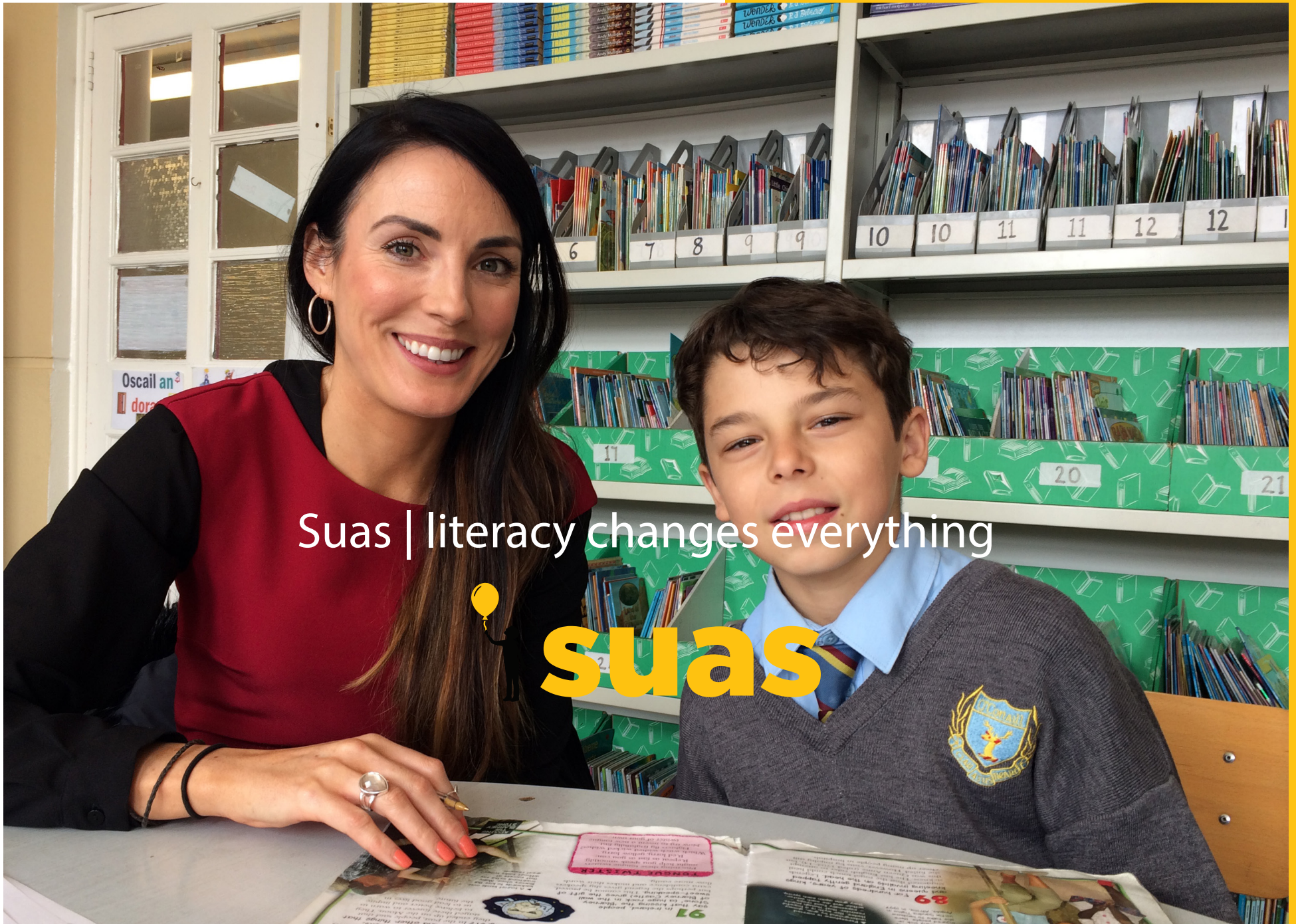




Annual Report
2017



Suas | literacy changes everything

 **suas**

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CEO Review | John Logue



2017 was a demanding but transformative year for Suas. We made considerable progress towards our strategic and operational objectives while laying the foundation for future success.

In Ireland, we expanded our engagement in disadvantaged schools (DEIS) - significantly increasing the number of children supported through our literacy and numeracy programmes. We delivered on the outcomes of our Irish Aid-funded global citizenship programme and expanded the reach of our activities by providing facilitation services in support of Irish Aid's Public Awareness programme.

We also expanded our international reach, sending seven teams to placements in India and Zambia and strengthening our capacity to deploy volunteers through EUAVI. We continued to pilot our 'Fast Forward Programme' with our partners in Kenya and developed a plan to expand the programme to three districts in Zambia in 2018.

We strengthened our funding relationships with existing corporate partners and philanthropic donors and established several new recurring funding relationships over 2017. The organisation ended 2017 with a surplus of €35,727, allowing us to continue to re-build reserves in line with our objectives.

The health and well-being of Suas is rooted in a collective understanding of why it exists, who it serves and how it helps them. Clarity about these fundamental distinctions provides the foundation for recruiting volunteers, engaging donors and meaningful strategic planning.

To that end, we completed an organisational re-brand in order to better tell the story of Suas' dual focus on children's literacy and global citizenship. Our work on children's literacy and global citizenship now takes place under two distinct brands – Suas and STAND. We think these changes will bring much more clarity to our work and enable us to increase our impact over the years ahead.

Finally, the contribution we make is only possible because of the commitment of our staff, volunteers, mentors, Board members, donors and the support and engagement of our partner schools and agencies.

A sincere thank you to all involved and for your role in helping us bring about change in the lives of children and young people in disadvantaged settings.

John Logue,
CEO, Suas



Chairperson's Statement | Bob Semple

Globally, UNESCO advises us that "the "multiplier effect" of literacy empowers people, enables them to participate fully in society and contributes to improve livelihoods". That sounds like great news?

But they go on to warn us that "... at least 750 million youth and adults still cannot read and write and 250 million children are failing to acquire basic literacy skills. This results in an exclusion of low-literate and low-skilled youth and adults from full participation in their communities and societies"

In the UK a recent study reported: "Children who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged".

In Ireland, literacy offers the same challenges and the same rewards.

These stark observations remind me why our Mission in Suas is so important.

Our CEO describes, in this report, the excellent progress in continuing our work both at home and abroad, to address literacy and numeracy needs – while also managing to operate under the most demanding circumstance, financially and

otherwise. And still manage the journey to rebuilding our reserves. I continue to find it remarkable how so few (staff and volunteers), manage to deliver so much, with so little.

We continue to make good progress in implementing our strategy within the tightest of constraints; and all that with a good measure of innovation – as exemplified by the sub-branding of STAND activities.

The stabilisation of operations has also enabled us to take a fresh look at Monitoring and Evaluation and how better to quantify the impact our work has in the communities we serve; and we hope to make further progress in streamlining our strategy to more boldly follow a revised vision of our 'sustainable comparative advantage'.

My thanks to the entire team – to donors, volunteers, staff and fellow board members – whose unstinting efforts have made Suas the continuing success it is.

Bob Semple,
Suas, Chairperson



Directors' Report | Structure, Governance and Risk Management

The members of the Board hereby present their annual report and the financial review for the year 2017.

Structure

Suas Educational Development is an Irish company incorporated under the Companies Act 2014. It is a company limited by guarantee registered under part 18 of the Companies Act, 2014 and does not have a share capital.

Registered Company Number: 36231

Registered Charity Number: 14931

Suas' Board and Management

Suas is governed by members of the Board who are elected for three-year terms, which are renewable once (a total of six years). The Directors, who are non executive, represent a diverse range of relevant expertise.

The Board meets an average of six times each year and has responsibility for all the business of the organisation. The Board is supported by a Board committee structure which deals effectively with specific aspects of the business of the company. The Board committees in place are the Audit and Risk Management Sub Committee, Finance Oversight Working Group and Nominations Committee.

The Board delegates the day-to-day management of Suas to an Executive

Management team, which comprises the Chief Executive, and a senior management team and other management groupings. No member of the Board received payment or reimbursement of expenses for 2017.

Audit and Risk Management Committee

The role of the Audit and Risk Sub Committee is to assist the Board in fulfilling its fiduciary responsibilities.

Nominations Committee

The role of the Nominations Committee is to monitor, review and evaluate the structure, size and composition of the Board and its Sub Committees, making recommendations to the Board in this regard. This Committee consists of a minimum of two Board members, one of whom is the Chairperson. This Committee meets as required, given Board and sub-committee requirements. The CEO is in attendance along with required members of the Executive Management Team.

Finance Oversight Working Group

The role of the Finance Oversight Working Group is to keep the financial management of Suas under review. The Group consists of

one Board member who is the Chair and at least two other members who have financial experience. They meet five times a year in advance of Board meetings. The CEO is in attendance along with required members of the Executive Management Team.

Finance Group Members:

- Bob Semple, Chairperson
- Michael King
- Ronan O'Loughlin



Board Members 2017

- Bob Semple: Chairperson
- Martin Jacob: Secretary
- David Moffitt
- Mary Rose Greville
- Mike Williams (resigned in November)
- Michael King
- Peter Finnegan
- Ronan O'Loughlin
- Sarah Gibney
- Sadbh Coyle

Executive Management Team

- John Logue: CEO (joined Suas in July)
- Joanne Malone: Head of Programmes (interim CEO until July)
- Stephen Cassidy: Volunteer Programme Manager

Governance

In Suas, accountability and transparency are vitally important in everything that we do. We publish our financial statements annually which are prepared in accordance with UK best practice Statement of Recommended Practice (SORP) in the absence of statutory reporting standards for charities in Ireland. All our financial statements can be found on our website under 'Reports and Publications' on www.suas.ie.

Suas is formally on the journey to compliance with the Governance Code for the Community, Voluntary and Charitable Sector in Ireland –

which is being closely monitored by our Board. The Governance Code is principles-based and voluntary. It has been designed by the sector, for the sector. We are also compliant with all the requirements of the Charities Regulatory Authority, particularly in relation to reporting obligations.

The Board has determined that the organisation complies with the following principles and codes of good practice:

- The Irish Development NGOs Code of Corporate Governance (as produced by the Corporate Governance Association of Ireland, partnered with Dóchas).
- Irish Charities Tax Reform Group (ICTR) Statement of Guiding Principles for Fundraising.
- The SORP reporting principle for Charities.
- Dóchas Code of Conduct on Images and Messages.
- Comhlámh Code of Good Practice.



Accounting Records

The Board Members believe that they have complied with the requirements of Section 281 to 285 of the Companies Act, 2014 with regard to accounting records by employing personnel with appropriate expertise and by providing adequate resources to the financial function. The accounting records of the company are maintained at the Company's registered office at Suas Educational Development, Floor 1/2 Unit 3, Whitefriars, Aungier St, Dublin 2.

These documents are prepared in accordance with the Companies Act, 2014 and, voluntarily in the absence of statutory reporting standards for charities in Ireland, in accordance with international best practice [Charities SORP (FRS 102)] as recommended by the Charity Commission for England and Wales.

Political Contributions

There were no political contributions in 2017 (2016: Nil), and as a result no disclosures are required under the Electoral Act, 1997.

Post Balance Sheet Events

There have been no events subsequent to the year end that require any adjustment to or additional disclosure in the 2017 financial statements.

Disclosure of Information to Auditor

The directors who held office at the date of approval of this directors' report confirm that, so far as they are each aware, there is no relevant audit information of which the Company's auditor is unaware; and each director has taken all the steps that he/she ought to have taken as a director to make himself/ herself aware of any relevant audit information and to establish that the Company's auditor is aware of that information.

Auditor

Brown Murphy Hughes have expressed their willingness to remain in office and, in accordance with Section 383(2) of The Companies Act, 2014, they will continue in office.

Risk Management

Suas works with children and young people. The nature of our work means that we take on a level of risk in our activities. We aim to minimise this through our ongoing risk assessment process and controls. The Audit and Risk Management Committee examines the effectiveness of the systems of internal operational and financial control annually and confirms the operating effectiveness of those systems to the Board.

The key components of Suas' internal control and risk

management environment include the following:

- An approved plan and annual budget against which progress is reported on a regular basis, including monthly financial reporting of actual results compared with budgets and forecasts.
- Regular reviews across all areas of our operations with the results of each review reported to management and, via the Audit and Risk Committee, to the Board.
- Key policies on whistle-blowing, usage of IT, and in relation to child protection, health and safety, and complaints and reporting of same.
- Formal consideration by the Board of an annual risk assessment in which the effectiveness of the charity's financial and operational internal controls have been reviewed.

Vetting

Suas are fully compliant with the obligations of the National Vetting Bureau (Children and Vulnerable Adults) Act, 2012. Suas applies Child Protection policies, which are based on Children First 2011 and best practice recruitment policies and procedures.

Reserves

In accordance with recommended best practice, each charity should have a reserve policy. Suas free reserves at 31 December 2017 are €71,007. Suas policy states that the unrestricted reserves should equate to 3 months running costs. Currently the reserves fall short. The Board are keeping the situation under review.



Suas Educational Development | Our Mission, Vision & Activities

Mission:

To transform the lives of children and young people through education.

Vision:

A world in which all children and young people have the opportunity to realise their rights and achieve their full potential.

Activities:

1. Children in disadvantaged settings, in Ireland and internationally, have a quality education, including 21st century skills, and greater life opportunities:

- Children have improved educational achievements and 21st century skills through quality education inputs.
- Children empowered to know their rights and believe in their own agency.
- Children become empowered through interaction with positive youth role models.

2. Young people and other concerned citizens, in Ireland and internationally, are educated as global citizens and take action to promote educational and other

opportunities for children and young people in disadvantaged settings:

- Young people empowered to know their rights and to believe in and use their own agency to bring about change.
- Students and other young people take positive action on global issues in Ireland and internationally.
- Quality non-formal Education for Global Citizenship interventions are implemented in collaboration with third level institutions.

We believe in the transformational potential of volunteering and mentoring opportunities and these are integrated into all aspects of work.

We will use research and results to influence and advocate with a wide range of agencies in Ireland and internationally to build a wider social movement of people and agencies committed to challenging injustices and inequalities so children and young people in disadvantaged settings can achieve their full potential.





Suas volunteer during a Numeracy session

Our Work | Suas Ireland

Introduction

Suas is Ireland's leading charity to improve literacy and numeracy for children in Ireland's most disadvantaged schools. Suas has been supporting schools across Ireland to address the national crisis in literacy and numeracy for children in disadvantaged areas.

One in ten children in Irish schools has serious difficulty with reading or writing. However, in some disadvantaged schools this is as high as one in three students. In the most recent PISA tests, the maths performance of Irish students was at "below average" standard. This all points to a national crisis in literacy and numeracy that must be addressed immediately.

Suas delivers measurable, evidence-based literacy and numeracy interventions to prevent school failure and reduce dropout. In partnership with designated disadvantaged (DEIS) schools, we support 8 – 14 year olds most at risk of failing in the Irish education system. Volunteer mentors are at the heart of the programme. They work 1-to-1 with girls and boys from DEIS schools nationwide.

Our literacy programme consists of 2 support interventions: Paired Reading and

AcceleRead AcceleWrite. Our numeracy intervention is similar our literacy interventions in that it provides children who are struggling with numeracy an opportunity for repeated practice, further explanation and reinforcement, delivered in a 1-to-1 coaching session.

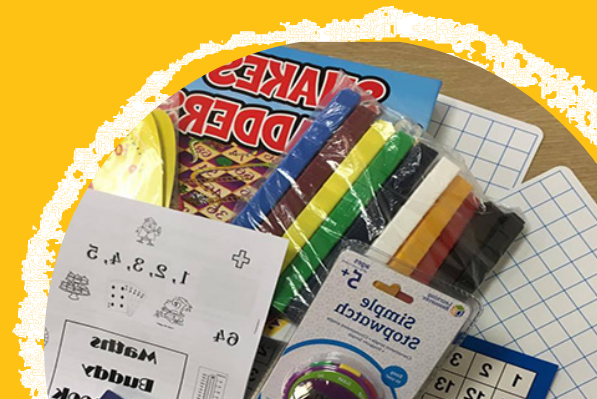
2017 Highlights

- 842 children in disadvantaged (DEIS) schools participated in Suas' literacy and numeracy programmes in 30 schools across Ireland.
- The average rate of improvement in children's literacy was 250% relative to the national average.
- The average rate of improvement in children's numeracy was 390% relative to the national average.
- 60% of children we supported read more often.
- 63% of children felt happier to read out loud.
- 82% of children agreed they were better at reading.
- 68% said they enjoyed solving maths problems.
- 80% felt they are better at maths.
- 85% said they are happier to take part in math class.

What's Next?

Now we are embarking on our most ambitious work programme to date. We are harnessing our evidence-based experience and moving to the next level of measurable impact and success.

In so doing, we are targeting the most challenging cases – Ireland's most disadvantaged children who live in some of Ireland's poorest areas. Through a unique and tested mentoring system, and in partnership with Ireland's DEIS schools, we will work with 3,948 children over the next three years, to reverse the decline in their literacy and numeracy skills. We will ensure they acquire the tipping point improvement in their ability and confidence to participate fully in their school life and wider social opportunities.



Our Work | Suas Ireland

Stories from the Classroom

"Oliver (aged 8) hadn't much confidence with maths when we first met. In our final session together, Oliver told me he was going to teach maths to other boys in his class. He said his teacher told him he was making great progress."

"At the beginning, Jack (aged 9) was very easily distracted but by the end he was able to focus a lot more. He wasn't confident in his reading ability and would want to stop reading if there was a difficult word or even if he perceived that the book would be difficult. His confidence definitely grew throughout the process and with some encouragement he started to believe in himself and kept going when a difficult word was encountered."

"Andreas (aged 9) was an excellent reader but lacked confidence in his ability to master the English language as it wasn't his mother tongue. By the end of the course his confidence grew immensely and I know he really enjoyed the sessions from both a social and reading perspective and he wanted them to continue. He really came

out of his shell and was eager to share his extensive knowledge on his chosen book topics which was great to see."



"I liked that my mentor made it really fun, a long part that was difficult she made into a song, book was interesting." – Amelia, aged 8

"I like playing maths games. We played snap. We played snakes and ladders." – Mason, aged 7



Our Work | Suas International

Introduction

Suas runs two major programmes – a volunteering programme and a technology-mediated teacher training programme.

Our International Volunteer Programme offers young people the opportunity to volunteer as teaching assistants, working alongside local teachers in our partner organisations and schools in disadvantaged communities in India and Zambia. Teaching assistants focus primarily on English lessons with children aged between 4 - 18 years old.

Volunteers undergo intensive training that helps them to prepare for living and working with their teams overseas. The Global Perspectives strand of the programme helps volunteers understand the complex root causes behind the issues facing the communities in which they are working, and how they can continue to take action for change after the programme has ended.

Our technology-mediated teacher training programme, Fast Forward, aims to improve educational achievements and life opportunities for children in disadvantaged settings in sub-Saharan Africa. The programme is designed to

address the barriers to quality education in disadvantaged communities – particularly the lack of educational resources, and lack of training for teachers. The programme establishes learning centres in urban and peri-urban settings, which are equipped with solar power installation and learning tablets.

The tablets come pre-loaded with the school curriculum, and resources for both students and teachers. Teachers are trained on using the tablets and also on pedagogical skills, and can access learning centres to deliver classes to their students. Follow-up mentoring and the creation of peer-support networks ensures the sustainability of the programme.

2017 Highlights

- In 2017 we sent seven teams of volunteer teaching assistants to locations in India and Zambia.
- Three teams in Kolkata, India working with our partners Development Action Society, Sabuj Sangha and Thoughtshop Foundation.
- One team in the Sundarbans region, India working with Sabuj Sangha.
- One team in Southern Province, Zambia working with our partners in the Chikuni

Jesuit Mission.


- Two teams working in the town of Kabwe in the Central Province of Zambia. These teams worked across four partner schools: St Mary's School, Ben Kapufi School, Makululu Primary School, Caleb School.
- After a pilot project in Zambia in 2016 we expanded our partnerships in the town of Kabwe and worked with four schools.
- Our volunteers worked with over 2,500 children and raised over €15,000 for our Partner Support Fund.
- 2017 saw us continue the rollout of the 'Fast Forward Programme' with our partners Kangemi Resource Centre (KCR) in Nairobi, Kenya.
- Teachers from schools throughout the Kangemi slum underwent a two-phase training programme.

What's Next?

In 2018, we plan to increase the number of teaching assistants we send overseas and expand the Fast Forward programme to three districts in Zambia supporting an additional 75 teachers and 2,700 children.

Our Work | Suas International



Volunteer Programme Feedback



It's one of the things I'm proudest to have done and it's a really remarkable thing that there are a group of friends I have in a small village halfway around the world. I have left a piece of my heart in Nandakumarpur and it's not something I'd like to take back.

The Suas Volunteer Programme is a lifetime opportunity. It emphasises developing you as an individual... whilst giving you the tools to be a real change-maker. I can guarantee I will carry the experiences of Kolkata with me for the rest of my life.


VP was a learning exchange. I learnt more off the people of Kabwe than I ever hoped to teach. I came home with a new perspective and a new VP family.



Throwing yourself into a completely different world is terrifying and very challenging, but it has been one of the rewarding things I've ever done and I loved every moment of it.

VP17 was an exchange - you go volunteering hoping to change some children's lives, if even only slightly, but they are the ones that end up changing you. I learned every bit as much from the wonderful children I was teaching as they learned from me, if not more.

The VP has given me more life experience than any job or work placement could. Coming home, I feel as if I've really learned about myself, others and about the positive impact so many people are making in the world.





Our Work | STAND

Introduction

Our Global Citizenship Programme, STAND, seeks to support the progressive engagement of third level students with global justice issues through an integrated programme of activities that correspond to different 'stages' of participation and learning:

'Inspire' activities to reach out to a new audience on campus, that might not have previously engaged with global issues.

'Educate' activities give students the opportunity to learn more about global development issues in an accessible way. They are framed as 'introduction to development' courses which don't assume knowledge on behalf of participants.

'Engage' activities for students who want to take action on an issue that they are passionate about. Typically these students have gained a deeper understanding of an issue, sometimes from having taken part in an 'Inspire' or 'Educate' event.

Activities include the STAND 8x8 Festival, STAND Global Issues Course, STAND Ideas Collective and STAND on Campus.

2017 Highlights

This year's 8x8 Festival captured the attention of students by using everyday objects and familiar media to engage them on a range of topics, including discrimination, educational inequality and gender inequality.

With the help of STAND staff and artist Dee Ambrose, students developed an outdoor exhibition with the title "Freedom". It focused on 10 key issues that affect refugees and asylum seekers and what students could do to take action on these issues. We also organised a petition calling on each campus to provide more supports to address barriers to third-level education for refugees and asylum seekers in Ireland.

Alongside the exhibitions, we ran 23 supporting learning events and activities:

- 11 film screenings with talks/panel discussions/ information sessions
- 5 social/arts events
- 6 petition drives
- 1 outdoor activity highlighting the need for safe passage for refugees

In total we estimate 15,115 people engaged with the 8x8 Festival in 2017, including 1,223 event attendees.

We continued to deliver our Global Issues Courses, which aim to support students and recent graduates to increase their awareness, understanding and activism in relation to a range of global issues. The courses took place 1 evening a week for 6 weeks in autumn, providing an interactive introduction to a range of global issues.

This year 24 young people took part in the Ideas Collective from June - September. Together they built a community of support and brought ideas to life ranging from art projects in humanitarian contexts, to a national student network to support other students taking action, and an innovative way to encourage plastic recycling. and supporters.

The programme ran over 100 days and included 3 training weekends where participants developed the hard and soft skills necessary to bring their project from idea stage through to implementation. In between weekends participants worked on their project idea with the support of a mentor.

Our Work | STAND

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The programme culminated in a great showcase event in September 2017 where participants pitched their projects to a range of potential collaborators and supporters. Finally, we continued to work with student writers and editors to develop our online platform for education and learning about global issues stand.ie.

The STAND on Campus weekend training pilot was delivered in October 2017, aimed at student society members from across

the country and involved 13 participants, representing 5 societies, from 3 campuses (TCD, NUIG and LYIT). roject idea with the support of a mentor.



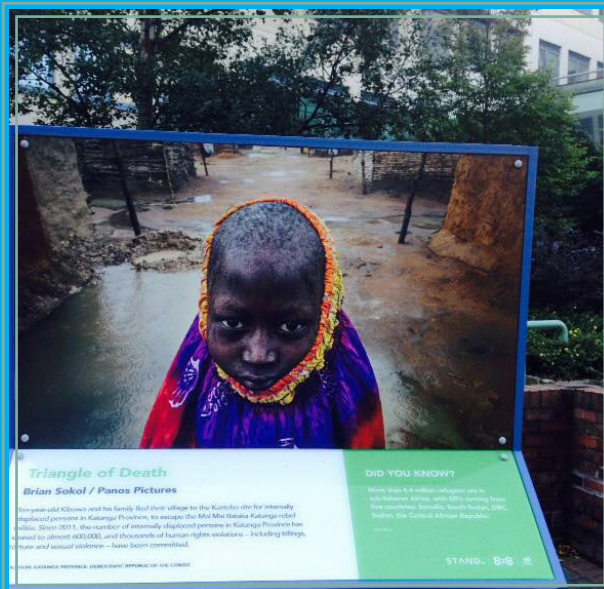
Without the support from The Ideas Collective I would not be where I am now.

The Ideas Collective was one of the best most rounded things that I have done.

The Ideas Collective awes great - it was confidence boosting and definitely made me more aware of what I can achieve

It has opened my mind and provided a platform for great ideas and a network of people to develop and generate social change.





Selection of images from The 8x8 Festival, The Ideas Collective and Global Issues Courses.

Finances | Income

For an in depth breakdown of Suas Finances for 2016, please log onto: www.suas.ie/reports-publications 'Reports, Financial Statements 2017' pdf.

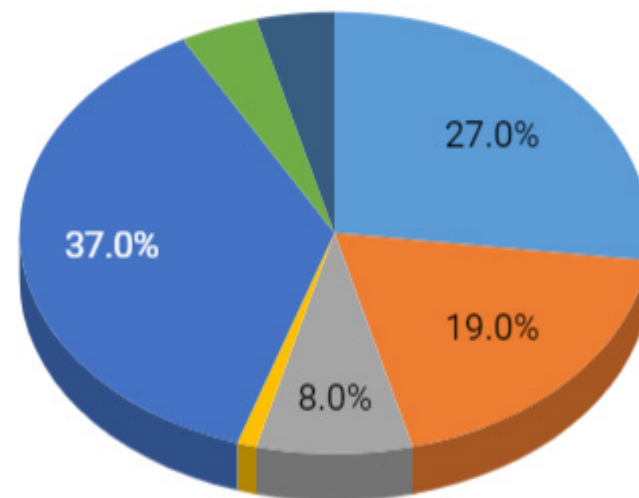
Sources of Income

Total income for 2017 amounted to €930,503 of which €859,091 (92% approx) was in the form of restricted funds. The remaining €71,412 was unrestricted. Income decreased by €15,385 (1.6%) compared to the previous year, largely due to a reduction in unrestricted fundraising activity.

However, in 2017, Suas received increased donations from Foundations and Trusts and secured a further extension of Irish Aid funding to support our Global Citizenship Programme.

| | |
|----------------------|-----|
| Volunteers | 27% |
| Foundations & Trusts | 19% |
| Corporates | 8% |
| Other Donations | 1% |
| Aid Agencies | 37% |
| Other Income | 4% |
| Donated Services | 4% |

Sources of Income



Finances | Expenditure

Analysis of Expenditure

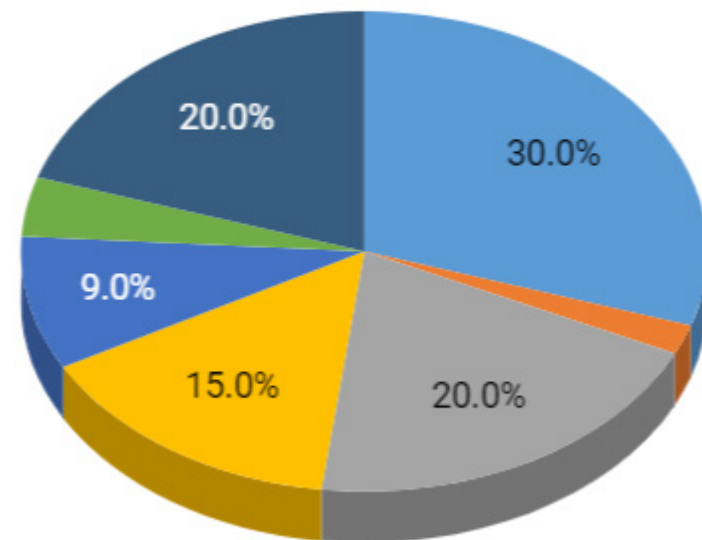
Total expenditure for 2016 amounted to €894,776, a reduction by €38,052 (4%) on the prior year expenditure of €932,828. This reduction was due mainly to lower salary costs of €45,769 (9%) and lower programme costs particularly relating to the International Education Programme.

Expenditure on core Programmes was reduced from €714,230 to €676,737. The expenditure on the International Education Programme reduced from €66,530 to €13,190 due to lower than expected programme funding.

The spending on the Ireland Education Programme decreased from €185,829 to €181,634 while the amount spent on the Volunteer Programme increased by €41,674 due to a significant increase in the number of volunteers and higher travel costs.

| | |
|-----------------------------|-----|
| Volunteer Programme | 30% |
| International Education | 2% |
| Ireland Education Programme | 20% |
| Global Citizenship | 15% |
| Irish Aid Public Awareness | 9% |
| Donated Services | 4% |
| Other | 20% |

Sources of Expenditure





Suas | literacy changes everything



Suas Educational Development

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Charity Number 14931
Company Number 362631
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