



**Warrenmount Centre**  
*Celebrating 20 Years*



**WARRENMOUNT CED CENTRE LTD**

**ANNUAL REPORT**  
**2015**

Mill Street - Dublin 8 | Company Number 357738 Charity Number 14856

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## Foreword

Margaret M. Healy  
Chairperson BOD



***“Education is the most powerful weapon which you can use to change the world.”***

**Nelson Mandela**

This year Warrenmount CED Centre celebrates twenty years of community education provision in Dublin 8. Since those early days there have been many changes - learner numbers, courses, certification, accreditation, management structure, renovations, legislation, QQI.

At the outset Warrenmount CED Centre formulated its Vision and its Mission Statement. Over the years these have been revisited and reviewed. The most recent revision occurred during the development of the Strategic Plan 2013-2016. It is clear that the original founding vision is alive and tangible today. This is evident in the day-to-day working at the Centre and is re-iterated in the learner contributions included in this report. The ethos is caught, not taught, as is clear from the stories of the learners. It is heartening to realise that while methods and methodologies, courses and content may have changed over the years, the underlying spirit and atmosphere of the Centre remains a constant and is very clearly in evidence today.

As an organisation, Warrenmount CED Centre Ltd is committed to the standards expressed in the five principles of its Governance Code.



As a Board, we are committed to the key attributes of good governance:

- Transparency
- Responsibility
- Accountability
- Participation
- Responsiveness (to the needs of the people)

As of 16 October 2014, Warrenmount CED Centre, having had a CHY number, became a registered charity within the meaning of the Charities Act. This Act provides for the establishment of the Charities Regulatory Authority (CRA) and for the regulation of charitable organisations. The online Register of Charities is publicly accessible. Warrenmount CED Centre has created an online account with the CRA and uploaded the information requested such as our charitable purpose, our charitable objectives, details of our trustees, our Memorandum and Articles of Association together with our financial accounts.

The next step in this process is to upload an annual report – a legal requirement. Required information includes, a description of the activities carried out during the reporting period in furtherance of our charitable objectives, details of our direct beneficiaries, average number of employees and paid office holders and the number of volunteers, indication of which of the listed codes we have signed up to, our gross income and our gross expenditure, donations, expenditure on salaries and wages. As Warrenmount is a company registered with the CRO, it is not legally required to provide annual accounts to the CRA. However, in the interest of best practice and as our audited accounts are already available through CRO we will upload the accounts to the CRA website also.

On behalf of the Board of Directors, I congratulate all who teach and learn at Warrenmount Centre including past and current staff and learners. I express our gratitude to Pauline, to Lia and to all the staff for their ongoing support and commitment which ensure that all those who wish to take another step on the path to life-long learning are welcomed graciously and facilitated when they enter through the red door.

## Introduction

Pauline McGaley

Centre Director



When Warrenmount Centre opened its doors in 1995 it was not possible to visualise or consider what it might look like twenty years later. From small beginnings it now holds its place in the local area, nationally and internationally, as a model of good practice in community education. The Annual Report offers a snapshot of the experience of people attending the Centre validating the need for personal interaction with learners returning to education. The statistics illustrate clearly that the work and commitment of staff and tutors to provide quality programmes and courses is recognised by learners. This was further confirmed by the QQI External Authenticator *'Warrenmount continues to maintain and build on an already sound Quality Assurance pathway. The academic standards are consistently high and are being maintained together with a rigorous Internal Verification Process'*

In 2015 we said 'Goodbye' to Bernie McCarthy, who retired after twenty years as tutor in the Centre. Bernie's contribution to the Centre could not be measured either in terms of time or commitment. She worked through all the stages of accreditation over the years, from NCVA to FETAC to QQI. She designed and piloted so many modules that form the basis for our present programmes. The Centre is indebted to her generosity and professional commitment as are the many students with whom she journeyed on the road of lifelong learning. We are happy to welcome four new tutors to the Centre: James Madigan, Tony Field, Anne Hannon and David Hogarty. An essential part to Team Warrenmount is the administration staff and particularly the Centre secretary – the first voice or point of contact for new learners. Audrey McCann moved on to full-time employment. We wish her well and thank her for her good work and ready smile. We were fortunate to have Cathy Dwyer join us almost a year ago. Cathy became part of the team immediately, learning very quickly to 'keep all the balls in the air' - no easy task!

We were privileged that Bernie Brady, CEO of AONTAS accepted the invitation to launch our 20 year celebration. Bernie has long been an advocate of community education and spoke enthusiastically and inspirationally about the value of community education. It was Bernie's last official public function before her retirement and we were delighted to take the opportunity to thank her for her generous support and advocacy work over many years; work that has resulted in a strong national profile for community education. Our celebratory plans for the year were listed on our brochure, each term having a specific focus. Our first focus was on Volunteers. Our

new link with Fáilte Isteach brought a new energy to supporting our language learners. We note that in 2015 our committed volunteers contributed 1.080 hours learner support. Mile buiochas.

A generous money gift from the Presentation Sisters meant that the year of celebration could include purchasing chrome books, a dream becoming reality! The Centre has always endeavoured to keep abreast of new technology, believing that adult learners deserve the best. Linking with Google is seen as a way forward in this regard. This gift also allows an allocation for the development of the organic garden which provides training and delicious produce for use in the Centre Café. A second money gift from a Presentation past pupil will ensure that non-accredited community education programmes can continue.

2015 signalled a change in the management structure of the Centre. The Centre Director moved to a part-time voluntary role and the role of the Centre Manager was created. Gratitude and appreciation is due to Lia Clarkson who courageously took on the role for the year. Lia worked diligently to model this new management approach, ensuring that the different strands of the Centre connected and work efficiently. We look forward to mainstreaming this structure in 2016.

## Centre Manager Update

Lia Clarkson



I have summarised some of the main areas reported on in 2015. As Centre Manager, I present a report under the four Strategic Plan (2013 to 2016) Objectives listed below.

1. Provide quality community education that responds to the needs of learners
2. Ensure that the learning environment is respectful, safe, supportive and inclusive
3. Influence adult and community education policy and practice at local, national and European level
4. Promote the Centre as a Centre of Excellence in adult and community education

2015 brought new reporting requirements from our funders, the City of Dublin ETB and SOLAS. We worked hard to ensure we these were returned accurately and on time. While the overall learner numbers remained strong in 2015, with good retention rates, the number of learner places has seen its highest year to date. We have been particularly promoting our programmes (ICT Levels 3 and 4, and Childcare), with a focus on progression opportunities, both in-house and further afield.

In mid-2015 the staff, tutors and learners migrated to the "Cloud". We chose Google Apps for Education as not only is it free for not for profit education providers, it also provides us with a means to move towards providing enhanced digital access for learners (and staff), using the Classroom application. In conjunction with this move to the cloud we upgraded to Chromebooks and piloted them with our Level 4 ICT group. There is further information on our I.T. upgrades later on in this Annual Report.

In order to ensure our links with other local providers are robust we met with the heads of the local ETB Colleges as well as with the ETB Dublin South Central ESOL Co-ordinator and with Lorraine Downey, CSU ETB. We also meet and communicate regularly with our ETB assigned Adult Education Officer (AEO), Eithne Doherty, who continues to support the Centre in our relations with the ETB.

We strive to maintain and enhance other key connections; linking with the local Intreo case officers, local employment services (LES), current learners, Fastrack to IT (FIT), DIT Access and Civic Engagement, AONTAS Community Education Network, and the ETB Adult Education and Guidance Service. All of these groups provide supports for the learners attending the Centre in one shape or another.

Due to the imminent "re-engagement" process with QQI, we felt the need to appoint a temporary, part-time, Quality Assurance (QA) officer. A full report on activities to date, is featured later in this report. We have been liaising with the CD ETB on the re-engagement process as well.

Finally, I would like to thank the Board of Directors, Centre Director, staff, tutors and learners for their support during 2015.

## **Achievements 2015 and Challenges 2016**

### **Achievements for 2015**

- Further work on the Governance Code
- Aims and objectives of the Strategic Plan on track for year 3
- We continued to provide relevant programmes and courses, noting an increase in learner participation in our programmes (class places)
- Employed a part-time manager of the Garden Project to pilot a small market garden project
- New IT system roll-out
- Launch of 20 year celebrations

### **Challenges for 2016**

- Formal compliance with the Governance Code
- Work towards re-engagement with QQI
- Commission a new website
- Upgrade in-house database
- Upgrade internet infrastructure
- Develop Tutor / Learner interaction with Google Apps Classroom app to work towards increased digital access to class content
- Develop Strategic Plan for 2017 to 2020
- Review and evaluation of programmes under QQI validation
- Work towards QQI re-engagement
- Link with AONTAS / Erasmus+ European Partners if application is successful (by CEN)
- Work with CD ETB / SOLAS to ensure PLSS National Calendar roll-out successful
- Link with CD ETB on DoITprofiler pilot – Learner assessment tool
- Continue to develop the Garden Project, linking with the Centre Café to develop a small community enterprise.
- Continue to liaise with NUIM and other established Colleges and Universities to facilitate students on teaching placement and ensure minimum disruption for our learners
- Maintain / strengthen links with external stakeholders to ensure we are reaching learners

## Vision, Mission Statement and Values

### Vision

Our vision is that Warrenmount CED Centre will be perceived as a Centre of Excellence in the provision of community education.

### Mission Statement

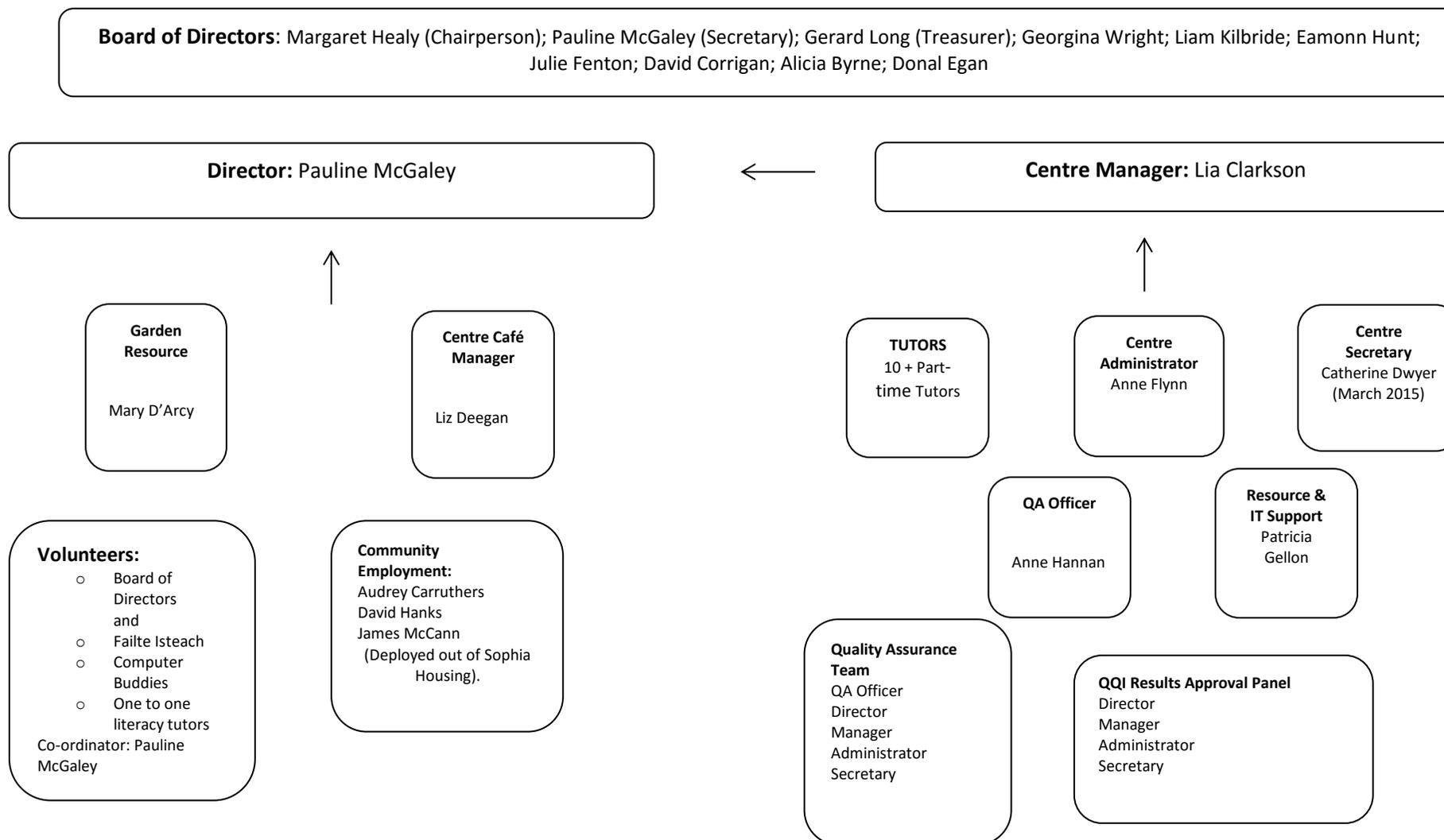
At Warrenmount Centre, we aim to meet the needs of the local community by creating opportunities, building confidence and developing skills. We do this through a learning style that is **person-centred**, **participative** and **informal**. Through this, we hope to give people a voice enabling them to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

### Values



## Warrenmount Centre Organisational Chart (2015):



### Tutors at Warrenmount Centre 2015:

Tutors	Course	Accreditation
Stephen Flitton	ICT Programmes	QQI Level 3 & Level 4
Tony Field	Maths / ICT Programmes	QQI Level 3 & Level 4
James Madigan	Local History	
Pamela Jordan	ICT Programmes	QQI Level 3 & Level 4
Helen O'Keeffe	ICT Programmes	QQI Level 3 & Level 4
Mary Moloney	Art, Craft & Design	QQI Level 3
Orla Ni Haonigh	Book Club / Creative Writing	
Anna Marron	ESOL	QQI Level 3 & Level 4
	ICT Programme	QQI Level 3
Patricia Gellon	Craft Club	
	Basic Computers	
	ICT Programme	QQI Level 3
David Hogarty	Mathematics	QQI Level 4
Anne Hannan	ESOL	QQI Level 3
	Work Experience	QQI Level 4
	Positive Life Skills	
	Mindfulness	
Aileen Lebrocquy	ESOL	Basic & QQI Level 4
Louisa Crowley	Childcare	QQI Level 5

### **Tutor and Staff Focus in 2015: Quality Assurance**

In line with the many sectoral changes during the past few years, the Centre has renewed its focus on its Quality Assurance, in particular with regard to QQI and the upcoming re-engagement for legacy providers. The Centre engaged a Quality Assurance Officer to work towards this and you will see Anne Hannan's report further on in this Annual Report on progress to date and future plans.

During the tutor in-service in September 2015 we again highlighted the importance of the whole-centre approach to Quality Assurance (QA) and discussed the importance of the tutor's active role in ensuring our QA.

The Centre's most recent External Authentication Report (for Term 4 2015) had positive comments for the Centre and Tutors. In particular, the following was re-assuring:

*"Tutor and candidate confidence is evident throughout. This clearly indicates a solid teaching and learning process is occurring. The range of input material is comprehensive, relevant and succeeding in continuing to build candidate, confidence, learning and results. Warrenmount continues to maintain and build on an already sound Quality Assurance pathway. The academic standards are consistently high and are being maintained together with a rigorous Internal Verification Process."*

It is evident from the comments above, as well as from the overall increase in QQI folders submitted, that our tutors, all of whom work part-time, are committed to providing our learners with quality educational opportunities from QQI Level 3 to Level 5. Working behind the scenes, the administrative staff carry out the Internal Verification (IV), submit learners on QBS, along with overall co-ordination of our Quality system, ensuring the processes run smoothly for the learners' benefit. The Centre appreciates the hard work and dedication of all the tutors and staff involved.

**Lia Clarkson**

## **Tutor Reflection**

Anthony Field



Having worked in the IT industry for many years, I decided to move into the teaching profession. I started on the H.Dip. in Further Education course in September 2014 in Maynooth University in order to qualify as an adult teacher.

Part of the course involves placement in at least two teaching centres, to gain experience in actual teaching settings. Pauline's talk on community education and Warrenmount CED at an Adult Education Conference in Maynooth University in October 2014 inspired me to apply to Warrenmount for a placement. I was really delighted to be accepted. I was assigned to two classes – Communications and Maths – where I had the opportunity to observe, assist and learn from two wonderful teachers.

Towards the end of my course, and by a happy (for me anyway) coincidence, Bernie (Maths teacher) decided to retire after 20 years' service in Warrenmount, and I was given the chance to step into her role. I was also asked to teach some IT-related classes, and I have continued with these classes to date.

There are many factors that contribute to the Warrenmount experience; in no particular order - the location and the surrounding community, the grounds, building and their caretaking, the funders, the team, the learners – all knitted together by the tangible person-centred ethos. But for me, the centre of Warrenmount CED is the learners; some of their stories, life journeys and experiences are remarkable, inspiring and humbling. If I can make even a small contribution towards helping in their efforts to better themselves then I feel that my decision to take up teaching will be more than justified.

**Tony Field**

## QQI Classes in Pictures: 2015



### QQI Accredited Programme Classes at Warrenmount Centre in 2015



Childcare QCI Level 5



Mathematics QCI Level 3



Vegetable Crop Production QCI Level 3



Computer Applications QCI Level 4



Word Processing QCI Level 3



ESOL QCI Level 3



Work Experience QCI Level 4

## **Interview with three sisters**

**Mihaela Benchea, Ionela Imbrea and Irina Medves**



Mihaela      Ionela      Irina

Irina, (Daniela), and Mihaela enrolled for the Job Club in SICCCA and it was there that they were encouraged to sign up for courses at Warrenmount Centre.

Irina Medves arrived in Dublin ten years ago from Romania following her boyfriend and hoping to find work herself. She got married and they had one child. Irina's husband has had work fairly consistently over the last number of years.

Two years later Irina's sister Mihaela arrived. Irina was delighted to have Mihaela's company but their space was small. Mihaela now has two children and is a busy person outside of Warrenmount! Then their youngest sister Ionela arrived. Ionela has a degree in music and is an accomplished pianist. Her arrival in Ireland was a mixture of sadness and delight as their mother had died recently.

The most difficult thing about arriving in another country is learning the language and this was emphasised by the three sisters.

Mihaela, Ionela, Irina and Daniela (their sister-in-law) have completed their ICT major Award at level 3. They have Completed Online learning, attended the CV preparation Course, and are now completing ICT Major Award at level 4. This is quite a high standard in another language!

At present they are also occupied with work experience in Stanhope St Dublin 7 and in The Youth and Community Centre near Guinness' Dublin 8. Ionela has been engaged in office work typing up spreadsheets and rotas. Mihaela's work experience is connected with her daughter's school and that helps a great deal.

"Coming back to learning is hard! But now we love it and don't want to finish!"  
So what next? The sisters would like to work in an office environment and get more actively involved with spoken English.

The next suggestion in Warrenmount is to progress further with ECDL and perhaps get involved in 'Failte Isteach' to improve their spoken English.

## QQI Folder Submissions Update

FETAC / QQI Folder Submissions 2006 to 2015				
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
2012	276	91	139	506
2013	235	107	48	390
2014	231	109	54	394
2015	235	158	73	466

As we can see from the statistics above, the number of folders submitted for accreditation in 2015 has increased. In part, this is due to increased emphasis on Level 4 ICT Programme Major Award completion, as well as strong demand and completion rates for the Level 5 Childcare Award. We are also benefitting from improved assessment techniques, along with the **Profiler pilot from the ETB**.

Approximately **15** learners achieved Level 2 Certification through NALA's online platform [www.writeon.ie](http://www.writeon.ie). The programme is used mainly during the Open Learning Session.



Learner Certificates Presentations 2015

Certificates Presentations 2015



Lord Mayor, Críona Ni Dhálaigh, presenting QQI Certificates in September 2015



## **Quality Assurance Report 2015**

**By Anne Hannan, QA Officer**



The first step in the QQI Re-engagement process requires the Centre involved to submit a documented QA (Quality Assurance) system to QQI for approval. Once QQI assess the Centre's capacity and approve their QA procedures the Centre can then submit their application for Validation of Programmes leading to QQI awards.

It was decided for best practice to create a working document (called the QQI QA Manual) containing all of the documentation required for the Initial Validation Process. Although this requires slightly more documentation (to the Re-engagement process) it was felt preferable operating under an ethos of best practice to enable a full review of all centre documentation (policies, procedures, forms, handbooks etc.) It was agreed to compile all of this information into an on-line workbook [QQI QA Manual] which could be reviewed and updated on a continual basis.

The initial steps involved in order to produce a QA Manual meeting the new QQI requirements was to review the current QQI official documentation (see [www.qqi.ie](http://www.qqi.ie)) in order to ascertain the exact QQI requirements for QA Procedure approval. These folders will be updated as new documentation is received from QQI or any new government legislation issued pertaining to the QQI system.

### **Looking towards 2016**

A working manual will be compiled to include all of the centre documentation in early 2016. Once compiled, a review of the existing policies, procedures and associated documentation (forms, handbooks etc.) will commence. Updates will be added where required. Any areas requiring policies and procedures to be created will be prioritised. The manual will be reviewed regularly in keeping with QQI requirements and the Centre's best practice.

On submission of the QA Manual to QQI and subsequent approval, the first submissions will be made for programme validation.

## Learner Testimonial

Interview with Anthony White

When Anthony White saw the brochure about classes in Warrenmount Centre in 2014 in the Welfare Office he decided to take the plunge and see if he could update his skills. He remembers his school experience as limited, "One computer to a very large class!" He felt that technology had passed him by.



Anthony was in retail for a number of years and then there was the recession, slowdown and loss of work. Here was an opportunity to do something different.

"I went in blind, I had no IT skills and was not really sure what it would entail." "I was greatly helped by Lia who pointed me in the right direction."

He enjoyed being with other members of the class. People who had very different skills and experiences. There was the feeling as time went by of a growing sense of confidence in each member of the class.

When the course was over he wasted no time and made contact with employers with an updated CV. He noted how employers saw on his CV that he hadn't been idle and had renewed his skills. Employers were delighted to see that there were no gaps! He said that "skills learned at Warrenmount Centre take pride of place on my CV!".

Anthony completed ICT Level 4, Computer Applications Level 4 FIT Spreadsheets and word processing Level 4.

When Anthony finished in Warrenmount, he recalled arriving in to Stephen's Green Centre and noticing that the owner of **Gurmans Tea and Coffee World** was moving. he said to himself "I'm going to bite the bullet and enquire regarding work." He got the job then and there!

"With regards to IT and this job, I know how to use modern cash registers, how to do spreadsheets, rotas, and have the ability to be able to communicate electronically. It's all in the mix."

"I now know about all the different types of teas and coffees. I can recommend for all sorts of occasions. Customers who come in here are interested in knowing about this and there is generally a lovely atmosphere."

Anthony maintained that Warrenmount Centre has a great atmosphere for learning and renewing confidence. His parting words to new learners "Don't worry about a thing! You will benefit from everything you do at Warrenmount Centre and it will all be worth it!"

Anthony works as Manager in **Gurmans Tea and Coffee World**, Stephen's Green Shopping Centre.

Community Education Classes: 2015

Community Education  
(non-accredited) classes  
at Warrenmount Centre:  
2015



Introduction to Interior Design



Art & Craft



Local History



Local History outing to St Audeon's



Music Appreciation funded by:



Basic ESOL Class



Introduction to Social Media

## Learner Testimonial

### John Struthers



My name is John Struthers, and I have returned to education as a mature student. Before I returned to adult education, my life was at a standstill. I had to come to a crossroads in my life and had no idea which road to take next. I seemed to have lost my direction and focus in life. And, as a result I became isolated from society, and was in a very lonely place.

One day while out walking, I came across a centre for Adult Education Guidance Service in Dublin City Centre, and decided to take down the address and get a number. Some weeks down the line, I plucked up the courage to phone the centre and make an appointment to see the Guidance Counsellor, Sinead. When I met Sinead, I was very shy and nervous, but Sinead was so kind, helpful and understanding that my nervousness had dissipated.

Sinead eventually put me in contact with Warrenmount Adult Education Centre and made an appointment for me to see Sr Pauline. The first time I entered the premises for my interview, I was very nervous. It took me some time to find the place, and I had almost given up at one stage. When I did eventually find the centre, I met with Sr Pauline for the first time, she greeted me with a gentle smile and I felt relaxed almost immediately. We spoke for a while about my background and education. Sr Pauline gave me a rundown on the courses available, and at that moment I felt very excited about the prospect of starting here.

I'm not sure how the weather was on that particular day, It could have been raining, but I wouldn't have noticed because I was so happy on leaving. And I'm not ashamed to say it, but walking home after that interview, I shed a little tear to myself. I was looking forward to starting Level 3 QQI / FETAC. It was good to feel positive about something in my life, something to give me a sense of direction, that would give me focus and allow me to think again for myself, to have a sense of purpose, but most importantly, having a sense of hope.

Now, almost a year down the line, I have completed L3 QQ1 on Information Communication Technology, I have also completed L4 QQ1 - Part 2 on Desktop Publishing, Maths and Work Experience. My goal is to go to College and study Desktop Publishing/Graphic Design in the future. I'm doing an ECDL course also with Warrenmount and have achieved passes on both Word and Excel Spreadsheets. I hope in the future to gain work which will hopefully lead to a more steady and stable life for me.

My whole outlook on life has changed for the better because of the opportunities I have been given. Because of the people I have met. I love getting up in the mornings knowing where I'm going. The teachers, staff members, students, and all that are involved there make Warrenmount Education Centre what it is. The

atmosphere is positively infectious. And I enjoy being around that. I also enjoy the challenge it brings, and I look forward to the challenges ahead.

We all take right turns and wrong turns in life , sometimes not by choice, but mostly we have a choice - free will. And If you ever find yourself in the dark, don't despair there is light at the end of the tunnel. I know, I've been there, I didn't see any way back. The light at the end of the tunnel, are the people who care about you, who love you, who want you to be happy. (Family, friends, even strangers). People you've never met before who are willing to help others have given me strength, confidence and a new found hope to move on.

So this is my choice, I choose to get up in the morning, I choose to help others, I choose to be in that light. I choose to be kind and caring. I choose to accept the help of others when I need it. I choose to accept the wrongs I have done. I choose to forgive others; I choose to forgive myself.

While I have this opportunity, I would like to thank all teachers, staff members, for their help and guidance and kindness. I would especially like to thank Pauline for giving me these opportunities that I will not squander. Thank you for giving me hope again and for showing me that people do genuinely care.

## Volunteers at Warrenmount Centre

The Centre deeply appreciates the time and generosity of our volunteers. Their renewed commitment each term greatly supports the work of the Centre and the value of the individual attention to students cannot be measured. The list below does not include the Board of Directors.

**Volunteer Co-ordinator and Programmes Co-ordinator:** Pauline McGaley

**Co-ordinator Computer Buddys / Online Learning:** Patricia Gellon

Volunteer	Course
Gerard Long	Volunteer Literacy Tutor
Alicia Byrne	Volunteer Literacy Tutor / Failte Isteach
Angela Moylan	Volunteer Literacy Tutor / Failte Isteach
Julie Lordon	Failte Isteach /Buddy Reader
Anna Marron	Computer Buddy
Aileen Lebrocquy	Failte Isteach /Buddy Reader
Brian Cushen	Buddy Reader
Eileen Brosnan	Failte Isteach /Buddy Reader
Marie Greene	Failte Isteach /Buddy Reader
Francis Lawlor	Failte Isteach /Buddy Reader
Ann Caffrey	Failte Isteach /Buddy Reader
Richard Caffrey	Failte Isteach
Geraldine Casserly	Failte Isteach /Buddy Reader
Lidia Cruz	Computer Buddy
Catherine Curran	Computer Buddy
Lucille de St Michel	Failte Isteach /Buddy Reader
Angela Devereux	Failte Isteach /Buddy Reader
Elena Enache	Computer Buddy
Paul Green	Failte Isteach /Buddy Reader
Valentina Gulidova	Computer Buddy
Mary Kavanagh	Failte Isteach /Buddy Reader
Francis Lawlor	Failte Isteach /Buddy Reader
Aileen Lebrocquy	Computer Buddy
Mary McArdle	Failte Isteach /Buddy Reader
Margaret Pyne	Failte Isteach /Buddy Reader
Raul Perez	Computer Buddy
Blanaid Quilligan	Failte Isteach /Buddy Reader
John Struthers	Computer Buddy
Paula Thompson	Failte Isteach /Buddy Reader/Computer Buddy

## Time Commitment of Volunteer Tutors

### Tuesday Buddy Reading/ Fáilte Isteach (See below):

Total Number of Volunteers: **21** (Average 15 per term)

Total Average Hours Per Year: **810** (2 hours per week for 9 weeks x 3 terms)



June 2015 Volunteer Meeting & Lunch



Buddy Reading May 2015

### Thursday Computer Buddy (Open Learning) :

Total Number of Volunteers: **8** (Average 5 per term)

Total Average Hours Per Year: **270** (2 hours per week for 9 x 3 terms)



Online Learning Group September 2015



September 2015 Volunteer Meeting

## Literacy/ Mentoring

Many learners availed of one-to-one tuition for two hours per week during the year. Twenty students worked online for **QQI Level 2** certification through NALA's Writeon online platform. This is a blended learning course with assisted learning if needed.

## Buddy Reading becomes Fáilte Isteach

In September 2015 we looked at options to assist both learners and volunteers with a more structured approach to English language learning. Fáilte Isteach stood out as a national volunteering organisation with a simple, yet effective, approach along with excellent resources. So our 'Buddy Reading' group has become the Fáilte Isteach group and takes place every week. Language learners avail of the opportunity to practice their English conversation skills in small groups with volunteers. We continue to build our team of Volunteers. These voluntary tutors are available for two hours each week. See the next page for an article on Fáilte Isteach

## **Warrenmount Centre joins Fáilte Isteach**

Third Age is a national voluntary organisation responding to the opportunities and challenges of ageing in Ireland. Third Age achieves this objective through its three national programmes, Senior Help Line, Sage and Fáilte Isteach.

Fáilte Isteach is a community based project involving predominantly older volunteers welcoming migrants through free conversational English classes. The project was established by Third Age in October 2006 in response to the observed daily difficulties that migrants were experiencing integrating into the local community through a poor understanding or lack of English. Following its success as a pilot project in a small rural community, Fáilte Isteach was launched nationally in 2008. From the inaugural class involving 12 volunteer tutors and 7 students, Fáilte Isteach has grown its current 85 groups with 850 volunteer tutors supporting 2,500 migrant students to integrate and thrive.

The Fáilte Isteach team supports local organisations and individuals to set up and coordinate a conversational English class in their local community. All of the necessary training and teaching material is provided to establish a group and ongoing support, refresher training and updated resources are made available to groups nationwide. Each of our 85 groups has a team of volunteers who deliver the classes on a weekly basis and who are supported locally by a coordinator.

The classes are student-centred and tailored to meet the participants' needs, many of whom are experiencing difficulties integrating into Irish society, a challenge which is exasperated by a lack of English. However, improved language skills, better comprehension, better communication skills, increased confidence and esteem have resulted in improvements in both the working and social lives of our students. Other benefits include improved social skills, increased networks and social contacts, better employment prospects, and increased participation in community life.

**Natasha McAvinney**



Volunteer Training with Natasha McAvinney from Failte Isteach: November 2015



## Volunteer Reflection 2015

### Angela Moylan



I've lived in this area for over 40 years. My children were educated at the Presentation School to both Primary and Secondary level. I had been involved with the school serving on Parents Council and Board of Management.

In more recent times, I had heard from friends about the Warrenmount CED Centre and the wonderful classes available there; everything from Gardening, to Local History, to Craftwork.

Having retired in 2013, I was looking for a way to give something back to society and to take up some of my free time. I had previously been involved in Adult Literacy and when I discovered that Warrenmount Centre were looking for Buddy Readers it seemed like what I wanted to do. I contacted Pauline and soon became part of the Wednesday morning Buddy Reading Group.

Initially I worked on a 'one to one' basis with local people who wanted to improve their reading and spelling and more recently with people of all nationalities from the local area and beyond, to help them improve their spoken English through conversation classes. There is a great sense of friendship between the tutors and the students. The classes offer them a wonderful opportunity to learn and progress. The resources available to them seem endless.

For the current year we have adopted the Fáilte Isteach system for beginners and Intermediate students. We now work in groups of three tutors and three students. This is proving to be a wonderful experience for all.

Over the last three years I have met and engaged with people from such places as Brazil, Romania, Somalia and Poland. I have learned much about their customs and traditions and it has really opened my mind to the diversity of languages and cultures that exist.

Warrenmount Centre could be compared to the United Nations here in Dublin 8 where people of all nationalities come with a common purpose of learning in a warm and welcoming atmosphere. Long may it continue!

## **Information Technology Upgrades:**

### **Google Apps for Education**

In part due to our aging IT infrastructure and in part due to a desire to ensure our learners have the ability to access class notes digitally (to review but also when they miss class), the Centre made the move to Google Apps for Education in mid-2015. Staff have access to “cloud” based email, using the Warrenmountcentre.ie domain, and can collaborate using Google Docs, Sheets and other office applications (Apps). Google Apps is free to charitable educational institutions and provides unlimited, secure cloud based storage.

Tutors were initially introduced to the idea of using the Classroom App (similar to Moodle) at our Tutor In-service in September. We set the tutors up with Google Apps accounts so they could learn more about Classroom and practice using it. During Term 4 2015 we set up a pilot group of learners in our ICT Level 4 Programme to encourage both tutors and learners to interact via Classroom. Patricia Gellon, our IT Support, worked with the tutors and learners to ensure it went as smoothly as possible. We were pleased with how the pilot went, yet feel that the tutors need quite a bit of support in order for them to use it effectively (and in turn for them to encourage the learners to use it). Looking towards 2016, Patricia will work with tutors to support them using the Classroom App to its fullest potential and we hope to iron out any issues that may arise.

**Patricia Gellon and Lia Clarkson**

### **Chromebooks**

Thanks to the very generous gift from the Presentation Sisters, the Centre was able to invest in upgrading its IT resources for learners. One of the changes that we made was to update our old laptops to Chromebooks. Our classroom laptops were getting older and difficult to maintain. There were delays and technical problems during classes, such as delays connecting to the Wi-Fi, batteries that didn't last for the entire class, etc. Another reason was the fact that Windows 10 came to the market, and many of them did not have all the requirements to upgrade.

Chromebooks are easy to use; they are light, start quickly, and have virus protection built in. They have a long-life battery and are centrally managed. This means that they do not need as much time allocated for maintenance and up-keep compared with standard windows laptops.

When you are disconnected from the web you can use offline apps like Gmail and Google Docs (they synchronise after). They do not need manual updates, all apps are cloud-based, so you do not worry about memory storage, and they are good value compared with a laptop that does the same work. **Patricia Gellon and Lia Clarkson**

## Social Media Update:

Patricia Gellon continues to ensure our Blog and Facebook Pages are updated with lively and interesting articles and pictures. We look forward to improving our web presence once we have our new website in place during 2016.



## **Do IT Profiler: Pilot**

By: Aedamar Frawley H2 Learning (CD ETB Parters in Profiler Pilot)

### **Background:**

For the past five years City of Dublin Education and Training Board (CDETb) have been working with the UK company Do-IT Solutions to create a unique set of digital screening and profiling tools to enable their colleges, centres, schools and other education and training providers they fund to better meet the needs of learners.

In order to develop the profiling tool so that it is fit for purpose and contextualised for the Irish setting, CDETb, Prof Amanda Kirby, Dr Ian Smythe and eLearning services and consultancy organisation, H2 Learning worked together to define the needs of the organisation and develop the CDETb Do-IT Profiler in response to these. Both phases of the project were supported through J P Morgan Chase Foundation funding.

The initial phase of the project resulted in the CDETb Do-IT Profiler being successfully rolled out across all 10 Youthreach centres across Dublin city. Following the success of this initial project, a second phase was initiated to extend the tool and model of learner support to areas of Adult Education Services and Further Education and Training colleges. Currently the second phase of the project is in pilot stage. Warrenmount Community Education and Development Centre are one of three Community Education Centres involved in the pilot.

### **What is the CDETb Do-IT Profiler?**

CDETb Do-IT Profiler operates through a suite of modules, which the student completes online. This then provides a series of detailed reports about the student and provides recommendations on how to address the student's particular needs. The CDETb Do-IT Profiler system, is accessed through the internet, and following log on, a series of modules are presented to the student. Some of these are assessment modules, which look to quantify student strengths and weaknesses in key areas such as literacy and numeracy. Others are survey modules, which gather additional information about students including emotional well-being and background demographics. There are also screening tools for study skills and specific learning difficulties.

The background analytics analyse the student's input of the assessment modules and help to identify underlying patterns. The outcomes of that analysis, along with the survey results then produce a series of reports – for the student, class teacher and management.

In total, the Do-IT Profiler produces an instant report with an executive summary, and also full detailed reports including detailed information from actual responses and timing, to guidance for intervention for each individual student.

### **Who are the people behind the CDETb Do-IT Profiler system?**

The modules have been developed by the two founders of Do-IT Solutions- Professor Amanda Kirby, an international expert in specific learning difficulties including dyspraxia (also known as DCD), ADHD and Autism Spectrum Disorders as well as dyslexia and Dr Ian Smythe, an internationally recognised literacy specialist. Together Dr Ian Smythe and Prof Amanda Kirby (University of South Wales) have more than 20 years of research and practice in the field. Both have worked closely with CDETb over the last five years and have adapted the Do-IT Profiler to meet the needs of the Irish context. Importantly, the CDETb Do-IT Profiler assessments are using local Irish content and local norms. Both are recognised internationally for their work in their respective fields.

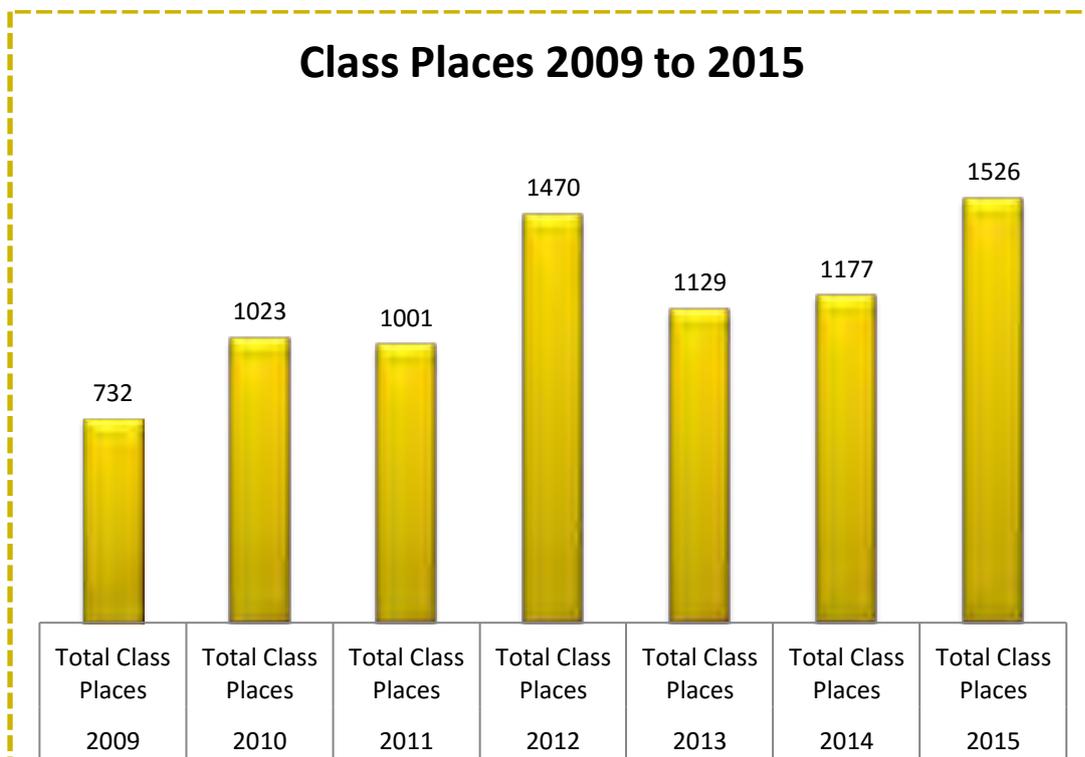
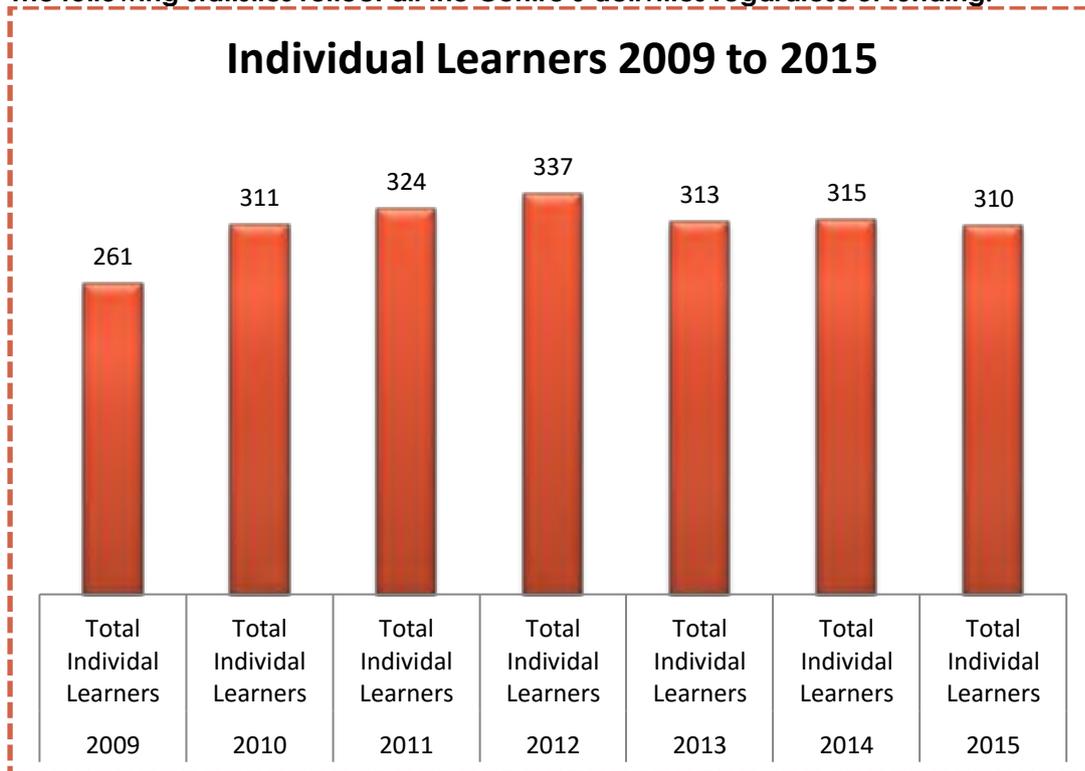
The H2 Learning team partnered with Do-IT Solutions and CDETb to support the ongoing development and roll out of the digital assessment suite. H2 Learning are a professional services organisation providing a range of services in the area of ICT and education. They have extensive experience in the area of coordinating and managing projects and work with CDETb on a number of other initiatives which aim to provide an optimal service to all education stakeholders.

### **Impact**

In June, a full report on the impact of the project will be produced on completion of the pilot. To date the project has already shown the potential to make improvements by producing individual learning plans; retention rates leading to better matching of a learner to training needs; delivering study skills; mapping emotional wellbeing and identifying barriers to employment and delivering appropriate guidance. It is helping CDETb move toward a more joined up service. From the perspective of the project, this joined up service has two sides: 1) bringing together information to make a holistic view of the individual, and 2) that all aspects of the individual are presented to the relevant sections of the multidisciplinary team. The rationale for CDETb is to identify the areas that should be targeted through a triage approach, and consider what information is required to make appropriate decisions.

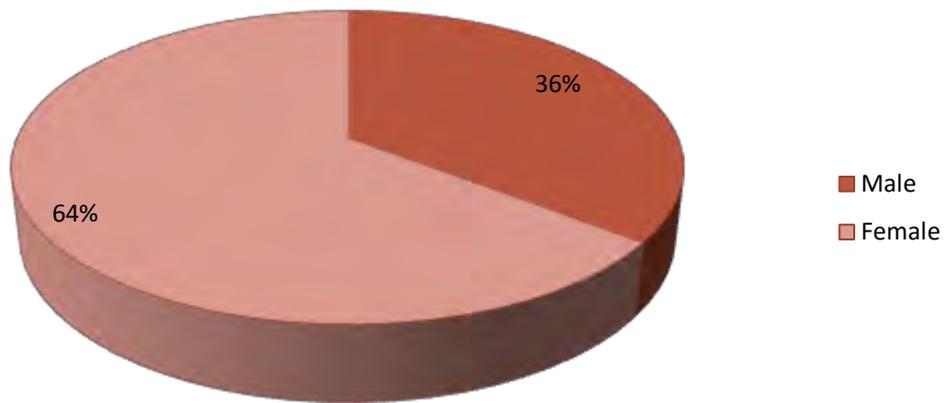
Additionally, the use of a digital system is making the gathering of data and analysis easier, saving time and providing information at individual, class and centre or college level. By expanding beyond the traditional academic centred approaches using literacy and numeracy as the key measures, centres and colleges are able to identify those most in need of support, and the type of support needed. It allows a greater understanding of how specific learning difficulties and social settings can interact in a complex mesh, but can provide a more complete picture.

The following statistics reflect all the Centre's activities regardless of funding:



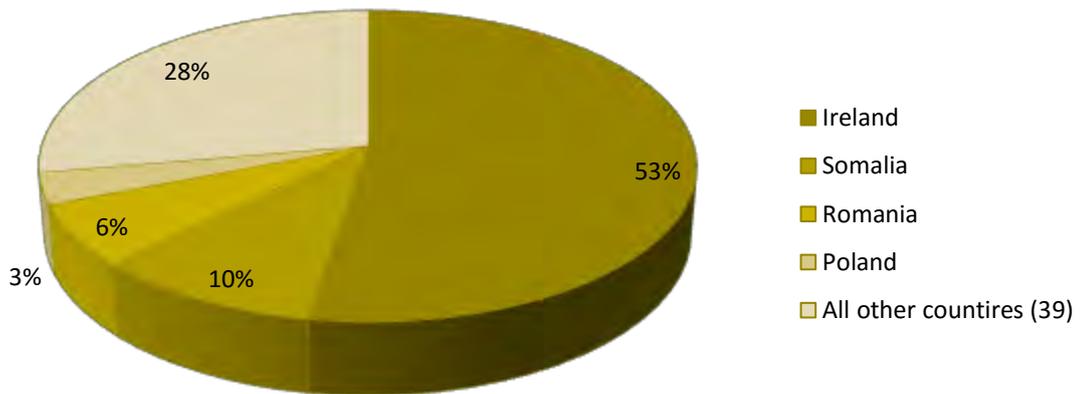
Total Class Places rose in 2015 showing people are doing more than one class each term and highlights our efforts to encourage learners to complete programmes of learning at level 3, 4 and 5. Class numbers were similar to those of 2015 with 310 individual learners. However, there was an increase in class places from 1,129 places in 2013 to 1,177 in 2014 to 1,526 in 2015.

## Learner Gender 2015



There has been a 4% increase in Male participants compared with previous years.

## Learner Nationalities 2015

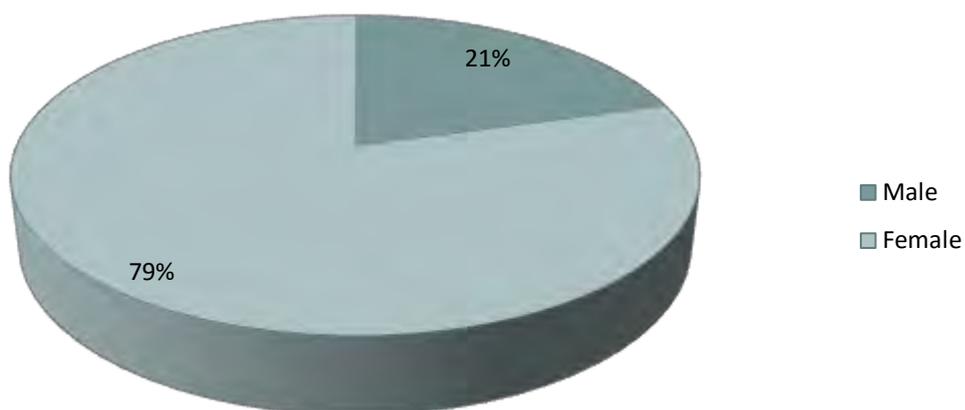


Learners from over 40 countries attended Programmes at Warrenmount Centre in 2015.

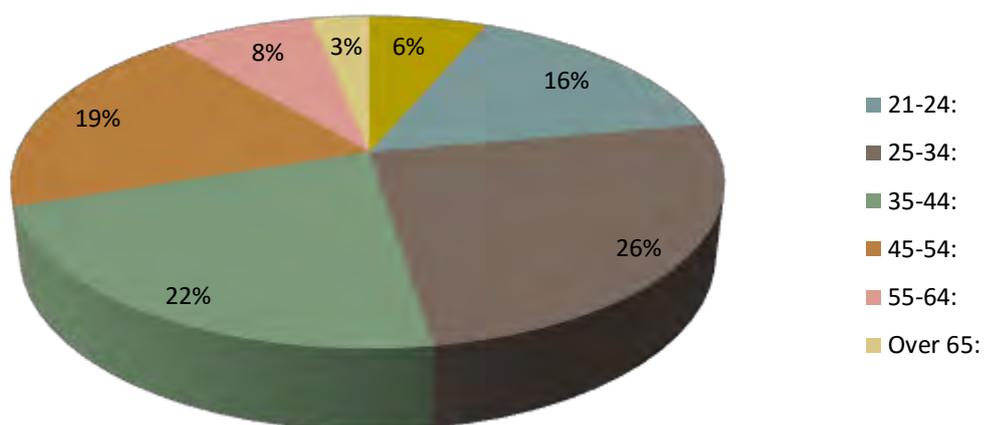
## BTEI Statistics 2015

The Programmes funded are Childcare Level 5 and ICT Level 3.

### 2015 BTEI Funded Programmes

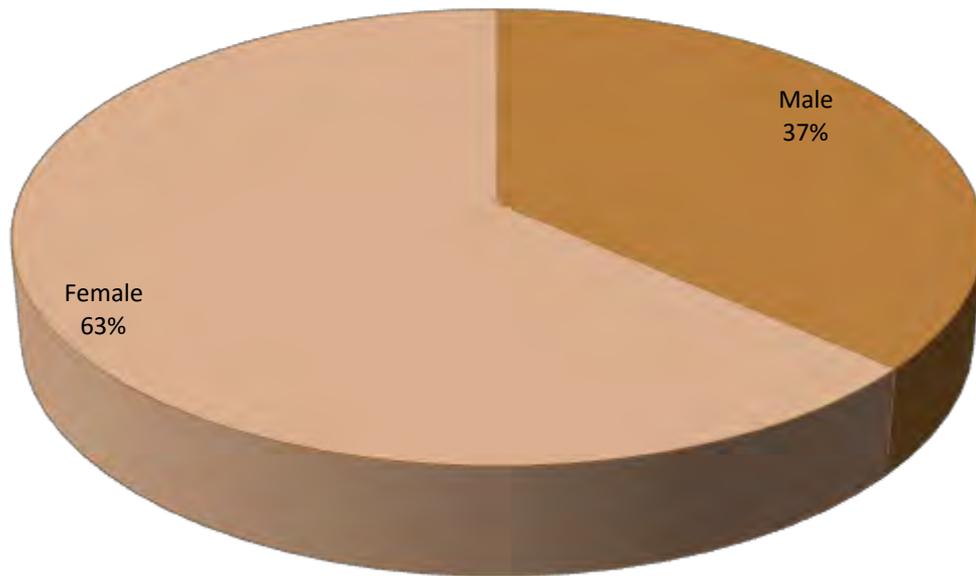


### 2015 BTEI Programmes Age Bands

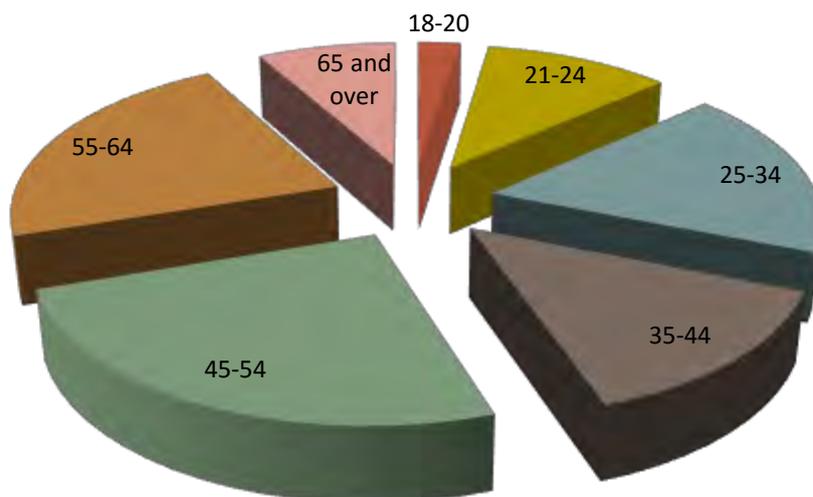


**CDETБ Funded Programmes and Classes 2015 Statistics:**

**2015 CDETБ Funded Programmes: Gender**



**2015 CDETБ Funded Programmes: Age Categories**



**Classes and Programmes Overview:**

The Centre provided an average of **40** individual classes per term in 2015, mainly accredited at QQI Level 3 and Level 4. We have one programme at Level 5 in Childcare. This is a part-time programme. In general Level 5 programmes are full time and are run through the ETB Colleges

We continue to be concerned with the narrow focus on 'education for employment' as proposed by the Government. We believe that this reduces the possibility of running non-accredited courses that may provide the initial step for learners to enable them to ease gently into education.

The Centre has validated three QQI Major Awards at Level 3 - Employability Skills, General Learning and Information and Communications Technology and two Major Awards at QQI level 4 - General Learning and ICT. We have one Major Award at QQI Level 5 in Early Childcare and Education. In 2016 we will review these programmes with regard to the forthcoming QQI re-engagement process.

## Adult Learners Festival

Dr. Debora Nelli from Western Washington University, Bellingham, USA



I would like to thank Pauline, Lia and the entire staff at Warrenmount Centre for providing such a shining example of excellent adult and community education and allowing Western Washington University students to be a part of their learning community for the AONTAS adult learning festival. The warm welcome we receive and the learning we share is truly a highlight of our trip. I appreciate their thoughtfulness and care in making my students feel so welcome and providing such a rich environment for international service learning.

The participating Western Washington University students are enrolled in an upper level course in Adult and Higher Education studying principles and practices of adult learning. Many of the students plan to enter the teaching or human services professions and will be engaging adults in a variety of lifelong learning activities. Their coursework culminates in a 10 day visit to Ireland to participate in the AONTAS *Adult Learning Festival*.

One of the instructional activities in this course is to design and facilitate a workshop for adult learners in an international community learning setting. Warrenmount Centre has been a wonderful collaborator and partner in providing a quality learning experience for Western's students.

Warrenmount Centre exemplifies best practices in adult learning with their student centered focus and integration of best practices in adult learning. It is a great way to bring to life the theories students are learning about in their coursework through their experience at the centre.

Additionally, everyone from the Warrenmount staff, volunteers and students exude a sense of community and welcome which makes a great learning environment for my students. It is often the first international experience for many of my students and they naturally are a little nervous. However, one of their immediate observations at Warrenmount is the spirit of inclusion and deep feeling of community which provides an excellent backdrop for their international service learning experience.

Here are some comments about their experience at Warrenmount Centre.

Marissa

"When we got to Warrenmount Centre it was such a great experience. All of the learners were so ready to learn and so excited to be there. This was an environment of really positive energy and much more than I expected. The students were all so supportive of each other and having a great time learning. It was great to be able to facilitate a workshop and to experience that energy and learn along with them".

Jessica

"Being able to work with learners was amazing. Even though teaching adults was not my primary career path in my human services degree, it opened my eyes and broadened my experience and understanding. I was scared and nervous at first and I felt a little out of my element. But after we got there I started talking with them and working with them was all very natural feeling and relaxed. It was cool because we were teaching them and they were teaching us."

Kate

Our workshop at Warrenmount Centre was something I was nervous about since it was my first time teaching and being in a foreign country. It ended up feeling really natural and the people at Warrenmount were great. It was easier than I thought because I realized that no matter where they come from in life, everyone has common humanity and we are all here to learn. A lot of the fear of the unknown is just in your head and in reality the learning experience of all of us learning together was a blast".

We look forward to continuing our friendship and professional collaborations with Warrenmount Centre and deeply appreciate the difference they are making in our student's international learning experience.

Dr. Debora Nelli

Instructor Adult and Higher Education

Retention and Initiatives Manager

Western Washington University

Bellingham, WA USA

**Adult Learners Festival February 2015: ESOL Workshop by Students of Western Washington University with Debora Nelli Ed.D.**



## Open Day June 2015



# OPEN DAY JUNE 2015



In June we organised an Open Day for learners and other key stakeholders to visit Warrenmount Centre to see what we have to offer. In order to showcase the classes and programmes we set up a "fair" using visuals and improved leaflets. Tutors and volunteers came in to talk to prospective learners about the Centre's activities and give advice where required. Representatives from AONTAS and CDET B AEGS also took part.

## Warrenmount Centre Celebrates 20 years ...



...“providing Community Education in Dublin 8”



In December 2015, we officially launched our 20 year celebrations, Bernie Brady, CEO AONTAS, launched our celebrations and presented learner QQI Certificates.



# Warrenmount Centre Celebrating 20 Years

Our 20 year logo

## Certificates Presentation and Launch of Centre's 20 Year Celebrations, December 2015

Bernie Brady, outgoing CEO of AONTAS, presented learner certificates and launched our 20 year celebrations. Here are just some of the QQI Award recipients:





## Somali Project Overview

SOMALI PROJECT REPORT 2015 - ANNE HANNAN



### The Project

Due to the great diversity in culture and educational attainment of the Somali women attending the Centre, they were identified as a group who would benefit from a non-accredited specialised project. Although it was apparent that these women were interested and committed to attending classes many had no formal education. It was felt that a specialised project working specifically with these women on a personal development programme may help to build their self-esteem and enhance their integration into Irish society. The group decided that they would like to showcase Somali culture in order to inform fellow students, tutors, volunteers and members of the public about their country. This culminated in a 'Somali Event' being organised by the participants. All staff, volunteers and students, family and friends were invited to attend an event at the Centre about Somalia. The event would include dance and song, music, traditional crafts, historical points of interest, recent history, famous Somali men and women and the diversity and beauty of the country its traditions, costumes and cuisine.

### Project Outcomes

The project aimed to equip its participants with the skills to use personal resources in order to meet the personal, work and social demands of their lives.

The four main objectives were:

1. To develop an understanding of the concept of personal effectiveness in different situations.
2. To develop good personal skills in communication, assertiveness, time management, team working, planning, implementation and evaluation.
3. To develop self-awareness.
4. To create an awareness of the attitude and approaches needed to cope effectively in a range of situations.

### How did the project meet its objectives?

The project allowed the participants to express themselves through song, dance, verbal and non-verbal communication highlighting their love of their country and the importance of community within their culture. The participants excelled in their team working, planning and implementation skills. The participants self-regulated attendance and time management. If a

participant had not done their research or practiced their part for the project it impacted the others. As a result there was a significant improvement in participation and contributions as the project solidified and roles were established.

Quieter participants found their voice through debates (in Somali) which were then translated back to the tutor. The intensity of the debates increased as the project gained momentum. The less vocal members of the group initially (possibly due to lower English literacy levels) clearly voiced their opinions. The group were not necessarily familiar with each other, participating in a group event like this or presenting in front of an audience. However, the passion to tell their story compensated for many pre-performance nerves. As the project framework solidified and the objectives became clear the contributions and passion for the project grew. The participants learned a lot from each other and used their character strengths and the support of the group to improve their confidence.

The range of situations that the participants were exposed to during the project included: initially coming together as part of a group; negotiating a project that all participants were happy to engage in; working effectively as part of a team; communicating effectively at each stage; public speaking; being calm under pressure and having a sense of humour. In order to make the project a success each participant needed to have the ability to listen, understand, contribute and be understood. Several approaches were used such as various communication styles to engage all students (translation, group activities, collage; demonstrations; videos; images). The project would not have worked without the tireless work of the participants with a greater command of the English language; they explained concepts and translated information between the tutor and the participants. And, the passion all participants had to participate in the project; their sense of humour and willingness to step outside of their comfort zones in order to inform others about their culture.



## Some of the main benefits of the project

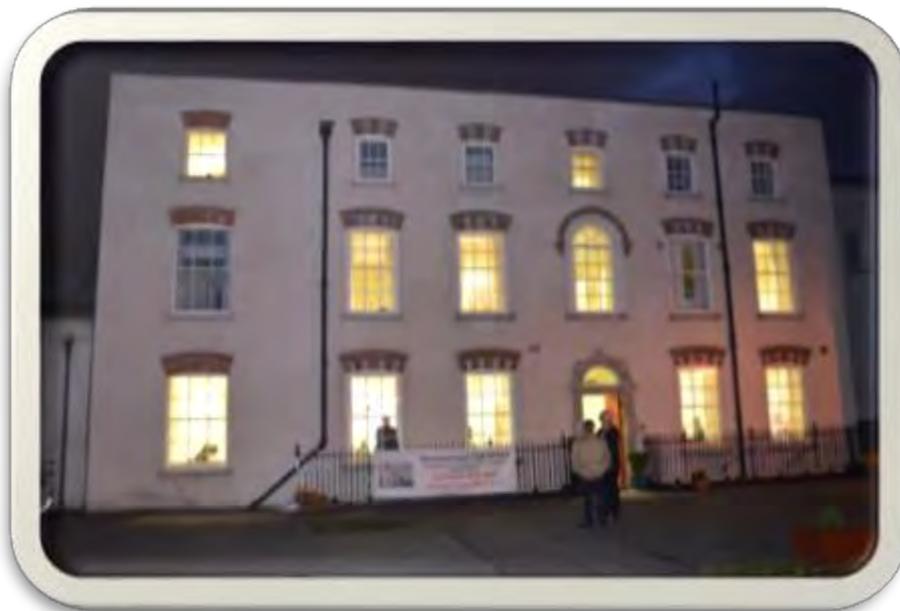
- A better understanding of Somalia, the Somali students within the Centre and why they have come to live in Ireland.
  
- An insight into the hopes and aspirations of these women in terms of education and career progression through reflection, personal development exercises, discussion and evaluation.
  
- The acknowledgement of the group as a cohesive unit that participated in and contributed to a successful event in the Centre.
  
- An event in the Centre that lent to integrate the Irish and Somali culture through music, song, dance, imagery, crafts, the spoken word and the sharing of bread together.
  
- Increased confidence amongst the Somali students in their ability to participate in and contribute to future team events and public speaking.
  
- Participant exposure to public speaking (many for the first time) in a safe and welcoming environment.



Funded by:  
**Activation & Family  
Support Programme  
from the  
Department of Social  
Protection**



# Culture Night September 2015



Warrenmount Centre opened its doors for the second time for Culture Night in September 2015. Our Local History tutor, James Madigan, joined forces with local historian, Catherine Scuffil, to give well-received talks about the history of Warrenmount Centre's building and its context in the local area.

## Other events in 2015



Bernie McCarthy retired in March 2015 after twenty years working as a tutor in Warrenmount Centre. The Centre Board and Management would like to acknowledge and thank Bernie for her many years service at the Centre.

**Audrey McCann**, Centre Secretary, left in February 2015 to take up full time employment. We wish her well in her future endeavours.



We welcomed **Cathy Dwyer** as our new Centre Secretary in March 2015.

We welcomed four new tutors to the team in 2015: Anne Hannan; James Madigan; Tony Field & David Hogarty.



In conjunction with AONTAS, we hosted a European group who were interested in understanding our approach to Community Education.

## Funding Support

The Board of Directors greatly appreciates the ongoing support of the Presentation Congregation. The availability of this property in a prime location enables the Centre to operate in the midst of the local community. The recently renovated building is warm, comfortable and very conducive to learning. We do not take the automatic presence of heat and light for granted and are very aware of the ongoing costs met by the Presentation Sisters to cover heat and light.

The City of Dublin ETB has supported the Centre since its establishment in 1995 with teaching hours. We now receive core funding that meets the cost of staff salaries and teaching hours for tutors. We also secure funding through the Back to Education Initiative (BTEI) for other specific programmes.

We acknowledge and appreciate the funding but also the ongoing support for community education in general.

### Funders' Overview:



Warrenmount Centre Receives Core funding from SOLAS via the City of Dublin ETB for accredited and non-accredited classes (Tutor hours) and staff salaries. This Core Grant allows the Centre to operate.



Back to Education Initiative funding covers part-time programmes in Childcare and IT.

### Back to Education Initiative (BTEI)



The Presentation Sisters provide our building and fund all connected utilities. This year we received a gift, which went towards upgrading our IT systems (ongoing into 2016) as well as other small projects (1916 Commemoration Project/ garden etc).



### Benefit

We work with FIT to run the Benefit short courses in basic introduction to IT. FIT also provide supports, such as interview skills and mock interviews for our level 4 ICT learners.



DCC provided grants to carry out research for our 1916 project (in conjunction with Presentation Sisters), and to purchase plants for the garden.

Foras Eireann provided specialists in music and literature to give a series of talks in May



2015.



The Department of Social Protection provided funding under the Activation & Family Support Programme

### **Past Pupil Gift**

This gift was made by a past pupil of Warrenmount School who wishes to remain anonymous. The gift will be used from 2016 for classes and projects outside the remit of our core funding.



DIT Access & Civic Engagement provide ECDL Essentials as a progression option for learners who have completed our ICT level 4 Programme.

# Centre Café Activities



Coffee Morning



Music Talks



Somali Food Taste



Awards Celebration



Volunteers Celebration



Dutch Visitors

## Centre Garden

### Garden Activities



## Centre Accounts