

# EK PHNOM PROJECT

## HALF-YEAR REPORT JANUARY – JUNE 2017



*Phanora is a grade 3 student at one of our participating primary schools. Before our support through Conditional Cash Payment program, she struggled with her school work because she spent most of her free time at home to help pack fish-sage; consequently she did not have enough time for learning.*

*Her mother said: “With the cash support I have now received, I can buy study material for my daughter, and it reduces my financial burden.” She also said that: “I also received good advice from the CCP committees to avoid violence and child labor and instead encourage the children to study every day.”*

*Phanora added: “Now that my mother stops me from packing fish-sage and motivates me to study hard at school and at home, I have enough time to read my books and do my home-work.” Phanora is now every month number 1 in her class and wants to be a good teacher in the future.*

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## EXECUTIVE SUMMARY

This six monthly report covers the period 1 January to 30<sup>th</sup> June 2017 and provides highlights, successes and challenges for the six programs run at schools in Ek Phnom District. Schools in Ek Phnom are now in their third and final year of the Transition Program, which includes mentoring. This report also outlines progress in the Sport, Health, Conditional Cash Payment (CPP) and Better School Facilities Programs.

Results from our measurement tools, including teacher and mentor skills evaluation, shows significant progress has been made by participants in SeeBeyondBorders' programs, and teachers are achieving good results across all skill levels.

During this reporting period, SeeBeyondBorders provided orientation to the newly selected senior mentors about their roles in the Maintenance Program, which starts in the new academic year 2017/18. Their responsibilities will include facilitating workshops at 12 target schools, such as successfully running Multiplication, Division and Fraction workshops. They will run these workshops without support from SeeBeyondBorders, demonstrating the sustainable approach of our Teach the Teacher program.

We are pleased to report significant improvements across all aspects of SeeBeyondBorders' programs in Ek Phnom. Mentor teachers received support visits from SeeBeyondBorders' staff at 21% above target, improving the skills of mentors. The final evaluation of the mentor and the mentee teacher skill sets, which took place in February 2017, showed both mentors and teachers improved across all the skill types.

We also still have a good participation and involvement from guardians and parents who teachers set up sport and health lessons, as well as helping to improve school infrastructure. They worked well with the SHAPE project team in February 2017, to improve school facilities under our Better Schools Program.

The combined efforts of SeeBeyondBorders has helped keep the student attendance rate at 96% during this reporting period.

Our relationships with many stakeholders remain strong, such as Provincial of Education (PoE), District Office of Education (DoE), District Administration, and Councils through regular meetings and face-to-face engagement. We have also integrated our program activities with PoE and DoE's Annual Operation Plan (AOP) and planned them in line with the Commune Investment plan (CIP) which is managed by the District Administration Office and the Commune Council. We had especially good communication with the 12 school principals at our target schools who are actively involved and who cooperate well on all SeeBeyondBorders' programs. This ensures accountabilities are clear and the importance of successful program outcomes is acknowledged.

We are delighted to see the progress and achievements that we have made over the last six months, and would like to thank all of our generous supporters who have made this possible. It has enabled us to provide support to 71 teachers and 1,809 students in Ek Phnom district. However, it is still not clear if our supporters are applying our program models without our support. During the next six months, we will focus on promoting ownership, working more closely with senior mentors and DoE, assisting them to plan actions and then mentoring them to take responsibility for the continuous professional development program for teachers.

## JANUARY - JUNE HIGHLIGHTS

- **Visits by the Mentor Development Coordinator (MDC) to mentors in Ek Phnom District were 21% above target.** The additional visits helped old and new mentee teachers to further develop their conceptual understanding and to apply their knowledge of technical teaching more consistently. The MDC also provided advice and helpful feedback to the mentees on improving their effective teaching skills. This hard work has been fruitful, with improved teacher skills shown in the evaluation scales testing which took place in February 2017.
- **SeeBeyondBorders' staff conducted a one-day senior coach sport workshop** in June 2017 for the seven schools in the sport program. The workshop, facilitated by Program Manager, Mr Reasmeay Cheut, showed mentors and teachers how to teach sport lessons to grades 1-3 students. The attendees learned more about sport planning, leading and evaluating lessons and, especially, how to prepare and lead the sport carnival at schools or in a Thursday technical meeting. There were 14 participants, which included one mentor and one coach from each school. At the end of the workshop, the mentors and the coaches developed their practice skills in sport and felt confident to lead and coordinate sport activities in their own schools. As a result of this workshop, 100% of the teachers understood at least 80% of the concepts. Moreover, 100% of the participants rated the workshop at 4 or 5.
- A Health Day in Sdey Kroum Primary School was completed successfully, led by the principal, four teachers, and 15 community members, coordinated by four SeeBeyondBorders staff. A total of 57 students in three classes attended the event. We observed that the students enjoyed the activity and are now able to clean their hands and teeth properly. They also understand that they have to do so several times a day. The aim of the Health Day is to promote the importance of health to students and to increase school attendance rates.
- At meeting arranged by SeeBeyondBorders' Junior Project Manager (JPM) between the Prekluong Health Center, Preknorin Referral Hospital in Ek Phnom received positive results. The JPM talked about the health activities carried out by SeeBeyondBorders at Sdey Kroum and Rohalsuong Lech Primary School, and he asked the presidents to get involved with health events at these schools. As a result, the presidents sent their staff to join the school health events and provided medical treatment for students who become ill. **The president of the referral hospital says: "It is our responsibility"**.
- **The Conditional Cash Payment program (CCP) has reduced the absenteeism of 19 recipient students,** and has also increased their learning capacity. During the January to June reporting period, average CCP student attendance was high at 96% compared to 93% during the same period last year. CCP students come to class regularly and received overall good scores. The positive results are due to good collaboration between SeeBeyondBorders, the district office of Ministry of Education, Youth and Sport, the CCP committees and parents, and strong encouragement by parents who motivate their children to go to school regularly and study hard, both at home and at school. The parents and

students highly appreciate being provided the cash support to help send their children to school and are thankful to SeeBeyondBorders.

- **In February, the Shape Project Team from Australia, together with the communities, finished concreting a school yard at Rohasuong Kert School.** Due to the strong involvement of the community and their contributions, 35 meters of the schoolyard was concreted, instead of the planned 20 meters. A total of 10 project team members, 22 community members from Rohalsoung Kert village and 5 teachers worked on the concreting activity. The concreted schoolyard will benefit 198 students, 9 teachers and the community in general. **Overall, the community expressed their commitment to maintain the existing school facilities at their school so the next generation of children can enjoy their school environment. Thanks to SeeBeyondBorders and the SHAPE team.**



- **Data free days have improved immensely between January and June 2017, falling to an average of 0.5% among the 12 target schools compared to 1% during the same period last year.** According to teachers Horm Hin, Doeur Nam and Moa Sockoeurn, cluster principals at the Ek Phnom district, the low number of data free days are due to a number of factors: highly committed teachers at our target schools; social circumstances, such as an increase in teacher salaries putting pressure on them to provide good quality teaching giving them an opportunity to develop their careers; and implementation of a holiday policy for teachers by school principals in cooperation with the government and some NGOs.

## JANUARY - JUNE CHALLENGES

- During the six-month reporting period, average attendance at the monthly mentor meeting was 84%, unchanged from the same period last year. Although on average this is a high attendance rate, there was a strong dip in February and May, when attendance was reported at 76%. The main reason for lower attendance was mentors being involved in a Commune Election Committee meeting on the same day as the monthly mentor meeting. Also, the number of senior mentor visits to mentors was well below target, with only 57% of planned visits carried out in February and only 36% in June. The reason was that one senior mentor, worked on the commune election committee and therefore was not able to provide any support to the mentors, while another senior mentor, teacher was busy with his daughter's marriage. Some of these challenges are expected during election time, however, the

MDC will follow up with the senior mentors and encourage them to increase their attendance at meetings and carry out a higher number of visits. We very much hope that we will reach better targets during the next reporting period.

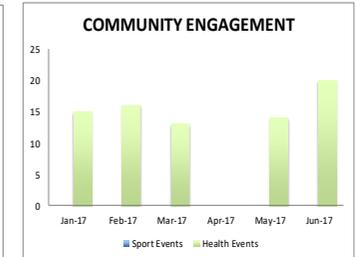
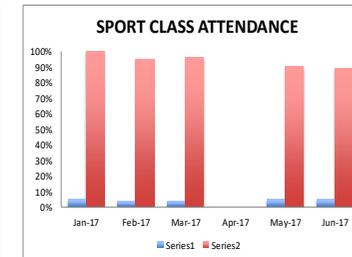
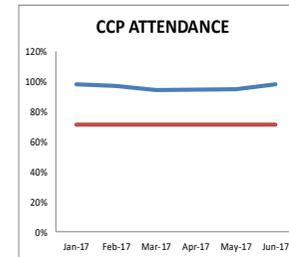
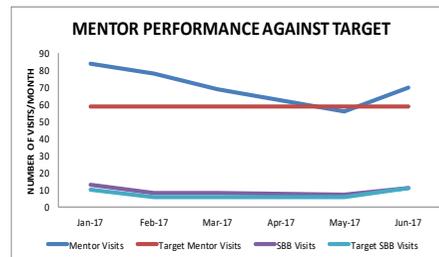
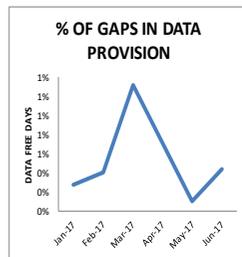
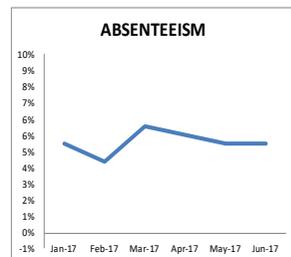
- The number of assistant coach attendances at Prekchhdor Primary School fell sharply from 96% in March to 55% in May 2017. The lower rate was due to two assistant coaches leaving the program as one got pregnant and another one was busy with her day job. SeeBeyondBorders' staff and the school principal will motivate the old assistant coaches in other classes to help twice per week. Also, during the raining season, the students in Preknorin, Kouk Doung and Rohalsuong Lech Schools had difficulties carrying out sport activities because the ground was muddy and slippery, so the coaches decided to cancel the sport activities. Instead, some coaches invited the students to play other games inside or in front of the class rooms. Rohalsuong Lech Primary School plans to concrete the playground for its students, but does not have the budget yet.
- Getting community members to engage with health lessons in Ek Phnom district continuous to be a challenge. It was difficult to get communities to commit to joining the health lessons because many community members work in agriculture and are in the field during the day. This problem is particularly significant during the growing and harvesting season. SeeBeyondBorders' staff is going to discuss this problem with the school principals in order to find a possible solution for upcoming events. However, part of the solution lies with teachers carefully planning to inform parents well in advance and to follow up with them prior to a lesson or event. We will also look at best practices carried out in other districts so we can learn from them and take action. We hope these initiatives will help increase attendance by parents at health lessons. Another issue is that teachers do not have enough health materials and have limited understanding on how to use them in health lessons.
- One of the CCP recipient students dropped out of the CCP program in May 2017, which reduces the number of CCP recipients in our program from 20 to 19. The CCP committee said his parents got divorced, so the child had to move to live with his mother in another village which is quite far from the school. The committee also informed his relatives about his absence, but his mother decided to keep him at the village. Finally, the committee removed his name from the program. SeeBeyondBorders' staff and the CCP committee did not select another student to replace him because it was close to the end of the school year. We will select a new CCP student at the beginning of the new academic school year.
- The main challenge in our Better Schools Program is the lack of a person who is qualified to check the quality standard of buildings. This is a worry, because despite having signed a contract with schools, we have no guarantee that the buildings being constructed will be of high quality and will last long. SeeBeyondBorders is therefore considering adding a quality guarantee to the contract. Moreover, no-one in the Ek Phnom team has specific skills or knowledge of construction. It would be helpful to have a community member who has knowledge in monitoring the quality and standard of our construction work.

## EK PHNOM DISTRICT DASHBOARD

School	Traffic Light	Absenteeism			Mentoring							CCP							Sport					Health										
		Abs %	Prev. Year Abs. %	% Data Free Days*	Mentor Meeting	Mentor visits to teachers (based on reports received?)			SBB Visits to Mentors			CCP student attdn		Committee Student Support Visits			SBB Student Support Visits		SBB School Visits	Sports Lessons		SBB Visits	Stud Attdn	Assit Coach Attdn	Comm Attdn	Health Lessons Held	Mentor Visits to teachers			SBB Visits to mentors			Comm Attdn	
						Attnd %	Actual	Target	%	Actual	Target	%	Attnd %	Baseline (Jan Attdn%)	Actual	Target	%	Actual		Target	%						Actual	Target	Total	Abs %	Attnd %	Total		Total
[DISTRICT] YTD AVERAGES		5%	6%	0.5%	84%	357	295	121%	47	39	121%	96%	71%	5	5	100%	9	10	90%	6	636	678	27	5%	94%	0	127	13	13	100%	6	8	75%	78
Jan-17		5%	6%	0%	93%	84	59	142%	13	10	130%	98%	71%	1	1	100%	2	2	100%	2	145	150	11	5%	100%	0	27	2	2	100%	2	2	100%	15
Feb-17		4%	5%	0%	76%	78	59	132%	8	6	133%	97%	71%	0	0		2	2	100%	2	136	140	2	4%	95%	0	27	3	3	100%	1	2	50%	16
Mar-17		6%	6%	1%	81%	69	59	117%	8	6	133%	94%	71%	2	2	100%	2	2	100%	0	135	141	7	4%	96%	0	26	2	2	100%	2	2	100%	13
May-17		5%	6%	0%	76%	56	59	95%	7	6	117%	95%	71%	2	2	100%	2	2	100%	2	89	111	5	5%	90%	0	24	3	3	100%	1	2	50%	14
Jun-17		5%	5%	0%	93%	70	59	119%	11	11	100%	98%	71%	0	0		1	2	50%	0	131	136	2	5%	89%	0	23	3	3	100%	0	0		20

\* % Data Free Days - We capture this to measure the quality of data capture within schools. Attendance rates may be high, but if Data Free Days are also high, we know the results are less reliable.

\* We do not collect the data in April because it is short vacation for for Khmer New Yea from 6th to 17th From 6th to 17th, but they often start its holiday at 1st until 20th. It is hard to collect the data, so we decide not to do it because not many data will be taken for 25th.



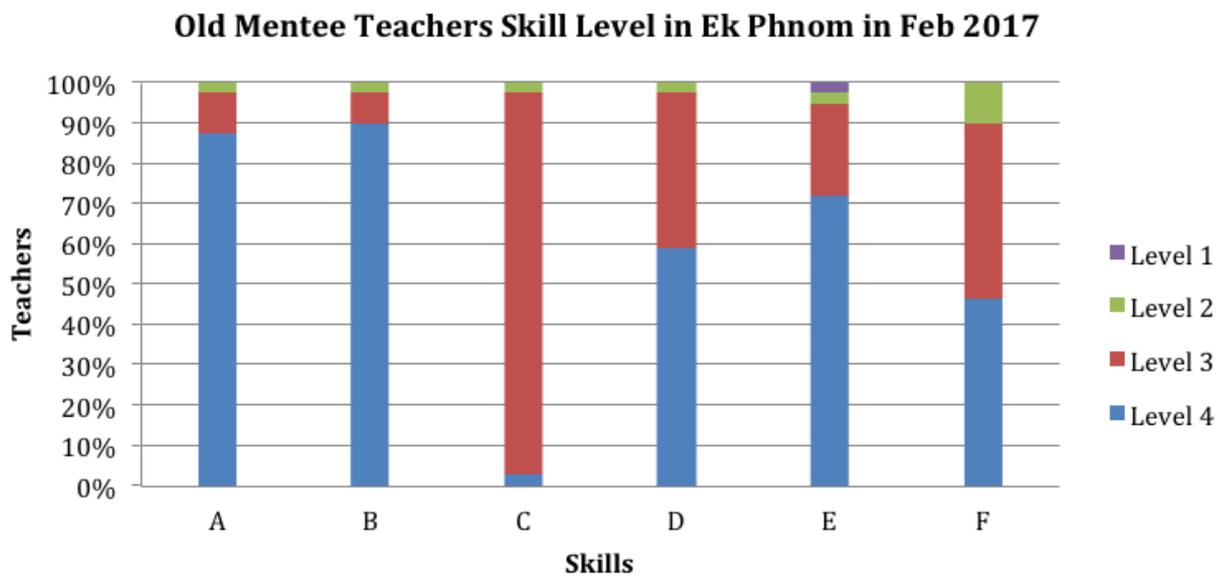
JANUARY - JUNE OUTCOMES AND EVIDENCE

Teach the Teacher Focus Area

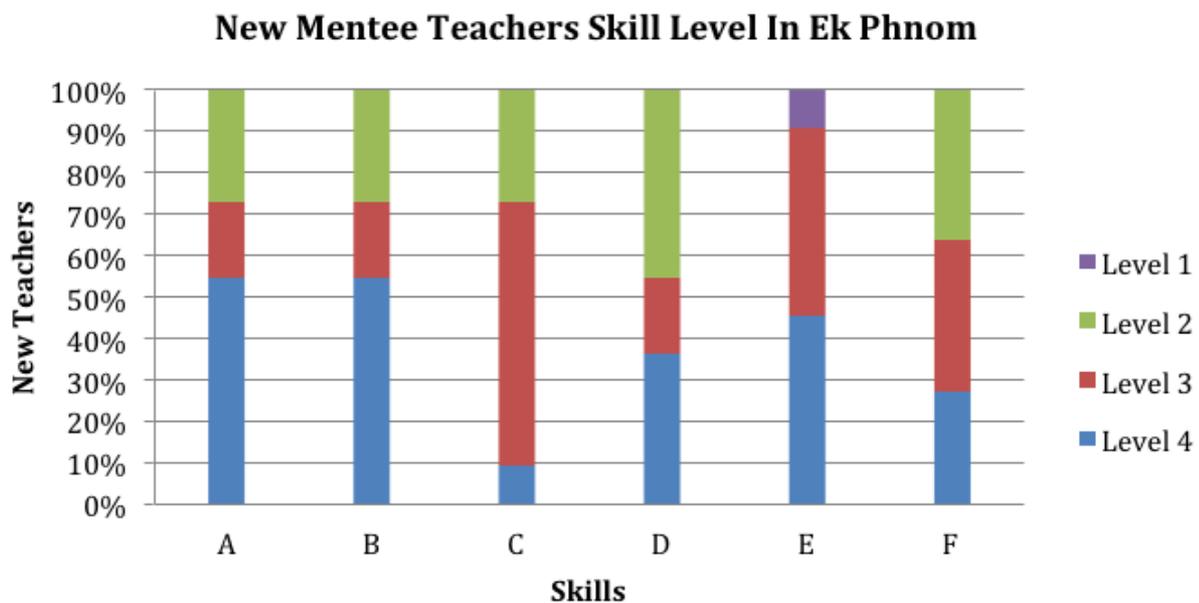
**Aim: Develop confident and competent communities of teachers committed to quality teaching and ongoing professional development**

- The first skill scale evaluation for the 2017 academic year was conducted in February. The results show that old mentee teachers (Graph 1) have further developed their skills, with 90% achieving at least level 3 across all skill types; unchanged from the same period in July 2016. But for new mentee teachers (Graph 2) have also improved their skills, with 91% achieving level 2 across all the skill types, compared to 77% in July 2016. Mentor teachers (Graph 3) also developed their skills with 95% having achieved level 3 in the February 2017 skill evaluation.

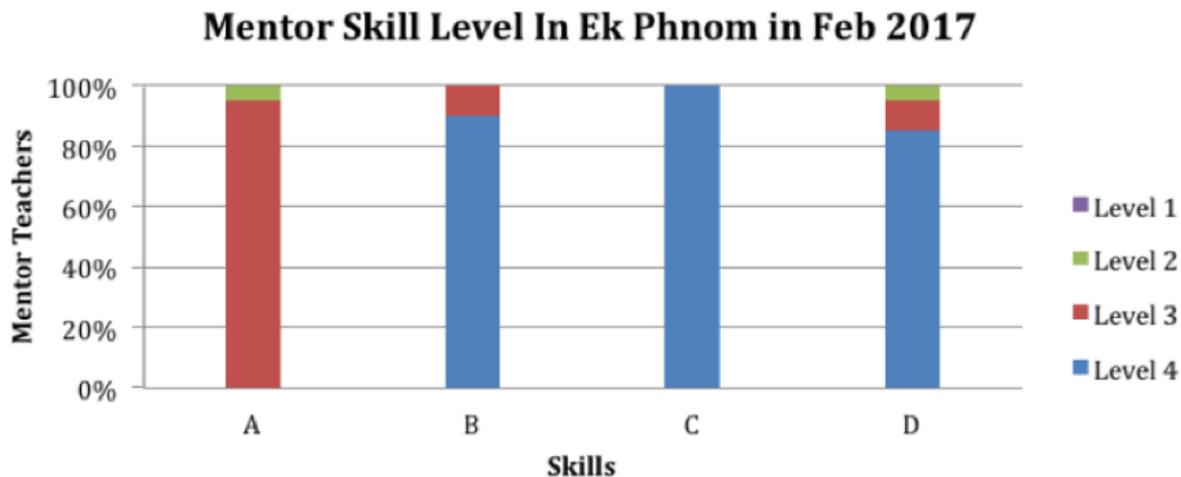
Graph1



Graph 2



Graph 3



- During the past six months, senior mentors and mentors were able to facilitate Thursday technical meetings, monthly mentoring meetings and workshops more independently and more efficiently. They felt confident to run these meetings and received positive feedback. They can now prepare their own agendas, including setting times and responsibilities for people, and organizing an evaluation. The mentors credit SeeBeyondborders and the great training and support they received from the Teach the Teacher program. Mentor visits to teachers continued to exceed the target at **121%**. This helped the mentors develop their mentoring and feedback skills, and resulted in teachers improving their effective teaching strategies to teach mathematics and other subjects, a sign of the sustainability of the Teach the Teacher program.

### Getting to School Focus Area

**Aim: Increase participation and attendance in an educational environment that is fun, healthy and accessible to the whole community**

- Between January and June, we ran a Sport Carnival at Prek Chhdor and Rohalsuong Lech Schools, facilitated by the Shape project team and attended by students from Prek Luong, Sdey Ler, Preknorin and Sdey Kroum Primary Schools. **The Sport Carnivals were attended by 897 students, 42 teachers and 82 community members, all of whom actively participated at the event.** The students, the teachers and the communities had fun and were happy. The students were really active and enjoyed the activities which in return motivated them to join their classes more regularly. It will also encourage parents and others to become more involved with school programs.
- The Conditional Cash Payment Program was really helpful to reduce the financial burden on parents. CCP payments significantly increased the chance of students going to school more regularly. SeeBeyondBorders provided the conditional cash payment twice this year to 19 recipient students to use in accordance with their agreement. As a result, the attendance rate for CCP students was high at 96% during the past six months.
- The quarterly health meeting** was conducted in June with the Sdey Kroum and Rohalsuong Lech Primary Schools that were part of SeeBeyondBorders' health program. **All mentors and mentees actively**

**participated in the meeting.** As a result of the group discussion, mentors and mentees reported the following results:

- The teachers are able to prepare and follow the lesson plan and make lessons fun for students, using health materials in the lessons
- The teachers' ability to use questions and play games has improved
- The teachers are able to motivate the students to wash their hands and clean their teeth
- Relationships between schools and communities are improved
- The parents improved their participation in classes
- Students attend the classes more regularly, resulting in reduced drop-out rates

### Better Schools Focus Area

***Aim: Stimulate sustained community engagement in the long term physical and educational development of Cambodian schools***

- There are now new hand-washing stations for the students at Preknorin and Rohalsuong Lech Primary Schools. The school principals led meetings on planning and fund-raising, which had active participation from the parents, authorities and the SeeBeyondBorders' staff. The project was funded by the PULA trust, with strong support from SeeBeyondBorders. The entire community all had smiles on their faces and were in high spirits. These new stations strongly contributed to an enjoyable environment and better sanitation and health at the schools. At least 350 students and 18 teachers at Preknorin and 180 students and 9 teachers at Rohalsuong Kert Schools will benefit from these stations. As a result, the students can now easily access the stations to wash their hands with clean water. The stations also helped to improve the overall look and environment of the school, making it more enjoyable, attractive and safe for the students, while also encouraging them to go to school and study more regularly.



## JANUARY - JUNE STUDY/ MOST SIGNIFICANT CHANGE STORY

### Facilitating a workshop for the fourth time!

Mr Kong Narin has been teaching at Koe Moneypisey Primary School for 14 years. In 2010, he became deputy school principal. At the beginning, he had difficulties mentoring and had little confidence to run workshops. Instead, Teacher Narin just checked the classrooms and teachers attendance and did not focus much on technical skills. He did not know how to break down the concepts of mathematics lessons into understanding the objective and using materials and questions for teaching purposes.



In 2013 Mr Narin joined the SeeBeyondBorders' Teach the Teacher program and he has been selected to be a mentor. He has received a lot of training on mathematic concepts, and on Addition, Subtraction, Multiplication, Division and Fractions. He's also learned new methods on how to teach mathematics. After every training session, he further improved his teaching ability and technical skills.

Teacher Narin spends a lot of time being involving with the Teach the Teacher program. He also pays much attention during the training to learn new technical skills, while also doing a lot of research using SeeBeyondBorders' and MoEYS' books. He has a strong commitment to his career and he especially likes to learn and demonstrate his knowledge, and to share his experience with the teachers when he conducts mentoring visits or runs workshops.

Now everything has changed. Mr Narin has improved his skills greatly and is much more efficient with his mentoring visits because he focuses much more on technical skills. For example, he advises the teachers to use materials and questions for teaching the students. In addition, he feels more confident in leading and facilitating the workshops because he knows how to break down the concepts and objectives of the lessons. This is the fourth time that he shared his knowledge and experience in a workshop to a number of teachers in 12 target schools. He said: **"I am excited about the training I received as it really helps and works for both, teachers and students."** He also said a special thanks to SeeBeyondBorders for all their work.

### Communities got really involved in improving in Rohasuong Kert School

During the rainy season, the teachers at Rohasuong Kert Primary School had difficulties getting into the classrooms. Students had no playground and therefore had to use the classrooms because the school compound was full of mud. Some students carried the mud on their feet into the classrooms.

Being aware of this concern, SeeBeyondBorders prepared some budgets to concrete the ground in front of the school. Furthermore, SeeBeyondBorders' staff met with the DoE and conducted a meeting at the school attended by the school principal, school support committee, teachers, village chief and 25 community members. They met to discuss, plan, make decisions and provide support to receive some contributions.

On the concreting day, 22 community members joined 10 people from the Shape project team. They were glad to join the activities and were very committed and active in their participation. As a result, a 60m<sup>2</sup> area was concreted. Now both, hers and students have easy access to the classroom. Despite the rain, students

will have a safe playground and the school environment looks more beautiful and interesting. The communities and the parents will continue to give support to all school development plans.



The school principal said, **"I am so happy and excited to see a lot of communities involved in the school development infrastructure projects."** He also said, **"Even though the communities are very busy with agricultural work and are poor, they still contribute their time, money and energy. A special thank you to SeeBeyondBorders for preparing this great event."**

### **A fun sport carnival at Prek Chhdor School!**

A sport carnival is a good way to get students to come to school, and also encourages community members to get more involved with schools and motivating children to come to school. A sport carnival was held for 219 grades 1-3 students at Prek Chhdor Primary School, supported by 12 assistant coaches, 7 teachers and 5 parents. The school and community members led the activities, while SeeBeyondBorders provided financial support and a student prize. SeeBeyondBorders' Community Liaison Officer and Junior Project Manager demonstrated to the mentors and teachers how to run each of the stations in the sport carnival. The students were every happy to have a sport carnival at their school. Based on our observation, the mentors and mentees showed their ability to run a sport carnival independently. We hope that in the future, the school will be able to run sport lessons and sport carnivals independent of SeeBeyondBorders.



## JANUARY – JUNE FINANCIALS

## Summary by Activity - Ek Phnom

	Month				YTD Actual			
	Actual	Budget	Var USD	%	YTD Actual	YTD Budget	Var USD	%
Teach The Teacher	666	932	266	29%	8,322	6,512	(1,810)	-28%
Literacy	7	109	102	94%	45	597	552	93%
Better Schools	759	298	(461)	-155%	2,283	3,119	836	27%
Getting to School CCP	32	149	117	78%	1,488	1,963	475	24%
Getting to School Health	126	258	132	51%	558	1,335	777	58%
Getting to School Sport	1,051	245	(806)	-329%	3,079	3,232	153	5%
Getting to School Supplementary		-	-		4	-	(4)	
Strengthening the Support	183	442	259	59%	2,957	4,011	1,054	26%
Staff Retreat		-	-			-	-	
Project AIMIA		-	-			-	-	
Project SHAPE		-	-			-	-	
Project Teachers		-	-			-	-	
	<b>2,824</b>	<b>2,433</b>	<b>(391)</b>	<b>(16)%</b>	<b>18,736</b>	<b>20,769</b>	<b>2,033</b>	<b>10%</b>

## Expenditure Summary - Ek Phnom

	Month				YTD Actual			
	Actual	Budget	Var USD	%	YTD Actual	YTD Budget	Var USD	%
<b>Staff Wages and Allowances</b>	788	1,711	923	54%	7,916	10,207	2,291	22%
<b>Opps Costs</b>								
Programme Costs	25	61	36	59%	2,292	2,556	264	10%
Teachers and Community Member P	1,169	486	(683)	-141%	6,085	4,944	(1,141)	-23%
Accommodation - Non-staff	-	-	-		-	-	-	
Building and Construction Costs	725	-	(725)		1,799	2,030	232	11%
Other Opps costs	35	48	13	27%	178	306	128	42%
<b>Total Opps Costs</b>	<b>1,954</b>	<b>595</b>	<b>(1,359)</b>	<b>-228%</b>	<b>10,353</b>	<b>9,836</b>	<b>(517)</b>	<b>-5%</b>
<b>Overheads</b>								
International Volunteer Costs								
Office Rent								
Insurances	5		(5)		5		(5)	
Depreciation	71	84	13	16%	427	508	81	16%
Accounting/Bank Fees	1	3	2	67%	15	18	3	16%
Office Cleaning, Repairs and Maint								
Other O'heads	5	40	35	88%	52	200	148	74%
<b>Total Overhead Expenses</b>	<b>81</b>	<b>127</b>	<b>46</b>	<b>36%</b>	<b>499</b>	<b>726</b>	<b>227</b>	<b>31%</b>
<b>Net Expenses</b>	<b>2,824</b>	<b>2,433</b>	<b>(391)</b>	<b>-16%</b>	<b>18,768</b>	<b>20,769</b>	<b>2,001</b>	<b>10%</b>

## JANUARY – JUNE FINANCIAL COMMENTARY

### ▪ **Teach the Teacher- \$1,810 overspent**

In the budget, we planned to conduct one-day workshops for Multiplication, Division and Fractions, but we ran four day of workshops on Multiplication and Division and three days on Fractions, so we overspent on Teacher Per Diems, Food & Beverage, and Staff Salaries. We overspent on staff expenses, and underspent on mentoring payments and office costs.

### ▪ **Literacy- \$552 underspent**

We budgeted for literacy, but this did not run in Transition during the period. We did spend a small amount on Staff Salaries to do Annual Operational Plan and Literacy program test at Preknorin Primary School.

### ▪ **Better Schools- \$836 underspent**

We underspent in Better Schools following the resignation of a member of in early May. In addition, we underspent in Building & Construction and Food & Beverage.

### ▪ **Getting to School CCP- \$475 underspent**

During January-June, no funding was required to meet CCP student illness . We also underspent on Staff Salaries and other program costs.

### ▪ **Getting to Health- \$777 underspent**

The major cause of underspend was Staff Salaries due the resignation of member of staff. However, we overspent on per diems and a Program Prize \$71.

### ▪ **Getting to Sport- \$153 underspent**

Staff Salaries and Mentoring Payments were less than budget during the six months, however there was an overspend on Teacher Per Diems, Community Wages and Food & Beverage.

### ▪ **Strengthening the Support- \$1,054 underspent**

The main reasons causing underspend between January and June, included reduced spending on staff salaries, bonuses and medical reimbursements, and reduced vehicle expenses.

## THANK YOU FOR YOUR CONTINUED SUPPORT

The contribution you make to SeeBeyondBorders makes a substantial difference to the lives of some of the poorest and most vulnerable communities in Cambodia.

A large proportion of Cambodia's teachers and parents grew up in a world where the chance of a decent education was almost entirely eradicated. The result is that many of those teachers have not received the basic schooling and advanced training needed to help lead and inspire current and future generations.

Alongside the bleak historical context, the education system remains grossly underfunded despite the proven correlation between education, development and the eradication of poverty. With salaries of less than \$150 a month, teachers tread a fine line between the ethical code of teaching and the need to survive.

The programs offered by SeeBeyondBorders and supported by **you** enable teachers to make the right choice, building their skills and capability, encouraging students, parents and members of the community to engage with and play a role in strengthening education from a community level. Education is creeping up the national agenda, and in the meantime, SeeBeyondBorders is enabling teachers and communities to create their own positive educational impact. Thank you for your continued support.

## CHANGE BEGINS WITH EDUCATION!!