

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**(a company limited by guarantee without a share capital)**

**DIRECTORS' REPORT AND FINANCIAL STATEMENTS**

**FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

Company Registration Number: 475456

Charity Registration Number: 20072643

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

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**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**COMPANY INFORMATION**

Directors	Gwen Brennan Tony O'Rourke (resigned 7 <sup>th</sup> November 2016) Ivor O'Shea Robert Power Roland Tormey (appointed 21 <sup>st</sup> July 2015) Anne Carthy (appointed 15 <sup>th</sup> April 2016) Germaine Noonan (appointed 15 <sup>th</sup> April 2016) Patsy Toland (appointed 15 <sup>th</sup> April 2016)
Secretary	Damien Brennan
Company Number	475456
Charity Number	20072643
Registered Office	10 Lissadel Crescent Malahide Co. Dublin
Auditors	JPAS Ltd. Ardeen House 10/11 Marine Terrace Dun Laoghaire Co. Dublin
Business Address	10 Lissadel Crescent Malahide Co. Dublin
Bankers	Allied Irish Bank plc 40/41 Westmoreland Street Dublin 2

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### DIRECTORS' REPORT

The directors have pleasure in submitting their annual report, together with the financial statements of the company, for the financial year ended 30<sup>th</sup> September 2016.

#### STRUCTURE, GOVERNANCE & MANAGEMENT

The company is a charity and hence the report and results are presented in a form, which complies both with the requirements of the Companies Acts, 2014, and also the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1<sup>st</sup> January 2015) – (Charities SORP (FRS102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102).

#### Legal Status

Global Schoolroom Company Limited by Guarantee is a company registered in Ireland, which was incorporated on the 18<sup>th</sup> September 2009 and is a company limited by guarantee not having a share capital. The objects of the company are charitable in nature and it has established charitable status (CHY No.18768).

#### Companies Act 2014

On the 1<sup>st</sup> December 2016 the company changed its name to Global Schoolroom Company Limited by Guarantee (previously Global Schoolroom Ltd.).

#### Directors and their Interests

At each Annual General Meeting of the company, one third of the directors shall retire from office, or if their number is not three or a multiple of three, then the number nearest one-third, shall retire from office.

The directors to retire in every year shall be those who have been longest in office since the last election, but as between persons who became directors on the same day, those to retire shall be determined by lot.

A retiring director shall be eligible for re-election.

The directors who served on the board during the year are as follows:

Gwen Brennan  
Tony O'Rourke (resigned 7<sup>th</sup> November 2016)  
Ivor O'Shea  
Robert Power  
Roland Tormey  
Anne McCarthy (appointed 15<sup>th</sup> April 2016)  
Germain Noonan (appointed 15<sup>th</sup> April 2016)  
Patsy Tolan (appointed 15<sup>th</sup> April 2016)

There were no other changes in directors between 30<sup>th</sup> September 2016 and date of signing the financial statements.

#### Members

Members of the charitable company guarantee to contribute an amount not exceeding €1 to the assets of the charitable company in the event of a winding up. The total number of members is seven. In May 2015, the Board resolved that the original members of the company be given an opportunity to resign as members so that in future, the members should comprise all the directors plus the CEO. All seven original members resigned in June 2015 and from that point, the directors and CEO became the members of the company.

#### Events Since the Year End

There have been no significant events affecting the company since the year-end.

# GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

## DIRECTORS' REPORT

### OBJECTIVES AND ACTIVITIES

Global Schoolroom is a teacher education initiative established in 2006 by two Irish teachers, which has since then brought over 2,000 teachers in India, Uganda, Ethiopia, Sierra Leone and Kenya together with more than 200 of their Irish counterparts to share their educational experience and contribute to their professional learning. Since 2008, Global Schoolroom has facilitated a UCD Collaborative Programme with approximately 600 Indian teachers progressing to a Level 7 award.

### Vision

Our vision is to improve peoples' lives and build sustainable development through quality education driven by great teaching.

### How we do it

To promote great teaching by releasing the potential of global educational partnership.

### Values

- Quality learning is based on mutual respect and safe relationships, which allow opportunities to try, improve and grow.
- Professional learning helps teachers to be the best they can be.
- Quality education and learning embraces diversity and responds to context and culture.
- Successful education practices are informed by objective evidence and rigorous assessment of impact.

### Principal Risks and Uncertainties

The Directors have identified and assessed the following principal risks that could affect the organisation's work.

#### Financial Risks

Loss of corporate, union or other sponsorship, difficulties amongst volunteers in raising their contributions, currency fluctuations, increasing costs particularly in areas such as airline tickets, economic-downturn, highly competitive environment, and increasing sponsor acquisition costs, negative publicity of charities generally, loss of bank deposits due to collapse of Financial Institutions, fraud within the company.

#### Operational Risks

As a small organisation with limited revenues and much of its work undertaken on a non-remunerated, voluntary basis, there are limited staff opportunities and the restricted resources available to manage the organisation's various operations.

#### Strategic and Governance Risks

The risk of loss of key personnel and any resulting loss in core programme competencies, conflict of interest. The possibility that the organisation's core strategy will become outmoded (e.g. appropriate on line services become available), or redundant (e.g. comprehensive government action to address teacher training needs) or out of synch with local needs (e.g. accreditation required other than that provided by Global Schoolroom, change in legislation which restricts Global Schoolroom in its operations or makes it unable to operate at all). Cybercrime, hacking, credit card theft and database breaches are also relevant risks in this area.

#### Health Safety & Security Risks

Compliance with health and safety legislation, fire in office, break-in to office during and after office hours. Local catastrophes such as earthquake, landslide or flood. Local accidents, such as bus, train, plane or car. Local unrest, such as riot, kidnapping or insurgency. Local health issues, such as malaria, dysentery or other diseases.

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### DIRECTORS' REPORT

The organisation manages these risks as follows:

The organisation holds regular board and subcommittee meetings during which matters of strategic importance are regularly discussed and decision made. The organisation has a proactive approach in keeping all stakeholders, sponsors and members informed through frequent communication.

The organisation aims to manage the financial risk through new fundraising activities with new target areas. All fundraising channels are under review on a rolling basis and efforts are being made to generate funds from new or under-utilised sources, such as legacies, major donors and trusts.

The organisation continually monitors the level of activity, prepares weekly management information and monitors its budgets, targets and projections.

The organisation has a policy of maintaining sufficient cash reserves. The organisation has full back up facilities for its systems and has a support contract for both hardware and software with independent third parties.

The organisation closely monitors emerging changes to regulations and legislation on an on-going basis.

### ACHIEVEMENTS AND PERFORMANCE

2016 saw the achievement of a number of key targets:

- Completion of third diploma programme in India;
- Consolidation of partnership with Holy Cross College, India;
- Strengthening of relationship with the Khasi Jaintia Deficit Schools Teachers' Association;
- Establishment of relationships with prospective partners in other regions.

#### Completion of third diploma programme in India

Central to the successful facilitation of our diploma programme in India is the recruitment of great Tutors. 2016 was no exception and with the support of the Irish Teacher Unions we were extremely successful in securing prominence in both ASTIR and TUI News in September 2016 and IN TOUCH in October 2016. This got recruitment information to over 70,000 teachers, which was supported by regular updates across teacher and other publications, including a feature in the Irish Times, and across our social media platforms. In addition, a series of recruitment talks were held in Teacher Education Centres across the country and letters to school stewards of both the ASTI and TUI Presidents and General Secretaries supported the recruitment materials carried in the magazines. The result was a tremendous response from Irish teachers to volunteer as Tutors in India in 2016 with expressions of interest up 45% on 2015.

The annual assessment of diploma assignments took place in Siloam in June 2016. Out of 257 students who began the course in 2014, 193 (75%) submitted assignments. 188 (73%) progressed into their final year (five failed outright) and 166 will graduate in 2017.

The final 4 modules of the Diploma were facilitated in July 2016 with follow-up reviews later that year. Using the Kirkpatrick Model for evaluation of our programmes:

- 84% of participants reported that the training was either useful or very useful. This is captured by one respondent's opinion, which typifies many responses: *"system and methodologies used by Global Schoolroom have been very useful and effective. The course has strongly motivated me to become a better teacher"*.
- 73% of participants have completed the necessary assignments and passed exams in line with UCD regulations. All of these participants have been recognised as having completed a Diploma in Elementary Education by Assam Don Bosco University in India and entitled to complete the Teacher Eligibility Test (TET), if not already completed. For those who have completed the TET, there has been a 100% success rate.

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### DIRECTORS' REPORT

- 96% of participants demonstrated an improvement in their teaching practice with 74% showing a two-grade increase in competency based on the Stanford Model of appraisal for teacher competency.
- Schools report on increases in pupils coming to school, staying in school and progressing through school. An increase in progression to higher education is also reported.

*"During these days we have learned not only about the importance of the teacher – student relationship but also about the relationships with parents and colleagues."*  
Victorius Lyngkhoi, Shillong

*"After this course I feel more confident in tackling problems with children who find learning difficult."*  
Prettyman Marboh, Shillong

*"For many of us this would be the highlight of our careers in education. Our task was to work with teachers and technical trainees in developing skills best suited to their working environment. Their tremendous dedication and belief in the value of education inspired us and reconfirmed our commitment to the education of young people, both Indian and Irish."*  
Clare McCarthy, Secondary School Teacher, Dunboyne

*"I feel I came back to Ireland enriched both professionally and personally."*  
Siobhan Brennan, Primary School Teacher, Stillorgan

#### **Consolidation of partnership with Holy Cross College, India**

The Holy Cross Congregation, one of our long-term partners in India recently opened a College in Agartala, which is affiliated with Tripura University, a highly ranked and regarded Central University. The College has recently been granted permission to run a Bachelor of Education (B.Ed.) Programme. While the education ministry sets the syllabus of the B.Ed. nationally, each institution has the freedom to set the curriculum – this can therefore lead to very good B.Ed. Programmes and others, which may not be so good.

In 2016, Global Schoolroom was requested to work with the Education Faculty initially to develop a fit for purpose curriculum and then maintain a relationship with the college, building capacity of the teacher educators there to offer a growing programme of in-service training.

Global Schoolroom CEO, Garret Campbell facilitated a very successful pilot workshop for HCC Faculty between 26<sup>th</sup> and 30<sup>th</sup> September 2016, in Agartala. During the workshop, college faculty began exploring current trends in Teacher Education.

#### **Strengthening of relationship with the Khasi Jaintia Deficit Schools Teachers' Association**

A highlight of our relationships with the Khasi Jaintia Deficit Schools Teachers' Association was a joint Irish Teacher Union visit facilitated by Global Schoolroom to Shillong in October 2015. Over mid-term break, ASTI President Máire Ní Chiarba, INTO President Emma Dineen and TUI's Annette Dolan were part of a union delegation to Meghalaya in Northeast India. The delegation was accompanied by Gwen Brennan, Robert Power and Garret Campbell and followed a long tradition of teacher union involvement, which has seen exchange visits of Presidents and officials from both Irish and Indian unions. Speaking at the event held to welcome the Irish delegation to Shillong, Emma Dineen from the INTO said that "With its focus on educating local teachers, Global Schoolroom is able to contribute a huge amount to education in the region."

After the visit, an agreement was reached that the INTO would lead a week-long training session for KJDSTA officials in early 2017. In June 2016, a half-day needs analysis meeting took place in Shillong with the executive members of the KJDSTA to identify needs to be addressed within the association ahead of the planned training. A series of assessment tools and questionnaires developed by Alison Gilliland (INTO) and Garret Campbell, were used.

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#### **Establishment of relationships with prospective partners in other regions**

From October 2015 onwards, a series of exploratory meetings took place with prospective partners with the view to establishing teacher education programmes outside our current region. Meetings took place with the following:

- Irish Aid;
- Mísean Cara;
- Christian Brothers;
- Irish Ursuline Union;
- Presentation Sisters;
- St. Joseph of Cluny Sisters.

The first prospective partnership with the Irish Ursuline Union resulted in the CEO making a scoping visit to Kenya in February 2016. A very successful pilot programme followed in July 2016. The pilot took place in Kitui, outside Nairobi and was facilitated by Clare McCarthy and Siobhan Brennan. In her independent evaluation of this pilot programme for Mísean Cara, Maura Scully stated:

*"This pilot programme has been very positively received by both participants and manager of the technical colleges. Strong interest in follow up more intensive training programme has been stimulated and teachers and managers are requesting a longer term more intensive training programme. I would recommend that this request be acted upon as soon as possible to build on this very positive pilot training programme experience."*

The choice of the second prospective partner fell to the Sisters of Saint Joseph of Cluny, again resulting in a scoping visit to Sierra Leone by the CEO in May 2016, resulting in a successful funding application to Mísean Cara to establish a pilot programme for early 2017. Sister Catherine Jarra, Vice Provincial Superior of West Africa said of this proposed partnership:

*"Global Schoolroom and the Sisters of Saint Joseph of Cluny hold a shared vision and a commitment to work together to serve the people of Sierra Leone, through facilitation of teacher education and capacity building programmes within SJC Schools. The purpose of working together is to bring real and sustainable benefits to the poor and marginalised through education. The SJC West African Province fully supports this initiative and believes that through this support it is possible for Global Schoolroom and the sisters of St. Joseph of Cluny to facilitate programmes of immense value to the people of Sierra Leone. The Sisters of St. Joseph of Cluny recognises and values the experience, expertise and specialist focus of Global Schoolroom."*

#### **Other significant achievements**

##### **Mentoring Programme**

Mary Killen and Siobhan Connolly lead two very successful mentoring programmes for Global Schoolroom graduates in India in July 2016.

By 2014 over three hundred and fifty Indian teachers had completed the Global Schoolroom Diploma in Teacher Education. In order to enhance their professional development Global Schoolroom asked Mary Killen and Siobhán Connolly (both of whom have Masters in Mentoring and extensive experience of mentoring at second and third level in Ireland) to develop a mentoring course for Diploma graduates. Mary and Siobhán ran a series of successful "Introduction to Mentoring in Education" Courses in India in June and July 2015. Twenty-nine teachers took part in four centres.

In Spring 2016, Siobhán and Mary developed a five-day "Mentoring in Education Level 2" course building on the introductory course and including new topics requested by the teachers in 2015. It was decided to make the course a residential one in Siloam where mentor teachers from different schools could meet and discuss common issues and begin to develop a mentoring network in Northeast India.



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### DIRECTORS' REPORT

While bearing in mind that the respondent is not a native English speaker, the following extract is from the evaluation sheet of one of the participants which relates firstly to the Diploma course and then to the mentoring course:

*"I want to thank the team of Global Schoolroom because, by attending this training, I found it really works in our school. There are lots and lots of changes. Children really like to come to school, no drop out students, the enrolment of the school is increasing year by year, there is co-operation between teachers, parents and students; we now know how to conduct meetings like parent-teacher meetings.*

*This mentoring programme also I suggest that it is really useful for us because this will help us to be the leader or to come forward to help the non-GS or the untrained teachers. I myself am ready to help even the trained teachers who are new in our school."*

#### **Fundraising Ireland Awards**

Global Schoolroom was short-listed at the 2015 Fundraising Ireland Awards.

#### **Inaugural Global Citizen Award**

The Global Citizen Award launched in 2016 enables volunteers to share their overseas volunteering experience and help raise awareness of global issues in Ireland. The award is free and open to all returned international volunteers and offers an opportunity to take what they have experienced overseas and continue to make a difference to global justice issues right here at home. A number of this year's volunteers have already registered for the 2017 award – a bronze, silver, gold accumulation award similar to the Gaisce Award. Carmel Hughes, volunteering for the third year with Global Schoolroom in 2016 was awarded one of the inaugural prizes and received her Bronze Award on 21<sup>st</sup> May 2016 in the Mansion House.

#### **Comhlámh Comprehensive Compliance Award in 2015**

Global Schoolroom was awarded the "Comhlámh Comprehensive Compliance Award in 2015" for the overall standard of our implementation of the Comhlámh Code of Good Practice for volunteer sending agencies. 2016 was the first year of this award and 48 agencies were signed up to the code therefore eligible to be considered. Global Schoolroom was amongst the top 12 organisations to receive this award with many much larger agencies not making it through. Global Schoolroom has engaged with Comhlámh since commencing its work in 2006 and has been vocal in setting standards of excellence across the sector.

#### **Global Schoolroom out and about**

Global Schoolroom continued to maintain a strong media presence particularly in teacher magazines but also in national and local newspapers. Our E-Newsletter continues to go from strength with a readership approaching 2000 and with increased followers each month on Facebook and Twitter.

Global Schoolroom also retains a strong presence at conferences (Irish Teacher Unions, ATL, JMB and FÉILTE).

#### **Results for the Year**

The results for the period and the balance sheet are at pages 15 and 16.

At the year end the company had assets of €29,037 (2015: €43,829) and liabilities of €(12,430) (2015: €(24,393)). The net funds of the company have decreased by €2,829 (2015: €2,489) and the directors are satisfied with the level of retained reserves at the year end. Of the net funds at 30<sup>th</sup> September 2016 of €16,607, none is attributable to restricted funds.

#### **Investment Powers and Policy**

In accordance with the Memorandum and Articles of Association the company has the power to invest in any way the directors wish.

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### DIRECTORS' REPORT

#### **Reserves Policy**

The board of directors has set a reserves policy, which requires reserves to be held at a level equal to two months' expenditure. The Board noted that while the target level of reserves is not being met at this time, the chief executive officer and the Board have increased their focus on funding and have made progress with the Teaching Unions and several commercial partners, to develop a sustainable income stream for the future.

#### **PLANS FOR FUTURE PERIODS**

Global Schoolroom have already begun pre-pilot programmes sponsored by the Sisters of St. Joseph of Cluny (SJC) in Sierra Leone and by St. Columba's Technical Training College (Managed by the Irish Ursuline Union - IUU) in Kenya.

#### **Sierra Leone**

Global Schoolroom is proposing to work in Sierra Leone to develop a template for teacher education. A pilot programme will target approximately 100 teachers from schools in Makeni and Kono over the next 3 years and working in collaboration with them, produce a template for teacher professional development and in-service for integration with the state education infrastructure, thus building the government's future capacity in teacher education.

The choice of locations for our programmes in Sierra Leone, that of Makeni and Kono, represents rural and peri-urban environments, considered representative of the environments in which a significant proportion of the country's communities live. The two locations also have a good mix of both SJC private schools and government schools and is therefore representative of the teaching population as a whole.

#### **Kenya**

'Vision 2030' the Kenyan Government's National Development Plan, aims to create 'a globally competitive and prosperous nation with a high quality of life by 2030'. 'Vision 2030' recognises technical training as crucial to achieving the economic, social and political pillars of the plan. According to the African Development Bank, the capacity for Kenya to achieve its 'middle income country' goal by 2030 will be determined by its ability to develop relevant skilled manpower that will support key economic sectors, including manufacturing, construction and agriculture.

The new Technical and Vocational Education and Training (TVET) Act came into effect in 2013, governing all aspects of management, promotion, access, licensing, assessment and certification of technical training programmes in Kenya. The associated TVET curriculum is modular in form and there is a strong focus on ICT. Divided into Level 1 and Level 2, students take national level examinations on completion of each level and the programme is formally recognised as an entry point to higher education. It is envisaged that once these TVET courses are fully rolled out across the country, all other non-modular technical courses will be gradually phased out.

In order to ensure the quality of teaching and learning within this sector, teachers and instructors will require significant professional development and support given the demands on them to facilitate a new curriculum with innovative teaching methodologies and significant ICT elements, coupled with an onerous pastoral care element including guidance counselling and support. Despite the needs identified in 'Vision 2030' and the promising new TVET curriculum, the level of financial support from the government for this initiative is minimal.

Over the next 3 years, Global Schoolroom proposes to continue working with partners in Kenya to build the capacity of teachers in the region so that they will be empowered as trainers of future teachers in partner technical schools in Kitui County and elsewhere in Kenya.

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### DIRECTORS' REPORT

#### Partnerships

Our strategic partnerships are aligned with the United Nations' Sustainable Development Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), Goal 5 (Achieve gender equality and empower all women and girls) and Misesan Cara's Strategic Cycle (2017-2020) to support "highly impactful development work, focused on Education, Health, Livelihoods and Human Rights."

Global Schoolroom will develop and deliver a multi-year capacity building course in teacher education, designed to meet the needs of teachers and teacher educators in Sierra Leone and Kenya. Our partners in Sierra Leone are the Sisters of St. Joseph of Cluny, while in Kenya we are working in partnership with the Sisters of the Irish Ursuline Union. These courses will be embedded in and informed by the contexts in which the teachers work, providing practitioners with the expertise needed to develop and implement quality teacher training initiatives for their schools. Building the capacity of teacher educators at national and district levels will lead to improved policies and planning for teacher education programmes, with long-term effects on the quality of education nationally.

Our collaboration with University College Dublin (UCD) in providing academic accreditation for our programmes has ensured quality in planning and delivery. The quality assurance and expectations, which come with the collaboration, has been key in managing volunteer participation and professionalism. For UCD, Global Schoolroom has been valuable in showcasing the university's outreach and footprint in the developing world. Our shared intellectual property currently comprises a three-year, part-time, research-based 12 Module teacher education programme. Future programmes may require the establishment of additional suites of modules and this will be managed through a furthering of our strategic partnership with UCD.

Global Schoolroom will also progress a dialogue between Irish missionary networks, Misesan Cara and UCD.

In order to deliver on the ambitious and far-reaching goals of our strategic plan, Global Schoolroom will continue to build our organisational capacity to the highest standards.

Against this backdrop and given our strategic goals, our next steps are:

- To work with the School of Education Faculty of Holy Cross College Tripura to help build capacity amongst teaching staff in design and implementation of curricular enhancement at both B.Ed. and CPD level;
- To continue our support to the Khasi Jaintia Deficit Schools Teachers' Association, in developing their relationship with the Irish teacher union movement and with teacher unions internationally;
- To partner with Irish missionary congregations, in both Kenya and Sierra Leone, to identify and address the knowledge and skills deficits in teacher education and create a cohort of knowledgeable, professional and expert Teacher Tutors who will develop the skills to initiate professional development in their schools and districts;
- To further our relationship and deepen our partnership with University College Dublin in order to ensure the highest academic standards of our programmes are maintained;
- To explore further partnerships and collaborations with Irish missionary congregations and members of Misesan Cara, with a view to establishing teacher education programmes in partner countries;
- To establish an Academic Advisory Committee which will provide recommendations and advice in the following areas:
  - Evaluation - ensuring there is good analysis of how projects on the ground are performing and how best they can be supported;
  - Research and Development - providing up-to-date 'cutting edge' insights and advice on programming, based on contemporary research evidence;
  - Policy engagement - advice and support to the Board on strategies and processes for engaging with policy makers in host countries and in Ireland and associated jurisdictions;
  - Curriculum development and materials – in line with best practice and context.

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### DIRECTORS' REPORT

The goals proposed in our strategic plan are ambitious and far-reaching. In order to deliver on them successfully we need to build our organisational capacity to the highest standards.

#### Governance Codes

Global Schoolroom is a signatory to the Comhlámh Code of Practice for Sending Organisations and the Dóchas Code of Conduct on Images and Messages.

#### Statement of Relevant Audit Information

In accordance with Section 330 of the Companies Act 2014:

- so far as each person who was a director at the date of approving this report is aware, there is no relevant audit information, being information needed by the auditor in connection with preparing its report, of which the auditor is unaware; and
- each director has taken all steps that he or she ought to have taken as a director in order to make himself or herself aware of the relevant audit information and to establish that the auditor is aware of that information.

#### Accounting Records

The directors acknowledge their responsibility and compliance with the requirements of sections 281 to 285 of the Companies Act 2014 with regard to the keeping of accounting records for the company. The company's accounting records are kept at 10 Lissadel Crescent, Malahide, Co. Dublin and at Unit 15, Primeside Business Park, Ballycoolin, Dublin 15.

#### Directors' Responsibilities 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 statements for each financial year. Under the law, the directors have elected to prepare the financial statements in accordance with Companies Act 2014 and accounting standards issued by the Financial Reporting Council, and promulgated by Chartered Accountants Ireland including FRS 102 The Financial Reporting Standard applicable in the UK and Ireland (Generally Accepted Accounting Practice in Ireland) as modified by the Statement of Recommended Practice "Accounting and Reporting by Charities" effective 1<sup>st</sup> January 2015. 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 as at the financial year end date and of the profit or loss of the company for the 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 judgements and 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 are responsible for ensuring that the company keeps or causes to be kept adequate accounting records which correctly explain and record transactions of the company, enable at any time the assets, liabilities, financial position and profit or loss 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 company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

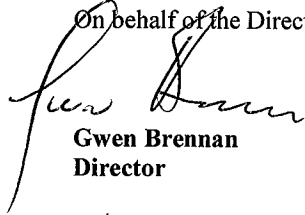
**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**DIRECTORS' REPORT**

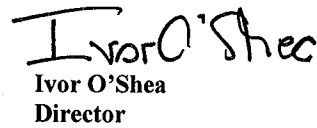
**Auditors**

The Auditors, JPAS Ltd., Chartered Accountants, continue in office in accordance with section 383(2) of the Companies Act, 2014.

On behalf of the Directors



**Gwen Brennan**  
**Director**



**Ivor O'Shea**  
**Director**

**31<sup>st</sup> July 2017**

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS

We have audited the financial statements on pages 15 to 23. These financial statements have been prepared under the accounting policies set out in the statement of accounting policies on page 18. The financial reporting framework that has been applied in their preparation is Irish law and accounting standards issued by the Financial Reporting Council and promulgated by Chartered Accountants Ireland (Generally Accepted Accounting Practice in Ireland), including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" as modified by the Statement of Recommended Practice "Accounting and Reporting by Charities" effective 1<sup>st</sup> January 2015.

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 auditor's 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.

#### **Respective Responsibilities of Directors and Auditors**

As explained more fully in the directors' responsibilities statement set out on page 11 the directors are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view and otherwise comply with the Companies Act 2014. Our responsibility is to audit and express an opinion on the financial statements in accordance with Irish law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors including APB Ethical Statement – Provisions Available for Smaller Entities (Revised), in the circumstances set out in note 16 to the financial statements.

#### **Scope of the Audit of the Financial Statements**

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the company's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the directors; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the directors' report to identify material inconsistencies with the audited financial statements. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

#### **Opinion on Financial Statements**

In our opinion the financial statements:

- give a true and fair view of the assets, liabilities and financial position of the company as at 30<sup>th</sup> September 2016 and of its deficit for the financial year then ended; and
- have been properly prepared in accordance with the relevant reporting framework and, in particular, the requirements of the Companies Act 2014.

#### **Matters on which we are Required to Report by the Companies Act 2014**

- 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.
- The financial statements are in agreement with the accounting records.
- In our opinion the information given in the Directors' Report is consistent with the financial statements.

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS**

**Matters on which we are Required to Report by Exception**

We have nothing to report in respect of the provisions in the Companies Act 2014 which require us to report to you if, in our opinion, the disclosures of directors' remuneration and transactions specified by law are not made.



**Jill Percival**  
**For and on Behalf of**

**JPAS Ltd.**  
**Chartered Accountants**  
**and Statutory Audit Firm**

**Ardeen House**  
**10/11 Marine Terrace**  
**Dun Laoghaire**  
**Co. Dublin**

**31<sup>st</sup> July 2017**

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

	Notes	2016 Unrestricted Funds €	2016 Restricted Funds €	2016 Total Funds €	2015 Total Funds €
<b>Income</b>					
Grants and Donations	2	126,291	-	126,291	159,958
<i>Income from Charitable Activities</i>					
Volunteer Contributions	3	-	56,251	56,251	83,663
Other Income	4	14,621	-	14,621	2,052
<b>Total Income</b>		<b>140,912</b>	<b>56,251</b>	<b>197,163</b>	<b>245,673</b>
<b>Expenditure</b>					
<i>Charitable Expenditure</i>					
Programme Costs	5	143,741	56,251	199,992	243,184
<b>Total Expenditure</b>		<b>143,741</b>	<b>56,251</b>	<b>199,992</b>	<b>243,184</b>
<b>Net Income/(Expenditure) and Net Movement in Funds in the Year</b>					
		<b>(2,829)</b>	<b>-</b>	<b>(2,829)</b>	<b>2,489</b>
<b>Reconciliation of Funds</b>					
Total Funds Brought Forward		19,436	-	19,436	16,947
Total Funds Carried Forward		<b>16,607</b>	<b>-</b>	<b>16,607</b>	<b>19,436</b>

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



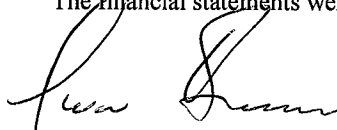
**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

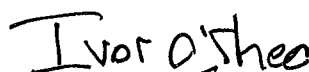
**BALANCE SHEET  
AS AT 30<sup>TH</sup> SEPTEMBER 2016**

	Notes	2016 €	2015 €
<b>Current Assets</b>			
Debtors	9	24,298	18,740
Cash at Bank		<u>4,739</u>	<u>25,089</u>
		29,037	43,829
<b>Current Liabilities</b>			
Creditors: amounts falling due within one year	10	<u>(12,430)</u>	<u>(24,393)</u>
<b>Net Current Assets/(Liabilities)</b>		16,607	19,436
<b>Total Assets less Current Liabilities</b>		<u>16,607</u>	<u>19,436</u>
<b>Reserves and Funds</b>			
Unrestricted Funds	13	<u>16,607</u>	<u>19,436</u>
		<u>16,607</u>	<u>19,436</u>

The notes set out on pages 18 to 23 form an integral part of these accounts.

The financial statements were approved by the Board on 31<sup>st</sup> July 2017 and signed on its behalf by:

  
Gwen Brennan  
Director

  
Ivor O'Shea  
Director

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**CASH FLOW STATEMENT  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

	2016	2015
	€	€
<b>Cashflows from Operating Activities</b>		
Net Income/(Expenditure)	(2,829)	2,489
(Increase)/Decrease in Debtors	(5,558)	(12,817)
Increase/(Decrease) in Creditors	<u>(11,963)</u>	<u>11,772</u>
Net Cash Inflow/(Outflow) from Operating Activities	<u>(20,350)</u>	<u>1,444</u>
 <b>Cash Flow Statement</b>		
Net Cash Inflow/(Outflow) from Operating Activities	<u>(20,350)</u>	<u>1,444</u>
	<u>(20,350)</u>	<u>1,444</u>
 <b>Reconciliation of Net Cash Flow to Movement in Net Funds (Note 14)</b>		
Change in Cash and Cash Equivalents in the Year	(20,350)	1,444
Cash and Cash Equivalents at Beginning of the Financial Year	<u>25,089</u>	<u>23,645</u>
Cash and Cash Equivalents at End of the Financial Year	<u>4,739</u>	<u>25,089</u>

## GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE

### NOTES ON THE FINANCIAL STATEMENTS FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016

#### 1. Statement of Accounting Policies

Global Schoolroom Company Limited by Guarantee is a public benefit entity incorporated in Ireland with a registered office at 10 Lissadel Crescent, Malahide, Co. Dublin.

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to the company's financial statements.

##### 1.1 Accounting Policies

The financial statements have been prepared in accordance with the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1<sup>st</sup> January 2015) – (Charities SORP FRS102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) and with generally accepted accounting principles in Ireland and Irish Statute comprising the Companies Act 2014.

##### 1.2 Basis of Preparation

The financial statements are prepared on a going concern basis, under the historical cost convention, and comply with the financial reporting standards of the Financial Reporting Council, as promulgated by Chartered Accountants Ireland.

The financial statements are prepared in Euro which is the functional currency of the company.

##### 1.3 Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the item(s) of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

##### 1.4 Donated Services and Facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item, any conditions associated with the donated item have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably.

On receipt, donated professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

##### 1.5 Interest Receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the bank.

##### 1.6 Fund accounting

Unrestricted funds are available to spend on activities that further any of the purposes of the charity. Restricted funds are donations which the donor has specified are to be solely used for particular areas of the company's work or for specific projects being undertaken by the company.

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**NOTES ON THE FINANCIAL STATEMENTS  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

**1.7 Expenditure**

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

- Expenditure on charitable activities includes programme costs and their associated support costs.
- Other expenditure represents those items not falling into any other heading.

**1.8 Allocation of support costs**

Support costs are those functions that assist the work of the charity but do not directly undertake charitable activities. Support costs are analysed between cost of raising funds and expenditure on charitable activities. Where costs cannot be directly attributed, they are allocated in proportion to the benefits received. Salaries and associated costs which can be attributed to specific projects are charged accordingly.

**1.9 Debtors**

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

**1.10 Cash at Bank and in Hand**

Cash at bank and cash in hand includes cash with a short maturity of three months or less from the date of acquisition or opening of the deposit of similar account.

**1.11 Creditors and Provisions**

Creditors and provisions are recognised where the company has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**2. Income From Grants and Donations**

	<b>2016</b>	<b>2015</b>
	€	€
Teaching Union Grants	22,650	22,000
Cornmarket Donation	40,000	40,000
ElectricAid Funding	-	6,700
Friends First	10,000	20,000
Irish Life	20,000	20,000
New Ireland	-	5,000
T4 Teachers	4,391	-
Other Donations	28,050	45,058
Support in Kind	1,200	1,200
	<u>126,291</u>	<u>159,958</u>

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**NOTES ON THE FINANCIAL STATEMENTS  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

**3. Income From Charitable Activities**

	2016 €	2015 €
Volunteer Contributions	56,251	83,663
	<u>56,251</u>	<u>83,663</u>

**4. Other Income**

	2016 €	2015 €
Reimbursed Expenses	14,621	2,052
	<u>14,621</u>	<u>2,052</u>

**5. Analysis of Expenditure on Charitable Activities**

	2016 €	2015 €
Trip Expenses	42,400	44,970
Travel and Subsistence	56,384	59,246
Consultancy	1,400	-
Wages & Salaries	69,760	79,371
Catering/Briefing Days	6,497	8,076
Advertising	2,385	5,625
Raffle	-	2,000
Support Costs (note 6)	12,650	29,897
Governance Costs (note 6)	7,316	12,799
Support in Kind	1,200	1,200
	<u>199,992</u>	<u>243,184</u>

**6. Analysis of Governance and Support Costs**

The company initially identifies costs of its support functions. It then identifies those costs which relate to the governance function. Having identified the governance costs, the remaining support costs together with governance costs are apportioned between the key charitable activities undertaken (see note 5) in the year. Refer to the table below for the basis of apportionment and the analysis of support and governance costs.

	Support Costs €	Governance Costs €	Total Costs €	Basis of Apportionment
General Office	12,650	821	17,386	Usage
Finance Costs	-	900	900	Usage
Legal and Professional	-	2,500	2,500	Governance
Audit and Accounts Fees	-	3,095	3,095	Governance
	<u>12,650</u>	<u>7,316</u>	<u>23,881</u>	

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**NOTES ON THE FINANCIAL STATEMENTS  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

**7. Net Income for the Year**

	<b>2016</b>	<b>2015</b>
	€	€
Net income for the year is stated after charging:		
Auditors' Remuneration	3,095	1,230
	<u>3,095</u>	<u>1,230</u>

**8. Employees**

**Number of Employees**

The average monthly number of employees during the period was as follows:

	<b>2016</b>	<b>2015</b>
	Number	Number
Wages and Salaries	1	2
	<u>1</u>	<u>2</u>

**Analysis of Staff Costs and the Cost of Key**

**Management Personnel**

	€	€
Wages and Salaries	62,953	71,667
ER PRSI	6,807	7,704
	<u>69,760</u>	<u>79,371</u>

The number of higher paid employees was:

	<b>2016</b>	<b>2015</b>
€50,000 to €60,000	1	1
	<u>1</u>	<u>1</u>

None of the directors received emoluments or payments for professional or other services during the year.

**9. Debtors**

	<b>2016</b>	<b>2015</b>
	€	€
Sundry Debtor	23,400	17,457
Prepayments	898	1,283
	<u>24,298</u>	<u>18,740</u>

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**NOTES ON THE FINANCIAL STATEMENTS  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

**10. Creditors**

	2016	2015
	€	€
Trade Creditors	696	3,754
Credit Card	1,637	7,251
PAYE Account	2,923	4,897
PRSI	1,440	4,529
Accruals	5,734	3,962
	<u>12,430</u>	<u>24,393</u>

- (i) No balances are repayable on demand or have interest accrued

**11. Incorporation**

Global Schoolroom Company Limited by Guarantee has no issued share capital. The company is a Registered Charity, Registration Number 20072643.

**12. Taxation**

The company, as a charitable organisation is exempted from Corporation Tax, Income Tax and Capital Gains Tax.

**13. General Fund**

	<b>Opening Funds</b>	<b>Income</b>	<b>Expenditure</b>	<b>Closing Funds</b>
	2016	2016	2016	2016
	€	€	€	€
Unrestricted Funds	19,436	140,912	(143,741)	16,607
Restricted Funds	-	56,251	(56,251)	-
Total	<u>19,436</u>	<u>197,163</u>	<u>(199,992)</u>	<u>16,607</u>

**14. Analysis of Changes in Net Funds**

	<b>Opening Balance</b>	<b>Cash Flows</b>	<b>Closing Balance</b>
	€	€	€
Cash at Bank and in Hand	25,089	(20,350)	4,739
	<u>25,089</u>	<u>(20,350)</u>	<u>4,739</u>

**GLOBAL SCHOOLROOM COMPANY LIMITED BY GUARANTEE**

**NOTES ON THE FINANCIAL STATEMENTS  
FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016**

**15. Related Party Transactions**

The Company has identified the following transaction which is required to be disclosed under the terms of “Related Party Transactions”

**Transactions with Directors**

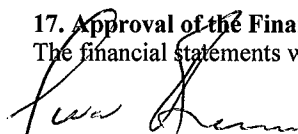
During the year, Ivor O’Shea donated €27,100 to Global Schoolroom Company Limited by Guarantee. The balance due to the company at 30<sup>th</sup> September 2016 was €12,700. (At 30<sup>th</sup> September 2015 - €10,500).


**16. APB Ethical Standards – Provisions Available for Smaller Entities**

In common with many other organisations of our size and nature the directors engage the auditors to assist in the preparation of the financial statements.

**17. Approval of the Financial Statements**

The financial statements were approved by the Board on the 31<sup>st</sup> July 2017 and signed on its behalf by:

  
Gwen Brennan  
Director

  
Ivor O’Shea  
Director



**The following pages do not form part of the audited financial statements.**

## Appendix I

### DETAILED STATEMENT OF FINANCIAL ACTIVITIES FOR THE FINANCIAL YEAR ENDING 30<sup>TH</sup> SEPTEMBER 2016

	2016	2015
	€	€
<b>Voluntary Income</b>		
Teaching Union Grants	22,650	22,000
Cornmarket Donation	40,000	40,000
ElectricAid Funding	-	6,700
Friends First	10,000	20,000
Irish Life	20,000	20,000
New Ireland	-	5,000
T4 Teachers	4,391	-
Other Donations	28,050	45,058
Volunteer Contributions	56,251	83,663
Reimbursed Expenses	14,621	2,052
Donations-In-Kind	1,200	1,200
<b>Total Income</b>	<u>197,163</u>	<u>245,673</u>
<b>Programme Costs</b>		
Trip Expenses	42,400	44,970
Air Travel	46,740	47,767
Travel Insurance	2,018	2,350
Vaccinations	7,505	9,129
Travel and Subsistence	121	-
Consultancy	1,400	-
Salaries & Wages	69,760	79,371
Staff Expenses	3,125	877
Telephone and Internet	2,809	3,815
Print, Post and Stationery	2,789	22,703
Website Costs	867	1,350
Catering/Briefing Days	6,497	8,076
Advertising & Marketing	2,385	5,625
Raffle Prize	-	2,000
Sundry	3,060	1,152
	<u>191,476</u>	<u>229,185</u>
<b>Governance Costs</b>		
Meeting & Conference Costs	-	1,966
Administration Charges	-	4,417
Subscriptions	358	1,039
Insurance	483	646
Audit Fees	3,095	1,230
Legal Fees	2,460	-
Recruitment	-	2,167
Company Secretarial	20	20
Bank Charges and Commissions	895	1,304
Foreign Exchange	5	10
	<u>7,316</u>	<u>12,799</u>
<b>Donations-In-Kind</b>	<u>1,200</u>	<u>1,200</u>
<b>Total Expenditure</b>	<u>199,992</u>	<u>243,184</u>
<b>Net Income/(Expenditure)</b>	<u>(2,829)</u>	<u>2,489</u>