

# SeeBeyondBorders

*Change begins with education.*



**ANNUAL REPORT 2015**

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# 1. ABOUT US

## i. Introduction to SeeBeyondBorders

SeeBeyondBorders is a not-for-profit organisation that provides access to quality teaching and learning at school. We work in primary schools in Cambodia, a country still recovering from the destruction of its education system under the Khmer Rouge. In partnership with local communities we sustainably improve education standards by training teachers, getting children to school and developing better learning environments. We promote local participation and ownership across all of our programs.

SeeBeyondBorders works in two provinces in north-western Cambodia: Siem Reap and Battambang. In each of these provinces, we work within two districts, Angkor Thom and Puok, and Ek Phnom and Bavel respectively, to improve schools and train teachers from the surrounding areas. Our programs are led by a dynamic team of Cambodian staff, supported by fundraising staff in Australia and the United Kingdom. SeeBeyondBorders is a registered charity in Australia and the UK, and operates as a registered international non-government organisation in Cambodia. We have no religious or political affiliations.

Founded in 2009 by Edward Shuttleworth and his wife Kate, a primary school teacher, SeeBeyondBorders now employs 22 staff. We are committed to regular, rigorous reviews of our programs to ensure we are delivering impact for our beneficiaries and value for money for our donors. Our 2015 programs provided training and mentoring experience to 324 teachers and directly impact 10,322 children across 60 schools in which there are 19,500 children in total. Our programs are provided at a cost of just US\$ 23.65 or £15.75 per child per annum.

## ii. Our Purpose

### Our Vision

A generation of Cambodian school children empowered by education

### Our Mission

SeeBeyondBorders provides access to quality teaching and learning at school

### Our Values

Transition	We work with schools and local governments that already exist. Our support is designed to help these existing systems transition to a better standard - so that the assistance of SeeBeyondBorders is no longer needed.
Sustainability	We share skills that will enable communities to improve their own lives independently, without continuing dependence on external support.
Integrity	We are always transparent, and we always strive to ensure that it is our shared vision alone that drives our work.
Efficiency	We make the best use of our limited resources to build as much momentum and reach as many people as possible.
Knowledge	We identify the changes that need to take place and encourage others to contribute to this change. Whilst our core purpose is to impart knowledge, we are not just here to teach, but also to learn. We are always working to share and build knowledge, learn from experience, and promote the idea of a two-way knowledge exchange.
Courage	It's not easy to challenge the status quo. But to build a better future for Cambodian children; our staff, partners, and the communities we work with must act with personal courage every day to stay the course in the face of adversity.

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### iii. Our Strategy

Our strategy supports the aim of the UN's Sustainable Development Goal No 4: "Ensure inclusive and equitable quality education and promote lifelong opportunities for all". Our projects and programs link directly to and support the six dimensions of Cambodia's Child Friendly Schools (CFS) framework, which was pioneered by UNICEF in the 1980s as a universal approach to improving education in developing countries and adopted by the Cambodian Ministry of Education, Youth and Sport (MoYES) in 1991.

#### The six dimensions of the Child-friendly Schools framework

- 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 policy is embraced and implemented in all schools, and all levels of the national education system work together to improve the quality of education.

We have always maintained the importance of sustainability and transition as core principles and our first six years of operation have built towards this, through developing an integrated and sophisticated suite of programs, structured around the Teach the Teacher focus area and complemented by Getting to School and Better Schools, building and strengthening the capacity of the organisation and the staff employed within it.

In the last year we have made good progress in improving the sustainability of what we do, building some excellent local partnerships and working closely with schools to ensure that they understand the importance of taking responsibility for the quality of education and the value of working with the local communities to achieve their aims. We will continue to build on this in the next year.

Our long-term strategic objective is to become a Teacher Development Centre of Excellence, supporting our more traditional NGO role with activities for those who can afford it utilising a social enterprise model, providing professional development and training for all teachers across the education system in Cambodia.

In our Strategic Plan 2015-2021 we have detailed how we plan to achieve this objective over the next six years, and this process has already been started in the form of strengthening the structure that supports delivery of our core programs. We hope to expand our impact so that we can work towards improving access to and quality of education across more grades and areas of the curriculum in more schools, more districts and more provinces in Cambodia.

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## iv. Our Programs

Our programs have been developed out of recognition that the challenges to educating the children of Cambodia, are multi-dimensional, and solutions require a holistic approach.

Our programs utilise proven methodologies based on current accepted research for effective teaching in schools, with a particular focus on mathematics. All programs place strong emphasis on learning that is culturally and contextually appropriate for the Cambodian teacher participants, rather than simply imposing internationally accepted models, which may not be appropriate in a Cambodian context.

Our programs are grouped within four focus areas:

- **Teach the Teacher:** *Giving teachers the voice to spread their knowledge.*  
Our Teach the Teacher program develops confident and competent communities of teachers committed to quality teaching and ongoing professional development.
- **Getting to School:** *Education is the first step, school is the first stop.*  
Our Getting to School program increases participation and attendance in an educational environment that is fun, healthy and accessible to the whole community.
- **Better Schools:** *Better education at a better place.*  
Our Better Schools program stimulates sustained community engagement in the long-term physical and educational development of Cambodian schools.
- **Strengthening Support:** *A solid, efficient organisation to help rebuild community.*  
Our Strengthening Support program is developing an effective, integrated organisation that delivers sustainable and relevant programs supported by local and international partners.

Our primary focus is in grades 1-3 in the rural areas of Battambang and Siem Reap provinces. In each district, our *Teach the Teacher* programs form the lead initiatives and these are supported by our *Better Schools* and *Getting to School* programs as appropriate, and according to individual School Development Plans and community needs.

Presently we work in over 60 schools with approximately 330 teachers in our program who teach and educate more than 10,000 children.

## v. Outcomes and Indicators

The ultimate outcome and purpose of our work is to enable more Cambodian children to complete their basic education and progress from primary to lower secondary school. We track the effectiveness of our programs through a series of indicators at both a headline (i.e. the combined impact of our work) and a program based level as follows:

Focus Area Goal	Indicators
<b>Headline</b>	
<b>Overarching Goal</b> – To improve the attendance levels of children in primary school in selected schools, school clusters and districts.	<ul style="list-style-type: none"> <li>▪ Reduction in absence rates</li> <li>▪ Reduction in drop-out rates</li> <li>▪ Reduction in repetition rates</li> <li>▪ More children progressing to grade 7</li> </ul>
<b>Program Contributions</b>	
<i>Teach the Teacher</i>	
Develop confident and competent communities of teachers committed to quality teaching and ongoing professional development.	<ul style="list-style-type: none"> <li>▪ Improved children’s test scores</li> <li>▪ Better quality teachers as scored against teacher and mentor evaluation scales</li> <li>▪ Completed action plans demonstrating development in areas of weakness</li> <li>▪ Improved use of a wide variety of resources to ensure teaching is interactive and fun</li> </ul>
<i>Getting to School</i>	
Increase participation and attendance in an educational environment that is fun, healthy and accessible to the whole community.	<ul style="list-style-type: none"> <li>▪ Improved attendance levels at expanded curricula initiatives</li> <li>▪ Increased community involvement in school activities and lessons</li> <li>▪ Decreased absence for health-related reasons</li> </ul>
<i>Better Schools</i>	
Stimulate sustained community engagement in the long-term physical and educational development of Cambodian schools	<ul style="list-style-type: none"> <li>▪ Safer and more child friendly facilities</li> <li>▪ Improved sanitation and water availability</li> <li>▪ Wider variety of facilities</li> <li>▪ Increased community involvement in school development plans</li> </ul>

Indicators relating to school attendance are extraordinarily difficult to measure due to the self-serving nature of the statistics independently collected and the unreliability of collection processes. Our staff work closely with teachers, school principals and education authorities to impress upon them the value of accurate record keeping and we continue to explore further initiatives that might be used to obtain reliable statistics. For this reason we monitor many other indicators in addition to attendance, which are all aligned to the outcomes of our programs.



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## 2. THE YEAR IN REVIEW

### i. Our Strategic Focus

Our Teach the Teacher focus area has been further strengthened during 2015, with our Transition program introduced in two districts following the successful completion of the three-year Core program there. As a result of the knowledge, resources and confidence we had previously developed for the Teach the Teacher programs, we were able to deliver these in all areas as planned and with relative ease. This meant that during 2015 we were able to commit resources to expanding our activities and implementing our programs that complement Teach the Teacher, such as Sport, Health, Conditional Cash Payments (“CCP”) and School Development Planning (“SDP”).

2015 has seen more community involvement in our initiatives than ever before, and subsequently an increasing acknowledgement of the importance of education (and the educational environment) by those communities for their children’s future. Having changed our staff structure in 2014 to allow staff to carry specific program development responsibilities and/or project implementation responsibilities as relevant, they were more focused on their specific areas of responsibility which helped ensure implementation, monitoring and evaluation all ran smoothly, efficiently and effectively.

### ii. Teach the Teacher Focus Area

By the end of the financial year, our **Core Teach the Teacher** program in Bavel district (Battambang Province) and Angkor Thom (Siem Reap Province) were completing the second year of their three-year cycle. These projects have involved workshops on a variety of Mathematics concepts, mentoring through in-class observation and support, and the provision of teaching resources to help teachers teach more effectively.

Our **Teach the Teacher Transition** program was launched at the beginning of the year in Ek Phnom District (Battambang Province) and Puok (Siem Reap Province). It is designed to encourage teachers to take more direct responsibility for their professional development into the future, raising them to the level of ‘The collegial professional’ or ‘level 3’ as defined by Hargreaves’ (2000) in ‘Four ages of teacher professionalism and professional learning’. The aim of the program is to achieve a high level of sustainability by teachers taking responsibility for their own development and that of their peers.

This program has provided an effective route for teachers to progress from our Core principles of improving conceptual knowledge and practice of teaching, towards managing their own program of professional development by using the skills they have learnt during the Core program in other subject areas and also sharing their knowledge more widely amongst their peers.

Improvements in the quality of education provided to children in Grades 1-3 are vital to ensure they have a platform for further learning. If by the end of grade three, children still cannot get a basic grasp of mathematics, for example, their chances of completing their primary education are significantly decreased.

The graph below shows the positive effect our programs are having on the learning of children in all four Districts, demonstrating that end-of-year Maths test pass rates are trending upwards, with a higher proportion of children passing the tests every year.

### iii. Getting to School Focus Area

2015 has been a year of considerable growth for our Getting to School focus area. We introduced the Sport program to fourteen schools, the Health program to seven schools and our Conditional Cash

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Payment program directly benefitted 180 children.

Much of this activity was completed in Bavel District and was made possible by the grant awarded to SeeBeyondBorders by Aberdeen Asset Management Charitable Foundation. The funding has enabled us to train teachers in the techniques of teaching sport and health lessons, both of which are key elements of the Ministry of Education, Youth and Sports' curriculum, but neither of which are practiced regularly in rural primary schools. Our workshops have provided the teachers with a variety of activities, workbooks and lesson plans for use when teaching and their feedback tells us that students find the lessons fun and interactive. These programs complement our existing Teach the Teacher programs very well and teachers are encouraged to transfer the pedagogical skills they learnt through Maths topics to these other subjects.

In Bavel District we also piloted our Supplementary Lessons Program in April 2015, running a two-day Maths camp for 30 students in Grades 2 and 3 who had missed a lot of school or who were struggling to understand certain concepts. This was a great success, with 90% of these students passing their end-of-year tests. We plan to develop this program further in 2016.

Our Conditional Cash Payments program adopts a model used by the World Bank and helps some of the very poor members of the school communities with small cash scholarships to enable their children to attend school regularly. This was implemented in Bavel, Angkor Thom and Ek Phnom during 2015 and we saw a significant increase in attendance rates amongst the scholarship students in all three Districts.

#### **iv. Better Schools Focus Area**

In 2015 we developed and launched a new School Development Plan program with the goal of 'enabling all stakeholders to be actively engaged in the ongoing visioning, planning, implementation, monitoring and reporting of school development goals'. The program was implemented in four schools (two in Bavel District and two in Angkor Thom) and involved working with the school communities and School Support Committees to take on responsibilities and engage with their local schools.

Many of the community members in these Districts have very low levels of literacy, so in order to involve them effectively in the school planning workshop, we created a visioning workshop using photos and drawing pictures to gather their ideas. This led to the creation of clear plans for the schools which were achievable, realistic and fully supported by the School Management Teams, the teachers, the parents and the local communities.

The SDP program aligns directly with our Better Facilities program, enabling school improvement works to be carried out that have been comprehensively planned and are actively supported by local communities. We have completed improvement works in 23 schools across all four Districts during 2015 ranging from installing new water storage units to concreting and painting school classrooms.



*Getting to School – the sport program encourages attendance at school through fun activities using locally made resources.*



*Teach the Teacher: Khmer mentors helping teachers engaged in student-centred activities using SeeBeyondBorders' classroom*

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## v. Funding and Supporting Operations

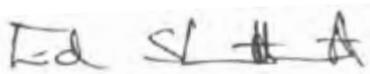
During 2015, we employed fundraisers in Australia and in the UK. These teams have experienced a number of changes during the year and we continue to find it challenging to raise funds in both countries. This is primarily because we have found that we need to engage people in considerable depth to allow them to understand the rationale behind our programs, and we do not want to follow the more traditional 'buy a goat' or 'sponsor a child' approach to fundraising.

One solution to this problem that has been successful for SeeBeyondBorders in 2015 is the opportunity for organisations to send teams to Cambodia to see for themselves what the issues are, what we are achieving to resolve them, and what more we can achieve with their support. We welcomed a number of corporate teams during the year including from Aberdeen Asset Management and Holman Fenwick Willan, two of our key supporters. We were delighted to have all of these teams come and actively participate in what we do and my sincere thanks to them for the generosity, vision and sincerity with which they approached the program.

We have just engaged a professional Fundraising organisation to help us in the UK with developing proposals for Trusts and Foundations and we are currently waiting for feedback and potential funding for 2016. As we continue to grow as an organisation, we are able to gather more data about our impact on teachers and students in Cambodia, and this in turn allows us to develop more attractive propositions for potential donors.

All our fundraising activity has been enhanced by the arrival of our first Communications Manager who joined us in Cambodia in July 2015. She has begun the process of bringing consistency to our messaging and producing compelling video and marketing collateral to support the fundraising teams. We are looking forward to seeing the impact of this activity in 2016 and beyond.

I should like to close as always by saying thank you to the organisations and individuals, whether specifically identified in this report or not, for the trust and assistance they provide to us, in terms of both their time and money, which then allows us to run the programs we offer. Of course none of this could be done without the good will, good humour, and generosity of our team of staff and volunteers. My heartfelt thanks to you all.



Edward Shuttleworth  
**Chief Executive Officer**

# 3. OUR PROGRAM ACTIVITIES

## i. Overview

At the end of the Financial Year, we had 17 staff working in Cambodia. They work in four districts split between two provinces (Battambang and Siem Reap) from three different offices. In 2014-2015 we worked in partnership with 60 schools, with 324 teachers on our program who themselves taught over 10,000 children. Our direct program costs are approximately US\$ 24 or £16 per child.

A summary of our work in each district during 2014-2015 is shown in the table below. This demonstrates the extent of our impact on schools, students and teachers over this period, and provides a summary of what we have achieved in the last year. We have made great strides in monitoring and evaluating our programs in the last year and this is the first time that we have been able to produce a concise summary in this way and we feel that it represents a significant step forward for SeeBeyondBorders. We will continue to work to improve both the collection of the data and the subsequent reporting of it, and we look forward to drawing year-on-year comparisons as we collect more data.

## ii. Program Score Card 2015

		Academic Year 2014-2015				SBB Total/ Average	Target
		Battambang Province		Siem Reap Province			
		Ek Phnom (completed Year 1 of Transition)	Bavel (completed Year 2 of Core)	Angkor Thom (completed Year 2 of Core)	Puok (completed Year 1 of Transition)		
<b>Headlines</b>	Total Number of Schools	13	16	19	12	60	N/A
	Number of Teachers in our Programs	76	104	92	52	324	N/A
	Of which mentors	23	35	25	16	99	N/A
	Number of children directly impacted by our Programs	1,946	3,433	3,113	1,830	10,322	N/A
<b>Schools Impacted</b>	Teach the Teacher	-	16	19	-	35	N/A
	Transition	13	-	-	12	25	N/A
	Mentoring	13	16	19	12	60	N/A
	Krou Laor (Teacher Awards)	13	16	19	12	60	N/A
	CCP	2	4	1	-	7	N/A
	Sport	7	5	2	-	14	N/A
	Health	-	6	-	-	6	N/A
	Supplementary Lessons	-	4	-	-	4	N/A
	SDP	-	2	2	-	4	N/A
	Better Facilities	6	9	6	-	21	N/A
<b>Student Impact</b>	Average student absence	5%	9%	15%	8%	9%	7%
	Average pass rate Grade 1 NB. Baseline 49%pass rate	68%	76%	78%	79%	75%	75%
	Average pass rate Grade 2 NB. Baseline 19.5%pass rate	70%	62%	56%	68%	64%	75%
	Average pass rate Grade 3 NB. Baseline 29%pass rate	63%	58%	40%	56%	54%	60%
<i>Please note that the pass mark for all grades is 50%</i>							

		Academic Year 2014-2015				SBB Total/ Average	Target
		Battambang Province		Siem Reap Province			
		Ek Phnom (completed Year 1 of Transition)	Bavel (completed Year 2 of Core)	Angkor Thom (completed Year 2 of Core)	Puok (completed Year 1 of Transition)		
Teacher Impact	Number of workshops run	2	4	3	2	11	11
	Average attendance at workshops	96%	98%	98%	100%	98%	100%
	Average mentor visits to mentees completed	71%	89%	83%	91%	84%	80%
	Teachers at Level 2 or above on all skills on teacher scale (Core)	-	23%	22%	-	22%	100% at L2 at end of 3 years
	Teachers at Level 3 or above on all skills on teacher scale (Transition)	61%	-	-	18%	40%	100% at L3 at end of transition
	Number of bronze award winners (Krou Laor)	-	61	36	-	97	N/A
	Number of silver award winners (Krou Laor)	-	4	5	-	9	N/A
	Number of gold award winners (Krou Laor)	-	0	0	-	0	N/A
Teach the Teacher	Mentee action plans created	714	1,070	1,072	390	3,246	3,600
	Action plans completed	505	956	891	356	2,708 (83%)	2,880 (80%)
	SBB visits to mentors	32	119	53	34	238	704
	Attendance at monthly mentor meetings	79%	85%	89%	89%	86%	80%
	Mentors at Level 2 or above on mentor scale (Core)	-	34%	20%	-	27%	100% at L2 at end of 3 years
	Mentors at Level 3 or above on mentor scale (Transition)	59%	-	-	23%	41%	100% at L3 at end of 3 years
	Senior mentors trained	4	-	-	4	8	8 (4 per district)
Getting to School	Number of sports workshops	2	2	2	-	6	6
	Number of assistant sports coaches trained	66	76	12	-	154	280
	Average student absence on Sports days	13%	6%	18%	-	12%	7%
	Average attendance of assistant coaches	96%	50%	90%	-	79%	80%
	Teachers using interactive Health lesson plans	-	40%	-	-	40%	80%
	Health lessons completed	-	75%	-	-	75%	100%
	Number of community members involved in Health program	-	240	-	-	240	180 (30 per school)
	Average baseline attendance of OCP students	71%	84%	83%	-	79%	N/A
	Average attendance of OCP students after support	91%	97%	92%	-	93%	80%
Better Schools	Attendance of SDT at initial SDP meeting	-	100%	80%	-	90%	80%
	Parental involvement in SDP project	-	36	13	-	49	40 (10 per project)
	Knowledge of SDP by the community at the end of the year	-	90%	90%	-	90%	Improvement from baseline
	Schools with access to water	84%	50%	95%	95%	81%	100%
	Number of schools where improvement works were completed	6	11	5	-	22	N/A
	Project Team visits	-	-	-	-	5	N/A

NB. The percentage of teachers who reached Level 2 or above on all skills on our teacher scale is low because we currently use stringent criteria to assess teaching performance. We are considering revising these criteria to enable more teachers to achieve Level 2 and above.

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### iii. Ek Phnom District, Battambang Province

Ek Phnom district is 13 kilometres north of Battambang town, the provincial capital of Battambang Province. Our Transition Teach the Teacher program was implemented in this district at the start of the financial year. The aim of the program is to achieve a high level of sustainability by teachers taking responsibility for their own development and that of their peers.

In the 2014-2015 academic year, we worked with 13 schools in the district and we had 53 teachers and 23 mentors enrolled on our program. Our work in Ek Phnom directly impacted 1,946 children over the course of the year.

Highlights from the year included:

- SeeBeyondBorders ran a four-day problem-solving workshop for 54 teachers and 23 mentors in Ek Phnom in which we trained them in problem-solving strategies and explained how to apply their understanding of Maths concepts to problems in other areas of their life. We wanted to help them feel more confident with solving their own problems. In the post-workshop evaluations, participants rated the workshop very highly and 80% of them reported that they understood at least 80% of the concepts that were taught and would apply this new knowledge in their teaching, as well as in everyday life.
- We were delighted to select our first four Senior Mentors this year. These individuals have completed our three-year Core program and acted as exemplary mentors during this time. We asked them to take on additional responsibilities when they moved into our Transition program, running workshops on Maths concepts for new teachers joining the program and supporting other teachers in their schools. In the last year we have trained them in how to run workshops and they will be facilitating their first 'addition and subtraction' workshop in November 2015. This means that they will be able to continue to pass on better teaching practice as SeeBeyondBorders withdraws from direct intervention at teacher and mentor levels which is at the heart of our goal to make our programs sustainable.
- Every District in Cambodia should run a Technical Meeting on the last Thursday of the month, which all teachers in the district are expected to attend. The aim of this meeting is for teachers to learn from each other, share best practice and use it as a professional development opportunity. SeeBeyondBorders identified that the majority of discussions focus on administrative and finance tasks, rather than developmental topics because the facilitators did not know how to identify relevant topics or how to plan the sessions. We therefore ran a workshop for 23 mentors on 'Effective technical meetings' to encourage them to have the confidence to raise non-administrative topics in this forum. This was well received and we have continued coaching our mentors prior to technical meetings, so that the lessons are embedded and the Technical Meetings become workshops where skills and knowledge is developed.
- This year in two schools in Ek Phnom we implemented our Conditional Cash Payment program for the first time. We worked with the schools to create a CCP Committee in each and we empowered these Committees to identify local families who were very poor, whose children did not attend school regularly and who were at risk of dropping out. The Committees provided small cash payments (and bikes for children who lived far from the school) and made the conditions of the payment clear to families and students. As a result of this support, average attendance of students in this program, went from 71% to 91% against a target of 80% and we aim to maintain this improved attendance next year.

### iv. Bavel District, Battambang Province

Bavel, the principal town of Bavel District is approximately 50 kilometres North West of Battambang town. 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.



*This 13 year old student (centre) passed her end of year maths text thanks to our Supplementary Lessons program*



*Celebrating teaching excellence: the winners of our Krou Laor teacher awards in Bavel district*

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This year marked the second year of a three-year grant provided by Aberdeen Asset Management Charitable Foundation, which is funding our work in Bavel district. This project, named “Children Empowered by Education”, has gone from strength-to-strength in its second year and we have implemented many programs that complement our Core Teach the Teacher program and contribute towards our aim to increase participation and attendance at primary schools.

We were very pleased to host a team of staff from Aberdeen Asset Management in November 2014 who helped us with several construction projects and facilitated a health day and a sports activity day with children at schools in Bavel. This kind of support is invaluable to SeeBeyondBorders, and we relished the opportunity to be able to demonstrate, first-hand, the impact of our work to this energetic and inspiring group. We are particularly grateful for their ongoing support, since returning to the UK, and for the enthusiasm that they continue to demonstrate towards SeeBeyondBorders. We hope to welcome them to Cambodia again in the future!

SeeBeyondBorders supported the development of 69 teachers and 35 mentors from 16 schools in Bavel during 2014-2015. The number of children who were directly impacted by our programs in this district was 3,433. Highlights from the year included:

- We are seeing continuous improvement of teachers and mentors as a result of our Core Teach the Teacher program and our Mentoring program. This year, 91% of mentors in Bavel progressed up one level on the mentor scale, which demonstrates that they are able to give more considered feedback to teachers and they are able to use the observation form effectively. Meanwhile 64% of mentees (teachers) have progressed up one level on the teacher skills framework over the course of the year, which demonstrates more confidence in their teaching techniques and a better use of a variety of resources with the students. These achievements culminated in 63% of mentors and mentees being presented with Teacher Awards at our end-of-year prize giving ceremony.
- A successful ‘pilot’ Supplementary Lessons program was run across four schools, involving 30 students who regularly missed lessons and were at high risk of dropping out. The April ‘Maths Camp’ reviewed Maths concepts with students and made sure they fully understood each concept. Not only has the average attendance of those students improved but their development and skill levels have also increased. We were delighted to see that 90% of the students who had attended the ‘Maths Camp’ passed their end-of-year Maths tests with ‘good’ or ‘very good’ scores. Owing to the success of this pilot, SeeBeyondBorders will run supplementary lessons for an additional six schools in 2015-16.
- We have implemented our full Health program in six schools in Bavel this year. Although we have run several independent health days in schools in the past, this is the first time that we have implemented the full program with lesson plans that are aligned to the health curriculum and a requirement for teachers to commit to teaching a one-hour health lesson every week. To ensure this was introduced smoothly, we ran workshops to explain the concepts, lesson plans and aims to the teachers, and we have provided mentoring support to embed these concepts. Key to this program is the involvement of the local community, because to be effective the health practices need to be continued at home and not just at school. Parents have attended health lessons and health days, where we demonstrate how to use soap, how to clean your teeth, and where we talk about basic hygiene practices. Each school also organized a health campaign day where students paraded around the local village with posters and songs about health. As a result, over 230 parents have been involved in health activities at these schools in 2015.
- We have helped 11 of our 16 target schools to improve their school environment in 2015, making changes to facilities to make them more child-friendly and providing access to working sanitation facilities. For example at Kdol Taken we installed a hand washing station and three water storage containers whilst at Prey Tou Teng we installed a rubbish incinerator, planted trees and replaced a cracked and dangerous path with a red gravel path. A total of 382 community members were involved in the school improvement works and SeeBeyondBorders has focused the community on the value of taking care of school property and taking ownership of the facilities so that they are maintained and do not fall into disrepair.

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## v. Puok District, Siem Reap Province

Puok is a rural district located in the North West of Siem Reap province, Cambodia. Despite its proximity to the big town of Siem Reap, where many NGOs are located and where tourists visit in large numbers, Puok is a very poor district. Roads and infrastructure are poor and many families live in poverty, earning less than \$1.25 per day. For this reason, teachers do not tend to stay in the district long-term and we have needed to be flexible in our approach to accommodating new teachers into our programs each year, whilst maintaining a high quality of teaching in each of the 12 schools we work with.

SeeBeyondBorders completed the third year of our Core Teach the Teacher program here in the first quarter of 2015 and introduced our Transition program to coincide with the new academic year that began in November 2014. This followed the same format as in Ek Phnom, aiming to encourage teachers to take more direct responsibility for their own professional development and that of their peers into the future.

We worked with 36 teachers and 16 mentors in Puok district last year, and our work directly impacted 1,830 children. Our mentoring program during Transition continues to be vital to the overall success of the program and mentors in Puok achieved 91% of their scheduled visits to mentees which demonstrates that the program has been very well embedded in this area.

Highlights from the year included:

- In our Transition program there is less emphasis on workshops and more focus on the continuing professional development of teachers in classroom settings. For this reason our Mentoring program is vital to the success of Transition and we are really pleased that it is running smoothly and effectively in Puok. We ran two short workshops this year, which aimed to build on the Maths concepts that the teachers had already learnt during the Core program whilst building their confidence in other areas of the curriculum. In January, a group of Australian teachers facilitated the problem-solving workshop and this was very powerful for the Cambodian teachers who were able to learn new techniques and compare experiences with their Australian counterparts.
- All of the mentors in Puok have now reached at least level 2 on the mentor scale. This demonstrates that they are able to consistently use active listening skills, support their mentee to identify developmental areas and create action plans with specific strategies to improve these, plan well for each mentoring session and share their experiences with other mentors in forums such as the mentoring meeting that is held monthly. Four of the outstanding mentors were selected to be senior mentors and trained on how to teach Maths concepts in a workshop environment, so that they can train new teachers joining the program in future. The senior mentors will put their training into practice in the first quarter of 2016, running an 'Addition and Subtraction' workshop in Puok. This is a strategy to ensure the sustainability of mentoring system.
- A key focus in the Transition program this year has been improving the effectiveness of the monthly technical meetings in Puok. Following the training in April (as above), we have continued to work closely with the mentors to encourage them to suggest development topics for the meetings and to lead the training where appropriate. This led to successful meetings in June and July when our mentors demonstrated the steps needed to teach a Maths concept (breaking it down appropriately), explained strategies to engage students in the process of teaching and learning in classrooms, and introduced the "I do it; We do it; You do it" methodology to all the teachers in attendance. Mr Pean, a teacher at Kouk Knang school, admitted that he usually learns very little at technical meetings so doesn't attend regularly but said, "I like the methods they used to run the technical meeting this month; it is far better than before. I will join the meeting again next month."

Subject	Date	Participants
Problem-solving workshop	14-17 January 2015	75 mentors and mentees
How to run effective technical meetings	23 April 2015	14 mentors

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## vi. Angkor Thom District, Siem Reap Province

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. The school infrastructure belies this due to the support there has been to improve physical structures from visiting tourists and NGOs.

Our Angkor Thom project started in December 2013 and in 2015 we completed the second year of our Core Teach the Teacher program that 67 teachers and 25 mentors participate in. Last year our work directly impacted 3,113 children in Grades 1-3 and we made big strides in strengthening community involvement in a number of our target schools after introducing our School Development Plan program. Highlights from the year included:

- SeeBeyondBorders ran four successful workshops in Angkor Thom district during the year, as detailed below. They were well attended and over 90% of participants rated the workshops as 'good' or 'very good'. Our local staff very ably ran all of these workshops, and we have been able to move beyond our initial model of having Australian teachers facilitating workshops which has saved time, improved communications and made the training more real and applicable to the teachers own situations. Participants praised the quality of the facilitators and also confirmed that the workshops taught them new but practical methods to teach effectively.
- We have witnessed a significant improvement in end-of-year Maths test results from students in Angkor Thom over the last three years and the 2015 Grade 3 results deserve a particular mention. The number of students passing (pass-mark 50%) in Grade 3 increased from 17% in 2014 to 40% in 2015. This demonstrates the improvement in the quality of teaching and learning that is underway in our target schools, and although there are still improvements to be made, our impact is beginning to be clearly visible.
- We worked closely with two schools in the district to introduce our School Development Plan program this year. This involved collaborative working with the newly formed School Development Teams and an emphasis on the engagement of the local communities to give input into the school's development goals. In July we were delighted to see the team at Tatrav School implementing their plan with a sense of ownership and pride. Almost 30 community members went to the school on 24<sup>th</sup> July and repaired toilets, connected water pipes, planted trees and flowers, and painted flowerbeds in their choice of colours. A small project team from SeeBeyondBorders helped out on the day and the community members cooked lunch for everyone when the work was completed. The School Development Team took the opportunity after lunch to run a discussion session for the community on how and why to encourage children to come to school and the positive reaction from everyone in attendance was promising.
- Our newly introduced Conditional Cash Payment (CCP) program has led to some very positive results in Angkor Thom. These payments are given to families of students with high absence levels and therefore poor school results. According to the data recorded by the CCP Committee, student attendance increased from 83% in January 2015 to 92% in August 2015. Even more significantly, 95% of CCP students passed their end-of-year Maths tests and they will therefore continue studying next year in the next grade. Only 5% (two students) failed their exams because they were often ill.

Subject	Date	Participants
Classroom Management	24 December 2014	22 mentors
Multiplication and division for grades 1-3	16-20 March 2015	94 mentors & mentees
How to identify mentees specific development areas	05 May 2015	24 mentors
Demonstration workshop (how to put theory into practice)	05-08 July 2015	48 mentors & mentees



*SeeBeyondBorders' Mentor Development Coordinators in the classroom with the mentor teachers they support*



*Our silver Krou Laor winners with both the Puok District Governor and the Director of the Department of Education*

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## vii. Priorities for 2016

2015 has been an extremely busy and productive year for SeeBeyondBorders in which we have achieved more than ever before, and we have also learnt a lot. Following successful program reviews at the end of the year, we have identified areas that we want to develop further and elements of our programs that we want to improve in 2016. Some of our key priorities across the districts are highlighted below:

- Our vastly improved reporting methods have highlighted that the Mentor Development Coordinators employed by SeeBeyondBorders fell far short of their scheduled visits to mentors in 2015. This is an essential element of our mentoring program because it is our opportunity to observe mentors in action and to support them to improve their methods of feedback, their observation techniques, and their identification of mentee development areas. We have reviewed our staffing levels and confirmed that the targets are achievable, so there will be considerable emphasis placed on undertaking the required number of visits every month and more accountability expected from our Mentor Development Coordinators in this area.
- An ongoing challenge for SeeBeyondBorders is the regularity with which teachers move grades, schools and districts. At the beginning of every academic year, the District Office of Education (DOE) re-allocate teachers in order to account for the newly qualified teachers who are entering the profession, those who are retiring, as well as changes in legal class sizes and other directives issued by the Ministry of Education, Youth and Sport. Our focus remains on the quality of teaching and learning, and we therefore need to ensure that the new teachers develop the same level of knowledge as their peers. Our priority is to allocate mentors to these new teachers early in the school year to ensure they receive intensive in-class support, while also scheduling workshops, now being run by the Senior Mentors in the Transition program, to teach them how best to help children learn and get the biggest benefit from the time they spend in school. We will also be looking to continue conversations and develop influential relationships with the Education department on district, provincial and national levels to encourage less movement each year and to explain the benefits of senior teachers being allocated to teach the early grades.
- Our experience this year has shown that running our Getting to School and Better Schools programs alongside our existing Teach the Teacher programs complements the teacher training very well and helps with our aim to decrease student absence. These programs also contribute significantly towards our goal to 'stimulate sustained community engagement in the long-term physical and educational development of Cambodian schools'. We would like to expand the number of schools participating in these programs in 2016, funding permitting, and plan to introduce CCP and Health to two new schools, Sport to one new school and School Development Planning to four new schools. Implementation of these programs will be a priority at the beginning of the new academic year.
- We will be strengthening further the quality of our monitoring and evaluation techniques in 2016, building on the progress achieved in 2015. A priority for the year is to coach our local Cambodian staff on the importance of gathering this data regularly and accurately, and building their capacity to take responsibility for questioning the data and using it to discover trends or anomalies and take appropriate action. A continued emphasis on high quality reporting to all stakeholders goes hand-in-hand with this priority and although we have made significant progress in this area, there are still improvements to be made.

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## viii. Conclusion

We have done a great deal in the last financial year to clarify our identity as an organisation dedicated to helping Cambodians stand on their own feet with pride. This has been achieved in part by having a significant presence of international volunteers who have demonstrated a compassionate and hard-working attitude towards the tasks at hand and so helping the Khmer staff see their own status and their own education as something that they can use to really help, in a lasting way, their fellow countrymen and women who have so little. It may be curious that in 2015, this can be something new, but dedication and determination to make life better for those who are extremely poor is something that westerners with the will and courage to do so, can model highly effectively and so mobilise local communities who can make change sustainable. There is no doubt that by inviting those who are not performing and not demonstrating the core values of SeeBeyondBorders, to leave, this message is further enforced.

With continuing help and generosity from donors we can together achieve a great deal to help people lead lives of dignity. A warm "Thank you" to all stakeholders that make progress possible.



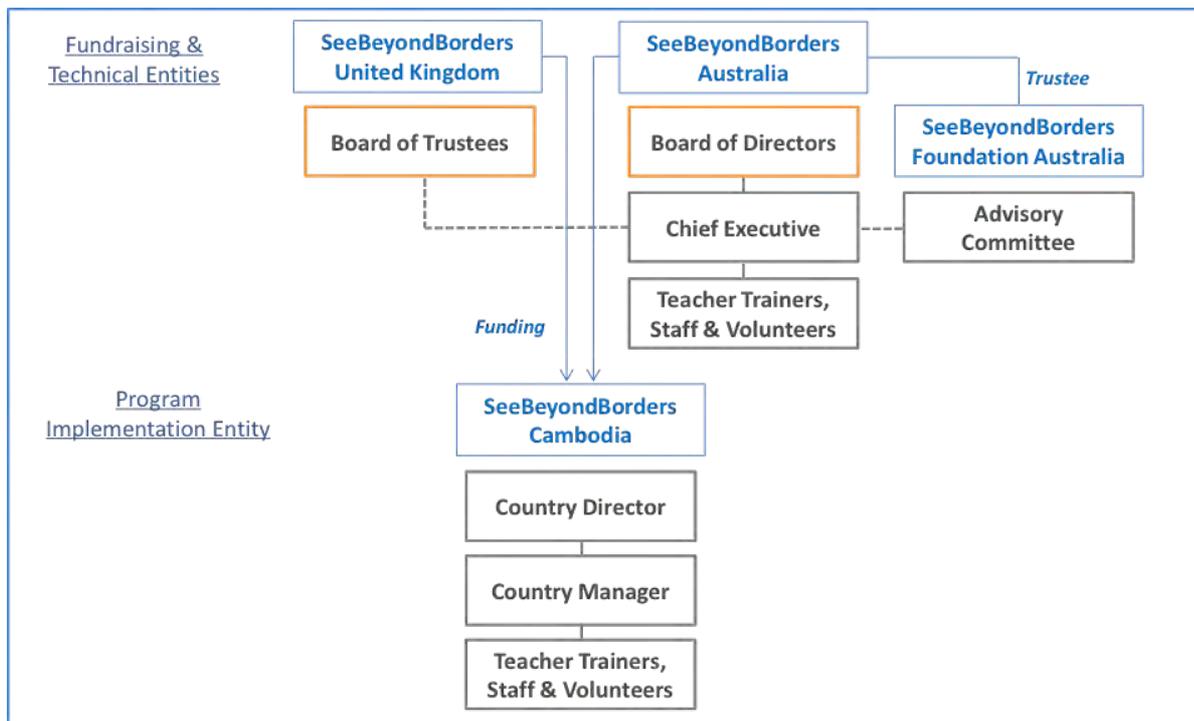
# 4. FINANCIAL INFORMATION

## i. Financial Structure

SeeBeyondBorders Australia is governed by a Board of Directors (please see Section 5). Management accountability is delegated to the CEO who is supported by an Advisory Committee, consisting of individual members offering their professional expertise to support SeeBeyondBorders' project and organisational needs. Tax deductible donations are made to SeeBeyondBorders Foundation which holds DGR status at level 2 and funds our programs. The Foundation pays management fees to SeeBeyondBorders Australia, a registered charity with the ACNC and a company limited by guarantee, which employs staff and pays expenses.

In the UK, SeeBeyondBorders UK is governed by a Board of Trustees (please see Section 5). SeeBeyondBorders UK is a registered charity with the Charity Commission (No. 1146044) and is endorsed for Gift Aid by HMRC.

## Legal and Tax Structure



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

## ii. Financial Performance and Planning

We continue to be supported by our founding benefactor, whose generous donation covers the majority of our administration costs each year. We are developing meaningful partnerships within the corporate sector and have again been supported by Shape and Holman Fenwick Willan and a continued commitment from the Aberdeen Asset Management Charitable Foundation. The funds from Aberdeen Asset Management Charitable Foundation are received by SeeBeyondBorders UK and are not part of the figures below. Funds were also raised during the year by the Australian schools whose teachers participated in the Teach the Teacher program, and by the teachers and project volunteers themselves.

Summary of Donations	2015 (\$)	2014 (\$)
Individuals	239,750	200,746
Corporate	129,383	61,965
Schools	2,779	2,169
Trip participants	24,998	59,852
Other	210	5,850
<b>Total</b>	<b>397,120</b>	<b>330,582</b>

Staff costs have increased from \$179,823 last year to \$185,005 this year, and are a major portion of administrative costs. The Sydney office employs one full time and five part-time staff. Both paid staff and volunteers continue to donate an extremely generous amount of time to all areas of our work, as shown in the table below.

Volunteer Hours	2015	2014
Program	5,813	4,605
Administration	2,790	1,419
Fundraising and Communication	905	903
Community Education	72	107
<b>Total</b>	<b>9,580</b>	<b>7,034</b>

We also really value and appreciate the professional support and gifts in kind provided by the following companies during the year.

Organisation	Gift in Kind
<b>Macquarie Bank</b>	Hosting Business Briefing Lunch
<b>Pitcher Partners</b>	Pro bono audit
<b>TressCox Lawyers</b>	Pro bono legal support
<b>Shape</b>	Office Fitout
<b>Reactiv</b>	Printing services
<b>MAVE</b>	Design Consultancy
<b>Salesforce</b>	Salesforce training
<b>Tyssen Design</b>	Website design and support

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During 2014 -15 we have developed our program offerings so that in 2015-16 we will be offering more diverse programs in schools across our 4 key districts.

In 2015-16 Teach the Teacher Programs will continue operating in 60 schools across Cambodia. These will run in conjunction with extending our Getting to schools programs increasing access to our Health Program, Sport Program and Community Cash payments which were introduced in 2014/15. We will continue to improve facilities in the Better schools programs and extend our Schools development planning programs to reach more parents.

We continue to assess the risks of exchange rate changes and hold funds in the GBP, USD and AUD.

The organisation holds significant cash funds at 30<sup>th</sup> June 2015 and with our contracted donations and improved fundraising team we are looking to have stabilized this for the forthcoming years.

### iii. Summary Financial Statements for Australia

Summary Financial Reports on the following pages have been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID Code of Conduct Implementation Guidance available at <http://www.acfid.asn.au>.

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

#### BALANCE SHEET AS AT 30 JUNE 2015

	SBBA 2015 \$	SBB Fdn 2015 \$	SBBA 2014 \$	SBB Fdn 2014 \$
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and cash equivalents	11,809	191,060	5,805	213,974
Trade and other receivables	1,841	7,939	12,502	8,997
Other financial assets	24,590	-	8,285	-
<b>Total Current assets</b>	<b>38,240</b>	<b>198,999</b>	<b>26,592</b>	<b>222,971</b>
<b>Non Current Assets</b>				
Property, plant and equipment	1,742	-	1,846	-
Intangibles	-	-	-	-
Other non-current assets	8,214	-	3,583	-
<b>Total Non Current assets</b>	<b>9,956</b>	<b>-</b>	<b>5,429</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>48,196</b>	<b>198,999</b>	<b>32,021</b>	<b>222,971</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Trade and other payables	18,020	10,702	15,430	9,856
Provisions	15,176	-	13,623	-
<b>Total Current Liabilities</b>	<b>33,196</b>	<b>10,702</b>	<b>29,053</b>	<b>9,856</b>
<b>Non Current Liabilities</b>				
Borrowings	500	-	500	-
Provisions	1,353	-	-	-
<b>Total Non Current Liabilities</b>	<b>1,853</b>	<b>-</b>	<b>500</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>35,049</b>	<b>10,702</b>	<b>29,553</b>	<b>9,856</b>
<b>NET ASSETS</b>	<b>13,147</b>	<b>188,297</b>	<b>2,468</b>	<b>213,115</b>
<b>EQUITY</b>				
Reserves	-	200	-	200
Retained Earnings	13,147	188,097	2,468	212,915
<b>TOTAL EQUITY</b>	<b>13,147</b>	<b>188,297</b>	<b>2,468</b>	<b>213,115</b>



## INCOME STATEMENT FOR THE YEAR ENDED 30 JUNE 2015

	SBBA 2015 \$	SBB Fdn 2015 \$	SBBA 2014 \$	SBB Fdn 2014 \$
Donations and Gifts				
Monetary	75,000	322,120		330,582
Non-Monetary	287,400	-	210,990	-
Bequests and Legacies	-	-	-	-
Grants				
AusAID	-	-	-	-
Other Australian	-	-	-	-
Other overseas	-	-	-	-
Investment Income		1,424		3,115
Other Income				
Program fees	24,540	-	46,050	-
Management fees	395,808	-	239,535	-
Miscellaneous Income	4,012	50,687	65,335	17,597
Revenue for International Political or Religious Adherence Promotion Programs	-	-	-	-
<b>TOTAL REVENUE</b>	<b>786,760</b>	<b>374,231</b>	<b>561,910</b>	<b>351,294</b>
International Aid and Development Programs Expenditure				
International programs				
Funds to international programs	258,311	-	67,550	215,000
Program support costs	89,863	-	65,303	-
Community Education	10,000	-	16,474	-
Fundraising costs				
Public	95,146	3,241	112,505	4,454
Government, multilateral and private	-	-	6,569	-
Accountability and Administration	35,361	-	71,137	-
Management fees	-	395,808	-	239,535
Non-monetary Expenditure	287,400	-	210,990	-
Total International Aid and Development Programs Expenditure	776,081	399,049	550,528	458,989
International Political or Religious Adherence Promotion Programs Expenditure	-	-	-	-
<b>TOTAL EXPENDITURE</b>	<b>776,081</b>	<b>399,049</b>	<b>550,528</b>	<b>458,989</b>
<b>EXCESS/(SHORTFALL) OF REVENUE OVER EXPENDITURE</b>	<b>10,679</b>	<b>(24,818)</b>	<b>11,382</b>	<b>(107,695)</b>

Management fees between SBBA and SBBFA

## STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2015

SeeBeyondBorders Foundation Australia	Settled Sum	Retained Surplus	Total
	\$	\$	\$
<b>Balance at 1 July 2013</b>	200	320,610	320,810
Surplus/(deficit) attributable to the trust		(107,695)	(107,695)
<b>Balance at 30 June 2013</b>	200	212,915	213,115
<b>Balance at 1 July 2014</b>	200	212,915	213,115
Surplus/(deficit) attributable to the trust		(24,818)	(24,818)
<b>Balance at 30 June 2015</b>	<b>200</b>	<b>188,097</b>	<b>188,297</b>

SeeBeyondBorders Australia	Share Capital	Retained Surplus	Total
	\$	\$	\$
<b>Balance at 1 July 2013</b>	-	(8,914)	(8,914)
Surplus/(deficit) attributable to members of the company	-	11,382	11,382
<b>Balance at 30 June 2014</b>	-	2,468	2,468
<b>Balance at 1 July 2014</b>		2,468	2,468
Profit(loss) attributable to members of the company	-	10,679	10,679
<b>Balance at 30 June 2015</b>	-	<b>13,147</b>	<b>13,147</b>

### Cash for Designated Purposes for the year ended 30<sup>th</sup> June 2015

No single appeal, grant or other form of fundraising for a designated purpose generated 10% or more of the signatory organisations international aid and development revenue for the financial year.



100 Pitt Street  
Level 10  
Sydney NSW 2000  
Australia

David Brown  
d.brown@pitcherpartners.com.au  
02 9250 7100

02 9250 7100  
02 9250 7100

www.pitcherpartners.com.au  
info@pitcherpartners.com.au

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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 2015;
- Summary Statement of Financial Position as at 30 June 2015; and
- Statement of Changes in Equity for the year ended 30 June 2015.

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  
24 November 2015

PITCHER PARTNERS  
SYDNEY

## iv. SeeBeyondBorders UK

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

- Caroline Abel
- Rob Buchan
- Peter Gosling
- Brenda Gosling
- Anne Moore
- Ed Shuttleworth
- Andrew Studd

The main activities for SeeBeyondBorders UK are fundraising for our programs in Cambodia and creating further awareness of our work. The accounts below give a representation of our position as at 30 June 2015.

### SeeBeyondBorders UK Statement of Financial Activities for the eighteen months ended 30 June 2015

	2015	2015	2015	Dec 2014
	Unrestricted Funds	Restricted Funds	Total	Unrestricted Funds
	£	£	£	£
<b>Incoming Resources</b>				
Donations	62,531	65,212	127,743	36,253
Program Fees	8,175	-	8,175	-
Investment income	25	-	25	-
<b>Total Incoming Resources</b>	<b>70,731</b>	<b>65,212</b>	<b>135,943</b>	<b>36,253</b>
<b>Resources Expended</b>				
SeebeyondBorders Cambodia	-	65,042	65,042	25,000
Governance costs	20,397	-	20,397	1,022
Exchange (gain)	(3,643)	-	(3,643)	-
<b>Total Resources Expended</b>	<b>16,754</b>	<b>65,042</b>	<b>81,796</b>	<b>26,022</b>
<b>Net incoming resources</b>	<b>53,977</b>	<b>170</b>	<b>54,147</b>	<b>10,231</b>
Funds brought forward	18,509	16,206	34,715	8,278
<b>Total funds carried forward</b>	<b>72,486</b>	<b>16,376</b>	<b>88,862</b>	<b>18,509</b>

**SeeBeyondBorders UK**  
**Balance Sheet as at 30 June 2015**

	2015	2015	2015	December 2014
	Unrestricted Funds	Restricted Funds	Total	Unrestricted Funds
	£	£	£	£
Fixed Assets	-	-	-	-
Current Assets				
Cash at bank and in hand	72,978	19,949	92,927	13,472
Debtors	-	-	-	6,253
Creditors	4,065		4,065	(670)
Intercompany balance	-	-	-	(546)
<b>Net Assets</b>	<b>68,913</b>	<b>19,949</b>	<b>88,862</b>	<b>18,509</b>
Funds of the charity				
Unrestricted funds	68,913	-	68,913	13,472
Restricted income funds	-	19,949	19,949	-
Endowment funds	-	-	-	-
<b>Total Funds</b>	<b>68,913</b>	<b>19,949</b>	<b>88,862</b>	<b>13,472</b>

For the period ending 30.06.2015 the company was entitled to exemption from audit under section 477 of the UK Companies Act 2006 relating to small companies.

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**SeeBeyondBorders UK (registered charity number: 1146044)**

**Independent Examiner's Statement**

**18-month Period Ended 30 June 2015**

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I report on the accounts of the Trust for the period ended 30 June 2015.

**Respective Responsibilities of Trustees and Examiner**

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

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

**Basis of Independent Examiner's report**

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

**Independent Examiner's Statement**

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

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

---

SeeBeyondBorders UK (registered charity number: 1146044)

Independent Examiner's Statement

18-month Period Ended 30 June 2015

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Signed:



Name: GRAHAM LAWRENCE

Relevant professional qualification or body: CIOT (CHARTERED TAX ADVISER)  
& STEP (TRUSTS & ESTATES PRACTITIONER)

Address

OMNIA 300  
TRINITY PARK  
BICKENHILL LAKE  
BIRMINGHAM B37 7ES

Date: 2 DECEMBER 2015

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# 5. GOVERNANCE AND PEOPLE

## i. Our Board of Directors: SeeBeyondBorders Australia

### David Armstrong



David is closely involved in SeeBeyondBorders being one of the founding directors of the Foundation. He has worked for KPMG, Shell Australia and has been a partner in a Chartered Accounting firm for more than 25 years. With significant experience in business services including directorships and the chairing of an audit committee of a listed ASX company he brings wide commercial experience to SeeBeyondBorders. He currently chairs the Trans-Tasman Public Practice Advisory Committee for the Chartered Accountants Australia and New Zealand Board of Directors.

### Priscilla Chang



Priscilla is a Primary school teacher (B Ed. Primary) and has worked in education since 1990 in the NSW Government system in Western Sydney and the Catholic system in the Diocese of Sydney and Broken Bay. She is currently a year one classroom teacher in the Broken Bay Diocese, NSW. Priscilla has also been involved in teaching English to Sudanese refugee women at Homebush, NSW. Priscilla is committed to bringing quality education to the children of Cambodia and believes that this is of the utmost importance in the recovery of the country. Since becoming involved with SeeBeyondBorders she has made 6 trips to Cambodia as part of the SeeBeyondBorders programs. She is married with four children.

### Kate Shuttleworth



Kate, with her husband Ed co-founded SeeBeyondBorders. She co-ordinates the *Teach the Teacher* program which includes co-writing the programs, delivering the workshops and running training sessions for volunteer teachers.. Kate qualified as a Registered Nurse in the UK in 1982, and then, as a mature age student went on to re-train as a primary school teacher gaining her B. Education. She also holds a Masters in Educational Leadership. Kate and Ed have three children - two university aged, studying Anthropology / International development and Psychology / Social work at Edinburgh uni. Their eldest daughter recently completed a Masters in Violence, Conflict Resolution and International Development in London, following her law degree.

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## ii. Our Trustees: SeeBeyondBorders UK



### Andrew Studd

Andrew is a partner in Russell-Cooke's Charity and Social Business team. He advises on a wide range of constitutional and governance matters, commercial contracts, mergers and reorganisations. Andrew worked as in-house counsel for major international development agency, Care International UK, and currently sits on their Finance and Audit Committee. Prior to that, he was a partner in another leading law firm, advising charities. He started his career at Ashurst where he advised corporate and private equity funds on international mergers and acquisitions.



### Anne Moore

Anne was born and educated in Canada and the Caribbean. She qualified as a registered nurse and worked as a staff nurse and Sister in Canada, the United States of America and the United Kingdom. Anne moved to the United Kingdom in 1980, where she now resides. Since 1998, Anne has been working in the primary school system as a teaching assistant and has taken an active role as a church governor.



### Caroline Abel

Caroline is Edward Shuttleworth's sister and was also born in India. Caroline was educated in England and studied Zoology at Oxford University. Caroline continues to have a passion for ecology and the environment and has worked in medical research for over 25 years, both in the United Kingdom and abroad, including a placement at Sydney's Royal North Shore Hospital. Her experience includes bench work, liaising with potential funders of research and coordinating projects from start to finish. Caroline is also involved with an education program in Kalimpong, India, and a conservation program in South London.



### Edward Shuttleworth

Born in India, home until 16, Ed was educated in England. Qualifying as a Chartered Accountant, he worked in treasury management in London and Hong Kong before settling in Australia in 1995. Working in the energy industry, he joined LMS Generation in 2004 where he continues on the Board. During 2006 - 2008 he worked for the Jesuits on their World-Youth-Day programme. Ed and Kate were married in 1982 and have three children. They first visited Cambodia in 2002 and subsequently Ed spent four years on the Board of Tabitha Foundation Australia. Together, they started SeeBeyondBorders in 2009.



### Peter Gosling

Peter is a Partner and former head of Private Client at Higgs & Sons Solicitors in the United Kingdom. He has over 20 years' experience in trusts, tax and estate planning and is recognised as a leading practitioner by Chambers and Legal 500. He acts as a trustee of a large number of family and charitable trusts. Peter has acted as a primary school governor and is currently on the Board of Governors at Moor Park Prep School.



### Rob Buchan

Rob Buchan is a cartoonist and illustrator. Educated at Bristol University, he has 15 years experience in technology investments as well as several years in the restaurant and bar trade. Rob has done one trip to Cambodia during the floods of Oct 2011 and has seen firsthand the need of the schools for well-planned assistance as well as the charm and resilience of the people.

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### iii. Our Advisory Committee

The SeeBeyondBorders' Advisory Committee is based in Australia and makes recommendations to the CEO in conjunction with particular issues relating to the operational management of the organisation. The Advisory Committee does not set policy or operate as a board of management. The current Advisory Committee consists of the members of the Board of SeeBeyondBorders Australia and additionally:

#### Andy Wade

Andy grew up in London. After gaining an Economics degree at Bath, he worked as a software designer for UK software houses. Completing an MSc in Business Administration in 1987, he migrated permanently to Australia, where he now lives with his wife Rosanna and their three children. After working in several start-up companies, he co-founded Infra Corporation, an Australian software company that grew to have operations across Europe and US. He left the company in 2008 when it was acquired by EMC Corporation. He currently advises Australian IT SMEs on growth strategies, particularly developing international operations. Andy has been working with SeeBeyondBorders since inception, and is actively involved in the organisation's fund-raising activities.

#### Bronwyn Boekenstein

Bronwyn has had an eclectic career spanning tertiary education, documentary film production, business development in the corporate and franchise sectors, senior management in local, state and federal government agencies, and leadership of three national not-for-profit organisations. Currently, Bronwyn consults in change management and sits on the Board or Advisory Committee of three not-for-profit organisations. Bronwyn fervently believes that, when like-minded people work together to redress poverty and need, miracles can happen.

#### Daniel Fogarty

Daniel is an experienced business leader, who has run financial services businesses of up to 1,600 people, and is currently working full time as Chief Executive Officer for an international insurance company based in Sydney. He gained his Masters at Stanford Business School, California and is an Australian Chartered Accountant. Helping others is what Daniel is passionate about, and he understands the value of education in improving people's lives. He believes that the work of SeeBeyondBorders can make a real difference to the lives of people in developing countries. Daniel has been working with SeeBeyondBorders since mid 2009.

#### Hugo Verkuil

Hugo is originally from the Netherlands, but has lived in nine countries all over the world. His time in the Middle East, Africa, Latin America and South East Asia have turned him into a passionate believer that education is the key to unlocking the potential of people. Among other things, Hugo and his family have been helping to establish a primary school for Burmese refugees in Malaysia. Hugo has an MBA from INSEAD, a background in strategy consulting, and is currently Managing Director at a leading FMCG company, where he is an avid supporter of driving the sustainability agenda in brands and products. Hugo joined SeeBeyondBorders in 2014.

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## iv. Membership and Accreditation

### ACFID

SeeBeyondBorders is a signatory member of the Australian Council for International Development (ACFID), the national peak body of international development NGOs, and a signatory to its Code of Conduct. SeeBeyondBorders is committed to full adherence to the principles and obligations of this Code of Conduct.

### NSWIT

The NSW Institute of Teachers has accredited SeeBeyondBorders as an endorsed provider of Institute Registered professional development for New South Wales' teachers. This accreditation is for our *Teach the Teacher* program workshops that are delivered in New South Wales, in preparation for the Cambodia workshops.

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# 6. HOW YOU CAN SUPPORT US

## i. Tax Deductible Donations

Ongoing funding is vital to sustain the work of SeeBeyondBorders in providing Cambodian children with access to quality teaching and learning at school. Donations in Australia over \$2 are fully tax-deductible and we are eligible to claim Gift Aid in the UK. A copy of our DGR certificate is available upon request.

Secure donations can be made in Australian \$ directly through our website - [seebeyondborders.org](http://seebeyondborders.org)

Secure donations in GBP can be made through our website above following instructions for British Taxpayers or accessing <http://uk.virginmoneygiving.com/giving/> and entering SeeBeyondBorders under charity name.

Cheques should be made payable to –

[A\$] SeeBeyondBorders Foundation Australia - post to: Suite 106, 1-3 Gurrigal St, Mosman NSW 2088

[£] SeeBeyondBorders UK - post to: 31 Sistova Road, London SW12 9QR

## ii. Volunteering Time

Our volunteers play an important role in our work both in Cambodia and in Australia. To register your interest or to request more information about our current volunteering opportunities, please email [info@seebeyondborders.org](mailto:info@seebeyondborders.org)

### FOR TEACHERS

Volunteer and raise funds for our *Teach the Teacher* program and help deliver teacher-training workshops and other *Getting to School* program activities in Cambodia.

### FOR INDIVIDUALS

Volunteer in Cambodia and raise funds directly for the *Better Schools* and *Getting to School* activities and initiatives by joining one of our project teams. You can also create your own project team with six or more people.

Volunteer in our Sydney office. There is always something that needs doing and there are many skilled work areas where we require support. We are also interested in potential volunteers based in the United Kingdom, as we build our United Kingdom operation.

### INTERNATIONAL VOLUNTEER PLACEMENTS

If you are over 26, have a skill that could benefit Cambodian people, and an interest in spending at least 6 months in Cambodia as a volunteer, please contact us and we might be able to help.

### INTERN VOLUNTEER PLACEMENTS

If you are over 21, have an interest in International Development and would like to gain experience working for an International NGO for 2 months, please contact us to ask about current opportunities.

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### **iii. Engaging Corporations**

Corporate partnerships and funding are a significant driving force in the development and growth of SeeBeyondBorders and our programs and projects in Cambodia. We work closely with our corporate partners to design programs that align with their organisation's CSR platforms, brand engagement activity, staff engagement and volunteering activities.

To register your interest or find out more about how your organisation can engage with us, please contact, Jo Forbes or Edward Shuttleworth at SeeBeyondBorders. (Contact details are as overleaf)

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# 7. CONTACT US

## i. SeeBeyondBorders Australia or SeeBeyondBorders UK

For further information about SeeBeyondBorders, initial enquiries should be directed to our Administration Assistant, Liz Pemberton:

**T** +61 2 9960 7077 or +44 208 144 0097

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

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

**A** Suite 106, 1-3 Gurrigal Street, Mosman NSW 2088 Australia; or  
c/o Higgs & Sons, 3 Waterfront Business Park, Brierley Hill, DY5 1LX, United Kingdom (Registered Office) or 31 Sistova Road, London SW12 9QR, United Kingdom. (Administrative support).

## ii. Complaints

SeeBeyondBorders has a process for handling any complaints about the organisation. In the first instance, please direct your complaint to Liz Pemberton on +61 2 9960 7077 or send an email to [info@seebeyondborders.org](mailto:info@seebeyondborders.org).

SeeBeyondBorders is a signatory to the ACFID Code of Conduct, which is a voluntary, self-regulatory sector code of good practice. Information about how to make a complaint for breach of the ACFID Code of Conduct with the ACFID Code of Conduct Committee can be found at [www.acfid.asn.au](http://www.acfid.asn.au).

## iii. Connect with Us

We invite you to connect with us through social media to learn more about our work and follow our progress in providing Cambodian children with access to quality teaching and learning at school.



[facebook.com/SeeBeyondBorders](https://facebook.com/SeeBeyondBorders)



[linkedin.com/company/SeeBeyondBorders](https://linkedin.com/company/SeeBeyondBorders)



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



[Instagram.com/SeeBeyondBorders](https://Instagram.com/SeeBeyondBorders) OR @SeeBeyondBorders



[youtube.com/SeeBeyondBorders](https://youtube.com/SeeBeyondBorders)