Early Learning Initiative
End-of-Year Report 2015/16
CHY 9928

www.ncirl.ie/ELI

The Area Based Childhood Programme 2013–2017
Vision

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

Mission

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

I am pleased to introduce ELI’s summary end-of-year report. This document provides a summary of the work completed in 2015-16 and briefly outlines our plans for 2016-17. It complements our Community Update and our End-of-Year Report 2015-16. The Community Update is available on our website: www.ncirl.ie/eli. If you would like the full version of ELI’s End-of-Year Report, we would be delighted to provide you with a copy.

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’.

2015-16 Overview
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.

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 were delighted to see the ABC Programme included in the new Programme for Government and we are hoping that the funding will be extended beyond 2017.

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.

Without the active engagement and participation of our all partners, we would not have been able to implement our programmes. We would like to acknowledge and thank all who supported us over the past year and we look forward to continuing and extending this work in 2016-17.

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.

ELI Strategy 2015-2020
At the request of NCI’s Governing Body, a five-year strategy for ELI was developed in 2015-16. Organised into the following four themes, each theme has one or more strategic objective/s:

- Scale and Reach - covering our plans for national expansion
- Integration and Influence - addressing integration within NCI and external engagement with statutory, community and corporate partners
- Resources - covering the financial and people-related resources that will be required
- Governance - setting out new governance structures to provide oversight and a direct line to NCI’s Governing Body
This strategy is one of ‘cautious expansion’ ensuring that ELI has the resources (both people-related and financial) to support any new activities, while continuing to maintain its commitments in the Docklands and the existing quality of provision, support and oversight.

Extension of the Parent Child Home Programme (PCHP)
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. We look forward to continuing supporting our partner organisations in ensuring that the children in these areas have the language, literacy and numeracy skills for school.

2016-17 New Programmes
While all of ELI programmes will run next year, preparations are also underway for the introduction of new programmes:

- 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.

- The Financial Literacy Programme is being adapted for use in the local afterschool services and public libraries.

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
1 Leading the Way through Partnership

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

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

This section outlines how, in 2015-16, our partners supported us in improving outcomes for children and young people through sharing our expertise, resources and learning. Thank you to everyone who partnered with us in ELI last year. We really appreciate your friendship, generosity and commitment to helping us ensure that children and young people in the area achieve their educational, career and life ambitions. We look forward to working with you again in 2016-17 and building on past successes.

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

The Government, through its on-going support of ELI, is directly helping children and young people to reach their full potential in all areas of learning and development. Implementing Government policy at local level is the foundation of all ELI’s Programmes. By investing in ELI, the Government is delivering on its Programme for Government (2016) and national policy frameworks such as Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-15 (DCYA 2014) 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.

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.
1.2 Partnership with the Corporate Sector

Interest in ELI from the corporate sector increased last year, which resulted in more organisations signing up to partner ELI in improving outcomes for children and young people in the Docklands. The role our prominent corporate partners play in supporting these children and their families to succeed in education cannot be underestimated. It is helping to change attitudes and build relationships through all sectors of the community. As one of our corporate volunteers summed it up, “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 4 p. 15 and 5 p.16. We are continually seeking additional corporate partners and would welcome the opportunity to talk to interested companies. Please contact Shivonne Heery (by phone: 4498628 or e-mail: Shivonne.heery@ncirl.ie) for more information on how your organisation could get involved with ELI.
1.3 Partnership with other Communities

Our hope is that the ELI will, over time, act as a centre of excellence, from which many communities can learn, thereby improving the educational and life chances of children and their families across Ireland. 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.

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.

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 (now Dublin South City Partnership (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.

1.4 Partnership with our Local Docklands and East Inner City Communities

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

1.5 Partnership with our Colleagues in the National College of Ireland
ELI operates under and adheres to all NCI’s policies and procedures. NCI staff, from various Departments, work very closely with us to ensure that our programmes are delivered to a high standard. We are very appreciative of their dedication, collegiality and encouragement.

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

1.5 ELI Governance
NCI takes full responsibility for the financial, management, contractual, reporting and governance requirements of ELI. It upholds the highest standards of corporate governance and is signed up to the Statement for Guiding Principles for Fundraising, Regulation of Lobbying Act 2015 and The Governance Code. NCI does not charge any central overhead to ELI and has absorbed historical deficits between funding available and the cost of delivering ELI programmes and services. The 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.
ELI provides an integrated programme of educational support from early years up to third level. Priority is given to the early years and developing children’s social, language, numeracy and thinking skills from an early age. However, if students are to progress through the education system, they and their parents will need the on-going support provided in our Stretch to Learn Programmes (4 years +).

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Ready for</th>
<th>Budget</th>
<th>Participants</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Level Student Support (17+ yrs)</td>
<td>Employment</td>
<td>ELI 16%</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Discover University (14-17 yrs)</td>
<td></td>
<td></td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Tuition Support Programme (15-18 yrs)</td>
<td>Third Level</td>
<td>ELI 19%</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Educational Guidance (10-13 yrs)</td>
<td></td>
<td></td>
<td>309</td>
<td></td>
</tr>
<tr>
<td>Robotic Coding Club (8-10 yrs)</td>
<td>Second Level</td>
<td>ELI 23%</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Achievement Awards (7-10 yrs)</td>
<td></td>
<td></td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Literacy &amp; Numeracy Challenges (7-11 yrs)</td>
<td></td>
<td></td>
<td>456</td>
<td></td>
</tr>
<tr>
<td>Restorative Practice (6-18 years)</td>
<td></td>
<td>ABC 8%</td>
<td>161</td>
<td></td>
</tr>
<tr>
<td>Doodle Den (4-5 years) - literacy</td>
<td></td>
<td>ABC 17%</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Zoom Ahead with Books (4-7 yrs)</td>
<td></td>
<td></td>
<td>992</td>
<td></td>
</tr>
<tr>
<td>Early Numeracy Project (0-6 yrs)</td>
<td>Primary School</td>
<td>ABC 23%</td>
<td>5,232</td>
<td></td>
</tr>
<tr>
<td>Early Years Professional Development</td>
<td></td>
<td></td>
<td>703</td>
<td></td>
</tr>
<tr>
<td>Parent Child Home Programme (PCHP) (18 mths - 3 yrs)</td>
<td>Pre-school</td>
<td>ABC 37% &amp; ELI 42%</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>ABC 0-2 Years Programme</td>
<td></td>
<td>ABC 15%</td>
<td>137</td>
<td></td>
</tr>
</tbody>
</table>

More details on each programme is available in This section gives a brief summary of how all ELI’s programmes in 2014-15 as well briefly outlining our plans for 2015-16.
### 3 Finance

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Budget 2015-16</th>
<th>Expenditure 2015-16</th>
<th>Budget Variance 2015-16</th>
<th>Budget 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI</td>
<td>€ 316,000</td>
<td>€ 334,264</td>
<td>(€ 18,264)</td>
<td>€ 330,000</td>
</tr>
<tr>
<td>ABC</td>
<td>€ 440,255</td>
<td>€ 471,650</td>
<td>(€ 31,395)</td>
<td>€ 480,000</td>
</tr>
<tr>
<td>Brighter Futures Initiative</td>
<td>€ -</td>
<td>€ -</td>
<td>€ -</td>
<td>€ 100,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>€ 756,255</strong></td>
<td><strong>€ 805,914</strong></td>
<td><strong>(€ 49,659)</strong></td>
<td><strong>€ 910,000</strong></td>
</tr>
</tbody>
</table>

**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 Programme Expenditure - Year Ending 30th June 2016

<table>
<thead>
<tr>
<th>Programme</th>
<th>Expenditure Year ending 30th June 2016</th>
<th>Budget Year ending 30th June 2016</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 ABC Programme</td>
<td>€69,098</td>
<td>€96,487</td>
<td>€27,389</td>
</tr>
<tr>
<td>Parent Child Home Programmes</td>
<td>€318,371</td>
<td>€295,389</td>
<td>(€22,982)</td>
</tr>
<tr>
<td>Early Years Programmes (Síolta, Aistear, Literacy &amp; Numeracy)</td>
<td>€107,635</td>
<td>€91,515</td>
<td>(€16,120)</td>
</tr>
<tr>
<td>Doodle Den Programme</td>
<td>€81,554</td>
<td>€58,837</td>
<td>(€22,717)</td>
</tr>
<tr>
<td>Restorative Practice Programme</td>
<td>€36,463</td>
<td>€37,027</td>
<td>€564</td>
</tr>
<tr>
<td>Stretch to Learn Primary</td>
<td>€76,260</td>
<td>€70,000</td>
<td>(€6,260)</td>
</tr>
<tr>
<td>Stretch to Learn Second Level</td>
<td>€61,992</td>
<td>€53,000</td>
<td>(€8,992)</td>
</tr>
<tr>
<td>Stretch to Learn Third Level</td>
<td>€54,541</td>
<td>€54,000</td>
<td>(€541)</td>
</tr>
<tr>
<td>Restorative Practice Programme</td>
<td>€36,463</td>
<td>€37,027</td>
<td>€564</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>€805,914</strong></td>
<td><strong>€756,255</strong></td>
<td><strong>(€49,659)</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- The costs included above represent the direct costs incurred of providing the ELI/ABC Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing.
• The over spend was due to the extension of and increased participation rates for PCHP and the Early Years Programmes; Early Years Conference; the higher than anticipated costs in delivering Doodle Den; 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.

### 3.2 Programme Budget - Year Ending 30th June 2017

<table>
<thead>
<tr>
<th>Programme</th>
<th>Expenditure Year ending 30th June 2016</th>
<th>% of Budget 2015/16</th>
<th>Budget Year ending 30th June 2017</th>
<th>% of Budget 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 ABC Programme</td>
<td>€69,098</td>
<td>9%</td>
<td>€85,023</td>
<td>9%</td>
</tr>
<tr>
<td>Parent Child Home Programme</td>
<td>€318,371</td>
<td>0%</td>
<td>€324,523</td>
<td>36%</td>
</tr>
<tr>
<td>Early Years Programmes (Síolta, Aistear, Literacy &amp; Numeracy)</td>
<td>€107,635</td>
<td>13%</td>
<td>€105,945</td>
<td>12%</td>
</tr>
<tr>
<td>Doodle Den Programme</td>
<td>€81,554</td>
<td>10%</td>
<td>€74,845</td>
<td>8%</td>
</tr>
<tr>
<td>Restorative Practice Programme</td>
<td>€36,463</td>
<td>4%</td>
<td>€29,664</td>
<td>3%</td>
</tr>
<tr>
<td>Brighter Futures Initiative</td>
<td>€0</td>
<td>0%</td>
<td>€100,000</td>
<td>11%</td>
</tr>
<tr>
<td>Stretch to Learn Primary</td>
<td>€76,260</td>
<td>9%</td>
<td>€76,000</td>
<td>8%</td>
</tr>
<tr>
<td>Stretch to Learn Second Level</td>
<td>€61,992</td>
<td>8%</td>
<td>€60,000</td>
<td>7%</td>
</tr>
<tr>
<td>Stretch to Learn Third Level</td>
<td>€54,541</td>
<td>7%</td>
<td>€54,000</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>€805,914</strong></td>
<td><strong>100%</strong></td>
<td><strong>€910,000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Notes:**
• Both expenditure for 2015/16 and budget figures for 2016/17 represent the direct costs incurred of providing ELI/ABC's Programmes. They do not include any charges for services provided by NCI such as accounting, payroll, HR, marketing
• This budget excludes funding for extending PCHP, which is not yet fully committed.

### 3.3 Fundraising Review
ELI has tightly managed income and expenditure to ensure that programme and partner outcomes and commitments have been fully achieved. It is financed by a mix of statutory and voluntary funding. ELI raised a total income of €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.

We are continually seeking additional partners and would welcome the opportunity to talk to interested individuals and companies. Please contact Shivonne Heery (by phone: 4498628 or e-mail: Shivonne.heery@ncirl.ie) for more information on how you and/or your organisation can support ELI.

**Governance**

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

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

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

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

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

Thank you to 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.

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.
5 Corporate Volunteer Programme

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

McCann FitzGerald and Deloitte Volunteers

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 volunteer involvement in individual programmes. Some volunteers who attended inductions/training were not involved in the programmes.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of Volunteers</th>
<th>Lead Corporate Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Years Programmes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Child Home Programme</td>
<td>4</td>
<td>State Street</td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Level Programmes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCI Challenge Rummikub</td>
<td>33</td>
<td>McCann FitzGerald, Deloitte, Eversheds</td>
</tr>
<tr>
<td>NCI Challenge Table Quiz</td>
<td>23</td>
<td>Central Bank, McGarrell Reilly</td>
</tr>
<tr>
<td>NCI Challenge Monopoly</td>
<td>20</td>
<td>Arthur Cox, Citco</td>
</tr>
</tbody>
</table>
Feedback from volunteers was positive, with 100% of those who completed evaluation forms agreeing that they were happy that they participated in the programme, and that they would recommend the experience to a friend.

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"

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

<table>
<thead>
<tr>
<th>Educational Guidance</th>
<th>13</th>
<th>Arthur Cox, William Fry, McCann Fitzgerald</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCI Coding Challenge</td>
<td>9</td>
<td>SAP</td>
</tr>
<tr>
<td>Mentoring Circles</td>
<td>38</td>
<td>Facebook</td>
</tr>
<tr>
<td>SLOT JBS Sports Day</td>
<td>4</td>
<td>McCann Fitzgerald</td>
</tr>
<tr>
<td><strong>Second Level Programmes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discover University</td>
<td>37</td>
<td>William Fry, Deloitte, Citco, State Street, An Garda Síochana</td>
</tr>
<tr>
<td><strong>Third Level Programmes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCI School of Computing Guest Speaking</td>
<td>3</td>
<td>CITCO</td>
</tr>
<tr>
<td>NCI Dragons Den</td>
<td>30</td>
<td>Northern Trust, Central Bank, CITCO, Deloitte</td>
</tr>
<tr>
<td>NCI Project Showcase</td>
<td>7</td>
<td>Central Bank, Northern Trust, McCann Fitzgerald</td>
</tr>
<tr>
<td>William Fry Open Day</td>
<td>16</td>
<td>William Fry</td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands Up Conference</td>
<td>8</td>
<td>ESB, Eversheds, Dublin Port, McCann Fitzgerald, Dublin Port, The Panel, Citco State Street</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>245</td>
<td></td>
</tr>
</tbody>
</table>
The majority (85%) of corporate employees said that they volunteered in order to make a difference, while the motivation for others were having fun (55%) and enhancing their own skills (30%). The volunteers felt that their involvement had a positive impact on the children (38%) as well as increasing their learning opportunities (33%). Volunteering with ELI enhanced the volunteers’ pride in the community (75%) as well as increasing their job satisfaction (45%) and communication skills (30%)

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.
6 Area Based Childhood (ABC) Programmes

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

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

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

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

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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Organisation</th>
<th>Lead Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ringsend</td>
<td>Ringsend and District Community Crèche</td>
<td>Marian Allen</td>
</tr>
<tr>
<td></td>
<td>St Patrick’s Boys National School</td>
<td>Robin Booth</td>
</tr>
<tr>
<td></td>
<td>St Patrick’s Girls National School</td>
<td>Martin Lynch</td>
</tr>
<tr>
<td></td>
<td>Ringsend and Irishtown Health Centre</td>
<td>Marlene Lally</td>
</tr>
<tr>
<td>North Wall</td>
<td>After School Educational Support Programme</td>
<td>Geraldine Brennan</td>
</tr>
</tbody>
</table>
The following organisations are aware and supportive of the Docklands and East Inner City ABC Programme:

<table>
<thead>
<tr>
<th>Voluntary &amp; statutory agencies who work across the areas</th>
<th>Organisation</th>
<th>Lead person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning Initiative</td>
<td>Josephine Bleach</td>
<td></td>
</tr>
<tr>
<td>Dublin City Libraries</td>
<td>Mark French Mullan</td>
<td></td>
</tr>
<tr>
<td>Tusla – Northside</td>
<td>Grainne Sullivan</td>
<td></td>
</tr>
<tr>
<td>Tusla - Southside</td>
<td>Caroline Jordan</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Lead person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Manager, HSE, Dublin North City</td>
<td>Des O'Flynn</td>
</tr>
<tr>
<td>Acting General Manager, HSE, Dublin North City</td>
<td>Michelle Forde*</td>
</tr>
<tr>
<td>Primary Care Unit - HSE, Dublin South Central</td>
<td>Gillian Farrelly</td>
</tr>
<tr>
<td>Integrated Service Area Manager, HSE, Dublin S. Central</td>
<td>David Tully*</td>
</tr>
<tr>
<td>Primary and Community Operations Manager - HSE, DSC</td>
<td>Ellen O'Dea</td>
</tr>
<tr>
<td>Director of Public Health Nursing - HSE, Lord Edward St</td>
<td>Joan Bourke</td>
</tr>
<tr>
<td>Director of Public Health Nursing - HSE, Cherry Orchard</td>
<td>Frances McHugh</td>
</tr>
<tr>
<td>Child Protection, Garda Siochana, Store Street, Dublin 1</td>
<td>Sharon (Insp) Kennedy</td>
</tr>
<tr>
<td>Child Protection, Garda Siochana, Pearse Street, Dublin 2</td>
<td>Fionnuala (Insp) Olohan</td>
</tr>
<tr>
<td>Children's Services Committee - Northside</td>
<td>Linda Creamer *</td>
</tr>
</tbody>
</table>
Key Project Activities
Implement the following evidenced based programmes:
- 0-2 ABC Programme (Home Visiting and Community Support)
- Parent Child Home Programme (18 months - 3 years)
- NEYAI Early Numeracy Programme (0-8 years)
- Zoom Ahead with Books (4-6 years)
- Doodle Den (5-6 years)
- Restorative Practice (6-12 years)

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

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

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

ABC Evaluation
As part of the ABC programme we are taking part in a National Evaluation of the ABC project. The Centre for Effective Services are managing the implementation of this National Evaluation Framework.

There are three strands to the evaluation:

1. **Assess the achievement of outcomes** – This began in September 2015 with three of our programmes currently being evaluated: Early Numeracy Programme, CPD & Mentoring Programme and 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.

   CES randomly selected a sample of seven early years’ services and five primary schools across our area to be involved in the evaluation. The Santa Barbara School Readiness Scale was completed by the early years practitioners on children over 3. The Home Learning Environment Scale was completed by parents in both the early years services and primary schools. Early Years practitioners and teachers received training 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. 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 at baseline. CES conducted an overview analysis of our data on request from the ABC Review Board.
A summary of this data can be found in the full annual report. Post intervention data was collected in May 2016 with the overview analysis currently being prepared by CES.

2. Explore issues of implementation - This is due to begin during the 2016/17 academic year.

3. Cost analysis of programmes – This has started with information on programme costs, admin costs, ‘other’ costs, leverage and income currently being submitted to CES and Pobal.

7 Programme Summaries

This section gives a brief summary of all ELI’s programmes in 2015-16 as well briefly outlining our plans for 2016-17. More details on each programme are available in the full End-of-Year Report. If you would like a copy, please contact Catriona Flood by e-mail Catriona.flood@ncirl.ie or phone: 01 4498232.

Early learning is the foundation for all subsequent learning. It is within the period of early childhood (0-6 years) that achievement gaps begin to emerge and unless they are addressed, these gaps will compound as time progresses.

Central to young children’s learning is high quality adult interactions and a challenging and stimulating learning environment, both at home and in early years settings. The main focus of ELI’s Early Learning Programmes (0-6 years) has been on helping parents and early childhood and education practitioners to develop children’s social, language and thinking skills from an early age and thereby, ensure that children enter school ready to learn, with the skills they need to be successful throughout their education. ELI’s Early Learning Programmes include parent toddler groups, parenting courses, professional development for early year’s practitioners, and a mentoring programme for early years services, as well as the Parent Child Home Programme (PCHP).

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

Objectives:

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

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

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

7.1. Home Visiting and Parent Support Programmes

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

ABC 0-2 Years Programme

The 0-2 Years Programme 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.

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.

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

The Parent Child Home Programme continued its success last year with 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.

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 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.
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.

### 7.2 Early Years Programmes

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

**Early Numeracy Programme**

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

The Early Numeracy Programme ran very successfully in 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 the parents’ comments below, the Curriculum Priority Week continues to work really well with services and parents committed to implementation.

> I think it is a useful way to highlight the importance of numeracy for our children. I liked the leaflet sent by the preschool re: numeracy week.

> 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.

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

This year CPD consisted of a total of 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 HighScope 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.
The best thing was sharing ideas for activities etc. All different crèches coming together + learning new materials.

A lot of interesting information, new fresh ideas, clear information.

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.

Zoom Ahead with Books
The Zoom Ahead with Books project is designed to encourage parental involvement and promote children’s enjoyment and motivation to read for pleasure. Each night over the four week project, the children take home a book from the class library, sit, read and discuss the book with their ‘book buddy’ and then both draw a picture representing the book.
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 2016-17.

Reading time with parents at home increased. More time spent together doing an enjoyable task.

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!

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.
7.3 After-School and Community Programmes

The main focus is on supporting afterschool and youth organisations to provide positive play-based learning environments and develop children’s social, language and thinking skills; thereby, ensuring that the children and young people in the area continue to develop the skills needed to achieve their educational, career and life goals. Programmes include: Restorative Practice; Doodle Den; Ulster Bank Financial Literacy Programme; North East Inner City Brighter Futures Initiative, Community Tuition Support and Discover University.

Restorative Practice
This programme aims to build strong, happy communities, and to manage conflict or tensions by actively developing good relationships and resolving conflict in a healthy manner. Over 130 people in the Inner City received training in 2015-16 with some services, with ongoing support from ELI, making great progress in implementing the programme. Feedback from the training was very positive. In 2016-17 further training and support will be provided 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.

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.
**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.

**Doodle Den**

Doodle Den aims to improve literacy among children (5-6 years) using a wide range of activities in an afterschool setting. This year saw the 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.

**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. 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). 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
Discover University aims to give young people the opportunity to experience a taste of life at NCI, and to see College as part of their future. This year 22 young people aged between 14 and 17, from the Docklands and Ballymun, took part in the programme. Students were involved in one of two projects: a business project called Citrus Saturday (encourages the development of basic business and life skills as the participants learn how to set goals, create budgets, secure investors, select a site, purchase supplies, serve customers, make a profit and repay investors) or the new computer project called Imagine 3D Challenge (students learnt about the basics of 3D modelling and printing as well as sales and digital marketing). Students presented their projects to corporate volunteers who participated as judges in the programme.

Feedback was 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.

Discover University Graduation June 2016

Third level Support
This programme provides personal, career and financial support to third level students from the area to help them develop the life skills they will need for college and a future career. Ten students were involved in the programme in 2015-2016. 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. The students completed 28 hours volunteering with ELI.

Dragons Den
7.4 Primary School Programmes

The main focus is on supporting schools and parents to develop children’s social, language and thinking skills as well as their understanding of the education system and the impact of certain decisions e.g. choice of subject on their ability to access further education and career opportunities; thereby, ensuring that the children and young people in the area continue to develop the skills needed to achieve their educational, career and life goals. These programmes include NCI Challenges, Educational Guidance, Mentoring Circles and Stretch to Learn Awards.

NCI Challenges

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

Feedback was very positive with all involved agreeing that these Challenges provided valuable and enjoyable learning opportunities. This programme is working well and will continue in 2016-17.
Primary Awards
The Stretch to Learn Primary Awards Ceremony is held annually in NCI to recognise, encourage, and reward children and families who are making an effort and show commitment to education. Families are encouraged to set high aspirations for their children, and support them as they progress through primary school and on to third level.

The Awards were presented to 56 children in third, fourth and fifth classes across 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.
**Educational Guidance**

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

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.

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*Feedback from students*

*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.*
Mentoring Programme
The Mentoring Programme connects primary school 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. In 2015-16, the programme 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. It is hoped, pending the continued support from Facebook that this programme can continue into 2016-17.

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

The results indicate 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.

More details on each programme and the assessments are available in the full End-of-Year Report. If you would like a copy, please contact Catriona Flood by e-mail Catriona.flood@ncirl.ie or phone: 01 4498232.

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

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

This section outlines how ELI shared the learning from its community action research process with local, national and international audiences in 2015-16.

8.1 Conferences, Papers and Articles

Conference Presentations
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.

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.

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 and Books


**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)


Irish Independent (25th November 2015)


Irish Times (13th October 2015)


Limerick Post (Week of the 30th March 2016)


**8.2 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.

8.3 **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 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

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.

**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.
Dr Maresa Duignan speaking on behalf of the Department of Education and Skills at our Early Years Conference

9 Governance

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

NCI is a third level learning, teaching and research institution. It is a company limited by guarantee and not having a share capital. As a ‘not for profit’ entity, the company has been granted charitable status by the Revenue Commissioners with a registered number CHY 9926.

NCI complies with The Governance Code for the Community, Voluntary, and Charitable Sector in Ireland. Our compliance with the principles in the Code was reviewed on 16th May 2014. This review was based on an assessment of our organisational practice against the recommended actions for each principle. Our review sets out actions and completion dates for any issues that the assessment identifies need to be addressed.

Legal Status of Organisation: Company Limited by Guarantee
Charity Tax Reference Number (CHY): 9928
Company Registration Number (CRO): 134303
Tax Clearance Certificate Number: 00087638-28568G
Organisation established: 1951
9.1 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.

9.2 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 Chartered Land
- 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.

9.3 ELI/ABC Review Board

The ELI/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 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 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 Glinbia & 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.

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

The Development Committee is responsible for supporting the fund-raising efforts of the President of NCI and the ELI Development Manager by
• Identifying, and arrange access to, prospective ELI donors
• Attending cultivation events
• Contributing a gift (company or individual)
• Supporting NCI/ELI leadership
• Participating in briefing and gift request meetings, if and when appropriate

ELI’s Development Committee as of June 2016 is set out below:
• Chairman – Mr Dan O’Connor, Non-Executive Director Glinbia
• 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
• Shivonnie Heery, Development Manager Early Learning Initiative
9.5 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

9.6 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 the full Annual Report 2015-16.

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

Write to:
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.