

Evaluation of the Care to Read Project

Carried out by:

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Summary

The main findings from the evaluation are:

- Since its inception in January 2003, the Care to Read project has worked with approximately 260 looked after children in residential homes and in foster care and 80 foster carers and has delivered:
 - 870 books and four bookcases to four residential homes.
 - 80 books given in response to individual requests from looked after children.
 - 100 taped stories and 20 personal tape recorders.
 - 36 magazines over a period of the last six months to three residential homes. Each home received six magazines per month: three for boys and three for girls.
 - 20 educational CD-ROMS to foster homes.
 - 11 Starter Packs (consisting of a school bag, six books, pencils and an eraser) delivered to looked after children starting school.
 - 49 events and workshops (full details of these events and activities are presented in appendix 2). These events and workshops were attended by a total of 507 foster carers, 809 looked after children and 375 non-looked after children. There was a total of 393 books given out at the events and workshops.
- The project has led to increased and improved dialogue and encouraged communication on a strategic level about the literacy needs of looked after children between Newcastle City Council's Library Services and Education Services.
- There has been a sharing of resources and ideas on a project level between the project and the Library services which has led to considerable added-value to both services.
- The project has led to greater integration of looked after children and children in the wider community at the programme of events and activities.
- The project is highly regarded by all the key partners.
- The Care to Read project worker has proved very effective at establishing and maintaining key relationships with all key stakeholders.
- The 'Starter Packs' for children entering school were particularly well received by foster carers, social workers and looked after children.
- The project effectively responds to the individual needs of its clients.
- The project worker's initiative has led to a number of promising literacy activities.
- Although the project has led to the identification of young people's literacy potential, which would have otherwise remained hidden, there remains the need for continued partnership working to cater for the literacy needs of looked after children.
- The mobile library did not achieve significant success.

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1.0 Introduction

The evaluation of the Care to Read project was carried out by Barefoot Research and Evaluation in February 2005. The evaluation consisted of interviews with project beneficiaries (both carers and looked after children), project staff, steering group members and staff of residential homes (see appendix 1 for a full list of interviewees).

This report firstly introduces the Care to Read project and outlines the original aims and objectives, which is followed by a summary of the project's outputs. This is then followed by a presentation of the findings of the evaluation under the headings of the project's key components. Lastly, there is a summary of the project's strengths and weaknesses and a presentation of the constraints to the evaluation.

1.1 The Care to Read Project

The Care to Read project (referred to in this report as 'the project') is a literacy development project aimed at looked after children of all ages (0 to 18) in Newcastle upon Tyne¹.

The project began in January 2003 with funding from the Paul Hamlyn Foundation for a period of two years. The project has since received mainstream funding in the first instance from Newcastle City Council (Social Services) for a further 15 months (ending March 2006).

The objectives of the project, as specified in the original terms of reference, were:

- To provide better access to books for looked after children.
- To improve the reading ability of looked after children.
- To encourage the enjoyment of books amongst looked after children.
- To raise the expectations of carers [in relation to literacy development amongst looked after children²]

¹ To provide a context to this report, there are currently 461 looked after children in Newcastle upon Tyne.

² Evaluators insert.

The project was originally developed by three key partners: Newcastle City Council's Libraries and Information Service (Education Directorate); the Newcastle Literacy Trust; and Newcastle City Council's Educational Achievement and Health Support Team (Social Services Directorate). The project has now been mainstreamed within the Educational Achievement and Health Support Team for a period of 15 months. Although the Newcastle Literacy Trust remains on the steering group, they are no longer a key partner.

The project has a dedicated part-time development worker, who is currently line managed jointly by the manager of Access to Learning (Libraries and Information Service) and the manager of the Educational Achievement and Health Support Team.

The project has four key strands:

1. The provision of books and literacy material (e.g. magazines, taped stories, CD-ROMS) to four residential accommodation units³ for looked after children in Newcastle.
2. The provision of workshops in conjunction with the Library and Information Service.
3. The provision of events and activities for looked after children and their carers.
4. Work with foster carers and looked after children in their care.

1.2 Outputs

Since its inception in January 2003, the Care to Read project has worked with approximately 260 looked after children in residential homes and in foster care and 80 foster carers and has delivered:

- 870 books and four bookshelves to four residential homes.
- 80 books given in response to individual requests from looked after children.
- 100 taped stories and 20 personal tape recorders.
- 36 magazines over a period of the last six months to three residential homes. Each home received six magazines per month: three for boys and three for girls.
- 20 educational CD-ROMS to foster homes.

³ Three of the residential homes provide spaces for six individuals and one home provides space for one individual.

- 11 Starter Packs (consisting of a school bag, six books, pencils and an eraser) delivered to looked after children starting school.
- 49 events and workshops (full details of these events and activities are presented in appendix 2). These events and workshops were attended by a total of 507 foster carers, 809 looked after children and 375 non-looked after children. There was a total of 393 books given out at the events and workshops.

2.0 Findings for Each of the Project's Key Strands

The following section presents the findings for each of the project's key strands, as listed in section 1.1.

2.1 Books and Literacy Material in Residential Homes

The Care to Read project has had a positive impact on both the availability of books and the level of reading in the residential homes.

The ages of the young people in residential homes varies from 12 to 18 years old. The tenancies of the young people range from six weeks to six years depending on the individual and the residential home. The client group therefore has a range of needs depending on individual circumstances, level of literacy, duration of stay and age.

The project supplied each home with a set of book shelves and reading material including books, current magazines, taped stories and CD ROMS (numbers of materials are presented in section 1.2). The bookshelves were placed in accessible areas of the homes in areas such as the lounge or dining areas.

The Care to Read project worker made it clear to the homes that the materials were intended to be used by the young people in any way that the young people saw fit. This included taking the books away with them when they left the homes, taking the books to their bedrooms, or treating the bookshelf as a library where materials are borrowed and returned.

The homes are visited regularly and the stock of materials is maintained, with new materials being added and materials that have been taken are replaced.

Before the advent of the project there were essentially no books in residential homes (either there were no books or the books that were there were very old, not used or locked away).

"I [project worker] went searching in one home with a tutor [who provided one to one support to the young people]. 'I know they're here somewhere' ... we got keys, went upstairs, through a locked door, into a locked room and they were in a locked cupboard".

The stock of materials is also added to by the staff who work at the homes and the materials are consequently growing and diversifying.

There was initially some resistance to the project and scepticism by staff who work at the homes. This was due to a widely held belief by experienced staff that the project's literacy objectives would not be relevant or appropriate to the complex lives led by looked after children or that *"the books would be stolen"*.

"I was very sceptical at first and I was very surprised. I thought no young person [in care] sat down and read a book meaningfully".

"I thought the last thing they'll want to do is read ... they've got very complex lives, some are ex-offenders, others have substance misuse issues".

"It's surprised me how much they've read".

However, the staff that were interviewed in two residential homes reported very positive outcomes. Examples of these include:

- Reading materials being used, both as reading materials and as points of discussion. In one home, the bookshelf is in the dining area and staff report that books are often discussed during meals, *"they'll get up and get a book to prove a point, some football fact or Guinness Book of Records"*.
- Young people reading regularly. In one home there were reports of three out of six young people reading on a regular basis. For example, *"... has got Tracey Beaker books in her room and ... reads magazines in her room"*. Some young people were reading before they slept which was a particularly positive outcome ... *"it's hard to settle them at night time"*. Young people who took the books to their rooms caused others to become jealous and ask for books for themselves.
- The provision of specific reading materials for young people from ethnic minorities (Asylum Seekers arriving at Newcastle as Unaccompanied Minors), such as the Koran, Arabic-English Dictionaries or books on Pakistani cricket, resulted in staff learning about new cultures and positive assessments from the

CSCI⁴ in relation to homes catering for cultural needs and diversity of their clients.

The staff interviewed stated that an important aspect to the provision of materials and the interest that was generated was the fact that the materials were new and up-to-date. This included books, such as the new Harry Potter book and current magazines.

The staff also stated that the project brought benefits in relation to developing an interest amongst the young people in books and reading, *“looked after children do very badly in the education system ... if you can spark up an interest it’s great”*.

All of the young people interviewed stated that they knew the project worker and several had specifically asked her for certain reading materials. The staff also reported that the project worker had built up a rapport with the young people, *“she’s called ‘the Book Lady’”*.

The staff at the residential homes stated that they would like to see more of the project worker and more promotion of events that young people can attend. However, staff also stated that the project worker was easy to access and was *“at the end of a phone”*.

Staff expressed their desire for a continuation of the project because of its perceived benefits, *“you get sick of embracing and supporting good projects and they disappear”*.

The project worker expressed the following in relation to her work in the residential homes:

“It’s really important to do the things [for the young people] you say. People are always saying they’ll do things for them but they don’t ... they’re always waiting for things that don’t happen”.

2.2 Courses

The courses that have been enabled by the Care to Read project have had a positive impact both on literacy activities with looked after children in foster care and on foster carers in relation to

⁴ Commission for Social Care and Inspection.

mutual support and the service they can offer looked after children. A list and details of all the courses enabled by the project can be seen in appendix 3.

The courses are joint initiatives by the Care to Read project and Newcastle City Council's Library and Information Service. The workshops are six week courses and consist of creating literacy materials, such as taped stories or making books, with foster carers for use with children in their care.

After every course the child can choose two books to keep for themselves, in addition to the resources that either the children or the foster carers make. The foster carers interviewed commented:

"They're [the children] cockerhoop [about the books]".

"It's like a gift".

The foster carers interviewed were very positive about the courses:

"I find it very relaxing".

"It gives us ideas for making things".

"Even if I could do it in the house I wouldn't find the time"

The foster carers interviewed also stated that the children receive many benefits from the courses.

"They [the looked after children] love it ... they grab the bag out of your hand when you get in".

"They [the resources] last forever ... I use them over and over".

"You get new ideas all the time ... it helps with kids who've lost interest".

"It's not as frightening if you get a stick book [as opposed to a reading book]".

The child will keep the books and also the resource to go with them. If the child does not keep the resource they are used again with other children.

The foster carers that were interviewed felt that the taped stories were particularly good because some children get very attached to their carers and when they move on they can listen to the taped story and hear the carer's voice and "*not feel so lonely*".

The foster carers interviewed stated that a lot of the looked after children are not intellectually stimulated because they have not been stimulated in the past, so the resources help to get their attention.

"It raises questions ... the kids ask why?".

"It improves their concentration and gives them that little bit of extra knowledge".

The workshops play a role in encouraging the looked after children and the carers to the culture of the library as it brings both carer and child into a library environment.

There was considerable added value to the courses as the carers found it an opportunity to share concerns and ideas, and to generally be in the company of people who understood the pressures and issues surrounding looking after looked after children. The sessions are an opportunity to engage in mutual support and give carers a "*chance to sound off*".

Without the project and the courses it puts on, the foster carers who were interviewed stated:

"I wouldn't have a clue where to start".

"The kids'd miss out".

The children "*might've read a book, but this lets them take part*" and as a consequence of the project, "*they read daily ... they'll go to the cupboard and get the books and resources themselves*".

When foster carers were asked how they would improve the workshop aspect of the project, they replied that they would like "*more of the same*".

2.3 Events and Activities

The Care to Read project has provided a series of events and activities based around literacy over its lifetime. Full details of these events are presented in appendix 2. These have either been provided solely by the project, in partnership with the Library and Information Service or in collaboration with other organisations.

An important aim of this aspect of the project was not only to encourage literacy development amongst looked after children but also to lead to greater integration of looked after children and non-looked after children. Based on the reports from those interviewed, this objective was achieved.

The model of partnership working with the Library and Information Service and the pooling of resources and sharing of ideas provided added value for both the Library and Information Services and the Care to Read project. Events and activities were either designed together or the Care to Read project was invited to participate and places are reserved for looked after children and their carers. For example, the 100 year anniversary of Dr Zeuss and the launch of the 2003 Harry Potter book events were extended and expanded as a result of resource sharing and at the Cyber Chaos event, five places were reserved for looked after children.

The Senior Library and Information Officer stated that if they were having workshops they would *“ask her [project worker] if she is interested in bringing looked after children and carers along ... We meet regularly, compare diaries and respond to each other”*.

The foster carers that were interviewed expressed many positive aspects about the events. A common expressed feeling was that the events were a constructive, enjoyable and low cost day out. Comments from foster carers included:

“If the project didn’t exist we wouldn’t get to meet other carers, events are fun”.

“Children don’t like libraries ‘cos they’re told to be quiet but the events are like a day out and the kids can make a noise and there’s people laughing and joking”.

The children interviewed at the foster carer's homes all expressed their enjoyment of the events, particularly the Harry Potter and Cyber Chaos events, and an appreciation of the books that they had received from the project.

The project has also helped the Library and Information Service to work outside of its physical locations to reach sectors of the community that they would normally consider to be hard-to-reach. The Senior Library and Information Officer felt that it was very important to attract people in the community to initiate the culture of going to libraries:

“People can have books in the house and think ‘I’ve read them now what’ but if they know the library is there they can go and get more, new books, whenever they need to”.

An additional added value element to the collaborative working approach was the libraries' role in signposting people to other services which are advertised in the libraries' entrances. *“The project brings people in and they can see what else is on offer for them and their kids”.*

An additional project activity was enabling authors of children's books to work with looked after children. A series of workshops were run in schools in Newcastle which had a high proportion of looked after children (e.g. in a class of 30, there would be 10 looked after children). The Care to Read project worker felt that this initiative was particularly effective as it brought looked after children and children in the wider community into contact with authors, something which would not have otherwise happened.

2.4 Work with Foster Carers

The project also works directly with foster carers and children in their care through the provision of ‘Starter Packs⁵’ to children entering school and additional literacy material for looked after children of all ages.

For example:

“... got nine GCSEs and went on to do A Levels but needed books which I couldn’t afford and Lesley [the project worker] got them for him. We all know that they [looked after children] don’t do well at school and that was a huge help ‘cos otherwise he wouldn’t have them”.

The provision of educational material to help the children in school who were both performing very well or under performing was particularly identified by the carers as a valuable resource and something which should be strengthened. For example:

“... is in middle school and going to high school ... she needs books ‘cos she’s a bright girl”.

“... always behind on something, especially English or Maths”.

The foster carers interviewed stated that many of the children that they look after read the books that they have received from the project (both from workshops and those individually provided) both in the day and at night before they sleep. For example, *“since Lesley [project worker] gave him The Chamber of Secrets he really likes books”.*

“... wouldn’t be so confident at reading if it wasn’t for the project”.

The children interviewed at the foster carer’s homes all expressed their enjoyment of the events, particularly the Harry Potter and Cyber Chaos events, and an appreciation of the books that they have received from the project.

⁵ These are ‘book bags’ containing a school bag, six books, pencils and an eraser.

The foster carers interviewed spoke very highly about the project worker, *“she comes to your home, gives you materials, tells you about things to go to, she’s very thorough”*.

3.0 Project Strengths, Weaknesses and Evaluation Constraints

3.1 Project Strengths

- The project has led to increased and improved dialogue and encouraged communication on a strategic level about the literacy needs of looked after children between Newcastle City Council's Library Services and Education Services.
- There has been a sharing of resources and ideas on a project level between Newcastle City Council's Library and Information Services and the Care to Read project. The sharing of resources in workshops and events has led to considerable added-value to both services through prolonging and extending events.
- The project has led to greater integration of looked after children and children in the wider community at the programme of events and activities.
- The project is highly regarded by all the key partners. For example, the Senior Library and Information Officer stated that "*I think it has been a very very good project*".
- The Care to Read project worker has proved very effective at establishing and maintaining key relationships with carers, professionals, children and young people. A commonly held view amongst carers was "*she's very approachable*" and "*she's great*". One looked after child said "*I like her*".
- Much of the success of the activities with foster carers was a result of working through Fostering Under Newcastle (F.U.N.)
- The 'Starter Packs' for children entering school were particularly well received by foster carers, social workers and looked after children.
- The project responds to the individual needs of its beneficiaries, such as providing taped stories for those who have low literacy levels and educational materials such as CD-ROMS for those working towards qualifications.
- The project worker's initiative has led to a number of promising literacy activities, such as working with publishers to develop a reviewing system of new children's books by looked after children.

3.2 Weaknesses

- Although the project has led to the identification of young people's literacy potential, which would have otherwise remained hidden, there remains the need for continued partnership working to cater for the literacy needs of looked after children.
- The mobile library did not achieve significant success. The mobile library experienced a range of problems, including the difficulty in targeting provision because of the dispersed nature of looked after children and the timing of the library stop (it stopped between 2.00 pm and 4.00 pm and the young people did not leave school until 3.00 pm). For these and other reasons, the initiative has now combined with a Sure Start mobile libraries initiative.
- The input at steering group meetings from the Newcastle Literacy Trust has not been consistent throughout the life of the project (they have attended four out of eight steering group meetings which are held every three months). The Newcastle Literacy Trust identified that more literacy work could have been done by them with the looked after children after they had been engaged by the Care to Read project. However, these discussions about forming service provision linkages were not held and no reasons could be given by the Newcastle Literacy Trust as to why they were not held.
- One foster carer interviewed stated that the provision of information about current and forthcoming events and what resources were available could be improved, i.e. in a letter outlining what resources are available and what events and activities are programmed. It was felt that some foster carers may need literacy resources but feel reticent about phoning up the project and asking them for them.

3.3 Evaluation Constraints

As a result of a shortage of resources devoted to the evaluation there were many aspects to the Care to Read project which could not be examined. This is unfortunate as there were many positive aspects to the project which warranted further investigation. This also prevented the evaluation from adhering to the evaluation model proposed by the Paul Hamlyn Foundation.

Due to resource shortages, the evaluation could not determine:

- The impact that the project had on the literacy levels of the target group.
- The costs of the project in relation to the outputs (Cost Benefit Analysis).
- The implications to Newcastle City Council of mainstreaming the service in relation to targets and performance indicators.
- The full impact of the project on the foster carers.

3.4 Conclusion

Based on the evidence collected, a number of conclusions can be made in relation to the original objectives specified in the Care to Read project proposal. These are presented in the table below.

Objective	Realised/Not Realised
To provide better access to books for looked after children.	Based on the output data supplied by the project and the interviews with stakeholders during the evaluation, this objective has been realised .
To improve the reading ability of looked after children.	The evaluation was not able to address this priority and no conclusion can be made due to insufficient evidence .
To encourage the enjoyment of books amongst looked after children.	Based on interviews with carers, children, young people and professionals during the evaluation, this objective has been realised .
To raise the expectations of carers [in relation to literacy development amongst looked after children ⁶]	Based on interviews with foster carers and professionals the evaluation can conclude that this objective may have been realised , although more evidence is needed to make more certain conclusions.

⁶ Evaluators insert.

Appendix 1: List of Interviewees

Name	Position	Organisation
Lesley McShane	Literacy Development Officer	Care to Read
Fiona Hill	Senior Library and Information Officer	Newcastle City Council's Library and Information Services
Janice Hall	Manager	Newcastle City Council's Library and Information Services, Access to Learning
Betty Gibson	Manager	Slatyford Residential Home
Graham Carr	Deputy Manager	Slatyford Residential Home
Glynnis Main	Care Worker	Slatyford Residential Home
Ian Penrose	Deputy Manager	Slatyford Residential Home
John Murphy	Manager	Philipson Street Residential Home
Avril Gibson	Project Manager	Newcastle Literacy Trust
Young people in foster homes x 8		
Young people in Slatyford Residential Home x 4		
Foster Carer x 7		

Appendix 2: List and Details of Events, Activities and Workshops Enabled by the Project

Date	EVENT	Shared or Not	Venue	Number of Carers	Number of LAC	Number of Non - LAC	Books Given
January 8 th 2003	Worked with two Residential Children on Computers with a literacy programme	N	Brinkburn	None	2	0	0
June 1 st 2003	Games Workshop (programme was run by games workshop)	Y	East End Library	None	3	4	3
June 21 st 2003	Harry Potter (Literacy/children made a witches and wizards book)	Y	Central Library	8	10	10	10
June 21 st 2003	Harry Potter (Literacy/children made a witches and wizards book)	Y	Gosforth Library	7	10	10	10
July 5 th 2003	Harry Potter (Literacy/children made a witches and wizards book)	Y	Benwell Library	5	7	8	7
July 19 th 2003	Lord of the Rings based around film and book	Y	Benwell Library	2	5	7	5
July 21 st 2003	Lord of the Rings based around film and book	Y	Fenham Library	4	6	7	6
August 13 th 2003	Screen Printing (Summer reading challenge Reading Maze)	Y	Central Library	1	2	4	0
August 13 th 2003	Screen Printing (Summer Reading challenge Reading Maze)	Y	Central Library	2	5	3	0
August 14 th 2003	Bookmaking (Summer reading challenge Reading Maze)	Y	Fenham Library	5	6	4	0
August 14 th 2003	Bookmaking (Summer reading challenge Reading Maze)	Y	Fenham Library	3	1	7	0
August 18 th 2003	Screen Printing (Summer Reading challenge Reading Maze)	Y	Gosforth Library	6	5	5	0
August 18 th 2003	Screen Printing (Summer Reading challenge Reading Maze)	Y	Gosforth Library	4	5	5	0
August 18 th 2003	Screen Printing (Summer Reading challenge Reading Maze)	Y	Walker Library	2	3	7	0
August 18 th 2003	Screen Printing (Summer Reading challenge Reading Maze)	Y	Walker library	0	1	9	0
September 20 th 2003	Bookmaking (Summer reading challenge Reading Maze)	Y	Newbiggin Hall Library	3	4	6	0
October 11 th 2003	Lord of the Rings based around film and book	Y	Jesmond Library	4	3	7	3

October 13 th 2003	Honey Event + Author Barlow and Skidmore	N	Lightfoot Stadium	54	102	0	50
October 25 th 2003	Harry Potter (Literacy/children made a witches and wizards book)	Y	Fenham	6	8	6	0
October 27 th 2003	Screen Printing T Shirts based around the Summer reading challenge	Y	Benwell	2	3	4	0
November 10 th 2003	Kevin Crossley Holland Author paid for by Northern Rock for Northern Childrens Book Festival	N	Kenton Tech College	0	12	32	6
November 10 th 2003	Kevin Crossley Holland Author paid for by Northern Rock for Northern Childrens Book Festival	N	Gosforth High School	0	7	23	6
November 22 nd 2003	Middlesbrough Northern Childrens book Festival Gala day	N	Middlesbrough Southlands Leisure Centre	13	29	0	29
November 29 th 2003	Bookmaking (Summer reading challenge Reading Maze)	Y	Gosforth	5	6	4	0
December 13 th 2003	Xmas screen printing (bookmaking)	Y	High Heaton Library	5	4	6	0
December 13 th 2003	FUN xmas party (Xmas bookmaking)	N	Cowgate Leisure Centre	75	64	0	45
February 16 th 2004	Simon Chapman Author and Explorer workshop to talk about his books and travel	Y	Gosforth	9	12	8	0
February 16 th 2004	Simon Chapman Author and Explorer workshop to talk about his books and travel	Y	East End Library	2	4	15	0
February 28 th 2004	Dr Suess workshop (Celebrate 100 years Dr Suess)	Y	Gosforth	8	10	10	10
February 28 th 2004	Dr Suess workshop (Celebrate 100 years Dr Suess)	Y	Benwell Library	4	6	10	6
July 28 th 2004	FUN summer party riverside park	N	Riverside Park Newburn	94	160	0	60
August 5 th 2004	Cyber Chaos	Y	Fenham Library	3	5	5	0
August 6 th 2004	Cyber Chaos	Y	Gosforth Library	2	5	5	0
August 7 th 2004	Cyber Chaos	Y	Walker Library	2	4	6	0
August 11 th 2004	African Drumbeat workshop	Y	Denton Burn Library	2	5	8	0
August 12 th 2004	African Poetry workshop	Y	East End Library	2	3	10	0
October 27 th 2004	Honey Event	N	Lightfoot Stadium	64	135	0	70
November 12 th 2004	Author visit Cliff McNish	N	All Saints community college	0	4	18	3
November 12 th 2004	Author visit Cliff McNish	N	All Saints community college	0	3	16	3

November 12 th	Author visit Cliff McNish	N	All Saints community college	0	5	20	3
November 12 th 2004	Author visit Cliff McNish	N	All Saints community college	0	6	14	3
November 20 th 2004	Northern Children's Book Festival Gala Day	N	Blyth Community School	11	24	0	0
December 18 th 2004	FUN Xmas Party	N	Cowgate Leisure Centre	82	86	0	65
December 19 th 2004	Cyber Chaos	Y	Gosforth Library	3	7	8	0
December 19 th 2004	Cyber Chaos	Y	Gosforth Library	2	4	11	0
December 20 th 2004	Cyber Chaos	Y	Outer west Library	0	5	10	0
December 20 th 2004	Cyber Chaos	Y	Outer west Library	0	4	11	0
December 21 st 2004	Cyber Chaos	Y	Fenham Library	1	3	12	0
December 21 st 2004	Cyber Chaos	Y	Fenham Library	0	0	0	0
TOTAL				507	809	375	393

Appendix 3: List and Details of all Courses Enabled by the Project

	Courses	Carers	LAC	Date	Duration
1.	Shared Beginnings /Riverside, Benwell	4	7	16/9/03	10 Weeks
2.	Learning Together/Riverside, Benwell	5	7	6/1/04	6 Weeks
3.	Shared Beginnings/Leaving Care Team	4	4	16/9/04	10 Weeks
4.	Learning Together/Leaving Care Team	4	4	4/4/04	6 Weeks
5.	Learning Together/Central Library	6	0	9/6/04	6 Weeks
6.	Learning Together/Central Library	8	0	3/11/04	6 Weeks

Shared Beginnings: Shared Beginnings is a free Ten Week programme for carers of children 0 – 4 years.

The programme aims to bring together groups of carers to share ideas and get involved in practical activities, such as making touch and feel and lift the flap books, to encourage their child's learning.

Shared Beginnings is a Reading is Fundamental, UK initiative. It has been developed and delivered in partnership with Newcastle Literacy Trust.

Learning Together: Learning Together is a programme of activities for parents and carers of children aged 0 – 10; Gill Pinkney of Newcastle Libraries and Information Services delivers this programme.

The programme is usually organised as six sessions of two hours per week. These sessions aim to give carers the opportunity to make resources that will encourage them to share stories with their child and begin to develop the skills required to extract many play and learning activities from one story. All activities are mapped against learning outcomes.

As well as having the opportunity to produce a **Read and Play Story Pack** carers are given information about library opening hours and a library enrolment form.