



KAMPUCHEA ACTION TO PROMOTE EDUCATION (KAPE)

"Development with a Human Face"



Provincial Teacher Training College (PTTC) Kampong Cham, National Road 7, Kampong Cham Town, Kampong Cham Province



P.O Box 1621 Phnom Penh, Cambodia



042-941-481/ 042-941-918



kape@kapekh.org



www.kapekh.org



t.me/kapemedia



www.facebook.com/kapeaction



www.youtube.com/@KAPECambodia



www.linkedin.com/in/kapecambodia



www.twitter.com/KAPECambodia



# Annual Report 2024

Released on 23 February 2024

(Registered with Ministry of Interior since 1999 and re-registered at the end of 2019)

**Notice:** For more impacts of each project, please see our website. You could read more case studies of our project implementations at: [http://kapekh.org/en/what-we-do/4/?pro\\_id=20](http://kapekh.org/en/what-we-do/4/?pro_id=20)

# Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I would like to approve the Annual Agency Report of FY2024 that started in January and ended in December of this year. This has been a special year for KAPE as the agency marks its 25th Anniversary since its founding in 1999. On behalf of the Board, I would like to extend my congratulations to the whole agency for its amazing growth and the high standing that it has achieved over the last two and a half decades. The current year of performance has seen continuing expansion in the agency's programming and accelerating innovation. The Board, therefore, congratulates

KAPE once again on delivering a good year of strong performance in all respects and we look forward to continuing successes in the years to come.



**Mr. Heang Koy**  
KAPE Board Chairman



KAPE is a local non-profit NGO working primarily in the formal education sector in 19 provinces in Cambodia. KAPE implements projects at all levels of the education process with beneficiaries in preschools, primary schools, secondary schools, tertiary programs and Master's Degree of Education in Mentoring. Direct beneficiaries number well over 160,372 children and several hundred teachers, at over 385 schools.

## KAPE Vision

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

## KAPE Mission

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

## Our Core Values

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



# A Note from the KAPE Executive Director . . .



KAPE shares the present annual report with our stakeholders with great pride as the agency celebrates 25 years of continuous operation. The present report summarizes key events and activities during the 2024 program year. In this regard, the agency ended the year with 23 projects or two more than last year, a new record for the agency. Although many of these projects are small, short-term ventures that are ending soon, several are major long-term programs that will help stabilize agency programming over the next several years. This includes the approval of the Bridging Education Solutions for Transformation Project or BEST, a \$2.5 million project funded by USAID. In general, the year was marked by profound reflection among KAPE staff to mark the agency's 25th Anniversary and its ability to grow from a tiny local NGO in 1999 to a giant \$5 million agency today with over 20 on-going projects, 110 staff members, 16 donors, and 12 branch offices.

Our agency continues to focus heavily on investments in digital education including the startup of the Improving Digital Education for All Learners (IDEAL) Project and the ASEAN Ready for AI Project, which are new initiatives. The agency also completed the contextualization of the WeLearnDigital Curriculum for national use, which was funded by Meta. In addition, KAPE is now a key member of the AI National Taskforce set up by the Deputy Prime Minister and has taken a leading role in integrating AI utilization in New Generation School reforms as well as Life Skills Education.

Another major trend in 2024 programming relates to increasing focus on life skills education with strategically important partnerships with the Gap Foundation to promote the globally recognized Personal Advancement and Career Enhancement curriculum (P.A.C.E.) as well as a new partnership with UNICEF where KAPE is assisting MoEYS to expand Local Life Skills programming to more and more schools.

KAPE also continued to expand the programming scope of existing programs. In this respect, the New Generation School Program, which is funded by MoEYS through KAPE, expanded to two new secondary schools in Siem Reap and Prey Veng while the Happy Cambodian Children Program, which focuses on rural and remote schools, expanded from 55 to 70 primary schools across eight provinces. HCC is KAPE's fastest growing project with investment of about

\$2 million per year.

In a change of strategy, KAPE renewed a partnership with USAID to support MoEYS in the modernization of the upper primary school reading curriculum. This partnership takes the form of the BEST Project, which KAPE hopes will lead to new educational innovations at the primary school level. This includes promoting a different approach to mentoring, the use of non-print intensive approaches to curriculum design, the use of digitized curricula, and closer integration of reading and soft life skills leading to a transition from 'learning to read' in the early grades to 'reading to learn' in the upper grades. The BEST Project could signal KAPE's active re-entry into the reading subsector after a clash with international donors regarding the approach to early grade reading.

Key challenges for KAPE continue to relate to limitations in its institutional capacity versus the numerous opportunities for new partnerships and initiatives that have arisen in recent years. With over 20 projects and an annual funding portfolio of over \$5 million in 2024, KAPE's technical and administrative systems are quite taxed, particularly when dealing with large bilateral and multilateral donor bureaucracies, which KAPE has historically tried to avoid just for this reason. KAPE is currently considering whether it should rein in further expansion and consolidate or consider undertaking additional initiatives. These will be key challenges for KAPE to consider in the months going forward in the new year.

KAPE would like to thank all stakeholders and partners for their full support during 2024 and we look forward to more positive achievements in the new year.



**Mr. Sao Vanna**  
Executive Director

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**PREPARED BY**  
**Mr. Oeur Sawin**

*Media and Communications Manager*

**ENGLISH WRITTEN AND EDITED BY**  
**Mr. Kurt Bredenberg**

*Senior Technical Adviser*

**KHMER REVIEWED AND EDITED BY**  
**Mr. Hin Simhuon**

*Vice Director/Technical Manager*

**Mr. Chhuon Saran**

*Human Resource and Admin Manager*

**PROJECT DATA AND INFORMATION PROVIDED BY**

<b>Mr. UL Run</b>	<b>(NGS)</b>
<i>NGS Operation Manager/Senior National Adviser</i>	
<b>Mr. Bo Sambath</b>	<b>(Financial Highlights)</b>
<i>Finance Director</i>	
<b>Mr. Oeurn Bora</b>	<b>(HCC)</b>
<i>Project Manager</i>	
<b>Dr. Sun Somara</b>	<b>(NGPRC)</b>
<i>Training Coordinator</i>	
<b>Ms. Hem Mary</b>	<b>(DWD/LSLAG)</b>
<i>IEP Coordinator</i>	
<b>Mr. Tom Titona</b>	<b>(BMZ/REACH)</b>
<i>Program Manager</i>	
<b>Ms. Mol Sothea</b>	<b>(LSLAG)</b>
<i>Project Training Officer</i>	
<b>Mrs. Sim Phally</b>	<b>(DWD)</b>
<i>Child Protection and Gender Officer</i>	
<b>Mr. Phal Sovanthy</b>	<b>(COSAVED)</b>
<i>Education Quality Specialist</i>	
<b>Mr. Kul Vandy</b>	<b>(FOSTER)</b>
<i>Education Project Manager</i>	
<b>Ms. Ali Lane</b>	<b>(MoEYS-LPD)</b>
<i>Gender Leadership Adviser</i>	
<b>Mr. Sar Sophanak</b>	<b>(ADLP, IDEAL, DVITSA, KDLP &amp; MIDL)</b>
<i>Project Coordinator</i>	
<b>Mr. Sless Tahieith</b>	<b>(EQUAL)</b>
<i>Program Manager</i>	
<b>Mr. Chhorn Lin</b>	<b>(LLSE)</b>
<i>Project Manager</i>	
<b>Mr. Mom Ley</b>	<b>(E2L-KTR)</b>
<i>Program Manager</i>	
<b>Mr. Sum Vannak</b>	<b>(TTO)</b>
<i>Publishing Manager</i>	

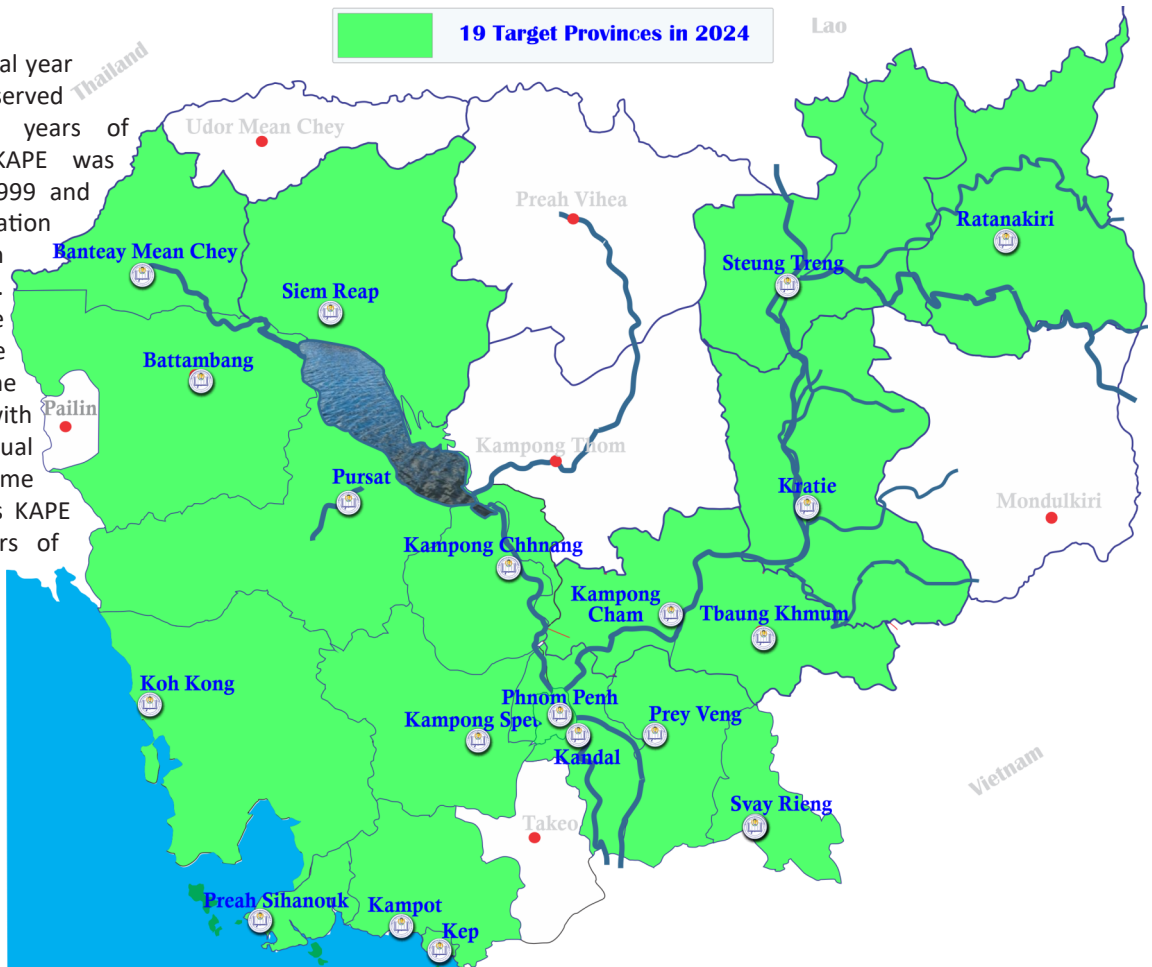
# Agency Overview for the Year

The year 2024 was a special year for KAPE as the agency observed the anniversary of 25 years of continuous operation. KAPE was established on 28 July 1999 and started as a small organization with one small office in Kampong Cham Province. Over the last 25 years, the agency has grown into the largest LNGO working in the formal education sector with over \$5 million in annual revenue. This year was a time for profound reflection as KAPE looked back on 25 years of success but also many challenges that had to be overcome over the years.

During 2024, KAPE has been able to maintain a historically large program portfolio encompassing 23 projects (see table), which is two more than last year. Indeed, this may be a highwater mark for the number of KAPE projects in a single year in its entire history. Though six projects ended in 2024, these tend to be smaller projects while new incoming projects (like BEST) are quite large and existing projects (like HCC) are demonstrating rapid expansion.

KAPE-implemented projects continue to span 19 provinces and benefit about 100,000 children and youth. In 2024, the agency had 16 donors in all ranging from large foundations to corporate partners as well as the Royal Cambodian Government. KAPE continues to have some number of bilateral and multi-lateral donors but their importance as a source of funding continues to be small (less than 20% of total revenues) relative to other sources of funding. This is part of a deliberate strategy to limit dependency on bilateral and multilateral donors. The rationale behind this strategy is to increase agency independence from donor-driven agendas that are often at odds with agency goals and beliefs. Nevertheless, KAPE made a major exception to this strategy in 2024 to pursue a strategic re-entry into the reading subsector through a renewed partnership with USAID.

KAPE also continues to be very proud of its very close relationship with the Ministry of Education, Youth, and Sport. KAPE is perhaps the only organization to actually be funded directly by the Ministry with taxpayer receipts. The Ministry approved a 10th year of direct funding for 2025 to continue the implementation New Generation School reforms and support the recent expansion into two new provinces (i.e., Prey Veng and Siem Reap). Next year will mark a major milestone for NGS as it marks the 10-year anniversary of these reforms. MoEYS continues to be KAPE's largest donor providing over \$1.8 million in annual funding to the agency during [\(Continue to page 6...\)](#)



23 Projects in 2024			Status
1.	ADLP	ASEAN Digital Literacy Program	Ending
2.	BEST	Bridging Education Solutions for Transformation	New
3.	BfC	Books for Cambodia	Continuing
4.	COSAVED	Consortium for Sustainable Alternatives & Voice for Equitable Development	Ending
5.	DViTSA	Digital Visualization Technology Skills Accelerator Program	Ending
6.	DWD	Digital Workforce Development	Continuing
7.	E2L-Kr	Easy to Learn-Kratie	Ending
8.	EQUAL	EQUAL	Continuing
9.	FLP	Financial Literacy Program	New
10.	FOSTER	Fisher Folk Making Circular Economy Work	Ending
11.	HCC	Happy Cambodian Children	Continuing
12.	IDEAL	Improving Digital Education for All Learners	New
13.	KDLP	Khmer Digital Literacy Programme	Ending
14.	LLSP	Local Life Skills Program (Phase II)	New
15.	LSLAG	Life Skills Learning for Adolescent Girls**	Continuing
16.	MIDL	Media & Information Digital Literacy	New
17.	MLPDP	MoEYS Leadership Professional Development Program (Phase II)	New
18.	NOREC	Norwegian Exchange Cooperation	Continuing
19.	NGPRC	New Generation Pedagogical Research Ctr.	Continuing
20.	NGSI (Secondary)	New Generation School Initiative (Secondary Level)	Continuing
21.	NGSI (Primary)	New Generation School Initiative (Primary Level)	Continuing
22.	REACH IV-BMZ	Reinforcing Education Access with Community Help	Continuing
23.	USE-SDP 2	Upper Secondary Education – Sector Development Project 2	Continuing



(...Continued from page 5) the present fiscal year to support New Generation School educational reforms and the operation of the New Generation Pedagogical Research Center at the National Institute of Education (NGPRC) with its innovative approach to teacher mentoring. Additional sites may also be added to the NGS System through the MoEYS' latest project agreement with the Asian Development Bank. A total of eight New Generation Schools will be supported through this new project.

The agency continued to raise its profile abroad and participated in a number of international conferences in London, Penang (Malaysia), Bali (Indonesia), Seoul (Korea), Thailand, and Bangladesh. KAPE's engagement in these conferences along with a continuing flow of published research (cf. <https://www.kapekh.org/en/publications-media/22/>) help to strengthen the agency's reputation and credibility, especially during policy discussions.

In terms of key strategic directions in its educational programming, KAPE continued to invest heavily in digital education with the start-up of the IDEAL Project in 12 schools and a continuing partnership with the ASEAN Foundation and Google to promote AI literacy. KAPE was given a leading role in a new AI Taskforce set up by the Deputy Prime Minister and is currently developing AI literacy guidelines for the Kingdom. The

agency is also making a major foray into upper grade reading (Grades 4 to 6) as part of a national program to support MoEYS in modernizing the Grade 4 reading textbook that also includes M-learning in ICT-enabled environments. Finally, KAPE has made great strides in promoting soft skill development through its partnership with UNICEF as well as STEM Education through its NGS programming.

KAPE's overall financial situation continued to improve during the year with annual revenues jumping from \$5.02 million in FY2023 to **\$5.051** in FY2024 or an increase of slightly **0.05%**. At the end of the year, KAPE counted 16 donors and partners including new or returning donors such as Kinchan Foundation and WeWorld. Nevertheless, it is important to note that about **37%** of agency revenues are now coming from the Ministry of Education, Youth, and Sport, making the Royal Cambodian Government KAPE's largest donor. Another **54%** is coming from private foundations and the private sector while the remainder is bilateral or multilateral. Fund utilization rates during the year stood at **96.6%**, which is quite high given the size of KAPE's portfolio. As in past years **58%** of agency resources were spent on beneficiary support including educational services, school materials and equipment, school grants, and research in FY2024.

## A Glance into the Future . . .

As six projects were scheduled to end in 2024, KAPE has continued its heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. New project designs focused on advances in digital education, upper grade reading, teacher mentoring, and soft skills development. In all, 10 project designs were submitted for donor review and approval in 2024. Several of these were requests for extension

but several were also requests for new projects (such as BEST). Of these proposal submissions, all were successful this year. This constitutes a 100% success rate, which is very unusual and further proof that 2024 was another excellent year for KAPE. As a result of program development efforts during the year, KAPE so far expects to field at least 15 or more projects in the next fiscal year, three of which will be over \$1 million per year.

## Program Development Summary for 2024

Program Name	Partners	Donor	Status	Duration
1. ASEAN AI Ready	Ministry of Education, Youth and Sport	ASEAN Foundation/Google	Successful	2 Years
2. Bridging Education Solutions for Transformation	World Education/JSI Real-time Evaluation	USAID	Successful	3 Years
3. EQUAL (Extension)	--	Plan International	Successful	3 Years
4. Happy Cambodian Children (Extension)	Krousar Yoeung	Kinchan Stiftung	Successful	1 Year
5. Leadership & Capacity Building	Ministry of Education, Youth and Sport	UNICEF	Successful	2 Years
6. Local Life Skills Development Project (Phase II)	Ministry of Education, Youth and Sport	UNICEF	Successful	2 Years
7. New Generation Pedagogical Research Center (6 <sup>th</sup> Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
8. New Generation Schools Initiative/Primary School Level (7 <sup>th</sup> Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
9. New Generation Schools Initiative/Secondary School Level (10 <sup>th</sup> Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
10. Upper Secondary Education -Sector Development Project (Extension)	Ministry of Education, Youth and Sport	Asian Development Bank	Successful	1 year

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KAPE APPOINTED BY MOEYS TO JOIN CAMBODIAN DELEGATION TO THE WORLD EDUCATION FORUM IN LONDON



The KAPE Executive Director (left) and H.E. Ung Borat, Chef de Cabinet of MoEYS (above), attend the Education World Forum in London, UK.

In May 2024, the Deputy Prime Minister appointed a KAPE representative to accompany the Chef de Cabinet to the Education World Forum in London, an important event sponsored by the British government each year. Representatives from KAPE attending this crucial global conference included Mr. Sao Vanna, Executive Director, and Mr. Ul Run, Senior National Adviser. The Education World Forum convened from 19–22 May 2024 in the United Kingdom, with 122 ministers from 124 countries participating in the event. The theme of the Forum in 2024 was encouraging AI understanding, building human relationships and resilience, and accelerating climate action. The

Conference provided an excellent opportunity for KAPE to work with MoEYS to build its networking with British organizations specializing in AI, a key topic covered by the conference, as well as strategizing to improve PISA scores among Cambodian students. The Cambodian delegation was led by H.E. Ung Borat, Chef de Cabinet of the Ministry of Education, Youth, and Sport. With tremendous support from KAPE’s UK partner, Cameo Education, an educational software development company, KAPE was able to help MoEYS form links with several organizations working on PISA improvement including Cambridge Education and Cambridge Partnership for Education. KAPE will help the Ministry to follow up on these contacts to help Cambodia boost its scores on PISA tests.

## MOEYS FORMALLY ADOPTS P.A.C.E. CURRICULUM ADVOCATED FOR BY KAPE

KAPE has been partnering with the Gap Foundation for several years to contextualize and expand the use of the *Personal Advancement and Career Enhancement* Curriculum, also known as P.A.C.E., in Cambodia. These efforts culminated in a national conference hosted by H.E. Dr. Hang Chuon Naron, Deputy Prime Minister and Minister of Education, Youth, and Sport. On 28 November 2024, MoEYS organized a formal adoption of the curriculum as a part of the national curriculum.



# SPECIAL NEWS AND INTERNATIONAL EVENTS

*"Development through networking and outreach"*

## KAPE ORGANIZES MEETING BETWEEN KINCHAN FOUNDATION AND MOEYS SECRETARY OF STATE

The Kinchan Foundation of Liechtenstein has become one of KAPE's most important donors as it increases its investment through KAPE as well as the scope of its programming, currently at 70 primary schools and growing. In July 2024, during a visit from Mr. Hartmut Giesecke, the founder of the Kinchan Foundation, KAPE organized a meeting between the Happy Cambodian Children Program Office, the local arm of the Foundation, and MoEYS. The meeting was chaired by H.E. Nath Bunroeun, Secretary of State of MoEYS and Mr. Khan Puthy, Director of the Primary Education Department. Mr. Giesecke was joined by his daughter, Ms. Kiyoko Giesecke to meet with Ministry representatives for an excellent conversation on future collaboration and improving alignment with Ministry planning. The meeting provided a good opportunity to establish closer relations with MoEYS and keep them informed about the growing investment in public schools in remote and rural areas.



*Mr. Hartmut Giesecke, Founder of the Kinchan Foundation (right), meets with H.E. Nath Bunroeun, Secretary of State (left) and Mr. Khan Puthy, Primary Education Department Director (center).*

## KAPE MEETS WITH FOREIGN MINISTER OF LIECHTENSTEIN

The Principality of Liechtenstein is a small country in Europe that has designated Cambodia as the first country to receive support as part of its foreign aid program. KAPE is currently receiving a \$95,000 grant from Liechtenstein Economic Development, which is the Foreign Aid Office of Liechtenstein, to implement a new initiative on gaming technology in its New Generation School Program. Because of this relationship with the Government of Liechtenstein, H.E. Dominique Hasler, the Foreign Minister of Liechtenstein, requested to meet KAPE Representatives at its New Generation School Office in Phnom Penh during a state visit in February 2024. The meeting was quite constructive and focused on ways to continue the relationship between LED and KAPE.



*The Foreign Minister of Liechtenstein (3rd from the right) visits KAPE Office.*



# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## FOUNDER OF KINCHAN FOUNDATION VISITS THE NEW GENERATION PEDAGOGICAL RESEARCH CENTER

One of the most important achievements in 2024 was KAPE’s accelerating partnership with the Kinchan Foundation to support and expand the agency’s teacher mentoring program in Cambodian schools. The Foundation has agreed to



invest heavily in engaging mentors trained at the New Generation Pedagogical Research Center at the National Institute of Education to work in target schools that it supports. NGPRC-trained Mentors receive a Master’s Degree in Education with a specialization in mentoring and have been able to promote one of the most innovative mentoring models in Cambodia, unlike most donor programs, which mainly support more traditional ‘check and control’ approaches to teacher supervision. In July 2024, Mr. Hartmut Giesecke, founder of the Kinchan Foundation, met at the New Generation Pedagogical Research Center with key center staff and KAPE advisers to further strategize the roll-out of the center’s well-regarded mentoring innovations.

## KAPE SUCCESSFULLY COMPLETES STAFF RETREAT IN SIHANOUKVILLE

KAPE successfully completed its staff retreat in March 2024 in Sihanoukville. This was the second staff retreat to occur for the agency since the Covid19 Pandemic caused a cessation of such gatherings for several years. KAPE hosted the retreat for all projects, giving them time to introduce their programming to other staff members who are not familiar with the wide range of programs that the agency is now supporting. During the Retreat, staff were introduced to new policies and also had the chance to elect new officers to administer the Staff Association Fund that provides health care coverage to all personnel.



## KAPE NEGOTIATES MOU WITH RANGSIT UNIVERSITY IN BANG KOK



In July 2024, KAPE sent a high level delegation to meet with the leadership of Rangsit University, a leading private university in Bangkok, to discuss an MoU that will focus on scholarships for NGS students and possible research collaboration with NIE. RU reached out to KAPE to expand its student recruitment in Cambodia and form links with well-regarded national organizations.

*Reaching Out to Tertiary Institutions in Bangkok: A delegation of KAPE leaders led by Mr. Sao Vanna, Executive Director, meets with the directorate of Rangsit University to discuss closer cooperation with KAPE.*

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*"Development through networking and outreach"*

## KAPE ATTENDS BRITISH EDUCATIONAL TRAINING & TECHNOLOGY SHOW IN LONDON

From January 24 to 26 2024, representatives from KAPE, including Mr. Ul Run, Senior National Adviser and Mr. Sar Sophanak, EdTech Coordinator, attended the BETT UK 2024 event in London, the world's largest EdTech gathering. This global event brought together over 30,000 educators, innovators, and industry leaders to explore cutting-edge educational technology, network with peers, and discuss transformative practices in teaching and learning. A significant focus of the event was the potential of Artificial Intelligence (AI) in education, with the UK's Education Secretary Gillian Keegan emphasizing AI's transformative role in reducing teacher workloads, enhancing personalized learning, and fostering international collaboration. Sessions such as the "Global Futures" discussion highlighted regional insights, including Southeast Asia's challenges and opportunities in adopting EdTech.



*KAPE staff joined with thousands of educators and technologists during the BETT Event in London.*

## NEW RELATIONSHIP BETWEEN KAPE & EDUCATIONAL BROADCASTING OF CAMBODIA

During 2024, KAPE has been having multiple dialogues with EBC, which is closely linked with the Ministry of Posts and Telecommunications (MoPT) to discuss ways to collaborate more closely. EBC has state of the art facilities to develop educational media and communication materials but has found it difficult to link up effectively with the education system. KAPE on the other hand has a strong network in the education system but has fewer resources at its disposal to develop high quality media tools and other products to support the dissemination of new ideas in education. KAPE had several meetings with EBC during the year and is hopeful that this will lead to a new and productive partnership of mutual benefit to both parties.



# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## EXPOSURE VISIT FOR CAMBODIAN EDUCATORS IN THAILAND

On 1-5 July 2024, KAPE organized an exposure visit to Buriram Province in Thailand for 115 Cambodian educators working in the New Generation School System. Buriram Province has many Khmer speakers, which makes it an especially suitable place for an exposure visit. These exposure visits are intended to broaden the perspectives of educators in the NGS System by introducing them to best educational practices in other education systems. A large number of schools (13) participated in the visit, the largest contingent ever to join an exposure visit. The visit took educators to three schools that are all very different in their approach to education. This included Lamplimat School, Chulaphorn Science High School, and Nang Rong High School. The exposure visit included presentations, classroom observations, and a reflection meeting at the visit’s conclusion. To maintain this important networking with the Thai education system, the KAPE Executive Director signed an MoU for continuing cooperation with the Regional Education Zone of Eastern Thailand. Several Cambodian schools also signed Memoranda of Understanding with Thai schools to ensure that there is continued communication between them following the conclusion of the exposure visit.



*Mr. Sao Vanna, KAPE Executive Director, signs an MoU for extended cooperation with Dr. Krit Lamoonmorn, Director of Secondary Educational Service Area Office Buriram in eastern Thailand.*

## KAPE SIGNS MOU WITH CHILD FUND KOREA FOR JOINT PROGRAMMING

On 16 February 2024, the KAPE Executive Director signed an MoU with Child Fund Korea to start a major project in digital education that will be situated in Phnom Penh and Kandal Provinces (12 schools). Child Fund Korea was represented by Mr. Jaekyun RHO, Country Director. The MoU sets out the parameters of implementation of the *Improving Digital Education for All Learners Project* or IDEAL, which will be implemented at primary and secondary school level. The project budget is set at \$1 million over a three-year period that will see investment in both infrastructure/equipment as well as school capacity. KAPE will be the primary implementer of the project with oversight support from Child Fund Korea. The design and implementation of this project fits very well with KAPE’s 5-year Strategic Plan to intensify investment in digital education.



## ASEAN FOUNDATION INVITES KAPE TO PRESENT RESEARCH ON ONLINE SAFETY AT INTERNATIONAL CONFERENCE IN BANGKOK



As part of the *ASEAN Digital Literacy Program*, which it implements, KAPE undertook a major research effort leading to a country monograph on online safety for both youth and adults. The ASEAN Foundation will combine monographs developed by implementing partners in all 10 ASEAN countries into a single consolidated research study. As part of this research process, each partner was invited to a regional conference that was held in Bangkok, Thailand on 20 March 2024. The presentation of the KAPE country monograph was done by Mr. Sophanak Sar, KAPE’s EdTech Education Coordinator and Manager of the ADLP Project. KAPE’s participation in such conferences helps to raise its profile internationally and strengthens its role as a key research player in terms of Cambodia’s digital education situation.

*Mr. Sophanak Sar, KAPE ICT in Education Coordinator, provides a presentation in Bangkok on KAPE’s country monograph relating to online safety.*

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*"Development through networking and outreach"*

## KAPE ADVISER JOINS DIGITAL EDUCATION CONFERENCE IN SEOUL KOREA

The Digital Education Global Forum 2024, held from September 24 to 26 in Seoul, South Korea, was attended by Mr. UI Run, KAPE Senior National Adviser, as a nominee of the Ministry of Education, Youth, and Sports (MoEYS) with funding provided by the World Bank Group. This forum brought together policymakers, educators, and experts from over 25 countries to explore the theme of "Activation of Digital Transformation: Shifting the Paradigm of Education." Through various sessions, participants discussed AI's transformative role in education, strategies to bridge digital divides, ethical considerations of AI, and fostering global cooperation for inclusive and innovative education systems. As part of the program, Mr. Run visited Naegok Middle School, a leading example of digital education excellence in Korea, where AI tools and digital devices are effectively integrated to support personalized learning and student well-being. Additionally, he also attended the EdTech Korea Fair 2024, which showcased cutting-edge educational technologies, including AI-powered tools and platforms aimed at enhancing learning outcomes. These experiences provided valuable insights and inspiration to support education transformation efforts in Cambodia.



*Mr. UI Run, Senior National Adviser, represents KAPE at the Digital Education Global Forum in Korea.*

## HEAD FOUNDATION INVITES KAPE TO INTERNATIONAL PROGRAM REVIEW IN MALAYSIA

KAPE's close partner, The Head Foundation based in Singapore, with whom it has partnered on the development of improved STEM Education in Cambodia, invited two KAPE Representatives to attend its Annual Review Conference in Penang, Malaysia. Mr. Sao Vanna, KAPE Executive Director, and Mr. Phann Bunnath, the NGS Accreditation Coordinator, attended this conference as agency representatives and discussed past achievements and challenges and opportunities for future project development in the area of STEM Education. KAPE is hopeful that these discussions will lead to additional programming in STEM Education to support what it is currently doing as part of New Generation School Reforms.



*The KAPE Executive Director and NGS Accreditation Coordinator join regional discussions with the Singapore-based HEAD Foundation in Penang Malaysia to map out future collaboration.*

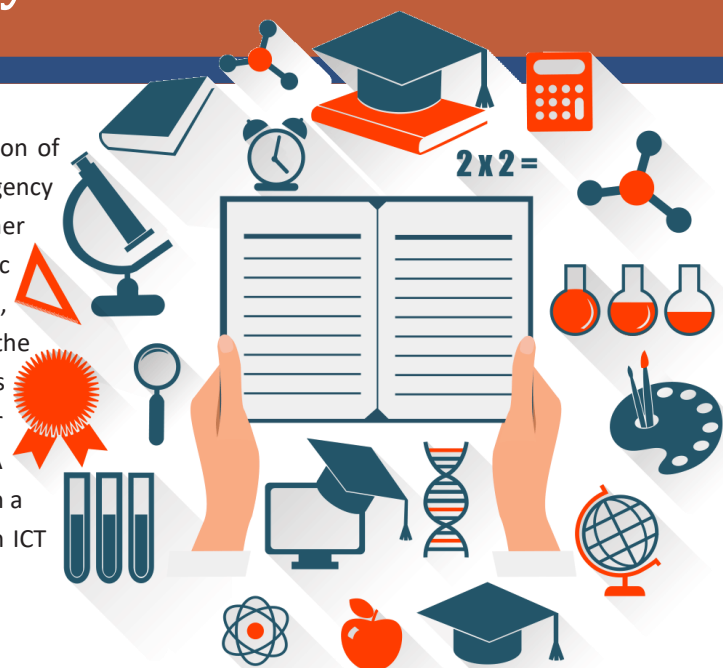
## NEW KAPE PUBLICATIONS

Over the years, KAPE has developed and printed many technical publications on a variety of topics ranging from student assessment, constructivist learning, student clubs, project work, and many more. Altogether, KAPE has published over 20 manuals and policy documents as MoEYS publications. During the last year, KAPE published and distributed a revised version of the Constructivist Learning Manual to include a major section on Computational Thinking. The incorporation of this new section into the earlier developed manual is intended to amplify the ability of teachers to introduce new critical thinking skills such as pattern recognition, decomposition, the use of algorithms, and other aspects of critical thought. These and other technical resources can all be found on the recently upgraded New Generation School Website (<https://ngs.edu.kh/en/resources/>). In addition, KAPE also completed the contextualization of the *WeThinkDigital* curriculum developed by Meta and worked with MoEYS to have this manual published for use in all public secondary schools. This was a major achievement that will greatly enhance ICT literacy curricula in the public school system.



# KAPE Programming by Technical Subsector

Over the years, KAPE has succeeded in diversifying its penetration of various technical subsectors, as per its strategic planning. The agency first invested primarily in only two subsectors, namely Teacher Development and Inclusive Education. While these two strategic subsectors remain KAPE's most highly invested areas of expertise, they have been joined by eight other areas, as can be seen in the table below. This level of diversification harmonizes with KAPE's Strategic Plan (2021-2024), which has consistently called for increased technical diversification in KAPE's programming. A major change in the classification of technical subsectors has been a dramatic increase in the number of projects that are focusing on ICT in Education.



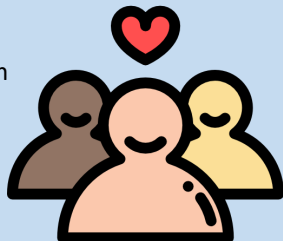
## Alignment of KAPE Projects by Technical Subsector, 2024

KAPE Projects (2024)	ACRONYM	Charter School Development	ICT in Education	Teacher Development	Inclusive Education	Early/Upper Grade Reading	Preschool Programming	Infrastructure Design	Library Development	Life Skills & Career Counseling	STEM Education
1. ASEAN Digital Literacy Programme	ADLP		✓								
2. Bridging Education Solutions for Transformation	BEST		✓	✓	✓	✓			✓	✓	
3. Books for Cambodia	BfC								✓		
4. Consortium for Sustainable Alternatives & Voice for Equitable Development	COSAVED			✓	✓	✓	✓		✓	✓	
5. Digital Visualization Technology Skills Accelerator Program	DViTSA		✓	✓							
6. Digital Workforce Development	DWD				✓						✓
7. Easy to Learn-Kratie	E2L-Kr		✓	✓	✓	✓			✓	✓	
8. EQUAL	EQUAL			✓	✓	✓			✓	✓	
9. Financial Literacy Program	FLP			✓						✓	
10. Fisher Folk Making Circular Economy Work	FOSTER			✓	✓	✓	✓		✓	✓	
11. Happy Cambodian Children	HCC			✓	✓	✓	✓	✓	✓	✓	
12. Improving Digital Education for All Learners	IDEAL		✓	✓	✓			✓	✓		
13. Khmer Digital Literacy Programme	KDLP		✓	✓							
14. Local Life Skills Program	LLSP			✓						✓	
15. Life Skills Learning for Adolescent Girls**	LSLAG				✓					✓	
16. Media & Information Digital Literacy	MIDL		✓	✓						✓	
17. MoEYS Leadership Professional Development Program	MLPDP		✓		✓						
18. Norwegian Exchange Cooperation	NOREC										
19. New Generation Pedagogical Research Ctr.	NGPRC	✓	✓	✓							
20. New Generation School Initiative (Secondary Level)	NGSI (Secondary)	✓	✓	✓	✓			✓	✓	✓	✓
21. New Generation School Initiative (Primary Level)	NGSI (Primary)	✓	✓	✓	✓	✓		✓	✓	✓	✓
22. Reinforcing Education Access with Community Help	REACH-BMZ			✓	✓	✓	✓		✓	✓	
23. Upper Secondary Education – Sector Development Project 2	USE-SDP 2			✓				✓	✓	✓	
<b>Total Projects Working in Each Sector</b>		<b>3</b>	<b>12</b>	<b>17</b>	<b>13</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>12</b>	<b>14</b>	<b>3</b>

# Donors, Branch Offices, Target Provinces and Projects

## Donors (2024)

1. ADB
2. Aide et Action/EU
3. ASEAN Foundation/Google
4. Child Fund Cambodia
5. Child Fund Korea
6. Gap Foundation
7. Kinchan Foundation
8. Lichtenstein Economic Development
9. Meta
10. MoEYS
11. NOREC
12. Plan International
13. The Asia Foundation
14. UNICEF
15. USAID
16. WeWorld-BMZ



## Branch Offices

1. Phnom Penh (3)
2. Ratanakiri
3. Kratie
4. Kompong Chhnang
5. Tbaung Khmum
6. Prey Veng
7. Svay Rieng
8. Siem Reap
9. Stung Treng
10. Banteay Meanchey



## Target Provinces

1. Phnom Penh
2. Kandal
3. Kampong Cham
4. Prey Veng
5. Svay Rieng
6. Siem Reap
7. Kampong Chhnang
8. Ratanak Kiri
9. Steung Treng
10. Kratie
11. Banteay Mean Chey
12. Tbaung Khmum
13. Battambang
14. Pursat
15. Kampong Speu
16. Koh Kong
17. Kampot
18. Kep
19. Preah Sihanoukville

## Expected Donors in 2025

- |                            |                       |                        |                 |
|----------------------------|-----------------------|------------------------|-----------------|
| 1. ADB                     | 4. Gap Foundation     | 7. NOREC               | 10. UNICEF      |
| 2. ASEAN Foundation/Google | 5. Kinchan Foundation | 8. Plan International  | 11. USAID       |
| 3. Child Fund Korea        | 6. MoEYS              | 9. The Asia Foundation | 12. WeWorld-BMZ |

## Projects in 2025

1. AIR	AI Ready ASEAN
2. BEST	Bridging Education Solutions for Transformation
3. BfC	Books for Cambodia
4. EQUAL	EQUAL
5. FOSTER	Fisher Folk Making Circular Economy Work
6. HCC	Happy Cambodian Children
7. IDEAL	Improving Digital Education for All Learners
8. LLSP	Local Life Skills Program
9. LSLAG	Life Skills Learning for Adolescent Girls
10. MLPDP	MoEYS Leadership Professional Development Program (Phase II)
11. NOREC	Norwegian Exchange Cooperation
12. NGPRC	New Generation Pedagogical Research Ctr.
13. NGSI (Secondary)	New Generation School Initiative (Secondary Level)
14. NGSI (Primary)	New Generation School Initiative (Primary Level)
15. EYE-BMZ	Educating Youth for Empowerment
16. CLASS	Children's Learning, Access to Support, and Sustainability
17. USE-SDP 2	Upper Secondary Education – Sector Development Project 2



## TTO HIGH LIGHTS

### About Us

TTO is a local company promoting access to teaching and learning tools in and outside the classroom. As a social enterprise, TTO is not part of KAPE but an associated partner.

### Product

Teaching aids:

- Primary School Math 24 items
- Secondary School Math 13
- Literacy 32 items
- Science 2 items
- Literacy Tests 3

### Certified

Publishing products approved by the Ministry of Education, Youth and Sport (MoEYS).



↑ TTO participated in displaying its teaching and learning aids during the 9<sup>th</sup> Reading Fair 2024 at the Institute of Technology of Cambodia in Phnom Penh. It was a great opportunity for TTO to promote teaching and learning aids and advertise a special discount for its customers.



Activities of displaying teaching and learning aids at Koh Pich hall in Phnom Penh.



← These teaching and learning aids are prepared for TTO's customer purchasing.



### Contact Us at

Tel.: (855) 99 333 102

E-mail: info@tts-kape.org

Website: www.tts-kape.org

and remember to "LIKE" us on

FB: www.facebook.com/ttskape

Or Scan QR Code ↓



# NEW GENERATION Schools Initiative (NGS)

*"Supporting the Best to Help the Rest"*

## Project Profile

<b>Donor(s)</b>	MoEYS; Franks Family Foundation
<b>Direct Beneficiaries</b>	7,920 Students (Secondary) 2,444 Students (Primary) <b>10,364 Students (Total)</b>
<b>Budget Received in FY2024</b>	USD1,709,316.77
<b>Unit Cost per Beneficiary</b>	USD179 (Secondary) USD102 (Primary)
<b>Provinces Covered</b>	7 (Phnom Penh, Kg Cham, Kg Speu, Kandal, Svay Rieng, Prey Veng, Siem Reap)
<b>Districts Covered</b>	9
<b>Target Secondary Schools</b>	8
<b>Target Primary Schools</b>	4
<b>Start Date</b>	October 2015
<b>End Date</b>	Open-ended

## Project Update

New Generation School reforms have now been in effect for nine years. The most significant development this year has been a decision to expand the NGS System into two new schools each in different provinces (i.e., Prey Veng and Siem Reap). About \$200,000 was invested in these new sites this year for a whole school configuration, starting with all classes in Grades 7 and 8. Expansions in grade level will be seen every year going forward until the whole school is covered. As a result, total funding to NGS has increased to \$1,840,000 in 2024 compared to \$1,680,000 in 2023. In addition, total enrollment in the NGS System finally broke the 10,000-student mark with total enrollment this year registering 10,364, up from 9,187 last year or 13%. This marks a major milestone for the NGS System and indicates continuing strong support from the public for NGS reforms, despite opposition from some quarters.

## Milestone Events in 2023

- Long-Awaited Expansion to New Secondary Schools:** The NGS System finally began a long-anticipated expansion to two new schools in Siem Reap and Prey Veng Provinces. Both schools have made remarkable progress in only a very short period. There are now eight secondary schools in the NGS System or nine altogether counting Yukanthor HS, which is supported through Sisovath HS as an annex.
- National Examination Results:** New Generation Schools put in another excellent performance on the Bac II Examination with a 90% pass rate and 41% scoring in the A-B-C range, compared to only 26% nationally.
- University Transition Rates:** The NGS Central Office reported that 94% of those passing the Bac II Examination transitioned to university compared to less than 15% nationally.
- Improved Financial Management:** The NGS Central Office completed the development of a Financial Management Manual for all New Generation Schools followed by training of all schools.
- Declining Unit Costs:** Unit costs continued to decline during the year as parental support for programming increased dramatically.
- Peaking Enrollment:** The number of students enrolled in the NGS System continued grow this year breaking the 10,000-student mark.
- EGRA Zero Scores for Familiar Word Reading at 13%.** EGRA testing in New Generation Schools demonstrated that children in NGS Primary Schools have the highest reading rates of any development project in Cambodia. Nearly all children can read words at Grade 1, even in rural schools. This compares with national reading scores where 58% of Grade 1 children cannot read a single word after one year of study.

## Program Rationale

New Generation Schools refer to an educational reform inaugurated by the MoEYS in 2015 to create 'autonomous' public schools with a mandate to innovate and improve educational quality. Access to high investment funds is contingent on high standards of governance and professionalism. This new development track seeks to move public schools to the next level so that they can achieve 'maximal' standards of education, especially in the STEM subjects. Under the new policy defining New Generation Schools, MoEYS has made a major commitment to make intensive investments in such schools under conditions that ensure high standards of good governance. With its system of strict accreditation requirements linked to on-going investment, the new policy incentivizes schools to adhere to high standards of education.

## Key Activities in 2024

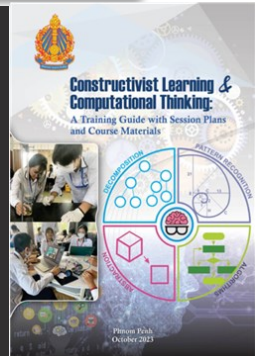
- Training New Teachers in New Sites:** As NGS moved into new schools in Prey Veng and Siem Reap, it was necessary to train over 100 new teachers in NGS Methodologies, equip them with digital capabilities, and re-design the entire school eco-system.
- Teacher Mentoring:** The roll-out of school-based mentoring continued to accelerate in 2024 with a total of 38 mentors now allocated to the NGS System.
- Manual Development:** NGS Staff have continued to focus heavily on the development of new technical manuals on key topics such as *Computational Thinking*.
- Gaming Technology Skills Accelerator:** NGS implemented a new digital initiative dealing with Gaming Technology, which is the fastest growing subsector in the ICT field. This initiative has been configured as a skills accelerator initiative to help MoEYS to comply with expectations to accelerate the training of Cambodian youth and meet the challenges of the 21st Century.
- Accreditation Visits and Reporting:** The NGS Accreditation Office has been working intensively to visit all schools and issue reports and recommendations to the NGS Oversight Board for accreditation. All schools have passed accreditation requirements except one.
- Exposure Visit to Thailand:** As part of the teacher development process, the NGS program helps to organize exposure visits to schools in Thailand for NGS teachers. In July 2024, over 100 Cambodian teachers visited Thai schools in Buriram Province.

**New Publication on Computational Thinking:** The NGS Office revised its *Constructivist Learning Manual* to include a section on *Computational Thinking*, which has become increasingly relevant to promoting education for the 21<sup>st</sup> Century. ↓



HS in Prey Veng starts its transformation into a New Generation School. ↓

← **NGS Exhibition on Advanced Teaching Methods:** The Deputy Prime Minister visits a special exhibition on NGS teaching innovations to mark the inauguration of Phnom Penh Teacher Ed Center. **NGS Expansion:** Preah Angdong ↓





## Key NGS Achievements

New Generation Schools continued to provide strong outputs with regards to a very diverse set of metrics that goes beyond just test scores. Over 3,000 students received gold, silver, and bronze medals in 2024 while schools demonstrated high rates of transition to university and low rates of dropout. Such results help to justify the high investment in New Generation Schools.



New library (above) and science labs (below) come on line at a brand new New Generation School. ←

**Awards Galore:** NGS students continue to receive hundreds of academic awards not only in Cambodia but in the region. New Generation Schools help to encourage individual students and student subject clubs to enter stimulating academic contests in both Cambodia and abroad. These contests provide students with an opportunity to use important soft skills such as critical and creative thinking, team work, and collaboration to construct projects that address real issues in society. The projects build student confidence and adds to their academic portfolios. ↗



← **Student Health Clinics in Every New Generation School:** One of the important innovations in New Generation Schools is to provide regular health services to all students in the form of on-site student health clinics. Hundreds of students have been using these facilities where they can get first aid, health referrals, and regular health examinations. All health services are free and are covered by the annual voluntary fee that parents agree to provide to the school for such enhanced school services.

## Key Metrics for New Generation Secondary School Performance (2023-24)

Metric	NGS	National
Bac II Examination Pass Rate	90%	79%
Students with A, B, or C Bac II Pass:	41%	26%
Transition to University:	94%	13.69%*
Students Receiving Medals/Awards:	3,024	n/a
Students studying ICT 3 hrs/week or more:	100%	0%
Dropout Rate:	1.7%	LSS: 15.4% USS: 13.7%
Secondary Schools Accredited:	90%	n/a
Secondary School Teachers with 4-Year Degrees or Higher:	90%	43%
Student Projects Completed	3,077	n/a

\*Gross Enrolment (Tertiary)

Sources: MoEYS, 2024; EMIS, 2024; World Bank, 2018



↗ **Learning about Hydroponics and Entrepreneurship:** New Generation Schools not only teach content but also practical applications. In this case, students who study how to manage hydroponic gardens are also given the opportunity to develop entrepreneurial skills to sell to parents what they produce.

**Affirming the Original Social Contract between NGS & Parents:** Many public schools are now demanding fees from parents such as 'rien kua' with little regulatory oversight. To distinguish the NGS Model from other schools, New Generation Schools are re-issuing their manifestos that make clear the consensual nature of rationalized fees in the NGS System for high quality services.

## Our School Manifesto & Promise to Parents

Prek Leap High School



### INTRODUCTION

Dear Parents,

Thank you for entrusting the education of your children to the New Generation School (NGS) program, a special reform initiative of the Ministry of Education, Youth, & Sport. NGS is committed to providing a high-quality, innovative, and inclusive educational experience. We are a special kind of public school that provides a choice to parents where they can receive educational services of high quality without having to send your children to a private school where tuition costs are very high. To ensure transparency, fairness, and collaboration, we are pleased to share this Manifesto and Promise outlining the principles and practices that guide our operations.



School organization and learning environments

### Our Commitment to Transparency & Excellence

#### 1. Single Annual Fee

- We pledge to charge a single, fixed annual fee that is voluntary and agreed upon by parents.
- This fee will cover all educational services and activities for the academic year, with no hidden or additional charges, except in cases where major investments are required for new infrastructure such as meeting halls, ICT Labs, and other major investments that enhance school services.



# New Generation Pedagogical Research Center (NGPRC)

*"Empowering educators with ethical and evidence-based practices"*

## Project Profile

Donor(s)	Ministry of Education, Youth and Sport (MoEYS)
Direct Beneficiaries	31 Degree Candidate
Budget Received in FY2024	USD169,979
Unit Cost per Beneficiary	USD5,483 per Master Degree Candidate
Provinces Covered	National Allocation of Mentors
Districts Covered	Not Applicable
Target	Tertiary Education
Start Date	September 01, 2019
End Date:	Open-ended

## Curriculum Framework

The NGPRC offers a master's degree in Mentoring to competitively chosen teachers who are already excellent practitioners. Degree candidates study a unique curriculum framework that features **4 Modular Streams** comprising a total of 30 modules and 89 subtopics. Students study the modular program for 9 months followed by a 3-month practicum where they practice Mentoring Techniques using the latest educational software. The course is designed to be cutting-edge and includes many high-tech features to bring Cambodia's education system into the 21st Century. The program also includes one extra-curricular, Soft Skills and Leadership Club. The modular program comprises 4 Curricular Streams as follows:

- 1. Professional Ethics and Mentoring:** These modules cover the basis for ethics in the teaching profession and uses many interactive materials such as videos and software to frame provocative discussions.
- 2. Educational Research:** These modules help to acquaint trainees with the nature of research and to read many articles that they encounter as part of their reading assignments.
- 3. ICT in Education:** These modules introduce trainees to the many educational software programs that are used in the New Generation School context and especially a new software called **Observic**, a mentoring software that uses cutting-edge techniques to support teachers in improving their own teaching practice.
- 4. Teaching Methodology:** These modules help trainees to gain insight into how key methodologies such as Constructivist Learning, Cooperative Learning, and Project Work are effectively used in the New Generation School Setting.

## Program Rationale

**Purpose:** The Ministry of Education, Youth, & Sport established the NGPRC to enable the expansion of New Generation Schools, which are autonomous public schools that receive high investment from government and demand high standards of the teachers that work there.

**Vision:** The Center's Vision is to change the character of Cambodian schools so that there is a built-in mechanism animated by experienced school-based 'Mentors' who can help teachers grow both professionally and morally to make their schools exciting and engaging places to learn.

**Mission:** The NGPRC seeks to conduct research that will better inform efforts to train teachers who are already strong in their practice of teaching to understand how to mentor other teachers in a way that is effective and non-threatening.

## Key Activities

- In 2024, NGPRC, empowered by MoEYS, conferred a Master's Degree of Education in Mentoring (5th Cohort) upon graduates who completed a one-year intensive course. The center conducted the Physical Mentoring Practicum in three contexts: New Generation Schools, Normal Schools, and a private school, thereby providing practical experiences for the 5th Cohort of students.
- Organized and Co-organized different international conferences and forums.
- The center collaborates internationally with the HEAD Foundation, EMCAST, and Texas A&M University on STEM education, teacher mentoring, and action research for professional publications.
- The development of mentor guidelines involved revising the Terms of Reference and implementation plan, creating mentoring tools like observation guides, and preparing a concept note on mentoring in Cambodia.
- Development of a Pedagogical Magazine, "Education Tips" webzine, in Khmer, which aims to enhance access to pedagogical knowledge for Cambodian teachers and includes a "Mentor's Room" for inquiries.
- Research activities included an impact study on mentoring in Cambodian public schools, collaboration with Texas A&M University for book chapters, and a shift from thesis proposal defense to a Research Proposal Fair for the 5th cohort.
- The Center became a significant asset to the National Institute of Education by supporting reforms in demonstration schools, master's degree curricula, research, Club Studies, and Professional Learning Communities (PLCs).

## Project Impact

- **Pioneering the Seminar Format in Higher Education:** All degree candidates study in a seminar format with not more than 16 students per class. Discussions, group work, and frequent presentations are important features of the course, which is unusual for tertiary level work in Cambodia.
- **Integrating ICT tools for mentoring:** All trainees are equipped and trained to use ICT tools for education including Google Classroom, Zoom Meeting, Google Meet, *Observic*, Wolfram, Artificial Intelligence, etc. to assist teachers both offline and online.
- **Pioneering School-based Mentoring:** The Center has been pioneering a new approach to teacher development by creating a framework to support school-based mentoring.
- **Research Opportunities:** Degree Candidates also have the opportunity to work as research assistants for various research projects received by the Center.
- **Posting Mentors to Multiple Institutions:** By the end of 2024, the Center had awarded a total of 134 Master's Degrees to successful candidates. Among these, 46 individuals were assigned to NGS schools, 25 were posted to Teacher Training Institutions, an additional 40 mentors were placed in a school-based mentoring pilot supported by the Upper Secondary Education - Sector Development Program funded by ADB and demonstration schools, and another 22 were placed in other schools.
- **On-going Support for Mentors:** NGPRC offers continuous support to posted mentors through the establishment of the Cambodia Association for Mentoring (CAM). CAM serves as a Professional Learning Community for mentors.



The NGPRC provides a very modern setting for mentors to study in, complete with two seminar rooms and state of the art meeting and media facilities.

Intakes & Outtakes	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total
Intake	25	32	21	25	30	<b>134</b>
Posted NGS/Other	17/8	19/13	7/14	2/23	1/29	46/87
Left the System			12		12	8.9%
Retention Rate			122		122	91.1%

# Project Update

- NGPRC is selecting 32 candidates in 2025 with backgrounds in three different specialties: English, Social Science, and Natural Science, and changing some criteria of recruitment as well as strategies of mentor placement.
- The center completed a major piece of educational research that reviews the impact of teacher mentoring on teaching practice in Cambodia (see inset).
- The Thesis proposal defense was changed to Research Thesis Proposal Fair for the 5th Cohort students.
- The Master's Degree Syllabus has undergone its fifth revision to better cater to the needs of degree candidates, particularly aligning with the NGS Curriculum. This highlights the program's adaptability and responsiveness to the evolving nature of learning.
- NGPRC continues implementing and adhering to a Plastic-free Environment, promoting an environmentally friendly and ecologically conscious approach.
- The center has established professional partnerships with renowned national and international institutions.
- Based on recommendations from the Deputy Prime Minister, the center will be retooling its operations to include shorter courses in specialized areas of study, promote target methodologies like Project Work and PbL, and establish a sustainable training system with accreditation.
- The Deputy Prime Minister also created an Oversight Board for the Center to help safeguard its freedom and independence.
- Continuing support to educational reforms at NIE, including assistance to revise the master's degree curriculum, establishment of Study Clubs and PLC, AI for training teacher-trainees, and support to the Research Department.



← The NGPRC developed an important piece of educational research that documents the increasingly prominent role of mentoring in educational research. The study highlights best mentoring practices in Cambodia including the innovative focus on 'teacher development' as the overriding purpose of mentoring, as opposed to 'quality assurance' (i.e., inspection), which is more commonly found as the basis of mentoring in most development projects.

The Mentoring Practicum Closing Ceremony (5<sup>th</sup> Cohort) at NGS Preah Yukunthor High School and The Angkor Intellectual Academy. ↓

## Snapshot



Educational Fair: The 5th Cohort students displayed their achievements in The Annual Educational Fair at the National Institute of Education (NIE).



Welcoming Delegate Teachers from The National Institute of Education (Singapore) for Professional Learning.



Co-Organized the National Conference on Teaching Methodology in Mathematics for Primary Level on February 29, 2024; under the Presidency of H.E. Dr. Chan Sophea, Under-Secretary of State, MoEYS.



Cleaning Day is organized where the 5th Cohort students and faculty join forces to clean the NGPRC Building and its surroundings, fostering a sense of ownership and self-responsibility towards the learning environment.



Ice Breaking Activity in the Soft Skills and Leadership Club, for the 5th Cohort students, which conducted every morning of Wednesday.

# Happy Cambodian Children (HCC) Project

“Developing high quality education models for remote and rural schools.”

## Project Profile

<b>Donor</b>	Kinchan Foundation
<b>Direct Beneficiaries</b>	25,333 (Girls: 12,051)
<b>Pre-School</b>	75 (27 Girls) (43 boys)
<b>Primary Level</b>	25,258 (Girls: 12,008)
<b>Budget Received in FY2024</b>	USD1,644,079.05
<b>Unit Cost per Beneficiary</b>	USD65,09
<b>Provinces Covered</b>	8 (Siem Reap, Kampong Cham, Ratanakiri, Kratie, Tbuang Khmum, Preyveng, StungTreng, and BanteayMeanchay)
<b>Districts Covered</b>	22
<b>Primary Schools Assisted</b>	<b>70</b>
Cycle 1 Schools	12
Cycle 2 Schools	13
Cycle 3 Schools	16
Cycle 4 Schools	14
Cycle 5 Schools	15
<b>Preschools</b>	<b>1</b>
<b>Start Date</b>	August 01, 2018
<b>End Date</b>	Open-ended

## Project Update

**Background:** The Happy Cambodian Children Project (HCC) completed its sixth year of operation and began its seventh year in August 2024. During the year, the project saw the successful completion of the 2023-24 academic year in December 2024 and the beginning of the new academic year in the following month. The biggest change in this year's programming was the decision to add a new school development cycle (Cycle 5) to the program comprising 15 new schools in Kampong Cham, Prey Veng, Banteay Meanchey and Strung Treng Provinces. This expansion increases the number of supported schools from 55 in Year 5 to 70 schools this year. The number of supported children has increased to 25,333 children. Similarly, the budget for the current fiscal year has increased to \$2.64 million for investment in infrastructure and technical upgrading support.

**Modifications in Program Design:** A major focus in the project's activities this year was the commencement of planning to refocus the program more intensively on classroom learning environments, especially reading proficiency. Governance, access, and community outreach will still be areas of importance, but they will be more ancillary in comparison to learning quality. A key feature of the project's redesign will be a reconfiguration of its staffing structure that involves a significant ramping up of the number of field-based mentors. Mentors have been used successfully by HCC in upgrading the effectiveness of Contract Teachers, so the project is hoping to replicate this success with more Contract Teachers as well as state teachers whose performance appears to be below an acceptable standard. Altogether, the project hopes to engage 12 field-based mentors and three master mentors to heighten efforts to improve learning both in and outside of the classroom.

**Impacts on Children's Learning and Growth:** As the project evolves, it continues to make impressive improvements in both student learning environments as well as learning outcomes. Efforts to increase reading proficiency are bearing results with Zero Scores falling far below the national average while reading proficiency rates are far above the national rate. Major investments in infrastructure and furniture have greatly enhanced classroom learning environments and the availability of teaching aids. At the same time, KAPE has been able to emplace what are known as 21st Century Libraries in nearly all schools. These are new library facilities that boast imaginative designs, large book collections, access to creative learning games, and in some cases M-learning services. The latter refers to investments in mobile learning devices so that children use tablets to engage in interactive learning activities.

**Planning for Expansion:** In 2025, it was agreed that HCC will continue to expand the project's scope with a new sixth cycle of 15 more primary schools, which will be ready to join the project by the end of next year. This will bring the total number of target schools to 85 schools.

## Main Goals

1. Access to education (especially for girls and vulnerable children) improves in target locations.
2. School effectiveness (i.e., quality of education) improves through the development and practice of Child Friendly School approaches in and out of the classroom in a way that is relevant to the needs of vulnerable children, especially girls.
3. Children's Reading and Mathematics abilities improve from baseline, especially in the early grades (Grades 1-3).
4. The management capacity of local partners to administer development assistance increases in a way that enhances educational access and quality as well as community outreach.
5. To increase the availability of preschool services of quality in Hanchey Commune, Kampong Cham Province.

## Snapshots



**Leveraging Human Resources:** The project introduces outstanding teachers at a training workshop in Chrokrum Deng PS to leverage best practices.



**Kinchan Foundation Reviews Library Operation:** Representatives from the Kinchan Foundation visit a new 21<sup>st</sup> Century Library at Spean Chrey PS in Tbaung Khmum to better understand how it differs from more traditional school libraries.

**Creating a Reading Culture:** A Grade 3 student at Svay Tamaek PS in Tbaung Khmum Province participates in a reading contest in which he must read as many familiar words as possible without making a mistake.



## Key Activities

- **Contract Teacher Capacity-building:** The project hired two full-time mentors to provide intensive support to Contract Teachers to improve their pedagogical practices. Considerable improvement in the teaching of Contract Teachers was observed as result.
- **Support pre-school activities in one site for Hanchey Commune:** The project supported high quality preschool services in one community school including school snacks, teacher training, and enrollment campaigns.
- **Following Up School Grant Utilization:** Over 45 schools received open-ended grants to program by themselves, thereby promoting stakeholder-driven development.
- **Update on the Emplacement of School Caretakers:** Commune Councils committed to paying school caretakers as a condition for infrastructure investment
- **Administration of external Early Grade Reading Assessments (EGRA) at baseline and midline and Early Grade Math Assessment (EGMA) to monitor impact on learning outcomes.**
- **Classroom Enhancement** including the provision of teaching & learning aids as well as training on how to use them effectively.

- **School Management & Leadership Training:** School directors received continuous support to help them to innovate and work more closely with local communities.
- **Set up rapid response activities:** Schools received coaching from the project to set up activities to support struggling students
- **Professional Learning Community:** PLC is now supported through direct investment as a pilot in 55 schools based on MoEYS Policy.
- **School Infrastructure Upgrading:** Upgrading of infrastructure continued with a focus on libraries and improvements to 15 new Cycle 5 schools to bring them up to the same standards as later school cycles.
- **Children's Council Implementation:** Children's Councils receive cash grants to increase their ownership of the school and engagement in management.
- **21st Century Library Upgrading:** Schools received library furniture and technical support through training and coaching on site.
- **Reading Contests:** Schools received technical support from the project to build a reading culture in their local community as well as participation from parents.

## Project Impact **Analysis of Impact of Pre-schooling on Reading Proficiency:** As it did last year, the KAPE M&E

Section undertook a comparative analysis of the reading proficiency of children who attended preschool and those who did not. This analysis is important to validate a key development strategy of the HCC Project, which is that preschool education can provide a solid foundation for children's learning that will echo throughout their subsequent schooling in a positive way, particularly in the area of reading proficiency. This analysis sought to determine 1) whether preschoolers demonstrated higher proficiency rates in reading than did non-preschoolers and 2) whether these differences are statistically significant at either the p=.10 level or higher. The analysis found that preschool attendance has the most impact on higher level reading subtasks such as Oral Reading Proficiency and Reading Comprehension, which showed significant impact.

Test Task	Pre-School Status	N	Mean	Std. Deviation	Std. Error Mean	P Value	Difference between EGRA Mean Scores
Consonant Name Identification (Letters per Minute)	1-Non-PreSchooler	94	23.89	9.267	0.956	.719	+1.24
	2-Pre-Schooler	424	25.13	9.390	0.456		
Vowel Name Identification (Letters per Minute)	1-Non-PreSchooler	94	15.19	6.924	0.714	.934	+0.91
	2-Pre-Schooler	424	16.10	7.074	0.344		
Advanced Letter Name Identification (Letters per Minute)	1-Non-PreSchooler	94	17.77	12.209	1.259	.732	+2.97
	2-Pre-Schooler	424	20.74	13.432	0.652		
Familiar Words Reading Fluency (Words per Minute)	1-Non-PreSchooler	94	6.93	8.593	0.886	.108	+1.44
	2-Pre-Schooler	424	8.37	10.319	0.501		
Oral Reading Fluency (ORF) (Words per Minute)	1-Non-PreSchooler	94	3.85	7.553	0.779	.001*	+2.32
	2-Pre-Schooler	424	6.17	11.330	0.550		
Reading Comprehension (Questions Correct out of five)	1-Non-PreSchooler	94	0.53	1.065	0.110	.064**	+0.18
	2-Pre-Schooler	424	0.71	1.246	0.061		

**Province Level Results for Reading Proficiency:** A review of reading proficiency scores by province provides some insights into which provinces are performing best and worst in terms of the acquisition of reading skills. The reader should note that performance rates for data in these tables is aggregated across all grades to facilitate comparisons. The best performing provinces appear to be Kampong Cham and Tbong Khmum while the worst performing provinces tend to be Siem Reap and Ratanak Kiri. This is true for multiple key subtasks that are presented in the tables below. The performance of children in Kratie tends to come in somewhere in the middle though to be sure, children in Kratie registered the highest rate of reading

comprehension of any province (2.25 questions answered correctly out of 5). The lower performance rates of children in Siem Reap and Ratanak Kiri speaks to the high poverty rates, remoteness, and prevalence of minority groups in these provinces.

### Reading Comprehension Rates by Province, 2024

Province & Rank	Reading Comprehension	
	2023	Change from Previous Year
Kratie (1)	2.25	0.74
Kg Cham (2)	2.21	0.46
Tbong Khmum (3)	2.19	0.59
Siem Reap (4)	1.84	0.37
Ratanakiri (5)	1.36	0.42

### Familiar Word Reading Rates by Province, 2024

Province & Rank	Familiar Word Reading (FWR)	
	2023	Change from Previous Year
Kg Cham (1)	29.81	3.13
Tbong Khmum (2)	29.19	10.01
Kratie (3)	26.51	8.62
Siem Reap (4)	20.64	5.44
Ratanakiri (5)	15.95	-0.29

### Oral Reading Fluency Rates by Province, 2024

Province & Rank	Oral Reading Fluency (ORF)	
	2023	Change from Previous Year
Tbong Khmum (1)	35.99	15.55
Kampong Cham (2)	34.65	6.78
Kratie (3)	31.23	11.25
Siem Reap (4)	24.65	1.42
Ratanakiri (5)	18.09	-13.40

# Improved Employability of Better Skilled Youth in Cambodia and for Work-Migrating Youth Project (BMZ/REACH)

*"Strong communities build strong schools!"*

## Project Profile

<b>Donor</b>	WeWorld/ChidFund Deutschland / BMZ
<b>Direct Beneficiaries</b>	22,139 (Girls = 11,055)
<b>Budget Received FY2024</b>	USD275,041.70
<b>Unit Cost per Beneficiary</b>	USD12.42
<b>Provinces Covered</b>	4 Provinces
<b>Districts Covered</b>	8 Districts
<b>Target Primary Schools</b>	41 Schools
<b>Secondary Schools</b>	3 Schools
<b>Start Date</b>	January 2012
<b>End Date</b>	December 2024

## Project Update

The BMZ/REACH Project is supported through funding from the German Government and WeWorld (Italy). In 2024, BZZ/REACH completed all its activities in target schools in collaboration with provincial counterparts. Project activities focused on pedagogical support for teachers (especially in literacy and numeracy); infrastructure upgrading, library enhancement, digital learning; and life skills education. The project also helped install one computer lab in Tang Krasaing secondary school that was facilitated by contributions from the school-community for infrastructure upgrading. During the year, the project selected 20 new schools in two provinces (i.e., 10 schools in Kampong Chhnang and 10 schools in Svay Reing) to build the capacity of School Management Committees, especially in areas relating to school quality. In addition, the project provided extensive training to CFS teachers on cooperative learning methodology and classroom management, while librarians received support to enhance library services. Through networking with vocational service providers, the project has continued to conduct awareness campaigns (8 workshops) about career planning to promote job opportunities and skills training for youth as well as safe migration in the 4 target provinces.

## Key Activities

**BMZ/REACH continues to implement 13 clusters of key activities including the following:**

- ECCD:** Promoting Early Childhood Development by helping schools to create and support preschool classes whose teachers are intensively trained.
- School Access:** Promoting improved access to education through the development of school improvement plans, scholarships, school mapping activities, enrolment campaigns, home visits to households with vulnerable children, and health referrals for children with chronic illnesses and disabilities.
- Child Protection:** Promoting children's rights and child protection by building the capacity of Children's Councils, gender awareness raising, and Life skills programming, which raises the relevance of education to local communities.
- Administrative Support:** Capacity building to promote leadership and management among school managers.
- Infrastructure Upgrading:** Supporting the renovation and enhancement of school

## Goal

**Long-term Goal:** BMZ/REACH's goal is to enhance the Child Protection and Learning Impacts of children in multiple areas including numeracy, literacy, and life skills through 'integrated' strategies that promote improved and sustained governance as well as higher quality learning environments both in the school and at home within the 4 target provinces.

**Immediate Objective:** Contribute to the fulfilment of **social and economic rights** of vulnerable Cambodian **children and youth** at risk of **unsafe migration**.

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

## Snapshot



**Improving the school environment is an integral part of student learning:** The school management, together with the teachers at Tradeth Primary School, have improved the school environment to be more child friendly. This is part of preventing dropout through a good environment, a good atmosphere, and recreational facilities that make students happy and want to come to school. It is also part of improving the quality of teaching and learning for teachers and students in the school. It is also a way to show the community the products of school development and to attract community participation in school development.



**Providing Support for Classroom Refurbishment:** Creating a positive and welcoming environment in the classroom is crucial for fostering a love of learning, stimulating the mind, encouraging creativity, promoting inclusivity, and celebrating diversity. Refurbishment of classrooms is intended to create attractive learning environments that are friendly, welcoming, and hygienic. Refurbishment includes painting, new furniture, access to learning aids, bulletin boards, and floor tiling where needed.

## Project Impact



**Leadership Training:** BMZ/REACH provided a two-day training workshop (above) on School Management & Leadership to school directors in both old and the new target schools to strengthen their management capacity. The theme of the workshop focused on transitioning from 'fixed' mindsets to 'growth' mindsets and how this can lead to a much more effective style of management in schools.



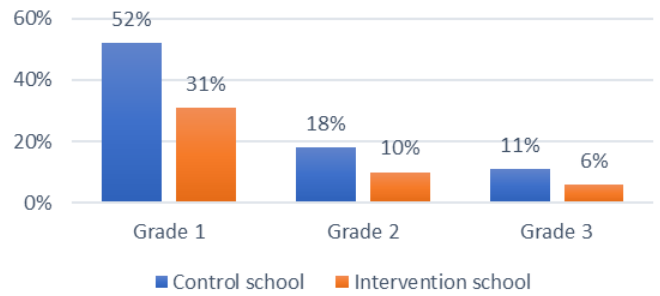
**Remedial Classes (above) and Provision of Learning Materials (next page/above) are two key strategies employed by the project to enhance the ability of slow learners in numeracy and literacy. The project has made considerable investments in many target schools to address serious deficiencies in student learning, particularly in literacy.**

environments (e.g., upgrading classrooms, 21<sup>st</sup> Century Libraries, etc.).

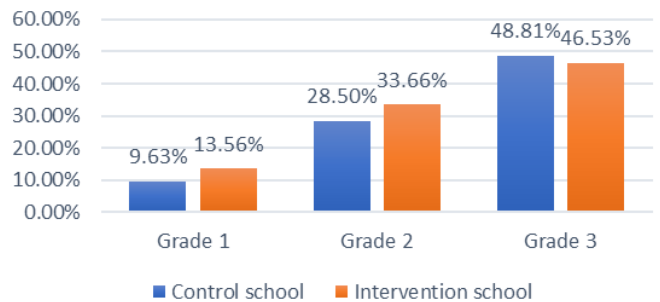
6. **Early Grade Literacy:** Promoting early grade literacy by using reading benchmarks, reading toolkits, & educational technology.
7. **Community Engagement:** Training School Support Committees to increase their engagement in education.
8. **Pedagogical Upgrading:** Capacity building of teachers and school managers on new teaching methods, making teaching aids, and using technology in education.
9. **Learning Environments:** Supporting the improvement of teaching quality and learning environments through training in literacy and numeracy as well as direct support of materials provision and monitoring of learning enhancements.
10. **Learning at Home:** Promotion of parental engagement in supporting children's learning at home by providing literacy orientation services through trained Literacy Coaches and reinforcement of School Support Committees.
11. **Good Governance:** Support good governance in the school system through capacity building on Improved Leadership and Management, Child Protection Policy, data management, coordination with local authorities (POE and DOE) and monitoring and supporting Student Councils.
12. **Dropout Prevention:** Reinforce Early-Warning-Systems in target schools and provide rapid response for children at risk of drop-out and their families by promoting the active participation of Children's Councils.
13. **Networking:** Build networks and partnerships among PoLVT, Local Authorities, and targeted schools at the district level to promote access to job providers and employment opportunities for rural youth.



**The Zero Scores for EGRA Comparison between Intervention & Control Schools**



**EGRA Performance Comparisons between Interventions and Control schools**



**The results for student reading proficiency in intervention schools is better than in control schools based on Early Grade Reading Assessments or EGRA:**

The results of EGRA testing of students using a standardized Early Grade Reading Assessment tool presents a combined score across Grades 1, 2, and 3. The results for overall EGRA performance can be seen in the diagrams above. A comparison of student scores in REACH schools with students in designated control schools suggest that interventions in target schools are having major impacts on early grade literacy, based on 6 subtasks in the test. These

subtasks include:

- Consonant Reading
- Vowel Reading
- General Letter Recognition
- Familiar Word Reading
- Oral Reading Fluency
- Reading Comprehension

Differences in performance include the following:

- Grade 1: 13.56 vs 9.63
- Grade 2: 33.66 vs 28.50
- Grade 3: 46.53 vs 48.81

In addition, the number of children who were not able to respond to a single question on any one subtask (known as Zero Scores) was also markedly different between Intervention and Control Scores as seen above.



↑ **Refresher training to CFS teachers (above):** Teachers actively participate in a training workshop to review successes and continuing challenges/solutions in their implementation of activities to enhance student learning.

**Investments in Digital Education:** As part of its mandate to prepare students for the 21<sup>st</sup> Century, REACH/BMZ made considerable investments in ICT labs (left) at selected secondary schools where students study robotics, coding, and AI. ↓



↑ **Enhancing Library Services (above):** REACH has also sought to enhance library services in target schools by moving beyond traditional library designs to make them more attractive learning spaces. Libraries include colorful murals that simulate naturalistic settings, furniture configurations that promote group work and story-telling, as well as expanded book collections and educational games.

# Inclusive Education Program (IEP)

*“Inclusive education: promoting the right to an education among underserved groups.”*

KAPE has consolidated some of its smaller and medium-sized projects into one umbrella program called Inclusive Education Program (IEP). Its main goal is to increase access to education, especially for girls, minorities and other vulnerable and marginalized children/youth. IEP assists children and youth at multiple levels from secondary school level through to tertiary, vocational, and professional training levels. Under the IEP, here are two different projects including Life Skills Learning for Adolescent Girls (LSLAG) and Digital Workforce Development (DWD). Due to a lack of funding, the number of projects in IEP is now dwindling.

	Life Skills Learning for Adolescent Girls (LSLAG)	Digital Workforce Development (DWD)
<b>Donors</b>	Gap Inc.	USAID through the University of California at Berkeley (UCB) & The Asia Foundation
<b>Direct Beneficiaries</b>	22,646 girls (2023-24)	12 (All girls)
<b>Budget Received in FY2024</b>	USD56,220	USD56,394.66
<b>Unit Cost per Beneficiary</b>	USD2.48	USD4,699.56
<b>Provinces Covered</b>	25 Provinces	8 Cities & Provinces (Phnom Penh, Kandal, Tbaung Khmum, Kampong Cham, Kratie, Battambang, Kampong Chhnang, Kampong Thom)
<b>Districts Covered</b>	73 Districts	11 districts
<b>Target Secondary Schools</b>	103 Schools	N/A
<b>Vocational Colleges/Universities</b>	Not Applicable	Royal University of Phnom Penh (RUPP)
<b>Start Date</b>	December 2018	01-Feb-2023
<b>End Date</b>	June 2025	30-Sep-2026

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

*Clockwise from top left: (1) Students work in groups to discuss Gender Issues; (2) Teacher Training Session; (3) Teacher Technical Meeting under LSLAG, (4) A student records key goals for her group; (5) Workshop on teaching methods for life skills; (6) Scholars study English at the Australian Center for Education (ACE); (7) Ms. Sean Nary, a role model, makes a presentation during scholars’ annual retreat; (8) Web development club study, (9) Ms. Rida received bronze award for the top 3 project team from Centre of Science and Technology Advanced (CSTAD); (10) a scholar works as an intern.*





# Life Skills Learning for Adolescent Girls (LSLAG)

*"Providing the capacity for girls to live effectively in society"*

## Project Update

The LSLAG Project has undergone several iterations since 2018, including curricular contextualization, piloting, licensing and adoption by MoEYS, and finally nationwide scaling. In collaboration with VOD, the project recruited and trained **22 province-based Master Trainers (9 Females)**. Following their training, Master Trainers conducted a 2-day training workshop on using the Personal Advancement & Career Enhancement (P.A.C.E.) curriculum for 175 (88 female) new life skill teachers from 58 secondary schools across 12 provinces (Feb-Mar 2024).

At an Annual Reflection Workshop at the end of the year in Phnom Penh, **H.E Dr. Hang Choun Naron, Deputy Prime Minister & Minister of MOEYS**, expressed his heartfelt appreciation for the program's success to **177** workshop participants (38 female), especially teachers and school directors, who have been implementing the P.A.C.E. curriculum for many years. The Deputy Prime Minister thanked KAPE for its efforts to promote educational quality and gender equity.

Through the P.A.C.E. curriculum, students learn how to formulate questions, seek information, and analyze and solve problems.

Currently, **43,390 students (22,646 girls)** across 103 secondary schools are benefiting from the program.

**Positive Attitude Change After attending P.A.C.E. Classes**

### Examples of Attitudinal Change

- 93% of all students agreed that all genders are equal.
- 85% of all boys agreed that household chores are gender neutral.
- 87% of all students learnt that men and women should have equal work and pay.
- 80% of all girls are more likely to express helping behavior when working with classmates during group work.
- 70% of all students expressed interest in studying at university.

## Goal

The purpose of the LSLAG Project is to facilitate the process of healthy and positive transition into adulthood by Cambodian youth (especially girls) while recognizing and addressing gender vulnerability and inequality".

**Key objectives include:**

1. Building the skills and efficacy of adolescent girls to be confident, resourceful, and effectively plan for their futures.
2. Building efficacy for girls to enable them to negotiate the physical, mental, and social transitions during adolescence that have important implications for outcomes in adulthood.

## Snapshot



**Clockwise:** (Left side): (1) H.E Dr. Hang Choun Naron gives a speech to participants at an Annual Reflection Workshop; (2) H.E Dr. Hang Choun Naron and VOD review P.A.C.E. manuals; (3) Roundtable discussion between KAPE, Provincial Working Group Members, school directors and teachers; (4) New teachers discuss preparing session plans in a training workshop at Kampot; (5) Group photo during Master Trainer Workshop

## Case Study

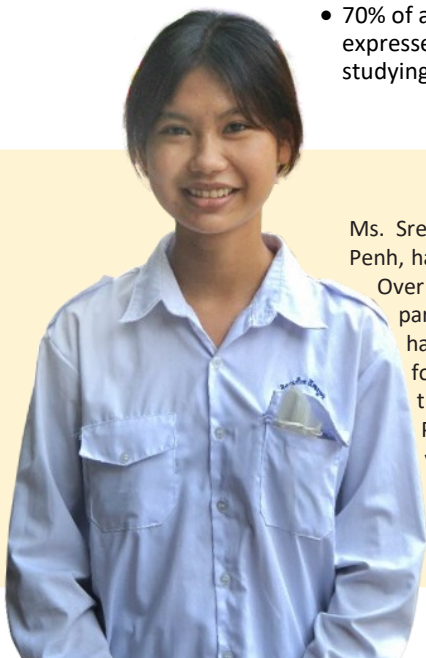
Ms. Srey Ri, a dedicated grade 12 student in Phnom Penh, has been thriving in her high school environment.

Over the past three years, she has been actively participating in P.A.C.E. life skills classes, which have become one of her favorite subjects. It fostered a deeper understanding and respect for the diverse identities of her peers. Through the P.A.C.E. program, Ms. Srey Ri has learned valuable lessons in empathy, communication, and collaboration. These skills have significantly enhanced her ability to connect with friends and classmates, creating a more inclusive and

supportive school community. She enjoys the interactive and engaging nature of the class, which often includes group activities, discussions, and role playing.

Ms. Srey Ri recently had the opportunity to share her impressions at a reflection workshop on LSLAG, organized by KAPE. She expressed how the P.A.C.E. life skill class has profoundly impacted her personal growth and understanding of gender and inclusion.

Her journey through the P.A.C.E. program has equipped her with the foundational skills needed to succeed in other challenges. With her strong sense of justice and dedication to helping others, she hopes to be a lawyer in the future.



# Digital Workforce Development (DWD)

*"There is no limit to what we, as women, can accomplish."*

## Project Update

**Background:** Kampuchea Action to Promote Education (KAPE) receives a four-year grant (2022-2026) from The Aisa Foundation (TAF), through the University of California at Berkeley (UCB) and USAID to support young women in Digital Workforce Development (DWD).

**Goal:** A key project goal is to engage private-sector partners to assist with developing and creating a scholarship model that increases access to quality certifications and bachelor's degree programs for diverse, talented students.

**Academic Results Thus Far:** All 12 DWD scholars (100%) successfully completed their first year. They are proud of their accomplishments and are respected by their peers for their efforts. All students are pursuing their second year of study in the fields of computer science & engineering (CSE) and information technology engineering (ITE) this year.

## Program Result

- All 12 scholars successfully completed Year I with a GPA of 3.0+
- All 12 scholars attended English classes at the Australian Center for Education (ACE).
- Nine scholars attended the annual DWD scholars' retreat hosted by TAF in Battambang Province.
- Two study clubs were organized by scholars at their dormitory.
- All scholars attended regularly monthly meetings.
- 26 scholars & parents attended parent meetings.
- All Scholars attended the trainings provided by KAPE including: Effective Time Management, Professional Email Writing, Digital Literacy, and Fixed & Growth Mindset.
- Two scholars won gold medals at a baseball match at RUPP
- Four scholars are doing volunteer work with Local and International NGOs.
- Scholars attended various training/workshop topics including: E-Day, Girls in ICT, Concept on 3D 5G AR VR , Gender Warrior, Book Fair, Reading Day, etc.
- Two scholars have been awarded scholarships to pursue short courses in web development and Mobile application design.
- A scholar is intern at one ICT education institute.



## Internship

**Ms. Heng Gechsour, a Year II student, Majoring in ITE at RUPP, gained experience from her internship at Authentic Advanced Academy (AAA) school for three months. She was a teacher's assistant for robotic coding for children. While teaching, she taught in English language Gechsoursour learned a great deal relating to classroom management, effective communication, and teaching children about robotics and coding. She reported that she was delighted to contribute her knowledge and skills to the younger generation. It was a valuable opportunity for her to enhance her proficiency in ICT and digital technologies. She will seek other opportunities for internships to improve her skills in the future.**

## Scholarship Program Support

- Tuition fee for bachelor's degree
- Free Accommodation
- Free Utilities
- Laptops to facilitate their studies
- Health insurance
- Stipend for Food
- Study materials
- Parental Meetings
- Career Development Activities
- Internet Access for study

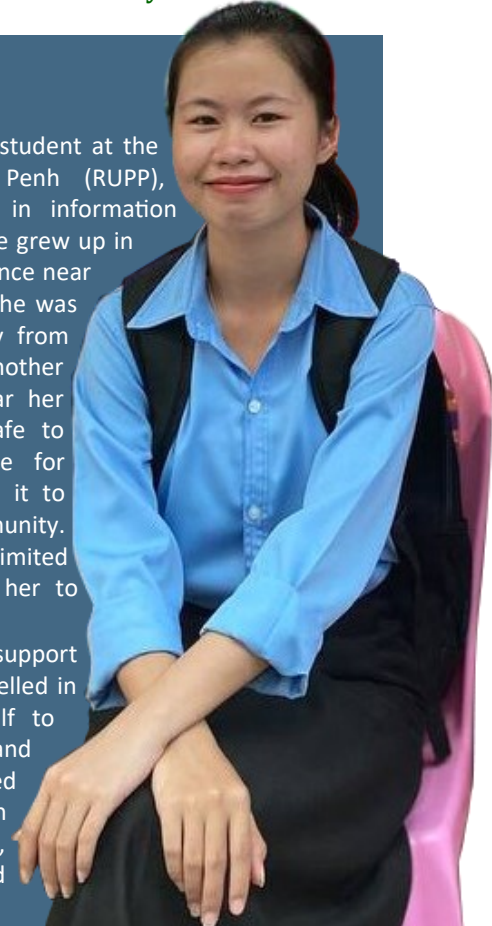
## Case Study

Hor Kanhchakna is a third-year student at the Royal University of Phnom Penh (RUPP), pursuing a bachelor's degree in information technology engineering (ITE). She grew up in a farmer's family in Kandal Province near the Vietnamese border. When she was six years old, she moved away from home to live with her grandmother since there was no school near her home and the road was unsafe to travel alone. She had a love for technology and wanted to use it to help farmers in her community. However, her family had limited financial resources to support her to pursue a higher education.

Since receiving scholarship support from DWD, Kanhchakna has excelled in her classes and pushed herself to become very skillful in coding and design. She has attended leadership training, English courses, and volunteer activities, organized by the university and the DWD project team.

Kanhchakna was a shy person from a remote village before she started her education, but the scholarship program has transformed her into a confident young woman. She has used her leadership skills to lead and coordinate activities in her classes and at the university. She conducted a project practicum to develop a Student Management System website, and her mentor appreciated her work. In her foundational year, she achieved a GPA of 3.18.

Kanhchakna wants to be an innovative entrepreneur, and a changemaker determined to utilize technology for the betterment of her community. She would like to share her knowledge and inspire young people to dream big in the field of technology.



# Digital Education Programming (DEP)

*“Empowering Young Minds through Digital Tools”*

KAPE has done extensive advocacy to respond to the need for digital literacy among Cambodian youth. In 2024, this advocacy has led to the emplacement of **five projects** of various sizes and time frames. Although many of these projects are short-term in nature, they leave behind key documentation and programmatic milestones that will facilitate future efforts to help Cambodia realize the Pentagonal Strategy of the Royal Cambodian Government, which now includes a major focus on digital learning. During 2024, KAPE and its development partners invested **\$592,297** in promoting digital literacy.

	ASEAN Digital Literacy Project (ADLP)	Digital Visualization Technology Skills Accelerator Program (DVITSA)	Improving Digital Education for All Learners (IDEAL)	Khmer Digital Literacy Program (KDLP)	Media & Information Digital Literacy (MIDL)
Donors	ASEAN Foundation/Google	Liechtenstein Economic Development (LED)	Child Fund Korea	Meta	UNESCO
Direct Beneficiaries	7,254	240	8,410	3,000	75
Budget Received in FY2024	USD14,760	USD95,000	USD450,601	USD11,936	USD20,000
Unit Cost per Beneficiary	USD2.03	USD396.00	USD53.57	USD4.00	USD266.00
Provinces Covered	All Provinces	2 (Phnom Penh & K Cham)	2 (Phnom Penh & Kandal)	All Provinces	All Provinces
Target Primary Schools	n/a	n/a	5	n/a	n/a
Pilot Secondary Schools	n/a	4	7	6	n/a
Start Date	Aug 2023	Jan 2024	Apr 2024	Oct 2023	Aug 2023
End Date	Feb 2024	Dec 2024	Dec 2026	Dec 2024	Feb 2024

## Program Descriptions and Updates

**ADLP:** Online safety is now a major global concern as more and more people access the internet, particularly among youth. The ADLP Project is funded by the ASEAN Foundation and Google and is being implemented in all 10 ASEAN countries including Cambodia. The total size of the grant was \$26,000. This project is an example of KAPE’s shift to corporate funding as a means of generating resources for its programming. KAPE is the partner chosen by the ASEAN Foundation to implement this regional project in Cambodia. The project trained 70 Master Trainers to deliver a modular package that promotes online safety to thousands of Cambodians and undertook a major research study that documents the ‘digital gap’ in Cambodia. KAPE presented the Monograph Research Study developed for Cambodia at a Regional Conference in Bangkok hosted by Google and the ASEAN Foundation.

**DViTSA:** Gaming Technology is currently the fastest growing subsector in the ICT Industry at the present time. Yet very few training or tertiary institutions have included any coursework focused on giving Cambodian youth practical skills in this crucial ICT subsector. To respond to this need, KAPE established the DVITSA Project with support from LED. The Digital Visualization Technology Skills Accelerator Program (DVITSA) is a new skills initiative undertaken under the auspices of New Generation School (NGS) educational reforms of the Ministry of Education, Youth, and Sport (MoEYS). DVITSA is an example of an NGS innovation that seeks to emplace a hands-on learning program focused on digital visualization technology (e.g., gaming) in practical contexts. The program has piloted a unique Digital Visualization Technology curriculum that can be used in a secondary school context. This approach is unusual in that such programming is usually developed and implemented at tertiary level; it is believed that configuring this educational innovation in this way will help Cambodia to better accelerate its efforts to prepare Cambodian youth for the gaming technology revolution that is sweeping the world.

**IDEAL:** The Improving Digital Education for All Learners Project is a 3-year project that supports digital literacy at both primary and secondary school level. The project is supported by Child Fund Korea and seeks to invest \$1 million in school ICT labs, 21st Century libraries, and wired classrooms that will be able to promote a high level of digital education. The project is directly supporting 7 secondary schools and 5 primary schools in Phnom Penh and Kandal Provinces. It will provide access to international digital platforms that promote ICT literacy as well as certificatory coursework in ICT that is internationally recognized. The project is working with internationally recognized digital partners from the UK (Everybody Counts – Mathematics) and the United States (Pearson – ICT certification).

**KDLP:** In 2023, KAPE entered into a partnership with Meta to contextualize the globally recognized digital curriculum developed by Meta in Khmer Language. This curriculum is known as **WeThinkDigital**. The total value of the grant received was \$60,000. The curricular materials developed under KDLP were piloted in six New Generation Schools at secondary level and revised based on the results of the pilot. The contextualization of this curriculum into Khmer marks an important milestone that will lead to the availability of an important curricular framework that can be used in all public schools at no cost. The final curriculum document was completed in 2024. The contextualization process was done in close collaboration with MoEYS, which has now officially adopted the curriculum for general use in Cambodian schools.

**MIDL:** Media, Information, and Digital Literacy (MIDL) Project provides NGOs, CSOs as well as OPEs (Organizations of People with Disabilities) with an interrelated set of competencies relating to MIDL. The project is funded by UNESCO. Key activities in the project focus on capacity-building for target stakeholders that will help them to maximize the advantages derived from access to media and information sources while minimizing any harm that may arise from such information, especially when it occurs in digital and communication landscapes. Media and information literacy covers competencies that enable vulnerable stakeholders to engage with information as well as other forms of content that various institutions may disseminate critically and effectively. The project also seeks to heighten the awareness of institutions that disseminate information to be aware of the different needs of different stakeholders (e.g., those with disabilities). In this respect, the project trains institutions to tailor information to take various forms that meets the needs of diverse populations. The project equips vulnerable stakeholders with the necessary knowledge, resources, and competencies to promote further Media, Information and Digital Literacy Skills.

## Enhancing Digital Literacy Among Cambodian Students

Ms. Sin Laiheang, a master trainer and ICT teacher at Hun Sen Kampong Cham High School - New Generation School, played a pivotal role in piloting the Khmer Digital Literacy Programme (KDLP) resources in 2024. Recognizing the growing influence of technology on communication and the associated risks of online exploitation, Ms. Laiheang sought to educate students on responsible digital practices.

She incorporated KDLP into her curriculum, dedicating four hours per week to teaching digital literacy. The programme covered key topics such as personal privacy, the pros and cons of information sharing, digital citizenship, online reputation management, verification steps, and setting appropriate boundaries online. By engaging students in these lessons, the KDLP aimed to equip them with essential knowledge for safer internet use.

Before participating in KDLP, many students exhibited little concern for online security. However, after completing the programme, they became more vigilant in protecting their social media accounts, recognizing the risks of hacking, identity theft, and online abuse. Students also developed a greater awareness of digital responsibility, leading to safer and more mindful social media usage.

Ms. Laiheang faced two primary challenges in delivering the programme: Limited Access to Smartphones – Many students did not have personal smartphones, making digital learning difficult. To resolve this, she obtained school approval to use computers and tablets for lessons and assessments.

Based on her experience, Ms. Laiheang suggested revising and improving the lesson slides to enhance clarity and instructional effectiveness. She also advocated for expanding the programme to more schools, ensuring a broader impact on students' digital literacy and responsible social media usage.

Her experience with KDLP highlights the importance of structured digital literacy education in safeguarding students from online risks. Despite challenges, the programme successfully raised awareness among students about responsible internet usage, paving the way for a safer and more informed digital future in Cambodia.



## Enhancing Digital Literacy through the Khmer Digital Literacy Programme (KDLP)

Mr. Chhin Sovannika, a Master Trainer of the Khmer Digital Literacy Programme (KDLP) and a teacher at Samdech Akka Moha Thamma Pothisal Chea Sim Prek Anchanh High School in Kandal Province, joined the KDLP resource pilot in 2024 to enhance digital literacy in his classroom. Recognizing the importance of technology, he integrated KDLP into his grade 9 curriculum, teaching four hours per week.

The programme connected digital literacy with real-life scenarios, covering topics like social media's impact and the spread of fake news, emphasizing fact-checking before sharing information. Students learned about online security, responsible social media use, and ethical digital behavior.

A key challenge was the complexity of terms in slide lessons, requiring Mr. Sovannika to simplify explanations through research. KDLP provided support through lesson plans, textbooks, and workshops. Students showed improved digital literacy, distinguishing fake news from real news, securing online accounts, and making informed digital decisions.

To enhance learning, Mr. Sovannika incorporated video instructions and revised key terms for clarity. KDLP has proven valuable in fostering digital literacy, equipping students with essential skills for responsible online engagement. His experience highlights the programme's impact and areas for improvement in digital education.



## Empowering Creativity Through Digital Visualization

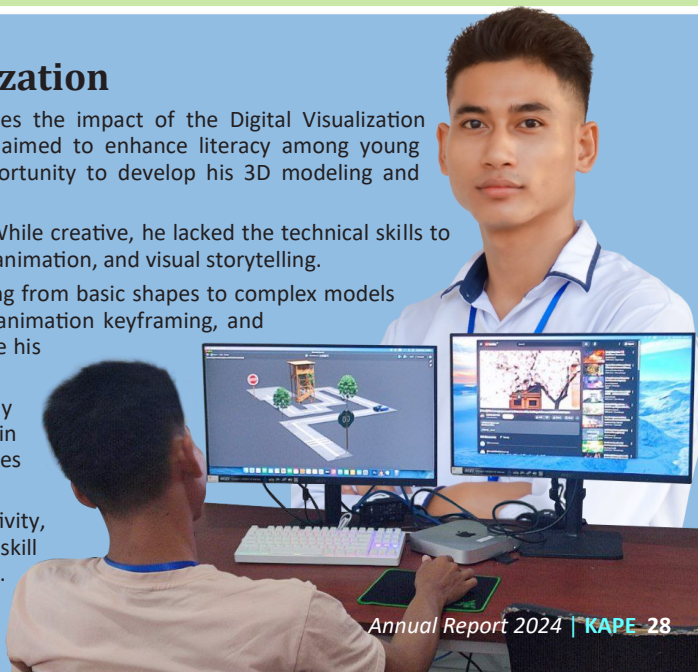
Neang Daroth, a Grade 10 student at NGS-P1, Prek Leap High School, exemplifies the impact of the Digital Visualization Technology Skills Accelerator Program (DVITSA). Passionate about digital art, he aimed to enhance literacy among young Cambodians through an animated book project and saw the program as an opportunity to develop his 3D modeling and animation skills.

Daroth needed to improve the visual and interactive quality of his animated book. While creative, he lacked the technical skills to bring his ideas to life professionally and required structured training in 3D modeling, animation, and visual storytelling.

Through DVITSA, Daroth learned essential digital visualization techniques, progressing from basic shapes to complex models like realistic trees for his animated scenes. He gained skills in texturing, painting, animation keyframing, and lighting to enhance the depth and appeal of his work. The program helped him refine his artistic vision, solve technical challenges, and boost his confidence.

Daroth's new skills significantly improved his animated book, making it more visually engaging and effective for literacy promotion. His experience sparked an interest in game design and 3D printing, broadening his career aspirations. Overcoming challenges strengthened his adaptability and problem-solving abilities.

Daroth's journey highlights the power of hands-on learning in fostering creativity, confidence, and career readiness. His story demonstrates how targeted skill development can empower students and open new opportunities in digital arts. Programs like DVITSA play a vital role in shaping the future of creative industries in Cambodia and beyond.



# Snapshots

**Clockwise from top left: (1)** Key participants in the KDLP Project reflection meeting with MoEYS, Meta, and KAPE at the NGPRC in Phnom Penh.; **(2)** Left to Right: Mr. Hin Simhoun (KAPE Vice director/New Generation School Coordinator), Mr. Sok Tha (Director of Department of Digital Transformation at MoEYS), meet to reflect on the KDLP Project at the NGPRC in Phnom Penh.; **(3)** Final version of the WeThinkDigital Manual developed with Meta and MoEYS; **(4)** School Selection visit in Kandal Province for the IDEAL Project; **(5)** Project Launch Event for the IDEAL Project with MoEYS and CFK; **(6)** Modern Gaming Technology Lab at Sisovath HS; **(7)** A physically challenged student receives support at an MIDLP workshop; **(8)** KAPE representatives join Regional Conference at Bali sponsored by ADLP and the ASEAN Foundation.



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# Easy2Learn (E2L) Project-Kratie

*“Integrated project designs ensure long-lasting impacts on education.”*

## Project Profile

Donor	ChildFund Cambodia (& Korea)
Direct Beneficiaries	615
Budget Received in FY2024	USD148,300
Unit Cost per Beneficiary	USD200
Provinces Covered	Kratie
Districts Covered	2 (Sambour and Ou Krieng Senchhey)
Target Primary Schools	7 primary and 2 annex schools
Target Secondary Schools	N/A
Start Date	01 November 2021
End Date	30 November 2024

## Project Update

The Easy2Learn Project first started as a holistic pilot program in 2015 in Svay Rieng Province and has experienced multiple extensions to other provinces. E2L uses an **integrated project design** resulting in a multi-dimensional approach to school development. At the request of Child Fund, KAPE is now providing technical support for a new iteration of E2L in Kratie Province that started in 2021. The project and its design have continued to receive praise and support as one of KAPE’s best projects. The current project in Kratie includes many elements of the original pilot and builds on 5 years of experience. It also reinforces and harmonizes very well with MoEYS’ Child Friendly School Policy, which also advocates for a multi-dimensional approach to development

Nevertheless, the current iteration of E2L differs from the original pilot in important ways. First, this is a self-implementing project with collaborative support from MoEYS’ technical departments (e.g., Primary Education Department). Secondly, the project includes many elements of distance education to address ‘learning loss’ caused by the Covid19 Pandemic, which was not an issue in the original pilot. The E2L project in Kratie was configured to include 7 primary schools as well as 2 annex schools.

This was the last year of E2L implementation in Kratie Province and important measures were taken to ensure sustained operation of project activities through community advocacy and the handover of some schools to other KAPE projects still working in the province.

## Key Activities

- **Improved access and retention of eligible primary school-aged girls and boys with and without a disability in target primary schools.**
  - School mapping and enrollment campaigns conducted in all target schools to identify school-age and vulnerable children.
  - Needs-based support provided to economically vulnerable & disabled children.
  - Community based education services provided to children during Covid19.
- **Improved school environments and teaching and learning in accordance with Child-Friendly School policy in target schools.**
  - Enhancing classroom learning environments through training and the copious provision teaching and learning materials.
  - Primary school teachers and school directors trained on child-friendly school teaching methodologies.
  - School libraries established as flexible learning spaces to help promote habits of reading.
- **General Capacity Building**
  - Training on ICT in education and technical support provided to teachers, school directors and relevant staff to use ICT in the learning process.
  - Training teachers and school managers in ways to promote early grade learning.
  - Strengthening the system within the school to address learning loss.
  - Formative (e.g., interval tests) and summative assessments regularly.
- **School leadership and management are strengthened to ensure increased accountability, ownership and gender responsiveness.**
  - School-based Management training workshops
  - School Improvement Planning by SMCs and with supportive training.

## Main Goal

**Goal:** Improved quality of primary education for all children in Sambour District, Kratie Province.

**Outcome 1:** Access to primary education for all school-aged girls and boys with and without a disability in target areas is increased.

**Outcome 2:** Learning outcomes of children are increased.

**Outcome 3:** School-based management & governance is strengthened and becomes increasingly participatory, gender and disability inclusive aware, and accountable to the communities it serves.

## Key Challenges

Remoteness of schools – Some minority children do not speak Khmer – Learning Loss was severe due to school closures – Teacher shortages are severe – Distance to school is great for many children.

## Snapshot



## Project Impact

The project faced a \$37,880.62 exchange loss (KRW to USD), reducing the budget and limiting activities, impacting some targets. The team proposes a budget adjustment and output reduction.

Seasonal migration affected school attendance as parents took children to farms. To address this, the team worked with school directors to track students and encouraged parents to support home learning.

Frequent turnover of MoEYS-contracted teachers led to inexperience. To improve teaching quality, the team collaborated with DoE and PoE for regular mentoring. School directors also urged authorities to retain experienced teachers.

# Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project (FOSTER)

“Working Together for Cambodian children”

## Project Profile

Donor	European Union & Aide et Action/Action Education
Direct Beneficiaries	4,222 (2,138 female)
Budget Received in FY2024	USD95,354
Unit Cost per Beneficiary	USD22.58
Provinces Covered	3: Siem Reap, Banteay Meanchey & Battambang
Districts Covered	9: Soutr Nikum, Prasat Bakong, Krong Siem Reap, Pouk, Mongkol Borey, Thmor Kol, Aek Phnom, Sangkea, and MOUNG RUESSEI
Target Primary Schools	31 Primary Schools
Target Secondary Schools	14 Lower Secondary Schools
Start Date	January 01, 2022
End Date	March 31, 2025

## Project Update

**Recent News:** This year, the FOSTER Project focused heavily on investments in remedial support using the recently released Remedial Adaptive Learning (RAL) Package developed in collaboration with MoEYS-PED. The package was implemented in conjunction with a decision to increase total hours of study per day in several primary schools. Based on intensive testing using MoEYS standard tools, learning loss decreased by about 65% across the board. Another important theme in this year’s implementation focused on expanded local life skills education at both primary and secondary school levels. In this regard, the project provided the local life skills education training to PoEs, DoEs, Principals, and teachers at primary and secondary schools in the program. This new curriculum is quite advanced and focuses on personal advancement and career choice enhancement. Thus, major efforts were completed in 2024 to greatly improve educational quality in all schools.

**Using a Multi-sectoral Design:** The FOSTER Project is a KAPE project that started in early 2022. This project is somewhat different from other KAPE projects because it has a multi-sectoral design focusing not only on education but also livelihoods, climate change issues, and health. KAPE is responsible for implementing the education-focused activities while other development partners address issues in other sectors. FOSTER is KAPE’s only project with a multi-sectoral design and is funded in collaboration with Oxfam-GB.

**Why Work in the Tonle Sap Basin:** While the Tonle Sap (TS) lake is one of the top four fishery production areas in the world and contributes to a majority of Cambodia’s freshwater fish production, the lake and its basin are under increasing pressure from multiple threats including climate change (CC), illegal over-exploitation of fisheries and wildlife, forest encroachment, and upstream dam-building. As the communities living in floating villages in the western part of the lake are highly dependent on the lake’s water and related resources, these threats are contributing to high levels of poverty, food insecurity and environmental collapse in the region.

**Challenges for Children’s Education:** Children living in the Tonle Sap regions face more challenges than other areas. Nearly one third of children between the ages of 5 and 17 in the Tonle Sap Basin Reserve are not enrolled in school while 32% of those enrolled have a high risk of dropout. Access to early childhood education is also more limited, which contributes to lower school readiness for enrolled children. Community schools seek to complement the inadequate number of government schools but the qualifications of volunteers who run these schools is very low. The Tonle Sap Basin has enormous eco-tourism potential, but the sector is underdeveloped, suffers from a lack of tourist infrastructure and hospitality services, and has not featured highly in national public policies or financial priorities.

Agriculture, NTFPs and fish processing are other income generation routes in the target areas, but communities lack skills to realize the economic potential of the region, highlighting a need for life skills education for young people. These are but some of the challenges faced by communities in the Tonle Sap Basin.

*Project personnel worked with donors and local stakeholders to organize a Teacher’s Day event at Wat Siela Primary school in Soutr Nikum District. The event was designed to inspire teachers about their important role in the school and build a strong relationship with students.*



## Goal

- **Project’s overall objective:** Contributing to the social-economic development and resilience of fishing communities in the Tole Sap Basin Reserve.
- **Specific objective:** Improving sustainable livelihoods and increasing access to essential services for fishing communities in the west of the Tonle Sap Basin Reserve and reducing the environmental pressure on the region in the long-term.

## Key Activities

- **Baseline assessments of education conditions and school mapping.**
  - Conduct education assessment and school mapping of the target area.
  - Conduct special needs screenings in target schools to identify children with physical and mental learning needs.
- **Children and youth are supported with inclusive education support to access and attend school.**
  - Implement school feeding programs in community preschools.
  - Provide sustainable transportation solutions to improve children’s access to school.
  - Provide scholarship support to marginalized girls and boys in primary and lower secondary levels.
  - Implement multi-lingual supplementary learning programs in schools that are appropriate to children’s culture and needs.
  - Develop re-entry/remedial service for out-of-school children/slow learners.
  - Implement accelerated/catch-up course learning classes for over-age children.
  - Implement non-formal education for students with special needs.
  - Implement life skills learning in schools.
- **Community based-preschools, primary schools, and lower secondary schools meet national standards and improve their capacity to improve early education, prevent drop-out, and enable transition.**
  - Rehabilitate/build primary schools and community-based preschools that meet child-friendly school standards by providing school grants that are programmed by local stakeholders.
  - Recruit and provide community preschool teachers with school readiness training.
  - Provide capacity building to community preschool teachers.
  - Support community-based preschools to meet national qualification standards.

## Key Activities (continued...)

- Provide training and technical support on distance learning methodologies and non-formal education strategies.
- Train caregivers, youth, and CBO's on responsive and positive parenting skills.
- Build stakeholder capacity to develop annual school planning for student retention.
- Conduct school accountability audits and develop a school support plan to prevent climate change.
- Implement an Early Warning System (EWS) in target schools to prevent drop-out. The EWS Platform builds on an app developed by KAPE and tested in its other programming.



The project worked with local scholarship management committees to provide bicycles, in-kind support, and learning materials to at-risk girls and boys. These inputs were designed to ensure that students have access to school and have the learning materials to stay longer at school. It is believed these inputs will reduce the drop-out rate, increase the transition rate, and improve student learning outcomes.



The Project supports schools to organize community enrolment campaigns at the local level to ensure every child will be registered and gain access to high quality and inclusive education.

## Key Inputs & Achievements

During 2024, the following changes in educational services were achieved:

- 31 primary schools received technical support including school mapping yearly updating, self-assessment of child-friendly schools, and upgrading teaching and learning methodologies to raise educational quality.
- Provided four refresher trainings on how to select/identify scholarship recipients at 11 primary schools and 14 lower secondary schools in target areas.
- Offered 110 (F:56) bicycle scholarships to support at-risk girls and boys at primary school level.
- Offered 140 (F:92) bicycle scholarships to support at-risk girls and boys at lower secondary school level.
- Provided 430 students (F:234) at risk of dropout packages of in-kind support at both primary and lower secondary schools.
- Provided 1,930 (F:1,040) at-risk children with learning materials support in 31 primary schools and 14 lower secondary schools.
- Supported 1,286 (F:506) slow learners by providing remedial program support to 51 classes.
- Implemented the Multi-lingual Education class program in 1 location in Siem Reap urban areas. This supported 20 children (F:10) of ethnic Vietnamese origin.
- Implemented life skills classes in various topics in 31 primary and 14 lower secondary schools.
- Provided the local life skills and girl counseling training to 120 (F:62) participants who attended workshops designed for the purpose.
- Set up 2 greenhouses at target primary school.
- Provided a refresher training on Trey Visay e-counseling to education actors, (46 participants (F:20) attended the training).
- Organized e-counseling services using the Trey Visay app in 14 lower secondary schools. 186 participants (F:132) attended the project orientation and self-test on career directions. After the orientation and self-test, 150 students (F:102) received counseling from Trey Visay focal point teachers.
- Implemented the EWS program in 19 target schools including 5 primary and 14 lower secondary schools.
- Provided one boat for 6 girls to ensure they can access school.
- Organized education awareness-raising events such as International Children's Day, Teacher's Day, Enrollment Campaign, and door-to-door campaigns.



A school implements local life skills programming to connect with mathematics, marketing, and selling. Students learn 12 of soft skills including communication, decision making, self-management, innovative thinking, collaboration, problem solving, and negotiation skills.





# CONSORTIUM FOR SUSTAINABLE ALTERNATIVES AND VOICE FOR EQUITABLE DEVELOPMENT & CO-**SAVED**)

“New ideas for sustainable development in the education sector”

## Project Profile

<b>Donor</b>	EU/Aide et Action (AeA)
<b>Direct Beneficiaries</b>	13,345
<b>Budget Received in FY2023</b>	USD94,504
<b>Unit Cost per Beneficiary</b>	USD7.09
<b>Provinces Covered</b>	4: Kampot, Koh Kong, Kep, and Preahsihanouk.
<b>Districts Covered</b>	10
<b>Target Preschools</b>	10
<b>Target Primary Schools</b>	35
<b>Target Secondary Schools</b>	43
<b>Start Date</b>	01 Jan 2021
<b>End Date</b>	31 Dec 2024

## Project Update

The COSAVED Project ended this year after targeting vulnerable communities in the coastal areas of Cambodia. The project was a consortium of multiple partners targeting both primary and secondary schools. The project used a holistic approach to target multiple aspects of children’s learning environments including inclusion, educational quality, and community engagement. The project provided direct support to beneficiaries as follows:

- ❑ Supported 559 vulnerable students in Koh Kong Province with study materials (559 backpacks, 2,795 notebooks and pens) as well as 120 bicycles.
- ❑ Identified and supported 353 girls at-risk with specialized services including counselling, household outreach, menstrual sanitation packages, and health referrals.
- ❑ Supported teachers to deliver life skills courses by providing 919 life skills manuals on various topics.
- ❑ Provided access to e-counselling services by introducing the counselling app called Trey Visay to all target lower secondary schools.
- ❑ Enhanced library services by providing 1,794 books across 43 libraries
- ❑ Provided remedial classes in multiple subjects in 39 target primary schools that helped 617 students to transition from primary to lower secondary school in 2024.
- ❑ Trained province, district, and school level personnel to improve their management and sustain project inputs after the closure of the project.

## Key Activities

Increased enrolment and improved quality of learning for lower secondary school children in CO-**SAVED** areas through the following activities:

- Set up early warning systems to prevent dropout
- Provided scholarships for youth at risk
- Provided In-kind learning support and counseling services to at-risk youth
- Provided catch-up courses for students at primary level to ensure grade transition
- Carried Out Green Life Skills in Schools Using over 30 Manuals Developed by Civil Society & MoEYS (primary and lower secondary - Grades 5 to 9)
- Emplaced e-counseling services for students at secondary school level using Trey Visay.

## Project Impact

- Improved capacity of School Management Committees through extensive training & support.
- Institutionalized career counseling services at target secondary schools using such channels as e-counseling apps like Trey Visay, also known as ‘Compass.’
- Instituted more systematic life skills education in all target schools through a process of teacher training, timetable accommodation, emplacement of bio-gardens and other facilities, provision of life skills manuals, and procurement of tools and equipment.
- Increased educational inclusion through a process of scholarships, school mapping, community outreach, and training of schools to do their own advocacy to identify funds for continuing scholarship support.
- Increased educational quality through teacher training and the support of student remedial programs.
- Instituted Early Warning Systems using digital platforms that will increase the efficiency of targeting children at-risk and preventing dropout.

**Goal** CO-**SAVED** communities become more resilient through sustainable local economic development, enhanced service delivery, and green growth, which contributes to reducing poverty and inequality.

➢ To develop capacity and strengthen partnerships for local economic development.

➢ Strengthen the provision of education and access to clean water and sanitation. Strengthen the provision of livelihood opportunities and environmental protection for local economic development.

## Snapshots

Capacity-building for Girl counselors at Sre Ambel District, Koh Kong Province. ➔



The Girl counselors provided counselling to young girl in lower secondary school at Koh Kong, Kampot provinces. ➔



Providing bicycles to vulnerable students at Dornng Peng Lower Secondary School, Sre Ambel District, Koh Kong Province. ➔



# Enhancing Quality Learning for Out of School Children (EQUAL)

*"All children, especially out-of-school children and ethnic minority, receive an equal quality education and inclusiveness"*

## Project Profile

<b>Donor</b>	Plan International Cambodia (PIC)
<b>Direct Beneficiaries</b>	4,448 children (2,328 girls)
<b>Budget Received in FY2024</b>	USD136,999.12
<b>Unit Cost per Beneficiary</b>	USD30.80 USD
<b>Province Covered</b>	Ratanakiri
<b>Districts Covered</b>	2 (Andoung Meas & Bar Kaev)
<b>Target Primary Schools:</b>	13 primary schools
<b>Target Secondary Schools:</b>	2 Secondary schools
<b>Start Date</b>	July 01, 2024
<b>End Date</b>	Jun 30, 2027

## Goal

Educational quality and participation at the level of basic education increases among vulnerable groups such as girls, minority groups, the disabled, and the poor.

**Specific Objective:** Out-of-school children and ethnic minority children in Ratanak Kiri Province have opportunities to fulfill their rights to primary education and smooth transition to lower secondary school through quality education that is inclusive and gender transformative. The project also focuses on reaching vulnerable and marginalized students, including those with disabilities, over-aged, at risk of dropout, and from ethnic minority backgrounds, to improve their access to education and support their needs.

## Project Update

EQUAL Phase 1 reached the end of its programming cycle in June 2024 after implementing activities for 2.5 years in 15 target primary and secondary schools in Bar Kaev and Andoung Meas District of Ratanak Kiri Province close to the Vietnamese border. After consultations with PIC, EQUAL Phase 2 began in July 2024. Phase 1 of the Project showed satisfactory progress during its two years of operation (2022-24). There was a positive trend in project performance towards achieving the agreed overall goal. At both primary and lower secondary levels, target rates for retention have been achieved while dropout rates declined. At the primary level, the dropout rate was 6% (target 8%), while the lower secondary, the dropout rate decreased to 8%, while the target was 9%. The transition rate, on the other hand, was set at 73% among girls and vulnerable students, in comparison to a baseline value of 77%. The updated data shows that the transition rate reached 84%.

## Snapshots



Student council meeting at La'ern Kang Mis PS.



Stakeholders from province and district level including youth attend the EQUAL Phase 2 Launch Ceremony.

## Key Interventions

1. Organize school mapping, and enrollment campaign activities in which focusing on children, especially Girls Back to School.
2. Early Warning Systems (EWS) are designed to monitor the most vulnerable students to avoid dropout.
3. Implemented teacher capacity building and gender-responsive teaching methodology for teachers.
4. Established and Organized Remedial classes to enhance children's proficiency in literacy and numeracy.
5. Implemented accelerated learning program to support over-age children.
6. Facilitated Rapid Response System (RRS) activities that are implemented by school-based Literacy coaches to promote early-grade reading. The RRS identifies struggling readers and provides remedial support.
7. Implemented a Life skills program focusing on adolescent girls.
8. Implemented School Leadership and Management training
9. Supported community outreach events that increase stakeholder awareness about children's rights to education.

## Project Inputs & Impacts

1. Decreased dropout rates among both primary and lower secondary levels:
  - Primary: the dropout rate is 6% (target 8%)
  - Lower secondary: Dropout decreased to 8%, while the target was 9%.
  - Transition rate: Increased from 77% to 84%
2. Five Accelerated Learning Classes were established to support 82 overage students, 36 girls.
3. The project continued supporting 150 scholarship students, and 85 girls, with 37 students transitioning to lower secondary and high school.
4. 573 female students, including 265 from ethnic minority groups, completed refresher training on sexual & reproductive health and received menstrual pads
5. 104 students at risk of dropping out, including 51 girls and 72 from ethnic minority backgrounds, received support packages with school uniforms, shoes, notebooks, and bags.
6. 882 secondary school students (497 girls) in Grades 7-9 were provided access to life skills training activities. Life skills programming at target schools focuses on basic gender awareness and soft skills such as decision-making, and career planning. KAPE provides specially developed resource materials to promote the implementation of life skills learning.
7. A total of 22 directors (4 females) including DoEs, received training in leadership and school management using well-researched training materials developed in other programs.
8. Of the total of 63 performance indicators defined for the project, 92% (58 indicators) were achieved or mostly achieved, and only 8% were not achieved.
9. All target schools received support training on the functioning of student councils. They played active roles as students in school and community.

# Upper Secondary Education – Sector Development Project (USE-SDP2)

“Promoting innovation in mainstream donor projects”

## Project Profile

<b>Donor</b>	MoEYS-ADB
<b>Direct Beneficiaries</b>	NIE/50 Secondary Resource Schools
<b>Budget Received in FY2024</b>	USD87,182
<b>Unit Cost per Beneficiary</b>	N/A
<b>Provinces Covered</b>	25 Provinces
<b>Target Primary Schools</b>	0
<b>Target Secondary Schools</b>	50 Schools
<b>Start Date</b>	22 Sept 2020
<b>End Date</b>	21 Sept 2023
<b>Extension Date</b>	25 Jan 2025

## Project Update

The Upper Secondary Education – Sector Development Project 2 is a large national project focusing on upgrading the National Institute of Education (Component A) and Secondary Resource Schools, or SRS’s (Component B) in 50 locations. KAPE’s 3-year contact with MoEYS-ADB for project implementation ended in September 2023 but an extension was approved by ADB and MoEF in August 2024. Most of the new tasks in the extended contract build on existing deliverables to support NIE (e.g., Research Department support, continuing support to the Practice School, etc.) plus some additional requests from the Deputy Prime Minister such as developing a generic infomercial to help teachers better understand new teaching methodologies targeted by MoEYS. An additional budget of \$87,000 was allocated for this purpose.

Under KAPE’s contract with MoEYS-ADB, the agency was asked to take responsibility for 15 Deliverables as these pertain to supporting SRS’s and 7 deliverables to support NIE or 22 deliverables in all (see below). All deliverables were completed at the contract’s conclusion in September 2023 though technical support for some of these deliverables has been extended into 2025.

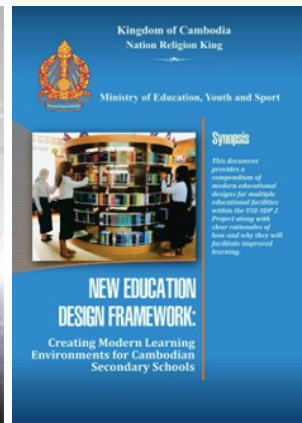
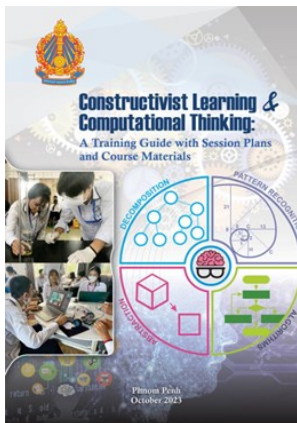
## Key Deliverables

National Institute of Education Upgrading (Component A)	Secondary Resource School Upgrading (Component B)	
<ol style="list-style-type: none"> <li>1. Provide technical support to NIE personnel in implementing existing syllabi for BA+1 and BA+2 with relevant content as well as providing advice on M.Ed. <b>Syllabus development.</b> (NIE-D1)</li> <li>2. <b>Training in New Teaching Methods</b> (e.g., Constructivist Learning Approaches; Blended Learning), which will be closely linked to D1 (NIE) above. (NIE-D2)</li> <li>3. Incorporating <b>Principles of Student &amp; Teacher Assessment</b> within the Curricular Program of NIE (NIE-D3)</li> <li>4. Support the emplacement of the new Library at NIE (NIE-D4)</li> <li>5. Support the Emplacement of <b>Professional Learning Communities</b> at NIE. (NIE-D5)</li> <li>6. Improve the Capacity of NIE to Conduct <b>Professional Research.</b> (NIE D6)</li> <li>7. Establishment of <b>Smart Classrooms</b> in the NIE Primary Practice School (NIE-D7)</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a <b>New Education Design Framework</b> for Classrooms (SRS-D1)</li> <li>2. Develop <b>Modern Library Training Manual</b> (SRS-D2)</li> <li>3. Develop <b>M-learning Manual</b> for Libraries (SRS-D3)</li> <li>4. Develop <b>Career Counseling Road Map Manual</b> (SRS-D4)</li> <li>5. Develop <b>Multi-purpose Life Skills Classroom Framework</b> (SRS-D5)</li> <li>6. Develop Implementation <b>Guidelines for Multi-purpose Life Skills</b> Classrooms (SRS-D6)</li> <li>7. Develop a <b>Constructivist Learning and Computational Thinking Module</b> (SRS-D7)</li> <li>8. Develop <b>Assessment Report</b> and Recommendations for submission to DIT to improve MoEYS Web Portal and Publish-implementation policies. (SRS-D8)</li> </ol>	<ol style="list-style-type: none"> <li>9. Develop <b>Subject Club Manuals</b> in at least 8 topics (SRS-D9)</li> <li>10. Develop a school-based <b>Mentoring Framework</b> that harmonizes with the Teacher Policy Action Plan (TPAP) (SRS-D10)</li> <li>11. Provide <b>Quarterly Reporting</b> to MoEYS relating Monitoring and Evaluation. (SRS-D11)</li> <li>12. In collaboration with DIT, pilot the introduction of computer-based assessments based on a documented set of recommendations and guidelines. (SRS-D12)</li> <li>13. Develop a <b>School-based Management Implementation Manual</b> (SRS-D13)</li> <li>14. Hire a Team Leader who will ensure internal coordination. (SRS-D14)</li> <li>15. Undertake <b>Comprehensive Assessment</b> of SRS’s (SRS-D15)</li> </ol>

## Goal

KAPE’s goal in joining the USE-SDP2 Project is to support the MoEYS in promoting educational innovation in mainstream national projects that are being partly funded by large institutional donors such as the international development banks. MoEYS has a special interest in moving key educational innovations and ideas in such programs as New Generation Schools into its much larger national projects such as the USE-SDP2 Project.

## Snapshots



← Publications Developed by KAPE Advisers: KAPE advisers developed a large array of training manuals, framework documents, NIE syllabi, and reports during the 3-year consultancy. All documents have been accepted by MoEYS and printed with Ministry logos.



KAPE Library Adviser helps to organize an SRS library.



**New Educational Designs:** Using educational designs developed under NGS, KAPE has been able to have significant influence over new library and science lab designs used in Secondary Resource Schools.

# Technical Assistance to Support the: Roll-Out of MoEYS Leadership Development Program (Phase 2)

“Effective leadership is crucial to build the capacity of future female and male managers in the MoEYS.”

## Project Profile

<b>Donor</b>	UNICEF – CDPF
<b>Direct Beneficiaries</b>	Subnational Level MoEYS Management Staff
<b>Budget Received in FY2024</b>	USD29,241 USD
<b>Unit Cost per Beneficiary</b>	Not applicable
<b>Provinces Covered</b>	20 Provinces.
<b>Districts Covered</b>	Nationwide
<b>Target Primary Schools</b>	Not applicable
<b>Target Secondary Schools</b>	Not applicable
<b>Start Date</b>	01 August 2024
<b>End Date</b>	31 January 2027

## Objective

- **Objective 1:** To develop and/or modify accredited leadership training modules (including through the new MoEYS Capacity Development platform) to meet MoEYS’ subnational development needs.
- **Objective 2:** To expand the program’s coverage to a maximum of 20 Provincial Offices of Education and all District Offices of Education in those target provinces. Target: 700 (additional) POE/DOE leaders (with at least 178 or 80% of the 223 female leaders, 100%, if feasible)
- **Objective 3:** Enhance gender Equity in MoEYS sub-national leadership roles

## Project Update

The Leadership Professional Development Program (phase 2) takes the form of a deliverables-based contract between KAPE and UNICEF, with funds from The Capacity Development Partnership Fund III (CDPF III). CDPF is a long-running partnership between the Ministry of Education, Youth and Sport (MoEYS) in Cambodia, the European Union, the Swedish International Development Cooperation Agency (SIDA), the United States Agency for Development (USAID), the Global Partnership for Education (GPE), and UNICEF.

Building on the national level Leadership Development program for MoEYS personnel in phase 1, the overarching objective for phase 2 is to provide technical assistance to MoEYS in Cambodia to further develop and roll out the MoEYS Leadership Professional Development Program at sub-national level, in 20 provinces. The

program aims to enhance the overall managerial competencies of MoEYS personnel, with an emphasis on the diverse needs and advancement of women leaders. Real-Time Evaluation (RTE), our sub-partner for the activity supports the monitoring and assessment of the quality and effectiveness of the program.

The program will roll out a core Leadership Development Module (LDM), adapted to suit the needs of the sub-national level, as well as 2 to 3 elective modules, based on priorities identified by sub-national leaders. The program is still in the needs analysis and baseline phase. Nevertheless, some key milestones have been achieved, including the set-up of the Project Advisory Group (PAG), development and acceptance of the Inception Report, the development of the Monitoring, Evaluation and Learning (MEL) Plan, the diagnostic survey of training needs and priorities, as well as the completion of the baseline survey data collection in 8 provinces.

## Key Activities

- During October 2024, The Project Advisory Group, the official oversight and consultation mechanism for the program was officially formed. It is chaired H.E Nath Bunroeun and is formed of 7 members made up of MoEYS, UNICEF and KAPE at the management level, with a larger technical working group of 14 members to support actual implementation of the program.
- Following consultations with key stakeholders, including relevant MoEYS Departments, UNICEF and relevant NGOs, during August and September, the inception report, which provides a road map for the project was completed and endorsed by the PAG during October 2024.
- During October & November, a diagnostic learning needs analysis survey was developed, administered to 603 (129F) sub-national education staff working at Provincial Offices of Education (PoEs) and District Offices of Education (DoEs), across 20 provinces.
- During November 2024, the Baseline methodology was developed. The purpose of the baseline is to evaluate the knowledge, application and practice of the LDM Training Module areas of focus, including the initial competencies, challenges, and needs of MoEYS sub-national leaders. The baseline will establish a reference point to measure progress and outcomes achieved by the end of the course.
- On 27 November 2024, a Program Advisory Group (PAG), Management Level meeting, chaired by HE Nath Bunrouen was held in order to present the key planned activities of the program, and to gain endorse the MEL Plan and Baseline Methodology.
- During December, baseline data was collected in the 8 selected provinces, with the baseline report due to be completed in early 2025.

## Snapshot

*KAPE’s initial consultation with the Teacher Development Department of the MoEYS, and UNICEF during the development of the inception report, which acts as a roadmap for the program*



*H.E. Nath Bunroeun, Secretary of State of MoEYS (right), chairs the PAG Management meeting on 27 November 2024.*



*Baseline data collection, by sub-partner RTE, to evaluate the current knowledge, application and practice of leaders at the sub-national level, during December 2024.*



# Local Life Skills Education (LLSE) Project

“Supporting MoEYS to scale up local life skills education”

## Project Profile

Donor	UNICEF
Direct Beneficiaries	Not Applicable
Budget 2024	USD24,499
Unit Cost per Beneficiary	Not Applicable
Provinces Covered	15 Provinces
Start Date	July 2024
End Date	May 2026

## Goal

**Goal:** By 2028, an increasing proportion of children and adolescents, especially the most disadvantaged, complete quality early childhood and basic education in inclusive, safe, protective, and stimulating environments.

**Outcome:** By 2028, Schools and education authorities at sub-national level, especially in educationally disadvantaged and disaster-prone provinces, have the enhanced capacity to replicate relevant, effective, and inclusive programmes to promote learning outcomes.

## Project Update

A total of 135 people joined LLSE Launch Ceremony on 25 September 2024 at the Phnom Penh Hotel. This launch ceremony began the implementation of Phase II of LLSE programming following the development of some key framework documents and a baseline study that was also implemented by KAPE with UNICEF funding in Phase 1. During the ceremony, LLSE provided 85 life skills manuals and resource books to MoEYS, POEs from 25 provinces, and attending NGOs.

The project team also organized a ToT for all Master Trainers selected to help implement capacity-building activities in late September 2024. In this regard, MoEYS appointed a total of 45 staff from selected Departments (primarily PED, DCD, VOD, DYP, DDT, and TTD), to assist in the LLSE expansion nationally. KAPE coordinated with VOD and UNICEF to facilitate the selection process. Of these 45 Master Trainers, 15 will accompany different provinces (1 District in each province).

The project team also supported efforts to strengthen the capacity of MoEYS Master Trainers to rollout LLSE activities and VMC, ensuring they possess a comprehensive understanding of the program and target training techniques. In this respect, LLSE seeks to utilize active-learning techniques to integrate ICT tools into the training and teaching-learning process in schools.

The final step in the preparation process entailed verifying the arrangement of the model training plan for program expansion and logistics. The LLSE team and Master Trainers from VOD, PED, CDC, and DYP rolled out the LLSE model training to stakeholders in all 15 target provinces. Schools at all levels were targeted including primary, lower secondary, and upper secondary schools.

## Key Activities

1. Design the training material for MoEYS-LLSE Working Group members.
2. Conduct Master Trainers ToT on LLSE Material/training techniques and project-based learning.
3. Conduct Coordination Meetings with MoEYS Working Groups to define the project strategy, coordination mechanisms, and responsibilities.
4. Provide technical support to DIT to digitalize the Reference Books.
5. Work with the MoEYS LLSE Working Group to refine and agree on suitable Mentoring approaches in line with work done by NGPRC/NIE.
6. Design a simple database to be integrated into existing data collection mechanisms/tools for LLSE and VMC quality assurance.
7. Support the MoEYS LLSE Working Group focal points, to prepare all the supporting material for the accreditation of the LLSE package (online+F2F and mentoring).

## Snapshot



LLSE Project Launch Ceremony on 25 Sept 2024 at the Phnom Penh Hotel in the capital.



MoEYS-LLSE Working Group members (Master Trainers) develop enhanced knowledge and training skills during a training session.



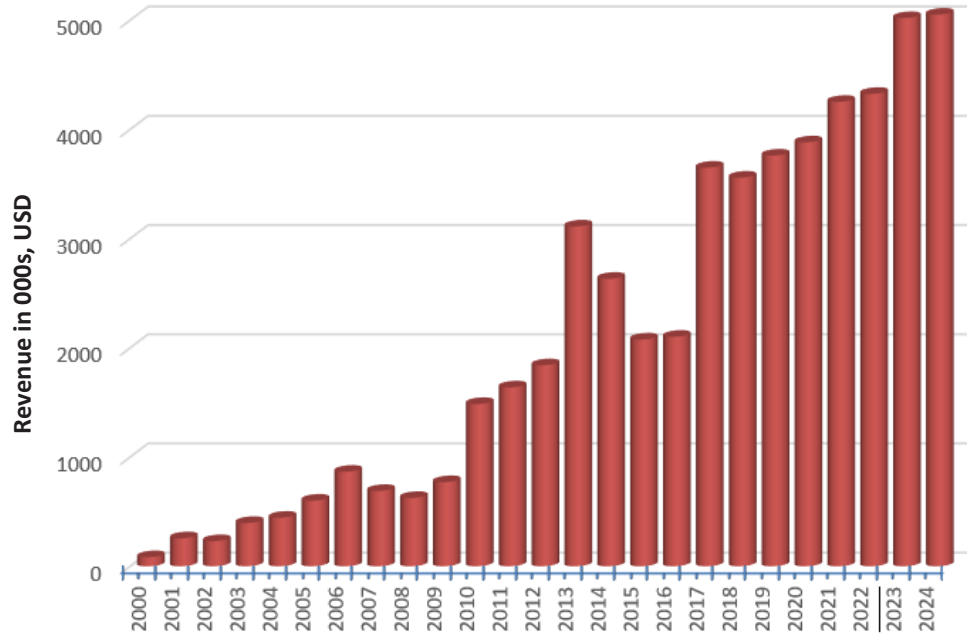
An LLSE Training Workshop for local stakeholders at subnational level to effectively build the capacity of provincial and district level staff as well as school managers and teachers.

# Financial Highlights

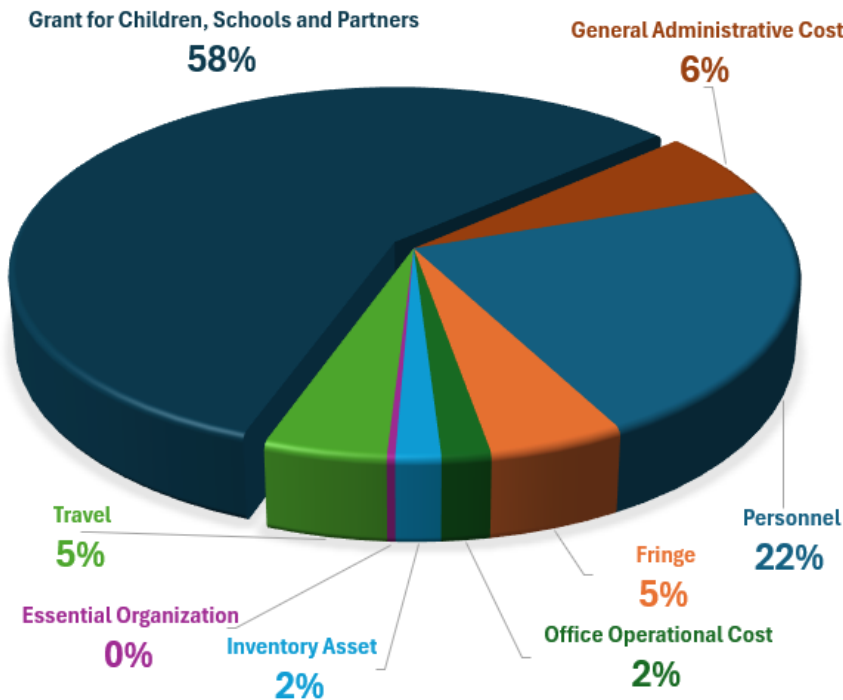
## Cash Assets and Expenditure

Description	Amount (USD)
Total Project Revenues FY2024	5,051,285.25
Balance Forward from FY2023	699,837.08
Interest Income	15,642.84
Available Assets in FY24	5,766,765.18
Total Expenditure in FY24	5,548,091.92
Fund Utilization Rate	96%

## Fund Receipt Trend



## How was the money spent?



## Revenue Streams in FY2024

Donors	Amount (USD)
MoEYS	1,882,273.29
The Kinchan Foundation	1,644,079.05
ChildFund Korea	442,888.60
ChildFund Cambodia	174,978.53
ChildFund Germany	168,556.66
UNICEF	162,494.06
Plan International	139,956.47
EU	125,904.59
WeWorld	110,994.21
The Asia Foundation	75,951.98
Gap Inc.	56,279.36
NOREC	37,397.55
UNESCO	20,467.08
ADB	9,063.83
<b>New Revenue Received FY 2024</b>	<b>5,051,285.25</b>

**Notice:** The annual average of currency exchange rate for 2024 is 1 dollar = 4,025R (National Bank).

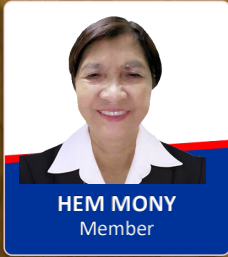
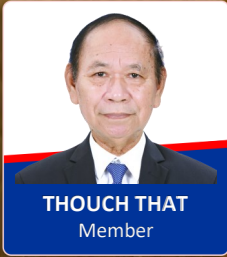
## A Note of Appreciation

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

Thank you!

# KAPE Management Team FY2024

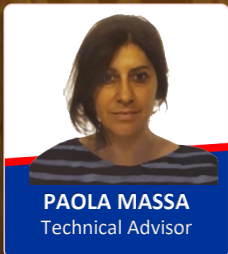
## Board of Directors



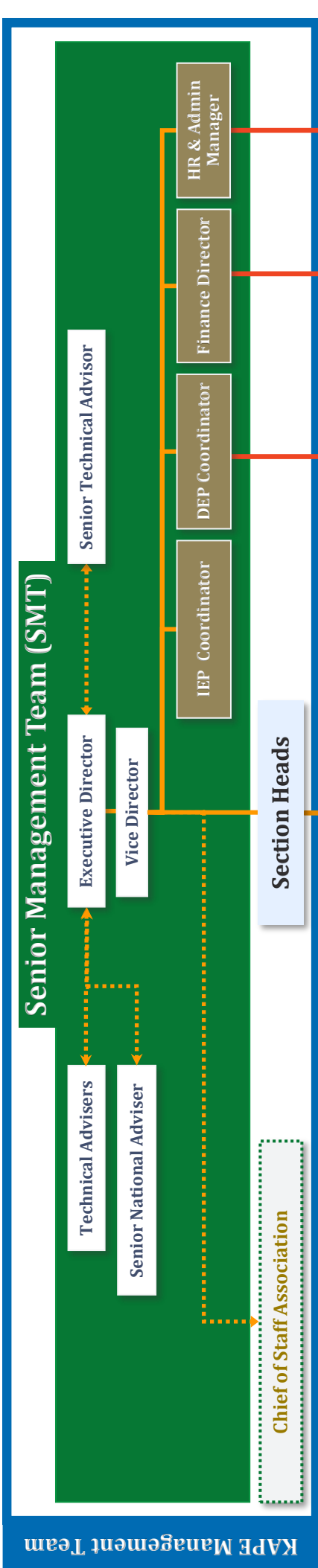
## Senior Management Team (SMT)



## KAPE Management Team Members and Advisers



\*\*\* *Note:* Thun Thean Obrum (TTO) is an independent company affiliated with KAPE.



## KAPE ORGANIZATION CHART 2024

<b>AEOs</b>	Access + Parent Engagement Officers	<b>DTOs</b>	District Technical Officers	<b>IEP</b>	Inclusive Education Program Informatic Technology & Early Warning System Officer	<b>PA</b>	Program Assistant
<b>ADLP</b>	ASEAN Digital Literacy Program	<b>E2L</b>	Digital Visualization Technology Skills Accelerator Program	<b>IT&amp;EWSO</b>	Khmer Digital Literacy Program	<b>PC</b>	Provincial Coordinator
<b>AGPO</b>	Access & Governance PO	<b>EAO</b>	Easy to Learn Education Officers	<b>KDLP</b>	Local Life Skills Education Project	<b>PED/DCD</b>	Primary Education Department/Department of Curriculum Development
<b>CO</b>	Communications Officer	<b>EOS</b>	Enhancing Equality Learning for Out of School Children	<b>KLSE</b>	Life Skills Learning for Adolescent Girl Project	<b>PO(s)</b>	Program Officer(s)
<b>CCO</b>	Career Counseling Officer	<b>EQUAL</b>	Enhancing Equality Learning for Out of School Children	<b>LSLAG</b>	Monitoring & Evaluation	<b>BMZ/REACH</b>	Reinforcing Education Access with Community Health/BMZ
<b>Co-SAVED</b>	Consortium for Sustainable Alternatives and Voice for Equitable Development	<b>FA</b>	Finance Assistant	<b>M&amp;E</b>	Media & Information Digital Literacy Development Program to Enhance Leadership and Gender Equality	<b>RC</b>	Reading Coordinator
<b>DEP</b>	Digital Education Programming	<b>FO</b>	Finance (Admin) Officer	<b>M&amp;EO</b>	NGS Adviser (ICT in Education)	<b>RT</b>	Reading Trainer
<b>DPO</b>	District-based Program Officer	<b>FOSTER</b>	Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project	<b>MIDL</b>	New Generation Pedagogical Research Center	<b>RTL</b>	Research Team Leader
<b>DWD</b>	Digital Workforce Development	<b>GES</b>	Happy Cambodian Children Project	<b>MoEYS-LPD</b>	NGS in ICT Officer	<b>SCO</b>	Senior Communications Officer
		<b>HCC</b>	Informatic Communications in Education Specialist	<b>NAS</b>	Quality and Governance Officers	<b>SA</b>	Senior Animators (2)
		<b>ICT in ES</b>	Improving Digital Education for All Learners	<b>NGPRC</b>		<b>SAC</b>	School Access
		<b>IDEAL</b>		<b>NGSI</b>		<b>SCOs</b>	Senior Community Officers (CIA)
				<b>NIO</b>		<b>SEA</b>	Science Education Assistant
				<b>NOM</b>		<b>SETL</b>	Science Education Team Leader
				<b>QGOs</b>		<b>SGM</b>	School Governance Mentors (2)
						<b>SITO</b>	Senior Informatic Technology Officer
						<b>TL</b>	Team Leader
						<b>TO</b>	Training Officer
						<b>USE-SDP2</b>	Upper Secondary Education-Sector Development Program
						<b>USE-SDP2</b>	

Two-way arrows = Relationships with Advisers, reading coordinator and ICT.  
 Dashed Boxes = Autonomy. The Staff Association is a fully autonomous collective.  
 \*The IEP umbrella comprises Digital Workforce Development (DWD), DVITSA, IDEAL, KDLP and MIDL. POS\* here represents all officers within DEP.  
 \*\*The DEP umbrella comprises five projects including ADLP, DVITSA, IDEAL, KDLP and MIDL. 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.