

# SeeBeyond|Borders



Annual Report and Financial Statements  
2015 - 2016

A woman with dark hair pulled back, wearing a light blue long-sleeved button-down shirt and a purple patterned skirt, stands outdoors in front of a lush green background. She is smiling warmly at the camera. The background shows trees and a building in the distance.

"I lived in the refugee camp on the Thai-Khmer border from 1979 and completed all of my studies there. I became a teacher to enable children to have a better future. One of my old students has recently become a teacher themselves, and is now teaching at my school. Seeing my students go on to get good jobs and have good family situations makes me proud to be a teacher."

Vorn Chanthoeun, teacher at Preytotoeng primary school

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This report has been compiled using data from the last Australian financial year, which ran from July 1st 2015 to June 30th 2016. However, for narrative purposes we have referred to events that have occurred since the end of the financial year up to the date of publication in November 2016.

This report was created and designed in-house to minimise our costs.



# Welcome from our CEO

After we first visited Cambodia as a family in 2002, I knew that I wanted to contribute to its redevelopment. At the time, our three children were aged between just seven and twelve and were oblivious to the darker circumstances that surrounded us. Witnessing the cruel choices – or lack thereof – for children the same age as our own, compelled us to act. No child should have to abandon their education for a dangerous, exploitative job, just to earn a few extra dollars for their household each week. Yet in Cambodia we have seen that same story playing out again and again.

With Kate's background in education, we wanted to design a meaningful program that would address the root causes of the problems we witnessed. Since we registered SeeBeyondBorders in 2009, we have been slowly growing our network of Cambodian teachers and communities, and our programs have always been informed first and foremost by their needs. We took this approach not only because it was the right thing to do given the complexity of the problems, but because community ownership is the vital ingredient for the long term sustainability of our work.

This year, our hard work has been internationally recognised for the first time. We heard in March that UNESCO would be honouring our core Teach the Teacher program with their prestigious Hamdan award, a global prize for "Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers". When Sophen, our Teach the Teacher program manager, took to the stage in October to collect the award from Irina Bokova, we couldn't have been more proud of him and his colleagues, and the tenacity and dedication they have shown over the years to build such a successful program.

Internationally, 2016 has been a tumultuous year, with continued violence in the Middle East and unprecedented migration rocking the development sector, not to mention the political upheavals in the UK and the United States. Now more than ever, it is imperative that we do not retreat within ourselves, or within the security of our local neighbourhood, but continue to look outwards, and to understand the interconnectedness of our actions and our lives. Education gives us our best chance at solving these most grave issues that have at times overwhelmed us in 2016.

At times it is easy to get lost in the detail of the answers to big questions, but in a time of such uncertainty, I ask that you please continue to show the resolve we need to continue strengthening our programs in Cambodia and bring inspiration to a small part of the world. So far, we have given training to 523 teachers across 199 schools to educate some 27,000 children, improving their chances for a brighter future immeasurably. With your help we can continue moving forward to deliver lasting, systemic, change, until one day, our support is no longer needed.

Edward Shuttleworth, CEO

## A note from the Chair of SeeBeyondBorders Australia

2016 has been a pivotal year in SeeBeyondBorders' journey. Faced with a number of key strategic decisions, as a function of continuous improvement we have re-evaluated our organisational structure to ensure that our international staff and volunteers are supporting our operations in Cambodia in the best possible way. One aspect of our work of which we remain proud is the value and the impact of our programs in Cambodia, and our ultimate purpose, which is to enable more Cambodian children to complete their basic education and progress from primary to lower secondary school. That's why we were humbled this year to learn that UNESCO had recognised our work to be leading the way in providing an evidence-based and rigorous solution to Cambodia's education challenges.

In Australia, we have said goodbye to some valued members of the team and welcomed some enthusiastic new faces on board. Thanks to the commitment and leadership of our volunteer General Manager in Australia, who also sits on our Advisory Committee, we have created a lean, focused unit of staff and volunteers in Australia who are supporting our development work with administration, HR, finances and fundraising. All

## A note from the UK Trustees

We have continued to invest in our UK presence this year, to continue to support our programs in Cambodia. Two new members of staff, who originally joined SeeBeyondBorders as International Volunteers in Cambodia, have been retained to manage our communications and fundraising strategies in the UK.

We have also welcomed a new corporate partner, Aimia (data-driven marketing and loyalty analytics experts), and are delighted that they have fundraised enthusiastically on our behalf and are sending a team of staff to volunteer in Cambodia in November 2016. We would like to say a special word of thanks to those members of staff at Aimia who have supported their colleagues so generously with their fundraising targets.

We look forward to continuing to build our profile and

members of our Board reside in Australia and take responsibility for the overall control of program-related decisions, with the support of this dedicated team.

We have also strengthened our relationships with our Australian donors and supporters, and fostered new partnerships through a series of profile-raising lunches and events. We were delighted to help our partners SHAPE (fit-out and refurbishment specialists) send a team of volunteers to Cambodia for the second year running, and look forward to welcoming them again in January, along with a groups from our partners Holman Fenwick Willan (international law firm), and our annual Teach the Teacher trip.

This year has felt like something of a turning point for our organisation. Next year, while we support our programs to reach more teachers and students in Cambodia, we will also continue to grow our networks in Australia and find more like-minded supporters to join us on our journey.

David Armstrong, Chairman

approach to position ourselves alongside much larger charities in attracting further support from corporate partners, trusts and foundations, and individuals. We are committed to continuing to develop a professional and engaging brand, while still retaining the family-run, locally-led heart of our message that makes SeeBeyondBorders so special and effective.

By exploring pro-bono partnerships, continuing to make the most of our relationships with our current donors and supporters, and bringing new members onto our UK Board of Trustees, we look forward to 2017 being the year that SeeBeyondBorders establishes itself as a strong and effective fundraising body in the UK.

Andrew Studd, SeeBeyondBorders UK Trustee



# About SeeBeyondBorders

At SeeBeyondBorders, we train Cambodian teachers so that they can provide children with a quality education. Our vision is of a generation of Cambodian school children empowered by education.

We are the only organisation in Cambodia that supports teachers to train their peers. Our unique approach trains teachers to provide ongoing mentoring to their colleagues, to ensure the development of teaching skills in a sustainable way. This model has been proven to be effective and we are the only NGO in Cambodia that has been recognised by UNESCO for our efforts to improve teaching quality.

To ensure children can access the quality education they deserve, we work in partnership with local communities to improve school facilities, and to encourage children to come to school and value education. So far we have trained 523 teachers across 199 schools to educate some 27,000 children.

Our programs lead by example in how to achieve the Sustainable Development Goal of ensuring quality education for all, by increasing the numbers of skilled and confident teachers and ensuring all children are able to access education in a safe and inclusive learning environment.

We place the six values of transition, sustainability, integrity, efficiency, knowledge and courage at the heart of everything we do.

**Transition:** We work with schools and local governments that already exist. Our support is designed to help these existing systems transition to a better standard - so that the assistance of SeeBeyondBorders is no longer needed.

**Sustainability:** We share skills that will enable communities to improve their own lives independently, without continuing dependence on external support.

**Integrity:** We are always transparent, and we always strive to ensure that it is our shared vision alone that drives our work.

**Efficiency:** We make the best use of our limited resources to build as much momentum and reach as many people as possible.

**Knowledge:** We identify the changes that need to take place and encourage others to contribute to this change. Whilst our core purpose is to impart knowledge, we are not just here to teach, but also to learn. We are always working to share and build knowledge, learn from experience, and promote the idea of a two-way knowledge exchange.

**Courage:** It's not easy to challenge the status quo. But to build a better future for Cambodian children, our staff, our partners, and the communities we work with, we must act with personal courage every day to stay the course in the face of adversity.



## What is SCALE?

We are the only organisation in Cambodia providing ongoing mentoring in government schools. Our mentor teachers provide training to other teachers in their districts. Our unique approach provides the input, structures and processes which will ensure the development of teachers' skills and attitudes in an identifiable, professional and sustainable way. This model we refer to as SCALE.

The SCALE initiative for teachers (Scaffolding Capability And Learning Experiences) builds on the findings of Vygotsky, a leading theorist on scaffolding in learning, who introduced the "Zone of Proximal Development" which refers to the learning that occurs when learners are supported by 'knowledgeable others'.

"My parents couldn't read or write and suffered as a result. They always pushed me to attend school regularly. Education is important for me because it has allowed me to help the next generation, to support my family, and to be respected within my community."

Heng Meng, Teacher at  
Kbalthnol Primary School



# The Year in Review

## We have continued to strengthen our programs to deliver the education Cambodian children deserve

In the past year we have worked with 277 teachers across 56 schools. We supported 89 of those teachers to become mentors, taking responsibility for not only their own professional development, but that of their peers, too. Together these teachers have helped to educate a fantastic 7,958 children in primary schools across the most impoverished districts of Cambodia this year.

We've continued to drive down absenteeism by addressing the root causes of the challenges that keep children out of school. And thanks to our focus on teaching quality, we've seen a phenomenal rise in pass rates across Grades 1-3 over the past year: from 69% (Aug 2015) to 82% (Aug 2016) for Grade 1 students, from 61% to 77% for Grade 2, and from 51% to 67% in Grade 3.\*



## Our hard work was recognised with a UNESCO award

Back in March we were delighted to learn that we had been selected to receive our first ever internationally acclaimed award: the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers, in recognition of our core Teach the Teacher program.

A representative from the UNESCO-Hamdan prize judging panel has explained: "SeeBeyondBorders Cambodia was selected for its thoughtful and rigorous approach...and the attention that it paid to mentoring and school-based support, not only for teachers, but for facilitators – there are no shortcuts to developing quality teachers."



Our team travelled to Paris to collect the award for World Teachers' Day on October 5th 2016. Sophen, our Teach the Teacher Program Manager, who had never travelled abroad before this trip, accepted the award from UNESCO Director General Irina Bokova on stage at the ceremony. [You can watch our video following Sophen's journey by clicking here.](#) The video is also available on our YouTube channel: [youtube.com/user/SeeBeyondBorders](https://youtube.com/user/SeeBeyondBorders)

## We raised \$806,534

Thanks to our generous supporters, we were able to raise \$806,534, including gifts-in-kind. 62 cents of every dollar that is donated to SeeBeyondBorders is spent directly on our programs in Cambodia, while the rest is invested in generating more supporters to help us scale our impact. This breakdown includes volunteer hours, which we have also valued as a monetary contribution.

Of every dollar donated to SeeBeyondBorders, we direct...





**Australian Government**

**Department of Foreign Affairs and Trade**



**ACFID**  
MEMBER

## **A new accreditation with the Australian government has made it even easier for our Australian supporters to donate**

In May 2016 we were approved by the Australian government as part of the Overseas Aid Gift Deduction Scheme (OAGDS). We are now classified as a Deductible Gift Recipient (DGR-1), which also enables Public and Private Ancillary Funds to donate to us. This is a vital step for us, validating our legitimacy and profile in Australia, enabling trusts and foundations to donate to our programs, and providing even more reasons for supporters to get involved in our work with communities in Cambodia.

### **Our profile in Cambodia has gone from strength to strength**

Our exceptional work and the UNESCO award have helped to raise our profile at a national level in Cambodia, bringing us to the attention of the Cambodian Ministry of Education, Youth and Sport (MoEYS) and their international partners as they work together to design a model to improve teaching quality. In August, the Education Minister visited one of our partner schools in Siem Reap to learn from our practices and share these ideas with his colleagues.



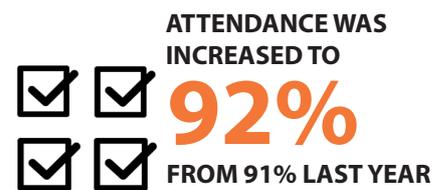
We were also invited by the Cambodian government to attend a conference to discuss the design of this model – one of only three NGOs invited to participate, and the only NGO without an international presence. We're looking forward to continuing these conversations and providing important input into Cambodian education reforms in 2017 and beyond.

### **We have welcomed 33 new volunteers into our organisation**

In Cambodia we have hosted 27 volunteers this year, who have contributed significantly in the hours they have worked, and shared their talents and skills to help us deliver our programs. In January, we were joined by 10 volunteers, made up of teachers and their friends and family, as part of our annual Teach the Teacher workshops. February saw our corporate partners SHAPE send a group of five volunteers for the second time in two years, and we hosted our first ever Cambodia Cycle Challenge, where participants cycled around Cambodia to raise funds, and helped deliver our work in schools. We have also continued to host long term volunteers in Cambodia for six months or more, and this year added six new names to that roster: Christine, Kristian, Victoria, Elisabeth, Michelle and Robyn. And in Australia, our fundraising, finances and admin have been carried by the 12 volunteers who have worked at our Sydney office this year: Jo Forbes, Jo Drew, Fiona Yates, Fiona Paris, Andy, Alan, Priscilla, Petra, Jane, Becky, Jenny, and Vikki.

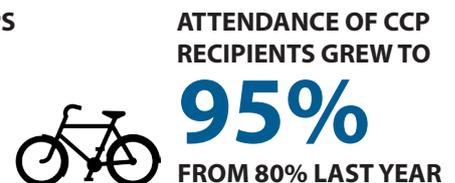
# Program Activities

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## Teach the Teacher

- We held **5** Teach the Teacher workshops, where **241** teachers and mentors were trained.
- Our **89** mentors supported **188** mentee teachers to embed the practices they learnt in the workshops and continue improving their teaching skills.
- They did this through **2,199** mentoring sessions, creating **1,909** tailored action plans to help their mentees improve!
- We also trained **8** senior mentors in workshop facilitation. They then each facilitated two 4-day core training workshops for teachers new to their districts.
- And we held four Krou Laor awards ceremonies to celebrate our teachers' progress, with **67%** of our teachers receiving an award. **33%** of our teachers were recognised with either a silver or gold award.
- Our teachers have helped keep student attendance levels high this year, with absences of just **8%** across all of our schools, compared to the national average of **16%**. They have also exceeded all of our targets in improving students' test results this year.



## Getting to School

- We held **7** sports workshops and trained **103** members of the local community to get involved as assistant coaches in **1,734** sports lessons.
- Our teachers held a total of **743** health lessons, and **645** members of the community attended our **8** health workshops to learn about the importance of good basic hygiene.
- We gave out **191** cash grants and **10** bicycles to the most vulnerable families to help them continue sending their children to school. The attendance of the **191** students receiving support through our Conditional Cash Payment (CCP) program has increased from **80%** to **95%**, and most importantly, this support has significantly decreased their chances of dropping out of school.



## Better Schools

- This year **8** schools participated in our School Development Program (SDP), which mobilises the school community to actively participate in improving their school facilities and supporting the teachers. A total of **62** people (made up of teachers, parents and members of the local community) created their own local School Development Teams (SDTs). We held **6** visioning workshops for communities to participate in creating a plan to improve their schools. We ensured these workshops were inclusive for those members of the community who cannot read or write by providing them with ways to participate, including through art and drawing.
- Based on these plans, we completed **22** projects, where an impressive **1,973** people from the local communities came to work in the schools, contributing **\$7,498** of their own money to the projects.
- **7** project teams supported the school development teams' improvement activities.
- Through both the SDP and Better Facilities Programs we have completed **37** improvements to school buildings, which includes upgrading of Water, Sanitation and Hygiene (WASH) facilities, improvements to the safety and accessibility of classrooms and school environments, and enhancements to the attractiveness and appeal of schools, all of which increase accessibility for students and teachers.



## Strengthening Support

- In our commitment to building a strong, efficient and locally led organisation to support the delivery of our programs, we have promoted **5** members of our local team, and provided more than **171** hours of training to build our staff capacity this year.
- We have attended **15** networking meetings to build our relationships with other NGOs, and attended **40** meetings with Cambodian government departments to facilitate collaboration.
- We received **1** international award, helping to raise our global profile significantly.

# Project Highlights

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## Angkor Thom

- Across the 19 schools where we worked in Angkor Thom district, we have worked with 85 teachers, and supported 25 of them to become mentors, benefitting 2,172 students.
- Reducing student absenteeism was a big focus for our Angkor Thom team over the last year. Working with our mentors, many of whom are school principals, we have engaged the District Office for Education (DoE), school support committees and village chiefs in seeking solutions to student absence, and made sure it was the key issue on every agenda of meetings with parents. As a result we have seen absenteeism drop from 15% in 2015 to 11% this year.
- We've seen our teachers in Angkor Thom come on in leaps and bounds, with the percentage of those scoring at least a Level 2 on all aspects of our teacher scale increasing from 22% to 75%. We celebrated these successes by awarding 30 teachers a silver award at the annual Krou Laor ceremony, and awarding our first ever gold award to one outstanding teacher, Uddom (see the case study).
- Our Conditional Cash Payment (CCP) program was introduced in Angkor Thom in 2015 and is now seeing some amazing results. Those children selected to receive CCP support have over the past year improved their school attendance from 84% to 95%.
- We were also thrilled to see the growing support from the local community over the past year. With just 13 parents participating in our school development projects last year, this year an incredible 288 parents and community members came to help implement 4 projects they had co-designed to make their local schools a better place.

**“Education can change children, it can teach them to be smart and to think for themselves and to be an individual – to be the best they can be!”**  
**Leakena, Project Assistant in Angkor Thom**

- We have built strong relationships with the DoE and its Director has praised our Teach the Teacher program and taken an active role to support us in addressing challenges, contacting school principals on our behalf, for example. The Director of the Primary Office of the Provincial Office of Education (PoE) has also been actively engaged this year, attending our January 2016 workshop and making informal contact with our local team. We have built our presence at the Siem Reap Education Support Team (SEST), which we will use to advocate to the PoE to strengthen support and collaboration with NGOs in order to ensure program sustainability, for example, in finding another scholarship NGO that funds students beyond Grade 3.
- Phath, our former Mentor Development Coordinator, was promoted to be Project Manager this year, competently covering all operational management tasks. Leakena joined us as a Project Assistant in February, and Sophean joined in July as Mentor Development Coordinator, supporting our senior staff across all program activities.

### Spotlight: Uddom, teacher



Uddom joined our program in early 2014 as a mentee teacher in Angkor Thom. His outstanding commitment to improving his teaching practices has meant that Uddom is the first teacher in his district to win a gold award at our annual Krou Laor ceremony. With his increasing skills and confidence, his students all passed their end of year tests this year, and his talent caught the eye of the directors of MoEYS, who visited our programs in August. Uddom said: “These results haven’t happened accidentally; it comes from hard efforts teaching students how to use materials and methodologies, which are both SBB concepts and existing MoEYS concepts. I am optimistic that I will share my knowledge and skills with other teachers.”



Parents and community members join an art visioning workshop in Bavel, January 2016. Drawing enables those who cannot read or write to contribute to their local School Development Plan.

## Bavel

- 2015 – 16 was the penultimate year of our corporate partner Aberdeen Asset Management’s sponsorship of Bavel district. With their generous support this district has thrived, enabling us to trial new initiatives while still investing in our core teacher training work.
- Across the 16 schools where we worked in Bavel district, we have worked with 93 teachers, and supported 34 of them to become mentors, benefitting 3,279 students.
- We have successfully implemented the full range of programs that sit under our Getting to School Focus area, which has helped us to reduce absence by 3% over the last year.
- We’ve held 4 sports workshops, training 49 assistant coaches, often members of the community keen to get involved in school activities.
- Together our teachers in Bavel have held 582 health lessons, helping children and their families understand how basic health and hygiene practices can reduce preventable diseases. 88% of our teachers in Bavel are now using interactive health lesson plans to inform their teaching.
- We have seen great achievements in our School Development Planning Program over the past year, with teachers, parents and the local community coming together to design and implement 18 projects to improve the school environment. This year, 1,685 parents joined our school development activities and contributed \$6,846 of their own money to make these projects a success. Compared to last year, when just 36 parents were involved in our School Development Plans, and taking into account the extremely low incomes of these families, this result is really quite astonishing. Their contributions have helped improve the basic facilities at our schools in Bavel, and whereas last year just half of these schools had access to water, now nearly all of them do.
- Kimlen, who joined us in February 2015 as Mentor Liaison Coordinator, was this year promoted to Project Manager. With support from our Leadership Team and International Volunteers, Kimlen has overseen all operations in Bavel, which has included a number of new policies, procedures and training sessions to develop organisational capacity.
- Our Krou Laor award ceremony, which this year saw us celebrate the achievements of 71 teachers, was featured for the second year running on national television on CNC – Cambodian News Channel.

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**How do we measure teacher and mentor performance?**

Our mentor and teacher evaluation scales assess how mentors and teachers are improving by evaluating whether they meet a set of criteria. Once the mentors or teachers fulfil all criteria needed to achieve level one, they move up to level two, and so on until level four, which is rated as ‘exemplary’. For teachers, criteria measure: improving skills in breaking down concepts, creating lesson plans, using concrete materials, managing their students’ activities, and working with their mentor. For mentors, criteria measure: improving management, communication, observation and feedback skills.

## Ek Phnom

- Across the 12 schools where we worked in Ek Phnom district, we have worked with 75 teachers, and supported 20 of them to become mentors, benefitting 1,886 students.
- In December 2015 we introduced our Health Program to Ek Phnom district, implementing the program at two schools. Since then these schools have completed 161 health lessons, involving 201 members of the community to help embed good health and hygiene practices.
- Student pass rates in Ek Phnom have improved phenomenally, with the percentage of Grade 1 students passing their end of year exams increasing from 68% last year to 88% this year, from 70% to 86% in Grade 2, and from 63% to 71% in Grade 3.\*

**“Thank you to SeeBeyondBorders for understanding my problems and helping me to commit to my studies. Now I’m not worried about walking to school and the money for buying books anymore. I want to study to achieve my dream to become a nurse in the future.”**  
**Chhanrey, Grade 3 student and CCP recipient**

- Our senior mentors have taken increasing responsibility to lead multiplication and division workshops to strengthen understanding and skills of teachers who were new to the district this year.
- SeeBeyondBorders staff achieved 100% of their mentor visit target and mentors’ visits to mentees continued to exceed their target by 120%. This regular support has helped the mentors and mentees to improve across all the skill types in the mentor and teacher evaluation scales, with an outstanding 90% of our teachers now at Level 3 or above on our teaching scale.
- A total of 11 gold awards, our highest achievement level, were given out at our Ek Phnom Krou Laor ceremony this year: 27% of the awards given.
- Our CCP program also helped the students most at risk from dropping out of school, increasing their attendance from 71% to 95%.



Top: Three girls at a Health Campaign day in Ek Phnom in August 2016  
Bottom: Teachers are shown sports activities to practice in their lessons with their students, December 2015



### What did we learn this year? Lesson #1

While we have improved facilities across our schools, some challenges with WASH facilities still persisted this year. For example, we noted some schools had water pumps that didn’t work in the dry season; some toilet and handwashing facilities had been closed off to students when they were in need of maintenance or cleaning; and sometimes drinking water wasn’t readily accessible to children. To address these problems, we have prioritized any structural improvements within our Better Facilities program, and have spoken to school staff about other solutions, which have included creating cleaning rotas for children to take responsibility for the upkeep of facilities, and getting the local community to contribute some money to buy \$5 water storage containers for every classroom.

## What did we learn this year? Lesson #2

Sokha (pictured) is one of the students we support through our CCP program in Ek Phnom, providing small cash grants to help her family to send her to school. However in July, Sokha suffered an extremely painful knee inflammation and was absent from school for many days. Her parents took her to the local health centre, but they suggested sending her to hospital in Siem Reap. Although the treatment there was free of charge, her family could not afford the costs for travel and food while she was there. Sokha's school principal asked whether SBB could cover these costs. As a result, we have created the Conditional Cash Payment Emergency Medical Fund, which aims to provide immediate aid to CCP students who are sick and help them to access appropriate medical treatment. Sokha was able to visit the hospital with this additional funding and has now returned to school, having made a full recovery.



## Puok

- Now in our fifth year in Puok district, this year we worked with 24 teachers across 9 schools, supporting 10 of those teachers to become mentors, and reaching 621 children.
- Many of the teachers were new to our program in November 2015 but they discovered quickly that making small changes to the way they teach leads to big changes in their students' understanding, and so they are keen to learn more. This has resulted in an increase in their students' pass rates across Grades 1-3.
- Our three senior mentors in Puok ran their second training workshop for Puok teachers in March, following their first in October last year. There was an unprecedented 95% attendance rate at this workshop, and now 78% of mentors in Puok are at level three or above on our mentor scale.
- We have strengthened our relationships with the Puok District Office of Education, working closely in particular with Ms Sek Sophana, DoE Officer for Primary Education, who has attended our workshop and mentor meetings.
- In March 2016, we carried out an evaluation of our activities in Puok district. The recommendation from this review, that was approved by the Board, was to move into a Maintenance/Handover phase in 2016-2017, gradually increasing the responsibilities of the Senior Mentors whilst simultaneously reducing the support provided by SeeBeyondBorders. The DoE has accepted this recommendation and they will assist in this phase as well to ensure that the program outcomes will continue in future, without the support of SeeBeyondBorders.



Mr. Kong Ler (right), a teacher from Puok district at a multiplication and division workshop, facilitated by three of our senior mentors in March 2016. Now in his second year of working with SeeBeyondBorders, Mr. Kong Ler told us that he now enjoys teaching maths, because the concrete materials and methods introduced by SBB through such workshops really help his students to understand lessons quickly.

\* Please note that our student test results / pass rates are inclusive of absenteeism, i.e. those children who are absent on the day of testing score zero and their scores are added into the results.

# Financial Information

The SeeBeyondBorders organisation is made up of of an Australian office, which maintains overall control of the organisation, and a UK entity which focuses entirely on fundraising. SeeBeyondBorders Cambodia implements the programs to achieve the charitable objectives of the organisation.

## Australia

SeeBeyondBorders Australia and SeeBeyondBorders Foundation Australia are both ACFID compliant charities registered with the ACNC. SeeBeyondBorders Australia is the trustee of SeeBeyondBorders Foundation Australia. SeeBeyondBorders Australia is governed by a Board of Directors. Management accountability is delegated to the CEO, supported by an Advisory Committee offering professional expertise to support project and organisational needs.

Donations are received into both SeeBeyondBorders Foundation Australia (DGR 2 Status) and SeeBeyondBorders Australia Overseas Aid Relief Fund (DGR 1 Status).

## UK

SeeBeyondBorders UK is governed by a Board of Trustees. SeeBeyondBorders UK is a registered charity with the Charity Commission (no. 1146044) and is endorsed for Gift Aid by HMRC. Management accountability is delegated to the CEO.

## Cambodia

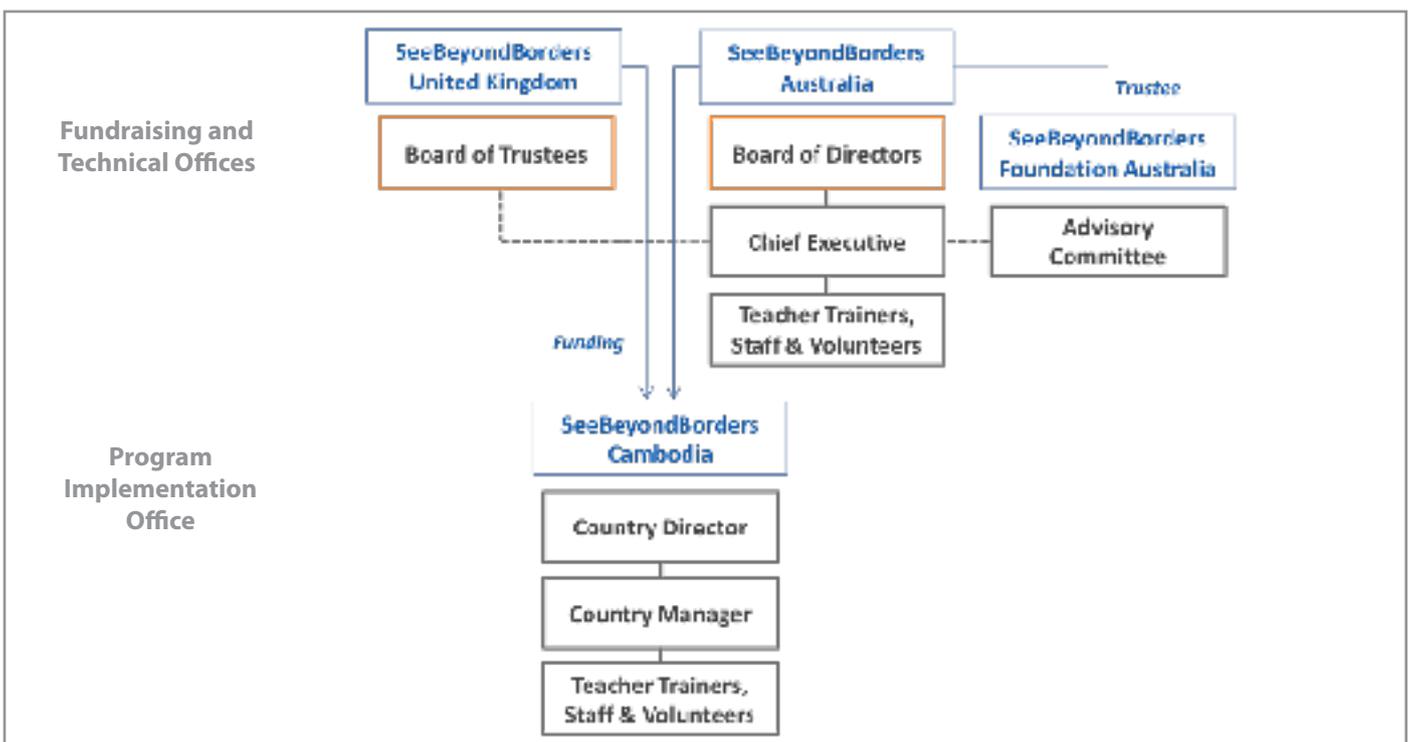
Program management and project implementation is carried out in Cambodia by SeeBeyondBorders Cambodia as registered with the Ministry of Foreign Affairs and International Cooperation.



### What did we learn this year? Lesson #3

With lots of staff changes this year, we undertook a review of our internal communications and knowledge management systems to ensure that key information was being retained and used and to facilitate remote collaborative working. We have introduced a new system with shared working capabilities, and have introduced regular virtual meetings with senior staff from Cambodia, Australia and the UK.

## Operational Structure



## Financial Performance

The financial performance for the year for the combined organisation is detailed below in USD, using exchange rates in force at the dates of fund transfers. Although we are not a consolidated entity in legal terms the presentation of this data is necessary for a clear understanding of our organisation by stakeholders.

The data is derived from audited results in Australia, independently reviewed figures in the UK and an

independent systems and process review in Cambodia.

Funds donated both by long-term supporters and new relationships largely supported our budgeted activities in Cambodia (reduction in combined reserves of 11,490 USD). However, fundraising targets were not achieved and the focus on fundraising will continue in 2016/17 assisted by our securing of OAGDS DGR1 status in Australia, the introduction of new skills into

the organisation and our winning of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance during the year.

Expenditure in both the fundraising entities and in the programs was well controlled during the year. Gifts in Kind comprised 94% volunteer labour (valued at 23 USD per hour), of which 84% was expended on programs.

### See Beyond Borders Results Overview

	<b>Australia Combined USD</b>	<b>UK USD</b>	<b>Cambodia USD</b>	<b>Total 2016 USD</b>
<b>Revenue</b>				
Monetary Donations	287,278	204,925	265	492,468
Gifts in Kind	163,415	132,557	-	295,972
Other Income	18,094	-	-	18,094
	<b>468,787</b>	<b>337,482</b>	<b>265</b>	<b>806,534</b>
Admin Costs*	102,638	6,234		108,872
Fundraising Costs	99,621	57,713		157,334
Fundraising Event Direct Costs	21,312	-		21,312
Gifts in Kind**	-	-		-
Program Costs :				-
Teach The Teacher	74,488	43,108	145,409	263,005
Getting to School	15,431	43,130	79,425	137,986
Better Schools	19,109	43,130	39,953	102,192
Trip Costs	-		27,323	27,323
	<b>332,599</b>	<b>193,315</b>	<b>292,110</b>	<b>818,024</b>
<b>Increase/(Decrease) in Reserves</b>	<b>136,188</b>	<b>144,167</b>	<b>(291,845)</b>	<b>(11,490)</b>

\*Gifts in Kind comprise volunteers valued at 23USD together with donated services.

\*\* Administration costs include compliance costs and community education.

Exchange rates: Aud to USD: 0.74, GBP to USD: 1.45

# Funds Raised and Spent

## How we raise our funds

Our support is diversely split between Corporates, Major Individual Donors and Gifts in Kind.

Corporates comprise organisations with whom we have built strong relationships, and are often supported by employee trips to Cambodia to take part in projects and see where the money is spent.

Major Individual Donors are benefactors who understand the organisation and actively support both financially and practically.

The value of Volunteer time is a significant benefit to the organisation, ensuring each dollar donated can be allocated directly

to programs. Events such as The Masquerade Ball, The Mini-Mos fun run and individual fundraising in conjunction with trips to Cambodia, provided essential financial support, as well as contributing to Community Education.

Income from Trusts and Foundations is a relatively new income stream, which we hope to grow with expertise recently employed in the UK, and Australia received DGR 1 status in May 2016.

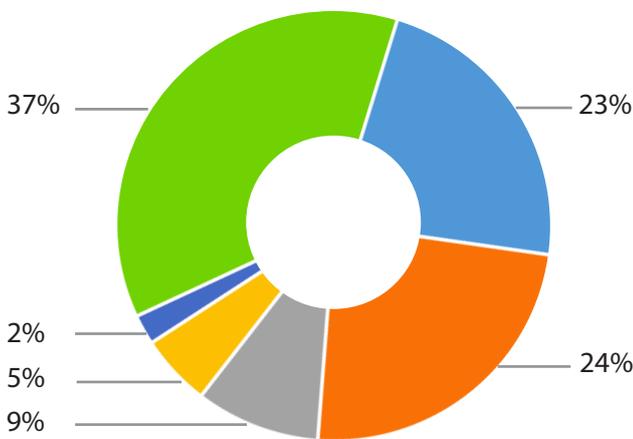
## How the money is spent

The organisation focuses the majority of its spend (including volunteer time) on the program work in Cambodia. The main

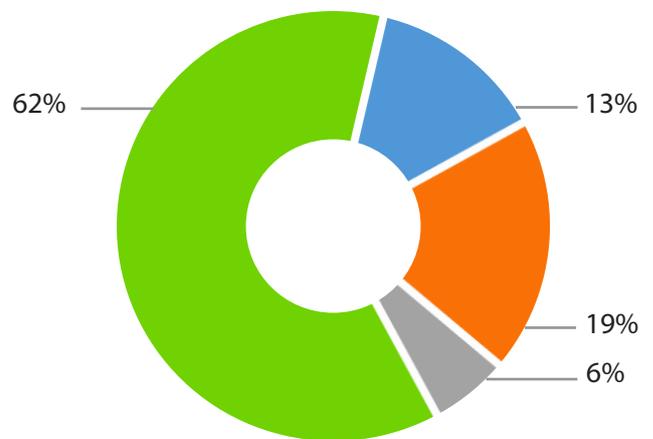
elements of our expenditure are people related: two Australian management team members, 22 Cambodian staff, volunteer living allowances and payments to locals for mentoring.

The main element of in-kind spend is the volunteer time for 3 full time volunteers (six month positions) supporting the local project management teams.

Outside Cambodia the administration and fundraising spend relates to staff (average of 3 paid staff), rental of one office, compliance costs and general overheads.



Income



Expenses

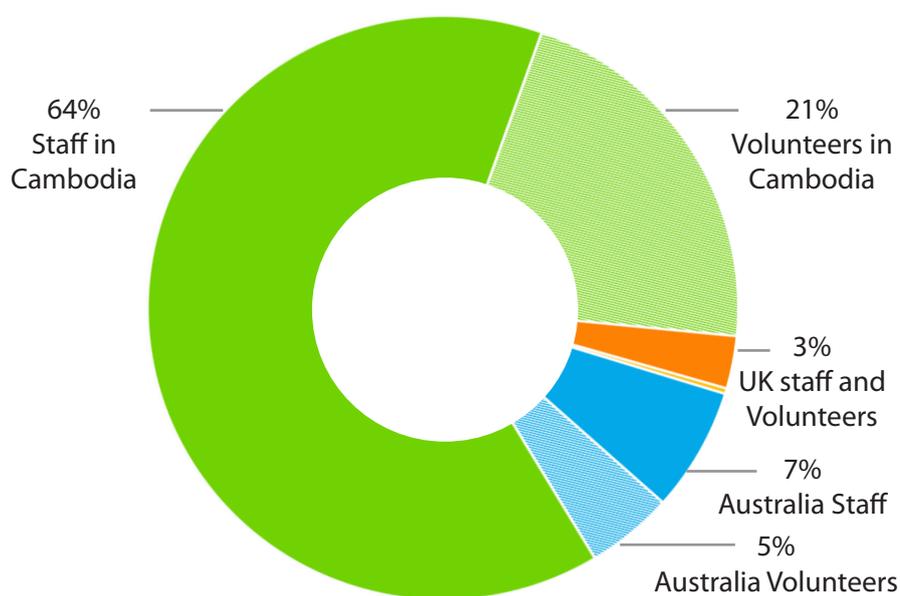
- Corporate Donations
- Individual Donations
- Events
- Trusts and Foundations
- Other
- Gifts in Kind

- Program Costs
- Administration and Compliance
- Fundraising
- Event Direct Cost

## Our Workforce

The following chart is derived from the hours worked on activities relating to each location. 85% of manpower is focused on Cambodia, working on our capacity building programs, a fact disguised when viewing just the financial breakdown given the pay-rate norms in Cambodia. The remaining 15% is split between the UK and Australia performing administration (including overseeing Cambodia), fundraising, compliance and community education. 26% of man hours are volunteer hours, and in \$ terms over 50% of labour is contributed by volunteers, representing a huge saving to the organisation.

Volunteers throughout the organisation are valued at 23USD in line with an approximate cost should we recruit specialised skills outside Cambodia.



### What did we learn this year? Lesson #4

The approach of 'building conceptual understanding' for teachers has been extremely beneficial in our teacher workshops this year. We have focused on building understanding and skills sequentially, not moving on until teachers have a strong grasp of the current concept. This has impacted not only the teachers' personal understanding of subject matter, but also their ability to make their teaching relevant for their class in order to build their students' conceptual understanding sequentially. In the same vein, the teachers are now demonstrating an awareness of common student misconceptions and errors. Knowing how to use effective questioning to gain an understanding of how a student is thinking mathematically, enables teachers to identify the specific support their students need.

### Our Priorities for the Year Ahead

**Priority 1: Strengthen the structure that supports delivery of our core programs.** Much progress has been made since 2015, and next year we will continue to focus on building staff capability, strengthening program management and improving communications and reporting.

**Priority 2: Become a Teacher Development Centre of Excellence.** We will actively seek opportunities for collaboration with the Cambodian Ministry of Education, Youth and Sport to integrate mentoring activities and build conceptual understanding into national education reforms.

**Priority 3: Grow and diversify our capability and delivery.** We will conduct feasibility studies to assess which districts to expand into from 2017/18 to scale our impact and reach even more teachers and children.

## Summary Financial Statements

Financial Statements by country are disclosed below. SeeBeyondBorders entities, whilst sharing a common objective, do not share any common ownership.

### SeeBeyondBorders Australia

Summary Financial Reports on the following pages have been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please

refer to the ACFID Code of Conduct Implementation Guidance available at <http://www.acfid.asn.au>.

A full set of audited financial statements can be requested by emailing [info@seebeyondborders.org](mailto:info@seebeyondborders.org).

\* Consolidated Entity Comprises SeeBeyondBorders Australia and SeeBeyondBorders Australia Foundation Australia.

### SEEBEYONDBORDERS AUSTRALIA & SEEBEYONDBORDERS FOUNDATION AUSTRALIA BALANCE SHEET AS AT 30 JUNE 2016

	CONSOLIDATED ENTITY*	CONSOLIDATED ENTITY*
	2016	2015
	AUD \$	AUD \$
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents	230,954	202,869
Trade and other receivables	12,331	9,780
Other current assets	5,332	14,110
<b>Total Current assets</b>	<b>248,617</b>	<b>226,759</b>
<b>Non-Current Assets</b>		
Property, plant and equipment	1,233	1,742
Intangibles	-	-
Other non-current assets	8,214	8,214
<b>Total Non-Current assets</b>	<b>9,447</b>	<b>9,956</b>
<b>TOTAL ASSETS</b>	<b>258,064</b>	<b>236,715</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Trade and other payables	13,258	18,242
Provisions	13,607	15,176
<b>Total Current Liabilities</b>	<b>26,865</b>	<b>33,418</b>
<b>Non-Current Liabilities</b>		
Borrowings	500	500
Provisions		1,353
<b>Total Non-Current Liabilities</b>	<b>500</b>	<b>1,853</b>
<b>TOTAL LIABILITIES</b>	<b>27,365</b>	<b>35,271</b>
<b>NET ASSETS</b>	<b>230,699</b>	<b>201,444</b>
<b>EQUITY</b>		
Settled Sum	200	200
Surplus	230,499	201,244
<b>TOTAL EQUITY</b>	<b>230,699</b>	<b>201,444</b>



### What did we learn this year? Lesson #5

In the past we have struggled to attract qualified candidates for our more senior roles in Cambodia. Because of this shortage of expertise in the sector, there were a number of long-standing vacancies for Project Manager roles. We decided to change our approach this year and focus instead on hiring lower level roles such as Community Liaison Officers and Mentor Development Coordinators, with a view to training our more junior staff to eventually take on the project management positions. This year we have successfully promoted two of our staff internally to take on Project Manager roles.

**SEEBYOND BORDERS AUSTRALIA INCOME STATEMENT FOR THE YEAR ENDED  
30 JUNE 2016**

	CONSOLIDATED ENTITY* 2016 AUD \$	CONSOLIDATED ENTITY* 2015 AUD \$
Donations and Gifts		
Monetary	354,831	397,120
Non-Monetary	221,310	287,400
Bequests and Legacies	-	-
Grants		
AusAID	-	-
Other Australian	-	-
Other overseas	-	-
Investment Income	515	1,424
Program fees	21,255	24,540
Miscellaneous Income	36,960	54,699
Revenue for International Political or Religious Adherence Promotion Programs	-	-
<b>TOTAL REVENUE</b>	<b>634,871</b>	<b>765,183</b>
International Aid and Development Programs		
International programs		
Funds to international programs	155,182	193,902
Program support costs	19,675	64,996
Community Education	15,886	10,000
Fundraising costs		
Public	120,948	139,275
Government, multilateral and private	-	-
Accountability and Administration	72,615	83,749
Non-monetary Expenditure	221,310	287,400
Total International Aid and Development Programs Expenditure	605,616	779,322
International Political or Religious Adherence Promotion Programs Expenditure	-	-
<b>TOTAL EXPENDITURE</b>	<b>605,616</b>	<b>779,322</b>
<b>EXCESS/(SHORTFALL) OF REVENUE OVER EXPENDITURE</b>	<b>29,255</b>	<b>(14,139)</b>

Note: 2015 comparatives have been adjusted to be consistent with 2016 basis.



**What did we learn this year?  
Lesson #6**

Our 2015 program reviews revealed some inconsistencies in the way our mentor teachers were assessing their mentee teachers using our teaching scale. To address this and ensure we were collecting comparable data on how our work is improving teachers' skills, our staff in Cambodia held a workshop with all mentors in November 2015. Our staff have continued to meet with our mentors regularly and ensure evaluations are being carried out in accordance with the guidelines agreed at the workshop.

**STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2016**

CONSOLIDATED ENTITY	Settled Sum \$	Retained Surplus \$	Total \$
<b>Balance at 1 July 2014</b>	200	215,383	215,583
(Deficit)attributable to the year		(14,139)	(14,139)
<b>Balance at 30 June 2014</b>	200	201,244	201,444
<b>Balance at 1 July 2015</b>	200	201,244	201,444
Surplus attributable to the year		29,255	29,255
<b>Balance at 30 June 2016</b>	<b>200</b>	<b>230,499</b>	<b>230,699</b>

**Cash for Designated Purposes for the year ended 30th June 2016:** No single appeal, grant or other form of fundraising for a designated purpose generated 10% or more of the signatory organisation's international aid and development revenue for the financial year.



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**SEEBEYONDBORDERS FOUNDATION AUSTRALIA  
AND SEEBEYONDBORDERS AUSTRALIA  
Code of Conduct Summary Financial Report  
Independent Auditor's Report to the Members**

**Scope**

We have audited the attached summarized aggregated financial report of SeeBeyondBorders Foundation Australia and SeeBeyondBorders Australia Limited (the entities) comprising:

- Profit and Loss Statement for the year ended 30 June 2016;
- Summary Statement of Financial Position as at 30 June 2016; and
- Statement of Changes in Equity for the year ended 30 June 2016.

Our audit has been conducted in accordance with Australian Auditing Standards and the relevant requirements of the Australian Council for International Development Code of Conduct to provide reasonable assurance as to whether the entities have complied in all material respects with the Australian Auditing Standards and the requirements of the Australian Council for International Development Code of Conduct for disclosure of the financial reports as formatted.

**Auditor's Opinion**

In our opinion the entities have complied in all material respects, with the requirements of Australian Council for International Development Code of Conduct and the information reported in this Aggregated Summarized Financial Report is consistent with the Annual Statutory Financial Reports of the entities from which it is derived and upon which we expressed an audit opinion in our report to the members. For a better understanding of the scope of our audit, this report should be read in conjunction with our Independent Auditor's Report to the Members accompanying the annual statutory financial report of SeeBeyondBorders Foundation Australia and the annual statutory financial report of SeeBeyondBorders Australia Ltd.



Mark Godlewski  
Partner  
23 November 2016



PITCHER PARTNERS  
SYDNEY

A woman with dark hair pulled back, wearing a dark blue blouse with white floral and geometric patterns and a dark sarong with a brown and black geometric pattern. She is standing outdoors in front of a traditional wooden building with a thatched roof. The background is slightly blurred.

“I love to be able to give my students advice, helping them to find something that they like which will keep them going and push them further in their education. Some of my students are now judges, lawyers, teachers and engineers. Most of my students come back and visit me, so that I’m able to witness the results of my hard work.”

Pen Thaeay, mentor teacher  
at Lvea Primary school

## SeeBeyondBorders UK

SeeBeyondBorders UK was established on 17 January 2012 as a company limited by guarantee and was registered with the Charity Commission (UK) on 22 February 2012. SeeBeyondBorders UK has its own Board of Trustees which does not overlap with any of the Board or management of the Australian entities, except in the case of Edward Shuttleworth, who is a trustee and the CEO of SeeBeyondBorders UK on a voluntary basis.



## SeeBeyondBorders UK

### Statement of Financial Activities for the year ended 30 June 2016

	Jun-16	Jun-16	Jun-16	Jun-15
	Unrestricted Funds	Restricted Funds	Total	Total
	£	£	£	£
<b>Incoming Resources</b>				
Donations	38,186	102,689	140,875	127,743
Program fees	-	-	-	8,175
Investment income	-	-	-	25
<b>Total Incoming Resources</b>	<b>38,186</b>	<b>102,689</b>	<b>140,875</b>	<b>135,943</b>
<b>Resources Expended</b>				
SeeBeyondBorders Cambodia	21,808	101,903	123,711	65,042
Governance costs	39,677	4,057	43,734	20,397
Exchange (gain)	(1,996)	-	(1,996)	(3,643)
<b>Total Resources Expended</b>	<b>59,489</b>	<b>105,960</b>	<b>165,449</b>	<b>81,796</b>
<b>Net incoming resources</b>	<b>(21,303)</b>	<b>(3,271)</b>	<b>(24,574)</b>	<b>54,147</b>
Funds brought forward	72,486	16,376	88,862	34,715
<b>Total funds carried forward</b>	<b>51,183</b>	<b>13,105</b>	<b>64,288</b>	<b>88,862</b>

**SeeBeyondBorders UK**  
**Balance Sheet as at 30 June 2016**

	Jun-16	Jun-16	Jun-16	Jun-15
	Unrestricted Funds	Restricted Funds	Total	Total
	£	£	£	£
Fixed Assets				
Current Assets				
Cash at bank and in hand	50,417	18,566	68,983	92,927
Debtors	110	-	110	
Creditors	(4,805)	-	(4,805)	( 4,065 )
Intercompany balance				
<b>Net Assets</b>	<b>45,722</b>	<b>18,566</b>	<b>64,288</b>	<b>88,862</b>
Funds of the charity				
Unrestricted funds	45,722	-	45,722	68,913
Restricted income funds	-	18,566	18,566	19,949
Endowment funds				
<b>Total Funds</b>	<b>45,722</b>	<b>18,566</b>	<b>64,288</b>	<b>88,862</b>

For the period ending 30.06.2016 the company was entitled to exemption from audit under section 477 of the UK Companies Act 2006 relating to small companies.



**What did we learn this year? Lesson #7**

A key objective of our Transition program (within the Teach the Teacher focus area) is to ensure our mentors take responsibility for the professional development of all teachers in their area. One avenue we have taken advantage of this year is the DoE-led initiative, known as Technical Thursdays, where all teachers in each district come together to share knowledge and ideas. The technical training sessions are planned by mentors together at their monthly mentor meetings, and they each facilitate the same training session at their own schools within the cluster on the next Technical Thursday. This is how we are building 'professional communities of practice', developing mentor confidence as well as the understanding of the teachers in their district. In addition, the meetings are strengthening our ties with the DoE and our reputation at a district level.

# UK Audit Report

**SeeBeyondBorders UK – Registered charity number 1146044**

**Independent Examiner's Statement**

**Year Ended 30 June 2016**

I report on the accounts of the Charity for the year ended 30 June 2016.

### **Respective Responsibilities of Trustees and Examiner**

As the Trustees you are responsible for the preparation of the accounts; you consider that an audit is not required for this year under section 122(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed. It is my responsibility to:

- Examine the accounts under section 145 of the 2011 Act;
- To follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act; and
- To state whether particular matters have come to my attention state.

### **Basis of Independent Examiner's report**

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

### **Independent Examiner's Statement**

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that in any material respect the requirements
  - to keep accounting records in accordance with Section 130 of the 2011 Act; and
  - to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 Acthave not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

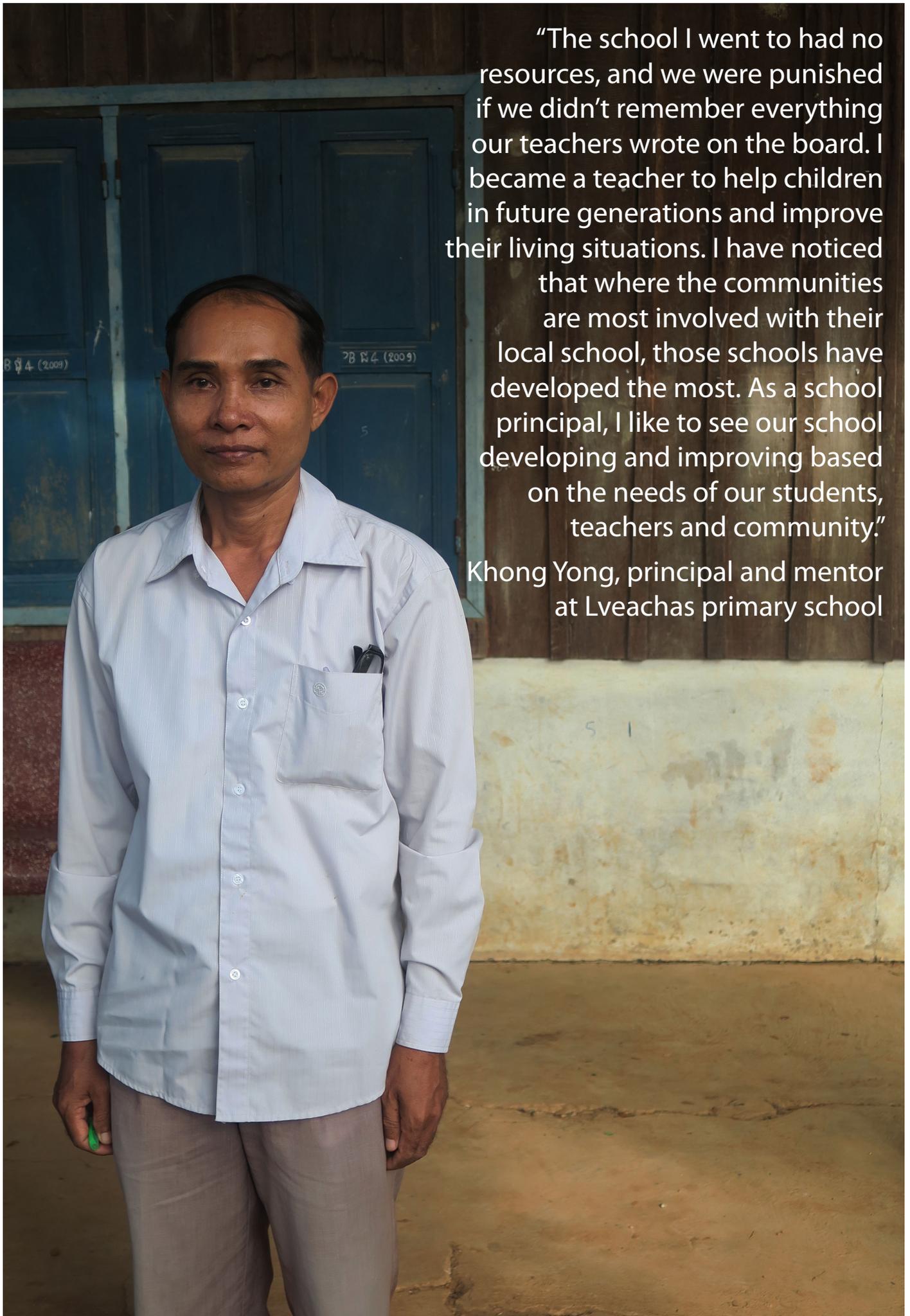
Signed: 

Name: Stephanie Churchill

Relevant professional qualification or body: AAT

Address: 835 Birmingham New Road  
Dudley  
DY4 8AS

Date: 18 November 2016



“The school I went to had no resources, and we were punished if we didn’t remember everything our teachers wrote on the board. I became a teacher to help children in future generations and improve their living situations. I have noticed that where the communities are most involved with their local school, those schools have developed the most. As a school principal, I like to see our school developing and improving based on the needs of our students, teachers and community.”  
Khong Yong, principal and mentor at Lveachas primary school

# Our People

In Australia, SeeBeyondBorders is a registered charity and a company limited by guarantee that operates the SeeBeyondBorders Australia Overseas Relief Fund, which is endorsed as Deductible Gift Recipient (DGR) at Level 1. In the United Kingdom, SeeBeyondBorders UK is a registered charity. In Cambodia, SeeBeyondBorders is registered as an International Non-Government Organisation (INGO) with the Ministry of Foreign Affairs.

## SeeBeyondBorders Australia

## SeeBeyondBorders UK

### Board of Directors

### Board of Trustees



#### David Armstrong

David is one of our founding directors, with more than 25 years of commercial experience. His experience in business services includes directorships, a partner position in a Chartered

Accounting firm, as well as roles with KPMG, Shell Australia, and a position as Chair of the Trans-Tasman Public Practice Advisory Committee for the Chartered Accountants Australia and New Zealand Board of Directors.



#### Priscilla Chang

Priscilla has worked in education since 1990 and is currently a Year One teacher (B Ed. Primary) in the Broken Bay Diocese, NSW. Since becoming involved with SeeBeyondBorders,

Priscilla has made 6 trips to Cambodia. She helps coordinate our teacher volunteers in Australia and has co-written our teaching programs.



#### Kate Shuttleworth

Kate, with her husband Ed co-founded SBB, and Kate now coordinates the Teach the Teacher program, co-writing the programs, and running training sessions for volunteer

teachers. Kate qualified as a Registered Nurse then as a mature student went on to re-train as a primary school teacher. She holds a B.Education and Masters in Educational Leadership.

### Advisory Committee



#### Andy Wade

Having worked as a software designer in the UK, Andy migrated permanently to Australia in 1987, where he co-founded Infra Corporation, an Australian software company. He currently

advises Australian IT SMEs on growth strategies, particularly developing international operations. Andy has been working with SeeBeyondBorders since inception, and is actively involved in the organisation's fundraising activities.



#### Daniel Fogarty

Daniel is an insurance industry consultant, advising businesses on insurance matters. He has run financial service companies of up to 1,600 people, and was CEO of an international

insurance company based in Sydney. He gained his Masters at Stanford Business School, and is an Chartered Accountant.



#### Andrew Studd

Andrew is a partner in Russell-Cooke's Charity and Social Business team, and sits on the Finance and Audit Committee for Care International UK, advising on a range of constitutional and governance matters.



#### Anne Moore

Anne is a registered nurse and worked as a staff nurse and Sister in Canada, the USA and the UK. Since 1998, Anne has been working in the primary school system as a teaching assistant and as a church governor.



#### Caroline Abel

Caroline studied Zoology at Oxford University and has worked in medical research for over 25 years. Caroline is also involved with an education program in India, and a conservation program in South London.



#### Robyn Smith

Robyn has worked for a global risk and security consultancy in London and Baghdad, and has also led strategic development at the state and local government level in Sydney, Australia.



#### Peter Gosling

Peter is a Partner at Higgs & Sons Solicitors. He has over 20 years' experience in trusts, tax and estate planning and is recognised as a leading practitioner by Chambers and Legal 500.



#### Rob Buchan

Rob Buchan is a cartoonist and illustrator. Educated at Bristol University, he has 15 years' experience in technology investments as well as several years in the restaurant and bar trade.



#### Brenda Gosling

Brenda qualified as a radiographer in Cambridge, working for 20 years in NHS and private hospitals. She runs an antiques stall and teaches furniture restoration, and fundraises for several charities and schools.



#### Ed Shuttleworth

As a Chartered Accountant, Ed worked in treasury management in London & Hong Kong. He joined LMS Generation in 2004 and worked on the Jesuits World-Youth-Day program. With his wife Kate, he started SeeBeyondBorders in 2009.

# Thank You to our Supporters!

On behalf of the communities we work with, the members of SeeBeyondBorders Australia and the Trustees of SeeBeyondBorders UK would like to thank all of our supporters. We would like to mention some people who have helped us both financially and with their time this past year, making a significant contribution to the impact we are having in Cambodia. Our sincere apologies to all those we will have inevitably missed out!

**SHAPE | ASX Thomson Reuters | Aberdeen Asset Foundation | Holman Fenwick Willan | Aimia | St James' Place | Souter Charitable Trust | Toy Trust | Evan Cornish Foundation | Rotary Parramatta | Mosman Public School | Manly Village Public School | Truslove and Goss Pty Limited | Velocity Implementations | Salesforce.com Inc. | Pitcher Partners | TressCox Lawyers | Paradigm Norton Trust | Alan and Nesta Ferguson Charitable Trust | Andy Wade | Alan Clarke | The Estate of Ronald Leslie Armour | Rob Buchan | Simon Ling | Shane Wilkinson | Wendy Mitchell | Carole Jaye | Michael Muelheim | Liz Starling | Christine Atkins | Brett Maple | Simon Howse | David Foodey | Susan McDonald | Matthew Chessum | Paul Cox | Brian Clarke | Claire Stagg | Alan Roberts | Matthew Blake | Lina Yeo | Tom Prefrement | Hannah Silverleaf | Crystal Davies | Katy Wilkinson | Mitch Wilkinson | Ingrid Ross | Carmen Salkeld | Anthony Salkeld | Stephanie Ghiocas | Fiona Astridge | Melinda Cashen | Sarah Reynolds | Christine Hutton | Felicia Yeow | Victoria Riley | Raeesah Haque | Juan Venegas-Ortiz | Kristian Kopp | Robyn Mitchell | Elisabeth Harnier | Michelle Lowery | George Ingles | Charlotte Edgar | Thomas Gough | Fiona Yates | Agnes Verkuil | Vicki Davies | Petra Kremer |**  
**...and to everyone who has supported us - thank you!**





Get in touch to find out how you can help us reach even more children in Cambodia with quality teaching.

# Get Involved

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SeeBeyondBorders is funded entirely by our supporters' donations, and without their continued financial assistance none of our work would be possible. At the same time, our fantastic team of staff in Cambodia wouldn't be able to achieve as much as they have done without the skills and support of our talented volunteers. If you believe in what we're doing, please do consider supporting our continued success with a contribution of your time or money.

## Individuals

Volunteer with us either short or long term, in Cambodia or from wherever you are in the world. Our International Volunteer opportunities welcome skilled candidates on a six monthly basis to support the team in Cambodia with project management, financial management or communications.

We also host annual Project Team visits for around two weeks where qualified teachers can join our teaching workshops, and other volunteers can support our Better Facilities program. But if you can't come to Cambodia there is still plenty you can help us with - please get in touch to find out how.

- \* **Make a donation** through our [website](#). Even a small donation would be very gratefully received.
- \* **Create a fundraising event** to raise awareness of our work and money for us. If you have any fundraising ideas we'd love to hear them - please contact our team and we'll do everything that we can to support you.
- \* **Lobby your employer** to become a corporate partner. A significant proportion of our funding comes from corporate partners. We tailor the relationship to the company's need, and in return for its support, we offer unique opportunities for staff to get involved in the delivery of our work.
- \* **Follow us on social media** and encourage others to do the same. Facebook: [facebook.com/seebeyondborders](https://www.facebook.com/seebeyondborders) Twitter: [@seebeyondborder](https://twitter.com/seebeyondborder) Instagram: [@seebeyondborders](https://www.instagram.com/seebeyondborders)
- \* **Raise awareness** of the issues in Cambodia. Our biggest barrier is ignorance - many people do not even know where Cambodia is, let alone its troubled past. Talk to friends, family, and anyone else who'll listen about our work, and help shed some much-needed light on this often overlooked country. The children of Cambodia deserve it!

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## Corporates

In an increasingly interconnected world, more than three quarters of consumers say it is important for companies to be socially responsible. A partnership with a like-minded charity enables your organisation to invest in its social interests; enhance relationships with existing stakeholders and attract new ones; and make a lasting commitment to its own sustainability beyond profit margins.

**Why partner with us?** Education is a critical tool to address the most important challenges faced by society internationally today, helping to develop “societies that are ... peaceful, just and inclusive and free from fear and violence.” (UNESCO 2016). Our solution to Cambodia’s education challenges is delivering proven results. Of all the factors that play a role in shaping a child’s success, nothing matters at school as much as the quality of teaching.

**We can provide a model to engage your stakeholders:** We place integrity at the very heart of what we do. Not only are we well placed to partner with businesses looking to improve their bottom line and their social impact, but we can offer critical advice and a unique perspective too.

**See the impact for yourself:** As part of our offering to our corporate partners, we welcome members of your team to visit Cambodia and volunteer alongside our staff, providing your employees with a personal development opportunity and an understanding of the global development context.

**Strategic alignment:** Our corporate partners can offer support in a multitude of areas from governance to performance management. We look to match the skills and experience your organisation has to offer with roles within our team, significantly impacting how our organisation develops.

**Staff engagement and sponsorship:** SeeBeyondBorders is always looking for sponsorship to support the work we do. You are able to sponsor a specific project or area of our work, depending on your interests and needs, and we will provide ongoing updates on the impact your support is having. By identifying SeeBeyondBorders as your company’s chosen charity, your staff can get involved in a variety of engaging, fun and impactful initiatives which suit your organisation. Our team is able to support you by helping you to create fundraising plans, challenge days and events.

## Contact Us

### SeeBeyondBorders Australia

**T** +61 2 9960 7077

**E** [info@seebeyondborders.org](mailto:info@seebeyondborders.org)

**A** Suite 106, 1-3 Gurrigal Street, Mosman NSW 2088  
Australia

### SeeBeyondBorders UK

**E** [ukfundraising@seebeyondborders.org](mailto:ukfundraising@seebeyondborders.org)

**A** 31 Sistova Road, London SW12 9QR, United Kingdom

[www.seebeyondborders.org](http://www.seebeyondborders.org)

## Appendix: 2015-16 Scorecard

A summary of the data collected from our 2015-16 program review.

		Battambang Province		Siem Reap Province		SBB Total/ Average	Target
		Ek Phnom (completed Year 2 of Transition)	Bavel (completed Year 3 of Core)	Angkor Thom (completed Year 3 of Core)	Puok (completed Year 2 of Transition)		
Headlines	<b>Total Number of Schools</b>	12	16	19	9	56	N/A
	<b>Number of Teachers in our Programs</b>	75	93	85	24	277	N/A
	<b>Of which mentors</b>	20	34	25	10	89	N/A
	<b>Number of children directly impacted by teachers in our Programs</b>	1,886	3,279	2,172	621	7,958	N/A
Schools Impacted	<b>Teach the Teacher</b>	-	16	19	-	35	N/A
	<b>Transition</b>	12	-	-	9	21	N/A
	<b>Mentoring</b>	12	16	19	9	56	N/A
	<b>Krou Laor (Teacher Awards)</b>	12	16	19	9	56	N/A
	<b>CCP</b>	2	6	1	-	9	N/A
	<b>Sport</b>	7	6	2	-	15	N/A
	<b>Health</b>	2	6	-	-	8	N/A
	<b>Supplementary Lessons</b>	-	6	-	-	6	N/A
	<b>SDP</b>	-	6	2	-	8	N/A
	<b>Better Facilities</b>	11	13	10	1	35	N/A
Student Impact	<b>Average student absence</b> NB. Baseline 16% Cambodia average student absence	6%	6%	11%	7%	8%	7%
	<b>Average pass rate Grade 1</b> NB. Baseline 49% pass rate	95%	93%	92%	89%	92%	75%
	<b>Average pass rate Grade 2</b> NB. Baseline 19.5% pass rate	93%	84%	77%	93%	87%	75%
	<b>Average pass rate Grade 3</b> NB. Baseline 29% pass rate	75%	77%	70%	65%	72%	60%
<i>Please note that the pass mark for all grades is 50% and the rates exclude absenteeism.</i>							
Teacher Impact	<b>Number of workshops run by SBB staff and senior mentors</b>	2	2	3	3	10	10
	<b>Average attendance at workshops</b>	90%	88%	94%	95%	92%	100%
	<b>Planned mentor visits to mentees completed</b>	120%	89%	89%	81%	95%	80%
	<b>Teachers at Level 2 or above on all skills on teacher scale (Core)</b>	-	93%	75%	67%	78%	100% at L2 end of Core Program
	<b>Teachers at Level 3 or above on all skills on teacher scale (Transition)</b>	90%	-	-	8%	49%	100% at L3 at end of transition
	<b>Number of bronze award winners (Krou Laor)</b>	6	24	37	9	76	N/A
	<b>Number of silver award winners (Krou Laor)</b>	24	43	30	8	105	N/A
	<b>Number of gold award winners (Krou Laor)</b>	11	4	1	0	16	N/A

		Battambang Province		Siem Reap Province		SBB Total/ Average	Target
		Ek Phnom (completed Year 2 of Transition)	Bavel (completed Year 3 of Core)	Angkor Thom (completed Year 3 of Core)	Puok (completed Year 2 of Transition)		
Teach the Teacher	Mentee action plans created	391	726	551	241	1,909	2,149
	SBB visits to mentors	126	266	145	96	633	593
	Attendance at monthly mentor meetings	86%	78%	85%	84%	83%	80%
	Mentors at Level 2 or above on mentor scale (Core)	-	97%	96%	-	97%	100% at L2 at end of program
	Mentors at Level 3 or above on mentor scale (Transition)	90%	-	-	78%	84%	100% at L3 at end of program
Getting to School	Number of sports workshops	2	4	1	-	7	6
	Number of assistant sports coaches trained	50	49	4	-	103	128
	Average student absence on Sports days	5%	5%	9%	-	6%	7%
	Average attendance of assistant coaches	79%	73%	90%	-	81%	80%
	Teachers using interactive Health lesson plans	60%	88%	-	-	74%	80%
	Health lessons completed	161	582	-	-	743	544
	Number of community members involved in Health program	201	444	-	-	645	240 (30 per school)
	Average baseline attendance of CCP students	71%	84%	84%	-	80%	N/A
	Average attendance of CCP students after support	95%	96%	95%	-	95%	80%
	Better Schools	Parents participating in SDP projects	-	1,685	288	-	1,973
Completed SDP projects		-	18	4	-	22	24
Parents contributing financially to SDP projects		-	\$6,846	\$652	-	\$7,498	\$800
Schools with year-round access to water		83%	94%	100%	100%	94%	100%
Number of schools where improvement works were completed		11	13	8	1	33	N/A
Project Team visits to schools		3	1	2	1	7	N/A

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**Lessons Learned:** As part of our commitment to continuous improvement, accountability and transparency, we have documented all of the lessons that emerged from our program reviews in a comprehensive learning report. The full report is available on request; please email [info@seebeyondborders.org](mailto:info@seebeyondborders.org) for more information.

Thank you to all the volunteers, organisations and individuals who have supported our work!

SeeBeyond|Borders

*Change begins with education.*