

See Beyond Borders

CHANGE BEGINS
WITH EDUCATION



SeeBeyondBorders Australia
ANNUAL REPORT 2020 - 2021

SeeBeyond|Borders



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WELCOME from...

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.

You will notice that this Annual Report is specifically an Australian publication. In previous years we have looked to combine other members of the SeeBeyondBorders community within one document including, in particular, the financial statements and reports of SeeBeyondBorders UK. This year both SeeBeyondBorders UK and SeeBeyondBorders Ireland, now a fully registered charity, will produce their own annual reports as we progress through a process of decentralising our activities where local decision making is more relevant. We aim to make a positive contribution to the process of decolonising aid and embodying the concept of subsidiarity as we carry out a restructure. This will not be a quick fix as we continue to support and build local capacities, but we will be adding a separate legal entity to the existing structure in Cambodia as a local organisation that becomes the implementing partner for all donor countries, currently Australia, Ireland and the United Kingdom. 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 Australian Government through the Australian NGO Cooperation Program (ANCP), 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

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 in 2020 to focus on Ek Phnom district in Battambang, to invest in a new Educational Changemakers program, and

COUNTRY MANAGER CAMBODIA



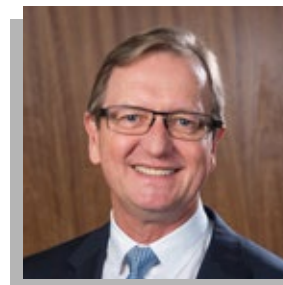
By the time I write this, schools in Cambodia have been closed for 55 weeks as a result of COVID-19. Our annual student assessment results indicate significant learning loss compared to the year prior to the pandemic. The country has been striving to provide online learning but research shows the impact 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 program delivery in many ways. However it has proved to be an appropriate time for us to assess the effectiveness of our programs 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 AUSTRALIAN BOARD



The past year has shown the strength and adaptability of the SeeBeyondBorders organisation, with prolonged school closures curtailing the ability to conduct programs within schools in Cambodia. The valued support of the Australian Government through the ANCP program has enabled the team in Cambodia to pivot funding to COVID recovery projects as schools reopen fully in January 2022.

There have been many highlights to the past year, with two new projects commencing in Cambodia, further opportunities to connect with Ambassador Kang and his team from the Australian Embassy in Phnom Penh and successful fundraising campaigns led by the Australian team. We were glad to recognise the contribution of Andy Wade and Louise Foodey to the organisation this year. Though

Andy and Lou are stepping down from their day to day roles with the charity we are very fortunate that both will remain actively involved in supporting our mission. Thank you Andy and Lou!

SeeBeyondBorders has a promising year ahead, with a rigorous application for full accreditation with ANCP, and new leadership in the Australian office from Sally Miles. Our operations are only possible with the backing of donors and supporters. On behalf of the Australian board, thank you to all who make a contribution. Your support is valued and much needed.

David Armstrong
Chair of Australian Board

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.

 AUSTRALIAN COUNCIL FOR INTERNATIONAL DEVELOPMENT

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


values



SeeBeyondBorders is supported by the Australian Government through the **Australian NGO Cooperation Program (ANCP)**.

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.

 **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.

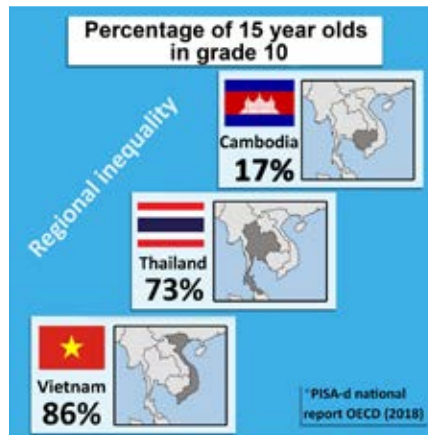
 **Respect**

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⁽¹⁾



Today less than 3% of children reach minimum standards⁽³⁾

96%

of university students were killed during the Khmer Rouge Regime⁽²⁾

4.8

Mean years of schooling⁽⁴⁾

55

weeks of school closures due to COVID-19⁽⁵⁾

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

COVID-19 impact



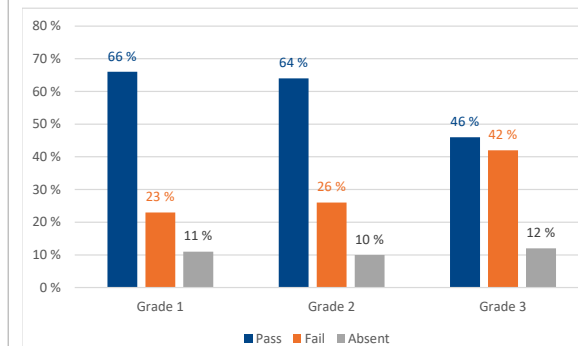
Schools in Cambodia have been closed for a total of 55 weeks between March 2020 and November 2021 due to COVID-19 closures, with schools reopening intermittently several times during this period. Additionally, schools in Ek Phnom, Battambang province suffered further closures in October 2020 due to extensive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

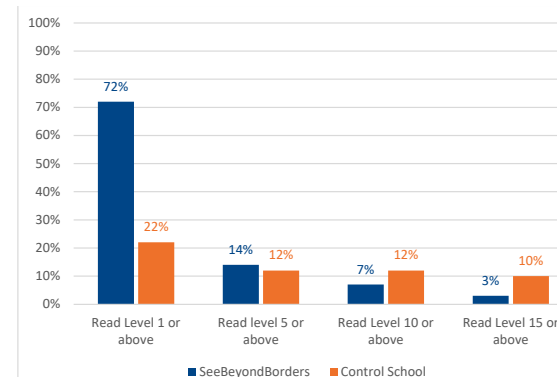
11,435 children
261 teachers
129 mentors
81 schools

LITERACY

Testing in literacy was also conducted in January 2021, for children in grades 1 - 3 within our literacy program. 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 program 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 programs 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 programs, compared to just 22% for those in the control schools.

Literacy Reading Levels Grade 1 Control School Comparison

End of 2019/20 School Year

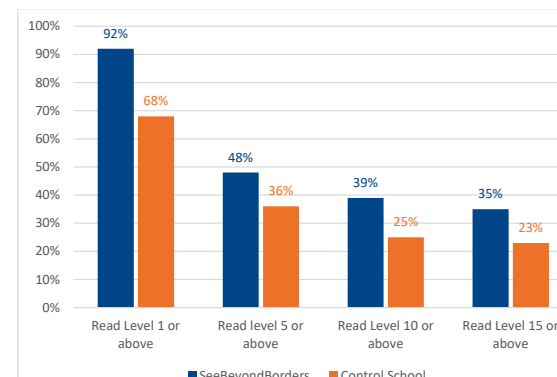


741 children
20 teachers
5 schools



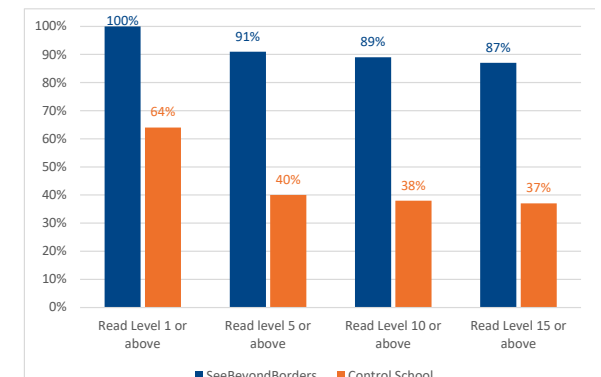
Literacy Reading Levels Grade 2 Control School Comparison

End of 2019/20 School Year

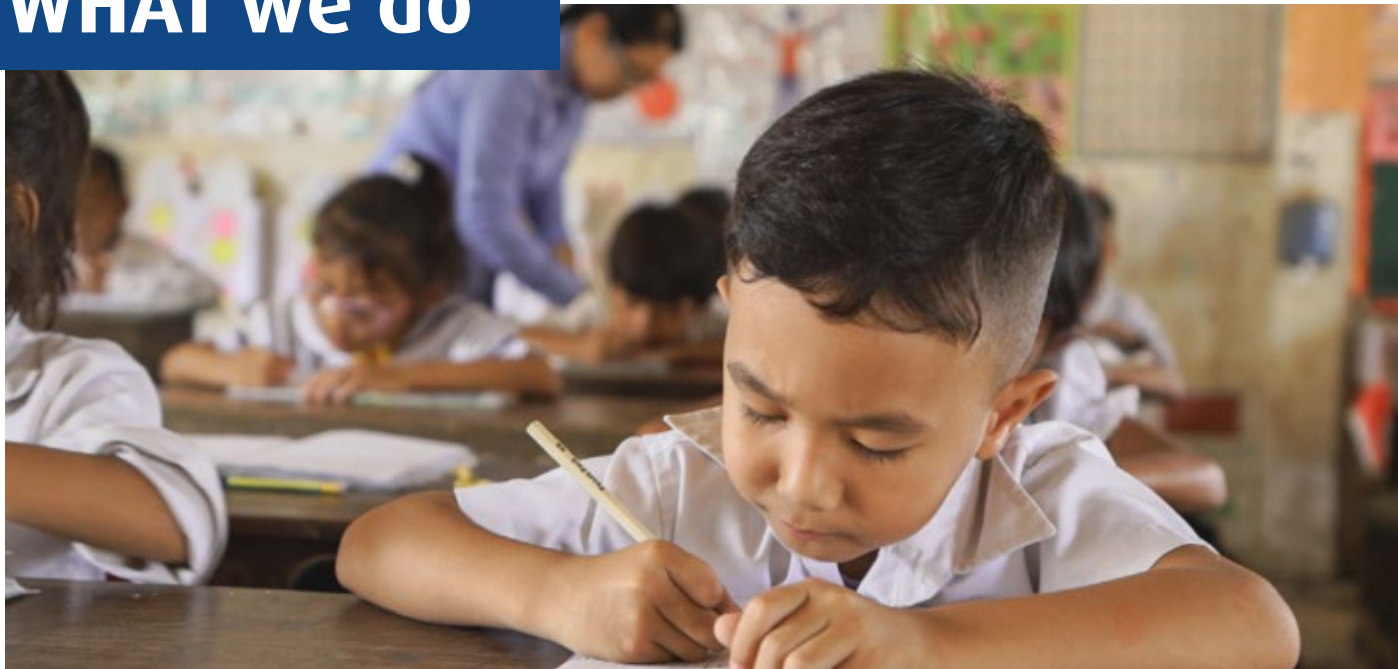


Literacy Reading Levels Grade 3 Control School Comparison

End of 2019/20 School Year



WHAT we do



LITERACY

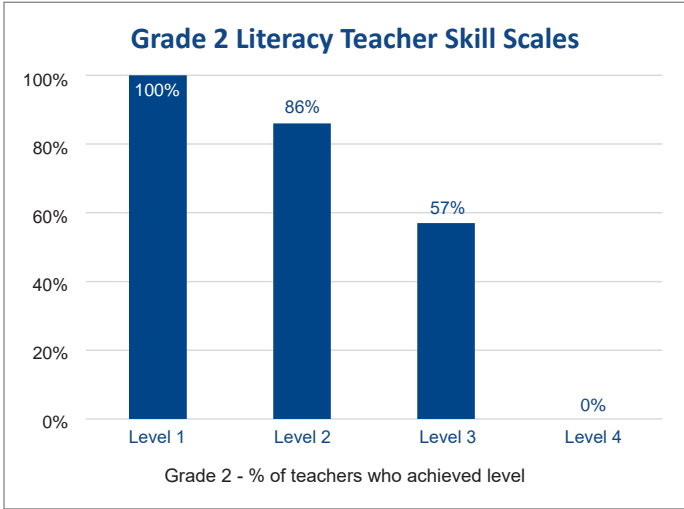
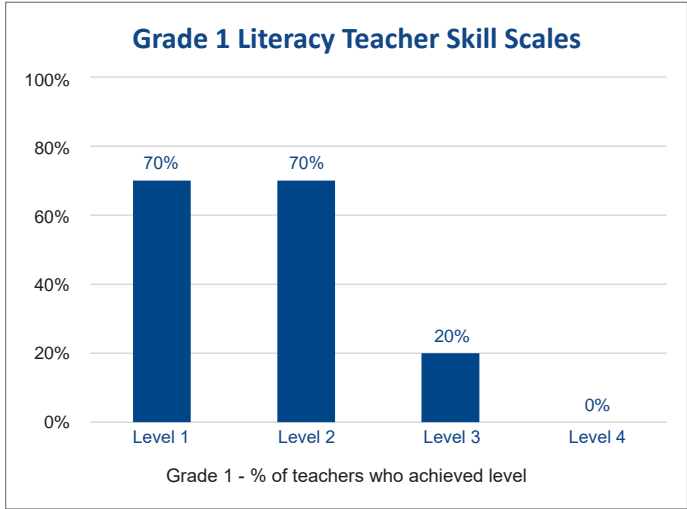
The goal of SeeBeyondBorders’ Literacy Program is to improve the professional knowledge, practice and engagement of teachers teaching literacy. It incorporates reading, writing, listening and speaking. Teaching techniques used in other phonologically based languages have been introduced and adapted to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

LITERACY OVERVIEW

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

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

The progress of teachers participating in our Literacy Program 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.

At a grassroots level this year we worked with the District Office of Education (DOE) to embed the mentoring program with them. The DOE will now begin to take ownership of this program as we work in collaboration with them on teacher mentoring and teacher workshops.

“From now on, the Embedding Mentoring Program 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) Program. The CCP Program provides support to families whose household income is less than AUD\$100 a month. Parents are provided with small cash payments on the condition that their children continue in education.

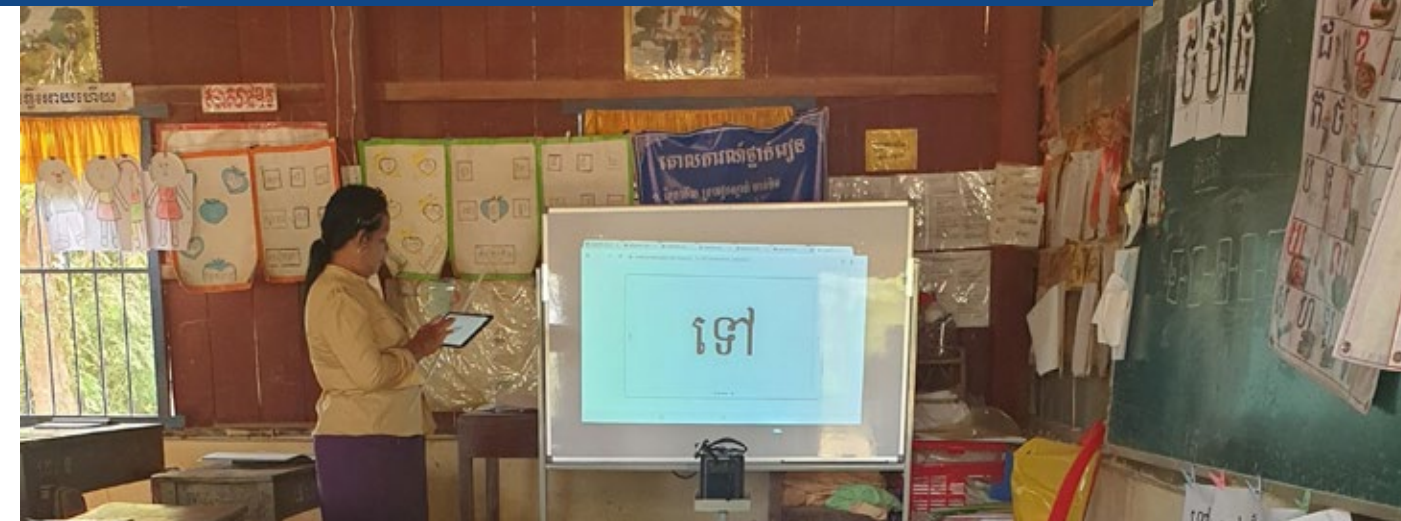
"My parents and I were very happy to receive support from SeeBeyondBorders' CCP program. I felt confident going to school with enough school supplies to complete the work the teacher set and to have a nice uniform like the other children. In the future I want to be a teacher"

Om Phalla, CCP Program 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 Soun 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.

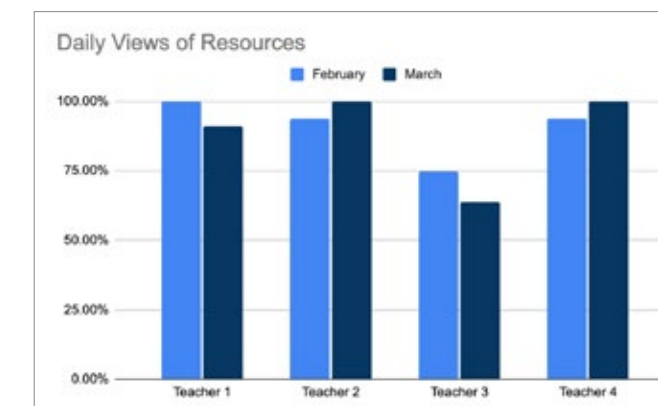
Data was collected from the learning management system, Moodle, showing the date and time that teachers access each resource. During the day, teachers regularly accessed resources between 7am and 11am. Teachers also accessed resources between 7pm and 11pm, demonstrating that they are preparing for the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

Schools	1
Teachers	4
Children	138
Projectors	4
Tablets	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 PROGRAM

In February 2021 we started our Educational Changemaker Graduate Program. Based in Battambang province, this is a two-year graduate program 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 Program 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 Program?



"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."

Loeuy Sreyrov



"I decided to join the Educational Changemakers program 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 program 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 Program. I believe this program 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 Program which meant leaving her family home for the first time. Dyna is committed to completing the program and using her leadership skills to improve education in Cambodia.

After joining the program 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 Program, 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"

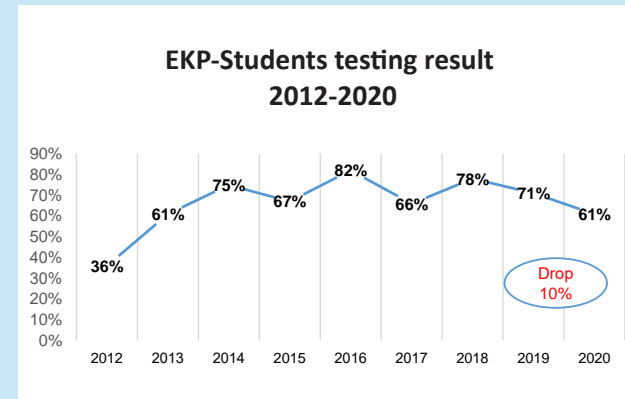
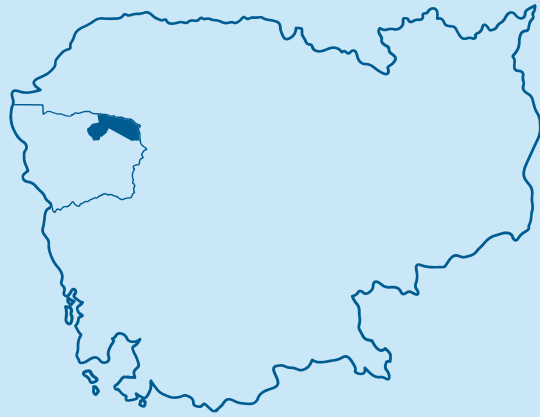
**Sin Dyna
Changemaker**



Sin Dyna, our changemaker from Banteay Meanchey province

IMPACT where we work

Ek Phnom



3,616
children

106
teachers

44
mentors

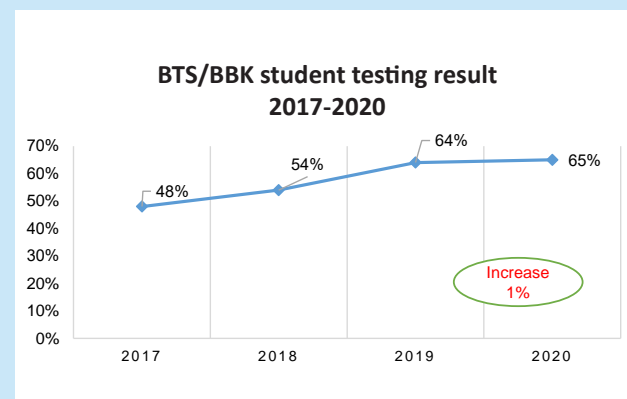
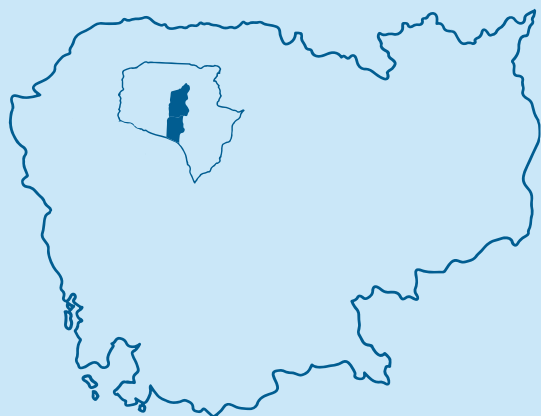
27
schools

We run interconnected programs 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 Programs 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 Program 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

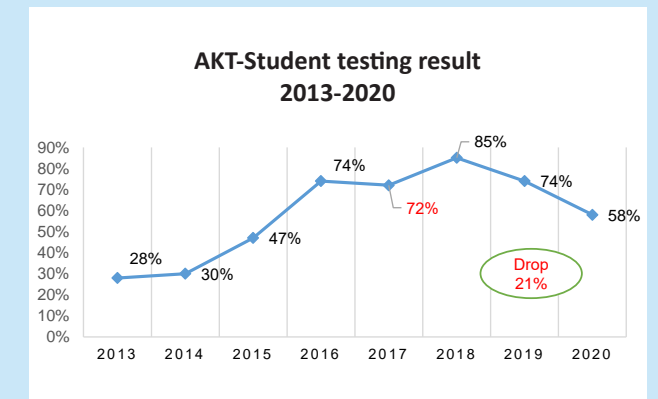
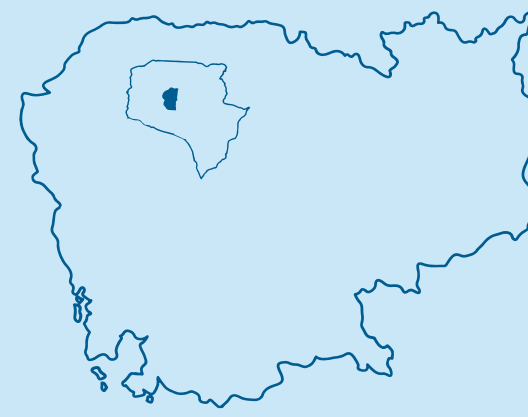
95
teachers

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

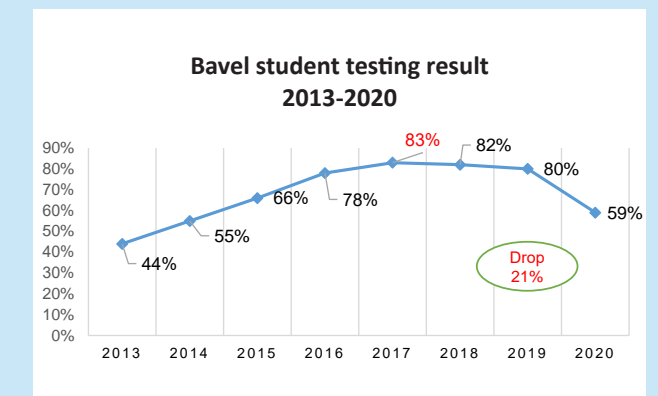
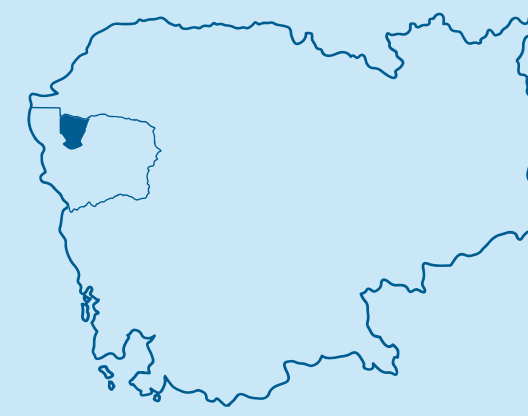
72
teachers

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 Program 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 program.

THE YEAR in Review



July 2020

Educational videos were created to support learning.

#Community Engagement #QualityTeaching



September 2020

Ambassador Kang visited [our work in schools](#). SeeBeyondBorders receives support from the Australian Government through the Australian NGO Cooperation Program (ANCP).

#Systemic Capability



October 2020

Teachers and children return to school.

#Community Engagement #QualityTeaching



January 2021

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

#Community Engagement #Quality Teaching



February 2021

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

#Quality Teaching



February 2021

We welcomed our new Educational Changemakers to Battambang.

#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



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



June 2021

Macquarie Bank employee, Eliza Davidson, ran a half marathon to support our work!

#Fundraising

TRANSPARENCY

We care deeply about transparency, learning from our experiences and sharing the challenges we face in our programs. 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, programs 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 programs. 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
Total Schools	27	81	81	89	55	-
Teachers in our programs	150	390	415	466	259	-
Teacher Mentors	44	129	133	147	87	-
Children directly impacted by our Quality Teaching Focus Area	3,616	10,056	11,756	13,555	7,141	6,339
Pass rate for children in our programs`	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 programs 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 (kgCO2e) 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 kgCO2e impact as low as possible when we emerge from COVID-19 restrictions. New programs 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) kgCO2e				
EMISSION SOURCE	2021 Jan-June	2020 Jul-Dec	2020 Jan-June	2019 Jul-Dec
	kg CO2e	kg CO2e	kg CO2e	kg CO2e
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
TOTAL kgCO2e IMPACT	6,985	4,046	22,264	11,482

other HIGHLIGHTS

CELEBRATING CONTRIBUTIONS



In February 2021, our team in Australia gathered to celebrate the immense contribution that Andy Wade and Lou Foodey have made to our charity. Andy and Lou have both gone above and beyond for SeeBeyondBorders and Cambodian children. While Andy is stepping down as Country Manager and Lou is stepping down as Finance Manager we are delighted that both will continue to stay active in our charity. Andy will remain on the advisory committee and Lou will assist with finance on a voluntary basis.

SEEBEYONDBORDERS AND AUSTRALIAN Ambassador Celebrate Book Week

In August 2021, we were delighted to be joined by Australian Ambassador, Pablo Kang, to celebrate Australian Book Week. Ambassador Kang joined an online session with our Educational Changemakers and some of the wider SeeBeyondBorders team.

The Ambassador and the SeeBeyondBorders team shared their reflections on the past and hopes for the next generation in Cambodia as well as sharing their personal favourite books! You can watch highlights from this session [here](#).



CHIEF EXECUTIVE APPOINTED IN SYDNEY

In October, Sally Miles joined our organisation as Chief Executive of SeeBeyondBorders Australia. Sally brings significant experience in the Australian charity sector and we are delighted that she has chosen to join our charity.

"I feel especially fortunate to be joining the team at SeeBeyondBorders, an organisation upholding the values of integrity and respect through its quality education programs and changemaker approach. With the support of the Australian NGO Cooperation Program (ANCP) through the Department of Foreign Affairs and Trade, and the Australian Council for International Development (ACFID), SeeBeyondBorders has achieved some incredibly positive outcomes, despite a challenging few years. I look forward to leading SeeBeyondBorders Australia in 2022 (and beyond) to raise awareness of the important work happening on-the-ground in Cambodian schools." Sally Miles, Chief Executive SeeBeyondBorders Australia.

RAISING AWARENESS

Our co-founder and CEO Edward Shuttleworth appeared on the Philanthropod Podcast in September 2021.

This podcast is hosted by Celia Hirsh and powered by the Australian International Development Network. In the podcast Edward and Celia discuss education in Cambodia, why it is important to think beyond borders and our plans for the future. You can listen to the podcast [here](#).



FINANCIAL structure

The SeeBeyondBorders Australia organisation comprises an Australian office, which maintains overall financial control of the Australian organisation, and SeeBeyondBorders Cambodia which is a branch of the Australian entity and implements the programs to achieve the charitable objectives of the organisation. SeeBeyondBorders UK and SeeBeyondBorders Ireland are two separate legal entities. SeeBeyondBorders UK and SeeBeyondBorders Ireland will publish their respective annual reports in the coming months.

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 sub committees offering professional expertise to support project and organisational needs.

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 Cooperation.

FINANCE review

The last 18 months have been challenging for SeeBeyondBorders. Financial management focused on ensuring resources were available and ready to go when normal operations were possible whilst reducing outlay to ensure financial stability was maintained. Although this was one of our most challenging years we are pleased to report that we contributed a small amount to reserves. Donations and gifts fell substantially from earlier years as our supporters were also impacted by COVID-19, particularly a long term major contributing corporate operating in the severely impacted commercial property space. In addition, we reached the end of the term of support of a major benefactor who underwrote our administrative and fundraising costs in Australia.

In more encouraging news, donations and gifts were stronger than anticipated as we retained the support of SeeBeyondBorders UK and SeeBeyondBorders Ireland, DFAT, Tribeca Investments, Macquarie employees and the Macquarie Foundation together with government COVID-19 support.

The 'Value of Gifts in Kind' fell substantially from prior years as overseas volunteers supporting local staff were unable to travel to Cambodia, together with the organisation's focus on employing staff, even expatriates, locally to facilitate longer term contracts and the value for money efficiencies gained with staff continuity.

Program expenditure was significantly reduced as schools were closed for 55 weeks from March 2020. We moved quickly to cut staff in 2020 which afforded significant cost savings. Staff retention was a focus as our local staff represent a training investment and a well of experience that will be essential to further our mission. Achievements include the capacity building of our educational staff, the launch of the Educational Changemaker Graduate Program and Educational Technology Project and the embedding of our mentoring project with the District Office of Education in Ek Phnom.

Fundraising expenditure in the year increased significantly as we geared up to compensate for the loss of major sources of income. We have invested to ensure that all aspects of our work meet the highest possible standards in compliance and risk management as we continue the process of seeking full accreditation from the ANCP. This targeted investment will further strengthen the capability of our organisation and our capacity to meet rigorous operational and funding requirements.



THE ONLY CHARITY IN CAMBODIA TO BE AWARDED THE UNESCO-HAMDAN PRIZE FOR IMPROVING TEACHERS [23]

Summary Financial Reports SeeBeyondBorders Australia

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 activities in Australia so results are published below for the whole legal entity (including activities in 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 [here](#).

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 2021

		SBBA (Inc SBBC)	SBBA (Inc SBBC)	Australia	Australia
		2021	2020	2021	2020
		\$	\$	\$	\$
Revenue					
Donations and Gifts	<i>Monetary</i>	681,685	875,054	373,339	537,701
	<i>Non-Monetary</i>	107,523	258,179	64,621	63,065
Bequests and Legacies					
Grants :	<i>Department of Foreign Affairs</i>	150,000	150,000	150,000	150,000
	<i>Other Australian Grants</i>	-	-	-	-
	<i>Other overseas grants</i>	-	-	-	-
Commercial Activities Income		-	-	-	-
Investment Income		175	728	175	275
Other Income					
	<i>Program Fees</i>	-	44,022	-	44,022
	<i>Miscellaneous Income</i>	47,831	55,330	47,507	50,511
TOTAL REVENUE		987,214	1,383,313	635,642	845,574
Expenditure					
International Aid and Development Programs Expenditure					
International programs	<i>Funds to international programs</i>	538,376	737,013	365,034	382,943
	<i>Program support costs</i>	24,904	33,520	24,904	33,520
	<i>Community Education</i>	679	1,240	-	-
Fundraising costs	<i>Public</i>	130,177	84,430	95,309	69,391
	<i>Government, multilateral and private</i>	36,086	20,568	36,086	20,568
Accountability and Administration		64,321	64,019	64,321	64,019
Non Monetary Expenditure	<i>Gifts in Kind</i>	107,524	258,179	64,622	63,065
	<i>Other</i>	-	-	-	-
Commercial Activities		-	-	-	-
Program Trips		-	24,658	-	-
Other		55,993	1,783	39,536	1,783
TOTAL EXPENDITURE		958,060	1,225,410	689,812	635,289
EXCESS/(SHORTFALL) OF REVENUE OVER EXPENDITURE		29,154	157,903	-54,170	210,285

SEEBEYONDBORDERS AUSTRALIA (inc CAMBODIA BRANCH) BALANCE SHEET AS AT 30 JUNE 2021

		SBBA (Inc SBBC)	SBBA (Inc SBBC)	Australia	Australia
		2021	2020	2021	2020
		\$	\$	\$	\$
ASSETS	CURRENT ASSETS				
	Cash and cash equivalents	989,591	944,998	816,464	835,893
	Trade and other receivables	87,881	23,324	16,294	23,324
	Other financial assets	19,602	21,455	15,697	17,025
	Total Current assets	1,097,074	989,777	848,455	876,242
	NON CURRENT ASSETS				
	Property, plant and equipment	16,938	24,977	847	968
	Intangibles	-	-	-	-
	Other non-current assets	4,072	24,685	-	19,543
	Total Non Current assets	21,010	49,662	847	20,511
	TOTAL ASSETS	1,118,084	1,039,439	849,302	896,753
LIABILITIES	CURRENT LIABILITIES				
	Trade and other payables	63,853	30,021	40,548	10,454
	Contract liabilities	99,431	63,296	50,000	53,300
	Employee Benefits	33,052	15,920	33,052	15,920
	Lease Liability	-	20,997	-	20,997
	Total Current Liabilities	196,336	130,234	123,600	100,671
	NON CURRENT LIABILITIES				
	Borrowings	500	500	500	500
	Provisions	598	16,809	598	16,809
	Total Non Current Liabilities	1,098	17,309	1,098	17,309
	TOTAL LIABILITIES	197,434	147,543	124,698	117,980
	NET ASSETS	920,650	891,896	724,604	778,773
EQUITY	EQUITY				
	General reserves	-	-	-	-
	Restricted Reserves	-	-	-	-
	Retained Earnings	920,650	891,496	724,604	778,773
	TOTALEQUITY	920,650	891,496	724,604	778,773

SEEBEYONDBORDERS AUSTRALIA (inc CAMBODIA BRANCH) STATEMENT OF CHANGES IN EQUITY FOR YEAR ENDED 30 JUNE 2020

	Retained Earning	Reserves	Other	Total
	\$	\$	\$	\$
Balance at 1 July 2020	891,496	-	-	891,496
Excess of Revenue over Expenses	29,154	-	-	29,154
Other Amounts transferred to/from reserves	-	-	-	-
Balance at 30 June 2021	920,650	-	-	920,650

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 2021, 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 2021 is, in all material respects, complied with the requirements of ACFID Code of Conduct 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 2021, 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 2021. We expressed an unmodified audit report on the financial report dated 26 November 2021.

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



B Narsey
Partner – Audit & Assurance
Sydney, 26 November 2021

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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 programs do not harm children. She also manages the Conditional Cash Payment program 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 Program 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.



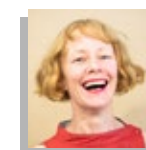
Blung Phath
Operations Manager

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.

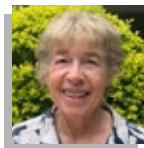
SeeBeyondBorders AUSTRALIA

STAFF IN AUSTRALIA



Sally Miles Chief Executive
SeeBeyondBorders Australia

Sally leads the Australian team. She has a Master of Social Change and Development, and a background in fundraising, communications and strategic partnerships for NGOs.



Mary O’Gorman
Finance Officer

Mary O’Gorman joined SeeBeyondBorders Australia in early 2021. She is a chartered accountant with extensive experience working in small organisations.



Fiona Yates
Finance Officer

Fiona is a Sydney based chartered accountant who has been volunteering with SeeBeyondBorders since 2011. Fiona previously worked in the not-for-profit sector in England.



Zoe Scamps
Australian Office Manager

Joining SeeBeyondBorders in early 2019 as the office manager, Zoe is now the Australian Corporate Partnerships Manager.



Louise Foodey
Finance Manager

A chartered accountant since 1989, Louise joined SeeBeyondBorders in April 2015 as Finance Manager.



Alan Smith
Corporate Partnerships Australia

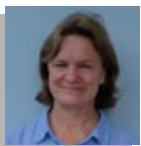
Alan joined SeeBeyondBorders in 2012 and works in developing our Corporate Partnerships. With a background in marketing Alan started the Direct Response Company in Australia in 1985.

BOARD OF DIRECTORS



David Armstrong

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



Kate Shuttleworth

With her husband Edward, Kate founded SeeBeyondBorders in 2009. Kate is the Program Director and has spent several years living in Cambodia.



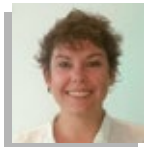
Priscilla Chang

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



John C. Friend-Pereira

John worked as an Education Specialist with UNICEF Cambodia and was a policy advisor to the Cambodian Independent Teachers’ Association.



Penny Everitt

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

THANK YOU to all our supporters

Alistair Missingjal
Australian Philanthropic Association
Ben Clifford
Brett Maple
Bulloch Brian Scott
Cameron Duncan
Canaccord
Carrington Blake
Chris and Lee Bayley
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OMFA
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Simon Ling
Speak Like Khmer
Tevy’s Place, Siem Reap
Thomas Larkin
Tony Brinker
Tribeca Investment Partners
Wade Family





"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 Program 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)

Change begins
with education...



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AUSTRALIAN
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Cambodian Ministry of
Education, Youth and Sport