Suas

Annual Report

2016 | a look back

Suas volunteer, Aoife, seen with Josh during a Numeracy Session in Scoil Eoin.

Contents

1	Chairperson's Statement
2	CEO Review
3	Directors' Report | Structure, Governance and Risk Management
6	Objectives, Achievements and the Future
8	2016 | In Numbers
9	Our Work | Ireland National Education Programme
11	Our Work | International Volunteer Programme
13	Our Work | International Education Programme
14	Our Work | Global Citizenship Programme
16	Our Work | Fundraising
17	Our Work | Communications
18	Finances | Income
19	Finances | Expenditure
21	Thank You

CEO Review | Allison Aldred

Welcome to the 2016 Annual Report for Suas Educational Development. 2016 was a year of exciting progress for Suas as we built upon the positive foundation laid by the Suas Strategic Plan launched in 2015.

In Ireland, we expanded our engagement in Irish DEIS schools - reaching more children through our Literacy Programme. In responses to requests from our partner schools, we also successfully piloted our Numeracy Programme in DEIS schools which will be rolled out in 2017 and beyond.
We also expanded our international reach, sending seven teams to placements in India and, for the first time, Zambia. The Zambia team were also the first ever all-female team in the history of the programme. We also piloted our 'Fast Forward Programme' with our partners in Kenya, supporting 28 schools with resources for both teachers and students.

On the global citizenship side, the 8x8 Festival has gone from strength to strength with over 13,000 people engaged with the festival this year. We continued to deliver our Global Issues Courses, supporting students and recent graduates to increase their awareness, understanding and activism in relation to a range of global issues.

We built upon our inaugural Ideas Collective last year with 16 participants taking part in the 100 day programme. We also continued to work closely with student writers and editors to develop our online platform for education and learning about global issues - stand.ie.

While income continued to be a challenge for Suas in 2016, we received increased donations from Corporates and Foundations, and secured a contract with Irish Aid to support their Public Awareness Programme. We also finished the year with a healthy pipeline of proposals and funding asks and will start to see the fruits of these efforts in 2017.
The contribution we make, both in Ireland and internationally, is only possible because of the commitment of our staff, volunteers, mentors, Board members 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.

Allison Aldred,
Suas, CEO

Chairperson's Statement | Bob Semple

'If you think you can, or you think you can't, you're probably right'. So said Henry Ford, apparently. It seems an apt piece of advice for the Chair of a not-for-profit organisation these days. 2016 presented its fair share of challenges but, thanks to a great team and supportive funders, we made solid progress with our ambitious strategy.

One of the aspects of Suas that I love is the passion I encounter – from staff, from volunteers, and from funders. It makes such a difference when tackling the challenges we face – in our programmes and in funding them. The need for literacy interventions is just as pressing as ever. Our CEO led an expansion of our efforts both at home and abroad that made good inroads on our targets. Her report provides an excellent overview of the progress we have made.

In November, I was fortunate to have an opportunity to visit one of our projects in Kangemi, a suburb outside Nairobi. A slum of about 100,000 people, Kangemi has water supply a couple of days a week, intermittent electricity and sub-standard sanitation. The nearest state schools are miles away with teacher-pupil ratios north of 70:1. Imagine my delight to see our Fast Forward programme in action (led by a local Suas partner) with a small number of students using our experimental tablets, learning the three Rs. Whoever said 'travel is the best educator' was right – a visit to somewhere like Kangemi reminds me just how lucky we are to have mastered literacy and numeracy without having to stop and think about it.

Closer to home, I was especially pleased to see our numeracy programme take off. With so much focus put on STEM these days, it is easy to overlook the fall-off of basic numeracy skills. Our initial pilot taught us a lot and we are now confident about how best to expand this programme.

Funding has continued to prove challenging during 2016 but I now feel far more confident about our model for the future. We have invested huge effort in identifying new sources of income for Suas and I expect we will see a turnaround in the year ahead and gradual but steady rebuilding of our depleted reserves.

I want to especially thank those who have stood by Suas so resolutely during these trying times. Your support – in the work you do and the funding you provide - makes it possible for us to continue our important mission.

Suas can. With your help Suas will. A thousand thanks.

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 2016.

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 2016.

Audit and Risk Management Committee

The role of the Audit and Risk Sub Committee is to assist the Board in fulfilling it's 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 2016

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

Executive Management Team

- Allison Aldred: CEO
- Annette Byrne: Finance Manager
- Adelaide Nic Chartaigh: Ireland Programme Manager
- Colin Skehan: Fundraising Manager
- Joanne Malone: Global Citizenship Programme Manager
- 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, D2.

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 2016 (2015: Nil), and as a result no disclosures are required under the Electoral Act, 1997.

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 which was commenced in April 2016. 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 2016 are 35,250. Suas policy stares that the unrestricted reserves should equate to 3 months running costs. Currently the reserves fall short. The Board are keeping the situation under review.

Objectives, Achievements & the Future

Hundreds of millions of children around the world never get to realise their rights and potential because of the disadvantaged and often marginalised settings they are born into: lacking quality education, healthcare, clean water, nutrition... Often, they face a life of prejudice and discrimination, of social exclusion.

This is why our vision is a world in which all children and young people have the opportunity to realise their rights and achieve their full potential. We believe all people should be valued equally, and we want to see millions more children and young people in disadvantaged settings realise their rights and achieve their full potential. Our mission therefore is to transform the lives of children and young people through education.

We bring about this change by:

- Working with partner schools in the government and non-government sectors to deliver quality education programmes to girls and boys in disadvantaged settings in Ireland and internationally, particularly Sub-Saharan Africa; over time, using results from this work to advocate, and support other agencies to advocate, for quality education.
- Working with young people to educate and equip them as global citizens to value and take action to promote education, gender equality and diversity - and so challenge injustices and inequalities that prevent those living in disadvantaged settings from educational and other opportunities.
- Over time, collaborate with a wide range of agencies in Ireland and internationally to build a wider social movement of people and agencies committed to challenging these injustices and inequalities so children and young people in disadvantaged settings can realise their right to education and so achieve their full potential.
- Integrating volunteering and mentoring opportunities into all aspects of our work.

Achievements of note for the year of 2016 are found in the Programme sections of this Report.

At the start of 2017 we will publish a new Strategic Plan for the period 2017 - 2019, clearly identifying how we will work towards our vision. We'll do this in a number of ways, including the continued strengthening of our portfolio of programmes:

- The Ireland National Education Programme
- The International Volunteer Programme
- The International Education Programme
- Global Citizenship Programme

While this strategy will focus on the next three years, we appreciate our ambitious vision of a world in which all children and young people have the opportunity to realise their rights and achieve their full potential, belongs to a far longer timescale.

However, the coming three years will see us further on the path to realising our vision.

Shahad, Suas Ireland volunteer, and Evan from Scoil Eoin deeply focused during in a Numeracy Session.

2016 | in Numbers

Ireland National Education Programme

723	724	60
Schoolchildren Supported	Volunteers	Projects

International Volunteer Programme

2,500	55	10
Schoolchildren Supported	Volunteers India	Volunteers Zambia

International Education Programme

5,200	30	2 Countries
Schoolchildren Supported	Teachers Trained	Kenya & Zambia

8x8 Festival

13,470	7	7 Weeks
Festival Attendees	Campuses	October - November

The Global Issues Course

116	6	6 Weeks
Participants	Campuses	October - November

The Ideas Collective

16 Participants	100 Days

Top: Schoolchildren from Suas partner school DAS, Kolkata, India,
Bottom: Mentor & schoogirl during a Numeracy session, Scoil Eoin.

Our Work | Ireland National Education Programme

2016 Team Members

- Adelaide Nic Chartaigh (left April)
- Helina O'Donoghue (left June)
- Grainne Fitzpatrick
- David Redmond (joined Nov)

Introduction

Since 2012 our Ireland Education Programme has supported over 3,300 schoolchildren from disadvantaged communities in improving their reading and writing skills and, introduced in 2016, numeracy skills.

The Ireland National Education Programme delivers measurable, evidence-based 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 and they work 1-to-1 with girls and boys from DEIS schools nationwide.

The literacy side of the programme consists of 2 support interventions: Paired Reading and AcceleRead AcceleWrite.

The numeracy intervention is similar to Suas' 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.

2016 Highlights

Incredibly, the average reading age of children across all our paired reading projects increased by almost 5 months over the two months of the project.

- 677 children benefitted from 60 literacy projects
- 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.

We also developed and piloted a new numeracy intervention in three partner schools in late 2016. We learned that our intervention works well with younger children and we will be continuing this pilot in Spring 2016.

In the coming year we will collaborate with schools to deliver over 70 projects in 5 urban centres (Dublin, Cork, Galway, Waterford, Limerick) benefiting 840 children in need of support.

Irene,

Student from our partner school DAS, Kolkata, India.

Our Work | International Volunteer Programme

2016 Team Members:

- Stephen Cassidy
- Alex Brock (joined September
- Claire Faithorn
- Kate Doyle

Introduction

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. Focusing 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.

2016 Highlights

In 2016 we sent 65 volunteers, across seven teams to placements in Delhi, Kolkata and the Sundarbans in India, and Kabwe in Zambia.

The year marked our first ever placement in Zambia - it's pioneering team establishing a fantastic starting point from which we intend to grow our work in Zambia in the coming years.

The Zambia team were also the first ever all-female team in the history of the programme. The impact of educated, empowered and fearless young women on the schoolchildren – particularly the girls – with whom they worked, went far beyond the lessons they delivered.

Our volunteers worked with over 2,500 children and raised over €15,000 for our Partner Support Fund.

> I wanted to prove to myself that I was capable of confronting whatever challenges a summer in India would present. Not only did I do that, but I enjoyed every minute of it. David

> Though teaching and engaging in global perspective sessions my confidence and ability to stand by and justify my beliefs has improved. Amy

> Having volunteered abroad before, where we didn't receive much education on global issues, this aspect of the volunteer programme puts Suas ahead of other organisations for me. Sarah

Students from Sables School in Kabwe, Zambia enjoying a Fast Forward learning tablet.

Our Work | International Education Programme

2016 Team Members

- Stephen Cassidy
- Saoirse McCann

Introduction

The aim of the International Education Programme is to improve educational achievements and life opportunities for children in disadvantaged settings in India and 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.

2016 Highlights

2016 saw us pilot the 'Fast Forward Programme' with our partners the Kangemi Resource Centre (KCR) in Nairobi, Kenya. 31 teachers from 28 schools throughout the Kangemi slum underwent a two-phase training programme.

The teachers were trained in the use of the Fast Forward tablet, which comes pre-loaded with school curriculum and resources for both teachers and students, and how to integrate it into their lessons. The second phase focused on strengthening the teachers' skills in effective lesson planning and teaching styles.

Top: The entrance to the Kangemi Resource Centre (KRC), Nairobi.
Bottom: Saoirse McCann demonstrating learning tablet to teachers from KCR, Nairobi.

Our Work | Global Citizenship Programme

2016 Team Members:

- Joanne Malone
- Claire Faithorn
- Deirdre Kelly (left in July)
- Emma Somers (joined in August)

Introduction

Our Global Citizenship Programme, consits of The 8x8 Festival, the Global Issues Course and The Ideas Collective. It 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.

2016 Highlights

The 8x8 Festival took place on 7 third level campuses across the country. The week-long Festival explored the issues surrounding migration with a particular focus on media portrayals of the millions of people currently being forced to flee their homes. It included an outdoor photo exhibition and related film screenings, discussions and workshops. We estimate that 13,470 people engaged with the 8x8 Festival in 2016.

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. We ran 6 Global Issues Courses over the course of the year with 116 course participants in total.

The Ideas Collective ran for a second year, with 16 people taking part. The programme was open to students and recent graduates with ideas for social or environmental action. It 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. We had a great showcase event in September 2016 where participants got to pitch 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.

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

Our Work | Communications

2016 Team Members:

- Eimear Larkin

2016 Highlights

After outsourcing marketing for our volunteer and participant recruitment in 2015, 2016 saw us carry-out this task in-house. Not only did the measure cut costs, the Communications Department delivered a more successful result on the previous year; moving away from an integrated approach, we created separate, customised recruitment campaigns for each of the programmes.

For 'International Literacy Day' on the 8th September, Senator Lynn Ruane launched our 'ABC, One in Three' campaign. The awareness campaign was based on the stat that 'one in three children in disadvantaged schools has serious difficulty with reading and writing. We reached out to the business community, highlighting the crucial role they can play in improving literacy levels for children. We also addressed the need for additional literacy and numeracy school supports, particularly in disadvantaged areas.

In February in partnership with Comhlamh, Kimmafe DSC and Campus Engage we held the 'Global Citizenship in Higher Education' conference. The conference welcomed a host of speakers and projects from the global citizenship sphere.

We also shared stories profiling and highlighting the people who make our work possible and those who benefit; across the media, on our website under the 'Voices' section, and on our social media channels.

A number of our programmes featured in national press, including a feature on our International Volunteer Programme in The Irish Times and a piece in The Examiner on our Literacy Support Programme in Cork. Gatoto Integrated Development, a Kenyan school we've worked with was also mentioned in The Guardian.

In October members of the Suas Society in Marino were recorded for the The Irish Times Women's podcast. They spoke about their time and experiences volunteering as part of an all female Suas team in Zambia.

We substantially increased our following on social media, Facebook followers growing to

13,441, and saw higher engagement rates across all our digital channels. Suas.ie saw a slight dip in traffic, but higher time spent on pages, indicating that our content was more engaging on the previous year.

Senator Lynn Ruane, Allison Aldred Suas CEO and schoolgirls from Virgin Mary's National School, Ballymun at the ABC launch.

Our Work | Fundraising

2016 Team Members:

- Colin Skehan (left in April)
- Jennifer Donnovan (joined in July)

2016 Highlights

2016 was another challenging year for fundraising across the entire not for profit sector in Ireland. However our investments in a new fundraising strategy in 2015 and the recruitment of an experienced Fundraising Manager allowed us to achieve fundraising targets for the year and to make a modest surplus to begin to replenish our reserves.

In 2016 we continued to receive support from a number of philanthropic donors including the Australia Ireland Funds, JP MacManus Foundation, Musgrave family Charitable Foundation, Katherine Howard Foundation and the Communication Workers Union.

Income from corporate donors was a little above target as we saw the benefits of work undertaken in 2015 to cultivate a number of important new partnerships (including Mason Hayes and Curran, Deloitte, Dalata Hotels, Phoenix Group, Google, LinkedIn) which came on stream in 2016 whilst retaining support of a number of existing partners (Folens, SMBC, ESB).

We have continued to receive generous financial and pro-bono support from A&L Goodbody and donated services from Matheson, Salesforce and others.

Volunteer fundraising raised €247,153 in 2016.

Other highlights included our continued relationship with Workers Beer, which saw teams of student volunteers working at the summers biggest festivals. This relationship was worth over €3,500 to the organisation.

After a successful digital campaign we secured the 'Skills and Opportunities' grant from Ulster Bank, which resulted in funding of £22,000 for our Ireland based work.

Allison Aldred Suas CEO and Ulster Bank Fund.

Finances | Income

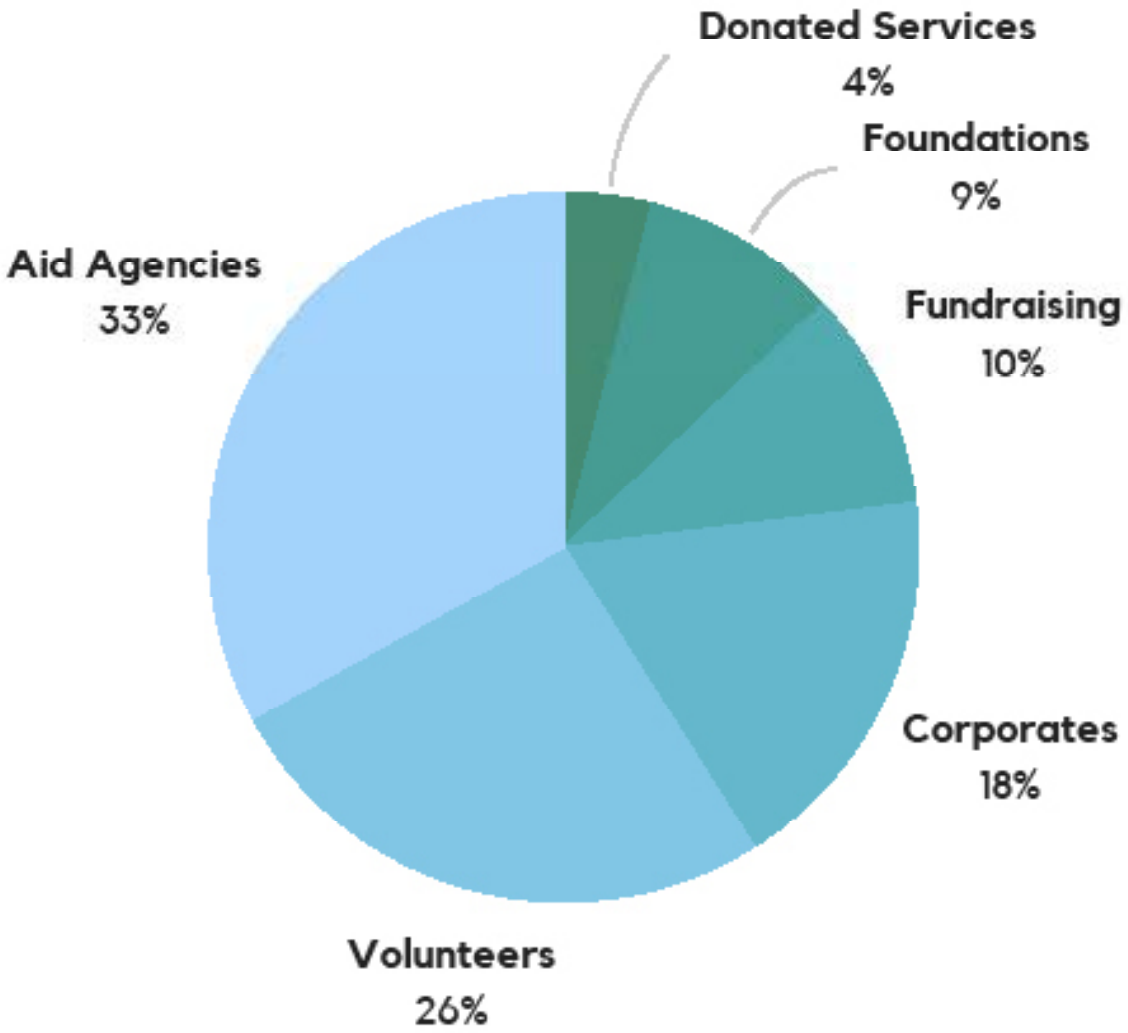
For an in depth breakdown of Suas Finances for 2016, please log onto: www.suas.ie/reports-publications 'Reports, Financial Statements 2016' pdf.

Sources of Income

Total income for 2016 amounted to €945,888 of which €823,322 (87% approx) was in the form of restricted funds.

The remaining €122,566 was unrestricted. Income decreased by €43,061 (4.1%) compared to the previous year, largely due to the completion of a three-year programme funded by the European Commission.

However, in 2016, Suas received increased donations from Corporates and Foundations and secured a contract with Irish Aid to support their Public Awareness programme.



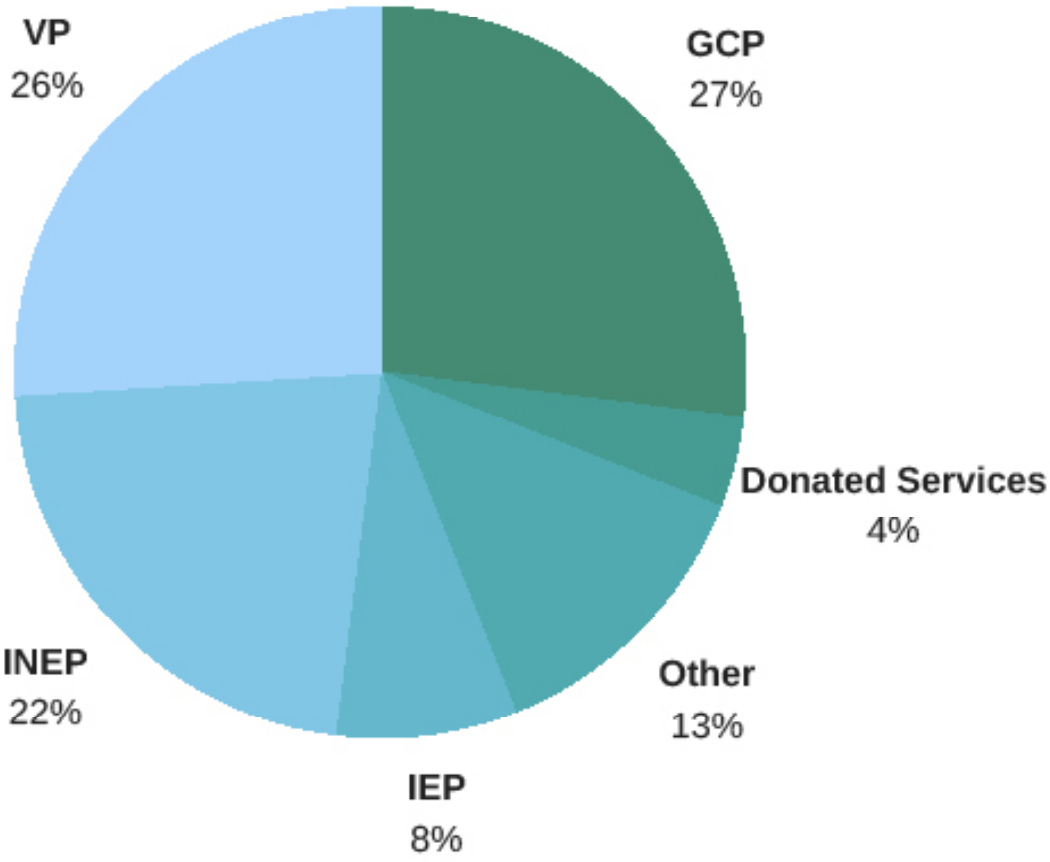
Finances | Expenditure

Analysis of Expenditure

Total expenditure for 2016 amounted to €932,828 a reduction by €286,149 (23%) on the prior year expenditure of €1,218,977. This reduction was due mainly to lower staff numbers, resulting in a reduction of €105,193 (17%) in salary costs and to lower programme costs following the ending of the three-year programme funded by the European Commission.

Expenditure on core Programmes was reduced from €954,667 to €773,102. The expenditure on the International Education Programme reduced from €133,650 to €75,361 due to a reduction in grants to partners while spending on the Global Citizen Programme reduced from €367,623 to €250,667 following the completion of the EC-funded programme.

The spending on the Ireland Education Programme increased from €185,910 to €202,019 due to increased demand from partner schools while the amount spent on the Volunteer Programme was broadly in line with 2015 with similar numbers of volunteers both years.



GCP: Global Citizenship Programme
VP: Volunteer Programme
INEP: Ireland National Education Programme
IEP: International Education Programme

International volunteer Katherine Kane with students from our partner school DAS, Kolkata.

All of this | because of you, thank you!

We would like to express our thanks to all of our partners, funders, donors and supporters. We'd also like to thank those who gave us pro-bono support and use of their facilities over the year. Thanks to the support of the media who helped highlight the educational divide and the need for quality education in our most disadvantaged communities.

Finally, from all in Suas, a heartfelt thanks to everyone who supported us over the year, from the smallest to the largest gifts, those who organised an event and those who selflessly volunteered their time.

How to Further Support Our Work

You can help give the greatest gift of all, the gift of education to children from disadvantaged communities in Ireland, India, Kenya and Zambia by:

Supporting as an Individual

- Fundraise for us through your own or an organised event.
- Nominate Suas as Charity Partner with your company.
- Volunteer on one of our Ireland or international programmes.
- Give a gift online, in person or by post.
- Give a regular/monthly gift.
- Become a major donor.
- Donate in memory.
- Leave a gift in your will.

Support as a Company

- Become a Corporate Partner.
- Choose Suas for your CSR Programme.
- Staff volunteering opportunities.
- Share your staff skills.
- Payroll giving.
- Sponsor a specific programme.
- A gift in kind.

Schoolboy from Suas partner school DAS, Kolkata, India.

Suas Educational Development

Floor 1/2 Unit 3
Whitefriars
Aungier St
Dublin 2
www.suas.ie | 01 662 1400

Charity Number 14931
Company Number 362631
Company Limited by Guarantee

Pictures used in this publication have been taken in relation to Suas activites & events.