



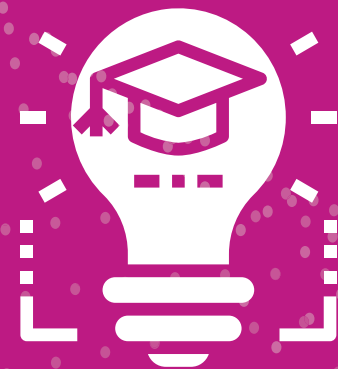
**“When the end of poverty arrives,
as it can and should in our own generation,
it will be citizens in a million communities
of rich and poor countries alike
rather than a handful of political leaders,
who will have turned the tide”**

Jeffrey Sachs

The End of Poverty

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1,185

LEARNERS ACROSS OUR
ACCESS, FURTHER AND HIGHER
EDUCATION PROGRAMMES, WITH 61
GRADUATING WITH BA DEGREES!



192

CHILDREN RECEIVING VITAL
EARLY YEARS EDUCATION AND
CARE ACROSS OUR 7 CENTRES



2,583

PEOPLE HAVE USED
OUR DIGITAL SKILLS
ASSESSMENT TOOL

2020



1,604

COUNSELLING SESSIONS
DELIVERED TO OUR
LEARNERS AND MEMBERS OF
OUR COMMUNITY



187

COMMUNITY PARTNER IN OUR
NETWORK, INCLUDING 29 NEW
PARTNERS THIS YEAR!



A YEAR OF GREAT CHALLENGE BUT
ALSO OF GROWTH FOR AN COSÁN,
KEEPING OUR VITAL SERVICES OPEN
WHILST CONTINUING TO RAISE
AWARENESS OF ISSUES THAT
IMPACT OUR COMMUNITIES.
SECURING FUNDING AND BUILDING
STRONG STRATEGIC PARTNERSHIPS.
LAYING THE FOUNDATIONS ON WHICH
TO BUILD OUR FUTURE STRATEGY.



801

VISITS TO SUPPORT 56 FAMILIES,
BOTH ONLINE AND IN PERSON,
THROUGH OUR LIFESTART
(PARENTING) PROGRAMME



Chairpersons Report

Anna Durkan

An Cosán began almost 35 years ago as 'The Shanty', an educational centre created by Katherine Zappone and her late wife Ann Louise Gilligan. Together they had a vision that education was a living system and the key towards transformation and the eradication of poverty. They saw that the system of education

must be flexible and designed to comprehensively accommodate the diverse needs and capacities of every learner.

This project - created to serve the people of Tallaght West and women in particular - has grown and flourished over those three and a half decades to become a truly national organisation.

As we look back now, in the aftermath of a year unlike any other, the value and purpose of An Cosán is shining brighter than it ever has before. The global Covid-19 pandemic has spotlighted the injustice of poverty, of the digital divide, of the burden carried by the most marginalised in our society, all issues that are front and centre to the mission of An Cosán. It has also shown the power of community, of collective action, and of standing together, values that we embrace and nurture in all our learners and members of our community.

We provide a pathway to learning, leadership and enterprise for those who are the most marginalised in our society, and we've been able to see over the years how transformational that pathway can be. Those who are so often excluded from our society - because of poverty, because of being sole parents, because of where they come from, because of all sorts of failures in society - deserve to be respected,

valued and given opportunity. We have seen those people come to An Cosán and be welcomed, supported with whatever challenges they are facing so that they can break down the barriers that have excluded them from education. Then they are supported through education to achieve, and to dream big for themselves, and for their children, their families and their communities. Since An Cosán began, we have supported almost 20,000 people to access education and go on to better lives. Now, we're working to grow that impact across the country to reach even more people.

As challenging as 2020 was for all of us, we have seen in An Cosán that you can rise to that challenge. Within days of the first national lockdown being announced, we responded and had all our programmes running online, leveraging the depth of experience we had developed through our virtual learning approach, and so our adult learners could continue on their paths.

We ensured the children in our Early Years Education and Care Services, whose education and care are of vital importance, continued to be supported when these centres had to close. We listened to the voice and to the need of our communities and ensured that they had access to the services they needed. Whether it was counselling, family support, technology to access courses, or the very basics of having food parcels to ensure there was enough food to eat; our team responded, and no one was left behind.

Innovation is really at the core of An Cosán, finding new ways to break down barriers for people to access education. Since 2014 we have been working to expand the access to community education through using online education to reach people across the country with our network of community partners. In doing this we recognised the importance

of digital inclusion, how we need to make sure people have both the digital skills and the technological tools they need to access education. I think this has been highlighted so much recently during the Covid-19 Pandemic. In the past year we have enhanced our Digital Stepping Stones tool and the provision of upskilling opportunities through the Accenture Skills to Succeed Academy. We have worked with our community partners to develop their capacity and enable them, in turn, to support their own, and therefore all our wider communities.

We have engaged with our many state, corporate and sectoral partners to inform and reflect on the strategies that community education and early years provision can take to better support the needs of those it serves. And we have consolidated and strengthened our organisation, developing our core funding, creating new senior management posts, and taken the next steps towards developing our future strategy and renewed vision for the times ahead.

It is in the most trying times, when tested and challenged most, that proves determination, resilience, and strength. We, along with our community, have walked a path this past year that has tested our mettle, but through that we discover that we are strong enough, and reminded of our core purpose - to lead the way on the path to a brighter tomorrow. Fundamentally, we are all about responding to our learners' needs, and that focus allows us to see the barriers and be able to innovate and build new approaches and ways of doing things, and to fulfil our mission of making sure that 'no one is left behind'.

It is important that I recognise and acknowledge each and every member of staff of An Cosán - in adult community education, in early years education, in administration, and counselling. Not only have they had to manage their own personal reaction to Covid-19 - but they have had to mind that of their communities too and that has not come without its own attrition. Recruitment and retention of staff has been difficult, in key positions, which is symptomatic of the sector, and we are working to address this as an organisation and at sectoral level.



We are committed to this as a Board as we are nothing without our wonderful staff team.

It is heartening to see the progress that the organisation has made in 2020, under one of the most difficult years in living memory. I am excited for what lies ahead as An Cosán takes its next step as an organisation and also prepares to mark 35 years in 2021. I have always been proud to be a part of the fabric of An Cosán, and I remain so. I know that Katherine is; I know Anne Louise would be. Thank you to the wonderful Board members, past and present, who continue to serve and support the organisation as well as me and each other. In particular thank you Barbara Cotter for your years on the board and your dedication and support.

Finally, to Heydi and the management team, who has made so much happen in her first year as CEO, whilst riding the storm of a pandemic. I thank you; I look forward to continuing to work with you and your incredible team.

Anna Durkan,
Chair of the Board of Directors



OVERVIEW by the Chief Executive

Heydi Foster-Breslin

It was my privilege to join An Cosán as Chief Executive Officer in late 2019, only a year and a half ago but what seems like many life times have passed due to the exceptional and challenging year that our country and our world has experienced.

It was not long after I joined that I had the pleasure of speaking at

our International Women's Day event, the looming clouds of the Covid-19 pandemic were on the horizon, but we could not have foreseen just how much our society would be rocked to its core, nor could we have anticipated how we as an organisation would rally and rise to the challenge ahead.

I had only recently begun my role as CEO of An Cosán. I spoke of what it takes to achieve breakthroughs as a female leader, and what it takes - on everyone's part - for all women to experience the respect, the justice and the equality to which we are all entitled.

The pandemic has turned our world upside down. It has hit the most marginalised in our communities the hardest. It has magnified the inequality in our society, and in particular affected women, who are at the heart of our mission in An Cosán.

For 35 years, An Cosán has been engaged in providing the right supports at the right time, across generations, circumstances and needs. We leave no one behind. We ensure that those we serve have what they need to survive, to grow and achieve. When the pandemic hit, we had to act and we had to act fast. We immediately understood that our critical wraparound family support and educational services were needed more than ever. So we navigated social distancing and lockdown restrictions with outreach through phone and video calls, drop-offs and continuous delivery of services.

We connected with the little ones from our Early Years programmes through education packs delivered to their homes, through Zoom Story Times, through regular phone calls. We delivered and expanded our counselling and family supports. We dropped food packs to those who might go hungry. And we were open seven days a week so that those in crisis always had someone to reach out to in their darkest hour.

We understand the importance of technology. We have been trailblazers in digital inclusion for years. We used those skills to ensure that all those who had joined us on the path to a brighter future would not be left behind. Our courses, a lifeline to opportunity for those who have been excluded for so long, were all moved online. We worked tirelessly to provide the digital devices our learners needed to continue their access.

We did all this by coming together. With determination. With resilience. And by knowing that we were the difference between despair or holding on, for so many in our community.

In those moments, I watched with pride as our team rose to the challenges and became the leaders that our learners and communities needed. And I saw this determination reflected in all those who share in the work of An Cosán, from our learners, to the parents of our little ones, and all those in our community who stood up strong in the face of immense hardship.

I saw the leadership needed to fight our way through a pandemic. To fight each day for a brighter tomorrow. To stay firm to our commitment to end poverty, to achieve equality, even in our most difficult year.

We cannot thank those who have supported us in this journey enough: our funders, our friends and our supporters. Without you we could not have provided these vital services to thousands of little ones, families, learners and communities around Ireland. You donated funds, laptops, headsets, and phones. You volunteered to help us, and you kept us going with your encouragement.

We must learn from the strength we have shown together in the face of this crisis. The power of acting together is the only match for our greatest challenges. We must not forget the inequality we



have witnessed, the impacts of the digital divide, the cracks in our social supports that have been laid bare. We know we can have a better world, a better future. At An Cosán we will continue to champion and empower our communities who want a better life, to lift themselves up through their own education, and to lift up their families.

A handwritten signature in black ink, reading "Heydi Foster-Breslin".

Heydi Foster-Breslin,
CEO of An Cosán

Responding to Crisis

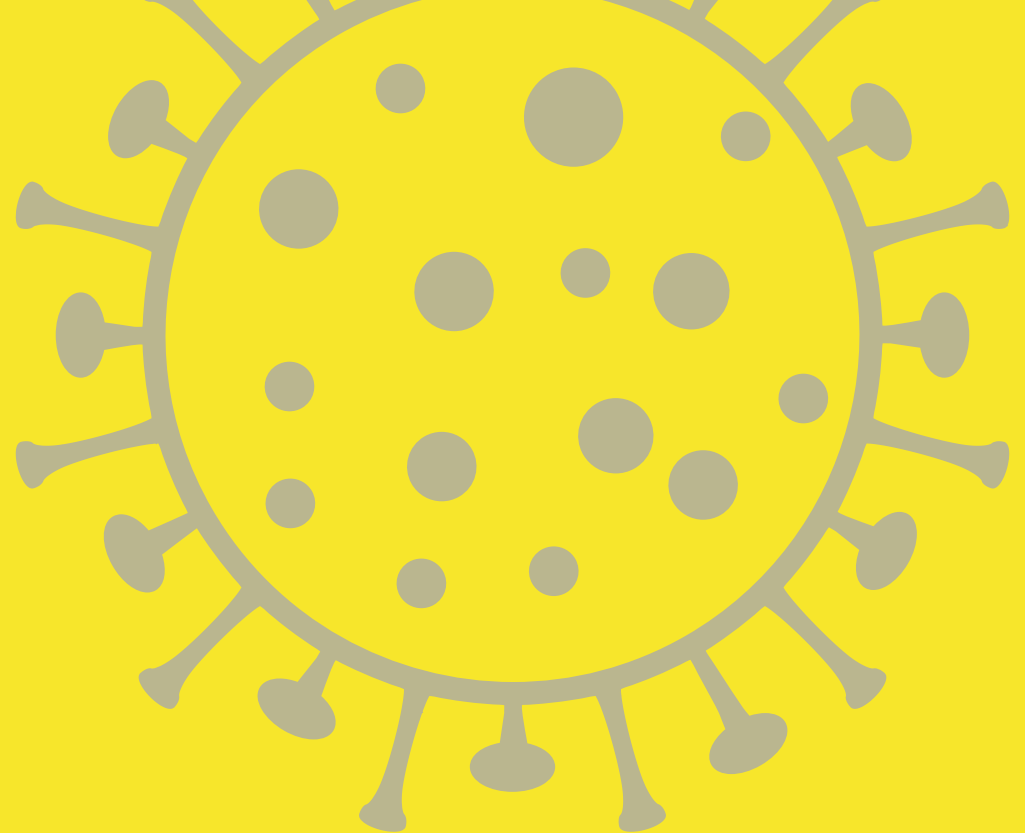
The Covid-19 Pandemic

From the very outset of the Covid-19 pandemic, An Cosán was ready to act. Once the threat became imminent in Ireland, we began to plan for the action that would soon be required.

Following two weeks of changing restrictions, the Taoiseach announced a full lockdown on the 27th of March 2020. Within a day of the announcement, we had transitioned 34 of our adult community education classes online, utilising our skills in delivery of online teaching and learning practices, and we followed suit by ensuring that our services not just continued, but responded to meet the needs of our communities.

Classified as an essential service with Tusla, we remained operational and open for business throughout all levels of the lockdown, ensuring we could deliver on our commitment to supporting all our service users, especially the most vulnerable children and families.

As a community-led organisation, we responded to the disparate needs arising whenever possible, always ensuring that no one was left behind.



Going above and beyond, our team worked tirelessly to offer the following essential and sometimes critical supports:

- » Weekly check-ins to all parents by telephone, including the parents of children from our home visiting service.
- » Organising counselling sessions by telephone or in some cases by Zoom as requested by service users.
- » Offering Monday to Friday counselling services from 9am – 9pm, and a weekend service
- » Providing a weekend telephone helpline from 9am – 5pm.

- » Delivery of food parcels to families as requested.
- » Delivery of educational equipment and books as requested by parents and ongoing emailing of educational activities for children to all parents.
- » Hand delivery of educational activities e.g. Time Capsules, for children attending our early years and after school services.
- » Recording child personalised educational activities and book readings, provided to families and online.
- » Provided activities on school readiness for children due to attend school in September.
- » Delivered Continuous Professional Development Programmes for staff such as updating Child Safeguarding training.
- » Continuation of our online educational programmes for parents.
- » All our face-to-face educational programmes were transferred online for learners.
- » Sourced laptops for learners and parents to remain engaged in their programmes.
- » Weekly check-ins with learners who were not in a position to engage in online learning programmes.

Pandemic Voice

Joyce's Story

"After coming to Ireland as an Asylum Seeker, and living in Direct Provision with my little girl, I always felt so isolated, restricted and alone in Ireland, until I found An Cosán.

But just as I found them, Covid happened. I thought everything would be shut down, I was so sad. Things got worse, living in Direct Provision, there was an outbreak and I became sick. I was a victim of Covid-19, and I had to go into isolation with my daughter. There was so much fear and anxiety. I thought I would be all alone.

But in my darkest hour, An Cosán stuck with me. They made sure I could still do my course online, they made sure I had a laptop which for me was such a big deal. In that moment they were the people that I could reach out to, they were the ones who supported me.

Being able to talk to everyone, feeling equal with my fellow students, helped me forget my stress and my trauma.

No matter the circumstances I believe An Cosán has linked me up, I've met so many inspiring people, they've motivated me. The course I'm doing, will lead to greater things, I will be one of the students who will go on and achieve my dreams.

With An Cosán I'm going to achieve my goals".



Early Years Education & Care

Providing the best start in life

In 2020, all seven early years' education and care services operating under An Cosán were rebranded as 'An Cosán' rather than 'Fledglings'. Each named location provided high quality early years education and care to 190 children, ranging from 3 months to 12 years.

Intensive family support was provided to parents / carers who were struggling with different issues and difficulties in their lives as well as children referred from Tusla, the Child and Family Agency, for a number of different reasons such as developmental delays, child welfare issues and other family difficulties.

Our afterschool programmes provided fun educational activities for children each day throughout the school year as well as a summer programme for the month of July.

Thricee (Teaching for Holistic, Relational and Inclusive Early Childhood Education), an Erasmus + programme - co-ordinated by Marino Institute of Education with partners in Ireland, Poland and Portugal - was another highlight of early years education and care provision in 2020.

During the pandemic closures, An Cosán's Early Years team continued to ensure each child received additional learning resources, activity packs and food hampers, so that we could continue to help our little ones to reach their full potential throughout 2020.



Our highlights this year included:

- » Delivering our services remotely when centres closed in March, and the joy of welcoming back the children in September 2020.
- » Family Day celebrations still took place and were moved online.
- » Christmas parties and graduations - usually held within the services - were livestreamed for parents to view at home.
- » The children attending our Tallaght services benefitting from the Dolly Parton Imagination Library, a CDI scheme where free age-appropriate books are posted monthly to all children up to age 5 years.

- » Our two Parent Carer Facilitators, who are funded by the Tallaght West Childhood Development Initiative (CDI), continued to identify needs and offer support in a wide range of ways including remote support.
- » Over a 10-week period there were 10 training sessions for staff in the HighScope curriculum used in our Centres. This is a quality approach to Early Childhood Care and Education (ECCE).
- » An Cosán Early Years continued to engage in a considerable variety of external structures, such as with Tusla under the Meitheal Programme and child welfare conferences to support families.
- » Additional supports provided during lockdown included: extra resources, activities, virtual events, increased contact with families, food hampers, referrals as well as regular guidance for submitting funding supports and school placement applications.
- » Staff accomplishments include one completing a BA in Early Childhood Education and Care. Others began their Level 7 certification, and one member of staff completed their Masters in Child, Family and Community Education.

Early Year's Voice

Our Kiltipper Team's Story

We have a family attending our service at the moment with children who have additional needs.

Recently a family member passed away unexpectedly from Covid, and the Mam was the only support for her extended family so when Mam had to go and sort the arrangements for the funeral or to be with her mother, she would be stuck without any support for her children. We could see she was feeling overwhelmed so we spoke with her and assured her that whatever support she needed at this time, the team in Kiltipper would help in any way they could.

We held onto the children a little longer some days for her and she would drop the children into the service early at 8.45 am so she had the extra time she needed. We made the decision to help out as a team, as we know it's important to go the extra mile for those we work with.

The Mam was so grateful for us helping her out when she needed it most.

Still to this day she knows we are on hand to help in any way possible.



Adult Community Education

The path to a brighter future

An Cosán's adult learning provision is founded on concepts of inclusion, participation, social action, capacity building and transformational practice. In short, empowerment through community education.

We embrace the possibilities of the 21st century, including those offered by technology enhanced learning.

An Cosán's Access, Further, and Higher Education teams worked closely with the Educational Technology team to integrate face-to-face classroom teaching, with on-line teaching.

Technologically enhancing An Cosán's educational provision accelerated in the context of the pivot to online learning brought about by the Covid-19 pandemic.

By the middle of 2020, our Adult Community Education and Training programmes moved fully online due to restrictions with Covid-19.

This change in the delivery of our education programmes meant that our staff, learners, and tutors had to quickly prepare and adapt to a new learning environment.

The resilience shown by our team to successfully deliver these classes in this new format in a short space of time for our 1,185 learners has been a major achievement for 2020.



An Cosán is focused on ensuring that no matter where someone is in their learning journey, they can find their way to a brighter future.

ACCESS EDUCATION

Many of our learners begin at Access level education, progressing through Further Education, and on to Higher Education, in a way that suits their individual journey.

An Cosán's Access programmes provide a supportive, fun, and collaborative learning environment in which learners are supported to participate actively in their own development.

In 2020, most Access classes moved online for the first time, creating new learning opportunities for those who may not have had much experience with digital literacy before.

THE HIGHLIGHTS OF 2020:

- » The main highlight for Access education was our ability to maintain programme provision by switching to online learning.
- » Access education has never been delivered online before, so our learners and tutors made great efforts to develop new skills for classes to continue.
- » Learners were introduced to Zoom and supported to understand their new learning environments.
- » The benefits were immediate - many of our participants were experiencing varying degrees of isolation, so being able to reconnect with classmates and tutors was a vital support for each other in very difficult times.

OUR YEAR IN NUMBERS:

- » 550 lessons delivered in 2020. This included 7 tutors, running 11 modules.
- » Learner places increased from 90 at the start of the year to 107 in the second half of 2020.
- » Our learner demographics show education provision was primarily towards female learners.
- » Despite closure in the first half of the year, all 11 modules were delivered in the second half, in a face-to-face capacity under social distancing guidelines.

Learner Voice Lauren's Story

"I've struggled with my mental health since I was 17 years old. I attempted college twice before, it never worked out. I'm not going to hide it, I would find myself feeling trapped in situations, and I used to think that suicide was the only way out.

But all that changed when I came to An Cosán.

The way I started with An Cosán was going there for counselling, that was two years ago. They saw how I was struggling and suggested I do a parenting course, and that's where my new journey began.

I started on the Young Women's Education Programme. Because of my social anxiety, I was terrified to start, but this was so different to before.

When I walked in, it was the support that made that difference. If there was a day that I missed, the tutor would e-mail me over what they had done or give me a one to one session.

I was worried they'd give out, but they didn't.

Everything they did was meeting me where I was at. There was the childcare, and the counselling was still there for me too. **At An Cosán it's like they wrap their arms around you and make sure you have what you need so you can do your studies.**

The person I am now, I know there's a way out, because An Cosán showed me there's a way out. And that way is hard work and dedication".



Adult Community Education

The path to a brighter future

FURTHER EDUCATION

There are 7 Accredited Further Education Programmes at An Cosán with courses ranging from QQI Levels 5-7. These courses include community development, childcare, business administration and digital skills.

At the start of 2020, all courses were delivered through a classroom-based (Face to Face) model but by the end of the year were fully online.

The Digital Divide was evident for our learners in Further Education, and their access to devices and Wi-Fi connections were limited.

Many of our learners had to prioritise the technology needs of their children over their own.

THE HIGHLIGHTS OF 2020:

- » The availability of laptops from the Tech2Students initiative, and our new laptop loan policy, ensured that our participants had access to technology as well as the accompanying tech support to continue their studies.
- » Alternative assessments were put in place instead of work placements and this was in line with QQI.
- » Learners did feel a sense of loss and more isolated without the supportive classroom environment and community.



- » However, tutors adapted quickly to teaching online using tools like Zoom, Teams and Moodle to support learners throughout.
- » Our wider team provided extra supports and encouragement to learners by increasing contact through phone calls, video emails and texts, allowing most learners to shift to online learning and continue with their studies.

OUR YEAR IN NUMBERS:

- » 93 Learners graduated with minor/major cert/awards, including 72 QQI Component Certs (Minor Awards) and 21 QQI Major Awards.
- » We had 7 tutors across 7 courses, delivering 28 modules.
- » Most Further Education and Training (FET) learners were female, from a diverse set of backgrounds, and thanks to online provision, came from different locations around Ireland.

HIGHER EDUCATION

An Cosán offers a digitally inclusive Adult and Community Education model of Third Level education. Courses include part time Degree, Higher Certificate, Certificate and modular programmes, validated by IT Carlow, under delegated authority from Quality and Qualifications Ireland QQI (formally HETAC).

These programmes are developed in the context of adult community education and lifelong learning and are intended for mature students.

They are usually delivered through a blended model which includes both face-to-face classroom learning and online opportunities.

But in 2020 all classes moved online, and the team successfully delivered all programmes from their remote settings at home.

Our external examiner described An Cosán as in a 'different league' to other institutions because we offer a professional development BA Degree Programme grounded with a holistic, adult and community education teaching and learning philosophy.

This is supported by quality teaching and learning practice, including excellent assessment and student feedback practice.

It is also facilitated by wraparound holistic supports at all stages of the An Cosán learning journey.

THE HIGHLIGHTS OF 2020:

- » Our Higher Education Team ensured teaching delivery and student support continued to a high standard, continuing to provide education to some of the most marginalised groups in Ireland.
- » All Higher Education classes (28 modules to 540 learner places) were delivered in 2020, with the team successfully working from home since March 2020.
- » The Graduations of the class of 2020 represent a particularly significant achievement for both staff and students.
- » The Higher Education team had a very successful external examination on its Quality of Higher Education provision by Dr. Bríd Connolly of NUI Maynooth.

OUR YEAR IN NUMBERS:

- » 27 learners graduated with a BA Degree in Applied Addiction Studies and Community Development (NFQ L7)
- » 34 learners graduated with a BA Hons Degree in Early Childhood Education and Care (NFQ Level 7)
- » 61 graduated with BA Degrees (34 at Honours Level, 27 Ordinary Level)
- » 60 received special purpose awards
- » We delivered 2 extra courses in 2020, with 36 extra learner places
- » We delivered 214 blended learning classes, with 708 teaching hours and 9 tutors

Wraparound Supports

Responding to our learners' needs

At An Cosán, we are committed to providing the essential supports that our learners, little ones, families and communities need in order to succeed in education and live a normal life.

It is at the heart of our ethos to look at the barriers that people face, the reasons why they have not been able to access education and opportunity, and put in place the supports that will allow them to break down these barriers and realise their potential.

Our wraparound supports include a range of offerings, including counselling, family supports, mentoring, tutoring, laptop loan scheme, childcare and early years education. We are always looking at what other supports our communities need, and continue to evolve these supports over the years.

COUNSELLING

Our team are a caring, non-judgemental group of men and women who listen when people need to talk something through. Over the past year key difficulties that arise have been relationships, marriage, bereavement, suicidal ideation, stress and anxiety.

There were a total of 1,604 counselling sessions in 2020, an increase of 240 from the previous year. While there were challenges with engaging online, the team of 8 counsellors



were able to successfully adapt to video and phone counselling sessions. During the pandemic nearly 60% of sessions were conducted by phone.

Delivering counselling sessions online also offered a new and accessible way to conduct sessions and reach out to clients.

LIFESTART PROGRAMME

The ethos of the Lifestart programme is to support and guide parents in their homes with new born children up to age 2. It focuses on all areas of child development.

We maintained and increased supports during the pandemic, ensuring that parents who felt overwhelmed and fatigued were provided with extra resources.

Parents reported feeling valued, encouraged and supported by the programme.

56 families availed of the Lifestart programme in 2020. 801 sessions were conducted and half of these were visits to the home, and 397 sessions were by Zoom or phone calls. 7 children were referred to our Jobstown Early Years Centre and 5 parents referred to Counselling. 21 families were single/lone parents.

The average age of children availing of the service is 20 months.

The programme also supports families facing a range of issues including homelessness, drug/alcohol addiction, with most families experiencing high levels of poverty.

We equipped parents with the skills to enhance bonding, coping skills for mental health, and skills for social, emotional, intellectual and physical development, as well as fostering a sense of belonging and self-worth.

Learner Voice Niamh's Story

Niamh started with An Cosán many years ago, she is from Tallaght and grew up in the local area of Tallaght village. She had four children who were under the age of 9 before she went to An Cosán.

She first learned of An Cosán when she got a leaflet in the door, and decided to do a personal development course where she began to discover a flare for writing.

The manager at the time spotted something was not right in her personal life by reading her assignments, and organised counselling for her. Counselling began to help her to create a 5-year plan and gain the courage to leave the violent relationship that she was in since she was fifteen.

She was supported and built trust with her counsellor, and her four children were also looked after at the Early Years centre, saying "An Cosán was there for me the whole time".

After her first course, Niamh went on to do Counselling skills and Childcare, and continued on the path of education and obtained her masters in education.

Niamh is now a secondary school teacher of History and English and her children are all college educated and thriving. She is also a part-time tutor for third level students and is getting her first book published. She said that if she did not go to An Cosán she probably would not have realised the situation she was in. She would not have been educated to Masters level, nor found a flare for writing. She still avails of Counselling at An Cosán to this day.

We congratulate Niamh on her accomplishments!



Digital Inclusion

Ending the Digital Divide

An Cosán is committed to providing opportunities and breaking down barriers to education. The past year has shone a particular light on the Digital Divide. Whether it is access to technology or to the skills needed to navigate the digital world that the pandemic has thrust upon us, we have been advocating that digital inclusion is essential to ensure that everyone in our society can fully participate in life, work, and learning.

Back in 2018/2019, the vision for An Cosán's Digital Stepping Stones project was to create a positive, growth mindset towards lifelong digital learning for beneficiaries. This approach to 'yes, I can' encourages digital inclusion by upskilling people with basic digital competencies for life, thereby allowing for more active participation, improved digital safety, and increased employability skills.

But the first problem was there was no tool in the Irish marketplace to understanding one's current digital competence which covers all basic five digital competencies, as defined by DigComp, the European Digital Competence Framework for Citizens.

So, An Cosán, working with the support of our partner, Accenture developed a new tool called Digital Stepping Stones (DSS). This is Ireland's first digital competence and digital confidence assessment tool. It has been very well received by the Further Education & Training and



Community Education sector in Ireland since the pilot of the tool began in January 2020.

During the year, it was presented to the new Department of Further & Higher Education, Science, Research, and Innovation as well as the CEO of SOLAS, Ireland's state agency for the Further Education and Training sector. They fund 16 Education and Training Board (ETBs) institutions as well as Community Training Centres (CTCs) and YouthReach

(YR) services across Ireland. The Minister for Further and Higher Education, Research Science and Innovation has since made Ireland's digital divide a key policy for the new department to tackle Ireland's digital skills divide. This is significant, considering 52% of Irish people have only basic digital skills.

We are very appreciative of the support and engagement from SOLAS in this digital inclusion project. In August, they held a special online virtual training session about Digital Stepping Stones for over 70 Technology Enhanced Learning (TEL) and Professional Development (PD) team members. A video recording of the session as well as the Digital Stepping Stones tutor manual and feedback form was made available to the staff responsible for supporting educators in FET in order to provide remote learning supports and virtual digital skills assessment of learners.

Ongoing supports from Accenture to bridge the digital divide saw the enhancement of the DSS tool in March. This allowed us to navigate the Covid-19 lockdown and continue its roll out as a stand-alone tool with learning links embedded in the personalised assessment results.

The DSS tool has also been actively supported and endorsed by a wide range of ETB staff and teams in Limerick, Kildare/ Wicklow, Louth/Meath, Donegal, and Kerry and more. A wide range of Community Training Centres are also using the tool having completed DSS train-the-trainer sessions over the summer months, of 2020.

In 2020, 2,583 people used the Digital Stepping Stones tool against a target of 1,000 for the pilot.

The feedback from the online training sessions has been very positive: "an outstanding tool"; "outstanding... we are encouraging our admissions office to use it for initial learner screening"; "we will be using it in our ETB with QQI Levels 4 to 6"; "very practical and sensible"; "It's a great tool"; "great to learn more about this tool and to see how accessible it will be for learners".

Another area of work to report on, is in employment skills, in collaboration with Accenture's Skills to Succeed Academy. An Cosán continued to provide train-the-trainer sessions with a digital employment skills tool with our community partners and with learners, through the Digital Pathways programme.

We saw great success in our engagement with CTCs, Youthreach services and trials in second level schools. Two schools (in Tallaght and Drimnagh) are embedding the Skills to Succeed Academy into the curriculum for career development and ICT skills.

Our Community Partnership Network

We're all Stronger Together

An Cosán's community partner network comprises of community education organisations around Ireland with whom we provide access to online programmes at affordable rates. These local centres provide a place where students can access the technology they need and create peer learning communities.

As knowledge and skills develop at a local level, it allows us to share best practice across our national network. Together, we work to empower learners, their families, and communities.

These organisations range in size from large national government bodies such as the Education and Training Boards (ETB), to regional Community Training Centres across Ireland, and community development groups meeting specific needs, such as Tiglin, which offers addiction support services.

We expanded our reach and delivery of our adult community education programmes for marginalised communities with 29 new partnerships added in 2020 taking our community partnership network to 187 organisations across 26 counties.



Our community partnership offering expanded during 2020 with several new projects and programmes:

- » Community Foundation Ireland (RTE/Comic Relief)-funded programme to adapt and deliver Technology Enhanced Learning (TEL) programme for community educators in 2021.

- » Our e-learning platforms Scope, Skills to Succeed Academy and Digital Stepping Stones were taken up by a growing number of partners.
- » A new EU partnership began in 2020, together with 5 NGO partners across Greece, Spain, ourselves from Ireland, and also from Iceland (which includes the lead partner). The theme of the project is 'Fatherhood', and it will develop training for young fathers aged 18-30 over 2 years from 2021-2023. The aim is to empower and train young fathers to actively engage in the parenting role.
- » We continuously engage with our community network through event launches, talks, projects and courses which keeps us informed with key players in our industry.

A Community Partnership Strategy Report was completed in June 2020. Some key points in the report highlighted that:

- » Successful partnerships were a key driver in An Cosán's growth.
- » Partnerships played an important role to the delivery of the Women's Education Programme.
- » A proposal for a methodology and framework is needed to keep the programme sustainable and relevant to our development.

Learner Voice

Anna's Story

Anna graduated from An Cosán in 2020 with BA Degree in Applied Addiction Studies and Community Development.

Anna is now a Project Worker in The Bluedoor Project (also known as Ballyfermot Social Intervention Initiative) which is a member of An Cosán's community partner network.

Anna is now supporting other women in her local community to complete their 'Business Administration with Digital Skills for Work' QQI Level 5 course with An Cosán.



Learner Voice

Rosemary's Story

In 2020 Rosemary graduated from An Cosán with her BA Degree in Applied Addiction Studies and Community Development.

Rosemary - an activist and social entrepreneur - is founder of Dignity Partnership which is now a community partner with An Cosán.

Dignity Partnership is a social enterprise that provides self-employment and internship support services to people who have lived or are living in Direct Provision Centres.

Pathways to Enterprise

Employment and Social Enterprise

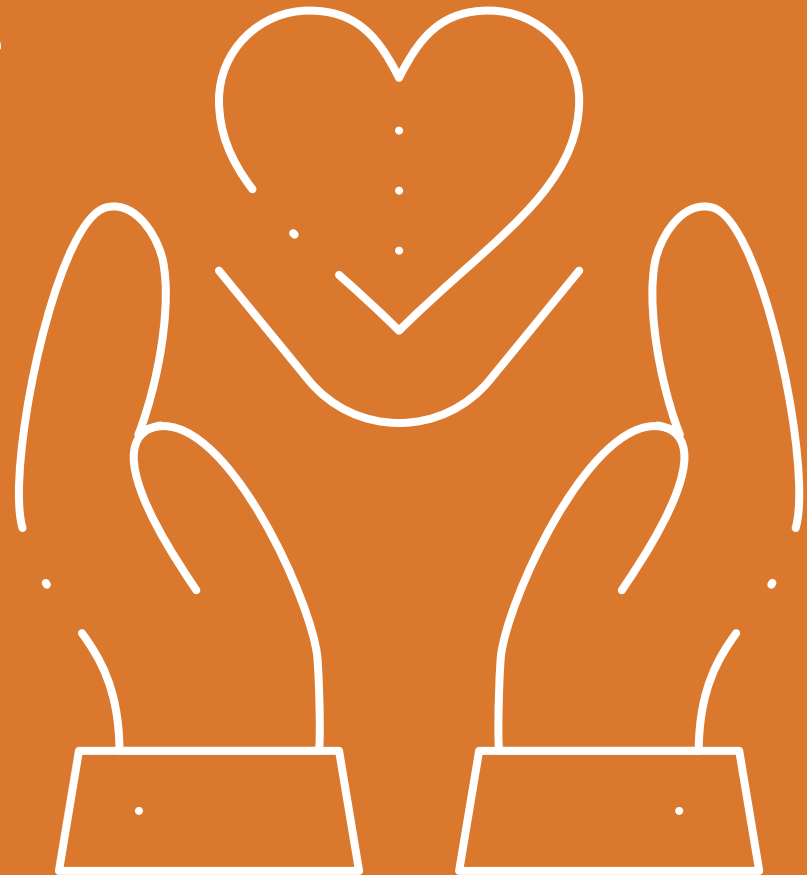
COMMUNITY EMPLOYMENT

The 24 participants on the CE Scheme continue to develop their skills and learning via on-the-job training, accredited internal and external courses, external work placements, etc. The participants are placed in a range of roles such as early years educators, administrators, receptionist, basic IT tutors, education facilitators, finance assistants, programme development, peer support, data inputters, etc.

We continue to develop an Individual Learning Plan (ILP) with each participant to ensure they meet their personal goals and meet the criteria for the Department of Social Protection.

One of our staff who was a part of the project and had undertaken various training courses was successfully placed in a part time role in a nursing home. Another completed her degree. A number completed Major Awards and minor awards.

Progression is so individually based, and the ethos of community employment is to engage with people at their level and with their goals. We have an extremely successful community employment programme driven by the staff and the organisation with the support – both financially and from a programme point of view – by DEASP



PUBLIC PARTICIPATION NETWORK

An Cosán continues to host the PPN (Public Participation Network). Our role is to employ and manage the HR side of the co-ordinator's post.

Monthly progress meetings are held with the Secretariat of the PPN and a representative from South Dublin County Council.

Speaking with One Voice

A unified message

Over the years An Cosán has built and developed many different communication channels for its different areas of work, focusing on promoting the various services in their own distinct way. Throughout 2020 we have focused on bringing together and unifying all the different strands of our organisation, and in doing so we have also unified and strengthened our voice.

Where previously we had separate identities for our Virtual Community College (the online aspect of our Adult Community Education work), Rainbow House (our Early Years centre in Jobstown) and Fledglings (our Early Years centres around the city), now we have brought these all together under the single An Cosán voice and brand.

We have seen great development in our communications, merging our various different social media accounts and websites, so that our audiences and stakeholders can witness the breadth of our different programmes and how they work together to enhance communities and bring about an end to poverty.

With this new approach our reach on Social Media has increased almost three fold on previous years and we have also brought a much greater focus on highlighting our learner stories.

Elevating the voices of those who learn with An Cosán is critical to our vision, they are the ambassadors for what



change looks like and they can best tell how they are changing their own lives, their communities, and sharing their learning to inspire others.

We have also endeavoured to advocate for change wherever we can by publishing opinion and editorials in publication such as the Irish Times, and taking our role in the conversation around Community Education and Early Years.

The Challenges of 2020

EARLY YEARS

- » The recruitment and retention of staff continues to be one of the biggest challenges for the Early Years Education and Care Services.
- » Moving the Early Years Service to online / remote provision and coming up with ideas of how to engage with parents because of the lack of face-to-face social interaction.
- » Sustainability, and ensuring our budgets allow us to offer high quality programmes within a suitable environment.

ADULT COMMUNITY EDUCATION

- » For all levels of education provision, Covid-19 caused unprecedented challenges for teaching delivery and had impacts on students, staff, and programme delivery.
- » The move to online learning was another big challenge for 2020. Our learners lack of access to technology, Wi-Fi, a personal space to learn, childcare and also the sense of isolation, were major challenges.
- » All staff, tutors and administrators had to make adjustments to their working arrangements as well as supporting the learners through the transition.

- » The recruitment and retention of motivated, qualified, and experienced staff continues to be a challenge.
- » The ongoing requirement for core funding and for development of systems to enable sustainable growth. This related in particular to marketing and recruitment, administration, information and quality assurance, and learner supports including counselling and educational technology.
- » Delivery of education provision to expected quality standards, given the expanding number of programmes and student numbers, without a corresponding increase in capacity with full-time tutors.
- » In Higher Education, the delay in funding for some projects, and quality assurance reviews. This was a challenge given the volume of day-to-day operations for programme delivery and servicing general organisational requirements.
- » Finding work placements for Level 5 and 6 students is a big challenge for any learning provider to enable learners to complete their courses.
- » It is also challenging to deliver some of our access programs technically in an online capacity due to the digital literacy levels of some of our learners.



GOVERNANCE & FINANCE

Thank you to our Funders and Supporters



Rialtas na hÉireann
Government of Ireland



pobal

government supporting communities

SOLAS
learning works

TÚSLA

An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency



ciste na
gcuntas díomhaoin
the dormant
accounts fund



INSTITUTE of
TECHNOLOGY
CARLOW

Institiúid Teicneolaíochta Cheatharlach



Institiúid Teicneolaíochta Tamhlacht
Institute of Technology Tallaght



**The Community
Foundation for Ireland**

CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

ddletb



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

**RETHINK
IRELAND**

Our
Social
Innovation
Fund



Goodbody



accenture



A&L Goodbody



Ulster Bank

THE
LAURITZSON
FOUNDATION

Google



Microsoft

J.P.Morgan

BUSINESS
IN THE
COMMUNITY



vodafone



About the Shanty Educational Project T/A An Cosán

The name of the Company is The Shanty Educational Project Limited by guarantee trading as An Cosán.

The Company is established for charitable purposes only.

The main objects for which the Company is established are:

- » To provide for the relief of poverty, deprivations and disadvantage in disadvantaged areas through the provision of education, training, employment, enterprise and childcare.
- » To empower local people through education and enable them to fully participate with local authorities and state agencies in the delivery of Government.
- » To promote sustainable local development by the development of the leadership, strategic and entrepreneurial capacities of local people.
- » To provide education, training, enterprise and childcare by establishing, building, maintaining and conducting a centre of centres or such facilities as may be thought desirable.

An Cosán is a registered charity in Ireland, our company registration number is 131383 and our charity (CHY) number is 8659.

Charity Regulator Number: 20021528

COMPANY SECRETARY:

Barbara Cotter resigned July 2020
Mairead Butler appointed October 2020

CEO:

Heydi Foster Breslin

BOARD OF DIRECTORS

Anna Durkan
Geraldine French
Bill Roche
Conal Henry
Barbara Cotter - resigned July 2020
Mairead Butler
Martina Genockey
Dee Kehoe – appointed May 2020
Siobhan Wall – appointed May 2020

AUDITORS

Crowe Ireland,
Marine House,
Clanwilliam Court,
Dublin 2

SOLICITORS

A&L Goodbody,
North Wall Quay,
Dublin 1

PRINCIPAL BANK

Allied Irish Bank
Village Green
Tallaght
Dublin 24

OTHER BANK

Bank of Ireland
Ballsbridge
Dublin 4

Our address is Kiltalown Village Centre, Fortunestown
Road, Jobstown, Tallaght, Dublin 24.

The following Directors are retiring by rotation

Anna Durkan
Bill Roche
Mairead Butler
Martina Genockey

The following Directors have been re-elected

Anna Durkan
Bill Roche
Mairead Butler
Martina Genockey

The Members are as follows:

First Name	Surname
Dara	Hogan
Brenda	O'Malley Farrell
Eileen	Durkan

***Registered Office: An Cosán, The Shanty Educational
Project CLG, Kiltalown Village Centre, Jobstown,
Tallaght, Dublin 24.***

Financial Review

Our Financial Statements for 2020 show total income of €3.74m and total expenditure of €3.49m resulting in a surplus for the year of €247k.

Our reserves figure on our Statement of Financial Position has improved substantially in 2020 and is showing a positive of €44k.

Our strategy and ongoing focus and attention to strong financial management validates our commitment to building the reserves for the organisation as is evidenced by the surplus for 2020.

An Cosán's Reserves Policy concentrates on building unrestricted reserves as a key part of the strategic plan with a target in line with the principles of good governance for effective future planning.

This had been very difficult since the financial crisis of 2008-2012, when core funding across the sector was cut, but acknowledgement from the state as to our essential nature during the financial crisis and throughout the pandemic has helped us finish the financial year with a net positive reserves position.

At the date of approving this report and the financial statements, there are no uncertainties about the

organisation's ability to continue as a going concern for the next 12 months.

The pandemic presented a very challenging yet fulfilling year for us here in An Cosán. As an essential service under our SLA with Tusla we have stayed open throughout all levels of the lockdown.

We remained committed to supporting all our service users, especially the most vulnerable children and families, many of whom were seriously impacted by Covid-19 and its consequences. As a community led organisation, we also continually respond to other needs that arise whenever possible.

Since our inception 35 years ago, we have grown from strength to strength. We have expanded our services to enable us to have a national reach by focusing on our hugely successful blended learning model, early years education and care provision and our counselling services.

An Cosán operates a lean business model. We continue to maintain robust expenditure control to provide our essential services cost effectively, without conceding on the quality of the service for which An Cosán has an excellent reputation.

During the period of the economic downturn An Cosán made a strategic decision to continue to support communities in need which resulted in exhausting our unrestricted reserves to maintain these essential services to the communities we serve.

At last we feel that our efforts have been rewarded by the recognition during this current crisis and this points well to our future.

FUNDING STRATEGY

An Cosán continued to implement Goal No. 5 of our Strategic Plan which was to source new and sustainable funding to allow us to continue to achieve our mission and deliver our essential services nationally. We have made significant progress towards reaching this goal by successfully developing new collaborative partnerships with Tusla and SOLAS, and within the corporate sector together with building and strengthening relationships with current partners. Going forward our objectives remain consistent and clear, and we are confident that we have the right strategy and plans in place to achieve this.

In 2019 we were delighted to become the chosen charity

partner for Goodbody Stockbrokers following a rigorous process. We were chosen because of our dedication to our belief in a One Generation Solution to Poverty and our vision and mission that education empowers communities so they can lift themselves out of poverty. This partnership continued in 2020 and will continue until June 2021.

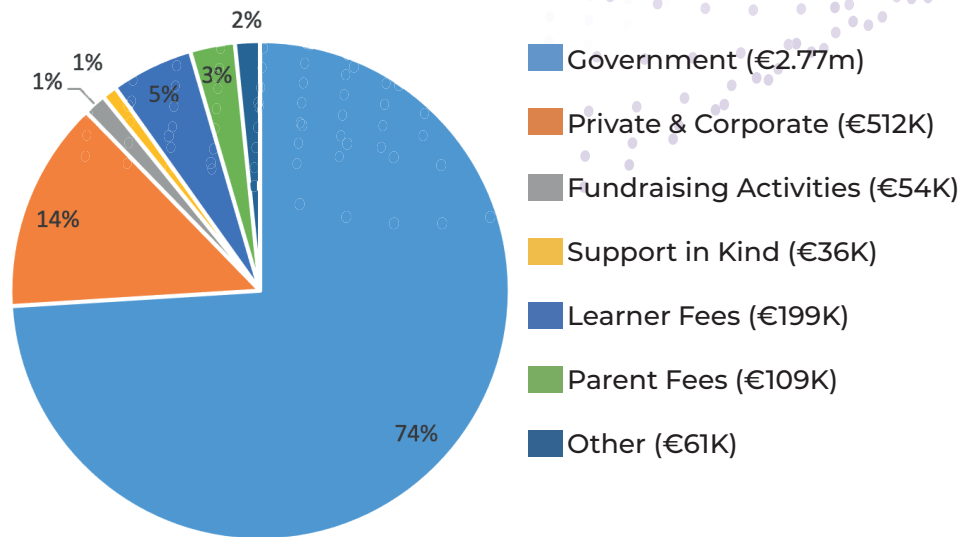
Finding growth in our changing world means exploring new ways of working with partners and eco-systems. During 2020 we entered a collaborative partnership with SOLAS to advance our digital skills for citizenship and employment and to progress the development of our digital skills toolkit. This strategic partnership positions us in a stronger position and offers a chance for An Cosán to recover quickly from the difficulties encountered from Covid-19 so we can focus on the communities we serve.

Our partnerships with SOLAS and Tusla were strengthened during 2020. We are very grateful to both organisations and fully committed to supporting them in their public service as a key community partner.

We received exceptional Government funding in 2020 due to the Covid 19 pandemic supports namely TWSS, EWSS and Stability Fund

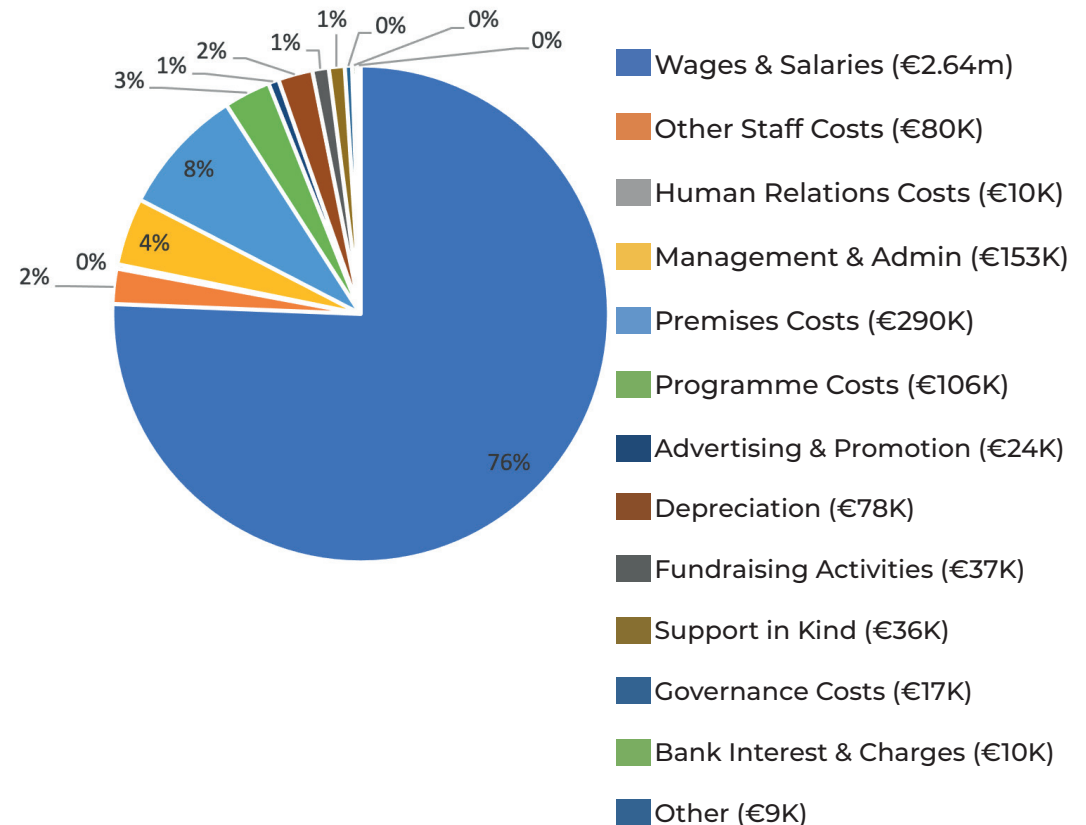
Income 2020

Our total Income of €3.74m represents an increase of €15k against income levels achieved in 2019. State funding was 74% (€2.77m) of our 2020 operating budget. An Cosán self-generated 11% of total income. The breakdown of funding streams is shown below.



Expenditure 2020

Our total Expenditure of €3.49m represents a decrease of €275k against expenditure levels in 2019. Expenditure on Charitable activities in 2020 amounted to €3.45m which is a 6% decrease on 2019's activities.



STATUTORY SUPPORT

An Cosán acknowledges the financial support it received from a range of government departments including TUSLA, SOLAS, Department of Children and Youth Affairs, Department of Social Protection, Department of Rural & Community Development, South Dublin County Council, Dublin City Council, Dublin and Dún Laoghaire ETB, Higher Education Authority, IHREC, and Pobal. An Cosán staff work collaboratively with various state officials to ensure that programmes are run on a value for money basis which meets national policy objectives.

An Cosán provides essential services at the request of statutory agencies to highly disadvantaged communities struggling with social exclusion and poverty.

Included in these Financial Statements are details of all government funding received as per statutory requirement Circular 13.

FUNDRAISING

An Cosán generated a notable 15% of its 2020 income mix from fundraising, corporate and philanthropic support. An Cosán's staff, directors, corporate partners, and volunteers worked diligently throughout the year to raise these much-needed funds for direct line programme work, although our ability to hold events was somewhat curtailed from March onwards due to the pandemic.

- » Our annual International Women's Day Lunch which was held in The Shelbourne Hotel in March 2020 raised a surplus of €13.5k
- » Our annual Golf Classic which was held in Powerscourt Golf Club in August successfully raised €4.8k in surplus
- » Due to the pandemic we did not hold our annual Winter Ball in 2020

CORPORATE SUPPORT

Corporate support for our comprehensive programme streams at An Cosán continued to play a vital role in our daily operations by allowing the organisation to increase both the quantity and quality of the services we provide. In particular, corporate funders supporting our on-line community education programmes took a leadership role which facilitated innovation and development of education and enterprise opportunities for hundreds of new learners to access An Cosán from diverse locations nationwide. We now have 187 community partners located across all counties. Our corporate and philanthropic partnerships enabled a new cohort of participants to engage in further education. We rely on these resources garnered from our partnerships to fund the shortfalls in state funding and ensure the continued success of our extensive programme streams in support of a growing number of disadvantaged communities to help their path out of poverty via education.

Financial support was provided in 2020 from the Community Foundation of Ireland, Accenture, Google, Microsoft, JP Morgan, Ulster Bank, and Goodbody. An Cosán also acknowledges with thanks financial support from several private and anonymous funders.

In addition, An Cosán's partnerships with Goodbody Stockbrokers, Accenture and Ernst Young (EY) provided invaluable pro bono supports across a wide range of skills such as staff development, mentoring, higher education scholarships, curriculum development, and project management.

During 2020 we continued our collaborations and engagement in European Union funded projects and sharing our experiences at EU level. We sourced EU Funding to further develop and sustain our services in line with European best practice along with engaging as an 'active citizenship organisation' to inform policy and practice within the union.

In 2021 we will begin work on a new EU partnership with Erasmus + on the fatherhood, gender roles and parenting project which aims to empower and train young fathers to actively engage in the parenting role. Application and planning for this began in 2020, along with four other NGO partners.

PLANS FOR THE FUTURE & BUILDING RESERVES

An Cosán's Reserves Policy was revised by management and signed off by the Board in 2020. It forms part of our corporate governance framework, is consistent with SORP legislation and our strategic intent. We are pleased that our negative reserves position has been addressed and we aim to continue to build on this positive outcome.

To ensure continuity and develop our services it is crucial that we source new avenues of funding for the organisation to ensure its sustainability. Whilst we have successfully grown our government and corporate support in 2020, we are committed to attracting more new corporate donors and seek increased state funding. An Cosán developed an ambitious strategic plan (2018-2021) and, while elements of the plan are funded by corporate partner's investment, significant challenges remain. ***The more successful we are in attracting programme funding the more demands there are on our administration and overhead resources.***

Socio-cultural factors play an important role in the growth of the community education sector. The demographics of Ireland's population has changed dramatically over the past ten years as we move toward an ageing population and changes in educational trends resulting from digitalisation which have been accentuated by the Covid-19 pandemic.

An Cosán has been at the forefront of recognising these changes in the sector and has already adapted an educational mix that suits the context. This positioned us in the fortunate position of being able to uplift the majority of our programmes to on-line delivery with minimal negative effects.

In light of the increased demands for our essential services, multi-year state funding continues to be an essential goal for An Cosán in order to properly support families and individuals including those re-engaging and progressing through education on the pathway to personal empowerment and employment.

As An Cosán moves through 2021 with the commitment and ability to make a significant contribution to the social and economic development of marginalised and excluded communities across Ireland we seek:

- » Recognition as a proven innovative model of excellence in lifelong learning
- » Adequate resources to continue to grow, develop and serve families in marginalised communities.
- » Assurance of sustainability for An Cosán into the future enabling the organisation to deliver on its mission to use the power of transformative education to end the injustice of poverty wherever we find it.

IMPACT OF COVID-19

The impact from Covid-19 has had a significant effect on our organisation. Several fundraising activities were put on hold as we navigated our way through the gradual easing of lock down phases and the uncertainty associated with the volatility of Covid-19 from an economic and social perspective.

Technology continues to advance at an accelerated rate. The shift in the education sector to online learning has reshaped the way education is delivered. Technology has hugely assisted the continuity of education through online learning and at An Cosán we have effectively 'broken the mould' by being in the advantageous position of having already adopted online and blended learning models which have been in operation for several years and were able to adapt nearly all our programmes to be delivered online during the pandemic. This was of course subject to our service users having adequate access to technology, and this is not always the case.

During 2020 we were grateful to our corporate partners who generously gave laptops to support our learners and to the Department of Further and Higher Education, Research, Innovation and Science, Dublin and Dun Laoghaire Education and Training Board (DDLETB) for their support under the Mitigating Against Educational Disadvantage Fund (MAEDF) grant which also supported learners IT requirements.

Several factors feed into how our sector will cope in the short-term. Unemployment and short-term lay-offs resulting from Covid-19 have all played their part in the reduced income available to our students and parents. And yet the need for education, upskilling and social supports has never been greater.

It will be the responsibility of our government to underpin a clear strategy for recovery within this sector as we emerge from our current lockdown situation not only in Ireland but from an EU perspective.



Structure, Governance & Management

Chair of the Board – Anna Durkan
Vice Chair – Conal Henry
Secretary – Mairead Butler
CEO – Heydi Foster Breslin
Deputy CEO – Anne Genockey

It is noted that neither the CEO or the Deputy CEO are members of the Board

GOVERNANCE

Good governance means focusing on the organisation's purpose and on outcomes for the local community and the women, children and men who use our services.

Specifically:-

- » Being clear about the organisation's purpose and its intended outcomes for the local community and service users.
- » Making sure that service users receive a high-quality service.
- » Making sure our funds are used efficiently and represent value for money.
- » Ensuring appropriate and clear procedures are in place for the board's governance responsibilities; that they are known to board members and management and reviewed periodically.

Good governance means performing effectively in clearly defined functions and roles being clear about the functions of the Board of Directors.

- » Being clear about the responsibilities of non-executives and the management and making sure that those responsibilities are carried out.
- » Being clear about the relationships between directors and all stakeholders.

Good governance means promoting values for the whole organisation and demonstrating the values of good governance through behaviour

- » Putting organisational values into practice.
- » Individual directors behaving in ways that uphold and exemplify effective governance.

Good governance means taking informed, transparent decisions and managing risk

- » Being rigorous and transparent about how decisions are taken.
- » Having and using good quality information, advice and support.
- » Making sure that an effective risk management system is in operation.

Good governance means developing the capacity and capability of the Board of Directors to be effective

- » Making sure that appointed and elected directors have the skills, knowledge and experience they need to perform well.
- » Developing the capability of people with governance responsibilities and evaluating their performance as individuals and as a group.
- » Striking a balance in the members of the governing body between continuity and renewal.

Good governance means engaging stakeholders and making accountability real.

- » Understanding formal and informal accountability relationships
- » Taking an active and planned approach to dialogue with and accountability to all stakeholders.
- » Taking an active and planned approach to responsibility to staff.

Selection and Election of Directors

- » All directors have a right and responsibility to identify individuals who might make a significant contribution to the organisation as a director.
- » The following process will be followed in the recruitment and selection of Directors:
- » When a potential Director has been selected either by a current Director or through Boardmatch they will be invited to An Cosán for an induction meeting including

overview of An Cosán and overview of the work of the Directors. This will be conducted by the team in An Cosán and the CEO.

- » After this meeting the potential Directors will be contacted again if they feel they are a good fit for An Cosán and they will be asked to express their interest in becoming a Director
- » The next step will be to meet with the CEO and/or the Chair to go over the handbook and corporate governance
- » Post this meeting the CEO and Chair should assess the individual's skills, experience, availability and 'organisational fit'
- » If in agreement the person will be proposed at the next Board meeting
- » If the Board agree, the individual should be invited to join the Board. The director can then approach the potential director and seek their agreement to be proposed to the Board at the appropriate time.

Retirement/Resignation of Directors

- » On retirement or resignation, directors will be acknowledged for their contribution to the organisation and the Chair of the Board will conduct an exit interview a minute of which will be held on file.

Selection and election of Chair and Vice Chair and other officers of the Board

The Officers of the Board of Directors are elected to office for a term of two years. Any officer can be proposed for a further term of two years.

In January of the year in which officers will be elected, a Succession/Nominating Committee will be established by the Chair of the Board. This committee will consider which directors might have the time, skills, experience and enthusiasm to make a good Chair of the Board. It will consult and solicit nominations from other directors. It will assess directors' willingness to undertake the role. This committee can recommend a director for the role of Chair. The committee will also consider and can recommend individual directors for the position of Vice-Chair, Company Secretary and Chairs of Working Groups.

The Succession/Nominating Committee is responsible for ensuring the names of all the members who wish to stand for vacant positions are considered by the Board of Directors. Two weeks before the AGM, forms to propose and second directors as officers must be submitted to the company secretary.

In the event of only one nomination being received for any post the relevant director will be deemed to be elected to the post and that will be announced at the AGM.

In the event of more than one nomination being received for any post, an election will be held at the AGM. The auditor with two members of the organisation will be the scrutinisers for the election.

Induction Process

Potential directors are invited to meet with the chair of the Board and the CEO, to tour the building and discuss the organisation, its mission, culture and ethos. Each potential director is given background information on the organisation to read. An Induction Process for directors elected at the AGM is outlined below. When individual directors are elected at other times a tailored induction process is possible.

Upon election to the Board at the AGM a date is set for a day long induction process for new directors. This is the responsibility of the Chair of the Board and the CEO but other directors are welcome to engage in the process and support new directors find their feet. This is an intensive day's induction but it is interspersed with coffee breaks, lunch and space for some social interaction with managers, staff and people who have used the services An Cosán offers.

- » Directors are offered a tour of the organisation.
- » The Chair, or a long serving Director, shares the history of the organisation.
- » The CEO presents the vision and organisational values, culture and ethos.
- » The Chair presents on the governance processes of the organisation and organisational structure.
- » A Board Manual is presented to each new director including the following:
- » An overview, brief biographies and photographs of current Board of Directors
- » Directors role description and letter of agreement
- » Board Papers for the previous three Board Meetings,

- » the organisation's Memorandum and Articles of Association
- » The current strategic plan
- » The previous year's Financial Accounts
- » All Board policies and procedures
- » 'Buddies' are selected for new directors and details exchanged
- » The CEO introduces the Strategic Plan and current challenges facing the organisation
- » New directors are assigned to a Working Group or Sub-Committee.
- » The Managers of each operation meet with the new directors and introduce them to their particular operation
- » Before the first Board Meeting for new directors all Board members will arrive for supper and time to welcome and socially interact with the new directors.

Board Attendance

Attendance at Board Meetings is an expected commitment of directors. It is understood that occasionally issues arise for directors which will make it impossible to attend Board Meetings.

Board members who are not in attendance, are not available to provide input from their unique perspectives and expertise; are not available to vote on issues; are not available to learn from the other board members and staff, are missing and they are missed.

If a member cannot attend regularly, the Chair should discuss continued membership with them. Where the

situation cannot be rectified, the members should be asked to resign in the interest of the organisation. If a difference of opinion arises, the Chair will convene the Succession/ Nominating committee to resolve the situation on behalf of the Board.

A serious Board-attendance problem occurs if any of the following conditions exist in regard to a board member's attendance to board meetings:

- » The member has two un-notified absences in a row.
- » The member has three notified absences in a row.
- » The member misses one third of the total number of board meetings in a twelve-month period.

Directors Responsibilities Chairperson

- » Plan Board meetings and develop agenda with CEO.
- » Ensure the Board meets at least 6 times per year.
- » Ensure maximum participation.
- » Ensure Agenda, Minutes, Reports and other necessary papers are sent to Directors before Board Meetings in a timely and clear manner.
- » Ensure adequate information is available to support directors make informed decisions.
- » Preside over meetings - keeping order, sticking to the agenda and time, and ensuring everyone has their say.
- » Make sure that decisions are made for relevant agenda items and that the decisions are implemented within a

certain timeframe and by designated people, if necessary.

- » Provide leadership and make sure the Board of Directors works effectively.
- » Work closely with An Cosán's CEO to gather an overview of An Cosán's activities.
- » Act as a spokesperson for the Board of Directors and/or An Cosán, as needed.
- » Oversee and appraise the work of the CEO.
- » Be first signatory and certify An Cosán's annual accounts.

Vice-chairperson

- » Assist the chairperson with planning meetings.
- » Preside over meetings if the chairperson is absent.
- » Assist the chairperson with matters between meetings, for example making sure that decisions taken at meetings are implemented.
- » Deal with specific tasks or issues as defined by the Board of Directors.
- » Assist the chairperson in representing the organisation externally.

Company Secretary

As a company limited by guarantee, An Cosán is legally obliged to have a company secretary. This is the only mandatory position on the Board of Directors. In An Cosán the company secretary will:

- » Make sure that An Cosán's full name is displayed outside its registered office and that An Cosán notifies the Companies Registration Office (CRO) of any change in the registered office within 14 days.
- » See to it that An Cosán's certificate of incorporation is

displayed.

- » Make sure that the company name, registered number, place of registration, registered office and names of Board of Directors members appear on the organisation's website, letters and e-mails.
- » Keep An Cosán's registers (list of members and names of Board of Directors members) up to date and at the registered office (or inform the CRO if they are not there).
- » Notify the CRO of any change in Director, company secretary or home address within 14 days.
- » Make sure that all legal agreements and contracts are properly discussed, agreed by members of the Board of Directors and kept in a safe place.
- » Call annual general meetings (AGMs) and extraordinary general meetings (EGMs) at the request of other members of the Board and/or members of An Cosán, according to the rules in the constitution and articles of association.
- » Make sure that the AGM is held each calendar year, no more than 15 months apart.
- » Make sure that An Cosán issues to members the required notice of general meetings.
- » Make sure that an independent auditor is appointed at the AGM.
- » Make sure that the accounts are properly prepared and audited (with the Finance & Risk Committee).
- » Send in the annual return to the CRO by the relevant annual return date.
- » Notify the CRO of any change to the memorandum and articles of association.
- » Notify the CRO within 15 days of the passing special

resolutions.

- » Keep copies of all annual returns and accounts.
- » Comply with any other duties as imposed by the Companies Acts 2014.

Decision-making procedures at the Board

- » Within the framework of the mission, strategic plan and annual business plan, decisions should, in general, be straightforward where the matter that arises is within these.
- » Where this is not so, and wherever possible, decisions will be made by consensus following discussion. In cases, where the Board cannot reach consensus, the Chair may propose to:
- » Defer the matter to the next meeting and seek, in-between, to address the differences in opinion.
- » Refer the matter to an ad hoc committee (membership to be relevant to the matter at hand) of the Board and ask for a recommendation for the full Board.
- » Put the matter to a vote of the Board, with approval of a decision requiring 60% support.

Schedule of matters reserved for the Board

1. Approval of the strategic plan, business plan, budget.
2. Decision on legal matters which have, or are likely to be the basis of an action against An Cosán.
3. HR claims which involve the CEO; HR cases stipulated in the personnel policies as requiring attention of the Board.
4. Approval of capital and operational expenditure items over €500.
5. Recruitment and selection of the CEO, terms and

conditions and performance reviews.

6. Considering developments or actions that may have significant impact on the organisation's strategy, finances, reputation, and capacity to fulfil its mission.

7. Considering significant matters that may impact staff and client wellbeing.

Fundraising

The Board has adopted the Statement of Guiding Principles for Fundraising and is responsible to ensure that An Cosán complies with those Guiding Principles and will ensure An Cosán will:

1. Adhere to the core principles of respect, honesty and openness by:

- 1.1 Respecting the rights, dignity and privacy of supporters, clients and beneficiaries.
- 1.2 Answering reasonable questions about fundraising activity and fundraising costs honestly.
- 1.3 Making information about our purpose, activities and governance available to the public.

2. Demonstrate its commitment to donors by:

- 2.1 Agreeing and making known a Donor's Charter consistent with the Statement of Guiding Principles for Fundraising containing commitments regarding the causes for which the charity is fundraising, the use of donations, and disclosures regarding the status and authority of those soliciting donations.
- 2.2 Operating a complaints and feedback procedure.

3. Ensure high standards of fundraising practice by:

- 3.1 Ensuring fundraisers are committed to the highest standards of good practice by providing information and training on the Statement of Guiding Principles for Fundraising.
- 3.2 Ensuring that fundraising activities are respectful, honest, open and legal and that images and messages are chosen and used in accordance with the Statement of Guiding Principles for Fundraising.
- 3.3 Having a policy in place regarding the management of volunteer fundraisers.

4. Be financially accountable by:

- 4.1 Publishing an annual report and statement of annual accounts, which includes a statement on compliance with the Statement of Guiding Principles for Fundraising.
- 4.2 Making sure that there are appropriate internal financial and management controls in place.
- 4.3 Making sure that all donations are recorded and that records comply with data protection legislation.

5. Ensure that the Board and senior management take responsibility for implementing and adhering to the Statement of Guiding Principles for Fundraising by:

- 5.1 Identifying any risks that may arise and ensuring appropriate mechanisms are in place given the size and complexity of the organisation to manage and deal with those risks.

Legal Structure

The Shanty Educational Project Company Limited By Guarantee was incorporated as a company limited by guarantee on 28 April 1988. The Shanty Educational Project Company Limited By Guarantee is a registered charity (CHY8659) and company limited by Guarantee and is governed by its Constitution. The company currently operates under the registered business name An Cosán. The company currently has 3 members, each of whom agrees to contribute €1.27 in the event of the company winding up.

Risk Management

An Cosán manages risk management across the organisation on an on-going basis, including:

- » Annual risk management review by the Senior Management Team and Board of Directors
- » Discussion by CEO and Finance & Risk Committee Chair of emerging risks with action plan at each Board meeting
- » Health and Safety officers appointed at each site to conduct and manage risk register
- » On-going establishment of policies and procedures to mitigate risks identified
- » Implementation of procedures designed to minimise any potential impacts on the charity should risks materialise

The Directors have reviewed the major risks to which An Cosán is exposed and they have taken the appropriate action to mitigate these risks.

Directors' Responsibility Statement

The Directors are responsible for preparing the Directors' Report and the financial statements in accordance with Irish law and regulations.

Irish company law requires the Directors to prepare financial accounts for each financial year. Under the law, the Directors have elected to prepare the financial statements in accordance with Irish Generally Accepted Accounting Practice in Ireland, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and promulgated by the Institute of Chartered Accountants in Ireland and Irish law.

Under company law, the Directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the assets, liabilities and financial position of the company for the financial year end date and of the surplus or deficit of the company for that financial year and otherwise comply with the Companies Act 2014.

In preparing these financial statements, the Directors are required to:

- » select suitable accounting policies and then apply them consistently
- » make judgments and accounting estimates that are reasonable and prudent
- » state whether the financial statements have been prepared in accordance with applicable accounting

standards, identify those standards, and note the effect and the reasons for any material departure from those standards; and

- » prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The Directors confirm that they have complied with the above requirements in preparing the financial statements.

The directors are responsible for ensuring that the company keeps or causes to be kept adequate accounting records which correctly explain and record the transactions of the company, enable at any time the assets liabilities, financial position and surplus or deficit of the company to be determined with reasonable accuracy, enable them to ensure that the financial statements and directors' report comply with the Companies Act 2014 and enable the financial statements to be audited. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The directors are responsible for the maintenance and integrity of the corporate and financial information included on the company's website. Legislation in Ireland governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

State of Affairs and Events Since the Balance Sheet Date

In the opinion of the Directors, the state of the company's affairs is satisfactory and there has been no material change since the Balance Sheet date.

Accounting Records

The measures taken by the Directors to ensure compliance with the requirements of Sections 281 to 285 of the Companies Act 2014 with regard to the keeping of accounting records, are the employment of appropriately qualified accounting personnel and the maintenance of computerised accounting systems. The company's accounting records are maintained at the company's premises at Kiltalown Village Centre, Fortunestown Road, Jobstown, Tallaght, Dublin 24.

Taxation Status

No charge to taxation arises as The Shanty Educational Project Company Limited By Guarantee has been granted charitable exemption by the Revenue Commissioners.

Lobbying and Political Donations

There were no political donations in 2020 and as a result no disclosures are required under the Electoral Act, 1997.

As required under the Regulation of Lobbying Act 2015, the Shanty Educational Project Company Limited By Guarantee

now records all lobbying activity and communications with Designated Public Officials (DPOs). It has made the returns and submissions required by the Act.

Directors and their Interests

The Directors and Secretary who held office during the year are set out on Page 30.

Disclosure of Information to Auditors

Each of the persons who are Directors at the time when this Directors' Report is approved has confirmed that:

- » in so far as that Director is aware, there is no relevant audit information of which the company's auditors are unaware, and
- » that Director has taken all the steps that ought to have been taken as a Director in order to be aware of any relevant audit information and to establish that the company's auditors are aware of that information.

Auditors

Crowe Ireland, Chartered Accountants and Statutory Audit Firm, were appointed as auditors to the company in January 2017 and, being eligible, have expressed their willingness to continue in office in accordance with Section 383(2) of the Companies Act 2014.

On Behalf of the Board of Directors:



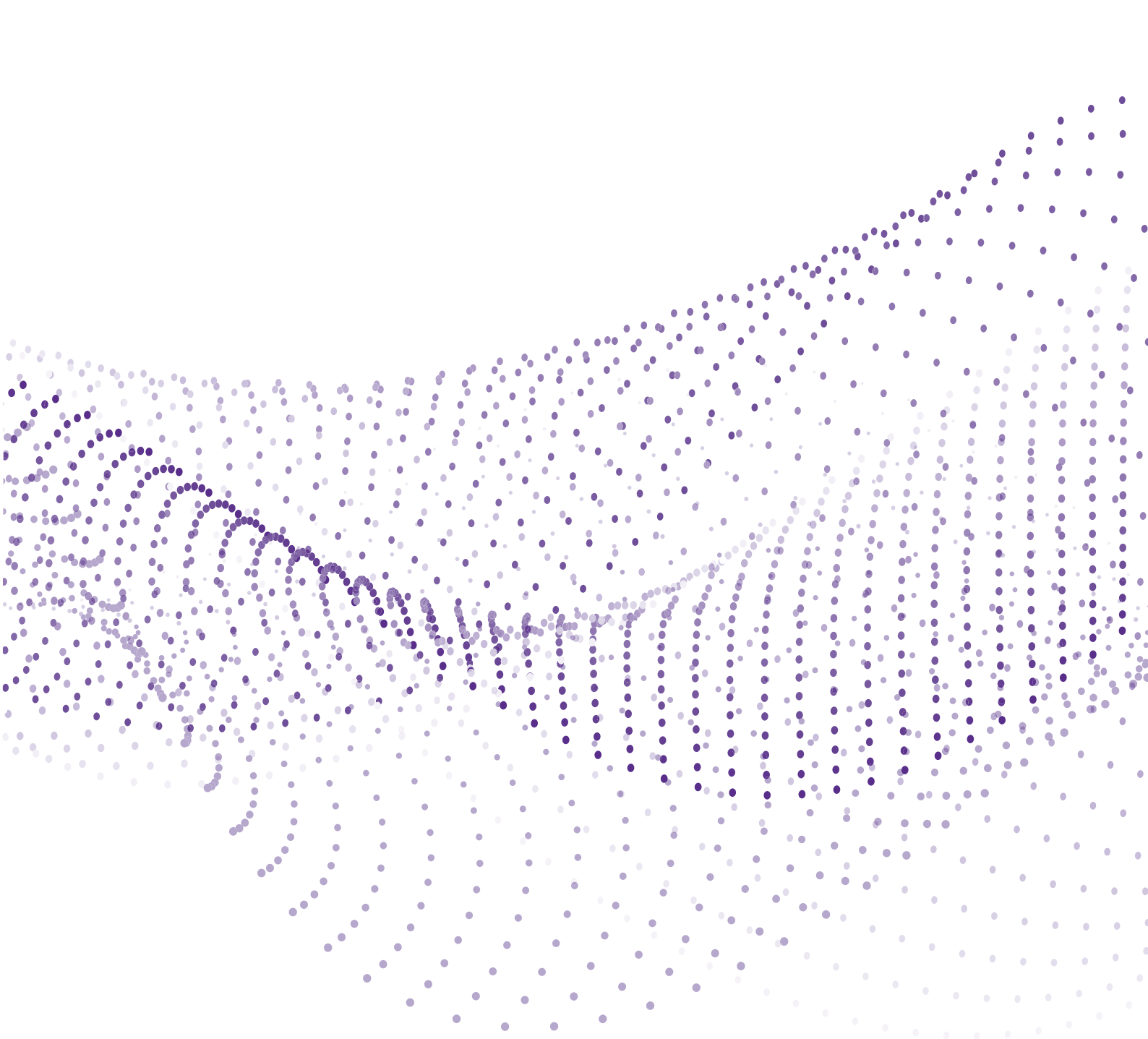
Anna Durkan

Date: 24th June 2021



Mairead Butler

Date: 24th June 2021



Accounts

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE SHANTY EDUCATIONAL PROJECT LIMITED COMPANY LIMITED BY GUARANTEE

Report on the audit of the financial statements

Opinion

We have audited the financial statements of The Shanty Educational Project Limited CLG for the year ended 31 December 2020, which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and the notes to the financial statements, including a summary of the significant accounting policies set out in note 2. The financial reporting framework that has been applied in their preparation is applicable Irish law and accounting standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and with reference to Statement of Recommended Practice "Accounting and Reporting by Charities" effective 1 January 2019.

In our opinion the financial statements:

- give a true and fair view of the assets, liabilities and financial position of the Company's affairs as at 31 December 2020 and of its net movement in funds for the year then ended;
- have been properly prepared in accordance with Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and with reference to Statement of Recommended Practice "Accounting and Reporting by Charities" effective 1 January 2019; and
- have been prepared in accordance with the requirements of the Companies Act 2014.

Basis of opinion

We conducted our audit in accordance with International Standards on Auditing (Ireland) (ISAs (Ireland)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the company in accordance with the ethical requirements that are relevant to our audit of financial statements in Ireland, including the Ethical Standard issued by the Irish Auditing and Accounting Supervisory Authority (IAASA), and the provisions available for small entities, in the circumstances set out in note 23 to the financial statements and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the directors' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the directors with respect to going concern are described in the relevant sections of this report.

Other information

The directors are responsible for the other information. The other information comprises the information included in the Annual report, other than the financial statements and our Auditors' report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE SHANTY EDUCATIONAL PROJECT LIMITED
COMPANY LIMITED BY GUARANTEE**

Opinion on other matters prescribed by the Companies Act 2014

Based solely on the work undertaken in the course of the audit, we report that:

- in our opinion, the information given in the Directors' Report is consistent with the financial statements; and
- in our opinion, the Directors' Report has been prepared in accordance with applicable legal requirements.

We have obtained all the information and explanations which we consider necessary for the purposes of our audit.

In our opinion the accounting records of the company were sufficient to permit the financial statements to be readily and properly audited, and financial statements are in agreement with the accounting records.

Matters on which we are required to report by exception

Based on the knowledge and understanding of the company and its environment obtained in the course of the audit, we have not identified material misstatements in the Directors' Report.

The Companies Act 2014 requires us to report to you if, in our opinion, the disclosures of directors' remuneration and transactions required by sections 305 to 312 of the Act are not made. We have nothing to report in this regard.

Respective responsibilities

Responsibilities of directors for the financial statements

As explained more fully in the Directors' responsibilities statement, the directors are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the directors are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the management either intends to liquidate the company or to cease operations, or has no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

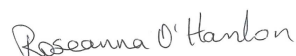
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an Auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (Ireland) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the IAASA's website at: [https://www.iaasa.ie/Publications/ISA 700 \(Ireland\)](https://www.iaasa.ie/Publications/ISA 700 (Ireland)). The description forms part of our Auditors' report.

The purpose of our audit work and to whom we owe our responsibilities

This report is made solely to the company's members, as a body, in accordance with Section 391 of the Companies Act 2014. Our audit work has been undertaken so that we might state to the company's members those matters we are required to state to them in an Auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the company and the company's members, as a body, for our audit work, for this report, or for the opinions we have formed.

Signed by:



Roseanna O' Hanlon

For and on behalf of:



Crowe Ireland

Chartered Accountants and Statutory Audit Firm
Marine House
Clanwilliam Place
Dublin 2

Date: 27 August 2021

THE SHANTY EDUCATIONAL PROJECT COMPANY LIMITED BY GUARANTEE

STATEMENT OF FINANCIAL ACTIVITIES (incorporating the Income and Expenditure Account)
FOR THE YEAR ENDED 31 DECEMBER 2020

	Note	Unrestricted Funds €	Restricted Funds €	Total 2020 €	Total 2019 €
INCOME AND ENDOWMENTS FROM:					
Donations and Legacies	4.1	90,357	512,478	602,835	1,033,138
Charitable Activities	4.2	-	2,824,959	2,824,959	2,188,299
Other Trading Activities	4.3	-	309,215	309,215	500,375
Total Income		90,357	3,646,652	3,737,009	3,721,812
EXPENDITURE ON					
Charitable Activities	5.1	36,000	3,416,261	3,452,261	3,671,535
Raising Funds	5.2	37,454	-	37,454	93,334
Total expenditure		73,454	3,416,261	3,489,715	3,764,869
NET INCOMING/(OUTGOING) RESOURCES		16,903	230,391	247,294	(43,057)
Net movement in funds for the year		16,903	230,391	247,294	(43,057)
Total funds brought forward	16	-	(203,030)	(203,030)	(159,973)
TOTAL FUNDS CARRIED FORWARD	16	16,903	27,361	44,264	(203,030)

All income and expenditure arises from continuing operations.

There are no recognised gains or losses other than the income and expenditure for the above two financial years.

The notes on pages 55 to 64 form part of these financial statements

THE SHANTY EDUCATIONAL PROJECT COMPANY LIMITED BY GUARANTEE

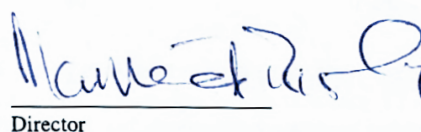
BALANCE SHEET AS AT 31 DECEMBER 2020

	Notes	2020 €	2019 €
FIXED ASSETS			
Tangible assets	10	954,215	985,407
CURRENT ASSETS			
Debtors and prepayments	11	405,061	280,191
Cash and cash equivalents	12	508,681	209,114
		913,742	489,305
CREDITORS (amounts falling due within one year)			
Other creditors	13	(1,054,636)	(891,361)
NET CURRENT LIABILITIES		(140,894)	(402,056)
CREDITORS (amounts falling due after more than one year)	14	(53,490)	(68,772)
UNAMORTISED CAPITAL GRANTS	15	(715,567)	(717,609)
TOTAL NET ASSETS		44,264	(203,030)
INCOME FUNDS			
Restricted Funds	16	27,361	(203,030)
Unrestricted funds	16	16,903	-
TOTAL FUNDS		44,264	(203,030)

Signed on behalf of the Board:


Director

Date: 24/06/2021


Director

Date: 24/6/2021

The notes on pages 55 to 64 form part of these financial statements

THE SHANTY EDUCATIONAL PROJECT COMPANY LIMITED BY GUARANTEE

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2020

	Notes	2020 €	2019 €
NET CASH GENERATED FROM OPERATING ACTIVITIES	18.1	299,676	161,023
NET CASH GENERATED FROM INVESTING ACTIVITIES	18.2	(47,165)	(167,378)
NET CASH GENERATED FROM FINANCING ACTIVITIES	18.3	49,098	123,576
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD	18.4	301,609	117,221
RECONCILIATION OF NET CASHFLOW TO MOVEMENT IN NET FUNDS			
CHANGE IN CASH AND CASH EQUIVALENTS IN THE REPORTING PERIOD	18.4	301,609	117,221
CASH AND CASH EQUIVALENTS AT THE BEGINNING OF THE REPORTING PERIOD	18.4	209,114	91,893
CASH AND CASH EQUIVALENTS AT THE END OF REPORTING PERIOD	18.4	510,723	209,114

The notes on pages 55 to 64 form part of these financial statements

1. GENERAL INFORMATION

The Shanty Educational Project Company Limited By Guarantee is engaged in the provision of Adult and Early Years Education programmes and meeting the needs of the economically disadvantaged communities across Ireland. Its registered office is Kiltalown Village Centre, Fortunestown Road, Jobstown, Tallaght, Dublin 24 which is also its principle place of business.

2. STATEMENT OF ACCOUNTING POLICIES

2.1 BASIS OF PREPARATION OF FINANCIAL STATEMENTS

The financial statements have been prepared in accordance with Financial Reporting Standard 102, the Financial Reporting Standard applicable in the United Kingdom and the Republic of Ireland and Irish statute comprising of the Companies Act 2014 and with reference to the Statement of Recommended Practice (SORP) Accounting and Reporting by Charities issued by the Charities Commissioner in the UK.

The preparation of financial statements in compliance with FRS 102 requires the use of certain critical accounting estimates. It also requires management to exercise judgement in applying the company's accounting policies (see note 2.2).

The principal accounting policies are set out below. The policies have remained unchanged from the previous year.

INCOMING RESOURCES

All incoming resources are included in the Statement of Financial Activities when the charity is entitled to the income and the amount can be quantified with reasonable accuracy and the income is probable. Entitlement to legacies is considered established when the company has been notified of a distribution to be made by the executors. Income received in advance of due performance under a contract is accounted for as deferred income until earned. Grants for activities are recognised as income when the related conditions for legal entitlement have been met. All other income is accounted for on an accruals basis.

- **Donations and Legacies** are recorded in Incoming Resources when receivable.

- Incoming resources from **Charitable Activities** are accounted for when earned.

- **Fee income** is recognised in Incoming Resources when receivable.

- **Donated Services (Support in Kind)** are credited to the Statement of Financial Activities in the year at market value and the corresponding charge made to expenditure.

RESOURCES EXPENDED

All resources expended are accounted for on an accruals basis. Charitable activities include costs of services and grants, support costs and depreciation on related assets. Costs of generating funds similarly include fundraising activities. Non-staff costs not attributed to one category of activity are allocated or apportioned pro-rata to the staffing of the relevant service. Finance, HR, IT and administrative staff costs are directly attributable to individual activities by objective. Governance costs are those associated with constitutional and statutory requirements.

SUPPORT COSTS

Support costs represent the cost to head office of administering projects. These resources expended on charitable activities include the direct costs of the charitable activities together with those support costs (Finance and Administration cost) incurred that enable these activities to be undertaken.

PENSIONS

Defined Contribution Pension Plan

The Company operates a defined contribution plan for an employee. A defined contribution plan is a pension plan under which the Company pays fixed contributions into a separate entity. Once the contributions have been paid the Company has no further payment obligations.

The contributions are recognised as an expense in statement of financial activities when they fall due. Amounts not paid are shown in accruals as a liability in the Balance sheet. The assets of the plan are held separately from the Company in an independently administered fund.

RESTRICTED FUNDS

Restricted funds are accounted for in accordance with the particular terms of trust arising from the express or implied wishes of donors in so far as these are intended to be binding on the company. Where any such wishes are not intended to be legally binding, they are taken into account and recognised in appropriately designated funds.

CURRENCY

The company's functional and presentational currency is the Euro.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

UNRESTRICTED RESERVES

Unrestricted reserves represent amounts which are expendable at the discretion of the directors in furtherance of the objectives of the company and which have not been designated for other purposes. Such funds may be held in order to finance working capital or capital expenditure.

CAPITAL GRANTS

Grants received specifically as a contribution towards the cost of tangible fixed assets are credited directly to the capital fund in the year of receipt. Such grants are amortised to the Statement of Financial Activities on the same basis as the assets are depreciated. Under Charities SORP 2019 the Accruals method for accounting for Grants under Section 24 of FRS 102 is not permitted. The Shanty Educational Project Company Limited By Guarantee have departed from this requirement as the Accruals method for accounting for grants is more appropriate for the organisation.

TANGIBLE FIXED ASSETS AND DEPRECIATION

Tangible fixed assets are stated in the Balance Sheet at cost or revalued amount less accumulated depreciation.

Depreciation is provided on all tangible fixed assets, so as to write off the cost or valuation, less estimated residual value of each asset over its expected useful economic life as follows:

Buildings	2% Straight line
Office Equipment	33% Straight Line
Furniture & Fittings	10% Straight Line
Manual	20% Straight Line

FINANCIAL INSTRUMENTS

The company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

DEBTORS

Short term debtors are measured at transaction price, less any impairment.

CASH AND CASH EQUIVALENTS

Cash is represented by cash in hand and deposits with financial institutions repayable without penalty on notice of not more than 24 hours. Cash equivalents are highly liquid investments that mature in no more than three months from the date of acquisition and that are readily convertible to known amounts of cash with insignificant risk of change in value.

CREDITORS

Short term creditors are measured at the transaction price.

OPERATING LEASES: THE COMPANY AS LESSEE

Rentals paid under operating leases are charged to the SOFA on a straight line basis over the lease term.

TAXATION

No charge to taxation arises as the company has been granted charitable status by the Revenue Commissioners under Section 207 and 208 of the Taxes Consolidation Act 1997.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

2.2 JUDGEMENTS IN APPLYING ACCOUNTING POLICIES AND KEY SOURCES OF ESTIMATION UNCERTAINTY

The preparation of these financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses.

Judgements and estimates are continually evaluated and are based on historical experiences and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The company makes estimates and assumptions concerning the future. The resulting accounting estimates will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

(a) Establishing lives for depreciation purposes of property, plant and equipment.

Long-lived assets, consisting primarily of property, plant and equipment, comprise a significant portion of the total assets. The annual depreciation charge depends primarily on the estimated lives of each type of asset and estimates of residual values. The directors regularly review these asset lives and change them as necessary to reflect current thinking on remaining lives in light of prospective economic utilisation and physical condition of the assets concerned. Changes in asset lives can have a significant impact on depreciation and amortisation charges for the period. Details of the useful lives is included in the accounting policies.

(b) Providing for doubtful debts

The company makes an estimate of the recoverable value of trade and other debtors. The company uses estimates based on historical experience in determining the level of debts, which the company believes will not be collected. These estimates include such factors as the current credit rating of the debtor, the ageing profile of debtors and historical experience. The level of provision required is reviewed on an on-going basis.

(c) Income recognition

In applying the income recognition principles of the Charities SORP, judgements are occasionally required to ascertain whether a grant agreement is performance or non-performance based. This is done using established criteria that are applied consistently across all funding instruments and from one period to the next. Furthermore, where grant agreements are found to be performance based, judgements are required as to the level of income that should be recognised for the year. The organisation typically uses incurred expenditure as the most appropriate basis to measure progress on grant agreements and to recognise the related income. This is done in conjunction with a qualitative assessment of the status of the underlying projects in order to ensure this represents the most appropriate basis of recognition. All judgements are made at the individual grant level and are subject to appropriate review and approval processes.

3. GOING CONCERN

The financial statements have been prepared on the going concern basis. The validity of this assumption is dependent on achieving sufficient operating cash flows for future years. The directors have prepared budgets and cashflows for a period of at least 12 months from the date of approval of the financial statements which demonstrate that there is no material uncertainty regarding the company's ability to meet its liabilities as they fall due. The company is heavily reliant on donations and grant revenue streams in order to carry out its operations. If funding was reduced the ability to continue as a going concern may be affected.

4. INCOMING RESOURCES

Income is composed of Donations and Legacies, Income from Charitable Activities and Other Income as follows:

	2020 €	2019 €
4.1. Donations and Legacies		
<i>Restricted</i>		
Private and Corporate Funding	512,478	901,665
	<u>512,478</u>	<u>901,665</u>
<i>Unrestricted</i>		
Fundraising activities	54,357	119,473
Donated services (Support in Kind)	36,000	12,000
	<u>90,357</u>	<u>131,473</u>
	<u>602,835</u>	<u>1,033,138</u>

4. INCOMING RESOURCES (CONTINUED)**4.2 Income from Charitable Activities - Restricted****State Funding:**

State Organisation	Type of Funding	2020 €	2019 €
Dublin & Dun Laoghaire ETB	Programme Funding - Education & Training	154,100	154,100
Department of Social Protection	School Meals Local Projects Scheme	4,876	12,260
Department of Social Protection	CE Scheme Funding	328,556	94,731
EU Funding	Erasmus	9,109	-
Tusla	Counselling Service Grant	27,500	27,500
Tusla	Core Funding & Programme Funding	672,958	521,958
Solas	Programme Funding and Core Funding	449,809	-
Solas/DDLETB	MAEDF Capital Grant	17,182	-
City of Dublin ETB	ETB Early Years Programme Funding	-	334,529
Higher Education Authority	Programme Funding	22,715	-
FIT Grant	Fastrack Into Technology Grant	308	-
SDCC	Public Participation Networks Funding	80,290	96,376
SDCC	Well Being Social Inclusion Grant	55	-
POBAL (previously ADM)	Capital Buildings Grant	53,140	50,473
POBAL - Community Services Programme	Salary (15 FTE's)	273,164	299,085
POBAL - Community Services Programme	Stability funding	92,429	-
Department of Children & Youth Affairs & POBAL	Early Childhood Care & Education Programme (ECCE)	189,322	308,868
POBAL	RSP Grant	15,500	-
POBAL	AIM	50,274	62,634
POBAL	Childcare Education & Training Support Programme	4,858	17,043
POBAL	Learner Fund	-	1,360
POBAL	Community Childcare Subvention Programme	-	127,809
POBAL	Community Childcare Subvention Plus	132,566	-
POBAL	NCS Income	31,929	-
Revenue	Employee Wage Subsidy Scheme	155,118	-
		2,765,758	2,108,726

Other Income (restricted):

	2020 €	2019 €
Tallaght West Childhood Development Initiative - Grant	59,201	79,573
	59,201	79,573

Total Income from Charitable Activities

	2,824,959	2,188,299
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4.3 Other Income (restricted):

	2020 €	2019 €
Other trading activities	309,215	500,375
	309,215	500,375

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

5. EXPENDITURE ON:

5.1 Charitable activities

	Adult Education €	Early Years Childcare €	Total 2020 €	2019 €
Wages & Salaries	1,586,249	1,053,252	2,639,501	2,986,235
Other Staff Costs	68,284	11,652	79,936	60,797
Human Relations Costs	9,410	280	9,690	10,842
Programme Costs (incl. Course, Best Start, Food & Virtual L.)	80,873	25,136	106,009	130,150
Premises Costs	216,377	73,636	290,013	268,062
Advertising & Promotion	23,586	180	23,766	5,403
Depreciation	66,998	11,359	78,357	67,353
Bank Interest & Charges	8,924	879	9,803	11,160
Management & Administration	145,784	7,407	153,191	99,345
Other Costs	9,818	(423)	9,395	19,938
Governance Costs	4,771	11,829	16,600	12,250
Support in Kind	18,000	18,000	36,000	12,000
	2,239,074	1,213,187	3,452,261	3,683,535

5.2 Raising Funds

	2020 €	2019 €
Fundraising - International Women's Day Lunch	28,486	30,908
Fundraising - Gala Ball	2,115	37,473
Fundraising - Golf Classic	6,199	5,530
Fundraising - Other	654	7,423
	37,454	81,334

5.3 Governance costs include the following

	2020 €	2019 €
Board & annual general meeting expenses	-	968
<u>Auditors' remuneration</u>		
Audit	12,915	11,282
Other financial services	3,684	-
	16,599	12,250

6. PENSION COSTS

	2020 €	2019 €
Retirement Benefits	9,341	-

The company operates a defined contribution pension scheme. The expense has been fully allocated to the restricted fund as these costs

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

7. DIRECTORS' REMUNERATION AND TRANSACTIONS

No remuneration is paid to Directors for their services as Board Members. Directly incurred expenses are reimbursed, if claimed. No directors expenses were claimed in the year.

8. EMPLOYEES AND REMUNERATION

The average number of employees during the year was 140 (2019: 116) and is analysed into the following categories:

	2020 Full Time	2020 Part Time	2019 Full Time	2019 Part Time
Management	4	-	4	-
Administration	5	6	6	6
Education and Training	14	17	10	4
Early years education and care	16	46	14	40
CE Scheme	1	22	1	21
Other Services	3	3	1	9
Hospitality	-	3	-	-
	<u>43</u>	<u>97</u>	<u>36</u>	<u>80</u>

The staff costs are comprised of:

	2020 €	2019 €
Wages and Salaries	2,414,101	2,749,169
Employers PRSI	216,059	237,066
Employers pension contribution	9,341	1,200
Statutory redundancy	15,756	-
	<u>2,655,257</u>	<u>2,987,435</u>

Senior staff remuneration:

The number of senior staff receiving remuneration over € 60,000 is:

	2020	2019
€60,000 - €69,999	1	2
€70,000 - €79,999	-	1
€90,000 - €99,000	1	-
	<u>2</u>	<u>3</u>

Key Management remuneration:

Key management personnel include the Chief Executive Officer and the senior management team for whom the total remuneration cost was €175,342 (2019: €218,379). The CEO Heydi Foster Breslin was paid a gross remuneration of €99,822 (2019: €15,500 - Appointed CEO in November 2019) The outgoing CEO Elizabeth Waters was paid €3,565 (2019: €73,855)

9. TAXATION

No charge to taxation arises as The Shanty Educational Project Company Limited By Guarantee has been granted charitable exemption by the Revenue Commissioners.

THE SHANTY EDUCATIONAL PROJECT COMPANY LIMITED BY GUARANTEE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

10. TANGIBLE FIXED ASSETS

	Buildings	Fixtures & Fittings	Office Equipment	Manual	Total
	€	€	€	€	€
COST					
At 1 January 2020	1,275,655	505,874	467,476	77,501	2,326,506
Additions	-	23,438	23,727	-	47,165
At 31 December 2020	<u>1,275,655</u>	<u>529,312</u>	<u>491,203</u>	<u>77,501</u>	<u>2,373,671</u>
DEPRECIATION					
At 1 January 2020	492,258	372,958	398,382	77,501	1,341,099
Charge for the year	24,409	25,627	28,321	-	78,357
At 31 December 2020	<u>516,667</u>	<u>398,585</u>	<u>426,703</u>	<u>77,501</u>	<u>1,419,456</u>
NET BOOK VALUE					
At 31 December 2020	<u>758,988</u>	<u>130,727</u>	<u>64,500</u>	<u>-</u>	<u>954,215</u>
At 31 December 2019	<u>783,397</u>	<u>132,916</u>	<u>69,094</u>	<u>-</u>	<u>985,407</u>

11. DEBTORS (Amounts falling due within one year)

	2020	2019
	€	€
Government Grants and Contributions Receivable	304,227	185,064
Fees Due	21,502	15,425
Prepayments & Sundry Receivables	<u>79,332</u>	<u>79,702</u>
	<u>405,061</u>	<u>280,191</u>

12. CASH AND CASH EQUIVALENTS

	2020	2019
	€	€
Cash at bank and in hand	<u>508,681</u>	<u>209,114</u>

13. CREDITORS (Amounts falling due within one year)

	2020	2019
	€	€
Creditors & Accruals	127,960	145,664
Deferred Income	819,770	687,487
Payroll taxes & Temporary Wage Subsidy Scheme	<u>106,906</u>	<u>58,210</u>
	<u>1,054,636</u>	<u>891,361</u>

The deferred income is in respect of monies received which relate to expenditures yet to be incurred.

THE SHANTY EDUCATIONAL PROJECT COMPANY LIMITED BY GUARANTEE

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

14. CREDITORS (Amounts falling due more than one year)

	2020	2019
	€	€
Department of Social Protection - Redundancies	53,490	68,772
	<u>53,490</u>	<u>68,772</u>

15. UNAMORTISED CAPITAL GRANTS

A grant of €838,027 (IR£660,000) was received in 1999 from the Irish Government (administered by Area Development Management) towards the construction of the Company's premises at a site provided by South Dublin County Council, at Kiltalown Village Centre, at a cost of €1,057,241. The grant is to be amortised to the Statement of Financial Activities over 50 years from October 1999 in line with the rate of depreciation applied to buildings. Grants received in respect of other capital expenditures are similarly amortised to the Statement of Financial Activities in line with the depreciation of the underlying assets.

	2020	2019
	€	€
Unamortised balance at the beginning of the year	717,609	659,579
Additions during the year	49,098	123,576
Amortised during the year	(51,140)	(65,546)
	<u>715,567</u>	<u>717,609</u>
Unamortised balance at the year end		

16. FUNDS OF THE CHARITY

16.1 ANALYSIS OF MOVEMENTS ON FUNDS

	Opening Balance	Receipts	Expenditure	Closing Balance
	€	€	€	€
Restricted Income	(203,030)	3,646,652	(3,416,261)	27,361
Unrestricted Income	-	90,357	(73,454)	16,903
Total Funds	<u>(203,030)</u>	<u>3,737,009</u>	<u>(3,489,715)</u>	<u>44,264</u>

16.2 ANALYSIS OF NET ASSETS

	Unrestricted Funds	Restricted Funds	Total Funds
	€	€	€
Tangible assets	-	954,215	954,215
Current Assets	16,903	896,839	913,742
Current Liabilities	-	(1,054,636)	(1,054,636)
Non-current Liabilities	-	(53,490)	(53,490)
Unamortised capital grants	-	(715,567)	(715,567)
	<u>16,903</u>	<u>27,361</u>	<u>44,264</u>

17. FINANCIAL INSTRUMENTS

	2020	2019
	€	€
Financial assets		
Financial assets measured at amortised cost	<u>834,410</u>	<u>409,603</u>
Financial liabilities		
Financial liabilities measured at amortised cost	<u>947,730</u>	<u>833,151</u>

Financial assets measured at amortised cost comprise cash, amounts due from government grants and contributions receivable, fees due and other debtors.

18. RECONCILIATION OF CHANGES IN RESOURCES TO NET CASH FLOWS

18.1 OPERATING ACTIVITIES

	2020	2019
	€	€
Net movement in funds	247,294	(43,057)
Depreciation	78,357	67,351
Grant Amortised	(51,140)	(65,546)
Increase in debtors	(124,870)	(30,693)
Increase in creditors	150,035	232,968
Net cash flow from operating activities	<u>299,676</u>	<u>161,023</u>

18.2 INVESTING ACTIVITIES

	2020	2019
	€	€
Payments to acquire tangible fixed assets	(47,165)	(167,378)
Net cash outflow from financing activities	<u>(47,165)</u>	<u>(167,378)</u>

18.3 FINANCIAL ACTIVITIES

	2020	2019
	€	€
Capital Grant Funds Received	49,098	123,576
Net cash outflow from financing activities	<u>49,098</u>	<u>123,576</u>

18.4 ANALYSIS OF CHANGES IN NET FUNDS

	01-Jan 2020	Cash Flows	31-Dec 2020
	€	€	€
Cash and cash equivalents	<u>209,114</u>	<u>301,609</u>	<u>508,681</u>

20. COMMITMENTS

Leasing commitments on non-cancellable operating leases are set out below:

	2020	2019
	€	€
Not later than 1 year	128	37,028
Later than 1 year and not later than 5 years	512	22,037
Later than 5 years	10,764	10,892
	<u>11,404</u>	<u>69,957</u>

The Lease on the premises at Usher's Quay, scheduled to expiry in July 2021, terminated in 2020 due to the impact of Covid-19 on business activity.

21. CAPITAL COMMITMENTS

There were no capital commitments at the balance sheet date.

22. RELATED PARTY TRANSACTIONS

There were no transactions between the company and the directors, or between any related parties.

23. POST BALANCE SHEET EVENTS

The directors note the continuing impact of the Coronavirus outbreak in Ireland, and around the world, and the impact that the pandemic has had on the organisation's operations. Fortunately the company has been able to adapt and respond to the increased needs of the communities it serves and has continued to deliver an excellent support & online service during the pandemic. At the time of approving the financial statements however, there is uncertainty regarding how the balance sheet might be impacted by the longer term impact of the pandemic and as a result an estimate of the financial effect cannot be made.

24. PROVISIONS AVAILABLE FOR SMALLER ENTITIES

In common with many other businesses of our size and nature, we use our auditors to assist in the preparation of the financial statements.

25. LEGAL STATUS OF THE COMPANY

The Company is a public benefit entity and operates as a company limited by guarantee without share capital. At 31 December 2020, there were 3 members (2019: 6), whose guarantee is limited to €1.27 each.

26. ULTIMATE CONTROLLING PARTY

The members of The Shanty Educational Project Limited Company Limited by Guarantee are considered to be the ultimate controlling party.

27. APPROVAL OF FINANCIAL STATEMENTS

The Board of Directors approved these financial statements for issue on the 24th June 2021.