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## EXECUTIVE SUMMARY

The Northern Ireland Childminding Association (NICMA) and Childminding Ireland were successful in receiving funding under the EU Programme for Peace and Reconciliation European Structural Funds 2000 - 2004 Cross Border Consortium Measure: 5.4 Promoting Joint Approaches to Social, Education, Training and Human Resource Development through the Community Foundation for Northern Ireland.

The Cross Border Childcare Training and Development Project commenced on 1st June 2004 for a period of two years, with completion on 31st May 2006.

### The Overall Project Aim was to

“bring together two voluntary organisations, NICMA - the Childminding Association and Childminding Ireland to establish a joint cross border body to provide education, training and support for women in targeted cross border areas in order to improve their skills and employability.”

### with Specific Project Aims

- To identify and target 3 specific areas on both sides of the border that have suffered economically as a result of the years of conflict
- To address the barriers that prevent women from entering and progressing in training and employment
- To promote the participation of unemployed women in a range of childcare and business training by bringing them into a structured learning environment
- To increase the percentage of women holding a qualification thereby improving their access to the labour market as self employed child carers
- To develop cross border activities by bringing together women from both sides of the border for joint support and training initiatives

Three specific Cross Border Areas were identified as socio economically deprived areas as a result of the conflict

1. Rosslea, Newtownbutler, Derrynawilt, Lisnaskea and surrounding areas (Northern Ireland) and Clones and surrounding areas (Republic of Ireland)
2. Enniskillen/Belcoo and surrounding areas (Northern Ireland) and Manorhamilton/Blacklion and surrounding areas (Republic of Ireland)
3. Warrenpoint, Rostrevor and surrounding areas (Northern Ireland) and Carlingford Peninsula and surrounding areas (Republic of Ireland)

A highly qualified, committed Project Team consisting of a Manager, Training and Development Workers and support staff was established, arranging and providing training opportunities in subjects such as:

- Introduction to Childcare
- Child Protection
- First Aid
- Challenging Sectarianism
- High Scope
- Training the Trainers

Development opportunities were also provided to 23 beneficiaries in accessing an NVQ Level 2 Early Years Care and Education qualification.

Training and development opportunities, leading into employment possibilities were delivered by the Project Team in partnership with relevant statutory agencies, community and voluntary groups. Cross border cooperation and working was a core element to the success of this project.

Adult centred, flexible, relevant training and development was provided to women within their own locality, thereby enabling barriers to learning and thus employability to be reduced. Cross border learning and working created an opportunity for beneficiaries to develop effective relationships and networks.

The total number of beneficiaries throughout the two year period was 112. A total of 323 training places were taken up, with many beneficiaries attending more than one course. This resulted in 144 training places in accredited programmes and 179 in non-accredited programmes.

In terms of achieving the Project Aims, the following Evaluation Report clearly demonstrates that these have been professionally managed, delivered and well achieved within the project timescale.

A total of £444,943 project funding was awarded to NICMA in April 2004. Project expenditure over the 2 year period totalled £360,957 and this was supported by ESF at 100%. This policy of full funding for project activities allowed NICMA to concentrate solely on delivering the outcomes rather than trying to source match funding and therefore was greatly appreciated. The underspend to the project was as a result of changes to activities and targets as the project developed.

## I. INTRODUCTION AND BACKGROUND

I.1 The Northern Ireland Childminding Association (NICMA) was founded in 1984. It is a membership organisation with charitable status which provides a range of services to support childminders, parents and children.

NICMA's main purpose is

*“to promote the development of children by providing quality day care and education within registered, home-based settings”*

NICMA is fully committed to meeting the needs of young children and their families by providing a range of care and education services.

The aims of NICMA are:

- To promote the provision of high quality childcare and education within registered, home-based settings
- To encourage legal childminding
- To provide a childminding information and advice service to childminders, parents and those involved in early years
- To provide a support network to registered childminders

I.2 In May 1999, NICMA and Childminding Ireland launched a document entitled “Report on Cross Border Provision”. This was as a result of an eighteen-month research project into childminding provision in cross border areas and the barriers faced by women with regard to training and support. This project was funded by NIVT under the EU Special Support Programme for Peace and Reconciliation, Measure 3.4. The recommendations in the report included:

- the need to identify and deliver childcare training ... in order to raise standards and improve the quality of provision
- the development of childminding support groups/networks to provide local support and an avenue for training childminders working in isolated areas
- a Community Childminding facility, to include training and drop in facilities
- a recruitment campaign to increase the number of registered childminders

I.3 In February 2000, NICMA also facilitated an ‘Analysis of Training Needs’ which highlighted a number of barriers faced by women who wished to access childcare and business training, as follows:

No training available in the area	10%
Lack of information	13%
Cost	38%
Finding the time	62%

- I.4 NICMA is committed to developing training opportunities as an agency and also to work in partnership with local Further Education Colleges as well as statutory and relevant voluntary agencies. It strives to make available innovative initiatives for training delivery, considering the unique difficulties of women accessing training i.e. financial restrictions, isolated settings and the necessity for evening training sessions.
- I.5 With this commitment in mind, NICMA, in partnership with Childminding Ireland, made application under the EU Programme for Peace and Reconciliation European Structural Funds 2000 - 2004 Cross Border Consortium Measure: 5.4 Promoting Joint Approaches to Social, Educational, Training and Human Resource Development through the Community Foundation for Northern Ireland.
- I.6 The Cross Border Childcare Training and Development Project commenced on 1st June 2004 for a period of two years, with completion on 31st May 2006.



## 2. PROJECT AIMS AND OBJECTIVES

### 2.1 Overall Project Aim

The project aim was to bring together two voluntary organisations, NICMA - the Childminding Association and Childminding Ireland to establish a joint cross border body to provide education, training and support for women in targeted cross border areas in order to improve their skills and employability.

### 2.2 Specific Project Aims

- To identify and target 3 specific areas on both sides of the border that have suffered economically as a result of the years of conflict
- To address the barriers that prevent women from entering and progressing in training and employment
- To promote the participation of unemployed women in a range of childcare and business training by bringing them into a structured learning environment
- To increase the percentage of women holding a qualification thereby improving their access to the labour market as self employed child carers
- To develop cross border activities by bringing together women from both sides of the border for joint support and training initiatives

### 2.3 Specific Project Objectives

1. Establishment of a joint cross border body between 2 voluntary organisations as stated
2. Recruit and train project staff
3. Develop training and employment guidance and information
4. Target 3 specific cross border areas that have been identified as socio-economically deprived areas as a result of the conflict
5. Launch the project in the three identified areas
6. Carry out a skills audit in relation to childcare and business skills training as well as an audit of target areas with reference to childcare provision
7. Develop training materials and translate into Irish
8. Address the legacy of conflict by providing training related to cultural diversity, anti-sectarianism and equal opportunities
9. Recruit unemployed women from both sides of the border with information on project and training opportunities
10. Deliver childcare and business skills training and qualifications in order to improve their employability
11. Encourage women to take up the self-employment option as registered childminders
12. Work in partnership with relevant statutory agencies, community and voluntary groups to identify areas in need, provide local knowledge and to promote the benefits of the project
13. Disseminate the findings of the cross border project to all stakeholders

2.4 In terms of Project Management, NICMA fulfilled the role of lead body for the purposes of funding and accountability, as well as acting as the employer for all project staff. Both partner organisations signed up to the project aims and objectives. Quarterly meetings were agreed for both organisations to act as a project monitoring body. A Cross Border Advisory Group made up of equal representation from both sides of the border was established, meeting equally on alternate sides of the border throughout the duration of the project.

## 2.5 **Proposed Project Beneficiaries, Outputs and Results**

- Recruitment of 1 Project Manager, 3 Training and Development Workers and 2 Administration support staff.
- Development of promotional material to advertise and inform about childcare opportunities
- A full information pack detailing training opportunities
- A skills audit of local women in relation to childcare and business skills
- All information and training materials available in both English and Irish
- Training packages for the beneficiaries to include travel and childcare costs
- Delivery of Training for Trainers training for 12 project staff and tutors
- Delivery of High scope in the Family Day Care Setting training for 12 project staff and tutors
- Delivery of High Scope in the Family Day Care Setting training to 60 beneficiaries
- Delivery of First Aid training to 72 beneficiaries
- Delivery of Child Protection training to 120 beneficiaries
- Delivery of Introduction to Childcare to 120 beneficiaries
- Delivery of Anti-Sectarianism training to 30 beneficiaries
- NVQ assessment opportunities for 30 beneficiaries
- Provision of training and qualifications for 3 NVQ assessors and 1 NVQ internal verifier
- Establishment of the infrastructure of the Cross Border Alliance between the two sister organisations working throughout Ireland
- Cross Border development for staff and child carers providing a structured forum for communication and further activities

2.6 It was anticipated that a total of 460 training places would be available within this Project, with 190 as accredited training and 270 as non-accredited training

### 3. EVALUATION METHODOLOGY

3.1 A range of methods were adopted in evaluating the effectiveness and outcomes of the Cross Border Childcare Training and Development Project as follows:

- Desk top analysis of organisational materials
- Focus group interview with Project staff
- Questionnaire completion by a sample group of beneficiaries
- Questionnaire completion by a sample of stakeholders

3.2 At the outset, NICMA provided a range of organisational materials for analysis:

- Funding application form
- Beneficiaries database
- Stakeholder database
- Minutes of project team meetings; advisory group meetings
- Interim project evaluation report
- Comprehensive files containing beneficiary profiles, individual learning agreements and completed evaluation forms from every training/learning event
- Training /learning events attendance forms

3.3 A focus group interview was facilitated on Thursday, 9th March 2006 with the Project Manager and the three Project Training and Development Workers. A questionnaire (Appendix 1c) was adopted to focus the discussion and findings.

3.4 Of the 112 beneficiaries accessing a variety of training and learning opportunities, a random sample of 30 were selected to receive a questionnaire (Appendix 1a). The sample selected was based on selecting beneficiaries from all three cross border areas as stated previously and those who had attended at least 2 training or learning events. A total of ten questionnaires were returned.

3.5 Of the 20 stakeholder agencies with a total of 33 representatives, 14 representatives were selected to receive a questionnaire (Appendix 1b) for completion. A total of 6 questionnaires were returned.

## 4. PUBLICITY GENERATED

4.1 The Project was launched in November 2004 at central venues in the three cross border areas. Publicity occurred through the relevant local newspapers

- Down/Newry Democrat                      31st August 2004
- Leitrim Observer                              1st September 2004
- Impartial Reporter                            9th September 2004
- Mourne Observer                              6th October 2004

Articles on the launches were also included via:

- NICMA's website - [www.nicma.org](http://www.nicma.org)
- EU Programmes Newsletter
- Practical Pre-school Magazine

4.2 Since then, further advertisements have been included in a variety of newspapers informing potential participants of the different training programmes and opportunities available.

Newry Reporter	6th January 2005 and 5th January 2006
Down/Newry Democrat	4th January 2005
Mourne Observer	5th January 2005 and 4th January 2006
The Argus	7th January 2005
Northern Standard	13th January 2005
Fermanagh Herald	12th January 2005
Impartial Reporter	5th January 2005 and 13th January 2005
The Anglo-Celt	13th January 2005
Lakeland Extra	June 2005

4.3 The Project Team prepared promotional materials - posters, leaflets, booklets, outlining:

- the aims of the project
- training programmes offered
- all the target areas
- details of the different project workers per area
- dates and venues for training across the different areas
- contact numbers and arrangements

Glossy leaflets were produced, providing full details of the training programmes and NVQs in Early Years Care and Education, advising of the opportunities to access free training and possible career progression.

- 4.4 To enable access to all, as well as direct advertising via the media, the Project Team distributed information leaflets through a number of venues, making contact with local professionals and the public:
- Hospitals
  - Dentists
  - Opticians
  - Community Centres
  - Health Centres
  - Local shops
  - Post Office
- 4.5 Two glossy Cross Border Childcare Training and Development Project Newsheets were produced and circulated in August 2005 and March 2006, informing the project partners and beneficiaries of achievements to date.
- 4.6 These publicity and active recruitment processes enabled unemployed women from both sides of the border to access the Project. Training needs of all beneficiaries were identified at the outset and sufficient information provided to enable choice and commitment to the programmes and project.



## 5. ACTIVITIES AND OUTCOMES

In terms of fulfilling the Specific Project Objectives the following activities and outcomes were achieved:

### 5.1 Establishment of a joint cross border body between two voluntary organisations as stated

**Work in partnership with relevant statutory agencies, community and voluntary groups to identify areas in need, provide local knowledge and to promote the benefits of the project**

As well as establishing a joint cross border body between NICMA and Childminding Ireland, an Advisory Group was set up with representatives from the below stated agencies attending the Advisory Group Meetings, working to an agreed terms of reference:

- Western Childcare Partnership
- Southern Childcare Partnership
- Southern Health and Social Services Board
- Cavan County Childcare Committee
- Monaghan County Childcare Committee
- Border Counties Childcare Network
- Louth County Childcare Committee
- Childminding Ireland

Five Advisory Group meetings have been facilitated to date, occurring equally on either side of the Border, during the two-year period:

23rd March 2005

18th May 2005

21st September 2005

25th January 2006

22nd March 2006

Unfortunately neither FAS Ireland or DEL (Department of Employment and Learning) availed of the opportunity to be represented on the Advisory Group even though invited several times to join.

### 5.2 Recruit and train project staff

A Project Manager, Gail McIntyre and three Training and Development Project Workers, one for each cross border area, were appointed to the project in the summer of 2004:

Clare Hagan:	Enniskillen, Belcoo, Manorhamilton, Blacklion
Mary Hull:	Warrenpoint, Rostrevor, Carlingford Peninsula
Rebekah Moorhouse:	Rosslea, Newtownbutler, Derrynawilt, Lisnaskea, Clones

A Secretary was appointed to the Project Team. During the two year period of the project, two individuals fulfilled this role - Elaine Hayes and Carol Brown. To further support the team, a Finance and Monitoring Officer, Catherine Trimble, was also appointed.

The Project Manager has accessed training and development opportunities, as well as attending essential conferences during the lifetime of the project. All three Training and Development Workers also accessed training opportunities and qualifications during the project lifetime to enable them to deliver a more effective training and development service to the beneficiaries. Carol Brown, secretary added to her continuous professional development by completing the European Computer Driving Licence (ECDL) programme at North Down and Ards Institute in February 2006. Further details can be found at Appendix 4.

The Project Manager and Training and Development Project Workers met every month from July 2004 to project end to:

- monitor and review progress of the project in meeting its aims and objectives
- monitor and review progress of the beneficiaries in course attendance and qualification attainment
- manage administrative, publicity, reporting and generic organisational issues

Allowing for annual leave, there was full attendance by all the project team at the meetings. This enabled effective communication and discussion to occur. One to one meetings were also facilitated by the Project Manager with each Project Worker on a regular basis throughout the two-year period to ensure appropriate support and supervision was provided. Three month and annual appraisals were also facilitated in line with best management practice.

The internal communication and effective team working very evidently contributed to the successful outcomes of this project.

Finely tuned planning, organisational and project management skills were utilised by the entire team with good support from the NICMA and partnership agencies.

### 5.3 **Develop training and employment guidance and information**

A training information booklet was designed and distributed to all beneficiaries on the project as well as to stakeholders.

### 5.4 **Target three specific Cross Border Areas that have been identified as socio economically deprived areas as a result of the conflict**

1. Rosslea, Newtownbutler, Derrynawilt, Lisnaskea and surrounding areas, and Clones and surrounding areas
2. Enniskillen/Belcoo and surrounding areas and Manorhamilton/Blacklion and surrounding areas
3. Warrenpoint, Rostrevor and surrounding areas and Carlingford Peninsula and surrounding areas

## 5.5 **Launch the project**

Information materials were generated and Information Evenings facilitated in each cross border area to recruit potential unemployed and employed women to attend a variety of training and learning events. Information drops occurred in a wide range of facilities to increase access potential.

Project Launches were held in:

The Carrickdale Hotel, Dundalk	16th November 2004
The Ashberry Hotel, Enniskillen	17th November 2005

## 5.6 **Carry out a skills audit in relation to childcare and business skills training as well as an audit of target areas with reference to childcare provision**

Partnerships with local Trusts, County Childcare Committees and Community Groups have enabled the joint identification of skills in relation to childcare and business skills training as well as an audit of targeted areas with reference to childcare provision. This is a continuing aspect of the project.

## 5.7 **Develop training materials and translate into Irish**

All promotional materials and glossy leaflets were translated into Irish. NICMA also translated a number of other generic childminding promotional documents into Irish:

- An Introduction to NICMA
- Childminder Insurance
- Membership Application Form
- Childminding as a Profession: A guide to registration
- Registered Childminder Posters (x 2)

Two training programmes delivered during the project timetable, were suitably amended, with all materials translated into Irish:

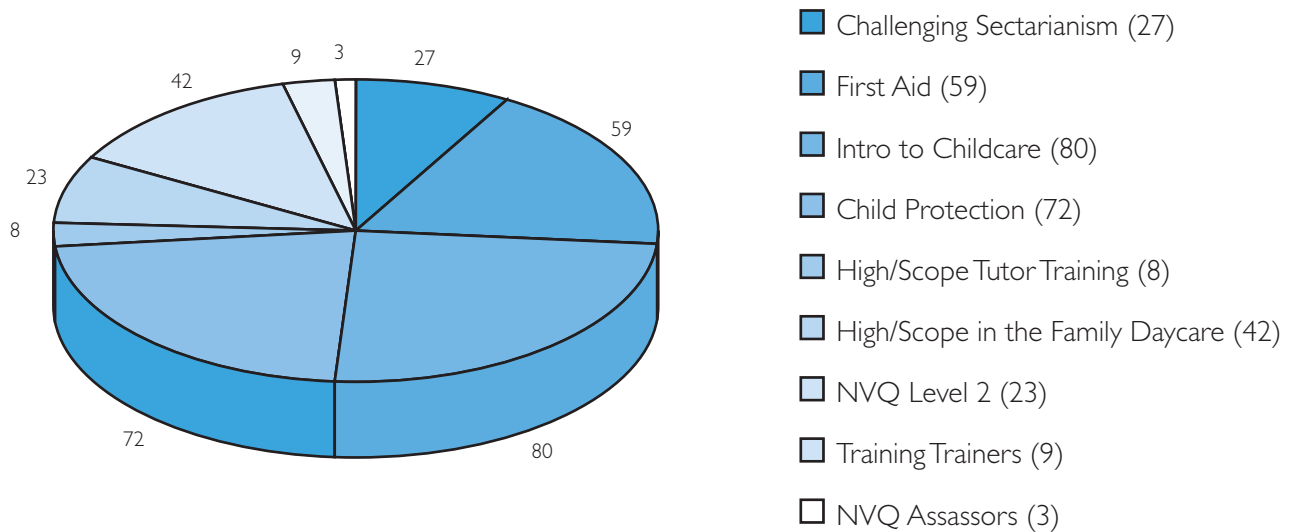
- Introduction to Child Care (12 hours)
- Child Protection (10 hours)
- Additionally Childminding as a profession: a guide to registration has been translated into Polish and Lithuanian

## 5.8 **Address the legacy of conflict by providing training related to cultural diversity, anti-sectarianism and equal opportunities**

**Deliver childcare and business skills training and qualifications in order to improve their employability**

5.8.1 To ensure equality of opportunity, virtually the same range of training programmes were facilitated in each cross border area during the two years of the project. Full details of dates, venues, type of programme and numbers attending within each area are included in Appendix 2. A summary of the numbers attending the programmes are:

**TOTAL PROJECT TRAINING PLACES (323)**



5.8.2 An analysis of the qualitative findings recorded by some of the beneficiaries in the evaluation records after training events is detailed in Appendix 3. This relates to knowledge attained by the participants, identifying a range of learning acquired.

5.8.3 In terms of the Challenging Sectarianism Training, understanding what sectarianism is and how to challenge such behaviour, in self and in others, were the key learning outcomes.

5.8.4 The Child Protection courses whilst not identified as “enjoyable” by the participants, were highlighted as extremely useful and informative. Types of child abuse, plus recognising and responding to abuse were noted as key learning. Codes of behaviour for the childminder and how to protect him/herself professionally as well as protecting the child were also key learning outcomes.

5.8.5 In the First Aid Course, CPR/resuscitation was the most valuable aspect for a majority of the learners. This is understandable considering the isolation a childminder could feel and face if a child in their care stopped breathing. Responding to poisoning, burns, cuts, breaks and using bandages dressings were also key learning outcomes. Every evaluation record commented on the excellent Trainers from the British Red Cross as well as how useful the course was for their role.

5.8.6 The Introduction to Childcare course addressed key areas such as:

- The business side to childminding
- Child protection
- Behaviour management
- Child development and play
- Health and safety
- Registration as a childminder

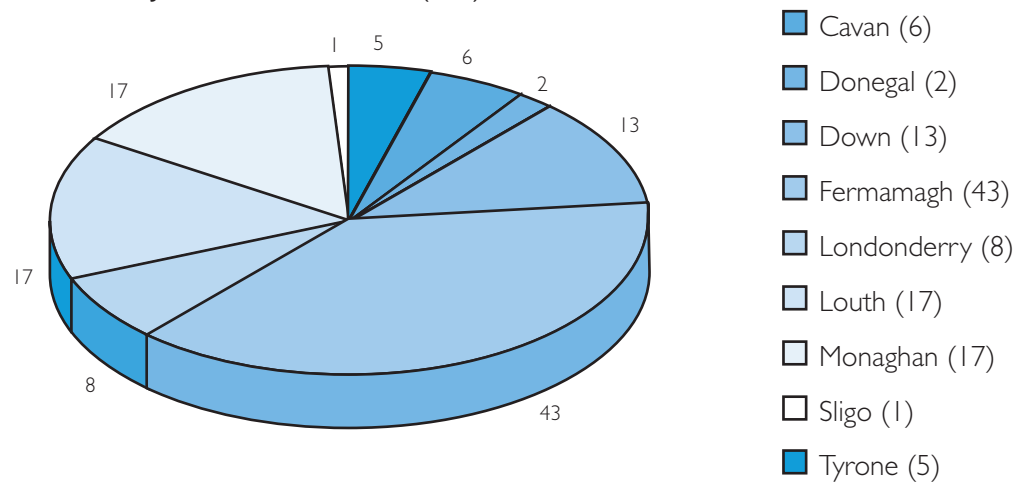
All areas were identified as useful and informative. It is interesting to note however; that the session on managing children’s behaviour was the most useful and positively received. It can be inferred from these findings that a possibility would be a single focused programme on behaviour management for any future projects.

5.8.7 In relation to beneficiaries accessing and completing the National Vocational Qualification (NVQ) Early Years Care and Education Level 2 assessment, this occurred in Year 2 of the project after a range of courses had been attended by the candidates to enable the necessary underpinning knowledge attainment. Again an even spread of beneficiaries across the three areas can be identified, with 10 from the Republic of Ireland and 13 from Northern Ireland:

- Rosslea/Newtownbutler/Derrynawilt/Lisnaskea, Clones 9
- Enniskillen/Belcoo/Manorhamilton/Blacklion 6
- Warrenpoint/Rostrevor, Carlingford Peninsula 8

5.9 **Recruit unemployed women from both sides of the border with information on project and training opportunities**

**TOTAL PROJECT BENEFICIARIES (112)**



**OPPORTUNITIES**

A total of 112 individuals accessed training and development opportunities during the two years. The breakdown across Northern Ireland and the Republic of Ireland was: 43 (Republic of Ireland) and 69 (Northern Ireland)

5.10 **Encourage women to take up the self-employment option as registered childminders and provide Start Up Grants to assist**

Throughout the delivery of the Project, all beneficiaries have been encouraged to become childminders. Guidelines on the Registration process in Northern Ireland and the Voluntary Notification process in the Republic of Ireland have been obtained and information on the registering authorities and processes have been distributed to the beneficiaries. Liaison with the registering authorities has actively taken place by the project team and others to speed up the registration/notification process.

5.11 **Disseminate the findings of the cross border project to all stakeholders**

A Project Report and Evaluation for Year 1 was circulated to all stakeholders.

5.12 **In terms of achieving the Proposed Outputs and Results, the final figures are as follows:**

<b>Programme</b>	<b>Proposed Outputs</b>	<b>Results</b>
Training for Trainers (40 Hours)	12	9
High Scope Tutor Training	12	8
First Aid (12 Hours)	72	59
Child Protection (10 Hours)	120	72
Introduction to Childcare (12 Hours)	120	80
High Scope in the Family Daycare Setting	60	42
Anti-Sectarianism	30	27
Assessors	3	3
NVQ Level 2	30	23
<b>TOTALS</b>	<b>459</b>	<b>323</b>

5.13 The total number of beneficiaries throughout the two year period is 112. A total of 323 participants attended training, with many beneficiaries attending more than one course. This resulted in 144 beneficiaries completing accredited programmes and 179 completing non-accredited programmes.

5.14 The provision of childcare and travel allowances have been particularly positive in assisting beneficiaries to access training opportunities, and this has been further supported with training facilitated in the evening or Saturdays, thereby meeting the learners' identified needs.

5.15 In terms of achieving the Project Aims, Objectives, and Outputs, it is clearly evidenced that these have been professionally managed, delivered and well achieved within the project timescale.

## 6. CASE STUDIES

6.1 The beneficiaries' profiles and individual learning records identify a myriad of backgrounds and reasons for accessing this project, such as:

- Moving to live in Northern Ireland/Republic of Ireland from England, Germany,
- On a career break
- No longer able to do previous job due to a serious accident/illness
- School leaver
- School aged children - wish to be a "stay at home Mum" yet be self-employed
- Children have now left home
- Change of career - from nurse, salesperson, personal assistant etc.

6.2 A range of case studies of the beneficiaries are detailed:

### 6.2.1 Irene O'Loughlin, Belleek

Irene is a married mother of two girls, aged 2 and 9 years. Her first career was as a nurse but due to a back injury, she was unable to continue with this career and chose childcare as an alternative career path.

Irene selected to complete a National Vocational Qualification 2 in Early Years. She enjoyed meeting up with the other candidates at the study days and mentoring sessions, finding these both helpful and good fun. Her placement as a Classroom Assistant was in a local Primary School, in P1 and P2 classes, where she has since been offered part-time temporary hours.

She is nearly completed her NVQ and feels pleased that she has managed to achieve so much. It has been beneficial to get back into studying and she feels that her confidence has greatly increased. She is thankful to the Cross Border Project and the NICMA staff for all their help and support in making this possible for her.

6.2.2



**Lisa Moley, Omeath**

Lisa was 17 years old when she contacted the project on 26th September 2004 and was one of the first beneficiaries to sign up for the initial courses offered by the project. These included:

- Challenging Sectarianism
- Introduction to Childcare
- Child Protection

Lisa attended all THREE courses and further enhanced her professional development by successfully obtaining a place on the NVQ Level 2 Early Years Care and Education programme which commenced April 2005. Lisa worked extremely hard during the first months of her NVQ, taking only four weeks off in July 2005 when she gave birth to her first daughter, Abbie Rose.

Although Lisa was adamant she would carry on with her NVQ work, which entailed her working two days a week at her Early Years setting, the pressure of being a new mum and lone parent meant that she needed to take two months off.

By mid November Lisa was back working in her setting and producing an excellent standard of evidence for her portfolio. With support and guidance from her Assessor and the Setting Manager, Lisa has completed her NVQ 2 Early Years Care and Education and plans to complete and NVQ Level 3 in Children's Care Learning and Development as soon as possible. Lisa's aim for the future is to secure employment with the Health Board in the Louth area.

### 6.2.3



**Marie Monaghan, Smithborough**

Marie is married to Paddy and has five children, ranging in age from 3 years to 10 years. She has been a full time stay at home mother since her first child was born. As her youngest child would be starting school soon, Marie decided it was time to prepare for the workplace again.

Marie decided to pursue a career in childcare and on seeing the advertisement in the local newspaper for the NVQ programme, she applied and was accepted. Initially at the NVQ Induction Day she was nervous, knowing only a few local people present. The language and jargon was confusing. Marie, however, committed herself to the process and began the coursework. Her first placement was in Rosslea pre-school for a three months period. She is now in Magharney pre-school where her son attends.

Marie has also attended a number of training programmes which have provided further knowledge and skills when completing her NVQ:

- NICMA Child Protection Course
- NICMA Introduction to Childcare Course
- Facts and Fun Training Day
- TopTots/TopStart
- 10-Hour Quality Awareness Programme
- Disability Awareness Training Course
- Food Safety Course
- 2-day First Aid for Child and Infant Course

She has found the written work in her NVQ programme more than expected but recognises the great support from the Project Worker, other candidates and her Setting Supervisor. She was excited about completing and "graduating" in May 2006.

### 6.2.4

#### **Mary McGivern, Omeath**

Mary had attended a variety of training provided through the Cross Border Project - First Aid, Anti-sectarianism, Childcare and Child Protection. She then saw an advertisement for the NVQ training course in childcare and attended the Introduction Day.

She found a placement in a local Crèche, where the Manager has been an inspiration to her. She has enjoyed working with the children and staff, and has gained confidence, experience, knowledge and understanding of the work that is involved in childcare.

When Mary commenced her NVQ she thought it wasn't too difficult but as time went on, she did find the work demanding and felt like giving up. She attended workshops and information days, studied and did her assignments. She found her assessment challenging, yet affirming when she read through her observation and questioning records completed by her Assessor.

Mary has "stuck with it". She has come to realise she thrives on a busy schedule. The training programmes and the NVQ have given her a tremendous boost, both personally and professionally. Her Assessor and placement Manager have been a great help and support to her. Although it has been hard work, she has thoroughly enjoyed doing her NVQ and would encourage anyone to do it.

6.2.5



**Jennie Crowley, Enniskillen**

Jennie moved to Enniskillen with her partner when expecting their daughter, Keeley, four years ago. She had spent many years in stressful jobs, working as a Personal Assistant to the Managing Director of a large computer/electrical distribution company, and as a Sales Accountant's Manager in the latter part of her career. Being a "stay at home mum" gave her time to rethink her future and she decided to pursue a career in childcare.

Through the Cross Border Project, Jennie attended the Introduction to Childcare and Child Protection Courses. She then enrolled for the NVQ 2 in Early Years Care and Education, with her placement at the Aisling Centre Crèche.

Jennie recognises that it is not always easy juggling her part time placement, studying, being a mum and maintaining the house, but to her it has all been worth it. She is nearing completion of her NVQ 2 and has a temporary position as an Early Years Worker at the Crèche which she got as a result of the project, with a possibility of long-term permanent employment.

## 7. STRENGTHS AND BARRIERS

The evaluation questionnaires completed by the project team members, beneficiaries and stakeholders provided qualitative comments, identifying strengths and barriers to the achievement of the aims and objectives of the project as follows:

### 7.1 Paving the way for reconciliation, promoting reconciliation, understanding and respect between and within different communities:

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- Early identification of possible barriers with solutions applied proactively as a prevention method
- The learning events enabled a non-threatening way for people to come together
- Ensuring the training content addressed the legislative context of both North and South of Ireland
- Flexibility in times of the training events
- A variety of venues, which were perceived as neutral
- Anti-sectarianism course raised awareness of potential barriers and issues present in Northern Ireland and linked this with the Republic of Ireland issues

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- A small number were not willing to travel outside their own area
- Only a limited number of newspapers gave coverage of the project
- Cost of advertising prohibitive - potentially require 6 newspapers to cover one area
- Anti sectarianism course could have been held later in the course or offered again in the second year

### 7.2 Improving cross community and cross border relations and activities

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- A large number of women from both sides of the border have made friendships and understand each other's issues better
- Professional relationship building and interfacing has occurred between the cross border stakeholders - NICMA, Childminding Ireland and the County Childcare Committees of the Border Counties
- Sharing the expertise, policy and practice issues with colleagues from North and South, with the aim of raising quality child care provision
- At all levels, knowledge and experiences have been shared and understood

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- County Childcare Committees anxious that the project might be a threat to their programme
- Standards of childcare, legislation and regulations different in North and South

### 7.3 **Addressing the barriers that prevent women from entering and progressing in training and employment**

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- Childcare and travel allowances made a difference
- Venues and times of courses were appropriate to learners' needs and requirements
- Project was non-threatening both academically and vocationally
- Beneficiaries now realise their own potential. Their confidence and self-esteem has been raised
- Support was provided from both professional staff and participants
- Training methodologies were adult centered, promoting confidence and enabling the beneficiaries to negotiate the "barriers" which they may have previously perceived as excluding to training and employment
- Reduction of isolation
- "Stepping stone" approach of beneficiaries accessing training opportunities and then a qualification was an excellent process to aid entry into employment

#### - ves

- Due to project staff workload, they were unable to provide all the support they felt participants needed at times, in particular NVQ candidates
- Short time frame of project pushed some participants too quickly

### 7.4 **Promoting participation of unemployed women in a range of childcare and business training**

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- Unemployed women attended all courses, except High Scope programme which current practitioners attended due to the base line requirements of the course

### 7.5 **Increasing the percentage of women holding qualifications and how this has created access to the labour market as self-employed child carers**

#### + ves

- A wide variety of training offered with a high percentage of an uptake so most targets met
- Beneficiaries have become registered/voluntary-notified childminders or have expressed an interest in this
- Childminding as a career choice was promoted throughout the project
- Promotion of quality early years services also occurred through placement attendance
- Beneficiaries are up skilled and quality focused
- Available and capable workforce able to meet the needs of the sector whether home or centre based provision

#### - ves

- Lack of childminding legislation in the Republic of Ireland in relation to registered self-employed childminders
- Time involved in completing the childminding registration process

## **8. CRITICAL SUCCESS FACTORS**

8.1 In terms of recognising what assisted in the success of the Cross Border Childcare Training and Development Project, the following indicators are not listed in any order or priority. Every component has been essential in the success of the Project:

### **8.1.1 Partnership and Communication**

- Beneficiaries involved were from both sides of the border
- Effective consultation and communication, within the project team and across the stakeholders and beneficiaries
- A co-ordinated approach between the agencies involved, with expertise and commitment of partners
- Understanding by the agencies of the sectoral needs and challenges

### **8.1.2 Quality of Project Team**

- Appointment of qualified, skilled, experienced, motivated staff
- Continuous professional development of the team, thereby cascading their expertise and competency to the beneficiaries
- Infrastructure systems and support of NICMA as the Project Management organisation

### **8.1.2 Quality of Training Provision**

- Contribution of specialist providers and training agencies e.g. British Red Cross, NIPPA, High/Scope Ireland, Charis Consultancy Services
- Accessible training and learning opportunities in terms of venues, times of day, travel and childcare costs, “free” training
- Promotion and action of equality of opportunity for all
- Adult centered, supportive learning methods used in all training programmes
- Targeted promotion of the programme, with hands on approach to recruiting participants
- Provision to beneficiaries of relevant qualifications
- Progressive/building approach to courses delivered
- Quality, supportive, inclusive placements
- The High Scope programme was made available to childminders in rural areas, not just Dublin and Belfast
- The opportunity for information exchange e.g. Child Protection considerations, was utilised to improve knowledge, skills and practice by all involved

## 9. FINANCIALS

A total of £444,943 project funding was awarded to NICMA in April 2004. Project expenditure over the 2 year period totalled £360,957 and this was supported by ESF at 100%. This policy of full funding for project activities allowed NICMA to concentrate solely on delivering project outcomes rather than trying to source match funding and therefore was greatly appreciated.

### Project Expenditure

Category	Year 1	Year 2
Salary costs	114,308.59	122,745.16
Running costs	21,208.98	27,025.82
Direct training and project costs	19,079.09	48,758.50
Capital costs	7752.57	78.39
<b>TOTALS</b>	<b>162,349.23</b>	<b>198,607.87</b>

**Table 1. Project Expenditure**

There are a number of variances between projected and actual budget as a result of amendments made to the budget throughout the life of the project.

1. **Salary costs**  
 Salary costs in Year 1 were lower than projected; this was due to four members of staff not taking up the pension scheme offered. This is demonstrated again in Year 2.  
 Travel costs which are included under this heading were under budget in Year 1 as there was less staff travel necessary in the first part of the project due to time spent recruiting beneficiaries and planning training. In Year 2 beneficiary expenditure was lower than budgeted as fewer beneficiaries took advantage of funds available to them for travel.
2. **Running costs**  
 Running costs in Year 1 and Year 2 were lower than projected; this was mainly due to the budget for Professional and Consultancy costs not being used. It was agreed when the project commenced that the audit of training needs could be carried out by project staff and therefore external consultants were not required.

3. **Direct training and project costs**

These costs were substantially lower in Year 1 than projected; this was due to a number of reasons:-

- The first four months of the project were spent in induction, promotion of the project and recruitment of beneficiaries. The training therefore did not get underway until month 4 of the project
- Some of the training materials were generated 'in-house' and therefore major expenditure was not required.
- Costs for the Cross Border Advisory group were lower than projected.

4. **Capital costs**

Capital costs were underspent in Year 1 which was then carried over into Year 2 although in reality this funding was not specifically required.

Initially the CFNI claim system was managed by a succession of external accountants which proved not to be well organised and resulted in substantial delays in payments. This impacted considerably on NICMA's cash flow and it was only possible to manage due to our policy on reserves. When CFNI took over the financial management of the project funding, there was a considerable improvement in the processing of claims and subsequent payments.

NICMA are very grateful for the flexibility that was allowed in budget categories. This was necessary as budgets needed to be re-profiled as trends in spend were established and circumstances changed.

## 10. LESSONS LEARNT AND RECOMMENDATIONS

10.1 As with all evaluations, whilst mostly positive, it is also useful to note key lessons learnt and recommendations for a similar project in the future:

- Information sessions were of no major benefit as those who attended were already signed up to the project and had been given information by their area Training and Development Worker. Very few new beneficiaries attended these sessions.
- Target level for NVQ Level 2 Early Years Care and Education candidates was too high.
- Beneficiaries' lack of understanding of the cost of training and resources - which led to lack of commitment by some.
- Even though information is given to stakeholders it is not always passed through to beneficiaries.
- Some stakeholders are only recognising the project now as they can see the benefits of better qualified childminders and early years workers.
- Newspapers do not always print article when submitted to them.

10.2 **Recommendations**

- To establish the advisory group earlier in project
- Launch the project, perhaps 9 months later; when beneficiaries had been recruited onto the project, training courses had been delivered and feedback from beneficiaries can be used to promote the project
- Offer anti-sectarianism training each year of the project
- First aid training needs to occur twice a year due to number restriction of only twelve attending
- Special needs training ought to be offered
- Cluster group events to occur to ensure continuation of relationships made and to enhance skills and knowledge on a continual basis
- Cross border network of project beneficiaries to be established
- More funding to be made available for advertising
- More diverse forms of advertising utilised - i.e. radio, TV

- Accreditation of learning for participants in both jurisdictions essential
- Ensuring venues, timings, etc. are accessible
- Target areas should be more geographically closer together
- Direct feedback from early years practitioners as to what training and development opportunities they would like
- Job exchanges for early years professionals - North to South and vice-versa
- Sharing good practice initiatives North to South
- Planning and development days to progress work with partners involved in the project
- A need to continue to build on the learning and positive outcomes of this project



## II. CONCLUSION

### II.1 The project addressed the specific aims of the Programme objectives in the following ways:

Promoting social inclusion, integration and reconciliation at community level by meeting the needs of a disadvantaged group (mainly women who had low levels of educational attainment) and enabling them to access training and support. This enabled them to increase their skills and knowledge in childcare and business and thereby become more employable.

Reducing unemployment amongst women by increasing the number of self employed childcare businesses as well as increasing the number of women available for work in the childcare sector; thereby gaining an appreciation of diversity

Providing women with the opportunity to share and interact with other women from across the border in neutral, cross community settings.

The beneficiaries were from the border county areas, which historically were some of the worst affected areas throughout the 30 years of the conflict. This programme allowed individuals from both countries and from different political and religious backgrounds to come together as a group to learn and share knowledge. The anti-sectarianism training also assisted them to look at and address their own biases.

### II.2 Some Final Comments from Beneficiaries

*"This programme was a perfect opportunity for those out of employment for a while to get themselves back into the social and working world."*

*"My confidence to educate myself has been boosted. I am also now employed and happy bringing in a decent wage to help with my new daughter. I am excited about learning more and more"*

*"Even though I live on the border, it made me see there are still cultural differences on the other side of the border"*

### II.3 In conclusion, therefore, it is evident that the Cross Border Childcare Training and Development Project was a successful, beneficial, quality project, professionally equipping women either working in childcare or embarking on this career path for the first time.

## 12. ACKNOWLEDGEMENTS

The project has been funded by the EU Programme for Peace and Reconciliation European Structural Funds 2000 - 2004 Cross Border Consortium Measure: 5.4 Promoting Joint Approaches to Social, Educational, Training and Human Resource Development through the Community Foundation for NI

The project would not have been possible without the following organisations and individuals who have supported us throughout. We would like to extend our thanks to:

Community Foundation, NI

Childminding Ireland

Louth, Leitrim and Monaghan County Childcare Committees

Newry & Mourne Health & Social Services Trust

Sperrin Lakeland Health & Social Services Trust

High/Scope Ireland

British Red Cross

NIPPA

Tony Henry, Dolmen Centre, Omeath, Co Louth

Irene Moley, Proprietor, Waddlers & Toddlers Daycare Centre, Omeath, Co Louth

CAP (Care Assessment Partnership)

NICMA wish to acknowledge Charis Consultancy in the development and completion of this Evaluation Report

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Company Limited by Guarantee No. NI 25861

JULY 2006

## APPENDIX 1a

### EVALUTION FOR CROSS BORDER PROJECT/NICMA - BENEFICIARIES

Name: .....

Address: .....

.....

.....

Contact No: .....

Email: .....

**Programmes attended** (please tick):

#### First Aid

Introduction to Childcare

Child Protection

Anti-sectarianism

High Scope

#### In terms of attending the programmes and being part of the project:

1. How in your view have these improved cross community and cross border relations and activities, understanding and respect of different communities?

.....

.....

2. How have the barriers to you entering and progressing in training and employment been reduced?

.....

.....

3. What made the programmes successful and positive for your learning and development? e.g. childcare and travel allowances, times of courses etc.

.....

.....

4. What would you recommend for any future similar project/programmes to ensure success?

.....

.....

5. What are the successful outcomes for you – personally and professionally, e.g. increased confidence, employment/self-employment?

.....

.....

## APPENDIX 1b

### EVALUTION FOR CROSS BORDER PROJECT/NICMA - STAKEHOLDERS

Name: .....

Agency: .....

Address: .....

Contact No: .....

Email: .....

#### In the delivery of the Cross Border Training and Development Project,

1. How in your view have cross community and cross border relations and activities, understanding and respect of different communities been improved?

.....  
.....  
.....

2. How have the barriers to women entering and progressing in training and employment been reduced?

.....  
.....  
.....

3. What do you think made the programmes successful and positive for women's access to the programmes and their learning and development? i.e. the critical success factors?

.....  
.....  
.....

4. What would you recommend for any future similar project/programmes to ensure success?

.....  
.....  
.....

5. What do you perceive to be the successful outcomes in terms of employability, increased numbers of women acquiring relevant qualifications etc?

.....  
.....  
.....

## APPENDIX 1c

### FOCUS GROUP DISCUSSION AND EVALUATION FOR CROSS BORDER PROJECT

AREA FOR DISCUSSION/EVALUATION	COMMENTS
<p>In your view what has been (a) the <b>strengths</b> and (b) the <b>barriers</b> . in terms of meeting the following project aims:</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>- Paving the way for reconciliation – promoting reconciliation, understanding and respect between and within different communities</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>-Improving cross community and cross borders relations and activities</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>- Working in partnership between NICMA and Childminding Ireland</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>-Addressing the barriers that prevent women from entering and progressing in training and employment</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

-Promoting participation of unemployed women in a range of childcare and business training

.....  
.....  
.....  
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- Increasing the percentage of women holding qualifications and how this has created access to the labour market as self employed child carers

.....  
.....  
.....  
.....

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**AREAS FOR EVALUATION/DISCUSSION**

---

What have been the critical success factors that have influenced the project development, in terms of:

.....  
.....

who was involved

.....

where the project was facilitated

.....

what occurred

.....

when activities occurred

.....

how the project was managed, coordinated and delivered

.....

why certain activities occurred/didn't occur

.....

If funding was to be accessed again, what lessons have been learned, what key areas need considered as a result of your evaluation of the project's achievements and success. What recommendations would you make for any similar future project?

.....  
.....  
.....  
.....

## APPENDIX 2

### SUMMARY OF TRAINING PROGRAMMES AND NUMBERS ATTENDING

Clare Hagan - Enniskillen, Belcoo, Manorhamilton, Blacklion Area

Date	Venue	Training Provider	Name of Course	Numbers Attended
3, Nov 2004	Aisling Centre, Enniskillen	C. Hagan/NICMA	Information Session	9
23, Nov 2004	Belcoo Enterprise Centre	C. Hagan/NICMA	Challenging Sectarianism	3
18, 26 Jan, 8, 15 Feb 2005	Belcoo Enterprise Centre	British Red Cross	First Aid for Child Carers Course	10
22, Feb 2005	Belcoo Enterprise Centre	C. Hagan/NICMA	NVQ Information Session	5
23 Feb, 2, 12 March 2005	Aisling Centre, Enniskillen	C. Hagan/NICMA	Introduction to Childcare	13
9, April 2005	Share Centre, Lisnaskea	C. Hagan/NICMA	NVQ Induction Day	20
7, 14, 21, 27 April 2005	Aisling Centre, Enniskillen	C. Hagan/NICMA	Child Protection Course	8
1 2 Sept 2005 - 12 Apr 2006	McNean Blacklion Resource Centre	C. Hagan/NICMA	High/Scope in Family Daycare Setting	8
1, Oct 2005	Manor House Country Hotel	C. Hagan/NICMA	NVQ Training Day	12
19, 26 Sept, 3, 10 Oct 2005	McNean Blacklion Resource Centre	British Red Cross	First Aid for Child Carers Course	11
19, Jan - 9, Feb 2006	McNean Blacklion Resource Centre	C. Hagan/NICMA	Introduction to Childcare	11
7, Feb 2006	Aisling Centre, Enniskillen	C. Hagan/NICMA	Mentoring Event - Policies & Procedures	11
23 Feb 2006 - 23 March 2006	McNean Blacklion Resource Centre	C. Hagan/NICMA	Child Protection Course	10

## APPENDIX 2

### SUMMARY OF TRAINING PROGRAMMES AND NUMBERS ATTENDING

Mary Hull – Warrenpoint, Rostrevor, Carlingford Peninsula

Date	Venue	Training Provider	Name of Course	Numbers Attended
6, Oct - 25, Oct 2004	Ballybot House, Newry	NIPPA	Challenging Sectarianism	15
18, 23, Nov, 2, 7, Dec 2004	Ballybot House, Newry	British Red Cross	First Aid for Child Carers Course	10
18, Jan - 8, Feb 2005	Ballybot House, Newry	M. Hull/NICMA	Introduction to Childcare	20
1, Mar - 12, April 2005	Dolmen Centre, Omeath	M. Hull/NICMA	Child Protection Course	9
Apr-05	Canal Court Hotel, Newry	M. Hull/NICMA	NVQ Induction Day	10
15, Sept - 6, Oct 2005	Dolmen Centre, Omeath	British Red Cross	First Aid for Child Carers Course	9
19, Jan - 9, Feb 2006	Dolmen Centre, Omeath	M. Hull/NICMA	Introduction to Childcare	8
1, Feb 2006	Ballybot House, Newry	M. Hull/NICMA	Mentoring Event - Policies and Procedures	4
1 6 Mar - 6 April 2006	Ballybot House, Newry	M. Hull/NICMA	Child Protection Course	14
1 2 Sept 2005 4 Apr 2006	Dolmen Centre, Omeath	M. Hull/NICMA	High/Scope in the Family Day care Setting	7
4, Nov 2004 - 15, June 2005	Ballybot House, Newry BCCN Monaghan/Armagh TC	High Scope Ireland	High Scope Tutor Training	8
Oct - December 2005	Canal Court Hotel, Newry	Charis Consultancy	Training the Trainers (City and Guilds 7302)	3

## APPENDIX 2

### SUMMARY OF TRAINING PROGRAMMES AND NUMBERS ATTENDING

Rebekah Moorhouse – Rosslea, Newtownbutler, Derrynawilt, Lisnaskea, Clones

Date	Venue	Training Provider	Numbers Attending
Donn Carragh Hotel, Lisnaskea	R. Moorhouse, NICMA	Information Session	7
Donagh Millenium Hall	J. Jackman/R. Moorhouse	Challenging Sectarianism Course	10
Donagh Millenium Hall	British Red Cross	First Aid for Child Carers Course	8
Cuillardrach Hotel, Clones	R. Moorhouse, NICMA	Introduction to Childcare Course	14
Cuillardrach Hotel, Clones	R. Moorhouse, NICMA	Child Protection Course	11
Cuillardrach Hotel, Clones	R. Moorhouse, NICMA	NVQ Information Day	11
Cuillardrach Hotel, Clones	British Red Cross	First Aid for Child Carers Course	9
Share Centre, Lisnaskea	R. Moorhouse, NICMA	NVQ Induction Day	20
Castle Park Centre, Lisnaskea	R. Moorhouse, NICMA	Introduction to Childcare Course	11
Cuillardrach Hotel, Clones	R. Moorhouse, NICMA	Mentoring - Policies & Procedures	6
Castle Park Centre, Lisnaskea	R. Moorhouse, NICMA	Child Protection Course	11
McNean Blacklion Resource	R. Moorhouse, NICMA	High/Scope in the Family Daycare Setting	8
Four Seasons Hotel, Monaghan	Charis Consultancy	Training the Trainers (C&Gs 7302)	6

## APPENDIX 3

### ANALYSIS OF QUALITATIVE EVALUATIONS FROM PROGRAMMES

**1. Challenging Sectarianism Training:**                      **Total numbers attending in 3 areas:**                      **27**

<b>NEW KNOWLEDGE GAINED</b>	<b>TOTAL</b>
Different ways of dealing and coping with different situations	3
People's views are different - we don't all think the same	1
Eye opening to become aware of my bias point of view	1
What to do and not to do	2
What constitutes sectarianism	6
Children have the right to speak out	1
More aware of what can be offensive and how to challenge this, particularly with children	2
Make me think about what I say, particularly in front of children	1

**2. Child Protection Course:**                                      **Total numbers attending in 3 areas:**                      **72**

<b>NEW KNOWLEDGE GAINED</b>	<b>TOTAL</b>
Procedures- referral	5
Types of and recognition of child abuse	6
How to protect myself and the child	4
Code of Behaviour	5
Types of disclosure and how to deal with them	5
Working with parents re: child protection	3
Background to child protection and the law	2
Dealing with concerns	7

**3. First Aid for Childcarers Course: Total numbers attending in 3 areas: 59**

<b>NEW KNOWLEDGE GAINED</b>	<b>TOTAL</b>
Understanding meningitis better	4
How to put on bandages/dressing an injury/sling	11
Resuscitation methods for children; pregnant woman; baby	24
How dangerous it is to mix chemicals	2
Responding to blood loss	5
How dangerous shock can be/treatment	2
How to respond when someone is choking	6
Treatment of head injuries	1
Responding to poison and burns	9
How to put someone in the recovery position	1
Responding to seizures – diabetes, epilepsy	3
How to react in an emergency	3
How to identify signs and symptoms of concern	3
Responding to asthma	5
Dealing with sore ears and eyes	1

**4. Introduction to Childcare: Total numbers attending in 3 areas: 80**

<b>NEW KNOWLEDGE GAINED</b>	<b>TOTAL</b>
Health and safety issues	23
Importance of book-keeping	9
Keeping accident reports	2
Managing children's behaviour; encouraging good behaviour/rewards; strategies for responding to poor behaviour; reasons for poor behaviour; no smacking policy	37
Making play dough	17
Escape/emergency plan	1
Importance of paperwork; contracts with parents; pricing and payment processes - business side/being professional	26

<b>NEW KNOWLEDGE GAINED</b>	<b>TOTAL</b>
Child protection considerations	21
Understanding children's emotional, physical, social, sensory needs better	3
Registration process for childminders; different regulations North and South	12
Heuristic play/treasure basket; not needing to spend a great deal of money on play	9
Importance of and different types of play/child development	22
Childminding role	14

## APPENDIX 4

### CONTINUOUS PROFESSIONAL DEVELOPMENT – PROJECT MANAGER

COURSE	PROVIDER	ACCREDITED
High/Scope Conference, Cork 2005	High/Scope Ireland	No
NCMA Conference, Torquay 2005	National Childminding Association	No
Childminding Ireland Conference 2005	Childminding Ireland	No
NVQ Assessment Policy & Practice Workshop	QCA	CPD attendance
Internal Verifier Sampling Event	City and Guilds	CPD attendance
NVQ Information Day	City and Guilds	No
Expert Witness & APEL	City and Guilds	CPD Attendance
Launch of new Standards - CCLD	Sector Skills Council	No
New Standards Briefing	City and Guilds	No
CCLD Awards Training	City and Guilds	CPD Attendance
CCLD Network Training	City and Guilds	CPD Attendance
Peace II Programme	Locus Management	No
TOPTOTS/TOPSTART Physical Activity Course and Review Day	Youth Sport Trust	Yes
Management Development Programme	NICVA	OCN

## CONTINUOUS PROFESSIONAL DEVELOPMENT – TRAINING AND DEVELOPMENT

## Workers/Admin Staff

COURSE	PROVIDER	ACCREDITED
NVQ Team Building Day	NICMA	In-house staff development
Presentation Skills Workshop	NICMA	In-house staff development
Assessing and Managing Risk	CINI	No
Working in Partnership with Parents	CINI	No
High/Scope Tutor Training Course	High/Scope Ireland	High/Scope Ireland
AI Assessor's Qualification	Charis Consultancy Services	City and Guilds
7302 Introduction to Learning	Charis Consultancy Services	City and Guilds
High Scope Conference: 2005	High/Scope Ireland	No
Expert Witness	NICMA	In house staff development
CCLD Awards	NICMA	In house staff development
ECDL	North Down & Ards Institute	BCS

