



## Early Learning Initiative

National College of Ireland

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



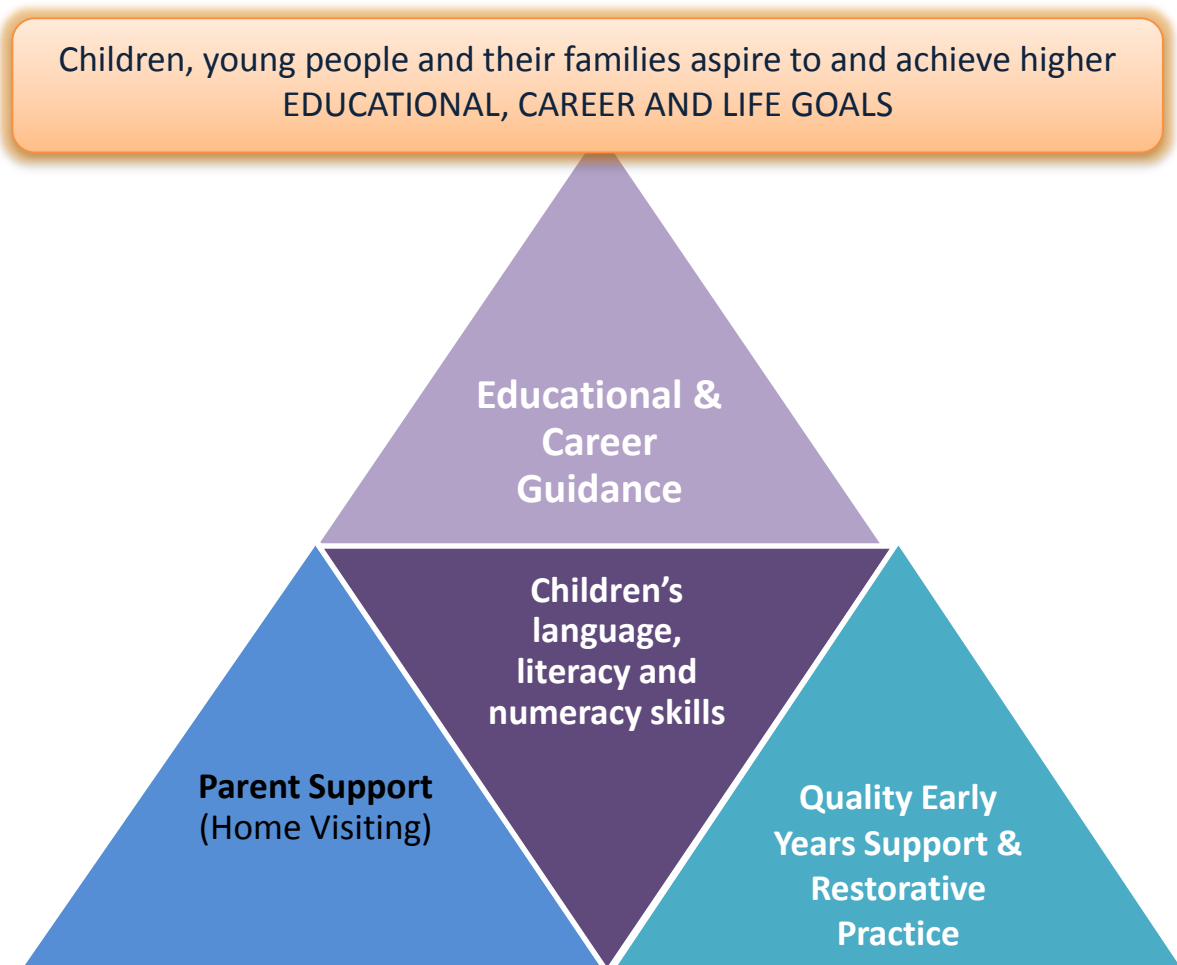
**End-of-Year Report**  
**Early Learning Initiative**  
**2014/15**

## Vision

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

## Mission

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



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## Foreword

*I am pleased to introduce ELI's summary end-of-year report. This document provides a summary of the work completed in 2014-15 and briefly outlines our plans for 2015-16. It complements our Community Update and our End-of- Year Report 2014-15. The Community Update is available on our website: [www.ncirl.ie/eli](http://www.ncirl.ie/eli) . If you would like the full version of ELI's End-of- Year Report, we would be delighted to provide you with a copy.*

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.

### 2014-15 Overview

This has been a good year for ELI with approximately 4,681 people taking part in our programmes. We had satisfaction rates of 99% (N=514) across all programmes for those who filled out evaluation forms (N=517).

Our assessments continue to indicate that children involved in our early years programmes are performing at levels expected of their age, **unlike** children in similar disadvantaged areas; and they are experiencing a more positive learning environment, both at home and in the services.

Without the active engagement and participation of our all partners, we would not have been able to implement our programmes. We would like to acknowledge and thank all who supported us over the past year and we look forward to continuing and extending this work in 2015-16.

### ELI Strategy 2015-2020

At the request of NCI's Governing Body, an ELI strategy group has been appointed to develop a three-year strategy for ELI. As part of this process we are consulting with our partners as to their vision of how ELI should develop over the next few years. It is hoped to present this document to the Governing Body in October.

### Extension of the Parent Child Home Programme (PCHP)

In 2015, a team from SAP Ireland worked pro bono to assist us in developing a high-level business plan for the expansion of PCHP. It is hoped to implement this plan in 2015-16, along with expansion of PCHP across the North Inner City, Galway and Limerick.

### 2015-16 New Programmes

While all of ELI programmes will run next year, preparations are underway for the introduction for three new programmes as part of the ABC Programme:

**ABC 0-2 Years:** Programme for parents who are interested in supporting their children's well-being and development from an early age.

**Doodle Den:** a one year literacy programme that combines a series of fun activities to engage children in learning.

**Restorative Practice:** 35 local teachers and principals have already been trained up during the summer, with over 100 individuals from community groups signing for training in the autumn.

### **Meitheal Practice Model**

In addition, as part of the ABC Programme, we will be working with Tusla on the Meitheal Practice Model. Meitheal is an old Irish term that describes how neighbours would come together to assist in the saving of crops or other tasks. For us, using Meitheal means continuing to work together to ensure that every child in the area will get the help and support needed in an accessible, integrated, and coordinated way.

As this new phase for ELI begins, I want to thank everyone who has helped us get this far. We are very excited about the ABC Programme and the extension of the Parent Child Home Programme to other areas. We look forward to continuing to work with you all to build a better future for children and families in the area.



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Dr Josephine Bleach,  
Director,  
Early Learning Initiative

# 1 Leading the Way through Partnership

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

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

This section outlines how, in 2014-15, our partners supported us in improving outcomes for children and young people through sharing our expertise, resources and learning. Thank you to everyone who partnered with us in ELI last year. We really appreciate your friendship, generosity and commitment to helping us ensure that children and young people in the area achieve their educational, career and life ambitions. We look forward to working with you again in 2015-16 and building on past successes.

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

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.

The support received from various Government Departments, in particular the Department of Children and Youth Affairs and the Department of Education and Skills and its Agencies enable us to address key educational and social issues in the communities in which we work. The statutory funding received through the Area Based Childhood (ABC) Programme is helping us to improve outcomes for children and their families in the Dublin Docklands and East Inner City. We look forward to working with our ABC Consortium colleagues, the Centre for Effective Services, and Pobal, to ensure that children in the area are being supported to realise their maximum potential in all areas of learning and development, both now and in the future.

## 1.2 Partnership with the Corporate Sector

Interest in ELI from the corporate sector increased last year, which resulted in more organisations signing up to partner ELI in improving outcomes for children and young people in the Docklands. The role our prominent corporate partners play in supporting these children and their families to succeed in education cannot be underestimated. Without the substantial, long-term financial and voluntary support of the following companies and individuals, much of the ELI's work would not be possible: Ireland Funds, basis.point, McCann FitzGerald, Smurfit Kappa Group Foundation, ICG, Central Bank,

Dublin Port, State Street Foundation, Northern Trust, Facebook, ESB, Top Oil, Deloitte, Citco, McGarrell Reilly Group, HSBC, Arthur Cox, Dermot Desmond, Fyffes, Irish Ferries, Samskip, Total Produce, Ulster Bank, Eversheds, and The Panel.

Their contributions have made a positive difference to the lives of many individuals in the Docklands and are helping to build a high-achieving, supporting and cohesive community. We applaud their genuine commitment to making a real, measurable and positive difference to the lives and learning successes of children and young people in the area.



**Ulster Bank Book Launch - April 2015**

### **1.3 Partnership with other Communities**

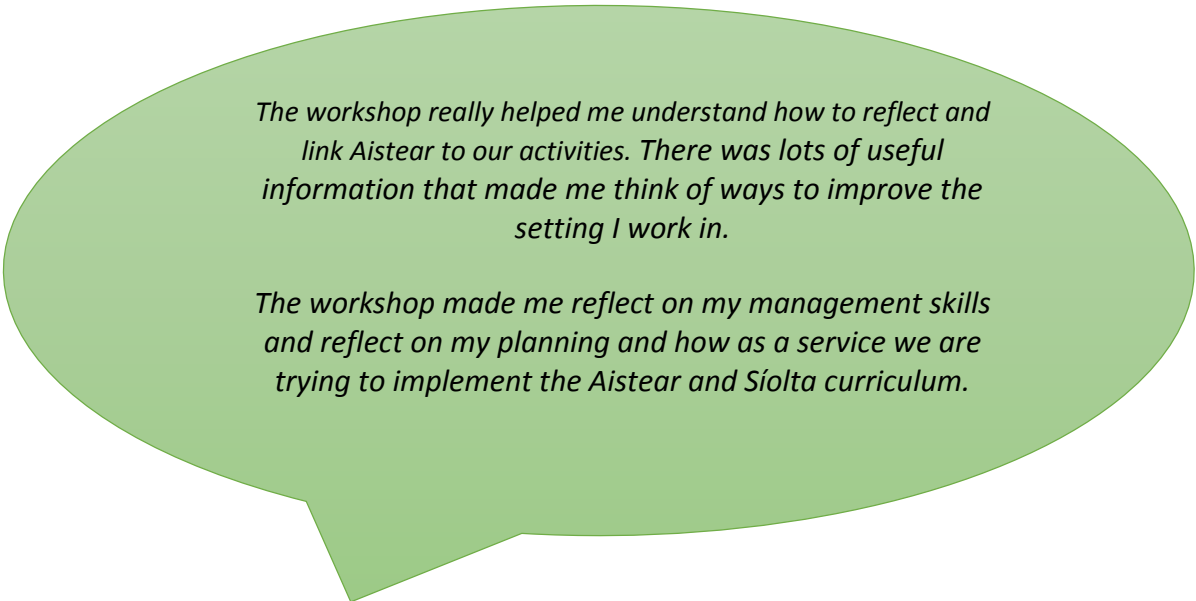
Our hope is that the ELI will, over time, act as a centre of excellence from which many communities can learn, thereby improving the educational and life chances of children and their families across Ireland. Over the past year, a range of organisations in the statutory, community and voluntary sector have expressed an interest in our programmes. We continue to work closely with our existing partners: Canal Communities Partnership, Bluebell (PCHP); Bite, Ballymun (Discover University); An Síol, Stoneybatter (Educational Guidance); Limerick Childcare Committee (Early Years CPD in Síolta and Aistear).

#### Early Years Quality Support Initiative (Limerick)

The Early Years Quality Support Initiative (Limerick), continued in 2014-15 in collaboration with Limerick Childcare Committee. The aim of the project was to support seven childcare services within Limerick City and County to develop policy and practice to support quality improvement within their respective services. It enabled 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 develop the leadership and management skills within the services. Feedback has been very positive, with 98% (N=188) of those who filled in evaluation forms finding the workshops interesting. 100% (N=192) agreed that the workshop prompted them to think about and reflect on



their practice, while 99% (N=191) stated that the content of the workshops supported them to improve the quality of their practice. It is hoped to continue this work in 2015-16 with a group of services who are interested in implementing the Docklands Early Numeracy Programme.



*The workshop really helped me understand how to reflect and link Aistear to our activities. There was lots of useful information that made me think of ways to improve the setting I work in.*

*The workshop made me reflect on my management skills and reflect on my planning and how as a service we are trying to implement the Aistear and Síolta curriculum.*

#### Parent Child Home Programme (PCHP)

The extension of the PCHP programme to the Traveller community in Finglas, in collaboration with the Katherine Howard Foundation and Pavee Point, was an exciting new development for us in 2014-15. Already, the Home Visitors and parents involved can see the benefit of PCHP to their children and believe that these children will be the first generation of Traveller children who will start school with the language, literacy and numeracy skills needed for success.

In 2015-16, PCHP will extend to three other areas: Grangegorman ABC area through DIT/Daughters of Charity; Ballinasloe through Galway Education Centre; and Limerick through Northern Trust and Paul Partnership. Interest has also been expressed in using the learning from our Early Numeracy Programme in the Limerick area.

### **1.4 Partnership with our Local Docklands and East Inner City Communities**

One of the great strengths of ELI has been our network of over 2,278 parents, public health nurses, early years and after school services, schools, TDs, community, statutory and corporate organisations, who are working with us to ensure that children will have the aspirations, skills and qualifications needed to achieve their dreams. None of the work outlined in this report would have been possible without their support. Through their involvement in the Review Board, Consortium, and various Working Groups, they actively inform the development and implementation of all our programme. They are also responsible for implementing the programmes in their services.

As a result of funding from the Government through the ABC Programme, ELI's catchment area has been expanded to Summerhill, Ballybough, Mountjoy Square, and Baggot St. This will enable more children and families to avail of our programmes. As this new phase for ELI begins, I want to thank everyone who has helped us get this far. We are very excited about the new developments through the ABC Programme and look forward to continuing to work with you all to build a better future for children and families in the area.

## 1.5 Partnership with our Colleagues in the National College of Ireland

ELI operates under and adheres to all NCI's policies and procedures. NCI staff, from various Departments, work very closely with us to ensure that our programmes are delivered to a high standard. We are very appreciative of their dedication, collegiality and encouragement.

Aside from organising rooms for meetings and events, delivering materials to services, ordering books, fixing our computers, supporting programme delivery, and making sure our finances were in order, NCI staff fundraised to support the Christmas Party for PCHP families. NCI students are also actively involved in ELI, through our volunteer programme, Discover University and early numeracy assessments. Through their interactions with ELI and the local community, they demonstrate NCI's long-standing commitment to widening participation in higher education, and ensuring that children in the area will progress successfully to third level.



**Delivery of Early Numeracy Materials – May 2015**

NCI takes full responsibility for the financial, management, contractual, reporting, and governance requirements of ELI. It upholds the highest standards of corporate governance and is signed up to both the ICTR and The Governance Code. NCI does not charge any central overhead to ELI and has absorbed historical deficits between funding available and the cost of delivering ELI programmes and services. The long-standing and generous commitment of Denis O'Brien, Chairperson of NCI's Governing Body; Dr Phillip Matthews, President of NCI; and other members of NCI's Governing Body and Executive Board has been critical to the success of ELI in improving outcomes for children and young people in the area.

Early Learning Initiative (ELI) is a discreet centre within NCI with its own dedicated staff and Review Board. The leadership and expertise shown by 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 has been invaluable in the development of ELI. We thank them for their advice, guidance and support over the past year, and look forward to working with them in 2015-16.

## 2 Participant Numbers 2014-15

Programme	Children	Parents	Professionals	Volunteers	Totals
<b><i>Parent Child Home Programme (PCHP) (18th mths - 3 yrs)</i></b>					
Home Visiting Programme	96	94	22	9	<b>221</b>
Storytelling sessions	42	42	3	0	<b>87</b>
Parents Together Community Course	0	14	2	0	<b>16</b>
<b><i>Early Numeracy Project (0-6 years)</i></b>	<b>1025</b>	<b>1025</b>	<b>150</b>	<b>0</b>	<b>2200</b>
<b><i>Primary School Students (4-12 years)*</i></b>					
Award Scheme (2nd - 5th classes)	182	90	12	0	<b>284</b>
Zoom Ahead with Books (4-6 yrs)**	375	306	22	0	<b>703</b>
Financial Literacy **	126	0	6	28	<b>160</b>
NCI Challenges					
<i>Rummikub (2nd class)</i>	127	43	8	14	<b>192</b>
<i>Table Quiz (3rd class)</i>	105	40	11	27	<b>183</b>
<i>Monopoly (4th class)</i>	65	25	16	10	<b>116</b>
Educational Guidance (5 <sup>th</sup> /6 <sup>th</sup> class)	125	20	5	39	<b>189</b>
Mentoring Programme**	32	0	2	24	<b>58</b>
<b><i>Second Level Students (12-18yrs)</i></b>					
NCI Counts, Leaving Cert Tuition	4	0	1	0	<b>5</b>
Community based Tuition	15	0	2	1	<b>18</b>
Discover University	37	54	8	31	<b>130</b>
Career Guidance Talks	26	0	2	3	<b>31</b>
<b><i>Third Level Student Support (17+ years)</i></b>	<b>16</b>	<b>0</b>	<b>2</b>	<b>70</b>	<b>88</b>
<b>Totals</b>	<b>2398</b>	<b>1753</b>	<b>274</b>	<b>256</b>	<b>4681</b>

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

\*\* Also may have been involved in other programmes

Please note: Professionals are staff working in schools, services etc.

### 3 Finance

This section details the expenditure and budgets for both the ELI and ABC Programmes.

Project	Budget 2014-15	Expenditure 2014-15	Budget Variance 2014-15	Budget 2015-16
ELI	€ 335,000	€ 374,353	-€39,353	€316,000
ABC	€ 330,816	€ 195,271	€135,545	€ 440,255
NEYAI	€ 5,767	€5,767	€0	0
<b>Total</b>	<b>€ 671,583</b>	<b>€ 575,391</b>	<b>€96,192</b>	<b>€ 756,255</b>

Notes:

- Both expenditure for 2014/15 and budget figures for 2015/16 represent the direct costs incurred of providing Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.
- This budget excludes some of the costs for extending PCHP, which still have to be finalised.
- The NEYAI programme ended in July 2014 so the costs incurred at the end of the year 2013/14 are allocated to 2014/15.

#### 3.1 Programme Expenditure - Year Ending 30th June 2015

Programmes	Expenditure Year ending 30th June 2015	Budget Year ending 30th June 2015	Budget Variance
0-2 ABC Programme (0-2 years)	€22,110	€55,957	€33,847
Restorative Practice Programme	€11,238	€26,168	€14,930
Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€42,986	€67,344	€24,358
Parent Child Home Programme	€284,250	€291,589	€7,339
Doodle Den Programme	€13,024	€33,258	€20,234
Stretch to Learn Primary	€78,677	€74,500	-€4,177
Stretch to Learn Second Level	€57,380	€57,500	€120
Stretch to Learn Third Level	€59,959	€59,500	-€459
<b>Total</b>	<b>€569,624</b>	<b>€665,816</b>	<b>€96,192</b>

### 3.2 Programme Budget - Year Ending 30th June 2016

Programmes	Expenditure Year ending 30th June 2015	% of Budget 2014/15	Budget Year ending 30th June 2016	% of Budget 2015/16
0-2 ABC Programme	€22,110	4%	€96,487	13%
Restorative Practice Programme	€11,238	2%	€37,027	5%
Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€42,986	7%	€91,515	12%
Doodle Den Programme	€13,024	2%	€58,837	8%
Parent Child Home Programme	€284,250	50%	€295,389	39%
Stretch to Learn Primary	€78,677	14%	€70,000	9%
Stretch to Learn Second Level	€57,380	10%	€53,000	7%
Stretch to Learn Third Level	€59,959	11%	€54,000	7%
<b>Total Costs</b>	<b>€569,624</b>	<b>100%</b>	<b>€756,255</b>	<b>100%</b>

Notes:

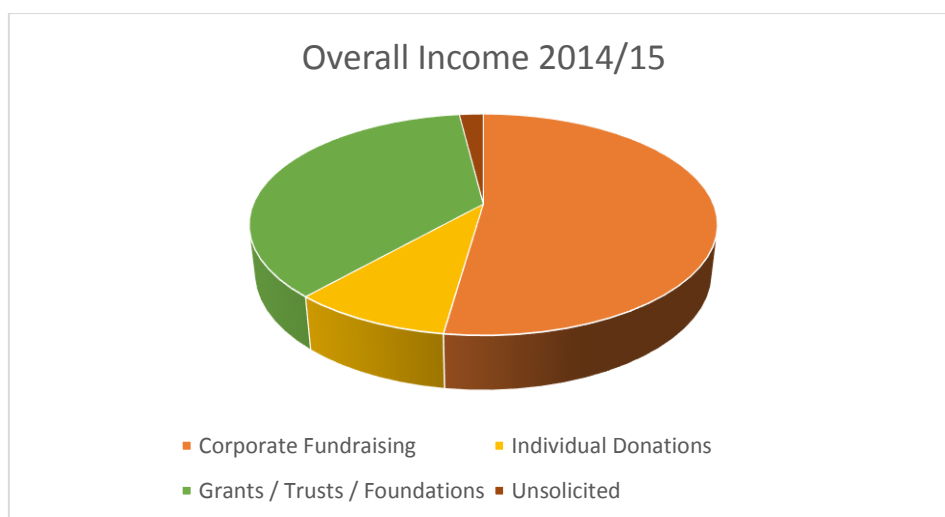
- Both expenditure for 2014/15 and budget figures for 2015/16 represent the direct costs incurred of providing ELI's Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.
- This budget excludes some of the costs for extending PCHP, which still have to be finalised.

### 3.3 Fundraising Review

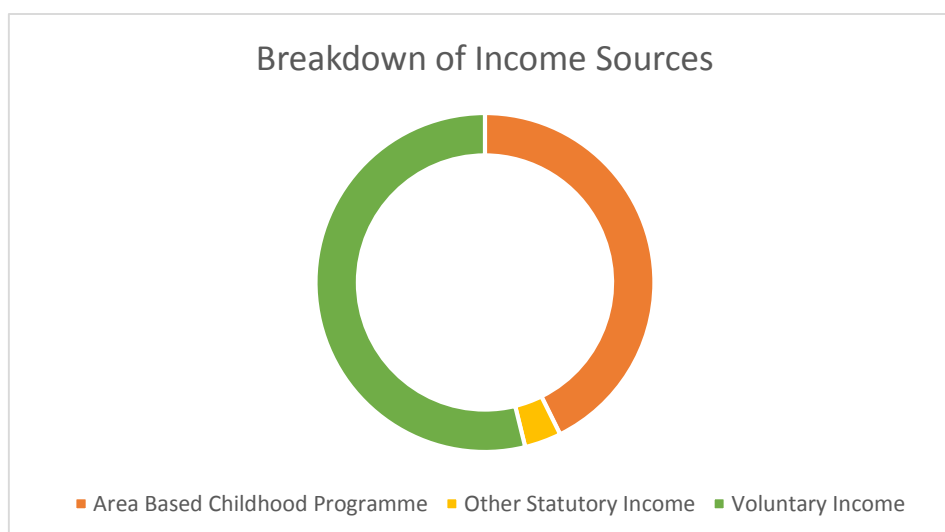
Last year was a very strong year for fundraising thanks to the generosity of our supporters and donors. Funds were raised in a variety of ways but predominantly through corporate and grant fundraising. We grew our overall income by 30% (not taking into account our restricted Area Based Childhood Funding). We were successful with a number of grant and foundation submissions and were able to grow this revenue stream by 95%.

ELI's many corporate supporters continued to deliver crucial funding during 2014/2015 with over 200 employees across Dublin taking part in volunteering activity. Corporate volunteers enhanced our programmes and raised standards.

ELI is financed by a mix of statutory and voluntary/corporate funding. 2014/2015 was a positive year financially, ELI raised a total income of €937,153.



This income was generated through various channels.



46 per cent of ELI's income was government funding, primarily allocated through the Area Based Childhood (ABC) Programme, co-funded by the Department of Children and Youth Affairs and Atlantic Philanthropies. The remainder was raised through our fundraising activities. Fundraising generated €537,153 up from €414,931 in 2013/2014.

Details of expenditure on service delivery is available in the previous sections of this chapter.

## Governance

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

ELI is committed to complying with the *Statement for Guiding Principles for Fundraising* and has formally discussed and adopted the Statement. We welcome the progress to date of the Charity Regulatory Authority and will ensure full compliance with all requirements.

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



## 4 Corporate Support

The success of the ELI is underpinned by corporate support – financially and more importantly through management engagement and employee involvement. Without their support, much of ELI’s work would not be possible.

Thank you to McCann FitzGerald for hosting a breakfast briefing for us, which was really well received.



**McCann FitzGerald at the Educational Guidance Exhibition - March 2015**

We were also delighted to be part of the Philanthropy Ireland’s inaugural Funding Network Event.

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

We would like to pay tribute to the generosity of all our donors – who ranged from businesses engaged in social responsibility, to individuals who have been with us from the start. We would also like to acknowledge the support of all those who gave their time and expertise on a pro bono basis.



## 5 Corporate Volunteer Programme

ELI's volunteer programme provides rewarding, diverse volunteer experiences, which give employees in our corporate partners the opportunity to interact directly with children and their families in the community in which they work. The programme offers mutual benefits – allowing corporate staff and NCI students to enhance their own interpersonal communication skills while simultaneously making a positive difference to the educational life chances of the people in their locality.

Programme	Number of Volunteers	Lead Corporate Partner
PCHP workshop	9	McCann FitzGerald, HSBC, Citco
Third Level Mentoring (Citco open day)	29	Citco
Dragon's Den – School of Computing	41	Citco, McCann Fitzgerald, Top Oil, The Panel, Eversheds, Central Bank, HSBC
Discover University	31	McCann Fitzgerald, Facebook, Citco, Deloitte, Central Bank
NCI Challenge - Rummikub	14	Eversheds; Deloitte
NCI Challenge - Table Quiz	27	McCann FitzGerald; Eversheds
NCI Challenge - Monopoly	10	HSBC; Citco
Financial Literacy Programme Phase 1	11	Ulster Bank
Financial Literacy Programme Book Judging	5	Ulster Bank; McCann Fitzgerald
Financial Literacy Programme Phase 2	12	Ulster Bank, Citco
Ulster Bank Exhibition/ Book Launch	11	Ulster Bank
Educational Guidance Exhibition	25	Central Bank, McCann Fitzgerald, Deloitte, Eversheds, Arthur Cox; Dublin Port
Educational Guidance Class Visits	3	McCann FitzGerald; Eversheds
Facebook Mentoring Circles Programme	24	Facebook
Mt. Carmel Secondary school guest speaker talk with Domini Kemp	3	Eversheds
Junior Cert Tuition Support	1	State Street
<b>Total</b>	<b>256</b>	



This programme will continue in 2015-16 with some changes being made to the materials and the volunteering opportunities. There will be two intakes of volunteers in Sept/Oct 2015 and Jan/Feb 2016 to ensure that all activities are sufficiently covered for the academic year 2015-16. Companies will be encouraged to select a date during these times to hold information sessions and volunteer training/inductions. It is hoped that the majority of volunteers are recruited and trained during the intakes.



***Deloitte Volunteer at the Rummikub class visits - November 2014***

## 5 Area Based Childhood (ABC) Programmes

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

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

### Project Objectives:

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

### ABC Consortium

As the lead organisation, NCI has responsibility for the financial, management, contractual, reporting and governance requirements of the Docklands and East Inner City ABC Programme. Each member of the consortium is jointly responsible for planning, implementing and evaluating the project. Representatives of each member of the consortium at management level met five times last year to discuss and agree the overall direction of the project and the implementation plans. There was an average attendance of 15 at the meetings. The members of the Consortium also received regular e-mails informing them of any developments.

Here is the list of organisations who have signed the MOU and are members of the Consortium

Areas	Organisation	Lead Person	
Ringsend	Ringsend and District Community Crèche	Marian	Allen
	St Patrick's Boys National School	Robin	Booth
	St Patrick's Girls National School	Martin	Lynch
	Ringsend and Irishtown Health Centre	Marlene	Lally

North Wall	After School Educational Support Programme	Geraldine	Brennan
	St Laurence O'Toole's CBS	Mark	Candon
	North Wall CDP	Geraldine	Comerford
	St Laurence O'Toole's Girls School	Mona	Lucas
	St Laurence O'Toole's Junior Boys School	Mary	Moore
Summerhill	LYCS	Sarah	Kelleher
	Ozanam House Resource Centre	Tony	Rock
	O'Connell's CBS	Patsy	O'Keefe
	Central Model JNS	Anne-Marie	Connolly
	Central Model SNS	Anne-Marie	Connolly
	Community After School Project (CASPr)	Ann	Carroll
	Holy Child Preschool	Mark	Shinnick
	HSE PHN Summerhill	Jillian	Deady
	Rutland St National School	Enda	O'Flaherty
	HAY Garda Youth Diversion Project	Jessica	Murphy
	Hill Street Family Resource Centre	Eileen	Smith
East Wall	Daisy Days Community Crèche	Eva	Dillon
	St Joseph's NS	Neil	Henahan
	East Wall Health Centre	Emer	Hosford
	NABCO - Island Key	Catherine	O'Brien
City Quay	City Quay National School	Richie	Hoban
	St Andrews Resource Centre Crèche	Martina	Mc Kenna
	Fledglings St. Mary's Crèche	Caroline	Tierney
	Pearse Street Health Centre	Finola	Moyne
	Scoil Catriona, Baggot St	Siobhan	Weekes
Voluntary & statutory agencies who work across the areas	Early Learning Initiative	Josephine	Bleach
	Dublin City Libraries	Mark	French Mullan
	Tusla – Northside	Grainne	Sullivan
	Tusla - Southside	Caroline	Jordan

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

Organisation	Lead person	
Area Manager, HSE, Dublin North City	Des	O' Flynn
Acting General Manager, HSE, Dublin North City	Michelle	Forde*
Primary Care Unit - HSE, Dublin South Central	Gillian	Farrelly
Integrated Service Area Manager, HSE, Dublin S. Central	David	Tully*
Primary and Community Operations Manager - HSE, DSC	Ellen	O'Dea
Director of Public Health Nursing - HSE, Lord Edward St	Joan	Bourke
Director of Public Health Nursing - HSE, Cherry Orchard	Frances	McHugh
Child Protection, Garda Siochana, Store Street, Dublin 1	Sharon (Insp)	Kennedy
Child Protection, Garda Siochana, Pearse Street, Dublin 2	Fionnuala (Insp)	Olohan

Children's Services Committee - Northside	Linda	Creamer *
Children's Services Committee - Southside	Doreen	McGowan*
National Maternity Hospital, Holles St	Ciara	Mc Kenna
Rotunda Hospital	Fiona	Hanrahan
YPAR - Northside	Pat	Gates

\* Signed MOU for Tusla and PHNs

### Key Project Activities

Implement the following evidenced based programmes:

- 0-2 ABC Programme (PHN service & Home Visiting)
- Parent Child Home Programme (18 months - 3 years)
- NEYAI Early Numeracy Programme (0-8 years)
- Zoom Ahead with Books (4-6 years)
- Doodle Den (5-6 years)
- Restorative Practice (6-12 years)

Enhance and sustain the existing interagency collaboration within the area through engaging with the new agencies and structures e.g. Children Services Committees; Tulsa Child and Family Support Agency; HSE; Meitheal Practice Model.

Implement fully the Meitheal Practice Model and integrated service delivery in early years services, primary schools, and after school services.

The Restorative Practice approach is being used in schools and youth projects in the North Inner City.

### ABC Evaluation

As part of the ABC programme we are taking part in a national evaluation of the ABC project. The Centre for Effective Services are managing the implementation of this national evaluation framework. The ELI are part of the evaluation group and have an active role in the design process. There are three strands to the evaluation:

1. Assess the achievement of outcomes
2. Explore issues of implementation
3. Cost analysis of programmes

The achievement of outcomes will be assessed using measures from a shared measurement outcome framework developed by CES across three different areas; child health and development, children's learning, and parenting. Training in the completion of these measures will be provided by CES to ensure accuracy and reliability of measures. It is hoped that consent forms in addition to baseline assessments will be collected in November 2015 with follow-up assessments planned for May 2016. The stages of implementation and associated processes will be assessed using a mix of methods e.g. web-based surveys, in-depth interviews, focus groups, case studies, and social network analysis. Data collection for this component of the evaluation will begin in September 2015. The cost analysis component of the evaluation has begun, with information on programme costs, admin costs, 'other' costs, leverage and income currently being submitted to CES and Pobal.

## 6 Key Programmes in 2014-15

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

Programmes	Ready for	Budget	Parents & Children	Funding
Third Level Student Support (17+ yrs)	Employment	ELI 17%	16	<b>ELI</b>
Discover University (14-17 yrs)			91	
Tuition Support Programme (15-18 yrs)	Third Level	ELI 17%	19	
<b>Educational Guidance (10-13 yrs)</b>	Second Level	ELI 22%	158	
Financial Maths (8-10 yrs)			126	
Achievement Awards (7-10 yrs)			272	
Literacy & Numeracy Challenges (7-11 yrs)			405	
Restorative Practice (6-18 years) - managing conflict	Primary School	ABC 8%	new	<b>ABC &amp; ELI</b>
Doodle Den (4-5 years) - literacy		ABC 13%	new	
Zoom Ahead with Books (4-7 yrs)			681	
<b>Early Numeracy Project (0-6 yrs)</b>		ABC 21%	2,050	
Early Years Professional Development			150	
Storytelling sessions			84	
Parents Together Community Course		ABC 35% & ELI 44%	14	
<b>Parent Child Home Programme (PCHP) (18 mths - 3 yrs)</b>	Pre-school		190	
ABC 0-2 Years Programme		ABC 23%	new	

*This section gives a brief summary of how all ELI's programmes in 2014-15 as well briefly outlining our plans for 2015-16. More details on each programme are available in Chapters 5 (ABC Programmes) and Chapter 6 (Stretch to Learn Programmes) of the full End-of-Year Report. If you would like the full version of ELI's End-of- Year Report, we would be delighted to provide you with a copy.*

## **6.1 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 year's practitioners, and a mentoring programme for early years services, 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 and north inner city , particularly in literacy and numeracy
- To increase parental involvement in their children's development and education
- To support the early childhood care and education workforce in implementing *Aistear*, the *Early Childhood Curriculum Framework (Aistear)* and *Síolta*, *The Quality Framework for Early Childhood Education (Síolta)*
- To ensure continuity and progression in learning for children moving from home to early years settings to the local schools

### **6.1.1 Parent Child Home Programme**

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

The Parent Child Home Programme continued its success last year with 96 children and their families taking part in the programme in 2014-15. There were 22 home visitors employed by NCI to deliver the programme. With thanks to ABC funding, we expanded our area of reach into Summerhill, Ballybough, and Mountjoy Square. We also worked in co-operation with Pavee Point to deliver the PCHP to the Traveller Community.



PCHP Graduation, June 2015

There were a total of 1,389 visits made to year two families, which is an average of 43 visits per family. The Child Behaviour Traits assessment was completed by the home visitors in November and May. Results from this assessment were very positive, with 74% of the children meeting their developmental milestones at the end of the programme, compared with only 51% of the children when the programme began.

*I think my child has really learnt a lot. Her speech has come on a lot since starting the programme. I have developed the skills to listen to her, to interact with her, to make learning fun and to relax and enjoy the time with my child. My child's speech has improved dramatically. She is saying new words every day and is speaking in full sentences. She is also becoming very good at describing things e.g. big orange balloon. [PCHP Parent]*

*I have gained some confidence and have learnt a lot like how to interact properly, how important books are, how learning can be fun for my child, the importance of letting my child lead and also listening to her. [PCHP Parent]*



In 2015-16 it is hoped to continue to expand the programme within our target areas, in addition to introducing the programme in Limerick with support from Northern Trust, and in Galway with support from the Galway Education Centre.

### **6.1.2 Early Numeracy Programme**

Beginning in 2011, this programme is aimed at improving early years numeracy and mathematical skills through the provision from birth to 6 years of an integrated programme of activities, training and support for children, their parents and families, and educators

The Early Numeracy Programme ran very successfully in 2014-15, with approximately 1,025 children and their parents along with approximately 150 educators from schools/early years settings taking part in the programme. There were three curriculum priority weeks: positional language, counting, and shape.

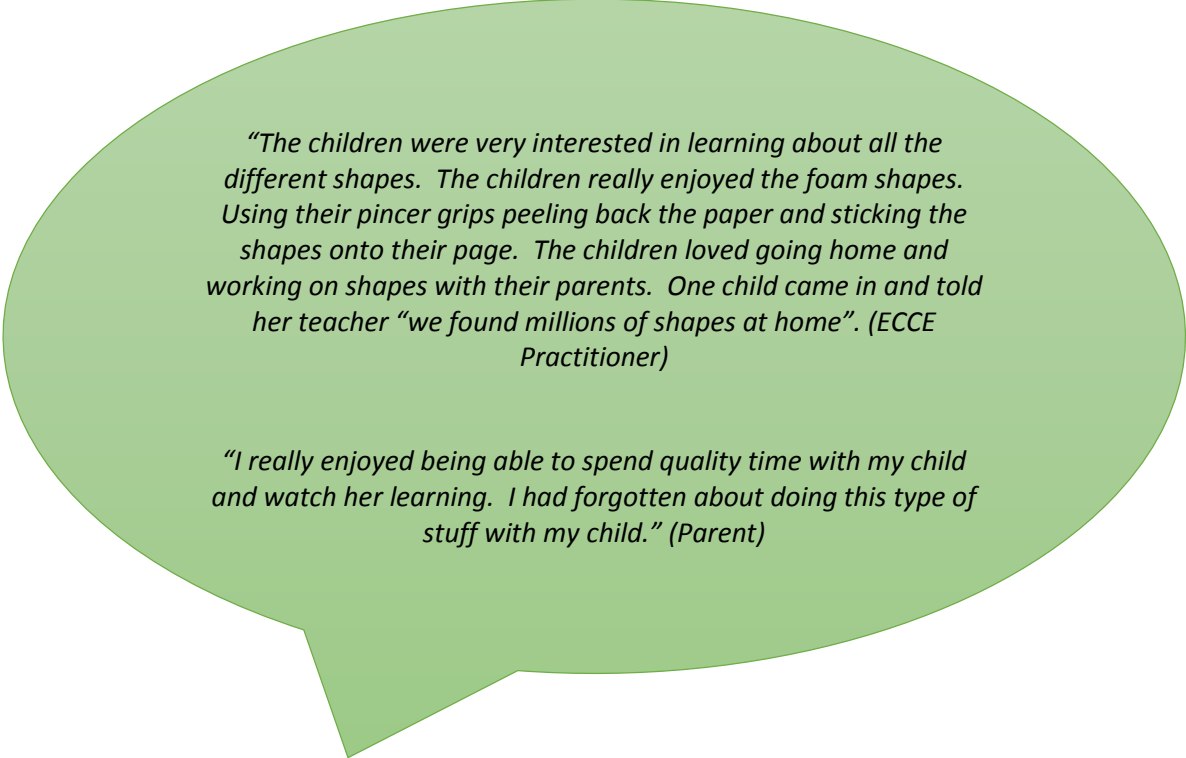


**Early Numeracy Activities - Easter 2015**

As evident from both the staff and parent evaluations, the Curriculum Priority Week continues to work really well with all services committed to implementation. The evaluations indicated an increase in the number of staff who perceived these weeks as valuable learning opportunities for children (100% in 2014/15 compared with 95% in 2013/14) and for parents (92% in 2014/15 compared with 73% in 2013/14). This may be as a result of the continuous emphasis on getting parents involved in these weeks.

94% (N=212) of parents were aware that the numeracy activities were taking place in the schools/services, while 92% (N=204) used the home activity cards with their children.





*"The children were very interested in learning about all the different shapes. The children really enjoyed the foam shapes. Using their pincer grips peeling back the paper and sticking the shapes onto their page. The children loved going home and working on shapes with their parents. One child came in and told her teacher "we found millions of shapes at home". (ECCE Practitioner)*

*"I really enjoyed being able to spend quality time with my child and watch her learning. I had forgotten about doing this type of stuff with my child." (Parent)*

Educational Psychology students from UCD conducted the numeracy assessments on 43 children in six early years' services. The results were very positive with 95% of children exhibiting an increase in numeracy skills and concepts from pre-test to post-test. It is hoped that the Early Numeracy Programme will run in the same format in 2015-16 with the curriculum priority themes changed to sequence and pattern, time, and measurement.

### **6.1.3 Early Years Training and Mentoring**

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

- Continuous professional development training
- Mentoring Communities of Practice
- On-site mentoring and support to early years services

This year, training focused on supporting services to implement Aistear. There were seven training sessions on the following topics:

- Aistear and Interactions
- Aistear and Learning Environments.

There was great uptake of training with 125 practitioners attending the sessions. Feedback was very positive with 100% of attendees finding the workshop interesting and 98% stating that it would support them in improving the quality of their practice.

*I enjoyed the links with other groups and the way we could share our experiences. The training was easy to understand and helped me realise there is more I can do in my setting to help out. It really gave me the confidence to get involved. (CPD Participant)*

*I found the variety of content and group discussions great. I got a great understanding of Aistear and Síolta. I felt the workshop went very well and I could understand everything the tutor was saying. All the groups spoke out very well. (CPD Participant)*

On-site support for services around implementing Síolta and Aistear was limited this year due to a lack of resources. However, with the ABC grant agreement having been signed in December, a new early year's coordinator was appointed in March 2015. She has visited all the services, provided support where needed, and worked with them on designing an early years mentoring programme.

This mentoring programme will be rolled out in 2015-16. It will support services to use the new Aistear Síolta practice guide introduced by the National Council for Curriculum and Assessment. The mentoring programme will have three elements:

- Continuous professional development training for all early years services and schools
- Mentoring Communities of practices
- On-site mentoring supports to early years services.



**Early Years Storytelling June 2015**

#### 6.1.4 Zoom Ahead with Books

The *Zoom Ahead with Books* project is designed to encourage parental involvement and promote children's enjoyment and motivation to read for pleasure. Each night over the four week project, the children take home a book from the class library, sit, read and discuss the book with their 'book buddy' and then both draw a picture representing the book. The project finishes with a series of exhibitions of the artwork from the children and book buddies in the schools and NCI, which serves as a celebration of the commitment and effort of all the families.



**Book Buddies at the Zoom Ahead with Books Exhibition April 2015**

Approximately 375 children and 34 teachers across six schools were involved in Zoom Ahead with Books. The project ran over the course of four weeks, with approximately 4,200 books being read by the children and their book buddies. Each school had their own exhibition to showcase the framed pictures, with exhibitions taking place in NCI and in schools. This year a new Book Buddy evaluation form was designed, and feedback from book buddies, in addition to teachers, was very positive. This programme will continue in 2015-16.

#### **What the book buddies have to say:**

"I liked that we could do [the project] together, drawing the pictures made it fun!"

"...a fun thing to do with your child, and you can talk about your picture to each other."

"...a great way to sit with your child, read to them, talk about the book and draw. I really enjoyed it, both of us did. "

### **6.1.5 New Early Years Programmes for 2015-16**

#### **ABC 0-2 Years Programme**

With the support of the HSE and Tusla, a Home Visiting programme for parents with children aged 0-2 years, based on the Community Mothers Programme in Clonmel, has been fully designed and approved for implementation by Pobal and the Centre for Effective Services.

The objective of the 0-2 years programme is to improve the overall development of the child within the family, through the empowerment of their parents. It is hoped the programme will supplement the work being done in the area by the PHNs, Tusla and other services.

This programme will be rolled in 2015-16. Home Visitors will be recruited and trained in September 2015 in conjunction with the PCHP training. Referrals of potential families will begin in September 2015, with a pilot programme running with ten families until December. There will be an opportunity for more families to join the programme in early 2016. The Parenting Programmes, Parent-Toddler Groups, and Story Telling Sessions will be incorporated into this programme.

#### **Restorative Practice**

This programme aims to build strong, happy communities, and to manage conflict or tensions by actively developing good relationships and resolving conflict in a healthy manner. It has been run very successfully by CDI Tallaght, who are supporting local services and organisations to use Restorative Practice to build a stronger and safer community for everyone.

The first Restorative Practice training took place in July 2015 in NCI and involved 32 local teachers and principals. The training was delivered by four facilitators from CDI Tallaght. Feedback from the training was very positive, with all individuals eager to implement their learning in the school environment. Further training for early years' services, youth and community services will continue in October.

#### **Doodle Den**

Doodle Den aims to improve literacy among children (5-6 years) using a wide range of activities in an afterschool setting. It is hoped that, following training by CDI Tallaght, this programme will run in various services across the community in September. Doodle Den facilitators are currently being recruited by ELI.

#### **Meitheal Practice Model**

One of the great strengths of ELI has been our network of over 2,278 parents, public health nurses, early years and after school services, schools, community, statutory, and corporate organisations, who have worked with us to ensure that children will have the aspirations, skills, and qualifications needed to achieve their dreams. As part of the ABC Programme, we will be working with Tusla on the Meitheal Practice Model. Meitheal is an old Irish term that describes how neighbours would come together to assist in the saving of crops or other tasks. For us, using Meitheal means continuing to work together to ensure that every child in the area will get the help and support needed in an accessible, integrated, and coordinated way. Plans are currently being developed to implement the Meitheal Practice Model across the Dublin Docklands and Inner City consortium in 2015-16.

## 6.2 Stretch to Learn Programmes (4+)

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 three areas: Primary, Second, and Third Level.

### Objectives

- 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
- To widen participation in higher education within the Docklands



**Corporate Judge Assessing Children's Learning**

### Assessments

Standardised test results in English and Maths at 7 years (second class) and 12 years (6<sup>th</sup> class) of age 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 second class are scoring to national norms in Reading and Maths, children in sixth class are scoring below national norms. The practice of collecting the results of the standardised tests from second and sixth classes in the primary schools, with which ELI works, will continue in 2015-16.



### 6.2.1 NCI Challenges

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

In 2014-15, the NCI Challenge consisted of three events: Table Quiz, Rummikub, and Monopoly, with a total of 297 children involved. Each school did three-four weeks of practice in preparation for each Challenge for approximately one hour per week with volunteers from Deloitte and Eversheds (Rummikub); McCann FitzGerald and Eversheds (Table Quiz); and HSBC (Monopoly) helping out in some of the schools.



**NCI Monopoly Challenge – May 2015**

This year feedback was very positive, with all teachers agreeing that these Challenges provide valuable and enjoyable learning opportunities for the children involved. This programme is working well and will continue in 2015-16 with the same three games, and there is a potential to include the schools that have signed the Memorandum of Understanding for the Area-based Childhood Programme.

The children looked forward to the practice sessions. Individual winners were happy with recognition. Each child enjoyed the experience.

The quiz encouraged children to read up on particular topics prompted by the quiz questions

### 6.2.2 Financial Literacy

The *Ulster Bank Financial Literacy Programme* is an introduction to financial topics for 3<sup>rd</sup> & 4<sup>th</sup> class students (8-10 years old) who have little or no basic financial literacy skills for essential everyday tasks

such as budgeting, saving etc. The aim of the programme is to help children improve their mathematical skills, and to gain a better understanding of financial concepts, which will act as the foundation for them to progress through the education system and obtain the qualifications needed to work in companies like Ulster Bank.



**Ulster Bank Book Launch - April 2015**

In 2014-15, 126 children from 3rd and 4th class and six teachers from five primary schools took part in the programme, which involved the students attending classes on topics such as income, budgeting, saving, and currency; developing a story with a financial theme; and producing a project to showcase their learning. The children and their teachers were invited to Ulster Bank offices to present their projects to staff in Ulster Bank, and to join with Mr Kevin Humphrey T.D, Minister of State at the Department of Social Protection, and the Docklands Community to launch their book 'Sailing on the Saving Seas'.

Feedback on this programme was very positive, with all the teachers agreeing that the project provided valuable learning opportunities for the children involved. The children themselves really enjoyed the project. It is hoped, pending the continued support from our corporate volunteers that this programme will continue in 2015-16.

*I think it help you know that you just can't buy things [student]*

*Students had the opportunity to approach concepts using useful materials and learning from new people. It allowed them hands on experience and valuable interaction  
[primary school teacher]*

### **6.2.3 Educational Guidance**

This project-based learning educational guidance programme is targeted at fifth and sixth class in primary school. Its aim is to raise the awareness among students, parents, and teachers of the

necessity of having a third level education if one wishes to pursue certain careers. It is also meant to inform the local community of how choices made at the end of primary school can limit life chances in terms of accessing further education and career opportunities.

It is an integrated cross-curricular programme and is focused on the following key cross-curricular skills:

- Critical thinking skills such as analysing, observing, evaluating, summarising, and project-solving
- Learning skills such as researching, information handling, self-assessment, and target setting
- Social and personal skills such as self-awareness, working with others, making choices/decisions, and taking responsibility
- Communication skills such as listening, speaking, and responding appropriately.



**Educational Guidance Exhibition - March 2015**

In 2014-2015 there were 125 children from five schools involved in the programme. The classes involved visited the Young Scientist Exhibition in the RDS in January and prepared projects to present at the educational guidance exhibition in NCI, where 26 projects were exhibited and judged by corporate volunteers.

Feedback was very positive this year. All of the students agree that they had learnt a lot from and enjoyed the programme with the majority (85% N=28) of students hoping to go to college when they finished school. The teachers also agreed that the programme provided a valuable and enjoyable learning opportunity for their pupils. All the judges reported on the high quality of projects. They were particularly impressed with the quality of the work undertaken, the students' confidence, and their ability to speak about their projects.



*I found out that you need to work hard to get what you want*  
[primary level student]

*It got the children thinking of what they needed to do in order to get  
them into the job they needed*  
[primary school teacher]

This project will be continued in 2015-16 with the existing schools, as well as potentially including the schools that have signed the Memorandum of Understanding for the Area-based Childhood Programme.

#### **6.2.4 Mentoring Programme**

In collaboration with the Facebook Women's Group, a mentoring programme for 11-13 year old girls was developed this year. It connected the students with a female mentor in Facebook for four small group learning sessions, which focused on building the skills needed in order to complete and present a final project.



***Mentoring Presentations to Parents in Facebook - May 2015***

The aim of the programme was to enable the participants to:

- Clearly and confidently present a project to the judges/ mentors and parents
- Conduct an interview with a person in business and produce a report and presentation around this
- Display enhanced communication skills in the areas of questioning, listening, starting, and holding conversations with adults and their peers.

In 2014-15, the programme was delivered to 32 female students from two schools for the first time. At the end of the programme the students presented their projects to their parents and Facebook staff in Facebook. This programme was very successful with all parties involved highly impressed with the performance of the students. Parents were given a tour of Facebook on the night of the presentation, which gave them a real insight into the corporate world as for most, it was the first time that they had been in one of the offices in the Docklands.

It is hoped, pending the continued support from Facebook that this programme can continue into 2015-16.

### 6.2.5 Primary Awards

The Stretch to Learn Primary Awards is held annually in NCI to recognise, encourage, and reward children and families who are making an effort and show commitment to education. Families are encouraged to set high aspirations for their children, and support them as they progress through primary school and on to third level.



**Stretch to Learn Primary Awards in NCI – May 2015**

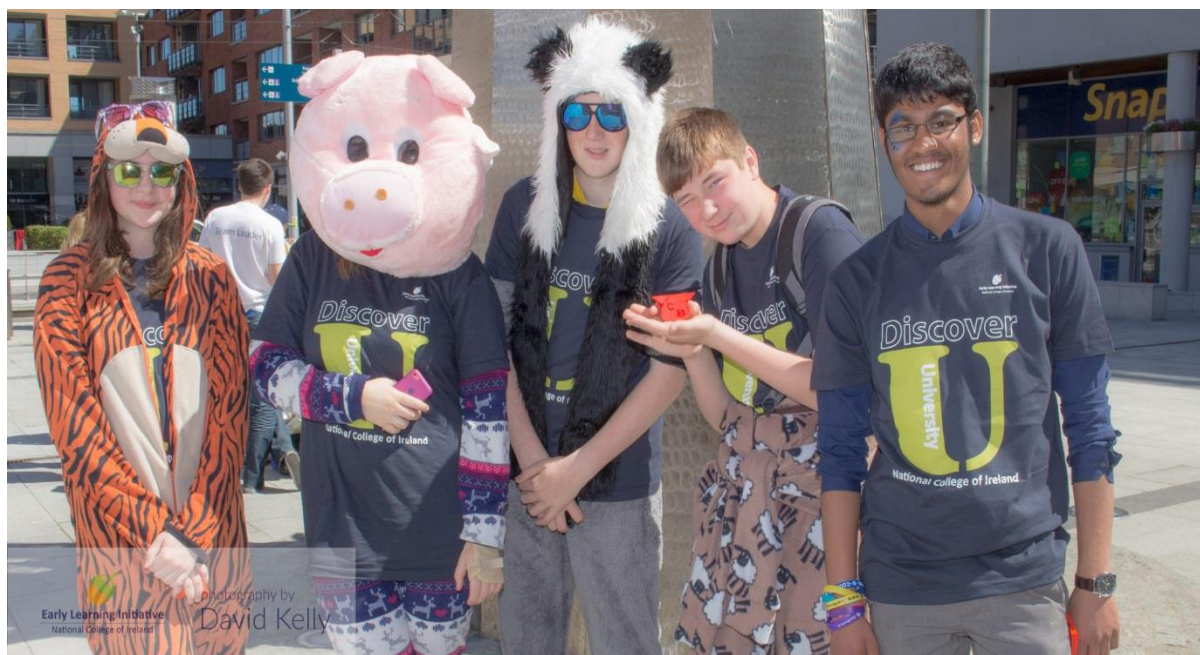
The Awards were presented to 56 children in third, fourth and fifth classes across four schools at a Family Celebration Event on 27th May 2015. Posters, which highlighted the following criteria: Listener; Persistence; Communicator; Friendship; and Good Student are displayed in the classrooms throughout the year. This programme will continue in 2015-16.

### Tuition Support

In 2014-15, NCI Counts and Community Based Tuition Programme Maths Support was provided for four Leaving Certificate students in NCI, and 15 Junior Certificate students in East Wall and Ringsend. Feedback was positive, and it is hoped to continue this programme into 2015-16.

### 6.2.6 Discover University

Discover University aims to give young people living in Dublin Docklands the opportunity to experience a taste of life at NCI, and to see College as part of their future.



***Imagine 3D Challenge, Discover University - June 2015***

This year 37 young people aged between 14 and 17, from the Docklands and Ballymun, took part in the programme. Students were involved in one of two projects; a business project called Citrus Saturday (encourages the development of basic business and life skills as the participants learn how to set goals, create budgets, secure investors, select a site, purchase supplies, serve customers, make a profit, and repay investors), or the new computer project called Imagine 3D Challenge (students learnt about the basics of 3D modelling and printing, as well as sales and digital marketing). Students presented their projects to corporate volunteers who participated as judges in the programme.

Feedback was again very positive this year, with 100% of the students finding the programme interesting, and happy to recommend it to their friends. Parents were also very positive about the benefit of the programme to their children's skills and aspirations for third level education. It is hoped to continue offering this programme in 2015-16.

*The best thing about programme was making new friends and the fact that you learn skills that will become essential in college.*  
[student]

*It has broadened his experiences. He has made new friends and has been excited about the project and coming to the NCI each day.*  
[parent]

### 6.2.7 Third Level Support

This programme provides personal, career and financial support to third level students from the area to help them develop the life skills they will need for college and a future career.

There were 16 students involved in the third level support programme in 2014-15. All the students involved received a grant towards their tuition, and also participated in the ELI Third level Support Programme and the Volunteer Programme. The third level support programme was replaced this year by the Citco open day. This involved eight NCI students visiting CITCO offices and taking part in a series of talks, workshops, and mock interviews. Students received written feedback on their interviews, giving them the opportunity to develop their skills in this area.



**Citco Open Day - February 2015**

There was an excellent response from final year students to the programme, as they were both eager to make an impression and genuinely interested in the talks from different departments. All students reported that they found the CITCO open day to be very useful.

All participants in the third level support programme were required to volunteer with ELI. All 16 students completed over 82 hours of volunteering across stretch to learn class visits, the discover university programme, and volunteering at the International Citrus Saturday event. Third level supports will continue in 2015-16.



## 7 Communication

Sharing our learning with others is at the heart of ELI's community action research process and mission of '*Working in partnership with local communities to support educational journeys and achievements*'.

Without it, our long-term vision of leading '*the way in providing first class educational support programmes within local communities, thereby enabling children, young people and their families to develop the dispositions, skills and knowledge needed to achieve their educational, career and life goals*' will not be achieved.

This section outlines how ELI shared the learning from its community action research process with local, national and international audiences in 2014-15.

### 7.1 Conferences, Papers and Articles

B. Fagan, L. Mc Grath, and C. Steenson presented on *Enjoying maths in the home, community or pre-school: ideas for parents and children* at the NALA family learning conference, November 2014

J. Bleach, M., Shinnick, A. Rourke, M. Moore, and colleagues presented on *Sharing Learning through the NEYAI Docklands Early Numeracy Programme* at the National Council and Assessment (NCCA)'s *Developing mathematical ideas with children (3-8 years)*, Dublin Castle, November 2014

Bleach, J. (2014) Supporting Parents, Reed, M. and Walker, R. [Eds.] (2014) *Critical Companion to Early Childhood*, London: Sage

Bleach, J. (2015) "Improving numeracy outcomes for children through community action research", *Educational Action Research*, Vol. 23, No. 1, 22-35  
<http://www.tandfonline.com/eprint/bH8a3KPFTYDuhm6rnemy/full>

J. Bleach, W. Kinsella (UCD), and T. Lalor presented on *Assessing Children's Early Mathematics Skills and Concepts* at British Early Childhood Education Research Association Conference (BECERA)

G. Kent presented on *The Parent Child Home Programme* at Early Childhood Ireland Play on the Brain: Research & Practice Seminar on 17<sup>th</sup> April 2015

G. Kent presented on *Knowledge Exchange in Early Childhood Research and Practice: Findings from the Early Learning Initiative and the National College of Ireland* at the OMEP Ireland Annual Research on the 25<sup>th</sup> April 2015

G. Kent presented on *Supporting Parents through the Parent Child Home Programme* at the 7th Biennial International UNESCO Child and Family Research Centre Conference on the 11th June 2015.

P. Matthews, J. Bleach, and L. McGrath presented on the *Parent Child Home Programme* at the Ireland Funds Conference, June 2015

A chapter featuring ELI, *Community Action Research in Ireland: Improving Educational Outcomes through Collaboration in the Dublin Docklands*, has been included in the Palgrave International Handbook of Action Research, which is due to be published shortly.

An article was published in the Irish Independent on the 22<sup>nd</sup> of April 2015 about our Zoom Ahead with Books programme. Read the article here: <http://www.independent.ie/irish-news/education/reading-levels-are-zooming-ahead-with-parents-help-31161024.html>

## 7.2 Influencing National Policy

The Minister of State for Equality, New Communities, Culture & National Drugs Strategy, A. O’Riordain, attended PCHP supervision on Monday 8<sup>th</sup> June, to hear how PCHP is helping traveller families to improve the language, literacy, and numeracy skills of their children. A proposal on extending the programme within the Traveller Community in Finglas was subsequently submitted to his Department.

One of the Home Visitors, J. O’Neill, is representing parents on the Early Years Education Advisory Group.

ELI made submissions on the following as part of the public consultations, which we hope will influence Government policy going forward:

- Qualifications in early years education
- Proposed Early Years Education-focused Inspections in Early Years Settings
- Revised National Traveller and Roma Inclusion Strategy
- Revised National Maternity Strategy

As an ABC site, we are now a member of the Prevention and Early Intervention Network [PEIN], and have been involved in their pre-election campaign ‘*Hands Up for Children*’ to ensure that early intervention and prevention for children is included in the next Programme for Government.

B. Fagan, J. Bleach and M. Conroy represented ELI at the Síolta Mentors’ Network meetings.

As part of the ABC Programme, ELI is working closely with Tusla on the Meitheal Practice Model. Tusla have signed the MOU with NCI and is active member of our ABC Consortium. Grainne Sullivan, Senior Social Worker with Tusla, is a member of the Review Board, while the Director of ELI is a member of the Dublin South City Children’s Services Committee Subgroup: *Safe and Protected from Harm*.

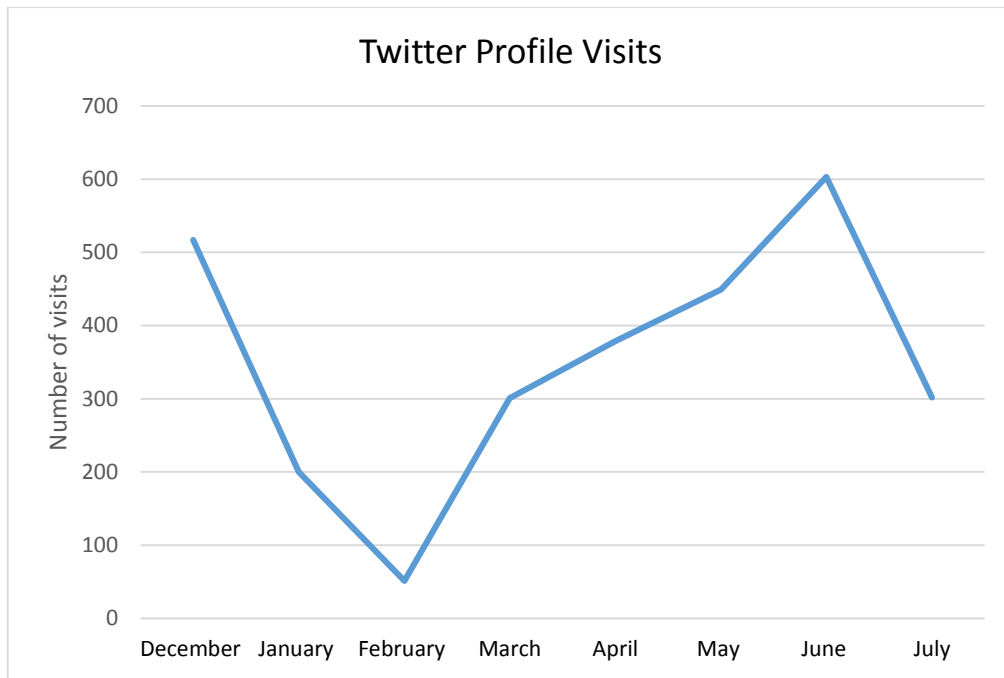
## 7.3 Social Media

### Facebook

The ELI Facebook page has achieved 700 likes, with an audience that has reached to over 2,500 views on some posts – most of the activity is around photographs of events, but the page has also received a high number of views when advertising future opportunities e.g. available places for second level students for the Discover University programme was viewed over 1,200 times, and job vacancies for the Doodle Den programme reached an audience of over 2,300 people. While it is women (68%), aged 18-44 years, who predominantly ‘like’ ELI, 16% of our reach was young men, mostly aged 18-44 years.

### Twitter

We joined twitter on the 1st of December 2014, and currently have over 130 followers. Engaging with twitter allows us to communicate more readily with corporate sponsors, participate in current trending conversations, as well as facilitating discussions between similar partner organisations, services, groups, businesses, other charities, and researchers. Twitter has also increased the immediacy of our longstanding relationship with our PCHP colleagues in the US, enabling us to share stories, images, and learning. Furthermore, twitter continues to raise our profile in the local community and wider early years’ educational sectors.’



#### Website

The NCI's website has received some updates in terms of the structure and existing information on the website. A new tab has been created called 'Get Involved' that covers information on fundraising, corporate support, volunteering and donating. The homepage still needs to be re-developed, and we are reviewing material to include on the homepage.

#### Newsletters

Two Community Newsletters were published last year.

## 8 Governance

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

NCI is a third level learning, teaching and research institution. It is a company limited by guarantee and not having a share capital. As a 'not for profit' entity, the company has been granted charitable status by the Revenue Commissioners with a registered number CHY 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 16<sup>th</sup> 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

### 8.1 NCI's Governing Body

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

The Governing Body establishes and monitors the College's strategic direction and policy, its financial planning, and compliance with best practice in all College activities. A Finance, Audit and Organisation Subcommittee, which oversees the financial planning and statutory reporting requirements of the College as a limited company, reports directly to the Governing Body. The Company Secretary retains the records of the Governing Body in accordance with Company Law requirements. The annual audited accounts of the College are on public record, and can be obtained from the Companies Office.

The President of the College is responsible for planning in conjunction with the Governing Body, and for the implementation of the policy and administrative decisions of the Governing Body. He is supported in this by a Senior Team, comprising the Director of Finance, the Vice President and an Executive Board. The Executive Board manages the day to day operations of the College and comprises the Director of Finance, Registrar, and the Deans of School and Heads of support functions. It monitors departmental performance in achieving overall operational targets as well as ensuring interdepartmental effectiveness.

NCI's Governing Body as of June 2015 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 Liam O'Donoghue, CEO IBEC
- Mr James Duffy, President NCI Students Union
- Dr Phillip Matthews, President NCI
- Ms Aine Casey, NCI Staff Representative
- Dr Paul Stynes, NCI Staff Representative

## 8.2 ELI's Review Board

Up to December 2014, oversight for all ELI activities has been provided by the ELI Review Board made up as follows:

- 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
- Dr Sheila Greene, 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

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

The successful bid for ABC funding required additional governance structures and representatives to oversee the delivery of the ABC Programme. New governance structures to accommodate oversight of ELI and ELI/ABC and link ELI into NCI's Governing Body are being developed as part of ELI's 3-year strategy. In the interim, an ELI Committee was formed to oversee ELI activities, while the Review Board focused on the ABC Programme.

Review Board as of June 2015 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
- Grainne Sullivan, Principal Social Worker, Tusla
- Moira O'Reilly, Assistant Director of Public Health Nursing
- Alison McCormack, Community Representative
- Dr Sheila Greene, 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

ELI Committee as of June 2015 is set out below:

- Chairperson – Frank Ryan, Chairman IDA

- Dr Sheila Greene, 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

NCI is represented on both the ELI Review Board and Committee by the President of NCI.

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.

### 8.3 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 2015 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

### 8.4 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 2015 is set out below:

- Director- Dr Josephine Bleach
- Project Coordinator- Brigina O'Riordan (on leave)
- Project Coordinator – Catriona Flood (on leave)
- Parent Child Home Programme National Coordinator- Beth Fagan
- Local Parent Child Home Programme Coordinators- Michelle Moore and Linda McGrath
- Stretch to Learn Programme Coordinator- Lucy Kinghan
- ABC Programme Coordinator- Emma Wheatley
- 0-2 Year Programme Coordinator- Marion Byrne

- Early Years Coordinator- Mairéad Conroy
- Development Manager- Shivonne Heery
- Research Assistant- Dr Gráinne Kent
- Administration assistant – Roisin Dunne
- Home Visitors – Teresa Adrienne Anene, Lisa Farrelly, Margaret Campion, Jackie Glynn, Melanie Cassidy, Katie Chun Yan Huang, Linda Couahan, Sharon Falegan, Sarah Keegan, Pamela Martin, Michelle Moore, Eimer McCabe, Janice McDonald, Linda McGrath, Maja Krpeta, Deborah Maloney, Lisa Jing Xia Miao, Sandra Monks, JiLyn McLoughlin, Jennifer O’Neill and Adrienne Taaffe.

## 8.5 Commitment to Standards in Fundraising Practice

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

The *Statement* exists to:

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

**National College of Ireland believes it meets the standards the Code of Practice set out.**

National College of Ireland’s report on our fundraising activities is available in Chapter 3 of this Annual Report 2014-15.

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](mailto:Phillip.matthews@ncirl.ie); W: [www.ncirl.ie](http://www.ncirl.ie)

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