



## Annual Report 2009



### Education Beyond Borders

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**The World is Our  
Classroom!**

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## The Challenge: From Passion to Action!

In this hustle and bustle world it is easy to get so busy and bogged down that it's hard to find enough time to do anything let alone something that can really affect important change. During all my years as a teacher, I can't tell you how many times I promised myself "this year is going to be different." I will try something new to enrich or inspire, I will be a good role model—only to find that the end of the school year comes all too quickly and the "expiry dates" on that pile of memos on my desk calling for help on social initiatives have come and gone and nothing has really changed. Could it be all those committees and extras I do? After all isn't that all it takes to show how passionate I am? Surely the students know that all the behind the scenes administrivia I do is for them—or is the fact that I am too busy to chaperone an event misconstrued as apathy?

As teachers we may be inadvertently setting a poor example. Could that be why only a few are shouldering the load of social activism? We see it in the students—the same few are doing more than their fair share of clubs and activities. I always knew that when going to school started to feel like work then it was time for a change. For me that day came about three years ago. It is not that I didn't like teaching; on the contrary. It was because I loved teaching so much that I refused to let it morph into something that would suffocate me. Now I am enjoying those "a-ha" moments often with a tear in my eye. Examples of those moments are when I hear that Kenyan teacher speak of how exciting it is for her to feel empowered to use new found strategies to help her students feel engaged in her classroom and know that it is leading to their success; or to see the excitement of that South African teacher as he witnesses the potential of using online tools to connect his class with a class from another country to communicate and collaborate. This is when I know I am making a difference in the lives of teachers and ultimately the hundreds of students in their care. So what does it take for activism to be the norm—for us to make a change in our own lives?

We already know that most teachers are passionate people, but how do we transform passion into action? Even something small can make a difference if it is done for the right reason—take more time to smile or even dance. Mother Teresa said, "We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop." We need to take some time and identify our passions: for our school, our community, our world, or ourselves. Remember action needs to be shared. Too many times I hear "What can I do, I'm only one person" or "it's not my issue". Sharing efforts helps to empower everyone—ourselves included. After all, the greatest lesson we can teach our students is that in this busy world, it is important to set our priorities so that we can be the change we want to see in the world. Are you ready for the challenge?



Noble Kelly  
President, Education Beyond Borders

## Dear Education Advocate and Supporter:

Closing the global education divide through teacher professional development and community education—the mission of Education Beyond Borders (EBB)—may seem a lofty goal. As educators and advocates for education, it is in our nature to want to make a difference and with over 59 million teachers worldwide working to help each other this goal does not seem so unattainable.

Our third year of operation was one of great growth and full of “a-ha” moments despite the global economic strife. The New Year (2010) saw us take on a new name, new logo and a renewed passion. We will henceforward be known as Education Beyond Borders (formerly Teachers Without Borders-Canada).

Our relationship with our former partner, Teachers Without Borders (TWB), has been one of mutual autonomy and support, and will remain so. TWB offered EBB the opportunity to become a chapter within its organization. After careful consideration of TWB’s new direction, the fact we would lose our Canadian charitable license if we accepted, and with due regard for the value of our own work to date, EBB has respectfully declined.

We feel it is important to stay true to our philosophy and grassroots approach to inter-country, inter-community support and development through education. We believe in the value of teachers working with teachers. Our experiences have proven that face-to-face solidarity is a very human response to our colleagues’ struggle to enrich their instruction and we strongly believe that this contact is essential. It is through the development of collegial relationships that one can truly build trust and the resulting sharing of information and cultural experiences benefits all stakeholders. This experience builds capacity and understanding leading to an enriched educational experience for our students both in the host country and here at home when team members return.

## Why do we do what we do?

Despite its crucial connection to economic and social development, teacher training is often uneven, protracted or unsupported. In addition, teachers are rarely included in educational policy change or significant decision-making. Teachers are not just a resource for our children; they are the key to development. They know who is sick, who is missing, who has been abducted into the sex trade or conscripted into a military gang, who has been orphaned by AIDS, who is achieving and who is not. In short, teachers are society’s glue, and they certainly deserve our assistance; otherwise, we are all left with a gaping digital, educational, and economic divide. If the key to economic development and our young people’s future is education, then teachers should have resources, tools, and access to the Internet, as well as each other.

Despite their attempts many governments have neither the resources nor the capacity to reach the great number of teachers who work and live in rural regions. These teachers feel isolated and under-supported and their system is experiencing the pains of low success rates that come with the lack of



confidence and motivation that is demonstrated by both students and teachers alike. This system and their teachers can (and have) benefit greatly from just a fraction of the educational resources, support and professional development with which we are privileged. By working with a four-year, customized and sustainable model, we are providing teachers with the skills and the tools to create and implement professional development clusters that work for and facilitated by them—empowering these teachers to help themselves.

**If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. -Chinese Proverb**

### Who are our members?

All teachers and advocates of education worldwide who share our philosophy and values are intrinsically part of our organization and can take the role of either facilitator or participant. The majority of participants of our projects (teacher/education development workshops) have been educators but may also include: community workers, NGO employees, government employees, student leaders, etc. Facilitators of projects are certified educators but may also include trained professionals in various fields.



### Youth Leadership

We also have had Canadian student leaders start EBB On Campus groups in universities: U of Toronto, McMaster University, U of Western Ontario, U of Alberta, U of Saskatchewan, McGill and U of Sunshine Coast-Brisbane, Australia. In founding “**Education Beyond Borders – On Campus**” (EBB-OC) groups, student leaders will have the opportunity to partake in this movement to bridge the education gap. From providing tutor/mentor services to foreign students to drives for school supplies/books to raising awareness of

global educational issues and mentoring local schools, EBB-OC groups and their over 300 members bring to life the statement: “Think Globally, Act Locally!”

By expanding the demographic from certified educators to include student leaders, we are creating a stronger and more inclusive network for EBB. Check out their Facebook group: search “EBB on Campus”.

### What does a member get for joining EBB?

Principally, EBB members receive the benefit of affiliation. They sign up because they want to be a part of something, make a difference, and cause change, and EBB allows them to pursue those objectives. Many teachers join because they want to learn and make a contribution to the world, not to “get” something from us. Beyond the intrinsic desire to work towards change, members join to gain opportunities that will help them connect, create and collaborate immediately with their colleagues worldwide. Members play a central role because each member possesses an important voice that guides EBB’s efforts as a demand-driven organization.

## How does EBB empower its membership worldwide?

EBB asks its members what they need and does its best to meet those needs. If a community of teachers request particular curricula, EBB will connect this group of members with another group of members that has experience in developing and using such curricula. If EBB members experience a national disaster that hinders teachers' ability to serve students, EBB will solicit help from other members to address the challenge as a team. We now have a database of hundreds of educators from across Canada eager to volunteer to create and deliver best educational practices workshops to their colleagues in developing regions. We base all our workshops on the needs of the host communities and the curriculum of that nation. Though our existing projects have focussed specifically on delivering best educational practices workshops in the areas of English, math, science, information technology, and various methodologies (assessment strategies, cooperative learning models, etc.), our membership have expertise ranging from early childhood literacy to adult education and in numerous subject areas including: entrepreneurship, agriculture, health, nutrition, character and peace education, and HIV/AIDS education.

## How do we decide where to go and who to help?

EBB's strength is its membership base. New members bring with them the desires and the experiences to assist their colleagues in developing or needy communities at home and abroad. Members keep EBB informed of needs in their communities and schools and work with us to develop strategies to address community challenges using local knowledge, strategic geographic position and individual experiences to enhance the educational infrastructure of their countries. Members communicate with each other and form alliances to strengthen their connections to other communities. They are committed to the field of education and possess a wide range of interest and skills to contribute to EBB's mission. The number of new projects is only limited by the energy and commitment of our members who want to make a difference. Once the idea of a new project materializes, it needs to be vetted against our sustainability and capacity-building criteria before it will be initiated.

### Our 2009 Projects

#### South Africa

In preparation, the six-member team began to meet once a week over Skype (VOIP application) beginning in April '09. At the time, we believed we would be providing e-learning workshops for Eastern Cape facilitators during our first week in South Africa. Time was spent on familiarization with the moodle environment and discussing best approaches for delivering content. The moodle environment was also used to collect and store digital content. The team members took the commitment to the weekly meetings very seriously and it fostered team building that served us well once we were in Africa.



When the Eastern Cape director contacted us in late May with the unfortunate news that we would not be able to go forward with the e-learning workshops during the first week in July, we had to change our plans and rebook to go straight to Cape Town (We did receive a commitment that the Eastern Cape project will run in July 2010).

Six educators travelled to South Africa at the end of June to work with their colleagues to address the needs of educators in townships near Cape Town in the area of Information & Communication Technologies integration. As many rural schools are now receiving donated computers and get connected to the Internet, they are becoming increasingly frustrated with the added administration and lack of skills to effectively implement and integrate computer use in their schools.



These educators from Canada delivered workshops to discuss and train administrators and educators on the issues around computer use and integration and seek to create relationships between schools in North America and South Africa for mutual learning on global issues and mentorship. We also worked to build capacity within a local NGO to develop trainers and implementation models that will be put into practice in the interim. We worked closely with Edunova, the NGO working to help integrate ICT use in rural schools in South Africa, and The Khanya Project, which is an initiative of the Western Cape Education Department established in April 2001 to determine the contribution that technology could make towards addressing the increasing shortage of educator capacity in schools.

Our first full day in Cape Town was spent providing background culture and context to the new team members. We spent some time at the primary school hosting the workshops so we could familiarize ourselves with resources and the stability of the school computer lab and Internet access. Two SmartBoards were also in other classrooms.

Week one workshop content included basic computer skills, ICT strategic planning, effective presentation skills (PowerPoint), Internet search skills, lesson-planning and evaluation of ICT. In general, feedback from the participants was that they desired more time for hands-on practice and thought that one week was too brief. We received many enthusiastic responses from the participants. Since we have returned to Canada, I am very pleased to say that I have heard from a number of those South African teachers. This year is a marked difference from last year when we heard very little from them. The ning site we created for the teachers (<http://ictchamps.ning.com/>) remains active - this in large part to the efforts of Khanyiso Tose and Quinton Davis from Edunova. An important outcome of the workshops was to get participants connected with other educators from South Africa and other countries to collaborate and grow.



For the second week of workshops, we provided quality, advanced training for the Khanya facilitators. The exposure to Khanya facilitators in this situation offered the Edunova facilitators an opportunity to meet with Khanya on equal footing and share best practices. Some of the Edunova facilitators later expressed that this gave them a sense of empowerment when they realized their skill sets were on par or superior to the Khanya facilitators.

Workshop content included social networking for professional development, moodle training, building ICT vision, modeling ICT integration, emerging technologies, and laptops for teachers. Again, a ning site was created for the Khanya facilitators (<http://capefacs.ning.com/>) which has not been as active as the one maintained by Edunova. Again, feedback from participants was very positive. Reflections posted throughout the week in the ning forum discussion areas show insight and enthusiasm from the workshop participants.

The final week was spent in debriefing meetings with Edunova (Monday) and Khanya (Friday), school visits and additional ICT workshops to the Edunova facilitators (SmartBoard, multimedia and moodle). We also assisted a group of school principals again this year as they were put to task during an ICT boot camp facilitated by Edunova. We took them through the process of identifying infrastructure/resource implications with the use of ICTs in education and how to develop a school implementation plan. The issues raised and the resulting discussions were eye-opening and much appreciated by the participants.

Overall, the workshops were well received and the participants were very excited to start using their newly acquired skills. They realize what a great resource they have and wanted to start using it to assist them in engaging their students and enhancing learning and their own professional development. From our survey, 100% of participants indicated that they increased at least one level of proficiency in their skills and knowledge (a majority jumped at least two levels) and that they would like to see more of these types of workshops and for a longer duration.

When all was said and done, in South Africa in July 2009, six teachers, experienced in the use and integration ICT educational technology, facilitated workshops for 12 Edunova facilitators, 62 primary/secondary participants, 90 Khanya facilitators, and 25 principals. With new knowledge and skills, these 189 participants will be able to positively impact the learning of approximately 9,000 students.



## School2School Classroom Connections



Each EBB team member was encouraged to be on the lookout for potential school2school classroom connection teacher partners. Several teachers were approached and agreed to try to maintain contact after the Canadians returned home. To date, some emails have been exchanged. As well, several video skype meetings have taken place between teachers in particular: Mncedisi Soga (Siyazhaka Junior High, Cape Town) and Ian Vaithilingam (Ontario), Maxwell Foma (Phakama Secondary School, Cape Town) and Jody Meacher (Quebec). Plans are in the works to maintain contact even

after the change of academic year for those in the southern hemisphere. A donated Flip camera was given to Mncedisi, Maxwell and Zoleka Mzonyane (John Pama Primary School) in order to support the potential of video and photo exchanges between classes and students. The Edunova facilitators were asked to provide some support to this initiative.

### Kenya

This being our second year in Kenya saw us expand to new regions and saw the incorporation of local teachers as facilitators. We started new programs in the town of Mbita in the Suba district and in Nanyuki in the East Laikipia district while strengthening our program in year two in Gilgil in the Naivasha district.

#### Suba District

Mbita is located on the banks of Lake Victoria. Rural residents of Mbita mainly depend on agriculture and fishing as their main source of food and income. We were able to visit schools on the mainland and on a few of the islands. These visits were absolutely invaluable in providing the team with deep insights into the issues and challenges facing the education system in the Mbita area and in Kenya in general. We were also able to make face-to-face connections with teachers who later came to the week of workshops. This helped us truly appreciate the working and living conditions and social issues that burden teachers in this region. Though there are many development initiatives in the area, poverty is still a major challenge. Most families live on less than a dollar a day.

I still remember vividly taking a boat to the small, disputed island of Remba lying on the border of Kenya and Uganda in Lake Victoria. We stepped off into a blizzard of fish flies and made our way through the narrow paths of the only shantytown that was home to hundreds of migrant fishing workers and their families. Finally we made it to a clearing where the only school on the island was located. The island was all but void of vegetation and the schoolyard consisted of rocks and dirt. There was noticeable surprise and joy on the faces of the children (and many adults) as the last thing they expected were visitors to their inhospitable part of the world. After talking with the three teachers, touring the tin “rooms” and chatting with the students, we headed back to our boat. We, however, had to make a political detour, as we would be remiss if we did not pay a visit with the Beach



Management Unit (BMU). We sat in a storeroom and waited for the leader to appear. A large man finally appeared along with a couple of others and then came a great deal of posturing on their part. The apparent futility and frustration that filled the room for the last twenty minutes was all swept away when the leader asked the ultimate question through a translator, “How do we convince these migrant fishing people that education is important?” And with that we knew that they understood.

The following week was spent working with fifty teachers—teachers that have had no professional development since whatever formal training they may have originally had—supporting them with workshops on various methodology strategies and resources. Though the regional coordinator wanted to provide workshops that focussed on ICT use, it was apparent that most teachers had little access to computers and were very beginner users of computer technology. It was also apparent that the teachers faced grave challenges of basic resources



and access to professional development opportunities. We therefore thought it best to provide a good deal of methodology and teaching strategies that they could incorporate into their teaching practices with or without ICT tools.



The venue, the SUBA Resource Centre, was a small resource centre that had 12 working computers and some books.

Knowing the needs of this community ahead of time and with the money granted to us by the Ontario Secondary Schools Teacher Federation, we purchased a terabyte drive that was filled with numerous vetted resources (many with African content) called the e-Granary ([www.widernet.org/digitallibrary/](http://www.widernet.org/digitallibrary/)), a wireless router and 12 USB wireless adapters to connect the computers to the router. We then turned that little resource centre into a wireless lab with access to an offline Internet with browse/search capabilities. The teachers were ecstatic and we were so proud and humbled at the same time. By having the workshops here, we recognized the accomplishments of those volunteers who had worked so hard to create and maintain the centre. The choice of venue did not go unnoticed by the District Education Officer (DEO) who felt a school would be far more appropriate. The success of the workshops in an establishment outside of the reach of the ministry of education underscored to the ministry the need to become more involved in this initiative.



### Laikipia East District

This region has been experiencing a drought for the last two years and this has exacerbated an already dire situation for the community as food is scarce and the livelihood made from agriculture has dwindle to almost nothing. We provided workshops for 70 teachers and had 42 signed up to be trained as facilitators for the following year. Besides educational best practices sessions in math, science and English using various methodologies we helped the participants create a professional learning community by region. They planned a way forward to meet and work together to reinforce the strategies they learned, adapt and apply them in their classrooms and share what they learned with their colleagues.



### Naivasha District

This was our second year in Naivasha and Utumishi Academy in Gilgil was the host site. This partnership was developed through the teachers that worked there who attended our session in 2008. The hope is that we can develop the school into a teacher resource/training centre that can be used by the teachers in the district outside of school time.

This year we had twelve teachers from the previous year return to co-facilitate with us. They told us how they were able to incorporate the strategies they learned and the success they were excited to share with their peers. We spent three days prior to the workshops working with these twelve teachers to plan the facilitation of the sessions with activities and ideas adapted to local realities. The Kenyan facilitators were anxious at first because they had never facilitated workshops, but at the debrief after the first day they felt so empowered by the experience they could hardly wait to start again the next day. This was the big “a-ha” moment for us and showed us the power of inter-country collaboration.

Many Kenyan teachers identified the shortcomings of their teacher-centred approach and were quick to adopt the rationale for our workshops which are designed to promote active learning and learner-centred educational practices that will lead to authentic learning experiences and result in a higher level of literacy, understanding and achievement. The lack of teacher



motivation is a big issue and the 180 degree change we saw in these teachers was infectious. This could only be contributed to their realization of the opportunities for improved learning that these workshops presented and the shared community that was created with their colleagues both local and international. This week saw 12 local teachers trained as facilitators, 83 teachers take part in the sessions and another 45 teachers sign up to volunteer for the facilitator training planned for 2010.

When all was said and done, in Kenya in August 2009, thirteen teachers facilitated workshops for 12 Kenyan facilitators and 190 primary/secondary participants. With new knowledge and skills, these 202 participants will be able to positively impact the learning of approximately 10,000 students and who will now start empowering their colleagues through the delivery of sessions based on the knowledge they gained.



It is important to highlight the phenomenal job the team members contributed to these projects. It was not just that the content and even the delivery of the workshops was, in my opinion, world class, it was their generous spirits and the way they could relate to their African colleagues that made our visit such a success. They were willing to take risks, make sacrifices and form relationships in a demanding situation. Without a doubt, these individuals were outstanding professionals even after we returned "home" every night, hot, dusty, and sometimes overwhelmed by the needs we saw around us. We laughed together quite a lot. To read and see reflections from the team members and some of the Kenya teacher facilitators, go to: <http://www.educationbeyondborders.org/page/reflections-2009> .

### Our Four-Year Teacher Development Model

Now that we have two years experience under our belts, we were able to develop a model that will best benefit and empower the teachers it is intended to serve.

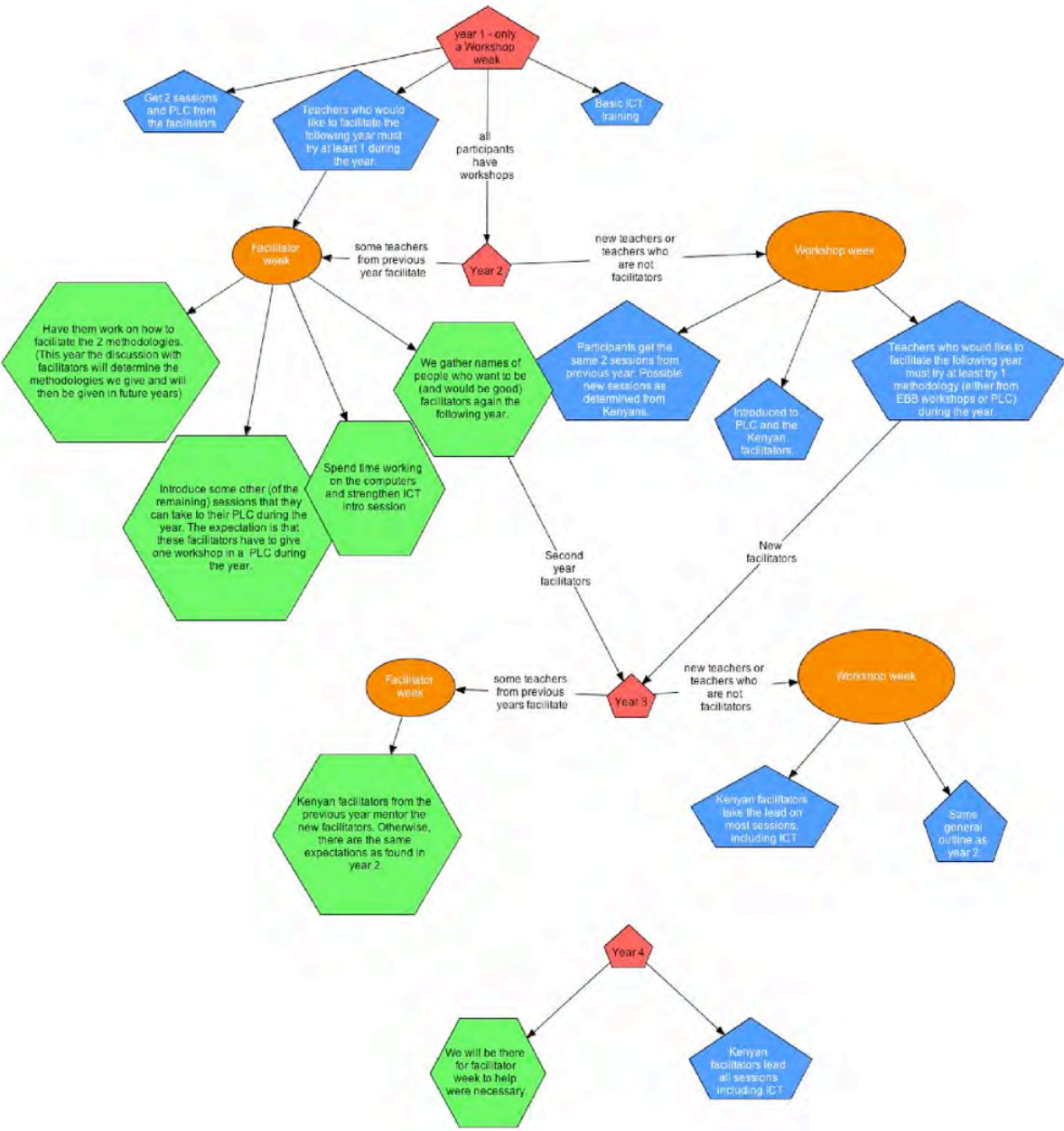
**Overall In-Country Program Goal:** Based on in-country identified needs, EBB projects will build capacity within project participants first as teachers and then as facilitators. At the end of a 4-year cycle, a self-sustainable professional development system will be established whereby in-country participants own and augment peer-training opportunities.

#### Objectives:

- **Year 1:** EBB Conducts in-country methodology and, where applicable, basic ICT trainings of a first cohort of local educators based on locally-identified needs. (Administration accountability: 100% EBB Team)
- **Year 2:** EBB Leads planning of and co-facilitates trainings for a new cohort of local educators whilst partnering with participants from Year 1 now acting as facilitators. In this year, the ideal schedule is Week 1: Team site visits and needs assessment, Week 2: Facilitator training of local educators, Week 3: Training of the second cohort of local educators based on the content of Year 1. (Administration accountability: 60% EBB Team, 40% Local Educators)
- **Year 3:** Local Facilitators (LF), trained in Year 2, lead planning and co-facilitation of trainings for new cohorts of local facilitators and educators respectively. In this year, the ideal schedule is Week 1: LF update EBB team on developments in the last year as well as adjustments to the local needs assessment. Some site visits may be advised for new EBB team members, Week 2: Facilitator training of a second cohort of LF, Week 3: Training of a third cohort of local educators based on locally identified needs. (Administration accountability: 40% or less EBB Team, 60% or more LF)

- **Year 4:** LF lead planning and facilitation of trainings for new cohorts of LF and educators. An EBB team of reduced size acts as observers and offers feedback where necessary and appropriate.
- **Follow-Up:** EBB teams will administer Expectation Surveys at the outset of all trainings to insure shared vision of facilitators and participants. Teams will also administer Satisfaction Surveys at the conclusion of all trainings to help assess the team's perceived effectiveness at meeting organizational goals. Whenever possible, team members will attempt to foster one-on-one learning connections to be sustained after EBB team members have returned to their home countries.

### Flowchart of 4-year Model



**Each project will take place over a minimum three-week time period to coincide with teacher holidays.**

**Outline of schedule and workshops:**

**Week 1 (last week of school prior to holidays):**

This week, team members will be teamed up with local Kenyan teachers (who plan to be facilitators) and will work with them in their schools. This is to observe and identify key areas for support and content focus when designing workshops. There will also be various opportunities to take part in cultural and community tours for new team members to better understand the community circumstances.



**Week 2 (first week of school holidays): Facilitator Development Workshop**

**Goal:** These workshops are designed to build capacity and empower teachers to take a leadership role as developers and implementers of professional development modules that will address the educational needs of their peers in their communities. Specific topic, concept or subject reinforcement could take place during this set of sessions.

**Based on this workshop goal, the main focus will be to develop local facilitators' ability to plan, develop and deliver workshops for their peers and should include:**

- **EDUCATION BIG PICTURE:** Discussing the rationale for why this work is being done. Viewing selected youtube videos, etc (burnt onto CD before we get there!) - beginning to visualise & dream about what an ideal school/learning environment might look like. So many of these teachers have not seen a decorated classroom, let alone a classroom that begins to imagine/dream/create/critique together. These are intelligent teachers, who have had hardly any pro-D since teachers' college... reminding them of the big picture should help in inspiring creativity, change, leadership, etc.
- **ICEBREAKERS:** package of a numerous icebreakers - quick activities useful in workshops with teachers & in the classroom
- **FACILITATION:** brainstorm on the role of a facilitator (as opposed to a top-down teacher). Engage in some activities to dialogue around this... (eg - a listening game in pairs - a music game in circles); have different participants take the role of discussion leader in various breakout sessions. Maybe the process & ideas of mentorship
- **FOLLOWUP PREP:** Discussion, strategising, brainstorming about how teacher collaboration/peer learning can happen in districts. (Who knows, maybe these facilitators end up with a proposal that could then get funded by ministry of ed / district of ed / outside funding?)
- **EBB BIG PICTURE:** Conversations about the 4-year cycle of these workshops; the philosophy is to have workshops entirely Kenyan-led within the four years. How do we work towards that goal? How do workshops change/evolve over time? etc.
- **PLANNING/IMPLEMENTATION:** designing, preparing and practising of the workshops that most of these facilitators will be delivering to their peers in the following week. Though the groundwork in developing the workshops has been done based on the host country curriculum and observation, this week allows local facilitators to provide input and help adapt sessions to best address the local needs of that specific community/region.

## Facilitator sessions could also include (may be subject/region specific):

- Identified subject area enhancement
- Improvisation in math and science at all levels (designing science and math activities with readily available local equipment)
- English topics of: English as an additional language strategies, though all subjects should focus on helping students overcome the barrier of language to understanding the content of the subject area. Transitioning from teaching literacy to teaching literature (primary to secondary)
- Bridging the transitional gap from primary to secondary in math and science
- Specialty areas: guidance and counselling, gender equity, environmental studies, HIV/AIDS education, character education, peace education, etc.
- Cross-curricular lessons - journaling across the curriculum - visualization
- Specific sessions for administrators/school management teams
- More ICT practise/training



**This process allows for the design and delivery of more specific content training for teacher facilitators outside of this model.**

### **Week 3 (second week of school holidays): Teaching & Learning Strategies Workshop**

**Goal:** These workshops are designed to promote active learning and learner-centred educational practices that will lead to authentic learning experiences and result in a higher level of literacy, understanding and achievement.

**Based on this workshop goal, the sessions offered will be the creation or development of Professional Development/Learning Communities/Cohorts and any of the following (based on local needs):**

- Identifying & Applying Various Learning Styles (Mult. Intelligences) for Engagement
- Inquiry Learning Strategies
- Collaborative Models/Strategies
- Project-Based/Objective-Based Learning
- Understanding By Design (Backwards Design of units/lessons)
- Assessment Strategies (Includes Non-traditional)
- Teaching/Modelling Study and Organizational, Note-giving and Note-taking Skills

The sessions will be delivered modelling a variety of collaborative strategies and building in hands-on creation, practise and evaluation time so that participants will have tried and tested resources (practical applications) that they will be able to use in their classrooms. The focus of the breakout sessions will be peer collaboration and the practice of various applications that will address the needs and realities of the participants. There would not be in depth subject content enhancement during this week. Instead we would focus on how to implement the

various teaching/learning strategies (best educational practices) within the various subject/topic areas (but there is flexibility to enhance content understanding through this process). As there is also a need to improve computer literacy and access to colleagues and information/resources, we could then provide basic sessions in the use of computers (this means identifying host sites that have computers available).

**Goal:** These workshops are designed to alleviate anxiety for teachers in using computers and help to improve their access to information and colleagues (both local and international).



**Based on this workshop goal, the sessions should be:**

- introduction to hardware/software and terms/OS & screen orientation
- basic troubleshooting, connecting and using peripherals (printers, etc.)
- email and working with attachments
- information literacy (search techniques)
- basic word, excel and powerpoint productivity (blend subject area content here if you are wishing to explore ELA, Sci, Math, etc.)
- virus checking/protection
- using usb drives
- investing in and use of wireless modems
- online communications and social networks

We have laid a strong foundation and the network (forged a great working relationship with the Kenya Institute of Education and explored synergies with other NGO's) to sustain this project and expand into other districts for years to come.

We want to sincerely thank the numerous donors whose gifts of equipment (cameras, laptops, etc.), resources and money made this trip possible. We will now move forward to stay connected and create a network of colleagues both here and in Kenya and South Africa to share, collaborate, mentor and support.



## Where to next?

Already there have been discussions with potential partners and members to start new projects in other nations in Africa, Central America, South America, and Asia. There are also work being developed to help support Corporate Social Responsibility mandates by facilitating community development initiatives through education. While it is important to expand to reach more colleagues in need, it is also important to sustain those projects that exist and commit to building capacity for the long run. This is a balance that is restricted by resources, both financial and human.

### Total Impacts

#### 2009 Actual

- ✓ 4 districts in 2 countries
- ✓ 97% spent directly on projects
- ✓ 18 volunteer teachers
- ✓ 391 teachers/facilitators supported with subject/methodology & ICT workshops
- ✓ Over 19,000\* students directly impacted

#### 2010 Projected

- ✓ 6 districts in 3 Countries
- ✓ 89% spent directly on projects
- ✓ 25 volunteer teachers
- ✓ 500 teachers supported with subject/methodology & ICT workshops
- ✓ Over 25,000\* students directly impacted

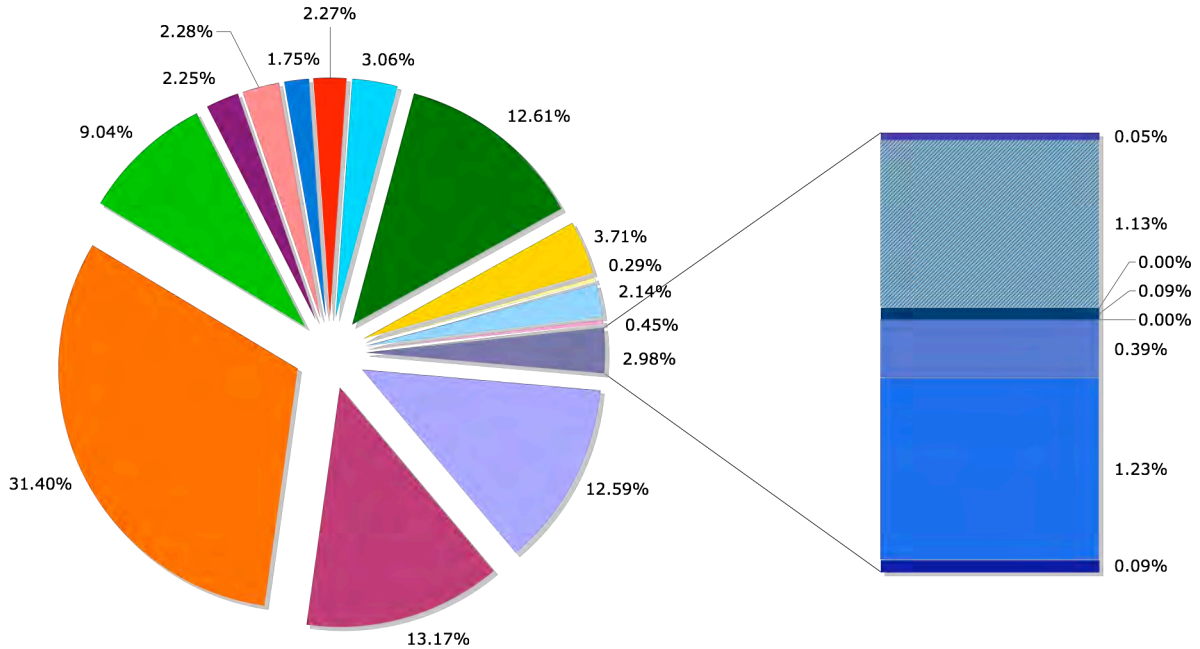
\* Based on an average class size of 50 students per teacher

## How does EBB support its projects?

We seek to create cooperative partnerships with those organizations that recognize education as invaluable to the economic and social development of the community and that reflect our philosophy, values and non-discrimination policy. EBB's partners are local and international, for-profit and non-profit, from diverse sectors, and represent an array of visions and missions. EBB trades its expertise with partners and invests time and diplomacy to creating durable networks. We look to developing a creative model that succeeds in forming productive and effective partnerships, thus limiting our need to compete for scarce funding resources. We are also greatly appreciative of our individual donors and very proud of our low administrative expense percentage and to boast that, in 2009, 97% of funding went directly to the implementation of our projects.



## Project and Admin Expenses as a Percentage of Total Expenses



### Project Expenses

- Accommodations/food - facilitators
- Air Transport
- Transportation subsidies
- Communications
- In-country stipends/admin costs
- Scholarships
- EBB on-campus initiatives
- Accommodations/food - participants
- Ground Transport
- Workshop printing
- Workshop supplies
- School equipment purchased
- Bank withdrawal fees
- Miscellaneous

97.02% Projects % of Total Expenses

### Admin Expenses

- Bank charges
- Consulting fees
- Postage
- Professional fees
- Communications
- Membership/partnership fees
- Printing
- Travel

2.98% Admin % of Total Expenses

**The highest reward for a person's work is not what they get for it, but what they become because of it.**

*- John Ruskin*

**EDUCATION BEYOND BORDERS**  
Formerly TEACHERS WITHOUT BORDERS - CANADA  
**INCOME STATEMENT**  
**FOR THE YEAR ENDED DECEMBER 31, 2009 and 2008**  
(unaudited)

		<b>2009</b>	
<b>INCOME</b>			
Donations		\$68,743.03	
Fundraisers	\$4,315.00		
Less: fundraiser expenses	<u>1,522.88</u>	2,792.12	
Interest		<u>28.56</u>	
<b>TOTAL INCOME</b>		<u><u>\$71,563.71</u></u>	
<b>EXPENDITURES</b>			
			<b>% of Total Exp.</b>
Administration -			
Bank charges	\$32.62		0.05%
Communications	782.10		1.13%
Consulting fees	-		0.00%
Membership/partnership fees	60.00		0.09%
Postage	-		0.00%
Printing	268.80		0.39%
Professional fees	850.00		1.23%
Travel	<u>58.84</u>		0.09%
	Total Admin Exps	<u>\$2,052.36</u>	2.98%
Project expenditures -			
Accommodations/food - facilitators	8,687.62		12.59%
Accommodations/food - participants	9,085.80		13.17%
Transportation			
Air Transport	21,657.99		31.40%
Ground Transport	6,238.67		9.04%
Transportation subsidies	1,552.60		2.25%
Workshop printing	1,573.76		2.28%
Communications	1,209.25		1.75%
Workshop supplies	1,568.72		2.27%
In-country stipends/admin costs	2,108.10		3.06%
School equipment purchased	8,700.53		12.61%
Scholarships	2,560.00		3.71%
Bank withdrawal fees	199.50		0.29%
EBB on-campus initiatives	1,475.00		2.14%
Miscellaneous	<u>309.99</u>		0.45%
	Total Project Exps	<u>66,927.53</u>	97.02%
<b>TOTAL EXPENDITURES</b>		<u><u>\$68,979.89</u></u>	100.00%
Net income / (loss) for the period		<u><u>\$2,583.82</u></u>	

## Special Thanks

At our stage in development we can claim that we are almost 100% volunteer operated. That said, we need to thank many people who share in our passion by donating numerous hours to our efforts and help to guide the growth and progress of our organisation:

### Volunteer Board of Directors:

Noble Kelly – President and Director – Vancouver, British Columbia  
Neil Bryson – Vice President and Director – Langley, British Columbia  
Dexter Horton – Secretary and Director – Mission, British Columbia  
Marijka Stadnyk – Director – Toronto, Ontario  
Lee Rother PhD – Director – Montreal, Quebec  
Roger Langen – Director – Toronto, Ontario  
John Barclay – Treasurer – Vancouver, British Columbia

### Volunteer Leadership & Governance Coordinators:

Noble Kelly – Project Development  
Neil Bryson – Strategic Partnerships  
Lee Rother, PhD – Liaison with Francophone School Boards and Federations  
Zac Chase – Communications & Media  
Silvia Knittel & Amber Illes – Fund Raising  
Sharon Peters – Global Classroom Connections  
Betty-Anne Kiddell – Provincial Representatives

### We would also like to extend our warmest thanks to the following teacher federations for their support in 2009:

The Ontario Secondary Schools Teachers' Federation who provided a \$2,400 grant  
The British Columbia Teachers' Federation who provided a \$25,000 grant

Education Beyond Borders, as a registered Canadian charity (B/N: 85909 6190RR0001), is dependent on grants and donations to support current programs and accept new projects. We allocate approximately 90 cents of every dollar received to our programs and services. Therefore, we welcome general gifts to support our capacity to deliver our teacher professional and community development programs and to support our partners with skills, tools, content, and resources. Your donations will make a difference!

#### BY CHEQUE (made payable to):

Education Beyond Borders  
1541 Mahon Avenue  
North Vancouver, BC Canada V7M 2S6

#### BY CREDIT CARD:

Donations online via CanadaHelps through our website: [www.educationbeyondborders.org](http://www.educationbeyondborders.org)

