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DUBLIN DOCKLANDS DEVELOPMENT AUTHORITY

LIVING AND LEARNING

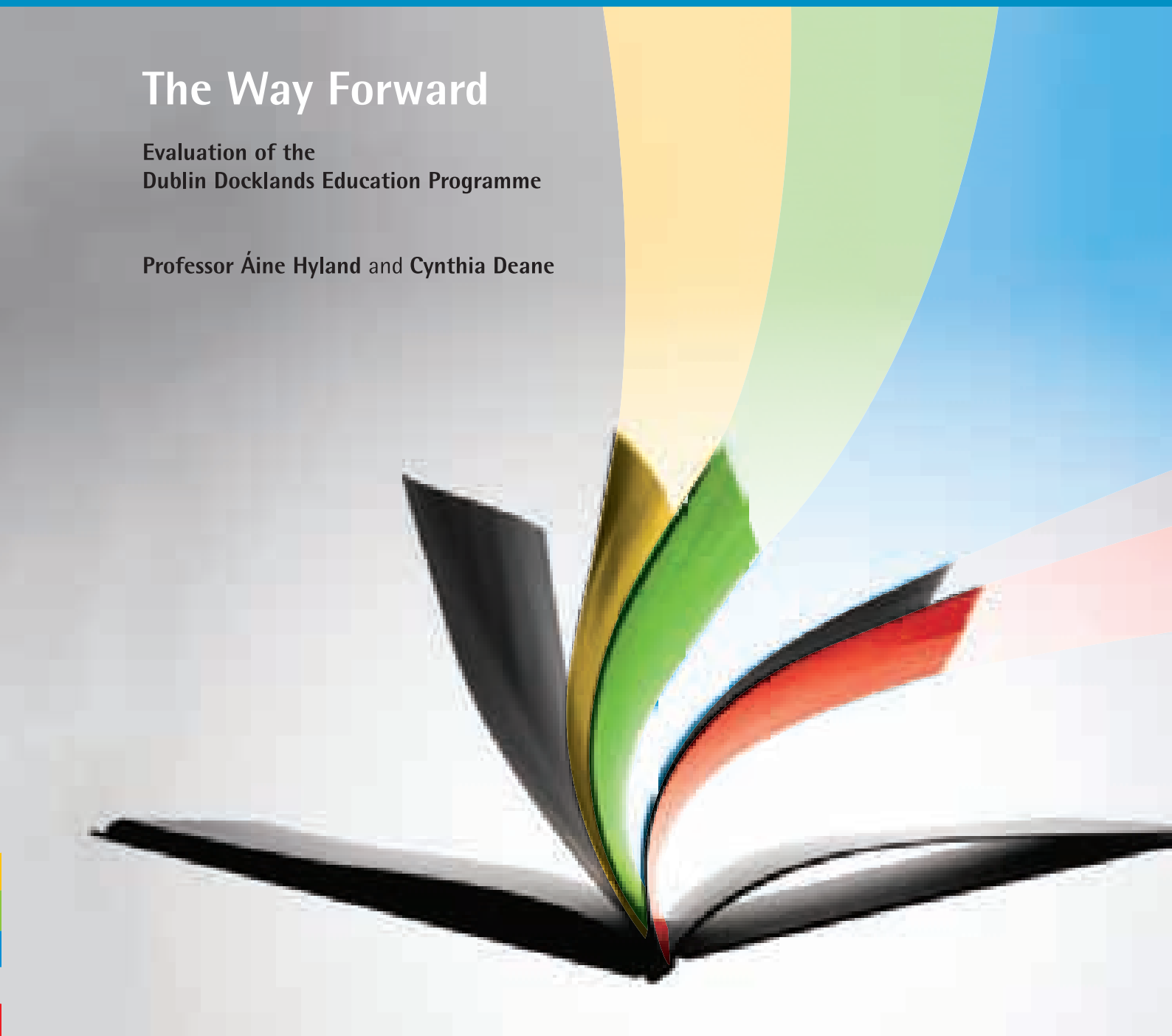
in Dublin Docklands

docklands

The Way Forward

Evaluation of the
Dublin Docklands Education Programme

Professor Áine Hyland and Cynthia Deane







LIVING AND LEARNING

in Dublin Docklands

The Way Forward

Evaluation of the Dublin Docklands
Education Programme

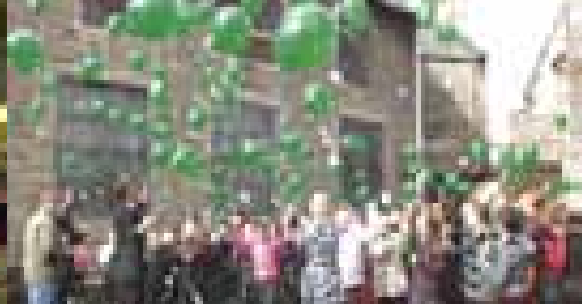
Professor Áine Hyland and **Cynthia Deane**

October 2008

LIVING AND LEARNING

in Dublin Docklands







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Contents **Page**

Foreword 4
List of schools participating in Dublin Docklands Education Programme 9
Executive summary 11
About this report 18

PART 1
EVALUATION OF THE DUBLIN DOCKLANDS EDUCATION PROGRAMME
1. Approach to the evaluation study 20
2. Facts and figures about the Dublin Docklands Education Programme 22
3. Assessing the effectiveness and impact of the Dublin Docklands Education Programme 31

PART 2
STRATEGY FOR THE FUTURE
Planning for sustainability: a strategy for the future development of the Dublin Docklands Education Programme 62

APPENDICES
Appendix 1: Research methods and timetable 72
Appendix 2: List of projects in Dublin Docklands Education Programme 74
Appendix 3: Survey results 76





FOREWORD

In tandem with the evident physical changes in the Docklands, there is a less visible, but equally important transformation taking place – the social regeneration of the Docklands communities. Investment in education has been the cornerstone of the Authority's Social Regeneration Programme since 1997, with a wide range of educational development projects at primary, post primary and third level. The projects have been designed in conjunction with the twenty-four local school principals to bring fun and passion into school life, encouraging participation and improving future prospects for young Docklanders.

Now that the Dublin Docklands Education Programme has been in action for ten years, it is a good time to examine the progress made to date and to plan for the future. In commissioning this independent evaluation report, we wanted to find out how the Authority's Programme is working, and to see how we can make it even better in the years to come. We were delighted that two leading educational consultants Prof. Áine Hyland and Cynthia Deane agreed to carry out the independent evaluation study, because their wide experience of Irish and international education is very relevant to the Authority's work in the Docklands.

The Authority welcomes the findings of the report that the Dublin Docklands Education Programme has been successful and has achieved many positive results for people living and learning in the Docklands communities. Through the projects, the Authority has built good relationships with schools and communities. By working together with principals and teachers, we have helped to improve the educational experience for children in our schools and to create new learning opportunities in the community. As well as producing educational benefits, the activities have also restored a sense of pride and belonging among young people and their families, something that has characterised the people of Dublin Docklands for many generations.



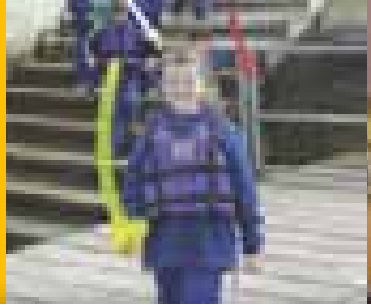


Looking ahead to the future, we accept the challenges that this report sets for the Authority and the School Principals' Forum. Together we are committed to listening to the messages that are clearly signalled here and to ensure the inclusion of specific educational goals and targets in our action plan for the next five years. The Authority will work even more closely with our partners in the community to build on the successes to date and to strengthen our programme for the future.

Together we will show the world that large-scale urban regeneration can drive the highest levels of educational achievement and create sustainable opportunities in local communities.

Donal O'Connor,
Chairman,
Dublin Docklands Development Authority







MEMBERS OF THE SCHOOL PRINCIPALS' FORUM

Robin Booth, St. Patrick's Boys National School (Pat Coyle retired 2006)	Cambridge Road, D4
Maeve Brew, St. Mary's Boys National School (Liam Ó Frighil retired 2008)	Haddington Road, D4
Mark Candon, St. Laurence O'Toole's CBS	Seville Place, D1
Una Condon, St. Mary's Star of the Sea Boys National School	Leahy's Terrace, D4
Pat Courtney, St. Vincent's Infant Boys School	North William Street, D1
Ken Duggan, Westland Row CBS	Westland Row, D2
Brendan Gallagher, City Quay National School	City Quay, D2
Nuala Grealy, St. Laurence O'Toole's	Aldborough Parade, D3
Bro. Paul Hendrick, The Life Centre	Pearse Square, D2
Annemarie Hogan, St. Brigid's National School	Haddington Road, D4
Martin Lynch, St. Patrick's Girls National School	Cambridge Road, D4
Charles McManus, Ringsend Technical Institute	Cambridge Road, D4
Jim Martin, Marino College	Marino Mart, D3
Paul Meaney, Marian College	Lansdowne Road, D4
Mary Moore, St. Laurence O'Toole's Junior Boys School (Valerie Coveney retired 2008)	Seville Place, D1
Séamus Murphy, St. Joseph's National School	East Wall Road, D3
Noel O'Brien, Larkin Community College	Champions' Avenue, D1
Brian O'Dwyer, St Joseph's CBS Secondary	Fairview, D3
Pádraig Ó Fainín, St Joseph's CBS Primary	Fairview, D3
Patsy O'Keeffe, O'Connell CBS Primary School	North Richmond Street, D1
Aodhán Ó Riordáin, St. Laurence O'Toole's Girls Primary School (Florence Nagle retired 2007)	Seville Place, D1





Attracta Quinn, St Mary's Girls Secondary School (closed June 2007)	Haddington Road, D4
Rita Tighe, St. Vincent's Girls National School	North William Street, D1
Sinéad Watson, St. Matthew's National School	Cranfield Place, D4
Mary Weekes, Scoil Chaitríona National School	Baggot Street, D2

STAFF OF THE DUBLIN DOCKLANDS DEVELOPMENT AUTHORITY SOCIAL REGENERATION UNIT

Gerry Kelly, Director of Social Regeneration

Matt Bolton, Manager of Social Regeneration

Olive McKenna Burke, Administration Manager/Social Regeneration Executive

Mette Boye Hansen, Social Regeneration Executive

Mark Hughes, Social Regeneration Executive

Sinéad Hickey, Social Regeneration Executive

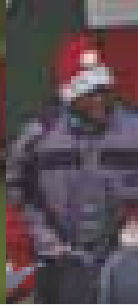
John Doorley, Local Labour Liaison Officer

Jacinta Boylan, Administration Officer

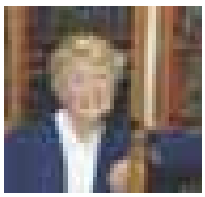
A note on the terminology used in this report

The term Dublin Docklands Education Programme (abbreviated to "the Programme") is used throughout the report to refer to the range of educational projects, activities and initiatives that the Dublin Docklands Development Authority, through its Social Regeneration Unit, has promoted since 1997 in the Docklands area and its immediate hinterland.



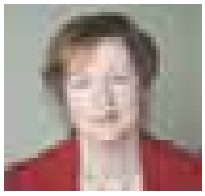


ABOUT THE AUTHORS



Professor Áine Hyland, B.A., M.Ed., Ph.D.

Áine Hyland is former Professor of Education and Vice-President of University College Cork. She has wide experience in educational research and evaluation and is particularly interested in educational initiatives which support students, their families and their communities. From 2002 to 2005 she chaired the national Educational Disadvantage Committee set up by the Minister for Education; she is Director of Bridging the Gap – a private-public partnership managed by University College Cork, which has worked with forty schools in Cork city since 2001. She is a member of the Advisory Group for the Higher Education Authority's National Office of Equity of Access to Higher Education and currently chairs the Project Team on Child Literacy and Educational Equality for the National Economic and Social Forum. She is a member of the governing body of the National College of Ireland.



Cynthia Deane B.A., H.Dip.Ed, M.Ed., M.Sc. (Mgmt), MIMCA

Cynthia Deane is a native of the Dublin Docklands and she is now working as a specialist education consultant based in Cork. She started her education career in 1974, and she has many years experience in teaching and educational management. As Chief Executive of the National Council for Vocational Awards (NCVA, now FETAC) from 1994 to 2000, she was closely involved in developing the National Framework of Qualifications. Since she set up her independent consulting practice in 2001, she has worked with a long list of Irish and international clients from the public and private sectors, as well as not-for-profit organisations and philanthropic foundations. She has advised on strategies for learning and development, and she has completed several evaluation studies and reports on educational projects and initiatives. Cynthia is a Certified Management Consultant and her practice, Options Consulting, is registered with the Institute of Management Consultants and Advisers (IMCA).

Acknowledgements

The authors thank everyone who contributed to the preparation of this report, especially the members of the Principals' Forum and the staff of the Social Regeneration Unit, Dublin Docklands Development Authority. Thanks also to the teachers, parents and pupils who were so helpful to us when we visited the Docklands schools.

All illustrations in this report are by students in Docklands schools.



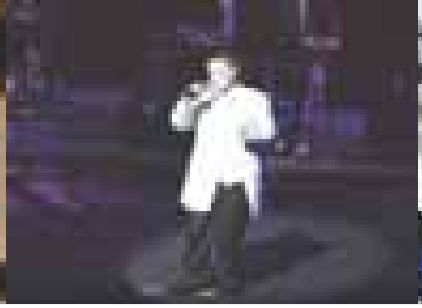
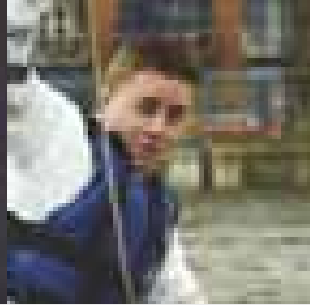
SCHOOLS PARTICIPATING IN THE DUBLIN DOCKLANDS EDUCATION PROGRAMME

Primary Schools (16)

1. City Quay National School	City Quay, D2
2. O'Connell CBS Primary	North Richmond Street, D1
3. Scoil Chaitríona National School	Baggot Street, D2
4. St. Brigid's National School	Haddington Road, D4
5. St Joseph's CBS Primary	Fairview, D3
6. St. Joseph's National School	East Wall Road, D3
7. St. Laurence O'Toole's Junior Boys School	Seville Place, D1
8. St. Laurence O'Toole's CBS	Seville Place, D1
9. St. Laurence O'Toole's Girls Primary School	Seville Place, D1
10. St. Mary's Boys National School	Haddington Road, D4
11. St. Mary's Star of the Sea Boys National School	Leahy's Terrace, D4
12. St. Matthew's National School	Cranfield Place, D4
13. St. Patrick's Boys National School	Cambridge Road, D4
14. St. Patrick's Girls National School	Cambridge Road, D4
15. St. Vincent's Girls National School	North William Street, D1
16. St. Vincent's Infant Boys School	North William Street, D1

Special Schools and Centres (2)

17. St. Laurence O'Toole's	Aldborough Parade, D3
18. The Life Centre	Pearse Square, D2

SCHOOLS PARTICIPATING IN THE DUBLIN DOCKLANDS EDUCATION PROGRAMME

Post-Primary Schools (6)

19. Larkin Community College	Champions' Avenue, D1
20. Marian College	Lansdowne Road, D4
21. Marino College	Marino Mart, D3
22. Ringsend Technical Institute	Cambridge Road, D4
23. St Joseph's CBS Secondary	Fairview, D3
24. Westland Row CBS	Westland Row, D2





EXECUTIVE SUMMARY

Looking back, looking forward

This report presents both an evaluation of the Dublin Docklands Education Programme based on its achievements in the period from 1997 to 2007 and a strategy for the future development of the Programme. The strategy, which was developed in collaboration with the schools involved in the Programme, builds on the extensive experience gained not only within the Dublin Docklands Education Programme, but also elsewhere in Ireland and internationally, to consolidate successful practice and create a new platform for progress in the future.

Focus of the evaluation study

The evaluation study aimed to answer four questions:

1. How well has the Dublin Docklands Education Programme helped schools in Dublin Docklands and its immediate hinterland to achieve their educational goals?
2. How effectively is the Dublin Docklands Education Programme planned, organised and implemented?
3. What impact has it had?
4. Based on the experience to date, what are the elements of an appropriate and sustainable Education Programme for the Dublin Docklands and its immediate hinterland in the future?

Summary of evaluation findings

The study found that the Dublin Docklands Education Programme includes an impressive array of projects and activities for schools and communities. The Programme is well funded, well resourced and well subscribed. The Docklands schools are happy and vibrant places where young people are valued and their learning is supported by caring, committed and talented professionals. In spite of serious deficits in some of the older school buildings, the schools are "advantaged" in many ways; the Dublin Docklands Education Programme has encouraged and enabled schools to add value to their existing curriculum for the benefit of their pupils.





The extra resources provided to schools by the Docklands Authority have brought an injection of enthusiasm and optimism that has benefited the school communities. Teachers have been up-skilled; children and their families have higher expectations of what they can achieve in education; the teaching and learning environment in the schools has been enhanced.

The Dublin Docklands Education Programme has been significant and successful

The evaluation found that over the past ten years the Dublin Docklands Education Programme has been significant and successful in a number of ways:

- Projects and activities have been developmental and innovative, generating ideas about what is possible; learning what works to improve educational experience and outcomes for children in the Docklands
- Through the Dublin Docklands Education Programme, the Docklands Authority has built good relationships with schools and communities
- The Dublin Docklands Education Programme has created good opportunities for networking among principals, teachers, parents and pupils
- The various projects and activities have added value to the work of schools and to the education service in Docklands communities
- Being involved in the Dublin Docklands Education Programme has raised the morale of school communities, by valuing people and their work.

The projects and activities have been effective in helping schools to achieve their goals

Within the Dublin Docklands Education Programme, there is a wide range of projects and activities that have produced significant benefits: a more varied curriculum and support for pupils' learning; greater access to the arts and culture in schools and communities; varied sports and leisure opportunities; improvements in pupils' motivation and behaviour; relevant and high quality professional development for educators; research on the educational profile of the area; support for school development, both organisational and infrastructural; involvement of parents and young adults in community-based Programme activities.




The Dublin Docklands Education Programme has made a difference to pupils and their families

The Dublin Docklands Education Programme has provided greater opportunities for all learners in the Docklands to develop their talents and to explore possibilities for their future. It has broadened children's horizons and their parents' expectations; enhanced their self-esteem and made learning more enjoyable. However the evidence that is available about the impact of the Programme is mostly anecdotal and subjective; there are little or no quantitative or objective data that demonstrate the changes it has brought about in pupils' motivation, ambitions or educational performance.

There are very strong foundations for the further development of the Dublin Docklands Education Programme

With the Docklands Authority committed to a new five-year plan and all schools committed to continuing in the Dublin Docklands Education Programme, the future looks bright for education in the Dublin Docklands. Strong relationships and networks are in place; there is excellent goodwill towards the work of the Dublin Docklands Education Programme both in schools and in communities. There is considerable wealth of expertise among the professional educators and project managers who have shown great willingness to work in partnership for the benefit of children in the area.

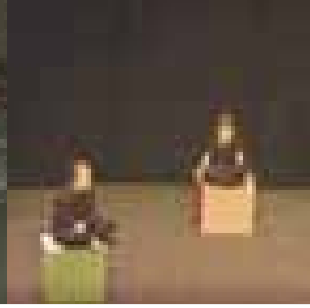
Main messages for the future

There are six main messages for the future of the Dublin Docklands Education Programme emerging from this evaluation:

- Build on the success of the developmental phase, using the experience of what has worked well in Dublin Docklands and elsewhere to strengthen the strategic direction of the Programme and to focus on achieving positive educational outcomes for everyone living and learning in the Docklands communities
- Make the educational goals and priorities of the Dublin Docklands Education Programme more explicit, linking the projects and activities clearly to the needs that are identified by the schools





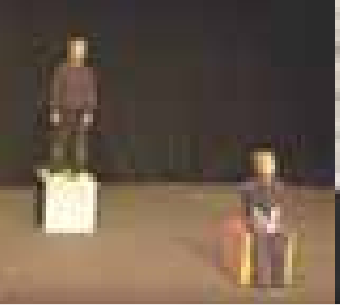


- Create a strong identity for the Programme that will convey its vision of educational achievement for all
- Strengthen the *partnership* approach: use the expertise of the education practitioners and the community
- Take a more systematic approach to research, data gathering and analysis; collect data and monitor progress to show the impact of the Dublin Docklands Education Programme on the educational experience and life chances of people living and learning in the Docklands communities
- By working with its partners to strengthen and develop a more focussed Education Programme, the Dublin Docklands Development Authority can become a national and international leader in promoting educational equality and inclusion in parallel with urban regeneration.

Planning for the next phase: a strategy for the future

The School Principals' Forum and the Dublin Docklands Education Programme management team have already begun to work together on a new strategy for the next phase of the Dublin Docklands Education Programme, using a "logic model" of strategic planning which focuses on identifying the main challenges, the priority to be addressed, and the outcomes that the Programme will aim to achieve. The strategic plan is outlined in Part 2 of this report; the following is a summary of the strategy.









LIVING
AND
LEARNING
in Dublin Docklands



Summary of Dublin Docklands Education Programme Strategy

THE CHALLENGE

Many children in the Docklands do not achieve their full potential in education.

PRIORITY

The Docklands Authority will collaborate with schools, parents and the community to support children's learning, enabling them to participate successfully in education throughout their lives and to have more opportunities open to them.

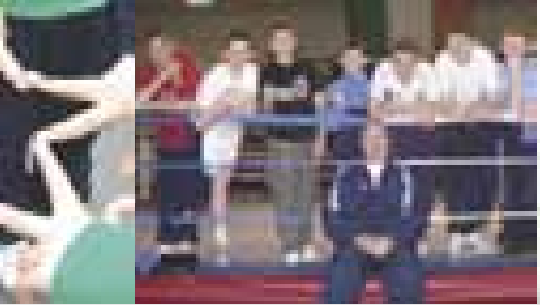
OUTCOMES

Long-term impact we expect

- More young people in the Docklands completing second and third level education, with improved levels of achievement especially in literacy, numeracy and Leaving Certificate
- Active involvement of parents, families and community in supporting children's learning
- High performing and happy teachers, who are given excellent professional support to enjoy the challenges of their work
- Seamless high quality education provision for lifelong learning
- High quality learning environments
- Evidence and research-based decision-making.

ACTIONS

- Research to identify educational needs of children
- Community development, awareness raising
- Education and training programmes for parents and professionals
- Literacy and numeracy intervention programmes
- Assessment, diagnostic and therapeutic services
- Curriculum enrichment and learning support
- Arts, culture and leisure



- Motivation and behaviour enhancement
- School development: organisational and infrastructural
- Community-based programmes.

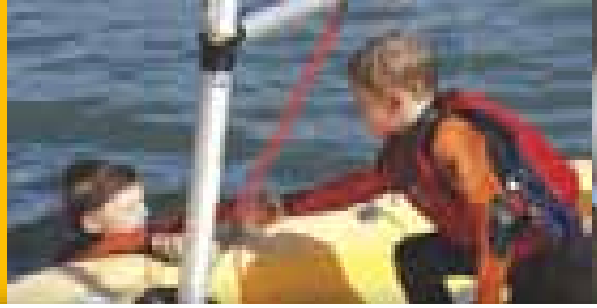
INPUTS

Resources: expertise, finance (public/private), facilities and infrastructure

Collaboration: Docklands, community, schools, colleges, public agencies, business

Planning and support: research and development; project management; monitoring impact.







ABOUT THIS REPORT

Background to the report

The remit of the Dublin Docklands Development Authority covers not only the physical transformation of the Docklands, but also the social regeneration of the area, with the aim of improving education, employment, community development, civic infrastructure and housing in the Docklands communities north and south of the Liffey. Since 1997, the Social Regeneration Unit of the Dublin Docklands Development Authority has funded and provided the Dublin Docklands Education Programme for schools and communities in the Docklands and its immediate hinterland. The Programme has included more than forty different projects and activities over its lifetime to date. In 2007, the Social Regeneration Unit, on behalf of the Authority, commissioned education consultants Professor Áine Hyland of University College Cork and Cynthia Deane of Options Consulting to undertake an evaluation of the Dublin Docklands Education Programme.

Looking forward

Now is a good time to reflect on the first phase of the education Dublin Docklands Education Programme from 1997 to 2007 and to look forward, because the Docklands Authority is completing a new Master Plan for the next five years. The evaluation study was a major part of the Docklands Social Regeneration Unit's action plan for 2007-2008. Its main purpose was to answer the question *"How well is the Dublin Docklands Education Programme helping schools to achieve their educational goals?"*

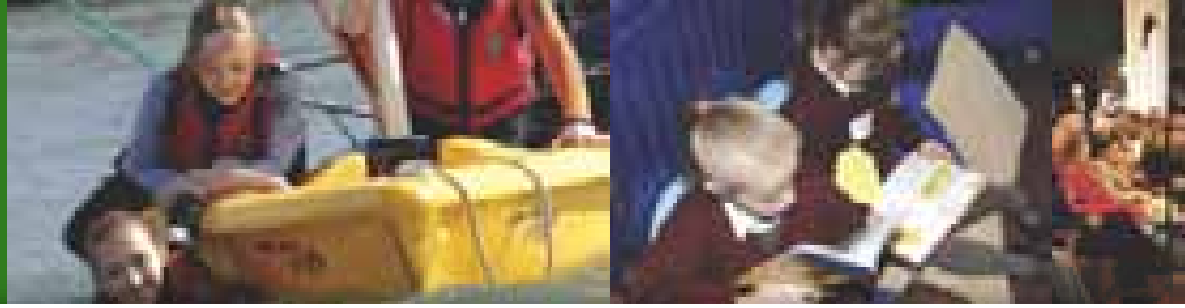
While the initial focus of the evaluation was to assess the *effectiveness, impact and sustainability* of the Dublin Docklands Education Programme, as the work progressed it became increasingly clear that there was considerably more to be gained from looking forward rather than focusing solely on the past performance of the Programme. In collaboration with all the Programme partners, the consultants aimed to build on the extensive experience gained not only within the Dublin Docklands Education Programme, but also elsewhere in Ireland and internationally, to consolidate successful practice and create a new platform for progress in the future.



Outline of the report

This report is in two parts. The first part describes how the evaluation was conducted and summarises the important facts and figures about the Dublin Docklands Education Programme. It also assesses the effectiveness of the Programme using a set of good practice guidelines drawn from recent Irish and international literature on educational inclusion. The second part outlines a proposal for the future development of the Dublin Docklands Education Programme according to international best practice.





1 EVALUATION OF THE DUBLIN DOCKLANDS EDUCATION PROGRAMME

1. Approach to the evaluation study

This section of the report describes how the consultants carried out the evaluation. It outlines the purpose of undertaking the study and the main questions that the consultants wanted to address. It also lists the research and data gathering methods that were used in the study.

Purpose of the evaluation study

The evaluation study was designed to assess the *effectiveness* of the education programme funded and provided by the Social Regeneration Unit of the Dublin Docklands Development Authority and to measure the *impact* of the Programme on pupils and their families, schools and communities in the Docklands. It also aimed to make recommendations on the *sustainability* and future development of the Dublin Docklands Education Programme.

There were four main questions for the evaluation study:

1. How well has the Dublin Docklands Education Programme helped schools in Dublin Docklands and its immediate hinterland to achieve their educational goals?
2. How effectively is the Dublin Docklands Education Programme planned, organised and implemented?
3. What impact has it had?
4. Based on the experience to date, what are the elements of an appropriate and sustainable Education Programme for the Dublin Docklands and its immediate hinterland in the future?



Evaluation design

The consultants adopted a collaborative approach to the evaluation, engaging participants, practitioners and policymakers in assessing the outcomes and planning for the future development of the Dublin Docklands Education Programme. Research and experience have shown that such an approach gives programme partners a sense of ownership of an evaluation's findings and recommendations. In this study, the focus has been mainly on the elements of the Dublin Docklands Education Programme that are run in collaboration with schools and colleges. The consultants used a range of quantitative and qualitative methods to evaluate the effectiveness, impact and sustainability of the Dublin Docklands Education Programme, including documentary research; interviews with Programme staff and participants; questionnaire survey for principals; workshops for the School Principals' Forum; focus groups of teachers, parents and pupils; site visits and observation of Dublin Docklands Education Programme activities. The details of the research methods and the timetable that were agreed with the Docklands Authority Social Regeneration Unit are shown in Appendix 1.

Comment on the evaluation methodology

Everyone involved in the education projects, both in the Docklands Social Regeneration Unit and in the schools, was very helpful in responding to the consultants' requests for information and in facilitating meetings, school visits and interviews. The consultants found the sessions with the School Principals' Forum particularly useful in providing feedback on the Dublin Docklands Education Programme. The visits to a sample of twelve schools (which were selected by the consultants) proved extremely valuable as they gave the consultants an opportunity to meet with teachers, pupils, parents and community representatives as well as with principals.

Seventeen questionnaires were returned from a total of 24, a response rate of 71 per cent, which is a very good sample for this type of research. In addition, a number of principals who did not complete the questionnaire responded verbally to the survey questions when they met with the consultants at the School Principals' Forum or in one-to-one interviews.





2. Facts and Figures about the Dublin Docklands Education Programme

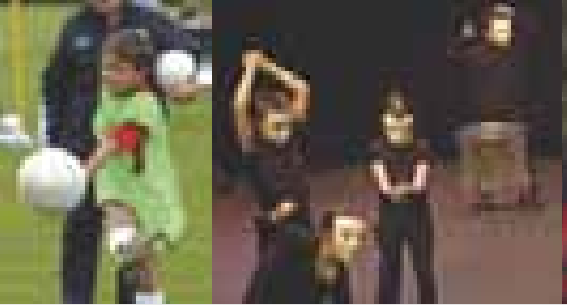
This section of the report lists the range of activities that were included in the Dublin Docklands Education Programme from 1997-2007; it also shows the number of schools participating in the Programme and indicates the expenditure on the Programme in 2007.

The Dublin Docklands Education Programme 1997-2007

The mission of the Dublin Docklands Development Authority Social Regeneration Unit is to create "a paragon of sustainable inner city regeneration" and its objective is to ensure that "the whole community enjoys the highest standards of access to education, employment, housing and social amenity". Investment in education is considered by the Authority to be the foundation of social regeneration, and the Dublin Docklands Education Programme that has been implemented by the Authority at primary, post primary and third level education is "designed to bring fun and passion into school life, encouraging participation and improving future prospects." (Dublin Docklands Development Authority website).

The full list of activities within the Dublin Docklands Education Programme for the period 1997-2007 is included in Appendix 2. The Programme activities can be grouped into a number of categories:

- Curriculum enrichment and learning support
- Arts and culture
- Sports and leisure
- Motivation and behaviour enhancement
- Professional development for principals and teachers
- Research
- School development: organisational and infrastructural
- Community-based projects and activities.



As Table 1 shows, there is a wide range of activities within each category, which suggests that the Dublin Docklands Education Programme has the potential to influence many aspects of school life and to enhance the educational experiences of children attending Docklands schools.

Table 1
Dublin Docklands Education Programme 1997-2007

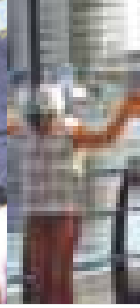
Categories of Programme Activities

Curriculum Enrichment and Learning support
• Psychological Assessments
• After-School Study Programme
• Twinning with Eu Schools French Programme
• Literacy Programme
• Early Start Education
• African IT Programme
• One World
• Life centre Project

Sports and Leisure
• Soccer Academy
• Gaelic Football and Hurling Academy
• Boxing Academy
• Docklands Schools' Festival (Dragon Boat Racing)
• Sail Training Pilot Project
• Splash Week
• PE and Healthy Eating Programme







Professional Development and Networking for Principals and Teachers

- School Principals' Forum
- Teachers' Conference
- Teachers' Dyslexia Development Programme
- Play Therapy Course
- Circle Time Teacher Training Programme
- Emotional Intelligence
- Study Bursaries for Teachers

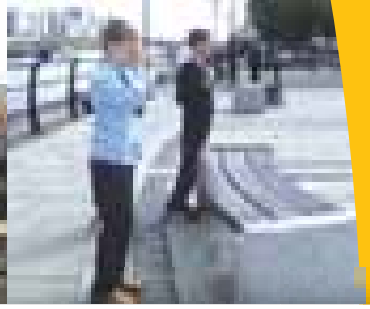
School Development: Organisational and Infrastructural

- Docklands Schools IT Hub
- Comer Whole School Development Programme
- In-Schools Projects (Infrastructure and Building Development)

Arts and Culture

- Schools' Music Programme
- Caught on Camera (Schools' Photographic Initiative)
- Schools' Drama Programme
- Honk (Musical Production)
- Sound School
- Drama Academy and Schools Theatre Festival
- School Bands





Motivation and Engagement

- Circle Time
- Therapeutic Crisis Intervention Management
- Schools' Incentive Behaviour and Attitude Programme
- Third Level/Further Education Scholarship Programme
- Discovering University

Community-based Education Programmes

- Family Learning through Coaching
- Young Achievers' Awards
- Schools Job Placement Programme
- Active Citizenship Programme
- Parents in Education
- Apprenticeship Programmes
- Local Employment Initiatives
- Safe Pass training

Research and Publications

- ESRI Schools' Survey and Database
- Schools' Yearbook
- Study Visits to Models of Best Practice





Dublin Docklands Education Programme budget and schools participating in activities 2007

While the list of Dublin Docklands Education Programme activities is long and varied, not all are currently running. Table 2 shows the school-based Programme activities that were run in 2007, with the budget and the number of schools participating in each activity. Table 3 lists all the Docklands schools and shows the number of activities in which each school participated during 2007. (In Table 3, the activities are labelled with numbers that correspond to those in Table 2).

Table 2
Dublin Docklands Education Programme Budget 2007

Project/Activity	Budget 2007*(€)	No of schools	Average per school (€)
1. Psychological Assessments	20,000	20	1,000
2. Schools' Drama Programme (Schools' Theatre Festival)	140,000	15	9,330
3. Schools' Incentive Behaviour and Attitude Programme	30,000	20	1,500
4. Literacy Programme	10,000	4	2,500
5. Circle Time Programme	120,000	16	7,500
6. Twinning with Eu Schools French Programme	80,000	6	13,330
7. Therapeutic Crisis Intervention Management	5,000	3	1,666
8. Life Centre Special Projects	5,000	1	5,000
9. Schools' Music Programme	25,000	17	1,470



Project/Activity	Budget 2007*(€)	No of schools	Average per school (€)
10. Caught on Camera (Schools' Photographic Initiative)	25,000	12	2,080
11. Emotional Intelligence	125,000	8	15,630
12. Docklands Schools' Festival (Dragon Boat Racing)	20,000	5	4,000
13. School Bands	10,000	1	10,000
14. Sound School Programme	30,000	4	7,500
15. PE & Healthy Eating Programme	100,000	8	12,500
16. African IT Programme	60,000	5	12,500
17. ESRI Schools' Survey and Database	50,000	24	2,080
18. School Principals' Forum	25,000	24	1,040
19. Docklands Schools' Yearbook	65,000	24	2,710
20. In-schools Projects	15,000	3	5,000
21. Family Learning through Coaching	50,000	7	7,143
22. Third Level Scholarship Programme	120,000	6	20,000
23. Schools' Counselling Programme	10,000	3	3,333
Total budget 2007: €1,140,000		**Average per school €47,500**	

**Note*
The budget figures above represent the amounts allocated by the Docklands Authority for each activity in 2007. The figures do not include staff costs or management and administration overheads incurred by the Authority. The real cost of the education Dublin Docklands Education Programme is therefore considerably higher than shown here.





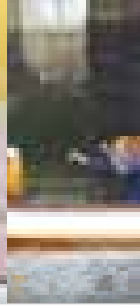
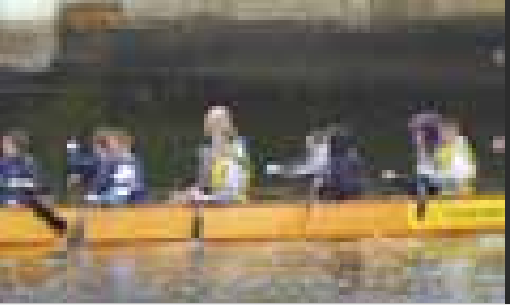
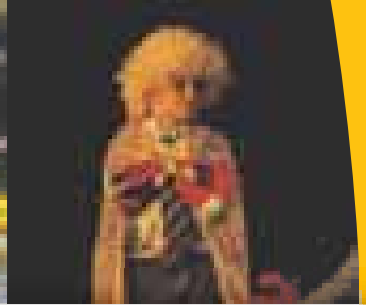


Table 3:
Schools participating 2007

(by Activity # see table 2) >	1	2	3	4	5	6
Primary Schools (Number of activities for each school)						
City Quay National School, D1 (12)	X	X	X		X	X
O'Connell CBS Primary, D1 (10)	X	X	X		X	
Scoil Chaitríona National School, D2 (7)			X		X	
St. Brigid's National School, D4 (8)	X	X	X		X	
St Joseph's CBS Primary, D3 (11)	X	X	X		X	
St. Joseph's National School, D3 (12)	X		X	X	X	
St. Laurence O'Toole's Junior Boys School , D1 (10)	X	X	X	X	X	
St. Laurence O'Toole's CBS, D1 (13)	X	X	X		X	X
St. Laurence O'Toole's Girls Primary School , D1 (13)	X	X	X		X	X
St. Mary's Boys National School, D4 (10)	X	X	X		X	
St. Matthew's National School , D4 (9)	X	X	X		X	
St. Patrick's Boys National School, D4 (11)	X	X	X		X	
St. Patrick's Girls National School , D4 (13)	X	X	X	X	X	X
Star of the Sea Boys National School, D4 (10)		X	X		X	
St. Vincent's Girls National School, D1 (9)	X	X	X		X	
St. Vincent's Infant Boys School, D1 (11)	X	X	X	X	X	
Special Schools/Centres						
St. Laurence O'Toole's, D1 (7)	X	X				
The Life Centre, D2 (5)						
Post-Primary Schools						
Larkin Community College, D1 (12)	X		X			X
Marian College, D4 (8)	X					
Marino College, D3 (11)	X		X			
Ringsend Technical Institute, D4 (11)	X		X			X
St Joseph's CBS Secondary, D3 (4)						
Westland Row CBS, D2 (9)	X		X			





7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
		X	X	X				X		X	X	X				
		X	X					X		X	X	X				
			X							X	X	X		X		
			X							X	X	X				
		X	X	X				X		X	X	X				
		X	X	X				X		X	X	X	X			
				X						X	X	X				X
X		X						X		X	X	X		X		X
		X	X					X		X	X	X		X		X
		X	X							X	X	X		X		
		X	X							X	X	X				
		X	X					X		X	X	X		X		
		X	X					X		X	X	X		X		
		X	X						X	X	X	X		X		
		X		X						X	X	X				
				X		X				X	X	X	X			
X				X						X	X	X				
	X									X	X	X	X			
		X		X	X		X		X	X	X	X			X	
		X			X		X			X	X	X			X	
X		X			X		X		X	X	X	X			X	
		X			X		X		X	X	X	X			X	
										X	X	X			X	
		X			X				X	X	X	X			X	





Comment on the Facts and Figures

A well-resourced Programme

The Dublin Docklands Education Programme is extremely well resourced financially by national standards. The average spend per pupil per year within the Dublin Docklands Education Programme is approximately €316, which is considerably in excess of the capitation grant of €173 per pupil that is paid to primary schools by the Department of Education and Science. The Docklands also invests considerable human resources in the Programme, with a Director and six project managers employed to implement and administer the full range of activities undertaken by the Social Regeneration Unit, including the Dublin Docklands Education Programme.

In many schools the Dublin Docklands Education Programme is a whole-school initiative

As shown in Table 3, there is a very good level of participation in the Dublin Docklands Education Programme activities, with primary schools taking part in an average of eleven activities each in 2007, and post-primary schools taking part in an average of nine each. There is a large and varied menu of educational activities from which principals can choose those that suit the needs of their school communities. Table 4 below shows statistics for participation in the Dublin Docklands Education Programme in 2006-2007 as compiled from the principals' survey responses. These figures show that on average, over two-thirds of teachers and four in five pupils in the Docklands schools are directly involved in the Programme activities; this means that in many schools the Dublin Docklands Education Programme is effectively operating as a whole-school initiative.



Table 4
Dublin Docklands Education Programme Statistics 2006-2007

	Number of teachers in Docklands schools	Number of pupils in Docklands schools	Teachers involved in Docklands Education Programme	Pupils involved in Docklands Education Programme
Total for sample of 17 schools	250	2,572	171 (68%)	2,152 (84%)
Average per school	15	151	10	127
Estimated total for all 24 project schools	360	3,624	240	3,048

3. Assessing the effectiveness and impact of the Dublin Docklands Education Programme

This section of the report assesses the effectiveness of the Dublin Docklands Education Programme using a set of good practice guidelines drawn from recent Irish and international literature on educational inclusion.

Monitoring the changing educational profile in the Docklands: data from the ESRI surveys

The Docklands Authority commissioned the Economic and Social Research Institute (ESRI) to carry out surveys on the levels of educational participation and achievement of children living in the Docklands. As shown in Table 5, these surveys showed that in 1997, 35% of Docklands children dropped out of school before the age of 12; in 2005, the figure was 13%.



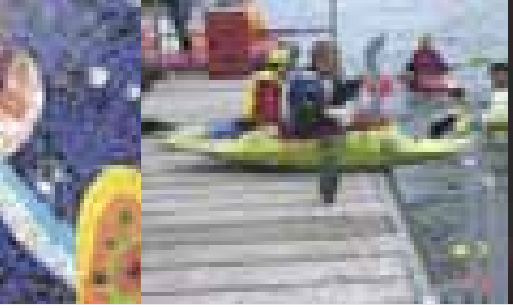


The percentage dropping out before the age of 15 dropped from 65% in 1997 to 30% in 2005. The percentage of local young people sitting Leaving Certificate increased from 10% in 1997 to 60% in 2005, and the percentage progressing to higher education increased from 1% to 10% over the same period.

Table 5
Dublin Docklands Education Statistics from ESRI Surveys 1997 and 2005

Proportion of young people from Dublin Docklands who -	1997	2005
Drop out of school before the age of 12	35%	13%
Drop out of school before the age of 15	65%	30%
Sit Leaving Certificate	10%	60%
Progress to higher education	1%	10%

While these statistics show that there has been a considerable improvement in educational participation in the Docklands since the educational Dublin Docklands Education Programme began, there are two important observations to be made. Firstly, it is difficult to attribute the improvement to any single factor: over this period, many Docklands schools, as well as benefiting from the extra resources that were available within the Dublin Docklands Education Programme, were also involved in a number of national initiatives which aimed to address educational disadvantage and increase the level of school completion. Secondly, the figures do not constitute any reason for complacency because they still fall far short of national rates for retention to Junior and Leaving Certificate and transfer to higher education: the most recent statistics show that 82% of school leavers sit the Leaving Certificate, 14% leave after Junior Certificate and 4% leave with no qualifications. In 2004, 55% of the total age cohort nationally entered higher education, which is over five times higher than the figure for the Docklands in 2005.



The nationwide ESRI 2006 School Leavers' Survey found that national levels of second-level completion remain at levels found in the early 1990s, despite much policy focus and considerable resources allocated towards combating early school leaving and educational under-achievement. The authors of the survey report comment that

> *Socio-economic differences in second-level completion and performance remain wide. This has serious implications for the life chances of large groups in society (particularly those from unemployed backgrounds), both in the short-term in terms of accessing further education and training opportunities and in terms of longer-term labour market and social outcomes. Indeed, the immediate labour market experiences of young people leaving school early have in fact worsened and they now face greater difficulty in securing employment.* (ESRI 2006 *School Leavers' Survey*).

Evaluating the outcomes of national programmes

As part of this evaluation study, the consultants reviewed recent policy and research literature about successful practice in educational inclusion, both Irish and international. In Ireland, reports by the Comptroller and Auditor General (2006), the Education Disadvantage Committee (2005) and Archer and Weir (2005) make a number of recommendations about initiatives to improve educational outcomes, especially in literacy and numeracy, school attendance and school completion. Professor Peter Evans of the OECD has also articulated a number of good practice principles for programmes that seek to address educational disadvantage (2005).





Report of the Comptroller and Auditor General

In June 2006 the Comptroller and Auditor General published a value for money report which found that many recent national initiatives for educational inclusion have shown disappointing results. The report assessed the impact of educational disadvantage initiatives in the primary sector:

- Disadvantaged Areas Scheme (introduced in 1984)
- Home-school-community links scheme (coordinators appointed from 1990 onwards)
- *Breaking the Cycle* Initiative (introduced in 1996, subsumed into *Giving Children an Even Break* in 2001)
- *School Completion Programme* (clusters introduced in 2002).

(The C and AG report can be downloaded from www.audgen.gov.ie)

The report examined the effectiveness of the initiatives mainly in terms of the rate of improvement in literacy and numeracy levels and school attendance. Using these measures, the findings present a bleak picture: relative standards of literacy in designated disadvantaged schools have actually fallen between 1998 and 2004. Numeracy levels in disadvantaged schools are also low in comparison with schools generally. The report states that

Bearing in mind the resources applied through the various disadvantage initiatives and the general increase in recent years in the financial allocations to the primary sector, it is disappointing that reading standards in designated disadvantaged schools have not improved. ... In order to evaluate the effectiveness of future programmes to combat educational disadvantage it will be necessary to set targets for literacy, numeracy and attendance at both national and school level and to ensure that proper systems are put in place to collect the relevant data. (p. 10)



The report makes a number of recommendations that are relevant to individual schools' efforts to improve learning outcomes in literacy and numeracy, school attendance and completion:

- Schools should set short- to medium-term targets for achievement in the areas of literacy, numeracy and attendance and monitor individual achievement and overall outcomes in the light of those targets.
- Schools should create better links between the results of standardised testing, the teaching methodologies and strategies adopted and the creation of learning goals for specific curricular areas.
- Evaluation at school level needs to be improved through the provision of expertise and support in School Development Planning, target setting and monitoring.

Report of the statutory Education Disadvantage Committee

In its final report in 2005, the statutory Education Disadvantage Committee identified several characteristics as being an essential part of a precisely-targeted, comprehensive and co-ordinated approach to educational disadvantage. These include:

1. Curriculum adaptation with particular reference to literacy and numeracy
2. An emphasis on early intervention and prevention of school failure rather than remediation
3. A high degree of parent involvement in the educational process, both in their own homes and in schools
4. The reform of school organisation to develop a unity of purpose and build on the existing strengths of teachers and pupils
5. Adequate financial resources for schools to operate comfortably
6. A high level of involvement of other community agencies.

(Education Disadvantage Committee, *Moving Beyond Educational Disadvantage: Final Report*, 2005. http://www.education.ie/servlet/blobservlet/edc_moving_beyond_ educational_disadvantage.pdf?language=EN).



Research by Archer and Weir

Research carried out on behalf of the Education Disadvantage Committee by Archer and Weir found that many educational intervention projects have shortcomings in three significant areas: they do not give enough attention to developing literacy and numeracy; they do not raise teachers' and parents' expectations sufficiently, and they do not include sufficient and appropriate professional development for teachers. (http://www.education.ie/servlet/blobservlet/edc_ addressing_disadvantage.pdf?language=EN).

Analysis of best international practice by OECD

Based on an analysis of international practice, Professor Peter Evans of the OECD articulated a number of principles that should underpin the development of "new style" integrated services to address educational disadvantage. In the best models of practice, services are family and community oriented; they include a balance between prevention and intervention; they are decentralised and draw on multiple sources of funding, including private sources; they are driven and evaluated by outcomes; aspects of the services are delivered by teams of professionals, parents and non-professionals; and finally the best services seek to produce institutional change rather than focusing on isolated projects.

(Education Disadvantage Committee, *Moving Beyond Educational Disadvantage: Final Report*, 2005).

Good practice guidelines for educational inclusion programmes

From their experience of educational intervention projects over the past thirty years and from a review of the recent reports mentioned above, the consultants propose a set of good practice guidelines for educational inclusion initiatives, as outlined on the following page. In this evaluation study, the consultants have used these guidelines as indicators against which to measure the effectiveness of the Dublin Docklands Education Programme, and also as a good practice framework for developing the Programme in the future.



Good practice guidelines for educational inclusion initiatives

According to recent research, educational inclusion initiatives work best when they-

1. Recognise that schools make a difference, enable them to identify their pupils' needs and offer programmes that are designed to meet those needs
2. Adopt a whole-school approach to planning, implementing and monitoring projects and activities
3. Engage schools in active partnerships with parents, families, and communities
4. Foster a culture of high expectations and success among the whole school community
5. Engage all pupils in high-quality learning experiences that enable them to develop their full potential across the whole curriculum, with special focus on achieving high standards of literacy and numeracy
6. Work with school communities to set specific, measurable, achievable, relevant and timed ("SMART") targets for all learning experiences and special interventions
7. Monitor and measure achievement of the targets set, using formal and informal, quantitative and qualitative approaches to measurement as appropriate; feed back the results of the monitoring into the school development planning process to promote continuous improvement
8. Celebrate the "wins" and give recognition to all involved
9. Provide professional development opportunities for principals and teachers and enable them to participate in networks where good practice can be shared
10. Have appropriate personnel, financial and infrastructural resources to achieve project targets and to maintain the improved outcomes
11. Work in partnership with relevant agencies to achieve successful educational outcomes and to implement the necessary long-term changes in the system.





Measuring the performance of the Dublin Docklands Education Programme against the good practice guidelines for educational inclusion initiatives

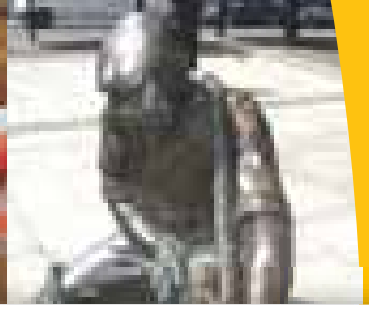
This evaluation has shown that the Dublin Docklands Education Programme is already following many of the good practice guidelines that have been identified from the literature. The consultants have analysed the data from the questionnaire survey (see Appendix 3 for full details), interviews, focus groups, school visits and workshop sessions with the School Principals' forum to assess the effectiveness and impact of the Dublin Docklands Education Programme against each of the eleven guidelines listed on the previous page. They have also identified opportunities and challenges for the future development of the Programme, using the guidelines as a framework for good practice.

Good practice guideline 1

Recognise that schools make a difference, enable them to identify their pupils' needs and offer programmes that are designed to meet those needs.

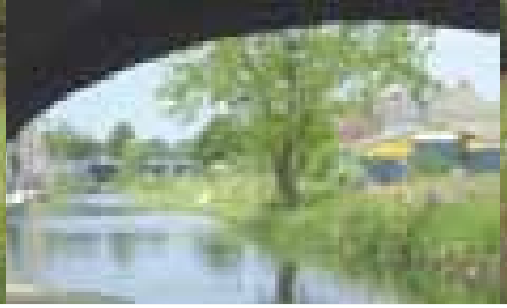
" For those of us working in the Docklands since the 1970s, the Dublin Docklands Education Programme gave us a great injection of enthusiasm and optimism. The in-service training, the emotional intelligence programme, psychological assessments all enhanced the quality of education in our school. The whole school community has benefited from the Dublin Docklands Education Programme." (Primary School Principal)





The Dublin Docklands Education Programme has worked effectively in partnership with local schools to provide high quality additional services for pupils, parents and teachers that schools would otherwise not be able to afford. It has helped school communities to achieve important educational goals, and as a result, pupils in the participating schools enjoy an enhanced school experience. This evaluation has found the schools to be happy, vibrant places where young people are valued and their learning is supported by caring, committed and talented professionals. In spite of some serious deficits in certain school buildings, the schools are considerably "advantaged" because of the value that has been added by the Dublin Docklands Education Programme.

The most successful Programme activities are those which have been planned and implemented in close collaboration with schools, and where the specialised expertise of the educators is complemented by the skills of the project managers. The Dublin Docklands Education Programme provides a large menu of activities, and the School Principals' Forum plays an important role in advising the Docklands programme team on the educational value of specific activities. The Forum identified many initiatives which were later included in the Dublin Docklands Education Programme, including psychological assessments, literacy programme, behaviour management, Circle Time and Therapeutic Crisis Intervention. When schools are enabled to choose appropriate projects based on the needs of their pupils, there is a clear link between the Dublin Docklands Education Programme and the schools' own development plans. For instance, the Circle Time and Play Therapy courses were mentioned by principals and teachers as being very good examples of the Docklands team's openness to new ideas and their recognition of what can work in a practical sense in inner-city schools. However, a small number of projects were perceived by principals and teachers to have been undertaken without adequate consultation with schools, and these were seen as less successful.



For the future

The Authority's investment in education is considered the foundation stone of the social regeneration of the area and aims at ensuring equal opportunity and participation in the Docklands project across all communities.
(Dublin Docklands Area Draft Master Plan 2008)

The School Principals' Forum has identified six long-term strategic outcomes that the next phase of the Dublin Docklands Education Programme will aim to achieve:

1. Improved levels of achievement among pupils
2. Active involvement of parents, families and community in supporting children's learning
3. High performing and happy teachers
4. Seamless high quality education provision
5. High quality learning environments
6. Evidence- and research-based decision-making.

The successful achievement of these outcomes will depend on close collaboration between the Docklands team and the schools in planning and implementing actions designed to meet the needs of each school community.

(The strategy for the future is outlined in more detail in Part 2 of this report.)





Good practice guideline 2

Adopt a whole-school approach to planning and monitoring projects and activities.

"The effect of all the projects has been to give staff and students a very positive feeling about the Docklands area." (Post-Primary School Principal)

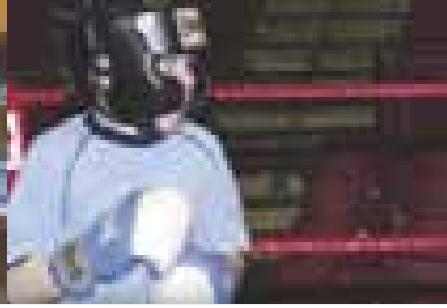
"In our experience, projects work best when teachers are actively engaged and when the activities are integrated into the everyday work of the school."

(Social Regeneration Executive, Dublin Docklands Education Programme)

The evaluation has found that projects are most effective when the activities are integrated into the school development plan, and when all staff are actively involved; however it is recognised that the Dublin Docklands Education Programme puts extra demands on teachers. Members of the Programme team in the Social Regeneration Unit have noted that very often it is the same teachers who become involved in all activities, and some principals expressed the view that the benefits of the Dublin Docklands Education Programme are confined to a small number of teachers in their school. Concerns about safety issues may well prevent some teachers from becoming involved in certain activities, in the experience of the Social Regeneration Unit Education Programme team. They have also found that schools sometimes have difficulty timetabling project activities and fitting them in with the curriculum.

Nevertheless, some schools have successfully integrated the Dublin Docklands Education Programme with their school development planning process, which has produced great benefits for those schools. In general, however, there has been a lack of systematic long-term planning and monitoring within the Programme up to now. On the positive side, this has facilitated a high degree of flexibility and creativity in the developmental phase of the Dublin Docklands Education Programme, with both the Docklands management and the schools showing a willingness to experiment with innovative approaches and to find out which solutions work best in a specific school context. There is potential to build on this in the future, working at whole-school level to ensure that the Dublin Docklands Education Programme complements the schools' own development plans.





For the future

Now that the developmental phase has shown what it is possible to achieve when there is an effective and integrated approach at whole school level, there is an opportunity in the next phase of the Dublin Docklands Education Programme to target the actions more explicitly towards achieving each school's specific goals and to focus more on monitoring the outcomes of the actions, for example by gathering baseline data at the start of a project and updating it by gathering further data at key stages, which will make it possible to see progress over time.

Good practice guideline 3

Engage schools in active partnerships with parents, families, and communities.

"The docklands projects give our kids a great chance in school."

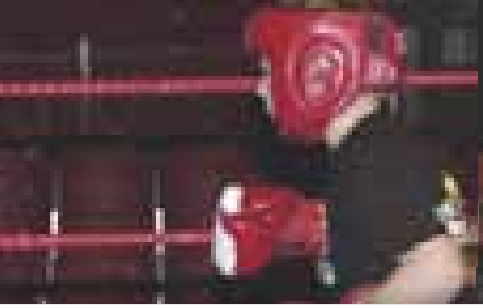
"The schools are better places because of the projects."

"Kids are more active and they have more opportunities in school. This makes a big difference: they enjoy school more."

"They can't wait to get in here in the morning. It is so different to when I was at school!"

(Parents of children in Docklands schools)

Many of the projects offer opportunities for parents to be involved in their children's education. The great majority of principals believe that the Dublin Docklands Education Programme has improved teachers' interaction with parents and families. In the focus groups, parents mentioned the benefits of some activities in particular: sports academies; the educational visit to France as part of the twinning with Eu project; higher education access programmes; music and drama projects, and the behaviour and attitude awards scheme, which rewards both parents and pupils with a trip to Sunderland Football Club. A successful recent example of parent involvement was the Family Learning through Coaching course in which mostly fathers participated, and which was very positively received. Some principals also mentioned that the business twinning organised through the Dublin Docklands Education Programme helped schools to form useful links with local companies, which in turn raised children's expectations and emphasised the importance of staying in school.





For the future

Both the School Principals' Forum and the Dublin Docklands Education Programme team recognise the central importance of engaging parents as active partners, of valuing their contribution to their children's education and of supporting their own lifelong learning. The Dublin Docklands Education Programme has begun to raise parents' expectations for their children and has provided opportunities for parents to return to education themselves. In the future, the three-way partnership of schools, communities (including business) and the Docklands Authority can be further strengthened to create a powerful alliance and to realise the vision of providing the best possible educational experiences for people of all ages living and learning in the Docklands. In particular, the Docklands Authority might explore opportunities to support the work of parents' associations which are very active in many schools: for example, parents in one school mentioned in the focus group that a small amount of expenditure on upgrading the parents' room would perhaps encourage more parents to participate in activities organised by the school. It is noted that such projects can be supported under the In-Schools Programme, through which School Principals can seek funding for improvements to buildings.

Good practice guideline 4

Foster a culture of high expectations and success among the whole school community.

"Dublin Docklands Education Programmes offer children opportunities they would not otherwise experience, and hopefully may lead to career choices in the future." (Post-Primary School Principal)

"I believe that the annual trip to France provides the boys and girls with a cultural experience that is possibly a unique event in their lives – to stay in a hostel in the French countryside, visit a Lord Mayor, climb the Eiffel Tower...I see massive benefits in it for them." (Primary School Teacher)

"I love living in Docklands. Thanks for all the projects, please give us more of the same." (Post-Primary pupil)





It is clear from the evaluation study that principals believe the Dublin Docklands Education Programme has made a positive difference to their pupils, especially in raising their educational and career aspirations, and in improving their motivation to stay in school and achieve their full potential. The majority of principals also agree that the Programme has improved teachers' expectations of pupils: this is a very important aspect of the Dublin Docklands Education Programme, because it is widely accepted that it is almost impossible for children to have higher expectations for themselves than their teachers or parents have for them. In other words, if adults have low expectations, the children will almost inevitably "live down" to them.

The Dublin Docklands Education Programme has created awareness among teachers, parents and pupils of the substantial educational supports that are available to people living in the Docklands area. The project activities have broadened the children's horizons and expectations by exposing them to new experiences and by giving them opportunities to develop their talents and explore possibilities for the future. Their self-esteem is enhanced and teachers believe that this has produced positive effects on their learning. Principals and teachers have commented on the high quality of the projects and activities that the Programme has made available to schools. This has the effect of raising the morale of school staff, who often work in less than ideal conditions, and this in turn has a knock-on effect on the quality of the pupils' school experiences.

For the future

The Dublin Docklands Education Programme should continue to foster high aspirations and ambitions among the Docklands communities, and should support schools and families to realise their dreams. The School Principals' Forum has listed "self-confidence and communal confidence", "local pride and inclusiveness", "hope", a "safer community" with more "community-led activities" and "role models of achievement" as some of the desired outcomes for the future. These are worthwhile and challenging goals, and the experience of the Programme to date would suggest that the strong partnership approach which is emerging in the Docklands is the key to future success.





Good practice guideline 5

Engage all pupils in high-quality learning experiences that enable them to develop their full potential across the whole curriculum, with special focus on achieving high standards of literacy and numeracy

"The introduction of a school library increased children's enjoyment of books. It encouraged parents to read to their children. It motivated children to learn to read." (Primary School Principal)

"The educational drama programme is a creative process that provides children with a wide range of valuable learning experiences. This unique gateway to learning is also very enjoyable for the children. It is an incentive for children to attend school on a Monday!" (Primary School Principal)

"I feel that music is a subject that can often be sidelined in a school...this programme provided our students with a chance to experience music making and performing, culminating in a concert which the parents and families attended." (Primary School Teacher)

Many of the programme activities are believed by principals to have had a positive impact on children's learning and on their learning disposition, especially the drama, music and literacy programmes. The primary and post-primary pupils in the focus groups also expressed their enjoyment of the activities, mentioning in particular the musical production Honk and the talent showcase; water-sports activities and after school community-based projects. Senior pupils who took part in the African IT project said that they gained a lot from the experience. Those who won awards and enjoyed the trip to Sunderland mentioned it as a highlight for them and their families.



It is worth noting that the pupils in the focus groups were articulate and enthusiastic ambassadors for the Dublin Docklands Education Programme. They spoke confidently and knowledgeably about the activities in which they had participated, and they clearly enjoyed the novel experiences that the Programme offered them. They expressed pride in their neighbourhood and in their schools, and they spoke of their hopes and ambitions for the future. Almost all had an idea about their career direction, and in some cases this had been directly influenced by their participation in the Programme: musician, sportsperson, teacher, actor, media presenter.

While many principals believe that the Dublin Docklands Education Programme has produced measurable gains in pupils' language and literacy skills, most do not think it has had an impact on their number skills. This is not surprising, since the development of these skills was not an explicit goal in the first phase of the Programme, and therefore there is very little quantitative evidence of the impact of Programme activities on the levels of educational attainment. Up to now, schools have understandably been reluctant to attribute gains in pupils' attainment levels to any specific intervention, since most schools are part of a number of national initiatives as well as being involved in the Dublin Docklands Education Programme. The focus on literacy and numeracy skills is an aspect of the Programme that can be strengthened in the future.

For the future

The Principals' Forum has identified raising levels of literacy and numeracy as being the main priority for the next phase of the Dublin Docklands Education Programme because without this, children's future educational attainment and life chances are seriously restricted. Schools alone cannot solve all the problems however; there is a need for strong and concerted action at family and community level, which can be supported by the Docklands Dublin Docklands Education Programme. Actions such as creating a "print-rich" environment throughout the area and promoting the development of oral language, especially in very young children, require collaboration between schools, communities and the Docklands Authority to produce successful results.



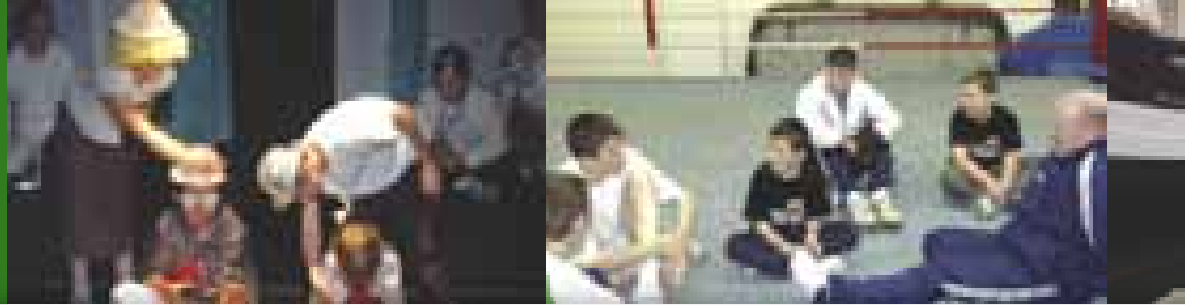
Good practice guideline 6

Work with school communities to set specific, measurable, achievable, relevant and timed ("SMART") targets for all learning experiences and programmes.

"The positive outcome from this programme is evident in our improved attendance." (Primary School Principal)

"I feel that more planning should have gone into the (Caught on Camera) project beforehand." (Primary School Teacher)

As has been mentioned earlier in this report, the educational goals and targets of the Dublin Docklands Education Programme are mostly implicit, and the available evidence suggests that significant progress has been made towards achieving the goals of raising expectations, enhancing self-esteem and improving educational aspirations among children and families. There have also been considerable positive outcomes for the professional development of principals and teachers. However up to now there has not been a systematic approach to setting targets and measuring outcomes. No baseline measures of indicators such as pupils' aspirations and ambitions, attitudes to education or attainment in literacy and numeracy were taken before the project, so it has not been possible to make "before and after" comparisons. This means that it is very difficult to make the success of the Dublin Docklands Education Programme visible, and to do justice to the work of the schools and the Programme team. There is clear recognition among all involved that this is an important area for development in the future.



For the future

It is a fundamental principle of the Dublin Docklands Education Programme that education has a significant and enduring effect on the lives of children, and that schools make a difference. International research suggests that effective schools can be up to six times more important than background in children's reading performance, and up to ten times more in mathematics. Where schools and teachers set realistic goals for improvement in specific areas, they can transform the lives of learners and communities. Schools in the Docklands are already making a huge difference. The Programme offers an opportunity to add value to what is already being done, and to make achievement more visible to a wider audience.

There is ample evidence - both from experience and from research - that organisations get what they earnestly and specifically set out to get. When they establish targets, then collectively and regularly monitor and adjust their actions towards these targets, they can achieve the desired results. Schools are no different from other organisations in this respect. The School Principals' Forum and the Dublin Docklands Education Programme team have agreed that there will now be a renewed focus on setting clear educational targets, so that progress can be systematically recorded for the benefit of all participants.

There is a need to distinguish between targets (outcomes) and actions (inputs): for example, a primary school might have the target of improving the scores of second-class pupils on certain reading tests by a specific percentage within the school year. The action or means of achieving this might be to provide a language enrichment Dublin Docklands Education Programme, or to start a paired reading scheme with parents. Having a clear target helps to focus the action and to adapt it in the light of emerging results. It builds in the motivation for success, and makes this success visible and explicit when it happens.

The strategy for the future of the Dublin Docklands Education Programme which is set out in Part 2 of this report explicitly links all Programme actions to educational outcomes.





Good practice guideline 7

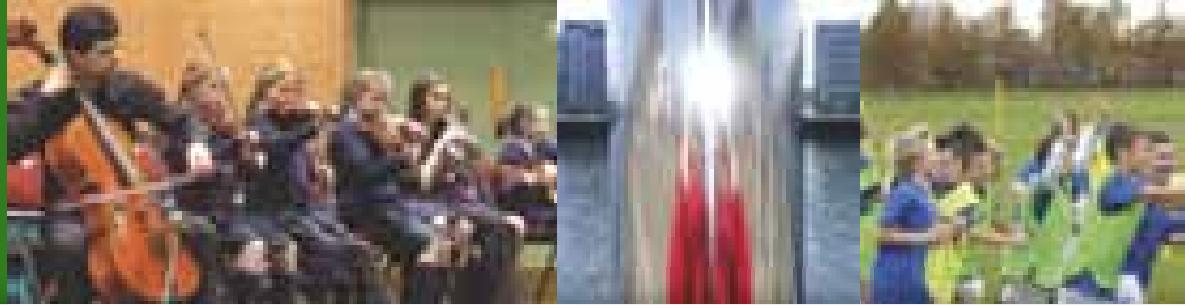
Monitor and measure achievement of the targets set, using formal and informal, quantitative and qualitative approaches to measurement as appropriate; feed back the results of the monitoring into the school development planning process to promote continuous improvement

"We are delighted to be involved. We have gained professionally as teachers and the children have enjoyed all projects offered to them to date."
(Primary School Principal)

"The group profile identified our strengths and weaknesses and led to greater self-knowledge. The outcomes were: we set common goals; we identified wells of resourcefulness for ourselves which would enhance our personal and professional lives." (Primary School Principal)

This evaluation has found that the Dublin Docklands Education Programme has helped to foster a positive climate of achievement in the schools. There is strong agreement among principals and the Programme team that the Dublin Docklands Education Programme has helped school communities to achieve important educational goals. Almost all principals agree that the Programme has made a difference to the way they do things in their schools, with a significant number agreeing that it has changed the way they plan teaching and learning. Principals reported that attendance, self-discipline and behaviour improved in schools as a result of the Programme. It has also helped to develop leadership skills that are relevant to the principals and other teachers, who have applied the skills learned from the Programme in school development planning.

The process of reflecting systematically on the outcomes of the Dublin Docklands Education Programme has now been started, not only through this evaluation study but also at the Principals' Forum, among the Programme team and in individual schools. This will help to inform schools' development plans in the future. It will also provide a good basis for sustaining the benefits of the Programme over the longer term.



For the future

The Principals' Forum has identified evidence- and research-based decision-making as one of the main outcomes for the next phase of the Dublin Docklands Education Programme. In the view of the consultants, the Programme offers an excellent opportunity for schools and the Docklands Programme team to explore a range of options for documenting, recording and reporting the progress of specific project activities. By systematically documenting progress, the Dublin Docklands Education Programme can begin to implement a model of internal evaluation. This will, in the experience of the consultants, add value to the Programme by enabling participants to be fully engaged in setting targets and in monitoring and reporting achievement of the desired outcomes. Documenting progress has important benefits for individual schools and for the whole Dublin Docklands Education Programme; for example

- It helps to make progress visible, and to make the results and successes of the Dublin Docklands Education Programme explicit and public
- It helps those involved to reflect on the various actions, and to analyse what is working well
- It motivates the participants in the Programme, and recognises their contribution to achieving successful outcomes.

There are many options for collecting and analysing data, and the next phase of the Programme can provide appropriate support for schools to identify what data they might collect, and how they might collect and record the data. It is not always necessary or advisable to develop new and sophisticated ways of measuring and recording progress; there is a lot of information that is already available and easily assembled in schools, for example attendance registers, classroom test results, term reports, discipline records, homework records, and teacher-designed performance "rubrics". In the future, the Dublin Docklands Education Programme can help schools to build on what is there, look at the information in new ways, ask new questions, probe behind the numbers, and ask "Why?"





Good practice guideline 8

Celebrate the "wins" and give recognition to all involved.

"Children see themselves as part of the Docklands community – not outside it as could easily have happened – they have a future in the Docklands area." (Post-Primary School Principal)

"Self-esteem is enhanced as children and parents see they are valued by outside agencies." (Primary School Principal)

Celebration and recognition are strong elements of the Dublin Docklands Education Programme. The Docklands Authority manages its resources to good effect in sponsoring and publicising high-profile events, some of which have won national awards for the Authority. The choice of prestige venues and the participation of celebrity guests in some events give a clear message to the community that the Docklands is committed to excellence, and this in turn raises the self-esteem of those involved. Schools are happy when such events give recognition to pupils, parents and teachers for achieving successful results in very challenging circumstances, as well as gaining positive publicity for the Dublin Docklands Education Programme. This has been the case with most of the events, but some principals and teachers commented that one of the award-winning events organised by the Docklands, the musical production Honk, caused some organisational problems that could have been averted by better consultation with schools.

A number of principals and teachers have suggested that the format of the Docklands Schools' Yearbook might be refreshed in the future, so that it would better reflect the purposes of celebration and recognition. Others mentioned that the Caught on Camera photographic initiative would have been more beneficial if it were more closely integrated with aspects of the school curriculum, or if specific themes were chosen in collaboration with schools.



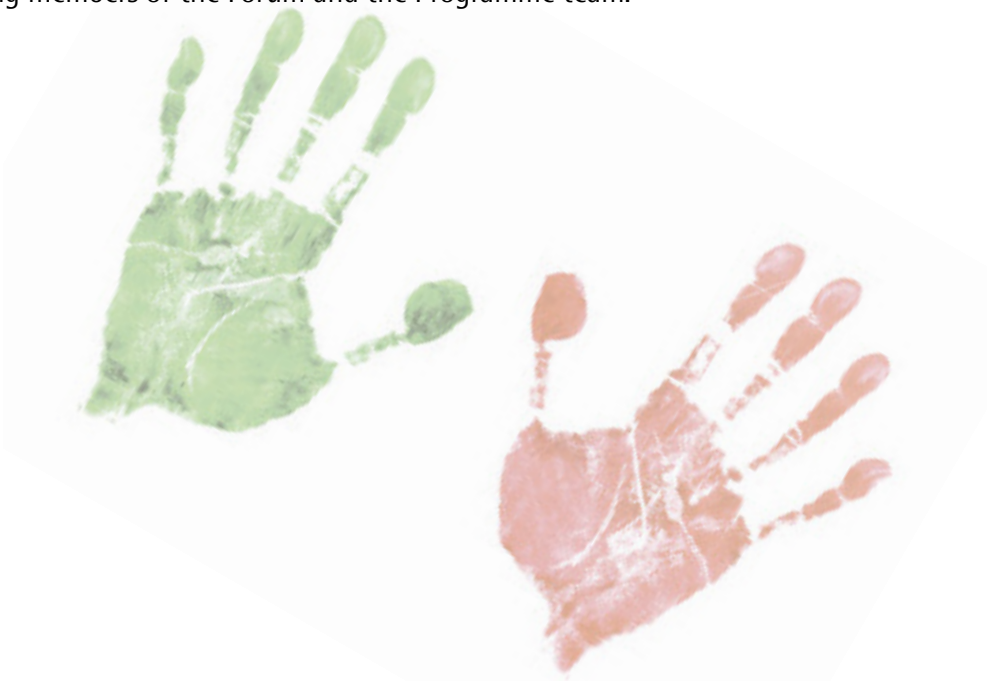


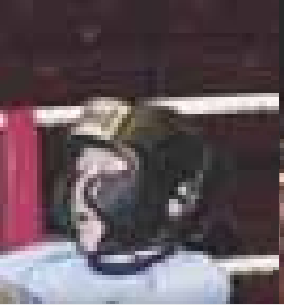
For the future

By making the Dublin Docklands Education Programme's goals and targets more explicit in the future, as recommended earlier, it will be possible to identify and celebrate the "wins": for example,

- more parents and families involved in school management and in supporting their children's learning
- improved standards of literacy and numeracy among pupils and in the wider community
- increased numbers of pupils sitting the Leaving Certificate, achieving high grades and advancing to further and higher education
- greater retention of teachers in Docklands schools
- improvements in educational infrastructure and facilities
- greater social and community cohesion, with less vandalism and crime and greater communal pride.

The Dublin Docklands Education Programme should continue enabling schools in the area to "name and claim" their successes, thereby making local schools more attractive to local families, both long-term and new residents in the area. The recommendations made by the School Principals' Forum for changes in the Schools' Yearbook and the photographic project should be acted upon, perhaps by a small working group comprising members of the Forum and the Programme team.






Good practice guideline 9

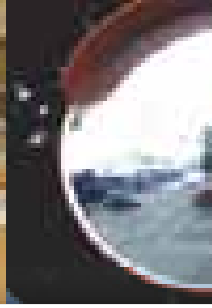
Provide professional development and networking opportunities for principals and teachers.

"Very creative, always the best training, always well delivered"
(Primary School Principal)

The Docklands Authority has put considerable emphasis on professional development for principals and teachers, and this is generally regarded as being one of the most successful aspects of the Dublin Docklands Education Programme. It is widely agreed among principals that teachers have increased their professional skills and that classroom practices in most schools have been improved as a result of participation in the Programme. Most principals consider the network activities provided by the Programme to be of benefit to themselves and to their schools. Principals and teachers commented very positively on the Dyslexia course and the Circle Time training, on the networking opportunities offered through the School Principals' Forum and on the emerging teacher networks in specific areas of interest.







The teachers' conference and the study visits for principals to observe good examples of practice in other locations (including Glasgow, Belfast, Liverpool and Cork) were also mentioned as having made an important contribution to the professional development of educators in the Docklands, and participants would like to see these activities continuing in the future.

Eight schools took part in one specific initiative, the Emotional Intelligence project, and some principals listed it among the most successful activities in the Dublin Docklands Education Programme, noting that the leadership skills aspect was particularly comprehensive. One principal commented "I am better at my job as a result (of the Emotional Intelligence project)"; another stated that the results of the project included "staff united in a common goal; healthier, happier, more productive teachers and a more disciplined and focused school". In one school however, the principal commented that "the modules for staff ended up being divisive, raising unresolved issues among staff." The Emotional Intelligence project has recently been reviewed by the group that provided the training for principals and teachers. The results of that review were not available to the consultants at the time of writing this report, so it is not yet possible to assess objectively the impact of the project on the participants and the schools.

For the future

The School Principals' Forum can continue to build a strong collegial network among principals in Docklands schools and to promote shared understanding of the issues that different schools in the area face. It can also continue to be a "voice" for schools when educational initiatives are being proposed for the Docklands area. Many principals would like to see the partnership between the Docklands Authority and the Forum strengthened in the future, with the Forum playing a more strategic advisory role on educational issues. There is great goodwill among principals towards the work of the Dublin Docklands Education Programme, and this offers the Social Regeneration Unit an opportunity to introduce a new approach to the Principals' Forum, perhaps by setting up smaller expert advisory groups, networks or working groups on specific educational topics. Such groups might also involve other teachers with special skills or interests in the topics, as has already happened with the establishment of a number of teacher networks. Engaging teachers in this way will create an environment that enhances students' learning while at the same time helping to retain the best teachers in Docklands schools.



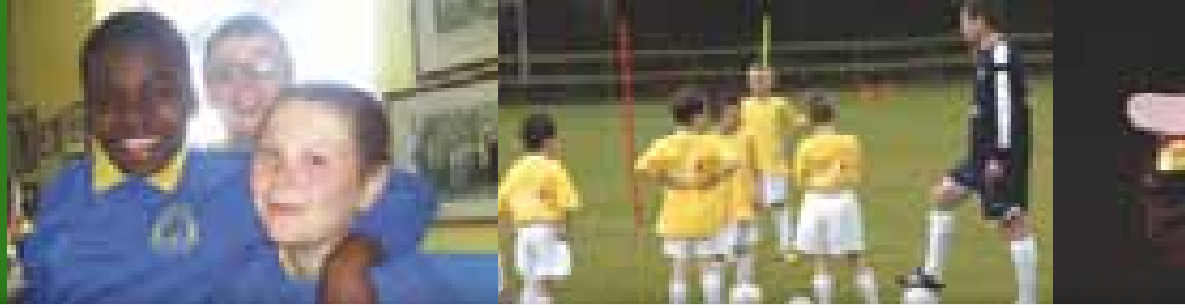
Good practice guideline 10

Have appropriate personnel, financial and infrastructural resources to achieve targets and to maintain the improved outcomes.

"The funding that the Docklands Authority provided for psychological assessments was perhaps one of its most valuable contributions to our school community, as the assessments provided concrete evidence that our school needed more staff. Since assessments are so expensive it would have proved very difficult for us to find funding ourselves." (Primary School Teacher)

Almost all principals who responded to the survey considered the Dublin Docklands Education Programme to be well-managed and organised, and all schools said that they will continue to be involved if they have the opportunity to do so. A number of schools mentioned the positive impact of funding from the Docklands, with the Psychological Assessments being singled out as being particularly important in a number of schools.

As mentioned earlier, the Dublin Docklands Education Programme is extremely well resourced financially by national standards. The average spend per pupil per year within the Programme is approximately €316, which is considerably in excess of the capitation grant of €173 per pupil that is paid to primary schools by the Department of Education and Science. The Docklands Authority also invests significant personnel resources in the Programme, employing six project executives who are responsible for implementing and administering the full range of activities undertaken by the Social Regeneration Unit, including the Dublin Docklands Education Programme. This is a demanding workload, especially since school-based activities have to be planned and organised to fit within the constraints of the school calendar. It appears that there is sometimes a lack of mutual understanding between schools and the Dublin Docklands Education Programme team about the challenges they each face in the organisation of projects. Principals suggested that they would like to have more input into the planning and timetabling of the activities so that they could incorporate the Programme more effectively into their school plans.



The Programme team, on the other hand, would like to see better administrative support for the projects in the schools, with a specific contact person responsible for liaison with the Docklands Programme team.

Many of the school buildings in the Docklands are old and dilapidated, and schools have struggled to find the resources to provide a good learning environment for their pupils and a place where parents and community can feel welcome. While capital funding for school building or development projects is not strictly the responsibility of the Docklands Authority, some such projects have received support from the Authority. However some principals mentioned cases in which their requests for funding to refurbish school buildings or classrooms have not been granted, and the criteria for the decisions were not always clear to them.





For the future

"Investment in education is the cornerstone of the Authority's Social Regeneration Programme.... In the new master plan, a sustainable education module will be promoted at pre-primary, primary, secondary and third level...."
(Dublin Docklands Area Draft Master Plan 2008)

In its draft Master Plan for the next five years, the Docklands Authority has restated a commitment to education and training as the basis for long-term sustainable social and economic regeneration in the area. The schools have also indicated that they want to continue to be involved in the Dublin Docklands Education Programme. The Programme team has demonstrated its willingness to listen to feedback from the schools, and all of the partners have collaborated very positively with this evaluation study, especially with the focus on the future development of the Programme. This level of goodwill is a very good platform for the next phase, which will face new challenges: educational, social and economic.

The School Principals' Forum and the Dublin Docklands Education Programme team have identified "high-quality learning environments" as one of the main outcomes that they aim to achieve during the next phase of the Programme. They would like to see "exemplary" buildings and facilities for all Docklands schools. This will require investment from public funds, and the Docklands Authority might consider how it can use its resources to leverage greater public investment in the educational facilities of the area.

When the plan for the next phase of the Dublin Docklands Education Programme is being implemented, there is an opportunity to explore new partnership modes of working, with the expertise of professional educators being more fully engaged to complement the expertise of professional project managers.





Good practice guideline 11

Work in partnership with relevant agencies to achieve successful educational outcomes and to implement the necessary long-term changes in the system.

While it is clear from this evaluation that the Dublin Docklands Education Programme has produced many positive outcomes for schools and children in the area, the support of other agencies is needed if the successful approaches developed in the Programme are to be mainstreamed in the longer term. Most importantly, the Docklands Authority needs to work with the Department of Education and Science to explore options for replacing or relocating poor quality school buildings. Most of the schools in the Dublin Docklands Education Programme are part of the Department's DEIS scheme to combat educational disadvantage at primary and post-primary levels, and they receive additional resources and supports to promote higher levels of successful school completion. The initiatives within the Dublin Docklands Education Programme complement those that are available to DEIS schools.

There is also an opportunity for the Dublin Docklands Education Programme to strengthen the links between local schools and the Access Programmes of higher education institutions in Dublin and elsewhere. The National College of Ireland (NCI) in particular plays an important role in the Dublin Docklands Education Programme that is set to expand in the future. Just over half of the schools that responded to the survey indicated that they had interacted in some way with the College: mainly through its Discovering University Programme; Parents in Education courses; lectures and information meetings for staff; visits by NCI staff to schools, and Early Learning Centre activities. While almost all of these schools were satisfied with the nature of the interaction with the college, there were some suggestions about how the relationship could be extended or improved in the future: by working more closely with teachers, pupils and parents in a three-way learning project; development of a pre-school programme by the Early Learning Centre; providing more "parent appropriate" lifelong learning courses.

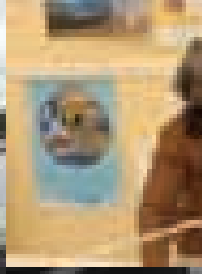


The National College of Ireland sees its long-term future as inextricably intertwined with the future of the Docklands and shares with the Authority the vision of the Docklands as "a vibrant and resilient community integrating business functions, education, commerce and social interaction". In meetings with the consultants, the President and staff of NCI made it clear that the college is more than willing to work in collaboration with the Authority to improve educational opportunities for the Docklands communities. The consultants also met with Professor Chip Bruce, a Fulbright Scholar who spent the academic year 2007-2008 in NCI. Together with staff of the college's Centre for Research and Innovation in Learning and Teaching, Professor Bruce met with the principals and staff of the Docklands schools and conducted research on using technology to support learning. The recommendations of Professor Bruce's report echo many of the findings of this evaluation report.









For the future

"In embarking on the next five years, the Authority, while proud of its achievements, is mindful of the myriad of challenges it faces, not least in the realm of social regeneration where very significant progress has to be counterpointed by recognition of the many clusters of deprivation and cyclical social problems which still remain in Docklands."
(Dublin Docklands Area Draft Master Plan 2008)

While there are undoubtedly many challenges to be faced by Docklands communities in the future, the work of the Dublin Docklands Education Programme over the past ten years has put in place the basic elements of a robust and successful response, which is poised to achieve significant positive results in the coming years. The Dublin Docklands Education Programme has engaged school communities in developmental and innovative projects and activities, which have generated creative ideas about what works to improve the educational experiences and outcomes for Docklands children. It has enhanced the relationship of the Docklands Authority with schools and communities, adding value to the work of schools and to the education service in the area. Being involved in the Dublin Docklands Education Programme has raised the morale of school communities, by valuing people and their work. There is a shared vision among all partners that Dublin Docklands has the potential to become a national and international leader in promoting educational equality and inclusion in parallel with urban regeneration. For this vision to be realised, the Authority needs to engage more actively with educational policymakers at national level, particularly with the Social Inclusion Unit of the Department of Education and Science. The Docklands educational experience can help to inform national policy and practice on educational inclusion and can provide a sustainable model of public-private partnership that can be replicated in other urban areas undergoing regeneration.



Building the relationship with the National College of Ireland will offer new opportunities within the Dublin Docklands Education Dublin Docklands Education Programme in the future. The College has recently submitted a discussion document to the Docklands Authority, which suggests ways of developing a greater level of strategic partnership and sustained impact during the next five years, to create a model for inner-city regeneration in Ireland and across Europe. Three key "platforms" are indicated and, arising out of the Using Technology to Support Learning study, the document outlines the ways in which NCI is prepared to work with the Authority in improving and enhancing educational opportunities in the Docklands. In the view of the consultants, this discussion document provides a sound basis for future collaborative educational endeavours between the Docklands Authority and NCI.

