



Early Learning Initiative
National College of Ireland

Early Learning Initiative

End-of-Year Report
2018/19

CHY 9928

Supporting parents, communities and

services in the education of children



www.ncirl.ie/ELI

The Area Based Childhood Programme



An Roinn Leanaí agus Gnóthaí Óige
Department of Children and Youth Affairs

TÚSLA
An Ghníomhaireacht um Leanaí agus an Teaghlach
Child and Family Agency

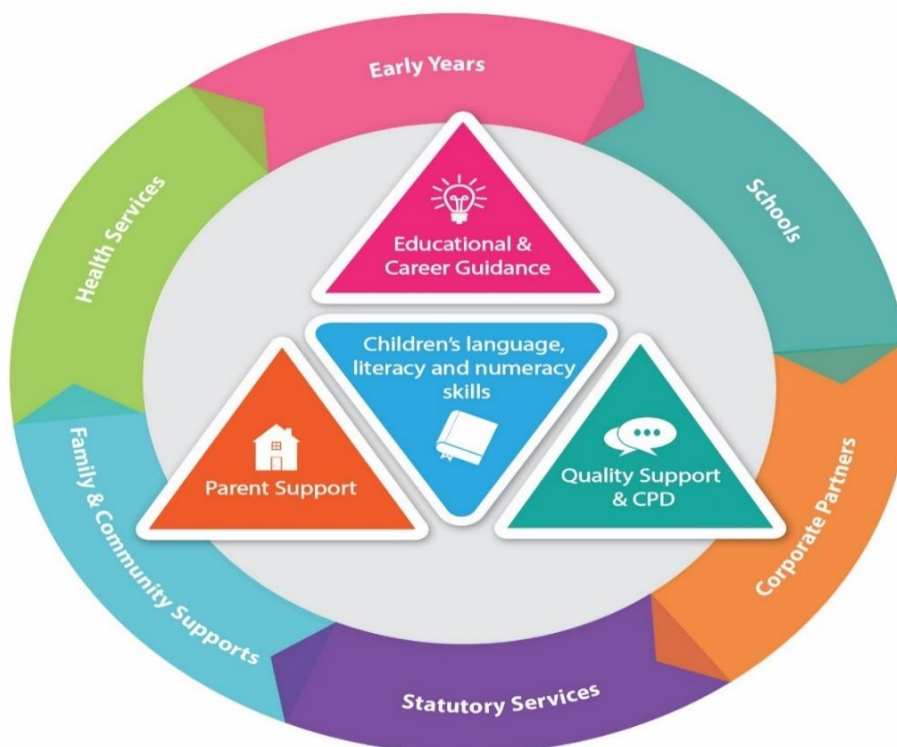


VISION

Our long-term vision is that ELI will lead the way in providing first class educational support programmes within local communities, thereby enabling children, young people and their families to develop the dispositions, skills and knowledge needed to achieve their educational, career and life goals.

MISSION

Working in partnership with Government and local communities to support educational journeys and achievements



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FOREWORD

I am pleased to introduce ELI's summary End-of-Year-Report. This document provides a summary of the work completed in 2018/19 and briefly outlines our plans for 2019-20. It complements our Community Update and our End-of-Year Report 2018/19. The Community Update is available on our website: www.ncirl.ie/eli. If you would like the full version of ELI's End-of-Year Report, we would be delighted to provide you with a copy on request.

As part of the National College of Ireland (NCI), the Early Learning Initiative (ELI) is a community-based educational initiative, which provides 'world-class' educational support programmes at each stage of a child's/young person's educational journey. This is in line with NCI's mission to 'Change lives through education'.

2018/19 Overview

Approximately 12,000 people took part in one of ELI's programmes last year - an increase from 10,500 in 2017/18. Satisfaction rates remain high at 96% across all programmes for those who filled out evaluation forms. Children's oral language, literacy, numeracy, social and coding skills continue to improve and, with our biggest cohort of Discover University Graduates to date, young people's aspirations for continuing to third level education are obvious. With our first PCHP children entering second level, we are looking at more ways to support them to continue to third level and beyond.

A major development in 2018/19 was the smooth transition of the Government's **Area Based Childhood (ABC) Programme** into Tusla's Partnership Prevention and Family Support (PPFS) Unit. The commitment from the Government, in particular the Department of Children and Youth Affairs, to the ABC Programme is very heartening.

The publication of the **ABC National Evaluation Report** (CES, 2018) highlighted the positive and significant contribution the ABC Programme was making to improving outcomes for children and families, in particular, child-parent relationships; children's learning and school readiness; and children's social and emotional well-being. It also found that the home learning environment for children in the Dublin Docklands and East Inner City had improved significantly. These findings affirm and support ELI's own evaluation processes and data analysis.

Home Visiting and Parent Support Programmes grew last year with the addition of Restorative Practice Parenting Courses; Home from Home Transition Programme and more ABC 0-3 years Groups. Our ABC 0-2 Programme are finalists again this year in the Irish Healthcare Awards with our Healthy Ireland *My Place to Play* Programme - a wonderful collaborative initiative between North Dublin Children and Young People Services Committee (CYPSC) and the ABC areas. PCHP is now ParentChild+ and is being delivered in 7 areas in Dublin, Galway and Limerick.

Educational Guidance and Support Programmes also grew last year with expansion of the Robotic Coding Clubs, Restorative Practice Opening the Door and Upskilling Training along with the addition of Language Cafes, A Day in the Life and Emotional Literacy training. We continue to explore ways in which we can support the first ELI children as they progress through second level.

ELI's partners are critical to its success. We would like to thank each of you for your support. Looking to the future, we hope, with your support, to build on our successes in improving educational outcomes for children, young people and their families.



St Patrick's Girls National School students participating in the Educational Guidance Careers Project.

Making Literacy Meaningful Seminar

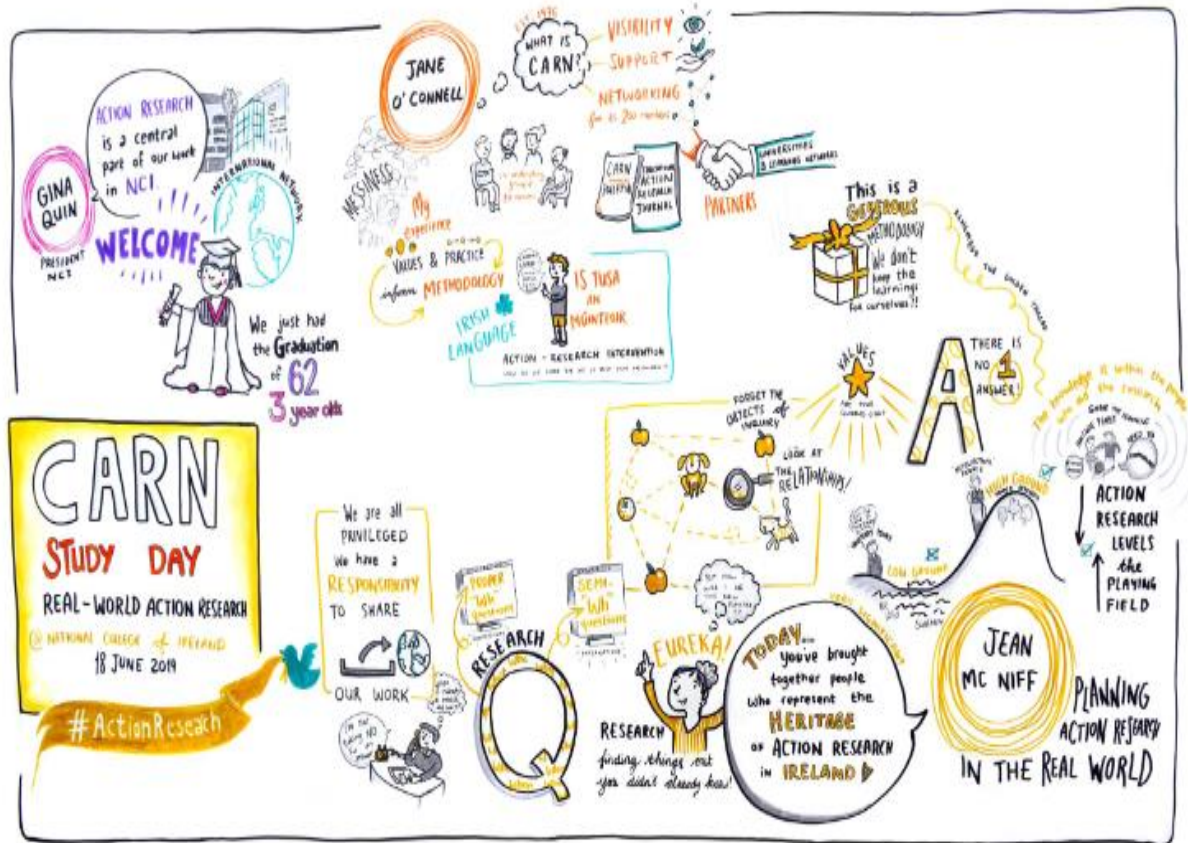
On the 6th March 2019, ELI hosted a seminar entitled 'Negotiating Culture and Literacies across Europe'. The seminar was a great success and was attended by approximately 43 participants which was a mix of the Making Literacy Meaningful team partners, service managers, lecturers, teachers, community agency staff, Home Visitors, parents and project coordinators. More information on the Making Literacy Meaningful Seminar can be found in Section 6.4.5.

Collaborative Action Research Network Study Day

On Tuesday the 18th of June the Early Learning Initiative hosted a Collaborative Action Research Network (CARN) Study Day entitled Real-World Action Research. The aim of this study day was to build capacity and to support services/schools/communities to engage in real-world action research in collaboration with action research communities. The study day began with a welcome from Gina Quin, the president of the National College of Ireland. Following this there was four presentations, focusing on the different stages of an Action Research project:

- Jane O'Connell represented CARN in presenting on CARN and Action Research
- Jean McNiff presented on Planning Action Research in the Real-World
- Tina Cook presented on Doing Action Research in the Real World
- The Network of Educational Action Researchers in Ireland (NEARI) presented on Re-Viewing Action Research in the Real World

The day was finished with a panel discussion where the audience were invited to prepare questions to be discussed by the keynote speakers. In total approximately 100 individuals registered for the learning event with the audience being made up of researchers, practitioners, teachers, principals, lecturers, students and a range of community representatives.



Images of CARN Study Day recorded by graphic harvester, Hazel Hurley.

ELI Strategy 2015 – 2020

A new decade is beginning for ELI and we are starting the process of developing our 2020-25 ELI Strategy. If we are to build on our achievements, we will need the on-going interest, commitment and participation of our local community and corporate partners as well as Government funding and support. Over the next year you can expect lots of interesting conversations about our Strategy.

ELI's long-term strategy is based on improving its existing programmes - Home Visiting, Parent and Professional Support, Literacy, Numeracy and Coding, Restorative Practice and Educational Guidance - as well as developing new ones to ensure that our children and young people have the skills they need for tomorrow's world. Nobody can predict the future, but we can say that our children will need self-confidence, resilience, a wide range of literacies and transferable skills if they are to thrive and flourish. In 2019/20 we will continue to build on the work being done at present. While all of ELI programmes will run next year, some will be reviewed and updated. The ABC Programme is in full implementation stage and we are excited about the move to Tusla, the Child and Family Agency.



Changing Children's Lives through Partnerships

Going Forward

ELI achievements are the result of people having the vision and courage to explore new possibilities and work together to *'nurture and support children and young people to grow into strong individuals with the capacity and resolution to achieve their dreams'*. Each of our partners have played an essential role in the development of ELI and we would like to thank each one of you for your support. Looking to the future, we welcome the contribution of all our partners and hope, with your support, to build on our success in improving educational outcomes for children, young people and their families in the area.

We are very excited about our 2019/20 plans and look forward to continuing to work with you all in building a better brighter future for our children, young people and families.

A handwritten signature in black ink that reads "J. Bleach".

Dr Josephine Bleach,
Director, Early Learning Initiative, National College of Ireland

1 LEADING THE WAY THROUGH PARTNERSHIP

ELI enables children, their families and the community, to acquire the skills and self-confidence needed to benefit fully from the educational system. All of our partners understand the challenges faced by the local community and are genuinely committed to making a real, measurable and positive difference to the lives and learning successes of children and young people.

The long-term strategy for ELI focuses on improving the service it provides to our local community in the Dublin's Inner City, as well as extending our programmes nationwide. Our vision is that the ELI will, over time, act as a centre of excellence from which many communities can learn, with models of best practice developed and used across Ireland to address systemic issues in early literacy and numeracy. Many organisations in the statutory, community, and voluntary sector have approached us to help them establish our programmes, in particular PCHP, in their areas.

This section outlines how, in 2018/19, our partners supported us in improving outcomes for children and young people through sharing our expertise, resources and learning. Thank you to everyone who partnered with ELI last year. We really appreciate your friendship, generosity and commitment to helping us ensure that children and young people in the area achieve their educational, career and life ambitions. We look forward to working with you again in 2019/20 and building on past successes.

1.1 Government Partnership

The Government, through its continuous support and interest in ELI, is directly ensuring that education is at the heart of a more cohesive, more equal and more successful society; thereby making Dublin's Inner City one of the best places to grow up, live, work and rear a family. Implementing Government policy at local level is the foundation of all ELI's Programmes. By investing in ELI, the Government is delivering on its *Programme for Government* (2016) and national policy frameworks. These include: *Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-15* (DCYA 2014); *Action Plan for Education 2018* (DES 2018); *National Strategy to Improve Literacy and Numeracy* (DES 2011); *National Plan for Equity of Access to Higher Education 2015-19* (DES 2015) and the *DEIS Education Plan 2017* (DES 2017); and *First 5, A Whole-of-Government Strategy for Babies, Young Children and their Families* (DCYA 2018).

The **Area Based Childhood (ABC) Programme**, which enables us to address key educational and social issues, grew in 2018/19. On September 1st, 2018, the ABC Programme moved into Tusla, the Child and Family Agency. Work continues on the development of a community-based prevention and early intervention programme, which incorporates the ABC Programme. We are delighted to say that the transition to Tusla has enabled greater interagency cooperation locally and we would like to thank our colleagues in the DCYA and Tusla for their ongoing support.

The communities in which ELI works are experiencing a level of inward migration higher than the national average. Migrant children, particularly if English is their second language, are less likely to have the language, literacy and numeracy skills needed for school. Their families are more isolated and less likely to be involved in community activities. Funding from the **Department of Justice and Equality through the EU Asylum, Migration and Integration Fund 2014 - 2020 (AMIF)** for PCHP is ensuring that migrant children start school on a par with their peers and their parents will receive the support they need to access other services, make friends and integrate into the local community

1.2 North East Inner City (NEIC) Programme Implementation Board

Following the violent incidents in the North Inner City, the Government decided as a matter of urgency to see how they could support the community to deal with the situation and work together to envision and plan for a better future for the children and young people in the area. Following the report by Kieran Mulvey, the Government established a NEIC Programme Implementation Board led by an independent chair, Michael Stone in June 2017. The Board comprises the key Government departments and agencies who have statutory responsibility for delivery of key services and accountability for the expenditure of funds related to priority areas in the Mulvey Report.

Five working sub groups reflecting the four priority areas for actions have been established: Tackling Crime and Drugs; Maximising Educational / Training Opportunities / Creating Local Employment Opportunities; Creating an Integrated System of Social Services (Family, Children and Youth Services); Improving the Physical Landscape; Substance Use and Misuse. NCI President, Gina Quin, and myself as ELI Director are sitting on Subgroup 2: Education and Training and Subgroup 3: Children, Family and Youth Services respectively. ELI was delighted that NEIC funding was continued in 2018/19 for Restorative Practice and Educational Guidance at second level.

On behalf of ELI, I would like to commend and thank the NEIC Programme Implementation Board, its Chair Michael Stone and the Minister for Children and Youth Affairs, Katherine Zappone and her Department for supporting ELI, as recommended in the Mulvey Report, and helping us to create a more cohesive, equal and inclusive community in the North East Inner City.

1.3 Corporate Partners

Interest in ELI from the corporate sector increased again last year with more organisations signing up to partner ELI in improving outcomes for children and young people in Dublin's Inner City. The role our prominent corporate partners play in supporting these children and their families to succeed in education cannot be underestimated. It is helping to change attitudes and build relationships through all sectors of the community. As our corporate volunteers summed it up:

"I feel it shortens the gap between 'them and us', having a common thing to talk about shows them they could work in a place like our firm."

Without the substantial, long-term financial and voluntary support of the following companies and individuals, much of the ELI's work would not be possible: Ireland Funds, basis.point, Community Foundation of Ireland, McCann FitzGerald, Central Bank, Dublin Port, State Street Foundation, Panda Waste, Northern Trust, Facebook, ESB, KPMG, Deloitte, Citco, McGarrell Reilly Group, HSBC, SAP, SFI, Chartered Lands, Keegan Quarries, Arthur Cox, Dermot Desmond, Fyffes, Samskip, Total Produce, Ulster Bank, Eversheds Sutherland, Twinlite, KPMG, Clancourt Group, Mason Hayes and Curran, Keith Ennis, Joseph E. Corcoran, Circle of Giving, The Panel, Microsoft, Cairn Homes, Linesight, Park Developments, Centaurfs, Philip Lee, RBC, BNP Paribas, Brightpath Recruitment, FMS-SG, Kennedy Wilson, Ballymore, Hubspot, Colin and Nikki Ryan and other donors who wish to remain anonymous.

Their contributions have made a positive difference to the lives of many individuals in the Docklands and are helping to build a high-achieving, supporting and cohesive community. We applaud their genuine commitment to making a real, measurable and positive difference to the lives and learning successes of children and young people in the area. More information on fundraising and corporate volunteering is available in Chapter 3 and 4 respectively.

We are continually seeking additional corporate partners and would welcome the opportunity to talk to interested companies. Please contact Josephine Bleach (by phone: 01-4498639 or e-mail: josephine.bleach@ncirl.ie) for more information on how your organisation could get involved with ELI.

1.4 Other Communities across Ireland and EU

Our hope is that the ELI will continue to act as a centre of excellence, from which many communities can learn, thereby improving the educational and life chances of children and their families across Ireland. Over the past year, a range of diverse national and international organisations expressed an interest in learning more about ELI. We continue to work closely with our existing partners: Galway Education Centre (PCHP); Dublin South City Partnership (PCHP); Garryowen Community Development Group and Paul Partnership, Limerick (PCHP); St Ultans and Ballyfermot Partnership (PCHP); Archways, Clondalkin (PCHP); Bite, Ballymun (Discover University); Katherine Howard Foundation (PCHP), Daughters of Charity/ DIT/Grangegorman ABC Programme (PCHP); and Clonmel Parenting Support (ABC 0-2 Programme). We have also been busy collaborating with our partners in Germany, UK, Luxembourg and Catalonia, Spain on a European Erasmus+ Project Literacy Project-Making Literacy Meaningful; which involves developing two MOOCs (Massive Online Learning Course) and a website to support the teaching of literacy across Europe.

Learning communities are an important element of the Area Based Childhood (ABC) Programme. They give us opportunities to share our practice and experience with government agencies and the other ABC areas. ELI is actively involved in the ABC Managers' Forum and the other ABC Groups. We are also members of the Prevention & Early Intervention Network (PEIN), which is a network of evidence-based practice, advocacy and research organisations that share a commitment to improving outcomes for children, young people, and their communities.



1.5 Local Docklands and Inner City Dublin Communities

One of the great strengths of ELI has been our network of over 1,000 parents, public health nurses, early years, after school and youth services, schools, TDs, community, statutory and corporate organisations, who are working with us to ensure that children will have the aspirations, skills and qualifications needed to achieve their dreams. None of the work outlined in this report would have been possible without their support. Through their involvement in the Review Board, Consortium and various Working Groups, they actively inform the development and implementation of all our programmes. They are also responsible for implementing ABC/ELI's programmes in their services.

Thank you to everyone who supported us last year in helping children and young people in the area achieve their educational, career and life goals. We look forward to continuing to work together to improve outcomes for children and young people in 2019/20.

1.6 Colleagues in the National College of Ireland

ELI operates under and adheres to all NCI's policies and procedures. NCI staff, from various Departments, work very closely with us to ensure that ELI delivers our programmes to a high standard. We are very appreciative of their dedication, collegiality and encouragement. Aside from organising rooms for meetings and events, recruiting staff, delivering materials to services, ordering books, fixing our computers, supporting programme delivery and making sure our finances were in order, NCI staff hosted the Christmas Party for PCHP families. NCI students are also actively involved in ELI, through our Intern Programme, Discover University and early numeracy assessments. Through their interactions with ELI and the local community, they demonstrate NCI's long-standing commitment to widening participation in higher education and ensuring that children in the area will progress successfully to third level.

NCI's Vision 2025 and Academic Strategy recognises ELI as an integral part of the NCI landscape. In the words of NCI's President, Gina Quin:

"The Early Learning Initiative is built on a foundation of human dignity, it is about the common good, the sharing of our wealth of expertise as a College, it is about the empowerment of the most disadvantaged around us, achieved through participation and solidarity brought about through Community Action Research. It is genuinely changing a community, slowly, one person at a time, in reference to an ever changing environment."

ELI's Five-Year Strategy 2015/20 aimed to embed ELI further within NCI, including governance structure and regulations; academic, research and ethics base; and cross departmental collaborative projects. ELI continues to work closely with our NCI colleagues with team members on various NCI Committees and courses. Key projects for collaboration in 2018/19 were: SFI/SAP – coding project; Newton Project; SU and Fin-Tech students fundraising for ELI; New Campus Building; Discover University; EU Erasmus+ Literacy Project and student intern positions with ELI.

1.7 ELI Governance

NCI takes full responsibility for the financial, management, contractual, reporting and governance requirements of ELI. It has proactively embraced the highest standards of corporate governance including the *Statement for Guiding Principles for Fundraising, Regulation of Lobbying Act 2015, Child Safeguarding Statement, GDPR and The Governance Code*. NCI does not charge any central overhead to ELI and has absorbed historical deficits between funding available and the cost of delivering ELI programmes and services. The generous commitment of Leonard Moloney, Chairperson of NCI's Governing Body; Gina Quin, President of NCI; and other members of NCI's Governing Body and Executive Board has been critical to the success of ELI in improving outcomes for children and young people in the area.

ELI is a discreet centre within NCI with its own dedicated staff and Advisory/Review Boards. The leadership and expertise shown by Frank Ryan, Chairperson of the ELI Advisory Committee and ABC Steering Group; Dan O'Connor, Chairperson of the ELI Development Committee; Alan Barrett, Chairperson of ELI Research Committee and the other members of the ELI Advisory Committee, ABC Steering Group, Research and Development Committees has been invaluable in the development of ELI. We thank them for their advice, guidance and support over the past year and look forward to working with them in 2019/20. More information on ELI Governance is available in Chapter 8.

2 KEY PROGRAMMES IN 2018/19

ELI provides an integrated programme of educational support from early years up to third level. While priority is given to developing children's social, language, numeracy and thinking skills from an early age, they and their parents will need on-going support, they are to progress through the education system.

Programmes		Ready for	Budget	Children & Parents	
Capacity Building	Home Visiting & Coordinators CPD Early Years CPD & Mentoring Conferences NEIC Restorative Practice Third Level Internships (17+ yrs)	Employment, Career & Life	ELI 6%	N/A	
Educational Guidance	A Day in the Life Third Level Options Drop-in Clinics Discover University (14-17 yrs) NEIC RP* Building Bridges NEIC RP Relationship Keepers	Third Level	ELI 4%	58	
				30	
Literacies	Language Cafes Tuition Support (15-18 yrs)		ELI 2%	90	
				22	
				14	
Educational Guidance	Educational Guidance (10-14 yrs) Mentoring Circles (10-13 yrs) Educational Scholarships NEIC RP Relationship Keepers	Second Level	ELI 3%	59	
				14	
Literacies	NCI Newton Project Robotic Coding Clubs (8-12 yrs) Financial Literacy (8-10 yrs) NCI Challenges (7-11 yrs) Doodle Den (4-5 years) - literacy Zoom Ahead with Books (4-7 yrs)		ABC 9%, ELI 7%	57	
				166	
				41	
				15	
				132	
				117	
				36	
				302	
				169	
				2,157	
Parent Support	Restorative Practice & Well Being Parenting Programme	Primary School	ABC 4%	87	
Literacies	Early Numeracy Project (0-6 yrs)			ABC 5%	4,545
Home Visiting & Parent Support positive home learning environment	NCI ParentChild+ (PCHP) (18 mths - 3 yrs)	Pre-school	ABC 17%, ELI 9% AMIF 5%	348	
	Non-NCI ParentChild+ (PCHP) (18mths - 3 yrs)			ELI 11%	218
	My Place to Play				280
	ABC 0-3 Summer Programme			ABC 13%	400
	ABC 0-3 Community Parent Support			ELI 5%	918
ABC 0-2 Years Home Visiting		218			

3 FINANCE

ELI has tightly managed income and expenditure to ensure that programme and partner outcomes and commitments have been fully achieved. It is financed by a mix of statutory and voluntary funding. This section details the income, expenditure and budgets for both the ELI and ABC Programmes.

Expenditure and budgets for the ELI and ABC Programmes 2018/19

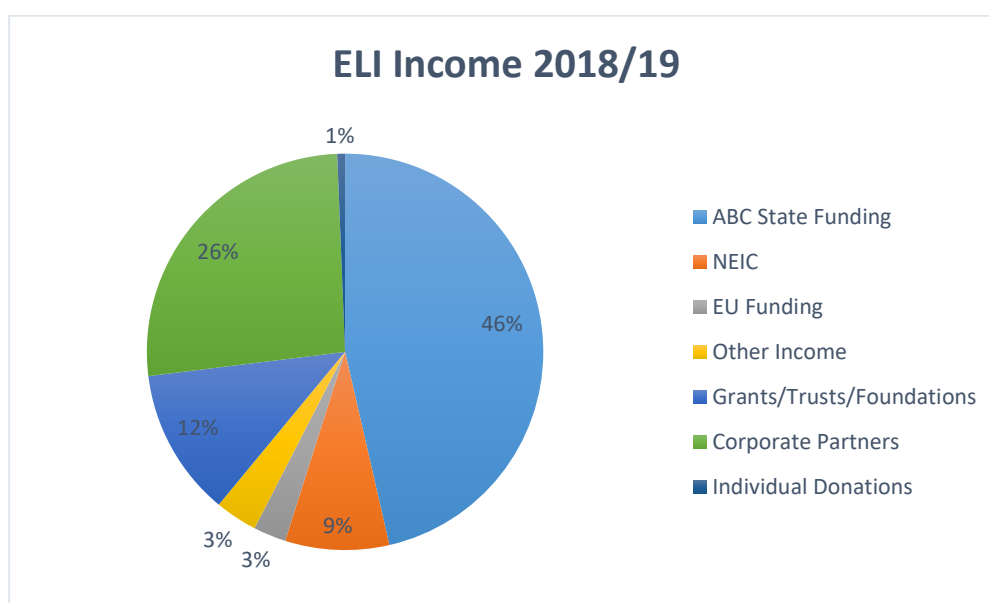
	Income 2018/19	Projected Expenditure 2018/19	Actual Expenditure 2018/19	Variance in Expenditure 2018/19	Projected Expenditure 2019/20
	€	€	€	€	€
ABC	734,903	671,900	734,903	(63,003)	796,100
ELI	848,669	850,000	805,172	44,828	850,000
Total	1,583,572	1,521,900	1,540,075	(18,175)	1,646,100

Notes:

- The ABC Projected Expenditure 2019/20 is based on the 2019 projected budget approved by Tusla for the calendar year 2019. Funding from January to June 2020 is subject to its inclusion in the Government’s 2020 Budget and will be amended to reflect the 2020 ABC budget agreed with Tusla.
- The ELI Projected Expenditure 2019/20 is based on costs in previous years, pledge funding, outstanding grant applications as well as proposed programme expansion for 2019/20. It will be amended in December 2019 to reflect funding received and additional pledges/grants.

3.1 Income 2018/19

ELI raised a total income of €1.6m in 2018/19, of which €966k (61%) came from statutory funding with the remaining €618k (39%) coming from our Corporate, Trusts, Foundations and Individuals.



Of the income raised, 61% was statutory funding. Total statutory income for the year 2018/19 generated €966k, which is an increase from €742k (48% of income) in 2017/18.

The majority (46%) of statutory funding was allocated through the Area Based Childhood (ABC) Programme, which is now co-funded by the Department of Children and Youth Affairs and Tusla, the Child and Family Agency. This is accounted separately to ELI.

The remainder (15%), which accounted to ELI (1026), came through the North East Inner City (NEIC) Government Task Force, EU Funding and other income.

The rest of ELI's income (39%) was raised through donations from our corporate partners and grant applications. Total voluntary fundraised income for the year 2018/19 generated €618k, which is a decrease from €768K (52% of income) in 2017/18. This was mainly due to a decrease in funding from grants (20% in 2017/18 compared to 12% in 2018/19) rather than our corporate and individual partners (30% in 2017/18 compared to 27% in 2018/19)

The Development Committee is continuously committed to growing our fundraising income streams along with the ELI team engaging with existing funders on a regular basis through e-mails, newsletters, volunteer training and involvement, reports, meetings and events. Our Development Manager, Shivonne Heery, resigned in March to focus on her family commitments and we are in the process of recruiting a Development and Volunteering Officer. We thank Shivonne for her contribution to ELI and wish her all best in the future.

3.2 Governance

Public Statement of Compliance: "We confirm that our organisation complies with The Governance Code for the Community, Voluntary and Charitable Sector in Ireland".

National College of Ireland complies with The Governance Code and renewed its adoption of the Code (minuted in the Governing Body Meeting May 18th, 2018). The new Charities Governance Code has been issued by the Charity Regulator with 2019 a year of learning and preparation for charities (<https://www.charitiesregulator.ie/en>). NCI will be reviewing its practices under all of the core standards outlined in the Code to confirm compliance in 2020.

ELI is committed to complying with The Guidelines for Charitable Organisations Fundraising from the Public (the 'Guidelines') issued by the Charities Regulator in September 2017. The Guidelines replace the 2008 *Statement for Guiding Principles for Fundraising*. You can find a copy of our up-to-date charters on our website at: <https://www.ncirl.ie/ELI>.

3.3 Acknowledgements

We would like to pay tribute to the generosity of all our donors, who ranged from businesses engaged in social responsibility, to Government, to socially minded individuals like Keith Ennis, Joseph E. Corcoran, Colin and Nikki Ryan, and those who wish to remain anonymous. Many of our donors have been with us from the beginning and play an active role in helping us improve educational outcomes for children, families and communities.

Tusla, The Child and Family Agency, has now taken over the ABC Programme, which will be incorporated into their Prevention, Partnership and Family Support (PPFS) section. As a long-term

valued partner at local level, this is an opportunity to work more closely in ensuring that children and families get the support they need to thrive in education, career and life.

Led by our long-term supporters, interest in ELI from corporate organizations has grown considerably this year and we were delighted to welcome several new companies on board. Their support is very much valued as it helps us extend our innovative work to meet the needs of children and families in Dublin’s Inner City, including those living in homeless and emergency accommodation. We would also like to acknowledge the support of those who gave their time and expertise on a pro bono basis. It too is very much appreciated.



Many of our corporate partners were involved in volunteering and we were delighted to have such valuable input into our programmes. Their contribution builds bridges between the local community and the corporate world. It gives children, young people and their families an insight into the ‘real’

world of work and inspires them to improve their social, language, literacy, coding and numeracy skills; succeed in education and gain the qualifications needed to work in these organisations.

It was also great to see so many of our corporate partners and volunteers at our ELI Christmas Celebration Event in December and other events throughout the year. They are wonderful opportunities for us to thank our very generous partners for their support and get their valuable input into our volunteering and other programmes.

A special thank you to Dan O'Connor (Director, CRH), Declan Quilligan (Managing Director, Citco Fund Services), Sean Reilly (Executive Chairman, McGarrell Reilly Group), Michael Hartwell (Partner, Deloitte) and Thadg Young (COO & Senior VP, State Street) for their invaluable input as part of our ELI Development Committee.

3.4 Actual Expenditure - Year Ending 30th June 2019

	Projected Expenditure Year ending 30th June 2019	Actual Expenditure Year ending 30th June 2019	Variance in Expenditure Year ending 30th June 2019
	€	€	€
ABC	0-2 Home Visiting & Parenting Groups	117,000	(€81,842)
	Restorative Practice Programme	49,300	(13,291)
	Early Years Programmes	100,600	8,098
	ParentChild+ (PCHP)	315,000	52,805
	Doodle Den Programme	90,000	(28,773)
ELI	Home Visiting & Parent Support	0	(71,101)
	ParentChild+ (PCHP) - NCI	300,700	162,118
	ParentChild+ (PCHP) - AMIF	50,000	(27,210)
	ParentChild+ (PCHP) – National	100,000	(66,776)
	NEIC Restorative Practice Initiative	41,300	(53,184)
	Primary Programmes	100,000	19,674
	Robotic Coding Clubs	86,000	3,050
	Second & Third Level	172,000	78,257
Total	1,521,900	1,540,075	(18,175)

Notes:

- The costs included above represent the direct costs incurred of providing the ELI/ABC Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.
- The higher spend was due to the increased participation rates in the 0-2 Home Visiting and Parent Support Programme, the delivery of additional Restorative Practice Parenting Groups, a fourth Doodle Den site, additional funding for Parent Support Groups, additional PCHP families in Galway and Limerick, and also greater participation in the NEIC Restorative Practice Programme.

3.5 Projected Expenditure - Year Ending 30th June 2020

	Actual Expenditure Year ending 30th June 2019	% of Expenditure 2018/19	Projected Expenditure Year ending 30th June 2020	% of Projected Expenditure 2019/20
	€		€	
	198,842	13.5%	200,000	12.5%
	62,591	4.5%	66,000	4%
ABC	92,502	6.5%	100,000	6.5%
	262,195	18%	300,100	19%
	118,773	8%	130,000	8%
	71,101	4.5%	80,000	4.5%
	138,582	8.5%	150,000	9%
	77,210	5%	80,000	4.5%
ELI	166,776	10.5%	170,000	10%
	94,484	6%	50,000	3%
	80,326	5%	90,000	5.5%
	82,950	5%	80,000	4.5%
	93,743	6%	150,000	9%
Total Costs	€1,540,075	100%	€1,646,100	100%

Notes:

- The costs included above represent the direct costs incurred by providing the Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.
- The ABC Projected Expenditure 2019/20 is based on the 2019 budget approved by Tusla for the calendar year 2019. Funding from January to June 2020 is subject to its inclusion in the Government's 2020 Budget. The projected expenditure will be amended in December 2019 to reflect the 2020 ABC budget agreed with Tusla.
- The ELI Projected Expenditure 2019/20 is based on costs in previous years, pledged funding, outstanding grant applications as well as proposed programme expansion for 2019/20. It will be amended in December 2019 to reflect funding received and additional pledges/grants.

4 CORPORATE VOLUNTEER PROGRAMME

ELI's volunteer programme, which began in 2010 with eight volunteers, provides rewarding, diverse volunteer experiences, which give employees in our corporate partners the opportunity to interact directly with children and their families in the community in which they work. The programme offers mutual benefits – allowing corporate staff to enhance their own interpersonal communication skills while simultaneously making a positive difference to the educational life chances of the people in their locality. This section outlines the Volunteer Programme for 2018/19.

Targets

- To augment the work of the Early Learning Initiative and the service it provides to Dublin's Inner City community.
- To provide corporate volunteers with positive meaningful interactions to enhance their interpersonal and employability skills.
- To allow corporate volunteers to contribute to the community, as well as developing their employability skills.
- To enable our corporate partners to deliver on their corporate social responsibility agendas.

In 2018/19, 346 corporate employees volunteered with ELI compared with 349 in 2017/18. The decision in 2016/17 to extend the volunteering opportunities to afterschool and out-of-school programmes was expanded further in 2018/19. This led to an increase in the organisational complexity of the ELI Volunteering Programme and the involvement of more members of the ELI team. Programme Coordinators now take responsibility for the corporate employees who are volunteering on their project.

As in previous years, there were two intakes of volunteers in Sept/Oct and Jan/Feb with companies encouraged to become involved in the programmes that interest them most; nominate a volunteer coordinator and hold volunteer information/training/inductions sessions in their offices. The new e-Garda Vetting procedures speeds up the volunteer vetting process considerably but there can be issues when volunteers do not complete the forms on time or in full.



Corporate Volunteers at the Table Quiz Challenge in NCI

Corporate Engagement

Programme	Number of Volunteers	Lead Corporate Partner
Early Years Programmes		
Home Visitor IT Upskilling	16	Mason Hayes & Curran
Afterschool and Community Programmes		
Doodle Den	14	KPMG
Zoom Ahead with Books	26	Central Bank, Citco, FMS-WM, BNP Paribas, Kennedy Wilson
Afterschool Coding Club	28	Deloitte, McCann FitzGerald, Central Bank, The Panel, Linesight, RBC Investor and Treasury Services, BNP Paribas, Hubspot, SAP, basis.point, Microsoft
RP Opening the Door	23	KPMG, NTMA
Love Education & A Day in the Life Events	37	KPMG, McCann Fitzgerald, Arthur Cox, Central Bank, Citco, The Panel, Centaur, Linesight, FMS Wertmanagement, HubSpot, Airbnb
Language Cafés	11	Central Bank, FMS Wertmanagement, Hubspot, Airbnb
ELI Scholarships	2	Citco, Dublin Port
STEM Play and Learn Show case	10	State Street
Primary Level Programmes		
NCI Rummikub Challenge	10	McGarrell Reilly
NCI Quiz Challenge	11	Central Bank, McGarrell Reilly
NCI Monopoly Challenge	20	Deloitte, Central Bank, McGarrell Reilly
Educational Guidance	15	Facebook, CITCO, The Panel, Centaur, Linesight, Dublin Port
Mentoring Circles	58	Facebook
NCI Newtown Project	5	National College of Ireland, State Street
Second Level Programmes		
Discover University	60	Deloitte, McCann FitzGerald, Facebook, Arthur Cox, Central Bank, Citco, The Panel, FMS Wertmanagement, Dublin Port, BNP Paribas, Hubspot, Philip Lee, Dunnes Stores
Total	346	

Corporate Volunteer Feedback

Feedback from volunteers was very positive with all volunteers reporting that they were

- ✓ Happy they volunteered
- ✓ Enjoyed volunteering with ELI and
- ✓ Recommending the experience to a friend.

“What worked well was the group reading and writing sentences about the book. Phonics bingo and phonics snakes and ladders. Each class was different, and the children seemed really happy.”

“It opened my eyes to a part of Dublin that I was completely ignorant of. I was initially embarrassed when I realised my ignorance but really tried to move past that and just interact with the young people on a human level.”

“I would definitely participate again and recommend other people to sign up for future sessions. I think it hopefully was a learning opportunity for the kids as it was for us. As said during the discussion today, I would welcome the opportunity to keep track of the kids' progress in the future.”

What motivated you to volunteer?	Volunteering with ELI enhanced my:
To make a difference 89%	Pride in community 68%
To have fun 39%	Communication Skills 50%
To enhance skills 22%	Job Satisfaction 50%
To network 16%	Leadership Skills 21%
Team building 10%	Confidence 21%

5 AREA BASED CHILDHOOD (ABC) PROGRAMME

Jointly funded by the Department of Children and Youth Affairs and Atlantic Philanthropies, the Area Based Childhood (ABC) programme targets investment in evidence-informed interventions to improve the long-term outcomes for children and families living in areas of disadvantage. It aims to break “the cycle of child poverty within areas where it is most deeply entrenched and where children are most disadvantaged, through integrated and effective services and interventions” (Programme for Government, 2013), in the areas of child development, child well-being, parenting, and educational disadvantage.

The Area Based Childhood Programme



An Roinn Leanaí
agus Gnóthai Óige
Department of
Children and Youth Affairs

TÚSLA

An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

Building upon the existing expertise and interventions in the area, the aim of the Docklands and East Inner City ABC Programme is to continue and extend the existing programmes, which address disadvantage in the Dublin Docklands and East Inner City through the provision from pre-birth of an integrated programme of interventions and support for children, their parents and families, and educators.

5.1 Project Objectives:

- To improve wellbeing, developmental and learning outcomes for children (0-8 years)
- To increase parental skills, knowledge and engagement in all areas of their children’s development, and learning
- To ensure effective transitions for children at key developmental stages and between home, primary schools, early years, statutory & community services
- To continue to improve the quality of the services (statutory, community and voluntary) provided to children and their families
- To enhance and develop the existing interagency collaboration within the area, including implementing the Meitheal Practice Model
- To enable children and their families to experience a safe, secure, stable, caring, holistic, learning and restorative environment at home, in services (statutory, community and voluntary) and throughout the community

5.2 ABC Consortium

As the lead organisation, NCI has responsibility for the financial, management, contractual, reporting and governance requirements of the Docklands and East Inner City ABC Programme. Each member of the consortium is jointly responsible for planning, implementing and evaluating the project.

Representatives of each member of the consortium at management level met three times last year in September, January and June to discuss and agree the overall direction of the project and the

implementation plans. On average, eight representatives, excluding ELI, attended these meetings. Follow-up individual meetings were held with those who could not attend. Members of the Consortium also received regular e-mails throughout the year informing them of all developments. Here is a list of organisations who have signed the MOU and are members of the ABC Consortium.

Areas	Organisation
Ringsend	Ringsend and District Community Crèche
	St Patrick's Boys National School
	St Patrick's Girls National School
	Ringsend and Irishtown Health Centre
North Wall	After School Educational Support Programme
	St Laurence O'Toole's CBS
	North Wall CDP
	St Laurence O'Toole's Girls School
	St Laurence O'Toole's Junior Boys School
Summerhill	LYCS
	Ozanam House Resource Centre
	O'Connell's CBS
	Central Model JNS
	Central Model SNS
	Community After School Project (CASPr)
	Holy Child Preschool
	North Strand Health Centre
	HSE PHN Summerhill
	Rutland St National School
	HAY Garda Youth Diversion Project
	Hill Street Family Resource Centre
East Wall	Daisy Days Community Crèche
	St Joseph's NS
	East Wall Health Centre
	NABCO - Island Key
	St Mary's NS, Fairview
City Quay	City Quay National School
	St Andrews Resource Centre Crèche
	Fledglings St. Mary's Crèche
	Pearse Street Health Centre
	Scoil Catriona, Baggot St
South City	Charlemont Regeneration Board
Voluntary & statutory agencies who work across the areas	Early Learning Initiative
	Dublin City Libraries
	Tusla – Northside
	Tusla - Southside

The following organisations are aware and supportive of the Docklands and East Inner City ABC Programme:

Organisation
Area Manager, HSE, Dublin North City
Acting General Manager, HSE, Dublin North City
Primary Care Unit - HSE, Dublin South Central
Integrated Service Area Manager, HSE, Dublin S. Central
Primary and Community Operations Manager - HSE, DSC
Director of Public Health Nursing - HSE, Lord Edward St
Director of Public Health Nursing - HSE, Cherry Orchard
Child Protection, Garda Siochana, Store Street, Dublin 1
Child Protection, Garda Siochana, Pearse Street, Dublin 2
Restorative Practice, Garda Siochana, Store Street, Dublin 1
Restorative Practice, Garda Siochana, Pearse Street, Dublin 2
Children's Services Committee - Northside
Children's Services Committee - Southside
National Maternity Hospital, Holles St
Rotunda Hospital
YPAR - Northside

5.3 Key Project Activities

- Implement the following evidenced based programmes:
 - 0-2 ABC Programme (Home Visiting and Community Support)
 - Parent Child Home Programme (18 months - 3 years)
 - Early Numeracy Programme (0-8 years)
 - Zoom Ahead with Books (4-6 years)
 - Doodle Den (5-6 years)
 - Restorative Parenting
 - Restorative Practice
- Enhance and sustain the existing interagency collaboration within the area through engaging with the new agencies and structures e.g. Children Services Committees; Tulsa Child and Family Support Agency; HSE; Meitheal Practice Model.
- Implement fully the Meitheal Practice Model and integrated service delivery in early years' services, primary schools, and after school services.
- The Restorative Practice approach is being used in schools and youth projects in the North Inner City.

5.4 ABC National Evaluation

As an ABC Programme, we are part of a National Evaluation of the ABC project, which is managed by the Centre for Effective Services (CES), both through the National Evaluation Group and the ABC Managers' Forum. Across 2018/19 the evaluation team were busy completing the final reports in addition to creating evaluation materials and a data template for local use. A summary report of the national evaluation of the ABC Programme was delivered to all sites in January 2019. The evaluation team also prepared a poster and short brochure outlining the key findings from the national evaluation of the ABC Programme, in addition to some local findings, which will be delivered in July 2019.

6 PROGRAMME SUMMARIES

This section gives a brief summary of all ELI's programmes in 2018/19 as well as briefly outlining our plans for 2019/20. More details on each programme are available in the full End-of-Year Report. If you would like a copy or would like more information on a particular programme, please contact Dr Josephine Bleach by e-mail josephine.bleach@ncirl.ie or phone: 01 4498639.

Early learning is the foundation for all subsequent learning. It is within the period of early childhood (0-6 years) that achievement gaps begin to emerge and, unless they are addressed, these gaps will compound as time progresses. Central to young children's learning is high quality adult interactions and a challenging and stimulating learning environment, both at home and in early years' settings. The main focus of ELI's *Early Learning Programmes* (0-6 years) has been on helping parents and early childhood and education practitioners to develop children's social, language and thinking skills from an early age and thereby ensuring that children enter school ready to learn, with the skills they need to be successful throughout their education. ELI's Early Learning Programmes include parent toddler groups, parenting courses, professional development for early year's practitioners, and a mentoring programme for early years' services, as well as the Parent Child Home Programme (PCHP).

ELI believes that intervention at this level will increase the likelihood of children, with the support of their parents, progressing through the education system to third level, and developing the skills required to achieve their educational and career goals.

Objectives:

- To improve the educational outcomes for children in the Dublin's Inner City, particularly in literacy and numeracy
- To increase parental involvement in their children's development and education
- To support the early childhood care and education workforce in implementing *Aistear*, the *Early Childhood Curriculum Framework (Aistear)* and *Síolta*, *The Quality Framework for Early Childhood Education (Síolta)*
- To ensure continuity and progression in learning for children moving from home to early years' settings to the local schools

While support in the Early Years is undoubtedly an essential part of our approach, we strongly believe that continued input throughout the stages of development is a key element in addressing educational disadvantage within the Dublin Docklands. Through our protracted period of intervention, we hope to improve the developmental and educational trajectories of children, and sustain high levels of parental involvement in their children's education. Our programmes are developed through careful collaboration with local schools, after-school services and youth organisations, and respond to areas of need that have been identified within the community. The Stretch to Learn Programmes include Primary, Second, and Third Level as well as the newly developed after-school and community programmes.

Objectives:

- To enable young people to develop the skills they will need to achieve their educational and career goals
- To enable a rich learning environment at home, in school, after-schools and youth organisations in Dublin's Inner City community
- To increase parental involvement in their children's education and learning
- To widen participation in higher education within Dublin's Inner-City

6.1. Home Visiting and Parent Support Programmes

The aim of these programmes is to promote positive learning interactions between parents/guardians and their children and help parents/guardians and extended family develop the understanding, skills and knowledge needed to support their children's developmental, educational and life journeys. These programmes developed in collaboration with local parents and services are the ABC 0-2 Home Visiting Programme; ABC 0-2 Community Parent Support Groups; ParentChild+ (formerly Parent Child Home Programme); Home from Home Transition Programme and Restorative Parenting.

6.1.1 ABC 0-2 Years Programme

The 0-2 Years Programme was designed to enrich the home learning environment for parents/guardians with children under two years of age. As a universal, prevention-based programme, families from pre-birth to two years of age are supported to improve wellbeing, developmental and learning outcomes for children while increasing parental skills, knowledge and engagement in all areas for their children's development and learning. Participation in the programme reflects the diversity of the catchment area with families from many different living and ethnic situations choosing to be part of one or both elements of ABC 0-2

In 2018/19 the programme focused on widening the interagency collaborations across the community, particularly in services working with families experiencing homelessness. The programme was also involved in the national review of the Community mothers. A total of 109 children and their families participated in the 0-2 Home Visiting Programme with 1,285 visits across the full year. **Feedback was very positive with 100% of parent agreeing that the programme benefitted both themselves and their children. They had learnt more about child development along with new approaches and ideas, particularly in relation to learning through interactions, baby massage, communicating with their baby, importance of play and tummy time as well as food planning and brushing teeth.**

"I've learnt how to speak to my baby in a tone that makes her respond. Also using the technique wait/respond/wait. I've noticed that when my home visitor comes my baby is very attentive to her- quiet and calm tone. So I was able to adapt it and get the most of our time together with my baby."

"I think it's important to have someone to talk with especially when you are a new mother and in the house all the time. It gives you some interaction, encouragement and you can talk about everything. It's nice to have someone."

"Yes, I learn with her my baby is like sponge because he want talking all the time and he repeat everything."



0-2 Home Visitor with Infant and Mam

6.1.2 ABC 0-2 Community Parent Support Programme

The ABC 0-2 Parent Support Programme, now in its fourth year, was developed and piloted in collaboration with local parents and professionals. It has a dual purpose of supporting parental involvement in their children's learning as well as proving an introduction to the other supports available in the area. All the sessions are based on best practice from the following: Aistear, The Early Childhood Curriculum Framework (NCCA 2000), Síolta the National Quality Framework for Early Childhood Education (CECDE 2006), Aistear Síolta Practice Guide (2015) Parents Together Community Course (Parents Plus & NCI 2008) and Parent Child Home Programme (PCHP).

In 2018/19 the number of Community Parent Support Groups grew to having more than one group for the majority of weekdays with approximately 459 children and their families engaged across eleven groups, in addition to 93 children and their families who participated in one of eight infant massage courses. Across the groups there was evidence of some parents not living locally traveling to the groups either by walking or by bus. There was also evidence of parents returning the groups with consecutive children. **Feedback was very positive with 100% of parents reporting that positive benefits to their own well-being and parenting in addition to their children's development and well-being.**

While parents are encouraged to attend various parenting and parent support groups running in the community, the following are available through the ABC 0-2 Programme:

- Storytelling Sessions in Pearse St Library
- Parent- Toddler group in Mark's Lane Primary Care Centre & Charleville Mall Library
- Toddler Groups within different Homeless Accommodation services across Dublin
- Mam and Baby Fitness Class in St Lawrence O'Toole CBS and St Andrew's Family Resource Centre, Pearse St
- Family Baby group- 'Read, Rattle n' Roll Pre-literacy Infant group' in Ringsend library & Irishtown/Ringsend Primary Care Centre
- Infant Massage courses carried out in various locations in Dublin, north and south.

“The atmosphere was great and the energy of the ladies reading is great. Everything is amazing!”

“Combination of stories and nursery rhymes is excellent. Staff work very well together, for a very enjoyable and interactive session. Thank you!”

“Excellent group, has made a huge difference to my skills and child's learning. I have already recommended to two friends. The facilitators are excellent, caring, supportive and helpful. They make the groups feel welcomed and supported. I really look forward to Friday group. They have been one in a million, would highly recommend”.

Due to the success of introducing the summer programme in 2017 we extended the programme to run throughout the months of July and August. All current parent and toddler groups and storytelling groups continued with the added extra of an afternoon group starting in July 2018. Each Monday of July and August were named as “out and about days”. This programme included a number of sessions in NCI for a messy morning, imaginative play morning and physical play event. Other weeks we encouraged families to go into the community with a trip to the Animal Museum and Merrion Square, Child Vision City Farm and a fitness class in Spencer Park city farm. The summer programme provided parents participating in the Parent Child Home Programme with the opportunity for continued supports over the summer months, given that PCHP visits operate primary school year only. Approximately 200 families attended one or more sessions over the months of July and August.



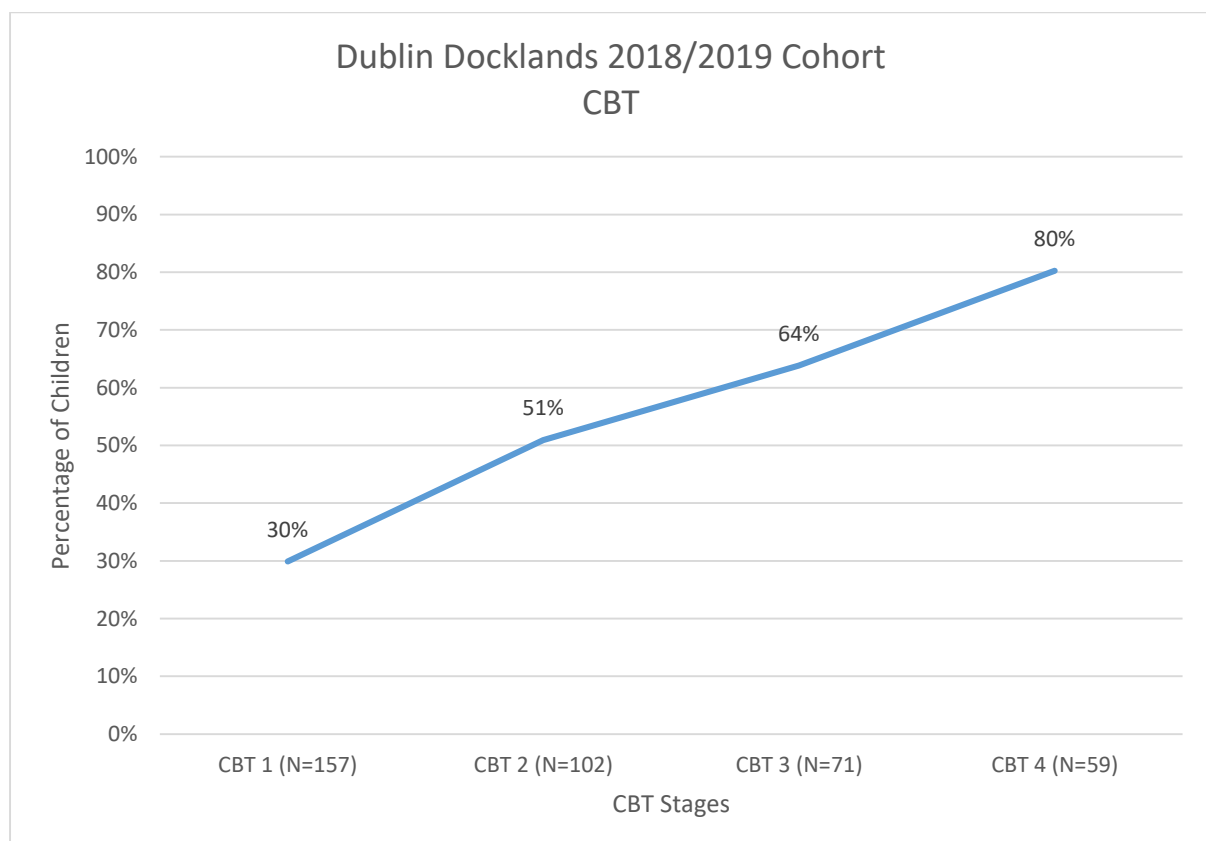
Children at National Gallery of Ireland “Out and About Day”

6.1.3 Parent Child Home Programme

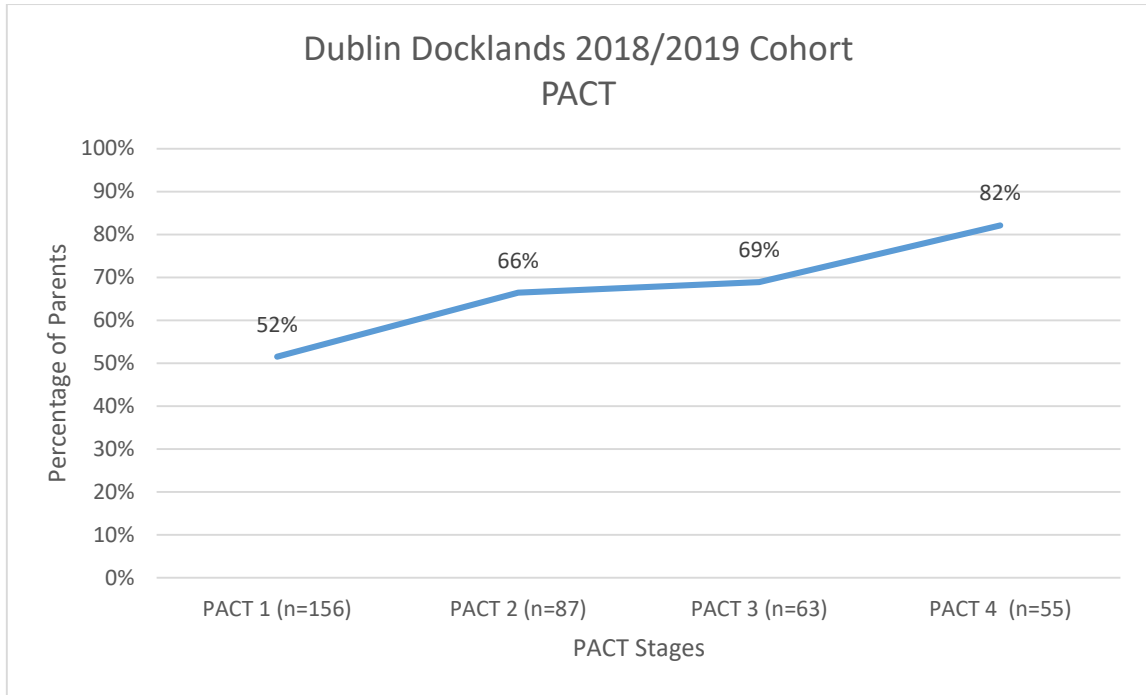
Originally from the US, Parent Child Home Programme (PCHP) is an innovative, home-based literacy and parenting programme that strengthens families and prepares children to succeed academically. Over a two-year period, Home Visitors model oral language, reading and play in their twice weekly visits. The families then continue the activities in their own time, thereby enabling the PCHP child and his/her siblings to develop their language, literacy and numeracy skills.

The PCHP was delivered in seven areas across Ireland. Two hundred and eighty-three children and their parents received twice weekly home visits in the Docklands and East Inner City Dublin, Bluebell and Crumlin (Dublin South City Partnership), North West Inner City Dublin (Daughters of Charity and DIT Grangegorman ABC Programme), Ballyfermot and St Ultan’s Cherry Orchard (ABC Family Matters and Ballyfermot Tolka Partnership), Ballinasloe (Galway Education Centre and Sisters of Mercy) and Limerick (Garryowen Community Development Group and Paul Partnership). In September 2019, ABC Blue Skies will commence the roll out of PCHP in the Clondalkin area of Dublin.

As in previous years, we have continued to see positive indicators of the benefits of the programme to children, their parents, their families and the wider community. As can be seen in the figures below, the assessments completed twice a year by the Home Visitors (CBT and PACT) continue to show positive developmental trends for the children and enhanced interactions between parent and child. **Overall, percentages of children meeting their developmental milestones have gradually increased from 30% at the beginning of the programme to 80% on completion of the programme. These figures indicate a positive development from 2017/18’s figures.**



There was significant increase in the percentages parents having positive interactions with their children from 52% at PACT 1 to 82% at PACT 2 with 87% of parents demonstrating an increase in positive verbal interaction and behaviour.



From September 2019, PCHP will become ParentChild+. This changeover is in process for all ParentChild+ sites globally. Starting in September 2019 there will be a media campaign on all ELI's social platforms to inform our supporters and the communities we serve. For the purpose of the annual report which informs the 2018/19 data, PCHP name will be used but thereafter ParentChild+ and it's new branding will be used on all reports and materials.



The PCHP Home Visiting Team

“My experience with the Home Visitors was that they were very professional and focused on the child. The activities were age appropriate and if our visitor felt she was a little advanced for the activity the activity was adapted to suit where possible.”

“The books are brilliant for the child’s imagination. PCHP showed me how to read it differently every time by pointing out the colours and what the characters are doing and the textures etc.”

“The team – everybody has so much time for you and your child. They are so professional, reliable, consistent, supportive, informative and understanding. My child has been part of ELI programmes since he was a few weeks old. The support I received has been amazing and to be honest my journey as a mother would not have been the same.”



PCHP Graduation June 2019

6.1.4 Home from Home Transition Programme

In an effort to meet the needs of the growing population of transient and homeless families living in our community, and to minimise the negative effects for children living in these conditions, the Home Visiting team have developed a new programme, which provides an integrated plan of intervention and support for families with children aged 16 months onwards. The Home from Home Programme offers families one visit per week (one hour) over a twelve-week period. These short but intensive sessions allow families to receive the programme with little interference to their daily lives.

Participating families receive a range of developmentally appropriate books and toys and Home Visitors model early years' learning strategies for families, explaining the developmental stages behind the play and the materials used. Information and materials are also provided to signpost families to services needed. The programme rolled out in May 2019 and will continue to grow into the coming year.

6.1.5 Restorative Parenting

The restorative parenting programme aims to support healthy parent-child relationships through supporting the development of parents' self-awareness, communication skills, and self-care practice. The approaches used within the programme help parents to engage with their families mindfully rather than reactively, seeking to understand their children's behaviour, and taking time to reflect on the types of engagement that are helpful and supportive. Through parents adapting a more mindful approach in their communications, they are teaching their children to model the same. Across 2018/19, seven courses and four workshops took place in variety of community settings (early years services, family resource centres, primary schools) with a total of 87 parents engaging. **Evaluations were very positive with 100% of parents stating that the course benefitted them and that they felt confident using the parenting approaches they learnt.**

"The course gave me time to learn, think and reflect on my parenting, making me more aware and conscious of my habits and behaviour - which I have started to change - in my understanding of the impact it has on baba. Through the words/language use, the things I do."

"It's made me more aware of my own behaviour and responses to my son and partner and has helped me to think of new approaches that might work better."

"Connecting with other moms to be able to see how normal our shared experiences are. Trying to pause and take time to understand child's behaviour and my own, learning to make more quality time with self and child."

6.2 Literacies Programmes

ELI's Literacy, Numeracy and Coding Programmes focus on supporting parents, services and schools to develop children's social, language and thinking skills from an early age; thereby, ensuring that the children and young people in the area continue to develop the skills needed to achieve their educational, career and life goals. These programmes, developed through careful collaboration with local services and schools, are Early Numeracy Programme, Zoom Ahead with Books, Doodle Den, NCI Challenges, Financial Literacy, Robotic Coding Clubs, Tuition Support and Language Café.

Objectives:

- Enable children and young people to continue to develop the skills they will need to achieve their educational and career goals
- Develop a learning rich environment in the Inner City Dublin
- Support parental involvement in their children's education and learning
- Encourage children's and families interest and pleasure in literacy, numeracy and Coding
- To widen participation in higher education within Dublin's Inner City

6.2.1 Early Numeracy Programme

Beginning in 2011 with funding from the National Early Years Access Initiative (NEYAI), this programme is aimed at improving early years' numeracy and mathematical skills from birth to 6 years of age. With funding from the ABC Programme, this programme has grown to 39 organisations and 1,934 children in 2018/19. The programme revolves around the three curriculum-focused early numeracy weeks. The numeracy themes for 2018/19 were Sequence and Pattern (November 2018), Time (February 2019) and Measurement (May 2019). **As in previous years, the majority of practitioners/teachers agreed that the Early Numeracy Week provides valuable learning opportunities for children (99%), parents (95%) and themselves (98%). Of parents, 96% were aware that the numeracy week was taking place; 94% used the numeracy activity cards at home with 99% recommending the Numeracy week and its activities to a friend. In addition, 89% of parents agreed that it had improved their children's understanding of the numeracy theme and helped them to get more involved with their children learning (91%).**

Getting children excited about numbers and noticing the difference things around the house i.e. counting doors, windows

"It made me aware of how easy it is to get the children to listen when they are interested in something."

"I recently was invited to my child's class to participate in numeracy games. This was fantastic as it gave me the opportunity to see my child and how she interacts with her school friends."

"The sequence and pattern activities worked well, because my child seemed really interested in that, and I found she was extremely observant on patterns at home, and also my other children at home got involved and I think my child really enjoyed that part of it."

As me and my husband are not from Ireland, it was a really nice opportunity for us to learn and teach new rhymes and songs.



Children Participating in Numeracy Activities

6.2.2 Zoom Ahead with Books

The *Zoom Ahead with Books* project encourages parental involvement and promotes children's enjoyment and motivation to read for pleasure. Each night over the four-week project, the children take home a book from the class library, sit, read and discuss the book with their 'book buddy' and then both draw a picture representing the book. This year 933 children and 58 teachers were involved in the programme. The programme was delivered to children in Preschool, Reception, Junior Infants, Senior Infants and 1st Classes, as well as in two afterschool services. Over the course of three weeks each child, on average, read eight books, cumulating in approximately 7,464 books being read. Each school/service had their own exhibition to showcase the framed pictures with displays taking place in their schools and one school hosting theirs at the National College of Ireland. As with previous years the feedback from both book buddies and teachers was very positive with **93% of Book Buddies and 81% of teacher agreeing that it was a valuable learning experience for the children. 88% of children agreed that the project helped them with their reading.**

"The programme promotes the love of reading and the involvement of parents in school life. Children were very excited to show their drawings and pick a new book the day after."

"It was amazing to have a set of colour pencils, and this took a lot of stress out; book, paper and pencils all ready to go. The kids can pick 'their' book which increases the joy. Both parents work fulltime – homework is done with afterschool care usually. This helped to get in touch with child's learning and thinking and approaching problems and level of skills."

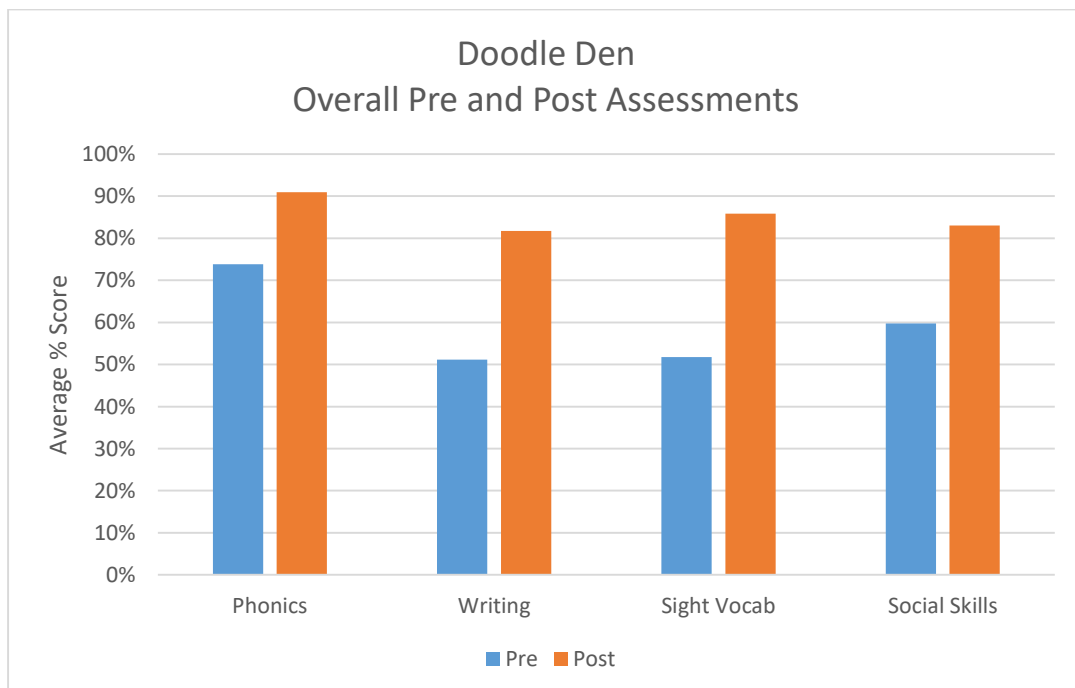
"Through the programme my child has increased their interest in reading and enhanced their language skills. As parents, we spend more time with him, have more fun relationship and have become more patient with him."



Zoom Ahead with Books Exhibition

6.2.3 Doodle Den

Doodle Den aims to improve literacy among children (five to six years) using a wide range of activities in an afterschool setting. A total of 60 children enrolled in the programme in September 2018. However, over the course of the year the numbers attending decreased with 44 children graduating in June 2019. **Average scores across all assessment areas increased from 59% to 85% across the year.** The graph below presents overall pre-and-post programme scores combined for all children involved in Doodle Den in 2018-19. **The greatest increase was in the children’s sight vocabulary.**



Feedback from the children was very positive with 97% finding Doodle Den fun, 92% finding that it helped them with their reading and 78% finding it helpful their writing. Interestingly, 83% said that Doodle den was helping to make reading easier at school, while 100% said that it was making writing easier at school.



Children at the Doodle Den Graduation

"I cannot fault the programme in any way. I have a very honest, outspoken child who came and pleaded with me to join Doodle Den. It was the best decision I have made as my child matured since joining. Teachers are fantastic and very understanding. She has never once asked can she skip a day and that is saying a lot :)"

"My daughter's confidence around reading and writing has greatly improved. She has really enjoyed attending. "

"For me the best thing about the programme is watching the children's confidence grow. The children are very happy in the programme. It was great to see the children improve reading and writing skills. I also feel the parent sessions are very beneficial. Building up a positive relationship with the children."

6.2.4 NCI Challenges

The NCI Challenges are designed to encourage the development of cross-curricular skills as well as encouraging parental involvement in their children's education and schools. The inter-school challenges promote the development of children's literacy, numeracy, general knowledge and social skills through playing board-games like Monopoly (money, number, problem-solving), Rummikub (number, pattern, sorting) and the table Quiz (general knowledge, literacy).

In 2018/19, 196 children took part in one of the NCI Challenges. Feedback was very positive with all involved **(100%) agreeing that these Challenges provided valuable and enjoyable learning opportunities. When asked what they learnt through taking part in the NCI challenges, children commented on learning about the game and strategic playing, learning general knowledge and learning mathematical skills. Children also mentioned how the challenges supported them in developing their social skills.**

"I liked that you are a team and you get to help everybody on your team."

"I liked that I learned a lot of things."

"I liked that everyone was participating."



Monopoly Challenge at NCI

6.2.5 Financial Literacy Programme

The Financial Literacy Programme was developed in 2014/15 and was run initially in five primary schools. In 2016/17, it was extended to after-school services. The programme targets children, aged 4-12 years old and covers topics such as income, budgeting, saving, borrowing and currency. This year, it was delivered to 29 students in two local afterschool services. One of the participating afterschools requested to continue the programme with two new additional cohorts of children as part of their summer programme. **Assessments were positive with 100% of children improving in their ability to complete the post-test assessments. The challenging topic for the junior groups was spending wisely; while the most challenging topic for the senior group was currency. All students agreed that they had learnt a lot from the programme with 90% agreeing that they have a better understanding of money topics and that they and their family have to make choices about how they spend money.**

6.2.6 Robotic Coding Clubs

The Robotic Coding Clubs for children aged seven to twelve years old continued in 2018/19 in collaboration with NCI's School of Computing, SFI, Deloitte and Hubspot. Participants learned about robotics, programming and electronics with an mbot, which is an easy-to-assemble robot that provides infinite possibilities for students to learn STEM (Science, Technology, Engineering, and Mathematics). In total, 102 students were involved in the club across eight sites. Pre- and post-programme assessments were administered to the students in order to explore the development of the students' understanding, knowledge and skills. Of the children that completed both pre- and post-programme measures, **78% improved in their assessment scores after completing the programme.; 91% agreed that their knowledge of computers and technology had increased with 83% stating that the Coding Clubs made them more confident with computers and technology.** This year there was an increased focus on parental involvement with parents being encouraged to attend events and get involved by providing positive encouragement and support for their children's learning. Parents and families also received invitations to attend the final event, the NCI Coding Challenge, where students were asked to code their mbots before they faced a series of challenges.

Minecraft featured as part of the programme with Microsoft volunteers facilitating a session midway through the programme to teach children the core aspects of Minecraft. The session was received very well by the children and was a welcome addition to the club. ELI also collaborated with NCI's NEWTON team to provide an event for 132 children aimed to give the opportunity to children from Dublin Docklands area schools to access technology enhanced STEM education through the technologies and educational applications available in the NEWTON Earth Course large-scale pilot designed for primary education.

*"It was fun doing teamwork."
"It was the most fun thing I've had in a while."
"The staff is very pleasant."
"I would love to do it next year."*



Robotic Coding Club Challenge

6.2.7 Tuition Support

Community Based Tuition Support was delivered to 14 students in St Mary's Youth Club, East Wall. Three Maths tuition sessions ran on a weekly basis – Leaving Certificate Higher Level Maths, Leaving Certificate Ordinary Level Maths and Junior Certificate Maths (mixed Levels). Leaving Certificate Irish Tuition (mixed levels) began running in April 2018 and started up again in February 2019. **All students (100%) stated that they found these workshops helpful in improving their skills.**

“Increased confidence before the oral, also benefitted from hearing of various accents before the listening exam while being enabled to ask questions about the prose section.”

“Students were encouraged to identify areas of the curriculum causing them difficulties and these were addressed during the tuition sessions.”

6.2.8 Language Cafes

A Language Café event was developed to facilitate the need for language-learning in a fun, immersive and interesting environment, between secondary school students and corporate volunteers. This event was a round-table style event, where students sat tables with a native/fluent French/Irish/Spanish speaker, who facilitated conversation in the target language using prompt questions, flashcards and games. After ten minutes, students switched tables to chat with a different volunteer. These events were run twice in 2018/19, one in the offices of Air B'n'B and another in NCI, with a total of 59 students. **Feedback was positive with 100% of students agreeing that they felt more confident in speaking and learning a second language.**

“The way they asked about different things about our life and how we have a real conversation and it wasn't scary.”

“It was very helpful. Helped prepare for the Irish orals next week.”

“They were really friendly.”



Language Café Event

6.2.8 Assessments

Standardised test results in English and Maths at seven years (second class) and 12 years (6th class) were collected from the local primary schools who participated in our programmes. This information was aggregated and compared with the baseline data collected by the Children's Research Centre, Trinity College (Share et al., 2011) along with data from national norms. This year 11 primary schools, both North and South side, submitted their aggregated scores. This included two schools who had not submitted their results in previous years.

In 2018/19 there was a slight increase in second-class student's Micra-T/Reading scores with the number of students scoring between average and above average increasing from 66% in 2018 to 72% in 2019 which is above the national average (67%). An increase was also seen in sixth class Micra-T/Reading scores with the number of students scoring between average and well above average increasing from 52% in 2018 to 57% in 2019 which is below the national average (67%).

In Maths (Sigma-T), the number of second-class students, scoring between average and well above average again increased from 64% in 2018 to 70% in 2019, which is well above the national average (67%). Sixth class students Sigma-T/Maths scores have also increased with the number of students scoring from average to well above average increasing from 58% in 2018 to 61% in 2019, slightly below the national average (67%).

More details on the assessments are available in the full End-of-Year Report. ELI can make a copy of this larger report available upon request.

6.3 Educational Guidance

The main focus is on supporting young people, parents and communities' understanding of the education system and the impact of certain decisions such as subject choices on young people's ability to access further education and career opportunities; thereby, ensuring that the children and young people in the area achieve their educational and career goals. These programmes, which are developed through careful collaboration with local schools, afterschool, youth and community services, are Love Education, Educational Guidance, Mentoring Circles, NEIC Brighter Futures Restorative Practice, Discover University, Third level drop-in clinics, Third-Level Internship and Educational Support Fund.

Objectives:

- To raise children's and young people's educational and career expectations
- To widen participation in higher education within the Dublin's Inner City

6.3.1 Love Education

Across February 2019 three events were ran in collaboration with local schools, educational services, and corporate partners to demonstrate the positive aspects of education in Dublin's inner city. The first event was a round-table careers event for secondary school age students called A Day in the Life, followed by an early year's event and finally a showcase of Educational Guidance projects from students participating on that programme.

"The students REALLY enjoyed this event. All students who participated said it was excellent and they all agreed they got a lot out of it. The 'speed-dating' style approach worked really well. I had previously brought students to Careers Fairs and they said they didn't have the confidence to approach people and ask the questions they wanted. This way they were more comfortable. The people chosen to talk to the students seemed excellent."



Students and Volunteers at the A Day in the Life Event at NCI



Love Education Early Years Event

6.3.2 Educational Guidance (5th and 6th Classes)

This project-based learning Educational Guidance programme is targeted at fifth and sixth class in primary school. Beginning in 2009/10 at the request of local primary school principals, it aims to raise the awareness among students, parents and teachers of the necessity of having a third level education if one wishes to pursue certain careers. It is also meant to inform the local community of how choices made at the end of primary school can limit life chances in terms of accessing further education and career opportunities. This year the project was delivered to four services with a total of 57 children taking part. Evaluations were very positive with **88% of students hoping to go to college when they finish school**; which is a decrease on previous years but above 84% in ELI's baseline evaluation (Share et al, 2011) and 69% in National Assessments (ERC, 2010).

"I really enjoyed the lessons. The pack was put together really well and was easy to use. I also thought the project was a really nice way to consolidate the learning." (Teacher)

"Excellent presentation. Very well thought through and planned – an important point was that everyone had a chance to present. A credit to their teachers, school and families" (Corporate judge)



5th and 6th Class Students Presenting their Educational Guidance Project at NCI

6.3.3 Mentoring Circles Programme

The Facebook Mentoring Circles programme is a mentoring initiative for 5th and 6th class primary school students aged 11-13 years which connects the students with a mentor in Facebook for four group-learning sessions which builds the skills needed in order to complete and present a final project. Eighty-six students from the same four schools involved in previous years engaged in the programme over two days a week for four weeks. The final event was hosted by Facebook over two evenings with invitations to the graduation event extended to parents and family. Both events were very successful with all parties involved highly impressed with the performance of the students. Evaluations were very positive with **97% of students agreeing that they had learnt a lot. Their parents agreed with 96% of parents agreeing that participating in the programme was a valuable learning opportunity for their child.**

“Each visit child would come home and when you would ask how his day you would hear ‘Awesome!’ not the usual ‘fine’.”

“Meeting new people was great. Especially as all the children are in the years of social media and to interview an employee of Facebook was great. The new skills the children learned was great.”

“Working with their mentors in the small groups. Confidence building within their groups. Going to Facebook every week and seeing what they could achieve after school. Presenting their info on the Grad night was a

6.3.4 NEIC Brighter Futures Restorative Practice

RP training with children and young people aims to empower young people of all ages by providing life skills and strengthening people's ability to express themselves safely and imaginatively. Restorative practices provide young people with a range of skills and methods that promote mutually respectful relationships while building community cohesion.

Restorative Practice Conversations between corporate employees and local young people is a new programme developed as part of the North East Inner City (NEIC) Brighter Futures Initiative. The aim was to build trusting relationships between the young people and corporate volunteers; enhance the participants interpersonal and communication skills and increase the professional employability of participating young people. Arthur Cox, a long-standing ELI partner, piloted this programme during 2017/18. The programme ran again in 2018/19 in two youth clubs with Arthur Cox and with the National Treasury Management Agency. **Evaluations were positive with young people feeling that it improved their social (73%), leadership (87%) and communication (93%) skills with 60% feeling that they could work in these corporations in the future.**

"The programme enables the young people to build relationships and gain experiences with people from different backgrounds, cultures etc. that they wouldn't normally be exposed to. It gave them an insight into the corporate world and an understanding of how it works."

"The corporates bring a different perspective. They help people to see options and opportunities. They provide a positive experience that informs young people's expectations."

"It was clear that young people had more confidence engaging in the activity as the sessions went on. The facilitators and application using tasks was great."

During 2018/19, 29 children and young people from a number of local primary and secondary schools took part in the RP 'Relationship Keepers' Programme. The aim was to support students in becoming 'relationship keepers' in their school. This course equipped them with the restorative language, skills and tools necessary to build positive relationships and to resolve conflict with their peers, teachers and wider school community.



Relationship Keeper from Larkin Community College meet the Fearless Girl

6.3.5 Discover University

Discover University (DU) is a summer programme that aims to give young people aged fourteen to seventeen from disadvantaged communities across Dublin the opportunity to experience a taste of life at NCI and to see college as part of their future. Sixty young people aged fourteen to seventeen years old, from Dublin's Inner City and Ballymun participated in DU from the 19th – 28th June 2019 and were given the option of participating in one of four projects: Business, Computing, Early Years and Psychology. Students presented their projects at various intervals during the week to corporate volunteers, who gave them advice and support on improving their projects. The programme finished with a Project Showcase on Friday the 28th of June. This was followed by an official graduation ceremony and a BBQ for all, including invited guests. **Evaluations were very positive with 97% of young people stating that they were more excited about and better prepared for third level. Interestingly, 100% of their parents agreed that their children were more excited about and better prepared for third level.**

The focus on learning through fun workshops/lectures and educational projects. All programmes were very interesting and beneficial and I now have a great idea of what career I want to pursue in the future and hopefully study this in NCI.

For me everything went well. I really enjoyed it. At first I was scared to meet new people and communicate with them but then I got confident and could stand by myself.

The opportunity of a fun third level taster is a brilliant opportunity for my child. My child has learned several new skills and made new friends. Overall brilliant.



Second Level Students Participating in Discover University at NCI

6.3.6 Third Level Options Drop-in Clinics

The Third Level Options Drop-in Clinics programme continued to run in 2018/19 and three clinics were held over the course of the year, one in August in NCI, another in November 2018 in St. Laurence O'Toole Recreation Centre and one in O'Connell School later that month. The clinics were staffed by the second-level programme coordinator along with an NCI intern. The drop-in clinics were advertised among the schools, youth services and community services in the local area. Thirty people engaged in these clinics across 2018/19.



Student Availing of the Third Level Drop in Clinic

6.3.7 Third level Internship

The ELI Third Level Internship programme continued this year and offered eligible students the opportunity to work with ELI during the academic year, as well as partake in personal and career development opportunities with ELI corporate partners. In November 2018 a total of seven interns were hired with their contracts running until August 2019. They undertook a wide range of tasks, working on programmes such as the ELI Rummikub Challenge, Table Quiz Challenge, Financial Literacy, Zoom ahead with Books, Doodle Den and Coding Clubs. They undertook administrative tasks across most ELI programmes and assisted at events including the ELI Conference and Love Education.

6.3.8 Educational Support Fund

The Educational Support Fund in 2017/18 was set up with a grant of €20,000 donated to ELI by a very generous donor to support young people in Dublin's Inner City achieve their educational goals. The Fund was advertised in April 2018 for one month. Applicants had to be attending a primary (fourth class – sixth class) or secondary DEIS school (as set out by the Department of Education and Skills) or a local community or voluntary service with priority given to people living in Dublin's Inner City. In 2017/18, 41 candidates were successful with 20 receiving funding for educational equipment, mainly laptops; 18 getting funding for educational assessments and 3 receiving funding for educational courses. In 2018/19, further funding was made available by a very generous donor to support young people in Dublin's Inner City achieve their educational goals. The grants for any amount up to €400 was made available for any child or young person with learning difficulties or disabilities for Educational Assessments/Support.

6.4 Capacity Building Training and Mentoring

Long-term sustainable change requires continued innovation and upskilling. While changes in one family and service is always welcome, it is the collective impact on the community that will ensure that children and young people are growing up in a safe happy learning environment. ELI's aim is to collectively improve outcomes for children, young people and families through the provision of high-quality services. Continuous professional development (CPD) opportunities, which embed learning within services and allow for the dissemination of knowledge among practitioners and parents, is a critical element of ELI's work. Training, peer learning, communities of practice and on-site mentoring from ELI staff support practitioners to improve their practice and successfully manage innovation and change. Training and mentoring is provided in Home Visiting; My Place to Play; Digital Technology; Numeracy; STEM; Literacy; Síolta and Aistear; Restorative Practice; Self-care and Emotional Literacy.

Objectives:

- Empower and support professionals to be competent, confident, collaborative and restorative in their roles
- Improve the quality of service and learning environment provided by local services and schools through the provision of professional development, mentoring and networking
- Enhance interagency collaboration and support the development of a shared/Meitheal community-wide consistent approach to service delivery for children, young people and families.
- Improve the educational, life and career outcomes for the children and young people
- Build a strong, happy, positive and supportive community

6.4.1 Home Visiting and Coordinator CPD

As part of the ongoing commitment to professional development there is a continued focus on the upskilling on the home visiting team. Across 2018/19, this was delivered through ongoing training of the Home Visitor team and Home Visiting IT Mentoring including:

- Early Childhood Care and Education degree
- FETAC Level 5 in Early Childhood Education and Care
- Child Protection training
- Restorative Practice
- First aid
- Meitheal
- Engaging with children with additional needs
- Self-care training

6.4.2 My Place to Play Programme

In partnership with the Dublin City North Children and Young People's Services Committee (CYPSC) and Healthy Ireland Funds, the Early Learning Initiative's 0-2 programme along with other ABC sites, Preparing for Life in Darndale, Better Finglas and Young Ballymun, Dublin Region Homeless Executive (DRHE) and Focus Ireland, the *My Place to Play* Programme was developed and rolled out to families

with children under the age of one year living in emergency accommodation. This interagency project set out to enhance the learning and physical development for infants living in homeless emergency accommodation within Dublin City North. My Place to Play uses a mobile play mat and resources to promote a sense of wellbeing, belonging and self-identity for infants. In addition to encouraging tummy time, crawling and enhancing the parent-child interactions, the programmes overall objective is to ensure that families are strong and healthy even in the midst of adversity. **Feedback was positive with 100% of participant stating it gave parents more opportunities to play with their children and increased their awareness of tummy time (96%) and the importance of play (88%)**

“They felt as though being able to store the play mat away was very useful especially that these families are currently living in small rooms in emergency accommodation. They were very pleased with the mat and said their baby (6months) loved her time on it. She particularly loved the feet and hand rattles and it definitely increased her awareness of her hands and feet!”

“Sometimes parents stress they've no time to play. This gave a scheduled time frame where the child and parent could play freely together throughout the day.”



Infant Using the My Place to Play Mat and Resources

6.4.3 Home Visitor IT Mentoring

Between September 2018 and June 2019, a total of five Home Visitors engaged in IT mentoring sessions provided by Mason Hayes & Curran. Sessions were tailored by mentors to each Home Visitor's individual IT competency level. Topics and skills covered during mentoring sessions included Excel, Word, PowerPoint and Outlook (emails and calendar). **All Home Visitors reported that the experience has been positive for them and beneficial both professionally and personally.**

6.4.4 Early Years CPD and Mentoring

As part of the Early Numeracy Programme there are a number of different CPD and Mentoring opportunities aiming to embed learning within services and allow for the dissemination of knowledge among practitioners and parents. These included the

- **Early Numeracy Working Group:** With four offered throughout the year these meetings are integral to inform planning of the numeracy weeks and allows for feedback and reflection.
- **Pre-Numeracy workshops:** These are offered to each school/service two weeks prior to numeracy week to develop awareness of the materials provided and aid the development of plans for numeracy week.
- **FLORES (Family Learning Opportunity Research Engineering Science) Programme:** The teaching and learning department in NCI seconded a Full Bright scholar from Mercy College in New York to pilot the FLORES programme in schools within the numeracy programme to engage family participation with their child's learning of STEM subjects.
- **Emotional Literacy/Let's Talk CPD for Early Years Services and Schools:** To support the use of the Let's Talk Book for understanding the importance of self-awareness in working with children and supporting children to develop self-awareness and build the capacity to name and regulate their emotions.
- **National Síolta Aistear Initiative Training:** There was a National Síolta Aistear introductory workshop delivered with the purpose of increasing the understanding of and familiarity with the structure and content of the updated Aistear Síolta practice guide.

Feedback was positive with 100% of participants agreeing that the workshops would help improve the quality of their practice.

"Sharing ideas on what challenges/success other places have with parental involvement. Very helpful."

"They provide the space for us to think about our work and how we can improve it."

"Getting ideas from others and looking at the resources."



6.4.5 EU Literacy Project - Making Literacy Meaningful

Teaching staff in a multi-faceted Europe are continually confronted with questions around facilitation of children from a multitude of backgrounds. The Making Literacy Meaningful project, funded by the European Union under the ERASMUS+ Programme, is developing practically-oriented knowledge in the area of language and literacy development, with a specific focus on addressing the needs, challenges and opportunities resulting from multilingual and multicultural classrooms.

This year saw our second year of participation EU Erasmus+ Literacy Project *Making Literacy Meaningful* in conjunction with the School of Computing (Development of the MOOCs and Website); Teaching and Learning (Programme Content) and our partners from the UK, Germany, Luxemburg and Spain.

A Making Literacy Meaningful website <http://euliteracy.eu/> has been developed. It hosts materials specifically developed for the project as well as providing links to the two custom-designed MOOCs (Massive Open Online Courses) around Language Facilitation and Literacy Facilitation. Reflective tasks and practical implementation tips are designed to help practitioners to link theory to practice. NCI has provided teaching materials for the website.

The first MOOC, which focused on supporting the teaching of children who have the countries 'instructional language' as a second language (in the Irish context this will be children who have English as an additional language) is available online at this link: <http://literacymooc.eu/courses/teaching-in-multilingual-classrooms/>. The second MOOC, which focused on the teaching of literacy for all children, available online at this link: <http://literacymooc.eu/courses/mooc-2/>.

Project Meetings were held in Dublin (March) and Freiburg (July) this year with a Multiplier Event in Dublin (March). The project ends in August 2019. Plans have been made to continue the website, use of the MOOCs and the relationships developed during the project.



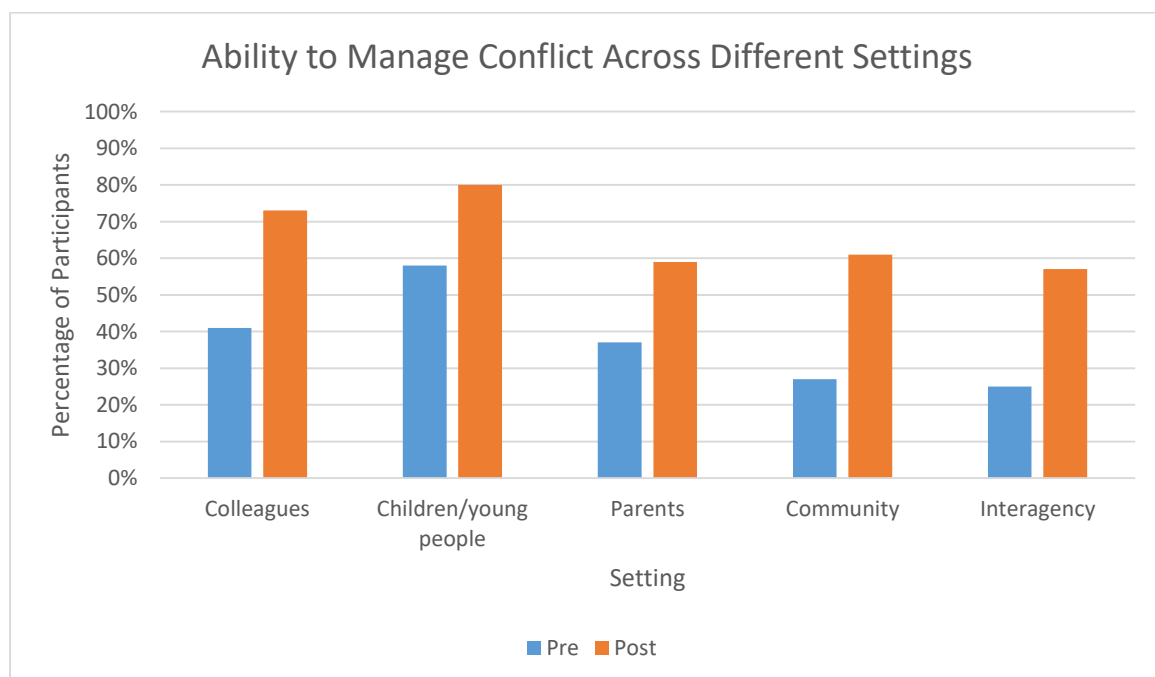
NCCA Presenting at the Making Literacy Meaningful Conference at NCI

6.4.6 Restorative Practice

Restorative Practice (RP), which is funded by the Government's Area-Based Childhood (ABC) Programme and the North East Inner City (NEIC) Task Force, is an approach to building and maintaining interpersonal relationships, resolving conflict and repairing damaged relationships. It provides a framework, which can support a wide range of organisations and sectors, including schools, early years' services, youth services, workplaces, communities and families – while complementing and supporting other approaches, such as coaching, mediation, and restorative justice. Diverse statutory, community, voluntary, public, civic, and corporate partners have been encouraged to get involved. In 2018/19, 469 participants attended Restorative Practice training, workshops and event. These included:

- Getting Started with Restorative Practice Training is for those who are engaging with RP for the first time, and provides an overview of the origins and development of Restorative Practice, the evidence of outcomes that can be expected from adopting RP, and an outline of the skills that are used when taking a restorative approach.
- Upskilling Training is for those who have already completed the initial workshops and who are interested in developing their skills. Training provides participants with the tools and confidence to facilitate restorative circles, restorative meetings and restorative conferences. Participants in this training gain the knowledge and skills to consistently take a restorative approach to their life and work.
- Summer courses and workshops, RP Skills for Positive Classroom and School Norms are provided for teachers in local schools.
- Mentoring and support is offered to all services that are engaging in Restorative Practice through on-site visits, phone calls, e-mails and Monthly Community of Practice Meetings. Four hundred and one adults participated in RP training with ELI in 2018/19.

Feedback was very positive with 100% of participants likely to use the skills learned in training. The graph below summarises participants' ability to manage conflict pre- and post- RP training.



"I'm calmer, consider my words/actions, more confident in resolving issues. Use the questions sometimes subconsciously."

"I work in Youth Justice so will be able to implement RP chats, meetings, circles and conferences as appropriate with YP I work with to repair harm but also to evaluate groups, celebrate successes, build stronger relationships."

"Improving relationships with young people, helping young people understand how others feel. Team ways of working all working from the same approach."



Restorative Practice Summer Course Participants

6.4.7 Self-Care and Emotional Literacy CPD

In 2018/19 in response to the growing needs of professionals working in our area CPD opportunities were developed in both Self-Care and Emotional Literacy.

- **Self-Care CPD:** Self-care CPD workshops were run with the PCHP Home Visiting team and Tusla North-side Family Support Team to support their wellbeing and resilience in the emotionally challenging work they do.
- **Emotional Literacy CPD Workshop for Doodle Den Facilitators:** A sufficient level of focus and attention is required from children participating in Doodle Den for them to successfully engage in the programme. A key identified challenge to this is a low capacity in participant children to regulate their emotions and behaviour. To address this challenge, a workshop was delivered for Doodle Den facilitators to support them in dealing with challenging behaviours in their settings.

Evaluations were very positive with 99% of participants finding the sessions helpful and 94% feeling confident in making changes to their self-care practice to support their work and resilience.

7 Research and Dissemination

Sharing our learning with others is at the heart of ELI's community action research process and mission of 'Working in partnership with local communities to support educational journeys and achievements'. Without it, our long-term vision of leading 'the way in providing first class educational support programmes within local communities, thereby enabling children, young people and their families to develop the dispositions, skills and knowledge needed to achieve their educational, career and life goals' will not be achieved. This section outlines how ELI shared the learning from its community action research process with local, national and international audiences in 2018/19.

7.1 Conference Presentations

Kent, G., Pitsia, V., & Colton, G. (2018). *Accounting for differences in cognitive development at four years of age; a preliminary investigation*. Presented at the British Psychological Society Developmental Section Annual Conference 2018, 12th-14th September, Crowne Plaza, Liverpool City Centre, UK.

Bleach, J. (2018). *10 years of voicing and valuing: daring and doing Community Action Research*. Presented at CARN Conference, 25th-27th October, Manchester, United Kingdom.

Moore, M., & Wheatley, E. (2018). *Let's Talk: emotional literacy book and programme*. Presented at CARN Conference, 25th-27th October, Manchester, United Kingdom.

Pitsia, V., Kent, G., & Colton, G. (2018). *Insights into the school readiness behaviours of 21st century learners living in areas designated as socio-economically disadvantaged*. Presented at 48th Annual Conference of the Psychological Society of Ireland, 8th-10th November, Clayton Whites Hotel, Wexford.

Pitsia, V., & Kent, G. (2018). *Variations in perception of five-year-old children's school readiness among parents and teachers*. Presented at ICERI2018, the 11th annual International Conference of Education, Research and Innovation, 12th-14th November, Seville, Spain.

O'Neill, J. (2018). *Benefits of home visiting to early years*. Presented at CDI Tallaght, 28th November.

Kent, G., & Pitsia, V. (2018). *Gender Differences in Cognitive Development and School Readiness*. Presented at Children's Research Network's 7th Annual Conference "Growing Up in the Digital Environment", 6th December, Chartered Accountants House, Dublin.

Bleach, J. (2019). *Voice in Action Research*. Presented at NEARI Meeting January 2019.

Bleach, J. (2019). *Voice in Action Research*. Keynote Presentation at the Network of Educational Action Researchers Ireland (NEARI), 26th January, Marino Institute of Education.

O'Buachain, C. (2019). *FLORES Pilot Programme Parents and Children Learning about STEM Together*. Presented at Early Childhood Ireland Conference, 12th April.

Wheatley, E. (2019). *Widening the Circle: assessing the impact of implementing a restorative neighbourhood approach to improve civil society and community health in Dublin*. Presented at IIRP Europe Conference "Community Well-being and Resilience, 14th-17th May, Kortrijk, Belgium.

Kent, G. (2019). *A Comparison of the Home Learning Environment of Families at Risk of Socio-Economic Disadvantage to National Norms in Ireland*. Presented at NCI 1st Annual Research Day, 14th June 2019.

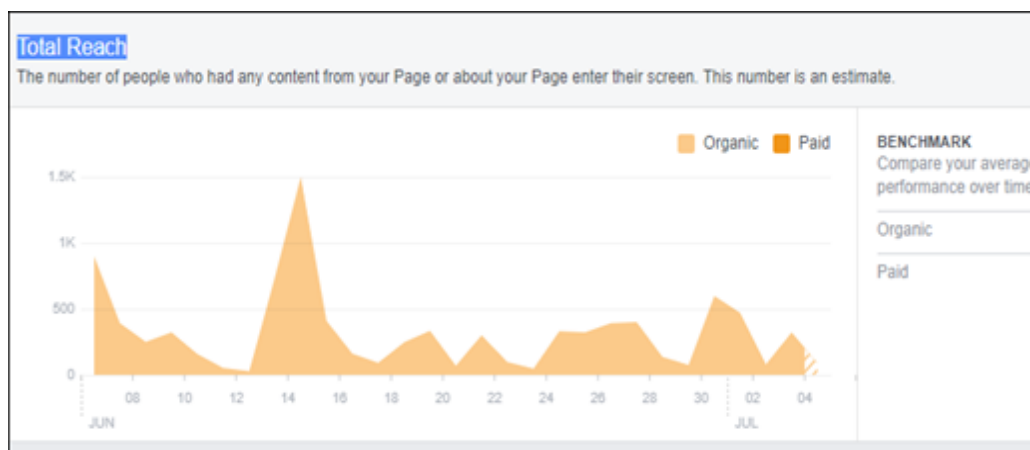
Cummins, L., & Connell, G. (2019). *Robotic Coding Clubs: A Community Action Research Project*. Presented at NCI 1st Annual Research Day, 14th June 2019.

7.2 Publications: Papers, Books Chapters, Newsletters and Articles

- Bleach, J. (2018). Key Messages on Partnership with Parents, Supporting Parents as the Primary Educators of their Children, Mooney, B. [Ed.]. (2018). *Ireland's Yearbook of Education 2018-19*. Available from:
https://issuu.com/educationmattersie/docs/irelands_yearbook_of_education_2018_434d03170f7321/15?e=36219384/66925871
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- This year the ELI published three newsletters: one Community Update (September 2017) and two Community Newsletters (January and May 2018). All are available on our website: <https://www.ncirl.ie/ELI/Publications>

7.3 Social Media

Over the year we significantly increased our levels of engagement through our social media channels — in particular Facebook and Twitter but also Instagram. ELI's website is a microsite within the larger NCI website. Content is updated during the summer each year and as required, to reflect new developments or changes to programmes, while notices about news and upcoming events are posted on social media accounts.



7.4 Monitoring and Evaluation

As the data-gathering element of the ABC National Evaluation had finished, the research team focused on reviewing and updating ELI's internal evaluation processes and measures, including the Community Action Research ethics application. There was also a greater emphasis on data collection and ensuring that children's voices were heard. The team were also involved in consultations with the Centre of Effectiveness (CES) on the final National ABC Evaluation Report and accompanying materials. You can access the report using this link:

<https://www.dcy.gov.ie/documents/publications/20190208ABCNatEvalSumRepNov2018.pdf>

As the ABC Programme has moved into Tusla and the next stage of its development, ELI is represented on the working group, which is making recommendations on the next iteration of the ABC evaluation framework.

ELI's ABC 0-2 Home Visiting and Parent Support Programme were part of the 2019 Review of the Community Mothers Programmes by the Katherine Howard Foundation (KHF) and the Community Foundation of Ireland (<http://www.khf.ie/wp-content/uploads/2019/04/Community-Mothers-Summary-Report-Web-1.pdf>). The findings of this 2019 Review of the Community Mothers Programmes affirmed and supported ELI's own evaluation processes and data analysis.

Across all our programmes, regular evaluations are conducted throughout the year by staff utilising the processes outlined in ELI's evaluation policy. As in previous years, evaluation forms were used in 2018/19 to gather feedback from participants, and attendance and observation notes were recorded at events. These results are considered as each coordinator plans their programme delivery for 2019/20.

In line with best practice guidelines we have moved towards collecting the child's voice on their experience of engaging with our programmes. Age appropriate child friendly evaluations have been used across a range of our programmes (e.g. Doodle Den, Zoom Ahead with Books, Coding, Financial Literacy, Educational Guidance, NCI Challenges, Restorative Practice, Facebook Mentoring) to capture the children's feedback and learning experiences. The richness of this data collected from the children can be read under the relevant programme sections.

The ELI continued to collaborate with the Quality Assurance & Statistical Services (QASS) in NCI to improve their evaluations systems. However, this year the ELI research team were trained on the Evasys, allowing them to develop their own evaluation forms.

7.5 Learning Networks

Learning networks are a critical element of ethos of our community action research approach. Key criteria for networking are the individual's and organisation's commitment to improving outcomes for children along with their ability to work in partnership with others. Priority is given to networks that are focused on early childhood development, educational disadvantage and supports for parents. Learning more about or having an input into Irish and European policy, especially when it concerns children's learning and development, is highly valued.



Collaborative Action Research Network (CARN) Study Day June 2019

ELI are involved with the following networks and organisations:

- Learning Communities: ABC Managers Forum, 0 – 3 Forum, ABC Early Years Forum, Primary Schools Forum, Learning Community Planning and Evaluation Groups; Community Mothers Programmes in Dublin, Nenagh, Clonmel and Limerick; Restorative Practices Ireland, Restorative Practices Forum Northern Ireland (NI), European Forum for Restorative Justice
- North East Inner City (NEIC): North East Inner City Subgroup 3: Creating an Integrated System of Social Services; NEIC Executive Leadership Programme; North Inner City Community Coalition (NICCC) and its subgroups, Youth Sub Committee for the 2018 NEIC Halloween Fest
- Young People At Risk North Inner City (YPAR): 0-5 years Working Group, 5-12 years Working Group Meeting, International Young People Group Working Group, Youth Mental Health Working Group Meeting, Learning and Development Working Group, Homeless Working Group, Meitheal Working Group
- Dublin City Council (DCC): DCC Sport Officers; DCC Culture Connect Neighbourhood Project; The Lab; Right to Read Network; Arts Office

- Children and Young People’s Services Committee (CYPSC) and Sub-Committees: Safe and Protection from Harm (Southside); Connected, Respected and Contributing (Northside), Learning and Development (Northside).
- Early Years Groups: Early Years Policy Unit; DES; Dublin City Childcare Committee; Better Start and Síolta Mentors
- Homeless organisations: Dublin Region Housing Executive (DRHE) and their HABs team; CDYEB; Foundations Projects; Focus Ireland, Cross Care
- Advocacy Groups: Prevention and Early Intervention Network (PEIN); Children’s Rights Alliance (CRA); Katherine Howard Foundation; Sonas; Pavee Point and Roma Association Events
- Research: ERSI; Growing Up in Ireland; Children’s Research Network for Ireland and Northern Ireland; Psychological Society of Ireland; Network of Educational Action Research in Ireland (NEARI); Action Research Network of the Americas (ARNA); Collaborative Action Research Network (CARN)
- A Playful City, which is a collaboration between Upon A Tree (www.uponatree.ie), Connect The Dots (www.connectthedots.ie), UCD School of Geography, UNICEF, Dublin City Council, Leave No Trace Ireland, Sean Harrington Architects and others, which seeks to redress the poor record for playfulness and child friendliness in Dublin City.

8 GOVERNANCE

The National College of Ireland (NCI) takes full responsibility for the financial, management, contractual, reporting and governance requirements of the Early Learning Initiative (ELI), which operates under and adheres to all NCI's policies and procedures.

NCI is a third level learning, teaching and research institution. It is a company limited by guarantee and not having a share capital. As a 'not for profit' entity, the company has been granted charitable status by the Revenue Commissioners with a registered number CHY 9928.

NCI complies with The Governance Code for the Community, Voluntary, and Charitable Sector in Ireland. Our compliance with the principles in the Code was reviewed on 18th May 2018. A copy of this statement is available on p. 49. This review was based on an assessment of our organisational practice against the recommended actions for each principle. NCI's compliance with these recommended actions continues to be monitored on an on-going basis and there will be a full review in 2019/20 using the new Governance Code for Charities is issued by the Regulator.

NCI publishes financial statements in accordance with Company Law and FRS102, which take precedence over SORP (Statement of Recommended Practice). At present, the Charities SORP is not mandatory and NCI is awaiting the pending accounting regulations under the Charities Legislation and the new Governance Code for Charities before moving forward on SORP.

NCI is compliant with the Regulation of Lobbying Act 2015. It is registered on the lobbying.ie website and makes the required return every four months.

In line with requirements under the Children First Act 2015, *Children First: National Guidance for the Protection and Welfare of Children* (2017), and Tusla's *Child Safeguarding: A Guide for Policy, Procedure and Practice*, NCI's Governing Body has agreed the Child Safeguarding Statement on 1st March 2018. NCI is committed to the implementation of this Child Safeguarding Statement and the procedures that support our intention to keep children and vulnerable students safe from harm while availing of our services. A copy of this statement is available on p. 51.

NCI is on the journey towards compliance with the current Data Protection Acts and GDPR (General Data Protection Regulation) and has engaged in a process of updating its present management of personal data throughout the organisation.

Legal Status of Organisation: Company Limited by Guarantee
Charity Tax Reference Number (CHY): 9928
Company Registration Number (CRO): 134303
Organisation established: 1951

8.1 NCI's Governing Body

Overall responsibility for the College under its Articles and Memorandum of Association rests with the Governing Body, with executive responsibility resting with the President of the College.

The Governing Body establishes and monitors the College's strategic direction and policy, its financial planning, and compliance with best practice in all College activities. A Finance, Audit and Organisation Subcommittee, which oversees the financial planning and statutory reporting requirements of the College as a limited company, reports directly to the Governing Body. The

Company Secretary retains the records of the Governing Body in accordance with Company Law requirements. The annual audited accounts of the College are on public record, and can be obtained from the Companies Office.

The President of the College is responsible for planning in conjunction with the Governing Body, and for the implementation of the policy and administrative decisions of the Governing Body. An Executive Team, comprising the Vice President, the Director of Finance, Registrar, Director of Marketing, Director of HR and an Executive Group, supports her in this role. The Executive Group manages the day-to-day operations of the College and includes the Deans of School and Heads of support functions. It monitors departmental performance in achieving overall operational targets as well as ensuring interdepartmental effectiveness.

NCI Governing Body as of June 2019 is set out below:

Chairman - Fr. Leonard Moloney S.J.

Mr. Michael Brady

Ms. Barbara Cotter

Dr. Tish Gibbons

Mr. Brendan McGinty

Ms. Brigid McManus

Mr. Patrick Clancy

Ms. Maureen Brogan

Ms. Sheila Nunan*

Ms. Gina Quin – College President

Fr. Kevin O’Higgins S.J.*

Mr. Jonathan Lambert

Mr. Dominic Carr

Mr. Stephen Cleary

*Members of Governing Body who sit on the ELI Advisory Committee, which in turn reports to Governing Body.

Secretary and Registered Office

Mr. John McGarrigle

Mayor Street

International Financial Services Centre

Dublin DO1 K6W2

8.2 ELI Advisory Committee

The ELI Advisory Committee has authority from NCI’s Governing Body to provide oversight of ELI’s compliance and financial responsibilities and advise on the ELI’s delivery of services. The Board also makes recommendations to NCI’s Governing Body on strategy and policy issues. It also oversees the ABC Steering Group and the delivery of the ABC Programme. More specifically, the Committee provides oversight for:

- Policy and Management of the Early Learning Initiative
- Budgets and expenditure
- Expansion proposals for new ELI sites
- Service contracts
- Require, receive and approve terms of reference for ongoing research and evaluation of the Early Learning Initiative, including external evaluations, in order to ensure full achievement of the Early Learning Initiative objectives.

- Policies and procedures to enable the Early Learning Initiative to enhance and support government strategy.
- Review the overall effectiveness of the Early Learning Initiative and its management on an ongoing basis.
- Risks and mitigation plans.

ELI Advisory Committee as of June 2019 is set out below:

Chairperson – Frank Ryan

Gina Quin, President NCI

Fr. Kevin O’Higgins S.J., NCI Governing Body

Tony White, NCI Governing Body (resigned in October 2018)

Sheila Nunan, NCI Governing Body (replaced Tony White in April 2018)

Joe O’Reilly

Sean Reilly,

Dan O’Connor, Chair of ELI’s Development Committee

Jenny Barnard,

Professor Alan Barrett

Mary Doyle (joined in October 2018)

NCI is represented on the ELI Advisory Board by two members of Governing Body and the President of NCI. The Advisory Board compiles a report for each of NCI’s quarterly Governing Body meetings. This report is presented by the President of the College or her delegate.

Donnchadh Ó Madagáin, Director of Finance NCI; Gráinne Kent, Researcher and Dr Josephine Bleach, Director Early Learning Initiative give update reports at each meeting.

The secretary of the Board is an ELI Staff Member (Catriona Flood, Project Coordinator, from June 2018 to March 2019 and Rhonda Hill, Project Administrator, in an acting capacity from April 2019 to June 2019, while Catriona is on maternity leave), who attends all meetings of the Board in a non-voting capacity.

8.3 ABC Steering Group (formerly the ABC Review Board)

The ABC Review Board was originally established in order to provide oversight and direction for the three-year ABC grant of €1.2m. The ABC Review Board is chaired by Frank Ryan and reports into the ELI Advisory Committee, of which it is a sub-committee. At a Board meeting on the 25th June, it was agreed to change the name to the ABC Steering Group.

The rationale for the change of name was that the term ‘Board’ implies a governance responsibility that rests with NCI Governing Body, who has responsibility for ELI’s governance. This has caused confusion and recruitment difficulties for HSE, Tusla and other statutory organisations, who are not allowed be members of a Board of Management and/or where it causes a conflict of interest if they are funding agency. The name change to ABC Steering Group is more reflective of its role and status.

The ABC Steering Group advises and supports the overall direction of the ABC Programme, including:

- Budgets and expenditure
- Terms of reference for on-going research and evaluation, including external evaluations and the monitoring of internal evaluations as outlined in ELI/ABC Evaluation Policy and Procedures
- Reviews and monitors the overall effectiveness of ABC and its management on an on-going basis, including actions taken to meet the condition of the contract

- Recommend policies and procedures to enhance and support the service provided by the ABC team and its alignment with national policy.

The ABC Review Board as of June 2019 is set out below:

- Chairperson – Frank Ryan, Chairman IDA
- Donnchadh Ó Madagáin, NCI Finance Director
- Dan O'Connor, Chair of ELI's Development Committee
- Mark Shinnick, Principal, Holy Child Preschool, Sean Mc Dermott Street, Dublin 1
- Mary Moore, Principal St Laurence O'Toole's Junior Boys School, Seville Place, Dublin 1 (resigned in June 2019)
- Teresa Nyland, Principal Social Worker, Tusla Representative (resigned in September 2018 as she was Tusla's representative re: NCI's ABC contract with Tusla).
- John Peelo, Tusla Northside Representative (replaced Teresa Nyland in June 2019)
- Lorraine Doherty, Tusla Southside Representative (joining in October 2019)
- Angela Nolan, Assistant Director of Public Health Nursing. PHN Representative.
- Alison McCormack, Community Representative
- Dara Terry, Voluntary Sector Representative (joined December 2018)
- Martin Moloney, Garda Representative (joined in April 2019)

NCI is represented on the ELI/ABC Review Board by the Finance Director.

The secretary of the Board is an ELI Staff Member (Catriona Flood, Project Coordinator, from June 2018 to March 2019 and Rhonda Hill, Project Administrator, in an acting capacity from April 2019 to June 2019, while Catriona is on maternity leave), who attends all meetings of the Board in a non-voting capacity.

Donnchadh Ó Madagáin, Director of Finance NCI; Gráinne Kent, Researcher and Dr Josephine Bleach, Director Early Learning Initiative give update reports at each meeting.

8.4 ELI Development Committee

The ELI Development Committee was established to provide direction to and support ELI's fund-raising activities. The Development Committee is chaired by Dan O'Connor and reports directly to the ELI Advisory Board.

The Development Committee is responsible for supporting the fund-raising efforts of the President of NCI and the ELI Development Manager by

- Identifying, and arranging access to, prospective ELI donors
- Attending cultivation events
- Contributing a gift (company or individual)
- Supporting NCI/ELI leadership
- Participating in briefing and gift request meetings, when appropriate

ELI Development Committee as of June 2019 is set out below:

- Chairperson – Mr Dan O'Connor, Non-Executive Director Glanbia
- Mr Sean Reilly, Executive Chairman Alcove Properties
- Mr Thadg Young, COO & Senior VP State Street International (Ireland) Ltd.
- Mr Declan Quilligan, Managing Director Citco Fund Services (Ireland) Ltd.
- Mr Michael Hartwell, Partner, Deloitte

- Gina Quin, President NCI
- Dr Josephine Bleach, Director Early Learning Initiative
- Shivonne Heery, Development Manager Early Learning Initiative (resigned in April 2019)
- ELI Development and Volunteering Officer (due to be appointed in October 2019)

8.5 ELI Staff

The ELI Director and her team are responsible for the day to day running of the service, and reports to the President of NCI and Chairs of the ELI Advisory Committee, ABC Steering Group, Development and Research Committees on a regular basis. In this, they are supported by various departments within NCI, including Finance, IT and HR.

ELI's Staff as of June 2019 and during the year is set out below:

- Director- Dr Josephine Bleach
- Assistant Director – Lána Cummins
- Project Coordinator- Brigina O'Riordan
- Project Coordinator – Catriona Flood (on maternity leave)
- Parent Child Home Programme Senior Specialist - Michelle Moore,
- Parent Child Home Programme Coordinators- Jennifer O'Neill and Linda McGrath
- ABC 0-2 Year Programme Coordinator- Marion Byrne
- ELI Second and Third Level Project Coordinator - Aine Kavanagh
- Stretch to Learn Coordinator- Lauren Versey (September 2018- February 2019)
- ABC Early Years Coordinator- Claire O'Buachain
- ABC Programme Coordinator – Julie Booth
- Restorative Parenting Coordinator- Sonya Goulding
- NEIC Brighter Futures Coordinator - Emma Wheatley
- NEIC Brighter Futures Restorative Practice Facilitators - Karen Mooney, Mona Lucas, Aoife Slacke, Bernie Shone and Eoin Houlihan.
- Development Manager- Shivonne Heery (resigned April 2018)
- Researchers- Dr Gráinne Kent, Angeline Traynor (maternity leave December 2018), Kate Darmody
- Administrative Assistant – Rhonda Hill
- Home Visitors – Adrienne Taaffe, Margaret Campion, Eimer McCabe, Melanie Cassidy, Jackie Glynn, Pamela Martin, Jennifer O'Neill, Sandra Monks, Jilyn McLoughlin, Sarah Keegan, Linda Coulihan, Sharon Falegan, Irina Ivanove, Teresa Adrienne Anene, Lisa Miao, Maja Krpeta, Sun Chuan, Ann McDonald, Sandra Farrington, Marie Boyne, Yu Wan, Amy Cooney, Erica Penrose, Aminah Kyakoonye, Sabrina Brady, Barbara Coughlan, Victoria Kelly, Vasilena Vasileva, Lisa Farrelly
- Doodle Den Facilitators – Barbara Coughlan, Martina Pullen, Katriona Boland, Michelle O'Connor, Anne-Marie Connolly, Helen Reynolds, Neasa Murphy (September-June), Tara Mc Cann (September-June), Georgina Jordan, Lyndsey Kirby (September-May), Emma Conlan, Brendan Phelan (September-October)

8.6 Commitment to Standards in Fundraising Practice

National College of Ireland is fully committed to achieving the standards contained within the 'Guidelines'.

The 'Guidelines' exist to:

- Improve fundraising practice
- Promote high levels of accountability and transparency by organisations fundraising from the public
- Provide clarity and assurances to donors and prospective donors about the organisations they support.

National College of Ireland believes it meets the 'Guidelines' in the Code of Practice set out. National College of Ireland's report on our fundraising activities is available in our most recent Annual Report which can be found here [\[annual report link\]](#)

We welcome your feedback on our performance via any of the contact points provided (see below).

See our Feedback and Complaints Procedure here [\[Link here\]](#).

Write to:

Gina Quin

President

National College of Ireland

Mayor Street

IFSC

Dublin 1

T: +353 (0) 1 449 8500; E: Gina.quin@ncirl.ie; W: www.ncirl.ie

We are open five days a week from 9.00 am to 5.30 pm

Appendix 1: Ethical Approval



National College of Ireland
Mayor Street, IFSC, Dublin 1, Ireland

Coláiste Náisiúnta na hÉireann
Sráid an Mhóara, IFSC
Baile Átha Cliath 1, Éire

Tel: +353 1 449 8500
Fax: +353 1 497 2200
email: info@ncirl.ie
Website: www.ncirl.ie

02/08/2019

Dear Gráinne,

I am pleased to inform you that the NCI Ethics Committee has approved your application to publish research collected by the Early Learning Institute (ELI) as part of its community action research. This approval covers previously collected data since participants were told that it could be disseminated. Additionally, current research, as described in your application form, is covered by this approval since a) it is collected as part of ELI's usual community action research, and b) participants are providing consent. If any notable changes are made to the ELI's programmes in the future, please notify this committee and request an update in ethical approval.

Kindest regards,



Fearghal O'Brien
Chairperson of NCI Ethics Committee

Appendix 2: Governance Code

Public Statement of Compliance with the Governance Code for Community, Voluntary and Charity Organisations in Ireland



Name of Organisation: National College of Ireland
Address: Mayor Street, IFSC, Dublin 1

Wish to state that we have completed the process set out for a Type C organisation and now comply with the principles and practices of the Governance Code for a three-year period from 18th May 2018 when our Board certified our compliance.

Principle 1. Leading our organisation.

We do this by:

- 1.1 Agreeing our vision, purpose and values and making sure that they remain relevant;
- 1.2 Developing, resourcing, monitoring and evaluating a plan to make sure that our organisation achieves its stated purpose and objectives;
- 1.3 Managing, supporting and holding to account staff, volunteers and all who act on behalf of the organisation.

Principle 2. Exercising control over our organisation.

We do this by:

- 2.1 Identifying and complying with all relevant legal and regulatory requirements;
- 2.2 Making sure there are appropriate internal financial and management controls;
- 2.3 Identifying major risks for our organisation and deciding ways of managing the risks.

Principle 3. Being transparent and accountable.

We do this by:

- 3.1 Identifying those who have a legitimate interest in the work of our organisation (stakeholders) and making sure there is regular and effective communication with them about our organisation;
- 3.2 Responding to stakeholders' questions or views about the work of our organisation and how we run it;
- 3.3 Encouraging and enabling the engagement of those who benefit from our organisation in the planning and decision-making of the organisation.

Principle 4. Working effectively.

We do this by:

- 4.1 Making sure that our governing body, individual board members, committees, staff and volunteers understand their: role, legal duties, and delegated responsibility for decision-making;
- 4.2 Making sure that as a board we exercise our collective responsibility through board meetings that are efficient and effective;
- 4.3 Making sure that there is suitable board recruitment, development and retirement processes.

Principle 5. Behaving with integrity.

We do this by:

- 5.1 Being honest, fair and independent;
- 5.2 Understanding, declaring and managing conflicts of interest and conflicts of loyalties;
- 5.3 Protecting and promoting our organisation's reputation.

See also the attached Explanation Form (Form 3), which sets out where we do not comply with specific practices and reasons why.

Email: infor@ncirl.ie

Geographic area of operation:

Nature of services:

Phone: 01.4498500

Nationwide

Education and Training

Chairperson Name: Fr Leonard Moloney S.J.

Signature:

Date of signature:

9 July '18

Secretary Name: Mr John McGarrigle

Signature:

Date of Signature:

12 July 2018

Please scan and email this completed form to: info@governancecode.ie

Form 3 - Explanations
Explanations of why our organisation has decided not to comply with one or more recommended practices of the Governance Code for Community, Voluntary and Charity Organisations in Ireland



Name of Organisation: National College of Ireland
Address: Mayor Street, IFSC, Dublin 1

In the full Code document, an organisation can comply with the Code while not adopting all of the practices normally associated with full compliance. If your organisation has decided not to comply with one or many aspects of the Code, please set out the details below.

Indicate clearly the specific practices that are not being adopted (by using the number from the relevant checklist) and explain in adequate detail why you have decided not to comply with those aspects of the Code.

Name of Organisation: National College of Ireland
Address: Mayor Street, IFSC, Dublin 1
Organisation type (A, B, or C): C

Date that your board signed Public Statement of Compliance

Practice number	Practice statement	Explanation of why organisation has not complied
2.2 (b)	Consider whether production of accounts according to a best practice standard, for example the charity SORP (Statement of Recommended Practice), is appropriate for your organisation. Sign off on yearly audited accounts	At present, given that accounting regulations under charities legislation are pending in the Republic of Ireland, the application of the SORP is not mandatory, but may be adopted on a voluntary basis.

Chairperson Name: Fr Leonard Moloney S.J.

Signature: Date of signature: 9 July 2018

Secretary Name: Mr John McGarrigle

Signature: Date of Signature: 12 July 2018

Please scan and email this form to: info@governancecode.ie

Appendix 3: Child Safeguarding Statement

Child Safeguarding Statement Template

National College of Ireland (NCI) is a third level learning, teaching and research institution. Its Early Learning Initiative (ELI) is a community-based educational initiative, which provides educational support to children, parents and professionals.

In line with requirements under the Children First Act 2015, *Children First: National Guidance for the Protection and Welfare of Children* (2017), and *Tusla's Child Safeguarding: A Guide for Policy, Procedure and Practice*, NCI's Governing Body has agreed the Child Safeguarding Statement set out in this document.

Governing Body recognises that child protection and welfare considerations permeate all aspects of college life, in particular ELI, and must be reflected in all of the college's policies, procedures, practices and activities.

NCI will adhere to the following principles and practices in relation to children and any adult student with a special vulnerability:

- recognise that the protection and welfare of children and vulnerable students is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children and vulnerable students;
- fully co-operate with the relevant statutory authorities in relation to child and vulnerable students protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to children and vulnerable students; and protect employees from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child and vulnerable students protection matters.

The following procedures/measures are in place and are available upon request:

- Procedure for the management of allegations of abuse or misconduct against employees/volunteers of a child/vulnerable student availing of our service;
- Procedure for the safe recruitment and selection of employees and volunteers to work with children and vulnerable students;
- Procedure for provision of and access to child safeguarding training and information, including the identification of the occurrence of harm;
- Procedure for the reporting of child protection or welfare concerns to Tusla;
- Procedure for maintaining a list of the persons (if any) in the relevant service who are mandated persons;
- Procedure for appointing a relevant person Designated Liaison Person (DLP).

In NCI, Governing Body has appointed the DLP, **John McGarrigle**, as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.

NCI is committed to the implementation of this Child Safeguarding Statement and the procedures that support our intention to keep children and vulnerable students safe from harm while availing of our services.

This Child Safeguarding Statement will be reviewed on 16th March 2018, or as soon as practicable after there has been a material change in any matter to which the statement refers.

This Child Safeguarding Statement was adopted by NCI's Governing Body on 1st March 2018.

Signed: 
Chairperson of Governing Body

Signed: 
Secretary to Governing Body/DLP

Date: 5 March 2018

Date: 7 March 2018

If you have a safeguarding concern about a child or vulnerable, please contact:

John McGarrigle, DLP and Relevant Person under the Children First Act 2015, National College of Ireland on 01 4498639 or john.mcgarrigle@ncirl.ie

Josephine Bleach, Deputy DLP and Director, Early Learning Initiative, National College of Ireland on 01 4498639 or josephine.bleach@ncirl.ie

Tusla Child and Family Agency, 492 North Circular Rd, Tel: 01 8566856

Gardaí, Store Street Garda Station: Tel: 016668000; Confidential Line - 1800 666111