



Dublin City University
Educational Trust

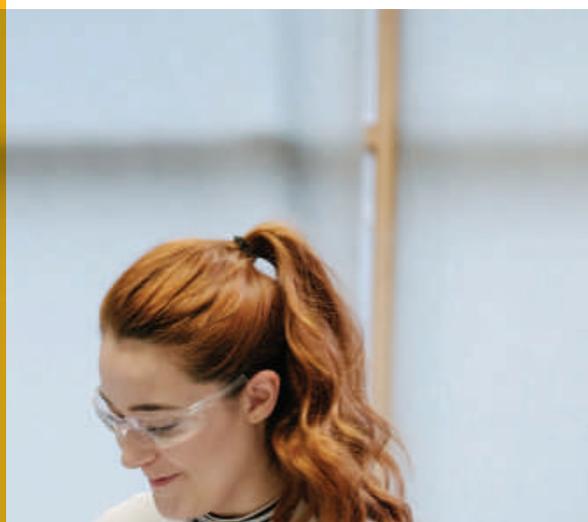
Supporter Impact Report

2020-2021



At DCU Educational Trust, we are passionate about the power of higher education to transform lives and society, and we believe great things are possible when philanthropy combines with a young, dynamic and ambitious university like DCU.

Through our fundraising work, we build meaningful partnerships with DCU's supporters to further DCU's mission to transform lives and societies through education, research, innovation and engagement.





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Introduction

Transforming Lives and Societies Together



Building relationships with supporters who share our passion for the transformative power of higher education and knowledge is at the heart of everything we do in DCU Educational Trust. Last year, we were privileged to work with alumni, friends, corporations, trusts and foundations to enable the remarkable range of projects in this report, which provide life-changing opportunities for DCU students and help to create a better world as envisioned in the United Nations Sustainable Development Goals.

Despite economic volatility and uncertainty due to the pandemic, our supporters pledged €6.15 million in philanthropic funding for DCU projects last year: a testament to your commitment to DCU students and DCU's mission to transform lives and societies. This included support for exciting new initiatives such as the first fully immersive mixed reality leadership lab in an Irish university as part of the Colm Delves Leadership Fund, and a major new Step Up in STEM outreach programme to inspire an interest in STEM subjects and careers for students in disadvantaged schools.

We hope that you enjoy reading about your collective impact over the last academic year and thank you once again for being a valued partner in our mission.

Eamonn Quinn,
Chair, DCU Educational Trust



As we reflect in this report on the significant contribution of philanthropy to advancing DCU's mission to transform lives and societies in 2020-21, it is truly impressive to see what we have achieved together through some of the toughest days of the Covid-19 pandemic.

The pandemic highlighted many of the pre-existing inequalities that exist in our world. There was a mantra that 'we are all in this together', but as one observer put it, 'we may be on the same sea, but we are not in the same boat'. Ultimately, the pandemic impacted the disadvantaged disproportionately. If anything, the crisis reinforced our belief in DCU in the value of education as a leaven, and demonstrated the potential of a research intensive institution like ours to create knowledge, drive change, and advance our society.

Last year, your generosity was vital in helping DCU to address key societal challenges and to provide equal access to educational opportunities for all. As we emerge into a new phase of this pandemic, your support will be more important than ever as we work to create a fairer, more sustainable world.

We thank you once again for your support, and we hope that you stay with us on this journey.

Professor Daire Keogh,
President, Dublin City University

In 2020-21, our supporters pledged over **€6.15 million** to enable projects that will transform lives and societies and help to achieve the United Nations Sustainable Development Goals.



€1.4 million

pledged to create **world-class teaching and learning facilities** for our students



€206,000

committed for **outreach and engagement** with local schools and communities to foster more inclusive societies



€2.5million

committed to enable **research to address societal challenges** ranging from tackling bullying and online safety to providing clean water for all



€1.7million

pledged to provide **transformative scholarships** that open a world of opportunity for our students





Smarter Futures

People drive innovation that changes societies. At DCU we are committed to ensuring that our students and society are prepared for a dynamic future where we haven't yet imagined the technology that will shape our lives, or the jobs that our graduates will do.

With the support of our philanthropic partners, bright minds at DCU are delivering research to promote innovation and to equip future generations with the skills, knowledge and innovative mindset required to create economic growth that will ensure decent work for all.

8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Colm Delves
Leadership Fund at DCU



Ireland's First Mixed Reality Leadership Lab in Memory of Colm Delves

It is often said that leadership must be learned rather than taught. Yet real-life opportunities for students to develop their leadership skills can be limited. Across the globe, leading business schools are increasingly using virtual reality technology to provide rich experiential learning to nurture these critical skills.

Leading the charge in Ireland, DCU was proud to launch **Ireland's first fully immersive mixed reality leadership lab** to develop next generation leaders in 2021. Created with philanthropic support from Digicel, the Colm Delves Leadership Lab was established in memory of business leader and DCU graduate, Colm Delves, a former CEO of Digicel Group.



Paula Delves pictured together with Anas Ouadina, the inaugural recipient of the Colm Delves Memorial Scholarship.



Over 2,000 DCU Business School students will benefit from leadership experiences in the lab each year, where virtual reality simulations will help them to understand concepts by living them out. Experiences on offer will include simulations to practice interview preparation, public speaking, leadership communication and ethical decision-making. The lab will also develop globally aware leaders through simulations that bring students to places in the developing world where they can learn about the challenges associated with business development in an unfamiliar country.

The lab is part of a new Colm Delves Leadership Fund at DCU that will also provide an annual scholarship in Colm's memory to support exceptional students who need financial support to pursue postgraduate study in DCU Business School. The inaugural recipient of the Colm Delves Memorial Scholarship, Anas Ouadina, will complete a Masters in Finance at DCU in 2021-22.

“At DCU, we were honoured to count an outstanding leader like Colm Delves amongst our alumni community. As a highly respected and successful business leader, he was the ultimate example of the excellence, integrity and leadership skills which we seek to instil in our students.”

Prof Daire Keogh, President,
Dublin City University

Stepping Up in STEM with J.P. Morgan



With research showing that women and young people from disadvantaged backgrounds are consistently underrepresented on Science, Technology, Engineering and Maths (STEM) courses, and later on in STEM careers, J.P. Morgan joined forces with DCU's Access Programme in 2021 to announce their philanthropic support for an exciting new Step Up in STEM programme. J.P. Morgan's support is part of the firm's \$350 million global commitment to prepare people for the future of work and connect them with the skills they need for promising, sustainable career pathways.

From 2021 to 2023, Step Up in STEM will inspire a love of STEM subjects and an interest in STEM careers through outreach activities that will reach 1,000 Transition Year students in disadvantaged schools linked to DCU's Access Programme.

The programme was launched in December 2021 and over the next two years it will deliver activities that will include:

- **Workshops to explore the wonders of STEM** through experiential learning in a university environment. These workshops will bring DCU researchers, teachers and young people together to learn, share ideas and co-create.
- **A programme of coding activities** that will include training for teachers to deliver coding lessons in their classroom settings and access for students to Smart Skills Coding Bootcamps on campus during holidays.
- **Careers in STEM events** to promote career opportunities and share real life experiences and role modelling.

Assessing Development of Future-Ready Skills

In a world where new technology and innovation is constantly re-shaping the future of work, it is critical that we equip students today with future-ready skills such as collaboration, problem solving, communication and critical thinking. Although game-based learning is recognised as an effective tool to develop these important higher order thinking skills, further research is required to enable educators to realise its full potential to assess student learning and development.

In 2021, Microsoft Ireland supported the appointment of a Postdoctoral Researcher in Game Based Learning and Assessment at the DCU Centre for Assessment Research, Policy and Practice in Education.

From 2021 to 2023, Éadaoin Slattery will work under the direction of leading expert in game-based learning, Prof Deirdre Butler and the Prometric Chair in Assessment, Prof Michael O’Leary to deliver research on game-based learning and assessment. The research will focus on assessment using Minecraft: Education Edition – an open-world game that promotes creativity, collaboration and problem solving in an immersive environment.



Pictured (L-R): Éadaoin Slattery, Postdoctoral Researcher in Game Based Learning and Assessment pictured with Prof Deirdre Butler in DCU's Minecraft Education Studio.

“Microsoft Ireland is delighted to be working in partnership with DCU and CARPE. Over the coming years, the importance of digital and digital technologies will accelerate as we emerge from the pandemic. It is critical that we explore new ways of engaging learners; more importantly, we need to explore new ways of assessing student performance, Game Based Learning (GBL) provides us with this opportunity. We look forward to publishing new, cutting-edge research.”

Kevin Marshall, Head of Education, Microsoft Ireland

Driving Progress Through Data Analytics

The world as we know it is increasingly driven by data, with businesses and society recognising that having the best and most accurate information can help us to make better decisions.

Support from AIB in 2020-21 enabled Professor Tomás Ward, AIB Chair in Data Analytics, to continue his internationally recognised research in the field of machine learning and data analytics.

Professor Ward's wide-ranging research collaborations included studies that use machine learning to answer questions such as:

- How does living with chronic pain affect decision-making?
- Will a patient adhere to prescribed fitness goals and why are these often abandoned?
- What parts of the brain are most active while an individual undertakes different tasks?
- How can we measure and improve the motor skills of children with dyspraxia?

Professor Ward also continued to play an important role in teaching and learning activities to develop Ireland's next generation of data scientists at DCU last year, including working on the accreditation of a new BSc in Psychology and Disruptive Technologies programme. This novel course is part of the DCU Futures initiative to radically re-imagine the university's curriculum in order to enhance innovation and agility for future skill needs.



Developing Ireland's Next Generation Entrepreneurs

With everything from Covid-19 to new technologies transforming life as we once knew it, engaging young people in entrepreneurship will be vital to creating wealth and raising living standards in the future. Characterised by creativity and agility, start-ups also play a key role in responding to societal issues, adapting to new trends, transforming markets and developing new ones.

Since its establishment, DCU's UStart Programme has been an important part of Ireland's start-up ecosystem, providing the conditions and supports that foster the emergence of breakthrough ideas by talented DCU students. The programme has supported 91 student entrepreneurs since 2013, with notable graduates including fintech solutions provider TouchTech payments, which was acquired by Stripe in 2019, and edtech start-up Robotify, which partnered with Apple co-founder Steve Wozniak in 2021 to bring virtual robotics lessons to students around the world.

In 2020-21, the programme adapted to provide student entrepreneurs with a virtual offering that included a weekly start-up clinic, a six-week pre-accelerator programme attended by 14 teams, and a series of nine fireside chats with notable Irish entrepreneurs and entrepreneurship experts.

"I'd recommend UStart to any student looking to make their business idea a reality as it's a brilliant opportunity to create connections and expand your learning of the entrepreneurial world."

Eimear McNamee, Founder, Clinilid and UStart participant in 2020

UStart 2020/21



30

Weekly start-up clinics



14

teams took part in a 6-week accelerator programme



9

fireside chats with entrepreneurship experts



Climate Action and Safe, Sustainable Societies

Climate change is a global challenge that affects everyone, everywhere, while clean accessible water for all is an essential part of the world we want to live in but it is under threat.

At DCU, sustainability is at the core of all our activities and philanthropy plays an important role in enabling us to provide evidence and insights to safeguard water and to shape policy and practice for more sustainable life and safer societies.

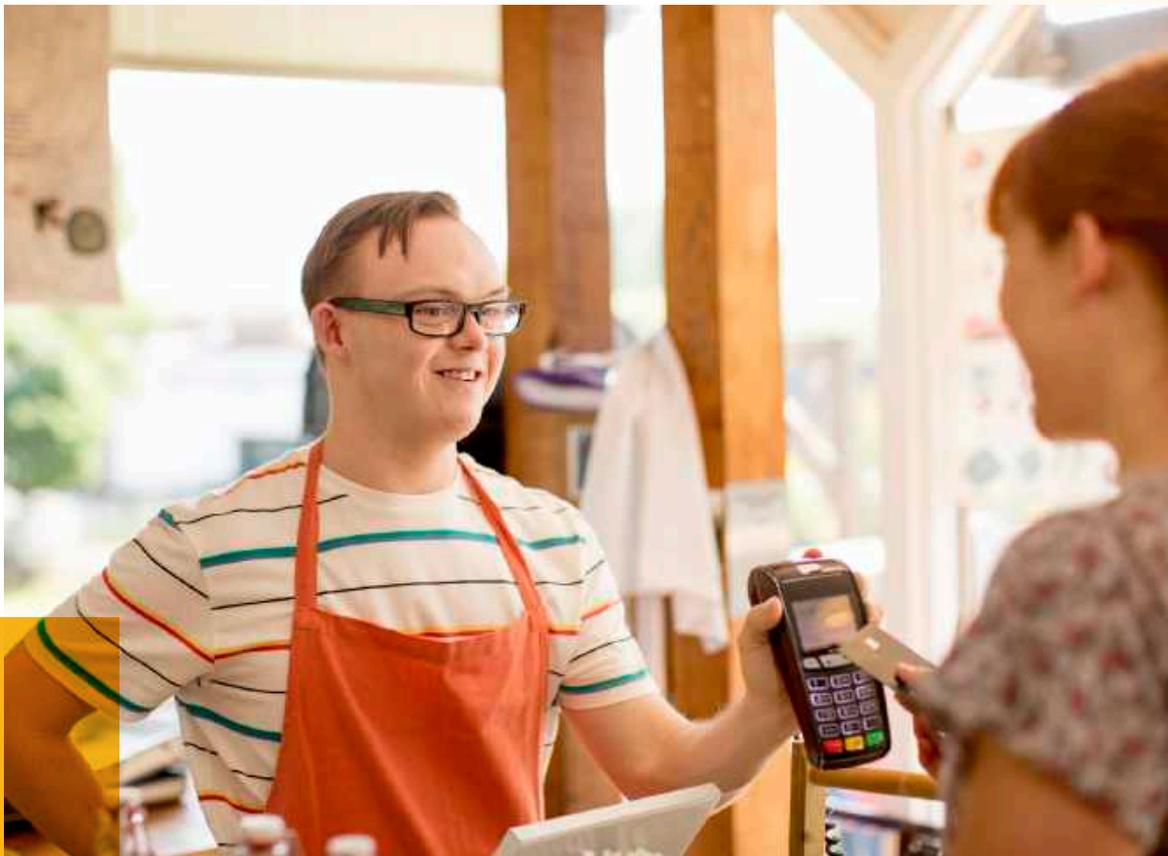


Keeping Family Firms at the Heart of Sustainable Communities

Thriving family businesses are vital to create strong local economies and sustainable communities across Ireland. Creating vibrant communities, where people can live and work, will not only reduce commuting and our carbon footprint, but will also create a better quality of life for all.

Yet for Irish family firms to remain at the heart of their communities for generations to come, they must first address challenges like transitioning to a low-carbon economy, digital transformation and external shocks such as Brexit and the Covid-19 pandemic.

In 2020-21, DCU's National Centre for Family Business continued its work to support family businesses to survive and thrive as the bedrock of economic life in their local areas. The Centre is supported in its work by AIB.



2020-21 Highlights



53

family firm CEOs and 198 employees took part in a study to capture their experiences over seven months in 2020 as they grappled with the challenges of Covid-19. A publication on the research findings, "Surviving a Crisis as a Family Business," was launched in January 2021



1,500

family businesses in the National Centre for Family Business network



200

attendees at the Family Business for the Future National Conference in October 2020, and 2,000 subsequent YouTube views



2

new research papers published on women in family firms including "Female Leadership in Family Business" by Martina Brophy; and "Anointed or Appointed? Father-daughter Succession Within the Family Business" by Prof Maura McAdam, Martina Brophy and Richard T. Harrison



1st

Family Business Continuity Executive Education Programme for family business members delivered in 2021



267

registrations for "Take a Step Back – the importance of strategy for growing your business" webinar in May 2021



40

attendees at STEP Conversation Series event in April 2021 with Prof Tom Lumpkin from The University of Oklahoma on "Family Firms as Civic Wealth Creators"



5

podcasts on key family business challenges available on Spotify in the newly launched DCU National Centre for Family Business Podcast Series



150

academics from 42 countries attended the Family Enterprise Research Network 2021 Conference organised by the National Centre for Family Business at DCU

Clean, Safe Water for All...For Today and for the Future



Water is essential to all life on earth, yet more than 2 billion people globally do not have access to reliable, safe water and sanitation. Deteriorating water quality in oceans and inland waterways in Ireland and around the globe is also fuelling a biodiversity crisis that has seen an 80% reduction in global populations of freshwater species since 1970.

In 2020-21, DCU's Water Institute continued its work to tackle national and global water challenges through research and capacity building. Philanthropic support for an Innovation Officer and for specific research projects helped to enable activities that included:

- **DCU Dublin Water Blitz** – a three-day water-sampling event in May 2021, which saw 1,000 citizen scientists engaged in nutrient monitoring in their local waterways. DCU Educational Trust is also seeking supporters to continue this important project to monitor the quality of water in Ireland's waterways in 2022.

- **Public engagement activities** that have included issuing a quarterly newsletter to 500 subscribers and social media awareness raising activities that reach 5,000 Twitter and 4,000 LinkedIn followers. The Institute also hosts a monthly Water Café where experts discuss topics such as sustainability goals and approaches to managing water protection.
- **A new partnership with GOAL Water Share** supported by the Quinn Family Foundation on projects that include the operation of sustainable rural water facilities (water pumps) in Uganda, the use of solar powered LEDs for ultra-violet disinfection of lake water and a spatial analysis of sewage management in Freetown, Sierra Leone.



Making a Difference in the Fight Against Climate Change

In 2020-21, the NTR Foundation announced the creation of a new Return-to-Work Scholarship for a student to complete the MSc in Climate Change: Policy, Media and Society at DCU. In this piece, the inaugural scholarship recipient, Theresa O'Donohoe from Co. Clare, explains what motivated her to pursue the course and how the scholarship has been critical to enabling her studies.



"I used to believe I was playing my part to prevent climate change and protecting our planet by recycling and walking or taking public transport instead of driving. However, it wasn't until I started watching documentaries on climate change that I realised there was so much more I could do to protect our planet.

I joined a few Transition Towns groups in 2007, FADA in Newbridge, where we turned sustainable development ideas into community projects. Since then, I've been actively involved in initiating conversations and creating awareness on the global issue of climate change and sustainable development as an environmentalist here in Ireland.

Nationally, I'm a member of An Taisce's Climate Change Committee and I sit on the steering group of the Environmental Pillar, which is comprised of national environmental NGOs who work together to represent the views of the Irish environmental sector. These roles have given me an amazing first-hand insight into national policymaking and governance in Ireland.

I first heard about DCU's MSc in Climate Change back in 2018. However living in Co. Clare and being a single mother, with three of my children at home, meant applying for this master's degree simply wasn't a possibility for me.

However, with the Covid-19 pandemic forcing all learning online in 2020, I decided to apply to the course and scholarship in the hope that I could complete the course online and was delighted to be offered a place.

I'm hoping this qualification will enable me to work in the area of policy development and community engagement to address climate change at a local and national level in the future."

"If it weren't for the support of the NTR Foundation scholarship, the dream of receiving a qualification in an area I've advocated and worked so hard for over the last 13 years would never have become a reality for me."

Looking Beyond Brexit



Pictured: Professor Daire Keogh, DCU President with Mary Whitelaw, AIB Director of Corporate Affairs, Strategy and Sustainability, and (virtually) Prof Federico Fabbrini, Director of the DCU Brexit Institute.

Five years ago – on 23 June 2016 – the people of the United Kingdom (UK) voted to leave the European Union (EU), putting in motion a tectonic shift, which is still producing its effects today.

Following this seismic event, the DCU Brexit Institute was established as Ireland’s only, and Europe’s first, centre to analyse the challenges of Brexit and the future of the European Union from a research and policy perspective.

The DCU Brexit Institute continued to deliver an impressive schedule of monthly events in 2020-21 that engaged top-level decision-makers at national and European level. The Institute also continued its prolific production of working papers, policy reports and books, and launched a new Massive Open Online Course (MOOC) on “The European Union: From Crisis to Recovery.”

The Institute is supported in its work by AIB, who announced an extension of their support for a further three years in 2021, together with Grant Thornton and GSK Stockmann.

DCU Brexit Institute: 2020-21 in Numbers



3
BOOKS



1
HIGH LEVEL REPORT



30
WORKING
PAPERS



130
BREXIT INSTITUTE
BLOG POSTS



10
EVENTS WITH KEYNOTE SPEAKERS
that included 6 former Presidents or
Prime Ministers, 4 current Ministers,
1 European Commissioner and 5 members
of the UK and European parliaments.

A Quality Education for All and More Inclusive Societies

Education enables upward socio-economic mobility and is the foundation to improving people's lives, delivering equality in society and sustainable development. Achieving fairer and more inclusive societies will also lay the foundation for a more peaceful, prosperous and sustainable world.

Since its formal establishment as a university in 1989, DCU has always been a leader in widening the participation of underrepresented groups in higher education in Ireland. Together with our philanthropic partners, DCU is proud to deliver important initiatives that ensure our student body is increasingly reflective of our diverse society and that disadvantaged groups can fully participate in education, employment and wider society.



DCU Access Outreach Programme

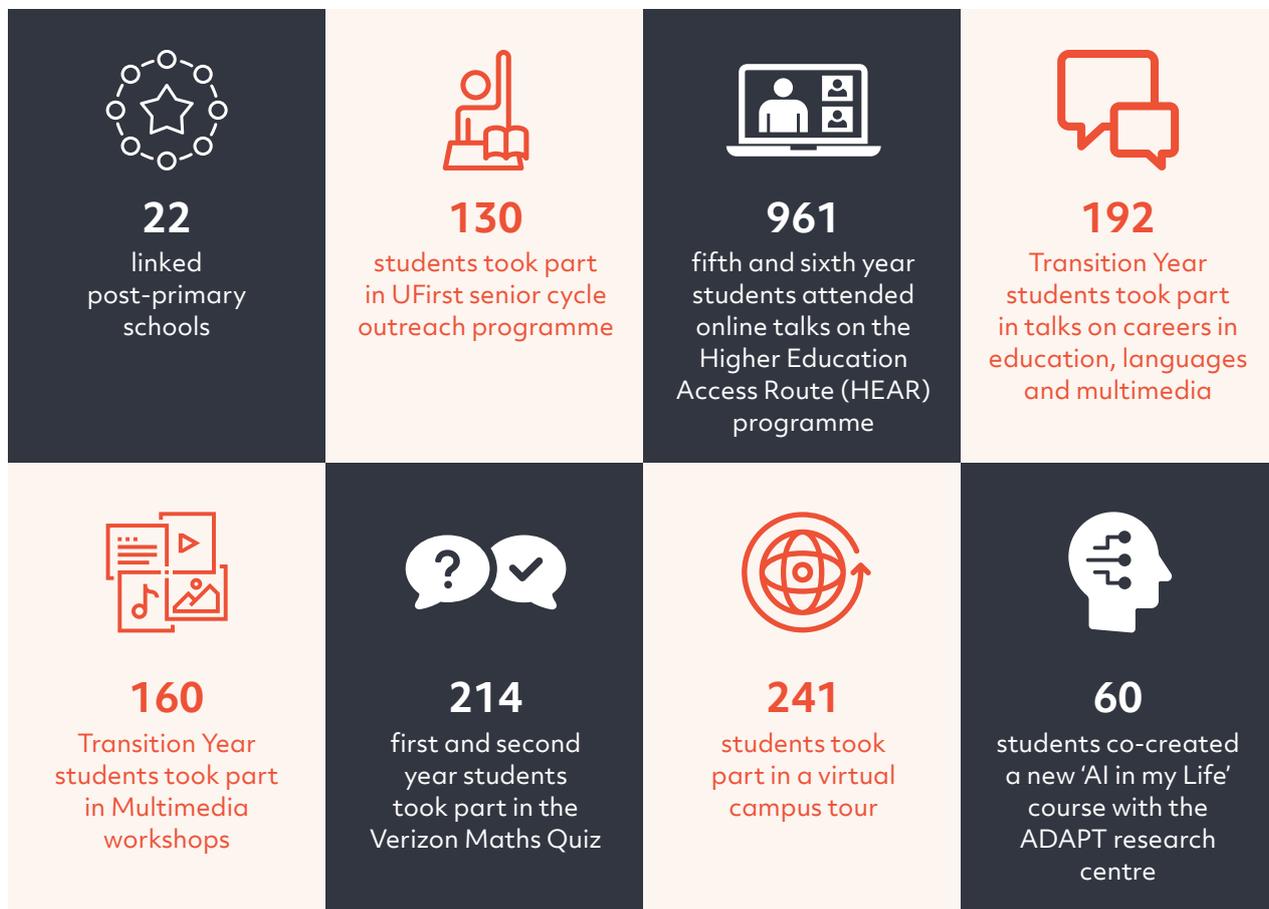
Creating a Pathway to Higher Education

The 2020-21 academic year once again unfolded in a Covid-19 world where students faced significant uncertainty and disruption to their education. Against this backdrop, DCU's Access Service continued its outreach activities with 22 post-primary schools in disadvantaged north Dublin communities.

Activities to raise student aspirations and prepare students for higher education were successfully moved online. Philanthropic support played a critical role in facilitating this transition to virtual and hybrid programme delivery.



DCU Access Outreach at a Glance





Focus on: UFirst

UFirst is a two-year outreach programme to enable senior cycle students from linked schools to see university as a real possibility and to be college-ready, not just college aware. Supports offered to 130 participating students this year included:

- 1. Monthly thematic workshops:** With support from The Community Foundation of Ireland's RTE Does Comic Relief Fund, DCU's Access Service successfully adapted its monthly workshops for online delivery in 2020-21. The workshops covered topics that included an introduction to the college experience, courses and career paths, college entry routes and available supports, organisational and study skills, completing CAO applications, CV preparation, career planning and much more.
- 2. E-mentoring:** 20 sixth year students also availed of e-mentoring with a DCU Access Student Ambassador, a new addition to the programme this year.
- 3. Academic programme with JumpAGrade:** With support from the Archdiocese of Dublin, 34 fifth and sixth year students from 18 linked schools benefitted from a personalised online programme to improve their performance in key Leaving Certificate subjects. Supports provided included weekly on-demand masterclasses, personalised worksheets and feedback, live one-to-one support, access to on-demand study skills and to a wellbeing programme.



“DCU’s UFirst Programme was such an eye opener to the possibilities of going to college, and how accessible DCU was to people from any and every background.”

Lauren Ormsby, Final Year,
BA in Early Childhood Education
and Access Student Ambassador.



Enabling Students with Ability and Ambition to Succeed

DCU's Access Programme works to share the possibilities of higher education with all young people who have the ambition and ability to attend university, no matter who they are or where they come from.



Nathan Burke, 3rd Year, BA in Law and History.

How does it work?



Providing Entry Routes

- 10% of places on all undergraduate courses reserved for Access students
- 70% of DCU Access students enter with a reduced points offer through the national Higher Education Access Route
- 1 in 5 of all HEAR students accepting a reduced points level 8 offer in 2020 came to DCU



Vital Post-Entry Supports

- 100% of Access students receive a post-entry package of financial, personal and academic supports to help them thrive and excel in their studies
- €1.03 million pledged by supporters in 2020-21 to provide privately funded scholarships to help students from low income families cope with college costs



Access Students Excel

- 1,168 Access students supported in 2020-21
- 97% of Access graduates achieved a higher honours degree in 2020, outperforming the general student population

“Being the first person in my family and one of the very few in my community to go to university, I’m really grateful that the DCU Access Programme has given me the opportunity to set a good example for my wider family and community and show them that anyone can go to university with the right supports.”

Nathan Murphy, 3rd Year, BA in Politics and Law

Myah's Story

Myah Murray is a second year student from Blanchardstown studying Business Studies International with Spanish at DCU, and was the recipient of the Volkswagen Group Ireland — Stephen Moran Memorial Access Scholarship for 2020-21.



"My mam and dad never got the opportunity to go to university, but they always encouraged me to pursue my dream of studying business. My dad worked as a carpenter since he was sixteen, so he inspired me through his work ethic and always supported my hobbies and passions. Sadly, he passed away in 2018, but I have continued to work hard and make him proud.

It was an exciting and emotional moment when I found out I got into DCU, as I am the first in my family to go to university. I chose to study Business Studies International with Spanish as it opens up so many opportunities I would never have otherwise, such as an Erasmus year in Spain in third year.

However, I know that if it were not for the Access Programme, I would not be able to fulfil my dream of studying at third level and to experience all the opportunities that come with it. The support of the Access Programme and the Volkswagen Group Ireland – Stephen Moran Memorial Scholarship has been so important on my journey in college.

Having the financial support from this scholarship has taken the pressure off my mam to provide for me during college. With this support, I've been able to buy expensive textbooks for my course, and I've also received a laptop from Access for my college work, which has been essential for remote learning."

"The support of Access really means so much to me. I am extremely grateful for the opportunities the DCU Access Programme has brought my way and I hope that one day I can give back to the programme that has made my dreams of higher education a reality."

Reaching New Virtual Highs in 2021



Following a challenging year for internship programmes in 2020 due to the Covid-19 pandemic, DCU's Access to the Workplace programme rebounded from placing 14 Access students in 2020, to offer a new record of 88 Access to the Workplace internships in 2021.

The programme is an important additional support to enhance the employability and career prospects of DCU Access students. By offering high quality, paid professional summer internships for second year students, it helps to level a playing field where students from disadvantaged areas earn less than those from more affluent areas, even when all other factors are equal after graduation. Internships are hosted by companies who also support the DCU Access Scholarship Programme.

With many companies struggling to rapidly pivot to virtual internship programmes in the early days of the pandemic in summer 2020, DCU was delighted to offer all participating companies a new research-based toolkit developed by DCU's Leadership and Talent Institute to support the design and delivery of virtual and hybrid internships in 2021. Lessons from Virtual Internships: Research Insights and Practical Toolkit was developed thanks to support from Deloitte and offered insights and practical resources based on the experiences of 22 companies who successfully pivoted to virtual internships in 2020.



DCU Access to the Workplace Supporters in 2021

Abbvie	Irish Life Group Ltd
A&L Goodbody	Jacobs Engineering
AIG Europe Ltd	Jones Engineering
Allied Irish Banks plc	Kennedy Wilson Europe
Alltech	KPMG
Aon Ireland	LIDL (Ireland) Ltd
Arachas	The Maples Group
Ark Life	Marks and Spencer Ireland
Arthur Cox	Mason Hayes & Curran
B.C. McGettigan Limited	Mastercard Ireland
Bank of Ireland	Matheson
Bonnington Hotel	Matthews Coach Hire Ltd
Britvic International and Ireland	McGarrell Reilly Group
BT Ireland	McKeon Group
CAE Parc Aviation	Mergon
Carne Global Financial Services	Milliman
Citrix	Mondelez Ireland Ltd
Codex Office Solutions	MSD Ireland
Colgate Palmolive	MUFG Investor Services
Collen Construction	National Recruitment Federation
County Monaghan Fund	National Standards Authority of Ireland
CRH plc	National Treasury Management Agency
daa	Neogen
Deloitte	Oracle
DWF	Ornua Foods
eBay	Pigsback.com
Eirgrid	PwC
Elgin Energy	Permanent TSB
ESB	Taoglas
eShopWorld	Ulster Bank Ireland Ltd
Fidelity Investments Ireland	Verizon
Fingal County Council	Vodafone Ireland
Fujitsu	William Fry Solicitors
Gaelite Signs Ltd	Willis Towers Watson
General Paints Group	Zurich Europe/EMEA
Highfield Hospital Group	
IPSEN	
Irish Distillers Pernod Richard	

DCU Access to the Workplace is also backed by Rethink Ireland's Children and Youth Fund which is supporting the programme's growth and development from 2020 - 2022.



Steven's Story – Giving Back as an Access Graduate



Steven Colgan graduated from DCU with a degree in Economics, Politics and Law in 2013. During his time in university, Steven was supported by DCU's Access Programme. Today, he works as a solicitor with law firm DWF, where he is actively engaged in supporting DCU Access students through the company's partnership with the DCU Access to the Workplace Programme. In this piece, Steven describes his educational journey and how it feels to come full circle and support other DCU Access students hoping to follow in his footsteps.

"I was born in London but soon returned home with my mother and brother to settle in Ballymun in Dublin after my parents divorced. Although Ballymun is traditionally associated with high levels of unemployment, drug use and other social issues, my own personal experience of growing up was very normal thanks to my amazing mother. She decided to send me to a primary school outside of our local area as she felt it would offer me a better education and opportunities in life. However, living in the flats in Ballymun, the area's social issues were never far below the surface and I did see several friends suffer as a result. In fifth year of secondary school, I decided that I needed to go to college to create a better future for my family.

I took a year off after school to work and during this time I did a Post Leaving Certificate course in Business and Law, which inspired me to pursue a degree in Economics, Politics and Law at DCU. Through this course, I heard about DCU's Access

Programme and the financial, educational and personal supports that it offers to help students from socio-economically disadvantaged backgrounds to transition into third level education.

Access was an extremely valuable resource to me and I quite honestly might not have gotten through my degree without the additional supports it offered.

Financially, it provided me with a scholarship, which helped with purchasing materials like a laptop. Educationally, it assisted me by arranging a former student as a tutor when I missed a semester due to a broken leg and personally, its staff supported me during difficult times in my life and helped ease feelings of anxiety and imposter syndrome.

After overcoming some early challenges on my educational journey, I was proud to finish with a very strong result in my undergraduate degree. However, I knew the long journey to qualify as a solicitor was only just beginning. Students from socio-economically disadvantaged communities can face many barriers to pursuing a career in law. These include a lack of connections to secure valuable work experience, and difficulties in paying approximately €12,000 in fees over two years to study in Blackhall Place.



Pictured (L-R): Cathy McLoughlin, Head of DCU Access Service; Sinéad Ryan, Director, DWF; Steven Colgan, Solicitor, DWF; Jason Sherlock, Director of Development, DCU Educational Trust; Eimear Collins, Managing Partner, DWF.

I was fortunate that DCU's Access Programme helped me to overcome these barriers by providing an introduction to one of Ireland's leading law firms, where I successfully secured an internship and further work as a paralegal. I had no personal connections and I would have struggled to find a way in to a top firm alone. Having this company on my CV then enabled me to gain a traineeship with another leading law firm who were willing to pay my fees for Blackhall Place.

In the law profession, it's not uncommon to find that many colleagues come from similar backgrounds and share similar social networks. Initially, I found this slightly intimidating, for example, on my first internship when I realised that other interns were on first name terms with other solicitors in the firm. However, over time I have come to understand that there is no huge difference in ability, and that some people just need a support structure that enables them to demonstrate their ability and that ensures they feel valued and able to contribute.

I have also come to see that how I conduct myself can be a powerful way to open the door for others in the future. I try to work hard and do a good job, and I speak openly about my background in the hope that it will make others more comfortable to do the same.

Since joining DWF, I have been really impressed by the firm's commitment to diversity and inclusion and to supporting social mobility. I have been heavily involved in establishing our firm's partnership with the DCU Access to the Workplace Programme, and I am mentoring our intern this year.

It is really rewarding to see my journey come full circle. I remember how terrified I felt starting out, so it is nice to be able to tell our intern that they are here on merit and that they have so much to offer to the company.

I have been proud to see them making an excellent contribution to our team, and it just re-affirms my belief that there is a wealth of talent out there for companies to tap into if they put the right structures in place."

Preparing Our Children for a Changing World



At the heart of the DCU Changemaker Schools Network is one very simple yet powerful idea: that all children can be Changemakers. A Changemaker is someone with the skills and confidence to lead change in their home, school and community.

Launched in September 2020 with philanthropic support from a group of individual donors and Rethink Ireland, the DCU Changemaker Schools Network brings together 15 schools across Ireland as a professional learning community.

Based in DCU's Institute of Education, the network supports pedagogy and practice in schools to develop the skills of empathy, creativity, leadership and teamwork with and for their students. It also builds on the capacity of schools to respond to complex issues to affect positive social and educational change.

Across the network, over 5,000 pupils and 410 teachers engaged in innovative teaching practices in 2020-21.



Changemaking in Practice: Forest School in Dalkey School Project

Dalkey School Project (DSP) has a very strong Forest School tradition and curriculum, which is a wonderful example of a DCU Changemaker School developing skills that support students to identify as Changemakers. Forest School is an innovative and inspirational education approach to outdoor play and learning. Students learn through hands-on experiences in a woodland or natural environment with trees. While the Forest School tradition and curriculum was strong in the school pre-pandemic, the disruption of Covid-19 led to an increase in the number of lessons offered to support the wellbeing of students and their positive experience of school. The aim of the Forest School is to teach the skills of empathy, creativity, leadership and teamwork to foster resilient, independent, confident and creative learners. Children are encouraged to build connections with themselves and others, be curious and learn from each other and the world around them, express themselves creatively, have fun and experience the world via the senses.

Write to Read

Reading Together While Staying Apart



Since 2012, Write to Read has worked with some of Ireland's most disadvantaged schools to narrow the literacy achievement gap that exists between children in affluent and disadvantaged communities.

With support from funders including the Quinn Family Foundation, Rethink Ireland and Deutsche Bank, Write to Read has provided professional development to over 462 teachers in 18 schools to implement a balanced literacy framework in their classroom. This has helped to encourage over 5,000 children to develop as readers, writers and thinkers.

The closure of schools in early 2021 due to the Covid-19 pandemic had serious implications for children's learning and development, especially in the area of literacy. Without access to school and local libraries, children's motivation to engage with reading and writing diminished.

In response, the Write to Read team launched the "Reading Together While Staying Apart" initiative in January 2021. Over 1,000 3rd, 4th, 5th, and 6th class students from 11 schools who took part in the initiative, each received a free book sponsored by O'Brien Press, Gill Books and the Community Foundation RTE Does Comic Relief Fund. Participating teachers also received chapter-by-chapter guides from the Write to Read team, which focused on development of key literacy skills: comprehension, vocabulary, fluency skills and writing workshop craft lessons.

Students in 3rd and 4th class read Jason Byrne's "Onion O'Brien: The Secret Scientist", while students in 5th and 6th class read Brian Gallagher's "Resistance." Both authors took part in the initiative, sending video responses to questions submitted by students each week, helping to increase student motivation and engagement.

"The Reading Apart Initiative has been amazing – we've been reading Onion O'Brien, The Secret Scientist and have laughed out loud, debated, bit our nails and struggled to put it down! It is exactly the tonic that was needed to keep imaginations healthy, vibrant and entertained, now more than ever!"

Ronan Hickey, participating 3rd class teacher

Informing Assessment Policy and Practice



Pictured (L-R): Garrett Sherry, Vice President EMEA, Prometric pictured with Prof Anne Looney, Prof Daire Keogh, Claire Whelehan and Prof Michael O'Leary from DCU.

In 2021, Prometric LLC (Prometric), a global leader providing end-to-end assessment services and solutions to certification and licensure bodies and educational institutions worldwide, announced the extension of their research partnership with the DCU Centre for Assessment Research, Policy and Professional Practice in Education (CARPE) through to December 2023.

Since CARPE was first established in 2015 with support from Prometric, the Centre has worked to enhance the practice of assessment across all levels of the educational system, from early childhood to fourth level and beyond. Under the leadership of Prometric Chair in Assessment, Professor Michael O'Leary, the CARPE team have consistently delivered internationally-recognised research on assessment practices in industry and education.

In the face of ongoing and unprecedented disruption to education systems and assessment worldwide in 2021 due to the Covid-19 pandemic,

CARPE research once again continued to be at the forefront of informing assessment policy-making and practice, investigating issues ranging from the live remote proctoring of credentialing tests to alternatives to traditional written state exams at the end of post-primary education.

For example, CARPE research conducted in collaboration with Prometric used data from professional licensure examinations taken by 14,097 candidates in the United States to compare outcomes for tests proctored either in test centres or using live remote proctoring (LRP) software. The study provided early evidence supporting the use of LRP in high stakes contexts. Following Ireland's historic decision to cancel the Leaving Certificate Examination in 2020 and replace it with a system of Calculated Grades, another important CARPE study explored the experiences of 713 teachers who had calculated marks and ranks for their own students, providing important insights of relevance to planning for the revised system of Accredited Grades in 2021.

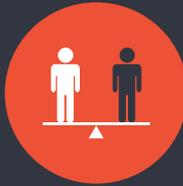


Supporting Organisations on Their Diversity and Inclusion Journeys

The DCU Centre of Excellence for Diversity and Inclusion is a central hub for research, advice and knowledge exchange on diversity and inclusion. The Centre creates a bridge between DCU's talent, industry bodies and specialist groups, helping organisations build cultures of inclusion by providing access to the very latest in academic research, insights and tools on diversity and inclusion.

Since 2018, AIB, Laya Healthcare, PwC, Indeed, AMCK Aviation, Fidelity Investments and Pfizer have come on board as founding partners, helping to enable the Centre's work to support organisations in all aspects of their diversity and inclusion journeys.

Highlights from the Centre's work in 2020-21 include:

 <p>Promotion and continuation of the #PrideInSport campaign through a video series and live webinar events.</p>	 <p>Establishment of a Race Equality Hub, with support from Bank of Ireland, to provide employers in Ireland with practical tools and best practice guidelines to tackle racism and foster more inclusive practices in the workplace. A Race Equality Guide for Hiring was also launched with a downloadable and interactive guide.</p>	 <p>Establishment of the Race Advisory Council with members who have an understanding and awareness of how racial discrimination plays out in different aspects of life in Ireland, primarily in the workplace. The purpose of the Council is to advise on best practices and solutions for race equality in the workplace.</p>
 <p>Hosting the National Diversity and Inclusion Conference, #InclusionWorks, virtually in April 2021 with thought leaders and senior practitioners in D&I sharing and exploring different approaches and strategies to lead and implement Diversity and Inclusion in the 21st Century workplace. The #InclusionWorks2021 hashtag reached number 5 on the Irish Twitter Trending Chart.</p>	 <p>Hosting a regular D&I Soundbite Series with 30-minute lunchtime presentations providing a snapshot of D&I in the workplace and advice.</p>	 <p>Adding additional toolkits and guides to the Centre's Employer Resources website section, including 'Tips to Manage Working Parents and Carers', developed in conjunction with founding member, AMCK Aviation.</p>

Desmond Chair in Early Childhood Education

Influencing the Future of Early Childhood Education and Care



As the Desmond Chair in Early Childhood Education, Professor Mathias Urban leads DCU's Early Childhood Research Centre (ECRC). In 2020-21, Professor Urban and the Centre's work continued to influence and inform national and international policy debates on the future of early childhood education and care.

In 2021, Professor Urban led the development of the early childhood policy brief for the Think 20 (T20) engagement group, which provides research-based policy recommendations that were included in the final communiqué presented to G20 leaders in advance of the G20 Summit in Milan. This is the fourth consecutive year that Professor Urban has coordinated the global group of research centres and think tanks that contribute to the brief, which this year focused on "How do we know goals are achieved? Integrated and multisectoral early childhood monitoring and evaluation systems as key to developing effective and resilient social welfare systems."

In 2021, the ECRC also won funding from the Nordic Council of Ministers to conduct exciting new research on Nordic Approaches to Evaluation and Assessment in Early Childhood Education and Care, looking at the experiences of Denmark, Finland, Iceland, Norway and Sweden. Professor Urban will direct the international comparative research project working in collaboration with the University of Stavanger.

Closer to home the ECRC also continued to engage with stakeholders in Irish early years policy, administration and practice in 2020-21, leading the discourse about necessary reforms to Ireland's early childhood, education and care system. In July 2021, the Centre hosted an online event featuring Catherine Day, Chairperson of the Citizens' Assembly on Gender Equality, which explored recommendations on childcare from the Citizens' Assembly and their implications for the future of the Irish early childhood education and care system.





Health and Wellbeing

Ensuring healthy lives and promoting wellbeing at all ages is essential to sustainable development.

Together with our philanthropic partners, we were proud to deliver projects in 2020-21 that address global health challenges and promote healthy lifestyles, positive mental health and wellbeing for all.

3 GOOD HEALTH AND WELL-BEING



An Evidence-Based Approach to Tackling Bullying and Online Safety

With the Covid-19 pandemic resulting in more young people using technology for education, entertainment and socialising, research by DCU's Anti-Bullying Centre in 2020 found an 18% increase in devices acquired by households since the lockdown. Over half of 10-18 year olds sampled reported using smartphones and social media more frequently than before, and 28% reported having been victims of cyberbullying during the lockdown.

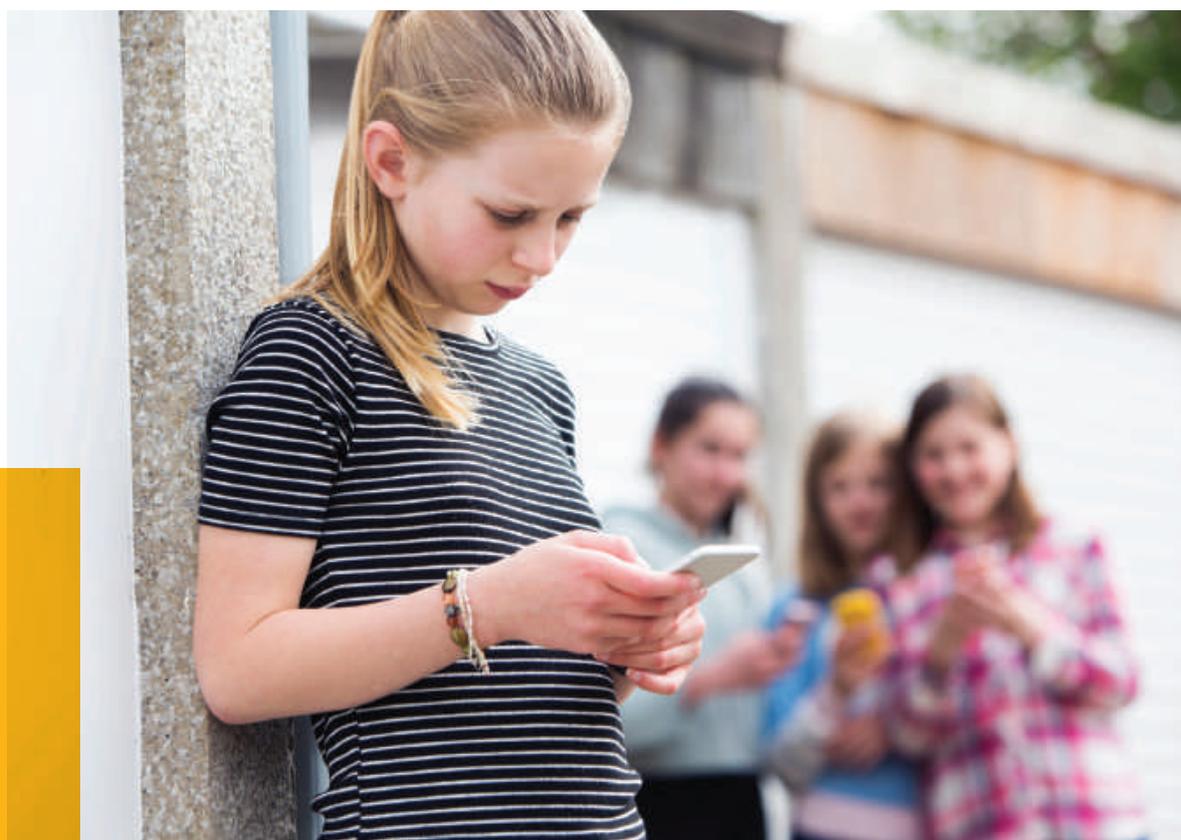
As technology use by young people continues to rise, the need to support parents, teachers and young people to address bullying and online safety is an issue that cannot be ignored.

With support from Facebook and the Department of Education, DCU's Anti-Bullying Centre (ABC) has successfully developed and offered the FUSE Anti-Bullying and Online Safety Programme to every post-primary school in Ireland.

Since 2019, 463 schools have registered for the programme, reaching almost 50,000 post-primary students and 700 teachers in 26 counties across Ireland.

Thanks to additional philanthropic support from Rethink Ireland's Children and Youth Fund, the programme was also adapted for delivery in primary schools across Ireland from October 2020. To date, 225 teachers from 74 participating primary schools have taken part in FUSE training, with 7,330 students in those schools engaging with the programme.

In August 2021, a report on school bullying and its impact on mental health by the Joint Oireachtas Committee on Education, Further and Higher Education, Research, Innovation and Science recommended the immediate rollout of the FUSE programme as a model of best practice to all primary and post-primary schools nationwide.





How Does FUSE Post-Primary Work?

FUSE is structured to connect the whole school community as one, to empower them to tackle bullying and online safety together. It is grounded in Irish and international best practice and research. The programme is rolled out in four key phases:

Phase 1: School registration and nomination of an Anti-Bullying Coordinator to participate in FUSE Training.

Phase 2: Coordinators attend an online session on how to deliver FUSE in their school.

Phase 3: In-school implementation where teachers deliver up to 14 workshops with 12-15 year olds covering:

- What is Bullying & the Importance of Recognising Bullying
- Empathy & Relationships
- Online Safety, Privacy & Social Media
- Bystanders, Responsibility & Reporting
- Student Voice in School's Anti-Bullying Policy
- Image Sharing
- Hate Speech
- Communication Online

Phase 4: As a research-based programme, FUSE collects extensive post-programme data through surveys to determine its effectiveness.



How Do We Know FUSE is Effective?

Our **in-depth research** on the FUSE programme shows that it is successful and very effective in empowering students to tackle bullying and improves online safety. Below is an overview of feedback from student participants in 2020-21, which demonstrates FUSE's impact.

Tackling bullying after taking part in FUSE

- **83.1%** were more confident in their ability to notice if someone was trying to bully them.
- **79.9%** were more confident in their ability to see the need to tell someone and **78.5%** to speak out.
- **82.5%** said they would know who to ask for help.

Student attitudes to online safety after taking part in FUSE

- **81.3%** were more confident in their ability to notice if someone was trying to harass/bully them online.
- **78.1%** were more confident in their ability to see the need to tell someone and **77.2%** to speak out about online safety/bullying.
- **81.5%** would know who to ask for help to tackle online safety/cyberbullying.

Looking After Body, Mind and Soul



DCU Exoskeleton Programme

Despite the challenges of closure periods due to Covid-19, DCU's Exoskeleton programme continued its work in 2020-21 to enable people with reduced mobility due to paralysis to walk again wearing a robotic suit (exoskeleton) created by Ekso Bionics.

Exoskeleton 2020-21 in Numbers

- 55 clients used the exoskeleton
- 444 walking sessions facilitated
- 307,467 steps taken

Adult Religious Education and Faith Development (AREFD)

A strong faith and spiritual life can make an important contribution to an individual's wellbeing. Since 2018, researchers at DCU's Mater Dei Centre for Catholic Education have been working on an exciting project to explore the nature, scope and potential of religious education and faith development in Ireland today.

The project, supported by the Presentation Sisters North East Province began with an initial public consultation and data collection phase. In 2020-21, the project team identified a number of pilot initiatives to trial new models of responding to the challenge of adult religious education in contemporary Ireland. The pilots include a virtual pilgrimage, residential retreats, diocesan listening processes and community-based Laudato Si' activities. The learning gained from these processes will contribute to the construction of a range of tailored self-reflective toolkits to support adult faith development in 2022.

“This research project is important and timely. Having already drawn from practices on the ground, it has identified the need for a re-imagination of AREFD in Ireland. Through closer connections with a small number of AREFD contexts, it hopes to glean further insights which will be of assistance to faith communities seeking to support and nurture adults.”

Prof Cora O'Farrell, Director, Mater Dei Centre for Catholic Education.



Partnerships for the Goals

A successful development agenda requires inclusive partnerships — at the global, regional, national and local levels — built upon principles and values, and upon a shared vision and goals that place people and the planet at the centre.

At DCU, our philanthropic partners are at the heart of everything we do. In 2020-21, their support once again enabled the delivery of meaningful initiatives that advanced DCU's mission to transform lives and societies and helped to achieve the UN Sustainable Development Goals.

17 PARTNERSHIPS
FOR THE GOALS



Recognising Leadership in Transforming Lives and Societies

Although national Covid-19 restrictions prevented us from hosting DCU's annual Leadership Circle Dinner in-person, over 170 individuals joined us online in December 2020 for the first virtual edition of this event.

As always, the event was a joyous celebration of the collective impact of DCU's supporters in enabling DCU's mission to transform lives and societies. Three awards were presented on the night to recognise individuals and organisations whose support and leadership has made a truly transformative impact.



Corporate Leadership Award: Microsoft Ireland -

Presented to Cathriona Hallahan, Managing Director of Microsoft Ireland in recognition of the company's sustained philanthropic engagement on many projects to shape the future of learning and bring the full benefits of technology to Irish classrooms. Notable projects supported have included the creation of a Minecraft Education Studio on DCU's St Patrick's Campus and a major Student Teacher Digital Skills project.



Individual Leadership Award: Norma Smurfit -

Presented to philanthropist Norma Smurfit in recognition of her transformative impact on the lives of DCU Access students through the DCU Scolaire Access Scholarships and her significant contribution to arts and culture at DCU.



Staff Leadership Award: William Kelly -

Presented to Dean for Teaching and Learning at DCU, William Kelly in recognition of his immense contribution to providing DCU students with a transformative learning experience for almost 40 years.

Endowed Funds at DCU

Gifts That Keep on Giving

Many of our philanthropic partners choose to support DCU's mission to transform lives and societies by creating an endowed fund. These are gifts that keep on giving and provide a reliable source of income to support future generations of DCU students.

With an endowed fund, we invest the donated money and use the interest earned to fund scholarships, research, academic chairs and many other projects selected by our supporters. The principal sum is never withdrawn and the fund continues to generate valuable and sustainable income indefinitely.

Many donors choose to name their endowed fund or scholarship in their own name or that of a loved one, extending their legacy far beyond their lifetime.

Scholarships awarded through Endowed Funds in 2020-21 included:

- The Aidan P. McDonnell Memorial Scholarship
- The Alumni Access Scholarship
- The Charles J Haughey Memorial Scholarships
- The Colm & Paula Delves Endowed Access Scholarship
- The Deloitte Access Scholarship
- The Dr Tim Mahony Memorial Scholarship
- The Frank Durkan Memorial Scholarship
- The Ger McDonnell Memorial Scholarship
- The Irish Public Bodies Access Scholarship
- The John Thompson Memorial Scholarship
- The Frank Keane BMW Access Scholarship
- The Larry and Pauline Quinn Access Scholarship
- The Leo Mohan Access Scholarship Fund
- The Marianna O'Dwyer Access Scholarship
- The Orla Benson Memorial Scholarship
- The Paddy J Wright Memorial Access Scholarships
- The Paddy J Wright Sport Memorial Scholarship
- The Paddy Moriarty Memorial Scholarship
- The Paul & Margaret Kerley Access Scholarship
- The Pierse Postgraduate Scholarship
- The Stephen Moran Music Memorial Scholarship
- The Teresa Twohill Memorial Scholarship
- The TJ O'Driscoll Memorial Scholarship
- The Ulster Bank Access Scholarship

A Word from the CEO



DCU's supporters will always be essential partners in achieving the university's mission to transform lives and societies. Every year, your generous donations also make a significant contribution to achieving the UN Sustainable Development Goals by enabling the many transformative projects and initiatives showcased in this report.

At DCU Educational Trust, we believe that your philanthropic commitments deserve to be met with the highest standards of governance that ensure donations are managed in an effective, efficient, accountable and transparent way.

In 2021, we were pleased to complete a process to ensure our compliance with the Charities Governance Code. This detailed review of our systems confirmed that we meet the standards required under six key principles: advancing charitable purpose, behaving with integrity, leading people, exercising control over our organisation, working effectively and being transparent and accountable. Full details can be found in the Governance section of our website www.dcu.ie/trust.

In our work, we are also guided by our values of integrity, collaboration, agility, excellence and realising the full potential of philanthropy to make an impact and create a better world. Values such as agility undoubtedly helped us to rise to the challenges presented by the ongoing pandemic over the last 12 months. Similarly, our passion for the work that we do and our commitment to impact provided a compass that ensured we never lost sight of our shared goal to transform lives and societies with our partners.

As we look back on a challenging but hugely successful year, we take great pride in what we have achieved together. Looking forward to brighter days ahead in 2021-22, as we hopefully emerge from the Covid-19 pandemic, I am confident that our organisation is well positioned to continue making a difference with robust governance processes, a strong value system, committed supporters, an excellent team and expert guidance from our Council of Trustees.

Thank you once again for your ongoing support.

Joe Quinsey
CEO, DCU Educational Trust

Governance

6 Principles of the Charities Governance Code

Our 2021 process to confirm compliance with the Charities Governance Code confirmed that DCU Educational Trust is:



DCU Educational Trust Values

	Integrity	We are guided by strong ethical principles and act with openness and honesty in all our interactions.
	Collaboration	We believe in the power of working together to achieve transformative societal impact.
	Agility	We thrive when faced with challenges and opportunities, moving quickly and creatively in our responses.
	Passion for excellence	We are passionate about DCU's mission to transform lives and societies, and we strive to reach the highest standards in our work to make this mission possible.
	Committed to impact	We focus, every day and in everything we do, on realising the full potential of philanthropy to make an impact and create a better world.

Governance

Council of Trustees

The work of DCU Educational Trust is guided by its 5 directors and 17 Council members who voluntarily give their time and expertise to guide the work of the organisation:

- Eamonn Quinn (Chairperson and Director)
- Professor Daire Keogh (Director)
- Deirdre Hannigan (Director)
- Jerry McCrohan (Director)
- Raymond Reilly (Director)
- Brian O'Dwyer
- Ciarán O'Kelly
- Declan Raftery
- Fiona Gallagher (retired 2021)
- Gay White
- Jim Canavan
- John Martin
- Mary Shine Thompson
- Michael Bennett
- Michael O'Halleran
- Patrick Brazel
- Paul Keogh
- Paul Kerley
- Robert M. Dunn PhD (retired 2021)



Together with our supporters, we made a big difference in 2020-21:





**“Giving is not just
about making
a donation. It is
about making
a difference.”**

Kathy Calvin, President and CEO of the
United Nations Foundation, 2013 - 2019





DCU Educational Trust

Mac Cormac Building
Dublin City University, Glasnevin,
Dublin 9, Ireland

E: edtrust@dcu.ie

T: +353 1 700 5467

W: dcu.ie/trust

 @DCUEdTrust

 DCU Educational Trust

 Dublin City University Educational Trust

The DCU Educational Trust is a registered charity (CHY 8960) established in 1988 to advance the development of Dublin City University.