



Early Learning Initiative

National College of Ireland

Early Learning Initiative

End-of-Year Report

2016/17

CHY 9928

Supporting parents, communities and

services in the education of children



www.ncirl.ie/ELI

The Area Based Childhood Programme 2013–2017



An tAire Leasú
Aire Oifige Cúil
Départments of
Children and Youth Affairs

The
ATLANTIC
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CENTRE FOR EFFECTIVE SERVICES



government supporting communities

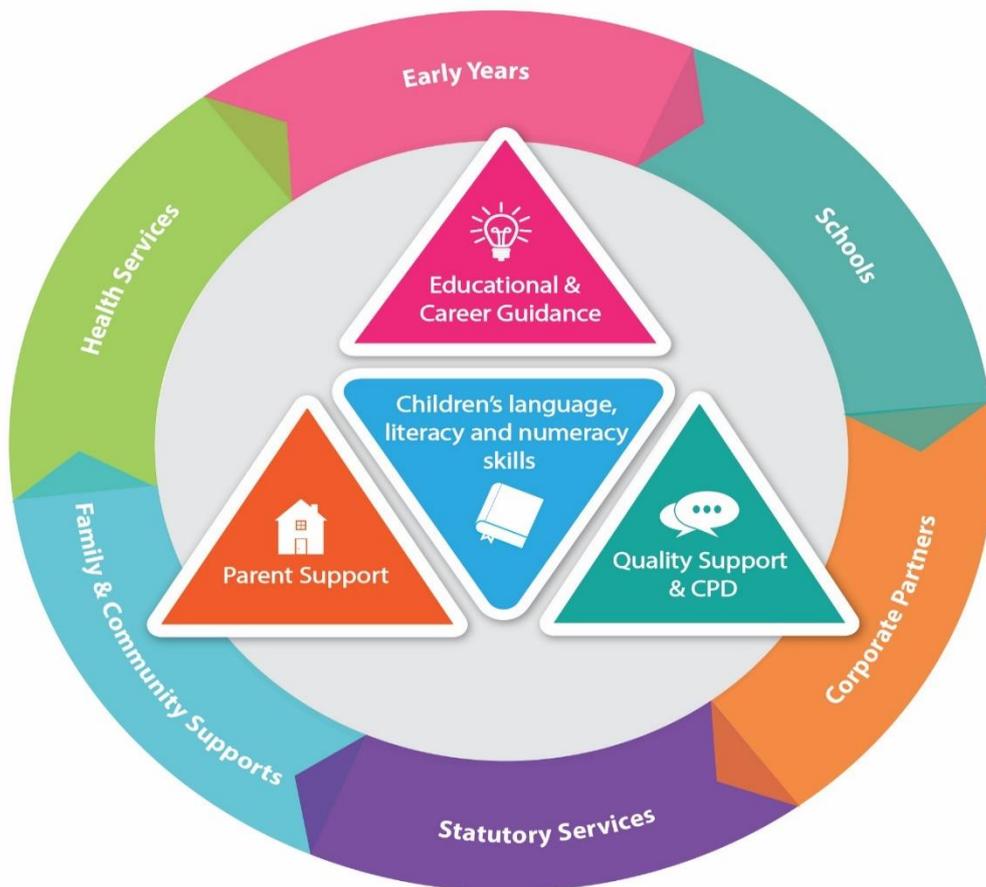


VISION

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



CONTENTS

Foreword	4
1. Leading the Way through Partnership	6
1.1 Partnership with Government: Area Based Childhood (ABC) Programme.....	6
1.2 Partnership with the Corporate Sector.....	7
1.3 Partnership with other Communities	8
1.4 Partnership with our Local Docklands and East Inner City Communities.....	9
1.5 Partnership with our Colleagues in the National College of Ireland.....	9
1.5 ELI Governance	10
2. Key Programmes in 2016-2017.....	12
3. Finance	12
3.1 Programme Expenditure - Year Ending 30th June 2017.....	13
3.2 Programme Budget - Year Ending 30th June 2018	14
3.3 Fundraising Review	14
4. Corporate Volunteer Programme.....	18
5. Area Based Childhood (ABC) Programmes	23
6. Programme Summaries	26
6.1. Home Visiting and Parent Support Programmes.....	31
6.2 Early Years Programmes	32
6.3 After-School and Community Programmes	37
6.4 Primary School Programmes.....	41
7. Communication	44
7.1 Conferences, Papers and Articles	44
7.2 Social Media.....	46
8. Governance	48
8.1 NCI's Governing Body	48
8.2 ELI Advisory Board	49
8.3 ELI/ABC Review Board.....	49
8.4 ELI's Development Committee	50
8.5 ELI Staff	51
8.6 Commitment to Standards in Fundraising Practice	52

FORWARD

I am pleased to introduce ELI's summary End-of-Year-Report. This document provides a summary of the work completed in 2016-17 and briefly outlines our plans for 2017-18. It complements our Community Update and our End-of-Year Report 2016-17. 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, if requested.

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'.

2016 - 17 Overview

Approximately 9,188 people took part in one of our programmes last year - an increase from 8,591 in 2015-16. We had satisfaction rates of 97% (N=1,273) across all programmes for those who filled out evaluation forms.

The Area Based Childhood (ABC) Programme went from strength to strength in 2016-17 with continued and growing interest in programmes introduced in 2015-16: ABC 0-2 Programme; Doodle Den and Restorative Practice. We were delighted to see the ABC Programme included in the new Programme for Government and we are hoping that the funding will be extended beyond 2018.

While the communities we work with experience many challenges, it has been very encouraging to see people proactively working together to protect and support children during these difficult times. As a result of their hard work and commitment, children in our programmes, despite the problems they face, are doing well at home, in school and in early years and after school services. Our assessments indicate that children's educational aspirations, language, literacy and numeracy skills have never been higher.

Without the active engagement and participation of our all partners, we would not have been able to implement our programmes. We would like to acknowledge and thank all who supported us over the past year and we look forward to continuing and extending this work in 2017-18.

ELI Strategy 2015 - 2020

At the request of NCI's Governing Body, a five-year strategy for ELI was developed in 2015-16. Organised into the following four themes, each theme has one or more strategic objective/s:

- Scale and Reach - covering our plans for national expansion
- Integration and Influence - addressing integration within NCI and external engagement with statutory, community and corporate partners
- Resources - covering the financial and people-related resources that will be required
- Governance - setting out new governance structures to provide oversight and a direct line to NCI's Governing Body

This strategy is one of 'cautious expansion' ensuring that ELI has the resources (both people-related and financial) to support any new activities, while continuing to maintain its commitments in the Docklands and the existing quality of provision, support and oversight. Good progress has been made on delivering on the strategy's objectives and a mid-way strategic review will take in 2017-18

10 Years of the Parent Child Home Programme (PCHP)

An unexpected, but wonderful acknowledgement of our work was the Certificate of Achievement from the US in May 2017, marking our 10 years of successful implementation of PCHP. Since 2007, our Home Visitors have made over 35,000 visits to over 600 families. We continue to expand the number of families that can benefit from PCHP in the area, in addition to partnering with other PCHP sites in Dublin, Galway and Limerick.

As another year for ELI begins, I want to thank everyone who has helped us get this far. We are very excited about our plans for 2017-18. We look forward to continuing to work with you all to build a better future for children and families in the area.

Going Forward

In 2017-18 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 hoping that, as part of the Programme for Government 2016, it will be extended beyond 2018.

As another year for ELI begins, I want to thank everyone who has helped us get this far. We are very excited about our plans for 2017-18. We look forward to continuing to work with you all to build a better future for children and families in the area.



Dr Josephine Bleach,
Director
Early Learning Initiative

1 LEADING THE WAY THROUGH PARTNERSHIP

ELI enables children, their families and the community, to acquire the skills and self-confidence needed to fully benefit 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 is based on improving the service it provides to our local community in the Docklands, 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 2016-17, 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 us in 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 2017-18 and building on past successes.

1.1 Partnership with Government: Area Based Childhood (ABC) Programme

The Government, through its on-going support of ELI, is directly helping children and young people to reach their full potential in all areas of learning and development. 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 such as *Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-15* (DCYA 2014); the *National Strategy to Improve Literacy and Numeracy* (DES 2011) and the *DEIS Education Plan 2017* (DES 2017), thereby ensuring that education is at the heart of a more cohesive, more equal and more successful society, and the engine of sustainable growth.

The support received from various Government Departments, in particular the Department of Children and Youth Affairs (DCYA) and its Agencies, enables us to address key educational and social issues in the communities in which we work. The statutory funding received through the **Area Based Childhood (ABC) Programme** is helping us improve outcomes for children and their families in the Dublin Docklands and East Inner City. We are delighted with the extension of the funding to August 2018 and look forward to continuing to work with our ABC colleagues, both at local and national level; the Centre for Effective Services (CES) and Pobal, to ensure that children in the area are being supported to realise their maximum potential in all areas of learning and development, both now and in the future. We are also pleased that the learnings emerging from the programme and the findings from the national evaluation will be used by the DCYA to inform the design of prevention and early intervention initiatives that comprehend the Programme for Government commitments.

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. Funding by the **DCYA**, the **North East Inner City Brighter Futures Initiative**, empowered children and young people to become socially included, active citizens in their own right. A quote from one of the young people involved sums up the impact of this programme:

“...all the negative things make the news. I think you need some people trying to spread positivity around. Trying to educate others to make positive decisions Having ambition is one of the essential bits. Brighter Futures helps the kids to be educated to make positive decisions, and especially through education. Young people can change things”.

The *North East Inner City Young People’s Report and Recommendations for the Future* was launched by the **Minister for Children and Youth Affairs, Katherine Zappone and Minister for Public Expenditure and Reform (now Finance), Paschal Donohoe**. A copy of the report and some of the media reports are available on: <http://blog.ncirl.ie/launch-of-building-hope-for-brighter-futures-listening-to-the-children-of-dublins-north-inner-city>.

More of the families being visited by our Home Visitors live in apartments, emergency accommodation and/or very overcrowded cramped conditions. Funding from the **Dublin City Council and the Department of Housing, Planning, Community and Local Government** for the **North East Inner City Home from Home Learning Spaces Programme** enabled us to create high quality, safe, educational, fun home from home learning spaces in the community for parents to talk, read and play with their children. This programme gave more families the support they needed to overcome their difficult living conditions and ensure that their children were meeting their developmental milestones.

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 will ensure that migrant children will 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.

With the appointment of the Government Task Force and the additional funding, we are hoping to build on our successes and make Dublin’s North East Inner City one of the best places in Ireland to live, work and rear a family.

1.2 Partnership with the Corporate Sector

Interest in ELI from the corporate sector increased last year, which resulted in more organisations signing up to partner ELI in improving outcomes for children and young people in the Docklands. 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 one of our corporate volunteers summed it up:

“It was a great experience and opportunity - I really felt I was helping the kids and it was a nice break from my daily routine. It’s a great feeling to feel you’re getting involved and helping other people progress.”

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, Top Oil, Deloitte, Citco, McGarrell Reilly Group, HSBC, SAP, SFI, Chartered Lands, Keegan Quarries, Arthur Cox, Dermot Desmond, Fyffes, Samskip, Total Produce, Ulster Bank, Eversheds, Twinlite, KPMG, Clancourt Group, Mason Hayes and Curran, Keith Ennis, Joseph E. Corcoran, David and Michele Joy, The Winifred Garvin Fund, Circle of Giving, The Panel, Microsoft, EBECs 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.

We are continually seeking additional corporate partners and would welcome the opportunity to talk to interested companies. Please contact Shivonne Heery (by phone: 4498628 or e-mail: shivonne.heery@ncirl.ie) for more information on how your organisation could get involved with ELI.



NCI Quiz Challenge 2017

1.3 Partnership with other Communities

Our hope is that the ELI will, over time, 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.

Learning communities are an important element of the Area Based Childhood (ABC) Programme. They bring together the government agencies responsible for programme governance and implementation, representatives from each project involved in the programme and the programme evaluation team to share and disseminate learning from project implementation to collectively influence policy. They also give participating projects the opportunities to share their practice and experience with the other projects. ELI is actively involved in the ABC Managers' Forum, Early Years Forum, Evaluation Group, Learning Community Planning Group, North Dublin Group and the Maternity Hospital Group. 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.

Over the past year, a variety of organisations in the statutory, community and voluntary sector have expressed an interest in our programmes. 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); Bite, Ballymun (Discover University); Katherine Howard Foundation (PCHP), Pavee Point (PCHP); Daughters of Charity/ DIT/Grangegorman ABC Programme (PCHP); and Clonmel Parenting Support (ABC 0-2 Programme).

Interest in ELI internationally increased. In 2016/17, we hosted visits from Hong Kong Education Bureau (DCYA/Early Years Policy Unit); First Lady of Georgia (DCYA) and 20 Lithuanian Kindergarten teachers (DES); and student teachers from the University of Dayton. We also participated in national and international conferences along with using various media to disseminate our work. Feedback is very positive with one international peer reviewer commenting:

“In an aggressive, angry-seeming world, it was comforting to read how all stakeholders are coming together to figure out how to do better for our kids. This is especially true in the early years. Our children deserve it. Good work”.

We are also collaborating with our partners in Germany, UK, Luxembourg and Switzerland on a European Erasmus+ Project Literacy Project- Making Literacy Meaningful; which involves developing two MOOCs (Massive Online Learning Course) to support the teaching of literacy as well as language support.

1.4 Partnership with our Local Docklands and East Inner City Communities

One of the great strengths of ELI has been our network of over 9,014 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 programme. 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 2017-18 and beyond.

1.5 Partnership with our 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 our programmes are delivered 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 volunteer 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.



Launch of the new Dynamics CRM System – ‘PCHP goes Digital 2017’

ELI’s Five-Year Strategy acknowledged the significant opportunities for synergy at a functional level between NCI and ELI. Strategic objectives No. 4 is to embed ELI practice into NCI’s Psychology and Education courses through research dissertations and teaching; thereby ensuring that ELI is fully integrated and increasing its contribution to teaching, practice and research. ELI continues to work closely with our colleagues with team members on various NCI Committees; some shared between Departments and others availing of NCI courses. Key projects for collaboration in 2016/17 were: SFI/SAP – coding project; Restorative Practice/Brighter Futures; EU Literacy Project and New Campus Building; Discover University and Summer Programme.

One of the most exciting collaborations this year was between NCI’s IT Department; the Parent Child Home Programme (PCHP) team; EBECs and Microsoft to develop a new online record management system using Dynamics CRM. The new system will enable us to measure more effectively the impacts (short, medium-term and long-term), of PCHP on the children, their families and the wider community.

1.5 ELI Governance

NCI takes full responsibility for the financial, management, contractual, reporting and governance requirements of ELI. It upholds the highest standards of corporate governance and is signed up to the Statement for Guiding Principles for Fundraising, Regulation of Lobbying Act 2015 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 and ABC Review Boards; Dan O’Connor,

Chairperson of the ELI Development Committee and the other members of the Advisory/Review Boards and Development/Research 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 2017-18.

2 KEY PROGRAMMES IN 2016-2017

ELI provides an integrated programme of educational support from early years up to third level. Priority is given to the early years and developing children's social, language, numeracy and thinking skills from an early age. However, if students are to progress through the education system, they and their parents will need the on-going support provided in our *Stretch to Learn Programmes* (4 years +).

Programmes	Ready for	Budget	Parents & Children	Funding
Third Level Student Support (17+ yrs)	Employment	ELI 9%	20	ELI
Discover University (14-17 yrs)			47	
Tuition Support Programme (15-18 yrs)	Third Level	ELI 11%	34	
Educational Guidance (10-13 yrs)			168	
Financial Maths (8-10 yrs)	Second Level	ELI 19%	121	
Literacy & Numeracy Challenges (7-11 yrs)			458	
Restorative Practice (6-18 years) - managing conflict		ABC 5% and ELI 20%	1,457	ABC & ELI
Doodle Den (4-5 years) - literacy		ABC 10%	98	
Zoom Ahead with Books (4-7 yrs)			1,648	
Early Numeracy Project (0-6 yrs)		ABC 27%	5,232	
Early Years Professional Development	Primary School		178	
Parenting Support Sessions			283	
Infant Massage			53	
Parent Child Home Programme (PCHP) (18 mths - 3 yrs)	Pre-school	ABC 43% & ELI 34%	322	
ABC 0-2 Years Programme		ABC 15%	129	

Section 7 gives a brief summary of all ELI's programmes in 2016-17 as well as briefly outlining our plans for 2017-18.

3 FINANCE

This section details the expenditure and budgets for both the ELI and ABC Programmes (Table 3).

	Budget 2016-17	Expenditure 2016-17	Budget Variance 2016-17	Budget 2017-18
ABC	€480,000	€573,592	(€93,592)	€671,900
ELI	€470,000	€479,204	(€9,204)	€601,300
Total	€950,000	€1,052,796	(€102,796)	€1,273,200

Notes:

- ELI budget 2016/17 contains the Brighter Futures Initiative from the Department of Children and Youth Affairs (DCYA) and the Home from Home Learning Spaces (DCC) as part of the Government's North East Inner City Initiative.
- The ABC Budget 2017-18 is based on the budget submitted to Pobal in March 2017. €316,620 was awarded by DCYA to extend the ABC Programme until December 2017. The remaining €355,280 funding from January to August 2018 is subject to its inclusion in the Government's 2018 Budget.

The ELI Budget 2017-18 is based on costs in previous years and will be amended in December 2017 to reflect any changes in the ABC budget and NEIC/other funding for programmes.

3.1 Programme Expenditure - Year Ending 30th June 2017

	Expenditure Year ending 30th June 2017	Budget Year ending 30th June 2017	Variance	
ABC	0-2 ABC Programme	€88,026	€85,023	(€3,003)
	Parent Child Home Programmes	€410,365	€324,523	(€85,842)
	Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€154,774	€105,945	(€48,829)
	Doodle Den Programme	€56,347	€74,845	€18,398
	Restorative Practice Programme	€25,472	€29,664	€4,192
	NEIC Home from Home Initiative	€40,000	€40,000	€0
ELI	NEIC Brighter Futures Initiative	€94,632	€100,000	€5,368
	Stretch to Learn Primary	€90,253	€76,000	(€14,253)
	Stretch to Learn Second Level	€50,756	€60,000	€9,244
	Stretch to Learn Third Level	€42,172	€54,000	€11,828
Total	€1,052,797	€950,000	(€102,797)	

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 over spend was due to the increased participation rates for ABC 0-2, PCHP and the Early Years Programmes, and additional funding from SFI and SAP for the Robotic Coding Clubs.

3.2 Programme Budget - Year Ending 30th June 2018

	Expenditure Year ending 30th June 2017	% of Budget 2016/17	Budget Year ending 30th June 2018	% of Budget 2017/18
ABC				
0-2 ABC Programme	€88,026	9%	€107,100	9%
Parent Child Home Programme	€410,365	39%	€588,100	49%
Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€154,774	15%	€161,200	13%
Doodle Den Programme	€56,347	6%	€90,100	8%
Restorative Practice Programme	€25,472	3%	€33,400	3%
ELI				
NEIC Brighter Futures Initiative	€94,632	10%	€41,300	3%
Stretch to Learn Primary	€90,253	9%	€90,000	7%
Stretch to Learn Second Level	€50,756	5%	€60,000	5%
Stretch to Learn Third Level	€42,172	4%	€40,000	3%
Total Costs	€1,012,797	100%	€1,211,100	100%

Notes:

- Both expenditure for 2016/17 and budget figures for 2017/18 represent the direct costs incurred of providing ELI/ABC's Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.
- The ABC programmes included here are based on the ABC Budget 2017-18 submitted to Pobal in March 2017. €316,620 was awarded by DCYA to extend the ABC Programme until December 2017. The remaining €355,280 funding from January to August 2018 is subject to its in the Government's 2018 Budget.

3.3 Fundraising Review

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. ELI raised a total income of €1.4m in 2016/17.

Of the income raised (Figure 1), 52% was statutory funding. The majority (39%) of statutory funding was allocated through the Area Based Childhood (ABC) Programme, which co-funded by the Department of Children and Youth Affairs and Atlantic Philanthropies. The remainder (13%) came through the DCYA and DCC as part of the North East Inner City Government Task Force.

The rest of ELI's income (48%) is raised through fundraising and grant applications. Total voluntary fundraised income for the year generated €654K, an increase from €402k in 2015/16. This year, we received 2 EU grants, which generated €70K in income. One was European Erasmus+ Learning and Teaching Literacy

across Europe, while the other was from the Asylum, Migration and Integration Fund 2014 - 2020 (AMIF), Department of Justice and Equality.

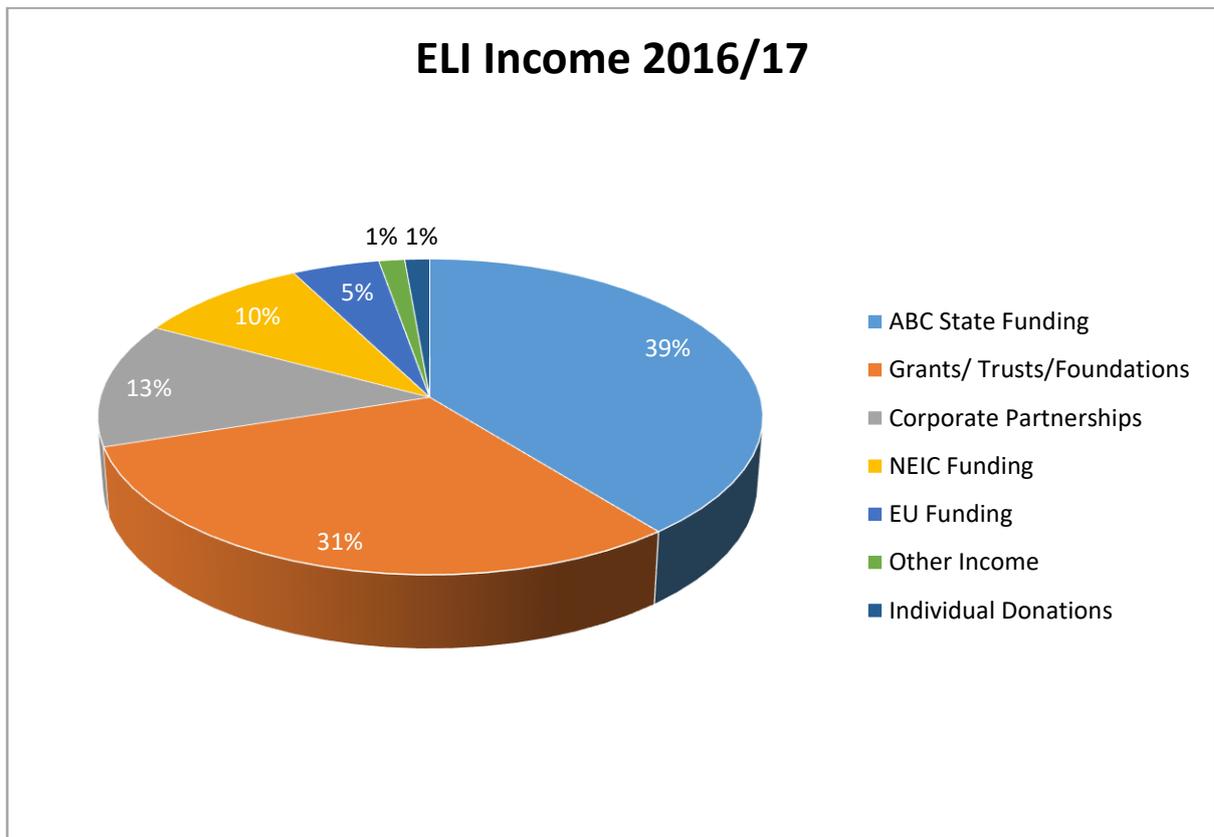


Figure 1. ELI Income 2016/17

We now have accumulated reserves of €543k which is in line with our Reserves Policy. It, along with the pledged funding, will be used to sustain programmes until the additional ABC funding is committed for January to August 2018.

There is continued engagement from the Development Committee on growing fundraising income stream with the ELI Team engaging with existing funders on a regular basis through newsletters, volunteer training and involvement; reports, meetings and events. The Donor Appreciation Event (9th February); Construction Industry Breakfast (29th November) and Deloitte Breakfast (31st March) were very successful. Many of our corporate partners were involved in volunteering and attended many community events in 2016/17, including the launch of the *North East Inner City Brighter Futures Young People's Report* (31st May) by Minister for Children and Youth Affairs, Katherine Zappone and the Minister for Public Expenditure and Reform (now Finance), Paschal Donohue.

We would like to pay tribute to the generosity of all our donors – who ranged from businesses engaged in social responsibility, to socially minded individuals like Dermot Desmond, Keith Ennis, Joseph E. Corcoran, David and Michele Joy and The Winifred Garvin Fund, many of whom have been with us from the start and play an active role in helping us improved educational outcomes for children, families and communities. We would also like to acknowledge the support of all those who gave their time and expertise on a pro bono basis.



The Area Based Childhood Programme 2013–2017



As part of our strategic planning process a detailed five-year Fundraising Strategy with clear outcomes and targets was developed. It has informed our fundraising efforts and is helping us ensure that ELI can continue to grow and support children, families and communities in addressing educational disadvantage. As the Irish economy improves ELI is well positioned with a new and inspiring strategic proposition. We believe we can significantly develop our unrestricted fundraising whilst continuing to achieve targets for programme income. However, the replacement of the Government's ABC funding, which has been so instrumental in helping ELI meet the needs of children and families, will be a priority in 2017/18.

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, once again, as part of the ELI Development Committee.

We are also continually seeking additional corporate partners and would welcome the opportunity to talk to interested companies. Please contact Shivonne Heery (by phone: 4498628 or e-mail: shivonne.heery@ncirl.ie) for more information on how your organisation could get involved with ELI.

Governance

National College of Ireland complies fully with The Governance Code for the Community, Voluntary and Charitable Sector in Ireland. The Governance Code is principles-based and voluntary. It has been designed by the sector, for the sector. We conduct annual reviews to ensure continued compliance. For more information: www.governancecode.ie

ELI is committed to complying with the *Statement for Guiding Principles for Fundraising* and has formally discussed and adopted the Statement.

We welcome the progress to date of the Charity Regulatory Authority and will ensure full compliance with all requirements.

You can find a copy of our up-to-date charters on our website at: www.ncirl.ie/eli

4 CORPORATE VOLUNTEER PROGRAMME

ELI's volunteer programme 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 and NCI students 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 2016/17.



NCI Rummikub Challenge 2017

Targets

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

Following the annual review of the programme in August 2016, a decision was made to extend the volunteering opportunities to Afterschool services. This proved very successful and will be extended in 2017-18. There were two intakes of volunteers in Sept/Oct 2016 and Jan/Feb 2017 with companies encouraged to nominate a volunteer coordinator and hold volunteer information/training/inductions sessions in their offices. New e-Garda Vetting procedures were introduced, which speeded up the volunteer vetting process considerably (Table 42).

Table 1. Number of Volunteers in 2016/17

Programme	Number of Volunteers	Lead Corporate Partner
Early Years Programmes		
0-2 Year Programme: Activity Boards	20	State Street
Afterschool and Community Programmes		
Doodle Den	12	KPMG
Afterschool Robotic Coding Clubs	9	Deloitte
Financial Literacy Programme	12	Ulster Bank
North East Inner City Brighter Futures Programme	7	Central Bank, Deloitte, Dublin Port, McGarrell Reilly, State Street
Primary Level Programmes		
NCI Challenge Rummikub (Ringsend Semi-Final)	4	Central Bank, Deloitte
NCI Rummikub Challenge	44	Central Bank, Deloitte
Ringsend Semi-Final Monopoly competition	7	McCann FitzGerald
NCI Challenge Monopoly	17	Arthur Cox, Deloitte, McCann FitzGerald
Mentoring Circles	44	Facebook
Second Level Programmes		
Discover University	29	Deloitte, Facebook, Mason Hayes & Curran
Third Level Programmes		
NCI Dragons Den	16	Central Bank, Citco
Third Level Workshop/Company Visit	10	State Street
Total	235	

Corporate Volunteer Feedback

At the end of the year, once all volunteer opportunities were over, volunteers were emailed a link to a survey monkey questionnaire asking them to give feedback on their experience. As with last year it remains a challenge in getting these evaluations completed by volunteers. However, of the feedback reviewed, the overall feedback was very positive with the majority (96%; N=26) of volunteers reporting that they would volunteer with ELI again.

**Responses presented in Table 43 were made in response to closed questions where participants could select more than one response.*

Table 2. Corporate Volunteer Feedback

What motivated you to volunteer?*(N=27)	Volunteering with ELI enhanced my:*(N=27)
To make a difference 96% (N=26)	Pride in community 78% (N=21)
To have fun 44% (N=12)	Job Satisfaction 56% (N=15)
To enhance skills 37% (N=10)	Communication Skills 48% (N=13)
To Team building 30% (N=8)	Leadership Skills 30% (N=8)
To Network 22% (N=6)	Confidence 26% (N=7)
Other 4% (N=1)	Other 7% (N=2)

When asked to respond to a series of statements reflecting on their experiences the majority of participants responded either strongly agree or agree in response to the statement that they were happy they volunteered with ELI (93%; N=25), felt supported by ELI (93%; N=25) and would recommend the experience to a colleague (93%; N=25).

One volunteer (4%; N=1) disagreed with the statement ‘I am happy I volunteered with ELI’ and ‘our staff felt supported by ELI’. While one participant (4%; N=1) strongly disagreed. Two participants (7%; N=2) strongly disagree with the statement ‘I would recommend the experience to a colleague’. While it is not possible to identify the exact reasons for this feedback, comments in response to the question ‘would you volunteer with ELI again’ may give some insight into why these individuals may be dissatisfied:

- *“I felt I was not allowed offer anything. I was unsure of what my role was or what the goal of the groups was.”*
- *“I had applied to be a volunteer and never received a response from you.”*

When asked their opinion on the impact they had on the children comments included:

- *“To be more confident when playing the Rummikub - they were a bit shy at first but I tried to show them how smart they were.”*
- *“Positive, an external person that gives confidence and encouragement to them.”*
- *“Working with 3rd level students as they presented allowed me to offer constructive feedback where they could improve, positive feedback that wasn't from a lecturer and may hold a different weight, it added a 'seriousness' to the presentations which meant the students had to make a different kind of effort and push themselves.”*
- *“Inspired them, encouraged them to be positive about future career (promoted education).”*
- *“They seemed more enthusiastic having outsiders to impress.”*

When asked to reflect on their experience of volunteering with ELI comments included:

- *“It was a great experience and opportunity - I really felt I was helping the kids and it was a nice break from my daily routine. It's a great feeling to feel you're getting involved and helping other people progress.”*
- *“I found it to be great fun, all of the kids helped each other.”*
- *“I thoroughly enjoyed the experience and am definitely signing up again. I was worried I would not be able to provide much in the way of experience but quickly found there were a number of areas in which I could help students, having been one myself not so long ago!”*
- *“Good experience. Students seem nervous but that was understandable. Exposure to external commercial entities will help students' development.”*
- *“Was interesting to hear the students talking about the different projects and it's nice to get out from the workplace to do something different.”*
- *“Great fun, very rewarding, felt like it made a difference to the children and the teachers.”*
- *“Enjoyed it. Would love to do more. Think there's an obvious opportunity there for college students to get some input from people working in industry. I see a mentoring programme on the list - that seems like something I would have loved when in college.”*

Volunteer Coordinator Feedback

This year the volunteer coordinators were asked to complete a different survey to the overall volunteers. Overall feedback was very positive with all coordinators (100%; N=5) agreeing that engaging with ELI was an enjoyable experience for volunteers and that they were satisfied with the support they received from ELI. The majority of coordinators (N=4) agreed that their staff were well prepared for volunteering with ELI however one disagreed. This feedback will be incorporated into engagements with corporate volunteers in the coming academic year.

- *“It was a great experience and opportunity - I really felt I was helping the kids and it was a nice break from my daily routine. It's a great feeling to feel you're getting involved and keeping other people progress.”*
- *“I thoroughly enjoyed the experience and am definitely signing up again. I was worried I would not be able to provide much in the way of experience but quickly found there were a number of areas in which I could help students, having been one myself not so long ago!”*

2017-2018

The volunteer programme will continue in 2017-18. However, it will be reviewed throughout the summer to ensure that it continues to meet the needs of both the children and volunteers.



State Street Volunteers creating materials for 0-2 Programme

5 AREA BASED CHILDHOOD (ABC) PROGRAMMES

The Area Based Childhood (ABC) programme, which is jointly funded by the Department of Children and Youth Affairs and Atlantic Philanthropies, 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.

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.

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

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, eleven 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.

Table 9 presents a list of organisations who have signed the MOU and are members of the Consortium.

Table 3. Organisations - members of the Consortium who have signed the MOU

Areas	Organisation	Lead Person	
Ringsend	Ringsend and District Community Crèche	Marian	Allen
	St Patrick's Boys National School	Robin	Booth
	St Patrick's Girls National School	Martin	Lynch
	Ringsend and Irishtown Health Centre	Marlene	Lally
North Wall	After School Educational Support Programme	Geraldine	Brennan
	St Laurence O'Toole's CBS	Mark	Candon
	North Wall CDP	Geraldine	Comerford
	St Laurence O'Toole's Girls School	Mona	Lucas
	St Laurence O'Toole's Junior Boys School	Mary	Moore
Summerhill	LYCS	Sarah	Kelleher
	Ozanam House Resource Centre	Tony	Rock
	O'Connell's CBS	Patsy	O'Keefe
	Central Model JNS	Anne-Marie	Connolly
	Central Model SNS	Anne-Marie	Connolly
	Community After School Project (CASPr)	Ann	Carroll
	Holy Child Preschool	Mark	Shinnick
	North Strand Health Centre	Ann Marie	Coyle
	HSE PHN Summerhill	Jillian	Deady
	Rutland St National School	Niamh	Murray
	HAY Garda Youth Diversion Project	Jessica	Murphy
	Hill Street Family Resource Centre	Eileen	Smith
East Wall	Daisy Days Community Crèche	Eva	Dillon
	St Joseph's NS	Ellie	Kennedy
	East Wall Health Centre	Emer	Hosford
	NABCO - Island Key	Emma	Reilly
	St Mary's NS, Fairview	Eibhlin	McGarry
City Quay	City Quay National School	Richie	Hoban
	St Andrews Resource Centre Crèche	Martina	Mc Kenna
	Fledglings St. Mary's Crèche	Karen	Weafer
	Pearse Street Health Centre	Finola	Moyne
	Scoil Catriona, Baggot St	Siobhan	Weekes
South City	Charlemont Regeneration Board	Lyndsey	Anderson
Voluntary & statutory agencies who work across the areas	Early Learning Initiative	Josephine	Bleach
	Dublin City Libraries	Mark	French Mullan
	Tusla – Northside	Teresa	Nyland
	Tusla - Southside	Maria	Hayes

The following organisations (Table 10) are aware and supportive of the Docklands and East Inner City ABC Programme:

Table 4. Organisations aware and supportive of the Docklands and East Inner City ABC Programme

Organisation	Lead person	
Area Manager, HSE, Dublin North City	Des	O' Flynn
Acting General Manager, HSE, Dublin North City	Michelle	Forde*
Primary Care Unit - HSE, Dublin South Central	Gillian	Farrelly
Integrated Service Area Manager, HSE, Dublin S. Central	David	Tully*
Primary and Community Operations Manager - HSE, DSC	Ellen	O'Dea
Director of Public Health Nursing - HSE, Lord Edward St	Joan	Bourke
Director of Public Health Nursing - HSE, Cherry Orchard	Frances	McHugh
Child Protection, Garda Siochana, Store Street, Dublin 1	Sharon (Insp)	Kennedy
Child Protection, Garda Siochana, Pearse Street, Dublin 2	Fionnuala (Insp)	Olohan
Restorative Practice, Garda Siochana, Store Street, Dublin 1	Martin	Moloney
Restorative Practice, Garda Siochana, Pearse Street, Dublin 2	Bronagh	McArdle
Children's Services Committee - Northside	Linda	Creamer *
Children's Services Committee - Southside	Doreen	McGowan*
National Maternity Hospital, Holles St	Ciara	Mc Kenna
Rotunda Hospital	Fiona	Hanrahan
YPAR - Northside	Pat	Gates

* Signed MOU for Tusla and PHNs

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)
- NEYAI Early Numeracy Programme (0-8 years)
- Zoom Ahead with Books (4-6 years)
- Doodle Den (5-6 years)
- Restorative Practice (6-12 years)

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.

ABC Evaluation

As part of the ABC programme we are part of a National Evaluation of the ABC project, which is being managed by the Centre for Effective Services (CES). This year was our second year of participation in the ABC National Evaluation. ELI have an active role in the design process, both through the National Evaluation Group and the ABC Managers' Forum.

The section below presents a summary of our engagement with the evaluation in 2016/17 and the progress across the three strands to the evaluation.

1. Assess the achievement of outcomes

a. Assessment of Children aged 3 and over

Three of our ABC programmes continue to be evaluated under this strand:

- Early Numeracy Programme
- CPD & Mentoring Programme
- Zoom Ahead with Books

Unfortunately, due to issues around logistics, CES have decided that it was not possible to include Doodle Den or Restorative Practice in the evaluation.

This year CES asked for a sample of children from all early years' services and schools involved in these programmes. This was different to last year where a random sample of children from a random sample of services and schools were included. This added additional logistical challenges to the evaluation.

This year in order to make the participation in the evaluation more feasible for early year services it was decided to organise for training to take place at the end of August 2016. Ten early year services were invited to attend training with six services having the capacity to release staff to attend. Evaluation packs were distributed to practitioners during this training session. The remainder received onsite training and support when evaluation packs were delivered.

For schools, it was decided to ask the Home School Liaison Officers to take on the coordination of the evaluation within primary schools. The Researcher met with the Home School Liaison team in September 2016 and delivered training to them. Evaluation packs were delivered to the Home Liaison Team during this meeting. As with the Early Year Services, any individuals who were unable to attend received onsite training and support during delivery.

As with last year, the *Santa Barbara School Readiness Scale* (SBRS) was completed by the early year's practitioners and the *Home Learning Environment Scale* (HLES) was completed by parents in both the early year's services and primary schools on children at both pre and post intervention.

Table 11 presents the number of completed forms returned during both baseline data collection (November 2016) and post intervention data collection (May 2017).

Table 5. Number of completed SBRS and HLES forms returned during both baseline data collection (November 2016) and post intervention data collection (May 2017) for the ABC Programme

	Baseline data collection (November 2016)	Post-intervention data collection (May 2017)	Retention rate
<i>Santa Barbara School Readiness Scale (SBRS)</i>	123	84	68%
<i>Home Learning Environment Scale (HLES)</i>	197	112	57%

As can be seen the retention rate varied across both the parent completed HLES and practitioner completed SBRS. There was a 68% retention rate for the SBRS (the percentage of children whose school readiness behaviour was measured in November 2016 and again in May 2017) and A 57% retention rate for the HLES (the number of parents who completed forms in November 2016 and again in May 2017). The higher retention rate seen for the SBRS reflects the fact that it is easier to support practitioners to complete the surveys than to support parents who the ELI does not have direct contact with.

There were a number of significant barriers faced during both data collection windows which impacted on the number of returns. Such barriers included the data collection periods being at the busiest times of the year for schools/ services, confusion among parents about what the evaluation was and a reluctance to take part, capacity issues within schools/services in coordinating the evaluation, forms being missed placed by parents/staff, changeover of staff from one data collection period to the next, loss of lead staff members and difficulty providing training and support to schools/services due to lack of non-contact time. With this year being the second year of data collection, it proved more difficult to encourage participation.

Analysis of outcome data

Researchers have worked on a paper exploring the baseline home learning environments provided to children in the Dublin Docklands and East Inner City, as reported by their primary caregiver, compared to the national norms from the Growing Up in Ireland Study. The study involved employing the GUI data for the three-year-old cohort and the ABC National Evaluation baseline data from 2015 and 2016 for children aged between three and five years attending early year services and primary schools involved in receiving ABC programmes. The overall sample was 10222 children and their parents, with 9793 three-year-olds from the GUI programme and 429 three to five-year olds from the ABC programme. Overall, results found evidence of differences in the amount of time parents spend engaging in home learning activities across both samples with evidence that families in the GUI sample engage more frequency in home learning activities than those in the ABC sample. Furthermore, it was found that the level of parental education and the parent’s age was found to be related to the quality of home learning environment.

The ELI researchers hope to analyse both baseline and post-intervention data collected a local level over the coming months. Plans will be explored to disseminate this data at both a local and national level in 2017-18. Based on the results of this analysis, further research will be planned in line with the ELI’s research strategy.

b. Assessment of Children aged 0-3 years

An evaluation team to complete this strand of the evaluation was appointed in August 2016. The commission for the evaluation was awarded to Early Years, the organisation for young children and is being led by Dr Clionagh Boyle in partnership with Dr Katrina Collins, an independent researcher.

Overall, four key evaluation questions were developed by the evaluation team:

- To assess if, and how, outcomes for children, engaging in ABC interventions have been achieved
- To assess stakeholder experiences of engaging with services, including benefits and challenges
- To advise on the development of tool(s) to enable practitioners to provide ongoing assessment of outcomes for children aged 0 -3 years and their parents
- To identify learning for policy, practice and provision in this area of service provision

The evaluation is using a mixed methods design which will combine primary data collection with analysis of secondary information available from ongoing monitoring and evaluation. There are three strands to the evaluation with different types of interventions included under each:

- Outcomes- both our home visiting programmes (0-2 home visiting programme and PCHP programme) and professional development intervention (CPD) are being included under this strand.
- Implementation- both home visiting programmes and professional development intervention are being included under this strand.
- Oral Language Interventions- none of our programmes are being included under this strand.

In order to facilitate data collection under these strands the researchers worked with the ELI team to arrange a suitable time to meet with parents/practitioners and complete the data collection.

Professional Development Interventions:

The Early Years research team met with practitioners working with children from 0-3 years in our early year's services on Tuesday the 31st of January and Wednesday the 1st of February. A total of thirty practitioners took part which involved completing a questionnaire designed to capture the impact of the ABC programme on their practice and development. Overall, the session went very well with thorough engagement evident from practitioners throughout. However, there were some difficulties with terminology and interpretation of questions. Following this, the Researchers again met with practitioners along with teachers on the 31st of May and explored their experiences of implementing the ABC programmes within their community.

Home Visiting Interventions:

Parents involved in Year 1 of our Home Visiting programmes were invited into NCI to take part in this strand of the evaluation on the 14th February. Nineteen parents attended this session. This involved parents participating in a focus group in addition to completing three different measures exploring their experience of being a parent. Overall, some very positive feedback from evaluation team. This work was again followed up with on the 2nd of June however there was a low turnout of parents (four) on this occasion due to very short notice been given by the research team. On this occasion Year 2 families were also invited in to meet with researchers and share their experience. Two Year 2 parents attended.

Explore issues of implementation

As part of the implementation CES contacted all ABC Consortium members and Practitioners involved in implementing ABC programmes. As part of this, surveys were distributed for completion and interviews were conducted with lead agencies, groups of active consortium members, groups of less active consortium members and focus groups of practitioners.

The purpose of this survey was to:

1. Hear about consortium members experience of participating in an ABC consortium, explore the enablers and barrier to implementation and gather information on service networks
2. To explore if, and how, the ABC programme has impacted on practice and the services delivered in the community, including interagency working

Overall the main findings from the consortium members is that they are mostly positive about their work with a strong shared vision. The consortium serves the role of providing leadership to the area. Members reported effective communication, relationships and participation.

Overall the main findings from the practitioner survey were that not many new working relationships had formed, there has been an increase in the levels of engagement between different agencies and that areas that demonstrate the most change included communicating about the needs of children and families, participating in joint training and sharing resources.

The level of engagement across our area in this strand of the evaluation was low with fifty-one members from our consortium invited to take part but only sixteen completing the survey. This was below the average number of members who completed the survey across the twelve sites however the number invited from the Dublin Docklands was higher than the average of thirty-six across the twelve sites. This has been attributed to the fact that this work was overlapping significantly with the 0-3 and Oral Language sub-study, the ABC evaluation outcomes work and additional commitments within ELI and individuals own service/school/organisation.

Conduct cost analysis

This strand of the evaluation is ongoing with financial returns and programme figures being returned to CES and Pobal on a six monthly reporting cycle. A cost analysis which includes programme costs, admin costs, 'other' costs, leverage and income will be completed on all programmes.

6 PROGRAMME SUMMARIES

This section gives a brief summary of all ELI's programmes in 2016-17 as well as briefly outlining our plans for 2017-18. More details on each programme are available in the full End-of-Year Report. If you would like a copy, 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, ensure 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 Docklands and north 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 the inner city Docklands community
- To increase parental involvement in their children's education and learning

- To widen participation in higher education within the inner city Docklands

6.1. Home Visiting and Parent Support Programmes

The aim 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. There are two main programmes: Parent Child Home Programme and the ABC 0-2 Programme. As well as home visiting, these programmes support parents to access group parenting sessions as well as other services in the community.

ABC 0-2 Years Programme

The 0-2 Years Programme, designed to enrich the home learning environment for parents/guardians with children under two years of age, has been rolled out for its second consecutive year as part of the Area Based Childhood (ABC) Programme. As a universal, prevention-based programme, families from pre-birth to 2 years of age are supported in their learning and community engagement through a Home Visiting and Community Support Programme. Participation in the programme reflects the diversity of the catchment area with families from many different living and ethnic situations choosing to part of one or both elements of ABC 0-2. This year saw the introduction of two new groups: Infant Massage and Talk and Play Every Day. Infant Massage aims to enhance attachment between parent and child while Talk and Play Every Day promotes and encourages language development in children between twelve and twenty-four months.

In 2016/17, sixty-two children and their families were involved in Home Visiting with a total of 575 visits. Six community groups were also led by Home Visitors with the engagement of approximately 161 children and their families. In 2017/ 18 it is hoped to continue this programme in the current format.

- *“My child cognitive and language skills have improved tremendously. He has become more confident and more sociable, among family and friends. He has become more interactive and has made lots of new friends in his crèche.”*
- *“I think there is a very good range of books and toys which help you to approach different topics with the child according to their age.”*

Parent Child Home Programme

Originally from the US, the 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 Parent Child Home Programme continued to be delivered this with six sites across Ireland. In total 181 children and their parents received twice weekly home visits across these sites which include the Docklands and East Inner City Dublin, Bluebell and Crumlin (Dublin South City Partnership), Finglas (Pavee Point and the Traveller Community), North West Inner City Dublin (Daughters of Charity and DIT Grangegorman ABC Programme), Ballinasloe (Galway Education Centre and Sisters of Mercy) and Limerick (by Garryowen Community Development Group and Paul Partnership).



Home Visitor and participant family

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. 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.

In 2017-18, it is hoped the programme will continue to develop across the six sites in addition to the possible establishment of a new site in the U.K.

6.2 Early Years Programmes

The main focus is on helping early childhood and education practitioners to improve the quality of the service they provide to children and parents. The aim is to promote positive learning interactions between practitioners, children and parents/guardians; thereby ensuring that children's social, language and thinking skills are developing normally and that children entering school ready to learn, with the skills they need to be successful throughout their education. There are three main programmes: Early Numeracy Project; Continued Professional Development (CPD) and Mentoring Programme along with the Zoom Ahead with Books Programmes.

Early Numeracy Programme

This programme is aimed at improving early year's numeracy and mathematical skills through the provision from birth to 6 years of an integrated programme of activities, training and support for children, their parents and families, and educators.

The Early Numeracy Programme continued its success in 2016/17 with 44 organisations taking part involving approximately and 1,652 children and their parents. As in previous years, three curriculum-focused early numeracy weeks took place which covered the themes Symbols of the Environment, Number and Money.

Evidence of the benefits of the programme to children, parents, educators and the wider community continued to emerge through the staff and parent completed feedback forms.

The numeracy assessments continued to take place with fifty-three children participating across six Early Years' Services aged 2:11 to 5:04 years old and thirteen children from a Primary school aged 4:09 to 5:08 years old. Results showed positive trends in the development of children's understanding and use of Numerical skills and concepts across the academic year. In 2017-18 the Numeracy Programme will run in the same format with the curriculum priority themes changed to Positional Language, Shape and Counting.

- *“My son had lots of fun with the different activities and I enjoyed spending quality time and interacting with my son and being involved in crèche and staff”.*
- *“I really enjoyed singing the songs and doing the activities it helped me understand how my child learning through play”.*

Educational Psychology students from UCD conducted the numeracy assessments on 53 children in six early years' services. The results of these assessments have been both consistent and very positive over the past 3 cycles of testing. The two main factors that influence the results are the age of the child at the time of testing and the area in which the preschool is located. A full report on these assessments is available upon request from ELI.



Early Numeracy Activities

Early Years Continued Professional Development (CPD) and Mentoring

This programme is designed to improve the quality of service and education provided in the Early Childhood and Care settings in line with *Aistear, the Early Childhood Curriculum Framework* (NCCA 2009) and *Síolta, The Quality Framework for Early Childhood Education* (CECDE 2006b).

This year CPD consisted of a total of three Pre-Numeracy Week Workshops and seven CPD sessions delivered to a total of 214 staff across twenty-two services and schools. The Pre-Numeracy Week workshops focused on building capacity and strengthening quality practice. These sessions focused on the up-coming Numeracy Topics and create a numeracy learning space for Educators.

The seven CPD sessions were based on the areas of need identified by the Numeracy Nominees. These included Introduction to Aistear; Literacy with Under 3's; 1, 2, 3 of Computers; Thinking outside the box; Learning Difficulties and Mindfulness and Highscope introduction. Feedback from these sessions was very positive with evidence of continued learning and development among practitioners.

Onsite Mentoring Programme continued to be ran focusing on improving the quality of the teaching and learning in ECEC services. In 2016/2017 there were a total of 204 support visits (<30 minutes) and forty-nine mentoring visits (>30 minutes) to fourteen early year services, ten schools, seven afterschool's four libraries and four health centres.

At the end of 2016/17 this programme was reviewed with the termination of a three-year cycle. It was decided in that the programme will continue next year under the same three strands however on-site mentoring and support to early years' services which will be done in conjunction with Better Start. An Intensive Mentoring Programme is being offered to Childcare services who are not engaged with Better

Start. This programme will focus on a Numeracy Theme each month from October to June 2018. The purpose of the Intensive Mentoring programme is to embed Numeracy within practice in Early Years services in the Docklands and East Inner City area of Dublin.



Early Years Workshop Messy Play

- *The children were confident and more aware of money”.*
- *“Children enjoyed different activities while learning through fun and play, they liked attending local shops to spend their money”.*

Zoom Ahead with Books

The *Zoom Ahead with Books* project is designed to encourage parental involvement and promote 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.

“Every little thing in this programme worked well. The books improved the reading and language of the kids and helped them to use their imagination when drawing pictures, and parents get a chance to spend time with their child and give their own advice when drawing.”



Zoom Ahead with Books Exhibition May 2017

This year seven schools, one preschool and one afterschool service took part in the Zoom Ahead with Books project, with the preschool and afterschool service piloting the project for the first time. Based on last year's feedback, it was decided to run the project over three weeks. Five hundred and sixty-one children and thirty-one teachers were involved in the programme. The programme was delivered to children in Preschool, Reception, Junior Infants, Senior Infants and 1st classes. Teachers reported that each child, on average, read ten books during the duration of the project, culminating in approximately 5,600 books being read. The exhibitions to showcase the work of the children and their book buddies took place in the National College of Ireland and in some schools. The programme has become embedded in the school year, with a lot of positive feedback from children, book buddies and teachers. It will continue in 2017-18.

6.3 After-School and Community Programmes

The main focus is on supporting afterschool and youth organisations to provide positive play-based learning environments and develop children’s social, language and thinking skills; 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. Programmes include: Restorative Practice; Doodle Den; Ulster Bank Financial Literacy Programme; North East Inner City Brighter Futures Initiative, Community Tuition Support and Discover University.

Restorative Practice

This programme aims to build strong, happy communities, and to manage conflict or tensions by actively developing good relationships and resolving conflict in a healthy manner. In 2016/17, thirty-five organisations engaged in restorative practices in the Dublin Docklands and East Inner City through the ABC Programme, this is an increase of fifteen services since last year. The majority of services have been involved with this programme in some capacity since it was introduced to the community in 2014/15, while others have come on-board during this past year. In 2016/17, we have seen an increase of seven early years’ services, an extra five schools, two afterschools and two youth organisations bringing restorative practices to their organisation.

In total, ninety people received training in restorative practices, as part of the ABC Programme. In 2017-18, more training and support will be provided by the ABC Programme to schools and community organisations in implementing a restorative practice approach. This will be supplemented by the North East Inner City Brighter Futures Programme.



Launch of Brighter Futures Report

North East Inner City Brighter Futures Initiative

The North East Inner City Brighter Futures Initiative, designed to involve children and young people in decisions affecting their community was rolled out in 2016/17. This initiative saw 212 community practitioners receiving training in Restorative Practices through the Brighter Futures Initiative since

September 2016; 285 young children (aged 4-12) from six local afterschool services participating in restorative practice play-based activities and 110 young people (aged 12+) from six local youth services engaging in restorative practice education and skills development. Based on these engagements, the North East Inner City Young People's Report and Recommendations for the Future was launched in May 2017.

In collaboration with all services and organisations, both statutory and non-statutory, the next phase of the North East Inner City Brighter Futures Programme and the Dublin Docklands and East Inner City ABC Programme will embed restorative practice methodologies into the services that children and young people interact with. From birth to emerging adulthood, along with supporting their parents/guardians to use restorative practices in their homes and community. Diverse public, civic, corporate and Higher Education partners will also be encouraged to get involved

Doodle Den

Doodle Den aims to improve literacy among children (5-6 years) using a wide range of activities in an afterschool setting. This year saw the continuation of the Doodle Den programme to 33 children in three sites in the North East Inner City. In total forty-five children began the programme in September 2016 with thirty-one graduating in June 2017. This year, in order to support the delivery of the programme corporate volunteering was introduced in two of the three sites. This experience proved to be very rewarding for both children and the volunteer. Results from the assessments administered pre and post programme delivery showed that children in the Dublin Docklands made an average gain of 6% in phonics, 6% in writing, 32% in sight vocabulary and 15% in social skills, which is similar to last year's results.

Doodle Den will continue in four sites for 2017/18 in the North East Inner City.



Doodle Den

Ulster Bank Financial Literacy Programme

The Ulster Bank Financial Literacy Programme was delivered to 91 students across four sites in the Dublin Docklands. This programme ran for six weeks, with four weeks dedicated to financial topics with the final two weeks focused on developing a book focused in financial literacy. Overall the programme was a great success with evidence throughout the focus groups of good levels of financial literacy across all children.

This programme will not continue in 2017-2018 due to insufficient resources.

Robotic Coding Clubs

The Robotic Coding Clubs for primary school students aged 10-12 years old continued and expanded in 2016-2017 in collaboration with NCI's School of Computing. 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, thirty-four students were involved in the club across three sites (NCI and two afterschool's). This year there was an increased focus on parental involvement, 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.

The programme will continue in the new term (October – December 2017) and, dependent on funding, it is hoped to continue the coding club again into 2018.



ELI Afterschools Coding Club

Tuition Support

In 2016-2017, Community Based Tuition in Maths was provided for nine Junior Certificate students in Ringsend and; nine Junior Certificate Maths students as well as fourteen Leaving Certificate Maths students in East Wall.

Due to logistical challenges, the tuition support based in Ringsend will be reviewed however it is hoped to continue this programme in East Wall in 2017-2018.

Discover University

Discover University aims to give young people the opportunity to experience a taste of life at NCI, and to see College as part of their future. This year twenty-two students confirmed places for Discover University however only eleven began the programme. It was decided to focus on the business project, Citrus Saturday, which encourages the development of basic business and life skills as the participants learn how to set goals, create budgets, secure investors, select a site, purchase supplies, serve customers, make a profit and repay investors. Volunteer mentors assisted groups in finalising their business plans in a marketing module and gave advice and support to groups as they prepared for the Dragon's Den. Overall feedback from the students, team leaders and parents was very positive reflecting the fun, learning and development.

It is hoped to continue the programme in the usual format with both business and computer projects in 2017-2018.



Discover University Graduation June 2017

Third level Support

The format of the third level support was reviewed in 2016 and it was decided to introduce a Third Level Internship Programme. Eligible students were offered the opportunity to work with ELI during the academic year, as well as partake in personal and career development opportunities with ELI corporate partners and NCI's Career Office. Seven students fully participated in the programme.

The format of the third level support programme has been reviewed and updated for the academic year 2017-2018. There will be three categories which students will be required to complete in order to fulfil the criteria for the grant payment:

1. CV Building & Networking
2. Personal Skill Development
3. Work - Volunteer Experience



Dragons Den

6.4 Primary School Programmes

The main focus is on supporting schools and parents to develop children's social, language and thinking skills as well as their understanding of the education system and the impact of certain decisions e.g. choice of subject on their ability to access further education and career opportunities; 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 include NCI Challenges, Educational Guidance, Mentoring Circles and Stretch to Learn Awards,

NCI Challenges

The NCI Challenges were 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).



NCI Monopoly Challenge May 2017

Feedback was very positive with all involved agreeing that these Challenges provided valuable and enjoyable learning opportunities. This programme is working well and will continue in 2016-17.

“Really great initiative. The game was really challenging to both adults and children so I can see how it would improve on the children's numeracy skills. Really nice to be able to talk to the children and integrate with them properly for the full sessions.”

Facebook Mentoring Circles Programme

The Facebook Mentoring Circles programme continued in 2016-2017 with the support of core Facebook staff to coordinate the programme. The same four schools engaged in the programme over the two days a week and it was delivered to forty-four students. The final event was hosted by Facebook over two evening with invitations to the graduation event extended to parents and family.

It is hoped, pending the continued support from Facebook that this programme can continue into 2017-2018.

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 participate 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.

The results show an increase in 2nd class student's Micra-T scores with an increase in the number of students scoring between average and above average from 66% in 2016 to 72% in 2017. However, a decrease was

seen in 6th class Micra-T scores with the number of students scoring between average and well above average decreasing from 60% in 2016 to 42% in 2017.

More details on each programme and the assessments are available in the full End-of-Year Report. A copy can be made available by ELI upon request.

7 COMMUNICATION

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 2016-17.

7.1 Conferences, Papers and Articles

Conference Presentations

Bleach, J. (2016). Using Community Action Research to Navigate Local, National and International Networks. In: *CARN Conference, Bishop Grosseteste University*. Lincoln.

Bleach, J. (2016). Who's minding the under-threes? The forgotten children. In: *Researching Early Childhood Education Collaborative [RECEC], Marino Institute of Education*. Dublin.

Bleach, J. and Ferguson, P. (2016). Why do networks matter?. In: *CARN Conference, Bishop Grosseteste University*. Lincoln.

Bleach, J. and Flood, C. (2016). Integrating research, capacity building and practice to improve educational outcomes. In: *EAIR 38th Annual Forum*. Birmingham, UK.

Bleach, J. (2017). Community Action Research: Joys and Challenges. In: *7th Action Research Colloquium, University College Dublin*. Dublin.

Bleach, J. and McGrath, L. (2017). PCHP. In: *Workshop for Tusla Family Support Workers, Cherry Orchard*. Ireland.

Kent, G., Anene, A., Bleach, J. and Fagan, B. (2016). The development of the Parent Child Home Programme in Ireland. In: *European Early Childhood Education Research Association Conference*. Dublin.

Wheatley, E., Conroy, M. and Kent, G. (2016). Building Capacity and Promoting Numeracy Awareness; Dublin Docklands and East Inner City Early Numeracy Project. In: *European Early Childhood Education Research Association Conference*. Dublin.

Wheatley, E. (2017). Zoom Ahead with Books: Development of Children's Enthusiasm for Reading through Parental Involvement. In: *OMEP Ireland Conference, University College Cork*. Cork, Ireland.

Wheatley, E. and Mooney, K. (2017). Cultivating Hope for Brighter Futures: Restorative Engagement to Promote Empathy in Children and Young People. In: *UNESCO CFRC 8th Biennial International Conference, National University of Ireland*. Galway, Ireland.

Wheatley, E. and Mooney, K. (2017b). Cultivating Hope for Brighter Futures: Restorative Engagement in a Divided Community – Dublin. In: *International Institute of Restorative Practices (IIRP) Europe Conference, 'Conflict in Europe: Meeting the Challenge'*. Dublin.

Publications

Bleach, J. (2016). Community Action Research in Ireland: Improving Educational Outcomes through Collaboration in the Dublin Docklands. In: L. Rowell, C. Bruce, J. Shosh and M. Riel, ed., *Palgrave International Handbook of Action Research*. New York: Palgrave Macmillan.

Bleach, J. (2017). Community Action Research for Long-term Sustainable Change (theoretical paper). In: *Action Research Network of the Americas (ARNA) 2016 Conference Proceedings*.

Bleach, J. (2017). Improving Outcomes Through Collaboration. In: B. Mooney, ed., *Education Matters Yearbook 2016/17: Shaping Ireland's Educational Landscape*. Dublin.

Bleach, J. (2017). Working with and Listening to Families. In: C. Patterson and L. Kocher, ed., *Pedagogies for Children's Perspectives (forthcoming)*. New York: Routledge.

Early Learning Initiative (2017). *Building for Brighter Futures - Working with children and young people in Dublin's North East Inner City to Restore Relationships and Bring about Lasting Change in their Communities*. Dublin.

Kent, G. and Pitsia, V. (2017). Exploring the quality of the home learning environment experiences of children in diverse family and socio-economic backgrounds. *Paper submitted for publication*.

ELI Newsletters

This year the ELI published three newsletters: one Community Update (September 2017) and two Community Newsletters (January and May).

Print, Radio and Television

Both the North East Inner City Brighter Futures Initiative Celebration Event (December) and Young People's Report Launch (June) attracted a lot of media attention as did the *Ulster Bank Financial Literacy Book Launch*. Brian Mooney also acknowledged the work we were doing on The Vincent Browne Show (June).

Report Launch Event May 2017

- RTE News Television, Sandra Hurley – <https://www.facebook.com/pg/rtenews/videos/>
- Morning Ireland Show, RTE 1, Sandra Hurley - <http://www.rte.ie/radio/utills/radioplayer/rteradioweb.html#!rii=b9%5F21182029%5F48%5F01%2D06%2D2017%5F>
- Newstalk, Henry McKean - [http://www.newstalk.com/podcasts/Newstalk Drive/Henry McKean on Newstalk Drive /194390/Dont rob cars or sell drugs. North Inner City Kids](http://www.newstalk.com/podcasts/Newstalk%20Drive/Henry%20McKean%20on%20Newstalk%20Drive%20194390/Dont%20rob%20cars%20or%20sell%20drugs.%20North%20Inner%20City%20Kids)
- The Irish Times - http://www.irishtimes.com/news/ireland/irish-news/north-inner-city-has-much-to-be-positive-about-despite-dark-day-says-minister-1.3103326?utm_content=sf-man

Brighter Futures Initiative Event December 2016

- The Herald - <http://www.herald.ie/news/our-neighbourhoods-are-at-risk-inner-city-children-tell-minister-35298074.html>
- Dublin Live - <http://www.dublinlive.ie/news/dublin-news/north-inner-city-taskforce-set-12319611>
- Sean O'Rourke Show, RTE 1 – 22nd December 2016 <http://ncirl.us11.listmanage2.com/track/click?u=cf1187c0b38d247cb0f9b8941&id=bfff37bf42&e=fb6ddec43c>
- Dublin City FM's Good Morning Dublin Show – 22nd December 2016 <https://soundcloud.com/dcfm-1032/sets/good-morning-dublin>

Ulster Bank Financial Literacy Book Launch Event March 2017

- The Examiner - <http://www.irishexaminer.com/lifestyle/healthandlife/the-smart-money-stories-helps-kids-to-make-cents-of-finance-448271.html>
- Dublin City FM's Good Morning Dublin Show - <https://soundcloud.com/dcfm-1032/sets/good-morning-dublin>

7.2 Social Media

Over the year we significantly increased our levels of engagement through our social media channels, in particular on Facebook and Twitter.

Facebook

The ELI Facebook page now has 1,419 likes with most of the activity around updates, news and photographs of events. The highest reach was for the Parent Child Home Programme Christmas Party in December 2016, the launch of Brighter Futures Report at the end of May 2017 and PCHP Graduation Event in June 2017.

Despite no paid promotional or fundraising campaigns being run during 2016-2017, the ELI page has a steady organic reach overall across the year, as seen in the Figure 2. Facebook have kindly gifted ELI funding towards advertising, in addition to support with the creation of a series of advertisements and plans are underway for a new digital marketing campaign during 2017 - 2018.



Figure 2. Total reach of ELI page

Twitter

ELI's following has increased from 360 to 480 during 2016-2017. Engaging with Twitter allows us to communicate more readily with corporate sponsors, participate in current trending conversations, as well as facilitating discussions between similar partner organisations, services, groups, businesses, other charities and researchers. Twitter has also increased the immediacy of our longstanding relationship with our PCHP colleagues in the US, enabling us to share stories, images and learning. Furthermore, twitter continues to raise our profile in the local community and wider early years' educational sectors.

Our twitter impressions over the past year (Figure 3), highlight the extent of our reach during important events. Both reach and impressions give an idea of the overall exposure a tweet receives. Using these metrics, we can get a sense of the size of our potential audience, and gain a more complete understanding of our social media impact. As seen below, the spike during March 2017 can be attributed to the launch of ELI's #SmartMoneyStories sponsored by Ulster Bank. Further points of increased activity seen during May and June 2017 meanwhile were due to the launch of the Brighter Futures Initiative report, and the media activity which surrounded that event. There was also increased exposure of ELI's work due to conference presentations during May and June also.

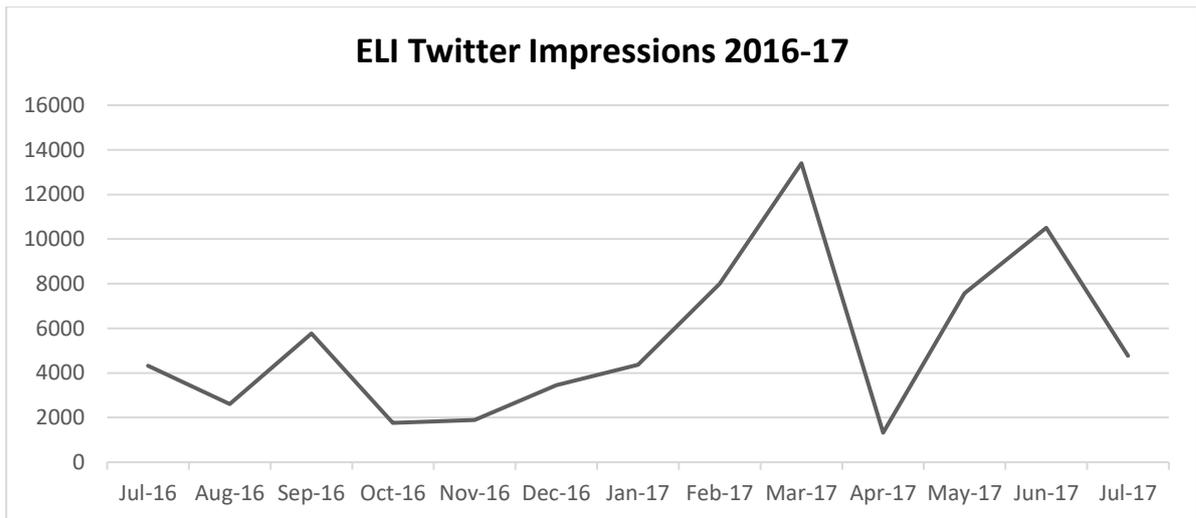


Figure 3. ELI Twitter Impressions 2016-17

Instagram

ELI also has an Instagram account (linked to our Facebook account) to increase our engagement across local and global communities. We have 62 followers at present, and aim to grow our use of Instagram to increase our visibility across multiple social media platforms and to support our digital marketing campaign during 2017-2018.

Website

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.

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 16th May 2014. 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.

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.

Legal Status of Organisation: Company Limited by Guarantee

Charity Tax Reference Number (CHY): 9928

Company Registration Number (CRO): 134303

Tax Clearance Certificate Number: 00087638-28568G

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. He is supported in this by a Senior Team, comprising the Director of Finance, the Vice President and an Executive Board. The Executive Board manages the day to day operations of the College and comprises the Director of Finance, Registrar, and 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's Governing Body as of June 2017 is set out below:

- Chairman – Fr Leonard Moloney S.J.
- Mr Brendan McGinty
- Mr Peter McLoone
- Ms Barbara Cotter
- Ms Brigid McManus
- Dr. Tish Gibbons
- Dr Tony White*
- Mr Michael Brady

- Fr Kevin O'Higgins S.J. *
- Mr Liam O'Donoghue
- Gina Quin, President NCI*
- Ms Aine Casey, NCI Staff Representative
- Ms Frances Sheridan, NCI Staff Representative
- Mr Stephen Cleary, President NCI Student Union

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

8.2 ELI Advisory Board

Up to 2013/2014, oversight for all ELI activities has been provided by the ELI Review Board. The successful bid for ABC funding required that the College and ELI establish additional governance structures to oversee the delivery of services associated with the bid. Separate boards to accommodate oversight of ELI (ELI Advisory Board) and ELI/ABC (ABC Review Board) activities along with a clear link from ELI into NCI's Governing Body were created.

The ELI Advisory Board 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. More specifically, the Board 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, so as 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 Board as of June 2017 is set out below:

- Chairperson – Frank Ryan, Chairman IDA
- Fr. Kevin O'Higgins S.J., NCI Governing Body
- Tony White, NCI Governing Body
- Dr Sheila Greene, Professor and Fellow Emeritus, School of Psychology, Trinity College
- Joe O'Reilly Executive Chairman Castlethorn Construction Ltd
- Owen Kirk, Executive Chairman Rossmere Developments
- Sean Reilly, Executive Chairman Alcove Properties
- Dan O'Connor, Non-Executive Director Glanbia & Chair of ELI's Development Committee
- Jenny Barnard, Early Years Specialist
- Gina Quin, President NCI.

The secretary of the Board is the ELI Project Coordinator, who will attend all meetings of the Board in a non-voting capacity.

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 his/her delegate.

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

8.3 ELI/ABC Review Board

The ABC Review Board was 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 Board, of which it is a sub-committee.

The ABC Review Board 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 Chapter 6.
- 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 2017 is set out below:

- Chairperson – Frank Ryan, Chairman IDA
- 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
- Teresa Nyland, Principal Social Worker, Tusla Representative.
- Angela Nolan, Assistant Director of Public Health Nursing. PHN Representative.
- Alison McCormack, Community Representative
- Dr Sheila Greene, Professor and Fellow Emeritus, School of Psychology, Trinity College
- Dan O'Connor, Non-Executive Director Glanbia & Chair of ELI's Development Committee
- Gina Quin, President NCI.

NCI is represented on the ELI/ABC Review Board by the President of NCI.

The secretary of the Board is the ELI Project Coordinator, 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's 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, if and when appropriate

ELI Development Committee as of June 2017 is set out below:

- Chairman – Mr Dan O'Connor, Non-Executive Director Glanbia

- Mr Sean Reilly, Executive Chairman Alcové 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 (Emily Scanlan - January to June 2017), Development Manager Early Learning Initiative



ELI Appreciation Evening January 2017

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, Chair of the Review Board, and the ELI Review Board 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 2017 is set out below:

- Director- Dr Josephine Bleach
- Project Coordinator- Brigina O'Riordan
- Project Coordinator – Catriona Flood
- Parent Child Home Programme National Coordinator- Beth Fagan (retired December 2016)
- Parent Child Home Programme Coordinators- Michelle Moore, Jennifer O'Neill and Linda McGrath
- Stretch to Learn Programme Coordinator- Lucy Kinghan
- ABC Early Years Coordinator- Mairéad Conroy
- ABC Programme Coordinators - Emma Wheatley (July-August 2016); Andrew Dineen (Oct 2016-Jan 2017);

- NEIC Brighter Futures Coordinator - Emma Wheatley (September 2016- June 2017); Karen Mooney (September 2016- June 2017); Andrew Dineen (Oct 2016-Jan 2017), Rakhi Gupta (Nov 2016 – June 2017)
- ABC 0-2 Year Programme Coordinator- Marion Byrne
- ABC Early Years Coordinator- Mairéad Conroy
- Development Manager- Shivonne Heery (on career break from September 2016)
- Development Manager- Emily Scanlan (January - June 2017)
- Researchers- Dr Gráinne Kent and Vasiliki Pitsia
- Administration Assistant – Roisin Dunne
- Home Visitors – Teresa Adrienne Anene, Julie Booth, Marie Boyne, Karen Byrne (resigned November 2016), Margaret Campion (Mags), Melanie Cassidy, Sun Chuan (Sue), Bridget Collins, Linda Coulihan, Amy Cooney, Sandra Farrington, Sharon Falegan, Lisa Farrelly, Jackie Glynn, Chun Yan Huang (Katie), Jing Xia Miao (Lisa) Sarah Keegan, Maja Krpeta, Pamela Martin, , Eimer McCabe, Julie Ann McCabe, Ann McDonnell, Pauline McDonnell, Deborah Maloney, Sandra Monks, JiLyn McLoughlin, Adrienne Taaffe, Gemma Preston (resigned May 2017), Irina Ivanova
- Doodle Den Facilitators – Julie Booth, Anne-Marie Connelly, Stefanie Dawick, Lindsey Kirby, Ruth McCormack, Barry Nolan, Elise Rafter
- Project Support Workers – Sean Warren, Rakhi Gupta, Ruth Breen

8.6 Commitment to Standards in Fundraising Practice

National College of Ireland is fully committed to achieving the standards contained within the *Statement of Guiding Principles for Fundraising*.

The *Statement* exists 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 standards the Code of Practice set out.

National College of Ireland’s report on our fundraising activities is available in Chapter 3 of this Annual Report 2016/17

We welcome your feedback on our performance via the contact points provided (see below). See our Feedback and Complaints Procedure here [www.ncirl.ie/eli].

Write to:

Gina Quinn, President

National College of Ireland

Mayor Street, IFSC, Dublin 1

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

We are open 5 days a week from 9.00 am to 5.30 pm.