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

info@educationbeyondborders.org
www.educationbeyondborders.org
Canadian Charity B/N: 85909 6190RR0001
Dear supporters and friends,

2011 has shown us how easily power can shift and the role that information has played in this change. Studies have concluded that social media was the fuel for the Arab Spring and will continue to have strong implications in the ability for people to unite and to create political change in our world. So what implications do these trends have for the future of teachers and the quality of education?

In the past year, in my leadership role with Education Beyond Borders (EBB), I have mentored, presented and participated in various courses, conferences and symposiums that have looked at the tools and strategies that have implications for the future of education. Many are rushing to understand the power of mobile technologies in education and teacher development especially in developing regions. We need not look to the tool for the power, but the user. The transformative affordances that these technologies hold for education is to truly engage learners (and educators) to communicate, collaborate and create locally and globally. Teachers that have been empowered through EBB’s programmes are now collaborating and communicating with theirs peers locally and globally and have taken leadership roles in their professional communities.

At the 6th Education International World Congress, held in Cape Town, South Africa, in July 2011, the message was loud and clear. It is no longer a priority to just focus on education for all, but the priority needs to be on quality education for all. Though some would voice the need to remove untrained teachers from our ranks as a solution, those of us working in developing countries strongly believe the answer lies in the development and implementation of alternate, decentralized teacher training models that empowers and supports these teachers and builds their skills, confidence and motivation to remain in a system that is plagued with a huge global shortage.

The fact that UNESCO emphasizes that quality improvement is closely related to teacher professional development reinforces the work of EBB. UNESCO highlights several characteristics of professional development that contributes to improved quality: constructivism, long term process, process that takes place within a particular context, intimate linkage to school reform, encouragement, reflective practice, a collaborative effort, a different look in different settings—all elements that are at the foundation of EBB’s programmes.

The success of EBB’s model has us fielding requests to expand our efforts in various countries and it is important that, moving forward, we keep creating strategic partnerships as we continue to make our model scalable, transferrable, sustainable and systemic. These are exciting times for no other time has there been the opportunities and tools to truly make quality education accessible and equitable for all. This can only be achieved if we continue to focus on supporting the world’s teachers to engage, educate and empower their students and each other.

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.

A BIG Thank You to:

Board of Directors
Noble Kelly, President, Vancouver, BC
Dexter Horton, V. President, Mission, BC
Vanessa Formoso, Secretary, Montreal, QC
Kin Lo, Treasurer, Vancouver, BC
Marijka Stadnyk, Director, Toronto, ON
Irving Rother, Director, Montreal, QC
Tim Eckenfels, Director, Sydney, AU

Volunteer Staff
Mali Bain, Canadian Representative
Moses Muthoki, Kenya Coordinator
Rebecca Ehler, Newsletters
Betty Kiddell, Provincial Reps
Alex Roosenburg, Social Media

Project Leads
Anita Hayhoe, Toronto, ON
Shannon Howlett, Vancouver, BC
Katharine Kan, Vancouver, BC
Bill Upward, Vancouver, BC
Beth Warner, Maple Ridge, BC
**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.

**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. Network strengthened through additional computer training and expanded PLC structure.

**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 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.

---

**Our Projects**

**ARUSHA, TZ:** Tanzanian teachers were introduced to learner-centred methodologies and were supported in implementing these concepts into their classes. The workshop participants were engaged, enthusiastic and receptive to trying learner-centred methodologies. The 34 Tanzanian teachers also appreciated the opportunity to learn from one another and to share ideas with other teachers from their ward and the five teachers from Canada (there was also one Kenyan facilitator who joined for part of the time). This year served as a test project to assess potential for a full EBB cycle in Tanzania. A strong relationship based on friendship and sharing was fostered between the EBB members, the community leaders and the Tanzanian teachers. Connections have been made with local education officers from within both of the District Education Offices (DEO) and the Leguruki Ward. Educateempowerchange.org, our facilitating local partner, will continue to follow up with the Tanzanian teachers on implementation of strategies as well as identifying target areas to work on for a full Stage 1 of our model, which will begin in July 2012.

**LAIKIPIA, KENYA:** This year’s Laikipia project met EBB’s Stage 3 goals of transferring the responsibility in designing and carrying out professional development activities to local facilitators. Facilitators reported feeling very confident and proud of their facilitation work and attending teachers reported that they were looking forward to trying out the learner-centered teaching methodologies in their classrooms in September and sharing the new ideas with their school colleagues. The project also exceeded expectations with regards to setting up a concrete Professional Learning Clusters (PLC) structure and plans for future progress – beyond local planning, the Kenyan facilitators created a district-level structure that would support local PLCs and liaise more efficiently with local Education Offices and international EBB representatives. EBB leaves Laikipia this year with a concrete PLC support structure in place, thirteen experienced facilitators available to put on workshops (or otherwise support their peers), and 61 more teachers who were newly trained in designing and delivering learner-centered teaching lessons in their classrooms. Newly formed relationships with the Laikipia Central DEO help provide credibility as well as future potential for district level sponsorship of future projects.

---

**Our Projects**

**ARUSHA, TZ:** Tanzanian teachers were introduced to learner-centred methodologies and were supported in implementing these concepts into their classes. The workshop participants were engaged, enthusiastic and receptive to trying learner-centred methodologies. The 34 Tanzanian teachers also appreciated the opportunity to learn from one another and to share ideas with other teachers from their ward and the five teachers from Canada (there was also one Kenyan facilitator who joined for part of the time). This year served as a test project to assess potential for a full EBB cycle in Tanzania. A strong relationship based on friendship and sharing was fostered between the EBB members, the community leaders and the Tanzanian teachers. Connections have been made with local education officers from within both of the District Education Offices (DEO) and the Leguruki Ward. Educateempowerchange.org, our facilitating local partner, will continue to follow up with the Tanzanian teachers on implementation of strategies as well as identifying target areas to work on for a full Stage 1 of our model, which will begin in July 2012.

**LAIKIPIA, KENYA:** This year’s Laikipia project met EBB’s Stage 3 goals of transferring the responsibility in designing and carrying out professional development activities to local facilitators. Facilitators reported feeling very confident and proud of their facilitation work and attending teachers reported that they were looking forward to trying out the learner-centered teaching methodologies in their classrooms in September and sharing the new ideas with their school colleagues. The project also exceeded expectations with regards to setting up a concrete Professional Learning Clusters (PLC) structure and plans for future progress – beyond local planning, the Kenyan facilitators created a district-level structure that would support local PLCs and liaise more efficiently with local Education Offices and international EBB representatives. EBB leaves Laikipia this year with a concrete PLC support structure in place, thirteen experienced facilitators available to put on workshops (or otherwise support their peers), and 61 more teachers who were newly trained in designing and delivering learner-centered teaching lessons in their classrooms. Newly formed relationships with the Laikipia Central DEO help provide credibility as well as future potential for district level sponsorship of future projects.

---

Full model description here: [Our Model](#)
SOUTH AFRICA: Our projects in the Eastern and Western Cape provinces of South Africa focused on workshops for the appropriate use and integration of Information Communication Technologies (ICTs) to support learning. We are proud of being able to assess the true needs of the teachers and customising workshops that covered the following: building a rationale – norms & needs, Google Docs, information literacy, how & why to integrate, digital stories, multimedia integration (a project-based approach), emerging trends & tools, strategies for successful integration, integration strategies into practise, creating & sustaining ICT visions, plans & committees, online spaces & communities of practice, turning plans into action.

This year in the Eastern Cape, we were again sponsored by the Ministry of Education to work with 38 ICT Champions from various schools around the province. There were also 5 eLearning personnel from last year’s workshops who co-facilitated the sessions. Despite infrastructural, economical and political challenges, educators are committed to learning various strategies and tools and access information and others to support learning.

In the Western Cape, our fourth year, saw our Edunova partner plan and deliver a week of workshops for the schools in the Philippi Township. Our role during the first week was to reinforce facilitation skills and strategies for working with teachers. During the second week the EBB team provided feedback and supplemented some of the sessions. In the third week we worked with Edunova facilitators and ICT Champions in their schools to help further their ICT school goals.

NAIVASHA, KENYA: Many new teachers attended the workshop with over 66% of participants attending an EBB workshop for the first time. These new teachers were able to learn student-centred methodologies as well as get connected with their PLC. Moses Muthoki, our newly appointed Kenya Coordinator, led the PLC session and ended it with the members of each PLC standing in a circle as he encouraged them to look around the group while thinking about the fact that these colleagues would be their encouragement and resource as they teach in their individual schools.

In addition to increasing the number of participants in the PLCs and as part of the Stage 3 goals, six teachers were trained in and implemented workshops to train new facilitators and seven of their colleagues were trained in workshop facilitation. These 13 teachers are also active members in their individual PLC, many of them having leadership roles. The training of these teachers further developed the ability of the local teachers to continue professional development programmes without direct international involvement. A netbook and training was provided to district PLC coordinators, which will help with communication between the PLCs and with EBB mentors, which will facilitate access to resources and information to continue the peer-led professional development process.
**EBB’s Impacts**

**2011**
- 6 districts in 4 countries
- 89% spent directly on projects
- 22 international volunteer teachers
- New & strengthened partnerships/clusters
- 345 teachers/facilitators supported with subject, methodology & ICT workshops
- Over 18,000 students directly impacted by motivated teachers with new strategies

**Since 2007**
- 6 districts in 4 countries
- 92% spent directly on projects
- 80 international volunteer teachers
- 10 partnerships, 2000+ networked online
- 987 teachers/facilitators supported with subject, methodology & ICT workshops
- Over 50,000 students directly impacted by motivated teachers with new strategies
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 facilitators who were instrumental in making this year’s work a great success!

Canada: Kimberly Brown, Ji Al Cho, Clare Mian, Ian Robertson, Aarthi Naidu, Maureen Hillman, Beverlee Ritchie, Vanessa Liston, Judy McBride, John Ehinger


South Africa: Quinton Davis, Mlungisi Maqashela, Nosisa Ngweni, Max Funo, Asa Mankune, Makhosazana Klaas, Unathi Xalisa, Athi Xoki, Khanyiso Tose, Nolitha Ntshauzana, Benji Euvrard

USA: Sarah Rolle, Alex Roosenburg

ETHIOPIA: This project was a pilot to expand the successful EBB model and apply it to community development. Working as a consultant, Mr. Kelly worked with community leaders and stakeholders in the Oromia Region to facilitate and train in effective visioning, goal setting and action planning processes.

Though teacher development and empowerment projects may be the catalyst and foundation to community development, there will often be other issues that must be addressed and that is why it is important to develop and implement a model that encompasses a holistic approach to community development and does not just look at one aspect. Though it is preferable to partner with one or two stakeholders initially when starting a development project, if it is to be sustained beyond the initiating organisation’s presence, then multiple stakeholders need to be involved in the design, implementation and evaluation of the project to ensure its success.

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. We are devoted to closing the global education divide through student development and community education and through fund raising, presentations, and awareness campaigns. On Campus groups spread this vision to other students on their campuses and beyond. The groups focus on the building of student leaders and believe that students have the creativity, the motivation and the will to make a difference. The experience, generosity, and dedication they possess allow them to find innovative solutions to educational problems and execute them.

Our groups have created workshops for secondary students, mentorship and tutoring programmes, supported global education weeks and carried out various initiatives to fund raise for local and global educational needs. To see current information on these groups or to start one on your campus, visit our site here: http://www.educationbeyondborders.org/page/on-campus.
Chartered Accountants, DeVisser 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 since our incorporation in 2007 to December 31, 2010. 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. The audit for the year ended December 31, 2011 was still in progress at the time of printing of this annual report and the audit report will be posted to this website when it becomes available.

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 recognizes 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 Society. As this time cannot be easily valued, contributed services are not recognized in the financial statements. Contributed materials are also not recognized.

Our Partners

Our Partners

Financial Information for year ending 2011

Chartered Accountants, DeVisser 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 since our incorporation in 2007 to December 31, 2010. 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. The audit for the year ended December 31, 2011 was still in progress at the time of printing of this annual report and the audit report will be posted to this website when it becomes available.

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 recognizes 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 Society. As 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 advocate for and promote the foundation of strong partnerships and multi-stakeholder and grassroots involvement as a means to sustainable development.

In education, the focus needs to be on quality delivery and engagement, which can only be achieved by teachers who have the support and have been given the opportunity and the access to provide input and share best practices.

We will continue to empower local teachers to find and develop local expertise and solutions to improve standards of education to meet national and global goals while continuing to be role models for life-long learning with emerging strategies, media and tools.