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Dear Friends, Colleagues, and Supporters,

As this world becomes more globalized, we have greater and improved access to markets, information and each other. Whether we take a narrower, economic focus on the removal of barriers to free trade and the integration of national economies, or the broader view of a growing interdependence of social processes, “globalization” has great implications on how societies now learn, work and live. The Kyoto Accord and the Millennium Development Goals (MDGs) have been some of the largest sweeping initiatives in our time to look at development on a global scale. Up until now, these ideals have had a strong imbalance of power and expectation of “us” (developed nations) helping “them” (developing nations). That has all recently changed.

In September 2015 The Sustainable Development Goals (SDGs) were born to set the protocol that would see a shared responsibility for global sustainable best practices through to the year 2030. Specific to EBB’s mandate is SDG goal number four to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all.” By drawing on the affordances of globalization, it will take the efforts of the various stakeholders and partners that develop the standards and policies that guide how we learn and work to do so using a more humanistic and collaborative approach to achieve sustainable development through the engendering of competent global citizens.

Developing leaders in education, in business, in the non-profit sector and in communities of all kinds, and engaging them as stakeholders is an essential requirement if we are to meet SDG number 4 targets. Not only does the education sector not have the resources to tackle them alone, the problems Goal 4 addresses are broader community issues that we must tackle as communities. Fostering cross-disciplinary partnerships will allow us to view the issues from multiple perspectives, and offer a better chance that our learners’ voices will be heard, their stories valued, and their needs met.

Articulating a common goal amongst disparate yet companionate initiatives will be the first step in the stakeholder engagement that will lead to actionable steps and measurable gains. Engaging in the task of achieving Goal 4 will involve engaging with the questions (and their respective answers): What is the purpose of education? What kind of person does the world need? What systems and policies need to exist to best support all citizens to be successful in the globalized society we find ourselves in now and in the future?

Noble Kelly  
President & Founder

**President’s Message**

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.

**Our Mission**

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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) then co-designs and co-facilitates 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.

Assess & Analyze
Define Goals & Outcomes
Establish Performance Measurement Framework
Implement Stage 1, 2, 3, or 4
Monitor & Adjust

Our Programs

Kenya 2015

This year myself and 2 other EBB facilitators delivered our second joint trainers’ conference near Gilgil, Kenya. There were 31 trainers from 4 districts and about 6 others representing some of the community partners who came together to network and collaborate on issues and solutions that will advance teacher professional development in their areas.

We worked with the trainers for 2 days that would support them moving forward. Time was devoted to the following activities:

- Environmental Education through Experiential Learning: Led by one of our community partners and now an EBB-Kenya board member, this session provided trainers with practical applications to teach about environmental sustainability while learning about the benefits and strategies for effective experiential learning.
- 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. Trainers provided feedback about the previous year’s progress and articulated goals for the coming year that will direct their leadership in their planning of future programming.
- Designing New Workshops. The focus here 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.

For the first time this year we facilitated a two-day Head Teachers/Principals’ Leadership Conference in Laikipia and in Gilgil. This helped school leaders to get a better idea of the EBB program as well as provided them with strategies to be more effective leaders to support student learning. This conference was very well received.

A huge THANK YOU to our team who volunteered for the 2015 program:

Stephen Mureithi (Gilgil)  Jane Mwangi (Gilgil)
Munga James Wanguya (Laikipia)  Emily Mbugua (Laikipia)
Sammy Wanjau  Maureen Hillman  Eileen Hood  Noble Kelly
Tanzania 2015

Head Teacher & District Officer Conference: There were 27 senior administrators, mainly head teachers, assistant head teachers, academic leads, and district officials. There were also a few teachers in attendance who had been identified by their head teachers as future leaders in their schools. Since this conference was a new addition to the complement of professional development activities offered by EBB, it was an opportunity to test-drive new material on leadership development and advocacy. The Canadian team worked exceptionally well before and during the conference to tweak the curriculum in order to make it a good fit for the participants.

Facilitator training: 10 teachers were trained as teacher facilitators from the Leguruki and Ngarenanyuki Wards. Unfortunately, many facilitators invited could not attend; however those that could, received a deeper collaboration with Canadian colleagues. For the EBB team, co-designing the teacher conference with the teacher facilitators was the highlight of the week. It was extremely rewarding to watch these teachers step forward with confidence and professionalism to deliver teacher conferences the following week. It was equally rewarding for our team to witness the leadership and collegiality between facilitators as they took the reins to chart new pathways for EBB sustainability in their wards and elected PLC Coordinators who would lead the charge.

Teacher workshops: This year was our first time experimenting with a decentralized approach to workshop delivery in order to show teacher facilitators how they can use this approach for conducting conferences throughout the year in their respective wards. As a result we were able to reach many more teachers than last year. In small teams, the teacher facilitators delivered six teacher conferences, each in a different school, over three days.

The conference was 3-hours in length and delivered in the morning and then the same session repeated in the afternoon. Teachers were invited to attend the conference at the school that was closest to them and at the time of day best suited to their teaching schedule. In the Ngarenanyuki Ward, 85 teachers participated in the conferences, and in the Leguruki Ward, 111 teachers attended the conferences. 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 conference. This year the Student Leadership Conference was hosted at Mount Meru University in Arusha. In attendance were 25 primary and secondary school students from the Leguruki Ward (14 students) and from the Ngarenanyuki Ward (11 students). Head teachers were asked to select one student from each of their schools to attend the conference. The criteria for selection were discussed at the head teacher and district officer conference. This one-day event was conducted by four teacher facilitators who were randomly selected from members of the teacher facilitator team who expressed interest in participating. For the first time, the Canadian team decided to turn facilitation of the event over to the EBB Tanzania team.

A huge THANK YOU to our team who volunteered for the 2015 program:
- Carolin Rekar Munro
- Maureen Hillman
- Kate Sutton Jones
- Eileen Hood
- Brittney Wallace
- Mr. N. Urio (Ward Officer)
- Noble Kelly

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

2015
- 23,000 Students Engaged
- 475 Teachers Trained
- 9 Travelling Volunteers
- 6 Districts in 3 Countries

Since 2007
- 115,000 Students Engaged
- 2,275 Teachers Trained
- 116 Travelling Volunteers
- 8 Districts in 5 Countries
Our Major Donor

Thank you for your generosity and continued support of our projects since 2008 to increase access to quality education globally!
Uganda 2015

This year was our first year in Uganda. Uganda seemed a natural extension of our programming reach as it is located next to our other programs in the region. From the start the 4 EBB team members from Canada worked collaboratively with a strong stakeholder group in the host community of Kayunga. Once we arrived in Uganda, two Kenyan trainers joined the EBB team. After a very engaging needs assessment and visioning session with about 20 stakeholders, we visited some schools and prepared for the teacher workshops.

Teacher workshops:
The 4 Canadians and 2 Kenyans co-facilitated 3 days of workshops, one each for differentiated, collaborative and inquiry-based learning. In attendance were 95 teachers from the local district and 26 from two other districts about 7 hours drive away. The fact that there was full attendance for all three days and everything ran smoothly is a testament to the commitment and organization of the local stakeholder group and the teachers. After the workshops, we randomly visited various schools to observe workshop participants applying their newfound skills in the classroom. The immediate results were amazing. One example was of a Secondary English teacher who had his class of 85 students set up into about 16 groups of 6. On observation I had assumed that he had done this before, but when I interviewed him afterward, he told me that this was the first time. He was ecstatic at the results citing that he had students responding and presenting who had never spoken in his class before. We look forward to continuing our work here in the future.

We also continued our commitment to developing student leaders and improving student-teacher relations by conducting a one-day student leadership conference to 40 local head students.

A huge THANK YOU to our team who volunteered for the 2015 program:
Courtney Doldron, Jan Siegel, Sally Spofforth, Noble Kelly, Kenya: Emily Mbugua, Samuel Mbogo

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

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 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.

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 life-long 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!