

Transcript of ENHANCE Podcast Episode: From Silence to Confidence: Mags' Learning Journey

Recorded by: AONTAS

Speaker 1

You are listening to the Enhance Learner Voice Podcast. I am your host, Rachel Ryan, the Head of Communications at AONTAS. We are the National Adult Learning Organisation in Ireland. And in this podcast series, we'll be hearing real stories from adult learners and educators involved in community and adult education across Europe. The podcast is part of the Enhance Project, a European Commission funded initiative that brings partners together from all over Europe. So through this project, we're developing tools and strategies that support educators and organisations to place learner voice at the heart of adult education. We really believe that every adult learner's voice matters. And when you share these stories, you really inspire others to learn, to teach, and to lead in more inclusive and empowering ways. today I am delighted to be joined by Mags Keenan Dillon. She is a learner with the Dublin Adult Learning Centre. Mags, thanks so much for coming on.

Speaker 2

No problem. Glad to be here.

Speaker 1

And you didn't have too far to come. You're only down the road.

Speaker 2

I'm only down the road, so I just jumped on the 27.

Speaker 1

Brilliant. Well, as I was saying, you are a learner with the Dublin Adult Learning Centre.

Speaker 2

Yes, I am.

Speaker 1

I believe you have been for a number of years.

Speaker 2



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Yes.

Speaker 1

But before we get into your kind of story with DALC, and I will say that, for anyone listening, we shortened the Dublin Adult Learning Centre to DALC. So if we're saying DALC, that's what we mean. But maybe, Mags, you might take me back to your early education. I mean, most of us go to school when we're very young at some point, primary, secondary. How was that experience for you?

Speaker 2

Well, I only went to primary school till I was about 14. And that didn't go down very well. I was in a class for other students. It was a special class. That's what they called it in my time. Yeah. But then they put me into a class where about, oh, 40 other students. It was a very big class. I was put down in the back of the class and I was left there. Didn't learn anything, couldn't read, couldn't write, couldn't do anything. And every Friday, I can't remember the teacher's name. She used to leave. I was the last, as I said, because I sat down in the back on my own. I was the last one called at 25 past two every Friday with an empty notepad for her to humiliate me.

Speaker 1

Oh, no.

Speaker 2

Oh. Yep. So what happened was, I kind of, it was kind of part of my life. So I got used to that. So I'd walk up every Friday with me head to head high. I knew the other children were and all that, but I didn't mind. But as I said, I got used to it and I would walk up and as I was walking, I'm saying, it's 25 past two, now the bus can't go, I have to, and I'm out that door.

Speaker 1

So you knew, even though this is humiliating and awful, you only have 5 minutes and then you'll be kind of free from this. But it's, you know, it's... That was your coping strategy from a very, very, negative situation. And I'm really sorry to hear that, Mags, because, this, was obviously a number of years ago. And unfortunately, people with learning difficulties, additional needs were not considered in the education system, I think it would be fair to say. So you had no extra support within your class.

Speaker 2



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No, none at all. But in the other classes, we did get the support. But not in this class. No way. I didn't get any support in any way. And I was the only one that went over an empty notepad in anyway. So that was every Friday. But as I said, it was like a water off a dog's back to me then.

Speaker 1

It became normalized.

Speaker 2

Yeah.

Speaker 1

Which is weird. But I guess as a child, you have to normalize these things to get through them almost.

Speaker 2

Well, exactly.

Speaker 1

But so this was primary school, was it?

Speaker 2

Yeah.

Speaker 1

And did you, like it didn't put you off going back though day after day, did it?

Speaker 2

No, I was only out now if I was sick or anything, and I never went on the Mitch. I went to that school, that classroom every morning.

Speaker 1

And were you determined to try and learn something in your own way?

Speaker 2

I did, but she wasn't giving me the help that I needed. I could have done my one-on-one, but I didn't get that. Do you know what I mean? So I just used to go there, sit in the back. My mother



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used to buy me all the stuff. I'd have the best fountain pens and all those ornaments. Do you know what I mean?

Speaker 1

And was there any stage along that your journey up until you were 12 or whatever, any stage that any teacher, any principal, anyone took an interest or tried to intervene?

Speaker 2

No. Nobody.

Speaker 1

It's. It's really interesting to hear, that experience. It's sad to hear that experience. And we were only talking to someone else on a different episode of the podcast about, the provisions that are there for people with special needs today and how great that is. Well, exactly.

Speaker 2

I'm glad there is.

Speaker 1

And I'm saying, and we were saying that there's still a long way to go. But when we hear your story, we can see that we already have come a ways, you know, even though there's a ways to go. So that was primary school then, Mags. Did you go to secondary school then?

Speaker 2

No, I didn't.

Speaker 1

You didn't go at all.

Speaker 2

I didn't go anywhere else.

Speaker 1

So you left school?

Speaker 2



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I left school to get a job and that didn't happen either. So I was, I didn't get a job for a long time. And then when I did get a job, I'd only be cleaning jobs.

Speaker 1

Okay. And what age were you when you left then the education system?

Speaker 2

14. Yeah, in them days you could leave at that stage. I think she wanted to get rid of me in anyway.

Speaker 1

So was it your decision to leave or?

Speaker 2

Yeah, Because I wasn't going anywhere else. I was finished then. So there was no other, there was no good going to any other school because I wouldn't be able to keep up.

Speaker 1

Okay, so you were happy enough to kind of go?

Speaker 2

Oh, I was delighted. I came home and bought everything.

Speaker 1

Well, this is it. I mean, when you've had such a bad experience, you're not going to be, clamoring to get back to education.

Speaker 2

I mean, a teacher's not supposed to do that. She knew I wouldn't have anything wrote down, but she still made a whole business to make a show of me, basically, poor. As I said, it wasn't getting her anywhere because I still walked up with the empty pardon anyway.

Speaker 1

I really love your, the fact that you did it with your head held high, regardless of all this humiliation, because, an experience like that would have broken somebody else or another child



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that maybe wasn't as strong as you. They might not have come back, you know, week after week.

Speaker 2

Yeah, well, I did go back and I, every Friday I did the same thing at 25 past two. No one was going out that door. I have to, because the bell will go.

Speaker 1

Okay. You knew you had your escape route was on the way.

Speaker 2

Exactly. So I knew.

Speaker 1

So tell us then when you left school at 14, Max, like what was kind of going through your head? I mean, did you want to get a job? Were you just happy to be out of school? And you said you didn't get a job for a while. So what happened when you left school at 14?

Speaker 2

Well, when I left school, I did try to get a job in a bush factory, but that didn't get me anywhere. A few would have played, even tried Cabreys because my uncle walked in Cabreys. got nowhere there. So then my nanny took bad. So I was at home to my two brothers while my mom was over looking after me nan.

Speaker 1

Okay.

Speaker 2

And so then after a couple of years, I got cleaning jobs.

Speaker 1

Okay.

Speaker 2

And I've done that all my life until I got an interview with what was it called? Tusk, you know, with the labour and They said to me, you've always done clean jobs, let's get you something



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different. So they got me a job in a creche. And it was like, cleaning and washing and what the usual and giving the kids their dinners and stuff like that. So I was there for a year in it, and that was in Mount Joy Square in St. Mary's. And there was a lady there that was telling me about that, which is just across the road. So my year was up and I had to leave. And the lady did say to me that was in charge. I said, we would keep you on if we could afford to pay you because they hadn't got the funds, which I understood. So then I went on to Labour and then I would always remember about that woman saying about DALC. So I said, right, this I'm going to go. And then I was brought into a meeting in the Labour and she was saying about education. I said, yes, well, I was thinking about education in DALC. I thought she was going to send me to Cullock, and she said, No, that's where I'm going to make an appointment in Dal, which she did, which I was over the moon over there. But was saying that now I was okay going for the meeting with Mary Mare and all, and I would walk up the steps, went into the office, everything was grand, and they started me off at one class, and that was on a Tuesday. And then before I left, she asked me what I like to do with CE. And I said, what's that in detail? Because I didn't know what it was. So she explained, I said, yeah, I don't mind if everything walks out from you.

Speaker 1

That would be like a community education.

Speaker 2

No, it's you're on a CE. You get paid from the labor for that. Okay, very good.

Speaker 1

Okay.

Speaker 2

So I said, yes, I'll give that a try. So in, say, about six weeks, then I was on the CE. And before I left, she said, go down to the canteen. And someone brought me down and introduced me to the people that was down there, the other students, and had a cup of tea and I felt relaxed. They're real chatty. So that was grand. Then she gave me a starting date. And then on the starting date, I kind of walked up to the steps, walked back down, had a smoke, and then said, no, right, up you go, up down steps. And that was the hardest part. was walking up them steps in through that door.

Speaker 1

Isn't that amazing? A lot of other learners will say that it's taking that initial leap to start.



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Speaker 2

It's taking that step.

Speaker 1

And I've heard a lot of these stories of people literally coming to the door of the center or the program and It's that will I or won't I moment and giving yourself that push through the door. And I'm sure you're so delighted that you did.

Speaker 2

Oh, I am. And then when I went into the class, I always remember I was like, say I was sitting here and there was an elderly man sitting there. And here I was, oh, God, I'm going to make a show of myself. And he said, what's wrong with you? I said, I don't know how to read. He said, well, he said, we're all in the same boat here. So he made me feel relaxed. And then the rest of the students laughing joke and then I kind of relaxed and I look forward to going back and then I've got more days. And now I go into DALC every morning about half eight, say 25 to 9, just to go in, sit down, have a tea or a coffee and a chat and a laugh before classes.

Speaker 1

And that's so important, isn't it as well? That's the social aspect of adult education.

Speaker 2

Exactly.

Speaker 1

Tell me, Meg, so let's go back right to when you first... got to DALC. So you had been working and cleaning for many years?

Speaker 2

Yes, I was.

Speaker 1

And that kind of came to an end.

Speaker 2

Yes.



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Speaker 1

So you were looking for another chapter and kind of DALC came into your mindset. And it was recommended to you by a friend, I think you said.

Speaker 2

Yes, a lady in the crash.

Speaker 1

Okay.

Speaker 2

She said to me, Max, I know you're leaving, but I went over there, I said, where? And we're outside having folks just crossroad there. It's called DALC. You do classes.

Speaker 1

And this was about eight years ago.

Speaker 2

Yes, it is.

Speaker 1

Okay. And what was the, from having such a poor experience of an academic setting before, from then doing, different types of jobs to going back into that environment?

Speaker 2

Yes.

Speaker 1

Was it very nerve-wracking?

Speaker 2

It was very nerve-wracking because I honestly didn't think I was ever, ever going to be able to read. I was, I didn't think I wasn't doing computers at the time. But then when they were saying, you go into this class now, then I was getting nervous. But then I went into maths. I got folders for that. I was never good at maths. Then I got folders for every other class. I even got a folder for computers. And now I'm doing another folder this year for computers.



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Speaker 1

That's amazing, Max. Fair play. So you've gone in the last eight years.

Speaker 2

To know nothing.

Speaker 1

From not reading.

Speaker 2

No.

Speaker 1

Or writing.

Speaker 2

No.

Speaker 1

Or knowing anything about computers.

Speaker 2

No.

Speaker 1

And now you can do all three.

Speaker 2

I can. I always remember the first day I went into computers. Like you're only getting to know and said, Max, turn your computer on, sure, and he was with the mouse. And then I was pressing the keyboard. I didn't have to turn around.

Speaker 1

Wow.

Speaker 2



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I know I'm flying.

Speaker 1

You're flying and this is computers are a whole other skill.

Speaker 2

Oh, it's an awful lot to keep in your hat.

Speaker 1

There is, but the interesting thing is, that reading and writing is something that you would have been taught many years ago. Yes. But clearly the way it was taught to you was just didn't suit you at all. And how What was the difference when you went to DALC, when you went to sit down to try and read or write for the first time? What was the difference there?

Speaker 2

Well, the difference was that I had two tutors there and they were in the class and I said, look, I can't read anything. I can't do anything. So I said, just sit down. Don't be putting yourself down. Just listen to the other students. Any problems, just call me. So as I progressed there, I started picking up on words. Then I was able to read a small book. Then they asked me to read for the kids in the crush, which I did. But being able to read my own mail was very important to me.

Speaker 1

Absolutely. Your correspondence.

Speaker 2

Yes.

Speaker 1

Yeah.

Speaker 2

And now I'm able to read my own mail. I can read my own text, you know, on the phone and everything. Like I remember my son Shane had sent me a message And I didn't reply straight away. I was busy. And it was, what was it? I think he was asking, could I babysit? And he rang me and said, ma, he said, I'm sorry for sending that message. I should have gave you a voice



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message saying, can you be? I said, Shane, I've seen your message. And yes, I will babysit. Do you know what I mean?

Speaker 1

Wow.

Speaker 2

And he said, man, the best thing you ever did was going to Dunk.

Speaker 1

Like it's just such a huge achievement. At a later stage in life, it can be almost harder to pick up these things, like maths and reading and writing. But you seem to have flown it because of the way that it has been taught to you. And do you find now having being able to read your text messages, emails, it's given you a greater sense of confidence and independence.

Speaker 2

Well, a lot of independence and I have great confidence.

Speaker 1

What kind of things has it allowed you to do that you couldn't do before?

Speaker 2

Well, do you know what I never used to do? I never used to look at the news. I never knew what was going on in the world. I can buy a newspaper, I can read, and I can sit down. And how I started as well at home was, you know, the subtitles. I started reading them and then I'd listen to the news to see what I write and what I was reading.

Speaker 1

Very good.

Speaker 2

Well, as I said, the most important thing was to being able to read, to have a proper conversation with somebody like the war, knowing what's going on in the world. Because before I never watched news.

Speaker 1



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And that kind of isolates you from society, doesn't it? When you feel like you can't take part in conversations or... almost like that's not for me. I'm not part of that. And now you feel part of it.

Speaker 2

Yes. I mean, you'd go, wouldn't be able to tell you who the president of America is. Do you know what I mean? No way would I. But we all know it's Trump.

Speaker 1

We could not know, unfortunately.

Speaker 2

But it's nice to know all these things. Do you know what I mean?

Speaker 1

Yeah, no, it is. Absolutely. And I think it helps you participate in society that bit more.

Speaker 2

As I said, like the two was in, now I'm not saying it anywhere. I'm just going by school and where I am now. They ask you, is this class too fast? Is it too slow? Are you happy? They go at your pace. Do you know what I mean?

Speaker 1

It's so important.

Speaker 2

And you're not afraid to make a mistake because it's not like you're going to get into trouble. They're not going to stand you but make a show of you. Do you know what I mean? It's not like that. And then I'm in room for other people that's just in, like myself. And most people have had a worse time than I had in school. Do you know what I mean?

Speaker 1

It's sort of like rewiring people's brains, isn't it?

Speaker 2

Exactly. And when you hear other people's stories, you say, oh my God, I thought I was bad. Yeah. You know what I mean? God almighty. Some of the stories that I've heard. Horrendous.



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Yeah, you know what I mean? Then in doubt, I mean, A lot of us are on the CE scheme, but we have a lot of other people that come from different countries that's living in Dublin. So you're getting to meet all these different people, different cultures, which is brilliant.

Speaker 1

So you're kind of connecting with new communities that you wouldn't probably in any other situation.

Speaker 2

Exactly. And then you listen to their stories, you know what I mean? That's how you get to know these people and They get to know you and they trust you.

Speaker 1

And do you think it helps to build up sort of social cohesion within the community?

Speaker 2

Oh, yes, I do. It really does. I mean, I mean, I class the students, my second family, even though we're all friends. And also, the two of us, I class them as me friends.

Speaker 1

But isn't that great that you're going into a place that you just feel so comfortable and so happy that you can And that when you're comfortable and happy and you're not afraid of making a mistake, you're going to learn and you're going to perform to your best ability.

Speaker 2

See, that's how we learn is by making our mistakes. Do you know what I mean? That's how we learn. I mean, we do a survey every year and I was only doing it with Fronica there a couple of months ago and she says to me, where do you see yourself this time next year? I said, well, Fronica, I see myself this time next year sitting there doing the same thing with you.

Speaker 1

No, and that's great, great to know. So you're doing your computers at the moment. Is there, would you like to take things further with your education? Are you happy in Dalc? Would you like to do a certificate or a degree in the future? Or are you happy to, you know, doing your bit by bit?

Speaker 2



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Well, I'm happy with what I'm doing now, and I'm hoping to be there to retire in time. And then when I retire, to spend time with my grandkids.

Speaker 1

Oh, lovely. That's the best way to spend the time.

Speaker 2

Yeah.

Speaker 1

Brilliant. Well, a lot of the project this podcast is about, Mags, is about learner voice and how, you know, how important that is to adult education. And I think it's something in Ireland that we do very well. Like we have a good track record of it. People could be listening to this all across Europe though that may not be as familiar with it and maybe they're the educators who are designing courses and they're wondering how do we do learner voice? Like kind of what is it? So I'm wondering from your experience in DALC, you know, how much does learner voice play a role in that organization? Are you are you asked your opinion about your course? Are you encouraged to, chime in if you think something would work better within a course? Do the learners get involved in shaping their own education?

Speaker 2

Yes, we are asked questions like, what would we like and all this? And they do go out of the way for us. Do you know what I mean? If I said, oh God, can we do a reading piece next week instead of doing this? Yes, we can do a reading piece.

Speaker 1

That's great.

Speaker 2

So now they are very understanding. And then we do stuff like spellings on the boards. Now, these smart screen tellies. So we have all that. So, and that helps a lot of people. Do you know what I mean? It really does now.

Speaker 1



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And what does it mean as a learner to have your voice heard? Like, what does it mean to you to, oh, Mary's listened to what I said and she's actually taking that on board and they've changed the course based on what I've said. You know, what does that mean to you?

Speaker 2

That makes me feel very proud of myself. Do you know what I mean? Because I mean, I've done a, what you say, I went to another place now and a few of my colleagues, I call them colleagues, we did this talk, we would get there, we were doing about computers to a load of other people. different people from different parts of the country. That was very nerve-wracking, but we sat there doing it.

Speaker 1

So you presented this.

Speaker 2

They presented it, but it was our faces because we were doing the computers and they wanted to hear what we had to say as learners. And then they'd ask us questions and stuff like that. You know what I mean?

Speaker 1

Because you're the ones who know the journey the best and the experience the best. So you know, you are the best people to ask. So you think that learner voice part is important?

Speaker 2

Yes, it is. It's like I never fought before in my life. And since I'm enveloped now, I have my face, my face will be heard. And I do fought.

Speaker 1

And do you feel that's because taking part in education has, you feel you want more of a say about what's going on around here?

Speaker 2

Exactly. And it is nice, like if you're out and about, and you meet someone, they say, oh, what are you doing? Oh, I'm in education. They say, oh, I'm not doing anything. And I do say, well, why don't you go and give it a try? You know, I do try to help other people. Like, what would you say now? I've done that. When I heard about the war with the Ukraine cranes, I did a raffle for



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prizes to raise money. And the same at Christmas. We do a raffle in DALC, all prizes, food, hampers and everything, and the money goes to Temple Street Hospital. So I'm doing things for charity, doing the posters, doing everything.

Speaker 1

You're giving back in a way that maybe you would have wanted to but couldn't before because now you have the skills.

Speaker 2

I do like to do me best in DALC now because they have been great to me and all the other students. You won't get any of the students there. I'm not only saying this to say anything bad about that, and that's the God's son's truth, because, God, I don't know what I'm going to do when I leave.

Speaker 1

It sounds like they won't get rid of you, Mike, because I don't think I don't think I'll make you leave.

Speaker 2

Maybe they'll let me be a tutor.

Speaker 1

Maybe, yeah, you seem to be one of their star pupils, which is brilliant. And we did talk so much and you can see it in your face and your voice, like your confidence that you have. And I would say a lot of that is down to Dalk, to going back to adult education.

Speaker 2

Oh, it is.

Speaker 1

Can you, if you think about Mags 8, nine years ago and Mags now, does she seem like two different people?

Speaker 2

Oh, I am a different person. I'm outgoing now. I'm open to every suggestion. I mean, when I was asked about this broadcast, I said, I'll do it.



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Speaker 1

And what would Mags 9 years ago have said?

Speaker 2

Oh, you must be joking. No way. I'm not doing anything.

Speaker 1

So the effect of education has isn't just the fact that now you're reading and writing it, which is brilliant.

Speaker 2

No, but it's much bigger. Yes, it doesn't bring me out myself. I have a lot of confidence, as Mara said, because Mary asked me to do a women's group. with a load of, all different national. And that went on fighting was for 12 weeks. And I loved that. And I was just talking, listening to other people's stories. And I loved that class. It was every Thursday. I loved that.

Speaker 1

Was so inspiring.

Speaker 2

Yeah, it really is. Well, it was. And all the people, I do meet them in town and all we do is smile, hug each other and say, oh God, how are you keeping and all? Do you know what I mean?

Speaker 1

It sounds like it's its own community that you've made for yourself.

Speaker 2

Exactly.

Speaker 1

And you mentioned there jokingly, but really, like, would you like? It sounds like you have the passion and, you know, that personal experience to do something like being a tutor.

Speaker 2

Yeah, I don't think I really would be a tutor now. But no, as I said, it's just, it's opened my eyes and it's start to bring me a long, way in my life. Do you know what I mean? I mean, I was doing



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silly little cleaning jobs for 8 hours a week. You know what I mean? But now I'd rather be doing something worthwhile. Like learning, you learn something new, and I'm interacting with all sorts of people, and I go home and I do say to my son, Well, how do you go on and walk? Everything? Do you have a good day? And he'll say to me, Ma, how was your day? I say, I had a brilliant day. And you do say to me, but you never have a bad idea. I'll say, no.

Speaker 1

Isn't that amazing? And I'd say your children are probably the ones who could notice the difference in you the most.

Speaker 2

Yes. And my other two grandchildren, Kelsey and John, can as well.

Speaker 1

And what do they, what do they say?

Speaker 2

Because I'll tell you what, I did a smart class in DALC. I only, I hadn't got a smartphone. Oh. Because I couldn't use it. But now I can. I know I can do everything. And then I sent it funny. I did something on my phone one of the days when my grandson was there and said, Nanny, how did you do that? I said, because I took smart class.

Speaker 1

So you're teaching the grandkids now how to use their smartphones?

Speaker 2

Yeah.

Speaker 1

Isn't that what a turnaround for the books?

Speaker 2

Well, there you go. Now, I never thought I even said to listen, Miriam, I won't be able to do this. I couldn't use a tablet. Yeah. No, I can't.

Speaker 1



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And does all of that help you feel more connected, like to your family, even like being part of a family WhatsApp group maybe you weren't able to be in before or being able to read the news on your phone or go on social media? Do you feel more connected?

Speaker 2

I do because, you know, like all my friends are on the phones. So I can keep in contact with them. I can send them pictures of my grandkids, FaceTime, you know what I mean? Anything, which is great. Like me and my sister keep in contact. I don't ring her all the time, but we do messages, FaceTime.

Speaker 1

It opens up a whole new world, doesn't it?

Speaker 2

It does. And when we had the COVID and we went into lockdown, I never did Zoom in my life. And most of the tutors didn't need her, but I was able to do it at home.

Speaker 1

You've become an expert, a Zoom expert.

Speaker 2

Yeah. But the two, so we were still doing our classes on the phones, on tablets.

Speaker 1

Wow. Mags, it really sounds like your journey has been transformative in a relatively short space of time. I mean, seven or eight years is not a long period, but look how much you've achieved. Are you proud of your achievements?

Speaker 2

Oh, I'm very proud. I was used to be Liz when you were on the computer, you say, now put your hands down. You've done a great job there. Everybody's done a great job. Now pat yourself on the back.

Speaker 1

It's great to do though, isn't it?

Speaker 2



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Yeah, it is. It is.

Speaker 1

We can be very tough on ourselves sometimes, but to recognise your achievements is amazing. And I'm sure there could be also, as well as educators, maybe learners or people who want to be learners listening to the podcast today, Mags. And again, like you, it's like getting to that front door, getting up those steps, thinking, oh, can I do this? Will I make a show myself? Would you have any advice for anyone listening, you know, about taking that first step?

Speaker 2

Well, I would say to anybody that needs to go to get educated, I would say, put yourself forth, take that step. That's what I would do. Just take that step and don't think you can't do it because you're never, ever too old to go back to education.

Speaker 1

That's a great piece of advice.

Speaker 2

And never too late.

Speaker 1

And what would you, where would you advise people to even start looking or do you, know?

Speaker 2

Well, there's quite a lot of places now around the city that I never knew. But I say go to stealth.

Speaker 1

Very good. Yes, I think you've definitely, you've definitely sold them to a lot of people today. So for anyone listening, as we were saying, DALC is the Dublin Adult Learning Centre. So it's www.dalc.ie and you can find out a lot of their programmes there. But of course, depending on where you are listening to this, you know, you can check your local adult and community education centres and find a course that really suits you. But Mags, thank you so much for coming on the podcast today.

Speaker 2

If I can help other people to better ourselves, fair play to them.



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Speaker 1

I think you definitely will help a lot of people with their journeys today by sharing here. So we really appreciate it. Mags Keenan Dillon, she is a learner at the Dublin Adult Learner Centre. Thank you so much for your time. And if you would like to find out a bit more about the Enhanced Project, or if you want to listen to other podcasts from the Enhance Project. You can find them all up on the website. It's enhancelearnervoice.com



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