



POLICY

DEVELOPMENT POLICY

Change begins with Education

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DEVELOPMENT POLICY

1 DOCUMENT PURPOSE

SeeBeyondBorders is committed to poverty alleviation through sustainable development at all levels of the organisation and its programs. Every day we strive to implement the UN Sustainable Development Goal 4 – Access to Quality Education for *ALL* children. This policy outlines the SeeBeyondBorders philosophy for development; documents the series of definitions that SeeBeyondBorders subscribes to; and provides a development-centric framework for all activities undertaken by SeeBeyondBorders. All programs or activities should be assessed and reviewed against this document to ensure they accord with the objectives and philosophies of SeeBeyondBorders. This document also demonstrates that SeeBeyondBorders understands, applies and abides by the principles advocated by contemporary development practice using the vernacular adopted by Government and Donor agencies to describe best practice.

This document outlines the SeeBeyondBorders definition and approach to development and demonstrates our commitment, and our distinction between ‘development’ and ‘non-development’ expenditure as ratified by its governing body.

2 CROSS-CUTTING ISSUES

Cross-cutting issues are those that underpin all development initiatives of SeeBeyondBorders. They include gender equity, disability inclusiveness, human rights, the environment, climate change, HIV/AIDS, child protection and partnership.

Cross-cutting issues and especially care for vulnerable people including child protection and gender equality, are considerations that apply across all aspects of the work of SeeBeyondBorders as it relates to both quality of education related issues, and access issues. Our work is aimed at alleviating the disadvantage of those who are poor and marginalised for a range of reasons. Addressing their issues and concerns in a sensitive and appropriate manner in all aspects of our work is at the heart of SeeBeyondBorders’ program design and delivery.

3 DEFINITIONS

The discipline of Development, has developed rapidly over the last 50 years – as has its own contemporary vocabulary. Emerging from the post-war and colonial era, development “currency” has evolved from what would now be referred to as “Paternalism” to Community Engagement and Sustainability. Definitions for the ascendant vernacular as utilised by ACFID / DFAT and embraced by SeeBeyondBorders include:

Human Rights

SeeBeyondBorders is an international development agency that respects, protects and promotes human rights for all, regardless of race, religion, ethnicity, indigeneity, disability, age, displacement, caste, gender, gender identity, sexuality, sexual orientation, poverty, class, or socio-economic status.

SeeBeyondBorders is committed to the inclusion and representation of those who are vulnerable and those who are affected by the intersecting drivers of marginalisation and exclusion. Human Rights providers the framework for the design, delivery and evaluation of all our activities.

Aid and development:

Aid and development refers to activities undertaken in order to reduce poverty and address global justice issues. In the non-government organisation sector, this may occur through a range of engagements that includes community projects, emergency management, community education, advocacy, volunteer sending, provision of technical and professional services and resources, environmental protection and restoration, and promotion and protection of human rights.

Development:

Development seeks to improve the conditions of communities in a sustainable way. It is based on working with communities, rather than for or on behalf of communities. It is a process where a community of people work together to break the cycle of poverty and dependence so that their fundamental needs are met and the quality of their lives is enhanced. Development activities seek to address the root causes of the need identified and in doing so, make a contribution to reducing that need in the long term.

The following principles are key to development activities:

PARTICIPATION: The local community should decide what to do, and how to do it, and do as much of the work as possible, rather than the assisting organisation. All these actions help a community to believe in itself and its abilities. As it tackles and solves one issue, it becomes more skilled and confident in tackling others.

EQUALITY: Development projects seek to improve the well-being of those in need without favouritism or discrimination by race, religion, culture or political persuasion. This means that although a project may target a particular location or community, it seeks to bring about positive changes for the benefit of all members of the community.

SUSTAINABILITY: Development projects aim to produce benefits that are sustainable, that is, benefits that are appropriate, owned by the stakeholders and supported on an ongoing basis with locally available resources such that they will continue after development assistance has ceased.

DFAT publication: Overseas Aid Gift Deduction Scheme - Guidelines for Obtaining Tax Deductibility - January 2014

Sustainable development:

Meeting the needs of the present without compromising the ability of future generations to meet their own needs. This includes the development of skills, resources and capital which will endure beyond the scope of individual activities.

Relief:

Relief is the provision of basic support to people in emergency situations, for example, as a consequence of natural phenomena such as earthquakes, or chronic disasters such as famine or conflict. In these emergency situations, direct assistance (such as distribution of clothing, food, seeds and tools, temporary housing) may be provided as part of a short-term relief response. Relief does not form part of SeeBeyondBorders core program delivery.

Working With Partners:

SeeBeyondBorders is committed to working with partners, primary stakeholders and all other stakeholders in mutually respectful ways. The way in which SeeBeyondBorders engages with partners in all contexts is covered in its “Working with Partners” guidelines document. This document draws a distinction between “Implementing Partners” and partners in a looser sense being people we work alongside such as community leaders, local officials, or Ministry of Education employees, who provide intelligence and feedback to us on our work. We do not pay these partner individuals to undertake programming for us, whereas we might pay an Implementing Partner to carry out a project or part of a project for us which gives rise to a different set of obligations as they become our agents. At this time we have no Implementing Partners.

With all programs SeeBeyondBorders conducts analysis of the context in which we are working in order to identify and mitigate any risks that primary stakeholders may face with regards to discrimination, violence, abuse, exploitation or neglect and develop strategies to improve outcomes for all participants. Through the delivery of its programs SeeBeyondBorders is committed to avoid exposing people to further harm and provide equitable access for the most vulnerable and marginalised community members.

Non Development Activity***SeeBeyondBorders does not engage in Non-Development Activity or Relief***

SeeBeyondBorders is committed to ensuring that no funds are used to: exploit people and communities; or to place any conditions or obligations on recipients in terms of non-development, religious or political outcomes that would affect their access to the services being offered. The purposes of this definition and to align with ACFID, Non-Development activity includes all activities that do not meet the definition for Aid and Development activities as stipulated above. This would include but is not limited to:

POLITICAL ACTIVITY: Supporting a particular party, candidate or organisation affiliated to a political party, including: Agency personnel or their representatives (when using the agency name or resources in paid time) being involved in party political activities; using funds or resources to facilitate or support a specific political party, candidate, or party political organisation in elections, government or any party political structure.

SeeBeyondBorders does not fund or participate in any Political Activity in beneficiary communities or countries.

EVANGELISTIC/MISSIONARY ACTIVITIES: Evangelism (also called to proselytise or missionary work) is the practice of attempting to convert people to a particular religion or faith. Evangelistic activities may discriminate on the basis of belonging to a particular group or aim to persuade or develop religious beliefs and faith practices among project beneficiaries. SeeBeyondBorders does not endorse, support or participate in Evangelistic activities.

WELFARE ACTIVITY: Assistance to maintain individuals in a particular condition on a long-term basis, such as institutionalised care programs or support for basic living needs. Where this is implemented independently of other community development activities, these activities fail to meet the standards of sustainable development to which SeeBeyondBorders adheres.

4 **SEEBEYONDBORDERS PURPOSE**

4.1 Constitution

As stated in SeeBeyondBorders' constitution, the Organisation's Principal Purposes are:

1. For the public benefit, to promote the education (including social, technical and physical training) of people who are in conditions of need, hardship or distress anywhere in the world but principally in developing countries in such ways as the Directors think fit and/or to assist in such ways as the Directors think fit, any charity in a developing country whose aims are similar to those of the Company.
2. To assist with the Development of communities in developing countries in conjunction with in-country partners principally amongst people in such ways as the Directors think fit and/or to assist in such ways as the Directors think fit, any charity in a developing country whose aims are similar to those of the Company.
3. The prevention or relief of poverty, financial or health related hardship anywhere in the world but principally amongst people in developing countries in such ways as the Directors think fit and/or to assist in such ways as the Directors think fit, any charity in a developing country whose aims are similar to those of the Company.
4. Applying the income and property of the Company solely to promote those purposes.

These parameters are deliberately drafted to ensure that a development approach is embedded within all levels of governance and operations. All activities of the organisation will promote the human rights of people and seek to alleviate poverty of the most marginalised and vulnerable members of the community. Through basing the Constitution in a Development framework, the Board and Members use this as a lens when setting the focus and programs within this broad focus and to keep it under review.

4.2 Strategic Objectives

The Board determines from time to time the focus of activities within the context of this policy within the Strategic Plan which currently identifies that our central strategic objectives as derived from our mission, are to:

- a) ***Improve children's learning outcomes.***

In reaching this objective, we must account for the fact that we are currently a small organisation and need to provide a context for achieving this first objective with two accompanying and simultaneously central objectives which are to:

- b) ***Become a recognised centre of excellence*** whereby we become specialists in our core areas of expertise; and
- c) ***Grow the organisation*** so as to secure both the staff and funding we need to deliver on the first objective.

4.3 Delivery Strategies

Supporting the core objectives and reflecting the means by which these objectives will be achieved are a specific set of strategies. These identify the way in which the strategic objectives will be addressed and met.

The strategic objectives are broad while the delivery strategies focus the organisation on a specific set of initiatives that establish its character and areas of expertise, defining how it can best improve children's learning outcomes while also developing and growing itself.

The specific strategies are to:

- a. Have a *suite of teaching programs* that can operate *cost effectively* across *multiple schools* in *early grades*
- b. Ensure our interventions become sustainable by being: *a. supported by school communities;* and *b. recognised by the Ministry of Education*
- c. Establish and develop a *recognised research capability* that supports our *advocacy* for better learning
- d. Develop internal capabilities to include *competent and capable staff* together with *strong fundraising, financial management, project management, and governance systems.*

Full explanation and context is provided in the Strategic Plan.

5 **DEVELOPMENT CONTEXT**

SeeBeyondBorders' advocates that all children should have the opportunity to achieve at school and that school should be where children are empowered to improve their own lives.

SeeBeyondBorders also recognises that delivering sustainable development for communities living in poverty is a complex issue. To implement and run our programs, there is a requirement to understand the development context and ensure certain preconditions exist which will provide a setting in which there is the greatest possibility of sustainability, the principle amongst these being:

1. **Demonstrated Commitment:** The starting point is to identify a community's commitment to education before any SeeBeyondBorders project activity can be considered. Communities aiming to achieve a sustainable improvement in their livelihoods need to be able to recognise that education provides a breakpoint to the cycle of poverty and a desire to work collaboratively to achieve changes in education practices.
2. **Integrated Support Structures:** For an education system to be able to deliver the desired outcomes for children, those families and their communities' basic needs have to be met; appropriate learning environments and facilities are required; and schools should be staffed by competent, trained teachers. Sustainable improvements are achieved by way of an integrated movement rather than on an isolated case by case basis. We will work where we can realistically achieve such integrated support through our own initiatives or in conjunction with partners.
3. **Local Knowledge and Understanding:** Being experienced in working closely with communities and helping them build their own aspirations, is essential. It takes time to build rapport and

trust with key stakeholders. Identifying and working with partners who have such detailed local knowledge, can help inform SeeBeyondBorders about local issues and how it can best target its activities and these local partners assist us to deliver appropriate and sustainable programs.

4. **Connection to Outcomes:** For SeeBeyondBorders to be able to provide sustainable development, it is necessary for us to facilitate meaningful encounters between donors and recipients. When this is achieved: a) donors gain a clear understanding of the needs of the local people and how they might achieve their goals; and b) recipients of support are more likely to participate actively in reaching these goals.
5. **Ownership rests with the Community:** Ultimately, responsibility for the education system rests with the community and with their Government. SeeBeyondBorders can provide support by mobilising resources and transferring skills. It cannot colonise the schooling system by setting up its own parallel institutions or systems, taking on the role of Government. Therefore programs and initiatives must complement and support existing Government initiatives, partnering with local education authorities.

Throughout our SeeBeyondBorders projects we incorporate continual evaluation, learning and ongoing program development – with an underlying principle that we pursue development and not welfare. We specifically do not support the institutionalisation of children as is likely to occur in orphanages, believing that their future is best secured as an integral part of their own communities.

We acknowledge internationally recognised human rights principles and our approach to all issues is based upon respect and the promotion of dignity. In all we do, we are mindful of what we call ‘cross-cutting themes’, being cultural issues or patterns of behaviour that are evident across all of our development initiatives. We identify the principal cross-cutting issue in our programs as one of care for vulnerable people including child protection and gender equality, so we maintain focus on promoting the education and participation of the most vulnerable and of women and on discussing and promoting issues relating to gender and exclusion in our program development (e.g. access to toilets, peer group leaders, empowerment through leadership as mentors or community support and inclusion for the most vulnerable.)

6 VALUES

SeeBeyondBorders Development Philosophy underlies what we do and the way in which we approach the issues we seek to address.

In determining the principles by which we can effectively help improve the quality of life for the most vulnerable of people, SeeBeyondBorders was founded on the belief that change begins with education and that good quality schooling can prevent families facing such poverty in future. At SeeBeyondBorders our biggest priority is to create positive, systemic and sustainable change in Cambodia. Our vision is to have a generation of Cambodian school children empowered by education.

The values that SeeBeyondBorders adopts underpin the way in which we conduct our business and engage with our constituents in all activities.

It is incumbent on all those working with SeeBeyondBorders to manifest these values in all their representation of SeeBeyondBorders or engagement with our constituents.

The values in more detail are:

COMPETENCY: All of our Programs are supported by knowledge and experience. Our team is made up of well trained professionals, who approach tasks with competency and skill. We are always working to share and build knowledge, learn from experience, and promote the idea of a two-way knowledge exchange.

INTEGRITY: We strive to be totally transparent and learn from our mistakes. We seek to ensure that it is our shared vision alone that drives our work.

CHANGEMAKER: Our biggest priority is to create positive, systemic, and sustainable change in Cambodia. We are not just helping one or two communities – we are working to change the system so that quality education will become available for all and one day the assistance of SeeBeyondBorders in our current guise will no longer be needed.

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

RESPECT: Our actions are always founded on respect – for the teachers, students, and community members we work with, for our fellow team members and for our donors and supporters. We recognise the power we have in our representation of the communities we work with, and we only represent people in ways that are honest, respectful, and fully consensual.

These values are regularly reviewed at all levels of the organisation to ensure that our guiding principles remain current, and that they provide an equitable, rights-based lens for all activities we deliver.

7 APPROACH

7.1 Background

Our programs are designed and delivered through a deep knowledge and understanding of the current situation in Cambodia regarding education and the barriers to education. Our approach is further informed by the past and present work of reputable international agencies and the Royal Government of Cambodia in the area of education and learning.

SeeBeyondBorders works with respected organisations and recognises international policies and guidelines to ensure that we deliver the best and most sustainable programs.

SeeBeyondBorders' programs and objectives are also informed by the United Nation's Sustainable Development Goal 4 - Ensure inclusive and quality education for all and promote lifelong learning - or "Quality Education". This better reflects our objectives than Millennium Development Goal Number 2: 'Achieve universal primary education' (by 2015) given that this was a quantitative target and one that it is estimated that Cambodia will not achieve until 2085.

"Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to

affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.” **UNDP**

We particularly recognise the importance of UNICEF’s Child Friendly Schools framework, as adopted by The Royal Government of Cambodia’s Ministry of Education Youth and Sport (MoEYS). The MoEYS adopted and adapted Child Friendly Schools Policy informs SeeBeyondBorders’ programs in Cambodia.

[> UNICEF’s Child Friendly Schools framework](#)

7.2 The Child Friendly Schools (CFS) Initiative

SeeBeyondBorders recognises the importance of the objectives inherent in the Government’s National Plan for Education For All; the Education Strategic Plan (ESP); and the Education Sector Support Program and fully embraces the six dimensions of the CFS policy which underlie all these initiatives which are:

1. Access and Inclusion – education is accessible to all children with equity, especially those in poor and difficult circumstances (including orphans, girls, those affected by drugs, violence, HIV/ AIDS and other diseases).
2. Effective Teaching and Learning – teachers have theoretical and practical knowledge that promotes active, creative, and child-centred learning, in a joyful and harmonious environment.
3. Health and Safety – children are cared for, healthy, safe and protected from violence at school, in the family and in society.
4. Gender – promote awareness of the responsibility to provide equal and equitable opportunity for both girls and boys to participate in all activities in school, family and society.
5. Community Involvement – enhance the dynamic relationship between schools and communities so that schools, families and communities are active resources for each other.
6. Management – ensure the CFS (Child Friendly Schools) policy is embraced and implemented in all schools, and all levels of the national education system work together to improve the quality of education.

8 STRATEGY

SeeBeyondBorders recognises that developing education in Cambodia is a complex and continuing process. Our strategies are based on Cambodian needs and covered by the Child Friendly Schools policy.

In embracing these dimensions, SeeBeyondBorders has adopted the following practical strategies:

Strategies	CFS Dimension
1. Identify communities where our programs can contribute to locally driven educational outcomes.	1 & 5
2. Provide Cambodian teachers within those communities with the skills and tools to teach to the national curriculum in an engaging and empowering way.	2

Strategies	CFS Dimension
3. Assist school and community authorities with school development planning, identifying school identities, priorities and means of mobilising the necessary resources to achieve their goals.	All, emphasis on 6
4. Improve the physical environment and facilities within the communities with whom we work to raise respect for and increase engagement with the education system.	3
5. Assist families with the immediate issues that prevent them from sending their children to school, helping raise school attendance and encouraging a positive attitude to learning in the community.	1, 3, 4 & 5
6. Broaden the peripheral activities available at school as a means of encouraging community involvement and child attendance, enhancing the value of education and the socialisation of the school environment.	1, 2, 4 & 5
7. Utilise, strengthen and empower existing management structures through engagement with Government at a National, Provincial and District level to secure continuing support with and sustainability for our programs	6
8. Use the education platform to address other immediate issues such as personal hygiene, health and nutrition, which underpin children's ability to develop and learn.	3, 4 & 5
9. Broaden Australian and other international corporate support for children and their educational needs in Cambodia.	Increasing support
10. Increase our support base by leading international visits to Cambodia, to see the need and the impact which direct action can have, and to facilitate engagement with Asia.	Increasing support
11. Encourage those who have been to Cambodia to reflect on their own values system and provide long-term support for the communities they have visited.	Increasing support

8.1 Current Operational Focus

Specifically, SeeBeyondBorders' mission is to provide children in Cambodia with access to quality teaching and learning at school, regardless of race, religion, ethnicity, indigeneity, disability, age, displacement, caste, gender, gender identity, sexuality, sexual orientation, poverty, class, or socio-economic status

Founded in Australia in March 2009, we seek to implement UN Sustainable Development Goal 4 – Quality Education, by:

- Teaching teachers to be better educators
- Inspiring communities to realise their dreams for their children
- Helping make school safe, healthy, and fun
- Advising Government on national teacher capacity development

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.

Our overarching objective is to have more children complete their primary education and progress to lower secondary school, regardless of their start to life.

To achieve our objectives, we have worked in several districts across two provinces, but in the light of the Covid pandemic will restrict most activities to just one district (June 2020), through programs that provide workshops and mentoring; develop school infrastructure; and support local families with educating their children, across our core focus areas:

- Quality teaching
- Community engagement
- Systemic capability
- Advocacy

These areas are supported by our additional focus area called “Strengthening Support” which addresses the continuing investment required internally to develop a sophisticated, efficient and well-funded program delivery platform, focussed on building the capacity of local staff to provide best-practice development program delivery.

In all areas we are committed to respecting, engaging with and empowering local communities, to sustainably improving education standards in Cambodia; and to working with our local partners who help shape our approach. This includes our work with child protection and disabled peoples’ organisation to inform our communities and staff in promoting the rights and access for all people to safe environment and improved outcomes.

We promote local participation, management, responsibility and ownership across all our programs, including the identification, training & support and promotion of people living with disadvantage. This includes promoting the role of women as beneficiaries, trainers, community leaders and senior management staff within our organisation, as we recognise the importance of gender equity in achieving truly sustainable development.

9 COMMITMENT STATEMENT

SeeBeyondBorders is committed to enabling the participation and contribution of primary stakeholders to ensure our programs are owned locally and that communities benefiting from the program have opportunities to contribute to the planning and design. We do this through a variety of mechanisms, such as:

- SeeBeyondBorders holds an MOU with each school in the program and teachers sign a participation agreement that details the commitment from all stakeholders at all levels.
- Quality Teaching program staff are qualified teachers and some of them continue to work part time in schools. Mentors are also teachers and therefore are directly responsible for the implementation of the program. We also have senior mentors who take on the role of workshop design and facilitation and are responsible for consulting with the teachers through technical meetings.

- Actively identify opportunities for the support and promotion of vulnerable or marginalised members of the community, including women, people with a disability, indigenous or ethnic minorities and people living with HIV/ AIDS.
- Program design and review is informed by individual participants' action plans, evaluations and ongoing feedback, as well as regular collaboration with District, Provincial and National members of the Ministry for Education, Youth & Sport.
- Mentors, principals and school development program leaders hold monthly meetings to discuss how to develop the implementation of the program within the schools to ensure programs are place-based and meeting locally-identified needs.
- SeeBeyondBorders is committed to ongoing monitoring, evaluation and learning alongside its communities, to ensure that programs align with this policy, the UN Sustainable Development Goals, and desired outcomes of all stakeholders, funding bodies and beneficiaries.

9.1 Minimum Standards for Projects

All projects must meet our minimum quality standards before being approved as follows:

- a. Organisational Standards
 - Contribute towards our organisations principal purposes (4.1)
 - Support at least one of our strategic objectives (4.2)
 - Reflect our key development principles (3):
 - Participation: concept notes must describe how stakeholders will contribute to the design and implementation of the project
 - Equality: concept notes must demonstrate how the project will be inclusive to all, with no discrimination by race, gender, religion, disability or culture
 - Sustainability: concept notes must outline how the project will continue after development assistance has ended
 - Do not engage in non-development activities (3)
 - Support the dimensions of the Child Friendly Schools initiative (7) including ensuring that children are protected from harm
- b. Resource Management Standards
 - Provide an estimate of the cost of the project that is reasonable and in line with other projects
 - Explain project staff requirements and highlight any capacity development areas.
- c. Monitoring and Evaluation Standards
 - Identify the data that needs to be tracked which will identify the extent to which the project is achieving its delivery, performance and impact measures
 - Include processes that engage stakeholders in discussions around project design, improvement, and results which optimise the chances for sustained improvements to these stakeholders' livelihoods.

These quality standards are covered in our project concept note template and approved by the leadership team before any implementation activities can be planned.

10 ADDITIONAL CONSIDERATIONS REGARDING NON-DEVELOPMENT ACTIVITIES

As per section 3, SeeBeyondBorders does not engage in Non-Development Activities or Relief and would not engage in such activities with partners. If this were to change, there would need to be associated Board approval. For completeness and for reference in regards to working with partners, where Partners Development Policies permit them to undertake any non-development activities, certain control procedures would need to be in place and we would need to check them against the following respective areas. This information is also included in section 5.3.6 of the Working with Partners Policy.

Separation of development and humanitarian and non-development in programs and projects

Procedures:

1. SeeBeyondBorders will appraise all project proposals to determine whether they include non-aid and development components.
2. SeeBeyondBorders will record any issues, which must then be followed up to ensure that the policy requirements are satisfied before the project is approved.
3. SeeBeyondBorders will record any aspects of the project that should be closely monitored over the life of the project to ensure compliance with this policy.
4. SeeBeyondBorders will assess whether the partner is engaged in non-development activities, and if so, how it is able to manage and account for them separately to aid and development activity.
5. The Partner organisation will need to be able to identify that components of projects that represent non-development activity will be managed, reported and accounted for separately to aid and development components.
6. Partner organisations will need to demonstrate that In-country project monitoring will include monitoring of the separation of non-development activities from development and humanitarian activities as part of project monitoring, learning and evaluation processes.

Separation of development and humanitarian and non-development in communications – including advocacy materials.

Procedures:

1. Partner organisations will need to demonstrate that, or SeeBeyondBorders will need to verify that, guidelines are in place that address appropriate reporting in organisational promotional materials.
2. Partner organisations will need to demonstrate that, or SeeBeyondBorders will need to verify that, all articles written or photos supplied for reporting materials are reviewed for differentiation between development and humanitarian and non-development activities.
3. Partner organisations will need to demonstrate that, or SeeBeyondBorders will need to verify that, communications materials are reviewed prior to publication to ensure separation of reporting and fundraising for development and humanitarian and non-development activities.

Separation of development and humanitarian and non-development in fundraising and provision of choice for donors.*Procedures:*

1. Partner organisations will need to demonstrate that, or SeeBeyondBorders will need to verify that, fundraising materials are reviewed prior to publication to ensure that solicitations make a clear distinction between aid and development and non-development activities.
2. Partner organisations will need to demonstrate that, or SeeBeyondBorders will need to verify that, where fundraising solicitations include references to both development and humanitarian and non-development activities, they will ensure that donors are provided with the choice of contributing to aid and development activity only.
3. Partner organisations will need to demonstrate that, or SeeBeyondBorders will need to verify that, funds raised for non-development activity will be tracked, managed, reported and accounted for separately to those raised for development and humanitarian components.

11 POLICY MANAGEMENT

This Policy has been approved by the Australian Board and the Trustees of SeeBeyondBorders' other entities as noted below.

Amendments and or developments will be recommended to the Board from time to time as deemed appropriate by senior management. Formal reviews will take place before the expiry of three years from the anniversary date of approval by the Board. Recommendations for minor changes can be approved by the CEO before the expiry of three years, and recommendations for changes to the background or policy in practice can be approved by the relevant Sub-Committee.

Doc ref	Doc type	Approved by Australian Board Date	Minute ref.	Approved by UK Trustees Date	Minute ref	Approved by Irish Board Date	Minute ref
	Policy Review	Board 12/11/2019	Item 5	15 Apr 2020		N/A	N/A
DP/11/2019 /1.1	Policy Update	ANCP Committee 23/7/20	Item 4	21 July 2020	Item 5		
DP/09/2020 /1.0	Policy Update	Board 16/09/2020	Item 8	28 Sept 2020	File Note 28.9.2020		