



Early Learning Initiative
National College of Ireland

Early Learning Initiative

End-of-Year Report
2015/16

CHY 9928

Supporting parents, communities and

services in the education of children



www.ncirl.ie/ELI

The **A**rea **B**ased **C**hildhood Programme 2013–2017



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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 End-of-Year Report describes the work completed in 2015-16 and briefly outlines our plans for 2016-17. Approximately 8,591 people took part in one of our programmes last year - a significant increase from 4,681 in 2014-15. We had satisfaction rates of 98% (N=1,057) across all programmes for those who filled out evaluation forms. While things have been tough for the community lately, it has been very encouraging to see people proactively working together to protect and support children during these difficult times. As a result of their hard work and commitment, children in our programmes, despite the problems they face, are doing well at home, in school and in early years and after school services. Our assessments indicate that children's educational aspirations, language, literacy and numeracy skills have never been higher.

This report is a detailed account of all of ELI programmes and activities during 2015-16. It will inform ELI's decision-making processes throughout 2016-17. Summaries of this document are available to our partners in the community and corporate sector.

Partnership with Government

The Government, through its on-going support of ELI, is directly helping children and young people to reach their full potential in all areas of learning and development. Implementing Government policy at local level is the foundation of all ELI's Programmes. By investing in ELI, the Government is delivering on its *Programme for Government* (2016) and national policy frameworks such as *Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-15* (DCYA 2014) 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 enables us to address key educational and social issues in the communities in which we work. The statutory funding received through the **Area Based Childhood (ABC) Programme** is helping us to improve outcomes for children and their families in the Dublin Docklands and East Inner City. We look forward to working with our ABC colleagues, both at local and national level; the Centre for Effective Services (CES) and Pobal, to ensure that children in the area are being supported to realise their maximum potential in all areas of learning and development, both now and in the future. More information on this programme is available in Chapter 5 p. 25.

Following the recent violent incidents in the North Inner City, the Government decided as a matter of urgency to see how they could support the North East Inner City community to deal with the present situation and work together to envision and plan for a better future for the children and young people in the area. One of the projects, the **North East Inner City Brighter Futures Initiative**, is being delivered through ELI. Designed to involve children and young people in decisions affecting their community, it will allow young people to identify what has worked well for them in the community, what have been some of the real difficulties and problems, and what are their hopes in order to make this community not only safe, but one of the best places to grow up in. More information on this programme is available in Chapter 8 p. 85

Partnership with the Corporate Sector

Interest in ELI from the corporate sector increased last year, which resulted in more organisations signing up to partner ELI in improving outcomes for children and young people in the Docklands. The role our prominent corporate partners play in supporting these children and their families to succeed in education cannot be underestimated. It is helping to change attitudes and build relationships through all sectors of the community. As one of our corporate volunteers summed it up, *“Young people really are the future! The impact is astounding, so great to see it in individual people rather than a general concept of “education” and “encouraging growth of disadvantaged areas”*

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, Central Bank, Dublin Port, State Street Foundation, Northern Trust, Facebook, ESB, Top Oil, Deloitte, Citco, McGarrell Reilly Group, HSBC, SAP, RSA, William Fry, Chartered Lands, Keegan Quarries, City North Hotel, Arthur Cox, Dermot Desmond, Fyffes, 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. More information on fundraising and corporate volunteering is available in Chapters 3 p. 16 and 10 p.103. We are continually seeking additional corporate partners and would welcome the opportunity to talk to interested companies. Please contact Dr Josephine Bleach (by phone: 4498639 or e-mail: josephine.bleach@ncirl.ie) for more information on how your organisation could get involved with ELI.

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. This year, we hosted our first Early-Years Conference, which aimed to raise awareness of the vital role of the Home Learning Environment (HLE), for children’s development and learning. This was very well attended by over 140 Irish and international practitioners, educators, community and statutory organisations, researchers, students and prospective students, parents, policy makers and local representatives.

Learning communities are an important element of the Area Based Childhood (ABC) Programme. They bring together the government agencies responsible for programme governance and implementation, representatives from each project involved in the programme and the programme evaluation team to share and disseminate learning from project implementation to collectively influence policy. They also give participating projects the opportunities to share their practice and experience with the other projects. ELI is actively involved in the ABC Managers’ Forum, Early Years Forum, Evaluation Group, Learning Community Planning Group, North Dublin Group and the Maternity Hospital Group. We are also members of the Prevention & Early Intervention Network (PEIN), which is a network of evidence-based practice, advocacy and research organisations that share a commitment to improving outcomes for children, young people, and their communities.

Over the past year, a variety of organisations in the statutory, community and voluntary sector have expressed an interest in our programmes. We continue to work closely with our existing partners: Canal Communities Partnership, Bluebell (PCHP); Bite, Ballymun (Discover University); Katherine Howard Foundation (PCHP), Pavee Point (PCHP); Daughters of Charity/ DIT/Grangegorman ABC Programme (PCHP); and Clonmel Parenting Support (ABC 0-2 Programme).

Extending the PCHP programme beyond Dublin to Garryowen in Limerick through Northern Trust; and Ballinasloe in Galway through the Galway Education Centre was an exciting new development for us as was having our European Erasmus+ Project on Learning and Teaching Literacy across Europe accepted. Germany, UK, Luxembourg and Switzerland are our partners. The project aims to bring together knowledge, expertise and good-practice examples on teaching literacy as well as language support.

Partnership with our Local Docklands and East Inner City Communities

One of the great strengths of ELI has been our network of over 8,591 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.

While the recent violent incidents in the community were difficult for everyone, it was very encouraging to see people continuing to work together to proactively protect and support children in the area. Most of the work continued as usual though staff were more aware of their personal security and the impact on the families and services they were visiting. With the appointment of the Government Task Force and the additional funding, we are hoping to build on our successes and make Dublin's North East Inner City one of the best places in Ireland to live, work and rear a family.

Thank you to everyone who support us last year. You have, in spite of everything that has happened in the past few months, continued to help children and young people in the area achieve their educational, career and life goals. We look forward to continuing to work together to improve outcomes for children and young people in 2016-17 and beyond.

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's Five-Year Strategy acknowledged the significant opportunities for synergy at a functional level between NCI and ELI. The recent successful introduction of Psychology and Education programmes and the arrival of research active faculty across both domains represent exciting possibilities for both staff and students across all Departments. Strategic objectives No. 4 is to embed ELI practice into NCI's Psychology and Education courses through research dissertations and teaching; thereby ensuring that ELI is fully integrated and increasing its contribution to teaching, practice and research.

ELI Governance

NCI takes full responsibility for the financial, management, contractual, reporting and governance requirements of ELI. It upholds the highest standards of corporate governance and is signed up to the Statement for Guiding Principles for Fundraising, Regulation of Lobbying Act 2015 and The Governance Code. NCI does not charge any central overhead to ELI and has absorbed historical deficits between funding available and the cost of delivering ELI programmes and services. The 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.

Unfortunately, as the terms of office for both Denis and Phillip are now over, they are both leaving NCI. Their leaving is a great loss as they have both made an enormous contribution to ELI over the years. On behalf of ELI, our partner organisations and the local community, we wish both Denis and Phillip every success in the future and thank them both for all the work they have done to make a positive difference to the lives and learning successes of children and young people in the area. We extend a warm welcome to their successors, Fr Leonard Moloney, incoming Chairperson of NCI's Governing Body and Gina Quinn, the new President of NCI and wish them well in their new posts. We look forward to working with them in the future.

ELI is a discreet centre within NCI with its own dedicated staff and Advisory/Review Boards. The leadership and expertise shown by Frank Ryan, Chairperson of the ELI Advisory and ABC Review Boards; Dan O'Connor, Chairperson of the ELI Development Committee and the other members of the Advisory/Review Boards and Development 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 2016-17.

Going Forward

In 2016-17, we will continue to build on the work being done at present. While all of ELI programmes will run next year, some will be reviewed and updated. The ABC Programme is in full implementation stage and we are hoping that, as part of the new Programme for Government 2016, it will be extended beyond 2017.

As another year for ELI begins, I want to thank everyone who has helped us get this far. We are very excited about our plans for 2016-17. 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

Executive Summary

2015-16 Programmes

- Approximately 8,591 people took part in an ELI programme last year - a significant increase from 4,681 in 2014-15.
- The Area Based Childhood (ABC) Programme went from strength to strength in 2015-16 with the successful roll-out of 3 new programmes: ABC 0-2 Programme; Doodle Den and Restorative Practice. We delighted to see the ABC Programme included in the new Programme for Government. As part of the new Programme for Government 2016, it was included in the Budget until the end of 2017.
- Each family in the Parent Child Home Programme had on average 40 home visits this year i.e. 4,372 in total across the Docklands, ABC expanded area and Pavee Point
- The Parent Child Home Programme has been established in both Galway and Limerick
- 2,000+ children (0-6 years) and their families took part in the Early Numeracy Weeks
- 4,900 books were read by 483 children and their book buddies during the Zoom Ahead with Books Programme
- 350+ children in second, third and fourth classes spent at least 2,700 hours playing board games and taking part in quizzes for the NCI Challenges, aided by their teachers, parents, and volunteers from McCann FitzGerald, Deloitte, Eversheds, Central Bank, McGarrell Reilly, Arthur Cox, and Citco.
- 200+ early years and afterschool practitioners, teachers, community workers and Home Visitors received training in Restorative Practice
- There has been increased funding and volunteering from our corporate partners with over 300 volunteers last year.

Research

- Community action research continued to be used as ELI's chosen methodology as it provides the process and on-going data required for continuous improvement and capacity building. 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.
- There were satisfaction rates of 98% (N=1,057) across all programmes.
- Assessments indicate that children in the area, despite all the problems in the area, are doing well at home, in school and in early years and after school services. Their educational aspirations, language, literacy and numeracy skills have never been higher.
- 380 parents and 230 staff completed assessments on children as part of the ABC National Evaluation
- A research protocol to track ELI children from when they first engage with ELI from (ABC 0-2 years and PCHP) and throughout their education is being developed. A pilot longitudinal study on the 2009-10 PCHP cohort was completed in 2015-16

Communication

- In 2015-16, we significantly increased our level of engagement through social media, conferences, papers, newsletters and articles.
- There were 8 conference presentations; 5 chapters in academic books/journals; 3 community newsletters and 4 articles in newspapers/magazines.
- Our social media profile grew with over 1,250 likes on Facebook, 350 followers on Twitter, and most recently 40 followers on our new Instagram account.
- An early-years conference titled '*Enriching the Home Learning Environment*' was held on the 23rd June 2016 with approximately 140 attendees, comprised of early-years practitioners, educators, Home Visitors, family support services, community and statutory organisations, students and prospective students, parents and researchers, policy makers and interested parties.

New Programmes 2016-17:

- North Inner City Brighter Futures Initiative, which will give children and young people attending the after-school and youth services in the area a voice in the decisions being made about the future of their community and to be socially included, active citizens in their own right, as per Better Outcomes, Brighter Futures. The National Policy Framework for Children and Young People (Goal 3 p. 31).
- European Erasmus+ Project on Learning and Teaching Literacy across Europe in partnership with third level institutions from Germany, UK, Luxembourg and Switzerland. The project aims to bring together knowledge, expertise and good-practice examples on teaching literacy as well as language support.

Funding

- The combined spend of ELI/ABC for the 12 months to June 2016 was €806K (compared to the previous year of €575K) of which €472K was ABC funding and €334K was ELI fundraised income.
- The 2016/17 budget for ELI/ABC is €910K.

Strategy

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

- Scale and Reach - covering our plans for national expansion
- Integration and Influence - addressing our strategy for ELI integration within NCI and the promotion of internal and external influence and engagement
- Resources - covering the financial and people-related resources that will be required
- Governance - setting out new governance structures to provide oversight and a direct line to NCI's Governing Body

This strategy is one of 'cautious expansion' ensuring that ELI has the resources (both people-related and financial) to support any new activities, while continuing to maintain its commitments in the Docklands and the existing quality of provision, support and oversight.

1 Participant Numbers 2015-16

Programme	Children	Parents	Professionals	Volunteers	Totals
Parent Child Home Programme (PCHP) (1 - 3 yrs.)					
Home Visiting Programme (Child focused)	111	111	29	4	255
ABC 0-2 Programme (0-2 Years)					
Home Visiting Programme (Parent focused)	24	24	8	0	56
Storytelling/play group sessions	43	43	4	0	90
Early Numeracy Project (0-8 years)*					
	2,038	2,937	257	0	5,232
Mentoring Programme**	348	30	307	18	703
Primary School Students (4-12 years)**					
Award Scheme (3rd - 5th classes)	44	40	14	0	98
Zoom Ahead with Books (4-6 yrs.)**	483	483	26	0	992
Doodle Den (Senior Infants)**	33	49	8	0	90
NCI Challenges***					0
Rummikub (2nd class)	64	55	11	33	163
Table Quiz (3rd class)	88	47	7	23	165
Monopoly (4th class)	48	49	11	20	128
Educational Guidance (5 th /6 th class)	56	0	3	13	72
Mentoring Programme	71	120	8	38	237
SAP Coding Club	20	15	2	9	46
Second Level Students (12-18yrs)					
Community based Tuition	20	0	2	0	22
Discover University	22	35	1	37	95
Third Level Student Support (17+ years)					
	10	0	0	16	26
Restorative Practice (Area-Based)**					
	22	0	139	0	161
Totals	3,545	3,998	837	211****	8,591

* Includes staff involved in the Early Years Mentoring and Training Programme

** Also may have been involved in other programmes

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

**** Numbers only includes the volunteers involved in the programmes listed here

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

2 Performance Outcome Indicators 2015-16

Programme	Performance Outcomes	Target for Year ending 30th June 2016	Target met Year ending 30th June 2016	Target for Year ending 30th June 2017
Parent Child Home Programme (PCHP) – 866	No. of Home Visitors	29	29	33
	No. of families visited	120	111	120
	No. of visits	5,000	4,372	5,000
0-2 Programme - 863	No. of Home Visitors	3	7	7
	No. of families visited	20	24	50
	No. of visits	160	278	500
Restorative Practice - 864	No. of ECCE settings	9	5	5
	No. of Primary Schools	8	4	4
	No. of After Schools	4	5	5
	No. of Youth Organisations	6	6	6
Early Years Numeracy Programme - 865	No. of ECCE settings	14	14	14
	No. of Primary Schools	12	13	12
	No. of After Schools	6	8	8
	No. of Libraries	4	4	4
	No. of Health Services	5	5	5
	Working Group Meetings	4	4	4
	Staff Training Sessions		6	6
	Mentoring Sessions		19	30
	Numeracy Visits		484	450
	Parents' Work shops		1	0
	Curriculum Priority Weeks	3	3	3
	Zoom Ahead with Books	1	1	1
	Doodle Den - 868	No. of After Schools (Delivery)	3	3
No. of Facilitators		8	8	8
No of Children		45	33	45
No. of Primary Schools (Referrals)		4	5	5
Primary - 868	No. of schools - Educational Guidance Programme	5	3	3
	No. of schools - Primary Awards	7	3	6
	No. of schools - NCI Challenges			
	· Quiz	5	8	5
	· Monopoly	4	6	4
	· Rummikub	6	7	6

	No of students in the SAP Robotic Coding Club	20	20	20
	No. of schools - Facebook Mentoring	4	4	4
Secondary - 869	No. of students receiving community-based tuition support Ringsend - Junior Certificate; East Wall - Junior & Leaving Certificate	15	20	15
	No. of students in Discover University	40	22	40
Third Level - 870	No. of students – third support programme	16	10	10

3 Finance

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

Project	Budget 2015-16	Expenditure 2015-16	Budget Variance 2015-16	Budget 2016-17
ELI	€ 316,000	€ 334,264	(€ 18,264)	€ 330,000
ABC	€ 440,255	€ 471,650	(€ 31,395)	€ 480,000
Brighter Futures Initiative	€ -	€ -	€ -	€ 100,000
Total	€ 756,255	€ 805,914	(€ 49,659)	€ 910,000

Notes:

- The Brighter Futures Initiative is a once-off grant from the Department of Children and Youth Affairs (DCYA) as part of the Government's North East Inner City Initiative.

3.1 ABC Programme Expenditure - Year Ending 30th June 2016

	Expenditure Year ending 30th June 2016	Budget Year ending 30th June 2016	Budget Variance
0-2 ABC Programme (0-2 years)	€ 69,098	€ 96,487	€ 27,389
Restorative Practice Programme	€ 36,463	€ 37,027	€ 564
Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€ 107,635	€ 91,515	(€ 16,120)
Parent Child Home Programme	€ 176,900	€ 156,389	(€ 20,511)
Doodle Den Programme	€ 81,554	€ 58,837	(€ 22,717)
Total	€ 471,650	€ 440,255	(€ 31,395)

Notes:

- The over spend was due to the increased participation rates for PCHP and the Early Years Programmes along with the higher than anticipated costs in delivering Doodle Den.
- 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 3.5).

3.2 ELI Programme Expenditure - Year Ending 30th June 2016

	Expenditure Year ending 30th June 2016	Budget Year ending 30th June 2016	Budget Variance
Parent Child Home Programme	€141,471	€ 139,000	(€ 2,471)
Stretch to Learn Primary	€76,260	€ 70,000	(€ 6,260)
Stretch to Learn Second Level	€61,992	€ 53,000	(€ 8,992)
Stretch to Learn Third Level	€54,541	€ 54,000	(€ 541)
Total Costs	€334,264	€ 316,000	(€ 18,264)

Notes:

- 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.
- The over spend was due to the cost of extending PCHP; Early Years Conference as well as additional programmes e.g. SAP Coding Club for which funding was received after the budget was agreed. In addition, some of the 2014/15 costs for Discover University were included in 2015/16 expenditure.

3.3 ABC Programme Budget - Year Ending 30th June 2017

	Expenditure Year ending 30th June 2016	% of Expenditure 2015/16	Budget Year ending 30th June 2017	% of Budget 2016/17
0-2 ABC Programme	€ 69,098	15%	€ 85,023	18%
Restorative Practice Programme	€ 36,463	8%	€ 29,664	6%
Early Years Programmes (Síolta, Aistear, Literacy & Numeracy)	€ 107,635	23%	€ 105,945	22%
Parent Child Home Programme	€ 176,900	37%	€ 184,523	38%
Doodle Den Programme	€ 81,554	17%	€ 74,845	16%
Total	€ 471,650	100%	€ 480,000	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 2017

	Expenditure Year ending 30th June 2016	% of Expenditure 2015/16	Budget Year ending 30th June 2017	% of Budget 2016/17
Parent Child Home Programme	€141,471	42%	€ 140,000	43%
Stretch to Learn Primary	€76,260	23%	€ 76,000	23%
Stretch to Learn Second Level	€61,992	19%	€ 60,000	18%
Stretch to Learn Third Level	€54,541	16%	€ 54,000	16%
Total Costs	€334,264	100%	€ 330,000	100%

Notes:

- Both expenditure for 2015/16 and budget figures for 2016/17 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 funding for extending PCHP, which is not yet fully committed.

3.5 ABC Programme Leverage – Year end 20th June 2016

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 service. This is known as leverage and must be equivalent to 20% of the grants made through the programme.

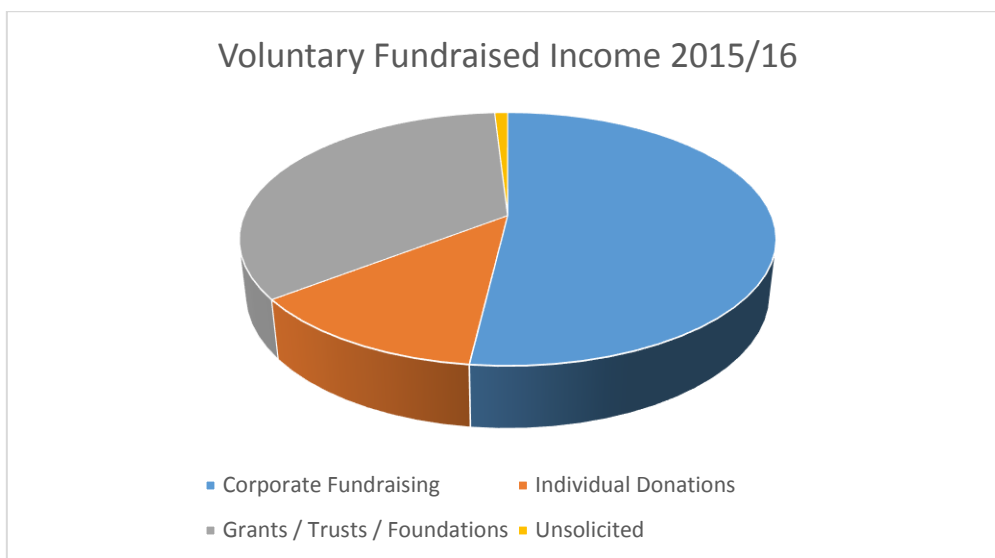
The following table is a summary of the 'leverage' that was attributed to ABC in 2015-16. The leverage calculated for this period is well in excess of the 20% required for the entire period of the grant.

Detail of In-kind Contribution	Amount of Leverage Funding Raised
Premises (NCI)	€13,858
Indirect Central Admin Costs (NCI)	€88,247
Degree and Diploma Courses for ABC Staff (NCI)	€14,000
Cash Contribution from ELI's Corporate Donors (NCI)	€36,311
Premises (Services/Schools)	€164,045
Professional Services (Early years practitioners; teachers; PHNs, Librarians and other professionals)	€259,980
Total of in-kind contributions 2015/16	€576,441

3.6 Fundraising Review 2015/2016

ELI has tightly managed income and expenditure to ensure that programme and partner outcomes and commitments have been fully achieved. It is financed by a mix of statutory and voluntary funding. ELI raised a total income of €874k in 2015/16.

54 per cent of ELI’s income was statutory funding, allocated through the Area Based Childhood (ABC) Programme, which co-funded by the Department of Children and Youth Affairs and Atlantic Philanthropies. The remainder was raised mainly through fundraising activities. Total voluntary fundraised income for the year (excluding ABC funding) generated €402k (of which €41k income pledged but not yet received as of 30th June) a decrease from €480k in 2014/2015. This decrease was due to two large once off grants we received in the previous year. ELI expenditure was €334k.



We now have accumulated reserves of €158k which is in line with our Reserves Policy. As part of our strategic planning process we spent last year developing a detailed five-year Fundraising Strategy with clear outcomes and targets which will inform a considerable step-up in our fundraising efforts from 2016/17 onwards. As the Irish economy improves ELI is well positioned with a new and inspiring strategic proposition. We believe we can significantly develop our unrestricted fundraising whilst continuing to achieve targets for programme income.

Our sincere thanks to each of our supporting organisations for their continuing support and investment, which enabled more than 8,400 children, parents and educators participate in ELI’s literacy and numeracy programmes in 2015/16. This is an extraordinary achievement, as we have doubled our participant numbers, and serves once again to underline the generosity of our local companies. Corporate volunteers enhanced our programmes and raised standards. We would like to thank the 245 volunteers who interacted with more than 3,500 children from 34 crèches, schools and afterschools in Dublin.

Maintaining the support of existing funders is vital and we welcome the opportunity to share our results and plans for the coming year. 98% of our supporters rate their involvement with ELI highly and we will look to improve on that score again next year.

We are delighted to report the scale of support below which is made possible by our funders, the volunteers from our corporate partners, and the principals and teachers in our community.

Scale of Support 2015-16	
Corporate Volunteers (<i>some of which volunteered more than once</i>)	302*
Primary Schools / Early Years Services / Afterschools / Libraries / Health Centres and Community Centres Involved	34
Corporate Partners Involved	11

* The number of volunteers involved across all inductions, training and events in 2015-16. This has increased from 256 in 2014-15.

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

Fundraising Activities

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

Thanks to significant funding from Northern Trust we opened a new Parent Child Home Programme site with Garryowen Community Development in Garryowen, Limerick. Northern Trust also hosted two breakfast briefings for us in Limerick for the community and statutory sector; and also for prospective donors, both of which were very well attended. We look forward to hopefully having some new Limerick based corporate donors on board next year.

During 2015/16 we also worked to implement more strategic communications. Over the year we significantly increased our overall following and levels of engagement on social media growing our Facebook likes by 82% and our Twitter followers by 176%.

These gains were partly due to the launch of our first ever digital marketing campaign with a video entitled 'Leah's story.' We also had a Facebook Ad campaign sponsored by Facebook. We received terrific coverage in both the Irish Independent and Irish Times around the campaign. We increased our Facebook Likes by 30% off the back of the video and reached 93,000 people with 34,000 video views.

We will be spending the summer re-developing our website to further improve engagement and traffic, and to improve branding and visibility for ELI and our partners.

We were delighted to host a 'Hands Up For Children' campaign session here in NCI as part of our advocacy programme. Chaired by Dr Phillip Matthews, President of NCI, the discussion featured local public representatives, including Kevin Humphreys, Former Minister for Employment, Community and Social Support; Paschal Donohue TD, Former Minister for Transport, Tourism and Sport; and Maureen O'Sullivan, Independent TD along with the Hands up for Children spokesperson, Marian

Quinn. The Hands up for Children campaign is calling for preventative and early interventions for children and families to be a priority in the next programme for government.

In another first for us, we submitted two joint applications for EU Funding, one of which was successful: Erasmus+ Learning and Teaching Literacy across Europe. Germany, UK, Luxembourg and Switzerland are our partners on this project, which aims to bring together knowledge, expertise and good-practice examples on teaching literacy as well as language support.

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 also welcomed Michael Hartwell (Partner, Deloitte) to the Development Committee last year.

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 Reports

This section gives a brief summary of all ELI's programmes in 2015-16 as well as briefly outlining our plans for 2016-17. More details on each programme are available in the following Chapters.

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 Home Visiting, parent toddler groups, parenting courses, professional development and mentoring for early years services, as well as the Parent Child Home Programme (PCHP).

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

Objectives:

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

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

Objectives:

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

4.1. Home Visiting and Parent Support Programmes

ABC 0-2 Years Programme

The 0-2 Years Programme is one of the new programme funded by the Area Based Childhood Programme, which began in September 2015. It is hoped the programme will supplement the work being done in the area by the PHNs, Tusla and other services.

Designed to support parents/guardians with children under two years of age, there are two elements to the programme: 1-1 Home Visiting and Community Supports such as Group Parent-Toddler/Story Telling Sessions. In 2015/16 a total of twenty-four children and their families were involved in the 0-2 Home Visiting Programme with a total of 278 visits across the academic year. On average 18 children and their parents attended the storytelling sessions in Pearse St Library while an average of 8 attended the toddler groups in Marks Lane.

Feedback from both parents and Home Visitors at the end of the first year was very positive with learnings from the first year of implementation informing service delivery in 2016/17.

Parent Child Home Programme

The Parent Child Home Programme continued its success last year with 111 children and their families involved in the programme in the Dublin Docklands and Pavee Point communities. There were 29 Home Visitors employed by NCI to deliver the programme. This year a total of 4,372 visits were made. As usual, the Child Behaviour Traits assessment was completed by the Home Visitors in November and May. Results from this assessment were very positive with results showing that 81% of the children in the Dublin Docklands year two cohort are meeting their developmental milestones in May 2016, compared with only 32% of the children when they began the programme in November 2014.

This year saw the ELI support the establishment of three new sites in Ireland; Daughters of Charity Community Service, Limerick and Galway. In 2016-17 it is hoped to continue to support all sites in the implementation of the PCHP.

4.2 Early Years Programmes

Early Numeracy Programme

The Early Numeracy Programme ran very successfully in 2015-16 with approximately 2,038 children and their parents, along with approximately 257 educators from schools/early years/afterschool settings, taking part in the programme. There were three curriculum priority weeks: sequence and pattern, time and measurement with additional intensive mentoring visits included in the programme this year. As evident from both the staff and parent evaluations, the Curriculum Priority Week continues to work really well with all services committed to implementation.

Educational Psychology students from UCD conducted the numeracy assessments on 47 children in six early years' services. The results were very positive with 90% of these children exhibiting an increase in numeracy skills and concepts from November 2015 to May 2016. It is hoped that the Early Numeracy Programme will run in the same format in 2016-17 with the curriculum priority themes changed to symbols in the environment, counting and money.

Early Years Continued Professional Development (CPD) and Mentoring

This year CPD consisted of a total of seven workshops to 135 staff from 22 services. There were two sessions on documenting children's learning with Aistear Learning Records; one on Creating Treasure Baskets for Babies; one on an Introduction to Aistear Síolta Practice Guide; and two on Planning for

Numeracy week. A session on Planning for Learning Using High Scope Plans and Mapping these to Aistear and Síolta Frameworks was designed specifically for one service. Feedback from these sessions was very positive with practitioners commenting on how the training will support them to improve their practice.

The mentoring visits focused strengthening practitioners' mathematical pedagogical content knowledge and reflective professional practice. Guided by the Aistear Síolta Practice Guide Online Resource developed by the NCCA, mentoring visits supported settings to reflect on planning and assessing for learning, adult child interactions, working in partnership with parents and learning numeracy through play. There were a total of 110 on site mentoring support visits to 13 early year's services. In 2016-17, the programme will continue with more CPD opportunities and mentoring visits.

Zoom Ahead with Books

Approximately 483 children and 26 teachers across seven schools were involved in Zoom Ahead with Books. This year the project ran over the course of three weeks with approximately 5,500 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 the chq Building and in some schools. As with previous years the feedback from both book buddies and teachers was very positive. This programme will continue in 2016-7.

4.3 After-school and Community Programmes

Restorative Practice

This year saw the introduction of the Restorative Practice programme. The first Restorative Practice training sessions in July 2015 were attended by 32 local teachers and principals being trained in Restorative practice. In October 2015, there were four "Getting Started with Restorative Practice" course, attended by 78 people Youth Workers, Child Development Workers, SNA, Teacher, Family Support Worker, Social Care Worker, Counsellors, Managers, Early Years Practitioners and members of the ELI team. Feedback from the training was very positive. Over the year with ongoing support from ELI, participants making great progress in implementing the Restorative Practice programme in their services. In 2016-17 further training and support will be provide to support the Docklands and East Inner City becoming a Restorative Community. This will be supplemented by the new North East Inner City Brighter Futures Initiative.

Doodle Den

This year saw the introduction of the Doodle Den programme to 33 children in three afterschool services. Feedback from the first year of implementation was very positive with students progressing well. However, there were a number of challenges, including time constraints, curriculum over load and the larger than expected number of EAL children attending. Learnings from the first year of programme delivery will inform the development of the programme in 2016/17.

North East Inner City Brighter Futures Initiative

The North East Inner City Brighter Futures Initiative is one of the project initiated by the Government following the recent violent incidents in the North Inner City. Designed to involve children and young people in decisions affecting their community, it will allow young people to identify what has worked well for them in the community, what have been some of the real difficulties and problems, and what are their hopes in order to make this community not only safe but one of the best places to grow up in.

Ulster Bank Financial Literacy Programme

The Ulster Bank Financial Literacy Programme is being adapted for use in the local afterschool services and public libraries. The Programme will help children develop the financial mathematical skills they will need to progress through the education system and obtain the qualifications needed to work in companies like Ulster Bank. It will also enable the children and their parents to develop the financial literacy skills needed to make informed and effective decisions with all of their financial resources.

SAP Coding Club

This year saw the introduction of the SAP Coding Club for primary school students aged 10-12 years old. The SAP Coding Club programme is an afterschool computer coding club which was run by staff mentors and volunteers in National College of Ireland. Students learnt about robotics, programming and electronics with an mbot, which is an easy-to-assemble robot that provides infinite possibilities for students to learn STEM (Science, Technology, Engineering, and Mathematics). Parents and families were invited to attend the final session, the SAP Coding Challenge, where students were asked to code their mbots before they faced a series of challenges e.g. mbot football (two robots competed in a football match), mbot balloon battle (balloons were attached to the robot and students had to burst their opponent's balloon) and the maze (robots had to navigate a maze and collect targets). This programme proved to be very popular with a waiting list developing to join the programme. Dependent on funding, it is hoped run the coding club again in 2016-17.

Tuition Support

In 2015-16, Community Based Tuition in Maths support was provided for seven Junior Certificate students in Ringsend; 7 Junior Certificate Maths and English students in East Wall and 13 Leaving Certificate Maths students in East Wall. Feedback was positive, and it is hoped to continue this programme into 2015-16.

Discover University

This year 22 young people aged between 14 and 17, from the Docklands and Ballymun, took part in the programme. Numbers were lower than in previous years due to a number of issues. 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 very positive again 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 2016-17.

Third level Support

10 students involved in the programme in 2015-2016. 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 2015. This gave students an overview to ELI's third level support programme, as well as the Student Support Services at third level. NCI students also took part in an mock interviews organised by ELI corporate partner William Fry, whereby students visited William Fry offices and took part in team building exercises, mock interviews, and Q&A's. Students completed 28 hours volunteering – opportunities to volunteer are becoming fewer as the corporate volunteer programme expands and general tasks are allocated to other staff. Due to these challenges the third level support programme will be reviewed prior to its introduction in 2016/17.

4.4 Primary School Programmes

NCI Challenges

In 2015-16, the NCI Challenge consisted of three events: Table Quiz, Rummikub and Monopoly, with a total of 200 children involved. 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. Each school did three-four weeks of practice in preparation for each Challenge for approximately one hour per week with volunteers from Mc Cann FitzGerald, Eversheds and Deloitte (Rummikub); Central Bank and McGarrell Reilly (Table Quiz) and Arthur Cox and Cisco (Monopoly) volunteering 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 2016-17 with the same three games.

Educational Guidance

In 2015-2016, 56 children in three schools were involved in the programme. Numbers were lower this year due to the extension of the mentoring programme. 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. Two schools attended the BT Young Scientist Exhibitions. The Educational Guidance Exhibition took place in NCI in March with 13 projects exhibited. Thirteen representatives from local companies acted as judges and this added an atmosphere of gravity and excitement to the event. Feedback from the educational guidance programme was very positive this year and it will be continued into 2016/17.

Mentoring Programme

In 2015-16, the programme was extended and offered to two additional schools from the North Wall and Ringsend areas, and was delivered to 71 students from four schools. At the final event, hosted over two evenings by Facebook, the students presented their projects to their parents and Facebook staff.

Timings for the sessions and the events were problematic this year due to the number of school breaks during the second term (e.g. mid-term, Proclamation Day, St Patrick's Day, longer than usual Easter break etc.). As a result, the final events were postponed towards the end of the school year in June. The programme itself was very successful with all parties involved highly impressed with the performance of the students. It is hoped, pending the continued support from Facebook that this programme can continue into 2016-17.

Primary Awards

The Awards were presented to 56 children in third, fourth and fifth classes across three schools at a Family Celebration Event on 19th May 2016. The awards were given across the categories of communication, persistence, contribution to school life, and academic achievement. This programme will continue in 2016-17.

5 Area Based Childhood (ABC) Programme

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

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.

The ABC Programme went from strength to strength in 2015-16 with an increase in the number of participants and the successful roll-out of 3 new programmes: ABC 0-2 Programme; Doodle Den and Restorative Practice. We delighted to see the ABC Programme included in the new Programme for Government and are hopeful that the programme will continued beyond our present contract, which ends in September 2017.

Project Objectives:

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

5.1 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 approved in September 2014:

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

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. Implementation began in January 2015. Further details on implementation from January to June 2015 can be found in the End-of-Year Report 2014-15.

There has been continuous engagement with Pobal and CES on Governance, Implementation and Evaluation issues. In 2015-16,

- Returns; Draw Down Requests and Governance Reports were submitted to Pobal twice annually in January and June. Change of budget requests were sent in December.
- CES attended the ABC Review Board Meeting 8th March. They met with programme coordinators and practitioners prior to meeting the Board
- Pobal attended the ELI Advisory Board Meeting 10th May
- CES Evaluation team members met programme coordinators and practitioners on 15th February
- Meetings with CES and ABC Areas in North Dublin re: better coordination between ABC, Tusla, HSE, Rotunda Hospital and other services
- Pobal audited our ABC Programme in July 2016

Our consortium is represented on the ABC Managers' Forum; Early Years Mentors Forum; Maternity Hospitals, Learning Community and Evaluation Groups. In addition, we have liaised with other ABC sites on programme design and implementation.

5.2 ABC Consortium

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

Representatives of each member of the consortium at management level met twice last year in September and May to discuss and agree the overall direction of the project and the implementation plans. Fourteen representatives, excluding ELI, attended these meetings. Follow-up individual meetings were held with those who could not attend. Members of the Consortium also received regular e-mails throughout the year informing them of all developments. At the last meeting in May, a request was made for an additional Consortium meeting in January.

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	fFrench 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
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
Chief Inspector, Garda Siochana, Store Street, Dublin 1	Pat	Leahy
Child Protection, Garda Siochana, Store Street, Dublin 1	Sharon (Insp)	Kennedy
Child Protection, Garda Siochana, Pearse Street, Dublin 2	Fionnuala (Insp)	Olohan
Restorative Practice, Garda Siochana, Store Street, Dublin 1	Martin	Moloney
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

5.3 Key Project Activities

Implement the following evidenced based programmes:

- 0-2 ABC Programme (PHN service & Home Visiting) Section 6.2 p. 47
- Parent Child Home Programme (18months - 3 years) Section 6.1 p. 31
- NEYAI Early Numeracy Programme (0-8 years) Sections 7.1 and 7.2 p. 52
- Zoom Ahead with Books (4-6 years) Section 7.3 p. 67
- Doodle Den (5-6 years) Section 8.2 p. 79
- Restorative Practice (6-12 years) Section 8.1 p. 70

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

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

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

5.4 ABC Evaluation

As part of the ABC programme we are part of a National Evaluation of the ABC project, which is being managed by the Centre for Effective Services (CES). ELI are members of the National Evaluation Group and have an advisory role in the design process in terms of the implications for participants, both through this Group and the ABC Managers' Forum. There are three strands to the evaluation:

1. Assess the achievement of outcomes
 - a. Children aged 3 and over
 - b. Children aged 0-3 years
2. Explore issues of implementation
3. Conduct cost analysis

While a report on the evaluation is expected from CES following the Expert Advisory Group Meeting in October 2016 at which the findings on the outcomes and cost data collected to date will be reviewed this is a summary of our engagement with the evaluation in 2015-16.

5.4.1 Assessments of outcomes

a. Assessment of Children aged 3 years and over

Three of our programmes are being evaluated under this strand:

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

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

The following measures were used in 2015-16:

- *Santa Barbara School Readiness Scale* was completed by the early years practitioners on children over 3

- *Home Learning Environment Scale* was completed by parents in both the early years services and primary schools

Early Years practitioners and teachers received trained in how to complete the measures in addition to how to support parents in completing measures prior to baseline data being collected in November 2015. CES randomly selected a sample of seven early years' services and five primary schools across our area to be involved in the evaluation. While a large number of issues arose during the baseline data collection window, approximately 220 parent packs and 150 staff packs were returned from both early year services and primary schools. CES conducted an overview analysis of our data on request to present to the ABC Review Board. Below are the main findings:

Santa Barbara School Readiness Scale – Pre-test Results (November 2015):

This questionnaire was completed by early year's practitioners for each of the children in their pre-school room (age 3-4 years).

On the Santa Barbara School Readiness Scale the mean scores on the Social Emotional Development sub-scale was 16.17. Scores for the sub-scale are between 6 and 18; a higher score means that the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness.

The mean score on the language sub-scale was 9.67. Scores for the sub-scale are between 4 and 12; a higher score means that the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness.

The mean score on the approaches towards learning sub-scale was 12.96. Scores for the sub-scale are between 5 and 15; a higher score means that the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness.

Mean overall score for Dublin Docklands was 38.8026.

Irish research shows that children scored:

- Pre-test average total score 38.66
- Post-test average total score 41.26.

Home Learning Environment Scale – Pre-test Results (November 2015):

This questionnaire was completed by parents in order to assess what kinds of activities known to support and promote children's learning take place in the child's home environment.

The mean score on this assessment for the Early Years Services was 33.0593. The minimum score was 6 and the maximum score was 53.

The mean score on this assessment for the Primary Schools was 29.2800. The minimum score was 8 and the maximum score was 56.

Scores range between 0 and 56: a higher score means that the child is engaging more frequently in the different types of activities that support and promote their learning.

A higher score is desirable, for example research from the UK shows that mean score for HLEM where the mother is the respondent is 34.28.

Post-intervention data was collected in May 2016. Learnings from the first data collection window in November 2015 informed the approach taken and the process was smoother. There was a retention

rate of 88% between pre- and post- data collection with illness, children leaving services, people being on holidays etc. impacting on the response rate. The CES team has started the validation process on the outcomes data deposited in the Pobal portal during July and August 2016; this validation process will continue into September.

b. Assessment of Children aged 0-3 years

Due to the difficulty of finding a freely available, easily administered measure for children between 0-3, it was decided by CES and the Expert Advisory Group that a separate 0-3 and Oral Language sub-study would be commissioned. This study was sent out using e-tenders by CES in April 2016 and an evaluation team selected to:

- Collect primary data regarding parent and child outcomes, across a number of intervention types in the 0-3 space
- Explore the processes of engagement with parents, practitioners and other stakeholders across the range of 0-3 intervention types
- Analyse outcomes/assessment data already collected for children participating in oral language interventions
- Assess if, and to what extent the behaviours, attitudes and skills of parents and professionals have been influenced by oral language interventions delivered under ABC
- Explore the enabling drivers and barriers of implementation across all interventions.

5.4.2 Implementation

The intention is to explore implementation issues by assessing the stages of implementation and associated processes using a mix of methods e.g. web-based surveys, in-depth interviews, focus groups, case studies and service network analysis. Further to discussion with the funders, the implementation strand is focusing on four key policy questions, and while there will be some consideration of the stages of implementation in this context, the stages of implementation are not the organising characteristic around which the key policy questions will be framed.

Plans are currently being made to begin this stage of the evaluation with CES expected to contact sites in the coming weeks to arrange meetings with the various stakeholders. The Funders, DCYA and Atlantic Philanthropies, are putting the national implementation support from CES and Pobal out to tender.

5.4.3 Conduct a cost analysis

This strand of the evaluation is ongoing with financial returns and programme figures being returned to CES and Pobal on a 6 monthly reporting cycle. A cost analysis which includes programme costs, admin costs, 'other' costs, leverage and income will be completed on all programmes.

6 Home Visiting and Parent Support Programmes

This section examines the Home Visiting and Parent Support Programmes. The aim is to promote positive learning interactions between parents/guardians and their children and help parents/guardians and extended family develop the understanding, skills and knowledge needed to support their children's developmental, educational and life journeys. There are two main programmes: Parent Child Home Programme and the ABC 0-2 Programme. As well as home visiting, these programmes support parents to access group parenting sessions as well as other services in the community.

6.1 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 being delivered in the Dublin Docklands and Pavee Point for 2015-16 and outlines our plans for 2016-17. Details of the national delivery of PCHP are in chapter 12.

Short-term Targets:

- Continuation of the existing programme with families in the Docklands
- Support of the development of existing Home Visitors
- Support the development of new PCHP sites: Garryowen, Limerick; Daughters of Charity/DIT Grangegorman and Ballinasloe, Galway
- 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

6.1.1 Attendance

One hundred and eleven children and their families (71 in year one and 40 in year 2) were involved in the Parent Child Home Programme in the Dublin Docklands and Pavee Point in 2015/16. Overall across both cohorts 4,372 home visits took place this year – up from 3,639 last year. Attendance was slightly better this year with 73% of families having 1.5 to 2 visits per week (75%+ attendance) compared with 69% in 2014-15.

The breakdown is as follows:

	Year 2 Families	Year 1 Families	Total
46+ visits - 100% attendance	16 (40%)	23 (32%)	39 (35%)
33-45 visits: 1.5-2 per week - 75% attendance	17 (43%)	26 (37%)	43 (38%)
23-32 visits: 1-1.5 per week - 50% attendance	6 (15%)	14 (20%)	20 (18%)
11-22 visits: 1 per week - 1 per fortnight - 25% attendance	1 (3%)	6 (9%)	7 (6%)
0-10 visits - 1 per fortnight or less	0	2 (2%)	2 (2%)
Number of Families	40	71	111

Year 2 families (2014-16)

Forty children continued into Year 2 from 2014-15 Year 1 families. Twenty-three families left the programme at the end of year 1, which is a 63% retention rate. This is a slight decrease on the 2014-15 retention rate of 65%. The free pre-school year is probably the biggest factor with 8 families withdrawing due to preschool/crèche placements. The rest had a variety of reasons with five moving out of the area, including one family returning to their home country. There were a total of 1,658 visits made to the families who continued into year 2, which is an average of 41 visits per family.

Attendance for the Traveller families saw a drop off in the second year of the programme with Home Visitors taking maternity leave having an impact. Reallocating families can be difficult as we have a small cohort of Traveller Home Visitors and we have to ensure that they are not too closely related to the families they visit. However, despite this, the programme ran well and our first cohort of Traveller Families graduated.

Our first 'Irish Chinese' cohort completed the programme – the first year with their Mandarin / Cantonese Home Visitor and the second year with an Irish Home Visitor. The rationale behind this approach was to preserve the home language but to give the children the English they need for school. The Chinese children tend to be very well behaved in school, so often do not get the attention they need to ensure they are learning.

Year two attendance has continued to reduce with 32% of families having 100% attendance in 2015/16 compared to 53% in 2014-15 and 63% in 2013-14. As mentioned above, this will need to be continuously monitored and programmatic adaptations made where necessary.

Having reviewed the reasons for the drop-off of families from Year 1 to Year 2, the intake policy has been changed. Families are being recruited earlier with some children as young as 16 months in order to ensure that they have the required number of visits in before the free preschool year starts. Families are encouraged to continue with and complete PCHP if the child starts preschool/crèche and enrolment is now on an ongoing basis. Going forward, instead of a mass intake in September, families can start PCHP any time of the year and then finish once the required number of visits has been reached.

Year 1 Families (2015-17)

Fifty-nine families were recruited in September/October 2015 with the remainder recruited throughout the year.

Year 1 attendance has increased this year with 32% of families having 100% attendance compared to 23% last year. Overall attendance for the Year 1 families has increased with 69% of families having over 75% attendance. This is an increase on last year's figures when Year 1 families had 62% attendance.

6.1.2 Child Assessments

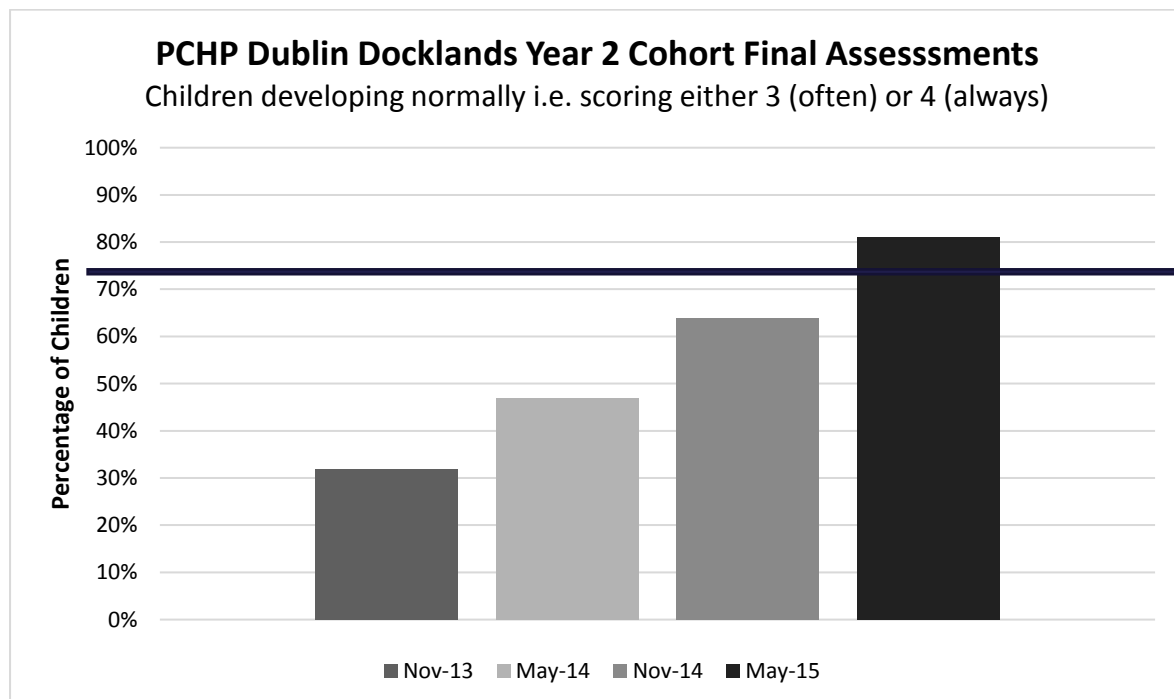
Internal assessments using the *PCHP Evaluation of Child's Behaviour Traits (CBT)* template were completed on all children in both November and May by the Home Visitors. Most of the children made progress across all areas over the course of the year and this is reflected in the results of those who completed the programme. The success criteria for the programme, as identified by the CBT, 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

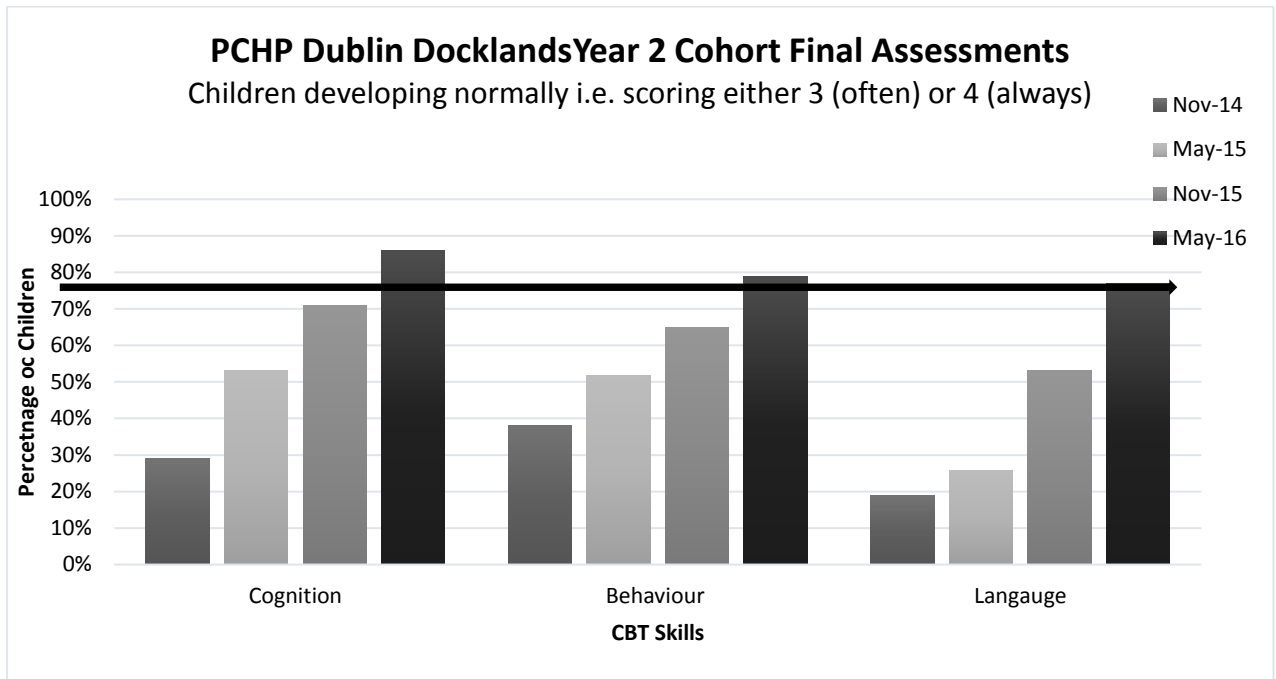
Year 2 families (2014-16)

As can be seen from the graph below, 81% of the children in the Dublin Docklands year two cohort are meeting their developmental milestones in May 2016, compared with only 32% of the children when they began the programme in November 2014.

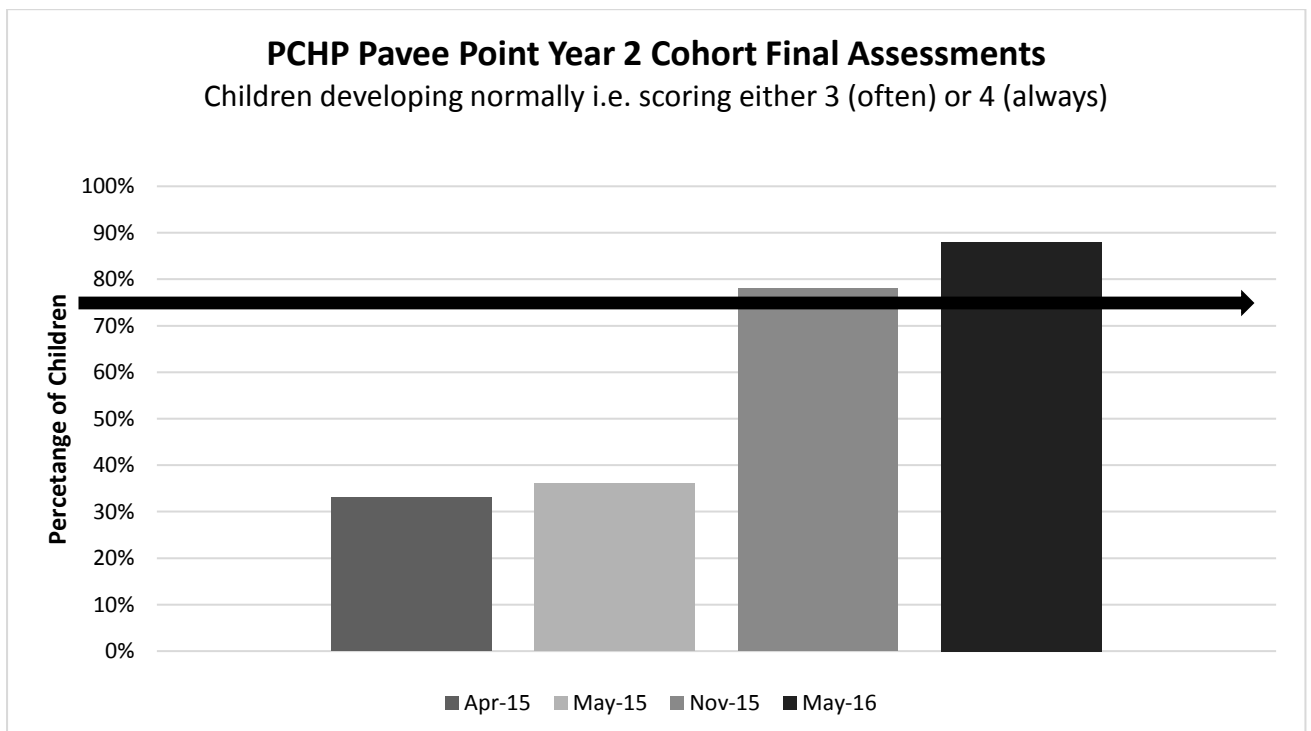


96% of children in the Dublin Docklands year two cohort exhibited an increase in positive verbal interaction and behaviour from when they began the programme in November 2014 to when they

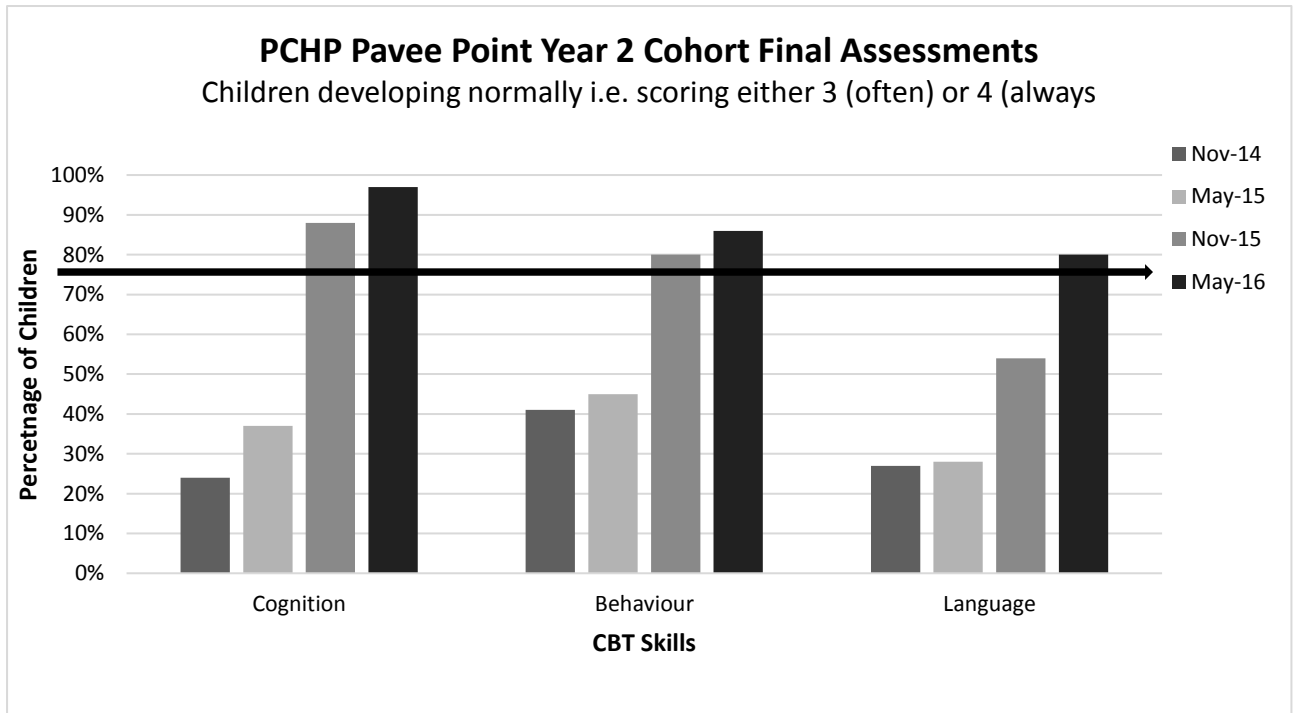
finished in May 2016. The average score rose from 36% at the beginning of year one to 83% at the end of year two. As can be seen from the graph, the greatest increase was in their language skills.



As can be seen in the graph below, 88% of the Pavee Point year two cohort are meeting their developmental milestones in May 2016 compared with only 33% when the programme began in January 2015. It should be noted that firstly, there was only a one month window of programme delivery between the first and second assessment window. Secondly, due to one Home Visitor being on maternity leave only 50% of CBT's were returned in May 2016 therefore it may not be representative of the overall progress made across the two years.

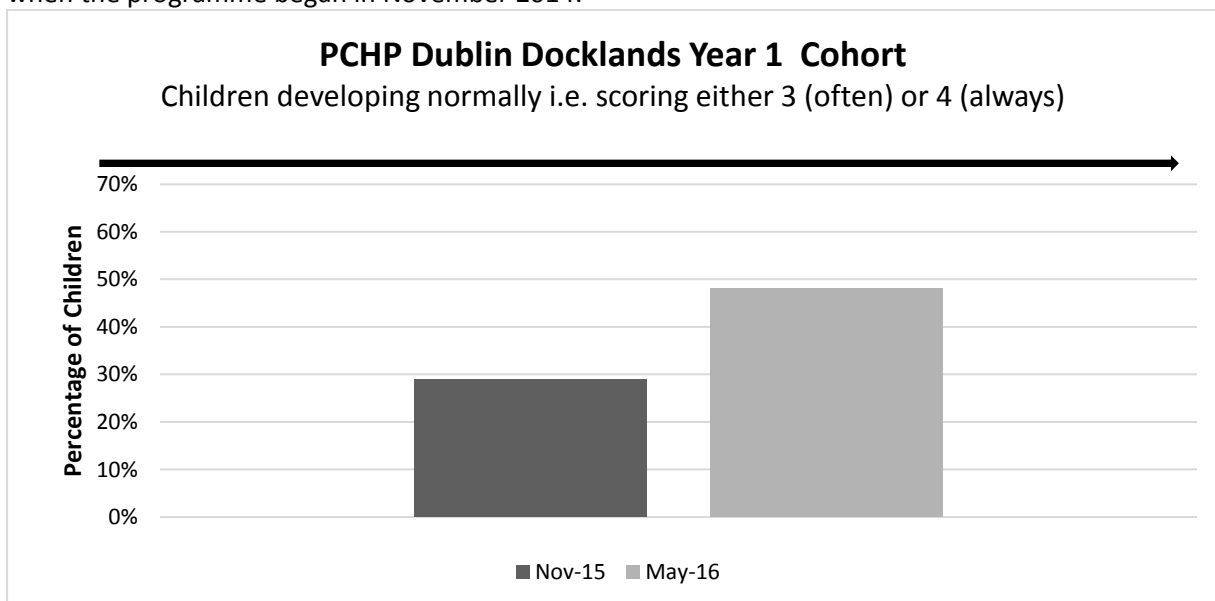


100% of children in the Pavee Point year two cohort exhibited an increase in positive verbal interaction and behaviour from when they began the programme in March 2014 to when they finished in May 2016. The average score rose from 47% at the beginning of year one to 86% at the end of year two. As can be seen from the graph, the greatest increase was in their cognition skills.

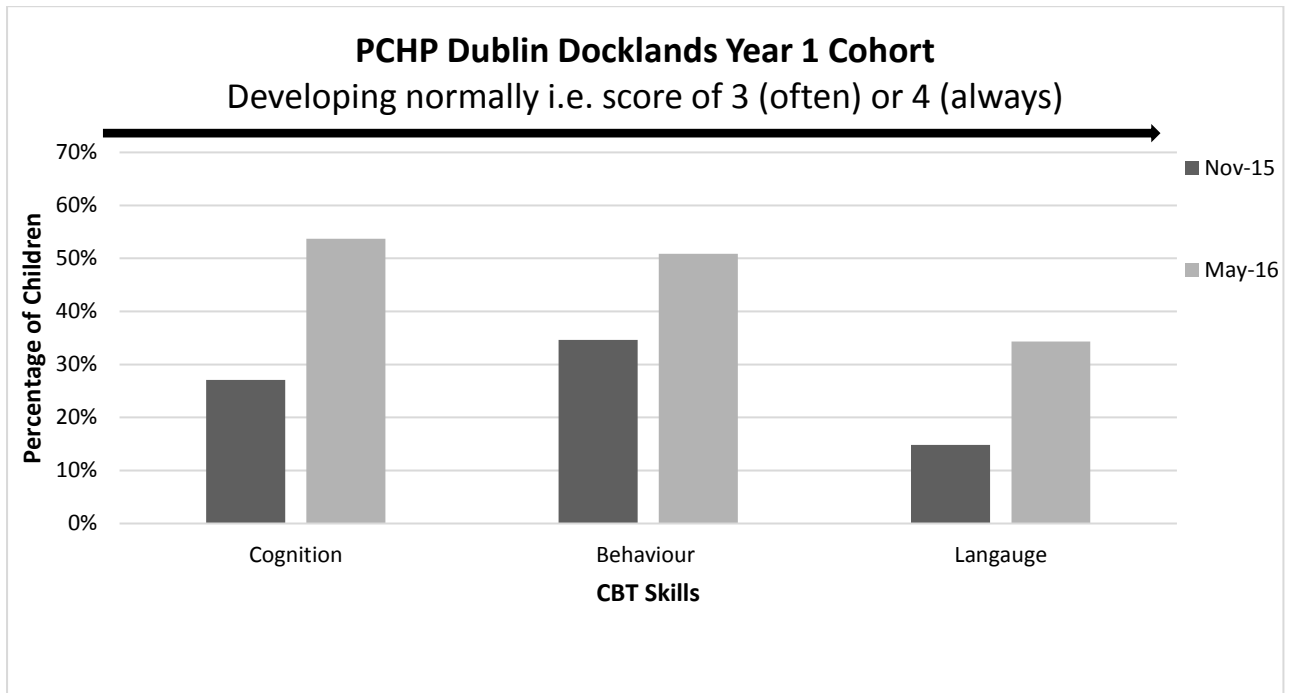


Year 1 Families (2015-17)

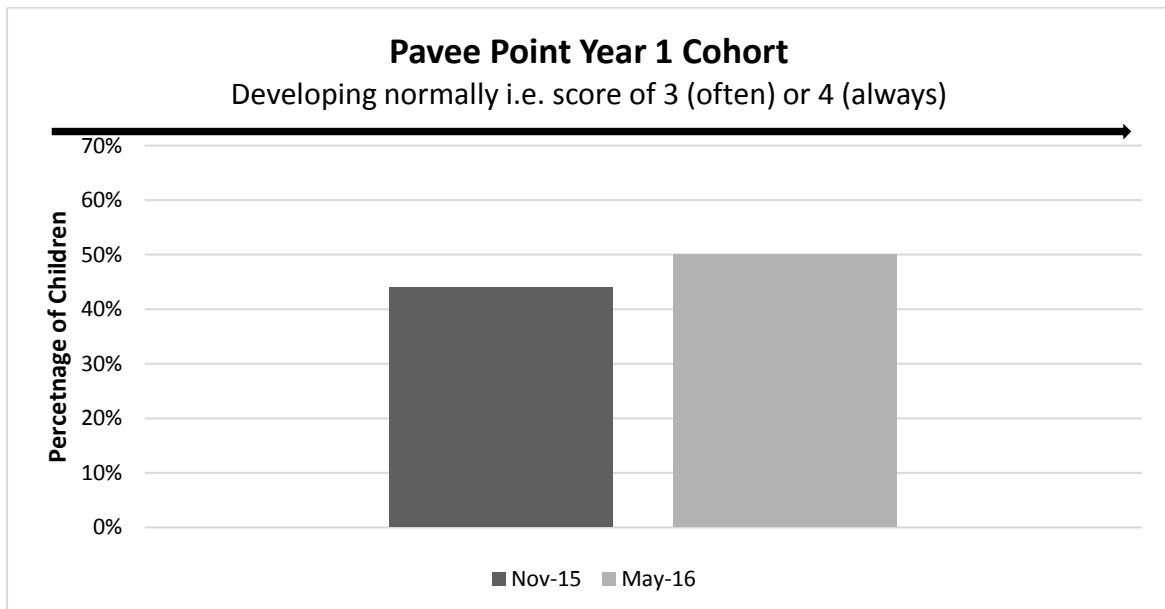
As can be seen from the graph below, 48% of the children in the Dublin Docklands year one cohort are meeting their developmental milestones in May 2016 compared with only 29% of the children when they began the programme in November 2015. This is a slight increase on the 2014/15 academic year where 45% of children were meeting their developmental milestones in May 2015 compared to 32% when the programme began in November 2014.



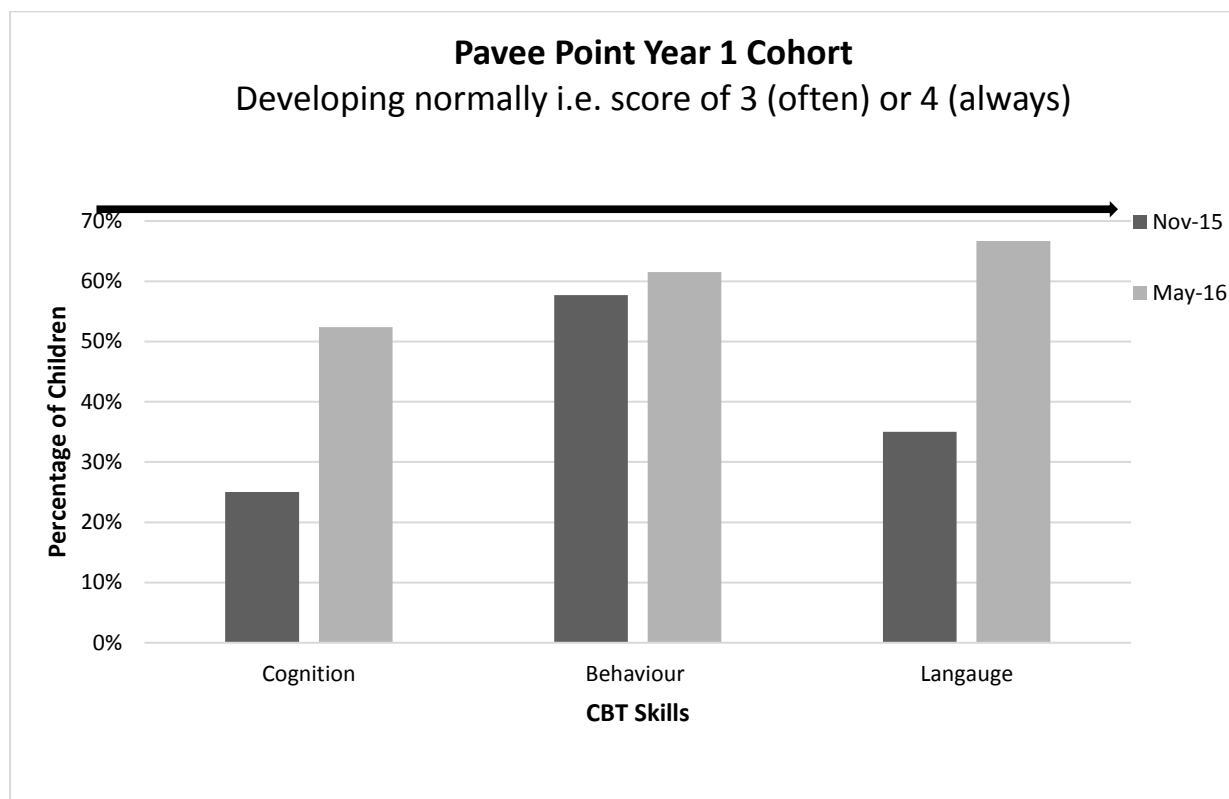
86% of children in the Dublin Docklands year one cohort exhibited an increase in positive verbal interaction and behaviour from when they began the programme in November 2015 to the end of year one in May 2016. The average score rose from 49% at the beginning of year one to 63% at the end of year one. As can be seen from the graph, the greatest increase was in their cognition skills.



As can be seen from the graph below, 50% of the children in Pavee Point year one cohort are meeting their developmental milestones in May 2016, compared with only 44% of the children when they began the programme in November 2015.



Across the first year of programme delivery the average score rose from 54% at the beginning of year one to 58% at the end of year one. As can be seen from the graph, the greatest increase was in their language skills.



Overall the results from the 2015/16 academic year are positive in terms of the children's development in the core areas of Cognition, Behaviour and Language. The trends are similar to previous years with children showing a gradual increase in scores across the academic year.

Two interesting trends can be seen through examining the data from this year's assessments which can give us some insight into the cohorts we are working with.

1. The language scores for this Year 1 Cohort have decreased from previous years which corresponds with anecdotal reports from Home Visitors. This may be due to the increased screen time by both adults and children as suggested by the Home Visitors; on-going targeting of the children most in need of the programme or the fact that with additional funding we have started to move into new areas which we haven't worked in previously.
2. The behaviour scores for children in the Pavee Point Year 1 cohort are significantly higher than those from the Dublin Docklands Year 1 cohort. This year the 35% of children in the Dublin Docklands Year 1 cohort are meeting their developmental milestones in the area of Behaviour compared to 58% of the Pavee Point year 1 cohort. This may be an indication of the different practices with the different communities and cultures with whom we engage.

2016-17

The CBT assessment procedures will be continued next year.

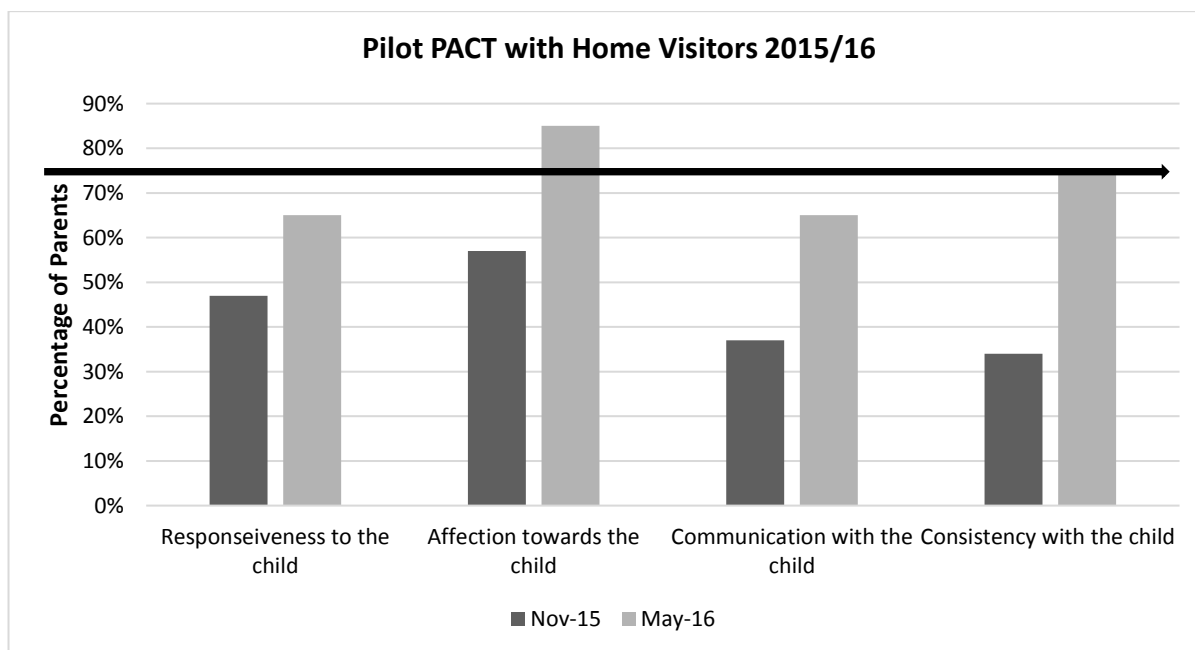
6.1.3 Parent Assessments

This year saw the introduction of the *Parent and Child Together (PACT) Methods Evaluation Report*, an assessment tool, which helps to highlight the parent-child relationship and identify areas of interaction that need to be addressed. The Home Visitors from the Dublin Docklands and Pavee Point sites received training on administering the PACT in November 2015. As parents were not informed about this assessment at intake it was decided that it would be done as a pilot training exercise, with each Home Visitor choosing one parent on which to complete the assessment. No identifiable information about the parent or child was recorded. A follow-up PACT was completed on the same parents in May 2016.

The success criteria for the programme, as identified by the PACT, are similar to the CBTs. At the end of each program year:

- at least 80% of parents will exhibit an increase in positive verbal interaction and behaviour
- parent 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 60

As can be seen from the graph below parents demonstrated an increase in scores across all areas of the assessment from baseline in November 2015 to May 2016.



2016/17

The PACT will be rolled out to all Year 1 families in the Dublin Docklands and Pavee Point cohorts in September 2016. They will be administered four times in the programme cycle: at the beginning and end of Year 1 and the beginning and end of Year 2.

6.1.4 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
110	83	100%	100%	100%

75% of parents returned evaluation forms in 2015-2016. This response rate has increased from 57% in 2014-15, which is due to the increased awareness of the both the Home Visitors and families of the value of the evaluation forms in measuring the impact of the programme and ensuring a quality service to the families involved.

Of those who returned evaluation forms all the parents (100% N=83) felt supported by their Home Visitor, with everyone mentioning how they would recommend the programme to a friend, with some stating that they had already done so. Parents also learnt new approaches/ideas from the Home Visitor which they could now use with their children. These included:

Comments included:

- *I think the programme is amazing. My child looks forward to the Home Visitor coming every week. She has so much patience and is professional at all times. I have enjoyed watching and learning from her.*
- *I found the skills that the Home Visitor taught me were very helpful especially reading. When my child is not listening or turning the page, I know to continue reading calmly and not to worry if she's skipped ahead.*
- *I have learnt how to have more patience with my son when he's learning something new, especially when he doesn't want to participate. I've learnt how to deal with his tantrums better to get him to come around and how to listen to him.*
- *I have learnt not to take control. To have more patience! Perhaps to lower my expectations and take more time when completing tasks. I let him use his imagination and not to answer the questions for him.*
- *I learnt to read thoroughly through the books and read out the author and every time we read the book my child will point to something different.*
- *I learnt how to enjoy more time with my child and make reading fun.*

The next table lists what parents felt were the best things about the programme as well as their own and children's learning.

All responses presented below were made in response to closed questions. In some cases participants could select more than one response.

Best things about the programme N=82	Child's Learning N=82	Parent's Learning N=82
Everything 66%	Speech and language skills 65%	Improved teaching skills/knowledge 54%
Child's learning 31%	Improved attention span 57%	Improved interactions with child 48%
Interactions with Home Visitor 31%	Numeracy skills 55%	Spend more quality time 46%
Talking & reading books 24%	Social skills 51%	How to play 43%
Toys and playing 26%	Literacy skills 39%	How to read books 35%
Other 2%	Other 5%	Other 5%

These replies are similar to previous years, except for the ‘everything’ being ranked highest. This is due to the change from an open to a closed question on the evaluation forms this year. There were only 4 suggestions for improving the programme, most of which related to increasing the time for the visit:

Comments from Parents included:

- *My child talks more than before. He feel more confident when he doing something. The mixture of toys and books are brilliant. The one to one interaction is great.*
- *I couldn't believe my daughter - the way she understood the feelings and how to use each toy.*
- *My child's speech and vocabulary has improved hugely. My son's interactions and ability / patience to play with his younger sibling have improved greatly over the year.*
- *My home visitor is fantastic and she is doing an amazing job. Thank you so much. My child is very distracted and PCHP is a way to help her improve her attention and social skills since she spends a lot of time with me only.*
- *He learnt to turn off the television, and has learnt that there is loads of ways to play through the books, jigsaws and play doh.*

6.1.5 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 2015-16, there were three events: Christmas Party; Easter Event; and the PCHP end of year Graduation. This year Facebook hosted a Christmas party for PCHP year 2 children, and their parents and staff in their own offices. Year 1 families were invited to the NCI Christmas Party. This year meant there was a reduction in attendance at the PCHP Christmas Party but also the lower attendance at the Easter Event may be attributed to the fact it was held in the chq Building.

	NCI Christmas Party (Year 1 families)	Facebook Christmas Party (Year 2 families)	Easter Event in chq (All families)	Graduation (year 2 families)
No. of adults	50	57	37	44
No. of children	52	55	34	36

In the end-of-year evaluation forms, 84% of parents were able to attend the events with 98% reporting they enjoyed them.

Comments from Parents:

- *It was an amazing event. The staff are so nice. It was a lovely first experience.*
- *Absolutely brilliant, it's all about the children, fabulous!*
- *Great to see all children interacting with one another, the food was lovely and the ambience great.*
- *V good great fun even though he was grumpy he really cheered up.*

- *Myself and my child had a great morning - lots of fun memories to bring home to show daddy & nanny.*

2016-17

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)

6.1.6 PCHP Longitudinal Research

The 'Baseline Evaluation of the Dublin Dockland's Parent Child Home Programme' by the Children's Research Centre, Trinity College (Share et al. 2011) reported on the positive benefits of the programme, which included motivation for and benefits of participation, parent and child bond, child-Home Visitor relationship and benefits for other family members.

In 2013/14, a pilot longitudinal study was completed with 15 families from the first cohort of PCHP graduates (2008-2010) (ELI Annual Report 2014). The aim of this study was to follow up on the families and see how they and their children were doing both at home and at school. It would also give an indication of the long term benefits of PCHP on educational and social outcomes for the children and families involved, with particular focus on early numeracy and literacy skill outcomes.

Results highlighted the ongoing positive impact of the programme 6 years on from the parents' perspective across three main areas: positive impact of the programme on the parent- child relationship and interactions along with the children's school readiness. The parents are continuing to use the skills they learnt through the programme along with books and toys. The children are doing well at school and have, according to their parents, the necessary literacy and numeracy skills. The areas for improvement identified by this study were increase availability of the programme, increased time allowance per visit and flexibility of visiting times.

In 2015/16, two PCHP Home Visitors were trained as assistant researchers and completed a study on 14 families involved in PCHP from 2010-2012. This was the third cohort of children and families since the PCHP was introduced to the Dublin Docklands. Due to an administrative error the 2009-2011 cohort was skipped. It is hoped this cohort will be completed in the 2016/17 academic year.

Thirty-two families were selected from the 2010 cohort to be involved in the current study. There was a 93% response rate from the 15 parents who were successfully reached by phone which is extremely high. Out of the 14 participants who agreed to be interviewed, 13 were female and one was male. It should be noted that these may be the families who had a more positive experience of the programme and whose children are doing well now.

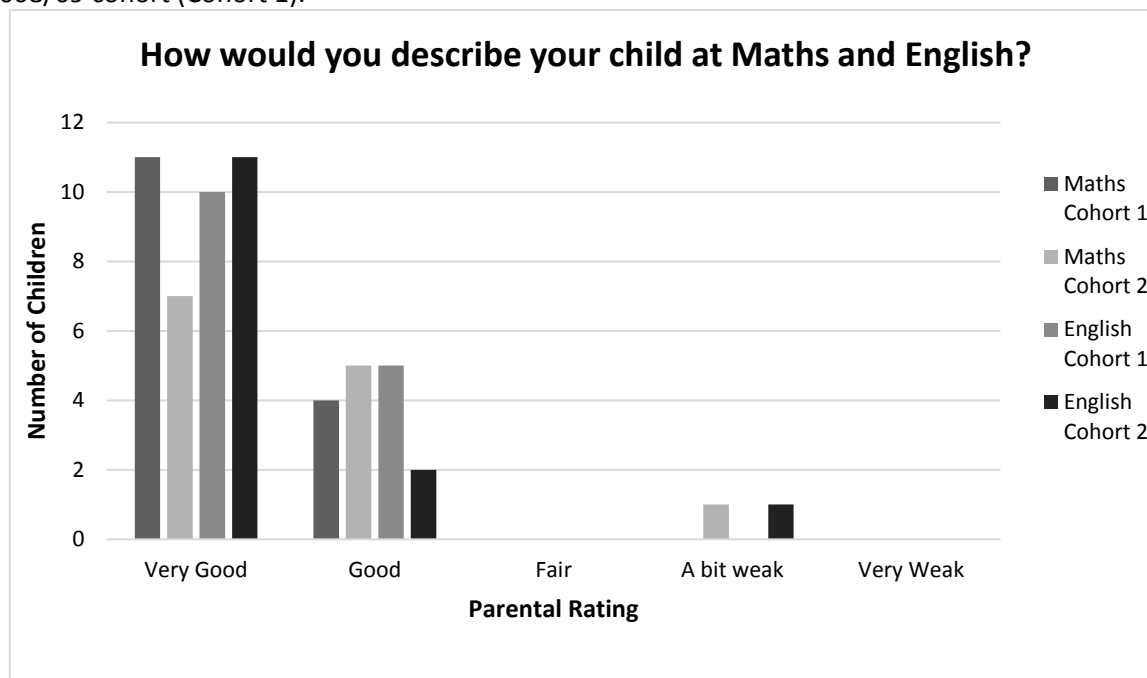
Results

While the analysis of the interviews revealed many things about how the programme affected the parents and children, much of the richness of this research lay in the comments made to the Home Visitor throughout the interview. The following themes emerged:

- the children's numeracy and literacy learning
- long term impact on home learning environment
- long term impact on child
- parents learning
- positive impact of Home Visitor
- programme improvement

Children's Numeracy and Literacy Learning

This section will examine the parental responses to questions relating to their child's performance and enjoyment of subjects: numeracy (Maths) and literacy (English). Analysis of the data suggested that participation in the PCHP resulted in strong numeracy and literacy skills. The graph below displays the results of the most recent 2010/11 cohort (Cohort 2) in addition to the first Longitudinal Research 2008/09 cohort (Cohort 1).



Most parents from both Cohorts reported their children as being good at both English and Maths, though one parent from Cohort 2 reported their child as a bit weak in English and Maths. Cohort 1 were more likely to report their children as being very good at English and Maths. This information is echoed in the parents' responses to other questions. For example when asked "How did it help you with this?" a number of comments which related to the child's numerical and literacy skills were collected:

- *It helped her develop good communication and social skills.*
- *She was very confident starting school and her attitude towards school was very good. It really helped with her reading and social skills.*
- *It built up his language skills. He is in first class but he can read at third class level.*
- *Since he has started school he has been in front of his school friends in Maths and English.*

Similarly when asked "How has PHCP affected your child?" a number of parents commented on the positive impact of the programme on their child's academic skills. For example:

- *My child is able to stand in front of the class and read. He was very shy at the beginning but now he is able to speak his mind and come up with his own ideas.*
- *It helped him learn to enjoy reading. It built his language skills and taught him how to use his facial expressions.*
- *Through the programme my child became happy to read with me and others.*
- *My child developed confidence through the programme and enjoys reading. He is confident in his communication and confident to speak in front of others.*

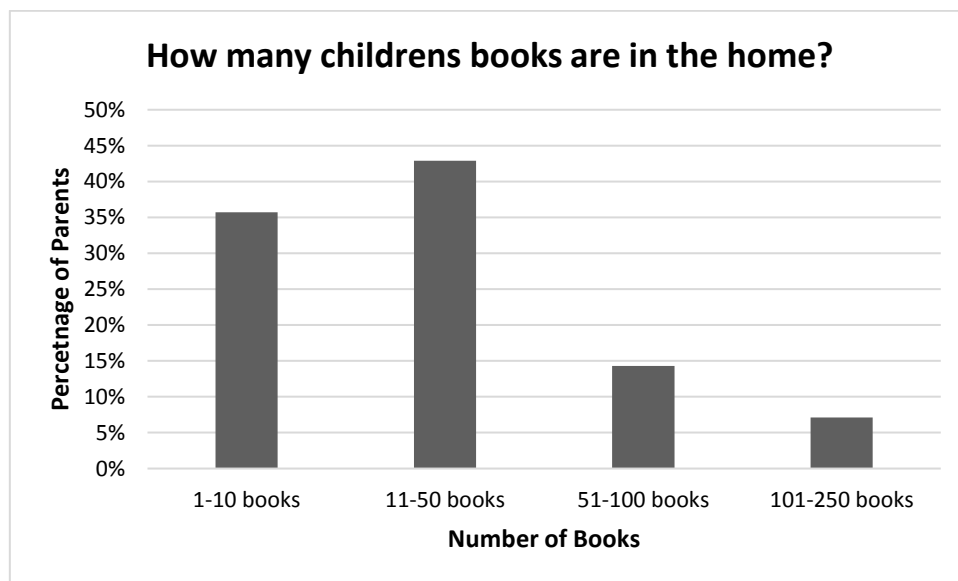
Parents also mentioned the child’s confidence, eagerness to learn and learning how to have fun when reading. All Cohort 2 respondents agreed that the programme played a role in preparing the child for school.

It is interesting to note that when asked if their child has required any Special Educational Support (SES) 69% of Cohort 2 reported that their child had not while 31% reported that their child had required some form of special educational support. When asked about what type of SES their child required, comments included resource hours, reading recovery programme, help with fine motor skills, assessment for learning difficulties and speech and language therapy. This is an increase on the first Cohort who reported only 6% of PCHP graduates requiring special educational support. This finding may be explained by the introductory of inclusion criteria for the programme once it was established in the area. These criteria have resulted in the programme being offered to children with more complex needs.

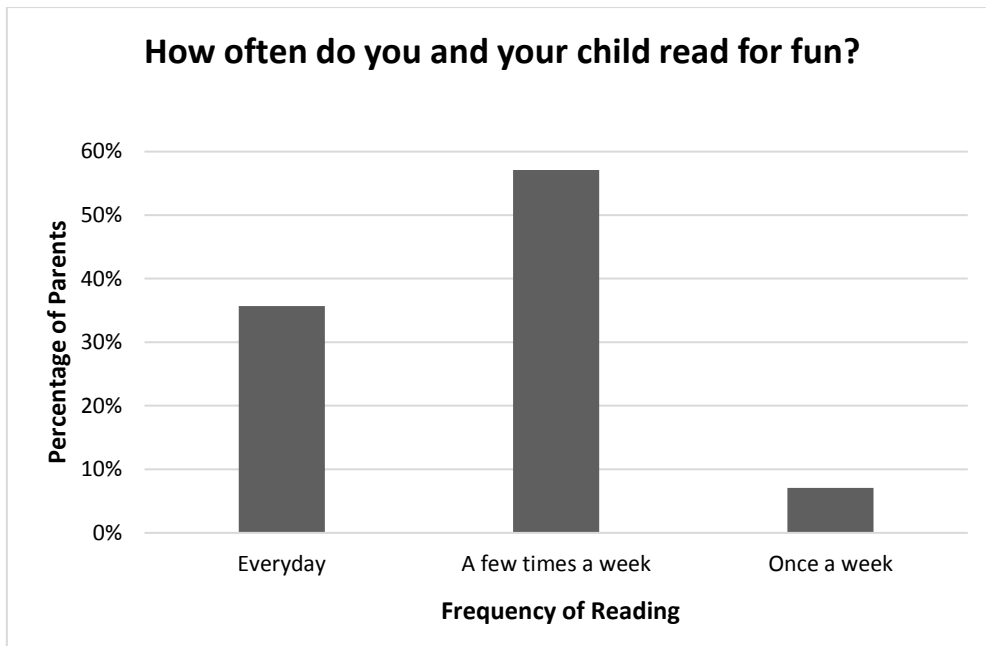
Impact on Home Learning Environment

The interviews also highlighted the long term impact of PCHP on the Home Learning Environment. This is particularly evident in examining the responses to the questions of “How many children’s books are in the home?” and “How often do you and your child read for fun?”

As can be seen in the graph below when asked how many children books are in the home the majority of participants (64%) reported having between 11 and 50 children’s books in the home. It is surprising to see that 38% of parents reported having only between 1-10 children’s books in the home and this requires further investigation.



As can be seen in the graph below 36% of PCHP graduates read with their parent for fun every day and 57% read with their parent for fun a few times a week. It should be noted that these children are now at the age where they may be expected to read on their own.



Parent Learning

Parent learning was a theme that emerged often throughout the interviews, with parents highlighting the positive impact the programme had on their parenting skills. These included learning new approaches and how to spend quality time with their child. PCHP also highlighting the importance of reading to children. It gave the parents confidence in their role as a parent and improved their attitude towards their children's learning.

Comments included:

- *I would never have read books if it wasn't for the programme.*
- *The programme gave me a better perspective on how to teach my child. It showed me that we are planting the seeds for the child's learning.*
- *It was very helpful and gave me the confidence and support in educating my children.*
- *It has taught me to listen to my child more and allow her to grow and develop into a confident and intelligence girl.*

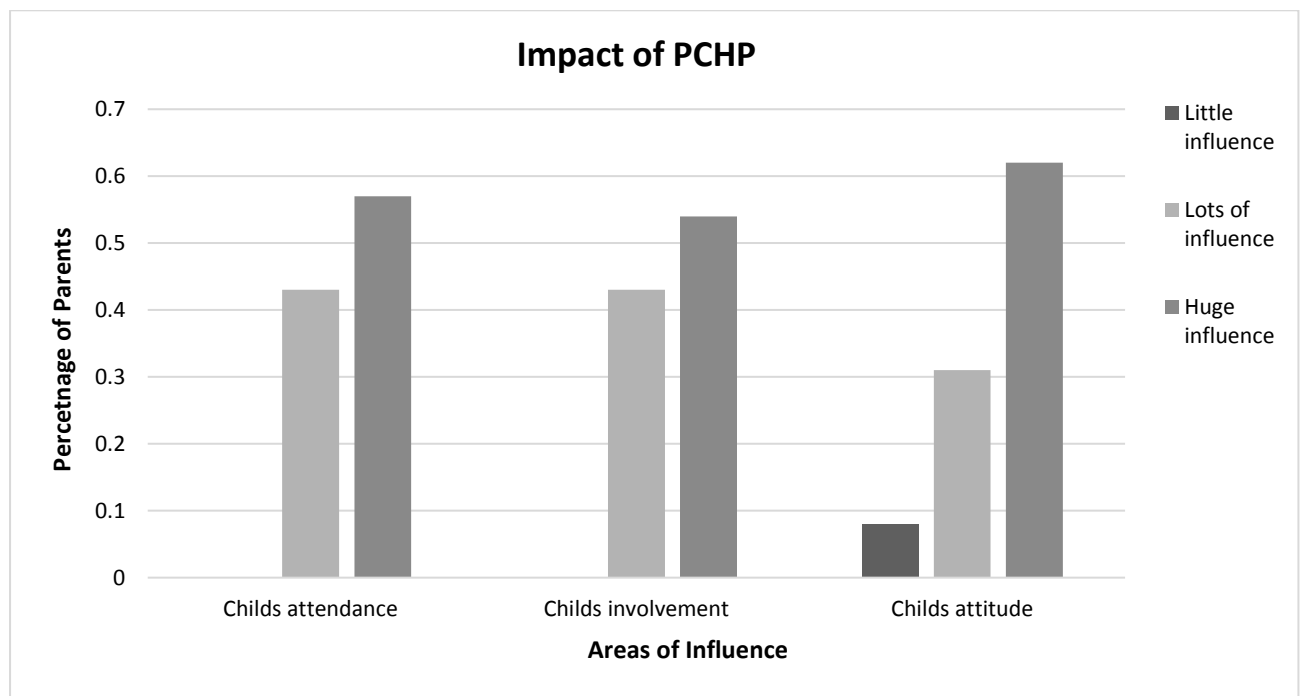
According to the parents the most worthwhile part of the programme was:

- *The bonding between the parent and the child. Seeing the child meet their milestones of development and understanding the importance of early learning.*
- *All the books and toys, and the advice from the Home Visitor.*
- *It was very helpful that the Home Visitor explained how to encourage the child to think for themselves and lead the play. Now I encourage and let the child do things at their own pace.*
- *The best thing was building a stronger and confident relationship between mother and child.*

The long term impact of the programme on the child:

Another theme noted throughout the interviews was the long term impact of the programme on the child. This is evident through one parents comment: *“It built up my child’s language skills. He is in first class and he can read at third class level. Through PCHP he got the foundations for learning for life”*.

While evidence of enhanced literacy and numerical skills is evident from the earlier graph and comments, it is also clear that PCHP had a role in children’s attendance; attitude to school and wider school involvement. The graph below displays the summarised responses given by parents when asked about the impact of PCHP on these areas.



The impact of the programme on the children’s confidence was a strong theme throughout the parents’ responses to other questions such as when asked “Do you think PCHP played a role in preparing your child for school?” three parents mentioned the positive impact on the child’s confidence, including:

- *She was very confident starting the school and her attitude to school was very good.*
- *He can express his thoughts and feelings, he’s very sociable and has good confidence.*
- *He was very confident going to school. He was able to hold the book, he knew numbers and colours.*

When asked “How has PCHP affected your child?” six parents mentioned the positive impact on the child’s confidence with responses including:

- *It helped her to develop social skills and gain confidence.*
- *He is not afraid to talk in front of other people (strangers), he’s confident to talk in front of class.*
- *Child is very confident, he enjoys reading, confidence in his communication and speaking to other people.*

- *He is able to stand in front of the while class and read. He can speak his mind and come up with his own ideas.*

All parents who completed the interview either gave permission for ELI to contact their child's school or provided a copy of their child's school report. If parents did not have a copy of the school report permission was sought to contact the school. Four parents returned school reports to us. None of these reports contained Standardised Test scores as it appears to be too early for these assessments to have taken place. A decision was then made to delay contacting the children's schools until next year when it is hoped standardised test scores would be available.

Of the 4 reports that were returned they were overwhelmingly positive. All children were reported by their teaching as being interested in learning, that they listen attentively, are happy at school and manage and express their own feelings well. Looking at the teachers reporting of the children's learning in English during the year 3 out of the 4 children were reported as "managing comfortably" or above in their reading and listening comprehension skills.

Positive Impact of Home Visitor

A point highlighted by many of the parents, when asked "What do you think was the most worthwhile part of the programme?" or "What stands out most about the programme for you?" was the positive impact of the Home Visitor on the parent. Of the 14 interviewees, 10 mentioned the positive impact of the Home Visitor on the child and parent.

Comments included:

- *The PCHP Home Visitor showed my child that learning was fun and my child was very happy to go to school when it was time for her to go.*
- *Because my child was happy to read and learn with me as well as the PCHP Home Visitor I learned how to make it for her.*
- *The Home Visitor was a big support for me, showed me how to talk with my child, play and have the TV off.*
- *The Home Visitor showed me how to spend quality time with my child.*

Suggested Improvements to the Programme

Parents were also asked "Did you feel there was anything to be improved or changed?" in relation to the program. Of the 14 people interviewed five people made minor recommendations for programme improvement which included offering the programme to more people (n=2), focusing on fine motor skills (n=1), having opportunities for socialising (n=1) and offering the programme for longer (n=1).

2016-17

The current research provides support for the earlier research completed by Share et al. 2011 and the Early Learning Initiative 2013/14 evidencing the positive long-term impact of PCHP on parents and their children. In 2016-17 it is hoped to follow up with the missed cohort of graduates involved in PCHP (2009-2011). Due to the success of the using the Home Visitors as researchers, evidenced from the high response rate, it has been decided to continue to use these two Home Visitors next year.

6.2 ABC 0-2 Programme

The 0-2 Years Programme was one of the new programmes as part of Area Based Childhood Programme in September 2015. Its aim is to improve the long-term developmental outcomes for children from pre-birth to two years of age through a Home Visiting and Community Support Programme. A universal programme, it is open to all families within our catchment area of East Wall, Sheriff Street, Summerhill, Ballybough, Mountjoy Square, City Quay, Pearse Street, Ringsend and Baggot Street. This section reviews the ABC 0-2 Programme for 2015-16 and outlines our plans for 2016-17.

Objectives:

- 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.

To support the design and roll out of the programme, a working group of representatives from Family Resource Centres, Health Centres, Public Health Nurses and Maternity Hospitals was established in 2014. There were 3 working group meetings throughout 2015-16. A retired PHN, who was involved with the Community Mothers Programme previously, attended the 0-2 Supervision once a month to mentor the Coordinator and Home Visitors. She is also involved with the provision of training for Home Visitors.

There was one family event this year - a teddy bears picnic in June 2016, which was open to all families taking part in the Home Visiting and/or attending a Community Support Sessions. Thirty-seven families attended.

6.2.1 ABC 0-2 Home Visiting

Catering for parents/guardians with children from pre-birth to two years of age, Home Visitors work with the family to strengthen the parents' skills and self-esteem; thereby enabling them to believe in their own capabilities and skills when parenting. It employs a non-directive approach and encourages the parent as the child's first and best teacher. Materials used are based on the official HSE publications for this age group.

The programme takes place in the child's own home at a time that suits the parents/guardians:

- 1 visit per week, each visit will last about one hour (for the first 3 months)
- 1 visit per month, each visit will last about one hour (up to till the child is 18months)

Attendance

Twenty-four children and their families were involved in the 0-2 Home Visiting Programme from September 2015 to June 2016. These families were recruited as they were referred to the programme.

The majority of families received one visit per week with a total of 278 visits across the academic year. Most families will continue with the programme over the summer months or into the next academic year with some children transferring to the Parent Child Home Programme (PCHP).

Parental Feedback

As this was a new programme, we were keen to get participants' feedback early in the year to ensure the programme was meeting the needs of the children and their families. Feedback was collected in December 2015 and June 2016. Of those who completed the evaluations 100% (N=18) agreed that they found the programme useful, felt supported by their Home Visitor, had learnt new approaches/ideas from the Home Visitor and would recommend the programme to a friend. Most commented on how they learnt how to play with their children as well as learning more about nutrition and how to support their children's learning and development. They also appreciated the information on other supports and services. There were 2 suggestions: *Perhaps a widening of the Project. I think many parents would be happy to do this course. Perhaps one Saturday workshop on A to Z of baby maintenance and I would love to infant first aid and the wish list would be swimming lessons.*

Parent comments included:

- *Coming to my house and having the one to one time with us is great. It means that I can ask the smallest of questions without annoying anyone else who may know the answer if I was in a group.*
- *I learnt that it was great to trust my own instincts rather than following a rulebook. I learnt a lot about play and child development.*
- *I think the support offered was great. It was a very specific time to think about what is working or not.*
- *I liked getting ideas of the little games to play with my child and being reassured that he's doing fine developmentally and that all babies do things at different times.*
- *I like the baby led approach and how informal and fun the sessions are*
- *I think what worked well was the floor time, the interactive songs and that the Home Visitor is professional, caring and helpful.*
- *I learned how to play with my child using some home things as toys, singing songs, reading books. I got information about feeding and places where I can go with my child.*
- *I have a gap of 13 years and so much has changed. My Home Visitor was very helpful and supportive.*
- *Child development, I now understand my baby's sign language and handle him accordingly. Tummy time helped him steady his neck.*
- *I got a lot of very useful information off my Home Visitor, and in particular she got my 14 month old loving books now. Also she gave me some good ideas for the baby's legs as my baby has to see a physiotherapist regarding her legs. The information and tips that I was given worked great for me and my baby.*
- *I was always asked if I had questions and the Visitor always incorporated what stage we were at, therefore it was always highly relevant.*

2016-17

The 0-2 Home Visiting Programme will continue in 2016-17 with 3 working group meetings to support the ongoing delivery of the programme. The 0-2 Home Visitors will be trained as infant massage

instructors over the summer months. This will be delivered through the home visits and possibly group sessions. Work will continue on the ante-natal programme in 2016-17 with further meetings with personnel from the local maternity hospitals.

6.2.2 ABC 0-2 Community Support Programme

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

Using carefully chosen resources, in particular toys, books and rhymes, the Community Support Programme gives parents the opportunity to:

- Play with their babies/toddlers (0-2 years old) in a stimulating environment
- Learn more about developing their children's learning through play
- Meet and learn from other parents of young children
- Access services in the area

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

- Parent Together Community Course
- Storytelling Sessions in Pearse St Library
- Parent- Toddler group in Mark's Lane Primary Care Centre
- Activity Mornings in Charleville Mall, Library

Parent Together Community Course

This year Parent Together Community Courses were run by various services in the community, including Hill St. Family Resource Centre and Cooperative Housing, Island Quay. Home Visitors informed parents, when these courses were running.

Storytelling Sessions in Pearse St Library

The storytelling sessions in Pearse St Library continued over the course of this year with an average of 3 sessions per month. An average of 18 families attended each session. Many of the families in attendance also received Home Visits either through the ABC 0-2 or PCHP programme.

Feedback from both parents and the storytelling facilitators indicated a high degree of satisfaction with the programme. Parents observed that their children benefited from the sessions and said that they would recommend the sessions to a friend.

Comments from parents included:

- *The teacher is so encouraging to the children and is very friendly. Songs and stories are wonderful. My little girl loves the sessions.*
- *The facilitator is really good with kids. She is amazing.*
- *My toddler was very shy and with these sessions she has improved and started interacting with other kids in the group.*
- *The sing-a-longs are fantastic. Love that the session is an hour long. The toys and cushions are also great.*

Observations from facilitator included:

- *Today went really well. All the parents and children participated well in the stories and songs.*
- *What worked well today was doing the hello and goodbye songs using the puppets. For the wheels on the bus song I gave all the children a ticket with a number and we went to the zoo. They loved it. Then I read the zoo book.*
- *It was a really busy session today with mams and dads participating well. Children answered open ended questions really well.*
- *It was really nice today each child choose a star and we sang the wishing song. Each child said their wish. For the children who could not talk their mam/dad/grandparent said their wish so great participation.*

Parent- Toddler group in Mark’s Lane Primary Care Centre

In 2015-16, as part of the ABC Programme, a new Toddler Group was introduced in Marks Lane. Each session includes a short talk on how parents can help their children develop their social, language and thinking skills as well as promoting their well-being and involvement. During the story telling and/or play session, ABC 0-2 Home Visitors model talking, playing and reading with the children. They are also available to chat to parents and discuss any queries they may have.

There was an average of 3 Toddler Groups ran in Marks Lane each month with an average attendance of 8 families.

Parent feedback was very positive with all participants (100% N=8) finding the toddler group useful and indicated that their child had benefitted from the group. They, as parents, felt supported by the group facilitator and agreed that they had learnt new approaches/ideas at the parent toddler group. Everyone would recommend the group to a friend.

All responses below are to open questions. Responses are themed to enable an overall summary of the responses.

What worked well? N=10	What improvements should be made? N=6	What other supports would you like ELI to provide you and your family? N=2
Contact and interaction with other children 44%	More time 33%	
Impact on child’s development 33%	Bigger Room 33%	More support for Home Learning Environment 50%
ELI Staff and Support 22%	Child be left on their own 16%	Activities during holiday 50%
Activities 11%	Outdoor activities 16%	

Comments from parents included:

- *I learnt how to make kids interact with others.*
- *I learnt new ideas on how to use simple stuff to have a fun time and how to spend good time with my son.*
- *I learnt that my child is normal and lots of tips just in general on how to deal with my son in stressful situations.*

Activity Mornings in Charleville Mall, Library

Feedback from both professionals and parents in the area highlighted the need to offer parents of children 0-2 in the Charleville Mall area further supports. A *Tummy Time* session was held in Charleville Mall Library on 5th February as part of Numeracy Week. Due to its success, the Charleville Mall activity morning was introduced in March 2016 and ran each month with an average of 3 families in attendance. While informal feedback was very positive, it was felt that the attendance would be better if the sessions were on a weekly basis. In 2016-17, in collaboration with Speech and Language Therapist in the North Strand Health Centre, there will weekly sessions organised for parents of children aged 1-2 years.

2016-17

The Parenting Programmes, Parent-Toddler Groups and Story Telling Sessions will continue in 2016-17. Plans are in motion for the establishment of weekly activity mornings in Charville Mall in conjunction with a Speech and Language Therapist. It is also hoped to train additional Parent Together Community Course facilitators; thereby enabling the delivery of more parenting courses next year.

7 Early Years Programmes

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

7.1 EARLY NUMERACY PROJECT (0-6 years)

Beginning in 2011 with funding from the National Early Years Access Initiative (NEYAI), this programme is aimed at improving early years numeracy and mathematical skills through the provision from birth to 6 years of an integrated programme of activities, training and support for children, their parents and families, and educators. With funding from the ABC Programme, this programme has grown from 16 organisations and 498 children in 2011-12 to over 40 organisations and 2,000 children in 2015-16. This section reviews the Early Numeracy Programme for 2015-16 and outlines our plans for 2016-17.

Aims:

- The numeracy levels of children in the Dublin Docklands will be on a par with the national norms
- Children in the Dublin Docklands will experience a seamless development of their numeracy skills from 0-8 (DES 2010b)
- Parents will have an understanding of their children's development in mathematics, and be able to monitor their children's progress
- Parenting strategies, personal skills and involvement of the parents in their children's education, particularly in numeracy, will be improved
- 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
- Increased awareness throughout the community of the role that community, family and educational settings can play in promoting successful learning, particularly in numeracy (DES 2010b)
- In the long term, participation in higher education by the local population within the Dublin Docklands will have increased

7.1.1 Participation

Approximately 2,038 children and their parents took part in the early numeracy programme, supported by an estimated 257 educators from schools, early years, and afterschool settings – 36 in total. The 4 local libraries; 5 local health centres along with the ABC 0-2 and Parent Child Home Programmes also encourage and support parents to get involved with the programme.

The programme revolves around the three curriculum-focused early numeracy weeks. The numeracy themes for 2015-16 were:

- ✓ Sequence and Pattern (November 2015)
- ✓ Time (February 2016)
- ✓ Measurement (May 2016)

This year, in order to improve numeracy practices, 13 early years settings received intensive mentoring support visits– before, during and after each numeracy week. Based on feedback and observations during these visits, all services were offered a pre-numeracy week planning workshop, before the final numeracy week in May. Attended by 42 educators, these workshops supported the practitioners in their planning for numeracy week using the *Aistear* framework.

In addition to mentoring and CPD support, services also received an Early Numeracy Resource Pack, which contained books and materials, practitioner and home/parent cards, additional learning resources and posters. These resources were all based on our national frameworks and curriculums. This year, 108 resource idea sheets were developed in conjunction with practitioner cards, to further support early numeracy practice within baby and wobbler, toddler and preschool settings.

Thanks to additional funding secured through *ESB Energy for Generations Fund*, this year saw the Early Numeracy Project expand beyond the age of six years, to 1st and 2nd class children, as well as a continued expansion into the after school services. This one-year funding stream enabled 319 1st Class children, 322 2nd Class children, as well as an extra 185 afterschool children, benefit from the programme.

7.1.2 Early Numeracy Working Group

The Early Numeracy Working Group is responsible for developing, planning and implementing the programme at front-line service delivery level. Each service, appoints an early numeracy nominee, with this nominee attending a Numeracy Working Group. These numeracy nominees, supported by management and colleagues, are responsible for ensuring the implementation of the Early Numeracy Project within their setting. They are also tasked with supporting both the ABC National and ELI's Local Evaluations, as appropriate, by distributing and collecting both staff and parent evaluations within their service.

This working group met four times in 2015-16 with an average attendance of 14 practitioners from local early years' setting, schools, afterschools and libraries. There was 100% agreement that the working group was a useful opportunity to develop and plan the teaching and learning that takes place during Numeracy Week. It also provides a valuable networking opportunity, encourages peer mentoring, sharing practice and learning from others.

As with previous years, having a numeracy nominee from each setting present at the working groups has been key to the successful implementation of the programme – with nominees taking ownership over the project. Through encouraging active participation in the working group, in the planning and implementation of the programme, a 'community of practice' has evolved. This community is developing a repertoire of experiences, stories, tools and perspectives, with their growing knowledge improving educational outcomes for children, across the Dublin Docklands and East Inner City. In short, a shared practice.

7.1.3 Curriculum Priority Numeracy Weeks

A central element of the Early Numeracy Project is the three curriculum-focused early numeracy weeks. In 2015-16, there was a focus on the following curriculum priorities:

- Term 1 – Sequence and Pattern
- Term 2 – Time
- Term 3 – Measurement (Capacity)

This section outlines the responses received throughout the year from educators and parents to the evaluation forms distributed through the services/schools.

Staff Feedback

Replies to closed questions from Early Years, Schools and Afterschools (N=208)

The Early Numeracy Weeks provided valuable learning opportunities for	2012-13	2013-14	2014-15	2015-16
Children	96%	95%	100%	98%
Staff	73%	84%	83%	97%
Parents	67%	73%	97%	97%

It is interesting to note the increase in the percentage of participants who view the programme as providing valuable learning opportunities for staff. This is most likely a result of the increased mentoring support and CPD that is now being provided through the ABC Programme.

* Indicates replies to open questions (responses are themed to enable an overall summary of the responses). The other replies are to set closed questions where participants may select more than one response.

Impact of week on children N=156	Best things about the week N=203	What worked well?*	What did not work well?*
		N= 284	Suggestions for improvement* N=64
Improved understanding of numeracy concepts 83%	Childs Learning 81%	Room based activities 31%	Resources – too little/not suitable 33%
Enjoyment of numeracy activities 77%	Activity Cards 45%	Resources provided 28%	Parental Involvement/ Home-based Activities 31%
Parents more involved 49%	Parental Involvement 44%	Stories, songs and rhymes 17%	Adjusting activities to the learning needs of children 22%
		Overall 8%	Topic too broad-overload 8%
		Theme of the week 6%	
		Parental Involvement 6%	
		Communal/home activities 3%	
		Síolta/Aistear link 2%	
		Library visits 1%	

Staff comments included:

- *The parents' involvement with their child was very interesting, great communication between parent and child, also by helping their child to explore in the different kinds of activities that they were interested in, it helped the child to recognise the different patterns and shapes.*
- *The songs, the children really got involved. One little boy stood up in front of the whole class and sang 'Hey Diddle Diddle'. This child's confidence has grown through the Numeracy Week as he would have never got involved like this before. The child said his mammy was helping him with the songs at home.*
- *The Numeracy Week helps with the children feeling valued and respected and focuses on their wellbeing, exploring and thinking, identity and belonging, and communication. This all links in with Aistear.*
- *You can do numeracy in many ways, which is great for the children to experience.*
- *The range of resources supplied was fantastic. The children really enjoyed them. They learned lots of new vocabulary and were able to use it in the appropriate way.*

Parents' Feedback

Replies to closed questions from Parents (N=200)

The Early Numeracy Activity Week	2014-15	2015-16
Aware numeracy activities were being done with the children in the centres/schools	94%	94%
Use the home activity cards	92%	96%
Recommend Numeracy week/activities to a friend	90%	97%

The increase in the number of parents who say they use the cards and would recommend the activities to a friend is an indication of the increased focus by programme staff and services on involving parents.

Replies to closed questions from Parents, who could tick more than one box

Impact of cards on you (N=232)	Impact of cards on child (N=232)	What was the best thing about the programme? (N=233)
Increased involvement in child's learning 66%	Improved understanding of numeracy concepts 68%	Involvement of parents 58%
Enjoyed activities 56%	Enjoyed numeracy activities 54%	Fun activities 52%
Improved interactions with child 44%	Opportunity to spend more quality time together 34%	Home-based numeracy activities and resources 42%
Improved teaching/ knowledge 22%		Increased awareness/learning 45%

Parents' Comments included:

- *I think it is a useful way to highlight the importance of numeracy for our children. I liked the leaflet sent by the pre-school re: numeracy week.*
- *It brings a physical reminder into the child's home that the onus is on the parents to educate, as well as the school/crèche/teacher.*
- *My daughter felt proud of what she was doing at school. We enjoyed quality time together practicing the songs and play 'looking for the patterns'. I could see how she improved her language and knowledge.*
- *Using the same capacity language in crèche and at home helped to develop her understanding.*
- *For me it was being able to see what my daughter was enjoying at school, and the way it helped us interact with each other and I was involved in my child's learning.*

Children's Voices

During the December Working Group, it was decided to try to capture the children's voices by piloting a focus group with preschool children. An early years' setting volunteered to participate and secured parental consent for the children's involvement. Both the ELI researcher and an early years' practitioner facilitated a group discussion with the children in the pre-school room. This conversation was rich with numerical language, with children displaying signs of Mathematical knowledge through the discussion. This took place during February Numeracy Week, which focussed on time. Below is an extract from this Focus Group:

Researcher "Did ye make the clocks?"
Child "We drewed them!"
Researcher "Wow, and what did ye put on them?"
Child "Em...all the numbers."
EYP "Does anyone remember what we used the timer for?"
Child "The water."
EYP "How many times did we turn it over before your turn was over?"
Child "Two times!"
EYP "And this one, was how many minutes for each time?"
Child "Three minutes!"

From the above feedback on the three numeracy weeks this year, it is evident that the Early Numeracy Project is continuing to have a positive impact on the children, parents, educators, libraries and wider community. While parent participation remains a challenge for some services, the increased effort of all organisations to involve parents in the programme this year is evidenced throughout the feedback. A comment by one educator sums it up:

"I received good feedback from parents, they love getting involved and feel it is great that they are invited in and can interact with their child in school. Most said it's very different to when they were in school themselves, and it makes them happy to see their child happy in school."

7.1.4 Numeracy Assessments

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). The Assessment of Early Mathematical Skills and Concepts (AEMSC) provides ELI and its partner early years services with data on children's Mathematical development and evidence of programme impact; thereby enabling us to support children's Mathematical outcomes and address programme weaknesses.

The purpose of the AEMSC is to determine if the child has mastered the following basic Mathematical skills and concepts needed for formal mathematical education:

- Number - Recognising Quantity & Symbol, Counting (40 items)
- Size & Comparisons (9 items)
- Shape - Recognising & Identifying (16 items)
- Direction/Position (6 items)
- Early Maths Skills (9 items)
- Mental Maths (8 items)

It focuses on both receptive and expressive language ability in order to determine the child's language skills, cognitive development, and school readiness.

From 2012-15, the AEMSC has been administered to children in

- Pre-school Year in Early Years' Services by students from UCD's Educational Psychology Department
- Junior Infants in the Primary Schools by NCI Psychology students.

The results of these assessments have been both consistent and very positive over the past 3 cycles of testing. The two main factors that influence the results are the age of the child at the time of testing and the area in which the preschool is located. A full report on these assessments is available upon request from ELI.

In 2015-16, the numeracy assessments were administered to 47 children in six early years' services by students from the UCD Education Psychology Department. This year, unfortunately, there was an unusually large absentee rate for the second assessment cycle, with only 26 children (55% of original sample) reassessed in May 2016.

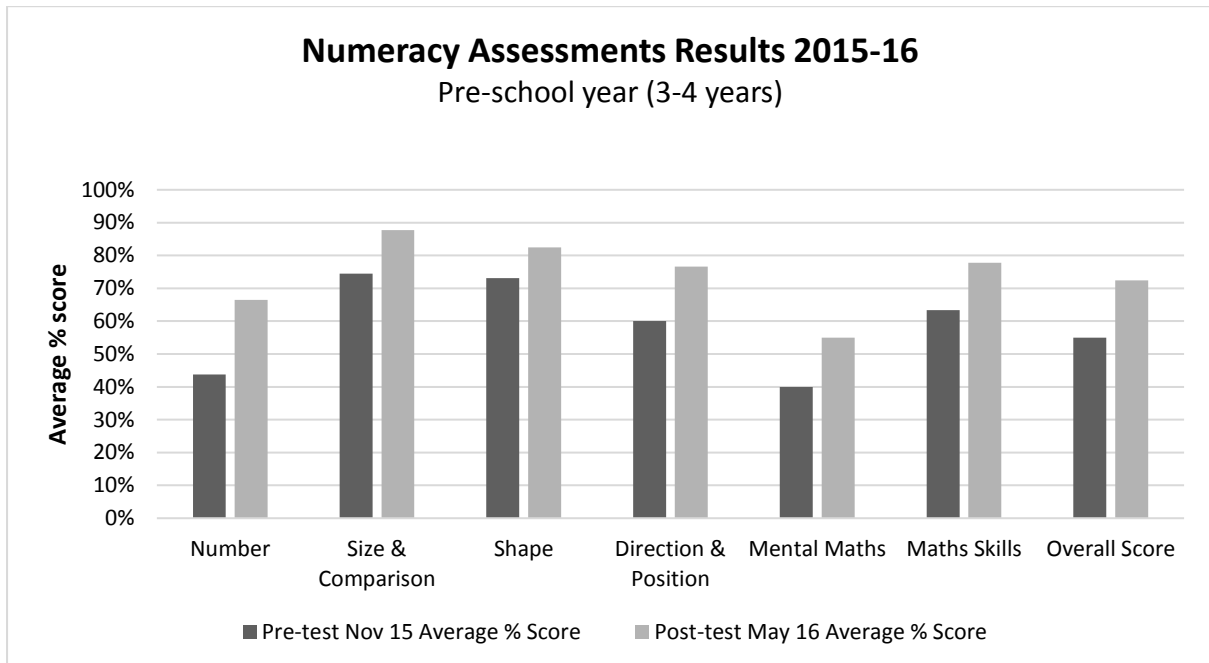
Overall the results from the baseline assessments completed in November 2015 showed an increase in scores compared previous year. This year the average overall score at baseline was 55% compared to 53% in 2014/15 and 53% in 2013/14. The table below presented the average percentage scores across each area of the assessment for the past three assessment windows.

Numeracy assessments baselines scores (November)

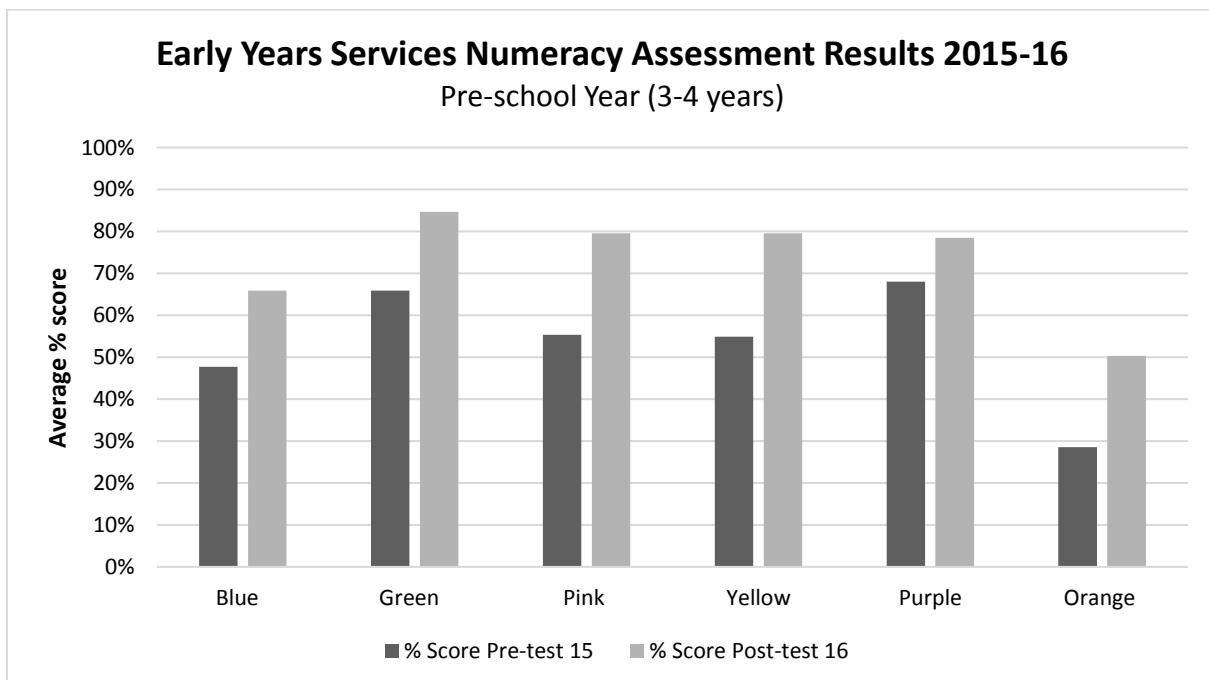
Year	Number	Size	Shape	Direction	Mental Maths	Maths Skills	Overall score
2013/14	38%	61%	67%	52%	33%	70%	53%
2014/15	39%	79%	68%	72%	38%	67%	53%
2015/16	44%	74%	73%	60%	40%	63%	55%

From November 2015 to May 2016, 90% of the children exhibited an increase in numeracy skills and concepts. (Graph below). The overall average score rose from 55% at the beginning of the year to 72%

at the end of the year. While the overall numeracy scores are in line with previous years, individual scores varied. One child began the year with an average numeracy skills score of 12%, and following retesting, this score rose to 57%, an increase of 45%. Another child began the year with an average numeracy skills score of 78% and upon reassessment increased skill levels to 83%.



The graph below displays the pre- and post-test results of the early years' services for the Dublin Docklands and East Inner City. All services had an increase in their average scores across the 2015-16 academic year with an average increase of 20%. These results are similar to previous years.



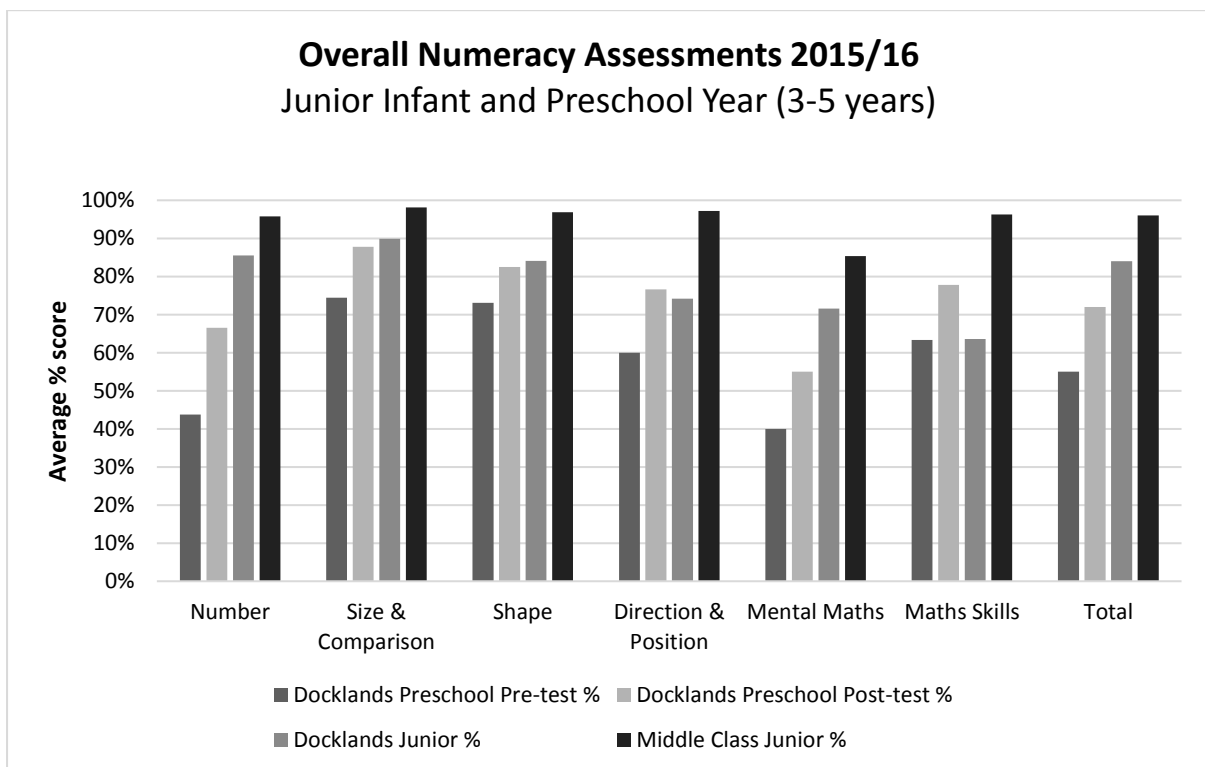
However, one service (yellow) which had previously shown very little improvement in scores across the academic year (e.g. in 2014/15 scores only increased 4%), saw a much larger increase in scores (25%) this year. This service, along with all other services, has benefitted from onsite mentoring

support and continuous professional development provided through the ABC Programme during this academic year. Thus, it may be possible to suggest that increased support to both practitioners and parents helps to improve practice, which in turn has a positive impact on children’s numeracy skills.

As in previous years, NCI psychology students conducted the numeracy assessments on children from junior infant’s classes in two schools - one in the Dublin Docklands and another in a middle class area. However, due to logistical issues on the day, while 11 children were tested in the Docklands School, only six were tested in the Middle Class school. Therefore, the results this year should be treated with caution.

Year	School	Number	Size & comparison	Shape	Direction	Mental maths	Maths Skills	Overall score
2013/14	MC	98	89	98	93	88	94	96
	DD	93	91	94	83	83	99	92
2014/15	MC	86	81	93	97	85	88	88
	DD	76	96	95	99	71	93	87
2015/16	MC	96	98	97	97	85	96	96
	DD	86	90	84	74	72	64	84

As can be seen from the table above, unlike previous years, the gap was larger between the middle class and the Docklands school. It should be noted that the children in the Docklands school were coming from the yellow service (see graph above), which had an average score of 41% in May 2015. A result of 84% in November 2015 from this low base is very good.



The graph above displays the results from assessments conducted in November 2015 on children from junior infant's classes, in a school in the Dublin Docklands and a middle class school alongside the pre- and post-test results of the early years' services.

When analysing the average scores from the primary schools compared to the average early years' scores, evidence of the children's mathematical development can be seen. It is not that we are expecting children in early years to perform at the same level as school aged children but in terms of development we would expect across the academic year that children's mathematical skills would develop and they would be closer in scores to primary school children in May at the end of their last year in preschool. It is evident that across the academic year children from the early year's services scores became more aligned to the school scores by May 2015.

Children from the early years' services scored similarly to the Docklands school in Size and Comparison and Shape but interestingly outperformed the school children in Maths Skills and Direction and Position. This can probably be explained by the different abilities of both cohorts and the improvement in the scores for the feeder service in 2015-16. It is hopefully a trend that indicates the impact of the supports the early years services are receiving through the ABC Programme. Children in the early years' services scored below the school children in Number and Mental Maths which was the same trend as was seen last year. Further support for children across these areas is required in 2016-17 so they have the skills necessary to start primary school.

2016-17

As with previous years, we will continue to have 3 Curriculum Priority Weeks and build on the support provided through on-site visits, mentoring and CPD in 2015-16. Through the Early Numeracy Project, we will continue to promote awareness throughout the locality of the role that community, family and educational settings can play, in promoting successful learning, particularly in early numeracy. Through CPD and mentoring, parental involvement in both the home learning environment and in educational settings will continue to be encouraged and supported as will professional practice. Utilising the national frameworks of *Síolta* and *Aistear*, with particular emphasis on supporting early numeracy learning, educators will be empowered to be confident and competent within their challenging roles.

The following themes have been agreed by the Early Numeracy Working Group and approved by the Consortium for the Early Numeracy Project 2016-17.

2016-2017	
Term 1	Symbols of the Environment
Term 2	Number
Term 3	Money

7.2 Early Years Continued Professional Development and Mentoring

High-quality early childhood education has long-lasting beneficial effects on children and society, with competences of the workforce perceived as one of the more salient predictors of ECEC quality (Urban et al 2011). Continuous professional development (CPD) is considered central to good practice and a key element in the provision of high quality experiences for children.

Since 2007, ELI has worked with Early Childhood Care and Education (ECCE) settings to improve the quality of teaching and learning in their centres and the support the implementation of *Síolta, The Quality Framework for Early Childhood Education* (Síolta) (CECDE 2006) and *Aistear, the Early Childhood Curriculum Framework* (Aistear) (NCCA 2009). A crucial element of this programme is to continue to ensure ongoing professional development opportunities which will embed learning within the settings and allow for dissemination of knowledge among all staff members and parents. Action research, peer learning and on-site mentoring support the practitioners in improving teaching and learning in their settings through the successful management of innovation and change.

There are three strands in the Programme:

- Continuous professional development training, including Action Planning
- Mentoring Communities of Practice, including Peer Learning and Support
- On-site mentoring and support to early years services, including the review and development of their individualised Action Plans

ELI's relationship with local early year's services and its professional credibility within the local community has fostered the development of a structured 'learning community' where all participants can engage in a collaborative construction of knowledge. Disseminating the knowledge gained through CPD to parents and engaging them in their children's learning is an essential element of our programme.

The focus of the programmes is:

- Parental involvement in children's learning
- Enhancing play, language, numeracy and abstract thinking within the early years setting and primary school for children from birth to six years.
- Transition from childcare setting to primary school
- Effective adult pedagogies
- Leadership and mentoring

Short-term Targets

- To provide well-designed, high quality, on-going professional development for Early Years Care and Education (ECCE) providers in the area, primary schools, afterschool's and community agencies.
- To develop an understanding of the importance and enjoyment of early years educational activities within the ECCE settings in line with the National Frameworks Aistear and Síolta
- To help ECCE settings and infant classes to implement the Aistear and Síolta frameworks.
- To engage parents in children's learning and development within the ECCE settings
- To empower and support educators to be confident and competent in their professional roles through reflective practice as guided by the Aistear Síolta Practice Guide.

Medium-term Targets:

- To improve the quality of service and education provided by the local early years settings, schools and afterschool's in line with the Síolta standards
- To increase parental awareness and engagement in children's learning

- To establish links and build relationships between the ECCE providers and infant classes in the local schools through working group meetings, CPD and networking opportunities.

Long-term Targets:

- To improve the educational outcomes for the children in these ECCE settings
- To establish a transition programme for children moving from ECCE settings in to Junior Infants in their local schools
- Early years education settings and primary schools will be implementing the Síolta and Aistear frameworks

7.2.1 Continuous professional development (CPD) training, including Action Planning

This year there were 7 CPD workshops delivered to a total of 135 staff across 22 services and schools. The themes of these workshops were:

- Documenting children’s learning with Aistear Learning Records,
- Creating Treasure Baskets for Babies,
- Introduction to Aistear Síolta Practice Guide,
- Planning for Numeracy week,
- Planning for Learning – Using High Scope Plans and Mapping these to Aistear and Síolta Frameworks.

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
Documenting Numeracy using Aistear Learning Stories November	43	41	95%	95%	100%
Treasure Baskets April	50	49	100%	100%	100%
Introduction to Aistear Síolta Practice Guide April	8	7	100%	100%	100%
Planning for Numeracy Week April	42	40	100%	100%	100%
Planning for Learning May	19	12	100%	100%	100%
Total	162	149	99%	99%	100%

* Indicates replies to open questions (responses are themed to enable an overall summary of the responses).
The other replies are to set closed questions.

I feel confident in making changes that will have an effect on the quality of my practice N=107	Best things about the Workshops* N=101	Changes for the future* N=52	Further support * N=31
96%	Learning and new ideas 39% Group Discussion and Sharing Ideas 17% Support with Planning 14% Opportunity for Reflection 5%	Additional Training 30% Resources 29% Additional time 11% Further opportunity for discussion 9%	More training 43% More support from management and staff 27% More support during numeracy week 20% More time 13%

Comments from Participants included:

- *Gave me ideas of effective ways of play I can do with the toddlers I work with.*
- *A lot of interesting information, new fresh ideas, clear information.*
- *Interacting with other members of staff from other settings and getting new ideas.*
- *The best thing about the workshop was learning new things to do with the kids and learn more about capacity play.*
- *As usual, the discussions about the resources were really useful for brainstorming activity ideas and how some of them can be used inventively. Mixing with other services allowed me to gain new ideas.*
- *The best thing was sharing ideas for activities etc. All different crèches coming together + learning new materials.*

These results are similar to previous years. The higher numbers engaging in CPD reflect the increase in provision as a result of the ABC Programme. Programme content has changed too with an increased emphasis on planning for and documenting learning. Practitioners engaged very well with the CPD sessions with participants reporting that they enjoy the opportunities to meet with and learn from educators from other settings. They appreciated the workshops being interactive as it enabled lots of great discussions and gave them time to reflect on their own learning. Participants felt the workshops were practical; that they increased the participants' confidence in planning for children's learning and the new ideas provided could be implemented easily into practice on a daily basis.

The high number of attendees at the '0-2 years Treasure Baskets' training highlighted the need and interest from practitioners working with this age group and we hope to offer more workshops in 2016-2017.

Suggestions for improvement indicated that practitioners would like more workshops and more opportunities to attend training. However, practitioners also identified the importance of on-site mentoring support following the training sessions along with the need for service managers and staff to support the implementation of the changes in practice. The on-going challenges of attending CPD were also highlighted. These included substitute cover being unavailable to release staff to attend workshops, practitioners attending outside their working hours, lack of non-contact time to plan, implement and document learning. These challenges will remain in 2016-17 and will have to be taken into account when planning CPD workshops.

7.2.2 Mentoring Communities of Practice, including Peer Learning and Support

Peer mentoring is a component of both the Numeracy and CPD Programme. It is facilitated through active learning, modelling good practice, group discussions and reflective practice. These included:

Practitioners were given the opportunity and supported in sharing ideas and learning from one about their plans for the week ahead during Numeracy Week CPD preparation sessions. Learning activities that reinforce the numeracy concepts are also shared through the ELI Facebook page.

Holding the Numeracy Working Group Meeting shortly after Numeracy Week allows practitioners through active engagement and group work to reflect on the week and share their experiences with one another.

In collaboration with the 0-2 ABC Programme, peer mentoring visits were also piloted for children under three years of age. There were four Peer Mentoring Visits with two ABC 0-2 Home Visitors visiting the baby or toddler rooms in selected services and modelling for the staff how to support numeracy learning using the materials and resources supplied during numeracy week. As noted from the Home Visitors comments below, the pilot was very successful and it is hoped to continue these peer mentoring visits in 2016-17 as this is an area that requires additional support.

Observations by the ABC 0-2 Home Visitors included:

- *I spent a few minutes talking about the learning goals we were hoping to achieve and the language related to capacity. We suggested water play and borrowed the water tray from the toddler room. We modelled the appropriate adult child interaction and language related to capacity. There were 5 children fully engaged in the activity and interacting really well.*
- *We met with one of the staff who was so enthusiastic and was asking lots of questions. She asked if it was ok to set up the sand tray for our capacity activity as she had lots of different sized containers for the sand tray. We spent almost an hour with the staff member and the children, modelling the interactions and relevant language relating to capacity. The children did not want the activity to end!*
- *Again we got chatting with the staff about numeracy week. The staff member said that she didn't really understand how you could 'teach babies numeracy'. We explained the concept and talked about language related to capacity.*

7.2.3 On-site Mentoring and Support

The main focus of this year's mentoring programme was supporting services to document and plan for children's learning by providing practical supports, which enabled them to link their work to the national frameworks: Aistear and Síolta. The development of the Aistear Síolta Online Practice Guide enabled a more structured approach to mentoring, in which the mentor was guided by the NCCA.

The visits supported practitioners to reflect on and improve the quality of their practice using the *Aistear Síolta Practice Guide Resource*. Areas prioritised included:

- Numeracy as part of the Early Numeracy Programme (Section 5.2)
- Planning and assessing for learning
- Adult child interactions
- Working in partnership with parents

Prior to each visit, based on the needs of the service, the early years mentor prepares relevant examples of good practice using the Aistear Síolta Online Practice Guide along with suitable materials. On the visit, current practice is discussed using the Aistear Síolta Online Practice Guide as a bench mark. Based on this discussion, an action plan is agreed on and documented. A follow-up review visit along with additional support in strengthening quality, if necessary, is agreed.

In 2015-16 there were a total of 110 on site mentoring support visits with a total of 145 hours spent on-site across 13 early year's services, visiting 66 rooms, 307 staff and 348 children. The minimum number of visits was 7; while the maximum was 11.

The table below displays the breakdown of the number of visits delivered to each area this year:

Area	Total Number of Visits
Southside (3 services)	28
East Wall (2 services)	17
North Wall (3 services)	24
Summerhill/Mountjoy Sq. (5 services)	42
Total	111

While the total hours recorded above relate to direct mentoring contact time there was a large amount of non-contact time involved in preparing and documenting visits. In addition, time was spent networking with and learning from other ABC Early Years and Better Start Mentors along with the National Síolta Coordinators. This helped to ensure that the mentor was familiar with developments at national level and could support the services in implementing them, as appropriate.

The on-site mentoring and support programme worked very well this year, particularly when services could make arrangements for their staff to have non-contact time to discuss their practice with the mentor. In the end of year evaluations, 100% (N=10) of managers agreed that the support visits delivered by ELI were useful in improving the quality of practice.

Observations on the review visits appeared to indicate that the reflection on practice was a very effective learning tool to improve the quality of the learning environment and activities being provided for the children. Short visits were found to be more effective and to better meet the needs of the service. A flexible approach to visits was also important particularly the need to adapt the

programme to each individual practitioner and service's context. Structuring the mentoring visits around Numeracy week with pre, during and post numeracy visits, provided a good opportunity for focused continued professional development within services. This was reflected in the increased percentage of staff reporting that the early numeracy week provided valuable learning opportunities for staff: 96% in 2015-16 compared with 83% in 2014-15 (Section 5.2.3).

There were a number of challenges to the delivery of the mentoring programme particularly around non-contact time and time constraints. In some cases, the mentoring session took place in the classrooms with children present, which made it difficult for practitioners to concentrate on talking to the mentor. Additionally, it was common for sessions to be rescheduled due to staff absenteeism and/or other unforeseen factors.

2016-17

This programme will continue next year under the three strands:

- Continuous professional development (CPD) training, including Action Planning. Topics will include: outdoor play, professional practice, leadership training, interactions and computer skills. Pre-numeracy planning workshops will also be offered for each numeracy week, as in May 2016 this proved to strength practitioners learning and practice to support children's early numeracy skills. The impact of this training could be seen during on-site visits for numeracy week in May, with the mentor observing an increased knowledge of numeracy book, materials and resources, practitioners felt more confident and had a greater awareness of the numeracy programme.
- Mentoring Communities of Practice, including Peer Learning and Support.
 - CPD sessions will continue to support peer learning and support particularly around planning, documenting and reflecting on the learning during numeracy week whilst ensuring strong links are made to the national early years frameworks.
 - Further visits to the baby rooms by the 02- Home Visitors are planned as a way of giving additional support to under 3's in 2016/17
- On-site mentoring and support to early years services, including the review and development of their individualised Action Plans will continue to be rolled out in 2016/17.

7.3 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 throughout the project the children take home a book from the class library, local library or their own home, and sit, read and discuss the book with their book buddy and then, both draw a picture representing their discussion, whether it is their favourite part of the book, their interpretation or any creative expression based on 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.

Seven schools signed up for The *Zoom Ahead with Books* Project in September 2015, which is one more than in previous years. Normally, the project runs for four weeks in total, however, this year due to the extended Easter holidays and 1916 Celebrations it was decided to run the project for three weeks. Four hundred and eighty three children and 26 teachers were involved in the programme, which was delivered to children in reception, junior infants, senior infants, and first class. Across the three weeks of the programme teachers reported approximately 10 books were read per child cumulating to a total of approximately 4,900 books being read during the programme.

Before the programme started, some schools held information meetings for parents to explain the programme and how they can support their children's reading. However, for most schools, it is a regular event in the school calendar, which parents ask about either when they enrol their children or at the beginning of the year.

The exhibitions of framed pictures, along with mini-concerts and book reviews, were held in the chq Building and in some schools on the 20th, 21st and 22nd of April. Large numbers of parents and family members came along to support the children, and celebrate their achievements. This year a *Zoom Ahead with Books* song was written and circulated to all schools, with S6 performing the song with actions at their exhibition in chq Building.

School	No. of children involved	No. of adults who attended exhibition
S1*	57	54
S2	61	66
S3	111	55
S4 + S5	131	65
S6	57	65
S7**	66	28
Total	483	333

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

** This is a new school

This year with the addition of a new school the overall figures for the programme have increased. However removing this school from the analysis the number of children involved in the programme across the other schools has increased slightly. This year saw 417 children involved across the six schools who were involved last year (S1-S6) compared to 375 in 2014-15 and only 194 in 2013-14. It does appear that the number of parents attending the events is increasing which may be due to the popularity of the programme among family members.

Teachers' Evaluations

Of the teachers who returned evaluations forms, 100% (N=13) agreed that the programme was a valuable and enjoyable learning opportunity in addition to supporting parental involvement in children's learning. Reading records completed by the teachers reported that on average each child read approximately 10 books over the course of the programme cumulating to a total of approximately 4,900 books being read during the programme.

* Indicates replies to open questions (responses are themed to enable an overall summary of the responses). The other replies are to set closed questions in which participants could select more than one response.

Impact on the child (N=13)	What worked well? (N=15) *	What didn't work well? (N=8) *
Increased Parental Involvement 77%	Involvement of parents/book buddies 38%	Lack of regular participation 15%
Increased interest and enthusiasm in reading 77%	Materials provided 31%	Too much demands e.g. too much on top of homework 15%
Improved language and reading skills 39%	Increased children's interest 31%	Parents drawing pictures for child 15%
	Reduced Duration of Project 15%	Recommend Materials Modification 15%

Comments from the teachers included:

- *The programme was well supported by most parents and parents became very involved.*
- *Reading time with parents at home increased. More time spent together doing an enjoyable task.*
- *Parents enjoyed the activity and the child looked forward to spending time doing fun homework that didn't cause any stress / arguments with parents.*
- *It inspired some more artistic parents to become more involved in their child's work.*
- *Nice to get parents involved, lots of my parents/guardians drew pictures and wrote little notes in their copy.*

Book Buddies' Evaluations

In 2014-15 it was suggested by one of the school principals that a Book Buddy evaluation form should be trialled in order to capture the opinions of the Book Buddy. Due to the success of this trial as evident in the high quality feedback returned, it was decided to continue to collect the Book Buddy feedback this year.

Of the Book Buddies who responded 96% (N=151) reported the project as being a valuable learning opportunity for the child and 100% reported it to be an enjoyable experience for the child. Most of the Book Buddies who returned evaluation forms were parents but a small number are also siblings.

The books came mainly from the school library, which highlights the importance of this resource to children.

All responses presented below were made in response to closed questions. In some cases participants could select more than one response.

Book Buddy's Relationship to Child (N=151)	Source of books for the project (N=151)	Impact of project on child (N=151)	Impact of project on you (N=151)
Parent 77%	School Library 81%	Increased interest and enthusiasm for reading 52%	Enjoyment 46%
Sibling 5%			More aware of child's learning 43%
Aunt/Uncle 2%	Home 13%	Improved language and reading skills 44%	Spent more time with child 39%
Grandparents 1%	Local Library 5%	More quality time with adults 42%	Improved interactions and teaching skills 25%
Cousin 1%			

It is interesting to compare the responses of the Book Buddies and the teachers in relation to the impact of the project on the child as their perspectives on and relationships with the children are very different. The Book Buddies spoke about how much the programme had increased children's interest in and enthusiasm for reading (52%); improved their language and reading skills (44%) and allowed them to spend quality time with adults (42%). While this was very similar to the response given by teachers, the teachers appear to be more aware of the impact on and importance to the child of the adult interactions. 'Parental involvement' and 'increased interest and enthusiasm for reading' were ranked jointly at 77% by the teachers.

Comments from the book buddies included:

- *Spent more time with my child. Excuse for my child to ask lots of different questions and get more new words. Good experience for parents as well!*
- *I think it gives the kids a lift when they have a family member being involved with school.*
- *For me it was my child telling me the story in her own words which showed she understood but also had a knowledge of how to summarise story.*
- *We got to have something that was just for me and him and it has made him more interested in reading and has resolved in us joining our local library.*
- *Reading aloud and together, my child developed concentration skills, and aspects of emotional intelligence such as empathy and relating to other people. Increased his ability to understand, retell and act out the stories, and had a positive effect on his motivation and self-esteem.*

2016-17

This programme has become embedded in the school year, with a lot of positive feedback from children, parents, and teachers. It will continue in 2016-17.

8 After-school and Community Programmes

This section examines the After-school and Community Programmes, which builds on the support provided in the early years. The main focus is on supporting afterschool and youth organisations to provide positive play-based learning environments and develop children's social, language and thinking skills; thereby, ensuring that the children and young people in the area continue to develop the skills needed to achieve their educational, career and life goals. Developed through careful collaboration with local after schools and youth organisations, these programmes respond to areas of need that have been identified within the community. There are two main programmes: Restorative Practice; Doodle Den; Ulster Bank Financial Literacy Programme; North East Inner City Brighter Futures Initiative, Community Tuition Support and Discover University.

8.1 Restorative Practice (3+ years)

Restorative Practice, which is funded by the Government's Area-Based Childhood (ABC) Programme, is an approach to building and maintaining interpersonal relationships, resolving conflict and repairing damaged relationships. It provides a framework which can support a wide range of organisations and sectors, including schools, early years services, youth services, workplaces, communities and families – while complementing and supporting other approaches, such as coaching, mediation, and restorative justice. Its aim is to build strong, happy communities and to manage conflict or tensions, by actively developing good relationships and resolving conflict in a healthy manner.

Objectives

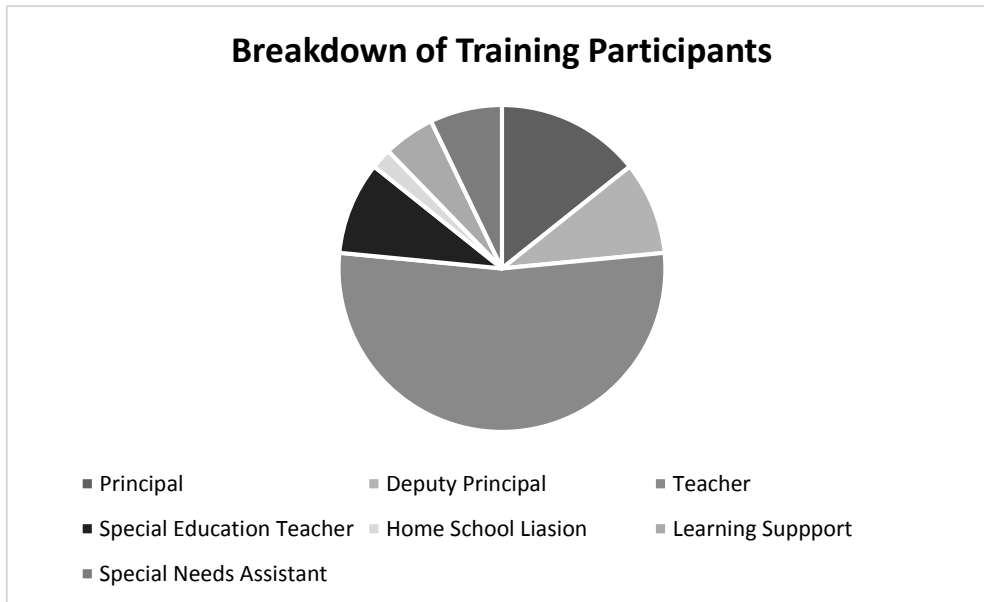
- Build a strong, happy, positive and supportive community
- Improve people's ability to resolve conflict and restore relationships in services, schools, in the home, in the community and in interagency settings.
- Enhance interagency collaboration
- Support the development of a shared approach to conflict management at an interagency level
- Strengthen civil society

Over 130 people in the Inner City received training in 2015-16 with some services have already begun implementation. Plans are in train to support other services to implement it and to train parents and children in how to use Restorative Practice to resolve conflict and restore relationships. Indicative evidence is that Restorative Practice has been very effective in resolving conflict between children and young people, including incidents relating to the on-going feud. Under the auspices of CYPSC, representatives from the Gardaí, the ABC Programme, Tusla and HSE are working on using Restorative Practice on a street level basis to support the neighbourhoods most affected by the recent gangland murders.

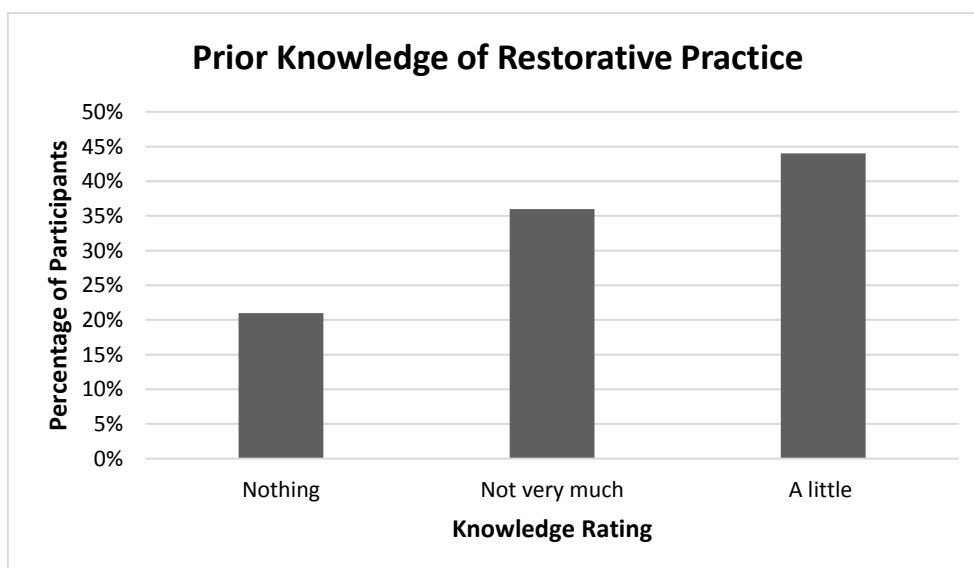
Pre and post training surveys were completed by participants. The pre-training survey collected demographical information and examined their experiences with conflict. The post-training survey allowed us to examine the impact of the training on participants. The surveys used by the ELI are similar in format to those used in the CDI Tallaght Evaluation of the Restorative Practice Programme undertaken by the UNESCO Child and Family Research Centre at the National University of Ireland, Galway (Fives et al., 2013). This evaluation was based on both school and community staff. Using similar surveys allows us to collect similar quantitative data to CDI Tallaght allowing for a comparison across both sites.

8.1.1 Restorative Practice Training with Schools

The first Restorative Practice training sessions for schools were held in the National College of Ireland in July 2015 and involved 32 local teachers and principals who spent a week being trained in 'Restorative Practice Skills for Positive Classroom and School Norms.' The breakdown of schools who participated in training during the year is presented in the graph below. As can be seen, the majority of participants who participated in training (53%) were mainstream class teachers.



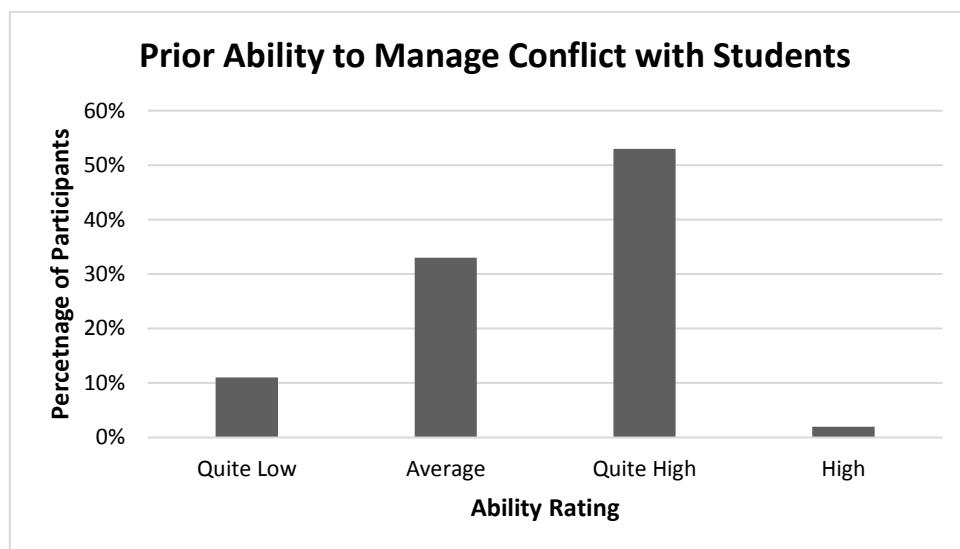
As displayed in the graph below, the majority of participants reported having little or no knowledge of Restorative Practice prior to beginning the training. Only 44% had a little knowledge; 36% reported not having much knowledge, while 21% reported having no prior knowledge of Restorative Practice. This is higher than the level of prior knowledge of Restorative Practice reported by CDI Tallaght who reported that 87% of participants had no had prior knowledge or experience of restorative practices (Fives et al., 2013).



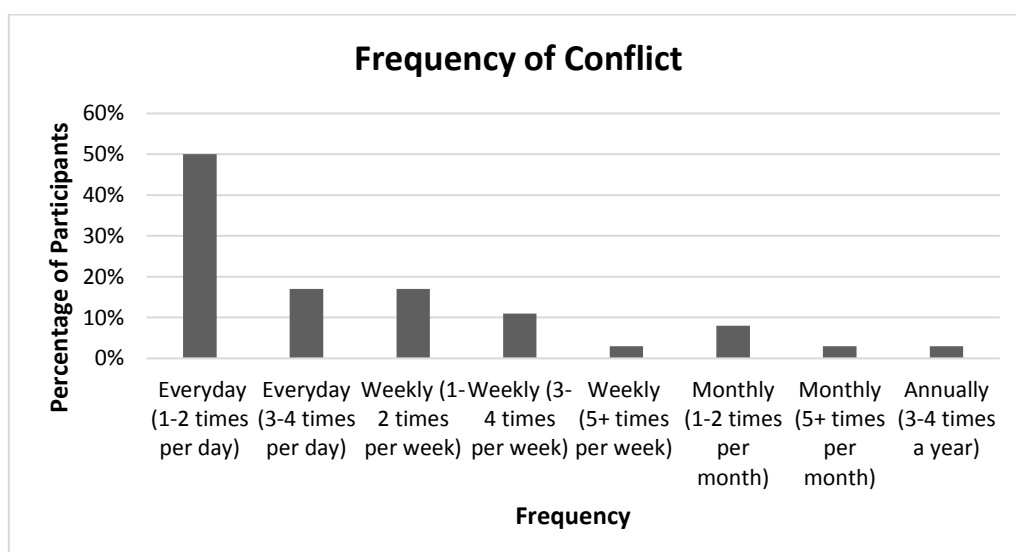
When asked about their reasons for taking part in Restorative Practice training 30% of participants reported wanting to improve their ability to manage conflict, 21% reported taking part because it sounded interesting and 12% reported taking part as they were asked by their Principal to do so. These

results contrast with those of CDI Tallaght evaluation where 21% reported taking part because their manager had asked them to and 17% reported taking part in order to improve their ability to deal with conflict (Fives et al. 2013). The fact that 30% of school staff participants from the Dublin Docklands and East Inner City reported their reasons as being to improve their ability to deal with conflict may be due to the discussions on Restorative Practice during the ABC application process and/or may reflect the different level conflict as experienced by both communities.

Participants were asked to self-rate their ability to manage conflict 55% of school staff reporting a quite high ability to manage conflict, 33% reporting having an average ability, while 11% conveyed having a quite low ability. This self-rating for conflict management is similar to the data reported by CDI Tallaght for managing conflict in work/school with approximately 50% of participants reporting having a high ability to manage conflict (Fives et al. 2013).



School staff reported spending on average 30% of their teaching time dealing with behavioural issues, with 23% stating that they spend 50%-60% of their time dealing with behavioural issues. The graph below displays the schools staff's responses when asked about the frequency of experiencing conflict in their schools setting. As can be observed, 67% of staff reported experiencing conflict every day. This is similar to the levels of conflict reported by the CDI Tallaght evaluation where participants reported experiencing conflict every day (Fives et al. 2013).



Examining the data from the post-training survey completed by staff, further allows us to see the impact of the course on the school staff.

All school staff who participated in the Restorative Practice training agreed that the course met their expectations, was helpful and that it was pitched at the appropriate level. They also reported that they would do the training again and could see themselves using the skills acquired in practice. Having completed Restorative Practice training, all staff expressed a high desire to see a whole-school implementation of Restorative Practices.

** Indicates replies to open questions (responses are themed to enable an overall summary of the responses).*

What do you know about Restorative Practice that you did not know before? N=46 *	What ways can you see Restorative Practice impacting your school? N=44 *	Areas of need to be addressed through Restorative Practice N=42 *
Method/approach 35%	Improving the environment and community 39%	Student Behaviour / Conflicts 57%
Benefits 24%	Improving relationships 23%	Student interest, engagement and academic performance 45%
Utilisation in various environments 13%	Consistent and improved approach to behaviour 23%	Staff absenteeism/morale/health 29%
Did not know much before 11%	Resolving conflict 16%	Bullying 29%
Restorative Language/ Questions 9%		Relationships 21%
Rationale/Philosophy 9%		Conflict, understanding and approach of Parents 17%
		Environment 17%

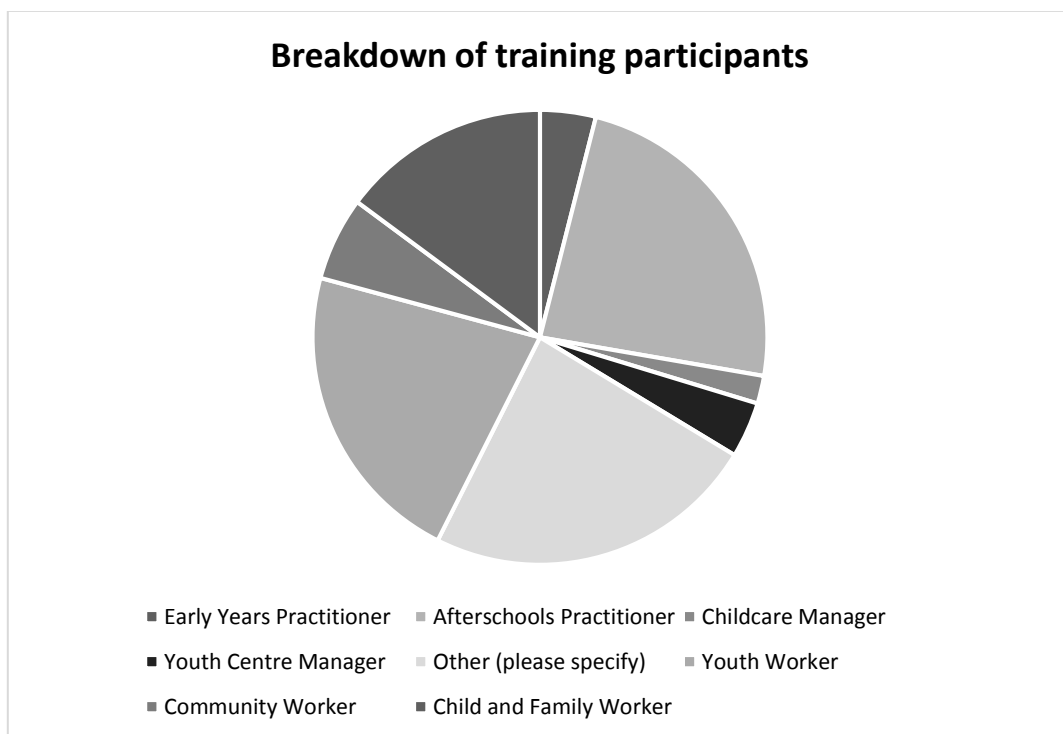
In order to engage in a follow-up with schools after completing their Restorative Practice training support visits were arranged from the R.P. coordinator. Follow-up drop-in visits to schools/services took place over the course of the year – following up on implementation, any problems/barriers to implementation, and resolutions. This was coupled with communities of practice meetings, three in total, which enabled local teachers to share learning and ideas. Many teachers began by using Restorative Practice language within their own classrooms, building on children’s emotional literacy levels. In many cases, teachers and principals then began introducing Restorative Practice into the schoolyard and assemblies to improve behaviour and support relationships, with great results. While others supported children’s understanding of Restorative Practice through engaging them in restorative circles and conversations, which by the end of the school year, children were often leading and facilitating themselves.

In the end of year evaluation form completed by principals 17% reported that their school took part in Restorative Practice training in 2015/16. It was hoped following a period of implementation that a post implementation evaluation would be completed by school staff at the end of the 2015-16 academic year however it was decided that it may be more appropriate to capture this during a post implementation focus group at the start of the 2016/17 academic year. This may be included in a community of practice in the coming academic year.

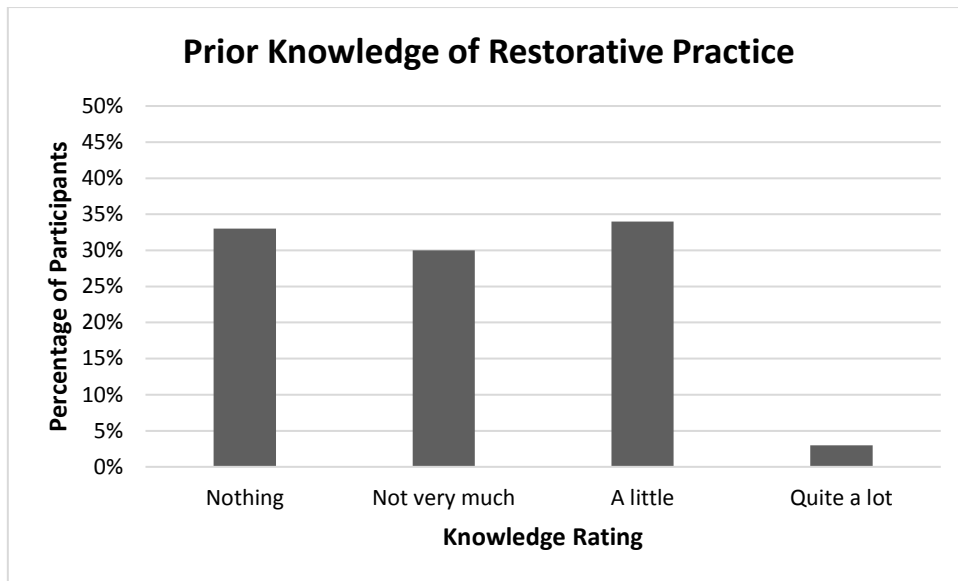
8.1.2 Restorative Practice Training for Community Groups

In October 2015 community groups engaged in ‘Getting Started with Restorative Practices’ training, a seven hour introductory session giving them the tools and skills to begin using RP in their services. Eight sessions took place during the month with 78 people from the community being trained — including Youth Workers, Child Development Workers, SNAs, Teachers, Family Support Workers, Social Care Workers, Counsellors, Managers, Early Years Practitioners and members of the ELI team.

The pie chart displayed below shows the breakdown of participants in the Restorative Practice Community Training sessions that took place during October 2015. As shown in the chart, 24% reported being Afterschool Practitioners, 22% identified as being Youth Workers and 15% being Child Family Support Workers. A further 24% stated their position as being ‘other’ with this percentage made up of local city councillors, teachers, SNAs and ELI staff.

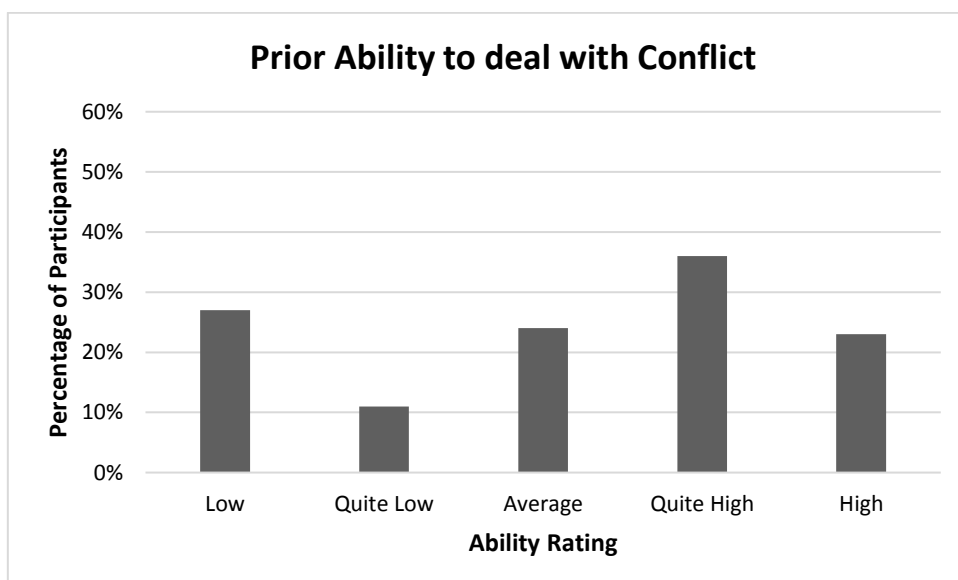


As displayed below when asked about their prior knowledge of Restorative Practice 34% of participants reported knowing a little about Restorative Practice, 33% reported knowing nothing and 30% reported knowing not very much. This is higher than the level of prior knowledge of Restorative Practice reported by CDI Tallaght who reported that 87% of participants had no had prior knowledge or experience of Restorative Practices (Fives et al., 2013).



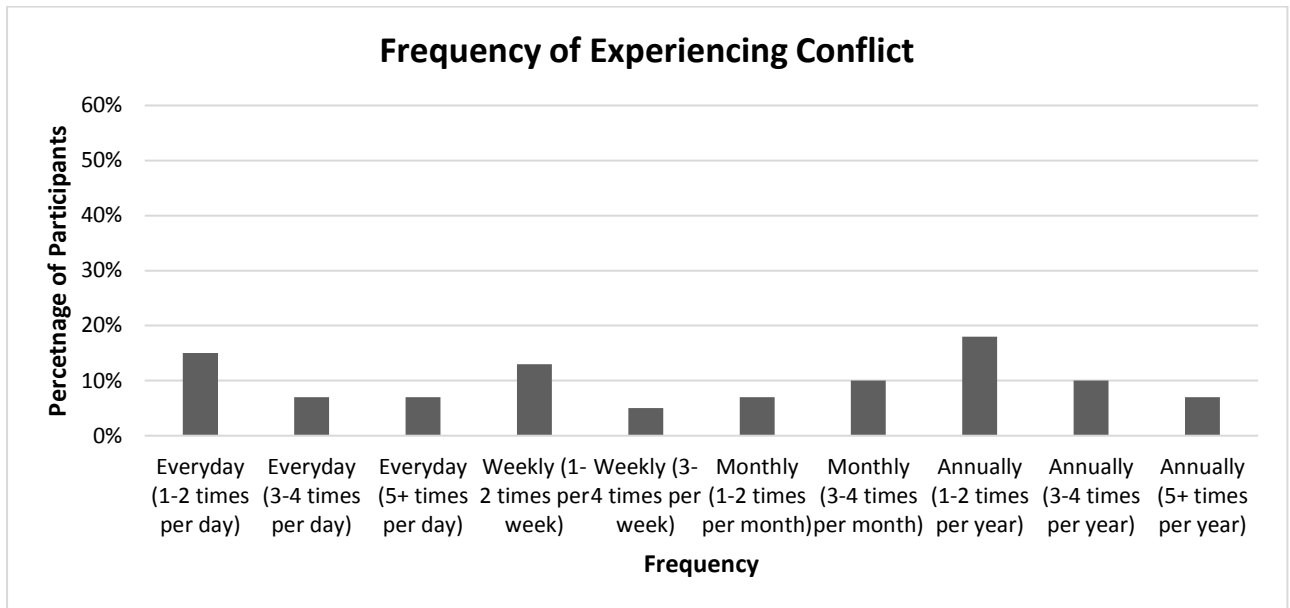
Like the CDI Tallaght report there were a number of different reasons as to why people took part in Restorative Practice training with the most common reasons being to improve ability to handle conflict (34%), being asked to attend by management (31%) and to help with issues at work (17%). These results are similar to those reported by school staff within our area, apart from a higher percentage attending because they were asked to by their manager.

Participants were asked to rate their ability to deal with conflict with colleagues, young people, parents, community and interagency staff. As shown in the graph below 59% of participants reported having a quite high ability to deal with conflict, 27% reported having a low ability while 24% reported having an average ability and 11% reported having quite a low ability. These ratings are similar to those reported by the schools staff within the area (55%) in addition to the CDI Tallaght evaluation (50%) (Fives et al. 2013).



With regards to the frequency of experiencing conflict, participants varied in their experiences with 29% of staff experiencing conflict every day. This reporting is significantly lower than the reports made by school staff in the area (67%) in addition to the CDI Tallaght evaluation (60%). This lower

frequency of conflict by community groups may be explained by the different profile of clients individuals are working with (Fives et al. 2013) along with participation being voluntary and fun.



Examining data from the post survey questionnaire completed by participants allows us to see the impact of the course on professionals working within the community. The frequency of conflict experienced by those working in the community sector appears to be lower than those in the schools within our area in addition to the experiences reported in the CDI Tallaght evaluation.

** Indicates replies to open questions (responses are themed to enable an overall summary of the responses).*

What do you know about Restorative Practice that you did not know before? N=51 *	What ways can you see Restorative Practice making a different in your community? N=41 *	Areas of need to be addressed through Restorative Practice N=46 *
Method/Approach 29%	Resolving Conflict 29%	Community Relations 30%
Restorative Language/Questions 24%	Developing People's Skills and Improving People's Perspectives 27%	Environment 30%
Utilisation in Various Environments 18%	Strengthening Community 23%	Attitudes 20%
Benefits 14%	Environment 22%	Resolve Conflicts 20%
Rationale/Philosophy 10%		
Did not know much before 6%		

They list the area of need as being community relations and the environment. In contrast, teacher list it as student behaviour, including engagement, interest and academic performance. All community staff who participated in Restorative Practice training reported the course as being helpful with 90% reporting that they would do the training again.

Restorative Practice Training with ELI

The Parent Child Home Programme (PCHP) team also received training on Restorative Practice. From February to April 2016, the ELI RP Coordinator attended the PCHP training for one hour each week and upskilled the Home Visitors and Coordinators on Restorative Practice.

During the Discover University programme, students and team leaders received a two-hour training session designed to give an overview and give students a practical understanding of Restorative Practice and some tips to use in school/youth groups/daily life etc.

As feedback on the day was very good, it was agreed to continue to incorporate Restorative Practice into all ELI training and programmes.

8.1.3 Communities of Practice

Throughout 2015-16 there were three communities of practice (CoP) meetings held to discuss and support the implementation and progress of the programme in services.

Following teacher training during the summer, schools that were participating in the Restorative Practice programme were visited once per month on average to support planning and implementation. Of the six schools that participated in initial training during the summer, three schools engaged consistently with the Restorative Practice coordinator. During support visits, teachers engaged in collaborative problem-solving circles, building confidence to use and model Restorative Practices.

It was also these schools who attended the Communities of Practice meetings. These schools have been most enthusiastic and dynamic in their implementation and also the schools that had higher numbers of teachers attending. Research suggests that, when broadly and consistently implemented, a whole-school approach strengthens a positive school culture as it ensures an inclusive, comprehensive, successful and sustainable change. It is hoped that schools will continue to work towards a whole school approach to restorative practices in 2016/17 with more schools engaging in training and implementation.

Feedback from the programme coordinator was that these communities of practice facilitated very positive discussions regarding implementation of Restorative Practice in schools with several using their Croke Park hours to train newer staff and continue to improve practice of teachers trained during summer/October sessions. During these sessions questions about further training was addressed with those who expressed interest referred to the Drumcondra Education Centre for the next summer course. It was found that schools feel more confident in using Restorative Practice circles and conversations with staff and children on a daily basis. Schools want to make Restorative Practice more visible in schools (posters/emotional barometers/mood walls/big jigsaw pieces/painted in yards etc.).

Areas of difficulty were identified during these meetings. Such as younger children (infant classes) having some difficulty with emotional language. In order to overcome this difficulty an idea was suggested in the meeting for seniors to work with juniors on a poster project using simplified language around each Restorative Practice question/Restorative Practice value to convey meaning to younger children.

These discussions facilitated the development of policies and procedures for going forward with the Restorative Practice programme. Training for children (older age groups 4th/5th/6th classes) to be developed and rolled out in schools from September 2016. Schools delivering a workshop for parents on their training with children modelling role plays/poster competitions etc. in late Sept. /early Oct. Training for parents to be developed for same schools to be rolled out Oct/Nov 2016

Critical Incident Support

Unfortunately this year has seen the community in which ELI operates experience a large amount of trauma and upset due to the recent gangland murders and activity in the area. In response to this ELI; the Dublin City North Children and Young People's Services Committee (CYPSC) and YPAR called a Critical Incident Support meeting with members of the community to discuss an integrated response for the welfare of the community. A sub-committee to lead this response was formed with ELI joining representatives from the Daughters of Charity Community Services (DOCCS), Young People at Risk (YPAR), Tusla and HSE. A Critical Incident workshop took place in June 2016 for community representatives affected by these recent events, which was co-facilitated by an ELI Coordinator and YPAR representative. Twenty-four people attended this initial workshop, and there are plans to revisit again in the autumn. As this was a CYPSC led project there were no evaluations collected by ELI however if this project is to continue to be rolled out the ELI will work on developing an evaluations system.

2016/17

In 2016-17, ELI will engage in further training and support to schools and community organisations in implementing a Restorative Practice approach across the Dublin Docklands and East Inner City community. This stage of implementing and operationalising will involve continued training of professionals and community leaders, training of children and young people, and training of trainers. Two Drumcondra Education Centre training courses will be offered to primary and post-primary schools during the summer of 2016. RP is also being integrated into the new afterschool/youth group programme. Restorative Practice is also being integrated into the new *North East Inner City Brighter Futures Programme*. For more details see pages:

References:

Fives, A. Keenaghan, C. Canavan, J. Moran, L. and Coen, L. (2013). *Evaluation of the Restorative Practice Programme of the Childhood Development Initiative*. Dublin: Childhood Development Initiative.

8.2 Doodle Den (5-6 years)

Doodle Den, one of the new ABC programmes, is an evidence-informed afterschool programme, which aims to address literacy needs amongst senior infants' children (aged 5-6).

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

In 2015-16, Doodle Den ran in three afterschool services in the North East Inner City, which will be identified as DD1; DD2 and DD3 in this report. The children were recruited from the following five schools: St Laurence O' Tooles JBS, St Laurence O' Tooles GNS, Central Model Infant School, Gardiner Street NS and St Joseph's NS, East Wall. This was very different to context in which the programme was previously evaluated. In Tallaght and Limerick, Doodle Den was delivered primarily in the primary schools, which the children were attending. In the North Inner City, a decision was made to deliver the programme solely in afterschool services. While these services had existing relationships with the primary schools, they were not on the same site.

Each Doodle Den group had two facilitators - a primary school teacher and an early years/afterschool's/community practitioner. Eight facilitators were employed and trained to deliver the programme. Six had responsibility for specific sites and two were employed as support staff. Doodle Den Team Meetings, or 'communities of practice', were held four times a year in 2015-16. These communities of practice provided supports and capacity-building to the facilitators while ensuring consistency and quality of service provision across all 3 sites.

The Doodle Den groups were made up of children of varying literacy abilities and needs. Based on the reports of the class teachers or Home School Community Liaison (HSCL) Coordinators at intake, 37% of students across the three sites had a high level of literacy needs, 32% had a medium level and 32% had a low level.

There were some difference between groups with those attending DD3 presenting with high literacy needs (44%), followed by DD1 (43%) and DD2 (29%). There were also differences between areas in terms of the percentage of children who had English as an Additional Language (EAL). DD2 had the lowest number of EAL children (21%), DD1 had 64% and DD3 had 88%. This number is significantly higher than in Tallaght (Biggart et al 2012), which had 16% EAL children.

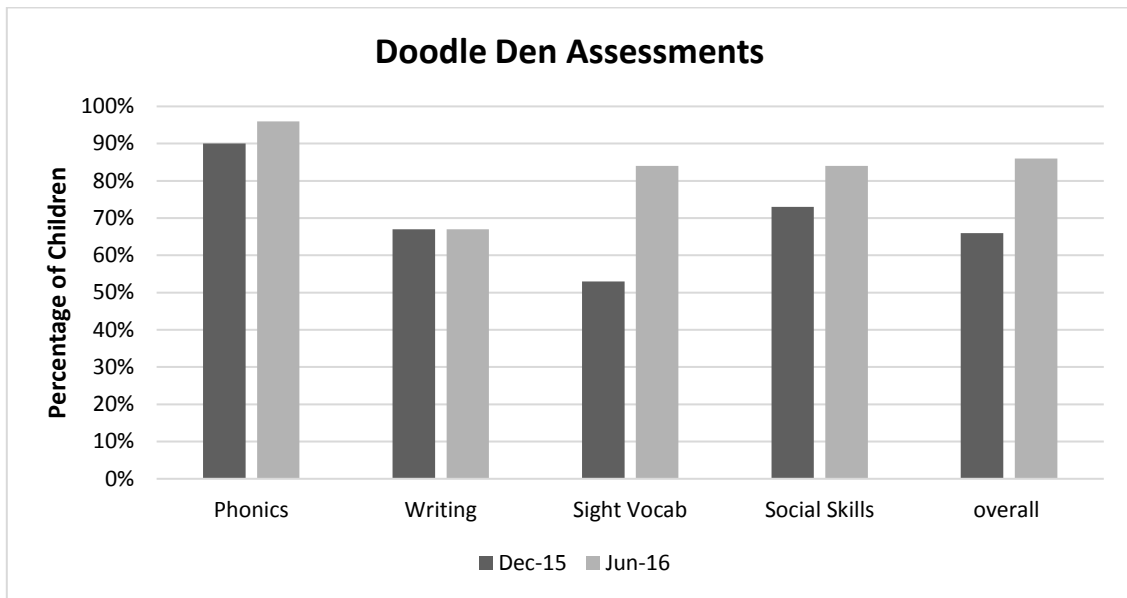
Attendance

Initially 45 children enrolled in the programme in September 2015 i.e. 15 in each location. However over the course of the year the numbers attending decreased. Thirteen (87%) children completed the programme in both DD1 and DD2, while 7 (46%) completed the programme in DD3. The level of drop-out was identified an issue in both Tallaght (Biggart et al 2012) and Limerick (Rafferty and Colgan 2013). The attrition rate in Tallaght was 76% (Biggart et al 2012).

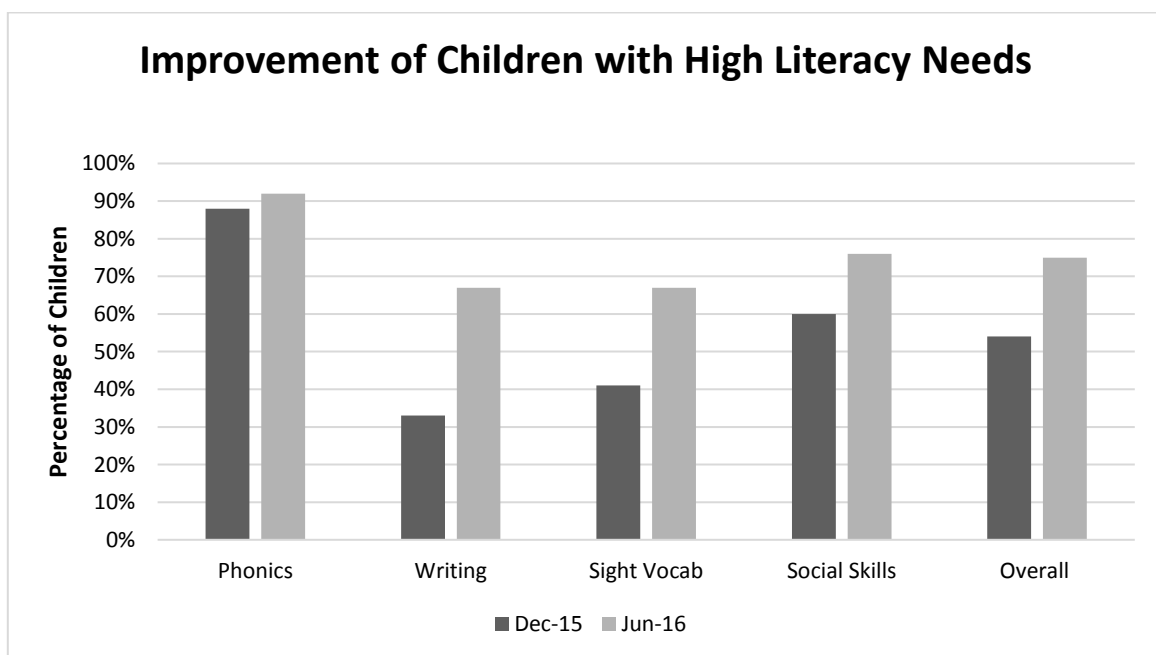
Several issues impacted on both retention and attendance. The transition between primary school and after school service was difficult for some children and their parents with the distance adding to the length of the day for children. Some of the families were in emergency accommodation, which meant the children left their programme when their families were moved from the area. This was particularly challenging in DD3 as it is located in an area where the population is more transient.

Assessments

Assessments were completed on the children involved in Doodle Den at the start of the programme in December 2015 and again at the end of the programme in June 2016. These assessments examined the child’s Phonic Skills, Writing Skills, Sight Vocabulary and Social Skills. As can be seen in the graph below the average score across all assessment areas increased from 66% to 86% across the year. The greatest increase was in the children’s sight vocabulary. It should be noted that these assessments were of a limited nature and do not assess the children’s oral language, pre-literacy, social skills and other more complex needs.



The graph below displays the improvement of children with High Literacy Needs across the programme. As can be seen from the graph below the children’s scores increased from 54% at baseline to 75% at the end of the programme. This improvement is slightly higher than the overall improvement suggesting the possibility that children with higher needs benefitted most from the programme.



The Childhood Development Initiative (CDI) in their Annual Report 2015 reported that Doodle Den was delivered to 285 children through 19 groups in Tallaght, Ballyfermot, Dublin City Centre, Limerick and Carlow with an average gain of 21% in the children’s phonics, 54% in their writing skills and 56% in sight vocabulary. As can be seen from the graph above, children in the Dublin Docklands cohort showed a lower level of improvement than that reported by CDI. However as reported above the implementation of the programme in the Dublin Docklands was significantly different to the CDI Tallaght implementation due to the high percentage of EAL children.

Children’s Feedback

Taking a sample of questions from the Tallaght Evaluation (Biggart et al., 2012) and using a 3-point scale, children were asked for their opinion of the Doodle Den programme. The table below presents their feedback on the main questions asked along with the responses in the Tallaght Programme.

	Yes	No	Don’t Know	Tallaght Cohort 2	Tallaght Cohort 3
Are you happy with Doodle Den?	100%	0	0	81%	75%
I have lots of friends at Doodle Den	93%	0	7%	76%	82%
Children like Doodle Den	93%	0	6%	84%	81%
All the children in Doodle Den like each other	100%	0	0	67%	75%
In Doodle Den the work is hard to do	40%	53%	6%	n/a	n/a
Children enjoy their work in Doodle Den	87%	6%	6%	88%	85%
Is the help you get at Doodle Den making reading easier at school?	73%	13%	13%	69%	76%
Is the help you get at Doodle Den making writing easier at school?	53%	27%	20%	67%	61%
If you wanted more help with reading, would you come to Doodle Den again next year?	87%	0	13%	62%	56%
If you wanted more help with you writing would you come to Doodle Den again next year?	80%	6%	13%	60%	55%

Doodle Den is designed to support children’s literacy development and encourages their interest in reading – while allowing children to enjoy themselves in the process. While children in the North East Inner City appeared to enjoy the programme and got on well with the other children in the group, they found Doodle Den challenging with some unsure whether it was helping to improve their skills. This feedback supports the facilitators’ observations that adjustments were needed in order to make the programme more play-based; child friendly and language focused; particularly for the EAL children.

Parents’ Feedback

Doodle Den aims to enable parents to support and encourage their children’s literacy development in a relaxed and relevant way and in the process improving parent-child relationships, increasing the regularity of reading at home and library visits, creating more positive home learning environments, and developing a family-orientated love of learning. However, the evaluations in both Tallaght (Biggart

et al., 2012) and Limerick (Rafferty & Colgan, 2013) highlighted the difficulties in engaging parents. However, as time went on, parents became more positive and more involved (Biggart et al., 2012).

While parents in the North Inner City were committed to sending their children to Doodle Den, there were difficulties in engaging parents further, primarily due to their work commitments and language difficulties. Throughout the year parents were invited to drop into the Doodle Den sessions. While there was a strong uptake at the start of the year this dropped off towards the end of the year. In order to support parental involvement in their children’s literacy development parent sessions were organised throughout the year. However, the attendance rate at the four parent sessions held in each site was low.

As a result of the difficulties engaging parents, the numbers completing evaluation and assessments forms have been very low. Despite repeated efforts to obtain parent assessments, it was agreed with withdraw Doodle Den from the ABC National Evaluation. Of the limited number of parents who completed the ELI evaluations forms 100% (N=8) reported that Doodle Den had helped their child and that they would recommend the programme to a friend. This response rate of 24% can be compared with the response rate of 36% in Tallaght (Biggart et al., 2012).

** Indicates replies to open questions (Responses are themed to enable an overall summary of the responses). The other replies are to set closed questions.*

How has Doodle Den helped your child? N=9	What was the best thing about the programme? * N=14	Is there anything you would like to change? * N=6
Listening 16%		
Reading 14%		
Understanding 14%	Learning and Development 43%	No 83%
Writing 13%	Making friends/ social skills 21%	More time 17%
Reading at home 13%	Having Fun 21%	
Homework 11%	Everything 14%	
Socialising 9%		
Behaviour 5%		
Writing at home 5%		

Parent Comment's included:

- *The best thing about the programme was learning more, being independent and meeting new friends.*
- *The best thing for my child was he came on leaps and bounds with his reading and writing and also he came out of himself more.*
- *The best thing was that they really are interested in help my son, and always receive us with a very welcome smile.*
- *The best thing was making new friend and now her speech coming on making more conversation with people.*

While engagement by parents throughout the year and with the evaluation process was poor, attendance at the end-of-year graduation was very high in two of the three sites, which could be perceived as an indicator of parental satisfaction with the programme. However, one site had a very low attendance which was attributed to recent challenging events in the area.

Programme Review

Doodle Den is an evidenced-based manualised programme developed by CDI in Tallaght, where it was delivered in the primary school building, which the children were attending and to children whose first language was mainly English. The context in the North East Inner City was very different.

However, many of the challenges experienced in the North Inner City have been already highlighted in previous evaluations in Tallaght (Biggart et al 2012) and Limerick (Rafferty and Colgan 2013). These included the overcrowding of activities in the manual with facilitators under pressure and struggling to fit everything in; lack of differentiation in the manual for children with additional needs; variation in retention and attendance rates; low engagement of parents; day too long and children too tired; along with the reduced time given to the 'fun' activities such as art/drama/PE/music and independent reading.

In the North East Inner City, Doodle Den was delivered in local after school services, which were located away from the primary schools, which had little or no involvement in the delivery of Doodle Den, apart from referring children to the programme. As a result, there were a number of logistical issues which impacted on programme implementation, including difficulties with transportation; facilities and conflicting school timetables. The distances between the primary schools and after school services added to the length of the day for children and coupled with the intensity of the programme after a full day at school, many children became visibly tired during the sessions.

In addition, the number of EAL children in the North Inner City was also significantly higher than in Tallaght. It was felt that, for these children, there needed to be much more oral language and pre-literacy activities to improve their English vocabulary and comprehension skills. These significant challenges, along with the issues outlined in previous evaluations, made the delivery of the programme as outlined in the Doodle Den manual difficult and required the facilitators to adapt the programme to make it more play-based; child friendly and language focused. Adjusting the programme to incorporate outdoor play sessions was particularly successful in ensuring children remained engaged and motivated to learn.

Parental engagement was lower than expected, mainly due to their work commitments and language barriers. Managing parental expectations that homework would be completed during the Doodle Den sessions was also problematic.

Despite these challenges, the programme worked well and benefited those children who attended on a regular basis. The partnership between the teachers and early years/ afterschool/ community based practitioners was very successful as it built relationships and enabled shared learning between professionals from different sectors of the education system.

2016/17

While a number of difficulties were experienced in implementing Doodle Den in 2014-15, it will continue with the same 3 groups in 2016-17. However, following on from discussions with Pobal/CES and considering the issues that arose in service delivery across all three sites, a number of adjustments will be made to ensure that the programme meets the needs of the children in the North Inner City. This will include making the programme more child-friendly, play based and language focused. More effective ways of involving parents will also be considered. Follow-on support to these children and their families through ELI programmes will also be considered.

References:

Biggart, A., Kerr, K., O'Hare, L. and Connolly, P. (2012) Evaluation of the Effectiveness of the Childhood Development Initiative's Doodle Den Literacy Programme. Dublin: Childhood Development Initiative (CDI).

Rafferty, M. and Colgan, A. (2013) Case Study – Replicating Doodle Den Literacy Programme. Dublin: Childhood Development Initiative (CDI).

8.3 North East Inner City Brighter Futures Initiative

Following the recent violent incidents in the North Inner City, the Government decided as a matter of urgency to see how they can support the North East Inner City community to deal with the present situation and work together to envision and plan for a better future for the children and young people in the area. The programme, which will run from August to December, will involve 300 children and young people (aged 4-18) attending afterschool and youth organisations in the North East Inner City. Designed to involve children and young people in decisions affecting their community, it will allow young people to identify what has worked well for them in the community, what have been some of the real difficulties and problems, and what are their hopes in order to make this community not only safe but one of the best places to grow up in.

Restorative Practice is the methodology chosen as it provides a framework to building and maintaining interpersonal relationships, resolving conflict and repairing damaged relationships. It can support a wide range of organisations and sectors, including schools, early years services, youth services, workplaces, communities and families. Its aim is to build strong, happy communities and to manage conflict or tensions, by actively developing good relationships and resolving conflict in a healthy manner.

Aim:

The North East Inner City Brighter Futures Initiative aims to empower children and young people in the North Inner City to become actively involved in the decisions that affect their lives and to be socially included, active citizens in their own right, as per Better Outcomes, Brighter Futures. The National Policy Framework for Children and Young People (Goal 3 p. 31).

Key Objectives:

- Listen to and involve children and young people living in the North East Inner City so that they have an equal voice in the decisions made about the future of their community
- Train and support adults in the community in how they can enable and facilitate children and young people to be reflective, critical citizens and actively contribute to the decisions being made about their local community
- Enable the views of children and young people in the North East Inner City to be taken into account by the North East Inner City Task Force and other representative community organisations in the area
- Support afterschool and youth services in the North East Inner City to provide positive high quality play-based learning environments through the provision of professional development in Restorative Practice and a supportive peer-learning network
- Through their involvement in this high quality learning experience, it is hoped that the children and young people will be enabled to develop a positive set of attitudes, learning dispositions and skills that will support them as they strive for their educational, career and life goals.

Programme Outline:

Developed in collaboration with the afterschool services and youth organisations in the North Inner City, the Brighter Futures Initiative Programme will include

- Training up young people in using Restorative Practice
- Establishing a Restorative Practice Council, run by the young people, in each service

- Developing a Group Project, where the children and young people will:
 - Work restoratively together, to facilitate a series of Restorative Practice conversations, using the Key Questions outlined below between children, young people, parents, professionals and other stakeholders
 - Present their findings from these conversations to the North Inner City Task Force and other stakeholders in the community.
- Having a Community Celebration to promote the views and key findings of the children and young people.

Key Questions:

If our vision is to make Dublin’s North East Inner City one of the best places in Ireland to live, work and rear a family,

- What is working well at the moment? What do we really like about our community and want to keep for the future?
- What would we like to change or improve to make life better for the people who live and work in the North East Inner City? How can we do this?

8.4 Ulster Bank Financial Literacy Programme

The Ulster Bank Financial Literacy Programme is being adapted for use in the local afterschool services and public libraries. The Programme will help children develop the financial mathematical skills they will need to progress through the education system and obtain the qualifications needed to work in companies like Ulster Bank. It will also enable the children and their parents to develop the financial literacy skills needed to make informed and effective decisions with all of their financial resources.

The programme will run for six weeks in October and November 2016 in four after-school services in the area. The initial four weeks will be dedicated to finance topics such as income, budgeting, saving, borrowing and currency. Children will be divided into groups with volunteers at learning stations for "Power Hours" to cover different topics. The final two weeks will focus on putting a book together where each group (possibly based on age categories) will contribute a story based on financial literacy. We will have a book launch and exhibition in February. The local libraries will have corners related to finance/money during the six weeks. Library cards will be on display for local parents to help reinforce their children's learning

8.5 Robotic Coding Club

This year saw the introduction of the SAP Coding Club for primary school students aged 10-12 years old - an afterschool computer coding club which was run by staff, mentors and volunteers in the National College of Ireland. Over a 8-week period, the students learnt about robotics, programming and electronics with a mbot, which is an easy-to-assemble robot that provides infinite possibilities for students to learn STEM (Science, Technology, Engineering, Mathematics).

Objectives

- To introduce young people to programming, electronics and robotics through a fun and challenging learning experience
- To inspire and support young people to learn how to create technology
- To encourage collaboration, peer to peer mentoring and project work

The SAP Coding Club was supported by NCI's School of Computing who nominated an associate faculty member to facilitate the sessions. Students were provided with the use of laptops, kindly donated by Facebook, for each of the sessions. This was a valuable element of the project as it enabled students to take part in the programme who might otherwise have been excluded (e.g. some families did not own a laptop and are therefore unable to participate in other coding clubs as it is a requirement for students to bring their own laptop to use). This may have been a contributing factor to the high demand for the programme as there were over forty students placed on the waiting list.

The software used was 'Makeblock', available to download for free and specific to the mbot model. It is an extension of the 'Scratch' application which we have previously used for Coder Dojo and seems to be the most appropriate software for the age-group. The mbot robot provided an accessible and highly engaging medium for students to learn about programming, electronics and robotics.

This year there was a total of 20 children who attended the SAP Coding Club. Parents and families were invited to attend the final session, the SAP Coding Challenge, to finish the eight week long programme. Students were asked to code their mbots before they faced a series of challenges e.g. mbot football (two robots competed in a football match), mbot balloon battle (balloons were attached to the robot and students had to burst their opponent's balloon) and the maze (robots had to navigate a maze and collect targets). It was a highly interactive session which parents and families seemed to enjoy watching. SAP volunteers acted as referees for each challenge and the top three scoring students received a prize.

Parent Feedback

Of the parents who completed evaluation forms 100% (N=8) agreed that their child had an enjoyable experience, received a good introduction to coding and robotics and learned a lot about computers. 87% (n=7) would recommend the programme to a friend.

Comments from the parents included:

- *My child's involvement in the SAP Coding Club gave her great confidence in herself and an insight into tech and games.*
- *Being part of the SAP Coding Club encouraged my child's interest in coding and allowed him to see another side of using computers.*
- *The best thing about the club was the education and introduction to new coding.*
- *The best thing was getting to meet new people with a great environment for learning and having fun while doing so.*

Student Feedback

Of the 10 students who completed evaluation forms at the end of the SAP Coding Club 90% agreed that they enjoyed taking part in the club. 100% reported learning a lot about coding and robots and making new friends. 90% would like to continue their involvement in the SAP coding club while 80% would recommend the club to a friend. Evaluation forms were not completed by all students involved in the programme. This is because they were completed at the event at the end of the programme when some students were absent due to holiday/ sickness.

Comments from the students included:

- *The best thing about the club was coding and programming the robots.*
- *The best thing was the robots and coaching was the best thing.*
- *The robots and the races were soooooo fun.*
- *I learned how to do basic coding. I think it will help me in the future for a marine biologist.*

2016-17

Due to the high demand, it is hoped to continue the coding club once per term in the academic year 2016-17. This will be dependent on funding.

8.6 Community Based Tuition Support

As part of the NCI Community Based Tuition Programme Maths support was provided for seven Junior Certificate students in Ringsend, Junior Certificate Maths and English support was provided for seven students in East Wall and Leaving Certificate Maths tuition was provided for thirteen students in East Wall.

The Ringsend and Irishtown Community Centre tuition started out in October with very good and consistent attendance however after the Christmas holidays students failed to return to tuition support. All parents were called directly to discuss attendance and to encourage students to return to the tuition. Some students formally withdrew while others did not confirm their status. General response from parents was that they wanted their children to attend but would leave the decision to their children whether they continued or not. The decision was therefore taken to cancel it.

The East Wall group, which began in January, worked very well with students being directly recruited by the local youth club for both junior and leaving certificate tuition supports. There was generally good and consistent attendance throughout both terms with a very good intake of students for the pilot leaving certificate maths tuition support.

This year it proved to be very difficult to get feedback from participants involved. Evaluation forms were sent by post to the tuition site however they were not returned. Efforts to follow up on the forms were not successful.

2016-17

The tuition supports were well-attended by students in St Mary's Youth Club (East Wall) so it is hoped to continue this depending on numbers and funding.

8.7 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 13th-22nd June (eight days, excluding the weekend) with 22 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
22	6	70

The number of second level students was lower than expected this year with 22 students graduating the Discover University programme this year. At least 10 students who had applied to the programme did not attend or formally withdraw from the programme. Follow-up calls with parents gave explanations that students were on holiday or else had secured positions to assist invigilators during the junior and leaving certificate exams.

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.citrusaturday.org/about/information>) and the Computing project was called the Imagine 3D Challenge, designed by NCI's School of Computing. Both were collaborative projects between the Early Learning Initiative, School of Computing and ELI's corporate partners. Both projects worked very well, with the second level students really engaging with the activities.

This year students were involved in extra-curricular activities and workshops which included the following: Introduction to Restorative Practice, Drama & Improvisation, team building exercises, visits to ELI corporate partner William Fry; NCI gym SV Fitness, and to Store Street Garda station

All responses presented below were made in response to closed questions.

Having taken part in Discover University, I/my child agreed that I/my child	Second Level Students (N=20)	Parents (N=13)	Team Leaders (N=6)
had an enjoyable experience	100%	100%	100%
made new friends	100%	100%	100%
developed stronger communication skills	80%	100%	100%
am now better able to work in groups	60%	100%	100%
have stronger problem solving skills	44%	100%	100%
am better able to work with people from different backgrounds	70%	100%	100%
More excited about 3 rd level education	87.5%	100%	N/A
Have a better understanding of third level education	72.8%	100%	N/A

All of the second level students and of third level team leaders who filled out evaluations forms, found the Discover University programme interesting; useful to their future and would recommend it to a friend. All second level students (100%) agreed that both staff and team leaders were well prepared and supported them.

In the opinion of the stakeholders, the best things about Discover University were		
Second Level Students N=20	Third Level Students N=6	Parents of Second Level Students N=13
Projects 30%	Opportunity to work with young people 50%	New Skills/Experiences 62%
Experience/Learning 25%		Meeting New People 39%
Meeting new friends 10%	Developing New Skills 50%	Making New Friends 39%
Meeting new people 5%		Experience of Third Level 39%
Other 5%		Fun 31%
		Other 8%

In the opinion of the stakeholders, second level students learnt the following through Discover University	
Second Level Students (N=20)	Parents of Second Level Students (N=13)
IT/Business Skills 40%	Communication Skills 46%
Communication Skills 15%	Team Work 46%
Confidence 10%	Increased Interest in Third Level 39%
Team Work 10%	Independence 39%
	Confidence 31%
	IT/Business Skills 31%
	Other 8%

There were 16 suggestions for improvements to Discover University, with most of them around practical issues such as the limitations with the programme content, issues with technology, difficulties selling the product and unforeseen interruptions (62%), team issues such as group behaviour, cooperation within the group and people not feeling listened to (38%) and lengthening the programme (12%).

Student comments included:

- *Dragons den worked well because we were able to get feedback and improve our product.*
- *We all worked together as a team.*
- *The creativity the group had worked well. Everyone got along together.*

Parent comments included:

- *Great idea and well organised and professional.*
- *Thank you for giving my daughter this amazing opportunity to discover the fun side of 3rd level education.*
- *Team leaders were absolutely brilliant.*
- *Thank you to the team leader, what an inspiration you were to my daughter.*

2016-17

It is hoped to continue Discover University next year.

8.8 THIRD LEVEL SUPPORT

There were 10 students involved in the programme in 2015-2016. Nine students are continuing with the programme and their third level studies, and one student has graduated.

Four new students were recruited in 2015-2016. Six students did not continue with the grant in 2015-2016: 4 students withdrew from their studies in National College of Ireland, 1 student was repeating exams and 1 student was uncontactable to confirm their status. The grant was the same as last year and was paid in two instalments (December and May). All students who received the grant participated in the ELI Third level Support Programme and the Volunteer Programme.

Support Programme

The support programme began with an introductory session for the new students in October 2015. This gave students an overview to ELI's third level support programme, as well as the Student Support Services at third level.

In May 2016, ELI corporate partner William Fry invited a group of NCI students to their offices to take part in a series of mock interviews and interview preparation sessions, as well as talks from members of staff from different departments. Volunteers from William Fry designed the layout of the workshop and decided on the activities and topics to cover. This programme was run in collaboration with NCI's Career Office and 16 students attended the workshop in William Fry's offices.

The team building exercises promoted great discussion among students and William Fry volunteer mentors. The mock interview process was well-timed and ran smoothly with the William Fry volunteers ensuring that all students were interviewed within the allotted time. Students came back from the mock interviews with personalised feedback. The general consensus was that the own mock interview went well and gave the students an individualised professional perspective. Students were also given a group feedback session and time to discuss interviewing, application forms and CVs with the HR Director and HR Manager. This was well-received as it had a general focus on the group as a whole.

2016-2017

The format of the third level support has been reviewed and it has been decided to introduce a Third Level Internship Programme. Eligible students will be offered the opportunity to work with ELI during the academic year, as well as partake in personal and career development opportunities with ELI corporate partners and NCI's career Office. This will have the dual benefit of assisting the work of ELI in the community, and giving third level students the opportunity to visit companies and gain real-world insights into job-seeking processes and employment options. Interns will receive payment to assist with the costs associated with attending third level, based on the number of hours they engage with and work for ELI. The criteria for the internship will be the same as the previous third level support programme, and current recipients and new eligible entrants to NCI will be offered the opportunity to apply for the programme.

Volunteering

All participants in the third level support programme were required to contribute their time to volunteering with ELI. Students completed 28 hours volunteering – opportunities to volunteer are becoming fewer as the corporate volunteer programme expands and general tasks are allocated to other staff.

2016-2017

The Third Level Internship Programme will replace student volunteering, and will endeavour to match students' skills, interests and availability to the needs of ELI and its programmes.

9 PRIMARY SCHOOL PROGRAMMES

This section examines the Primary School Programmes, which build on the support provided in the early years. The main focus is on supporting schools and parents to develop children's social, language and thinking skills as well as their understanding of the education system and the impact of certain decisions e.g. choice of subject on their ability to access further education and career opportunities; thereby, ensuring that the children and young people in the area continue to develop the skills needed to achieve their educational, career and life goals. These programmes, which are developed through careful collaboration with local schools, are NCI Challenges, Educational Guidance, Mentoring Circles and Stretch to Learn Awards,

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

9.1 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 2015-16, 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
Table Quiz	8	47 parents & 45 volunteers	88
Rummikub	7	55 parents & 21 volunteers	64
Monopoly	6	49 parents & 23 volunteers	48
	-	217	200

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

The total number of children who participated in the events were reduced this year. In previous years each school was asked to send 12 students but the increased number of schools and space restrictions within the college, it was decided to reduce the number per school to 8 children.

Each school did three-four weeks of practice in preparation for each Challenge for approximately one hour per week with volunteers from Mc Cann FitzGerald, Eversheds and Deloitte (Rummikub); Central Bank and McGarrell Reilly (Table Quiz) and Arthur Cox and Citco (Monopoly) helping out in some of the schools.

Feedback was very positive with 100% of the evaluations forms completed by parents and teachers agreeing that these Challenges provide valuable and enjoyable learning opportunities for the children involved.

Comments from the volunteers included:

- *Everything was well organised from the training to having Lucy there at the school visits to ensure all went well. The kids were very engaged.*
- *I thought the class visits were very well organised. The pre-briefing for volunteers was very helpful and informative. It was a nice balance of structured set up but also gave enough scope for volunteers to decide what works for them and the children they were working with. I thought the games were also quite good.*
- *I think it gave them a new interest and something to work towards (the competition) which is a fantastic life lesson. It's a skill that will stay with them at exam time in the future.*

- *Helped to increase their general knowledge via the table quiz. Also provided them with an insight of what we do in offices. Provided them with an opportunity to meet new people.*

Parents' Feedback

Feedback from the children's parents was very positive with 100% (N=18) of those who filled out evaluation agreeing the NCI challenges were a valuable and enjoyable project for their child.

** Indicates replies to open questions (responses are themed to enable an overall summary of the responses). The other replies are to set closed questions in which participants could select more than one response.*

Learning for you (N=18)	Worked well (N=17) *	Didn't work well (N=8) *
Enjoyed watching my child participate 78%	Childs learning 44%	
Felt more involved in child's school 28%	Everything 27%	Logistical issues (size or room, seating etc.) 100%
Allowed me to spend more time with child 22%	Fun activity 22%	

Teachers' Feedback

Feedback from teachers was also very positive with 100% (N=6) agreeing that the project is a valuable and enjoyable opportunity for the children to be involved in. Teachers reported the best part of the programme as being the team work (83%); child's learning (33%); event (17%) and the involvement of volunteers (17%).

Comments from the teachers included:

- *The adults coming into the class proved to be very helpful and beneficial.*
- *Weekly small group work with volunteers went well, kids enjoyed it. Event was great- kids had a fantastic time. The kids will be more likely to have an interest in general knowledge.*
- *Excellent resourced supplied to the school. Great team building experience for the children.*
- *The best thing was building relationships with local businesses. Great event in NCI. Quiz well pitched and organised. Thank you.*

Children's Feedback

This year it was decided to start collecting feedback from the children involved in the NCI challenges. Of the children who filled out evaluation forms, 95% (N=121) said that they enjoyed taking part in the quiz.

Comments from the children included:

- *I learned about Ireland, plant, planets and much more.*
- *We learned lots of fun games and we still got an education as well.*
- *I know lots of people from different schools and I learned how to count big money.*

- *I liked the team work! I learned the capital of places. I learned who writes books people/famous people.*
- *I learned how to play with new people. I learned lots of things. That anybody can be smart as long as you try.*

2016-17

This programme is working well and will continue in 2016-17 with the same three games. The number of children nominated from each school to take part in the competition will reflect the number of schools participating and the available space within the college. The involvement of corporate volunteers has really enhanced the programme and appears to have increased the number of parents attending the events. In 2016/17, it is hoped to incorporate the NCI challenges into the new afterschools' programme being developed.

9.2 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 44 children in third, fourth and fifth classes across three schools at a Family Celebration Event on 19th May 2016. 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
5	14	166	44	40	31	9

As with other years, there was great energy and enthusiasm amongst children and parents at event. Many parents expressed their appreciation for the recognition and support received from ELI. There was some difficulty with room availability/conflicting events in the college which resulted in a change of date for the awards. The change of date made it difficult for some schools to attend so one school decided to incorporate the awards into their own annual end-of-year ceremony at the school at a later date.

2016-2017

This programme will continue in 2016-17. In addition to the initial poster that schools receive at the beginning of the school year to inform students about the Award ceremony, there will be reminders in the run-up to the event in the form of postcards to the participating classes.

9.3 Educational Guidance (5th and 6th Classes)

This project-based learning educational guidance programme is targeted at fifth and sixth class in primary school. It aims to raise the awareness among students, parents and teachers of the necessity of having a third level education if one wishes to pursue certain careers. It is also meant to inform the local community of how choices made at the end of primary school can limit life chances in terms of accessing further education and career opportunities.

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 2015-2016, 56 children in three schools were involved in the programme. 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.

The Educational Guidance Exhibition took place in NCI on 4th March with 13 projects exhibited. Thirteen representatives from local companies acted as judges and this added an atmosphere of gravity and excitement to the event. Two schools attended the BT Young Scientist Exhibitions as part of the Educational Guidance programme 2015-16.

This programme worked well this year for those involved but due to the Facebook Mentoring Programme, the number of schools and children participating were reduced. The Exhibition went very smoothly and was well-timed. The atmosphere was visibly relaxed and lively and the children seemed confident in their groups speaking to the judges. Students had the option of taking part in interactive displays during the exhibition – each display was appropriately themed to encourage the children to discuss their own interests and opinions relating to second level education and careers. This worked extremely well as it kept the children occupied as they waited for the judges and it allowed the students to mix with students from other schools. There was great feedback from and interactions with the judges.

Vice President Prof Jimmy Hill arrived earlier than scheduled and took the time to speak to different groups of students between judging. One child from each school gave a short speech with a guideline to talk about what their project was and what they learned from the project. Each child spoke very well and were very engaging. Volunteers listened attentively to the students and were very interested in hearing what they had to say.

Student Feedback:

As in previous years, evaluation forms were prepared to be completed by students. This year however there was a very low number of forms returned. This is due to the difficulties the coordinator experienced trying to organise class visits to be arranged for this purpose. Once the exhibition had taken place it was very difficult to arrange visits with teachers as they were very busy engaging in other activities.

Feedback was very positive with all of the 17 students (100%), who filled out the evaluation form, agreeing that they had learnt a lot from and enjoyed the programme.

The majority (94%) of students hoped to go to college when they finished school, while 6% were unsure. This is a significant increase on the Trinity Results (84%) and the results from previous years. In 2014/15 73% of students reported wanting to go to college compared to 94% this year. These results 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 (94%) as a result of the programme. This is an increase in 77% in 2013-14 and 73% in 2014-15. However, as numbers involved are so low, these results should be treated with caution.

All responses presented below were made in response to closed questions. In some cases participants could select more than one response.

Best things about the programme N=20	Student Learning N=20
Presenting to judges 80%	
Doing the project 75%	Future career and education 70%
Team work 55%	
Learning new things 50%	Skills and attitudes 50%
Class Visit 50%	About education 35%
BT Young Scientists Exhibition 35%	

Comments from students included:

- *I really liked getting our feedback because it made me feel professional.*
- *I don't think I would like to become a lawyer because I have always said I wanted to become a fashion designer or an accountant.*
- *I liked getting the feedback because it tells me what we did really well and what I can improve on in the future.*
- *I loved working with my friend and I loved working with everyone else because it was fun and me and my friend had fun talking about our project.*

Corporate Volunteer Feedback

Thirteen 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:

- *I think the whole project worked well. The opportunity for kids to engage in this subject before entering secondary school is valuable. I feel it gives them a sense of direction and that getting an education is important. A great initiative!*
- *I believed the group work element meant the children were more at ease and confident as they were supported by their classmates. I enjoyed the variety of topics that the children worked on.*
- *I think it is a fantastic initiative and that the children seemed really engaged in the project that they had worked on.*
- *I was delighted to be able to participate in such a great event. It was really well organised and from what I experienced the children seemed to get a lot out of it.*
- *I think the event was well timed with enough time for each group to prepare and present their project. The role of the judge was well explained also. I think it worked very well.*

2016-17

The number of schools participating in the Educational Guidance programme has been impacted by the Mentoring Circles programme as both programmes are aimed at 5th & 6th classes and there is some overlap in the timeline of both projects. This will need to be considered when offering programmes in initial meetings with schools in September. There may also be a need to restructure the Educational Guidance programme timeline or else deliver it in the afterschool services.

9.4 Mentoring Circles Programme

After the completion of the pilot programme in 2014-15, the Mentoring Circles programme continued in collaboration with ELI corporate partner, Facebook. The Mentoring Circles programme is a mentoring initiative for primary school students aged 11-13 year old. It connected the students with a mentor in Facebook for four group learning sessions followed by an interview session, 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 2015-16, the programme was extended and offered to two additional schools from the North Wall and Ringsend areas, and was delivered to 71 students from four schools, an increase from 32 students in 2014-15. Due to the increase in students, Facebook split the schools into two groups and hosted the groups over two days during a week. At the end of the programme the students presented their projects to their parents and Facebook staff in Facebook. The final event was also hosted over two evenings to cater the four schools.

Timings for the sessions and the events were problematic this year due to the number of school breaks during the second term (e.g. mid-term, Proclamation Day, St Patrick's Day, Easter breaks etc.). As a result, the final events were postponed towards the end of the school year in June, which impacted on the evaluation processes. The programme itself was very successful with all parties involved highly impressed with the performance of the students. As with 2014-15 parents were given a tour of

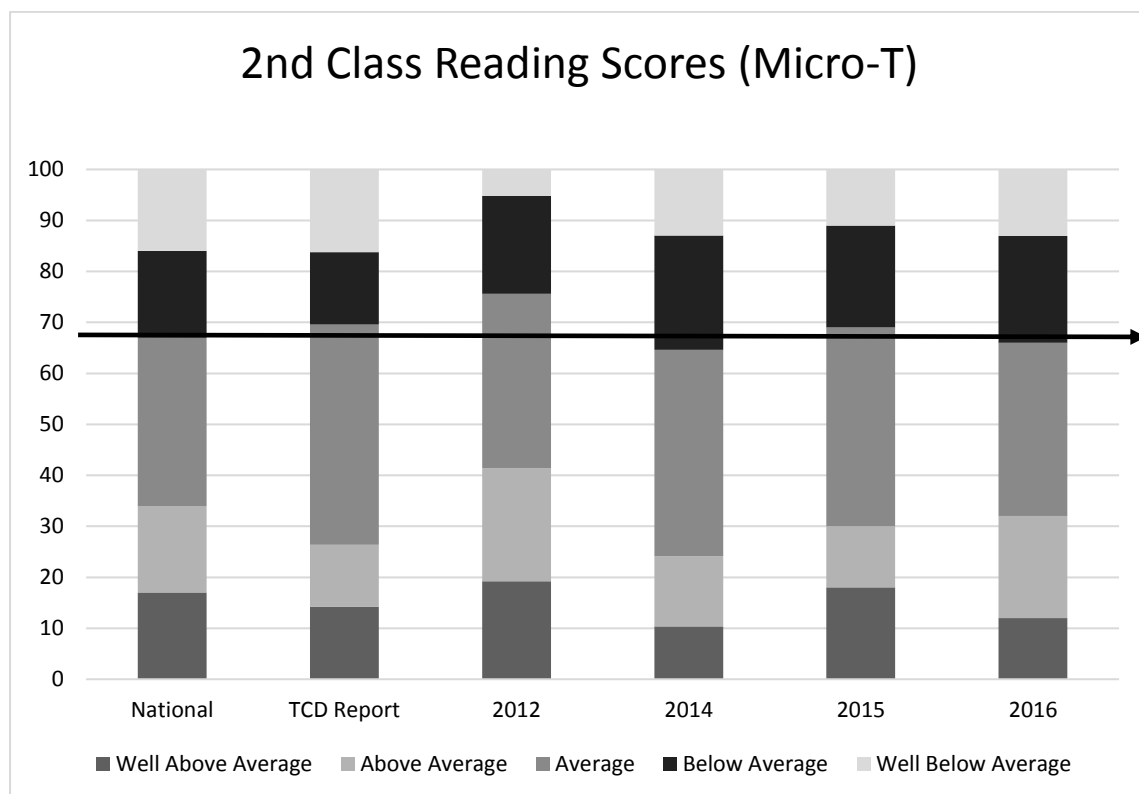
Facebook on the night of the presentation, which gave them a real insight into the corporate world as for most, it was the first time that they had been in one of the offices in the Docklands.

2016-17

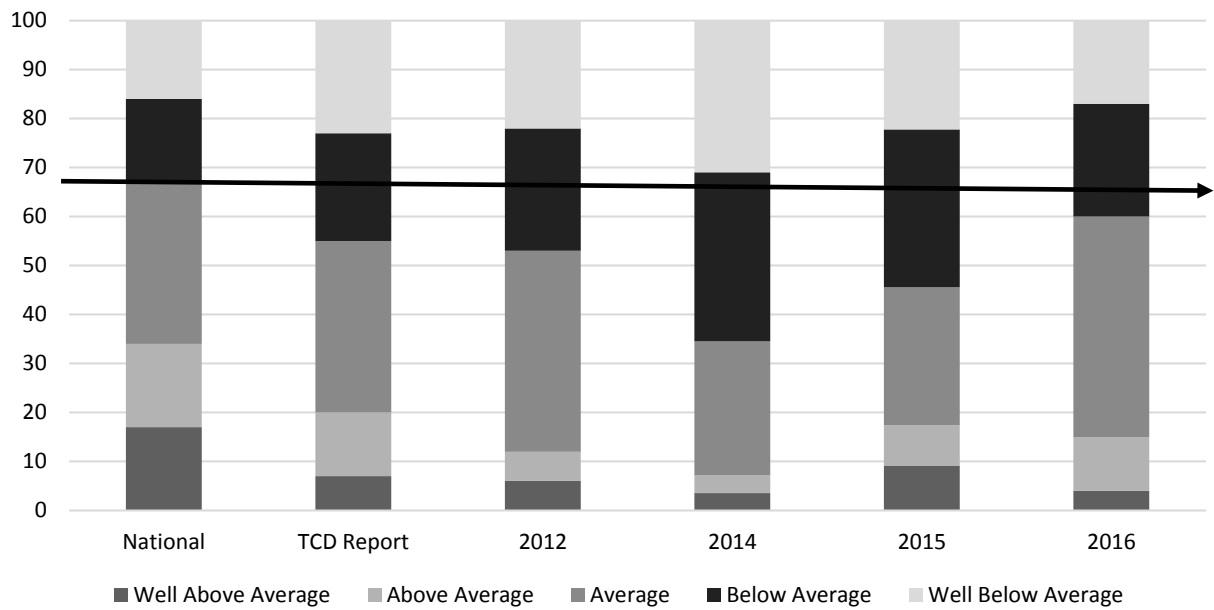
It is hoped, pending the continued support from Facebook that this programme can continue into 2016-17.

9.5 Assessments

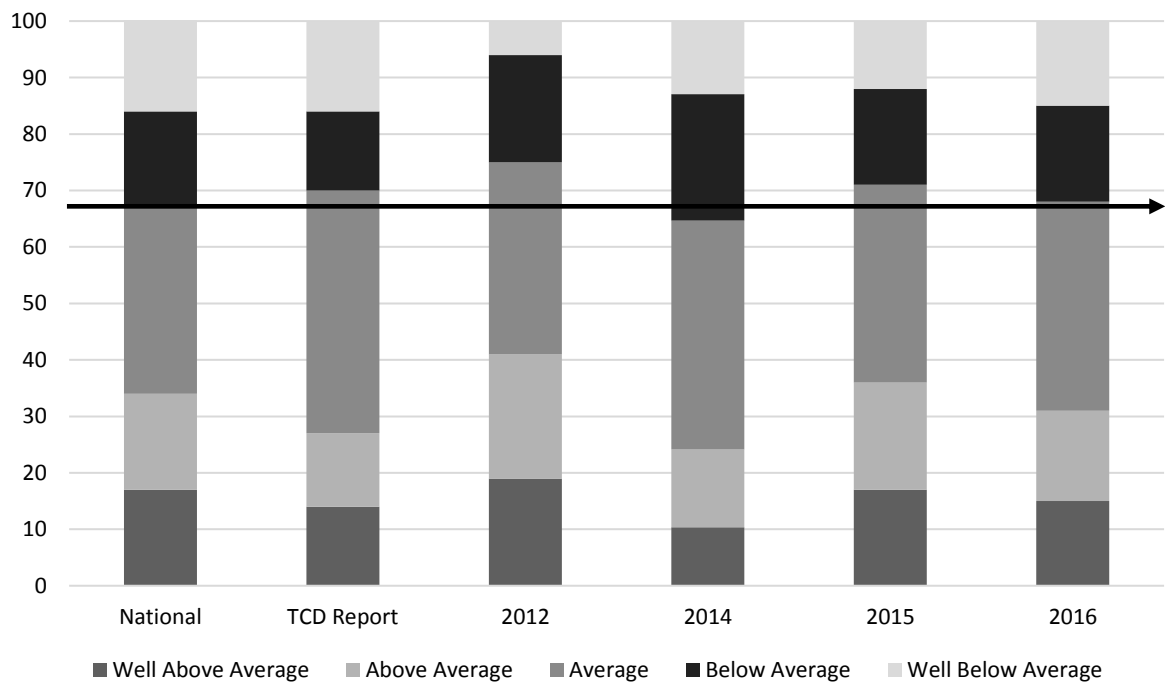
Standardised test results in English and Maths at seven years (second class) and 12 years (6th class) were collected from the local primary schools who participate in our programmes. This information was aggregated and compared with the baseline data collected by the Children's Research Centre, Trinity 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. This is a similar trend seen in previous years. Interestingly the Micro-T (Reading Scores) for sixth class students increased significantly this year with 60% of students scoring average or above in 2015-16 compared to 45% in 2014-15 and 35% in 2013-14. Similarly the Micro-T (Maths Scores) for sixth class students increased and is nearly at National Norms.



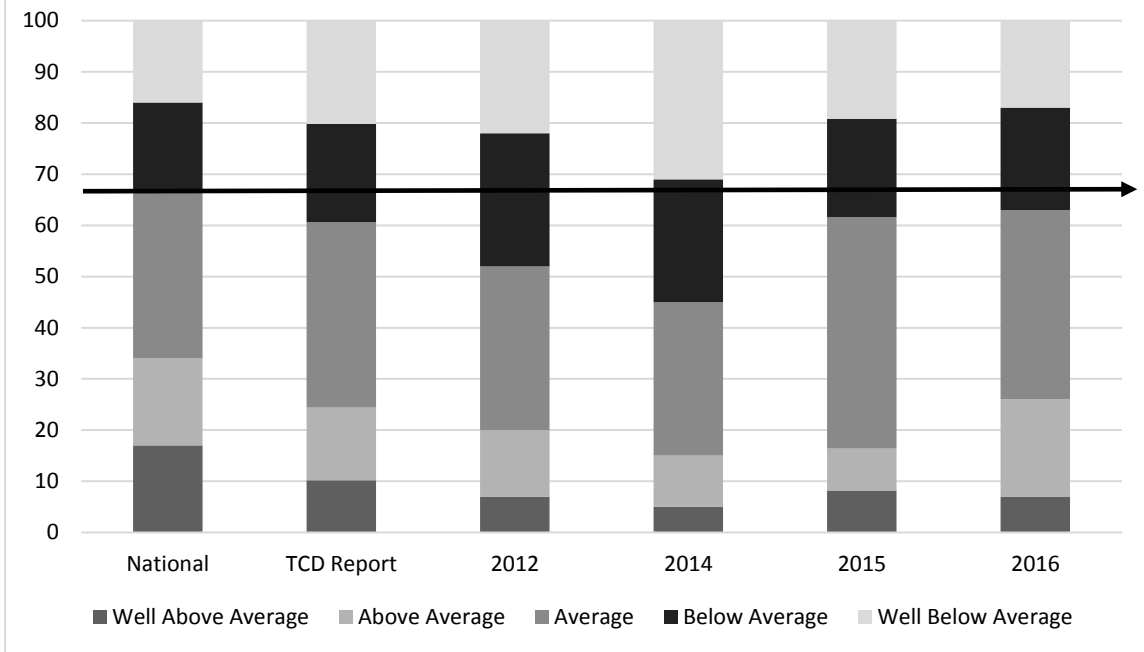
6th Class Reading Scores (Micro-T)



2nd Class Maths Scores (Sigma-T)



6th Class Maths Scores (Sigma-T)



2016-17

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 2016-17.

10 VOLUNTEER PROGRAMME

ELI's volunteer programme provides rewarding, diverse volunteer experiences, which give employees in our corporate partners the opportunity to interact directly with children and their families in the community in which they work. The programme offers mutual benefits – allowing corporate staff and NCI students to enhance their own interpersonal communication skills while simultaneously making a positive difference to the educational life chances of the people in their locality. This section outlines the Volunteer Programme for 2015-16.

Objectives

- 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 was reviewed in August 2015 with some changes being made to the materials and the volunteer opportunities. There were two intakes of volunteers in Sept/Oct 2015 and Jan/Feb 2016 with companies encouraged to hold information sessions and volunteer training/inductions. The number of volunteers involved across all inductions, training and events increased from 256 in 2014-15 to 302 in 2015-16. The number below reflects the breakdown of volunteers' involvement in individual programmes. Some volunteers who attended inductions/training were not involved in the programmes.

Programme	Number of Volunteers	Lead Corporate Partner
<i>Early Years Programmes</i>		
Parent Child Home Programme Events	4	State Street
<i>Primary Level Programmes</i>		
NCI Challenge Rummikub	33	McCann FitzGerald, Deloitte, Eversheds
NCI Challenge Table Quiz	23	Central Bank, McGarrell Reilly
NCI Challenge Monopoly	20	Arthur Cox, Citco
Educational Guidance	13	Arthur Cox, William Fry, McCann Fitzgerald
NCI Coding Challenge	9	SAP
Mentoring Circles	38	Facebook
SLOT JBS Sports Day	4	McCann Fitzgerald

<i>Second Level Programmes</i>		
Discover University	37	William Fry, Deloitte, Citco, State Street, An Garda Síochana
<i>Third Level Programmes</i>		
NCI School of Computing Guest Speaking	3	CITCO
NCI Dragons Den	30	Northern Trust, Central Bank, CITCO, Deloitte
NCI Project Showcase	7	Central Bank, Northern Trust, McCann Fitzgerald
William Fry Open Day	16	William Fry
<i>General</i>		
Hands Up Conference	8	ESB, Eversheds, Dublin Port, McCann FitzGerald, Dublin Port, The Panel, Citco State Street
Total	245	

Following each event the volunteer coordinator collected feedback from volunteers in the form of comments through meetings, email and phone calls. At the end of year all volunteers are emailed a link to a survey monkey questionnaire to allow us to gather feedback. As with previous years it was difficult to get volunteers to complete this questionnaire. However the feedback was mainly positive, with 100% (N=20) agreeing that they were happy that they participated in the programme, and that they would recommend the experience to a friend.

The responses presented below were made in response to closed questions where participants could select more than one response.

What motivated you to volunteer? (N=20)	Volunteering with ELI enhanced my (N=20)	Impact on children (N=20)
To make a difference 85%	Pride in the Community 75%	Positive Impact 38%
To have fun 55%	Job Satisfaction 45%	Increased learning opportunities 33%
To enhance skills 30%	Communication skills 30%	Enjoyment 21%
Team building 20%	Leadership skills 20%	Made them feel important 8%
Other 20%	Confidence 15%	
To network 5%	Other 10%	

The majority of volunteers (95%) were satisfied with the support they received. However, there were some difficulties encountered by volunteers which were highlighted as areas which could be improved on next year. These included further preparation prior to going into the classroom, additional support from the class teacher, advance planning of programmes, further opportunities for interaction and practical issues around volunteers trying to balance their work commitments with volunteering with ELLI.

Comments included:

- *Young people really are the future! The impact is astounding, so great to see it in individual people rather than a general concept of "education" and "encouraging growth of disadvantaged areas.*
- *I love kids and have done babysitting and childminding so I was really looking forward to getting involved. I was quite nervous on the first class visit but this soon subsided when I saw how enthusiastic the children were. I thought it was a very hands on approach as each volunteer was given about 6 kids to work with per session. It brought so much variety to my work and I really looked forward to each class visit. My colleagues and I would return to work in such a good mood and full of chat about the experience. I think the volunteering gave back just as much, if not more to the volunteers as it gave to the children.*
- *Very positive, second year I have done the ELI and was struck again by the high level of enthusiasm and interest displayed by the children.*
- *It was a wonderful opportunity to engage with the children. They were so welcoming & I thoroughly enjoyed it. I would recommend the programme without hesitation.*
- *I found the experience very rewarding, the children look forward to their ELI visits and it was very worthwhile seeing them learn new facts and seeing the more introverted children come out of themselves to participate. It was great to see the children's confidence build as they became more involved and as their knowledge grew, they were contributing more and even getting a little bit of a competitive spirit!*

2016-17

The volunteer programme will continue in 2016-17 with volunteering opportunities updated to ensure that the programme continues to meet the needs of both the children and volunteers.

11 Strategic Planning and Integration

Community action research continues to be used as ELI's chosen research methodology as it provides the process and on-going data required for continuous improvement and capacity building. By giving a genuine voice to participants through a methodology that directly involves them as co-constructors of programmes, it develops the capacity, ownership and participation required within the community for the effective implementation of ELI's programmes. In keeping in line with this methodology all ELI's programmes are planned prior to September, implemented as planned and then reviewed.

This section outlines the actions taken by ELI in 2015-16 to ensure that the quality of provision, support and oversight are maintained and that the expansion of ELI is managed effectively.

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 extend ELI within the Inner City and other disadvantaged areas in Ireland
- Develop further our dissemination and communication strategies
- Implement the logic model and development plan developed through CES' 'What Works' Process and the ABC Programme
- Plan for the next stage/iteration of the ABC Programme
- Implement ELI's Five Year Strategy approved by NCI's Governing Body and ELI's Review Board in October 2015

Medium-term Targets:

- Further development of theory in relation to community action research, parental involvement, and change for each programme
- Continue to implement the overarching strategy for the future direction of the Initiative.
- Disseminate the understanding and findings of the Early Learning Initiative to at both national and international
- Continue to develop pioneering programmes that address the issue of low educational achievement and child poverty

Long-term Targets:

- 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
- Update the Five-year strategy for the future direction of the Initiative

11.1 ELI's Five Year Strategy

In March 2015, following the ratification of the ABC Programme, NCI's Governing Body established a group to develop a 5 year Strategy for ELI. The strategy was developed in consultation with our partners and approved by Governing Body on 9th October 2015.

Since 2007, ELI's strategy had focussed on the delivery and sustainability of its programmes within the Dublin Docklands. The year 2014-15 marked a significant milestone with ELI generating a surplus for the first time in 7 years and the start of ELI's most significant State funding stream to date through the Area Based Childhood (ABC) programme, which is funded by Department of Children and Youth Affairs and Atlantic Philanthropies.

Given its belief in the transformational impact of its programmes both ELI and NCI wanted to define a new phase in ELI's history by bringing its programmes to similarly disadvantaged communities within the Greater Dublin area and beyond; to begin to establish ELI as a national initiative with national impact. The ELI Strategy Document sets how NCI and ELI will achieve this ambition between now and 2020.

The 2015-2020 strategy for ELI outlines four themes and ten strategic objectives that will guide its strategy to 2020.

1. Scale & Reach:

- To maintain ELI's existing commitments in the Docklands and Dublin region.
- To establish Galway and Limerick sites and to initiate 2 additional pilot sites by 2020.

2. Integration & Influence:

- To embed ELI practice into NCI's Psychology and Education courses through research dissertations and teaching.
- To develop a research protocol to track ELI children from when they first engage with ELI from (0-2 yrs. and PCHP) and throughout their education.
- To establish regular annual reviews with the Departments for Education & Skills and Children and Youth Affairs.
- To establish an annual national event for early year's professionals.

3. Resources:

- To develop capacity within ELI to enable national expansion and increasing complexity whilst maintaining quality and impact.
- To build a retained surplus, equivalent to 6 months operational costs.
- To maintain ELI's financial sustainability within the Docklands and to fund its growth ambitions without any financial impairment to NCI.

4. Governance:

- To establish a direct line of reporting for ELI Governance to NCI's Governing Body.

Following agreement and support for the strategy from ELI Review Board and NCI's Governing Body in October 2015, an implementation plan was drawn up and work began on implementing the strategy. Progress toward achieving the above objectives is reported to and monitored by both the ELI Advisory Board and NCI's Governing Body.

11.2 Programme Planning

Annual targets, plans and budgets were devised during the summer of 2015. 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.

ELI's staff manual was updated in September 2015. In addition, individual manuals were developed for all ELI Programmes, in particular PCHP and 0-2 Programme. All manuals will be updated in July/August 2016 to reflect the changes in policy and to programmes which have happened over the past academic year.

Following the approval of the ELI Review Board and NCI's Governing Body of ELI's 5-year strategy, an implementation plan was drawn up. The existing structures, policies and procedures within ELI were reviewed and updated in order to ensure that we could deliver on Objective 7: *To develop capacity within ELI to enable national expansion and increasing complexity whilst maintaining quality and impact*. We are also liaising with Quality Assurance & Statistical Services (QASS) and IT about moving to the CRM database with a focus on fundraising, volunteering and PCHP initially. A review of the Strategy Implementation Plan and the resources required to deliver the plan will take place in July/August 2016.

In May/June 2016, 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 2015-16 and discuss what supports were required for 2016-17. 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 the plans for 2016-17.

11.3 Research and Evaluation

ELI's community action research 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. 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 processes outlined in ELI's evaluation policy. As in previous years, evaluation forms were used in 2015-16 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 2016-17.

This year with the additional requirements on children, families and staff from the ABC National Evaluation, ELI's data gathering procedures were restructured. Efforts were made reduce the evaluation burden for participants by only involving them, as far as possible, in one data collection procedure per semester.

In 2015/16 the ELI began to work in collaboration with the Quality Assurance & Statistical Services (QASS) in NCI to look at ways in which we can improve our evaluation systems. With their support, the

majority of evaluation forms were moved onto the Evasys System which is used by NCI in order to collect feedback from students. This system allows forms to be automatically collated and cuts down a significant amount of administration time needed to collate information. This system produces a report which summarises all the data collected. However there are also a number of limitations to this system. In some cases where forms are not completed correctly e.g. tick is outside the box, the machine did not read them. In order to ensure this was not impacting on our evaluation systems a member of staff was required to read through all the raw data and ensure the overall report was not missing any important information. Going forward it will be important that the implementation of this system is closely monitored to ensure the quality and integrity of our evaluation systems. We are working with QASS to correct the shortcomings of the system.

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. These results are available in PCHP section of this report.

This year saw the introduction of the *PCHP Parent and Child Together (PACT)* template. This assessment tool contain a list of 20 statements and helps highlight the parent-child relationship and identify areas of interaction that need to be addressed. This is completed by the Home Visitors twice yearly – at the beginning of the year between the fourth and sixth visit in November, and again in May. As permission had not been sought from parents for the completion of the PACT it was trialled on an anonymous basis with the Home Visitors as part of their training. It will be rolled out properly in September 2016.

In 2015-16, it was expected that the PCHP would be part of the 0-3 and Oral Language sub-study as part of the ABC National evaluation. However, due to difficulties this has not yet began. It is hoped this study will begin in 2016/17.

PCHP: Pilot longitudinal survey

Objective 4 of the ELI Five-Year Strategy is to develop a research protocol to track ELI children from when they first engage with ELI from (0-2 years and PCHP) and throughout their education. As a first stage in the development of this protocol, a pilot longitudinal survey of 15 families from 2009-10 cohort was conducted from March to June 2016. As resources were limited, it was decided to train two Home Visitors as assistant researchers. As the Home Visitors were local and involved in the programme, it was also felt families might respond better to Home Visitors rather than an external researcher. While the limitations of this approach were considered, it was felt that the benefits outweighed the disadvantages, particularly as we were seeking to build the research capacity within the team. For this pilot study, 14 families who were involved in the programme from 2010-2012 were interviewed. Results were very positive with findings highlighted the positive long term impact of the programme on the Home Learning Environment. These results are available in PCHP section of this report.

Assessing children's numeracy outcomes

In 2015-16, the ELI continued their 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. As with last year, NCI psychology students were trained to complete assessments on 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 2016-17, it is hoped that this collaboration between ELI, UCD and NCI will continue, so that more children can be assessed. The ELI team are currently facilitating discussions with their partners to review the Numeracy

Assessments. Throughout the current academic year the practice will be reviewed and alternative means of capturing the learning outcomes of the Early Numeracy Programme will be also explored.

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). The summary of the results can be viewed in the Stretch to Learn Primary section of this report.

11.4 Teaching, Practice and College Integration

Objective 3 in the ELI Five Year Strategy was to *embed ELI practice into NCI's Psychology and Education courses through research dissertations and teaching*. In 2015-16, a number of specific projects that added value to ELI, Psychology, Teaching and Learning were implemented.

- Members of the ELI team lectured on the following topics to Psychology students: ELI and educational disadvantage; Parent Child Home Programme; Assessing children's numeracy outcomes (training) along with Autism and Early Intervention.
- NCI Psychology students did the numeracy assessments on Junior Infant children in the Docklands and in a middle class area.
- There was also collaboration on research papers by members of faculty and ELI team
- The ABC Researcher taught part of the Lifespan Development module on the BA Psychology degree.
- The ABC Early Years Coordinator taught a module on the first year early years degree course, while she and other members of the team supported Teaching and Learning staff in various activities throughout the year.
- The ELI Director and ABC Researcher involved in developing NCI's Research Strategy, while the ABC Researcher was a member of NCI's Research and Ethic Committees.
- ELI/ABC Coordinators and Researcher (4 staff) are doing a higher Diploma in Teaching and Learning in NCI, while 2 Coordinators and 3 Home Visitors are doing the Early Years Degree.

12 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 2015-16, we shared our expertise and learning with other organisations, both at local and national level.

12.1 PCHP National

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. A fundamental element of ELI's Vision is to bring PCHP to other disadvantaged communities/sites within Greater Dublin and across Ireland. Objective 2 of the ELI's Five-Year Strategy is to establish Galway and Limerick sites and to initiate 2 additional pilot sites by 2020.

This ambition is one of 'cautious expansion' with all new areas requiring a suitable community-based partner organisation that has the need, commitment and funding required to sustain PCHP in the long-term. In addition, this expansion should not deflect any of ELI's attention to maintaining the quality and impact of its programmes in the Docklands and Inner City. Where funding and local community partners are identified, ELI will work to support these communities to deliver PCHP.

PCHP Areas

At present, PCHP is being delivered in six areas, all of which receive training and support from ELI.

- Docklands and East Inner City Dublin by ABC/ELI– See Chapter 6.1 for Details
- Bluebell and Crumlin by South City Partnership (previously Canal Communities Partnership)
- Finglas by the Pavee Point and the Traveller Community
- North West Inner City Dublin by Daughters of Charity and DIT Grangegorman ABC Programme
- Ballinasloe by Galway Education Centre and Sisters of Mercy
- Limerick with Northern Trust, Garryowen Community Development Group and Paul Partnership

Bluebell and Crumlin, Dublin

Dublin South City Partnership (previously Canal Community Partnership) has been delivering PCHP in Bluebell since 2009. Funding from the Katherine Howard Foundation has enabled it to expand its catchment area to include Pembroke/Rathmines. Having received their Site Certification in 2014-15, they are a stand-alone PCHP site. Run independently of but with support and training from ELI, there were 4 Home Visitors and 14 families in 2015-16.

Of their Year 2 cohort, 76% of the children were meeting their developmental milestones in May 2016 compared to 50% in November 2014. In November 2015, 14% of the Year 1 November Cohort were meeting their developmental milestones. This rose to 23% of children in May 2016. The greatest increase was in their behavioural skills with the percentage of children meeting their developmental milestones increasing from 11.5% in November 2015 to 25.6% in May 2016. Assessments were completed on the January Year 1 children in May 2016 with 22% of these children meeting their developmental milestones. As in the Docklands, the children's oral language skills is the area of development that needs the most support and attention.

Traveller Community, Finglas, Dublin

Pavee Point have been delivering PCHP with the Traveller Community in Finglas since 2014 with support from the Katherine Howard Foundation and the Ireland Funds. While Pavee Point takes responsibility for the administration of the Katherine Howard Foundation Funds, the programme is coordinated from NCI, who also takes responsibility for the administration of the Ireland Funds grant. Home Visitors attend supervision in NCI and are employed jointly by Pavee Point and NCI. In 2015-16, there were 4 Home Visitors and 14 families in the programme. The families attend all the events held in NCI. As the delivery is coordinated by NCI the results of the Pavee Point Year 1 and Year 2 Cohort can be found in Chapter 6 of this report.

North West Inner City Dublin

PCHP is one of the Grangegorman ABC Programmes for which the Dublin Institute of Technology (DIT) is the lead agency. However, they outsourced the delivery of the programme to the Daughters of Charity Community Service (DoCCS), who asked NCI to coordinate the programme for the first six months or so. Since July 2014, NCI has been assisting DoCCS with the implementation of the programme. At present, DoCCS is being coordinated by ELI. There are 13 families and 3 Home Visitors in the programme with the first CBT's due to be completed this term.

Ballinasloe, Galway

The Galway Education Centre took responsibility for implementing PCHP in Ballinasloe. Run by Sr Helen Diviney, a retired primary school reading recovery teacher, it began in September 2015 with 3 Home Visitors and 5 families. It is funded by the Galway Education Centre, Sisters of Mercy and the ESB. ELI provided coordination, training and support in 2015-16. As Sr Helen is now trained as a PCHP Coordinator, only training and support will be needed in 2016-17. CBT assessments were completed in February 2016 with 22% of the children meeting their developmental milestones.

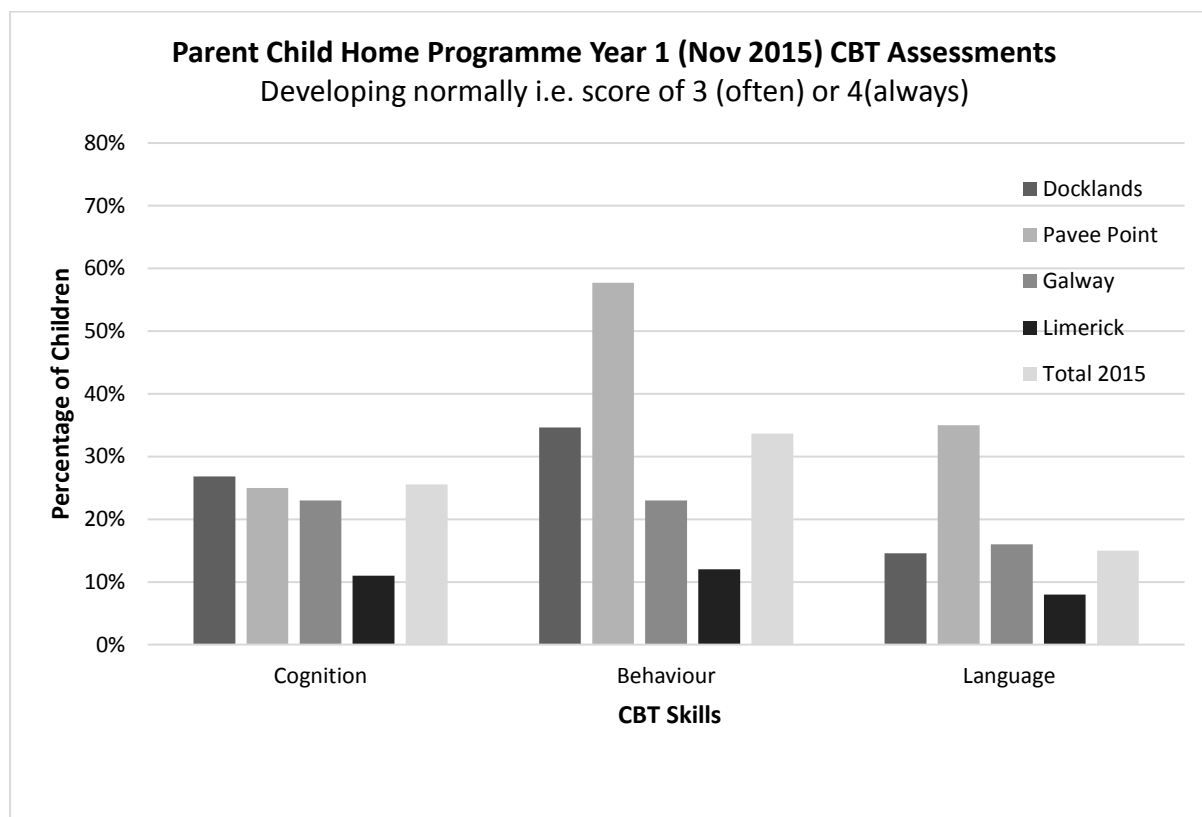
Garryowen, Limerick

With an initial grant from Northern Trust, PCHP was introduced to Limerick in 2015. After discussions with Paul Partnership, it was agreed that the programme would be run in Garryowen with the Garryowen Community Development Group taking responsibility for the delivery of the programme. As the recipient of the Northern Trust grant, NCI provides oversight of the Programme and provided coordination, training and support in 2015-16. It is expected that this will continue in 2016-17 with more responsibility devolving locally as the year progresses. NCI, in conjunction with Northern Trust, also provides fundraising support. Two breakfasts, hosted by Northern Trust, were held in Limerick in 2015-16. Work is progressing on the potential funding sources identified through the breakfasts. There are 4 Home Visitors and 8 families in PCHP in Limerick in 2015-16. In March 2016, CBT assessments were done with only 11% of Year 1 children meeting their developmental milestones. As in other areas, the least amount of children (8%) were meeting their oral language developmental milestones.

Across Sites Developmental Trends

With the role out of PCHP Nationally across different communities, the different developmental trends across communities is interesting. The graph below displays the developmental trends of children across four different cohorts of year 1 children (Docklands, Pavee Point, Galway and Limerick) along with the total average scores for 2015 across all year 1 children. In the area of cognition, children from the Limerick Year 1 Cohort scored below the other cohorts with an average score of 11% in contrast to the overall average of 26% across all sites. In the area of behaviour children from the Limerick cohort again scored below the other sites (12%) with children from the Pavee Point cohort scoring significantly higher (58%) than the overall average (34%). Finally, looking at the language scores across cohorts children from the Pavee Point cohort scored above the other cohorts (35%) in this domain. While this data should be interpreted with caution due to varying numbers, ages and developmental

profiles across cohorts, these findings appears to indicate that children’s skills develop at a different rate across communities and cultures.



PCHP Coordinator Training

With the expansion of PCHP, additional Coordinators were needed. Michele Morrison, Training and Program Support Director, PCHP US, assisted in the delivery of the training to 25 potential PCHP Coordinators in NCI in June 2016.

Feedback from this training session was very positive with all trainees agreeing that the course was paced appropriately, the trainers were responsive to their needs and they were able to participate in the discussion (100% N=21). When asked about what the best part of the training was trainees mentioned having the representation from the U.S. (Michelle Morrison) (32%), developing knowledge and skills (24%), learning from others (24%) and learning more about the programme (21%). In responding to the question “What new skills have you learnt, that you think you will be able to put into practice?” Home Visitors mentioned gaining confidence (20% N=6), developing their knowledge (23%), increasing their understanding of Aistear and Solta (20%), developing more understanding of the role of Home Visitors and Coordinators (16%), importance of having a positive attitude in home (6%), more knowledge on assessments (6%) and increased understanding of Meitheal (3%).

Parents and Children Talking Together

In collaboration with Sound Advice, a new programme to support parents whose children (18-24 months) have hearing difficulties was developed. The aim was to give these parents the skills to help their children develop the oral language skills they need for school and life. Based on Aistear and PCHP, it ran on a monthly basis for 6 weeks with 8-10 families beginning in November 2015. At present, we are in discussions with Sound Advice on continuing the programme.

12.2 Meitheal Practice Model

One of the great strengths of ELI has been our network of over 7,738 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 are 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.

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.

Training in Children First and Meitheal Practice Model is being organised by Tusla. In 2015-16, the 0-2 Programme Coordinator attended this training and we hope to have the PCHP Coordinators trained in 2016-17. There were 3 information sessions on the Meitheal Practice Model which Grainne Sullivan and Dave Little delivered to the Home Visiting and ABC Programme staff.

J Bleach represents the Docklands and East Inner City ABC Consortium on the Dublin City South Children & Young People's Services Committee (CYPSC) Subgroup - *Safe & Protected from harm*. The main agenda is to support the development of the Child and Family Support Network, which deliver an integrated service across the continuum of need to children and families in need of support and Meitheal Practice Model across the 6 proposed Child and Family Support Networks in Dublin City South.

ELI supported the collection of data for the North Dublin CYPSC's Professional Survey. Members of the ABC Consortium were encouraged to fill in the survey and provide as much feedback as possible for this assessment of children and young people's need in the area.

12.3 Critical Incidents

Despite recent events in the community, most of the work of ELI and other services in the area continued as usual. However, programme staff, in particular Home Visitors, were more aware of their personal security and the impact on the families and services they visit. NCI offered support to any ELI staff member affected by the situation.

After the shooting in Sheriff St. it became apparent of the very real the need for support for the early years and afterschool services in dealing with critical incidents. While the National Educational Psychological Service (NEPS) supported the schools, there was no support available for other services. In conjunction with the Children and Young People's Services Committee, Tusla, NEPS and YPAR, ELI worked on various ways we could support the community to respond to incidents like this, including:

- Meeting with key CYPSC members and others, to explore a co-ordinated response between the statutory agencies (Tusla, HSE, DCC, An Garda Síochána) and the community and voluntary sector
- NEPS adapting the materials they use in schools for other services
- Working with the Gardaí on extending the Restorative Practice Programme in the areas most severely impacted
- Workshop to support services in the area to review and develop their critical incident procedures
- Design and distribution of information cards to support parents affected by the incidents

12.5 Networking at National Level

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

ELI are members of the following networks:

- Prevention and Early Intervention Network (PEIN) and Hands Up for Children Campaign
- YPAR 0-5; 5-12 and Foreign National Working Groups
- ABC Managers Forum (Chair), Maternity Hospitals, ABC Early Years Forum, Learning Community Planning and Evaluation Groups
- Irish Evaluation Network
- Children's Research Network for Ireland and Northern Ireland
- Start Strong Supporter's Forum
- Network of Educational Action Researchers in Ireland
- Síolta Mentors' Network

In 2015-16, we attended a range of conferences and events, including:

- Restorative Practice Ireland and IIRP (International Institute for Restorative Practices) Restorative Practice Conferences;
- NCCA Early Years Symposium;
- Youngballymun Expert Jury workshop;
- OECD Early Years Conference;
- Evaluation of The Tony Ryan Fund for Tipperary;
- Pavee Point 30 years Celebration Event;
- Early Years Education Forum;
- One Book Project;

Prevention and Early Intervention Network (PEIN)

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 was included in the next Programme for Government. On October 6th, we hosted a *Hands Up for Children* Event at which local TDs Kevin Humphreys, Maureen O'Sullivan and Paschal Donohue attended. Now that the ABC is part of the Programme for Government, PEIN is working to ensure that the commitment is delivered on.

Following on from the *Hands Up for Children* event, we met with the then Minister for Children and Youth Affairs, Dr James Reilly, on 7th January to discuss PCHP as an example of evidenced-based early intervention and prevention.

Other issues addressed through PEIN were new Lobby Regulations; Dept. of Social Protection mandate to address child poverty; Tusla's Commissioning Process. We also attended a seminar on accessing EU funding organised through PEIN.

ABC Network

As an ABC site, we have been working with other sites to learn from and support each other as well as address issues that arise either locally or nationally. Through the ABC Managers Forum, we have provided input to the Department of Children and Youth Affairs on the

- ABC National Evaluation
- 'Mainstreaming the Learning' paper for DCYA and Interdepartmental Group, which examines options on how to most effectively transfer the cumulative learning from the ABC and related PEI to respective policy and practice domains, with a particular emphasis on responsiveness to children in and at risk of poverty.

With ABC contracts ending in July 2017, we are liaising with the DCYA on extending the present contracts; mainstreaming the learning and the future development of the programme.

Early Years

ABC Learning Community had an Early Years Event: *Driving Quality and Challenging Poverty, an ABC Early Years Practice to Policy Event* on 17th February in Dublin Castle, which was attended by policy makers at national level.

ABC Early Years Mentors Learning Community: A learning community of ABC mentors has been established, which will support the mentors working in each area and enable them to share their learning and practice. It has links with the NCCA along with Better Start and Síolta Mentor.

New DES Early Years Inspectors visited services as part of their training; consultation process re: DES Inspectorate.

12.6 First Early Years Conference: *Enriching the Home Learning Environment*

On the 23rd June 2016, ELI hosted an early-years conference titled '*Enriching the Home Learning Environment*'. Research in Ireland and internationally consistently finds that the early Home Learning Environment (HLE) is a powerful influence on children's educational and social development.

The conference aimed to:

- Raise awareness of the vital role of the Home Learning Environment (HLE) for children's development and learning
- Highlight how early years and family support services can support and enhance the HLE
- Showcase quality practice-based research projects from across Ireland.

There were approximately 140 attendees, comprised of early-years practitioners, educators, Home Visitors, family support services, community and statutory organisations, students and prospective students, parents and researchers, policy makers and interested parties.

The format included two international keynote speakers, each followed by a response from an Irish policy perspective, two sets of parallel interactive workshops, and two plenary sessions based on the feedback from workshop participants.

- Brenda Taggart, one of the Principal Investigators and Research Coordinator for the Effective Pre-School, Primary and Secondary Education Project (EPPSE) in the UK.
- Michele Morrison, Training and Programme Support Director with the Parent Child Home Programme (PCHP) in the United States of America.

- Dr Maresa Duignan spoke on behalf of the Early Years Education-focused Inspection (EYEI) service in the Department of Education and Skills,
- Dr Aisling Gillen, National Specialist in Family Support, Tusla, spoke about the role of family support services in supporting parents to provide a positive home learning environment for their children.
- Professor Sheila Greene, (Fellow Emeritus, Psychology) Trinity College Dublin chaired the morning plenary session
- Elizabeth Canavan, Assistant Secretary, Department of Children and Youth Affairs chaired the afternoon plenary session

Key policy recommendations from the conference included:

- Continued awareness of the importance of parents’ role in their children’s education
- Further support and resources for the early years sector to enable better communication, collaboration and engagement with parents
- The vital role of prevention and early intervention services – home visiting programmes that build parents confidence and capacity will save the Government and society money in the long run
- Need to change mind-sets around mathematics and how early years practitioners see themselves.

12.7 Communication

If ELI is to influence practice, policy and theory, our learning needs to be shared with others through a range of dissemination strategies. During 2015/16 we also worked to implement more strategic communications.

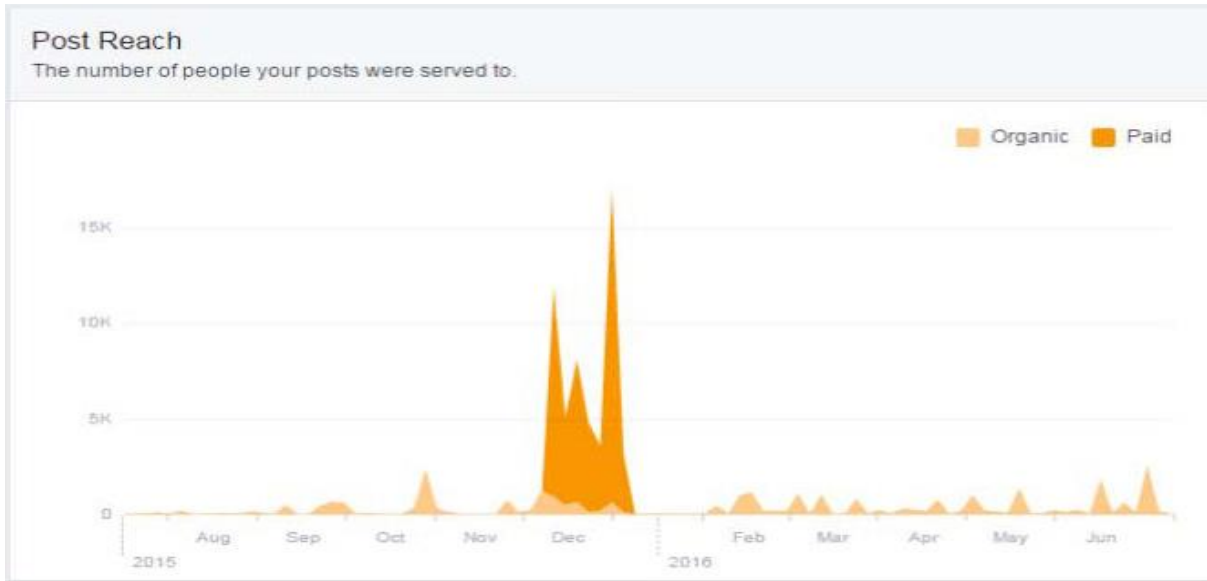
12.7.1 Social Media

Over the year we significantly increased our levels of engagement through social media, conferences, papers, newsletters and articles. These gains were partly due to the launch of our first ever digital marketing campaign with a video entitled ‘Leah’s story.’

Facebook

The ELI Facebook page has achieved 1,274 likes with an audience that has reached to over 2,500 organic 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 promoting programmes and activities within Early Learning Initiative and the National College of Ireland e.g. the Parent Child Home Programme received over 2,200 views on a post advertising that PCHP Coordinators were meeting families to participate in the programme. While it is women (70%), aged 18-44 years, who predominantly ‘like’ ELI, 11% of our reach was young men, mostly aged 18-44 years.

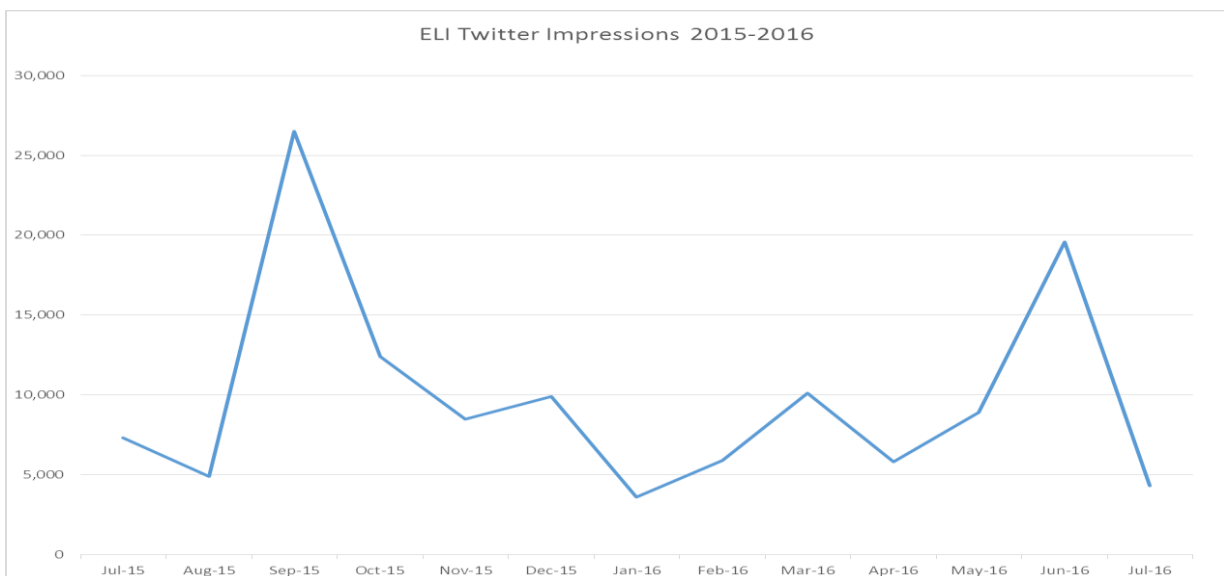
This year, we were allocated funding through Facebook’s Ad campaign to launch our first digital marketing campaign with ‘Leah’s Story’ – a short video narrated by a past participant of the Parent Child Home Programme. The graph below differentiates between organic and paid views on the Early Learning Initiative Facebook page, with a substantial increase of over 16,000 views during the digital marketing campaign.



Twitter

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

Our twitter impressions over the past year, seen in the graph below, highlight the extent of our reach during important events. Both reach and impressions give an idea of the overall exposure a tweet receives. Using these metrics we can get a sense of the size of our potential audience, and gain a more complete understanding of our social media impact. As seen below, the spike during September 2015 can be attributed to ELI being awarded a Dublin Bus Community Spirit Award, while June 2016's increase was due to actively driving tweets during our Early Years Conference, Enriching The Home Learning Environment.



Instagram

In May 2016, ELI set up an Instagram account (linked to our Facebook account) to increase our engagement across local and global communities. We have 50 followers at present, and aim to use Instagram to increase our visibility across multiple social media platforms. Instagram has been found to receive 40 times more engagement than twitter, and 15 times more engagement than Facebook, with visual feeds allowing quicker engagement than other platforms.

Website

ELI's website is a microsite within the larger NCI website. Content is updated during the summer each year and as required, to reflect new developments or changes to programmes, while notices about news and upcoming events are posted on Facebook, Twitter and Instagram accounts. The website is also used to host application forms for programmes such as Discover University and for submissions for the Early Years Conference.

12.7.2 Conferences, Papers, Newsletters and Articles

Conference Presentations

G. Kent and A. Anene presented on *The Development and Impact of the Parent Child Home Programme in Ireland* at the Early Learning Initiatives Home Learning Environment Conference, 23rd June, National College of Ireland.

J. Bleach presented on *Nurturing Community Action Research for Long-term Sustainable Change* at the 4th Action Research Network of the Americas (ARNA) Conference, 17th June 2016, Knoxville Tennessee.

E. Wheatley presented on *Creating a Legacy – Community Journeys in Restorative Practice* at the Restorative Practice Ireland Conference, alongside Harry Maguire, Director of Community Restorative Justice Ireland (CRJI), 26th May 2016, Dundalk Institute of Technology.

M. Byrne presented on *Engaging families through play* at the Early Childhood Ireland Research and Practice Seminar, 15th April 2016, Croke Park, Dublin.

M. Conroy was involved in planning ABC Early Years Event: *Driving Quality and Challenging Poverty, an ABC Early Years Practice to Policy Event*, 17th February 2016, Dublin Castle.

G. Kent presented on "[The Role of the Parent Child Home Programme in Supporting Better Outcomes in Education and Learning](#)" at Annual Children's Research Network in Ireland and Northern Ireland Conference, 10th December 2015 Dublin.

J. Bleach presented on *Review of DEIS: Poverty and Social Inclusion in Education A community-based approach to addressing educational disadvantage* at the INTO Educational Disadvantage Conference, 2nd December, St Patrick's College, Drumcondra

St Laurence O'Toole JBNS and E. Wheatley presented on the *Early Numeracy Programme and Zoom Ahead with Books* at the Teaching Council's Festival of Education in Learning and Teaching Excellence (Féilte), 3rd October 2015, RDS, Dublin

Papers and Chapters in Journals/Books

Kent, G., Bleach, J. and Fagan, B. (2016) The Role of the Parent Child Home Programme in Supporting Better Outcomes in Education and Learning. *Children's Research Digest*. 3(1), pp. 29-35

J. Bleach (2016) Sharing the Learning from Community Action Research. In J. McNiff (Ed.) *Values and Virtues in Higher Education Research. Critical Perspectives*. New York: Routledge

J. Bleach (2016) Learning networks – enabling change through community action research, *Educational Action Research*, 24(1), pp. 21-33

Bleach, J. (2016) Improving Early Numeracy Outcomes, In B. Mooney (Ed) *Education Matters Yearbook 2015-2016 Shaping Ireland's Education Landscape*, Dublin: Education Matters

McNally, Sinéad, Kent, Gráinne, Fagan, Beth and Bleach, Margaret J. (2015) "Knowledge Exchange in Early Childhood Research and Practice: Findings from the Early Learning Initiative and the National College of Ireland". In: OMEP Ireland AGM and Annual Research Conference, 25th April 2015 University College Cork, Cork.

Newsletters

Two Community Newsletters were published last year along with a Community Update in September.

Articles

Articles on PCHP were published in the Ireland Funds Connect Magazine (September 2015)

<http://www.theirelandfunds.org/flipbooks/connect-2015-fall-winter/files/inc/f39a07e25e.pdf>

Irish Independent (25th November 2015)

<http://www.independent.ie/life/early-start-closes-the-education-divide-of-rich-and-poor-34231324.html>

Irish Times (13th October 2015)

<http://www.irishtimes.com/life-and-style/health-family/parenting/early-learning-helps-lives-thrive-in-dublin-docklands-1.2379593>

Limerick Post (Week of the 30th March 2016)

<http://www.limerickpost.ie/digital-edition/>

13 Governance

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

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

NCI complies with The Governance Code for the Community, Voluntary, and Charitable Sector in Ireland. Our compliance with the principles in the Code was reviewed on 16th May 2014. This review was based on an assessment of our organisational practice against the recommended actions for each principle. NCI's compliance with these recommended actions continues to be monitored on an on-going basis.

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

Legal Status of Organisation: Company Limited by Guarantee

Charity Tax Reference Number (CHY): 9928

Company Registration Number (CRO): 134303

Tax Clearance Certificate Number: 00087638-28568G

Organisation established: 1951

13.1 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 2016 is set out below:

- Chairman - Mr Denis O'Brien, Chairman Communicorp.
- Mr William Attley, General President, SIPTU (retired)
- 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*
- Dr Phillip Matthews, President NCI. He will be replaced by Gina Quinn the incoming President in August 2016*
- Ms Aine Casey, NCI Staff Representative
- Ms Frances Sheridan, NCI Staff Representative
- Mr Michael Brady
- Fr Kevin O'Higgins
- Mr Liam O'Donoghue
- Mr Stephen Cleary, President NCI Student Union

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

13.2 ELI Advisory Board

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

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

- Policy and Management of the Early Learning Initiative
- Budgets and expenditure
- Expansion proposals for new ELI sites
- Service contracts
- Require, receive and approve terms of reference for ongoing research and evaluation of the Early Learning Initiative, including external evaluations, so as to ensure full achievement of the Early Learning Initiative objectives.
- Policies and procedures to enable the Early Learning Initiative to enhance and support government strategy.
- Review the overall effectiveness of the Early Learning Initiative and its management on an ongoing basis.
- Risks and mitigation plans.

ELI Advisory Board as of June 2016 is set out below:

- Chairperson – Frank Ryan, Chairman IDA
- Dr Aine Hyland, NCI Governing Body
- Tony White, NCI Governing Body
- 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, Non-Executive Director Glanbia & Chair of ELI's Development Committee
- Jenny Barnard, Early Years Specialist

- Dr Phillip Matthews, President NCI. He will be replaced by Gina Quinn the incoming President in August 2016

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

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

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

13.3 ABC Review Board

The ABC Review Board was established in order to provide oversight and direction for the three-year ABC grant of €1.2m. The ABC Review Board is chaired by Frank Ryan and reports into the ELI Advisory Board, of which it is a sub-committee.

The ABC Review Board advises and supports the overall direction of the ABC Programme, including:

- Budgets and expenditure
- Terms of reference for on-going research and evaluation, including external evaluations and the monitoring of internal evaluations as outlined in Chapter 5 ABC Evaluation Policy and Procedures
- Reviews and monitors the overall effectiveness of ABC and its management on an on-going basis, including actions taken to meet the condition of the contract
- Recommend policies and procedures to enhance and support the service provided by the ABC team and its alignment with national policy.

The ABC Review Board as of June 2016 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 Representative. She will be replaced by Teresa Nyland in September 2016.
- Moira O'Reilly, Assistant Director of Public Health Nursing. PHN Representative. She will be replaced by Angela Nolan in September 2016.
- Alison McCormack, Community Representative
- Dr Sheila Greene, Professor and Fellow Emeritus, School of Psychology, Trinity College
- Dan O'Connor, Non-Executive Director Glanbia & Chair of ELI's Development Committee
- Dr Phillip Matthews, President NCI. He will be replaced by Gina Quinn the incoming President in August 2016

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

The secretary of the Board is the ELI Project Coordinator, who attends all meetings of the Board in a non- voting capacity. Donnchadh Ó Madagáin, Director of Finance NCI; Gráinne Kent, Researcher and Dr Josephine Bleach, Director Early Learning Initiative give update reports at each meeting.

13.4 ELI Development Committee

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

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

- Identifying, and 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 Development Committee as of June 2016 is set out below:

- Chairman – Mr Dan O'Connor, Non-Executive Director Glanbia
- 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.
- Mr Michael Hartwell, Partner, Deloitte
- Dr Phillip Matthews, President NCI
- Dr Josephine Bleach, Director Early Learning Initiative
- Shivonne Heery, Development Manager Early Learning Initiative

13.5 ELI Staff

The ELI Director and her team are responsible for the day to day running of the service, and reports to the President of NCI, Chair of the Review Board, and the ELI Review Board on a regular basis. In this, they are supported by various departments within NCI, including Finance, IT and HR.

ELI's Staff as of June 2016 is set out below:

- Director- Dr Josephine Bleach
- Project Coordinator- Brigina O'Riordan
- Project Coordinator – Catriona Flood
- Parent Child Home Programme National Coordinator- Beth Fagan
- 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
- Researcher- Dr Gráinne Kent
- Administration Assistants – Roisin Dunne and Suneet Shaw
- Home Visitors – Teresa Adrienne Anene, Julie Booth, Marie Boyne, Karen Byrne, Margaret Campion (Mags), Melanie Cassidy, Sun Chuan (Sue), Bridget Collins, Linda Coulihan, Amy Cooney, Donna Doody, Sandra Farrington, Sharon Falegan, Lisa Farrelly, Jackie Glynn, Chun Yan Huang (Katie), Sarah Keegan, Maja Krpeta, Pamela Martin, , Eimer McCabe, Julie Ann McCabe, Ann McDonnell, Ann Marie McDonnell, Geraldine McDonnell, Pauline McDonnell, Deborah Maloney, Sandra Monks, JiLyn McLoughlin, Jennifer O'Neill and Adrienne Taaffe.

13.6 Commitment to Standards in Fundraising Practice

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

The *Statement* exists to:

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

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

National College of Ireland's report on our fundraising activities is available in Chapter 3 of this Annual Report 2015-156

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

Write to:

Gina Quinn, President

National College of Ireland

Mayor Street, IFSC

Dublin 1

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

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