

SeeBeyond|Borders



Annual Report and Financial Statements
2016 - 2017



“When I first started teaching, I didn’t care about teaching quality, technique or good classroom management, I just followed the lesson books. I have noted now that to be a good teacher you need to focus on quality and ways to make it better and get all students to understand the lessons easier.

I found that SeeBeyondBorders has good methods of teaching and I have developed my teaching skill and I’ve seen change in my teaching quality.”

Voeut Savin, Teacher at Svay Chek Primary School

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About this report

SeeBeyondBorders is organised and managed as a single operating entity with offices in Australia, Cambodia and the UK. For legal and compliance reasons, SeeBeyondBorders is comprised of two legal entities, SeeBeyondBorders Australia and SeeBeyondBorders UK, each with its own board, local registrations and regulatory compliance requirements. Operations in each country are complementary and geared towards meeting the same objective; to improve the quality of learning for children in early grades education in Cambodia.

This report presents SeeBeyondBorders operations as a whole while also including the financial statements of each legal entity. For narrative purposes, we have referred to events that occurred after the end of the financial year (30 June 2017) to the date of publication in November 2017. Unless otherwise stated, the financial data in this report is expressed in US dollars.

We would like to thank all those who made our work possible this year. We refer to many of you in this report and although you are too numerous to name individually, we are confident you know who you are.

We hope you enjoy reading about what we have achieved together this year, and welcome any questions about this report, or enquiries about the work of SeeBeyondBorders.

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



Welcome from our CEO

It's now eight years since Kate and I set up SeeBeyondBorders with the aim of empowering a generation of Cambodian children by providing access to quality teaching and learning at school. It is exciting and very satisfying to see how far this organisation has grown since then, and how much it has achieved.

The SeeBeyondBorders approach to in-service teacher training is now well established, and is recognised by international organisations and by education authorities in Cambodia. Our professional development training for teachers, incorporating ongoing mentoring, is delivering great results for teachers, with the formation of dynamic professional communities of practice. But more importantly, we're seeing benefits for Cambodian children who are achieving significant improvements in learning outcomes.

One of the most pleasing aspects of our work has been to watch how the SeeBeyondBorders' team in Cambodia has developed. Their dedication and commitment to improving the lives of Cambodian children is an inspiration, and they are assuming more and more responsibility for the running of our programs and all aspects of the Cambodian operations.

Following our success in receiving the UNESCO award in 2016, our innovations in teacher professional development have again been recognised by UNESCO with an Honourable Commendation in the 2017 WenHui awards. I was delighted to travel to Shanghai in November to accept the award and to see SeeBeyondBorders in the company of many outstanding educational organisations.

The last 12 months has been a tumultuous time for Cambodia, and

with a national election due in July 2018, the next year will be even more interesting. At this time, it's vital we focus on the schools and communities in which we work, and continue to provide support for an improved education system the country so badly needs.

This is a turning point for SeeBeyondBorders. Having consolidated our programs, and demonstrated their effectiveness, we've now taken the opportunity to re-structure our programs to better reflect our focus areas, under the titles Quality Teaching, Community Engagement and Systemic Capability, recognising the importance of leveraging our achievements to the national education reform agenda.

The education system in Cambodia has shown some signs of improvement in recent years, with the Government introducing a range of new initiatives. However, the system still fails a large proportion of Cambodian children who do not achieve even basic literacy and numeracy, even if they attend school.

Recent work by international agencies, including the World Bank, have focused on promoting learning at school, not just attendance. With teaching quality recognised as the single most important factor in determining learning outcomes, there is perhaps, more than ever, recognition of the contribution SeeBeyondBorders and other

organisations dedicated to improving teaching quality, can make in Cambodia.

I would like to thank the many supporters of SeeBeyondBorders, and ask that you please continue to support the amazing team working

so hard in Cambodia, strengthening our programs and bringing inspiration to this small corner of the world. With your help we will continue moving forward to deliver lasting, systemic change.

Edward Shuttleworth, CEO

Note from our Chairman

2016/17 was another outstanding year in the journey of SeeBeyondBorders.

Members of the Board of SeeBeyondBorders, all of whom reside in Australia, are enthusiastic supporters of our work and our journey. This year, we've welcomed a new member to our Board. Penny Everitt returned to Australia having served as Country Manager with SeeBeyondBorders in Cambodia, and her knowledge and experience will be a great asset. We've also expanded our Advisory Committee, bringing new skills in fundraising and international development.

In Australia, we are fortunate to have an enthusiastic volunteer General Manager, who leads a small but dedicated team of staff and volunteers supporting the implementation of our development work with administration, HR, finance and fundraising functions.

During the past year, we've strengthened our donor and supporter base, and fostered new partnerships in Australia and in Cambodia. After a detailed due diligence process, we were delighted to receive ANCP accreditation from the Department of Foreign Affairs and Trade in June 2017, the beginning of a partnership with the Australian Government that will help us expand our highly successful education programs in

Cambodia. We have also finalised a Memorandum of Understanding with the Cambodian Ministry of Education, Youth and Sport, which is further testament to the quality and impact of our work in the country.

Our ongoing partnerships went from strength to strength: SHAPE (fit-out and refurbishment specialists) provided generous funding support and sent a team of employee volunteers to Cambodia for the third consecutive year; Mosman Public School raised funds for us for the second year at their popular MiniMos Run; and we welcomed some fabulous teachers for the annual Teach the Teacher trip in January 2017 and have stayed in touch with many of them.

I am always very proud of the work done by our highly committed and caring SeeBeyondBorders' team, who in the past 12 months, amongst other things, have continued to consolidate our position as the leading organisation to provide high quality, in-service teacher training in Cambodia. The work of the SeeBeyondBorders' team on the ground in Cambodia is outstanding and I look forward to supporting the organisation to expand its operations over the next few years to bring benefits to an even greater number of Cambodian children.

David Armstrong, Chairman



Foreword from UK Trustees

The last year has been extremely busy for SeeBeyondBorders UK: pursuing funding opportunities from a variety of sources; welcoming a new trustee to our Board; liaising with program staff in Cambodia; and meeting new supporters from around the world.

Our profile in the UK is growing steadily as a result of having a dedicated staff member based here permanently, helped immensely by her year's experience working in Cambodia thereby understanding the context of our work and liaising seamlessly with our local staff in Cambodia. We were very pleased to receive grants from a number of new trusts and foundations this year and we hope these partnerships will grow and thrive going forward.

The team in Cambodia was delighted to host a group of employees from Aimia in

November 2016 who had worked tirelessly to raise funds before visiting our programmes. Whilst in country, they worked very hard with community members to improve infrastructure and school environments. Aimia also generously hosted an event for us and have offered some pro-bono support since their visit. Thank you to everyone involved!

The UK Trustees remain very proud of the work done by the SeeBeyondBorders team and the demonstrable impact our programmes are having on the quality of education in Cambodia. The knowledge and experience of our staff on the ground in Cambodia is unrivalled and we look forward to continuing to support the organisation to benefit even more Cambodian children in future.



Andrew Studd,
SeeBeyondBorders UK Trustee



About SeeBeyondBorders

SeeBeyondBorders provides Cambodian primary school teachers with in-service professional development, supported by a structured mentoring program, to build dynamic, professional communities of practice. This enables them to provide Cambodian children with a good quality education.

We are the only organisation in Cambodia that supports teachers to train their peers. Our unique approach involves training teachers who then provide ongoing mentoring to their colleagues, ensuring the long-term, sustainable development of teaching skills. This model has been proven to be extremely effective, having a significant impact on teacher skills and confidence as well as student learning outcomes. In the past two

years, we have received two awards from UNESCO in recognition of our expertise and impact in this area.

Beyond Quality Teaching, we have two additional intersecting focus areas: Community Engagement and Systemic Capability. They recognise the need to engage local communities and all levels of government, to ensure continued strengthening and valuing of the education system.

Our programs represent a practical example of how to achieve UN Sustainable Development Goal 4 - ensuring quality education for all by increasing the numbers of skilled and confident teachers and ensuring all children have access to education in a safe and inclusive learning environment.

Our vision, mission and values

Our vision is to empower a generation of Cambodian children through education. We want the next generation of Cambodian children to have choices, free from the social deprivation faced by so many today. As we would for our own children, we aim to help them develop a sense of their own self-worth and the importance of their contribution towards building a mutually supportive and just society.

Our mission is to provide the best possible start in early grade education through access to quality teaching and learning at school.

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

Transition: SeeBeyondBorders will not always be there, our priority is not our own longevity but to

support and strengthen what is already operating, assisting the Cambodian National Education system at a grass roots level through the schools, the curriculum, and the existing management structures.

Sustainability: We do not give handouts; we work with as opposed to doing for, which means teaching and teaching how to teach, so that we leave something lasting that cannot be taken away.

Integrity: The end never justifies the means. The process is vital. The example we set in our work and the integrity of what we do and say, builds trust and encourages others to do the same.

Efficiency: Our resources are scarce, entrusted to us from a spirit of generosity, requiring that we be focused, build momentum and collaborate with stakeholders to



reach as many people as possible.

Knowledge: Monitoring and evaluation is essential so that we learn from the outcomes of our projects so that we can constantly improve their effectiveness and relevance to those we work with.

Courage: Nothing gets done without courage, the courage of our convictions, the courage to have a go. We have to have the courage to be different and instil courage in the hearts of those who work with us.

Our approach

SeeBeyondBorders is the only in-service training provider in Cambodia supporting teachers in multiple Government schools, from knowledge and skills training through to peer-to-peer mentoring,

affecting systemic change and promoting sustainability.

The effectiveness of SeeBeyondBorders' programs has been recognised with international awards and with support and acknowledgement by the Cambodian Ministry of Education.

Our rigorous testing has enabled us to demonstrate the impact of our programs on learning outcomes, and the robustness of the programs has been recognised with accreditation by the Australian Government.

This unique approach provides the input, structures and processes to ensure the development of teachers' skills and attitudes in an identifiable, professional and sustainable way. We refer to this model as SCALE.



What is SCALE?

We use an approach we call SCALE (Scaffolding Capability and Learning Experiences) in our Quality Teaching Program. Scaffolding refers to how we support teachers until professional development becomes embedded, gradually adjusting and withdrawing our intervention. Complexities underlying the Cambodian education system mean there are no quick fixes and support may be required for up to ten years.

First, we build the conceptual and pedagogical understanding of teachers through foundational workshops. Teachers are supported to put these skills into action in a classroom setting through regular mentoring by a senior teacher in their school whom we have trained in mentoring, collaboration and coaching skills. Our mentoring program encourages teachers to practice new skills and strategies with the professional support of their colleagues, thereby increasing their confidence and benefiting their students.

For SCALE to be a genuinely sustainable model, localised professional communities of practice must be developed, with Cambodian teachers becoming competent, pro-active and enthusiastic about taking responsibility for their own professional development, individually and as a group. This is the last phase of our program in which mentors meet monthly in geographic clusters, identifying local professional development needs and provide school cluster-wide training sessions.

In short, through workshops, mentoring and in-class support, SCALE builds the conceptual understanding and skills of teachers who in turn, use those skills to develop the knowledge of their peers in local school systems. This approach not only furthers the development of individual teachers, but also develops the Cambodian education system as a whole.

The year in review

During the past year, we have continued to strengthen our programs to deliver the high quality education Cambodian children deserve.

In the most recent academic year (to August 2017), we worked with 259 teachers in 55 schools, providing in-service training and support to enable them to build their professional skills, and enhance the educational outcomes of their students. We supported 87 of those teachers to become mentors, taking responsibility not only for their own professional development, but also that of their peers. Together, these teachers helped to educate a total of 7,141 students in Government primary schools across four rural districts of Cambodia.



We continued to help drive down absenteeism by addressing some of the challenges that keep children out of school. And thanks to our focus on teaching quality, we have seen further improvements in pass rates across Grades 1-3 over the past year: from 82% (August 2016) to 85% for Grade 1 students, from 77% to 82% for Grade 2, and from 67% to 73% in Grade 3.

Our impact was recognised with a second UNESCO award

Following our success in the UNESCO Hamdan Prize in 2015/16, we were delighted that our work received further endorsement this year from a different division of UNESCO. We were one of only three organisations to receive an Honourable Commendation in the 2017 WenHui Award. The theme of the award this year was *Innovations in the Professional Development of Teachers* and successful organisations demonstrated that continuous professional development must be provided and be easily accessible to enable teachers to do their job well. We were delighted to accept this award in Shanghai in November 2017.

We received accreditation from the Australian Government

In July 2017, we received accreditation from the Department of Foreign Affairs (DFAT) and as a result we now receive support from the Australian Government through the Australian NGO Cooperation Program (ANCP). The ANCP is an Australian Government initiative that

supports the development activities of accredited Australian Non-Governmental Organisations (NGOs), and only accredited NGOs are eligible to receive ANCP funding. Any organisation seeking funding must undergo a rigorous due diligence process and assessment of the outcomes of their development activities.



This is the beginning of a partnership with the Australian Government that will help us expand our highly successful education programs in Cambodia. ANCP funds will support projects vital to enhancing teacher quality, including a program to transition our teacher training program to teachers and Cambodian education authorities in Bavel and Angkor Thom districts, and implementation of new core in-service teacher training programs in Ek Phnom district and Banteay Srei. There's also support for capacity building to enable SeeBeyondBorders to continue its transition to Cambodian leadership and management.

We thanked Aberdeen Charitable Foundation

Our three-year partnership with Aberdeen Charitable Foundation came to an end this year, although we hope to stay in touch! Aberdeen's funding and support has helped transform teaching quality in Bavel district, and our team there has witnessed significant changes in attitudes, skills and knowledge amongst both teachers and students. Our work has helped improve the value attributed to education.



We continued to collaborate with the Ministry of Education, Youth and Sport

Our exceptional work has led to continued discussions at a national level and invitations to provide input to the design of national education reforms in Cambodia. In August 2016, the Minister of Education, Youth and Sport (MoEYS), Mr Hang Chuon Naron, visited SeeBeyondBorders' project in Angkor Thom district. The Minister recognised the value and effectiveness of SeeBeyondBorders' quality teaching model, and in a letter endorsing our programs, he said,

"The Ministry of Education, Youth and Sport highly commend the work of SeeBeyondBorders and hope that Ministry and SeeBeyondBorders education team can continue to work closely together to further develop the capacity of teachers and mentors in Cambodia, and significantly improve student achievement as part of our Teacher Policy Action Plan."



“The mentor program in particular is innovative in its approach and offers an exciting opportunity for teachers across the country to be part of a genuinely collaborative and supportive network of professional communities of practice. We would like to see this model replicated in as many districts as possible and I have pledged my full support to work towards making this hope a reality”.

For the second consecutive year, we were invited to participate in the Government’s Education Retreat, one of only three NGOs invited to attend, allowing us to contribute to national level discussions about the priorities in education reform. We have also confirmed our Memorandum of Understanding with the Ministry of Education, strengthening the MOU we already hold with the Ministry of Foreign Affairs, and cementing our position as a transparent and dedicated NGO operating in the interests of all parties.

Our partnership with the District Office of Education in Ek Phnom has led to truly sustainable practices

Our experience working in Cambodia since 2009 has taught us many things, and one of the most important lessons is that engagement with local education authorities is absolutely fundamental to the success of our programs.



We implement projects only in areas where District Offices of Education (DOEs) show high levels of commitment to take responsibility for developing their teachers. This is now happening in Ek Phnom district, where the DOE has taken responsibility for coordinating the training of all teachers, involving senior mentors we have trained, at no ongoing cost to SeeBeyondBorders. We believe this is a first in Cambodia and it is a clear demonstration of the sustainability of our work.

We conducted groundbreaking research on teaching quality in Cambodia

With the support of NGO Education Partnership (NEP), we conducted a major research project in June 2017 to assess the quality of teaching in rural primary schools in two districts in Battambang Province, and the impact on student learning. The research involved comprehensive testing and evaluation of teachers and students in 20 schools, as well as interviews with teachers, principals, and representatives of education authorities and school communities.

Preliminary results show the global 'Learning Crisis' identified by UNESCO amongst children at school, is a reality in Cambodia.

We conclude this is a result of poor teaching practice that stems from teachers' lack of knowledge and skills, due to the poor quality of teacher training and the absence of in-service teacher development. The report will be published in December 2017, and will be available on our website.

We raised A\$1,085,000

Thanks to our generous supporters, our fundraising grew by more than 8% in 2017, compared with the previous year, including gifts-in-kind. In terms of hours worked, more than 80% of our time is spent on programs in Cambodia. The remainder is spent ensuring that we are a safe, transparent conduit of supporter funds, and growing our supporter base.

We welcomed many wonderful volunteers into our organisation

We hosted 28 short-term volunteers in Cambodia this year, who generously shared their time, talents and skills, to help us deliver our programs. In November 2016 we welcomed a team of 11 volunteers from Aimia in the UK. Then in January 2017, seven Australian teachers visited as part of the annual Teach the Teacher workshops. For the third consecutive year, in February a group of ten volunteers from our corporate partner, SHAPE, worked extremely hard with local communities to support health and sport programs and improve school environments.

We have continued to host long term volunteers in Cambodia, usually for six months or more, and this year added eight new names: Elisabeth, Michelle, Roley, Fleur, Bethany, Caedy, George and Robyn. In our Sydney office, fundraising, finance and administration has been supported this year by 10 volunteers: Jo Forbes, Jo Drew, Fiona Yates, Fiona Paris, Andy, Petra, Jane, Becky, Jenny, and Kat. In the UK volunteers helped with research, report writing and approaches to corporates. Thank you to Michael, Jack, Amalthea, Ahana, Rob and Caroline.



Program activities

11

11 TEACH THE TEACHER WORKSHOPS, 4 RUN BY SENIOR MENTORS

93%

STUDENT ATTENDANCE INCREASED TO 93%, UP FROM 92% LAST YEAR

49%

IN OUR KROU LAOR AWARDS, 49% OF TEACHERS ACHIEVED SILVER OR GOLD

Quality Teaching

- We held 11 Teach the Teacher workshops, where 259 teachers and mentors were trained.
- Our 87 mentors supported 172 mentee teachers to embed the practices they learnt in the workshops and continue improving their teaching skills.
- They did this through 1,977 mentoring sessions, creating 1,585 tailored action plans to help their mentees improve.
- Our 8 senior mentors are now confident in workshop facilitation and they ran four 4-day core training workshops for teachers new to their districts.
- We held two Krou Laor awards ceremonies to celebrate the progress of our teachers in Angkor Thom and Bavel districts, and 55% of our teachers received an award. 49% received either a silver or gold award, demonstrating excellent commitment to teaching.
- Our teachers have helped keep student attendance levels high this year, an overall absentee rate of just 7% across all of our schools, compared to the national average of 16%. They have also exceeded all of our targets for improving student test results this year.

1,766

TEACHERS HELD 1,766 SPORT LESSONS

34

COMMUNITY MEMBERS WERE TRAINED TO HELP AS ASSISTANT COACHES

95%

ATTENDANCE OF STUDENTS RECEIVING CCP FUNDING REMAINED HIGH AT 95%

Community Engagement

Sport and Health Programs

- We held 5 sports workshops and trained an additional 34 members of the local community to get involved as assistant coaches in 1,766 sports lessons.
- Our teachers held a total of 884 health lessons, and 609 members of the community attended a variety of health activities to learn about the importance of good basic hygiene.

Conditional Cash Payments

- We allocated 211 cash grants to the most vulnerable families to help them continue sending their children to school. Attendance of the students receiving support through our Conditional Cash Payment (CCP) program remained the same as last year, at 95%, and 93% passed their end of year exams to progress to the next grade.

609

**609 COMMUNITY MEMBERS
ATTENDED HEALTH PROGRAM
ACTIVITIES**

32

**8 SCHOOL DEVELOPMENT
PLANS FROM WHICH 32
PROJECTS WERE COMPLETED**

1,781

**1,781 COMMUNITY MEMBERS
INVOLVED IN IMPROVEMENTS
TO SCHOOL BUILDINGS**

School Facilities

- This year, 8 schools participated in our School Development Program (SDP), which mobilises the school community to actively participate in improving school facilities and supporting teachers. A total of 100 people (teachers, parents and members of the local community) created their own local School Development Teams (SDTs). We held 3 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, 32 improvement projects were completed, where an impressive 1,781 people from local communities came to work in the schools, contributing \$9,046 of their own money towards the projects.
- Three international project teams supported the school development teams, assisting with improvement activities such as concreting, painting and playground improvements.
- Through both the SDP and Better Facilities Programs we have completed improvements to school buildings in 26 schools, 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.

932

**WE PROVIDED OUR STAFF
WITH 932 HOURS OF TRAINING**

43

**MEETINGS WITH GOVERNMENT
AGENCIES AND PRESENTED AT
ONE GOVERNMENT FORUM**

19

**ATTENDED 19 NETWORKING
MEETINGS AND WON ONE
UNESCO PRIZE!**

Systemic Capability

- In keeping with our commitment to building a strong, efficient and locally-led organisation in Cambodia to support the program delivery, Pov Pheung, a member of the leadership team, was appointed Country Manager early in 2017.
- We also employed a Senior Advisor to the Country Manager whose remit is to build the capacity of the leadership team and support them to take responsibility for a wider variety of tasks, in order to progress towards our goal of becoming a locally led NGO.
- We provided more than 932 hours of training (group and one-to-one sessions) to build our staff capacity. That is equivalent to approximately six days of training for each individual.
- We attended 19 networking meetings to build our relationships with other NGOs, and attended 43 meetings with Cambodian government departments to facilitate collaboration.
- We received 1 international award, helping to significantly raise our profile.

Project highlights

Angkor Thom

Angkor Thom district is approximately 30 kilometres north of Siem Reap, beyond the temple complex of Angkor. It is a rural area and communities are particularly poor here due to the poor condition of the soil and low agricultural output. Despite its location close to the thriving tourist mecca of Siem Reap, it is one of the poorest districts in Cambodia.

Our Angkor Thom project started in December 2013, and with the end of the academic year in August 2017, we have completed the first phase (Core) of our Quality Teaching Program. In the 2017/18 school year, we will move into the second phase, called Transition.

This year, we've worked with 19 schools in Angkor Thom district, providing professional development to 54 teachers, supported by 26 mentors, directly benefiting 1,934 students.

Highlights from the year

- We worked closely with Provincial and District education authorities this year to integrate our program activities into their Annual Operating Plan, and to ensure they were in line with the Commune Investment plan (CIP). This is recognition that these authorities confer great importance on the implementation of our programs in Angkor Thom district.
- Our relationship with the Angkor Thom District Office of Education (DOE) continues to strengthen. The Director of the DOE acknowledged that our program is very beneficial to teachers, and he visited several of the schools and teachers participating in our programs to demonstrate his support.

- The professional skills and knowledge of mentors and mentees have substantially improved during the year. Mentors now support their teacher mentees confidently, and mentees regularly use a wide variety of methodologies and materials in their lessons. Assessments in August showed 98% of teachers have now reached Level 2 (competent) across all skill areas, compared with 75% 12 months ago.
- At our annual Krou Laor awards, 32 (40%) of our teachers were recognised with gold or silver awards. We assess a combination of teaching quality, teacher commitment, student results, and student attendance to identify the award recipients.
- Improved teaching quality has had a big impact on student results, which have increased again this year. In Grade 1, pass rates improved from 78% to 83%, in Grade 2 from 69% to 79%, and in Grade 3 there was a slight decline to 55% from 62%.
- Reducing student absenteeism is an ongoing focus for the Angkor Thom team where absenteeism has always been higher than in other districts. During the past year, we have seen absentee rates level out at 10% and we continue to work with local communities to help them understand the value of education.
- Our Conditional Cash Payment (CCP) program was introduced in Angkor Thom in 2015 and we now have 60 students in the program.



- The children who were selected to receive CCP support have maintained an average school attendance of 93%.
- We were thrilled to see continued support from local communities over the past year. This year an incredible 401 parents and community members came to help complete 6 SDP projects they had co-designed in order to improve facilities in their schools.



Bavel

Bavel, the principal town of Bavel District is approximately 50 kilometres north west of Battambang City. It is a relatively remote and poor district with the majority of the population earning a living from farming or travelling across the border to Thailand to find manual work.

Sixteen schools in Bavel district participated in our Quality Teaching Program this year, completing the fourth year, the Core phase. Next academic year, they will move into the Transition phase. We worked with 87 teachers, and supported 32 of them to become mentors, improving the learning outcomes of 2,928 students.

2016/17 was the final year of a three year partnership with Aberdeen Asset Management who provided financial support for our programs in this district. With Aberdeen's generous support, this district has thrived, enabling us to trial new initiatives while still investing in our core teacher training work.

Highlights from the year

- We were very pleased to see improvements in learning outcomes for students, resulting from the growth in teaching quality. Student test pass rates reached 89% in Grade 1, and 79% in both Grades 2 and 3. This was in part due to mathematics camps conducted for 79 students in April and May 2017.
- It was also very encouraging to see that all teachers had reached at least Level 2 on our assessment scale by the end of the Core program, demonstrating competence across all skill levels.
- We successfully implemented the full range of programs that sit under our Community Engagement focus area, encouraging children to attend school regularly and proactively engaging parents and community members in the activities of the schools. This

helped to reduce student absenteeism to 5% from 6% last year.

- Teachers are much more confident in teaching sport and they have conducted 654 lessons during the year (85% of the target). Before our intervention, teachers were reluctant to teach sport and lacked resources.
- Together with our teachers, we held 725 health lessons in Bavel, helping children and their families understand how basic health and hygiene practices can reduce preventable diseases. The students also held 8 health promotion days where they paraded around the community, sang songs and carried banners

to promote good basic hygiene.

- The School Development Committees that were formed last year have remained active and engaged with their local communities. They planned a total of 42 improvement projects and completed 26 of them with the help of an amazing 1,320 community members who also contributed \$3,194 towards the projects.
- At the Krou Laor (meaning good teacher) award ceremony in October 2017, we celebrated the achievements of 54 teachers, with 50 receiving gold and silver awards.
- In September 2016, Kimlen Tan was promoted to become Project Manager, and is working well with the team in Bavel.



Ek Phnom

Ek Phnom district is located north of Battambang City, and is a rural community dominated by rice farming and fishing along the Sangker River. We have been working in Ek Phnom for 6 years, and in the 2016/17 school year, our schools in Ek Phnom completed the Transition phase of the Quality Teaching Program, and will move into the Maintenance phase in the November 2017.

We worked with 12 schools in Ek Phnom and we had 51 teachers and 20 mentors enrolled on our program. The improved quality of their teaching benefited 1,809 children over the course of the year.

Looking forward to the start of the 2017/18 academic year, Ek Phnom District Office of Education will take over responsibility for the program in our 12 target schools,

as well as expanding the program to the remaining 16 schools in the district. While SeeBeyondBorders will provide ongoing support, the local education authority will manage and fund the program.

This demonstrates the true sustainability of our approach and we are working hard to replicate this model in other districts as they reach the same phase in program implementation over the next few years.

Highlights from the year

- We have seen ongoing improvements in the skills of mentor teachers. Their confidence is now extremely high and they are able to very effectively support and advise their mentee teachers, leading to a higher quality of teaching in the classrooms. The latest evaluation of mentee teachers (August 2017), showed improvements across all skill areas, with 90% of experienced teachers achieving at least Level 3 (accomplished), and amongst teachers who joined the program more recently, 82% reached at least Level 2 (competent).
- Later in this period, we started orientation for the newly selected senior mentors about their new roles in the Maintenance Program. In future, the senior mentors will facilitate workshops at 12 target schools, demonstrating the sustainable approach of the Quality Teaching Program.
- Student pass rates in Ek Phnom have dropped slightly this year in Grades 1 and 2, with the percentage of Grade 1 students passing their end of year exams decreasing from a high of 88% last year to 84% this year, and Grade 2 results decreasing from 86% to 75%. However, Grade 3 learning outcomes improved

from 71% to 75%. Absence rates on the day of the test were high, contributing to the lower pass rates.

- The team from our corporate partner, SHAPE, completed a number of improvement works in classrooms and outside areas at Ek Phnom schools during February, making them safer for children and creating a better learning environment.
- In November 2016, Mesa Leang started with SeeBeyondBorders as Junior Project Manager, with responsibility for planning, monitoring, financial management and reporting, and we are delighted that he has now been promoted to the position of Project Manager.
- Health programs were introduced in two Ek Phnom schools in December 2015, and this year, these schools completed 159 health lessons, involving 129 community members to help embed good health and hygiene practices.
- We run the highest number of sports programs in Ek Phnom district, working with 7 schools to integrate good quality sports teaching into their curriculum. This is now well embedded with teachers showing high confidence, and enjoyment, during the 866 sports lessons they have taught this year.
- Our Conditional Cash Program supported 20 students most at risk of dropping out of school due to the extreme poverty faced by their families. Their attendance this year was 96% which is outstanding in comparison to the baseline attendance of 71%.
- All these activities helped to keep student attendance high, at 95% during this reporting period.



Puok

Puok is a rural district located in Siem Reap province in the north west of Cambodia. Despite its proximity to the bustling tourist town of Siem Reap, many of the families living in Puok rely on small plots of farmland to make a living and live in very poor conditions. Roads and infrastructure are poor and many families live in poverty, earning less than \$1.25 per day.

In the past year, we worked in 8 schools in Puok, with 12 teachers and 9 mentors whose enhanced skills benefit 470 students.

The 2016/17 school year was our sixth year working in Puok district, and we completed the Transition phase, and will move into a Maintenance phase next year. Senior Mentors will gradually take on increased responsibilities while SeeBeyondBorders reduces its support. The Puok District Office of Education has assisted in this phase, taking over additional responsibilities to ensure the program continues in future, without the support of SeeBeyondBorders.

Highlights from the year

- We are particularly proud of the sustainability demonstrated within this district as our Senior Mentors become part of the District Office of Education (DOE) Training and Monitoring Teams. This means SeeBeyondBorders' program participants will continue to provide ongoing professional development to teachers in their district through the existing government structures, ensuring the longevity of

impacts from improved teaching capacity and skills. We have also included DOE members in our senior mentor training this year to further strengthen the relationship.

- Many of the teachers were relatively new to our program this year, but they learnt the basics very quickly and have been able to confidently put these into practice, along with acquiring additional techniques and knowledge. All teachers in Puok achieved Level 3 (accomplished) on the teacher scale, demonstrating high levels of competence and capability across all skills areas.
- We were delighted to see significant improvements in the test scores of students in our Puok program during the past 12 months. 85% of Grade 1 students passed, compared with 77% the previous year, while 95% of Grade 2 students passed (80% in 2016) and 82% of Grade 3s (60% last year).
- Our three senior mentors in Puok ran two training workshops during the year and all of our participating teachers attended both of these workshops. Relationships between mentors and mentees in Puok are highly collaborative, and mentors often do mentoring sessions in addition to those required in the program.
- Student attendance in Puok has seen a slight improvement from last year, increasing from 93% to 94%.



A woman with dark hair pulled back, wearing a light yellow button-down shirt and a dark patterned sarong, stands outdoors. She is holding a folder or book in her left hand. The background shows a building with a sign that partially reads 'See Beyond Borders' and some green plants.

I decided to be a part of the SeeBeyondBorders program because I have seen the way to help other teachers develop their teaching skills and be more effective in their teaching. I will keep encouraging other teachers to continue using these methods in teaching their students and I will share what I have learned from SeeBeyondBorders with other new teachers even when SeeBeyondBorders is not here anymore.

Nheb Sayoeun
Mentor and Principal at Svay
Check Primary School

The year ahead

Our priorities for the year ahead

Priority 1: Strengthen the structure that supports delivery of core programs

Much progress has been made in the last 12 months, and next year we will continue to focus on building staff capability, strengthening program management and improving communications and reporting. Penny Everitt, who was Country Manager until March 2017, left Cambodia and joined the Board in Australia, and Pov Pheung was promoted to Country Manager. In July 2017, Colm Byrne joined us as Senior Advisor to the Leadership Team, helping build the capacity of the leadership team and preparing the organisation for compliance and accreditation with the Cooperation Committee for Cambodia, eventually transitioning it to be a locally-led and sustainable organisation.

Priority 2: Become a Teacher Development Centre of Excellence

We aim to deliver excellent programs derived from well considered, practical and innovative interventions. While our strength lies in our relationships at a grass

roots level, we recognise the importance of scaling what we do through close relationships with the Ministry. We are actively seeking opportunities for collaboration with the Cambodian Ministry of Education, Youth and Sport, to integrate mentoring activities and build conceptual understanding into national education reforms. The Minister of Education has pledged his support in working to replicate our mentoring model in as many districts as possible, and we will continue to work with all levels of government to encourage and support a controlled implementation over the next few years.

Priority 3: Grow and diversify our capability and delivery

We have conducted a number of feasibility studies to assess new districts for expansion from 2017/18 to reach even more teachers and children. We plan to expand into a further two districts in 2017/18, improving the teaching skills of approximately 117 teachers, supported by 41 mentors, and positively impacting the education of 4,620 students.





Our theory of change

During 2017 we revised our Theory of Change which sets out how we aim to achieve our vision as an organisation. Structured around three themes; changing behaviours, building capacity and broadening perspectives, we group our programs and interventions in three focus areas.

Quality Teaching improves the quality of teaching by providing in-service professional development to existing teachers, and empowering a community of mentor teachers to provide support so that teachers embed the new skills in daily classroom activities. It extends to encouraging mentors and teachers to take responsibility for their own and their colleagues' development, incentivising improvements through an annual awards program.

Community Engagement improves participation at school, helping families be better prepared to embrace education through health programs, scholarships, and sports activities. School communities are encouraged to be involved with their school's development planning, supporting infrastructure improvements and raising the accountability of teachers and school

management to the community.

Systemic Capability influences Government to promote effective reform policies and see them implemented through to a grass roots level. Essential for the sustainability of our interventions, this area leverages relationships with Ministry of Education structures at district, provincial and national levels to ensure interventions initiated by SeeBeyondBorders become embedded in the Ministry's roll out of its reform agenda and relevant skills are developed at every level.

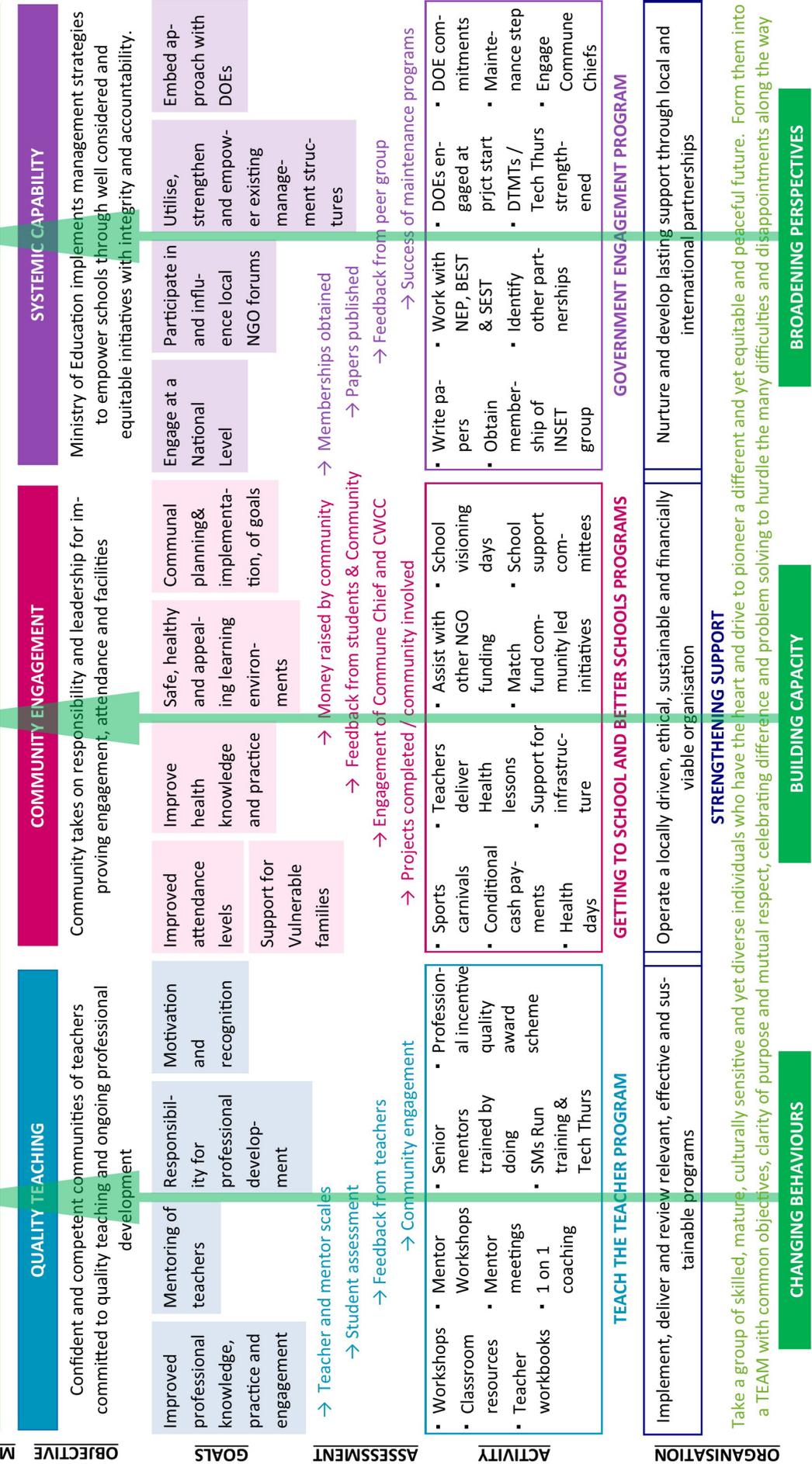
Winning UNESCO acclaim has meant we have a voice at a national level on the education stage in Cambodia, which links then to provincial and district levels. We aim to use this opportunity to comment on and influence the education reform agenda in Cambodia, supporting our goal of becoming an education centre of excellence. This should help us link what we do on the ground with systemic developments that will ensure the long-term sustainability of our initiatives.

The table following provides a diagrammatic representation of our Theory of Change.

THEORY OF CHANGE

Our vision is for the next generation of Cambodian children to have choices, free from the social deprivation faced by so many today. As we would for our own children, we aim to help them develop a sense of their own self-worth and the importance of their contribution towards building a mutually supportive and just society

BEST POSSIBLE START IN EARLY GRADE EDUCATION: School attendance levels increase, drop-out falls, more progress to lower secondary school, learning outcomes improve





Financial information

SeeBeyondBorders' legal structure has been determined to comply with local regulations, as applied to charities, and also to ensure tax credits for local donations in the countries where it operates.

SeeBeyondBorders Australia and SeeBeyondBorders UK are separate legal entities, registered independently in their respective countries with separate governing bodies.

Australia

SeeBeyondBorders Australia and SeeBeyondBorders Foundation Australia are both ACFID compliant charities registered with the Australian Charities and Not-for-Profit Commission (ACNC). SeeBeyondBorders Australia was the trustee of SeeBeyondBorders Foundation Australia which was deregistered on 13 June 2017. Donations can now be made directly to SeeBeyondBorders Australia Overseas Aid Relief Fund (DGR 1 Status).

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.

UK

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

Cambodia

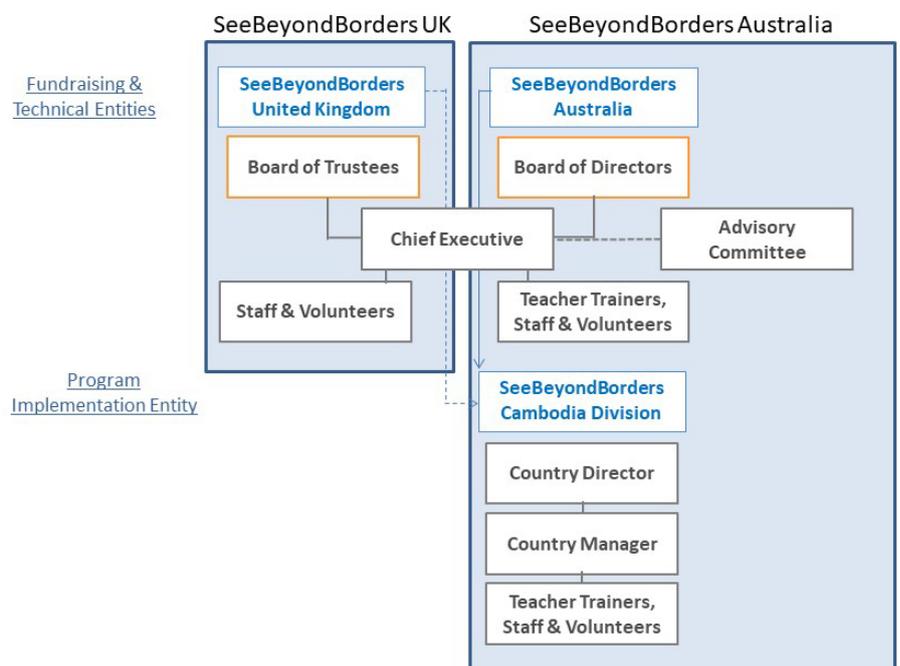
SeeBeyondBorders Cambodia is a branch of SeeBeyondBorders Australia and is a registered Non-Government Organisation in Cambodia. Program management and project implementation is carried out in Cambodia by SeeBeyondBorders Cambodia as registered with the Ministry of Foreign Affairs and International Cooperation.

Operational structure

Operationally, the legal entities work co-operatively to achieve the organisation's objectives, share resources to achieve efficiencies and adhere to shared policies and values.

The CEO oversees SeeBeyondBorders UK and SeeBeyondBorders Australia (including the Cambodia branch) reporting to both Boards to ensure a cohesive approach.

The Boards in Australia and the UK both contribute to and agree to the strategic direction and operations of the organisation, co-ordinate fundraising to support the implementing arm in Cambodia, whilst ensuring local compliance and donor interests are considered.



Financial performance

Financial performance for the year for the combined organisation is detailed below in USD, using exchange rates in force at the date funds were transferred.

Although SeeBeyondBorders UK is not a group organisation in legal terms, the presentation of this data

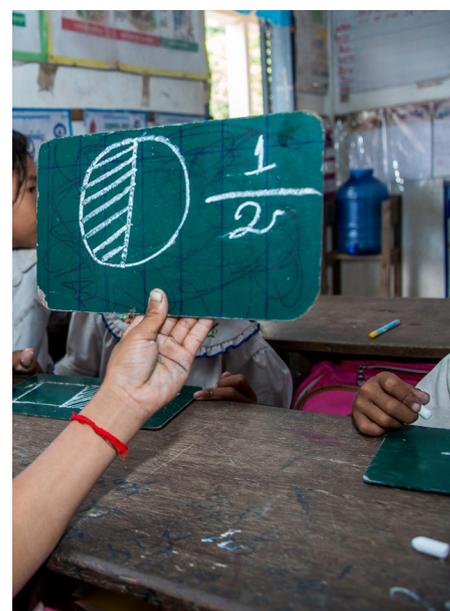
is provided to give stakeholders a clear understanding of our operations.

The data is based on the audited results in Australia and Cambodia, together with independently reviewed UK results.

	Australia USD	Cambodia USD	UK USD	Total 2017 USD
Revenue				
Monetary Donations	245,517	108,070	175,510	529,097
Gifts in Kind *	318,615	-	95,002	413,617
Other Income	24,981	-	14,329	39,310
	589,113	108,070	284,841	982,024
Expenditure				
Administration Costs**	101,617		9,811	111,428
Fundraising Costs	124,920		91,743	216,663
Program Costs:				
Teach The Teacher	129,709	161,322	46,681	337,712
Getting to School	64,855	85,620	23,341	173,816
Better Schools	21,618	35,762	7,780	65,160
Trip Costs	-	57,271	-	57,271
	442,719	339,975	179,356	962,050
Increase/(Decrease) in Reserves	146,394	-231,905	105,485	19,974

* Gifts in Kind are valued at DFAT rates for pay scales in Australia and Cambodia, 26 USD for UK volunteers. The Gifts in Kind are allocated to the expenditure category to which volunteered time was spent.

** These include compliance costs and community education



Funds raised and spent

Where our money comes from

Our financial support comes from a variety of sources, including corporations, individual donors, awards and gifts-in-kind, supplemented by growing support from trusts and foundations and events.

We continue to receive ongoing support from organisations with whom we have built a strong relationship. These organisations often use employee trips to Cambodia for team building, motivation and awareness. Major individual donors are benefactors who understand the organisation and continue to provide both practical and financial support. The value of time contributed by volunteers is a significant benefit to the organisation, reducing

administrative costs and ensuring more funds can be allocated directly to programs.

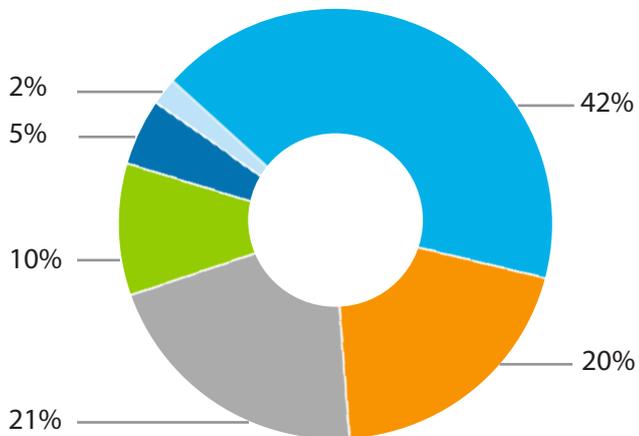
During the 2016/17 financial year, SeeBeyondBorders received accreditation from the Australian Department of Foreign Affairs (DFAT). This is the beginning of a partnership with the Australian Government that will enable us to apply for funding for the next three years, and help us expand our highly successful education programs in Cambodia.

In addition, we expect to secure new corporate sponsorship as well as increased funding from trusts and foundations in the 2017/18 financial year, building the stability of the organisation in line with aims outlined in previous years.

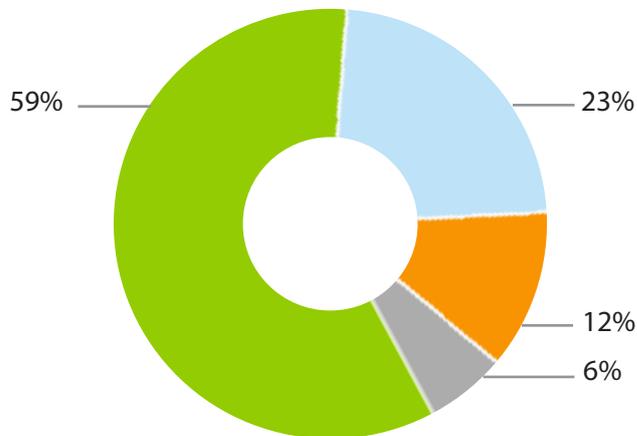
How we spend our money

Most of the organisation's spending (including volunteer time) is allocated to program work in Cambodia, with most expenditure on staff costs. Sixteen local management/administration and project staff are employed in Cambodia, supplemented by up to four international volunteers who receive a modest living allowance. Four staff are employed in Australia and the UK, supported by a number of volunteers.

Our fundraising and administration costs remain higher than our target, and higher than more established organisations, as we focus on growing and broadening our funding base and building local capability, to achieve long term sustainability.



Income



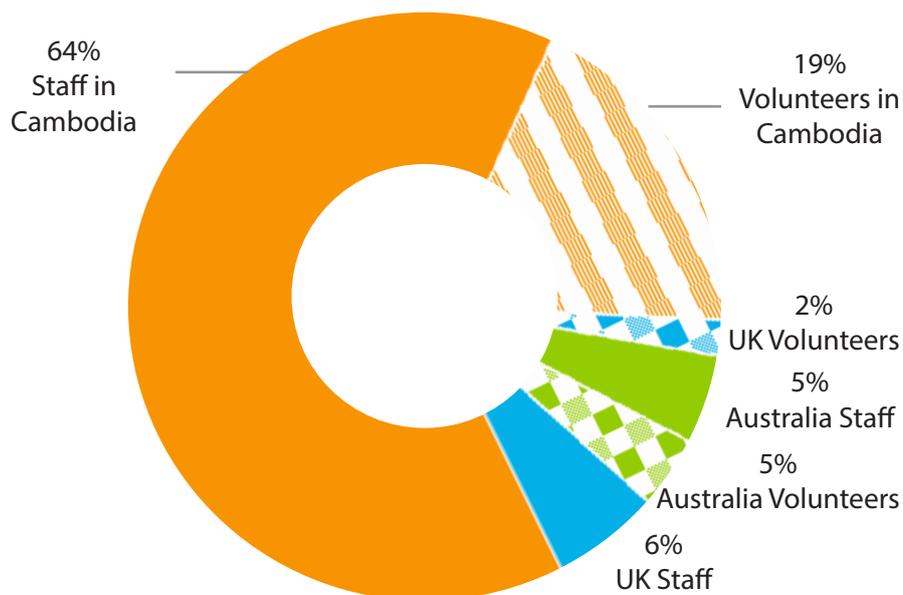
Expenses

- Donations in kind, inc volunteer time
- Corporations
- Individuals
- Trusts and foundations
- Events inc visiting programs
- Awards

- Program costs
- Administration
- Fundraising
- Event costs

Our workforce

The following chart is derived from hours worked in each location, as the use of dollars spent is misleading as a measure of activity due to the differing pay scales. The graph below shows 83% of staff time (volunteers and local staff) is spent in Cambodia on program delivery. The remaining 17% is spent in Australia and the UK, on duties such as overseeing the Cambodia office, compliance, administration and fundraising. Volunteers contribute 26% of our working hours, delivering a huge cost saving to the organisation.



Summary financial statements - SeeBeyondBorders Australia

Summary Financial Reports on the following pages have been prepared in accordance with requirements of the Australian Council for International Development (ACFID) Code of Conduct. Further information about the ACFID Code of Conduct Implementation Guidance is available at <http://www.acfid.asn.au>

A full set of audited financial statements is available on request from info@seebeyondborders.org

The consolidated entity comprises SeeBeyondBorders Australia and SeeBeyondBorders Australia Foundation Australia. This year, to acknowledge the control of SeeBeyondBorders Cambodia by SeeBeyondBorders Australia, the Cambodian branch results are consolidated into these statements. Comparative figures for the previous year have been updated to reflect this.



ACFID
MEMBER



SeeBeyondBorders Australia (including Cambodia) and
SeeBeyondBorders Foundation Australia
BALANCE SHEET AS AT 30 JUNE 2017

	CONSOLIDATED ENTITY*	CONSOLIDATED ENTITY*
	2017	2016
	AUD	AUD
ASSETS		
Current Assets		
Cash and cash equivalents	298,186	266,725
Trade and other receivables	20,752	12,331
Other current assets	10,564	7,802
Total Current assets	329,502	286,858
Non-Current Assets		
Property, plant & equipment	11,563	11,061
Intangibles	-	-
Other non-current assets	10,701	10,206
Total Non-Current assets	22,264	21,267
TOTAL ASSETS	351,766	308,125
LIABILITIES		
Current Liabilities		
Trade and other payables	9,547	9,998
Employee Benefits	19,479	18,596
Provisions	-	1,353
Total Current Liabilities	29,026	29,947
Non-Current Liabilities		
Borrowings	500	500
Total Non-Current Liabilities	500	500
TOTAL LIABILITIES	29,526	30,447
NET ASSETS	322,240	277,678
EQUITY		
Settled Sum	-	200
Surplus	322,240	277,478
TOTAL EQUITY	322,240	277,678

* SeeBeyondBorders Australia (including Cambodia) and SeeBeyondBorders Foundation Australia

SeeBeyondBorders Australia (including Cambodia) and
SeeBeyondBorders Foundation Australia
INCOME STATEMENT FOR THE YEAR ENDING 30 JUNE 2017

	CONSOLIDATED ENTITY* 2017 AUD	CONSOLIDATED ENTITY* 2016 AUD
Donations and Gifts		
Monetary	618,223	570,439
Non-Monetary	426,481	349,977
Bequests and Legacies	-	20,649
Grants		
Department of Foreign Affairs and Trade	-	-
Other Australian grants	-	-
Other overseas grants	-	-
Commercial Activities Income	635	36,421
Investment Income	566	754
Other Income		
Program fees	29,450	21,255
Miscellaneous Income	9,645	646
TOTAL REVENUE	1,085,000	1,000,141
International Aid and Development Programs		
International programs		
Funds to international programs	440,438	386,093
Program support costs	8,891	20,422
Community Education	4,410	5,300
Fundraising costs		
Public	62,548	52,762
Government, multilateral & private	35,781	30,990
Accountability and Administration	61,689	70,538
Non-monetary Expenditure	426,481	349,977
Total International Aid and Development Programs	1,040,238	916,082
Commercial Activities	-	52,463
TOTAL EXPENDITURE	1,040,238	968,545
EXCESS/(SHORTFALL) OF REVENUE OVER EXPENDITURE	44,762	31,596

* SeeBeyondBorders Australia (including Cambodia branch) and SeeBeyondBorders Foundation Australia

Note: 2016 comparatives have been adjusted to be consistent with 2017 basis.

STATEMENT OF CHANGES IN CONSOLIDATED EQUITY FOR THE YEAR
ENDED 30 JUNE 2017

	Retained Earnings AUD	Reserves AUD	Other AUD	Total AUD
Balance at 1 July 2016	277,478	-	200	277,678
Excess of Revenue over expenses	44,762	-	-	44,762
Other amounts transferred (from) reserves	-	-	-200	-200
Balance at 30 June 2017	322,240	0	0	322,240





PITCHER PARTNERS
ACCOUNTANTS + AUDITORS + ADVISORS

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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 2017;
- Summary Statement of Financial Position as at 30 June 2017; and
- Statement of Changes in Equity for the year ended 30 June 2017.

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
Registered Company Auditor 172 348
30 November 2017

PITCHER PARTNERS
SYDNEY

A man with short dark hair, wearing a light blue long-sleeved button-down shirt and light-colored trousers, stands in front of a blue door. The door has some text on it, including the number '8' and the name 'Khong Yong'. The background is a dark wooden wall.

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

Summary financial statements - SeeBeyondBorders UK

The following summary financial statements have been prepared in accordance with accounting policies and comply with the Trusts governing document, the Charities Act 2011 and the applicable Statements of Recommended Practice. A full set of audited financial statements is available on request from uk@seebeyondborders.org

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, trustee and the CEO of SeeBeyondBorders UK on a voluntary basis.

SeeBeyondBorders UK STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDING 30 JUNE 2017



	2017	2017	2017	2016
	Unrestricted funds	Restricted income	Total funds	Total Funds
	£	£	£	£
Income				
Donations and legacies	67,098	72,143	139,241	140,875
Charitable activities	11,328	-	11,328	-
	<u>78,426</u>	<u>72,143</u>	<u>150,569</u>	<u>140,875</u>
Expenditure				
Raising funds	61,632	729	62,361	40,661
Charitable activities	7,782	92,767	100,549	126,784
Other – exchange gain	(685)	174	(511)	(1,996)
	<u>68,729</u>	<u>93,670</u>	<u>162,399</u>	<u>165,449</u>
Net income/(expenditure) before and after tax	9,697	(21,527)	(11,830)	(24,574)
Transfers between funds	(6,800)	6,800	-	-
Net movement in funds	<u>2,897</u>	<u>(14,727)</u>	<u>(11,830)</u>	<u>(24,574)</u>
Reconciliation of funds				
Total funds brought forward	45,722	18,566	64,288	88,862
Total funds carried forward	<u>48,619</u>	<u>3,839</u>	<u>52,458</u>	<u>64,288</u>

SeeBeyondBorders UK
BALANCE SHEET AS AT 30 JUNE 2017

	2017	2017	2017	2016
	Unrestricted funds	Restricted income	Total funds	Total funds
	£	£	£	£
Current Assets				
Debtors	280	-	280	110
Cash at bank and in hand	50,153	33,664	83,817	68,983
	50,433	33,664	84,097	69,093
Creditors: amounts falling due				
within one year	780	29,825	30,605	4,515
Provisions for liabilities	1,034	-	1,034	290
	1,814	29,825	31,639	4,805
Net current assets/(liabilities)	48,619	3,839	52,458	64,288
Total assets less current liabilities	48,619	3,839	52,458	64,288
Total net assets or liabilities	48,619	3,839	52,458	64,288
Funds of the Charity				
Restricted income funds	-	3,839	3,839	18,566
Unrestricted funds	48,619	-	48,619	45,722
Total funds carried forward	48,619	3,839	52,458	64,288

The company was entitled to exemption from audit under s477 of the Companies Act 2006 relating to small companies.



SeeBeyondBorders UK – Registered charity number 1146044

Independent Examiner's Statement

Year ended 30 June 2017

I report on the Summary Financial Statements of SeeBeyondBorders UK for the year ended 30 June 2017.

Respective Responsibilities of Trustees and Examiner

The Trustees are responsible for the preparation of the accounts. The Trustees consider that an audit is not required for this year under section 144(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.

Basis of Independent Examiner's report

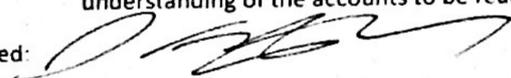
My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with these records. It also includes consideration of any unusual items or 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 no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to matters set out in the following statement.

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;
 - To prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 Act have 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:



Date:

19/12/2017

Name: David Jones

Address:

Flat 38 Twist House, 38 Grange road, London, SE1 3FY

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-Governmental Organisation (INGO) with the Ministry of Foreign Affairs.

Board of Directors, SeeBeyondBorders Australia



David Armstrong David is one of the founding directors of the SeeBeyondBorders Foundation. He has worked for KPMG, Shell Australia and been a partner in a Chartered Accounting firm for more than 25 years.



Priscilla Chang Priscilla has worked in education since 1990 and teaches in Broken Bay Diocese, NSW. She helps coordinate our teacher volunteers in Australia and co-wrote our teaching programs.



Kate Shuttleworth Kate, with her husband Ed co-founded SeeBeyondBorders, and she now coordinates the Quality Teaching Program, co-writing programs, and running training sessions for volunteer teachers.



Penny Everitt Penny worked with indigenous communities and the Cambodian Red Cross, joining SeeBeyondBorders in 2015/16 as Country Manager. Penny left Cambodia in April 2017 and joined the Board in Australia.

Chief Executive Officer



Edward Shuttleworth With his wife Kate, Ed founded SeeBeyondBorders in 2008. He now leads SeeBeyondBorders, and has made it his life's work to improve the lives of Cambodian children with access to quality education.

Leadership Team, Cambodia



Pov Pheung Country Manager
A qualified teacher, Pov has worked in the education sector more than 15 years. Joining SeeBeyondBorders in 2013, he became Country Manager in 2016.



Sophen Phan Education Manager
Sophen has worked in the Cambodian educational sector since 2004. Joining SeeBeyondBorders in 2011, he now manages the Quality Teaching Program.



Reasmey Cheut Operations Manager
Reasmey joined SeeBeyondBorders in 2012, and has been involved in project management and community liaison. He now manages all our operations.

Advisory Committee, Australia



Andy Wade Andy co-founded Infra Corporation in 1987, and currently advises Australian IT SMEs on growth strategies. Andy has been working with SeeBeyondBorders since its inception.



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.



John C. Friend-Pereira John worked as advocacy and policy adviser to Cambodian Independent Teachers Association, with VSO and as Education Specialist with UNICEF in Cambodia.



Keith Drewery Keith has worked for over 30 years in the professional services sector and has held a number of Trustee positions including for the Sydney Leadership Council.



Peder Pedersen Peder is CEO of the Charitable Foundation, a large donor for overseas development aid and emergency assistance, and has 25 years experience in peacekeeping, development and emergency assistance.



Kendra McKay Kendra has over 10 years in legal services and is Senior Associate at HFWillan that has an ongoing relationship with SeeBeyondBorders. She visited Cambodia with SeeBeyondBorders in 2015.

Board of Trustees - SeeBeyondBorders UK



Andrew Studd

A partner in Russell-Cooke's Charity and Social Business team Andrew advises on constitutions governance, commercial contracts, mergers and reorganisations.



Jayne Crow

Jayne has worked for a leading international volunteering organisation VSO and currently is a Programme Design Specialist for the child rights organisation Plan International.



Caroline Abel

Caroline has worked in medical research for over 25 years. She is also involved with an education programme in India, and a conservation programme in South London.



Peter Gosling

He has over 20 years experience in trusts, tax and estate planning and acts as trustee of a large number of family and charitable trusts. Peter's also actively involved with education.



Robyn Knox

With a background in international development, Robyn volunteered with SeeBeyondBorders, in 2015, and currently works with the British Red Cross.



Brenda Gosling

Brenda worked for 20 years in UK hospitals as a radiographer before becoming involved with antiques. She's been involved with several charities and schools.



Anne Moore

A former staff nurse in Canada, US and UK, since 1998, Anne has been working in the primary school system as a teaching assistant and has an active role as a church governor.



Peter Shuttleworth

Pete is founder of Hoi Polloi Media and has worked in video production and digital media for over 25 years. He's worked with several larger UK charities.



Rob Buchan

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



SeeBeyondBorders' staff retreat
Kampt, February 2017

Thank you to all our supporters

On behalf of the communities with which we work in Cambodia, and SeeBeyondBorders in Australia, we would like to thank all those who have generously supported us again during the past year. We have mentioned below some people who have helped us financially, and with their time, making a significant contribution to the impact we are having in Cambodia. Our sincere apologies to anybody we may have missed!

.... in Australia

SHAPE | HFW Australia | tna solutions | Rotary Parramatta | Truslove and Goss
FullCRM | Australian Department of Foreign Affairs (ANCP) | Macquarie Group
Foundation | Salesforce.org | Pitcher Partners | TressCox Lawyers | Andy Wade
Deutsche Bank | Alan Clarke | Simon Ling | Shane Wilkinson | Wendy Mitchell
Carole Jaye | Michael Muehlheim | Liz Starling | Brett Maple | David Foodey
Alan Roberts | Barry Ross | Google Apps | Frances Deegan | James Prell
Claymatter | Anna Chang | Tony Arrowsmith | Ann O'Brien
Jen Missing | Karen Aubin | Murrumbeena Primary School | St Mary's Primary
School, Manly | UNESCO | The Buck Foundation | Tony and Gill Birch | NGO Education
Partnership (Cambodia) | Marc Scamps | Supporters of Michael Muehlheim's
run in the Sydney Running Festival | Mosman Public School
and supporters of the Mini Mos Fun Run | Jennifer McLoughlin | Wendy Pike
Damian Cripps | Angela Houghton | Johanne Preston | Mandy Worth | Melissa Cairn



Thank you to our supporters (cont)

In the UK, we've been fortunate to welcome some wonderful new supporters this year, joining a group of valued, longer-term supporters. The on-going support of these individuals and organisations has enabled us to expand the great work of SeeBeyondBorders in Cambodia. On behalf of the Board of Trustees, and the SeeBeyondBorders team in Cambodia, thank you! We hope you will continue to support this great work into the future.

... in the UK

Aberdeen Charitable Foundation | Michael Doran | Amalthea Leung

Jack Gordon-Brown | Aimia UK | Ahana Mullick | Gabrielle de Wardener

St James's Place Foundation | James Howland | UNWG | James Tudor Foundation

James Lapham | Nusi Pedro | Joanna Kobylak | Alec Feakes | Avanti

Ramachandran | Rachele Williams | Salesforce.org | Rheanna Underwood

Sarah House-Barklie | Yasmin Kunisch | David Jones | Steve Thomas

Benefice of Ross | Holman Fenwick | Clifton College | Paul Cox

Brian Clarke | Susan McDonald | Peter Reynolds | Matthew Chessum

Rob Buchan | Guernsey Overseas Aid Commission | Eva Reckitt Foundation

Tula Trust | Tegan Rogers | Rob Mankiewitz | Google Apps



Aimia visit
December 2016



Get involved

SeeBeyondBorders is funded entirely by donations from our supporters. Without their generous assistance, we would be unable to continue our work in Cambodia. At the same time, our talented team of local staff in Cambodia wouldn't be able to achieve as much as they do without the skills and support of our talented volunteers.

Why get involved 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 measurable 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.

If you believe in what we're doing, please consider supporting the continued success of SeeBeyondBorders with a contribution of your time or money.

Corporations

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 development organisation enables you to promote your values and social interests; enhance relationships with existing stakeholders and attract new ones; and make a lasting commitment to your own sustainability beyond profit margins.

We can provide a model to engage your stakeholders: We place integrity at the very heart of everything 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

also a unique perspective.

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. An immersive experience with SeeBeyondBorders in Cambodia can be a highly effective means of team building and leadership development.

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 requirements of our team, significantly impacting how our organisation develops.

Staff engagement and sponsorship: SeeBeyondBorders is always looking for sponsorship to support the work we do. We offer an opportunity for your organisation to sponsor a specific project or area of our work, or to invest in capacity building of the organisation.

Based on your interests and requirements, 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 can provide support and advice to help you create fundraising plans, challenge days and events.

Trusts and Foundations

Since achieving DGR1 status (Australia) in May 2016, and engaging a dedicated fundraiser in the UK, we have increasingly been engaging with a variety of Trusts and Foundations, and we value their support for our work. We enjoy building relationships with key stakeholders at Trusts and Foundations as it is an opportunity to talk about the real impact of our programs and how we have built sustainability into our approach. Often, those who work in this type of grant-giving organisation have a significant interest in education and in particular in improving the learning outcomes of students. This aligns perfectly with our approach and the objectives of our programs.

We aim to grow our funding base in this area over the next few years and would welcome any approaches or introductions that will facilitate this process.

Individuals

Volunteering opportunities

SeeBeyondBorders provides opportunities for individuals with specific skills and experience to volunteer their time in Cambodia or from wherever they are in the world.

We welcome skilled candidates on focused short-term consultancies, or longer term assignments of up to 12 months, to support our team in Cambodia. From time-to-time, we look for skills and experience in disciplines such as project management, monitoring and evaluation, IT, financial management, marketing, communications, fundraising, proposal writing, donor management, policy development, compliance, governance, statistics, data management, teaching and human resources.

But if you can't come to Cambodia there is still plenty you can help us with. There may be opportunities for you to volunteer in Australia or the UK, or by working remotely from your home location. Please get in touch to find out how you can assist.

Donating and fundraising

Individual donations can be made via our website. Every donation, no matter how small, is gratefully received. If you'd like to become a regular donor, please contact us to put the arrangements in place.

You may also wish to create an event or a sponsorship opportunity to raise funds in your local community. If you have any fundraising ideas we'd love to hear them. Please contact our team and we'll do everything we can to support you.

Follow us on social media

Follow us on social media and encourage others to do the same.

Facebook: www.facebook.com/seebeyondborders

Twitter: [@seebeyondborder](https://twitter.com/seebeyondborder)

Instagram: [@seebeyondborders](https://www.instagram.com/seebeyondborders)

LinkedIn: www.linkedin.com/company/1580452

YouTube: www.youtube.com/user/SeeBeyondBorders

The Borders Blog: <https://seebeyondborders.wordpress.com>

Raise awareness

Our biggest barrier is lack of awareness. Many people have little knowledge of Cambodia and its troubled past. Some do not even know where Cambodia is. Talk to friends, family, and anyone who'll listen - tell them about the work of SeeBeyondBorders, and help shed some much-needed light on this often overlooked country. The children of Cambodia deserve it!

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Appendix: 2016-17 Scorecard

		Academic Year 2016-2017				SBB Total/ Average	Target
		Battambang Province		Siem Reap Province			
		Ek Phnom (completed Year 3 of Transition)	Bavel (completed Year 4 of Core)	Angkor Thom (completed Year 4 of Core)	Puok (completed Year 3 of Transition)		
Headlines	Number of Schools	12	16	19	8	55	N/A
	Teachers in our Programs	71	87	80	21	259	N/A
	Of which mentors	20	32	26	9	87	N/A
	Children directly impacted by teachers in our Programs	1,809	2,928	1,934	470	7,141	N/A
Schools Impacted	Teach the Teacher	-	16	19	-	35	N/A
	Transition	12	-	-	8	20	N/A
	Mentoring	12	16	19	8	55	N/A
	Krou Laor (Teacher Awards)	12	16	19	8	55	N/A
	CCP	2	6	3	-	11	N/A
	Sport	7	6	3	-	16	N/A
	Health	2	8	2	-	12	N/A
	Supplementary Lessons	-	-	-	-	0	N/A
	SDP	-	8	4	-	12	N/A
Better Facilities	12	16	6	-	34	N/A	
Student Impact	Average student absence NB. Baseline 16% Cambodia average student absence	5%	5%	10%	6%	7%	7%
	Average pass rate Grade 1 NB. Baseline 50% pass rate	84%	89%	83%	85%	85%	75%
	Average pass rate Grade 2 NB. Baseline 24% pass rate	75%	79%	79%	95%	82%	75%
	Average pass rate Grade 3 NB. Baseline 16% pass rate	75%	79%	55%	82%	73%	60%
		<i>Pass mark for all grades is 50% and the rates include absenteeism</i>					
Teacher Impact	Workshops run by SBB staff and senior mentors	2	4	3	2	11	10
	Average attendance at workshops	89%	92%	95%	100%	94%	100%
	Planned mentor visits to mentees completed	127%	82%	83%	85%	94%	80%
	Teachers at Level 2 or above on all skills on teacher scale (Core)	-	100%	98%	-	99%	100% at L2 at end of Core Program
	Teachers at Level 3 or above on all skills on teacher scale (Transition)	90%	-	-	100%	95%	100% at L3 at end of Transition
	Bronze award winners (Krou Laor)	-	4	5	-	9	N/A
	Silver award winners (Krou Laor)	-	21	20	-	41	N/A
	Gold award winners (Krou Laor)	-	29	12	-	41	N/A

Appendix: 2016-17 Scorecard (cont)

		Academic Year 2016-2017				SBB Total/ Average	Target
		Battambang Province		Siem Reap Province			
		Ek Phnom (completed Year 3 of Transition)	Bavel (completed Year 4 of Core)	Angkor Thom (completed Year 4 of Core)	Puok (completed Year 3 of Transition)		
Teach the Teacher	Mentee action plans created	499	551	427	108	1,585	2,059
	SBB visits to mentors	66	139	123	18	346	404
	Attendance at monthly mentor meetings	87%	81%	70%	80%	80%	80%
	Mentors at Level 2 or above on mentor scale (Core)	-	97%	100%	-	99%	100% at L2 at end of program
	Mentors at Level 3 or above on mentor scale (Transition)	95%	-	-	100%	98%	100% at L3 at end of program
Getting to School	Sports workshops	1	1	3	-	5	5
	Assistant sports coaches trained	0	0	34	-	34	36
	Average student absence on Sports days	4%	4%	6%	-	5%	7%
	Average attendance of assistant coaches	94%	81%	67%	-	81%	80%
	Health lessons completed	159	725	-	-	884	1,125
	Community members involved in Health program	129	480	-	-	609	300 (30 per school)
	Average baseline attendance of CCP students	71%	84%	81%	-	79%	N/A
Average attendance of CCP students after support	96%	95%	93%	-	95%	80%	
Better Schools	Parents participating in construction projects	60	1,320	401	-	1,781	780
	Completed SDP projects	-	26	6	-	32	24
	Parents contributing financially to SDP projects	-	\$3,194	\$5,852	-	\$9,046	
	Schools with year-round access to water	58%	94%	66%		73%	100%
	Schools where improvement works were completed	5	14	7	-	26	N/A

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

SeeBeyondBorders

Change begins with education.