

# SeeBeyond|Borders



*Providing Cambodian children with access to quality teaching and learning at school.*

## ANNUAL REPORT 2014

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

# 1. ABOUT US

## i. Introduction to SeeBeyondBorders

SeeBeyondBorders is a not-for-profit organisation that provides Cambodian children with access to quality teaching and learning at school. We are committed to sustainably improving education standards in Cambodia and promote local participation, management, responsibility and ownership across all of our programs.

SeeBeyondBorders was founded in 2009 by our 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 United Kingdom, and operates as a registered international non-government organisation in Cambodia. SeeBeyondBorders has no religious or political affiliations. We are signatory members of ACFID (Australian Council for International Development) and are committed to full adherence to the principles and obligations of the Code-of-Conduct, as well as meeting what we see as our responsibility, as privileged peoples, to those in need.

### OUR REACH

We now have 17 staff in Cambodia working in four districts split between two provinces (Battambang and Siem Reap). They cover 65 schools reaching 120 villages. We currently have 363 teachers in our program and they teach over 12,000 children. Our programs cost about \$25 per child per year.

### WHY CAMBODIA

Cambodia is a country of immense beauty and warm people, but the pain of its recent history lies not far beneath the surface. The legacy of the Khmer Rouge remains a constant factor in the day-to-day lives of the Cambodian people, with its impact clearly felt in the education system. Cambodia also continues to struggle to meet its population's basic needs. Faced with extreme poverty, nearly half the children living outside the main cities do not complete primary school. SeeBeyondBorders works to enable more children to complete their basic education and progress from primary to lower secondary school, through both better quality and access to education.



## ii. Our Purpose

SeeBeyondBorders' major strategic goal is to sustainably improve education standards in Cambodia while promoting local participation, management, responsibility and ownership through an integrated suite of programs with their own respective performance targets.



*Providing children with quality teaching and learning at school.*

### VISION

Cambodian children empowered by education.

### MISSION

To provide children in Cambodia with access to quality teaching and learning at school, enabling more of them to complete their primary education and progress to lower secondary school.

### VALUES

1. **Generosity of spirit** (by virtue of our wealth and privilege, we have a responsibility to those in need)
2. **Justice & equity** (honest and fair dealings with all people, regardless of similarities or differences including but not restricted to gender, ability or disability, culture, or religious belief)
3. **Dignity & respect** for difference (all people are of equal esteem, we learn from others and help others learn, including but not restricted to those who may be different due to gender, ability or disability, culture, or religious belief)
4. **Openness to all systems of belief** that respect and nurture life (independent of religious or political affiliation)
5. **Authenticity and transparency** (always searching for better ways to deliver effective programs with a responsibility to ensure openness in communications and accountability for our actions)
6. **Enduring Legacies** (through a commitment to local partnerships that lead to Cambodian autonomy)

### iii. Our Programs

Our programs have been developed out of recognition that the challenges to Cambodia's education system are multi-dimensional, and solutions will require a holistic approach. They support the Cambodian National Education Strategic Plan and are designed to integrate with UNICEF's 'Child-friendly Schools' framework as adopted by the Cambodian Ministry of Education Youth and Sport (MoYES).

The Child-friendly Schools framework promotes child-centred, gender-sensitive, inclusive, environmentally friendly and community-involved approaches to education. SeeBeyondBorders prioritises key initiatives under its different programs, addressing both the quality of the education provided and the accessibility to school for rural Cambodian communities. They recognise the importance of employing constant learning, assessment, and development in their management and have been grouped within three focus areas:

***Teach the Teacher*** - develops professional knowledge and teaching practice for Cambodian teachers through workshops facilitated with volunteer Australian teachers; mentoring programs that provide continuing in-class support from Cambodian teacher peer leaders; continuing professional training from our local staff; and relevant and practical teaching resources.

***Better Schools*** - improves teaching and learning environments at school through redeveloping dilapidated school infrastructure and facilities.

***Getting to School*** - assists families and communities to educate their children through practical initiatives and community support, increasing commitment and school attendance.

Our primary focus is in the rural areas of Battambang and Siem Reap provinces. In each case, our *Teach the Teacher* programs form the lead initiatives and these are supported by our *Better Schools* and *Getting to School* programs according to individual School Development Plans and community needs. Presently we work in 65 schools with approximately 363 teachers in our program who teach and educate more than 12,000 children.



***Teach the Teacher*** – Khmer teachers engaging in student-centred activities using SeeBeyondBorders' classroom resources.



***Better Schools*** – working together with the school and local community, a new hand washing station was built at Sdey Kroum school in 2014.



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

## iv. Our Strategy

Our strategy is founded on Cambodia's priorities and supports the aim of the Cambodian Millennium Development Goal No 2: "Universal nine-year basic education". In particular, our initiatives, as embodied in our *programs* and specifically implemented in individual *projects*, link directly with the six dimensions of the Child-friendly Schools framework.

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

1. Identify communities where our programs can contribute to locally driven educational outcomes.
2. Provide Cambodian teachers within those communities with the skills and tools to teach to the national curriculum in an engaging and empowering way.
3. Improve the physical environment and facilities within the communities with whom we work to raise respect for and increase engagement with the education system.
4. Assist families with the immediate issues that prevent them from sending their children to school, helping raise school attendance and encouraging a positive attitude to learning in the community.
5. Broaden corporate support for children and their educational needs in Cambodia.
6. Use the education platform to address other immediate issues such as personal hygiene, health and nutrition, which underpin children's ability to develop and learn.
7. Increase our support base by leading international visits to Cambodia, to see the need and the impact which direct action can have, and to facilitate engagement with Asia.
8. Encourage those who have been to Cambodia to reflect on their own values system and provide long-term support for the communities they have visited.

### OUR DEVELOPMENT PHILOSOPHY

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

**Transition:** We recognise that SeeBeyondBorders will not always be there, our priority is not our own longevity and so we 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 don't 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.

## 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:

| Activity Description   | 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 drop-out rates</li> <li>▪ Reduction in repetition rates</li> <li>▪ More children progressing to grade 7</li> </ul>                  |
| <b>Program Contributions</b>   |   |
| <b>Teach the Teacher</b>   |   |
| Improve both the professional standards of teachers and the application of those standards, using teaching and learning in Maths as a proxy. | <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> </ul>             |
| <b>Better Schools</b>  |   |
| Improve the teaching and learning environment for teachers and students alike.   | <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> </ul> |
| <b>Getting to School</b>   |   |
| Increased community commitment.  | <ul style="list-style-type: none"> <li>▪ Improved attendance levels at expanded curricula initiatives</li> <li>▪ Increased community involvement</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. As further initiatives to obtain reliable statistics are explored, performance measurements for practical purposes are aligned to the supporting programs, that help to achieve the headline improvements.

| The six dimensions of the Child-friendly Schools framework  |
|---|
| <ol style="list-style-type: none"> <li>1. <b>Access and Inclusion:</b> 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).</li> <li>2. <b>Effective Teaching and Learning:</b> Teachers have theoretical and practical knowledge that promotes active, creative, and child-centred learning, in a joyful and harmonious environment.</li> <li>3. <b>Health and Safety:</b> Children are cared for, healthy, safe and protected from violence at school, in the family and in society.</li> <li>4. <b>Gender:</b> 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.</li> <li>5. <b>Community Involvement:</b> Enhance the dynamic relationship between schools and communities so that schools, families and communities are active resources for each other.</li> <li>6. <b>Management:</b> 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.</li> </ol> |

## 2. A YEAR IN REVIEW

### STRATEGIC FOCUS

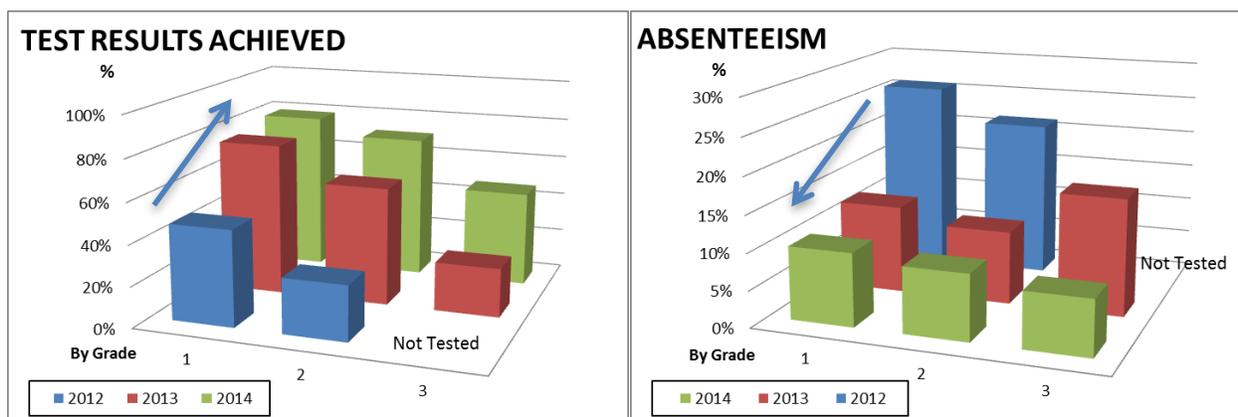
2014 has been a year of consolidation for SeeBeyondBorders with emphasis on the focus of our initiatives and the development of more sophisticated project management skills amongst the staff in Cambodia. It was determined that we conclude our project in Kampong Cham because of the remoteness of its location with reference to the centre of our operations in Battambang and instead concentrate and expand our activities around our existing hubs in Battambang and Siem Reap provinces.

A more rational structure of *Programs* and *Projects* was established to categorise our initiatives and better communicate what we do. Programs have now been segregated between our three focus areas of “Teach the Teacher”, “Better Schools”, and “Getting to School”. They encapsulate our approach, documentation and methodologies which we have developed through our experiences on the ground. Projects on the other hand, represent the specific implementation of Program work in a dedicated location for a specified period of time. Staff in Cambodia now carry specific program development responsibilities and / or project implementation responsibilities as relevant.

### TEACH THE TEACHER FOCUS AREA

By the end of the financial year, our core Teach the Teacher projects were completing their first three-year cycle in both Battambang Province (EK Phnom district) and Siem Reap Province (Puok district). These projects have involved workshops, mentoring, and the provision of teaching resources to help teachers teach more effectively. Improvements in the quality of education provided to children in their first three years of school 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 graphs below give a snapshot of what has been achieved in Ek Phnom across all of the 15 schools where we work in that district.



*Ek Phnom program results assuming absentees score zero*

*Ek Phnom attendance on day of testing*

In anticipation of the completion of this first teaching cycle, two new districts were selected during the year, being Bavel district in Battambang province and Angkor Thom district in Siem Reap province as

places to begin new projects to be led by the core Teach the Teacher Program. These districts were chosen after lengthy discussions with provincial and district offices of education as well as school principals, teachers, community leaders and members as the relevant stakeholders. While representing a substantial expansion of activities, this focus on just these four districts also represents a consolidation of our initiatives in terms of scope and geography. It further sees a specific structure around projects with dedicated timeframes and further clarity around objectives and evaluation.

These expansions have required additional staff, such that by the end of the financial year there were twelve staff, up from eight in the previous year. A highlight of the year has been to transition our staff in Cambodia to be co-facilitators in our workshops with teachers from Australia. This combination has offered both parties major learning experiences. Of our staff, six are dedicated teacher trainers with other staff members also able to assist their colleagues in workshops. Their increasing confidence and capabilities makes it possible for them to run additional workshops with low levels of support from the Australian contingent who have been vital to date in building the capacity of our staff and through them the Cambodian teachers in our programs.

### **BETTER SCHOOLS AND GETTING TO SCHOOL FOCUS AREAS**

Our expansion into additional districts was made possible in particular due to the grant awarded to SeeBeyondBorders by Aberdeen Asset Management Charitable Foundation, which is to provide funding for an integrated program between all three of our focus areas in Bavel. This grant has also allowed us to invest significantly in formalising our Programs under the category of Getting to School. We have piloted different initiatives in this focus area with various partners over the last two years, which has helped us identify where we can add value ourselves. We have determined that empowering teachers remains a key component of these programs, together with community engagement and providing a further incentive for children to come to school.

The first initiative to be formalised and introduced to the schools to run themselves has been the Sport program where we have run workshops for teachers and the community, provided equipment, and helped schools to get grades 1 to 4 having a Physical Education lesson once a week, where previously there was no such activity. We will introduce activities for grades 5 and 6 next year. The approach adopted for the Sport program will be followed in the Health program, introducing basic health teaching and practice along similar lines through 2014 – 2015. We will also relaunch a small scholarships program adopting the model used by the World Bank called Conditional Cash Payments, to help some of the very poor members of the school communities get their children going to school regularly.

### **FUNDING AND SUPPORTING OPERATIONS**

In Australia, particular focus has been placed on our approach to fundraising. Communicating our points of difference to potential donors has proven to be challenging. Our approach, as underpinned by our development philosophy requires an engagement at considerable depth in order to understand its rationale. Development issues are highly complex and solutions less than straightforward. Therefore we have developed opportunities for businesses to send teams to Cambodia to see for themselves what the problems are and what we can achieve with their support.

We are delighted to have had a number of businesses interested in sending teams to work with us for a short period in Cambodia. These teams will complement the Project teams we already have coming with the Teaching groups from Australia. Our first corporate team came from ISIS in Australia in March and helped with the refurbishment of classrooms at Prek Norin School and also animated our

sport and health activities in Ek Phnom district. The group was significantly impacted by their experience and have remained a close-knit group since coming. They expressed growth in their leadership and teamwork skills and identified their experience as contributing appreciably to their personal development. We were delighted to have them 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. My thanks also go to ISIS for both their support of what we do and for their courage in sending the first corporate group.

Staff from Aberdeen Asset Management are also scheduled to come to Cambodia in the second quarter of 2014 – 2015 on a two week program and a group from Holman Fenwick Willan are due in the third quarter. We are very much looking forward to having them in country and are extremely grateful for the support of these organisations and their staff.

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.

A handwritten signature in black ink, appearing to read 'Ed Shuttleworth'.

Edward Shuttleworth  
Chief Executive Officer

# 3. OUR PROGRAM ACTIVITIES

## OVERVIEW

At the end of the Financial Year, we had 14 staff working in Cambodia, a number that has increased further since the year end. We work in four districts split between two provinces (Battambang and Siem Reap) from three different offices. We cover 65 schools reaching over 120 villages and we currently have 363 teachers in our program who themselves teach over 12,000 children. Our direct program costs are about \$25 per child.

Our activities are now split by District within which there are specific projects that utilise our experience and learnings as embodied in our programs. This report has been compiled to reflect activities in each district.

## EK PHNOM DISTRICT - BATTAMBANG PROVINCE

Ek Phnom district is 13 kilometres north of Battambang town, the provincial capital of Battambang Province. The Core Teach the Teacher project completed its third academic year shortly after the end of the financial year. It delivered core strategies to help teachers teach more effectively, using Mathematics as the medium as presented in a series of workshops and backed up by in-classroom support through the SeeBeyondBorders mentoring program as well as relevant teaching resources.

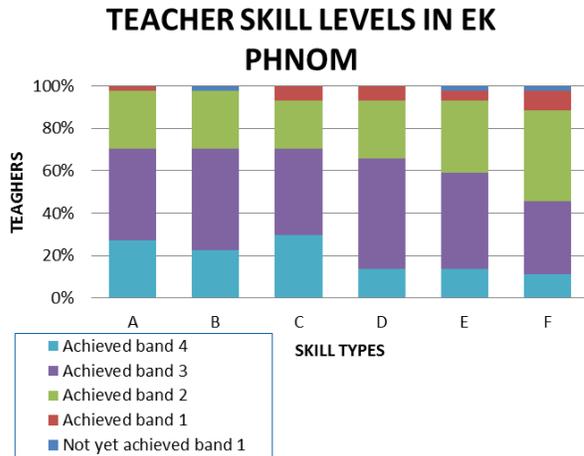
85 teachers were enrolled in this project, drawn from 15 schools. A second three-year project called a 'Transition Project' is being rolled out to the majority of these teachers in the next academic year. This project is designed to encourage teachers to take more direct responsibility for their professional development into the future, raising teachers 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 is to achieve a high level of sustainability from teachers taking responsibility for developing their own in-service professional learning.

Highlights from the year included:

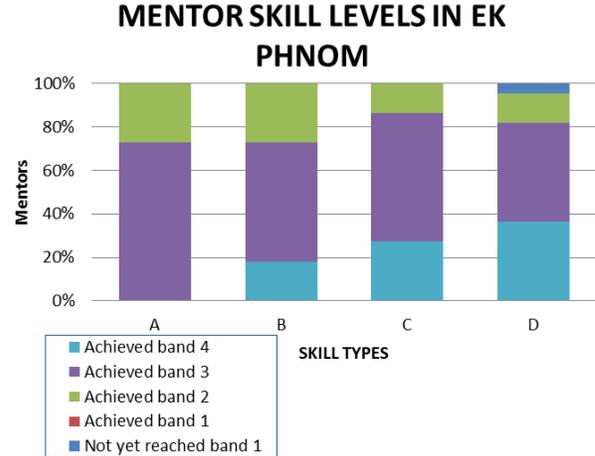
### Core Teach the Teacher project

- 1. August 2013:** 3 day workshop 'Making Lesson Plans' held in Ek Phnom for 83 teachers working with grades 1 to 3 students
- 2. Nov - June 2014:** Mentoring sessions: - This year mentors have had more confidence with providing on-going support to their teachers through observation and peer teaching strategies. Teachers have better understanding of their roles and the value of mentoring and have enjoyed working in collaboration with their mentors,
- 3. June 2014:** Evaluation of the mentors and teachers using the Mentor and Teacher Scales: The final evaluation for 2014 was conducted by SeeBeyondBorders staff on the mentors and by the mentors on their respective teachers by determining achievement on a scale graded between 0 (not yet reached band 1) and achieving at band 4 evaluating by reference to different specific skill sets.

Results achieved are illustrated in the following graph:



**45% of teachers are achieving at least at band3 and nearly 90% are at least at band 2 across all skill types**



**73% of mentors are achieving at least at band 3 & almost 100% are achieving at band 2 or better on all skill types**

- June 2014: Students Pre and Post Testing of students: - SeeBeyondBorders tested approximately 1,700 students in the 15 school where the program has been conducted, delivering the papers, supervising the exams, collecting and marking the papers.

| <b>Overall Pass including absent scores</b> |             |             |             | <b>Average score of those who attended</b> |             |             |             |
|---|-------------|-------------|-------------|--|-------------|-------------|-------------|
|   | 2011 - 2012 | 2012 - 2013 | 2013 - 2014 |  | 2011 - 2012 | 2012 - 2013 | 2013 - 2014 |
| -Grade 1                                    | 47%         | 75%         | 79%         | -Grade 1                                   | 61%         | 74%         | 75%         |
| -Grade 2                                    | 27%         | 58%         | 71%         | -Grade 2                                   | 47%         | 56%         | 63%         |
| -Grade 3                                    | Not tested  | 24%         | 47%         | -Grade 3                                   | Not tested  | 38%         | 50%         |

Note that those marked as absent scored zero.

### **Better Schools projects**

The lack of, or poor, infrastructure in target schools in this district has meant that having achieved significant engagement with these schools through the Core Teach the Teacher project, we have undertaken a number of infrastructure projects involving repair or replacement.

### **Sdey, September 2013:**

Sdey Primary school has 216 students and four teachers in the Core Teach the Teacher program. One of two buildings was built of wood with the tin roof having just recently been replaced by the community. However there was extensive termite damage to the wall planks and wall battens. SeeBeyondBorders replaced all damaged wooden material at a cost of approximately \$4,000.

### **Prek Norin**

Prek Norin is a core school and has 495 students and nine teachers in the Core Teach the Teacher program. A storm had torn off the roof of one of the school's concrete buildings in 2011 and it had become derelict with weeds growing where once there were classrooms. In partnership with the community, SeeBeyondBorders repaired the building in two phases that began in August 2013 [Phase 1: New roof and windows. Cost \$3,300.00] and February 2014 [Phase 2: Repainting and repairing walls and floors]

**Kouk Doung, July 2013: Water storage**

Kouk Doung Primary School has had problems with water for use in the toilets and for hand washing. Students had to carry the water from the pond which is several hundred metres from the school. To stop the children taking this risk, SeeBeyondBorders built a six concrete storage unit which holds 15.000 litres of water at a cost of approximately \$1,000.00.

**Sdey Leur, Jan-2014**

There are 331 students and seven teachers in the Core Teach the Teacher program. The mentors and teachers are strongly involved and have demonstrated a good level of commitment to the program. We have frequently used the school’s meeting hall for various activities. SeeBeyondBorders, together with the school and community, worked together to install the ceiling in the meeting hall; build a hand washing station and a concrete volley ball court: Total Cost approximately \$ 3,300.00

**Prek Loung, Jan-2014**

Prek Loung also demonstrated a high level of commitment to the Core Teach the Teacher program. There are 135 students at the school. SeeBeyondBorders built four concrete water storage units which can hold 10,000 litres of water, laid a concrete floor in front of the school buildings, installed a sink for hand washing, installed a gutter and finished a toilet block with two cubicles: Cost \$3,100.00



*Hand washing station at Sdey Leur*



*Basketball court at Sdey Leur*



*Water storage at Prek Loung*

**Sdey Kroum, Dec- May 2014**

Sdey Kroum primary school has a strongly committed community. A relatively small school with 110 students, they have four teachers in the Core Teach the Teacher program.

***Sdey Kroum before the project***



*The previous classroom*



*Previous toilet block*



*Students collecting water*

With very poor infrastructure, SeeBeyondBorders undertook to commence a major project. After numerous meetings to discuss plans for construction, it was determined that the following facilities would be built: i) a new concrete school building with two classrooms, ii) a new toilet with two cubicles; iii) a hand-washing station; and iv) concrete flooring surrounding the new facilities. These works cost approximately \$24,000.00 and were extensively facilitated and proactively managed by the community.

### ***Sdey Kroum after the project***



***New classrooms at Sdey Kroum***



***New hand washing station at Sdey Kroum***



***New toilets at Sdey Kroum***

We would especially like to acknowledge and thank the group of volunteers, led by Claire Summerer, that has raised over \$65,000 in support of the three schools in the Sdey Leur cluster: Sdey Leur, Sdey Kroum and Prek Loung schools.

### **Getting to School Projects**

#### ***Sport Projects***



***Sport lessons in Kouk Doung***



***Sport lessons in Prek Chdour***

**May – July 2014:** Prek Chdour and Kouk Doung Primary schools in the Prek Chdour cluster in Ek Phnom district have piloted the sport program over three months. Children in grades 2,3 and 4 had one hour of 'Sport' or physical education each week within the academic timetable. The goal is to both provide a more fun learning environment, with activities that encourage children to come to school

and also to engender greater community engagement and involve parents in the sport lessons. The two pilot programs were evaluated and modified as required in anticipation of it being rolled out to 15 schools in our programs in 2014 - 2015.

### ***Project teams***

Having project teams come to visit and engage with the communities we work with has always been a way that SeeBeyondBorders has instilled a sense of fun and support in the work we do to encourage local communities to be involved with their schools. Visitors generously give of their time and money to work alongside local parents, teachers, and community or educational leaders, to help build their sense of dignity and capacity to help themselves. There has been a steady increase in the number of westerners coming to work with us and some examples of what they have been involved with are as follows.

- Concreting the volleyball court at Sdey Kroum Primary School.
- Concreting at classroom floor at Koa Money Pisey Primary School.
- Concreting the approach ways to the buildings at Prek Loung Primary School.
- Painting buildings at Prek Norin Primary School.
- Conducting hand washing and teeth cleaning demonstrations at Prek Loung Primary School.
- Conducting health workshops at Prek Chdor primary school
- Pilot sports programs at Prek Chdor Primary school.
- Sport and Art carnivals at Sdey Kroum Primary school.



*Hand washing demonstration*



*Loading the concrete mixer*



*Repairing floors*

### **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.

Thanks to a grant provided by Aberdeen Asset Management Charitable Foundation, SeeBeyondBorders was able to begin an initial three-year project in this district. The project will work with 100 teachers who teach approximately 3,800 students (of whom 46% [or about 1,800] are girls) in grades 1 to 3. Called “Children Empowered by Education” the project’s primary objectives are to improve the quality of education in the 16 selected schools in the district, and also to increase the attendance levels of children in grades 1 to 3 in these schools by drawing on all three of SeeBeyondBorders’ focus areas.

During the first six months we selected the district, the schools, and the teachers with extensive stakeholder consultation. This period was referred to as 'scoping' and 'data gathering'. Implementation then began in January (principally of the Core Teach the Teacher aspect of the project).

To date the project has successfully set up an office, recruited suitable staff, established key relationships and commenced a comprehensive data gathering exercise. The Teach the Teacher and Better Schools aspects of the project have also commenced and are progressing according to the budgeted time lines. Agreement as to final documentation and the time taken to secure proactive community engagement has meant that certain aspects of the Getting to School focus area have had to be rescheduled. In other respects the project is on time.

Face-to-face training programs as run during the year, included two workshops for all 100 teachers and mentors (one of 4 days and one of 3), a 3-day 'mentor training' workshop, and a 3-day 'school development planning' workshop with 83 participants. The data gathering exercise has ensured that suitable information has been collated that represent the baselines against which future evaluations will be conducted.

The Teach the Teacher program commenced with teacher and mentor workshops on 'addition' and 'subtraction', delivered by Australian teachers and SeeBeyondBorders staff in January at which time teachers were also provided with their own teaching resources and a large storage box for use in their own classroom. The Cambodian team followed up with 'mentor training' and 'peer-to-peer mentoring' workshops to encourage the exchange of expertise and promote more 'child friendly' teaching methods.



*January teacher workshops*



*In the classroom*



*Resource boxes*

A needs analysis and selection criteria were developed for the sport, health, and conditional cash payment (CCP), components of the Getting to School program. In addition, baseline data has been collected, a 3-day workshop conducted, a community consultation process begun, and the selection criteria piloted and modified. The success of the program will depend upon careful selection, and ongoing monitoring and evaluation.

Work on the Better Schools program has focused on identifying and prioritizing schools where small infrastructure projects (such as toilets or hand washing stations), are needed to underpin other aspects of our work.

We are looking forward to having a staff team from Aberdeen Asset Management come and participate in some of the construction projects and help build relationships with the communities and schools by their presence in Cambodia and active involvement in what we do.

## PUOK DISTRICT - SIEM REAP PROVINCE

Puok is a rural district located in the north-west of Siem Reap province, Cambodia. SeeBeyondBorders has been implementing the Core Teach the Teacher program in 17 schools here since 2010. This has been the final year for the project with many of the teachers who have participated to date being included in the 'Puok Transition project' to be started in 2014 – 15 in line with the Ek Phnom Transition project to be launched in Ek Phnom district at the same time.

'Teach the Teacher' has been and will continue to be the major focus area in Puok . In the academic year 2013-2014, we worked with 55 teachers who teach proximately 3,000 students in Grades 1-3. They are drawn from 17 schools with a further 32 teachers and 2,500 students in Grades 4-6 in the same schools benefiting indirectly through sharing of professional development experiences.

The three-year mentoring component of the project has been completed with mentors and teachers demonstrating significant improvement in their knowledge and practices. Mentors can provide constructive feedback to their mentee teachers and teachers report better understanding of how to teach using positive methods, resources and a variety of classroom activities.

About 50% of the mentors and teachers are ready to share their experiences with other teachers in their own schools while the rest still require further support from SeeBeyondBorders staff. It has been more difficult to work in Puok because of the number of NGOs also trying to assist schools and the consequential confusion of priorities. Further, it has not been until this year that we have been able to identify an excellent Provincial coordinator who has been able to make outstanding improvements during the year.

Workshops conducted in the year were:

- **Breaking down the concepts:** July. 2013 (4 days) for 18 mentors and 42 teachers conducted by SeeBeyondBorders staff and animated by Australian teachers
- **Writing lesson plans and completing the evaluation scales:** August 2013 (3 days) for 15 mentors and 38 teachers conducted by SeeBeyondBorders staff
- **Using resources:** September 2013 (4 days) for 17 mentors and 42 teachers conducted by SeeBeyondBorders staff and animated by Australian teachers

To specifically evaluate the project's progress, mentors and teachers were assessed against our standard scales twice during the year, first in August 2013 and later in June 2014. The results demonstrated an increase in mentor and teachers' abilities, with 54% of the participating mentors and teachers achieving at least at band 2 of the formal evaluation scales.

Student testing was completed in June 2014 to identify specific areas in which students need more help and reinforcement from their teachers. These test results showed a pass rate of 80% in Grade 1 (similar to Ek Phnom). However, student's results in Grade 2 and 3 were not as successful. This is due in part to the time of testing and other contributing social factors as children get older. Teachers were provided with feedback from test results and strategies for achieving the necessary improvements. Monthly meetings with mentors were also held to share experiences between them and SeeBeyondBorders staff.

Besides the workshops, three additional initiatives were conducted by Australian project teams. They modeled health care practices to children and the community, and helped the local community improve their school infrastructure.

- In September 2013 with collaboration of Australian volunteers and the community people, we assisted three schools by painting walls of school buildings and in January 2014 we painted a further three schools and improved the gardens.
- The project teams also demonstrated health care practices in two schools, Peam and Prasat Char Schools. Around 110 students, and some parents, attended each event. We aim to help community people realize the importance of cleaning teeth and hands in their daily life.

Through involvement with the Australian project team, more community people participated at schools and helped improve their children's schools.

### **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 poor soil conditions in particular, although the school infrastructure belies this due to the support they have had with physical structures from visiting tourists and NGOs.

Our Angkor Thom project started in December 2013 following a one-month feasibility study. Its primary objectives are to improve the quality of education and increase the attendance levels of children in grades 1 to 3 in the 19 selected schools. The project encompasses activities from two of SeeBeyondBorders' focus areas (Teach the Teacher and Getting to School respectively), and will entail working directly with 98 teachers from grades 1 to 3 who teach approximately 3,500 students in Grades 1-3, and also indirectly with a further 51 teachers and 1,400 students in the same schools enrolled in grades 4-6.

The Core Teach the Teacher component of the project commenced with teacher and mentor workshops in addition and subtraction, delivered by SeeBeyondBorders staff and animated by Australian teachers visiting in January on a two-week program. The Cambodian team followed up with 'mentor training' and 'peer-to-peer mentoring' workshops to encourage the exchange of expertise and promote more 'child friendly' teaching methods.

Face-to-face training programs run during the year included four workshops: two workshops for all 98 teachers and mentors (one of 4 days and one of 3); a 3-day 'mentor training' workshop; and a 3-day community 'school development planning' workshop with 87 participants of whom 44 were from the community.

Workshops were delivered by SeeBeyondBorders staff and in two cases were animated by visiting groups of Australian teachers – a role we see as essential to encourage local teachers working in very difficult circumstances. Based on our observation and feedbacks from participants, all workshops delivered by SeeBeyondBorders were highly appreciated. They enjoyed learning from Australia teachers how to interact positively with students when teaching and how to teach maths lessons using the resources provided in May, following the orientation workshops on how to use them.

Student testings were completed twice, first in February and then again in June 2014, to identify

specific areas in which students need more help and reinforcement from their teachers. Teachers were provided with feedback from test results and strategies for addressing necessary areas for key improvement.

We are particularly pleased to note the building of relationship between mentors and mentee teachers, who have begun to value positive discussion between them, recognising how it builds their own professional understanding. Mentee teachers have welcomed their mentors' visits and feedback.

The poverty of the people in these communities and the difficulties in finding reliable and capable staff members are significant challenges to the project. According to data released by the District Hall and District Office of Education in Angkor Thom, about 40% of the families live under the poverty line according to 2013 data. Parents often neglect education for their children which results in a high rate of absenteeism. School development and conditional cash payment programs should begin to address these issues but these will not happen unless we are able to employ more staff with the relevant qualifications and commitment.

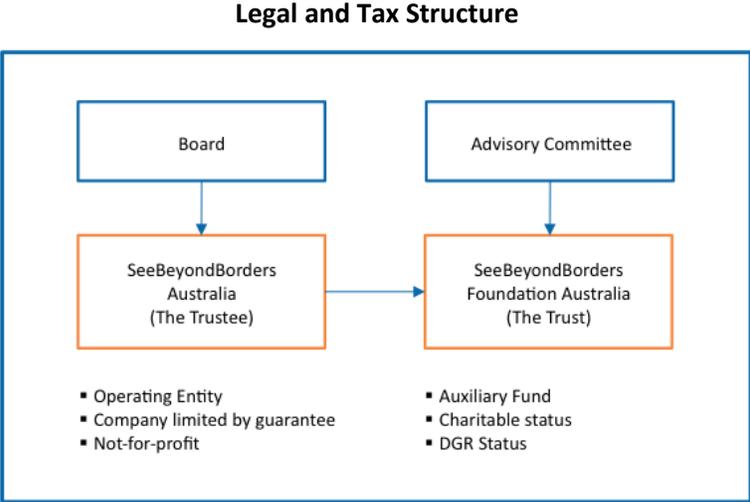
## **CONCLUSION**

Seeing the work we do on our projects actually having a positive impact, is enormously encouraging as too is having those from Western backgrounds and lifestyles come to work with us. There is clearly a huge amount to do, but the fact that we see positive changes and enthusiastic engagement is motivation enough to try to do more. With help and generosity from donors we can together achieve a great deal to help people lead lives of dignity.

# 4. FINANCIAL INFORMATION

## i. Financial Structure (Australia)

SeeBeyondBorders Australia is governed by a Board of Directors (David Armstrong, Priscilla Chang, and Kate Shuttleworth), and an Advisory Committee, augmented by transient members recruited for their professional expertise according to SeeBeyondBorders’ project and organisational needs. Donations are made to the Foundation which pays management fees to SeeBeyondBorders Australia, a company limited by guarantee, which employs staff and pays expenses.



We operate in Cambodia through our company SeeBeyondBorders Cambodia and raise money in the UK through our UK organisation SeeBeyondBorders UK.

## ii. Financial Performance and Planning

We continue to be supported by our founding benefactor, whose generous donation covers our administration costs each year. We are developing meaningful partnerships within the corporate sector and have again been supported by ISIS and a continued commitment from the Aberdeen Asset Management Charitable Foundation. These funds 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. The Sdey Leur project team produced a successful cookbook with sales of \$55,374 and profits of over \$30,000 to date.

In 2014-2015 we have forecast that our donations will increase to \$456,060 in Australia and that our global donations will increase by 21% to over \$650,000.

| Summary of Donations | 2014<br>\$     | 2013<br>\$     |
|----------------------|----------------|----------------|
| Individuals          | 200,746        | 258,744        |
| Corporate            | 61,965         | 77,380         |
| Schools              | 2,169          | 9,620          |
| Trip participants    | 59,852         | 35,560         |
| Other                | 5,850          | 9,409          |
| <b>Total</b>         | <b>330,582</b> | <b>390,713</b> |

Staff costs have increased from \$133,578 last year to \$179,823 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               | 2014         | 2013         |
|-------------------------------|--------------|--------------|
| Program                       | 4,605        | 4,244        |
| Administration                | 1,419        | 987          |
| Fundraising and Communication | 903          | 603          |
| Community Education           | 107          | 149          |
| <b>TOTAL</b>                  | <b>7,033</b> | <b>5,982</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>Zurich</b>           | Hosting Business Briefing Lunch |
| <b>Tyssen Design</b>    | Website design and support      |

During 2013 -14 we have developed our program offerings so that in 2014-15 we will be offering more diverse programs in more schools across our 4 key districts.

In 2014-15 Teach the Teacher Programs will be operating in 56 schools across Cambodia. These will run in conjunction with our Getting to schools programs that will include a new Health Program, Sport Program and Community Cash payments and will be starting in 40 schools. We will continue to improve facilities in the Better schools programs and will pilot our Schools development planning programs in 4 Schools.

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 2014 and with our contracted donations and improved fundraising team we are looking to have stabilized this for the forthcoming years. We are improving financial management and updating our accounting systems by changing to a cloud based global Accounting Platform.

### iii. Summary Financial Statements

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 2014

|                                      | SBBA<br>2014<br>\$ | SBB Fdn<br>2014<br>\$ | SBBA<br>2013<br>\$ | SBB Fdn<br>2013<br>\$ |
|--------------------------------------|--------------------|-----------------------|--------------------|-----------------------|
| <b>ASSETS</b>                        |                    |                       |                    |                       |
| <b>Current Assets</b>                |                    |                       |                    |                       |
| Cash and cash equivalents            | 5,805              | 213,974               | 7,062              | 317,238               |
| Trade and other receivables          | 12,502             | 8,997                 | 1,270              | 3,680                 |
| Other financial assets               | 8,285              |                       | 6,723              |                       |
| <b>Total Current assets</b>          | <b>26,592</b>      | <b>222,971</b>        | <b>15,055</b>      | <b>320,918</b>        |
| <b>Non Current Assets</b>            |                    |                       |                    |                       |
| Property, plant and equipment        | 1,846              |                       | 2,657              |                       |
| Intangibles                          |                    |                       | 2,413              |                       |
| Other non-current assets             | 3,583              |                       | 3,583              |                       |
| <b>Total Non Current assets</b>      | <b>5,429</b>       |                       | <b>8,653</b>       |                       |
| <b>TOTAL ASSETS</b>                  | <b>32,021</b>      | <b>222,971</b>        | <b>23,708</b>      | <b>320,918</b>        |
| <b>LIABILITIES</b>                   |                    |                       |                    |                       |
| <b>Current Liabilities</b>           |                    |                       |                    |                       |
| Trade and other payables             | 15,430             | 9,856                 | 18,991             | 108                   |
| Provisions                           | 13,623             |                       | 13,131             |                       |
| <b>Total Current Liabilities</b>     | <b>29,053</b>      | <b>9,856</b>          | <b>32,122</b>      | <b>108</b>            |
| <b>Non Current Liabilities</b>       |                    |                       |                    |                       |
| Borrowings                           | 500                |                       | 500                |                       |
| <b>Total Non Current Liabilities</b> | <b>500</b>         |                       | <b>500</b>         |                       |
| <b>TOTAL LIABILITIES</b>             | <b>29,553</b>      | <b>9,856</b>          | <b>32,622</b>      | <b>108</b>            |
| <b>NET ASSETS</b>                    | <b>2,468</b>       | <b>213,115</b>        | <b>(8,914)</b>     | <b>320,810</b>        |
| <b>EQUITY</b>                        |                    |                       |                    |                       |
| Reserves                             |                    | 200                   | 0                  | 200                   |
| Retained Earnings                    | 2,468              | 212,915               | (8,914)            | 320,610               |
| <b>TOTAL EQUITY</b>                  | <b>2,468</b>       | <b>213,115</b>        | <b>(8,914)</b>     | <b>320,810</b>        |

## INCOME STATEMENT FOR THE YEAR ENDED 30 JUNE 2014

|   | SBBA<br>2014<br>\$ | SBB Fdn<br>2014<br>\$ | SBBA<br>2013<br>\$ | SBB Fdn<br>2013<br>\$ |
|---|--------------------|-----------------------|--------------------|-----------------------|
| Donations and Gifts   |                    |                       |                    |                       |
| Monetary  |                    | 330,582               |                    | 393,423               |
| Non-Monetary  | 210,990            |                       | 179,460            |                       |
| Bequests and Legacies   |                    |                       |                    |                       |
| Grants  |                    |                       |                    |                       |
| AusAID  |                    |                       |                    |                       |
| Other Australian  |                    |                       | 2,650              |                       |
| Other overseas  |                    |                       |                    |                       |
| Investment Income   |                    | 3,115                 |                    | 4,350                 |
| Other Income  |                    |                       |                    |                       |
| Program fees  | 46,050             |                       | 17,450             |                       |
| Management fees   | 239,535            |                       | 250,870            |                       |
| Miscellaneous Income  | 65,335             | 17,597                | 1,024              | 16,481                |
| Revenue for International Political or Religious Adherence Promotion Programs |                    |                       |                    |                       |
| <b>TOTAL REVENUE</b>  | <b>561,910</b>     | <b>351,294</b>        | <b>451,454</b>     | <b>414,254</b>        |
| International Aid and Development Programs                                    |                    |                       |                    |                       |
| International programs  |                    |                       |                    |                       |
| Funds to international programs   | 67,550             | 215,000               | 46,779             | 145,000               |
| Program support costs   | 65,303             |                       | 50,685             |                       |
| Community Education   | 16,474             |                       | 18,021             |                       |
| Fundraising costs   |                    |                       |                    |                       |
| Public  | 112,505            | 4,454                 | 66,337             | 1,974                 |
| Government, multilateral and private  | 6,569              |                       |                    |                       |
| Accountability and Administration   | 71,137             |                       | 87,490             |                       |
| Management fees   |                    | 239,535               |                    | 250,870               |
| Non-monetary Expenditure  | 210,990            |                       | 179,460            |                       |
| Total International Aid and Development Programs Expenditure                  | 550,528            | 458,989               | 448,772            | 397,844               |
| International Political or Religious Adherence Promotion Programs Expenditure |                    |                       |                    |                       |
| <b>TOTAL EXPENDITURE</b>  | <b>550,528</b>     | <b>458,989</b>        | <b>448,772</b>     | <b>397,844</b>        |
| <b>EXCESS/(SHORTFALL) OF REVENUE OVER EXPENDITURE</b>                         | <b>11,382</b>      | <b>(107,695)</b>      | <b>2,682</b>       | <b>16,410</b>         |

Management fees between SBBA and SBBFA

## STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2014

| SeeBeyondBorders Foundation Australia  | Settled Sum | Retained Earnings | Total          |
|--|-------------|-------------------|----------------|
|  | \$          | \$                | \$             |
| <b>Balance at 1 July 2012</b>  | 200         | 304,200           | 304,400        |
| Profit(loss) attributable to members of the company                            |             | 16,410            | 16,410         |
| Total comprehensive income for the year attributable to members of the company |             | 16,410            | 16,410         |
| <b>Balance at 30 June 2013</b>   | 200         | 320,610           | 320,810        |
| <b>Balance at 1 July 2013</b>  | 200         | 320,610           | 320,810        |
| Profit(loss) attributable to members of the company                            |             | (107,695)         | (107,695)      |
| Total comprehensive income for the year attributable to members of the company |             | (107,695)         | (107,695)      |
| <b>Balance at 30 June 2014</b>   | <b>200</b>  | <b>212,915</b>    | <b>213,115</b> |

| SeeBeyondBorders Australia   | Share Capital | Retained Earnings | Total        |
|--|---------------|-------------------|--------------|
|  | \$            | \$                | \$           |
| <b>Balance at 1 July 2012</b>  |               | (11,596)          | (11,596)     |
| Profit(loss) attributable to members of the company                            |               | 2,682             | 2,682        |
| Total comprehensive income for the year attributable to members of the company |               | 2,682             | 2,682        |
| <b>Balance at 30 June 2013</b>   |               | (8,914)           | (8,914)      |
| <b>Balance at 1 July 2013</b>  |               | (8,914)           | (8,914)      |
| Profit(loss) attributable to members of the company                            |               | 11,382            | 11,382       |
| Total comprehensive income for the year attributable to members of the company |               | 11,382            | 11,382       |
| <b>Balance at 30 June 2014</b>   |               | <b>2,468</b>      | <b>2,468</b> |

## TABLE OF CASH MOVEMENTS FOR DESIGNATED PURPOSES FOR THE YEAR ENDED 30 JUNE 2013

|                           | Cash available at beginning of financial year | Cash raised during financial year | Cash disbursed during financial year | Cash available at end of financial year |
|---------------------------|---|-----------------------------------|--------------------------------------|---|
|                           | \$  | \$                                | \$                                   | \$                                      |
| Teach the Teacher program |   | 43,161                            | 35,208                               | 7,953                                   |
| General                   | 317,238                                       | 287,421                           | 398,638                              | 206,021                                 |
| <b>TOTAL</b>              | <b>317,238</b>                                | <b>330,582</b>                    | <b>433,846</b>                       | <b>213,974</b>                          |



**PITCHER PARTNERS**  
ACCOUNTANTS AUDITORS & ADVISORS

Level 22 MLC Centre  
19 Martin Place  
Sydney NSW 2000  
Australia

Postal Address:  
GPO Box 1615  
Sydney NSW 2001  
Australia

Tel: +61 2 9221 2099  
Fax: +61 2 9223 1762

www.pitcher.com.au  
partners@pitcher-nsw.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 2014;
- Table of Cash Movements for Designated Purposes for the year ended 30 June 2014;
- Summary Statement of Financial Position as at 30 June 2014; and
- Statement of Changes in Equity for the year ended 30 June 2014.

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  
21 November 2014

PITCHER PARTNERS  
SYDNEY

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INTERNATIONAL

#### 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 31 January 2014.

#### SeeBeyondBorders UK

##### Statement of Financial Activities for the period ended 31 January 2014

|                                    | 2014                  | 2014                | 2014          | 2012                  |
|------------------------------------|-----------------------|---------------------|---------------|-----------------------|
|                                    | Unrestricted<br>Funds | Restricted<br>Funds | Total         | Unrestricted<br>Funds |
|                                    | £                     | £                   | £             | £                     |
| <b>Incoming Resources</b>          |                       |                     |               |                       |
| Donations                          | 36,253                | 18,363              | 54,616        | 12,000                |
| Investment income                  |                       |                     |               | 4                     |
| <b>Total Incoming Resources</b>    | <u>36,253</u>         | <u>18,363</u>       | <u>54,616</u> | <u>12,004</u>         |
| <b>Resources Expended</b>          |                       |                     |               |                       |
| SeebeyondBorders<br>Cambodia       | 25,000                |                     | 25,000        |                       |
| Governance costs                   | 1,022                 |                     | 1,022         | 3,727                 |
| Exchange loss                      |                       | 2,157               | 2,157         |                       |
| <b>Total Resources Expended</b>    | <u>26,022</u>         | <u>2,157</u>        | <u>28,179</u> | <u>3,727</u>          |
| <b>Net incoming resources</b>      | <u>10,231</u>         | <u>16,206</u>       | <u>26,437</u> | <u>8,277</u>          |
| Funds brought forward              | 8,278                 |                     | 8,278         |                       |
| <b>Total funds carried forward</b> | <u>18,509</u>         | <u>16,206</u>       | <u>34,715</u> | <u>8,277</u>          |

**SeeBeyondBorders UK**  
**Balance Sheet as at 31 January 2014**

|                          | 2014                  | 2014                | 2014          | 2012                  |
|--------------------------|-----------------------|---------------------|---------------|-----------------------|
|                          | Unrestricted<br>Funds | Restricted<br>Funds | Total         | Unrestricted<br>Funds |
|                          | £                     | £                   | £             | £                     |
| Fixed Assets             |                       |                     |               |                       |
| Current Assets           |                       |                     |               |                       |
| Cash at bank and in hand | 13,472                | 16,206              | 29,678        | 8,277                 |
| Debtors                  | 6,253                 |                     | 6,253         |                       |
| Creditors                | ( 670 )               |                     | ( 670 )       |                       |
| Intercompany balance     | ( 546 )               |                     | ( 546 )       |                       |
| <b>Net Assets</b>        | <b>18,509</b>         | <b>16,206</b>       | <b>34,715</b> | <b>8,277</b>          |
| Funds of the charity     |                       |                     |               |                       |
| Unrestricted funds       | 18,509                |                     | 18,509        | 8,277                 |
| Restricted income funds  |                       | 16,206              | 16,206        |                       |
| Endowment funds          |                       |                     |               |                       |
| <b>Total Funds</b>       | <b>18,509</b>         | <b>16,206</b>       | <b>34,715</b> | <b>8,277</b>          |

For the year ending 31.01.2014 the company was entitled to exemption from audit under section 477 of the UK Companies Act 2006 relating to small companies.

# 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 continues to hold other community based committee memberships as well as having previous involvement on various panels including the ICAA.



### Priscilla Chang

Priscilla is a Primary school teacher (B Ed. Primary) and has worked in education since 1990. She has worked in the NSW Government system in Western Sydney and the Catholic system in the Diocese of Sydney and Broken Bay. Currently, Priscilla is also teaching English to Sudanese refugee women at Homebush. She became involved with SeeBeyondBorders through her work colleague Kate Shuttleworth, one of the co-founders of SeeBeyondBorders. 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. 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. She also works part-time in a Catholic primary school in Sydney. Kate qualified as a Registered Nurse in the UK in 1982, and then, as a mature age student went on to retrain 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.

## 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.

### 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.

#### Sarah Dunstan

Sarah has nearly ten years of corporate strategy experience, working for some of Australia's biggest companies including Qantas and Westpac. She specialises in helping companies to set and achieve their long-term objectives, such as identifying opportunities for growth or improving profitability. Sarah holds a Masters of Business Administration with the Australian Graduate School of Management. She has been involved with SeeBeyondBorders since 2011, contributing a relentless focus on the 'bigger picture', as well as staying true to our vision, mission and goals.

## 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.

# 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)**

**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.

## 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:

**P** 02 9960 7077

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

# 7. CONTACT US

## i. SeeBeyondBorders Australia

For further information about SeeBeyondBorders, initial enquiries should be directed to our Administration Manager, Jo Forbes:

**T** 02 9960 7077

**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

## ii. Complaints

SeeBeyondBorders has a process for handling any complaints about the organisation. In the first instance, please direct your complaint to Jo Forbes on 02 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 our below online communities 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](https://twitter.com/seebeyondborder)



[pinterest.com/SeeBeyondBorder](https://pinterest.com/SeeBeyondBorder)



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

**Photography Acknowledgement:** SeeBeyondBorders would like to thank and acknowledge the photography of Markus Summerer, which is on the cover of this Annual Report.