



**The Digital Hub  
Development  
Agency and the  
NCTE**

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**Evaluation of the  
Diageo Liberties  
Learning  
Initiative (DLLI)**

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March 2007



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## Foreword by The Digital Hub Development Agency

It gives us great pleasure to present this evaluation of the Diageo Liberties Learning Initiative. The evaluation documents a very successful partnership between The Digital Hub, local schools, community groups, and our many public and private partners.

The success of the initiative has raised the level of confidence and ambition among participants. According to this evaluation, 46% expect to seek employment in the digital media sector, while 44% intend to go on to further education.

Arising from this report it is clear that The Digital Hub will become a living and learning laboratory for the wider application of Information and Communication Technology (ICT) in Ireland's schools network. It will demonstrate the important connection that must exist between innovative applications of technology, a programmatic approach, teacher professional development, ongoing support and content for a successful outcome.

The community of the South West Inner City has experienced educational disadvantage. Many in this community left the formal education sector at a young age, therefore the opportunities provided by the initiative to reengage the local community in learning cannot be underestimated.

The approach of the learning initiative in 15 local schools in the South West Inner City has had many positive results. In particular, the initiative has helped to engage students inside and outside the school classroom. Our interventions have worked right across the curriculum and have shown that technology can be a powerful enabler in learning and in particular, it significantly contributes to the integration of academically weaker students.

School principals feel strongly that the initiative has improved the reputation and perception of their school. Teachers are also fully engaged, due to the high level of targeted, professional education and development provided for them.

Everything we do at The Digital Hub is about building and developing a connected and integrated 'Knowledge Community'. Contributions from digital media company employees, local residents, students, teachers, artists, technologists and researchers are all valuable.

In the coming years, we will see huge development in this area, which will see this knowledge community grow in size. Through the learning initiative, we are placing learning, knowledge and innovation at the core of the work that we do. This initiative will always ensure that local people will be part of this knowledge community.

Finally, we would like to thank all of those who came together to make this learning initiative a success. Our many sponsors, in particular Diageo Ireland and the National Centre for Technology in Education have given us the freedom to develop these programmes, not just by their generous financial support, but with the expertise and support of their teams. The biggest credit of all goes to the participants from both the schools and the local community. Their willingness to embrace new technology, and allow The Digital Hub into their lives, has resulted in a model for learning, which we look forward to expanding in the future.

**Digital Hub Development Agency**

## EXECUTIVE SUMMARY

### 1 Introduction

The Diageo Liberties Learning Initiative (DLLI) is the vehicle through which The Digital Hub delivers its strategy for education and learning. The DLLI aims to provide state of the art digital education and learning initiatives to local schools and the wider community in the Liberties/Coombe in Dublin. The main providers of funding to the DLLI are Diageo Ireland, the National Centre for Technology in Education, and the Department of Communications, Marine and Natural Resources.

The DLLI is a remarkable success story of creativity and innovation in action. Our evaluation bears out the fact that the project demonstrates a model of best practice for schools and communities in tackling the “digital divide” using a creative programmatic approach. It has achieved positive outcomes for pupils, teachers, residents and community organisations. It has delivered on the objectives set for it and it has exceeded the expectations of those involved. There is much to be learned about further evolution of this type of initiative and about its broader applicability.

This is the Executive Summary of the Evaluation of the DLLI, which focuses on the two main Programmes under the DLLI, the Schools Programme and the Community Programme. Sections 2 and 3 discuss the extent to which these Programmes achieved their objectives and Section 4 examines areas suitable for future development.

### 2 Achievement of the Schools Programme Objectives

This Section summarises our conclusions on the achievement of the objectives of the Schools Programme under the DLLI. These are discussed in more detail in Chapter 3 of the Main Report. The key findings and conclusions are as follows:

1. The first objective of the Schools Programme is the development of a range of digital literacy programmes with schools in the area aimed at addressing the “digital divide”. The Schools Programme is open to all 16 schools in the area (eleven primary and five post-primary). The DLLI developed and delivered six core schools projects, Digital Storytelling, FIS a Dó, Digital Control Technology, Claymation, Podcasting and Microsoft Photostory. There were approximately 3,500 student participants.

When surveyed each of the Principals who responded to the questions stated that students’ digital literacy had improved as a result of participation in the Schools Programme. It was also stated that the projects have made an important contribution to providing participants with a head-start in relation to digital skills and capabilities. It was also stated that the projects help to increase the ICT (Information and Communications Technology) confidence and skills of participating teachers.

All responding schools stated that the experience to date indicates that participation in the projects under the Schools Programme produced secondary or non-ICT benefits for students. These include improved team work, communication and presentation skills, increased confidence

and empowerment. This is discussed in more detail in Chapter 3 of the Main Report. These are the skills people need to live and work in the “Knowledge Society”.

It was stated by school Principals in the participating schools that the projects supported engagement of students, and in particular the integration of students who were traditionally academically weaker. It was also stated that the Schools Programme helped to provide students with a wider educational experience and to assist in the delivery of curriculum.

Principals stated that the Schools Programme helped to improve the reputation and perception of participating schools and that participation would have a lasting impact on their school. This is discussed in more detail in Chapter 3 of the Main Report. It was widely stated by the school Principals that the role of the DLLI Learning Team in identifying and bringing new ideas and projects to their attention was an essential part of the Schools Programme. It was also widely stated by school Principals that based on their experience of the DLLI they would like to continue to be involved in the Schools Programme in the future.

2. The provision of ICT equipment and support to local schools is the second objective of the Schools Programme. The schools were provided with equipment, including both hardware such as digital cameras and recording equipment, and software for use on the machines and other equipment such as art materials and digital projectors.

Each project has a “package” of equipment attached to it. This is essentially a combination of hardware and software which combines to provide a capacity that the school would not previously have been able to develop because of cost and/or restriction on technical knowledge and expertise available to it. In broad terms, the equipment aspect of any given project was initially designed and tested-out at The Digital Hub by the DLLI Learning Team before being devolved to the participating schools, on a strict training-related basis.

Support was provided on a day to day basis by the Learning Team. This involved assisting in the implementation of existing projects, supporting teachers to develop skills to contribute to and lead project work in their schools and liaising with school Principals regarding ongoing and future project work. It also included leading on the development of school-level capability and capacity, providing a skills analysis and technical audit.

All responding school Principals believed that the ongoing support and guidance provided by the DLLI was essential to their involvement in the Schools Programme. A key finding from the site visits was the value and importance attached to the human capital supports provided by the Learning Team.

3. The third objective of the Schools Programme is the provision of professional development and training to teachers to enable them to introduce students to digital media. The teacher professional development offered through the DLLI was, in collaboration with the NCTE, planned and developed to reflect and respond to the unique nature of the DLLI. The professional development provided linked to classroom activity and was provided in a timely manner.

When schools became involved with a DLLI project, teachers received a planned series of professional development interventions targeted on the requirements of working effectively with new technology in their schools. These interventions included start-up days, focused initial training and follow-up days. These follow up days, involved one to one, on site support and in-class professional development to teachers. Taken together these interventions provided a high level of targeted, individualised, professional education and development for the teachers involved.

Principals stated that the project related professional development provided by the DLLI was important to the successful delivery of the projects. The quality of professional development and assistance available to teachers in the Liberties/Coombe schools under the Schools Programme is perceived by teachers and schools alike as exceptionally high.

Our assessment is also that the model of teacher professional development that has underpinned the Schools Programme is different in nature, conceptualisation and detail from all other forms of mainstream teacher in-career/inset professional development currently available in Ireland. It is highly effective, providing a marked level of training-to-classroom transfer. A number of straightforward but effective ideas characterise the DLLI approach to teacher continuing professional development including user focus, immediacy and relevance, local provision, shared facilitation, and on-site and on-call arrangements. These are discussed in detail in Chapter 3.

4. Working with the State and other agencies to assist schools in integrating digital media education across the curriculum is the fourth objective of the Schools Programme. This has been achieved through close co-operation with the Department of Education and Science particularly through the direct and formal role of the National Centre for Technology in Education (NCTE) at the design and planning stage and also through the provision of key funding and human resources to sustain the DLLI. There was also interaction with a number of other organisations including An Chomhairle um Oideachas Gaeltachta and Gaelscolaíochta (COGG) and the National Council for Curriculum and Assessment (NCCA). In addition, activity under the Programme has been implemented in other schools outside the area (e.g. the Clay Animation Project). A number of DLLI projects are relevant to the incorporation of ICT into the curriculum. These included work with the Royal College of Surgeons, work with the National Centre for Sensor Research, work with the National Botanic Gardens and work with the National Adult Literacy Agency (NALA).
5. The building of a knowledge base among project schools regarding careers in the digital media sector is the fifth objective of the Schools Programme. There have been a number of individual cases of participants progressing from project schools to further and higher education. However, the Schools Programme did not have a specific or dedicated project/activity with the specific objective to advise and inform local schools on careers in the digital media sector. This is something that we feel should be addressed in more detail in the next phase of the DLLI and this is discussed in Section 4.
6. Ensuring equal access to the facilities of the DLLI for children in the Liberties/Coombe area is the final objective of the Schools Programme. This was achieved by inviting all schools to participate in any DLLI activity, including all children in a class in an activity and encouraging teachers from different classes to undertake projects to allow a spread of opportunity to participate. Access to

facilities for children in the area was also supported through the Community Programme which provided a space and opportunity to participate. A key asset was the Learning Studio, which provided a flexible multi-purpose space to deliver learning activity and showcase events.

7. The Terms of Reference for this Evaluation included a number of additional items to be examined in relation to the Schools Programme and for conclusions to be presented. These are discussed in detail in Section 3.10 of Chapter 3. We summarise our conclusions on these issues, briefly, here.

There is evidence from the research that the work to date on the Schools Programme has formulated a distinctive approach to digital literacy in teaching and learning within the project schools. There is clear indication from the research interviews that a constructivist pedagogical approach<sup>1</sup> invariably emerged around the projects and their activities in schools involved in Schools Programme projects. By their nature, aspects of the project activities came to be integrated into meaningful learning activities in the school setting. This would seem particularly true for academically weaker students.

It is also the case that the DLLI approach to and experience of ICT continued teacher professional development provides an initial model for project-centred professional development. While work remains in order to turn current practice into a fully-developed model of such a project-centred professional development, it seems from the research that the Schools Programme experience would offer strong possibilities in terms of advancing progress towards a pedagogy to allow teachers nationwide to use digital tools in a cross-curriculum manner.

The successful delivery of the Schools Programme under the DLLI resulted from a complex web of advice, guidance and support and corporate interest. It was also due to an ability from those involved to overcome challenges and to take advantages of opportunities. Other wishing to emanate the Schools Programme should take these factors into account.

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<sup>1</sup> Constructivist pedagogy is an approach to teaching and learning that engages students in active, meaningful, “real-world” learning which promotes interactions and explorations with learning materials and provides opportunities for them to observe the results of their manipulations. It is collaborative and activity-led which provides students with opportunities to interact with each other to clarify and share ideas, to negotiate problems and to discuss solutions. It is strongly reflective, so enabling students to integrate new ideas with their existing knowledge. For a more detailed discussion, see for example Jonassen, D (2001) “Welcome to the Design of Constructivist Learning Environments” available at: <http://tiger.coe.missouri.edu/~jonassen/courses/CLE/>.

**Figure 1: Quotes from Teachers and Principals Participating on the Schools Programme**

Integration in the Classroom
<p>“...projects integrated very well into the class curriculum and could be used for themes in the classes.” (Principal, Primary School)</p> <p>“Three years ago I never wanted to see another computer, but due to the way the projects are organised now and integrated into school life, that has changed.” (Teacher, Primary Level)</p>
Supporting Teaching and Learning
<p>“The process is important, yes... but when you see the product of the process it is even more rewarding...and that is when you see the learning taking place.” (Teacher, Primary Level)</p> <p>“...simply about making better use of technology to bump up the lads’ learning chances and the quality of their school experience.” (Teacher, Primary Level)</p> <p>“In terms of displays and that and the pictures and drawings and the little summary and notes and talking an audience through the work, yes. It goes well beyond my subject. But good teaching and good learning does. Or it should.” (Teacher, Second Level)</p>
Benefits from Student Engagement
<p>“The ... children’s sense of achievement....the change in their personality and their status amongst their peers if they do well at it.....fabulous.” (Teacher, Primary Level)</p> <p>“The projects were brilliant, they were amazing for the children.” (Teacher, Primary Level)</p> <p>“...there have been big changes in the individuals involved. One guy in particular who was very quiet and introvert came into his own because of the project.” (School Principal)</p> <p>“We’ve seen attendance improving for those involved, and a real interest in the work.”, (Teacher, Second Level)</p>
Benefits for Academically Weaker Students
<p>“...the one thing we have noticed about it is that their self esteem has improved and their confidence has risen which is what you want to do with special needs children. Once you have raised their confidence and self esteem the learning then slots in afterwards.” (School Principal)</p> <p>“These are lads who would be really academically challenged. They show very poor self esteem. A project like this is a major thing for them.” (School Principal)</p> <p>“...students with literacy problems had the opportunity to shine and sometimes take the lead in these projects.” (School Principal)</p>

### 3 Achievement of the Community Programme Objectives

This Section summarises our conclusions on the achievement of the objectives of the Community Programme under the DLLI. These are discussed in more detail in Chapter 4 of the Main Report.

1. The provision of access to a range of community focused courses was the first objective of the Community Programme. There were eight main community projects encompassing DigiBoarding, Digital Beat, DigiRhythm, eStreet, Nature Bytes, DigiRadio, DigiRhythm and Radio Production. There have been several instances of a number of these courses, notably DigiRadio and DigiRhythm, building on earlier versions of the projects. In total these courses had 389 participants.

The courses involved the provision of relatively short courses (such as the “summer projects” provided between 2002 and 2006) and the provision of longer courses (such as DigiRhythm and DigiRadio). The shorter courses have the advantage that they are very effective in increasing awareness, interest and visibility across a large segment of the community. While the longer courses provide a greater level of engagement with a smaller number of participants and therefore a more significant impact on improving the digital literacy of participants and supporting progress onto further education and employment in the digital media area.

As part of the Evaluation participants on the more intensive courses delivered by the DLLI were surveyed to gain their views, namely DigiRadio 2005, DigiRhythm 2006, DigiRadio 2006. The response from participants was very positive in terms of the training and assistance provided by the DLLI.

Direct benefits reported by participants included increased ICT skills and knowledge. Of the participants on the DigiRadio 2005, DigiRhythm 2006 and DigiRadio 2006 a high percentage stated that the course changed the way they think about computers and technology - over 80% in each of the DigiRadio course, and 67% for DigiRhythm.

A number of indirect benefits were also reported by former participants. These improved their presentation and communication skills and increased confidence. While making new contacts with similar interests and making new friends were reported by several participants as an important benefit.

Former participants also indicated that they believed participation on the course would assist their progression. The majority of respondents indicated that participation in the course would encourage them to continue to create material and content for radio or digital music in the future. In the case of DigiRhythm 2006 all participants said the course encouraged them to continue in the area, for DigiRadio 2006 the figure was 79% and for the 2005 course the figure was 56%.

As many as 60% of DigiRhythm participants indicated the course encouraged them to go onto further education in music or radio. For DigiRadio (2005) 47% of participants and 40% of DigiRadio 2006 indicated similarly. A high share of participants also indicated that the course

encouraged them to go onto employment in radio or music. The responses were 80% for DigiRhythm participants, 41% for DigiRadio 2005 participants and 33% for DigiRadio 2006 participants.

2. The second objective of the Community Programme is to support local community educational initiatives by hosting “train the trainer” courses. There were eight such projects and 104 participants benefited from these. Five of the eight courses were provided to groups in the Liberties/Coombe area.

Our consultations with organisations indicated high satisfaction rates with the assistance provided by the DLLI in delivering these projects. It was also typically the case that those consulted indicated an interest to be involved with the DLLI in the future if the opportunity was available.

3. The third objective of the Community Programme is to provide access to a range of community focused courses. In addition to the specific courses delivered by the Learning Team (i.e. the staff involved in the delivery of the DLLI) and discussed at point 1 earlier in this Section, the DLLI Learning Team also worked with partners to facilitate and to deliver a range of programmes aimed at providing local people with digital skills.

There were 27 such collaborations with 511 participants on the projects. Of the courses with partner organisations 18 were provided to groups within the Liberties/Coombe area with nine involving organisations with a national remit/focus. The type of assistance provided by the DLLI ranged from just the provision of a location/equipment through to the planning and delivery of the courses. These courses involved digital visual and audio storytelling, multi-media skills and to a lesser extent an element of basic computer and internet skills.

As well as providing assistance on the “technical” aspects of courses with local organisations the DLLI Learning Team has also shown a strong ability and commitment to helping local organisations translate an idea into a clear vision and course of action. The Learning Team did so in a way that generally ensures a high level of satisfaction from the community groups and local organisations involved. The vast majority of organisations consulted were happy with the assistance provided and the majority indicated that they would be interested in partnering with the DLLI again if a suitable opportunity arose.

4. The fourth objective of the Programme is to empower the local community to implement their own digital media programmes. This occurred through the close involvement of the community in the development of plans, the flexible and inclusive approach of the DLLI Learning Team, the community focused nature of many of the projects, the provision of ICT facilities available to the community, the high level of involvement from many community groups and the impact many of the courses had on participants. The Learning Studio, which provided a flexible multi-purpose space to deliver learning activity and showcase events, was an important resource in facilitating this.

Our consultations with community groups reflect a general sense of empowerment from engagement with the DLLI. An even greater degree of community empowerment could be achieved in the next phase by the provision of a larger learning facility and additional supporting

resources to support additional assistance to local community groups and additional courses open to individuals from the area.

5. The final objective of the Community Programme is to ensure the Schools Programme and the Community Programme complemented each other. This was achieved through ongoing liaison between the Schools Project Co-ordinator, the Community Project Specialist and the Learning Team to ensure that planned activity was complementary. In addition, all relevant Community courses were promoted through schools, community groups and other locations that young people in the area frequent. The concepts of digital literacy and lifelong learning are common to both the Community Programme and the Schools Programme.
6. The Community Programme aims to help the community in the Liberties/Coombe area to benefit from the “knowledge society” and to address the “digital divide”. It does this by using new technologies to support community based activities and also by providing a range of courses designed to promote participation from people in the local community in ICT and digital media learning.

It is clear from our consultations on the Community Programme that it is widely believed that the DLLI has been positive for the area, and has helped improve the image of the area due to local and national awareness of success from the Programme. It is also clear from our analysis that the DLLI holds consider potential to address the “digital divide” in the area. This is because it has shown a proven ability to deliver across the key axes needed to effectively address the “digital divide”, namely: awareness, physical accessibility, usability and user-friendliness, ability to use new technology, and availability of technical support.

**Figure 2: Quotes from Participants on the Community Programme**

ICT and Digital Skills
<p><b>“I learned new skills with communication and technology.”</b> (DigiRadio Participant 2005)</p>
<p><b>“I felt more confident around technology.”</b> (DigiRadio Participant 2005)</p>
<p><b>“[I got] more computer knowledge and better understanding of music production.”</b> (DigiRhythm Participant 2006)</p>
Communication and Presentation Skills
<p><b>“I learned new skills with communication and technology.”</b> (DigiRadio 2005 Participant)</p>
<p><b>“Learning interview techniques, increased confidence, learning how to listen!”</b> (DigiRadio 2005 Participant)</p>
<p><b>“I loved meeting new people and learning to communicate with confidence.”</b> (DigiRadio 2006 Participant)</p>

### Increased Confidence and Responsibility

**“My confidence went sky high really, not only in the technology. . . it really brought out the confidence and I think in a lot of people not just me.” (Case Study Participant)**

**“...have the confidence to speak to a group.” (DigiRadio 2006 Participant)**

**“...it [participating in DigiRadio] sort of gives a level of responsibility, that we normally never had before.” (Case Study Participant)**

### Making Contacts and Networking

**“I have met some great people who I can see myself working with in the future.” (DigiRhythm Participant)**

**“[The] Best thing was getting to meet people that also were in radio from the area – you make contacts. I'm still in touch with them today.” (Case Study Participant)**

### Future Progression

**“It improved my confidence and edged me towards a career in media.”(DigiRadio Participant 2005)**

**“I have an interest in radio and this would be a positive step forward in a career in radio.” (DigiRadio Participant 2006)**

**“I left school young for personal reasons so could not study music but will look at my options after this.” (DigiRhythm Participant 2006)**

## 4 Future Developments

Under the various measures considered above it is clear that the DLLI Schools Programme and Community Programme were successful in relation to attaining most of the objectives originally set for the Programmes.

A range of digital literacy programmes have been developed and provided within the schools and the community of the DLLI catchment. These have demonstrated an ability to generate inclusive engagement, to result in ICT/digital skills development in both a formal and non-formal setting, to generate a range of other non-ICT benefits for participants, to support progression by participants and to create a desire or hunger for further participation in DLLI projects and courses.

There is a strong argument to be made for developing future elements of both the Schools Programme and the Community Programme around web 2.0 activity (i.e. second generation web-based activity – such as social networking sites, wikis, communication tools, and sites such as iTunes, del.icio.us and Flickr – that emphasise online collaboration and sharing among users). Both Programmes are well placed to undertake meaningful and engaging work in this area, and doing so would in our view help increase the impact that DLLI makes on digital literacy among school and community clients in the Coombe and Liberties area.

The Programmes have gone some way towards addressing the issue of the “digital divide”. There is still considerable work to be done to address the digital divide comprehensively in the area but a significant and locally relevant beginning has been achieved. Areas suitable for future development are presented in this section.

The Terms of Reference require the Evaluation to identify two broad sets of issues in relation to future developments. Firstly, to identify and recommend elements of the Schools and Community Programmes suitable for future development within the DLLI or the DHDA. Secondly, to identify elements or aspects of the Schools and Community Programmes or key lessons from the DLLI experience relevant to wider policy or practice. These are simply listed in this Section. A detailed discussion of the basis for these is presented in Chapter 6 of the Main Report.

### **Future Developments: Elements Suitable for Future Development within the DLLI.**

Based on our examination of the Schools Programme and the Community Programme we have identified and recommend seven areas that we judge to be suitable for future development. These are discussed in more detail in Section 6.2 of Chapter 6 in the Main Report. These areas are as follows:

- 1. Delivering digital literacy courses for people in the Liberties/Coombe area. In the provision of such courses it would be desirable to provide a combination of relatively short courses (such as the “summer projects” provided between 2003 and 2006) and to provide longer courses (such as DigiRhythm and DigiRadio).**
- 2. Facilitating the provision of digital literacy courses for “relevant” organisations in the Liberties/Coombe area to facilitate the participation of local community groups and other organisations in the “knowledge society”.**
- 3. Facilitating the provision of digital literacy projects to children in the schools of Liberties/Coombe area.**
- 4. Facilitating digital literacy courses with “relevant national organisations”. Where the organisations facilitated is such that the beneficiaries (either direct or indirect) from assistance provided are likely to be disadvantaged and are therefore likely to face barriers to the development of ICT skills and are likely to be subject to the “digital divide”.**
- 5. Providing a test-bed for examining the impact of digital technology on education and learning. In order to explore the impact digital technology can have on teaching and learning, and the benefits of this for socially disadvantaged communities.**
- 6. Establishing pathways for people from the area via local schools and community courses to employment in digital media in firms located in The Digital Hub.**
- 7. Extending the DLLI’s reach online. This might include the provision and/or selling of courses or course packages online.**

## Future Developments: Features Relevant to Wider Policy and Practice.

Based on our examination of the Schools Programme and the Community Programme, and the experience of the DLLI we have identified and recommend nine features relevant to wider policy and practice. These are discussed in more detail in Section 6.3 of Chapter 6 in the Main Report. These areas are as follows:

- 1. The approach through which the community was involved in the formulation of plans for the area in association with public and private stakeholders worked well and a number of lessons can be taken from this.** These include the legislative requirements for the DHDA to involve the community, the commitment of the DHDA to genuinely deliver on these requirements, the process put in place to achieve this at an overall level, and the approach taken by the DLLI Learning Team in the development, delivery and facilitation of projects and courses.
- 2. The public-private sector funding frame used proved very effective.** The public-private sector funding frame used and the value system that this encompassed meant that the funding levels and resources that were able to put in place within the timeframe were far in excess of anything that an “education” initiative or “community” initiative alone could have hoped to attract. This greatly supported the provision of cutting-edge ICT-led curriculum and learning development.
- 3. The use of “creativity as a hook” to catch the interest of people, young and old, in technology and digital literacy.** A distinctive feature of the DLLI has been the use of creativity as a hook to catch the interest of young and old people living in the Liberties/Coombe in technology and digital media courses. The main “selling point” of courses and projects to participants has been what they would allow people to do and to create. The DLLI has effectively communicated to the community that “computers and technology” is not just about programming, word processing and databases. In this way computers and supporting technology have been regarded as a “tool do the job” or to do what you want to do and is seen as an “enabler” rather than a “motivator”. This approach offers considerable potential for motivating and sustaining participation from people with previously limited experience of computers and technology.
- 4. The importance of tangible course outputs and achievement for motivating and empowering participants.** A common feature of both Programmes was that participants commonly produced a direct tangible output as part of their involvement (e.g. clay figures, remote control machines, music tracks, videos or radio programmes etc). In many cases the output of participants work was showcased, either within the school or among course participants or more widely. For many participants this has resulted in a strong sense of achievement reflecting their realisation that “I can do this, I can do this well, and look people can see me doing this well”. The sense of achievement, motivation and empowerment this approach can have on participants is something that should be considered in the design of other similar courses elsewhere, and especially in socially disadvantaged communities.

- 5. The “programmatic” or broad approach to the development of ICT skills in schools and in the community.** The approach adopted under the DLLI has been broad or holistic and this has consisted of five core elements, namely: the creative idea or core outcome focused objective of the course or learning; the content or curriculum design; the technological equipment needed; the training or professional development required; the ongoing support required. This approach has proven very successful within the Liberties/Coombe area and the “programmatic” or broader approach to the design and delivery of ICT skills in schools and in communities could be emulated elsewhere.
- 6. The use of the ICT to assist as a teaching resource.** The experience of the Schools Programme of the DLLI demonstrates the potential for the use of ICT to support teaching. Claymation, delivered under the Schools Programme, is a particularly good example. It involved the use of clay animation software as a way of improving the way teachers taught Irish in primary schools. Teachers found the approach to be very effective in developing language skills in a fun and stimulating way. The Clay Animation Project was the winner of the 2005 European Award for Languages and the DLLI in partnership with the NCTE plan to develop and trial an online teacher professional module using animation at both primary and post-primary and in conjunction with the online module to will develop a range of “train-the-trainer” programmes to assist ICT advisors roll-out clay animation courses around the country.
- 7. The approach taken to teacher ICT professional development linked to curriculum delivery.** The Schools Programme developed a method of steering and developing teacher ICT professional development linked to curriculum delivery. The professional development proved highly effective, providing a marked level of training-to-classroom transfer. Key features of the DLLI approach to teacher ICT professional development are as follows: user focus; immediacy and relevance; local provision; shared facilitation; on-site and on-call arrangements. Aspects of the DLLI approach could be applied outside the Liberties/Coombe area.
- 8. The experience and expertise of the Learning Team.** The Learning Team in the DLLI has built up considerable expertise in the design, development and delivery of ICT and digital courses for schools and communities. The learning from the team’s cumulative and their DLLI experience is something that could be systematically captured in greater detail (than is possible within an evaluation of this breadth) and it is something which practitioners and policy makers in the area could draw on in the future.
- 9. The benefits from concentration of activity within a geographic hub or cluster. The DLLI was concentrated within the Liberties/Coombe area and the concentration of the DLLI in this geographic area resulted in a number of benefits in the promotion and delivery of an initiative.** It can facilitate the establishment of networks of former participants and it can facilitate interaction between complementary. The concentration in a relatively small geographic area when combined with visible project activity (e.g. project participants visible on the street, project displays in the community, community radio and showcasing) can lead to a critical mass in terms of visibility and identity. Added to this the presence of identifiable “achievers” from the community and the mystic that can be associated with “technology” can be reduced considerably.



**The Digital Hub  
Development  
Agency and the  
NCTE**



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**Main Report**

**Evaluation of the  
Diageo Liberties  
Learning  
Initiative (DLLI)**



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**FGS Consulting  
and Dr Conor  
Galvin, UCD  
School of  
Education and  
Lifelong  
Learning**

March 2007



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# 1 INTRODUCTION

## 1.1 Evaluation Objectives and Terms of Reference

This is the final report of the Evaluation of the Diageo Liberties Learning Initiative (DLLI). This Evaluation was prepared by FGS Consulting in association with Dr Conor Galvin, UCD School of Education and Lifelong Learning.

This Evaluation was undertaken on behalf of The Digital Hub Development Agency (DHDA) and the National Centre for Technology in Education (NCTE). A Steering Group guided the Evaluation. The Steering Group included representatives from the DHDA, NCTE and Diageo Ireland.

The key objectives of this Evaluation, as set out in the Terms of Reference and agreed with the Steering Group, were:

1. To review the programme objectively and in particular the extent to which the Schools Programme and the Community Programme achieved their objectives;
2. To review the role of corporate social responsibility in the DLLI;
3. To identify areas suitable for future developments, specifically areas suitable for future development within the DLLI and areas or lessons from the DLLI experience relevant to wider policy or practice.

The specific objectives set for the Evaluation team are presented in Figure 1.1 on the next page.

## 1.2 Evaluation Method

Our methodology used the following research methods:

- **Review of Literature and Relevant Material:** We reviewed project and course reports and other relevant material available from the DLLI and the DHDA, relevant policy documentation, project websites, exhibit brochures, print media coverage, and TV and radio coverage relevant to the DLLI. We also analysed relevant contextual and DLLI specific data;
- **Consultations:** We undertook a wide range of consultations. This involved site visits to and a follow-up survey of the 15 participating schools. Evaluation of the Community Programme included surveys of course participants as well as consultations with community groups and other participating organisations. Other stakeholders consulted included: staff of the DLLI; the Chief Executive Officer of the DHDA; the Chairman of the CPPP process and the community representative on the board of the DHDA; the Department of Communications, Marine and Natural Resources; the NCTE; the Department of Education and Science; and Diageo Ireland. Overall, up to 100 people were consulted covering school Principals and teachers, community groups, course participants, project leaders, partners in the DLLI and other stakeholders.
- **Case Studies:** We undertook a number of highly descriptive case studies capturing participant/coordinators views on project benefits and impacts.

**Figure 1-1: Evaluation Team Objectives**

<p>“The Digital Hub Development Agency requests tenders for the evaluation . . .of the specified elements of the DLLI to:</p> <ul style="list-style-type: none"> <li>■ Establish and document the impact to date of the Schools and Community Programmes of the Diageo Learning Initiative (DLLI) on those who participate;</li> <li>■ Identify elements of the programmes suitable for further development;</li> <li>■ Identify and recommend how the programme should develop going forward;</li> <li>■ Review the programmes objectively with specific emphasis on the role of corporate and social responsibility;</li> <li>■ Assess how effectively Storytelling and Liberating Learning can support the existing school curriculum.”</li> </ul>
<p>“To review the implementation of the following objectives of the DLLI:</p> <ul style="list-style-type: none"> <li>■ To motivate students in the Liberties to participate more fully in meaningful personal learning activities;</li> <li>■ To improve student motivation by providing them with an opportunity to participate in engaging active learning projects;</li> <li>■ To develop a digital literacy approach in curriculum delivery in primary, post primary and non –formal sector;</li> <li>■ To develop a roadmap for introducing such a curricular approach into other schools, particularly other disadvantage schools;</li> <li>■ To develop a range of professional development resources and an accompanying pedagogy to allow teachers nationwide to use digital tools in a cross-curricular environment;</li> <li>■ To improve literacy levels among students and their wider families through using digital media;</li> <li>■ To explore how a constructivist pedagogical approach allied to the use of expressive computational materials can be integrated into meaningful learning activities in post-primary and non-formal education settings.”</li> </ul>
<p><b>Source: DHDA, Invitation to Tender</b></p>

## 1.3 Report Structure

This report is structured around the three key objectives of the Evaluation. The remainder of this report consists of five Chapters as follows:

- **Chapter 2 Background and Context:** Describes the background and context to the DLLI;
- **Chapter 3 Schools Programme:** Examines the extent to which the Schools Programme achieved its objectives and the impact of the Programme;
- **Chapter 4 Community Programme:** Examines the extent to which the Community Programme achieved its objectives and the impact of the Programme;
- **Chapter 5 The Role of CSR:** Considers the role of corporate social responsibility in the DLLI;
- **Chapter 6 Aspects Suitable for Future Development:** Identifies elements of the Schools and Community Programmes suitable for future development within the DLLI and also identifies aspects from the DLLI experience relevant to wider policy or practice.

A summary of outcomes from the Showcasing Programme is acted as Appendix A. This report is also accompanied by a number of audio and visual files.

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## 2 BACKGROUND AND CONTEXT

### 2.1 Chapter Introduction

This Chapter describes the background and context to the DLLI. This Chapter is important as it focuses the Evaluation inquiry in Chapters 3 and 4, and also sets the content from which we identify the relevance of experiences under the DLLI for wider policy and practice in Chapter 6.

The remainder of this Chapter consists of six sections. Section 2.2 provides a summary description of the Liberties/Coombe area. The establishment of The Digital Hub and the CPPP Process is discussed in Section 2.3 and the inception of the DLLI is described in Section 2.4. The concepts of digital literacy and the “digital divide” are considered in Section 2.5. Section 2.6 gives an overview of steps taken to delivery the DLLI (in terms of establishing the Learning Team, purchase of equipment and overall expenditure). Finally, the policy context is discussed in Section 2.7.

### 2.2 The Liberties/Coombe Area

The Liberties/Coombe area is one of the oldest and most historical in Dublin city. The “Liberties” were so called not because they were free, but because they were not under the city jurisdiction and because they lay outside the medieval city walls and in fact they had half a dozen “masters”. The name “coombe” or “combe” means a hollow or river valley, and in the case of the “Coombe” referred to the river Poddle (which has been driven underground).<sup>2</sup>

As the main western approach to Dublin City, Thomas Street and its environs became a “hub” of agriculturally based commerce. The area became a centre of production and distribution of tradable goods such as leather, alcohol, tea and hardware. The clusters of specialist “streets” such as Winetavern Street, Cook St, (referred to as early as 1270) Fishamble Street near Christchurch and the Corn Market, near St. Audoen's, identifies a long tradition centred on markets, trade, industry and innovation in the area.

Another tradition of this area is brewing and especially the brewing of Guinness. There has been a brewery at the present Guinness site since 1670. In 1715 the owners at that time were the Rainsfords and they transferred their business to Paul Epinasse, who subsequently transferred it to Arthur Guinness in 1759.

This trading tradition and the development of the Guinness Brewery at James's Gate meant that the area was one of strong commercial activity. However, throughout the 20<sup>th</sup> Century, the area went into economic decline, and lack of investment and the rationalisation of traditional industry combined to cause both physical and social decline and disadvantage.

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<sup>2</sup> The historical profile of the area is derived from an article titled “Liberties/Coombe: A Potted History” taken from the website “reflectingcity.com”.

Indeed, the Liberties/Coombe was one of five Inner City areas targeted by Dublin City Council for redevelopment under an Integrated Area Plan (IAP) in the late 1990s. The objective of the IAP being “to bring about sustainable urban regeneration by integrating physical, social and economic interventions to address the key issues in the area... To reinstate the dignity of the Liberties/Coombe as a living working locality fully participating in Dublin's entry into the next millennium”, (Liberties/Coombe Integrated Area Plan 1998: Dublin Corporation).

Today, the Liberties/Coombe is a 251 hectare area of Dublin's southwest inner city. It is flanked by the Liffey on the north from Heuston Station, down the south quays as far as Woodquay; the Grand Canal in the south to Clanbrassil St and Patrick Street in the east, and James Hospital and Rialto in the west. If you wish to view footage of the Liberties Area, please click on the “Liberties Footage” icon in the “AV Material” file on the accompanying CD.

It includes well know streets and areas such as Thomas Street/James's Street; Cork Street/The Coombe; Marrowbone Lane; Francis Street; Meath Street; Bridgefoot Street; Fatima Mansions; Theresa's Gardens; Dolphin House; The Grand Canal; Cornmarket/Bridge Street/Christ Church. The area has a strong “local voice” and the South West Inner City Network (SWICN) umbrella organisation represents 55 local groups from the area. The population of the Liberties/Coombe area was estimated at 42,640 in 2002 at the time the DLLI began. It increased by 3,300 or 7.7% to nearly 45,944 by 2006.

More detailed information from the Census of Population 2006 will not be published by the Central Statistics Office until later in 2007, so the most recent year for which socio-economic data on the population of the Liberties/Coombe is available is 2002. This data shows that the area continues to experience considerable socio-economic disadvantage. The unemployment rate (the percentage of people age 15 plus who are looking for work but cannot find it) was considerably higher than the national and Dublin average. The unemployment rate was estimated at 13% in 2002 compared to a Dublin average of 8.5% and a national average of 8.8%.<sup>3</sup>

The population of the Liberties/Coombe also has a high share of its population with low levels of educational attainment. Examining people in the area whose education has ceased shows that “primary education or no formal education” is the highest level of education attainment for 23% of people. This is higher than the share in Dublin (19%) and nationally (22%). The higher concentration of educational disadvantage is also reflected by the fact that a higher share of its population finished schools before the age of 15.

Looking at data on people who had ceased their education shows that 16% finished their education before the age of 15 in the Liberties/Coombe compared to only 13% in Dublin and 15% nationally. Furthermore, it is likely that the degree of educational disadvantage is higher than reflected in these

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<sup>3</sup> These unemployment rates are taken from the Census of Population as the lowest level of geographic coverage available from the Quarterly National Household Survey (QNHS) is Regional Authority level. The national unemployment rate from the Census of Population for 2002 will differ from the rate from the QNHS Q2 2002 for a number of statistical reasons. These include the fact that the measure of unemployment used here relates to the “Principal Economic Status” measure rather than the “International Labour Organisation”; the fact that the Census of Population is a census of the population whereas the QNHS is a representative survey; and the fact that the Census uses a written postal questionnaire while the QNHS uses face to face interviewing techniques.

figures as the areas has a higher share of “not stated” responses the questions in the Census of Population on educational attainment. For example, 13.5% of the population in the Liberties/Coombe did not state their highest level of educational attainment compared to 6.6% in Dublin and 5.1% nationally.

Data on income levels is not available from the Census of Population and is not available at DED level from other surveys or data sources held by the Central Statistics Office. Nevertheless, the relatively high unemployment rate in the area and the high concentration of educational disadvantage suggest that income levels are below the national average.

Data available from the Census on Population on PC ownership and access to the internet reinforces this view. Household ownership of PCs in the Liberties/Coombe at 34% in 2002 is lower than ownership in Dublin, at 49%, and ownership is also lower than it is nationally, at 44%. Internet access is also lower in the Liberties/Coombe. Only 25% of household had access to the internet (in their household) compared to 39% in Dublin and 34% nationally in 2002. See Table 2.1 for details.

**Table 2-1: Socio-economic Disadvantage in the Liberties/Coombe**

Indicators	Liberties/Coombe	Dublin	Ireland
Unemployment rate	13.0%	8.5%	8.8%
% of population whose education ceased and "primary/no formal education is highest level of attainment"	22.5%	18.7%	22.2%
% of population whose education ceased and left school before the age of 15	16.1%	13.4%	15.4%
% of private households with a PC	33.7%	48.8%	43.5%
% of private households with internet access	25.0%	39.4%	34.1%
<b>Source: Central Statistics Office, Census of Population 2002</b>			

Understanding the socio-economic and cultural characteristics of the Liberties/Coombe area is important in order to understand the local context within which the DLLI is delivered. But it is also important from a national perspective as the socio-economic disadvantage of the areas means that it is an area that is likely to be experiencing the “digital divide” and as such the experience of the DLLI in attempting to overcome this “divide” can have implications for national approaches to addressing the “digital divide”. The next section discusses The Digital Hub and the CPPP process which led to the establishment of the DLLI.

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## 2.3 The Digital Hub and the CPPP Process

The Digital Hub is an Irish Government project with the objective of creating an international centre of excellence for knowledge, innovation and creativity focused around digital media enterprise. It is located on a site formerly occupied by the Guinness Brewery in Dublin's South West Inner City or Liberties/Coombe area.

Through legislation, the Government established that the project would be delivered by a state body, utilising property acquired by the Office for Public Works (OPW), and delivered by commercial partnership arrangements with developers. Following extensive consultation with the local community and relevant public and private stakeholders, a "Strategy Document" outlining the overall vision and plan for the project was published in December 2001.

In 2003 the Government established The Digital Hub Development Agency, (DHDA), which now manages the project. In accordance with section 9 of The Digital Hub Development Agency Act 2003 the DHDA is required to "prepare a plan for the strategic developments ('development plan') for The Digital Hub".

In the spirit of partnership and consultation, which has been a cornerstone of The Digital Hub since its inception, and in accordance with section 8 (g) of the Act – "consult with local community interests in or adjacent to The Digital Hub as part of the implementation of the development plan". The DHDA is also specifically required to consult with specific public bodies. In particular to "have regard to Dublin City Council's integrated area plan for the Liberties and Coombe area and Dublin City Council's Development Plan" and to "consult with Dublin City Council, relevant Departments of state, Enterprise Ireland, IDA, other relevant bodies established by or under statute and interested relevant third parties".

Established in 2003, the CPPP process is the consultation process operated by Digital Hub Development Agency to reflect the spirit of partnership which has been a cornerstone of The Digital Hub since its inception.<sup>4</sup>

There are two main objectives of the CPPP process:

1. Act an information sharing/communications channel between the Agency and all of its partners;
2. Write a "development plan" in accordance with Section 9 of the Digital Hub Development Agency Act 2003.

The CPPP process is chaired by Mr Peter Cassells, Executive Chairperson of the National Centre for Partnership and Performance, and former member of the Board of The Digital Hub. The process is facilitated by Dermot Ryan, Communications and Public Affairs Consultant.

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<sup>4</sup> The DHDA was awarded with a Merit award in the "Best Partnership" category at the Eircom/Inside Government Innovation through Technology Awards in January 2006 for the CPPP process.

The process is overseen by a Steering Group, which is appointed by the Board of HAD. The Steering Group consists of four members from the community, public and private sectors. In order to write the “development plan”, the Steering Group appointed five “working strands” to agree principles for inclusion in the “development plan”, under the following headings: Community; Education and Learning; Enterprise; Heritage; Property.

The process is overseen by a Steering Group of 13, an independent Chair, and four members each from the Community, Public and Private sectors. The members are appointed by the Board of DHDA. The four Community representatives are chosen by the South West Inner City Network (SWICN). Public Sector representatives are chosen by RAPID (Revitalising Areas through Planning, Investment and Development), Digital Hub Development Agency, (DHDA), the National Centre for Performance and Partnership (NCTE, and Dublin City Council. Private Sector representatives are chosen by Diageo Ireland, Dublin Chamber of Commerce, the Thomas Street Business Association and Enterprise Ireland.

After consultation through the “working strands” 28 principles were agreed by the Steering Group and were then adopted by the Agency in February 2007. The 28 Principles which underpin the development plan come under the following headings:

- Enterprise and Research;
- Property and Heritage;
- Community, Education and Training.

In order to ensure that the 28 Principles are adhered to, a number of representatives have been appointed to three “strands” under the above headings. These strands will meet quarterly, to examine the principles of the Development Plan in their strand, and to work together to achieve solutions to ensure that these principles are put into action. The plan notes that The Digital Hub is being developed over two Phases, Phase 1 2003-2005 and Phase 2 2006-2012 – see Figure 2.1.

**Figure 2-1: Two Phased Implementation of The Digital Hub**

**PHASE 1: 2003-2005**

This phase was concerned with the creation of a digital media enterprise cluster; the initiation of learning programmes and community engagement; the management and development of available properties to produce suitable space for the location of a new digital enterprise cluster and related activities, including the establishment of a digital media incubation facility in partnership with Enterprise Ireland and Dublin City Council; the planning and completion of commercial arrangements with private property developers for the major construction phase; installation of telecommunications infrastructure to service the area with broadband services and the development of a Network Operations Centre to service the campus network and provide international connectivity; and the establishment of a Project Office to manage delivery of the project.

## PHASE 2: 2006-2012

Having successfully delivered Phase 1, this phase is concerned with the growth and expansion of the enterprise cluster and the major construction and delivery of the complete city quarter based on digital media enterprise. It will comprise state-of-the-art office space for flagship and international digital media concerns; a growing cluster environment to stimulate the development of advanced digital media products and services; the establishment and integration of a National Digital Research Centre (NDRC) and related programmes to act as a catalyst for research and development in the sector; expansion of community involvement and education initiatives and the dissemination of successful Digital Hub learning programmes to the wider educational sector.

Source: DHDA, "Development Plan, 2007"

The next section discussed the objectives set for the Liberties Learning Initiative as set in 2003, while the remainder of this report focuses on the achievement of the objectives of the Schools and Community Programmes of the DLLI over the 2002-2006 period.

## 2.4 The LLI and the DLLI

Section 9, of the Digital Hub Development Agency Act, 2003 noted that The Digital Hub must implement "a strategy for educational provision, particularly for digital arts and technology, including linkages with first and second level schools, with further education and with third level institutions engaged in digital content projects".

As noted in Section 2.3 the objective of the Education and Learning Strand of the CPPP process was to make recommendations on the education objectives of The Digital Hub. The recommendations of the Education and Learning Strand were accepted in 2003 and it was agreed that The Digital Hub would deliver its education and learning objectives through the Liberties Learning Initiative.

The Liberties Learning Initiative (LLI) was to pilot a range of learning projects focused on the creative use of digital media. In order to achieve these aims it was agreed that a Schools Programme, Community Programme, Showcasing Programme and Enterprise Programme would be developed. The specific objectives of each of the Programmes are shown in Figure 2.2. In early 2004 a review of LLI Branding was carried out, and a new logo and branding was agreed between all parties. As part of this process it was agreed to award Diageo title sponsorship and the LLI was thereafter referred to as the Diageo Liberties Learning Initiative (DLLI).

There was a strong emphasis from the local community that the DLLI would provide digital media or "technology" opportunities to the local community and especially to young people in the local community. In particular, there was a sense that the DLLI should seek to "remove the mystery from ICT and media technologies". As such it was believed that a central aim was to help give local children a head-start in relation to the skills and capabilities they are likely to need to live and work in an increasingly digital world. Or in other words it should help reflect the national priorities of building a knowledge-based society and addressing the "digital divide" through improved digital and ICT literacy. Given the focus of digital/ICT literacy and the "digital divide" to the DLLI we discuss the meaning of these terms in more detail in Section 2.5 before going on to discuss the implementation of the DLLI.

**Figure 2-2: Objectives of the DLLI Programmes**

<p><b>Objectives of the Schools Programme:</b></p> <p>Develop a range of digital literacy programmes with the schools of the Liberties/Coombe, aimed at addressing the “digital divide”;          Provide a range of ICT equipment and support to local schools;          Provide professional training to teachers to enable them to introduce students to digital media education;          The Digital Hub will work with state and other relevant agencies to assist schools in integrating digital media education across the curriculum;          Advise and inform local schools on careers in the digital media sector, with a view to opening pathways to further education;          Ensure that the Schools and Community programmes compliment each other, so as to ensure support for children and young people outside of the school environment;          Ensure that all school children of the Liberties/Comme area have equal access to the facilities of the Liberties Learning Initiative.</p>
<p><b>Objectives of the Community Programme:</b></p> <p>Address the “digital divide” by working with partners to deliver a range of programmes aimed at providing local people with digital skills;          Play a strategic role in supporting local community educational initiatives by hosting ‘train the trainer’ courses in the Learning Building;          Provide access to a range of community focused courses in the Learning Building          Empower the local community to implement digital media programmes in their own communities;          Ensure that the Schools and Community programmes compliment each other, so as to ensure support for children and young people outside of the school environment.</p>
<p><b>Objectives of the Showcasing Programme:</b></p> <p>Develop an exhibit programme that showcases new developments in digital media both from a content and enabling technology perspective;          Provide space for Irish companies, in particular companies located in The Digital Hub, to exhibit their digital media creations;          Develop the learning Building as a networking centre for emerging digital media;          Provide opportunities to showcase the work community and schools programmes of the Liberties Learning Initiative;          Provide an opportunity for The Digital Hub to showcase its work outside of The Digital Hub area;          Provide an opportunity for The Digital Hub to showcase its work online.</p>
<p><b>Objectives of the Enterprise Programme:</b></p> <p>Work with the digital media sector, both locally and nationally, to identify skills gaps in the industry in Ireland;          Work with the digital media sector to monitor trends in the industry, and advise on how to best meet the needs of the sector as it develops locally, nationally and internationally;          Work with local and national education providers to develop programmes that meet the needs of industry;          Host digital media events in the Learning Building;          Deliver a range of digital media enterprise courses in the Learning Building;          Sponsor bursaries in digital media education.</p>

## 2.5 Digital Literacy and the Digital Divide

### 2.5.1 Digital Literacy and ICT Literacy

Advancements in ICT and the internet since the 1990s has meant that citizens of developed countries are able to generate, store, share and manipulate large quantities of information cheaply, and almost instantaneously. These technologies have become part of the culture and fabric of everyday life in the “knowledge society”. Indeed, the European Commission’s 2002 report “eEurope Action Plan” noted that these developments have implications for education and learning, as traditional education

methods will no longer provide students with all the necessary skills for life and work after school, and curricula must adapt to meet the needs of the “knowledge society”. The increasing role of ICT in society is further reflected by the International Reading Association in 2001 who claimed that to become fully literate, students must be proficient in the new literacies of ICT, and that educators had a duty to integrate ICT into the literacy curriculum.<sup>5</sup>

The 2001 OECD report “Schooling for Tomorrow, Learning to Change: ICT in Schools” notes that digital literacy is “more than ability to use a computer in simple ways”. The report also notes that digital literacy “implies a sophisticated set of competences pervading workplace, community and social life, including information-handling skills, and the capacity to make judgments about relevance and reliability when searching on the Internet.”

In a recent article on “Investigating Children’s Emerging Digital Literacies” digital literacy is viewed as a set of habits students use in their interaction with information technology for learning, work, and fun. Specifically, the set of habits comprising this definition of digital literacy includes the following five dimensions as: troubleshooting strategies; the range of purposes connected to computing; skills in using common tools such as word processing, email and web searching; communication literacy: use of email; instant messaging, and other tools to talk to peers and adults; web literacy: use of the web to find, cull, and judge information and skills at creating web based material. (Ba et al, 2002, “Investigating Children’s Emerging Digital Literacies”, Journal of Technology, Learning and Assessment, Vol. 1 No. 4)

The concepts of digital literacy and ICT literacy are closely related. While the term “digital literacy” is used frequently in Irish government and European policy documents the concept of ICT literacy has been extensively defined.

ICT literacy was defined by an international ICT literacy panel in 2002 (set up by Educational Testing Services) as: “using digital technology, communications tools and/or networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society”. (Educational Testing Services, 2002, “Digital Transformations – A Framework for ICT Literacy, A Report of the International ICT Literacy Panel”.)

More recently in 2003 an OECD appointed ICT International Expert Panel noted that “ICT literacy is the interest, attitude and ability of individuals to appropriately use digital technology and tools to access, manage, integrate and evaluate information, construct new knowledge and communicate with others in order to participate effectively in society”. (OECD, 2003, “Annex B: Assessing Information and Communication Technology Literacy in PSIA 2006. Report of the ICT Expert Panel”)

Commenting on the work of the OECD Expert Panel the National Council for Curriculum Assessment (NCCA) note that the panel also point out that:

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<sup>5</sup> The remainder of this section draws on the NCCA report “Curriculum Assessment and ICT in the Irish Context: A Discussion Paper”, 2004.

- Ability alone to use ICT is insufficient for developing ICT proficiencies and that individuals also need the motivation, interest and belief that ICT literacy makes a difference to their lives and individuals need to enjoy using ICT;
- The “appropriate use” of ICT encompasses facets such as using ICT with fluency, understanding the potential of ICT and the social and ethical issues related to the use of technology;
- Communicating information/knowledge is a critical component of ICT Literacy;
- ICT literacy allows individuals to contribute to and benefit from society including the educational, economic, political, leisure and cultural life of a society.

Reflecting on the various definitions of ICT literacy the NCCA identifies key processes that the literature suggests are essential components for ICT literacy – that is to access, to manage, to integrate, to evaluate and to create. These are further expanded in Figure 2.3.

**Figure 2-3: Essential Components of ICT Literacy**

<b>Access</b>	Ability to collect and retrieve information
<b>Manage</b>	Organise information effectively in to existing classification schemes
<b>Integrate</b>	Interpreting, summarising comparing information using similar or different forms of representation
<b>Evaluate</b>	Able to make judgements on the equality, relevance or efficiency of information
<b>Create</b>	Generating new information or knowledge by adapting, designing or authoring information
<b>Source: Adapted from NCCA, 2004, “Curriculum Assessment and ICT in the Irish Context”</b>	

The NCCA report (referenced above) notes that while the OECD definition of ICT literacy presents a broad definition of ICT literacy in education it does not entirely encompass the opportunities for using ICT in the knowledge society, the development of the range of media literacies, and the broad range of personal capabilities which can be developed through the use of ICT. Therefore, the NCCA presents the following vision of ICT literacy: “All students will leave school as capable independent learners, able to use ICT confidently, creatively and productively, able to communicate effectively, able to work collaboratively, and to critically evaluate, manage and use information.”

This Evaluation incorporates these essential components, as reflected by the NCCA, into its examination of the digital and ICT literacy when examining the DLLI Programmes. Before setting out the elements put in place to implement the DLLI the next section discusses the meaning of the concept of the “digital divide” and important issues to be measured when examining interventions to address the “digital divide”.

### **2.5.2 The Digital Divide**

The “digital divide” is a term used to refer to the gap between people who have access to ICT and those who do not. It also refers to the skills people have – the divide between people who are at ease using technology to access and analyse information and those who are not.

The “digital divide” is commonly associated with the extent to which people from socially and economically disadvantaged backgrounds are excluded from regular and effective access to digital technologies and ICT. This is because the “divide” is correlated to socio-economic status and to educational attainment. As indicated in Section 2.2 the Liberties/Coombe is an area of socio-economic disadvantage and it is therefore likely to be an area suffering from the “digital divide”. This is important not just from a local point of view but also from a national perspective as it means that the lessons from the experience of the DLLI will have national implications.

There are competing theories on the role of Government involvement in addressing the “digital divide”. As noted in the 2003 report “Digital Divide: Analysis of the Uptake of Information Technology in the Dublin Region” by Trutz Hasse and Jonathan Pratschke note there are two broad theories, namely the broadband thesis and the diffusion thesis. These are as follows:

- **Broadband Thesis:** This predicts that increased and improved provision of popular content via broadband will increase attractiveness of the service, and create a mass market for fast internet. This in turn will lead to a fall in prices, and increase in the attractiveness of ICT’s – as was the case for the spread in television usage in the 1950’s and 1960’s. It implies that Government intervention should therefore be limited to provision of the initial infrastructure and regulation of the service provision to ensure rural and disadvantaged areas are not excluded as once mass demand exists and becomes fulfilled, the social profile of the online community will also broaden;
- **Diffusion Theory:** This argues that early adopters of new innovations are typically from groups with higher socio-economic status. Education, literacy, and social status are also fundamental factors in providing access to the financial and information resources required to adapt to innovative technologies. Furthermore, this theory suggests that the adoption of new technologies often only reinforces economic disadvantage, and that without appropriate Government intervention (over and above provision of the initial infrastructure and regulation of the service provision) the adoption of internet and ICT technologies will only serve to exacerbate existing social division.

A number of different studies provide conflicting evidence in relation to the two above theories. A number of US studies in the late 1990s appear to provide support to the broadband thesis. However, there is also evidence from the US to support the diffusion theory and an analysis of the situation in the late 1990s in Europe also supports the diffusion theory. For a discussion of this evidence see Hasse and Pratschke (2003). Overall the balance of evidence seems to lend greater support to the diffusion theory.

Indeed, a key limitation of the broadband thesis is that usage of ICT depends on other socio-economic factors outside of affordability and availability. Furthermore, the usage of ICT technologies

in the knowledge society is very different to the usage of other technologies (such as television as cited by the broadband thesis) which tended to be more passive.

There are dimensions to the “divide” that go beyond simple access. For example, disadvantages can take such forms as lower-performance computers versus high performance units; lower-quality or high-priced (dial-up) connections versus broadband. In addition, the “divide” can be exacerbated by differences in literacy and numeracy skills. A recent 2004 NCCA report, “Curriculum Assessment and ICT in the Irish Context”, noted that even where working-class children have access in the home, it is more likely to be used as an entertainment tool (games, music etc) than in middle class homes, where children use it more frequently for learning activities.

Therefore, there is a clear policy rationale for interventions (such as education and training interventions under the DLLI) to try to address the “digital divide”.

When it comes to evaluating such interventions the 2000 report “IT Access for All” by the Information Society Commission argued that attempts to address the “digital divide” should not just refer to physical access, but should be evaluated and tackled along five different axes. These are as follows:

- Awareness;
- Physical accessibility;
- Usability and user-friendliness;
- Ability to use the new technology;
- Availability of technical support.

These five axes are factored into this Evaluation of the DLLI.

## 2.6 Implementing the DLLI

Diageo Ireland provided funding of €2.5m or approximately €630,000 per annum over the 2002-2005 period. Other sponsorship was provided by the NCTE, IDA Ireland and Enterprise Ireland, and some other sponsorship (discussed in more detail in Chapter 5). The DHDA appointed two Directors of Learning, John Hurley and Michael Hallissy. They worked closely with the Director of Marketing and Strategy, Stephen Brennan. The Learning Team also included a Schools Project Coordinator, Clifford Brown, and a Community Project Coordinator, Justine Murphy. The Learning Administrator was Louise Morgan.

Diageo Ireland continued to provide sponsorship in 2006 but at a significantly reduced level, this had been envisaged from the beginning of the DLLI. Overall Diageo Ireland provided funding in excess of €3m to the DLLI. Funding for central costs, staffing and overheads, became available in 2006 from the Department of Communications, Marine and Natural Resources. Total spending over the 2002-2006 period is estimated at €4.6m. Table 2.2 shows the estimated level of expenditure from 2002-2006.

**Table 2-2: Estimated DLLI Expenditure 2002-2006**

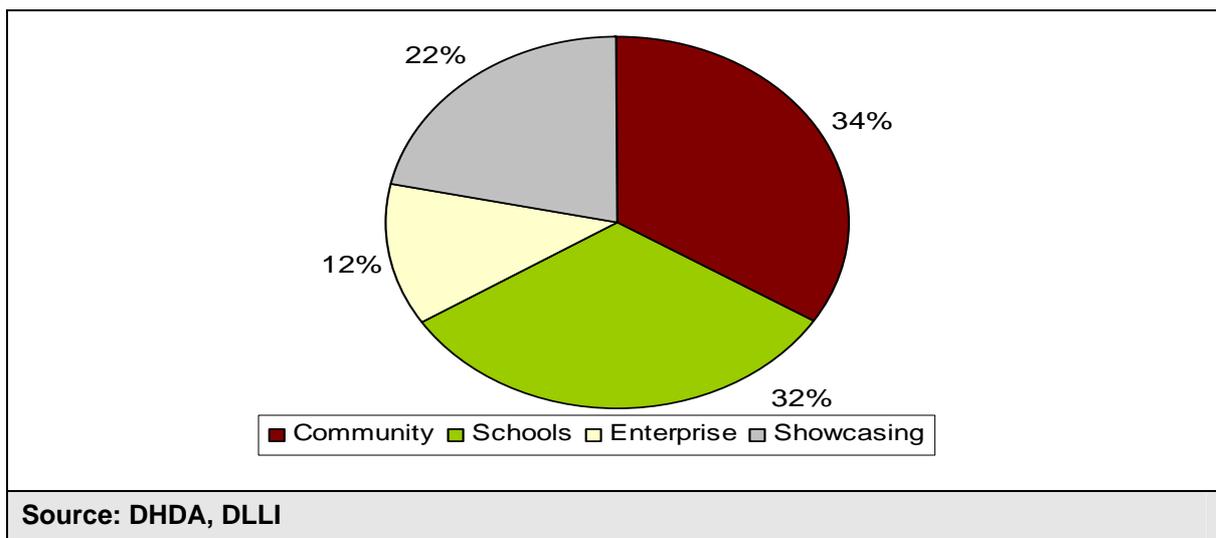
Year	Estimated Expenditure ('000s)
2002	801
2003	1,001
2004	946
2005	739
2006	1,129
2002-2006	4,616

**Source: DHDA, DLLI**

Most of the spending on infrastructure was in 2002 and in 2003. In particular, there was expenditure of approximately €0.465m in 2002 and €0.173 associated with the Learning Studio and equipment. Otherwise expenditure on the Learning Studio was less than €30,000 each year from 2004. Expenditure on equipment and infrastructure involved the purchase of computers, digital media equipment, audio visual equipment, software, furniture, library, and some maintenance. An indication of the type of equipment is presented in Table 2.3 at the end of this Section.

The Programmes which are the focus of this Evaluation, namely the Schools Programme and the Community Programme, were the two main spending Programmes. These two Programmes account for 64% of Programme expenditure under the DLLI with the remainder accounted for by the Showcasing Programme and the Enterprise Programme – see Figure 2.4. Planned spend on the Showcasing Programme was reduced to €20,000 in 2006, reflecting a greater prioritisation of the Schools Programmes and Community Programmes, which themselves include showcasing of participants work. The Mobile Computer Clubhouse came on line in 2006 with expenditure of €0.25m.

**Figure 2-4: Allocation of Expenditure by DLLI Programme Area**



**Table 2-3: Sample of Equipment and Infrastructure Purchased**

Area	No.	Area	No.	Area	No.
<b>Computers</b>		<b>Digital Media Equipment</b>		<b>Software</b>	
Laptops c/w DVD CD write	25	Digital video camera professional with case	1	Microsoft Office	38
Desktops	3	Digital video camera mid range with case	1	CBT training packages	1
High spec Desktops c/w DVD CD write	10	Tripod Manfrotte	3	Macromedia Director	10
LAN Server	1	Radio Frequency Microphones	1	Macromedia Dreamweaver MX	35
CD Server	1	Formac Studio Box	1	Macromedia Flash	35
Headphones	35	Digital video cameras handcam	3	Adobe Photoshop	10
Wireless Network Access Points	2	Digital still cameras	15	Adobe After Effects	5
48 Port 10/100 Switch	1	Professional Flatbed Scanners	1	Adobe Acrobat 5	1
Firewall	1	Document Feeder Scanner	1	Adobe Premier	5
4 port Router	1	Standard Flatbed scanner	1	Final Cut Pro	5
Matrix Switcher	1	Minidisc recorder	1	Sonic Foundry Soundforge	5
Converter for Mac re networking	1	DV Tapes	100	Quicktime Pro	10
42U Data cabinet	1	CD's rewritable	100	Paint Shop Pro	25
Wireless Network Installation	1	Colour Laser Printer and B & W Laser Printer	6	Other Utility Software	1
<b>Approximate cost ('000s)</b>	<b>€150</b>	<b>Approximate cost ('000s)</b>	<b>€40</b>	<b>Approximate cost ('000s)</b>	<b>€50</b>
<b>Furniture</b>		<b>Audio Visual Equipment</b>		<b>Library</b>	
Screen Dividers	2	Data projector hi end fixed	1	Training Manuals	1
Laptop Storage Cabinet	1	Reception back projector	1	Reference Books	1
Chrome & plastic shelf display	1	Learning Space data projectors	2	Software library	1
Display stand for TV monitor	1	stand alone projector	1	<b>Approximate cost ('000s)</b>	<b>€10</b>
TV and video stand	1	Cradle costings	3		
Chairs	40	Interactive whiteboard & stand	1		
Mobile Desks	25	Plasma screen 42"	2	<b>Other items, approximate cost ('000s)</b>	<b>€10</b>
Fixed Desks	14	Portable Screen	1		
Furnishings	1	<b>Approximate cost ('000s)</b>	<b>€30</b>		
Blinds	1				
<b>Approximate cost ('000s)</b>	<b>€30</b>				
<b>Source: DHDA, DLLI</b>					

## 2.7 Policy Context

This section discussed the policy context within which the DLLI was implemented. It is important as it sets the content from which we identify, in Chapter 6, the relevance of experiences under the DLLI for wider policy and practice.

Ireland's ICT in schools policy was launched following the publication by the Department of Education and Science in 1997 of the report "Schools IT2000, A Policy Framework for the New Millennium". There were three major initiatives in IT2000: Technology Integration Initiative (TII); Teaching Skills Initiative (TSI); Schools Support Initiative (SSI) including (Schools Integration Project or SIP) and ScoilNet). A further initiative, "Interactive Software in the Curriculum" evolved as the implementation of IT2000 progressed.

IT2000 was followed from 2001-2003 with the Blueprint for the Future of ICT in Education Programme. The National Centre for Technology in Education (NCTE) notes that the new programme sought in broad terms to advance the use of ICT in education by: expanding the ICT capital provision to schools; increasing access to, and use of Internet technologies; further integrating ICT into the school curricula; improving professional development for teachers. Over the period 1998 to 2004 the Department of Education and Science invested some €157m in the ICT in Schools Programme. The recently published "DEIS (Delivering Equality of Opportunity in Schools): An Action Plan for Educational Inclusion" also identifies an important role for ICT in achieving educational inclusion.

The report "NCTE 2005 Census on ICT Infrastructure in Schools: Statistical Report published by the NCTE notes that the estimated number of computers in Ireland in 2005 was 97,709, up over 13,000 or 15% on the estimated number of 84,663 in 2002. As a result the pupil to computer ratio has improved between 2002 and 2005, down from 11.6 to 9.06 in primary schools, down from 7.41 to 7.01 in post-primary schools and down from to 3.79 to 3.09 in special schools.

However, based on the most recently available international data the above report by the NCTE also noted that while "International research shows an improvement in post-primary schools in Ireland between 2000 and 2003 on measures of ICT infrastructure such as average number of pupils per computer, percentage of computers with Internet access, and percentage of pupils with access to a computer. However, other countries also registered improvements over the three years, with the result that Ireland continues to lag behind the OECD average on key indicators of infrastructure." ("NCTE 2005 Census on ICT Infrastructure in Schools", page 67-68).

Indeed, examining data from the OECD commissioned Programme for International Assessment (PISA) national representative survey of 15-year olds across OECD countries shows that:

- **Student computer ratio:** In 2003 the average number of students per computer in Ireland was 9, higher than the OECD average of 6. The number in Ireland was also considerably higher than a number of countries with a ratio of 3 or 4 students per computer. These include America, Australia, Hungary, Korea and New Zealand;

- **Percentage of computers with internet access:** In 2003, 67% of computers in post-primary schools in Ireland had Internet access less than the OECD average of 78%. The percentage in Ireland was also considerably lower than a number of countries where more than 90% of computers had internet access. These include America, Australia, Canada, Finland, Iceland, Korea, Luxembourg, New Zealand and Sweden;
- **Percentage of computers with LAN connection:** In 2003, 36% of computers in post-primary schools in Ireland had a LAN connection less than the OECD average of 68%. The percentage in Ireland was also considerably lower than a number of countries where more than 80% of computers had LAN connection. These include America, Canada, Iceland, New Zealand and Sweden;
- **Access to computers in school:** In 2003 Ireland scores relatively better than on other indicators for percentage of 15 year olds with access to a computer in school, although Ireland is still below the OECD average – 89% versus 92%;
- **Use of computers in school:** In 2003 24% of students were described as frequent users of computers at school, 27% as moderate users, and 49% as rare or nonusers. The corresponding OECD country averages were 44%, 28% and 28% respectively. Therefore, Ireland had the highest share of “rare or non-users” of computers in school. This highlights the importance of monitoring usage and not just indices of infrastructure as noted by the NCTE 2006 report which notes that “future, the use of computers in schools will need to be monitored as closely as the indices of infrastructure described in this report.” (“NCTE 2005 Census on ICT Infrastructure in Schools”, page 68).

**Table 2-4: Selection of ICT Indicators**

Indicator	Ireland	OECD Average
Student computer ratio (average number of students per computer)	9	6
% of computers in schools with internet connection	67	78
% of computers in schools with a LAN connection	36	68
% of 15-year olds with access to a computer at school	89	92
% of 15-year olds who are “rare or non-users” of computers at school	49	28
<b>Source: OECD, “PISA”</b>		

At an EU level recent figures suggest that only 1 in 8 schools across Europe is “e-mature”. That is technically and pedagogically capable of providing the type of education increasingly seen as necessary for people to thrive and succeed in the knowledge society (Maruja Gutierrez Diaz, EUN Round Table on The Future of Schooling, Bruges, 7-8 December 2006).

The OECD outlined three key rationales for incorporating ICT in education in their 2001 report, “Learning to Change – ICT in Schools”. These include the pedagogical rationale (the potential of ICT to increase the breadth and depth of children’s learning), the social rationale (the development of ICT competence as a life skill, in the same way as numeracy and literacy) and the economic rationale (the potential of schools to prepare students to meet the perceived needs of the present and future economy).

Beyond the benefit, of acquiring a new skill, there can be several other benefits to the use of ICT in education. Largely these are student-centric, but there are benefits to teachers as well. Research in the US by White, Ringstaff and Kellet in 2002 showed the main benefits were: gains in student achievement; increased motivation; improvements in problem-solving abilities; development in students' abilities to work collaboratively. (White et al, 2002, "Getting the most from Technology in Schools", West Ed Knowledge Brief). Also as the teacher is the "gateway" to learning, the effectiveness of their own ICT skills can influence the amount of usage by the student. Fundamentally then, adequate training or professional development for teachers, to enhance the ICT experience of the student is necessary.

At European level, policy on the information society has been guided by the European Commission's "eEurope – An Information Society for All" launched originally in 1999. At the heart of this strategy were two key objectives:

- To bring every European citizen, home, school, every business and administration, into the digital age and on-line;
- To create a digitally literate Europe, supported by an entrepreneurial culture ready to finance and develop new ideas.

This has been followed up by two more eEurope action plans – "eEurope 2002", and "eEurope 2005". The new policy framework is "i2010", an initiative which aims to provide an integrated approach to information society and audio-visual policies in the EU, covering regulation, research, and deployment and promoting cultural diversity. Its objective is to ensure that Europe's citizens, businesses and governments make the best use of ICTs in order to improve industrial competitiveness, support growth and the creation of jobs and to help address key societal challenges.

In 1999, the Government published its first Action Plan for the Information Society. This Action Plan entitled "Implementing the Information Society in Ireland" set out a range of measures appropriate to the development of an Information Society in Ireland. It covered a number of broad areas: telecommunications infrastructure, development of electronic commerce and business opportunities; enabling measures and legislative measures; ICTs and delivery of public services; supporting areas where action is needed; and taking the work forward. The government produced its Second Action Plan in 2002 "New Connections – A Strategy to Realise the Potential of the Information Society". It set out the key features to government policy for the development of the information society in Ireland, with a focus on infrastructural requirements and supporting frameworks.

The second plan identified frameworks requiring increased capacity to support Information Society development were identified, one of which was eInclusion which aims to ensure that our development as an Information Society is inclusive, and builds on the potential of ICTs to address issues of disadvantage and exclusion. Specific initiatives to address eInclusion as part of the Information Society are summarised in Figure 2.5.

**Figure 2-5: eInclusion Initiatives under the Irish Government Information Society Action Plans**

<b>Awareness Initiatives</b>
Part of the remit of the first Information Society Commission, these was aimed at late adopters of new technologies. The most high profile were the Netdays project (1999), and Dot.what TV programme in 2000.
<b>Library Internet access</b>
Internet access is now generally available through the public library network with over 1,400 access points, up from 108 in June 1999, and library staff have been trained in providing instruction to their customers in the use of PCs and the internet.
<b>Equalskills</b>
Based in the South West and Shannon Regions, this project ran from September 2001-September 2002, with the aim of providing 100,000 people with the basic skills to use a PC, browse the internet, and use email.
<b>CAIT</b>
Receiving funding of €5m, for the period from July 2001 to December 2002, the purpose of the CAIT Initiative was to support 71 community-led projects aimed at engaging late adopters of new technologies.
<b>Local Authorities</b>
The provision of local community content on-line; making access and training opportunities available through local authority facilities.
<b>Muintir na Tire Project</b>
Drawing on support from the Department of Social, Community and Family Affairs, Muintir na Tíre have built a portal website that facilitates easy creation of online content by local member branches. It presents a model that may have wider community and voluntary sector application.
<b>Accessibility</b>
Under the eEurope Action Plan, all public sector websites were required to be WAI18 (level 2) compliant by end-2001.
<b>Source: Adapted from “New Connections – A strategy to Realise the Potential of the Information Society”, 2002.</b>

In the new partnership agreement, Towards 2016, emphasis is also given to the development of the knowledge economy in the future. The Agreement provides for a national eInclusion strategy to be developed, by the eInclusion Stakeholders Group. It notes that the priority for this strategy is that everyone has the opportunity, through encouragement, awareness, support, enablement and participation, to exploit ICTs to improve their quality of life, and the cohesiveness and well-being of their communities. The development of this strategy aims to be in line with the NAPinclusion and the “i2010 Initiative”. The Agreement emphasises the role of community and voluntary organisations as critical to the implementation of this Strategy (Department of the Taoiseach, (2006), “Towards 2016 - Ten-Year Framework Social Partnership Agreement 2006-2015”).

Finally, the National Development Plan 2007-2013 outlines a number of areas for investment to support the development of the Information Society. With increased investment in broadband and related investment in the “Communications and Broadband Programme” and investment under an “ICT in Schools Sub-Programme”. The latter being of particular relevance to the current Initiative as the NDP notes:

“Investment of the order of €252 million will be made in ICT for schools over the period of the Plan. A detailed ICT strategy will be published by the Department of Education and Science in 2007. In summary, this strategy will deal with: developing an e-Learning culture in schools that will ensure that ICT usage is embedded in teaching and learning across the curriculum; teacher professional development; the maintenance of a national broadband network for schools; the upgrading and renewal of hardware; and the provision of software and digital content for learning. The planned investment will also address maintenance and support requirements.” (NDP 2007-2013: Transforming Ireland: A Better Quality of Life for All”, 2007, pp199-200).

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## 3 THE SCHOOLS PROGRAMME

### 3.1 Chapter Introduction

One of the items in the Terms of Reference for this Evaluation was for the evaluators to “review the programme objectively”. A key issue for the Evaluation therefore is to establish progress against the specific objectives of the each of the Schools and the Community Programmes. This Chapter focuses on the extent to which the Schools Programme achieved its objectives.

Section 3.2 presents the specific objectives of the Schools Programme and Sections 3.3 to 3.8 subsequently summarise activities under the Programme to 2006. More detailed case studies of activity under the Schools Programme are presented in Section 3.9. Section 3.10 discusses a number of additional items in the Terms of Reference. Finally, Section 3.11 concludes with a discussion of Programme impacts.

### 3.2 Programme Objectives

The DLLI has a core focus of developing and testing (collaboratively with teachers, pupils and researchers) new and innovative uses of ICT in the classroom which make learning a more interesting and engaging pursuit which will ultimately lead to greater educational attainment. The six specific aims of the Schools Programme are as follows:

1. “Develop a range of digital literacy programmes with the schools of the Liberties/Coombe, aimed at addressing the “digital divide”;
2. Provide a range of ICT equipment and support to local schools;
3. Provide professional development and training to teachers to enable them to introduce students to digital media education;
4. The Diageo Liberties Learning Initiative will work with the state and the other relevant agencies to assist schools in integrating digital media education across the curriculum;
5. Advise and inform local schools on careers in the digital media sector with a view to opening pathways to further education;
6. Ensure that all children of the Liberties/Coombe area have equal access to the facilities of the Diageo Liberties Learning Initiative.”

Section 3.3 to 3.8 discusses activity in relation to each of these aims respectively. Section 3.9 presents cases studies on the experience of a number of schools within the Schools Programme. Section 3.11 discusses the Programme impacts.

### 3.3 Development of Digital Literacy Projects

#### 3.3.1 Overview

This Section provides a summary of the extent to which the DLLI “developed a range of digital literacy programmes” with the schools of the Liberties/Coombe aimed at addressing the “digital divide”.

Section 3.3.2 discusses the approach of the Schools Programme to the “digital divide” and digital literacy and Section 3.3.3 summaries the range of digital literacy projects developed and the schools involved. Section 3.3.4 discusses the number of teachers and students who participated in the projects and discusses a number defining features of the projects.

### **3.3.2 The Digital Divide and Digital Literacy**

A key point of reference for the Schools Programme is the clear targeting on the idea of digital literacy within the schools as a way of addressing the problem of the “digital divide”. Where the “digital divide” is the term used by DLLI to describe the possibility that a two-tier society could emerge in Ireland – divided between those with ICT (Information and Communications Technologies) skills and access and those without<sup>6</sup>. Furthermore, as an area of socio-economic disadvantage the catchment area of the DLLI is a likely site for such a division.

ICT literacy is more complex to define. It has been described by one leading commentator as “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge and communicate with others in order to participate effectively in society.”<sup>7</sup> However, the six ICT related processes mentioned (access, manage, integrate, evaluate, construct and communicate) make no mention of cognitive value or collaboration.

However, a broader and more complete understanding of digital literacy can be found in the NCCA discussion paper, “Curriculum, Assessment and ICT in the Irish context” (2004). As discussed in Chapter 2 this report by the NCCA articulated a vision of digital literacy centring on the idea that: “All students will leave school as capable independent learners, able to use ICT confidently, creatively and productively, able to communicate effectively, able to work collaboratively, and to critically evaluate, manage and use information.”

The NCCA document goes on to propose that digital literacy is best achieved through the integration of ICT across the curriculum and that this literacy is more than simply the acquisition and application of ICT skills. It involves the use of ICT in the development of higher order thinking skills and creativity as well as socially responsible and ethical usages.

This richer definition is closer to the vision and usage that permeate the Schools Programme and inform the strategic approach that underpins its various project elements. The DLLI approach to addressing the “digital divide” is also rooted in this vision. This is evident from the nature of projects developed (Section 3.3.4), the equipment and supports provided to projects (Section 3.4), the approach to professional development (Section 3.5), and the case studies provided (Section 3.9).

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<sup>6</sup> See Austin, Galvin and Mulkeen (2000) *Dissolving boundaries with ICT*. NCTE: Dublin, for a full discussion of this issue and its socioeconomic aspect.

<sup>7</sup> Wouter van Joolingen of the University of Amsterdam cited by Alan McCluskey in *Empowering the Actors of Tomorrows Schools*, EMINENT Conference Keynote, Geneva, 2003.

### 3.3.3 Participating Schools and the Range of Digital Literacy Projects

The Schools Programme is open to all 16 schools (eleven primary and five post-primary) within the Liberties and Coombe area of Dublin city. From the outset of the Programme in 2002, every school in the catchment area had some involvement with the Programme with the exception of one small primary school which has declined a number of invitations to participate. The list of participating institutions is indicated in Figure 3.1.

**Figure 3-1: List of Educational Institutions Involved in the Schools Programme**

Primary Schools	Non-Primary Institutions
Bunscoil Santa Maria	CBS James Street, Secondary Boys School
CBS Francis Street Primary School	CBS Synge St, Secondary Boys School
CBS Primary School, Basin Lane	St. Patrick's Grammar School
Mater Dei Institute	Warrenmount Girls Secondary School
Scoil Treasa Naofa	Liberties College*
St Audeon's National School	
St. Brigid's National School	
St. Enda's Whitefriar Street	
St. Patrick's Cathedral Junior School	
St. Catherine's National School	
Warrenmount Primary School	
*The involvement of the 11 primary and four post primary schools differed to that of The Liberties College for further education which is also located in the area. The Learning Team liaised with the Liberties College during the period of the DLLI.	
<b>Source: Interviews with DLLI Staff and Management Team</b>	

The fact that 14 of the 15 participating schools were involved from the commencement of the DLLI has meant the number of schools participating has remained more or less unchanged across the Programme.<sup>8</sup> Nevertheless, there has been an increase in both the number of projects each school has access to and an increase also in the numbers of teachers and students involved.

The four main digital literacy projects run by the Schools Programme over the period under Evaluation were Digital Storytelling, *Fís a Dó*, Claymation and Digital Control Technology. These projects and the number of participants on these projects is summarised in this Section. The next Section examines views of schools involved.

<sup>8</sup> St Patrick's Grammar School became active a few weeks into the DLLI.

This Section does not discuss projects in the Schools Programme that predated the current Evaluation. In addition, it only discusses in detail those projects which involved a direct link between the DLLI and a school in the Liberties/Coombe area. There were a number of other projects under the Schools Programme with organisations outside of the Liberties/Coombe area and these are discussed at the end of this Section.

Figure 3.2 below provides a brief summary of the four main digital literacy projects visited as part of the field work for this Evaluation. It also provides a multi-media link to samples of work undertaken as part of the projects.

**Figure 3-2: Description of Four Digital Literacy Programmes in the Schools Programme**

<b>Digital Storytelling</b>
<p>The Liberties Digital Story Telling project focused on providing both primary and post primary students with the creative concepts and technical skills to develop and tell their stories using digital technology and broadcast platforms. In total, thirteen schools in the inner city of Dublin participated in the project. The project explored and produced students' individual stories using digital media technologies thereby developing their communication and digital literacy skills. This project was developed in partnership with CREATE, an Irish private sector company specialising in the development of creative media programmes. At the time of the site visits over a hundred primary school students' stories were published on the LLI Storytelling website and a selection of these stories were broadcast over a week on the "DEN", RTÉ Network 2. At post primary level students completed a digital film production course in the DLLI Studio and nine of their productions were selected for broadcast on the DLLI storytelling website and on the "DEN" RTÉ Network 2 in March and April 2003.</p>
<b>FÍS a Dó</b>
<p>FÍS (Vision) was set up in 2000 as a special pilot project, to explore film as a medium of expression in relation to the arts, and to introduce children to aspects of the film making process. Originally the project was sponsored by AIB and was an innovation of the Dun Laoghaire College of Art and Design. Its specific vision was to <i>"promote the active involvement of children in a learning process that is imaginative and stimulating. The overall vision is to enable children to meet with self confidence and assurance to meet the demand of life both now and in the future."</i> (Fís Ireland, 1999, p.6). The project was mainstreamed in 2005 at a primary level.</p> <p>FÍS a Dó differs from the original FÍS project as it introduced the project into the post primary sector. Within the DLLI catchment area three post primary and seven primary schools were initially involved. The overall aims and objectives of the project are that children would:</p> <ul style="list-style-type: none"> <li>■ Gain an enhanced understanding of Digital Video (DV) and Moving Image Education (MIE);</li> <li>■ Develop ideas and techniques for use in class through the Resource Pack;</li> <li>■ Gain experience in DV production methods.</li> </ul>

A showcasing event was held in the Irish Film Institute for the primary schools in March 2005 as a “premiere” screening of their efforts. They also entered into the FÍS academy awards which were held in the Helix in November. Weblinks to digital-media examples of work under the project is provided below:

- [Francis Street CBS](http://www.thedigitalhub.com/community_learning/article.php?id=38#) (http://www.thedigitalhub.com/community\_learning/article.php?id=38#)
- [Mater Dei](http://www.thedigitalhub.com/community_learning/article.php?id=38#) (http://www.thedigitalhub.com/community\_learning/article.php?id=38#)

### Digital Control Technology

Digital Control Technology in Schools commenced in September 2003 with the secondment of a teacher to act as project coordinator. This secondment has since been extended. Schools were informed that The Digital Hub would provide the schools with the hardware and the necessary professional development for the participating teachers. The initial reactions of the Principals were very positive and they were anxious that their schools would be involved in the project. Students in the Digital Control Technology Project use a variety of digital technologies to explore new means of learning in the classroom.

The project encompassed primary, secondary level and post leaving certificate. At the heart of the project is the RCX programmable brick and light and touch sensors to design, build and program models based on project themes under the headings Story, Myth and Legend incorporating Storytelling. The project is a collaborative one involving The Digital Hub, Diageo, NCTE and St. Patrick’s College. “Empowering Minds” was one of a number of pilot projects funded by the NCTE in 1999, under the general heading of the Schools Integration Project (SIP). Digital Control Technology took forward many of the elements originally articulated as part of the “Empowering Minds” SIP. This included in particular its constructivist approach, its focus on active learning and the broad frame of continuing teacher education and support that the SIP originally used to such effect.

Students at primary level use a combination of craft materials and *Lego Mindstorms* kits. This includes the RCX programmable brick and light and touch sensors. Students use these to design, build and program robotic models based on project themes selected by teachers and pupils.

At post primary level students used “Cricket” (robotic micro-controller) motors and sensors to design and build robotically controlled models programmed using Cricket Logo software. The Cricket is a programmable micro-controller and it uses input from light and touch sensors to control the model’s movement. Models are constructed around project themes chosen by students in consultation with their teachers.

An example of this is on the accompanying DVD under the file name “[The Lego Man](#)”.

### Claymation

The DLLI Claymation Project began in September 2004. The project centres on how to integrate digital technology into the primary curriculum and allows children to create, narrate and animate their own stories in Irish using digital cameras and art materials. The children script the stories in

Irish and construct storyboards to design the animation. The characters for the animation are made from plasticine and a set for the story is made using art materials. The action scenes are then photographed using a variety of art materials. Voiceovers and narration are recorded and the animation is created from the various recorded elements using *VideoBlender* software.

DLLI provides participating schools with digital stills cameras and tripods, a clay animation kit, the project software, lighting equipment and art materials. Claymation was initially rolled out in two DLLI schools: Scoil Treasa Naofa where six teachers were involved across the entire school and by three teachers in CBS Francis Street. Claymation has since been nominated for the European Language Award. It is also being integrated into the School Completion Programme (SCP) in fourteen centres as a result of training/professional development day offered to SCP centres by the DLLI. Weblinks to digital-media examples of work under the project is provided below:

- [Check the Lotto](http://www.thedigitalhub.com/community_learning/article.php?id=37#); ([http://www.thedigitalhub.com/community\\_learning/article.php?id=37#](http://www.thedigitalhub.com/community_learning/article.php?id=37#))
- [Henry](http://www.thedigitalhub.com/community_learning/article.php?id=37#); ([http://www.thedigitalhub.com/community\\_learning/article.php?id=37#](http://www.thedigitalhub.com/community_learning/article.php?id=37#))
- [Tacsai](http://www.thedigitalhub.com/community_learning/article.php?id=37#) ([http://www.thedigitalhub.com/community\\_learning/article.php?id=37#](http://www.thedigitalhub.com/community_learning/article.php?id=37#))

**Source: Interviews with DLLI Staff and Management Team**

Detailed performance indicators were kept by the DLLI Learning Team for 2005 and for 2006. Table 3.1 details the numbers of teachers and students who participated as of the end of 2003 (school year 2003/04), 2004 (school year 2004/05), 2005 (school year 2005/06) and end 2006 (school year 2006/07). Table 3.1 shows that there were nearly 1,000 students benefiting from the projects in 2005 and 2006 and over 50 teachers in each year.

The greatest single number of participants has been in the Digital Control Technology project with 1,276 while Digital Storytelling/Fis a Dó had 1,050 participants, Claymation had 980 participants, Podcasting had 150 and Microsoft Photostory had 15 participants. In terms of Teachers/Trainers Digital Control Technology had 49, Claymation 44, Microsoft Photostory 42, Digital Storytelling/Fis a Dó 11 and Podcasting had seven Teachers/Trainers.

**Table 3-1: Number of Students and Teachers/Trainers**

	Students					Teachers/Trainers				
	03/04	04/05	05/06	06/07	Total	03/04	04/05	05/06	06/07	Total
<b>Digital Storytelling/ FÍS a Dó</b>	400	390	260		1,050	n.a.	n.a.	11	n.a.	11
<b>Dig. Control Technology</b>	210	395	371	300	1,276	n.a.	n.a.	23	26	49
<b>Claymation</b>		180	300	500	980		n.a.	19	25	44
<b>Podcasting</b>				150	150				7	7
<b>Microsoft Photostory</b>				15	15				42	42

**Source: DHDA, DLLI, Key Performance Indicators**

There were two schools projects in 2006, Podcasting and Microsoft Photostory which were not visited as part of the fieldwork. Podcasting involved seven of the DLLI schools participated in the Podcasting project. By mid 2006 as many as 96 primary pupils created one minute video book reviews using Apple technology. As part of Microsoft Photostory over forty teachers attended professional development on the use of PhotoStory in The Digital Hub during October 2006. One teacher, based in Liberties College, created a digital historical trail of the Liberties area which is being submitted by her students as part of their Leaving Certificate Applied Programme.

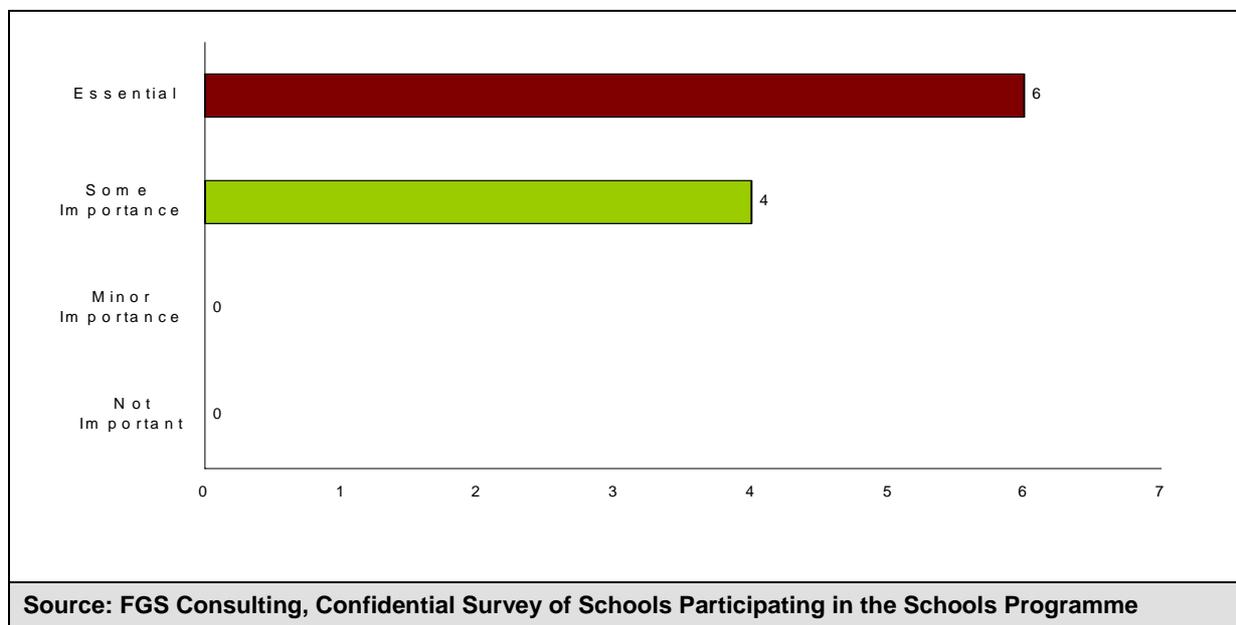
A characteristic of the Schools Programme is what the staff in the DLLI call the “programmatically nature” of project development. This refers to the fact that each project under the DLLI is typically associated with a series of planning and implementing stages or steps as follows:

- The idea and parameters for a project is scoped out by the management team;
- The necessary ICT equipment, support and professional development is planned;
- The project kit and equipment sourced;
- The professional development is delivered;
- The schools are resourced;
- The schools are supported across the life of the projects.

The implementation phases typically run alongside the school year so that schools can generally enter a project in September and then exit as the following summer approaches or continue their involvement through another iteration of the project. As part of the survey of participating schools Principals were asked to indicate if the programmatically nature of DLLI i.e. the ability to opt in or out of individual projects was important to their involvement in the Schools Programme. All ten

Principals agreed that the nature of DLLI was important. Of the ten six stated that it was of “essential” importance while the remaining four considered that it was of “some” importance. See Figure 3.3.

**Figure 3-3: Views of Principals on the Importance of the Programmatic Nature of the DLLI**



There have been a number of projects which have been delivered to schools in conjunction with project partners. Of these “Broadband for Schools” involved, albeit indirectly, over 1,000 students and 42 teachers/trainers while the “St.Patrick’s Day – Brighter Futures” project had 400 participants and 16 teachers/trainers. The participant and teacher/trainer numbers for these projects, among other school projects is shown in Table 3.2.

**Table 3-2: Number of Students and Teachers/Trainers in School Partner Projects**

	Students		Teachers/Trainers	
	2006/07	Total	2006/07	Total
Ecoweb: Eco Sensor Web Project	80	80	5	5
Children’s Ombudsman’s Office	25	25	2	2
St Patrick’s Festival - Brighter Futures 2006	400	400	16	16
Collaboration with The Biomedical Diagnostics Institute (BDI)	30	30	2	2
Royal College of Surgeons	n.r.	n.r.	2	2
National Centre for Sensor Research	74	74	3	3
Broadband for Schools	1,060	1,060	42	42

As mentioned above there are a number of other projects delivered to schools which involved other organisations. Figure 3.4 provides a description of each of these projects.

**Figure 3-4: Description of Other Schools Projects**

<b>Ecoweb: Eco Sensor Web Project</b>
This project involves five classes from three primary schools in association with the National Centre for Sensor Research (NCSR). Students use data logging to carry out light and temperature experiments and collaborating with similar experiments in the National Botanic Gardens.
<b>Children's Ombudsman's Office</b>
The Digital Hub is working on a pilot using digital media to explore children's rights issues. The programme began in November 2006 with a class from Francis St. CBS visiting the Children's Ombudsman's Office and creating three videos using Microsoft Photostory.
<b>St Patrick's Festival - Brighter Futures 2006</b>
To digitally document the work of the "Brighter Future" project for the St. Patrick's Day festival. The Digital Hub provided equipment to the student documentation team and the team now use the Learning Studio for editing. It develops an interest in digital technology and understood how to utilise the camera to the best of their capabilities. The final product culminated in a DVD of all the schools work as it progressed and the inclusion of their work in the final parade.
<b>St Patrick's Festival – Brighter Futures 2005</b>
To digitally document the work of the "Brighter Future" project for the St. Patrick's Day festival. The Digital Hub provided equipment to the student documentation team and the team now use the Learning Studio for editing. It develops an interest in digital technology and understood how to utilise the camera to the best of their capabilities. The final product culminated in a DVD of all the schools work as it progressed and the inclusion of their work in the final parade.
<b>Collaboration with The Biomedical Diagnostics Institute (BDI)</b>
A pilot project was conducted in November and December 2006 in two primary schools with "Me and My Body" as a theme. The education officer of BDI worked with the DLLI coordinator to implement this project with 11 year old primary pupils. The work focused on Blood and the Immune System. The pilot was very successful and BDI now intend extending this project nationally.
<b>Royal College of Surgeons</b>
The DLLI is working with The Royal College of Surgeons of Ireland to develop a schools based project to explore the workings of the human body. Two post-primary teachers are working with RCSI to discuss the development of project resources that will initially focus on the theme of Blood. RCSI are keen to work with local schools to generate an increased interest in the study of Science and Biology among young people locally and nationally.
<b>National Centre for Sensor Research</b>
The DLLI is collaborating with the National Centre for Sensor Research and the National Botanic Gardens in a project on sensing environmental conditions. Five primary classes will use Mindstorms technology with Robolab software to log data in experiments that will be available online through a website for the project. Children will visit the Botanic Gardens and will also use a website for interactive virtual reality exploration of the gardens.
<b>Broadband for Schools</b>
This involved the installation of Powerline Broadband (sponsored by Smart Telecom) in all 16 local schools.

### 3.3.4 Features of Projects

While the projects are different in terms of focus and principle target groups but they share a number of defining features or characteristics in addition to their underscoring interest in addressing the issue of “digital divide” in the DLLI catchment. These include:

- **A generative nature:** The projects were designed to give the staff at school level both skills and equipment that would remain either within the schools or readily available to the schools for future usage – whether of a project or “ordinary” curriculum nature;
- **Strong, school Principal support:** This was a noticeable and highly significant feature of the projects. In every case, without exception, Schools Programme projects attracted and held the support of the school Principals which translated in very direct ways into very high levels of school buy-in to the project and its activities;
- **An level of effective funding frame:** The funding frame used and the value system that this encompassed meant that the funding levels and resources that were able to put in place were far in excess of anything that an “education” initiative alone could hope to attract. This greatly supported the provision of cutting-edge ICT-led curriculum development.

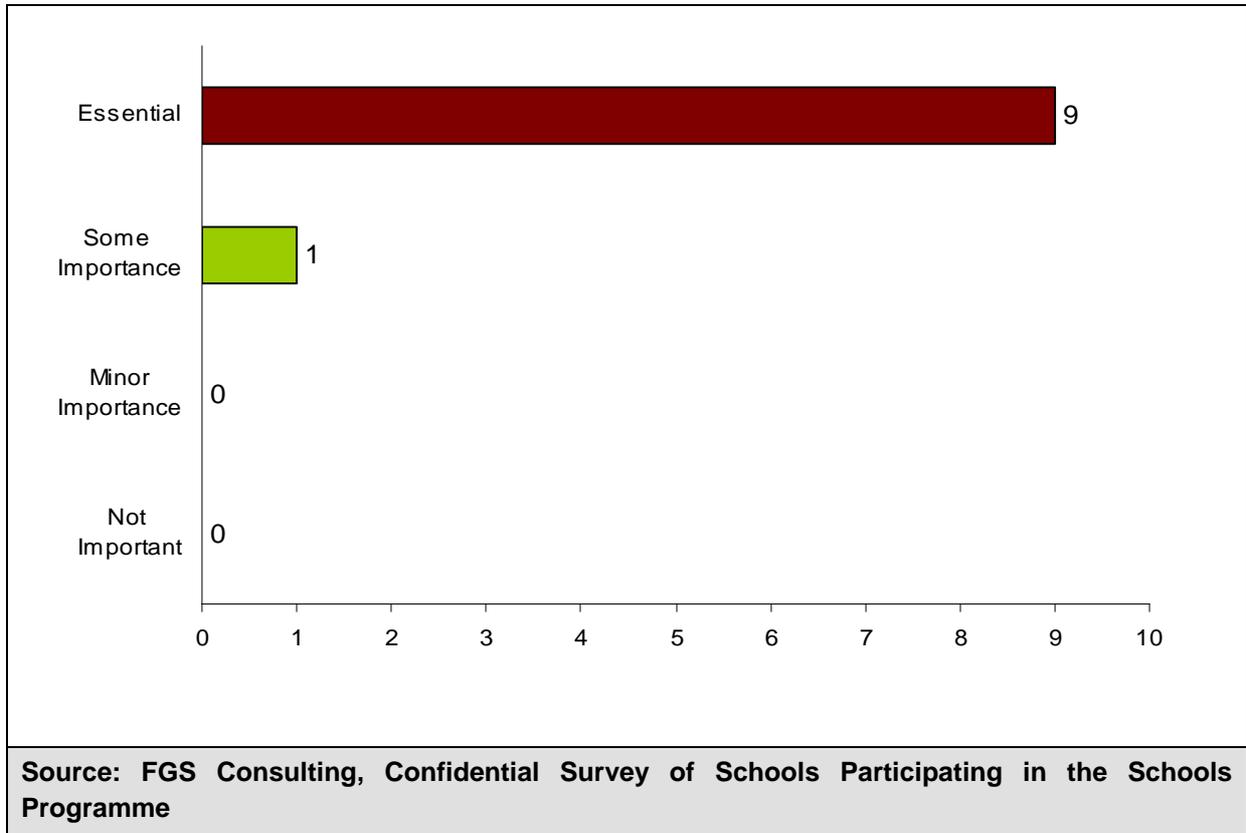
These features and characteristics are simply listed here. They are explored further later in the report.

School Principals were asked whether the DLLI role in identifying and bringing new ideas and projects to their attention had been important. All ten school Principals considered that the role of the DLLI had been important. Of the ten Principals, nine stated that it had been “essential” and one stated it had been of “some importance”. This is shown in Figure 3.5 on the next page.

As part of the survey school Principals were asked to identify the most attractive aspect of their involvement with the DLLI for their schools. A number of attractive features were identified as follows:

- The practical nature of the projects;
- The enthusiasm which the project engendered in the school children;
- The self-esteem and empowerment generated among students;
- The platform it provided for students who were not academically nor traditionally strong performers to do well in school;
- The use of ICT as a tool for learning;
- The professional development and ongoing support provided;
- The innovative and varied approaches to using ICT in active learning;
- The “can-do” attitude of staff in the DLLI.

**Figure 3-5: Views of Principals on the Importance of the DLI in Identifying and Bringing New Ideas and Projects to their Attention for Involvement in the Schools Programme**



The practical nature of the projects was praised with school Principals commenting on “the practical, hands-on projects” which gave “exposure to new ideas and allowed the children to see the finished project”.

The enthusiasm which the projects engendered in pupils was also commented upon by a number of school Principals who remarked upon “the enthusiastic engagement of the pupils with various programmes” and “the children’s high motivation”.

Increased self-confidence and self-esteem generated among students was another effect of the Programme and school Principals noted that “without a doubt, the showcase events....help to develop the confidence/self-esteem of students” and “the sense of empowerment achieved by our students as they produced, wrote and displayed projects”.

The projects provided a platform for non-standard students to excel with school Principals commenting that “students with literacy problems had the opportunity to shine and sometimes take the lead in these projects” and that the projects encouraged “the involvement of all students regardless of age, ethnicity or ability”.

School Principals also noted that the projects used ICT as a tool for learning with the result that “the active learning aspect leads to real quality learning and the opportunity to integrate several subject areas” and that the use of ICT “enabled a multi-sensory approach to learning” providing “the opportunity for teachers to develop children’s multiple intelligences”. The use of ICT in the projects also allowed the children to “engage in varied approaches to learning” with “participation among students on projects which allow them to use ICT as a personalised tool that promotes learning that could otherwise be hard to achieve”.

Positive comments were also passed on the professional development and ongoing support provided by the DLLI with school Principals noting “the excellent support provided by The Digital Hub, the easy access to technology and resources and the continuing professional development of our teachers in aspects of digital technology”.

The innovative and varied approaches to using ICT in active learning were noted by school Principals as evidenced by comments surrounding “the varied approaches to digital technology and the use of “new resources, new methodologies to attract and keep student attention”.

The “can-do” attitude of the DLLI was stated by school Principals as an attractive aspect of their involvement, with one Principal recognising that “what they [DLLI] said they would do they have delivered on it”.

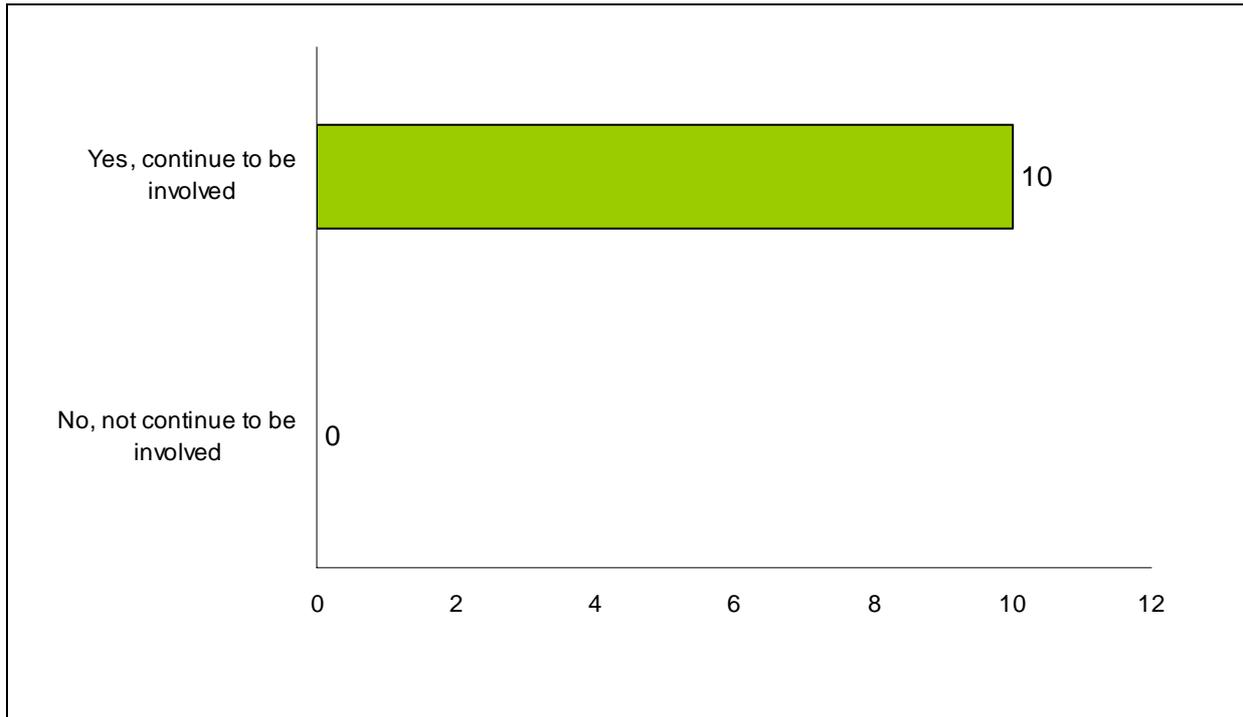
School Principals were also asked to indicate what had been the most problematic aspects of their schools involvement in the Schools Programme. Two of the 10 school Principals stated that the DLLI had not posed any difficulties for their schools – “there has been no problematic aspects of our involvement with The Digital Hub. The Digital Hub has been nothing but short of a blessing to our school. The staff [of the DLLI] have always been engaging, supportive and have developed the sense of self-esteem of our boys”.

When asked the Principals identified the following problematic aspects or challenges associated with participation in the Schools Programme and projects:

- Freeing time of staff and students to work on projects: “finding time to work on projects due to timetable constraints”, “the amount of time required for projects from an already crowded timetable”, “making up class time lost to students to attend”, “finding time to work on projects due to curriculum constraints and not having specific timetabled classes to work on projects”;
- Freeing staff time for professional development: “staff training and getting cover for same”, “freeing teachers from in-service”, “freeing teachers to attend”;
- Class size and the time required in junior classes: “the large size of classes”, “the amount of time required in junior classes”;
- Engaging teachers who have concerns in relation to “perceived extra work” and their own IT skills: “getting teachers to take on projects which may be perceived as extra work”, “my own lack of technological know how! It’s easy to get the children started on the basics but when problems arise or they want to do something more complex I’m sometimes at a loss”, “teachers fear of digital technology”.

School Principals were asked to indicate whether they would like their school to continue to be involved in the Schools Programme in coming years. All ten of the 15 school Principals who responded to the questionnaire stated that they would like their school to continue to be involved. This is shown in Figure 3.6.

**Figure 3-6: Views of Principals as to Whether They Would Like Their School to Continue to be Involved in Schools Programme in the Future**



**Source: FGS Consulting, Confidential Survey of Schools Participating in the Schools Programme**

In 2007 the DHDA plans to introduce two new strands into the Schools Programme, Personalised Learning with Handheld Computers and Gaming for Learning. Personalised Learning using Handheld Computers aims to introduce handheld computers into at least four schools in order to evaluate how the use of such personal devices can impact on teaching and learning – both at home and in school. Gaming for Learning is a project with five second level schools to explore how commercially available computer games can be used to support active learning as there is currently a significant amount of international research on the use of computer games to improve student engagement and learning outcomes.

In addition there are a number of adjustments which will be made to projects in 2007, most notably:

- **Digital Control Technology:** Primary schools will use RCX programmable brick with Robolab software for data logging experiments to support science investigations in the classroom. At post-

primary level work will begin with the Junior Certificate Science Support Service to integrate data-logging in the science curriculum;

- **Claymation:** It is proposed to extend the application of Claymation into other curriculum areas such as Science, Mathematics and Geography. In addition, it is also proposed to extend the range of media currently being utilised by schools beyond clay animation to include the use of cardboard cut-out characters and the integration of drama into the project.

## 3.4 Equipment and Support

### 3.4.1 Overview

A range of equipment and support was provided by the Schools Programme to the project schools prior to and during the implementation of each individual project. This was by and large project specific but for the purpose of this Evaluation is aggregated here and discussed in the following sub-sections.

### 3.4.2 Equipment

Each project has a “package” of equipment attached to it. This is essentially a combination of hardware and software which combines to provide a capacity that the school would not previously have been able to develop because of cost and/or restriction on technical knowledge and expertise available to it.

In the start-up phase of a project in particular the DLLI team at The Digital Hub was able to specify and source the basic project “packages”, to organise training around this, and to put in place an ongoing programme of support to ensue the schools were able to participate fully in terms of the project and its activities.

In broad terms, the equipment aspect of any given project was initially designed and tested-out at The Digital Hub by the DLLI team before being devolved to the participating schools, on a strict training-related basis. This meant that participation in project training and signing-up to the project intention was a strict prerequisite for the release of any DLLI sponsored equipment.

Figure 3.7 is a listing of the main project equipment released to the schools under the four digital literacy projects under evaluation:

**Figure 3-7: List of Equipment Provided by the Schools Programme**

	On-Site for Duration of DLLI	On-Site for Shorter Periods
<b>Hardware</b>	Digital cameras Basic recording / sound equipment Lighting equipment Lego <i>MindStorms</i> – RCX brick and sensor Kits “Crickets” – microprocessor motors and sensors Broadband routers. 34mByte point to multipoint Broadband technology	Hi-end Digital Video Cameras Hi-end Video editing Suite Laptops
<b>Software</b>	<i>VideoBlender</i> DV Editing Suite Cricket Logo NCSR Data logging software BT learningCentre [Trial] Riverdeep software	
<b>Other</b>	Art materials, Display media – boards, poster stands, Publicity materials CD / DVD bulk-burning facility Digital projectors	Reprographics service Digital projectors
<b>Source: Composite Table, Drawn from Various DLLI Sources and Evaluation Interviews</b>		

The safe usage and security of equipment released as part of a project became the responsibility of the individual school involved. Whether the equipment was stored centrally or in various locations within the school premises varied considerably from school to school and particularly between primary and second level. Primary project schools were more inclined to host project equipment in the specific classroom(s) involved in the ongoing work. Second level schools opted for a secure central location – principally a storage area within or close to their existing IT/ICT facility.

Certain pieces of equipment associated with each project were provided, or at least specified by, the expert interests involved. For example, the original purchase of *MindStorms* kits was on the basis of recommendations from the College partners while the Dun Laoghaire Institute provided training/start-up equipment for FÍS a Dó. However, purchases necessary to roll a project out to the DLLI schools beyond the early planning and sensitising stage were funded by DLLI itself.

The type of equipment on-site for shorter periods mainly included hi-end video cameras and editing equipment that went “on location” during both the Digital Storytelling and the FÍS a Dó projects. The

Laptop Bank was also available to the schools for uses such as lower-end editing with proprietary editing packages and the preparation of school events, demonstrations of project work, and conference presentations.

### **3.4.3 Support**

Overall direction is decided at the level of the Programme Steering Committee. In addition there is local stakeholder involvement, as the project schools have a role in the decision making process where Programme activities are concerned. There are both formal and informal networks in place to ensure this channel remains open both ways.

Responsibility for the day to day executive action on programme activity rests with the Learning Team which also has a significant role in regard to foresight activity. This team comprises two Directors, two Project Coordinators/Trainers, a learning technologist and an administrative assistant.

This team is primarily funded through Diageo sponsorship with support and funding for secondment and release of the Project Coordinators being provided by the Department of Education and Science through the National Centre Technology in Education (NCTE). It is hosted in The Digital Hub and over the space of the Evaluation has migrated to new offices in the Digital Exchange complex.

The mission of the team is to design, develop, implement and support meaningful ICT-led learning interventions for schools with the DLLI catchment. The role and responsibilities the project co-ordinators for the Schools Programme include the following:

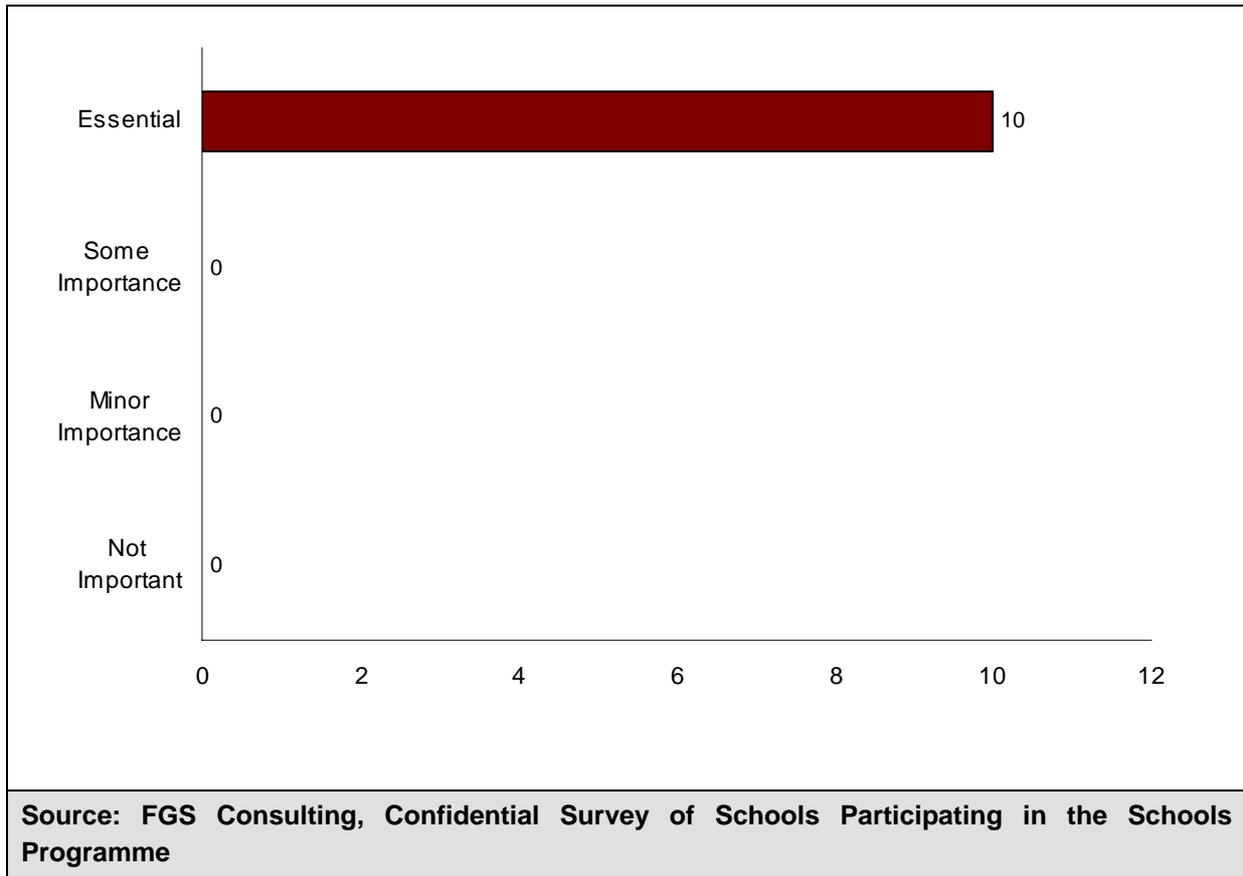
- Assisting in the implementation of existing projects;
- Supporting teachers to develop skills to contribute to and lead project work in their schools;
- Liaising with school Principals regarding ongoing and future project work;
- Leading on the development of school-level capability and capacity;
- Providing a skills analysis and technical audit;
- Planning, designing and delivering project related teacher professional development;
- Acting as an "Ambassador" both nationally and internationally for the Schools Programme.

Examples of the type of involvement and support by the project co-coordinator include the following:

- Day-to-day support, advice and guidance to schools;
- Maintain project records and statistics;
- Provide extensive classroom level on-site professional development/support as required;
- Be the "front-line" point of contact and trouble-shooter for schools;
- Provide "first-line" maintenance for project equipment;
- Organise service provision (technical) when required.

As part of the survey of participating schools, school Principals were asked to indicate if the ongoing support and guidance provided by the DLLI was important to their involvement in the Schools Programme. All ten Principals agreed that the ongoing support of DLLI was important. All ten also stated that it was “essential”. This is shown in Figure 3.8.

**Figure 3-8: Views of Principals on the Importance of the Support and Guidance Provided**



### 3.5 Teacher Professional Development

The principal challenge facing those who provide in-career teacher professional development is to provide assistance that translates into changes in practice at the level of the classroom. This, however, is much more difficult than it might appear and is long recognised internationally as a major issue in curriculum change and teacher development: training simply does not readily transfer into change in practice.<sup>9</sup>

<sup>9</sup> See for example Judith Warren Little’s seminal consideration of this issue in *Teachers’ Professional Development in a Climate of Educational Reform*. Judith Warren, in *Educational Evaluation and Policy Analysis*, Vol. 15, No. 2, 129-151, 1993.

The teacher professional development offered through the DLLI was planned and developed to reflect and respond to the unique nature of the DLLI and to address the challenge of more effectively matching professional development to the requirements of the classroom teacher.

The DLLI teacher professional development process is based around two precepts identified by thought leaders in change agency as fundamental to successful classroom impact: providing development that matches a need the teachers are aware of, and doing so in a systematic and measured manner.

In simple terms, when the schools signed up for a DLLI project the teachers involved received a planned series of professional development interventions targeted on the requirements of working effectively with the new technology in their schools. A **start-up day** introduced them to the equipment they would be using in a very hands-on and interactive way: they were given the opportunity to “test out” the equipment involved and to build an initial understanding of how it works and what it might be used for in the classroom.

These days took place at a digital hub location such as the Learning Studio which had the advantage of being close to the schools and so easily accessible for the teachers. Start-ups were led by either a digital hub team member or an expert with a strong applied knowledge of the new materials.<sup>10</sup> Start-up days took place shortly after the decision to be involved was made by the schools and usually a number of months in advance of the roll-out.

More focused **initial training** usually followed much closer to the launch day – often not more than a week or two in advance. This allowed the teachers to develop further their grasp of the potential of the equipment and also to sharpen possible classroom ideas and activities in discussion with each other and the course provider(s). It also meant that the training was fresh in their minds when the project started in the classroom.

But the usage of **follow-up days** is what really distinguished the DLLI offering. *One-to-one, on-site* support and in-class training was provided on an ongoing basis to all participating schools by The Digital Hub team. This allowed an unprecedented level of *targeted, individualised professional education and development* for the teachers concerned – all centred squarely on the classroom and curriculum element of the project involved.

Overall group size varied from project to project but again, as a general principle, the Hub team encouraged pairs of teachers to attend where possible from participating schools. This had the value of providing an on-the-spot mutual support – and proved popular with the teachers and Principals. A typical grouping would number about 16 to 20, as going beyond this put unrealistic demands on the Hub training spaces and on those facilitating the sessions. By combining the schools in different

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<sup>10</sup> So in the case of the control technology project, for example, Dr Deirdre Butler of St Patrick’s Drumcondra led the early work; for *Fis II* Ciaran McCormack of IADT did so.

training combinations from project to project, it was also possible to widen the circle of contact and exposure and so strength developing bonds as well as grow new ones within and between project schools.

Our assessment is also that the model of teacher professional development that has underpinned the Schools Programme is different in nature, conceptualisation and detail from all other forms of mainstream teacher in-career/inset professional development currently available in Ireland.<sup>11</sup>

It is highly effective, providing a marked level of training-to-classroom transfer and building an active network of contacts between the participating schools that the teachers involved have both appreciated and utilised.

In summary, a number of straightforward but effective ideas characterise the DLLI approach to teacher continuing professional development are as follows:

- User focus;
- Immediacy and relevance;
- Local provision;
- Shared facilitation;
- On-site and on-call arrangements.

The centre of gravity of DLLI training lies in its intensely user-driven and user-directed nature. Each project reflects these ideas but does so in a differing way. As a result, each has its own unique teacher professional development programme – built around the project package and the classroom application of that package. The “hands-on” nature of project introduction sessions – where the teachers get to play with the technology and test out its possibilities – means that the training is marked by immediacy and relevance. This highly practical, experiential approach reflects the better interests of the users – both teacher and students. So essentially the emphasis throughout DLLI teacher professional development is on the utilisation of the project resource in the teaching and learning setting. It is practical but not patronising. The necessary technical elements are covered thoroughly but the pedagogical side is given precedence.

In short, DLLI project teacher professional development is all about mastering the project packages so that the learning experience of the student is enhanced through their contact with the new materials as mediated by their teachers. As the professional development is framed around a very thorough

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<sup>11</sup> This has been explored in detail in a paper read to the *European Conference on Education Research* in 2005 and at the recent SCoTENS conference “ICT in Teacher Education North and South Conference”, Malahide, 26 and 27 October 2006. It is sustainable also in the light of a recent report to the DES on ‘Current practice in the accreditation of teacher in-career development in Ireland: a policy analysis’.

grounding in the project materials this means that the teachers bring newly acquired skills and understandings to the classroom in a very immediate timeframe.

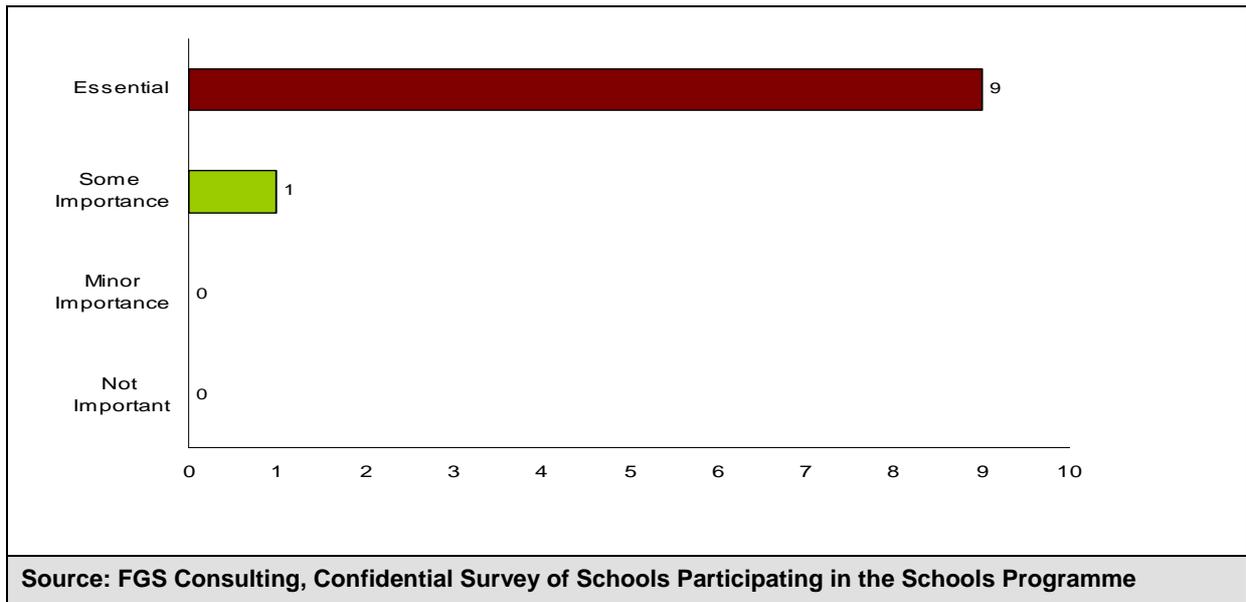
Another hallmark of the Schools Programme teacher professional development is the local nature of the provision. Teachers preparing for involvement in a project are brought together and given start-up training that is in a Digital Hub location – usually the Learning Studio. Centralised teacher professional development has also taken place at a project school when the Learning Studio is unavailable or already in use. This means that the teachers have only a short physical distance to travel to attend development sessions. Which – coupled with release by the project schools on a planned basis from teaching in order to attend the training – has meant that it is both accessible and valued by those involved.

“Shared facilitation” means simply that while the training workshops might initially be lead by “outside” /visiting experts or members of the Learning Initiative Team, there is always scope for project teachers to work collaboratively and so to share their experiences and developing expertise across the life of the project both within the professional development sessions and – more importantly perhaps – within the resulting local network of practitioners with common interests.

The aspect of Schools Programme training most frequently commented on by teachers and Principals in interview settings is, nevertheless, the on-site / on-call arrangements that characterises training across all of the projects. Once the initial group-based training is complete and the teachers have begun to work with the project materials and equipment in their own classroom, a much more individualised and personalised form of training and support begins. The Project Coordinators begin a series of weekly or twice weekly visits to the teachers during project activity time. The co-ordinators are therefore in a position to provide tailored and highly directed guidance and advice on usage and the learning potential of the project package. The result in terms of confidence and engagement with the development of project work programmes on the part of the teachers was striking from the site visits.

This is reflected as part of the survey of participating schools, school Principals were asked to indicate if the teacher professional development provided by the DLLI as part of the projects was important to their involvement in the Schools Programme. All ten Principals who returned the questionnaire agreed that the project related professional development provided by the DLLI was important. Of the ten, nine stated that it was “essential” while one stated that it was of “some importance”. See Figure 3.9.

**Figure 3-9: Views on the Importance of the Project Related Professional Development Provided**



### 3.6 Work with Stakeholders to Integrate Digital Media into the Curriculum

The Diageo Liberties Learning Initiative has been notable for the number and variety of its stakeholders. One of the objectives of the Schools Programme was to work with state and other relevant agencies to assist schools in integrating digital media education across the curriculum. Activity against this objective is discussed in this Section

The Department of Education and Science has played an important role in helping the DLLI, in particular through the direct and formal role of the National Centre for Technology in Education (NCTE). The NCTE has provided key funding, human resources and equipment to sustain the DLLI. As well as these resources the Centre has also provided support and guidance, and given strategic direction to the DLLI. The value of the DLLI, in terms of testing out curriculum usage and building better understanding of how children acquire digital literacy is of profound interest to the NCTE. Also, the Director of the NCTE has been clearly involved throughout the DLLI and was on the Steering Committee for this Evaluation.

The Digital Hub has also liaised with the Department of Education and Science during the first phase, much of this has been in a unilateral manner with the individual units. The Learning Team has met the Inspectorate, the Social Inclusion Unit, The Schools Completion Programme, the ICT Policy Unit and the Ministers Office over the past three years to inform them of the work engaged in by the DLLI.

The NCCA has provided some key inputs on the conceptual level where digital literacy in particular is concerned. In addition other stakeholders are drawn in on a project by project basis to assist. Examples are St Patrick's College Drumcondra, who assisted in designing and introducing the Control Technology projects; and IADT Dun Laoighre played a similar role in regards to Fis II.

The clay animation project, Claymation, was piloted as a way of improving the way Irish was taught in primary schools. The DLLI worked closely with An Chomhairle um Oideachas Gaeltachta and Gaelscolaíochta (COGG) in trialling the use of Clay Animation in five Dublin secondary schools. The schools are working with this approach during their Transition Year programme and it is allowing language and art teachers to collaborate in an effective way. In addition during 2005 the DLLI ran a Clay Animation workshop for coordinators involved in the School Completion Programme (SCP).

In the future in partnership with the National Centre for Technology in Education an online teacher professional module using animation at both primary and post-primary is planned. This module will support future face-to-face workshops taking place in regional education centres and it will also showcase different classroom management strategies using clay animation. In conjunction with the online module The Digital Hub, working in partnership with the NCTE, will develop a range of train-the-trainer programmes to assist ICT advisors roll-out clay animation courses around the country.

With regard to the Digital Control Technology project, the findings for the project are feeding into the NCTE's mainstreaming of the Empowering Minds Project, and this will continue to be the case here into the future.

The DLLI has also worked on a number of projects relevant to the incorporation of ICT into the curriculum. These include projects with the Royal College of Surgeons on the theme of "Blood", sensing environmental conditions with the National Centre for Sensor Research, the National Botanic Gardens, and plans collaboration with the Biomedical Diagnostics Institute.

### **3.7 Further Education and Careers Advice to Schools**

One of the stated intentions of the DLLI is to help build a knowledge base among project schools regarding career opportunities in the business and commercial sectors in the immediate area and beyond. The emphasis is largely on emerging digital media and the creative industries. To this end linkages were established with The Liberties College of Further Education, the National College of Art and Design (based in Thomas Street) and IADT at Dun Laoghaire.

There have been a number of individual cases of young adopters of specific new technologies progressing from project schools to further and higher education – most notably three DLLI inspired placements on a digital video, a digital games and a digital music course. This may seem a small

number. In an area where second level drop-out rates are high and third level aspirations running at a fraction of the national average, this number is not insignificant.

Nevertheless, beyond the linkages mentioned above the Schools Programme did not have a specific or dedicated project or ring fenced activity with the specific objective to advise and inform local schools on careers in the digital media sector<sup>12</sup>.

This probably reflects the primary focus of the Schools Programme during the earlier years of the DLLI in developing digital linkage programmes, in working with and supplying schools in the delivery of those and working with relevant agencies to assist schools in integrating digital media across the curriculum. It also probably reflects the number of firms located in The Digital Hub and their size during the earlier years of the DHDA activity.

Given the progress that has been made in developing digital literacy programmes under the DLLI and the growth in the number of firms and the number of employees located in The Digital Hub, the development of more structured activity to advise and inform schools on careers in the digital media sector along with the provision of direct assistance, such as internships or placements, could be developed during the next phase.

### 3.8 Ensuring Equal Access

Thought and action on equal access is evident in a number of ways across the DLLI. The strategic vision underpinning the entire programme is one of targeted economic intervention into the life of a disadvantaged community – DLLI is effectively the education element of a much larger socio-economic project. This is reflected in the way the DLLI is targeted on schools and shows itself in the following ways in particular:

- No school in the Liberties/Coombe area is excluded from participation in any DLLI activity. Invitations to participate in new projects and to continuing involvement in existing projects are automatically sent to every school in the catchment. The schools then choose whether to involve themselves or not and can assume that if they do they will attract an equal share of teacher professional development, resources and support;
- No child is excluded from participation when a class joins a DLLI project. In fact the opposite is the case with numerous instances being reported of children who otherwise have difficulties in the classroom becoming keen and enthusiastic project participants;
- The schools in the catchment area, in line with schooling in this country generally, are a combination of same-sex and mixed, primary and post-primary, denominational and inter-faith.

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<sup>12</sup> Dare to be Digital was a project under the Enterprise Programme and provided students with the opportunity to showcase their games at an Industry exhibition and to turn their love of games into a career. There were 20 participants in 2006 in the Dare to be Digital Programme.

This is never reflected adversely in the treatment of project schools. Age-appropriate modifications may be made to projects but there is no exclusion from participation;<sup>13</sup>

- DLLI schools have been supported and encouraged to adopt a policy of distributing involvement across the age range they serve. This means in practical terms that primary schools “sign-up” different class teachers to successive projects and to successive runs of a project like Claymation. In this way a good spread of opportunity to participate is provided and a number of schools in the catchment now offer DLLI related activity across several years of the curriculum. Post-primary work tends to be more restricted due to curriculum issues but now involves transition year components in all catchment schools and increased presence in lower school – particularly second year.

But what is particularly striking about the DLLI approach to equalising access to meaningful education ICT is the way both teacher and pupil activities focus on the skills and digital literacy each needs to participate more fully in a media-rich teaching and learning environment and in the information society and economy. This is in line with leading thinking and practice across Europe and is quite unique in the Irish setting.<sup>14</sup>

### 3.9 Case Studies

This Section presents three case studies based on three schools in the Liberties/Coombe area that participated in the DLLI. The three case study schools are:

1. Warrenmount Primary School;
2. Francis Street CBS Primary School;
3. Synge Street CBS Secondary School

The three case studies were selected to provide a snap-shot of activity across both participating primary and secondary schools and across project activity. The case studies are based on site visits to the schools, observation of students and interviews with participating teachers. The visits were undertaken during the earlier phase of the Evaluation.

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<sup>13</sup> For example, *Fis II* is primarily targeted on primary schools but Digital Storytelling extended this to the second level. On the other hand Lego *MindStorms* as a baseline tool has been used at both levels.

<sup>14</sup> See, for instance, “Rethinking the European ICT Agenda: Ten ICT-breakthroughs for reaching Lisbon goals”, Dutch Ministry of Economic Affairs (2004) for a treatment of the importance of this.

**READER INSERTS SCHOOLS PROGRAMME CASE STUDY 1 HERE.**



**READER INSERTS SCHOOLS PROGRAMME CASE STUDY 2 HERE.**



**READER INSERTS SCHOOLS PROGRAMME CASE STUDY 3 HERE.**



### 3.10 Additional Items in the Terms of Reference

The Terms of Reference for this Evaluation included a number of additional items not addressed directly in the earlier sections for this Evaluation to examine. Our views on these items are presented in this section.

One item in the Terms of Reference was to **“To explore how a constructive pedagogical approach allied to the use of expressive computational materials can be integrated into meaningful learning activities in post-primary and non-formal education settings.”**<sup>15</sup>

The small number of second-level schools in the DLLI catchment (four out of the 15 involved) makes it difficult to draw out definitive claims about the use of expressive computational materials in the research setting.

There is however indications from each of the four schools involved that the availability of project materials and the interest and enthusiasm shown by the staff impacted positively and to an important extent on the educational experiences of the students involved. This would seem particularly true for academically weaker students.

The following comments from staff and Principals at the second-level project schools show something of this (some of these quotes may have been used elsewhere in this Chapter):

“The present project [two] classes would be involved in. They’re smaller classes as they’re special classes (12 per class). And we’re bringing in more academic lads from the other classes to help out. There have been big changes in the individuals involved. One guy in particular who was very quiet and introvert came into his owns because of the project. Because there was problem solving involved and his ideas worked and he really shone because of it. He is in fifth year now and a different lad. And there are other lads would have benefited as well. These are lads who would be really academically challenged. They show very poor self esteem. A project like this was a major thing for them.” Principal: second level school.

“We have had - last year - some kids who are particularly good at certain areas. We tend to rely on them and encourage the other kids to go to them to ask questions. It works. We had a guy last year, [Name], in the weaker class who was particularly withdrawn. Very weak and very little participation. He found his forum. ...He’s much more outgoing this year. He has joined a football team in his area. His mother can’t believe it. He works now in a pub as a

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<sup>15</sup> Constructivist pedagogy is an approach to teaching and learning that engages students in active, meaningful, “real-world” learning which promotes interactions and explorations with learning materials and provides opportunities for them to observe the results of their manipulations. It is collaborative and activity-led which provides students with opportunities to interact with each other to clarify and share ideas, to negotiate problems and to discuss solutions. It is strongly reflective, so enabling students to integrate new ideas with their existing knowledge. For a more detailed discussion, see for example Jonassen, D (2001) “Welcome to the Design of Constructivist Learning Environments” available at: <http://tiger.coe.missouri.edu/~jonassen/courses/CLE/>.

lounge boy and he was on work experience and got a great report.” Teacher; second level school.

“[Named student] got very confident at working on the [Control Technology]. He worked on the traffic lights which was complicated enough. But he kept at it which is unusual for these lads as they can’t stick at anything for very long... He stuck at this until he got it working. That was something that was very evident for the whole group in fact.” Teacher; second level school.

A particularly positive comment relating to Digital Storytelling came from one of the Principals:

“I’d have to say that [Digital Storytelling] went very well for us too. When the project was finished it was brought to a film competition and [the students] did very well. And then in the second year, with the help of Digital Hub, they came second or third. It’s a national competition. This last one involved drugs - lads involved in drugs getting on the wrong side of the law. We had the World Premier in the NCAD with students and parents attending also.” Principal: second-level.

In terms of school timetable provision, it is interesting to note that two of the four second-level schools involved made adjustments to their usual timetable arrangements to better facilitate the running of Schools Programme projects. In each case this was done because of the success of the project involved among the students. Two of the teacher from the same school described the decision and its impact in the following terms:

[TeacherA] “We decided that 40 minutes was not sufficient to set things up etc. So we actually got a block period and they worked fabulously during that block period. ... [Teacher B] A sub teacher would have supervised them for a number of classes. She hated going into them. We had [Liberated Learning] one day and whatever teacher normally supervised them wasn’t in so this sub teacher had to supervise them. [Teacher A] She said they just sat there and worked away and were so very good she couldn’t believe it.” Composite comment from two Teachers; second level.

Both of these areas – engaging less able students and the restrictive nature of school timetabling – are longstanding issues for teachers at second level. It is worth noting that the Schools Programme has helped address both in a positive and worthwhile manner in the schools involved.

Furthermore, not only the students benefited from exposure to the projects and their methodologies. The teachers interviewed in the second level schools commented on the value in professional development terms of having to rethink aspects of their teaching due to involvement with the Schools Programme. A typical comment included the following:

“As a teacher, who has been involved in ICT in education for a long time it has helped me develop both my ICT skills and my skills as a teacher and I am glad to see that the plans are to include more and more teachers with little or no ICT skills in the future. I would recommend the provision of [project training] and perhaps the formation of cluster groups of subject

teachers in the area to discuss how ICT could be use in their subjects.” Teacher; second level school.

In conclusion, there is clear indication from the research interviews that a constructivist pedagogical approach invariably emerged around the projects and their activities in the second-level schools involved at the time of the research in the Schools Programme. By their nature, both the Liberated Learning materials and the earlier Digital Storytelling activities came to be integrated into meaningful learning activities in the school setting. This would seem particularly true for academically weaker students.

An item in the Terms of Reference was to **“To develop a digital literacy approach in curriculum delivery in primary, post-primary and the non-formal sector.”**

As discussed earlier in this Chapter the NCCA, “Curriculum, Assessment and ICT in the Irish context (2004), articulates a vision of digital literacy centring on the aspiration that: “Our students will leave school as capable independent learners, able to use ICT confidently, creatively and productively, able to communicate effectively, able to work collaboratively, and to critically evaluate, manage and use information.”

The NCCA propose that such digital literacy is best achieved through the integration of ICT across the curriculum and that this literacy is more than simply the acquisition and application of ICT skills. It involves the use of ICT in the development of confidence and creativity as well as a meaningful usage of technology. These are seen as achievable in a properly structured, learning setting where ICT is regularly and effectively leveraged to provide engaging and challenging educative opportunity.

Research evidence from the Schools Programme indicates that this type of usage is indeed taking place, more especially within the primary sector but across the second-level sector also. Increased confidence among the students has been reported by almost all of the teachers involved in the project and consulted during the site visits. Typical observations by two of the teachers and a Principal involved in the project help illustrate this point as follows:

“... the cameraman on one of the projects has special needs and he has just shone as a result of his involvement, his level of confidence, his self-esteem, and his relations with staff have all vastly improved” Primary teacher: Digital Storytelling.

“There have been big changes in the individuals involved. One guy in particular who was very quiet and introvert came into his owns because of the project. Because there was problem solving involved and his ideas worked and he really shone because of it. He is in fifth year now and a different lad. And there are other lads would have benefited as well. These are lads who would be really academically challenged. They show very poor self esteem. A project like this is a major thing for them.” Principal: Second level school.

Similarly, creativity has been a reported feature of the programme projects across the age and ability range. Teachers and Principals observed surprise and even delight at the levels of creativity that emerged when students participated in the projects. Typical comments would include:

“But the [Control Technology] is exceptionally good, it is very creative and imaginative”  
Principal: Primary school.

“[The Creativity] was amazing particularly in Art. The five Groups had completely different models even after starting with the same structure – a Robot car. The models are so different because of the creativity involved.” Primary teacher: Control Technology.

The meaningful usage of technology was also widely reported in the interview stages of the research. Essentially, this meant that while ICT skills were developed within the Programme and invariably developed in a systematic manner they were seldom to the fore in the project setting. IT skills per se were not “taught”: they were acquired through meaningful engagement with tasks that required the gradual mastering of particular technical abilities – such as filming or editing digital video, programming a touch sensor, lighting a Claymation set and so on. This non-IT skills approach to developing digital literacy is in fact very much the leitmotif of the entire Schools Programme. In addition, it is almost universally regarded by the schools as one of the main strengths of the DLLI in educational terms.

One of the teachers noted:

“For children in disadvantaged areas these projects are one of the most empowering things. The projects are very much related to their experience, as they live in the digital age, however for them to actually stand behind the camera and take control of it is magnificent” Primary Teacher: Claymation.

Another observed – in light of her prior experience doing computer based “skills work”:

“... three years ago I never wanted to see another computer, but due to the way the projects are organised now and integrated into school life that has changed.” Primary Teacher: Fis II.

Only one teacher expressed reservations, during the site visits, about what they perceived as a lack of “structure” associated with some elements of the projects:

“Some people are afraid to use the word ‘structure’ with IT, they just want to be creative with it. However children need structure and if I didn’t have structure in a project I couldn’t justify that time.” Primary Teacher: Control Technology.

However, the same teacher then went on to make a crucial point about an underpinning value of the project – without which they would not have been prepared to participate:

“...we must remember that the children are often very weak and we are talking about ‘skilling’ children in terms of language and literacy as opposed to just chasing a novel idea, therefore we need to be careful that the children are not exploited for a snazzy [technology] headline.” Primary Teacher: Control Technology.

In conclusion work to date on the Schools Programme has formulated a distinctive approach to digital literacy in teaching and learning within the project schools.

Another item in the Terms of Reference was to discuss the extent to which the Schools Programme managed to **“develop a roadmap for introducing such a curricular approach into other schools, particularly other disadvantaged schools.”**

We judge that the Schools Programme succeeds in this regard. The roadmap provided by the Programme is both comprehensive and unambiguous. There are a number of features without which the Programme would not have succeeded. These should form the core of any replication of the DLLI approach. The most relevant of these include the following:

- Ensure an adequate support structure is put in place to introduce and ground the project. This requires both pedagogical and technical planning. The DLLI edge was provided by on-call rapid response on the part of the Learning Team: if a school had a problem – either technical or educational in some regard – immediate advice was available on the phone with a follow-up visit to the school, typically within the same day. A regular series of school visits by Learning Team staff with a very “hands-on” attitude supplemented the more fire-fighting nature of the on-call visits. Both were essential to the smooth support of the project. On the human resource side, DLLI support was distributed across technical and learning coordinators. This proved crucial. One of the respondents noted: “...the projects would not have been so successful if a Digital Hub person was not at the end of the phone.” Primary Principal: Claymation;
- Provide targeted professional development to participant teachers and Principals. This should comprise three strands: introductory and sensitising training which introduces the project partners to the equipment and instructional techniques that are involved; hands-on classroom-directed training with a sharp pedagogical edge immediately prior to the introduction of the project; highly individualised, on-site training that is available on a regular basis to all teacher participants particularly in the early stages of the project;
- Make certain that curriculum relevance drives the projects not their technical aspect. The true potential of the DLLI schools projects lies in their relevance to the classroom and their teaching/learning value not in their technical nature. The various Schools Programme projects observed in the research are about better classroom experiences for the children in the project schools – these foster more engaging, task and activity based work, and provide better opportunities for pupil collaboration and constructivist teaching/learning;
- Engage with local community and business interests. The DLLI was made possible primarily through the support and interest of Diageo. However, it was given shape and meaning by the active participation of multiple stakeholders – local, commercial, educational and agency – in the process of designing, developing and driving forward the DLLI. From a Schools Programme perspective, this would have included the Principals and staff of the project schools, the Learning Team, key individuals from within Diageo, The Digital Hub Agency and the third level institutions that offered support and assistance to various component projects. It is through the unique partnerships forged by The Digital Hub that the DLLI has delivered its success.

The successful delivery of the Schools Programme under the DLLI resulted from a complex web of advice, guidance and support and corporate interest. It was also due to an ability from those involved

to overcome challenges and to take advantages of opportunities. Other wishing to emanate the Schools Programme should take these factors into account.

One Principal talked in terms of the way the Schools Programme projects tapped-into “the enthusiasm of the teachers and the pupils to take on something new”. Another talked of “the lift” that access to state-of-the-art equipment had on the teachers, along with the commensurate continued professional development. To disregard any one of these would lessen the prospect of successfully introducing such curricular approaches into other schools, particularly other disadvantaged schools.

The final item from the Terms of Reference discussed in this Section was the extent to which the Schools Programme managed “**to develop a range of professional development resources and an accompanying pedagogy to allow teachers nationwide to use digital tools in a cross-curriculum environment.**”

A relatively unique and well defined pedagogy has emerged around Schools Programme projects in The Digital Hub. From research observations and from interviews with project participants it is clear that this relates to the professional development experiences of the teachers and other school staff, as provided through the Learning Team activities.

The pedagogy is characterised – at both primary and second level – by a number of features mentioned earlier but principally by hands-on learning experiences centring round project equipment and constructivist teaching techniques. There is a marked emphasis in project classrooms on engaging, task/activity based learning with the project equipment being essentially a platform around which the teacher can plan and provide this level of interactive learning.

As regards the way in which much of the DLLI activity fitted within the schools day, particularly at primary level, the following comment from the Principal of one of the most active Project schools sums this up well. There were few major issues around fitting project activity into the school day at primary level because: “.. projects integrated very well into the class curriculum and could be used for themes in the classes.” Principal: Primary School.

The cross-curricular aspect is more evident in primary setting than second level. This is largely unsurprising given the nature of primary education. Nevertheless, some successful cross curricular integration was also evident in the second-level settings – particularly around the usage of digital video and the presentation aspects of the control technology projects, where students had to plan for and then engage with the public presentation of their work – whether within the school, within The Digital Hub showcases arrangements, or more broadly at science and computing fairs and events. One of the second-level teachers observed:

“In terms of displays and that and the pictures and drawings and the little summary and notes and talking an audience through the work, yes. It goes well beyond my subject. But good teaching does and good learning. Or it should.” Second Level Teacher: Control Technology.

Clearly, these teachers and the others who made comparable observations see benefits in going beyond subject boundaries and also recognise that the Schools Programme projects have a contribution to make to this.

With regard to professional development “resources”, what has been developed is a highly effective professional development “process”. There is no doubt in research terms that the “resources” provided through and around this process play a central role in the success of the DLLI to date. These comprise, in the main, clear instructional and guidance materials relating to the possibilities of the specific project technology involved. But it is the experiential nature of the training/continued professional development itself and the subsequent individualised support and follow-up that seems to make the essential difference in terms of the transfer of professional development activity into classroom action on the part of the teachers involved.

Additionally, some informal testing out of aspects of the DLLI method with a wider audience has been undertaken through link-ups with a number of Education Centers nationally to provide introductory training on Claymation in particular. This is not evaluated here but in broad terms would seem useful.

In conclusion the DLLI experience provides an initial model for project-centred professional development. While work remains in order to turn current practice into a fully-developed model of such a project-centred professional development, it seems from the research that the Schools Programme experience would offer strong possibilities in terms of advancing progress towards a pedagogy to allow teachers nationwide to use digital tools in a cross-curriculum manner.

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## 3.11 Conclusions on Impacts

### 3.11.1 Overview

This Section provides conclusions on the impacts of the Schools Programme. The Schools Programme potentially impacts upon the school community at three levels:

- 1. Direct benefits for participants:** Direct benefits refer to the direct or immediate benefit to participants on a project, e.g. the person is capable of doing something which they could not do beforehand or has an interest in media technologies that he/she did not before;
- 2. Indirect benefits for participants:** Indirect benefits relate to the fact that participation in a project may subsequently lead to induced or knock on benefits for participants. For example, increased self-esteem or interest in learning (due to participation on a project) may result in better performance and/or better retention rates in the education system;
- 3. Wider benefits to teachers and schools:** Wider benefits to teachers and schools may then ensue arising from the direct and indirect benefits to participants and also from spill-over effects. For example, increased confidence among teachers in the use of ICT.

The direct and indirect benefits of the Schools Programme to participants are examined in section 3.10.2 and its wider benefits to the teachers and schools are discussed in section 3.10.3.

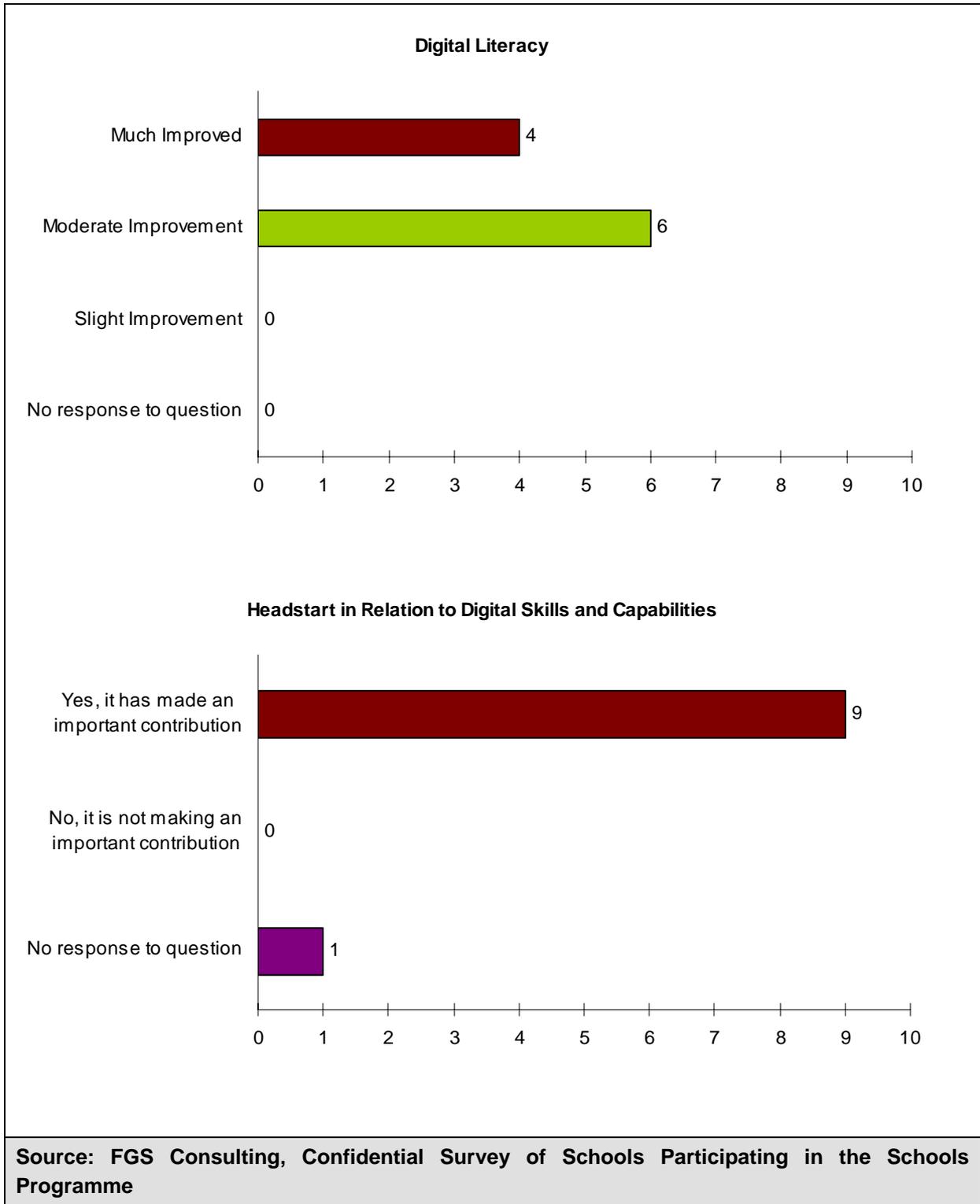
### 3.11.2 Direct and Indirect Benefits

#### Direct Benefits

The direct benefits to the participants were in terms of an increase in digital literacy and ability to use the technology which is becoming increasingly prevalent in modern society. Principals were asked if involvement with the Schools Programme had resulted in their students being more digitally literate/confident and capable in the way that they use technology. All ten Principals who responded to the questionnaire stated that the Schools Programme resulted in their students being more digitally literate.

When asked to quantify the extent of this improvement, four Principals stated that students had “much improved” levels of digital literacy and the remaining six feeling that there had been “moderate improvement” in digital literacy (and none stated that the impact was only “slight”). School Principals were also asked if they believed that the Schools Programme made an important contribution to the DLLI aim of helping to give local children a head-start in relation to the skills and capabilities they are likely to need to live and work in an increasingly digital world. Of the ten Principals who returned questionnaires, nine answered this particular question and one did not answer the question. All nine Principals who responded to the question stated that they believed that the Schools Programme made an important contribution to giving local children a head-start in relation to digital skills and capabilities. This is shown in Figure 3.10.

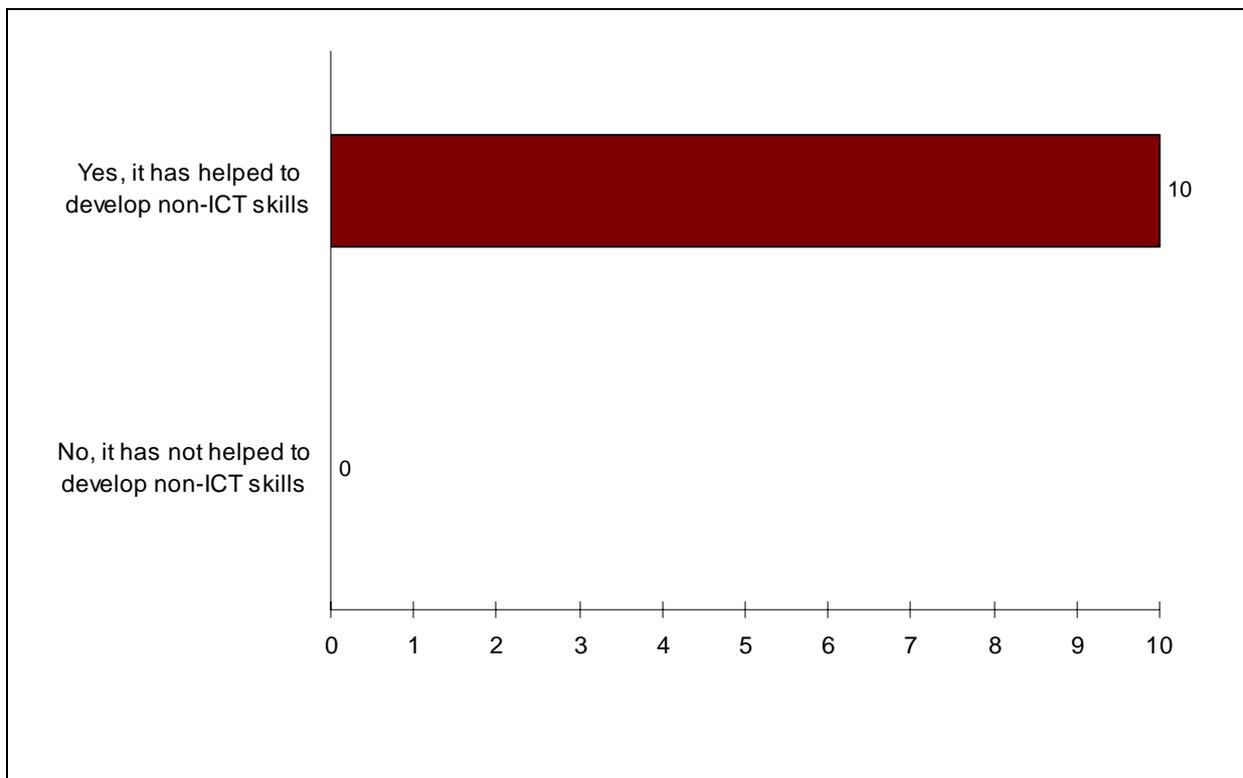
**Figure 3-10: Views of Principals on the Direct Benefits for Participants as a Result of Participation in the Schools Programme**



**Indirect Benefits**

The indirect benefits to participants were those skills or improvements not directly related to the digital literacy material learned through the Schools Programme but rather as a by-product of it. One of these was non-ICT skills and school Principals were asked if “their schools involvement with the Schools Programme had helped their students to develop important non-ICT skills such as teamwork”. All ten Principals stated that the Programme had helped their students to develop non-ICT skills as shown in Figure 3.11.

**Figure 3-11: Views of Principals on the Benefit of Participation in the Schools Programme in the Development of Non-ICT Skills Among Students**



**Source: FGS Consulting, Confidential Survey of Schools Participating in the Schools Programme**

During the site visits one Principal noted: “there have been big changes in the individuals involved. One guy in particular who was very quiet and introvert came into his own because of the project. There was problem solving involved and his ideas worked and he really shone because of it. And there are other lads there who would have benefited as well. These are lads who would be really academically challenged. They show very poor self esteem. A project like this is a major thing for them”.

Other indirect benefits of participation in the Programme were in classroom behaviour, school attendance and integration of students. Principals were also asked if they believed “the Schools

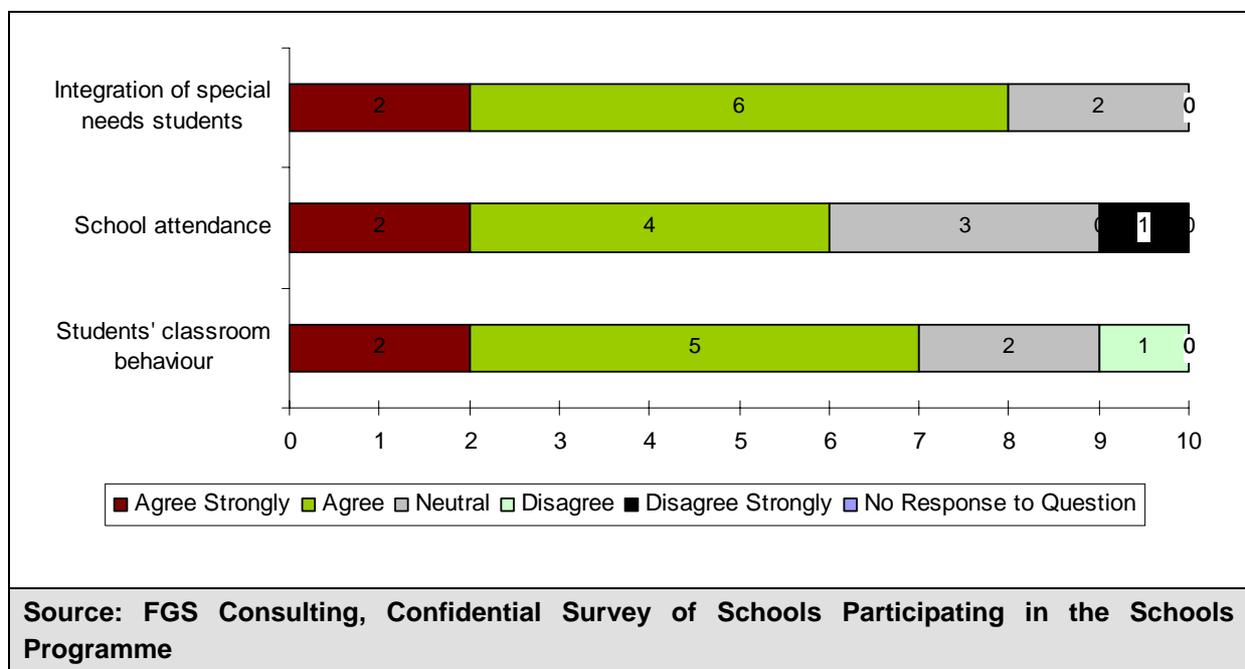
Programme had a positive impact on students’ classroom behaviour”. Seven of the ten Principals stated that they believed that the Schools Programme had a positive impact on students’ classroom behaviour. Of the seven, two stated that they “strongly agreed” and five stated that they “agreed” with the statement that the Schools Programme had “a positive impact on our students’ classroom behaviour”. Of the remaining three Principals who completed a questionnaire, two stated that they were “neutral” about the statement and one “disagreed” with the statement.

Principals were also asked to comment on the statement that “participation in DLLI projects had led to better integration of our special needs students into classroom activity”. Amongst the ten Principals two “agreed strongly” and six “agreed” that it had, and two were “neutral” on the topic. Comments in relation to this integration included: “the one thing we have noticed about it is that their self esteem has improved and their confidence has risen which is what you want to do with special needs children. Once you have raised their confidence and self esteem the learning then slots in afterwards”.

Six of the ten Principals stated that the Schools Programme helped improve school attendance. Two Principals “agreed strongly” that school attendance had been positively impacted by the Programme, four “agreed” that it was positively impacted, three were “neutral” and one Principal “disagreed strongly.”

The responses of Principals on these indirect benefits are shown in Figure 3.12.

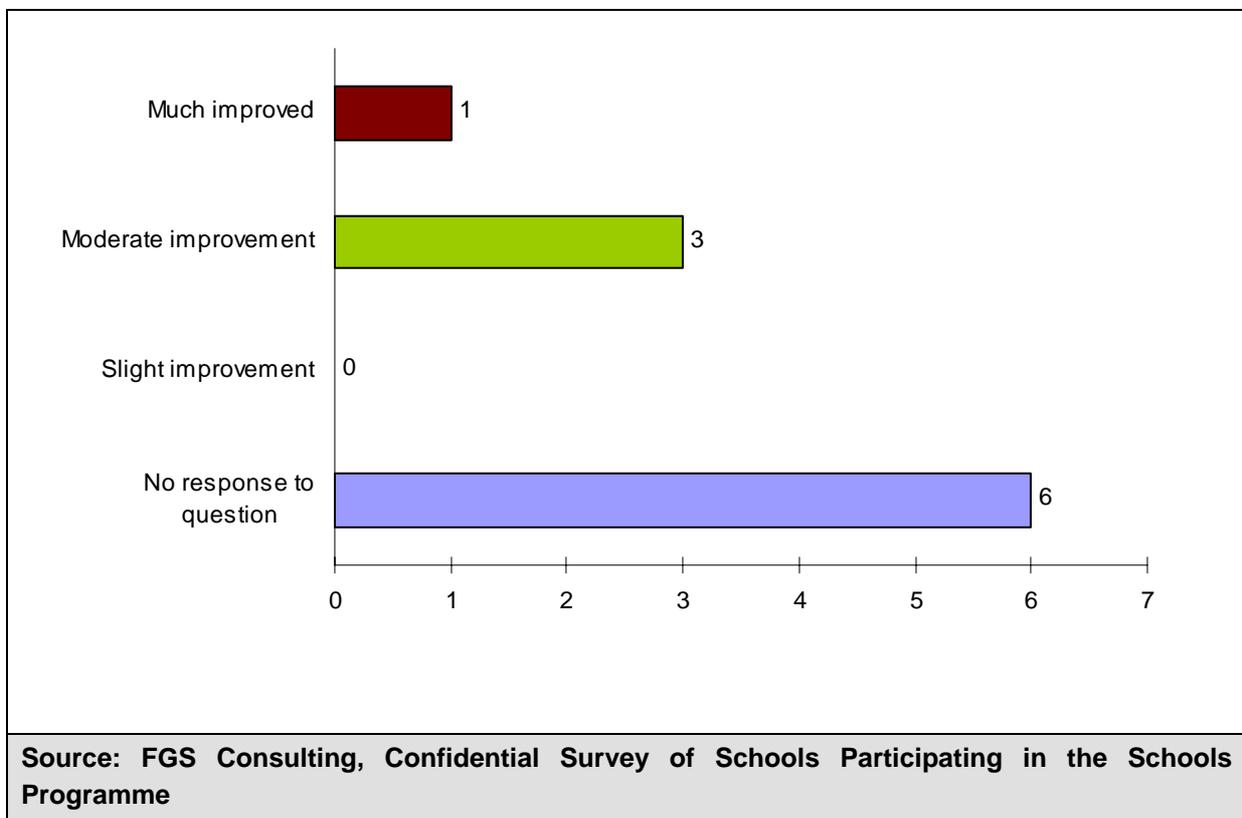
**Figure 3-12: Views of Principals on the Benefit of Participation in the Schools Programme in Terms of Classroom Behaviour, School Attendance and Student Integration**



One of the ten questionnaires returned stated that not everything promised at the start of the DLLI materialised. This point was made in a confidential written questionnaire and the particular aspects which were not believed to have materialised were not stated.

A final potential indirect benefit was an improvement in general literacy. School Principals were also asked to indicate if involvement in the Schools Programme resulted in improved general literacy levels among students. Four Principals stated that they believed it did, five stated that it did not and one Principal did “not know”. Of the four Principals who stated that general literacy levels had improved one Principal stated literacy levels had “much improved” and three stated that there had been “moderate improvement” in general literacy levels. This is shown in Figure 3.13.

**Figure 3-13: Views of Principals on the Benefit of Participation in the Schools Programme in Improving General Literacy**



### 3.11.3 Wider Benefits to Teachers and Schools

In addition to students the Schools Programme also has potential benefits for the teachers and schools who take part in the Programme. These potential benefits include:

- Increased teacher ICT confidence and skills;
- Improved teacher retention;
- Wider education experience;

- Better delivery of the existing curriculum;
- Helping to convince parents of the benefits of ICT for parents;
- Improving the reputation and perception of the school in the local community;
- Helping to cement the use of ICT in schools.

### **Teacher ICT Confidence and Skills**

Principals were asked to comment on the statement that “involvement in the Schools Programme helps teachers to build ICT confidence and skill”. All ten Principals who returned questionnaires agreed that the Programme had helped teachers to build ICT confidence and skills among teachers, with five Principals “agreed strongly” and five “agreed” with the statement. Speaking about themselves during a site visit, one teacher observed “Three years ago I never wanted to see another computer, but due to the way the projects are organised now and integrated into school life, that has changed”.

### **Teacher Retention**

Principals were asked to comment on the statement that “involvement in the Schools Programme had a positive impact on teacher retention”. Six were “neutral” on this statement. Of the remaining four, one “agreed strongly”, two “disagreed” and one “strongly disagreed”.

### **Wider Education Experience**

Principals were asked to comment on the statement that “involvement allows the teachers to widen *significantly* the education experience of our students”. Among the Principals eight “agreed strongly” that it had, one was “neutral” on the statement and one “disagreed” with the statement. One second level teacher commented “In terms of displays and that and the pictures and drawings and the little summary and notes and talking an audience through the work, yes. It goes well beyond my subject. But good teaching and good learning does. Or it should”.

### **Better Delivery of the Existing Curriculum**

Principals were asked to comment on the statement that participation in the Schools Programme “facilitates better delivery of the existing curriculum”. Seven of the ten Principals stated that the Schools Programme had facilitated better delivery of the existing curriculum. Among the Principals three “agreed strongly” that it had, four “agreed”, two were “neutral” on the topic and one “disagreed” with the statement. A Principal of a Primary school noted “projects integrated very well into the class curriculum and could be used for themes in the classes”.

### **Importance of ICT for Parents**

Principals were asked to comment on the statement that participation in the Schools Programme had helped to convince parents of the advantages of having an ICT aspect to school. Among the Principals two “agreed strongly” that it had, three “agreed”, three were “neutral” on the topic and two “disagreed” with the statement. One teacher commented directly on the impact of the project on parents “The parents are marvelling at the fact that the kids can use the technology, that they know what they are doing and that they are not just following orders blindly. They’re actually discovering and developing it themselves”.

### Reputation and Perception of School

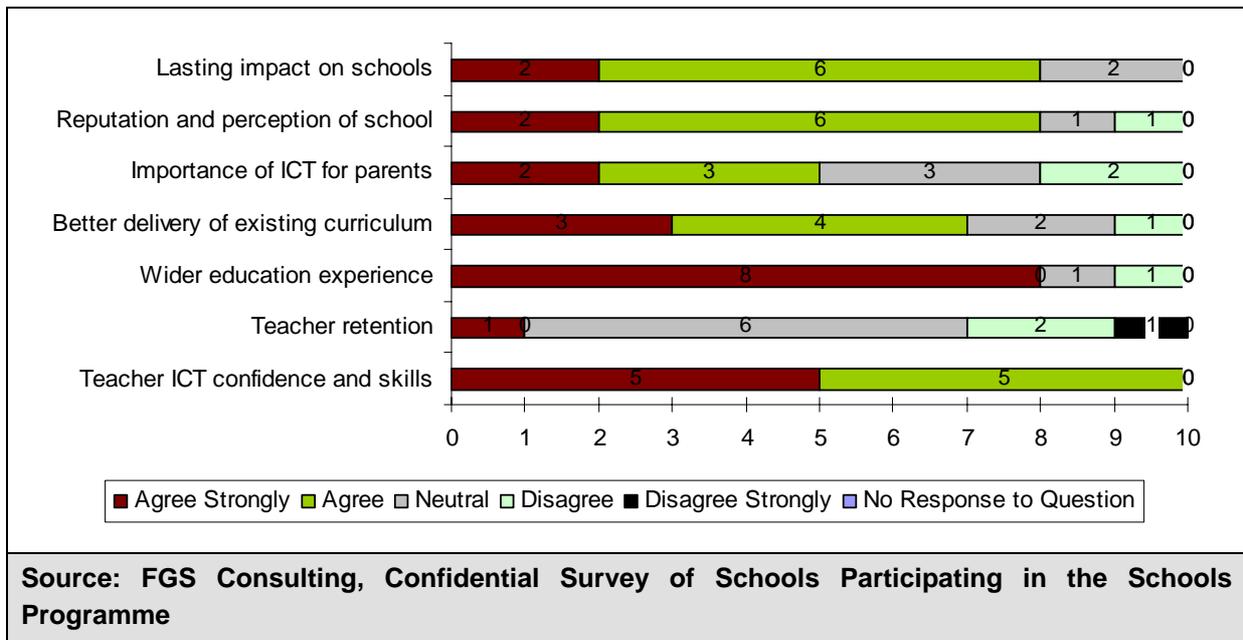
Principals were asked to comment on the statement that involvement in the Schools Programme had a positive impact on the reputation and public perception of their school. Amongst the Principals two “agreed strongly” that it had, six “agreed”, one was neutral on the topic, and one Principal “disagreed” with the statement.

### Lasting Impact on Schools

Principals were also asked to comment on the statement that participation in DLLI projects will have a lasting positive impact on the use of ICT in their schools. Among the ten Principals who responded two “agreed strongly” with the statement, six “agreed” and two were “neutral”.

The analysis of the Principals statements is shown graphically in Figure 3.14.

**Figure 3-14: Views of Principals on the Wider Benefits of Participation in the Schools Programme to Teachers and Schools**



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## 4 THE COMMUNITY PROGRAMME

### 4.1 Chapter Introduction

One of the items in the Terms of Reference for this Evaluation was for the evaluators to “review the programme objectively”. A key issue for the Evaluation therefore is to establish progress against the specific objectives of the Schools and Community Programmes. This Chapter focuses on the extent to which the Community Programme achieved its objectives and the impact of the Programme.

Section 4.2 presents the specific objectives of the Community Programme and Sections 4.3 to 4.7 subsequently summarise activities under the DLLI over the period 2002 to 2006. More detailed case studies of activity under the Community Programme are presented in Section 4.8. Finally, Section 4.9 concludes with a discussion of the impacts of the Community Programme.

### 4.2 Programme Objectives

The Community Programme aims to give the local community access to digital technology through working with partners to deliver a range of courses and activity aimed at providing people in the locality with digital skills. There are five specific aims of the Community Programme:

1. “Provide access to a range of community focused courses in the Diageo Liberties Learning Studio;
2. Play a strategic role in supporting local community educational initiatives by hosting ‘train the trainer’ courses in the Diageo Liberties Learning Studio;
3. Address a ‘digital divide’ by working with partners to deliver a range of programmes aimed at providing local people with digital skills;
4. Empower the local community to implement digital media programmes in their own communities;
5. Ensure that schools and community programmes complement each other, so as to ensure support for local children and young people”.

We discussed the concepts of digital literacy in Chapter 2. A key aim of the Community Programme was to enhance digital literacy in the community through increased participation. Of particular use in this regard is the digital literacy framework developed by the DigEuLit project. It defined digital literacy as:

“Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.” A European Framework for Digital Literacy, Martin.

It also notes that the successful deliver of digital literacy involves a number of process as follows:

- **Statement:** state clearly the problem to be solved or task to be achieved and the actions required;
- **Identification:** identify the digital resources required to solve a problem or complete a task;
- **Accession:** locate and obtain the required digital resources;
- **Evaluation:** assess the objectivity, accuracy, reliability an relevance of digital resources;
- **Interpretation:** understand the meaning conveyed by a digital resource;
- **Organisation:** organise and set out digital resources in a way that will enable the solution of the problem or achievement of the task;
- **Integration:** bring digital resources together in combinations relevant to the problem or task;
- **Analysis:** examine digital resources using concepts and models which will enable solution of the problem or achievement of the task;
- **Synthesis:** recombine digital resources in new ways which will enable solution of the problem or achievement of the task;
- **Creation:** create new knowledge objects, units of information, media products or other digital outputs which will contribute to solution of the problem or achievement of the task;
- **Communication:** interact with relevant others whilst dealing with the problem or task;
- **Dissemination:** present the solutions or outputs to relevant others;
- **Reflection:** consider the success of the problem-solving or task-achievement process, and to reflect upon one's own development as a digitally literate person.

We judge that these elements are addressed within the Community Programme. Section 4.3 to 4.7 discusses activity in relation to each of these aims respectively. Section 4.8 presents cases studies on a number of community projects. Section 4.9 offers some conclusions on Programme impacts.

### 4.3 Community Courses

The Community Programme commenced with DigiBoarding in 2002. This was a summer project with various community groups and took place at a specially built skate park and editing were facilities located at the base of the Guinness Windmill on Thomas Street. As they skated, cameras on the children's clothing and on the ramps transmitted images and sound. The children then edited the footage to produce a short film of their skateboarding.

Following the success of the project within the community a summer project was also held in 2003, Digital Beat. This was a multimedia course that provided people with an opportunity to take still digital images, digitally record sounds, and learn how to combine these various elements together to make short music videos.

This summer projects were followed in 2004 with the introduction of DigiRhythm which used cutting edge digital technology to produce hip-hop and rap music. The project was designed to teach participants a range of skills such as sound recording, digital mixing and rap/song writing. eStreet was

the summer project of 2005 and involved young people designing their own virtual neighbourhood using games technology, drawing and special effects. They created their own assets, such as swimming pools, football pitches, parks, trees etc. and incorporated them into their own streetscapes. Nature Bytes was the summer project for 2006 and revolved around children digitally recording their summer day excursions and then editing them into short films.

Overall, there have been 295 participants in the summer projects. The number of participants is shown in Table 4.1. The number of participants varied from around 115 in the initial DigiBoarding project to around 26 in Digital Beat 2003 and DigiRhythm 2004. A notable feature of the summer projects was the involvement of young people and the physical “presence” of the projects within the community (especially the 2002, 2005 and 2006 projects).

**Table 4.1: Number of Participants on Summer Projects**

Summer Project	Number of Participants
DigiBoarding (Summer 2002)	115
Digital Beat (Summer 2003)	26
DigiRhythm (Summer 2004)	26
eStreet (Summer 2005)	48
Nature Bytes (Summer 2006)	80
<b>Overall Total</b>	<b>295</b>
<b>Source: DHDA, DLLI, Key Performance Indicators</b>	

Following on from being a summer project in 2004 DigiRhythm was rolled out as a course delivered to members of the community over an extended period in 2006 to nine participants. In addition, a digital radio course (DigiRadio) was delivered to the community in 2005 to 32 participants. Following on from this a group of 13 participants from the course in 2005 continued on another course in 2006 (DigiRadio 2006 Advanced Group). A “new” set of 30 participants also started the digital radio course in 2006 (DigiRadio 2006) and the DLLI also started the provision of radio production course to ten participants under the Back to Education Initiative (Radio Production – BTEI). Overall there were nearly 100 participants on these more intensive courses – see Table 4.2.

**Table 4.2: Number of Participants on Non-Summer Community Projects**

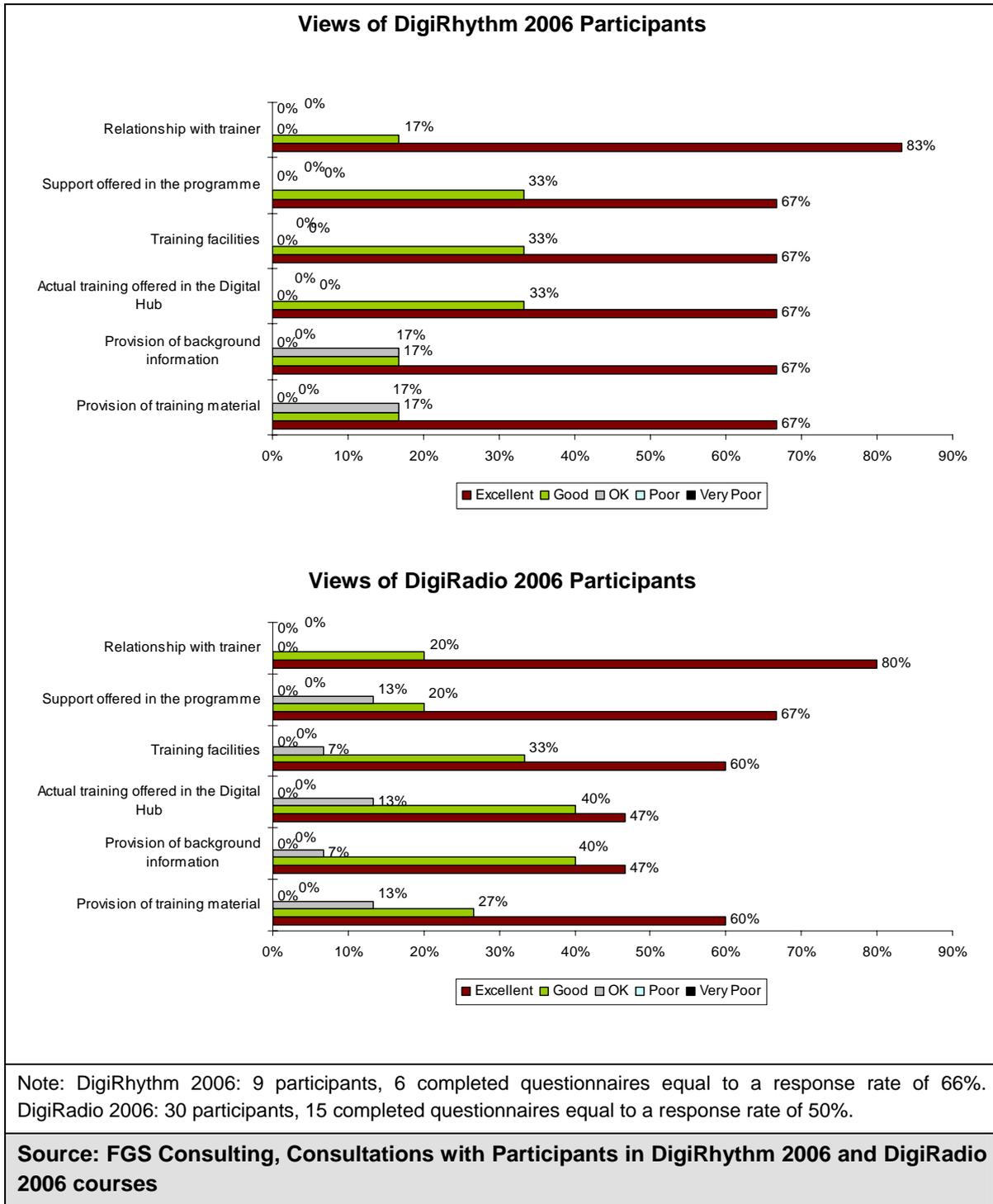
Non-Summer Community Projects	Number of Participants
DigiRadio 2005 (Liber8 FM 2005)	32
DigiRhythm Advanced 2006	9
DigiRadio 2006 - Advanced Group	13
DigiRadio 2006	30
Radio Production – BTEI	10
<b>Total Non-Summer Community Projects</b>	<b>94</b>
<b>Source: DHDA, DLLI, Key Performance Indicators</b>	

A summary description of each of the courses is provided in Figure 4.2 at the end of this Section. A more detailed case study analysis of two of these courses, namely DigiRhythm 2006 and DigiRadio 2005, is presented in Section 4.7.

As part of the Evaluation participants views on assistance from the most recent major community courses i.e. DigiRhythm 2006 and DigiRadio 2006 were sought. In particular participants were asked their views on a range of the provision of training material and background information, actual training offered, training facilities, support offered in the course and their working relationship with the trainer(s). Figure 4.1 shows that there was overall satisfaction with the assistance provided by the DLLI was very high, particularly in terms of the relationship with the trainer and the support offered in the Programme. The views of participants on the impacts of courses are discussed in detail in the case studies in Section 4.8 and in Section 4.9.

For 2007 it is envisaged that the radio production to participants under the Back to Education Initiative (BTEI) which commenced in September 2006 will start again in September 2007. The DLLI Learning Teams are also in discussions to run a DigiFilm course in association with FÁS during 2007.

**Figure 4-1: Sample of Participants' Rating of Assistance Provided by DLLI**



**Figure 4-2: Summary Description of Community Courses**

<b>DigiBoarding (Summer 2002)</b>
<p><b>Description:</b> This took place at a specially built skate park and editing facilities located at the base of the Guinness Windmill on Thomas Street. As they skated, cameras on the children's clothing and on the ramps transmitted images and sound. The children then edited the footage to produce a short film of their skateboarding.</p> <p><b>Digital Skills:</b> Digital movement capture and editing.</p> <p><b>Main Project Outputs:</b> Participants produced a short film of their skateboarding journey, which was either integrated into a website or produced as a separate CD ROM.</p>
<b>Digital Beat (Summer 2003)</b>
<p><b>Description:</b> This was a multimedia course that provided people with an opportunity to take still digital images, digitally record sounds, and learn how to combine these various elements together to make short music videos.</p> <p><b>Digital Skills:</b> An opportunity to take still digital images, digitally record sounds, and learn how to combine these various elements together to make short videos.</p> <p><b>Main Project Outputs:</b> Production of short films.</p>
<b>DigiRhythm (Summer 2004)</b>
<p><b>Description:</b> This project used cutting edge digital technology to produce hip-hop and rap music.</p> <p><b>Digital Skills:</b> Sound recording, digital mixing and rap/song writing.</p> <p><b>Main Project Outputs:</b> Participants created tracks and CD covers.</p>
<b>eStreet (Summer 2005)</b>
<p><b>Description:</b> In this summer project young people designed their own virtual neighbourhood using games technology, drawing and special effects. They created their own assets, such as swimming pools, football pitches, parks, trees etc. and incorporated them into their own streetscapes. Using blue screen techniques they were also able to include themselves in their own game!</p> <p><b>Digital Skills:</b> Movement capture, video recording, animation, digital colouring and editing.</p> <p><b>Main Project Outputs:</b> Production of a CD-Rom by each participant.</p>
<b>Nature Bytes (Summer 2006)</b>
<p><b>Description:</b> Children digitally recorded their summer day excursions.</p> <p><b>Digital Skills:</b> Multimedia recording and editing.</p> <p><b>Main Project Outputs:</b> DVD of excursions created by each participant.</p>

DigiRadio 2005 (Liber8 FM 2005)
<p><b>Description:</b> This involved producing radio programmes from editing to production to research to presenting.</p> <p><b>Digital Skills:</b> Producing an overall radio programmes from editing to production to research to presenting.</p> <p><b>Main Project Outputs:</b> The project received a 30 day licence and broadcast for four weeks during the month of August 2005. It was aired on Fridays and Saturdays from 8am till midnight.</p>
DigiRhythm Advanced 2006
<p><b>Description:</b> This project used cutting edge digital technology to produce hip-hop and rap music. This was an advanced version of the summer 2004 course.</p> <p><b>Digital Skills:</b> Sound recording, digital mixing and rap/song writing.</p> <p><b>Main Project Outputs:</b> Participants created tracks and CD covers.</p>
DigiRadio 2006 - Advanced Group
<p><b>Description:</b> This involved producing radio programmes from editing to production to research to presenting and involved continuing participants from the 2005 project.</p> <p><b>Digital Skills:</b> Producing an overall radio programmes from editing to production to research to presenting.</p> <p><b>Main Project Outputs:</b> This group broadcasts on Digital Hub FM 94.3 which broadcast on six consecutive Fridays from November 10<sup>th</sup>-December 15<sup>th</sup> 2006 and then every consecutive Friday from January 26<sup>th</sup>-June 22<sup>nd</sup> 2007.</p>
DigiRadio 2006
<p><b>Description:</b> This involved producing radio programmes from editing to production to research to presenting and built on the 2005 project.</p> <p><b>Digital Skills:</b> Producing an overall radio programmes from editing to production to research to presenting.</p> <p><b>Main Project Outputs:</b> This group broadcasts on Digital Hub FM 94.3 which broadcast on six consecutive Fridays from November 10<sup>th</sup>-December 15<sup>th</sup> 2006 and then every consecutive Friday from January 26<sup>th</sup>-June 22<sup>nd</sup> 2007.</p>
Radio Production - BTEI
<p><b>Description:</b> The DigiRadio course expanded with the recruitment of new groups of learners in 2006. A group of 10 learners commenced a “Back To Education Initiative” part-time day course in conjunction with Liberties CDVEC College.</p> <p><b>Digital Skills:</b> Learners were offered the opportunity to gain accreditation in FETAC Level 4 module in Community Radio.</p>

## 4.4 Train the Trainer Projects

The DLLI provided or facilitated a number of courses which can be termed “train the trainer” i.e. where the courses were delivered to trainers, educators or community workers. Between 2004 and 2006 eight such courses were facilitated. Four in 2006, two in 2005 and two in 2004, see Figure 4.3.

**Figure 4-3: Train the Trainer Projects Facilitated by the DLLI**

2006	2005	2004
Digital Media Resource Course - National Youth Council of Ireland	Digital Media Skills for Educators - N.C.A.D. H.Dip Education	RAPID and CDVEC Community Newsletter Project - RAPID
Video Expression - Focus Ireland	Digital Storytelling using Photography - Mercy Family Centre	Digital Photography Course - CDYSB
Hub Club Homework Clubs - Various Community Groups		
Apple Regional Training Centre - Apple Ireland		

Five of the courses have been provided to groups from the Liberties/Coombe area, namely “Hub Club Homework Clubs” (preparation work for 2007 project), “Digital Media Skills for Educators”, “Digital Storytelling using Photography”, “RAPID and CDVEC Community Newsletter Project” and “Digital Photography Course”. Over 60 participants from the area benefited from these courses.

Two courses involved organisations with a national remit or focus outside of the Liberties/Coombe area namely “Digital Media Resource Course” with the National Youth Council of Ireland which trained 8 youth workers and “Video Expression” with Focus Ireland which had 6 participants. Indirectly, it is estimated that the youth workers of the National Youth Council of Ireland would utilise their skills when providing assistance to 250 young people and that 160 people would benefit indirectly from the skills learned by those who took part in the Focus Ireland course. Overall there were 84 people who participated directly in “train the trainer” courses see Table 4.3.

**Table 4-3: No. of Participants in Train the Trainer Courses**

Project	No.	Project	No.
Digital Media Resource Course	8	Digital Media Skills for Educators	22
Video Expression	6	Digital Storytelling using Photography	16
Hub Club Homework Clubs	6	<b>2005 Total</b>	<b>38</b>
Apple Regional Training Centre	6	RAPID & CDVEC Community Newsletter Project	10
<b>2006 Total</b>	<b>26</b>	Digital Photography Course	10
<b>Overall Total</b>	<b>84</b>	<b>2004 Total</b>	<b>20</b>
<b>Source: DHDA, DLLI, Key Performance Indicators</b>			

The Apple Regional Training Centre differs from the rest of the “train the trainer” courses as it recognised The Digital Hub as an accredited user of Apple products and training and certified courses run by the DLLI to use Apple applications to achieve their goals. Summary descriptions of courses are provided in Figure 4.4 at the end of this Section.

Having examined the courses a number of points emerge as follows:

- The courses involved a mix of instruction on the use of specific digital technologies or packages and the provision of instruction in basic computer skills;
- The level of assistance provided by the DLLI Learning Team varied from design and delivery of courses such as the RAPID and CDVEC Community Newsletter project to facilitation through the provision of equipment and training facilities;
- The equipment used by for the “train the trainer” projects which was provided by the DLLI included laptops, digital cameras, mini disc kits, microphones and other associated peripherals;
- In terms of contact hours in a number of cases they were significant for example, Digital Storytelling using Photography had 18 contact hours and Digital Media Skills for Educators had 32 contact hours.

As part of this Evaluation we consulted with the relevant organisations assisted in 2006. That is Focus Ireland, the National Youth Council and representative of the community groups involved in the Hub Club. A number of points emerge from these consultations as follows:

- Overall, they were happy with the assistance provided;
- When asked to identify any weaknesses to the assistance provided or make suggestions for improvement the main comments related to the benefit of having additional staff in the DLLI and more information of additional course options following completion of the course with the DLLI;
- There was a widespread interest in working with the DLLI again in the future. Indeed, following on from their interaction with the National Youth Council of Ireland the DHDA plan to provide a series of ICT workshops to train youth workers to gather opinions and ideas from disadvantaged youth ages 14-16 about the content of the proposed exhibits and programmes for a proposed interactive centre on science and technology called “Exploration Centre”. The project duration is expected to run for one year and is being funded through Dormant Accounts.

Other “train the trainer” courses and activity planned in 2007 include a project with the National Adult Literacy Agency (NALA) to design and deliver a digital literacy course for NALA tutors.

**Figure 4-4: Summary Description of “Train the Trainer” Courses**

<b>Digital Media Resource Course</b>
<b>Description:</b> Introduction to Digital Cameras and image manipulation software. <b>Digital Skills:</b> Use of Photoshop elements and macro media fireworks.
<b>Video Expression</b>
<b>Description:</b> Film making project. <b>Digital Skills</b> Storyboarding, filming, editing, sound recording. <b>Main Project Outputs:</b> To create short videos and complete a FETAC qualification.
<b>Hub Club Homework Clubs</b>
<b>Description:</b> Introduction to various Digital Media modules as part of a homework club (preparation work for 2007 project).
<b>Apple Regional Training Centre</b>
<b>Description:</b> Introduction to iLife. <b>Digital Skills:</b> Basic Mac skills. <b>Main Project Outputs:</b> To gain a knowledge of iLife.
<b>Digital Media Skills for Educators</b>
<b>Description:</b> Introduction to various Digital Media from an art teachers perspective. <b>Digital Skills:</b> Photography, animation, sound recording, video and internet use. <b>Main Project Outputs:</b> To develop skills in digital media to replicate in the classroom.
<b>Digital Storytelling Using Photography</b>
<b>Description:</b> Introduction to Digital Cameras and image manipulation software. <b>Digital Skills:</b> Using digital cameras and Paint Shop Pro. <b>Main Project Outputs:</b> Creation of a portfolio of images.
<b>RAPID and CDVEC Community Newsletter Project</b>
<b>Description:</b> The rationale for this project was to provide a Microsoft Publisher course for local community organisations in order for them to be able to produce their own newsletters. <b>Digital Skills:</b> Use of Microsoft Publisher. <b>Main Project Outputs:</b> Participants improved in technical and presentational skills and increased interaction between different community groups.
<b>Digital Photography Course - CDYSB</b>
<b>Description:</b> A digital photography course was specifically designed for Youth Workers. Its focus was primarily “train the trainer” orientated with emphasis on knowledge transfer from the Hub to the local group of Youth Workers who would in turn transfer these skills onto young people on using digital cameras and editing with young people. <b>Digital Skills:</b> Improved skills in using digital cameras and image editing. <b>Main Project Outputs:</b> Youth workers completed the course.

## 4.5 Courses with Partner Organisations

The DLLI has been involved in a number projects where they partnered with other organisations to facilitate and to deliver a project i.e. courses with organisations from within or outside the Liberties/Coombe area and where the participants were mainly selected by or associated with the partner organisation rather than being selected from the general public by DLLI Learning Team. Between 2004 and 2006 there were 25 such organisational collaborations -13 in 2006, 10 in 2005 and three between 2003 and 2004, see Figure 4.5.

**Figure 4-5: DLLI “Partner Project” Organisations**

2006	2005	2004 and 2003
Mobile Computer Clubhouse - Computer Clubhouse	Digital Community - IC3 - DIT Digital Community Project	Music Project Smithfield - M.A.Y.S
CYC Summer Project - CYC	DigitalBeat - Youthreach Pleasant Street	DigiHealth - Various Community Groups
Oliver Bond Art Group - Oliver Bond	Digital Print Mural Project - Various Community Groups	Digital Community Project - IC3
DigiHealth - M.A.Y.S	Digital Photography - Charlemount St. Community Centre	
Digital Storytelling Using Photography - St.Michael’s Parish Youth Project	Digital Storytelling - Chester Beatty Library	
Robert Emmet Summer Festival - Robert Emmet Summer Festival	Dán Video Project - Dán Youth Project	
IC3 Course – CAP Drugs - Oliver Bond Community Centre	Computer Support - Francis Street Adult Education	
Visual Storytelling - Irish Deaf Society	Chinese New Year - Chinese Community	
Digital Storytelling - Irish Deaf Society	Digital Storytelling using Vegas and Acid - Mountjoy Prison	
Basic Computer Skills and Internet Use - ISPC	ARKLINK Fatima Mansions - ARKLINK	
Introduction to Multimedia - Transition Supports Project		
Digital Photography - Separated Children’s Educational Service (SCES)		
Digital Community IC3 - DIT Digital Community Project		

In terms of actual courses run with partner organisations there 27 as some courses were run on a number of separate instances, i.e. Introduction to Multi-media and Visual Storytelling. Of the 27 courses with partner organisations 18 were provided to groups from the Liberties/Coombe area with nine courses involving organisations with a national remit or focus outside of the Liberties/Coombe area. The courses facilitated with “national” organisations were Visual Storytelling and Digital Storytelling with the Irish Deaf Society, Basic Computer Skills and Internet Use with the ISPPC, Introduction to Multi-Media (Groups 1 and 2) with Transition Supports Project, Digital Photography with Separated Children’s Education Service and Digital Storytelling using Vegas and Acid with Mountjoy Prison. Overall there were 511 people who participated in projects with partner organisations see Table 4.4.

**Table 4-4: No. of Participants in Partner Organisation Projects**

Mobile Computer Clubhouse	82
CYC Summer Project	15
Oliver Bond Youth Group	12
DigiHealth	46
Digital Storytelling using Photography	5
Robert Emmet Summer Festival	10
IC3 Course CAP Drugs	8
Visual Storytelling	30
Digital Storytelling	14
Basic Computer Skills and Internet Use	5
Introduction to Multimedia	20
Digital Photography	15
Digital Community IC3	15
<b>2006 Total</b>	<b>277</b>
Digital Community IC3	27
Digital Beat (Youthreach Pleasant St.)	10
Digital Print Mural Project	30
Digital Photography	30
Digital Storytelling	60
Dán Video Project	10
Computer Support	8
Chinese New Year	14
Digital Storytelling using Vegas and Acid	8
ARLINK Fatima Mansions	8
<b>2005 Total</b>	<b>205</b>
Music Project Smithfield	15
DigiHealth	14
<b>2004/2003 Total</b>	<b>29</b>
<b>Overall Total</b>	<b>511</b>

Summary descriptions are provided in Figure 4.8 at the end of this Section. Having examined the courses we make a number of points below as follows:

- The courses involved a mix of instruction on the use of specific digital technologies or packages and the provision of instruction in basic computer skills;
- As noted in Chapter 3 a defining feature of the DLLI approach to school projects was a “programmatic approach” to programme delivery. This was also a feature of projects in the Community Programme. It reflected the fact that the DLLI’s input typically encompassed project “content”, “delivery strategy”, “technology”, “human resources” and “physical support”;
- Table 4.6 shows that while provision of physical support (i.e. hardware, software or physical training facilities) was an important common thread across the DLLI’s work with partner projects also important was assistance on the development of project/course content, delivery strategy, advice on technology and the sourcing of personnel or trainers;

**Table 4-6: Role of the DLLI in Partner Projects**

	Number		%	
	Yes	No	Yes	No
<b>Content</b>				
Came up with the idea	19	8	70%	30%
Role in developing the idea into a project	19	8	70%	30%
<b>Delivery Strategy</b>				
Advised on how to deliver project	19	8	70%	30%
Provided some support to deliver project	27	0	100%	0%
Actually delivered the project	14	13	51%	49%
<b>Technology</b>				
Advised on technology required	22	5	81%	19%
Adapted technology to help project	8	19	30%	70%
<b>The Tutor</b>				
Paid Member of DLLI Staff	6	21	22%	78%
DLLI sourced the tutor (non-DLLI staff)	17	10	63%	37%
DLLI sourced and paid the tutor (non-DLLI staff)	11	16	40%	60%
<b>Physical Support</b>				
Provided hardware	27	0	100%	0%
Provided software	26	1	96%	4%
Provided location	22	5	81%	19%

- The type of assistance provided by the DLLI varied from intensive (i.e. more than 50% of the criteria) to less intensive (i.e. less than 50% of the criteria). The projects which had a lower level of assistance were those where the DLLI only provided or lent equipment such as digital cameras or software while in those with a more intensive level of assistance the DLLI would have been involved in the planning and execution of the project. The category which each project falls into is shown in Figure 4.7.

**Figure 4-7: Level of Assistance Provided by the DLLI**

	<b>Intensive Assistance Provided by DLLI (score of more than 50% against criteria listed in the previous Table)</b>	<b>Less Intensive Assistance Provided by DLLI (score of 50% or less against criteria listed in the previous Table of criteria)</b>
<b>Local</b>	DigiHealth (x2) Music Project Smithfield ARKLINK Fatima Mansions Digital Storytelling using Photography Digital Print Mural Project Digital Beat (Youthreach Pleasant St.) Digital Community IC3 Robert Emmet Summer Festival Digital Storytelling using Photography (St.Michaels) Digital Hub Mobile Clubhouse	Computer Support Francis Street Adult Education Dán Video Project Digital Storytelling using Photography and Animation (Chester Beatty) IC3 Course – CAP Drugs Oliver Bond Art Group CYC Summer Project Chinese New Year
<b>National</b>	Digital Storytelling Visual Storytelling (x2) Basic Computer Skills and Internet Use Introduction to Multi-media (x2) Digital Photography Digital Storytelling using Vegas and Acid	Digital Media Resource Course

- The equipment used by partner organisations which was provided by the DLLI included laptops, digital cameras, mini disc kits, microphones and other associated peripherals;
- In terms of contact hours three projects had greater than 15 hours of contact time in the project: Introduction to Multi-media, Digital Storytelling and Visual Storytelling while ARKLINK Fatima Mansions had over 30 hours contact time.

Project partners in 2006 were also asked, as part of this Evaluation, to identify main strengths and characteristics of their engagement with the DLLI. Key points that emerge from their comments are the following:

- The fact that community projects were community led and that the Community and participants have a sense of ownership. “The fact that the DLLI is led by the Community is important. It’s not an ivory tower approach”; “Digital Hub always allow groups and kids to have ownership of projects”;
- The inclusive, open and supportive approach of the Learning Team. “The staff encourage groups to be involved and are always open to new suggestions”; “You never feel that the DLLI are pushing their ideas onto the community group”; “The DLLI people are fantastically supportive”;
- The strong communications and relationship between the Learning Team and community and other organisations. “Trust between the community group and the DLLI has been key”; “The

relationship between the staff of the DLLI and the group. This cements everything”; “There was excellent communication between the groups”.

- The ability of the Learning Team to deliver on commitments. In particular the ability to take an idea, develop a vision and translate that into a course. “The DLLI has always been structured – never scattergun”; “DLLI have always found a way of getting things done”; “DLLI are awe-inspiring – they can turn an idea into a vision”; “Absolutely fantastic – imagine what they could do with a few more staff”;
- The experience and knowledge of the DLLI Learning Team. “DLLI had already been down this path and knew the pitfalls”; “They knew the area the project was being carried out in. They were aware of the children’s backgrounds. This knowledge made it very easy”.

The vast majority of organisations consulted were happy with the assistance provided<sup>16</sup>. The majority also stated that they would be interested in partnering with the DLLI again if a suitable opportunity could be identified.

Organisations were asked about weaknesses of their interaction with the DLLI. These include:

- Lack of people in the DLLI at times. “Sometimes, due to a lack of people in the Hub it was difficult to get someone to help me”;
- Lack of advertising of options after course. “They should have been more pro-active in advertising more options after the completion of the current course”.

A project has been planned to provide digital media training for school children and seniors who will work together to explore their local heritage within the Liberties/Coombe area. In addition, it is planned to provide digital training to young people within “The Foyer” community project.

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<sup>16</sup> The notable exception to this was one partner who did not consider that all elements of a technical support agreement had been delivered upon by the DLLI.

**Figure 4-8: Summary Description of “Non-Train the Trainer” Partner Project Courses**

<b>Mobile Computer Clubhouse</b>
<b>Description:</b> Mobile computer clubhouse that travelled to groups around the city, providing them with access to computers. <b>Digital Skills:</b> Basic computer skills, internet and photography.
<b>CYC Summer Project</b>
<b>Description:</b> Documenting all the Summer Project under the Catholic Youth Care (CYC). <b>Digital Skills:</b> Using digital cameras. <b>Main Project Outputs:</b> To have a library of images of CYC projects.
<b>Oliver Bond Youth Group</b>
<b>Description:</b> Introduction to Digital Cameras and image manipulation software. <b>Digital Skills:</b> Using digital cameras and Photoshop elements. <b>Main Project Outputs:</b> To create a digital portfolio of the participants paintings and drawing as well as digital photographs.
<b>DigiHealth</b>
<b>Description:</b> The project involved making a series of “video shorts” based on youth health issues that the group had identified in their community that gave cause for concern. The intended outcomes were to develop a health programme that develops an alternative approach for young people to learn about the consequences of alcohol abuse tailored to their local community and lifestyles. It uses “table top video” to allow teachers and students explore issues such as - sedentary lifestyle, smoking, alcohol abuse etc. using role-play. In addition to health education “table top video” allows students and teachers to improve their literacy skills and provides schools with a multi-functional kit that can be used across the curriculum. <b>Digital Skills:</b> Upskilling of participants in video skills including making and editing. <b>Main Project Outputs:</b> The project involved making a series of “video shorts” based on youth health issues that the group had identified in their community.
<b>Digital Storytelling using photography</b>
<b>Description:</b> Introduction to Digital Cameras and image manipulation software. <b>Digital Skills:</b> Using digital cameras and Paint Shop Pro. <b>Main Project Outputs:</b> Creation of a portfolio of images.
<b>Robert Emmet Summer Festival</b>
<b>Description:</b> Children digitally record their summer day excursions. <b>Digital Skills:</b> Multimedia recording and editing. <b>Main Project Outputs:</b> DVD of excursions created by each participant.

<b>IC3 Course - CAP Drugs</b>
<b>Description:</b> Basic use of computers hardware, software and the Internet. <b>Main Project Outputs:</b> Participants completed module 1 of the IC3 course.
<b>Visual Storytelling</b>
<b>Description:</b> This was a multimedia course that provided people with an opportunity to take still digital images and learn how to combine these various elements together to make short videos. <b>Digital Skills:</b> Photography and video. <b>Main Project Outputs:</b> Creation of a portfolio of images and video.
<b>Digital Storytelling</b>
<b>Description:</b> This was a multimedia course that provided people with an opportunity to take still digital images and learn how to combine these various elements together to make short videos. <b>Digital Skills:</b> Photography and video. <b>Main Project Outputs:</b> Creation of a portfolio of images and video.
<b>Basic Computer Skills and Internet Use</b>
<b>Description:</b> Basic Computer Skills and Internet Use.
<b>Introduction to Multi-Media</b>
<b>Description:</b> This was a multimedia course that provided people with an opportunity to take still digital images, digitally record sounds, and learn how to combine these various elements together to make short videos. <b>Digital Skills:</b> Use of digital media including cameras and sound recorders. <b>Main Project Outputs:</b> To develop skills in digital media.
<b>Digital Photography</b>
<b>Description:</b> Introduction to Digital Cameras and image manipulation software. <b>Digital Skills:</b> Using digital cameras and paint shop pro. <b>Main Project Outputs:</b> Creation of a portfolio of images.
<b>Digital Community IC3</b>
<b>Description:</b> The Digital Community involved the roll out of a network of eleven technology facilities in local authority flat complexes. DLLI developed a technology training programme for delivery through the Digital Community centres based on the Microsoft IT Academy Programme. The Learning Studio at The Digital Hub was a test centre for the IT Academy Programme. <b>Digital Skills:</b> Provided core skills and knowledge necessary to use some computer applications and the Internet. <b>Main Project Outputs:</b> Completion of IC3 exams.

<b>Digital Beat (Youthreach Pleasant St.)</b>
<b>Description:</b> This was a multimedia course that provided people with an opportunity to take still digital images, digitally record sounds, and learn how to combine these various elements together to make short videos. <b>Digital Skills:</b> Use of digital media including cameras and sound recorders. <b>Main Project Outputs:</b> To develop skills in digital media skills to replicate with youth reach participants.
<b>Digital Print Mural Project</b>
<b>Description:</b> The aim of the project was to create a digital mural involving local community groups. <b>Digital Skills:</b> Using digital cameras and paint shop pro. <b>Main Project Outputs:</b> Creation of a digital mural.
<b>Digital Photography</b>
<b>Description:</b> Introduction to Digital Cameras and image manipulation software. <b>Digital Skills:</b> Using digital cameras and Paintshop Pro. <b>Main Project Outputs:</b> Creation of a portfolio of images.
<b>Digital Story Telling using Photography and Animation</b>
<b>Description:</b> The rationale for this project was to provide an opportunity for children from three Muslims schools to act out stories from the Chester Beatty Art collection depicting storytelling from Italy, Middle East, India/Persia, China/Mongolia, Japan and South East Asia using multimedia. <b>Digital Skills:</b> Recording and creating DVD's. <b>Main Project Outputs:</b> DVD's were created by the schools.
<b>Dán Video Project</b>
<b>Description:</b> This is a video project for young people in the Donore Avenue area located in Teresa's Gardens. <b>Digital Skills:</b> Manipulation of digital sounds, recording technology. <b>Main Project Outputs:</b> Creation of a video by the group.
<b>Francis Street Adult Education - Computer Support</b>
<b>Description:</b> Computers were used for TAS accounting software training.
<b>Chinese New Year</b>
<b>Description:</b> To digitally document the work that goes into the Chinese New Year festival. <b>Digital Skills:</b> Develop an interest in digital technology and understand how to utilise the camera to the best of their capabilities. <b>Main Project Outputs:</b> Two day workshop on the use of digital technology.

### Digital Story Telling using Vegas and Acid

**Description:** Participants created photo essays. **Digital Skills:** Use of digital media including cameras and sound recorders. **Main Project Outputs:** Aims for participants to gain an interest in multimedia, developed enhanced team working skills and an increased understanding of how multimedia operates.

### ARKLINK Fatima Mansions

**Description:** The project taught participants a range of skills such as rap/song writing, sound recording, and digital mixing within ARKLINK Fatima Mansions. **Digital Skills:** Manipulation of digital sounds, recording technology. **Main Project Outputs:** Participants recorded lyrics for the backing track they produced.

### Music Project Smithfield

**Description:** The project was designed to teach participants a range of skills such as rap/song writing, sound recording, and digital mixing which they could then offer to training to young people. **Digital Skills:** The use of digital media in music creation based on the DigiRhythm model. **Main Project Outputs:** To be able to deliver a digital music creation programme to young people.

### DigiHealth

**Description:** The project involved making a series of “video shorts” based on youth health issues that the group had identified in their community that gave cause to concern. The intended outcomes were to develop a health programme that develops an alternative approach for young people to learn about the consequences of alcohol abuse tailored to their local community and lifestyles. It uses “table top video” to allow teachers and students explore issues such as - sedentary lifestyle, smoking, alcohol abuse etc. using role-play. In addition to health education “table top video” allows students and teachers to improve their literacy skills and provides schools with a multi-functional kit that can be used across the curriculum. **Digital Skills:** Upskilling of participants in video skills including making and editing. **Main Project Outputs:** The project involved making a series of “video shorts” based on youth health issues that the group had identified in their community.

## 4.6 Empowering the Community

Activity under the DLLI helped to empower the community. This involved a number of aspects:

- The close involvement of the community in the development of plans, as discussed in Chapter 2 in more detail;
- The flexible, inclusive and supportive approach of the DLLI Learning Team to supporting and working with community organisations as discussed in Section 4.4 and 4.5;
- The community focused nature of many of the projects delivered, as discussed in earlier sections of the this Chapter;
- The provision of ICT facilities available to the community, e.g. the Learning Studio;
- The high level of involvement from community groups;
- The impact many of the courses and showcasing had on participants.

## 4.7 Complementarity between the Schools and Community Programme

One of the objectives of the Community Programme was to ensure that it complemented the Schools Programme. This was achieved through ongoing liaison between the Schools Project Coordinator, the Community Project Specialist and the Learning Team to ensure that planned activity was complementary. In addition, all relevant Community courses were also advertised through schools, community groups and other locations where young people in the area frequent.

## 4.8 Case Studies

This Section presents three case studies from the Community Programme in the Liberties/Coombe area. The three case studies are:

1. DigiRhythm 2006;
2. DigiRadio 2005;
3. A biographical account of the experience of three Community Programme participants, Wayne Fitzgerald, Emma Carroll and Thomas Janak.

The first two case studies are based on interviews with courses trainers, a review of course material and a survey of course participants. The third case study is based on interviews with the three former participants of the Community Programme. Readers not interested in the detail of these courses may wish to skip to Section 4.9.



**Community Programme**

**Case Study 1**

**DigiRhythm 2006**

“I now know that you can do what you like if you have the idea and the right training”

“I used to work different things in computer now I know how to go for music in a computer”

“I never knew it was so easy to get new ideas about music”

“Music is my way of life and music and computers together is deadly!”

## CASE STUDY ONE: DIGIRYTHM

### 4.8.1 Overview

This is a case study on the DigiRhythm project under the DLLI Community Programme. This case study uses information and data taken from the tutor's course evaluation sheets, a confidential written questionnaire designed by FGS Consulting and completed by project participants, and face to face interviews with a selection of project participants. Section 4.8.2 provides a description of the project and Section 4.8.3 gives a profile of the participants. The views of participants on the training and support given are analysed in Section 4.8.4 and Section 4.8.5 considers the impact of the project on participants.

### 4.8.2 The DigiRhythm Project

DigiRhythm uses cutting edge digital technology to produce hip-hop and rap music. The project was designed to teach participants a range of skills such as sound recording, digital mixing and rap/song writing. It began as a summer project in 2004 and has since been run as a course for young adults.

The project took participants through the fundamentals of creating digital music. They explored signal flow, the creation of samples and loops, manipulation of digital audio and the recording of instruments and vocals. Participants were also taught the skills to use industry leading specialist music packages such as ACID.

This case study focuses on the DigiRhythm project that was delivered between January and April 2006. The project was delivered through 10 weekly sessions. There were a total of nine participants and the course was delivered through three tutors. Table CP-CS 1 below shows the number of participants and tutors for each of the ten sessions.

**Table CP-CS 1: DigiRhythm Case Study: Number of Project Participants and Tutors**

Session	Number of Participants	Number of Tutors
Session 1	9	3
Session 2	9	3
Session 3	8	3
Session 4	9	3
Session 5	8	2
Session 6	7	2
Session 7	9	3
Session 8	7	1
Session 9	7	3
Session 10	8	2

Source: Derived from DigiRhythm 2006, Tutor Evaluation Sheets

Examination of the tutor's weekly notes suggests that all students were punctual, very attentive and enthusiastic. The tutor's notes also suggest that the participations were "very quick on uptake", "picked up the ideas quickly and asked questions where needed", were "very eager to try out new information" and that there was "good interaction between students". Table CP-CS 2 provides a summary of the outcomes for each session, the text is taken from the tutor's "evaluation sheet" used at the end of each session. The final output from the project was a CD produced by the participants, and the CD was launched at a showcasing event in The Digital Hub.

**Table CP-CS 4-1: DigiRhythm Case Study: Outcomes from Each Session<sup>1</sup>**

S: 1	<ul style="list-style-type: none"> <li>Introduce Course and Tutors.</li> <li>Students introduce themselves.</li> <li>Make rules</li> </ul>	<ul style="list-style-type: none"> <li>Students write their own goal sheet.</li> <li>Explain signal flow.</li> <li>Students sets up speakers/mix desk etc</li> </ul>
S: 2	<ul style="list-style-type: none"> <li>Familiarity with signal flow (Desk/SC in/out).</li> <li>Familiarity with computer housekeeping (folders, saving).</li> </ul>	<ul style="list-style-type: none"> <li>Soundcards –Internal/External, USB).</li> <li>Introduction to Acid Software – Recording/Editing</li> <li>Digital Audio – Loops/samples</li> </ul>
S: 3	<ul style="list-style-type: none"> <li>Re-cover last week briefly, make sure class is to speed.</li> <li>Manipulating digital audio inside ACID.</li> </ul>	<ul style="list-style-type: none"> <li>Split/combine, copy/paste, pitch change, move.</li> <li>Personal time to explore the program.</li> </ul>
S: 4	<ul style="list-style-type: none"> <li>Continue working on tracks</li> <li>Revise bars/beats and keys/scales.</li> </ul>	<ul style="list-style-type: none"> <li>Grid ad snapping</li> <li>Effective internet searching and saving.</li> </ul>
S: 5	<ul style="list-style-type: none"> <li>Continue working on tracks.</li> <li>Recording audio-levels, routing, saving.</li> </ul>	<ul style="list-style-type: none"> <li>Start thinking about sounds to record.</li> <li>We wanted to introduce recording vocals/instruments.</li> </ul>
S: 6	<ul style="list-style-type: none"> <li>We wanted to introduce recording vocals/instruments</li> <li>Recorded one guitar track and two vocal tracks</li> </ul>	<ul style="list-style-type: none"> <li>A rapper was brought in by Declan</li> <li>Preparations were made to record more next week</li> </ul>
S: 7	<ul style="list-style-type: none"> <li>Continue recording vocals and instruments.</li> <li>Give tips on vocal training/recording/breathing.</li> </ul>	<ul style="list-style-type: none"> <li>One to one vocal tutorials with interested students.</li> </ul>
S: 8	<ul style="list-style-type: none"> <li>Show Korg synth to each person and play time on synth.</li> </ul>	<ul style="list-style-type: none"> <li>More recording.</li> <li>Talk about "breaks" – origins of loopoing/records etc.</li> </ul>
S: 9	<ul style="list-style-type: none"> <li>More recording (vocals and synth)</li> <li>Introduction to Cubase</li> </ul>	<ul style="list-style-type: none"> <li>Brief talk by Sam Lyons re. Liber8 FM</li> </ul>
10	<ul style="list-style-type: none"> <li>Finish tracks and created CD covers.</li> </ul>	

1. The text in this box relates to the "intended outcomes" for each session. For most actual sessions the actual outcomes were the same as the intended outcomes and overall all the project outcomes were achieved.

**Source: Derived from DigiRhythm 2006, Tutor Evaluation Sheets**

### **4.8.3 Profile of Case Study DigiRhythm Participants**

Of the nine project participants six completed and returned questionnaires. Of the six participants who returned the questionnaire, five participants answered the questions on their background and one did not. Of the five participants who completed these questions, four were male and one was female. Three of the males were aged 14-18, the female was aged 21 and the fourth male was 24 years old. The three participants aged 14-18 were students. Of the two participants aged over 18 one was looking for their first regular job and the other was in employment.

Two of the participants found out about the project in school, two found out about the project from word of mouth/friends and one previously participated in DigiRhythm in The Digital Hub in 2004. The two older participants had some experience of relevant projects outside of the DLLI before DigiRhythm – one was involved in the Rainbow Neighbourhood Project in Rialto and another had attended a short weekend course on the introduction to the workings of a studio.

The box below presents quotes from the project participants on why they decided to participate and what attracted them to DigiRhythm. The quotes highlight that learning more about music and in particular the potential to use technology to assist in the development and production of music were central attractions to the participants. They also highlight that DigiRhythm provided participants, especially the older members of the project, the opportunity to learn and develop ICT skills for the development of their musical ambitions and many of the participants stated that they would not otherwise be able to gain this opportunity.

**“What attracted me to it was I have been dying to go to singing school but I could not because of financial situation. When I heard of the DigiRhythm, I was very happy to join the group.”**

**“I have a great interest in music as a child. From the time I could work I have been buying music and took up DJ-ing at 15. Since then I have always wanted to make music and have been teaching DJ-ing techniques for two years.”**

**“I like music, so I had to do it”.**

**“Make my album.”**

**“Because I wanted to be taught more than I know about music.”**

### **4.8.4 Participants Views on Training and Support**

All of the participants who completed a questionnaire were happy with the training and support provided during DigiRhythm. The training material provided was viewed to be “excellent” by four participants, “good” by one participant and “ok” by one participant. Similar views were held in relation to the provision of background information for the project – see CP-CS 3.

With regard to the actual training provided, the training facilities and the support offered during the project, four participants stated it was “excellent” and two stated it was “good”. The participants also stated that the relationship with the trainers was “excellent or good” (five participants and one participant respectively). See Figure CP-CS 1.

**Figure CP-CS 3: Views of DigiRhythm Case Study Participants on Training and Support Provided**



Source: FGS Consulting, Confidential Survey of Project Participants

The key strengths of the training provided was believed to be the combination of computer and software training, vocal techniques and recording, and then the fact that this was all brought together to make music tracks. The text box below provides the views of some participants on the key strengths of the project.

**One participant summarised the main strengths as follows:**

- “working hard on computers: how to make a sound, select a sound;
- recording: how to make a vocal;
- properly: how to make a record work”.

**Another participant put the key strengths as follows:**

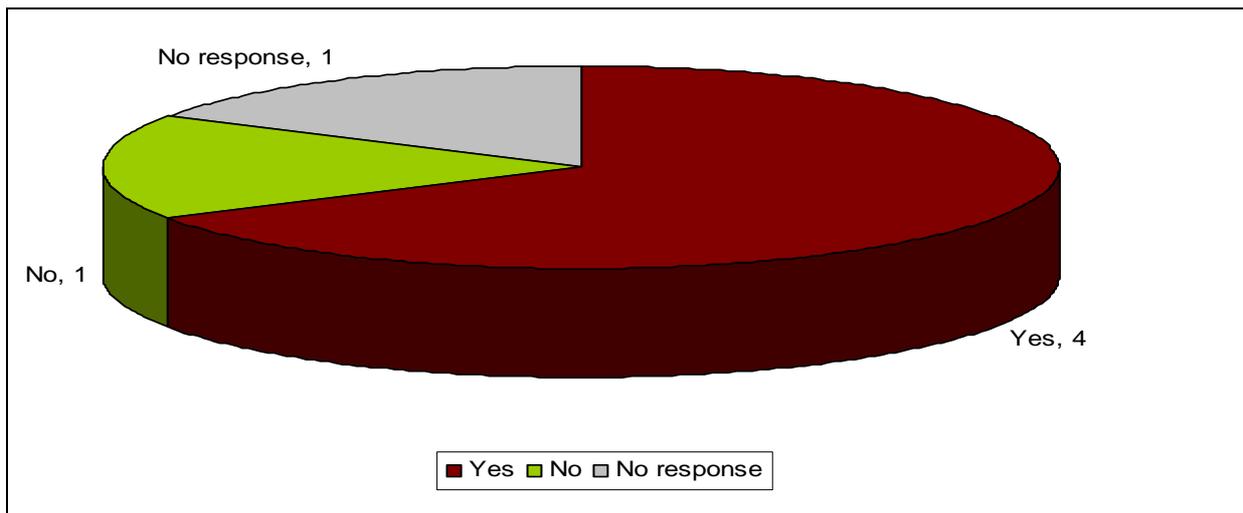
- “software training: I think each person [trainer] had a great deal of experience with the systems we worked on and of other systems that we didn’t use;
- vocal recording: got a great deal of insight into vocal recording and how to manipulate the programme with the aid of the trainers to double up on vocals;
- internet and file creation: having little experience with computers I found the help I got brilliant. I have a small one set up at home and able to keep my computer tidy and download and organise files.”

Participants were asked to identify areas for possible improvement to the project. Three participants who returned the questionnaire did not provide any information in relation to this question. Of the three participants who suggested improvements one suggested that more time to record was a possible area for improvement “as others took up time”. Although the person stated that this was not a major issue for him (“not that it really bothered me”). The other participants suggested improvements could be made by having better or more equipment.

#### 4.8.5 Impact on Participants

The case study participants were asked what impact, if any, they believed participating on the project had on them. The participants were asked if DigiRhythm changed the way they “think” about computers and technology. Most of the participants stated that partaking in DigiRhythm did change the way they thought about computers and technology. Figure CP-CS 4 shows that four of the participants stated that it did, one said that it did not and another did not respond to this question.

**Figure CP-CS 4: Whether the Project Changed the Way they “Think About” Computers and Technology**



**Source: FGS Consulting, Confidential Survey of Project Participants**

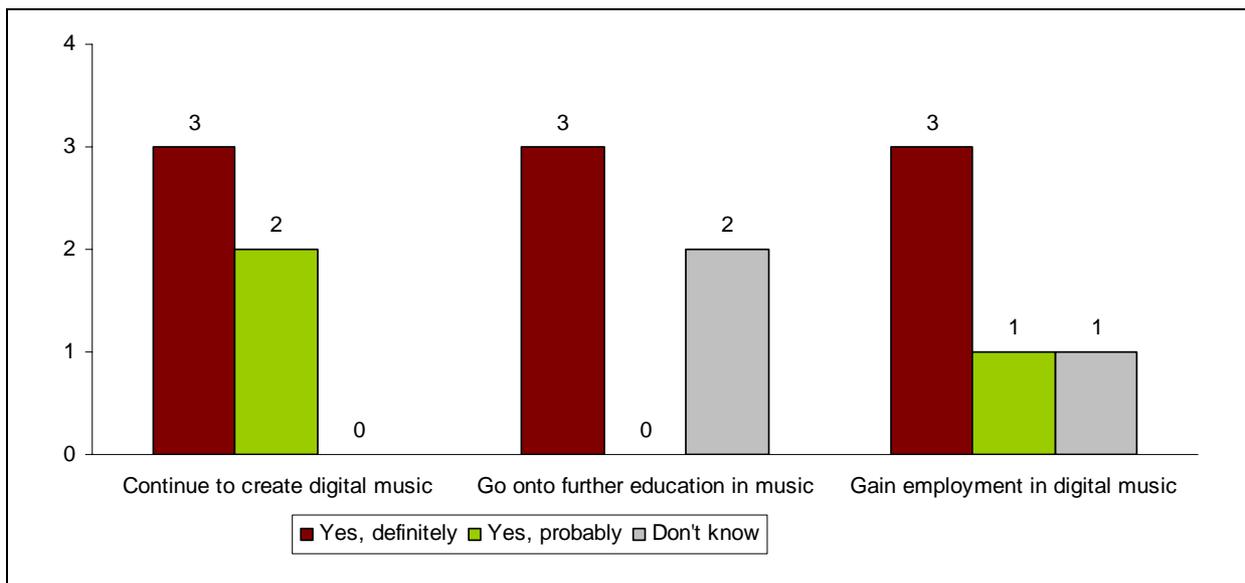
The participant who stated that DigiRhythm did not change the way he thought about computers and technology was one of the younger project participants and stated that he “*already knew most of the things*” or technical material covered on the project, but added that “*I have learned more about music*”. The responses of the participant who stated that the project changed the way they view computers and technology are presented in the text box below.

“I now know that you can do what you like if you have the idea and the right training”  
 “I used to work different things in computer now I know how to go for music in a computer”  
 “I never knew it was so easy to get new ideas about music”

**“Music is my way of life and music and computers together is deadly!”**

The participants were asked if taking part in DigiRhythm would encourage them to create digital music, go onto further education in music, and gain employment in digital music. Figure CP-CS 5 shows that the five respondents who stated that DigiRhythm would encourage them to continue to create digital music, three said it would encourage them to go onto further education in music (two did not know) and four stated that it would encourage them to gain employment in digital music.

**Figure CP-CS 5: Views of DigiRhythm Case Study Participants on Future Activity**



**Source: FGS Consulting, Confidential Survey of Project Participants**

In responding to the questions the participants stated realism as to the challenges faced in pursuing further education and employment in the area but also an increased sense of belief in the possibilities of doing so – as illustrated by the quotes in the next text box.

**“To go for a music thing is not an easy thing to say. But when I see somebody lead me to the right part I will go for it.”**

**“I left school young for personal reasons so could not study music but will look at my options after this.”**

Participants were also asked to indicate if they believed that participating in DigiRhythm has a positive impact on them and were also asked whether they believed the project would make a difference to their future. All five respondents stated that they believed the project had a positive impact on them and stated that it was likely to influence their future. Below is a list of the responses from the participants.

**“It has made me more hungry to be a success and help me put my ideas together.”**

**“Learned a lot more on producing.”**

**“I have met some great people who I can see myself working with in the future.”**

**“Because I can make more things at home and get a recording label.”**

In terms of benefits, participants mentioned that *“I learned more about music”, “my biggest benefits is how to put a sound in a song. I learned some vocal technique”, “I produced many tracks”,* and the fact that able to use skills gained can be used *“working with local DJs”*. Other benefits identified included *“confidence boost to complete something that you enjoy”* and in terms of links to the wider community *“since taking part peoples attitudes have changed in a good way towards me”*.

The participants were also asked if they believed the Diageo Liberties Learning Initiative overall is having a positive impact on the Community. All five respondents stated that it was having an impact. The respondents stated that by providing people with interesting opportunities in Dublin 8 the DLLI was having a positive impact. In particular it was stated that DigiRhythm, and similar projects, helped keep the youth off the streets, helped provide them with something useful to do and showed them a different side to music.

Finally, the questionnaire asked the participants if they would like to make any concluding comments, and these are presented below.

**“Thank you for the course.”**

**“I thought it was deadly!”**

**“I am very happy because The Digital Hub have made me feel so different. I also want to thank the founder and the provider of Digital Hub. My big thank you to my lovely leaders [teachers].”**

**“I would like to thank everybody for letting me have this opportunity to explore my interest. I am very pleased to see something like this in this area having grown up here all my life I know this is needed.”**

#### **4.8.6 DigiRhythm Project Multimedia**

There are a number of multi-media files for the DigiRhythm Project presented separately with this report where it is possible to listen to examples of the tracks recorded and produced by participants during the 2004, 2005, and 2006 DigiRhythm projects.



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**Community  
Programme**

**Case Study 2**

**DigiRadio  
2005**

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**“DigiRadio has really helped me in many ways and I love working in the radio station. I just hope that the programme will continue and others will be lucky to participate like I was”**

**“This is an excellent initiative and one of the most successful community projects that I have been a part of. Congratulations to all involved and best of luck”**

**“radio broadcasting has been de-mystified”**

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## CASE STUDY TWO: DIGIRADIO

### **4.8.7 Overview**

This is a case study on the DigiRadio (2005) project under the DLLI Community Programme. This case study uses information and data taken from the tutor's course evaluation sheets, a confidential written questionnaire designed by FGS Consulting and completed by project participants, and face to face interviews with a selection of project participants. Section 4.8.9 provides a description of the project and Section 4.8.10 gives the views of participants on the training and support and Section 4.8.11 considers the impact of the project on participants.

### **4.8.8 The DigiRadio Project**

The pilot DigiRadio project set out to deliver training in Radio production using digital tools integrated with training and opportunities for Radio broadcasting.

The target groups of the project were participants, both adults and young people, from the local communities served by The Digital Hub. The aim of the programme was to provide participants with the theory and experience necessary to enhance their prospects of employment and/or progression to further education and training. The programme was designed to develop the following specific skill-sets:

- Radio and Digital Media Production Skills
- Presentation and Communication Skills ("on-air" and life-skills)
- The fostering of self-confidence and empowerment.

The programme was marketed extensively to local community organisations, schools and youth projects. The response was such that 81 applications were received (from 55 adults and 26 young people). All were invited to attend interviews for selection. Of those invited a total of 72 (48 adults and 24 young people) confirmed their attendance, and 56 (39 adults and 17 young people) were interviewed.

The original plan had been to run the course for one class group of adults and one of young people. In response to the level of demand it was decided to run the course in parallel for a second class group of adults. 43 places were offered (31 adults and 12 young people). The age profile of the participants ranged from early teens 13 to participants aged 70 years of age plus.

The training course commenced in April 2005 with 29 Adults (split in 2 class groups, one on a Tuesday evening and one on a Saturday morning) and 10 Young People (Wednesday early evening classes). 10 Classes (each class delivered by two tutors) of 2 hours duration were planned for delivery up to the end of June 2005. Table CP-CS 1 below provides a summary of the outcomes for each session.

This was to be followed by a broadcast in late July and August.

The final output from the project was to be 36 hours of original radio content resulting in the following 72 hours of broadcasting hours, via FM across Dublin 8 and its environs: 2 days per week (Fridays and Saturdays) over a 6 week period for six hours each day.

**Table CP-CS 1: DigiRadio Case Study: Outcomes from Each of the Initial Sessions  
 April – June 2005<sup>1</sup>**

<p><b>Introduction to Studio and Interview techniques</b></p> <ul style="list-style-type: none"> <li>■ Distribute Handouts - Layout of studio</li> <li>■ Radio Terminology</li> <li>■ Broadcast Journalism</li> <li>■ Encourage listening to radio programmes, formats etc.</li> <li>■ Evaluation sheets to be discussed</li> <li>■ Split class into 2 groups of 4</li> <li>■ 15 minutes research and question preparation</li> <li>■ 20 minutes to interview within the group</li> </ul>
<p><b>Interview techniques, learning how to use Sony MDs</b></p> <ul style="list-style-type: none"> <li>■ Go over interview checklist; relaxing your guests; asking the right questions;</li> <li>■ Show participants how to use the Sony MDs;</li> <li>■ Split class into 2 groups of 3</li> <li>■ 30 mins off the cuff research</li> <li>■ 30 mins off the cuff recording</li> </ul>
<p><b>Learn theory of Vox-Pop, Recording, Logging and Paper Edit procedure.</b></p> <ul style="list-style-type: none"> <li>■ "Voice of the People" - Go through the vox-pop handout</li> <li>■ Go through portable equipment handout</li> <li>■ Learn – "What is Mic Handling"; The process of "ask the question";</li> <li>■ Record and log voxpops;</li> <li>■ Create a paper edit</li> </ul>
<p><b>Transferring from MD to computer</b></p> <ul style="list-style-type: none"> <li>■ What is editing?</li> <li>■ How to Digital Edit using software</li> <li>■ Digital Audio File Formats</li> <li>■ Connecting your MD recorder to the PC – cables, settings, etc</li> <li>■ Recording onto the PC – software</li> <li>■ Using your paper edit to digitally edit the Vox-Pop (last week)</li> <li>■ Digitally enhancing audio - effects, gain, etc</li> <li>■ Transferring back to MD</li> </ul>
<p><b>Learn production process, importance of target audience, role of producer and programme formats.</b></p> <ul style="list-style-type: none"> <li>■ Producers are the "unsung heroes" of radio.</li> <li>■ They are given the job of making the presenter sound superb on air.</li> <li>■ Go through production handout – content, formats, ideas, proposals</li> </ul>

- Split up into working groups of 2
- Give brief for a magazine programme.
- Each participant must create a proposal for their own radio programme.
- Class make out a running order for a magazine programme, 20 minutes duration, target audience of choice.
- Group 1 - record studio interview
- Group 2 - paper edit and edit vox-pop
- Group 3 - record location recording

#### **Learn writing for radio, do more recordings in studio and on location**

- The style of writing for radio is different than for print or television. You are commentating for someone that is literally without sight. Draw pictures with words.
- Group 1 - Paper edit and edit voxpop
- Group 2 - record location recording
- Group 3 - studio recording and familiarisation
- All groups - preparations of scripts

#### **What makes a good presenter?**

- Go through how to make out a running order, reason for use etc.
- Final recordings for magazine programme
- Understand the essential skills in microphone technique and important lessons in studio discipline. Time keeping, and working with a running order.
- Group 1 - Location recording
- Group 2 - Paper edit and edit vox-pop
- Group 3 - Paper edit and edit vox-pop
- All groups - preparation of scripts
- Discussion of individual programme proposal Ideas – viability, target audience, timescale, etc

#### **ON AIR “live simulation”**

- Group 1: in studio 6.00; on air 6.30, off air 7.00
- Group 2: in studio 7.00; on air 7.30, off air 8.00
- Group 3: in studio 8.00; on air 8.30, off air 9.00
- This weekend all groups will record their full magazine programme as Live in Studio with all inserts, studio links and music.

#### **Evaluation of radio programmes - listen to final recordings of all programmes without mistakes**

- All groups work out how to fix problems while not on air
- Development of personal programme ideas – obstacles, issues, booking equipment, IVs, etc

#### **Resources and Facilities; Developing your Education; Questions and answers**

1. The text in this box relates to the “intended outcomes” for each session. Following extending the duration of sessions for adults (see below), for most actual sessions the actual outcomes were the same as the intended outcomes and overall all the project outcomes were achieved.

**Source: Derived from DigiRadio 2005, Project Planning Document**

The specific learning outcomes were that on completion of the training, the course learners would be able to:

- Understand the production process and the importance of keeping target audience;
- Locate and evaluate interviewees appropriate to programme style, content and target audience;
- Interview contributors on location and in studio “to time”;
- Be familiar with all studio production roles;
- Apply radio writing theory appropriate to task;
- Produce “disc and patter” show. (music and chat – i.e. ad lib);
- Work in small production team and delegate responsibility;
- Produce inserts for a magazine programme – voxpop, location recording and studio interview;
- Script and compile the magazine programme which will be recorded in a simulated “live” environment;
- Develop presentation skills – delivery, pace, vocal stressing, inflection;
- Understanding defamation and libel laws applied to radio.

After approximately four weeks into the course the tutors found that in order to achieve these outcomes two hours was not sufficient for each session with the adult classes. This was due to the large variance in computer literacy and existing computer skills, and amount of personal attention required. Class durations were extended to 2.5 – 3 hours per session (depending on the rate of progress of learners).

The enthusiasm of the learners was such that they wished to also increase the level of their broadcast output. The plan was revised to accommodate 16 hours of broadcasting per day for four consecutive Fridays and Saturdays in August 2005. Of this 32 hours of broadcasting per week, only 6 to 8 hours would be repeats. Therefore participants were producing 24 – 26 hours per week of original content per week or a total of 92 – 104 hours of radio programme content over the 4 week period. In order to support this level of activity additional classes were scheduled to run through July and August 2005.

Broadcasting of *Liber8FM* (the station name chosen via a vote by the participants) commenced on Friday 5<sup>th</sup> August. 5,000 leaflets to promote the station were distributed by the participants to local homes and businesses. Local shops in the area were encouraged to tune their radios to the station and many did. The response the participants got from the local listening public confirmed for all involved that a Phase II of the project should be supported.

Phase II of the project commenced in September 2005, with classes resuming on Tuesday 4<sup>th</sup> October. Each session was scheduled for 2.5 Hours for Adult groups and 2 Hours for Young People. Table 2 below provides a summary of the outcomes for each session.

21 of the adult participants and seven of the participating young people continued with the programme in Phase II, which is not presented in detail here. Following these classes/workshops *Liber8 FM* broadcast from 8am to 12am midnight on each of the following dates: 11<sup>th</sup>/12<sup>th</sup> November 2005 – Friday/Saturday; 18<sup>th</sup>/19<sup>th</sup> November 2005 - Friday/Saturday; 26<sup>th</sup>/27<sup>th</sup> November 2005 - Friday/Saturday. Table CP-CS 4 below provides an outline of the programming schedule.

In this phase participants were invited to elect someone they believed were capable of working hand-in-hand with themselves as a “mentoree”. The idea of this Mentor Programme was to further distribute the knowledge gained to the greater community whilst also reinforcing their own knowledge of the Radio Programme making process. In this way 4 mentorees were adopted to the DigiRadio programme.

Also during this phase participants were offered and encouraged to put themselves forward as candidates for FETAC / NCVA examination and accreditation in 2 relevant Modules at level 2 (now level 5), Radio Programme Production (FETAC module E20137) and Team-working (FETAC module G20034). Three participants went on to successfully gain this accreditation in 2006, all achieving distinctions or merits in their examinations.

The first year of the DigiRadio project closed with participants being awarded certificates from The Digital Hub in recognition of their efforts. These awards were presented by Joe Duffy of RTÉ Radio at an award ceremony held in the DLLI Learning Studio at The Digital Hub on 13<sup>th</sup> December 2005.

The programme continued in 2006 with additional training for the continuing group and a further period of broadcasting of Liber8 FM in May 2006.

The programme also expanded with the recruitment of new groups of learners. A group of 10 learners commenced a “Back To Education Initiative” part-time day course in conjunction with Liberties CDVEC College. The course, which consisted of 4.5 hours of classes each Friday for 12 weeks, concluded in December 2006, particularly targeted learners with barriers into training, work experience or employment in digital media. Learners were offered the opportunity to gain accreditation in FETAC Level 4 module in Community Radio.

A group of 20 adults and a group of eight young people commenced DigiRadio evening classes in October 2006. These courses run for 20 weeks (each class is 2.5 hours duration for the adult group and two hours for young people), up to May 2007 and offers FETAC accreditation in Radio Programme Production at Level 5.

All of these groups are engaged in broadcasting on Digital Hub FM 94.3 which broadcast on six consecutive Fridays from November 10<sup>th</sup> – December 15<sup>th</sup> 2006, and then every consecutive Friday from January 26<sup>th</sup> – June 22<sup>nd</sup> 2007.

**Table CP-CS 4: DigiRadio Case Study: Outcomes from Phase II, Broadcast Schedule on Liber8 FM 107.3, November 2005**

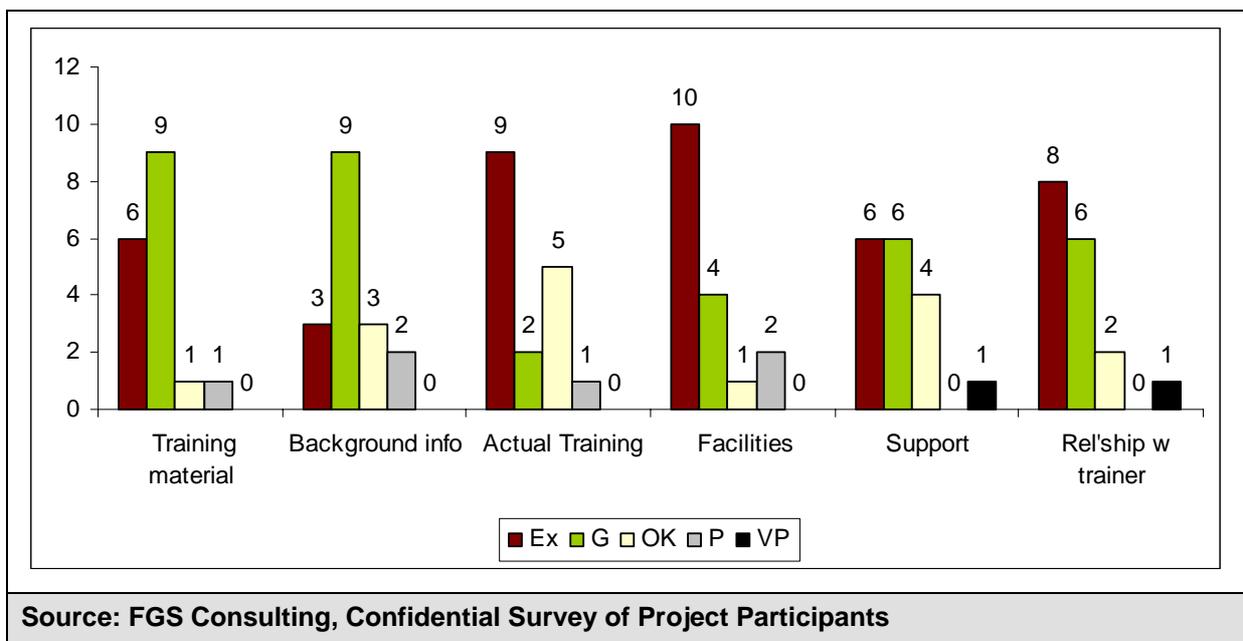
Time-Slot	Friday 11th, 18th, 25th	Saturday 12th, 19th, 26th
8.00	<b>Rise &amp; Shine</b> 2 Hour light Entertainment Morning Show. Weekend Schedule, Music, Guests, Competitions	<b>Irish Top 40 - As Gaelige</b> Mags Gunning
9.00	T. Coombes, T. Janek, Paul Graham	<b>Diversity Celebrated</b> Reginald Inya
10.00	<b>The Late Late Breakfast Show</b> Light-ent Magazine show with comps. and more	<b>Alaroma</b> Sam Lyons
11.00	R. Sampson, R. Gilligan, K. Hennesey	<b>Historical Events</b> Frank Connolly
12.00	<b>New Century, New People</b> Lifestyle Magazine Show	<b>Golden Oldies</b> Gerry Graham
	<b>Rhymes &amp; Rhythms</b> Singsongs & Nursery Rhymes	<b>Finnegan</b> Seamas Ratigan & Joey Horan
13.00	<b>Slaint Wha</b> Health & Well being show	<b>Radio Art</b> Seoidin O'Sullivan
14.00	Brigid Ruane, Josie Sheehan, <b>Afternoon T</b> Bernard Warfield	<b>Documentray Slot</b> Open Slot for Once off documentary
15.00	<b>Talk To John</b> John Brogan	<b>Afternoon Tea</b> Bernard Warfield & Kieran Doyle O'Brien
16.00	<b>GIST</b> Youth Magazine Show with a difference younger audience 12 -16	<b>Soap box</b> <b>Kick Off</b> Tommy Coombes & Denis Furlong
17.00	young adults 16 -20 B. Carroll, J.Kenna, M. Kane, S.Cooling, D.Anderson, W.Fitzgera	<b>Dublin 8 Connections</b> Liz O'Connor, Charlie Hammond & Tony Hughes
18.00	<b>Over The Coals</b> Lively discussion with Phone-in Brendan Dowling, Paul Graham, Liz O'Coonor & Gary Nolan	<b>Community Open Mic - Music/Poetry Hour</b> Air the culture of our community
19.00	<b>TBC Fridays</b> Paul Dunne & Greg O'Brien	
20.00	<b>Back Stage</b> Music gigs, what's on in Dublin, competitions	<b>Arcadia</b> Paul Graham
21.00	Dave Harvey - Liberties Graduate	<b>Ceoltoir Gaelige</b> Frank Connolly
	<b>Rock8</b> All the rock to make you nostalgic	<b>Tuath Na Scail</b> Seamus Rhattigan & Paul Larkin
22.00		<b>Liber8 Music Special</b> Mags Gunning - Weeks 1 & 2
23.00	Pam Duggan	Week 3 - Thomas Janek 1hr 30 min Music Special 30 Min Liber8FM Highlights
24.00	<b>END OF TRANSMISSION</b>	

#### 4.8.9 Participant's Views on Training and Support

All of the participants who completed a questionnaire were happy with the training and support provided during DigiRadio. The training material provided was viewed to be “excellent” by six participants, “good” by nine participants and “ok” by one participant. Similar views were held in relation to the provision of background information for the project – see Figure CP-CS 4.

With regard to the actual training provided, nine participants stated that it was “excellent”, two stated that it was “good” and five said it was “OK”. Likewise the training facilities provided were seen as excellent in the majority of cases and vis-a-vis the support offered during the project, six participants stated it was “excellent”, six stated it was “good”. The participants also stated that the relationship with the trainers was “excellent or good” (eight participants and six participants respectively). See Figure CP-CS 5.

**Figure CP-CS 5: Views of DigRadio Case Study Participants on Training and Support Provided**



The key strengths of the training provided included the combination of enthusiastic trainers, great facilities and the coming together of the local community, to work on the project as a group and the fact that the group actually produced their own radio show. Other strengths of the project are that it increased the participants' knowledge and understanding of radio broadcasting and technology. The figure below provides the views of some participants on the key strengths of the project.

**“The coming together of people with a common interest”**

**“The computer knowledge acquired and experience”**

**“A nice atmosphere was created by Paul and Sam”**

**“Awakening the creative part of the brain”**

**“Enthusiastic trainers”**

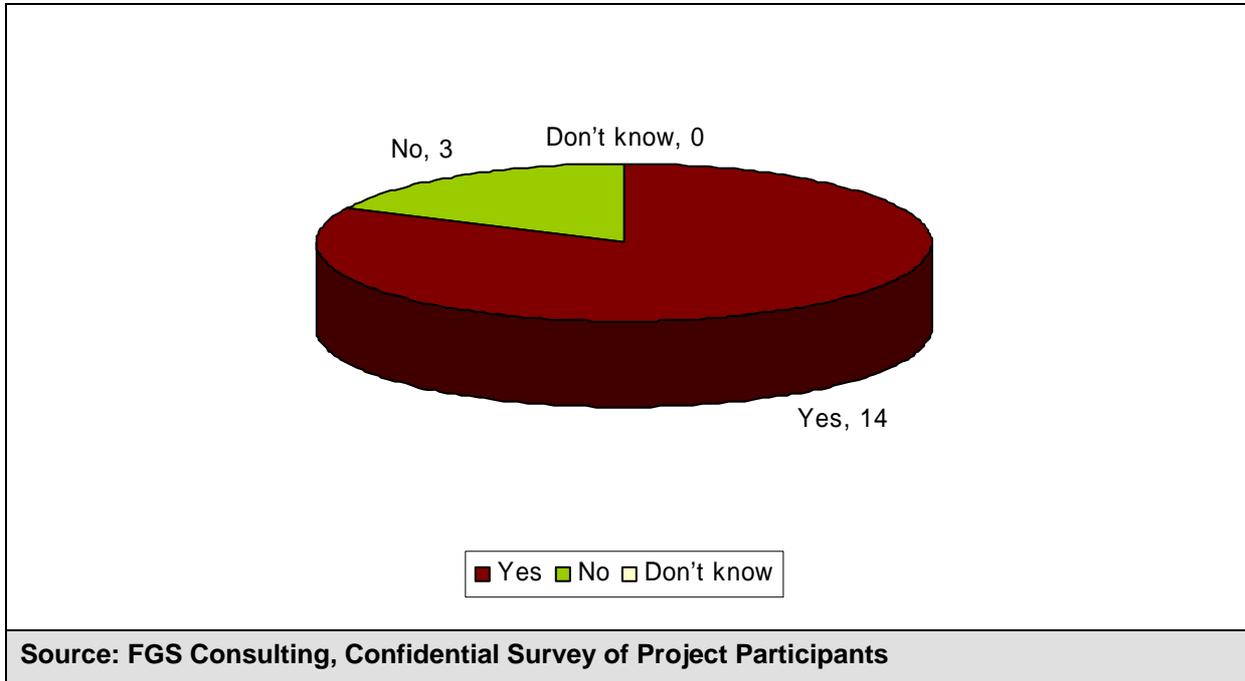
**“Great facilities”**

Participants were asked to identify areas for possible improvement to the project. Several participants who returned the questionnaire did not provide any information in relation to this question. Of the participants who suggested improvements one suggested that the communication of information from tutor to participant, was sometimes confusing to the participants, and that there could have been more equipment provided. The other participants commented that the studio was too small for the group size.

#### ***4.8.10 Impact on Participants***

The case study participants were asked what impact, if any, they believed participating on the project had on them. The participants were asked if DigiRadio changed the way they “think” about computers and technology. Most of the participants stated that partaking in DigiRadio did change the way they thought about computers and technology. Figure CP-CS 6 shows that fourteen of the participants stated that it did, three said that it did not.

**Figure CP-CS 6: Whether the Project Changed the Way they “Think About” Computers and Technology**



The participants who stated that DigiRadio did not change the way they thought about computers and technology were participants who had experience with computers through their existing jobs and stated that they were “already computer literate”, but added that “It showed an insight into the way radio shows are put together” The responses of the participants who stated that the project changed the way they view computers and technology are presented below.

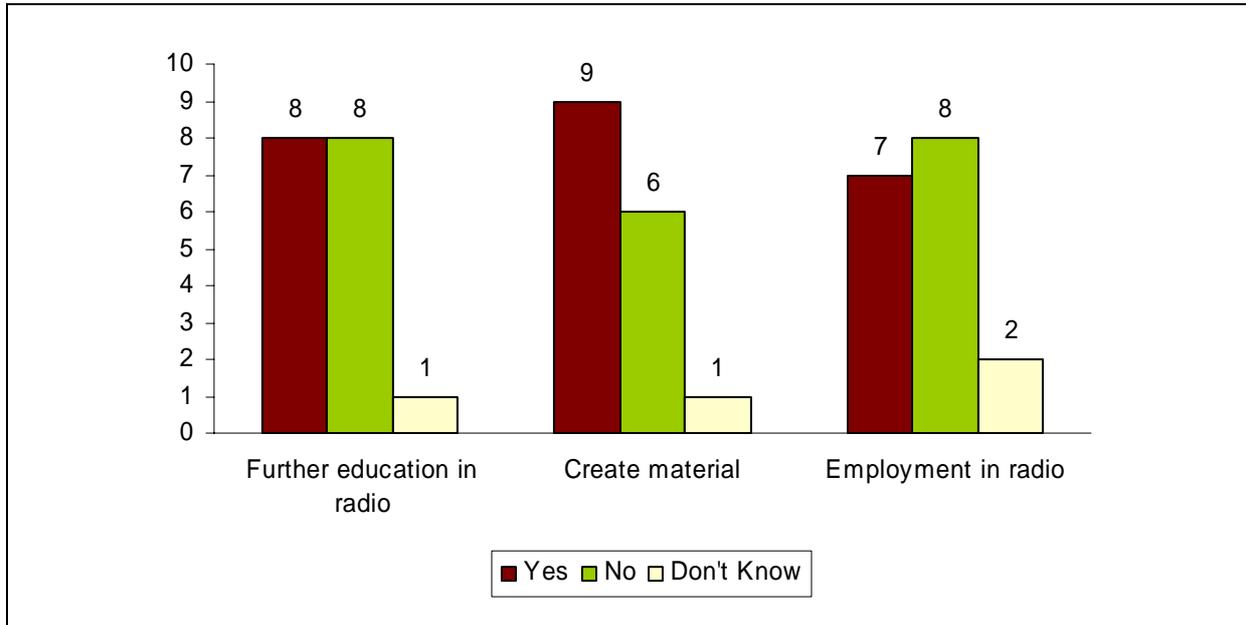
**“It improved my confidence and edged me towards a career in media”**

**“I felt more confident around technology”**

**“Radio broadcasting has been de-mystified; sound files editing was learned”**

The participants were asked if taking part in DigiRadio (2005) would encourage them to continue to create material for radio, go onto further education in radio, and gain employment in radio. Figure CP-CS 7 shows that eight participants said the project would encourage them to go onto further education in radio (eight did not know) and seven stated that it would encourage them to gain employment in radio. Nine said it would encourage them to create material for radio.

**Figure CP-CS 7: Views of DigiRadio (2005) Case Study Participants on Future Activity**



Note: One respondent did not provide an answer to the question on the creation of new material and hence there are only 16 responses to this question.

**Source: FGS Consulting, Confidential Survey of Project Participants**

In responding to the questions the participants stated realism as to the challenges faced in pursuing further education and employment in the area but also an increased sense of belief in the possibilities of doing so – as illustrated by the quotes in the next text box.

**“It will now be easier for me to adjust or enter other courses or workplaces in media”**

**“This was very enjoyable and gave me valuable experience into a potential future career”**

Participants were also asked to indicate if they believed that participating in DigiRadio (2005) has a positive impact on them and were also asked whether they believed the project would make a difference to their future. The majority of respondents stated that they believed the project had a positive impact on them and stated it was likely to influence their future. Below is a list of the responses from the participants.

**“It helped me realise what direction I wanted to take in life.”**

**“I learned new skills with communication and technology.”**

**“I think I could air a one hour radio show unaided.”**

In terms of benefits, participants mentioned that “It improved my confidence and edged me towards a career in media”, “I felt more confident around technology”. Other benefits identified included “confidence boost to complete something that you enjoy” and in terms of links to the wider community “Meeting with others living in the community”, and the overall community involvement and direct benefit to the community “allows engagement with the Community, it challenges participants to work within and for the community in D8”.

Finally, the questionnaire asked the participants if they would like to make any concluding comments, and these are presented below.

**“It really opened up a new world and a whole new range of possibilities for me, especially now that I have retired, the computer training was great, it was all very positive”**

**“Fabulous experience, if you have any desire to do anything in radio do it with the digital hub”**

**“It was a very good course, increased my interest in radio and I really benefited from it”**

**“This is an excellent initiative and one of the most successful community projects that I have been a part of. Congratulations to all involved and best of luck”**

**“DigiRadio has really helped me in many ways and I love working in the radio station. I just hope that the programme will continue and others will be lucky to participate like I was. It will now be easier for me to adjust or enter other courses or workplaces in media because I now have training and experience”**

**“Everyone was willing to help one another out and the tutors were very involved. But it also gave me the responsibility of organising and executing a show”**

**“Very challenging and immediate connection between the participants and the communities – everyone had to learn something and all of it has been witnessed as it was broadcast”.**

#### ***4.8.11 DigiRadio Project Multimedia***

There are a number of links to multi-media files for the DigiRadio Project presented separately in a DVD accompanying this report where it is possible to view interviews with two participants, John Brogan and Bernard Warfield involved with the 2005 DigiRadio project.



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**Community  
Programme**

**Case Study 3**

**Three Course  
Participants**

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**“This project . . . has been great . . . its just, more of a challenge”**

**“If somebody said to me that they wanted to do a course in Digital Hub I’d tell them to do it and I’d tell them to enjoy every minute of it”**

**“because you speak their language, You say what’s going on in their community,  
You can be their voice”**

**“it sort of gives a level of responsibility, that we normally never had before”**

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## CASE STUDY THREE: INTERVIEWS WITH PARTICIPANTS

### **4.8.12 Background**

In this case study discusses the experience of three people who participated in courses under the DLLI, namely Emma Carroll, Thomas Janak and Wayne Fitzgerald.

Emma Carroll participated in the DigiRadio and Liber8 projects in The Digital Hub. She first heard of the projects while she was in school. She is now studying for a two year higher diploma course in Ballyfermot College. Thomas Janak had been involved in radio and music production earlier in his life, but got involved with The Digital Hub projects while working in the social work area. He participated in the Liber8 Fm and DigiRadio projects and is now working in radio (Near FM) part-time. The interviews with Emma and Thomas took place in late 2006.

Wayne Fitzgerald first participated in a DLLI project Storytelling in the Liberties when he was in school and he then participated in other DLLI projects FÍS and DigiRadio. As well as participating in “formal” DLLI courses Wayne has also be involved with the DLLI through filming and documenting various projects and events, Nature Bytes, DigiRadio, eStreet, Dare to be Digital, St Partrick’s festival, ChildNet, Digital Beat, Glen project. Wayne has also tutored on workshops held in the Hub. Wayne subsequently went on to study Film and Television production in Dún Laoghaire Institute of Art, Design and Technology. This interview with Wayne took place in late 2005

### **4.8.13 Course Learning**

All three interviewees stated they learned a lot from the courses they did in The Digital Hub and their involvement with the DLLI. Speaking of her experience of the DigiRadio course in 2005 Emma noted:

“The course involved aspects of research technology, like using the desks, presenting just basically how to talk in front of the mike...so you don't get stuck! . . .The main things I learned – how to put a programme together and what aspects cause it does take a lot of work . . . there's so much background work to be done and you learn just to pick up little tricks.” (Emma Carroll)

Wayne Fitzgerald who participated in film courses and projects under the DLLI noted that:

“We made short films, we learned pre- post- and production stages of film-making; then we collaborated together and made one short piece shown on RTÉ and fortunately for myself they sort of kept me around to do further filming projects throughout that year”. (Wayne Fitzgerald)

Thomas who had previous experience of digital media technology before participating in DigiRadio noted that the he gained a better understanding of different approaches to using a mixing desk and learned the correct terminology for use in radio production and broadcasting.

“Actually I learned a lot of things. Especially the lingo around things because there are certain things you just don’t learn in school or anywhere else, how to approach a mixing desk, one thinks “so many buttons”, I’m familiar with them, but I hadn’t a notion how you called them ,so language-wise I learned a lot. And then, you learn to do things differently.” . . . “There was some different editing software, that they had in Germany, so I actually got into that quite a bit, just learning new technology, it comes down to editing, I learned a great deal. We had to pre-record a lot of shows, find your way around these things. It was really good.” (Thomas Janak)

When asked if other participants on the DigiRadio 2005 course had the same background in multi-media or technology as he had, Thomas replied:

“The majority of the people I’d say were actually quite scared of having to do the technology side of things so you know there was a big divide – the real digital divide as they call it. So many people said, you know, I would like to do this but I’m just scared of pushing buttons but I think that the main problem for most was the technical side of things, but as history shows everything was normal, and they did it.” (Thomas Janak)

When asked whether they would recommend the DigiRadio course or another course in The Digital Hub to someone who was considering doing a course in The Digital Hub, and what advice they would give them Emma and Thomas replied as follows:

“If somebody said to me that they wanted to do a course in Digital Hub I’d tell them to do it and I’d tell them to enjoy every minute of it and get to know people cause you will get to know people here and just basically learn as much as you can and take in... and have fun as well but to listen to what you’re being taught.” (Emma Carroll)

“if they asked me should I get involved, I would say go for it. I know its tough sometimes because when you do the FETAC then you cant really mess around. You have to produce things. But the guys here are very patient, way more patient than I am! You know they are very patient, so they really teach you the things that you need to know. Because it could potentially change your complete view of things ad could give you employment.” (Thomas Janak)

#### ***4.8.14 Additional Benefits for Participants***

##### **Overview**

The interviewees also pointed to a number of additional benefits. These include increased organisational skills arising from increased responsibility, improved presentation and communication skills, new friends and contacts with a similar interest, and increased confidence.

##### **Organisation and Responsibility**

Wayne Fitzgerald stated that a benefit of involvement is the fact that it keeps people busy and gives them an increased level of responsibility.

“. . . it [participating in DigiRadio] sort of gives a level of responsibility, that we normally never had before but...because every week we need to come up with something new, and have it ready, like you have to have it typed and sent in, you have to have guest lists, you have to...we're in charge of everybody we ask to come in. There's not really a day that you don't have something to do, so you're constantly busy...so that change is for the better I think.” (Wayne Fitzgerald)

### **Presentation and Communication Skills**

The interviewees also stated that their presentation and communication skills increased as a result of their participation in DigiRadio and the DLLI.

“When I started I didn't wanna do the whole presenting and speaking in front of the mike. I was more into the background and the technology part but it brought out confidence in me to actually present as well.” (Emma Carroll)

“Presentation skills was another thing – what to do when the red light is really on. You know, this kind of way. Learning to envision to do the show for yourself and everyone is happy, rather than think, ‘oh my God there might be 500 people out there’, the stage fright kind of thing.” (Thomas Janak)

### **Friends and Contacts**

The group participation which resulted from the course, making new contacts with similar interests and making new friends were reported by all three participants as a big benefit from participating in the DigiRadio 2005 and from their involvement with the DLLI.

“[The] Best thing was getting to meet people that also were in radio from the area – you make contacts. I'm still in touch with them today.” (Emma Carroll)

“I've made more friends through the DLLI than I did in school really.” (Wayne Fitzgerald)

“The best thing was that we all started as rookies. Nobody had a notion. We all had some different knowledge prior to things but nobody really knew what to do. . . the people who participated, they all learned a great deal, because of it you know, it was really one for all, all for one kind of sense. So it was great to work with all the people and we all were here to get the best programme we possibly could do and it was a good feeling.” (Thomas Janak)

### **Confidence**

Emma Carroll also reported that the course increased her confidence. “My confidence went sky high really, not only in the technology.” She suggested that it had similar benefits for many of the other participants “it really brought out the confidence and I think in a lot of people not just me.”

#### **4.8.15 Further Education and Employment**

The interviewees went on to further education following their involvement with the DLLI. Emma Carroll stated that she knew she wanted to go to further education before getting involved in the DLLI but did not know what she wanted to do “I knew I wanted to go to college but I just didn't have any idea what I wanted to do . . . God knows what I wanted to do!”. She said that participating in DigiRadio made her realise that this was an area she wanted to pursue. Emma noted that “. . . I did it [DigiRadio] to see if I had to an interest in it” and it “developed my interest in radio. It made me realise that that's what I really enjoyed and wanted to do.”

Emma also noted that having completed a one year foundation course she is now doing a two year diploma course.

“The first course I did in college [Ballyfermot] first year was a one year radio foundation course and . . . I got a FETAC Level 5 award for that and cause I got the results needed and had the experience, I'm now doing a two year higher diploma course in Ballyfermot.” (Emma Carroll)

Wayne Fitzgerald who was involved in filming and media courses in the DLLI also indicated that his involvement in the DLLI was a big factor in his decision to study Film and Television production in Dún Laoghaire Institute of Art, Design and Technology.

“it's just that having done the media courses, and the film courses in the Hub, I couldn't see myself doing anything else. Everything else just seems more boring because, everyday in business or in law, it could be the same thing over and over again, but with film, it's a new challenge everyday, and that's what I'm looking for.” (Wayne Fitzgerald)

Wayne Fitzgerald also indicated that he believed it played a factor in the decision of some of his friends to study media further.

“The Digital Hub saw a talent in a few of us, so they decided to give us another chance, and asked us to film several other projects. Through filming other projects we started to gain a bit of a trust, so any other, any other events that were coming up we were invited or asked if we wanted to participate. . . . Myself, and another fella called Michael Lee, and then Kim O'Connell, and the two of them are gone off now studying Media at Liberties College, and Ballyfermot as well.” (Wayne Fitzgerald)

Thomas Janak also decided to study media after the course “Ya, I decided to do a certificate in media production” . . . “it was FETAC Accredited, you know so it was quite heavy at times”. Following that Thomas gained employment in a community radio station, NEAR FM (North East Axis Radio). Thomas indicated that the work with the DLLI certainly helped in gaining employment.

“. . . one thing led to another, and because of all those different skills, and different things I did over the years, I managed to get employment in another community radio here in Dublin. You

know I wouldn't say it was 100% Digital Hub kind of stuff but it helps of course, you know.”  
(Thomas Janak)

“Always when we had different sessions I'd pitch for shows in the meantime [with The Digital Hub], because you know it gives you ideas 'oh that would be a good show', especially when I was talking about commercial radio, you only get 10 minutes, I thought wouldn't it be great to do a show that dedicated itself to one issue for an hour and just plays one song in between. . So I pitched for that show, which became feature of the week, here in Digital Hub FM, it was called Liber8 FM back then, you know. And, I even went on and brought this show over to the other radio station I work for.” (Thomas Janak)

#### **4.8.16 Wider Community Benefits**

The interviewees also stated that they believed that the DigiRadio course and the DLLI had wider benefits for the community. It was stated the radio broadcasts from The Digital Hub by course participants had a big impact and was well received in the community.

“I know there's a lot of people from the area – that's because familiar in the station because there's so many people that's after participating in or even coming in as guests on shows to do interviews. They're spread the word and I think its really big like...what's the word I'm looking for?...It is important, valuable to the community cause it gives **out information** on the broadcast and people learn.” (Emma Carroll)

“And that's what the community fed back to us you know,, 'for the first time we have a say'. Coz you go down Thomas Street, and they are shouting. 'you're on the radio station – what do you want from us?' amazing the response we get from people.” (Thomas Janak)

It was stated that the course and the broadcast were important for a number of reasons. It helped people in the area realise that they could get involved in radio production and broadcasting, it provided a voice for the community and it provided important information for the community and for people. The following quotes illustrate these points.

“Cause it does people don't think ooh ya radio-I don't think anyone ever thought that they could go an actually learn how to be on radio [presenting] because its not something you think of where as now people have broadened their **horizons**.” (Emma Carroll).

“. . . because you speak their **language**, You say what's going on in **their community**, You can be their voice, something is wrong, and the corporation is not really listening – its great to put it out on air and say 'listen, the corporation wasn't here for 6 weeks.' It was good to tell them there are more people listening than just you and me. So you can use it as a tool.” (Thomas Janak)

“And people are getting **involved** I had a show called 'life at 65', so elderly people you know, said ' I wouldn't have known what to do' and could give other people their age some advice on you

know, go invite each other to the studio. It's massive what you could potentially do, with it."  
(Thomas Janak).

#### **4.8.17 Interviews**

The full interviews with each of the participants – Wayne Fitzgerald, Thomas Janak and Emma Carroll are presented separately in a DVD accompanying this report.

### **4.9 Conclusions on Impacts**

#### **4.9.1 Overview**

The Community Programme potentially impacts upon the participants and the local community at three levels:

- 1. Direct benefits for participants:** Direct benefits refer to the direct or immediate benefit to participants on a project, e.g. the person is capable of doing something which they could not do beforehand or has an interest in media technologies that he/she did not before;
- 2. Indirect benefits for participants:** Indirect benefits relate to the fact that participation in a project may subsequently lead to induced or knock on benefits for participants. For example, increased self-esteem or interest in learning due to participation on a project;
- 3. Wider benefits to the local community:** Wider benefits to the local community may then ensue arising from the direct and indirect benefits to participants and also from spill-over effects. For example, as a result of participation in digital technology projects the image and self-esteem of an area could increase.

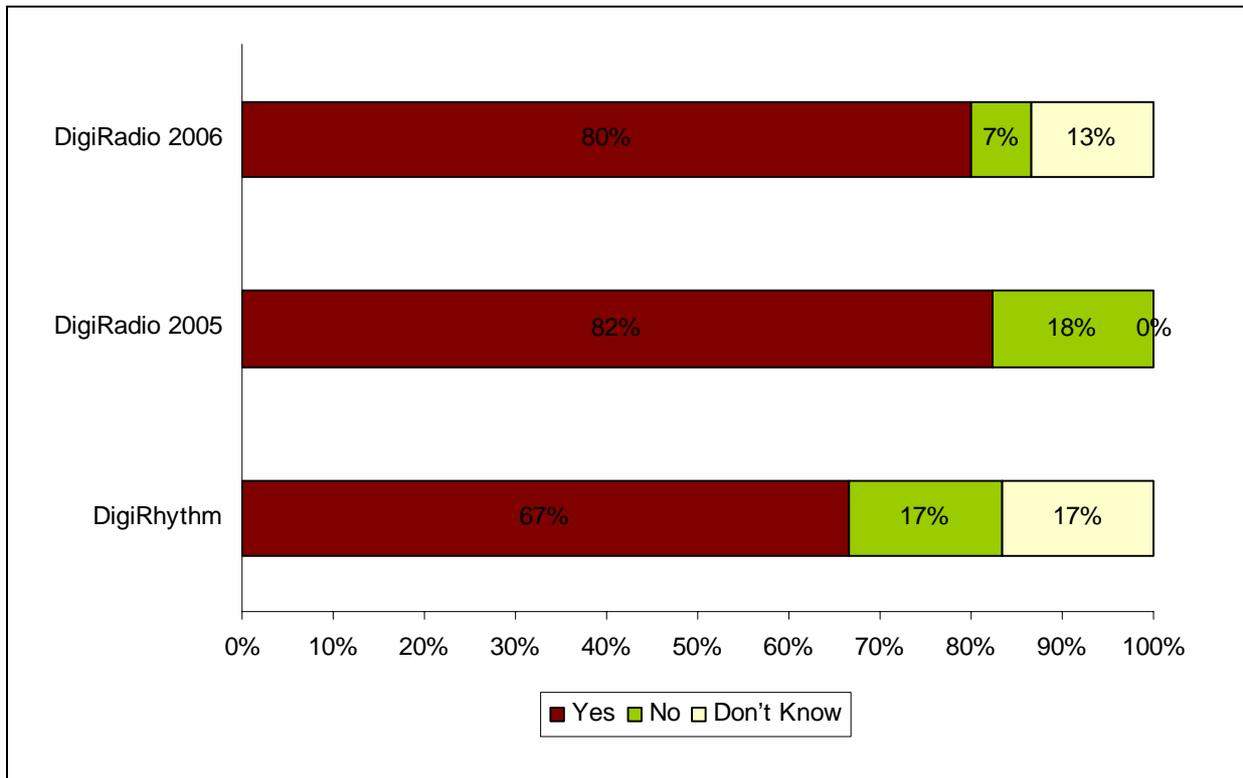
Evidence on the direct benefits to participants is discussed in Section 4.8.2 and evidence on indirect benefits is discussed in Section 4.8.3. The benefits for the community are discussed in Chapter 5. As discussed earlier in this Chapter the Community Programme involved a wide range of community focused courses, including summer projects and more intensive community projects to people from the area, "train the trainer" type courses and it also facilitated and delivered courses with partner organisations. In examining the impact of DLLI courses on participants the Evaluation focused on the intensive courses delivered to people in the area, namely DigiRhythm and DigiRadio, both of which involved more than 20 course hours each.

#### **4.9.2 Direct Benefits to Participants**

The direct benefits reported by participants were in terms of increasing ICT skills and knowledge required to work in an increasingly digital world and helping to address the "digital divide". Of the participants on DigiRadio 2005, DigiRhythm 2006 and DigiRadio 2006 a high percentage stated that the course changed the way they think about computers and technology. Over 80% in each of the DigiRadio courses and 67% for DigiRhythm. This is shown in Figure 4.9.

Of the participants who responded favourably, some commented on their increased confidence around computers with one participant indicating “I felt more confident around technology” (DigiRadio Participant, 2005); another highlighting that he/she “learned new skills with communication and technology” (DigiRadio Participant, 2005); and another noted “[I got] more computer knowledge and better understanding of music production” (DigiRhythm Participant 2006).

**Figure 4.9: Did Participation Change how they “think about” Computers and Technology?**



Note: DigiRhythm 2006: 9 participants, 6 completed questionnaires equal to a response rate of 67%. DigiRadio 2005: 32 participants, 17 completed questionnaires equal to a response rate of approximately 50%. DigiRadio 2006: 30 participants, 15 completed questionnaires equal to a response rate of 50%.

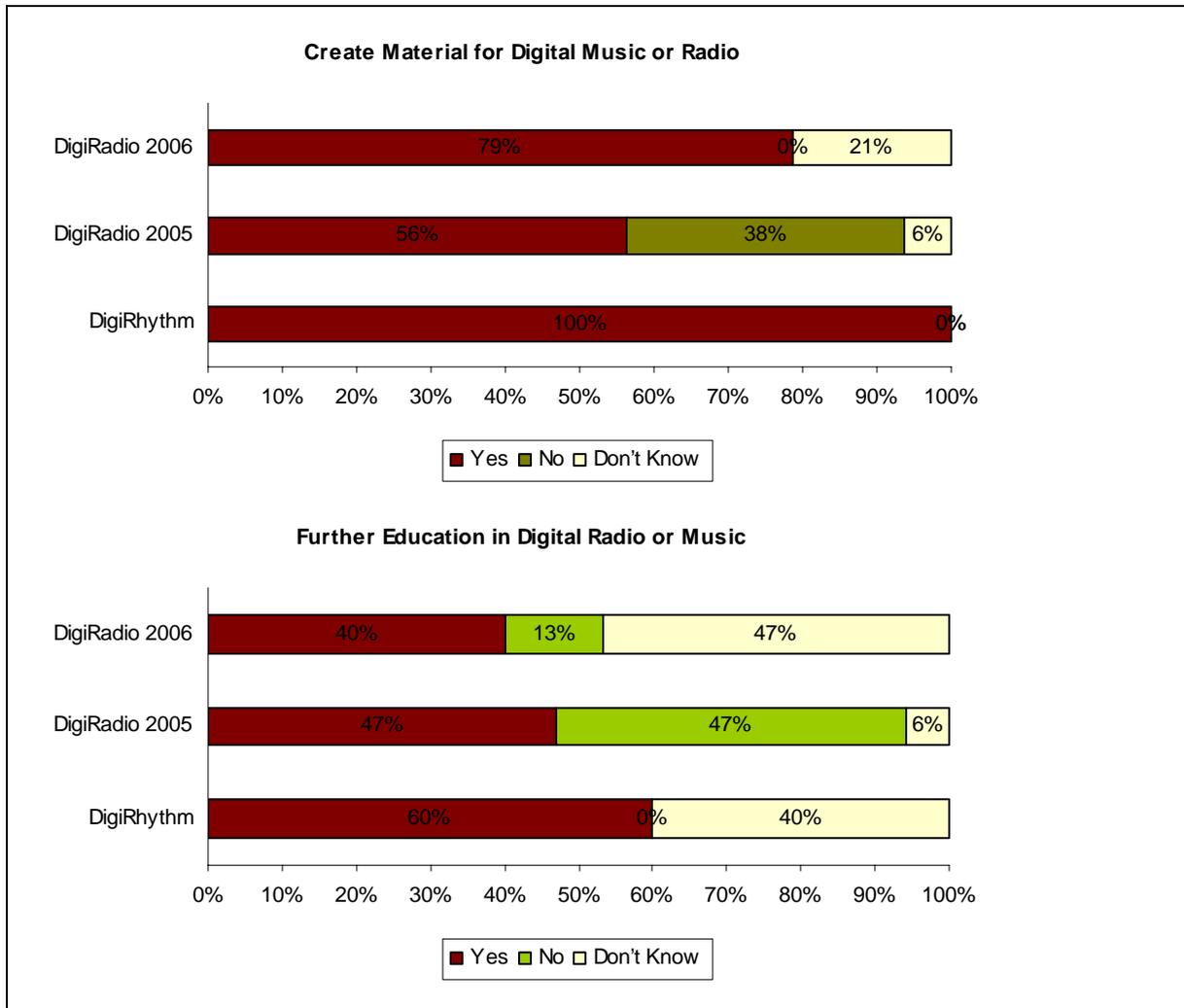
**Source: FGS Consulting, Consultations with Project Participants**

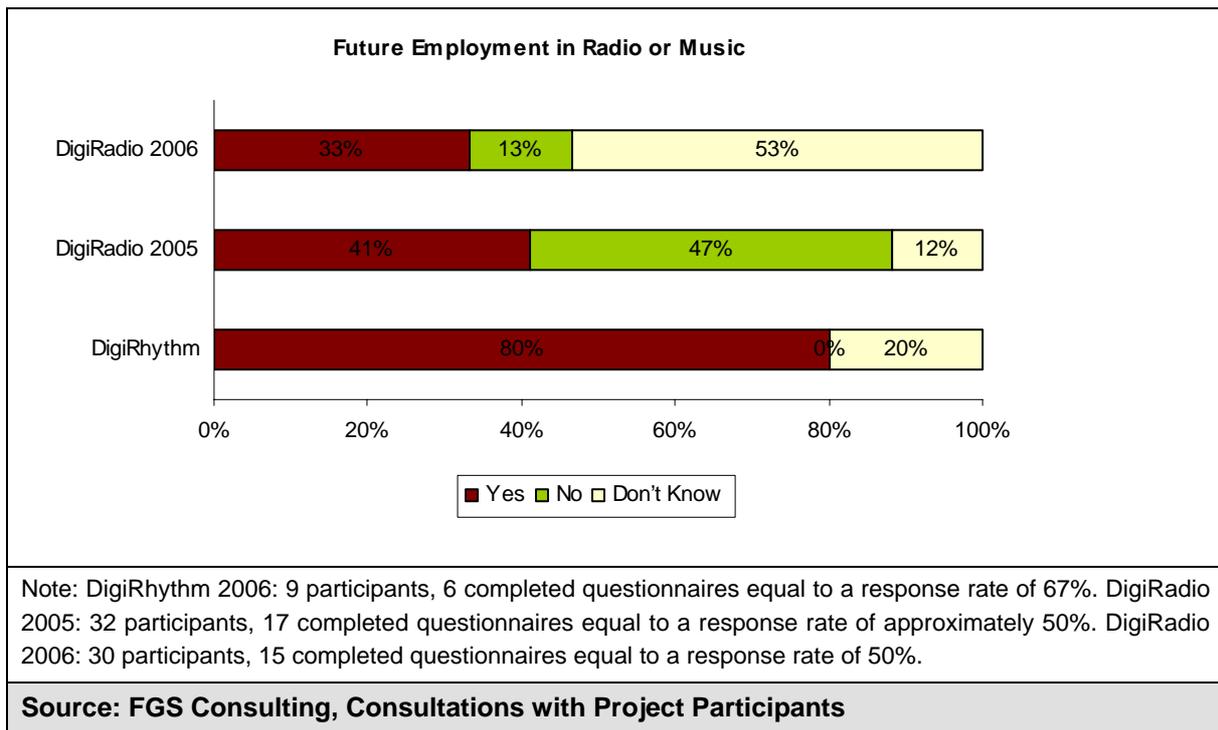
To further examine the impacts and direct benefits, participants were asked whether they believed being involved with the various community courses was likely to make a difference to their future progression, in terms of future education, or employment, or creation of material. Figure 4.10 shows the responses of participants.

As regards going on to create material and content for radio or digital music, the majority of respondents stated that in the future, this was something they would continue to do. In the case of DigiRhythm 2006 all participants said they would, for DigiRadio 2006 79% stated they would create material and for the DigiRadio 2005 course the figure was 56%. One former participant noted “I think I could air a one hour chat show unaided” (DigiRadio Participant, 2005).

The rate of “don’t know” responses was high for the question as to whether participants would go onto further education in radio or music (47% for DigiRadio 2006, and 40% for DigiRhythm). Nevertheless, there was still a high percentage of “yes” respondents. As many as 60% of DigiRhythm participants stated the course would encourage them to pursue further education in music or radio. With one respondent noting “I left school young for personal reasons so could not study music but will look at my options after this”. For DigiRadio (2005) 47% of participants and 40% of DigiRadio 2006 stated similarly. “Generally it has been a very positive experience and am looking forward to achieving FETAC qualification and to hearing completed programmes” (DigiRadio Participant, 2006). Across the three courses more than 40% stated that participation encouraged them to go on to further education.

**Figure 4.10: Views on Benefits and Impacts on Future Progression**





For those who wished to progress to further employment in Radio or Music, 80% of DigiRhythm participants stated the course encouraged them to do so. “Because I can make more things at home and get a recording label” (DigiRhythm Participant) For DigiRadio 2005, 41% of participants stated it would encourage them to work in Radio or Music, and this figure was slightly lower at 33% for the 2006 participants. Across the three courses more than 40% stated that participation encouraged them to seek work in the digital media sector.

Some sample comments from participants include: “I have an interest in radio and this would be a positive step forward in a career in radio” (DigiRadio Participant 2006) and “It improved my confidence and edged me towards a career in media” (DigiRadio Participant 2005).

### 4.9.3 Indirect Benefits to Participants

The indirect benefits reported by participants were those skills or improvements not directly related to material learned through the DigiRadio or DigiRhythm courses but rather as a by-product of it. These include increased organisational skills arising from increased responsibility, improved presentation and communication skills, new friends and contacts with similar interests, and increased confidence.

One of the case study participants indicated that a benefit of involvement is the fact that it keeps people busy and gives them an increased level of responsibility. “. . . it [participating in DigiRadio] sort of gives a level of responsibility, that we normally never had before..”

Participants also stated that their presentation and communication skills increased as a result of their participation in DigiRadio and DigiRhythm:

“I learned new skills with communication and technology”, (DigiRadio 2005 Participant)

“Learning interview techniques, increased confidence, learning how to listen!” (DigiRadio 2005 Participant)

“I loved meeting new people and learning to communicate with confidence”, (DigiRadio 2006 Participant)

Making new contacts with similar interests and making new friends were reported by several participants as a significant benefit for participants. “I have met some great people who I can see myself working with in the future”. (DigiRhythm Participant) and “[The] Best thing was getting to meet people that also were in radio from the area – you make contacts. I’m still in touch with them today.” (Case Study Participant)

Increased confidence was also a benefit for certain participants:

“My confidence went sky high really, not only in the technology. . . it really brought out the confidence and I think in a lot of people not just me.” (Case Study Participant)

“It improved my confidence and edged me towards a career in media”. (DigiRadio 2005 Participant)

“..have the confidence to speak to a group”. (DigiRadio 2006 Participant).

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## 5 THE ROLE OF CSR

### 5.1 Chapter Introduction

One of the items in the Terms of Reference seeks to examine “the role of corporate social responsibility (CSR)” in the DLLI. This Chapter considers the role of CSR in the DLLI. Section 5.2 briefly discusses the concept of CSR. Section 5.3 outlines the main corporate sponsors in the DLLI. Sections 5.4 and 5.5 discuss the impact of the DLLI on the community from the perspective of the Schools Programme and the Community Programme. Finally, Section 5.6 concludes on the role of CSR for the DLLI.

### 5.2 Corporate Social Responsibility

Business in the Community Ireland notes that “Corporate responsibility is about companies acting responsibly through all their business processes, a process that brings commercial and other indirect business benefits. . . . But corporate responsibility is much more than that; it also helps create an enabling environment within which business can flourish for the benefit of wider society.”

At a European level CR is understood as the mechanism for companies to contribute to sustainable development, and specifically to the strategic objectives adopted by member governments and heads of state at the European Council in Lisbon in March 2000, “by making the European Union the most competitive and dynamic knowledge economy in the world, capable of sustained economic growth with more and better occupation and greater social cohesion.” (Buckland et al 2006, p.3., “The Changing Role of Government in Corporate Responsibility: A report for practitioners.”)

What is clear from our analysis of the Schools Programme and the Community Programme is that the DLLI is consistent with the objectives of addressing the “digital divide”, supporting participation in the knowledge society and lifelong learning. The courses and projects under the two Programmes are also consistent with the Lisbon Strategy. For a detailed discussion of the role of CSR and the Lisbon Strategy see Rodrigues “The Lisbon Strategy after the mid-term review: implications for innovation and lifelong learning”. (2006, (<http://www.eabis.org/resources/journals/cgj2006/>))

In practice the precise definition or interpretation of corporate social responsibility (CSR) differs from continent to continent (and indeed often from county to county, and from firm to firm).<sup>17</sup> Nevertheless, at its simplest level CSR is about “how companies manage the business processes to produce an overall positive impact on society.”<sup>18</sup>

This is the interpretation adopted by the DLLI which has followed the approach that “through CSR, companies have the opportunity to show their concern for social issues, and demonstrate how their

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<sup>17</sup> For a discussion of the alternative meaning of CSR see the European Academy of Business in Society (EABIS) [www.eabis.org](http://www.eabis.org); and also [www.mallenbaker.net](http://www.mallenbaker.net).

<sup>18</sup> [www.mallenbaker.net/csr/CSRfiles/definition.html](http://www.mallenbaker.net/csr/CSRfiles/definition.html)

company's success can benefit the wider community".<sup>19</sup> Section 5.3 discusses the corporate sponsors of the DLLI while Sections 5.4 and 5.5 consider the impact of the DLLI on the community through the Schools Programme and Community Programme respectively.

## **5.3 Corporate Sponsorship**

### **5.3.1 Diageo Ireland**

As noted in Chapter 2, Diageo Ireland was the main corporate sponsor of the DLLI. Diageo Ireland provided initial funding of €2.6m or €630,000 annually for 2002-2005. Overall, to-date, Diageo has provided over €3m in sponsorship to the DLLI.

The report "Diageo Ireland Corporate Citizenship report 2005" notes that community involvement began in the late 1700's when Arthur Guinness then donated 250 guineas to the Chapel School in St Patrick's Cathedral, and this community involvement has grown from that action for the past 230 years or so. The report also highlights Diageo Ireland's investment in the DLLI, in partnership with the Irish Government, under its corporate giving programme. It also highlights its contributions to other charities such as Barnardos, St Vincent de Paul and Focus Ireland. The report "Diageo Ireland Corporate Citizenship report 2005" also highlights that many recipients are smaller community based charities. It highlights Diageo Ireland's support to various initiatives and programmes at higher education institutes around Ireland including UCC, National College of Ireland and UCD.

As highlighted above Diageo Ireland's initial investment of €2.6m was to cover the period 2002-2005 to support the initiation and the development of the DLLI. Since 2006 The Digital Hub has moved to the second phase of its implementation (as noted in Chapter 2) and while Diageo Ireland continued to support the DLLI in 2006, it was at levels of funding below the earlier years of the programme, and the very high levels of funding provided by Diageo Ireland during the first phase of the DLLI are unlikely to be repeated. From December 2006 Diageo is no longer the title sponsor, of the DLLI, and the Initiative will be re-branded in 2007.

Diageo Ireland is currently undertaking a review of its corporate giving strategy. Globally, Diageo has committed 1% of its operating profit to social investment and community projects. Diageo's website notes that "Diageo are committed to being active and caring about the communities where they operate to demonstrate to employees the company is responsive to the issues they care about".<sup>20</sup> The Digital Hub, and the DLLI falls into this criteria.

### **5.3.2 Other Sponsors**

Other corporate sponsors of note for the DLLI included Smart Telecom, Riverdeep technologies, Microsoft Ireland, and Symantec – see Fig 5.1

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<sup>19</sup> DLLI, Board Update June 2005

<sup>20</sup> <http://www.diageo.com/en-row/CorporateCitizenship/Communityandenvironment/>

**Figure 5.1: Other Corporate Sponsors**

	<p>Smart Telecom Provided all 16 schools in The Digital Hub with broadband internet access via a wireless/radio network.</p>
	<p>Riverdeep provided curriculum software, training and support as part of the DLLI Schools Broadband project.</p>
	<p>Microsoft Ireland provided Office XP and Windows XP.</p>
	<p>Symantec provided anti-virus software.</p>

An important aspect of the private sector sponsorship was its combination with public sector financial and broader assistance as summarised in Figure 5.2

**Figure 5.2: Public Sector Assistance**

	<p>The NCTE provided the project with a seconded teacher, funding for teacher professional development, support for the website and financial support for the evaluation programme.</p>
	<p>The Department of Communications, Marine and Natural Resources provided assistance for operational costs from 2005.</p>
	<p>Enterprise Ireland has been sponsor of the Dare to Be Digital Ireland. Under the Enterprise Programme of the DLLI, Dare provides third level, further education students and recent graduates with an opportunity to develop a computer game proto-type which the develop over a 10 week period in Scotland.</p>
	<p>The IDA has also sponsored the Dare to Be Digital Ireland programme. Under the Enterprise Programme of the DLLI, Dare provides third level, further education students and recent graduates with an opportunity to develop a computer game proto-type which the develop over a 10 week period in Scotland.</p>

## 5.4 Perspectives from Schools Programme

The experience from the Schools Programme has been very positive. The difficulties of working with so broad and differentiated a range of stakeholders should not be underestimated for schools. Working with interests and even individuals from outside the world of education can prove challenging

and even fraught for many schools. For the incoming party, the culture of the school can be difficult to understand and come to terms with. For the teacher there can be a sense of distrust or even of cynicism about the motives that bring “externals” into schools and towards the lack of understanding and regard they can exhibit for the values and norms of the business of educating. Teacher professionalism and its prerogatives are valued by Irish educationalists and closely guarded. Anything that is perceived in any way to threaten these can be the subject of hostile reaction on the part of teachers and school Principals.

The Schools Programme has navigated this challenging area with a commendable degree of success. Working relationships have been established within the Schools Programme between the Learning Team, the schools, and a considerable range of stakeholders – from resident groups and local youth organisations, through the various agencies and interests that comprise The Digital Hub Development Agency, to a variety of third-level institutions that support aspects of the DLLI, to NCTE and NCCA along with other national education agencies and project teams and the Department of Education and Science, to Diageo (Ireland) as corporate sponsors of the Schools Programme and the DLLI more generally. The overall feedback from the schools involved was that the DLLI was beneficial for students and for the area (discussed in more detail in Chapter 3).

We also noted in Chapter 3 that Principals stated that participation in the Schools Programme would have a lasting effect on schools. Indeed, the excellent of the projects delivered in the schools was also recognised at the European Awards for Languages. When in 2005 the Schools Programme project Claymation (i.e. the clay animation project) was the Winner at the European Awards for Languages.

The Principals also stated that participation increased the reputation of schools. The considerable positive media coverage of the Schools Programme, discussed in more detail in Appendix B, was a factor in this. A number of sample media references are presented below:

“The festival, which is running over three days, will feature over 30 animation films produced and directed by children aged between eight and 16-years from schools based in the Liberties” (Irish Examiner, 17<sup>th</sup> May 2006).

“Projects have delighted and surprised all those who have been involved . . . Teachers ... report keen interest from children.” (Irish Independent, 8<sup>th</sup> April 2004).

“Under the Liberties Learning Initiative, up to 16 schools in the Liberties area have been given the opportunity to learn through advanced digital technology” (Irish Evening Herald, 20<sup>th</sup> April 2004).

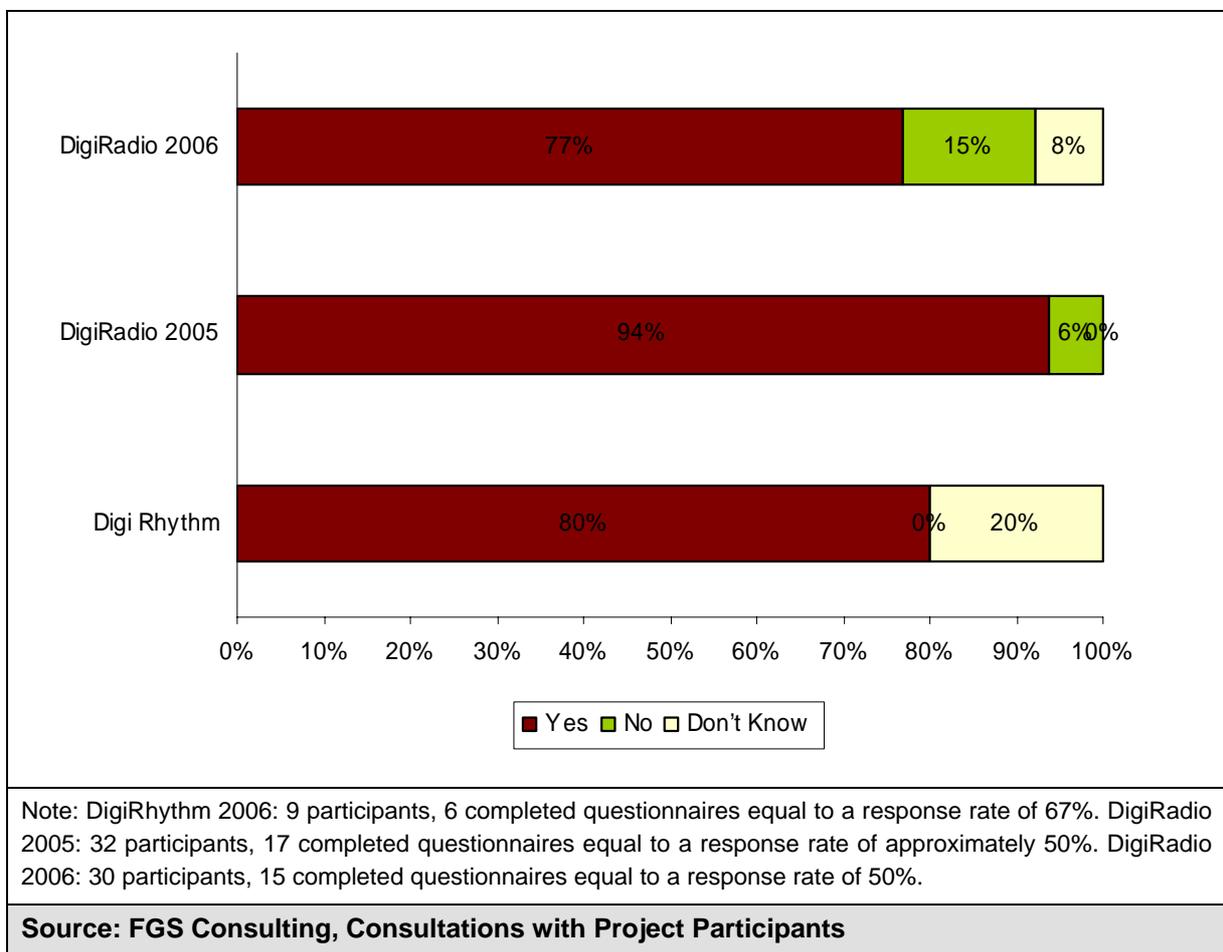
“In an innovative series of short films.....900 children from 16 schools have been learning digital skills such as digital photography and editing” (RTÉ Radio 1 – 5-7 Live, 12<sup>th</sup> May 2005).

## 5.5 Perspectives from the Community Programme

The experience from the Community Programme has also been very positive. For instance the overwhelming majority of participants surveyed believed courses under the DLLI had wider benefits for the community in the Liberties/Coombe area.

As part of our survey of the more intensive community courses delivered by the DLLI (DigiRhythm 2006, DigiRadio 2005 and DigiRadio 2006) participants were asked whether they believed the courses offered through the DLLI benefited the community. The vast majority indicated that the DLLI had wider community benefits, 77% for DigiRadio 2006, 80% for DigiRhythm 2006 and 94% for DigiRadio 2005. See Figure 5.3.

**Figure 5.3: Views on Whether the DLLI Has Wider Benefits to the Community**



Some sample comments from participants include the following:

“it [DigiRadio] provide true community radio”, (DigiRadio Participant 2005).

“Any localised media is a welcome source of information” (DigiRadio Participant 2006)

“you speak their language, You say what's going on in their community, You can be their voice”, (Case Study Participant).

“Being from D8 anything that helps the youth is very welcome”. (DigiRhythm 2006 Participant).

As part of the review of train the trainer and project partner courses facilitated/delivered under the Community Programme (discussed in Chapter 4) community group representatives who worked with the DLLI in 2006 on these courses were consulted. The vast majority stated that they believed the Community Programme had increased the awareness of opportunities from ICT within the community. A sample comment included: “children are talking about the projects in the Breakfast Clubs, in the street. Everywhere”.

The representatives consulted also typically stated that the DLLI helped to increase self-esteem within the Community and helped to improve the image of the area. Those consulted stated that the DLLI was a good example of corporate social responsibility. When asked they also stated that the DLLI was a good for the image of Diageo Ireland. The considerable positive media coverage of the Community Programme, discussed in more detail in Appendix B, was a factor in this. Positive coverage included:

- Individual stories of success, with extensive coverage of one of the participants on the DigiRhythm project, Kirsty McCarthy. Examples of media coverage include “Kirsty, from Fatima Mansions in Rialto, first became interested in rap music when she did a music course in The Digital Hub in Thomas Street” (The Southside People, 9<sup>th</sup> May 2005) and “Kirsty told ‘The Star’ yesterday that she became interested in rap music when she did a music course in The Digital Hub in Thomas Street” (The Irish Star 28<sup>th</sup> August 2005);
- Coverage specifically mentioning the Liberties/Coombe area and general reference to members of the community in a positive light. Examples include:
  - “Eighty children and teenagers from the Liberties aged between 10 and 14 recently got the chance to sample cutting edge technology for writing, recording and producing rap tracks through the DigiRhythm summer project” (Irish Evening Herald, 10<sup>th</sup> August 2004).
  - “The groups, from Basin Street, Oliver Bond Flats, School Street, Whitefriar Street and the YMCA....showcased film recordings of their summer outings at The Digital Hub in Dublin yesterday” (The Irish Times, 11<sup>th</sup> August 2006).
  - “Established by The Digital Hub in 2002, the Liberties Learning Initiative gives people living in the Liberties/Coombe area an opportunity to get familiar with digital media” (Irish Independent, 13<sup>th</sup> May 2005).

Also important to the sense of community achievement were a number of awards, including:

- Digital Hub Development Agency (DHDA) was presented with a Merit award in the “Best Partnership” category at the Eircom/Inside Government Innovation through Technology Awards, which were held in 2005. The award was given to the DHDA for its Community, Public, Private Partnership (CPPP) process (discussed in Chapter 2);
- Allianz Business 2 Arts Awards 2005 provided Best Business/Arts Collaboration for Diageo Ireland's sponsorship of the DLLI;

- DigiRadio's presenters of the young peoples programme "Gist" received the Young Citizens Award in 2006 for their contribution to the community.

In addition, the involvement of Diageo Ireland in the DLLI was recognised as an example of good practice in CSR when it featured as a best practice case study in Business in the Community Ireland's 2006 publication "Inspiring Excellence: Best Practice in Corporate Responsibility in Ireland" (2006) and in its 2005 publication "Inspiring Excellence: Best Practice in Corporate Responsibility in Ireland" (2005).

## **5.6 Conclusions on the Role of CSR**

Our overall conclusion is that CSR has played a key role in the DLLI. The public-private sector funding frame used and the value system that this encompassed meant that the funding levels and resources that were able to put in place within the timeframe were far in excess of anything that an "education" initiative or "community" initiative alone could have hoped to attract.

This greatly supported the provision of cutting-edge ICT-led curriculum and learning development. This has been a key factor in the overwhelming positive response to the DLLI.

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## 6 FUTURE DEVELOPMENT

### 6.1 Overview

The previous Chapters in this Report discuss three of the four key issues in the Terms of Reference for the Evaluation, namely the extent to which the Schools and the Community Programmes achieved their objectives, the impact of the Schools and the Community Programmes and the role of corporate social responsibility in the DLLI. This final Chapter deals with the fourth issue in the Terms of Reference, namely “future developments”.

In particular, the Terms of Reference require the Evaluation to identify two broad sets of issues in relation to future developments. Firstly, to identify and recommend elements of the Schools and Community Programmes suitable for future development within the DLLI or the DHDA. Secondly, to identify elements or aspects of the Schools and Community Programmes or key lessons from the DLLI experience relevant to wider policy or practice.

We are becoming a world where “... the use of digital technology has been completely normalised by this generation, and it is now fully integrated into their daily lives. The majority of young people simply use new media as tools to make their lives easier, strengthening their existing friendship networks rather than widening them.” (Hannah Green and Celia Hannon (2007) “Their Space: Education for a digital generation”. Demos: London, p.10, 2007).

Young people are increasingly involved in sophisticated levels of creative production, from uploading and editing digital photos to building and maintaining weblogs and websites. However, this is not a universal feature of young lives: there are indications of a “digital divide” between those with ready access to the facilities that allow them to dare digitally and those who are less able to gain this access.

This has profound implications for both school and community aspects of educational and socio-economic interventions such as the DLLI. Based on our evaluation it is clear that under the various measures considered it is clear that the DLLI Schools Programme and Community Programme were successful in relation to attaining most of the objectives originally set for the Programmes.

A range of digital literacy programmes have been developed and provided within the schools and the community of the DLLI catchment. These have demonstrated an ability to generate inclusive engagement, to result in ICT/digital skills development in both a formal and non-formal setting, to generate a range of other non-ICT benefits for participants, to support progression by participants and to create a desire or hunger for further participation in DLLI projects and courses.

There is a strong argument to be made for developing future elements of both the Schools Programme and the Community Programme around web 2.0 activity (i.e. second generation web-based activity – such as social networking sites, wikis, communication tools, and sites such as iTunes, del.icio.us and Flickr – that emphasise online collaboration and sharing among users). Both Programmes are well placed to undertake meaningful and engaging work in this area, and doing so

would in our view help increase the impact that DLLI makes on digital literacy among school and community clients in the Coombe and Liberties area.

The Programmes have gone some way towards addressing the issue of the “digital divide”. There is still considerable work to be done to address the “digital divide” comprehensively in the area but a significant and locally relevant beginning has been achieved. Areas suitable for future development are presented in this Section.

## **6.2 Elements Suitable for Future Development**

Based on our examination of the Schools Programme and the Community Programme we have identified and recommend seven areas that we judge to be suitable for future development. These are as follows:

### **1. Delivering digital literacy courses for people in the Liberties/Coombe area.**

The Liberties/Coombe area experiences considerable educational and economic disadvantage (discussed in Section 2.2), and therefore there is a clear need for education and learning supports to help increase digital literacy in the area. There are also national and EU policy commitments to address the “digital divide”. The DLLI’s Community Programme has demonstrated its ability to design and to provide a range of projects and courses which help improve digital literacy for people living in the Liberties/Coombe area (demonstrated in Chapter 4). Therefore, there is a clear rationale for the DLLI to continue to provide courses aimed at improving digital literacy among people living in the Liberties/Coombe area.

In the provision of such courses it would be desirable to provide a combination of relatively short courses (such as the “summer projects” provided between 2003 and 2006 and discussed in Section 4.3) and to provide longer courses (such as DigiRhythm and DigiRadio, discussed in Case Studies 1 and 2 in Section 4.8). The shorter courses have the advantage that they are very effective in increasing awareness, interest and visibility across a large segment of the community. While the longer courses provide a greater level of engagement with a smaller number of participants and therefore a more significant impact on improving the digital literacy of participants and supporting progress onto further education and employment in the digital media area.

The provision of at least one course that can significantly improve digital literacy (i.e. with at least 20 contact hours) that the DLLI can provide directly to people in the area would help ensure that the DLLI retains a sense of relevance within the community in the future.

Such courses could potentially be provided and funded through the DLLI in association with private sector sponsors. An advantage of the DLLI being in a position to provide these courses directly itself would mean that the DLLI Learning Team could continue to have direct control over these courses, as it did over the 2002-2006 period, in order to ensure flexibility in participant selection and to ensure it can maintain its approach to responsive course design and delivery.

The DLLI could also potentially provide such courses by qualifying as a delivery agent of mainstream public sector education and training funding bodies. For example, this could include delivery of courses funded by FÁS, through the Back to Education Initiative or through investment programmes such as the ESF Human Capital Investment Operational Programme 2007-2013 managed by the Department of Enterprise, Trade and Employment and other appropriate investment programmes.

**2. Facilitating the provision of digital literacy courses for “relevant” organisations in the Liberties/Coombe area to facilitate the participation of local community groups and other organisations in the “knowledge society”.**

The DLLI, through the Community Programme, has demonstrated a strong ability to facilitate the delivery of a wide range of ICT/digital literacy courses to community, voluntary and other non-private sector organisations located in the Liberties/Coombe area and within close proximity to the area (discussed in detail in Sections 4.4 and Section 4.5).

The assistance provided has ranged from complete delivery of an entire course, with responsibility from course conception to final delivery, to less intensive assistance such as the provision of a location for training, lending of equipment or provision of advice. The specific courses have included a combination of “train the trainer” type courses where the courses are delivered to staff of local organisations (discussed in Sections 4.4) and courses delivered directly to the “clients” of local organisations (discussed in detail in Section 4.5).

As well as providing assistance on the “technical” aspects of courses with local organisations the DLLI Learning Team has also shown a strong ability and commitment to helping local organisations translate an idea into a clear vision and course of action. In addition, the Learning Team has done so in a way that typically ensures a high level of satisfaction from the community groups and local organisations involved.

Given the importance of local community groups and other organisations partaking in the “knowledge society” and the proven ability of the DLLI to provide valuable (and wide ranging) assistance there is a clear rationale for the DLLI to continue to facilitate local non-private sector organisations in the provision of digital literacy and relevant ICT courses in the area.

**3. Facilitating the provision of digital literacy projects to children in the schools of Liberties/Coombe area.**

Given the educational disadvantage in the Liberties/Coombe area there is a clear need for projects aimed at improving the digital literacy of students. There is also growing international evidence on the importance of the role of non-infrastructure supports in integrating ICT into teaching and hence improving digital literacy. At the same time there is national and international recognition of the benefits of effective use of ICT on student integration and motivation, and increasing national recognition of the role of ICT in supporting educational inclusion (discussed in Section 2.7).

The DLLI through the Schools Programme has demonstrated an ability, especially at the primary level, to effectively integrate ICT into schools in the Liberties/Coombe area (discussed in detail in Chapter 3 of the Main Report). The feedback from participating schools has been very positive on the impact on students of projects in terms of development of ICT skills, providing a head start in relation to the development of ICT skills and capabilities, and also on the development of non-ICT skills.

Therefore there is a clear rationale for the DLLI to continue and to expand in the provision of existing and new digital literacy projects in the schools of the DLLI.

- 4. Facilitating digital literacy courses with “relevant national organisations”. Where the organisations facilitated is such that the beneficiaries (either direct or indirect) from assistance provided are likely to be disadvantaged and are therefore likely to face barriers to the development of ICT skills and are likely to be subject to the “digital divide”.**

The DLLI through the Community Programme has facilitated the provision of ICT/digital literacy courses to organisations with a national remit or focus outside the Liberties/Coombe or Dublin city area. These include Mountjoy Prison, Focus Ireland, the National Youth Council of Ireland, the Separated Children's Education Service (SCES), the Transition Supports Project (for asylum seekers), the Irish Society for the Prevention of Cruelty to Children (ISPCC), and the Irish Deaf Society.

The assistance provided has included facilitating “train the trainer” type activity and courses delivered directly to “clients” of these organisations and services. These courses involved digital visual and audio storytelling, multi-media skills and to a lesser extent an element of basic computer and internet skills.

It is notable that the beneficiaries for the assistance provided to these organisations, either the direct beneficiaries in the case of courses delivered directly to clients of organisations or indirect beneficiaries from “train the trainer” type courses, are likely to face barriers to participation in the knowledge society.

Given the strengths that the DLLI has in the provision of such courses it would seem appropriate that it continue to do so in the future. This may be subject to certain requirements where participating organisations are not in a position to not make a financial contribution to the cost of courses. Firstly, it will be important that the nature of the organisations facilitated is such that the beneficiaries (either direct or indirect) from assistance provided are likely to be disadvantaged and are therefore likely to face barriers to the development of ICT skills and subject to the “digital divide”. This will help ensure that the assistance is focused on achieving the national objective of addressing the “digital divide”. Secondly, it will be important that the courses for which assistance is provided should mainly focus on the development of digital visual, audio and multi-media skills with assistance with basic computer skills and internet skills comprising a smaller element.

**5. Providing a test-bed for examining the impact of digital technology on education and learning. In order to explore the impact digital technology can have on teaching and learning, and the benefits of this for socially disadvantaged communities.**

The DLLI has demonstrated a strong competence in using innovative ICT/digital technologies in education and learning across the schools and communities of the Liberties/Coombe area. It has also demonstrated the benefit that the innovative use of these technologies can have for participants (discussed in Chapters 3 and 4) and for sponsors (discussed in Chapter 5).

An area suitable for future development within The Digital Hub is for the DLLI to act as a test-bed for exploring the impact digital technology can have on teaching and learning in an urban socially. This could involve the testing of innovative uses of ICTs in both the formal (schools and colleges) and non-formal education sectors, and the development of new innovative learning programmes to showcase the effective use of digital technology.

It could help ensure that people in the local area continue to have access to leading edge ICT technologies and innovative application of these to facilitate education and learning. While it would also mean that the DLLI could contribute to the wider national debate on the use the innovative use of ICT in education and learning.

**6. Establishing pathways for people from the area via local schools and community courses to employment in digital media in firms located in The Digital Hub.**

An area suitable for future development, and part of the initial objectives for the DLLI, is for the DLLI to advise and inform local schools on careers in the digital media sector with a view to establishing pathways to further education and employment in the area.

Given the success in establishing and delivering ICT/digital courses in the Schools and Community Programmes, and the growth in the numbers of digital media firms and employment now located at The Digital Hub this is an area worthy of increased activity in the future. In particular, the DLLI could examine the possibility of establishing work opportunity or internship programmes for students from the area in firms located in The Digital Hub.

**7. Extending the DLLI's Reach Online.**

A final area that is suitable for development within the DLLI is for the reach of the DLLI to be expanded to include online education and learning. This might include the provision and/or of selling courses or course packages online.

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## 6.3 Features Relevant to Wider Policy and Practice

### 10. The approach through which the community was involved in the formulation of plans for the area in association with public and private stakeholders worked well and a number of lessons can be taken from this.

It was widely stated by those consulted under the Schools and Community Programmes of the DLLI that the community's needs were listened to and reflected in the development of the objectives of the Programmes and that there is a sense of ownership and real engagement with the community.

There are a number of important features to the approach taken that would be worth taking into account in other settings where community involvement in the development and implementation of a plan is desired. These include the legislative requirements for the DHDA to involve the community, the commitment of the DHDA to genuinely deliver on these requirements, the process put in place to achieve this at an overall level, and the approach taken by the DLLI Learning Team in the development, delivery and facilitation of projects and courses. Key factors included the:

- i. The legislative requirements for the DHDA to formally involve the community in the formulation of the "development plan" and the requirement for the DHDA to have a community representative as a board member;
- ii. The commitment by the DHDA to ensure that the community was not just consulted and informed at appropriate stages of develop but that the community was intrinsically or "totally" involved in the development of plans. A number of aspects of the Community, Public Private Partnership process (CPPP process) facilitated this. These include the appointment of an independent Chairman, the inclusion of the community on various "strands" of the process, and the provision of resources for a community facilitator and also a planning adviser for the community;
- iii. The ability of the DHDA to follow through on its commitments with the actual appointment of a community representative to the board and by the constructive and supportive role adopted by the DLLI Learning Team throughout their engagement with people from the area, community groups and other organisations.

### 11. The public-private sector funding frame used proved very effective.

The public-private sector funding frame used and the value system that this encompassed meant that the funding levels and resources that were able to put in place within the timeframe were far in excess of anything that an "education" initiative or "community" initiative alone could have hoped to attract. This greatly supported the provision of cutting-edge ICT-led curriculum and learning development.

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**12. The use of “creativity as a hook” to catch the interest of people, young and old, in technology and digital literacy.**

A distinctive feature of the DLLI has been the use of creativity as a hook to catch the interest of young and old people living in the Liberties/Coombe in technology and digital media courses. The main “selling point” of courses and projects to participants has been what they would allow people to do and to create. The DLLI has effectively communicated to the community that “computers and technology” is not just about programming, word processing and databases.

In the delivery of courses the DLLI placed most emphasis on creativity and learning as the technology or gadgetry itself. In this way computers and supporting technology have been regarded as a “tool do the job” or to do what you want to do and is seen as an “enabler” rather than a “motivator”. This approach offers considerable potential for motivating and sustaining participation from people with previously limited experience of computers and technology.

**13. The importance of tangible course outputs and achievement for motivating and empowering participants.**

A striking feature from talking to previous participants of the Community Programme is the sense of motivation and empowerment that some participants gained from participation on the courses. A similar sense of empowerment for certain students also comes through from consultations with teachers involved in the Schools Programme. A common feature of both Programmes was that participants commonly produced a direct tangible output as part of their involvement (e.g. clay figures, remote control machines, music tracks, videos or radio programmes etc).

In many cases the output of participants work was showcased, either within the school or among course participants or more widely. For many participants this has resulted in a strong sense of achievement reflecting their realisation that “I can do this, I can do this well, and look people can see me doing this well”.

The sense of achievement, motivation and empowerment this approach can have on participants is something that should be considered in the design of other similar courses elsewhere, and especially in socially disadvantaged communities.

**14. The “programmatic” or broad approach to the development of ICT skills in schools and in the community.**

Efforts to enhance the technological capacity of schools and local communities can sometimes focus primarily on the provision of equipment (such as PCs, laptops, internet access etc). The approach adopted under the DLLI has been much broader or holistic. The focus has been on a “programmatic” approach to project and courses provision. This has consisted of five core elements, namely:

- i. The creative idea or core outcome focused objective of the course or learning;
- ii. The content or curriculum design;
- iii. The technological equipment needed;
- iv. The training or professional development required;
- v. The ongoing support required.

Under this “programmatic” approach the idea and parameters for a project is scoped out, the necessary ICT equipment, support and professional development is planned, the ICT kit and equipment is sourced, the professional development/training is delivered and participants are resourced and supported across the life of the projects/course.

This approach has proven very successful within the Liberties/Coombe area and the “programmatic” or broader approach to the design and delivery of ICT skills in schools and in communities could be emulated elsewhere.

#### **15. The use of the ICT to assist as a teaching resource.**

The experience of the Schools Programme demonstrates the potential for the use of ICT to support teaching. A particularly good relates to Claymation which was one of the projects delivered under the Schools Programme. It involved the use of clay animation software as a way of improving the way teachers taught Irish in primary schools. Teachers found the approach to be very effective in developing language skills in a fun and stimulating way.

The Clay Animation Project was the winner of the 2005 European Award for Languages. The DLLI worked closely with An Chomhairle um Oideachas Gaeltachta and Gaelscolaíochta (COGG) in trialing the use of Clay Animation in five Dublin secondary schools and during 2005 DLLI ran a Clay Animation workshop for coordinators involved in the School Completion Programme (SCP).

The Clay Animation Project is highly suitable for development and application in schools outside the Liberties/Coombe area. Indeed, the DLLI, in partnership with the National Centre for Technology in Education, plan to develop and trial an online teacher professional module using animation at both primary and post-primary and in conjunction with the online module to will develop a range of “train-the-trainer” programmes to assist ICT advisors roll-out clay animation courses around the country.

#### **16. The approach taken to teacher ICT professional development linked to curriculum delivery.**

The Schools Programme developed a method of steering and developing teacher ICT professional development linked to curriculum delivery. The professional development proved highly effective, providing a marked level of training-to-classroom transfer. Aspects of this approach could be applied elsewhere. Key features of the DLLI approach to teacher ICT professional development are as follows:

- i. **User focus:** A key feature of DLLI project teacher professional development was mastering the project packages so that the learning experience of the student is enhanced through their contact with the new materials as mediated by their teachers. The professional development was framed around a very thorough grounding in the project materials. This meant that the teachers brought newly acquired skills and understandings to the classroom in a very immediate timeframe;
- ii. **Immediacy and relevance:** The “hands-on” nature of project introduction sessions (where the teachers get to “play” with the technology and test out its possibilities) means that the professional development is marked by immediacy and relevance. This highly practical, experiential approach reflects well the interests of the users, both teacher and students. The emphasis throughout DLLI teacher professional development is on the utilisation of the project resource in the teaching and learning setting. It is practical but not patronising. The necessary technical elements are covered thoroughly but the pedagogical side is given precedence;
- iii. **Local provision:** Teachers preparing for involvement in a project were initially brought together and given start-up training that is in a Digital Hub location – usually the Learning Studio – and centralised teacher professional development also took place at a project school when the Learning Studio was unavailable. This meant that the teachers had only a short physical distance to travel to attend development sessions. This was coupled with release by the project schools on a planned basis from teaching in order to attend the professional development;
- iv. **Shared facilitation:** Shared facilitation meant that while the training or professional development workshops might initially be lead by “outside”/visiting experts or members of the Learning Team, there was always scope for project teachers to work collaboratively and so to share their experiences and developing expertise across the life of the project both within the professional development sessions and within the resulting local network of practitioners with common interests;
- v. **On-site and on-call arrangements:** Once the initial group-based professional development was complete and the teachers begun to work with the project materials and equipment in their own classroom, a much more individualised and personalised form of assistance and support began. The Project Coordinators began a series of weekly or twice weekly visits to the teachers during project activity time. The co-ordinators were therefore in a position to provide tailored and highly directed guidance and advice on usage and the learning potential of the project package. This resulted in increased confidence and engagement with the development of project work programmes on the part of the teachers.

## 17. The experience and expertise of the Learning Team.

The Learning Team in the DLLI has built up considerable expertise in the design, development and delivery of ICT/digital courses for schools and communities. The learning from the team’s cumulative and DLLI experience is something that could be systematically captured in greater detail (than is possible within an evaluation of this breadth) and it is something which practitioners and policy makers in the area could draw on in the future.

**18. The benefits from concentration of activity within a geographic hub or cluster.**

The DLLI was concentrated within the Liberties/Coombe area and the concentration of the DLLI in this geographic area resulted in a number of benefits in the promotion and delivery of an initiative:

- i.** It can facilitate the establishment of networks of former participants, e.g. networks of teachers from different schools in the area and networks of residents in the area;
- ii.** It can facilitate interaction between complementary programmes, e.g. participants on a project in school can go on to participate on a related community course, or the family and friends of students who participated on a course in school can hear about opportunities through them and go on to participate on a course in the community;
- iii.** The concentration in a relatively small geographic area when combined with visible project activity (e.g. project participants visible on the street, project displays in the community, community radio and showcasing) can lead to a critical mass in terms of visibility and identity. Added to this the presence of identifiable “achievers” from the community and the mystic that can be associated with “technology” can be reduced considerably.

## **APPENDIX A**

### **THE SHOWCASING PROGRAMME**

## A.1 Introduction

This Annex provides a summary of activity under the Showcasing Programme.

## A.2 Programme Objectives

The Showcasing Programme was established with a view to facilitating the showcasing of new developments in the digital media area by the Digital Hub and other bodies in the digital media sector both nationally and internationally. The six specific aims of the Showcasing Programme are as follows:

1. "Develop an exhibit programme that showcases new development in digital media both from a content and enabling technology perspective";
2. "Provide space for Irish companies, in particular companies located in the Digital Hub, to exhibit their digital media creations";
3. "Develop the Learning Building as a networking centre for emerging digital media";
4. "Provide opportunities to showcase the work of the community and schools programmes of the Liberties Learning Initiative";
5. "Provide an opportunity for The Digital Hub to showcase its work outside of The Digital Hub area";
6. "Provide an opportunity for The Digital Hub to showcase its work online".

## A.3 Summary of Activity

There have been four major elements to the Showcasing Programme – the Exhibit Series, TalkDigital, CTRL<space> and Projected Weekends. Each of these are discussed in turn below.

Since January 2003, The Digital Hub has hosted ten Exhibits, each of which dealt with different aspects of digital media. These exhibitions showcase digital media both from content and enabling technology perspective, creating space for Irish companies and colleges to demonstrate their abilities to local, national and international audiences. An overview of each of the Exhibits is given in Figure A.1 at the end.

TalkDigital is a series of informal discussions for the digital media and creative sectors. These seminars are held in various venues at The Digital Hub in conjunction with The Digital Hub's Exhibit series. The series brings together experts from the digital media industry, research, and the public sector to discuss the latest issues and topics in the digital sector.

Past TalkDigitals have been varied in terms of their content. Some of the topics discussed have included "Censorship in the Games industry", "Looking at interaction in art works beyond the mouse and screen", "Music-image manipulation and interaction" and "Creative potential of personal telecommunications". Attendance at the TalkDigitals has averaged around 30 people at each event.

CTRL <space> is a digital media visitor centre where people are invited to experience and engage with the latest trends in digital media. People may not be aware that they already live a “digital lifestyle” through their everyday use of mobile phones, digital cameras and even computer games. CTRL <space> allows the visitor to explore the close relationship between technology and creativity. Allowing the visitor to play the latest games, sing karaoke, edit videos or record your own newscast! With showcases from Vodafone, Wildlight, The World Cyber Games and companies, located in The Digital Hub, such as Zamano, Eirplay Games, PopCap Games and Podcasting Ireland, CTRL<space> has something to interest everyone.

From November 2006 until March 2007, The Digital Hub is running a series of outdoor projections from their premises in the Dublin 8. The projections are to run for the entire weekend and each weekend a new piece will be shown.

Key Performance Indicators were collected for the Showcasing Programme in 2005. There were over 1,000 participants or visitors in the Showcasing events. These indicators are shown in Table A.1.

**Table A-1: Key Performance Indicators in the Showcasing Programme**

Showcasing Event	Number of Participants	Number of Visitors	Total
Game Design	25		25
Censorship in the Games Industry	30		30
Mobile Gaming, Successful Business Models	35		35
Learning through Gaming	35		35
Digital Liberties Exhibition	357	532	889
<b>Total</b>	<b>482</b>	<b>532</b>	<b>1,014</b>
<b>Source: DLLI</b>			

The Digital Liberties Exhibition was the largest event with over 357 children from local schools exhibiting the output of their projects and 537 visitors coming to view the exhibits. The exhibition consisted of four screening areas, ten films, 22 stands of Lego robotic models and the DLLI Showcase film.

**Figure A-1: Exhibits in the Exhibit Series**

<b>Exhibit 1: “Digital”</b>
<p>“Digital” was the first exhibition held and was of artworks that merged technology and creativity by newcomers and established artists. Submissions for the First Exhibit came from a wide variety of disciplines including fine art, CGI, interactive media, web art, linear and interactive films, animation, music, sound, graphic design, fashion, motion graphics, commercial production, gaming, mobile phone technologies/artworks, web development and computer programming. The final exhibits included Digiboarding by Rough Magic Films, Socially Minded Snails, a graphical communications tool incorporating Web and SMS technology and an Interactive 3D gallery by Digital Media Centre at DIT.</p>
<b>Exhibit 2: “Mobilise”</b>
<p>The second exhibition in the series, ‘Mobilise’, aimed to publicise the creative potential of personal telecommunications of all shapes and forms. Among the items that were showcased a digital audio tooth implant (Jimmy Lozeau and James Auger) and Taxi Art , brightly coloured patterns created by data feeds from taxis as they make their way around London.</p>
<b>Exhibit 3: “Design”</b>
<p>Exhibit 3 aimed to present a perspective on how far the ICT cultural revolution has come and examined how far it may go. The exhibits included video installations, computationally enabled garments, interactive objects, dynamic online publicising and visualisation software. Exhibit 3 included works from 12 internationally renowned artists, Web designers, fashion designers, animators and technologists.</p>
<b>Exhibit 4: “Play”</b>
<p>Exhibit 4 “Play” aimed to highlight the creativity among programmers and artists who are using the computer game genre to provide users with unique educational and artistic experiences. The exhibit featured technology that allowed video game users to create or customise games or use games technology for different purposes and other games that examine the development of video game culture. Exhibit 4 featured unique exhibitions such as the transformation of a Nintendo Gameboy into a musical instrument, examining issues like the development of video game culture and the politicisation of video games post-September 11, and showcased the latest PlayStation 2 games and new Irish video game talent.</p>
<b>Exhibit 5: “Innovation and Creativity in Enterprise”</b>
<p>The focus of Exhibit 5 was to illustrate how Ireland digital media industry is producing innovative business and entertainment products and services. this exhibit featured a broad range of disciplines, showcasing new developments and demonstrating excellence in digital media both from a content and an enabling technologies perspective. The exhibition featured innovative work from Irish and international digital media companies together with examples of research and development activities from this level colleges. The exhibits include film and online training</p>

animations, 3D graphic learning solutions, Internet applications, games, mobile portal solutions, digital video processing and image synthesis applications.

#### **Exhibit 6: "Showcasing Enterprise in the Digital Hub"**

This exhibit focused on companies located in The Digital Hub and offered a platform to display their innovative products and services. The exhibit featured a broad range of disciplines, showcasing new developments and demonstrating excellence in digital media both from a content and an enabling technology perspective. Exhibitors included "Twelve Horses" and "Space Synapse".

#### **Exhibit 7: "Living"**

The theme of Exhibit 7 was "Living" and it featured a range of technologies that have the potential to transform the way consumers interact with technological devices in their home. Among the topics explored by Exhibit 7 are home automation and control from remote locations, new forms of music and film distribution, and the identification of people using biometric machines. Exhibit 7 also featured a demonstration of a unique project that delivers different personal stories from the Liberties area of Dublin to PDA devices depending on where the recipient is standing in the Liberties. In addition, children from a local school will demonstrate how they used robotics to transport an egg on a Luas-like system.

#### **Exhibit 8: "New Frontiers in Gaming"**

Exhibit 8 was to provide a platform for the real and physical in the world of computer games, featuring commercial games, products and experiments coming from the worlds of research and art. Exhibit 8 explored alternative interfaces plus connectedness both in commercial games products and in the experimentation coming from within the worlds of research and art. The exhibition aimed to showcase new developments in gaming from both a consumer and developer perspective. Exhibits included the latest developments from, Nintendo, Microsoft and their Xbox product and Vivendi plus PONGMECHANIK by Niklas Roy and the celebrated Machinima animation Red vs. Blue.

#### **Exhibit 9: "Captured"**

During 2006 The Digital Hub held a major exhibition, entitled Captured and showcasing works from 6 Irish digital artists/groups exploring, documenting and capturing the history of six former Guinness buildings located in The Digital Hub.

#### **Exhibit 10: "A Small Hours Christmas Show"**

Donal Dineen presented "A Small Hours Christmas Show", where Donal introduced his new visual work accompanied by some invited musicians; Chequerboard, Windings and David Kitt.

## **APPENDIX B**

### **REVIEW OF MEDIA COVERAGE AND AWARDS**

## B.1 Introduction

This Appendix provides a brief review of the media coverage and various awards achieved by the DLLI projects, as these can have an important impact on the perception of area. Section B.2 discusses the print media coverage of the DLLI, and Section B.3 gives an analysis of radio and television coverage. The final Section, B.4 summarises the awards and merits received by the DLLI and the DHDA.

## B.2 Print Media Coverage

### B.2.1 Overview

This Section provides an analysis of print media coverage of the DLLI. The analysis is based on a review of a print media file (newspapers and specialist publications and online media) dating from January 2004 to the end of 2006. This media file is maintained by the DLLI.

Section B.2.2 discusses the incidence and source of print media coverage, likely readership of coverage is the focus of Section B.2.3 while Section B.2.4 examines the focus of the print media coverage.

### B.2.2 Incidence and Source of Coverage

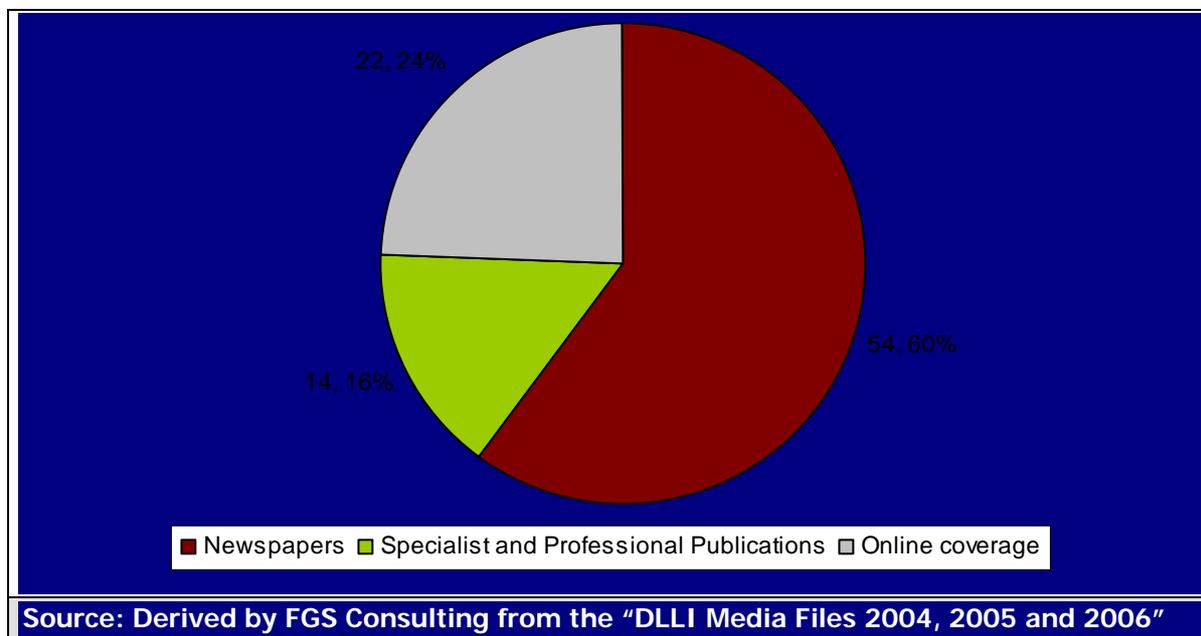
As shown in Table B.1 over the period January 2004-end 2006 there have been 90 articles published either in print or online which have made reference to DLLI. Of these 13 (14%) appeared in 2006, and 43 (48%) were in 2005 and 34 articles (38% of the total number) appeared in 2004.

**Table B-1: Number of Print Articles Referencing DLLI Activity**

	2004	2005	2006	Total
Number of print articles	34	43	13	90
% of print articles	38%	48%	14%	100%
Source: Derived by FGS Consulting from the "DLLI Media Files 2004, 2005 and 2006"				

Newspapers were the source of 54 of the 90 articles referencing DLLI activities since 2004. Online coverage accounted for the next largest number of articles, 22, followed by specialist and professional publications with 14 articles and regional and local publications with 9. This is shown in Figure B.1.

**Figure B-1: Source of Print Media Coverage**



### ***B.2.3 Likely Readership of Media Coverage***

The DLLI and its activities have been referenced across each of the major daily national broadsheet newspapers as well two of other newspapers. As shown in Table B.2 these references have been most frequent in "The Irish Independent", "The Irish Times", "Irish Evening Herald" and the "Irish Examiner". The Sunday newspapers in which the DLLI was mentioned were "The Sunday Tribune", "The Sunday Business Post" and "The Sunday Independent".

DLLI activity has been referenced in each of the major high circulation newspapers in Ireland. Among the daily newspapers the Irish Independent had the largest average number of copies in circulation over the period January to June 2006 at over 160,000 followed by "The Irish Times" with nearly 118,000 copies while among the Sunday newspapers "The Sunday Independent" had the highest circulation at over 287,000 copies weekly. It is important to note that these readership figures are not directly linked to the days when articles referencing DLLI activity were in the newspapers. Nevertheless, these figures do provide a useful gauge.

**Table B-2: No. of Print Articles Referencing DLLI Activity and Newspaper Readership Statistics**

	No. of Articles	Average Audited Readership Jan-June 2006
Irish Independent	13	162,582
The Irish Times	9	117,797
Irish Evening Herald	8	87,645
Irish Examiner	7	57,217
Irish Star	3	99,884 (Oct 05-Oct 06)
The Sunday Tribune	2	72,184
The Sunday Business Post	2	55,876
The Sunday Independent	1	287,588

Source: Derived by FGS Consulting from the "DLLI Media Files 2004, 2005 and 2006" and ABC Audit Bureau of Circulation, 2006.

### ***B.2.4 Focus of Coverage***

The main focus of the print media coverage has been on progress in the three Programmes – School, Community and Showcasing. This was followed by examination of the involvement of Diageo in the DLLI while the success stories of individuals also featured frequently in the coverage.

Recognition of achievement was the area which was emphasised most commonly in the coverage especially in terms of achievement in the projects run by the DLLI. Current and future events were also an area which appeared frequently within the coverage as did the investment in the project by Diageo.

References to the Schools Programme often focused on projects such as Claymation and Digital Storytelling which have been carried out within the schools and the success of these projects in introducing the pupils to digital technology. Discussion of the output from the projects such as eStreet, DigiRhythm and Nature Bytes as well as the involvement of the local community was the main focus of the media coverage on the Community Programmes. Many of the articles gave details of the summer community projects and how they complemented the proposed re-generation of the urban environment. Commentary in the media on the Showcasing Programme focused on the current and future events which were happening with particular reference to niche groups e.g. gamers, technologists etc. There was also some mention of the achievements of participants who benefited from the Showcasing Programme. This is shown in the extracts on the next page.

### Schools

“The festival, which is running over three days, will feature over 30 animation films produced and directed by children aged between eight and 16-years from schools based in the Liberties” (Irish Examiner, 17<sup>th</sup> May 2006).

“Projects have delighted and surprised all those who have been involved....Teachers....report keen interest from children” (Irish Independent, 8<sup>th</sup> April 2004).

“Under the Liberties Learning Initiative, up to 16 schools in the Liberties area have been given the opportunity to learn through advanced digital technology” (Irish Evening Herald, 20<sup>th</sup> April 2004).

“The experience of the Diageo Liberties Learning Initiative, a public private partnership that has funded IT pilots across 16 Dublin schools....suggests that schools may not be quite as proficient as they first appear [in ICT]” (The Irish Independent, 19<sup>th</sup> May 2005).

### Community

“The eStreet project, which was run by The Digital Hub through the Diageo Liberties Learning Initiative enabled children from nine Liberties community groups to plan, create and design their perfect street over three weeks using the latest design and computer technology” (Irish Evening Herald, 16<sup>th</sup> August 2005).

“St.Patricks Festival has teamed up with the Diageo Liberties Learning Initiative, at The Digital Hub, to document the Brighter Futures Project” (The Irish Times, 16<sup>th</sup> March 2005).

“More than 100 schoolchildren and teenagers from the Liberties area in Dublin showcased film recordings of their summer outings at The Digital Hub in Dublin recently” (The Irish Times, 11<sup>th</sup> August 2006).

### Showcasing

“Exhibit 8:New Frontiers in Gaming” is a Digital Hub exhibit on games interfaces and creativity” (The Irish Times, 13<sup>th</sup> May 2005).

“The Digital Hub has unveiled a programme of public events it will host over coming weeks” (The Irish Examiner 2<sup>nd</sup> May 2005).

“A team sponsored by The Digital Hub flew the Irish flag” (The Irish Times, 26<sup>th</sup> August 2005).

Individual stories of success were covered in the media articles with extensive coverage of one of the participants on the DigiRhythm project, Kirsty McCarthy, in light of her rapping skills which were developed on the projects. Kirsty then showcased her talents at a youth concert in the Phoenix Park in the summer of 2005.

“Kirsty, from Fatima Mansions in Rialto, first became interested in rap music when she did a music course in The Digital Hub in Thomas Street” (The Southside People, 9<sup>th</sup> May 2005).

“Kirsty told "The Star" yesterday that she became interested in rap music when she did a music course in The Digital Hub in Thomas Street” (The Irish Star 28th August 2005).

Reference was also made to The Digital Hub and the Diageo Liberties Learning Initiative highlighting the type of projects which are being carried out there.

“The Digital Liberties exhibition demonstrates the breadth and scope of the work being carried out by the Digital Liberties Learning Initiative in the local area” (“Irish Evening Herald”, 16<sup>th</sup> August 2005).

“One of the largest Irish programmes to get technology into schools and the local community....for some the experience is truly life-altering” (“Irish Times”, 4<sup>th</sup> June 2006).

“This kind of project shows children and teenagers what can be achieved through using computers and could open all sorts of opportunities for them in the future” (“The Southside People”, 28<sup>th</sup> July 2004).

“Another great Digital Hub Project” (“The Village Quarter”, April 2004).

“The Digital Hub is a true example of how all sectors of society, public, private, community, young and not so young, can come together for the good of everyone” (Internal newsletter of the Department of Communications, Marine and Natural Resources, 2005).

The input of Diageo into the DLLI was also recognised in the print media coverage. This coverage focused on both the positive corporate giving of Diageo in terms of the provision of finance and in the awards received by Diageo as a result of their involvement with the DLLI.

“Diageo Ireland and WHPR's promotion of Diageo's support of the Diageo Liberties Learning Initiative has won the Best Corporate Social Responsibility Campaign at the Awards for Excellence in PR 2005” (Sunday Business Post, 19<sup>th</sup> June 2006).

“Best Business/Arts Collaboration in the Community: Diageo Ireland and the Liberties Learning Initiative” (The Irish Independent, 1<sup>st</sup> June 2004).

The Liberties/Coombe area, and members of its community was the focus of a number of articles.

“Eighty children and teenagers from the Liberties aged between 10 and 14 recently got the chance to sample cutting edge technology for writing, recording and producing rap tracks through the DigiRhythm summer project” (Irish Evening Herald, 10<sup>th</sup> August 2004).

“The groups, from Basin Street, Oliver Bond Flats, School Street, Whitefriar Street and the YMCA....showcased film recordings of their summer outings at The Digital Hub in Dublin yesterday” (The Irish Times, 11<sup>th</sup> August 2006).

“Established by The Digital Hub in 2002, the Liberties Learning Initiative gives people living in the Liberties/Coombe area an opportunity to get familiar with digital media” (Irish Independent, 13<sup>th</sup> May 2005).

## B.3 TV and Radio Coverage

### B.3.1 Overview

This Section provides an analysis of television and radio coverage of the DLLI. The analysis is based on a review of a broadcast media file maintained by the DLLI.

Section B.3.2 discusses the incidence and source of TV and radio media coverage, likely readership of coverage is the focus of Section B.3.3 while Section B.3.4 examines the focus of the TV and Radio media coverage.

### B.3.2 Incidence and Source of Coverage

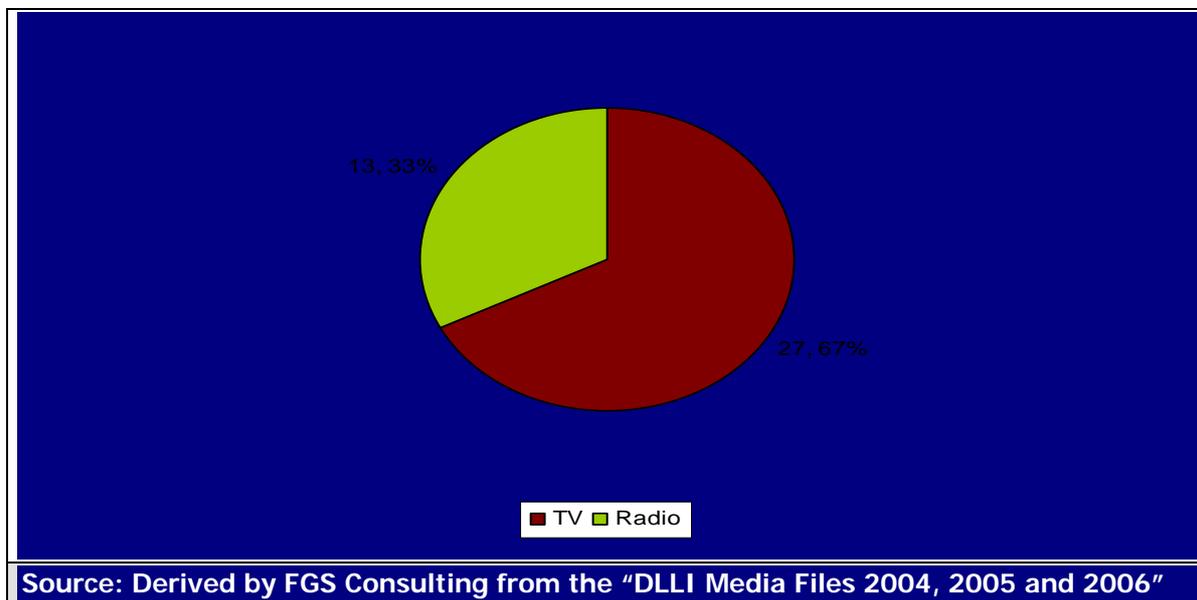
As shown in Table B.3 over the period 2002-end 2006 there have been 40 television or radio pieces which referenced DLLI projects in them. Of these 8 (20%) appeared in 2006, 11 (28%) were in 2005, 8 articles (20% of the total number) appeared in 2004 and 13 (33%) were in period pre-2004.

**Table B-3: Number of Print Articles Referencing DLLI Activity**

	Pre-2004	2004	2005	2006	Total
Number of TV and Radio References	13	8	11	8	40
% of TV and Radio References	33%	20%	28%	20%	100%
<b>Source: Derived by FGS Consulting from the 'DLLI Media Files 2004, 2005 and 2006'</b>					

TV was the source of 27 of the 40 references to DLLI activities. Of these ten came in a single period in April-May 2004 when a series of storytelling films created in several Liberties schools featured on both "The Den" and "ID" on RTÉ 2. Radio coverage accounted for 13 references to the DLLI. This is shown in Figure B.2.

**Figure B-2: Source of TV and Radio Media Coverage**



All but four of the references appeared on RTÉ television or radio stations with three being broadcast on the Newstalk106 and one on 98fm. The length of the television pieces varied from an 18 minute segment on RTÉ's "Primetime" programme through to pieces of less than two minutes which featured on RTÉ's "The Den". On average a single television piece ran for between two and four minutes.

### **B.3.3 Focus of Coverage**

The main focus of the TV and Radio Coverage media coverage has been on progress in the three Programmes – School, Community and Showcasing.

References to the Schools Programme often focused on the output of projects such as Claymation and Digital Storytelling which have been carried out with several of the Digital Storytelling participants being interviewed on RTÉ 2 in April-May 2003 and the stories being shown in the same segment. Coverage was also obtained of projects under the Community Programme including eStreet and Nature Bytes. This coverage focused on the outputs of these projects and the involvement of the local community in them. A number of pieces also looked at the exhibitions which were organised by the DLLI as part of their Showcasing Programme. There was also general coverage of the DLLI and interviews with staff members of the DLLI which often encompassed the range of projects which they support. This is shown in the extracts below.

"80 local schools record their experiences in areas such as Botanic Gardens and Devil's Glen.....Involvement in the scheme gives a digital literacy and builds self confidence" (RTÉ Radio 1 – 1pm News, 11<sup>th</sup> August 2006);

“In an innovative series of short films.....900 children from 16 schools have been learning digital skills such as digital photography and editing” (RTÉ Radio 1 – 5-7 Live, 12<sup>th</sup> May 2005)

“This project [*eStreet*] is part of The Digital Hub Learning Initiative” (RTÉ 1 – 9pm News, 4<sup>th</sup> August 2005);

“It [*Digiboarding*] gives kids confidence, balance and editing skills” (RTÉ 2 – News 2, 1<sup>st</sup> August 2002);

“A wonderful opportunity for young people who are interested in game development” (2fm Newsbeat, 18<sup>th</sup> May 2005).

## B.4 Awards

Over the course of the project so far, the DLLI and the DHDA have received a number of awards and merits for their work. These are summarised in Figure B.3 below.

**Figure B.3: Awards Received Associated with the DLLI and the DHDA**

Awarding Organisation	Award	Receiving Organisation(s)
Allianz Business 2 Arts Awards	Best Business/Arts Collaboration in the Community	Diageo Ireland and Liberties Learning Initiative
Public Relations Consultants of Ireland	Best Corporate Responsibility Campaign (Excellence in PR)	Diageo Ireland and WHPR
Irish Internet Association “Net Visionary Awards	Educational Contribution	H2
European Award for Languages	Winner 2005	DLLI: The Clay Animation Project
Eircom/Inside Government Innovation Through Technology Awards	Best Partnership	Digital Hub Development Agency
Young Citizens Awards	Contribution to the Community	“Gist” presenters on DigiRadio

In 2004, St Catherine’s National School were nominated in the “Primary Education” category for “The Egg Transporter Challenge”, part of the Diageo Liberties Learning Initiative at the Irish Digital Media Awards. In 2005 the Schools Programme project Claymation (i.e. the Clay Animation Project) was the 2005 Winner at the European Awards for Languages. “Claymation” integrated digital technology into the primary curriculum for the purpose of teaching Gaeilge. The project allowed children to create and narrate their own stories. These stories were then animated using digital cameras and art materials. The project made the experience of learning Irish enjoyable and engaging. Literature and art and design with technology were all integral parts of the project. In 2006, DigiRadio’s presenters of the

young peoples programme “Gist” received the Young Citizens Award for their contribution to the community.

Allianz Business 2 Arts Awards 2005 provided Best Business/Arts Collaboration for Diageo Ireland's sponsorship of the DLLI. Also in 2005, Diageo Ireland and WHPR's promotion of Diageo's support of the Diageo Liberties Learning Initiative won the Best Corporate Social Responsibility Campaign at the Awards for Excellence in PR The Award for Educational Contribution in the 2005 Irish Internet Association Awards went to H2, an education and ICT Consultancy for its management of the DLLI.

Digital Hub Development Agency (DHDA) was presented with a Merit award in the “Best Partnership” category at the Eircom/Inside Government Innovation through Technology Awards, which were held in 2005. The award was given to the DHDA for its Community, Public, Private Partnership (CPPP) process, which has been an ongoing element of The Digital Hub project since its inception.