



# TIME TO READ IMPACT REPORT 2022-23

**BUSINESS  
IN THE  
COMMUNITY  
IRELAND**



## INTRODUCTION

Time to Read has had a great year. There have been 29 partnerships across the country and the feedback from children, volunteers, companies and schools is that the programme continues to be enjoyed by everyone who takes part and has real impact on people's lives.

There is no doubt that reading support for children is still vitally important. The Progress in International Reading Literacy Study (PIRLS) report, published this year showed that in Ireland 'Two out of every five children in second class in the most disadvantaged urban schools are classed as "low reading achievers".'

And the impacts of reading for pleasure are clear: In 2002 the OECD reported that reading enjoyment is more important for children's educational success than their family's socio-economic status. Regular reading stories is associated with higher scores in reading assessments (PIRLS, 2006; PISA 2009).

Children who read are more likely to overcome disadvantage caused by inequalities, to be happier, healthier and experience better mental wellbeing and self-esteem, to do better at school and make more progress across the curriculum and to develop empathy and creativity.

With generous sponsorship from An Post and Community Foundation for Ireland we are hoping to grow the programme by 50% in 2023/24. So thank you to all the schools, companies, volunteers, children and families who have taken part and supported this year's programme. It has been fantastic to work with you and we hope to continue to do so for many years to come.

**FANIA ELLISON**  
BITCI Programme Co-ordinator





## PROGRAMME OBJECTIVES

- 01 To increase the enjoyment of reading
- 02 To increase confidence in reading
- 03 To improve and encourage self-discovery
- 04 To improve fluency and comprehension when reading



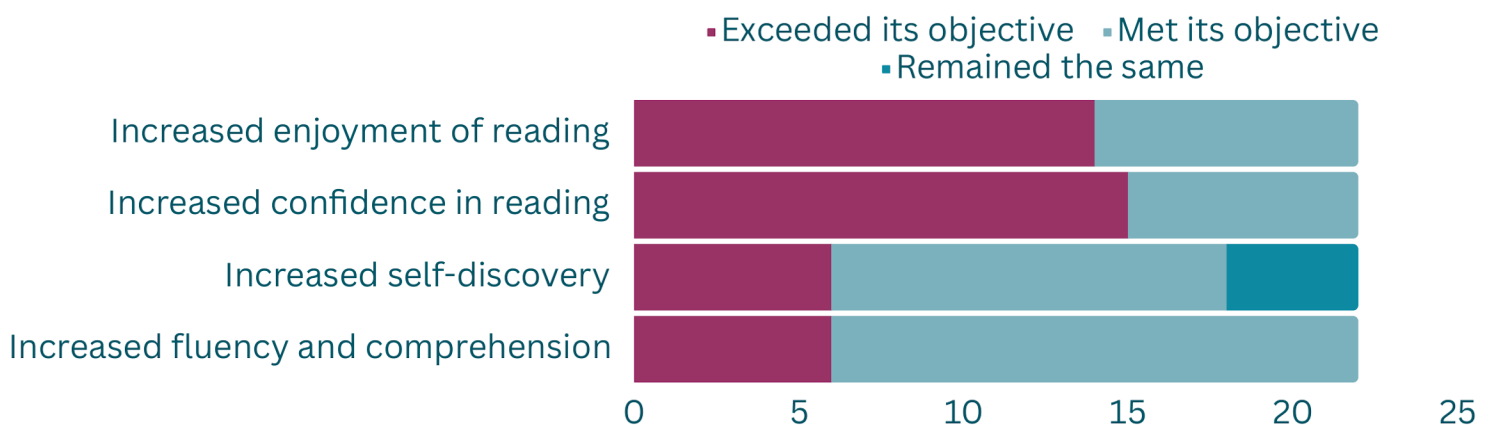


## IMPACT ON CHILDREN & SCHOOLS



The overall impact of Time to Read on the participating schools was rated as **very positive**

Schools rated the **programme's achievement** of its **core objectives** as follows:







This year **306 children** took part in the Time to Read programme



**86%** of teachers felt it had a **very positive** impact on the children who took part



**100%** of teachers felt it **exceeded or met** its objective for increasing enjoyment of reading



**100%** of teachers felt it **positively** impacted the children's social engagement



## THE BIGGER PICTURE



Time to Read was developed to provide additional impacts on social, and emotional development and to reinforce positive attitudes and motivation for learning throughout the process. Schools overwhelmingly felt it had a very positive impact on the children (91%) with additional impacts on their emotional engagement (77%), cognitive engagement (50%) and learning development (50%).

Exposure to different backgrounds, experiences and identities is an important part of the Time to Read programme, while simultaneously aiming to create a society where everyone feels welcome, has access to opportunities and is supported to thrive.



"I think the luxury of having a listening adult all to themselves for 30 minutes each session really helped improve their fluency and as a result, their confidence".



# TEACHERS REPORTED



"I think they know what they like and dislike a little better than before... Time to Read was a chance to find out more, instead of simply being story time".

"I can see the difference in perseverance and willingness to discover texts that may interest them during independent reading in class".

"More broadly speaking this programme has provided an opportunity for those living and working in the community to connect. I believe that this connection is invaluable to this busy part of the city".

"The most powerful part of Time to Read in my opinion is the social and emotional engagement. We were very lucky to have really warm, empathetic and enthusiastic volunteers who really took an interest in the kids and asked them their news at the start and end of every session".

"The emotional and social engagement of the participants surprised me this year. Students developed strong emotional bonds with the volunteers. They wanted to share their news and stories, they cared about the bond that was developed".

"Children in our school can often have a negative outlook on reading. Time to Read has made it fun for them. It also provided them with the opportunity to get one to one support and attention".

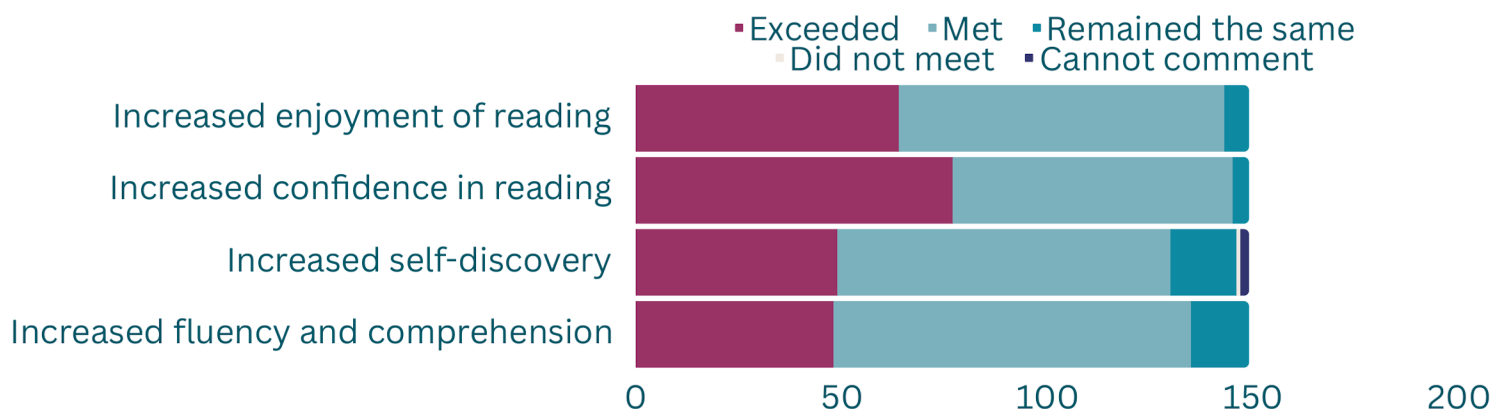


## IMPACT ON VOLUNTEERS



Overall, the majority of volunteers agreed that Time to Read had a very **positive impact** on the participating children

Volunteers rated the **programme's achievement** of its **core objectives** as follows:







As well as enjoying Time to Read (90%), many volunteers also noticed improvements in their own self-confidence (22%), their communication skills (48%), their self-awareness (53%) and interpersonal skills (42%).



**81%** out of volunteers agreed that Time to Read had a **very positive impact on the participating children**



**100%** of respondents found Time to Read a **meaningful employee volunteering experience**



**100%** of volunteers **would recommend Time to Read** to a friend or colleague



# VOLUNTEERS COMMENTED



It was clear the programme provided volunteers with a much needed break from work and many said it was the highlight of their week.

"I found the programme helped me to be more reflective and deliberate in my communication, particularly in terms of understanding the level of my audience and making it understandable and engaging for them".

"The programme gives people the opportunity to give something back, spend time with some wonderful and deserving children and hopefully make a little difference to their week".

"I felt like I was contributing in a very tangible and constructive way to the community, and very grateful I was able to do this as part of work".

"Time to Read allowed me to step outside my comfort zone, and interact with other staff from different departments which I would not have met otherwise".

"Time to Read was a lovely escape from work. Being with the children helped me to park any work stress and I would always return to the office in a better mood".





## IMPACT ON COMPANIES ●●●●●

Companies found the programme provided a feel good factor (100%), an enjoyable and meaningful volunteer opportunity (88%), provided an opportunity to make a contribution to their local community (88%), and contributed to their corporate responsibility agenda / strategy (71%).

An exciting aspect part of Time to Read is the workplace visit where the participating children attend their partnering company's workplace. This opens and normalises the work environment for them. It is often very significant for children who may have a familial history of unemployment.

"I have to say, the workplace visit was brilliant... It also reminded the volunteers what a special building we get to work in everyday".



This year, **88%** of the programmes that took place **participated in either a workplace visit or library visit.**



# COMPANIES REPORTED



"Overall we had a fabulous experience with this programme and everything ran smoothly... For the first time ever engaging in something like this, I don't think it could have gone any better on our end".

"Our company wants to be part of the community we work in and this programme sums up what we are trying to accomplish".

"This also allows employees to engage with others within the organisation who they may not know or work with, this gives an engagement for all employees where everyone is on a level playing field, they are all volunteers, regardless of their role in the organisation".

"I think it is a lovely way for staff to engage with each other while doing something positive for the children... I would recommend it on the basis that you will be fully supported by BITC staff".

"These programmes are fabulous opportunities to really get out into the community and have an impact... Without BITCI we would still be thinking how can we reach out to the community."

"An amazing experience for both children & staff on site. There was a site tour, a local knowledge quiz and a zoom meeting and goodies of course!".



# ACKNOWLEDGEMENTS

Time to Read would not have been possible without the commitment and contributions from The Community Foundation for Ireland and the participating companies.

Amazon

Aviva

Bank of Ireland (Corporate Banking)

Chadwicks Group

Chief State Solicitor's Office

Citi

Core

Davy

Electric Ireland

ESB Group

Galway City Council

Gen Digital

Horse Racing Ireland

Irish Life

Kerry Global

KPMG

Mayo County Council

Sligo County Council

Smartbox

Telus International

Teneo

Virgin Media

Workday

Zurich Insurance plc



Time to Read would not have been possible without the following schools. We thank each school for their dedication to the programme.

Castlebar Educate Together, Co. Mayo

Francis Street CBS, Dublin 8

Holy Spirit Junior Primary School, Dublin 12

Le Cheile National School, Co. Limerick

Mercy Primary School, Co. Galway

O'Connell Primary School, Dublin 1

Our Lady Queen of Peace, Co. Limerick

Queen of Angels Primary School, Dublin 16

Rutland National School, Dublin 1

Scoil an Chroí Ró Naofa, Dublin 24

Scoil Chaoimhín, Dublin 1

Scoil Chiarain, Dublin 5

Scoil Cholmcille Junior, Co. Dublin

Scoil Íosa, Co. Mayo

Scoil Íosagain, Co. Cork

Scoil Mhuire Junior National School, Dublin 15

St. Audoens National School, Dublin 8

St. Catherine of Siena Primary School, Co. Kildare

St. Christopher's Primary School, Dublin 4

St. James's Primary School, Dublin 8

St. John of God's Primary School, Co. Wexford

St. John's National School, Co. Sligo

St. Joseph's C.B.S. Primary, Dublin 3

St. Kevin's Boys National School, Dublin 11

St. Kevin's National School Sallynoggin, Co. Dublin

St. Laurence O'Toole CBS, Dublin 1

St. Mary's National School, Dublin 3

St. Patrick's Girls National School, Dublin 4

St. Philip the Apostle Junior National School, Dublin 15

St. Vincent's Girls National School, Dublin 1

Stanhope Street Primary School, Dublin 8

Synge Street C.B.S., Dublin 8

We thank you for your continued support in our efforts to contribute to social inclusion in Ireland.



Find out more

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