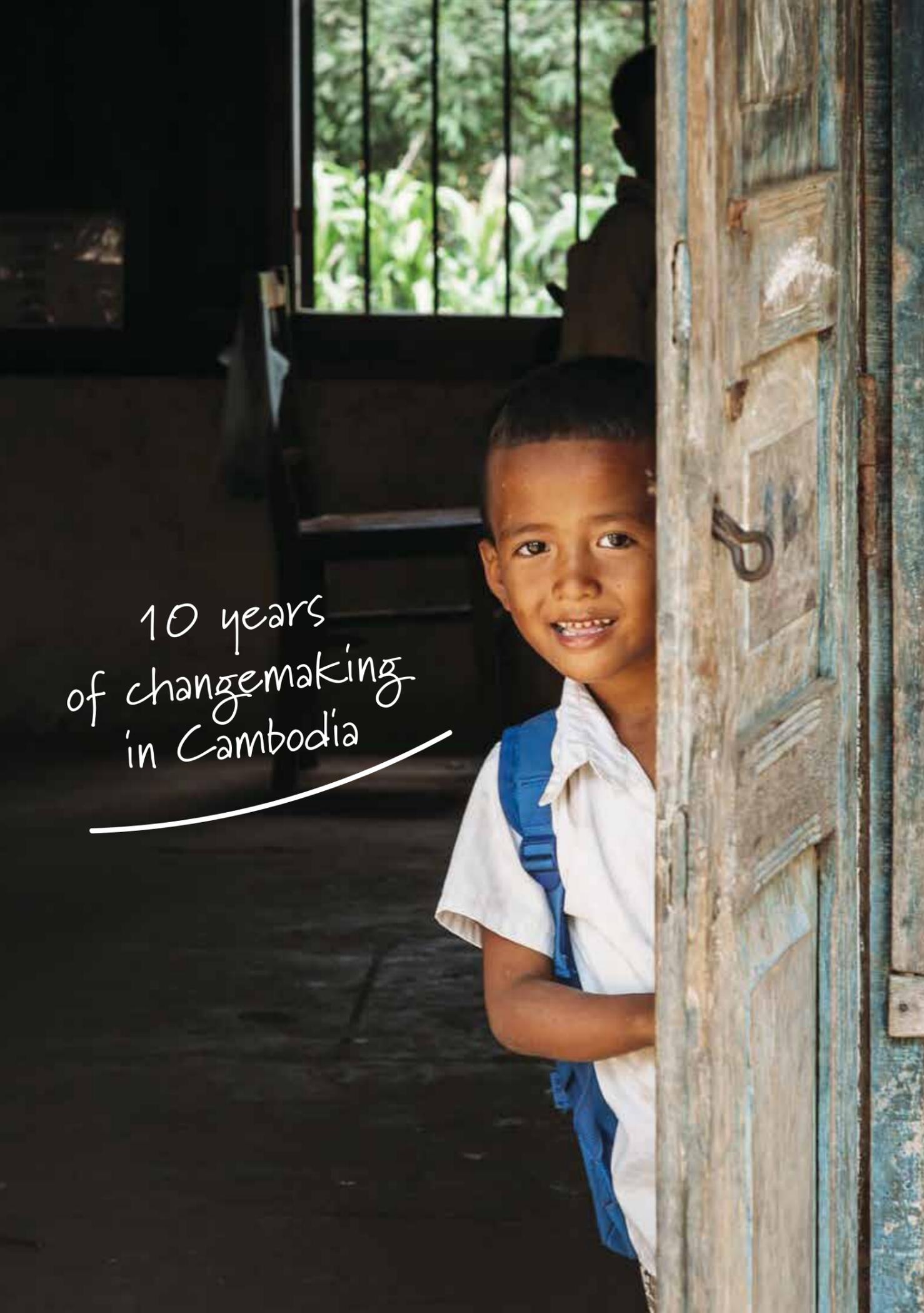


See Beyond Borders

CHANGE BEGINS
WITH EDUCATION

ANNUAL REPORT 2018 - 2019

SeeBeyond|Borders



10 years
of changemaking
in Cambodia

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WELCOME from...

OUR CEO



We celebrated our tenth anniversary in 2019. Ten years! This year has been a time to reflect on what we have done and achieved in that time and how that informs where we go from here. A huge, huge thank you to the many people who have helped us make that possible along the way, including of course the current team that shows up every day.

We have had several breakthrough moments this year which have given us a great boost and confirmed that we are on the right path.

A key feature of this report is the substantial increase in funds raised in the year. Monetary donations have gone up by nearing 40% and despite a fall in gifts in kind, overall income is up by nearly 20%. This is a big vote of confidence, thank you, and is reflected in us being able to increase what we have in reserves. We had previously determined that as a matter of good financial management, we should have 6 months-worth of money available in case the unthinkable happens and we need to ride out a crisis. This makes good sense given that we cannot take our donors continued support for granted or predict what will happen politically that may impact our ability to continue our work. As at the end of the financial year we had 7 months and a week's worth of funds compared to 4 and a half months the year before.

We have never been content to simply help a given number of children get a better education. We have wanted to change the system so a whole generation will benefit, as will generations to come.

This happens by acknowledging both what is working and what is not in the system as a whole and supporting the appropriate bits. A prominent example of where there are challenges, is in the acquisition of foundational skills in Khmer literacy. While there may be no immediate risk of the written Khmer language going extinct, with just 2.1% of children able to read at an international benchmark level (2017 PISA testing) at the age when they should have completed their basic education, we have had to investigate what the impediments might be, that it can be so bad.

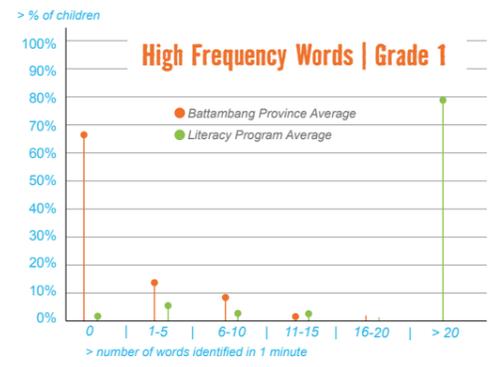
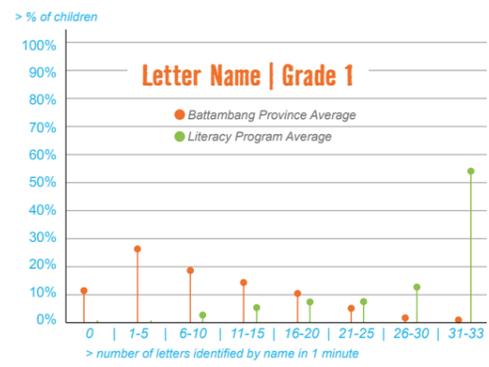
We target early education, grades 1 to 3. By the end of the second year, 68% are reading at our designated level 20 (our highest level of difficulty) or better, which means they can now read their own textbooks and have a great chance of furthering their education effectively. This year we have also trained our first batch of 10 grade 1 teachers how to use this new method within our Literacy Program. Of course this is harder than teaching the children who are open minded and ready to absorb all that is given to them. Inevitably there are going to be questions as to why should we change what teachers have always done. Finding good answers without alienating individuals has been our first major achievement here, but more importantly, results achieved have greatly exceeded those of the province as a whole as illustrated in the graphs shown.

As I write, Kate is in Paris at a UNESCO conference, a part of which is to celebrate 10 years of the UNESCO Hamdan award for improving teaching quality. As the only organisation in Cambodia to have won such an award, we were pleased to be asked by UNESCO to complete two pieces of work contributing to the National roll out of a Mentoring program inspired by the work recognised by our award and enthusiastically endorsed by the Minister of Education.

If education in Cambodia is to serve those in school today and underpin the future prosperity of the Nation, brave solutions are required to radically revise the quality of teaching currently available. The Ministry of Education recognises this clearly and we are pleased to offer whatever help we can to showcase and grow just what committed and well trained teachers can achieve and how they can radically improve the learning outcomes for their pupils. Supporting us will make a difference for generations to come.

Thank you

Edward Shuttleworth, CEO





COUNTRY MANAGER



I believe that education is the key to making positive changes here in Cambodia. The Kingdom's PISA-D report released in 2018 indicates that 97% of all the 15 year olds in this country fail to reach minimum learning standards. The learning crisis in Cambodia is real and needs to be addressed urgently and systemically.

Over the past 12 months we took real efforts to promote our culture of learning internally. We looked at the root causes of the learning crisis and examined how best to design our programs to address the challenges. Each year we assess and evaluate our programs rigorously in order to ensure that they are effective, inclusive and practical for all of our beneficiaries.

Together we achieved great pockets of success. Through our programs we educate teachers, teacher trainers as well community members and national leaders. We work closely with 420 teachers in 81 primary schools who recognise that our program activities improve learning for children in Cambodia. We were pleased this year to be funded by UNESCO to assist the Ministry of Education to develop the materials of the mentoring program for their pilot initiative. The Minister of Education visited our Quality Teaching Program in February, and later in July presented the 'Medal of Development' award to our CEO in recognition of our collective efforts to bring about education reform.

I understand that there are still many challenges for us to pursue. Strong internal capabilities will enhance our influence in the education system more broadly as we seek to enhance our research output and develop closer relationships with key Ministry personnel to make changes at a systems level.

Please accept my sincere gratitude to everybody who has supported us at SeeBeyondBorders. Your support truly makes a difference.

Pheung Pov, Country Manager

PROJECT MANAGER ANGKOR THOM DISTRICT



I have been working with SeeBeyondBorders since 2016. My motivation for working here is simple. I want to see the children in the rural areas get a quality education. Quality education has the power to not only change their lives for the better, but also help to improve our society.

We work hard in SeeBeyondBorders. I realise though that through this hard work and by collaborating with community members and teachers we can make a huge impact for children. The teachers in our programs now know how to use concrete materials when teaching many different ways. I see how teachers can now breakdown concepts of lessons for children. Moreover, teachers feel supported by their mentors regularly. The mentors can consult with them or help them with any challenges they encounter.

As part of my role as a Project Manager I work closely with parents and community members. Parents are extremely important for our programs to be successful. Parents can help improve learning for their children and the quality of the schools in which we work. In my experience if the students feel they are supported from home and school, they are more confident when coming to school and develop a positive attitude to learning.

I chose a career in education because I honestly believe that if more people could read, write and calculate, we would be much closer to solving so many of the challenges in our lives, challenges with our nation and challenges in our society in Cambodia. Change begins with education.

**Nissay Chanleakena,
Project Manager, Angkor Thom District**

AUSTRALIAN BOARD



2019 represented a milestone for SeeBeyondBorders. We celebrated ten years of improving education in Cambodia with a memorable event in Sydney. As we reflect on the past ten years, we acknowledge the symbiotic relationship between what

we do here in Australia and the operations in Cambodia.

SeeBeyondBorders has grown significantly in recent years. ANCP accreditation has been a cornerstone in achieving this growth. Our work as a Board involves serving as guardians of the trust placed in the organisation. All members of our Board reside in Australia and bring experience and skills in abundance.

This year we have bid farewell and welcomed some valued personnel to the Australian office. All staff are led by our General Manager, Andy Wade, who makes a highly significant contribution to our organisation.

SeeBeyondBorders' operations are only made possible by the commitment of our donors and supporters. Thank you sincerely to all who make a contribution.

**David Armstrong,
Chair of Australian Board**

UK TRUSTEES BOARD



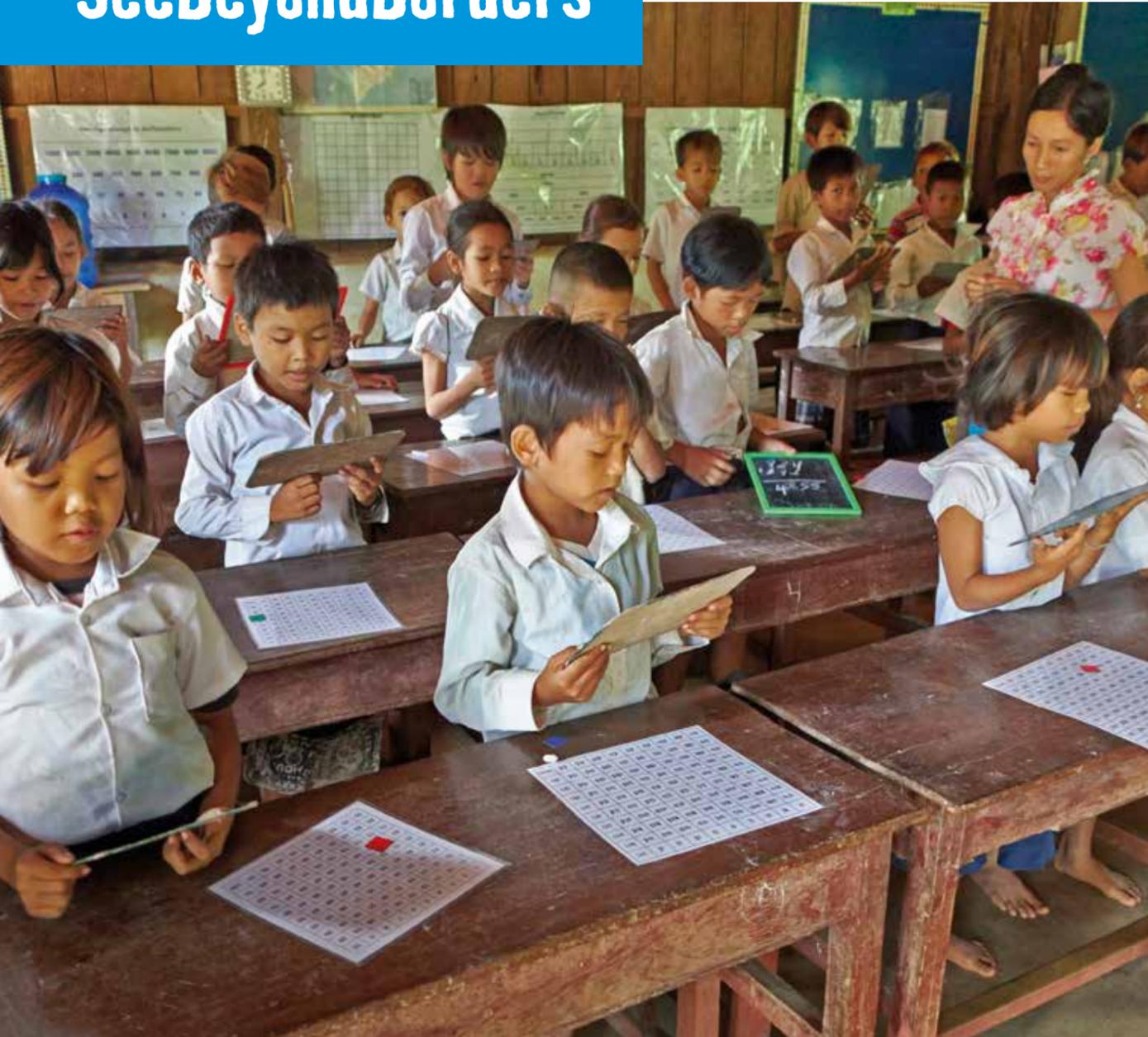
SeeBeyondBorders UK has had an extremely busy year: we successfully gained several new income sources and received repeat funding from a number of other sources; we ran our first ever crowdfunding campaign, with some fantastic support from our volunteer-led

innovation group, and we hope to build on this success with a further campaign next year; and the trustees organised an event in London to celebrate our 10th anniversary, which was very well attended and provided further proof that support for our work continues to grow.

I would like to thank the Board of Trustees for their contributions to the organisation over the past year and extend our thanks to our small team of UK staff for their continued efforts in an increasingly challenging fundraising landscape. We are all excited to support SeeBeyondBorders Cambodia's increased focus on systemic change over the coming year, and look forward to seeing the impact this has on the quality of teaching and learning across the country.

**Andrew Studd,
Chair of UK Trustees**

ABOUT SeeBeyondBorders



SeeBeyondBorders delivers access to quality teaching and learning in Cambodian primary schools. We are a UNESCO award-winning organisation that provides primary school teachers with quality, in-service professional development, supported by ongoing mentoring. Dynamic communities of teaching and learning have been established in Siem Reap and Battambang Provinces.

Over the past ten years we have been implementing UN Sustainable Development Goal 4: Quality Education. We strive to ensure that all children have access to education in an inclusive and safe learning environment. In addition to Quality Teaching, we have two other focus areas: Community Engagement and Systemic Capability. These recognise the importance of engaging local communities and government, to generate systemic and sustainable change. Change begins with education.

Read our [‘Theory of Change’](#) for more information on how we work to achieve our vision.

VISION

A generation of Cambodian school children empowered by education.

MISSION

SeeBeyondBorders provides access to quality teaching and learning at school.



We are committed to full adherence to the ACFID Code of Conduct.

values



Changemaker

Our biggest priority is to create positive, large-scale, and sustainable change in Cambodia. We are not just helping one or two communities – we are working towards large-scale systemic and sustainable change.



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.



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, for our fellow team members and for our donors and supporters.

THE YEAR in review



United Nations
Educational, Scientific and
Cultural Organization

November 2018

SeeBeyondBorders
commissioned by UNESCO
to write National 'Manual
on Mentoring'.



February 2019

Minister of Education H.E.
Dr. Nath Bunroeun visits
programs in Battambang.



Ministry of Education, Youth and Sport

February 2019

Training provided to
leaders in National Primary
Education Department.



May 2019

Historic night in Sydney
as ten years
of SeeBeyondBorders
is celebrated.



July 2019

Momentous Day
as CEO awarded
a Development Medal.



September 2019

10th anniversary
celebration held in London.

2018

2019



December 2018

Training takes place for
Senior Mentors in Siem Reap.



March 2019

SHAPE Project Team
engage with communities
in Cambodia.



April 2019

SeeBeyondBorders
visits Ireland and meets
Minister McGrath.



June 2019

'Days for Girls' training
takes place in Bavel.



August 2019

72% of children pass end
of year tests.



October 2019

Teacher Award Ceremony
takes place in Siem Reap.

- Systemic Capability
- Community Engagement
- Fundraising
- Quality Teaching

the CHALLENGE

90%

of teachers were killed during the Khmer Rouge Regime.*



4.7 years

is typically how long a child spends in school.**

Today less than

3%

of children reach minimum standards.***



Why primary education?

There is a huge amount of global research that shows the primary education years are the most important years. Projects which focus on improving the quality of primary education can have a transformational impact in reducing inequalities and improving life prospects for children. Access to school is no longer the real problem in Cambodia but access to quality education is. Improving teachers improves learning outcomes for children.

Source:

* Ross & Library of Congress, 1990

** United Nations Development Programme, About Cambodia <https://www.kh.undp.org/content/cambodia/en/home/countryinfo.html>

*** Findings from Cambodia's experience in PISA for Development - PISA D Report 2018



WHAT we do?



Literacy

The Ministry of Education conducted [Early Grade Reading Assessments](#) in 2017. It found "half of children in grades 1 and 2 are unable to read a single familiar word". By age fifteen a mere 2.1% of Cambodians are achieving minimum reading standards. This is intolerable. The teaching of reading in Cambodian schools typically focuses on memorising vast numbers of letter combinations and words, in isolation (rather than in the context of a piece of writing, such as a book). The goal of SeeBeyondBorders' Literacy Program 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.

87% of children in grade 1 SeeBeyondBorders literacy program could orientate their way around a text.

SCHOOLS	5 (all in Ek Phnom District)
TEACHERS	12 (10 grade 1 teachers, 2 grade 2 teachers)
CHILDREN	481 (416 in grade 1, 65 in grade 2)

47% of grade 1 children in control school could orientate their way around a text.

During this reporting period the Program was extended to 14 Grade 1 teachers across 7 schools, and two Grade 2 classes in the original pilot school. The grade 1 planners were revised and updated, acting on feedback from the pilot year teachers, and our literacy team. The Grade 2 Program includes a Wellbeing and Healthy eating module which has proved to be very popular.

As with all programs there have been challenges along the way. In February two schools (4 teachers) left the program with a lack of parental support for the non-traditional method of teaching literacy proving to be problematic. We have begun the new academic year with community meetings in every school to share the reasons why we are running the program, the successes we have had in the past and the importance of parental engagement.

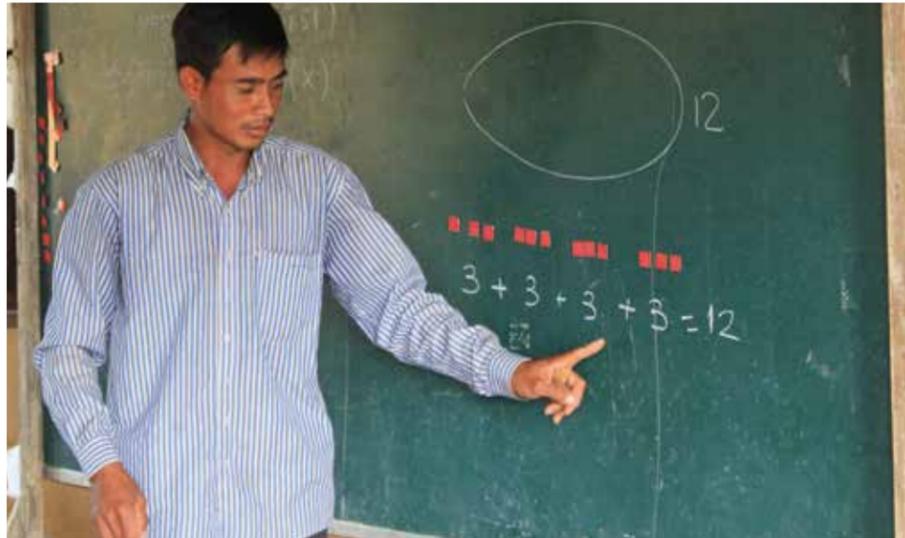
Across all 5 remaining schools there is a strong commitment to the program. Parents and teachers can now observe how the program is leading to outstanding results for children. Children in the program are far more likely to be able to read independently and read for meaning. They can become intuitive learners and critical thinkers. For the next academic year the program will be piloted in grade 3 in one school. The full grade 1 and 2 program will be operational in five schools.

Systemic Capability

We strive to influence the government to promote effective reform policies and see them implemented at a grassroots level. It is our intention to leverage our relationship with the Ministry of Education, Youth and Sport (MoEYS) to enhance education and develop the requisite skills needed at all levels of the system. In conjunction with the Ministry of Education, Youth and Sport and UNESCO we have developed a training package for mentoring, and contributed our mathematics resources, for programs that will be rolled out by the Ministry to five provinces.

Community Engagement

We seek to increase school participation and attendance in an environment that is fun, safe and accessible to the whole community. Furthermore, we stimulate sustained community engagement in the long term physical and educational development of Cambodian schools. We improve school participation and help families engage with education through school development planning, health days, sport activities, infrastructure improvements and conditional scholarships. We promote equality for the most vulnerable in society, including those with disabilities, and seek to provide equal access to school for all.



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. We work in over 80 schools in the provinces of Siem Reap and Battambang.

Pass rates for children in maths improve by an average of 35% and 68% of children are reading at a minimum proficiency level in grade 2 where their teachers are part of our Quality Teaching Program. Quality teaching has the power to transform learning outcomes for children.

72%
average pass rate for
children in 2019 (maths)



1 MINISTRY



5 DISTRICTS



81 SCHOOLS



128 MENTORS



410 TEACHERS



11,756 CHILDREN

37%
average pass rate at
beginning of quality
teaching program

MEASURING our impact



Evaluation is a critical element of our programs. Two components of our evaluations are children's testing and teacher scales. These help us to identify learning outcomes for children and the development of teachers' knowledge and skills. We also rigorously monitor and evaluate all aspects of other programs, and report transparently on the outcomes in our Transparency Report.

Children's Testing

Independent testing of the mathematics knowledge of all children in program schools is conducted each August. Tests are based on relevant levels of the Cambodian mathematics curriculum. The pass rate for all grades is 50% and the count includes absenteeism so if a child is absent on the day of the test their score is marked as zero.

Teacher Scales

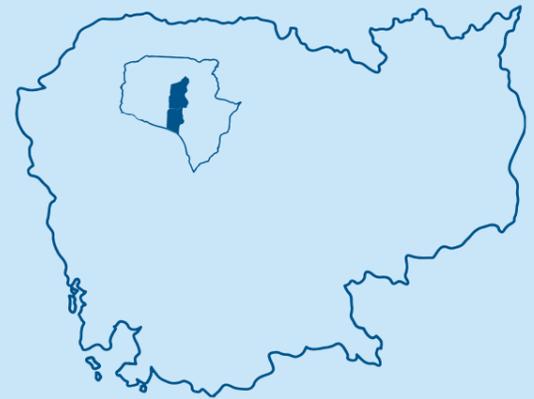
SeeBeyondBorders has developed a scale to measure competency across different teaching skills. This year we adapted the metrics so teachers can now be moved down the scale as well as up the scale. This is a significant cultural shift for Cambodian teachers so we had to go about this process in a careful and sensitive manner. We have also introduced subject knowledge to the teacher scales. Subject knowledge is in addition to teachers being assessed on their skills such as breaking down concepts, creating lesson plans, using concrete materials, managing their classes' activities, and working with their mentors. The progress of teachers participating in our programs is assessed every six months through structured classroom observations. As a result of the changes outlined above, while teacher scale results are lower this year compared with last year we feel there is greater accountability in the assessment process and this will ultimately benefit the children in the classes.



IMPACT
where we work

*Building
a better future
for Cambodian children!*

BANTEAY SREY & PRASAT BAKONG



Banteay Srey and Prasat Bakong are neighbouring districts to the north of Siem Reap. Test results have increased consistently across all grades since the program began in February 2018.

19
SCHOOLS

81
TEACHERS

31
MENTORS

3,511
CHILDREN

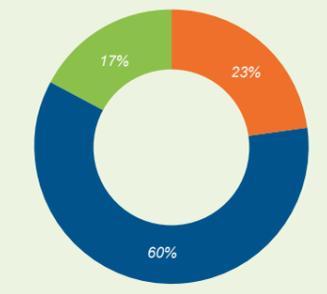
Children's maths test results

64% of children passed the annual assessment.



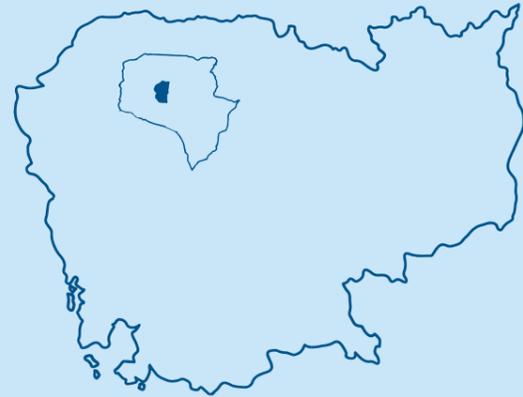
There has been a significant increase in the number of children who are passing the end of year test compared with the beginning of the program. Pass rates in grade 2 are particularly impressive with an additional 30% of children now passing the exam.

Teacher scales



- > 1,028 mentoring sessions completed
- > workshop on multiplication and division delivered
- > workshop on fractions delivered
- > workshop on classroom management delivered

ANGKOR THOM



Despite the dip in test results this year, learning outcomes for children have been transformed since 2013 when the program commenced.

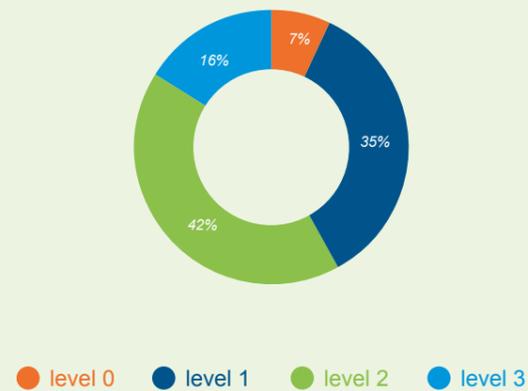
19 SCHOOLS | **57 TEACHERS** | **24 MENTORS** | **1,995 CHILDREN** | **58 FAMILIES** received support from the CCP Program

Children's maths test results



This district of Siem Reap was badly affected by dengue fever this year. With 240 children missing on test day (and many more absent in proceeding weeks) this adversely impacted test results. Nevertheless, when compared with the start of the program, children in this district are still performing far better than previously. In August an average of nearly three in four children (74%) passed the end of year tests. This compares with just one in four (25%) who passed at the beginning of the Quality Teaching Program.

Teacher scales



- > 443 mentoring sessions completed (including 152 mentors unpaid)
- > workshop on patterning delivered
- > workshop on fractions delivered
- > workshop on classroom management delivered

BAVEL



Quality Teaching, Systemic Capability and Community Engagement are all Focus Areas of SeeBeyondBorders work in the Bavel District. This District is located to the West of Battambang City.

16 SCHOOLS | **56 TEACHERS** | **27 MENTORS** | **2,906 CHILDREN** | **92 FAMILIES** supported through the CCP Program

Children's maths test results



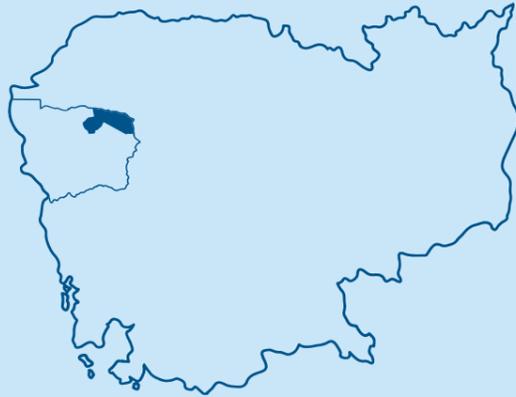
In 2018 test results in grades 1 and 3 fell compared with the previous year. We were particularly pleased therefore that test results in both these grades increased again in 2019. Pass rates in grade 2 have dipped slightly. This is the first year on record that grade 2 results have fallen in Bavel. The Grade 2 2019 results provide an opportunity for us to learn and examine how we can maintain quality across all grades as our programs mature.

Teacher scales



- > 402 mentoring sessions completed
- > workshop on fractions delivered
- > workshop on patterning delivered
- > workshop on classroom management delivered
- > 6 school development plans completed
- > 8 schools raised \$ 5,737 from their local communities

EK PHNOM



Ek Phnom is a district just outside of Battambang. In 2017, 15 new schools were incorporated into the Quality Teaching Focus Area. That is why test results are differentiated between “Old” and “New” Ek Phnom.

27
SCHOOLS

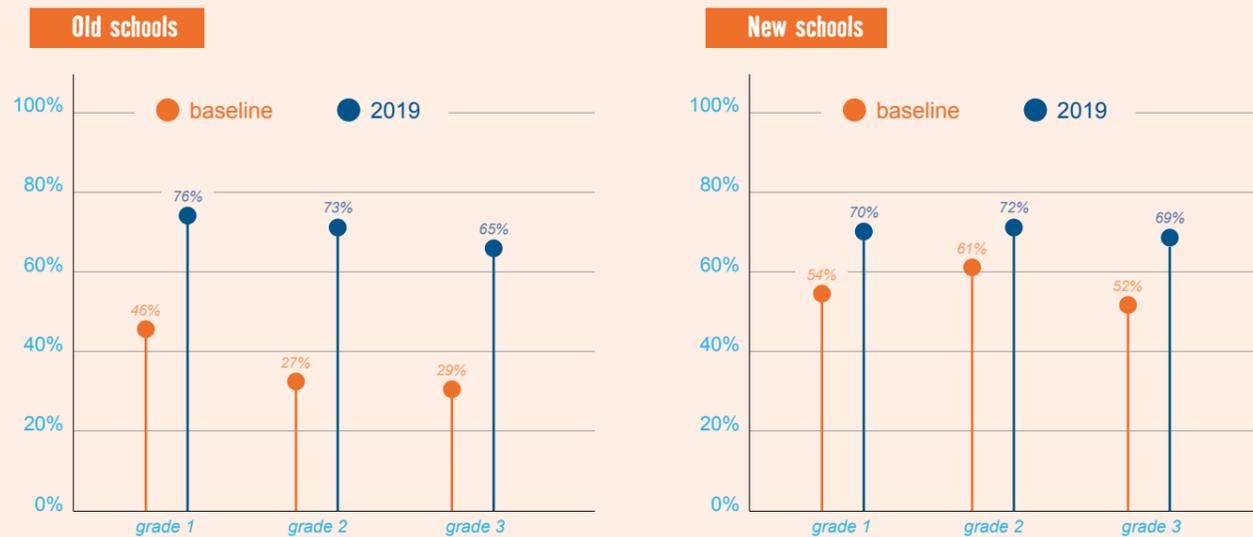
88
TEACHERS

46
MENTORS
5 senior mentors

3,344
CHILDREN



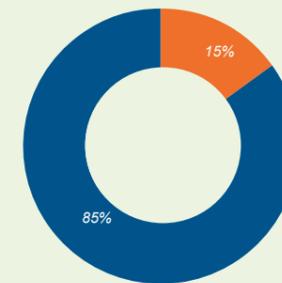
Children's maths test results



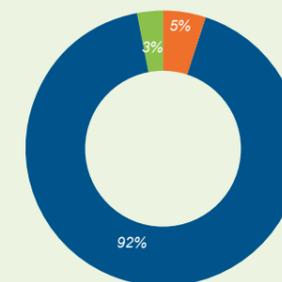
Test results in both “Old” and “New” Ek Phnom are both encouraging with pass rates in the “Old Schools” only slightly higher at 72% compared with 71% in the “New Schools”. These test results demonstrate the transformational impact quality teaching has on learning outcomes for children.

Teacher scales

New teachers in our program



Old teachers in our program



● level 0
● level 1
● level 2



- > 244 mentoring sessions
- > workshops on fractions delivered
- > workshop on classroom management delivered



TRANSPARENCY

We care deeply about transparency and learning from our experiences. That is why we publish an annual Transparency Report. It details the systemic, internal and program challenges which we face as an NGO operating in Cambodia. Furthermore, it details the key lessons learned and the changes we are implementing to address some of the challenges we face. Our next Transparency Report will be published in conjunction with our revised Strategic Plan.

Our [2016](#) Transparency Report and our [2017](#) Transparency Report are available to read for further information.

Below we have listed our Transparency Scorecard. It outlines some of the key data which we have collected. 72% of children now pass our end of year tests. This compares with just 37% at the beginning of our programs.

	2018/19 TOTAL	2017/18 TOTAL	2016/17 TOTAL	BASELINE
Total Schools	81	89	55	-
Teachers in our programs	410	466	259	-
of which mentors	128	147	87	-
Children directly impacted by our programs	11,756	13,555	7,141	6,339
Pass rate for students in our programs	72%	71%	65%	37%

Baseline tests were carried out in the districts of Ek Phnom, Bavel and Angkor Thom. Baseline data is not provided for Banteay Srey and Prasat Bakong as our programs started there in the middle of the academic year.



LOOKING ahead

Working at a grassroots level in Cambodia for 10 years, we know supporting teachers in their workplace brings real and tangible change for the children they teach. Learning outcomes for children can be transformed when teachers are equipped with the skills necessary to enable them to teach effectively. Over the next twelve months we will continue to work in public schools in Banteay Srey, Prasat Bakong, Angkor Thom, Bavel and Ek Phnom to support teachers so children can reach Minimum Proficiency Levels. Our Quality Teaching Program in Siem Reap will be adjusted to work with the broader Global Partnership for Education (GPE) initiative in the province. In the Ek Phnom district of Siem Reap, our Literacy Program will be expanded to grade two in five schools and piloted in grade three in one school. As our programs continue to mature inevitably children's test results will rise and fall. They will remain far higher than baseline results however and we are confident that learning outcomes for children in maths will continue to far exceed control schools or baseline results.

At an operational level, in January we will welcome an Australian and Irish Teacher Group and engage with our valued corporate partners SHAPE in February. As ever we will strive to go beyond improving a certain number of teachers

and contribute to the development of the education system as a whole. In March members of our leadership team will travel to Ireland with leaders from the Cambodian Ministry of Education, Youth and Sport. While there they will meet with key stakeholders in Irish education and assess the feasibility of developing a systemic learning program.

We envision making research a key component of our updated strategic plan. The aim for the organisation is to become an emergent research entity, with a longer term objective of becoming a research performing organisation, recognised as authoritative on research and advocacy in education for Cambodia. Over the next three months we will publish a Transparency Report reflecting on key lessons learned for our organisation over the past 10 years and launch a new website to coincide with an updated Strategic Plan.

The year ahead holds much promise for our NGO. Our work in Cambodia is only possible with support from partners and supporters. Can you improve Cambodian education by investing your time or money in SeeBeyondBorders? Contact us today info@seebeyondborders.org

FINANCIAL structure

The SeeBeyondBorders organisation comprises an Australian office, which maintains overall financial control of the organisation, SeeBeyondBorders Cambodia which is a branch of the Australian entity and implements the programs to achieve the charitable objectives of the organisation, and SeeBeyondBorders UK which focuses on fundraising and managing the use and distribution of these funds in Cambodia.

Australia

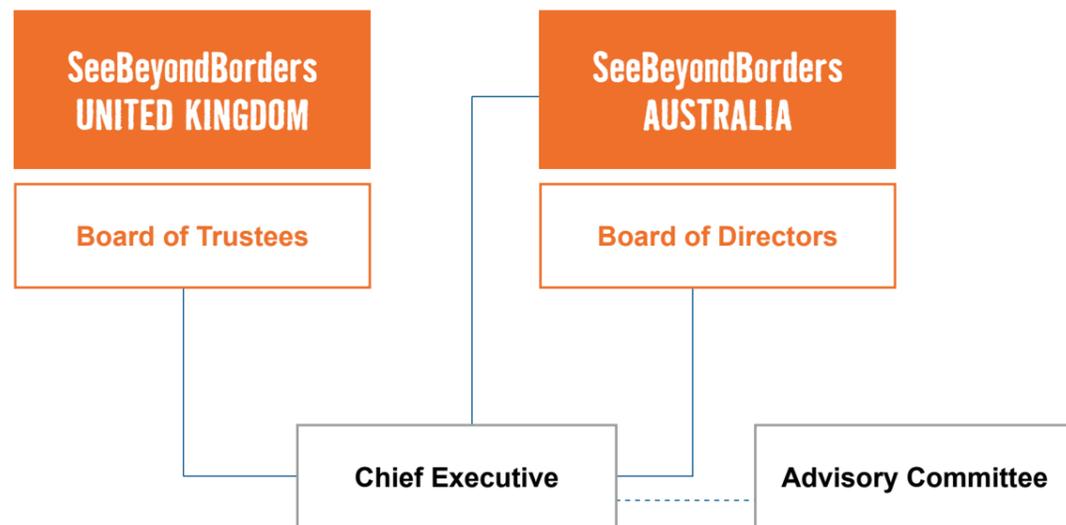
SeeBeyondBorders Australia is an ACFID compliant charity registered with the Australian Charities and Not-for-Profit Commission (ACNC). Donations are made directly to SeeBeyondBorders Australia Overseas Aid Relief Fund (DGR 1 Status). SeeBeyondBorders Australia is governed by a Board of Directors. Management accountability is delegated to the CEO, supported by an Advisory Committee offering professional expertise to support project and organisational needs.

UK

SeeBeyondBorders UK was established on 17th January 2012 as a company limited by guarantee, is a registered charity with the Charity Commission (no.1146044) and is endorsed for Gift Aid by HMRC. SeeBeyondBorders UK is governed by a Board of Trustees, and management accountability is delegated to the CEO, Edward Shuttleworth.

Cambodia

SeeBeyondBorders Cambodia is a registered Non-Government Organisation in Cambodia. It is a branch of the Australian legal entity. Program management and project implementation is carried out in Cambodia by SeeBeyondBorders Cambodia as registered with the Ministry of Foreign Affairs and International Co-operation.



FINANCE review



Operations in Cambodia are a division of SeeBeyondBorders Australia which is registered as an International NGO in Cambodia with the Ministry of Foreign Affairs. SeeBeyondBorders UK is registered as a Charity in the UK.

Although these two SeeBeyondBorders entities (SeeBeyondBorders UK and SeeBeyondBorders Australia) do not legally comprise a group, in operational terms the entities work together to achieve one objective.

The financial performance for the year for the SeeBeyondBorders combined operations is detailed on page 26, in USD. Operations in Cambodia are a division of SeeBeyondBorders Australia which is registered as an International NGO in Cambodia with the Ministry of Foreign Affairs. SeeBeyondBorders UK is registered as a Charity

in the UK. Although these two SeeBeyondBorders entities (SeeBeyondBorders UK and SeeBeyondBorders Australia) do not legally comprise a group, in operational terms the entities work together to achieve one objective. The financial performance table is presented to enable stakeholders to assess the performance of the organisation, supported by the financial statements of the legal entities.

In 2019 we were able to build the organisation's reserves to a level that ensures financial sustainability of our growing organisation, by underpinning more than six months' expenditure. This was achieved by donor support together with strong financial control, though it also reflects the cancellation of workshops in response to Ministry of Education timetabling conflicts and staff position vacancies in competitive recruitment market conditions in Cambodia.

Australia

The results for Australia in AUD in the ACFID format can be viewed on page 28.

The fundraising activities in Australia were successful, funds raised increasing by 44% on prior year primarily due to increased Corporate support and increased project trip activity, with an increase in local costs of only 7%. These funds were used both to increase funding of Cambodia (10%) and to build reserves to support the growing organisation in Cambodia in compliance with our policy to hold at least six months expenditure in reserves.

UK

The abbreviated accounts for the UK in GBP can be viewed on page 31. The fundraising activity in the UK also increased by 45% on prior year, due to a growing relationship with Ireland and increased success in gaining support from Trusts and Foundations as well as a new major donor. Costs actually decreased by 30% as reduced staffing in the UK was supported by the international fundraising team. Funds transferred to Cambodia increased by 30%, ensuring all restricted donations were spent in Cambodia.

Cambodia

Program costs (cash) in Cambodia increased by 28% due to a focus on the sustainability of our work and the capacity building of staff.

	AUSTRALIA	CAMBODIA	UK	TOTAL	TOTAL
	2019	2019	2019	2019	2018
REVENUE amount in USD					
Monetary Donations	616,410	32,664	206,786	855,860	614,688
Gifts in Kind *	92,436	159,705	4,511	256,652	341,805
Other Income	63,775	17	1,299	65,091	32,168
	772,621	192,386	212,596	1,177,603	988,661
EXPENDITURE amount in USD					
Administration Costs Cash **	44,056	-	4,104	48,160	46,415
Administration Costs in Kind *	26,117	-	4,511	30,628	49,981
Fundraising Costs **	84,065	3,499	24,754	112,318	135,686
Fundraising Costs in Kind*	28,859	-	-	28,859	64,032
Event Costs	5,692	-	-	5,692	-
Event Costs in Kind	25,890	-	-	25,890	-0
Programs Costs	35,701	477,073	-	512,774	398,704
Program Costs in Kind*	11,569	159,705	-	171,274	227,795
	261,949	640,277	33,369	935,595	922,613
Increase/(Decrease) in Reserves	510,672	-447,891	179,227	242,008	66,048

* Volunteer time has been valued at DFAT rates for pay scales in Australia and Cambodia.

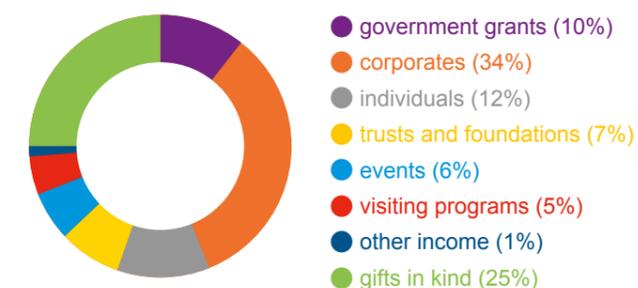
** Of 160,478 USD total Admin and Fundraising cash expenditure 152,203 USD is funded by restricted donations from two founding benefactors. Costs in table and pie charts derived using ACFID finance definitions for direct costs and time sheets and estimates for staff and volunteer time. The exchange rate realised at the date of transfer has been used to translate from base currency to USD.

Funds raised and spent



Where our support comes from

Our funds are raised from a diverse range of supporters, financial stakeholders include Corporates, individuals covering both the general public and major benefactors. Our major benefactors cover fundraising and administration costs. The Australian Government provide support via the ANCP program and the Irish Government provide support via Irish Aid. There is growing support from Trusts and Foundations where our work aligns with their objectives, events such as fun runs, and revenue from visiting programs. In addition we also receive significant in kind support in the form of a strong volunteer workforce and pro bono services which reduce the cash expenditure required to provide programs and broaden the expertise available to SeeBeyondBorders.



How we spend these funds (excluding founding benefactor funds)

The pie chart illustrates how funds are directed, after our founding benefactor funds are allocated to fundraising and administration. Cash funds are directed mainly to program costs, directly investing in education standards in Cambodia. The in kind costs relate mainly to the allocation of volunteer labour, together with donated goods and services.



Summary Financial Reports on the following pages have been prepared in accordance with the requirements set out in the ACFID Code of Conduct. ACFID require separate disclosure of Australian activities so results are published below for the legal entity (Cambodia and Australia) and the part entity (Australia) 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

SeeBeyondBorders Australia (inc Cambodia branch) Income statement for year ending 30 June 2019

REVENUE <i>amount in AUD</i>		SBBA (INC SBBC)	SBBA (INC SBBC)	SBBA (EXL SBBC)	SBBA (EXL SBBC)
		2019	2018	2019	2018
Donations and Gifts	<i>Monetary</i>	973,106	605,816	713,189	455,941
	<i>Non-Monetary</i>	357,621	433,368	131,105	113,040
Grants	<i>Department of Foreign Affairs</i>	150,000	150,000	150,000	150,000
Commercial Activities Income		11,725	15,380	11,725	15,380
Investment Income		433	2,488	409	2,358
OTHER INCOME <i>amount in AUD</i>					
	<i>Program fees</i>	78,900	24,000	78,900	24,000
	<i>Miscellaneous Income</i>	14,026	1,053	10,511	-435
TOTAL REVENUE		1,585,811	1,232,105	1,095,839	760,284
INTERNATIONAL AID AND DEVELOPMENT PROGRAMS EXPENDITURE <i>amount in AUD</i>					
International programs	<i>Funds to international programs</i>	613,787	466,614	437,769	428,559
	<i>Program support costs</i>	50,635	17,976	50,635	17,976
	<i>Community Education</i>	-	4,882	-	4,882
Fundraising costs	<i>Public</i>	48,508	100,479	43,616	100,479
	<i>Government, multilateral and private</i>	75,617	20,858	75,617	20,858
Accountability and Administration		62,486	59,437	62,486	59,437
Non Monetary Expenditure	<i>Gifts in Kind</i>	357,621	433,368	131,105	113,089
Commercial Activities		8,074	1,981	8,074	1,981
Program Trips		53,384	29,271	-	-
TOTAL EXPENDITURE		1,270,112	1,134,866	809,302	747,261
TOTAL COMPREHENSIVE INCOME		315,699	97,239	286,537	13,023

SeeBeyondBorders Australia (inc Cambodia branch) Balance sheet as at 30 June 2019

		SBBA (INC SBBC)	SBBA (INC SBBC)	SBBA (EXL SBBC)	SBBA (EXL SBBC)
		2019	2018	2019	2018
ASSETS	CURRENT ASSETS <i>amount in AUD</i>				
	Cash and cash equivalents	789,077	464,482	664,245	323,564
	Trade and other receivables	21,764	28,076	3,990	28,076
	Other financial assets	12,567	16,157	8,318	14,604
	TOTAL CURRENT ASSETS	823,408	508,715	676,553	366,244
	NON CURRENT ASSETS <i>amount in AUD</i>				
	Property, plant and equipment	27,350	17,647	2,399	3,041
	Other non-current assets	17,444	4,337	10,249	-
	TOTAL NON CURRENT ASSETS	44,794	21,984	12,648	3,041
	TOTAL ASSETS	868,202	530,699	689,201	369,285
LIABILITIES	CURRENT LIABILITIES <i>amount in AUD</i>				
	Trade and other payables	108,719	89,703	94,823	64,232
	Employee Benefits	11,643	11,972	11,643	11,972
	TOTAL CURRENT LIABILITIES	120,362	101,675	106,466	76,204
	NON CURRENT LIABILITIES <i>amount in AUD</i>				
	Provisions	12,162	9,545	12,662	9,545
	Borrowings	500	-	-	-
	TOTAL NON CURRENT LIABILITIES	12,662	9,545	12,662	9,545
	TOTAL LIABILITIES	133,024	111,220	119,128	85,749
	NET ASSETS	735,178	419,479	570,073	283,536
EQUITY	EQUITY <i>amount in AUD</i>				
	Retained Earnings	735,178	419,479	570,073	283,536
	TOTAL EQUITY	735,178	419,479	570,073	283,536

Independent Auditor's Report

To the Members of SeeBeyondBorders Australia

Report on the audit of the Code of Conduct summary financial report

Opinion

In our opinion, the accompanying Australian Council for International Development (ACFID) Code of Conduct summary financial report which comprises the balance sheet as at 30 June 2019, the income statement and statement of changes in equity for the year then ended, derived from the audited financial report of SeeBeyondBorders Australia (the "Registered Entity") for the year ended 30 June 2019 is, in all material respects, complied with the Australian Auditing Standards and the requirements of ACFID for disclosure of the summary financial report.

The summary financial report does not contain all the disclosures required by the Australian Charities and Not-for-profits Commission Act 2012. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial report.

Basis for opinion

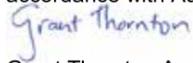
The accompanying summary of financial statements which comprises the balance sheet as at 30 June 2019, the income statement and statement of changes in equity for the year then ended are derived from the audited financial report of SeeBeyondBorders Australia for the year ended 30 June 2019. We expressed an unmodified audit report on the financial report dated 12 November 2019.

Responsibilities of the Directors for the financial report

The Directors of the Registered Entity are responsible for the preparation of the summary financial report.

Auditor's responsibilities for the audit of the financial report

Our objectives is to express an opinion on the summary financial report based on our procedures which were conducted in accordance with Auditing Standard ASA 810 Engagements to Report on Summary Financial Statements.


Grant Thornton Audit Pty Ltd
Chartered Accountants


A G Rigele
Partner – Audit & Assurance
Sydney, 22 November 2019

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SeeBeyondBorders Australia (inc Cambodia branch) Statement of changes in equity for year ended 30 June 2019

amount in AUD	RETAINED EARNING	RESERVES	OTHER	TOTAL
Balance at 1 July 2018	419,479	-	-	419,479
ITEMS OF OTHER COMPREHENSIVE INCOME				
<i>amount in AUD</i>				
Excess of Revenue over Expenses	315,699	-	-	315,699
Other Amounts transferred to/from reserves				-
Balance at 30 June 2019	735,178	-	-	735,178

The following summary financial statement has been prepared in accordance with accounting policies and complies with the Trusts governing document, the Charities Act 2011 and the applicable Statements of Recommended Practice. A full set of independently examined financial statements is available on request from uk@seebeyondborders.org.

SeeBeyondBorders UK - Balance sheet as at 30 June 2019

	UNRESTRICTED FUNDS	RESTRICTED INCOME FUNDS	TOTAL FUNDS	TOTAL FUNDS
	2019	2019	2019	2018
TANGIBLE ASSETS - amount in £				
Fixed Assets	526	-	526	316
CURRENT ASSETS - amount in £				
Debtors and prepayments	19,502	-	19,502	16,341
Cash at bank and in hand	43,786	84,482	128,268	46,269
	63,288	84,482	147,770	62,610
Creditors: amounts falling due within one year	142	78,247	78,389	11,588
Provisions for liabilities	1,726	-	1,726	2,151
	1,868	78,247	80,115	13,739
NET CURRENT ASSETS	61,420	6,235	67,655	48,871
TOTAL ASSETS LESS CURRENT LIABILITIES	61,946	6,235	68,181	49,187
TOTAL NET ASSETS	61,946	6,235	68,181	49,187
FUNDS OF THE CHARITY - amount in £				
Restricted income funds	-	6,235	6,235	-
Unrestricted funds	61,946	-	61,946	49,187
Total funds carried forward *	61,946	6,235	68,181	49,187

The company was entitled to exemption from audit under section s477 of the Companies Act 2006 relating to small companies.
*reserves in excess of 12 months spend will be transferred to Cambodia in 2019/20

SeeBeyondBorders UK – Registered charity number 1146044

Independent Examiner's Statement

Year ended 30 June 2019

I report on the Summary Financial Statements of SeeBeyondBorders UK for the year ended 30 June 2019.

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(5)(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 Acthave 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 06/11/2019

Name: Jasmine Roberts

Address: 6 Waldron Close, Liverpool, L3 2EN

OUR PEOPLE



CAMBODIAN LEADERSHIP TEAM



Edward Shuttleworth, CEO

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



Pheung Pov Country Manager

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



Blung Phath Operations Manager

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



Colm Byrne Director of Development

Colm is a qualified teacher who has been in Cambodia for more than 5 years. He joined SeeBeyondBorders in 2017.



Melinda Cashen Quality Teaching Program Coordinator

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



Tan Kimlen Project Manager, Bavel District

Originally joining SeeBeyondBorders in 2015 Kimlen is now the Project Manager for Bavel District.



Phan Sophen Technical Education Manager

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



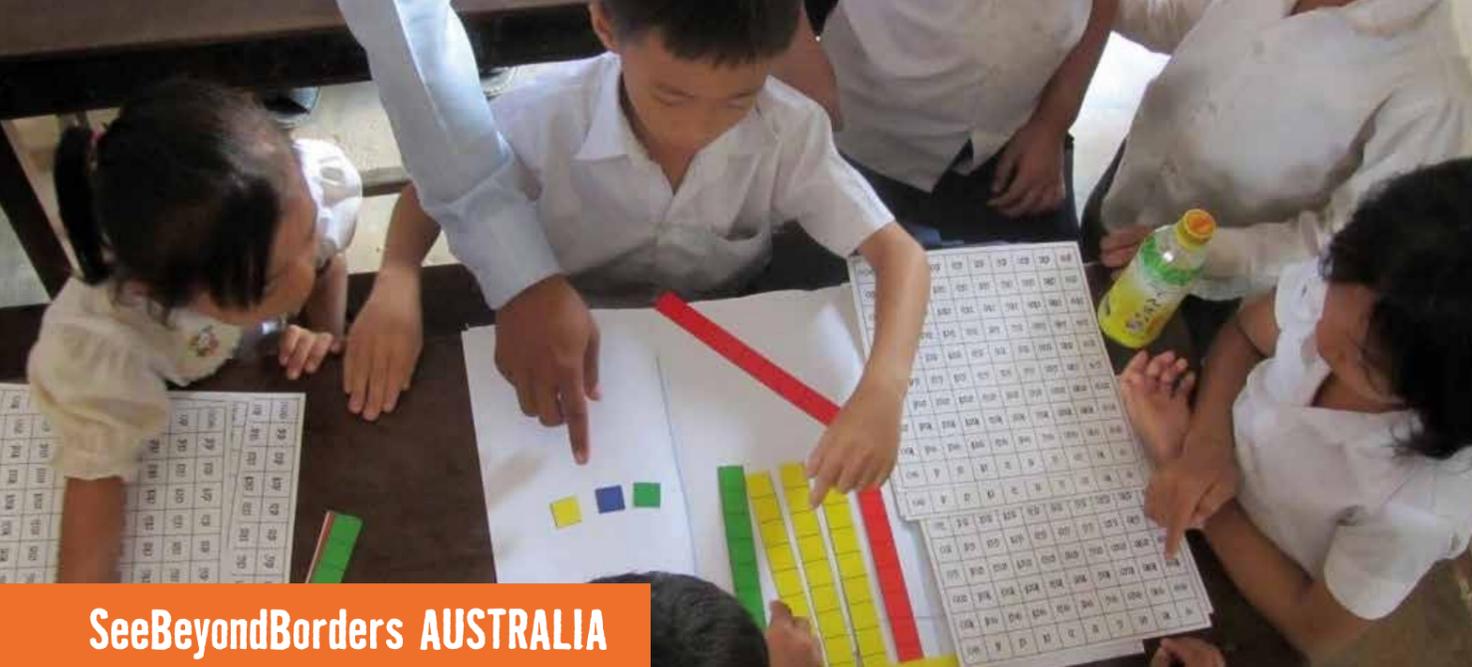
Nikki Williams Chief of Staff

With a background working in education and NGOs as well as foreign affairs, Nikki joined SeeBeyondBorders in June of 2019 as Chief of Staff.



Derek Culligan HR and Finance General Manager

Derek has lived in Cambodia for 4 years working previously in animal welfare and conservation.



SeeBeyondBorders AUSTRALIA



SeeBeyondBorders UK

BOARD OF DIRECTORS



David Armstrong

David is a founding director of SeeBeyondBorders foundation and a chartered accountant for more than 25 years.



Priscilla Chang

Priscilla is a primary school teacher with more than 25 years of experience.



Kate Shuttleworth

With her husband Edward, Kate founded SeeBeyondBorders in 2009. Kate is the Program Director and coordinates both the Quality Teaching and Literacy Programs.



Penny Everitt

A former Country Manager with SeeBeyondBorders, Penny now lives and works in Australia.

STAFF IN AUSTRALIA



Andy Wade

General Manager Australia



Zoe Scamps

Australian Office Manager



Louise Foodey

Finance Manager



Alan Smith

Corporate Partnerships Australia



Fiona Yates

Finance Officer

BOARD OF TRUSTEES



Andrew Studd

Andrew advises on constitutions, governance, commercial contracts, mergers and reorganisations.



Robyn Knox

Currently working with the British Red Cross, Robyn volunteered with SeeBeyondBorders in 2015.



Rob Buchen

Rob has a wealth of experience in the restaurant and bar trade as well as more than 15 years in technology investments.



Brenda Gosling

A radiographer by profession, Brenda plays an active role with several charities and schools.



Caroline Abel

Caroline is involved with an education program in India and a conservation program in South London.



Peter Shuttleworth

Peter has worked in digital media for over 25 years and has worked with several larger UK charities.



Jayne Crow

Jayne is a program design specialist for the child rights organisation, Plan International.

STAFF IN UK



Sarah Reynolds

UK Country Manager



Isabel Kearney

Fundraising Officer

THANK YOU to all our supporters

Thank you to our many supporters, including:

Alan Clarke	Donabate Portrane Educate	Maeve Corish	Sean O'Connel
Alan Roberts	Together National School	Magnus Yoshikawa	SHAPE Australia
Andrew Yates	Electric Aid	Margie Holden	SHAPE trip participants
Ankia Coetzer	FullCRM	Marjan Van Der Burg	Souter Charitable Trust
Athol Hall	Gerard Kelly	Mark and Katherine Siggers	Stichting TCC Foundation
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Campaign donors	GM photographics	Michael Garvey	participants
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Claire Stagg	HWL Ebsworth	Peter Merret	Thriplow Trust
Claymatter	Irish Aid	Peter Reynolds	Tim Bishop
Coles Medlock Foundation	Irish National Teachers'	Peter Roberts	tna solutions
Dalva Smith	Organisation	Qantas	Tony Arrowsmith
Daniel Fogarty	Jack Gordon Brown / Bright	Retired Teachers'	Tribeca Investment
David and Francoise Dixon	Sparks London	Association of Ireland	Partners
David Foodey	Katrina Worner	Rob Buchan	Truslove and Goss
David Matthews	LEAP NSW	Rob Mankiewicz	Tula Trust
David McDonald	Liam Corish	Rotary Club	UNESCO
Dee Corish	Liz Starling	of Parramatta City	Wade family
Dermot Desmond	Mackintosh Foundation	Runners and Donors of	Woods5 Foundation
Desynit	Macquarie Group	Blackmores Half Marathon	
Deutsche Bank	Foundation	Salesforce	

Huge thanks to our dedicated volunteers, including:

Kiriko Harris	Brid Hennessy	Samantha Bannister-Jones	Micheal Garvey
Sarika Jadhav	Deborah Wade-Marshall	Nathalie Brunet	Maeve Corish
Del Cseti	Wayne Knox	Anastasia Cooke	Aoife Breen
Lorena Ramos	Tegan Rogers	Calum Lloyd	
Jo Forbes	Rob Mankiewicz	Daire McCutcheon	
Tom Costello	David Bannister-Jones	Pipa Thandi-Jain	

Being part of SeeBeyondBorders' programs has improved me hugely as a teacher. I can now break down concepts so the children in my class can fully understand what I am teaching them.

Makara Sout,
Grade 1 Teacher, Tabroc School



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(front cover, p. 4, 12, 13, 22, 24, 25, 33, 37, 38),
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Change begins
with education...



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