



SeeBeyondBorders
Change begins with education

SeeBeyondBorders UK

ANNUAL REPORT

2022-2023



CONTENTS

BOARD BIOGRAPHIES	04
WELCOME	05
ABOUT SeeBeyondBorders	07
THE CHALLENGE	08
WHAT WE DO	10
IMPACT WHERE WE WORK	16
FINANCIAL INFORMATION	18
FUNDRAISING SUCCESS	20
LOOKING AHEAD	21
CONTACT US	22

BOARD BIOGRAPHIES



Mike Walton - Chair

(appointed 27/04/2023)

Mike has worked in education for 40 years, within the UK and internationally. He has served on the boards of a number of educational organisations.



Caroline Abel

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



Robyn Knox

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



Sokphea Young

(appointed 01/10/2022)

Sokphea Young, a Cambodian national, earned a PhD from the University of Melbourne. He has over 17 years of experience working with public and private sectors.



Nicola Taylor

(appointed 27/04/2023)

Nicola has worked in the international charity sector for 20 years in programme management, operations and governance.



James Neill

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



Robert Edward William Buchan

(resigned 26/04/2023)

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



Jayne Crow

(resigned 31/01/2023)

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



April Yee

April is a Harvard and Tin House Alumna and writes about Power and Postcolonialism. She has reported in more than a dozen countries.



Katharine Emma Bakhle

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

WELCOME

Chief Executive, UK

Dear Friends,

As we reflect on another year marked with resilience and determination, we cannot ignore the changing landscape of challenges we continue to face. The year 2022/23 continued to be a challenging year for SeeBeyondBorders UK in a post pandemic climate, coupled with the cost of living crisis and the increasing impact of climate change. Despite these challenges, with your unwavering support we were able to continue to support teachers to teach and children to learn in Cambodia.

This year, we have been recognised for our impactful work in Cambodia, particularly in being selected as the COBIS Charity Partner of the Year and chosen Charity Partner for the Education Investors Awards. Our donors, partners, and supporters place their trust in us to enhance learning for children in Cambodia. We hope that you will join us in celebrating all that we have achieved in 2022/23 outlined in our report.

We look forward to the year ahead where we will expand our work into districts in Siem Reap where education indicators are very low. The organisation will also be taking strides to further promote locally led development with the promotion of Cambodian staff into senior leadership roles, exciting time ahead!

As always, this vital work would not be possible without the critical support of our donors and supporters. On behalf of the entire SeeBeyondBorders team, we extend our heartfelt thanks for your ongoing generosity, engagement, and a belief in us.

Linda Horgan

Board Chair, UK

Confucius is credited as saying - 'If you plan for a year, plant rice. If you plan for 10 years, plant trees. If you plan for 100 years, educate children'.

As one who has only been working with SeeBeyondBorders for 8 months, I still have much to learn. It has been a pleasure to work with our CEO and the UK trustees and I thank them for all that they do to support this wonderful organisation. I would also like to thank those generous donors who help us raise funds in these globally challenging economic circumstances.

However, the stand out appreciation must be to the wonderful team in Cambodia. I have had the privilege of visiting twice, both times given an opportunity to visit schools to witness the inspiring teaching and learning that takes place in those classrooms. The impact on literacy and numeracy is clear to see, supported by the developing use of appropriate technologies and the introduction of effective mentoring. The investment in the changemaker project also promises much, not just in classroom support, but in the empowerment of more Cambodian women to contribute in positions of educational leadership.

SeeBeyondBorders has an important role in delivering on the advice of Confucius. In our case education is delivered through Cambodian teachers, making it both relevant to the local setting and sustainable in the long term. Skills will be passed on year by year. This brings an authenticity that makes our stated goal 'to educate a generation of children in Cambodia' a cause well worth supporting.

Mike Walton

Senior Leadership Team, Cambodia

Dear Friends and Supporters in the UK,

We trust you are well. Looking back over the last 12 months it is always surprising to reflect on how much can happen in a year. We would like to draw your attention to five particular areas of endeavour; literacy teaching, teacher-mentoring, changemaker-capacity, Khmer teacher-identity research and localisation.

Our **Literacy Project** has been in operation since 2017. With double the number of children reaching minimum proficiency levels compared with control schools the impact on children's learning outcomes is clear. At the end of this reporting period in conjunction with schools communities and the District Office of Education we held a Literacy Inspires event in Ek Phnom. The active engagement of school communities in this project is powerful.

Perhaps the most significant milestone in this reporting period was the conclusion of our flagship **Embedding Mentoring Project** in Battambang. This project improved learning for over 3,700 children and was part funded by UK donors including the Foreign, Commonwealth and Development Office. Mentoring is perhaps what our organisation is best known for within the education sector in Cambodia and an area we want to continue working in. We now look forward to beginning a new adapted mentoring project in Siem Reap.

This year saw our first cohort of **Educational Changemakers** Graduate. We held a ceremony in the Provincial Office of Education that will live long in the memory. Our organisation aims to reduce the barriers to women becoming leaders in the education sector in Cambodia. We were particularly pleased to be joined on that day by international teachers for the graduation who were here in Cambodia as part of our Connect Project.

This reporting period marked the start of a new venture for SeeBeyondBorders. The **Professional Identity of Khmer Teachers** (PIKT) is a collaborative [research project](#) that focuses on the tasks of building teacher professional identity: how teachers view themselves and how this may change over time. In this project we are collaborating with the Ministry of Education, the Phnom Penh Teacher Education College and the National College of Ireland. Working with credible bigger organisations is of increasing importance. It enables our organisation and our interventions to punch above our weight and create greater change than we could achieve alone.

Our phased **localisation** process continues. In this journey we are strengthening local ownership in Cambodian and donor countries. During this reporting period we established the Cambodian Leadership Team position of Managing Director, revised our organisational structures to ensure Cambodians fulfil all programme management roles and submitted a registration application with the Ministry of Interior.

As the Senior Leadership Team for the organisation we want to acknowledge our colleagues in Cambodia and internationally. The work our staff does in schools energises us. Some of this engagement is seen and immediately visible. Other work in Finance, HR, IT, Fundraising, Governance and Compliance is often unseen but no less important.

Finally to our supporters in the UK, thank you for taking the time to read this SeeBeyondBorders UK annual report and for investing in our work. Together in the UK and Cambodia we are doing something meaningful and special for the betterment of Cambodian education. Change begins with education.

Pov, Taing Im, Phath and Colm



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 14 years we have been implementing UN Sustainable Goal 4: Quality Education. In addition to Quality Teaching, we also have three other focus areas: Engagement & Embedding, Partners, and Research & Advocacy. 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.

Values



Changemaker

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



Competency

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



Integrity

We strive to be totally transparent and learn from our mistakes. We seek to ensure that it is our shared vision alone that drives our work.



Courage

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



Respect

Our actions are always founded on respect – for the teachers, students, and community members we work with, for our fellow team members and for our donors and supporters. We recognise the power we have in our representation of the communities we work with, and we only represent people in ways that are honest, respectful, and fully consensual.



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



CHARITY COMMISSION FOR ENGLAND AND WALES

THE CHALLENGE



Mean Years of Schooling in Cambodia

* UNDP (19)

 Only **2.1%**

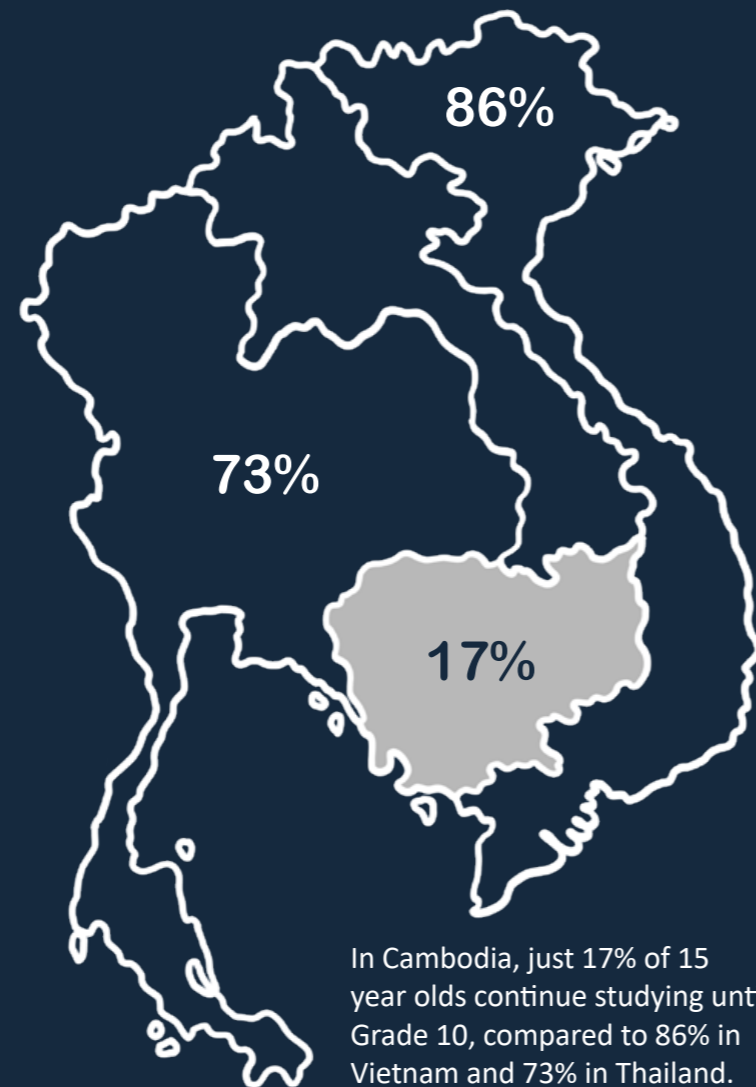
of children reach minimum learning standards

* PISA-D (18)

 **90%**

of teachers were killed during the Cambodian Civil War

* JSTOR (98)



In Cambodia, just 17% of 15 year olds continue studying until Grade 10, compared to 86% in Vietnam and 73% in Thailand.

* PISA-D (18)





WHAT WE DO

SeeBeyondBorders Cambodia runs interconnected programmes in the Battambang District of Ek Phnom. In excess of 3,700 children in 27 schools have benefited directly from the work of SeeBeyondBorders' programmes in Cambodia this year.

SeeBeyondBorders strategy is to strengthen project effectiveness rather than focusing on quantity. It aims to become expert in implementing quality teaching and learning in primary education. In addition, it is focused on capacity building in the community and wider education sector in collaboration with the Ministry of Education, Youth and Sport. This will support the creation of sustainable systemic change within the state-school network.

Quality Teaching Programme

The Quality Teaching Programme develops confident and competent communities of teachers committed to quality teaching and ongoing professional development. Our team works with Cambodian teachers developing 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. In order to support this, SeeBeyondBorders Cambodia trains existing teachers to become mentors, so that they can guide fellow teachers to improve their performance.

Under the Quality Teaching Programme, there are three projects including Literacy, Educational Technology, and Educational Changemaker.

Systemic Capabilities

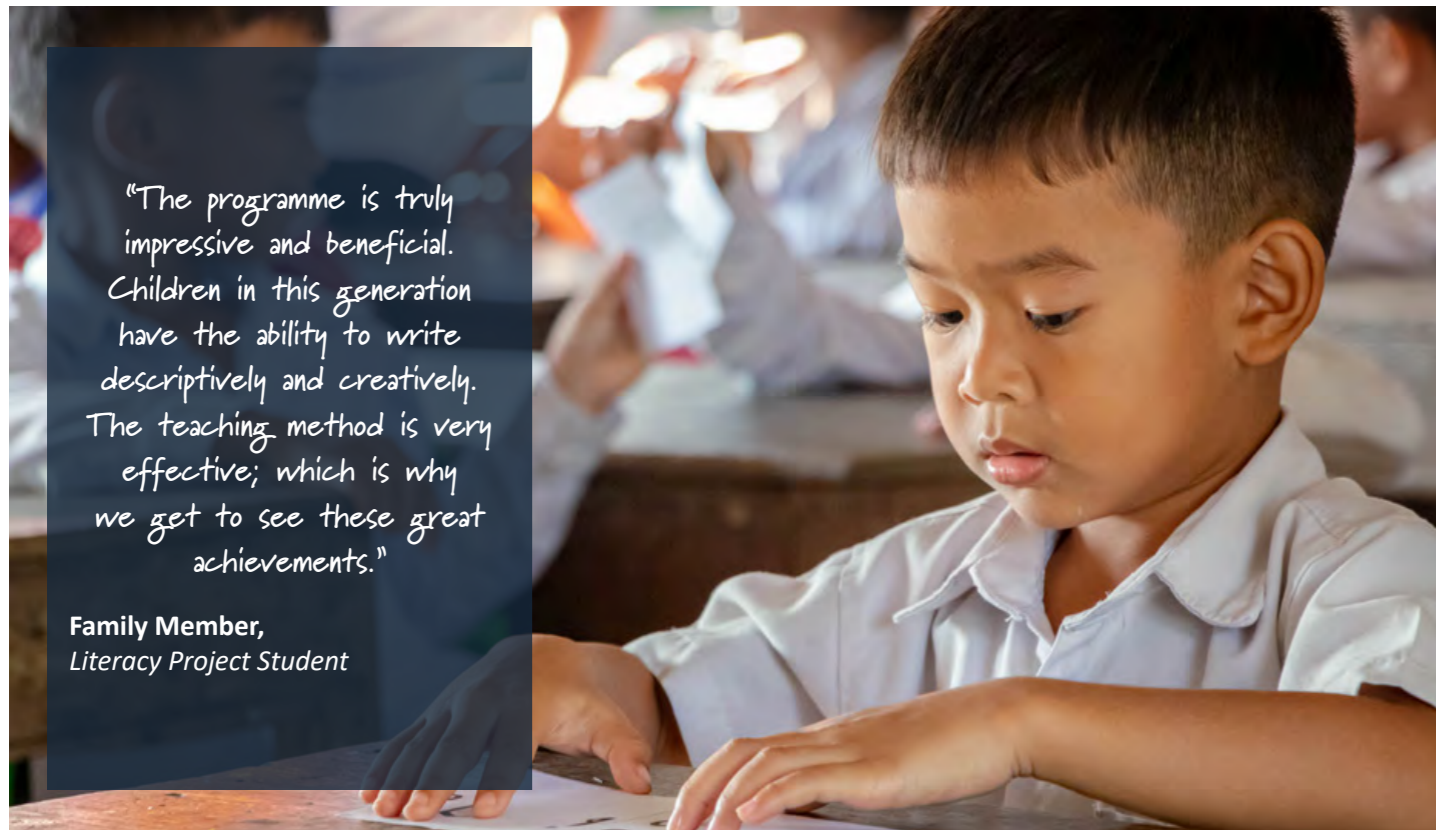
To ensure the sustainability of its interventions, SeeBeyondBorders Cambodia is continuing to build its relationship with the Ministry of Education, Youth and Sport services at district, provincial and national levels. It identifies opportunities for collaboration and work with the department providing assistance and support

throughout, ensuring the sustainable and systemic development of the Cambodian education system. The importance of supporting Cambodian-led educational change for Cambodian teachers and children cannot be underestimated.

Community Engagement

SeeBeyondBorders Cambodia works alongside teachers, families and communities to develop a shared understanding of child well-being and safety, identifying ways to keep children safe and build mutual

accountability. It supports teachers to develop their skill sets for managing large classes, whilst promoting inclusivity and placing child wellbeing at the centre of the learning process.



"The programme is truly impressive and beneficial. Children in this generation have the ability to write descriptively and creatively. The teaching method is very effective; which is why we get to see these great achievements."

Family Member,
Literacy Project Student

Literacy Project

The goal of the Literacy Project is to improve the professional knowledge, practice and engagement of teachers teaching literacy. Improved teaching supports our ultimate aim to help children reach Minimum Proficiency Levels in literacy, appropriate to their grades. This year, six workshops were conducted, with a focus on peer mentoring, classroom culture and assessment for learning. Four community meetings also took place, allowing families to learn more about their children's education, and ask any questions they may have.

The Literacy Project has been active in Ek Phnom district for five years, with collaboration between the District Office of Education and five primary schools. Results

from data collected over the past year, show students within SeeBeyondBorders Cambodia's participating schools, perform twice as well in Literacy. **Over 50% of students assessed reached Minimum Proficiency Levels in comparison to only 26% in control schools.**

Many children in SeeBeyondBorders Cambodia's programmes can read and write effectively and independently as a result of consistent practice and a variety of teaching techniques. Teachers are also supported to use a variety of assessment techniques, to identify different areas of weakness and effectively support individual students to improve.

Bringing the Community Together

In June 2023, the Literacy Inspire event took place at a school in Ek Phnom District. This was attended by over a hundred people to celebrate the achievements of children and congratulate schools on their commitment and dedication to quality education. Joined by grandparents, parents and teachers from five schools, the event was full of smiles, laughter, and pride. This type of work with the community is so impactful which can be seen through [this video](#) of the event.



"Technology can be a powerful tool for learning, and I am glad to see teachers using it in innovative ways to create a more engaging and interactive learning environment for children."

Lon Borey,
Ed. Tech Project Manager

Educational Technology Project

Two years ago, SeeBeyondBorders Cambodia launched its new Educational Technology Project in a rural primary school in Ek Phnom District. **After a successful pilot, the project has continued to expand, now providing 52 teachers and 27 mentors with access to technology.**

The project aims to build teaching capacity through the use of educational technology and digital resources. Teachers are provided with a tablet and a range of digital resources and lesson plans which they access through a learning management system called Moodle which is displayed in class using a portable projector. The use of this technology allows SeeBeyondBorders Cambodia to provide better quality, more sustainable and environmentally friendly resources to teachers.

A focus of the Ed. Tech project has been to create a digital resource bank shared between all teachers, which to date holds over 550 digital teaching resources. As a result, access to teaching materials is quicker and easier, allowing teachers to focus more on student learning rather than on preparing resources.

Throughout this reporting period, 13 workshops have been delivered to teachers, in addition to continued support and guidance throughout the year. In early 2023, digital resources to teach maths were developed and provided to teachers. These maths teaching resources are the first of their kind to be developed in Cambodia. The aim is to explore sharing these more widely in the future, benefitting teachers across Cambodia.

Ed. Tech Project Extension

The decision was made to extend the Educational Technology Project for another two years. This has already allowed for the expansion of this project, providing tablets, projectors and resources to a greater number of teachers. Feedback from teachers, students and the District Office of Education in Ek Phnom has been overwhelmingly positive about this project, and we look forward to expanding it into more schools over the next two years, supporting teachers further to teach effectively with technology.





"The participants in Educational Changemakers Cohort 1 have demonstrated incredible transformation in their teaching skills, confidence and critical thinking, particularly in challenging traditional perspectives on women."

Phan Sreyphet,
Changemaker Project Manager

Educational Changemaker Project

Two years ago, SeeBeyondBorders Cambodia started its Educational Changemaker Graduate Project. This innovative programme aligns with UN Sustainable Goal 5: Gender Equality. Based in Battambang province, this is a two-year graduate project that enables Cambodian women to develop a toolkit to become future educational leaders. Changemakers passionate about making a difference in education within a supportive community, are given the opportunity to pursue this, within an environment that recognises the intrinsic value of women in leadership.

As part of the Changemaker Project, participants spend time in primary schools in Ek Phnom District, each with

a supervising teacher for support. While in classrooms, the Changemakers observe teaching methodologies and effective classroom management. They then gradually support the teacher more, leading lessons until they are able to independently teach a full week of lessons.

In January 2023, Cohort 1 of the Educational Changemaker Project completed their two-year project. **All participants graduated successfully and since then have obtained positions with development organisations in Cambodia.** We look forward to continuing to follow their journey as they strive to make positive change in educational leadership in Cambodia.

A Bright Future for Changemakers

After graduating from Cohort 1 of the Educational Changemaker Project in January this year, Dy Lida made the decision to support SeeBeyondBorders Cambodia with her new skills. Upon graduating, Lida applied for the position of Teaching Development Officer with the organisation. She was accepted, allowing her to continue to impact the same communities she worked with as a changemaker, from her new role.



"The Embedding Mentoring Project has made significant progress over the past few years. We support teachers closely, observing them, mentoring them and strengthening their teaching capacity. This allows them to teach more effectively."

Hun Dara,
Ek Phnom DOE Deputy Director

Embedding Mentoring Project

Over the past two years, the Embedding Mentoring Project has been implemented in 27 schools throughout the Ek Phnom District. The project focuses on supporting the District Office of Education (DOE) in Ek Phnom to take ownership of the SeeBeyondBorders Cambodia's maths mentoring programme. During this reporting period four workshops were provided, focusing on a variety of maths teaching techniques and how to effectively support teachers in delivering these.

In March 2023, the implementation of the Embedding Mentoring Project came to a close. Our work on mentoring has been a key focus for SeeBeyondBorders for a number of years, and has received consistently

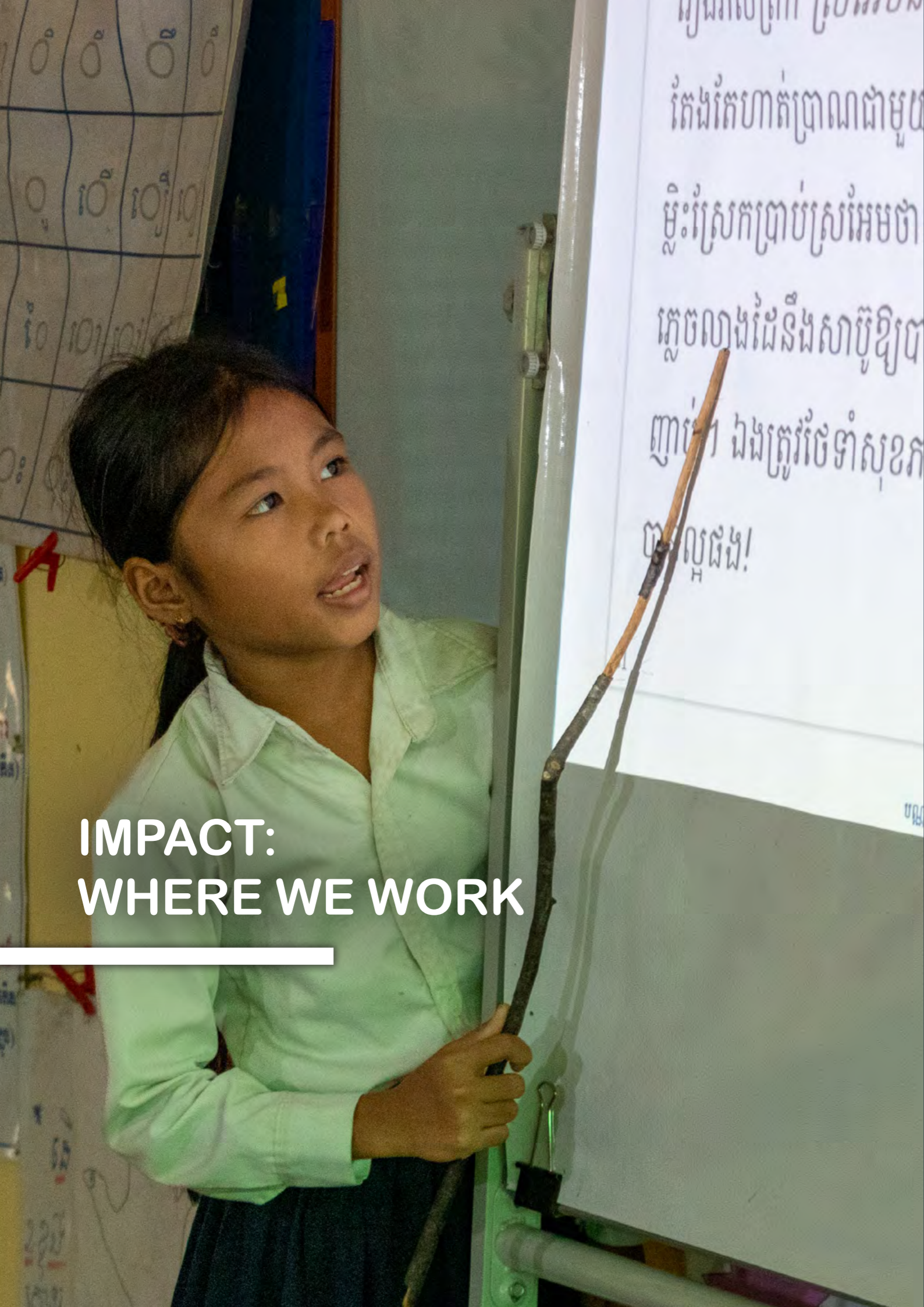
positive feedback throughout. Throughout this reporting period, over 100 teachers have been directly supported by 34 mentors and 14 master mentors. **This has improved learning for tens of thousands of children and will continue to be implemented in a different format going forward.**

This support system and focus on effective teaching methodologies for maths have significantly improved the quality of student learning. Data collected throughout the period of implementation of the Embedding Mentoring Project in Ek Phnom, shows students make a notable improvement over a single academic year.

Positive Feedback for Mentoring

The implementation of the Embedding Mentoring Project came to a close on March 23rd after two years in Ek Phnom District. This project operated in 27 schools. After the recent completion of the embedding mentoring project in Ek Phnom, a review was conducted by MannionDaniels in the UK to evaluate the success of this project.





IMPACT: WHERE WE WORK

 **107**
teachers

 **3,730**
children

 **27**
schools

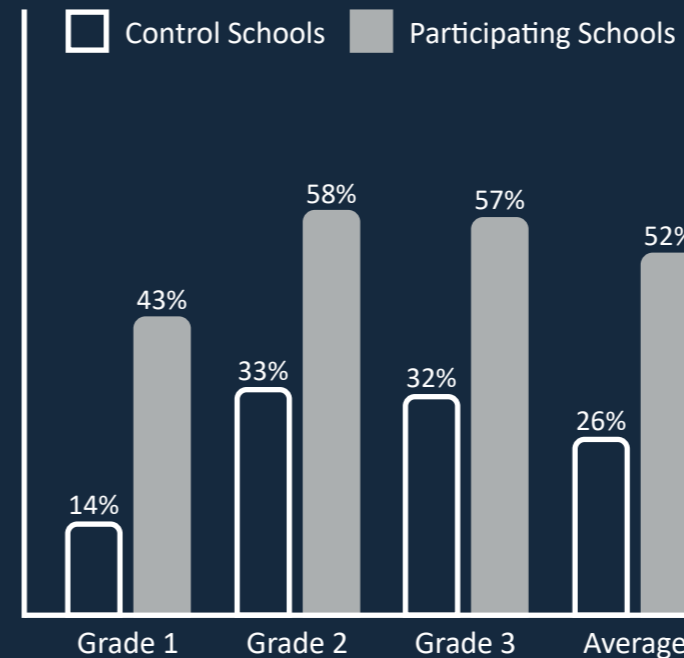
 **48**
mentors



Our interventions have focused on the district of Ek Phnom this year, where all projects currently operate. With a focus on multiple active projects within a single district, this underpins systemic change- working with the DOE to embed systems and processes they can continue to implement, without direct support from SeeBeyondBorders.

MPL Literacy Student Assessment Results 2022

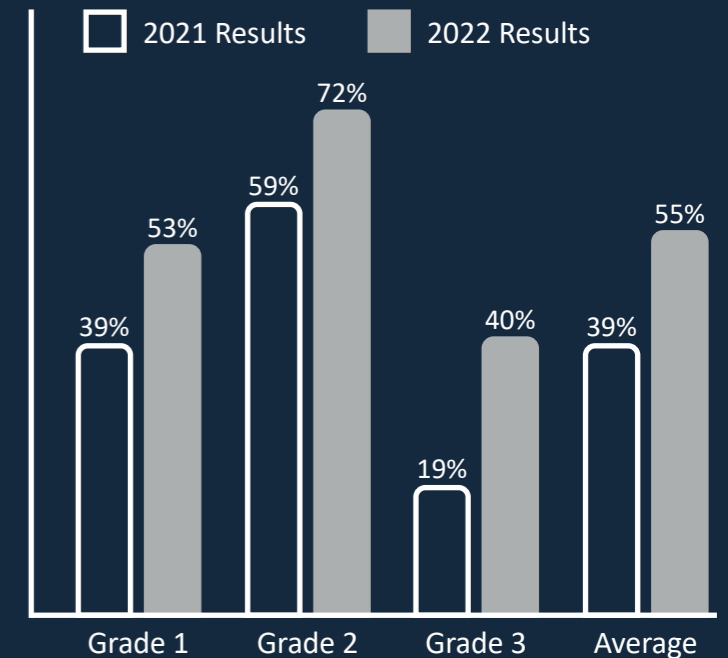
 Control Schools  Participating Schools



Assessments were conducted twice in the last academic year with students in Ek Phnom District. 52% of Grade 1-3 children reached Minimum Proficiency Levels in literacy compared to only 26% in control schools- showing the impact SeeBeyondBorders programmes have.

MPL Maths Student Assessment Results 2022

 2021 Results  2022 Results



Assessments were conducted both at the beginning and end of the academic year, with 55% of Grade 1-3 children reaching Minimum Proficiency Levels in maths compared to only 39% at the beginning of the year. This is a notable improvement, and something we expect to see continue to increase.

FINANCIAL INFORMATION

The Trustees are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and regulations and United Kingdom Accounting Standards. The law applicable to charities in England and Wales requires the Trustees to give a true and fair view of the state of affairs of the SeeBeyondBorders UK and of the incoming resources and application of resources, including income and expenditure of the SeeBeyondBorders UK for that period.

The financial summary and balance sheet below are extracted from the trustees report to give an overview of the financial statements of SeeBeyondBorders UK throughout this reporting period. For access to the full financial statements for SeeBeyondBorders UK, please contact us as info@seebeyondborders.org.

Statement of Financial Activities (including summary income and expenditure account) For the year ended 30 June 2023

	2023	2023	2023	2022
	Unrestricted funds	Restricted income funds	Total funds	Total funds
	£	£	£	£
INCOME				
Donations and legacies	37,527	79,356	116,884	122,202
	37,527	79,356	116,884	122,202
EXPENDITURE				
Raising funds	39,735	-	39,735	12,506
Charitable activities	81,947	-	81,947	107,106
Other – exchange loss/(gain)	3,899	(3,367)	532	(548)
	125,581	(3,367)	122,214	119,064
Net income/(expenditure) before and after tax	(88,554)	83,224	(5,330)	3,138
NET MOVEMENT IN FUNDS	(88,554)	83,224	(5,330)	3,138
RECONCILIATION OF FUNDS				
Total funds brought forward	57,967	(406)	57,561	54,423
TOTAL FUNDS CARRIED FORWARD	(30,587)	82,818	52,231	57,561

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

Balance Sheet As of 30 June 2023

	2023	2023	2023	2022
	Unrestricted funds	Restricted income funds	Total funds	Total funds
	£	£	£	£
CURRENT ASSETS				
Debtors and prepayments	614	-	614	40,937
Cash at bank and in hand	49,420	3,097	52,518	126,824
	50,034	3,097	53,131	167,761
CREDITORS:				
amounts falling due within one year	899	-	899	110,200
	899	-	899	110,200
Net Current Assets	49,134	3,097	52,231	57,561
Total assets less current liabilities	49,134	3,097	52,231	57,561
NET ASSETS	49,134	3,097	52,231	57,561
FUNDS OF THE CHARITY				
Restricted income funds	-	2,672	2,672	2,266
Unrestricted funds	(8,002)	-	(8,002)	49,965
TOTAL FUNDS CARRIED FORWARD	(8,002)	2,672	(5,330)	52,231

Spreading Our Message

In the UK, SeeBeyondBorders UK CEO Linda, recently spoke at the Education Investor Awards Ceremony, attended by specialists within all areas of education from around the UK. This helped introduce SeeBeyondBorders UK to a new audience and brought over £5,000 to support the work in Cambodia as well as helping to share the importance of improving the quality of education in rural Cambodia.





FUNDRAISING SUCCESS

LOOKING AHEAD

Our fundraising team raised £116,884 in 2022-23 (£122,202 in 2021-22) from the UK, some of which was from new sources of funding.

We are very grateful to all the organisations that have supported SeeBeyondBorders UK over the past year, including: Tula Trust, Marr-Munning trust, the Coles Medlock Foundation, Eva Reckitt Trust Fund, Ernest Ingham Charitable Trust, St James’s Place Charitable Foundation, Allen & Overy, Souter Charitable Trust and the Educational and General Charitable Trust.

SeeBeyondBorders UK has also been supported by many generous individuals and groups including Rob Buchan; Alan Roberts; Susan McDonald; Peter Reynolds; Mark and Kathryn Siggers; Claire Weinert Aplin; Paul Seyde; Colin Baxter; David Foodey; Chinese International School in Manila; the Education Investors and many others through our Global Giving page and the Big Give Christmas Campaign.

Big Give Fundraising Success!

In December 2022, SeeBeyondBorders took part in the Big Give Christmas Challenge, raising funds to support the Quality Teaching Programme in Battambang Province. This campaign was an enormous success, with the generosity of our supporters raising over £25,000, with match-funding also generously provided by the Coles-Medlock Foundation. Thank you to everyone who continues to support us through this campaign each year.



Working at a grassroots level in Cambodia for 14 years, we know supporting teachers in their workplace brings tangible change for the children they teach. Learning outcomes for children can be transformed. We will continue to support teachers in Ek Phnom so children can reach Minimum Proficiency Learning Levels while beginning a new Programme in rural Siem Reap. Over the next 12 months key priorities will include:

1

Beginning a new **Transform Education Programme** in new districts of rural north-west Siem Reap. This programme is being designed to inspire and empower 120 teachers and school leaders in 20 schools to pursue continuous improvement in teaching and learning across primary education. This innovation will enable the creation of two dynamic Communities of Practice (CoPs) Centres as collaborative hubs for the professional learning, reflection and skills development that can drive the transformation of Cambodian education. Over 3,000 children will directly benefit.

2

Embedding our **Localisation and Locally Led Development in our work**. Throughout the next period we will move further towards localisation and the formation of a local NGO registered with the Ministry of Interior.

3

Updating our Cambodia **Strategic Plan** as part of the midterm review to take account for contextual changes in Cambodia and in education specifically.

4

Completing a review of our **Literacy Project** as it draws to an end in Ek Phnom so we can utilise learnings for our own work and share with other stakeholders.

CONTACT US

If you are interested in discovering more about the work of SeeBeyondBorders, visit our website via the URL below and follow our Social Media Channels. For more specific information or if you have any feedback or questions, please contact us using the email address below.



SeeBeyondBorders UK

+44 (0)7910 145210

31 Sistova Road London
SW12 9QR
UK Charity (1146044)



SeeBeyondBorders Cambodia

(+855)76 66 66 011

Street 30 Meter, Teaksen
Tbong Village, Sangkat Kork
Chork, Siem Reap, Cambodia



info@seebeyondborders.org



www.seebeyondborders.org/uk



seebeyondborders



seebeyondborder



seebeyondborders



seebeyondborders

Mike's Time in Cambodia

Mike Walton, SeeBeyondBorders UK Chair made a visit to Cambodia with his wife Namfon earlier this year. They spent three days in Battambang meeting staff and two mornings at schools to observe our programmes in action. This important visit allowed him to gain more context on Cambodian education and learn about the support we still need. Mike can now lead our UK trustees and make connections with a clearer understanding of what we do and why support from the UK is so critically needed. You can learn more about this visit through [Mike's blog](#).



SeeBeyond|Borders
Change begins with education