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# Foreword

*Liz Dunphy, Chairperson, Board of Management*



I am pleased to submit the first "Annual Report" of the Centre for Early Childhood Development and Education for the fifteen-month period ended 31 December 2003.

The White Paper 'Ready to Learn' (1999) set out several objectives in relation to early education and in pursuance of these objectives the Centre was established by the Minister for Education and Science. The purpose of the Centre is to develop and co-ordinate early childhood education and to advise on policy issues in relation to early education.

This report comes at approximately mid-point in this three-year project. It chronicles the huge amount of effort and achievement by all involved with the work of the Centre. Significant progress has been achieved in relation to the key functions of the Centre as outlined in the Memorandum of Agreement between St. Patrick's College of Education, the Dublin Institute of Technology (DIT) and the Department of Education and Science. The publications of the Centre are a very important aspect of its work and very useful documents in their own right, and this Report draws attention to a number of these. In addition, a vibrant identity has been established for the Centre. Various ways of consulting and communicating with all those concerned in early childhood development and education have been established.

The year ahead promises to be equally exciting and productive. Some of the highlights will be with the planned publications of the Audit of Provision for Children Experiencing Disadvantage or Special Needs and a Conceptual Framework of how children develop and learn in Ireland. An International Conference 'Questions of Quality' will be held in September and will be an important opportunity to debate the issues related to quality and to reach some consensus about the quality question.

As current Chairperson of the Board of Management, I would like to thank my fellow Board Members for their contributions to the effective and responsible governance of the Centre to date and I look forward to working with them up to and beyond September 2005. On behalf of all the Board Members I would like to congratulate the Director and the staff of the Centre on their achievements to date.

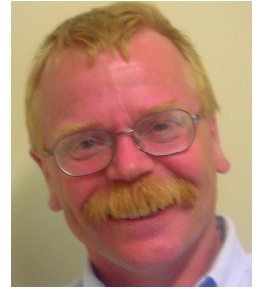
I extend our thanks to the Minister for his ongoing support to the Centre and to his officials for their valued relationship with the Centre.

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# Introduction

*Heino Schonfeld, Director*



I am delighted to introduce the first review of the activities and achievements of the Centre for Early Childhood Development and Education (CECDE). It is a "review" rather than the usual annual report as it covers a period spanning two calendar years including the set up phase of the Centre prior to its launch by the Minister of Education and Science, Mr. Noel Dempsey T.D., in October 2002.

The CECDE is an initiative of the Department of Education and Science arising from the Government White Paper "Ready to Learn" (1999) and was established jointly by the Dublin Institute of Technology and St. Patrick's College, Drumcondra. Following the establishment of a joint Board of Management, the Centre employed its first administrative staff in March 2002. The Centre became fully operational in October 2002 and began to deliver on its considerable Programme of Work.

The **aim** of the CECDE is to develop and co-ordinate early childhood care and education in pursuance of the objectives of the

White Paper 'Ready to Learn' and to advise the Department of Education and Science on policy issues in this area. The White Paper states that *"we must recognise that young children have needs for both education and care and that the focus can never be exclusively on either. For very young children, their education and care needs are closely intertwined, and must be met in a unified way."* (DES, 1999, p3) Based on this view, the Centre's brief covers children from birth to six years of age in a wide variety of settings, including families, nurseries, crèches, playgroups, childminders, preschools and the infant classes of primary schools.

The main **objectives** of the Centre are:

- To develop a **Quality Framework** for early childhood education;
- To develop **Targeted Interventions** on a pilot basis for children who are educationally disadvantaged and children with special needs; and
- To prepare the groundwork for the establishment of an **Early**

**Childhood Education Agency** as envisaged by the White Paper.

I am very pleased to say that we have made significant progress towards all three objectives and this review will chart the progress so far

and highlight some of the achievements along the way. None of it would have been possible without a wonderful team, enthusiastic support from our Board of Management and the wider early childhood care and education community.

**Some Presentations by CECDE staff members in 2002/03:**

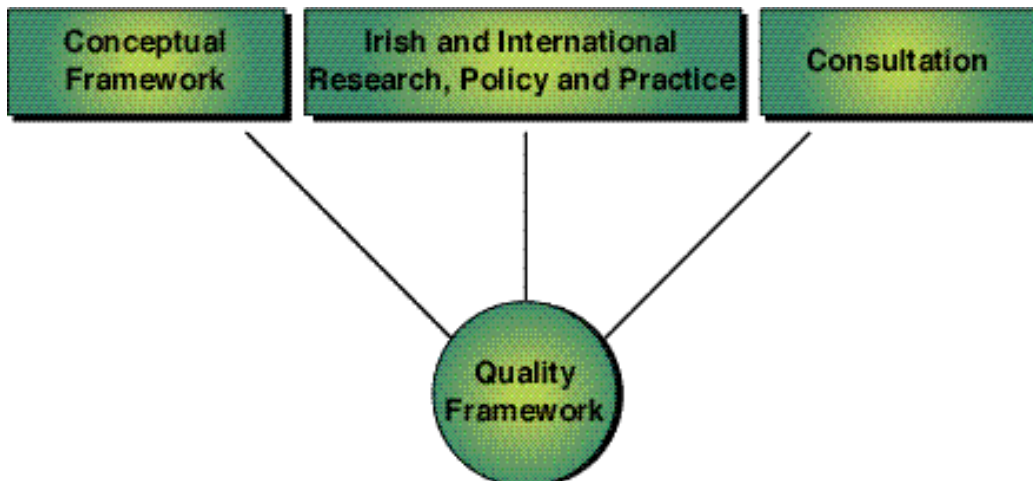
- Department of Justice, Equality and Law Reform Conference in Galway, 2002
- IPPA AGM & Conference (with Sylva Langford (DJELR) Peter Baldwin (DES) and Frances Spillane (Children's Office) 2002
- Keynote Address Galway County Childcare Committee, 2002
- Co-chair of High/Scope Annual Conference, 2003
- Wexford Area Partnership, 2003
- Co. Kildare Childcare Network, 2003
- Opening Address at the launch of the County Carlow Childcare Strategy, 2003
- Opening Address at Association of A.M.I. Teachers (Ireland) AGM, 2003
- Keynote Address NCNA, Annual Conference "Assessing Quality", 2003
- "An Overview of Irish Research Pertaining to Early Childhood Education and Care 1990-2003", OMEP Conference, 2003
- Presentation to Co. Wicklow childcare providers, 2003
- Presentation to North/South Early Years Network, 2003
- Presentation to An Comhchoiste Réamhscolaíochta Teo , 2003
- Opening Address to County Louth Childcare Committee conference on quality, 2003
- Presentation, International Step by Step Conference in Prague, 2003

# Objective 1:

## *...to develop a quality framework for early childhood education...*

The core function of the CECDE is to develop national quality standards in relation to all aspects of early childhood care and education including (1) curriculum and teaching methodologies, (2) equipment and materials, (3) staff

A Conceptual Framework of young children's development and learning, a review of Irish and international research and a process of consultation with parents, practitioners and children across the diverse range of settings



training and qualifications, and (4) parental involvement. We also have the function of developing a framework to facilitate compliance among service providers with these quality standards. In line with the CECDE Memorandum of Agreement (2001), Work Programme (2001), Work Programme Implementation Schedule (2003) and Research Strategy (2003), we are making progress to achieve these functions through 3 principle work strands:

- **Development of a conceptual framework of how children develop and learn in Ireland**

We believe that our increasing knowledge about childhood and child development and learning has much to inform us about the nature of quality in early childhood care and education. While the Centre recognises that there is a lot documented about childhood and child development and learning, we

(fig.1).

are taking it a step further and specifically producing a conceptual framework exploring holistic development and learning for children in the Irish context. We are looking at what facilitates all children's optimal development and learning and we will be using this to make recommendations for quality provision. The Centre anticipates that the framework will provide a sound theoretical and evidence basis for the quality standards, and a common language for construing quality in the Irish context.

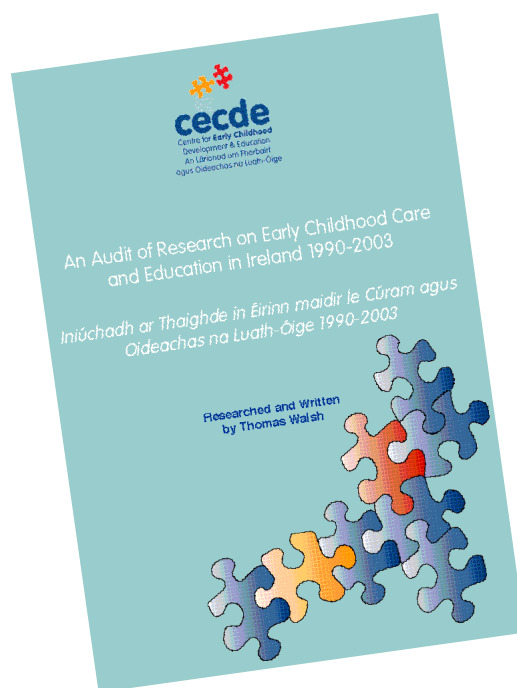
**The conceptual framework is at an advanced stage of drafting and will be published in 2004 for public consultation.**

- **Review of Irish and international policy, practice and research**

There is a lot we can learn from existing Irish policies, practices and research pertaining to early childhood care and education.

There are multiple initiatives at the policy and practice level in Ireland addressing the issue of quality in early childhood care and education. We are documenting and analysing these initiatives so that we can produce quality standards that will

encompass and build on progress in the sector to date. **The Centre published "An Audit of Research on Early Childhood Care and Education in Ireland 1990 - 2003" in September 2003.** The audit showed that while there are over 1,000 relevant publications and articles, only 59 of them relate to quality. We need our work on quality to be informed by some Irish research and the Centre has therefore devised and is implementing a research strategy to ensure this happens.



While we recognise that policies, practices and research can never be transported in their entirety from one cultural context to another,

they have, with change and adaptation, a very worthwhile contribution to make. The Centre has therefore commissioned a review of international policies, practices and research that addresses the issue of quality in early childhood care and education. **A report of this review will be completed by April 2004.** We believe that this will give us creative insights and ideas for devising quality standards and a framework for their implementation in the Irish context.

- **Consultation**

We see consultation and networking with the broad spectrum of stakeholders in the early childhood care and education sector in Ireland as being of vital importance. We recognise that these stakeholders have a wealth of expertise and experience, which if brought together in a co-ordinated manner will contribute to the development and implementation of quality standards. We also believe that it is imperative these stakeholders feel ownership of the quality standards. Only if participants believe in and support the quality standards we produce can they be effectively

implemented. We are therefore working in partnership with all stakeholders through a variety of mechanisms:

- **The Centre has established a National Consultative Committee** (see Appendix 3) representing stakeholders in the sector from government bodies, national voluntary organisations to academic institutions and parents' associations. This committee provides us with advice and input on our work on quality.



**Dates and locations of consultative seminars, 2003**

- **Sheldon Park Hotel,**  
Kylemore Road,  
Dublin 10 on 20th October
- **Rochestown Park Hotel,**  
Douglas,  
Cork on 23rd October
- **Galway Bay Hotel,**  
Salthill,  
Galway on 29th October
- **Hillgrove Hotel,**  
Monaghan on 24th November
- **Hodson Bay Hotel,**  
Athlone on 25th November
- **Óstán Cheathrú Rua,**  
Co. na Gaillimhe  
ar an 27ú lá de mhí na Samhna

- **The Centre conducted a nationwide series of open consultative seminars during the autumn of 2003** with parents, policy makers, researchers and practitioners asking them for their views on how best to define quality, how to assess it and how to support its implementation. We will hold similar seminars from time to time as appropriate and the Centre will also host an international conference in 2004 on quality in early childhood care and education.

- The Centre is currently represented on a number of committees and boards at policy, practice and research level in the early childhood care and education sector,
- The Centre publishes a quarterly newsletter called Alana, hosts a website that gives up to date information on all our activities and we have an open door policy for everyone in the sector.

At an overall level, we will use the 3 aforementioned work strands and the outputs of each to guide us in **producing a first draft of quality standards during the autumn of 2004.** These draft standards will then form the basis of further consultation and debate.



## Objective 2:

### *...to develop targeted interventions...*

This objective is an important pillar of the work of the CECDE. It will impact very directly and immediately on the practice of early childhood care and education in Ireland.

**The Centre developed four substantial proposals for targeted interventions and agreed with the Department of Education and Science to commission these projects early in 2004.**

The projects are:

- *"In Search of Quality: Multiple Perspectives"*

The purpose of this project is to gain a greater understanding of quality in the Irish context, in particular to access multiple perspectives on the meaning of quality within early childhood care and education settings in Ireland.

- *"Early Intervention for Children with Special Needs in Diverse Settings"*

The purpose of this project is to offer a high quality intervention

to three-year-old children with special needs in diverse settings and to establish the impact of the individual interventions on key areas of the children's development through the assessment and recording of children's progress on an on-going basis.

- *"An In-Career Development Programme for Teachers / Assistants and Management in Pre-schools for Travellers"*

The purpose of this project is to develop and implement an in-career development programme for the teachers and members of the management committees of Traveller pre-schools and to enhance the experiences of children in Traveller pre-schools.

- *"Early Start Integration Project"*

The purpose of this project is to develop specific models of best practice in well defined areas of activity which can be disseminated to all Early Start centres, and to the wider early childhood care and education sector.

It is envisaged that the four projects will be completed by the end of September 2005 and carried out in a coordinated manner to deliver maximum synergy and learning. They will relate closely to the objectives and work of the Centre. These projects are funded by the Department of Education and Science under the National Development Plan and are administered by the CECDE.

While the projects primarily focus on children who experience disadvantage or who have special needs, it is important to point out that each project will generate universally applicable knowledge. The evidence and learning gained from the projects will benefit the development of quality early childhood care and education for all children in Ireland.

The projects address the second objective of the CECDE in the first instance but will also assist the delivery of the other two objectives, the development of a quality framework for early childhood education and the preparation for the Early Childhood Education Agency.

### **CECDE and Research:**

- The CECDE Research Strategy spans a three year period and is derived from our Programme of Work, the research gaps highlighted in our audit of Irish research and from consultation with the early childhood care and education sector.
- It involves examining existing national and international research, as well as undertaking new research.
- We are undertaking the research through a variety of mechanisms: (1) the staff in the CECDE are directly engaged in research, (2) we are funding 4 Ph.D studentships in conjunction with the Dublin Institute of Technology and St Patrick's College, Drumcondra, (3) we are commissioning some specific pieces of work and (4) we encourage other agencies to undertake relevant research and provide support to them where possible.
- The realisation of this Research Strategy will ensure that the CECDE's work is substantiated and the National Framework for Quality is evidence based. It also has the advantage of building the research capacity of the early childhood care and education sector.
- We are disseminating the research findings through a variety of publications and conference presentations. We are using the findings to promote and facilitate commentary and debate and to further our knowledge and understanding of what is best for children in all their diversity in early years settings in Ireland today.

## Objective 3:

### *...to prepare the groundwork for the Early Childhood Education Agency...*

The Government White Paper "Ready to Learn" stated in 1999: "it is proposed to establish and allocate executive functions concerning early childhood education to an independent Early Childhood Education Agency (ECEA) " (DES, 1999, p132).

The functions and activities of the Agency were described as follows: "The ECEA will function as the primary support for parents and providers and will be responsible for executive and administrative tasks, including inspection and evaluation. Its principal activities will concern implementation of the White Paper proposals including:

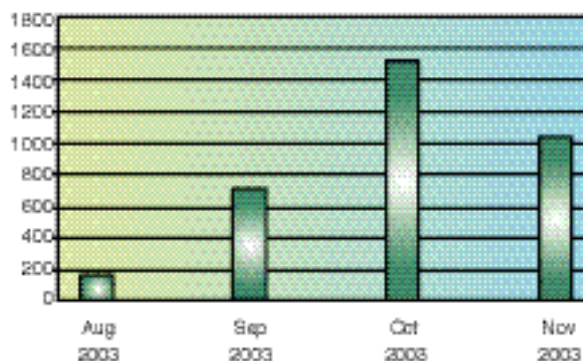
- *Management of the Department of Education and Science early childhood education provision*
- *Development of the QE mark and associated minimum standards of quality*
- *Production of materials and curriculum development*
- *Research, development and dissemination of best practice*
- *Inspection of provision*
- *Advice to providers on how to*

*raise quality and address deficiencies in provision*

- *Development of strategies and structures to involve parents and to assist them in helping their children to learn."*

*(DES, 1999, p133-134)*

The Centre for Early Childhood Development and Education has already begun to implement or prepare some of these proposed activities. Notably, **the development of quality standards** has progressed considerably. We have also completed and are conducting **major research projects** to support the development of the sector as a whole and provide advice on an ongoing basis to providers through presentations, the website [www.cecde.ie](http://www.cecde.ie) and our



*Visits to the CECDE website by month*

newsletter "Alana".

The CECDE has developed procedures for consultation and for dissemination into **strategic consultation and dissemination plans** that can be taken on board and continued by the Agency. In particular, a **Consultative Committee** (see Appendix 3) has been established representing a broad range of stakeholders in early childhood care and education in Ireland.

The CECDE has **worked closely with all relevant Government Departments** and has accepted a strong coordinating role. Most recently the CECDE was invited to join a High-Level Working Group on coordination of early childhood care and education.

The CECDE has **provided advice to the Department of Education and Science on policy issues** related to early childhood education and development and **made submissions to a number of committees and initiatives** relevant to early childhood education.

The CECDE is **represented on numerous national and regional Boards, Committees and Working Groups**. Examples of this important representative role are the National Council for Curriculum and Assessment, the National Childcare Coordinating Committee and the Review Group of Childcare (Pre-School Services) Regulations.

The Centre has **contributed to the preparation and editing of the OECD Report on Early Childhood Education in Ireland**. This important report will be published in 2004. The Director of the CECDE joined an OECD expert panel which conducted a review of early childhood care and education in Hungary during December 2002.

We also **cooperated with the National Council for Curriculum and Assessment** on the development of their document "Towards a Framework for Learning". Four participants in the Technical Working Group who finalised the document were CECDE staff or Board members.

Throughout our operation during the reporting period we have **developed organizational procedures and structures as well as a highly skilled team** to form the core of the emerging Agency. It is of crucial importance

that the roadmap towards the Early Childhood Education Agency will be drawn in the course of 2004 to ensure the delivery and further implementation of the Quality Framework and other related activities.

### **Submissions by the CECDE in 2002/03:**

- Submission to the Curriculum Development Unit of the Department of Education and Science regarding the promotion of Anti-Racism and Interculturalism at all levels of the Education System (September 2002)
- Submission to the Educational Disadvantage Committee (January 2003)
- Submission to the Office for Social Inclusion, Department of Social and Family Affairs (May 2003)
- CECDE submission to the Oireachtas Joint Committee on Education and Science for Persons with Disabilities Bill 2003 (October 2003)
- Submission on the Traveller Education Strategy to the Educational Disadvantage Committee (January 2004)

## *Into the Future*

Any review of achievements is a time to take stock as well as look at the tasks and events ahead.

The past couple of years were exciting years for early childhood care and education in Ireland and also years of achievement for the CECDE.

An Taoiseach Bertie Ahern launched our *"Audit of Research on Early Childhood Care and Education in Ireland"* making a renewed commitment on behalf of the Government to develop and extend early education services.

The CECDE completed its first major structured consultation project with seven seminars nationwide and an online survey; the report of the findings of this consultation, "Talking About Quality", will be published in 2004. More than 400 practitioners, parents and policymakers participated and made most valuable contributions to our work. This, and the first meeting of the CECDE Consultative Committee created a strong link between the CECDE and many stakeholders of early childhood care and education.

We designed a comprehensive

research strategy in support of the objectives of the Centre and conducted or commissioned a number of important research projects. In addition, the CECDE is funding four doctoral studentships at DIT and St. Patrick's College, Drumcondra.



A number of targeted pilot projects were agreed with the Department of Education and Science representing considerable investment for innovative developments in the coming 18 months.

In 2004, we will publish *"On Target? An Audit of Provision of Services Targeting Disadvantage and Special Needs among Children aged Birth to Six in Ireland"* and shortly after that we will consult with the public on a "Conceptual Framework" of young children's



Ireland remains challenging and fast moving. We are looking forward to the publication of the OECD report on early childhood care and education in Ireland and also to the consultative process on the Irish education system initiated by the Minister for Education and Science.

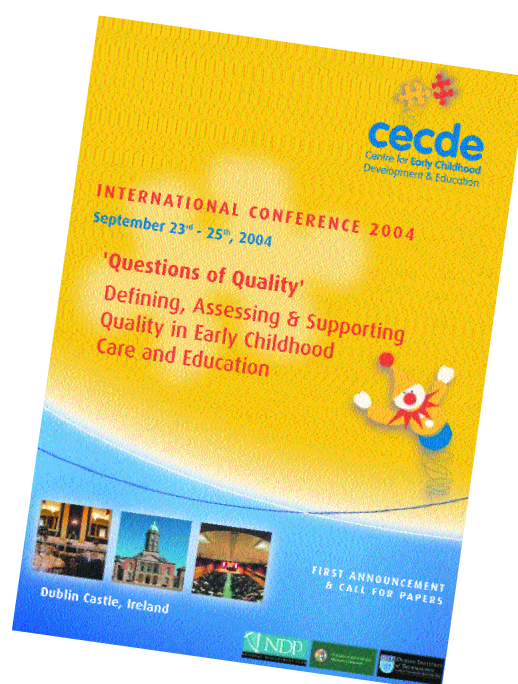
development and learning. This will be an important contributing document for the drafting of quality standards later in the year.

Over the coming year we will continue to strengthen our consultative work with the early childhood care and education sector and the wider public through the Consultative Committee and many other channels. It will be a priority to engage more effectively with parents.

A highlight of 2004 will be an international conference in Dublin Castle on "*Questions of Quality*" in early childhood care and education. This conference will take place from September 23 to September 25, 2004.

The policy environment for early childhood care and education in

The CECDE has achieved high visibility in a relatively short period of time and has earned the trust and respect among those engaged in early childhood care and education. The Centre will meet its objectives in time and is well located to play an important role in determining the future of early childhood care and education in Ireland.



# Appendix 1:

## *The Steering Committee*

The Centre for Early Childhood Development and Education is operated under the direction of a Steering Committee appointed by the Minister for Education and Science and chaired by a representative of the Department. It is responsible for ensuring that the Centre fulfils the functions assigned to it under the terms of the MOA and has met 5 times in 2003/2004

It is composed of:

- Two representatives of the DES
- Two representatives of the Dublin Institute of Technology, one of whom shall also be a member of the Management Board
- Two representatives of St. Patrick's College, one of whom shall also be a member of the Management Board
- One independent expert.

### **Committee Members**

Professor Lesley Abbott is Professor of Early Childhood Education at the Manchester Metropolitan University. She has researched and published widely, particularly in the areas of quality, training, play, multi-disciplinary developments and the care and education of children under three. She recently directed a national project to support all practitioners working with children under three in England, 'Birth to Three Matters' (DfES/Sure Start 2002).

Dr John Donovan is the Head of Innovation and Industry Services in the Faculty of Applied Arts in DIT. John originally graduated in Biochemistry and completed a PhD in genetics before working abroad in Germany and the UK. On returning to Ireland, he worked with the Irish research Scientists' Association before joining Limerick Institute of Technology as their External Services Manager. In 2002 he returned to Dublin to his present position in DIT.

Nóirín Hayes is Head of School of Social Sciences and Legal Studies at the Dublin Institute of Technology and is a member of the Management Committee.

Deirdre Lyddy is a Divisional Inspector and has been working at primary level with the Department of Education and Science for 24 years, mainly in inspecting schools and teachers in the Mid-West and Waterford. She is based in Limerick and she is currently specialising in the development of curricular policy in terms of early childhood and primary learning.

Dr Liam Mac Mathúna is a graduate of UCD in Celtic Studies and the University of Innsbruck in Linguistics. He taught at Uppsala University, before being appointed a lecturer in Irish in St Patrick's College, Drumcondra, where he is now Registrar. He has published widely on historical aspects of Irish language and culture, as well as the contemporary role of Irish in education and society.

Anne McGough is a lecturer in Special Education in St. Patrick's College and is a member of the

Management Committee.

Breda Naughton is Principal Officer in the Central Policy Unit of the Department of Education and Science. Breda is Chairperson of the Steering Committee. The Central Policy Unit is responsible for liaising with the CECDE on both administrative and policy matters.

Alan Wall is Assistant Principal Officer in the Central Policy Unit of the Department of Education and Science.

# Appendix 2:

## *The Management Board*

Management of the CECDE is overseen by a six-member Management Board, three from St. Patrick's College of Education and three from the Dublin Institute of Technology. The position of Chairperson is shared by both institutions, on a six-monthly rotational basis.

The Board, which meets on a monthly basis, is responsible for the operation of the Centre and the ongoing implementation of the work programme, subject to the direction of a Steering Committee.

23 meetings have been held since the Board was established, 12 of these since October 02, when the Centre was officially launched.

The Board has established two Working Groups to expedite its operations. The Finance Working Group brings recommendations to the Management Board in relation to the effective management of the Centre's Budget, contractual obligations and other general financial management issues. A Research Working Group was

established in early 2003 to draft a Research Strategy. It also makes a number of recommendations related to the research dimension of the work of the Board

### **Board Members**

**Liz Dunphy** is a lecturer in Early Childhood Education at St. Patrick's College of Education. Prior to this she worked for many years as a primary teacher. Her particular areas of interest are young children's learning and mathematical development in the early years.

**Nóirín Hayes** is Head of School of Social Sciences and Legal Studies at the Dublin Institute of Technology. She is a lecturer in Early Education and Developmental Psychology and her research interests are in young children's learning, children's rights and early educational policy.

**Marie Kennedy** is the EU/International Affairs and projects Officer in the Dublin Institute of Technology. She provides a support service to DIT

staff on all externally funded projects for training, education and research which includes advice and assistance in the sourcing of funds and ongoing project management.

considerable number of years experience of working within the higher education sector in a financial management role.

**Anne McGough** is a lecturer in Special Education in St. Patrick's College. Her particular areas of interest are childrens' language development and early educational intervention.

**Máire Mhic Mhathúna** is a lecturer in Early Childhood Education in the Dublin Institute of Technology and joined the Board in November 2003. Her research interests include second language acquisition and Irish language education in the early years.

**Lorna Ryan** was manager of the Centre for Social and Educational Research in the Dublin Institute of Technology and served as a member of the Board from November 2001 until October 2003.

**Martin Ward** is the Secretary/Bursar of St. Patrick's College of Education. He is a financial accountant with a

## Appendix 3:

### Members of the Consultative Committee



1. Ballymun Partnership – Nóirín Coughlan
2. Barnardos – Séan Redmond
3. BCCN – Michelle Hart
4. Childminding Ireland – Patricia Murray
5. Children's Research Centre – Ann-Marie Halpenny
6. Children's Rights Alliance – Mary O'Connor
7. Combat Poverty Agency – Angie Daly
8. Comhchoiste Réamhscolaíochta Teo  
– Déirdre Uí Ghrádaigh
9. Dept of Education and Science – Alan Wall
10. Dept of Health & Children – Mary Deacy
11. Dept of Justice, Equality and Law Reform  
– Patrick Murray
12. Dept of Social & Family Affairs – Heber McMahon
13. Disability Federation of Ireland – Toni Gleeson
14. DIT – Máire Mhic Mhathúna
15. FÁS (Equal Opportunities & Social  
Inclusion Department) - Mary Beggan
16. FETAC – Angela Lambkin
17. Forum of People with Disabilities – Bethan Collins
18. HETAC – Mary Sheridan
19. High/Scope – Patricia Murphy
20. IATSE – Anita Craig
21. IFA – Frances Coffey
22. IMEB – Helen O'Connor Nolan
23. IMPACT – Sheila Carroll
24. INTO – Deirbhile Nic Craith
25. IPPA – Irene Gunning
26. Irish Steiner Waldorf Early Childhood  
Association – Pearse O'Shiel
27. Mary Immaculate, Limerick  
- Nóra Máire Ní Mhurchú
28. NAMHI – Stephen Kealy
29. National Children's Office – Sinéad Hanafin
30. National College of Ireland – Alan Sharkey
31. NCCRI – Kensika Monshengwo
32. National Disability Authority – Erik Koornneef
33. National Federation of Voluntary Bodies  
– Maria Walls
34. National Forum of Preschool Inspectors  
– Marie Gleeson
35. National Parents and Siblings Alliance  
– Seamus Greene
36. National Parents' Council – Primary  
– Irene Cassidy
37. NCCA – Arlene Forster
38. NCNA – Ashling Hooper
39. OMEP – Ann Fanning
40. Pavee Point – Colette Murray
41. RAPID – Anne Genockey
42. Seirbhísí Naíonra Teo – Mairéad Mac Con Iomaire
43. Southern & Eastern Regional Assembly  
– Derville Killian
44. St. Nicholas Montessori Society  
– Bernadette Burns
45. St. Patrick's College – Maura O'Connor
46. Traveller Preschool Teachers Association  
- Anne Boyle
47. Treoir – Margot Doherty
48. UCC – Mary Horgan

# Appendix 4:

## Financial Statements 2002 and 2003

PRICEWATERHOUSECOOPERS 

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Dublin 2  
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Telephone +353 (0) 1 478 9999  
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www.pwc.com/ie

St Patrick's College, Drumcondra  
**EXTRACTS FROM THE ACCOUNTING BOOKS AND  
RECORDS OF THE EARLY CHILDHOOD - INCOME AND  
EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 DECEMBER 2003**

	12 months ended 31.12.2003	15 months ended 31.12.2002
	€	€
<b>INCOME</b>		
Grants	807,590	464,521
<b>Total Income</b>	<b>807,590</b>	<b>464,521</b>
<b>EXPENDITURE</b>		
CECDE Staff	441,757	175,071
Post doc/doc fellow	12,500	-
OECD background report	-	35,574
Professional fees	15,442	2,662
Advertising	41,883	119,915
Materials	58	1,308
Books	665	566
Stationery	27,002	4,517
Photocopying	114	679
Telephone	5,273	4,992
Subscriptions	838	608
Postage	1,896	518
Attendance at conferences	11,629	2,445
Travel	14,314	4,085
Entertainment	2,004	125
Interviewing expenses	4,598	3,836
Meetings and hospitalities	689	2,244
Consumables	3,967	9,396
Computer Consultancy	20,335	-
Computer equipment	6,157	24,338
Light and heat	1,231	2,651
Rent	40,568	28,516
Security	5,220	-
Contract cleaning	3,984	3,476
Insurance	2,504	-
Management services – DIT and SPD	131,471	32,378
Miscellaneous expenditure	11,491	4,621
<b>Total Expenditure</b>	<b>807,590</b>	<b>464,521</b>
<b>Surplus for the year</b>	<b>-</b>	<b>-</b>

\* The above Statement of Income and Expenditure has been extracted from the books and records maintained by St Patrick's College, Drumcondra.

  
PricewaterhouseCoopers  
March 2004