



Kampuchean Action For Primary Education (KAPE)

"Development with a Human Face"



Annual Report 2018

Released on 31st January 2019



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(Registered with Ministry of Interior since 1999.)

Notice: For more impacts of each project, please see our website. You could read more case studies of our project implementations at: http://www.kapekh.org/en/what-we-do/4/?pro_id=20

Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I would like to approve the Annual Agency Report of FY2018 that started in October 2017 and ended in September of this year. The report demonstrates both successful transitions, new accomplishments, and an expansion in funding resources. The latter has not been easy in today's difficult operating environment. The Board would like to congratulate all KAPE staff on their successful efforts to help disadvantaged Cambodian children access educational services of high quality while maintaining excellent standards of governance, transparency, and efficiency in the use of funds. The Board looks forward to future successful years of operation as the agency quickly approaches its 20th anniversary in 2019.



Mr. Heang Koy
KAPE Board Chairman

KAPE is a local non-profit NGO working primarily in the formal education sector in 14 provinces in Cambodia. KAPE implements projects at all levels of the education process with beneficiaries in primary schools, secondary schools and tertiary programs. Direct beneficiaries number well over 71,000 children and several hundred teachers, at over 165 schools.

KAPE Vision

Our vision is for children and youth to be able to make the best life choices possible that match their potential as a result of a good education.

Our Mission

To work with government, community and other stakeholders, to empower vulnerable children and youth to achieve their own right to a quality education through innovative approaches.

Our Core Values

- Empowerment
- Solidarity
- Compassion
- Respect
- Cooperation
- Innovation
- Transparency
- Truth

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A Note from the KAPE Executive Director

It is with great pleasure that KAPE would like to share with all partners the agency's most recent annual report for the 2018 Fiscal Year. The present year marks a major milestone for KAPE as it completes its second decade of providing improved educational services to Cambodian children. In this respect, KAPE started as a small LNGO in 1999 and has grown into the largest LNGO in the education sector in Cambodia. As we move into a new fiscal year, KAPE will be starting its third decade of programming marked by many exciting developments including a heightened role for technology and the advent of independent public schools.



The agency starts a new decade of programming in a position of great strength with 18 projects in operation and historically high revenues. Some of the agency's new projects are short-term but focus on activities that will have major synergies with other projects. This refers in particular to the development of new technologies to support other more long-term projects. In this respect, KAPE is implementing technology-based initiatives to develop an E-Counseling app for our youth programs and a Khmer Language Readability app that will help our reading programs better assess the complexity of text. KAPE has also been working on developing a Coding Curriculum for Cambodian secondary schools, which is a personal initiative of the Minister of Education. These initiatives all seek to build KAPE into a leading innovator in the area of educational technology.

As our portfolio expanded this year, the New Generation School Initiative continues to grow into a major center of gravity for all of our programs. The Ministry of Education, Youth, and Sport has now expanded its support to KAPE to grow this major educational reform in new sectors. In this regard, MoEYS provided expanded funding support to KAPE to establish New Generation Schools in the primary school sector as well as set up a tertiary center for the preparation of Teacher Mentors. These are major developments that benefit our other projects while also providing a formal channel for the official adoption of new innovations developed by the agency, particularly in the area of technology. KAPE was excited and pleased to note that the Prime Minister mentioned New Generation Schools in his closing speech at the National Education Congress and Parliament has also recently endorsed NGS Reforms as well. These are major events demonstrating the impact of KAPE programming.

Although KAPE continues to receive some funding from bilateral donors such as USAID and EU, the agency has successfully completed a strategic shift in funding support from bilateral donors to private foundations and the Cambodian government. This helps to promote more sustainable programming and insulate the agency from changes in policy towards Cambodia by bilateral donors. KAPE continued close relationships with long time partners such as Child Fund, WeWorld, Save the Children, The Asia Foundation, and World Education while welcoming new partners such as the Franks Family Foundation, Phoenix Foundation, and Kinchan Stiftung.

KAPE would like to thank once again all of its partners and stakeholders for their support during the past year and we look forward to working together to improve the education system for Cambodian children and youth in the coming year.



Sao Vanna
Executive Director
Kampuchean Action for Primary Education

Agency Overview for the Year



2.5%. At the end of the year, KAPE counted 21 donors and partners including new donors such as *Kinchan Stiftung* who will be a long-term funder of improved educational services in rural areas. Nevertheless, it is important to note that about **48%** of agency revenues are now coming from the *Ministry of Education, Youth, and Sport*, making the Royal Cambodian Government KAPE's largest donor as noted above. Fund utilization rates during the year stood at **88%** due to a very large fund release by MoEYS near the end of the fiscal year. As in past years, **60%** of agency resources were spent on beneficiary support including educational services, school materials and equipment, school grants, and research in FY2018.

Although FY2018 ended with major successes and expansion, KAPE is aware of the many uncertainties lying ahead in 2019 including the loss of trading privileges by the Kingdom to the EU and US market, which may affect economic stability and government tax revenues. Nevertheless, KAPE believes that its diverse portfolio and reduced dependence on bilateral aid will help it to weather any uncertainties that that may arise during the coming year.



Children in a rural primary school access M-learning services in a 21st Century Library

A Glance into the Future ...

As a number of project cycles will be ending in 2018, KAPE has continued its heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. As noted earlier, this led to a strong focus of agency efforts on youth issues, early grade literacy, technology in education and most importantly, charter school development. In all, 16 project designs were submitted for donor review and approval. Of these, 87% were successful, while 2 were rejected by the donor (13%). Four of these approvals were for project extensions while the remainder were for new projects. As a result of program development efforts during the year, KAPE expects to field 18 projects in the next fiscal year.

Program Development Summary for 2018

Program	Partners	Donor	Status	Duration
1. New Generation Schools Initiative/Secondary School Level (3 rd Extension)	Franks Family Foundation World Education	MoEYS	Successful	1 Year
2. New Generation Schools Initiative/Primary School Level	Franks Family Foundation	MoEYS	Successful	1 Year
3. New Generation Schools Training Center	Child Fund Franks Family Foundation	MoEYS	Successful	1 Year
4. New Generation Schools/Svay Rieng (Extension)	--	Child Fund	Successful	3 Years
5. REACH III	Ciai	WeWorld	Successful	2.5 Years
6. Easy2Learn (Extension)	--	Child Fund	Successful	1 Year
7. Track & Trace	World Education	World Bank	Successful	1 Year
8. Books for Cambodia (Extension)	--	The Asia Foundation	Successful	1 Year
9. Empowering Youth through Education	--	Oaktree Foundation	Successful	1 Year
10. Girls' Education Initiative	--	Lotus Outreach	Successful	3 Years
11. Life Skill Learning for Adolescent Girls	--	Gap, Inc.	Successful	2 Years
12. United Schools for Cambodia	Krousar Yoeung	Kimchan Stiftung	Successful	1 Year
13. Khmer Readability Project	--	Child Fund	Successful	1 Year
14. Trey Visay (Extension)	InSTEED	DAI-USAID	Successful	6 Months
15. All Children Reading	Chemonics	USAID	Unsuccessful	3 Years
16. Educate a Child (Extension)	Aide et Action	Qatar Foundation	Unsuccessful	3 Years

Special News and International Events

"Development through networking and outreach."

HRH PRINCESS BEATRICE OF THE HOUSE OF YORK VISITS NEW GENERATION SCHOOLS

News about exciting educational reforms in Cambodia that are led by the Ministry of Education, Youth, and Sport have begun to spark international interest in New Generation Schools. An unofficial visit by Her Royal Highness Princess Beatrice of York occurred in Cambodia between 25 to 28 October 2018. The Princess is the granddaughter of Queen Elizabeth II. Accompanied by Mr. Simon Franks, Chairman of the Franks Family Foundation (FFF), a current MoEYS partner from the UK, and Ms. Bathille Missika, a representative from the Organization for Economic Cooperation and Development (OECD) based in Paris, Princess Beatrice visited two New Generation School sites. This included Hun Sen Kampong Cham HS in Kampong Cham Town and Preah Sisowath HS in Phnom Penh. The purpose of the Princess' visit is to support advocacy efforts for MoEYS' New Generation School reforms and help build an international network that will lead to the replication of this reform in other countries in the region such as Lao PDR and Myanmar. The visit was led by Kampuchean Action for Primary Education (KAPE), since the agency has been designated by MoEYS to implement NGS reforms with funding provided by the Ministry of Economy and Finance. The visit by the Princess was a great honor for the agency and greatly helped to boost its standing and influence to promote MoEYS' educational reforms.



Students at Hun Sen Kampong Cham HS lead a visit for HRH Princess Beatrice at the school library



HRH Princess Beatrice meets with students at Sisovath HS.

SIGNING OF MEMORANDUM OF UNDERSTANDING WITH ADDITIONAL THAI UNIVERSITIES

MOU Signing Ceremony with Rajamangkhal University: Dr. Narong (left), Vice Director of Rajamangkhal University, and Mr. Sao Vanna, Executive Director of KAPE sign a Memorandum of Understanding assuring access to university scholarships for Cambodian youth.



King Mongkut Institute of Technology Visits Kampong Cham: Dr. Uma Seebonruang (center), Vice Director of the Office of International Relations, visits Preah Sihanouk HS in Kampong Cham Town to provide an orientation to Cambodian students about the educational program at the Faculty of Engineering of King Mongkut Institute of Technology.

As part of its advocacy to create learning opportunities for Cambodian students to access high quality institutions, KAPE received high level visits from two tertiary institutions in Thailand. In April, the Vice Director of Rajamangkhal University/Surin visited the KAPE Office in Kampong Cham to sign a Memorandum of Understanding that will allocate a fixed number of tuition scholarships to Cambodian students vetted by KAPE. These students will also receive free housing. In July 2018, KAPE was also visited by the Vice Director of the Faculty of Engineering of King Mongkut Institute of Technology in Bangkok. Following a tour of KAPE-supported institutions and especially New Generation School institutions, the Institute also signed an MoU with KAPE providing up to ten tuition scholarships for Cambodian candidates completing Grade 12 that are vetted by KAPE. Both of these universities are highly prestigious tertiary institutions in Thailand that will be important partners as KAPE continues to identify additional sources of funding for supporting students' food, book, and travel costs while they study. These relationships also build KAPE into a very credible partner who can mobilize resources from multiple sources to help Cambodian youth achieve their dreams.

Special News and International Events

"Development through networking and outreach."

KAPE DELEGATION VISITS TERTIARY INSTITUTIONS IN THAILAND TO NEGOTIATE SCHOLARSHIP SUPPORT FOR CAMBODIAN YOUTH



Building University Networks: A KAPE team negotiates scholarship concessions with King Mongkut Institute of Technology in Bangkok

With a small grant from the Franks Family Foundation, a team of KAPE advisers visited several tertiary institutions to build an expanded network of university partners in Thailand. During this networking visit, KAPE visited King Mongkhut Institute of Technology (Faculty of Engineering), Rajamangkhal University, Khonkaen University (Faculty of Education), and Buriram Rajabhat Institute (Faculty of Education). The discussions were very cordial and friendly and led to some concrete commitments from at least two institutions to sign an MoU agreeing to a fixed number of tuition and housing scholarships for Cambodian students plus an agreement from KAPE's side to facilitate the outreach of these institutions in Cambodia, using the agency's good offices with the Ministry of Education, Youth, and Sport. KAPE also agreed to provide some placements for Thai interns who are looking for a formative work experience in an international setting. Subsequent visits to Cambodia by representatives of some of these institutions led to formalized MoU Signing Ceremonies.

SEAMEO INNOTECH CONFERENCE ON 'RE-IMAGINE APPROACHES TO INCLUSIVE EDUCATION'

In March 2018, Mr. Sao Vanna, KAPE Executive Director, Mr. Chhorn Chhayuth, ICT Affairs Coordinator at KAPE, and Mr. Chhum Kompheak, Principal of Prek Leap New Generation High School, attended a three-day conference in Manila to discuss new innovative approaches to enhance Inclusive Education in the region. The conference was organized by the Regional Center for Educational Innovation and Technology of the Southeast Asian Ministers of Education Organization (SEAMEO). The conference focused on three thematic areas including: (i) Inclusive Leadership; (ii) Inclusive Learning Culture; and (iii) Inclusive Policies and Practices. KAPE has sought to integrate some of the best practices learned into its inclusive education programming, particularly as this relates to using technology to find children who are out of school.



← KAPE Representative attending the SEAMEO Innotech Regional Conference in Manila.



Mr. Phann Bunnath (third from the right) at YSEALI Summit

YSEALI SUMMIT

Mr. Phann Bunnath, New Generation Schools Operations Manager, attended an international summit in Manila in November 2018 that was organized by the US State Department. The Young Southeast Asian Leaders Initiative is an on-going program started by former President Obama to inspire and organize young change agents in the Southeast Asia Region. The summit builds leadership skills among those who have joined the initiative and provides a forum for the exchange of ideas and experiences between countries. KAPE's close relationship with YSEALI has helped support many of the youth empowerment activities in projects such as New Generation Schools and other agency projects and ensures a close, on-going dialogue with the US Embassy.

VISIT FROM MINISTRY OF EDUCATION AND SPORT OF THE LAO PDR

There has been strong interest from the Ministry of Education and Sport of the Lao People's Democratic Republic in New Generation School reforms. In February 2018, a delegation of Lao educators visited New Generation School sites at Preah Sisovath HS and Hun Sen Kampong Cham HS to see first hand the achievements of these reforms. The visit was sponsored by the Franks Family Foundation, an important KAPE partner who provides huge support for advocacy efforts regarding New Generation School reforms. Lao PDR representatives also had dinner with H.E. Im Koich, MoEYS Secretary of State who is responsible for NGS Reforms. The discussions between Ministry counterparts from Cambodia and Lao PDR were quite productive and an expansion of these reforms to Laos is expected to start some time in 2019.

Special News and International Events

"Development through networking and outreach."

PARENTS' NIGHT SHOWS AT NEW GENERATION SCHOOLS

MoEYS has now been supporting New Generation School Reforms for three years. During the month of June 2018, all New Generation Schools implemented Parents' Night Shows. Each year these evening exhibitions get better and better. Parents were amazed at how and what their children are learning. The events were planned in the evening so that parents who work in the daytime could visit their children's school without having to take time off from work. Each school did a brilliant job of both organizing the events as well as helping students to put together their special projects that ranged from science exhibitions, books written, movies and electronic games that they made, and many other things that they produced. In many cases, students were selling some of their products like candles they made in their chemistry class or food preserves that they learned how to make in their biology class. This helped to combine 'entrepreneurship' with learning while at the same time helping the various clubs to earn some money for their future activities. In all, over 231 projects were developed by students across five sites (including some of the primary schools). More information about these events are available on the KAPE website and at the following link: <https://www.youtube.com/watch?v=Q41GBfq3qq8&feature=youtu.be>.



Students at Prek Anchanh HS show a project where they built a 3D Printer.

NEW INNOVATIONS TO PROMOTE THE USE OF TECHNOLOGY IN EDUCATION

Over the last several years, KAPE has successfully developed a number of new educational software programs that are contextualized to the Cambodian learning context. This includes *Aan Khmer* for Grade 1 readers, *Smartbooks* (designed for readers at Grades 2 and 3), and *Sorse Khmer*, which supports young children to write Khmer. Each of these software programs are now available on *Playstore* and are being streamlined into several projects that are supported by various donor and partner agencies such as Child Fund, WeWorld, Phoenix Foundation, and others.



Contextualized Reading & Writing Software Now Available in School Libraries: Various reading and writing software programs developed by KAPE have now been installed in KAPE-supported school libraries throughout the country. The logos of these software programs are shown to the left. From left to right, this includes *Sorse Khmer* (a writing software); *Aan Khmer* (a reading software for Grade 1); and *Smartbooks* (a reading program for Grades 2 and 3).



A student at Prek Anchanh HS uses X-Reading to improve his reading skills.

In 2018, KAPE made additional breakthroughs in its efforts to enhance the use of Technology in Education. In the case of English Language Learning, five New Generation Schools are currently piloting what is known as 'Extensive' Reading. Recent studies have shown that when students read over 500,000 English words in a year, their English Language proficiency scores increase dramatically. The new program allows students to read English Books online and take electronic tests linked to each book using a software platform known as *X-reading*. This system was developed in Japan and is now being introduced to KAPE-supported schools. All students in a class are registered in the system so that their test scores, the books students have read, and the number of words read in total, are all automatically tabulated for the teacher. Over 300 students are now participating in this pilot in 5 New Generation Schools in Phnom Penh, Kandal, Kampong Cham, and Svay Rieng Provinces. At the same time, KAPE has worked with its partner InSTEDD to develop a coding curriculum that allows secondary school students to develop code to program robots. Two robots were distributed to each New Generation School to facilitate students' ability to see how computer codes that they write interact with an external machine. Equipping schools with the ability to teach coding brings Cambodian education up to a very high standard comparable with other schools in the region. <https://www.khmertimeskh.com/50550978/bringing-ict-knowledge-into-the-classroom/?fbclid=IwAR2gnQf8UakuugXxl8JmxR0J11q-EQOj5e4873RgafSaDml5SxRc-luzhw>

Another initiative that KAPE started in 2018 refers to on-going efforts to develop a software program that can determine the 'readability' of Khmer text. Readability formulae are commonly used in English and other Western languages to indicate the complexity of text so that educators can properly match reading materials with students' grade level. Software of this nature could be of huge value to Cambodian educators who are developing textbooks and library books for primary and secondary school libraries. The software is being developed through a grant from Child Fund Cambodia and will be ready some time in 2019.

Finally, KAPE and its partner InSTEDD were able to finalize the development of an e-counseling app called *Trey Visay* that will help secondary schools to provide improved counseling services to their students, particularly as they finish their studies. During the year, the app was presented to MoEYS and adopted for general use in all state schools. This event was a major breakthrough that will greatly improve the quality of education at secondary school level.



H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, & Sport and KAPE representative, Ms. Hem Mary to his left, finalize details for Ministry adoption of the *Trey Visay* app in state schools.



TTO Import Export CO.,Ltd.

"Effective and Affordable Teaching Aids!"

TTO Highlights

About Us

TTO is a local company promoting access to learning tools in and outside the classroom.

Product

- Teaching aids:
- Math 13 items
 - Literacy 32 items
 - Science 2 items
 - Assessment file 3

Certified

Publishing products approved by MoEYS.



Teaching aids learning in library



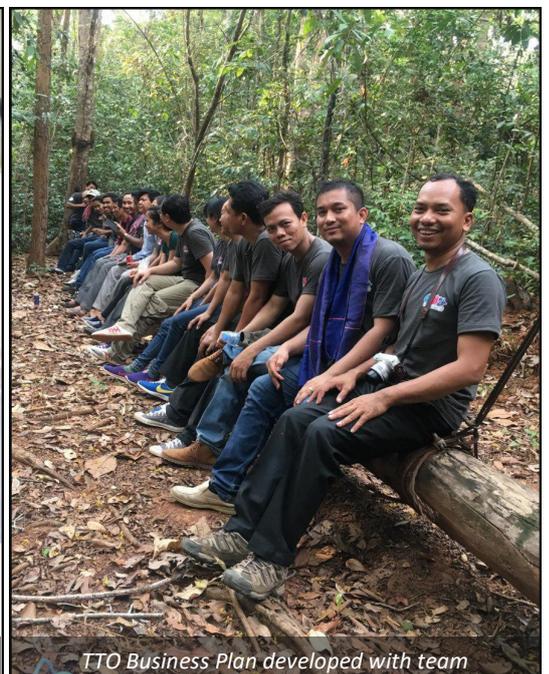
National Book Fair 2018



TTO continues to stabilize and is well positioned to continue to play a dynamic role in using private sector principles to support sustainable development of Cambodia's education system.



Teaching orientation



TTO Business Plan developed with team

For more detailed information, please see our website: www.tts-kapec.org and remember to "LIKE" us on Facebook: www.facebook.com/ttskapec.

New Generation School Initiative (NGSI)

"Cambodia's First Charter Schools"

Project Profile

Donor	Ministry of Education, Youth & Sport; Franks Family Foundation
Direct Beneficiaries	2,312 Students (Secondary) 1,370 Students (Primary) 3,682 Students (Total)
Budget Received in FY2018	\$1.7 million
Unit Cost per Beneficiary	\$462
Provinces Covered	4 (Phnom Penh, Kg Cham, Kg Speu, Kandal)
Districts Covered	6
Target Secondary Schools	5
Target Primary Schools	3
Start Date	October 2015
End Date	Open-ended

Project Update

In 2018, MoEYS requested KAPE to expand NGS programming to one more secondary school called Peam Chikong HS in Kampong Cham as well as two primary schools bringing the total number of government supported New Generation Schools to 8. All 8 schools became operational during the year with the completion of major investments in 68 new facilities including modernized classrooms, science labs, libraries, etc. Over 100 new teachers were also brought into the program who have been oriented to program principles and provided with training and integration into the teacher professional development framework used to ensure continuous follow-up of workshop principles.

KAPE also finalized the draft version of the NGS Operational Guidelines, which is a practical guide to methods of New Generation School emplacement and implementation. This document defines a New Generation School in operational terms and will enable other donors to work with MoEYS to establish additional NGS sites within a standardized framework. KAPE expects the guidelines to be approved by MoEYS in 2019.

Milestone Events

- Student cohorts from Sisovath HS and Hun Sen Kampong Cham HS sat for the Bac II Exam. Both schools achieved results that far exceeded the national average with an 89% pass rate at Sisovath HS and a 75% pass rate at Hun Sen Kampong Cham HS.
- NGS Operational Guidelines completed.
- NGS schools received 128 Gold, Silver, & Bronze Medals during the year.
- Introduction of Coding Curriculum to NGS Sites.
- KAPE has revised the NGS Metrics Framework to better capture impacts.

Program Rationale

New Generation Schools refer to an educational reform inaugurated by the MoEYS in 2015 to create 'autonomous' public schools with a mandate to innovate and improve educational quality. Access to high investment funds is contingent on high standards of governance and professionalism. This new development track seeks to move public schools to the next level so that they can achieve 'maximal' standards of education, especially in the STEM subjects. Under the new policy defining New Generation Schools, MoEYS has made a major commitment to make intensive investments in such schools under conditions that ensure high standards of good governance. With its system of strict accreditation requirements linked to on-going investment, the new policy incentivizes schools to adhere to high standards of education. New Generation Schools follow precedents in other countries where some public schools receive greater autonomy from the state to stimulate educational innovation. This speaks especially to the Charter School Movement in the United States and other countries. The MoEYS has a goal of establishing at least 50 New Generation Schools over the next 10 years.

Key Activities

- Successful development of New Generation School Operational Guidelines, which will be adopted and disseminated in 2019.
- Expansion of NGS programming to another secondary school and 2 primary schools bringing the total number of MoEYS -supported schools to 8.
- Accreditation of 2 New Generation Schools (Sisovath HS and Hun Sen Kampong Cham HS).
- Completion of 68 new facilities including NGS classrooms, science labs, 21st Century Libraries, Student Clinics, Youth Ctrs, and auditoriums.



New Generation School System Expands to Primary

In 2017, the Primary Education Department approached KAPE to provide assistance to expand New Generation School reforms into the primary school sector. In 2018, a grant of \$300,000 was provided to KAPE through the Department to emplace NGS programming in two schools, namely Akhea Mahasei PS in Kampong Speu and Angkor Ban PS in Kampong Cham. Programming came on line in both schools in time for the 2018-19 academic year.



New Generation School Initiative (NGSI)

"Cambodia's First Charter Schools"

Snapshot



← **Youth Centers:** New Youth Center provided to Hun Sen Kampong Cham HS to house counseling services and a meeting place for the Student Council. Centers are planned for all New Generation Schools.



← **Innovations in English Instruction:** A teacher at Prek Anchanh HS registers students on an electronic platform called X-reading. New Generation Schools have now introduced Extensive English Reading as a new learning technique to all schools.

Additional Emplacement of 21st Century Libraries: KAPE has continued to establish highly modern library facilities such as the one from Prek Leap shown here →



↑ **Student Clinics Established:** MoEYS funds have been used to establish two clinics at Sisovath HS and Hun Sen Kg Cham HS to serve students during school hours. The clinics are staffed with a full-time nurse and respond to first aid needs and mild ailments such as headaches, dizziness, and stomach aches.

Features

SCHOOLS FOR THE NEXT GENERATION . . .

Youth Empowerment Services

The principle of Youth Empowerment, as mandated by the MoEYS' National Youth Development Policy, plays a key role in the New Generation School model. Youth Empowerment principles are manifested by student choice in the subject themes they wish to study, voluntary club membership, and an empowered Student Council that will help manage the program. Counseling services provided to youth help to ensure that youth decisions are well informed and wise.

Special Student Services

New Generation Schools provide new student services not found in normal public schools including:

21st Century e-Library – Counseling Services – Subject Clubs – Life Skills Education – Electronic Assessment – Software-based Learning



↑ **Students from Sisovath HS Display Their Medals:** Students at New Generation Schools have been representing Cambodia at many International events. NGS students have won so far 128 gold, silver, and bronze medals in places such as Singapore, Indonesia, and the Philippines. Some of these events are Olympiads while others are Science and Technology Fairs in which students must present projects and research that they have been working on as part of their regular studies at school. The ability of New Generation School students to achieve so many awards is an important metric of its impact on student learning and a testament to its ability to create learning environments that promote critical and creative thinking.

New Generation School (NGS)-Svay Rieng

"Cambodia's First Charter Schools"

Project Profile

Donor	Child Fund Cambodia
Direct Beneficiaries	721 Students
Budget Received in FY2018	\$143,900
Unit Cost per Beneficiary	\$200
Provinces Covered	Svay Rieng
Districts Covered	Svay Chrum
Target Secondary Schools	1
Target Primary Schools	1
Start Date	1 October 2016
End Date	30 June 2018

Program Rationale

The New Generation School program in Svay Rieng is similar to the government-supported program in other locations. In this respect, high investment is linked to conditions of good performance and governance. The Svay Rieng project is different from the government-run program in that the schools chosen for investment are located in a very rural area. The pilot seeks to test out the idea that New Generation Schools can be emplaced in rural areas as opposed to urban and semi-urban areas where there is a mixed demographic of middle class and poorer students. There are certainly challenges of setting up a New Generation School in rural areas including the difficulty of recruiting highly qualified teachers, the ability of parents to contribute to operational costs, access to internet and electricity, and other issues. The results of the pilot are still not yet conclusive but they should provide useful guidance to the Ministry in strategizing the expansion of NGS reforms.

Key Activities

The NGS-Svay Rieng Project reached the third and final year of implementation in 2018. An external evaluation found that while both the primary and secondary schools had made tremendous progress since investment began, they were still not yet ready to undergo an accreditation assessment, which would lead to official recognition as a New Generation School and automatic government support. However, the evaluation found that the NGS site in Svay Rieng is remarkably close to the point where it could achieve accreditation and recommended one more year of investment with a planned accreditation visit scheduled for June 2019.

- Establishing an NGS Provincial Oversight Board as per the recently approved NGS Policy to ensure good school governance.
- Enhancing school learning environments through intensive investment in school renovation that utilizes new and modern school designs.
- Facilitating the development of a new educational service culture that provides a clear structure for teacher development, increased hours of instruction (40 hours per week at secondary level and 34 hours per week at primary level), and high utilization of new school facilities (e.g., science labs, etc.).
- Assisting teachers to upgrade their professional status by providing scholarship support for extra qualifying degrees and certificates.
- New oversight structures ensure high levels of internal school governance that in turn promote measurable improvements in educational quality and efficiency.
- Learning environments meet high standards for child friendliness.
- New learning approaches effectively use technology to create relevant education for the 21st century as well as increased efficiencies in learning.
- Teachers demonstrate higher levels of competence and professionalism as a result of new incentive structures commonly used in the private sector.
- Undertaking major renovations using the most modern principles in school design.



Science Fair: Students display project work reflecting research that they have done as part of their science classes.



Hands-on Science Education: Students at Kok Pring Jr. HS study a lesson on batteries and electrical circuits in a classroom environment that is fully equipped with needed materials and organized by teachers who understand principles of cooperative learning.



← **Intensive Access to ICT Instruction:** Modern computer facilities at Kok Pring Jr. HS facilitate students' regular access to computer facilities for at least 3 hours per week. Strong governance at the school ensures the lab is opened daily and well maintained.

Books For Cambodia (BfC)

"Enriching children's lives with books and media."

Project Profile

Donor	The Asia Foundation
Direct Beneficiaries	88,597
In-kind Support Received in FY2018	USD283,722
Unit Cost per Beneficiary	USD3.20
Provinces Covered	6
Districts Covered	25
Target-government institutions and universities	2
Target-NGOs	2
Target Secondary Schools	75
Target Primary Schools	9
Other Institutions	13
Start Date	1 April 2014
End Date	31 December 2022

Project Update

During 2018, KAPE has had very successful advocacy with the Ministry of Education, Youth, and Sport to help the Books for Cambodia program transition from donor to government support. As the program completed its fourth year in 2018, operating costs were still borne in their entirety by The Asia Foundation. The new agreement with MoEYS, however, will enable 30% of these costs to be shifted to the government in 2019 as part of the operating costs of the New Generation School Program, which MoEYS implements through KAPE. By 2022, the MoEYS will cover 80% of operating costs while 20% will still be borne by The Asia Foundation. This agreement is a major breakthrough for BfC and will ensure long-term sustainability of the books program.

Project Impact

Creating a Culture of Learning: BfC has provided technical support to librarians to make it easy for students to find the books that they are most interested in reading. Librarians have also been trained to organize reading groups for young children and to facilitate access to electronic books by using mobile learning devices supplied to libraries by other KAPE programs.

Library Enhancement: BfC has provided large amounts of reading books to many school libraries over the years. Since its inception, BfC has distributed 58,993 books and reading materials to 382 schools and public libraries.

Looking Ahead: In FY 2019, BfC seeks to make a strategic shift to reach more provinces. The program's goal is to reach at least 5 provinces a year. In this respect, New Generation Schools will continue to be a major priority of the program, as per the request of MoEYS. In addition, BfC will continue to conduct Spelling Bee events at more schools (at least 15 to 20 per year). This event will encourage students to learn English. The new MoU gives priority to secondary schools with the intention of covering all 25 provinces within five years.

Enhanced Monitoring: BfC will also intensify its efforts to maximize the utilization of English books through more frequent monitoring of schools. The program is using social media programs such as *Telegram* and *Facebook* to share information, provide photographic evidence of activities, and maintain frequent contact with schools.

Core Goals

The new MoU with MoEYS and The Asia Foundation gives priority to secondary schools. Under the new agreement, BfC will target five provinces annually, with the intention of covering all 25 provinces within five years. The project seeks to promote English reading at lower and upper secondary education levels though some books may also still be available for primary schools as well.

Key Activities

- Books for Cambodia distributed 16,483 books in 2017/18 academic year.
- Regular monitoring and evaluation of book use through the app *Telegram* and *Facebook*.
- Program planners compiled a report of assessment findings with concrete recommendations to management to maximize book use.
- KAPE's team also encouraged target schools to promote reading activities and spelling "BEE" events through outreach to parents and teachers as well as thoughtful library orientations.

Spelling BEE of English competition

Spelling BEE Competition: BfC conducted the spelling BEEs to more than 7 target schools this year. The aim of this event is to encourage students to learn English harder and better. Students wish to have this event more regularly, at least once a year. →



BfC seeks to identify books of high quality that stimulate interest in reading and research among students. In this picture, students are encouraged to read books together so that they can more easily decipher word meanings during library sessions.

Food For Education (FFE)

"Promoting Learning Environments for Growth"

Project Profile

Donor	US Department of Agriculture (USDA); World Food Program (WFP); World Education
Direct Beneficiaries	Teachers in Grades 1-3 in 503 schools
Budget Received in FY2018	\$175,612
Unit Cost per Beneficiary	N/A
Provinces Covered	Siem Reap and Kampong Thom
Districts Covered	18 districts (7 in Kampong Thom and 11 in Siem Reap)
Target Secondary Schools	N/A
Target Primary Schools	503 schools (205 schools in Kampong Thom & 298 schools in Siem Reap)
Start Date	November 2016
End Date	October 2019

Project Update

The Food for Education (FFE) Project finished two years of operation in 2018 and now starts its final implementation cycle in 2019. The project is being jointly implemented by World Education (WE) and KAPE and focuses on improved early grade literacy inputs to complement school breakfast programming, which is supported by USDA. During the last year, project coverage expanded rapidly from 275 schools in Year 1 to 503 schools presently. Because teacher training is a core element of FFE programming, the project has sought to align its teacher training activities with the evolving Teacher Policy Action Plan (TPAP). This has entailed providing credits for completion of training workshops and aligning EGRA tools with those recently developed by the Primary Education Department. Since start-up, the project team has developed 5 training modules on teaching reading, which were used to train 2,575 teachers in Grades 1 to 3. The team also provided similar training to 714 school managers across all schools so that they can provide the governance conditions needed to support the new pedagogies. In collaboration with instructors from the Provincial Teacher Training Centers in both provinces as well as officers from the Provincial Office of Education, a midterm EGRA assessment was administered to Grade 2 children in 70 schools. This will form a measure of comparison with baseline testing that was done last year.

In addition to capacity-building activities, FFE also provided specialized reading resources and materials to 503 schools. For 31 more advanced Intermediate Schools, the project provided Reading Benchmark Guides recently adopted by MoEYS (and developed by KAPE and World Education) as well as Literacy Toolkits (three boxes per school), which include many attractive educational games linked to the MoEYS reading curriculum. In Year 2, the project has also worked closely with USAID's All Children Reading/Cambodia Project (ACRC). In close collaboration with Research Triangle Institute who manages ACRC, FFE distributed 735 Grade 1 reading packages developed by RTI and worked jointly with USAID-funded trainers to ensure their proper implementation.

Key Activities

1. School administrator trainings
2. Administration of Early Grade Reading Assessment (Grade 2)
3. Development of teacher training manuals and the administration of numerous workshops across 503 primary schools
4. Efforts to promote early grade literacy through the distribution of learning materials and literacy toolkits.

Goal

The goal of the Food For Education project is to increase literacy outcomes among children in the early grades (Grades 1 to 3). To achieve this goal, the project is working to increase the ability of school administrators (School Directors and Deputies) to effectively promote early grade literacy at their schools. This refers in particular to improving the ability of teachers and librarians to effectively use Early Grade Reading pedagogies in their teaching. This includes higher utilization rates regarding new learning materials designed to improve children's reading proficiency. FFE also seeks to intensively support Intermediate Schools to promote reading activities for children and parents and to raise awareness of how parents and communities can promote children's reading.

Snapshot

Training Courses are given to sharpen teachers' abilities.



Project Impact

The recent administration of post-tests in Grade 2 are currently still being tabulated to facilitate systematic comparisons with baseline data that was compiled during Year 1. Although the results are not yet in, the project is hopeful that there will be improvements from baseline testing.

During the last two years, the project has also developed several training modules focusing on literacy including:

- Module 1: Language Acquisition and the Reading Process
- Module 2: Developing as a Reading Professional
- Module 3: Developing Literacy: A Managed Approach
- Module 4: Evaluating and Assessing Literacy Practice

These manuals are easy to use and have many attractive games to strengthen teacher practice. Teachers have been encouraged to document the changes in their teaching practice with photos and videos that they can then share through social media channels and Facebook groups. Anecdotal data gathered through spot checks have found significant changes in teacher practice. In addition, School Directors in 484 out of 503 schools have been using Kobo to facilitate teacher monitoring to boost the use of FFE methods discussed in training workshops.

Inclusive Education Program (IEP)

"Inclusive Education: Promoting the right to an education among underserved groups."

The Inclusive Education Program (IEP) is an umbrella project that consists of four different projects including the Girls' Education Initiative (GEI), STEM4Women, Cambodian Tertiary Scholarship Program (CTSP) and English Access for Microscholarship Program (Access). IEP aims to increase access to education at secondary and tertiary levels, especially for girls, minorities and other vulnerable and marginalized children/ youth, including career counselling and confident workforce entry.

	Cambodian Tertiary Scholarship Program (CTSP)	Girls' Education Initiative (GEI)	STEM4Women	ACCESS
Donors	The Asia Foundation	The OakTree Foundation	The OakTree Foundation, 100Women, & Classroom of Hope	US Embassy
Direct Beneficiaries	30	1,551	11	40
Budget Received in FY2018	USD40,010	USD86,975	USD16,400	USD18,790
Unit Cost per Beneficiary	USD1,330	USD56	USD1,500	USD469.75
Provinces Covered	Kampong Cham, Tbaung Khmum, Kratie and Prey Veng	Kampong Cham and Tbaung Khmum	Kampong Cham, Siem Reap, Banteay Meanchey, Battambang, Kampong Thom	Tbaung Khmum
Districts Covered	11	9	5	Krouch Chmar
Target Secondary Schools	N/A	11	N/A	Peus II High School
Vocational Colleges/ Universities	Western University, Kampong Cham	Provincial Training Centre, PNC Institute, Rajamangkhal University, Ubon, Bangkok Vocational College	PNC institute, Rajamangkhal University, Buririram and Ubon Vocational College	N/A
Start Date	01 October 2016	1 August 2000	01 September 2017	30 November 2017
End Date	30 September 2020	31 December 2018	30 September 2019	30 September 2019



IEP interventions assist vulnerable Cambodian youth to access opportunities for post-secondary education. These educational opportunities provide them with the skills needed to prosper in the 21st Century. IEP provides support to both young men and women but places a high priority on young women from vulnerable backgrounds. The pictures above provide a sampling of some of the activities that the various IEP projects support.

From top left: CTSP scholars attend At One Asia Foundation event; CTSP scholar study visit; Writing Essay Competition Award Ceremony; ACCESS leadership training, GEI scholarship distribution; two young boys give their impression of study; Islamic students study English (ACCESS); Scholars attend YSEALI STEM event; Islamic teaching; Islamic Visitors and a girl receive career counselling to help her choose her major.

Cambodian Tertiary Scholarship Program (CTSP)

“Educate a girl, educate a family”

Project Update

The CTSP project has been operating for over 8 years. Two cohorts of young women have completed their four-year university cycles while a third is more than half way through. The project aims to empower vulnerable young women at various exit points from the formal education system, to achieve their full potential at the tertiary level. It also aims to increase participation in career path development activities that will ensure their confident entry into the workforce.

Currently, there are 30 young women scholars studying at Western University in Year 3 (Junior Year). They have majors in accounting, finance & banking, management, public administration and English literature. Western University is located in Kampong Cham Town where KAPE is based. The project also facilitates attendance of Career Development Activities (CDAs) to build their personal growth, leadership skills, English fluency, and ability to use ICT, which are all essential skills for the 21st Century.

KAPE has rented a large house for the current thirty scholars to live together in one community, which promotes sharing of cultures, values, and mutual respect, and responsibility.

Career Development Activities

- English language class
- IT training class
- Accounting hardware class
- Monthly progress meeting
- Newsletter producing
- Club study
- Alumni network
- Parent meeting
- Exposure visit
- Soft skill training
- Community outreach

Program Result

During the 2017-18 Academic Year, CTSP Scholars made many achievements including some of the following:

- 65% of scholars scored in the top 10 of their class during their Sophomore Year (Year 2) and no scholars registered any subject failures during the year.
- 100% of supported scholars achieved proficiency in ICT usage including basic programs such as MS Word, Excel, PowerPoint, Advanced Excel and English for Communication.
- 22 students won various awards for excellence including Book Review Competition Awards and ASEAN Community Writing Award.
- 50 Parents fully participated in the project’s Annual Reflection Meeting.
- 15 students participated in exposure visits in Phnom Penh to different working agencies and companies.
- 85% of CTSP Scholars are confident to do presentations as well as public speaking.



Seng Thany, is a 3rd year student majoring in Public Administration at Western University. She is the eldest daughter in a family with four siblings. Her parents are subsistence farmers who grow fruit for a living. They do not have their own house or land but live with relatives.

Coming from a family that has to struggle economically makes her really want to succeed at university. She is a dynamic and well-behaved student in class.

“I want to be an Admin and Human Resource Manager in an NGO or company. I will work hard to get good GPA from year to year in order to help my potential job application in the future. I try my best to make my dream to come true,” Thany said.



Chron Kattha, aged 21, is an outstanding student of English literature. She has received several certificates of appreciation for her academic work in various competitions including an English debating competition, an Essay-writing Contest about ASEAN, and her work as an English Club Leader at American Corner, which is a special program supported by The Asia Foundation.

In the future, Kattha wants to work in an English Language Institute or educational facility in her community. She wants to encourage students in her village to access English language learning because there is a strong need for such skills in Cambodia.



Siew Sovann, aged 18, is an accounting major in her 3rd year at Western University. She is one of the youngest CTSP scholars funded by KAPE. She is a smart, confident, and friendly young woman both at university and in her dormitory. Because she studies so hard, Sovann has increasingly played a more significant role among her classmates. She has exhibited many leadership skills and is able to undertake many research projects. Sovann is currently a Statistics Club Leader and helps many other KAPE scholars to study this difficult subject.

Sovann placed first in her class during her first year at university (out of 47 students). She also won an Essay Award in an English Writing Essay Contest about ASEAN and how Cambodia can improve its status among other Southeast Asian countries. Because it had a cash award, this contest was very competitive.

Girls' Education Initiative (GEI)

"Reaching Out to the Disadvantaged through Education."

Project Update

The Girls' Education Initiative (GEI) is KAPE's longest running project. The project originally started in 2000 and has gone through many iterations. In its latest iteration, the project has been funded by the Oaktree Foundation and implemented by KAPE in two provinces, namely Kampong Cham and Tbaung Khmum. Building on 18 years of earlier programming, GEI aims to provide youth with the skills, information, and the assistance needed to empower them economically and socially. The project has been evolving in a way that continually meets the changing needs of Cambodian Youth and Society; particularly, as we enter the 21st Century.

Project Impact

- An E-counseling offline app called Trey Visay (means 'Compass') was successfully developed by GEI project staff in collaboration with InSTEDD, a tech non-profit.
- KAPE has signed an MoU with MoEYS to adopt Trey Visay for general use in all secondary schools where electronic devices are available.
- 250 scholarship students supported by GEI have been using Trey Visay for their career planning and 95% of them report that they have a clearer idea of their goals.
- GEI reported that 100% of its tertiary scholarship recipients studying in Thailand have now graduated (no failures) and returned to Cambodia with jobs ranging from \$250 to \$400 per month.
- KAPE has continued to extend its collaboration with Passerelles Numeriques in Phnom Penh to provide free tuition & accommodation to GEI-supported candidates
- 75% of GEI's 250 scholarship recipients completed lower and upper secondary school this year.



Ms. Loeun Sokmeng, aged 23, is a teacher in Mae Pring PS, which is about 30 kilometers away from her house. Sokmeng was supported by GEI as a scholarship recipient at the Provincial Teacher Training College for 2 years so that she could earn a teaching certificate. Sokmeng comes from a difficult family background. Her father abandoned the family when she was young and she lives with her mother and grandmother. At one point, she had to dropout of school to earn money for her family before eventually re-enrolling. As a result of the support from the Oaktree Foundation, Sokmeng now has a respectable job that fulfills her dreams. She would eventually like to further her studies so that she could become a Chemistry Teacher at a secondary school. But for now, Sokmeng is thrilled to have the opportunity to now work as a teacher where she can give some extra income to her grandmother so that she does not have to work any longer. Sokmeng concluded, "I would like to express my great thanks to Oaktree who provide scholarship support to poor youth so we can better ourselves through education."



Chantry studies in Grade 12 at Mohaleap HS in Kampong Cham Province. Her parents earn only \$1 per day to support their children's living costs and education. Chantry is the eldest daughter among 3 siblings. "I am happy when classmates, school principal, and KAPE staff visited my home. I was inspired and encouraged to make a decision to go back to school so that I could graduate Grade 12," Chantry said. Chantry has received scholarship support from KAPE for 6 years through the Oaktree Foundation to finish school. She will attend university next year if she passes the Bac II Exam. Chantry said, "With scholarship support, I learned about goal setting, communication, problem solving, and engaging in student council activity. I attend monthly meetings with LSMCs with other scholarship students to share any concerns that I may have. I have been motivated by my school director to get out of poverty through good education. Besides studying, I help my mother weaving scarves to sell in the market. In the future, I want to be a lawyer because I will use my knowledge and skills to help and protect people in the community to fight injustice. I will apply for a Law Scholarship at the Royal University of Phnom Penh funded by an NGO. I hope I will be one of the selected students," Chantry said.

Key Activities

- Provided scholarship packages to 311 students at lower and upper secondary school level and tertiary level.
- Provided training on career counseling to 10 school-based counsellors at target high schools.
- 1,128 students received career counseling from 10 school-based teacher counsellors.
- Provided training on the roles and duties of student councils' roles to 30 student councils.
- 90 high school students attended training on leadership skills and debating.
- Selected 150 peer counsellors in ten target high schools to attend training on career counseling.
- Provided Livelihood Support to 50 vulnerable families.
- Supported Commune Councils and Commune Women and Children Committees (CWCC) on youth advocacy and in general counselling at the 10 GEI-supported schools.
- Developed the contents and specifications of a career counselling app called Trey Visay (Compass).
- Organized a Launch Ceremony of the Trey Visay app involving more than 600 participants from 3 target high schools in Tbaung Khmum Province.

Lasting Impacts

One of the lasting impacts of the Girls' Education Initiative was its ability to work with InSTEDD, a non-profit social enterprise, to develop an electronic application dedicated to helping Cambodian youth access information about career planning. Currently, most public schools have no guidance counsellors to help students plan their futures. Thus, there is a huge gap in career planning services in most schools. This new app, called Trey Visay or Compass in English, provides key questions to students to answer, which then leads them through a process of identifying a suitable career and the educational resources needed to apply to those institutions where they can then study those careers. The development of this app required KAPE to develop the specifications for the software platform while InSTEDD then developed the actual software. The app was then positively received by government, which has agreed to officially adopt the app for use in all public schools where mobile learning devices are available.



Official Adoption Ceremony: H.E. Hang Chuon Naron, MoEYS Minister (center left) poses with the GEI project team during a formal adoption ceremony in Phnom Penh.

STEM4WOMEN

"Education Transforms Lives of Cambodian Women."

Project Update

STEM4Women seeks to empower young, vulnerable girls/women to join a global movement that promotes increased female participation in the subjects of Science, Technology, Engineering, and Math (STEM). During the year, Classroom of Hope was able to successfully advocate for the project in Australia resulting in a small grant from Navitas. STEM4Women enables 11 young women to attend two-year tertiary institutions in Thailand to get a STEM degree. They will complete their degree programs in 2019. Candidates have enrolled at various tertiary institutions in both Thailand and Cambodia including Rajamangla University of Technology Isan, Surin (RMUTI), Ubon Rachthani Vocational College, Buriram College of Agriculture & Technology (BCAT), and Passerelle Numerique of Cambodia (PNC). KAPE has been able to negotiate very favorable conditions of enrollment at these institutions with free tuition and housing in many cases. Most of these individuals come from vulnerable households where young women have little chance to further their education.

Declared Majors among Girl Scholarship Recipients

Majors	IT	Business Computer	Computer Engineering	Food Chemistry & Food Processing	Plant Science	Total
# of students	5	2	1	2	1	11
Institutions	PNC	RMUTI University	Ubon Rachthani Vocational College	Ubon and BCAT Vocational college	BCAT Technical College	
Location	Phnom Penh, Cambodia	Surin, Thailand	Ubon, Thailand	Thailand	BCAT, Thailand	

Ms. Morn Sothi, aged 18, lives with her unemployed mother who cannot work because she had an operation. Sothi's father died in an agricultural accident when she was in Grade 12. Her mother borrowed \$700 in the village to pay for the funeral of Sothi's father. As a result, Sothi's family finances are in a very precarious state.

Sothi has always been a clever student ever since she was in primary school. She received outstanding certificates every year in high school. She would always take extra classes in Maths, Physics, Chemistry and Biology for free of charge. Sothi said, "I thought I would drop out of school if I had to pay for all of my extra classes. Luckily, I was informed about KAPE's campaign to recruit students for a full scholarship to study in Thailand. I believed I could do well on the examinations because I was good at Maths and I could speak a little English. Finally, I passed the scholarship test and interview. I was really happy and thankful to KAPE that gave me new hope that I could do something with my life. It took me five months to intensively study Thai and English language as well as necessary ICT skills to get ready for my matriculation into a tertiary institution in Thailand." KAPE organized these special training sessions in Kampong Cham Town at the KAPE Office. Sothi will study accounting technology so that she can work as a manager in the government sector when she finishes her studies in Thailand.



Primary Goal

To empower young vulnerable women in Cambodia to enter professions in the STEM disciplines, which are currently dominated by men.

Snapshot

STEM4Women utilizes extensive networks developed by KAPE to leverage limited resources in support of increasing women's educational and economic opportunities, including career counselling and confident workforce entry. These networks include relationships with the Thai Government, which provides free tuition and accommodation for selected candidates, as well as extensive tuition discounts from tertiary and vocational education providers in Cambodia.

The Need for STEM for Women

Of the 4,389,000 Cambodian youth aged 15 to 29, about 5% are currently enrolled in tertiary institutions. Of this small group of privileged youth, only about 39% are young women. In the STEM disciplines in Cambodian tertiary institutions, this disparity grows to 14% women and 86% men. This disparity is one of the greatest in Southeast Asia and compares with 52% female representation in neighbouring Thailand and 48% in Malaysia. The proposed initiative will promote more 'opportunities' for women in these fields, make tertiary institutions more 'inclusive,' and lead to 'change' by promoting important role models for female STEM professionals in Cambodian society. While the number of young women that STEM4Women will support is small at about 15 individuals, it is important to remember how many young girls will be impacted positively by the presence of female role models who are scientists, engineers, and technologists. One female scientist, for example, might influence 50 or even 100 girls during the course of her lifetime. In addition, KAPE will establish alumnus networks as it has done with its earlier programming to provide a network where successful graduates can help support future KAPE programming, which aligns well with the idea of collective philanthropy among women.



English Access for Microscholarship Program (ACCESS)

"To provide English language skills and knowledge of U.S. culture through a fun learning environment".

Project Update

Access is a new project that KAPE just started to implement in 2018. The project is a global scholarship program supported by the US State Department that provides foundational English language skills to bright, economically disadvantaged students, primarily aged 13- to 20-years old. The project provides these services through after-school classes and intensive language sessions. Students enrolled in Access also gain an appreciation for U.S. culture and democratic values through various educational enhancement activities. Since 2004, over 115,000 students from over 85 countries have participated in Access Programming.

KAPE has received funding to operate the ACCESS program for two years from 2017-2019 with 40 students from Samdech Hun Sen Peus II HS in Krouch Chhmar District in Tbaung Khmum Province. This district is an important target of the program because it has a very large Muslim population where many girls do not have clear educational opportunities. The students enrolled in the program learn strong English language skills that can lead to better jobs, more educational opportunities, and the ability to participate in and compete for future student exchange programs that may lead to part-time or full-time study in the USA

All 40 ACCESS students have studied about Women's History when most women in the world did not have the right to vote or access education opportunities. This led to gender inequity throughout many countries. Students are encouraged to learn from these historical experiences and apply the lessons learned to Cambodia. Students also study about the US education system as this relates to school environments and the differences in education between the United States and Cambodia.

Primary Goal

To improve students' knowledge of U.S culture, English language skills and critical thinking skills through creative teaching techniques.

Key Activities

- Classes run from January 2018 to September 2019
- 8 hours of intensive English per week
- 2 hours of ICT per week
- Intensive training sessions in Kampong Cham and Phnom Penh
- Community service projects
- Personal development activities
- Over 600 instruction hours of instruction for each student
- Scholarship materials such as bicycles, school bags, and English books
- Hydroponic life skills



← Youen Yi, a 10th Grader at Peus Pi HS examines some hydroponic produce.

↑ Applying New Technology in Agriculture: Cham girls learn about growing a hydroponic garden at their school.

Many Access students engage in hydroponic cultivation of vegetables to better understand how technology can improve livelihoods. One student named Youen Yi (Grade 10) observed, "I am very excited and happy to see the spicy cabbages grow well and colorful. I often take care of the hydroponic garden during my break time. It is not a difficult job. I just make sure the water is running well and liquid nutrients for the plants are applied within 15 days of planting.

In about one week, my team will harvest these spicy cabbages to cook and eat for lunch and to sell in order to get funds to plant a new cycle of vegetables."

HYDROPONICS ACTIVITY- NEW TECHNOLOGY

Hydroponics is a modern method of growing plants in water without soil. Many Cambodian people are interested in using Hydroponics to grow plants in a way that does not require dangerous pesticides. In the city, many Cambodian people know how to grow vegetables using hydroponics and they can taste or eat local products instead of vegetables from unknown sources, which may badly affect their health.

KAPE introduced a Hydroponics Activity to ACCESS students studying in Peus II HS to provide new knowledge and skills about growing plants in water without soil. Therefore, students are now able to acquire these specialized skills and apply them to growing plants at home if they have enough resources to run a small hydroponic business in the future.

Easy2Learn (E2L) Project

"Integrated Project Designs Ensure Long-Lasting Impacts on Education."

Project Profile

Donor	Child Fund Cambodia
Direct Beneficiaries	9,538 boys (4749 girls)
Budget Received in FY2018	\$236,300
Unit Cost per Beneficiary	\$25/per student
Provinces Covered	Svay Rieng
Districts Covered	2 (Svay Chrum & Romeas Haek)
Target Primary Schools	28 Schools
Target Secondary Schools	2 Schools
Start Date	1 January 2015
End Date	30 June 2019

Project Update

The Easy2Learn Project first started as a pilot program in 2015 and has experienced multiple extensions with modifications to its design. A new extension has also been agreed to support programming for the 2018-19 academic year. Most recently, the project has expanded into the secondary school sector so that those children completing Grade 6 continue to experience high quality education services. The project has continued to receive praise and support as one of KAPE's best projects. E2L is a programmatic hybrid that combines some of the best programming ideas developed by KAPE over the years into one project. As many bilateral donors have moved away from 'integrated' project designs, KAPE is very proud to have E2L as one of KAPE's best examples of an 'integrated' program. Because KAPE acts as the nexus of funding of several large donors, there is ample opportunity for projects to cross-fertilize ideas. In the case of E2L, the project has adopted some unique approaches to educational development including the use of stakeholder-driven school grant approaches; 21st Century Libraries, early grade literacy interventions that include literacy toolkits, a rapid response system to ensure that all children are reading with proficiency, m-learning, & life skills education.

Key Activities

- Promoting access to education through scholarships for poor children and health referral services for those who are physically challenged.
- Improving the quality of education through Child Friendly School development, which focuses on multi-dimensional inputs across the six dimensions of the CFS Framework
- Addressing teacher shortages through local teacher recruitment (e.g., PTTC Scholarships) and the appointment of Community Teachers
- Improving early grade literacy through the use of reading benchmarks, reading toolkits, 21st century library facilities, & technology.
- Supporting Leadership and Management Training for school managers as this relates to school grant programming.
- Promoting engagement from parents & communities through the development of School Support Committees & Commune EFA Committees.
- Enhancing transition and retention at secondary school level.



Expanding 21st Century Libraries: New, attractive libraries that use modern design principles have been emplaced in over 10 schools since start-up.

Main Goal

The goals and objectives of the E2L Project continue to be highly convergent with the Child Friendly School Policy framework of the Ministry. In this respect, schools develop plans across the six dimensions of the policy and technical inputs focus on educational access, quality, and management. The official goal framework of the project is summarized below:

Project Goal: The program's purpose-level goal is to develop child friendly school models that are truly excellent across several dimensions including educational quality, inclusiveness, and local stakeholder engagement.

Project Objective 1: Access to education (especially for girls and vulnerable children) improves in target locations;

Project Objective 2: The effectiveness of education improves through the development and practice of Child Friendly School approaches that are relevant to the needs of all children, especially vulnerable children and girls.

Project Objective 3: Children's reading abilities improve from a baseline in the early grades (Grades 1-3)

Project Objective 4: The management capacity of local partners to administer development assistance increases in a way that enhances educational access and quality as well as community outreach.

Snapshot



Increasing the Relevance of Education: The E2L Project places a high priority on Practical Life Skills Education that includes pre-vocational skills such as Vegetable Cultivation, Hair cutting, and other vocations. Enhancing educational services in this way promotes educational relevance and parental desire to enroll their children in school.



Monitoring Learning Impacts in Reading: The E2L Project administers Early Grade Reading Assessments on a regular basis and has found that there have been major improvements in children's reading proficiency since the project started. EGRA tests are carefully administered one-on-one using electronic tools to ensure high levels of reliability.

Easy2Learn (E2L) Project

"Integrated Project Designs Ensure Long-Lasting Impacts on Education."

Program Expansion to Secondary School Level

Since 2017, the E2L Project has organized an important expansion of its programming to lower secondary school level (Grades 7 to 9). The two selected schools receiving technical and material support are located in areas close to feeder primary schools that are also supported by E2L. This strategy will ensure that students in project primary schools who are

completing Grade 6 will be able to transition to secondary schools that also have educational services, which are characterized by relevance and good quality. Investments in secondary schools include support for scholarships, enhanced science education, ICT instruction, and improved Life Skills Education that make local education more relevant to the local context. This includes Life Skills instruction in Socially Relevant Skills (e.g., Drug Abuse Prevention); Economic Life Skills (e.g., Market Skills, Market Simulations, etc.), and Pre-vocational Skills (e.g. Vegetable Cultivation, Hair-cutting, etc.).



New ICT Labs for Target Secondary Schools: E2L has provided two computer labs to target schools that use Thin Client Technology. This technology has no moving parts, which diminishes the occurrence of mechanical malfunctions, and uses only one tenth of the energy that a normal computer uses. This ensures that energy costs will not disincentivize keeping the lab open on a regular basis. Regular monitoring visits of schools have found very high rates of student utilization of the labs and strong levels of ICT proficiency among students.



Mobile Learning: E2L schools provide children of all ages with opportunities to engage in self-learning using electronic devices. Tablets with Khmer-language software are provided to schools so that children can learn at their own pace and in a manner that is engaging and attractive. →



← Life Skills Education at Secondary Schools: The E2L Project has introduced enhanced life skills curricula into target schools that gives students some choice in the practical skills that they want to study. Market simulations are organized where students can sell the products that they produce in their life skills class (e.g., vegetables, sewn products, etc.). During these simulations students use marketing skills to set prices, make change, and tabulate profits.



Quality Learning Environments Expansion (QLE)

"Promoting Learning Environments for Growth"

Project Profile

Donor	Norad/Save the Children
Direct Beneficiaries	22,000 students
Budget Received in FY2018	\$126,500
Unit Cost per Beneficiary	\$ 5.75
Provinces Covered	3 (Kampong Cham, Tbaung Khmum, Preah Vihea)
Districts Covered	16
Target Primary Schools	44
Start Date	1 January 2016
End Date	31 December 2018

Project Update

The QLE Project has now completed three full years of implementation in 3 target provinces including Kampong Cham, Tbaung Khmum, and Preah Vihear. This completes both the project and the school development cycle. The project is based on the 'QLE Framework' developed by Save the Children and includes Four Key Principles including: 1) Emotional and psychological well-being; 2) Physical protection; 3) Active learning (and improved learning outcomes); and 4). Parent-Community Participation. The QLE Framework seeks to promote a more holistic approach to educational development and shares many similarities to the philosophy of the Child Friendly School movement and policy.

Using the framework described above, the QLE Project has supported activities across a wide number of activity dimensions to improve children's learning environments both at home and in the school. The project has also placed special focus on promoting early grade reading and has worked closely with schools to set up 'reading camps' and school boards to reinforce reading as well as provide literacy toolkits to enrich the reading environment of children. This approach builds on Save the Children programming known as Literacy Boost.

As the project cycle ends, KAPE has negotiated a one-year project extension with Save the Children that will focus on sustaining and consolidating project impacts achieved over the last three years. The one-year extension is scheduled to start in January 2019.

Key Activities

- Establish working groups at provincial and district level so that local government officials can play a leading role in project implementation.
- Identify and train core trainers at school level who can animate activities that are part of the QLE implementation framework.
- Provide teacher training support in the instruction of Khmer Language, Mathematics, and Life Skills as well as four key elements of the QLE Framework.
- Establish school boards to help target schools improve both their performance and accountability to stakeholders in three provinces.
- Establish classroom committees to help teachers teach and learn.

Goal

The QLE project goal is to (1) increase school access and enrolment for underserved children; (2) improve the quality education, especially for those children with challenging difficulties; and (3) empower MoEYS and Provincial /District Offices of Education to more effectively identify the problems and solutions that relate to improving educational access and quality in remote and rural schools.

Snapshot



School board committee meeting to discuss and support school needs



Children plant saplings to beautify school grounds



Student testing to assess learning impact



Preparing Health Care Rooms in target schools to provide health care services

Project Impact

As the project came to a final conclusion, there were several important outcomes that greatly improved educational services in the 44 primary schools receiving support. These impacts include the following:

- **Learning Impacts:** As the final school year ended in August 2018, the project administered external curriculum-specific tests in Khmer Language and Mathematics to assess learning impacts. In terms of overall mean scores, learning outcomes appeared to improve at this endline point when compared with baseline values that were derived at the start of the project development cycle.
- **School Health:** The project was able to establish school health care rooms in 9 target schools that both prevent and treat minor illnesses and provide first aid to increase the attractiveness of school services to parents.
- **Reading Camps:** The project created special 'reading spaces' in local communities in all 40 schools to boost literacy levels and reinforcement of reading skills. After three-years of implementation, programmers have generally found high levels of utilization of the camps and strong support from local education officials and parents.
- **Development of Training Manuals to Facilitate Project Replication:** In order to ensure that successful activities can be replicated afterwards, project advisers documented training protocols to facilitate the emplacement of Reading Camps, Enhanced Literacy Teaching, and Improved instruction in Mathematics.
- **Improved Educational Capacity and Institution Building:** The project succeeded in strengthening school-community governance by actively engaging communities in the enhancement of school services. This included setting up governance boards in 6 schools, classroom renovations in 9 schools, and establishment of school clinics in 9 schools.

Reinforcing Education Access with Community Help (REACH II)

"Strong Communities Build Strong Schools!"

Project Profile

Donor	We World
Direct Beneficiaries	19,282 students/(9,315 girls)
Budget Received FY2018	\$398,909
Unit Cost per Beneficiary	\$20.68
Provinces Covered	4 Provinces: Svay Rieng, Prey Veng, Kampong Chhnang and Pursat
Districts Covered	10 Districts: 3 districts in Svay Rieng, 1 district in Prey Veng, 4 districts in Kampong Chhnang and 2 districts in Pursat
Target Primary Schools	55 schools
Start Date	July 2015
End Date	June 2018

Project Update

The REACH II Project officially ended in June 2018 and was followed by a 6-month bridging project that began in July 2018. The first iteration of the REACH Project originally began in 2012 with a focus on assisting schools in Svay Rieng and Prey Veng Provinces using an integrated, holistic approach. After a successful 3-year run that was extraordinarily popular with local officials, KAPE negotiated a new and expanded project known as REACH II with WeWorld. REACH II continued to support schools in Prey Veng and Svay Rieng but also expanded into Kampong Chhnang and Pursat. As REACH II ended in June, WeWorld and KAPE negotiated a bridging project known as REACH 2.5 that ended in December 2018 with another new 2-year extension planned in the form of a new project called REACH III. The latest iteration of the project will continue to support school-based services but will have an expanded focus on Child Protection services.



← **Enhanced Learning Environments at Pre-school:** REACH II enriched pre-school facilities in 52 primary schools where in some cases there were no ECCD services at all.

Goal

REACH II's objective is to enhance literacy, numeracy, and life skills knowledge through integrated strategies that promote improved learning environments, both in the school and at home within the four target provinces.

The REACH Project is another one of KAPE's larger projects that uses a holistic development approach to address multiple aspects of a child's learning environment including access, learning environments, community engagement, etc. as per the Child Friendly School Policy.

Key Activities

The REACH II Project continues to implement 8 clusters of key activities including the following:

- Promoting Early Childhood Development by helping schools to create and support enhanced learning environments in 55 schools and 76 pre-school classes.
- Promoting school access to education through the development of school improvement plans, scholarships, updating school mapping, enrolment campaigns, home visits to vulnerable children and health referrals to local service providers.
- Promoting children's rights and child protection by providing capacity-building to Children's Councils and Life Skills Courses that make education more relevant to everyday needs.
- Providing Capacity-building on leadership and management to school managers.
- Supporting the renovation and enhancement of both primary and preschools as well as school libraries.
- Promoting early grade literacy by using the new reading benchmark framework, reading toolkits, M-learning, and a Rapid Response System to quickly identify and assist children with special reading needs.
- Promoting engagement of School Support Committees (SSC), parents and communities through training, meetings, and opportunities for input in school planning.
- Capacity building for teachers and school managers in new teaching methodologies, using enriched teaching aids, and integrating ICT in teaching and administration.



← **Enhanced Libraries:** The project has enhanced many school libraries with training, new furniture, more books, and tablets to enable access to M-learning services.

Project Impact

An external evaluation of the REACH II Project was carried out in March-April 2018 and found highly positive impacts. Some of the highlights in the Evaluation Report include the following:

- **Improved Reading** Teachers, parents and students said that students' reading ability has improved, which helps to validate the benchmark-driven assessment framework that has been developed with MoEYS along with the emplacement of a Rapid Response System to address the needs of struggling readers.
- **Use of IT Has increased** Schools that received tablets for students to learn had a program in the library for using them. Schools that received computers and printers were more efficient in writing reports and in tracking data.
- **Improved Teaching** POE, DOE, parents, teachers and directors all commented that teaching methods have improved. Teachers and directors found the training on Child Friendly Methods and making teaching resources was helpful in supporting them to make changes to their teaching. More group work is evident, more questions, a friendlier attitude towards students and better learning outcomes. Parents and teachers commented that they feel students are 'more clever' than before.
- **Improved Local Ownership of Public Schools** The KAPE approach to build local ownership through stakeholder-driven planning using Activity Menus has greatly contributed to sustained change by strengthening the idea that the school belongs to the community as well as to the teachers and school directors.
- **Improved School Environment** All participants commented that the school looks better, there is better hygiene (hand washing stations, fresh water, garbage cans) and that the inside of the classrooms are better too (improved preschool facilities, all classrooms have teaching resources)



Early Grade Reading Assessment: Individualized assessment of children has introduced high standards of accountability in the project for children's learning.

School Management and Leadership (SML)

"Improving Good Governance at the Grassroots"

Project Profile

Donor	Child Fund Cambodia
Direct Beneficiaries	3,657 (1,854 girls)
Budget Received in FY2018	\$69,127
Unit Cost per Beneficiary	\$18.90
Provinces Covered	1 (Kratie)
Districts Covered	1
Target Primary Schools	11 schools
Start Date	July 2015
End Date	June 2018

Project Update

The SML project completed 3 years of implementation during 2018. SML is mainly focused on in-service training to promote strong leadership and management skills among school managers and District-based Training & Monitoring Teams (DTMTs) so that they are more capable of supporting school managers. This refers in particular to developing and implementing school improvement plans that use school grants to make all target schools more child friendly. The project also provides refresher training workshops to support School Support Committee members so that they are more engaged in education and provide more accountability for school performance.

Regular Reflection Meetings held with stakeholders during the year focused on three areas of progress: (1) Improved School Management and Planning; (ii) Better Engagement from the School Support Committee; and (iii) Children's Councils, which now have a clearer operational structure and clearer channels for engagement in school management by students. These changes now seem to be more firmly rooted in the culture of each school and there is considerable hope that these impacts can be sustained now that the project has completed its development cycle.

Nevertheless, the small size of school grants when compared to the huge needs in target schools has been a key challenge in implementing the SML Project. To address these issues the project has been advocating with donors for a more comprehensive set of interventions and a more integrated project design that more closely follows the usual KAPE approach of a holistic project design. A new development cycle is, therefore, currently under consideration that will build on the management foundations already developed.

Key Activities

- Deliver training sessions on technical skills relating to leadership and management to DTMT members in Chhlong District.
- Support technical supervisory visits to school managers by DTMT members.
- Use DTMT members to provide training support to school managers based on the capacity-building guidance provided by the project.
- Conduct technical cluster school meetings with teachers that are led by school managers and DTMT members focusing on teaching skills and learning materials production.
- Develop school improvement plans in a participatory manner along with accompanying grants to support an evolution towards more child friendly school environments.
- Provide capacity building sessions to SSCs on their roles and duties, key education policies (e.g. EFA), advocacy, and community engagement.
- Conduct SSC assessments at various points (e.g. baseline, midline and end line) during the project.
- Conduct school evaluation by using an electronic check list tool to assess CFS implementation.

Goal

The goal of this project is as follows: "The Child Friendliness of target schools improves as a result of enhanced leadership and management in 11 target primary schools". Key objectives include:

1. To increase the technical skills of the existing District-based Training & Monitoring Team (DTMT) members in providing support to School Managers in 11 target primary schools.
2. The capacity of School Managers improves through capacity building support.
3. To improve child-friendly school environments through strengthened capacity of school managers and stakeholder-driven grants.
4. School Support Committees demonstrate increased capacity based on a list of standardized criteria that includes participation, engagement, oversight, & resource management.

Snapshot



Clockwise: A student expresses her feelings about a new enhanced library; school improvement planning session; training school managers and DTMT members on instructional leadership and management skills; and school managers, teachers and SSC members participate in a school exchange visit to Svay Rieng Province

Total Reading Approach for Children (TRAC III)

"Pioneering New Approaches to Children's Literacy"

Project Profile

Donor	The Phoenix Foundation
Direct Beneficiaries	4,749 Students (2,259 girls)
Budget Received in FY2018	\$160,158
Unit Cost per Beneficiary	\$33.72
Provinces Covered	Kampong Cham and Tbaung Khmum
Districts Covered	4 Districts
Target Secondary Schools	N/A
Target Primary Schools	12 Schools (6 in Year I and 12 in Year II & III)
Start Date	1 st July 2017
End Date	30 th June 2020

Project Update

The TRAC III Project successfully completed its first year of operation. The project introduced the TRAC approach to six primary schools during 2018 and now prepares to start a new cycle of another six schools in Year 2. KAPE has designed the TRAC III Project to promote early grade reading through a system of interventions that provides a 'total' reading approach. This approach moves beyond the classroom to include other elements in a child's learning environment including enhanced library services, support from other students, and parental support at home.

Based on a review of the nine key metrics established to determine programming success, the project has so far achieved six out of nine performance indicators or about two-thirds of those identified. Unachieved indicators relate mainly to measures of parental engagement and some indicators for which data has not yet been fully tabulated and analyzed.



← **21st Century Libraries** are a central element in the TRAC Approach, as they provide access to multiple student services including M-learning and parental borrowing. ↓



Goal

The Total Reading Approach for Children Project (TRAC III) aims to promote children's acquisition of essential early grade reading skills through an approach that focuses on the totality of the child's learning environment including classroom learning and assessment as well as parental reinforcement.

Snapshot



← **Mobile Learning Services** in libraries provide children with the opportunity to reinforce their reading skills at their own pace in a manner that is enjoyable.



← **Literacy Toolkits:** Each school in the TRAC Project receives multiple Literacy Toolkits that provide attractive and engaging educational games linked to the national curriculum. The kits are available both in the libraries and in each classroom. They provide excellent tools for self-learning and reinforcement when used during Peer Tutoring.

Program Impact

- **Terminal Learning Outcomes:** There have been improvements in terminal (endline) reading proficiency in all grades that are both greater than control schools and statistically significant.
- **Formative Learning Outcomes:** There have been declines of 50% or more in the number of failing students who are not able to achieve Reading Benchmarks from interval to interval (Grades 1, 2, and 3).
- **School Level Stakeholder Performance:** All Literacy Coaches and School Librarians are performing their duties at a minimum standard or higher.
- **Modern Library Emplacement:** Completion of 21st Century Libraries in all six Cycle 1 Schools.
- **M-Learning Services Emplacement:** Successful Emplacement of M-learning services in all libraries in Cycle 1 Schools.
- **School Level Stakeholder Performance:** All Literacy Coaches and School Librarians are performing their duties at a minimum standard or higher.

Teaching Improved Gender Equality and Responsiveness (TIGER)

"Boys and girls have equal rights to access school free of violence."

Project Profile

Donor	European Union, VVOB
Direct Beneficiaries	4,800 girls and 4,800 boys in 40 primary and lower secondary
Budget Received in FY2018	\$17,754
Unit Cost per Beneficiary	\$1.85 per student
Provinces Covered	Battambang Province
Districts Covered	Battambang Town
Target Secondary Schools	20 schools
Target Primary Schools	20 schools
Start Date	1 st July 2017
End Date	30 th June 2020

Project Update

The TIGER Project started in January 2018 and will involve KAPE in its implementation for 3 years. The project is led by VVOB, a Belgian organization, along with several other partner organizations such as Puthi Komar and GADC.

A National Consultative Group was established in 2018 to provide input on the development of an Action Guide on Gender-based Violence Prevention. This guide will facilitate the gender-responsive transformation of schools, which are safe and offer learning-friendly environments for all children regardless of their gender.

Specific development activities during the year included:

- Project Launch Event
- Designing a Brochure, Flyers, Posters and Stickers (VVOB)
- Developing a Gender Action Guide to be completed under a multi-NGO consortium comprising KAPE, PKO, GADC and VVOB
- Developing an interactive storytelling app (on going)
- Preparation for radio campaign by GADC.

Key Activities

- TIGER organized a Launch Event in February 2018 in Battambang Province. A National Team that includes senior representation from MoEYS was established to learn from the experience of the pilot and streamline advocacy against gender-based violence in the future.
- Establish and facilitate an active Consultative Group when developing an Action Guide for creating gender-responsive schools among a consortium of 4 NGOs.
- Creating a story telling app on gender-based violence.
- Develop a Gender Action Guide with the following characteristics: a/ Relevant to the Cambodian context, b/ Evincing sustainable impact c/ Promoting good team work when implementing in target schools; and d/ Promoting community engagement as part of implementation.
- Develop a Gender Action Guide comprising 4 chapters and 17 lessons.

Goal

Overall Objective: To ensure primary and lower secondary school children are protected from school-related gender-based violence, enabling their equitable participation in all spheres of life at school and at home.

Specific Objective: To transform the Teacher Education College and 40 schools in Battambang Province into centers of excellence for gender-responsiveness.

Project Scope: 4,800 girls and 4,800 boys in 40 primary and lower secondary schools in Battambang Province will derive benefit from the project over the course of its implementation.

Snapshot



United Schools of Cambodia (USC) Project

"Learning to read, Reading to learn"

Project Profile

Donor	Kinchan Foundation
Direct Beneficiaries	4,412 (2,174 girls)
Budget Received in FY2018	USD 159,673
Unit Cost per Beneficiary	USD 36.19
Provinces Covered	3 Provinces (Kampong Cham, Siem Reap, Ratanakiri)
Districts Covered	4 Districts (Kampong Siem, Varin, Kralanh, Oyadav)
Target Primary Schools	12 Primary Schools and 1 Pre-School
Start Date	August 01, 2017
End Date	Open-ended

Project Update

The United Schools of Cambodia Project is one of KAPE's newest projects focusing on both pre-school and primary education. The project started in 2017 with funding support from the Kinchan Foundation based in Lichtenstein. The project began originally by supporting pre-schools only but starting in 2018 is now also supporting primary schools as well in order to ensure that children transitioning from supported pre-schools would continue to enjoy educational quality of the same level. USC is one of KAPE's newest projects and has great potential for expansion.

The project is supported in close collaboration with another local partner called Krousar Yoeung, which is responsible for establishing pre-schools in rural, underserved communities. In all, 12 pre-schools have so far been established in this way in three provinces (one of which in Hanchey Commune, Kampong Cham is supported directly by KAPE). With the new academic year, KAPE has agreed to supplement support in primary schools associated with KrY-supported pre-schools with a wide array of activities ranging from early grade reading enhancement, scholarship support, and improvements in school governance, community engagement, and Children's Councils.

Key Activities

- Training Stakeholders to carry out School Mapping activities.
- Providing Scholarships for vulnerable children.
- Enhancing library services with links to early grade reading.
- Training Workshops for teachers/directors on CFS teaching methodology.
- Organizing life skills classes in all schools.
- Providing Literacy and Math Toolkits to all schools
- Providing training in basic teaching methods for Contract Teachers.
- Providing foundational workshop on using Reading Benchmarks.
- Setting up a Rapid Response System (RRS) to assist children who are struggling readers.
- Conducting Child Rights Sensitization Workshops with children.
- Conducting a school-planning workshop for each school
- Providing management training to school directors to improve school organization
- Organizing local exposure visits to model schools for teachers, school directors, librarians, School Support Committee (SSC) representatives, as well as DOE and POE representatives to strengthen school planning.
- Providing training to SSCs to strengthen engagement and general capacity.
- Supporting Children's Councils to improve children's engagement
- Supporting pre-school activities such as teacher training, teaching materials, children's snacks, community teacher salaries, and improving school environments.

Main Goal

The USC Project's purpose-level goal is to develop child friendly school models that are truly excellent across several dimensions including educational quality, inclusiveness, and local stakeholder (i.e., parents, community, and local government) engagement with the aim of ensuring smooth transition from community pre-schools to primary schools.

Snapshot



← **High Quality Testing:** A KAPE staff member administers an EGRA test to a Grade 1 student in a USC-supported school. EGRA tests use electronic tools to ensure high levels of reliability when generating learning achievement data to assess project impacts.

New Playground: Children at Hanchey Pre-school in Kampong Cham Province enjoy their new playground. ↓



↑ **Strengthening Community Engagement:** Project Team Staff members meet with the local community at Hanchey Pre-school in Kampong Cham to discuss issues relating to enrollment & local support.

Strengthening Students' Ownership of Their School: A Project Team member meets with the Student Council at Hanchey PS to assess the current status of the council's functionality. →



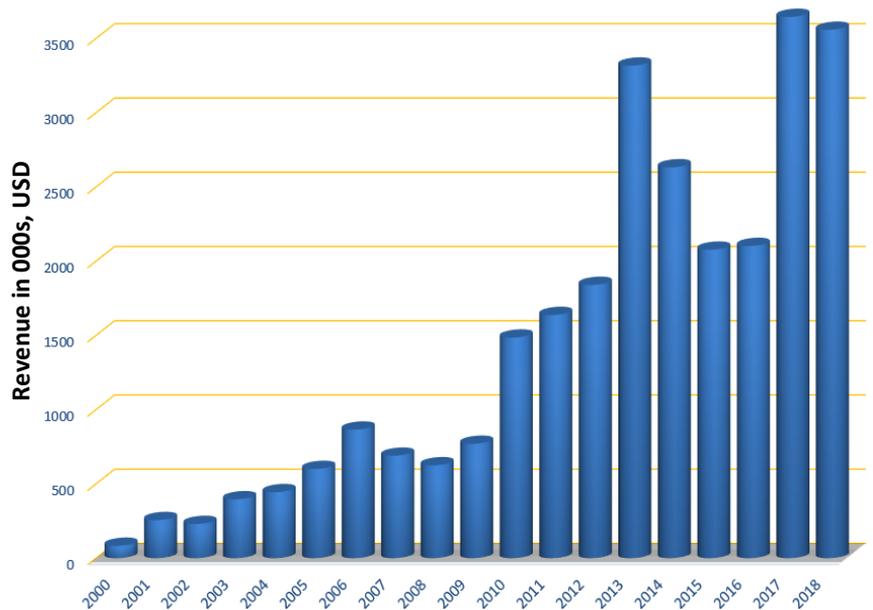
↑ **Strengthening Community Engagement:** The project team leads a discussion with school managers and community members to determine problems and issues and education and how the project can best help them to meet the needs they identify.

Financial Highlights

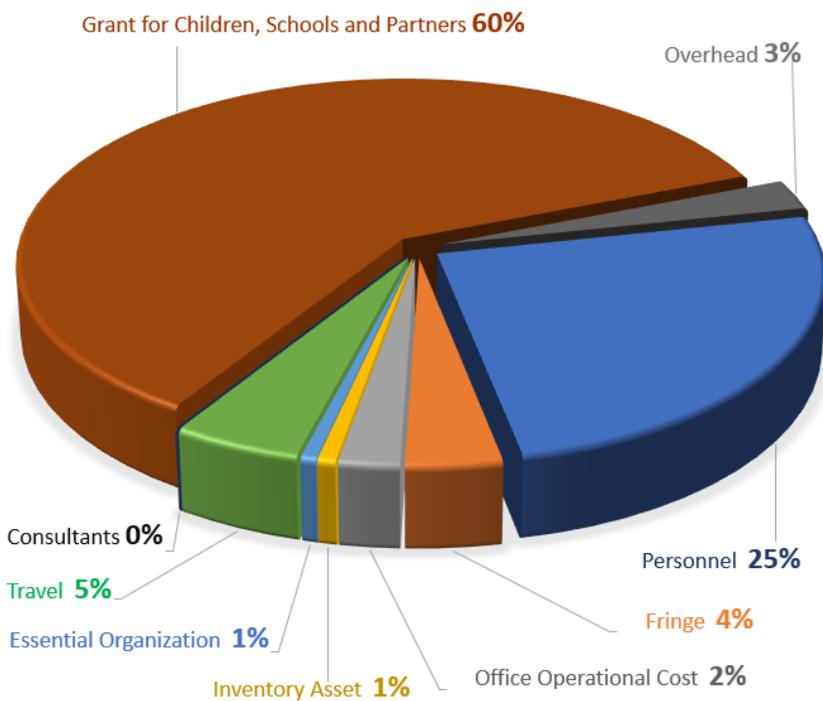
Cash Assets and Expenditure

Description	Amount (USD)
Total Project Revenues FY2018	3,558,106.23
Balance Forward from FY2017	1,430,686.74
Interest Income	465.14
Available Assets in FY18	4,989,258.11
Total Expenditure in FY18	3,117,709.04
Fund Utilization Rate	88%

Fund Receipt Trend



How was the USD spent?



Revenue Streams in FY2018

Donors	Amount (USD)
Ministry of Education Youth and Sport	2,649,176.33
ChildFund	602,528.75
We World	382,380.41
World Education	336,882.73
Phoenix Foundation	303,279.11
Frank Family Foundation	224,360.81
Classroom of Hope	144,470.25
Save the Children	136,635.97
The Asia Foundation	78,148.72
Kinchan Foundation	53,958.61
EU-VVOB	43,105.35
RTI-USAID	12,681.51
US Embassy	12,184.61
Aid et Action	9,464.95
New Revenue Received FY2018	4,989,258.11

A Note of Appreciation

Once again, on behalf of the children, teachers, parents, and those who benefit from our programs, KAPE would like to thank all donors for their support this year and in past years. Financial and in-kind support make it possible for KAPE to create and engage in meaningful services.

Thank you!

KAPE Management Team FY2018

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CHUON SARAN
HR & Admin Manager



HEM MARY
IEP Coordinator



UL RUN
Senior National Adviser



CHHORN CHHAYYUTH
Education Technology Coordinator

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SOK KIMHEANG
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SUM VANNAK
Publishing Manager (TTO)



TOM TITONA
SML Program Manager

*** *Note:* Thun Thean Obrum (TTO) is an autonomous social enterprise affiliated with KAPE.

