

# Ballymun Adult Read and Write Scheme Ltd



## Annual Report 2010



<b>CONTENTS</b>	<b>Page</b>
Management Structure	3
Introduction/ Area Profile	4
Literacy Provision	6
Tuition Venues	7
Learning Opportunities	8
Accreditation Awarded	10
Local Cooperation	12
Support and Integrating Literacy	14
Cultural & Social Events	14
Publication	15
Literacy Awareness and Outreach	16
Progression	18
Family Literacy	19
Intensive Tuition Adult Basic Education	20
Ensuring Equality and Diversity	21
Ensuring Standards	23
Scheme Participation / Literacy Levels	25
Student Comments	27
Team Members	28
Conclusion	29
Acknowledgements	30
Indicative Level Summary	31
Auditors' Report	32

## Mission Statement:

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

**CDVEC**

*Seirbhís Oideachais Aosach*  
*Adult Education Service*



EUROPEAN SOCIAL FUND



NATIONAL DEVELOPMENT PLAN



Directors: T.O'Donnell L.O'Brien. Registered office: Geraldstown House, Ballymun Cross, Dublin.  
Registration No. 329826

## Management Structure

Ballymun Adult Read and Write Scheme was established in 1986, to provide adult literacy and basic education tuition through a partnership between volunteers, community organisations and statutory bodies working in the area. Funded through the City of Dublin VEC, by the Department of Education and Skills, with assistance from the European Social Fund, as part of the National Development Plan - Towards 2016.

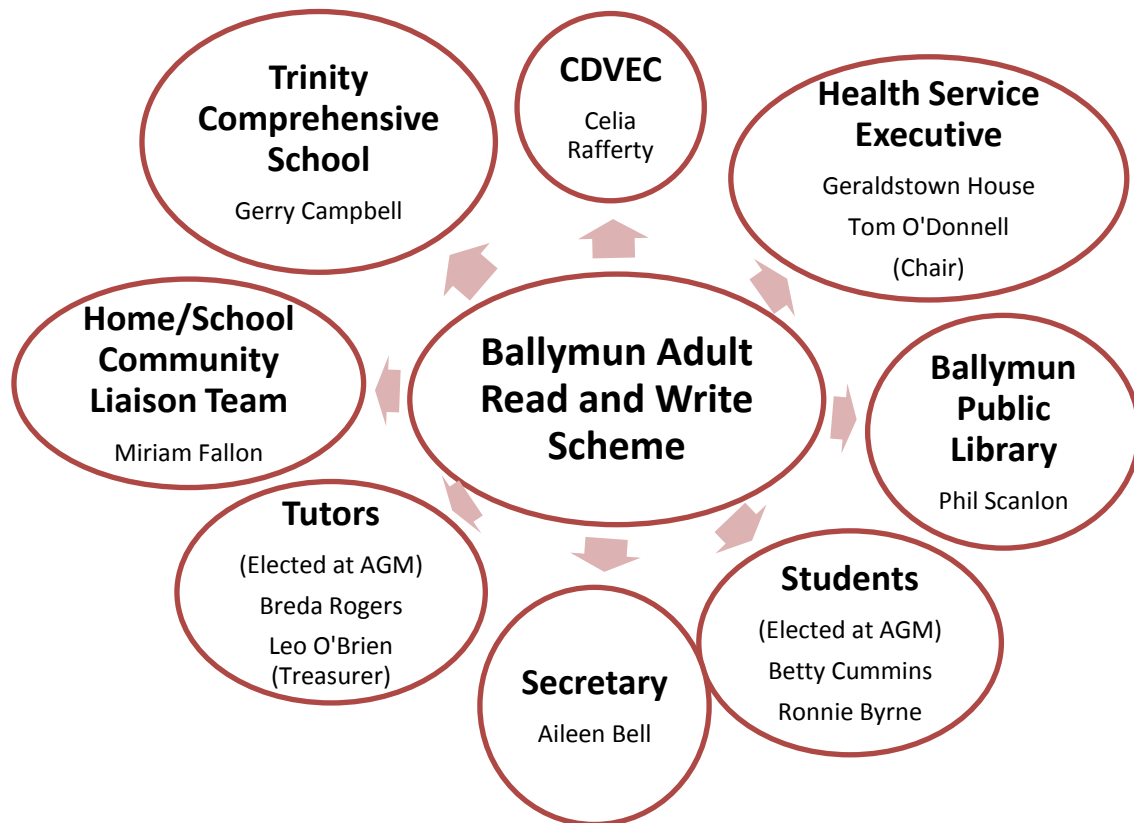
In July 2000 the Scheme became a company limited by guarantee.

Directors; Tom O'Donnell, Leo O'Brien: Secretary; Aileen Bell.

Members; Celia Rafferty, Betty Cummins, Miriam Fallon, Gerry Campbell.

Tutors are employed by the company.

The Scheme is run by a Board of Management, comprised of a partnership between the company, volunteers, community groups and statutory bodies working in the area, namely:



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.

Mary Love, as the City of Dublin VEC literacy services organiser for the area, attends to the day-to-day management.

## Introduction

The 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. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change. (NALA) 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. Confidence is important as a precondition and a by-product of learning. The concept of learning to learn underpins our work as we train tutors how to teach we also teach our students how to learn.

## Area profile

Ballymun is situated approx 4 miles north of Dublin city centre. It originally consisted of seven 15 storey towers, nineteen 8 storey spine blocks, ten 4 storey and 400 houses. In the 1970s 1400 houses were added. Ballymun is currently undergoing major regeneration which began in 1996. The 2800 flats are being replaced with new housing. Although the scheme's area of responsibility also covers Santry/Whitehall bordered by the Swords Rd; Glasnevin bordered by Glasnevin Ave – Griffith Ave; for the purpose of this report the following statistics are only for the geographic electoral area wards Ballymun A, B, C, and D.

The 2006 census figures for this area show the population as 15,493. This is expected to increase with the new regeneration. 45.8% of the population is under the age of 25.

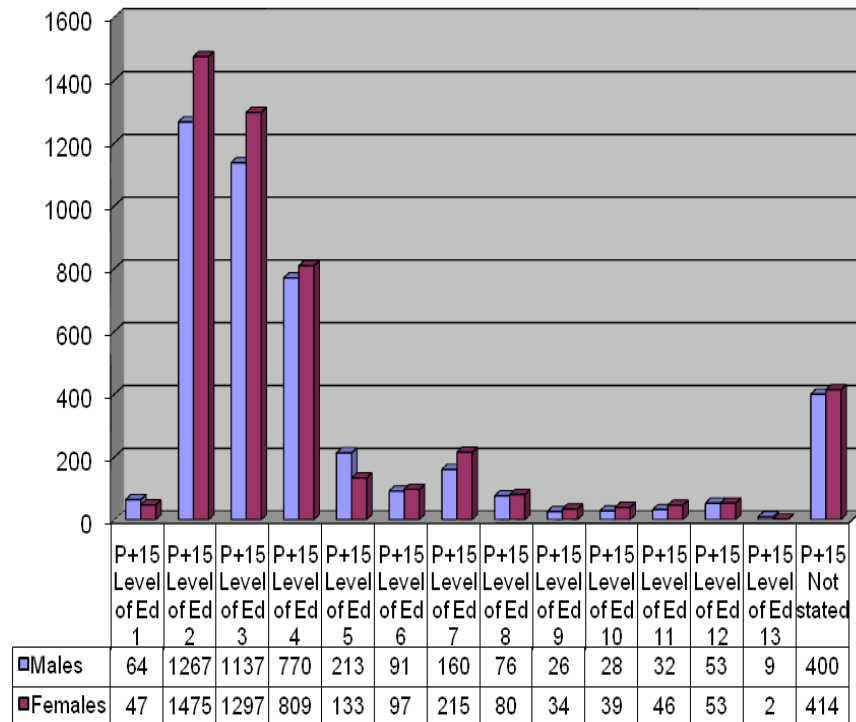
There are thirteen unemployment black spots in Dublin City. Ballymun has 4 of those black spots with an average unemployment rate of 25.6% in the 4 electoral wards A, B, C, and D recorded in the 2006 national census. 56% of males not in the labour force over the age of 15 have lower secondary (Junior Cert, Group Cert, O level) as their highest level of education.

The live register figures for December 2010 showed an increase of 6.4% compared to the December 2009 figure in the number on the live register in the Ballymun Social Welfare local Office. This equates to 178 people. This impacts further on an area with already concentrated long term unemployed. The biggest increase is in the age group of 25 and over.

In addition, in Ballymun A, B, C and D the percentage of people whose education ceased by the age of 16 is 26.47% in comparison to Dublin City of 21.19%.

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

**Males & Females Level of Education Team Area 81 - Ballymun**



Persons aged 15 years and over whose full time education has ceased are classified by the highest level of education completed ( fulltime or part time).

The levels of education as defined by the Census (which do not correspond to the levels in the National Framework of Qualifications from level 5) are as follows:

- 1. No formal Education
- 2. Primary Education
- 3. Lower Secondary ( Junior Cert, Group Cert, “O” level)

Second level

- 4 Upper Secondary ( Leaving Cert, “A” level )
- 5. Technical or Vocational Qualification.
- 6. Both Upper secondary and Technical or Vocational

Third Level

- 7. Non Degree Qualifications
- 8. Primary Degree ( Third Level Bachelor )
- 9. Professional Qualification ( of degree status at least)
- 10. Both a degree and a professional qualiification
- 11. Postgraduate Certificate of Diploma
- 12. Postgraduate Degree
- 13. Doctorate (PHD )

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

## Literacy Provision

Registrations for 2010 were 627 individuals 94 of whom were International Students who came for ESOL ( English for Speakers of Other Languages). Training and support was provided for 46 tutors. The Scheme also engaged in raising awareness of literacy difficulties in the local area. Advice and training was provided for local groups, training workshops and seminars for tutors and students. Progression routes for students were identified. As in previous years BARWS responded to community needs by networking closely with other local education providers. This enabled a tailored, student centred approach, with flexible delivery in place and time.

In addition to providing the existing service the scheme continued its programme of updating the tutors skills.

### Our Practice:

Thematic learning is an interesting and meaningful teaching practice for adults. Project work incorporates a multisensory approach that ensures individual learning styles are accommodated.

Some examples of 2010 themes are:

**Cookery:** In order to take numeracy weights and measures out of the “classroom” and into live situations, the numeracy group spent a morning cooking in Geraldstown House.

### Living in a Diverse Society:

This course gave students the opportunity to confront and debate issues around diversity in Ireland while improving reading, writing and oral skills.

The History and Works of Irish Playwrights was used as a method to encourage students to read script aloud in an environment where they felt comfortable. Students took on characters which enables them to forget about themselves. They received interpretation of language which broadened their vocabulary. Listening skills were developed through the interaction of the characters.

Student comment

*“It helped me to recognise my voice.”*

Women in Irish History was used by a women’s group as a theme following a trip to Kilmainham gaol.

Student comment:

*“I love spending time in book shops now. I joined the library and took out a book on history. The class has given me confidence and new interests....”*

Changing Times was used as a topic for creative writing in the whole scheme, a project which led to the publication of a book.

Student’s comment:

*“I feel like a new woman now after reading in public”.*

*“I am over the moon seeing my story published”.*

A Family Literacy Programme continues to be a priority and continues to be developed with progression routes. Family literacy courses could not take place without the wide range of stakeholders which make up the Board of Ballymun Adult Read and Write Scheme, sharing responsibility for the needs of the area. This is through:

- Funding, tutor training, providing premises, crèche facilities, equipment and referrals. 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.

In 2010 we expanded our storybooks programme through our engagement with youngballymun.

The scheme supported other local providers of adult education examples are:

- Assisted BRYP ( Ballymun Regional Youth Resource ) in their screening for their Level 5 Youth and Community Course to ensure appropriate literacy entry level.
- Edited documents and advised on the use of Plain English for community groups e.g literacy proofed community questionnaire for BRL.

## Tuition Venues

### *Evenings:*

Mondays and Tuesdays - 7.30pm - 9.30pm.

Trinity Comprehensive School. One to one and group tuition. One to one tuition sessions were able to avail of private rooms.

Local Employment Centre.

### *Daytime:*

- Trinity Comprehensive School: One special needs group only.
- Geraldstown House, Health Services Executive, Family Resource Centre. Room dedicated to scheme usage plus others on request.
- CDVEC Adult Education Centre.
- Public Library community room.
- St Margaret's Travellers' Community Centre.
- STAR Project Horizons Centre.
- St Joseph's Primary School – parent's room.
- Virgin Mary Primary School- parent's room.
- YAP Horizons Centre.
- Local Employment Centre/Job Centre.
- St Michaels House Training Centre, Omni Centre.
- St Michaels House Training Centre, Northbrook.
- Ballark Community Training Workshop.
- Women's Centre.
- Unit 2 Partnership Enterprise Centre (provided by CDVEC for tuition)

Creche facilities were provided free of charge in Geraldstown House. This enabled the scheme to provide a Family Literacy programme with progression routes. In addition, in 2010, a sessional crèche worker was contracted to work with the HSE crèche workers in Geraldstown House which enabled the expansion of the Family Literacy Programme.

## The following learning opportunities were offered

1-1 Tuition programmes for individuals (daytime & evening) 1 to 1 tuition tailored to the needs of adults who lack confidence in their reading and writing skills. It is an initial step towards group work.

### Learning Groups (daytime and evening)

Small groups working on reading, writing, spelling, punctuation and comprehension for everyday life. For many it is their first introduction to working with other students who have similar needs.

### Spell-well (evenings)

Groups working on learning to learn and approaches to spelling.

### Intensive Tuition in Adult Basic Education ( ITABE )

A six hour a week programme for fourteen weeks. This is a specially funded project for six to eight participants. Tuition is given in numeracy and literacy with workshops on learning to learn and educational guidance.

### FETAC Communications Module (daytime and evening)

Accreditation groups leading to accreditation in Communications Modules, at Level 3 and Level 4. Assessment based on portfolio, not exam.

### Literacy through FETAC Level Three Modules

Groups leading to accreditation in various modules of FETAC level 3 Certificate i.e. Personal Effectiveness, Computers, Maths, Food & Nutrition and Child Development & Play. For adults this is an interesting introduction to accredited learning. Portfolio based.

### Family Literacy – (mornings)

Storysacks group make and fill a “sack” with a children’s book, background scenery and props to bring the book to life for the child. This leads to encouraging parent/child interaction through the reading and telling of the story. The parent is also encouraged to make a game from the storybook. There is also a non-fiction book related to the storybook which takes the reading one step further.

Child Development & Play is offered as progression to develop student’s knowledge and understanding of the value and importance of the parent as the primary educator.

Food and Nutrition as the next step looks at how healthy eating can help children develop into healthy confident adults. Accreditation is optional at FETAC Level 3 for these two modules.

### Junior Certificate English, Ordinary Level (evenings)

For those who have a love of English beyond the practical use. A novel is read and discussed; a play is studied and the plot, characters and setting are examined over a period from September to June. Poetry, media studies, short story writing, letters and reports are also studied.

### Living in a Diverse Society;

This course enables the student to explore their own cultural identity as well as aspects of Irish tradition and folklore. Discrimination is explored and the laws that protect people. This is only offered as a progression route to existing students.

### Numeracy (daytime and evening)

Back to basics. The practical application of maths in everyday use. This course helps to demystify the language of Maths.

### An Introduction to Computers (daytime and evening)

This course for beginners helps to take the mystery out of computers. Limited to participants already in the scheme. Progression is to FETAC level 3 Computer Literacy.

### Silver Surfers (evening or afternoon)

The use of computers for home use including the internet and email, for the over 55s.

### Introduction to Poetry (evening)

To give adults an opportunity to hear and use the language of the great poets, past and present. Students can develop critical thinking skills. Some students use the opportunity to explore their own creativity.

### History of the Great Irish Playwrights

In this group, students read about the history and work of famous Irish playwrights. The first act of a play is worked through with the group in the character parts, which gives students the opportunity to read aloud.

### English for Speakers of Other Languages (evening)

English language for everyday use. To help migrant workers, refugees and asylum seekers function in the community. This is delivered only at the most basic level of English. Progression to Intermediate Level is provided by Trinity comprehensive Adult Education Programme.

### Literacy support for students undertaking other educational courses.

Available to students who have adequate functional literacy but need support in submitting projects, portfolios etc.

### Opportunities to take part in National Events

Through our affiliation to the National Adult Literacy Agency (NALA).

### Progression routes for students

We have a progression route in the scheme and an established network with other adult education programmes in the area which ensures an easy passage to and from courses.

### Educational Guidance

An adult education guidance service is provided by City of Dublin VEC to meet with students on a one to one basis to provide information and advice on progression. The counsellor also meets with learning groups to introduce them to the service and facilitate student workshops.

### Educational Trips

Through educational trips we provide other learning opportunities that may not be otherwise accessed by basic education students. This also facilitates networking amongst tutors and students and often gives the basis for project work.

### Publication of students' writings

Books are published every two years. An editorial committee of students and tutors work on the project from initiation to launch of the scheme book.

The range of options as above -reading, writing, spelling, numeracy, ICT, listening, speaking and critical thinking skills - should provide the development necessary to enable greater participation in the community.

## Accreditation awarded

Ballymun Adult Read and Write Scheme is registered with FETAC ( Further Education Training Awards Council) to offer programmes leading to FETAC awards in the National Framework of Qualifications.

The FETAC system of modular accredited portfolio based 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. It is often the stepping-stone to the more formal Junior Certificate exam.

Listed are the accredited courses in which awards were achieved in 2010. 107 modules were accredited for 62 students.

#### Students

FETAC modules at Level Three National Framework of Qualifications (NFQ)

- Communications
- Food and Nutrition
- Computer literacy
- Learning Skills
- Personal Effectiveness
- Child Development & Play
- Mathematics
- Living in a Diverse Society

FETAC Level Four NFQ

- Communications

Junior Certificate Level Three NFQ

- English

eCert: A specific certificate course to upskill in Information Communications Technology (ICT) This was available to community groups in socially disadvantaged areas in Dublin. 20 students received eCert certificates, 20 others continued their studies into 2011. 20 received certificates in My IT: The Dublin and Mid East Community ICT Initiative is a joint Initiative of Dublin Employment Pact, FIT Ltd, Dublin City Council and the Digital Hub. This project is assisted by funding from the Department of Communications under the BeneFit 2 Initiative 2010.

## Tutors

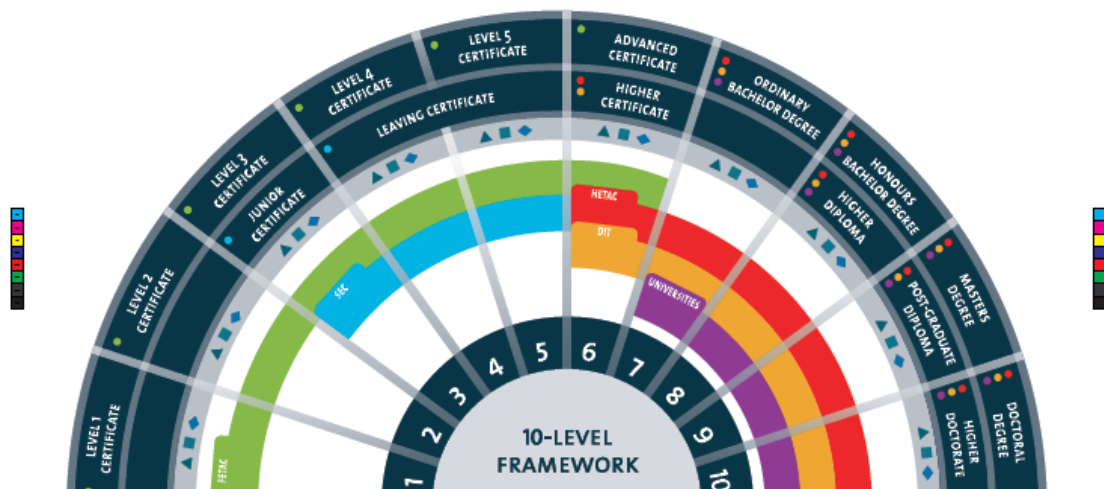
The scheme promotes on-going professional development and workshops are held to share learning and experiences in relation to best practice.

Waterford Institute of Technology/NALA run a third level qualification specifically designed to enhance the skills and understanding of experienced tutors working in adult literacy practice.

In 2010 tutors took the following professional development programme in WIT:

- One tutor continued to study BA (Ordinary) in Adult Education Level 7 NQF.
- Three continued the Higher Certificate Course Level 6 NQF.

## National Framework of Qualifications



Tutors and administration staff took part in non accredited training and conferences in the following areas provided by CDVEC, Ballymun Trainers Network and NALA.

- FETAC Training.
- Family Learning.
- Dyslexia Conference.
- Numeracy conference.
- Volunteer Management Training.
- Introduction to addiction studies.
- ESOL ( English for Speakers of Languages ).
- Database system.

The schemes initial tutor training was revalidated in 2009 by Waterford Institute of Technology and NALA for another five years. The course is the Literacy Methodologies 1 module of the WIT Higher Certificate in Arts in Literacy Development.

## Mentoring

The mentoring initiative continues whereby experienced tutors share and support each other and also new trainees. Additional tutors continually offer their support as mentors having had the experience of support and further skills development.

## Local Cooperation

### EQUAL

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.
- A tracker database has been developed which allows agencies to keep up to date on where the young people are.

The group is convinced that this way of working will ensure a smoother transition of the young person between the agencies in addition to highlighting possible gaps in the services that the project has attempted to alleviate.

Agencies involved: Ballymun Job Centre, BARWS; Ballymun Regional Youth Resource (BRYR); Ballark Community Training Centre; Poppintree Community Training Centre; Youthreach; HSE; Youth Action Project ( YAP); Dept Social Protection; Pace.

### Networking / Referral

- There are over 25 member organisations in the Ballymun Whitehall Partnership Education Working Group of which BARWS is an active member. The group gives members a regular and structured opportunity to meet, share information and discuss issues which in turn contributes to a work plan for education. Membership of this group is open to all those contributing to the development of education in the area. The Education Working Group gives a platform to educationalists to network and to plan lifelong learning in the area in a coordinated manner.
- BARWS is a member of BCON (Ballymun Community Organisations Network) who meet to share information on a monthly basis.
- BARWS is part of the service design team with youngballymun.
- The scheme actively participates in the Local Education Committee, whose aim is to identify and address issues in the community that impinge on children's learning and on life in the community. The committee meets three or four times a year and sub-groups work on topics and agreed issues.
- Meetings with the CDVEC area personnel are held to establish an integrated area team approach to adult literacy and community education provision.

The Scheme participates in Ballymun Trainers Network, the initiative set up to enhance communication between training/education organisations. The Trainers Network was launched in 2008 to help people involved in the delivery of education and training programmes. Events organised by the network have included quarterly meetings and a series of workshops in 2010 including:

*Learning Styles*; by Michelle Morrissey CDVEC Guidance Service

*Getting Literacy Support for Learners*; by Jean Brophy BARWS

An online database of local trainers and their training courses can be viewed on a link from the Ballymun Whitehall Partnership Web site [www.ballymun.org](http://www.ballymun.org)

## Ballymun Adult Read and Write Scheme Ltd

The scheme continues to have a well established local referral network, especially with;

Job Centre / Local Employment Centre	YAP
Ballymun Whitehall Partnership	Drugs Task Force
CTWs	Probation Service
FAS	Women's Centre
Travellers Community Centre	City Council
HSE Family Resource Centre	Active Retirement Groups
Balcarris Boys Home	youngballymun
BRYR Youth Resource	St Michaels House
CE Schemes	Youthreach
Men's Centre	Community Mothers project
Social Workers	Local Doctors
Primary Care Team	Public Health Nurses
Speech therapist	ACCORD
STAR Project	
JUST (Jesuit University Support & Training) Lifestart	

All Home, School, Community Liaison teachers at primary and secondary level who have in addition a representative on the scheme board of management.

### youngballymun

youngballymun was set up to deliver measurably improved learning and wellbeing outcomes for children and young people in Ballymun, through the provision of six integrated services from pre-birth through to early adulthood. youngballymun works with local, national and international partners to achieve these improved outcomes. It is joint-funded from the Atlantic Philanthropies and the Office of the Minister for Children, through the Prevention and Early Intervention Programme, for the implementation of the first five years of the strategy.

In 2010 BARWS received financial support from youngballymun to cover the printing costs of our book "Changing Times" and to run a storybooks project in the Ready Steady Grow project. Ready Steady Grow promotes supported and healthy pregnancy and the social and emotional development of infants, toddlers and their families.

### Library Resources

In conjunction with the Public Library a tutor and student reviewed and advised on new books and CDs for adult literacy students.

### Referrals

Family and friends were an important referral in 2010 totalling 24 new students. Referrals came from nearly all the community groups and local CE schemes. The integrated manner in which the scheme courses are advertised in the Trinity Comprehensive School Adult Education Programme brochures normalises the return to basic education in Ballymun.

Current students also fulfil a very important role in referring others to the scheme.

- 34 new students were referred to the scheme in 2010 by existing students.
- 18 students returned to the scheme in 2010 having had to drop out when previously studying with BARWS.

## Support and Integrating literacy

There is a strong recognition of the expertise of BARWS in the community. We are called to give literacy support to the students of other agencies who are running basic education courses in the community. Support was given to these organisations by referring trained tutors to give direct literacy tuition for the organisation, thereby ensuring quality literacy provision. In 2010 we supported the following by referring trained tutors to;

Traveller Women's Project    STAR Project    Job Centre  
One Primary School, for ESOL classes (English for Speakers of Other Languages) for parents.

BRYR: In response and as a result of consultation with BRYR, assistance and recommendations were given with screening for their Level 5 Youth and Community Course to ensure appropriate literacy entry level.

### Proof reading and piloting:

Examples of community groups that requested BARWS help in 2010:

- For community workers concerned about the literacy levels of clients, handouts and information leaflets were literacy proofed for ease of reading.
- BRL Local questionnaire.
- Ballymun Job Centre "Know How" and INFORM tool was piloted by the CDVEC Guidance Service with a BARWS basic literacy group ( along with a number of groups in the CDVEC service) with a view to discussions as to their use and /or development in CDVEC.
- The Know How tool measures the learners motivation to overcome six core significant barriers to learning, namely: previous experience, self esteem, self knowledge, occupational knowledge, decision making and environmental issues.  
[www.knowhowtolearn.net](http://www.knowhowtolearn.net)
- The INFORM tool is an animated online tool with voice audio that aims to build the individual's self confidence by showing him/her the abilities, skills and knowledge learned from everyday life. The aim of the INFORM tool is to identify informal and non-formal learning that the individual has developed and that is hidden to them.

## Cultural and Social Events

Besides the provision of tuition it is the aim of the scheme that students have access to cultural and social events to provide an opportunity for the application of learning and where they can meet other scheme participants in a social setting. A trips working party, comprising students and tutors, planned and organised successful and enjoyable evening and daytime educational trips. All these events were open to 1-1 students, group students, tutors and others involved with the scheme and there was very good attendance at all events. Decisions on what to do or where to go were made in consultation with students and their preferences were listened to.

The Student and Tutor trips 2010 calendar included;

- 88 went on a trip to Kilmainham Gaol.
- 12 from a Women's group took a separate trip to Kilmainham Gaol.

- 12 attended the play “Strike” in the local AXIS theatre.
- 13 went to the Fighting Words project which was founded by Roddy Doyle and Sean Love to develop the writing skills of people of all ages.
- A FETAC 3 Group went to Glasnevin Cemetery museum and used the event as a basis for thematic project based learning.
- Silver Surfers went out and about Ballymun, took photos, uploaded them and emailed them.
- 22 entered the DCU writing competition for literacy students. Two were shortlisted. A large group from the scheme went in support of these students.

Students comment:

On trip to Fighting Words “ *It opened up a whole lot of avenues in people’s heads*”.

## Publication

It is the aim of the scheme to publish a book of students’ writings every two years. A working party of organiser, tutors and students take the project from initiation to launch and is an enriching and rewarding project on which to work. 2010 saw once again the publication of a book that was an enormous success for all concerned. The project theme was “Changing Times”. This led to plenty of creativity as students shared their memories of times past and present.

Funded by youngballymun the book project took in all aspects of our work; reading, writing, creative writing, numeracy and computer work. RTE Newsreader Anne Doyle was a popular choice to launch the book that was hosted by the Ballymun Library. Four students read their stories at the launch that was attended by an estimated number of over two hundred people. This included representatives from community, public and statutory bodies. The writing of these stories was, for the contributors, a very important part in the enriching experience of returning to education. For the second time, some International students studying English with the scheme joined in the project, writing about the changing times in their lives in coming to Ireland to work.

Tutors and students were proud to also hold a display of their project work. Photos and review of the launch were published in both local and national newspapers.

The book and launch is also a celebration in the community of the work of the Scheme that hopefully encourages other adults to join. It also provides reading material in the local community where, according to a review of the youngballymun Literacy Service Design Team in 2008/2009, there is an absence of text/literature within the community.

There was a follow up reading evening for scheme participants where all the stories were read with enthusiasm by tutors and students.

All these events lead to confidence building and increased student participation in events other than their own group or one to one tuition. Forty books went to the Public Library service and the Prison Service.

Comment from community worker:

*“Congratulations on the book launch. I met some of the women involved later that day and they were glowing”.*

### NALA Events

The NALA regional Students' Forum and International Literacy Day were supported by BARWS students.

Dublin City University Creative Writing Competition, for North Dublin Literacy Schemes.

22 Students from the scheme submitted stories. Two were short-listed from over one hundred entries. Ballymun students were proud to read their stories at the award ceremony. The prize giving ceremony, hosted by the Library in the university, with guest speaker award winning novelist Christine Dwyer Hickey, was well supported by scheme participants.

Photos are on DCU Library web site:

[www.library.dcu.ie/news](http://www.library.dcu.ie/news)

## Literacy Awareness and Outreach

BARWS is a member of the Ballymun Whitehall Area Partnership education working group who organised an education fair in September under the title "Community Commitment to Education". It took place during International Literacy Week in Ballymun Civic Centre on September 9<sup>th</sup> from 9.00am to 4.30pm. Sean Haughey TD, Minister for Lifelong Learning, officially opened the fair in conjunction with special guest, President of DCU, Brian MacCraith.

Forty education, training and learning organisations staffed stands, gave out information and registered people for courses. Twelve members of the scheme voluntarily staffed BARWS stand during the day. The CDVEC guidance service provided information throughout the day. The guest speaker was BARWS student representative who spoke of her very positive experience of returning to learning, highlighting how it has changed her life and also how accessible it is for anyone.

Minister for Community, Equality & Gaeltacht Affairs, Pat Carey TD, spoke to attendees as well as presenting local organisations and individuals with awards in recognition of their continued and committed work in promoting education and lifelong learning within the area. Roisín Shortall TD also spoke and presented FETAC Level 5 awards.

It was an enjoyable day for all who participated, and a well worth while event for community organisations to network and showcase their activities.

[www.ballymun.org](http://www.ballymun.org) for slide show of photos.

### Scheme Newsletter

A team of tutors and students publish an internal newsletter twice a year that features contributions from students, event notices and progression paths.

### Scheme Web site

Having a website gives us the added value of uploading photos from events and displaying project work.

[www.ballymunreadandwrite.ie](http://www.ballymunreadandwrite.ie)

All National Adult Education events were highlighted in Ballymun with displays e.g.

- AONTAS Adult Learners Festival.
- National Adult Literacy week.
- International Women's Day; with a display of work created by a FETAC 3 group in conjunction with the Women's Centre.
- World Book Day.

### **Ballymun Book Exchange:**

Reading is promoted in Ballymun through the work of Ballymun Whitehall Area Partnership Education Section and its education working group. The idea behind the Book Exchange is for people to bring a book and to take a book free of charge. The aim is to make books more accessible in the community where there is no local book shop. We see it as promoting reading thereby encouraging greater use of the public library who fully support the project. From feedback it has been noted that people are reading books that they would not normally choose. All the scheme students are encouraged to attend on the first Thursday morning of each month.

For photos and more information see [www.ballymun.org](http://www.ballymun.org)

### **Student's Comments:**

*"The Book Exchange is the best idea ever".*

*"This is a wonderful service as we have no book shop."*

### **Targeted outreach:**

- A presentation on Family Literacy was made to the Home Childcare Workers group.
- A workshop "Getting Literacy Support for Learners" was given to the Ballymun Trainers Network.
- Family Literacy was also targeted through displays and personal contact by a designated project coordinator.
- Attendance at the local conference "Different Voices of Poverty in our Community".
- Attendance at launch of "Disability Inclusion Protocol".
- BARWS involvement was highlighted at the launch of the Transitions project and the scheme logo is on all their promotional material.
- The student rep was interviewed by the Irish Times and a very positive article on her educational journey was published in the newspaper.
- The scheme promotional material was updated to include specific themed posters.
- ESOL posters are in Polish and Lithuanian to reach the most basic students in our community.
- Posters, advertising our service were placed in community, civic and business centres and at the Book Exchange.
- A presentation to Home School Liaison cluster group on services provided by BARWS and how networking with the HSLS fits in with our outreaching programme.

## *Progression*

In May/June each year students are given the opportunity to review their learning path and plan their progression route through personal evaluation with their tutor. All students are offered and encouraged to take the Introduction to Computers course. The scheme, being part of a broader adult education programme run in the evenings by the Trinity Comprehensive School, makes it easier for students to progress to other courses outside of the literacy scheme.

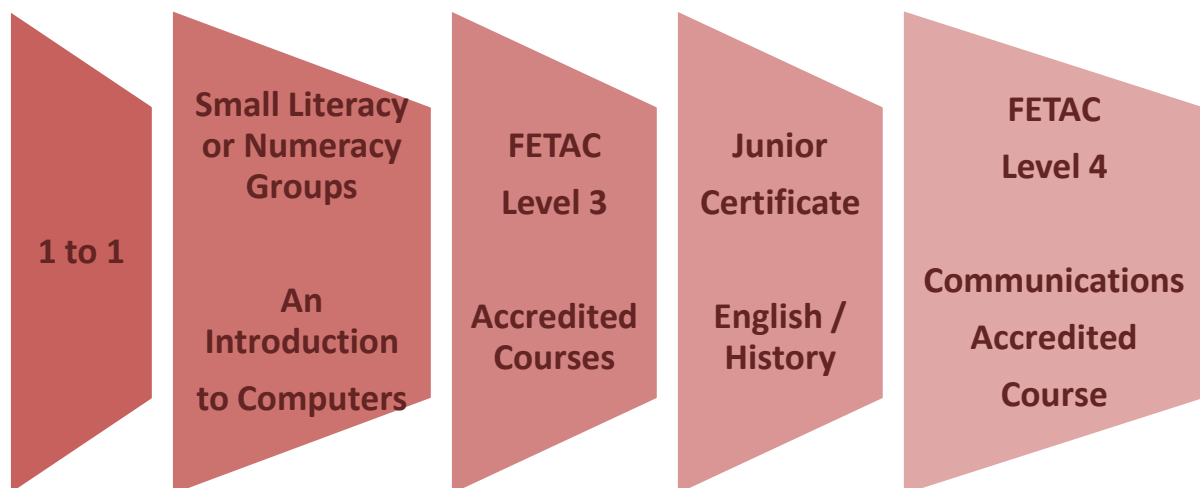
Learning options are circulated through the scheme regular newsletter.

### Guidance

The City of Dublin VEC Adult Education Guidance Service is part of the service provided by the Read and Write Scheme. During 2010 the guidance counsellor provided;

- Three workshops on the guidance service to tutors and students, including trainee tutors.
- Twenty six students were met individually.
- Information on progression routes to the ITABE course participants ( Intensive Tuition in Adult Basic Education).

### *The Progression Path*



Leaving Certificate English is an option for progression from the scheme due to the cooperation of the CDVEC and Trinity Comprehensive School Adult Education Programme.

Progression other than in the scheme:

One aspect of the work that the Adult Education Guidance Counsellor does with the scheme's students, is to help them to develop confidence to progress both within the scheme and outside of it, as appropriate. This is achieved through the provision of workshops and one-to-one educational guidance sessions, as described above. In this way, the work of the Guidance Counsellor with students can take place on an on-going basis, with the ultimate aim to assist them to progress with their educational journey.

Various students have indicated that their time spent in the scheme has given them the skills and confidence to pursue further studies elsewhere.

## Family Literacy

Family literacy can help break the barriers to learning through education programmes that develop literacy and numeracy learning in a family context. It gives vital support to parents whose own education has been limited for various reasons. Being inter-generational, it develops both the adult's and the child's learning. Research consistently shows that; Vocabulary is a key predictor of school success  
Parental involvement has a large and positive effect on the outcomes of schooling.

The family literacy approach makes it possible for parents to;

- Define, understand and develop their role as their child's first educators.
- Improve their own confidence and skills in literacy and numeracy.
- Learn how children and adults learn.

A report in March 2006 *Hearing the Voice of Ballymun* stated that the literacy and communication skills of many children and young people in Ballymun are weak and underdeveloped. Many have not developed the skills necessary to benefit from school when they enrol at the ages of four and five. In BARWS experience, a parent will return to education if it is seen to be of benefit to their child.

Storysacks has proved to be a popular and innovative way to engage parents and grandparents in their child's and their own education.

The "state of the art" crèche in Geraldstown house was again secured free of charge to support these parents. Further expansion of the Family Literacy programme was made possible by the engagement of a sessional crèche worker to assist in Geraldstown House crèche.

Through the work of the project coordinator referrals came from

- Community Mothers Programme.
- Project workers in Geraldstown House Family Resource centre.
- Solas Ballymun.
- Women's Centre.
- Public Health Nurses.

Storysacks project. The concept of Storysacks is making and filling a "sack" with a child's book, background scenery and props to bring the book to life for the child. This leads to encouraging parent/child interaction through the reading and telling of the story, thus encouraging the child to read and use their imagination. The parent is also encouraged to create a game from the storybook. There is also a non-fiction book related to the original storybook to take the learning one step further.

Through the network of referrals the projects engaged with 36 students. The groups met in a nearby bookshop to select the books. The HSE speech therapist gave an input on the value and importance of reading to children.

Through funding from youngballymun a storysacks project took place in the Ready Steady Grow programme.

A progression route to FETAC 3 modules - Child Development and Play and Food and Nutrition were identified as relevant to the participants who complete Storysacks. Communications and Numeracy are then offered as further progression. A new FETAC module was added in 2010 Learning Skills which was delivered in the Traveller Women's project.

Student's comments;

*"I learned things I didn't know like how simple it is to communicate with your child and have fun without spending a fortune".*

A demonstration of the use of a Storysack and a reading session of stories was also given to a local crèche.

In 2010 the specific family literacy project was delivered in;

- Geraldstown House HSE Family Resource Centre.
- Virgin Mary Primary School Parents room.
- STAR Woman's Project (Support Through Accessing Resources).
- Travellers' Community Centre Women's project.
- Ready Steady Grow project.

The value of a positive family learning experience in a community, which is still experiencing a drop-out rate and early school leaving considerably in excess of national norms, should not be underestimated. It is clear that working with those who are most at risk requires intensive, ongoing and consistent support in the home, school and community to effect meaningful change.

Many factors are beyond the capacity of schools to deal with. Ballymun Adult Read and Write Scheme understands the vital role that is played by parents, grandparents and other caregivers in their children's education.

## Intensive Tuition Adult Basic Education (ITABE)

### AIM

1. To provide adults with literacy/numeracy difficulties access to intensive tuition with a minimum of 6 hours tuition per week over a 14 week period.
2. To provide the opportunity for demonstrable improvement in literacy/ numeracy skills.
3. To provide tuition within the context of the individual student's needs and the level of basic skills required to function within the home, community and workplace.
4. To deliver the tuition programme within appropriate models of good practice.
5. To provide an opportunity to achieve accreditation.

### Outcome

1. Measurable increase in participant literacy/numeracy levels.
2. Appropriate levels of engagement with the Adult Education Guidance Service.
3. There is a requirement of pre-course and post-course assessment. The pre-course assessment is a negotiated statement of the learner's perceived ability. A post-course assessment is intended to measure any progress in skills and knowledge made over the period of the course.

In Ballymun each project of 84 hours tuition was given six hours per week for fourteen weeks. In 2010 this was allocated to literacy and numeracy provision. Thematic learning was utilized as a learning medium. Project work was also used in the literacy class following a trip to Kilmainham Gaol. In addition to the areas of reading, writing and listening and speaking, the provision of a learning to learn element helped the students to understand their learning styles and how memory works. The education guidance counsellor also provided one to one education guidance.

Four projects ran in 2010; nineteen students – thirteen male and six female participated in the projects. On completion one student progressed to employment, nine to non accredited literacy groups in the scheme and four to FETAC level 3 communications. There is anecdotal evidence of improved confidence. One student spoke at the celebration of ten years of the Adult Guidance Service. He was also shortlisted in the DCU creative writing competition for adult literacy students. Two attended the NALA regional student forum. The tutors noted the respect and support for each other demonstrated by a men's group. When a new man joined they asked him to *"come between us and we'll help you"*. This transition into education was made so much easier by this peer support.

Student's comments:

*"When I started with English I would not have believed how it would change my life. ...It is hard for me to think I had so much inside me waiting to get out..."*

*"It has given me great confidence to read and write more. It has given me an opportunity to write down and form stories that others might enjoy. I entered the DCU writing competition"*.

*"It's the best thing that ever happened to me. It might seem a small thing to you as I was only here a few months but I now have a job on a CE with the homeless"*.

## Ensuring Equality and Diversity

- *Age and Opportunity*

Through our networking with the active retired groups in the area there has been a steady increase in the number of mature students.

The ever popular Silver Surfers, the Introduction to the Internet courses for the over fifty-fives highlights the significant benefits of learning to older members of our community. BARWS silver surfers course is dedicated to ensuring all older people are given the opportunity and support to engage with technology in a meaningful and beneficial way. The last census data shows that the percentage of people over 55 in Wards Whitehall A,B,C is above the national figure. Literacy tutors are well placed to provide the learning atmosphere and jargon free explanations of new technology appropriate to this age group. One group took photos locally, uploaded them and emailed as attachments for the first time.

Others looked up the census records and report that their specific and immediate family linked response was very moving. The positive learning experience for the older student makes an important contribution to people's quality of life and wellbeing in the family, community and wider society. The OECD report "Education at a Glance" (2008) highlights the social rate of return in investment in learning for the older student in the areas of better health and more effective citizens.

Students from the Silver Surfers group have reported that for some life has been transformed since learning to access the Web. Reports come in of how family ties have been strengthened through e-mail, holidays have been booked on line and destinations researched. 60 students engaged with the ecert My IT and steps to IT projects.

The Silver Surfers group also facilitated twelve European visitors with FIT (Fast Track to Technology).

**Student's comment:**

*"I didn't even know how to turn on my laptop. Now I can book my holidays on the internet and even look at the hotel I'm going to stay in."*

*"In general it has improved my **self esteem** – as part of the older generation I do not feel so out of touch in the modern world".*

*"I feel that I can keep up with my grandchildren now".*

- **Learning disability**

The scheme continues to collaborate with St Michaels House in providing literacy tuition in Trinity Comprehensive School. The groups have increased in numbers in the St Michaels House training centres, Northbrook and OMNI Park. There is also a self/family referral group. One student has reported how he now can use money on his own.

**Student's comment:**

*"We are improving our reading and writing. It's not hard but it's very interesting and we are made feel very welcome. There are loads of different ways of learning".*

### **Living in a Diverse Society Course:**

This course gave students the opportunity to confront and debate issues around diversity in Ireland. Exploring the myths that exist about asylum seekers, refugees and migrant workers meant changing prejudices. Carrying out research on Polish and Nigerian cultures was both enlightening and interesting.

### **Travelling community**

Since its inception BARWS has supported the travelling community by providing tuition at their local St Margaret's Community Centre. Others take tuition in various venues provided by the scheme on a one to one and group basis.

**Student's comment:**

*"It will help me to encourage my child to stay in school longer".*

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

ESOL has much in common with adult literacy. It is about "survival" English that impacts on daily life. The scheme provides free classes in ESOL to asylum seekers, refugees, those with leave to remain and migrant workers. Students who come from a range of countries have come to live and work in the Ballymun area. These classes are 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 level 3

FETAC Language as a Second Language. It is hoped that the scheme is still meeting the requirements of those most in need.

In 2010 ninety four students from the community studied ESOL in the scheme. The majority were Polish Nationals, with Lithuania being the next highest number for country of origin.

International student age profile							
MALE							
TOTAL 48							
18 or under	19 - 20	21 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
0	0	0	17	17	12	2	0

International student age profile							
FEMALE							
TOTAL 46							
18 or under	19 - 20	21 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
0	2	1	21	13	7	2	0

### Ensuring Standards

The scheme is engaged in the NALA Quality Framework for literacy schemes. The aim is to establish standards for literacy services throughout Ireland and allows the scheme to look at their performance and plan improvements. This is implemented through a process of research, consultation and testing with an evaluation team, consisting of representatives from each of the stakeholder groups; students, tutors and management. Five categories of quality areas are to be explored. Action plans for improvement of services are planned by the results of the research.

In 2010 the group worked on the quality area:

**Resources** under the Statement of Quality - Resources for Teaching and Learning; the team also continued to confirm that the action plans from all the previous statements were carried out.

## Resources for Teaching and Learning

The action plan for improvement is:

- Set up a Reference Area for Tutors.
- Investigate the possibility of having a resource press in all tuition venues.
- Investigate setting up a drop- in area for computer students.
- Set up a course to teach the use of mobile phones
- Purchase up to date materials, reading glasses and equipment for tutors e.g CD player, label printer, additional photocopier. List of resources to be displayed.
- Encourage and support tutor mentoring.
- Review the availability of relevant books on CD.
- Research the area of dyslexia expertise and materials to aid students with dyslexia.
- Set up computer in unit 2 with internet access for use by 1-1 tutors.

FETAC External Examination Report stated:

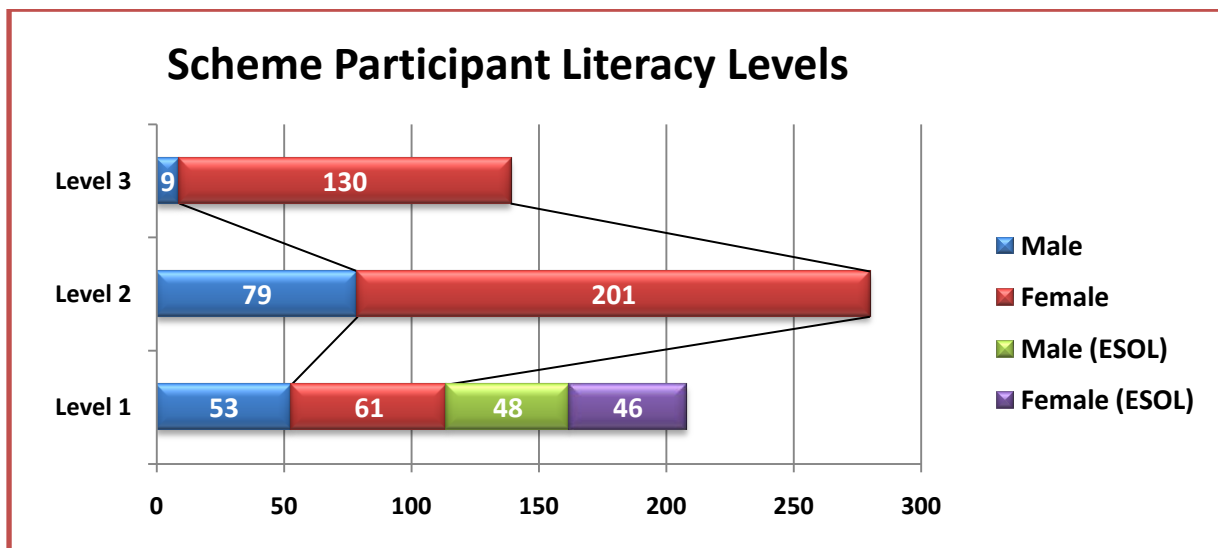
“.....Ample evidence of systematic and comprehensive programmes of learning going on in this centre”.

## Scheme Participation/Literacy Levels January – December 2010

Total number: 627  
Includes International students:

AGE PROFILE MALE - TOTAL 189							
18 or under	19 - 21	22 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
6	5	7	39	38	36	23	35

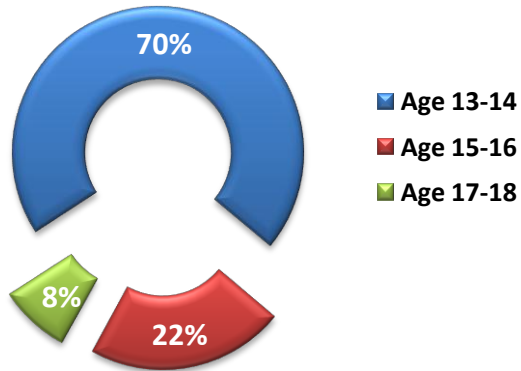
AGE PROFILE FEMALE - TOTAL 438							
18 or under	19 - 21	22 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
2	6	12	104	91	59	81	83



See table of level summary page 31

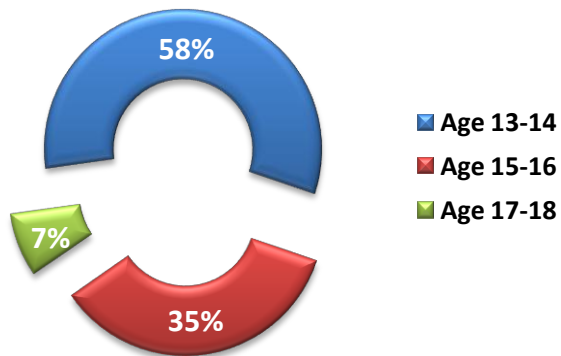
### Male age at leaving school

*Excludes International Students*



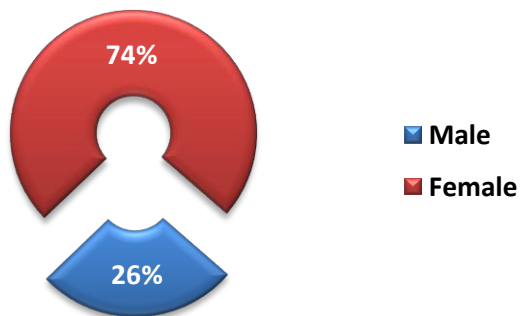
### Female age at leaving school

*Excludes International Students*



### Ratio Female to Male Student

*Excludes International Students*



## Some Student Comments

### Spellwell Group

*"I did an exam at Christmas and for the first time ever I was able to write without thinking and worrying about my spelling".*

*"It has given me confidence in my spelling. I notice words more; even when I'm driving along I notice the words on trucks and on notices".*

### Computer group:

*"My phone bill has cut by a third since I learned how to email, as I have a son and brother in Australia and sisters in London".*

*"I have learned so much in my computer class. I can even send pictures on my computer now".*

*"I feel more empowered and can understand a lot of terms used in everyday life. I don't feel totally ignorant when listening about computer terms".*

### Basic English:

*"We learn big words and it helps us to understand big words outside in the real world".*

### Numeracy group:

*"It gets me thinking about sums, like 20% off – how much is that?"*

### Learning Skills:

*"I found it very helpful and it gave me new ideas of how to help with homework. It is good for children to see that the parents are interested in them".*

### FETAC 4 Communications:

*"I enjoyed the course very much. It has given me the confidence to read out loud to my grandchildren and to write more".*

### History of Irish playwrights:

*"The reading at first was hard for me but I gained confidence as the weeks went on".*

*"Since attending this course I have decided to make a special effort to book tickets for a play in the Abbey or the Peacock".*

### Local community health nurse and ex voluntary tutor:

*"Literacy tutor training was the best course that I ever did. It made me realise that I couldn't just hand out written instructions".*

### Local CE Supervisor extract from letter:

*".....In conclusion, I would like to say that it is important that our participants receive training which caters to their individual needs, but as a supervisor I have had the added bonus of a much happier, less anxious participants and for this we are all most grateful".*

The team who contributed to the success of BARWS in 2010

*20 Group Tutors*

Eileen Griffin	Christine Carroll	Eileen Doohan
Vera Hughes	Claire Hand	Breda Rogers
Deirdre Whyte	Catherine Freeman	Mary Archer
Colette Smith	Regina Tunney	Geraldine Hanan
Lana McCarthy	Aine Lavelle	Maeve Dooley
Mary Valentine	Jean Brophy	Victoria Sargent
Denise Griffin	Paula Redmond	

*27 One to One Voluntary Tutor Panel*

Miriam Doyle	Colleen Fitzgerald	Therese Noone
Anne Murphy	Deirdre Goodman	Martha Savage
Helen Mulhern	Phyllis Morris	Mary Walsh
Angela Noonan	Bernadette Quigley	Niamh Meagher
Clare Neylan	Ella McCarthy	Peggie Tierney
Aileen McDowell	Kevin Coulter	Kathleen Friel
Aideen Foran	Ann Healy	Josephine Bane
Geraldine Farrelly	Joan Murray	Linda Morley
Aislinn Harold	John Connell	

Margaret Purcell RIP 15/06/10

**Sessional Creche Worker**

Amy O'Toole

*Tutor Training Team*

Jean Brophy  
Vera Hughes  
supervisor  
Mary Love

*Scheme Support Team( part time)*

Jean Brophy – Development worker  
Brian Nolan/ Liz O'Rourke Workshop  
Aileen Bell Administration  
Yvonne O'Dowd Administration

**Coordinator Storysacks and ITABE Projects**

Lana McCarthy/Jean Brophy/ Breda Rogers

**Adult Education Guidance Service**

Tina Dowling  
Michelle Morrissey

*Full time Organiser*

Mary Love

## CONCLUSION

In 2010 Ballymun Adult Read and Write Scheme continued to deliver innovative programmes suited and adapted to our range of students. Target groups as defined by the Department of Education that is i.e. early school leavers, persons with disabilities, substance mis-users, ex offenders, one parent families, travellers, homeless, refugees and migrant workers were catered for either by direct outreach or referral. Education guidance was provided to help and encourage students on their personal learning journey. A range of accreditation options were delivered up to level 4 of the National Framework of Qualifications (NFQ).

Literacy is on the agenda of the majority of community organizations, and Ballymun Adult Read & Write Scheme took a prominent role in working, advising and taking referrals. An indicator of the level of engagement with Ballymun Read & Write Scheme by the community, was the size of the group that attended and supported the book launch.

Students had the opportunity to take a full and active part in the scheme. Students are on all working parties and have two representatives on the Board of Management. All are encouraged to participate in our social and cultural events. Quality was ensured by the continuous professional development of staff and volunteers. People, in transition from work to unemployment to education, need to achieve at their own pace and style. They develop critical thinking skills, work in teams and participate in a collaborative way. Although technology appears to be taking over in every aspect of our lives, the core skills of reading, writing, numeracy, critical thinking and effective communication skills remain embedded in our scheme.

Only with these skills can students go forward to develop their technical skills with confidence.

The 7Cs of the 21<sup>st</sup> century learning are paramount, according to the National Centre for Technology in Education (NCTE). They are defined as follows:

- Critical Thinking
- Creativity & Innovation
- Collaboration
- Cross-Cultural Understanding
- Communication
- Computing Technology
- Career Learning

We are confident that the Ballymun Adult Read & Write Scheme are delivering on all of these, as shown in this Annual Report.

## Acknowledgements

Special thanks is extended to:

- City of Dublin VEC under the National Development Plan ( N.D.P) – for office and tuition facilities, the core grant and professional training with WIT/NALA.
- Trinity Comprehensive Schools for tuition rooms both daytime and evening.
- Health Services Executive for tuition rooms and crèche facilities in Geraldstown House.
- St Josephs and Virgin Mary primary schools for tuition rooms.
- Public Library for their support of the launch of the scheme publication.
- Local Employment Centre/Job Centre for their facilities for evening computer courses.
- The Dublin and Mid East Community ICT Initiative; a joint Initiative of Dublin Employment Pact, FIT Ltd, Dublin City Council and the Digital Hub: This project is assisted by funding from the Department of Communications under the BeneFit 2 Initiative 2010.
- youngballymun for funding support to run a Storysacks project in Ready Steady Grow and the printing costs of the scheme publication.
- Staff including crèche workers, caretaking and canteen staff in the venues that gave ongoing support with goodwill.
- Staff in the Ballymun Whitehall Area Partnership.

Scheme staff, volunteers and students for their cooperation and willingness to voluntarily staff information stands and working parties that enables the scheme to deliver such a diverse programme.

## Indicative Level Summary

Level	Reading	Writing	Listening & Speaking	Numeracy
1	At the top range of this standard band, the reader will recognise commonly used symbols, signs and words from within a personally relevant vocabulary. Will be aware of simple reading conventions and identification strategies.	At the top range of this standard band, the writer will be able to transcribe simple information. Will be capable of writing personal details and create short lists of familiar words.	At the top range of this standard band, the student will be able to listen to obtain simple information and instructions in familiar contexts. Will be able to hold short conversations to express opinions, discuss relevant issues and exchange information.	At the top range of this standard band, the student with support and within a narrow range of familiar contexts, will have an elementary knowledge of quantity, number, shape, pattern and their relationship. Will be capable of, with appropriate use of language, identifying and constructing elementary patterns and solve problems with one or two to express solutions.
2	At the top range of this standard band, the reader will be able to locate and recount simple information from short pieces of text. Can understand and explain common social sight words and use strategies to decipher unfamiliar words.	At the top range of this standard band, the writer will understand the difference between formal and informal writing. Will be able to write brief notes or messages and will understand the concept of sequence.	At the top range of this standard band, the student will be able to ask questions to obtain information and will be able to follow verbal instructions or directions. Will be able to engage in conversation to express opinions and recount facts appropriate to a variety of audiences.	At the top range of this standard band, the student will have a basic understanding of 2 and 3 dimensional shapes, numerical value, patterns and sequence. Will be capable of solving, with appropriate use of language, basic numerical problems and handle simple data.
3	At the top range of this standard band, the reader will use a range of reading techniques. Will be able to extract information from a variety of sources, demonstrate an appropriate level of comprehension and act upon written instructions.	At the top range of this standard band, the writer will have an understanding of the use of punctuation and will be able to spell familiar and commonly used words. Will be capable of writing short pieces of correspondence, for both formal and informal audience, and write short passages for the purpose of self expression.	At the top range of this standard band, the student will be able to engage in conversation with one or more people to obtain information or instructions. Will be capable of recounting information obtained in a structured way and describe an occurrence or event in a fluent manner	At the top range of this standard band, the student will know which mathematical operations to apply to common problems and be capable of carrying them out accurately and with confidence. Will understand the language of mathematics and be able to use a pocket calculator and basic measuring instruments.

NALA Guidelines; Level Definitions for the Dept. of Education and Science VEC adult literacy returns.

Insert Auditors Report Page 1

## Auditors Report Page 2

Contact Details:

Mary Love

Tel: 862 2402

Email: [barws@eircom.net](mailto:barws@eircom.net)

[www.ballymunreadandwrite.ie](http://www.ballymunreadandwrite.ie)

Unit 1

Partnership Offices

Ballymun Town Centre

Dublin 11

**CDVEC** *Seirbhís Oideachais Aosach*  
*Adult Education Service*



EUROPEAN SOCIAL FUND



NATIONAL DEVELOPMENT PLAN



AN ROINN OIDEACHAIS AGUS SCILEANNA  
DEPARTMENT OF EDUCATION AND SKILLS

Directors: T.O'Donnell L.O'Brien. Registered office: Geraldstown House, Ballymun Cross, Dublin.  
Registration No. 329826