



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

The **A**rea **B**ased **C**hildhood Programme 2013-2016



An Roinn Leanaí
agus Gnóthúil Oige
Department of
Children and Youth Affairs

The
ATLANTIC
Philanthropies



Centre for Early Studies



Government Communications

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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 2014-15 and briefly outlines our plans for 2015-16. 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.

This report is a detailed account of all of ELI programmes and activities during 2014-15. It will inform ELI's decision-making processes throughout 2015-16. Summaries of this document are available to our partners in the community and corporate sector.

Highlights

- Funding for the Area Based Childhood (ABC Programme) came through in December 2014 and programme implementation began in January 2015
- Each family in the Parent Child Home Programme had on average 43 home visits this year i.e. 3,633 in total across the Docklands, ABC expanded area and Pavee Point
- 1, 025 children (0-6 years) and their families took part in the Early Numeracy Weeks
- 4,200 books were read by 375 children during Zoom Ahead with Books
- Over 297 children in second, third and fourth 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 Eversheds, Deloitte, McCann Fitzgerald, HSBC and Citco
- 125 students submitted projects for the Educational Guidance Programme
- Our Facebook profile has continued to grow from strength to strength with over 650 likes currently
- We joined Twitter on the 1st of December 2014 and currently have over 110 followers
- There has been increased funding and volunteering from our corporate partners. There were 256 corporate volunteers in 2014-15, up from 229 corporate volunteers in 2013-14, and 112 in 2012-13.

We look forward to continuing and extending this work in 2015-16.

Without the active engagement and participation of all 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.

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.

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.

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).

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.

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.

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.

ELI Governance

NCI takes full responsibility for the financial, management, contractual, reporting and governance requirements of ELI. It upholds the highest standards of corporate governance and is signed up to 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.

Going Forward

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.

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.

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:

- 0-2 Years Programme, which is aimed at parents who are interested in supporting their children's well-being and development from an early age.
- Restorative Practice, which aims to build strong, happy communities and to manage conflict or tensions by actively developing good relationships and resolving conflict in a healthy manner
- Doodle Den, which aims to improve literacy among children (5-6 years) using a wide range of activities in an after school setting.

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.



Dr Josephine Bleach,
Director
Early Learning Initiative

1 Participant Numbers 2014-15

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

* 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.

2 Performance Outcome Indicators 2014-15

Programme	Performance Outcomes	Target for Year ending 30 th June 2015	Target reached Year ending 30 th June 2015	Target for Year ending 30 th June 2016
Parent Child Home Programme (PCHP) – 866	No. of Home Visitors	17	22	29
	No. of families visited	70-80	94	120
	No. of visits	3,700	3,639	5,000
0-2 Programme - 863	No. of Home Visitors	0	1	3
	No. of families visited	0	0	20
	No. of visits	0	0	160
Restorative Practice - 864	No. of ECCE settings	0	0	9
	No. of Primary Schools	0	4	8
	No. of After Schools	0	0	4
	No. of Youth Organisations	0	3	6
Early Years Numeracy Programme - 865	No. of ECCE settings	10	11	14
	No. of Primary Schools	9	9	12
	No. of After Schools	4	4	6
	No. of Libraries	4	4	4
	No. of Health Services	5	5	5
	Working Group Meetings	3	4	4
	Staff Training Sessions	6	7	
	Parents' Work shops	0	1	
	Curriculum Priority Weeks	3	3	3
	Zoom Ahead with Books	1	1	1
Doodle Den - 868	No. of ECCE settings	0	0	3
	No. of Primary Schools	3	3	4
	No. of After Schools	3	2	3
Primary - 868	No. of schools - Educational Guidance Programme	4	5	5
	No. of schools - Primary Awards	6	6	7
	No. of schools - NCI Challenges			
	· Quiz	6	5	5
	· Monopoly	4	4	4
	· Rummikub (4th Dec)	6	4	6
	No. of schools - Facebook Mentoring	0	2	
No of schools - Financial Literacy	0	5		
Secondary - 869	No. of students receiving community-based tuition support	15	15	15
	No. of students in NCI Counts tuition support	20	4	
	No. of students in Discover University	40	37	40
Third Level - 870	No. of students – third support programme	17	16	16

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
Total	€ 671,583	€ 575,391	€ 96,192	€ 756,255

Notes:

- Both expenditure for 2014/15 and budget figures for 2015/16 represent the direct costs incurred of providing the ABC Programme. 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 ABC Programme Expenditure - Year Ending 30th June 2015

	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 Programmes	€ 105,913	€148,089	€42,176
Doodle Den Programme	€ 13,024	€33,258	€20,234
Total	€ 195,271	€ 330,816	€ 135,545

- The costs included above represent the direct costs incurred of providing the ABC Programme. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing. However, in line with Pobal's grant conditions, these internal services will be accounted for indirectly as 'leverage' (C/f Section 3.3).

3.2 ELI Programme Expenditure - Year Ending 30th June 2015

	Expenditure Year ending 30th June 2015	Budget Year ending 30th June 2015	Budget Variance
Parent Child Home Programme	€178,337	€143,500	-€34,837
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
Total Costs	€374,353	€335,000	-€39,353

Notes:

- The ELI budget for 2014/15 was amended in January 2014 following the approval of the ABC Budget by the Department of Children and Youth Affairs, Atlantic Philanthropies, Centre for Effectives Services and Pobal
- While some costs were reallocated to the ABC Programme (with the approval of Pobal), costs incurred before the 8th September were not eligible and are therefore reported as part of the ELI budget
- The costs included above represent the direct costs incurred of providing ELI's services. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.

3.3 ABC Programme Budget - Year Ending 30th June 2016

	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	11%	€96,487	23%
Restorative Practice Programme	€11,238	6%	€37,027	8%
Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€42,986	22%	€91,515	21%
Parent Child Home Programme	€105,913	54%	€156,389	35%
Doodle Den Programme	€13,024	7%	€58,837	13%
Total	€195,271	100%	€440,255	100%

Notes:

- The costs included above represent the direct costs incurred of providing the ABC Programme. They do not include any charges for services provided by NCI such as accounting, payroll, HR,

marketing. However, in line with Pobal's grant conditions, these internal services will be accounted for indirectly as 'leverage'.

3.4 ELI Programme Budget - Year Ending 30th June 2016

	Expenditure Year ending 30th June 2015	% of Budget 2014/15	Budget Year ending 30th June 2016	% of Budget 2015/16
Parent Child Home Programme	€178,337	48%	€ 139,000	44%
Stretch to Learn Primary	€78,677	21%	€ 70,000	22%
Stretch to Learn Second Level	€57,380	15%	€ 53,000	17%
Stretch to Learn Third Level	€59,959	16%	€ 54,000	17%
Total Costs	€374,353	100%	€ 316,000	100%

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.

3.5 ABC Programme Leverage – Year end 20th June 2015

There is a commitment of all participating ABC areas to raise additional resources to be applied to the programme objectives, in the form of cash, in-kind contributions consisting of property, equipment / materials or services, or in marketable securities. This is known as leverage and must be equivalent to 20% of the grants made through the programme.

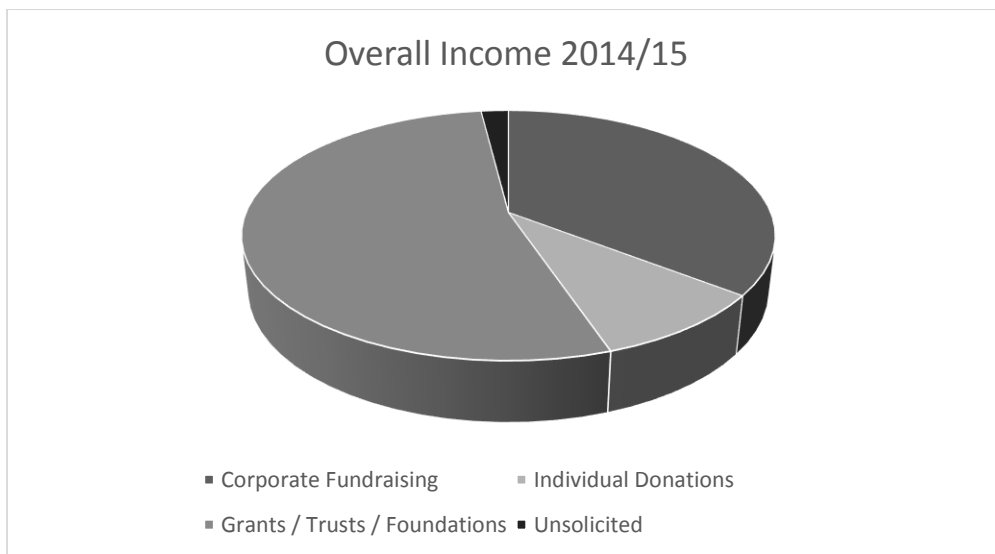
Detail of In-kind Contribution	Amount of Leverage Funding Raised
Premises (NCI)	€ 12,335
Indirect Central Admin Costs (NCI)	€ 33,859
Cash Contribution from ELI's Corporate Donors (NCI)	€ 70,095
Premises (Services/Schools)	€ 171,600
Professional Services (Early Years practitioners; teachers; PHNs; Librarians and other professionals)	€ 316,706
Total of in-kind contributions	€ 604,595

3.6 Fundraising Review 2014/2015

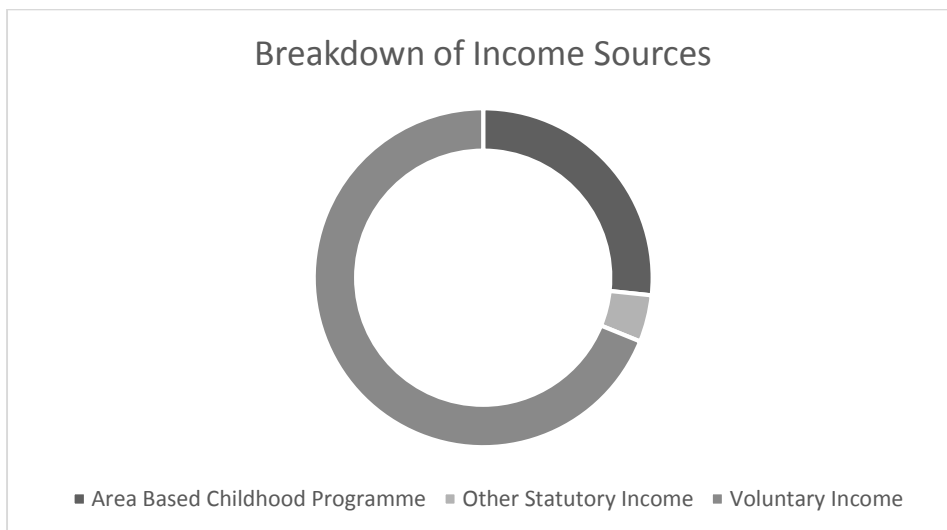
Summary

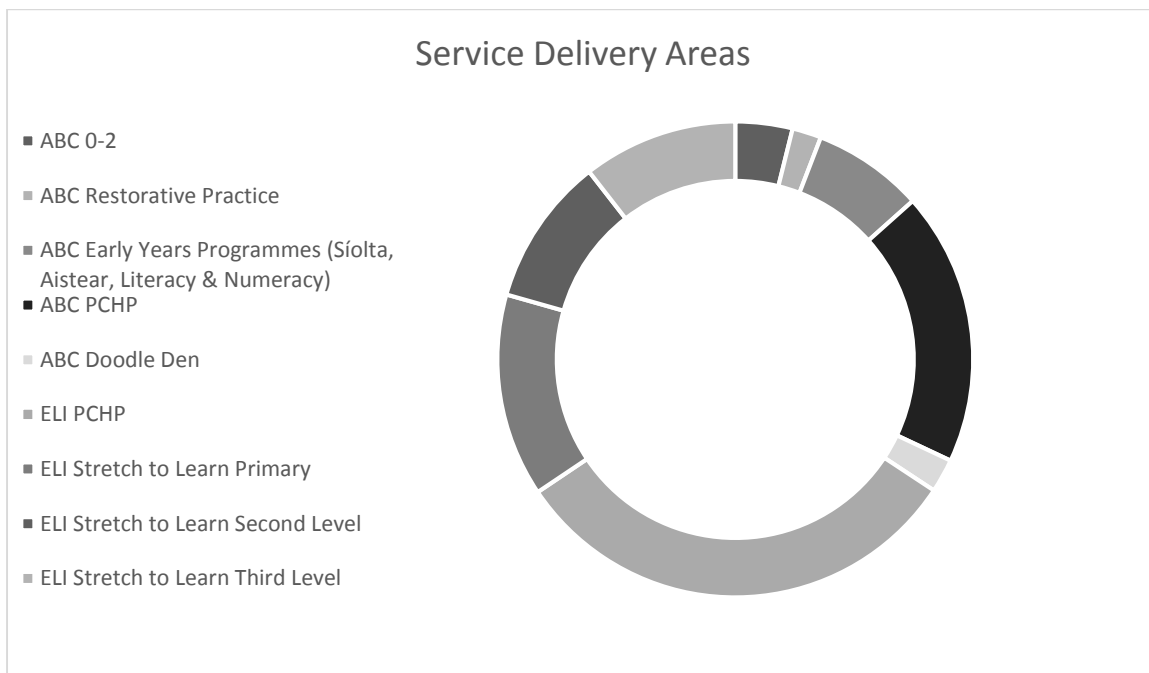
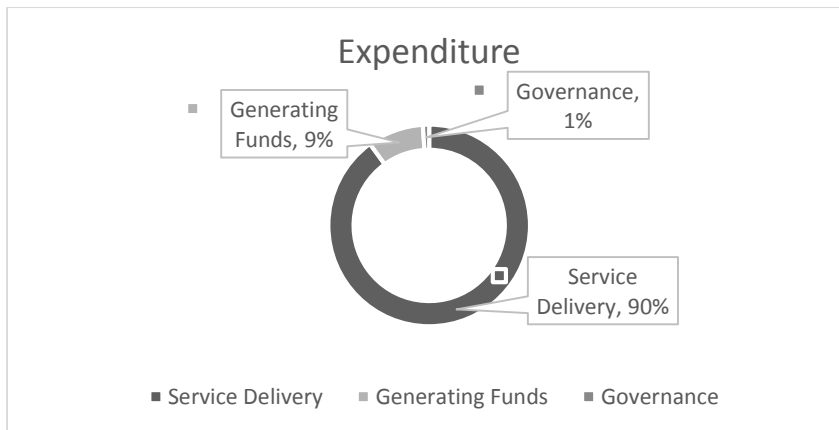
Last year was a very strong year for fundraising thanks to the generosity of our supporters and donors. Funds were raised in a variety of ways but predominantly through corporate and grant fundraising. We grew our overall income by 30% (not taking into account our restricted Area Based Childhood Funding).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



Income 2014/15: €537,153 (2013/14: €414,921)





ELI is financed by a mix of statutory and voluntary funding. 2014/2015 was a positive year financially, ELI raised a total income of €732,424. This income was generated through various channels. 31 per cent 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.

Fundraising Activities

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



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)

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

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

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

4 Programme Summary

This section gives a brief summary of how all ELI's programmes in 2014-15 as well as 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).

4.1 ABC 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

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. More families will then be recruited in early 2016. The Parenting Programmes, Parent-Toddler Groups and Story Telling Sessions will be incorporated into this programme.

Parent Child Home Programme

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 cooperation with Pavee Point to deliver the PCHP to the Traveller Community.

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. 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.

Early Numeracy Programme

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. 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.

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.

Early Years Training and Mentoring

This year, training focused on supporting services to implement Aistear. There were seven training sessions on the following topics: a) Aistear and Interactions and b) Aistear and Learning Environments. There was great uptake of training from practitioners and the feedback was very positive.

Support for services around implementing Sólta and the provision mentoring 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.

Zoom Ahead with Books

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.

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 in 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.

4.2 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 four areas: Primary, Second, and Third Level, as well as the newly developed Volunteer Programme.

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.

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.

Financial Literacy

The *Ulster Bank Financial Literacy Programme* is an introduction to financial topics for 3rd & 4th 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.

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.

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.

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. This project will be continued into 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.

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.

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.

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.

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.

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.

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 all 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.

Third level Support

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. There was an excellent response from final year students to the programme as they were both eager to make an impression and were 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.

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 Programme - Process

In November 2013, the then Tánaiste, Eamon Gilmore, and 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.

From January to July 2014, our Consortium worked on the design stage with Pobal and Centre for Effective Services (CES), who were engaged by the co-funders to manage the funding and programme support of the ABC programme. In July 2014, the following documentation were submitted to CES and Pobal for review and approval:

- ABC Area Logic Model
- ABC Implementation Plan
- Revised Budget

The submission (logic model, implementation plan, and revised budget) was reviewed and approved by the ABC Working Group in August. It was subsequently sent with a recommendation to move to the contracting stage to the ABC Interdepartmental Project Team, who approved the documentation in September 2014.

Following the submission of further documentation and a process of due diligence by Pobal, the grant agreement was ratified by both NCI's Governing Body and ELI's Review Board and returned to Pobal on the 5th December. The Pre-Payment Conditions in relation to the Apportionment Policy and Implementation Plan were met and the first payment was received on 23rd December 2014. It was agreed with Pobal to backdate the expenditure to 8th September 2014.

In January 2015, both the Review Board and Consortium met to begin implementation and meet the post-payment conditions:

- A Memorandum of Understanding was signed by all members of the Consortium
- Representatives from the community sector and the statutory agencies for Public Health Nurses and Social Workers were appointed to the Review Board in January
- Work continued on the Implementation Plan and Logic Model for the 0-2 year programme, which was approved by Pobal and CES in June 2015
- An addendum to the Grant Agreement was ratified and signed in March 2015
- Staff were recruited to coordinate the ABC Programme between January and March 2015.

There has been continuous engagement with Pobal and CES on Governance, Implementation and Evaluation issues. Our consortium is represented on the ABC Learning Community and Evaluation Groups. In addition, we have liaised with other ABC sites on programme design and implementation. The managers of the 12 ABC areas have also met to give their input into the Interdepartmental Group's work on mainstreaming programmes.

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 Mullen
	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 (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; 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.

The following sections of the report outline the progress to date in implementing the above programmes along with our plans for 2015-16.

5.1 PARENT CHILD HOME PROGRAMME (PCHP)

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. This section reviews the PCHP for 2014-15 and outlines our plans for 2015-16.

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

Ninety-six children and their families (64 in year one and 32 families in year two) were involved in the Parent Child Home Programme in 2014-15.

Thirty-two families continued with the programme from last year and became year two families. Seventeen families did not participate in year two of the programme due to family circumstances, moving out of the area and starting preschool. There were a total of 1,389 visits made to year two families, which is an average of 43 visits per family. Three year two families left the programme during the year due to one family moving out of the area and two starting preschool. It appears that the free pre-school year for children aged three-four years is having an impact on participation in the second year of the programme.

Thirty-six year one families were recruited in September 2014 from the Dublin Docklands area. When ABC funding became available in December/ January 2015 28 year one families were recruited. Ten families were from the Traveller Community in Pavee Point and 18 were from the expanded ABC area, seven of whom were from the Chinese Community. Three year one families left the programme during the course of the year due to moving out of the area and starting preschool. There were a total of 2,244 visits made to year one families, which is an average of 35 visits per family. However, 28 of these

families started in January 2015 when ABC funding became available. Removing these children from the analyses increases the average number of visits to 43 visits per family.

Overall in total across both cohorts 3,639 home visits were made last year, which is an average of 38 visits per family. This average is a decrease on last year's average of 48 visits per family. The reasons the average number of visits decreased this year was due to a large amount of children being ill this year, children leaving the programme, and some families only beginning the programme in January 2015 when ABC funding became available.

While year two attendance has reduced slightly from an average of 63% having 100% attendance in 2013-14 to an average of 52% in 2014-15 this is still an increase on previous years. In 2012-13 49% of children had 100% attendance while 37% did in 2011-12.

The breakdown is as follows:

	Year 2 Families	Year 1 Families	Total
46+ visits - 100% attendance	17 (53%)	15 (23%)	32 (33%)
33-45 visits: 1.5-2 per week - 75% attendance	10 (31%)	25 (39%)	35 (36%)
23-32 visits: 1-1.5 per week - 50% attendance	3(9%)	15 (23%)	18 (19%)
11-22 visits: 1 per week - 1 per fortnight - 25% attendance	2 (6%)	7 (11%)	9 (9%)
0-10 visits - 1 per fortnight or less	0 (0%)	2 (3%)	2 (2%)
Number of Families	32	64	96

2015-16

With ABC funds, the area served by PCHP has expanded and it is hoped to serve up 120 families next year across the Dublin Docklands, Canal Communities (Bluebell), and Pavee Point in Finglas.

The Chinese families in the programme (seven in total) will have an Irish Home Visitor for 2015/2016, and new Chinese families recruited to the programme will start their visits in Mandarin and transfer to a local Home Visitor for the second year. This is to ensure that the children have the English language skills needed to start school.

Pavee Point's PCHP in Finglas is up and running with help from NCI. They have three Traveller women delivering the programme to ten families. It is hoped to recruit more Home Visitors and more families for the coming year.

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 by the Home Visitors. Prior to May 2014, this assessment was completed by both parents and Home Visitors. However, following analysis of the results and a review of the assessment process in January 2014, which highlighted the discrepancy between the Home Visitors observations and those of the parents, it was agreed that the CBTs would only be filled out by the Home Visitors in future. This decision is reflected in the year two results, where the November 2013 scores are higher than the May 2014 results. This year with the ABC funding

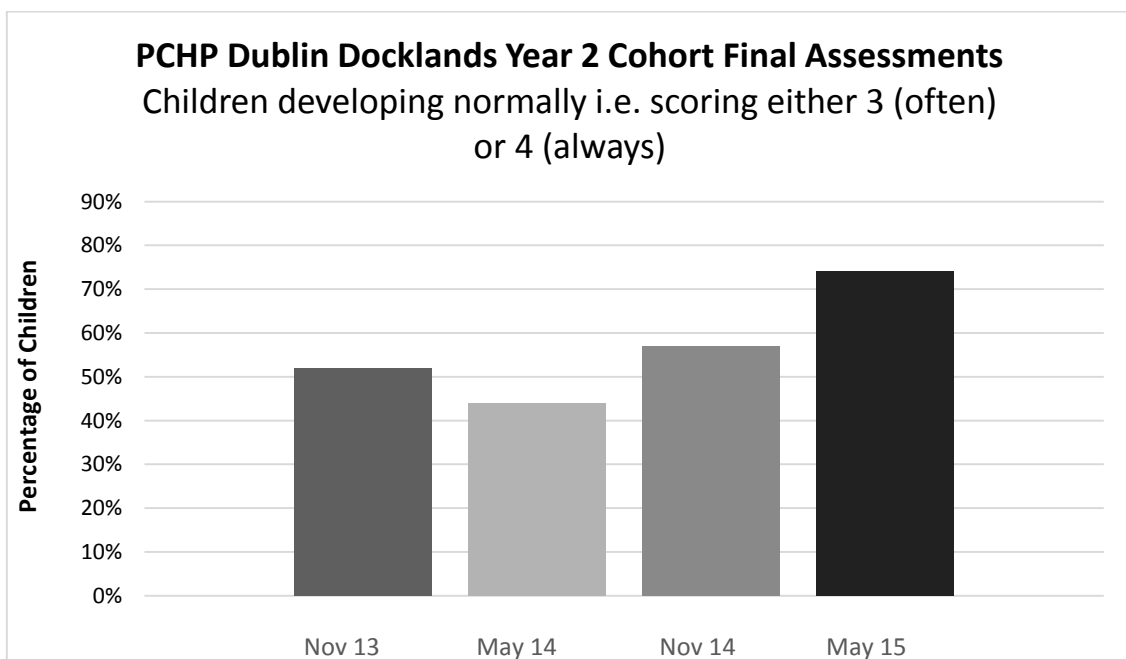
becoming available and new families being taken on in January 2015, some CBT's were completed in April 2015.

Most of the children made progress across 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 program year:

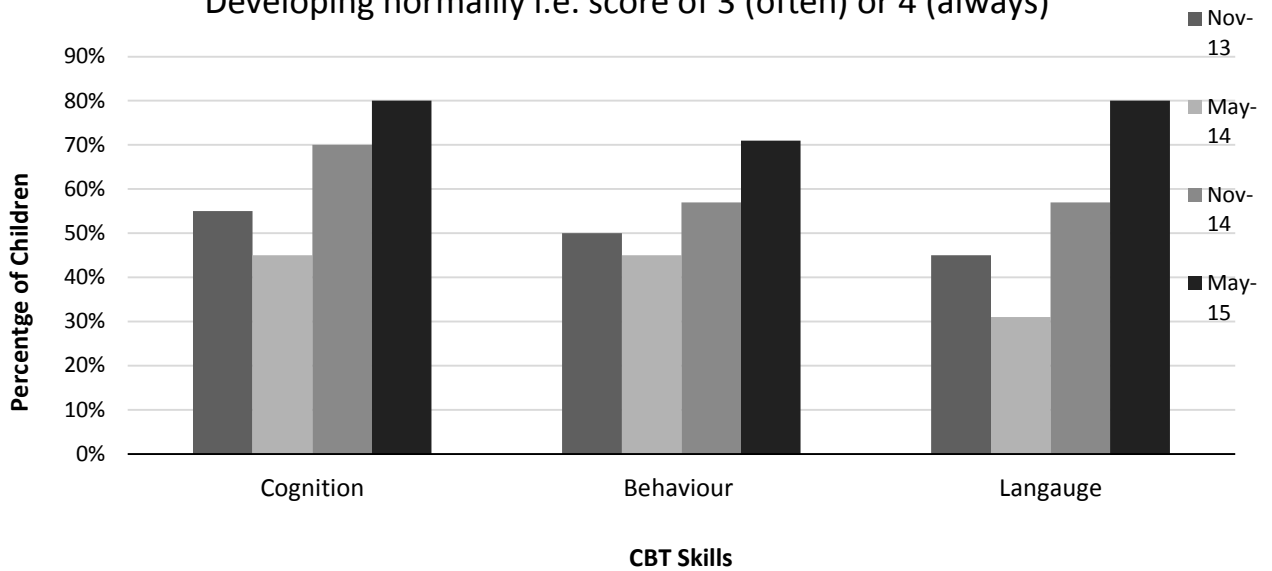
- at least 80% of children will exhibit an increase in positive verbal interaction and behaviour
- children will improve by at least one point on the 5-point scale or maintain a 3 (often) or a 4 (always) i.e. maintain above 72

As can be seen from the graph below, 74% of the children in the Dublin Docklands year two cohort are meeting their developmental milestones in May 2015, compared with only 51% of the children when they began the programme in November 2013. The results from November 2013 should be interpreted with caution as these assessments were conducted by the children's parents and may not be accurate. It may be more appropriate to refer to May 2014 as a more accurate baseline measurement of the children's skills. Taking May 2014 as a baseline measure of the children's skills, 74% of the Dublin Docklands year two cohort are meeting their developmental milestones in May 2015, compared with only 44% in May 2014.

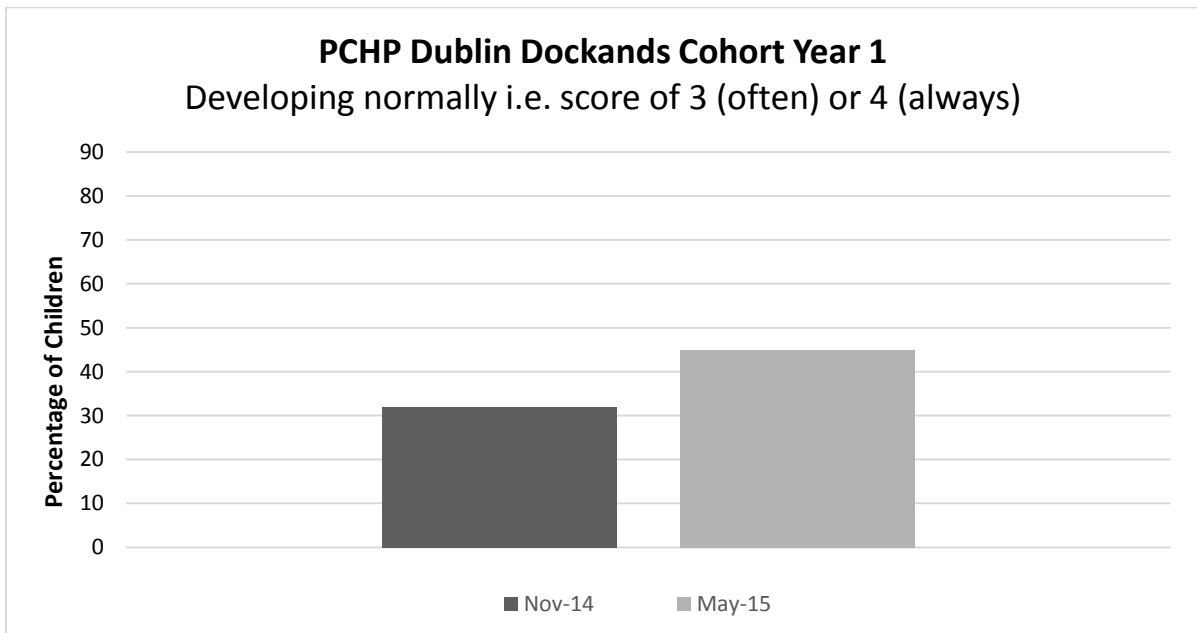


88% of children in the Dublin Docklands year two cohort exhibited an increase in positive verbal interaction and behaviour from when they began the programme in November 2013 to when they finished in May 2015. The average score rose from 57% at the beginning of year one to 77% at the end of year two. As can be seen from the graph, the greatest increase was in their language skills.

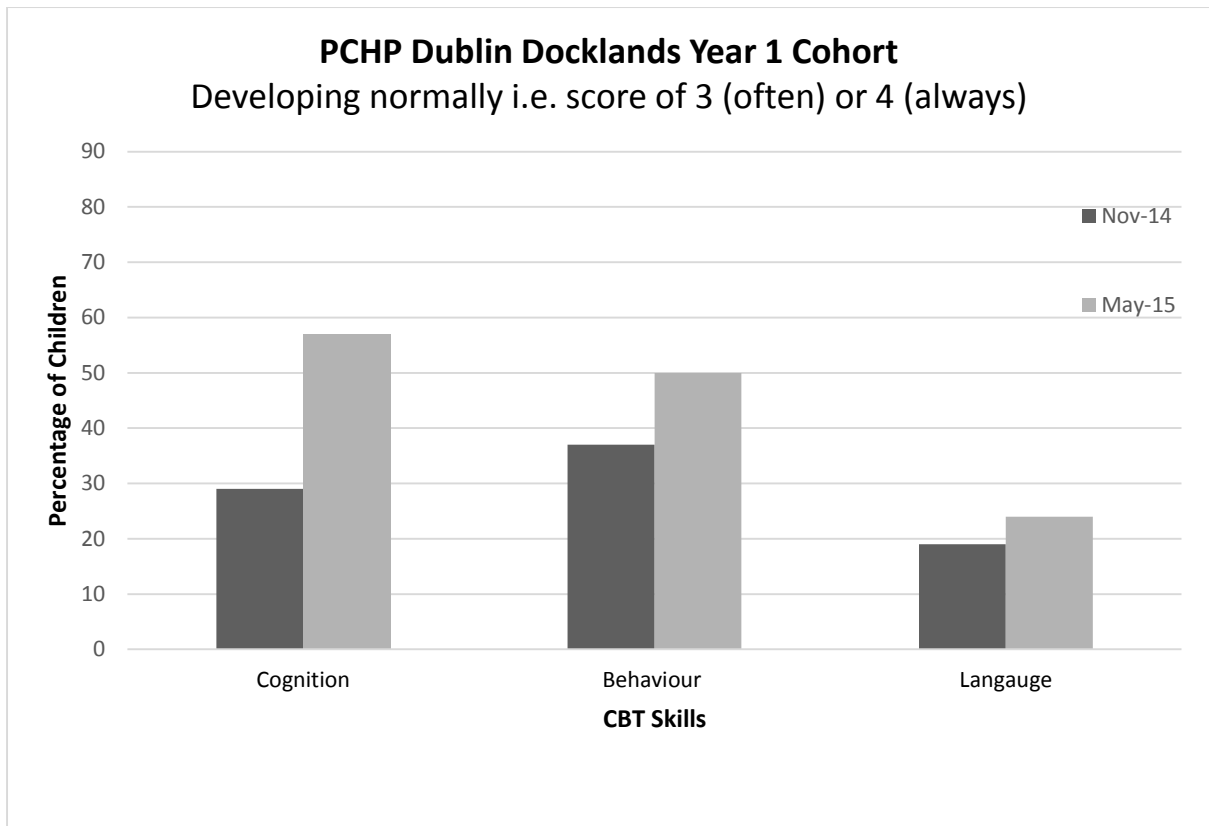
PCHP Dublin Docklands Year 2 Cohort Final Assessments
 Developing normally i.e. score of 3 (often) or 4 (always)



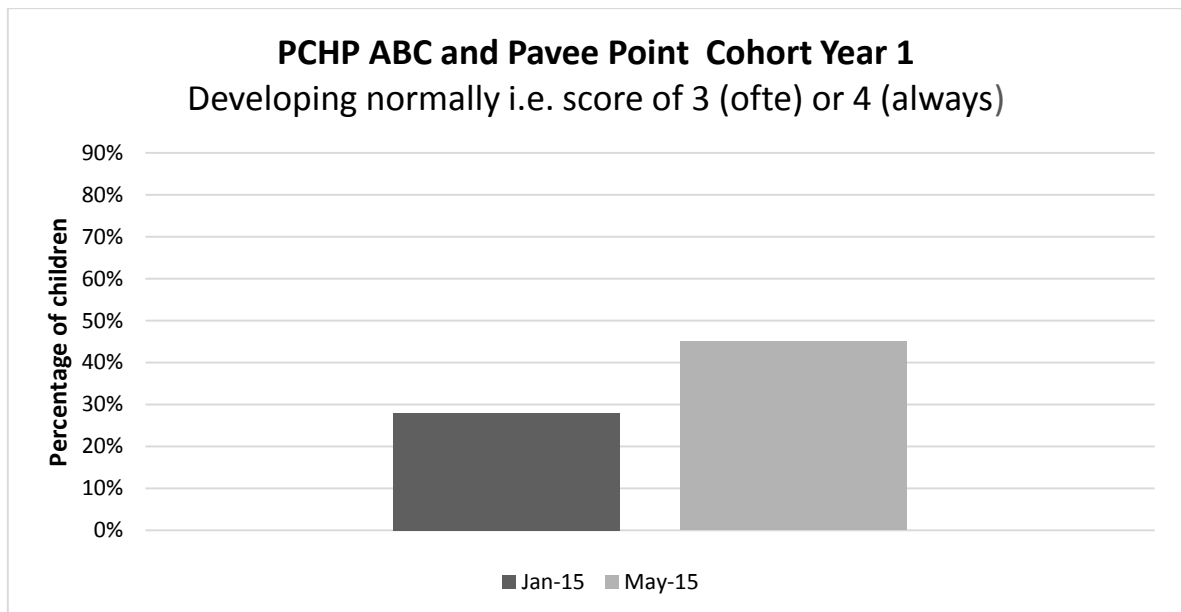
As can be seen from the graph below, 45% of the children in the Dublin Docklands year one cohort are meeting their developmental milestones in May 2015 compared with only 32% of the children when they began the programme in November 2014.



96% of children in the Dublin Docklands year one cohort exhibited an increase in positive verbal interaction and behaviour from when they began the programme in November 2014 to the end of year one in May 2015. The average score rose from 36% at the beginning of year one to 59% at the end of year one. As can be seen from the graph, the greatest increase was in their cognitive skills.

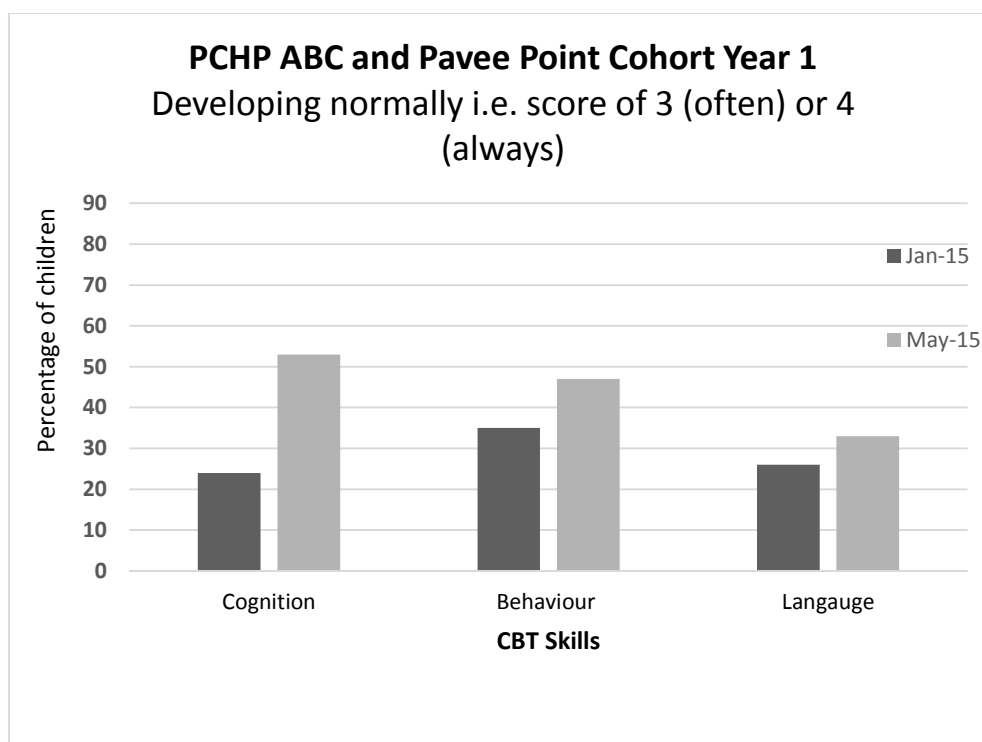


As can be seen from the graph below, 45% of the children in the ABC and Pavee Point year one cohort are meeting their developmental milestones in May 2015, compared with only 28% of the children when they began the programme in January 2015.



93% of children in the ABC and Pavee Point year one cohort exhibited an increase in positive verbal interaction and behaviour from when they began the programme in January 2015 to when they finished in May 2015. The average score rose from 23% at the beginning of year one to 61% at the end of year one. As can be seen from the graph, the greatest increase was in their cognitive skills. It is

interesting to note that the average score of the Dublin Docklands cohort during pre-intervention in November 2014 was 36%, while the average score of the ABC and Pavee Point cohort during pre-intervention in January 2015 was 23%. It may be that the expanded ABC area and Pavee Point communities are areas of greater need than the original Dublin Docklands cohort.



2015-16

The CBT assessment procedures will be continued next year. In addition, as part of the ABC programme, we hope to introduce a parent focused evaluation tool.

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
96	57	100%	100%	100%

57% of parents returned evaluation forms in 2014-2015. This response rate has decreased from 82% in 2013-14. This will need to be monitored in the coming year, and interventions introduced where necessary to increase response rates. Of those who returned evaluation forms all the parents (100% N=55) felt supported by their Home Visitor, with most (91% N=50) mentioning how they had learnt new approaches/ideas from the Home Visitor which they could now use with their children.

Parents' Comment on Support from the Home Visitor:

- *My Home Visitor has a fantastic way with children, my child took to her straightaway. She has helped me to learn how to read with my daughter.*

- *The Home Visitor has given my child more confidence. She has a great understanding of my child and is very patient. My child looks forward to seeing her every week.*
- *The home visitor engaged brilliantly with my child and brought my child to use his imagination.*
- *My home visitor is really supportive and helpful. My child is happy whenever he sees her and gets to play with her. His reaction with her is amazing as he knows when she comes.*

Parents' Comment on New Approaches they had learned from the Home Visitors:

- *My home visitor taught me to use play time for teaching new things in a happy place. She showed me how to use day to day activities as a learning opportunity.*
- *I have picked up some useful tips on reading and playing with my child from my home visitor. She has showed me how to link books and toys together and encourage more language skills.*
- *I have learnt that instead of getting annoyed if my son wasn't paying attention to stay calm and approach the book or toy again in a different way to get his attention again.*

Of those surveyed 91% (N=50) 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. Parents understanding of their own learning appears to be improving. 58% of parents stated that they had learnt how to have improved interactions with their child compared to 43% in 2013/14. 53% said the programme had improved their teaching skills/knowledge compared to 13% in 2013/14. 54% said the programme had taught them how to read books to their children, and how to play, compared to 34% in 2013/14. These statistics are a very positive indicator that the PCHP programme is meeting its objectives of empowering parents with the skills to support their child's development.

Best things about the programme N=69	Child's Learning N=85	Parent's Learning N=98
Child's learning 31% (N=17)	Speech and language skills 49% (N=27)	Improved interactions with child 58% (N=32)
Talking & reading books 29% (N=16)	Literacy skills 31% (N=17)	Improved teaching skills/knowledge 53% (N=29)
Interactions with Home Visitor 24% (N=13)	Improved attention span 27% (N=13)	How to read books 27% (N=13)
Everything 22% (N=12)	Numeracy skills 22% (N=12)	How to play 27% (N=13)
Toys and playing 20% (N=11)	Social skills 20% (N=11)	Spend more quality time 20% (N=11)
	Other 15% (N=8)	
	Play/Creativity 9% (N=5)	

There were 14 suggestions for improving the programme, most of which related to the resources provided, requests relating to the books and toys, requests for group work, along with a request for more time, and for feedback to be given on the child's performance.

Comments from Parents:

- *I have gained a better understanding of my children. I have learnt that it's not just reading the books that matter, but to include the child in what is going on in the story and in the pictures and ask him during stories what he thinks is happening or what is going to happen. I think my child's communication skills have increased. He listens more when people are talking, and now tells a story based on pictures when he hasn't read a book before.*
- *I have learnt how to help my children learn through play, to not see everything in black and white, to explore more possibilities with books & toys and to have patience with my child. My child has learnt so much about all her colours and her jigsaws and is very good at sharing.*
- *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.*
- *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.*
- *How important it is to sit down and have some one on one learning time with my child. To spend more time with kids is very important. We are not only parents, we could be a teacher. I can be a good friend to my child.*
- *The Home Visitor has taught me how to play with him whilst teaching him new things at the same time and how to help with my kids playing together. The home visitor has been really good at teaching my child social skills like getting him to either include his younger sister or give her something else to play with.*

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 2014-15, there were three events: Christmas Party; Easter Event; and the PCHP end of year Graduation.

	Christmas Party	Easter Event	Graduation
No. of adults	66	56	61
No. of children	53	59	32 (Year 2 only)

In the end-of-year evaluation forms, 76% (N=41) parents said that they had attended the events and enjoyed them. Nine said they were unable to go due to being away, illness, or work/other time commitments. There were nine suggestions for improving the events: providing different books at the

event, providing more toys, having the home visitor introducing the kids to each other, having the event in the afternoon or evening and have kids of different ages attend at different times.

Comments from Parents:

- *My child really enjoyed these events spending time with other children in a different setting.*
- *It's always a great day for kids and adults thank you.*
- *The events are brilliant. My child doesn't go to crèche so it's great to have him around other kids in that setting.*
- *My son was quite shy at first and didn't interact with the children but at the last one he was asking little boys to play football with him.*
- *The events are brilliant and it's great how the children interact. My child loves them.*

2015-16

There will be three 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 storytelling sessions in Pearse St Library continued over the course of the year. The storytelling in the community was extended this year with two new sites. A storytelling session took place in Ringsend community centre and in PARC. The average number of children in attendance at Pearse St Library was 18, at Ringsend Community Centre was 17 and at PARC was seven.

Storytelling sessions	No. of sessions per month	No. of parents and children who attended
Pearse Street Library	3 sessions	10-40
Ringsend Community Centre	1 session	10-26
PARC	1 session	4-7

Feedback from the storytelling facilitators indicated that the sessions worked very well.

Facilitator comments:

- *Today was brilliant- we concentrated on number books and rhymes. Three rhymes worked fantastic.*
- *There was a little baby 5 months old when I was doing the hand rhymes she was so alert and following the actions of my hands.*
- *Today was busy- we had some new children aged 16-20 months. They really loved the rhymes especially twinkle twinkle! Mams and children all joined into the session.*

- *Today was great- a child who usually wanders around sat and listened to the stories and rhymes. I asked the children lots of open ended questions and it really got them involved.*
- *The doll sang hello to all the children and they loved this as their smiles beamed on their faces.*

2015-16

The storytelling sessions in Pearse St Library, Ringsend community centre, and PARC will continue into next year. This will be moved to the ABC 0-2 years programme, where it will be part of continuum of parenting supports across the area.

5.1.6 PCHP Longitudinal Research

A pilot longitudinal study was carried out in 2013-14 with 15 of the original families in the Parent Child Home Programme (PCHP). This research aimed to find out the long term impact the PCHP has on the child and their family. This study involved conducting interviews with the parents of the children from the first cohort of PCHP graduates. The results found that PCHP has a positive impact on both the children and their parents, with all parents agreeing that participation was beneficial to both parties.

Due to a lack of resources it was not possible to further develop the PCHP longitudinal study in 2014-15. However in March 2015 a researcher was appointed to the Early Learning Initiative, and plans are in progress for the further expansion of the PCHP Longitudinal study.

2015-16

Plans are currently being developed to extend and expand upon the longitudinal study carried out in 2013-14. This is in line with the overall Early Learning Initiative five year strategy plan which is being developed by the president of the college. It is hoped to make contact with the next cohort of families and replicate the previous longitudinal study with the new participants. It is also hoped to further expand this research and look at the impact of the programme on the wider community.

5.1.7 Parents Together Community Course

This year due to a lack of resources there were only two Parents Together Community Courses ran in the Docklands: St Andrews and Hillstreet. The facilitator in St Andrews also ran adolescent and middle years Parents Plus parenting programmes.

Parenting Courses	No. of parents	No of evaluations	Agreed the group was well organised	Agreed that facilitator led the group well	Agreed that facilitator included everyone
St Andrews	6	6	6 (100%)	6 (100%)	6 (100%)
Hillstreet	8	5	5 (100%)	5 (100%)	5 (100%)

There were 13 comments on the most helpful parts of the course. For the majority of parents (91% N=10), it was learning new skills and techniques for dealing with their children. The sharing of

experience between parents was also listed as one of the most helpful parts of the course (40% N=4). Parents listed 25 ideas that they found most useful at home. The majority were techniques for managing behaviour (76% N=19) such as ignoring negative behaviour, the use of reward charts and the pause button. Overall, participants were very satisfied with both the course content and delivery. They did not have any suggestions for improvements.

Parents' comments included:

- *I found the technique of drawing pictures to explain events very useful. I used this technique to explain going to Daddy's house and how many sleeps in Daddy's house before returning to mammy's house. This really reduced anxiety levels.*
- *Talking about your own situations at home and being able to talk them through. Hearing other people's stories and learning they have similar situations.*
- *The opportunity to reflect on my parenting skills was great. This improved my awareness of how I respond. It was great to learn new skills and interventions to work positively with my child. The facilitation was excellent, the handbook was very useful and the video worked brilliantly.*
- *The course in itself was great- getting together and sharing the experience. It was great to refresh the knowledge I already have. To hear that we all do make mistakes and its ok!*

2015-16

It is hoped that parenting courses will continue to run in St Andrews and Hillstreet in 2015-16. Depending on resources, there may be additional parenting courses offered by NCI.

5.2 EARLY NUMERACY PROJECT (0-6 years)

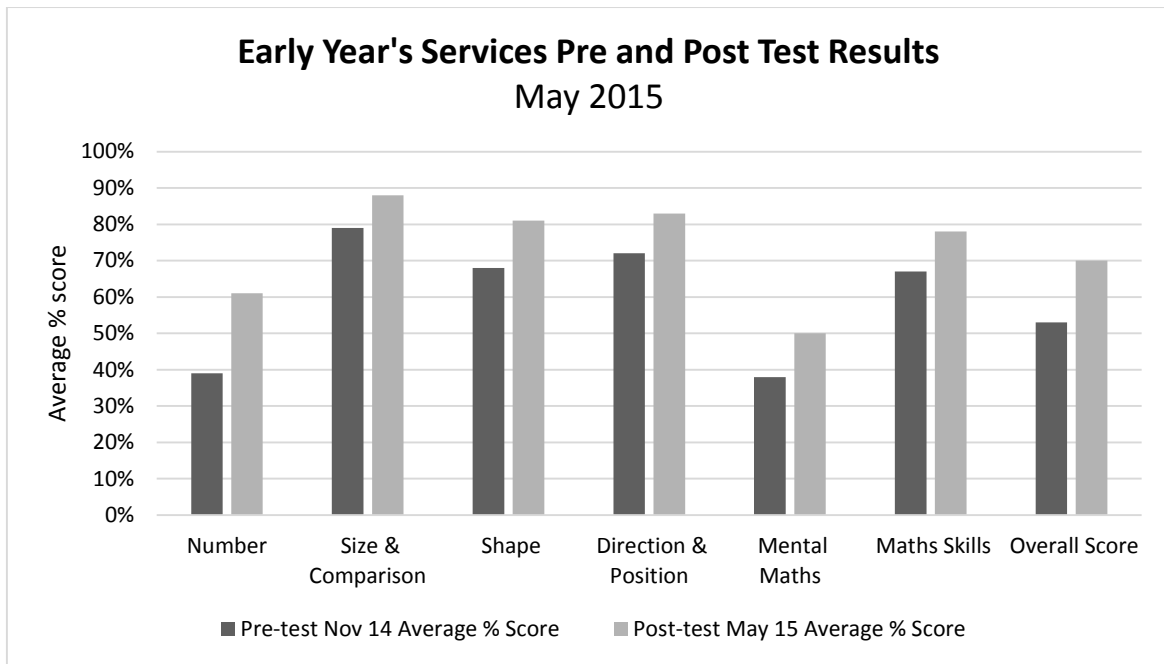
Aims:

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

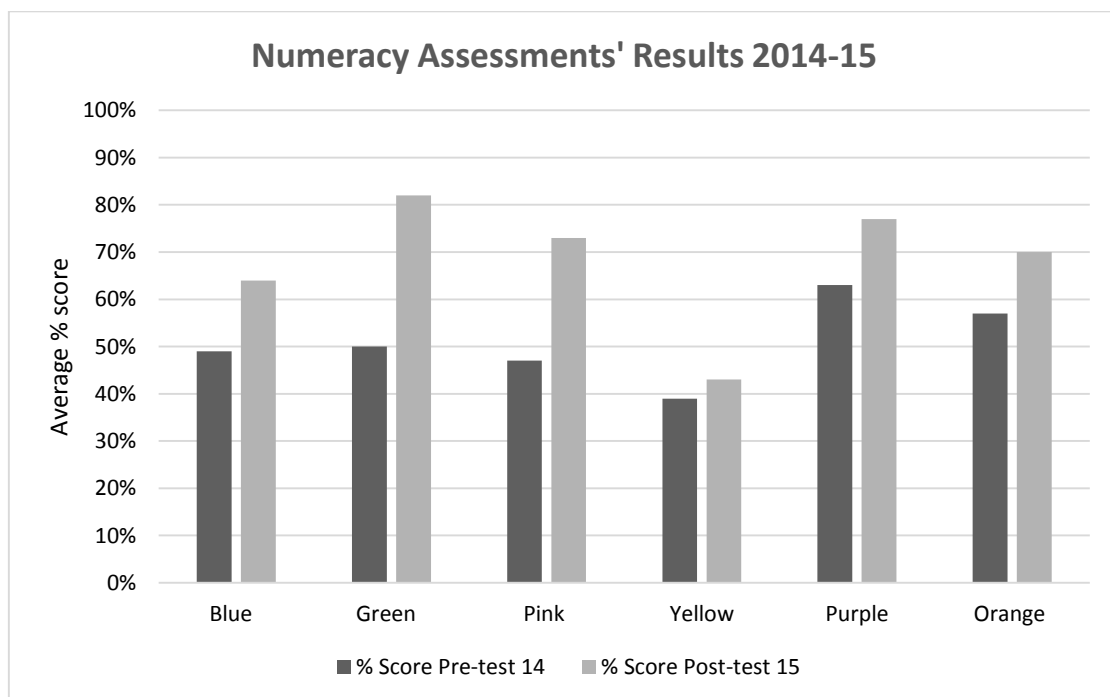
5.2.1 Measuring Numeracy Outcomes

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 5 ECCE centres taking part in the Docklands Intensive Numeracy Programme, along with a Middle Class sample. In 2013-14, the test was revised and numeracy assessments were again administered to 45 children in five early years' services by students from UCD Educational Psychology Department. A full report on these assessments is available on request from the ELI.

In 2014-15 the numeracy assessments were again revised and administered to 43 children in six early years services by students from the UCD Education Psychology Department. As can be seen in the graph below 95% (N=41) of children exhibited an increase in numeracy skills and concepts from November 2014 to May 2015 (see graph below). The average score rose from 46 at the beginning of the year to 70 at the end of the year. Scores ranged from one child who began the year with a score of 19 and finishing the year with a score of 24 to another who began the year with a score of 78 and ended the year with a score of 82. The numeracy scores from the 2014-15 academic year are in line with the NEYAI assessment results 2013-14 and 2012-13 (see NEYAI report). The effect size remains the same which demonstrates that the ELI continues to have a positive effect on the numeracy levels in the local community.

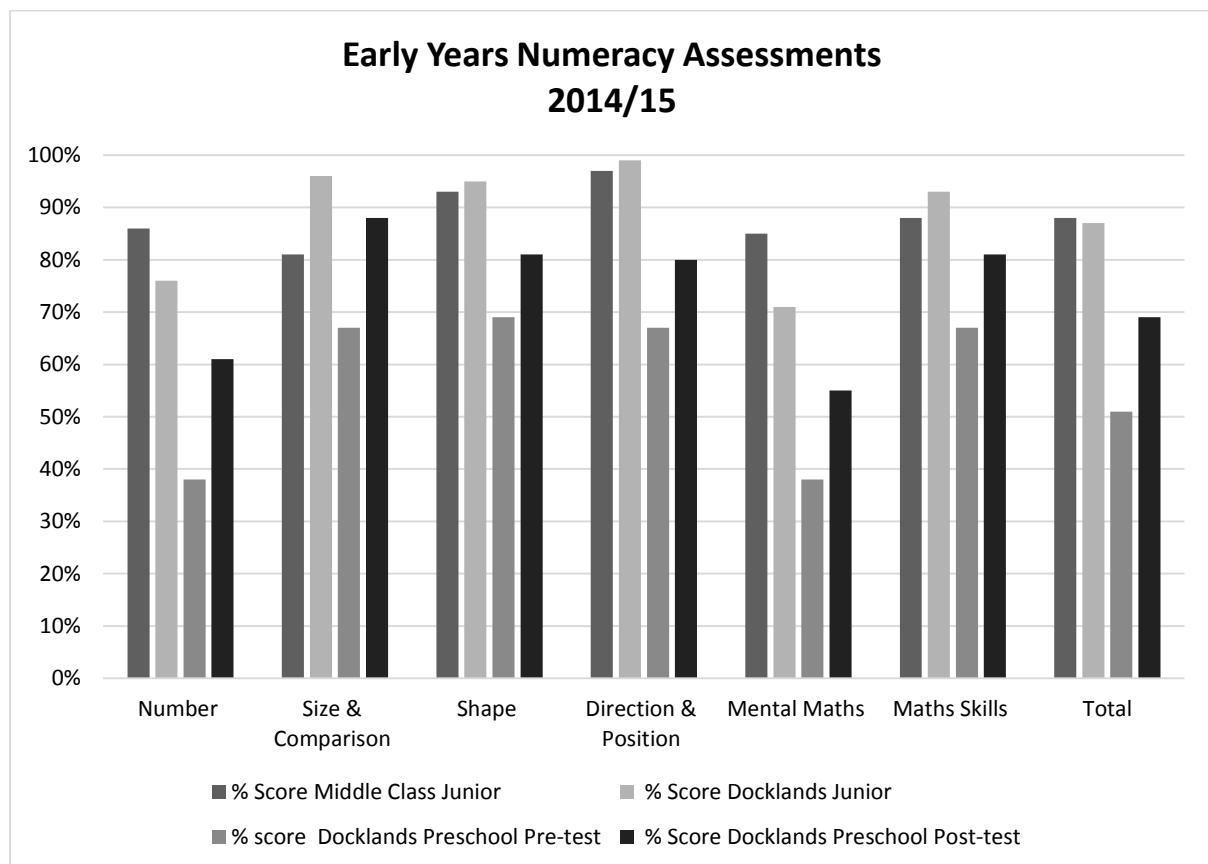


The graph depicted below shows that all services had an increase in their average scores across the 2014-15 academic year. The average increase in scores across all services was 17%. As shown in the graph one service had a significantly lower increase (4%) than the other services. These results are similar to the results from the 2013-14 academic year where the same service had the lowest level of results. In the 2013-14 academic year due to the low level of scores among students in this service they were prioritised for numeracy interventions. As a result of these interventions the service improved, with the average post-test score significantly improving. In the 2014-15 academic year due to a lack of resources there were limited resources provided for this service. However, in the coming academic year this service will be prioritised in terms of support and mentoring to help improve outcomes for these children.



The graph below displays the pre and post test results of the early year services from the Dublin Docklands, in addition to results from assessments conducted in November 2014 by psychology students from NCI on children from junior infants, in a school in the Dublin Docklands and a middle class school. As can be seen in the graph, the junior infant children from the Docklands outperformed the middle class school across many areas, however they scored lower on numeracy and mental maths. Looking at the scores from the Dublin Dockland early year services these are two areas that the students also scored lower. It may be necessary next year to provide further support for children across these areas.

However, looking at the overall results, the total score across the two cohorts is very similar. This is a very positive outcome for the Dublin Docklands school, and indicates that many students are starting school equipped with the numerical skills necessary and are not facing educational disadvantage compared to their peers at this stage.



5.2.2 Curriculum Priority and Related Activities

There were three curriculum priority weeks in 2014-15, with a focus on the following curriculum priorities:

Term 1 – Positional Language

Term 2 – Counting

Term 3 – Shape

The Early Numeracy Working Group was responsible for developing, planning and implementing the programme at front-line service delivery level. The working group met five times 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 82% (N=9) agreeing that it was a valuable planning and networking opportunity.

Approximately 1,025 children and their parents took part, along with approximately 150 educators from schools/early years settings. 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. This year, with the increased importance placed on parental involvement, parental evaluations of curriculum priority week were done in addition to the staff evaluations.

Evaluations from Principals, Managers and Staff

The Early Numeracy Activity Week	Total
Provided valuable learning opportunities for the children (N=117)	100% (N=117)
Provided valuable learning opportunities for staff (N=102)	83% (N=85)
Provided valuable learning opportunities for parents (N=112)	97% (N=109)

Curriculum Priority Week: ECCE Staff Evaluations

What worked well? N=276	What did not work well? Suggestions for improvement N=65	Impact of week on children N=137	Impact of week on parents N=101
Communal and home based learning activities (N=91 33%)	Adjusting activities to the learning needs of children (N=24 37%)	Improved understanding of numeracy concepts (N=77 56%)	Increased Involvement (N=51 50%)
Room based activities (N=81 29%)	Topic too broad-overload (N=17 26%)	Enjoyment of numeracy activities (N=53 39%)	Enjoyed activities (N=26 26%)
Resources (N=58 21%)	Resources – too little/not suitable (N=15 23%)	Parents more involved (N=7 5%)	Awareness & learning (N=24 24%)
Stories and rhymes (N=49 18%)	Parental Involvement/Home-based Activities (N=9 14%)		

Staff Comments included:

- *The children enjoyed the poems and rhymes – they especially enjoyed the actions that went with them. They enjoyed their parents coming in for the games on Friday. The programme highlighted how we may take for granted that the children understand positional language and draws parents attention to the fact that we need to demonstrate what the words mean with actions.*
- *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”.*
- *The children really loved using terms such as under, over, behind, in front etc. The children were using the language when directing each other in games “I’ll go through the table this way”. They enjoyed the floor puzzle and the dominoes. There were plenty of opportunities to use positional language during those activities also.*
- *Homework was a great idea. It was brilliant to get the children and parents involved in doing activities/games at home. The children enjoyed coming into class to tell us all about it! The kids loved it. One day a student came in and proudly told her friends “my mammy and I played a game, she put the teddy on my bed and I found it”.*
- *The children really enjoyed the rhymes about the 2D shapes. I found it helped the children to differentiate between squares and rectangles especially. Great board games in the resources – which we used for our ‘maths for fun’ sessions in school.*
- *Some of the parents enjoyed doing the homework with the children at home. They felt it brought them closer. One parent said “the homework gave us something special to do in the evenings”.*

Evaluations from Parents

The Early Numeracy Activity Week	Total
Aware numeracy activities were being done with the children in the centres/schools (N=226)	94% (N=212)
Aware numeracy activities for parents being done in centres/schools (N=226)	55% (N=124)
Use the home activity cards (N=226)	92% (N=209)
Recommend Numeracy week/activities to a friend (N=226)	90% (N=204)

What worked well? (N=254)	Impact of cards on you (N=155)	Impact of cards on child (N=155)
Numeracy activities and resources provided 53% (N=135)	Awareness & learning 43% (N=63)	Improved understanding of numeracy concepts 72% (N=112)
Fun activities 27% (N=69)	Enjoyed activities 34% (N=49)	Enjoyed numeracy activities 28% (N=43)
Involvement of parents 20% (N=50)	Increased Involvement in Childs Learning 30% (N=43)	

Parents' Comments included:

- *The best things about the numeracy week were the child learning new shapes and singing the songs and bonding with the other kids.*
- *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.*
- *I really enjoyed the programme. It gave me ideas on what to do which were easy to use. My other children are 15 and 19 so I'm out of practice.*
- *They get great enjoyment out of it, and he's still singing the songs this week. He didn't have 'normal' homework, so he enjoyed doing something different. He would've played I spy all night if I'd let him!*
- *Spending time with him, learning in a fun way. He thought he was a real big boy like his brother and sister doing his homework!*
- *The three best things about the programme are: it's a great way to interact with your child, it's a good way for your child to learn, and the children enjoy learning through fun activities and games.*

As is evident from both the staff and parent evaluations, 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. 43% of parents and staff listed the numeracy learning activities as one of the best things about the programme. However, while some staff felt that involving parents needed improvement, only 55% of parents surveyed stated that the school/centre had numeracy activities for parents. This issue will need to be addressed through the working group.

Initially, numeracy workshops were provided for parents as part of the NEYAI Numeracy Programme. In 2013-14, this aspect programme was reviewed due to the low numbers of parents attending the work shop and it was decided to focus on providing a more integrated programme across all ELI's early years programmes for parents. This year parental involvement in Curriculum Priority week was prioritised as can be seen from the evaluations above that this was successful.

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.

2015-16

As with last year, we hope to have three Curriculum Priority weeks. We will continue our drive to involve parents in services for each curriculum priority. Plans are also being developed for Aistear and Síolta training to be delivered to parents in 2015-16.

The following themes have been developed the Working Group and approved by the Consortium for Curriculum Priority weeks 2015-16 and 2016-17. Currently plans are being developed to extend this programme into first and second class with funding from the ESB.

	Year 2 2015-2016	Year 3 2016-2017
Term 1	Sequence and Pattern	Money
Term 2	Time	Number
Term 3	Measurement	Symbols in the Environment

5.3 Early Years Professional Development (0-5 years)

The programme consisted of two training sessions, involving seven workshops, on the following *Aistear* areas:

- Interactions
- Learning environments

ECCE Staff Evaluations

Aistear 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
Interactions	70	46	46 (100%)	46 (100%)	43 (93%)
Learning Environments	55	55	55 (100%)	53 (96%)	55 (100%)
Total	125	101	101 (100%)	99 (98%)	98 (97%)

I feel confident in making changes that will have an effect on the quality of my practice N=101	Best things about the Workshops N=122	Changes for the future N=32	Further support N=121
98% (N=99)	Learning from content 48% (N=58) Opportunity for Reflection 21% (N=26) Group discussion 11% (N=14) Learning about Aistear/Síolta 11% (N=14)	Support on planning learning activities 34% (N=11) Additional training 31% (N=10) Resources 28% (N=9) More group discussions 6% (N=2)	More training 19% (N=23) More support from management, staff, parents & community 16% (N=19) Time to implement/document 9% (N=11) More support from ELI 6% (N=8)

Comments from Participants included:

- *I feel the training made us re-motivated about environments- they haven't changed in a while. We got lots of new ideas to bring back to the crèche.*
- *All of the ideas we were given and the examples of how to use toys in a more versatile way were great. They really got us thinking outside the box.*
- *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.*
- *The training was very easy to understand and helped me think differently. It flew by, we didn't have enough time! It was great to get more information about Aistear and Síolta.*
- *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.*

This year there was great uptake from early years practitioners in the training offered and overall it was felt training well very well. The training facilitators found that practitioners were very positive about Aistear. In addition, it was felt that the group work and sharing of ideas across services worked well. Our newly appointed early year's coordinator came on board in early March and is now taking over the CPD element of our ABC programme. We plan to continue offering training supports in Aistear and Síolta in 2015-16 using the new Aistear Síolta practice guide developed by the National Council for Curriculum and Assessment.

2015-16

We hope to continue to support early year's services to improve the quality of the service they provide to children and their families. Going forward, CPD will fall under the new ABC mentoring support programme being coordinated by the Early Years Coordinator.

5.4 Zoom Ahead with Books (4-6 years)

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.

The *Zoom Ahead with Books* Project began with seven schools signing up for the programme in September 2014. When the programme began in February 2015, one school was unable to participate due to unforeseen circumstances, leaving the total number of schools participating in the programme at six. Three hundred and seventy-five children and 34 teachers were involved in the project over the course of four weeks, with approximately 4,200 books being read by the children and their book buddies. The programme was delivered to children in reception, junior infants, senior infants, and first class.

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 exhibitions of framed pictures, along with mini-concerts and book reviews, were held in NCI and in some schools on the 15th, 16th and 17th of April. Large numbers of parents and family members came along to support the children, and celebrate their achievements.

School	No. of children involved	No. of adults who attended exhibition
S1*	51	53
S2	47	40
S3	65	92
S4 & S5	122	72
S6	90	49
Total	375	306

*This school devised and piloted the programme in 2008-09

Teachers' Evaluations

All ten 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=10), with most mentioning how much the children enjoyed the project, how excited they were to show their pictures to the class, and how enthusiastically they discussed the books and their pictures each morning. There

were only nine comments on how the programme could be improved. These all related to shortening the programme (70% N=7) and improving resources (30% N=3).

Teachers' Hopes (N=27)	What Worked Well? (N=25)	Children's Learning (N=18)
<p>Parents will enjoy being involved in their children's learning (52% N=14)</p> <p>Increase children's skills and interest/enjoyment in reading and books (48% N=13)</p>	<p>Materials provided (40% N=10)</p> <p>Involvement of parents/book buddies (32% N=8)</p> <p>Increase children's interest (28% N=7)</p>	<p>Improved language and reading skills (50% N=9)</p> <p>Increased interest in and enthusiasm for reading (33% N=6)</p> <p>Parental involvement (17% N=3)</p>

Comments from the teachers included:

- *The parents really enjoy the project and look forward to it. This was reflected in the turnout to view the children's work on display.*
- *Throughout the programme the children were very much encouraged to foster and nurture their desire to read demonstrating understanding through illustration.*
- *The children really enjoyed the project, they liked comparing pictures and were very proud of their work. They were delighted to have an adult sit with them and share their work.*
- *They really enjoyed doing the pictures after reading and were excited to have scheduled reading time with [a] parent. The parents and children worked together in a very enjoyable way.*
- *I feel the programme really benefited the home/school relationship.*
- *The children loved the opportunity to work one to one with their mum/dad.*
- *The programme was a very positive experience for the children. They loved colouring/drawing and really enjoyed discussing / showing their parents pictures. They would come in and show their pictures and say things like 'this is great', 'look at my project' and 'my picture is great'.*
- *I feel that the children could see that their work was respected by the adults in their homes. The children loved drawing the pictures and loved showing them off to their classmates every day. Children loved choosing stickers for their book buddies.*

Book Buddies' Evaluations

This year a suggestion was made to ELI from a school principal to capture 'book buddy' opinions through an evaluation form. The book buddy evaluation form was developed and trialled for completion in two formats, online using Survey Monkey and in hard copy format in four schools. The response rate to the book buddies evaluations was quite high (47% N=111). Most of the book buddies (89% N=104) surveyed were parents of the child with brothers, sisters, aunts, uncles and grandparents

also fulfilling the role. The book buddies reported that on average they read with the child between two and five times a week (84% N=89). Ninety-nine percent of book buddies who returned their record forms felt that the project was a valuable learning opportunity for the children. Six per cent (N=7) felt that the project would benefit from being shortened. The best things about the programme, according to Book Buddies (N=67), were

- Childs learning (33% N=22)
- Spending time together (25% N=17)
- Children's interest in books (18% N=12)
- Enjoyed it all (24% N=16)

Comments from the book buddies included:

- *The programme was a great way of spending time and bonding with each other rather than your child playing computer or watching T.V.*
- *I liked the fact that the child had an interest and wanted to pick the picture and favourite part of the book.*
- *The child liked reading the lovely stories and drew some favourite pictures. My son really enjoyed me doing it with him.*
- *The best [thing] that she learnt [was] to express her opinion about her best part of the book and draw it.*
- *I loved the project, I love reading and love drawing and as a mother I enjoyed sharing this with my daughter.*
- *I really enjoyed the drawing, I think it explained the books for my child.*

2015-16

This programme has become embedded in the school year, with a lot of positive feedback from children, parents, and teachers. It will continue in 2015-16. The book buddies evaluation will be rolled out across all schools next year.

5.5 0-2 Programme

The 0-2 Years Programme is a new programme, based on the Clonmel Community Mothers Programme. Having been approved by the Department of Children and Youth Affairs, Atlantic Philanthropies, Centre for Effective Services and Pobal in 2014-15, implementation will begin as part of Area Based Childhood Programme in September 2015.

The ABC 0-2 Programme is a home visiting and community support programme for parents and families with children from pre-birth to two years of age. Its objectives are:

- To improve wellbeing, developmental and learning outcomes for children (0-2 years)
- To increase parental skills, knowledge and engagement in all areas of their children's (0-2 years) development, and learning
- To ensure effective transitions for children (0-2 years) at key developmental stages and between home, hospital, early years, statutory & community services
- To continue to improve the quality of the services (statutory, community and voluntary) provided to children (0-2 years) and their families
- To enhance and develop the existing interagency collaboration within the area, including implementing the Meitheal Practice Model
- To enable children (0-2 years) 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.

A 0-2 years Working Group, consisting of representatives of the Public Health Nurses, Social Workers and the PCHP Home Visiting team was established in 2014. In 2014-15 there were four working group meetings held in NCI which focused on developing and planning the programme, in particular the post-natal aspect of the programme.

In March 2015, a coordinator for the programme was employed by ELI, who met various members of the community as part of the planning process. Visits were also made to other Community Mothers Programme in Dublin, while Tusla, who has responsibility for the Community Mothers Programme in Ireland, supported us in liaising with the Community Mothers Programme in Clonmel, Nenagh, Athlone and Limerick, all of whom were willing to share their expertise and experience with us. Work began on the ante-natal programme in June 2015, when meetings were held with personnel from the local maternity hospitals.

Trained Home Visitors will be employed from September 2015 to work with the family to strengthen the parents' skills and self-esteem, to enable them to believe in their own capabilities and skills when parenting. Home Visitors will use a non-directive approach and encourage the parent as the child's first and best teacher. Through the programme the parents become confident in their parenting abilities without depending on other. It is hoped the programme will supplement the work being done by the PHNs, Tusla and other services. Home Visitors will reinforce the messages given by the PHNs on their visits/ appointments and encourage families to engage with services, parent-toddler groups etc.

Prompt cards are currently in development to remind parents of the key areas their children need support in at each particular stage. This card would be similar to those for expectant mothers. They will highlight the developmental stage the baby is at and expectations of what babies can do at each stage, along with suggested activities for the parents to do support their child's development e.g. *your baby can hear you*.

2015-16

The post-natal programme has now been fully designed and will be rolled out in 2015-16. Recruitment of home visitors is currently ongoing and training is planned for September 2015. Once training has finished and families are on board a pilot programme with 10 families will start. Once the pilot programme is reviewed in December 2015, more families will be recruited in January 2016. The working group meetings will continue throughout 2015-16 to support the roll out of the programme.

Work will continue on the ante-natal programme in 2015-16 with further meetings with personnel from the local maternity hospitals.

The Parenting Programmes, Parent-Toddler Groups and Story Telling Sessions already running through ELI and in the community will be incorporated into this programme. Plans are also in motion to pilot a new Baby and Parent group within Mark's Lane Health Centre. This group will be facilitated by ELI in conjunction with the PHN'S of the Health Centre.

5.6 Restorative Practice (3+ years)

The Restorative Practice Programme is a new programme as part of the Area Based Childhood Programme. The aim of restorative practices (RP) is to build strong, happy communities, and to manage conflict and tensions by actively developing good relationships. The use of restorative practices has been shown to; strengthen civil society, provide effective opportunities for leadership, repair harm, and restore relationships, while reducing crime, violence and bullying. The RP approach provides a framework which can support a wide range of organisations and sectors, building social capital through participatory learning and decision making.

A Restorative Practice Coordinator was recruited by the ELI in early 2015, and has held numerous information and buy-in meetings with multiple participants, in an effort to establish a community-wide Restorative Practices Programme. Key stakeholders were identified during the initial stages of implementation – in particular, early years' services, schools, youth services, community training centres, community and family agencies, community leaders, local public representatives and An Garda Síochána. An appropriate Restorative Practice programme, with the ability to meet locally identified needs, is now fully designed and ready to roll out.

A Working Group, which has responsibility for planning the implementation of the Restorative Practice Programme across the Dublin Docklands and East Inner City, was established. There was one working group meeting held in NCI in 2014-15 during which the implementation of Restorative Practice was discussed. Going forward these meetings will be referred to as communities of practice and will be held four times a year in 2015-16 to discuss the programme implementation and progress across each service.

The first Restorative Practice training sessions were held in the National College of Ireland at the beginning of July, and involved 32 local teachers and principals. This training provides people with effective means to build and sustain healthy relationships – in their homes, schools, workplaces and across the community. Feedback from the training was very positive with all participants (N=30) describing the course as being helpful and stating that they will use the skills they have acquired during the training in their school.

Comments included:

- *Hopefully as we begin to practice RP in school, the children will feel heard and will feel fairly treated. This can filter into the community and parents can become involved.*
- *I think that RP could have a strong role to play in the life of our school. I believe there are many ongoing issues that could benefit from an RP approach.*
- *This is a long term approach to building relationships in the community.*
- *Children parents and teachers will develop empathy, which will hopefully lead to better relationships and a safer environment.*
- *I see it creating an environment of empathy and understanding. Instead of seeing crime and punishment, there may be more room for positive, restorative, practical solutions.*
- *Teaching time will be optimised due to better relations and behaviour.*

Further training for early years' services, youth and community services will continue in October 2015.

This programme will be rolled out in 2015-16, with training and supports being delivered through teacher, interagency, and parental and child-centred training, alongside community events.

5.7 Doodle Den (5-6 years)

Doodle Den is a new programme being implemented as part of the ABC programme. Doodle Den (DD) is an evidence-informed and manualised afterschool programme, delivered through existing structures and services. Doodle Den is an effective mechanism by which to address literacy needs amongst senior infants children (aged 5-6).

This one year programme offers a series of literacy activities and learning opportunities, supports children's literacy development, and encourages an interest in reading – while allowing children to enjoy themselves in the process. The programme is delivered in an intensive and highly interactive format three times a week in an afterschool setting, co-facilitated by afterschool practitioners and primary school teachers.

Doodle Den will enable parents to support and encourage their children's literacy development in a relaxed and relevant way – improving parent-child relationships, increasing the regularity of reading at home and library visits, creating more positive home learning environments, while developing a family-orientated love of learning.

Recruitment of Doodle Den facilitators is currently ongoing, with training being delivered in late August and early September 2015, with the programme due to start in mid-September 2015.

Meetings of those involved with programme, referred to as 'communities of practice', will be held four times a year in 2015-16 to discuss programme implementation, integration and progression within the dedicated afterschools. These communities of practice will also provide supports and capacity-building to those sites while ensuring quality of service across all areas.

5.8 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 STRETCH TO LEARN PROGRAMMES (4+)

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.

6.1 Stretch to Learn PRIMARY (868)

6.1.1 NCI Challenge (7-10 years):

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. 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/volunteer acted as the referee/banker.

Event	No of schools involved	No of adults who attended the events	No of children who participated in the events
Rummikub (2 nd Class) 3 rd December	6	43 parents & 14 corporate volunteers	127
Table Quiz (3 rd Class) 4 th March	5	40 parents & 27 corporate volunteers	105
Monopoly (4 th Class) 27 th May	4	50 parents & 10 corporate volunteers	65
Total	-	184	297

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

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. Feedback was very positive with 100% (N=8) of the eight evaluations forms returned agreeing that these Challenges provide valuable and enjoyable learning opportunities for the children involved.

Learning opportunities for children (N=14)	Enjoyment opportunities for children (N=14)	Impact on Parents (N=7)
Maths skills and general knowledge (43% N=6)	Fun Challenge (57% N=8)	More involved at home and at school (43% N=3)
Social skills (29% N=4)	Practising with other children and adults (29% N=4)	Enjoyed watching their children (57% N=4)
Made learning fun (29% N=4)	Event in NCI (14% N=2)	

Comments from Teachers included:

- *The children really looked forward to the practice sessions. On the day the individual winners were happy with recognition while every child enjoyed the experience.*
- *Children really enjoyed both the practices and the competition. Great excitement afterwards when they did well.*
- *I really enjoyed having the volunteers here, they were very kind to the girls and the girls had a fantastic time.*
- *The quiz encouraged children to read up on particular topics prompted by quiz questions.*
- *The children really enjoyed working in small groups and in a competitive setting. Attending NCI for the day was brilliant.*

2015-16

This programme is working well and will continue in 2015-16 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. The ELI will be working with a number of new schools in 2015-16 and depending on numbers and funding, these schools may participate in the NCI Challenges.

6.1.2 Financial Literacy

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

One hundred and twenty-six third and fourth class children and six teachers from five primary schools took part in the Ulster Bank Financial Literacy programme in 2014-15. The project involved two phases. The first phase of the Ulster Bank Financial Literacy Programme ran for six weeks in November and December 2014. The initial four weeks of the programme was dedicated to the lessons where students learned about high finance topics such as income, budgeting, saving, borrowing and currency. The final two weeks focused on the book where each group in classes contributed a story for the end of project book. One story from each class was selected (6 short stories in total). In phase 2 of the project, the children worked with Ulster Bank volunteers for three weeks to produce a project to showcase what they had learned from phase 1. The children and their teachers were invited to Ulster Bank offices to present their projects and to join the launch of their book 'Sailing on the Saving Seas'.

Feedback was very positive, with 100% (N=5) of the five evaluation forms returned agreeing that the project provided valuable learning opportunities for the children involved. The teachers found that children really enjoyed the content of the programme, and the project was a fun way to promote financial literacy.

Feedback from the children was also very positive, with 95% of children (N=86) stating that they enjoyed taking part in the programme, 80% (N=71) reporting that the Ulster bank financial literacy

programme was a positive learning experience for them, and 87% of children (N=78) reporting that they have a better understanding of money topics following taking part in the project.

Best things about the programme (N=77)	Children's Learning (N=70)
<p>Learning about financial literacy (40% N=31)</p> <p>Having Fun (13% N=10)</p> <p>Creating the story (29% N=22)</p> <p>Financial games (18% N=14)</p>	<p>Saving (26% N=18)</p> <p>Income/ Money (23% N=16)</p> <p>Budgeting (14% N=10)</p> <p>Currency (13% N=19)</p> <p>Spending (10% N=7)</p> <p>Borrowing (9% N=6)</p>

Comments from children included:

- *I learnt that when I go to another country I need to change my money in the bank.*
- *I think it helps you know you can't just buy things.*
- *I found out that when you borrow money off people you have to give it back.*
- *When you borrow money you should give it back as soon as possible.*
- *That you need to save money to get what you need to buy. I have learned that if you put money in the bank, you get more money.*

6.1.3 Primary Awards (3rd – 5th Class)

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. It encourages families to set high aspirations for their children and support them as they progress through primary school and on to second level.

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. This year the format was changed, with the number of awards being reduced to four. The awards were given across the categories of communication, persistence, contribution to school life, and academic achievement.

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
4	11	182	56	90	64	26

This programme worked well this year, particularly with reducing the number of awards. This made the event more manageable event in terms of numbers. As with other years, there was great energy and enthusiasm amongst children and parents at event. This year the event went more smoothly than previous years, with staff managing to keep the event on time. Many parents expressed their appreciation for the recognition and support received from ELI. This programme will continue in 2015-16.

6.1.4 Educational Guidance (5th and 6th Classes)

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.

In 2014-2015, 125 children in five schools were involved in the programme. This year saw a new school (Scoil Chaitríona) taking on the project for the first year. 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 4th March with 26 projects exhibited. Twenty-five representatives from local companies acted as judges and this added an atmosphere of gravity and excitement to the event. Employees from Eversheds and McCann FitzGerald visited classes in Scoil Chaitríona and St Patrick's Boys NS, and were involved after the Exhibition to discuss their educational and career choices and give feedback on their projects.

Student Evaluations:

As in previous years, the students filled out evaluation forms. Feedback was very positive with all of the 33 students, who filled out the evaluation form, agreeing that they had learnt a lot from and enjoyed the programme.

The majority (85% N=28) of students hoped to go to college when they finished school, while 12% (N=4) were unsure and one student (3%) didn't want to go to college. These results are similar to

those from the Trinity Research (84%) and 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 (73% N=5=24) as a result of the programme.

Best things about the programme N=38	Student Learning N=25
Doing the projects (34% N=13)	Future careers and education (52% N=13)
Team work (24% N=9)	Skills and attitudes e.g. <i>Work hard</i> <i>Be confident</i> (32% N=8)
Learning new things (29% N=11)	Lots of things (16% N=4)
Presenting to and feedback from the judges (11% N=4)	
BT Young Scientist's Exhibition (3% N=1)	

Comments from students included:

- *I've learned that jobs aren't just fun and safe, there is some rough patches.*
- *It's important to have clarity when choosing a career.*
- *I loved learning new things and it also brought me and my class mates closer.*
- *I found out that you need to work hard to get what you want.*

Teacher Evaluations:

Feedback from the teachers was also positive, with all agreeing that the programme provided a valuable and enjoyable learning opportunity for their pupils.

Comments from teachers included:

- *The packs were teacher-friendly and easy to use. The step-by-step approach was easy to follow. Everything was organised very well.*
- *The children really enjoyed the whole experience, from the teamwork exercises through to the presentation. They especially liked the multiple intelligences section.*
- *They loved the project and got them thinking of what they needed to do in order to get them into the job they needed.*

Corporate Volunteer Evaluations:

Twenty-five volunteers from local companies were judges at the educational guidance event with all the judges reporting on the high quality of projects. The judges were particularly impressed with the quality of the work undertaken, the students' confidence, and their ability to speak about their projects. As with last year, mystery judges were included.

Feedback from the judges included:

- *The team had a good knowledge of the profession – very good understanding of how to become an architect. It was very informative. Presentation style was very striking – bright, colourful and the information was easy to read. It was clear they put a lot of effort into their project, especially with their IT skills.*
- *Very good understanding of the role of a HR officer. Their description of a HR role was presented very clearly. They also explained their approach and research really well. The team was very engaging – all team members responded to my questions. All four students were very polite, knowledgeable and enthusiastic.*
- *Great teamwork – all members contributed equally, and each one was quick to praise the other. Infectious enthusiasm and keen understanding of the importance and value of education – very impressive overall!*
- *The lads worked well together presenting their ideas - the knowledge and communication skills were impressive. They had clearly learnt a lot from their project. The enthusiasm of the boys was very evident and they were all eager to share their knowledge which was great to see.*
- *Great presentation skills - all team members greeted me with a hand shake and introduced themselves. It was very professional. Their enthusiasm was infectious and I was impressed with their use of tools such as survey monkey and google chrome. It was clear that the team put a lot of work in and wanted the opportunity to tell me about it. Well done!*

2015-16

This programme worked well again this year and will run again in 2015-16. The ELI will be working with a number of new schools in 2015-16 and depending on numbers and funding, these schools may participate in the NCI Challenges.

6.1.5 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.

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 Facebook mentoring circles programme was delivered to 32 female students from two schools. This programme was developed for 11-13 year old girls, in order to allow them to connect with a female mentor in business. The programme involved female mentors delivering some small group learning sessions across a number of weeks focusing on building skills. The majority of sessions were held in Facebook, and the children had the use of excellent facilities e.g. recording room etc.

At the end of the programme the students presented their final project at the end-of-programme graduation in the Facebook offices, with their families in attendance. Facebook organised a judging panel to award a prize (an Ipad) to the winning group's class/school. Other teams were also acknowledged e.g. they awarded a place to a group where speakers were nervous but continued.

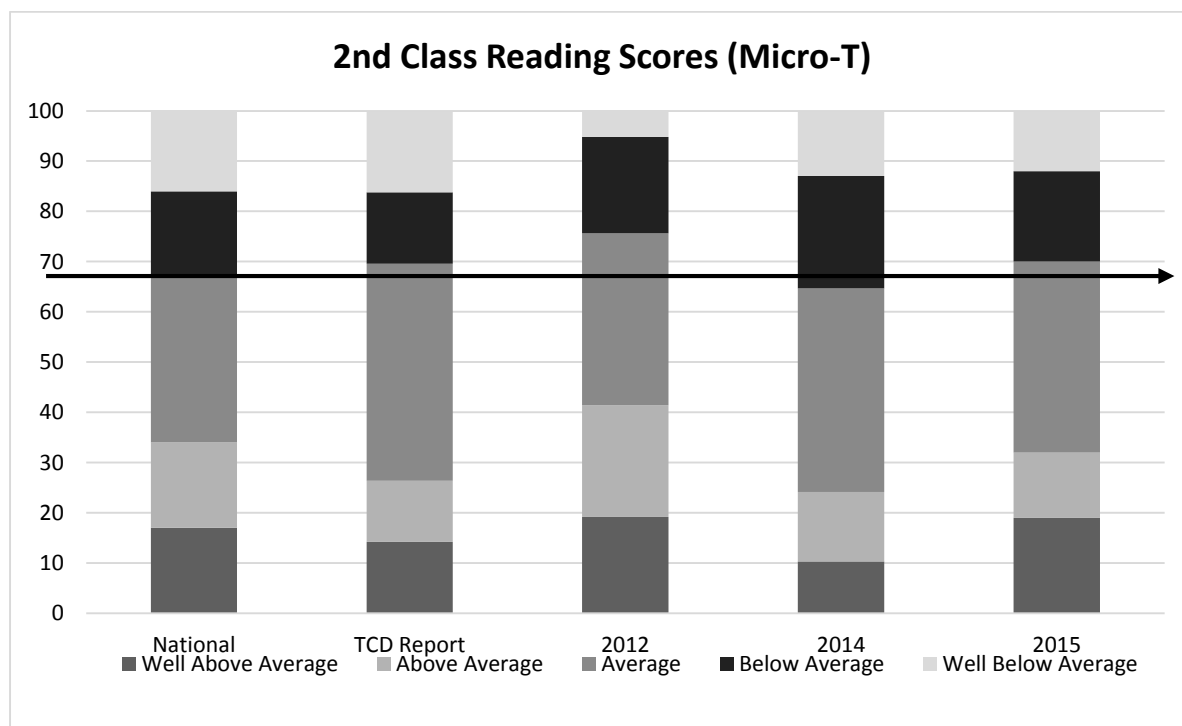
There was very positive feedback given on this programme, with teachers noting that children never missed a Thursday when they knew they were going to Facebook. Teachers commented on the clear impact on the students. Both teachers and the student's families were very impressed at how well the students performed in front of an audience.

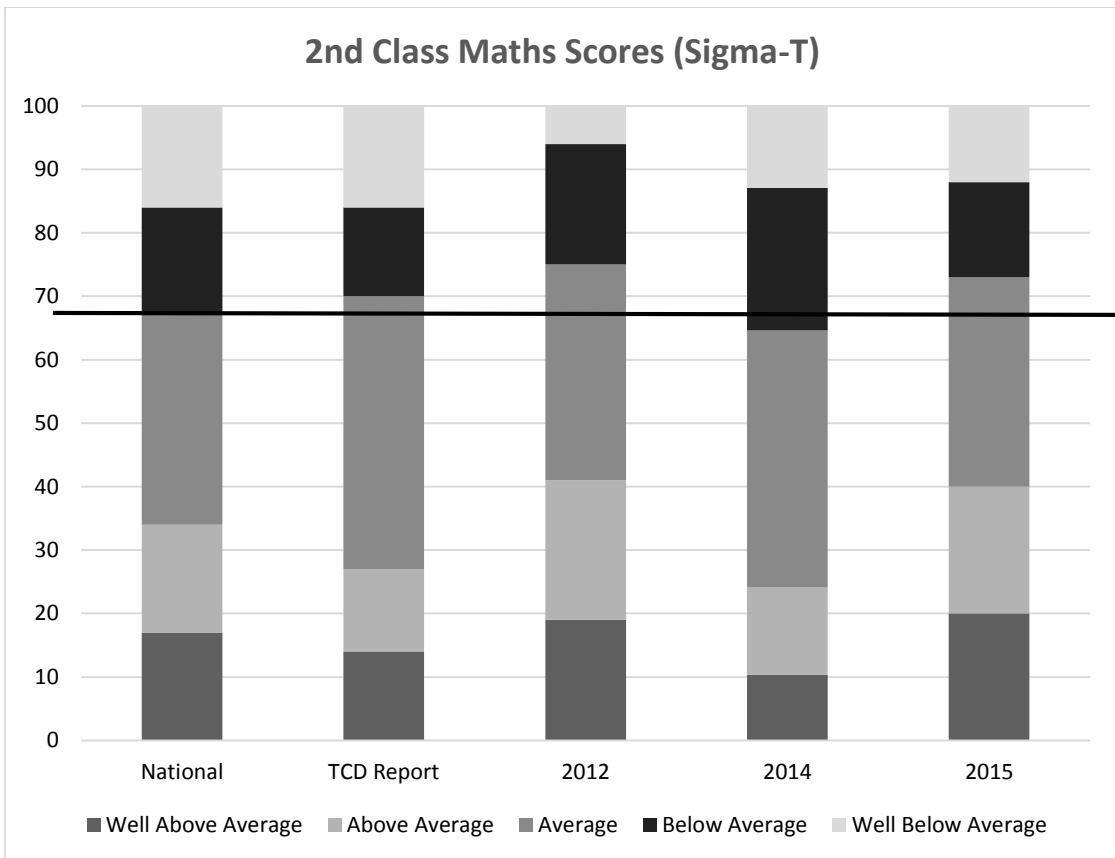
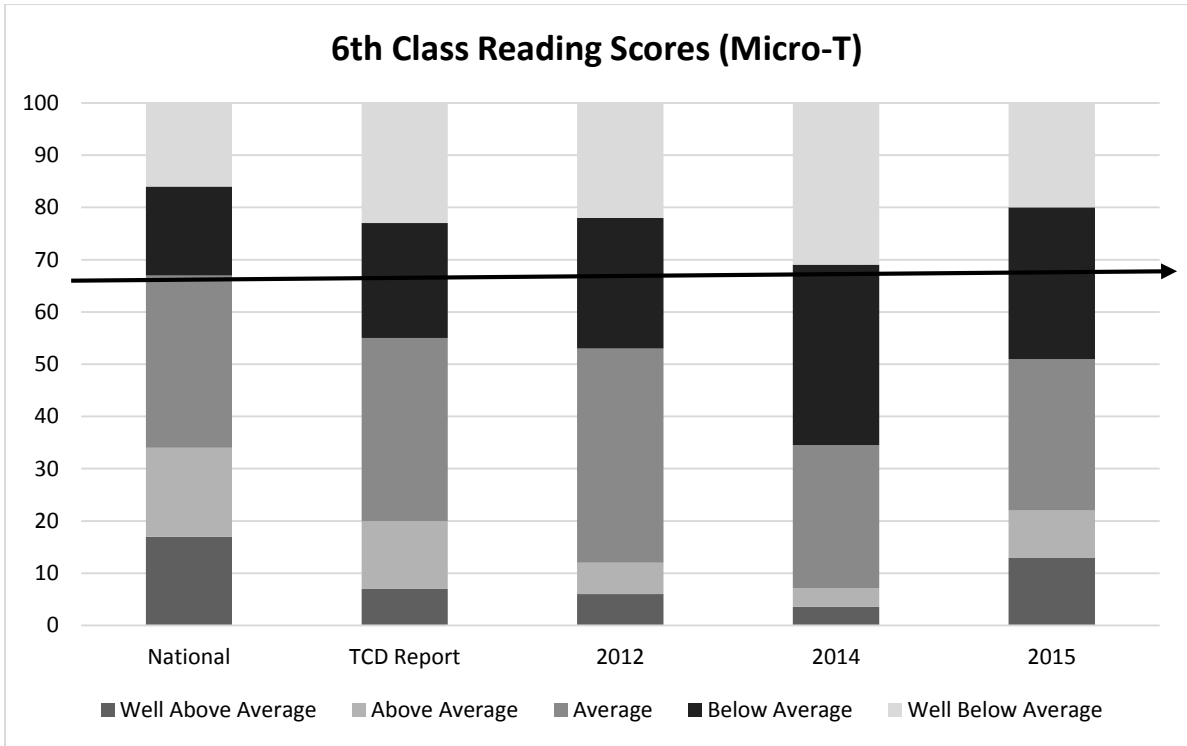
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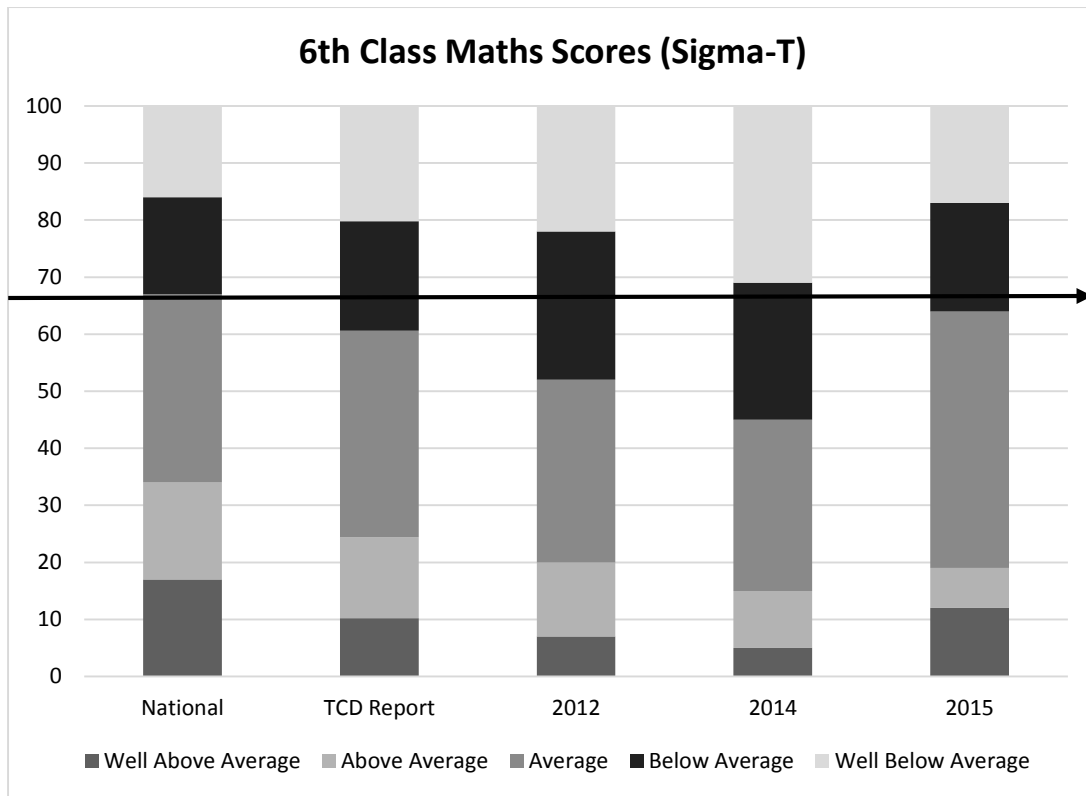
Following the success of the Facebook mentoring circle in 2014-15 it is hoped to continue the programme next year. This is subject to continued support from Facebook.

6.1.6 Assessments

Standardised test results in English and Maths at seven years (second class) and 12 years (6th class) were collected from the local primary schools who participate in our programmes. This information was aggregated and compared with the baseline data collected by the Children's Research Centre, Trinity College (Share et al 2011) along with data from national norms. The 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.







2015-16

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 Stretch to Learn SECOND LEVEL (869)

6.2.1 Tuition Support

As part of the 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, with all five (100%) who filled in evaluation forms finding the tuition support useful, and stating that their skills had improved as a result of the programme. There was one suggestion for the establishment of a leaving certificate option within the community settings.

2015-16

The Junior Certificate supports worked well this year. Attendance in both community settings improved this year. The programme will continue next year, depending on interest and attendance. The Leaving Certificate support within NCI will be reviewed due to poor/inconsistent attendance.

6.2.2 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. It ran this year from 15th - 24th June with 37 young people, aged between 14 and 17, from the Docklands, and Ballymun taking part.

No. of second level students	No. of third level team leaders	No. of adults who attended showcase
37	8	54

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>). The Computing project was a new project called the Imagine 3D Challenge, designed by NCI's School of Computing. Both were collaborative projects between the Early Learning Initiative, Bertie Kelly, Schools of Business and Computing, along with ELL'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 4th July, in conjunction with UCL, with groups from the following countries: UK, France, Belgium, Germany, Italy and Swaziland.

All of the second level students and of third level team leaders who filled out evaluations forms, (N=40) found the Discover University programme interesting and would recommend it to a friend.

All second level students (100% N=32) agreed that both staff and team leaders were well prepared and supported them. The majority of second level student (94% N=31) felt that they were able to take part in the discussions. When asked what aspects of Discover University they enjoyed most, participants ranked the project work first, followed by the workshops, the optional modules and the presentations.

Having taken part in Discover University, I/my child agreed that I/my child	Second Level Students (N=33)	Parents (N=19)	Team Leaders (N=7)
had an enjoyable experience	33 (100%)	18 (100%)	7 (100%)
made new friends	33 (100%)	18 (100%)	7 (100%)
think the programme will be useful to my future	27 (82%)	N/A	7 (100%)
is more excited about 3 rd level education	27 (82%)	19 (100%)	N/A
has a better understanding of 3 rd level education	26 (79%)	18 (95%)	N/A
is better prepared for 3 rd level education	21 (64%)	17 (89%)	N/A
developed stronger communication skills	32 (97%)	N/A	7 (100%)
is better able to work in groups	31 (94%)	18 (95%)	7 (100%)
has better problem solving skills	27 (82%)	17 (89%)	7 (100%)
is better able to work with people from different backgrounds	31 (94%)	19 (100%)	7 (100%)
developed stronger leadership skills	N/A	N/A	7 (100%)

In the opinion of the stakeholders, the best things about Discover University were		
Second Level Students N=32	Third Level Students N=7	Parents of Second Level Students N=25
Meeting new people/Making friends (36% N=12)	Working with the young people (57% N=4)	New skills/experiences (36% N=9)
Projects (36% N=12)		Meeting new people/making friends (28% N=7)
Experience/Learning (15% N=5)		Experience of third level (24% N=6)
Other (9% N=3)		Fun (12% N=3)

There were 15 suggestions for improvements to Discover University, with most of them around practical issues (40% N=6), lengthening the programme (27% N=4), and team issues (12% N=3).

In the opinion of the stakeholders, second level students learnt the following through Discover University	
Second Level Students (N=42)	Parents of Second Level Students (N=25)
Communication Skills (43% N=18)	Increased Confidence/Independence (28% N=7)
IT/Business skills (24% N=10)	IT/Business skills (28% N=7)
Confidence (24% N=10)	Communication Skills (24% N=6)
Team Work (9% N=4)	Team Work (16% N=4)
	Increased interest in third level (4% N=1)

Comments included:

- *The best thing about the programme was making new friends and the fact that you learn skills that will become essential in college.*
- *I have learnt that when presenting a project speak loud and clear and that the first and last slide has to be interesting.*
- *The best thing about working as a team leader was working with the students to achieve their goals and giving them an idea of what it means to be a 3rd level student. I thoroughly enjoyed doing this the past for 4 years! If you will have me back next year, I would be here in a heartbeat.*
- *The graduation ceremony and robes were a great idea and gave the kids a great sense of achievement.*
- *The project gave my son a chance to experience college and what to expect in the future. It gave my child a sense of independence and there was great excitement about the project.*
- *It introduced my daughter to university life without it appearing daunting. It helped her self-confidence to be able to 'hold her own' amongst other teenagers, from all types of backgrounds.*

2015-16

It is hoped to continue Discover University next year.

6.3 Stretch to Learn THIRD LEVEL (870)

There were 16 students involved in the programme in 2014-15. Fourteen students are continuing with the programme and their third level studies, and two students are graduating. Four new students were recruited in 2014-2015 – one student failed to participate or communicate with the coordinator and has been removed from the programme after repeated attempts to contact the student. The grant was the same as last year and was paid in two instalments (December and March).

All students who received the grant participated in the ELI Third level Support Programme and the Volunteer Programme. The support programme began with an introductory session for the new students in October 2014. This gave students an overview to ELI's third level support programme, as well as the Student Support Services at third level. Students also took part in an Open Day organised by ELI corporate partner Citco, whereby students visited Citco offices and took part in team building exercises, mock interviews, and workshops.

6.3.1 Support Programme

This year the third level mentoring programme was replaced by the Citco open day. This involved eight NCI students visiting CITCO offices and taking part in a series of talks and workshops, and getting the opportunity to do mock interviews. Students received written feedback on their interviews, giving them the opportunity to develop their skills in this area.

There was an excellent response from final year students to the programme, as they were both eager to make an impression and were genuinely interested in the talks from different departments. Of the evaluation forms completed, 100% of students found the Citco open day to be very useful. The students asked a lot of questions and kept the momentum going for the younger students. The younger students were very interactive in the team building exercises, and the workshops on web 2.0 and personality types were both informative and approachable topics for them. Students seemed to have a lot of fun. There was nerves before the interviews but everyone came back satisfied and a lot more at ease.

2015-2016

Third level supports will continue next year with one workshop per term. Citco have expressed an interest in providing another Open Day for students in a similar format, which could potentially influence the workshops (e.g. interview preparation etc.).

6.3.2 Volunteering

All participants in the third level support programme were required to volunteer with ELI and complete at least six hours volunteering. Overall 16 students volunteered with ELI, completing over eighty-two hours of volunteering across stretch to learn class visits, the discover university programme, and volunteering at the International Citrus Saturday event.

2015-2016

This programme will continue next year.

7 VOLUNTEER PROGRAMME

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.

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
Total	256	

The feedback received through the completion of evaluation forms by the corporate volunteers was mainly positive, with 100% (N=18) agreeing that they were happy that they participated in the Early Learning Initiative volunteer programme, and reporting that they would recommend the experience to a friend. The majority of volunteers (94% N=17) were satisfied with the support they received during their involvement with the Early Learning Initiative. However, there were difficulties with some programmes, particularly around attendance. For some volunteers, the pressure of work and unexpected issues prevented them from taking part. There were seven recommendations for improving the programme which included increased support for volunteers, increase in the number of opportunities for volunteers, and the possibility of incorporating some work experience into the programme for the children.

What motivated you to volunteer? (N=34)	Volunteering with ELI enhanced (N=39)	Impact on children (N=29)
To make a difference (50% N=17)	Leadership skills (13% N=5)	Positive impact (28% N=8)
To have fun (26% N=9)	Communication skills (15% N=6)	Made them feel important (24% N=7)
To enhance skills (15% N=5)	Job Satisfaction (31% N=12)	Increased learning opportunities (24% N=7)
Team building (6% N=2)	Confidence (13% N=5)	Enjoyment (24% N=7)
	Pride in Community (28% N=11)	

Comments included:

- *I really enjoyed the experience, and was struck by the commitment, knowledge and enthusiasm of the two primary school groups which I was involved with.*
- *Excellent experience having fun and working with these young ladies. They were so welcoming and friendly from the time we walked into the classroom.*
- *I found the experience enjoyable and fulfilling. It was wonderful to work with the children and I found that refreshing after working in an office with adults all the time. The children's enthusiasm was infectious and brightened up my day.*
- *I thoroughly enjoyed my experience with the kids, I was with a lovely, fun, group of girls who were eager to learn and they were an absolute pleasure to visit every week. It was a really rewarding experience for me and I felt particularly proud when I watched some of the kids from my school receive prizes on the day of the competition.*
- *I hope that I helped the children improve their maths skills through an alternative, fun way of learning. I also believe that the game was an excellent way of teaching the children about the value of money and the price of goods through auctioneering for different properties and I hope that I contributed to this learning.*

2015-16

This programme will continue in 2015-16 with some changes being made to the materials and the volunteer 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.

8 Programme Development and Planning

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) 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

b) Planning

Annual targets, plans and budgets were devised during the summer of 2014. Planning and working group 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 2015, staff met the early years/afterschool managers, primary school principals, link people from our corporate partners along with other stakeholders to review our programmes for 2014-15 and discuss what supports were required for 2015-16. Meetings were also held with the Area Based Childhood (ABC) Programme Consortium, CES, and Pobal to review the Implementation Plan, Governance, Evaluation Procedures and Budget for the ABC programme. These meetings, along with the end-of-year evaluations and reports, informed our plans for 2015-16.

ELI's staff manual was updated in September 2014. With the introduction of the ABC Programmes, all policies were reviewed and a separate manual for these programmes approved by the Review Board in November 2015. In addition, individual manuals were developed for all ELI Programmes, in particular PCHP.

c) Evaluation

Within ELI we are continuously engaged in action research. This process allows us to plan, do, and review all our programmes throughout the year. We strive to continuously develop our evaluation policy in line with best practice. As a method of evaluation, our outcome measures consist of a small number of generally accepted summary measures, through which we can show a consistent pattern of effects across action research cycles. Our measure of programme success is currently 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.

Across all our programmes regular evaluations are conducted throughout the year by staff utilising the formal systematic evaluation and collation processes as outlined in our evaluation policy. As with previous years, across 2014-15 evaluation forms were used to gather feedback from participants, and attendance and observation notes were recorded at events. These results are taken into account as we plan our programme delivery for 2015-16. Our ELI evaluation policy is currently being reviewed with an overall restructure to ensure children, families, staff, or services are not over stretched in 2015-16 with the new ABC evaluation requirements.

This year saw the appointment of a Research Assistant under the new ABC programme. It is hoped that this will facilitate the ELI to further develop our evaluation and research strategies.

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 fourth and sixth visit in November, and again in May. In 2015-16, a parent outcome measure will be introduced in line with the ABC programme requirements.

Due to a lack of resources it was not possible for the longitudinal study conducted in 2013-14 to be further developed this year. However, with the appointment of our new Research Assistant, plans are in progress to further develop this work in 2015-16.

Assessing children's numeracy outcomes

In 2014-15, we continued our partnership with Educational Psychology Department in UCD and Terri Lalor, who devised the assessment. The UCD students completed assessments on preschool children across 6 services in the Docklands. This year saw the incorporation of the NCI psychology students,

who assessed children in a primary school in the Docklands and a middle class school in Raheny. The results can be viewed in the numeracy section of this report. In 2015-16, we hope to continue our partnerships with UCD and 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 seven 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.

8.2 External Reviews and Research

a) 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. The evaluation is still in the design stage, and the ELI are awaiting further details on the framework. However, it has been confirmed that there are three strands to the evaluation:

1. Assess the achievement of outcomes
2. Explore issues of implementation
3. Establish cost-effectiveness

b) PCHP 3-year Business Expansion Plan

As part of their Corporate Social Responsibility, SAP and PYXERA Global worked with us to develop a 3-year business plan for the expansion of the Parent Child Home Programme. The plan will be used to help establish PCHP in the new areas as well as to improve practice in the existing areas. The following key pillars for the expansion of PCHP were suggested:

- Centre of Excellence: improve current successful model so that it can be adopted easily by other partners and become the PCHP National Centre of Excellence to support other partners and increase programme impact across Ireland
- Partner for Success: focus on the right community partners to scale delivery through regional site hubs
- Measure Impact: measure how the programme impacts school performance to attract long term funding

Top Findings & Recommendations:

1. Current ELI resource availability might not be sufficient to deploy programme outside of current Dublin sites. Recommendation for Centre of Excellence and expansion supporting roles:
 - Beth: provides direct site partner coordination for greater Dublin sites and leads national Centre of Excellence
 - Shivonne: supports suitable site partners to submit funding applications and report to funders
 - New Project/Change Manager: manages the implementation of the expansion plan
 - New PCHP administrator: expansion of supporting role
 - Leverage NCI Corporate Volunteers to develop and deploy the proposed plan. For instance, breaking down the required activities into work-packages and advertising required profiles and activities for volunteers to complete specific work-packages.

- New PCHP National Development Officer: identifies new regional hubs, supports setup phase and coordinates “near-shore” partner sites/hubs (i.e. outside of greater Dublin)
2. Site Coordinators must come from within the Home Visitor (HV) team and continue to be involved in home visits to ensure quality. Therefore “near-shore” sites will not have a suitable Coordinator during set-up phase. Recommendation is that:
 - The site partner or PCHP host organization must provide a project manager to drive operations and enable the programme setup through their own organization structure.
 - ELI will need to coordinate the HVs and run the supervision meetings for at least the first year to ensure quality
 3. “Community partners” or partners that can deliver the programme due to their community links might not have the right supporting infrastructure in place to be able to do it. Recommendation is that:
 - Host partner and community partner model might be needed to have HR/Finance/office space structure available.
 4. Current community partners had difficulty submitting funding applications due to their lack of expertise in this area. Recommendation is that:
 - ELI to provide expertise to suitable site partners to submit funding proposals within their role of PCHP Centre of Excellence
 5. CBT is a programme-specific qualitative measurement carried out by the HVs that might not always be recognised by external bodies. Impact: can’t approach certain organizations to request funding without these facts. Critical also to prove to the Department of Education and Skills that further investment is required. Recommendation is that:
 - Develop a quantitative measurement method that looks at how the children that participated in the PCHP programme perform in school in comparison to children of “better off” backgrounds
 6. The goal of the progress notes is to find out whether a) the parent was there; b) the child interacted with the book or toy; c) the amount of participation from the parent. The current template does not fully provide for this, the content requested can be open to interpretation and the quality of the feedback fluctuates. Recommendation is that new progress notes template is used as it provides:
 - more targeted questions
 - more quantitative data can be captured
 - less time consumed interpreting progress notes needed (next steps is to automate)
 - streamlined input for supervision (book/toy required next)
 - allow HV to plan next visit based on their book/toy
 - new quantitative questions allow tracking of parent’s ability to take over the learning
 - allows for early identification and intervention based on parent’s progress
 7. The method to record time, family progress, and measurement is very manual; reporting on this information is also manual. This model is not sustainable for expansion. Recommendation is that:
 - Standardise and automate in an integrated Information System the HV time sheets, progress notes, CBTs and site partner management to reduce manual work and enable quantitative and consolidated regular measurement.

8. HV Manual and Supervision meetings do not fully meet HV needs. Recommendation is that:
 - Agree on regular supervision agenda topics with time allocated to each topic to optimise meetings.
 - Make training more practical and automate forms/measurement.
 - Review detailed recommendations on how to improve the HV Manual (for instance, best practices to be included to standardise case handling and focus more on exceptional cases during the meetings, include a child development graph for HVs to know the expected development stages, etc.)

9. No formal on-boarding process for new site partners exists. Recommendations to develop a Site Partner Handbook within the Centre of Excellence have been provided.

10. HV limited computer/IT skills to move their manual forms into a central Information System. Recommendation is that:
 - Plan IT upskilling as part of their initial training and on a regular base (quarterly for instance) using corporate volunteers if necessary.

11. Family recruitment in certain communities, such as the travelling community, might be very challenging. Recommendation is that:
 - Recruit Home Visitors with a rather “salesperson like” profile, that know the key influencers and can act as multipliers in their community.
 - Do promotional videos using families in these communities, explaining how they felt at the beginning and after some months into the programme, so as to gain the respect of such communities.

2015-16

Work will continue on these recommendations. New progress notes, which were designed during the process, will be piloted in September 2015. Suggestions for changes to the programme manuals have already been made. As part of any expansion SAP recommended a new manual for sites wishing to pilot a PCHP. A wire frame document was produced and efforts to populate the fields are ongoing.

c) ELI 3-year Strategy

In March 2015, following the ratification of the ABC Programme, NCI’s Governing Body established a group to develop a 3 year Strategy for the Early Learning Initiative. Work is on-going on the strategy, which will be presented to Governing Body in November 2015.

d) 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 incorporated in to ELI's 3-year Strategy.

8.3 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 17th 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 25th 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 22nd 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>

8.5 National Policy

The Minister of State for Equality, New Communities, Culture & National Drugs Strategy, A. O'Riordain, attended PCHP supervision on Monday 8th 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 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 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*.

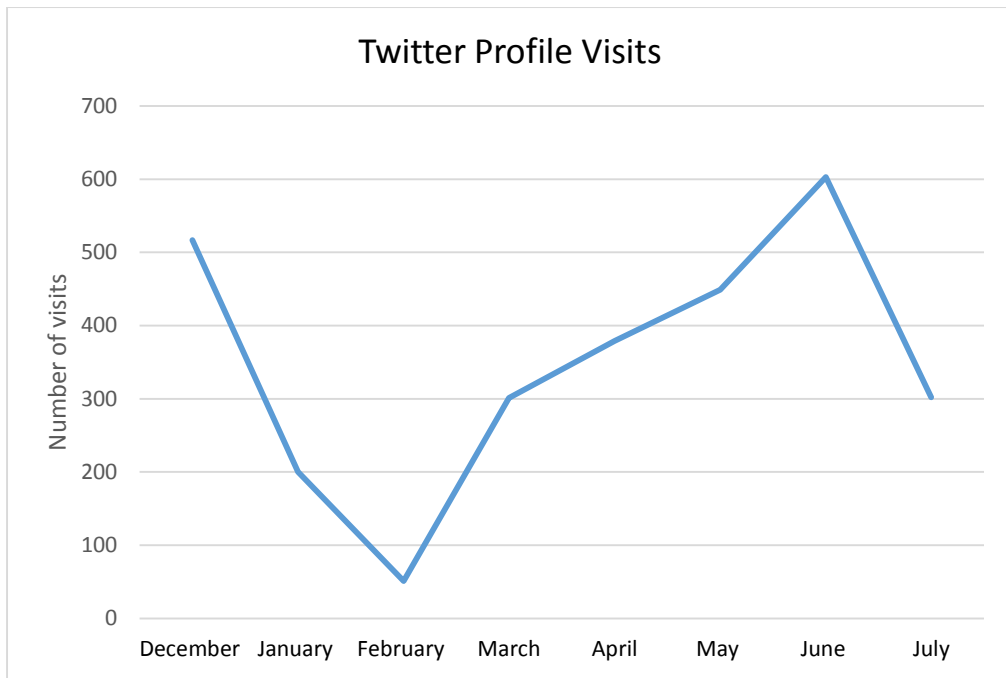
8.6 Communication

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.

9 Leading the Way through Partnership

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

9.1 PCHP National

The Canal Communities Partnership (CCP) had a difficult year when the future of their own organisation was unclear. In the process they lost two Home Visitors. However, they managed to ensure continuity of service for the children and families involved. Their area has now expanded to include Pembroke/Rathmines, and it is hoped that referrals will be easier going forward. CCP received their Site Certification this year, so they are now a stand-alone PCHP. This has no impact on NCI status as the Regional Trainer for Ireland. NCI will continue to offer ongoing support.

The Dublin Institute of Technology listed PCHP as one of their programmes under the ABC funds. When the funds were awarded they put PCHP out to tender within their Consortium. That tender was won by the Daughters of Charity, who have asked NCI to run their programme for the first six months or so. It will then decide whether, once their Home Visitors have some understanding / experience of home visiting, if one of their newly recruited Home Visitors can coordinate the programme.

Pavee Point's PCHP is up and running with help from NCI. They have three Traveller women delivering the programme to ten families. It is hoped to recruit more Home Visitors and more families for the coming year. A submission has been made to the Department for Equality, New Communities, Culture & National Drugs Strategy for funding to extend this programme. There has been some talk about delivering the programme for the Travellers in Cavan, but that is just at an embryonic stage.

A grant was received from Northern Trust to establish PCHP in Limerick. Discussions are underway with Paul Partnership get a pilot programme up and running in 2015-16.

The Galway Education Centre has expressed an interest in delivering PCHP in Ballinasloe and discussion are underway

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.

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:

- Six training sessions on the implementation of Aistear and Síolta to all staff in the participating services
- Four 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
- Two workshops on Curriculum Leadership and 1 on Numeracy, which were open to all 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.

Comments from Participants included:

- *The workshop showed me how interesting and how easy it is to introduce numeracy in every day working in my setting. Some great new ideas, it really made me aware that I have huge opportunities every day to put words into mathematical situations.*
- *The importance of mathematics and numeracy, as shown in the research. Ideas were excellent, v simple and attainable resources.*
- *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.*
- *It was very informative, gave me good ideas and made me think about my own leadership skills within my service.*
- *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.*

2015-16

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.

10 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 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 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 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

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.

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 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

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 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.

10.5 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].

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.