

SeeBeyond**B**orders

Change begins with education



STRATEGIC PLAN

2015-2021





CEO MESSAGE



The work at *SeeBeyondBorders* is based around the fundamental principles of improving *access* to *quality* education for all children in Cambodia.

Our work empowers and skills great teachers, improves facilities and develops school management, whilst simultaneously building capability at the local level; engaging teachers, parents and the community in the importance of education for their children.

Our focus has always been on the sustainability of what we do. We aim to grow our influence, and build local partnerships to ensure that the focus on, and responsibility for quality education extends outward from the schools, into communities and eventually onto the local, provincial and national government priority agendas.

Our Strategic Plan outlines our vision for 2021 and beyond, and our commitment to the communities in which we work. It will provide guidance and support to our teams, our supporters and our donors.

Thank you for your continued interest and ongoing support,

Edward Shuttleworth

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KEEP CONNECTED

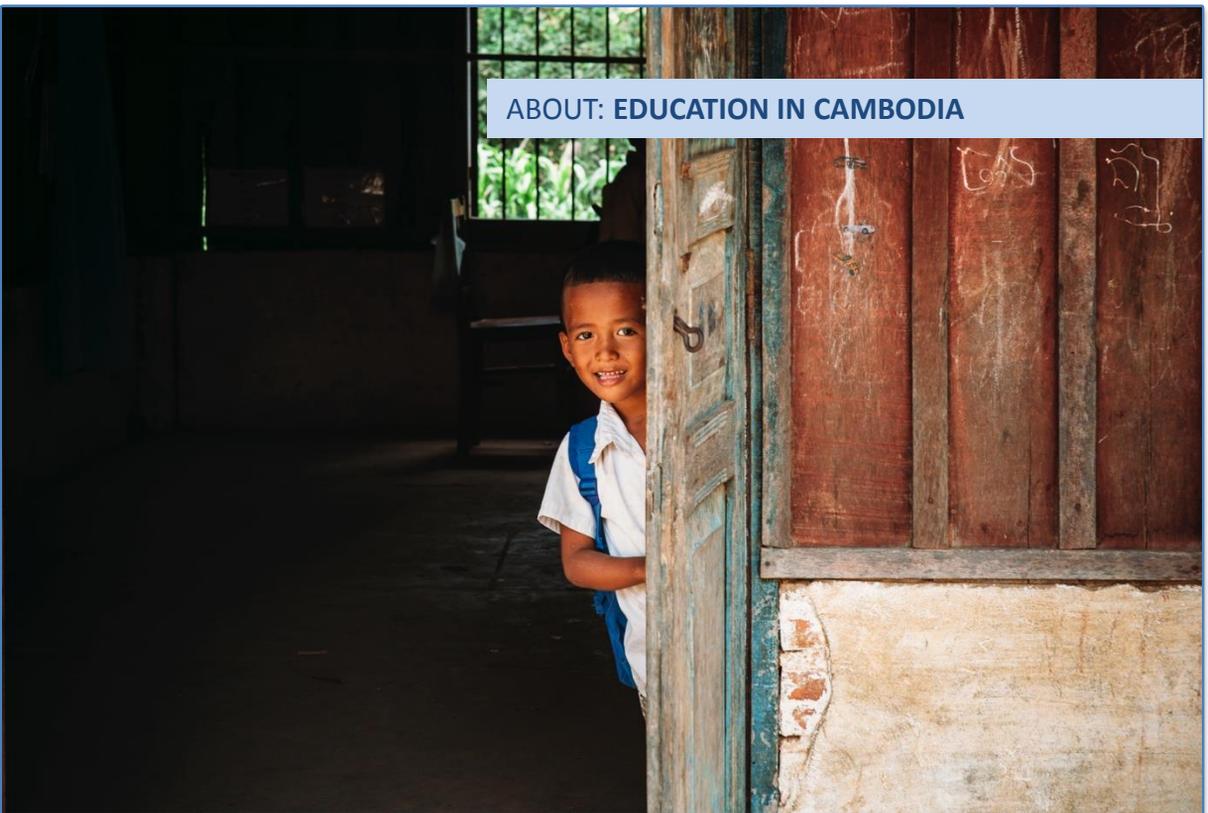
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OUR DEVELOPMENT PHILOSOPHY



ABOUT: EDUCATION IN CAMBODIA



The big smiles and warm gestures for which Cambodian people are renowned conceal many years of struggle; years of bloodshed, poverty and political instability. Today over 50% of the population is under 21 years of age and 80% live in rural areas with poor education, dependent on subsistence farming for their livelihood.

In 1975, the Khmer Rouge took Phnom Penh beginning what is perhaps the darkest period in Cambodian history. The Khmer Rouge regime killed nearly two million Cambodians, particularly targeting the educated, winding the clocks back to 'Year Zero'. Throughout their four-year regime, they dismantled the school system, destroyed or abandoned school infrastructure and 75% of teachers, 96% of university students and 67% of all primary and secondary school pupils were killed.

Today, in rural areas, almost half of Cambodia's children do not complete primary school. Despite high initial enrolment rates, students frequently drop out with girls often the first to do so. Studies have shown us that just one more year of schooling can increase a girl's future earnings by up to 20%. Drop out rates are highest in rural areas, where the vast majority of Cambodians live and where 20% of children do not make the transition from primary school to lower secondary school. That means that nationally, only 35% of eligible children attend grade seven.

If Cambodia is to make significant progress in recovering from its troubled past, its development and growth starts with education. Cambodian children need access to schools, and access to quality teaching and learning at school in an environment that is safe, healthy and available to everyone.

ABOUT: SEEBEYONDBORDERS



SeeBeyondBorders is a not-for-profit organisation with its primary focus being to improve education standards in Cambodia in order to provide Cambodian children with access to quality teaching and learning at school. We are committed to sustainably improving education standards through the promotion of local participation, management, responsibility and ownership across our integrated suite of programs. *SeeBeyondBorders* has no religious or political affiliations.

The organisation was founded in 2009 by CEO, Edward Shuttleworth, and his wife Kate, a primary school teacher and a *SeeBeyondBorders* Australia Director. *SeeBeyondBorders* is a registered charity in Australia and the UK and is a signatory member of ACFID (Australian Council for International Development). *SeeBeyondBorders* Cambodia was established as the in-country organisation dedicated to program and project implementation, in March 2011.

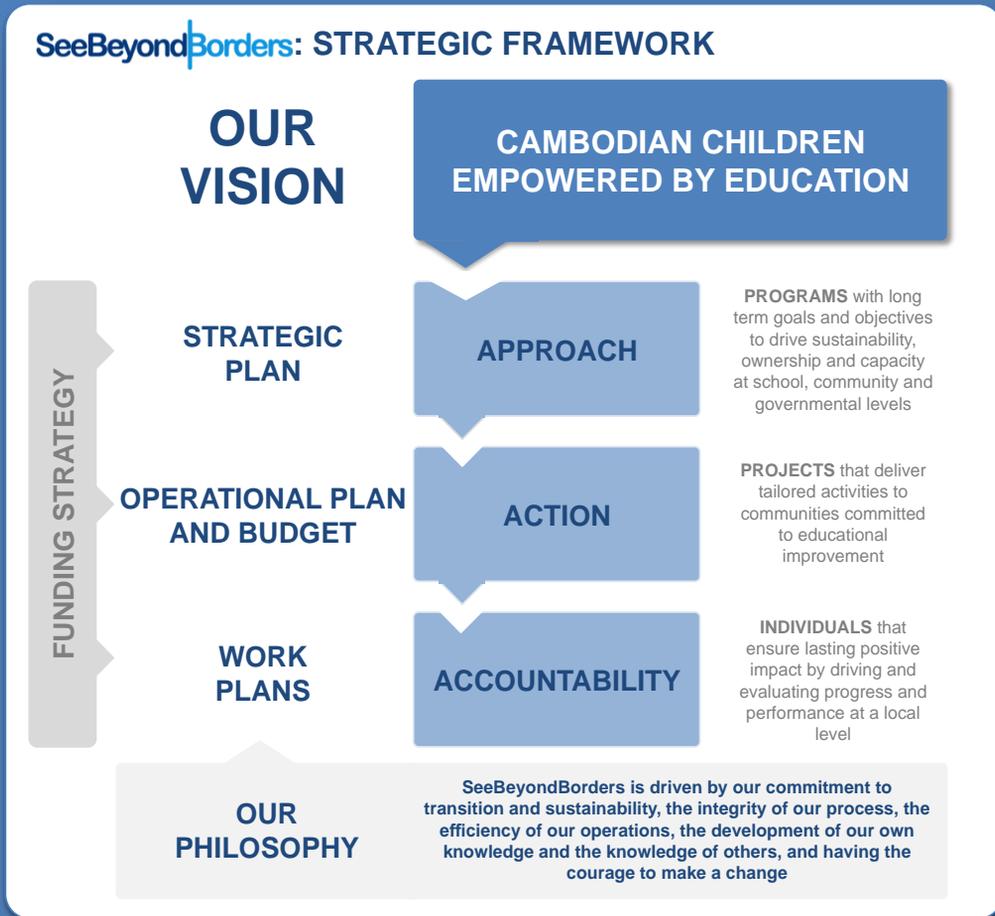
Our organisation supports the aim of the Cambodian Millennium Development Goal No 2: “Universal nine-year basic education”. Our projects and programs link directly to and support the six dimensions of Cambodia’s Child-Friendly Schools (CFS) framework. CFS was pioneered by UNICEF as a universal approach to improving education in developing countries in the 1980s. CFS was adopted by the Cambodian Ministry of Education Youth and Sport (MoYES) in 1991 and promotes child-centered, gender-sensitive, inclusive, environmentally friendly and community-involved approaches to education.



SeeBeyondBorders identifies communities where our programs can contribute to locally driven educational outcomes, where teachers want to develop new skills and tools, and the communities are committed to both their own involvement with the schools and improving the educational environment. *SeeBeyondBorders* works with those communities to develop their respect and engagement in the education system.

In 2015, *SeeBeyondBorders* operates primarily in grades 1-3 in the provinces of Battambang and Siem Reap, with schools in the districts of Ek Phnom, Bavel, Puok and Angkor Thom.

In the future we hope to expand our impact, and in the next six years we will be looking to build our capability and support 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.



The *SeeBeyondBorders'* development philosophy is the foundation upon which the organisation has been built and continues to operate. It underpins our strategic framework and outlines the behaviours and principles of our staff, partners and leadership.

The principles by which we can effectively improve the quality of life for the most vulnerable of people, recognise the need to facilitate a **transition** from one level of learning to a higher place, in partnership with existing educational structures. Ultimately, our aim is to enable people to improve their own lives and those of their communities with **sustainability** and without continuing dependence on us. Our process must demonstrate **integrity** and **efficiency** if others are to live by, and contribute towards it. To be successful, we need to develop and apply both outstanding **knowledge** and **courage** to stay the course in the face of adversity, and also recognise and be recognised for, the achievements we can accomplish together.

Detail on our development philosophy is outlined on page 27 of the 2015-21 Strategic Plan.

With our development philosophy as our foundation, *SeeBeyondBorders* has developed a strategic framework that includes the 2015-2021 Strategic Plan, an annual Operational Plan and Budget, and individual work plans and key performance indicators (KPIs). The framework is supported by an annual funding strategy that outlines existing and future funding, personnel and infrastructure as is necessary to deliver the vision and outcomes of the strategic plan.

This framework enables effective and integrated planning; monitoring and reporting on organisational activity; and provides a structure for employees to plan their workload. It provides an open and transparent structure for communicating progress and activity to potential and existing supporters of *SeeBeyondBorders*.

The Strategic Plan sets out the long term strategic direction of the organisation. It details our approach and outlines the key focus areas, goals and outcomes that guide the 'on-the-ground' activity and the key strategic objectives for the next six years. Each outcome in the strategic plan has an associated suite of indicators that are monitored and reviewed to record our ongoing progress towards our goals.

The Operational Plan and individual work plans will then use that guidance to map out the activity that contributes to the achievement of the outcomes *SeeBeyondBorders* is committed to, and the vision to empower Cambodian children through education.

KEY FOCUS

AREAS



KEY FOCUS AREA 1: **TEACH THE TEACHER**

DEVELOP CONFIDENT AND COMPETENT COMMUNITIES OF TEACHERS COMMITTED

TO QUALITY TEACHING AND ONGOING PROFESSIONAL DEVELOPMENT

KEY FOCUS AREA 2: **GETTING TO SCHOOL**

INCREASE PARTICIPATION AND ATTENDENCE IN AN EDUCATIONAL ENVIRONMENT

THAT IS FUN, HEALTHY AND ACCESSIBLE TO THE WHOLE COMMUNITY

KEY FOCUS AREA 3: **BETTER SCHOOLS**

STIMULATE SUSTAINED COMMUNITY ENGAGEMENT IN THE LONG TERM PHYSICAL

AND EDUCATIONAL DEVELOPMENT OF CAMBODIAN SCHOOLS

KEY FOCUS AREA 4: **STRENGTHENING SUPPORT**

DEVELOP AN EFFECTIVE, INTEGRATED ORGANISATION THAT DELIVERS SUSTAINABLE

AND RELEVANT PROGRAMS SUPPORTED BY LOCAL AND INTERNATIONAL PARTNERS

APPROACH: KEY FOCUS AREAS

KEY FOCUS AREA 1: TEACH THE TEACHER

DEVELOP CONFIDENT AND COMPETENT COMMUNITIES OF TEACHERS COMMITTED

TO QUALITY TEACHING AND ONGOING PROFESSIONAL DEVELOPMENT

GOAL

OUTCOME

1.1

IMPROVE THE PROFESSIONAL KNOWLEDGE, PRACTICE AND ENGAGEMENT OF TEACHERS USING TEACHING AND LEARNING MATHEMATICS AS A MEDIUM

1.1.1

Teachers demonstrate improved conceptual and technical knowledge in mathematics and general pedagogy (the method and practice of teaching)

1.1.2

Teachers are able to plan and deliver effective programs, using a range of strategies to create a stimulating learning environment

1.1.3

Teachers engage actively in professional development activities

1.2

TRAIN AND EMPOWER A COMMUNITY OF MENTOR TEACHERS TO IMPROVE EDUCATIONAL PRACTICE ACROSS THE NETWORKS OF TEACHERS IN THEIR OWN SCHOOLS

1.2.1

Mentors observe, support and improve teaching delivery in a well-planned, targeted and respectful manner

1.2.2

The mentor community work together to share ideas, develop effective strategies and agree solutions to teaching challenges

1.2.3

Mentors develop and maintain trusted teacher relationships, through supportive and constructive delivery of feedback across the teacher network

1.3

SUPPORT MENTORS AND TEACHERS IN TAKING RESPONSIBILITY FOR THE PROFESSIONAL DEVELOPMENT OF THEMSELVES AND ALL STAFF IN THEIR SCHOOL

1.3.1

Teachers build on skills and knowledge learned through Teach the Teacher to deliver improved practices in a variety of areas of the curriculum

1.3.2

Mentors work in partnership with colleagues to identify needs and ensure ongoing professional development opportunities

1.3.3

Selected mentors are trained to become senior mentors, capable of and actively delivering professional development workshops

1.3.4

Senior Mentors take full responsibility for evaluation, observation and ongoing support for all mentors within their clusters

1.4

MOTIVATE AND RECOGNISE IMPROVED PROFESSIONAL STANDARDS THROUGH A PROFESSIONAL INCENTIVE QUALITY AWARD SYSTEM

1.4.1

Teachers operate and apply techniques and strategies at an improved professional standard

1.4.2

Teachers are recognised and motivated through a professional incentive quality award system



KEY FOCUS AREA 2: GETTING TO SCHOOL

INCREASE PARTICIPATION AND ATTENDANCE IN AN EDUCATIONAL ENVIRONMENT

THAT IS FUN, HEALTHY AND ACCESSIBLE TO THE WHOLE COMMUNITY

GOAL	OUTCOME
2.1 SCHOOL COMMUNITIES OFFER A MOTIVATIONAL AND SUSTAINABLE SPORTS PROGRAM WHICH RESULTS IN IMPROVED ATTENDANCE LEVELS FOR PRIMARY SCHOOL STUDENTS	2.1.1 Improved school attendance and decreased dropout rates within selected primary schools (Grades 1-6)
	2.1.2 Coaches are trained and developed to competently deliver a sports program that is fun and safe and encourages students to work cooperatively whilst supervising and collaborating with Assistant Coaches
	2.1.3 The school community is involved in delivering a motivational school sports program
	2.1.4 The school community is enabled to run an effective sports program that shows sustainability and runs independently of <i>SeeBeyondBorders</i>
2.2 IMPROVE THE HEALTH KNOWLEDGE AND PRACTICE OF STUDENTS	2.2.1 Teachers are able to deliver health knowledge in creative and interactive lessons that are linked to the primary school curriculum
	2.2.2 Good hygiene practice is developed in the schools with increased communication between the school and community on health related issues
	2.2.3 Schools have access to good hygiene and sanitation facilities
2.3 ENABLE STUDENTS IN LOW INCOME FAMILIES TO ATTEND SCHOOL REGULARLY WITHIN AN APPROACH THAT RESPECTS HUMAN RIGHTS AND DIGNITY AND IS SUPPORTED BY THEIR FAMILIES AND SCHOOL COMMUNITY	2.3.1 The school community identifies students in low income families and what is needed to support them to attend school regularly
	2.3.2 Students in low income families attend classes regularly and are treated respectfully by their peers and teachers
	2.3.3 The local Conditional Cash Payment committee manages, monitors and evaluates the effectiveness of the application process and how it contributes towards regular school attendance



KEY FOCUS AREA 3: BETTER SCHOOLS

STIMULATE SUSTAINED COMMUNITY ENGAGEMENT IN THE LONG TERM PHYSICAL

AND EDUCATIONAL DEVELOPMENT OF CAMBODIAN SCHOOLS

GOAL

3.1

ENABLE ALL STAKEHOLDERS TO BE ACTIVELY ENGAGED IN THE ONGOING VISIONING, PLANNING, IMPLEMENTATION, MONITORING AND REPORTING OF SCHOOL DEVELOPMENT GOALS

3.2

CREATE SAFE, HEALTHY AND APPEALING LEARNING ENVIRONMENTS FOR TEACHERS AND STUDENTS

OUTCOME

3.1.1

School development teams are firmly established in the school community with the confidence, commitment and capacity to facilitate the visioning, planning and implementation of school development goals

3.1.2

Parents, teachers, and community members are actively engaged in an ongoing visioning, planning and refining process for school development goals

3.1.3

The school development team motivates parents and community members to maintain support for and actively participate in collaborative efforts to implement the school development goals

3.1.4

The school development team, with support and input from parents and the wider school community, actively monitors, evaluates and reports on the progress of their school's development plans' implementation

3.2.1

Improved safety and appeal of classrooms and learning environments

3.2.2

Improved Water and sanitation facilities

3.2.3

A wider variety of facilities for teaching and learning is developed

3.2.4

Students and teachers have good access to the school



KEY FOCUS AREA 4: STRENGTHENING SUPPORT

DEVELOP AN EFFECTIVE, INTEGRATED ORGANISATION THAT DELIVERS SUSTAINABLE

AND RELEVANT PROGRAMS SUPPORTED BY LOCAL AND INTERNATIONAL PARTNERS

GOAL

OUTCOME

4.1

OPERATE A LOCALLY DRIVEN, ETHICAL, SUSTAINABLE AND FINANCIALLY VIABLE ORGANISATION

- 4.1.1 Active decision making and effective leadership is made at a local level
- 4.1.2 A skilled, motivated and retained workforce, with access to ongoing capacity building and professional development, provides technical support to school communities now and into the future
- 4.1.3 Robust and effective organisational, management and financial systems and processes

4.2

IMPLEMENT, DELIVER AND REVIEW RELEVANT, EFFECTIVE AND SUSTAINABLE PROGRAMS

- 4.2.1 Effective internal communication and reporting processes provide a full organisational view and evaluation of program success and outcomes
- 4.2.2 All programs are well documented, with the process and content regularly reviewed and updated to match community need and development
- 4.2.3 Effective knowledge management and skills transfer processes that maintain strong program coordination and development

4.3

NURTURE AND DEVELOP LASTING SUPPORT THROUGH LOCAL AND INTERNATIONAL PARTNERSHIPS

- 4.3.1 Effective external communications ensures all regulatory reporting requirements are met and provide clear transparency to donors on their investment
- 4.3.2 The organisation maintains and grows a trusted and engaged funding and support base through targeted fundraising campaigns and public profile raising
- 4.3.3 Continually improving relations, engagement and partnerships with Cambodian governmental and educational bodies



The challenges faced by Cambodia's education system are multi-dimensional, and solutions require a holistic approach. We prioritise key initiatives to address both the quality of the education provided and the accessibility of schools for rural communities.

The *SeeBeyondBorders* suite of programs, which are reviewed and improved annually based on constant learning, assessment, and development, have been grouped to address the specific outcomes of the first three focus areas:

Teach the Teacher – improves the professional knowledge, practice and engagement of teachers using teaching and learning mathematics at primary school level as a medium

Mentoring Program – trains and empowers a community of mentor teachers to improve educational practice across the network of teachers in their own schools

Transition Program – provides opportunities and skills for mentors and teachers to take responsibility for the professional development of themselves and all staff in their school

Krou Laor (Teacher Awards) Program – enhances mentors' and teachers' commitment to improving the quality of education by providing incentives through a quality, transparent, and motivational award system



GETTING TO SCHOOL

Health Program – improves the general health of students and reduces the incidence of preventable diseases and related school absences

Sport Program – provides a fun learning environment and structured activities that encourage primary school children at all levels of ability, to come to school and to participate

Conditional Cash Payments – provides small, conditional grants to extremely poor families with children who have dropped out or regularly fail to attend school

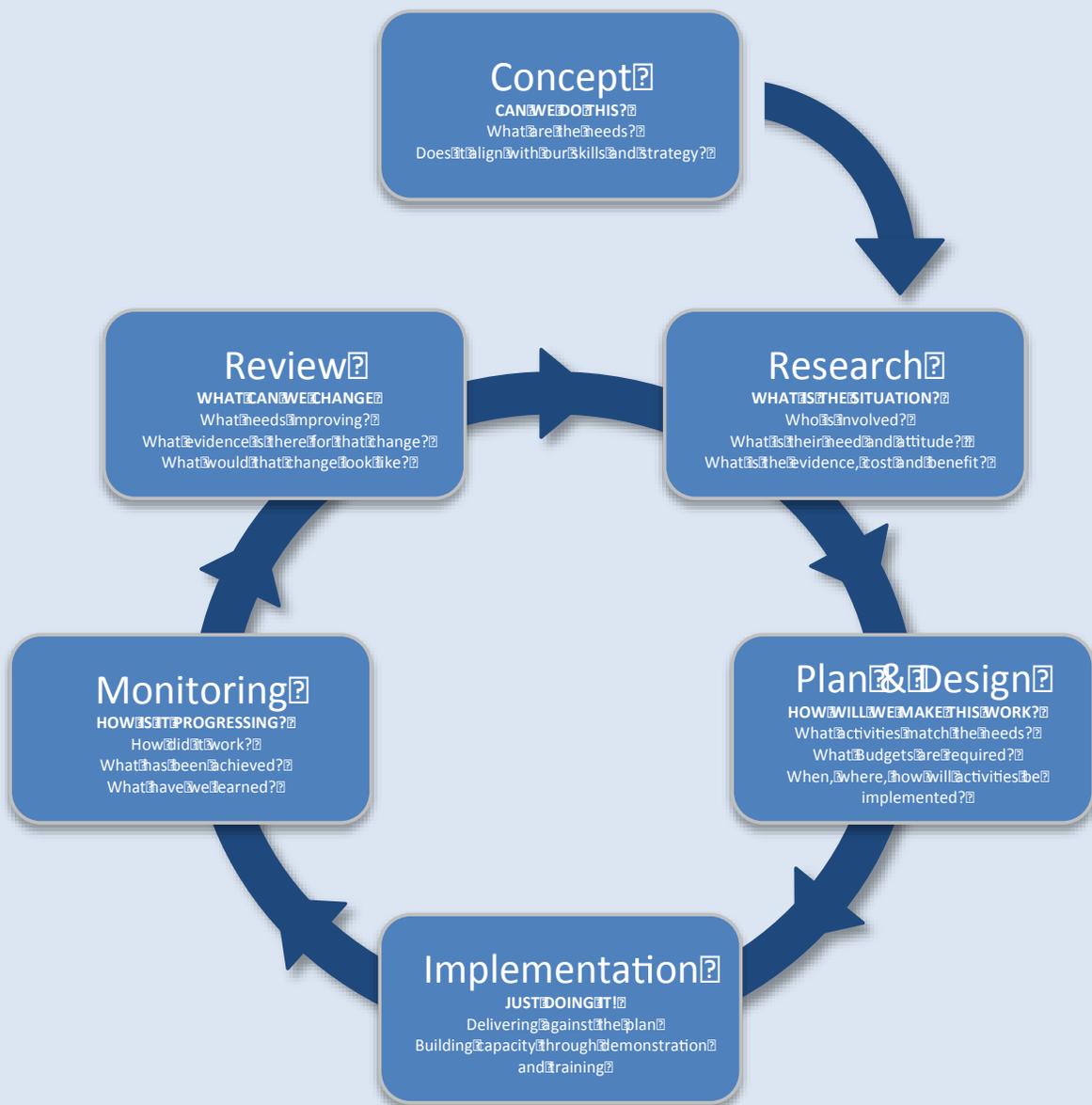
Supplementary Lesson Program – provides extra lessons and workshops allowing students who miss extended periods of school due to families moving around the country to find work, to be reintegrated into the school system

BETTER SCHOOLS

Better Facilities Program – assists with the improvement of basic school infrastructure focusing on safety, health and learning environments with initiatives addressing such areas as classrooms, water storage and sanitation, and recreation areas

School Development Program – strengthens and grows the capacity of Cambodia's schools and school communities by stimulating sustained collaborative involvement from parents, teachers and community members in the visioning and implementation of school development goals

APPROACH: PROGRAM LIFECYCLE



SeeBeyondBorders follows this simple lifecycle when developing and implementing new programs, or when implementing our programs in new schools or locations. The process of ongoing monitoring, review and improvement is central in our program methodology and enforces our commitment to sustainability, evidenced based working and effective development practice.

The integrity of this process is one of the fundamental principles of the *SeeBeyondBorders'* development philosophy, and we encourage funding discussions that focus both on specific elements or support all stages of the lifecycle.

All *SeeBeyondBorders* programs and activities are underpinned by our own evidence-based research, including surveys, detailed feasibility studies and data generated by other NGOs working in the same areas. *SeeBeyondBorders* also collects government statistics related to our programs. However, the lack of relevant and reliable official data presents a major challenge; that which is available is often compiled without due rigor, and can give an incorrect picture of ongoing issues such as school attendance rates and exam results. This re-confirms the need to validate official statistics with our own data and analysis.

Our programs implement 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.

SeeBeyondBorders collaborates with other education-focused NGOs to share knowledge and relevant experience in implementing related programs in the same regions of Cambodia. This informal network has involved international organisations including BETT, Voluntary Service Overseas and Jesuit Services, and continues to engage with the Battambang and Siem Reap Education Support Teams, which are an assembly of local and international education NGOs. Although relationships with other organisations are important, *SeeBeyondBorders* primary partners are the Cambodian people. Our team of Cambodian staff are dedicated to developing trusted and lasting relationships with the teachers, the local communities and the district and provincial educational authorities. These partnerships enable *SeeBeyondBorders* to understand the real needs and challenges of the communities in which we work and allow us to develop our programs based on those needs.



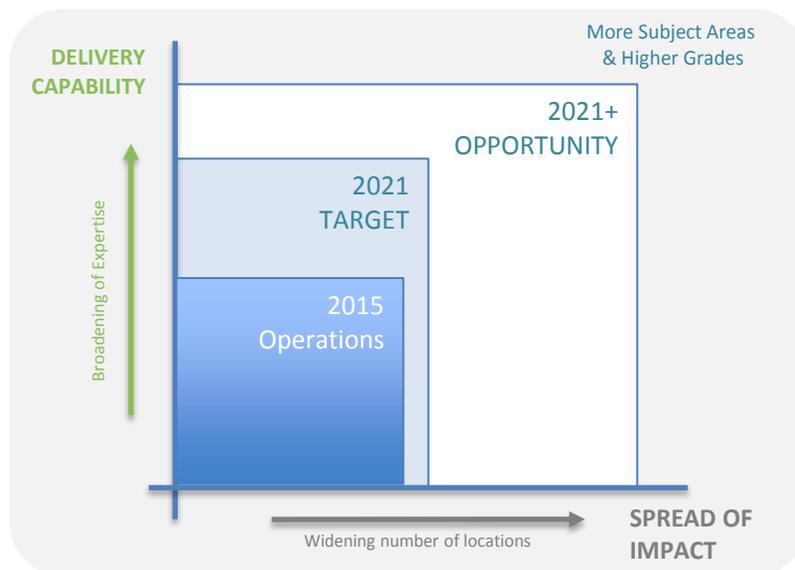
STRATEGIC

DIRECTION

Since *SeeBeyondBorders* came to Cambodia in 2011, our focus has been on the development and delivery of the suite of programs we have today, structured around the core *Teach the Teacher* focus area. More recently we have dedicated resources to the transition from an early experimental approach in *Getting to School* and *Better Schools* to an integrated and sophisticated suite of initiatives that align to and complement each other.

Now that we have a well developed suite of programs and an initial footprint established, greater focus can be placed on building and strengthening capability, improving organisational and management structures, and developing the strategic direction of the organisation.

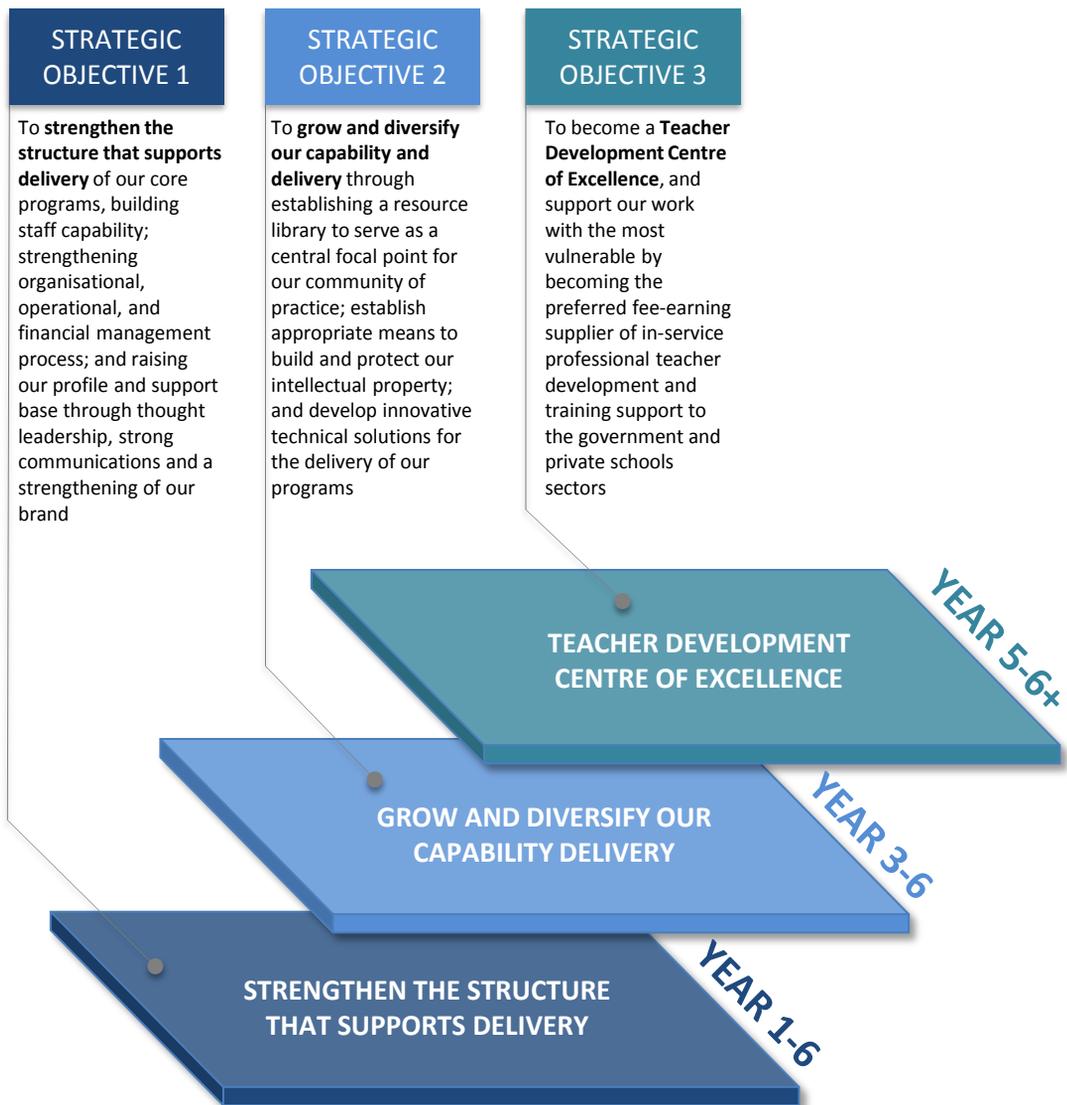
SeeBeyondBorders has always maintained the importance of sustainability and transition as core principles. As we look towards the next six years, we will begin the transition towards becoming a Centre of Excellence for the professional development of teachers. We plan to evolve from the more traditional NGO format towards a social enterprise model as a technical support provider of professional development and training for all teachers across the education system in Cambodia.



Our first six years of operation have provided growth in both capacity and in reach. With restricted financial resources, our competitive advantage and development relevance come from our skills and methodologies. These are the areas where we will prioritise our growth, improving the efficiency and effectiveness of individual projects. To grow, train more teachers in more schools, and positively impact more children, we also need to develop our capacity to deliver, control and manage that growth.

The graph shows that until substantial additional financial support becomes available we will prioritise the depth of what we offer. The three strategic objectives outlined here show the necessary steps required over the next six years to ensure the strength, capacity and delivery of that Centre of Excellence we intend to become.

2015-2021: STRATEGIC DIRECTION



Strategic Objective 3 represents a very powerful end goal and a clear direction for *SeeBeyondBorders*, built on a platform of organisational strength and the continual development of innovative resources. Ultimately, *SeeBeyondBorders* will become a social enterprise that is a recognised leader in teacher development and the go-to partner for Government, schools and teachers for their ongoing professional development. This can only be achieved by continuing to strengthen our operating model and by developing a leading suite of tried and tested resources and approaches that achieve true positive development for education in Cambodia.

We believe *SeeBeyondBorders* already has a strong and unique approach to teacher development, now we must focus on substantial research and investigation over the coming 1-3 years to understand the inevitable challenges and necessary steps to build an effective knowledge base for what we do, how to continually develop to remain relevant and grow and how to share it in order to reach our aspiration.

STRATEGIC OBJECTIVE 1

To **strengthen the structure that supports delivery** of our core programs, building staff capability; strengthening organisational, operational, and financial management process; and raising our profile and support base through thought leadership, strong communications and a strengthening of our brand

- **Staff capability and professional development** – leadership, problem solving, decision making and ownership
- **Program management** – program growth consolidation, process management, knowledge transfer, monitoring, evaluation and review
- **Communications and Reporting** – internal reporting, improved external communication and profile building
- **Donor and Support management** – growth of a trusted brand and an engaged funding and support base
- **Organisational structures** – effective organisational process that provides financial transparency, risk management and succession planning

To **grow and diversify our capability and delivery** through establishing a resource library to serve as a central focal point for our community of practice; establish appropriate means to build and protect our intellectual property; and develop innovative technical solutions for the delivery of our programs

STRATEGIC OBJECTIVE 2

Ensure the protection and effective delivery of all programs – **Intellectual Property Protection**

A resources library that provides official access to shared knowledge and approaches to professional development – **Community Of Practice**

Introduction of innovative and technical tools and techniques that enhance professional development training – **Technical Solutions**

STRATEGIC OBJECTIVE 3

To become a **Teacher Development Centre of Excellence**, and support our work with the most vulnerable by becoming the preferred fee-earning supplier of in-service professional teacher development and training support to the government and private schools sectors

- **District Support**– enable district departments to provide necessary teacher, school and community development that enhance the educational opportunities for children at a local level
- **Government Supplier** – technical support partner offering professional development services and accredited resources in public schools
- **Private School Partner** – professional development programs raising revenue and profile amongst private schools

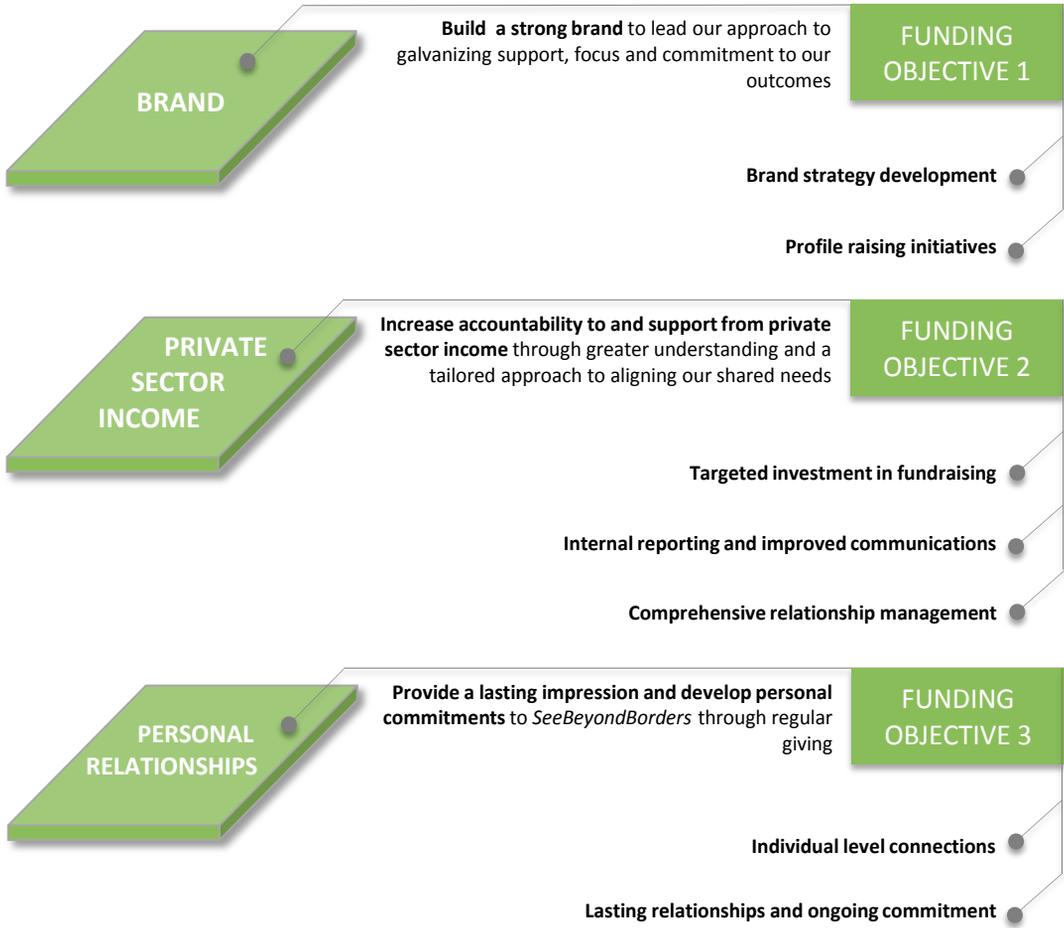
FUNDING STRATEGY: BUILDING SUPPORT



As a small organisation, with ambitious goals and objectives, funding the activity required to achieve those goals is not without challenges. The current profile of our organisation is modest, and as a result, we are practical about what we can invest in our own growth. The competition for donor and grant support is stronger than ever, so in the wake and ongoing ripples of the global economic crisis, and given the reduction in public-sector development spending, our approach to funding is to be prudent, with our plan revised and reviewed each year recognising the short term focus of donors and the changeable environment in which we work. We believe our approach is commercially sound, but without the gravitas of some of the much larger brethren in the international development sphere, we need to work harder to build our profile and engage more deeply with people in order to continue to build trust, which, we hope will lead to financial support.

Our primary funding aim is to form and grow private sector partnerships with individuals and organisations, including foundations and trusts, that support our intended strategic direction and where the principles of our development philosophy can align with their own needs. *SeeBeyondBorders* believes our operating model has the power to make lasting change, our development philosophies are underpinned by proven methodologies, Cambodian partnerships and our commitment to best practice in the local context. In order to achieve our funding aim, we must do more to raise the profile of our work, promote our mission and build awareness and support for empowering the development of teachers, and schools at a local level in Cambodia.

Although private sector partnerships are the vehicle through which we believe we can garner the most support, the power behind that vehicle comes from the development and nurturing of the personal relationships with those we meet. *SeeBeyondBorders* seeks to provide the opportunity for individuals to connect with our work and our team and develop a lasting impression and bond with those working to achieve sustained growth and improvement in the Cambodian education system.





Operating an NGO in Cambodia is uncertain, there are many risks to our everyday operations, the majority of them are unpredictable and many cannot be avoided. *SeeBeyondBorders* must find effective ways to embrace those challenges when they arise and given this is the context in which we choose to work, we must have the courage to dare to succeed and dare to fail.

The greatest risks to *SeeBeyondBorders* include;

- Political and regulatory risk
- Physical accident or health risks
- Reliance on and retention of key personnel
- Loss of donor support or funding
- Unplanned donor driven activity

Our sustainability model is our greatest mitigation strategy and represents our planned approach to succession planning. By building partnerships and accountability in teachers, community members and the government officials with whom we currently work, the core skills and capability that we have developed has the potential to survive well beyond *SeeBeyondBorders*. Our strategic direction also takes a more risk adverse approach, concentrating on deepening our existing capability rather than stretching our current resources to broaden our level of impact. With increased funding, this may change, but represents our least disruptive means of up, or down-scaling as required.

Finally, communication is key to managing the expectations of all of our stakeholders. By keeping all staff involved and empowered to stay and grow, keeping donors informed of our direction and their impact and through regular engagement with our teachers, communities and government partners, we keep education and school development on the individual, local and national agendas.

KEEP CONNECTED: **GET INVOLVED**



WORKING IN PARTNERSHIP

At SeeBeyondBorders we are guided by a particular set of values when approaching the complex and challenging world of international development. Our focus is on long-term sustainability and the transference of skills. We are nimble and courageous, working hard to ensure that eventually it is the Cambodian people who will be determining their destiny, not us.

REGULAR GIVING

Your business can empower Cambodians to lift themselves out of poverty and to no longer be dependent on handouts, no matter how generous. We can demonstrate to your business and your employees the impact of your support without navigating any bureaucracy, because we are right there on the ground, channelling all our resources into day-to-day life changing actions.

ENGAGING YOUR PEOPLE

Our programs are complex and diverse, and we encourage our supporters to advance their own level of understanding by volunteering as part of a project team in Cambodia. If you want your people to play a part in creating real change by volunteering with us on the ground please visit our website.

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SEEBEYONDBORDERS: DEVELOPMENT PHILOSOPHY

TRANSITION:

SeeBeyondBorders will not always be there, our priority is not our own longevity but to support and strengthen what is already operating, assisting the Cambodian National Education system at a grass roots level through the schools, the curriculum, and the existing management structures.

SUSTAINABILITY:

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

INTEGRITY:

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

EFFICIENCY:

Our resources are scarce, entrusted to us from a spirit of generosity, requiring that we be focused, build momentum and collaborate with stakeholders to reach as many people as possible.

KNOWLEDGE:

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

COURAGE:

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