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Mission Statement

To provide a high quality
Adult Literacy Service in the Ballymun area



Directors: M. Fox S. Hall

Registered office: Geraldstown House, Ballymun Cross, Dublin 9.
Registration No. 329826

Management Structure

Ballymun Adult Read and Write Scheme, established in 1986, is the provider of adult literacy and basic education tuition working in partnership with community organisations, statutory bodies and volunteers working in the area. The Scheme is funded through the City of Dublin Education and Training Board, by the Department of Education and Skills and SOLAS, with assistance from the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

In July 2000 the Scheme became a company limited by guarantee. In November 2016 the company name was altered from Ballymun Adult Read and Write Scheme Ltd. to Ballymun Adult Read and Write Scheme Company Limited by Guarantee (CLG) in order to comply with new legislation i.e. Companies Act, 2014. All relevant documentation pertaining to this change is registered with the Companies Registration Office.

Directors; Mary Fox (appointed September 2016), Stephen Hall (appointed September 2016)

Secretary; Stephen Hall

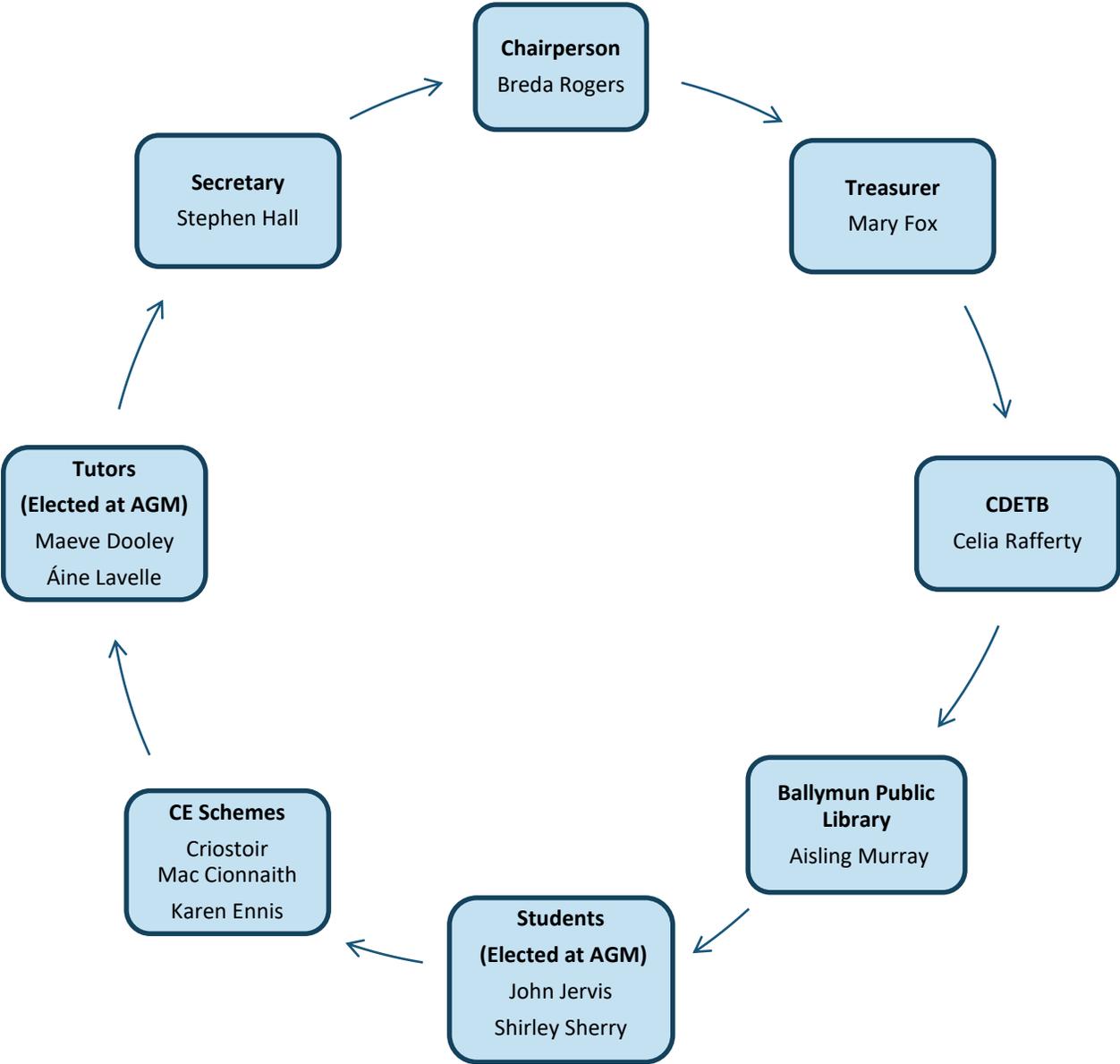
Members; Celia Rafferty, Breda Rogers, Maeve Dooley, Criostoir MacCionnaith.

Tutors are employed by the company.

Christine Carroll was appointed as Project Manager on a one-year contract in August 2014 to attend to the day-to-day management of the Scheme. The contract has been renewed annually since then, most recently in August 2019.

The Scheme is run by a Board of Management, comprising of a partnership between the company, community groups, statutory bodies and volunteers working in the area. This Board of Management provides a representative structure in which all who are making a contribution can have a say in how the Scheme operates. It acknowledges the importance in decision making of local distinctiveness.

Board of Management



Introduction

Statistics on adult literacy in Ireland

Ireland participated in the Programme for the International Assessment of Adult Competencies (PIAAC). PIAAC was the most comprehensive international survey of adult literacy skills ever undertaken, the survey being conducted during 2011/2012. In Ireland, almost 6,000 people aged 16–65 years were interviewed by the Central Statistics Office and had their literacy, numeracy and ability to use technology to solve problems and accomplish tasks assessed.

The first results released in 2013 found that 17.9% or 1 in 6 adults are at or below the lowest level on a five-level literacy scale. At this level a person may be able to read and understand basic text. The survey places Ireland 17th out of 24 countries for literacy. 1 in 4 adults has problems with numeracy. The survey showed that 25% of Irish adults are at level 1 for numeracy. At this level a person may be able to do a simple maths calculation, for example, adding up prices correctly. This places Ireland even further down the international scale at 19th place. 42% of Irish adults score at or below level 1 on using technology to solve and accomplish tasks, for example using the internet to get information. (NALA report: *Literacy Matters*)

The established definition of literacy is that it involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions. Good literacy skills increase the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.

Literacy difficulties impact on all aspects of an individual's life. Adults with literacy difficulties often find it difficult to access or progress in employment, to be confident and competent in reading and dealing with health issues, or to help children with homework. They avoid situations with reading and writing and so may not play an active role in their community or in society. Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills. The concept of learning to learn underpins our work. We train tutors how to teach, we also teach our students how to learn.

Area Profile

The Scheme is the statutory provider of adult basic education programmes for people living and /or working in the Ballymun, Santry and Whitehall areas. The Glasnevin area bordered by Glasnevin Avenue to Griffith Avenue is also included.

Ballymun wards A, B, C and D are defined as a RAPID area (Revitalising Areas by Planning, Investment and Development). This is a focused Government initiative to target the fifty-one most disadvantaged urban areas and provincial towns in the country. For the purpose of this report the statistics are for the geographic electoral area wards A, B, C, D.

Ballymun is situated approximately 4 miles north of Dublin city centre. The town commenced development in the mid-1960s and originally consisted of seven 15 storey towers, nineteen 8 storey

Ballymun Adult Read and Write Scheme CLG

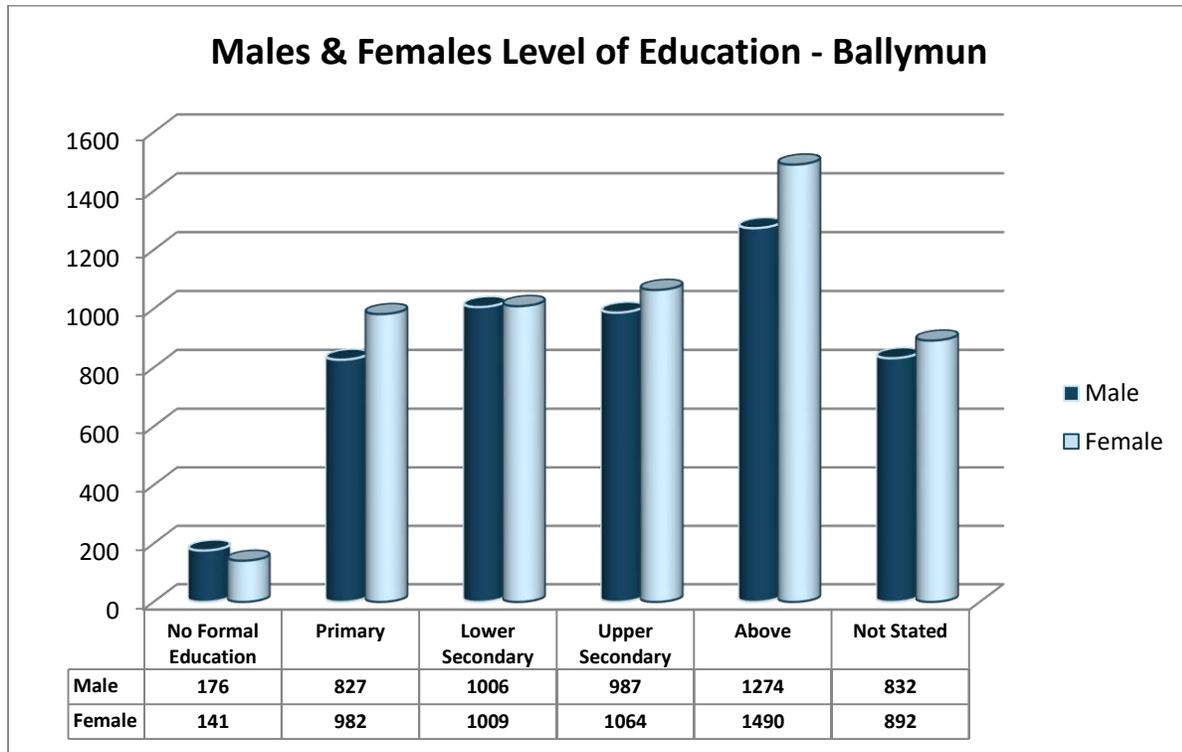
spine blocks, ten 4 storey blocks and 400 houses. In the 1970s, 1,400 houses were added. Since 1996, Ballymun has undergone major regeneration and the 2,800 flats have been replaced with modern housing. However, additional social and economic infrastructures such as a new shopping centre and the development of the Metro line have yet to be realised.

The recently released 2016 census figures for this area show a population totalling 17,714, an increase of 1,478 on the 2011 census statistics. 38% of the population is under the age of 25. The population is expected to increase in the coming years with the further development of housing stock as referenced in the recent Draft Ballymun Local Area Plan.

Census 2016 figures show the Dublin City unemployment rate as 11.9%. While there has been a downward trend in the unemployment rate over the last five years, Ballymun continues to record higher than average unemployment rates in the following wards:

Ballymun A (Poppintree area)	13.88%
Ballymun B (Balbutcher /Balcurris area)	18.82%
Ballymun C (Coultry /Shangan area)	16.53%
Ballymun D (Sillogeue /Gateway /Main St. area)	19.13%

In addition, the percentage of people living in Ballymun areas A, B, C and D whose education ceased by the age of 16 is 17.5% which is more than twice the national average of 8.4%.



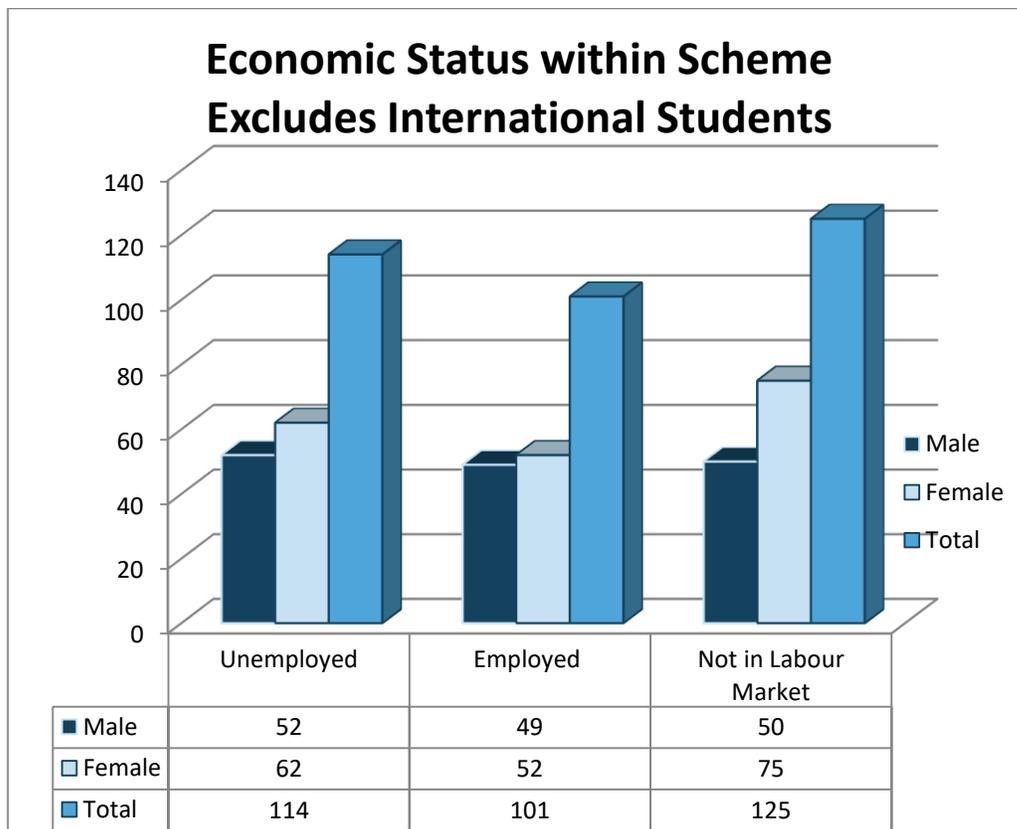
(“Central Statistics Office – Census SAPS Micro Data File”)

Literacy Provision

Course attendance for 2019 was 818. This equates to 340 individuals, some of whom took multiple and varied courses during the year. In addition, 81 non-English speakers, who have come to live or work in our community, took part in Basic English courses, English for Speakers of Other Languages (ESOL).

The total number of students who studied with the Scheme in 2019 was 421.

Training and support was provided for 31 tutors, 14 of whom were volunteers. Volunteers worked on a one to one basis with a student to support literacy development and prepare him/her to progress to group tuition when appropriate. The Scheme also engaged in raising awareness of literacy difficulties in the local area. As in previous years, Ballymun Adult Read and Write Scheme responded to community needs by networking closely with other local education providers. This enabled a tailored, student centred approach, with flexible delivery in venue and time.



Tuition Venues

Evenings:

Mondays and Tuesdays: 7.00pm - 9.00pm.

- CDETB Ballymun Adult Education Service Centre

Daytime:

- CDETB Ballymun Adult Education Centre. Two rooms dedicated to Scheme use – one with twelve computers. Other rooms on request.
- Tusla Child & Family Agency, Geraldstown House. Room dedicated to Scheme usage plus others on request
- STAR Project Horizons Centre
- Ballymun YAP Horizons Centre
- LINX Project Centre
- St Michael's House Training Centre, Northbrook
- Ballark Community Training Workshop
- Women and Family Resource Centre, Sillogue Road
- Margaret Aylward Community College

In September 2019, the Scheme received notice from Tusla in Geraldstown House that the tuition room was no longer available to BARWS due to reallocated Tusla staff requiring office space. This ended a long time collaboration between the Scheme and Tusla regarding the provision of literacy support at the Geraldstown Centre. However, we appreciate that Tusla continues to facilitate the use of the HACCP kitchen to enable the delivery of QQI Level 3 Nutrition and Healthy Options and Breakfast Cookery modules for BARWS students.

Since the Scheme moved to new office premises in Ballymun Local Employment Centre (BJC) in March 2018, we have received on-going co-operation and support from BJC's Manager and his staff in facilitating the provision of reception and cleaning services and also access to 1:1 meeting rooms and kitchen facilities. This enables the smooth running of BARWS administration and that support is much appreciated.

Learning Opportunities

The Scheme's focus was on the provision of literacy and basic adult education programmes up to and including QQI level 4 modules, providing students with the opportunity to achieve a Major Award in General Learning.

Two QQI level 4 modules, *Communications* and *Information Technology Skills*, continue to be delivered as part of the learning programme providing further progression routes for students.

Tuition for accreditation at QQI level 2, introduced during 2015, continued to provide a progression route from basic group literacy. Delivery of the *Planting and Potting*, *Visual Arts* and *Crafts* modules allowed for a more hands-on approach to learning with students demonstrating creative and innovative skills to meet programme learning outcomes.

In the classroom, technology, including the use of pcs, interactive whiteboards and tablets, was used to enhance teaching and learning experiences. Organised trips connected to project work provided opportunities for a broader understanding and engagement with specific themes.

The following learning opportunities were offered;

1:1 Tuition

1:1 tuition was tailored to the needs of adults who lack confidence in their reading and writing skills. It was an initial step towards group work.

Read Write Spell

These were small groups of students working on reading, writing, spelling, punctuation and comprehension, for everyday life. For many it was their first introduction to working with other students who have similar needs. The Read Write Spell programme incorporates thematic learning including history, geography and nutrition.

Numeracy

This course was for students who wanted to learn basic maths including multiplication, division, fractions and metric measurement. By using projects, participation and engagement were ensured. For those who wished to progress, the QQI Level 3 Maths module was offered where students worked on additional maths materials and methodologies and collected a folder of work to obtain certification.

Spellwell

This course covered memory aids, word families, simple spelling rules, difficult words and a host of other strategies that helped students to improve their spelling. Students looked at how memory works and learned tricks to help them remember problem words. The course catered for all learning styles and prepared the students for 'learning how to learn'.

Computers/Silver Surfers

Our introduction to computers, internet and email for home use course continued to attract students from all areas of the community. It covered basic word processing to enable students to develop new typing skills. They set up a personal email address and used emailing during the course. Internet tuition took students to a level of comfort for booking holidays, researching for information, paying bills online and shopping online.

QQI accredited options at Level 3, *Computer Literacy, Internet Skills and Word Processing*, was offered for those students who wished to progress or for those who required certification.

In response to demand from the local community, a ten-week technology course 'Using your Smartphone /Tablet' was offered to students who wished to further develop skills in their use of technology. An advertisement notice in a local Parish newsletter led to further requests for the course to be re-run in the autumn 2019 term.

English for Speakers of Other Languages (ESOL)

The aim of ESOL was to help migrant workers, refugees and asylum seekers learn conversational, functional English that would help them in practical everyday situations, such as shopping. This course was delivered at the most basic level of English with progression to QQI Level 3.

QQI accredited courses

We offer a range of QQI accredited programmes at levels 2, 3 and 4. Successful outcome is based on authentication of a portfolio of work evidence and regular attendance record. There are no exams, instead the portfolio of work is built up throughout the course at a pace that suits the student to maximise learning.

QQI Level 2 Modules

Modules are selected to maximise the opportunities to develop reading, writing and oral skills for students.

Writing

This module aimed to equip the learner with the knowledge, skills and competence to use written words and phrases to present specified information, construct simple sentences using basic punctuation and spell correctly a range of personal and familiar words.

Shape and Space

This module aimed to equip the learner with the knowledge, skills and competence to enhance and develop their understanding and application of shapes and spaces. It provided the learner with the opportunity to: develop insights into 2D and 3D shapes and their characteristics; develop an awareness of the interrelationships between area and volume; use appropriate vocabulary to describe the basic concepts of shape, area and volume and apply the above to real-life situations.

Food Choice and Health

This module aimed to enable the learner to develop a positive and knowledgeable attitude towards healthy eating. It provided the learner with the opportunity to recognise the benefits of healthy eating and become aware of a range of ways and means to eat healthily. Learners prepared and served a small range of healthy dishes and sampled foods that were new to them.

Habitats

This module aimed to equip the learner with the knowledge, skills and competence to recognise natural habitats, some of their features and a basic awareness of the types of living organisms in the plant and animal kingdoms. Learners became familiar with some groups of plants and animals and with the conditions and requirement for some living things to exist in their environment.

Life Cycles

This module aimed to equip the learner with the basic skills and competence in observing and identifying some characteristics of the lifecycles of familiar living things. It provided the learner with the opportunity to learn about living things and how they work and become familiar with the basic biology of plants and animals.

Craft

This module provided a practical introduction to the skills and techniques involved in a specific craft practice. It provided the learner with the opportunity to gain practical experience in the use of basic craft materials, tools and resources. Each learner produces and presents one complete craft item.

Design

This module provided the learner with the basic knowledge, skill and competence in design practice. Learners had the opportunity to become familiar with the basic principles of design, apply those principles to solve a design problem and to work in a safe and effective manner. The learners studying this module applied their new skills and knowledge when designing the book cover for the 2019 Scheme publication of students' writing 'Let's Get Together'.

Visual Art

This module aimed to equip the learner with the basic knowledge, skills and competence in visual arts practice. It facilitated learner expression visually through a variety of media and provided an opportunity to respond to stimuli and themes in their artwork. The learner was encouraged to express personal ideas and experiences in their artwork from the development stage through the process to finished pieces.

QQI Level 3 Modules

Communications

The Communications course covered reading for comprehension using different subjects of interest. It provided an opportunity to plan writing projects, brush up on note/letter-writing skills and to write creatively. The course provided opportunities for group discussion, using effective listening and speaking. The content also included social networking and electronic technology.

Personal Effectiveness

This course aimed to equip students with the skills to use their resources in order to meet the personal and social demands of their lives. The module required that students use teamwork skills and safe work practices and is generally integrated into the *Communications* or other Level 3 modules.

Computer Literacy

The aim of this module was to give students the knowledge, skills and competencies to access and operate a computer for their personal needs. It outlined how information technology affects everyday life and included social networking. It explained commonplace information technology concepts and terminology. It described the health, safety and personal hygiene considerations of working with computers and the security necessities and implications of password, viruses and provision of personal details. The functions of the main hardware elements of a computer and storage devices were outlined. The use of a range of keyboard capabilities and the use of computer application such as creating a file, entering data using the keyboard and mouse, and storing a file appropriately were also practised.

Internet Skills

This course was designed to equip students with the knowledge, skills and competencies to use internet applications for the quick location and access to information of interest. It introduced the student to the key terms and considerations associated with using the internet. The use and efficient

management of an email account to communicate with others was covered. Students learned to take responsibility for one's own personal security and privacy when using the internet.

Word Processing

This course was designed to provide students with the necessary knowledge and skills to use some of the facilities and functions available in a word processing software application to generate documents of interest to the learner. Exploration of a range of functions in the word processing application enabled the students to enhance the appearance of the documents produced.

Maths

This course equipped the student with the knowledge, skills and competencies to apply mathematical skills to solve mathematical problems. It developed a limited range of maths skills which enabled effective functioning in personal life, education and the workplace.

Nutrition and Healthy Options

This course was designed to develop knowledge of the basic principles of food safety and associated legislation. The role of nutrients in the body, the concept of a balanced diet, human digestive process and common dietary disorders were explored. Contemporary nutritional issues related to food production were covered. Ingredients relevant to special dietary needs were identified and explained including: low calorie; low cholesterol; vegetarian; diabetic and coeliac diets. Nut and other allergies were discussed. The impact of purchasing, storage, preparation and cooking on nutritional values were described. The versatility of vegetables as an accompaniment to meat and fish dishes or as a well-balanced stand-alone meal was demonstrated. A range of meals for vegetarians was prepared, made possible only due to the cooperation of the LINX project for access to an approved kitchen.

Breakfast Cookery

This module was offered as a follow on from the *Nutrition and Healthy Options* module to provide the opportunity to achieve additional credits for full certification. The course is designed to equip the student with the relevant knowledge, skill and competence to prepare, cook and present basic nutritious breakfasts.

Child Development and Play

This module aimed to equip the learner with the knowledge, skills and competencies to use play as part of the process of childcare and development and to develop the skills necessary to communicate effectively with children and parents /guardians. It enabled the learner to develop an awareness of the legislation and regulations governing the care and protection of children along with an ability to plan, organise and evaluate play items and activities for children. The course provided a useful introduction to the QQI process for those wishing to pursue a career in childcare.

Challenging Discrimination

This module provided opportunities to identify different ways that individuals, groups and society can promote mutual respect, tolerance and acceptance of the differences that exist between people who live in our society. It also provided an opportunity to look at the similarities that exist between them. It provided an understanding of concepts and common terms relating to discrimination, with particular emphasis on the nine grounds that prohibit discrimination by law in Ireland. These include gender, civil status, family status, sexual orientation, religion, age, disability, race, member of the Traveller Community. It examined the impact of discrimination on a personal and group level. Students develop an awareness of options for challenging discrimination, both personal and legal and identify ways to

combat discrimination in their communities. A broader learning experience was provided through interesting and informative visits to Pavee Point Traveller and Roma Centre and to the Islamic Mosque on South Circular Road.

Health and Fitness

This programme module aimed to equip the learner with the knowledge, skills and competencies to live a healthy and balanced life. Learners developed an understanding of the importance of maintaining a healthy lifestyle and the key elements of a healthy lifestyle; i.e., physical fitness, balanced diet and stress management. Learners were encouraged to take responsibility for maintaining a healthy lifestyle by drawing on the skills and knowledge gained from this module. This programme was delivered both in STAR project and in Ballymun Adult Education Centre.

Personal Care and Presentation

This module aimed to provide the learner with the knowledge, skills and competencies necessary for good personal care and presentation in order to enhance their personal confidence and interaction with others. It provided for a greater understanding of the importance of personal care and presentation and encouraged the practice of same. Learners also developed core competencies and knowledge applicable to the hair and beauty sector.

Planting and Potting

This module aimed to equip the learner with the knowledge, skills and competencies to plant and pot a range of plants. It provided for a greater understanding of the principles and practices of planting and potting. Learners also developed core competencies and knowledge applicable to the horticultural sector while planting a variety of plants such as bulbs, bedding plants, a tree and a hedge outdoors while using appropriate techniques and materials. Visits to Santry Community Garden enhanced the learning experience and provided the opportunity for planting trees to meet the required programme learning outcome.

ESOL (English for Speakers of Other Languages)

This module aimed to equip the student with the knowledge, skills and competencies to communicate at a basic level of English, in both social and work-related tasks. Students developed a level of language which enabled the use of English in a limited and familiar range of social and professional situations.

Students learned to indicate a breakdown in communication and use relevant vocabulary to redress the situation. The course also provided students with an initial understanding of Irish culture.

QQI Level 4 Modules

Modules were selected to further develop opportunities for reading, writing, oral and technology skills for students.

Communications

This module was offered to provide the learner with progression opportunities following completion of the level 3 programme. The course facilitated an appreciation of the role of communications in everyday life. Students further developed knowledge, skills and capacity through a range of teaching/learning methods to enable them to communicate effectively in a variety of everyday

situations. Developing effective writing skills is a core outcome of this module along with the ability to interpret written and aural materials across a range of tasks. The students were also given the opportunity to research a topic of choice, prepare content and deliver a presentation on that topic leading to a heightened sense of confidence and achievement.

Information Technology Skills

This module provided the learner with the knowledge, skills and competence to operate a computer and become proficient in Information Technology skills. It provided a progression route from the Level 3 *Computer Literacy, Internet Skills and Word Processing* modules. Students developed language, literacy and numeracy skills related to the practical application of Information Technology Skills.

Educational Guidance Service

An adult education guidance service is provided by City of Dublin Education and Training Board to meet with students on a one to one basis to provide information and advice on progressions from the Scheme. Learning groups were also introduced to the guidance service and some student workshops were facilitated by the Adult Education Guidance Counsellor.

There were a total of fifteen student referrals to BARWS courses from the Adult Education Guidance Service during 2019.

Our Practice

Thematic learning is an interesting and meaningful teaching practice for adults. It provides people with opportunities to broaden their reading field. It is inclusive, as project work incorporates a multisensory approach. This ensures individual learning styles are accommodated. Students are better motivated and given an opportunity to use and acknowledge their individual skills. They are encouraged to value their own abilities and opinions, reframe their learning experience, set short term and long term goals, and to take a more active role in aspects of their life and their community.

Some examples of the 2019 themes were:

Nutrition and Healthy Options

This course is a natural progression from the *Child Development and Play* module in our Family Literacy Programme. The accredited QQI Level 3 course was delivered in Geraldstown House, using an approved kitchen. Delivery of *Breakfast Cookery* followed on from this module as there is partial integration with these modules enabling students to achieve additional credits for full certification.

History

The daytime history course provides students with the opportunity to learn about Irish history from 1923 to the present day while further developing reading and writing skills. During 2019, students broadened learning experiences with tours of Leinster House /Dáil Éireann, Henrietta St. Tenement Museum and Pearse Street Library Archive.

The evening time history course offers students the opportunity to learn about early Irish history while further developing reading and writing skills. Students visited Trim Castle and had a private tour of The Bank of Ireland building at College Green to enhance classroom learning.

Geography

The geography course provides students with the opportunity to learn about the geography of Ireland and Europe while further developing reading and writing skills. In addition to geographical features such as rivers, mountains and lakes the course covers topics such as: formation of the universe, planets and climate change. During 2019, students enjoyed a private tour of the Geology Dept. in Trinity College led by the Curator, Dr. Patrick Wyse Jackson.

Personal Development

The Personal Development course was introduced in September 2017 and each new course continues to be well attended. The programme incorporates themes relating to learning to learn, memory and how the mind works. The cohort of students attending this course tends towards the more mature which endorses the Scheme's lifelong learning philosophy.

Family Literacy

A Family Literacy Programme remains a priority and continues to be developed with progression routes. Family Literacy Programmes have a significant knock-on effect on school performances of children, along with opportunities to break the intergenerational cycle of low literacy attainment.

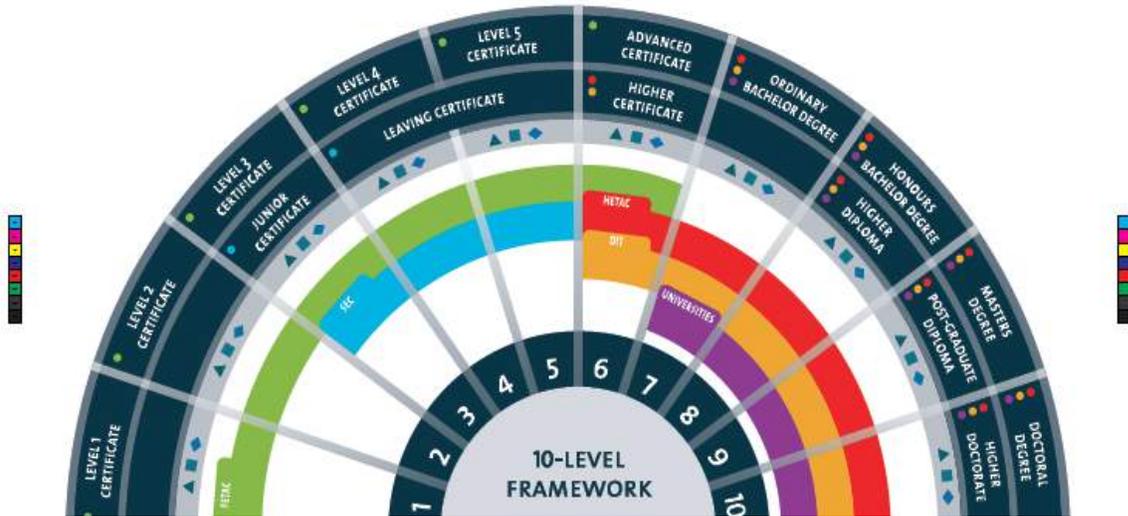
The 2016 census shows 55.6% of families with children in Ballymun are lone parents compared to the national average of 21%. Of Ballymun families with all their children under the age of fifteen, 49% are headed by a single parent compared to the national average of 16%.

The Ballymun Adult Read and Write Scheme Family Literacy Programme includes;

- Storysacks
- QQI level 3 Child Development and Play
- QQI level 3 Nutrition and Healthy Options and Breakfast Cookery
- As a progression and further supporting Family Literacy, QQI 3 Communications, Personal Effectiveness, Maths, Computer Literacy and Internet Skills were offered.

Accreditation awarded

National Framework of Qualifications



On the National Framework of Qualifications, Level 3 is equivalent to Junior Certificate. To receive a full Certificate at Level 3, you must achieve sixty credits by completing at least six component modules equal to sixty credits. Completion of certain modules such as Communications, Personal Effectiveness, Computers and Maths are mandatory for the Major Award.

Ballymun Adult Read and Write Scheme is registered with Quality and Qualifications Ireland (QQI), formerly Further Education Training Awards Council (FETAC) to offer programmes leading to awards in the National Framework of Qualifications. Since November 2012 FETAC, HETAC and the NQAI have been amalgamated under QQI and certificates awarded feature the QQI name.

The system of modular accredited portfolio-based component certification can provide an appropriate recognition of the knowledge gained by the adult students. It also provides us with interesting courses as a means of building literacy skills. To attain a major award at level 3, sixty credits must be achieved.

In 2019, there were three QQI submissions for external authentication. Six students achieved the major award in QQI Level 3 General Learning while two students achieved the major award in QQI Level 2 General Learning. A total of one hundred and eighty-nine minor awards were credited to one hundred and forty-nine students at QQI levels 2, 3 and 4. QQI External Authenticators' reports during 2019 noted;

“Congratulations and well done to all concerned in the application of excellent QA standards overall.”

“Very good organisation and presentation of all materials for External Authentication. Very high standard consistently achieved by all concerned..... Excellent evidence of learning (EOL) presented overall.”

Ballymun Adult Read and Write Scheme CLG

Listed below are the accredited modules in which students achieved component certificates in 2019.

QQI modules at Level 2 of the National Framework of Qualifications (NFQ)

- Craft 5 credits
- Design 5 credits
- Food Choice and Health 5 credits
- Habitats 5 credits
- Life Cycles 5 credits
- Shape and Space 5 credits
- Visual Art 5 credits
- Writing 5 credits

QQI modules at Level 3 of the National Framework of Qualifications (NFQ)

- Breakfast Cookery 5 credits
- Challenging Discrimination 10 credits
- Child Development and Play 10 credits
- Communications 10 credits
- Computer Literacy 10 credits
- ESOL 10 credits
- Internet Skills 10 credits
- Maths 10 credits
- Nutrition & Healthy Options 5 credits
- Personal Effectiveness 10 credits
- Personal Care and Presentation 10 credits
- Planting and Potting 10 credits
- Word Processing 10 credits

QQI modules at Level 4 of the National Framework of Qualifications (NFQ)

- Communications 15 credits
- Information Technology 10 credits

Tutors' Continuous Professional Development:

The Scheme promotes continuous professional development and tutors attend workshops to share learning and experiences in relation to best practice.

The following Continuous Professional Development was undertaken in 2019:

- Family Literacy Focus Group. CDETB Parnell Square.
- Tutor Forum and Workshop. NALA
- Restorative Practice in Further Education and Training. Further Education Support Service
- Drug and Alcohol Awareness. Ballymun Regional Youth Resource (BRYR).
- Critical Literacy in Teaching and Learning Workshop. NALA and Aontas.
- Safe Talk Programme Workshop – Ballymun Job Centre (BJC).
- Psychological factors in the explanation and understanding of youthful offending. DCU in the Community.
- Working toward Wellbeing. DCU in the Community.
- Introduction to Addiction Studies. Úrrus Training
- Adult Literacy Day Conference. NALA.
- Dyslexia Awareness Training Programme. Dyslexia Association of Ireland

One tutor graduated from Dublin City University with an MSc in Education and Training Management (eLearning) – Level 9.

A Support Tutor was available to provide guidance and mentoring for tutors during term time. She was available two evenings per month in the Adult Education Centre as well as providing one to one support for all tutors during daytime tuition. The Support Tutor continued to assist tutors on changes to and the implementation of the CDETB Assessment Tool.

Mentoring

The mentoring initiative continues whereby experienced tutors share and support each other. Additionally, tutors continue to offer each other their support as mentors where necessary.

A system of substitution continued for tutors on sick leave or bereavement leave.

Volunteer Tutor Training

The CDETB Volunteer Tutor Training programme is delivered on an ‘as required’ basis. There was no training programme offered in 2019 as there were sufficient trained volunteer tutors available to meet local demand for 1:1 tuition.

Cultural and Social Events

A number of daytime and evening trips were successfully organised and attended. These enjoyable educational trips were arranged in order to develop a sense of identity and participation in the broader Scheme and to provide students from the various centres with an opportunity to meet. All these events were well attended and were open to 1–1 students, group students, tutors and others involved with the Scheme. Decisions on what to do or where to go were made in consultation with students and their preferences were considered when arranging trips.

The 2019 calendar included:

- Leinster House /Dáil Éireann (Scheme trip)
- Visit to Santry Community Gardens – planting trees in order to meet with LOs for the L3 Planting and Potting module
- Trim Castle (evening History group)
- Pavee Point Traveller and Roma Centre (Linx Project Challenging Discrimination group)
- Islamic Mosque on SCR (STAR Challenging Discrimination groups)
- Henrietta Street Tenement Museum (Communications and daytime History groups)
- St. Anne’s Park /Phoenix Park (L2 Habitats groups)
- National Botanic Gardens (Horticulture and ESOL groups)
- Geology Dept. in Trinity College (Geography group)
- Fighting Words Creative Writing Workshop (Work Options S/N group)
- National Stud and Japanese Gardens (Scheme trip)
- Ballymun Public Library (Read Write Spell group)
- Bank of Ireland College Green (evening History group)
- Mansion House (Scheme trip)
- Pearse Street Library (daytime History group)
- Axis Theatre to see play ‘Class’
- Annual Christmas quiz organised by CDETB staff in the Ballymun Centre

The following is a report from the Linx Challenging Discrimination group following a visit to Pavee Point Traveller and Roma Centre in March 2019;

“We had a very enjoyable visit to Pavee Point to learn more about the Roma Community in Ireland. Before the visit we didn’t know much about these people – just the stereotypes. We learned about the history of the Roma People and how they came to Ireland, like any other economic migrants, to have a better life. A lot of these people do not get social welfare payments and live in extreme poverty and that is why they have to beg to feed their families. They face a lot of prejudices in Ireland and Europe. The visit to Pavee Point opened our eyes to the hard lives the Roma Community have and we should not judge them.”

Students’ comments having attended trips:

“The visit to Trim Castle was the chance to experience the life and times of Norman heritage. It was wonderful to go up on the roof and view the surrounding countryside, river Boyne, town and cathedral in the distance.”

“The castle was very impressive with wonderful stone work by stone masons. The methods they used to build these structures are amazing and a credit to their craft. The history was fascinating.”

“The Tree of Life in St. Anne’s Park is amazing! It is so well carved. The details of the structure are very striking and the features really stand out. It has so many sea creatures, birds and eagles. We recommend people to go and see it.”

“On the tour of Trinity College Geology Dept. we saw all different kinds of rocks, fossils and dinosaur skeletons. One of the highlights of the tour was that we got to hold two 70 million years old dinosaur eggs! We saw a dinosaur fossil named after David Attenborough ‘Attenborosaurus’. We were spellbound and could have stayed all day.”

DCU Writing Competition for Adult Literacy Students

Thirteen students from the Scheme entered stories or poems for the DCU Writing Competition. One poem was shortlisted for a prize from a large number of entries from literacy schemes in North Dublin and the nominees read their entries at the awards event. As in previous years, a group of tutors and students from the Scheme attended the prizewinning celebration hosted by DCU Library on the DCU Drumcondra Campus with guest speaker and author Mia Gallagher presenting the overall prize.

Scheme Publication

In June 2019, the Scheme launched its latest book of students' writings. Over a period of four months, an editing committee of students, tutors and administrative staff took the project from initiation through to the launch of the book on 11th June 2019.

The theme for the 2019 book, 'gatherings', encompassed gatherings of all sorts including family weddings, funerals and holidays as well as gatherings for learning programmes. One hundred and fourteen pieces of creative writing in the form of short story or verse was submitted by students for publication in the aptly titled '*Let's Get Together.*'

We have published a number of books over the years, but for the first time, the 2019 publication's front cover was designed by a group of students. This group were studying the QQI L2 Design and Visual Arts modules in Ballymun STAR project and they produced the wonderful artwork for the front cover embracing the theme of 'gatherings'.

The editing committee was very pleased when TV presenter, fashion designer and advocate for older people Brendan Courtney accepted the invitation to launch '*Let's Get Together.*' Then, on the day before the launch, newly elected Lord Mayor of Dublin Cllr. Paul McAuliffe accepted an invitation to the event as one of his first mayoral engagements.

The book launch was held in CDET Ballymun Adult Education Centre and in excess of one hundred and forty people from all sectors of the community including political representatives attended the event. As well as celebrating the work of the Scheme participants, the launch contributed towards raising awareness locally about the availability of support for adults who wish to improve their literacy skills. Both the guest speaker and the Lord Mayor spoke of the achievement of students in having their work published and of the relevance of adult basic education in the community.

We were so proud of the four students who read their stories from the book to an attentive audience. The launch concluded with refreshments for attendees and book signing by the guest speaker, Brendan Courtney. We appreciate Brendan's generosity in giving of his time to launch '*Let's Get Together*' and also extend our appreciation to the Lord Mayor for his attendance at the event.

We acknowledge the support of our CDET B colleagues in Ballymun Adult Education Centre during the organising of the book launch and colleagues in Ballymun Communications CE Scheme who photographed the event.

Copies of the book have been distributed throughout the community and to Ballymun Public Library.

Reading Night

An in-Scheme reading evening of the book was attended by 40 students and tutors. Many students had the confidence to read their stories due to being in a supportive atmosphere. For some, this was their first time to read in public.

ESOL students also read their stories at the reading night and some expressed their excitement at sending the book to their families in their homeland.

Celebration of Learning

Certificates from the June and October 2019 external authentications were presented to students by the Lord Mayor, Cllr. Paul McAuliffe, at a 'Celebration of Learning' event on 14th November in CDET B Adult Education Centre. The event was hosted by CDET B and more than 170 people attended including local political representatives, CDET B Chief Executive, Director of FET and a representative from SOLAS. Colleagues from local agencies including DEASP /Intreo, DNWAP and CES Supervisors were also in attendance. We received positive feedback from attendees regarding this very enjoyable celebration of adult learning in the community.

We would like to thank our colleagues in Ballymun Communications CE Scheme who photographed and recorded the event.

Literacy Awareness and Outreach

During 2019, Ballymun Adult Read and Write Scheme was actively involved in local committees and networking to ensure that information on how to address literacy difficulties are known and reflected in organisations' practices.

Book Exchange

The Scheme participated in the Book Exchange facilitated on a monthly basis by Dublin North West Area Partnership (DNWAP). As in previous years, volunteers from BARWS continued to support the Book Exchange throughout 2019. The idea behind the Book Exchange is for people to bring a book and to take a book free of charge thereby making books more accessible in the community where there is no local book store. It promotes reading and encourages greater use of the public library which fully supports the project. Feedback from users of the exchange notes that people are reading books that they would not normally choose. All Scheme students are encouraged to attend on the first Thursday morning of each month.

Apprenticeship Fair

In October the Scheme, along with our colleagues from CDET B Ballymun Adult Education Guidance Service, provided an information stand at the Apprenticeship Fair organised by DNWAP. The Fair was held in Axis Centre Ballymun and aimed to raise awareness of the range of opportunities in the apprenticeship sector and also the expansion of apprenticeship options into non-traditional areas. It offered attendees the opportunity to meet with organisations, employers and service providers. A large number of exhibitors participated in the Ballymun Fair which was visited by over three hundred students and job seekers on the day.

There has been no Education Fair held in Ballymun since the demise of Ballymun Whitehall Area Partnership, so in recent years this event has provided the Scheme with the opportunity to promote the service and to network with other agencies working with young people.

Targeted Outreach

The Scheme is actively involved in local committees including;

- **EQUAL Youth:** The aim of the EQUAL Youth Project is to bring together all of the agencies that work with young people who have left school early, with the aim of an integrated approach to providing them with services. It is about maximising existing resources. It specifically targets young people between the ages of 16 and 24. There has been agreement on policies, procedures and protocols for an inter-agency model of cooperation.

Key practitioners meet on a monthly basis to review action plans.

Agencies involved: Ballymun Job Centre (BJC), Ballymun Regional Youth Resource (BRYR), Ballark Community Training Centre, Ballymun Adult Read and Write Scheme, CDETB Ballymun Youthreach, Ballymun Youth Action Project (BYAP), Anseo Whitehall /Ballymun Schools Completion Programme, Probation Service, Dept. Employment and Social Protection (DEASP), Trinity Comprehensive School and PACE.

- **Ballymun Education Working Group**

The Project Manager attends Ballymun Education Working Group meetings as they arise. The group comprises local agencies involved in a broad range of education and training delivery including representatives from both primary and second level schools, Schools Completion Programmes and third level education providers. The meetings enable networking amongst practitioners ensuring greater opportunities and choices in education and training programmes for the community.

- **New Horizons Programme**

The New Horizons Programme is a DEASP led initiative to engage with people who are in receipt of a social welfare payment but not engaged with any of the local services. In February 2019, CDETB, BARWS, BJC and DNWAP became involved in the planning and delivery of the New Horizons programme.

Four hundred letters were sent to recipients inviting them to attend an Information Session to be held on Wednesday 1st May in CDETB Ballymun Adult Education Centre. Twenty-four people attended the session with thirteen people registering to participate in a 4-week taster programme held twice weekly 9.30am – 12pm during the month of May in the Adult Education Centre. BARWS tutors delivered a number of the sessions including Nutrition, Fitness, Gardening and Craft.

Such was the success of the programme that a follow-on course on one morning per week for 4 weeks was delivered during the month of June with two workshops per session covering mindfulness and horticulture.

At the end of the programme, participants were presented with certificates at a celebratory event attended by representatives from all of the agencies involved.

While the number of participants that actually engaged was low when compared to the initial numbers targeted, the impact on those that did engage was hugely positive. At end of programme evaluation participants reported;

“The course has improved my motivation and social skills”

“I feel more positive and confident especially talking within a group”

“Lots of great information around money advice, mental health and food”

“Very eye-opening on training courses”

Four of the participants registered to take courses with BARWS starting in September 2019.

- **Visit of President Michael D. Higgins**

It was a privilege to welcome Uachtarán na hÉireann Michael D. Higgins and his wife Sabina to BARWS office while they were on a visit to Ballymun Job Centre in May 2019. The President and Mrs Higgins are familiar with the work of the adult literacy service and were interested to hear of how the service is delivered at a local level.

Community Events

Representatives of the Scheme attended the following 2019 community events:

- Dissemination workshop. EU Project – Symfos Symbols for Success. Ballymun LEC.
- Friends Remembering Friends Service. Ballymun Youth Action Project (BYAP).
- CDETB Ballymun Youthreach Open Day.
- Trinity Comprehensive School Open Evening.
- InVest Programme Graduation Ceremony. Ballymun LEC.
- Ballyrunners Programme Graduation Ceremony. BJC.
- CDETB Ballymun Youthreach Graduation Ceremony.
- Dublin City Learning Network. Dublin North West Area Partnership (DNWAP)
- Presentation of BARWS service to South Korean Group visiting Ballymun Job Centre
- QQI L3 Health and Fitness group participated in the Poppintree Park 5km run organised by Tusla Child and Family Resource Centre to raise awareness of breast cancer.

Networking

The Scheme continues to have a well-established local referral network, particularly with Ballymun Local Employment Centre/ Job Centre from whom there were 24 referrals in 2019 and the local DEASP/ Intreo /Seetec Offices from whom there were 23 referred to the service.

The Scheme engaged with local Community Employment (CE) Scheme Supervisors to offer adult basic education and training programmes for CE participants. 79 participated in Ballymun Adult Read and Write Scheme courses during 2019.

One of the CE Scheme Supervisors commented;

“BARWS is an invaluable training provider for our CE Participants. Historically, we have had a percentage of Participants who had little or no formal education. This has led to literacy issues for them throughout their lives. Lately, we are seeing a growth of non-nationals on our Scheme who need support with language skills and writing. The BARWS provide an excellent training programme which covers all of our Participants needs and they successfully exit their respective courses. This is due to the huge effort and support given to each Participant by their tutors and the organisation in general.

Our Participants often return to continue their education with the BARWS. The reason for this is that the BARWS provides a comfortable learning environment where they are given the confidence to develop. The service provides immense support to our non-national Participants who quite often don't have the support networks in place to assist them with interacting with various government departments and other organisations. The ESOL course provides them with the language skills and support they need.

What can't be quantified by statistics, is the overall effect the BARWS and its amazing staff have on our Participants. The increased confidence, self-esteem and personal development of each individual transfers into their work and home life and is visible to everyone who interacts with them. The tutors go above and beyond and the service provided does more than just teach - it empowers Participants and for this we are all very grateful.”

Trinity Comprehensive Open Night

An opportunity to have a display stand at the Trinity Comprehensive School Open Night on 25th September 2019 was availed of. Ballymun Adult Read and Write Scheme services were promoted to parents, staff and students.

Ballymun Public Library

A tour of Ballymun Public Library was arranged for one of the Read Write Spell Groups and resulted in seven students registering to join the library. A number of these students continue to visit the library on a regular basis to avail of the resources.

International Literacy Week

During International Literacy Week in September 2019, the Scheme had a promotional stand at Ballymun Book Exchange in the Civic Centre and also in Axis Centre to promote awareness of our service in the community.

EU Project: Erasmus+ KA2 Strategic Partnership for Adult Education

The Scheme accepted an invitation to participate in a Hungarian led proposal for a transnational project under the Erasmus+ KA2 - Cooperation for Innovation and the Exchange of Good Practices programme. The project titled '*Back to learning - developing key competence of adults for high quality learning opportunities*' was approved in July 2018 with a start date in October 2018 and the final meeting in June 2020.

Adult education agencies from six EU countries are participating in the project; Hungary, Germany, Estonia, Malta, Spain and Ireland each hosting a two-day transnational meeting where participants are provided with an overview of adult basic education strategy at both national and regional levels along with examples of good practice in the delivery of adult basic education programmes at local community adult learning centres.

The second transnational meeting of the 'Back to Learning' project was hosted by BARWS in CDET Ballymun Adult Education Centre on 5th and 6th March 2019. The project partners had tutor presentations on assessment for accredited and unaccredited groups and on themed learning such as BARWS horticulture programme. There was also a visit to Ballymun STAR project, where STAR participants spoke of learning programmes delivered by BARWS tutors.

The project partners had the opportunity to hear, first-hand, of our learners' experience of returning to adult basic education and the impact on their everyday life when they met with more than thirty BARWS learners for a tea and chat session. One learner commented;

"I felt so proud that they were interested in what we have done and learned. They were so friendly and the atmosphere was amazing which made us all feel so proud, plus that they were so comfortable with the group. The fact that they came here from different countries was amazing."

The cultural element of the visit to Dublin involved a tour of the Rediscovery Centre in Ballymun and later, an evening tour of Dublin City Centre led by BARWS history tutor. We were delighted to receive very positive feedback for the Dublin meeting from the project partners.

In 2019, the Dublin meeting was followed by meetings in Tallinn, Estonia and Valletta, Malta. Two further transnational meetings are scheduled for 2020 with a project conclusion date of September 2020.

Scheme Newsletter

A team of tutors published both the summer and Christmas edition of the Scheme newsletter "*What's the Story*". It featured contributions from students, the range of learning opportunities, event notices and photographs of events during 2019. This colourful newsletter was distributed both on-line and in hard copy to local organisations as well as internally in the Scheme and received positive and encouraging feedback from readers.

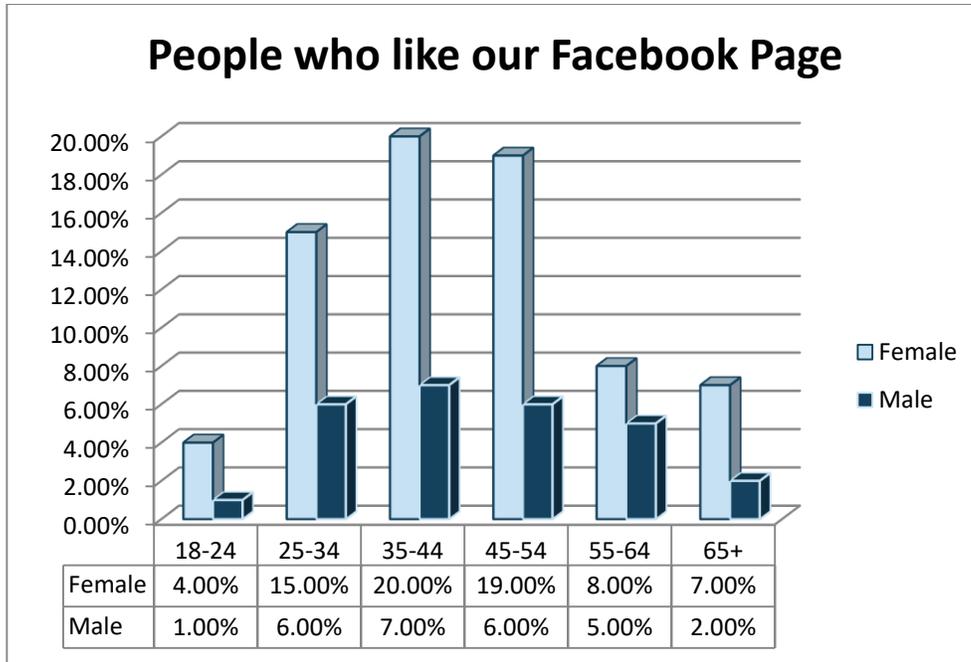
Scheme Website

Having a website provides the Scheme with promotional opportunities along with the added value of uploading photos from events and displaying project work. This adds to our multimedia approach to advertising. Our Facebook page is accessible from the Scheme website:

www.ballymunreadandwrite.ie

Facebook

Different forms of communication are required depending on the target group. In November 2012, the Scheme launched a Facebook page. This is regularly monitored and updated with photos and news items and is also accessible through our web site and email signature. It was used to promote new courses with the uploading of advertisement posters in 2019.



Poster Campaign and Outreach

At the beginning of each term, posters were placed in various public venues advertising our courses and the adult literacy service. Our outreach worker also contacted organisations directly to make them aware of what courses and services were on offer. We received posters from NALA with the Scheme’s contact details printed thereon and these have also been displayed in local venues.

Progression

In May/June each year students are given the opportunity to formally review their learning paths and plan their progression route through personal evaluation with their tutor. All students are offered and encouraged to take the Introduction to Computers course. Learning options are also circulated and promoted through the Scheme newsletter.

Education Guidance

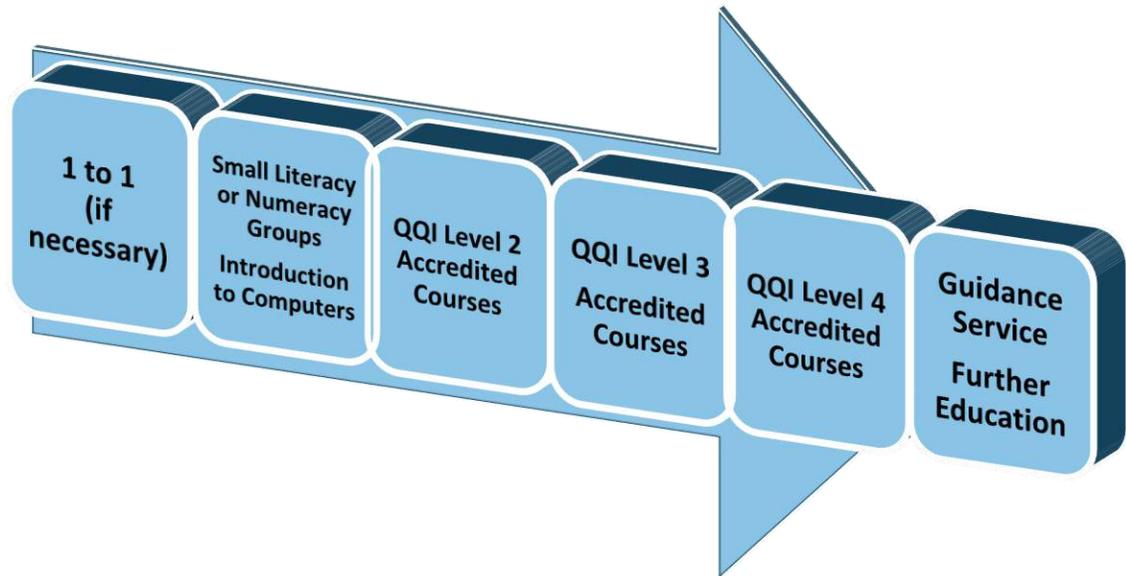
The City of Dublin ETB Adult Education Guidance Service is part of the team approach adopted by Ballymun Adult Read and Write Scheme to support positive outcomes from learning and progression for our students.

During 2019, the CDET Ballymun Adult Education Guidance Counsellor:

- Provided guidance for 72 students in total
- 33 students were met individually (11 male, 22 female)
- 39 students attended 4 group sessions (15 male, 24 female)

Progression other than in the Scheme

One aspect of the Adult Education Guidance Counsellor's work with the Scheme's students is to help them to develop confidence to progress from the Scheme as appropriate. This is achieved through the provision of workshops and one-to-one educational guidance sessions. In this way, the work of the Guidance Counsellor with students can take place on an on-going basis, with the ultimate aim of assisting them to progress with their educational journey.



Students may enter their learning journey at any stage along this continuum depending on their prior knowledge and skills

Intensive Tuition Adult Basic Education (ITABE)

ITABE tuition is a targeted national programme which aims to provide adults with literacy/numeracy difficulties access to intensive tuition. Tuition is delivered for a minimum of 6-hours per week over a 14 week period.

This programme has long been a feature of BARWS provision, however in 2019 the Scheme was unable to meet the criteria regarding minimum student numbers for the course therefore no ITABE tuition was delivered.

Ensuring Equality and Diversity

- **Age and Opportunity**

Whitehall has a high proportion of residents over 55 years. Through our networking with the active retired groups in the area there were referrals of mature students for technology courses. In an era of increasing demand on individuals who want to participate fully in this growing information based society, knowing how to read and navigate through digital texts is essential for everyone.

The feedback from the Introduction to the Internet courses for the over fifty - fives highlights the significant benefits of learning to older members of our community. The PIACC results record that the lowest problem solving in technology-rich environments is achieved by those aged 60-65. Ballymun Adult Read and Write Scheme ICT courses ensured all older people are given the opportunity and support to engage with technology in a meaningful and beneficial way. We met the needs of the community with jargon free explanations of new technology appropriate to this age group. Photos were attached and emailed as attachments for the first time. The census records and holiday destinations were researched. Cinema and theatre shows have been booked on line and films previewed. Motor tax and waste charges were paid online.

Student comments:

"In September I started a computer course. I am learning to send and receive emails and surf the internet. I am also learning how to book things online. The course is very good."

"I started using the Computer in work and did not know much about them, so I started a Computer Course with 10 more people and I am enjoying it very much."

- **FIT 'Getting Citizens Online Programme'**

Thirty-nine students studying technology courses at various levels participated in the 'Getting Citizens Online Programme' promoted by Fastrack to Information Technology (FIT) and funded by the Department of Communications, Climate Action and Environment. The initiative is in line with the National Digital Strategy, which focuses on encouraging and empowering citizens to participate fully in Ireland's digital economy and society.

- **Learning disability**

The Scheme continued to collaborate with St. Michael's House in providing literacy tuition in the St. Michael's House training centre at Northbrook. We also deliver tuition in Margaret Aylward Community College to support literacy development for participants of the St. Michael's House Work Options Group. That group's learning programme included a creative writing workshop with the Fighting Words Project.

- **Travelling community**

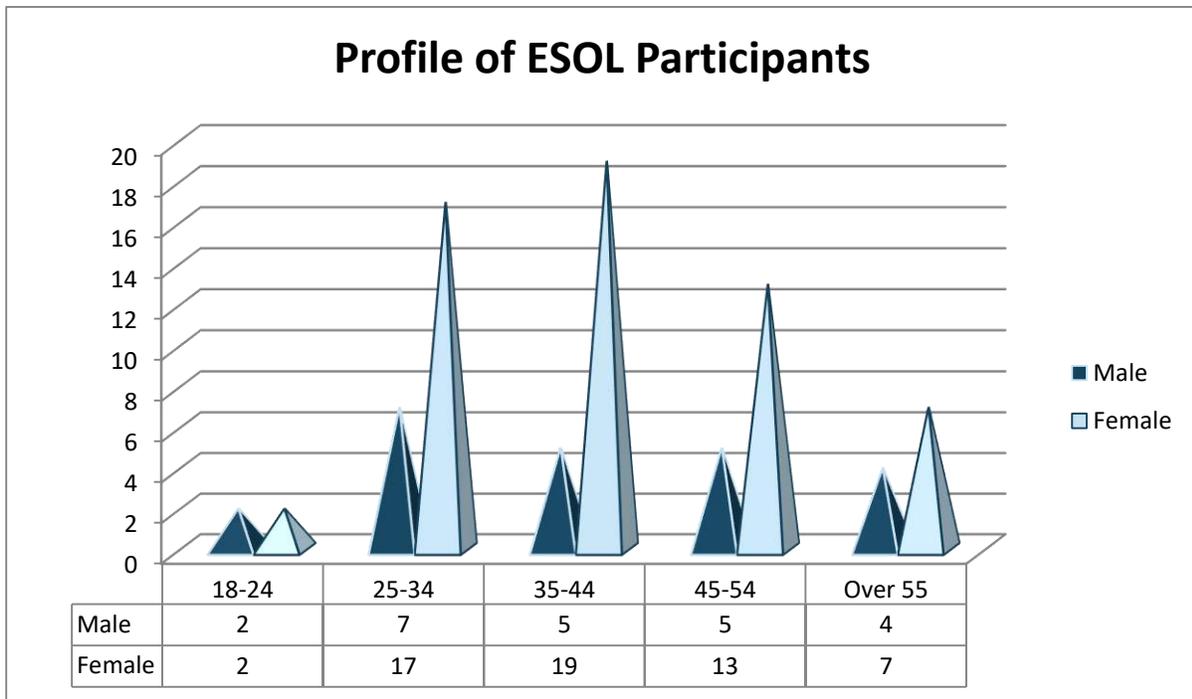
Since its inception Ballymun Adult Read and Write Scheme has supported the Travelling community by providing tuition at their local St. Margaret's Community Centre. Since the closure of the Women's Project during 2014 members of the Travelling community attend tuition provided by the Scheme in various venues on a one-to-one and group basis.

• **English for speakers of other languages: ESOL**

The 2016 census identified that 17.1% of the population of Ballymun wards A, B, C, D are non-Irish nationals. This represents an increase of 4.7% since 2006 and compares to the national average of 15.2%. The largest nationality was Polish 3.8% followed by UK and Lithuanian 1.0%.

The Scheme provided free classes in ESOL to migrant workers living and/or working in the local community. ESOL has much in common with adult literacy. It is about “survival” English that impacts on daily life. Students from a range of countries have come to live and work in the Ballymun area. These classes were at basic level for those who have had no previous knowledge of English. The levels are AO (pre-beginner) as defined by ALTE (Association of Language Testers in Europe) and A1 beginner ALTE, or QQI level 3 *English as a Second Language*.

In 2019, 81 international adults from the community studied ESOL at AO and QQI level 3 with the Scheme. These students came to Ireland from 31 different countries. The majority were Moldovan Nationals (13) with Romania (9) and Brazil (7) being the next highest number for country of origin. Other countries of origin include; Afghanistan, China, Latvia, Mauritius, Pakistan and Venezuela. Referrals came from the Ballymun Job Centre and DEASP. All students were assessed for English language skills by the CDETБ local ESOL Co-ordinator before they commenced courses. ESOL students attending classes in the CDETБ Adult Education Centre received a minimum of four hours tuition per week for evening courses and six hours tuition per week for daytime courses as recommended for language learning and progression. A number of daytime students successfully completed the intensive QQI level 3 course which was delivered over a period of seventeen weeks with nine hours tuition per week.



Ensuring Standards

Good practice for literacy provision includes assessment for teaching and learning in the form of initial, formative and summative reports. In 2012, a standardised assessment tool *The Progress Framework for Teaching & Learning* was developed by the then CDVEC. Since then the tool has been revised and rolled out for use with 1-1 literacy students, non-accredited literacy groups, QQI level 2 groups and a selection of students from level 3 and 4 groups. Training and support has been provided by the Tutor Support worker.

Since 2014 the Progress Framework has also been used as a mechanism to collect citywide data on the progress of students as they move through the NFQ levels in literacy. Progress Framework Post Course Report summaries were compiled for the CDETb by the Tutor Support worker and submitted in 2019 for the academic year September 2018 – June 2019.

Other examples of ensuring standards include:

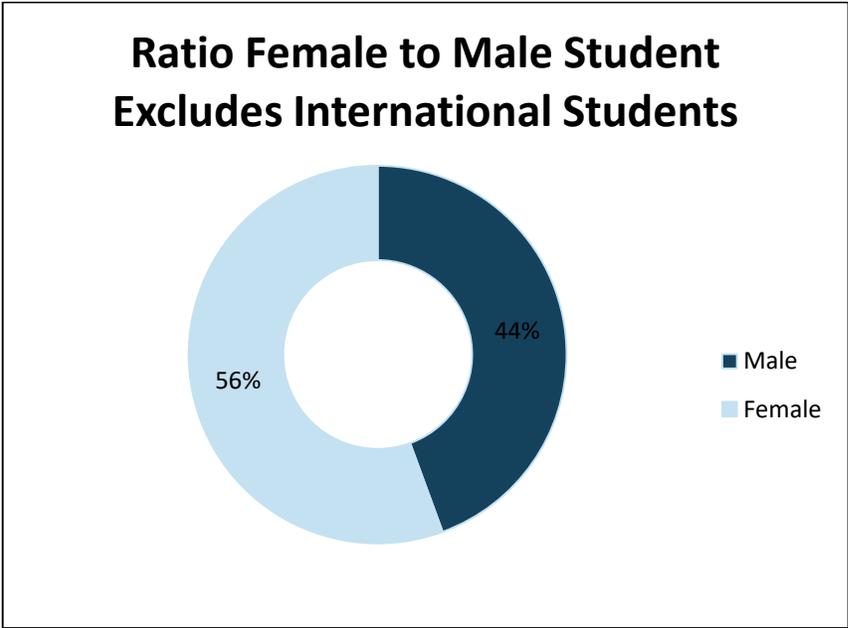
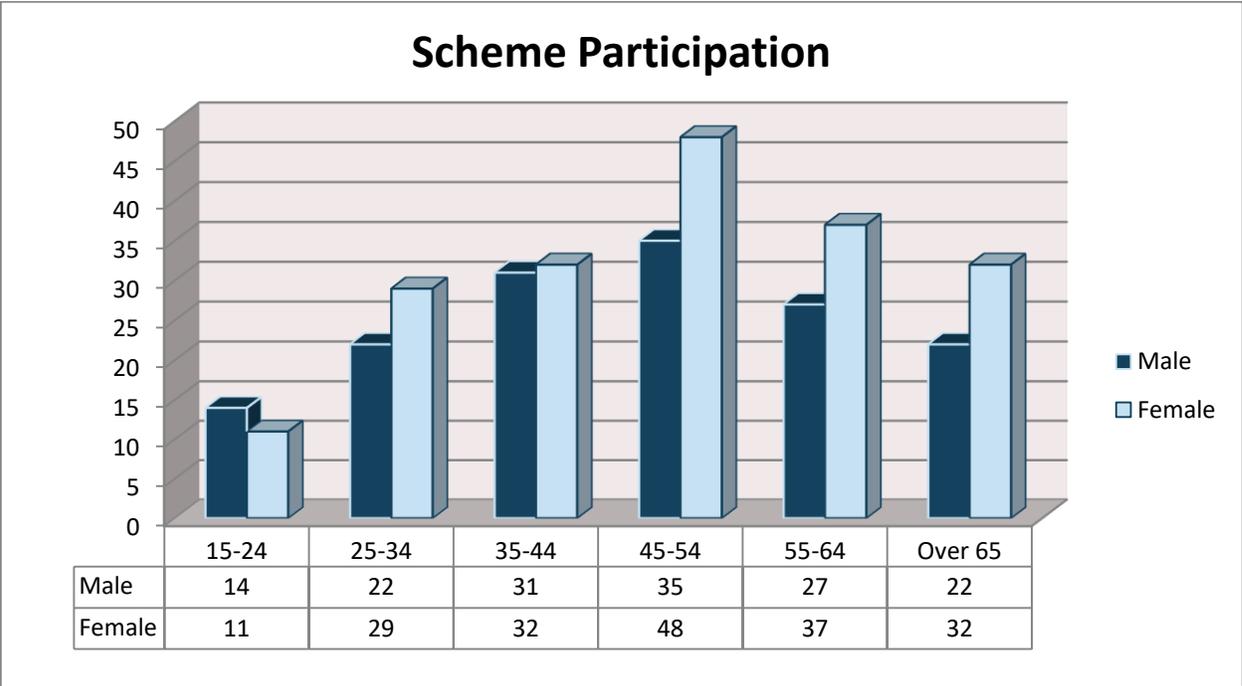
- The Interactive Whiteboard was used by groups as a learning tool in the CDETb Adult Education Centre;
- Resources for students/tutors were updated;
- PCs were available in the Scheme room in CDETb Adult Education Centre and Geraldstown House with internet access;
- A specific PC was available to tutors in the CDETb Adult Education Centre tutor staff room;
- An additional laptop was purchased and is available as a resource on request to tutors;
- A further eight Tablets were purchased bringing the number of Tablets available for use as an additional teaching /learning resource to nineteen;
- Tutor mentoring was encouraged and supported;
- A tutor substitution scheme continued to ensure as far as possible that no class had to be postponed;
- Positive feedback from External QQI Authenticators Report;
- Organisation of trips and tours to places of interest that complement classroom teaching /learning experiences.

Scheme Participation Charts

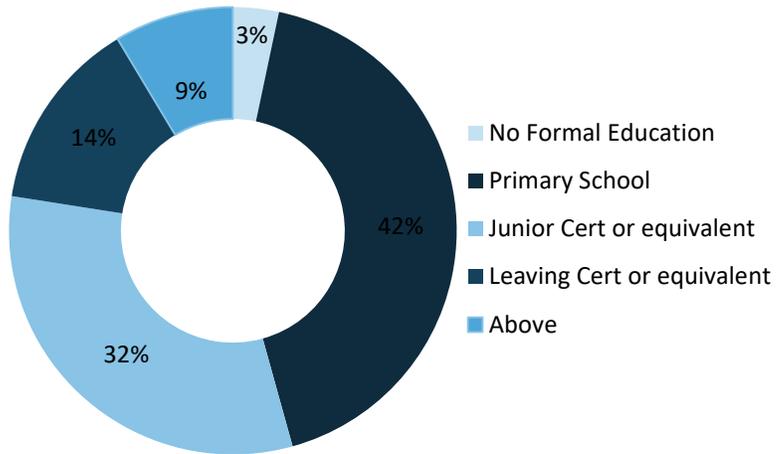
January – December 2019

Profile of Participants

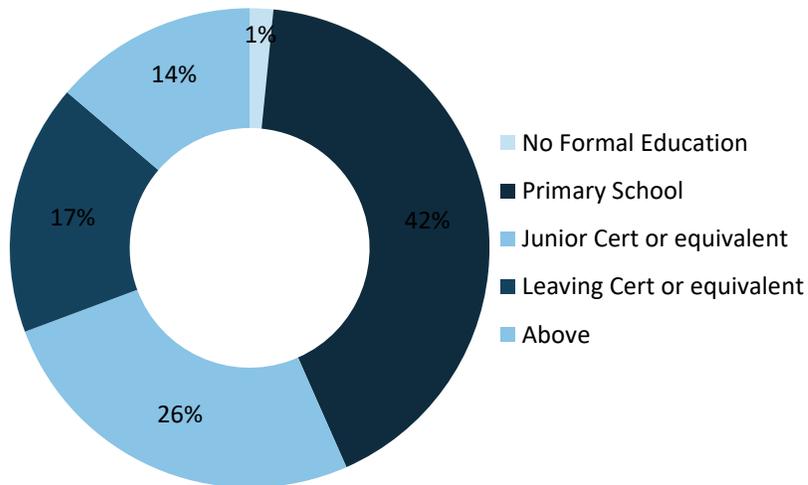
(Excludes International Students)



Male age at leaving school Excludes International Students



Female age at leaving school Exclude International Students



A Selection of Feedback from our Students

Returning to Education:

"I remember the first day on my way down to CDETB Centre. I was so nervous and didn't know what to expect. As soon as I walked in the door I was made feel very welcome. The tutors and people are fabulous. There are people from all different backgrounds but one thing we all have in common is we are all here to learn as well as hopefully get to know some people. Everybody is so helpful and kind."

"As a group we came to this class and didn't know what to expect. Some of us started with 1:1 tutoring before joining this group. As a group, we discussed what we would like to achieve together in this class. It was a relief to get the first class done. In the beginning we all felt nervous but soon settled in. We were made to feel relaxed by our teacher and that made learning an easier process..... Our advice to others is it's never too late. If you're not great at reading or writing, don't be afraid to ring and ask for help. Don't let your own fear stop you from participating."

"I really like going back to learning. It's great to be interested in learning again and realising how much I can learn and how to ask the right questions."

Read Write Spell:

"Looking back now I'm glad I gave myself a chance by coming to the class. I have learned so much."

"It gives me the feel good factor."

"I am reading more and writing more and I enjoy it."

Geography:

"On a Tuesday morning in January I started this class. Our first lesson was about the planet that I live on and what it is made up of. I sat there with my mouth wide open, thinking is this for real? I found out about the other planets. I learned how mountains came about, how a river flows, about the seas, the sun and the stars."

Technology

"Well the course was very good for me. I knew very little about my phone so I was glad to learn what I learned."

"I found this course very helpful and informative. I got what I wanted from it and I hope to continue learning."

"I would love to come back and do another course because I learned so much and want to learn more. The teacher was fantastic and very patient with me. Thank you."

"I loved this course. I wanted to be able to 'get around' my phone and laptop. The tutor showed us all to do it in an easily understood way. She had endless patience with every query."

QQI level 2 Groups;

Craft

"I am getting on great. My reading is getting better and I love the craft too."

"I am really enjoying coming to the Centre. I enjoy everyone who is in my group and I enjoy the craft work."

Visual Art

"I enjoyed the art the most in the back to learning classes as I found it very relaxing and I also had a lot of fun. There is also a sense of self achievement when you finish a project and receive your certificate."

QQI level 3 Groups;

Computer Literacy and Internet Skills

"I was very scared when I started as I had no knowledge of computers. It opened a whole new world for me. I booked my first holiday online. I owe my new found confidence to my tutor. I am now doing QQI Level 4 and hope to work in a new job in an office in the future."

Challenging Discrimination

"I learned about the basic concepts of discrimination and the ways they can affect people. This is a very interesting course."

"This course is very interesting and exciting. I learned about different types of discrimination and how it can be addressed."

Nutrition and Healthy Options

"This is a very educational and interesting course. I enjoyed learning about different diets people have to keep because of their health conditions."

ESOL

"I feel my English has improved in four skills; reading, speaking, listening and writing. I have more confidence when I speak and I feel I am better at grammar."

QQI Level 4 Groups;

Communications

"I am doing the Level 4 Communications course and really enjoying it. I am learning so much. I would really recommend it. Our tutor is brilliant, very patient and encouraging."

Information Technology Skills

"I really enjoyed the module. I found it challenging compared to the level 3 modules but I learned the skills to work in different ways including self-directed and team work. This was a new way of learning because in previous courses the teacher directed us every step of the way."

The team who contributed to the success of Ballymun Adult Read and Write Scheme in 2019

17 Group Tutors

Mary Archer
Denise Griffin
Therese Hayden
Joanne McCabe
Breda Rogers
Lindie Spain

Christine Ashton
Geraldine Hanan
Deirdre Keating
Tighearnán Noonan
Mark Ronan
Regina Tunney

Maeve Dooley
Claire Hand
Áine Lavelle
Liz O'Rourke
Jessica Sheekey

14 One to One Voluntary Tutors

Brid Bergin
Gráinne Hely
Liam McCotter
Colette Smith

Caroline Doyle
Brenda Lawlor
Gerry Moloney
Maura Tierney

Kalianne Farren
Mary McCarthy
Barbara O'Connor

Patricia Flannery
Claire McCarthy
Liz O'Rourke

Scheme Support Team (part-time)

Jean Brophy, Support Tutor & QQI Co-ordinator (retired June 2019)
Denise Griffin, Support Tutor & QQI Co-ordinator (appointed May 2019)
Liz O'Rourke, Workshop Supervisor
Linda Morley, Administration

CDET B Adult Education Guidance Service

Michelle Morrissey

Full time Manager

Christine Carroll

Acknowledgements

Special thanks are extended to:

- The provider of the annual grant - City of Dublin Education and Training Board, funded by the Department of Education and Skills and SOLAS, with assistance from the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020. This funding provided office and tuition facilities, the core grant and continuous professional development.
- EU Project *'Back to Learning – developing key competence of adults for high quality learning opportunities'* funded by Erasmus+ KA2 - Cooperation for Innovation and the Exchange of Good Practices programme.
- FIT *'Getting Citizens Online Programme'* funded by the Department of Communications, Climate Action and Environment.
- Dublin City Council Community Grants Fund.
- NALA Student Development Fund.
- Manager and staff in the CDET B Adult Education Centre for their continued support throughout 2019.
- Manager and staff in Ballymun Local Employment Centre.
- Tusla Child & Family Agency for tuition rooms and use of kitchen in Geraldstown House.
- Ballymun Public Library Librarian and staff for their support during 2019.
- Staff including caretaking at all tuition venues.

Thanks also to Scheme staff, volunteers and students for their unfailing dedication to the Scheme ethos, cooperation, engagement and support at all events, and above all enthusiasm for learning.

Conclusion

The provision of literacy tuition for 421 individuals, some of whom took multiple courses, demonstrates the essential service that Ballymun Adult Read and Write Scheme continues to contribute to the local community. It is interesting to note that in our 2019 student cohort, excluding international students, the split between males and females represents 56% female and 44% male. There is marginal change from the 2017 and 2018 figures showing close to equal 50/50% splits while previous annual reports show that in 2005, this ratio was 71% female and 29% male while in 2010 the ratio was 74% female and 26% male.

The 2019 broad and creative programme ensured the continuing development of literacy, numeracy, IT and critical thinking skills for our students in response to the needs of the community. The PIACC results continued to provide the Scheme with a focus as to where resources should be channelled.

For some of the international members of our community, it was encouraging to see that having developed basic English language skills students then progressed to accredited courses, QQI level 3 *English for Speakers of Other Languages* (ESOL) and further to the CDET Ballymun Level 4 ESOL courses. It is interesting to note the change in demographic accessing our English language classes. The total of 81 international students attending classes in 2019 represented 31 countries from across the globe. The participation of this culturally diverse cohort required a broader perspective on teaching and learning support to enable students to successfully complete programmes.

An innovative, relevant and varied programme of teaching and learning was undertaken again in 2019. A project work approach acknowledges that in adult literacy the process of education can be as important as the content, developing skills in communication, teamwork and research while accommodating a multi-sensory approach to learning.

Apart from improved reading and writing skills, good adult literacy provision leads to the development of employability skills, improved health, long-term positive impacts on children's school performance and increased levels of civic and social engagement as evidenced in the delivery of the *QQI Level 3 Challenging Discrimination* programme and with learner participation in the EU Project Meeting Tea and Chat session.

A wide selection of trips and events were organised with many complementing teaching and learning experiences within the courses. Trips for ESOL students to the Botanic Gardens and the National Museum provided this group with access to no cost amenities of interest. Visits to Santry Community Garden enabled horticulture students to plant a tree to fulfil one of the learning outcomes for the module and further develop ideas around the horticulture theme. The Scheme trip to the National Stud and Japanese Gardens was a first time visit for many students and provided the opportunity to travel outside of their usual environs. Tours of Leinster House and the Mansion House enabled students to experience both history and politics in a very 'real' sense.

It is always encouraging to hear our students speak out publicly or read their stories as witnessed at events in 2019. Students reading from personal poetry and stories at BARWS book launch and participating in events such as CDET B's Celebration of Learning or DCU's Creative Writing Awards demonstrated improved levels of self-confidence, acquired through engagement with all aspects of Ballymun Adult Read and Write Scheme's adult basic education programme.

Ballymun Adult Read and Write Scheme CLG

Family literacy remained a priority. Having an established community network ensured referrals came for those who could benefit most from the progression routes provided. Family Literacy was also promoted by working with our colleagues in the Public Library and youngballymun and by using our Facebook page to promote courses and events.

We continued to support St Michael's House with tuition on site in their training centre in Northbrook as well as the provision of literacy support for the St Michael's House Work Options group in Margaret Aylward Community College. Tuition in the Women and Family Resource Centre Sillogue continued for students who attend other programmes in that Centre. Literacy support was provided for students attending programmes with local agencies such as STAR, BYAP and Linx Project. Tutors availed of the Continuous Professional Development delivered by CDETB, NALA, Úrrus, BRYR and DCU in the Community.

Through networking and community involvement, the Scheme yielded positive results in terms of enrolments and relationship building. Referrals from Ballymun Local Employment Centre/ Job Centre numbered 24 in 2019 while 23 referrals came directly from the local DEASP /Intreo /Seetac Offices. Local Community Employment Schemes referred 79 participants to BARWS education and training programmes at venues throughout the community.

Participation in the local DEASP initiative 'New Horizons Programme' provided a further opportunity to promote BARWS service and confirmed the Scheme's relevance in the community as a provider of basic adult education programmes.

The location of office premises in the new Ballymun LEC/ BJC offices in Ballymun Civic Centre on Main Street, has ensured that our service is visible and accessible to the local community many of whom engage with the LEC /BJC and also with support agencies housed in the Civic Centre.

Engagement with the EU 'Back to Learning' Erasmus+ Project has enabled a broader perspective and opportunities to reflect on our teaching and learning practices. Information regarding adult basic education strategy at both national and regional levels in partner countries along with examples of good practice in the delivery of basic education programmes in local community adult learning centres offers inspiration and encouragement for on-going course planning and delivery.

The skills, knowledge and experience built over more than thirty years have enabled Ballymun Adult Read and Write Scheme to continue the process of embracing changes in the provision of adult education programmes. The opportunity to engage with the community through a number of agencies and varied tuition venues enhanced our work in the Ballymun area.

Positive student feedback during 2019 supports our efforts to provide a quality adult basic education service meeting the needs of our students and the wider community. Ballymun Adult Read and Write Scheme will endeavour to maintain this high standard in future years.