



Introduction

I am delighted to mark the close of 2016 with the publication of our first Transparency Report, detailing our impact and lessons learned over the past year. Since 2009 SeeBeyondBorders has sought to make a lasting improvement to the quality of education available to children in Cambodia in the light of the manifestly desperate conditions experienced by so much of the population.

Our theory of change is inter-generational, recognising the interlocking complexities that hold back the development of the education sector. Our solutions aim to address these complexities as far as our resources will permit, recognising that lasting change actually begins with the individuals with whom we work.

We know that there is a community of donors and civil society organisations committed to a deeper understanding of effective interventions that lead to lasting change, redressing some of the inequity we see generally continuing to rise as a result of neglect. This document is for you. We entrust our experiences to you in the hope that you will help us go further and achieve more - the very thing we hope for in the next generation of Cambodians.

As we continue to demonstrate our effectiveness, we aim to build our credibility and support with like-minded individuals and organisations.

What this report contains

This report presents our key achievements this past year, as well as what we have learned. Around each of our work streams we have grouped the challenges we have faced, and the changes we will be implementing to address them.

We hope that this provides a transparent insight into our organisational planning and the commitment that we model to continual improvement. We would be delighted to receive your feedback, comments or questions on this report.



Get in touch

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OUR IMPACT SUMMARY, 2015-16

	2015-16 Total/ Ave	Comparative	Note
Total number of schools	56	60	Comparative is 2014-2015 participants (some attrition/ moving teachers)
Number of teachers in our programs	277	324	Comparative is 2014-2015 participants (some attrition/ moving teachers)
Of which mentors	89	99	Comparative is 2014-2015 participants (some attrition/ moving teachers)
Number of children directly impacted by teachers in our programs	7,958	10,322	Comparative is 2014-2015 participants (some attrition/ moving teachers)
Average student absence	8%	16%	Comparative is Cambodian average
Student testing: average pass rate Grade 1	82%	49%	Comparative is from start of the program - absences score zero
Student testing: average pass rate Grade 2	77%	19.5%	Comparative is from start of the program - absences score zero
Student testing: average pass rate Grade 3	67%	29%	Comparative is from start of the program - absences score zero
Teachers at Level 2 or above on all skills on teacher scale (Core completed 3 of 4 yrs)	78%	22%	Comparative is last year, all commenced at zero
Teachers at Level 3 or above on all skills on teacher scale (Transition completed 2 of 3 yrs)	49%	40%	Comparative is last year, all commenced at zero
Number of bronze award winners (Krou Laor)	76	160	Comparative is last year
Number of silver award winners (Krou Laor)	105	54	Comparative is last year
Number of gold award winners (Krou Laor)	16	5	Comparative is last year
Mentors at Level 2 or above on mentor scale	97%	27%	Comparative is last year. These mentors have completed 3 years of mentoring
Mentors at Level 3 or above on mentor scale	84%	41%	Comparative is last year. These mentors have completed 3 years of mentoring

This table represents some of the highlights from our full Impact Scorecard, which is available as an appendix in our 2015-16 Annual Report. Read or download the report on our website here: http://www.seebeyondborders.org/uploads/pdfs/2016_Annual_Report_FINAL.pdf

PROGRAM DEVELOPMENT AND PROJECT MANAGEMENT

CHALLENGE

STEP CHANGE

1. Developing and demonstrating credibility as an NGO is a continuing investment at SeeBeyondBorders.

- a. How to approach establishing a Cambodian run operation in future?
- b. How should we determine a suitable level of investment in contributing to the national dialogue on systemic reform to the education sector when our focus is on grass roots support for teachers?

- a. Aim to achieve membership of The Cooperation Committee for Cambodia (CCC) and use the accreditation process to provide a framework for continued training and development of our leadership team, so that they are empowered to ultimately lead a Cambodian organisation.
- b. Begin the process of establishing a Cambodian Board who will initially advise and assist the Leadership Team but can also feed into the strategic question around national vs. local investment and associated profile management. We are also looking for support with our Advisory Committee to help with these questions in Australia.

2. How can we develop and support the Leadership Team to assume a country-wide view of the programs within their focus areas, while ensuring consistency of approach and quality of implementation across all districts?

- Continue our recent strategy of promoting managers from within our organisation, in preference to hiring external candidates where possible. This serves to reduce operational workloads on our Leadership Team to give them the time to elevate their roles to strategic and quality management.
- Introduce quarterly program team meetings, sharing lessons learned and building cross-team collaboration and consistency across all districts.

3. How can we establish a framework for collaboration between NGOs that allows all stakeholders to benefit from cost savings and opportunities to scale, whilst at the same time having the freedom to pursue their own objectives?

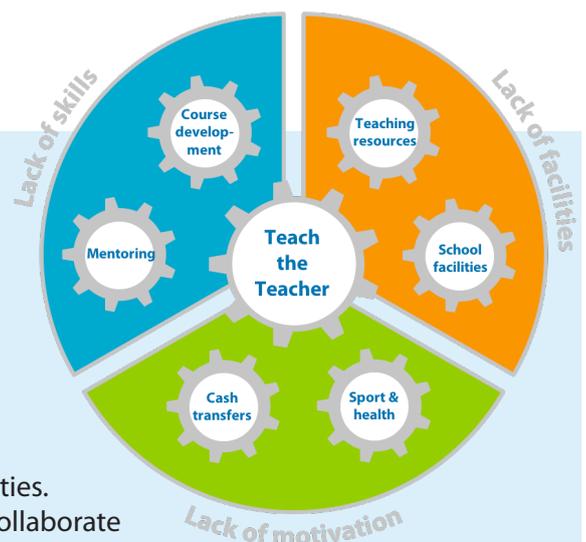
We will pursue the opportunities provided by our attendance at the Ministry of Education's retreat in July 2016 to initiate the development of a national INSET and CPD working group, allocating significant resource to developing NGO collaboration and standard setting for Teacher Professional Development initiatives.

Spotlight: Developing the SCALE model

Over the past year, we have conceptualised the SCALE framework to enable us to more effectively explain our theory of change and our work to our teachers, supporters and partners.

The SCALE model – Scaffolding Capability And Learning Experiences – for teachers, as per a sociological definition of innovation, is different, valued and implemented with demonstrably positive results on teaching capabilities and child learning. Building on Vygotsky's social theory "Zone of Proximal Development", we develop teachers' conceptual understanding around the curriculum, pedagogical skills and assessment capabilities. We support them to use their knowledge and empower them to collaborate with their peers to identify teaching needs and problems in their own environment, furthering their personal development and developing the education system itself.

Our scaffold is progressively withdrawn as capabilities strengthen. Applying the notion that by playing a role in the development of learning, the learning process is much more effective, we encourage those who have been on the journey with us, to be part of other people's journey and truly scale opportunities for their colleagues.



TEACH THE TEACHER FOCUS AREA

CHALLENGE

STEP CHANGE

4. How can we meet the requirements of the District Offices of Education when scheduling workshops (ie minimise disruption and run workshops during the holidays) whilst also ensuring maximum teacher attendance?

- Build DOE’s understanding of the value of SeeBeyondBorders’ programs whilst also listening to their concerns.
- Investigate the possibility of shortening some workshops to three days to minimise disruption.

5. How can we ensure that SeeBeyondBorders staff are effectively monitoring and advising on a wide-range of issues that affect quality of teaching, and not exclusively focussing on classroom teaching techniques? For example:

- student absenteeism
- identifying potential new mentors
- 1-2-1 feedback on student results
- analysing mentor reports and identifying trends
- reviewing the quality of mentee action plans

- Training will be provided to ensure MDCs have the knowledge and confidence to discuss all of these issues with mentors and mentees.
- Observation forms will be amended to reflect the need to monitor more than just teaching.
- Managers will provide support and coaching to improve report analysis capacity and ensure results are integrated into wider reviews of the Teach the Teacher program.

6. Lessons learned about activities such as project teams and workshops are not shared consistently between all districts. How can we improve this?

We will schedule formal reflection sessions immediately after workshops and a session prior to a workshop to review previous lessons learned to instigate more structure to the sharing process. We will develop a specific report for these sessions to effectively capture and document lessons learned.

7. How can we better evaluate mentor effectiveness and ensure they are meeting the needs of their mentees?

We will develop an evaluation form for mentees to reflect on the support their mentors provide, without asking the mentee to be overtly critical. The outcome of the feedback process will be to provide feedback/ evaluation for the mentor in a constructive way and help mentors to re-phrase strategy; improve their skills; promote self-reflection by both mentor and mentee; and help focus on the efficacy of the mentor’s advice.

Handover Phase between Programs (CORE, MENTORING, TRANSITION)

8. The current structure of Mentoring programs does not allow for the introduction of the concepts of the Transition Program, and ensure the necessary District structures (i.e. Technical Thursday Meetings) are in place.

We will use the third year of Mentoring program to begin the development of the mentoring meetings. Incorporate teacher development sessions to be delivered in Technical Thursday meetings as run by the Mentors. Invite senior mentors to contribute to the development of other syllabus/ curriculum areas in which teachers need technical support.

CHALLENGE

STEP CHANGE

Transition Program

9. How do we structure the final year of the Transition Program to prepare all stakeholders for the phase out from Transition and moving into a "Maintenance" style program, and ensure the continuation of mentoring beyond the end of the Transition program?

We will place greater focus on improving buy-in from the DOEs throughout Transition, looking towards a Phase 3 program, "Maintenance". Maintenance will aim to improve the sustainability of the mentoring program by helping DOEs to deliver on their responsibilities and effectively deliver continuing professional development for all their teachers and manage the mentoring program.

10. Mentors who provide support outside the scope of SeeBeyondBorders' programs have made Transition a particular success. How can we encourage the DOE to embrace this example of sustainable practice and use it as a model in the decentralization process?

We will investigate what motivates mentors to provide support outside the scope of the program and use these findings to inform the decentralisation process, and review options with DOE to continue to support what are actually existing systemic structures.

11. How can we capture the impact of SeeBeyondBorders' programs beyond the formal interventions and demonstrate this to donors and other stakeholders?

At the end of the coming academic year we will review the potential and the cost for having an independent external evaluation of the impact of the Teach the Teacher program in relation to its longer term goals.

Spotlight: Increasing our reach

With a severe lack of existing teacher training capabilities in Cambodia, we have taken two approaches to scaling our model:

1. The first is integral to the model itself and relies on an organic evolution led by those developed to the level of Senior Mentor, becoming trainers themselves. Through this approach, Senior Mentors take on the role of coaching the next group of adjacently located teachers. SeeBeyondBorders steps back to monitor quality control and provide technical or moral support as requested by the Senior Mentors.
2. Our second approach to scaling is through Government engagement. Winning the UNESCO-Hamdan Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers has significantly raised our profile and led to talks with key members of the Cambodian Ministry of Education, Youth and Sport (MoEYS) and the Cambodian representatives of UNESCO and UNICEF. These discussions are aimed at identifying where our approach to teacher development can be incorporated within the scope of the work currently being actioned under the Teacher Policy Action Plan (TPAP) and managed by the TPAP Task Force which reports directly to the Minister of Education.

In July 2016, SeeBeyondBorders was invited as one of just three NGOs to attend and speak at the 2016 Education Joint Technical Working Group Retreat hosted by the Minister of Education. This has been followed up by a visit from the Minister himself to one of our projects and requests from the TPAP Task Force Chair for further concept note submissions. An in-service teacher training (INSET) working group is being formed under the TPAP task force and SeeBeyondBorders has been tasked with drafting the terms of reference for this group.

From this position SeeBeyondBorders will not only be able to influence the national INSET initiative, demonstrating what is working, but also contribute to aligning other TPAP initiatives to support the sustainability of SCALE.



GETTING TO SCHOOL FOCUS AREA

CHALLENGE

STEP CHANGE

Sport Program

12. Sport is a two-year program. What is the delivery process of sport program to school for the third year or transition process?

We have learned that we need processes for transitioning ownership to the community and to build in capacity skills and resources into the third year of our Sports & Health programs.

Where there is sufficient commitment to continue teaching sport, we will hold one refresher workshop with an invite list to include the DOE and any MoEYS Sport trained teachers. We will also hold meetings with school principals & relevant authorities to discuss future planning and resourcing; School principal and mentors will then lead a parent meeting; SeeBeyondBorders staff visits reduced to 50% of previous year target (1 visit/ 2months/ teacher)

13. How can we make sure the school run sports programs independently and confidently?

We will initiate ad hoc monitoring in which SeeBeyondBorders' staff visit schools after the two-year sport programs have finished. The third year should be a transition year where we involve the DOE in discussions as to how they encourage the skills to be continued.

Health Program

14. We collect height and weight data, but do not adequately follow up on vulnerable children and only do this on an ad hoc basis. How do we integrate this process effectively into the health program?

We need to identify statistically dangerous categorisation; Keep copies of name lists so we can track children, with relevant security and privacy measures. We must also investigate whether we can teach the teachers how to do the measurements (as part of CORE Program) and have them liaise with the Commune Women and Children's committee as part of the Health Program.

15. Health is a two-year program. What is the delivery process of Health program to school for the third year or transition process?

We have learned that we need processes for transitioning ownership to the community and to build in capacity skills and resources into the third year of our Sports & Health programs.

Where there is sufficient commitment to continue teaching health, we will hold one refresher workshop, with an extended invite list to include Health Centre, DOE, Commune Women's and Children's Committee etc. We will hold meetings with school principals & health centre / CWCC & commune council to discuss future planning and resourcing; School principal and mentors to then lead a parent meeting; SBB staff visit reduced to 50% of previous year target (1 visit/ 2months/ teacher).

16. WASH facilities are not always accessible to students all day every day, i.e. drinking water locked in office, toilets locked, water not turned on at hand-washing stations, etc

All SeeBeyondBorders staff will monitor this every time they visit a school and if it is not available then hold discussions with principals and teachers immediately to understand why and as necessary explain the importance for Health and school attendance outcomes. We will add this to observation forms to act as a reminder for staff to check.

GETTING TO SCHOOL FOCUS AREA CONT...

CHALLENGE

STEP CHANGE

Conditional Cash Payment Program

17. There have been challenges transitioning students from the Grade 1-3 SeeBeyondBorders CCP program onto the Grade 4-6 World Bank Program, or any high-school equivalents. How should we approach this challenge?

SeeBeyondBorders has made a commitment to these students to support them through their primary education. This will mean that there will be a reduced number of new students we can bring in each year as we maintain the families who continue with the program. Investigate possible fundraising support models specifically for this program.

18. How can we better measure increased engagement of CCP students?

We will add questions about homework practices to our regular CCP family evaluations and surveys to assess engagement. We will capture CCP student results and rankings, and track how many students progress to the next grade.

19. How can we ensure that the CCP program is transparent and recognized as fair and efficient?

We will devise a questionnaire for people outside the process, like teachers, DOE representatives, Commune Chief to canvas their opinion of the CCP program.

BETTER SCHOOLS FOCUS AREA

Better Facilities Program

21. Some schools do not maintain the facilities we help repair in a functioning manner. How will we fix this problem?

It is essential that we are emphasising the importance of school/ community ownership of this infrastructure. Encourage schools to develop committees or class schedules to outline responsibility for cleaning and maintenance. We will add this to SeeBeyondBorders monitoring and prioritisation processes.

22. How can we make sure that schools use granted funds only for agreed improvement projects?

We will ensure that payments are only made for work completed. In some cases it may be necessary to have progress payments per construction contracts. Ensure that these adequately outline the responsibilities of schools (and any sub-contractors) to meet SeeBeyondBorders financial and procurement policies. Ensure adequate documentation (receipts) are provided for ALL expenses. Provide continued training to staff on the importance of strict financial controls and accountability.

School Development Planning Program

23. How can we measure parent involvement and engagement in school activities, improvements and the education of their children?

We will consider creating surveys that ask parents such questions as: Do they know about their child's homework? Do they encourage it and ask their children to discuss it? Do they provide positive feedback? Do they encourage their child to attend school regularly? Why? Are parents getting involved in other areas of school/student life? Are parent/child feedback sessions happening with teachers/ class & parent meetings?

Looking ahead...

A key focus for us in 2017 will be the development and commencement of the Continuing Professional Development (CPD) Experts Group, a sub-group of the TPAP Task Force, for which we have been asked to develop the terms of reference. Members of this group will steer the development of in-service teacher capacity through a period of: a) 'Upgrading' (To Minimum Teaching Standards); and b) 'CPD program development' (Design of Continuing Professional Development activities).

Through the initial stages of its work to improve teaching and learning outcomes, the emphasis of the CPD Experts Group will be on creating a roadmap that sets a common agenda into which all parties can pool their efforts to ensure common standards and appropriate prioritisation of initiatives which will lead to substantive teacher quality reform. The collaboration and communication inherent in ensuring the Group is a success, will avoid duplication and overlap in NGO service provision across the sector and ensure a strategic and holistic view is taken in the selection of activities to best meet the needs as identified in the Roadmap supporting the overall Cambodian Education Strategic Plan.

Over the course of time, the constituent Group members will change from being made up significantly by donors and NGOs together with key members of the Ministry, to being a fully functioning integrated office of the Ministry of Education.

Alongside this new responsibility, we will be continuing to act upon our lessons learned to deliver the best quality of support to Cambodian teachers, students and communities.

Thank you for your support in 2016, and we look forward to continuing the journey with you in future.



SeeBeyond|Borders

Change begins with education.