



SBB CAMBODIA 2026-2029
STRATEGIC PLAN





From the Senior Leadership Team...

We are pleased to present our first SBB Cambodia Strategic Plan, an evolution built on the foundation of the knowledge and resources that SeeBeyondBorders has secured over the last 15 years.

This Plan provides a three-year roadmap to guide our bold commitment to the future of Cambodian education, ensuring our work is deeply rooted in local context while reflecting the global movement for quality education. We believe that lasting change is not something that is “given” — it grows from within. Hence our approach is guided by local voice and culture, creating Communities of Practice that are informed by action research and empower educators to become agents of change.

Since 2025, SBB Cambodia has operated as a Cambodian-registered NGO, engaging with stakeholders at community, national, and international levels. This Strategic Plan sets out our approach and initiatives to address education needs across multiple interfaces: schools, districts, the education sector, within SBB Cambodia and across the SBB Alliance. By working together at every level to transform education and pursue sustainable development, we are building a future where every child in Cambodia has the opportunity to thrive.

Will you join us on this journey?

Senior Leadership Team, SBB Cambodia

From the Board...

The SBB Cambodia Board of Trustees are immensely proud to support SBB Cambodia's new three-year Strategic Plan — a bold blueprint designed to navigate the evolving landscape ahead and to accelerate our impact. This plan represents the culmination of rigorous analysis, forward-thinking collaboration, extensive consultation and an unwavering commitment to our Mission: To enable quality teaching and learning at school.

Over the next three years, SBB Cambodia will focus sharply on the five parts of the Plan, deepening the value we deliver to those we serve. The Board has complete confidence that this strategic roadmap, developed and executed by our very dedicated and experienced team, equips us to meet tomorrow's challenges head-on and to secure a vibrant, successful future for the entire organisation as it pursues its Vision of Cambodian children empowered by education.

The Board extends its congratulations and thanks to all involved in this Plan's development.

Board of Trustees, SBB Cambodia



OUR GOAL

To transform student learning outcomes by employing a research-informed pedagogical model that empowers teachers and school leaders, elevates classroom practice, and contributes to the evidence base that helps shape Cambodian education policy.



OUR STRATEGY

Working within the government primary education system, we partner hand-in-hand with schools in northern Cambodia to champion the professional growth of teachers and school leaders.

Locally driven and internationally engaged, we combine respected research with contextual wisdom to co-create relevant solutions that embed ownership directly with local educators.

Together we draw on evidence to ensure students have access to quality, inclusive teaching and learning, and to support the translation of evidence-based insights into policy and practice through advocacy.

This serves to foster system-wide change, securing a brighter future for Cambodian children and their communities.

OUR CORE PRINCIPLES

Our Vision: Cambodian children empowered by education.

Our Mission: To enable quality teaching and learning at school.

- Our Values:**
- **Respect:** We listen to, and hear you.
 - **Integrity:** We are trustworthy.
 - **Competency:** We are skilled and experienced.
 - **Courage:** We are committed and resolute.
 - **Innovation:** We support you to create a better future.

- Our Approach:**
- 📍 Centrality of local voice and culture.
 - ⚙️ Communities of Practice and learning.
 - 📈 Teachers and leaders as agents of their own change.
 - 🔍 Action research for enhancement of classroom practice.
 - 🎓 Quality education as a foundation for sustainable development.



OUR OBJECTIVES

Programme Delivery Objectives

WITH OUR PARTNER SCHOOLS

OBJECTIVE 1: Teaching quality, school leadership and students' learning outcomes are transformed in partner schools.

IN OUR ACTIVE DISTRICTS

OBJECTIVE 2: Continued education development and delivery of inclusive, quality education is ensured through sustainable district-level capacity and systems, together with ongoing community engagement.

ACROSS THE EDUCATION SECTOR

OBJECTIVE 3: National education policy and teacher development practices are informed by SBB Cambodia project approaches, research and advocacy.

Organisational Objectives

WITHIN SBB CAMBODIA

OBJECTIVE 4: Strong governance, accountability, and the professionalism and capability of both management and operations reflect the application of international best practice within the local context.

INTERNATIONALLY IN COLLABORATION WITH THE SBB ALLIANCE

OBJECTIVE 5: A cohesive, aligned and sustainable SBB Alliance supports long-term impacts that enhance quality education in Cambodia.

OUR THEORY OF CHANGE

As we pursue our MISSION:

If we...

- **Co-create solutions:** merging recognised best practice with local wisdom to jointly design and run professional development programmes, workshops and mentoring frameworks for teachers and leaders to build educator capacity...
- **Engage and collaborate with stakeholders:** working within the national education system, partnering with government primary schools and engaging with local communities...
- **Assemble evidence:** monitoring, documenting and evaluating research findings and successful practice to build a contextually-appropriate body of knowledge...
- **Build community and sectoral awareness:** strengthening community appreciation of the lifelong value of education; and promoting evidence informed practice and policy...

...this will lead to...

- **Enhanced professional practice:** teachers and school leaders will apply effective and inclusive pedagogical and leadership practices while taking ownership of their ongoing professional development...
- **Adoption of contextually-relevant approaches:** teachers and school leaders will implement locally-relevant, evidence-informed methodologies that improve the quality and inclusiveness of teaching and learning...
- **Improved educational outcomes at SBB schools:** consistently high-quality, inclusive teaching and learning and higher student scores compared to normal practice...
- **Visible evidence of effectiveness:** local communities increasingly recognise and value the impact of SBB schools; and evidence from SBB partnerships is progressively used by education stakeholders to inform policy and practice...

...which will result in...

- **Evidence-informed policy and practice in schools:** proven insights and learnings from SBB Cambodia's work with local educational authorities and practitioners becoming increasingly evident in national and regional education practice and policy development...
- **Improved educational outcomes in wider school system:** consistently high-quality, inclusive teaching and learning, enabling students to achieve greater educational success...
- **Embedded local ownership:** local authorities, school leaders, teachers and SBB Cambodia working together to sustain practice and resource improvements, thereby driving continued professional growth and school improvement in Cambodian schools...

...and contribute to achieving our VISION.

Teacher education is the key to the development of human capital.

H.E. Dr Set Seng, Director, PTEC



2. IN OUR ACTIVE DISTRICTS

OBJECTIVE 2: Continued education development and the delivery of inclusive, quality education is ensured through sustainable district-level capacity and systems, together with ongoing community engagement.

KPI 2: TDC⁴ Management Committees are capable of, and committed to, sustaining school and community engagement in the ongoing delivery of inclusive quality education for students.

INITIATIVES	OUTCOMES	SPECIFIC INDICATORS
Empower local authorities, school leaders, and teachers to sustainably manage and operate TDCs as hubs for ongoing professional development.	<ul style="list-style-type: none"> Locally managed TDCs are well-equipped, accessible and continue to facilitate valued interactions and learnings 	<ul style="list-style-type: none"> Management & operations manual in use and training documented Documented use of locally-led TDCs Participant feedback on TDC sessions
	<ul style="list-style-type: none"> Participants are equipped to increasingly take responsibility for leading and enabling their own professional development with their peer group 	<ul style="list-style-type: none"> Records of participant-led leadership and delivery of TDC activities Documented CoP⁵ reflections on teachers' CARL⁶ initiatives and research engagement
	<ul style="list-style-type: none"> CoPs enable shared learning and peer support to reinforce the knowledge and skills imparted by SBB Cambodia projects 	<ul style="list-style-type: none"> Responses documented in session feedback forms Reports from annual CoP reviews
	<ul style="list-style-type: none"> DOE⁷ focal persons manage and support maintenance and effective use of EdTech resources in district schools 	<ul style="list-style-type: none"> Nominating letter from DOE Recorded use of digital teaching and mentoring tools
Engage with schools and communities in educational advocacy and championing commitment to cross-cutting themes	<ul style="list-style-type: none"> Schools and communities actively seek quality, GEDSI-responsive education for their children 	<ul style="list-style-type: none"> SMC⁸ invitation vs participation records Findings from parent interviews, surveys, and structured focus groups School- or community-initiated recognition of achievements
	<ul style="list-style-type: none"> Safeguarding, PSEAH, Child Protection, environmental issues and climate change impacts are prioritised for attention by schools and communities 	<ul style="list-style-type: none"> Guidelines, procedures and action plans to address these cross-cutting issues Documentation of relevant actions Survey of both school and community awareness
Build long-term, collaborative relationships with relevant authorities	<ul style="list-style-type: none"> Agreements with POE⁹ and District Authorities enable consultative project implementation 	<ul style="list-style-type: none"> Project agreements Project implementation documentation Project outcome reports for stakeholders

⁴TDC: Teacher Development Centre

⁵CoP: Community of Practice

⁶CARL: Context, Action, Result and Learning

⁷DOE: District Office of Education

⁸SMC: School Management Committee

⁹POE: Provincial Office of Education





3. ACROSS THE EDUCATION SECTOR

OBJECTIVE 3: National education policy and teacher development practices are informed by SBB Cambodia project approaches, research and advocacy.

KPI 3: SBB Cambodia is a respected contributor to national and international research and collaborations that pursue evidence-based improvements in classroom teaching practices and approaches.

INITIATIVES	OUTCOMES	SPECIFIC INDICATORS
Become a respected advocate for quality Cambodian education	<ul style="list-style-type: none"> MoEYS¹⁰/HEIs¹¹ recognise and support the work of SBB Cambodia in improving educational practice at provincial and national level 	<ul style="list-style-type: none"> Records of meetings and interactions with MoEYS, POE, HEIs MoEYS/POE/HEI acknowledgements, statements or reports referencing SBB
Leverage shared expertise through mutually beneficial institutional partnerships to enable transformative change and pursuit of formal CPD ¹² accreditation.	<ul style="list-style-type: none"> Agreements with accredited organisations enable delivery of certified CPD by SBB Cambodia. 	<ul style="list-style-type: none"> Certification of SBB Cambodia-delivered trainings or workshops
	<ul style="list-style-type: none"> Partnerships with national and international organisations whose approaches align with those of SBB Cambodia 	<ul style="list-style-type: none"> Partnership agreements, MoUs¹³ and/or network memberships with other institutions and NGOs
	<ul style="list-style-type: none"> Enhanced academic and practitioner collaborations through EPIC¹⁴ Alliance 	<ul style="list-style-type: none"> EPIC Alliance-related collaboration agreements
Contribute to decision-making and the direction of Cambodian education policy and practice	<ul style="list-style-type: none"> Policy, teacher training curriculum or CPD reform is informed by validated evidence from effective SBB Cambodia-initiated practice 	<ul style="list-style-type: none"> Invitations for SBB Cambodia to participate in MoEYS/HEI policy/curriculum discussion and review SBB Cambodia inputs are evident in education policy, strategies, curriculum, manual development or reforms MoEYS/Cambodian HEI participation in SBB Cambodia seminars/events
Engage in rigorous, ethical research to build the evidence base for interventions in Cambodian education, teaching and leadership	<ul style="list-style-type: none"> SBB Cambodia’s research capability is strengthened through collaboration with national and international educational research institutions and CSOs¹⁵ 	<ul style="list-style-type: none"> Invitations/agreements to partner with research institutions, CSOs on further credible research projects.
	<ul style="list-style-type: none"> The research is recognised for its relevance in informing the Cambodian educational landscape 	<ul style="list-style-type: none"> National/international sector feedback and/or commentary Requests for further related research Records of dissemination, media items, publications

¹⁰MoEYS: Ministry of Education, Youth & Sport

¹¹HEI: Higher Education Institution

¹²CPD: Continuous Professional Development

¹³MoU: Memorandum of Understanding

¹⁴EPIC: Enhancing Pedagogy In Cambodia

¹⁵CSO: Civil Society Organisations

4. WITHIN SBB CAMBODIA

OBJECTIVE 4: Strong governance, accountability, and the professionalism and capability of both management and operations reflect the application of international best practice within the local context.

KPI 4: Internal and external compliance and accreditation assessments confirm SBB Cambodia's achievement of international quality standards of governance, accountability and transparency.

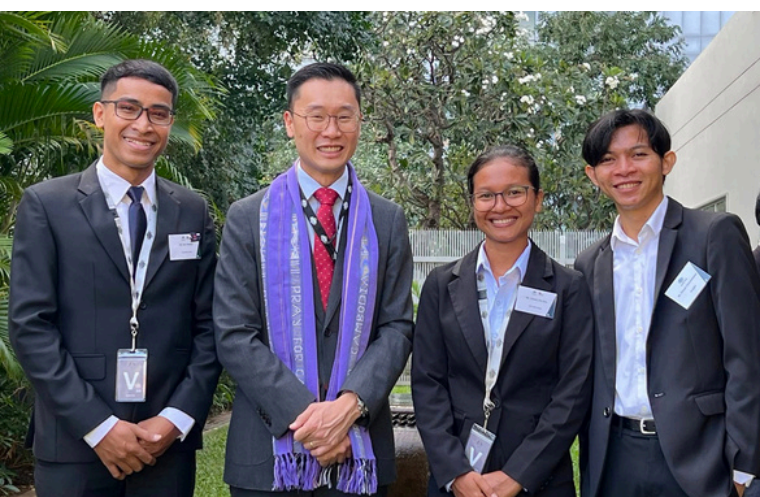
INITIATIVES	OUTCOMES	SPECIFIC INDICATORS
Enhance organisational accountability, and performance management systems and practices	<ul style="list-style-type: none"> Robust policies, management systems and structures safeguard transparency and accountability 	<ul style="list-style-type: none"> Internal/external audit findings Raising the Bar and Lessons Learned reports SBB Cambodia Board reports
	<ul style="list-style-type: none"> Effective systems and processes ensure secure management and privacy of information and data 	<ul style="list-style-type: none"> Records of compliance review findings and remedial actions taken regarding any identified issues
	<ul style="list-style-type: none"> Robust policies and procedures embed risk management systems and practices at organisational and project levels 	<ul style="list-style-type: none"> Up-to-date risk registers with documented monitoring. Controls and tracking measures for identified risks
Strengthen SBB Cambodia staff professionalism, capacity and commitment	<ul style="list-style-type: none"> HRM¹⁶ systems and processes support targeted recruitment, professional development, capacity strengthening, career advancement and wellbeing 	<ul style="list-style-type: none"> Benchmarking of HRM against Cambodian and international institutional standards Staff qualifications and PPR¹⁷ records Staff satisfaction and retention records
	<ul style="list-style-type: none"> These cross-cutting themes are mainstreamed throughout project lifecycles 	<ul style="list-style-type: none"> Project design, results frameworks, implementation and review documentation address these cross-cutting themes
Design, develop and implement cost-effective, inclusive projects that have the potential to be scaled	<ul style="list-style-type: none"> Effective project development, design, management and monitoring systems are in place 	<ul style="list-style-type: none"> Management and MEAL systems that monitor efficiency, effectiveness, and cross-cutting themes (above) are in place
	<ul style="list-style-type: none"> Implementation and monitoring of projects demonstrates and documents efficiency, effectiveness, inclusion and sustainability 	<ul style="list-style-type: none"> Documented progress against budget, deliverables, GEDSI-responsiveness and environmental sustainability
Enhance Board governance and accountability framework appropriate to needs of both national and international stakeholders	<ul style="list-style-type: none"> The Board operates with effective, transparent and accountable governance aligned to national and international stakeholder expectations 	<ul style="list-style-type: none"> Board skills and effectiveness evaluation Implementation of Board governance improvement Effective performance management of the MD¹⁸ Board compliance assessment by Alliance partner as per institutional donor requirements

¹⁶HRM: Human Resource Management

¹⁷PPR: Performance Planning & Review

¹⁸MD: Managing Director





5. INTERNATIONALLY IN COLLABORATION WITH THE SBB ALLIANCE

OBJECTIVE 5: A cohesive, aligned and sustainable SBB Alliance supports long-term impacts that enhance quality education in Cambodia

KPI 5: Alliance-wide agreements, reports and remittances demonstrate a cohesive commitment to the long-term capacity of SBB Cambodia to continue to deliver positive outcomes for Cambodian education.

INITIATIVES	OUTCOMES	SPECIFIC INDICATORS
Support strengthened cohesion and alignment across the SBB Alliance	<ul style="list-style-type: none"> Common Vision, Mission and Values and synchronised financial year in place across all entities 	<ul style="list-style-type: none"> Core Principles documented Alliance-wide Management and reporting schedules and frameworks
	<ul style="list-style-type: none"> Reconfirmed Alliance and the AWG include SBB Cambodia Board 	<ul style="list-style-type: none"> Updated multilateral MoU signed by all entities Updated bilateral MoAs¹⁹ between the three international SBB entities and SBB Cambodia
	<ul style="list-style-type: none"> SBB AWG²⁰ is active and effective 	<ul style="list-style-type: none"> AWG Meeting reports
Secure valued and effective Alliance support	<ul style="list-style-type: none"> Effective collaboration secures accreditation and Alliance country government funding 	<ul style="list-style-type: none"> Submission of successful applications to institutional donors (ANCP, Irish Aid)
	<ul style="list-style-type: none"> Alliance support contributes to delivery of the SBB Cambodia Strategic Plan 	<ul style="list-style-type: none"> SRC²¹ meeting reports Records of consultations, advisory inputs and actions
	<ul style="list-style-type: none"> Relevant Technical Assistance supports specific organisational and project areas 	<ul style="list-style-type: none"> Records of financial and governance inputs Records of inputs to education project design, GEDSI, research
Build solidarity among Cambodian and international Alliance partners	<ul style="list-style-type: none"> Advocacy in Alliance countries mobilises support for education in Cambodia 	<ul style="list-style-type: none"> International media and events
	<ul style="list-style-type: none"> Streamlined Alliance-wide messaging, ethical communication and branding protocols are established 	<ul style="list-style-type: none"> Alliance-wide style guide Consistency of image and communications Alliance meeting records
Leverage networks to enhance staff professional development and capacity strengthening	<ul style="list-style-type: none"> International exchange visits support institutional and staff capacity strengthening 	<ul style="list-style-type: none"> Records of learning from Connect study and collaboration visits
	<ul style="list-style-type: none"> Cambodian Staff secondment opportunities to Alliance partner countries are realised 	<ul style="list-style-type: none"> Staff appointment agreements
	<ul style="list-style-type: none"> International masters scholarships are sourced and supported 	<ul style="list-style-type: none"> Records of announcements, applications and successes

¹⁹MoA: Memorandum of Agreement

²⁰AWG: Alliance Working Group

²¹SRC: Strategic Review Committee



When I started using the maths materials provided by SBB Cambodia to teach my students, they became more engaged, and I saw improvement in their maths skills. These resources are very helpful because they are easy to use and provide materials for practice.

Chhum Ka Diang, Grade 1 Teacher.

Dear SBB,

Thank you for showing us the wonderful and essential work you do with teachers and schools here in Siem Reap. We're so proud to support this work and it's great to see funding generating such great results.

Derek Yip
Ambassador of Australia.

06. Feb. 2025



8 February 2026

Dear See Beyond Borders

Thank for the incredible work you do to ensure Cambodia's children receive a quality education. This is so important for Cambodia's future.

Thank you even more for the work you are doing in communities affected by the recent fighting to make sure children don't miss out on an education.

I look forward to working with you to secure even stronger ties between SBB and UK institutions.

Best wishes

DOMINIC WILLIAMS, BRITISH AMBASSADOR



In our meeting with the SBB team we found that we share the same vision. This involves focusing on better leadership skills, creating student-friendly and environment-friendly schools, and improving the quality of both learning and teaching. We are working together to make this happen.

Sok Naret, District Governor, Kralanh




CHARITY COMMISSION
FOR ENGLAND AND WALES





Address: #112 Street 26, Wat Bo Village, Sangkat Sala Kamreuk, Siem Reap Province.


Phone: (+855)76 66 66 011

 info@seebeyondborders.org

 seebeyondborders.org

 [seebeyondborders](https://www.linkedin.com/company/seebeyondborders)

 [seebeyondborders](https://www.facebook.com/seebeyondborders)

 [seebeyondborders](https://www.instagram.com/seebeyondborders)