



STRATEGIC PLAN 2021 - 2026

SeeBeyondBorders





រំបូកដីរលត់ ជាតិរណាយ

A child's drawing on a white sheet of paper. The drawing features several stylized fruit shapes (apples, orange, banana) in different colors (green, orange, yellow, purple). Each fruit has a small blue stem and a single word written in a dark brown, handwritten-style font. The words are: පිළි (Pili), සුද්ධි (Sudhi), පිළිසුද්ධි (Pili Sudhi), and පිළිසුද්ධි (Pili Sudhi). The background is plain white, and the drawing is done with simple black outlines.

* ការរៀបចំប្រព័ន្ធបង្ហាញ សម្រាប់ប្រើប្រាស់
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1. INTRODUCTION



This is the second Strategic Plan that SeeBeyondBorders has prepared and aims to reflect the key learnings from the past 12 years, building on our experiences, expanding what works and tackling implementation challenges.

Originally established in 2009, SeeBeyondBorders' first business plan developed the initial concepts as to the direction for our work, identifying those to whom it would be relevant. As the organisation took shape over its first five years that plan developed, with the mission of the organisation evolving to centre on providing quality education. The first [Strategic Plan](#) was then written in 2015, pulling together all the initial learnings and looking forward for the next 6 years to 2021.

As we approach the end of the first strategic plan period, this document now looks out towards the next six years, identifying targets and organisational KPIs. The objective of the first strategic plan had been to define and plot the path to be followed, narrowing and rationalising the areas of focus but falling short, in general, on defining specific targets. We are now moving to a new stage where we know that our methodologies are effective given the data we have collected showing the impact of our work and the reflective processes that have taken place. The focus will now be on broadening access to these approaches and methodologies, making that growth sustainable. Specific targets are now more readily identifiable, as are the specific challenges that must be addressed to allow for those targets to be reached and for Cambodians to be in control of their futures.

2. CONTEXT



“Over the past two decades, Cambodia has undergone a significant transition, reaching lower middle-income status in 2015 and aspiring to attain upper middle-income status by 2030. Driven by garment exports and tourism, Cambodia’s economy has sustained an average growth rate of 8% between 1998 and 2018, making it one of the fastest-growing economies in the world... [and yet] a child born in Cambodia today will be only 49% as productive when grown as she could be if she enjoyed full quality education, good health, and proper nutrition during childhood”. ([World Bank 2019](#))

Even before COVID-19, the Cambodian education system ranked amongst the least effective in the world. Data released by the Ministry of Education, Youth and Sport (MoEYS 2018) provided an important if stark reminder of the impact of poor quality teaching: “When the proportion of students who reach the baseline level is expressed as a share of the total 15-year-old population..., only 2.1% of 15-year-olds in Cambodia can be said to reach a baseline level of performance in reading; 2.7% in mathematics; and 1.4% in science *.

In a country where over 97% of 15-year-olds fail to achieve a baseline level of competence in any of the key subjects, one could only describe the situation as “a learning crisis”. Furthermore, due to COVID-19, schools were closed for 55 weeks from March 2020 to November 2021, the impact of which is yet to be evaluated and understood.

The paucity of student learning achievements identified by the Ministry underlines the complexity of the problems the country faces. Multi-million dollar interventions appear to have accomplished little discernible improvement in student learning levels over the last 30 years suggesting that rolling out systemic level interventions does not provide a solution. Certainly the numbers of children going to primary school is now much larger with arguably close to full enrolment rates in grade 1. However, dropout rates remain high and as the World Bank 2017 commented, “When poor parents perceive education to be of low quality, they are less willing to sacrifice to keep their children in school—a rational response, given the constraints they face.”** Credit needs to be given to the Ministry for making schooling readily available. However, if so little learning is taking place, there remains an enormous challenge to be overcome if the potential of the nation is to be realised.

Perhaps the single biggest inflection point we have reached in twelve years is to understand that as an internationally registered organisation, we can absolutely help by providing and developing knowledge in a local context (skill sets). However for this to be sustainable, what also needs to be developed for progress to become sustained, is how that knowledge is accumulated and applied (mind sets) by the people to whom this country belongs, the Cambodians. More scientifically, the challenges we face are a function of such factors as group identity, ethnocentrism, and strategic narcissism and their impact on development – a bigger discussion than is relevant here. While these factors warrant more unpacking at a later date, they do forewarn of the clash of cultures that must be negotiated and yet are often unrecognised when assessing the barriers to progress in Cambodia today. Giving full voice to those we work with and developing our programming in the light of cultural differences, educational backgrounds, and available skill sets are essential if we are to contribute meaningfully to improving the quality of education accessible to all Cambodians in the longer term. Such factors and considerations guide our work to facilitate, encourage, inspire, implore, and advocate for better and appropriate use of knowledge not only by our staff but also at all levels of the education system and shape our efforts to change teaching practice and give children a better chance to learn.

Lastly in this section, we must acknowledge that this new strategic plan is being completed in the midst of the Coronavirus pandemic which is causing untold damage in many countries with many people, principally the elderly, losing their lives and many more experiencing severe financial hardship. The pandemic will affect the funding available for developing countries and the willingness of the international community to engage with, and work in, Cambodia. We have had to cut back on the scope of our work, focusing on activities in those areas where the organisation has a particular advantage and from which it can rebuild in the longer term when funding becomes more readily available once more. Overall the scope of this plan has certainly been dented but it has not been substantially changed as a result of COVID-19. It remains too early to tell what the longer term consequences will be, although it is already clear that these are likely to be profound. We may well need to look again at this plan once the impact of COVID-19 in Cambodia and on donors and partners becomes clearer.

* MoEYS (2018). *Education in Cambodia: Findings from Cambodia’s experience in PISA for Development*. Phnom Penh: (p. 28).
** Banerjee, Jacob, and Kremer (2000); Hanushek and Woessmann (2008); Rivkin, Hanushek, and Kain (2005) as cited in *World Development Report 2018(p. 8)*.

3. VISION, MISSION, & VALUES

Our vision is of a generation of Cambodian school children empowered by education and from that is derived our mission to provide access to quality teaching and learning at school.

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 programs are supported by knowledge and experience. Our team is made up of well trained professionals, who approach tasks with competency and skill. We are always working to share and build knowledge, learn from experience, and promote the idea of a two-way exchange with those with whom we work.



Integrity

We strive to be totally transparent and learn from our mistakes. We seek 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, students, and community members we work with, for our fellow team members and for our donors and supporters. We recognise the power we have in our representation of the communities we work with, and we only represent people in ways that are honest, respectful, and fully consensual.

4. STRATEGIC OBJECTIVES & DELIVERY STRATEGIES

4.1. Strategic Response

In summary, our strategy is “to support and encourage the Cambodian education system with the use of knowledge in an accessible and constructive way at all levels.” Specifically, we respond to the needs we have identified by investing in: a) people; b) partnerships; and c) technology with the aim of operationalising innovative methodologies that are practical in the Cambodian context.

Our mission is to be an inspiration and a catalyst for broader change. We are not seeking to be an implementer on a Provincial or National scale. Implementing at that scale is the role of the Ministry of Education. Our role is to look at what will bring about a step change to the delivery of quality education and inevitably this includes challenging where necessary and not conforming, leading and not copying, innovating and not commiserating, supporting and not dictating. More of the same is not a viable strategy where quality is in deficit, and we do not want to compromise on quality by overreaching on quantity.

4.2. Strategic Objectives

Our core strategic objectives that are derived from our mission, are to:

- a. **Improve children’s learning outcomes.** Relevant metrics will identify that we are currently a small organisation and reflect on the need for the two accompanying and simultaneously central objectives which are to:
- b. **Become a recognised centre of excellence** whereby we gain recognition as specialists and innovators in our core areas of expertise; and
- c. **Strengthen the organisation** so as to secure both the staff and funding we need to deliver on the first objective.

These three core objectives are intertwined, reflecting the need to have the means to support our aims as well as to have the aims that justify securing the means. We do recognise that in any decision making about our purpose, our aims are paramount. **We look to ‘fund what we do’ rather than ‘do what we can fund.’** We recognise that if we cannot fund the priorities we identify, we will need to better engage donors with why these aims matter and what we can achieve.

4.3. Delivery Strategies

Supporting the core strategic objectives and reflecting the means by which they will be achieved, are a specific set of strategies. While the strategic objectives are broad statements, the delivery strategies provide focus for the organisation on a specific set of initiatives reflecting our character, approaches, and areas of expertise, while defining how specifically we will respond to our mission to improve children's learning outcomes. Developing and strengthening the organisation underpins our ability to deliver on the strategies and is dependent in turn on significantly growing the funding base. Funding is considered further in Section 8.

The specific strategies are to:

a. Develop an innovative suite of teaching programs that can operate cost effectively across multiple schools in early grades.

This strategy reflects the organisation's approach to improving skill sets, focusing on those at a foundational level which will have the most impact on ensuring children can reach a minimum level of proficiency in core subjects by the end of Grade 3.

This strategy recognises the need to take incremental steps which can be adopted widely, minimise barriers to change while leveraging benefits from technology given the accessibility of the internet, affordability of devices, and internet literacy levels in general. It also recognises that the pace of change can accelerate rapidly as mindsets develop and technology is adopted.

b. Ensure our interventions become sustainable by being: a. independently owned by teachers, supported by communities, and embedded in the education system; and b. utilised by partners for whom we develop programming solutions to support their education based interventions.

We recognise that our role is to positively influence mindsets and empower individuals as distinct from doing for others. We do not take long term responsibility for any aspect of the education system, rather we develop leadership and enable Cambodians to bring about meaningful change, scaffolding SeeBeyondBorders' support while local capacity is being built. Bringing all key stakeholders along is essential if we are to effectively address the barriers as identified. Our aim over time is to continue developing strong and direct relationships with schools and communities while working collaboratively to support a continuing strengthening of the system nationally and locally such that it functions effectively and independently and we can move our focus onto other areas.

c. Establish and develop a recognised research capability that supports our advocacy for better learning

Our narrative as to what needs to change, what matters, what is effective, and what is being achieved needs further independent verification and validation if it is to be accepted by not only those we are looking to influence as program partners and beneficiaries, but also those who would directly support what we do. Research is of growing importance as our organisation diversifies its areas of activity. It also underpins our advocacy for better educational methods and practices in early grades. This strategy links with strategy (d), to support Cambodians to become their own advocates for change and address the challenges around "why education matters" for the future of the Cambodian people.

d. Develop internal capabilities to include competent and capable staff, together with strong fundraising, financial management, project management, and governance systems.

Competent and capable staff plus efficient systems are essential to progress and a key operational goal. To be recognised as an effective and transparent operator in the development space requires that we look for, and welcome, close scrutiny from organisations whose accreditation or funding is widely respected amongst informed donors and is equivalent to our achieving internationally recognised quality standards. Investing in developing our people and all aspects of our internal processes is a priority.

These strategies are to be enacted in a manner that delivers "Key Outcomes" for which there are given targets as defined in the following section.



5. OUTCOMES & TARGETS

Strategic objectives and delivery strategies - Key outcomes and targets / Organisational KPIs

STRATEGIC OBJECTIVES 1 & 2

Improve children's learning outcomes and become a recognised centre of excellence

STRATEGY	KEY OUTCOMES	TARGETS / ORGANISATIONAL KPIs
a. To have an innovative suite of teaching programs that can operate cost effectively across multiple schools in early grades	<ul style="list-style-type: none"> Teachers improve their capacity to teach Children learn Program is cost effective Programs have the potential to operate at scale SBB resources are widely available SBB has appropriately trained support staff There is an expanding body of teaching material 	<ul style="list-style-type: none"> 75% of teachers and mentors are assessed as reaching level 3 or above across all skill types 75% of children reach SBB's Minimum Proficiency Levels (MPLs) in Literacy & Maths by the end of Grade 3 Cost per child drops below US\$50 per annum Each program grows to cover 100 schools and 500 teachers supported by partnerships Resources are online as used in SBB programs and in 10 partner schools Successful partnership established with an educational institution to provide Educational Leaders with a recognised qualification in education SBB has an online training program for staff Material is expanded beyond early grades - e.g. to early childhood and higher grades, to include material relating to climate change
b. To ensure our interventions become sustainable by being: <ul style="list-style-type: none"> i. independently implemented by teachers, supported by communities, and embedded in the education system; and ii. utilised by partners for whom we develop programming solutions to support their education based interventions 	<ul style="list-style-type: none"> Teachers take responsibility for accessing and maintaining their own professional development Communities are actively engaged Teachers engage with communities and discuss their student's learning School and community work together to improve child protection and inclusion Mentoring is embedded MoEYS supports the work of SBB SBB develops partnerships with other organisations in Cambodia who utilise SBB approaches and methodologies 	<ul style="list-style-type: none"> Relevant metric to be developed linking to data collected on Moodle School support committees are active and accountability is established Communities attend and actively participate in student teacher meetings Gender and inclusion codes of conduct are in place in schools Mentoring model is complete MoEYS agrees to pay cost of Mentoring in relevant SBB supported districts Partnerships are developed
c. To establish and develop a recognised research capability that supports our advocacy for better learning.	<ul style="list-style-type: none"> Research function established Research conducted Recognised for its relevance and insights Partnership established with Ministry of Education Cambodian staff involved 	<ul style="list-style-type: none"> Grant funding applications won for over US\$1 million Formal links with universities and research centres documented 5 research papers completed Partnership agreement signed with Ministry of Education Advocacy podcasts/webinars feature SBB local staff

STRATEGIC OBJECTIVE 3

Strengthen the organisation

STRATEGY	KEY OUTCOMES	TARGETS / ORGANISATIONAL KPIs
d. Develop internal capabilities to include competent and capable staff together with strong fundraising, financial management, project management, and governance systems.	<ul style="list-style-type: none"> Robust systems in place Internal Audit function established Extensive use of ICT for data collection and analysis Broad donor base International governance structures in place 	<ul style="list-style-type: none"> Achieve full ANCP accreditation CCC accreditation in Cambodia, Dóchas membership & tax deductibility in Ireland Full ACFID compliance achieved year on year HR systems in place for each entity Clean audit and internal audit reports year on year for each entity Project management system identified and adopted managing progress and data Target combined organisation annual income of US\$4 million across all SBB organisations & sources New Governance structure in place with alliance agreement defining roles of International Board, Management Team and Local Boards

6. PROGRAMS & PROJECTS



Our suite of programs are designed to deliver on the strategies outlined in Section 4. Each program contains the detailed approaches necessary to deliver identified outcomes that align with their given strategies. They also identify what skills, processes and resources are necessary.

Programs differ from projects. Projects utilise the processes identified in one or a number of programs in an identified location, with specifically identified beneficiaries, over a given time period.

6.1. Program Suite

Programs represent the central repository for the intellectual property of the organisation. They are continually updated and refined as a result of the annual program reviews and in conjunction with feedback from all stakeholders.

The following are our current suite of programs:

- a. **Quality Teaching** – Representing our core strength, this area includes Maths, Literacy, Mentoring, Educational Technology, and our Educational Changemakers programs. These are all focused on improving learning in early grades.
- b. **Engagement & Embedding Program** – Encompassing initiatives aimed at developing better mechanisms for promoting quality education as driven by both the community and the education system. These initiatives bring greater accountability to the school as all stakeholders develop a better understanding as to what learning means, why it matters, and what to expect from each other.
- c. **Partners Program** – Widening the distribution of quality teaching practices and resources across a broader swathe of delivery mechanisms utilising both the best of SeeBeyondBorders' experience and other organisations' practices and approaches that can bring about sustainable improvements in learning.
- d. **Research and Advocacy** – A new area where we are seeking to formalise research activities and develop a specific advocacy strategy such that our credibility is enhanced and we are clearly able to demonstrate the relevance and importance of what works effectively.
- e. **Strengthening Support** – Is the focus on enhancing internal capabilities enabling us to be effective in the work we do.

7. THEORY OF CHANGE



Bringing together the objectives, strategies and programs as described in Sections 4 and 6, provides the rationale for the outline of our revised theory of change as depicted in figure 1 below. The narrative to the Theory of Change identifies that in order to achieve the strategic objectives identified at the top of the diagram, the starting point is the bottom – the strengthening of support. Strengthening support represents the development of the intellectual and organisational capabilities that establishes and strengthens the local organisation. In turn, the local organisation's capabilities lead to the development of the programs. These programs are implemented through specific projects, as shown in figure 2, opposite, and represent how the organisation's strategies work in practice to achieve the three key strategic objectives that define the organisation's mission.

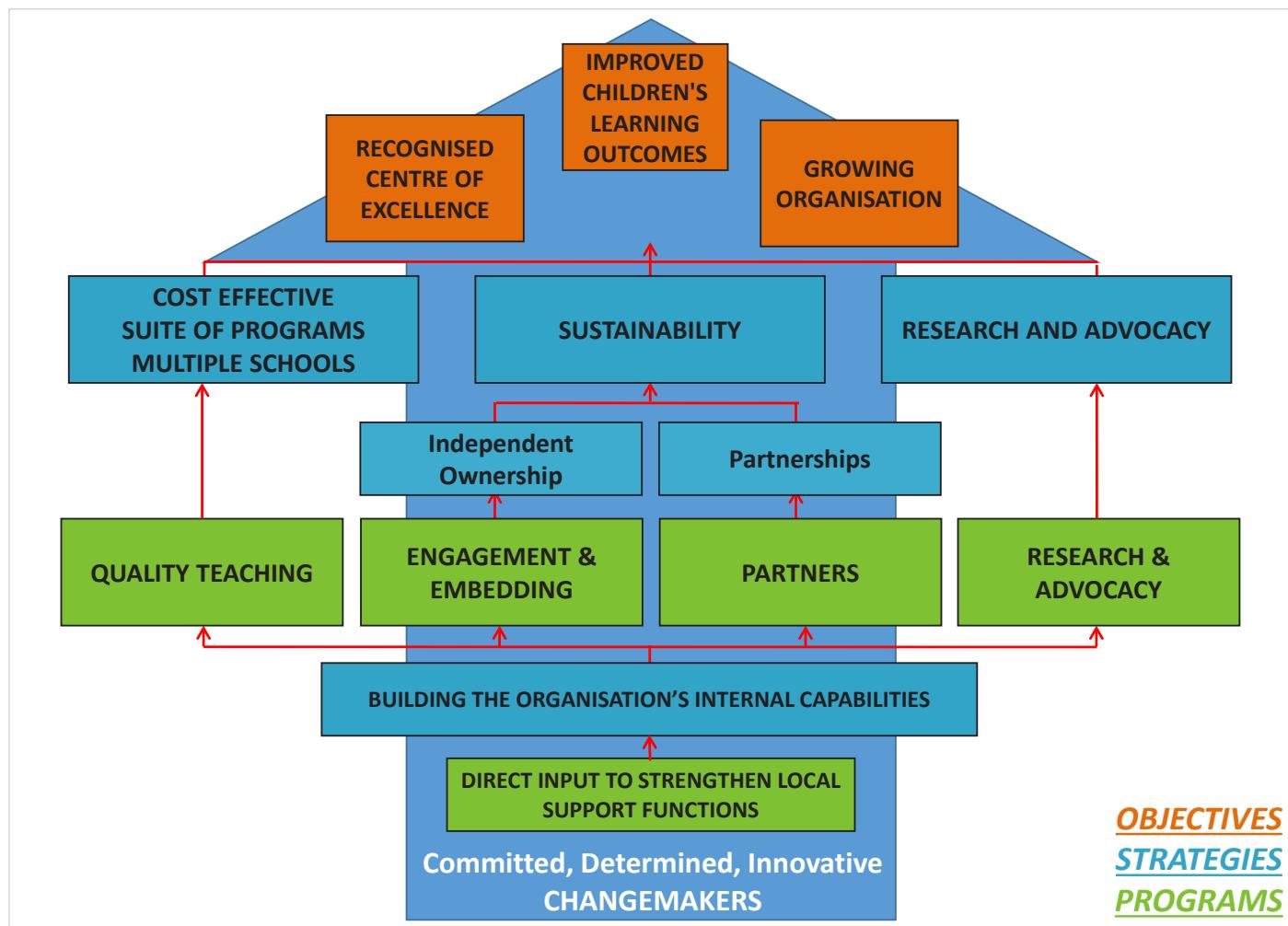


Figure 1. Theory of change – Organisational development to strategic objectives

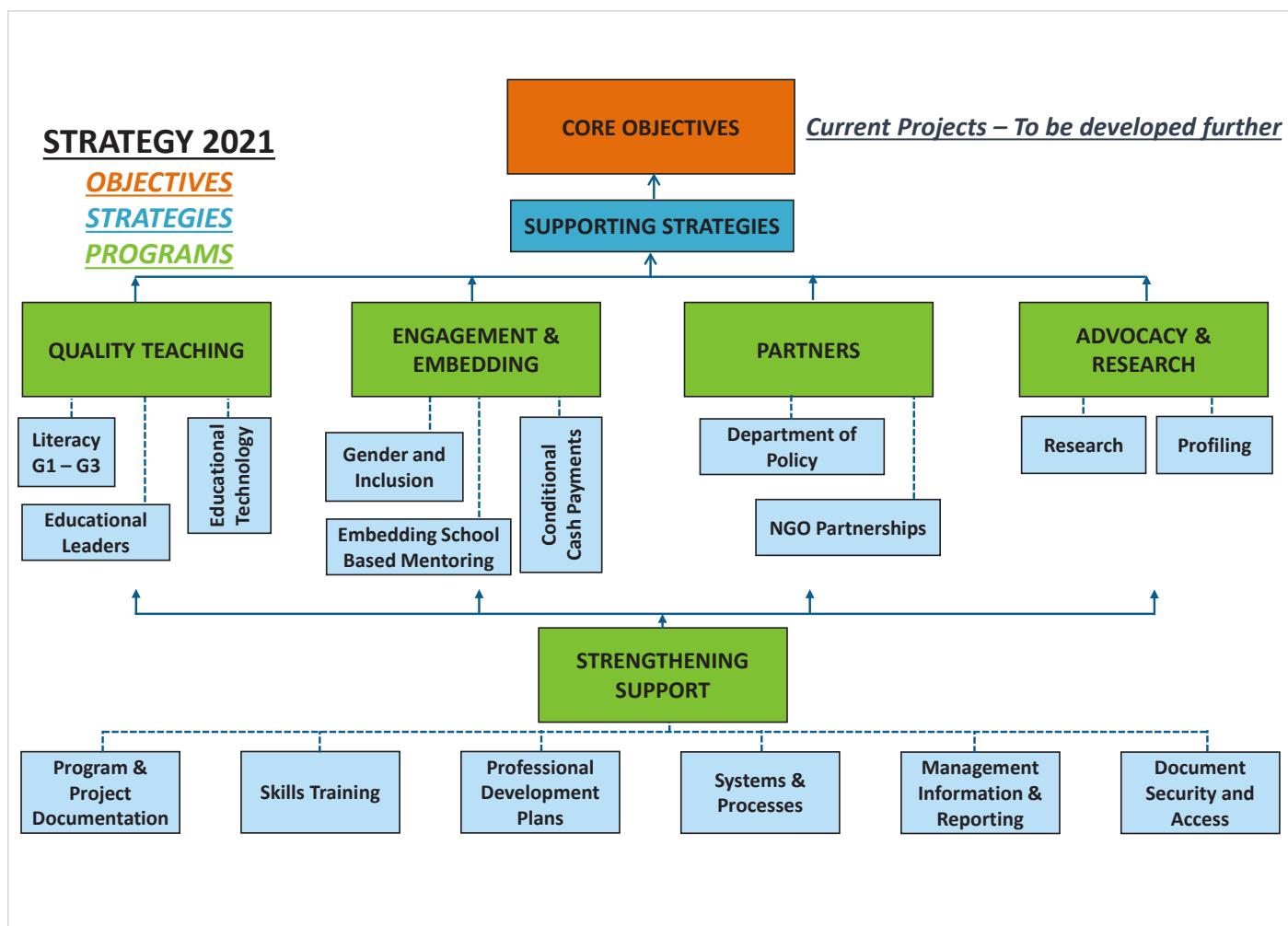


Figure 2. Project per program

8. COMMUNICATING WHO WE ARE



To continue to support education in Cambodia, we need advocates who can generate interest in what we do in donor countries as well as in Cambodia. Being able to support us effectively requires commitment in time and energy while necessitating an understanding and embracing of SeeBeyondBorders' purpose and mission in Cambodia. This strategic plan sets out this purpose and mission, aiming to communicate it clearly, professionally, and engagingly to those who would support this work. This section looks to contextualise our endeavours to connect with those donors and supporters who have the greatest potential to engage with us productively. It sets out the principles that underpin those engagements, identifying who we are and who we are not.

8.1. Purpose

SEEBEYONDBORDERS IS	SEEBEYONDBORDERS IS NOT	IMPLICATION
1. Maintaining a specialist focus - on education in general and teacher capacity development in particular	Distributing books or other resources unless integral to our program	Connection to children is more remote – our primary beneficiaries are (in general) the teachers and school principals who educate the children
2. Addressing problem causes, trialling solutions that are scalable. We have proven methodologies that work, some of which are being implemented nationally e.g. <ul style="list-style-type: none">• Mentoring• Early grade maths training for teachers	Not focused on symptoms or specific groups of impacted people of which examples would be: <ul style="list-style-type: none">• A school or learning centre – with our own teachers and pupils• A specific set of beneficiaries such as scholarship students	Ours may be a longer narrative and requires significant commitment to understanding education and the situation on the ground in Cambodia together with the challenges and opportunities presented. We need to highlight our innovation and feedback mechanisms to improve quality
3. Focusing on foundational skills from which problems identified in later years are known to stem e.g. <ul style="list-style-type: none">• Early grade education• Menstrual hygiene for girls at primary school	We are not a one stop solution for chosen individuals such as: <ul style="list-style-type: none">• A scholarships program• A village handicrafts program• An employment opportunity	Again this looks for involvement in the rationale of what we do. We ask donors and partners to engage with us. We look for dialogue where donors and partners are interested in innovation and system change and meaningful engagement with the projects which they support
4. Focusing on building skills and empowering people while avoiding badging our work. We aim to transfer ownership and responsibility to empower communities to help themselves	We do not build and badge physical assets for their own sake such as: <ul style="list-style-type: none">• Schools• Wells• Housing	Naturally donors want to see that their funding is having a positive impact. For some, our narrative is more challenging as we aim to avoid creating a sense of dependency, patronage, colonialism or ownership
5. Looking to develop partnerships with organisations interested in programs that have an effective track record	We avoid duplicating what is already being done by other organisations, but instead investigate alternatives	Identifying people we can work with efficiently has been challenging. We need to more actively offer our approach to others
6. Investing in people - with our major cost being our staff (60%). Non staff project costs are low	We have grown beyond a volunteer organisation and as our focus on professionalism has grown, so has the need to pay competitive salaries	There is an unwillingness from some donors to pay salary costs. We should clearly articulate the need to and the relevance of investing in the people who underpin our work

8.2. Messaging

Who we are inevitably drives messaging and the table below sets out principles in regards to our messaging

WHAT WE SAY	WHAT WE DON'T SAY	IMPLICATION
1. We encourage donors to: <ul style="list-style-type: none"> ✓ Invest in solutions ✓ Consider the causes of the problems that are evident beyond their symptoms ✓ Empower people to resolve their own challenges through training e.g. teachers, staff, educational leaders ✓ Invest in technology 	Although we acknowledge they have been effective fundraising schemes for some organisations, we avoid direct connection between donor and beneficiaries such as: <ul style="list-style-type: none"> ✗ Sponsor a child ✗ School partnerships 	Those likely to be interested in supporting our work may be those who are keen to learn. They may have had the opportunity to acquire, or are keen to grow, a sophisticated, multifaceted and nuanced view of development. They may want us to help ensure development comes with increased equity and has a chance at sustainability. We need to devote time to expanding this group
2. We look to respect dignity and encourage optimism through systemic change <ul style="list-style-type: none"> ✓ e.g. our partnership with the Ministry of Education's Department of Policy 	We avoid being driven by emotion: <ul style="list-style-type: none"> ✗ Sad faces ✗ Pictures of poverty 	We look to encourage discussion on preserving and developing dignity for the vulnerable. Many Cambodians also remain new to this concept
3. We look to be research led: <ul style="list-style-type: none"> ✓ Partnerships based on reciprocity with research and educational institutions in developed countries and Cambodia 	We avoid being driven by emotion: <ul style="list-style-type: none"> ✗ How terrible the situation is ✗ How lucky am I 	We need to publish more quality research. We have found it challenging to find people who can do this work but have made progress in this area
3. We are making structural changes to our organisation that will give greater power and autonomy to the Cambodians; a process of subsidiarity centralising just those functions that support our fundraising activities. We are working to "decolonise" aid	We do not simply apply programming imported from overseas or "roll out" methodologies that may have worked in other countries	Experiences or expertise acquired in other countries is of limited value without a detailed understanding of the Cambodian context. Programs do not work without the critical engagement, inclusion and collaborative ownership of those we work with – something that financial incentives can compromise.

9. FUNDRAISING APPROACH



Further to the discussions in Section 8, it is recognised that to raise funds to support the organisation's objectives we must engage donors – ideally those who have already had experience in education or development - and develop a shared understanding of the problems to be addressed and the possible solutions that they are being asked to contribute towards. Donors' understandings and their processes for giving vary widely, from those based on trust, to those who want to undertake detailed due diligence. Generally where they sit on this spectrum will also reflect the amount that they are prepared to give as well as the nature, frequency and depth of their communication requirements – although not always!

We need to examine our areas of operation and determine what segment of our donors are the most likely to support each initiative, given their own needs, prioritising those who are most likely to be engaged.

Part of the fundraising process, therefore, involves linking specific strategies and associated programs (see Section 6), with specific donor types and their communication needs as the following tables set out.

STRATEGIC OBJECTIVES AND SUPPORTING FUNDRAISING APPROACH

STRATEGIC OBJECTIVE 1

Improve children's learning outcomes

STRATEGY	KEY COMMUNICATIONS	FUNDRAISING APPROACH
a. To have a suite of innovative teaching programs that can operate cost effectively across multiple schools in early grades.	Relatively straightforward with a focus on people, partnerships, and technology. Need to take care around messages focussing simply on numbers emphasising ability of children to achieve minimum proficiency levels and teachers developing skills.	Emphasis on systemic change and innovation to develop skill sets. Approach represents a step change <ul style="list-style-type: none">• challenge not conform, lead not copy, innovate not commiserate, support not dictate, invest not hand out.
b. To ensure our interventions become sustainable, supported by school communities and recognised by the Ministry of Education.	More complex rationale around mindsets. Focus on quality with integrated initiatives for a limited number of communities and Ministry officials. Longitudinal studies of community and Ministry behaviour – linked to research.	Sophisticated donor – Irish Aid, ANCP, FCDO. May be able to fund single activities e.g. conference / Ministry education program.

STRATEGIC OBJECTIVE 2

Become a recognised centre of excellence

STRATEGY	KEY COMMUNICATIONS	FUNDRAISING APPROACH
c. We establish a recognised research capability that supports our advocacy for better learning.	Specialised activity around particular research topics selected because of program relevance or current thinking.	Grant funding applications and formalised links with international government aid departments, universities, or research centres.

STRATEGIC OBJECTIVE 3

Strengthen the organisation

STRATEGY	KEY COMMUNICATIONS	FUNDRAISING APPROACH
d. Internal capabilities include competent and capable staff, strong financial management, project management, and governance systems.	Need for accreditations / value of ANCP support	Unrestricted funding – events, high net-worth individuals. Specific grants from broad-minded donors.

Given our size and relatively low profile, our fundraising activities need to be highly targeted. We do not have a widely trusted brand at this point. Engagement has to be intimate and specific, requiring a level of time with donors to explain our approach. Working against us are a number of factors such as our own lack of resources, multiple needs, competing messages, severe limitations on donors' time, and varying levels of understanding of education and the issues in a Cambodian context. These factors are addressed more fully in the broader 'Fundraising Plan' which develops the concept of matching donors with particular strategies and their associated programs so that we make the best possible use of time with each category of donor. The plan also recognises those activities and campaigns which we will not do unless our resources and capabilities grow sufficiently.

10. ORGANISATIONAL STRUCTURE

As the number of organisations within the SeeBeyondBorders network begins to grow and in order to give a stronger voice to the people and the needs of Cambodia, a new organisational structure is required adopting the principles of subsidiarity. This will take time as traditional power structures are changed and capacity develops. However any structure must also accommodate the addition of further countries or entities within a decentralised structure that provides for local responsibility and broadly look as follows:

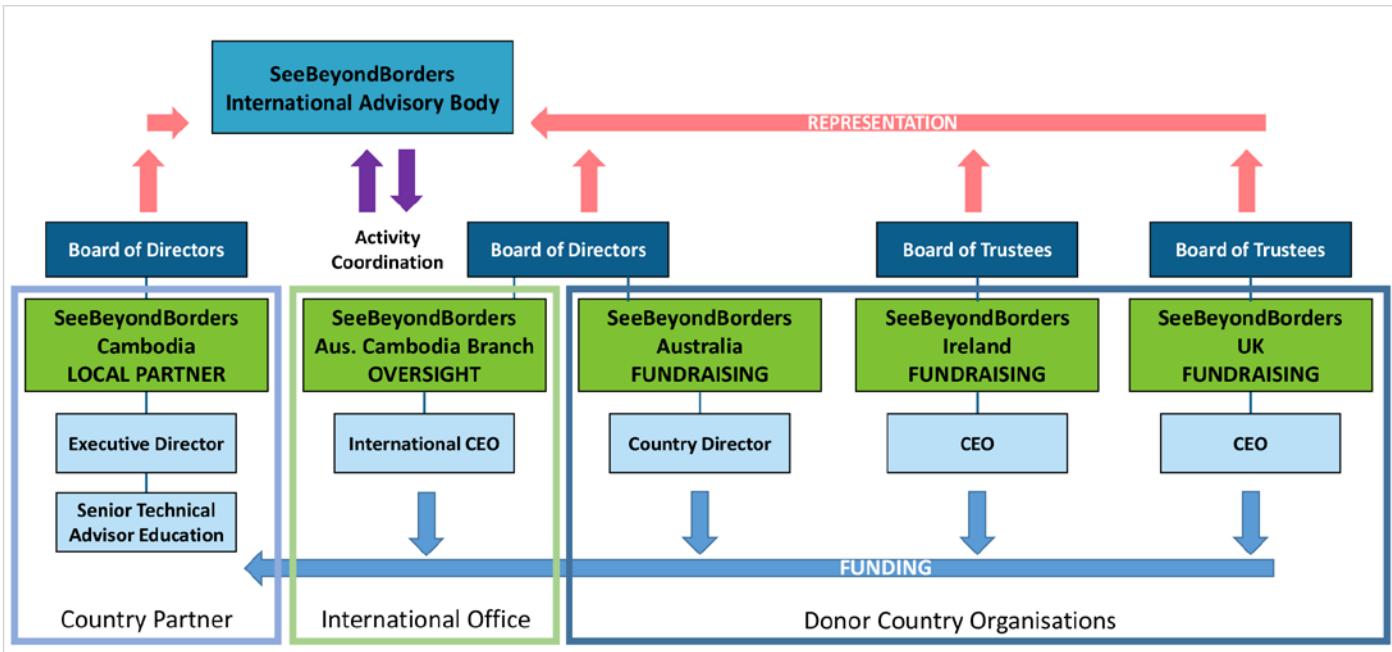


Figure 3. New Legal Structure

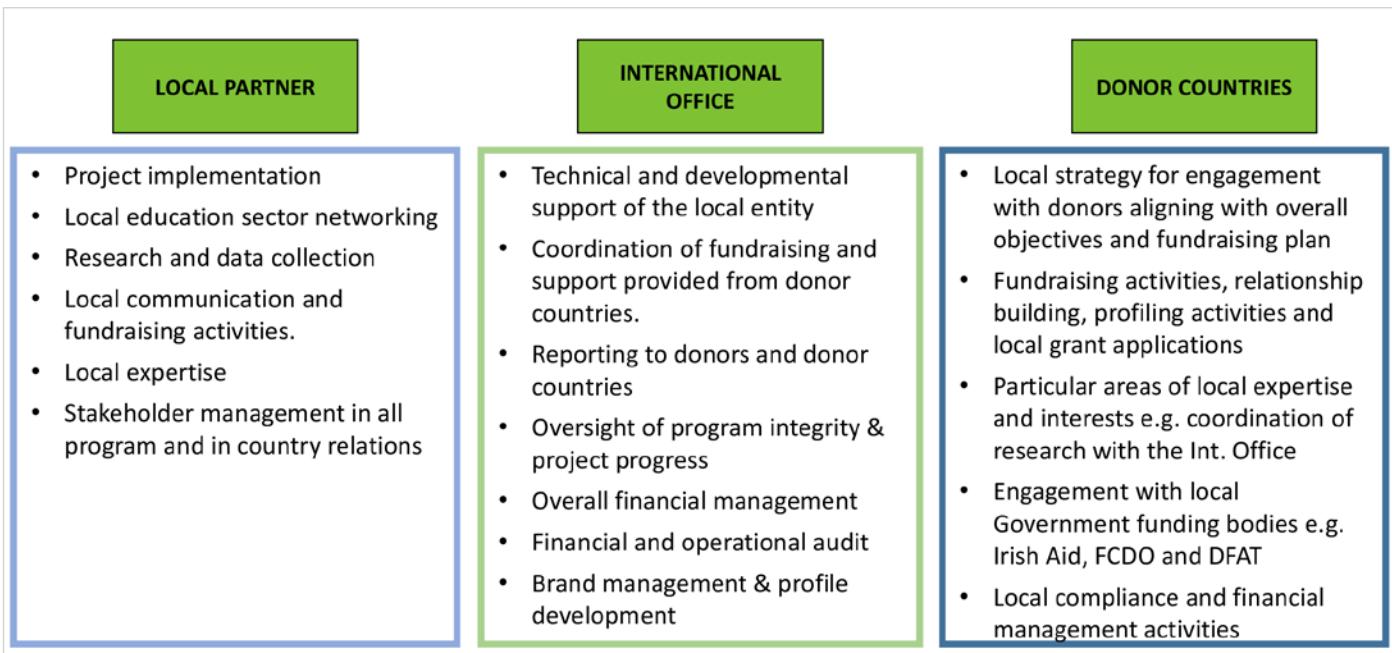


Figure 4. Roles and Responsibilities

SeeBeyondBorders Australia, SeeBeyondBorders Ireland, and SeeBeyondBorders UK (“Donor” entities) will primarily be fundraising focused organisations with SeeBeyondBorders Cambodia their in-country implementing partner. All Donor entities will work with Cambodia on programming needs to help donors understand the benefits to be achieved as articulated by the communities involved. Where necessary they will engage further support from technical advisors from SeeBeyondBorders International, an organisation that will be formed out of SeeBeyondBorders Australia’s Cambodia branch (as depicted above). All organisations will be represented on the SeeBeyondBorders International Advisory Body.

SeeBeyondBorders International will provide technical support and compliance validation as required for any funding granted by Donor entities to the local partner. Currently identified as SeeBeyondBorders Cambodia, the Cambodian organisation will adopt a local name, but will be developing and implementing SeeBeyondBorders’ branded programming.

At least in the early stages of transition, SeeBeyondBorders Australia’s Cambodia branch will provide HR and Finance services to SeeBeyondBorders Cambodia.

It is anticipated that in due course, governance of the international office will be transferred from SeeBeyondBorders Australia to an international board consisting of members of the other entity boards and members of the executive management team. This entity will be responsible for aligning the overall strategy, the brand, and key partnerships. Steps in this direction will only be taken after consultation with key funders and other stakeholders in order to give appropriate representation to all those involved in the work of SeeBeyondBorders. Appropriate documentation specifying the parameters under which entities refer to themselves as SeeBeyondBorders entities, will have to be developed and agreed and will be referred to as the Alliance Agreement.

SeeBeyondBorders



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CHARITY COMMISSION
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