Education Beyond Borders
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Dear Friends, Colleagues, and Supporters,

My message to you last year was one of reflection – reflection on the central promise of Education Beyond Borders to engage, educate, and empower teachers and ultimately their students around the world, with the aim of providing quality education for all. The programs of this past year have me reflecting on the ways that we, as an organisation, continue to adapt to and support the transitions that are a natural part of our model and the inherent foundation of our philosophy to develop and empower passionate local leaders to fulfil their goals for education in their communities.

In July 2008 in Maai Mahiu, we delivered our first set of workshops for Kenyan primary and secondary teachers. Most of them had never had any professional development since they had become teachers. The majority of facilitators trained from that group are still trainers in their districts with many of them now holding positions in their schools and communities where they are leading their peers as they strive for high educational goals. Five of the six board members of the newly incorporated EBB Kenya also come from this group of trainers. In July 2014, we held a joint 3-day conference for the trainers from the Laikipia and Gilgil regions and together we developed new workshops to serve their communities, explored more advanced methodologies of project-based and experiential learning, addressed sustainability issues, trained in program assessment, and democratically elected new leaders from among the group. We heard stories of how these inspiring trainers delivered workshops to local organisations, formed win-win partnerships, and met the needs of their communities. We also said goodbye to our Kenya Country Coordinator, Moses Muthoki, as he took the position of Manager of Community Education for Ol Pejeta Conservancy. Moses still remains as a board member of EBB Kenya and his drive and experience will serve schools and the community well in his new role.

We continue to nurture cross-border collaborations as again we had a trainer from Kenya work with and inspire his peers in our Tanzanian program. In turn, we were inspired to see 25 overworked and greatly under-resourced teachers from two communities in Tanzania give up a week’s holiday to train as EBB facilitators. They then delivered workshops to their peers, giving support and sharing strategies that contribute to the delivery of quality education in their schools.

From this group, we witnessed a handful of teachers selflessly take on leadership roles so that more of their colleagues can benefit from the strategies learned and, more importantly, so that their students can learn better and achieve more.

Change is an integral part of growth, and it is an organisation’s ability to learn, adapt, and develop that is its strength. For the volunteers on both sides of the ocean who have been with us for many years, there is a strong sense of pride as we see how, through collaboration, we can achieve positive change and get closer to a world where quality education is not the goal to strive for but the standard for all.

Noble Kelly
President & Founder

Incorporated in 2007, Education Beyond Borders is a non-profit, non-denominational NGO devoted to closing the global education divide through teacher professional development and community education. Our organization focuses on the building of teacher leaders as the key to quality education for all. We work primarily, but not exclusively, in developing countries, in order to build self-reliance, health and capacity.
Stage 4: LFT team plans and facilitates training for new cohorts of LFs and teachers. An EBB team of reduced size acts as observers and offers feedback and support where necessary and appropriate. After Stage 4, EBB offers support and training as requested.

Stage 3: EBB team trains facilitators from Stage 2 (LFs) as trainers. In collaboration with the EBB team, these new local facilitator trainers (LFTs) then co-plan and co-facilitate training of new cohorts of local facilitators and teachers. The network is strengthened through additional computer training and expanded PLC structure.

Stage 2: EBB team trains teacher volunteers from Stage 1 as Local Facilitators (LFs) as trainers. In collaboration with the EBB team, these new local facilitator trainers (LFTs) then co-plan and co-facilitate methodology workshops for a new cohort of local teachers. LFs receive basic computer training and PLC infrastructure is formalized.

Stage 1: EBB conducts in-country methodology workshops that focus on practical applications to develop learner-centered best practices. This includes laying the foundation for our training-of-trainer programmes and professional learning clusters (PLC) infrastructure.

Our Programs

Kenya 2014

This year we delivered the first joint trainers’ conference near Nanyuki, Kenya. About 31 trainers from 4 districts and about 10 others representing some of the community partners came together to collaborate and discuss issues and solutions that will advance teacher professional development in their areas.

We worked with the trainers to design 4 days that would support them moving forward. Time was devoted to the following activities:

- **Project-based Learning:** designing a project on the topic of environmental education for classroom use. The workshop included the different steps in project design and assessment, as well as a field trip to Ol Pejeta, which enabled participants to explore resources. The aim was for trainers to complete the preparation of their project and experiment it class in the course of the year. In August 2015, photos of the students’ products could then be shared.
- **Peer-supported Professional Development.** This workshop focused on the role of PD plans, and guided trainers through the process of writing their own PD plan.
- **Program Evaluation and Data Collection.** The basic aspects of program evaluation and data collection methods were reviewed. Participants then split into two groups (districts) to design a data collection plan.
- **Designing New Workshops.** After reviewing planning and design, groups of participants chose a topic of particular relevance to their school or community, designed the workshop and gave feedback to others. Special importance was given to designing a Student Leadership workshop.
- **EBB Kenya Sustainability and Evaluation.** Discussions were held on the topic of EBB Kenya sustainability and governance, as well as the importance of impact assessment and ongoing data collection.

During the remainder of the year we received reports from the districts of school-based workshops and professional development sessions. We also received news of continued growth and forging of partnerships to support the delivery of quality education.

A huge THANK YOU to our team who volunteered for the 2014 program:

Stephen Mureithi (co-lead Gilgil)  Munga James Wanguya (co-lead Laikipia)
Jane Mwangi (co-lead Gilgil)  Emily Mbugua (co-lead Laikipia)
Maureen Hillman Kimberly Brown Noble Kelly
Tanzania 2014

Facilitator training: 24 teachers were trained as teacher facilitators from the Leguruki and Ngarenanyuki Wards, and they expressed their eagerness to collaborate with local teachers throughout the year to identify their learning needs and to achieve their professional development goals. This is a substantial increase in the number of trained facilitators since last year. The common thread for the facilitation training was implementing strategies to engage large class sizes (50+). Facilitators were given a significant amount of mentoring in the design and facilitation of workshops, with each facilitator focusing on one of the three methodologies (Differentiated Instruction, Collaborative Learning, and Inquiry-Based Learning). They also received a little practice in peer observation and feedback. Preliminary analysis of the exit surveys administered at the end of the five-day training session for teacher facilitators indicates that they feel confident in two areas: 1) their ability to design and facilitate workshops; and, 2) their ability to engage with local teachers to ascertain their learning needs and expectations. This team of facilitators will form the nucleus of future facilitator trainers.

Added to this, Professional Learning Communities (PLCs) have been successfully established in both wards, a Facebook site has been set-up for their ongoing communication and collaboration, and PLC coordinators have been identified and trained in their role and accountabilities as leaders in fostering professional development for teachers in their communities. Less than one month after the Canadian EBB team left Tanzania, the PLC coordinators were hard at work meeting the needs of their community. For example, one of the PLC coordinators from the Ngarenanyuki Ward has already facilitated a workshop for teachers in his community, for which he received positive feedback from participants about the value of the session to their professional advancement.

The Ward Education Officers in Leguruki and Ngarenanyuki Wards lend their leadership support to the EBB project as it continues into 2015. As well, EBB has made significant gains by establishing contact with representatives at the District Education Office. They expressed their appreciation of our achievements and contributions in their district and offered their support.

The teacher workshops: 7 days of workshops took place in each ward for 38 primary and secondary teachers from Leguruki Ward and 30 teachers from Ngarenanyuki Ward. Teachers from each ward were divided into two groups of mixed elementary and secondary teachers. The groups attended the workshops on alternating days, returning to their classrooms to practice what they learned on the days between. Since the primary teachers do not often work in English, the workshops were held in Swahili and English.

We also continued our commitment to developing student leaders and improving student-teacher relations by conducting a one-day student leadership workshop in each ward. A total of 56 secondary students attended. The students participated in some collaborative activities discussing leadership issues and skills, as well as how to practice these skills in their schools. The students were also given an inspirational talk by young leaders from their communities and were able to have a discussion about the importance of local leadership.

A huge THANK YOU to our team who volunteered for the 2014 program:
Carolin Rekar Munro  Maureen Hillman  Kimberly Brown
Eileen Hood  Bruce Russell  Susan Ghattas
John Hall  Rachelle Marsen  Joseph Wachira
Noble Kelly

More photos can be seen in the media section of our web site.
Our Impacts

2014

12,000 Students Engaged
225 Teachers Trained
10 Travelling Volunteers
4 Districts in 2 Countries

Since 2007

92,000 Students Engaged
1,800 Teachers Trained
107 Travelling Volunteers
7 Districts in 4 Countries
### Financials

<table>
<thead>
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<th></th>
<th>2014</th>
<th>2013</th>
<th>Comparatives</th>
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<tr>
<td><strong>Balance sheet</strong></td>
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<tr>
<td>Cash</td>
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<td>Foreign currency</td>
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<td>Accounts receivable</td>
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<td>Total assets</td>
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<td>Accounts payable</td>
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<tr>
<td>Unrestricted net assets</td>
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<td>14,906</td>
<td></td>
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<td>Total liabilities and net assets</td>
<td>$16,310</td>
<td>$15,050</td>
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<tr>
<td><strong>Income statement</strong></td>
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<td>Revenues</td>
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<td>Grants received</td>
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<td>Donations - general donations</td>
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<td>Donations - raised by volunteers</td>
<td>11,669</td>
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<td>Total donations and grants</td>
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<td>Interest</td>
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<td>Total revenues</td>
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<td><strong>Expenditures - administration</strong></td>
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<td>Bank charges</td>
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<td>$69</td>
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<td>Communications</td>
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<td>1,212</td>
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<td>Donation / fundraising costs</td>
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<td>Membership / partnership fees</td>
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<td>Printing</td>
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<tr>
<td>Professional fees</td>
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<tr>
<td>Conferences, travel, food, accommodations</td>
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<td>357</td>
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<td>Total administration expenses</td>
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<td>$1,869</td>
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<td><strong>Expenditures - projects</strong></td>
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<tr>
<td>On-site costs</td>
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<tr>
<td>Kenya (Laikipia / Gilgil)</td>
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<td>Tanzania</td>
<td>16,997</td>
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<tr>
<td>Pilots and exploratory - Kakamega / Honduras</td>
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<td>Research and resource development</td>
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<td>Other project costs</td>
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<td>Total on-site costs</td>
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<td>Transportation - air</td>
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<td>Total project expenses</td>
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<td>Excess (deficiency) of revenues over expenditures</td>
<td>$793</td>
<td>$11,834</td>
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<tr>
<td>Net assets, beginning of year</td>
<td>14,906</td>
<td>3,071</td>
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<tr>
<td>Net assets, end of year</td>
<td>$15,699</td>
<td>$14,906</td>
<td></td>
</tr>
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</table>

For 2014, the board set an aggressive target to increase revenues from grants and donations from about $40,000 in the previous two years to $60,000 in 2014. We were able to meet this target by raising $60,111. The board set the higher fundraising target partly to diversify our donor base and to decrease our reliance on any single supporter. Half of our total revenues currently comes from one source, the BC Teachers’ Federation (BCTF), to whom we are most thankful.

Administrative costs totaled just $5,105, or 8.5% of revenues, meaning that 91.5% of revenues were available for project expenses. Total project expenses totaled $54,253, leaving a small surplus of $793 for the year.

The accumulated net assets as at the end of 2014 stood at $15,699, most of which is in cash. This amount is available for operations in 2015 and future years.

### A BIG Thank You to:

#### Our Board of Directors
- Noble Kelly, President, Vancouver, BC
- Courtney Doldron, V. Pres. Toronto, ON
- Kin Lo, Treasurer, Vancouver, BC
- Sheri Eastman, Secretary, Vancouver, BC
- Kate Sutton Jones, Vancouver, BC
- Eileen Hood, Vancouver, BC
- Scott Hughes, Calgary, AB

#### Our Operational Volunteers
- Munga James Wanguya, Kenya Coordinator
- Grace Sham, Newsletters
- Noble Kelly, President, Vancouver, BC
- Kimberly Brown, Research
- Emily Mbugua, Laikipia, Kenya
- Maureen Hillman, Sherbrooke, QC
- Jane Mwangi, Gilgil, Kenya
- Stephen Mureithi, Gilgil, Kenya

#### Project Leads
- Caroline Rekar Munro, Victoria, BC
- Maureen Hillman, Sherbrooke, QC
- Munga James Wanguya, Kenya
- Stephen Mureithi, Gilgil, Kenya

#### Photo credits: Maureen Hillman, Noble Kelly

Thank you for your generosity and continued support of our projects since 2008 to increase access to quality education globally!
Participatory Research

At the forefront of Education Beyond Borders’ mandate and strategic plan is a commitment to conducting research to determine the efficacy of its teacher-training model. The objectives of our research are to:

1. Adapt the EBB model to meet needs of project participants;
2. Plan for the integration of the EBB model into other emerging countries;
3. Inform practices of other institutions and associations.

Toward this end, Carolin Rekar Munro, one of our EBB members, was in Tanzania teaching at Mount Meru University and conducting field research. From June to December 2014, Carolin was in the Leguruuki Ward – where the TZ project began four years ago - exploring the extent of capacity building and learning that has occurred. Specifically, the focus was on gathering data on what was learned and how learning took place for teachers in the workshops; the level of adoption of new skills to classrooms, schools, and communities; and, institutional outcomes.

Carolin met with senior education officials at the District Education Office and in the ward, and she spoke with headmasters/mistresses, teacher facilitators, PLC coordinators, teachers, and students in the primary and secondary schools. In addition, she visited schools not involved in EBB in order to collect data for baseline comparison. Data collection included interviews, focus groups, photography, video recordings, Level of Adoption (LoA) survey, and classroom observations.

Analysis of results revealed the following: higher percentage of students’ passing national examinations across all subject areas; reduced student and teacher absenteeism; increased student and teacher satisfaction and engagement in learning; fewer classroom management issues, resulting in fewer disciplinary measures taken; reduced levels of student anxiety in the classroom; improved student-teacher and student-student learning relationships; and increased peer support, especially between high and low performing students.

The next phase of research commences later this year, and includes training EBB teacher facilitators in Tanzania to conduct their own research on teaching and learning in their schools. Transferring ownership of data collection and evaluation practices to the host community enables local research to feed into local policy and development practices. Hence, the host country develops and exercises its leadership in deciding professional development initiatives based on local context and community needs, thus increasing the sustainability of the programming.

EBB On Campus

EBB On Campus chapters are post-secondary institution groups interested in positive change through global education. The mandate of all On Campus groups is to support the greater mission of increasing access to quality education for all people, regardless of geographic location or socioeconomic situation. On Campus groups spread this vision to other students on their campuses and beyond.

Our groups have created workshops, mentorship and tutoring programs, supported global education awareness events and carried out various initiatives to raise funds for local and global educational needs. To see current information on these groups or to start one on your campus, visit our website.

To engage, educate and empower

EBB is very proud of the strides we have made in recent years as a wholly volunteer organisation in the area of peer-led teacher professional development. Our success reinforces the power of building professional relationships and the use of collaborative approaches on which our model is based. We will continue to promote the foundation of strong partnerships, multi-stakeholder participation and grassroots involvement as the means to sustainable development. This approach has become extremely crucial in light of the prominent trend of lower revenue streams that are plaguing our sector. In education, the focus needs to be on quality delivery and engagement. This can be achieved when teachers have the opportunity to share best practices, to provide input and to support one another.

We will continue to empower teachers to develop local expertise and find solutions to improve standards of education in order to meet national and global goals, while continuing to be role models for lifelong learning. With over 1,900 members from 87 countries, we cannot underestimate our power to engage the public to inform and act on the important issues that will support and guide the delivery of quality education on a global scale. So start the conversation!