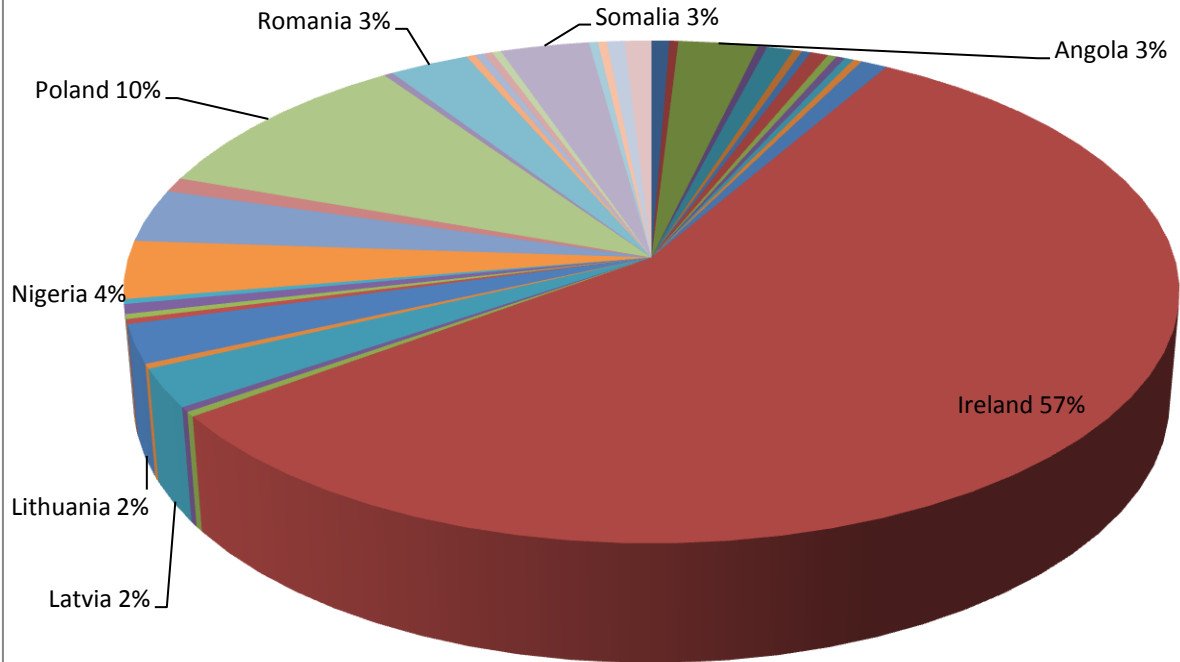


Gender in 2011

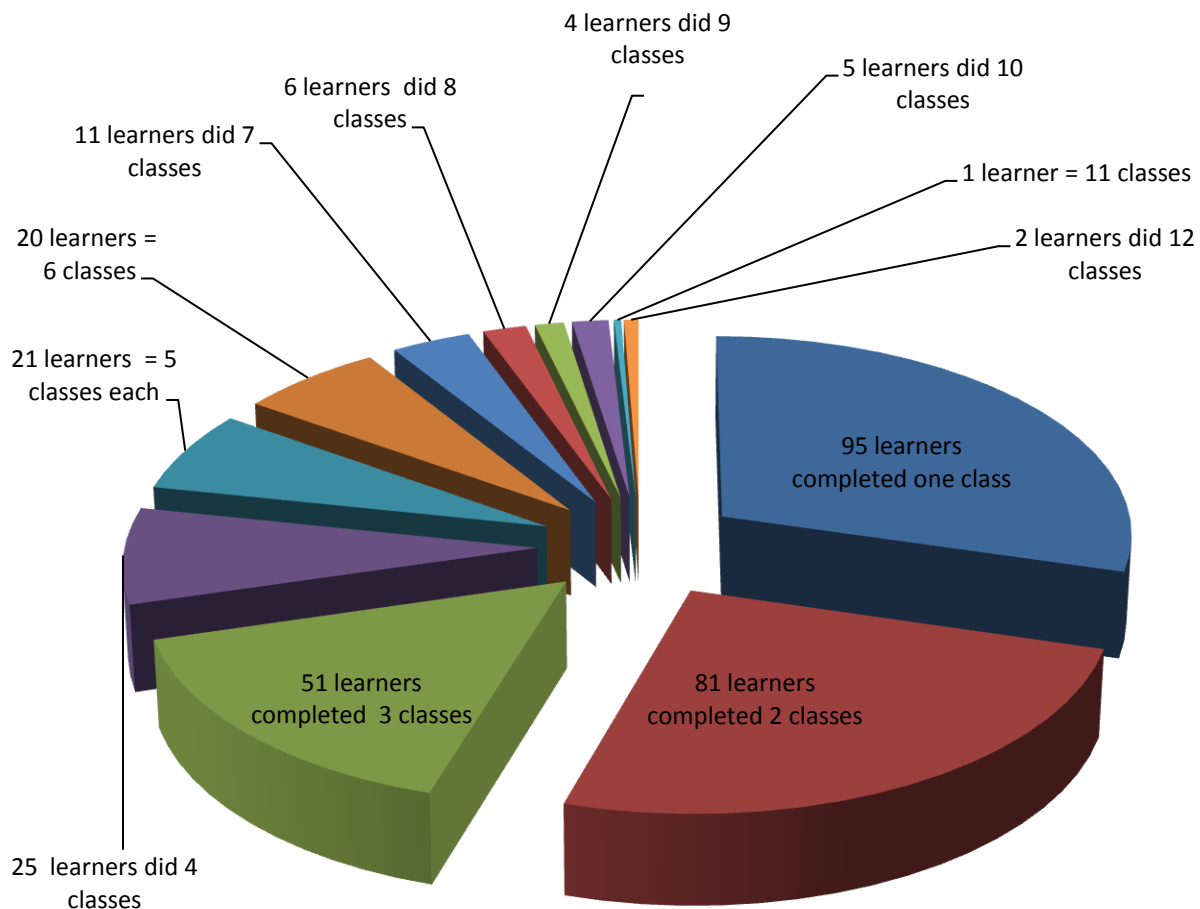
Female Male



38 Nationalities in 2011



Number of Classes per Learner in 2011



This diagram give a broad illustration of the number of learners attending classes and the number of classes they attended. These classes are listed as a total for each term

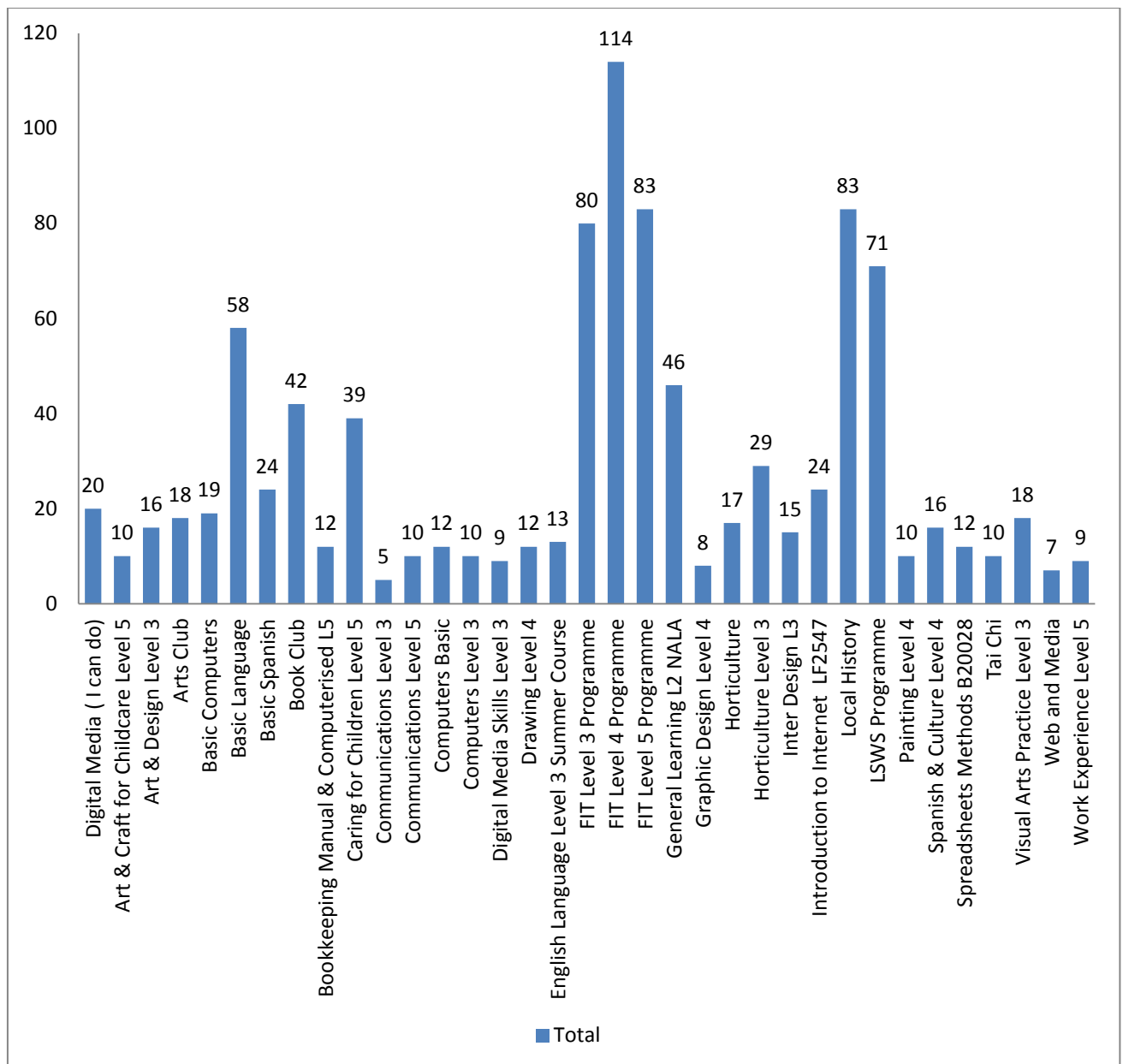
We are confident that the approach we have taken to provide programmes that lead to Major Awards is the correct one. It gives a broader context for each learner and builds on the relationships formed when learners work together as a team over a longer period of time

The Centre ran a variety of **25** classes for the September 2011 term, mainly accredited at FETAC Level 3. The FETAC Level 4 and Level 5 classes follow in the January term. While the numbers continue to increase with **322** individuals in 2011 taking up **981** places, we are conscious of many more people in the locality in need of encouragement to take that first step back to education. In the present economic climate, we are meeting people who are without work for the first time. Our new programme will provide a **Major Award** in **Employability Skills**, FETAC **Level 3** supporting people with little or no certification is well supported.

September 2011 Classes: Registration Numbers

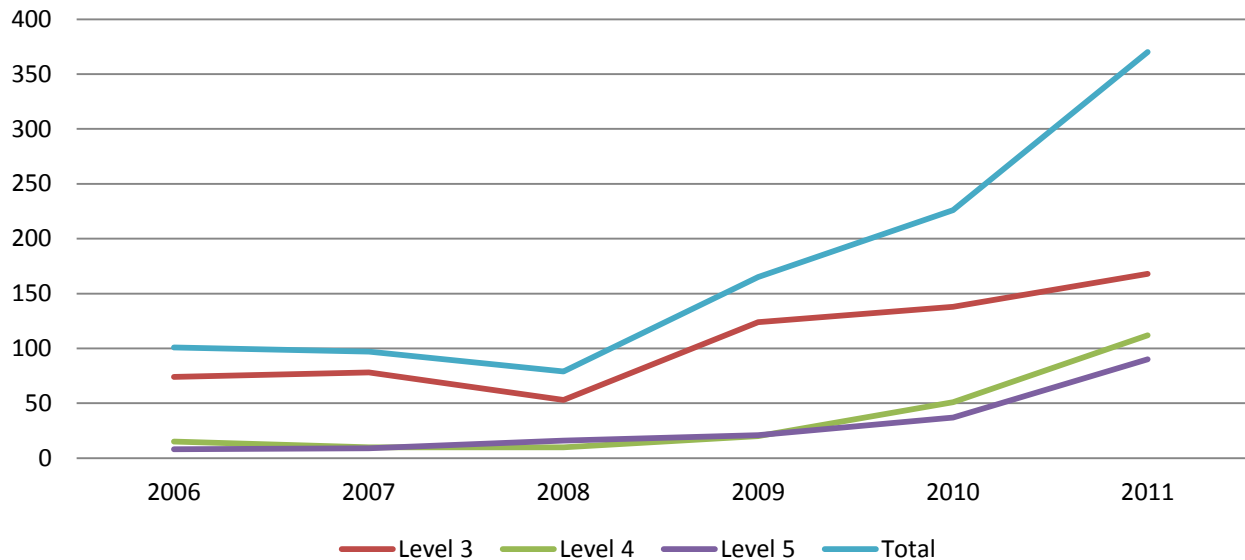
The chart below gives a snapshot of the classes on offer in 2011. Fit Level 4 had the largest group during the year, a programme that includes four subjects therefore the numbers shown are larger. Local History draws the largest group for a single subject

Class / Programme Registration Totals 2011



The following illustrates the **FETAC Portfolio** submissions for the last six years:

FETAC Folder Submissions 2011



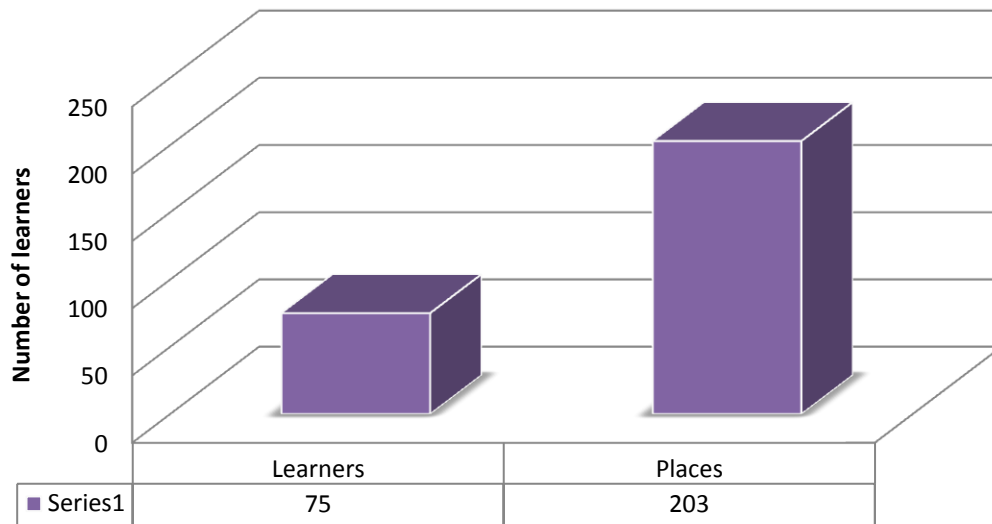
| Year | Level 3 | Level 4 | Level 5 | Total |
|------|---------|---------|---------|-------|
| 2006 | 74 | 15 | 8 | 101 |
| 2007 | 78 | 10 | 9 | 97 |
| 2008 | 53 | 10 | 16 | 79 |
| 2009 | 124 | 20 | 21 | 165 |
| 2010 | 138 | 51 | 37 | 226 |
| 2011 | 168 | 112 | 90 | 370 |

The statistics above showing the portfolios presented for authentication for FETAC accreditation is obviously increasing. We organised an extra assessment in 2011 (in December) to ensure the safety of the learners work. This authentication was carried out prior to moving back to the Centre. There will be a Celebration of Learning Night to present the certificates to the learners in early 2012.

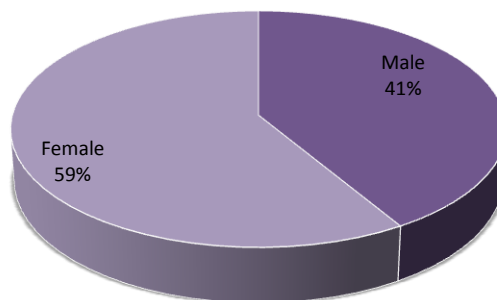
Back to Education Initiative (BTEI)

The Back to Education Initiative is operating in the Centre since 2002. An Application for funding in 2011 secured over €24,000 with additional funding received through the CDVEC for a new Job Initiative programme. The breakdown for classes for 2011 is illustrated below, with an indicator of the numbers availing of the initiative.

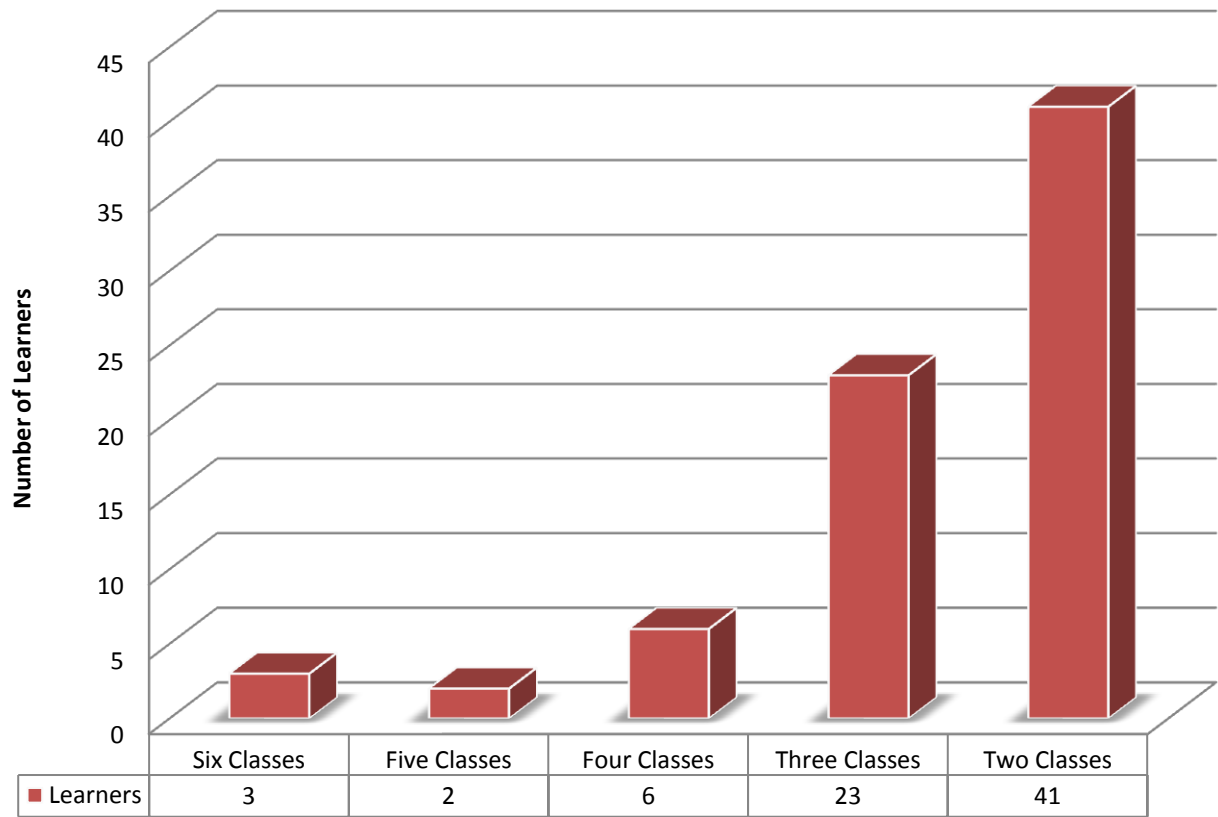
BTEI Learner Places



BTEI Gender 2011



BTEI Learner Place Numbers 2011



Horticulture

Margo Kelly



In Warrenmount, where lifelong learning is genuinely valued and where we are encouraged to use and develop Multiple Intelligences, horticulture – gardening – is ideally suited to both. Over the years – and 2011 was no exception – the course groups have included many distinct styles of gardener. Some of us are mostly ‘armchair gardeners’: learning and contributing mainly through visualising, designing, describing the detail of the garden as it will grow through the seasons. Others are mostly ‘hands-on’ gardeners, with a need to dig and an enjoyment of the practical work involved. Others are ‘vocational’ gardeners, learning the skills and working towards a certificate as a step towards further education or employment. All these and more are catered for in the Warrenmount horticulture group.

The course has a mix of theory and practice at all times. When we are doing the practical work of planting, we discuss the theory that informs our decisions about what to plant, where and why. In the same way, when we are ‘in the classroom’ focusing mainly on the theory, we always relate it to the practical gardening work either at home or in the centre. As part of this, participants who are working towards a certificate are helped to build their portfolio for assessment. In 2011 five members of the group submitted for assessments and gained the FETAC Level 3 component certificate in Horticulture.

Warrenmount attracts students who have as much to bring to the learning setting as they have to gain from it. This is very evident in the gardening group; information from the class is shared, discussed, practised and acted on both in the centre and in the wider community. For the practical work in previous years, the gardening class had the use of a large plot which allowed for the planting of a range of fruit, vegetables and flowers. Due to development, that was unavoidably lost. However, in 2011 we were glad to be involved in creating a pleasing and colourful container garden in the space where the Little Acorns crèche once stood. As the tutor, I am proud of the work and achievements of the 2011 group. I find too that as part of the Warrenmount community of tutors and learners, it is hard not to hanker after the days of that allotment beside the Nagle Hall, with the spuds chitting inside on the windowsill, and Annette enquiring in her own unique way if her space would ever be right again!

Word has it that it may not be too long before another piece of ground will be made available, and we will be able to resume a broader range of planting as part of the practical side of the course. In the meantime we are happy to dig, learn, sow and reap where we can!

- All are welcome to join the gardening/horticulture course, regardless of previous experience.

Inch by inch
Row by row
I'm gonna make this garden grow
All it takes is a rake and a hoe
And an inch of fertile ground.
Inch by inch
Row by row
Someone bless these seeds I sow
Someone warm them from below
Till the rain comes tumbling down.



The FETAC Major Award Validation Process

Stephen Flitton



Towards the end of November 2010 I was asked to look at the application form and guidelines for validation of a FETAC Level 3 programme in Employability Skills. Since early 2009 FETAC had been working on a system whereby Education Centres offering FETAC courses would have to get the programmes validated before they could run the course. This new system of validation has the advantage of giving our Centre ownership of the programmes validated but the disadvantage of increasing the workload for staff. I undertook to put in the application because I believed it would be a relatively straight-forward process. I was proved very wrong in this assumption.

Major Awards differ from Minor Awards in that learners cover a range of subjects that add up to 60 credits. Each of these subjects is 10 credits (there are one or two that only give 5). For validation purposes there is a main application form and a separate one for each of the subjects on offer. In our programme we wanted to offer 6 components:

| | |
|-------------------------|-------------------|
| Mathematics | Communications |
| Career Preparation | Computer Literacy |
| Health & Safety at Work | Office Procedures |

In November 2010 when the country was wrapped in a blanket of snow and ice I submitted the first application. The particular forms involved are sent by email and must be returned by email. One of the problems we encountered early was that these forms are 'locked' so that no changes can be made to the structure of the form or to the FETAC content. There were however sections of the form that could not be typed into at all. This was a fault in the design of the form itself and meant that separate forms had to be made up and emailed with the others. A validation email to FETAC would have to contain upwards of 12 attachments. This made the process rather cumbersome for me and the staff in FETAC.

When we returned to work in January the application had been returned. Feedback from FETAC was limited to the mantra "read the guidelines." So I embarked on draft 2 of the application with the guidelines in hand. These guidelines were not much help and having been written in the *opposite* of plain English had the effect of confusing matters. Drafts 2 and 3 also came back. The main problem with these drafts was the section marked 'Indicative Content.' There was no indication of what level of detail was required and so drafts came back to us with the feedback 'Not enough detail' and 'Too much detail.'

The process was beginning to drag on with drafts bouncing back and forwards like tennis balls. We decided it was time to bring in an outside expert. We engaged the help of Liz Harper. This cleared up a number of issues and we then proceeded with the 4th draft. The feedback from this draft was much better and there were some minor changes to make. Finally on the 5th attempt the validation was accepted and the programme Life Skills to Work Skills was officially launched. After months of work we discovered that FESS (Further Education Support Services) had prepared 3 Major Awards that could be used by Centres funded by Dept. of Education. Had we been informed it would have saved us a huge amount of work. But we do now have 3 major awards validated at level 3. These awards lead to certificates in General Learning, Employability Skills and Information Technology.

New initiative: Pilot Buddy Reading Group

Lia Clarkson



The “Buddy Reading” pilot-group started in October 2011, inspired by the EU project, “Exploring Routes to Learning”, visit to Sterling in September. We could see that a gap existed where the one to one literacy tutors may not have had much, or any, experience or in some cases expressed a desire to volunteer and had not completed the literacy tutor training. The example in Stirling showed that simply encouraging people to read and talk about books was a good way to support them to take a self-directed approach towards their learning.

The pilot group started with a mix of experienced volunteer tutors and, learners, currently attending classes at the Centre, who expressed an interest in becoming involved as buddy tutors. They work one to one with a mix of English language and literacy learners attending the session. The pilot ran for 6 weeks up to December 2011, after each session the tutors gave feedback on progress and how they thought the session went in general.

The feedback from the learners has been positive. The evaluation from the learners was that they found it useful and enjoyable. Many of the language learners had never read a book in English before, so that in itself is a new experience. It allows all the learners to expand their vocabulary as well as practice pronunciation, and in many cases to do something new.

From the buddy’s point of view it is a gentle introduction to the area of one to one literacy and language support. They are working with the learner in a safe environment which gives them the opportunity to understand for themselves what literacy tutoring is about. We encourage the buddies to think about attending the VEC / NALA literacy tutor training if they think they would like to become more involved. It is also a way for the Centre and volunteer tutor to build up a relationship, so ensuring the best outcome for all concerned.

From the learner’s perspective they are receiving individual support and encouragement. The buddy reader and the learner choose a book together, that they both think would be interesting, and read it for pronunciation, vocabulary as well as for the pure enjoyment of reading. The Centre has a selection of graded readers with discussion points that helps both reader and buddy follow the story and talk about the content etc.

Looking to the future and the return to the Centre’s building in 2012, we are optimistic that the Buddy Reading group can be developed alongside the expansion of the Centre’s resource library, thereby encouraging the learners to borrow books and continue on their learning journey. We were pleased with the reaction from both learners and buddies and hope to build it up in the coming year.

Buddies and Learners ... 2011



Learners' Comments



"Since I came to the Centre I have learnt about Ireland & improved my knowledge so (hopefully) I can get a good job"

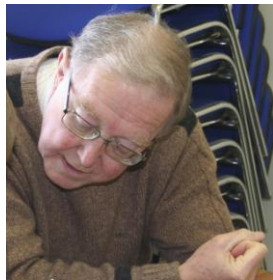


"It's good to be here.. and it's hard sometimes"

"I have learned so much at the Centre"



"It is a pleasure and a privilege to work with such dedicated people"



"The Centre has developed much since I came"



"The Centre has been a source of inspiration to me"

"I have found the tutors and other learners excellent"



"You have given me a lot of good advice"



"I was nervous when I first came, I am more confident now"



"I wanted to learn about Business and now have FETAC levels 3,4 & 5 as well as improving my English"

Local History

Margo Kelly



In 2011, the 25 participants in the Local History class met every Thursday morning in Warrenmount. Throughout the year, the students took a very active role, carrying out research on local history topics and sharing their findings in the weekly sessions, adding greatly to the material contributed by the tutor.

Most of the students were from the local area. In addition to researching new information, they shared their personal reminiscences and the oral histories of their families and communities – the stories in some cases linking back to famine days.



Group members shared memories of places that were important to the local community: Guinness's and Jacobs for employment, the Bayno for recreation and relaxation, and the Iveagh Baths for a swim and a weekly wash.

Since the Local History course was introduced a few years ago, we have studied the people, the architecture, the food, the street games and the rituals of Dublin city, and in particular of the Earl of Meath's Liberty. In 2011, we 'met' Dublin 'characters' such as Zozimus, the Black Pig and Bang Bang. Through presentations, research and guest speakers, we learned more about how to research Local History, and about the history of Dublin and its links with national and global events.

Building Relationships with other Organisations

Stephen Flitton



Our aim at Warrenmount is to meet the educational needs of the local community. This involves connecting with a plethora of organisations locally, nationally and internationally. Many of the organisations we are involved with are state bodies (CDVEC, Dept of Social Protection, Dept. of Education, etc) while others are 'Quangos' (Quasi Autonomous Non Governmental Organisations) such as FETAC and FÁS. The landscape of community education provision is changing as some of these organisations are being dismantled, absorbed or merged with other organisations. There is no doubt that we live in strange and mysterious times in our sector. With these changes in mind a snapshot of our educational landscape and the agencies we deal with is appropriate.

The number of organisations involved is rather large and varied but the following are our main cohorts:

- FETAC – Further Education Training Awards Council. Provides the certificates for courses and also awards the Quality Assurance Certificates. FETAC is to be merged with HETAC and the NQAI to form the QQAI (Qualifications and Quality Assurance Ireland)
- FÁS – Formerly the National Training Organisation. FÁS will now be known as SOLAS after a number of controversies that have been well documented
- CDVEC – City of Dublin Vocational Educational Committee. CDVEC funds teaching hours and is also getting involved in Primary and 2nd level education
- AONTAS – The National Adult Learning Organisation. Warrenmount has close links with AONTAS who coordinate the Adult Learners' Festival, the Community Education Network and the Senior Learners Network
- NALA – The National Adult Literacy Agency. We also have close links with NALA who provide vital support in our literacy and numeracy work
- FESS – Further Education Support Services. As the title suggests FESS supports education providers. Most recently FESS provided us with bespoke FETAC validated programmes

While these organisations are national (with the exception of the CDVEC) on a local level Warrenmount has relationships with the Local Employment Services (LES), the local Social Welfare Offices (Thomas St & Bishops Square), Citizens Rights Office, the Canal Community Partnership, FOCUS Ireland, Digital Hub and the Liberties College as well as others. On an International level Warrenmount has been involved in 3 Grundtvig Projects to date. These projects have involved us working with Adult Educators in a range of countries across Europe including Germany, Finland, Denmark, Romania, Spain, Sweden, Scotland, Estonia and Portugal. Through these Grundtvig projects we have worked on the following areas:

- Using Multiple Intelligences in Adult Education
- Empowering the Triangle of Education (parents, teachers & students)
- Exploring Routes to Learning

Currently we are working with Spain, Portugal, Estonia, Finland and Scotland on the 3rd area listed.

This is a very brief outline of some of the organisations we work with. These relationships all combine to help us to achieve our aim of meeting the educational needs of the community and in the coming years we will strengthen our connections through these changing times.

EXPLORING ROUTES TO LEARNING

Liam Kilbride

Education Development Office



This EU Grundtvig 2 Lifelong Learning project had its origins in an EU Grundtvig 2 meeting in Palma, Mallorca in October 2010. The meeting was attended by Pauline McGaley and Liam Kilbride.

As we are all aware, the Multiple Intelligences approach has been embraced and embedded into the work of the Centre since its inception in 1995. The blended learning approach was viewed as the natural progression for the Centre in its mission to continue its respectful, inclusive and innovative approach to teaching and learning. It was with this in mind that Pauline and Liam attended the Mallorcan meeting.

The project which emerged from this initial meeting is entitled **Exploring Routes to Learning** (ERL). As its title suggests, the project aims to engage in collaborative strategies which follow the journey of learners and the methods used by partners to facilitate learning whilst identifying cultural and educational similarities, difference and shared goals. The project places its focus on innovative approaches to adult and community learning. A multi-modal approach is adopted, with each partner 'playing to its strengths', as it were, and selecting the methods and strategies which best reflect the specific learning experiences of its target groups. Blended and e-learning are key elements of the project, complementing other innovative best approaches to teaching and learning.

The partners in the project are

- The Adult learning Team, Stirling Council, Scotland
- Warrenmount Community Education and Development Centre, Dublin
- Centre d'Educació de Persones Adultes CEPA, Arta, Mallorca
- Universidade Sénior de Évora, Portugal
- Elela-Karjalén Kansalaispisto, Lappeenranta, Finland
- Vorumaa Keskraamatukogu, Estonia
- Murad and Murad Bildungs Netzwerk, Vienna, Austria

So far, project meetings have taken place in Stirling, Scotland (September 2011) and in Vienna, Austria (December 2011). Both of those meetings were successful and fruitful – generating a project plan, partner responsibilities, a project logo and a meeting timetable which will facilitate the roll-out of the project, which finishes in Dublin in May 2013. The face-to-face meetings are complemented by Adobe Connect video conferencing. The first of these video conferences took place in November 2011.

In Warrenmount Centre the project is being facilitated by Lia Clarkson with her Spanish class and by Helen O'Keeffe with her Routes to Learning group.

The project will, it is hoped, give an international dimension to the work of the Centre. The shared strategies will add value to the work of the Centre, enhancing the learning experience of learner and tutor alike. Indeed, it is envisaged that a number of Warrenmount learners will travel to one of the partner countries later in the project.

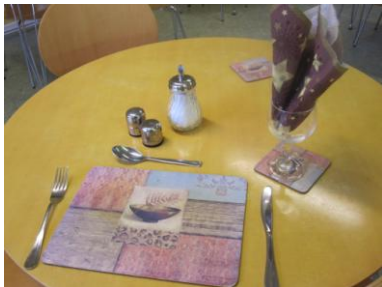
Warrenmount

Centre Café

The Centre Café continues to provide tasty and nutritious food, promoting Fair Trade, organic food and recycling where possible. It provides lunch for tutors, staff and participants on a daily basis. Staff from the Secondary School, and staff from local businesses avail of the Café menu at lunchtime.

Finger food and sandwiches are also available for meetings and Inservice Days.

Liz Deegan, Centre Café manager undertook training with the Food Safety Authority qualifying her to carry out a training programme devised by them. Community Employment staff on work experience in the Café have received this training and it has proved both beneficial to the learner and to maintaining the high standards in the Café in general.



It is still an ongoing challenge to keep up to date with the requirements of the Health Board and ensuring that the paperwork is kept up to date on a daily basis.

Finding supporting funding for the staff costs continues to be a challenge.

Community Employment Project
Helen Collins
CE Supervisor



The Community Employment Project sponsored by Warrenmount Centre since 1996, continues to be very successful in having participants enhance their existing skills and develop new ones in order to return to the workforce. In some cases it may be preparation to go into the workforce for the first time depending on their background.

The project has 15 participants and 1 Community Employment Supervisor

The breakdown of the job descriptions are

- Coffee Shop Assistants
- Gardener/Maintenance/Recycling
- Reception/Administrator Assistants

A number of the participants are located in Brainwave, the Epilepsy Association on the Crumlin Road.

All of the participants have attended various classes in -

- Childcare, Communications, Horticulture, History, Computers
- Personal Development, Introduction to Workplace Learning
- FIT programmes (computers, office and front of house skills) at FETAC Level 3, 4 and 5

The majority of the courses are FETAC certified which will always be of great benefit in getting employment in a parttime or fulltime capacity.

The following is a breakdown of the progression of the participants who have been finished on the project in 2011:

Number of participants

2
2
1
1
1
4
1
3

Follow-up

- Full-time employment
- Part-time employment
- Returned to full-time education
- Finished on health grounds
- Transferred to another project
- Stayed on the project for a 2nd year
- Unemployed
- Finished due to family circumstances

Funding Support

The Board of Directors greatly appreciates the ongoing support of the Presentation Congregation and particularly the upgraded and extended space for the Centre. The availability of this property in a prime location enables the Centre to operate in the midst of the local community.

The City of Dublin VEC has supported the Centre since its establishment in 1995 with teaching hours. The core grant (for staff) from the Department of Education and Science, administered through the CDVEC.

We acknowledge the ongoing funding received for specific programmes for the Centre:

- Presentation Sisters
- The Department of Education and Skills
- City of Dublin VEC
- The Department of Social Inclusion
- Dublin City Council – funding for Whiteboard
- Léargas - European Project
- FAS – Community Employment Project

We acknowledge and appreciate all funding support.



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