



Early Learning Initiative

National College of Ireland

*Supporting parents, communities and schools
in the education of children*



Annual Report
Early Learning Initiative
2013/14



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CHY Number: 9928

CONTENTS

FOREWORD	4
1 Participant Numbers 2013-14.....	7
2 Performance Outcome Indicators 2013-14.....	8
3 Finance.....	9
3.1 Annual Programme Budget - Year Ending 30th June 2014.....	9
3.2 Annual Programme Budget - Year Ending 30th June 2015.....	10
3.3 Fundraising Review 2013/2015.....	11
4 AREA BASED CHILDHOOD (ABC) PROGRAMME	13
5 Early Years Programmes (0-6 Years).....	15
5.1 PARENT CHILD HOME PROGRAMME (PCHP) (866)	16
5.1.1 Attendance	16
5.1.2 Child Assessments	17
5.1.3 Parental Feedback.....	18
5.1.4 Events.....	20
5.1.5 Storytelling in the Community.....	21
5.1.6 Parents Together Community Course (864).....	21
5.1.7 PCHP Longitudinal Research.....	23
5.2 NATIONAL EARLY YEARS ACCESS INITIATIVE (NEYAI) DOCKLANDS	
NUMERACY PROJECT (1032)	25
5.2.1 Consortium and Working Group.....	25
5.2.2 Assessment and Evaluation	26
5.2.3 CPD for ECCE Practitioners	29
5.2.5 CPD for Parents of ECCE children.....	31
5.2.6 Curriculum Priority and Related Activities.....	31

6	STRETCH TO LEARN PROGRAMMES (4+)	34
6.1	Stretch to Learn PRIMARY (868)	35
6.1.1	Zoom Ahead with Books (Reception, Infant Classes and 1st Class)	35
6.1.2	Stretch to Learn Primary Awards (3rd – 5th Class):	36
6.1.3	NCI Challenge (2nd, 3rd and 4th Classes):	37
6.1.4	Educational Guidance (5th and 6th Classes)	38
6.1.5	Coder Dojo	39
6.1.6	Assessments	40
6.1.7	Ulster Bank Financial Literacy Programme	42
6.2	Stretch to Learn SECOND LEVEL (869)	43
6.2.1	Tuition Support	43
6.2.2	Discover University	43
6.2.3	Parent and Teen Support:	46
6.3	Stretch to Learn THIRD LEVEL (870)	47
6.3.1	Third Level Mentoring Programme	47
6.3.2	Campus Connect – Volunteering	48
6.3.3	Support Programme	49
7	VOLUNTEER PROGRAMME	50
8	Programme Development and Planning	52
8.1	Research and Development of Programmes	52
8.2	External Research	54
8.3	Conferences, Papers and Articles	54
8.5	National Policy	55
8.6	Communication	55
9	Leading the Way through Partnership	56
10	GOVERNANCE	57
10.1	NCI's Governing Body	57
10.2	ELI's Review Board	58
10.3	ELI's Development Committee	58

FOREWORD

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.

This annual report describes the work completed in 2013-14 and briefly outlines our plans for 2014-15. This has been a good year for ELI with approximately 4,093 people taking part in our programmes, which is a 15% (N=600) increase on 2012-13. We had satisfaction rates of 97% (N=783) across all programmes for those who filled out evaluation forms (N=807).

Highlights

- Each family in the Parent Child Home Programme had on average 48 home visits this year i.e. 3,708 in total in the Docklands
- 784 children (0-6 years) and their families took part in the NEYAI Docklands Early Numeracy Weeks
- 3,690 books were read by 341 children during Zoom Ahead with Books
- Over 225 children in 2nd, 3rd and 4th classes spent at least 2,200 hours playing board games and taking part in quizzes for the NCI Challenges aided by their teachers, parents and volunteers from McCann FitzGerald, Citco, Deloitte and HSBC
- 107 students submitted 26 projects for the Educational Guidance Programme
- Our Facebook page has gone from strength to strength over the last year with over 400 likes and 1,000 hits for some items. For more information, check us out on Facebook – please like us.
- There has been increased funding and volunteering from our corporate partners. There were 229 corporate volunteers in 2013-14, up from 112 in 2012-13.

We look forward to continuing and extending this work in 2014-15.

Parent Child Home Programme (PCHP)

Last year was another good year for PCHP with 78 families taking part in the programme. We are hoping to extend this number through the ABC Programme, which is funded through the Department of Children and Youth Affairs and Atlantic Philanthropies. Training and support continued for the Canal Communities Partnership's PCHP in Bluebell, which has 10 families. We are delighted that through funding from the Katherine Howard Foundation, Canal Communities Partnership will be able to extend PCHP to another 10 families in Crumlin.

An exciting new development for us is that, in collaboration with the Katherine Howard Foundation and Pavee Point, we are training a group of Traveller women to deliver PCHP to 8-10 Traveller families in the Finglas area. We are hoping that the success we have had in the Docklands and Bluebell with PCHP will be replicated in the Traveller community and that Traveller children will start school with all the skills they need and on a par with their peers in the settled community.

Assessments

Assessments of children using the PCHP Evaluation of Child's Behaviour Traits (CBT) showed the progress children made over the course of the programme. 82% of children exhibited an increase in positive verbal interaction and behaviour from when they began the programme in November 2012 to when they finished in May 2014. The greatest increase was in their language skills. The average score of the participants rose from 59 at the beginning of year 1 to 74 at the end of year 2. Whereas only 17% of children were meeting their developmental milestones, when they began the programme in November 2012, 83% are meeting their developmental milestones in May 2014.

Longitudinal Research

A pilot longitudinal research study was carried out in 2013-14 with the 15 of the first PCHP families. It found that 6 years later, these parents are continuing to use the skills they learned through the programme. The PCHP books and toys are still being used by these parents to talk, read and play, not only with their PCHP child, but also with their other children. Their children are doing well at school, having started school with the literacy and numeracy skills needed to succeed.

Working in Partnership with Government

Through its on-going support of ELI, the Government directly helps 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. Through its investment in ELI's programmes, the Government is delivering on Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-15 (DCYA 2014); the Programme for Government (2011) and the National Strategy to Improve Literacy and Numeracy (DES 2011), thereby ensuring that education is at the heart of a more cohesive, more equal and more successful society and the engine of sustainable growth. Its support has been very influential in helping us improve outcomes for the children and young people we work with.

National Early Years Access Initiative (NEYAI) Docklands Numeracy Programme

The National Early Years Access Initiative (NEYAI) Docklands Early Numeracy programme, which was funded by the Atlantic Philanthropies, the Mount Street Club Trustees, the Department for Children and Youth Affairs, the Department of Education and Skills and Pobal ended in July 2014. Children's numeracy outcomes have improved over the course of the programme. The numeracy assessments administered by students from UCD Educational Psychology and St Patrick's College, Drumcondra indicated that the children's numeracy concepts and skills had improved over the year and they were performing on a par with those in more economically advantaged areas. The results from the NEYAI National Evaluation are similar with children aged 3-4 years in the Docklands doing very well, particularly in language and cognition, compared with their peers in other projects in the evaluation.

The programme ended with a Community Celebratory Dissemination Event. Each service/school involved (8 ECCE services, 6 schools and 1 afterschool's project) exhibited the good practice in numeracy developed in their service/school, as result of their involvement in the NEYAI programme. We were delighted that the Minister for Education and Skills, Ruairi Quinn joined us to celebrate our achievements and launch "The Money Tree", a storybook written by children in the Docklands area.

Area Based Childhood (ABC) Programme

The Tánaiste, Eamon Gilmore and the Minister for Children and Youth Affairs, Frances Fitzgerald launched the Area Based Childhood (ABC) Programme here in NCI on 27th November. The Docklands and East Dublin Consortium, for which NCI is the lead agency, was awarded funding of €1.2m to implement their proposal. Since then we have been working on the design stage with Pobal and Centre for Effective Services (CES), who have been engaged to manage the funding and programme support of the ABC programme. All the documentation (logic model, implementation plan, and revised budget has now been submitted and we are awaiting a decision from the ABC Interdepartmental Project Team, which is expected in September, with a view to contracting in September and first payment expected in October. We are looking forward to working with CES and Pobal to implement this innovative and ambitious programme. Being part of the ABC Programme will enhance the work already being done in the area and allow us to develop it further.

Corporate Involvement

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. Without their substantial, long-term financial and voluntary support, much of the ELI's work would not be possible. 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.

Fundraising Standards

In 2013-14, NCI, on behalf of ELI, signed up to The Governance Code and the Statement of Guiding Principles for Fundraising. We comply with the Governance Code for community, voluntary and charitable organisations in Ireland. We reviewed our organisation's compliance with the principles in the Code on 16th May 2014. We based this review on an assessment of our organisational practice against the recommended actions for each principle. Our review sets out actions and completion dates for any issues that the assessment identifies need to be addressed. NCI is also a member of the Irish Charities Tax Reform group (ICTR) which is the representative body for Irish charities and are fully committed to achieving the high standards outlined in the Statement.

Volunteering

Our corporate volunteer programme continues to expand with over 229 employees from our corporate partners volunteering for at least one of ELI's programmes. Their involvement is a key motivational factor, with young people in our community really appreciating the opportunity to 'speak to accomplished professionals' and get 'an insight into the real life business world'. Thanks to all who participated in ELI's volunteering programme. Together, we are expanding the minds, hopes and ambitions of this generation and helping them to develop the skills they will need for education and employment.

Financial Literacy

In conjunction with Ulster Bank, we are delighted to introduce a new financial literacy programme for children in 3rd and 4th class, which will build upon the success of the NEYAI Docklands Early Numeracy Programme (for children aged 0-6). The programme will involve a home-school-corporate partnership whereby a series of relevant financial mathematical curriculum objectives are chosen by a working group of teachers. Learning activities for both home and school will be devised with the chosen curriculum priorities taught at school and at home over a six week period.

Acknowledgements

Without the active engagement and participation of our 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.

- Our patrons and corporate partners, without whose generosity and commitment, we would not be able to meet the educational needs of the local community. 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. Funders include: McCann Fitzgerald, Smurfit Kappa Group Foundation, ICG, Dublin Port, State Street Foundation, Deloitte, Citco, McGarrell Reilly Group, HSBC, Ireland Funds, Arthur Cox, BlackRock, Dermot Desmond, Fyffes, Irish Ferries, Samskip, Total Produce, Ulster Bank, Eversheds and The Panel
- The support received from various Government's Department, in particular the Department of Children and Youth Affairs and the Department of Education and Skills and its Agencies, which enable us to address key educational and social issues in the communities in which we work. The statutory funding received through the National Early Years Access Initiative (NEYAI) and the National Lottery has improved the literacy and numeracy outcomes for children in the Docklands. This year, we were delighted to have been awarded €1.2m under the new Area Based Childhood (ABC) Programme and look forward to working with the Department of Children and Youth Affairs, Atlantic Philanthropies, Centre for Effective Services and Pobal in improving outcomes for children and their families over the next 3 years.
- NCI staff, who, as usual, have worked very closely with us over the past year. We are very appreciative of their dedication, collegiality and encouragement.
- Parents, childcare centres, schools, Public Health Nurses, TDs and community groups, who collaborate with us to ensure that the children in the Docklands will achieve their educational and career ambitions. We thank them for their friendship, generosity and commitment to the Initiative.
- Denis O'Brien; Chairperson of NCI's Governing Body and the Dr Phillip Matthews, President of NCI and other members of NCI's Governing Body and Executive Board, who take full responsibility for the financial, management, contractual, reporting and governance requirements of the Early Learning Initiative. Their long-standing and generous commitment is very much appreciated.
- Frank Ryan, Chairperson of the ELI Review Board, Dan O'Connor, Chairperson of the ELI Development Committee and the other members of the Review Board and Development Committee for their advice, guidance and support.



Dr. Josephine Bleach,
Director
Early Learning Initiative

1 Participant Numbers 2013-14

Programme	Children	Parents	Professionals	Totals
<i>Parent Child Home Programme (PCHP) (18th mths - 3 yrs)</i>				
Home Visiting Programme	78	78	17	173
Storytelling sessions	55	47		102
NEYAI Early Numeracy Project (0-4 years)	784	1073	150	2007
<i>Parenting Courses</i>				
Parents Together Community Course		32	6	38
Facilitator Training			14	14
<i>Primary School Students (4-12 yrs)*</i>				
Award Scheme (2nd - 5th classes)	73	105	6	184
Zoom Ahead with Books (Junior Infants – 1st class)**	341	194	18	553
Coder Dojo	22	22	1	45
NCI Challenges				
Rummikub (2nd class)	89	62	11	162
Table Quiz (3rd class)	80	40	8	128
Monopoly (4th class)	58	58	5	121
Educational Guidance (5th and 6th classes)	107	30	11	148
<i>Second Level Students (12-18yrs)</i>				
Tuition Programme (Junior and Leaving Cert)				
NCI Counts	10			10
Community based	31			31
Discover University	35	61	0	96
<i>Third Level Student Support (17+ yrs)</i>				
Volunteers	19			19
Students	33			25
Corporate			229	229
Totals	1815	1802	476	4093

* Numbers are the number who attend events not the number who took part in the schools, which is larger

** Also involved with the NEYAI Early Numeracy Project (4-6 years)

2 Performance Outcome Indicators 2013-14

Programme	Performance Outcomes	Target for Year ending 30th June 2014	Target reached Year ending 30th June 2013	Target for Year ending 30th June 2015*
Parent Child Home Programme (PCHP) – 866	No. of Home Visitors No. of families visited No. of visits	14 70-80 3,300	17 78 3,708	17 70-80 3,700
NEYAI -1032	No. of ECCE settings involved No. of Primary Schools Involved Working Group Meetings Staff Training Sessions Parents' Work shops Curriculum Priority Weeks	9 6 3 5 6 3	9 6 3 9 8 3	9 6 3 6 0 3
Parents Together - 864	No. of facilitator training sessions No. of Parenting Courses	1 4	1 7	0 3
Primary - 868	No. of schools - Educational Guidance Programme No. of schools - Zoom Ahead with Books No. of schools - Primary Awards No. of schools - NCI Challenges • Quiz • Monopoly • Rummikub (4th Dec)	4 6 6 6 6 4 6	3 6 6 5 3 6	4 6 6 6 4 6
Secondary - 869	No. of students receiving community-based tuition support No. of students in NCI Counts tuition support No. of students in Discover University	15 20 40	31 10 39	20 10 40
Third Level - 870	No. of students – third support programme	19	18	19

* These targets will be adapted when the ABC programme is fully approved

3 Finance

3.1 Annual Programme Budget - Year Ending 30

Programmes	Expenditure Year ending 30th June 2014	Budget Year ending 30th June 2014	Budget Variance
Parents Together - 864	€37,634	€59,500	-€21,866
Parent Child Home Programme (PCHP) – 866	€300,301	€298,000	€2,301
NEYAI – 1032 (Early Numeracy)	€75,099	€108,500	-€33,401
Primary - 868	€69,854	€75,000	-€5,146
Secondary - 869	€67,471	€83,000	-€15,529
Third Level - 870	€72,270	€76,000	-€3,730
Total Costs:	€622,629	€700,000	-€77,371

Notes:

- Both expenditure and budget figures for 2013/14 include interdepartmental charges payable to NCI of €91,000. However, in 2011/12; 2012/13 and in 2013/14, due to the shortfall in income, NCI agreed to waive the charges; and will do so again in the current year 2014/15.
- The reported underspend in NEYAI is a timing issue only; the remainder of the costs incurred will fully utilise the grant allocation, but will fall to be reported in 2014/15.

3.2 Annual Programme Budget - Year Ending 30th June 2014

Programmes:	Expenditure Year ending 30th June 2014	% of Budget 2014/15	Budget Year ending 30th June 2015	% of Budget 2014/15
Parents Together - 864	€37,634	6%	Included in PCHP's budget	0%
Parent Child Home Programme (PCHP) – 866	€300,301	48%	€302,080	50%
NEYAI Early Years Numeracy Project - 1032	€75,099	12%	€33,401	5%
Early Numeracy and CPD - 865			€60,100	10%
Primary - 868	€69,854	11%	€83,700	14%
Secondary - 869	€67,471	11%	€63,720	10%
Third Level - 870	€72,270	12%	€66,080	11%
Total Costs:	€622,629	100%	€609,081	100%

Notes:

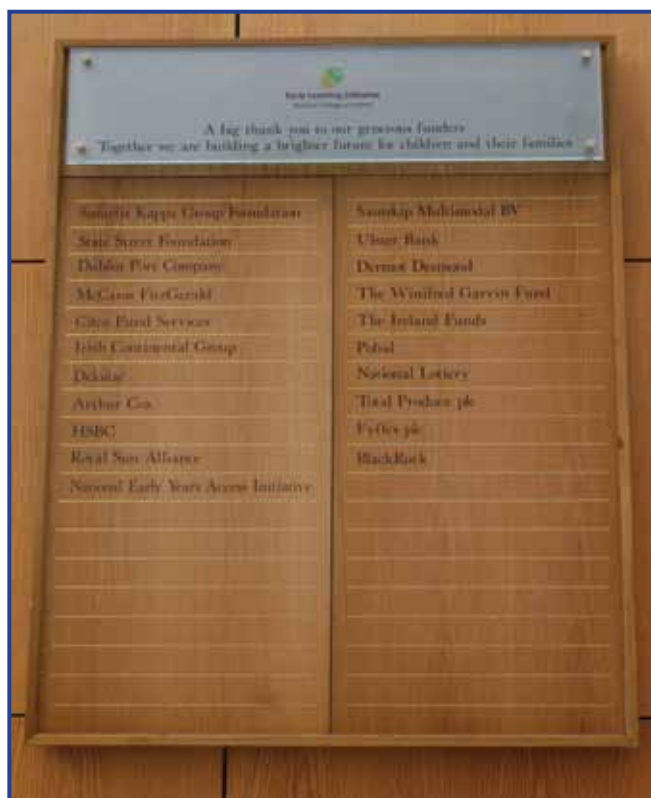
- Both expenditure for 2013/14 and budget figures for 2014/15 includes the interdepartmental charges to NCI, which amounted to €91,000 in 2013/14. However, in 2011/12; 2012/13 and in 2013/14, due to the shortfall in income, NCI agreed to waive the charges; and will do so again in the current year 2014/15.
- NEYAI ended in July 2014, so the costs incurred at the end of the year 2013/14 have been allocated to 2014/15.
- This budget excludes the Area Based Childhood Programme (ABC), which has yet to be approved by the Department of Children and Youth Affairs, Atlantic Philanthropies, Centre for Effective Services and Pobal

3 Fundraising Review 2013/2014

Last year was a good year for ELI fundraising despite being another tough year for Irish charities. Although we were short of our fundraising target we were able to grow our fundraising income by nearly 11.5% compared to the same period last year (excluding NEYA restricted funding). This growth mainly resulted from an increase in corporate support which saw an increase of 37%.

Corporate Support

It would be near impossible for us to run our programmes without corporate involvement. We are extremely fortunate to have not only financial help from the following companies but also support from their fantastic volunteers. On numerous occasions throughout the year, corporate volunteers enhanced our programmes and raised the children's standards.



Deloitte.

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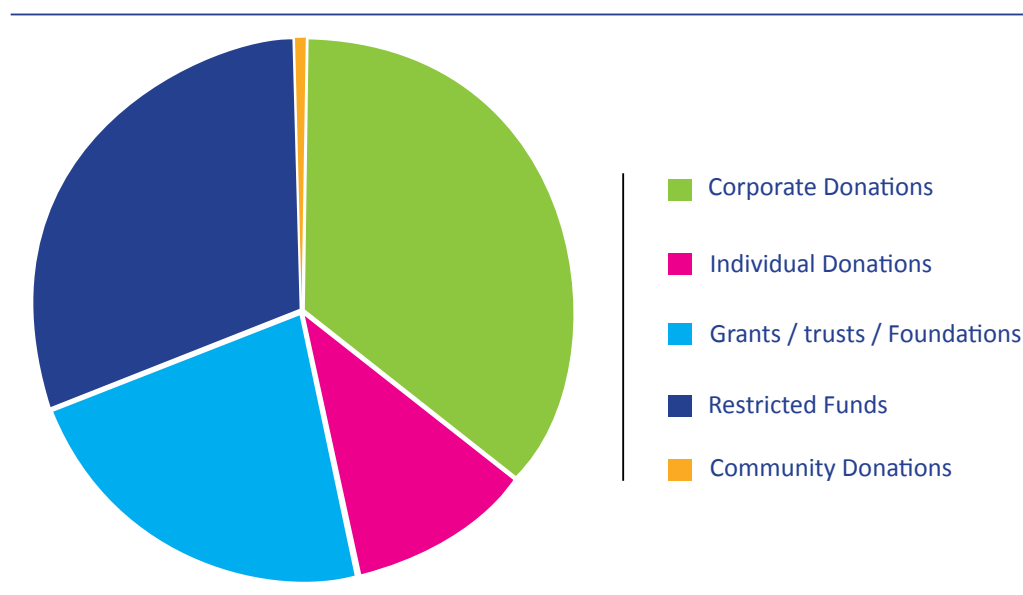
IRISH CONTINENTAL GROUP

ARTHUR COX

Ulster Bank

'Over the couple of years that Deloitte have been involved with ELI we have been continually impressed with the impact that the program is making to the community around the IFSC. Initially Deloitte got involved because we believed in the ethos and educational aims of the program and also because our people really valued the opportunity to volunteer their time to such an important initiative. The Deloitte people who have volunteered have gained a great deal from their involvement and we hope that the children from the local area have also benefited. Dr Josephine Bleach and her team run the program very professionally and are dedicated to the achievement of the ELI goals. I would certainly recommend other businesses get involved.'

Michael Hartwell, Partner, Deloitte



Fundraising activities for the year generated income of €414,931 (N.B. NEYAI restricted funding substantially complete however small amount of costs/grant revenue will be accounted for in 2014/15).

Thank you to all of our generous like-minded supporters for their donations throughout the year.

Fundraising Activities

Our breakfast briefings were once again well received throughout the year. Thank you to Citco Fund Services, HSBC Ireland and Dublin Port for hosting. Corporate support is fundamental to ELI achieving its vision and we were delighted so many prospective companies were able to attend and that they had an opportunity to hear from our current corporate partners.

A special thank you to Dan O'Connor (Director, CRH), Declan Quilligan (Managing Director, Citco Fund Services), Sean Reilly (Executive Chairman, Alcove Properties), Susan Dargan (Head of Global Services, State Street) for their invaluable input as part of our ELI Development Committee

Our recognition programme for donors began in earnest at the beginning of the year when we had our Inaugural Appreciation Evening in January attended by all of our corporate partners. On the night, Frank Ryan was introduced as our new chairman and we unveiled a plaque listing our donors which is now proudly hung in the NCI Atrium. As a result of feedback from our corporate funders, in particular McCann FitzGerald, ELI, was re-branded in September and our mission and vision updated. We continued our advocacy and communications programme as Dr Josephine Bleach had articles published in national newspapers and international journals. Our first quarterly e-newsletter listing all of our updates and upcoming volunteering opportunities was sent in April.

Good Governance

Integrity and accountability are crucial to our fundraising. National College of Ireland in 2014 became a member of The Governance Code and ELI became a member of the Irish Charities Tax Reform group (ICTR) which is the representative body for Irish charities. This means our ELI Review Board have signed up to the Resolution regarding the Statement of Guiding Principles for Fundraising and are fully committed to achieving the high standards outlined in the Statement (these can be viewed on our website: www.ncirl.ie/eli).

Shivonne Heery,
Development Manager
Early Learning Initiative

4 Area Based Childhood (ABC) Programme

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.

ABC Programme - Process

In November 2014, the then Tánaiste, Eamon Gilmore and the Minister for Children and Youth Affairs, Frances Fitzgerald launched the ABC Programme here in NCI. The Docklands and East Dublin Consortium, for which NCI is the lead agency, were awarded funding of €1.2m to implement their proposal.

Since then we have been working on the design stage with Pobal and Centre for Effective Services (CES), who have been engaged by the co-funders to manage the funding and programme support of the ABC programme. All the documentation (logic model, implementation plan, and revised budget) has been submitted to CES and Pobal. The next stages in the review and approval process are as follows:

- Once the submission (logic model, implementation plan, and revised budget) has been reviewed by CES and Pobal, they will make a recommendation to the ABC Working Group. The next ABC Working Group takes place on the 20th August. All submissions from ABC Areas who have completed the design stage will be reviewed at this meeting.
- The ABC Working Group will review the submissions and make a decision as to whether they recommend approval to move to the contracting stage.
- The ABC Working Group will send their recommendation to the ABC Interdepartmental Project Team for final decision.
- A decision is expected from the ABC Interdepartmental Project Team in September, with a view to contracting in September and first payment expected in October.

Docklands and East Inner City ABC Programme - Summary

Building upon the existing expertise and interventions in the area, our aim 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.

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.

Key Activities & Outputs

Implement the following evidenced based programmes:

- 0-2 ABC Programme (PHN service & Home Visiting)
- Parent Child Home Programme (18months - 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; Tusla 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 North Inner City

Short Term Outcomes (by 2016):

- Early identification of children's wellbeing, health, welfare and developmental needs
- Children's reach their developmental milestones
- Increased uptake in child health clinic and immunisation appointments
- Parents/Guardians' are actively engaging in supporting their children's wellbeing, development and learning (0-8 years) at home, in services and in the community
- Effective interagency structures, processes and practice have been agreed.
- Parents/Guardians will feel happier, more confident, informed and competent in their parenting role
- Children and service providers have better skills and competencies associated with conflict resolution
- The learning is shared and disseminated with other communities and inform policy nationally and internationally.
- Employment and training opportunities are available to local people.



Former Tánaiste Eamon Gilmore, former Minister for Education Frances Fitzgerald, Kevin Humphreys TD, Aodhain O'Riordain TD and Councillor Ray McAdams, at the ABC programme announcement in NCI's Cloud Competency Centre.

5 Early Years Programmes (0-6 Years)

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 years practitioners as well as the Parent Child Home Programme (PCHP).

The Early Learning Initiative also 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, 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



A learning moment at PCHP's Easter Event.

Short-term Targets:

- Continuation of the existing programme with 80 families in the Docklands
- Support and additional training of existing Home Visitors
- Recruitment of new families as part of the ABC Programmes
- Recruit and support the development of new PCHP sites
- Parents will continue the learning activities with the children in their own time
- Improvement in children's oral language, literacy and numeracy skills

Medium-term Targets:

- To continue to train Home Visitors and offer home visits to families
- On-going support and development of new PCHP sites
- The oral language, literacy and numeracy levels of children in the Docklands will be on a par with the national norms when they start school
- Parents will have an understanding of their children's development in oral language, literacy and numeracy and be able to monitor and support their children's progress
- Parenting strategies, personal skills and involvement of the parents in their children's learning will be improved

Long-term targets:

- Increased parental awareness and engagement in children's education
- Improvement in the long-term educational outcomes for the children

5.1.1 Attendance

Seventy-eight families (38 in year two and 40 families in year one) were involved in the Parent Child Home Programme in 2013-14. In total, 3,708 visits were made last year, which is an average of 48 visits per family. Six families left the programme during the year due to family circumstances, illness and moving out of the area.

Attendance has improved in 2013-14 with 62% of families having 100% attendance this year as compared to 49% (2012-13) and 37% (2011-12). In addition, 90% of families had attendance of 75% as compared to 85% (2012-13) and 80% (2011-12). In addition, the percentage of families with 100% attendance over the 2 year programme rose from 22% (N=7) in 2011-12 to 40% (N=14) in 2012-13.

The breakdown is as follows:

	<i>Year 2 Families</i>	<i>Year 1 Families</i>	<i>Total</i>
46+ visits - 100% attendance	24 (63%)	24 (60%)	48 (62%)
33-45 visits: 1.5-2 per week - 75% attendance	9 (24%)	13 (33%)	22 (28%)
23-32 visits: 1-1.5 per week - 50% attendance	1 (3%)	3 (8%)	4 (5%)
11-22 visits: 1 per week - 1 per fortnight - 25% attendance	0 (0%)	3 (8%)	3 (4%)
0-10 visits - 1 per fortnight or less	2(5%)	2 (5%)	4 (5%)
Number of Families	38 (100%)	40 (100%)	78 (100%)

2013-14

It is envisaged that approximately 75 families will be visited twice a week for thirty minutes from October 2014 to June 2015. The number could rise, depending on when the ABC Programme funding is made available.

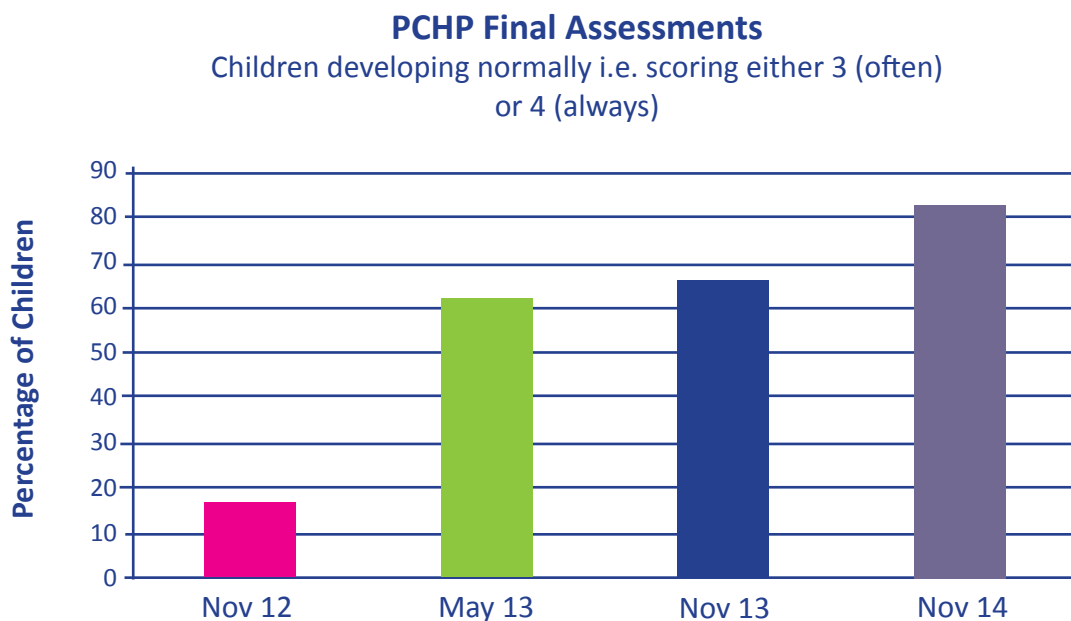
5.1.2 Child Assessments

Internal assessments using the PCHP Evaluation of Child's Behaviour Traits (CBT) template were completed on all children in both November and May. The November CBTs were completed by both parents and Home Visitors. Following a review in January, it was agreed that the CBTs would only be filled out by the Home Visitors in future. As a result of the discrepancy between the Home Visitors observations and those of the parents, assessment results for children in their first year of the programme will not be available until November.

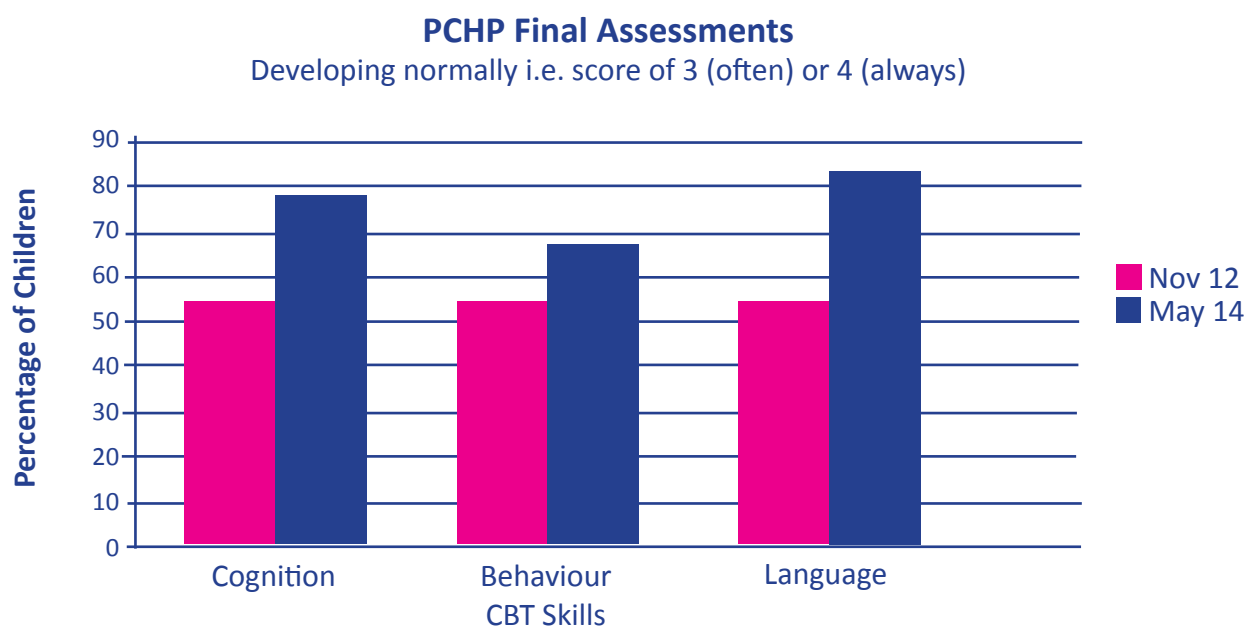
Most of the children made progress over all areas over the course of the year and this is reflected in the results of those who completed the programme. The success criteria for the programme are defined as follows: At the end of each programme year:

- at least 80% of children will exhibit an increase in positive verbal interaction and behaviour
- children will improve by at least one point on the 5-point scale or maintain a 3 (often) or a 4 (always) i.e. maintain a score of 72 or over

As can be seen from the graph below, 83% of the children in the programme are meeting their developmental milestones in May 2014 compared with only 17% of the children when they began the programme in November 2012.



82% of children exhibited an increase in positive verbal interaction and behaviour from when they began the programme in November 2012 to when they finished in May 2014. The average score rose from 59 at the beginning of year 1 to 74 at the end of year 2. As can be seen from the graph, the greatest increase was in their language skills.



2013-14

The CBT assessment procedures were improved on last year and will be continued next year. In addition, as part of the ABC programme, we hope to introduce the Evaluation of Parent and Child Together (PACT) assessments. All these assessments will in future be carried by the Home Visitor.

5.1.3 Parental Feedback

No. of families	No. of parents who filled in evaluation forms	Found the programme useful	Found the toys and books useful	Feel confident in using the strategies for reading and playing with child
78	64	63 (98%)	63(98%)	64 (100%)

All the parents (100% N=64) surveyed felt supported by their Home Visitor with most (91% N=58) mentioning how they had learnt new approaches/ideas from the Home Visitor, which they could now use with their children.

Support from the Home Visitor

- *The Home Visitor is a wonderful positive person. She has given me great skills to help my child. His speech has improved so much and she has been great with information on any questions I have to help my child.*
- *Both me and my child find our Home Visitor very helpful and supportive to us. Always keeping both of us busy with books and toys. Always happy and well prepared.*
- *My child can be very difficult. If she doesn't like something she won't do it. The Home Visitor showed me ways to encourage her to engage in different activities.*

New Approaches:

- *Yes, a lot of them, one of them is to involve the children in most things we do, and let them take the lead sometimes, even getting the washing out of the machine. We count and do colours of the clothes etc.*
- *Yes before I would just read the book from front to back, now we look and ask questions as we read. Also when playing with the toys I'm more relaxed with him and more expressive*
- *Yes I have learnt that you can't force a child to learn, you have to give them space and when they want to learn something, read a book, sit down with them and let them lead the way i.e. let them turn the pages, let them point things out and when they know something give them appraisal and encourage them*

95% (N=61) of the parents would recommend the programme to a friend with some stating that they had already done so. The next table lists what parents felt were the best things about the programme as well as their own and children's learning.

Best things about the programme N=100	Child's Learning N=126	Parent's Learning N=127
Child's learning 26% (N=26)	Speech and language skills 24% (N=30)	Improved interactions with child 43% (N=54)
Talking & reading books 19% (N=19)	Numeracy skills 24% (N=30)	How to read books 18% (N=23)
Everything 19% (N=19)	Literacy skills 18% (N=18)	How to play 16% (N=19)
Toys and playing 16% (N=16)	Social skills 13% (N=17)	Improved teaching skills/ knowledge 13% (n=16)
Interactions with Home Visitor 16% (N=16)	Improved attention span 10% (N=13)	Spend more quality time 6% (N=8)
Coming to NCI 2% (N=2)	Play/Creativity 9% (N=12)	Improving social skills 6% (N=7)
	Other 5% (N=6)	

There were 12 suggestions for improving the programme and 1 concern, most of which related to the resources provided, requests for more art/craft activities and for group work along with a request for more time and for the programme to be extended to other areas of Dublin.

Comments from Parents included:

- I never read books before I started this programme. I have learned to label everything in the books He is learning that education is fun. His speech is so much better and he now thinks every toy and book is a new way to learn*
- I love watching my child learn a new skill, to hear him say new words and the excitement on his face when the Home Visitor is at the door. I sing the praises of this programme to anyone that will listen. It's wonderful for kids and parents*
- He's learning more about communicating and working with others. While my child is just 30 months old we already have to tell him what each word means - on anything - even the back of food packaging! I'm learning about other d tails in the books other than the words i.e. descriptions of pictures etc. I love when my child gets a new book and si ting with him for the week learning about it and watching him enjoy it even more and more each week*
- My reading has come on better and I am calm. I love reading to my child and now he sometimes reads to me and role play coming from different sides. I am a lot more relaxed and my child is the same with me I enjoy playing with the tea set. I love reading to him and how we enjoy playing together. The Home Visitor is great in giving me tips and looks at all the different sides. Yes I have said it to my family, friends and in his play school. I have said it to the intervention team.*
- He has learned lots such as colours, shapes, some numbers, foods etc. I've learned to use my imagination with books and Play-Doh, things like that, so we get fun out of them. The books I found great and use them every day with my child as they are very educational and we both enjoy them. I would strongly recommend the programme to others. I would like to say thank you for all the help and support on the programme and for all the great books and toys as they are so educational.*

5.1.4 Events

The PCHP events are designed to strengthen the link between NCI and PCHP families as well as to lessen the isolation of many of the families involved in the PCHP programme. In 2013-14, there were three events: Christmas Party; Easter Event and the PCHP Graduation.

	Christmas Party	Easter Event	Graduation
No. of adults	80	44	75
No. of children	74	48	44 (Year 2 only)

Attendance was higher at both the Christmas party and Graduation event this year. In the end-of-year evaluation forms, 78% (N=50) parents said that they had attended the events and enjoyed them. Seven said they were unable to go due to illness or work/other time commitments. There were six suggestions for improving the events: playing more games, providing books at the activities and having the Easter Bunny attend.

Comments included:

- The very best was a Christmas party- with real Santa and treats from him.*
- It was great to meet other mums and talk about the programme and my child loved playing with children and the face painting*
- We had a great time at the Xmas and Easter events, maybe the Easter Bunny could arrive to give eggs out!*
- Myself and my child loved them, they are great ideas. It's a great way to meet other parents and children that are doing PCHP*

2013-14

There will be 3 events as usual for PCHP families next year. These will be as follows:

- Christmas Party (all families)
- Easter Event (all families)
- PCHP Graduation (year 2 families only)

5.1.5 Storytelling in the Community

The story-telling sessions in Pearse St Library continued over the course of the year with approximately 6-12 parents and their children attending each session. There was also storytelling in Daisy Days and Island Quay for the first term. These were discontinued after Christmas due to lack of resources and small numbers attending.

2014-15

The story-telling sessions in Pearse St Library will continue and it is hoped to increase the number of storytelling sessions in the community through the ABC Programme.

5.1.6 Parents Together Community Course (864)

Five Parents Together Community Courses were run in the Docklands in 2012-13: Ringsend; City Quay, St Andrews; NCI and Seville Place. The facilitator in St Andrews Community Centre also ran adolescent and middle years Parents Plus parenting programmes.

The parenting programmes worked well last year. It appears that our aim of parenting courses being readily available in the Docklands is being achieved. However, while the parenting courses in NCI, Ringsend and St Andrews are well attended, more work is needed in recruiting parents in Seville Place.

Parenting Courses	No. of parents	No of evaluation	Agreed that group was well organised	Agreed that facilitator led the group well	Agreed that facilitator included everyone
NCI	13	7	7 (100%)	7 (100%)	7 (100%)
St Patrick's Ringsend	5	4	4 (100%)	4 (100%)	4 (100%)
Seville Place	3	3	3 (100%)	3 (100%)	3 (100%)
City Quay	6	9	9 (100%)	9 (100%)	9 (100%)
Total*	32	23	23 (100%)	23 (100%)	23 (100%)

*(*Evaluations were not returned from one course due to bereavement)*

There were 24 comments on the most helpful parts of the course. For the majority of parents (71% N=17), it was learning how to interact positively with their children, especially techniques like the pause button. Networking with others (17% N=4) was also helpful. Parents listed 30 ideas that they found most useful at home. The majority (73% N=22) were techniques for managing behaviour such as the pause button, star charts and the use of praise. The others (27% N=8) were activities that they did with their children e.g. reading, talking and playing with them more. Only 4 parents had suggestions for improvement. These include more information and for the programme to be longer.

Parents' comments

- I think the course went very well, parents supported each other, I really enjoyed doing this course as it was great to see all parents have the same stuff going on. Very Enjoyable.*
- The pause button was very helpful as was learning to listen and communicate with my child more.*
- The actual sitting down and talking to how to react to your children's behaviour. It all seems common sense, but sitting down for 2 hours really helps you to focus and think about your behaviour as a parent that I wouldn't otherwise do.*
- Getting tools to step back from situations was helpful, realising that discipline is teaching and encouraging, not command and control.*
- I learned to sit back and listen more for example, listen and ask her about her feelings*

A facilitator training session was held in April 2014 and a support session was held in March 2014.

	No. of participants	No. of evaluation forms filled out	Found workshop useful	Found content relevant
Support Session March 2014	3	3	3(100%)	3(100%)
Facilitator Training April 2014	11	11	11 (100%)	11(100%)
Total	14	14	14 (100%)	14 (100%)

Comments included:

- I enjoyed the group activities and the practical skills we learnt and got to practice. Also watching the video and thinking about what could of been done differently*
- It was very hands on and I enjoyed the actual doing of the activities/acting out the scenarios*
- The course elements are varied, activity provoking and relevant to this age group. I think it will be an enjoyable course for attending parents*
- The conversation with the other facilitators was great, different scenarios, and ways of dealing with difficult situations*

2014-15

It is hoped that five parenting courses will run within ELI's geographical area (NCI, Sheriff St, East Wall, City Quay and Ringsend) in 2014-15. The NCI course will be held at night (numbers permitting) during the second term, while the others will be in the morning. A minimum of 10 people will be needed to start a course. There will be no training for facilitators in 2014-15. Support sessions will be provided on request.



Sharing a book.

5.1.7 PCHP Longitudinal Research

A pilot longitudinal research study was carried out in 2013-14 with 15 of the original families in the Parent Child Home Programme (PCHP). It found that PCHP had a positive impact on both the children and their parents. All the parents agreed that their participation in PCHP was beneficial for both parents and child.

His behaviour would be good but I think the programme just gave him the early start of, like, obviously enjoying books, enjoying English, enjoying I think, I think, just that, like his behaviour towards school and all, I think the programme probably did give him that bit of a start because he enjoys the English and enjoys, enjoys, like, like, they think he gets two stories every night and he does two books every night"

And as a lone parent it was great to have somebody come regularly and concentrate my mind on him, rather than stressing over it. We have that special time together twice a week.

I think it did and the reason I think it did was, and I know you shouldn't compare two children but my first child would have never liked books and would have never liked stories [] but I think cos PCHP child done the programme, he enjoys a book and he'll sit and read a book, whereas the other fella at 14, still won't read a book, no interest at all.

All, but one parent agreed that PCHP played a role in preparing their children for school.

"Absolutely, 100% (It prepared him for school). He understood the purpose of a book. He was comfortable with looking at a book just for pictures, for images, for what information was there, it didn't have to be a word, he couldn't read at the time. The idea of listening, it improved his English. There were toys and they were great for his maths. It helped me as a parent to prepare him for school and it helped his interest in books

Parents said that the programme helped them bond with their children and taught them a different, more positive and supportive, way of interacting with their children.

"Just teaching me that you need those 20 minutes or half an hour where you turn the telly off and interact with her"

"I just feel it's after teaching me an awful lot with things like that because before I probably would have been saying, 'ah I don't have time to do that' but you kind of make time for them. And it's something the programme taught me was that you need that bit of time with them"

Almost 6 years after these families have completed PCHP; these parents are continuing to use the skills they learned through the programme. They and their children are continuing to read for fun a few times a week. The books and toys continue to be used with both the PCHP child and their siblings.

He asks for a story for bed and just the other night, he went on into bed. I was washing up the delph, and I say, 'Go on in and I'll follow you in in a minute' and he brings the whole, he has the whole bag that he carries around with him with (PCHP) books in. When I went in he said 'Mam I read this by myself'.

The children are doing well at school and have the literacy and numeracy skills needed to succeed in school.

I just find she's more interested in school like, it gave her that boost like, just made her kind of wanting to learn. She just seems to be the kind of child that is eager to learn

I had her, you know, the parent/teacher meeting. She (the teacher) said like she's (child) grand and she helps everybody out and she knows her reading, she's ahead with her reading.

She brings school work even into her play like and I put that down to her doing PCHP

Parents felt that taking part in PCHP had a positive influence on their children's attitude to and involvement in school.

I'm a lot more calm (doing homework with her). Just that I know when to stop and give her a break. I know the signs actually, she loses concentration. With the older girl I would have been on at her and on at her to finish it, whereas with PCHP child I'd stop and take a break for a while and come back to it

In summary, the research indicated that there has been increased engagement in and support for education within the participant families, both at home and in school.



Father and son reading together.



Exploring and thinking together.

5.2 NATIONAL EARLY YEARS ACCESS INITIATIVE (NEYAI) DOCKLANDS NUMERACY PROJECT (1032)

In 2011, ELI was awarded funding under National Early Years Access Initiative (NEYAI) to develop an Early Years Numeracy project. Funded by the Department of Education and Skills, Department of Children and Youth Affairs, Mount St Club Trustees, The Atlantic Philanthropies and Pobal, this project is one of 11 innovative demonstration projects, which will influence early years policy and programmes at local, regional and national level.

The project is aimed at improving early years numeracy and mathematical skills in the Docklands 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.

Funding for the programme finished in July 2014 but it is hoped continue the programme through the Area Based Childhood (ABC) Programme.

Aims:

1. The numeracy levels of children in the Docklands will be on a par with the national norms
2. Children in the Docklands will experience a seamless development of their numeracy skills from 0-6 (DES 2010b)
3. Parents will have an understanding of their children's development in Mathematics and be able to monitor their children's progress
4. Parenting strategies, personal skills and involvement of the parents in their children's education, particularly in numeracy, will be improved
5. Early childhood care and education practitioners' professional practice will have improved as a result of this programme and the implementation of the Síolta and Aistear frameworks, in particular in the teaching of numeracy
6. Increased awareness throughout the community of the role that community, family and school can play in promoting successful learning, particularly in numeracy (DES 2010b)
7. In the long term, participation in higher education by the local population within the Docklands will have increased

5.2.1 Consortium and Working Group

As the lead organisation, NCI took full responsibility for the financial, management, contractual, reporting and governance requirements of NEYAI. Each member of the consortium was jointly responsible for planning, implementing and evaluating the project. Representatives of each member of the consortium at management level met twice last year to discuss and agree the overall direction of the project and the yearly plans. There was an average attendance of 12 at the meetings with the attendance at the end-of-year meeting lower than usual. This was due to the intense engagement with the ABC Programme along with the large number of events and meetings around that time.

The working group was responsible for developing, planning and implementing the programme at front-line service delivery level with everyone (N=12) agreeing that it was a valuable planning and networking opportunity. The group met three times last year, with an average attendance of 17 at each meeting, to plan the theme and content of the three curriculum priority weeks.

5.2.2 Assessment and Evaluation

Assessment for learning was included as a central element of all the curriculum priority materials and evaluation forms.

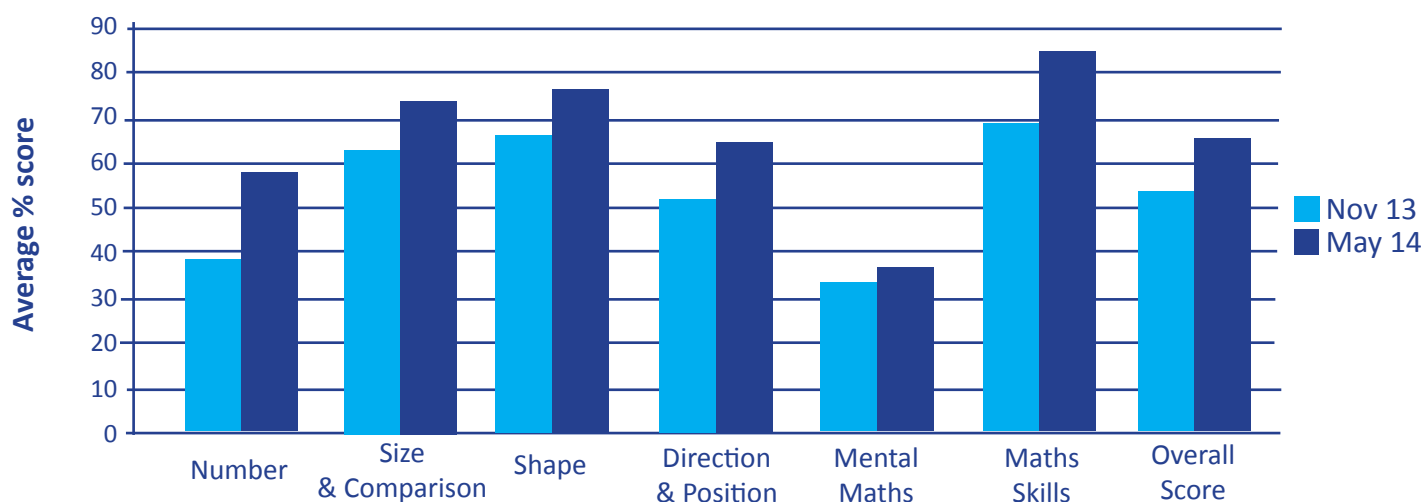
Measuring Numeracy Outcomes

In October 2012, the Educational Psychology Department in UCD agreed to support a local ELI evaluation of children's numeracy outcomes. An innovative numeracy assessment tool was devised by Terri Lalor, a Master Degree Student (Special Education). During 2012-13, UCD Educational Psychology students completed assessments on 33 children in the five ECCE centres taking part in the Docklands Intensive Numeracy Programme, along with a Middle Class sample of preschool children, who were on average six months older. A full report on these assessments is available on request from ELI.

In 2013-14, the test was revised and numeracy assessments were administered to 45 children in 5 early years services by students from UCD Educational Psychology Department. 96% (N=43) children exhibited an increase in numeracy skills and concepts from November 2013 to May 2014 (Graph). The average score rose from 53 at the beginning of the year to 67 at the end of year. These ranged from one child who began the year with a score of 13 and ended with a score of 29 to another who began the year with a score of 95 and ended with a score of 97. The assessment results were useful in the early identification of need for the first child.

NEYAI Numeracy Assessments' Results 2013-14

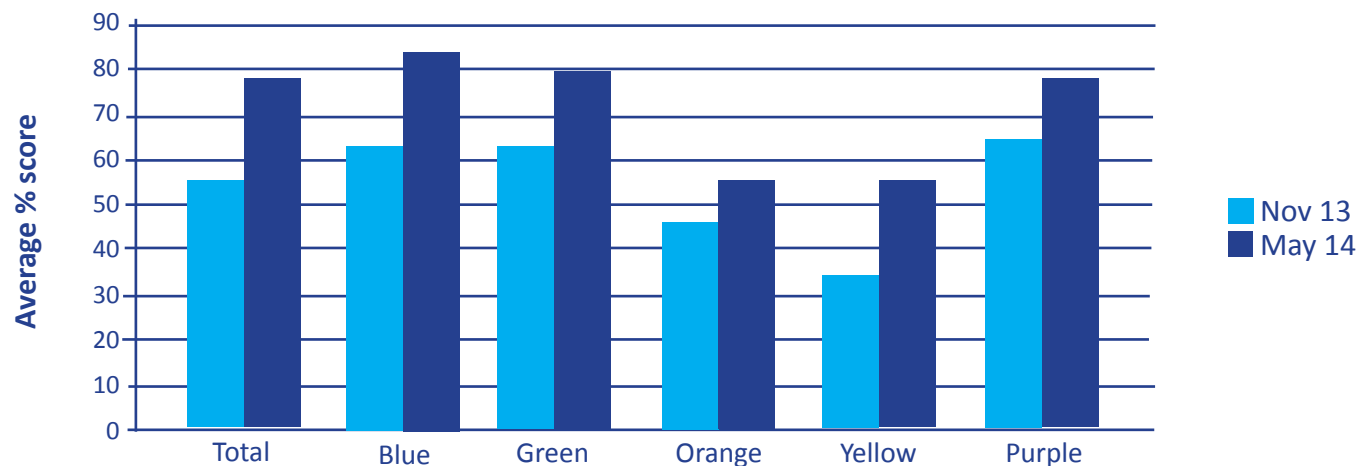
Pre-school Year (3-4 years)



There were differences between the services with children in two services significantly behind children in the other services (see the Graph on the next page). The children attending these services were more likely to be younger and from a lower socio-economic background.

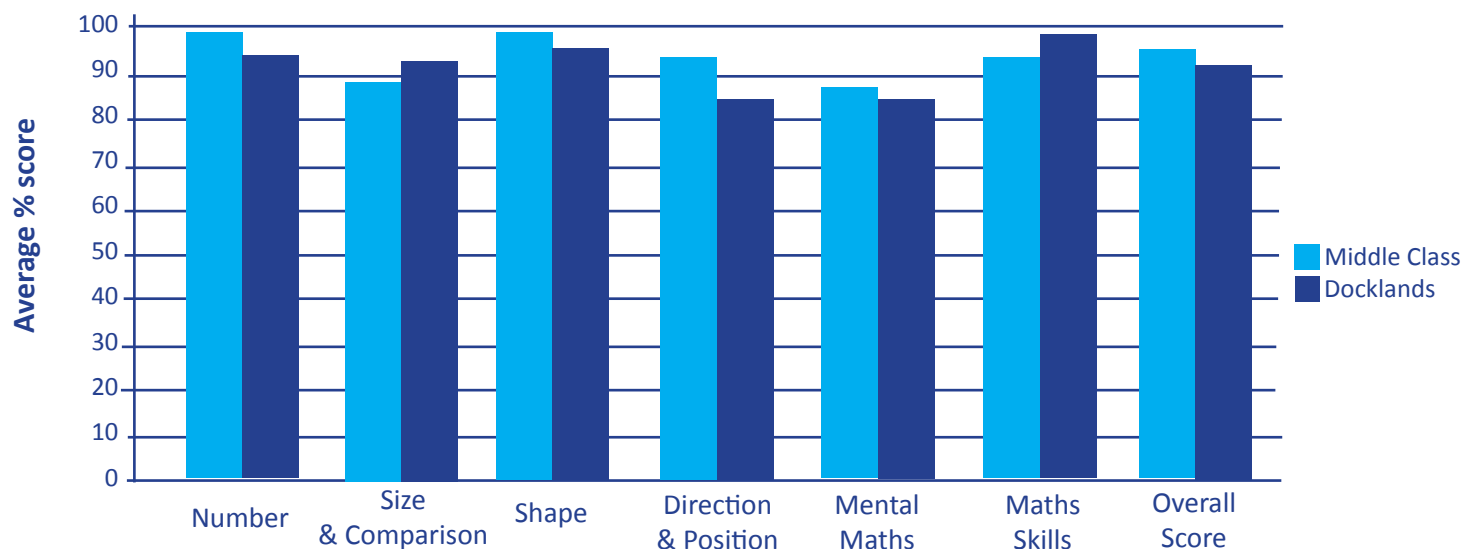
NEYAI Early Year's Services Numeracy Assessments Results

Pre-school Year (3-4 years)



In addition to the assessments in the early years services, students from St Patrick’s College, Drumcondra assessed children in Junior Infants from a Docklands school and a middle class school in May 2014. The results indicate that the children in junior infants in the Docklands are performing at a par with their peers in a more advantaged area. It should be noted that the Docklands primary school is in the same geographical area as the ‘yellow’ early years service (see Graph above).

NEYAI Junior Infant Numeracy Assessment’s
May 2014



External Evaluation

The external evaluation was conducted by a team of researchers comprising Dr. Kieran McKeown (Project co-ordinator), Trutz Haase (Data Analyst) and Professor Jay Belsky (Research Director of the UK’s National Evaluation of Sure Start Research Team). The aim is to identify impacts, where they occur, and the ‘active ingredients’ associated with them. 84 ECCE practitioners from all the ECCE centres in the Docklands completed a pre- and post-programme questionnaire. Forty-five children and their parents, who participated in the Intensive Numeracy Programme, took part. The results were published in May 2014 (Evaluation of NEYAI & Síolta QAP A Study of Child Outcomes in Pre-School) and will inform national policy going forward. The main findings were:

- NEYAI and Síolta QAP have similar effects on child outcomes
- Home learning environment is strongest indicator of child’s future development.
- Intervening earlier is better and more effective than intervening later.

At individual project level, the results from the NEYAI National Evaluation are similar to those of the Docklands local evaluation with children aged 3-4 years in the Docklands doing very well, particularly in language and cognition, compared with their peers in other projects in the evaluation.

Table 2.4: Language and Cognitive Skills – Mean Scores and Effect Size

Project	Mean score	Std.	Mean score	Std.	Change in Mean Scores	Effect Size
	Wave 1	Wave 1	Wave 2	Wave 2		
Dublin Docklands	5.16	1.87	6.95	1.49	1.79	1.06
NEYAI Projects	5.18	1.85	6.38	2.04	1.2	0.62
Síolta QAP Projects	5.62	1.95	6.71	2.07	1.09	0.54
PEIP	5.39	1.51	6.53	1.91	1.14	.66
All Projects	5.36	1.9	6.52	2.05	1.16	0.59



Having fun reading in NCI.

5.2.3 CPD for ECCE Practitioners

The programme consisted of three training sessions, involving 6 workshops, on the following Síolta standards:

- S16: Community Involvement
- S9: Health and Welfare.

Each centre was visited before and after the training sessions. The visits focused on reviewing the centre's practice according to the Síolta standard as well as supporting the implementation of action plans as agreed at the training sessions. Support was also given in assembling Síolta portfolios for the validation process.

There were also additional workshops:

Assessment (6th November)

An assessment workshop on the innovative early numeracy assessment instrument developed through the partnership between our NEYAI Early Numeracy Programme and the Educational Psychology Department in UCD was held in NCI on the 6th November. Representatives from the DES, DCYA and the NEYAI Evaluation team along with representatives from local early years services attended

Aistear (12th November)

An introductory session to Aistear and how it could be implemented in the infant classes was presented to the staff of the St Laurence O'Toole Junior Boys and Girls Schools.

Transitions (13th November)

This was a follow-up workshop to the Transition Programme developed in 2012-13, where early years practitioners review the existing programme and examine how it could be improved on.

Numeracy Workshops

On-site numeracy modelling workshops were provided to two early years services in 2013-14. The aim was to mentor and coach practitioners in supporting the development of the children's early numeracy concepts. One service got one workshop, while another got 3.

ECCE Staff Evaluations

Síolta Workshops	No. of participants	No of evaluation forms filled out	Found the workshop interesting	Felt that it support me to improve the quality of my practice	Facilitator was responsive to learning needs
S16: Community Involvement January	63	50	48 (96%)	50 (100%)	50 (100%)
S9: Health and Welfare. June	75	63	63 (100%)	63 (100%)	63 (100%)
Total	138	113	111 (98%)	113 (100%)	113 (100%)

I feel confident in making changes that will have an effect on the quality of my practice N=100	Best things about the Workshops N=111	Changes for the future N=23	Further support N=44
93% (N=93)	Group discussion 79% (N=88) Everything about the workshop 30% (N=33) Learning from content 34% (N=38) Opportunity for Reflection 28% (N=31)	Support on planning learning activities 48% (N=11) Additional training 26% (N=6) More group discussions 13% (N=3) Facilities 13% (N=3)	More training 34% (N=15) More support from ELI 30% (N=13) More support from management, staff, parents & community 20% (N=9) Time to implement/ document 9% (N=4)

Comments from Participants included:

- *I feel as a group we all worked very well together. I found all the information will push me/us forward and I am looking forward to making change to improve the quality of our service*
- *The reflection time was very interesting. Realising points that I need to improve upon- not failing to document experiences – planning better experiences by discussing with children before trip. I found the suggested template of planning a trip BEFORE/ DURING/ AFTER very practical*
- *I found it went really well because it linked Aistear and listed all the themes with the Síolta standard which very easy to understand*
- *The session linked all the themes in Aistear to Síolta. The way they were presented made it easy to follow and understand and you could see the break down and the links*
- *The session was interactive, a broad range of things were discussed and we got time to express our views on relevant, current issues.*

While the CPD programme was under resourced this year, the workshops and visits worked well, particularly as they were supplemented by the other on-site visits for the curriculum priority weeks and celebration event. There was great interest in both workshops and most centres tried to ensure that as many staff as possible could attend.

At this stage, the entire Síolta standards have been reviewed and time is needed to support services to develop their Síolta portfolios. Going forward, the focus of the CPD programme will be on supporting practitioners to implement Aistear, the early years curriculum framework.

2014-15

It is hoped that, pending funding, this programme will continue under the ABC programme. If not, we will examine how we can continue to support early years services to improve the quality of the service they provide to children and their families.

5.2.5 CPD for Parents of ECCE children

In 2012-14, this programme was reviewed and it was decided to focus on providing a more integrated programme across all ELI's early years programmes for parents. Informal activities/events appear to appeal more to parents and services were encouraged to talk about numeracy at their parent meetings and invite parents in for numeracy activities during the NEYAI curriculum priority weeks.

Services were also asked to nominate parent champions who could provide information to and encourage other parents to get involved. However, the number of parents interested in becoming parent champions was low. It needed more support/resources from ELI and services than was available. Instead, 'Meet and Greet' sessions for parents were held following each curriculum priority week. ELI staff met with parents individually as they either dropped or collected their children and discussed the NEYAI programme with them.

154 parents gave their feedback on the NEYAI Early Numeracy Programme

- 91% were aware of NEYAI numeracy activities taking place in school/service
- 38% said that the service/school had numeracy activities for parents.
- 88% said that they had used the numeracy activity card their children had brought home.
- 97% said that they would recommend the numeracy week/activities to a friend

Two NEYAI Parents' Workshops were held in October with 11 parents attending. All (100% N=11) said that the workshop helped them to understand numeracy and that they would use the information with their children. Parents' workshops were held in February along with Zoom Ahead with Books parents' meetings. 57 parents attended. Parents were also invited to the NEYAI Celebration Event with 77 parents attending.

2014-15

It is hoped that, pending funding, this programme will continue under the ABC programme.

5.2.6 Curriculum Priority and Related Activities

There were three curriculum priority weeks in 2013-14, with a focus on the following curriculum priorities:

- Term 1 – Number
- Term 2 – Money
- Term 3 – Symbols in the environment

Approximately 784 children and their parents took part along with 150 ECCE practitioners. There were on-site support visits to each centre, both before and after the curriculum priority week. On the first visit, the curriculum priority and its related activities and resources were explained to the working group nominee and other staff, while the second visit was used to get feedback on the week and the activities in order to improve the programme.

As the funding for NEYAI projects was finishing in June 2014, a Community Celebratory Dissemination Exhibition/Event was held on 17th June. Each service/school involved (8 ECCE services, 6 schools and 1 afterschool's project) exhibited the good practice in numeracy developed in their service/school as result of their involvement in the NEYAI programme. The Minister for Education and Skills, Mr. Ruairi Quinn TD attended the celebration and launched "The Money Tree", a storybook written by children in the Docklands area. Approximately, 170 children, 77 parents and 65 professionals attended the exhibition/event.



Former Minister Ruairi Quinn pictured with local school children at the launch of our NEYAI Money Tree book June 2014.

Evaluations from Principals, Managers and Staff

The Early Numeracy Activity Weeks	Total
Provided valuable learning opportunities for the children (N=103)	95% (N=98)
Provided valuable learning opportunities for staff (N=74)	84% (N=62)
Provided valuable learning opportunities for parents (N=71)	73% (N=52)

Curriculum Priority Weeks: ECCE Staff Evaluations

Impact of week on staff: N=73	Impact of week on children N=126	Impact of week on parents N=123
<p>Awareness & learning (N=28 38%)</p> <p>Engaged in numeracy activities (N=22 30%)</p> <p>Collaboration (N=12 16%)</p> <p>Resources (N=7 10%)</p> <p>Enjoyed activities (N=4 6%)</p>	<p>Improved understanding of numeracy concepts (N=92 73%)</p> <p>Enjoyed numeracy activities (N=25 20%)</p> <p>Parents more involved (N=9 7%)</p>	<p>Increased Involvement (N=75 61%)</p> <p>Enjoyed activities (N=27 22%)</p> <p>Awareness & learning (N=21 17%)</p>

What worked well? N=163	What did not work well? Suggestions for improvement N=66
<p>Communal and home based learning activities (N=48 30%)</p> <p>Room based activities (N=45 28%)</p> <p>Stories and rhymes (N=45 28%)</p> <p>Resources (N=25 15%)</p>	<p>Parental Involvement/Home-based Activities (N=28 42%)</p> <p>Adjusting activities to the learning needs of children (N=16 24%)</p> <p>Resources – too little/not suitable (N=14 21%)</p> <p>Topic too broad – overload (N=8 12%)</p>

Comments included:

- *The early numeracy week worked well as it involved the whole school. It was very well organised and created a communal numeracy vibe throughout the week which stimulated the children in the area of counting and naming numbers. Great to see parents enthused. It was an opportunity for parents, children & teachers to work together while having fun*
- *The children enjoyed bringing the cards home every day and were delighted every morning bringing it back in to show their picture they had drawn. They enjoyed finding different amounts of objects at home and counting them for their parents*
- *I enjoyed the maths priority games where the parents came in for 30 minutes and took a number station and played the activity with the small group of children. It was a celebration of the children's learning in maths for their parents to witness. The main thing was the children had fun while working with parents and teachers*
- *The theme of money was easy for them to relate to and they could experience it at first hand. We conducted the money value exercise for all children in the class. We took them to the stores and taught them how to use money*
- *Staff are more aware on what to ask the children about numbers and found new ways of making money and numbers more fun for example talking about everyday life and spending money*
- *The parents also began to notice all the learning opportunities surrounding them at all times. One of the parents told us she now gives her child her own shopping list while she is getting the shopping and the child looks for these simple items*
- *Children enjoyed the rhymes and they love hearing new counting rhymes. It has had a strong impact on the children because parents have said that the older children are currently trying to learn the counting rhymes, both at home and out and about.*

The Curriculum Priority Week continues to work really well with all services committed to implementation. It has raised the awareness of parents and ECCE staff of the importance of early numeracy and has ensured that more time is given to numeracy activities, both at home and in the ECCE centres.

The learning activities, both in the services and at home, appeared to have worked well. However, while some staff felt that involving parents needed improvement, only 38% of parents surveyed stated that the school/centre had numeracy activities for parents. This issue will need to be addressed through the working group.

As in other years, some staff found it difficult to adapt the activities/ resources to meet the learning needs of their children. However, this had decreased from 46% in 2011-12 to 30% in 2012-13 to 24% this year. This indicated that ECCE services and staff members are becoming more skilled at taking the theme of the Curriculum Priority Week and adapting it, along with the activities and resources provided by ELI, to suit the age, abilities and interests of their children.

Having a nominee from each service present at working group who subsequently communicates with and leads the project within their own settings has been key to the successful implementation of the programme. At this stage, principals/managers/ leaders are actively supporting the programme to ensure that it continues to impact on the children's mathematical learning, parental involvement, the learning environment and teamwork.

2014-15

As with last year, depending on funding from the ABC programme, we hope to have three curriculum priority weeks. We will also look at providing ideas for involving parents in services for each curriculum priority. Following a review of the curriculum priorities, the following three year plan has been developed by the Working Group and approved by the Consortium.

Terms	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
Term 1	Positional Language	Time	Money
Term 2	Counting	Measurement	Number
Term 3	Shapes	Sequence and Pattern	Symbols in the Environment

Short-term Targets:

- To encourage and support parental involvement in their children's education and learning
- Encourage children's and families interest and pleasure in literacy and numeracy
- To raise children's educational and career expectations
- To provide well-designed, high quality, on-going professional development for educators that will reflect and support the priority learning needs of their children.
- To recognise, encourage and celebrate educational achievements
- Provide a variety of role models for children using third level students in order to raise the children's educational aspirations and to develop their communication skills
- To provide on-going support to students and educators in the Docklands in order to help them continue and achieve in education

Medium-term Targets:

- Encourage and develop a learning rich environment in the inner city Docklands community
- To increase parental educational capital and their on-going involvement in their children's education and learning
- To raise children's educational and career expectations
- To enable children to develop the skills they will need to achieve their educational and career goals

Long-term Targets:

- Increase the literacy and numeracy levels of the children in the local primary schools
- To widen participation in higher education within the Docklands
- To enable students to improve their social and emotional functioning and raise their own sense of self-efficacy

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 and respond to areas of need that have been identified within the community. The Stretch to Learn Programme is divided into four areas: Primary, Second and Third Level as well as the newly developed Volunteer Programme.



Stephanie Rowe from McCann FitzGerald during a class visit as part of the Educational Guidance programme.

6.1 Stretch to Learn PRIMARY (868)

6.1.1 Zoom Ahead with Books (Reception, Infant Classes and 1st Class)

The Zoom Ahead with Books Project began in six schools after February mid-term in 2014. Three hundred and forty one children and 18 teachers were involved in the project with approximately 3,690 books being read by the children and their book buddy.

Before the programme started, some schools held information meetings for parents to explain the programme and how they can support their children's reading.

The exhibition of pictures, along with mini-concerts and video screenings, was held in NCI and in some schools on the 9th April. Approximately 194 parents and family members came along to support the children and celebrate their achievements.

All 10 teachers who returned their record forms felt that the project was a valuable learning opportunity for the children in their class.

Feedback from the children, according to their teachers, was very positive (100% N=12) with most mentioning how much the children enjoyed the project and how enthusiastically they discussed the books and their pictures each morning. Parents, according to the teachers, were mainly positive (70% N=7; 70%) with some parents having difficulty with the drawing (20% N=2) and other finding the programme time consuming (10% N=1).

There were only 2 comments on how the programme could be improved. These suggested shortening the programme in order to maintain the enthusiasm and make it more manageable for the teachers. Some schools who did this last year found it worked very well.

Teachers' Hopes (N=24)	What Worked Well? (N=19)	Children's Learning (N=15)
Parents will enjoy being involved in their children's learning (50% N=12)	Involvement of parents/book buddies (32% N=6)	Increased interest in and enthusiasm for reading (73% N=11)
Increase children's skills and interest in reading and books (50% N=12)	Increase children's interest (32% N=6)	Parental involvement (27% N=3)
	Materials provided (26% N=5)	Improved language and reading skills (9% N=1)
	Shortening programme (11% N=2)	

Comments from the teachers included:

- Children spending time with their buddy enjoying reading and drawing their favourite part of the story; Children so enthusiastic to show their picture every morning. One mother said her child didn't view it as homework at all and just really loved it.
- Parents are encouraged to be involved and their work is valued. Children are encouraged to engage with the books due to the task and when they see the pictures done by their peers. They are more inclined to go and pick a book from the library.
- The parents really enjoyed the experience and read books with their children that they mightn't have picked themselves so enjoyed that too.
- The children loved choosing new books and always came back into school talking about the book they had. All the books they used are available in their class library. They are all re-reading them during library time and talking to their friends about their favourite books and reading to each other.

2014-15

This programme has become embedded in the school year with a lot of positive feedback from children, parents and teachers. It will continue in 2014-15, hopefully as part of the Area Based Childhood (ABC) programme where we can extend it to other schools and develop it further.

6.1.2 Stretch to Learn Primary Awards (3rd – 5th Class):

The Stretch to Learn Primary Awards is for 3rd, 4th and 5th class students across 6 schools. There were fifteen awards per school and families were invited to attend. Posters, which highlighted the following criteria: Listener; Persistence; Communicator, Friendship and Good Student, were displayed in the classrooms and L. Kinghan visited the classes at the start of the year. The awards were presented at a Family Celebration Event on 29th May 2014.

No. of schools	No of classes	Total number no. of children involved	No. of children who received awards	Total no. of adults, who attended the event	Female	Male
5	17	259	73	105	59	37

This programme worked well this year, particularly with the class visits in November continuing this year. As with other years, there was great energy and enthusiasm amongst children and parents at event. Many parents expressed their appreciation for the recognition and support received from ELI. Feedback from end-of-year review meeting with the principals and HSCL coordinators was that the awards were excellent way of motivating children and their families to achieve in school.

2014-15

This programme will continue in 2014-15 with some changes. The number of awards will be reduced to four (Communication; Persistence; Contribution to School Life and Academic Achievement). At the class visits in October, corporate volunteers will attend along with the Stretch to Learn Coordinator and speak about how these attributes are valued in their company and their influence on the course of their career.



Proudly displaying their certificates, local school children at our Primary School Awards.

6.1.3 NCI Challenge (2nd, 3rd and 4th Classes):

In 2014-15, the NCI Challenge consisted of three events: Table Quiz, Rummikub and Monopoly. There were six children on each quiz team. Children were entered as individuals for Rummikub and Monopoly. Four children played on each board and a parent acted as the referee/banker. There were two sections in both the Rummikub and Monopoly tournaments – one for mainstream children and another for children with special needs/requiring learning support.

Event	No of schools involved	No of adults who attended the events	No of children who participated in the events
Rummikub (2nd Class) 4th December	6	62 parents & 16 corporate volunteers	89
Table Quiz (3rd Class) 19th March	6	40 parents & 10 corporate volunteers	80
Monopoly (4th Class) 28th May	3	58 parents and 13 corporate volunteers	56

Each school did 4-6 weeks of practice in preparation for each Challenge for approximately one hour per week with volunteers from Deloitte and BlackRock (Rummikub); McCann FitzGerald (Table Quiz) and HSBC and Citco (Monopoly) helping out in some of the schools.

Feedback was very positive with 92% (N=11) of the 12 evaluations forms returned agreeing that these Challenges provide valuable and enjoyable learning opportunities for the children involved. While acknowledging how well organised and enjoyable the events were, there were requests for the adults involved as referees to be more aware of and enforce the rules fairly, particularly as there were variations in how individual school interpreted the rules.

Learning opportunities for children (N=28)	Enjoyment opportunities for children (N=24)	Impact on Parents (N=11)
Maths skills and general knowledge (39% N=11) Social skills (39% N=11) Made learning fun (21% N=6)	Fun Challenge (58% N=14) Practising with other children and adults (38% N=9) Event in NCI (4% N=1)	More involved at home and at school (73% N=8) Enjoyed watching their children (27% N=3)

Comments from Teachers included:

- *Rummikub was a brilliant activity for our 2nd class boys. They really loved it, it was fantastic to see them at the final all enjoying themselves and cheering their friends on. A great game – thanks to all involved.*
- *I would just like to thank the NCI for this programme. It was run very well with great help from the volunteers. The children really enjoyed the experience of playing a new game and competing against other schools.*
- *On 'wet' breaks, the children loved to have a quiz amongst themselves in class; they were eager to take quiz questions home with them and have their parents help them; they looked forward so much to have the quiz volunteers come into class.*
- *The parents seemed to like getting the opportunity to help out in the classroom. They enjoyed seeing their children strive at a game; even if parents were apprehensive about the game, there was support there to guide and teach them.*

2014-15

This programme is working well and will continue in 2014-15 with the same three games. The involvement of corporate volunteers has really enhanced the programme and appears to have increased the number of parents attending the events.

6.1.4 Educational Guidance (5th and 6th Classes)

The project-based learning educational guidance programme continued in 2013-2014 with 107 children in three schools and An Síol in Stoneybatter involved. On-site visits were made to all the schools in November. Each teacher received the appropriate teachers' manual and the accompanying resources on a memory stick. All the classes involved visited the Young Scientist Exhibition in the RDS in January.

The Educational Guidance Exhibition took place in NCI on 26th February with 26 projects exhibited. Twenty-seven representatives from local companies acted as judges and this added an atmosphere of gravity and excitement to the event. Employees from McCann FitzGerald visited the classes involved after the Exhibition to discuss their educational and career choices and give feedback on their projects.

Feedback from the teachers was positive with all agreeing that the programme provided a valuable and enjoyable learning opportunity for their pupils, with one teacher commenting that *'the children enjoyed speaking to the judges and showing off all their knowledge about their career. It really got them thinking about third level education'*.

As in previous years, the students filled out evaluation forms. Feedback was very positive with the majority of the 71 students, who filled out the evaluation form, agreeing that they had learnt a lot from (94% N=66) and enjoyed (87% N=61) the programme.

Most (89% N=62) of the students hoped to go to college when they finished school, while the remainder were unsure (11% N=8). These results have increased from previous years and are similar to those from the Trinity Research (84%). They also compare favourably with the findings from the National Assessments (ERC 2010), where 69% of 6th class students indicated that they wanted to go to college. Students also felt better prepared for secondary school (77% N=54) as a result of the programme.

Best things about the programme N=74	Suggested Changes N=23	Student Learning N=93
Learning new things (35% N=26)	More time to prepare their projects (35% N=8)	Future careers and education (60% N=36)
Doing the projects (23% N=17)	More space/chairs/food at the Exhibition (30% N=7)	Skills and attitudes e.g. Work hard Be confident (22% N=13)
Presenting to and feedback from the judges (13% N=18)	More judges (17% N=4)	Lots of things (18% N=11)
Team work (10% N=7)	Prizes/Overall winner (13% N=3)	
BT Young Scientist's Exhibition (8% N=6)		
Everything (5% N=4)		

Comments from students included:

- *I did what I wanted to be when I grow up. It was fun and now I know what subjects to do in secondary school.*
- *The best thing about it was talking to the judges about all the stuff. The judges were all lovely and thank you for liking our project.*
- *I learned a lot of interesting things and I hope we could do it again.*
- *I learned a lot from this project and I think that this will help me study in college.*
- *I learned that you must study hard to have a good job and that anything is possible for the future.*
- *It was one of the best days in my life.*

Twenty-seven volunteers from local companies acted as judges. All were very impressed with the quality of the work undertaken and in particular with the students' confidence and their ability to speak about their projects. Including mystery judges added an interesting new element to the exhibition. It kept the students engaged and eager to talk to anyone who asked about their project. Feedback from the judges included:

- *It was clearly presented with the narrative and graphs. The team were able to answer all questions and explain the reasons for different results. Very impressive! This team knew exactly what qualifications they needed to become a chef and were able to explain the highs and lows of the job. It was a well-researched project! The team work mentality was very strong with some team members encouraging others to talk. Excellent teamwork!*
- *All four participants were really enthusiastic about their project and knew a lot of background knowledge about the topic - Excellent knowledge and very impressive research! Excellent presentation! The team were very confident in their delivery and were very enthusiastic. It really came across that they knew their subject matter.*
- *The team knew their subject very well and were able to talk about the college entry requirements and subjects required for the career. Excellent research! All the presenters spoke and answered questions – it was a very impressive presentation. Well done!*

2014-15

This programme worked very well again this year, though the take-up from schools was less than last year. The corporate volunteers have raised the standard of the programme and have enhanced the programme. The class visits by volunteers from McCann FitzGerald to talk about their careers and give feedback on the projects. The programme will run again this year in both the schools and in the after-school project in Stoneybatter. As with 2013-14, staff from companies in the area will be asked to talk about their careers and judge the presentations in the Exhibition.

6.1.5 Coder Dojo

Led by School of Computing, the Coder Dojo programme ran again last year for two 6 week sessions. It differed from other Coder Dojo's in that the children were recruited by ELI from the local DEIS schools and parents did not attend with their children. Corporate volunteers and NCI students acted as mentors instead.

Twenty-two children attended Coder Dojo with an average attendance of 10-11 children at each session. The programme was reviewed from last year. As a result, the class was shortened and was much more structured and focused on supporting the children to make games using Scratch. Parents were invited to attend the final half hour of the last dojo in each term to see what their children had been working on. The volunteers were a great help as the children worked at different levels. This was reflected in the feedback, which was much more positive this year.

Having taken part in Coder Dojo, I/my child agreed that I/my child	Students N=22	Mentors N=6	Parents N=18
enjoyed taking part	21 (96%)	6 (100%)	18 (100%)
made new friends	15 (68%)	N/A	15 (83%)
learned a lot about computers / improved my programming skills	19 (86%)	N/A	17 (94%)
would like to continue taking part in Coder Dojo	17 (77%)	N/A	18 (100%)
would recommend Coder Dojo to a friend	20 (91%)	6 (100%)	N/A

supervise the children when on site, and introduce Prizes or Competitions as motivators. There had also been an issue with the dropping off and collection of children to the Coder Dojo, as despite requests some parents were happy for children to come to NCI by themselves and go home by themselves. This was resolved as all children were required to be dropped to and collected from the Cloud Competency Centre by their parents.

Comments included:

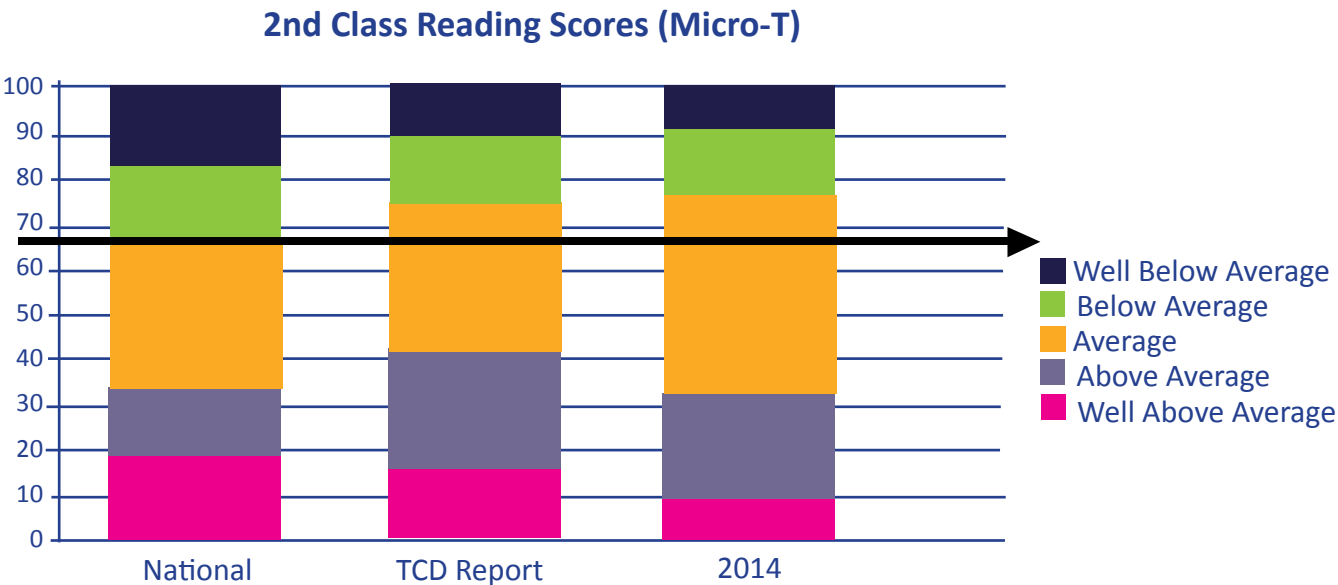
- *The best thing about the Coder Dojo is making friends and games. I learned what all of things in Scratch are for. It’s awesome and I hope it goes on again. (Child)*
- *The best things about Coder Dojo were that you learn a lot and get a good education on computers and the raffles. And my NCI student mentor. You can make games and I did a fish game, ping pong game and another game. Can we do this again? Plz?!(Child)*
- *Our child participated in learning experience in a new group without her school friends and teachers, in totally new environment. It gave her confidence that she can do things on her own, gave her some new knowledge about computers. (Parent)*
- *My child learned stuff about computers that he did not know and got a lot of help from the tutor. It made him more aware of the different things computers can be used for. I feel the programme has been of great value to my child. (Parent)*
- *The best thing was the enthusiasm of the children to learn. The pace of the class seemed to suit most of them. I think most of the children learnt a lot in the few weeks. (Mentor)*
- *I had forgotten how kids thrive when shown a little bit of encouragement and when someone shows interest and listen to them. Also how important it is to get them involved in technology at an early age. (Mentor)*

2014-15

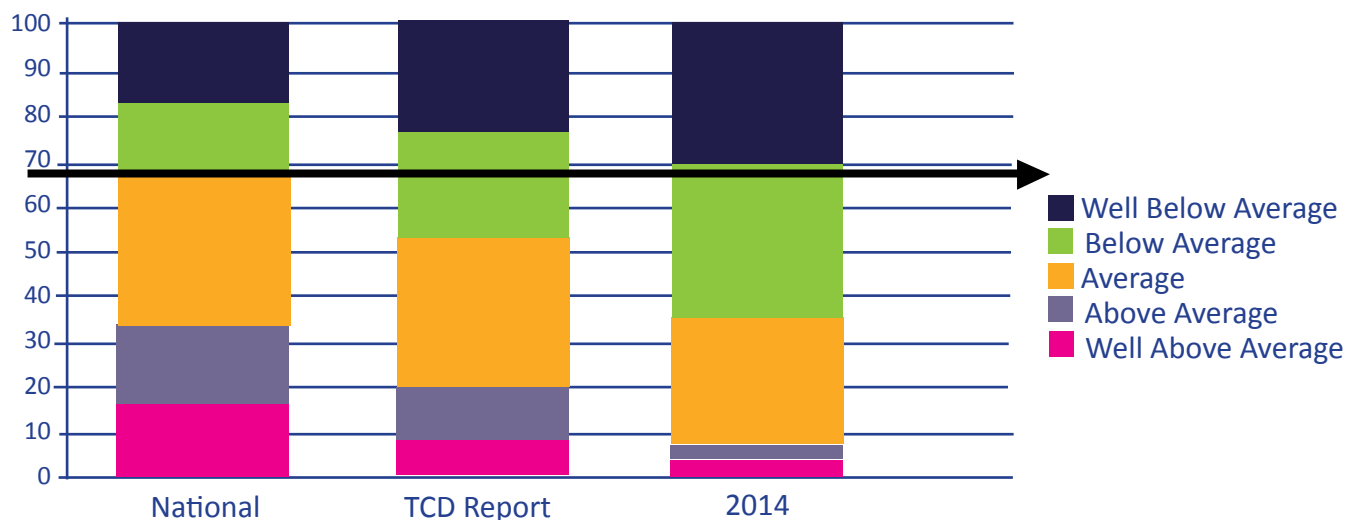
An application has been submitted to the Science Foundation of Ireland to run a ‘Maths Revolution’ Programme. It will involve using IT to develop Maths Lessons which the students will deliver to corporate volunteers, their parents and the children in their class. If this application is unsuccessful, we will run Coder Dojo again next year. Both corporate and student volunteers will be involved as will the School of Computing.

6.1.6 Assessments

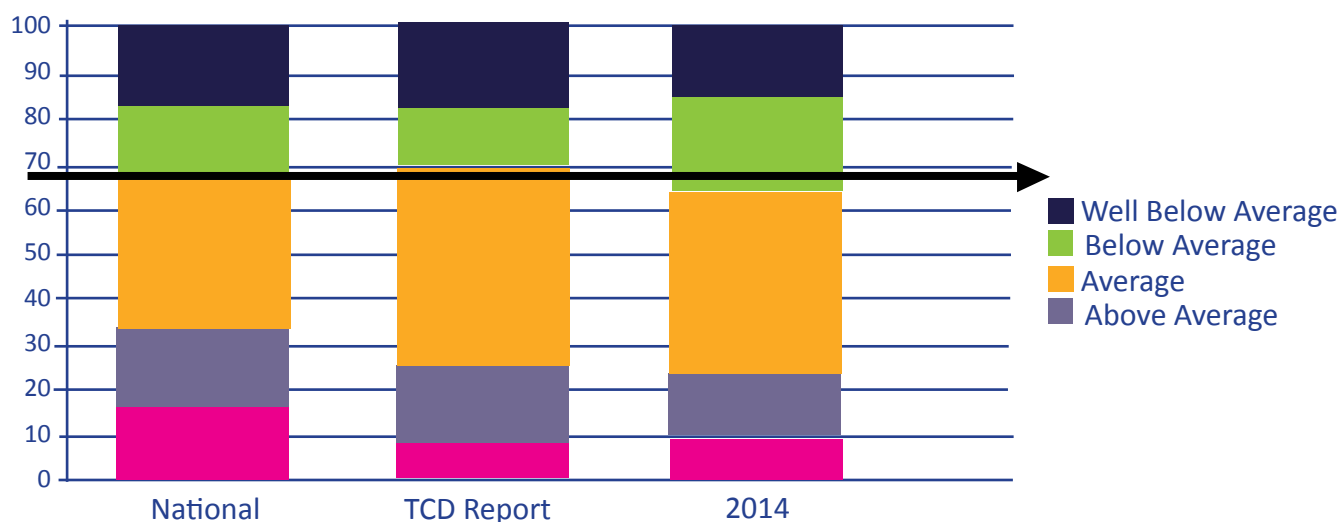
Standardised test results in English and Maths at 7 years (second class) and 12 years (6th class) were collected from the local primary schools who participate in our programmes. This information was aggregated and compared with the baseline data collected by the Children’s Research Centre, Trinity College (Share et al 2011) along with data from national norms. The figures below show that while children in 2nd class are scoring to national norms in Reading and Maths, children in 6th class are scoring below national norms.what their children had been working on. The volunteers were a great help as the children worked at dif-



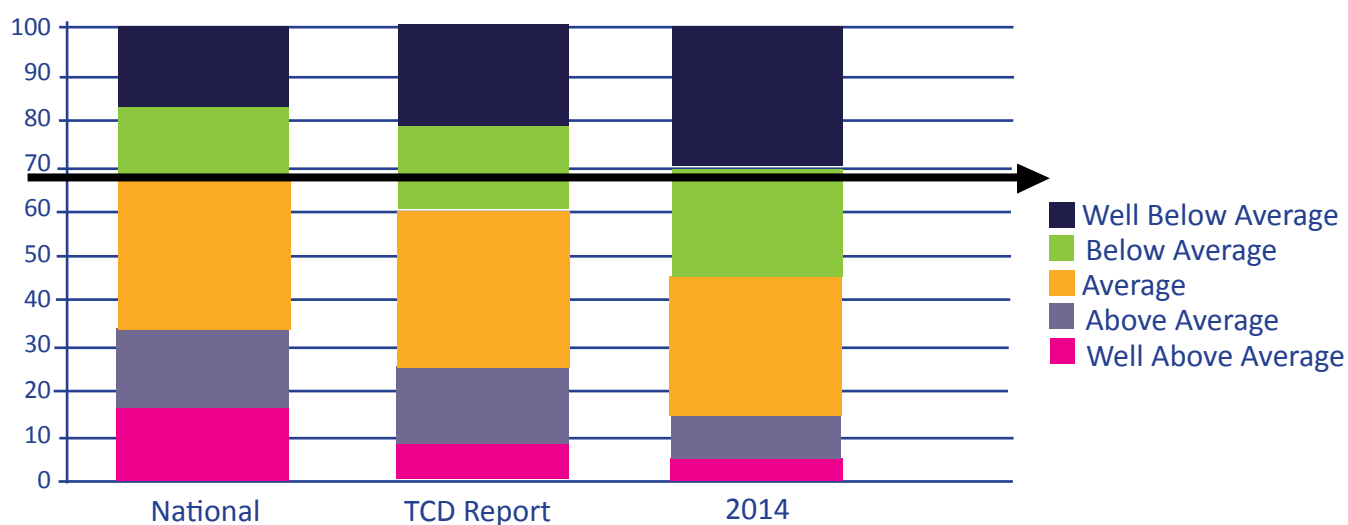
6th Class Reading Scores (Micro-T)



2nd Class Maths Scores (Sigma-T)



6th Class Maths Scores (Sigma-T)



2014-15

The practice of collecting the results of the standardised tests from 2nd and 6th classes in the primary schools, with which ELI works, will continue in 2014-15.

6.1.7 **Ulster Bank Financial Literacy Programme**

With the support Ulster Bank, a new financial literacy programme for children in 3rd and 4th class, which will build upon the success of the NEYAI Docklands Early Numeracy Programme (for children aged 0-6 years), will be developed in 2014-15. The programme will involve a home-school-corporate partnership whereby a series of relevant financial mathematical curriculum objectives are chosen by a working group of teachers. Learning activities for both home and school will be devised with the chosen curriculum priorities taught at school and at home over a six week period.

A “High Finance Hour” with corporate volunteers will support the children in explaining the concepts to their parents/carers for use in the home.

At the end of the programme, there will be a community celebration event with the potential for a book launch (designed by children and for children), funding permitting. The books would be distributed to all the homes in the Docklands and to the public libraries. The book would be co-branded with your logo and would be a lasting legacy in the area.

Facebook will be used to promote the programme and to provide supplementary activities for parents to complete at home with their children.



Making maths fun!

6.2 Stretch to Learn SECOND LEVEL (869)

As part of the NCI Counts and Community Based Tuition Programme, Maths support was provided for 10 Leaving Certificate students in NCI and 31 Junior Certificate students in East Wall and Ringsend. Support in Junior Certificate English was also provided in East Wall.

Feedback was positive with all eight (100%) who filled in evaluation forms finding the tuition support useful and stating that their skills had improved as a result of the programme.

Comments from Participants included:

- *The teacher was very good at explaining things; I have made friends; it's a fun way of learning.*
- *The communication between the tutor and the students has been very good. I have improved my capabilities in Maths and English. The atmosphere is very good.*
- *The things I found difficult from school, I now feel I know them better now. I enjoy the discussions we have in the class. I also enjoy how comfortable I feel during the classes.*

2014-15

This programme worked well this year. However, attendance continues to be an issue particularly for NCI Counts and Ringsend. It appears to work best in East Wall as the centre is proactive in recruiting students and is very involved with the running of the classes. The programme will continue next year, depending on interest and attendance

6.2.2 Discover University

Discover University ran this year from 16th - 25th June. Thirty five young people aged between 14 and 17 from the Docklands, Stoneybatter and Ballymun took part, with 61 adults attending the showcase.

As in previous years, there were two projects. The Business project was an Enterprise project initiated by University College London (UCL) called Citrus Saturday (<http://www.citrussaturday.org/about/information>), while the Computing project is an App Challenge, Problem Based Learning (PBL) Project, designed by NCI's School of Computing.

Both were collaborative projects between the Early Learning Initiative, Bertie Kelly, Schools of Business and Computing, NCI's Business Incubation Centre, Dublin City Council along with ELI's corporate partners. Both projects worked very well with the second level students really engaging with the activities. The use of corporate volunteers as Dragons and Judges challenged the students to raise their game and produce their best work.

The Citrus Saturday participants were part of an International Citrus Saturday on 5th July, in conjunction with University College London (UCL), with groups from the following countries: UK, France, Belgium, Germany, Italy and Swaziland.

All 34 (100%) second level students and 9 third level team leaders (100%) who filled out evaluation forms found the Discover University programme interesting and would recommend it to a friend.



Discover University students standing proudly next to their Citrus Saturday project, the culmination of an intensive week's work.

Having taken part in Discover University, I/my child agreed that I/my child	Second Level Students (N=34)	Parents (N=18)	Team Leaders (N=9)
had an enjoyable experience	34 (100%)	18 (100%)	9 (100%)
made new friends	32 (94%)	17 (94%)	9 (100%)
think the programme will be useful to my future	30 (88%)	N/A	8 (89%)
is more excited about 3rd level education	29 (84%)	18 (100%)	N/A
has a better understanding of 3rd level education	27 (79%)	17 (94%)	N/A
is better prepared for 3rd level education	28 (82%)	16 (89%)	N/A
developed stronger communication skills	33 (97%)	N/A	9 (100%)
is better able to work in groups	31 (91%)	18 (100%)	9 (100%)
has better problem solving skills	27 (79%)	15 (83%)	9 (100%)
is better able to work with people from different backgrounds	30 (88%)	18 (100%)	9 (100%)
developed stronger leadership skills	N/A	N/A	9 (100%)

The majority of second level students (94% N=32) agreed that both staff and team leaders were well prepared and supported them. They also felt that they were able to take part in the discussions (91% N=31). When asked what aspects of Discover University they enjoyed most, participants ranked the project work first (58), followed by the optional modules (79) and the company visit (81).

In the opinion of the stakeholders, the best things about Discover University were		
Second Level Students N=41	Third Level Students N=13	Parents of Second Level Students N=24
Meeting new people/ Making friends (42% N=17)	Working with the young people (54% N=7)	Meeting new people/ making friends (33% N=8)
Projects (32% N=13)	New Skills (31% N=4)	New skills/experiences (33% N=8)
Experience/Learning (15% N=6)	Everything (15% N=2)	Experience of third level (25% N=6)
Other (12% N=5)		Fun (8% N=2)

One hundred and twelve words were used by participants, both second level students and team leaders to describe Discover University. The top three were, in order of frequency.

- Fun (27)
- Interesting (11)
- Enjoyable (8)

There were 33 suggestions for improvements to Discover University with most of them around lengthening the programme (21% N=7), timetabling (21% N=7) and team issues (18% N=6).

In the opinion of the stakeholders, second level students learnt the following through Discover University	
Second Level Students (N=72)	Parents of Second Level Students (N=34)
Communication Skills (38% N=27)	Increased Confidence/Independence (35% N=12)
IT/Business skills (29% N=21)	Communication Skills (32% N=11)
Team Work (21% N=15)	Team Work (12% N=4)
Confidence (12% N=9)	IT/Business skills (12% N=4)
Leadership (13% N=6)	Increased interest in third level (9% N=3)

Comments included:

- *In my opinion, the best things about the programme are the teamwork and the new experiences. I learned about setting up my own company and I have developed my listening skills. If I have a chance to do it again, I would without any hesitation. (second level student)*
- *The best things about DU were the idea of young people setting up their own business. I learned that am more skilled than I actually thought I am. I work well with others and I was able to talk to people I don't know in town. (second level student)*
- *The students learned many skills; how to work in groups with people they don't know; what a college environment is like; how to start up a little business and work as a team (team leader)*
- *Through Discover University, I learned communication and leadership skills and that I love working with the teens. I am also more confident in problem solving and leading than I thought (team leader)*
- *Our daughter became enthusiastic about attending university whereas prior she was apprehensive and anxious about meeting new people. She had made lots of new friends, is eager to make lemonade for the family and realises that university can be fun as well as educational. Fantastic programme. Well done to all at NCI (parent)*
- *My child learned to be a good team player, listen to others without interrupting them and developed confidence in public speaking. DU was a good opportunity to meet other people of different backgrounds and to see how they cope with the group work. He wants to come back next year. (parent)*

2014-15

It is hoped to continue Discover University next year, funding permitting.

6.2.3 Parent and Teen Support

Two support sessions were delivered last years. One was on Study Skills in October and another on the CAO application in January. Approximately 10 young people and 6 parents attended these sessions. While feedback from the sessions was very positive, it was decided due to the lack of resources and low attendance not to run the session on Exam Skills after Easter. This programme will not go ahead in 2014-15.



6.3 Stretch to Learn THIRD LEVEL (870)

Of the 19 students who were involved in the programme in 2012-13, 13 continued with the programme and their third level studies. Of the others, 3 students had graduated and another is pursuing a different course in Ballyfermot. Two students are on hold as they are either taking a year out or they have to repeat a module before progressing to the following year.

Six new students were recruited in 2013-14. The grant was the same as last year and was paid in 2 instalments (December and March). All students who received the grant participated in the ELI Third level Support Programme and the Campus Connect Volunteer Programme. First year students also had to have a good attendance record.

The support programme began with an introductory session for the new students on 23rd September. It gave an overview to ELI's third level support programme as well as the Student Support Services at third level.

6.3.1 Third Level Mentoring Programme

The Mentoring Programme began on 30th September. Corporate Volunteer from Deloitte, BlackRock and McCann FitzGerald acted as mentors. There were four scheduled meetings throughout the year with all agreeing to meet between these sessions. Two were interactive workshops with specific topics and two were mentoring circles and networking. Informal contact between the mentors between these sessions was encouraged.

While the students were enthusiastic about the programme and appreciated the opportunity to speak to the mentors about their jobs, internships, interviews, CV's etc., many mentors were unavailable after the first meeting at the beginning of the year. This changed the group dynamics and structure of following sessions. In addition, contact between sessions was infrequent in the first term and fizzled out completely in second term. There was also a lack of understanding by some students of what they could learn by having a mentor. In addition, many of the mentors did not appreciate how unprepared some of the students were to being mentored. Some students did not have the confidence or the social skills to make the most of the mentoring opportunities, while some mentors lacked the mentoring skills needed to engage these students. Some mentors were very committed to the programme and despite putting in long days at work, actively engaged in the programme and developed a very good relationship with the young people.

Seventeen participants fill out end-of-year evaluation forms on the mentoring programme. 71% (N=12) found the programme useful, while 82% (N=14) found it interesting and felt confident in putting the strategies they had learnt into practice. The best part of the programme for the students was the interactions with the mentors, hearing about their experiences in the workplace and getting information about jobs/careers in well-known companies. There were 15 suggestions for improvement and further support. The majority (67% N=10) were about increasing the contact with mentors, having a speaker at each workshop (27% N=4) along with the following suggestions: a week's internship/work experience at their job to see a day in their life; mock interviews and CV tips.

Comments included:

- *The best thing about the programme was hearing the mentors' experience; getting an insight into real life business world.*
- *It was great to get to know someone from a business and be able to ask your mentors how to go about getting interviews etc. in corporate companies.*
- *Speaking to accomplished professionals; learning about the companies, hearing the mentor's experiences and the different ways to go about a career.*

2014-15

The Mentoring Programme is being reviewed. The feedback from both the students and the corporate mentors is being incorporated into the programme as will suggestions from NCI's careers' office. There will be three workshops in 2014-15 with a guest speaker at each session followed by small group discussion between the mentors and students. As with last year, contact between mentors and students between sessions will be encouraged. We will also examine how we can incorporate mock interviews; provide support with CV writing and arrange company visits into the programme.

6.3.2 Campus Connect – Volunteering

All participants in the third level support programme had to join the Campus Connect Programme and complete at least 6 volunteer hours. Additional students were recruited on Clubs and Societies Day, while students from the School of Computing agreed to act as mentors for Coder Dojo. Training was provided for new volunteers on 9th October, while additional training was provided for the team leaders in Discover University on 13th June.

The student volunteers were involved in a variety of Stretch to Learn events, the Coder Dojo and Discover University programmes as well as the St Laurence O’Toole Junior Boys’ School soccer league and family sports day. They were also involved in preparing materials for ELI’s Development Manager, the NEYAI Numeracy Assessments and various ELI events.

The Volunteer Programme worked well last year, though it was difficult to get volunteers for events later in the year e.g. Monopoly. All (100% N=33) those who filled out evaluation forms were happy that they participated in the programme and agreed that they had gained skills that will help them when they leave college and enter the workforce.

Words to describe programme in order of frequency (N=72)	Skills/experience gained in order of frequency listed (N=44)
Fun (19% N=17)	Intrapersonal skills including leadership and confidence (50% N=22)
Enjoyable (13% N=9)	Communication skills (21% N=9)
Interesting (10% N=7)	Organisational skills/knowledge (16% N=7)
Helpful (7% N=5)	Ability to work with young people (14% N=6)
Experience (6% N=4)	

Comments from Participants included:

- I have gained a lot of confidence from the programme from getting involved with the community. I also got an insight into McCann FitzGerald law firm from my mentor.*
- It was a great experience all round, thank you .I find it easier to work with people now and am more confident with introducing myself to others.*
- I’m a lot more confident as a result of the programme and am better able to deal with situations. My communication and strategic thinking skills have improved as well.*

2014-15

This programme will continue next year with the number of volunteer hours expected of students increased. It is hoped that the Students Union will take more responsibility for the Campus Connect Programme

6.3.3 Support Programme

Twenty participants fill out end-of-year/studies evaluation forms. All were happy with the support received (19 strongly agreed) and thought that the workshops were useful to their personal development (11 strongly agreed). They also enjoyed being part of a wider group of third level students in the Docklands (10 strongly agreed) and thought that they were effective role models for other young people (9 strongly agreed). All agreed that the financial support was helpful (19 strongly agreed).

There were 28 comments on what the participants thought were the best things about the Third Level Support Programme. They mentioned meeting new people, particularly those from the corporate world (43% N=12), volunteering (39% N=9) along with the support provided (18% N=5). There 15 suggestions for improvement and additional support, most of which related to improving the mentoring programme and helping them to develop their study and interview skills.

Comments from Participants included:

- *It was very helpful and thanks very much. I found the meetings fun and the volunteer programme very interesting. The mentors help me to know more about getting a job and doing interviews.*
- *The best thing about the programme was my ability to promote third level education in my community. I learned how to do stuff on my own through helping at events, reading in the schools and meeting new people.*
- *Being part of the Stretch to Learn Programme helped me to complete my studies. It helped out with regards to college and allowed me to participate in more activities involved in college. It was great to meet other college students and people working in the industry.*

2014-15

This programme worked well last year, apart from the mentoring programme, which is being reviewed. It is hoped to continue the programme next year. Depending on the number of students attending NCI from the Docklands, a decision will be made on the grant in September.



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

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.

The corporate volunteer programme was reviewed and updated last year as the number of volunteers increased. The materials for the information and the volunteer training sessions along with the application forms were revised and the range of volunteering opportunities expanded.

Feedback from the corporate volunteers was mainly positive with most agreeing that they were happy that they participated in the programme. Words like fun, rewarding, challenging, uplifting, informative and fulfilling were used to describe their experience. There were difficulties with some programmes, particularly around attendance. For some volunteers, the pressure of work and unexpected issues prevented them from taking part.

Comments included:

- *It was challenging having to stand up in front of a room of 12 year olds and explain what I do. I certainly gained some confidence in myself and it would make me think about volunteering more. I also got to know some more of my colleagues which always helps.*
- *Volunteering enabled me to interact with people in my own organisation that I would never normally interact with. This was very rewarding and fun.*
- *Hopefully I have gained a perspective on the challenges that face the children here locally, and hopefully they have gained a perspective on what I do and what they can achieve*
- *It teaches the young people about the working world and gives them a different insight/view. Staff enjoyed it but found commitment hard to keep up.*
- *It has hopefully opened the participants' eyes to the many different roles they can play within organisations and encouraged them to continue to third level education. Hopefully they have learned that hard work in school leads to rewarding jobs and careers.*
- *It has taught me that there is a next generation out there who are ambitious and I really enjoyed participating in this programme.*



HSBC volunteer mentoring second level students as part of the Discover University programme at HSBC offices.

Programme	Number of Volunteers	Lead Corporate Partner
Third Level Mentoring	14	Deloitte, McCann FitzGerald; BlackRock
Dragon's Den – School of Computing	42	Deloitte; Citco; Arthur Cox; HSBC; Dublin Port; Irish Ferries; McCann FitzGerald
Numeracy Power Hour	3	BlackRock
Coder Dojo	3	BlackRock; State Street
NCI Challenge - Rummikub	12	Deloitte; BlackRock
NCI Challenge - Table Quiz	10	McCann FitzGerald
NCI Challenge - Monopoly	12	HSBC; Citco
Educational Guidance Exhibition	27	McCann FitzGerald ; Citco; De- loitte; Smurfit Kappa; Ulster Bank; BlackRock; Arthur Cox; Dublin Port; Ulster Bank; HSBC
Educational Guidance Class Visits	4	McCann FitzGerald
Family Sports' Day	2	State Street
NEYAI 'The Money Tree' Book	7	McCann FitzGerald; Citco
Corporate Community Consultation	28	HSBC; State Street
Discover University – Citrus Saturday Business Programme	11	HSBC
Discover University – Dragons , Mystery and Showcase Judges	49	HSBC; Citco; Deloitte; McCann FitzGerald; State Street; Eversheds; Ulster Bank; Samskip
Discover University – Company Visits	3	Dublin Port
Discover University – Educational Guidance	2	Citco
Total	229	

There were information events in McCann FitzGerald, HSBC, Deloitte, Eversheds and State Street to provide staff with an overview of the programme and encourage them to volunteer. There were also training sessions and planning meetings for the various programmes. In addition, the PCHP team held two literacy and numeracy sessions. Approximately 27 corporate employees attended.

The 18 volunteers who filled out evaluation forms on the information/ training sessions found them interesting and useful to their practice in the future. Comments included:

- *The information provided made one feel very comfortable with their role. We learnt what's expected of us, how to deal with difficult situations. Lots of useful, practical information.*
- *Well thought out and put together, with lots of opportunity for interaction. Very informative*
- *Reminder of the background of the ELI programme and getting an idea of how the volunteering ties in with the overall programme*

2014-15

This programme will continue in 2014-15 with some changes being made to the materials and the volunteer opportunities.

Short-term Targets:

- Continue to use community action to review, update and develop programmes to ensure that they are continuing to be effective in meeting their objectives
- Continue to develop a structured approach to the collection of robust data as well as the most effective methods of measuring the educational outcomes of the various programmes
- Plan for ensuring the sustainability of the Initiative, within the limited resources available, and taking account of the need to do new work within the wider Docklands and other disadvantaged areas
- Develop further our dissemination and communication strategies

Medium-term Targets:

- Implement the logic model and development plan developed through CES' 'What Works' Process
- Further development of theory in relation to community action research, parental involvement and change for each programme
- Continue to develop the overarching strategy for the future direction of the Initiative

Long-term Targets:

- Continue to develop pioneering programmes that address the issue of low educational achievement and child poverty
- Increase the scale of the work, with models of best practice developed by ELI used across Ireland to improve outcomes for children and their families
- Disseminate the understanding and findings of the Early Learning Initiative to both the local and wider community

8.1 Research and Development of Programmes

a) Vision and Mission

As part of the transition of ELI into a new phase and to reflect the development since its inception, our vision, mission and logo was reviewed in August 2013. The new logo is an acorn, which reflects how we nurture and support the children and young people in the community to grow into strong individuals with the capacity and resolution to achieve their dreams. The mission and vision is as follows:

Mission: Working in partnership with local communities to support educational journeys and achievements.

Vision: The long-term vision of the ELI is that we 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.

Brand guidelines were developed for use with the new logo and gradually over the year, the new logo was used in all communications and on all materials e.g. uniforms, banner-ups, hand-outs, PowerPoints etc.

b) Community Action Research

Community action research continues to be used as a research methodology as it provides the process and on-going data required for continuous improvement and capacity building. Community action research gives a genuine voice to participants through a methodology that directly involves them as co-constructors of programmes. It also develop the capacity, ownership and participation required within the community for the effective implementation of ELI's programmes.

c) Planning

Annual targets, plans and budgets were devised during the summer of 2013. Planning meetings were held on a regular basis throughout the year to plan for and organise programmes. Monthly written reports, individual work plans and on-going evaluations enabled the staff to monitor the implementation of the programmes with each member of staff compiling an end-of-year report on the programmes for which they were responsible.

In June 2013, staff met the early years managers and the primary school principals to review our programmes for 2013-14 and discuss what supports were required for 2013-14. Meetings were also held with the Area Based Childhood (ABC) Programme Consortium, CES and Pobal to develop the Logic Model, Implementation Plan and Budget for the ABC programme. These meetings, along with the end-of-year evaluations and reports, informed our plans for 2014-15.

ELI's staff manual continued to be updated in 2013-13. Time was given at team meetings throughout the year to update the following policies: Evaluation Policy and Procedures, Planning, Recording Keeping, Finance, Communication, Health, Safety and Welfare. A service agreement policy and a manual for transition year students was also developed. ELI's brand guidelines, volunteering programme and programme manuals were updated in 2013-14.

d) Evaluation

Our evaluation policy is a work in process. We are continuing to combine the outcome measures into a small number of generally accepted summary measures, through which we can show a consistent pattern of effects across action research cycles. At present, indicative evidence that a programme is successful is based on the following criteria: participation, learning outcomes, educational aspirations, programme satisfaction and impact. The results are compared to Irish national norms, the baseline data in the Reports by the Children's Research Centre, Trinity College (Share et al 2011) along with previous data collected through community action research processes.

Programmes have been evaluated throughout the year by staff on an on-going basis using the formal systematic evaluation and collation processes as outlined in our evaluation policy. During 2013-14, staff distributed evaluation forms as appropriate and recorded both attendance and their own observations at events throughout the year. The findings have been used to amend programmes throughout the year and to inform this annual report and our programmes for 2014-15.

PCHP: Evaluating children's outcomes

The PCHP Evaluation of Child's Behaviour Traits (CBT) template is completed by the Home Visitors and parents twice yearly – at the beginning of the year between the 4th and 6th visit in November and by the Home Visitors in May. In 2014-15, it is hoped to introduce the Evaluation of Parent and Child Together (PACT) assessments.

A pilot longitudinal research study was carried out with 15 of the original PCHP families and the results can be viewed in the PCHP section of this report. It is hoped to continue this research with the next cohort of PCHP families in 2014-15.

NEYAI: Assessing children's numeracy outcomes

In 2013-14, we continued our partnership with Educational Psychology Department in UCD and Terri Lalor, who devised the assessment. Educational Psychology students did the assessments with preschool children in the five Docklands ECCE centres, while students from St Patrick's College, Drumcondra assessed children in Junior Infants in the Docklands and in a Middle Class school. The results can be viewed in the NEYAI section of this report. In 2014-15, we hope to continue our partnerships with UCD, while also partnering with the Psychology Department here in NCI so that more children can be assessed.

Stretch to Learn Primary: Assessing children's outcomes in reading and maths

Standardised test results in English and Maths at 7 years and 12 years continue to be collected from the local schools who participate in our programmes. This information is 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 evaluations. The results can be viewed in the Stretch to Learn Primary section of this report.



PCHP family at the PCHP graduation with Dr Phillip Matthews, President NCI.

8.2 External Research

a) NEYAI External Evaluation

The NEYAI national evaluation conducted by Dr. Kieran McKeown (Project co-ordinator), Trutz Haase (Data Analyst) and Professor Jay Belsky (Research Director of the UK's National Evaluation of Sure Start Research Team) has been completed. A summary of the results are available in the NEYAI section of the report.

b) What Works Process

Through Pobal and NEYAI, ELI took part in the Centre for Effectiveness (CES) 'What Works' Process. While the facilitated workshop took place in 2012-13, the Logic Model and Development Plan was discussed and agreed in 2014-15. The emerging themes were:

- Continue to develop Logic Model to support current and future work
- Explore scope for strengthening the involvement of all stakeholders
- Develop strategies to formalise the capture of learning and share the learning and outcomes with key stakeholders
- Examine scope for strengthening and extending training, support and development for staff of NEYAI, based on their needs, the needs of the community or identified at national policy level
- Review evaluation strategy and data collection methods to ensure best measures of outcomes are being used and robustness of locally gathered data
- Plan for ensuring the sustainability of the programme, within the limited resources available, and taking account of the need to do new work within the wider Docklands area.

The plan is being implemented at present and will be reviewed in June 2016.

8.3 Conferences, Papers and Articles

B. Fagan and C. Zuniga presented on *Fidelity of the Programme – Parent Child Home Program(me) in a Different Culture* at the Global Gathering for Childhood Conference on 17th October.

C. Flood presented on *A community based approach to involving parents in their children's Early Numeracy Learning* at the Global Gathering for Childhood Conference on 17th October, while Terri Lalor had a poster presentation on the NEYAI on 19th October.

B. Fagan presented on the work of the Early Learning Initiative at DIT Access & Civic Engagement Seminar on 24th October

J. Bleach had two articles published in the Irish Independent: *Santa's Secret Coping Strategies*; <http://www.independent.ie/life/christmas/santas-secret-coping-strategies-29858561.html> and *Six ways to make time for family this Easter*: <http://www.independent.ie/lifestyle/six-ways-to-make-time-for-family-this-easter-30187767.html>

Bleach, J. (2013) From 18 months to 18 years - Supporting access to third level education, paper published as part of 2013 HEA Conference on *Equality of Access to Higher Education in Ireland*, 7th November

Bleach, J. (2014) Developing professionalism through reflective practice and on-going professional development, *European Early Childhood Education Research Journal*, Vol. 22, Issue 2 <http://www.tandfonline.com/eprint/3rNnG7mJpg32mftxIXDF/full>

Action Research in the Docklands video shown at Action Research Network of the Americas Conference 2014
<https://www.youtube.com/watch?v=eJLDax96TZQ>

J. Bleach (2014) Supporting Parents, in Reed, M. and Walker, R. [Eds.] (2014) *Critical Companion to Early Childhood*, London: Sage. A podcast and PowerPoint to support & extend the content of the chapter will be available on the Sage website.

C. Flood, J. Bleach and practitioners presented on the *NEYAI Docklands Early Numeracy Project at the National Conference to Signpost the Learning and Legacies from NEYAI* on 23rd May 2014.

Submitted paper on NEYAI Numeracy Programme for special issue of the *Educational Action Research Journal*

Chapter proposal on the work of ELI accepted for the Palgrave *International Handbook of Action Research* (publication 2016)

8.5 **National Policy**

C. Flood and J. Bleach represented ELI at the NEYAI Learning Community meetings in 2013-14 with C. Flood part of the planning group for the NEYAI Dissemination Event.

Catherine Hynes (NEYAI Steering Group) and Nuala Kelly (Pobal) visited ELI on 3rd October to see our National Early Years Access Initiative (NEYAI) Docklands Numeracy Project. They were very impressed with the work being done, particularly our focus on numeracy and with the centres (Little Treasures and St Laurence O'Toole JBNS) visited.

B. Fagan represented ELI at the CPD for Sólta mentors.

ELI attended seminars on the National Children's Strategy

J. Bleach, B. O'Riordan and B. Fagan represented ELI at the Area Childhood (ABC) Programme workshops organised by CES and Pobal with J. Bleach presenting on the NEYAI Docklands Early Numeracy Consortium at the ABC Governance Workshop on 5th June.

8.6 **Communication**

The NCI's website is being re-developed and we are reviewing the material on the website. When the new website is completed, we will review and update the material posted for ELI.

Two Community Newsletters were published last year. The theme of the first newsletter was 'Working in Partnerships: Supporting educational journeys and achievements' while the theme of the second one was 'New Directions through the Area Based Childhood (ABC) Programme'.

ELI's Facebook page was further developed last year with photographs of events and posts for the Early Numeracy Weeks. It has 404 likes, the majority of which are in Dublin. Most of the activity is around photographs of events. While it is women (76%), aged 18-44 years, who predominantly 'like' ELI, 24% of our reach was young men, mostly aged 18-34 years.



Find us on
Facebook



Like

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 2013-14, we shared our expertise and learning with groups working in other disadvantaged areas.

9.1 Parent Child Home Programme (Dublin)

The training and support for the Canal Communities Partnership's PCHP in Bluebell continued in 2013-14. At present, Bluebell has 4 Home Visitors, 1 coordinator and 10 families. The programme will be extended in 2014-15 with support from the Katherine Howard Foundation and the HSE.

Pavee Point also received funding from the Katherine Howard Foundation and arrangements are being made to run the programme in the Traveller community. It will begin with up to 4 Home Visitors and 10 families.

Other areas have expressed an interest in PCHP, including some who are part of the ABC Programme. B. Fagan has met with those interested to explain the programme and other areas will be able to access funding for PCHP through their ABC Programme.

9.2 Early Years Quality Support Initiative (Limerick)

The aim of the project is to support seven childcare services within Limerick City and County to develop policy and practice to support quality improvement within their respective services. It will enable them to implement *Síolta*, The Quality Framework for Early Childhood Education (*Síolta*) (CECDE 2006) and *Aistear*, the Early Childhood Curriculum Framework (*Aistear*) (NCCA 2009) as well as supporting the development of the leadership and management skills within the services. This programme will continue until January 2015.

Objectives:

- Improve the quality of the service children and their parents receive in these services
- Support the development of the leadership and management skills within the service
- Facilitate a peer learning environment to promote ongoing networking and professional development for staff
- Enable the participating services to implement *Síolta* and *Aistear*
- Develop structures and processes to use *Síolta* Standard 8 Planning and Evaluation on a systematic basis to improve practice within these services.

The programme consists of

- 6 training sessions on the implementation of *Aistear* and *Síolta* to all staff in the participating services
- 4 workshops on leading and managing change within early years services for the managers and team leaders
- ongoing on-site mentoring/coaching with the participating childcare services .

Feedback has been very positive with 98% (N=78) of the 80 participants who filled in evaluation forms finding the workshops interesting. 99% (N=79) agreed that the workshop prompted them to think about and reflect on their practice, while 96% (N=77) stated that the content of the workshops supported them to improve the quality of their practice.

Comments from Participants included:

- *It is an interesting course and I have learned a lot from it. It is great to share ideas and hear from others. I enjoyed making the action plan. I think that the support you have provided is great – thank you*
- *The best thing about the workshop was gaining an insight into *Síolta/Aistear* and knowing what works in our childcare setting. Staff and I got opportunity to discuss positive changes we can make in our curriculum. We were able to identify areas we need to improve on and plan for our setting*
- *We got more insight into the Curriculum Planning + assessment + evaluation. The Review & action plans gave us a chance to measure where we are at and discuss where we are at. It made us look at our curriculum + to develop it further through our weekly planning to ensure that *Aistear's* aims + goals are being met.*

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 9926.

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. Our review sets out actions and completion dates for any issues that the assessment identifies need to be addressed.

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

10.1 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 2014 is set out below:

- Chairman - Mr Denis O'Brien, Chairman Communicorp
- Mr William Attley, General President, SIPTU (retired)
- Fr Noel Barber, Assistant Provincial Irish Jesuits
- Professor Áine Hyland, Vice President UCC (retired)
- Mr Brendan McGinty, Director Industrial Relations, IBEC.
- Mr Peter McLoone, General Secretary, IMPACT (retired)
- Mr Eddie Sullivan, Secretary General Department of Finance (retired)
- Dr Tony White, Head of Postgraduate Studies & Research Milltown Institute
- Mr James Duffy, President NCI Students Union
- Dr Phillip Matthews, President NCI
- Ms Aine Casey, NCI Staff Representative
- Mr Paul Hayes, NCI Staff Representative

10.2 ELI's Review Board

NCI is represented on the ELI Review Board by the President of NCI. The Review Board advises and supports the overall direction of the Early Learning Initiative, including:

- Budgets and expenditure
- Terms of reference for on-going research and evaluation, including external evaluations
- Reviews and monitors the overall effectiveness of ELI and its management on an on-going basis.
- Recommends policies and procedures to enhance and support the service provided by ELI and its alignment with national policy.

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

ELI's Review Board as of June 2014 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
- Professor Sheila Green, Professor and Fellow Emeritus, School of Psychology, Trinity College
- Joe O'Reilly Founder and Executive Chairman Castlethorn Construction Ltd
- Owen Kirk, Founder and Executive Chairman Rossmere Developments
- Sean Reilly, Executive Chairman Alcove Properties
- Dan O'Connor, Director CRH & Chair of ELI's Development Committee
- Dr Phillip Matthews, President NCI

10.3 ELI's Development Committee

The ELI Development Committee is comprised of company representatives who, as company representatives or in their own right, are lead donors to the Early Learning Initiative (ELI), and champions for the ELI cause.

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

- Identifying, and arrange 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's Development Committee as of June 2014 is set out below:

- Chairman – Mr Dan O'Connor, Director CRH
- Mr Sean Reilly, Executive Chairman Alcove Properties
- Ms Susan Dargan, COO & Senior VP State Street International (Ireland) Ltd.
- Mr Declan Quilligan, Managing Director Citco Fund Services (Ireland) Ltd.
- Dr Phillip Matthews, President NCI
- Dr Josephine Bleach, Director Early Learning Initiative
- Shivonne Heery, Development Manager Early Learning Initiative

10.4 **ELI Staff**

The ELI Director and her team are responsible for the day to day running of the service and will report 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 2014 is set out below:

- Director - Dr Josephine Bleach,
- Project Coordinator with responsibility for NEYAI – Catriona Flood
- NEYAI Administrator – Roisin Dunne
- Stretch to Learn Coordinator – Brigina Crowe
- Stretch to Learn Coordinator – Lucy Kinghan
- Research Assistant – Daniel Hayden (JobBridge)
- National PCHP Coordinator – Beth Fagan
- Local PCHP Coordinators – Linda McGrath and Michelle Moore (Job sharing)
- PCHP Home Visitors - Adrienne Anene, Margaret Campion, Sharon Falegan, Lisa Farrelly, Jackie Glynn, Sarah Keegan, Pamela Martin, Eimer McCabe, Maja Krpeta, Jennifer O'Neill, Deborah Maloney, Glenda Ryan, Sandra Monks, Adrienne Taaffe, Jilyn McLoughlin, Jennifer Walsh
- Development Manager – Shivonne Heery

10.5 **Commitment to Standards in Fundraising**

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 2013-14.

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

See our Feedback and Complaints Procedure here [\[www.ncirl.ie/eli\]](http://www.ncirl.ie/eli).

Write to:

Dr Phillip Matthews
President
National College of Ireland
Mayor Street
IFSC
Dublin 1

T: +353 (0) 1 449 8500
E: Phillip.matthews@ncirl.ie
W: www.ncirl.ie

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



www.governancecode.ie

Principles of Good Governance

We, The Governors (the governing body),
of National College of Ireland (name of organisation) commit to:

Principle 1. Leading our organisation.

We do this by:

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

Principle 2. Exercising control over our organisation.

We do this by:

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

Principle 3. Being transparent and accountable.

We do this by:

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

Principle 4. Working effectively.

We do this by:

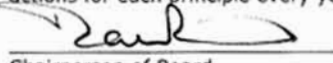
- 4.1 Making sure that our governing body, individual board members, committees, staff and volunteers understand their: role, legal duties, and delegated responsibility for decision-making;
- 4.2 Making sure that as a board we exercise our collective responsibility through board meetings that are efficient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

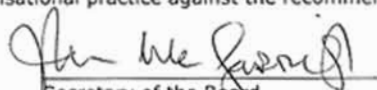
Principle 5. Behaving with integrity.

We do this by:

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

We confirm that our organisation is committed to the standards outlined in these principles. We commit to reviewing our organisational practice against the recommended actions for each principle every year.


Chairperson of Board
Date: 16 May 2014


Secretary of the Board
Date: 16 May 2014