



ANNUAL REPORT 2017



Adult Lifelong Learning

Warrenmount CED Centre CLG - Company Number 357738 Charity Number 14856
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Contents

Foreword.....	2
Introduction	2
Centre Manager's Report	2
Achievements 2017 – Challenges 2018.....	2
Vision, Mission Statement and Values	2
Organisational Chart 2017	2
Certificates Presentation	2
Tutor and Staff Lists 2017	2
Tutor Reflection	2
ESOL Class Photographs	2
Learner Celebration.....	2
Quality Assurance Update 2017	2
QQI Folder Submissions Update	2
Digital Marketing Class	2
Learner Reflection	2
Class Photos.....	2
TÚS Participant Reflection	2
Statistics 2017.....	2
Programme Coordinator Update 2017	2
2017 Highlights.....	2
Volunteer Reflection	2
Facebook Administrator Report	2
Centre Café Photographs	2
Funders.....	2
Audited Accounts	2

Foreword

Margaret M. Healy
Chairperson BOD



While much has changed during the twenty-one years of its existence, it is heartening to know that the underlying spirit and atmosphere of Warrenmount CED Centre remains a constant. Over the years the Centre has been formulating, reviewing and updating its policies and procedures on an ongoing basis and in response to legislative changes.

On 25 May 2018 the **General Data Protection Regulation (GDPR)** will come into force replacing the existing data protection framework under the EU Data Protection Directive. As an organisation involved in data processing, Warrenmount CED Centre needs to be aware of the regulation and of the obligations it imposes. The GDPR emphasises transparency, security and accountability by data controllers and processors while at the same time standardising and strengthening the right of EU citizens to data privacy.

Steps listed by the Data Protection Commission in order to be GDPR ready include:

- Becoming Aware
- Becoming Accountable - we need to examine all personal data and ask:
 - Why are we holding it?
 - How did we obtain it?
 - Why was it originally gathered?
 - How long will we retain it?
 - How secure is it, both in terms of encryption and accessibility?
 - Do we ever share it with third parties and on what basis might we do so?
- Under GDPR additional information must be communicated to individuals in advance of processing, such as the legal basis for processing the data, retention periods, the right of complaint, whether data will be subject to automated decision making and the rights of an individual under the GDPR.
- Personal Privacy Rights - rights for individuals under the GDPR include:
 - subject access
 - to have inaccuracies corrected
 - to have information erased
 - to object to direct marketing

- to restrict the processing of their information, including automated decision-making
 - data portability
- An access request must be concluded within one month.
- Under the GDPR, individuals will have a stronger right to have their data deleted where customer consent is the only justification for processing. Consent has to be verifiable, individuals must be informed in advance of their right to withdraw consent.
- All breaches must be reported to the DPC, typically within 72 hours, unless the data was anonymised or encrypted.

In 2018 we will update our Data Protection Policy to ensure compliance with the GDPR.

I thank the Board of Directors who generously, voluntarily and freely give of their time and expertise to exercise their governance functions on behalf of the Centre.

I thank the Presentation Sisters whose ongoing support continues to be a very significant factor in the development of the Centre.

On behalf of the Board of Directors, I congratulate all who teach and learn at Warrenmount CED Centre CLG. The Board expresses its gratitude to Pauline, to Lia and to all the staff for their ongoing support of the Centre's Vision and Mission Statement and for their enthusiastic welcome for all learners.

Introduction

Pauline McGaley
Centre Director



The Annual Report provides a positive opportunity to showcase what has been going on in the Centre throughout the year. Looking for a word that links projects, programmes, classes and events 'community' immediately came to mind. I think it would be valuable to note just how much the word 'community' influences all that we do.

We are a Community Education Centre, with a Strategic Plan that consciously embraces the ethos of the Presentation Congregation. Within this community we have a Board of Directors who generously and voluntarily gives of their time to ensure that the Centre meets the various governing criteria alongside the numerous policies and procedures that are an essential element of compliance.

We have a strong and committed community of staff and tutors who work together so that learners receive the best opportunities to learn in a caring and professional environment. To enable this to happen numerous conversations and meetings take place that could not be quantified, and indeed are not counted by staff and tutors, but are taken for granted, in order to maintain the present standard of commitment. This community of practice models our team approach and is reflected in the tutors teaching style. We continue to communicate with our European Community in Mallorca. Bi-lateral meetings have been arranged that will continue the sharing of experiences begun three years ago. We also welcome our American trainee tutors from Western Washington University.

We have a community of over 25 volunteers contributing in the region of 1,000 hours to support the Centre particularly through the Fáilte Isteach programme. The bi-weekly English conversation classes are well received by our language learners. Recognising that the tutors are giving their time voluntarily enhances the idea of a welcoming, supportive space, that aids communication and so learners can become part of a new local community.

Within our community of learners there are many micro groups, evidenced throughout the Annual Report. We see photos of many students happily receiving certificates and read interviews and reflections on what a specific course has meant to them.

The friendly, binding community that often draws the many communities together is the Centre Café where staff, tutors and learners meet together between classes. No better way of creating community than over a nice cup of tea or coffee.

Centre Manager's Report

Lia Clarkson
Centre Manager



During 2017 the Centre continued to be a busy place with a wide range of activities occurring throughout the year. Alongside the regular day to day classes and courses, we hosted student teachers from Washington State University in February; participated in the AONTAS' Community Education Network's (CEN) Steering group meetings and associated Meetings, including the CEN10 Conference in November; had the opportunity to take part in an ERASMUS+ project, "Making an Impact At European Level", organised by AONTAS for the CEN. The Programme Co-ordinator went to a Basic Skills conference in Luxembourg, and I spent four days job-shadowing in an Adult Education Centre in Mallorca (an exchange trip will happen in April 2018 with the Mallorcan group); took part in AONTAS' Adult Learners' Festival in March, running a Cultural Walking Tour and Creative Writing Workshop at the Centre. We also hosted a group of Adult Educators from Slovenia and attended the AONTAS EU Summit during that week.

We have worked to ensure our Quality Assurance (QA) is up to date and ready for the Quality and Qualifications Ireland (QQI) re-engagement process that will happen in 2019. We attended a number of seminars held by QQI during 2017. We continue to promote the whole Centre approach to quality assurance.

We are continuing to promote the use of Google Apps for Education, in particular Google Classroom, and receive positive feedback from learner and tutor evaluations.

We worked hard to implement the CDET / SOLAS National Course Calendar / PLSS system, uploading all the proposed courses for 2018 prior to the end of 2017 as well learner data from September 2017.

I would like to acknowledge the work of Orla Ni Haonigh, who retired after many years working at the Centre, as well as Mary Darcy, David Hogarty, Evelyn Broderick, Niamh McCall, Chester Santos and Dietmar Weiss who have moved on to work elsewhere. We welcomed three new tutors in 2017, Aisling Crudden, Gbemisola Owolabi and Maria O'Reilly. Finally, I would like to thank the Board of Directors, Centre Director, Staff, Tutors, Volunteers and Learners for all their support during 2017.

Achievements 2017 – Challenges 2018

Achievements for 2017

- Strategic Plan 2017 – 202 planned, developed and implemented
- Warrenmount Centre's Quality Assurance. Over 10 Policies and Procedures reviewed, updated and ratified by Board of Directors
- Progress made on review and evaluation of programmes under QQI validation
- Ongoing reporting using the PLSS (National Course Calendar) and FARR ETB / SOLAS systems
- Salesforce Database in use from January 2017 as an internal database and administration system
- Regular Tutor meetings and notification of external and internal CPD opportunities that are available
- Collaboration with NUIM facilitated students on teaching placement with minimum disruption for our learners
- Collaboration with DIT on ECDL programme
- Strengthened links with external stakeholders (Intreo, Seetec, Liberties College) to reach potential learners
- Links with Local, European and International projects
- Development and usage of Google Classroom has been a priority over the past year. Tutors and learners have been using Classroom extensively
- Continuing development of Social Networking Pages. The Centre has increased the usage of Facebook for communicating with learners and the public
- Graduation and presentation of certificates to learners

Challenges for 2018

- Adherence to Strategic Plan 2017 - 2020
- Ongoing work towards re-engagement with QQI
- Streamlining existing QQI Major Awards
- Researching potential new QQI Major Awards
- Expand CPD options for staff and tutors
- Continue to develop links between the Garden Project and the Centre Café
- Further development of Social Networking pages including Twitter and Instagram
- Continue to enhance relationships at Local, European and International levels

Vision, Mission Statement and Values

Vision

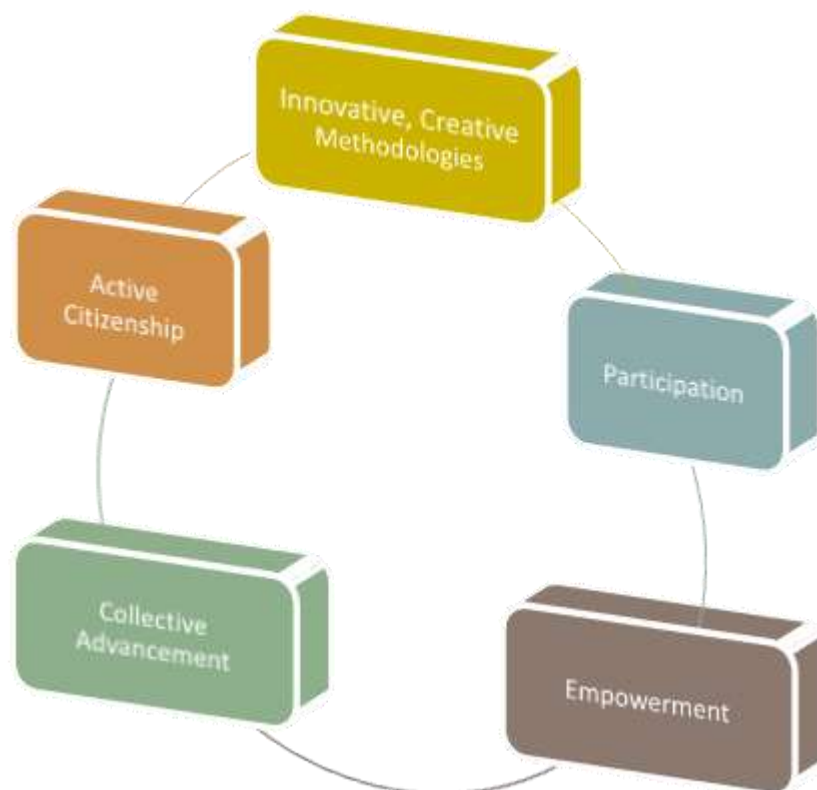
Our vision is that Warrenmount CED Centre will be perceived as a Centre of Excellence in the provision of community education.

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.

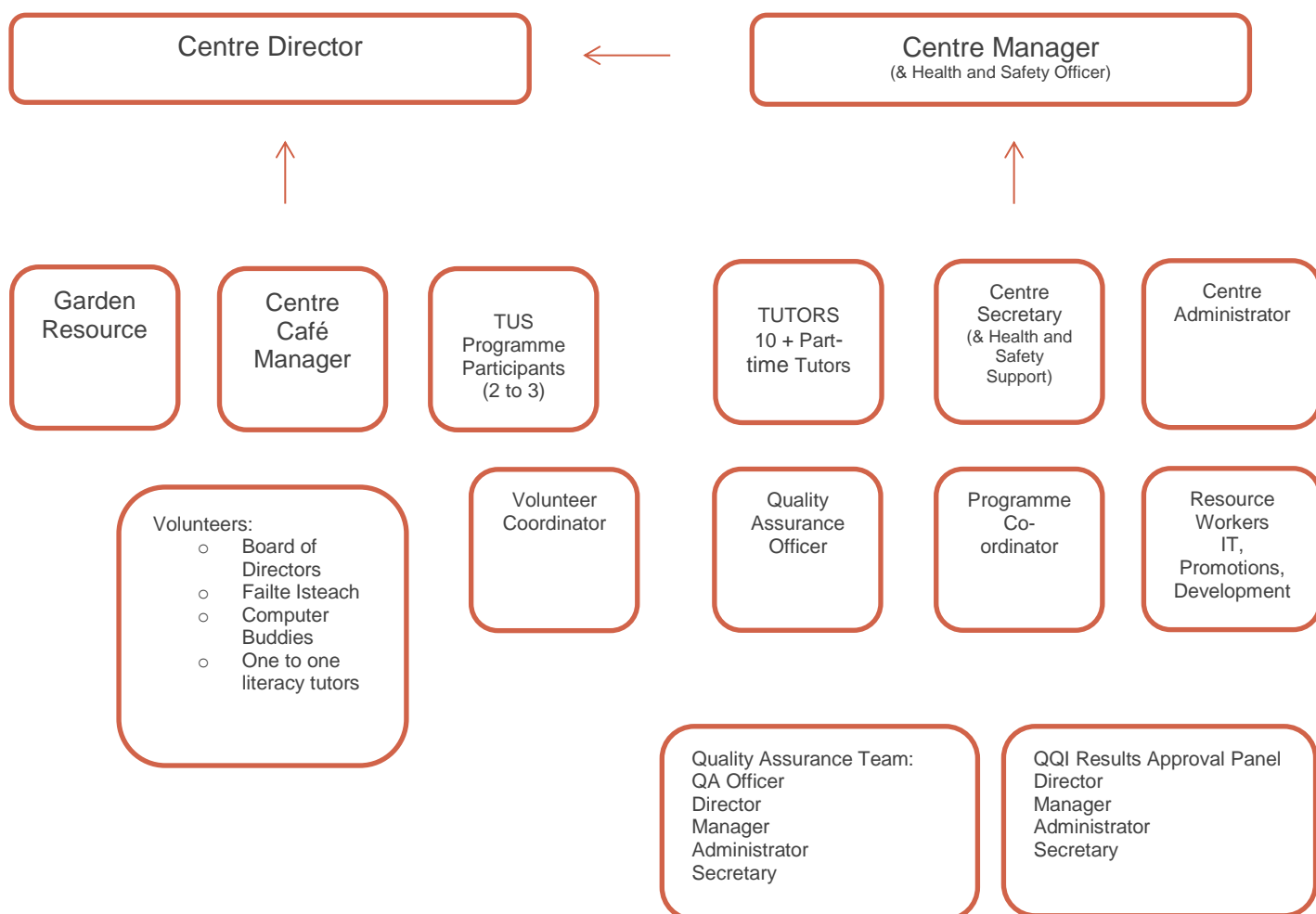
Values



Organisational Chart 2017

Board of Directors

Margaret Healy (Chairperson); Pauline McGaley (Company Secretary); Gerard Long (Treasurer); Georgina Wright; Liam Kilbride (Secretary); Eamonn Hunt; David Corrigan; Alicia Byrne.



PLSS - the way forward

A new initiative between SOLAS and the ETBI aims to help us improve the services we offer to learners.

A new online system has been designed to collect and share important information on Further Education and Training (FET) courses and course participants. It is called the Programme and Learner Support System (PLSS) and is currently being implemented across the FET sector.

The main purpose of the PLSS is to bring together in one place everything there is to know about FET courses and participants. That way, it will be easier to see what works well in FET, what doesn't and where improvements can be made to support learners.

How does the PLSS work?

There are three core components that make up the PLSS. They are:

1. a national programme database;
2. a national course calendar scheduling system; and
3. a national learner database.

1. National programme database

The national programme database brings up-to-date information on all FET courses together in one place for the first time.

This allows both FET providers to promote their courses and the public to get information about the courses that are on offer through www.fetchcourses.ie. For example, the public can get information on post-leaving cert courses, traineeships and back to education initiatives. These opportunities are all delivered by a

network of further education and training providers across 26 counties, SOLAS eCollege and writeon.ie, NALA's distance learning service.

2. National course calendar scheduling system

The national course calendar scheduling system allows a variety of stakeholders, including the Department of Social Protection (DSP) and Education and Training Boards (ETBs), to refer people to FET courses.

Once a person has been referred to a FET course, the provider of that course will contact the person. For example, NALA has received a number of referrals to our Distance Learning Service through the PLSS. These individuals are now learners with our Distance Learning Service.

3. National learner database

The national learner database allows FET providers to input and track what courses learners sign-up to and do, for example from enrolment to completion, to getting a qualification and progressing to further study.

The information gathered on this database will provide a national overview and no doubt a fascinating insight into how people engage with the FET sector. In the future this data will be used to inform the recruitment processes to FET courses and the future strategic direction of the FET sector.

Thanks to NALA Literacy Matters Issue 19, Summer 2017

What's the benefit of the PLSS?

The main benefit of the PLSS is that it allows everyone in the FET sector – learners, providers and stakeholders, to share and exchange information easily.

To ensure this happens, PLSS stakeholders such as SOLAS, ETBs, Department of Education and Skills (DES), the DSP, NALA and Quality and Qualifications Ireland (QQI) are required to share and exchange information about courses and learners.

This will help to ensure the most relevant and best possible service is offered to people who wish to return to education. It will also provide important evidence for investment in the FET sector.

How will the PLSS benefit adult education centres?

Fiona Maloney, PLSS coordinator with the ETBI, says that the reporting element of the PLSS will help adult education centres improve the services they offer to learners.

"PLSS is a data repository that holds information beneficial for self-evaluation purposes. The system enables course providers to produce reports looking at key areas including rates of application, retention and certification," she says.

How does the PLSS affect an individual's personal information?

Only data that is required for the fulfilment of SOLAS's mandate under the Further Education and Training Act 2013 will be collected in PLSS. Although data will be collected about individual learners participating in FET programmes, it will only be used for statistical purposes and reported and published exclusively in such a way as to protect an individual's identity.

The PLSS is a joint initiative between SOLAS and Education and Training Boards Ireland (ETBI).

The PLSS is a one-stop-shop for learners, course providers and stakeholders to share and exchange information. It has three main benefits.

1. It allows learners and others to search for information on all FET courses.
2. It allows a variety of stakeholders to refer learners to FET courses.
3. It allows the FET sector to record information on what courses learners do.

"The main purpose of the PLSS is to bring together in one place everything there is to know about FET courses and participants."



Tutor and Staff Lists 2017

Tutor Name	Classes / Subject Areas
Aileen Lebrocquy	ESOL
Aisling Crudden	Art / Digital Media
Anne Hannan	ESOL / Mindfulness /Work Experience / Customer Service
Barney Joyce	Digital Marketing
David Hogarty	Mathematics / Spreadsheets
Dietmar Weiss	Cookery
Evelyn Broderick	ESOL / Art / Craft
Helen O'Keeffe	Communications
James Madigan	Local History
Louisa Crowley	Childcare
Maria O'Reilly	Family History (Genealogy)
Mary Darcy	Gardening / Maths / Communications
Mary-Claire Hally	ESOL / Creative Writing
Niamh McCall	Communications / Word Processing
Orla Ni hAonigh	Book Club
Pamela Jordan	ICT 3 and 4
Stephen Flitton	ESOL / ICT 3 and 4

Staff Name	Role
Pauline McGaley	Director
Lia Clarkson	Manager
Anne Flynn	Administrator
Cathy Dwyer	Secretary / IT Admin
Chester Santos	Visual Communications Resource
Barney Joyce	Marketing resource
Anne Hannan	Quality Assurance Officer
Niamh McCall (to June)	Programme Co-ordinator
Stephen Flitton (from September)	

As always, we thank our staff and tutors who do such a great job!

Certificates Presentation



Catherine Scuffil presents Patrick Delaney with his Employability Skills Certificate



Catherine Scuffil presents Shagufta Azad with her ESOL Certificate



Catherine Scuffil presents Monica Baird with her certificate



Catherine Scuffil presents Lisa Greene with her Childcare Certificate



Richard and Natalia



Learners enjoying the food in the Centre Cafe

Tutor Reflection

Aileen LeBrocqy
ESOL Tutor



It is unusual for a person to wake up saying "Oh good, today's a work day!" and, I find myself doing just that.

I started as a volunteer Buddy Reader in 2010 and quickly realised how much I loved the work. So, with the support and guidance of the Warrenmount team I went to college and trained to be a teacher. Now I have been a part of that great team since 2015. In my long and varied career, I have seen that the best work is done in a happy and supportive environment.

By its nature Warrenmount Centre, whose work is about encouraging people to improve their lives by learning and development, is a happy and supportive place. It requires courage for an adult to ask for help in gaining skills that their children acquire with ease. Those who come, often, believe they are "too old, uneducated or that they have missed their chance ..." at education.

I am proof that it is never too late to learn both formally, in college and informally as I realise that it is a rare week that I have not learned something new from my students and colleagues. As I have been encouraged, supported and guided by the great people at Warrenmount I try to encourage, support and guide the people who come here to learn.

It is my privilege to be able to be a part of the journey for those who come here, to the place that was such a big part of my own journey.

ESOL Class Photographs

ESOL Basic



ESOL Level 3



ESOL Level 4



Learner Celebration



Quality Assurance Update 2017

Anne Hannan
QA Officer



Based on the QQI Quality Manual, created in line with new QQI Policies and Procedures created in 2015, and updated throughout 2016 and 2017, a list of scheduled meetings and action items have been established drawing from the report itself and the Self-Assessment of our current programmes. The Centre's policies and procedures are reviewed, on an ongoing basis, by the Board of Directors at their monthly meetings; working on recommendations of the newly established Policy Sub-Committee.

A review of the self-assessment for 2017 is in progress and a report will be completed once action points have been made and FARR report numbers for 2017 been added.

Self-evaluation reports have been conducted on all our programmes and any action points not completed in 2017 are being reviewed and allocated for 2018.

Plans for 2018

1. Complete review of all existing Policies and Procedures
2. Review Tutor Handbook
3. Review existing and new programmes based on recent research undertaken by the centre.
4. Complete Self-Assessment report 2018

QQI Folder Submissions Update

QQI Individual Folder Submissions 2006 to 2017				
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
2016	153	147	64	364
2017	113	130	44	287

The table above reflects individual folder submissions and includes 5 ICT Level 3 Major Awards, 10 ICT Level 4 Major Awards and 9 Childcare Level 5 Major Awards.

Learner Stories

Lisa Greene (Childcare Level 5)

'I found out about Warrenmount Centre on Google. I wanted to do part time course and it suited my family life.'



'Warrenmount is the best centre to get an education. They are great.'

'The best part about the centre is the way they explain everything and I have the class on Google classroom where I can go over my assignments.'

'In the future, I want to go on to do Level 6 and Special Needs, as I want to work in a primary school'

James O'Farrell (ICT Level 3)

'I have a large fishpond and I can use the laptop to get information where I used to have to rely on books or other people telling me.'



'I first came to Warrenmount Centre when the Department of Social Protection sent me. I had very little experience with computers and email.'

'Warrenmount Centre is a great place if you want to learn about computers, gardening and lots of other stuff. If a tutor shows you something and you don't fully grasp it you can ask them and they'll come back to you and show you.'

'Before I came, I didn't even know what Word was or how to write an email. I've learned a good bit and I can use the computer at home now.'

Des Kinch (ICT Level 3, Communications L4)

'When I decided to return to education, I was very nervous but Warrenmount Centre broke the ice for me.'



'I was always told that I would never amount to anything, that I was stupid. Warrenmount Centre gave me confidence and once I had overcome my nerves, I blossomed'

'I started on Level 4 but decided to go back and do level 3 first. I then went finished Level 3 and then got a distinction in Communications at Level 4'

'After my courses at Warrenmount I went on to do Levels 5 and 6. I am now doing Level 7 in Addiction Studies and working.'

Reflection on the Book Club

Margaret Field



One of the gems in the Warrenmount CED programme was the Book Club. It was an hour and a half of sheer pleasure and good feeling every Tuesday afternoon. This was thanks to our brilliant facilitator Orla Nic Aonaigh who gave us an appreciation of a wide range of literature, - fiction, non-fiction and poetry and encouraged us in every way to enjoy the experience.

Her enthusiasm and general good humour is infectious. She is a great organiser, inviting suggestions from us for the titles we should read and making great choices herself. She organised the collection of the books from the local library and encouraged us to comment on and critique what we read. Orla's



commitment did not end there. She also encouraged us to produce our own literary writings and organised outings to creative writing events in the city.



The Book Club under Orla's guidance is a class that will be missed by all who participated in it. All the members wish Orla a long and healthy life and hope that she will keep in contact with her friends in Warrenmount

Digital Marketing Class

Barney Joyce



In late 2017, Warrenmount Centre gave a taster course in Digital Marketing. I designed the course to be as broad as possible and to provide insights and practical skills to all learners, regardless of background or experience. Learners were Irish and International and each came with their own expectations, from a basic knowledge of the area to useful, actionable skills in their current or future workplace.

The course covered:

- Devising a digital strategy
- Using industry tested frameworks
- The pros and cons of a variety of digital tactics paid or free
- How to measure success for ongoing improvements

I introduced students to:

- Search Engine Optimisation for effective rankings in Google
- Google Adwords
- Social Media
- Website creation
- Google Analytics.

The course was very successful, with many students keen to build upon the knowledge they had gained and implement their skills at a practical level. Some students expressed a desire to consider certification in areas such as Adwords, Analytics and Search.



Learner Reflection

Corneliu Burghilea



My name is Corneliu Burghilea. I'm from Romania. I live in Dublin 8 and I came to Warrenmount Centre to learn English and Computers. I found out about Warrenmount Centre from the principal at my children's primary school and my wife who came to Warrenmount a few years ago. I have two children. One is 24 years old and the other 18 years. The first is in college and the second is doing the leaving certificate in June.

I came to Warrenmount Centre because I wanted to learn. The first time I came, I chose a Communications class that was in a small group and I built up what I have now. I am still progressing with my English and I used a computer for the first time in my entire life. Warrenmount Centre helped because when I met friends they said my English had improved. This was after just one month of classes.

When I came to Warrenmount Centre, I saw open hands to help the people to integrate into Irish community life. Warrenmount Centre is a 'leader' in integrating people into the education system in Ireland. People can learn the English language. They get to know the education system and how it works, including the class hours and how to build up a CV. Also with integration, I have to say the people at Warrenmount Centre are great at explaining about filling in forms, official forms, medical card forms, and online forms.

I think Warrenmount Centre opened my mind about Irish cultural life. I have been to a few countries in Europe but when I saw that the education system here was better for my children, I said, "This is my last stop." It is a pleasure to be a student in Warrenmount. It helps people from around the world to find the direction they should go. One more thing about Warrenmount is that after the courses students have a chance to build a career and find a good job in Ireland.

My plan for the future is to build up my English vocabulary, writing and spelling. Then I want to build up my computer skills to find a nice job.

Class Photos



The Book Club



Childcare Level 5



The Art Class



Local History



Customer Service Level 4

Class Photos



**Fáilte Isteach
Conversation English**



**Gardening Class in Iveagh
Gardens**



The Gardening Class of 2017



ESOL Level 4



ICT Level 3



Childcare Level 5

TÚS Participant Reflection

Natalia Witkowska



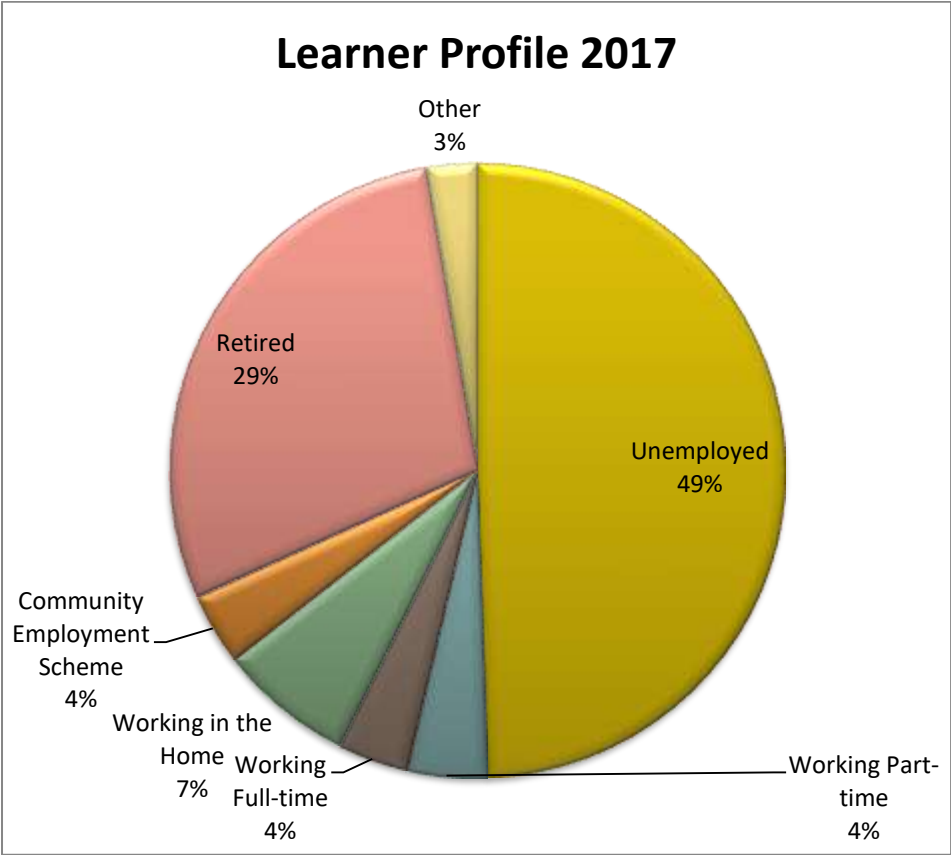
My name is Natalia Witkowska. I found out about Warrenmount Centre from my friend. I came to the Centre 2 years ago and did courses in Information Communications Technology (Levels 3 and 4), and Hospitality at Level 4. I am continuing to learn about Digital Marketing, Google Adwords and I am now doing the ECDL (European Computer Driving Licence) course and Customer Service.

In August 2017, I started on the TÚS Programme and now I work in the Centre for 19 and a half hours a week. At first, I helped out in the Centre Café. Then I did some Administration work and also some hours in Reception.

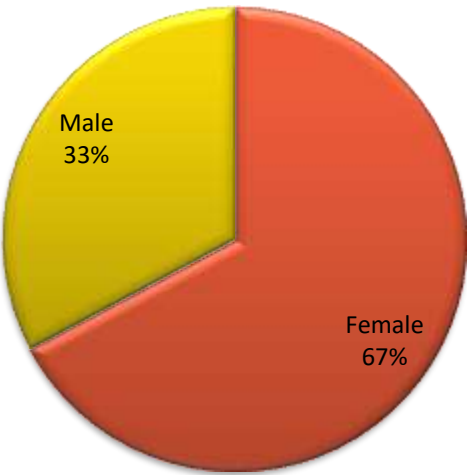
I enjoy learning, especially improving my language and IT skills. In Warrenmount, I can see the work that goes on 'behind the scenes' how a Community Education Centre is organised.

In the future, I would like to find a job as a Receptionist but having done courses in Warrenmount, I am also thinking about working in the IT sector

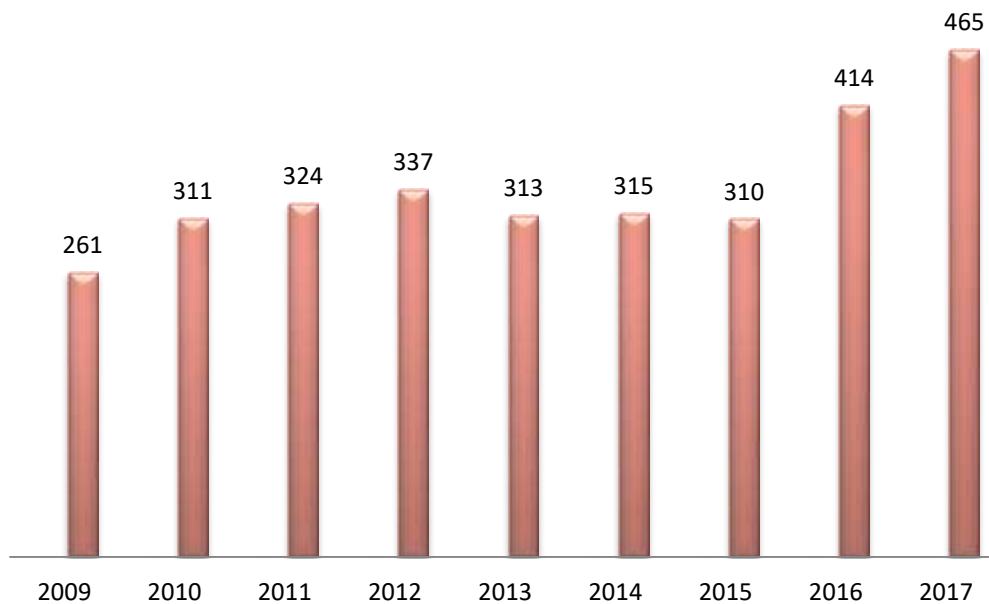




Learner Gender 2017

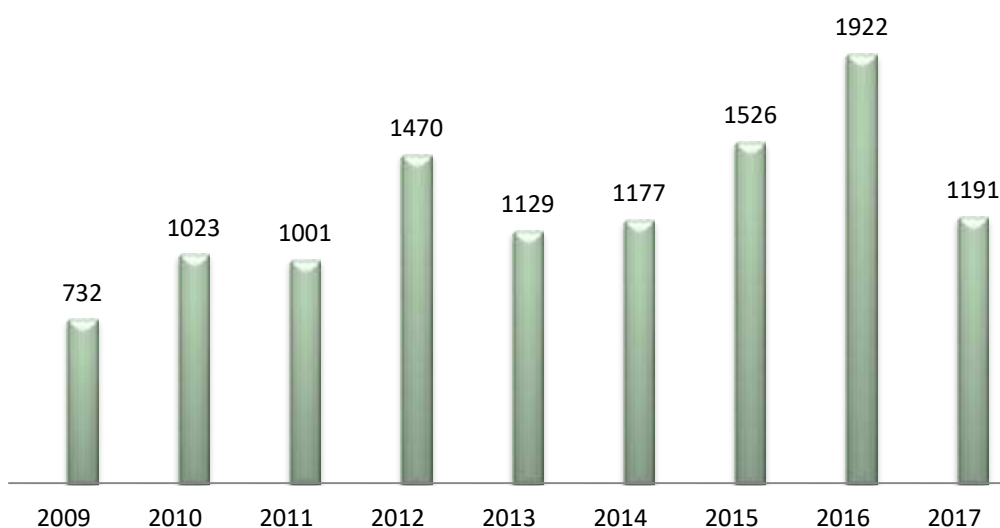


Individual Learners 2009 to 2017



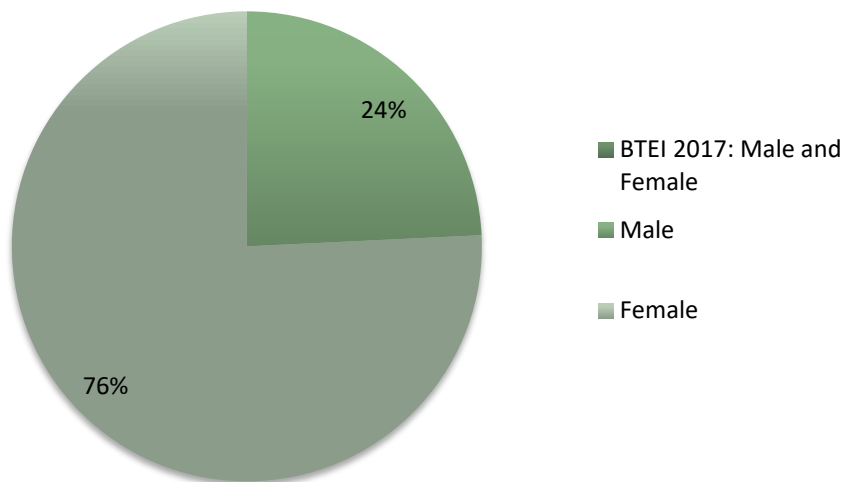
Class Places 2009 to 2017

■ Class Places 2009 to 2017 ■

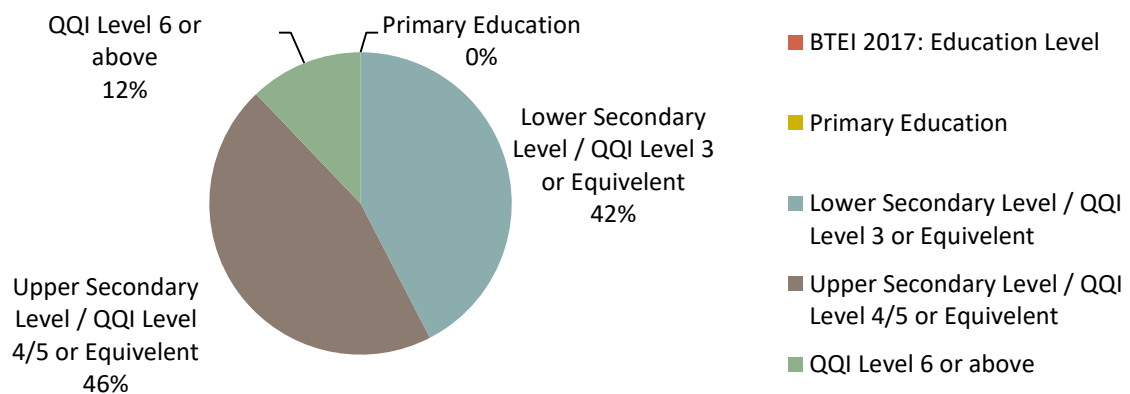


BTEI Statistics 2017

BTEI 2017: Gender



BTEI 2017: Learner Education Level



BTEI 2017: Employment Status

Status	Gender		Total
	Male	Female	
Unemployed (Job Seeker's Benefit/Allowance):	4	10	14
Employed Fulltime:	0	0	0
Employed Part-time:	0	1	1
Not in the Labour Market:	4	14	18
Total Participants	8	25	33

Programme Coordinator Update 2017

Stephen Flitton

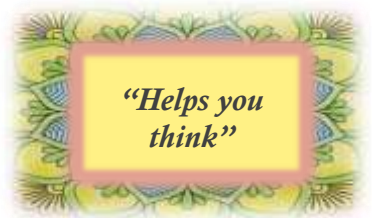


In October 2017, I took on the role of Programme Coordinator at Warrenmount Centre. I had previously worked as Development Officer so I was no stranger to the courses, learners and the day-to-day running of a busy Community Education Centre. The purpose of the job is to ensure that all classes and programmes run smoothly. This may sound straightforward and no one really notices when the job is done well. It is only on those rare occasions when something goes wrong that the Programme Coordinators' work is noticed. Fortunately, the tasks involved are clearly defined and the team here at Warrenmount are seasoned professionals who offer support and are willing to go 'above and beyond the call of duty.'

The Centre's solid reputation is dependent on being able to change and offer courses and programmes that are up-to-date, relevant for career prospects and suitable for the changing world we live in. In this regard, it is essential that we do not become complacent. The many changes taking place in the world today have direct impacts on our lives as well as the lives of our learners, their families and friends. Technology is becoming more prevalent in homes, workplaces and schools. Migrants from distant lands and war-torn regions are coming here with a thirst for knowledge and a powerful desire to find a better life for themselves and their children. Warrenmount Centre is rising to these challenges by offering quality that help our learners (and our community) cope with the many challenges these changes bring.

The job of Programme Coordinator is to ensure the programmes we run are successful in serving our learners and our community and this involves working with tutors to develop their subjects and encourage use of new methods and practices. It also involves working closely with staff and management and keeping up to date with the many changes in the Adult Education sector. Mostly it involves meetings.... Many, many meetings with minutes, agendas and schedules. These meetings are vital for planning and communicating with others in the Centre. Part of the Programme Coordinators' job is to ensure these meetings run efficiently and records are kept. Another vitally important responsibility of the Programme Coordinator is in promoting the Centre and its courses to ensure that those who need our services are aware of us. This keeps the Centre active and ensures we can run our programmes for future generations of adult learners.

Reflective Colouring Learner Responses



Local History Tours

ARBOUR HILL 19th October 2017



DUBLIN CASTLE 23rd February 2017



2017 Highlights



ESOL Class at the Royal Hibernian Academy (RHA) Gallery



ESOL Class taking part in the Adult Learners Festival



ESOL Class visit the Jeannie Johnstone Ship



ESOL Class at the Famine Statues



Warrenmount Learners enjoying the Adult Learners Festival 2017

Volunteer Reflection

Julie Lordan
Failte Isteach Volunteer



**Two Sessions per Week
Tuesday and Friday at
11.30am**

I started work as a volunteer at Warrenmount Centre almost five years ago. I had done a course in TEFL, and had worked for a while as a teacher of English as a Foreign Language but did not enjoy the stress that went with teaching a large class. When I changed career I did not want to forget what I had learned and knew I would enjoy the actual teaching, especially if it was with a smaller group of people, enthusiastic to learn the language.

When I started, the classes consisted of reading with the student on a one-to-one basis. This was sometimes monotonous for both student and tutor, but it was a good indication of the language skills of the student. The following term the format of the classes changed and the emphasis was on conversation with small groups of learners. This proved very successful in my view. The students had freedom to question, learn, speak and understand everyday use of English. The biggest change came, for both tutor and students, when the classes came under the umbrella of Failte Isteach. This meant the use of a book that gives very clear guidance for both tutor and student that helped the classes run more smoothly.

The students that I have worked with over the years have varied greatly. There have been very young students as well as the elderly, those who were familiar with Irish culture and those whose backgrounds were completely different. There were those who had lived here for years but rarely got a chance to speak English as they lived alone or with family who spoke their own language at home. There were those who were here for a short term and wanted to improve their English. Those who migrated here but could not get the jobs they wanted because of not being fluent in English. There were refugees who had fled their own countries with nothing but the clothes they wore, women whose partners were working here, and parents who needed to speak English because their children were fluent and they needed to catch up. It is such a pleasure to have met them all.



Warrenmount Centre's Volunteers receive Certificates of Appreciation from Failte Isteach and Third Age

Warrenmount takes up one morning a week for me. If I was available for the rest of the week, I would be interested in getting more involved. It is an oasis of calm, hard work, friendliness and warmth. The Centre allows me to meet people that I would not come across in my everyday life. There is great satisfaction in feeling you are getting something across to the students and making their lives here a little easier and more enjoyable. And because the organisation is so well managed, the tutors simply have to turn up and get all the support needed in order for the classes to run smoothly.

Facebook Administrator Report

Cathy Dwyer



Facebook Update Jan-Dec 2017

Our Facebook page is proving very popular. Back in September 2016, we had 468 people liking our page. We now have 655 liking our page. Our page is a good way of interacting with learners. People also message our page looking for information about courses. Our posts can reach over 1000 people on a weekly basis. We have found that photos of our learners are very popular.

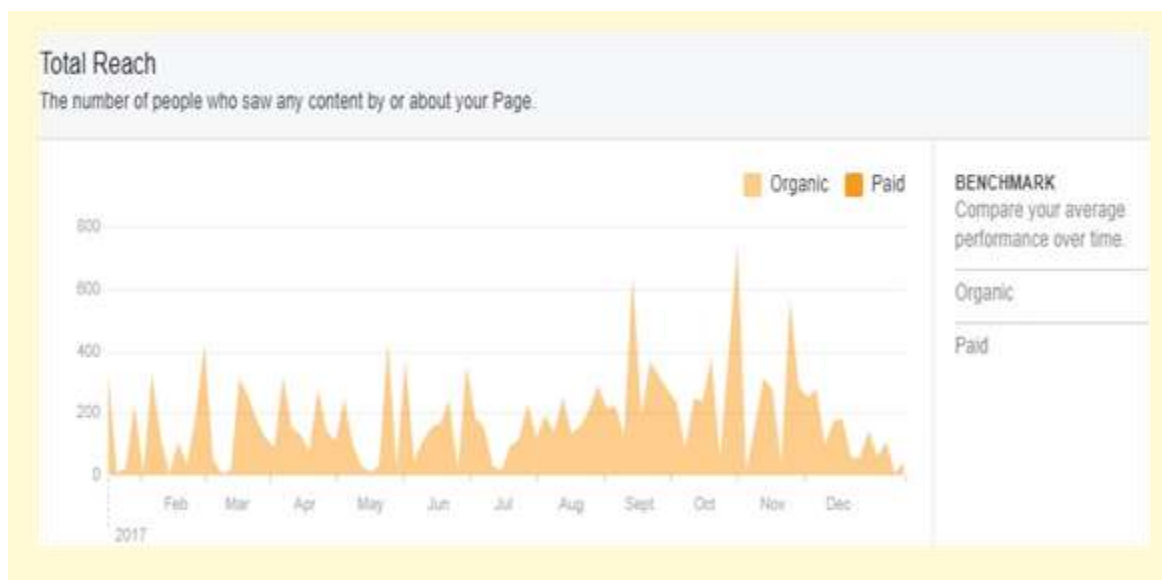
We have also set up an Instagram Page.

Find us on 



Instagram

Below is an update for December 2017 where you can see weekly reach total etc.



Centre Café Photographs



Funders

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, as well as building maintenance and insurance.

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 (BTEI)

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



Presentation Sisters North East Province provides our building and fund all connected utilities.



Get Citizens Online

We work with FIT to run the Getting Citizens Online short courses in basic introduction to IT.



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



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

Audited Accounts