ALL IRELAND PROGRAMME FOR IMMIGRANT PARENTS

Globe: All Ireland Programme for Immigrant Parents

FINAL EVALUATION REPORT

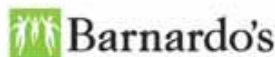### For the Project Management Committee

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EXECUTIVE SUMMARY

INTRODUCTION: BACKGROUND TO THE PROJECT

Irish society, both North and South, has experienced significant population change in the past two decades. In particular, increased immigration in both parts of the island has changed the ethnic makeup of the populations and presented a new set of social policy and social service challenges for policy makers and professionals. In response to these challenges, a number of individuals from the statutory and voluntary sectors across the island of Ireland came together to initially discuss the potential to develop "home grown, accessible materials to support practitioners in their work with parents" (Globe: All Ireland Programme for Immigrant Parents 2008a, p. 6) in a supplementary manner, and a set of information for parents. Consultation occurred with a number of other stakeholders working in the area to confirm the need for such resources before a formal project – *Globe: All Ireland Programme for Immigrant Parents* – underpinned by a Project Management Committee (PMC) was established.

Originally envisaged as a two year, two phase project, in 2007 a competitive tendering process was initiated for the project. The Irish Society for the Protection of Cruelty to Children (ISPCC) was commissioned to undertake the first phase, involving the development of a set of three resources to (a) support immigrant/black and minority ethnic (BME) parents in their parenting role, and (b) support the professionals who work with them. The set or resources comprised of:

- A Toolkit developed for practitioners working with immigrant/BME parents, both in a one-to-one and group setting;
- An Information Pack for parents and practitioners containing information on a range of issues; and
- A DVD.

Upon the completion of these resources and reflection on the process which led to their completion, the PMC took the decision to extend the life of the project by a further two years (July 2009 –July 2011), and subsequently by a further six months (to December 2011). After another competitive tendering process, Culturewise Ireland was commissioned to develop and implement a one-day Capacity and Awareness Raising Training (CART) programme aimed at raising the cultural awareness of attending practitioners and promote use of the resources in practice.

BACKGROUND TO, AND AIMS AND OBJECTIVES OF, THE EVALUATION

In 2007, the Child and Family Research Centre, NUI Galway, was commissioned by the PMC to evaluate *Globe*: All Ireland Programme for Immigrant Parents. From 2007 – 2009 a number of interim evaluation reports were submitted to the PMC on the development phase of the project and its resources. In 2009, following the extension of the project, the objectives of the evaluation were revised. These objectives, which underpin this final evaluation report, are as follows:

1. Examine and assess the pilot phase;
2. Examine and assess the uptake and use of the Information Packs by parents and practitioners;
3. Examine and assess the partnership working and development on a multi-sectoral and cross-border basis of the PMC, and more generally in meeting the needs of immigrant parents;
4. Examine and assess the mainstreaming of learning and good practice; and
5. Examine and assess the training/awareness raising and support of practitioners in delivering the programme.

DESIGN AND METHODS

A mixed-methods approach was adopted for this evaluation study:

- A short **literature review** was undertaken on the themes of partnership working and cross-border activity, mainly in relation to North-South cooperation on the Island of Ireland, but also in relation to transnational interagency collaboration more generally;
- A **questionnaire** was developed and forwarded to CART participants (excluding students) assessing their use of the resources and the impact of the training on their practice;
- Extensive **interviews** were undertaken with:
  - Members of the PMC, regarding cross-border and partnership working, on four different occasions;
  - Culturewise, on its experience of delivering the pilot phase;
  - A purposive sample of practitioners, on their use of the project resources and the impact of the CART day on their practice. These were conducted after both the pilot delivery phase and the delivery of the main CART days;
  - Further/higher education course coordinators and lecturers, regarding the mainstreaming work pursued by Culturewise;
- **Observations** were undertaken of a number of CART days as well as specially designed follow up days with a number of organisations;
- A small amount of **documentary analysis** of relevant project documentation was undertaken.

LIMITATIONS

The main limitation of this research is the low response rate to the practitioner questionnaire and the impact this had on the sampling strategy for follow-up interviews, which was purposive rather than a representative random one. Other limitations were the absence of parents' voices in this research. It was anticipated that a small number of interviews would be undertaken with parents about their use of the toolkit. However, interim questionnaire data revealed that practitioners were holding onto the information packs for their own use. Finally, it was hoped to have some descriptive data on the number of downloads of information packs from hosting websites. However, it was not possible for organisations to deliver this data in a timely, consistent manner.

FINDINGS

Findings about the CART day itself

- In total, 1,704 individuals from across the Island of Ireland have benefited from the *Globe* resources and the CART days;

- 312 Family Support and Community Development professionals received the resources and the CART day;

- 192 Education professionals received the resources and the CART day;

- 186 Health professionals received the resources and the CART day;

- 178 managers or coordinators of organisations and services received the resources and the CART day;

- 427 students (421 of which were in fulltime professional education courses) received the resources and the CART day;

- All aspects of the CART day were positively rated by attendees;

- The top three things CART attendees reported that they would take away from the day were: cultural awareness/competence/confidence; the resources; and general awareness (e.g. of needs, own practice).

Questionnaire Findings

- The response rate to the questionnaire was low, with 9% of the 1,238 individuals who received communication about the questionnaire responding. This rises to 11.5% if only those who could reasonably be expected to work directly with parents regularly are included;

- 64% of respondents indicated they had not used the toolkit;

- Of those who did, 18.9% used it with less than half the BME/immigrant parents they work with;

- 17.1% used it with more than half the BME/immigrant parents they work with;

- Despite low levels of use, all aspects of the Toolkit were rated highly by respondents;

- The main reasons for non use were:

    o Not working directly with parents;

    o Not relevant to the work undertaken/not appropriate to use currently;

    o Planning to use it in the future;

- The information packs were used predominantly by professionals for their own use. A small number used them with parents, with less providing them directly to parents;

- The vast majority (90.1%) reported not using the DVD;

- Three quarters of respondents indicated that they faced organisational and workplace barriers in suing the materials. Almost 40% indicated that no further support was needed to use the materials.

- Over 80% agreed or strongly agreed that they are now more aware of issues facing BME/immigrant parents;

- Over 57% agreed or strongly agreed that the Toolkit has helped improved practice with BME/immigrant parents;

- Over 60% agreed or strongly agreed that the Information Pack has helped improved practice with BME/immigrant parents.

Practitioner Interview Findings

- Overall, the Toolkit was being used in a supplementary manner by practitioners;

- This use was both directly with parents and by practitioners on their own;

- Use of particular elements of the Toolkit was often dependent on the category of practitioner participating in the research;

- In addition to using it, practitioners viewed it as a reassurance, a credible source of information when particular issues arose;

- While the Information Pack was deemed useful, it could contain more local information. Many practitioners used their own service's information packs or information available locally;

- All respondents were very positive about the CART day and its impact on practice.

PMC Partnership and Cross-Border Working Findings

- Common needs in both jurisdictions and shared vision of practice support for working with BME/immigrant parents were present at the outset of the project;

- A consultation process targeting organisations to populate the PMC was undertaken at the outset. Membership was ultimately governed by voluntarism and willingness to participate;

- Advisory Committee was established to support work of PMC in first phase;

- PMC met regularly and worked intensively in the first phase;

- Challenges at times in getting to a shared understanding of the scope and content of the resources: issues of timeliness and communication were relevant here also;

- Challenges at times in understanding each jurisdiction's policies and procedures;

- Challenge of maintaining membership throughout the process. PMC worked to address membership gaps;

- PMC engaged in process of reflection after first phase. Aimed to be realistic, clear, honest, open;

- More strategic position taken in the second phase of the project;

- Decision making viewed as consensual;

- Emergence of a core group who drove the project;

- Difficulties in maintaining energy when demands of 'parent' organisations increased over second phase;

- Developed an exit focus through mainstreaming the project.

Mainstreaming Interviews Findings

- Very positive view of the resources and CART day delivery in Further/Higher Education institutions. Perspectives reveal that the training was professionally run;

- Take up of the training was high in almost all cases;

- Training and resources deemed highly relevant to programmes being delivered;

- Many lecturers interviewed have already begun adapting material into course modules, with others intending to do so in the next academic year.

DISCUSSION AND RECOMMENDATIONS.

Partnership and Cross-Border Working of the PMC

When the characteristics and critical success factors of partnership working generally are considered, it is clear from interview findings with PMC members that many of these have been present in the working practices of the PMC. The PMC has been imbued with a sense of realism in achieving its aims and objectives, drawn from its experience of the first phase, and pragmatism regarding its operation in achieving those aims. Cross-border working of the PMC has been a significant contributing factor in the delivery of the project, with core members of the PMC from both parts of the Island driving the project towards its conclusion in a bottom-up manner.

Members have used both the formal PMC structure as well as existing informal networks to achieve the goals of the project.

> It is the view of the evaluation team that the PMC has engaged in good partnership practice. While it has experienced difficulties, the PMC has striven to overcome these where possible, while not losing sight of achieving the aims and objectives of the project. It has consistently displayed the characteristics of good partnership practice, and engaged in an honest reflective process regarding its working processes. It is clear that is has been the key and successful driver of the project, supporting the delivery organisations in both phases to complete their work.
>
> **RECOMMENDATION ONE: THE PMC OR MEMBER ORGANISATIONS SHOULD CONSIDER HOW IT DISSEMINATES THE LEARNING FROM ITS OWN EXPERIENCE OF MANAGING A PROJECT LIKE *GLOBE:* ALL IRELAND PROGRAMME FOR IMMIGRANT PARENTS. THE EVALUATION TEAM IS OF THE VIEW THAT A POTENTIALLY USEFUL NARRATIVE EXISTS TO BE TOLD ABOUT DELIVERING A PROJECT IN CHALLENGING TIMES ON A CROSS-BORDER BASIS. EXPLORE OPPORTUNITIES TO DISSEMINATE THIS SPECIFIC LEARNING NOW THAT THE EVALUATION HAS CONCLUDED.**

Developing and Implementing the CART Days

Originally set a target of providing the CART day and disseminating project resources to 1200 individuals, Culturewise ultimately delivered the training to over 1700 people by the end of 2011, drawn from over 130 organisations. Notwithstanding the recruitment strategy of first-come-first-served for enrolment on the CART day, the number of individuals and the different sectors from which they are drawn reflects a concerted effort by Culturewise to reach as many appropriate individuals as possible.

It is clear from the various sources of data that the CART delivered by Culturewise has made attendees more culturally aware, made them more conscious of the needs of immigrant parents and the experiences they have when parenting in a different cultural environment. This is a positive outcome. Furthermore, both the on-the-day evaluation and follow up questionnaire data reveal that attendees have placed great value on possessing a set of resources which they can use as required or when the opportunity arises. Most significantly, the CART day and the resources have made attendees more aware of issues which affect immigrant parents.

> The evaluation team is of the view that the work undertaken by Culturewise Ireland to contact and enrol a high number of CART attendees from a wide range of organisations, and to develop and deliver a high standard, positively evaluated Capacity and Awareness-Raising Training Day is laudable and should be commended. Moreover, it is clear that its approach, and additional content in the CART day, have both added value to the project and benefited CART attendees.
>
> **RECOMMENDATION TWO: A VERY HIGH NUMBER OF POTENTIAL FUTURE PROFESSIONALS RECEIVED THE CART DAY AND *GLOBE* RESOURCES. THE PMC OR MEMBER ORGANISATIONS SHOULD CONSIDER INITIATING CONTACT AND WORK WITH FURTHER/HIGHER EDUCATION INSTITUTIONS WHO RECEIVED THE CART DAYS AND RESOURCES. ATTEMPTS SHOULD BE MADE TO TRACK THE EXTENSIVE NUMBERS OF STUDENTS WHO RECEIVED THE TRAINING AND RESOURCES TO EXAMINE FUTURE USE IN PRACTICE.**

Despite the relatively low numbers using the toolkit, it appears that it is meeting a need, in that components core to the project – Parenting Styles and Parenting in a Diverse Society – are used significantly more than other sections. The qualitative findings further corroborate that the project is meeting a practice need, irrespective of the nature of use. Some practitioners use the Toolkit in a preparatory manner before working with parents; others use it directly with parents, often as a reassurance or guide to ensure that all major issues are addressed.   However, all practitioners find it useful.   For the most part, it is a *supplementary* resource, used in tandem with existing work programmes or strategies. It adds to practice. A number of significant suggestions were made to overcome gaps in the Toolkit: the use of vignettes, the updating of material, a specific focus on the early years, information relating to trauma, and including information on cultures.

The extent of non - use of the Toolkit is interesting to note. Questionnaire respondents indicated that it was not being used for a variety of reasons, including: that they were not working directly with BME/immigrant parents; that it was not relevant to their immediate work; or that they were planning to use it in the future. Furthermore, 75% identified workplace or organisational barriers to using the resources. When asked what might support the use of the set of resources overall, the majority (almost 40%) responded 'nothing'.   These findings and their implications must be seen within the context of the significant reduction in funding which statutory and voluntary organisations in both parts of Ireland since this project began. Recent research (Harvey, 2010; 2012) has highlighted the significant number of jobs being lost in the community and voluntary sector as a result of funding cutbacks and resultant service retrenchment, while cuts to public sector organisations, frontline service delivery organisations especially which are heavily represented in the attendance lists of the CART days, have been well documented in recent times. Such cuts place pressure on already stretched services, often require smaller teams of staff to do more with less, and place a toll on professional development and opportunities to reflect on and share learning. The context in which this project was developed is far different from the one in which the learning has been and is to be applied.

In summation, while gaps were identified in both, the Toolkit and Information Pack are valuable resources being used as supplementary supports for practitioners in their work with BME/immigrant parents. Participants in this research place value on them and, in tandem with the learning from the CART days, feel that they enhance their work with these parents.

> The evaluation team is of the view that the resources commissioned by the PMC supplement and add value to professional practice with BME/immigrant parents specifically in relation to parenting and diversity. It also has a more general application for practitioners who provide parent support. However, there is potential scope for signposting to additional resources, such as characteristics of different cultures.
>
> **RECOMMENDATION THREE: IN ANY POTENTIAL REVISIONS TO THE TOOLKIT THE POSSIBILITY OF ADDING SIGNPOSTS TO ONLINE OR HARDCOPY SOURCES OF INFORMATION SHOULD BE EXPLORED.**
>
> **RECOMMENDATION FOUR: CONSIDER REFINING THE INFORMATION PACK TO REFLECT MORE LOCAL INFORMATION, OR SIGNPOSTING PRACTITIONERS AND PARENTS TO SOURCES OF LOCAL INFORMATION.**

The mainstreaming strategy has clearly been one which has worked. In total, 427 students received the CART day and *Globe* resources, either while on placement in organisations or in full-time education. This represents a significant contribution to current professional education and training courses and future professional practice in Ireland. Moreover, the cataloguing of *Globe* resources in

these institutions' libraries and programme resource rooms is another positive indicator, as is the potential to make the toolkit available electronically.

The positive findings from interviews with course coordinators and lecturers corroborate the approach put forward by Culturewise and affirmed by the PMC. All interview participants spoke positively about the provision process of the CART days. More significantly, perhaps, are the findings on the anticipated outcomes of such a mainstreaming approach. Evidence from this research is very positive: all lecturers placed value on the training and the resources and their suitability to the particular programmes to which they were provided. Furthermore, data indicate that elements of the resources are already being incorporated into professional development and other modules in these institutions, while others are planning to do so in the coming academic years.

The evaluation team is of the view that the mainstreaming approach adopted by the PMC and Culturewise is useful and makes a valuable contribution to professional education, and a potentially valuable contribution to future professional practice, in Ireland.

RECOMMENDATION FIVE: THE PROVISION OF AN ELECTRONIC TOOLKIT IS A POSITIVE, COST-EFFECTIVE DEVELOPMENT IN SUSTAINING THE *GLOBE*. HOWEVER, IT IS CLEAR THAT THE RESOURCES, IN TANDEM WITH THE CART DAY, HAVE MADE THE MOST IMPACT. ANY ELECTRONIC CIRCULATION OF THE TOOLKIT SHOULD BE DONE SO WITH CONSIDERATION FOR THE CART DAY DEVELOPED BY CULTUREWISE.

RECOMMENDATION SIX: IN ADDITION TO THIS SUCCESSFUL MAINSTREAMING APPROACH, THE PMC OR MEMBER ORGANISATIONS SHOULD CONSIDER A DISSEMINATION PLAN FOR THE FINDINGS OF THIS EVALUATION AND LEARNING FROM THE GLOBE MORE GENERALLY.

In summation, the *Globe:* All Ireland Programme for Immigrant Parents has been a worthwhile endeavour which meets the needs of practitioners working to support BME/Immigrant parents.

RECOMMENDATION SEVEN: THE PMC OR MEMBER ORGANISATIONS SHOULD SEEK THE SUPPORT OF RELEVANT AGENCIES AND FUNDING BODIES TO UPDATE THE MATERIALS AS REQUIRED AND CONTINUE THE DELIVERY OF THE PROGRAMME.

CHAPTER ONE: INTRODUCTION

1.1. Introduction: Background to *Globe:* All Ireland Programme for Immigrant Parents

Irish society, both North and South, has experienced significant population change in the past two decades (Gilligan, 2008; Gilligan et al.,2011; Mac Einri, 2007). In particular, increased immigration in both parts of the island has changed the ethnic makeup of the populations and presented a new set of social policy and social service challenges for policy makers and professionals. In response to these challenges, a number of individuals from the statutory and voluntary sectors across the island of Ireland came together to initially discuss the potential to develop "home grown, accessible materials to support practitioners in their work with parents" (Globe: All Ireland Programme for Immigrant Parents 2008a, p. 6) in a supplementary manner, and a set of information for parents. Consultation occurred with a number of other stakeholders working in the area to confirm the need for such resources before a formal project – *Globe: All Ireland Programme for Immigrant Parents* – underpinned by a Project Management Committee (PMC) was established.

Originally envisaged as a two year, two phase project, in 2007 a competitive tendering process was initiated for the project. The Irish Society for the Protection of Cruelty to Children (ISPCC) was commissioned to undertake the first phase, involving the development of a set of three resources to (a) support immigrant/black and minority ethnic (BME) parents in their parenting role, and (b) support the professionals who work with them.   The set or resources comprised of:

- A Toolkit developed for practitioners working with immigrant/BME parents, both in a one-to-one and group setting;
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- A DVD.

Upon the completion of these resources and reflection on the process which led to their completion, the PMC took the decision to extend the life of the project by a further two years (July 2009 –July 2011), and subsequently by a further six months (to December 2011). After another competitive tendering process, Culturewise Ireland was commissioned to develop and implement a one-day Capacity and Awareness Raising Training (CART) programme aimed at raising the cultural awareness of attending practitioners and promote use of the resources in practice.

1.2. Background to the Evaluation

In 2007, the Child and Family Research Centre, NUI Galway, was commissioned by the PMC to evaluate the project. Initially, the main themes of the two year evaluation were as follows:

1. Consultation and engagement of immigrant parents in both the development and uptake of resources;
2. Partnership working and development on a multi-sectoral and cross-border basis in regards to the PMC, and more generally in meeting the needs of immigrant parents;
3. The training and support of practitioners in delivering the programme;
4. Quality and dispersal of project products;
5. Identification and inclusion of existing good practice/innovation at a national and international level;
6. Lead organisation delivery in terms of process, timescales, value for money and accountability; and
7. Mainstreaming of learning and good practice.

Four evaluation reports were submitted to the PMC during the period January 2008 – May 2009. These reports and work undertaken in compiling them covered themes one, two, four, five and six outlined above.

Further to the decision taken to extend the lifetime of the project, and in particular the development and rollout of a training and support programme for practitioners, a revised evaluation plan was developed and submitted to the PMC in June 2009. It was approved by the PMC in October 2009. This revised plan shared some of the themes of the initial plan while also including new themes. The main objectives of the evaluation as of October 2009 and which underpin this evaluation report are:

- To examine and assess the CART pilot phase;
- To examine and assess the uptake and use of the Information Packs by parents and practitioners;
- To examine and assess the partnership working and development on a multi-sectoral and cross-border basis in regards to the PMC, and more generally in meeting the needs of immigrant parents;
- To examine and assess the mainstreaming of learning and good practice; and
- To examine and assess the training/awareness raising and support of practitioners in delivering the resources.

Appendix One outlines the key evaluation themes, questions and data sources (pre-limitations). Three interim evaluation reports were submitted to the PMC between February 2010 and March 2011.

1.3. Evaluation Design, Methods and Analysis.

A mixed-methods approach was adopted for this entire evaluation study. There are many definitions of mixed method approaches in research literature (Johnson et al., 2007). For this report, Creswell and Clark's (2007, p.5) definition is adopted. It states that mixed-

methods as a method "focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone." We address each particular method below:

1.3.1. Literature Review

A short literature review was undertaken on the theme of partnership working. While an initial search was undertaken for the first phase of the evaluation, this review was built upon substantially for the second phase of the project, and ultimately for this final evaluation report. A literature review was also undertaken in relation to cross-border activity, mainly in relation to North-South cooperation on the Island of Ireland, but also in relation to transnational interagency collaboration more generally.

1.3.2. Interviews

The main research method used in this evaluation was one-to-one semi-structured interviews. Interviews were conducted at a number of different points throughout the evaluation:

a) PMC **partnership** working interviews were conducted with members of the PMC at two different points – June and July 2010 and June and July 2011. These were in addition to PMC interviews undertaken in March and April 2008, a PMC focus group interview in August 2008 and one follow up interview in October 2008;

b) **Mainstreaming** interviews with course coordinators and lecturers in third level institutions were conducted in October, November and December 2011;

c) **Practitioner** interviews on the use of the materials and perceived experience of the CART day were conducted in October and November 2011, with additional interviews undertaken in January 2012. These practitioners were purposively sampled. The interviews were in addition to twelve practitioner interviews (randomly sampled) which were conducted in January 2010 for the purposes of evaluating the pilot phase of the training programme;

d) **Culturewise** interviews were conducted in December 2009 as part of evaluating the pilot phase of the CART programme.

1.3.3. Questionnaire

A questionnaire was developed in conjunction and with the support of the PMC. A number of different themes were identified by the PMC as warranting inclusion in the questionnaire. These themes included: demographic data, including nature of service, participant's position in the organisation, extent of work (numbers) with all families/parents and BME/Immigrant parents specifically; rating of the CART day; skills gained from the CART day; identification of three useful things from the CART day; use and rating of particular aspects of the toolkit; use of the information pack and DVD; extent of web support use and networking; and perceived impact of the training and resources on policy and practice.

The questionnaire was developed and piloted with three groups in April 2010: the PMC itself, some of whom had attended the training day and all of whom were familiar with the material; those who participated in the six pilot phase sessions from October and November 2009; and a small, randomly selected number who had attended the first CART sessions of 2010. Revisions were made to the questionnaire and it was finalised in April 2010.

Administering the Questionnaire

Based on contact details, and the overwhelming majority of individuals who attended the CART day indicating that they wished to be contacted via email, the questionnaire was administered online via the SurveyMonkey facility. A link to the questionnaire was forwarded electronically on three occasions[1]:

- Pilot and term one attendees were sent the link to the questionnaire in June 2010;
- Term two attendees were sent the link to the questionnaire in October 2010;
- Pilot, term one, term two and term three attendees were sent the link to the questionnaire in January 2011;
- Term four attendees were forwarded the link to the questionnaire in July 2011.

In addition to this, and in response to suggestions made by PMC members, each attendee was written to (postal, not electronically) on two occasions to remind them about the questionnaire and also offering them the opportunity to receive a paper copy of the questionnaire. This involved sourcing postal addresses for the majority of attendees. These letters were posted out to attendees in February 2011 (pilot and terms 1-3 attendees) and September 2011 (pilot, terms 1-4 attendees). It should be noted that no student who attended the course was sent the questionnaire. Given their position in fulltime education, this group could not be reasonably expected to have experience of using the resources or applying the learning. Also, given the timeline of the evaluation, no attendees in term five were forwarded the questionnaire either (although the vast majority of these were students anyway).

Response Rate

Excluding students and all others in term five, the total potential number that could complete the questionnaire was **1277.** Postal addresses could not be sourced for 20 individuals, 15 letters were returned as 'unknown at this address' while email/phone correspondence was received in four other cases regarding letters for individuals who no longer worked at particular organisations. Thus, the total number of individuals who received communications regarding the questionnaire was **1238**. One hundred and eleven (111) individuals completed the questionnaire, representing a response rate of 9%. When those attendees contained in categories that could reasonably be expected to use the

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[1] All students who attended the training days were removed from the email and postal shots as they could not reasonably be expected to have used the materials.

resources on a regular basis are solely considered (967, see section 3.5.) the response rate rises to 11.5%.

1.3.4. Observations

A number of CART days were attended over the course of the project. Three pilot CART days were attended in October 2009: Cork, Belfast and Loughrea. Two additional CART days were attended in term three: one in Dublin 15 and one in St. Patrick's College, Drumcondra (November and December 2010 respectively). With the exception of the Cork session, all observations were non-participant (or in the words of Spradley (1980), passive participation). The researcher was in the room but did not participate in the training. Observation of the CART day in Cork was participant observation, permitting the researcher to fully experience the training. Attendance at and observations of the other CART days were used to corroborate what was experienced by the researcher so as to inform the remainder of the research project. On occasion they were also used to provide feedback as requested by Culturewise Ireland on particular aspects of the training. Four follow-up (practice development) days were also attended and observed in April 2011 (Ballincollig, Belfast (twice) and Dublin 11), based on training delivered approximately three weeks previously. The purpose of these days was to explore with attendees the impact the training and resources had on their practice in the immediate period after receiving the training. Two mainstreaming CART days were also attended and observed in November 2011 (Galway City and Oranmore, Co. Galway). All sessions observed were used to assess fidelity to the approach across the delivery period, and generate evidence regarding attendees' on-the-day views and perceptions of the training, and broader issues relating to working with Immigrant/BME parents.

1.3.5. Documentary Analysis

A small amount of documentary (content) analysis was undertaken, mainly of minutes of PMC meetings over the course of the project, which was used to inform the interview schedules for PMC members. Documentary (content) analysis was also undertaken of the observation notes made during all training sessions attended.

1.3.6. Data Analysis

Data analysis was undertaken in a number of different ways. Unstructured reading of observation notes was initially undertaken to permit the researcher familiarise themselves with their breadth and content. What subsequently emerged from these notes was a list of themes largely drawn from the sections of the training day itself [e.g. training expectations, challenges in working with parents, impact of video footage, overall views on the day]. These themes were then used to order the information and where required, simple quantitative analysis of these was undertaken.

In relation to interviews, a number of questions specifically relating to the particular theme in question were asked. These questions were derived from a number of sources: for the

partnership interviews, literature and analysis of PMC minutes provided the basis for interview schedule development; and regarding both the practitioner and mainstreaming interviews, discussions with the PMC and the agreed evaluation plan provided the basis for interview schedule development. All interviews were semi-structured in nature. Data arising from the interviews were thematically grouped. The transcripts were initially sifted to identify common themes across all interviews before they were coded to ensure systematic analysis. Questionnaire data was analysed using SPSS. On-the-day evaluation data and attendance data was analysed using Excel.

1.3.7. *Limitations of the Research*

The main limitation of the research is the relatively low response rate to the questionnaire. Furthermore, preliminary analysis of the responses indicated a relatively high level of non-use the main resource: the Toolkit (64%), with the majority of the remainder (18.9%) using it with less than half the BME/Immigrant parents they work with.   With this in mind, it was decided to purposively sample from the CART attendance lists, contact people and inquire about their use of the materials.   If training attendees had informally reported use of the materials, they were invited to participate in an interview.   Therefore, it is important to highlight that qualitative practitioner data is not representative of a random sample of training attendees, but is derived instead from a purposive sample. This research seeks to explore how the material is used in cases where it is used, to what extent, and provide examples of such use.

In addition, while it was anticipated that a small number of interviews would be undertaken with parents to inquire as to the use of the information pack, preliminary analysis of questionnaire data indicated that information packs were provided directly to parents in less than 4% of cases, with practitioners instead keeping it for their own use. This militated against interviewing parents for this purpose.

It was hoped that organisations and websites hosting the information packs would track the number of times these documents were downloaded.   However, bar collecting initial data on this theme, changes to these websites meant this data could not be subsequently gathered in a timely and consistent manner.

1.4. **Content and Outline of this Report**

The main aim of this report is to come to a final evaluative judgement on the *Globe* project. To this end, it should be emphasised that this report considers, and where appropriate summarises, data from previous interim reports as well as more recent findings from fieldwork undertaken.

Following this introduction, Chapter Two provides an overview of the project, outlining the content of the resources and the CART day itself. Chapter Three presents an analysis of CART attendance data, outlining numbers of people trained, their profession, and from which sectors they are drawn.   This chapter also presents data from the on-the-day

evaluation sheets. Chapter Four presents findings from the questionnaires completed by some training attendees. Chapter Five presents qualitative data from the follow-up interviews with practitioners. Chapter Six presents data pertaining to the final round of interviews with PMC members on partnership and cross-border working. Chapter Seven details findings from interviews with course directors and coordinators regarding the potential to mainstream the project in higher/further education institutions. Finally, Chapter Eight presents a discussion of the findings before coming to an overall evaluative judgement on the project.

CHAPTER TWO: DESCRIPTION OF THE PROJECT, THE RESOURCES AND THE CAPACITY AND AWARENESS-RAISING TRAINING (CART) DAY.

2.1. Introduction

This chapter outlines the programme context for the evaluation. It begins with a short description of the lifecycle of the project, before proceeding to outline the structure and overarching content of the resources. It then proceeds to outline the content and structure of the Capacity and Raising Awareness Raising Training (CART) Days before proceeding to a brief synopsis of the follow-up days and concluding with a short summary.

2.2. The Lifecycle of the *Globe:* All Ireland Programme for Immigrant Parents

2.2.1. Beginning the Project

Following informal discussions amongst a number of individuals in 2006 on the emerging needs of immigrant/BME parents throughout the island of Ireland, a consultation process with statutory and voluntary organisations was undertaken. This process confirmed the need for a dedicated resource to support immigrant/BME parents in their family life in Ireland, and for the professionals who work with them. Drawing on participating organisations in this consultation process, and other willing organisations identified as relevant to the proposed project, the PMC was formed along with an Advisory Committee. The Advisory Committee was established to advise the PMC on the project's developments.

The PMC envisaged a two-year, two-phase approach to the project. The first year would focus on the development of the resources while the second year would entail the rollout of training and support for practitioners. The PMC commissioned the Irish Society for the Prevention of Cruelty to Children (ISPCC) to undertake the first phase of the work, beginning in 2007. After reviewing the first year, the PMC extended the lifetime of the project for two years and, in 2009, commissioned Culturewise Ireland to develop and rollout the training and support element of the project for practitioners (CART Days).

2.2.2. Phase One: Developing the Resources

The ISPCC began a research process which underpinned the development of the project resources: an Information pack for parents; a resource pack for practitioners; and a DVD. The research phase began with the preparation of a literature review – with some support from the evaluation team - followed by a consultation process with various groups: immigrant/BME parents (15 focus groups with 120 parents involved); immigrant/BME children (five focus groups with 18 children involved) and practitioner (12 focus groups with 48 practitioners involved).The consultations were split between the Republic of Ireland and Northern Ireland on a ratio of 2:1 (ISPCC 2008, pp. 29-34).

Arising out of these consultations and the literature review, as well as input from the PMC, the overarching headings of the resource pack were identified. Drafts of both the information pack and the toolkit were circulated and commented on by members of the

PMC. This process was also supported by a conference in May 2008 in Co. Cavan aimed at exploring good practice in supporting BME/immigrant parents. The project resources were formally launched in October 2008 in the Department of Education in Dublin.

2.2.3. Phase Two: Developing and Delivering the Capacity and Awareness Raising Training (CART) Day

Having decided to extend the lifetime of the project, the PMC issued a request for tender in early 2009 to commission a two year awareness raising and training programme to be developed and delivered to 1200 participants over a two year period from Summer 2009-Summer 2011. Culturewise Ireland secured the tender and began developing the awareness raising and training programme over the Summer of 2009, with the programme being piloted over the course of six sessions in Autumn 2009. By the end of term three (December 2010) Culturewise had trained 1154 of its target of 1200, with the target being exceeded in term four. Over the summer of 2011, the project was extended to include the development and implementation of a mainstreaming strategy, which was delivered in term five (September – November 2011).

A half-day project conference was organised in February 2011 to promote thinking about culturally competent organisations. From this aim, the conference had the following objectives:

- To introduce attendees to the *Globe* project and CART days;
- To inform attendees of the interagency and cross-border governance arrangements of the project through the presentation of interim evaluation findings on this theme;
- To outline the policy context for the development of culturally competent organisations; and
- To consider the challenges of developing culturally competent organisations.

To this end, five individuals spoke at the conference:

- The Chair of the PMC provided an introduction to the project;
- Dr. Alvina Grosu presented on the CART days;
- Dr. Aisling Murray presented interim data from the Growing up in Ireland Study on cultural differences in parenting;
- Liam Coen presented interim data from the evaluation of the governance mechanisms of the project; and
- Dr. Deborah Swallow presented on the challenges of building culturally competent organisations.

There was also a round table discussion with a number of panellists. They were:

- Diane Nurse of the HSE;
- Breda Naughton of the Department of Education and Skills;

- Gerry Conway, Commissioning Lead for Early Years and Family Support, Health and Social Care Board, Northern Ireland; and
- Dolly Ngadaonye of the ISPCC.

The conference was held in the Department of Education in Dublin. Despite the wide circulation of information relating to the conference, attendance was low, with 33 of the 53 people registering attending on the day. Another 13 individuals (panellists, conference organisers and PMC members) were also in attendance. The conference was evaluated positively by those in attendance.

2.3. The Content of *Globe* Resources and CART Day.

The first phase of the *Globe* programme produced three resources: A Toolkit for practitioners; an information pack for parents and practitioners; and a DVD. The second phase involved the development and delivery of the CART day. Each of these is outlined below.

2.3.1. The Toolkit

The toolkit contains five sections. The **first** section provides the reader with an introduction to the project while **section two** contains facilitators' guidelines and guidelines on how to use the toolkit. The **third** section contains a number of training sessions. These are:

1. Needs Assessment;
2. Parenting Styles and Parenting Expectations in (Northern) Ireland;
3. Parenting in a Diverse Society – Culture and Stereotypes;
4. Racism and Bullying;
5. Supporting your Child's Language Development;
6. Supporting your Child in the (Northern) Irish Education System;
7. Coping with Stress; and
8. Recap Session.

Each of these sessions is broken down further, with:

- Aims and objectives identified;
- Materials required;
- Principles underpinning the particular session;
- Questions for the facilitator/practitioner to consider before proceeding with the session;
- A step-by-step 'how to' guide to facilitating the session [ice-breakers, following up on previous sessions, group and individual exercises relating to the specific session, summary, questions and evaluation]; and
- In some sessions additional facilitator notes and handouts.

The **fourth** section of the toolkit provides detailed contextual information on the first seven training sessions. For example, the contextual section on parenting styles contains

information drawn from the literature on different styles of parenting and their effects on children. The contextual section on supporting your child's language development provides definitions of language and bilingualism, identifies different forms of bilingualism, the benefits of bilingualism and successful strategies for parents to support their children's bilingualism.

The **fifth** section of the toolkit provides supplementary information [books, journal articles and websites] on the first seven sections, as well as additional ice-breakers, an evaluation form, and a set of appendices [parenting programmes currently being run in Ireland; a list of people involved in developing the pack; and a glossary of terms].

2.3.2. The Information Pack

Separately produced for Northern Ireland and the Republic of Ireland, and designed for parents, the information packs contain material relating to the following themes:

- Living in (Northern) Ireland – A Brief Introduction
    - Fast facts; geography; history; government; population profile; money; and useful contacts.
- Living in (Northern) Ireland – Practical Information
    - Accommodation; bank accounts; utilities; electricity; gas; water charges; refuse and recycling; getting around; driving in (Northern) Ireland; public transport; telecommunications; television; telephones; internet; postal services; shopping; and budgeting and managing bills.
- Legal Information in (Northern) Ireland
    - Fast facts; children's rights; domestic information; employment rights; useful contacts.
- The Health and Social Service System
    - Key words; healthcare; general practitioners; information regarding accessing various health services and charges; family planning; maternity care; children's health and school services; child development; supervision; child protection; circumcision; welfare services; useful contacts.
- The (Northern) Irish Education System
    - Key words; where to get information; fast facts; pre-school; special education; psychological services; non-English speakers in schools; school transport; school enrolment; school attendance; primary school; post-primary school; other information required to know; adult language classes; useful contacts; useful letter templates.
- Recreational and Social Activities
    - Fast facts; making time for your family; the library; cultural activities; sports and leisure; youth clubs; glossary; abbreviations.

2.3.3. DVD

The DVD contains visual information on various aspects of parenting in Ireland, utilising video and picture boards to illustrate points, along with a short narrative for each section. The sections contained in the video are:

- Key Words;
- Stress;
- Education;
- Health;
- Parenting practices; and
- Language.

2.3.4. Content of the CART Day

Delivered in phase two of the project, the CART days were designed to support professional practice in being culturally aware, and in using the toolkit. A more detailed account of each training day is contained in Appendix Two of this report. What follows is a short overview of the day.

Each CART day was laid out and delivered as follows:

- 9.30-10.30am – History of the *Globe*, aims and objectives of the day, ice breakers, attendees' expectations;
- 10.30-11.30am – Session on Cultural Competence (including a video of family and community life in Inapang, Papua New Guinea);
- 11.30-11.45am – Coffee;
- 11.45-12.30pm – Using the Toolkit 1: Needs Assessment;
- 12.30-1.30pm – Using the Toolkit 2: Parenting Styles and Expectations;
- 1.30-2.30pm – Lunch;
- 2.30-4.30pm – Using the Toolkit 3: Group Presentations;
- 4.30-5pm Evaluation and close of day.

2.4. Summary

The aim of this Chapter has been to provide important information on the *Globe* project and its outputs for the purpose of contextualising the project and evaluation data and analysis which is subsequently presented in this report. In this regard then, it has provided a brief outline of the development of the *Globe* project, the resources arising out of the project, and the content of the CART day.

CHAPTER THREE: ATTENDANCE AND ON-THE-DAY EVALUATION DATA FROM THE CART DAYS.

3.1. Introduction

This Chapter presents an analysis of attendance data gathered by Culturewise Ireland over the course of delivering the CART days. The Chapter outline the headline data (overall numbers, mean and median figures) before proceeding to outline exactly who was trained, and from what disciplines and organisations they were drawn. Categories which are outlined below were developed through examining the attendance sheets and noting the frequency with which particular services (by name) or types of service were mentioned. For the most part, type of service is used in the category so as to protect the identity of small organisations. National/All-Ireland organisations are named in this report.

3.2. Headline Data

The CART days were delivered across five terms. The number of sessions and total number of attendees per session are outlined in Table One below:

Term	No. Sessions	No. Attendees (total)
Pilot Sessions: October and November 2009	6	78
Term One: January to March 2010	24	414
Term Two: April to June 2010	19	264
Term Three: September to December 2010	27	398
Term Four: March to May 2011	23 (19)	334 (286)
Term Five: September to December 2011	19	264
TOTAL	**118**	**1752 (1704)**

Table 1: Total Figures for CART Days

Analysis of the attendance data indicates that over the course of the 118 training sessions across the five terms, a total of 1,752 individuals received the CART. When these figures are analysed further, 48 of these individuals participated in follow-up sessions designed to explore use of the materials and the training in the immediate period after the training. These sessions accounted for four of the 118 sessions (all in term 4). Therefore, **1,704** individuals received the training when these 'double attendees' are removed.

The following graphs relay the numbers of attendees per training in each of the terms (with Figure One outlining pilot (the first six sessions) and term one attendance numbers together). Red coloured columns denote those CART days delivered in Northern Ireland with blue coloured columns denoting those delivered in the Republic of Ireland.
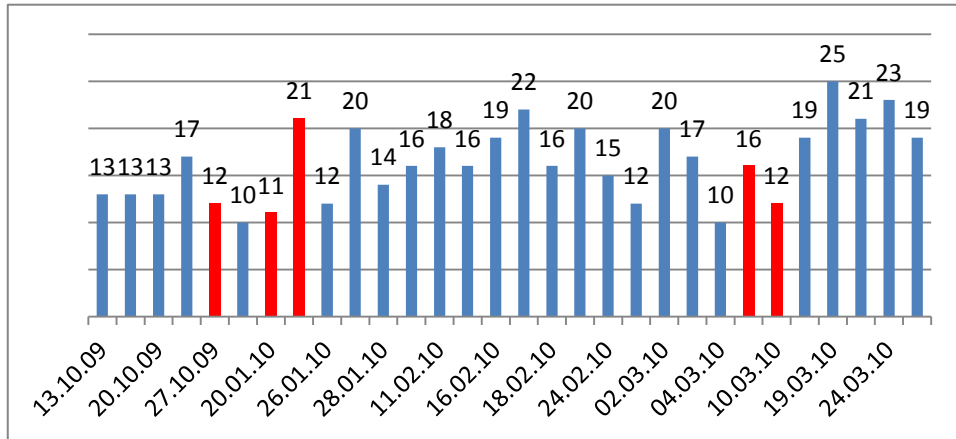
Figure 1: Pilot and Term I Attendance Figures
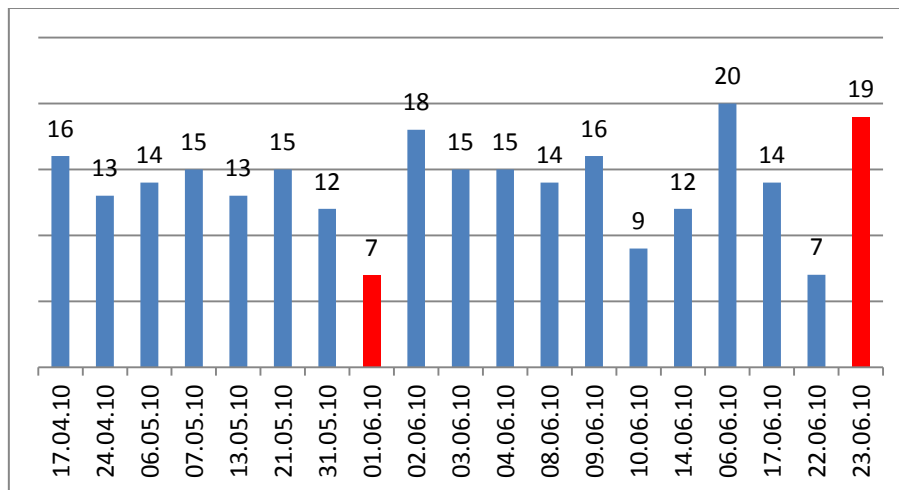
Figure 2: Term II Attendance Figures
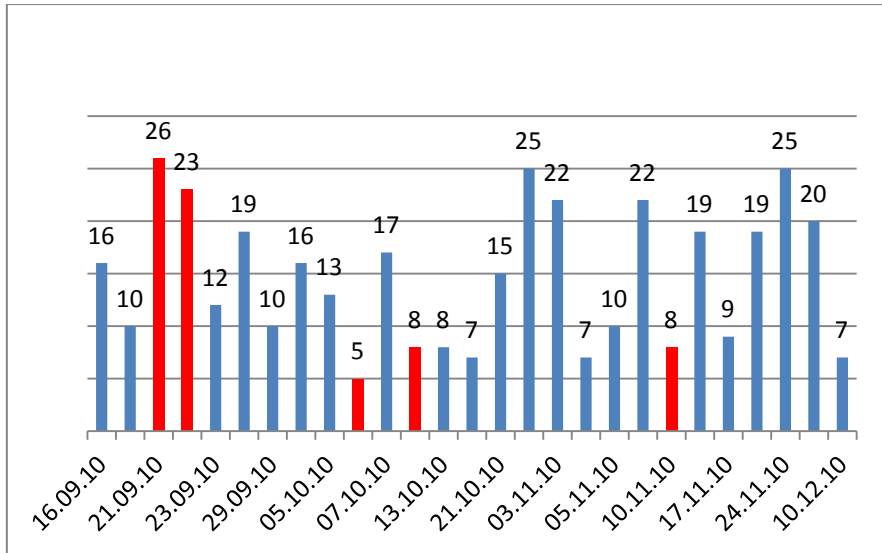
Figure 3: Term III Attendance Figures
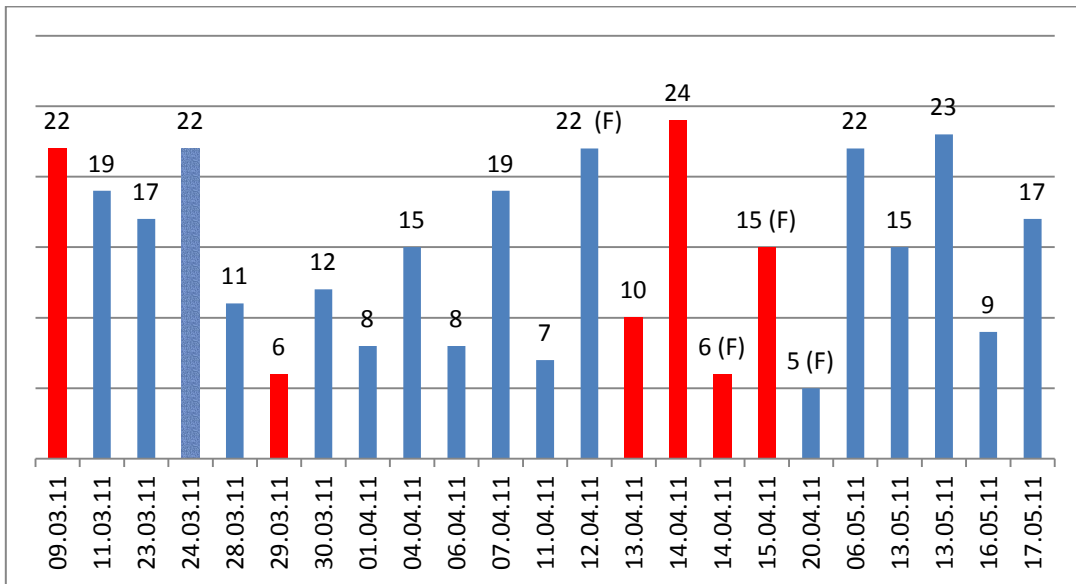
Figure 4: Term IV Attendance Figures[2]

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[2] The letter F after figures in the graph for term four denotes follow-up sessions.
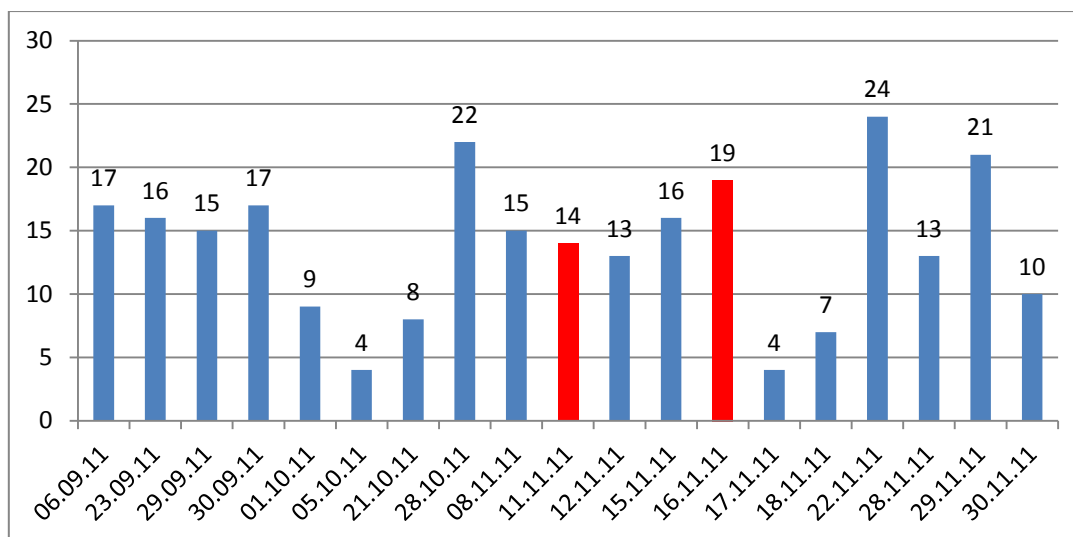
Figure 5: Term V Attendance figures

Twenty of the 118 CART days (17.1%) were delivered in Northern Ireland, with a total of 261 individuals being trained. This accounts for 15.3% of the total of 1,704 individuals trained across the five terms. [3]

3.3. Attendance Figures by Sector

Analysis of attendance sheets reveal that representatives from 135 different organisations attended the CART days. These figures are based on how individuals assigned or described themselves or their organisations on the day or, where generic titles were used (e.g. 'crèche') where the evaluation team could detect what organisation or service the attendee was from. It should be noted that there were 116 attendees not identifying any organisational affiliation (undefined or NA). Further to this, each organisation was grouped into sectors and figures compiled. Figure six below outlines the number of attendees (training units) per sector trained on the CART days.

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[3] At face value, terms 1-3 accounted for 168 Northern Irish attendees out of 1,154 attendees in total. However, the attendance sheets reveal (where it was possible to detect) that five of the 168 were from services or organisations from the Republic of Ireland. Three attendees at CART days delivered in the Republic of Ireland were from services or organisations in Northern Ireland. Hence, the total amount trained from Northern Ireland in the first three terms was 166.

TRAINING UNITS BY SECTOR (n = 1704)
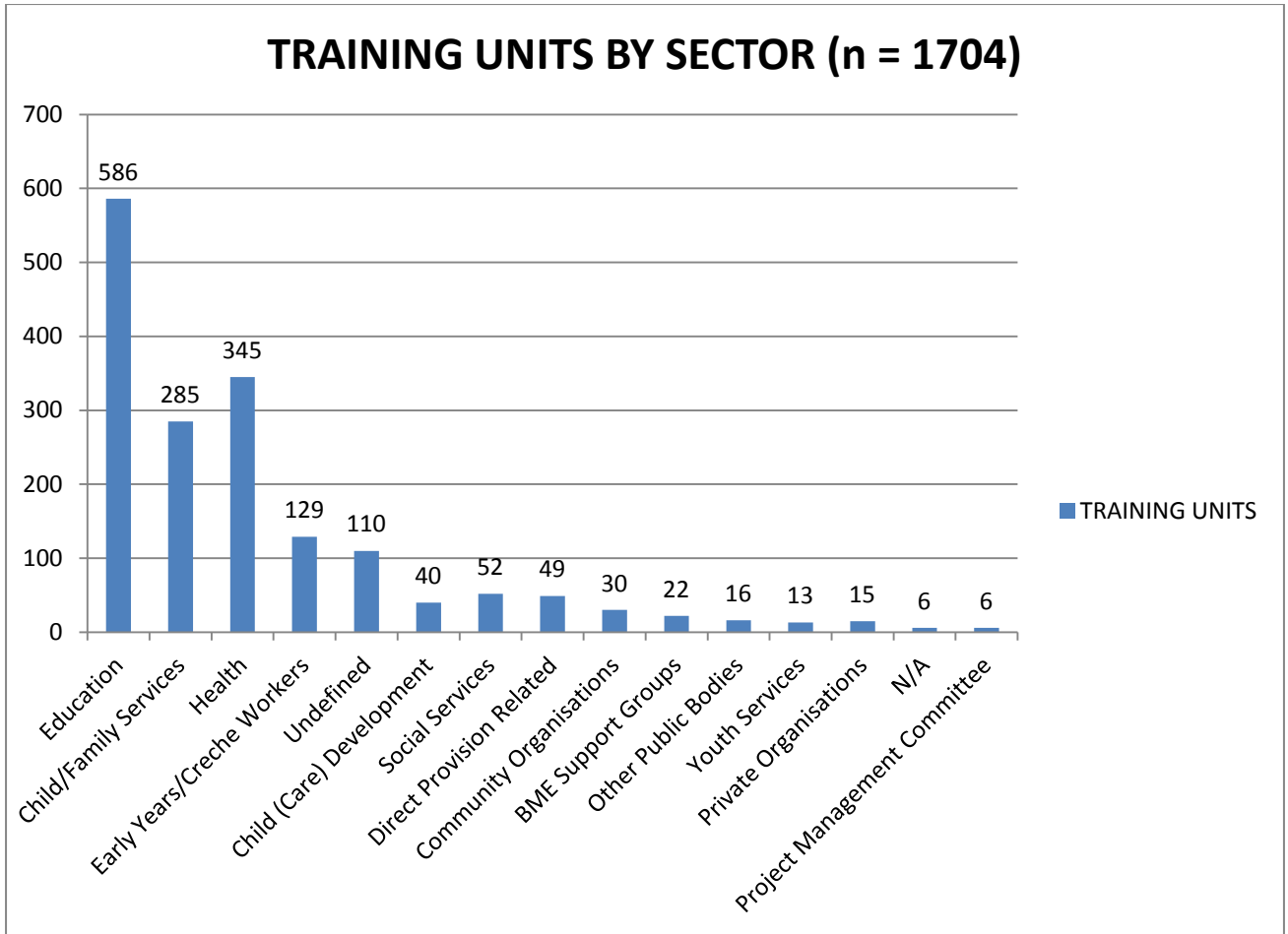
Figure 6: Training Units by Sector

These figures as percentages are outlined in Table Two[4] below:

Sector	%
Education	34.4
Child/Family Services	16.7
Health	20.2
Early Years Services frontline	7.6
Undefined	6.5
Child (Care) Development	2.34
Social Services	3
Direct Provision Related	2.9
Community Organisations	1.8
BME Support Groups	1.3

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[4] Total percentages amount to 100.04 due to rounding

Other Public Bodies	0.9
Youth Services	0.8
Private Organisations	0.9
N/A	0.35
Project management Committee	0.35

Table 2: Attendance Figures as Percentages

Of the 345 attendees from the health sector, **303** attributed themselves as being from the Health Service Executive (HSE) with the remaining 42 being drawn from a variety of health organisations.   Attendees from the Child and Family Services sector are from a more varied range of organisations; however, three organisations stand out frequently as contributing the most attendees: Barnardos (31.2%), Family Resource Centres (FRCs) (17.2%) and Surestarts (10.5%). The 'other' classification (41%) account for a range of services across the child/family spectrum.   These numbers are outlined in Figure Seven below:

Child/Family Services (n = 285)

- Barnardos: 89
- FRCs: 49
- Surestarts: 30
- Other: 117
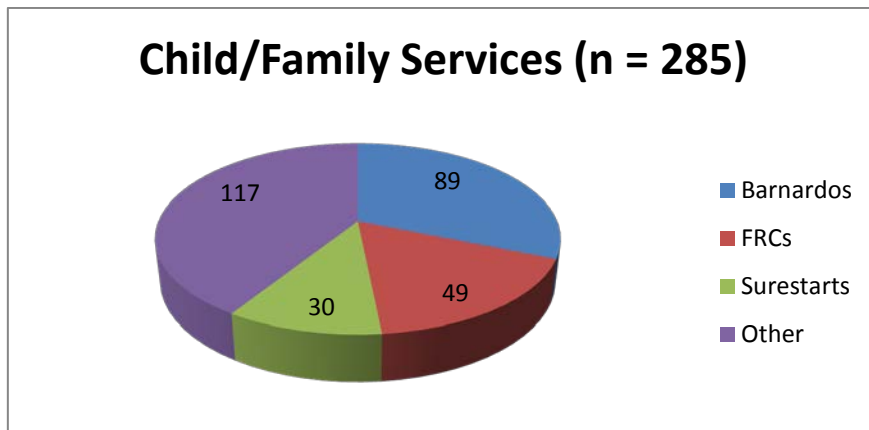
Figure 7: Child and Family Services

Of the 586 who were classified as being in the education sector (not including Early Years/Crèche/Pre-School/Montessori services), the vast majority (421, 72%) are students largely accessed as a result of the mainstreaming strategy pursued by Culturewise Ireland. The next highest proportion of attendees were drawn from schools right across the Island of Ireland (16.2%), with VECs accounting for an additional 5.3% and other educational organisations (e.g. educational psychology services) accounting for the remaining 15.8%. These numbers are presented in Figure eight below:

Education (n = 586)

- Higher/Further Education students
- Schools
- VEC
- Education and Library Service (NI)
- NEPS
- Other

421, 95, 31, 15, 11, 32
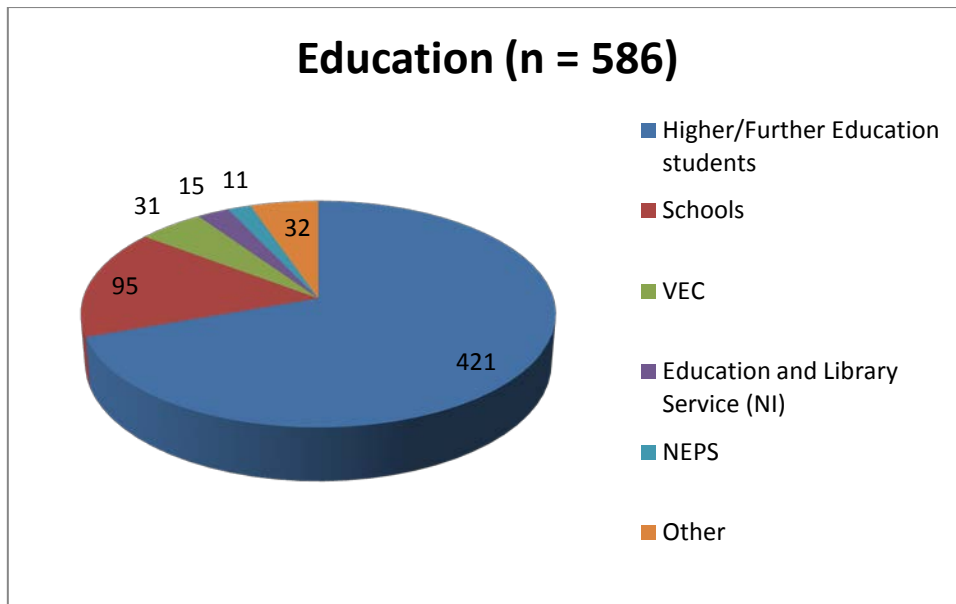
Figure 8: Education Sector

3.4. Attendance Figures by Profession[5]

The Globe resource kit is described as a support for practitioners working with immigrant/BME parents from culturally diverse backgrounds. However, the development of the programme, its underpinning principles and their evolution have also taken into account the desire to access and incorporate managerial level actors into the training so as to at the very least make them aware of issues affecting immigrant/BME parents and the professionals who work with them. Therefore, it is interesting to review those who attended the CART days by profession, in addition to examining attendance by sector. The headline figures for attendance by profession are outlined in Figure Nine and the percentages in Table Two, both below:

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[5] Note the discrepancy between the number of students classified under Education sector in figure eight, and the number of students classified by job description in figure nine. This is explained by six attendees who identified themselves as students within service organisations (i.e. on placement) and who did not attribute their education affiliation.

Number attended (n=1704)

Job Description	Number attended
Managers	110
Coordinators	68
Supervisors	14
Social (Care) Workers	123
Students	427
Administrative Staff	30
Early Years Workers (frontline)	94
Family Support (including community workers)	312
Education (frontline and Management)	192
Trainers & Information Officers	30
Youth Officers/Workers	19
Volunteers	15
Unemployed	6
Undefined	10
Health	186
Other	46
Early Years/Child Development Workers	22

Figure 9: Attendance Figures by Job Description

Occupation	%
Managers	6.5
Coordinators	4
Supervisors	0.8
Social and social Care Workers	7.2
Students	25.1
Administrative Staff	1.7
Early Years Workers (frontline)	5.5
Family Support (including community workers)	18.3
Education (frontline and Management)	11.3
Trainers & Information Officers	1.7
Youth Officers/Workers	1.1
Volunteers	0.9
Unemployed	0.4
Undefined	0.6
Health	10.9
Other	2.7
Early Years/Child Development Workers	1.3

Table 3: Attendance Figures by Job Description %

When the managerial figures are analysed, they reveal that a significant proportion (34%) are drawn from the early year's sector, followed by direct provision services/reception centres accounting for 28%.
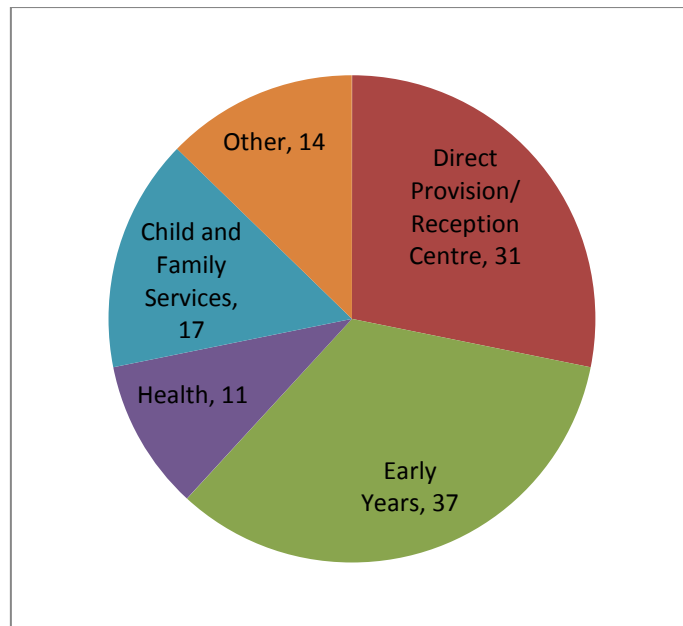
Figure 10: Managers by Type of Organisation

Those who described themselves as coordinators account for 68 of the total amount of attendees, with single highest number (43%) coming from the Child and Family Service sector. The full complement of figures is outlined in Figure 11 below.
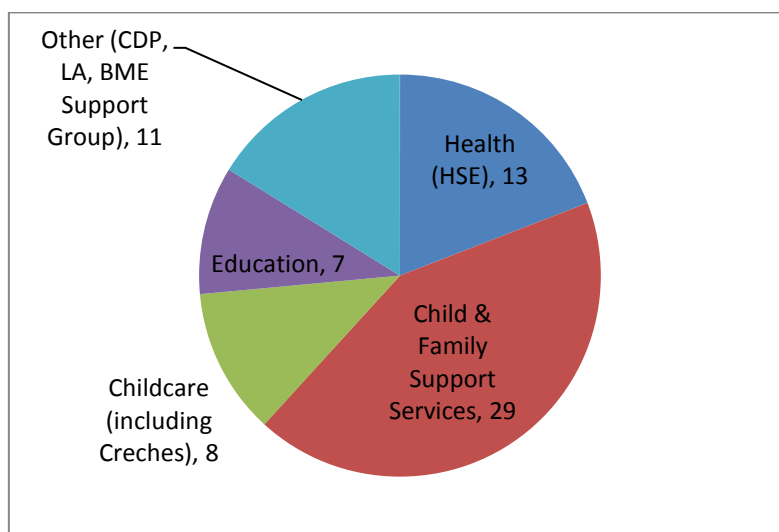
Figure 11: Coordinators by Type of Organisation

Apart from students, family support workers (including those who identify themselves as community development workers, development workers or dedicated BME/immigrant support workers) constitute the largest single group of attendees at the CART days, accounting for 18.3%. It is an important group as they are most likely to undertake regular parent support work on a regular basis. The full breakdown of the figures pertaining to this group is outlined in Figure 12 below.
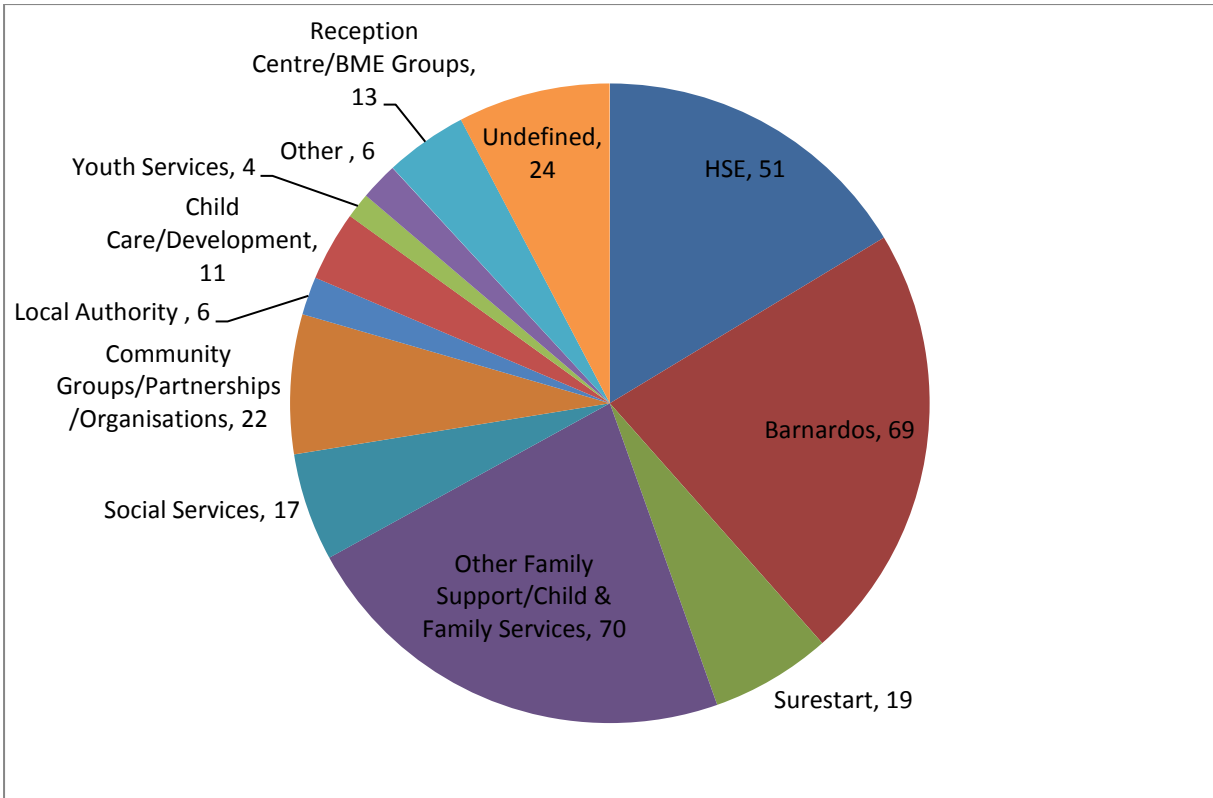
Figure 12: Family Support/Community Development Workers by Type of Organisation

Education is another important category, accounting for over 11% of attendees. Teachers constitute the single largest group in this category, with a variety of 'other' individuals (ranging from occupations such as school transport supervisor to retired school inspector to study room supervisor) accounting for the next largest proportion.
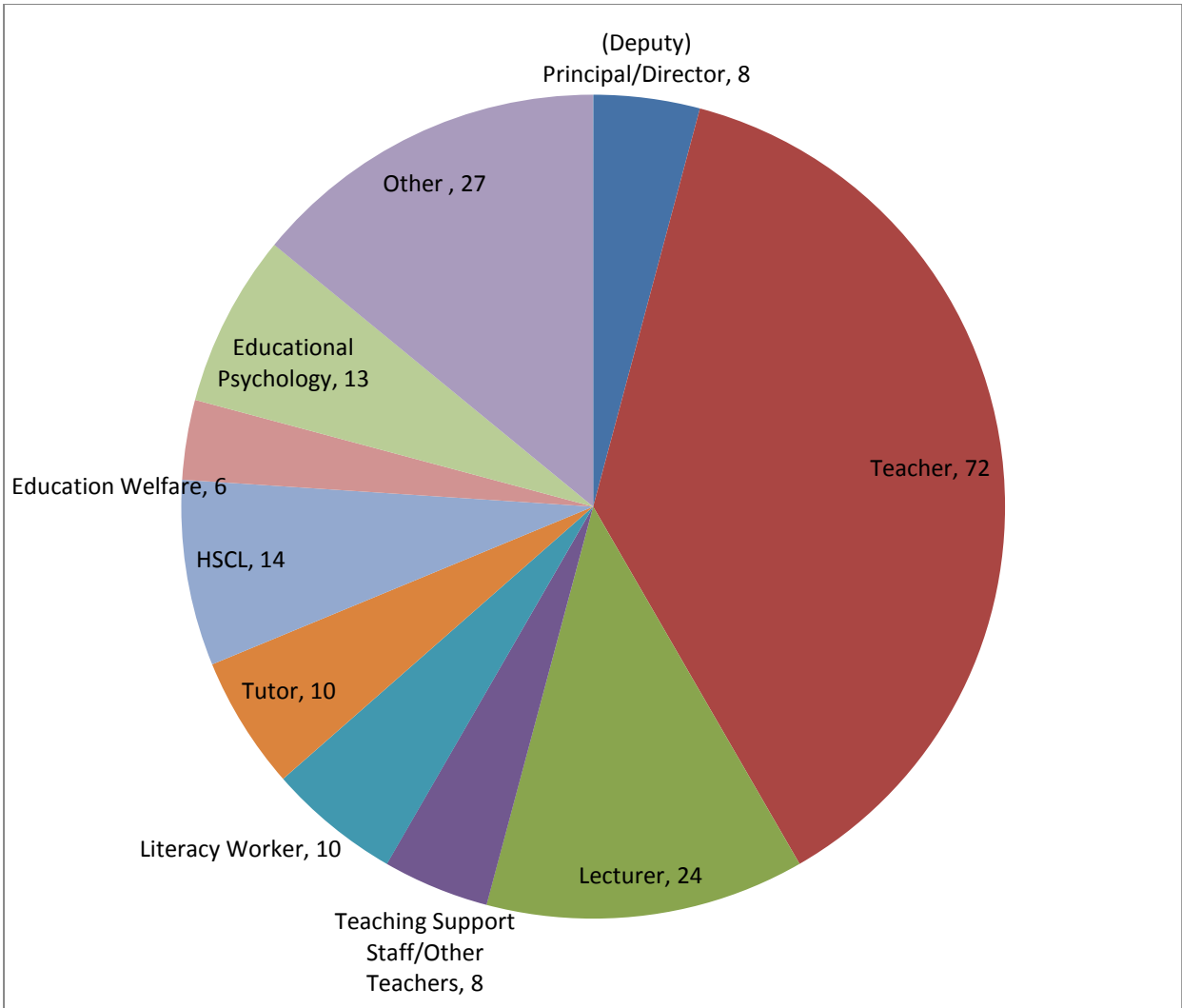
Figure 13: Education Worker by Organisation

Health workers accounted for a range of professions under this label, with a total of 186 individuals attending the CART day. Speech and Language Therapists (SLTs) and Nurses (public health and general) account for almost 60% of the group. Others featured in this category include those who described themselves as 'health workers' or 'health visitors', dieticians and sexual health workers.
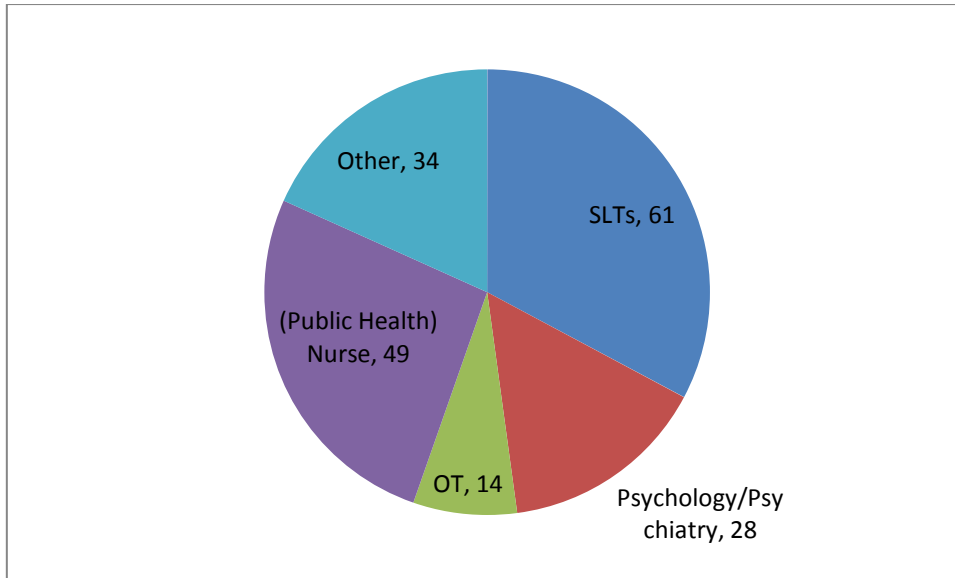
Figure 14: Health Worker by Type of Organisation

Finally, early years' workers accounted for just over 5.5% of all CART attendees. Over two-thirds of these attendees came from individual early years services, with the next largest group coming from the network of family resource centres throughout the Republic of Ireland. These figures are presented in Figure 15 below.
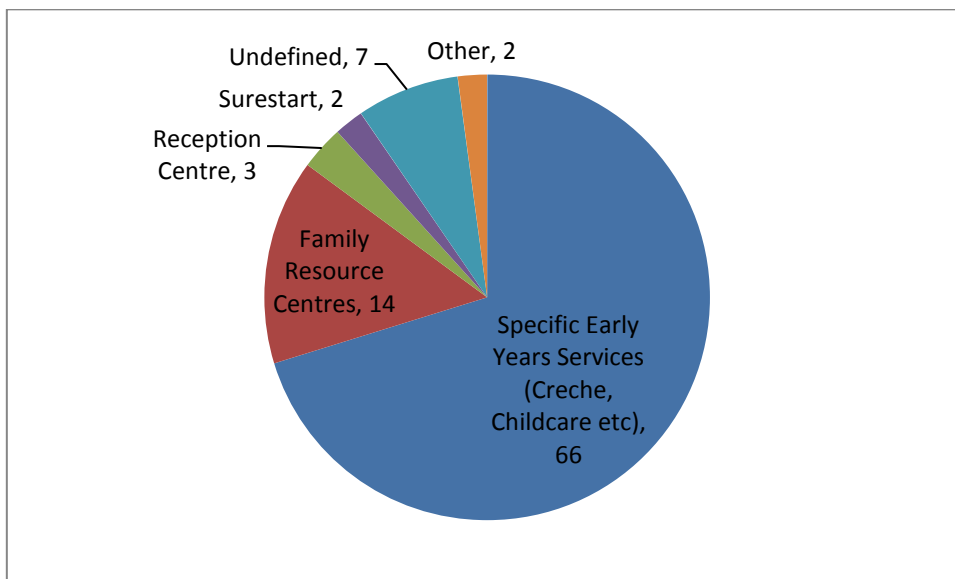
Figure 15: Frontline Early Years' Workers

3.5. Overview of Figures and the Potential for Impact on Practice

In total, of the 1,704 individuals trained, it is possible with some certainty to categorise them into those who may be expected to work *regularly* with parents and those who do not or do so on a more sporadic basis. Those in the categories of supervisors, social (care) workers, family support workers, frontline early years workers, education, health and 'other' may be reasonably expected to provide parent support as part of their work, although the extent to which some health workers would provide regular parent support could be open to question. If these category attendance numbers are accumulated, a total

of **967** individuals is achieved. Of the remaining 737 individuals, it is important to note that 427 are classified as students. While some students availed of training as part of work placement schemes with organisations, the vast majority participated via the piloting of a mainstreaming approach for the project in Term Three, and its delivery in terms four and five. Notwithstanding the rationale to seek to mainstream the resources through such educational institutions, it must be noted that this group represents the single largest homogenous group trained, yet cannot be reasonably expected to apply the resources or training in practice over the lifetime of the evaluation.

3.6. Overview of Data from On-The-Day Evaluation Sheets

All the on-the-day evaluation sheets for the pilot phases, and terms one, two and three were taken and analysed by the evaluation team. This sample accounted for 80% of the 99 CART days in terms 1-4.

3.6.1. Closed Question Ratings with Comments

Attendees were asked to rate the following on a scale from one to six (one being poor, low, not achieved, and six being high, excellent, definitely achieved):

- The achievement of learning outcomes;
- Whether value to attendees' existing knowledge and skills had been added;
- The relevance of training to attendees' work;
- The trainers' facilitation skills; and
- The usefulness of the material in the training pack;

The scores relating to each of these questions are outlined in Table Three below:

	6 (definitely achieved)	5	4	3	2	1 (not at all achieved)
Learning outcome achieved	n=489 51.2%	n=347 36.3%	n=91 9.5%	n=10 1%	n=3 0.3%	n=2 0.2%
Adding value	n=549 57.4%	n=298 31.2%	n=77 8.1%	n=14 1.5%	n=6 0.62%	n=2 0.2%
Relevance	n=503 52.6%	n=270 28.25%	n=131 13.7%	n=35 3.66%	n=3 0.3%	n=4 0.4%
Trainers' skills	n=672 70.3%	n=199 20.8%	n=50 5.2%	n=17 1.8%	n=4 0.4%	n=2 0.2%
Usefulness	n=674	n=205	n=26	n=9	n=4	n=2

of material	70.5%	21.4%	2.71%	0.94%	0.4%	0.2%

Table 4: On-the-Day Evaluation Scores (closed questions)

Each participant was also free to insert comments beside each of the items listed above. Regarding comments pertaining to the *achievement of outcomes*, the overwhelming majority of the 102 comments were positive. The most frequent comments were 'excellent' (16), 'very good' (11), 'very helpful' (4), and 'educational' (2). A variety of other positive comments were made once, such as 'wonderful knowledge', 'very good course', 'very informative', 'challenging material', 'confident using materials', 'delighted with what I have', 'good interactions', 'I learned (sic) what you said I would' and 'liked competency focus'. Of the small number of negative comments which were included in this section, they included the following: 'a lot to process', 'it will take time' (twice), 'quite rushed' 'day too long', 'training over more days' (and three variations of) and 'mind straying at times'.

Regarding comments pertaining to the *addition of value to existing knowledge and skills*, again the majority of the 87 comments made were overwhelmingly positive. Such comments included 'excellent' (5), 'very good' (5),'very helpful/informative' (4), 'educational' (2), 'brilliant' (2). Other positive comments made once included 'a different approach to equality training', 'practical opportunities to use the toolkit', 'fantastic', 'will be able to use', 'makes me think of skills I already have', 'added to knowledge immensely', 'very relative', 'encourages mindfulness', 'challenged perceptions', 'more culturally aware', 'toolkit will be useful' and 'great to have materials'. Of the negative comments made in this section, one requested more information to be given and the other simply stated that the attendee needed more time to read the pack.

Regarding comments pertaining to the *relevance of training to their work*, there was more of an even split between the 101 comments made. On the positive side, the most frequent comment was that the training was 'very relevant' (18) to their work, with 'very good' (5), 'relevant' (4) and 'excellent' (3) being the next most frequently mentioned comments. Other comments mentioned once included 'it will help so much', 'eye-opening', 'better than almost every other training', and 'free resources'. On the negative side, the only type of comment made related to not working currently with, or with a sufficient number of, the target group. For example, 'more use in the future', 'not working with BME families at the moment' and 'working mainly with children'.

Regarding comments pertaining to the *trainers' facilitation skills*, all but five of the 108 comments were extremely positive. 'Excellent' was the most frequent comment made (31), with the comments 'engaging', 'fantastic', 'loved the exercises', insightful' 'very skilled', 'professional' and 'interesting' all being made. Other positive comments made once included 'very energetic', 'very interactive' and 'very comprehensive'. On the negative side, of the five comments made, one related to not having 'adequate instruction' for a particular part of the day, another related to the need of the training to be more child-focused, one

related to not receiving facilitation skills on the day, another stating that they 'didn't attend to do presentations', while the final comment related to the need to balance the day more evenly between the two facilitators.

Finally, regarding comments pertaining to the *usefulness of the material in the training pack*, again as with the other four categories the vast majority of the 120 comments were positive. The comment which appeared most frequently was 'excellent' (21), followed by positive comments pertaining to the layout of the material (19). Six comments related to people looking forward to reading the material while three people each remarked that it 'will be used' or that it 'will be very helpful'. On the negative side, 11 comments related to the relevance of the material to their work while many others remarked that they simply would need (more) time to read it, digest it and put it into use.

3.6.2. Open-Ended Questions

In addition, CART attendees were also asked to a series of open-ended questions:

- What aspect of the training was most valuable?
- What aspect of the training was least valuable?
- List three things you will take away as new awareness or important reminders?
- What else would have they liked covered in the training?
- What critical issues for policy arose?
- How could the training material be improved?
- How could timing and session management be improved?
- How could presentation and facilitation of the sessions be improved?

3.6.2.1. What Aspect of the Training was Most Valuable?

Nine hundred and twenty six (926) comments pertaining to this question were entered on the forms, representing a wide range of answers. One hundred and sixty three (163) comments related to aspects of culture, or variations thereof [e.g. cultural awareness, awareness, cultural competence, and cultural knowledge]. Answers relating to the resources (toolkit and information pack) accounting for 111 answers, and the video/DVD of the Inapang people accounting for a further 93. Thirty four (34) comments simply said 'all of it' or variations thereof (e.g. 'the whole day'). Other comments made included 'empathy' or variations of (22), 'general discussions' (23), 'insights to immigrants' points of view'(13), 'information, practical tips and advice'(20), 'group-work/group interaction' and exercises (57) and 'facilitation' (18).

3.6.2.2. What Aspect of the Training was Least Valuable?

Of the 343 comments made under this section, the vast majority related to the inverse of any 'least valuable' issue [e.g., nothing, it was all valuable, all relevant, N/A], accounting for 119 of the comments. The next highest group of comments centred on afternoon sessions, (i.e. the group presentation work), which accounted for 81 of the total number of

comments. Issues around timing (too little time, not enough time to read, too much time spent on introductions), accounted for another relatively high number (38) with comments.

3.6.2.3. Three Things You Will Take Away as New Awareness or Important Reminders?

In total, there were 1,421 things identified, of great variety. However, it is possible to identify particular items which occurred frequently in the list.   By far the most frequently occurring comments (252) were those that related to cultural competence, awareness, confidence or variations thereof.   This was followed by comments pertaining to the resources (128), with the third highest score being simply awareness, or awareness of issues not relating to culture (e.g. aware of different parenting styles). The full list is featured in Table Four below:

ITEM	Frequency (n =)
Cultural Competence/Awareness/Confidence	252
Resources	128
Awareness (excluding Cultural)	125
Ask Questions	105
Empathy	77
Assessment (all forms)	74
Attitude	69

Table 5: Frequency of Items listed as 'Three Things to Take Away from Training'

3.6.2.4. What Else Would You Have Liked Covered in the Training?

Four hundred and ten (410) answers were submitted to this question. Of this number, 130 remarked that they desired more specific information on different cultures, either generally or relating to parenting (e.g. parenting and bilingualism). Thirty-six (36) comments related to time on the day (more time, over two days etc); 14 comments pertained to racism and bullying (one of which was about that experienced by staff) and 42 comments indicated that there was nothing else desired.

3.6.2.5. What Critical Issues arose for Policy?

A great variety was detected in the 393 answers entered under this heading.   Issues pertaining to culture, cultural competence and diversity were mentioned 66 times; training related issues were mentioned 36 times (including the need for more training, that *The Globe* training should be incorporated into professional training, that training should be mandatory); 15 individuals remarked on the importance of proper referral and assessment procedures; parents were mentioned 26 times (including the need to support parents, parent training, understanding parents' needs and outlining expectations, language support for parents, generally and accessing services); children were mentioned eight times; policies were mentioned eleven times (e.g. development of appropriate policies, organisational

policies needed), funding seven times, with attitudes (changing, shifting, the right attitude) mentioned six times.

3.6.2.6. How could the Training Materials be Improved?

Of the 287 comments made under this section the majority of comments were positive (i.e. terms like 'excellent', 'very good', 'nothing' or 'no additions' (185 comments, 64%). Nineteen comments were time-related (e.g. more time needed), while the majority of the remainder related to the material itself (such as updating regularly, more cultural information, updating the politics of the country, provide handouts, provide the Inapang video).

3.6.2.7. How could the Timing and Management be Improved?

Of the 376 answers under this section, 35% (n=133) specifically remarked that too much was packed into one day and that a second day was needed. One hundred and thirteen (113) commented that the timing and session management was fine, very good, excellent or that there was no problem with it. The remaining comments were either general comments (e.g. 'could have been better') or related to specifics of the day such as longer lunch, earlier lunch, later start time, earlier start time, earlier finish time, longer breaks, shorter presentations, more group work, less group work.

3.6.2.8. How could Presentation and Facilitation be Improved?

Of the 253 answers accounted for under this heading, the majority (n = 195, 77%) had no suggestions, citing both presentation and facilitation as 'excellent', 'very good', or entering 'not applicable'. Of the remaining 58 comments which cited some recommendations for improvement, the most frequent response again related to time.

3.7. Summary

- 1,704 individuals from across the island of Ireland received the *Globe* CART day and resources.
- 312 Family Support and Community Development Workers received the training.
- 192 education personnel received the training.
- 186 health professionals received the training.
- 427 students received the training.
- Managers and coordinators of services accounted for over 10% of attendees.
- On-the-day evaluation information rated the CART day very positively.
- In particular, the CART day was rated very positively for adding value, achieving learning outcomes, relevance, trainer's skills, and usefulness of the material.

Table 6: Summary Data on CART Figures and On-the-Day Evaluation Scores

This Chapter has presented attendance and on-the-day evaluation information regarding the delivery of the Globe CART days. The first section has outlined attendance data which reveals that a great number of individuals have received the training, from a wide range of organisations across a number of different sectors. The second section has provided details on the range of information gathered by Culturewise Ireland through circulating and collecting on-the-day evaluation sheets. This is important information based on the

perspectives of attendees on the day. Their views regarding the use of the resources and learning from the training are the subjects of the following two Chapters.

CHAPTER FOUR: QUESTIONNAIRE FINDINGS

4.1. Introduction

This Chapter presents the findings of a questionnaire administered to all *Globe* attendees in terms 1-4, excluding students. Following this introduction, the second section provides demographic details on respondents and the organisations they work for, and personal and organisational experience of working with immigrant/BME parents. The third section outlines respondents' views on the CART day itself while the fourth section outlines the extent of use of the toolkit by respondents. The fifth section of the Chapter outlines respondents' use of the information pack. The sixth section outlines respondents' views on their use of the DVD. The seventh section provides information on respondents' experience of web support and networking, while the eighth section presents respondents' views on the potential for the CART day and *Globe* resources to impact on policy and practice. The ninth section outlines respondents' views on mainstreaming. The Chapter concludes with a short summary.

4.2. Demographic Data

4.2.1. Location of Workplace

A total of 111 respondents completed the Globe Evaluation Questionnaire. Of these, 96 worked in counties in the Republic of Ireland, while 15 indicated their workplace in Northern Ireland. These respondents came from a variety of geographical areas across the island of Ireland, with 15 respondents from Connacht, 29 from Munster, 44 from Leinster, and 23 from Ulster (see Figure 16). In total, 20 counties were represented, with the highest proportion of questionnaire respondents working in Dublin (32), Cork (11), Antrim (11), and Galway (8) (see Figure 17).
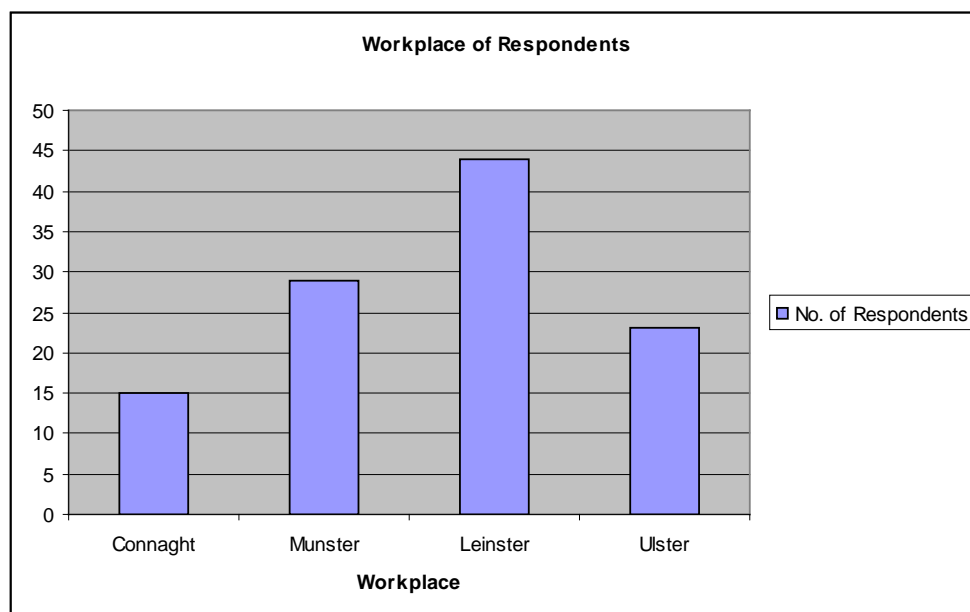
Figure 16: Workplace of Questionnaire respondents by Province
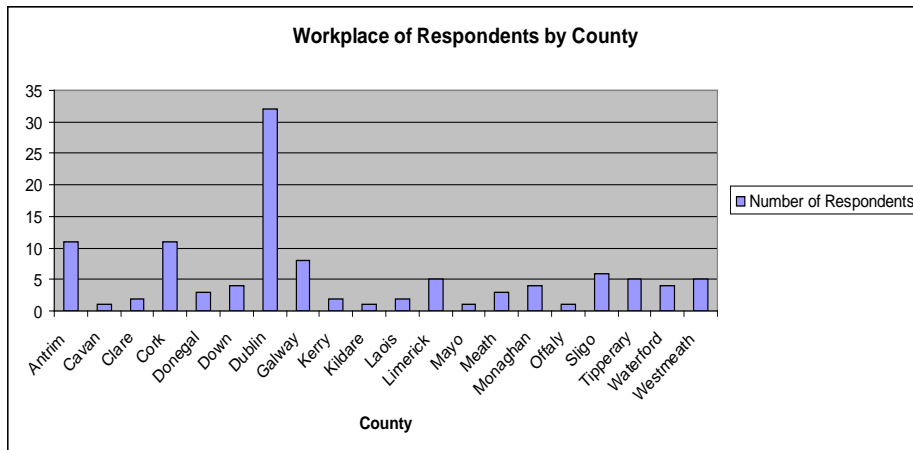
Figure 17: Workplace of questionnaire respondents by County

4.2.2. Location and Month of CART Day

The Questionnaire respondents attended the CART day in a variety of locations, with 16 different counties mentioned. Of these counties, the highest proportion of respondents attended CART in Dublin (32), Antrim (15), Cork (13), Galway and Westmeath (9 each). A variety of CART locations were reported, with 11 different locations reported in Dublin (e.g., Finglas, Balbriggan, Tallaght, Blanchardstown) and 6 different locations reported in Cork (e.g., Carrigtwohill, Midleton, Cobh).

CART days were attended throughout the year, with the majority of training taking place in the first three months of the year (see Figure 18).
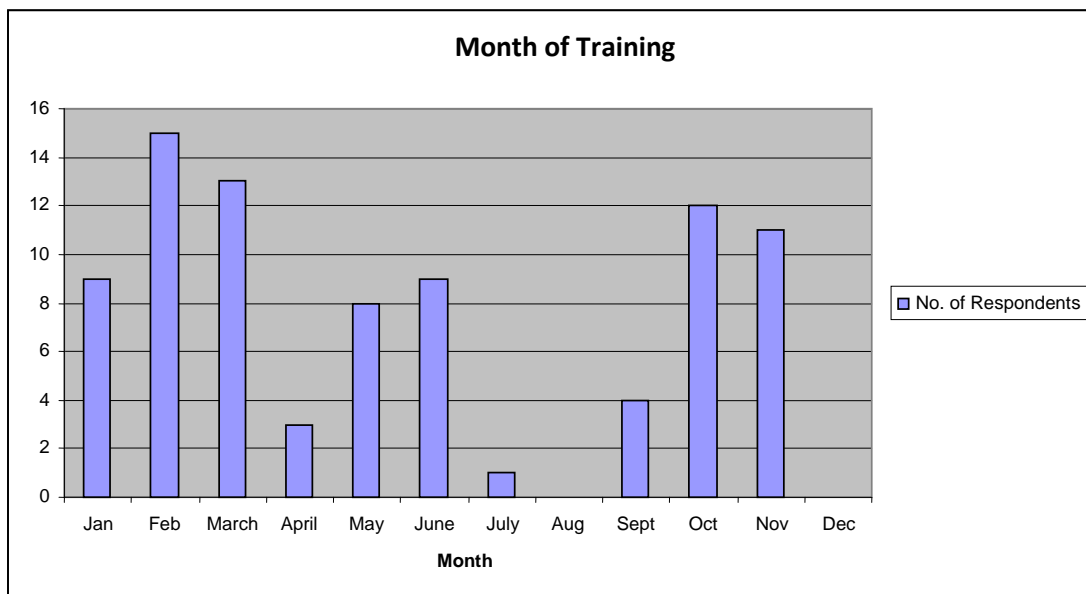
Figure 18: Month participants attended training

4.2.3. Other Cultural Competence Training

39.6% of respondents indicated they had attended other Cultural Competence training, 60.4% had not (see Figure 19).
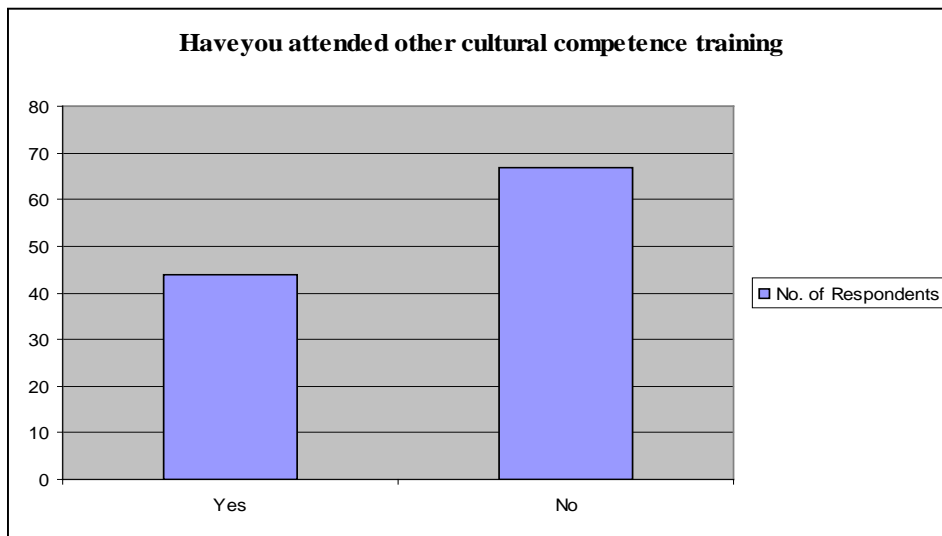
Have you attended other cultural competence training

Of those who specified type of training previously attended, 32.5% received training within an Education domain (e.g., as part of teacher training, as part of H. Dip/MA course), 40% indicated specialised Cultural training (e.g., Cultural Mediation, Equality Training, N.I. Cultural Awareness Training), and 27.5% received internal training within their workplace (e.g., Internal Cultural Diversity Training, HSE internal training; see Figure 20).

Type of Training Previously Attended
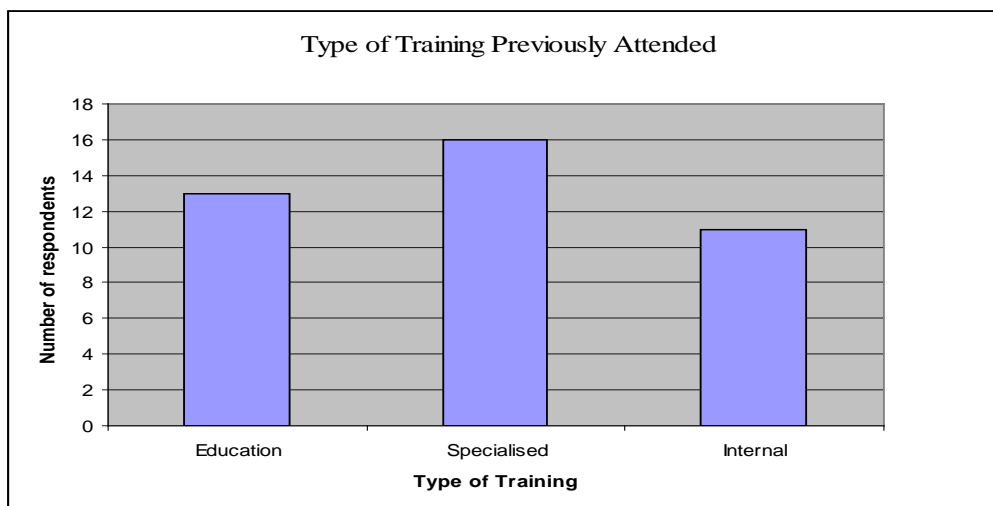
Figure 20: Type of Cultural Training Attended

4.2.4. Information about Organisations

Seventy one (71) different organisations were represented in the sample, with the majority of respondents from single organisations. 89.2% of organisations represented in the

questionnaire provide a direct service to parents, with 86.5% of respondents working directly with parents. 17.1% of respondents in the study held a management position in their organisation, 56.8% of respondents were frontline staff, 10.8% held both management and frontline staff positions, and 15.3% held a position defined as "other" (e.g., Project Co-ordinator, Adult Literacy Resource Worker). 36.9% of the represented organisations provided targeted services, 10.8% provided universal services, while the majority of organisations (45.0%) providing both targeted and universal services.

4.2.5. Number of Families which the Organisation Works with in a Week

When asked how many families their organisation worked with in a week, many respondents did not know (22.5%). The most frequently reported number of families organisations work with was 100+ (18.0%). The next highest was 11-20 families (9.9%). 9% reported their organisation working with 1-10 and 31-40 families per week, with lower numbers working with 21-30 (7.2%), 41-50 (4.5%), 51-60 (4.5%), and 61-70 (3.6%) families respectively. 1.8% reported their organisation working with 71-80 families, with 0.9% working with 81-90 and 91-100 families a week. 8.1% indicated the question was not applicable.

4.2.6. Number of Families which the Organisation Works with that are headed by immigrant/BME parent(s)?

63.06% of respondents indicated how many families their organisation works with that were headed by immigrant/BME parent(s). 36% indicated 1-10 families their organisation worked with were headed by immigrant/BME parent(s), followed by 9% who indicated 11-20 families. 6.6% indicated 100+ families their organisation works with were headed by immigrant/BME parents. Lower numbers were found for other categories of 21-30 families (4.5%), 41-50 families (2.7%), 51-60 families (1.8%), and 0.9% indicating their organisation worked with 31-40, 61-70, 71-80, and 91-100 families respectively. A high number did not know how many families their organisation worked with which were headed by immigrant/BME parent(s) (27.9%), while 9% did not indicate any answer.

4.2.7. Number of Families which the Respondent Works with in a Week

Of the respondents that indicated they work directly with families, 71.9% worked with 25 families or less. Breaking this down, 24% reported working with 5-10 families in a week, 13.5% work with 16-20 families in a week, 12.5% work with 1-5 and 11-15 families in a week, 9.4% of respondents work with 21-25 families, and 5.2% work with 31-35 families in a week. Lower numbers were found for 26-30 families (1%), 41-45 families (1%), and 51+ families (2.1%; see Figure 21). 15.6% indicated the question did not apply.
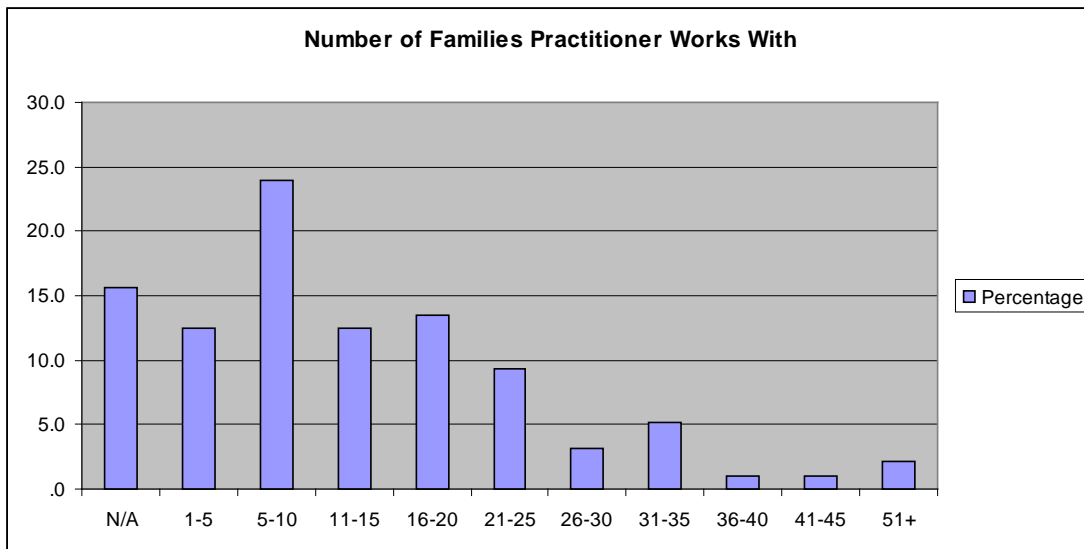
Figure 21: Number of families respondents worked with in a week

4.2.8. Number of Families which the Respondent Works with in a Week that are headed by immigrant/BME parent(s)?

Of the respondents that indicated they work directly with families, a total of 68 respondents indicated that families they work with are headed by immigrant/BME parents. The majority (46.9%) work with 1-5 families a week that are headed by immigrant/BME parent(s). This is followed by 11.5% of respondents who work with 5-10 families a week headed by immigrant/BME parent(s). Lower numbers were found for 16-20 families (6.3%), 11-15 families (4.2%), 21-25 (1%) and 46-50 families (1%). The question was not applicable for 29.2% of respondents.

4.3. The Globe Capacity and Awareness Raising Training (CART) Day

4.3.1. How Respondents heard about the CART Day

22.5% of respondents heard about The Globe CART day from a direct email from Culturewise, 48.6% received an email forwarded from a colleague, 7.2% of respondents heard about it through "Activelink", and 15.3% reported hearing about it from "Other" sources (e.g., a Committee, CAWT website).

4.3.2. Ratings for Different Sections of the CART Day

4.3.2.1. Introduction

Overall the introduction was rated very positively, with 48.6% of respondents rating the introduction as "very helpful", and 32.4% rating it as "helpful". 6.3% rated the introduction

as "neither helpful nor unhelpful", 1.8% reported the introduction as unhelpful, and 0.9% rating the introduction as "very unhelpful".

4.3.2.2. Cultural Competence

The response to the cultural competence section of the CART day was also predominantly positive, with 56.8% of respondents rating the content as "very helpful", 28.8% rating it as "helpful", and 1.8% rating it as "neither helpful nor unhelpful". In addition, 1.8% rated the cultural competence content as unhelpful, while 0.9% rated it as "very unhelpful".

4.3.2.3. Needs Assessment

54.1% of respondents rated the Needs Assessment content as "very helpful", 24.3% rated it as "helpful", and 9.0% rated it as "neither helpful nor unhelpful". In addition, 0.9% rated the content negatively as "unhelpful" and 1.8% rated it as "very unhelpful".

4.3.2.4. Parenting Styles and Expectations

55.9% of respondents rated the Parenting Styles and expectations content as "very helpful", 25.2% rated it as "helpful", and 8.1% rated it as "neither helpful nor unhelpful". In addition, 0.9% of respondents rated this section negatively as "very unhelpful".

4.3.2.5. Afternoon Sessions

The afternoon sessions were also rated quite positively, as 36% of respondents rated the afternoon sessions as "very helpful", 32.4% rated it as "helpful", and 15.3% rated it as "neither helpful nor unhelpful". In addition, 4.5% rated it as "unhelpful", and 1.8% of respondents rated it as "very unhelpful".
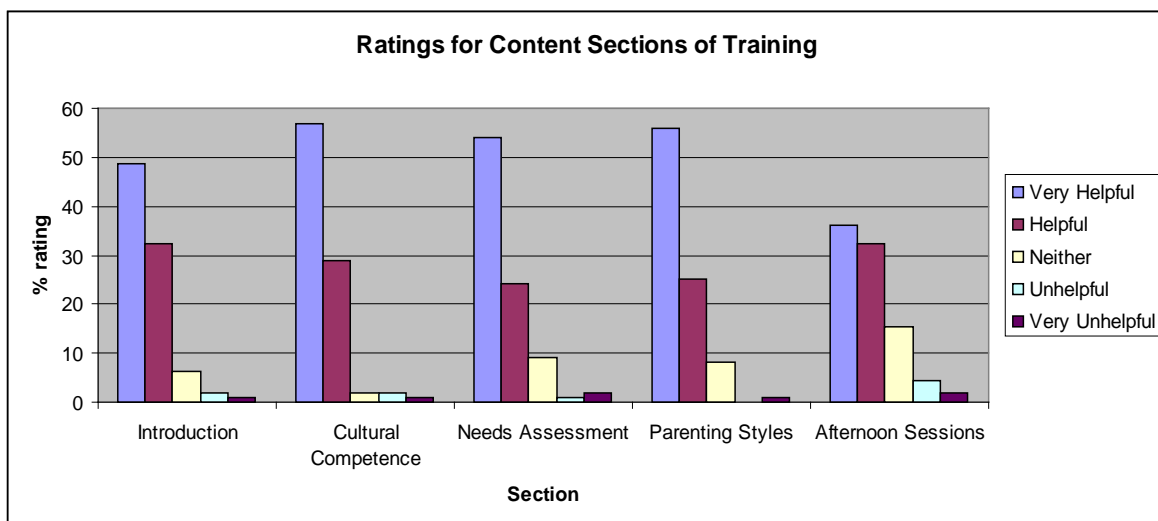
4.3.2.6. Three Useful Things from the CART Day

Numerous aspects of the CART day were identified by respondents as useful. The most reported aspect was that the CART day raised awareness of cultural differences, and in particular about differences in style of parenting. Other aspects identified as useful include:

- The practical tools (i.e., the Toolkit);
- Understanding other cultures;
- Information about services; and
- Networking.

A variety of aspects of the CART day methods used were also identified as useful. The main aspects included:

- The use of videos in the training;
- The interactive style of facilitators;
- Groupwork; and
- The thought-provoking exercises used.

4.3.2.7. Particular Skills Developed as a Result of Attending the CART Day

A number of skills were developed by respondents as a result of attending the CART day. In particular, the most reported skill was an increased awareness of cultural differences and an understanding of immigrants living in Ireland. Other skills identified centred around topics such as;

- Possessing more resources to facilitate cultural differences;
- Framing issues in a positive light, confidence in asking questions;
- Better understanding of own practice and own unconscious expectations; and
- Better listening skills.

For some CART respondents, they felt they it verified knowledge and skills they already possessed, and thus instilled confidence.

4.3.2.8. Rate the Organisation Aspects of the Day

(a) Overall timing of sessions

Respondents rated the overall timing of the CART day quite positively, with 37.8% rating it "excellent", and 28.8% rating it as "very good". 11.7% rating the timing as "good", 6.3% rated it as "average", and 5.4% rated it as "poor".

(b) Location of CART

Ratings for the location of CART sessions were also quite positive, with 33.3% of respondents rating it as "excellent", 27.9% rating it as "very good", 23.4% rating it "good", while only 3.6% rated it "average" and 1.8% rated it as "poor".

(c) Facilities

33.3% of respondents rated the facilities as "excellent", 27.0% rated them as "very good", 21.6% rated them as "good", 7.2% rated them as "average", and 0.9% rated it as "poor".

(d) Food

25.2% rated the food at CART days as "excellent", 21.6% rated it as "very good", 29.7% rated it as "good", 7.2% rated it as "average", while 6.3% rated it as "poor".
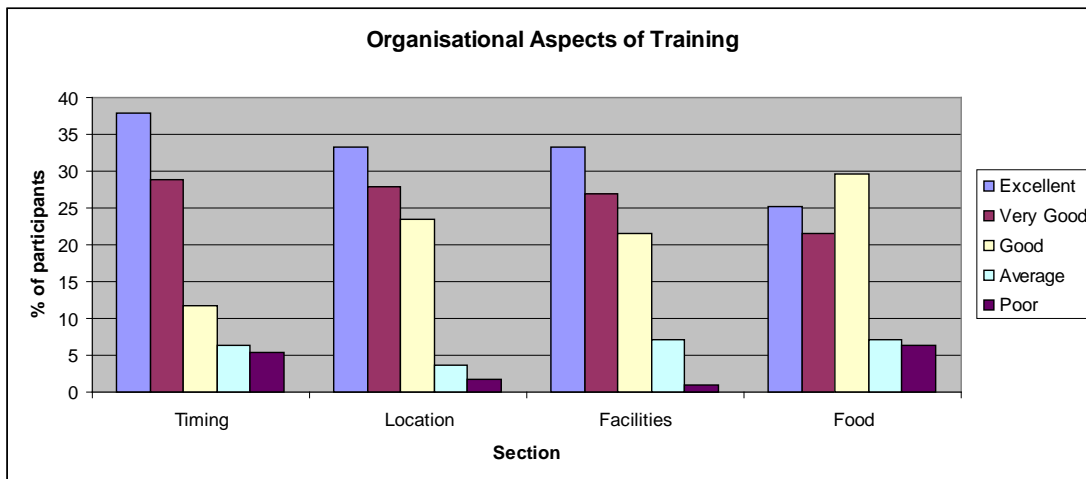
4.4. Use of the Toolkit

4.4.1. Number of BME/immigrant parents respondents would use material from the Toolkit with in a week?

When asked how many times practitioners had used the toolkit with immigrant parents, the majority of respondents indicated that they had not used it (64%). Of those who did (n = 40), 9.9% indicated using the Toolkit with every BME/immigrant parent they work with, 3.6% used the Toolkit on average with 75-99% and 50-74% respectively. 6.3% use the Toolkit with 25-49% of BME/immigrant parents, while 12.6% of respondents use the Toolkit with 1-24% of BME/immigrant parents they work with.

Reasons for not using the toolkit were also recorded. These included:

- Not working directly with parents;
- Not relevant to the work undertaken;
- Planning to use material from the toolkit in the future;
- Not appropriate to use currently, but using information and insight gained from toolkit;
- Using the toolkit material to prepare training sessions for new volunteers working with immigrant parents;
- Passing the toolkit onto frontline staff;
- Toolkit lacks information on employment for immigrants, and
- Not yet having an opportunity to use the toolkit.

4.4.2. Use of the Toolkit with BME/immigrant parents

Of the respondents who used the Toolkit, 50% used it on an individual basis, 7.5% used it on a group basis, while 25% used it on both an individual and group basis.

Regarding use of specific sections of the Toolkit, the table below indicates that the most widely used sections are "Parenting Styles and Expectations", "Parenting in a Diverse Society", and "Needs Assessment".

Which Sections of the Toolkit have you used?	Yes	No
Needs Assessment	40%	60%
Parenting Styles and Expectations	60%	40%
Parenting in a Diverse Society	47.5%	52.5%
Racism and Bullying	27.5%	73.3%
Supporting your Child's Language Development	35%	65%
Supporting your Child in the Education System	37.5%	62.5%
Coping with Stress	32.5%	67.5%

Table 7: Respondents' use of specific sections of the Toolkit

Respondents' ranking of the sections of the Toolkit in order of most used were broadly in line with these figures. "Parenting Styles and Expectations" was ranked first, with "Needs Assessment" ranked second, followed by " Parenting in a Diverse Society", "Supporting your Child's Language Development", "Supporting your Child in the Education System", "Coping with Stress", and "Racism and Bullying".

Respondents were also asked to rate how helpful/unhelpful the individual sections of the Toolkit were. As Figure 24 illustrates, "Parenting Styles and Expectations" was rated the most helpful section of the Toolkit with 40% of respondents rating this section "Very Helpful". This is followed by "Parenting in a Diverse Society" and "Language and Parenting" which were rated "very helpful" by 30% of respondents who used the toolkit. Overall, ratings for the toolkit were very positive, with only 2.5% of respondents rating "Needs Assessment", "Parenting in a Diverse Society", and Racism and Bullying" as "unhelpful" or

"very unhelpful". No other section was rated less than "neither helpful nor unhelpful". Data were missing for 17.5% of respondents who used the toolkit.
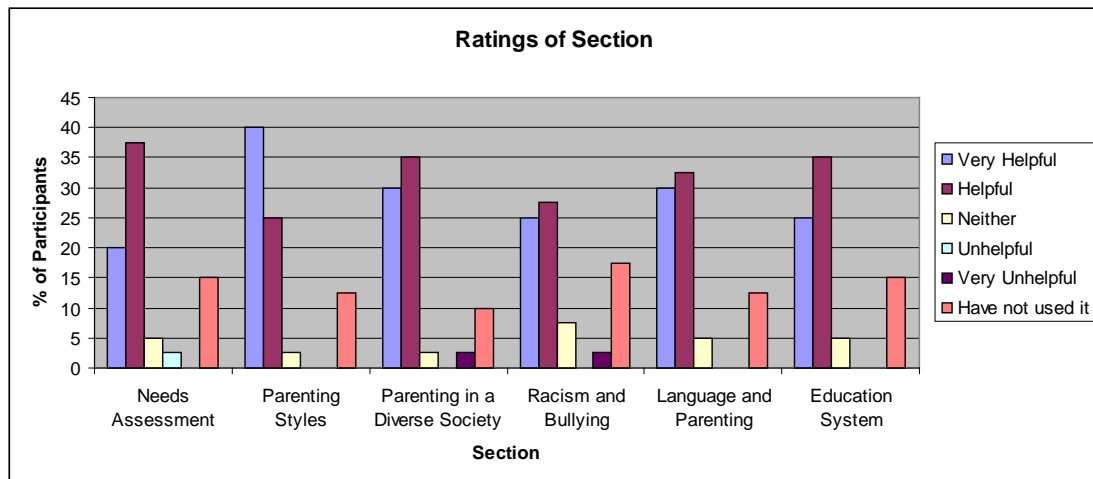
Ratings of Section

When asked how the individual sections of the toolkit could be improved, a number of suggestions emerged. For example, for the "Parenting in a Diverse Society" section, it was suggested that case examples may be used to personalise the experiences of immigrant parents. Also, updating the Education System section was recommended.

4.5. Use of the Information Pack

When asked how respondents used the Information Pack, 19.8% indicated using it "Directly with Parents (one-to-one or group)", 54.1% used it "Just for my own use", and 7.2% indicated "I don't use it myself but provide it to parents". 18.9% of respondents did not indicate any answer.
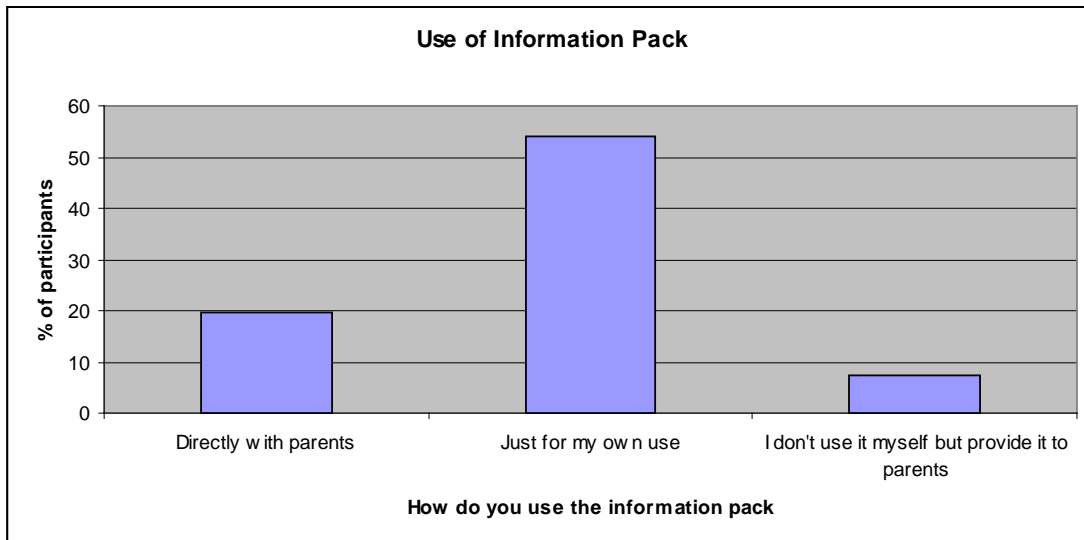
Figure 25: Use of the Information Pack

When rating the individual sections of the Information Pack, respondents were quite positive. "Helpful" ratings were high for each section, ranging from 36.9% for "Legal Information" to 43.2% for "Recreation and Social Activities" respectively. Negative responses were very low, with all sections rated "unhelpful" by 0.9% of respondents, and sections of "Practical Information", "Legal Information", and "the Education System" rated as "very unhelpful" by 0.9% of respondents.
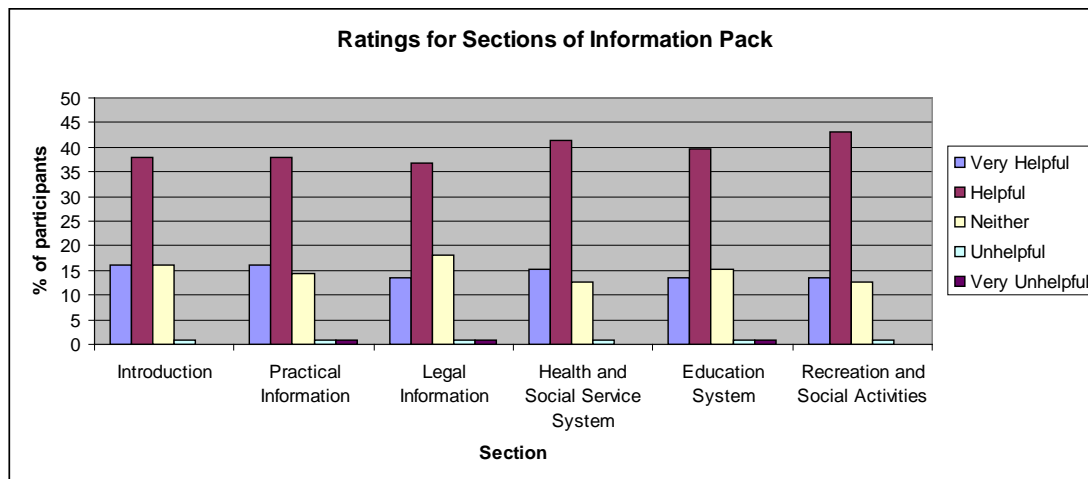
Figure 26: Ratings for Sections of Information Pack

A number of recommendations were made as to how what revisions may be made for future versions of the information pack. These recommendations included:

- Referencing voluntary groups (e.g., La Leche League & Cuidiu) as sources of support for antenatal preparation, breastfeeding and parenting;
- Including employment information;
- Including information on child development;

- Providing a greater explanation of Irish Education System and tips on how to get involved with the school;
- Making the language more accessible;
- Translating it into different language; and
- Having better formatting of the pack.

4.6. The DVD

When asked if they had used the DVD provided on their CART day, 9.9% (11 respondents) indicated they had used the DVD. Reasons given for not using the DVD included:

- No suitable opportunity/time;
- Not receiving the DVD, and
- Concern that the DVD may be inappropriate as it is deemed to be geared towards new arrivals with very low language skills.

Of the respondents who did use the DVD, 54.5% used it on a "one-to-one" basis, 27.3% used it with groups, and 9% used it for both. 91% of respondents who used the DVD indicated using it less than once a month, while 9% (one individual) used it more than once a month.

When rating the DVD, 20% rated it "very helpful", 60% rated it "helpful", and 20% rated it "neither helpful or unhelpful". When asked about gaps in the content of the DVD, one participant felt that it would be difficult to try and explain the DVD, and also to find somewhere private to view it.

4.7. Resource Use: Barriers and Supports

When asked what kinds of supports would help respondents make better use of the resources, 8.9% indicated "Online responses to questions and queries", 27.7% selected "Networking with other practitioners", 23.7% indicated "Workplace training", while the majority of 39.6% indicated that no other supports were needed.

Respondents were also asked what barriers they faced in making use of the material. The majority, 74.7%, indicated Organisational/Workplace barriers, 16.9% indicated "Form and Content of the Material", and 8.4% indicated "Language of the Material". Other barriers were also referred to. These included;

- Time constraints;
- Material being content heavy;
- Material not specific to staff; and
- Only using material to inform self.

4.8. Web Support and Networking

4.8.1. Web Support

Ratings for the facilities on the website were obtained. The majority of respondents, 67.5%, had not used the website facilities. No rating was obtained from 25.2% of respondents. Of those who did use the web facilities, ratings were generally rated quite positively, with all respondents that used the website rating it as "Neither Helpful nor Unhelpful" or better. Specifically, 13.25% of respondents rated it as "Very helpful", 14.45% rated it as "Helpful", and 4.8% rated it as "Neither Helpful or Unhelpful".
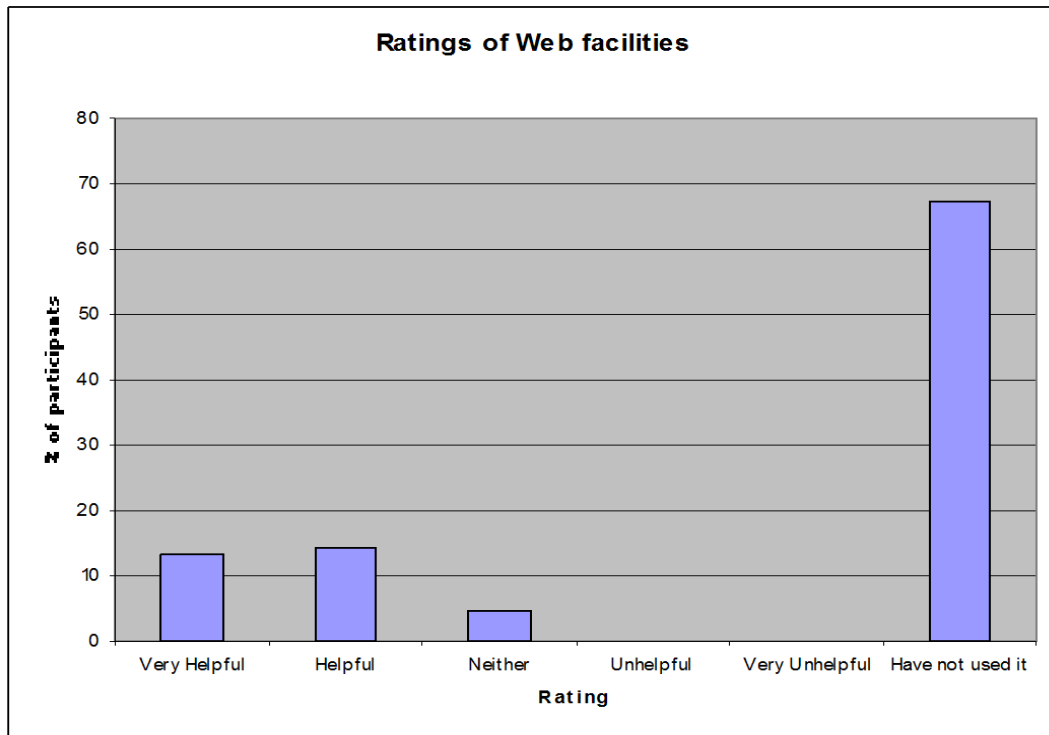
Figure 27: Ratings for Overall Website Facilities

Similarly, ratings for individual components of the website were rated positively, with no respondent rating any aspect as "Unhelpful" or "Very Unhelpful". "Parental Material" was deemed to be most helpful, as 14.5% of respondents rated it "Very Helpful". Again, the most consistent finding is that a high percentage of respondents had not used components of the website, with this ranging from 61.4% to 71.1% of respondents (see Table 8 below). 25.2% (28 individuals) did not complete this section.

Web Facilities	Very Helpful %	Helpful %	Neither Helpful or Unhelpful %	Unhelpful %	Very Unhelpful %	Have not used it %
Chat Room	2.4	8.4	15.6	-	-	71.1
Networking	4.8	9.6	13.2	-	-	68.7
Parental Material	14.45	10.8	12.0	-	-	61.4
Links to sites for additional resources	8.4	14.4	10.8	-	-	62.6
Online forums	4.8	13.2	12.0	-	-	66.2
Blog	1.2	6.0	16.8	-	-	71.1

Table 8: Ratings of individual web facilities

4.8.2. Communication and Networking between Attendees

When assessing the communication between trainees, 13.5% of respondents indicated that they had contacted other practitioners who attended the CART about the use of material, while 13.5% of respondents also indicated that other practitioners had contacted them about the use of the material. 57.7% did not contact other practitioners and 61.3% were not contacted by other practitioners. For both questions no responses were entered in 28.8% and 25.2% of cases respectively. In relation to contacting respondents, when asked for the best way for Culturewise to get in touch, the majority indicated email (65.8%). 9.0% indicated Mobile phone/text, 11.7% selected regular post, 4.5% said network on website, and 0.9% indicated contact by Skype.

4.9. Impact on Policy and Practice

Respondents were asked in an open-ended question to list ways in which the CART (both skills acquired and resources received) had impacted their work. A number of ways were reported by respondents. These included:

- Raising awareness of issues facing BME/immigrant families;
- Raising awareness of own listening and empathetic skills;
- Increasing knowledge, confidence and professional competence with cultural issues;
- Facilitating discussions with other staff in workplace;

- Increased awareness of importance of being clear on Irish expectations;
- Provided resources for supporting BME/immigrant families; and
- Providing a framework for dealing with BME/immigrant parents.

Respondents then rated a number of statements as applicable to their practice or position in the policy making domain (see Table 9 below). In line with previous open-ended questions referring to acquired skills, awareness was strongly endorsed, with the most strongly rated statement being "I am now more aware of the issues which affect immigrant parents as a result of the day and the Globe materials". 37.8% of respondents "Strongly agreed" with this statement, while a further 45.9% "agreed". Other strongly endorsed statements include "I seek to work in partnership with other people in practice and/or policy to integrate responses to the needs of immigrant/BME parents". 47.3% of respondents "agreed" with this statement, while 17.6% "strongly agreed". The utility of the materials was further endorsed by statements, with 44.6% of respondents agreeing that the Toolkit helped improve practice, 48.6% agreed that the Information Pack helped improve practice, with 35.1% of respondents who answered disseminating the learning and resources attained at the CART day. Missing data for these statements ranged from 30.6 – 33.3%.

Respondents were asked if the CART had not impacted their practice, why this was the case. The main responses given included:

- Lack of time;
- No opportunity or not applicable; and
- No immigrant families in service at present.

Rate Policy/practice	Strongly Agree %	Agree %	Neither Agree or Disagree %	Disagree %	Strongly Disagree %	N/A %
I now work with more immigrant/BME parents as a result of the day and Globe materials	5.3	4.0	24.0	14.6	14.6	37.3
I seek to meet the needs of NEW immigrant parents (not just existing service users) as a result of the day and the Globe materials	9.4	21.6	25.7	10.8	8.1	24.3
I am now more aware of the issues which affect immigrant parents as a result of the day and the Globe materials	37.8	45.9	5.4	4.1	2.7	4.1
I seek to develop policies which address some of the issues raised in the training day	9.5	31.1	25.7	6.7	2.7	24.3
I seek to work in partnership with other people in practice and/or policy to integrate responses to the needs of immigrant/BME parents	17.6	47.3	13.5	4.1	1.4	16.2
The Toolkit has helped improve my practice with immigrant parents	13.5	44.6	17.6	4.1	2.7	17.6
The information pack has helped improve my practice with immigrant parents	12.2	48.6	14.9	2.7	2.7	18.9
The DVD has helped improve my practice with immigrant parents	2.7	16.2	28.4	8.1	5.4	39.2
I have disseminated the learning and resources attained from the training	14.3	35.1	19.5	3.9	3.9	19.5

Table 9: Ratings of Policy/Practice Statements

4.10. Mainstreaming

A number of questions relating to mainstreaming the CART and resources were asked.

In relation to increasing awareness of the CART and resources within their organisation and externally, a number of ideas were proposed:

- Internally, further training/annual in-service;
- Reduced workload;
- Further networking;
- Regular mail shots; and
- Support from management.

Suggestions for external promotion include advertising, promoting the programme in teacher training colleges, encouraging other organisations to partake in training, and linking in with other organisations (e.g., Family Resource Centres).

According to respondents, the materials and CART could be best mainstreamed in their organisation through further training/internal workshop days, and linking in with organisations at different levels with specific needs (e.g., frontline, management). Other thoughts included:

- An obligation on attendees to attend an annual refresher course;
- Overall feeling that the CART was beneficial and well delivered (e.g., "very helpful, informative, and enjoyable");
- Good CART but a disconnection was felt between training and the resources.

4.11. Summary

The CART days were rated very positively overall by respondents.
Over 85% rated the Cultural Competence section very helpful or helpful.
Over 81% rated the Parenting Styles and Expectations section very helpful or helpful.
Respondents place great value on receiving a set of practice tools they can use.
Respondents report feeling they have a better understanding of their own practice.
Reported use of the Toolkit is low, with a number of reasons being provided for this.
All sections of the Toolkit are rated highly by those who use it.
The sections on Parenting Styles and Parenting in a Diverse Society are used most.
The Information Pack is being used as a practice support tool by practitioners mostly, with some using it with parents as well.
The majority of respondents do not use the DVD.
Over three-quarters of respondents report facing organisational/workplace barriers to using the set of resources.
Practitioners feel they are more aware of issues facing BME/Immigrant parents
Practitioners feel they have increased knowledge, confidence and professional competence with cultural issues.

Table 10: Summary Points of Questionnaire Data

This Chapter has outlined findings from the *Globe* Evaluation questionnaire. While the response rate is low, the geographic and organisational spread of respondents is noteworthy. Respondents are overall positive about the CART experience and what is has offered by way of enhancing skills. However, use of the resources is relatively low, with over 60% reporting non-use of the main resource, the toolkit. Nevertheless, the majority of respondents have indicated that the CART, toolkit and information pack increased their awareness about issues which affect immigrant parents and has helped to improve their practice with immigrant parents. We now turn to more in-depth examples of how the CART and the resources have impacted on practice.

CHAPTER FIVE: QUALITATIVE FINDINGS ON THE IMPACT OF THE CART DAY AND GLOBE RESOURCES

5.1. Introduction

This Chapter presents findings from qualitative interviews with a number of practitioners across the island of Ireland who received the resources and attended a CART day in one of the first four terms delivered.   Following this introduction, the Chapter outlines the sampling approach used to select these respondents before briefly characterising their professional role and the extent to which they report working with BME/Immigrant parents. The Chapter then proceeds to outline the respondents' views on:

- Use of and views on the toolkit (and reasons for not using it if this is the case);
- Use of and views on the information pack (and reasons for not using it if this is the case);
- Use of and views on the DVD (and reasons for not using it if this is the case);
- Views on and skills developed from the CART day;
- Gaps in the resources; and
- Further Suggestions.

Where appropriate, data gathered during the course of attending and observing four follow up days as part of term four will also be included in this Chapter. The Chapter concludes with a short summary.

5.2. Sampling and Participant Selection

Given the relatively low response rate to the questionnaire developed for this evaluation study, and more significantly the potential risk of randomly sampling from the attendance lists and subsequently interviewing CART attendees who have not used the resources at all, it was agreed that a purposive sampling strategy would be developed to gather the views of approximately 20 individuals on the CART day and their use of the materials. This sample was developed in a number of different ways:

- Those who completed the questionnaire and indicated a willingness to participate in follow up interviews were contacted and interviewed (six);
- A number of attendees at the four follow-up days in term four were contacted and asked to participate, dependent on their initial indication of using the resources and their particular role (4);
- PMC members suggested a number of practitioners for interview (4);
- Twenty seven phone calls were made to attendees in a number of professional disciplines inquiring as to their use of the resources and their willingness to participate in an interview. Of these:
  - Seven individuals responded and agreed to participate, with interviews being conducted with them. One did not consent to the interview being recorded;

- Two responded positively to interview but were neither available/present when interviews were arranged nor returned any follow up calls;
- Six responded but had not used the materials in any way (no opportunity, time pressures of work, changed jobs) or simply did not want to participate.
- Twelve individuals did not return any calls at all despite being contacted twice.

5.3. Profile of Practitioner Interview Participants

Given the sampling strategy adopted, the group of professionals interviewed for this study have a particular relevance to its aims. They all indicated in exploratory phone calls that part of their work comprises engaging with immigrant/BME parents in everyday situations. Table nine below outlines the category of professional interviewed, their location and the extent to which they report to work with BME/immigrant parents:

Profession	Location	Reported % estimate of BME/Immigrant Families worked with	Other Relevant Information
School Completion Programme Officer	ROI	Approx. 15% (both in their direct work and additional work).	Delivers parenting programme with other professionals in addition to their role
Dedicated BME/immigrant Family Support Worker	NI	100%	N/A
Early Years Worker & Manager	ROI	Now 10%, in the past up to 30%	N/A
Social Care Worker and Parenting Course Facilitator	ROI	Less now than in the past, definitely. Not willing to put percentage on it	N/A
Social Worker (specific interest in "culturally appropriate practice")	NI	Approximately 10%. Up to 20% at one stage in the past year.	Within context of workload, actively seeks to work with immigrant/BME families
Dedicated BME/immigrant Family Support Worker	NI	100%	N/A
Adult Literacy Coordinator	ROI	100%	Provides literacy classes to reception centre population with over 40 nationalities
Early Years Service Manager	ROI	80%	Parents of Children predominantly from Eastern Europe
Leader of Prenatal and Parent Support service	ROI	Not sure of percentage, but work with variety of ethnic minorities	N/A
Facilitator and Trainer with dedicated parent support service	ROI	100%	Speaks in context of piloting parent support programme with BME/Immigrant families.
Dedicated BME/immigrant Family Support Worker	NI	100%	N/A
Home School Community	ROI	No percentage, but	Co-facilitated a parenting

Liaison Officer		school draws a large proportion of pupils from nearby reception centre	course with a children's organisation
Social Worker	NI	10%, was up to 25% in previous years	N/A
Teacher working in Adult Refugee Service	ROI	100%	N/A
Community key Worker in Family Support Service	NI	100%	N/A
Psychologist for Refugees/Asylum Seekers	ROI	100% (although 40% are parents)	Works both in a medical facility and in reception centre
Parent Support Worker in Family Support Service	ROI	25%	Works with a specific minority ethnic group
Public Health Nurse	ROI	100%	Works both in reception centre and in the community specifically with BME/immigrant populations
Family Support Worker (Family Welfare Conferencing Service)	ROI	Was 25%, now approx. 10%	Also feeds into a dedicated parenting service
Social Worker (Early Intervention Team, disability focus)	ROI	35%	Runs a parent support group
Family Support Worker	ROI	Less so now, more in the past. Not willing to put percentage on it	N/A

Table 11: Profile of Practitioner Interview Participants

As can be seen from the table, all participants have a role relevant to the project, either in working with BME/immigrant populations and/or undertaking parent support work with these populations.

5.4. Practitioner Perspectives on the *Globe* Resources and the CART Day

5.4.1. Use of and Views about the Toolkit

Almost all practitioners interviewed for this research indicated that they used the Toolkit in some manner, although the nature of such use varies greatly. For some, personal engagement with the Toolkit - either *in the context* of specific work with BME/immigrant parents or to further enhance their own knowledge - has been the main type of use. For others, elements of it have been used directly with families in both one-to-one work or in group work, for example in supplementing parent programme work or in responding to needs as they have arisen. The *supplementary* nature of toolkit use is a characteristic of practice which featured in almost all interviews. It is something which is being adapted in practice. For example, as some family support workers commented:

> *"Just parts [of it]. So education was the most important part for me that I used and then supporting your child's language development, they were two of the most useful for me. Because previously I was working with parents on a different parenting*

programme so I had the good base of the other one so I used it and I just added new things" (P-IV 8).

"So every group is different and every programme is different but I would use lots of sections from the Globe, whatever parenting programme there was, [I would use] a few from it. I also used some sections in individual work but again only bits and pieces" (P-IV 20).

Type of use has also depended on the job category of each respondent. For example, those involved in early years' services reported using elements of the language development section almost exclusively, describing it as very useful. For others in this sector, in addition to using the language development section for practice, it has prompted staff to engage with issues of culture, as well as engaging more with parents. For example:

"We have drawn on it when we just want to look something up, even in terms [...] for example a child that we might be a little concerned about their speech and language usage in the [centre...] that toolkit has served us well to remind ourselves that in fact cultural factors may well be playing a part in this and it also prompted us to go and speak with parents maybe a little bit more" (P-IV 12).

For those in the health and social care background, other elements have proved useful. For some social (care) workers, knowledge of parenting styles is their "bread and butter" and thus offered nothing new to them, yet for others this section proved invaluable in illustrating issues that have arisen in practice:

"When new families come here, the expectations of parents section, I would use that as a guide to go through issues of basic care. For new mothers also, I would use that to talk to them about basic physical care, seeking help. As those children grow up, I'd talk to parents about physical punishment, supervision, the importance of play. I'd use the resource as a tick box to remind me of things. It's brilliant as a guide, a prompt "(P-IV 3).

Other practitioners have spoken in broadly similar terms, with some elements being used completely and others simply being engaged with for personal practice development when time allows. Some practitioners reported using part of a section in conjunction with other practitioners in their service (e.g. needs assessment in multidisciplinary approaches; sitting with the toolkit in meetings exploring the potential to adapt what they do), while others have used elements of the toolkit like ice-breakers or the stress section for work with (Northern) Irish families. A small minority did report not using the Toolkit, and a number of reasons were given for this. These included: perceiving the toolkit as not relevant to their work; and the participant's service possessing similar or specific resources for target groups.

Irrespective of whether they used the resources, all respondents viewed the toolkit as being potentially very useful. Terms such as "excellent", "very good", "accessible", "engaging",

and "inviting" were used more than once by participants. For many, it offered a guide and form of reassurance, a credible source of information that they could dip into when required. For many this has impacted positively on their practice. For example:

> "It's something that I know is there on top of my cabinet, [...] I know it's there to check on things. And I have pulled it out to look at different things as well [...] Now I wouldn't say it hugely modified what I do but it has been helpful; in giving me categories [sections] but more than anything I found it very helpful in a reflective way about me and my practice, [...], reassuring myself or improving it" (P-IV 19).

> "I have to say right away it enhances my practice. The areas are highly relevant. I work with these families and it [the toolkit] reflects many of the issues that families from other countries experience" (P-IV 9).

Further to these comments, some participants were specific about what the toolkit does for their practice. For many it simply makes them more aware of issues, for others it offered new tools to engage, whether it be through ice-breakers or other exercises. For others again, it does not necessarily make them more aware but prepares them and makes them more comfortable discussing particular issues with parents. For example:

> "It has served as a refresher to college, to my education, but also has information I wouldn't have received. Information on bilingualism, a child's language development, issues I can now broach with parents" (P-IV1).

That the Toolkit has a body of research and consultation behind it has added to this sense of assurance, while also removing the need to go and search for information elsewhere:

> "It was nice to have as a support and as a base and then you can do whatever you want from it [...], it minimises your time to do additional research and is a great tool, I find it very useful" (P-IV 21).

Notwithstanding these issues, many participants did identify gaps in the resources which will be highlighted in section 5.4.5. below.

5.4.2. Use of and Views about the Information Pack

Use of and views on the Information packs were not as positive as those expressed about the Toolkit. Three practitioners simply did not receive a copy of the information pack (although one of these sought it out online in advance of the interview), while in one case they lost the pack.

In the main, those who have used the information pack use it sporadically and have done so to signpost parents or indeed themselves to services which they may need to access. (This was also a perspective which was shared at CART follow up days in term four, with some practitioners highlighting that they use the pack more for their own use rather than for direct use by or with parents). For one practitioner in particular, the information pack has

been a useful mechanism to begin a conversation about accessing services and specifically, clarifying what services do and do not provide:

> "*I suppose [I've used it] just to really focus on the need to make sure that the family has other information that they might need, community welfare office, where it is, what they do, the service, how they work, how they respond. Just to help parents to understand that maybe going in and demanding help isn't going to help [..]. I think that kind of information pack is long overdue in this country because there are an awful lot of myths about what services can and can't do*" (P-IV 16).

For other practitioners, they have used the information pack as an introduction to broaching particular subjects, such as acceptable and unacceptable practices in (Northern) Ireland:

> "*A lot of the families that don't know that smacking is wrong, leaving the kids is wrong, the information pack contains that information which I can leave with them, as well as informing them myself [.....] so it's that, and extra information for myself as well*" (P-IV 14).

Of those who find the information pack useful, two family support workers have photocopied parts of it as parents have needed. With the exception of these two, other practitioners who have used the information pack have kept it for their own use.

Despite these examples, the majority of practitioners interviewed for this research did not speak positively about the information pack. The overarching criticism of the pack was that, while the information contained in it was generally useful, it was not local enough to meet the needs of parents in specific locations (for example, why is there a section on Dublin Bus only, where is the information on local schools). On a related point, other practitioners highlighted that their services already possess a set of local information to help parents with, or can direct parents to other local sources of information (example cited included the Citizen's Information Centre, the Youth Service Centre, the Community Welfare Office). Other practitioners working in reception centres highlighted that staff there would help parents to seek assistance locally for their needs. A final, small amount of practitioners highlighted that parents they work with would be self-reliant on sourcing local information to meet their needs and therefore the information pack was not useful for them. One practitioner raised the point that if the information pack was intended originally for parents, why was only one copy given out.

5.4.3. Use of and Views about the DVD

Perspectives on the DVD – where received by practitioners – were predominantly negative. For the most part, practitioners reported simply not watching it (with no reason given (e.g. "I don't know", "just didn't, didn't have the time I suppose") or because they felt they had enough to use in the DVD). In five instances practitioners did not receive the DVD. Of those who did watch the toolkit, the majority felt it was too basic and did not offer much in the way of improving practice. (A number of practitioners (one in particular working in a

reception centre) did highlight that, for those new to the country with no English whatsoever and no translation service, it might be useful in creating awareness. Other practitioners reported that they simply did not like it, that it was not suited to a mixed group, that it was too negative in its orientation or that they prefer interactive methods of parental engagement rather than "simply watching a DVD".

5.4.4. Views on and Skills Developed from the CART Day

Similar to the perspectives outlined about the Toolkit, participants were overwhelmingly positive about the CART day, with all bar one respondent speaking positively about their experience. Indeed, irrespective of whether they used the toolkit or not, participants were positive about the day. The single most important skill reportedly taken from the CART day was empathy or putting oneself in a BME/Immigrant's shoes. The vast majority of respondents spoke of the Inapang video and accompanying exercise as being instrumental to their learning from the day. These participants said it made them more aware, it challenged their perceptions, and it made them more conscious of parenting in a different environment. One practitioner captured the impact it had:

> "t was just about understanding how difficult it can be to move country, to move from a whole different culture and that's their norm and now they are moving into a different 'norm' [...] and the adjustment involved in that, and I suppose working in our environment to be very aware of that and make space for that, for other cultures really" (P-IV 13).

Numerous participants spoke of an increased awareness as a result of the training. They reported having thought more about their practice and, in some cases how increased awareness about different cultures presents an opportunity to work creatively. For example:

> "But I think one thing the day did for me above all else, it reminded me of where I'm coming from and how very different my experience is to others and reminded me that others' experiences won't be the same and to try and work more creatively and to certainly keep that respect, you know, we are equal but different, that respectful philosophy or ethos of work in the centre of my practice" (P-IV 16).

Related to this point, many participants spoke of the confidence the training gave them to ask questions of immigrant parents, to seek out information so as to best meet their needs and more generally create a better understanding of their lives and what they experience.

Another significant benefit reported by participants which featured strongly in the interviews was the opportunity the CART day offered to meet and share their experiences with an array of practitioners. Indeed almost all the participants spoke positively about the mix of individuals in their training group and the opportunity this created to learn from different approaches, hear different stories, and the opportunity it provided to challenge others and themselves to think about their practice and how culturally aware (or not) they are when working with families.

5.4.5. Gaps in the Resources and Further Suggestions

While the majority of participants felt that there were no gaps in the resources, a number of suggestions were made by participants regarding any potential revisions or republication of the resources in the future. As intimated above, the main suggestion regarding the information pack is to have more local information. With regard to the Toolkit a number of suggestions were made. These included:

- A focus on the lifespan of parenting, in particular focusing on the 0-5 year olds (child development) but also pre-natal;
- Information or a section on trauma (i.e. considering the path some BME/immigrant families take to get to (Northern) Ireland);
- Interpretation (in particular, the use of interpreters where both parent and interpreter are from a country experiencing conflict);
- More information on different cultures, cultural norms in families and family roles; and
- Resources for working with parents who may not be new to Ireland.

Regarding other suggestions, the single largest category of response related to the provision of more training, either as a follow-up to these resources and training, or simply delivering this training to more and more professionals. Many respondents commented that (Northern) Ireland still has much work to do to have services which are culturally aware or sensitive, and the delivery of this training could contribute to such work. Furthermore, other participants highlighted the need to tie this training into professional development and education, both within pre-practice and in-service settings. A small number of participants commented on the need to reorient the programme, from a position which could appear to identify BME/immigrant parents as 'other' to one which integrates them into a category simply labelled 'parent'. Signposting to sources outlining characteristics of cultures was also identified as potentially useful. Finally, one participant did comment on the title of the programme, and wondered is it aimed at parents or professionals working with parents.

5.5. Summary

This Chapter has presented findings from interviews with a number of purposively sampled practitioners about their experiences of using the *Globe* resources and learning from the day itself. Overall, it paints a positive picture of their experience of the resources and the impact the training has had. The Toolkit is being used in a supplementary manner, both directly with parents in practice and as a practice support for professionals. Reported experience of use of both the information pack and DVD are less positive. Yet, it is clear that the training day has been viewed very positively by participants, with a reported increase in awareness of and sensitivity towards BME/immigrant parents' issues being the most commonly reported benefit.

CHAPTER SIX: INTERVIEW FINDINGS FROM PROJECT MANAGEMENT COMMITTEE (PMC) MEMBERS ON PARTNERSHIP AND CROSS-BORDER WORKING

6.1. Introduction

This Chapter presents findings from interviews conducted with PMC members regarding the partnership process which has underpinned the governance of the *Globe:* All Ireland Programme for Immigrant Parents since its inception.   Following this introduction, the next section outlines the changing composition of the PMC over the period of the project, while the short, third section presents details on the recruitment process and numbers of participants involved in the interviews at each data collection point over the lifetime of the project.   The fourth section presents, *in tabular form*, the key points from each set of findings before the fifth section outlines detailed findings from the final set of interviews. A short summary then concludes this Chapter.

6.2. The Changing Composition of the PMC.

Upon the formal establishment of the PMC in 2007, there were representatives from a wide range of organisations from both the Republic of Ireland and Northern Ireland. Membership was comprised of eight individuals drawn from the following organisations at the end of 2007:

Northern Ireland	Republic of Ireland
Barnardos NI	Reception and Integration Agency[6]
Inner City South Belfast Sure Start	HSE (two representatives)
Integration and Diversity Service, Education and Library Boards of Northern Ireland	Dept. Justice, Equality and Law Reform
	Dept. Education and Science

Table 12: PMC Membership End of 2007

In early 2008, membership altered with the replacement of the Department of Education and Science representative with another representative from that department, although seconded originally from the Reception and Integration Agency. A representative from the Office of the Minister for Integration also joined the PMC in this year.   The PMC was supported by an Advisory Committee during the first phase of the project, with membership drawn from a range of statutory and voluntary organisations across the Island of Ireland.

With the completion of the first phase of the project in autumn 2008, the Advisory Committee was disbanded while the membership of the PMC altered, predominantly to reflect the new goals of the second phase, namely the rolling out of a training programme alongside the developed resources.   By spring 2009 membership of the PMC comprised of the following organisations:

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[6] Individual moved to the Voluntary Sector in May 2007 but remained as part of the PMC.

Northern Ireland	Republic of Ireland
Barnardos NI	Voluntary Sector
Inner City South Belfast Sure Start	HSE (three representatives)
Dept. Health, Social Services and Public Safety (two representatives)	Dept. Justice, Equality and Law Reform
	Dept. Education and Science
	Office of the Minister for Integration

Table 13: PMC Membership Spring 2009

Membership of the PMC remained as outlined in Table 13 above until the end of 2010, when both representatives from DHSSPS in Northern Ireland and one HSE representative withdrew from the structure.

6.3. PMC Participation in Interviews

Over the course of the project, PMC members were invited to participate in interviews at four different time points:

- Time one: March and April 2008;
- Time two: August and September 2008 (PMC focus group with follow up interviews);
- Time three: June and July 2010; and
- Time four: June and July 2011.

On each occasion bar time two, PMC members were emailed and invited to participate. Follow up emails were sent to those who did not initially respond. Table 14 below presents figures on the potential number of participants and those who volunteered to participate:

Data Collection Point	Potential No. of PMC Participants	No. PMC members Interviewed
Time 1:	8	4 (2 ROI and 2 NI)
Time 2:	9	5 (in focus group); 1 follow-up interview (3 NI and 3 ROI)
Time 3:	11	5 (2 NI and 3 ROI)
Time 4:	9	4 ((2 NI and 2 ROI)

Table 14: PMC Participation in Interviews

6.4. Overview of Key Findings on Partnership and Cross-Border Working from Time Points 1-3.

Findings in relation to the themes of partnership and cross-border working have been presented and discussed in previous interim reports presented to the PMC over the course of the project, within the context of extant research literature on both themes (see Appendix Three for both literature reviews undertaken for this evaluation). While not the desire to repeat these findings and analysis here, it is important that such findings are considered in coming to a final analysis on the workings of the structure. To this end then, Table 15 below presents the key findings at each data collection point and the overarching points from the discussion of such findings.

Time	Findings	Discussion Points
T 1. Inception – March 2008	**Establishing the PMC** • Working group exploring issues of immigrant/BME parenting across the island of Ireland (initially amid child protection concerns); • Recognition of similar needs in both jurisdictions – *a shared vision*; • Working group targeted specific organisations with a remit and policy making role in the area; • Ultimately, membership governed by willingness to participate and degree of expertise; • Diversity of membership bringing fresh and sometimes challenging viewpoints; • Advisory Committee established to support work of PMC, and incorporate additional stakeholders into the project. • Absence of statutory representation from NI an issue in early stages – a missed opportunity. **Cross-Border Working** • Commonality of issues around parenting in BME/immigrant communities; • Political context facilitating this type of work. A 'why not' attitude to undertaking cross-border work; • Networking as added value of such an enterprise: new opportunities; cross-fertilisation of ideas; discuss other issues relating to one's brief. **Process Issues of Partnership Working** • Much debate and thought about potential negative interpretation of the project's aims; • PMC as very hands-on, both prior to lead organisation being commissioned, and afterwards. Significant amounts of technical expertise and related work undertaken; • Overall, attendance good, providing stability to partnership; • Leadership a factor in driving the partnership. Chair as undertaking significant amounts of work at and between meetings; • Energy, commitment and work of members also very important; • Trust; • Communication; • Shared vision as another key driver. **Advantages** • sharing skills and knowledge; • access to member organisations; • increased opportunities for funding; • opportunities to increase awareness of programme elsewhere;	Good preparatory work undertaken in exploring the issue and constructing it into a defined need; Working to meet this need then as core to PMC remit; A shared vision and a defined set of goals; Consulting with wider organisations to inform developments; All good characteristics of partnership practice; Recognising political and administrative opportunities present to undertake cross-border work; Existing personal networks also important; Particular differences around language for example do not hamper the process; Pragmatism as overarching factor in delivering the project; Communication in the main as a positive force; Leadership presence in maintaining focus and driving the process.

	• strengthening networks; • Challenging experience; • Personally fulfilling/rewarding. ***Disadvantages*** • Time: support of organisations to permit PMC members to contribute to this work as significant; tine in taking decisions also a factor; • Added workloads; • Maintaining communication between meetings; • Lack of awareness of knowledge of policies and practices in other jurisdictions.	
T2. April 2008 – August 2008	***Challenges Emerging in PMC*** • Concern of some members that not all voices were being heard; • Concern that not all points being made were incorporated into the development of project resources; • Views expressed that PMC input over the period was not always delivered in a timely manner. Some members coming to meetings unprepared; • Scope of some processes (specific meetings with additional experts) and extent of work to make resources satisfactory lacked clarity; • Concerns about quality of resources and potential impact of member organisations; • Communication within PMC, and between PMC and lead organisation challenging at times; • Organisational pressures potentially impacting on PMC work. • One member resigned from PMC as a result of these challenges. ***Working Processes of PMC*** • Increased workload for members through this period: more hands-on again; • Views expressed that an additional space was required to simply discuss materials and consider them; • Commitment to the project still strong among members; however, • Need to reflect on process so far: too ambitious regarding timelines for delivery; • Need to incorporate learning from this period into next phase.	PMC willing to pause, reflect and 'take stock' of experience over period in question is laudable; Recognition that challenges required attention for betterment of project as a whole; Clear that while there was a shared vision, there was not a shared understanding of processes and outputs; Significant consideration given to future working arrangements of the PMC; Establishment of sub-committees to inform a more strategically oriented PMC; Resilience of PMC through: Willingness to continue; Willingness in the future for it to regularly consider key learning points from partnership literature and previous experience: • Clarity; • Honesty; • Openness and good communication; • Reflection; PMC as a learning entity.
T3. January 2009 May 2010.	***Role and Function of the PMC*** • Recognition of need to change given experience of past, and new phase of project beginning; • Less hands-on, more strategic in operation and deliberation;	Clearer distinction between strategic role of PMC and operational role of Culturewise in phase two a positive development;

• Structural changes: development of sub-committees deemed more effective, although some reservations about skills in each group; • PMC beginning to think about concluding the project: housing the resources; mainstreaming the project. ***Membership of PMC*** • Challenge of statutory membership from NI an issue. DHSSPS representatives stepping back from process; • Work continuing to increase representation from NI statutory sector • Perceived impact on training attendees from statutory sector in NI; • Lack of induction into project viewed as potentially contributing factor; • Core group driving process. ***Process Issues of PMC and Cross-Border Working*** • Some challenges emerging between statutory and voluntary sectors regarding potential interpretation of PMC positions as criticising existing policy; • Decision making viewed as consensual, incorporating all views where possible; • Time demands an increasing challenge, particularly in the context of changing policy and service environment; • Lack of clarity on some issues: early mainstreaming work and lack of clarity regarding a policy brief and seminar; • Lack of administrative support in some instances; • In some instances, changing roles of members and cost pressures has affected attendance. PMC taken steps to overcome costs of travel.	However, work demands of project are still pressing. Work associated with the project falling on a small number of people; Reflective learning and use of subcommittees deemed a positive development also; Genuine attempts to incorporate statutory members from NI made. Consider the loss of time and energy in continuing to pursue this issue.

Table 15: Summary of Interim Findings and Discussion Points on PMC Partnership and Cross-Border Working

6.5. Findings from Final Interviews (T4) on PMC Partnership and Cross-Border Working

6.5.1. Decision Making in and Role of the PMC overall in Phase Two

Findings pertaining to the role of the PMC in this last round of data collection highlight that it has not changed significantly since June 2010 (last data collection phase). All respondents were in agreement that the monitoring and oversight role which the PMC possesses continued throughout the second phase of the project, while the majority believed that the commitments made to the set of funders needed to be delivered on. Such considerations,

alongside the importance of mainstreaming elements of the project in some way, provided an "exit focus" for the PMC as it moved towards conclusion. All were in agreement that the second phase of the project was a more strategic phase. The majority of respondents revealed that the nature of the tasks involved in the second phase permitted this more strategic perspective to be taken. Indeed, respondents highlighted that the work of Culturewise has fed into the decision making of the PMC, particularly around issues relating to mainstreaming, and more generally has "taken some of the burden off the PMC".

The PMC's decision making was described by all respondents as consensual, with majority decisions sometimes being taken. At no stage did votes have to be taken; instead, issues were discussed and worked through, with opposing positions aired and considered. A sense of consensual pragmatism characterised the decision making processes of the PMC. Again, the presence of strong voices was noted, but this was viewed as a positive, contributing to the overall process and function of the PMC. Inter-meeting communication was viewed as having fallen off significantly in phase two, predominantly due to the nature of the work differing significantly between the two phases.

6.5.2. Membership and Structure of the PMC – The Multi-Sectoral Cross-Border Approach

All respondents were asked to comment on the cross-border and interagency elements of the PMC. Attempts to address the gap in membership from the statutory sector of Northern Ireland were reportedly made in the past but were not successful. Notwithstanding this, the membership around the table was viewed as a positive, with respondents pointing to the mix of individuals and skills involved as particular examples of the strengths of the group. However, all respondents did acknowledge the drop in attendance and engagement of some PMC members, and the presence now of a core group which is viewed as driving the process. A number of reasons were provided by respondents for this fall in attendance, the most cited one being the shift in the economy and the impact it has had on organisations and service provision. Other reasons cited tended to be related to this reason, with consequential increases in workload, non-replacement of staff and an inability to secure permission or funds to travel for meetings.

While one respondent indicated that the subcommittee structures of the PMC completed their work, others pointed to their unofficial or informal decline largely as a result of the fall off in membership over 2010 and 2011. The original idea behind the subcommittee was to relieve the PMC of operational issues and streamline strategic decision making. However, with the decline in attendance, and the experience of the policy seminar and policy paper still fresh for respondents, the subcommittee structures discontinued.

Respondents' views on the PMC members' links with parent organisations were mixed. While some respondents pointed at the key links between representative and the parent organisations as being important for the project at the outset, others characterised the PMC as a "PMC of individuals, not organisations" and that there was "not really active

involvement of parent organisations" at the PMC level. While some respondents questioned the effect of the absence of statutory members from Northern Ireland in this regard and voluntary organisations from the Republic of Ireland, most respondents simply put it down to the working environment organisations – both statutory and voluntary – find themselves in now, compared to 2006. Despite this situation, individuals are viewed as providing important supports to Culturewise, such as contacts, suggestions and directions, while retaining the ultimate decision making powers when it came to phase two rollout. Members are also viewed as bringing credibility to the project, even if the links back to the parent organisation ("being unable to deliver their organisation") may not be what they originally envisaged In general, the absence of particular organisations in the PMC is viewed as not detracting from the process, either specifically regarding phase two, or overall.

No additional comments were made on the cross-border aspect of the PMC or the project as a whole. Those who chose to comment on it referred again to a commonality of experience and pointed to the similar financial constraints and policy perspectives (see below) which organisations are now working within. Another respondent remarked on the imbalance between the statutory sectors in Northern Ireland the Republic of Ireland and the different terms used (BME/immigrant families).

6.5.3. Perspectives on Advantages and Disadvantages of the Partnership Approach

Numerous positive characteristics of being involved in the multi-sectoral approach were cited by respondents. First amongst these was the sense of openness and conviviality amongst members which most respondents cited. A constructive environment where points could be aired and considered in a manner contributing to the betterment of the project was also cited as another important positive factor. A related factor which has contributed to the positive perspective of the PMC approach has been the clarity which has imbued phase two. Such clarity has served to reduce any tensions that were present and facilitated the process of working together, with another respondent describing phase two as "harmonious" compared to phase one. Negative characteristics cited by respondents included the difficulties in getting to a shared understanding, and the related need to work through different views and opinions and associated time costs involved in this. Other negatives mentioned included the challenges of decision making and accountability when representing organisations, and, the difficulty of controlling the expectations of organisations regarding the (in)abilities of other organisations to work in a particular way.

6.5.4. Concluding the Project

All respondents commented on the previous experience of trying to mainstream the project through the drafting of a policy paper and the proposed policy seminar. All respondents highlighted the work which went into this aspect of the mainstreaming plan and commented on (to greater and lesser degrees) the sense of realism which it brought to the

mainstreaming activities of the PMC regarding impacting on policy makers. A sense of being overambitious about the perceived impact of the project in its entirety was cited by some respondents; however they also cited that, through hard work, most of the goals were achieved. Some respondents also cited the role played by Culturewise in formulating the mainstreaming aspects of the project, with the hope that Culturewise would benefit from this project long after the PMC ceased to exist.

6.6. Summary

This Chapter has outlined findings from the final round of interviews with PMC members regarding the processes of partnership and cross–border working, as well as an overview of findings and discussion points of the previous three rounds of data collection. The findings present a narrative of project governance that, while not without its difficulties at times, is viewed by members as being a positive experience overall. The commitment of a core group of members to the project is clear in the extent and amount of work which the PMC has undertaken since its formal inception. These findings will be discussed in the context of the existing literature on partnership and cross-border working in Chapter Eight.

CHAPTER SEVEN: MAINSTREAMING AND SUSTAINING THE GLOBE: FINDINGS

7.1. Introduction

This Chapter presents contextual information and qualitative data in relation to the implementation of the mainstreaming strategy developed for the PMC by Culturewise. Following this introduction, the next section outlines the proposed options for mainstreaming presented to the PMC in May 2011 and identifies the option selected. It then outlines the extent of the evaluation of this approach as proposed by the evaluation team and agreed with the PMC. The fourth section details the sampling approach and response rate for undertaking mainstreaming data collection. The fifth section presents findings from a series of interviews with participants regarding the potential to mainstream *Globe* resources before the chapter concludes with a short summary.

7.2. Mainstreaming Options and Delivery

Culturewise discussed a number of mainstreaming options with members of the PMC at a meeting in April 2011. These options were:

- Developing a targeted programme of train the trainer sessions for particular organisations;
- Delivering the CART days to staff and students in further/higher education institutions across the island of Ireland; and
- Providing continuous support to interested organisations in building cultural competence.

Upon considering these options, and the remaining budget for the project, it was decided to mainstream the project resources through further/higher education institutions, and specifically with faculties which have a role in delivering professional courses (e.g. social work, psychology, health promotion, and teacher training).

In total, seventeen days[7] were delivered across term five in implementing the mainstreaming strategy. These days were delivered across eight education institutions covering eight different degree programmes. Attendance sheets reveal that 211 students and 16 institution staff (lecturers, researchers, and other programme delivery staff) received *Globe* CART over this period.

7.3. Outline the Scope of Evaluating Mainstreaming in Further/Higher Education Institutions

In discussion with the PMC, the evaluation team proposed an evaluation plan for interviews with lecturers and course coordinators of various programmes for which the CART day was provided to. In recognising the limits of this approach – and in certain instances, many

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[7] There were nineteen days in total in term five. The other two days were delivered to two groups of current professionals: teachers (12.11.11 and 22.11.11).

programmes not being finalised until quite close to the beginning of the new academic year - the evaluation team proposed the following set of questions as the basis of undertaking interviews with course coordinators and lecturers. The following table outlines the objectives of interviews with course coordinators/lecturers[8]:

Process:	Examination of Culturewise documentation and contact with each of the institution's course directors/lecturers to: • Verify training occurred as requested and numbers trained (utilisation); • Interview course lecturers about their views of the day itself – e.g. scheduling, delivery (organisation) and content against what was expected (fidelity).
Anticipated **outcome:**	Interview programme staff regarding: • Suitability of (elements of) Globe CART to their course/programme now that training has been experienced (which ones, why?); • Proposals to incorporate training into existing courses – how, what elements, when (programme materials housed where? Who is responsible?); • Recommendations for further mainstreaming of training (based on experience, is there additional learning which each lecturer recommends to PMC).

Table 16: Evaluating Mainstreaming of the Globe in FE/HE Institutions

Two training sessions were also observed as part of the evaluation of the mainstreaming element of the evaluation.

7.4. Sample for and Profile of Mainstreaming Interviews

All institutional contacts provided by Culturewise were contacted 2-3 weeks after the delivery of *Globe* CART and invited to participate in interviews for the research. In total, seven course coordinators or lecturers responded and participated in the research regarding the mainstreaming activities for the *Globe* programme. Six individuals agreed to interview while another one agreed to provide feedback to the questions via email. These lecturers/coordinators were drawn from five of the eight institutions which were provided with resource packs and training by Culturewise. The participants were as follows:

- Primary Education/Early Years Lecturer;
- Social Work programme lecturer and coordinator;
- Primary Education programme coordinator;
- Health Promotion lecturer and course coordinator;
- Health Promotion lecturer;
- Sociology Lecturer: and
- Primary Education degree coordinator.

In two cases, lecturers consulted with a number of students so as to reflect their experiences of the training in the evaluation interviews.

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[8] The full communication with the PMC regarding evaluating the mainstreaming approach is outlined in Appendix Four.

Interview participants spoke of the range of course modules which they deliver on their respective degree programmes. These included: generic health promotion modules, health and the community; social, political and health education, intercultural education, lecturing upskilling/training, sociology, sociology of education, and a variety of practice modules across the programmes.

7.5. Findings from Mainstreaming Interviews

7.5.1. Process Issues

Findings from the mainstreaming interviews regarding the *process* issues of the training were overwhelmingly positive. The training was delivered as outlined in the proposal made to each college by Culturewise, with participants remarking that there were "no surprises" (M-IV2) regarding the content of the training and that it was "delivered faithfully, what was delivered was exactly what was agreed, what we expected" (M-IV 4) in other cases.

All participants spoke of the positive atmosphere created in the training day, and the convivial yet challenging engagement that the trainers had with students and (where attendees) college staff. The content as well as the manner of delivery was rated very highly. The following quote expresses the sentiment of the participants overall:

> *"All the elements worked very well. [The Facilitator] was excellent in helping students think, think about culture, their own culture, about other cultures, to think about movement between cultures, to think about values [....]. That was excellent, it was very strong, very good slides, an excellent video, [...] and the exercises then around all the other things very positive and very well done* (M-IV 7).

Student feedback also reflected this, with one student contacting the evaluation team directly to comment that the "facilitators were interesting and presented very well". Other participants also commented on the "excellence" of the facilitators, with one in particular drawing attention to the positively challenging environment created in the training:

> "(*They] did it in a really holistic way, it was done in a very non-threatening way but they actually asked hard questions and made us think about things and challenged our ideas and assumptions about different things and that is what I thought was particularly good, a very good facilitator*" (M-IV3)

All participants echoed this sentiment, drawing attention to the professionally run day and the meaningful engagement with attendees. Others spoke of the good balance between group discussion or tasks and the need to move the day along.

All bar one interviewee commented that the uptake of the training was "good", "high" or "strong" as far as they were aware, with one interviewee commenting on the disappointingly low turnout of their students at the training. Nevertheless, all participants

spoke of the feedback they received from students on the training day, all of which rated it as very good or excellent.

7.5.2. Anticipated Outcomes

All participants spoke positively about the potential for the training and the resources to be incorporated into the programme modules they provide or coordinate, either as a standalone piece or in a piecemeal manner.   Some of respondents have already incorporated elements of the toolkit and/or the training day itself into their modules. For example:

> "*We have a third year group and I just did something with them on cultural awareness with them [...] and I did draw on some of the material, the information and the exercises and definitions from the Globe toolkit*" (M-IV 7).

> "*I used it. I happened to be teaching the intercultural section of my course so I used it in that and I used it a lot [..] just I did some stuff with the students on parents and images of parents and I suppose how would you approach a parent from a different cultural background*" (M-IV 3).

Other participants also spoke of their desire to adapt the training, take elements of it and work with them dependent on the module being delivered.   For example, regarding modules delivered in different years of the programme, the proposal remarked upon by this participant is to take elements of the training and the resources and deliver them in those different years:

> "*I think it would be most useful to break the part into little exercises for groups that can be consistently broken across the whole three years of the programme. In that sense it can be more integrated increasingly across all three years rather than it just being a one off. So that for me would be a really important way of moving forward with it, [...] I see that as really positive and something that I could use*" (M-IV 5).

 Another lecturer highlighted that elements of the training have already been incorporated into lectures currently, with plans to "embed" the training and resources more so in 2012, subject to degree programme review:

> "*I'm going to have a bigger block of hours next semester so I'll definitely be using it, I'll probably base a two hour session around the resource then. But at the moment I'm just threading it in to different lectures, as I say when I have more hours next semester I'm going to have a more intense focus on it*" (M-IV4).

The remaining interview participants declared that they were working towards incorporating the training and resources into their programmes, either in the context of degree programme reviews currently underway (M-IV2), or requesting staff to meet specifically to explore how the training and resources could be incorporated into the degree

programme. In another case (M-IV 1) the resources were identified as being most suitable to the training practice modules of a programme, although the participant was more reticent about incorporating it at this stage as they did not attend the training themselves.

7.5.3. Further Mainstreaming

Six of the seven respondents indicated that the resources have been or plan to be incorporated into library catalogues, making them available to all students of the institution, or placed in resource rooms for students of specific programmes. All participants spoke of the usefulness of the training and the materials for their particular students and, more generally, agreed with the mainstreaming approach that they participated in. Many advocated that this particular focus be continued, but were conscious of the resource limitations of such an approach, particularly in relation to cost of delivery.

All participants were asked about any potential recommendations they could make to further mainstream the approach. While some specific comments were made in relation to elements of the programme (e.g. care about culture, "we all have culture", (in) appropriateness of elements of the resources to the particular programme) the majority remarked that all or parts of the training and resources should be delivered to as many students as possible before they enter the workforce, thus endorsing the approach of pre-professional development adopted and implemented here.   For some the training was "valuable" or "essential" and that the resources can be made available electronically enhances the chance of continuing to incorporate the *Globe* into future programme rollout.

7.6. Summary

This Chapter has examined the issue of mainstreaming the *Globe* training and resources and the approach outlined in implementing the chosen mainstreaming strategy.   In so doing it has detailed the overwhelmingly positive response of higher/further education lecturers and course coordinators to the resources and training, and the project's overall suitability to the degree programmes they lecture on and/or coordinate. Students reported liking the training and the resources, and lecturers reported that they plan to incorporate all or elements of the *Globe* into future module and programme delivery.

CHAPTER EIGHT: DISCUSSION AND RECOMMENDATIONS

8.1. Introduction

Ireland, both North and South, has witnessed significant social change in the past decade. Increases in immigration in both parts of the Island have presented a new set of challenges for a range of social services, regarding both professional development and service provision. In recognising this new set of challenges a number of interested parties came together to commission the development of a set of resources and an accompanying awareness training programme to support practice development and service engagement with BME/immigrant parents. What resulted was *Globe:* The All Ireland Programme for Immigrant Parents.

The aim of this report is to evaluate the overall impact of a set of resources developed, the accompanying CART programme developed and delivered, and the interagency governance arrangement which has underpinned the project's development and implementation. To this end a series of overarching objectives has guided the evaluation study. These objectives were to:

1. Evaluate the pilot phase;
2. Examine and assess the uptake and use of the Information Packs by parents and practitioners;
3. Examine and assess the partnership working and development on a multi-sectoral and cross-border basis in regards to the PMC, and more generally in meeting the needs of immigrant parents;
4. Examine and assess the mainstreaming of learning and good practice; and
5. Examine and assess the training/awareness raising and support of practitioners in delivering the programme.

When the extensive findings from a range of data sources presented in preceding chapters are taken into consideration, as well as the limitations of the research, a number of themes emerge to guide the discussion. These are:

- Defining and assessing the operation of the PMC within the literature on partnership and cross-border working;
- Developing and Implementing the CART Programme;
- Meeting the needs of practice professionals who work with BME/Immigrant Parents; and
- Mainstreaming the Resources for Future Use.

These points are now discussed in turn.

8.2. Partnership and Cross-Border Working of the PMC

8.2.1. Partnership Working

A central aspect of this evaluation has been to assess the nature and working practices of the PMC against the core principles found in the literature on interagency and cross-border working.

Perri 6's (2004) continuum of partnership (see Appendix Three) has been used in this study to characterise the form and nature of the PMC (for brevity, it is not repeated here). While it is often the case that there are difficulties in neatly categorising interagency governance arrangements when so desired in evaluation studies, it is nevertheless possible to identify the type and overarching characteristics of the PMC as outlined in the literature. It is clear from the four sets of findings that the PMC adheres to the *Joint Planning* form or partnership, under the broader category of 'Coordination'. In effect, the PMC has been a temporary enterprise between a number of individuals from organisations to deliver a particular project. Indeed, it has also engaged in a process of joint commissioning, coming together to task other organisations to deliver on particular pieces of work and acting in an oversight role to ensure it has been completed. However, this statement does not reflect the breadth of work which the PMC has undertaken to support the work of such organisations. This point will be returned to below.

When the characteristics and critical success factors of partnership working generally are considered, it is clear from interview findings with PMC members that many of these have been present in its structures and working practices. For example:

- The 'identification of a common space for action' in a particular area was critical for the establishment of the project. In fact, the project owes its origins to discussions of common challenges in practice and policy in meeting the needs of BME parents and children;
- The project's key aim was to develop a set of resources to provide practice support with the aim of improving service delivery to a target population;
- Members had legitimacy in representing their 'parent' organisations in the process;
- The development of the resources in phase one of the project involved service users (both parents and practitioners) in their design and pilot evaluation;
- Generally, there was commitment and ownership of the process by members, although it is clear that, for a number of reasons, a core group emerged to drive the process;
- Trust was developed and maintained by members. The existence of informal relationships supported this in some cases;
- Communication, overall, was viewed as positive, with it being viewed as important to the implementation of the project;
- Leadership;

- For the most part, consensual decision making was a continuous feature of the PMC;
- There was monitoring and review of the partnership itself.

However, the operation of the PMC has not been without its difficulties. As Time Two findings set out, there was a clear challenge to the PMC in terms of workload, maintaining a shared understanding (not a shared vision) of what the project resources would contain and do, and maintaining good communication procedures. Membership suffered as a result of these challenges, in particular in maintaining a shared understanding of the resources, with a representative from what was viewed as a key organisation departing the group. However, from an evaluative viewpoint, the PMC endeavoured to create a suitable environment for the return of this member, as well as endeavouring to (successfully in some cases) increase membership from other statutory organisations throughout the process up to 2011. The taking on of significant amounts of operational work throughout the first phase of the project - in the face of increasing organisational workloads – also complicated the workings of the PMC.

Yet, this also highlights a very significant positive factor which contributed to the delivery of the project by the PMC: commitment. The commitment of a group of individuals to drive this process throughout the phases towards the delivery of a set of resources and an accompanying awareness training programme has been critical to its success. Many PMC members took on review work in phase one, in addition to operationally supporting the delivery organisation in other aspects of its work. Related to membership issues outlined above, PMC members reported that membership fell off for other reasons, such as the changing roles and job descriptions of other PMC members. In the face of these challenges, a core group of members continued to commit to the project, attend meetings, undertake work and ultimately drive the process forward towards its conclusion.

Another important factor has been the willingness of the PMC to reflect on its own working processes. Given the difficulties experienced towards the end of the first phase of the project, it is important to highlight that the PMC undertook a review process - both internally and supported by the evaluation team – of its working arrangements and learning for the following phase of the project. Based on this review, decisions were taken to extend the project, successful attempts were made to widen membership and support attendance through provision of expenses for travel, the tendering criteria for the second phase were reconsidered to take account of the experiences of the first phase, and the working arrangements of the PMC were altered to permit a more strategic focus to be taken at the central (PMC) level. Most importantly, perhaps, the PMC has been imbued with a sense of realism in achieving its aims and objectives, drawn from its experience of the first phase, and pragmatism regarding its operation in achieving those aims.

8.2.2. Cross-Border Working

Clearly, there has been a shared or common set of experiences regarding immigration in both parts of Ireland in the past decade, and the challenges which such experiences have

presented to a variety of service provision organisations. Regarding categorising this form of cross-border working, it clearly falls into the third category outlined in the literature review: projects and partnerships between statutory and voluntary agencies, with a particular focus on addressing issues of social inclusion. The PMC members who participated in interviews for this research highlighted the evident sense in undertaking such initiatives on a cross-border basis: the sense of opportunity created in working jointly in such a manner, such as sharing expertise, learning about other jurisdiction's policies and service delivery, and networking. While differences in funding were mentioned in interviews with PMC members, with more funding for the project coming from the south, this was not deemed to be a deciding factor for the project's process or outcome. In line with the literature on the critical success factors of cross-border working, the PMC possesses a number of such factors:

- The political and administrative context of both jurisdictions has played a role. Although membership of statutory organisations fluctuated, financial and personnel support was forthcoming from a range of organisations from the statutory and voluntary sector on both parts of the Island;
- The willingness of members, particularly the core group, to work in a collegial, cooperative manner is clear;
- The PMC collectively, and members individually, have championed the project, both within their own organisations and their networks;
- The PMC has sought to mainstream the project and explored this in a number of ways:
  - It sought to establish a policy event to share learning with relevant policy actors from both jurisdictions;
  - It held a conference in 2011 on how to make organisations more culturally aware and as an opportunity for CART attendees from both jurisdictions to meet and share their experiences;
- Most significantly, cross-border working on this project simply made sense.

Cross-border working of the PMC has been a significant contributing factor in the delivery of the project, with core members of the PMC from both parts of the Island driving the project towards its conclusion in a bottom-up manner. Members have used both the formal PMC structure as well as existing informal networks to achieve the goals of the project.

It is the view of the evaluation team that the PMC has engaged in good partnership practice. While it has experienced difficulties, the PMC has striven to overcome these where possible, while not losing sight of achieving the aims and objectives of the project. It has consistently displayed the characteristics of good partnership practice, and engaged in an honest reflective process regarding its working processes. It is clear that is has been the key and successful driver of the project, supporting the delivery organisations in both phases to complete their work.

RECOMMENDATION ONE: **THE PMC OR MEMBER ORGANISATIONS SHOULD CONSIDER HOW IT DISSEMINATES THE LEARNING FROM ITS OWN EXPERIENCE OF MANAGING A PROJECT LIKE *GLOBE:* ALL IRELAND PROGRAMME FOR IMMIGRANT PARENTS. THE EVALUATION TEAM IS OF THE VIEW THAT A POTENTIALLY USEFUL NARRATIVE EXISTS TO BE TOLD ABOUT DELIVERING A PROJECT IN CHALLENGING TIMES ON A CROSS-BORDER BASIS. EXPLORE OPPORTUNITIES TO DISSEMINATE THIS SPECIFIC LEARNING NOW THAT THE EVALUATION HAS CONCLUDED.**

8.3. Developing and Implementing the CART Days

Culturewise was commissioned by the PMC to develop, pilot and implement a CART day to accompany the provision the project's resources to practitioners. It developed and delivered a CART session based on the resources, and as a mechanism to disseminate the resources. As outlined in Appendix Two of this report, it developed a day which both mirrored the resources provided to each attendee but also added value to the day itself in introducing and discussing issues of culture and cultural competence in professional practice when undertaking parent support (and when not). The day used an experiential learning strategy, as well as group work and open discussions (in short, learning from experience) to familiarise attendees with the resources and illustrate how elements may be used in practice. The evaluation of the six pilot sessions reported that the CART days were deemed to be useful and constructive by attendees, speaking very much to their contemporaneous practice experience.

Originally set a target of providing the CART day and disseminating project resources to 1200 individuals, Culturewise ultimately delivered the training to over 1700 people by the end of 2011, drawn from over 130 organisations. Notwithstanding the recruitment strategy of first-come-first-served for enrolment on the CART day, the numbers of individuals and the different sectors from which they are drawn reflect a concerted effort by Culturewise to reach as many appropriate individuals as possible. The PMC's desire to effect change at the practice level, while also promoting awareness at the policy level, is apparent in the balance of professions and job descriptions. Culturewise also sought suggestions from the PMC regarding the targeting of particular groups of people, while also offering the training on a group basis, mainly during Term Two, but not exclusively. Setting aside the single largest proportion of CART day attendees (students, whose high numbers can be explained

predominantly through piloting and delivering the mainstreaming approach), the largest three groups of attendees by job description were family support/community workers, educationalists and health professionals. These three categories represent over half of all those trained when students are removed from the figures. When they are considered as a proportion of those who could be reasonably expected to use the resources (i.e. engage with parents, deliver parent support), the figure rises to over 70%. Irrespective of whether the resources had been subsequently used or not, the evaluation team is of the view that the numbers – and categories of people – trained is commendable and Culturewise should be duly acknowledged for achieving its target in such a focused manner.

Furthermore, it is clear from the extensive on-the-day evaluation data gathered for this study that the training was highly valued by CART attendees, with scores in all closed questions amounting to over 80% for the rating scale categories 'achieved and 'definitely achieved'. Significantly, such scores climb to over 90% for 'trainers' skills' when accumulated for the same two categories. Presentation and facilitation were also highly rated, and while there were issues with timing of particular sessions, these are relatively minor. These scores are mirrored by those individuals who completed the questionnaire and participated in follow-up interviews: individual sessions and the general approach of the trainers were highly commended. A number of suggestions were made regarding the training, such as splitting it over two days, and accompanying information on different cultures.

It is clear from the various sources of data that the CART delivered by Culturewise has made attendees more culturally aware, made them more conscious of the needs of immigrant parents and the experiences they have when parenting in a different cultural environment. This is a positive outcome. Furthermore, both the on-the-day evaluation and follow up questionnaire data reveal that attendees have placed great value on possessing a set of resources which they can use as required or when the opportunity arises. Most significantly, the CART day and the resources have made attendees more aware of issues which affect immigrant parents.

The evaluation team is of the view that the work undertaken by Culturewise Ireland to contact and enrol a high number of CART attendees from a wide range of organisations, and to develop and deliver a high standard, positively evaluated Capacity and Awareness-Raising Training Day is laudable and should be commended. Moreover, it is clear that its approach, and additional content in the CART day, have both added value to the project and benefited CART attendees.

RECOMMENDATION TWO: A VERY HIGH NUMBER OF POTENTIAL FUTURE PROFESSIONALS RECEIVED THE CART DAY AND *GLOBE* RESOURCES. THE PMC OR MEMBER ORGANISATIONS SHOULD CONSIDER INITIATING CONTACT AND WORK WITH FURTHER/HIGHER EDUCATION INSTITUTIONS WHO RECEIVED THE CART DAYS AND RESOURCES IN AN ATTEMPT TO TRACK THE EXTENSIVE NUMBERS OF STUDENTS WHO RECEIVED THE TRAINING AND RESOURCES TO EXAMINE FUTURE USE IN PRACTICE

8.4. Meeting the Needs of Professionals who Work with BME/Immigrant Parents

Related to the point above, there is a plethora of evidence to suggest the resources, and the CART Day itself, has met the needs of practitioners. The on-the-day evaluation data suggests that learning outcomes were achieved, the training was highly relevant, and that it added value for practitioners. Moreover, when data from the questionnaire – albeit limited – is considered, over 60% of respondents had not received such training before. The resources developed – the Toolkit especially – and the CART day have been reported as very beneficial for attendees. The sense of assurance of having a resource to take away and use in practice is evidenced by the high position the term 'resources' attained as one of three things attendees took from the day.

When the questionnaire results are examined, despite the relatively low numbers using the toolkit, it is clear from those who are using it that components core to the project – Parenting Styles and Parenting in a Diverse Society – are used significantly more than other sections. The qualitative findings further corroborate that the project is meeting a practice need, irrespective of the nature of use. Some practitioners use it in a preparatory manner before working with parents; others use it directly with parents, often as a reassurance or guide to ensure that all major issues are addressed. However, all practitioners find it useful. For the most part, it is a *supplementary* resource, used in tandem with existing work programmes or strategies. It adds to practice. A number of significant suggestions were made to overcome gaps in the Toolkit: the use of vignettes, the updating of material, a specific focus on the early years, information relating to trauma, and the inclusion of information on cultures.

The extent of non - use of the Toolkit is interesting to note. Questionnaire respondents indicated that it was not being used for a variety of reasons, including: that they were not working directly with BME/immigrant parents; that it was not relevant to their immediate work; or that they were planning to use it in the future. Furthermore, 75% identified workplace or organisational barriers to using the resources. When asked what might support the use of the set of resources overall, the majority (almost 40%) responded 'nothing'. These findings and their implications must be seen within the context of the significant reduction in funding which statutory and voluntary organisations in both parts of Ireland since this project began. Recent research (Harvey, 2010; 2012) has highlighted the significant number of jobs being lost in the community and voluntary sector as a result of funding cutbacks and resultant service retrenchment, while cuts to public sector organisations, frontline service delivery organisations especially which are heavily represented in the attendance lists of the CART days, have been well documented in recent times. Such cuts place pressure on already stretched services, often require smaller teams of staff to do more with less, and place a toll on professional development and opportunities to reflect on and share learning. The context in which this project was developed is far different from the one in which the learning has been and is to be applied.

Also interesting, but far less definitive, is the anecdotal evidence from practitioner interviews that numbers of BME/immigrant parents presenting or being referred to services has declined. This has obvious knock-on effects for the potential use of the Toolkit and its applicability to practice and needs to be taken into account as a factor when explaining the low levels of use. Related to this, practitioners reported that they may not use it in all cases, and that working from the basis of self-identified need as many who undertake parent support work do, the toolkit simply may not have the answers. Again, this reinforces the supplementary nature of the Toolkit: it was not intended to replace existing work but rather support it. In this regard, then, it is serving a function it was proposed to do.

Use of the information pack is different. While the majority of questionnaire respondents replied that they use it, the vast majority of respondents are simply using it as a personal resource. While this is interesting to note, the intention was that this would be used with parents or provided directly to parents. Yet, just over one-quarter of those who use the information pack do so in this fashion. Practitioner interviews paint a similar picture. While some examples were provided of practitioners signposting parents to particular services, alongside practitioners using it for their own information, the majority of practitioners felt that, while they were useful, the information contained within is simply not local enough. These are not unreasonable criticisms. Yet, despite the information pack not being used as originally intended in the majority of cases, it is meeting and serving a practice need. Furthermore, those who responded to the questionnaire rated each of the information pack's sections highly. These are important factors to be taken into account.

The DVD is not being used. The main reasons amongst questionnaire respondents were that they did not have the time, it was too basic, or did not like it. The majority of interview respondents simply did not bother watching it. The DVD was developed with the purpose of supporting practice work with newcomers whose English may have been poor, hence it is intentionally basic.

In summation, while gaps were identified in both, the Toolkit and information pack are valuable resources being used as supplementary supports for practitioners in their work with BME/immigrant parents. Participants in this research place value on them and, in tandem with the learning from the CART days, feel that they enhance their work with these parents.

The evaluation team is of the view that the resources commissioned by the PMC supplement and add value to professional practice with BME/immigrant parents specifically in relation to parenting and diversity. It also has a more general application for practitioners who provide parent support. However, there is potential scope for signposting to additional resources, such as characteristics of different cultures.

RECOMMENDATION THREE: IN ANY POTENTIAL REVISIONS TO THE TOOLKIT THE POSSIBILITY OF ADDING SIGNPOSTS TO ONLINE OR HARDCOPY SOURCES OF INFORMATION SHOULD BE EXPLORED.

RECOMMENDATION FOUR: CONSIDER REFINING THE INFORMATION PACK TO REFLECT MORE LOCAL INFORMATION, OR SIGNPOSTING PRACTITIONERS AND PARENTS TO SOURCES OF LOCAL INFORMATION.

8.5. Mainstreaming the Globe

The mainstreaming approach developed and delivered by Culturewise advocated connecting with a range of further/higher education institutions and providing the CART day and *Globe* resources so as to equip future professionals with skills and resources to work with and support BME/immigrant parents. Culturewise undertook significant work in its initial engagement with these institutions and contributed significant project resources (days and toolkits) to the mainstreaming work. The CART days in total accounted for 427 students and the provision of sets of resources to eight institutions across the Island of Ireland. While not discounting the fact that many students may find it difficult to source employment in the immediate future, they have received additional resources and skills which can contribute to their own practice development in the future.

The positive findings from interviews with course coordinators and lecturers corroborate the approach put forward by Culturewise and affirmed by the PMC. All interview participants spoke positively about the provision process of the CART days. More significantly, perhaps, are the findings on the anticipated outcomes of such a mainstreaming approach. Evidence from this research is very positive: all lecturers placed value on the training and the resources and their suitability to the particular programmes to which they were provided. Furthermore, data indicate that elements of the resources are already being incorporated into professional development and other modules in these institutions, while others are planning to do so in the coming academic years.

The mainstreaming strategy has clearly been one which has worked. In total, 427 students received the CART day and *Globe* resources, either while on placement in organisations or in full-time education. This represents a significant contribution to current professional education and training courses and future professional practice in Ireland. Moreover, the cataloguing of *Globe* resources in these institutions' libraries and programme resource rooms is another positive indicator, as is the potential to make the toolkit available electronically.

Sight should not be lost of other attempts to mainstream the *Globe* over the lifetime of the project. While the policy seminar planned for early 2011 did not proceed, it is still useful to consider circulating some information on the perspectives of participants and learning from the CART days for consumption by relevant parties at the policy and service management level. There is a lot to be learnt from this project.

The evaluation team is of the view that the mainstreaming approach adopted by the PMC and Culturewise is useful and makes a valuable contribution to professional education, and a potentially valuable contribution to future professional practice, in Ireland.

RECOMMENDATION FIVE: THE PROVISION OF AN ELECTRONIC TOOLKIT IS A POSITIVE, COST-EFFECTIVE DEVELOPMENT IN SUSTAINING THE *GLOBE*. HOWEVER, IT IS CLEAR THAT THE RESOURCES, IN TANDEM WITH THE CART DAY, HAVE MADE THE MOST IMPACT. ANY ELECTRONIC CIRCULATION OF THE TOOLKIT SHOULD BE DONE SO WITH CONSIDERATION FOR THE CART DAY DEVELOPED BY CULTUREWISE.

RECOMMENDATION SIX: IN ADDITION TO THIS SUCCESSFUL MAINSTREAMING APPROACH, THE PMC OR MEMBER ORGANISATIONS SHOULD CONSIDER A DISSEMINATION PLAN FOR THE FINDINGS OF THIS EVALUATION AND LEARNING FROM THE GLOBE MORE GENERALLY.

In summation, the *Globe:* All Ireland Programme for Immigrant Parents has been a worthwhile endeavour which meets the needs of practitioners working to support BME/Immigrant parents.

RECOMMENDATION SEVEN: THE PMC OR MEMBER ORGANISATIONS SHOULD SEEK THE SUPPORT OF RELEVANT AGENCIES AND FUNDING BODIES TO UPDATE THE MATERIALS AS REQUIRED AND CONTINUE THE DELIVERY OF THE PROGRAMME.

APPENDIX ONE: EVALUATION THEMES, KEY QUESTIONS AND DATA SOURCES

Evaluation theme	Questions	Data source
Evaluation of pilot sessions	1. What were the reported needs of the sample attending the initial pilot training/awareness raising? 2. What were the experiences of those attending the pilot sessions? 3. How were the pilot sessions organised (delivery, content, geographical spread)? 4. Did the training/awareness raising meet the reported needs/expectations of the attendees?	12 interviews with attendees; Interviews with Culturewise staff.
The uptake and use of the information packs by parents and practitioners	1. What is the rate of uptake of the information packs – figures to be collated from both cawt and other organisations' websites which host the information packs, regarding the downloading of resource packs directly. 2. What is the geographical spread of the distribution of the	Data generated by CAWT and other hosting websites pertaining to information pack downloads; Quantitative data from practitioner questionnaires; Qualitative data from focus groups with parents.

	packs?	
	3. What other strategies have been used to disseminate the information packs?	
	4. What do parents report to be the most useful aspects of the information packs?	
	5. What gaps do parents report regarding the content of the information packs?	
	6. What do practitioners report as useful in using the information packs with parents?	
	7. What gaps do practitioners identify in the information packs? Do difficulties exist in using the packs with parents? What are such difficulties? How can they be overcome?	
	8. Do any gaps exist in the information packs/resource packs?	
	9. How have the resource packs influenced practitioners' practice with parents?	
Multi-sectoral and cross-border partnership working	• What is the modus operandi of those	One –to-one interviews with pmc members at 9 and 18

	involved the partnership process? • What type of partnership exists in the project? • What factors have facilitated working together? • What factors have impeded the organisations working together? • To what extent is there a clear understanding of the scale of the project, its thrust and intended outcomes?	month periods; Existing data from previous reports to be drawn upon.
Mainstreaming of learning and good practice	• What are the mainstreaming and dissemination strategies of both the PMC and Culturewise? • How is it proposed to operationalise these strategies? What activities are in place, when and where? • What was the experience of those who participated in such mainstreaming activities (e.g. If an end-of-project conference is organised)? • How do they propose to engage with and	

	influence policy actors in Northern Ireland and the Republic of Ireland regarding the experiences of the project? • What is the expected level of influence of the PMC members regarding the mainstreaming activities of both itself and Culturewise?	
The training/awareness raising and support of practitioners in delivering the programme.	• The training/ awareness raising day itself – its content and organisation, including aspects identified as positive, and those areas where improvement is desired; • The organisation involved – its type, number of clients worked with, number of immigrant parents worked with specifically? • The frequency and extent of use of the toolkit (and information packs - evaluation criterion no. 1 above) – e.g. Are there particular sections which they use more than others; • The extent of interaction with immigrant parents	Data from Culturewise's own feedback; Questionnaire sent to attendees through Culturewise's follow up feedback process; Data from follow up interviews with a number of those (self selected and purposively sampled) who are willing to participate in follow up interviews (aiming for 20-25 individuals); Observations of training/awareness raising in operation.

	which they/their organisation have.	
	• The impact of training/awareness raising amongst participants (and their organisations - if a number of individuals are trained from one organisation a focus group may be more useful) about issues which affect immigrant parents; gauge the extent to which there is an improved understanding of issues impacting on immigrant parents;	
	• Assess the frequency and extent of use of the toolkit with parents;	
	• Hear the views of attendees on the training day, particularly its content and the toolkit, and its applicability in their practice – has it made a difference six months down the line?	
	• Ascertain whether the training has led to service innovation regarding immigrant parents (are they identifying new needs, responding to new demands);	
	• What gaps exist	

	regarding the training/awareness raising day? Was a qualitative improvement in the content, delivery, or other aspects of the day possible?	

APPENDIX TWO: OVERVIEW OF THE CAPACITY AND AWARENESS RAISING TRAINING (CART) DAY

Layout and content of the Day

Each session attended contained the same layout and content. It was as follows:

- 9.30-10.00am – Introduction to the day
- 10-10.30am – History of *Globe*, aims and objectives
- 10.30-11.30am – Cultural Competence
- 11.30-11.45am – Coffee
- 11.45-12.30pm – Toolkit 1: Needs Assessment
- 12.30-1.30pm – Toolkit 2: Parenting Styles and Expectations
- 1.30-2.30pm – Lunch
- 2.30-4.30pm – Group Presentations (based on sections of the Toolkit)
- 4.30-5pm Evaluation [including piece on external evaluation] and close of day.

Introduction to the day and history of the Globe, aims and objectives

Participants were invited to introduce themselves, speak a little about their work and, as an example of using an ice-breaker from the toolkit, reveal the story behind their name. The trainers then outlined the aims and objectives of the day before proceeding to ask participants about their expectations. The aims and objectives were to:

- Improve intercultural knowledge and skills in the area of parenting;
- Apply intercultural knowledge and skills in developing familiarity with the toolkit;
- Initiate practice use of the toolkit;
- To review and strengthen facilitation skills.

The outcomes of the day were to increase awareness of culture as it relates to parenting, increase familiarity with the toolkit, and have experience of presenting a chosen piece of the toolkit in a safe environment.

Participants were asked to list fears and expectations from the day and, in establishing a learning contract with each of the groups, the trainers asked each participant to identify what is important to each of them as they participate (e.g. respect for others in the group, turn off phones, confidentiality and so on).

Cultural Competence

Participants were asked to identify what they felt was important when considering difference, and working with parents of a different culture. They were then asked to break into small groups and consider what an issue (e.g. hugging) means in Ireland. This was then followed by a short DVD piece showing family and community life in Inapang, a village in

Papua New Guinea. Participants were asked to identify what was different from life in (Northern) Ireland, and in particular, in relation to family life and parenting. Collectively, the group then compared and contrasted aspects of family and village life between the two communities before proceeding to identify what strategies they, as parents, might employ to accommodate, modify and preserve their own values if asked to move to Inapang. They were also asked what they would expect the Inapang community to do for them on arrival in the village.

Participants were then introduced to Paul Pedersen's Cultural Competence Model [Awareness, Attitudes, Knowledge, and Skills] before being asked to privately position themselves on a cultural continuum [from cultural destructiveness to cultural proficiency] and where their clients might see them as practitioners. To increase cultural competence participants were asked WRAP [watch, read, ask, participate].

Finally, participants were asked to reflect on the critical learning from the session.

Toolkit 1: Needs Assessment

Participants were asked about their familiarity with needs assessment before the trainers took them thorough the toolkit. The participants were then asked to profile the families they work with (pre-assessment), before identifying what they liked about working with immigrant families, and what was challenging. The importance of needs assessment was emphasised by the trainers in using the toolkit, that it forms the basis for use of the rest of the toolkit.

Toolkit 2: Parenting Styles and Expectations

Role play formed a key part of this session. The participants were broken into groups and asked to nominate a leader. Each leader was then asked in private to play a particular type of parent (authoritative, authoritarian, laissez-faire) before returning to their groups (the rest of whom were asked to be children) and behaving like the selected style of parent as their 'children' completed a picture. A broad discussion then followed around parenting styles, and how particular styles may be associated with cultures. Additionally, 'norms' and expectations of parenting in Ireland were discussed. Again, participants were then asked to reflect on the session and identify the critical learning.

Group Presentations

In the afternoon, participants were split into three groups and invited to select one section of the toolkit to present to the wider group. Groups were given half an hour to prepare, followed by half an hour to present. Groups were asked not to select the same sections of the toolkit to present. At the end of each session, the other groups were invited to give feedback to the presenting group via feedback sheets.

Evaluation

For the final half hour, the trainers recapped on the aims and objectives of the day before feedback sheets were distributed for completion. The evaluation team also provided an outline of the external evaluation, and requested permission to contact individuals if randomly selected to partake in a short interview for the purposes of evaluating the day and the resources received.

APPENDIX THREE: LITERATURE ON PARTNERSHIP AND CROSS BORDER WORKING AS OUTLINED IN PREVIOUS REPORTS

Literature review undertaken for *Globe:* All Ireland Programme for Immigrant Parents Interim Report II, Phase one: April 2008.

Introduction

There is little doubt that, both in the context of political changes on the island of Ireland over the past ten years and politico-administrative moves towards efficiently addressing cross-cutting issues in both the Republic of Ireland and Northern Ireland, partnership working has come to the fore and is oft-cited as an innovative or new mode of working. The terminology associated with groups coming together and working has grown since the mid-1990s when partnerships came to the fore in both jurisdictions. For example, since 1997, in the UK partnerships have been viewed as the vehicle by which improvements in health and social services can be achieved (Dowling, Powell and Glendinning 2004). In the Republic of Ireland national partnership has contributed much to the economic progress experienced over the last 20 years. At the local level partnerships are viewed as instruments with which to combat social exclusion and disadvantage, and involve numerous state, community and voluntary groups in a particular geographic area. The role of the EU in promoting partnership arrangements is also notable, with the development of LEADER groups in the early 1990s and the promotion of cross border work through the Community Support Framework Committee (O'Sullivan 2003; Tannam 1999).

Partnerships also exist across jurisdictions. Notable here is the work of those organisations involved in Cooperation and Working Together (CAWT). Established in 1992, CAWT comprises of the HSE North East and HSE West in the Republic of Ireland and the Western and Southern Health and Social Services Boards in Northern Ireland. The composite group works towards achieving improvements in the health and well being of constituent populations through a number of initiatives.[9] That is not to say that there have not been cross-border partnership initiatives in the past; however, recent political developments have provided new impetus and a degree of endurance to Belfast Agreement arrangements and associated institutions. Such institutions include the Institute of Public Health in Ireland, the Food Safety Promotion Board, and the Irish Lights Commission

In this section of the report we will briefly examine what is meant by the term partnership in the academic and practice literature before discussing similar terms of joint planning and joint commissioning. As will be seen, the latter terms may prove more useful in describing what the Project Management Committee does in the context of the outputs and outcomes of *Globe* compared to the broader arrangements implied by the term partnership. The

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[9] Indeed, the CFRC has recently completed a project with CAWT on developing an integrated planning framework for outcomes for children and families (CFRC/CAWT 2008).

report will then proceed to locate the *Globe* project within the context of a growing number of north-south bodies and initiatives. The next section will tease out the characteristics and principles of joint planning and delineate reasons why a joint approach to developing services or products are advantageous and practical. Following from this, challenges in adopting a joint approach will be presented before an analysis of the qualitative research undertaken with members of the PMC is presented.

Partnership, Joint Planning and Joint Commissioning

At a public and social policy level, the emergence of both new issues and difficult policy problems has promoted the development of new modes of working, and in particular, partnerships. They are seen as an effective way of responding to problems which span across the remits of two or more organisations and are not viewed as merely constructs of the state sector; rather they incorporate actors from other sectors - notably the community and voluntary (or third) sector (Wildrdge et al 2004; Dowling, Powell and Glendinning 2004: 309). Most notable in the development of partnerships is the establishment of Health Action Zones and Sure Start in the UK (Halliday et al 2004).

At a basic level a partnership is defined as "a generic term for any systematic set of relations between at least two organisations" (Scott 2007, p.343). However, such a definition, and indeed the term itself, tends to conceal the huge differences which can exist between different forms of relationships. In theory, this definition can encompass organisations which are mandated to work together by law, regulation or instruction, and those who come together organically or voluntarily out of mutual self-interest. It also reasonably accounts for variations in time spent working together. Some inter-organisational activities could merely be a one-day forum; others could last years and undergo several changes regarding functions, structures and personnel. In truth, there is actually little definitional clarity on what a partnership is – it can be all things to all people. Indeed Lowndes comments that the term partnership:

> "refers to a variety of arrangements with different purposes, time-scales, structures, operating procedures and members. A partnership may simply be a means of 'getting people together' to begin a debate or share information, or it may be a policy-making forum, or even a contractually-based arrangement for service delivery it is a variety of arrangements with different purposes, time-scales, structures, operating procedures and members" (2001, p.2).

Furthermore, in examining how organisations work together both within and across boundaries, other terms emerge which refer to the activities of inter-organisational and inter-sectoral groupings. The emergence of joint planning and joint commissioning processes[10] in a number of countries in recent years has been underpinned by the

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[10] Other terms used have included inter-agency collaboration, inter-agency cooperation, joint working, joint commissioning, networking, interagency work, joined-up thinking, joined-up government, inter-professional

realisation that problems or policy issues do not occur in isolation from one another – more often than not they overlap, are multifaceted and require a holistic response from a range of service providers and policy actors. This is particularly the case in relation to services for children and families. Indeed, the Chief Secretary to the Treasury has defined joint planning and commissioning as being quite specific to children and families: "Joint planning and commissioning is a tool for children's trusts to build services around the needs of children and young people, and to deliver their outcomes most efficiently and effectively." (Chief Secretary to the Treasury, 2006). On a more general level, joint planning can be viewed as the "formulation of plans by and between agencies for the provision of services to a particular group" (CFRC/CAWT 2008, p.22).

Joint commissioning is a related concept, which follows from joint planning. However, the academic literature is less clear on what joint commissioning specifically is. Some have described it as an all encompassing concept, incorporating joint planning and commissioning together (Gostick, cited in Secker et al 2000), while others view it as simply the purchasing of services (Hudson 1995). At a basic level it can be defined as "two or more agencies taking joint responsibility for translating strategy into action" (Hudson 1997, p.5). Some commentators have identified a continuum of joint commissioning, with 'hard' joint commissioning at one end, involving the pooling of budgets, and 'soft' commissioning at the other end possessing more elastic characteristics where one or more of a number of activities up to the pooling of budgets in pursued. Such activities include: joint assessment of needs (population, individual, for research and development, and/or staff training); joint agreement on strategy; joint service planning; joint care management; and joint purchasing (Hudson 1997, p. 359).

Despite the lack of definitional clarity about what 'partnership', the literature is clearer on what constitutes a collaborative arrangement. At the basic level, partnership or joint planning is underpinned by a number of principles. These include (Whyte 1997; Chief Secretary to the Treasury 2003; Rummery 2004):

- The identification of a common space for action and decision making in a particular policy area;
- Developing a holistic approach to delivery of the service;
- Developing effective ways of providing needed services;
- Including service users in design and evaluation of service or product;
- Acknowledgement of the need to work together;
- Clarity and realism of purpose in working together;
- Commitment and ownership of the process of working together;
- Development and maintenance of trust amongst members;
- Establishment of clear, robust arrangements;

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working, co-ordination, collaborative advantage, joint venture, strategic alliance, coordinated service delivery, coalition, policy coordination and seamless services(Snape and Taylor 2003; Wildridge 2004).

- Monitoring and review of partnership itself.

There are also a number of advantages in working together to achieve a particular output or outcome. Such advantages include (Costongs and Springett 1997; Richardson and Asthana 2006; Whyte 1997):

- A sharing of resources;
- A more holistic approach to the problem being addressed;
- The potential to pool financial resources, increase efficiencies and develop new services;
- The development of innovative work practices and the promotion of change where needed;
- And in incorporating service users in design, the potential reduction of stigma attached to a particular service.

Sloper (2004, p.575-577), in her review on barriers and facilitators of coordinated multi-agency activity, identifies a number of common factors which both hamper and promote joint working. Those factors which promote joint working include:

- Clear and realistic aims and objectives which are understood and accepted by all agencies;
- Clearly defined roles and responsibilities, so everyone knows what is expected of them and of others, and clear lines of responsibility and accountability;
- Commitment of both senior and frontline staff which is aided by involvement of frontline staff in development of policies;
- Strong leadership and a multi-agency steering or management group;
- An agreed timetable for implementation of changes and an incremental approach to change;
- Linking projects into other planning and decision-making processes;
- And ensuring good systems of communication at all levels, with information sharing and adequate IT systems.

Notable here is the empowerment of those around the table to take decisions on behalf of their organisation. It is critical to the workings of the group that members are supported in what they do by their own organisations, and mandated to contribute to the joint initiative with constant referral back to their 'home' organisation. Hence, trust, team building and respect, both around the table and within each organisation, are important characteristics. Additionally, facilitators specific to joint commissioning also have relevance to this study. These include: alignment – of timetables, budgets, and financial year ends; and the presence of a commissioning board to develop strategies and keep the process on track (Thorp 2007).

Sloper also identifies a number of factors which can inhibit joint-working initiatives. These factors include:

- A lack of trust amongst members and the organisations they represent;
- A lack of time afforded to joint working processes;
- A lack of leadership;
- Inadequate resources and/or a lack of joint budgets;
- Lack of consensus on goals;
- Being over ambitious;
- Frequent membership turnover;
- Competing professional or organisational ideologies or cultures;
- In some cases, a lack of 'coterminosity' or geographical closeness amongst organisations.

Cross Border Cooperation

Tannam (1999, p.4-11), in her study of cross-border cooperation between the Republic of Ireland and Northern Ireland, identifies three key reasons why analysing cross – border relations are important and significant today: the absence of cooperation in the past, particularly up to the 1980s and the political forces at play in this lack of cooperation; the empirical justification provided by developments in both EU and Anglo-Irish politics; and a theoretical rationale underpinned by changes in administrative practices on both parts of the island, brought on by forces such as globalisation and europeanisation, which may require common solutions to common problems.

Despite high profile cross-border political cooperation of sorts in the early parts of 20th century collaboration on specific policy initiatives has only relatively recently emerged. At the administrative level, inducements from EU and Anglo-Irish initiatives provided impetus during the early 1990s to work together on a range of issues relating to local development, rural development and some transport initiatives. The signing of the Belfast Agreement in 1998 led to the establishment of a number of north-south implementation bodies, some of which have been very successful (such as the tourism initiative *Tourism Ireland*). It also promoted cooperation between Northern Ireland and the Republic of Ireland in six other policy domains: agriculture; education; environment; health; tourism; and transport. However, cooperation in these areas has been irregular to say the least, with transport cooperation almost completely absent (Coakley 2005, p.423). Despite such unevenness, the role of formal agreements in establishing such initiatives and institutions is notable, particularly at the state sector level. However, cross-border cooperation also exists in other sectors. The business sector's Joint Business Council (JBC) of the Irish Business and Employer's Confederation and the Confederation of British Industry is one such example of cooperation, while the community and voluntary sector "has the potential […] to identify

practical projects which are of mutual benefit to groups on either side of the border"
(O'Dowd 2007, p.9)

The growth in cross-border cooperation has also resulted in new research strands being established. Notable here is the development of the Centre for Cross-border Studies, based in Armagh and Dublin, which researches into, and publishes reports on, a number of common political and policy areas in both jurisdictions, as well as providing support to a number of educational institutions in both jurisdictions. Reports published by the Centre include Common Cross-Border Public Sector Training, Promoting Mental Health and Wellbeing, and Improving Government Service Delivery to Minority Ethnic Groups in Northern Ireland, the Republic of Ireland and Scotland.

Additional literature review undertaken for *Globe:* All Ireland Programme for Immigrant Parents Interim Report II, Phase Two: August 2010).

Introduction: Partnership and Definitional Ambiguity

The term 'partnership' encompasses a whole range of different arrangements and practices regarding organisations working together.   It "refers to a variety of arrangements with different purposes, time-scales, structures, operating procedures and members.   A partnership may simply be a means of 'getting people together' to begin debate or share information, or it may be a policymaking forum, or even a contractually-based arrangement for service delivery" (Lowndes 2001, p.2). As such, this definition outlines partnerships in the broadest brushstrokes.   Extant literature on the area identifies a number of different inter-organisational structures which can be located within the partnership arena, such as interagency working, multiagency working, joined-up working, joined up thinking, joint planning, joint commissioning, integrated working and integrated planning.

However, Perri 6 (2004) has detailed a nine-level continuum of partnership which covers a range of activities and extent of integration, which should aid the classification of the PMC arrangement at the end of the evaluation:

Table 2: Continuum of Partnership

Category of Relationship	Type of Relationship	Description
Coordination	Taking into Account	Strategy development considers the impact of/on others.
	Dialogue	Exchange of information
	Joint Planning	Temporary joint planning or joint working.
Integration (leading to integration of services)	Joint Working	Temporary collaboration.
	Joint Venture	Long term joint planning and

		joint working on a major project core to the mission of at least one participating entity.
	Satellite	Separate entity, jointly owned, created to serve as integrative mechanism.
Increased Closeness and Mutual Involvement (on a continuing basis)	Strategic Alliance	Long term joint planning and joint working on a major project core to the mission of at least one participating entity.
	Union	Formal administrative unification, maintaining some distinct identities.
	Merger	Fusion to create a new structure with a single new identity.

Characteristics of Partnership Arrangements

It is possible to identify a number of common features which characterise partnership working:

- The identification of a common space for action and decision making in a particular policy area;
- Developing a holistic approach to service delivery;
- Developing effective ways of providing needed services;
- Including service users in design and evaluation of service or product;
- Acknowledgement of the need to work together;
- Clarity and realism of purpose in working together;
- Commitment and ownership of the process of working together;
- Development and maintenance of trust amongst members;
- Establishment of clear, robust arrangements;
- Monitoring and review of partnership itself.

Challenges in Implementing a Partnership Approach

A number of authors identify various factors which can inhibit partnership work. These include:

- A lack of trust amongst members and the organisations they represent;

- A lack of realistic aims and objectives which are understood and accepted by all partners;
- A lack of time afforded to the joint working processes;
- A lack of leadership;
- Inadequate resources and/or a lack of joint budgets;
- Lack of consensus on goals or being overambitious;
- Frequent membership turnover;
- Competing professional or organisational ideologies or cultures;
- In some cases, a lack of 'coterminosity' or geographical closeness amongst organisations.

Critical Success Factors

Similar to above, a number of requirements are necessary for successful partnership arrangements to work and produce results. These critical success factors can be grouped into six categories and are outlined in Table 3 below:

Table 3: Partnership - Critical Success Factors

Category	Sub-Category
Environment	History of collaboration; Legitimacy in area of activity; Favourable political and social climate.
Membership	Mutual respect, understanding, trust; Appropriate cross section of members; Partnership enterprise as serving self-interest (as well as collective); Compromise;
Process	Share a stake; Multiple layers of participation; Flexibility; Clear roles; Adaptability; Appropriate pace of development; Commitment
Communication	Open and frequent; Informal relationships and communication links
Purpose	Concrete, attainable goals and objectives; Shared vision; Unique purpose
Resources	Sufficient skills, staff, material, time; Skilled leadership

Good Practice in Partnership Working

Numerous guides, manuals, handbooks and toolkits abound on how to do partnership working. Most recently, the Children's Act Advisory Board has published a guide to support effective interagency working (CAAB 2009), the guide itself an amalgam of different literature on the topic. It recommends a fifteen step process for good interagency working:

1. Have a justifiable rationale;
2. Ensure effective leadership;
3. Develop a shared purpose;
4. Clarify roles and responsibilities;
5. Discuss and address workers' fears;
6. Secure commitment from staff at all levels;
7. Build trust and mutual respect;
8. Foster understanding;
9. Create an interagency culture and remove barriers;
10. Ensure effective communication and information exchange;
11. Plan and organise effectively;
12. Achieve effective representation;
13. Invest resources;
14. Have appropriate corporate governance systems (accountability);
15. Monitor, evaluate and renew.

Cross-Border Working

As outlined in previous reviews for this report, there are a number of reasons attached to the significance of cross-border working between both jurisdictions on the island of Ireland, including the absence of cooperation in the past, the empirical justification provided by such absence and developments in EU and Anglo-Irish politics. Most important, however, is the increase in common issues experienced by administrations in both areas requiring common solutions.

This last point has particular resonance for this project and is also echoed in the small amount of literature existing on 'transnational collaboration' for social and human services (c.f. Padilla and Daigle 1998). Seeking to meet common community needs experienced across borders, ensuring continuity of service provision (or elements thereof) where population migration is occurring and addressing issues of environmental public health are cited as major reasons for engaging in such enterprise (Healy 1996, cited in Padilla and Daigle 1998). In identifying the factors critical to the success of a transnational interagency collaborative initiative between the United States and Mexico (which, it must be acknowledged contains a set of very different cultural, political and social relationships to that which exists between Northern Ireland and the Republic of Ireland), the authors highlight that agency autonomy, shared goals, voluntary interaction and resource exchange are important. Additionally, "the process of collaboration has to begin at a ground level and develop more specificity as it goes along, even though this makes it highly dependent on individual initiatives and the presence of particular individuals. This means that the pattern of collaboration has to be constantly re-created, reinforced, and supported by specific actions and events" (Padilla and Daigle 1998, p. 79).

Pollak (2008) has identified a number of general success factors pertinent to cross-border working on the island of Ireland. While these factors are cited with a view to making such working sustainable, they also have relevance here. These factors are:

- Political and administrative contexts – including support at the operational level – of *both* jurisdictions, and the willingness of actors in *both* jurisdictions to work towards cooperation;
- Effective staff and personal networks – champions who span all sectors in both jurisdictions and who have an ability to pick up the phone and talk through issues, ideas or challenges;
- Doing things that make sense – and proving that they make sense;
- Mainstream the experience (particularly if the desire is to institutionalise cross-border working);
- In some cases the nature of the project is important.

Hennan and Birrell (2005) have developed a five level classification of cross-border activity in regards to social work on the Island of Ireland based on analysis of activities which have occurred.

1. Ongoing mainstream co-operation between statutory bodies – day-to-day cooperation in areas adjacent to the border areas such as referrals of clients who have moved across the border;
2. Co-operation between statutory services through an ad-hoc cross-border agency –e.g. CAWT;
3. Projects and partnerships between statutory and voluntary agencies – partnerships to address issues of social inclusion are prominent here;
4. Co-operation between voluntary agencies – the largest category of activity; and
5. All Ireland voluntary agencies.

Across these five different levels of activity a number of foci are identifiable: research and assessment of need; exchange of knowledge; service delivery and innovation; and lobbying.

APPENDIX FOUR: EVALUATING MAINSTREAMING IN HIGHER/ FURTHER EDUCATION INSTITUTIONS.

Introduction

As outlined in discussions between the PMC and the evaluation team (10th of May and follow-up emails; 28th June and minutes of that meeting), there is a desire to have the mainstreaming aspects of the ALLiPIP/Globe project evaluated. This brief document contains a short proposal regarding this aspect for discussion by the PMC at the next meeting.

The Mainstreaming Process

Culturewise has prepared a document (hereafter known as the proposal document, circulated 14th August last) detailing the proposed mainstreaming strategy for the project. As discussed at previous PMC meetings, the primary mainstreaming approach for the project is to feed into third level courses which provide professional qualifications for practitioners/future practitioners who (will) work with children and families.

A number of meetings have already occurred between Culturewise and third level institutions focussing on examining the potential of incorporating (in its entirety or in adapted form) the one-day Globe training into existing curricula of third level programmes. This has been followed up with the identification of training days in eight institutions across the island of Ireland. These dates have been outlined in the proposal document.

It appears from the proposal document that there are two strands to the mainstreaming strategy: training students, and training teachers. Therefore, at this stage it is proposed that any evaluation element map onto these strands.

Evaluating the Mainstreaming Process

As outlined previously, the primary challenge in evaluating implementation of the mainstreaming strategy is the timeline of the project itself. Any potential impact on third level courses or practice by students cannot be assessed due to the timeline of the project, and also through standard operating procedures of Universities/Third level institutions). Instead, this evaluation aspect will focus on the process of the mainstreaming strategy and its *anticipated impact on future programme development as reported by course coordinators/director/ lecturers.*

Taking Culturewise's document as a starting point, it is possible think about two strands to evaluating the mainstreaming strategy: process and outcome. The following data would be collected through interviews, analysis of on the day evaluation sheets and a small sample of observations (2 of eight days):

Process: Examination of Culturewise documentation and contact with each of the institution's course directors/lecturers to:

Verify training occurred as requested and numbers trained (utilisation);

Interview course lecturers about their views of the day itself – e.g. scheduling, delivery (organisation) and content against what was expected (fidelity).

Anticipated **outcome:** Interview programme staff regarding:

Suitability of (elements of) Globe training to their course/programme now that training has been experienced (which ones, why?);

Proposals to incorporate training into existing courses – how, what elements, when (programme materials housed where? Who is responsible?);

Recommendations for further mainstreaming of training (based on experience, is there additional learning which each lecturer recommends to PMC).

It would be proposed that interviews would occur over the phone approximately two-three weeks after the training has been delivered, with the first two interviews with course directors serving as a pilot of the interview schedules.

The evaluation team is aware that there is a decision pending regarding submitting the proposal to the HSE procurement department. If the HSE is to be incorporated into the mainstreaming strategy this can be discussed at the next PMC meeting.

APPENDIX FIVE: MEMBERSHIP OF THE PROJECT MANAGEMENT COMMITTEE

Kathryn Bayly, Parenting Skills Unit, HSE.

Marna Bell, Family Policy Unit, Department of Health, Social Services and Public Safety.

Rosie Drysdale, Family Policy Unit, Department of Health, Social Services and Public Safety.

Stephen Falvey, Department of Education and Science.

Aisling Gillen, National Specialist, Family Support, HSE.

Judy Howard, Department of Education and Science.

Walter Johnston, Department of Justice, Equality and Law Reform.

Joan McGovern, Tuar Ceatha, Service, Belfast. Barnardos Northern Ireland.

Siobhan Mugan, HSE.

Marian Quinn, formerly of the Reception and Integration Agency and since May 2007 of Tallaght West Childhood Development Initiative (Chair until December 2009).

Joy Poots, Inner City South Belfast Sure Start (Chair from January 2010).

Anita Toolan, Department of Justice, Equality and Law Reform/Office for the Promotion of Migrant Integration.

Mary Yarr, Inclusion and Diversity Service, Northern Ireland.

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