



KAPE

Kampuchean Action for Primary Education

"Development with a Human Face"



Kampuchean Action for Primary Education Annual Report

2011

(Registered with Ministry of Interior since 1999)



KAPE is a local non-profit NGO working primarily in the formal education sector 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 150,000 children and several hundred teachers, at over 400 schools across seven provinces.

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 CORE VALUES

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

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Note from the Executive Director



On behalf of the KAPE community, I am happy to present this latest Annual Report on our operations for the 2011 Fiscal Year. The report covers the assistance provided by the agency for its 12 on-going projects. Although the funding environment this year continues to be difficult due to donor cutbacks in funding, KAPE has nevertheless been able to successfully resource its current programs and indeed added four new projects to its portfolio of programming during the year just ending. Total new revenues during the year amounted to \$2,036,392.

During the year, we have also moved forward successfully with strengthening our internal governance and have passed Stage 2 of an accreditation process with extensive capacity-building support from World Education and USAID. KAPE expects to receive full accreditation from the Committee for Cooperation in Cambodia (CCC) by early 2012.

Another area of success that I would like to mention relates to KAPE's efforts to build an alliance of local development partners. In addition to our very strong links with the Ministry of Education, Youth, and Sport, KAPE has successfully advocated for funds for several local partners including Buddhist Social Development Association (BSDA), Women and Children's Rights Development (WCRD), Economic Development Association (EDA), and NGO Education Partnership (NEP). Our work with these partners and local government has further enabled us to improve our outreach to poor communities in each of the provinces in which we work.

In closing, I would like to thank all of our donors and the Ministry of Education, Youth, and Sport for their strong support for KAPE during the year and we look forward to another successful year of programming in the future.



Sao Vanna

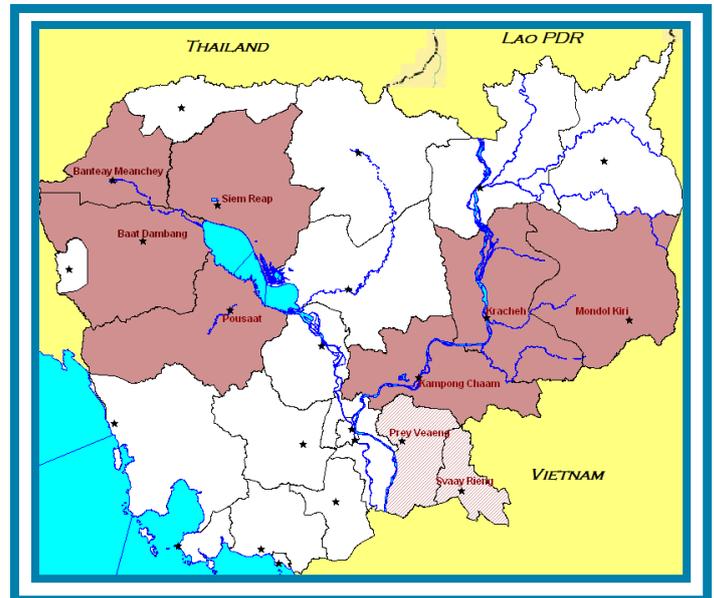
Executive Director

An Overview of the Year

In spite of the difficult operating environment due to funding cutbacks among donors, KAPE continued to successfully resource its current 12 projects as well as start a number of new projects during the year. Although a number of other projects ended in 2011, the agency's revenues and programming scope still managed to expand dramatically during the current year. In this respect, revenues increased from \$1,485,339 in 2010 to \$2,036,392 in the current year (an increase of 40%). Similarly, support to schools also increased with activities occurring in 304 primary schools and 134 secondary schools. The expansion in programming was largely due to the start-up of the *School Dropout Prevention Pilot* (SDPP), which is a new multi-million dollar research project funded by USAID that will be operating in six provinces. As a result of this research pilot, KAPE began an expansion into five new provinces including Battambang, Pursat, Banteay Meanchey, Svay Rieng and Prey Veng. These provinces join the five that KAPE is currently working in (Kampong Cham, Kratie, Siem Reap, Mondul Kiri, and Prey Veng).

KAPE also started another new project called the *Beacon School Initiative* (BSI) in partnership with the Oak Tree Foundation, which is a new donor for KAPE. BSI is an experimental project that introduces practical concepts for improving school governance and improving cooperation between the public and private sector. KAPE has very high hopes for this project and believes that it will demonstrate new strategies for the government to explore in developing the education sector.

Finally, KAPE made major progress during the year in its efforts to turn the agency into a major force in the education sector. We have built an alliance with 4 other local partners, which the agency co-funds and we continue to work closely with large international partners such as World Education, World Food Program, and USAID. We have nearly completed our efforts to overhaul our internal governance procedures and expect to receive formal accreditation from the Committee for Cooperation in Cambodia in December 2011. All in all, this has been another very successful year for KAPE.



Projects in 2011

<i>IBEC</i>	<i>Improved Basic Education in Cambodia</i>
<i>SDPP</i>	<i>School Drop-out Prevention Pilot</i>
<i>MORE</i>	<i>Minority Outreach in Education</i>
<i>CTSP</i>	<i>Cambodia Tertiary Scholarship Program</i>
<i>GEI</i>	<i>Girls' Education Initiative</i>
<i>RtF</i>	<i>Rewrite the Future</i>
<i>SELLS</i>	<i>Schools Enabling Life Long Skills</i>
<i>SFP</i>	<i>School Feeding Program</i>
<i>PEI</i>	<i>Phnong Education Initiative</i>
<i>BSI</i>	<i>Beacon School Initiative</i>
<i>CEQE</i>	<i>Community Engagement in Quality Education</i>
<i>CHES</i>	<i>Children's Empowerment through Educational Services</i>

Reflections & Looking Forward!

Projects Ending	
Project	Donor
CFSD*	Ciai/European Union
CHES	Winrock/US Dept of Labor
CEQE	NEP/World Bank
CPSOP**	UNDP

Projects Started this Year	
Project	Donor
SDPP	Creative Associates/ USAID
BSI	Oak Tree
SELLS	Aflatoun/Barclay's Bank
CTSP	The Asia Foundation

2011 was a year of some transition with some older projects winding down while some new projects were just beginning. Four new projects in new areas began in 2011 including the *School Dropout Prevention Pilot* (SDPP), the *Beacon School Initiative* (BSI), *Schools Enabling Life Long Skills* (SELLS), and *Cambodia Tertiary Scholarship Program*. At the

*Child Friendly School Development **Cambodia Parliament School Outreach Program

same time, KAPE concluded four projects including its 4-year *Child Friendly School Development Project* (CFSD), the *Children's Empowerment through Educational Services Project* (CHES), the *Cambodia Parliament School Outreach Project* (CPSOP), and the *Community Engagement in Quality Education Project* (CEQE). Sustainability issues have been addressed as part of each project design and KAPE continues to follow up the status of activities with local authorities.



Programming Scope Across All Projects	
Level	Total No.
Primary Schools	304
Secondary Schools	134
Tertiary Level	8
Other (Islamic Schools, Vocational Training Centers)	7
Total Institutions	439

A Glance into 2012

In terms of new programming planned for 2012, KAPE has developed project designs for three new projects. *REACH* is now well on track and will commence operations in March 2012 in Svay Rieng and Prey Veng with funding from Intervita-Italy. KAPE is also planning on implementing a *Theme School for Technology and Science Project* in Pailin with funding support through Centro Italiano Aiuti all'Infanzia (Ciai). This project is planned for start-up in mid-2012, pending final approval from donors. Finally, KAPE has applied to set up a new project that will support Early Grade Reading called TRAC. If approved, this project will support new innovations in reading such as m-learning and literary coaches.

Project	Partners	Donor	Status	Funding Period
Reinforcing Education Access with Community Help (REACH)	Ciai, Wattanapheap	Intervita Italy	Confirmed	3 years
Science & Technology Theme Schools	Ciai	Union Bank of Switzerland Government of the Republic of Italy	Pending	18 months
Total Reading Approach for Children (TRAC)	World Education	USAID	Pending	2 years

Program Profile

Donor	USAID through World Education
Direct Beneficiaries	89,220 Primary School Students (42,982 girls)
	46,274 Secondary School Students (22,834 girls)
	Total Beneficiaries: 135,494 (65,816 girls)
Budget Received FY2011	US\$ 968,867.38
Unit Cost per Beneficiary	\$7.15
Provinces Covered	3 Provinces (Kg Cham, Kratie, Siem Reap)
Districts Covered	31 Districts (15 in Kg Cham, 6 in Kratie, 10 in Siem Reap)
Target Primary Schools	202 Primary Schools
Target Secondary Schools	101 Lower Secondary Schools
Start Date	October 2009
End Date	September 2014

Project Update

The IBEC Project is a 5-year project funded by USAID through World Education that seeks to pilot innovative interventions that promote access and quality. IBEC completed its second year of operation during 2011. To ensure sustainable practices, school assistance is provided over a 3-year development cycle. In addition to the 189 schools assisted last year (known as Cycle 1 schools), IBEC began another development cycle encompassing 114 additional schools during 2011. The project has also



assisted local authorities to provide a wide range of improved services to schools including expanded access to improved computer and science

IBEC 's four Technical Components

- 1. Capacity-building for LNGOs and Local Government**
- 2. More Equitable School Access**
- 3. Improved School Management and Community Engagement**
- 4. Improved Educational Relevance**

KAPE fields teams to animate activities in Components 2, 3, and 4 while World Education oversees implementation of Component 1. Component 1 focuses heavily on building the institutional capacity of KAPE as a local organization so that it can eventually receive funds directly from USAID. The IBEC project is KAPE's largest project and provides holistic development support to many schools including scholarships for poor children, remedial assistance for children with special learning needs, library development, teacher training, life skills education, child-to-child help networks, children's councils, girls' counselors, and infrastructure support.

facilities, renovated libraries, health screening and referral, counseling networks, child help networks (e.g., peer tutoring), scholarships, and infrastructure upgrading, among others. The project began a certification course for 553 school administrators in School Management and Leadership. But the most important activity undertaken by the project refers to the development of a new life skills curriculum in collaboration with the Department of Curriculum Development encompassing 30 modules. The new curriculum will be pilot tested next year.

Snapshots

Project Work Fair:
Students “construct” their own knowledge and make presentations using locally provided computers



Empowering Youth through Media: Student reporters interview classmates as part of club activity



Science Labs: Increasing the impact of project operations in educational relevance. Seen here, members of NGO Education Partnership (NEP) visit one such lab at a target school.

Program Impact

Through a combination of inputs across many dimensions, school efficiency in terms of dropout and repetition has been greatly reduced. The project has increased educational relevance through a combination of life skills programming, computer and science lab establishment, scholarship support, and infrastructure upgrading. This year’s implementation has marked a very successful application of ‘holistic development’ principles with over 90% of performance targets achieved during the year.

Success Story:

Life Skills Education Combined with Local Outreach Inspires a Family to Keep a Child in School and Increase Household Income at the Same Time



Ponleu sits with her aunt in their narrow little house. Ponleu now helps her aunt raise chickens to help earn extra income, which in turn reduces the need for her to leave school and look for work

Arn Ponleu is a 16-year old girl living with her aunt in Sambo District of Kratie Province. Nowadays, she has successfully completed Grade 7 and will be promoted to Grade 8 next year. Ponleu is the oldest daughter among seven siblings, however, she does not live with her parents. In early 2009, due to poor living conditions, her parents decided to move to Chet Borey District to work as laborers with one Chinese company. Like her other siblings, her parents wanted her to dropout so she could help

them work and earn money. Luckily, they agreed for her stay with her aunt so that she could continue her schooling. ‘At that time, if I was not supported by KAPE through the scholarship program and life skills outreach, I would not have any reason to convince my parents to allow me to continue my studies here and live with my aunt. I feel luckier than my sisters and brothers because I have a chance to go to school, learn to type the computer, and other life skills, it’s amazing to me,’ Ponleu said with a shy smile. Mrs. Pho Paov, her aunt added, ‘Because Ponleu has studied about chicken raising at her school, I have received some chickens that she and I can raise at home. This will help us a lot for our income. In upcoming weeks, I will sell them so I can earn more income to support my niece to study and buy more little chicks to replace them. I commit to help her finish high school; I only wish her other brothers and sisters could have the same!’

Activity	Beneficiaries	Female
Primary Scholarship Recipients	4,127	2,463
Secondary Scholarship Recipients	1,322	951
Girls Benefiting from Counseling Networks	2,741	2741
School Water Systems Established	193 Schools	
Computer Labs Established	7 new labs	
Science Labs Established	14 new labs	
Classroom Renovations	87 classrooms	
Life Skills Teachers Trained	731	337
Assistance to Vulnerable Families with Scholarship Recipients	329 families	

Program Profile

Donor	Creative Associates International, Inc. (CAI)/ USAID
Direct Beneficiaries	* N/A during this year *
Budget Received FY2011	US\$ 418,912.03
Unit Cost per Beneficiary	* N/A during this year *
Provinces Covered	* N/A during this year *
Target Schools	320 Lower Secondary Schools (Treatment and Comparison)
Start Date	September 2010
End Date	September 2013

Key Achievements

- * Dropout literature review of all key policies and programming for preventing drop out and follow up interviews, Cambodia Dropout Trend Analysis and Inventory of Policies and Programs completed for Cambodia and world wide analysis of all translated and distributed
- * Identification of risk factors and conditions that increase the likelihood of students dropping out of school in Cambodia as a result of analysis of interviews with 288 dropout students, 292 at risk students, 30 school administrators, 146 teachers, 17 local education officials, 30 community/school groups and 440 parents/guardians from Battambang Banteay Meanchey and Pursat.
- * Implementation of findings to determine effectiveness of prevention.



Interviewing a female student during the research (June 2011)

Overview

The School Dropout Prevention Pilot Program (SDPP) is a three-year multi-country program, funded by the U.S. Agency for International Development, aimed at mitigating student drop-out from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste. Using a web-based platform, SDPP will build a community of practice, sharing information and feedback on intervention design, research methodologies, and results. It will also produce practical and accessible guidance and models for designing, implementing and assessing drop-out prevention programs in primary and secondary school.

SDPP will advance knowledge on dropout prevention programs through an applied research approach. In a three-stage process, it will:

- 1) identify best practices in dropout prevention in the U.S. and developing countries
- 2) Analyze dropout trends in each country to identify those groups, grades and/or geographic areas most severely affected by dropout
- 3) design, implement and evaluate interventions to keep at-risk students in schools in the most acutely affected areas.



MoEYS Secretary of State HE Nath Bunroeun presides over SDPP progress meeting. L: Brad Arsenault, USAID. R: Chea Kosal, KAPE/SDPP Country Coordinator

SDPP is implemented in Cambodia by

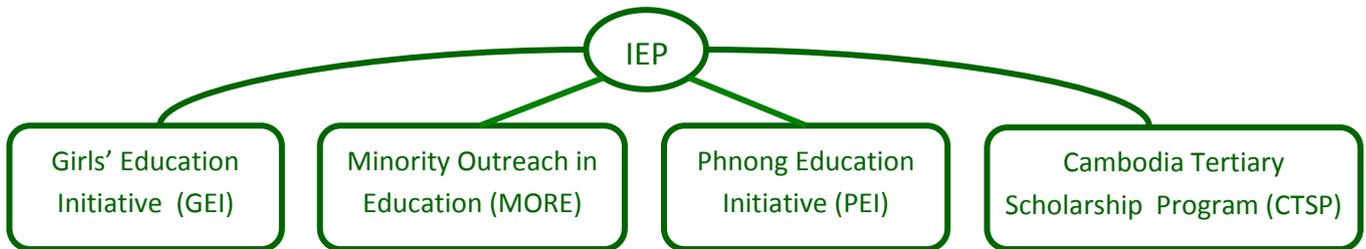
KAPE with technical guidance from Creative Associates International's SDPP Headquarter experts. The SDPP project has worked closely with the government and other key stakeholders to identify the project target group site, design interventions, and will continue to do so in assessing its effectiveness.

Table. Number of Interview sites and Respondents (June 2011)

Province	No. of Schools	No. Total Respondents
Banteay Meanchey	8	393 (226 females)
Battambang	14	660 (318 females)
Pursat	9	382 (208 females)
Total	31	1,435 (752 females)

Inclusive Education Program (IEP)

In order to increase economies of scale and efficiency, KAPE undertook a major restructuring of its programming whereby it consolidated several of its smaller access-focused programs into one program called the Inclusive Education Program.



	GEI	MORE	PEI	CTSP
Donor	AJWS, Terre des Hommes, Andy Hill Foundation	Save the Children	Lotus Outreach	The Asia Foundation
Funds received FY2011	US\$ 75,528	US\$ 41,992	US\$ 30,189	US\$ 89,474
Beneficiaries	456 Scholarship students (351 girls) 46 Vocational Training Scholarships (36 female) 54 PTTC & other tertiary institutions Scholarships (53 female) 30 CEFAC members (5 female) Total : 605	2722 students (1309 girls) 6 PTTC Scholarship students (3 female) 5 Bilingual Classroom Assistants (all female) Total : 2738	31 Scholarship students 20 PTTC Scholarships Total : 51 (all female)	66 students (all girls)
Number of Schools	14	12	2	N/A
Unit Cost Per Beneficiary	\$125	\$15	\$591	\$1,355
Start Date	August 2000	February 2009	January 2010	November 2010
End Date	On-going	December 2012	On-going	September 2015



Mother of Ly Navy, a GEI scholarship package recipient, (including life skills training and tutoring) speaks to KAPE officer expressing her happiness that her daughter is able to complete her schooling.



PTTC students receive training on social awareness.



CEFAC members conduct training to parents on life skills activities

MORE

Minority Outreach in Education (MORE) has been in operation in Kampong Cham since February 2009. The primary minority group benefitting from the project are known as Chams who are distinct from the Khmer community both in terms of their language and religion (Islam). MORE aims to ensure Cham children enjoy the same access to educational provision as Khmer children through approaches that enhance the quality of education for children of all ethnic groups. MORE focuses on promoting cultural life skills, civic engagement, as well as increased cultural sensitivity.

GEI

The Girls' Education Initiative (GEI) is the longest running scholarship activity in the agency. It promotes and enhances educational opportunities for Cambodian children, especially girls, living in rural areas. Interventions are holistic, and focus on long term continuity in support for children throughout their schooling and into employment. GEI supports girls who have little hope of completing their secondary education during LSS, mainly due to financial reasons.

The following table relates to the 456 total scholarship recipients (including girls and boys) for the past two years.

GEI Impact Factors	2009-'10	2010-'11
Girl recipients	344	351
Promotions	408	416
Drop outs	48	37
Repetitions	0	3

Collaboration between GEI and CEFACs

Commune Education For All Committees (CEFACs) are responsible for designing locally relevant plans and mobilizing the community to improve the quality of education to meet EFA goals. Six CEFACs are supported in three districts. GEI built the capacity of CEFAC members in skills such as facilitating training on life skills programming (chicken or fish raising, vegetable or mushroom farming) to the parents of very poor scholarship students. CEFACs also conducted social awareness training on issues such as the importance of education, safe migration, human trafficking, child labor and drug use.

MORE Featured Scholar: Hasany



Past: Growing up, Hasany faced some difficulties on her way to school, where some community members were critical of her being a girl so “didn’t need study too much.” However, with support from her parents, she completed her studies successfully. After high school, she became interested in teaching and was put in touch with KAPE. She was selected to be a scholarship student in MORE project for 2 years at PTTC. Hasany was a Provincial Teacher Training College Cham Khmer-Islam student, living in a rental house supported by MORE project and studying at the PTTC, Kampong Cham Province.

Present: Hasany graduated from the Provincial Teacher Training College last August. She says, “I am very proud to return to my village and the school nearby to teach students in lower grades, especially minority Cham students who have language difficulties whilst studying in grades 1 or 2.” Her mother expressed her gratitude towards KAPE, and hopes KAPE will continue to support other poor children who are waiting for help in remote areas.



Girl students receive their scholarship packages

“Reaching out to the disadvantaged through education.”

PEI

The Phnong Education Initiative (PEI) began in January 2010. The project is implemented in Mondulkiri Province, a very remote province, where there is a large indigenous population of Phnong. As is the case of GEI, the Phnong Education Initiative is implemented by local scholarship committees in order to build local ownership and support. PEI promotes and enhances educational opportunities for Cambodian children, especially ethnic Phnong girls living in rural areas. Like GEI, PEI also provides assistance to girls who would otherwise be unable to attend school due to financial reasons. Additionally, PEI provides support to 20 students at the PTTC. PEI has 3 main goals:

1. Decrease the dropout rate of children from the Phnong minority in lower secondary schools
2. Increase Gender parity with respect to participant rates in Grade 7 to 9
3. Support Phnong children to enter a two-year study program at the Regional Teacher Training College (Steung Treng province) in order to return to Mondolkiri as teachers and role models for other Phnong.



Students during a scholarship disbursement event.



Students Role-play in a careers counseling workshop.



Former PTTC student supported by KAPE teaching at her local school . .

CTSP

The Cambodia Tertiary Scholarship Program (CTSP) is a new initiative proposed by KAPE and The Asia Foundation (TAF) for the academic year 2010-'11. For the first time now, young women who are recent graduates of high school, but struggle financially, have an opportunity to attend a four year Bachelor's degree course at Western University. KAPE has just received funding for a second cohort of students, and so the next academic year will see 116 new students benefiting from this program.

The KAPE-TAF partnership has had great success over the years, having assisted over 2,860 young girls complete their studies at lower secondary school level to date!

CTSP Featured Scholar: Samedy

On a small island in Kroach Chmar District lives a family of five that includes a father, mother and 3 children. They live in an old house which, whilst made from brick was built a long time ago and is in a bad state of repair. Samedy, the oldest child in her family, is a KAPE scholarship recipient studying Accounting at Western University in Kampong Cham.



However, her story is not one without challenges. After attaining good results in the 8th grade diploma exam, she was asked to stop studying in order to help her mother's business at home whilst her mother sold door to door. When Samedy moved to Kampong Cham to help her aunt with her store, Samedy's aunt recognized her potential and sent her back to school, paving the path to where she is now...

Samedy keeps fairly busy nowadays! Besides going to university and working at the store, she goes to study English and Chinese, and spends an hour or two helping friends in the Accounting Club. Her dream is to be a bank accountant, and with a KAPE CTSP scholarship, she is closer to achieving it!

Program Profile

Donor	Save the Children
Direct Beneficiaries	7744 children (3746 girls) 188 teachers (63 female)
Budget Received FY2011	US\$ 109,645.79
Unit Cost per Beneficiary	\$ 14
Provinces Covered	1 (Kampong Cham)
Districts Covered	2 (Dambae & Oraing Ov)
Target Primary Schools	19 (plus 1 Intermediate Classroom)
Target Secondary Schools	1
Start Date	July 2009
End Date	June 2012

Primary Objective
To improve the quality, accessibility and management of education to enable vulnerable girls and boys in poor rural communities to complete basic education



School enrolment campaign conducted at the beginning of the new school year.

Overview

Rewrite the Future (RtF) started in July 2009 with 8 primary schools in Dambae District. Currently, it is operating in one lower secondary school, 19 primary schools and one intermediate classroom (ICR). RtF is an educational service project which uses school grants and activity menus to ensure stakeholder choice in program design, and child rights-based planning. It develops and supports the Ministry of Education, Youth and Sport’s Child Friendly Schools (CFS) policy in remote areas in Kampong Cham Province. RtF strives to improve governance and community participation within the school system.

Core Activities

- | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| → Developing annual improvement plans | required technical input to change their classroom practice. |
| → School mapping and scholarship support for poor children | → Life skills program to make education relevant to local areas |
| → Child to Child mentorship, focusing on children helping children | → Leadership Training for Directors and Communities, to ensure that stakeholders have the necessary management skills to oversee grant funds effectively. |
| → Remedial support for learners with special needs | |
| → CFS support for local teachers and children’s councils, to increase participation | → Health Education and Referrals, to ensure that children with serious health conditions or disabilities receive treatment and support. |
| → Foundational Teacher Training, to ensure that teachers have the | |

The RtF Project focuses on increasing access to and quality of primary education as well as building capacity to improve school management. These goals are consistent with the overall development framework of the Ministry of Education Youth and Sport (MoEYS), and embodied in its Child Friendly Schools Policy.

- Key Elements of Technical Approach**
- Rights-based Implementation
 - Empowerment
 - Local Ownership
 - Institutionally Sustainable Implementation Frameworks

Case Study: Heang is able to attend school!



Heang is a 15 year old boy from Oraing Ov district, Kampong Cham province. His father died when he was 5 years old. His mother is 37 years old and does not have a regular job or have her own house. In order to make a living, she works as a casual laborer. When she is

able to get seasonal work she earns around 4000 riel to 6000 riel (\$1 - \$1.5) per day, but she cannot always find work. When Heang was born he had a problem with his legs.

Heang was very keen to return to school, however, he was unable to get to school as it is almost 2 kilometers away from his house and he was unable to walk or ride a bicycle there due to his disability. When KAPE project staff found out about this, they sent him for diagnosis and possible treatment. All expenditures for diagnosis, including transportation, food and accommodation were funded by the Rewrite the Future Project. The doctor confirmed that he was unable to walk properly on both his legs. The project therefore requested Handicap International to provide Heang with a wheelchair suitable for him to be able to get to and from the school. Due to strong collaboration between the two agencies, Handicap International checked his legs and provided a suitable wheelchair.

Heang and his mother expressed great satisfaction with the support they received from the project, and from Handicap international for providing the wheel chair. At the beginning of academic year 2011-2012, Heang started his studies at the local primary school which is supported by RtF.

Snapshots



Playgrounds are attracting children to come to school early and have fun at school



A child with auditory issues has his ears checked



Learning practical life skills (IPM life skill class)

Impact Update

- 16 Provincial Teacher Training College Trainees, including 9 females, successfully completed their two year course and have returned to teach at local schools in Dambae district for the academic year 2011-'12. Such results help tackle the general lack of teachers in the underserved district schools, and improve the quality of education at our target schools.
- Gender parity rate for state teachers has now increased from 0.22 to 0.52 in the target schools. This reflects a significant increase in female teachers at our target schools.
- Child Friendly Schools evaluation tools showed an average increase of 15 percentage points in Dambae and 30 percentage points in Oraing Ov.



Child to child mentoring

Program Profile

Donor	The Oaktree Foundation
Direct Beneficiaries	1800 students from grade 7 to 9 at lower secondary school (400 girls) 28 lead teachers (18 female) 12 school management team members (1 female)
Budget FY2011	US\$158,658.32
Unit Cost per Beneficiary	\$86
Provinces Covered	Kampong Cham
Districts Covered	3 districts
Target Primary Schools	N/A
Target Secondary Schools	3 lower secondary schools
Start Date	January 2011
End Date	December 2014

CORE GOALS

The Beacon School initiative is an innovative project aiming to transform three selected public schools into new generation schools exemplifying high learning standards, strong governance and professional development of the teachers. While lack of accountability and low remuneration are long standing causes for poor educational standards in many schools, BSI aims to change this by selecting motivated teachers to set an example in better teaching strategies. With help from the Provincial Office of Education and the Provincial Teacher Training Center, new governance structures will be set up for school management with respect to the local community and students. Complemented with massive renovation of the classrooms in order to create a better learning environment, BSI is aims to build new generation schools for new generation students.

Project Update

During its first year, BSI achieved a number of preliminary tasks, including the implementation of major infrastructural assistance. After selection, BSI began work with three target lower secondary schools in Kampong Cham Province, namely, Sala Aknuvat (Demonstration School) at the Provincial Teacher Training Center, Skun High School in Choeng Prey district, and Samdech Mae High School in Tboung Khmum district. BSI collaborates with the Provincial Office of Education, as well as teachers and school management committees to improve both learning environments and quality learning standards. Some of the most important achievements of the year are discussed on the facing page.



Training on teaching methods in the science lab using tools and equipment provided.



Encouraging classroom activities and participation



Before and After: Snapshots of school premises at Sala Aknuvat after the completion of renovation and landscaping!



A group of students settle in to comfortable reading areas in their new school library



Representatives from the BSI Donor, The Oaktree Foundation, come to visit!

Program Impact

- BSI completed renovations at the three target schools using new and innovative approaches in school design. This included better building layouts to utilize land and space, better lit classrooms, theme tables, and general landscaping.
- 11 regular classrooms were upgraded into subject classrooms for Mathematics, Science and Khmer at Skun High School; 10 subject classrooms at Samdech Mae High School; 4 at Sala Aknuvat.
- New IT labs, Science labs and Model farms have been established, along with an upgrade of the existing school libraries.
- New furniture has been installed in a total of 10 classrooms across the three schools.
- An oversight Board has been established and performance-based pay system introduced.
- 68 lower secondary teachers (26 females) from Skun and Samdech Mae Schools were invited to a three day training workshop. Topics covered included concepts such as meaningful learning environment, cooperative learning, curriculum enhancement, learning pyramid and more specific topics geared towards the use of the library and science labs.

Case Study: Building a Model Farm

As part of its focus on life skills education and more intensive opportunities for specialized study in certain areas, BSI has set up Model Farms in its



target schools. The Model Farms engage students directly in environmentally friendly agricultural techniques that rely on organic fertilizers and natural methods of protecting plants from destructive insects. The latter techniques ensure that the ‘good’ insects are not killed when using chemical pesticides.

The agricultural methods used in the farm show students how to cultivate vegetables using techniques that reduce labor for weeding and allow very economical use of seeds (e.g., use of biodegradable plastic sheeting). These techniques help to reduce inputs while increasing outputs, which is a boon to students coming from farming families with limited financial means. Students also learn how to raise fish and frogs using locally available feed such as termites.



The Model Farm helps students to apply what they learn at school to their own particular situation at home. These techniques help families to reduce expenditures for food through home-based agriculture and possibly even generating income with surplus food.

For the teachers involved in the Model Farm, there is also a strong influence on their teaching, since the farm pushes teachers to more hands-on learning methods. These habits help teachers to improve the way they approach student learning, moving away from lecturing to more active learning methods. For example, teachers help students use what they learn about the metric system in their Mathematics class to measure out vegetable beds or to weigh fish. They can use what they learn in the Biology class to better understand how frogs evolve from eggs to mature frogs. These curriculum enhancement practices help the BSI Schools to provide very concrete

What High School students have to say:

“Now we have knowledge and good ideas and we can spread these ideas in the village where we can help poor people and families to earn extra money.”

“When I learned how to raise fish I could buy extra material with the money to study.”

learning experiences of high quality. The best way to learn is by ‘doing’ and ‘sharing’ with others.

School Feeding Program (SFP) Take Home Rations (THR)

Program Profile

Donor	UN World Food Program (WFP)
Direct Beneficiaries	SFP: 53,278 students (25,816 girls) THR: 3077 students (2022 girls)
In-kind Support FY2011*	SFP: US\$ 799,170 THR: US\$ 421,549 (1511.3 Metric tons Food provided)
Unit Cost per Beneficiary	SFP: \$15 per child THR: \$137 per child
Provinces Covered	1 (Kampong Cham)
Districts Covered	5 (Batheay, Prey Chhor, Tbong Khmom, Ponhea Krek and Oreang Ov.)
Target Primary Schools	136
Start Date	October 2002
End Date	June 2016

*Data represents the product of total beneficiaries and unit costs

Overview

In an *aide memoire* between MoEYS and the United Nations' World Food Program in 2001, KAPE was named as one of 3 partner agencies (along with World Bank and UNICEF) to assist the World Food Program in pilot testing breakfast programs in Cambodia. The primary goal of this activity serves a variety of purposes including improving children's nutrition, stopping morning hunger, more enrollments and increasing attendance rates. This support is provided to schools in areas designated by WFP as food insecure with large numbers of children at risk of dropping out of school, particularly girls. While WFP provides the meals and commodities, KAPE assists in the implementation of this project by training schools and community committees in their role for preparation of food, construction of stoves, and providing food storage security by engaging a store keeper. According to information provided by the Primary Office of Education of Kampong Cham, dropout levels in KAPE affiliated schools are the lowest of any education project operating in the province, even though these schools are located in rural, food insecure areas, which historically have very high rates of dropout.

KAPE continued to work with its long time partner World Food Program to implement two access-oriented programs in the education sector.



These include the School Feeding Program (SFP), which provides hot breakfasts to

all children in targeted schools located in very poor areas, and the Take Home Rations (THR) Program. Unlike SFP, THR is means-tested and is provided only to the most vulnerable children.

Given that WFP is seeking ways to create a sustainable method of providing meals and rations, and decrease schools' reliance on WFP, KAPE is



Fish raising pilot's first fish pond at Kor Primary School

undertaking a pilot activity that explores the possibility of links

between the school breakfast program and agricultural life skills programming, which involves vegetable cultivation and fish-raising. Such potentially feasible connections can relate to a significant reduction in the need for canned fish, currently procured by WFP at a relatively high cost. Having identified alternative funds, KAPE has begun the pilot, involving fish-raising, at Hun



KAPE and WFP staff feeding the fish in the school pond.

Sen Kor Primary School. If the pilot is successful, KAPE plans to expand to 10 primary schools next year pending agreement from WFP. It is hoped that the expansion would mean a significant reduction in the dependence on external assistance.

School Feeding Program

The School Feeding Program is one of KAPE's longest running programs and completed its eleventh year of operation in FY2011, and it still remains very popular with local education officials and communities. In FY2011, SFP added two schools to the number of supported schools, bringing the total to 136. Nonetheless, WFP has started phasing out from year to year. This contraction largely reflects diminishing resources and the effects of the financial crisis that started at the end of 2008.

SFP serves a variety of purposes including improving children's nutrition, stopping morning hunger, and increasing attendance rates. Through its school meals programs, KAPE also puts special emphasis on girls' education.

Food provided by the World Food Program (WFP) is prepared in the form of hot meals that consist of rice soup and fish each morning. School vegetable gardens cultivated by schools and communities help to ensure that vegetables are also included in the mix.



School Breakfast program



Student having their meal

Take Home Rations Program

In more recent years, WFP has used the means-tested scholarship program implemented by KAPE as a mechanism through which to distribute monthly take home rations to vulnerable children, particularly girls. In areas where enrollment rates for girls are particularly low, KAPE, PoE and WFP work with families and communities to help make it possible for girls to attend school. In some cases, a girl's good attendance is rewarded with food for her family. These take-home rations supplement family income to make up for the loss of the girl's labor at home.

These rations consist of rice, oil, and other important foodstuffs needed by poor families. THR now also coordinates closely with the government's efforts to provide 'poverty cards' to poor families in order to more easily identify economically vulnerable families. During the current year, THR program extended assistance to 3077 especially vulnerable children.



Students stand in a line before getting their take home rations.



A student shows his Government provided "ID-Poor" card which is required to receive take home rations.

A Personal Note



My name is Vicheka and I am 17 years old. I am a KAPE scholarship recipient and this has helped me to continue studies at my primary school for the next academic year of 2011-'12!

I live in a small village in Kampong Cham with my seven siblings (four girls). All of my older siblings had to drop out of the school in order to earn income for the family when my mother passed away and my father left to live with his first wife. Often I don't have time enough time to go to school because I am busy with housework and it is my task to look after the cow. Through KAPE and WFP support programs, I was fortunate to receive items such as clothes, books, rice, oil, a bicycle and some scholarship money. These materials have made it easier for me to continue studies till now. I want to say thank you to all those who have been involved in providing support to me, and helping me stay in school like other students in my class! Now I am determined to complete grade 12 and find a job so I can contribute to the community.

Program Profile

Donor	Aflatoun/ Barclay's Bank
Direct Beneficiaries	735 students
Budget Received FY2011*	US\$ 21,425
Unit Cost per Beneficiary	\$29.15
Provinces Covered	1 (Kratie)
Target Schools	8 Primary schools 2 Secondary schools
Start Date	October 2010
End Date	September 2013

*Received at the end of FY 2010 (listed as Balance Forward for FY2011 Finances)

Overview

As the local partner organization in Cambodia, KAPE is using Barclay's funds to develop and run the Aflatoun Child Social and Financial Education programme in two districts of Kratie Province, which is a very remote and rural province in eastern Cambodia. These programmes aim to make children aware of their rights and responsibilities, as described under the UN Convention on the Rights of the Child, seeks to empower them to take action to claim these rights, and also aims to give children the opportunity to learn how to plan, budget, save and spend resources responsibly. The Aflatoun Financial Literacy curriculum is one of the best known curricula in this area and is being used in many countries. KAPE has had the honor of being the first Cambodian partner to introduce the CFSE curriculum in Cambodia.

In order to successfully implement the Aflatoun programme, KAPE follows the six steps of implementation. The first 4 steps (Initial Preparation, Planning, Material Development and Training) occurred at the beginning of the school year and during a pre-project phase. The last 2 steps (Live in Schools and Review & Reflection) began after January 2011 when implementation started in schools.

In addition to the classroom based learning, the project also set up Aflatoun clubs for the children. The clubs are child-owned spaces where children put into practice their new found skills and knowledge. Children use these clubs to organize social justice campaigns and practice their new found financial skills to set up small scale enterprises, and usually start the practice of saving money in this context.

Primary Goal

SELLS seeks to empower children to become change makers to help them improve both their own lives and the lives of others.



CFSE Manuals Ready for Pilot

Key Achievements

- The project succeeded in contextualizing the Aflatoun Social and Financial Literacy curriculum, the first time that this has been done in Cambodia. In addition, the project formed links with the IBEC Project to contribute 2 life skills manuals based on the Aflatoun curriculum program, 'Saving and Spending' and 'Children's Social Enterprises'. The manuals will now be streamlined into the national life skills education pilot that will begin in 2012. An important aspect of this collaboration relates to the level of support shown by the Ministry for the pilot and two manuals, allowing the project to include their official logos on all project materials, along with those of Aflatoun and Barclay's Bank.
- Development of draft curricula in Khmer, selection and training of teachers, on-going instruction and completion of the CFSE Curriculum.



CFSE curriculum materials available in Khmer!

These eight brightly colored booklets hope to attract children's attention.

Program Profile

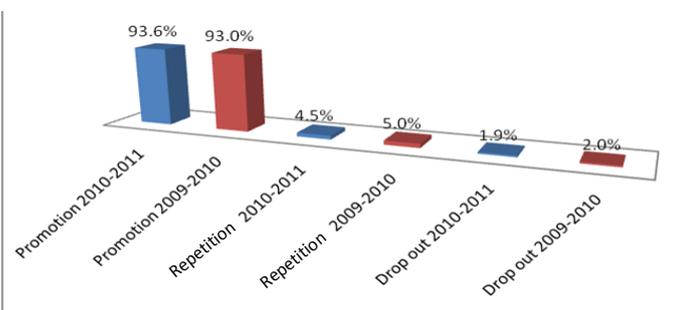
Donor	NGO Education Partnership/ World Bank
Direct Beneficiaries	3682 (1704 Females)
Budget Received FY2011	US\$ 10,489.32
Unit Cost per Beneficiary	\$2.85
Provinces Covered	1 (Kampong Cham)
Districts Covered	1 (Batheay District)
Primary Schools	6
Start Date	November 2009
End Date	August 2011

CEQE seeks to strengthen community engagement in state schools by building the capacity of local people to advocate for higher quality education.



CEFAC and Community members at a monthly meeting

Achievement Highlights



- 85% of slow learners in the target schools, who received remediation classes were able to pass their current grade and were promoted to the next grade. This represents an increase from 83% last year.
- Capacity-building to increase local community involvement in school activities focused on those activities that can be undertaken by community members to help the school. CEQE reported that the average activity benchmarks achieved among the six SSCs assisted by the project was 83%, a very strong outcome.
- The development of Children’s Councils, a key part of the government’s Child Friendly School framework, increases children’s involvement in their own education. Using a standardized tool to assess the performance of Children’s Councils in the six target schools, the project reported an average score of 73% in overall performance. One very active council achieved an overall score of 95%!

CEQE works in six primary schools in Batheay District, Kampong Cham Province using a grants approach combined with capacity-building to key stakeholders both in the community and schools to improve educational quality. The project supports a wide range of interventions including life skills education, library development, child-to-child support networks, student remediation, and children’s councils. Capacity-building activities focus on

- Parents and teacher capacity building
- Community meetings and engagement
- Mentoring of teachers and students
- Follow up monitoring by community
- Life skill activities

An SSC Chairman Shares His Views!

Chea On is the chairman of the School Support Committee (SSC) at Phnom Del Primary School. He was voted to this position in the 2010-11 academic year. Mr. On says, “Support from CEQE has been beneficial to our school. We have many activities: life skills, decorating classrooms with teaching resources, teachers teach use teaching aids and children do activities to develop the school.” When he became chairman of the SSC, he spent a lot of time being mobilizing people to participate in school, joining in monthly meetings, and cooperating with school to send



information to villages about remedial classes. Chea On has contributed his own money towards building colorful animal statues to increase the attractiveness of the school grounds. At the annual meeting he committed to help the school build a fence to improve security. He said he is very happy when he sees improvement like this and in helping his local schools to develop for children!

Major Events and Developments This Year

KAPE Director Invited to International Financial Literacy Conference in Amsterdam



In June 2011, the KAPE Executive Director was invited by Aflatoun to represent KAPE at its annual conference in Amsterdam, The Netherlands. Aflatoun is an international organization that has developed an excellent curriculum in social and financial literacy, which is being disseminated around the world. The Aflatoun conference took place from 6-8 June 2011. KAPE has been an official partner member of the Aflatoun network since 2009. Over 165 partner agencies from 100 countries were in attendance at the meeting. The conference reviewed Aflatoun's Strategic Plan (2011-15) for promoting Social & Financial Literacy to young people throughout the world. Conference participants worked with the Aflatoun Secretariat to achieve a target of 10,000,000 children in 120 countries enrolled in high quality financial literacy courses by 2015.

KAPE Works as Trusted Government Partner to Revise New Grade 1 Reading Book

Following the successful piloting of a new reader for Grade 1 children, the Ministry of Education, Youth, and Sport invited KAPE to sit on a committee to review and revise the reader based on feedback from the field. KAPE appointed its Vice Director to represent KAPE on the committee, which met numerous times during the year. This was a great honor for KAPE and demonstrates the close relationship between KAPE and the government. The Reader was completed and reprinted in August 2011 and was distributed to schools throughout the country.



KAPE joins MoEYS meeting on Grade 1 Textbook Review

Accreditation Process – First and Second Stages Completed



KAPE applied for voluntary certification of compliance against the Code of Ethical Principles and Minimum Standards for NGOs from the Committee for Cooperation in Cambodia (CCC) at the beginning of the year, and is now at the final stage of the accreditation process. CCC has a well regarded accreditation process of great rigor. A three-step process for certification is used involving (i) document review and investigation; (ii) verification process; and (iii) external review and certification. KAPE completed the final stage of the accreditation process in September 2011 and hopes to receive full accreditation from CCC in early 2012.

Building good governance from the bottom up: KAPE staff do a self-assessment exercise on internal governance

National NGO Education Partnership (NEP) Workshop on Best Practices

With funding from USAID, KAPE funded a one-day seminar that was organized by NGO Education Partnership (NEP) on 15 June 2011 at the Sunway Hotel in Phnom Penh. This seminar is a national workshop organized by KAPE and NEP each year to disseminate best practices learned during the last year of implementation. The seminar is intended to facilitate capacity-building and institutional learning by other local NGOs. In this sense, the workshop provides an extra knock-on effect for USAID programming in the area of capacity-building for LNGOs. The workshop this year was a tremendous success. Demand exceeded expectations with over 100 participants applying (80 were originally planned for). The workshop covered presentations by World Education and KAPE staff on a number of interesting experiences this year including Life Skills Programming, ICT Education, Dropout Prevention, amongst other topics.

Students attend national workshop: Student representatives from the newly launched School Newsletter Clubs were given an opportunity to participate in the NEP national workshop! The two students seen here were invited to present about their work with their monthly school newsletter.

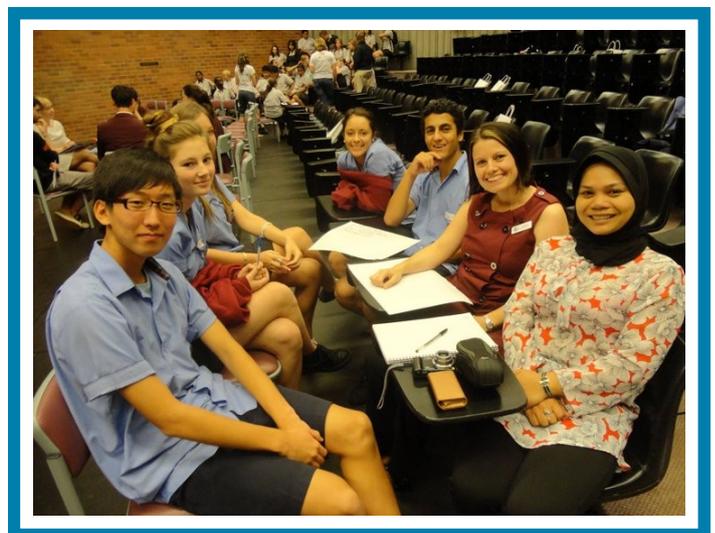


Expressing a Thought: A participant in the NEP Best Practices Workshop in Phnom Penh gives an opinion about school management training.



KAPE Project Manager Completes Fund Raising Study Tour in Australia

A new development partner working with KAPE called the Oak Tree Foundation invited a KAPE representative to visit Australia as part of a speaking tour on educational development in Cambodia. KAPE appointed Ms. Hem Mary to visit Australia on its behalf. Ms. Hem traveled to Australia in March 2011. She met many Oak Tree volunteers in the process and built excellent relations with the foundation there. Oak Tree organized the speaking tour around many Australian secondary schools in order to raise funds for KAPE’s new Beacon School Initiative, a new project that started in 2011. The speaking tour was crucial to helping young Australian people better understand the development context in Cambodia and build warm relations between people of the two countries.

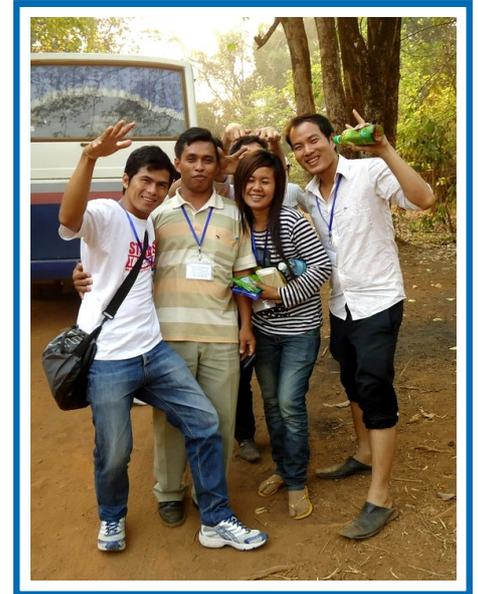


(Photo courtesy of The Oaktree Foundation)

Sharing and Connecting: Hem Mary was eager to engage in conversations with groups of high school students and teachers during her tour around Australia.

Work and Play: A Successful Retreat in Ratanakiri

KAPE Head Office organized a weekend retreat in the eastern province of Ratanakiri bringing staff members from across all projects together under one roof. The retreat was designed with the object of providing a space where matters relating to KAPE as an whole could be shared, discussed and reflected upon. Executive Director Sao Vanna presented a finalized version of KAPE’s core values, mission and vision, the resolution of which was a significant step forward for KAPE. Important informational sessions were held on matters such as organizational strategic planning and updates on revised KAPE policies, followed by a feedback section wherein staff were encouraged to share comments or suggestions relevant to bringing improvements to KAPE. The trip was punctuated by evenings of relaxed activities, including trips to nearby tourist attractions, which were thoroughly enjoyed by the staff!



KAPE Staff participated in team-building exercises in the form of a fun field trip while in Ratanakiri.



A retreat is a great place to get reacquainted with members of projects other than one’s own. Seen here, Project Manager of IBEC talks about the project and introduces his team.

The Oaktree Foundation visits KAPE!

At the very tail end of this year, KAPE was honored to receive a delegation from The Oaktree Foundation, donor of KAPE’s Beacon School Initiative. After an orientation session at the Head Office, the visiting group, comprising both organization leaders and volunteers, was taken on day trips to each of the three BSI target schools. Oaktree members also participated in the official ceremonies at the schools inaugurating the opening of renovated classrooms and newly equipped labs. The primary objective of the visit was to witness BSI project achievements during its first year of implementation, which in turn provided an opportunity to interact with students and other beneficiaries directly, and helped foster a better understanding of KAPE and its activities. As KAPE and Oaktree move forward in their relationship, it is hoped that the opportunity to create an impact that is meaningful will continue!



Oaktree and KAPE members at the inauguration ceremony, along with the chief guest, Mr. Meng Soun, Deputy Provincial Governor of Kampong Cham Province.

Chuon Kosal, Program Manager of BSI, explains about the unique aspects of the IT labs to Oaktree members and the Deputy Provincial Governor.



KAPE launched its presence on top social network Facebook this year! The KAPE page provides visitors quick updates, announcements and a chance to interact with KAPE.

Find us at:

www.facebook.com/kapeaction

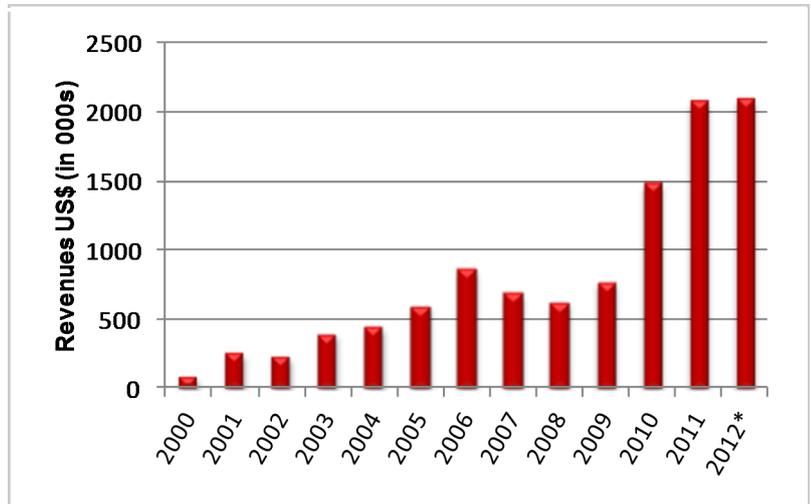


Financial Highlights

Cash Assets and Expenditure

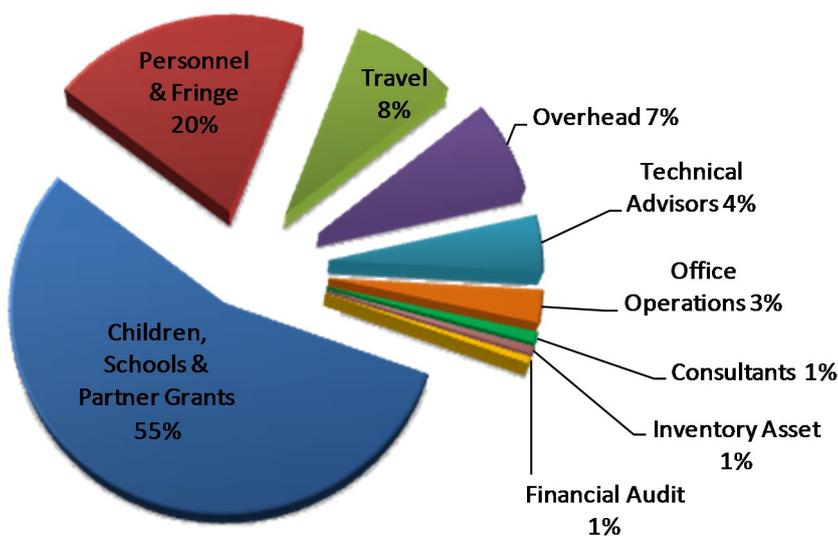
Description	Amount (US\$)
Total Project Revenues FY11	2,036,392.24
Balance Forward from FY10	191,231.34
Interest Income	519.16
Available Assets in FY11	2,228,142.74
Total Expenditure in FY11	2,019,738.34
Fund Utilization Rate	91%

Fund Receipt Trend



*Amount pledged/committed for the next year, as of the end of FY2011

How was the \$ spent?*



*Percentage breakdown of KAPE expenditures does not include SDPP Project (new semi-autonomous project). In FY2011, SDPP expenditures represented 17% of KAPE's Total Expenditures. Due to the program's significant focus on research activities, an inclusion of its finances distorts a view of KAPE's interventions with direct beneficiaries.

Note of Appreciation

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

Thank you!

Revenue Streams in 2011

Donor	Amount (US\$)
World Education/USAID	968,867.38
Creative Associates International, Inc. (CAI)/ USAID	418,912.03
The Oaktree Foundation	*111,249.27
Winrock International/ US Dept of Labor	139,381.18
Save the Children - Australia	109,645.79
The Asia Foundation	89,474.00
Terre des Hommes	50,537.86
Save the Children - Sweden	41,992.84
Centro Italiano Aiuti all'Infanzia (Ciai)	40,664.00
Lotus Outreach	30,188.57
American Jewish World Service	24,990.00
Aflatoun/Barclay's Capital	**21,425.00
NGO Education Partnership/ World Bank	10,489.32
World Food Program	In-kind Support
New Revenues Received FY2011	2,036,392.24

*Reflects true revenue, i.e. total cash inflow minus repayment of advance

**Received at the end of FY 2010, therefore considered Balance Forward for FY2011 financial statements.

Meet the KAPE Management Team!



Sao Vanna*

Executive Director



Hin Sim Huon*

KAPE Vice Director &
IBEC Program Manager



Chuon Saran*

HR & Admin Manager



Bo Sambath*

Finance Manager



Ali Lane*

Adviser at Large



Paola Massa*

Capacity Building
Adviser

*Senior Management Team (SMT)

Our Valuable Leaders at KAPE

Managers and Advisers as of the end of FY2011, in alphabetical order of names



Chea Kosal

Country Coordinator SDPP
(Semi-autonomous Project)



Chuon Kosal

Program Manager BSI



Hem Mary

IEP Manager



Ma Chan Sopheap

Capacity Building
Manager



Karishma Sushilkumar

Communications
Adviser



Men Rumdourl

Program Manager RTF



Or Phiran

Scholarship Manager



Pich Sophoeun

SFP coordinator



Phuong Sareth

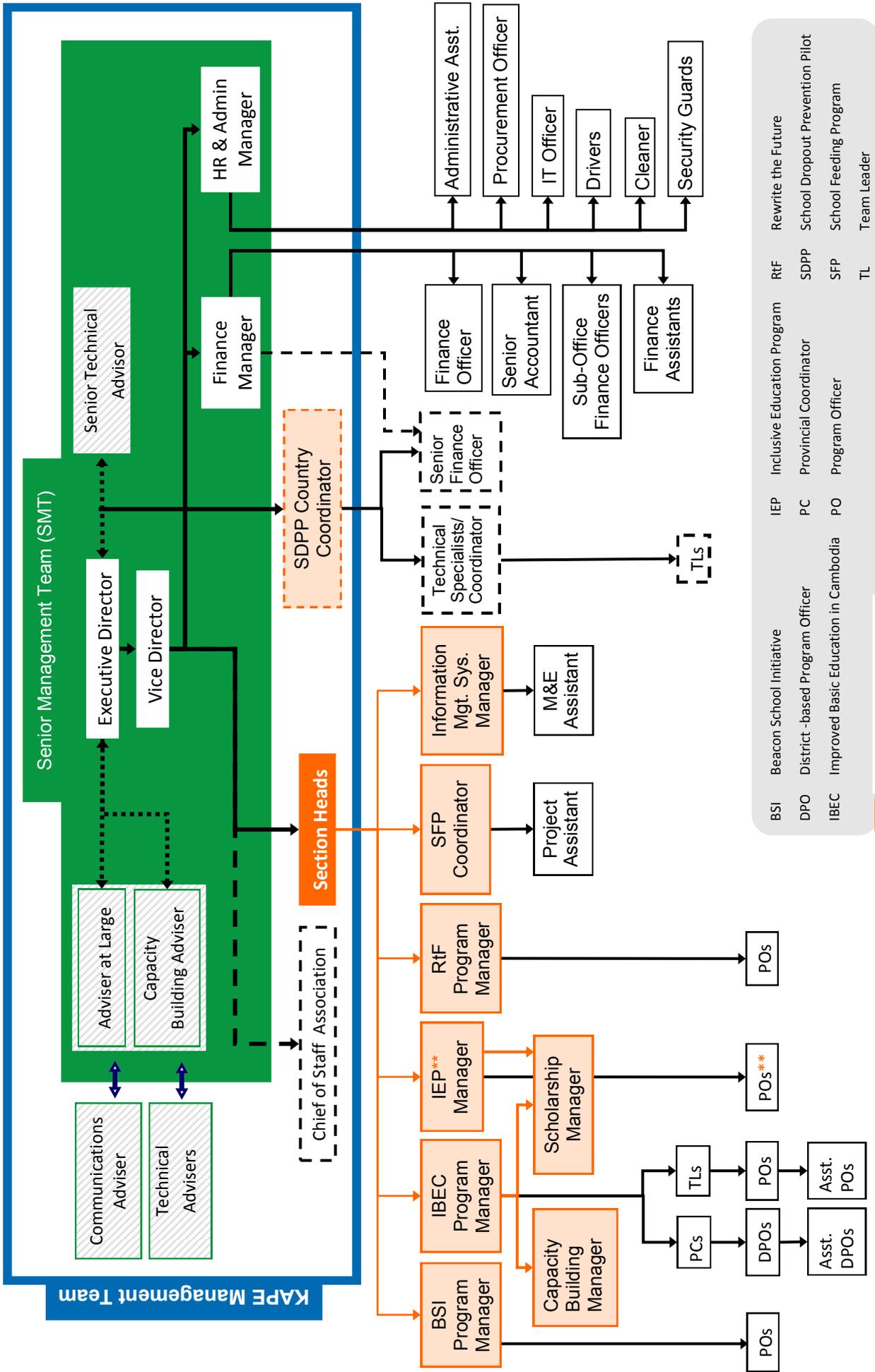
Information Management
Systems Manager



Willem Van de Waal

Technical Adviser - BSI

KAPE ORGANIZATION CHART



BSI	Beacon School Initiative	IEP	Inclusive Education Program	RtF	Rewrite the Future
DPO	District-based Program Officer	PC	Provincial Coordinator	SDPP	School Dropout Prevention Pilot
IBEC	Improved Basic Education in Cambodia	PO	Program Officer	SFP	School Feeding Program
				TL	Team Leader

Section Heads

↔ Relationships with Advisers.

--- Autonomous Collective.

** The IEP umbrella comprises the Girls' Education Initiative (GEI), Cambodian Tertiary Scholarship Project (CTSP), Minority Outreach in Education (MORE) and Phnong Education Initiative (PEI). "POs" here represents all officers within IEP.

*Please note that the organization levels below Section Heads are not intended for comparison to those of Finance and HR/Admin groups, which have been simplified to lists.

The KAPE Staff



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.



KAPE

Kampuchean Action for Primary Education

**C/o Provincial Teacher Training College
Kampong Cham Town, Kampong Cham Province
Cambodia**

**Mailing Address:
P.O Box 1621
Phnom Penh
Cambodia**

kape@kapekh.org | www.kapekh.org