



**Warrenmount**

Community Education Centre

## ANNUAL REPORT 2019



Adult Lifelong Learning

*lifelong*

**Warrenmount CED Centre CLG** - Company Number 357738 Charity Number 14856  
Mill Street - Dublin 8 • 01 4542622 • [info@warrenmountcentre.ie](mailto:info@warrenmountcentre.ie) • [www.warrenmountcentre.ie](http://www.warrenmountcentre.ie)

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## Chairperson's Foreword

### 2019

Margaret M. Healy  
Chairperson BOD



***"The only person who is educated is the one who has learned how to learn and change."*** Carl Rogers

When I look back over the past twenty-four years since the opening of Warrenmount Centre, I am amazed at the level of change that has taken place. In 1995, with funding from Presentation Sisters, the Centre opened its doors to a small group of sixteen learners who were offered a limited range of formal and informal courses.

A major change occurred in 2002 when Warrenmount Centre became a company and the Board of Management was replaced by a Board of Directors. As Trustees, the Board of Directors are the persons ultimately exercising control of the charity. They can delegate tasks but not responsibility.

By law, Charity Trustees have individual and joint responsibility for what happens within the charity. This imposes legislative requirements, obligations, responsibilities and compliance. Within the past eighteen months the Charity Regulatory Authority launched the **Charities Governance Code**. This code explains the minimum standards Charity Trustees must meet in order to effectively manage and control the charity. The Code consists of six principles of governance which all charities should apply, core standards that all charities are expected to meet when putting the principles into action and additional standards that reflect best practice.

The Board of Directors of Warrenmount CED Centre, as Charity Trustees, is responsible for the governance of the Centre and must ensure that it advances its charitable purpose, behaves with integrity, leads people, exercises control, works effectively and is accountable and transparent.

The Charities Regulatory Authority designated 2019 as a "year of learning". During the past year the Board has been studying the principles of good governance, reviewing its actions and identifying the evidence of compliance, one principle at a time each month. This will facilitate the Board's reporting of its compliance as part of the annual reporting to the Charities Regulatory Authority.

On a personal note, I have had many great learning experiences during my time at Warrenmount Centre and have worked with so many wonderful people. I value greatly the knowledge and the experiences I have gained and shared. I wish to thank the members of the Board for their ongoing commitment and involvement in the governance of the Centre. You have been a pleasure to work with. Thank you

for your loyalty, your experience, your expertise and especially your willingness to share all this on a voluntary basis for the benefit of the learners.

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

I congratulate all who teach and learn at Warrenmount CED Centre. I express my 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. I am very appreciative of the commitment of its many volunteers who support the Centre's vision and mission on a weekly basis. While much has changed over the years it is heartening to know that the underlying spirit and atmosphere of the Centre remains a constant and permeates what the Centre offers.

## 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



## Centre Director's Introduction 2019

Pauline McGaley  
Centre Director



An important thread running through the Annual Report for 2019 is 'Communication'. Consistent work, careful planning and a 'listening ear' are three of the key ingredients that underpin good communication. During the year we had a very successful Learner Forum. The class representatives shared valuable suggestions and insights to the focussed questions. These suggestions were taken on board and are included in our updated Learner Handbook. The regular end of term class evaluations also provide a platform for communicating suggestions for the following term. Other learner comments, included in this Annual Report, are very positive and affirming to staff and all concerned with the day to day running of the Centre.

The tutor and volunteer Inservice at the beginning of each term provide a focussed means of planning, sharing and organising classes to maximise the learning opportunities for learners. We are fortunate to have Interactive Whiteboards and chrome books and can make good use of the Google Suite Classroom. These facilities support the class planning and dissemination of material through google classroom. It also makes possible remote connection and home use by learners. This is a valuable two way communication tool. Continuous professional development opportunities for staff are promoted through G- Suite also, and are included in our achievements for 2019.

Behind all this visible work are many committees and groups working to ensure that the many policies include requirements to ensure the Quality Assurance policy of the Centre is real and effective. The Board of Directors are also continuing their work to ensure compliance with the CRO (Company Registration Office), and the Governance Code of the Charities Regulatory Authority (CRA).

Deep appreciation is due to Lia, our Centre Manager, to the Administration Team, the Resource Workers, the many committees that come together to ensure continuity of our Quality Assurance Framework. Our tutors are committed to ensuring the best programmes and classes for each group of learners and we appreciate their commitment. We have a number of very generous volunteers that come week after week to the Fáilte Isteach and Online Learning classes and we could not run these classes without their support.

The Board of Directors are a specific group that many do not see in the Centre on a regular basis but they meet monthly to discuss all aspects of the running of the Centre from programmes to policy to funding and finance. New Governance Regulations

mean that directors can now only serve a specific term of office. Appreciation and gratitude are expressed to the following directors who have completed their term of office and have resigned; Liam Kilbride, Gerard Long, Georgina Wright and Margaret Healy. We hope that there are generous people in our community who will replace these committed and professional people, who have contributed so enthusiastically to the life and development of the Centre. Mile Buochás to all.





# 17 GOALS TO TRANSFORM OUR WORLD



## **Sustainable Communities**

The Sustainable Development Goals (SDGs) invite people to ‘think global and act local’ to end all forms of poverty, fight inequalities and tackle climate change. There is enormous potential for communities to drive this agenda at a local level, by nurturing what is working already and growing new ideas through innovation. [Quoted from the Wheel’s Sustainable Toolkit]



### **Objective 1:**

- To provide quality community education that responds to the needs of learners

### **Objective 2:**

- To ensure that the learning environment is respectful, safe, supportive and inclusive

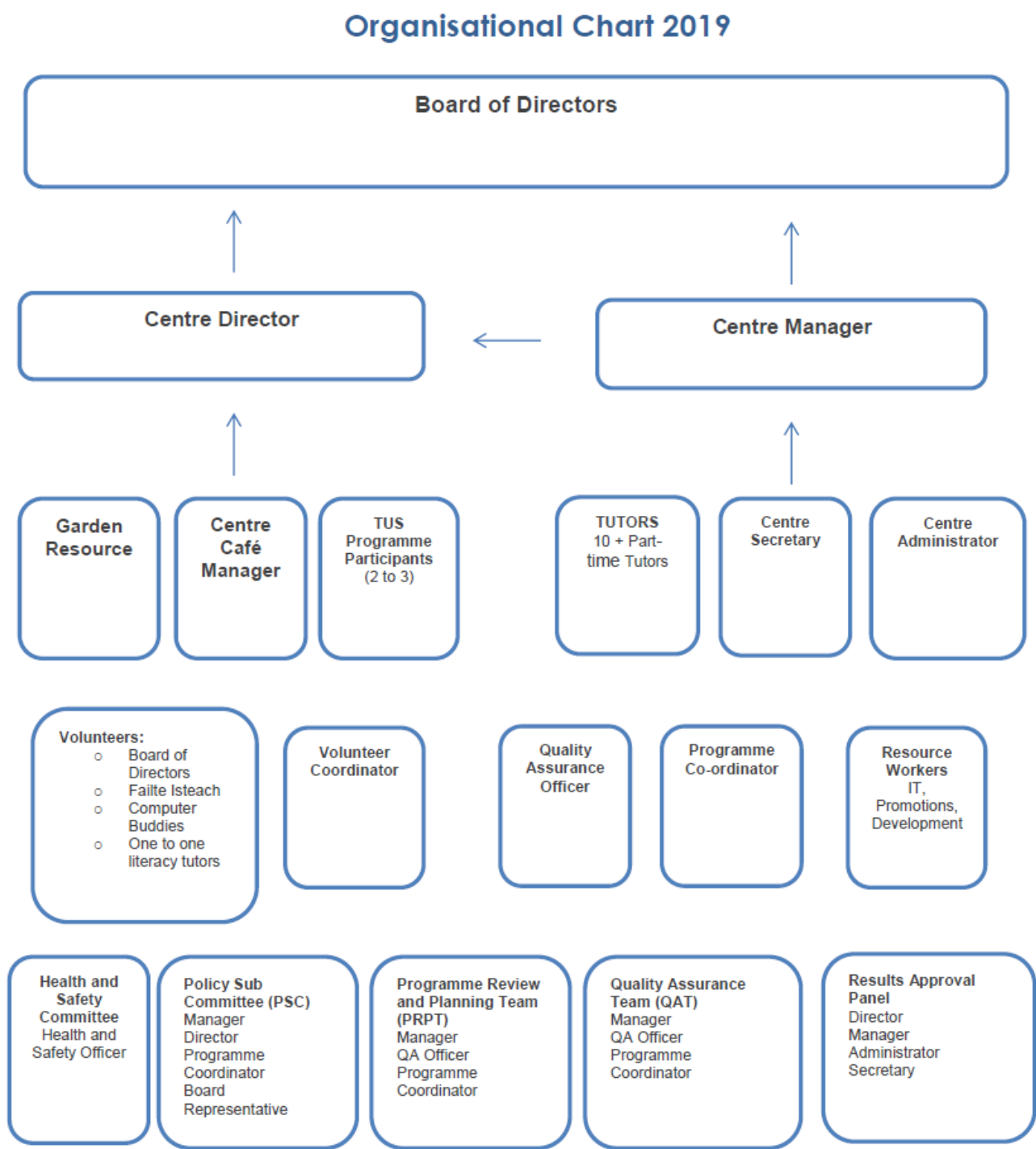
### **Objective 3:**

- To influence adult and community education policy and practice at local, national and European level

### **Objective 4:**

- To promote the Centre as a Centre of Excellence in adult and community education

Organisational Chart 2019



## Learner Photographs and Comments



“When I read the mission ambitions of the school, it’s a different school, not normal school. Here we have a really good experience for learning. Everyone here has the same goal, to want to improve their life.”

Vladimiro Martinez  
ESOL  
QQI Level 4

“I’ve learned how to use the internet for emails, shopping, booking holidays and hotels”

Doris (Learner, 2019)

QQI Level 3 Internet Skills

“The people that work here are very good and helpful”

Sheler (Learner, 2019)



“I learned how to send and receive emails and go online”

Sharon (Learner, 2019)

“I hope to go on to do the next level”

Yousef (Learner, 2019)

Sp Adobe Spark

"The tutor made me feel very welcome, especially going back into education. It's never too late to go back to education no matter what age you are"

Mary Boylan  
Basic Computers



"I chose Warrenmount Centre because of its good reputation. The Centre is very welcoming"

Annie Clarke-Kiely  
Childcare  
QQI Level 5





"Lifelong learning is important because it provides us with more and better opportunities and improves our quality of life."

Angela Simonyi  
Work Experience  
QQI Level 4

"I would highly recommend this just to get your self-confidence back. Warrenmount is the ideal place to do this as it is a great environment and the tutors and staff are extremely helpful."

Elizabeth O'Neill  
Internet Skills





## Centre Manager's Report 2019

Lia Clarkson  
Centre Manager



The Centre had a busy year in 2019 with a wide range of classes and related activities. In March, we held our International Food Fair and Ceili during AONTAS' Adult Learners' Festival. The new Director of Further Education and Training, City of Dublin Education and Training Board (CDETB), Blake Hodkinson, along with our CDETB Adult Education Office, Caoimhe Kerins, visited to see the Centre.

The Learner Forum in June provided great feedback on the learner handbook, the courses we run as well as about the physical environment. We started registration for term four with the Learner Open Day in August. The Open Day is a way for us to showcase all the programme options and is a space for prospective learners to discuss their course options and complete the registration process. In December, we held our QQI Certificates Presentation and Learner Celebration.

Each month I report to the Board on the Key Performance Indicators (KPIs) for each objective in the Strategic Plan 2017 to 2020, along with updates on the recent activities in the Centre. I also attend various regular external meetings to link in with related educational groups, like AONTAS' Community Education Network and the CDETB's Liberties Learning Network, as well as the Community and Residents Network (CORN) which links community and voluntary groups in the general Dublin 8 area. This helps us to keep informed in matters external to the everyday running of the Centre.

I would like to thank all the tutors and staff who work day to day in Warrenmount Centre. The Centre runs very smoothly thanks to the dedication of all involved.



## 2019 Highlights



AONTAS' Adult Learners' Festival, March 2019:  
International Food Fair



AONTAS' Adult Learners' Festival, March 2019:  
Ceili



Learner Forum, June 2019



Open Day for Registration, August 2019



Staff CPD in memoir writing facilitation kindly  
hosted by volunteer Anne Roper.



## **Achievements 2019 – Challenges 2020**

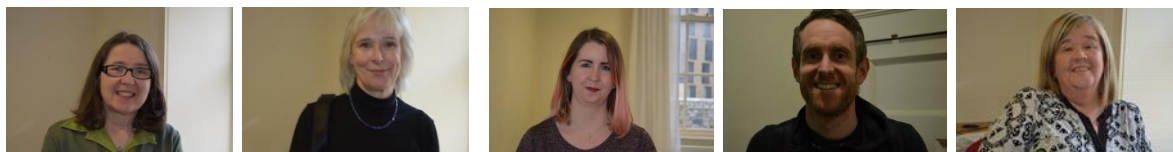
### **Achievements for 2019**

- Adherence to Strategic Plan 2017 – 2020
- Steady number of learners attending the Centre
- Ongoing work towards re-engagement and revalidation with QQI
- Revised and Ratified Policies and Procedures, including GDPR and Health and Safety
- Increased Certification levels
- Created a CPD G-Suite Classroom to highlight CPD training opportunities for staff and tutors
- Thematic Lead pilot
- Learner Forum held in May
- Updated tutor and learner Handbooks
- Adult Learners Festival and Dublin Learning City Activities
- Learner Certificates Presentation

### **Challenges for 2020**

- Create Strategic Plan 2021 – 2024
- Ongoing review of Quality Assurance Policies and Procedures for re-engagement (postponed from Q3 2019)
- Consolidate our QQI Major Awards
- Update the Centre's website for improved end-user experience and to publish required Quality Assurance information
- Continue to enhance relationships at Local, European and International levels

## Staff and Tutor List 2019



Pauline McGaley  
Centre Director

Lia Clarkson  
Centre Manager

Anne Flynn  
Centre Administrator

Cathy Dwyer  
Centre Secretary

Anne Hannan  
Quality Assurance Officer &  
Tutor

Stephen Flitton  
Programme Coordinator &  
Tutor

Barney Joyce  
Resource & Tutor

Helen O'Keefe T  
Thematic Lead & Tutor

Mary-Claire Hally  
Resource & Tutor

Louisa Crowley  
Tutor

James Madigan  
Tutor

Aileen Lebrocquy  
Thematic Lead & Tutor

Pamela Jordan  
Tutor

Maria O'Reilly  
Thematic Lead & Tutor

Gbemisola Owolabi  
Centre Café Manager

Catherine Higgins  
Tutor

Joshua Golding  
Tutor

Eoin O'Brien  
Tutor

Daya Lupinacci  
Yoga Teacher

Vanessa LaCruz  
Tutor

Piotr Dabrowski  
TUS Participant

Riina Laur  
TUS Participant

Paul Roche  
TUS Participant

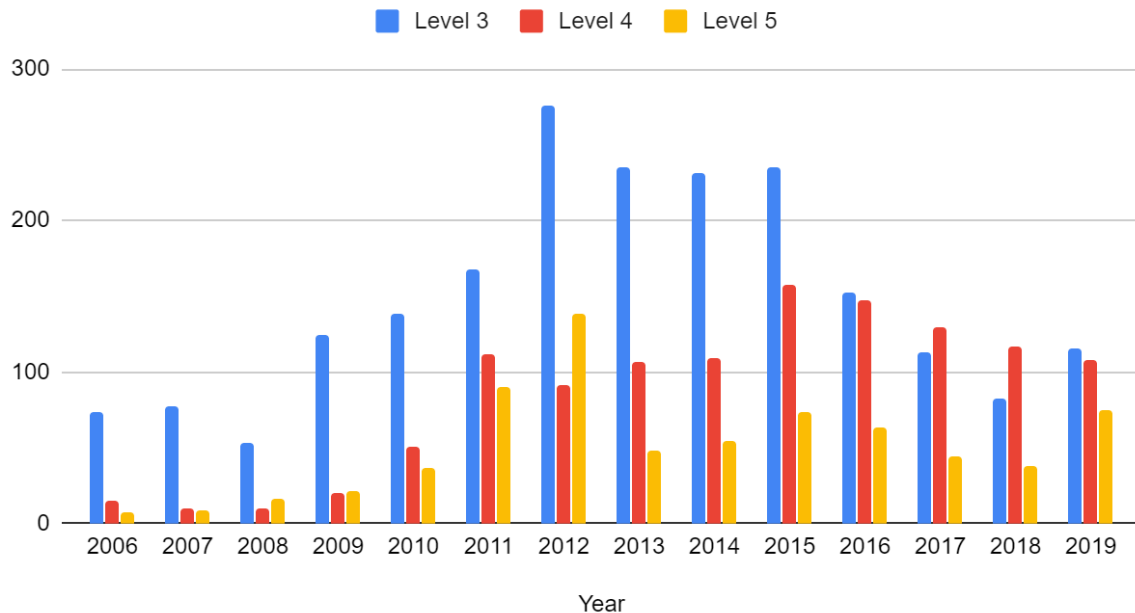
Angela Simonyi  
TUS Participant



## QQI Folder Submissions

In 2019 the Centre submitted 299 Learner Folders to QQI for accreditation. These comprised 116 Level 3 folders, 108 level 4 folders and 75 level 5 folders.

### QQI FOLDERS 2006 to 2019 Levels 3, 4 & 5



QQI Folder Submissions 2009 to 2019				
Year	Level 3	Level 4	Level 5	Total
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
2018	83	117	38	238
2019	116	108	75	299

## QQI Certificates Presentation 2019

Many thanks to Caoimhe Kerins, Adult Education Officer, City of Dublin ETB. Caoimhe presented Certificates at our Awards Ceremony in December 2019. Below are some of the learners who received certificates.



Angela Simonyi, General Learning QQI Level 4



Tom O'Loughlin, General Learning QQI Level 3



Anthony Fashayo, General Learning QQI Level 3



Riina Laur, General Learning QQI Level 3 & 4

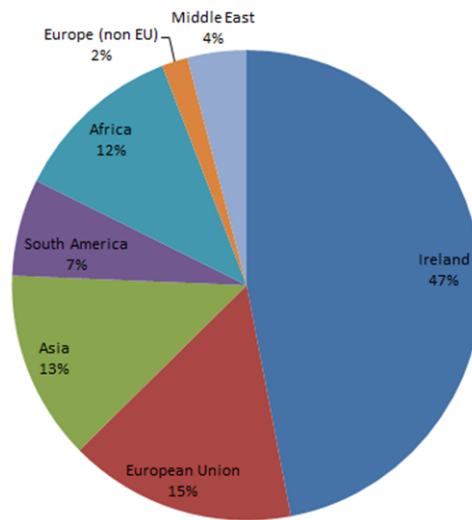


Ashling Glover, Childcare QQI Level 5

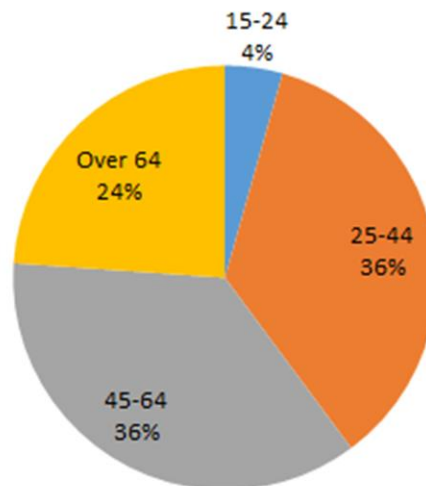


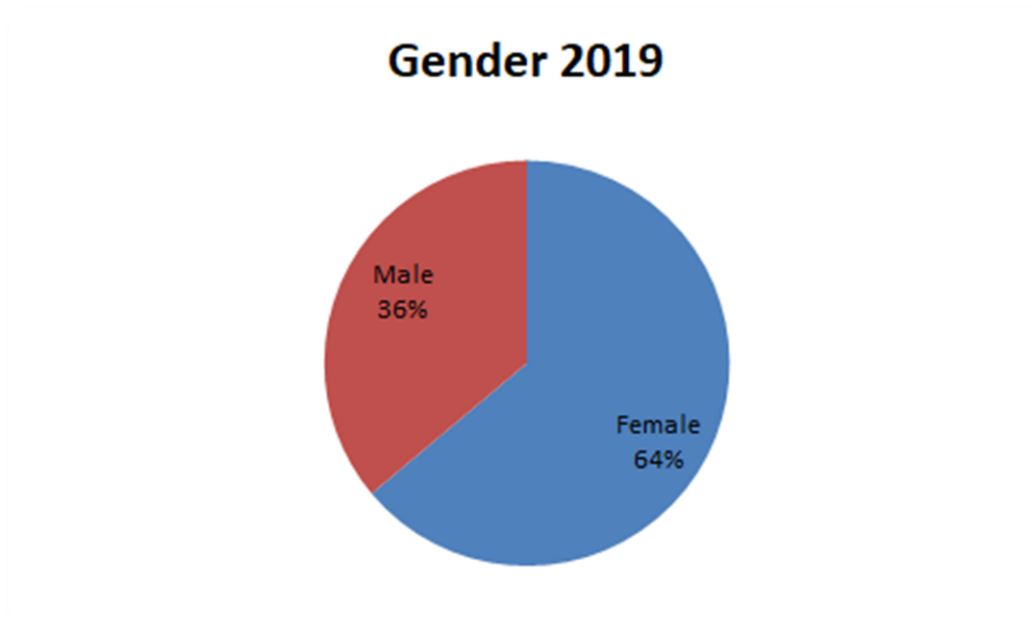
Nurgal Elibol, General Learning QQI Level 4

### Learner Nationality 2019 by Region

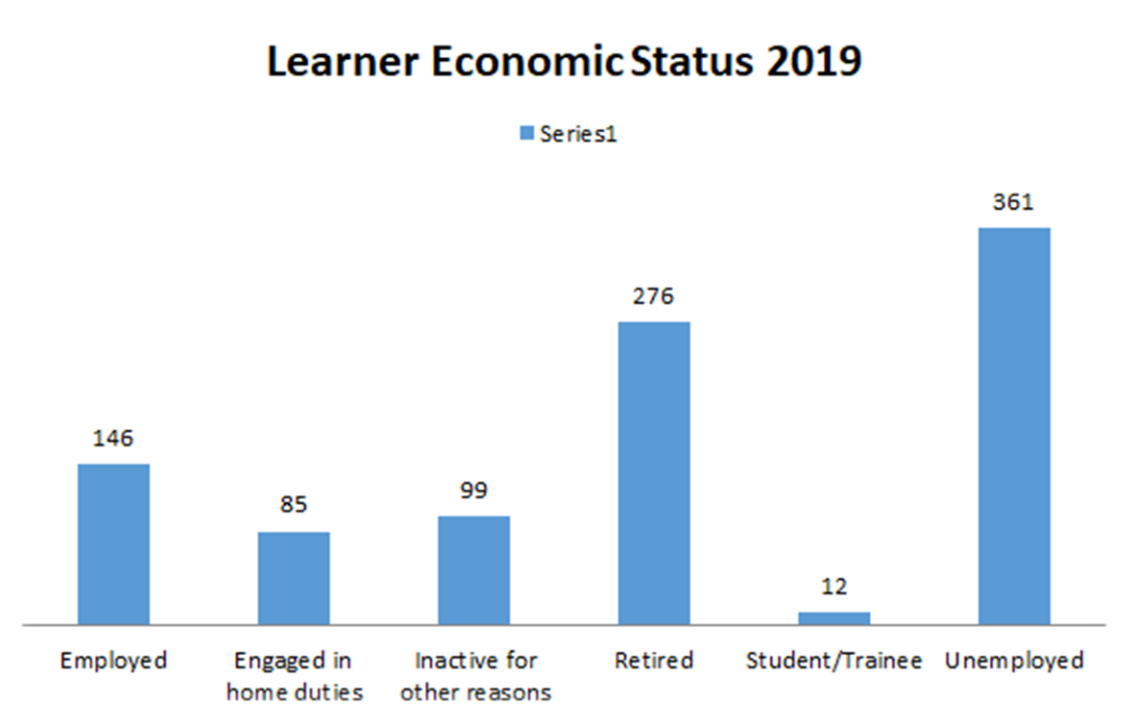


### Learner Age Range 2019





In comparison in 2018, there were 40% Male and 60% female learners attending the Centre. Also, it should be noted that the PLSS system does not have any option for "other" in gender.





## Tours in 2019



Basic ESOL at St. Patrick's Park, Term 1 2019



Local History tour to Christ Church, Term 1 2019



Local History tour to Drimnagh Castle, Term 2 2019



Keep Well tour to Seamus Heaney Exhibition Term 4 2019



Keep Well Tour to Nano Nagle Place in Cork, June 2019



ESOL Summer Tour to Jeannie Johnson, July 2019



## CDETB PLSS Reports comparing 2018 to 2019

2018

Learners			
Programme Category	Female	Male	Grand Total
BTEI Groups	75	46	121
Community Education	389	165	554
ESOL	141	78	219
Voluntary Literacy Tuition	91	81	172
Grand Total	696	370	1,066

2019

Learners			
Programme Category	Female	Male	Grand Total
BTEI Groups	138	44	182
Community Education	354	121	475
ESOL	130	55	185
Voluntary Literacy Tuition	84	53	137
Grand Total	706	273	979

The CDETB/SOLAS PLSS database shows the number of beneficiaries in each of the four funding categories, as well as gender breakdown. A beneficiary is a person who takes part in a programme of learning, for example the ESOL Level 4 programme has six classes per week with two QQI modules and each learner is counted as one beneficiary. In the same way that learners attending one class per week in art are counted as one beneficiary.

## Social Media Reporting

Facebook: January to December 2019

On 1st January 2019 we had 801 likes on our Page, this has gone up to 928 on 31st December 2019. We also receive a lot of queries via Messenger on Facebook since we started using the contact us button. We schedule posts during holidays keeping our page active whilst the centre is closed. Learners are encouraged to like and interact with our page.

Tutor, Mary-Claire Hally and our Digital Media class of Term 4 2019 made a Christmas Video, staff, learners and volunteers all took part, this was published on Facebook and received 33 likes and reached an audience of 583.

An example of one of our Page Insights:

### Post reach

The number of people who saw any of your posts at least once. This metric is estimated.

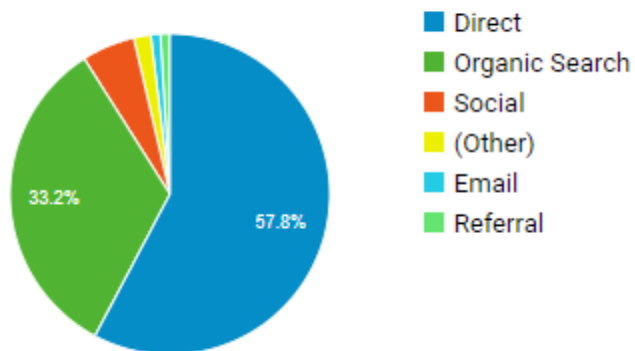


Find us on 

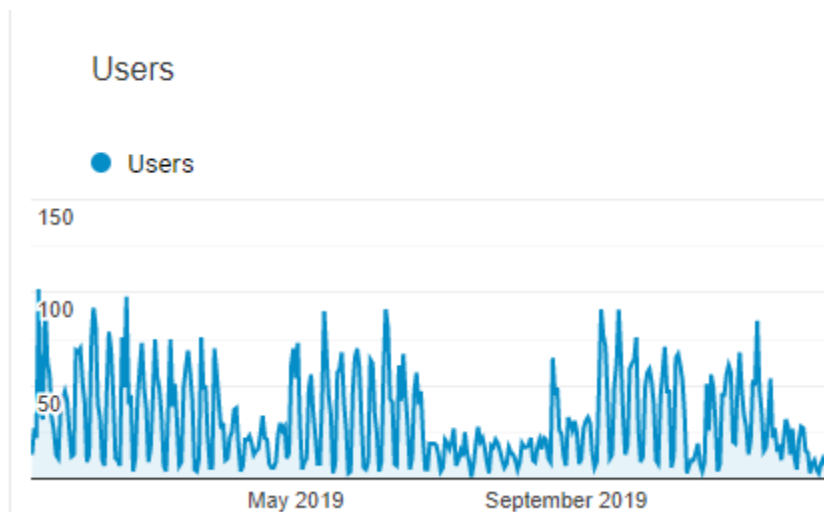


## Web Analytics Reporting 2019

### Top Channels



This graph above shows that we gain most of our web site traffic with people directly typing in the website name (57.8%). The Organic search figure (33.2%) shows the figure for who are searching on google for classes.



The graph above shows the activity levels for the Centre's website over the course of the year.

## Quality Assurance Update 2019

Anne Hannan  
QA Officer



Since we started work on our Quality Assurance (QA) manual, a comprehensive review of our existing policies and procedures in line with QQI guidelines has been ongoing. This work produces action items targeted to keep us on track. Our original reengagement deadline of Quarter 3 2019 was changed. We are still awaiting confirmation of a new date. This is expected in 2020.

Tasks and action items have been divided between various committees and subcommittees to streamline our QA process. The PRPT [Programme Review and Planning Team] and QAT [Quality Assurance Team] meet regularly (at least once per month). These meetings are minuted and form the basis of actions to be completed in terms of policy reviews, programme planning and any related quality assurance procedures.

Terms of Reference (ToR) have been established for the below listed meetings and are currently under review in addition to establishing and reviewing ToR for all meetings that are conducted in the centre

A systems flowchart for our QA system is being created by the Programme Coordinator which visually maps out our current QA process. We are reviewing the way that this has been done up to now in order to streamline the QA process. We are aiming to avoid duplication, add in links to supporting documents and work out a visual map of the procedures that relate to our policy documents. We hope this will become a more user friendly document that sets out clearly the roles and responsibilities associated with the procedures.

Updated policies and procedures continue to be reviewed and ratified by the Board of Directors during their monthly meetings. This will be an ongoing cycle in line with QQI guidelines.

## 2019 Keep Well Film

The Youtube film of the Keep Well group gives a good overview of the benefits of this type of class for our learners. The film was funded by St. Patrick's Cathedral Community Fund.



Click the link [here](https://www.youtube.com/watch?v=hmANYFov0VU) or type in <https://www.youtube.com/watch?v=hmANYFov0VU>



Keep Well and Basic ESOL groups having a chat

## Programme Coordinator Update 2019

Stephen Flitton  
Programme Coordinator



The Quality Assurance Team (QAT) and the Programme Review and Planning Team (PRPT) are working towards re-engagement with QQI. Terms of reference for these teams were drawn up and have been monitored and reviewed throughout the year. Re-engagement with QQI remained a high priority for the Centre in 2019. We attended a series of re-engagement Community of Practice meetings organised by AONTAS' Community Education Network (CEN). These meetings are of benefit to the Centre for keeping informed of the status and requirements of re-engagement with QQI. In 2019, much of the work on the Centre's QA involved going through a Gap Analysis. This Gap Analysis helps us to review what we need to do in order to successfully re-engage with QQI. The date given to us by QQI for re-engagement has been postponed until 2020.

In 2019, I created a range of QA System Diagrams that graphically represent how the Centre's Quality Assurance System works. The diagrams attempt to represent the committees and teams and show how they interact with each other and with learners, staff and tutors. They also attempt to show the various procedures as well as how information flows through the Centre.

2019 was as busy as ever with the regular work on distributing evaluations to tutors and learners, analysing the returned forms and drawing up a report to illustrate the results from the evaluations. These evaluation reports feed into the Programme Reviews and Quality Reports.

Highlights for the year included attending a workshop on 'Facilitating Diverse Groups' and the Memoir Writing CPD workshops.

## Tutor Reflection

Helen O'Keeffe  
Art and Communications  
Tutor



I cannot quite believe that I have been teaching at Warrenmount Centre since 2009.

But when you glance back at Annual Reports from the Centre there is a thread that appears where somehow Pauline has managed to have a conversation with you and invited you in!!

In 2019 I continued on teaching Communications at level 4. This course has improved greatly with the use of Google Classroom. This provides for a paperless class with instant collaboration between teacher and learner and even outside the class time with interaction over homework online. This course has a technology theme running through it so using Google Apps for Education is ideally suited.

We engaged in many lively discussions through debate, oral presentations, reading and writing. This is a challenging course for learners whose english is a second or third language but many rise to this challenge and achieve their award.

The word Education comes from the latin word 'educere' meaning to draw out, to lead. Drawing out is something that occurs for Tutors as well as Learners!

I was delighted to be asked to take up teaching again Fine Art Painting at Level 4 in 2019 and also to take on Christmas Crafts. I studied Art Education at NCAD back in the 1980's and taught in Holy Family Community School Rathcoole and Presentation Secondary School Clondalkin.



You will know that old adage "If you don't use it, you loose it" For a time I was not doing a lot of art activity so to be asked to take up teaching again "got me going!"

I feel very privileged to be part of the Community that is Warrenmount Centre. All of us actively engaged in the process of learning. It is a delight to meet so many people from so many different cultures. As we move in to the next decade here's hoping Warrenmount Centre continues to move from strength to strength.



## Student Tutor Reflection

Joshua Golding  
Student Tutor



I arrived here in Warrenmount on a mid September morning last year not knowing how the next number of months were going to unfold. I didn't know what I would be teaching or who my students were going to be. What I did know however was that even though I was at the very early stages of my time here, there was something about Warrenmount that just felt right. I felt very much at home almost instantly.

As with all school terms the weeks began to roll by rather quickly. Suddenly it was December and I had already had so many learning experiences both inside and outside the classroom. One that really stood out for me was helping out during registration. I was able to meet and speak with so many people; current learners outside of the classes I had been teaching and new learners coming to Warrenmount for the first time. This meant that come the new term in January, there were very few learners I hadn't met and couldn't chat with over a coffee in the centre cafe.

I had been made feel so at home by both staff and learners that from time to time I had to remind myself that I was still a student, which meant I had a mountain of college work to complete by the end of term. There were times when this seemed insurmountable and I truly felt I had bitten off more than I could chew. However the tutors, staff and centre management were so supportive every step of the way that what seemed like mission impossible was suddenly mission accomplished.

My teaching placement here in Warrenmount has been such a positive experience. It's given me confidence in the classroom, provided context to all the theory I've been studying but most importantly it's given me a sense of belonging and community that acts as a constant reminder of why I wanted to be a teacher in the first place.



Joshua and Pauline McGaley facilitate during our learner forum 2019

## Volunteer Update

In 2019 we had 26 volunteers trained and available for Failte Isteach, One to One Literacy Support and On Line Learning (Computer Support). There was an average of 18 tutors attending each week. We calculate that our volunteers contributed in excess of 1,230 hours



### Volunteers 2019

Alicia Byrne  
Angela Devereux  
Angela Moylan  
Brigid Falahee  
Catherine Leen  
Catherine Higgins  
Eamonn Coates  
Finian O'Shea  
James Cafferty  
Josephine Keane  
Julie Lordan

Maeve Byrne  
Margaret Healy  
Marie Brady  
Marie O'Reilly  
Mark Hynes  
Mary McArdle  
Nuala Gray  
Rory O'Neill  
Sarah Johnson



We appreciate the time, commitment and generous contribution of all our volunteers.

## Volunteer Reflection

Catherine Higgins  
Failte Isteach Volunteer



My experience of volunteering in Warrenmount came out of my teaching and interest in community education. I began volunteering two years ago and have found it a very enriching and satisfying role.

My background is in Equality Studies. I taught on a BA degree in Leadership and Community Development. The two modules on which I taught were Active Citizenship and Equality Studies. Both of these areas focus very much on the needs of people in particular social situations some of which are very challenging. I was anxious to not only teach the practical application of these studies, but to be part of a group that was actively contributing to a particular need. Developing a community in which everyone can be an active citizen requires giving people the tools to be involved. In the case of Warrenmount that is the teaching of English to foreign students.

Warrenmount creates an environment which is safe, supportive and encouraging. I have been privileged to meet in my classes some truly inspirational people from a wide and diverse range of backgrounds. I have enormous respect for their courage in facing the challenge of learning a foreign language and adapting to a culture that is new.

Warrenmount is wonderfully inclusive and supportive of students, offering the opportunity for transformation and personal development allowing them to engage more fully in society. In my experience the students benefit hugely from the ethos and atmosphere fostered in Warrenmount and from the power of working and learning together.

Volunteering has given purpose and fulfilment to my life and I am grateful to Pauline for giving me the opportunity to work in Warrenmount.



Failte Isteach training for volunteers 2019



## Centre Café 2019



## Funders' Overview



The Board of Directors thank all who support our work