



KAPE

Kampuchean Action for Primary Education

“Development with a Human Face”



Kampuchean Action for Primary Education Annual Report 2012

(Registered with Ministry of Interior since 1999)



KAPE is a local non-profit NGO working primarily in the formal education sector in 11 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 150,000 children and several hundred teachers, at over 400 schools.

KAPE'S 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 all my colleagues in KAPE, I am happy to present this latest Annual Report on our operations for the 2012 Fiscal Year.

This report covers the assistance provided by the agency for the eleven projects operated this past year. Although the funding environment this year continues to be very difficult, KAPE has nevertheless been able to successfully resource most of its current programming. Whereas two projects were discontinued due to a lack of funding support, two new projects have been added to our portfolio of programming at the end of the past year.

During the year, we have also continued to move forward successfully with strengthening our internal governance and have passed the final stage of the capacity building process leading to our full accreditation by the Committee for Cooperation in Cambodia (CCC)'s NGO Good Governance Program. This particular achievement was made possible as a result of strong technical support provided by two of our partner agencies, World Education and USAID.

We have worked hard to improve our advocacy for educational innovation in many areas including life skills education, early grade literacy, and mobile learning. This advocacy is exemplified best by the Beacon School Initiative (BSI), which is an innovative program aiming to transform the public schools into a new generation of schools with high learning standards, strong governance, and professional development of teachers.

We have prepared this report to inform our donors and stakeholders about all the good work that the agency has accomplished during the year, as well as to help them appreciate some of the challenges we experienced. The report provides a description of the activities and achievements of the various programs supported by KAPE, the scope and size of these programs, and the financial health of the agency.



Sao Vanna
Executive Director

An Overview of the Year

KAPE experienced a number of significant events during 2012 including the accreditation by the NGO Good Practices Program, the leading NGO accreditation authority in Cambodia. This was a major achievement for KAPE and the culmination of over 2 years of rigorous preparation, which was enabled by significant technical support from World Education and USAID. At the time of accreditation, only 36 other agencies in Cambodia had so far been granted the honor. KAPE is now a member of a partnership council to assist other agencies to prepare for accreditation, a further recognition of our agency's improved standing and profile in Cambodia. KAPE also managed to set up a social enterprise called *Thun Thean Saksa* (TTS) focusing on the sustainable production of teaching aids for primary and secondary schools. This achievement reflects KAPE's efforts to diversify its income streams and move the provision of teaching aids away from impermanent project-based supply chains.



The funding environment continues to be highly uncertain nevertheless, KAPE has seen an increase in its funding portfolio from \$2,036,392 in FY2011 to \$2,721,324 of new revenues in FY2012. This increase reflects KAPE's continuing ability to develop new programming with two new projects coming on line during the year including the *REACH Project* (funded by Intervita) and the *Proactive Learning Project* (funded by Ciai and the Italian Government). It also reflects the continued expansion of the *Improved Basic Education in Cambodia Project (IBEC)* and the *School Dropout Prevention Pilot (SDPP)* both of which are funded by USAID. These developments helped to temper the disappointing news that both the *Minority Outreach in Education Project (MORE)* and *Rewrite the Future (RtF)* were discontinued due to a lack of donor funds. Both projects were key elements in our portfolio and had received excellent evaluations.

KAPE also continued to make significant investments in the development of its staff, as the agency prepares for a generational change in leadership in the future. In this regard, one project manager attended a women's empowerment training course in the United States that was funded by the US Embassy while another participated in a speaking tour in Australia that was funded by the Oak Tree Foundation. The agency also funded two study trips to Thailand that were organized by the *Rajabhat Institute* of Buriram Province and the *Lamplaimat Training Center*.

Projects in 2012

- IBEC** *Improved Basic Education in Cambodia*
- SDPP** *School Drop-out Prevention Pilot*
- BSI** *Beacon School Initiative*
- GEI** *Girls' Education Initiative*
- CTSP** *Cambodian Tertiary Scholarship Program*
- MORE** *Minority Outreach in Education*
- PEI** *Phnong Education Initiative*
- RtF** *Rewrite the Future*
- SELLS** *Schools Enabling Life Long Skills*
- SFP** *School Feeding Program*
- REACH** *Reinforcing Education Access with Community Help*

Reflections & Looking Forward!

KAPE continued to make major preparations for the arrival of 2014, which is shaping up to be a major transition year due mainly to the completion of the IBEC Project, which is KAPE's primary anchor project in terms of overall funding. Because of the decision of the US Government to cease funding support for the education sector after the completion of IBEC, KAPE will be seeking alternative means to continue the excellent work started by this project, particularly in the areas of early grade literacy and employability skills for youth. These developments have required intensive program development to fill any possible gaps.

So far, KAPE has been very successful in meeting this challenge with significant proposal submissions occurring during 2012. Of the eight proposals developed during the year, six have so far been successful with two still pending. Successful projects coming on line in 2013 include *Total Reading Approach for Children (TRAC)*, *Schools for Excellence (SfE)*, *Aflateen*, *Proactive Learning Project* (began at the end of FY2012), a continuation and expansion of funding support for KAPE's long-standing *Girls' Education Initiative (GEI)*, and the *Innovative Learning Center Project*. KAPE is also seeking to diversify its funding sources to include not only traditional donor support but also social enterprises as mentioned above, and donations through Corporate Social Responsibility efforts (CSR).



Proposed activities in the new TRAC project include the use of IT learning tools towards basic literacy and numeracy.

A Glance into 2013

Project	Partners	Donor	Status	Funding period
Total Reading Approach for Children (TRAC)	World Education Smart4Kids	USAID, World Vision, & AusAID	Confirmed	2 years
Schools for Excellence (SfE)	Children's Action for Development	Classroom of Hope	Confirmed	3 years
Aflateen	Aflatoun	Barclay's Bank	Confirmed	1 year (potential for extension)
Proactive Learning Project	Ciai	The Republic of Italy	Confirmed	18 months
Girls' Education Initiative (Continuation)	PoEYS (local government)	Oak Tree Foundation	Confirmed	3 years
Innovative Learning Center (Construction Project)	Oak Tree Foundation	Flight Center of Australia (CSR)	Confirmed	1 year
<i>Food for Education (FFE)</i>	<i>Various-KAPE was asked to partner in more than 1 bid</i>	<i>US Dept of Agriculture</i>	<i>Pending</i>	<i>3 years</i>
<i>Cymru-Khmer Program (CKP)</i>	<i>Northwest Wales Advisory & Assistance Organization (NWAA)</i>	<i>UK Lottery</i>	<i>Pending</i>	<i>3 years</i>

Program Profile

Donor	USAID through World Education
Direct Beneficiaries	83,943 Primary School Students (40,273 girls) 45,430 Secondary School Students (23,276 girls) Total Beneficiaries: 129,373 (63,549 girls)
Budget Received FY2012	US\$ 1,013,453
Unit Cost per Beneficiary	\$7.83
Provinces Covered	3 Provinces (Kg Cham, Kratie, Siem Reap)
Districts Covered	32 Districts (16 in Kg Cham, 6 in Kratie, 10 in Siem Reap)
Target Primary Schools	192 Primary Schools
Target Secondary Schools	100 Lower Secondary Schools
Start Date	October 2009
End Date	September 2014

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.

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 third year of operation during 2012. To ensure sustainable practices, school assistance is provided over a 3-year development cycle. 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 facilities, renovated libraries, health screening and referral, counseling networks, child help networks (e.g. peer tutoring), scholarships, and infrastructure upgrading, among others.

The implementation work plan for Year 3 included a total of 346 activities to be undertaken during the year. IBEC successfully achieved a high rate of 97% completion across the four components. At the beginning of the project, there

were 76 lower secondary schools as well as 133 primary schools that started to receive assistance from the project. By the end of Year 3 implementation, the project was working in 100 secondary schools and 192 primary schools. After two years of preparation the Life Skills Implementation Pilot took off, making it the lead activity undertaken during year 3. The project passed its midway point during the year, a milestone that gave the project an opportunity to perform a mid-term review inviting critical stakeholders to the discussion and review process. The event was a success and included a speech by H.E. Sam Sereyath, the Director General of the Directorate of Education, conveying a strong endorsement of IBEC's work.



Midterm Review: H.E. Sam Sereyath (center) represents the Ministry of Education, Youth and Sport at IBEC's Midterm Review forum conducted in Siem Reap.

Program Impact

Activity	Beneficiaries	Female
Primary Scholarship Recipients	4,171	2,362
Secondary Scholarship Recipients	1,934	1,329
School Administrators Trained	553	51
Students Receiving Remediation	5,326	2,687
People Benefiting from Improved Drinking Water Supplies	40,145	17,896
People Benefiting from Improved Sanitation Facilities	32,682	17,324
Life Skills Teachers Trained	1,131	507
Computer Labs Established	8 new labs	
Science Labs Established	7 new labs	
Library Repair	24 libraries	
Classroom Renovations	84 classrooms	
Assistance to Vulnerable Families with Scholarship Recipients	260 families	

IBEC Project Recognition and Sustainability

IBEC's Interventions are set to achieve long lasting consequences in terms of making the state curriculum more relevant to students. The Ministry was highly engaged in the implementation of this pilot and the decision to print all life skills materials with MoEYS' logo was an indication of strong ownership. In addition, there have been numerous successes in terms of buy-in by other development partners such as ADB regarding IBEC's Life Skills programming as well as the School Management and Leadership Training Course, which will both likely be incorporated into the emerging design for the Third Education Sector Development Program (ESDP III). Similarly, GIZ has shown great interest in some of the project's socially relevant life skills themes and will be co-funding the printing of many manuals.

Snapshots



USAID visitors have a discussion with Student council members in the library of one of IBEC's target schools .



Students present their research using IT tools during project work fairs.

Case Study: Impressive Student Engagement in Life Skills



Ratana is 15 years old. She lives in a small village in Kampong Cham, with her parents and three siblings. She is in Grade 7 and heads the Student Council. The student council is very important in the school governance structure and very much involved in life skills education. With her council of 23 members, she participated in deciding which life skills topics were relevant at her school. They chose the topics: *Me and My Future, Environmental Issues, Drug Abuse prevention, The World of Work and Safe Migration.*

Ratana's understanding of life skills as a concept is very practical. She believes that with subjects such as Khmer language and Mathematics, she could pursue a future education to become a teacher. But she says, "If I learn how to work in a bio garden, I can grow more fruit and I can sell them at the market now! Next year, Ratana wants to learn about *Safe Migration* because she thinks it is important to stay informed about the issues involved in moving to another place of work.



Program Profile

Donor	The Oaktree Foundation
Direct Beneficiaries	1739 students from Grades 7 to 9 (840 girls) 28 lead teachers (18 female) 12 school management team members (1 female)
Budget FY2012	US\$ 132,289
Unit Cost per Beneficiary	\$76
Provinces Covered	Kampong Cham
Districts Covered	3 districts
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 aims to build new generation schools for new generation students.



Students work together at their school's model farm during a life skills class.

Project Update

During academic year 2011-2012, all three target schools assisted under BSI implemented a number of activities, including improving learning environments, implementation of cooperative learning approaches, teacher training, teacher career path development, establishing and using Computer Labs and Science Labs, implementation of life skill activities and the establishment of an oversight board which monitors target schools.

During the long end of school year vacation time (August to September), BSI ran special Summer Camp activities. These additional activities were designed to get children actively involved with extracurricular clubs established by the project. It also gave the chance for 5 interns to gain valuable work experience.

The team also worked with school management personnel to develop school plans for the new academic year 2012-2013.

Summer Camp Activities culminated with the first ever "Schoolympics" which was hugely popular with the students. Seen here, along with camp counselors posing at the back, Student Club members show off their respective team and individual medals!



Key Interventions

- Provide monthly curriculum enhancement workshops for 68 lower secondary teachers (26 females). Topics covered included developing lesson plans, developing and using learning materials, and incorporating IT labs into learning activities.
- BSI organized 2 Study trips to Thailand. The first was from 14 to 17 February 2012 participated in by 25 education managers and the second from 17 to 23 June 2012, participated in by 34 teachers and educators.
- 3 Computer labs were established in 2012. BSI schools encouraged students (including the student council and club members) and teachers to use the IT lab. They learn on open office software and how to enhance teacher lesson plans.
- Provided Life skill education to students on vegetable planting, fish and frog raising and bio-garden.
- Established a total of 36 Subject Clubs in the target schools.
- BSI ran special Summer Camp activities. The students joined a number of fun learning activities with support from 4 Cambodian interns as well as one from the USA.
- Established a school oversight board, which is actively involved in monitoring and advising the project.



Teachers receive supplementary training on how to enhance their use of the science lab and related materials.



At the IT lab, students pick up basic skills such as typing and word processing.



All three BSI schools have undergone landscape enhancements that aim to create attractive learning environments, including the building of a model farm and bio-garden at each campus.

Student Focus

Davin is the daughter of former workers in the Chup Rubber plantation. Her parents are retired now, and due to a particular land movement policy at the plantation, her family had to move to a new village that is about 5 km from her high school. In her new village, the Rubber company gave her family a small plot of land of about 10 X 20 meters to build a new house using their own resources. Since her parents are now old and unable to support their children, Davin now lives with her sister who works as a beautician, assuming

responsibility for living expenses and Davin's schooling. Davin recently completed her Grade 8 studies and is preparing to continue onto Grade 9 next year.

She has been studying English over the school vacation time. She wanted to study other classes such as Mathematics, Chemistry, and Physics during the vacation time but she has no money to pay for anymore additional classes.

Davin now likes her school very much, especially since the IT lab and science lab started; she has been attending school regularly and really likes studying English and Physics, as these are her favorite subjects. After school, Davin helps her sister work at her beauty shop and also does some work in the family such as cooking and cleaning the house.

Davin is now an outstanding student in her class; she joins other extra activities such as student council and life skills. One of her favorite activities is dancing!



Davin works hard on her school work, and often joins learning groups where students help each other.



Davin sits down with her teacher to go over her class performance.

Program Profile

Donor	Creative Associates International/ USAID
Direct Beneficiaries	N/A during this year
Budget Received FY2012	US\$ 1,100,577
Unit Cost per Beneficiary	N/A during this year
Provinces Covered	6 Provinces (Banteay Meanchey, Pursat, Battambang, Kampong Speu, Prey Veng and Svay Rieng)
Target Schools	322 Lower Secondary Schools (For treatment and comparison)
Start Date	September 2010
End Date	September 2013

SDPP in Cambodia

- * The main charge of the research project is to carry out randomized controlled trials to identify interventions that reduce student dropout from schools in Cambodia
- * KAPE-SDPP has established themselves in 322 Lower Secondary Schools (Grades 7 - 9) across six provinces in Cambodia
- * The project will provide support to participating schools to pilot an Early Warning System for dropout, and provide basic computer literacy skills to students.

Project Update

The second year of the SDPP project focused on the design, preparation and installation of two pilot interventions to be implemented in the 2012-2013 academic year. The following are the key achievements of SDPP during the year 2011-2012:

- » Following a consultation workshop held in October 2011, KAPE-SDPP selected Computer Labs and an Early Warning System (EWS) as the two preventative measures to be tested in the randomized controlled trials. The workshop brought together 87 participants from a broad range of stakeholders, including Ministry officials from the district and national levels, school staff. The meeting was also joined by representatives from USAID, Creative Associates International, Mathematica, School-to-School and other NGOs working in education.
- » In January 2012, all 322 SDPP schools were assigned to treatment or control categories via a fair and transparent lottery system. Breakdown goal: Schools with EWS and IT Labs = **108**, Schools with EWS only = **107**, Control schools = **107**.

(Continued on facing page)

The School Dropout Prevention Pilot Program (SDPP) is a three-year multi-country program 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 is designed to work via a three-stage process:

- 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 school, in the most acutely affected areas.

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.



Fair selection process: A School Principal takes a lottery ticket from the box that will decide whether his school receives either, both, or neither of the two interventions.

Programming for evidence — based development

- » Phase I of the Baseline Survey was completed for the 322 schools, collecting data on school facilities, teachers and students.
- » Training manuals, materials and anti-dropout toolkits were developed and distributed to schools and Community/PTA groups during training.
- » SDPP Coordination Body established to support the project. MoEYS selected representatives from relevant departments as members of the body and have worked closely with the project.
- » 108 computer labs were completely renovated, including the installation of a solar system (as the energy source), furniture and computers .
- » Over 2,500 staff from school to provincial levels of the Ministry of Education received training on the Early Warning System and IT Labs.



IT training: The trainer explains the function of Open Office software programs to computer lab teachers

Training Impact

Total Participants in Training Program

Participants	Target Province						Total
	Kg Speu	Prey Veng	Svay Rieng	Banteay Meanchey	Battambang	Pursat	
School Directors	36 (1F)	40 (1F)	42 (1F)	26 (2F)	36 (4F)	32 (5F)	212 (14F)
Homeroom/IT Teachers	255 (76F)	376 (145F)	309 (66F)	257 (106F)	348 (172F)	209 (79F)	1754 (644F)
Provincial Officials	4	2	2	3	3	2	16
District Officials	6	10	8	3	9	5	41
Total	301 (77F)	428 (146F)	361 (67F)	289 (108F)	396 (176F)	248 (84F)	2023 (658F)

Program Profile

Donor	Save the Children
Direct Beneficiaries	10,105 children (4826 girls)
Budget Received FY2012	US\$ 99,090
Unit Cost per Beneficiary	\$ 9.80
Provinces Covered	1 (Kampong Cham)
Districts Covered	4 Districts (Dambae, Oraing Ov, Tbong Khmum and Krouch Chmar)
Target Primary Schools	26 (plus 1 Intermediate Classroom) 6 Islamic Schools (Includes 6 State & 6 Islamic Schools under the former MORE project)
Target Secondary Schools	1
Start Date	July 2009
End Date	September 2012

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 Rtf's Technical Approach

- Rights-based Implementation
- Empowerment
- Local Ownership
- Institutionally Sustainable Implementation Frameworks

Rewrite the Future (RtF) started in July 2009 and closed at the end of September 2012. 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. The project's primary objective is to improve the quality, accessibility and management of education to enable vulnerable girls and boys in poor rural communities to complete basic education . RtF 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.

Key Activities

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



Life Skills Lessons: Primary school children work together at mushroom-raising activities in their outdoor school farm.

Project Update

- » The external evaluation at the end of the project concluded: ‘The general consensus based upon document reviews and interviews with various project stakeholders is that overall the project was successful and “good value for money”’.
- » Children’s council members are able to reflect on the process of children’s council activities in their schools and provide useful recommendations to present to their teachers, schools and local stakeholders.
- » Technical support groups (TSG), School support committees, cluster chief and district office of education director (DOE) have strong ability to help teachers, and assess schools and teachers using MOEYs assessment tools.
- » By the end of the school year 2011-2012, retention rates in schools were 98%, with drop out rates at only 2% compared to the baseline of 10%.

Snapshots



Children make use of a Map of Cambodia during a Social Studies class. The map was constructed outside the classroom space to engage students at the school.



Student leaders set out on their Disaster Risk Reduction campaign supported and encouraged by the project.

Student Focus

Neary Phal is a 12 year old girl who was studying in grade 6 in Kampong Cham province. She is now living with her mother and a brother in a smallish house about one kilometer from school. Her mother got divorced when Neary Phal was 6 years old. Last year, Neary Phal was embarrassed and did not want to speak to her other classmates. She always thought of herself as a slow learner at math. This was due to the difficulty she had in using rulers and scales as well as calculating size and weight. When people talked about these calculations, she always felt confused. However, she was interested in life skill activities and liked to come to school.



Phal looks forward to learning outside the classroom and enjoys learning and participating in harvesting activities as part of the lessons.

In this school year, she was voted to be a leader of the children's council at her school. During that time she was very scared and felt nervous. She thought that she could not do the activities well,

as she felt she was not bright or brave. However, through life skills, she was able to practice the measurement, weight and size calculations she learnt about in class, through real practice of weighing and measuring life skills products they produced such as fish and vegetables. She then was able to understand clearly. It helped her feel she was a bright girl after all. She also participated actively in all school activities in her role as student council leader, especially giving direction to the 8 student council clubs. She has now become motivated, brave and self-confident.

Her mother is so glad to see her confidence and learning achievements and said “I will encourage and motivate her to complete grade 12”. Neary Phal is grateful to have such supportive parents and hopes that her dream to become a doctor will become true.

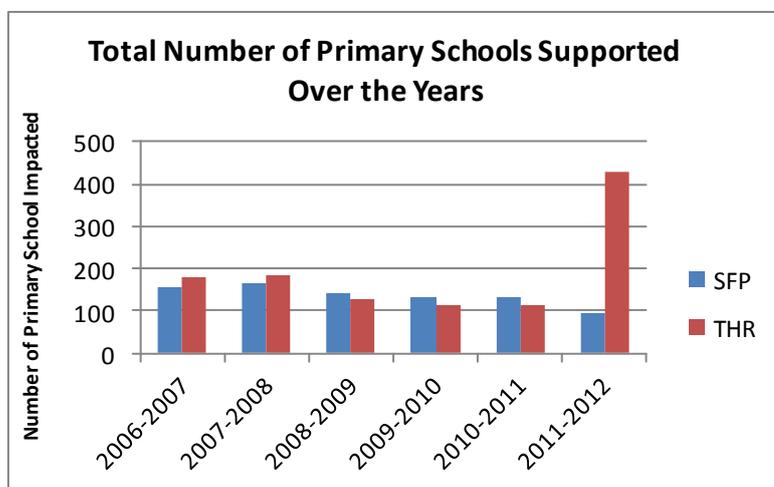


Students were given the opportunity to present a description of a school of their dream to an audience comprising their school director, teachers and local stakeholders.

Program Profile

Donor	UN World Food Program (WFP)
Direct Beneficiaries	SFP: 36,170 students (17,687 girls) THR: 11,848 students (6629 girls)
In-kind Support Received in FY2012*	SFP: US\$ 595,863 THR: US\$ 1,058,289
Unit Cost per Beneficiary	SFP: \$16.5 per child THR: \$89 per child
Provinces Covered	1 (Kampong Cham)
Districts Covered	10
Target Primary Schools	136
Start Date	October 2002
End Date	June 2016

*Data represents cash value of metric tons of food and other commodities.



KAPE works with long time partner World Food Program to implement two access-focused 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 are only provided to the most vulnerable children. During this past year, KAPE helped WFP launch a pilot for cash scholarships, administered to 288 students who hail from significantly underprivileged backgrounds.

This project serves a variety of purposes including improving children's nutrition, stopping morning hunger, increasing enrollment and attendance rates. This support is provided to schools in areas designated by WFP to be "food insecure," with large numbers of children at risk of dropping out of school, particularly girls. Whereas the feeding program remains very popular with local education official and communities, WFP has begun to gradually phase out. This contraction largely reflects diminishing resources and the effects of the financial crisis that started at the end of 2008, as well as factors such as the Ministry of Planning announcing that some of the schools were now classified as "above poverty line" schools.

In areas where enrollment rates for girls are particularly low, KAPE, Ministry, 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 (THR) supplement family income to make up for the loss of the girl's labor at home. 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.

Snapshots



(L) An example of a morning meal session; (R) Students and their cash scholarships

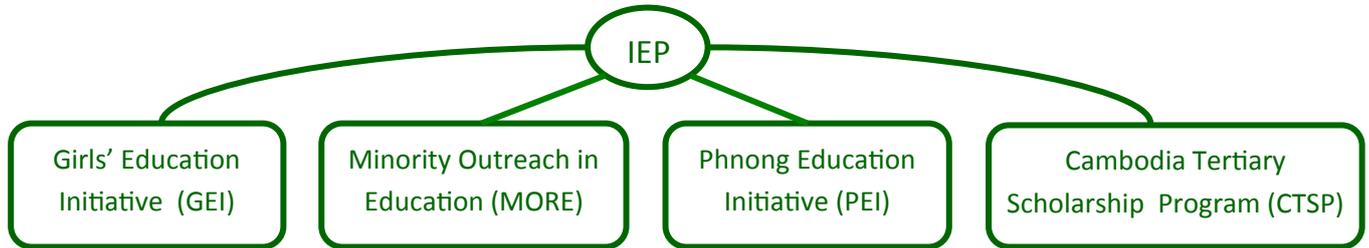


(L) A young student uses her government assigned "ID-Poor" card in order to avail of THR assistance; (R) A group of students pose with their ration cards for a KAPE official before receiving any commodities .



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 FY2012	US\$ 70,000	US\$ 20,000*	US\$ 22,356	US\$ 100,000
Beneficiaries	469 Scholarship students (328 girls) 5 Vocational Training Scholarships (All female) 56 PTTC & other tertiary institutions Scholarships (15 female) 6 CEFAC members (4 female) Total : 523	2,467 students (1,173 girls)	31 Scholarship students 20 PTTC Scholarships Total : 51 (all female)	116 students (all girls)
Number of Schools	14 Secondary schools 4 Other Institutions	6 Primary schools 6 Islamic schools 1 PTTC	2 Secondary schools 1 PTTC	1 University
Unit Cost Per Beneficiary	\$125	\$1.23	\$252	\$1,355
Start Date	August 2000	February 2009	January 2010	November 2010
End Date	On-going	September 2012	December 2012	September 2015

* Project consolidated to fall under KAPE's Rewrite The Future Project (RtF) in January 2012.



Phnong students and their teachers in the cultural center which is supported by PEI.

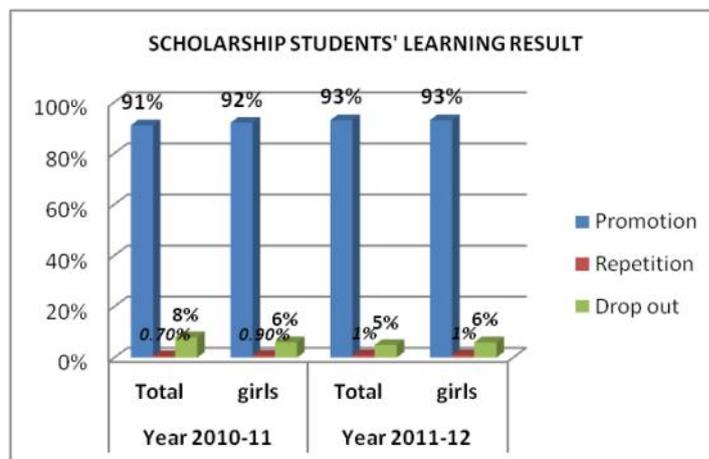
GEI

Having begun in the year 2000, the Girls' Education Initiative (GEI) is the longest running scholarship activity at KAPE. It promotes and enhances educational opportunities for Cambodian children, with a special focus on 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 education after the completion of primary school, mainly due to financial reasons.

A scholarship entails a uniform, study materials, monthly expenses of tuition fees, and, when necessary due to distance, lunch money or boarding costs. GEI has a great working relationship with the local scholarship management committee (LMSC) comprising school directors, teachers,

commune council members and parent representatives, and works through this body to administer the scholarships. The project also provided training to teachers on career counseling practices, who then helped to equip student leaders with the same information in order to assist their peers with career advice. With respect to impact in the community, GEI worked with local committees to identify 26 families with financial difficulties to receive training in practical life skills activities, such as chicken raising. Other highlights from this year include:

- 5 young women who completed GEI's vocational training have now successfully established their own businesses, earning enough money to support daily living costs.
- 20 female student leaders attended a 3-day training camp called "Girls Leading our World," facilitated by Peace Corps volunteers in the area.
- 16 former GEI scholars have been selected to become CTSP scholars, attending Western University.



MORE (RtF)

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 the Cham 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.

In order to extend the program to the end of FY2012, MORE activities were consolidated with those of the Rewrite the Future (RtF) project, which was also funded by Save the Children in January 2012. This ensured that MORE would continue building on interventions in areas with significant Cham populations, where primary school students face language difficulties, and requiring bilingual classroom assistants, and communities benefit from multi-cultural learning and education via the establishment of cultural centers.

The project also provided capacity building training to Tuans (Islamic teachers) on how to effectively use teaching resources in their classrooms. Finally, MORE organized a field trip for 89 student council members (45 girls) to historical, cultural and religious sites. This helped students to gain a better understanding about Khmer and Cham history.



Active cultural exchange: A mixed group of students of both Khmer and Cham heritage attend their cultural life skills lesson where they learn about unique dishes that are made in different communities.

PEI

The Phnong Education Initiative (PEI) began in January 2010 with an aim to support the Phnong, an indigenous hill tribe and minority group in Cambodia, focusing on students who would otherwise be unable to attend school due to financial reasons. The project is implemented in the eastern province of Monduliri where there is a significant population of Phnong. The project 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. Provide support to Phnong high school graduates to enter a two-year program at the Regional Teacher Training College, with the express goal of returning to Monduliri as teachers and role models for other 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. A few highlights from this year include:

- Conducting campaigns to advocate enrollment, working with teachers, students, as well partnering with other agencies. Traveling campaigns through communities were implemented by truck, motorbike and on foot!
- Organizing a celebration of International Children’s Day, to introduce students and communities to children’s rights.
- Taking high-achieving scholarship students on a two-day study tour to Siem Reap Province. One student said of the experience, “We felt it was totally different from our community as there are many modern things such as elevators in the hotel, crowds of people at the markets and temple, and young children who could speak English, and we were introduced to many different kinds of jobs!”

CTSP

The Cambodia Tertiary Scholarship Program (CTSP) is a collaborative initiative undertaken by KAPE and The Asia Foundation (TAF) that aims to identify and support young women through scholarships as a way to provide assistance at various exit points from the formal education system. CTSP focuses on young women who are recent high school graduates but struggle financially. For those selected, the project undertakes the cost of attending a four year Bachelor’s degree course at Western University in Kampong Cham Province.

CTSP scholars also receive support in the form of enrollment in IT classes, as well as English language training. They are also able to avail of training in general skills such as self development, effective communication skills, and speaker sessions with leaders from TAF and local partner NGOs. In addition to all this, the scholars are supported in the formation of study groups and clubs where they can engage in peer support activities.

This year KAPE supported two cohorts of scholars; cohort 1 completed their second year, and cohort 2 their first. Both batches have been successfully promoted to attend the next academic year beginning October 2012!



Student advocacy for enrollment: Student leaders take to the streets on a campaign to encourage peers and their families to support a return to school for another year. A prominent slogan during the campaign was: “Sending Children to School is like Saving Money for your Children!”

CTSP Scholar Focus

Channorn is a young woman who comes from a farming family. Given financial difficulties, family members wanted her to stop studying as it was impossible to fund a higher education. Channorn was one of the outstanding students in her high school class, and a KAPE scholar since Grade 7. She was determined to continue.

Fortunately for Channorn, CTSP officials identified her as a top candidate for a scholarship to attend the local tertiary institution, Western University. Soon she was off to pursue a degree in Accounting, with accommodation being provided at the university hostel. Thanks to her kind and outgoing nature, Channorn has inspired the admiration of her peers, one of whom says, “She is so smart and quick at understanding concepts, and she’s always willing to clarify points for me!”

Not surprisingly, Channorn is a leader of the Accounting study group. She keeps busy as a result, trying constantly to expand her knowledge through reading and communicating with lecturers. She says, “Ever since I was nominated to be club leader, I realized that I needed to keep improving myself if I wanted to help others and find better ways to explain difficult concepts. This position also motivates me to pay extra attention in class, so that I don’t get stuck when conducting study group activities with the club!”

Channorn has proven to be an amazing role model to her peers, and KAPE is honored to have been able to facilitate the pursuit of her dreams.

Program Profile

Donor	Aflatoun/ Barclay's Bank
Direct Beneficiaries	1,376 students
Budget Received FY2012	US\$ 21,859
Unit Cost per Beneficiary	\$15.89
Provinces Covered	1 (Kratie; across 2 Districts)
Target Schools	8 Primary schools 2 Secondary schools
Start Date	October 2010
End Date	September 2013

Project Update

In its first year, SELLS formed links with the IBEC Project to contribute three life skills manuals based on the Aflatoun curriculum program. The resulting manuals on 'Saving and Spending', 'Children's Social Enterprises' and, 'Personal Understanding' were then streamlined into the national life skills education pilot at the beginning of 2012. The project has completed development of draft curricula in Khmer, selection and training of teachers, on-going instruction and completion of the Child Social and Financial Education (CSFE) Curriculum.

The project organized market simulation activities at target schools where students set up basic enterprises with guidance from trained teachers. Some examples include running food stalls that sell egg dishes or Khmer cakes. Children were especially keen to attend Aflatoun Club activities, which often involved games that encouraged critical and creative thinking. Students were given a metal box each as a way to begin saving.

The savings activity resulted in certain immediate and tangible results wherein, over time, a number of students had found themselves in a position to purchase resources, such as a bicycle, or school supplies and uniforms. Another positive outcome was the reaction from students who have not been engaged with the project directly, reporting that they are impressed with skills their peers have exhibited. Those students are now expected to join the Aflatoun club and project in the next school year!

SELLS seeks to empower children to become agents of change, and to help them improve their own lives as well as the lives of others.

KAPE develops and runs the Aflatoun Child Social and Financial Education (CSFE) program in a 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 CSFE curriculum in Cambodia. In addition to the classroom based learning, SELLS set up Aflatoun Clubs for the children. The clubs are child-owned spaces where children put into practice their new found skills and knowledge, through social justice campaigns, or setting up small scale enterprises, as well as beginning the practice of saving money, a key activity.

Student Focus



Apart from attending school more easily, Chantha is also able to get around her community on her very own bike.

Chantha is a student in Grade 4 at a primary school in Kratie Province. She is a very hard-working girl who enjoys school, but always had to walk a significant distance every day in order to attend class. Parents who are able give their children lunch money before they head to school. Chantha received about KHR 2,000 to 2,500 (= US\$ 0.5) from her parents every morning. When the SELLS project officer conducted an interview with her, she expressed a wish to buy a new bicycle so that she could ride to school. But, given the difficult conditions at home, she was pessimistic of such a possibility.

When SELLS began disseminating information related to financial planning and social issues at her school, Chantha was introduced to a new way of thinking, and claims that it really changed her attitude. She began to save money towards the end of 2011, and continued diligently until the end of academic year around May-June 2012. She decided to put aside about KHR 600 to 1,000 every day in her savings box. By the end, she had collected a sum of KHR 200,000 (US\$ 50), a big sum for a young girl in her village! Chantha was especially conscientious, wanting to spend her savings towards buying valuable and useful things.

Not surprisingly, Chantha decided to buy a new bicycle, and although it nearly entirely depleted her savings, she thinks of it as an investment. SELLS believes that Chantha represents a source of encouragement to other students in her community, inspiring her peers to follow her example. Chantha is excited about her new purchase and gives thanks to the project and her Aflatoun Club for teaching her about how to save and use money smartly!

Reinforcing Education Access with Community Help (REACH)

Program Profile

Donor	Intervita
Partner (subgrantee)	Wathnakpheap
Direct Beneficiaries	9,579 Primary students (4489 girls) 450 Pre-primary students 300 Families
Budget Received FY2012	US\$ 96,647
Provinces Covered	2 (Svey Rieng and Prey Veng)
Districts Covered	4
Target Schools	25 Primary schools 15 Pre-primary schools
Start Date	July 2012
End Date	June 2015

The primary objective of this project is to enable at risk children to continue their education in an environment subject to seasonal migration and trafficking.

REACH is a three-year project designed to achieve three goals:

- 1) Reduce the negative impact of trafficking and seasonal migration on minors and their families
- 2) Improve access to education
- 3) Reduce the school dropout rate among children-at-risk.

The project plans to achieve these goals through the provision of direct support to children in the form of scholarships, whilst simultaneously offering opportunities to improve livelihoods through local life skills lessons for students, and income generating activities for families.

Key Activities

Increasing Access to Education

Higher enrollment and attendance in schools, including in early childhood education, is encouraged through the promotion of child rights, enrollment campaigns, scholarships and other interventions which combine school and community efforts.



Income Generating Activities (IGA) and Community Education

Wathnakpheap, KAPE's implementation partner, works with 300 families to enhance their income generating abilities through an introduction and training about micro-finance activities. This also involves the establishment of Saving Funds Committees comprising community members. Furthermore, they will organize 10 community pre-primary schools.

Local Capacity Building

The project reinforces the capacity of the different stakeholders involved to improve their capacity in monitoring, planning and evaluation of education processes in the environment where they live, through awareness campaigns, training and coaching activities. Specific attention will be given to migration, child protection and education issues.

Creating Child-Friendly Environments

The project will foster attractive learning environments with a variety of teaching aids and child-centered teaching methodology. Teachers develop routines that allow children to derive maximum benefit from a child friendly environment. REACH will encourage active participation in the project through Student Council activities, and participatory monitoring and evaluation methods.



Special Events and Developments This Year

“Development through networking and outreach.”

KAPE Assembly Meeting



KAPE held its biennial Stakeholder Assembly meeting at the end of the fiscal year in September. This meeting took place at the 7 Makara Hotel in Kampong Cham Town, and was attended by more than 70 participants from different schools, commune councils, the Provincial and District Offices of Education, World Education, KAPE and other local Partners.

The purpose of the event was to share KAPE's achievements from the past two years, and propose future implementation plans. Most importantly, the meeting aimed to document overall feedback from stakeholders with respect to KAPE's project implementation, as a way to inform the agency on how best to move forward in the next two-year period. In addition, the meeting served to conduct a vote which identified two new stakeholders to sit on KAPE's Board.

Beacon Schools Initiative (BSI) hosts 3 visits from The Oaktree Foundation

During 2011/ 2012, BSI was privileged to host three visits from The Oaktree Foundation in 2 to 9 October 2011, 13 to 14 December 2011 and 9 to 10 February 2012. The visitors included volunteers from *Schools 4 Schools* and *Live below the Line* who had coordinated and raised the money that funds the BSI project – giving them a chance see the results of their efforts. The teams visited schools to see progress of the refurbishments to the schools buildings and the new teaching resources as well as meeting students, teachers, school managers and parents. They attended school council meetings and student study clubs and visited scholarship students – giving these Australian young people a snap shot into lives of young Cambodians. KAPE was very pleased that the Provincial

Governor accompanied the teams as they visited the schools – consolidating the links between KAPE, The Oaktree Foundation and Government.



TTS-KAPE Launched this year!



TTS is an acronym for the Khmer name Thun Thean Seksa, meaning “educational resources.” TTS, set up by KAPE, aims to promote access to learning tools

inside and outside the classroom. TTS was set up on 1 February 2012, with the aim to develop and maintain a nationwide supply chain for teaching aids, while continuously designing new teaching aids in response to the needs of schools. TTS teaching aids are now being sold at some of the big name book stores, direct sales to schools, as well as via various NGOs working with schools in Cambodia. Once TTS has achieved sustainability, all profits will go directly to KAPE projects to help schools.



TTS has an interactive website where educators can browse through products, and place an order online. To view TTS teaching and learning tools, please visit:

www.tts-kape.org

and please remember to “LIKE” us on Facebook:

www.facebook.com/ttskape

Speaking Tour in Australia

In August 2012 Ms. Men Rum-dourl, Program Manager for Rewrite the Future, spent three weeks on a fundraising tour of Australia as a guest of The Oaktree Foundation. Her trip took her to Melbourne, Canberra, Sydney, Brisbane, Perth, Adelaide and Hobart. As well as meeting representatives of the government and the Ministry of Education, Rumdourl visited secondary



schools, universities and churches to give presentations on the state of education in Cambodia and the work of KAPE. Rumdourl was able to compare the student experiences between Australia and Cambodia and raise awareness and understanding of how the funds raised in Australia can directly benefit Cambodian children and young people. She was very pleased to meet and thank The Oaktree volunteers who had actually raised money to support the Beacon Schools Initiative (BSI).

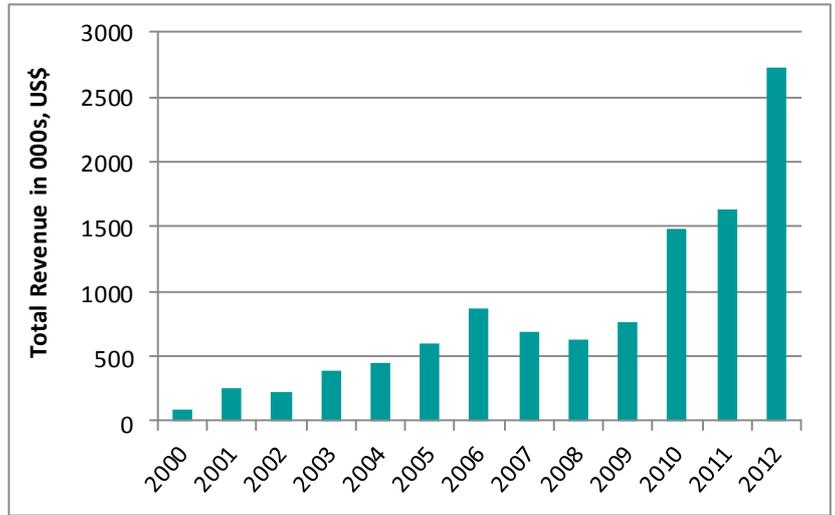
Financial Highlights

Cash Assets and Expenditure

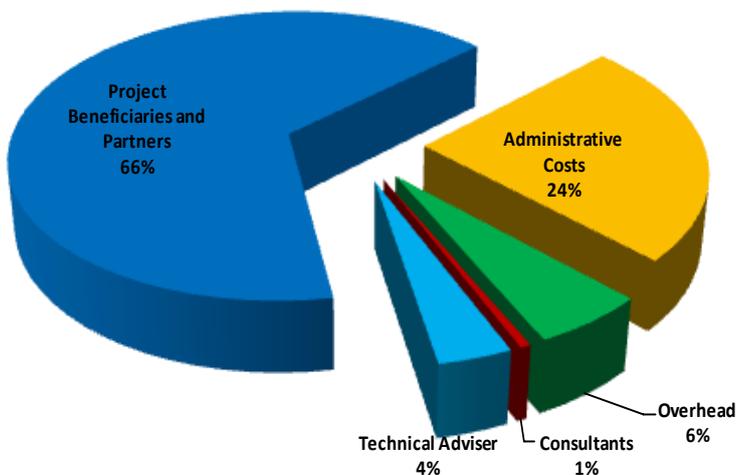
Description	Amount (US\$)
Total Project Revenues FY2012	2,721,324.26
Balance Forward from FY2011	133,674.08
Interest Income	556.21
Available Assets in FY12	2,855,554.55
Total Expenditure in FY12	2,324,481.96

Fund Utilization Rate 81.4%

Fund Receipt Trend



How was the \$ spent?*



Revenue Streams in FY2012

Donor	Amount (US\$)
Creative Associates International, Inc. (CAI)/ USAID	1,100,577.24
World Education, Inc./USAID	1,013,452.73
The Oaktree Foundation	149,822.94
Save the Children - Australia	128,660.71
The Asia Foundation	97,355.00
Intervita	96,647.27
Terre des Hommes	48,639.30
Aflatoun/Barclay's Capital	42,256.63
Lotus Outreach	23,115.44
Save the Children - Sweden	10,807.00
American Jewish World Service	9,990.00
World Food Program*	In-kind Support 1,665,836.00
New Revenue Received FY2012	2,721,324.26

*In-kind support not tallied in Total Revenue Received in FY2012.

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 FY2012

Senior Management Team



Sao Vanna
Executive Director



Hin Sim Huon
Vice Director & IBEC
Program Manager



Bo Sambath
Finance Manager



Chuon Saran
HR & Admin Manager



Kurt Bredenberg
Senior Technical
Adviser



Ali Lane
Adviser at Large



Paola Massa
Capacity Building
Adviser

Other KAPE Management Team Members *(In alphabetical order)*



Chea Kosal
Country Coordinator SDPP
(Semi-autonomous Project)



Chuon Kosal
Program Manager
BSI



Hem Mary
IEP Manager



Karishma Sushilkumar
Communications
Adviser



Ma Chan Sopheap
Capacity Building
Manager



Mai Sarith
Program Manager
REACH



Men Rumdourl
Program Manager
RtF



Or Phiran
Scholarship Manager



Pich Sophoeun
SFP coordinator



Phuong Sareth
IMS Manager



Sum Vannak
TTS Publishing
Manager

KAPE Stakeholder Assembly Meeting



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

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