Dear Friends, Colleagues, and Supporters,

Every year I try to comment on themes that are timely, relevant and important to our work. Last year, my message reflected on the ways that we, as an organization, continue to adapt to and support the transitions that are a natural part of our model and the inherent foundation of our philosophy to develop and empower passionate local leaders to fulfill their goals for education in their communities. Reflecting on our philosophy and processes will always be embedded in our work. This year, I would like to focus my message specifically on the implications of Sustainable Development Goal #4, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

With the advent of the UN Sustainable Development Goals in the Fall of 2015, education systems need to be more responsive to and representative of a more global perspective. Educational systems and institutions need to confront the impacts of globalization and ongoing colonialism if they want to engage Indigenous students and a more global student body and close the education gap that exists for them. Approaching education and development through a decolonized lens is an emerging practice. Decolonizing school systems and education development work involves rethinking the way schooling is delivered, including curriculum, methodologies, and relationships with communities. We need to critically examine and take inventory of the impacts of our power and privilege and explore the multiple ways the idea of “global” is theorized within education systems and in our work as development practitioners. We need to move away from a distinction between local and global and reflect on the utility of approaching the idea of global perspectives through decolonizing frameworks here in Canada and in the countries in which we work and collaborate. Along with our partners and stakeholders we can then find ways to attain the specific targets of SDG #4, Quality Education for All, and ensure that globalization works for and not against making education authentic and relevant for us all.

Noble Kelly
President & Founder

Incorporated in 2007, Education Beyond Borders is a non-profit, non-denominational NGO devoted to closing the global education divide through teacher professional development and community education. Our organization focuses on the building of teacher leaders as the key to quality education for all. We work primarily, but not exclusively, in under-resourced regions, in order to build self-reliance, health and capacity.

A BIG Thank You to:

Our Board of Directors
Noble Kelly, President, Vancouver, BC        Kin Lo, Treasurer, Vancouver, BC
Courtney Doldron, V. Pres. Toronto, ON     Kate Sutton Jones, Ulaanbaatar, MN
Eileen Hood, Secretary, Vancouver, BC      Dawn Popatia, Vancouver, BC

Our Operational Volunteers
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 leads, Tanzanian trainers & facilitators who were instrumental in making this year’s work a great success!

Project Leads
Maureen Hillman, Sherbrooke, QC        Kimberly Brown, Regina, SK
Ji Ai Cho, Squamish, BC                Brittney Wallace, Abbotsford, BC
Mr. Ndekirwa Urio, Leguruki, TZ

Photo credits: Maureen Hillman, Noble Kelly
July Trainer Training: 14 trainers completed the 3 ½-day training conference. The Canadian team delivered the workshops according to the planned schedule: Differentiated Instruction & Learning Styles; Peer Feedback and Mentoring; and Inquiry-based Learning. Over a day was devoted to designing and practicing the two-day Teacher Conference for King’ori teachers and the one-day Student Conference (three teams of trainers working concurrently). The Data Collection session was prepared jointly and was facilitated by local trainers, Makungu Nkwabi and Godlizen Kaaya, on Day 4. The exit surveys for the trainer training revealed a very high degree of satisfaction, and recognition that these activities/sessions were all useful and welcome. On Day 1 of the trainer workshops, trainers reported on the activities in their wards since March 2016, and on Day 4 held a meeting for each ward to chart their plan for the coming year, that includes workshops, demonstrations, meetings, and mentoring.

July Teacher Conference: The Teacher Conference was facilitated by two teams of trainers and delivered to the new ward of King’ori. 50 teachers attended the first day of the conference and 36 the second day. Feedback from participants was very positive and confirmed that the ideas introduced were new to the King’ori teachers and that the activities were relevant and practical for classroom use. The WEO for King’ori, Mr. Kinaryo, attended both days.

A team of trainers delivered a 1-day Student Leadership Conference for 55 students from Primary and Secondary Schools in the six wards. The focus was on practical activities, team building and leadership skills. Students expressed a high degree of satisfaction with their day. The two EBB Ward Coordinators and four WEOs attended a meeting with the Canadian team to prepare a presentation for District Officers on the need for ongoing professional development. The presentation to the DEO took place in Usa River on August 3rd and was well received; the DEO promised support.

A huge THANK YOU to our team who volunteered for the 2016 program: Maureen Hillman  Brittney Wallace  Kimberly Brown  Ji Ai Cho Noble Kelly  Ward Officers & Local Trainers

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

2016
- 9,600 Students Engaged
- 255 Teachers Trained
- 7 Travelling Volunteers
- 3 Districts in 1 Country

Since 2007
- 125,000 Students Engaged
- 2,530 Teachers Trained
- 123 Travelling Volunteers
- 8 Districts in 5 Countries
The past year has been financially challenging. The board set a fundraising goal of $45,000 for the year, and we fell short of that goal by 17%, raising $37,151. We responded by modifying our service delivery, focusing our efforts on completing our program cycle in Tanzania and not taking on any other program. We continue to run a slim operation, with administration costs totaling $1,596, or 4.3% of revenues, meaning that 95.7% of revenues were available for program delivery. Total program expenses were $32,813. The net surplus for the year was $2,752.

At the end of the year, the accumulated surplus stands at $19,450, all of which is in cash, and this amount is available for use in future operations.