

# See Beyond Borders

CHANGE BEGINS WITH EDUCATION



SeeBeyondBorders UK  
ANNUAL REPORT 2020 - 2021

SeeBeyondBorders



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## SeeBeyondBorders CEO

As I write to welcome you to our 2021 Annual Report and after more than a year and a half, the pandemic continues to threaten many parts of the world. New lockdowns are being introduced in Europe which, together with many other issues, are polarising societies and bringing people out to demonstrate and clash with authorities in the streets. The weight of the grief caused by COVID-19 has changed all our realities in ways that may take a long time to rebalance and refocus outwards again.

With politicians scrambling to inject a sense of enthusiasm and restart their economies, the price of lives lost remains to be counted. In education terms, schools in Cambodia have been shut for 55 school weeks since March 2020, with almost all of the current academic year being lost. Children there are now beginning to return to school with 80% of the population fully vaccinated and a boosters program well underway. Children down to the age of 5 have been vaccinated and in general, there are no restrictions remaining in the country. Tourism is being encouraged again with visitors no longer required to quarantine. Hopefully this optimism is well placed.

While some of our staff and members of their families in Cambodia have been infected with the virus, all have thankfully made a good recovery. As reported last year, foreshadowing a drop in funding, we cut back our programs

## WELCOME from...

in 2020 to focus on Ek Phnom district in Battambang, to invest in a new Educational Changemakers program, and to develop materials and tools for teachers to access online including resources they can project onto screens in their classrooms within an Educational Technology program. Much time has been spent in supporting our team to work from home and develop systems and processes internally as well as for use in schools and with teachers when we can interact freely with them again.

The current school year will end in December and the new school year will begin in January 2022. This is as we had worked towards, anticipating that assessing what learning students have retained and what lessons will be appropriate once schools restart, will be beyond many teachers' current capacity. Reports of parents not sending their kindergarten aged children back to private schools because of incidents of their food being stolen is heartbreaking and it is not clear which children will actually re-enrol. We are anticipating having to spend considerable time with communities to rebuild their faith in education as a pathway to a better future for their children and their families.

On a more positive note, while the pandemic has challenged our internal as well as external communications, we have been able to bind together as a team and to demonstrate to each other that we are drawn to work together not least because of the respect shown to each person as a member of a team, a perspective we hope to build on with our engagement externally too. We have reflected extensively on how to make what we do sustainable beyond our own team, recognising the importance of developing mindsets as well as skill sets. Teachers are going to need a great deal of moral as well as practical support to get through the coming months and probably years to redress the profoundly backward step children will have suffered in their development and we look forward to re-emerging with a renewed sense of purpose.

This year both SeeBeyondBorders Australia and SeeBeyondBorders Ireland, now a fully registered charity, are producing their own annual reports.

We are also in the process of establishing a separate Cambodian entity with its own Board as we aim to make a positive contribution to the process of decolonising aid and embodying the concept of subsidiarity in part at least through a restructure. This process will not be a quick fix as we continue to support and build local capacities, but the addition of a separate legal entity to the existing structure in Cambodia will give greater local ownership to a local organisation that is already effectively the implementing partner for all donor countries. There are challenges ahead in this regard as we take purposeful steps towards empowering Cambodians further to define their own destinies.

None of this is possible without your help and without support from the UK Government through FCDO funding, a link we hope to continue to strengthen. We recognise the challenges faced by all our supporters at home and thank them for their faith in our ability to continue to bring an international flavour to their contributions towards a more resilient and equitable region. Lastly, a very special thank you to all of our team in every country for your courage in these challenging times and for your faith in our ability, together, to contribute to something meaningful and sustainable that will enhance the lives of our beneficiaries.

**Edward Shuttleworth**  
CEO

## COUNTRY MANAGER CAMBODIA



By the time I write this, schools in Cambodia have been closed for 55 weeks as a result of COVID-19. Our annual student assessment results indicate significant learning loss compared to the year prior to the pandemic. The country has been striving to provide online learning but research shows the impact of online learning is minimal as access to devices and internet connectivity are barriers for most, especially those in rural areas.

At SeeBeyondBorders, COVID-19 related social restrictions have disrupted our programme delivery in many ways. However it has proved to be an appropriate time for us to assess the effectiveness of our programmes within this new context and prepare for the future. We have talked to various stakeholders, from school communities to the Ministry of Education so that we can better understand their goals and needs. We attended consultations with educational NGO networks at provincial and national level to share what we have learned about the impact of COVID-19 school closures on learning outcomes. These outreaches have provided us insights that have helped us to further strengthen the quality of our resources by tailoring them to have the greatest impact for the future.

I am pleased to say that we are now ready to assist teachers within the recovery context when schools reopen as normal in January 2022. We have resources, both printed and digital, to enable teachers to assess students and we are prepared to support teachers so that they can provide learning acceleration for children in the up-coming year. The huge amount of work completed in the last year could not be achieved without the much valued support from donors and the tireless efforts of SeeBeyondBorders' teams across the globe. Thank you all very much.

**Pheung Pov**  
Country Manager Cambodia

## CHAIR OF UK TRUSTEES



It is difficult to summarise the last year without using words that have been used so often by the world's media: challenging, extraordinary, unprecedented and difficult. Our small team at SeeBeyondBorders UK have found it increasingly challenging to be heard through the clamour of the many other charities seeking funding for worthy causes. Trusts and foundations have received more applications than ever before and have had to make extremely difficult decisions when selecting grant recipients. Many have turned their focus on the increasing needs in the UK as a result of the pandemic making fundraising for educational projects in Cambodia more difficult. Our team are resilient and rose to the challenge, securing our first ever Small Charities Challenge Fund grant from the UK Government's Foreign, Commonwealth and Development Office to fund our embedding mentoring project which started in December 2020. Our team secured the match funding requirement

from the Marr Munning Trust resulting in the project being fully funded.

For those funders ([listed on page 28](#)), and our small band of loyal individual donors, who were able to support, or continue to support, Cambodian childrens' futures, we thank you.

We are delighted to have welcomed three new trustees to our Board in the last year. Emma Bakhle, James Neill and April Yee have provided additional experience, alternative viewpoints and a renewed energy to the Board and I would like to thank them all for joining us. At the same time my fellow trustees, and small staff team, deserve enormous credit for the work they have done over the last 12 months and I thank them for the initiative they have shown and the support they have provided the charity. As I handover to a new chair of trustees I would like to thank them for the support they have offered me in that role.

**Andrew Studd**  
Chair of UK Trustees

changemaker

support

COVID recovery

mindset

SDGs

impact

strengthen

partnership

opportunities

# ABOUT SeeBeyondBorders



SeeBeyondBorders delivers access to quality teaching and learning in Cambodian primary schools. We are a UNESCO award-winning organisation that provides school teachers with quality, in-service professional development, supported by ongoing mentoring.

Over the past twelve years, we have been implementing UN Sustainable Development Goal 4: Quality Education through our Quality Teaching focus area. Additionally, we have two other focus areas: Community Engagement and Systemic Capability. These recognise the importance of engaging local communities and government, to generate sustainable change.

# vision

A generation of Cambodian school children empowered by education.

# mission

SeeBeyondBorders provides access to quality teaching and learning at school.



CHARITY COMMISSION  
FOR ENGLAND AND WALES

# values



SeeBeyondBorders is supported with UK aid from the UK government, through the Small Charities Challenge Fund.

## Changemaker

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



## Competency

All of our Programmes are supported by knowledge and experience. Our team is made up of well trained professionals, who approach tasks with competency and skill.



## Integrity

We are always transparent and view mistakes as opportunities to learn. We always strive to be honest and to ensure that it is our shared vision alone that drives our work.



## Courage

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



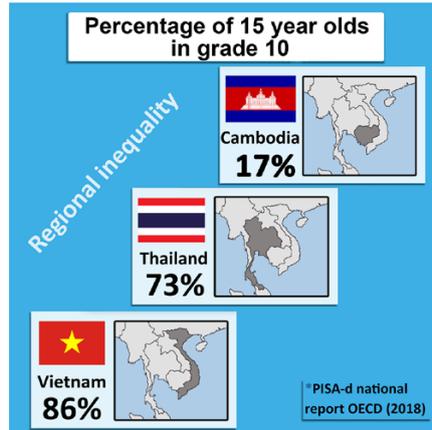
## Respect

Our actions are always founded on respect - for the teachers, children, and community members we work with, our fellow team members and for our donors and supporters.

# the CHALLENGE

90%

of teachers were killed during the Khmer Rouge Regime<sup>(1)</sup>



Today less than

3%

of children reach minimum standards<sup>(3)</sup>

96%

of university students were killed during the Khmer Rouge Regime<sup>(2)</sup>

4.8

Mean years of schooling<sup>(4)</sup>

55

weeks of school closures due to COVID-19<sup>(5)</sup>

Source: <sup>(1)</sup>BBC 2015 <sup>(2)</sup>The World Bank 2008 <sup>(3)</sup>Findings from Cambodia's experience in PISA for Development - PISA D Report 2018 <sup>(4)</sup>United Nations Development Programme 2018 <sup>(5)</sup>UNESCO - Duration of school closures due to COVID-19

## COVID-19 impact



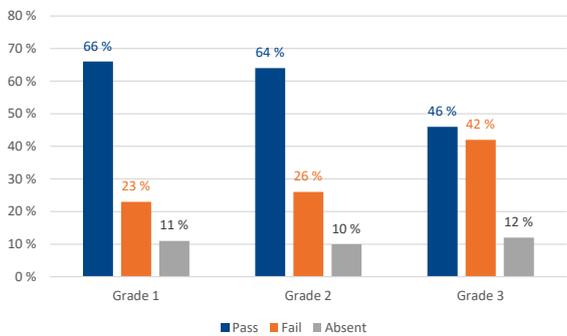
Schools in Cambodia have been closed for a total of 55 weeks between March 2020 and November 2021 due to COVID-19 closures, with schools reopening intermittently several times during this period. Additionally, schools in Ek Phnom, Battambang province suffered further closures in October 2020 due to extensive flooding.

While schools were closed, the vast majority of children in Cambodia had no access to online learning and were effectively not in education. Students have missed a significant amount of learning arising from the pandemic and there is now a widespread concern that dropout rates will rise from the impact of COVID-19.

# TEST RESULTS during COVID-19

## MATHS

**Maths Test Results January 2021**



When schools reopened in January 2021, we were able to conduct maths testing that had been postponed due to school closures. 4,650 children from 38 schools in Siem Reap province and 5,560 children at 43 schools in Battambang province were tested. 1,225 children in total were absent from the test. The test result showed a decrease in pass rates when compared to the year before, which is disappointing but not surprising given the disruption to the school year with COVID-19 closures and resulting in missed learning. After our staff analysed the results and areas of knowledge of students, feedback was given to the teachers detailing what the students performed well on and what they will need to revisit. When teachers have an understanding of the gaps in learning for the children in their class, they are able to tackle this at an individual level before progressing with the curriculum.

**11,435**

children

**261**

teachers

**129**

mentors

**81**

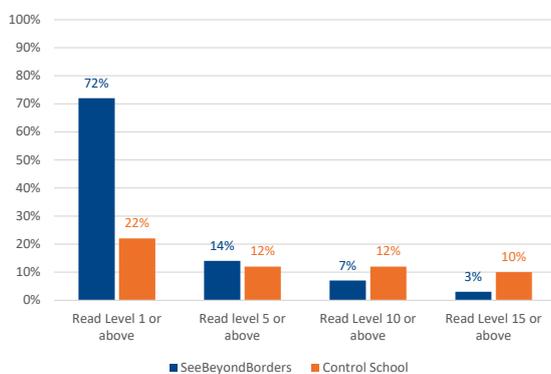
schools

## LITERACY

Testing in literacy was also conducted in January 2021, for children in grades 1 - 3 within our literacy programme. Testing in control schools was carried out for comparison. The test covered different topics such as text orientation, letter knowledge, vowel knowledge, sub consonant, blend identification, listening, initial sounds, and familiar words as well as verbal comprehension and analytical questions about the text read. Similar to the maths test results, a significant drop in pass rates can be seen when compared to programme test results for 2019. However, when the results are compared to the control schools, we can see a significantly higher pass rate for those students within the programmes over those in the control schools, especially for grades 2 and 3. For grade one, there is a stark difference in the percentage of children who can read at level one or above, 72% within our programmes, compared to just 22% for those in the control schools.

**Literacy Reading Levels Grade 1  
Control School Comparison**

End of 2019/20 School Year



**741**

children

**20**

teachers

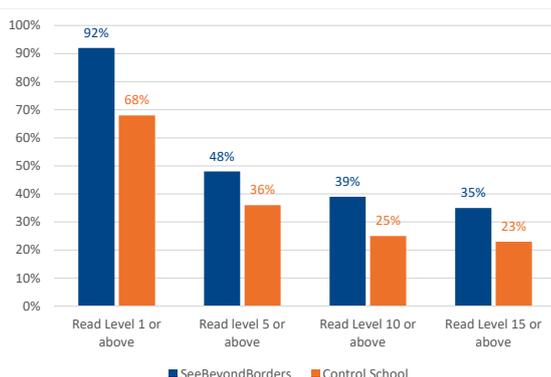
**5**

schools



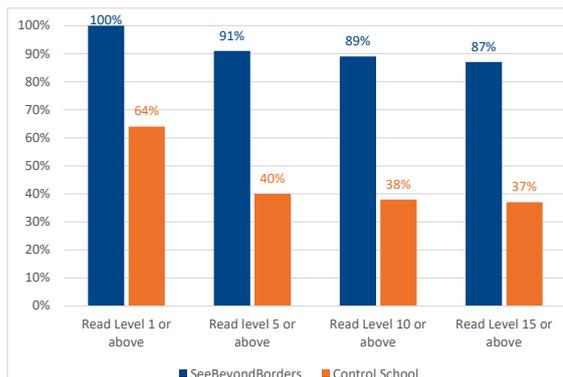
**Literacy Reading Levels Grade 2  
Control School Comparison**

End of 2019/20 School Year



**Literacy Reading Levels Grade 3  
Control School Comparison**

End of 2019/20 School Year



# WHAT we do



## LITERACY

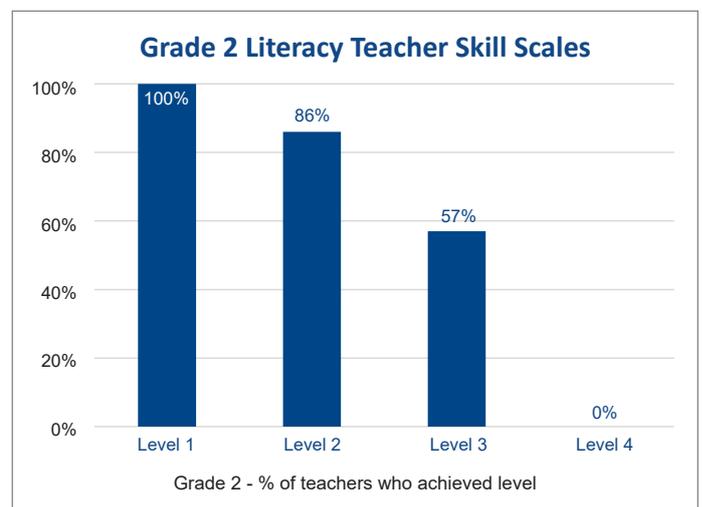
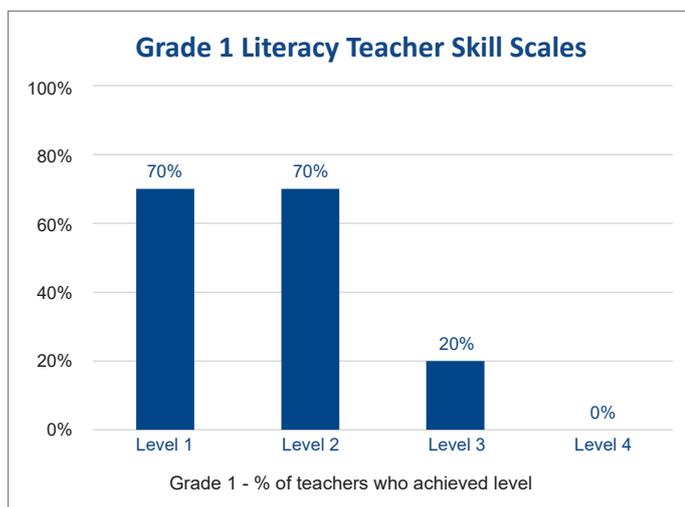
The goal of SeeBeyondBorders' Literacy Programme is to improve the professional knowledge, practice and engagement of teachers teaching literacy. It incorporates reading, writing, listening and speaking. Teaching techniques used in other phonologically based languages have been introduced and adapted to suit the unique Khmer context. The approach taken has the potential to revolutionise Khmer literacy teaching.

## LITERACY OVERVIEW

During this reporting period, 771 children directly benefited from our Literacy Programme. Across all schools there is a strong commitment to the programme. Parents and teachers can now observe how the programme is leading to improved learning outcomes for children. Children in the programme are far more likely to be able to read independently and read for meaning.

<b>Schools</b>	5 (All in Ek Phnom District)
<b>Teachers</b>	24 (10 grade 1 teachers, 7 grade 2 teachers, 7 grade 3 teachers)
<b>Children</b>	771 (385 girls)

The progress of teachers participating in our Literacy Programme is now assessed regularly through structured observations. This supports teachers with goal setting. The scales set out descriptions of what quality teaching looks like for teachers across different levels ranging from a beginning teacher to exemplar teaching. The skills scales have been an important part of providing feedback for the teachers in mentoring sessions and helping teachers to set goals for their own improvements.



## QUALITY TEACHING

The Quality Teaching Focus Area develops confident and competent communities of teachers committed to quality teaching and ongoing professional development.

Our team teaches Cambodian teachers the school curriculum and best practice teaching methodologies. In order to improve their skills however, teachers need more than just workshops. They need ongoing support to ensure that they are putting their learning into practice. SeeBeyondBorders is the only organisation in Cambodia that trains existing teachers to become mentors, so that they can guide fellow teachers to improve their performance.



## SYSTEMIC CAPABILITY

Influencing the government to promote effective reform policies and seeing these reforms implemented at a grassroots level is a cornerstone of our work. We intend to leverage our relationships with the Ministry of Education, Youth and Sport (MoEYS) at all levels to enhance education and develop the requisite skills needed at all levels of the system.

This year we have put this aim into practice at a grassroots level by introducing our Embedding Mentoring programme. This programme has been generously funded by three UK donors: UK Aid Direct, through the Small Charities Challenge Fund; the Allan and Nesta Ferguson Charitable Trust; and the Marr Munning Trust. The programme aims to transfer ownership of and responsibility for school based mentoring to the District Office of Education in Ek Phnom. Our team in Cambodia is working alongside the District Office of Education staff to coach them on the intricacies of the programme to enable them to implement it without the aid of SeeBeyondBorders in the future. Together we have trained master mentors in how to deliver workshops to teachers and we are gradually handing over responsibility for these tasks, so that they are embedded in everyday practice. Sustainability is at the heart of this programme and we are delighted that the District Office of Education have adopted it so readily.

*"From now on, the Embedding Mentoring Programme is integral to the District Office of Education's approach to teacher development. Everyone should work together on this project and prioritise mentoring work."*

**Yut Somban**  
Director of Ek Phnom District Office of Education



## SYSTEMIC HIGHLIGHTS

In October 2021 our Country Manager Pheung Pov was invited to speak at a Teachers' Day talk organised by the Department of Policy in the Ministry of Education, Youth and Sport. This talk was attended by a range of leaders within the Ministry and other development partners. Pov spoke about items including building conceptual understanding in children, fostering creative thinking and the importance of focusing on children over textbooks.

In November 2021, we collaborated with the Ministry's Department of Policy, the National College of Ireland and the Phnom Penh Teacher Education College on a research application focused on enhancing teacher identity and capability.

## COMMUNITY ENGAGEMENT

We seek to increase school participation and attendance in an environment that is fun, safe and accessible to the whole community. We promote equality for the most vulnerable in society including those with disabilities, and seek to provide equal access to school for all. Furthermore, despite the challenge of COVID-19, we have sought to stimulate sustained community engagement in the long-term physical and educational development of Cambodian schools. This year, we have supported 80 students in the Bavel and Angkor Thom districts through the Conditional Cash Payments (CCP) Programme. The CCP Programme provides support to families whose household income is less than GBP £53 a month. Parents are provided with small cash payments on the condition that their children continue in education.

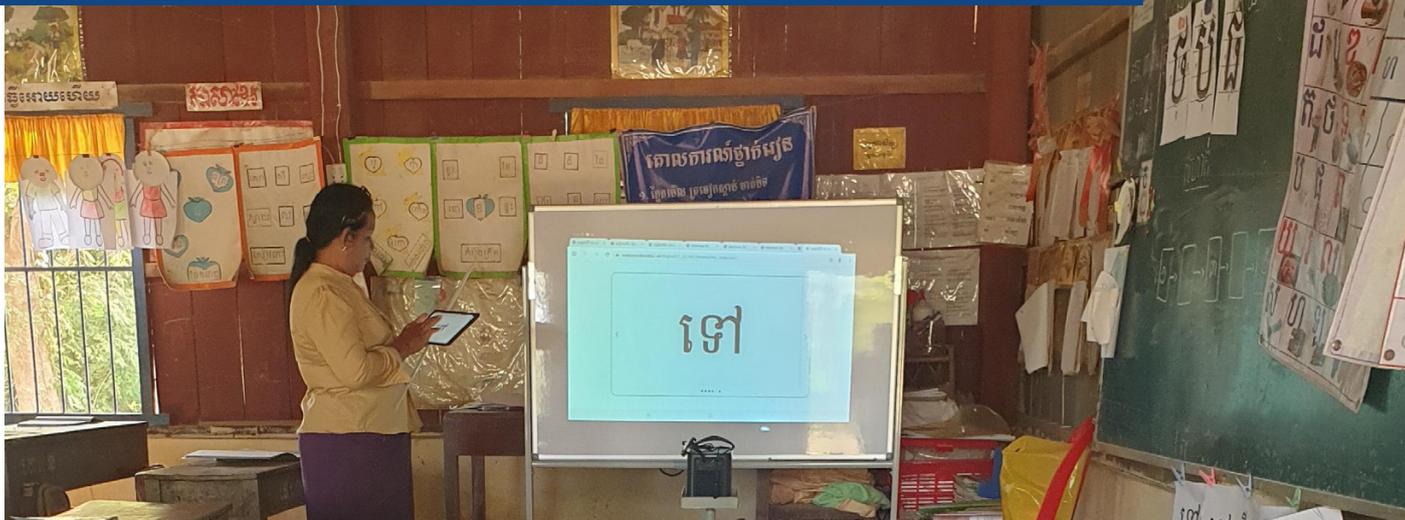
*"My parents and I were very happy to receive support from SeeBeyondBorders' CCP programme. I felt confident going to school with enough school supplies to complete the work the teacher set and to have a nice uniform like the other children. In the future I want to be a teacher"*

Om Phalla, CCP Programme recipient

\*Name has been changed and no image shown to protect identity



# introducing our NEW PROJECT



Khourt Sophon uses a tablet to enhance her teaching

## EDUCATIONAL TECHNOLOGY PROJECT

This year we launched our new Educational Technology Project at Rohal Soung Lech, a rural primary school on the outskirts of Ek Phnom District. The project aims to build teacher capacity with the use of educational technology and digital resources. Teachers were provided with a range of digital resources and lesson plans through the use of a learning management system, and a tablet. Teachers then displayed this content to the children in their class through the use of a portable projector. This allowed SeeBeyondBorders to provide better quality resources to teachers. We hope to expand this project to more schools in the months ahead.

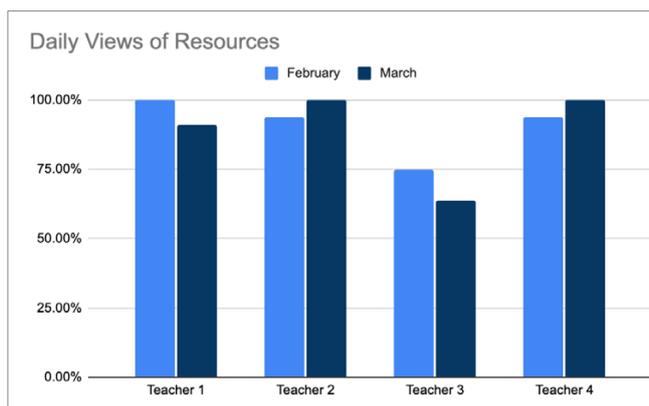
Data was collected from the learning management system, Moodle, showing the date and time that teachers access each resource. During the day, teachers regularly accessed resources between 7am and 11am. Teachers also accessed resources between 7pm and 11pm, demonstrating that they are preparing for the next day's lessons by using their tablets at home.

<b>Schools</b>	1
<b>Teachers</b>	4
<b>Children</b>	138
<b>Projectors</b>	4
<b>Tablets</b>	4

## FROM CHALK TO TABLET



Khourt Sophon attends an Educational Technology workshop



Teachers accessed lesson plans on teaching days on average 90% of the time. 75% of teachers accessed lesson plans more than 95% of the time.

Khourt Sophon is a grade one teacher who for the past 20 years, has written on the chalkboard during lessons. She does not own a smartphone. This year, Sophon was one of the teachers on our Educational Technology project and her teaching experience has been radically different. Through the project, Sophon used lesson plans on Moodle, the tablet and the projector to aid her teaching for the 34 children in her class. Most children in her class had never seen a projector before. Sophon has noted students are more engaged in learning and their focus has improved when using the Educational Technology resources. Technology has certainly played a part in enhancing the quality of teaching and learning in Sophon's class.

# introducing our NEW PROJECT



## EDUCATIONAL CHANGEMAKER GRADUATE PROGRAMME

In February 2021 we started our Educational Changemaker Graduate Programme. Based in Battambang province, this is a two-year graduate programme that will enable Cambodian women to develop a toolkit to become future changemakers and pursue their dreams of making a difference in education within a supportive community that recognises the courage and intrinsic value of women in leadership. Our Educational Changemaker Graduate Programme aims to reduce the barriers to women becoming leaders in the education sector in Cambodia.

During this reporting period, the five educational changemakers spent time in Prek Kroch, Prek Norin and Rohal Soung Lech primary schools, however due to school closures the changemakers only had a short period of time in schools. Five supervising teachers from the three schools agreed to join the project and support the changemakers in their school experience. While in classrooms, the changemakers observed classroom management, teaching methodologies and the facilitation of small group teaching.

While schools were closed, the changemakers continued their learning. They were provided with child protection training sessions, literacy and maths workshops, classroom management training, Moodle learning and women in leadership talk sessions. Moreover, the changemakers have started a Master of Education at Khemarak University in Battambang.



Loeuy Sreyrov defines the definition of a leader



Sreyphet, our project manager, leads the induction for the changemakers

## WHY DID THESE WOMEN APPLY to our Changemaker Programme?



*"I would like to develop myself with teaching skills, leadership skills, and improve critical thinking by becoming a changemaker with SeeBeyondBorders. I am especially committed to the best quality of education to empower the next generation in my community."*

**Loey Sreyrov**



*"I decided to join the Educational Changemakers programme because I would like to learn and improve myself and my leadership skills by learning and getting more experience. I believe education is the only way to get people out of poverty and give a brighter future for the children in Cambodia."*

**Sin Dyna**



*"I have a chance to learn new skills that are relevant to the education field. I strongly believe education is very important to build self-capacity and contribute to our communities. I want to transform Cambodian new generation to have more critical thinking about the fate of their nation."*

**Im Hen**



*"I decided to join the changemaker programme because I believe that education is the most powerful key to shine in life. I will do my best to improve quality education for children in the rural area."*

**Kang Sombor**



*"I have experience teaching the Khmer language to foreigners for 2 years, but I want to gain new experience by joining the Educational Changemakers Programme. I believe this programme will give me the opportunity to learn from teachers, working in a team, and children in the community. I would like to build women in leadership skills, to grow and be successful."*

**Dy Lida**

## EDUCATIONAL CHANGEMAKER CASE STUDY

Sin Dyna, a Changemaker from Banteay Meanchey Province is one of four daughters. Females in rural Cambodia are rarely prioritised for education and graduation rates are very low. Growing up, Dyna was fortunate to have come from a family that has been very supportive of her education. As a child and young adult, Dyna had very low self-esteem. However, her mother, with only a second grade education, inspired her to persist as she knows education is the best key for a brighter future.

In 2015, Dyna took an internship at the Judicial Department and enrolled for her Bachelor Degree in Management. In 2020 she was accepted into the Changemaker Programme which meant leaving her family home for the first time. Dyna is committed to completing the programme and using her leadership skills to improve education in Cambodia.

After joining the programme Dyna has improved her capacity and exceeded the expectations of all those around her. Through leadership training and participating in the 'Women in Leadership Talks', she has vastly improved as an educator and can confidently express ideas.

Having the opportunity to observe and understand the practical teaching methodologies, classroom management, and differentiation used by our teachers in the classroom Dyna has gained an in-depth knowledge of our work and the effectiveness SeeBeyondBorders has contributed to the community. In addition to her leadership skills, Dyna has also enhanced her presentation skills, data analysis, computing, and report writing in English and will be positioned to make significant contributions to the education sector in Cambodia.

*"After 5 months in the Changemaker Programme, I am completely transformed. I went from a shy woman who knew little about education to developing into an assertive and capable woman. I look forward to redefining myself as a leader in the education sector in Cambodia"*

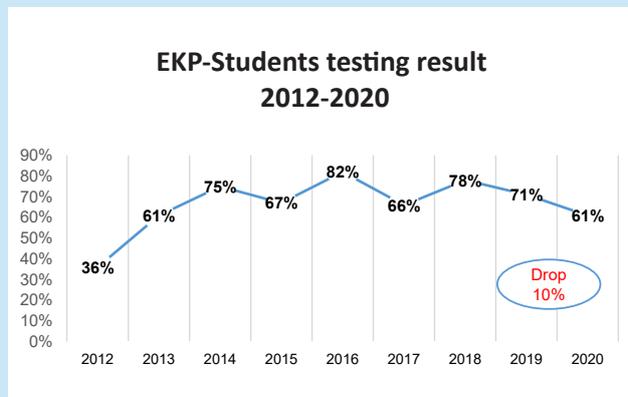
**Sin Dyna  
Changemaker**



*Sin Dyna, our changemaker from Banteay Meanchey province*

# IMPACT where we work

## Ek Phnom



**3,616**  
children

**106**  
teachers

**44**  
mentors

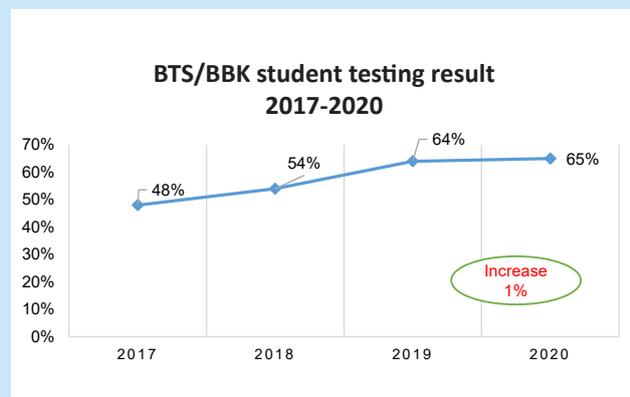
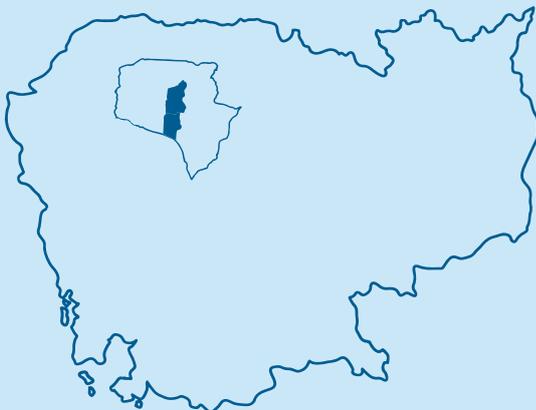
**27**  
schools

We run interconnected programmes in the Battambang District of Ek Phnom. In excess of 3,500 children benefit directly from our work in 27 schools. This year we launched our Educational Technology and Educational Changemakers Programmes in the district.

# IMPACT where we worked

We have reduced our involvement in Siem Reap and Bavel this year. This is due to funding constraints and the Global Partnership for Education Programme taking place in Siem Reap. Our CCP Project is still running in the Angkor Thom and Bavel districts.

## Banteay Srey & Prasat Bakong



**3,031**  
children

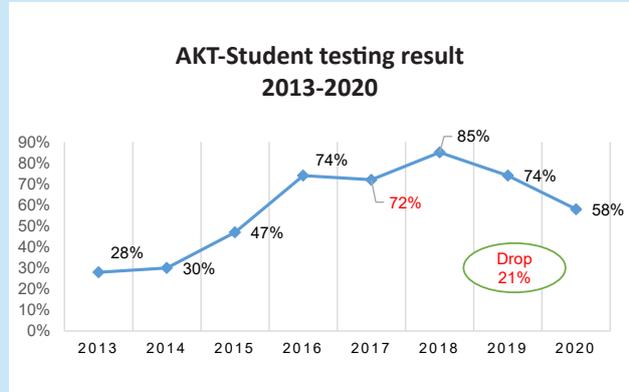
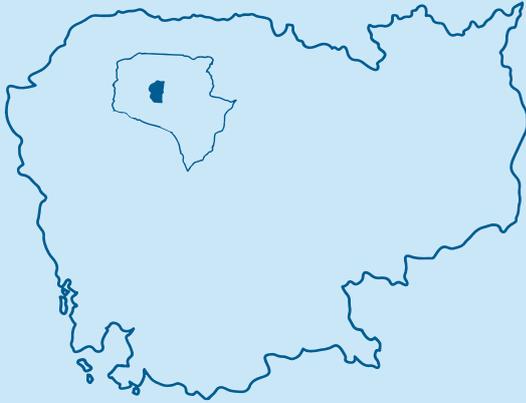
**95**  
teachers

**27**  
mentors

**19**  
schools

Prasat Bakong and Banteay Srey are two neighbouring districts to the north of Siem Reap. Children's test results increased consistently since our work began in February 2018. Children were tested again in January 2021 and test scores improved slightly.

# Angkor Thom



**1,647**  
children

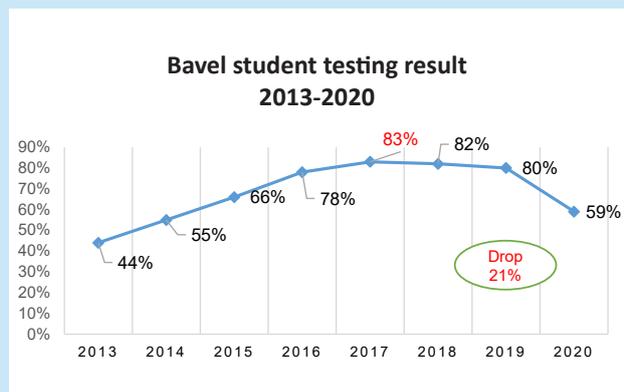
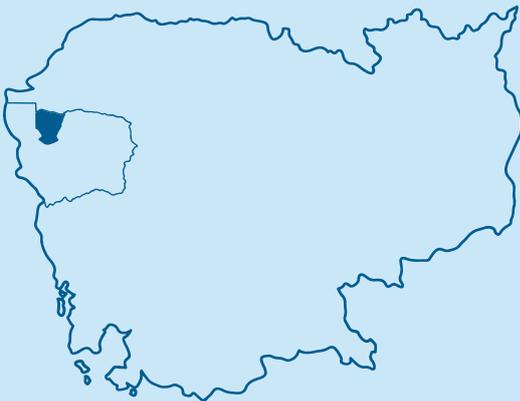
**72**  
teachers

**24**  
mentors

**19**  
schools

Angkor Thom is one of the smallest districts in Siem Reap Province. We started our work there in 2013. Initially only 26% of children passed the tests in 2013. Over the following 6 years learning outcomes for children were greatly enhanced. Through our CCP Programme 35 families still receive conditional monetary support.

# Bavel



**2,587**  
children

**76**  
teachers

**26**  
mentors

**16**  
schools

Located in the west of Battambang, our work in Bavel began in 2013. While our work in the Quality Teaching Focus area has stopped, we still support 45 families through our CCP programme.

# THE YEAR in Review



## July 2020

Educational videos were created to support learning.

[#Community Engagement](#) [#QualityTeaching](#)



## December 2020

Our Small Charities Challenge Fund grant began and embedding mentoring activities got underway.

[#Fundraising](#)



## January 2021

We hired external help to ensure student test results are accurate and transparent.

[#Community Engagement](#) [#Quality Teaching](#)



## February 2021

Literacy workshops focused on helping children in small groups.

[#Community Engagement](#) [#Quality Teaching](#)



## March 2021

We work in partnership with the District Office of Education.

[#Systemic Capability](#) [#QualityTeaching](#)



### October 2020

Teachers and children return to school.

#Community Engagement #QualityTeaching



### December 2020

We raised £25,175 during the Big Give Christmas Challenge, thanks to the generosity of our supporters.

#Fundraising



### February 2021

We welcomed three new trustees to the UK Board of Trustees.

#Systemic Capability



### February 2021

The Educational Technology Project was launched at Rohal Soun Lech primary school.

#Quality Teaching



### April 2021

Dr.Koulika, from the Department of Policy engaged with the Educational Changemakers.

#Systemic Capability



### May 2021

Country Manager Pov presented our work to other educational stakeholders at the NEP.

#Community Engagement #Quality Teaching

# TRANSPARENCY

We care deeply about transparency, learning from our experiences and sharing the challenges we face in our programmes. SeeBeyondBorders is committed to providing detailed information to partners and stakeholders about all aspects of our organisation and our activities, and to complying in full with all regulatory requirements.

In the interests of providing full disclosure about the organisation, its finances, programmes and activities, we include a range of published documents and reports on [our website](#). Should you be interested in further information, please [contact us](#).

Below we have listed our Transparency Scorecard. It outlines some of the key data we have collected. Prior to the COVID-19 pandemic and nationwide school closures, 72% of children were passing our end of year tests, compared to just 37% at the beginning of our programmes. Testing conducted amidst repeated COVID-19 school closures in January 2021 shows a stark drop in children's pass rates due to more than 55 weeks of missed learning since March 2020.

	2020/21 Total	2019/20 Total	2018/19 Total	2017/18 Total	2016/17 Total	Baseline
<b>Total Schools</b>	27	81	81	89	55	-
<b>Teachers in our programmes</b>	150	390	415	466	259	-
<b>Teacher Mentors</b>	44	129	133	147	87	-
<b>Children directly impacted by our Quality Teaching Focus Area</b>	3,616	10,056	11,756	13,555	7,141	6,339
<b>Pass rate for children in our programmes`</b>	Testing in January 2022	60%*	72%	71%	65%	37%

Baseline tests were carried out in the districts of Ek Phnom, Bavel, Angkor Thom and Pouk prior to programmes starting. 37% pass rate is the average pass rate for all tests.

\*2019/20 test conducted in January 2021 due to COVID-19 school closures.



Student testing was carried out in January 2021



# ENVIRONMENTAL Impact

In the 2020-2021 financial year, we measured our carbon footprint in the areas of travel, electricity, water, and paper usage for the first time. We assessed our impact, using international standards, in terms of carbon dioxide equivalent in kgs (kgCO<sub>2</sub>e) for data since July 2019. In common with most light service industries, travel represents our largest contribution to our organisations' environmental impact.

For most of our analysis period, our data is heavily influenced by the impact of COVID-19 on our activities. Imposed travel restrictions and school closures have meant that our largest impact areas of travel and paper usage have seen dramatic reductions for the 2020-2021 year.

Looking forward, our challenge as an organisation will be to keep our kgCO<sub>2</sub>e impact as low as possible when we emerge from COVID-19 restrictions. New programmes such as Educational Technology are moving lesson plans and resources for teachers to a digital platform which will help to keep our paper usage low and our organisations' carbon footprint as light as possible.

## Environment Impact Report Green House Gas (GHG) kgCO<sub>2</sub>e

EMISSION SOURCE	2021 Jan-June	2020 Jul-Dec	2020 Jan-June	2019 Jul-Dec
	kg CO <sub>2</sub> e			
Air Travel	-	1,310	16,918	4,780
Road Travel	5,914	1,316	3,447	4,535
Electricity	1,010	1,259	1,748	1,874
Water	50	70	65	48
Paper Supplies	11	4	12	38
Copy/Printing	-	87	74	207
<b>TOTAL kgCO<sub>2</sub>e IMPACT</b>	<b>6,985</b>	<b>4,046</b>	<b>22,264</b>	<b>11,482</b>

# other HIGHLIGHTS

## THE BIG GIVE CAMPAIGN

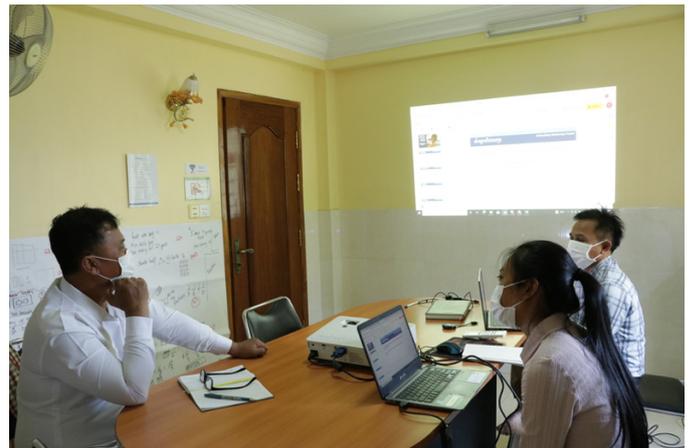
Thanks to the generous support of our UK donors, we raised an incredible £25,175 for our Educational Technology Programme with The Big Give Christmas Challenge. With gift aid added, this means we raised £28,924!



## EMBEDDING MENTORING PROJECT -funded by FCDO

Regular liaison and interaction with the District Office of Education is integral to the success of our Embedding Mentoring Project. Throughout school closures our staff in Cambodia have stayed in touch with the District Office of Education via phone calls and Zoom meetings and this has helped to build a shared understanding and shared sense of ownership.

Recently, SeeBeyondBorders met with the Director of the District Office of Education, Mr Yut Samban. Together, they reviewed project progress made over the past year and discussed both challenges and new ideas. Project staff took the opportunity to share the development of a new Operational Manual for the Embedding Mentoring Project that will support the District Office of Education to deliver the teacher mentoring project themselves in the future.



## RAISING AWARENESS

Our co-founder and CEO Edward Shuttleworth appeared on the [Purposely Podcast](#) in May 2021 hosted by Mark Longbottom. In the podcast Edward discusses the journey that he and his wife Kate have been on since founding SeeBeyondBorders in Cambodia, and he talks in more depth about the organisation's mission and vision. Listen to the podcast here.



Edward  
CEO of SeeBeyondBorders



Mark  
Host Purposely Podcast

# FINANCE review

SeeBeyondBorders UK has continued to fund projects being implemented by SeeBeyondBorders Australia in Cambodia in line with SeeBeyondBorders' Australia programme methodology that has itself evolved to further strengthening its ability to deliver the quality education Cambodian children deserve.

Our UK fundraising team raised £127,653 in 2020-21 (£226,710 in 2019-20). This was very close to our expectations as a result of the fundraising challenges caused by COVID-19. We are particularly proud to have received a grant from UK Aid Direct, through the Small Charities Challenge Fund, in this reporting period after passing an in-depth due diligence process. We are very grateful to all the organisations that have supported SeeBeyondBorders UK over the past year, including: UK Aid Direct; the Souter Charitable Trust; the Allan & Nesta Ferguson Charitable Trust; the Marr Munning Trust; the Evan Cornish Foundation; the Coles-Medlock Foundation; the Eva Reckitt Charitable Trust; Holman Fenwick Willan; and the Tula Trust. SeeBeyondBorders UK has also been supported by many generous individuals including Rob Buchan; Alan Roberts; Susan McDonald; Peter Reynolds; Mark and Kathryn Siggers; Laura Addis; Matthew Chessum; Paul Seyde; Rob Mankiewitz; John Evans; Sonia Brown; and many others through our Global Giving page and the Big Give Christmas Campaign.



# Summary Financial Reports SeeBeyondBorders UK

## SEEBEYONDBORDERS UK INCOME STATEMENT FOR YEAR ENDING 30 JUNE 2021

		UK	UK
		2021	2020
		£	£
<b>Revenue</b>			
<b>Donations and Gifts</b>	<i>Monetary</i>	67,028	173,453
<b>Bequests and Legacies</b>			
<b>Grants :</b>	<i>UKAID</i>	14,359	
	<i>Trust and Foundations</i>	46,266	35,043
	<i>Irish Aid</i>	-	18,214
<b>TOTAL REVENUE</b>		<b>127,653</b>	<b>226,710</b>
<b>Expenditure</b>			
<b>International Aid and Development Programmes Expenditure</b>			
<b>International programmes</b>	<i>Donations to SeeBeyondBorders Australia's operations in Cambodia to fund education programmes</i>	90,212	187,544
	<i>Fundraising costs</i>	26,941	49,632
<b>Accountability and Administration</b>			
<b>Monetary Expenditure</b>	<i>General Administration</i>	7,769	6,023
<b>TOTAL EXPENDITURE</b>		<b>124,922</b>	<b>243,199</b>
<b>EXCESS/(SHORTFALL) OF REVENUE OVER EXPENDITURE</b>		<b>2,731</b>	<b>-16,489</b>

**SEEBEYONDBORDERS UK**  
**BALANCE SHEET AS AT 30 JUNE 2021**

		UK	UK	
		2021	2020	
		£	£	
<b>ASSETS</b>	<b>CURRENT ASSETS</b>			
	Cash and cash equivalents	75,521	85,501	
	Debtors and other receivables	37,066	11,687	
	<b>Total Current assets</b>	<b>112,587</b>	<b>97,188</b>	
	<b>NON CURRENT ASSETS</b>			
	Property, plant and equipment	25	261	
	<b>Total Non current assets</b>	<b>25</b>	<b>261</b>	
	<b>TOTAL ASSETS</b>	<b>112,613</b>	<b>97,449</b>	
	<b>LIABILITIES</b>	<b>CURRENT LIABILITIES</b>		
		Accounts Payable	38,805	
Employee Annual Leave Provision		2,039	2,315	
Deferred Income		17,184	30,000	
Pensions Payable		161	163	
SBB Ireland Inter company		0	13,279	
<b>Total Current Liabilities</b>		<b>58,189</b>	<b>45,757</b>	
<b>TOTAL LIABILITIES</b>		<b>58,189</b>	<b>45,757</b>	
<b>NET ASSETS</b>	<b>54,423</b>	<b>51,692</b>		
<b>EQUITY</b>	<b>EQUITY</b>			
	Restricted Reserves	3,875	1456	
	Retained Earnings	50,548	50,236	
	<b>TOTAL EQUITY</b>	<b>54,423</b>	<b>51,692</b>	

**SEEBEYONDBORDERS UK**  
**STATEMENT OF CHANGES IN EQUITY FOR YEAR ENDED 30 JUNE 2021**

	Retained Earning £
Balance at 1 July 2020	51,692
Excess of Revenue over Expenses	2,731
Other Amounts transferred to/from reserves	-
Balance at 30 June 2021	54,423

SeeBeyondBorders UK - Registered charity number 1146044

**Independent Examiner's Statement**

**Year ended 30 June 2021**

I report on the Summary Financial Statements of SeeBeyondBorders UK for the year ended 30 June 2021.

**Respective Responsibilities of Trustees and Examiner**

The Trustees are responsible for the preparation of the accounts. The Trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed. It is my responsibility to:

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

**Basis of Independent Examiner's report**

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with these records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to matters set out in the following statement.

**Independent Examiner's Statement**

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

1. Which gives me reasonable cause to believe that in any material respect the requirements

- To keep accounting records in accordance with Section 130 of the 2011 Act;
  - To prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 Act
- have not been met; or

2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



Date

15/11/21

Name: Jasmine Roberts

Address: 6 Waldron Close, Liverpool, L3 2EN

# OUR PEOPLE



## LEADERSHIP TEAM, CAMBODIA



**Edward Shuttleworth**  
CEO

*With his wife Kate, Edward founded SeeBeyondBorders in 2009. He is committed to providing Cambodian children access to quality education.*



**Lok Taing Im**  
Child Protection Officer

*As the Child Protection Officer, Taing Im makes sure that all SeeBeyondBorders programmes do not harm children. She also manages the Conditional Cash Payment programme and the Girl Project.*



**Pheung Pov**  
Country Manager

*Pov has over 15 years experience working in education within Cambodia and became Country Manager at SeeBeyondBorders in 2016.*



**Phan Sophen**  
Technical Education Manager

*Working in the Cambodian educational sector since 2004 Sophen manages the Quality Teaching Programme at SeeBeyondBorders.*



**Melinda Cashen**  
Quality Education Manager

*After participating in two Teach the Teacher Trips, Mel joined SeeBeyondBorders in mid 2019. Mel holds a Master of Educational Policy.*



**Derek Culligan**  
HR and Finance General Manager

*Derek has lived in Cambodia for 5 years working previously in animal welfare and conservation.*



**Blung Phath**  
Operations Manager

*Phath manages all of our operations having previously been the Project Manager for Angkor Thom District.*



**Sarah Reynolds**  
Compliance Manager

*Sarah spent 2015 – 2016 with SeeBeyondBorders in Battambang and was appointed funding manager in the UK in 2016. She is now the UK Country Manager.*



**Lula Belinfante**  
General Manager Fundraising

*Lula has been fundraising for NGOs in Cambodia since 2018. She joined SeeBeyondBorders in early 2021, as the General Manager of Fundraising.*



**Colm Byrne**  
Director of Development

*Colm is a qualified teacher who has lived in Cambodia since 2014. He joined SeeBeyondBorders in 2017.*

# SeeBeyondBorders UK

## STAFF IN UK



**Isabel Kearney**  
Fundraising Officer

*Isabel joined SeeBeyondBorders as a Fundraising Officer in April 2018 working mainly with trusts and foundations.*



**Sarah Reynolds**  
UK Country Manager

*Sarah spent 2015 – 2016 with SeeBeyondBorders in Battambang later appointed funding manager in the UK and is now the UK Country Manager.*

## BOARD OF DIRECTORS



**Andrew Studd**

*Andrew is a lawyer with Russell-Cooke LLP advising charities on governance, constitutional, grant funding and commercial matters. He joined the trustees in 2016 bringing extensive experience in his role as Chair.*



**Rob Buchan**

*Robyn volunteered with SeeBeyondBorders, in 2015, and currently works in strategy and transformation with the British Red Cross.*



**Caroline Abel**

*Caroline studied Zoology at Oxford University and has worked in medical research for over 25 years.*



**Jayne Crow**

*Jayne is a Programme Management Specialist for the child rights organisation, Plan International UK.*



**Robyn Knox**

*Robyn has a wealth of experience in the restaurant and bar trade as well as being a freelance cartoonist and children's book illustrator.*



**Brenda Gosling**

*Brenda worked for 20 years in UK hospitals as a radiographer before becoming involved with antiques. She's been involved with several charities and schools.*



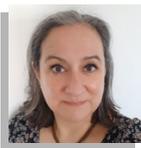
**April Yee**

*April is a Harvard and Tin House Alumna and writes about power and Postcolonialism. She has reported in more than a dozen countries before moving to London.*



**James Neill**

*James has worked in education for over 25 Years and has been working with international schools and governments to help improve standards.*



**Emma Bakhle**

*Emma has been a professional fundraiser for more than 20 years and since 2013 has been working within international development.*

# THANK YOU to all our supporters

Alan Roberts  
All donors to The Big Give campaign  
Allan and Nesta Ferguson Charitable Trust  
Caroline Abel  
Claire Stagg  
Coles-Medlock Foundation  
ElectricAid

Elizabeth Harnier  
Eva Reckitt Foundation  
Evan Cornish Foundation  
Holman Fenwick Willan  
Jasmine Roberts  
John Evans  
Laura Addis



Mark Siggers  
Marr Munning Trust  
Paul Seyde  
Peter Reynolds  
Priscilla Asirifi  
Retired Teachers' Association of Ireland  
Rob Buchan

Rob Mankiewitz  
Sonia Brown  
Souter Charitable Trust  
Susan McDonald  
Teacher Horizons  
Tula Trust  
UK Aid Direct





“Attending workshops with SeeBeyondBorders gives me the opportunity to learn new things, understand new teaching methodologies, and provides an occasion to consult with teachers in each class. I envision positive collaboration ahead as I advance from a Mentor to a Master Mentor within the SeeBeyondBorders Embedding Mentoring Programme as I will oversee teachers in other schools and adopt their good techniques to my school and vice versa.”

**Roy Ryna**

Prek Kroch School Principal (Master Mentor)

# SeeBeyondBorders

Change begins  
with education...



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CHARITY COMMISSION  
FOR ENGLAND AND WALES



Cambodian Ministry of  
Education, Youth and Sport