Dear Friends, Colleagues, and Supporters,

Spring has arrived. The beauty of this season brings with it a promise of new growth and possibility. As I sit down to write this report, I find myself reflecting on the central promise of Education Beyond Borders. At its core, EBB strives to engage, educate, and empower teachers and ultimately their students around the world, with the aim of providing quality education for all. These three words—Engage, Educate, Empower—have shaped and guided us throughout the seven years that we have been in operation. I find myself wondering about these words, and if we have lived up to their promise.

**Engage:** At its core, the value of positive, professional relationships is key to the success of Education Beyond Borders. Through the promotion of strong relationships, we are able to engage teachers around the world to reflect on their practice and challenge educational norms that no longer support quality learning within a cultural and geographical context. Through building trusting and transparent professional relationships, we are able to have engaging conversations on education reform and sustainability. These discussions help us to reflect on and guide our practice regardless of the country in which we work. Prior to starting any new program, EBB takes a multi-stakeholder approach to developing a shared vision for sustainability and local ownership by collaboratively defining quality education and addressing the identified barriers to its attainment.

**Educate:** As an experienced classroom teacher, global education advocate, and peer mentor and facilitator, I have learned that education is always a two-way street. In this way, teaching and learning is inextricably connected: you can’t have one without the other. When we “teach” our colleagues, we learn from them; when we collaborate and share with others, we grow and transform ourselves. It is my observation that this ethos of reciprocity and respect, held among the many educators and members of EBB around the world, is what transforms our profession and learning. Honouring our global connection and combined power to challenge policy and pedagogy towards quality education for all, we can appreciate how major concerns for our colleagues are also major concerns for us. For example, embracing culture in education, reversing the impacts of a colonial system, and revitalising and integrating indigenous curriculum were some of the major discussion points of 2013.

**Empower:** our work is transformative. We have seen our colleagues take on leadership roles in their schools and communities. Where they once felt powerless and uniformed, our colleagues are now participating in high-level pedagogical debates as well as incorporating their own chapter of EBB to continue and sustain their vision of the delivery of quality education in their schools. Not only from their anecdotes, but also through their actions, our colleagues are confirming that together we are living up to our promise.

As I look forward into the next year and consider a renewed commitment to supporting the development of quality education for all, everywhere, I experience a sense of possibility in the new projects that lie before us. Spring is, in fact, a suitable time to reflect, share and celebrate, for we are all reminded of the promise and hope for a better world, in which quality, public education remains a foundation for strong communities and healthy futures.

Noble Kelly
President & Founder

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**Our Mission**

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

Stage 2: EBB team trains teacher volunteers from Stage 1 as Local Facilitators (LFs) then co-designs and co-facilitates methodology workshops for a new cohort of local educators. LFs receive basic computer training and PLC infrastructure is formalized.

Stage 3: EBB team designs & facilitates facilitator-training sessions for LFs trained in Stage 2. Newly trained local facilitator trainers (LFTs) then co-plan and co-facilitate training of new cohorts of LFs & educators respectively. The network is strengthened through additional computer training and expanded PLC structure.

Stage 4: LFT team plans and facilitates training for new cohorts of LFs and new educators. An EBB team of reduced size acts as observers and offers feedback and support where necessary and appropriate.

Our Programs

Kenya 2013

This year saw the completion of EBB’s cycle in Laikipia and continued support in Gilgil. The trainers received extra support from EBB colleagues specifically in the areas of Project-based Learning, Peer Observation & Feedback and Participatory Program Assessment. The new trainers then planned and delivered facilitator training sessions on facilitation skills, strategies for the various learner-centered methodologies and other mentoring skills to support and train colleagues at the school level throughout the rest of the year. We saw a total of 37 trainers and 66 facilitators trained in these programs this year.

Project sustainability and collaboration with other education programs in the area were discussed with various local stakeholders and authorities. This year saw the incorporation of EBB Kenya, which will support the sustainability of all local EBB programmes through local funding and partnership initiatives. Laikipia has also forged a strong partnership with an environmental organisation to support experiential learning. Gilgil also benefits from stronger professional networks.

Since we started here in 2008, we have seen disillusioned teachers become articulate trainers/facilitators and leaders in their community. We have witnessed a growing confidence and exciting collegial debates with authorities regarding educational reform. More importantly, we have observed highly positive and exciting learning environments led by teachers with a renewed motivation.

A huge THANK YOU to our team who volunteered for the 2013 program:

Stephen Mureithi (co-lead Gilgil)  Moses Muthoki
Jane Mwangi (co-lead Gilgil)  Maureen Hillman
Munga Wanguya (co-lead Laikipia)  Katharine Kan
Emily Mbugua (co-lead Laikipia)

More photos of this project can be seen here: Kenya 2013 Albums
The facilitator training: Seven teachers, along with Mr. Urio and Mr. Mussa, the ward education officers, came to Arusha Technical College to be trained as facilitators of our methodology workshops. The focus for the EBB team was to model facilitation skills and collaborative learning strategies that the facilitators could use in the upcoming two weeks. The EBB team strove to improve metacognition to ensure the facilitators really understood what we were doing and the educational purpose behind each activity. The common thread for the facilitation workshop was implementing strategies to engage large class sizes (50+). The two topics we focused on were Collaborative Learning and Inquiry-Based Learning.

The EBB team then collaborated and shared duties with their Tanzanian colleagues to create the schedule for teacher workshops and to lead introductions, reflections and debriefs during those workshops. The new Tanzanian facilitators concentrated on co-creating workshop sessions on Collaborative Learning and Inquiry-Based Learning. Additionally, we discussed evaluation and outlined the methods EBB uses to evaluate its projects, including initial surveys, exit surveys and individual interviews.

For more photos from this project, click here: Tanzania 2013

The teacher workshops: 4 days of workshops with 82 primary and secondary teachers from Leguruki District and 39 teachers from Ngarenanyuki District. Teachers from each district were divided into two groups of mixed elementary and secondary teachers based on subject areas. The groups attended the workshops on alternating days and then they returned 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 conducted a one-day student leadership workshop. 20 secondary students attended as well as 4 students from SEMS Teacher Training College and one instructor. 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 a talk by the president of the Arusha Technical College Student Union and a tour around the campus with a focus on the agricultural programs.

A huge THANK YOU to our team who volunteered for the 2013 program:

Anita Hayhoe
Katharine Kan
Lisa Toffolo

Maureen Hillman
Carolin Rekar Munro
Janet Nicol

Shannon Howlett
Our Impacts

2013

- 16,000 Students Engaged
- 325 Teachers Trained
- 8 Travelling Volunteers
- 4 Districts in 2 Countries

Since 2007

- 80,000 Students Engaged
- 1,600 Teachers Trained
- 97 Travelling Volunteers
- 7 Districts in 4 Countries
In 2013, EBB was able to keep operational costs below budget. Total project expenses were $26,364 compared to a budget of $43,500. Administrative costs were below budget at $1,869 and were less than 7% of total expenses. We are very proud that approximately 93% of funds raised go directly to our programs.

2013 has been a challenging one for fundraising. We are thankful to our biggest and long-time contributor, the BC Teachers’ Federation, for its continued support of our programs. We also benefitted this year from the surplus we carried over.

Since fundraising will remain a challenge in our sector, we will continue to respond efficiently in 2014 while we increase our fundraising and partnership efforts.

Financial Information for year ending 2013
Chartered Accountants, DeVissar Gray LLP, have audited the statements of financial position of Education Beyond Borders Society (“the Society”) and the statements of operations and changes in net assets for each fiscal year from 2007 to December 31, 2011 only. In their opinion, the financial statements that have been audited present fairly, in all material respects, the financial position of the Society. Full details of each audit can be downloaded from our web site here: http://www.educationbeyondborders.org/page/print-materials.

1. NATURE OF OPERATIONS AND GOING CONCERN
The Society is a not-for-profit organization that was incorporated under the Society Act of British Columbia on March 20, 2007. The Society is exempt from taxation under section 149(e) of the Income Tax Act (Canada Charity B/N: 85909 6190RR0001). The Society was established for the purpose of supporting and encouraging community education throughout the world, specifically by the provision of professional development resources for teachers.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation
These financial statements have been prepared in accordance with Canadian generally accepted accounting principles, which necessarily involve the use of estimates. The financial statements have, in management’s opinion, been properly prepared within reasonable limits of materiality and within the framework of significant accounting policies summarized below.

Basis of accounting
The financial statements are prepared using the accrual basis of accounting. The accrual basis of accounting records revenue as it is earned and measurable. Expenses are recognized as they are incurred and measurable based upon receipt of goods or services and/or the creation of a legal obligation to pay.

Revenue recognition
The Society follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which the related expenditures are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Endowment contributions are recognized as direct increases in net assets. Restricted investment income is recognized as revenue in the year in which the related expenditures are incurred. Unrestricted investment income is recognized as revenue when earned.

Estimates
The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities. These estimates and assumptions are based on management’s best information and judgment and may differ significantly from actual results.

Contributed materials and services
Teachers and other volunteers contribute a significant amount of time in support of the Society. At this time cannot be easily valued, contributed services are not recognized in the financial statements. Contributed materials are also not recognized.
Looking Forward

EBB is very proud of the strides we have made in recent years as a wholly volunteer organisation in the area of peer-designed and led teacher professional development. This reinforces the power of building professional relationships and the use of collaborative approaches on which our model is based. We will continue to promote and advocate for the foundation of strong partnerships and multi-stakeholder and grassroots involvement as a 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 practises, to provide input and to support one another.

We will continue to empower local 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 life-long learning. With over 1,700 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 a conversation!

A BIG Thank You to:

Our Board of Directors
Noble Kelly, President, Vancouver, BC  Kate Sutton Jones, Vancouver, BC
Robert Fournier, V. Pres. Vancouver, BC  Vanessa Formoso, Montreal, QC
Kin Lo, Treasurer, Vancouver, BC  Michael Cunningham, Kyle, TX
Sheri Eastman, Secretary, Vancouver, BC

Our Operational Volunteers
Moses Muthoki, Kenya Coordinator  Kimberly Brown, Research
Grace Sham, Newsletters  Kate Ireland, EBB on Campus
Betty Kiddell, Provincial Reps  Nicholas Longstaff, Media

On behalf of the EBB Board of Directors and all the educators and students that were positively impacted by their efforts, I would like to extend a huge thank you to all our volunteer leaders, Kenyan and Tanzanian trainers & facilitators who were instrumental in making this year’s work a great success!

Project Leads
Anita Hayhoe, Toronto, ON  Shannon Howlett, Vancouver, BC
Maureen Hillman, Sherbrooke, QC  Katharine Kan, Vancouver, BC
James Munga, Laikipia, Kenya  Emily Mbugua, Laikipia, Kenya
Stephen Mureithi, Gilgil, Kenya  Jane Mwangi, Gilgil, Kenya

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 for secondary students, mentorship and tutoring programmes, supported global education weeks and carried out various initiatives to fundraise for local and global educational needs. To see current information on these groups or to start one on your campus, visit our web site.

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Our Major Donor

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