Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I would like to approve the Annual Agency Report of FY2021 that started in January and ended in December of this year. The report marks a relatively successful year in program development and execution in spite of huge obstacles posed by the continuing onslaught of the Covid19 Pandemic for a second consecutive year. Although schools were closed for more than half of the school year, KAPE programming was able to successfully shift to online or village-based distance education formats until the re-opening of schools in October 2021. Thus, KAPE has proven to be a dynamic and resourceful agency during these trying times and we believe that these trying times have only made the agency stronger.

Mr. Heang Koy
KAPE Board Chairman

KAPE is a local non-profit NGO working primarily in the formal education sector in 13 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 120,000 children and several hundred teachers, at over 165 schools.

KAPE Vision

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

Our Mission

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

Our Core Values

- Empowerment
- Solidarity
- Compassion
- Respect
- Cooperation
- Innovation
- Transparency
- Truth
KAPE is pleased to share its Annual Report for the 2021 Fiscal Year with all its stakeholders. As was the case last year, KAPE has struggled with a second year of disruptions caused by the Covid19 Pandemic. These disruptions have mainly manifested themselves as lengthy school closures during the year as well as travel restrictions that have impeded the movement of program staff. Nevertheless, the agency was able to deal with these problems more effectively this year due to its experience from last year. Emergency responses to Covid19 developed last year include highly sophisticated programming involving online learning and village-based distance education that sometimes involved the use of Pedagogical Volunteers (PVs), a new innovation that greatly expanded the amount of learning time that children could access each week.

KAPE feels the need to note in this year’s report the emergence of a new problem that stems directly from the long-term effects of the pandemic. This problem refers to ‘Learning Loss.’ Because children have been out of school for so long over the last two years, the education system is now seeing a new phenomenon where many children are years behind where they should be in terms of mastery of the official curriculum. This problem is not easily solved and may take a decade to fully address. As a result, many of KAPE’s projects are returning to a strong focus on remedial programming. A key success during this year’s programming that directly addresses Learning Loss issues refers to KAPE’s collaboration with UNICEF-GPE3, the Primary Education Department, and VVOB to develop a Remedial Adaptive Learning Package. This package has been officially adopted by MoEYS and is being implemented nationally across all schools. KAPE is proud to have led these efforts under UNICEF funding.

For its annual reporting, KAPE has adopted a rotating format that moves back and forth between project-based and sector-based presentations. This year’s report returns to a project-based format because of the rapidity with which projects are coming and going in recent years, indicating the emergence of many short-term projects that deal with emergency response due to pandemic learning conditions. Next year’s report will probably return to a sector-based presentation.

In terms of programming, KAPE has maintained a large portfolio of 20 projects during the year, which is historically the largest portfolio the agency has ever had. The agency continued to successfully develop new programming leading to the approval of six new projects that have start-up dates planned across 2021 and 2022. These new projects replaced five projects that came to an end during 2021, enabling the agency to maintain equilibrium in terms of its programming. The year 2022, therefore, looks like a solid year for KAPE, but there are concerns that 2023 will require additional efforts to maintain an accelerated rate of new project development. Much of what happens in 2023 will depend on MoEYS plans to expand the New Generation School Initiative to more schools under multiple funding sources (see below).

KAPE continued its very strong relationship with MoEYS during the year and renewed its unique role in the implementation of the New Generation School Initiative for the seventh year in a row. In early 2021, MoEYS asked KAPE to prepare a Concept Note outlining how to expand NGS programming starting in 2023. KAPE has completed this document and it is playing a critical role in on-going planning, as the Ministry negotiates new mega-projects with development banks such the Asian Development Bank (ADB) and Agence Francais de Development (AFD). On-going negotiations with Ministry indicate that KAPE will continue to play a key role in the implementation of NGS programming under these new programs though the outlines of that assistance may be different from current arrangements.

KAPE welcomed several new donors this year including Aide et Action, Oxfam-GB, and Plan International while continuing its strong relationship with its private foundation partners including The Asia Foundation, the Franks Family Foundation, the Phoenix Foundation, the Kinchan Foundation, Child Fund Cambodia, WoWorld-GVC, and Lotus Outreach. Sadly, the Oaktree Foundation informed KAPE that it will be ending its funding in 2021 due to changes in strategy and fund raising. This ends a 10-year collaboration with an amazing foundation that helped KAPE to develop and launch the ground-breaking New Generation School Initiative back in 2011.

KAPE would like to thank once again all of its partners and stakeholders for their support during the past year and we look forward to working together to improve the education system for Cambodian children and youth in the coming years.
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Covid19 disruptions have continued to play a major role in how KAPE has implemented its various projects over the last year. With schools closing for 40% of the school year in 2020 and a reported 55% in 2021, Cambodia’s children are facing a learning catastrophe. This refers to a phenomenon increasingly known as ‘Learning Loss,’ which has now emerged as one of the key problems facing KAPE programming. To address Learning Loss, a huge amount of resources were invested by KAPE in village-based Distance Education, Home-based Learning, and Remedial Programming. A major KAPE achievement in this regard relates to the agency’s success in developing a Remedial Adaptive Learning Package that will be rolled out to all schools throughout the Kingdom in 2022. This package was developed with funding from UNICEF-GPE3 and in collaboration with the Primary Education Department (PED) and VVOB. It should provide a very effective tool for all development partners to mount remedial programming to address the problem of Learning Loss.

During 2021, KAPE has been able to maintain a historically large program portfolio encompassing 20 projects (see table), which is the same as last year. Although five projects completed their project cycles, program development activities enabled the agency to start six new projects during the year, three of which actually started in 2021 while three others are scheduled to start early in 2022. KAPE-implemented projects continue to span 13 provinces and benefit about 121,000 children and youth. The agency has 15 donors in all ranging from large foundations to multilateral donors such as EU and UNICEF.

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 seventh year of direct funding for 2022 to continue the implementation New Generation School reforms. MoEYS continues to be KAPE’s largest donor providing $1.8 million in annual funding to the agency during the present fiscal year to support New Generation School educational reforms and the operation of NGPRC.

Another important milestone that occurred during the year concerned the graduation of a second batch of Teacher Mentors from the recently established New Generation Pedagogical Research Center (NGPRC). This year’s graduating class numbered 32 persons who will join 25 mentors who graduated last year for a total of 57 mentors. Each graduate received a Master’s Degree in Education from NIE, which is another example of KAPE’s expansive role at all levels of the education system from preschool to primary, secondary, and now tertiary. The NGPRC has greatly enhanced the status of NIE, which it helped organize the Cambodia International Conference on Mentoring Educators (CICME) in November 2021. This is now the second time that this event has been organized by the Center and is perhaps the only such conference dedicated entirely to teacher mentoring in

### Table: 20 Projects in 2021

<table>
<thead>
<tr>
<th>BIC</th>
<th>Project Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Books for Cambodia</td>
<td>Continuing</td>
</tr>
<tr>
<td>2.</td>
<td>Covid19 Education Response and Recovery</td>
<td>New</td>
</tr>
<tr>
<td>3.</td>
<td>Cambodia Tertiary Scholarship Program</td>
<td>Completed</td>
</tr>
<tr>
<td>4.</td>
<td>Girls’ Education Initiative</td>
<td>Continuing</td>
</tr>
<tr>
<td>5.</td>
<td>GPE3 Project Evaluation (EGRA Testing)</td>
<td>New</td>
</tr>
<tr>
<td>6.</td>
<td>Happy Cambodian Children</td>
<td>Continuing</td>
</tr>
<tr>
<td>7.</td>
<td>Kampuchean Young Leaders’ Action</td>
<td>Continuing</td>
</tr>
<tr>
<td>8.</td>
<td>Life Skills Learning for Adolescent Girls**</td>
<td>Continuing</td>
</tr>
<tr>
<td>10.</td>
<td>New Generation Schools/Say Rieng</td>
<td>Continuing</td>
</tr>
<tr>
<td>11.</td>
<td>New Generation School Initiative (Secondary Level)</td>
<td>Continuing</td>
</tr>
<tr>
<td>12.</td>
<td>New Generation School Initiative (Primary Level)</td>
<td>Continuing</td>
</tr>
<tr>
<td>13.</td>
<td>Ponlok Chammaes (Research)</td>
<td>New</td>
</tr>
<tr>
<td>14.</td>
<td>Quality Learning Environments</td>
<td>Completed</td>
</tr>
<tr>
<td>15.</td>
<td>Reinforcing Education Access with Community Help</td>
<td>Continuing</td>
</tr>
<tr>
<td>16.</td>
<td>Strengthening Education &amp; Employment in Kampuchea</td>
<td>New</td>
</tr>
<tr>
<td>17.</td>
<td>Teaching Improved Gender Equality and Responsiveness</td>
<td>Completed</td>
</tr>
<tr>
<td>18.</td>
<td>Total Reading Approach for Children III</td>
<td>Continuing</td>
</tr>
<tr>
<td>19.</td>
<td>Upper Secondary Education – Sector Development Project 2</td>
<td>New</td>
</tr>
<tr>
<td>20.</td>
<td>Youth Entrepreneurship Project</td>
<td>New</td>
</tr>
</tbody>
</table>
the ASEAN Region. In all, 70 academics from 17 different countries made presentations at this year’s CICME conference. These accomplishments help to put KAPE at the forefront of efforts to promote Teacher Mentoring, which KAPE hopes will help to revolutionize the way that Cambodia does teacher education.

KAPE was also able to publish a large number of technical manuals and framework documents that provide cutting edge examples of innovation in the education system. This includes a manual on Student Assessment, another manual to guide facilitators in training schools on School-based Management, and numerous manuals on school counseling, organizing subject clubs, and teacher education. In many cases, these manuals have been produced with Ministry funding and have been published with the MoEYS logo. These manuals are now available on the KAPE website: http://www.kapekh.org/en/publications-media/26/.

It should also be noted that KAPE updated its Strategic Plan for the next 5 years (2020-24). The new plan noted new directions such as a diversification of the agency’s portfolio to include preschool and tertiary education, accelerated efforts to expand online education, global networking through such vehicles as the Cambodia International Conference on Mentoring Educators, an increasing profile at the National Institute of Education, expanded documentation of manuals and research, and community mobilization. New goals for the next 5 years include making progress towards the establishment of an Endowment Fund, expanding Senior Management, and gaining expertise in Global Citizenship Education (GCE).

Another important development during the year was the growing prominence of KAPE’s work in the research literature. In 2021, three research articles and reports were published in literature including one that appeared in Atlantis Press (see below) and another that appeared in Springer Publishing. Both articles concerned innovations relating to New Generation Schools while a third was an assessment of the school-based mentoring program that is being rolled out through the New Generation Pedagogical Research Center and which was funded through a Ponlok Chammaes Research Grant through The Asia Foundation-AusAid.

KAPE also continued to amass a large array of new educational software that has been contextualized to the Cambodian school system. The list of new software programs developed, contextualized and/or fielded by KAPE is now extensive and is having a major impact on how student learning occurs, particularly in the context of the Covid19 Pandemic, where online learning is increasingly pervasive. A summary of electronic platforms and educational software used by KAPE is summarized in the box below. These software programs are targeted both at primary and secondary school level and are currently being streamlined into multiple projects. These efforts seek to establish KAPE as a leader in the development and implementation of educational software designed for the Cambodian school system. The use of software in education aligns with KAPE’s strategic planning to generate efficiencies in educational operation by intensive utilization of technology.

In parallel with the accelerated use of educational software in its programming, KAPE also

Agency Overview for the Year

A New Way to Foster Teacher Growth: Newly posted Mentors at Prek Leap HS welcome new teachers to the school and introduce them to the mentoring support program to guide teachers through the Continuous Professional Development process. KAPE is hopeful that the practice of school-based mentors who are dedicated to the process of helping teachers to upgrade their knowledge using the latest technology will help to revolutionize the way that teacher education takes place in Cambodia. These innovations help to address the growing frustration of many educators with the low level of impact from teacher education workshops.

Software Programs Currently Used in KAPE Programming

- Aan Khmer (Grade 1 Reading)
- Smartbooks (leveled electronic readers for Grades 2 and 3)
- Sorse Khmer (early grade writing for Khmer)
- Literatu (electronic formative assessment)
- Trey Visai (e-counseling)
- X-reading (English Language Learning)
- Reuang Obrom (Gender Education)
- Khmer Readability (Text Analysis)
- Observic (Teacher Mentoring) a NGS Question Bank Platform.
As five projects were scheduled to end in 2021, KAPE has continued its heavy investment into program development that corresponds to the agency’s 5-year Strategic Planning. As noted earlier, this led to a strong focus of agency efforts on Covid19 Response, early grade literacy, technology in education and most importantly, charter school development. In all, 16 project designs were submitted for donor review and approval. Of these, 13 were successful, one is still pending (see ROTA), while two were unsuccessful (ZOOM and the Spencer Foundation). This constitutes an 81% success rate. Seven of these approvals were for project extensions while the remainder was for new projects. As a result of program development efforts during the year, KAPE so far expects to field 20 or more projects in the next fiscal year.

**Program Development Summary for 2021**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Partners</th>
<th>Donor</th>
<th>Status</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books for Cambodia (Extension)</td>
<td>MoEYS</td>
<td>The Asia Foundation</td>
<td>Successful</td>
<td>1 Year</td>
</tr>
<tr>
<td>2. Leadership Professional Development Program to Enhance Leadership &amp; Gender Equality</td>
<td>The Asia Foundation</td>
<td>UNICEF/MoEYS</td>
<td>Successful</td>
<td>2 Years</td>
</tr>
<tr>
<td>3. CAPFISH</td>
<td>Aide et Action, Oxfam-GB</td>
<td>EU</td>
<td>Successful</td>
<td>3 Years</td>
</tr>
<tr>
<td>4. COSAVED</td>
<td>Aide et Action</td>
<td>EU</td>
<td>Successful</td>
<td>3 Years</td>
</tr>
<tr>
<td>5. Easy to Learn – Prey Veng</td>
<td>--</td>
<td>Child Fund/Australia</td>
<td>Successful</td>
<td>3 Years</td>
</tr>
<tr>
<td>6. Easy to Learn - Kratie</td>
<td>--</td>
<td>--</td>
<td>Successful</td>
<td>3 Years</td>
</tr>
<tr>
<td>7. EQUAL</td>
<td>--</td>
<td>Plan International</td>
<td>Successful</td>
<td>3 Years</td>
</tr>
<tr>
<td>8. Global Learners Project</td>
<td>CARE</td>
<td>ROTA</td>
<td>Pending</td>
<td>3 Years</td>
</tr>
<tr>
<td>9. Happy Cambodian Children (Extension)</td>
<td>Krousar Yoeung</td>
<td>Kinchan Stiftung</td>
<td>Successful</td>
<td>1 Year</td>
</tr>
<tr>
<td>10. Life Skills Learning for Adolescent Girls (Extension)</td>
<td>--</td>
<td>Gap, Inc.</td>
<td>Successful</td>
<td>1 Year</td>
</tr>
<tr>
<td>11. New Generation Pedagogical Research Center (4th Extension)</td>
<td>Franks Family Foundation</td>
<td>MoEYS</td>
<td>Successful</td>
<td>1 Year</td>
</tr>
<tr>
<td>12. New Generation Schools Initiative/ Primary School Level (5th Extension)</td>
<td>Franks Family Foundation</td>
<td>MoEYS</td>
<td>Successful</td>
<td>1 Year</td>
</tr>
<tr>
<td>14. Online Learning Research Project</td>
<td>--</td>
<td>Spencer Foundation</td>
<td>Unsuccessful</td>
<td>3 Years</td>
</tr>
<tr>
<td>15. Promoting Remote Learning for the STEM Subjects in Cambodia</td>
<td>The Asia Foundation</td>
<td>ZOOM</td>
<td>Unsuccessful</td>
<td>1 Year</td>
</tr>
<tr>
<td>16. REACH IV (Extension)</td>
<td>Ciai</td>
<td>BMZ/WeWorld-GVC</td>
<td>Successful</td>
<td>3 Years</td>
</tr>
</tbody>
</table>

As a new publication about NGS in the Atlantis Press, "Bringing Robotics into the Cambodian Curriculum: Students at a KAPE-supported program learn about robotics in a new experimental program."
KAPE WORKS WITH NATIONAL INSTITUTE OF EDUCATION TO ORGANIZE CAMBODIA’S 2nd INTERNATIONAL CONFERENCE ON MENTORING EDUCATORS

One of the major accomplishments achieved in 2021 was the organization and administration of Cambodia’s 2nd International Conference on Mentoring Educators (CICME) by the New Generation Pedagogical Research Center (NGPRC), which is administered by KAPE. In 2019, MoEYS requested KAPE to both establish and manage NGPRC in order to promote enhanced teacher training and research in the tertiary sector at NIE. Due to the continuation of travel restrictions stemming from Covid19 conditions, the conference was totally virtual in format. Nevertheless, the Conference reached a very large international audience and featured 70 academic speakers from 17 countries who joined the proceedings with the latest research on teacher mentoring. The Conference also featured key note speakers with national standing including H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, & Sport. The CICME has provided an important opportunity for NIE to learn how to organize international conferences. CICME events hopefully mark a turning point in which the Institute’s status and reputation will begin an upward trajectory matching its status as Cambodia’s most senior training institute for teachers. KAPE expects that this conference will become a regular feature of the NIE schedule and will help to cement the growing reputation of both the Center and the Institute as leaders in educational innovation.

CICME 2021
2nd Virtual-Cambodia International Conference on Mentoring Educators

From Phnom Penh, Cambodia
November 15-17, 2021,
Organized and sponsored by:
First Announcement
(Version: March 2021)

Aims of the Cambodia International Conference on Mentoring Educators

1. To provide a forum for research findings from the international community;
2. To introduce new pathways to excellence in education through action and innovation;
3. To share best teaching practices and use research findings to solve school problems;
4. To share mentoring experiences and skills;
5. To establish partnership and collaborations between researchers across the globe;
6. To disseminate results of thesis/dissertation activities in tertiary education; and
7. To draw new perspectives in solving educational and organizational problems and issues.

KAPE COMPLETES KEY MANUALS ON REMEDIAL ADAPTIVE LEARNING

KAPE received a strategically important contract from UNICEF-GPE to help coordinate the efforts of MoEYS to develop emergency responses to the Covid19 Pandemic. This project was known as the Covid19 Emergency Response & Recovery Project. One of the key achievements of this project was the development of a Remedial Adaptive Learning Package that helps to identify core competencies in the national curriculum and provide diagnostic testing and remedial support based on these competencies. One package has been developed for each grade for Khmer and Mathematics, which are both core subjects. The Primary Education Department has fast tracked the approval and adoption of the packages so that they can be rolled out nationally across the entire country in time for the re-opening of schools in January 2022.

Major Achievement: One the remedial packages developed by KAPE for Khmer Language/Grade 2 that will be disseminated throughout the Kingdom.
A new cohort of Mentors graduated from the New Generation Pedagogical Research Center (NGPRC) at NIE again this year. The graduating cohort numbered 32 persons and all completed their degree requirements successfully. This second cohort of mentors joins 25 individuals from Cohort 1 for a grand total of 57 mentors. Master Degree Diplomas will be officially conferred on candidates by the Minister of Education, Youth, and Sport in a ceremony at NIE planned for April 2022. All degree candidates completed an intensive one-year training program at the Center that employs innovative modes of learning including online learning and small seminar-style classes in very modern facilities. The majority of candidates were posted at both primary and secondary schools in the NGS System while some number were also assigned to Teacher Education Centers and Secondary Resource Schools (SRS’s) as part of a pilot supported by the Upper Secondary Education-Sector Development Program 2. With continued financial backing from MoEYS, KAPE will support the Center to organize successive waves of new intakes at the NGPRC to staff newly created positions for school-based mentors in New Generation Schools, as NGS reforms continue to expand. KAPE believes that the Ministry’s support of the Center will help to drive new educational innovations throughout Cambodia’s education system.

SECOND COHORT OF MASTER DEGREE CANDIDATES IN MENTORING COMPLETE THEIR STUDIES

On 3 August 2021, the New Generation Pedagogical Research Center hosted a presentation by Mr. Magnus Saemundsson, First Secretary of the Embassy of Sweden on mentoring. The title of the presentation was, “Teacher Training and Mentoring Practices in Sweden: Relevant Applications to Cambodia’s Education System.” The presentation was followed by many questions and comments by those tuning in online. The presentation was viewed by over 90 Master’s Degree candidates enrolled at the center and school-based mentors posted to New Generation Schools. The presentation further promotes the NGPRC as a center and forum where creative ideas on educational innovation can be discussed and incorporated into NGS programming. The Center hopes that such outreach will continue to enrich the education program that it is building at NIE.

NEW GENERATION SCHOOLS SHARE GOOD PRACTICES WITH MOEYS TO IMPROVE TEACHER EDUCATION

On 8 December 2021, KAPE representatives met with H.E. Dr. Hang Chuon Naron to share its experiences in improving Teacher Education. The presentation provided by KAPE focused heavily on the use of school-based mentors (trained by the New Generation Pedagogical Research Center of NIE) and Pedagogical Eco-systems that have been established in each New Generation School. NGS Practitioners are very excited by the Ministry’s interest in these experiences and the promise of incorporating these practices in new projects that the Ministry will be establishing in 2022 such as CamSTEP-Up and the NGS Expansion.

NEW GENERATION PEDAGOGICAL RESEARCH CENTER HOSTS PRESENTATION BY SWEDISH EMBASSY ON TEACHER MENTORING:

On 8 December 2021, KAPE representatives met with H.E. Dr. Hang Chuon Naron to share its experiences in improving Teacher Education. The presentation provided by KAPE focused heavily on the use of school-based mentors (trained by the New Generation Pedagogical Research Center of NIE) and Pedagogical Eco-systems that have been established in each New Generation School. NGS Practitioners are very excited by the Ministry’s interest in these experiences and the promise of incorporating these practices in new projects that the Ministry will be establishing in 2022 such as CamSTEP-Up and the NGS Expansion.
NATIONAL CONFERENCE ON 'USING PEDAGOGY' SCORES MAJOR SUCCESS:

The New Generation Pedagogical Research Center, in collaboration with KAPE staff, registered a major success by hosting a national conference on pedagogy in July 2021. The conference was entirely online in format due to Covid19 meeting restrictions. Previously, the NGPRC hosted an international virtual conference on Mentoring in 2020 and used this experience to organize a national event in 2021 that was totally in Khmer Language for the benefit of national educators. The conference was organized over the period 28 to 30 July 2021 and hosted over 30 presentations and panel discussions and produced over 900 slides. Engagement levels were quite high with over 91,000 people reached and an average of 461 active viewers for each presentation. The Center plans to organize similar national conferences each year to further leverage its influence as a forum for educational innovation in Cambodia.

NEW GENERATION PRESCHOOLS BEGIN IMPLEMENTATION

In spite of disruptions in the operation of schools due to the Covid19 Pandemic, the Total Reading Approach for Children Project or TRAC was able to organize highly modern preschool exemplars in several schools. These classes are based on a new Handbook developed by the project in 2020 and there is hope that the model will be adopted by MoEYS and incorporated into the planned expansion that may occur in 2023.

EU Delegation Visited SEEK’s Target Schools in Kampong Cham

In November 2021, the EU Delegation to Cambodia, Ms. Flora Bertizolo, Ms. Vanicha Padmadevi and Mr. Bou Noeun visited the target schools of the Strengthening Education and Employability in Kampuchea (SIC/SEEK) - CTR - 411-717 which has been implemented by KAPE and other partner organizations in Kampong Cham and funded by EU for three years (2020-2022).

During the visit, the delegation met with beneficiaries as young youth who have been employed through the SEEK Center (Career Counseling), a self-help group to help young people access counseling services and attend the presentation session “project update and the challenges during the Covid-19 epidemic” made by partner organization called Buddhism for Social Development Action (BSDA) locating in Kampong Siem district, from.

The delegation continued to meet with teachers and school directors in Choeung Prey district to discuss about the career counseling services, scholarships for poor students, training courses for struggling students and early warning system. They directly met with the students to find out various interventions that provided to students.

Instead of visiting SEEK target schools, the EU delegation also traveled to visit Hun Sen Peam Chi Kang General and Technical High School to learn about students’ learning tendencies toward general or technical education at the upper secondary school level. The Ministry of Education, Youth and Sport has provided per student with 600,000 Riels through the school that has conducted the technical education training.

The EU delegation’s visit was short, but it was a study of the activities implemented by KAPE as well as the partner organization were implementing and experiencing during Covid-19 outbreak. We wished the delegation a safe journey back to Phnom Penh.
KAPE continued to be very productive during 2021 in terms of helping MoEYS to produce new publications that are both unique and highly innovative. Publication production during the current period focused on School-based Management, Teaching Methodology (Project-based Learning Method), and Subject Club Establishment, and Student Assessment. Altogether, 11 publications were completed so far this year (see Box below). Each manual comes with session plans for trainers as well as course materials for workshop participants. Altogether, KAPE has now produced 19 manuals to date. Several of the new publications were done in collaboration with the Upper Secondary Education – Sector Development Program 2 or USE-SDP2 (funded by the Asian Development Bank) with which the NGS Program now has a very close relationship. Recently developed publications will next go to MoEYS’ Khmer Language Department for editing and review before being presented to the Minister for approval. All manuals can also be downloaded from the KAPE website at: http://www.kapekh.org/en/publications-media/26/.

### KAPE Manuals and Publications

<table>
<thead>
<tr>
<th>Previous Publications</th>
<th>New Publications in 2021</th>
</tr>
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<tbody>
<tr>
<td>Constructivist Learning Manual</td>
<td>Setting up Creative Writing Clubs</td>
</tr>
<tr>
<td>A 21st Century Pedagogy Framework for Cambodia</td>
<td>Setting up History Clubs</td>
</tr>
<tr>
<td>Formative Teacher Support Framework</td>
<td>Setting up English Clubs</td>
</tr>
<tr>
<td>Student Assessment in the Classroom Manual</td>
<td>Setting up ASEAN Clubs</td>
</tr>
<tr>
<td>NGS Operational Policy Guidelines</td>
<td>Setting up Drama Clubs</td>
</tr>
<tr>
<td>New Generation Preschool Model Handbook</td>
<td>Setting up Film Clubs</td>
</tr>
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<td></td>
<td>Setting up Photography Clubs</td>
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<tr>
<td></td>
<td>Setting up Earth Science Clubs</td>
</tr>
<tr>
<td></td>
<td>Setting up STEM Clubs</td>
</tr>
</tbody>
</table>

For the first time in its history, KAPE successfully bid as the lead agency for a project funded by the European Union. The new project, entitled Strengthening Education and Employment in Kampuchea or SEEK, was launched in March 2020 (see picture) and will support tens of thousands of Cambodian youth to seek gainful employment. The project focuses on strengthening both formal and vocational education to help government increase the relevance of education for youth. KAPE has multiple partners to help implement this project including WeWorld-GVC, Buddhism for Social Development Action (BSDA), and Youth Council of Cambodia (YCC).

One of 8 volumes of the P.A.C.E. Curriculum now officially adopted by MoEYS.
TTO Highlights

About Us

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

Product

Teaching aids:
- Primary School Math 24 items
- Secondary School Math 13
- Literacy 32 items
- Science 2 items
- Literacy Test 3

Certified

Publishing products approved by MoEYS.

Marketing Activities: TTO advertised its products during the National Book Fair in Phnom Penh. Creative and innovative learning aids attract university students, children, foreigners, youth and stakeholders to purchase the learning and teaching aids.

Certified Marketing Activities:

TTO conducted a meeting with specialists of mathematics to plan for producing Math teaching aids for secondary school.

TTO provided training on using and maintaining learning aids to the NGO partners in Siem Reap province.

TTO’s Working Team prepared packages of learning aids, alcohol and food to distribute to the target schools of its customers.

For more detailed information, please contact us on Tel.: (855)42 5555 901, Email: info@tts-kape.org or see our website: www.tts-kape.org and remember to “LIKE” us on Facebook: www.facebook.com/ttskape.
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 (2014-19), which has consistently called for increased technical diversification in KAPE’s programming. A new strategic Plan that takes effect in 2021 continues these areas of strategic investment planning and formalizes several new areas such as Preschool Development, ICT in Education, and Covid19 Emergency Response.

Covid19 Response is a new strategic area of investment for KAPE that is actually cutting across most projects; however, one new project funded by UNICEF-GPE3 is entirely focused on supporting MoEYS with technical assistance to coordinate programmatic responses across many departments and development partners.

Each technical subsector strategy is explained below in terms of how they are linked with each of KAPE’s present projects.

### Alignment of KAPE Projects by Technical Subsector, 2021

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<tr>
<td>1). Books for Cambodia (BfC)</td>
<td>BfC</td>
<td></td>
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<tr>
<td>2). Consortium for Sustainable Alternatives &amp; Voice for Equitable Development</td>
<td>COSAVED</td>
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<tr>
<td>3). Covid19 Emergency Response &amp; Recovery Program</td>
<td>CERRP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<td>✓</td>
<td></td>
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<tr>
<td>4). Easy to Learn – Prey Veng</td>
<td>E2L-PV</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>5). Easy to Learn – Prey Veng (Delayed)</td>
<td>E2L-Kr</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>6). Girls’ Education Initiative</td>
<td>GEI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>7). GPE3 Project Evaluation (EGRA Testing)</td>
<td>GPE3-PE</td>
<td></td>
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<td>8). Happy Cambodian Children</td>
<td>HCC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>9). Kampuchean Young Leaders’ Action</td>
<td>KYLA</td>
<td></td>
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<tr>
<td>10). Life Skills Learning for Adolescent Girls</td>
<td>LSLAG</td>
<td></td>
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<tr>
<td>11). New Generation Pedagogical Research Center</td>
<td>NGPRC</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>12). New Generation School Initiative (Primary Level)</td>
<td>NGS-P</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>13). New Generation School Initiative (Secondary Level)</td>
<td>NGS-SR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>14). New Generation Schools/Svay Rieng</td>
<td>NGS-SR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>15). Ponlok Chammaes (Research on Mentoring)</td>
<td>PC</td>
<td></td>
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<tr>
<td>16). Reinforcing Education Access with Community Help</td>
<td>REACH IV</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>17). Strengthening Education &amp; Employment in Kampuchea</td>
<td>SEEK</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>18). Total Reading Approach for Children III</td>
<td>TRAC III</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>19). Upper Secondary Education-Sector Development Program 2</td>
<td>USE-SDP2</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20). Young Entrepreneurs’ Program</td>
<td>YEP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Total Projects Working in Each Sector</td>
<td>4 9 14 15 9 3 6 11 14 14</td>
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</table>
New Generation Schools Initiative (NGSI)

“Public Schools with Private Standards”

Project Profile

Donor(s) MoEYS; Franks Family Foundation
Direct Beneficiaries 4,241 Students (Secondary)
Note: MoEYS supported 1,450 Students (Primary)
schools only 5,692 Students (Total)
Budget Received in FY2021 USD1.67 million
Unit Cost per Beneficiary U293
Provinces Covered 4 (Phnom Penh, Kg Cham, Kg Speu, Kandal)
Districts Covered 6
Target Secondary Schools 5
Target Primary Schools 3
Start Date October 2015
End Date Open-ended

Project Update

The New Generation School Program completed its sixth year of operation with funding support by MoEYS. In spite of the economic damage wrought by the Covid19 Pandemic, MoEYS has committed to a seventh year of funding for NGS programming in FY2022 at the same levels of funding as 2021. Happily, NGS programming has managed to avoid budget cuts unlike many other departments. Nevertheless, the pandemic has been highly disruptive of NGS programming and schools were closed for about 50% of the year. In spite of this, the NGS system was able to quickly adapt and moved much of its learning to a virtual format, producing 6,733 lesson videos to enable students to study from home. Many of these videos were of a high standard and were used by MoEYS for national programming to promote distance education in other schools.

Milestone Events in 2021

- **Increase in NGS Accredited Schools:** The number of fully accredited New Generation Schools increased from 5 to 7 with new accreditations for Prey Leap and Prek Anchanh HS. Currently, 70% of New Generation Schools are accredited.
- **Inauguration of New Courses on Robotics:** With advocacy from KAPE, a new partnership was created with a group called Arduino Robotics. Through this new partnership, the program has been able to introduce special programming on robotics for students enrolled in New Generation Schools.
- **Planning for Sustainability and Parental Financing:** As NGS Programming prepares to enter its 7th year of implementation in 2022, it has put in place provisions to sustain as much of local programming as possible in order to reduce budgetary dependence on the government. At the present time, 60% of schools have now achieved local funding that exceeds 50% or more of operating costs. Local financing will continue to increase to a point where all schools should be self-sustaining.
- **Final Roll-out of School-based Mentors:** As a result of MoEYS investments in the establishment of the New Generation Pedagogical Research Center at NIE, the program was able to assign 36 Mentors who had completed their Master’s Degree to all primary and secondary schools in the NGS System. This on-site support will greatly contribute to sustained performance and reduce technical reliance on KAPE.
- **Integration of School-based Management Principles into NGS Programming:** The NGS Team collaborated closely with KAPE Advisers working in the Upper Secondary Education – Sector Development Program (USE-SDP2) funded by the Asian Development Bank to create a School-based Management Training Manual. The Manual will be used in both NGS as well as USE-SDP2 sites. While NGS has been practicing SBM for many years, this is the first time that the program has been able to formally codify its SBM practices in the form of a manual.

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 2021

- **Introduction of Robotics Courses in All New Generation Schools:** A large number of teachers in all schools have been trained in teaching robotics & programming language to secondary school students starting. Such developments help bring Cambodia’s education system into the 21st Century.
- **Digital Learning:** In order to address school closures during the pandemic, there has been an accelerated focus on Distance and Digital Learning with a significant shift in all schools towards Virtual & Blended Learning.
- **Teacher Mentoring:** The roll-out of school-based mentoring continued to accelerate in 2021 with a total of 36 mentors now allocated to the NGS System or approximately 3.6 mentors per school.
- **Manual Development:** NGS Staff have continued to focus heavily on the development of new technical manuals on key topics such as 21st Century Libraries, Modern School Architecture, Constructivist Learning, Student Assessment, etc. In all, 19 manuals are now ready for publication.
- **Question Banks:** NGS introduced a new electronic question bank system that will greatly increase test validity and reliability.
- **Accreditation:** The NGS Central Office believes that all 10 schools will be successfully accredited by the end of 2022.
- **Enhanced Life Skills Instruction:** The New Generation School System placed prioritized investments in life skills education and student counseling.

Teachers Study How to Teach Robotics: Through a partnership with a group called Arduino Robotics, teachers at all schools have been receiving training in teaching robotics (top picture). Online Education: Students at Peam Chikong HS in Kampong Cham work on a homework assignment online at the school’s 21st Century Library (bottom picture).
Key NGS Achievements

An important bright spot for MoEYS in the battle to improve educational quality has been the reported outcomes in the New Generation School pilot. Between 2015 and 2020, MoEYS invested about $9.2 million in the NGS system for school modernization as well as policy and curriculum development. These schools have not disappointed and have reported very encouraging outcomes on a number of important metrics including very high pass rates on the national Bac II Examination, disproportionate numbers of A’s and B’s, high transition rates to university, very low dropout rates, an accelerating rate of school accreditation, and high professional standards among teachers (see Table). Many of these indicators move beyond test scores and demonstrate the ability of students who study in these schools to compete successfully in international academic competitions and evince high rates of transition to university. In addition, learning appears to have broken out of an exam-driven mode leading to a profusion of project work completed by students. For example, in 2020-21, students enrolled in secondary New Generation Schools participated in numerous academic competitions requiring the creation of projects and received 750 medals during the year. This was a significant change in the culture of learning, which is still very much exam-driven.

Key Metrics for New Generation Secondary School Performance (2020-21)

<table>
<thead>
<tr>
<th>Metric</th>
<th>NGS</th>
<th>National</th>
</tr>
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<tbody>
<tr>
<td>Bac II Examination Pass Rate (among Science Students)</td>
<td>82%</td>
<td>65%</td>
</tr>
<tr>
<td>Transition to University:</td>
<td>95%</td>
<td>13.69%*</td>
</tr>
<tr>
<td>Students Receiving Medals/Awards:</td>
<td>725</td>
<td>n/a</td>
</tr>
<tr>
<td>Students studying ICT 3 hrs/week or more:</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Dropout Rate:</td>
<td>1%</td>
<td>LSS: 16%</td>
</tr>
<tr>
<td>Secondary Schools Accredited:</td>
<td>83%</td>
<td>n/a</td>
</tr>
<tr>
<td>Secondary School Teachers with 4-Year Degrees or Higher:</td>
<td>88%</td>
<td>43%</td>
</tr>
<tr>
<td>Teachers Completing Career Path Plans:</td>
<td>95%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Gross Enrolment (Tertiary)
Sources: MoEYS, 2020; EMIS, 2020; World Bank, 2018

Newly Recruited NGS Teachers: Competitively selected teachers join a Foundation Workshop in a modern school auditorium as part of their induction into the NGS System. New teachers each receive a laptop and are paired with a Mentor so that they receive continuous professional support.

Unique Educational Practices: NGS students in Prek Leap HS do a meditation exercise before starting to study ICT in one the school’s many computer labs.

Awards Galore: Students at schools in the NGS System received about 750 medals and awards in 2021. Here are some examples of students at Sisovath HS (top) and Prek Leap HS (below) who proudly display their medals and certificates.

Applied STEM and Critical Thinking: Students in a Chemistry Lab create and pour plastic compounds (above). Students at Sisovath HS take a Critical Thinking Test for tracking purposes (below).
The modular program comprises 4 Curricular Streams as follows: it included one extra to bring Cambodia designed to be cutting edge and includes many high tech features using the latest educational software. The course is comprised of 30 modules and 89 subtopics. Students study the modular program for 9 months followed by a Practicum where they will practice Mentoring Techniques using the latest educational software. The course is intensive and comprises 30 modules of 1 credit each plus a mini-thesis of 6 credits and a 3-month practicum of 10 credits. Due to the COVID-19 outbreak, NGPRC had to innovate and move the practicum to an online format using simulations and role-plays as well as online classroom observation in both public and private schools.

The Center has also undertaken research in various topics to ensure that the degree program reflects the latest trends in educational development. The Center recently received a $15,000 grant from The Asia Foundation to evaluate mentoring practices in Cambodia.

The Center has moved quickly to become a major asset of the National Institute of Education of which it is a part by helping the Institute to organize two conferences on mentoring. One conference was international in scope while the other was organized nationally for Cambodian educators.

NGPRC has been empowered by MoEYS to confer a Master’s Degree in Education in Mentoring upon graduates who successfully complete a one -year course of study. The course is ‘intensive’ and comprises 30 modules of 1 credit each plus a mini-thesis of 6 credits and a 3-month practicum of 10 credits. Due to the COVID-19 outbreak, NGPRC had to innovate and move the practicum to an online format using simulations and role-plays as well as online classroom observation in both public and private schools.

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Project Profile

• Due to Covid19 Pandemic constraints, NGPRC selected only 21 candidates with backgrounds in four different specialties: English, Social Science, Natural Science, and Primary Education.
• At the same time, the Master’s Degree Syllabus has been revised; especially, in Stream 4—Teaching Methodology—to better meet the needs of degree candidates.
• Establish a system to support mentors through Mentoring Monthly Meetings organized by the Cambodia Association for Mentoring (CAM).
• Improve the process and procedures for Mini-Thesis Final Defense.

Snapshot

The recruitment process for the NGPRC intake includes a written test (July 19, 2020), as well as a Teaching Demonstration and Interview (from 21 to 23 July 2021). In all 72 candidates applied of whom 21 were selected.

Final Members of the 3rd Cohort of Mentors who are the final candidates chosen among 72 applicants.

Cleaning Day when degree candidates help to clean NGPRC Building and surrounding spaces in order to promote ownership of the learning space and self-responsibility.

The 3rd Intake of degree candidates participate in an ice-breaking activity as part of their membership in the Soft Skills & Leadership Club.

The Online Mentoring Practicum at Preah Sissowat High School and The Angkor Intellectual Academy (AiA) through Zoom Cloud Meeting.

The opening remarks by H.E. Dr. Hang Chuan Naron, Minister of Education, Youth, & Sport to open The 2nd Cambodia International Conference on Mentoring Educators (CICME) on November 15-17, 2021.
Completion of the Investment Cycle: The New Generation Schools in Svay Rieng began their support in 2016 with funding from Child Fund Australia. After 2 three-year investment cycles, Child Fund phased out its assistance at the end of 2021 paving the way for the absorption of the Svay Rieng New Generation Schools into the NGS System supported by directly MoEYS. This marks a major milestone as both schools move from donor to parental support (through transparent annual fees) and government subsidies for poor households.

Accreditation as New Generation Schools: The accreditation of Kok Pring Jr. HS was achieved in 2019 and a certificate of accreditation was issued by MoEYS. Svay Prahuot PS achieved its accreditation in 2020 while Kok Pring HS was re-accredited in 2020 and 2021. These high levels of performance ensure that both schools can now solicit transparent annual fees from local households as per the NGS Policy.

Upgrading Kok Pring Jr. HS into a Senior High School: The high standards at Kok Pring Jr. HS have led to increased interest in upgrading the school to be an upper secondary education facility. This was agreed by the Provincial Office of Education and the MoEYS in Phnom Penh, thereby transforming the school into a high school starting in the 2018-19 academic year. Funds from the Provincial Governor’s Office have been allocated to build a new building to accommodate upper secondary school classes.

First Mentors Assigned to Svay Rieng NGS Sites: The NGS System successfully advocated for the assignment of four school-based mentors to Kok Pring HS and one school-based mentor for Svay Prahuot PS. These 5 mentors were trained intensively for one year at the New Generation Pedagogical Research Center at NIE and are part of a new pilot to support Continuous Professional Development (CPD) by using a system whereby mentors are based at specific schools. Each mentor has been certified with the award of a Master’s Degree by NIE. The successful posting of mentors to Svay Rieng marks the first time that individuals totally dedicated to mentoring support have been employed in Svay Rieng Province.

Program Rationale
The New Generation School Program in Svay Rieng is similar in its configuration to the national NGS Program funded directly by MoEYS and implemented by KAPE. Key features of the program in Svay Rieng include the establishment of autonomous public schools that are required to achieve high educational standards as a condition of high investment. These standards are subject to an accreditation process to validate that standards mandated in the policy framework have been achieved. Thus, governance, accountability, and high levels of professionalism are the central elements of the program. The NGS Pilot in Svay Rieng is somewhat different from the national program in that it involved the selection of a school in a very rural area to test the proposition that NGS replication is possible in a non-urban setting. With the official accreditation of the school by the National NGS Oversight Board in 2019, there is now confidence that the model can be replicated in rural areas. Nevertheless, the pilot found that it takes longer than 3 years of investment to reach required standards (as stated in the policy) and this should be kept in mind in cases of future replication.
Features

SCHOOLS FOR THE NEXT GENERATION . . .

Successful Recruitment of New Teachers Has Raised Teacher Professional Standards Further

With the recruitment of 7 new teachers to work at Kok Pring HS, teaching standards continued to increase this year. Of the 28 teachers recruited to work at the school, 88% now have Bachelor’s Degrees and 25% have NIE degrees (to teach newly created classes at upper secondary level). All teachers are highly technology literate and have made great strides in their ability to use ICT in the teaching and learning process. Teachers have been competitively recruited to work at the school and tend to be young and enthusiastic. The Professional Learning Community (PLC) is very dynamic and is now led by school-based mentors. There are active discussions about using target methodologies such as Constructivism with the state curriculum and dynamic interactions with many international groups.

A Project Closing Event marked the transition of the NGS Project to Local Ownership.

Signing of Memorandum of Understanding Between Korea Productivity Center and Kok Pring High School.

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Youth Exhibition on TVET organized in collaboration with the Dept of Labor.


Student Activity to protect against Covid-19.

MoEYS provides certification to a teacher at Kok Pring HS who created a number of video products to be used nationally for distance education.

Svay Prahuot PS received 1st Prize in a Province-wide competition on volleyball.

A Project Closing Event marked the transition of the NGS Project to Local Ownership.

Signing of Memorandum of Understanding Between Korea Productivity Center and Kok Pring High School.
Happy Cambodian Children (HCC) Project

“Learning to read, Reading to learn”

Project Profile

Donor
Kinchcan Foundation

Direct Beneficiaries (Total)
13,296

Pre-School
94 (54 Girls) (40 boys)

Primary School
13,202 (Girls: 6,423) (6,779 boys)

Budget Received in FY2021
USD777,109.74

Unit Cost per Beneficiary
USD58.44

Provinces Covered
5 (Siem Reap, Kg Cham, Ratanakiri, Kratie, Tboung Khmum)

Districts Covered
13

Primary Schools Assisted
41

Cycle 1 Schools
12

Cycle 2 Schools
13

Cycle 3 School
16

PreSchools Assisted
1

Start Date
August 01, 2018

End Date
Open-ended

Main Goal

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 needs of vulnerable children, especially girls.

3. Children’s Reading and Mathematics abilities improve from a 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 Hancheey Commune.

Project Update

The Happy Cambodian Children (HCC) started in August 2018 and is now in its 4th year of operation. The project currently supports 41 primary schools and a community preschool and is funded by the Kinchan Foundation, which is based in Lichtenstein. After the NGS Project, HCC is KAPE’s largest project both in terms of scope and funding. The project is unique in several respects but mainly because the donor has agreed to a project framework that is not timebound. This arrangement is highly unusual and allows the project to evolve in a way that better addresses the changing context without having to worry about rigid timeframe constraints so common to other projects. HCC focuses on supporting children in the most rural and remote communities in 5 provinces, which present great challenges in terms of the availability of human resources in target schools, logistical monitoring, and dilapidated infrastructure. School closures have created significant problems for project efforts to administer post-tests and other follow-up surveys making it difficult to make conclusions about project effectiveness. Nevertheless, survey activities to identify new schools in new sites were completed during Year 2 implementation. Due to the many delays in project implementation caused by Covid19, the project has decided not to undergo any expansion in 2022 as originally planned.

Key Activities

- Preschool Investments: Supporting preschool activities for 100 children in a community-preeschool.

- Library Upgrading: HCC invests heavily in Library modernization using the latest design ideas to increase library functionality.

- Contract Teacher Upgrading: Project-based mentors are currently used to upgrade Contract Teachers working in target schools.

- Open-ended Grants: HCC provides thousands of dollars in stakeholder-driven grants to increase ownership of programming.

- Advocacy for Maintenance: HCC has successfully linked significant investments in infrastructure with an agreement from commune councils to provide salaried individuals who will maintain renovated buildings.

- Village-based Learning Activities & Distance Education: During COVID-19, all schools in target schools have been supported in the use of online learning, distance education, and village-based learning.

- Early Grade Reading: Early Grade Reading Assessments were successfully early in 2021 before school closures began.

- Infrastructure Upgrading: HCC renovated 88 masonry and wooden classrooms in 16 remote schools.

- School Management & Leadership Training: School directors’ capacity has been improved through training workshops on school planning, visioning, and effective operation of the School Management Committee.

- Child Friendly School Teacher Capacity Development: HCC invests heavily in upgrading teachers’ capacity through the use of school-based mentors and conventional workshops.

- Using Technology to Maintain Project Implementation Activities: HCC has been piloting the use of mobile devices to promote reading proficiency, based on the experience of other KAPE projects.

- School Environment Upgrading: Through community mobilization, many schools have made dramatic improvements in their physical environments.
In spite of significant difficulties in project implementation caused by the closure of schools and difficulties in travel by project teams due to Covid19 restrictions, the HCC Project nevertheless accomplished quite a few milestones during 2021. These are summarized below:

- **Contract Teacher Upgrading:** All Contract teachers finished 10 days of training, which has empowered them to help with Village-based remedial learning, regular distance education classes, and the administration of Ministry worksheets.

- **Successful Participation in National Pilot on Remedial Adaptive Learning:** HCC had the honor of being chosen to host a national pilot of Remedial Adaptive Learning Package developed by KAPE, UNICEF, and the Primary Education Department. HCC schools provided significant amounts of information that enabled MoEYS to finalize the RAL materials. The participation of HCC in this national pilot will be acknowledged in the final RAL document, which will be signed by the Minister and published by UNICEF for national distribution in 2022. Thus, HCC has been able to contribute to national efforts to mount large-scale remediation efforts in the new academic year, thereby giving a higher profile to the project.

- **Development and Emplacement of Modern New Designs for School Libraries:** The KAPE Brain Trust developed a new design for school libraries that adds considerably more functionality to the operation of libraries. In all, 24 modern school libraries have been emplaced.

- **Student Council Awards:** The Student Council at Cheu Khleum PS received a First Place National Award from MoEYS for best organized Student Council in the Kingdom. This is a major accolade that would not have been possible without HCC support and gives the project a higher national profile.

- **Child Friendly School Awards:** Chheu Khleum PS received two awards for its child friendly school environment including First Place in Tbaung Khmum Province (by MoEYS) and 3rd Place by the Ministry of Environment in a national competition.

- **Successful Introduction of Accelerated Learning Programs Adapted to the Covid19 Context:** The project trained 30 school teachers in using the accelerated learning program materials and diagnostic testing packages, which will provide a springboard for more expansive activities in the 2022 academic year.

- **School Renovations:** In spite of Covid19 restrictions, the project was able to complete major investments in infrastructure upgrading for the 16 new schools that joined the project in January 2021. Altogether, KAPE was able to complete renovations to 81 masonry classrooms as well as 7 rooms in wooden structures for a total of 88 classrooms across the 16 new schools joining the program. This does not include the provision of 9 new Temporary Classroom Buildings with a total of 18 classrooms, which are intended to address problems of overcrowding and lack of classroom space.

- **School Re-opening:** The project moved quickly to accommodate school needs as they moved rapidly from a state of closure to re-opening in October 2021. School surveys indicated about 80% of students have now re-enrolled in their regular schools.

- **Due to the cancellation of many project activities due to the pandemic, KAPE has re-allocated some remaining budget to the distribution of relief packages to the most affected families. These relief packages mainly included food and hygienic supplies for the neediest families. Based on project report, a total of 1,156 families across the five provinces were assisted through these efforts.**
Books For Cambodia (BFC)

Project Profile

Donor(s) The Asia Foundation & MoEYS
Direct Beneficiaries 26,002
In-kind Support Received in FY2020 USD214,681.96
Unit Cost per Beneficiary USD8.25
Provinces Covered 13
Districts Covered 40
Target Government Institutions and Universities & NGOs 0
Target Secondary Schools 16
Target Primary Schools 80
Network & Resource Schools 9
Other Institutions 4
Start Date 1 April 2014
End Date 31 Dec 2022

Project Update

The Books for Cambodia Program completed its 7th year of operation (2014-2021) on 31 December 2021. The project has now distributed 73,474 English books and 1,600 Khmer books to 579 schools including Network and Secondary Resource Schools. Unfortunately, Covid19 restrictions meant that library training workshops had to be cancelled and book shipments from the USA have also been reduced to only one this year. Nevertheless, in 2022, the project plans to expand to 5 new provinces in the North and West of the country. Accordingly, the project will select 200 lower secondary schools to receive books in the next year. In addition, 12 to 15 outstanding schools will be selected to conduct English spelling bees as in previous years since 2018. The Spelling Bees aim to encourage students to read books and spend at least 2 to 3 hours per day in doing so.

Project Impact

Creating a Culture of Learning: Bfc continues to provide technical support to librarians nationwide to facilitate students’ access to books that match their interests. Librarians have been trained to organize and manage their libraries with greater efficiency.

Library Enhancement: BFC provides large amounts of reading materials to school libraries throughout the country. In 2021, BFC distributed 8,974 English and Khmer books and reading materials to 108 schools and public libraries throughout Cambodia. Khmer language books are mainly distributed to KAPE-supported projects such as TRAC III and REACH II (see project descriptions in this document).

Looking Ahead: In 2021, BFC organized book distributions to 13 provinces. Next year, BFC will add 5 new provinces to its distribution network. In addition, BFC will continue to organize Spelling Bees in more schools. Due to COVID-19 restrictions, the project had to cancel or curtail Spelling Bee events and core library training workshops in 2021. The most recent MoU signed with MoEYS gives priority to lower secondary schools with the goal of covering all 25 provinces eventually.

Enhanced Monitoring: BFC continued its efforts to maximize the utilization of English books by more frequent school monitoring. BFC utilized social media platforms such as Telegram and Facebook to share and follow up reading activities. BFC wishes to conduct real-time surveys of book usage using KoBoToolBox and Google Survey. However, the continuing disruptions caused by the Covid19 Pandemic caused these plans to be extended into 2022, as well.

Core Goals

BFC’s new MoU with MoEYS prioritizes book donations to lower secondary schools, targeting 5 new provinces annually with the intention of covering all 25 provinces within five years. The project seeks to promote English reading at lower and upper secondary school levels. In 2022, BFC will select an outstanding school from among 200 candidate schools where it will pilot an Open Access Library (pending a diminution in Covid19 spread).

Key Activities

- In spite of the Covid19 Pandemic, Books for Cambodia continued to process book requests from schools and distributed 8,974 donated English and Khmer books in 2021. These books are high quality publications donated by publishing companies in the United States and Cambodia.
- KAPE continued to conduct regular monitoring and evaluation of book use by using social media platforms such as Telegram and Facebook in cases where school libraries were still open to the public.
- Program planners compiled a report of assessment findings with concrete recommendations to management in order to maximize book access.
- BFC administered real-time surveys in schools using KoBoToolBox and Google Survey to monitor access to donated books.
- BFC has developed plans to organize one Open Access Library each year in an outstanding library in the project’s target network.

Snapshot

Book Collection: A school picks up books from the BFC Project Office in Kampong Cham, even though schools were closed for much of the school year.

In total, 109 target schools came to pick up books, especially during the period of school re-opening at the end of 2021.

Unloading an International Book Shipment:
Books for Cambodia received one new shipment of books in December 2021. This new book shipment will allow book distributions to resume as schools re-open both to finish the last school year and to start the new one in 2022.
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 through to tertiary, vocational, and professional training levels. There are two different projects including Girls’ Education Initiative project (GEI) and Kampuchean Yong Leaders’ Action (KYLA) under IEP program.

IEP interventions assist vulnerable 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.

From left to right: Online club learning (Row 1); scholarship distribution and hygiene training for Covid19 (Row 2); leadership, basic advocacy and career counseling training (Row 3).
Project Update

The “Girls’ Education Initiative” (GEI) is KAPE’s oldest, continuously operating project and currently supports 100 girls who started support at Grade 7. GEI began operating in 2000 and has been providing support to thousands of young girls over the years. The project seeks to increase retention of in-school girls and ensure that they have more life options in their future planning.

On 20 March 2021, MoEYS announced the closure of all schools once again due to a major outbreak of Covid19. Nevertheless, the project team was able to continue to provide support to beneficiaries through online club studies in Khmer, Math, and English, which provided 18 hours of learning per week over a three-month period.

Key Activities

- Distributed 100 scholarship packages (Cash grants)
- Organized online subject club study (Khmer, Math & English)
- Organized Monthly Meetings with beneficiaries
- Organized Parental Meetings
- Organized Stakeholder Meetings for monitoring purposes (e.g., DoE, Director, School Directors, Commune Councils)
- Provided 10 tablets to schools for e-learning
- Provided Career Counseling to all beneficiaries
- Organized Reading Clubs to reinforce learning

Main Goal

The Long-Term Goal of GEI under the 3-year extension will enable, encourage, and empower vulnerable girls at risk of dropping out to remain in lower secondary school and to provide vocational guidance to assist in making informed decisions with respect to higher education and vocational opportunities by the end of this program.

The Immediate Objective is to ensure that 100 vulnerable girls enrolled at lower secondary school level (Grades 7-9) have more life options in their future planning, as a result of scholarships and supportive school-based assistance packages (e.g., English classes, counseling activity, etc.).

Stakeholder Meetings

During the online study period, about 60% of scholars were able to join online classes regularly, whereas about 40% were only able to join irregularly because they lived in places with poor internet connection. Thus, the online classes were able to meet part of the project’s need to address learning loss but were unable to address many constraints in the implementation environment.

Online Club Study

From July to September 2021, GEI organized three months of online club study in Khmer, Math, and English for 100 GEI scholars to replace the loss of learning time during Covid19 school closures as well as to improve their knowledge of those subjects with subject teachers from five different target secondary schools. The club studies comprised six hours of learning per week per subject. Teachers used MoEYS textbooks or other resources for this supplementary instruction. The online platform used for this purpose included Telegram, Facebook Messenger, and/or GoogleMeet.

During the online study period, about 60% of scholars were able to join online classes regularly, whereas about 40% were only able to join irregularly because they lived in places with poor internet connection. Thus, the online classes were able to meet part of the project’s need to address learning loss but were unable to address many constraints in the implementation environment.

Scholarship package distribution during COVID outbreak

In April 2021, the project team organized second-year scholarship distributions to female scholars enrolled in five Lower/Upper Secondary Schools. A total of 197 participants (173 female) joined these events including parents, scholars, commune and village chiefs, school directors, and LSMC members.

The scholarship package is provided as a cash grant in the amount of $55 per student this year, which also included a 3-month stipend of $7.50. The stipend was supported for full even the school are still closed and students did not require uniforms or other study materials like books, pens, etc; however, they still needed urgent support for such things as cash to buy food or phone cards for their online self-study materials during the Covid-19 pandemic.

As one scholar’s parent observed: “I really appreciate receiving $35 as a cash grant from KAPE that I can support my children’s opportunity for study during the Covid-19 lockdown. I will encourage my daughter to self-study at home even if the school is still closed. My daughter will do online studies, organized by classroom teachers; I have an old smartphone that my daughter can use for studying online. I would like to see my daughter finish Grade 12 and get a good job in the future.”

Case Study

Ms. Sokha Sokhen is 14 years old. She is studying in Grade 8 at Domril Lower Secondary School. Her father is a balloon seller. Her mother is a housekeeper. She lives in a small house made of corrugated zinc, which is very hot in the summer time. She has two siblings but her older brother dropped out of school and got married. He now works as a driver. Sokhen is a hardworking and outstanding student. She likes to study Khmer Language. In her free time, she likes reading. Her parents always encourage her to study. During the time of school closure, she studied online in classes organized by GEI and she also joined club studies with her friends. She reads story books and she volunteers to teach other children, too. She studies online about 8 hours per day. She faces some difficulties including poor internet connection in her village and the high cost of internet fees; luckily, she can use her scholarship money to help pay for these fees.

During the pandemic, Sokhen’s father could not sell balloons well and the family often did not have enough money to support Sokhen’s studies. In the future, Sokhen wants to be a teacher.
Project Update

The Kampuchea Young Leaders’ Action (KYLA) Project completed its 3rd and final year of operation in 2021 with funding from the Oaktree Foundation. The project is mainly implemented in Kampong Cham Province with a long-term goal of increasing opportunities for young people to realize their full potential to be productive citizens. KYLA seeks to do this by empowering youth leaders to share experience and advocate for the benefit of young people at all levels of society, especially in educational institutions, local governments, and within society in general. KYLA hopes eventually to become a registered organization so there is a need to strengthen its internal processes, so it can be more independent from KAPE.

Main Goal

• To increase the opportunities for young people to fulfil their potential by empowering youth-led groups to share their knowledge and advocate for influence that will benefit youth at multiple levels of society, including educational institutions, local government, and in society in general.

• Children and Youth better access inclusive education in a way that improves their employability skills.

Key Activities

• Build internal systems associated with organizational autonomy and improve internal policies, procedures, marketing, and social media networks.

• Conduct Leadership Trainings, including ‘Who am I?; growth and fixed mindset; social awareness; public speaking; & debating.

• Online Workshops on writing grant proposals, Digital Marketing, and Basic M&E, facilitated by the Oaktree Foundation.

• Organizing Students’ exchange exposure visits

• Provide Scholarship Awards to vulnerable students for tertiary education.

• Support Educational & Employment Research.

• Provide Career Counseling to high school youth.

• Organize Advocacy Training and Campaigns.

Case Studies

Career counseling Training

In July and August 2021, the KYLA team conducted training workshops in 7 target schools to help youth prepare themselves for the World of Work. The training workshops mainly reached out to youth in Grade 12 because they will be completing school soon. In all, 210 students (108 girls) participated in the workshop. The workshop focused most heavily on using an e-counseling app called Trey Visay, which in Khmer means Compass. This app was developed by KAPE to help young people do research about career and study opportunities open to them after they complete their studies. Students were shown how to access and navigate the app on their smartphones. The workshop provided a forum for students to ask questions about the app and use it for specific career searches. Workshop facilitators helped participants to register their name in the app and do a self-assessment of their strengths and interests. It ill now be possible for participants to search for universities, technical schools, and/or jobs relevant to their interests on their own.

In the 2020-21 academic year, the KYLA team made announcements to recruit new volunteer students at 7 different high schools. In total, 107 young people (70 girls) were recruited this year. They will benefit from KYLA in multiple ways such as: attending Leadership Training Workshops & Participatory Action Research Activities, as well as helping to facilitate Special Events in their schools and communities.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Volunteer Students Recruited in 2020</th>
<th>Total Female</th>
<th>Female</th>
<th>Total Female</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hun Sen Ponhea Krek HS</td>
<td>13</td>
<td>8</td>
<td>15</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Bunrani Hun Sen Mean Chey HS</td>
<td>8</td>
<td>8</td>
<td>15</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Hun Sen Pheam Chilang HS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Dey Dos high school</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bunrani Hun Sen Veal Toch HS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Hun Sen Mean Chey HS</td>
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<td>51</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Decho Hun Sen Kampong Treas HS</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>27</td>
<td>20</td>
<td>197</td>
<td>107</td>
<td>70</td>
</tr>
</tbody>
</table>

Grand Total: 331 (All) 87 (Male) 244 (Female)

Leadership training

Between August and October 2021, KYLA teams conducted various training workshops youth in target areas on topics such as Public Speaking, Growth Mindsets (Fixed & Growth), and Self-Exploration. These workshops were organized both online and as face-to-face events. Altogether, facilitators reported a total of 105 participants (70 girls). As a result of these workshops, participants reported feeling more confident to express views on various topics, communicate effectively, think critically, and speak in public.

Basic advocacy

In November 2021, KYLA volunteer students attended a 5-day workshop on Advocacy in coordination with other organizations such as, YCC and BSDA. The training workshop sought to increase participants’ understanding of advocacy principles and useful techniques through which to carry out advocacy. Over 100 youth participants joined the workshop where they broke up into groups devoted to specific advocacy themes of interest to them (e.g., gender, minorities, etc.). After developing some ideas for an advocacy campaign, each group presented their ideas at time they were able to receive constructive feedback from others about what they had proposed. The workshop was, therefore, able to provide a hands-on approach to youth about how to organize effective advocacy.
**Strengthening Education Employability in Kampuchea (SEEK)**

"Using Multi-sectoral Approaches to improve the education and employment of youth"

**Project Profile**

<table>
<thead>
<tr>
<th>Donor</th>
<th>European Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Beneficiaries</td>
<td>KAPE (lead implemenetr)</td>
</tr>
<tr>
<td>Budget Received in FY2021</td>
<td>USD223,474</td>
</tr>
<tr>
<td>Unit Cost per Beneficiary</td>
<td>USD21</td>
</tr>
<tr>
<td>Provinces Covered</td>
<td>(Kg Cham, Tbaung Khnum &amp; Kg Chhnang)</td>
</tr>
<tr>
<td>Districts Covered</td>
<td>12</td>
</tr>
<tr>
<td>Target Secondary Schools</td>
<td>15</td>
</tr>
<tr>
<td>Target Primary Schools</td>
<td>50</td>
</tr>
<tr>
<td>Start Date</td>
<td>Jan 2020</td>
</tr>
<tr>
<td>End Date</td>
<td>Dec 2022</td>
</tr>
</tbody>
</table>

**Project Overview**

Although poverty levels have declined over the last 10 years and economic growth averages about 7% annually (pre-pandemic), approximately 71% of Cambodians still live on less than $3 per day. Surprisingly, the official youth unemployment rates are quite low, at 3%, but most youth are engaged in low-paid jobs as unskilled laborers. EMIS 2018 reported that the dropout rate at lower secondary was between 17% and 19% in Cambodia. The low level of attendance at the end of the basic education cycle contributes to a gap in skills and a lack of relevant expertise, which are further exacerbated by the shortage of life skills subjects or any form of career counseling in schools.

SEEK is designed to increase the fulfilment of the social and economic rights of vulnerable youth, with particular attention to young women from the Cham ethnic minority, by enabling beneficiaries to better access education of high quality, relevant vocational training, and decent opportunities for employment.

This project receives €1 million in funding from the EU and is implemented by KAPE (lead implementer) and in collaboration with BSDA, and Youth Council of Cambodia (YCC). The project has 3 main components. **Component 1** focuses on making formal education (both primary and secondary) more relevant and accessible; **Component 2** seeks to build the capacity of community-based organizations (CBOs) to provide improved opportunities for vocational education for youth; while **Component 3** focuses on organizing out-of-school youth into networks that include self-help groups, associations, and other forms of organization that help youth to share information and help one another. The project reflects a new initiative on the part of EU to empower Cambodian civil society, which is why the project is led by KAPE, a national organization.

**Key Activities**

1. Set up tutorial classes to ensure adequate literacy and numeracy skills to facilitate transition from primary to secondary school
2. Establish Early Warning Systems (EWS) at target schools to anticipate and prevent student dropout
3. Provide life skill support to secondary school youth at risk
4. Link life skills education with income generating grants (local livelihoods) for families of scholarship students
5. Organize life skills in schools using over 30 manuals approved by MoEYS including life skills on socially relevant issues, economic skills, and prevocational skills
6. Provide career counselling, using an e-counselling app called Trey Visay
7. Establish three pilot SEEK Centres at secondary school level
8. Build the capacity of civil society to improve their central role in raising awareness on children’s and youth’s needs and referral services
9. Provide grants to CSOs and VTPs to enhance service for youth
10. Conduct training on participatory research to Children
11. Match youth to various employment opportunities
12. Peer to Peer (PPP) self-support group creation
13. Soft skill training
14. Network creation and annual youth conferences
15. Sensitization Campaigns on Youth and Girls’ Socio-Economic Rights

**Main Goal**

- To make children’s and youth’s access to education more inclusive in a way that improves their employability skills, especially with regards to girls and those from Cham communities.
- To further involve and empower civil society in finding community-based solutions to social and economic exclusion among vulnerable youth and to promote vocational training, career orientation and employability.
- To increase the networking and advocacy capacity of youth.

**Snapshot**

A parent and her daughter engage with a target school to benefit from livelihood grants that enhance family income linked with conditions to keep one’s son or daughter in school. This project activity seeks to incentivize parents to prevent student dropout.

**Challenges**

Like many projects, SEEK began just as the Covid19 Pandemic was also starting. School closures have greatly hindered the implementation of planned events requiring many activities to be shifted to an online format.

**Scholarship Distribution**

In Nov-Dec 2021, KAPE arranged a half-day scholarship distribution meeting at 15 different secondary schools with a total of 197 scholarship recipients (141 females). Each student received €120 or about $132; this cash grant will be provided two times per year. Parents and students understood well the scholarship agreement (which they signed) and they were able to receive some training about key principles of Spending & Saving (see photo above).
The Remedial Adaptive Learning (RAL) Package for Grades 2 to 6 was not an original part of SEEK programming but became necessary due to the unexpected long periods of school closure. The RAL was developed by KAPE, VVOB, PED, and UNICEF-GPE under the Covid19 Emergency Response & Recovery Project (CERRP). The package is designed to provide an accelerated remedial program to address the 'learning loss' experienced by students due to the 6-month period of school closure in 2021. The package includes diagnostic tests for both Khmer and Math and help teachers to pinpoint learning needs among children and provide curriculum-based interventions to address these needs. The RAL package became available for piloting in September 2021 and SEEK primary schools were among those where PED and KAPE decided to pilot the materials.

In October 2021, the SEEK project team conducted a half-day training for scholarship students’ parents on chicken raising and financial management in three provinces with a total of 192 participants (160 females) (see table below). Each parent received an $88 cash grant to raise domestic animals or to run a small business with a signed contract to make sure they continue encouraging their children to finish the basic education cycle (Grade 9).

### Livehoods Selection for Vulnerable Families & Youth

<table>
<thead>
<tr>
<th>Livehoods selection</th>
<th>Provinces</th>
<th># of families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Raising and Financial plan</td>
<td>Kampong Chhamb</td>
<td>44</td>
</tr>
<tr>
<td>Financial plan</td>
<td>Kampong Cham</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Tbong Khmum</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>192</td>
</tr>
</tbody>
</table>

### Implementing the Remedial Adaptive Learning Package

In October 2021, the SEEK project team conducted a consultative workshop with Provincial Offices of Education in target areas to organize the pilot. The 77 participants in the workshop joined virtually and were subsequently able to organize the pilot in 23 primary schools. The pilot took place during Nov-Dec 2021. A special focus was placed on students in Grade 6 so that they could more easily pass to Grade 7 in 2022. In all, 376 Grade 6 children (171 girls) participated in the pilot. The RAL package required 8 hours of extra study per week in addition to children’s regular studies after the re-opening of schools in October 2021.

### Virtual Training on Career Counseling & Trey Visay

In 2021, the SEEK project team of KAPE conducted many online workshops on Career Counselling and how to use Trey Visay, a career counseling app designed by KAPE (and adopted by MoEYS) to enable students to access career advice without reliance on a teacher or counsellor. The workshops focused on the school managers and teachers in charge of career counseling services in 15 target secondary schools in Kampong Cham, Tbong Khmum, and Kampong Chhnang Provinces. The foundational workshop reached a total of 30 participants (02 females). After the workshop, 9 out of 15 career counsellors conducted echo training workshops for students in Grades 9 to 12 at their respective schools. In total, 1,147 students (691 girls) attended subsequent training events on career counseling with their teachers and on their own using the project’s e-counselling app. According to project surveys, over 50,000 youth have downloaded the Trey Visay app from the KAPE website and have reported that the app is highly useful for their career planning.
Reinforcing Education Access with Community Help (REACH IV)

“Strong Communities Build Strong Schools!”

**Project Profile**

**Donor**: WeWorld  
**Direct Beneficiaries**: 19,500  
**Budget Received FY2021**: USD313,934.47  
**Unit Cost per Beneficiary**: USD16.10  
**Provinces Covered**: 4 Provinces  
**Districts Covered**: 8 Districts  
**Target Primary Schools**: 41 Schools  
**Start Date**: January 2012  
**End Date**: December 2022

**Goal**

REACH IV’s objective 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.

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

**Project Update**

The REACH IV Project is a two-year program that started in January 2021. It is the fourth iteration of a long line of REACH Projects that first started in 2012. REACH programming originally began with a focus on assisting primary and pre-schools in Svay Rieng and Prey Veng Provinces using an integrated, holistic approach. After a successful 3-year run that was extraordinarily popular with local officials, KAPE negotiated a new and expanded project known as REACH II with WeWorld. REACH II continued to support schools in Prey Veng and Svay Rieng but also expanded into Kampong Chhnang and Pursat. REACH III began in 2018 and continued this programming configuration as a two-year program. Due to continuing satisfaction from WeWorld and stakeholders, REACH IV continued the work of REACH III and started in January 2021. REACH IV continues to support school-based services, which align with the multi-dimensional approach of the child friendly school policy.

**Key Activities**

**REACH IV continues to implement 8 clusters of key activities including the following:**

- Promoting Early Childhood Development by helping schools to create and support preschool classes whose teachers are intensively trained.
- 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.
- 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.
- Capacity building to promote leadership and management among school managers.
- Supporting the renovation and enhancement of school environments (e.g., upgrading classrooms, 21st Century Libraries, etc.).
- Promoting early grade literacy by using reading benchmarks, reading toolkits, and educational technology.
- Training School Support Committees to increase their engagement in education.
- Capacity building of teachers and school managers on new teaching methods, making teaching aids, and using technology in education.

**Impact**

REACH IV provided considerable technical support to personnel in target schools to improve their ability to use technology in their daily work. This included data management of student statistics, student tracking (Early Warning System), improving communication with parents through social media, and raising funds. Such improvements in capacity do much to improve the overall capacity of schools.
**More Project Impacts**

Covid19 Relief Packages: In response to the large number of families who are suffering from lost employment and restricted travel to Covid19 conditions, the project organized the distribution of relief packages to 522 vulnerable families in the four target provinces. These packages included food stuffs like rice (20 kg), canned fish (6 cans), etc. The packages also included study kits for children to encourage parents to support Home-based Learning during the time that schools were closed shut. These Home-based Learning Kits included educational games and learning materials for parents to use with their children to learn.

**CASE STUDY**

During the distribution of Covid19 Relief Packages, a recipient named Mrs. Sao Sarak expressed her gratitude to the project for this support. She has a son studying in Grade 4 at Kruos PS in Svay Rieng Province. His name is Makara. Mrs. Sarak said that she could not believe it when the school director called her to come and receive the package. It has been difficult for the family to scrape together food during the Pandemic time because it is so difficult to travel and find work. Lately, she has had to have her son work at a gas station to earn extra money for the family to eat. But since receiving the relief package, she has committed to sending her son to study at school regularly. It is a great result that the relief packages have been able to strengthen the relationship between community members and the schools as well as to make life easier for many poor families.

REACH IV made many investments in school infrastructure and organization to improve learning environments for all children in target areas. This included renovating classrooms, investing in new libraries, organizing preschool classes, and enhancing playgrounds to make school a more enjoyable place for children to learn (See pictures below).
Total Reading Approach for Children (TRAC III)
“Pioneering New Approaches to Children’s Literacy”

Project Profile

Donor: The Phoenix Foundation
Direct Beneficiaries: 7,528 (3,673 Girls) including Pre-school
Budget Received in FY2021: USD199,971.98
Unit Cost per Beneficiary: USD44
Provinces Covered: 2 provinces (Tbaung Khmum & Kampong Cham Provinces)
Districts Covered: 8 Districts
Target Secondary Schools: 18
Target Primary Schools: 0
Start Date: 1st July 2017
End Date: 30th June 2022

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

Program Impact
In spite of major disruptions caused by the Covid19 Pandemic for much of the year, the TRAC III Project has still been able to achieve a number of important milestones during 2021 as follows:

- **Maintaining Some Simbance of Learning in Spite of Restrictive Conditions:** In spite of very difficult operating conditions, project staff were able to maintain some semblance of children’s learning using various distance learning modalities.

- **Completion of Library Modernization Program:** The final emplacement of modern 21st Century Library facilities was completed in Cycle 3 schools.

- **Piloting National Materials on Remediation:** The project had the honor of piloting a new Remedial Package developed by KAPE’s Covid19 Education Response & Recovery Project (CERRP, funded by UNICEF-GPE3). This package will be adopted by MoEYS and administered nationally.

- **Transitioning to Online Learning and Training:** Many education projects have been stopped in their tracks by school closures and onerous travel restrictions due to high rates of viral transmission. However, TRAC III has been able to move much of its programming to an online platform.

- **Continuing Progress in the Digitization of Testing and Monitoring:** Although schools remained closed for much of the reporting period, KAPE’s M&E Unit continued to work with project personnel on the digitization of assessment tools.

**Key Challenges:** In spite of progress on a number of different fronts, the project still faces key challenges that hold back successful implementation. Some of these challenges are summarized below.

- **Continuing Learning Disruptions due to the Covid19 Pandemic**
- **General Disarray in the Education System and On-going Uncertainties.**
- **Delays in Administration of Interval Tests and Fidelity of Implementation Surveys.**

Keys interventions

**Key interventions that were completed during 2021 included the following:**

- Emplacement of Enhanced 21st Century Libraries (6 more libraries making a total of 18 modern libraries since project commencement)
- Emplacement of Enhanced 8 New Generation Preschool Classrooms
- Playing a Key Role in Distance and Digital Education Advocacy
- Rapid Response Activities during the Covid-19 Pandemic to foster distance education opportunities and the problem of learning loss
- Stakeholder Capacity Building activities online
- Continuous Assessment (Interval Tests)
- Support for Traditional Village-based Learning
- Enhanced Parental Engagement in Learning
- Learning Aids Distribution to Pre-school Children for Self-learning
- Remedial Program to Enhance Reading Proficiency in the aftermath of Covid

Clockwise:
- New Generation School Classroom; Improved school hygiene in target schools; Library activities; Village-based distance education activities.

The logos of software apps used extensively in TRAC schools are shown above from left to right. This includes: Aan Khmer (a reading software for Grade 1); Sose Khmer (a writing software for Grades 1 & 2); Smart Books (a reading program for Grades 2 & 3); Let’s Read (a list of E-stories for Grades 2, 3, 4, 5 & 6); and TEST (a testing software used to administer Interval Tests).
Easy2Learn (E2L) Project

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

**Project Profile**

- **Donor**: Child Fund Cambodia
- **Direct Beneficiaries**: 5,842
- **Budget Received in FY2021**: USD221,594
- **Unit Cost per Beneficiary**: USD38
- **Provinces Covered**: Prey Veng
- **Districts Covered**: 1 (Kampong Trabaek)
- **Target Primary Schools**: 11 schools
- **Target Secondary Schools**: N/A
- **Start Date**: 16 Jul 2021
- **End Date**: 30 Jun 2023

**Project Update**

The Easy2Learn Project first started as a pilot program in 2015 in Svy Rieng Province and has experienced multiple extensions to other provinces. E2L uses an integrated project design resulting in a multi-dimensional approach to development. At the request of Child Fund, KAPE is now providing technical support for a new iteration of E2L in Prey Veng Province that started in 2020. The project and its design have continued to receive praise and support as one of KAPE’s best projects. The current project in Prey Veng includes many elements of the original pilot and builds on 5 years of experience. It is 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. Distance education approaches rely heavily on Village-based Education (VBE) models. VBE activities are facilitated by village youth volunteers who have been trained by KAPE to become pedagogical volunteers to classroom teachers. They receive small stipends to incentivize their work. These VBE arrangements will likely continue into the post-Covid19 environment to make up for all of the lost learning time.

Finally, E2L Prey is a programmatic hybrid that combines some of the best programming ideas developed by KAPE over the years into one project. As many bilateral donors have moved away from ‘integrated’ project designs, KAPE is very proud to have E2L as one of KAPE’s best examples of an ‘integrated’ program. Because KAPE acts as the nexus of funding of several large donors, there is ample opportunity for projects to cross-fertilize ideas. In the case of E2L, the project has adopted some unique approaches to educational development including the use of stakeholder-driven school grant approaches; 21st Century Libraries; early grade literacy interventions that include literacy toolkit; a Rapid Response System (RRS) to ensure that all children are reading with proficiency; m-learning; & life skills education.

**Main Goal**

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

**Project Goal**: The program’s purpose-level goal is to develop child friendly school models that are truly excellent across several dimensions including educational quality, inclusiveness, and local stakeholder engagement. The project supports 11 target primary schools to enable full access to an education of quality.

**Project Objective 1**: Improved access and retention of eligible primary school-aged girls and boys with and without a disability in target primary schools.

**Project Objective 2**: Improved school environments and teaching and learning in accordance with Child-Friendly School policy in target schools.

**Project Objective 3**: School leadership and management are strengthened to ensure increased accountability, ownership and gender responsiveness.

**Project Objective 4**: Project team’s technical capacity in Education programming strengthened through different training opportunities.

**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 identified economically vulnerable and disabled children.
  - Community based education services provided to children in school catchment villages during Covid19.

- Improved school environments and teaching and learning in accordance with Child-Friendly School policy in target schools.
  - Classroom learning environments enhanced and teaching and learning materials provided.
  - Primary teachers and school directors in target schools trained on child-friendly school teaching methodology.
  - School libraries established as flexible learning spaces to help promote habits of reading.
  - 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 literacy & numeracy.
  - 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.

**Snapshot**

- Child protection and positive discipline Training to teachers in a target school.

- Classroom Enhancement Orientation

- Classroom learning environments enhanced and teaching and learning materials provided.

- Primary teachers and school directors in target schools trained on child-friendly school teaching methodology.

- School libraries established as flexible learning spaces to help promote habits of reading.

- 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 literacy & numeracy.

- 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.
CONSORTIUM FOR SUSTAINABLE ALTERNATIVES AND VOICE FOR EQUITABLE DEVELOPMENT (CO-SAVED)

‘New ideas for sustainable development in the education sector’

Project Profile
Donor
EU/Aide et Action (AeA)

Direct Beneficiaries
We need a number

Budget Received in FY2021
USD222,110

Unit Cost per Beneficiary
USD6.52

Provinces Covered
Kampot

Districts Covered
2 Districts (Kampong Trech & Toek Chou)

Target Primary Schools
35

Target Secondary Schools
11

Start Date
01 Jan 2021

End Date
31 Dec 2024

Project Update
Consortium for Sustainable Alternatives and Voice for Equitable Development (CO-SAVED) is a 4-year action implemented by a Consortium of development partners including:

➢ Aide et Action (AEA) (Prime Contractor)
➢ Kampuchea Action to Promote Education (KAPE)
➢ Bandos Komar (BK)
➢ Buddhism for Social Development Action (BSDA)
➢ the Cooperation Committee of Cambodia (CCC)
➢ Cambodia Water Association (CWA)
➢ Heifer International (HI)
➢ Impact Hub (IH)
➢ Pacific-Asia Travel Association (PATA)
➢ Young Entrepreneur Association of Cambodia (YEAC)
➢ National League of Local Councils (NLC)
➢ Associations of Districts, Municipalities, Communes, and Sangkat (AMDCS)
➢ Cambodian Coalition of Fisheries (CCF)
➢ 20 other civil society organizations and 17 private sector / social enterprise actors as associates.

CO-SAVED is founded on an innovative model of sustainable growth and development that synergizes partnerships among the private sector, government, and civil society to drive progress toward sustainable development goals. The project’s multi-stakeholder approach and expansive thematic focus will empower Cambodian citizens in coastal communities to form lasting partnerships for inclusive green economic growth, quality service delivery, and sustainable livelihoods.

CO-SAVED seeks to support the Cambodian basic education system from early grade learning at primary level (Grades 1 to 3) to lower secondary school level. Special emphasis is placed on children and youth at risk living in Cambodia’s coastal areas. In response to Covid19 school closures, the project has been supporting the implementation of a remedial learning package developed by KAPE and UNICEF in collaboration with MoEYS. training to district training and monitoring team (DTMT), after DTMT will deliver the teacher training at cluster school two days in their school for improving student slowly learner as Khmer language, Mathemetic.

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.

Snapshot

Student draw their ideal school during a Child Rights Sensitization Workshop.

Teachers discuss effective learning in cooperative learning during a Child Friendly School workshop.
Key Activities

Facilitate platforms for coordination, communication, and planning among LAs, LCs, PSRs, CSOs, and SEAs:

- Support for identification of co-funding, co-investment, and profit-sharing arrangements among PSRs, LAs, and community members

Early childhood education systems increase learning opportunities for children.

- Build new Community Pre-schools in target area to meet minimum ministry standards.
- Conduct quarterly technical meetings for community preschool teachers.
- Capacity building to commune council members on the ECCD legal framework
- Conduct support meetings for parents.
- Provide and support schools to produce ECCD learning materials
- Implement a school-feeding program in target schools for 40 schools.
- Support target community-based preschool to meet national qualification standards.
- Rehabilitate Community/state Pre-School to meet the minimum ministry standards.

Access to quality education for CO-SAVED fisherfolk schoolchildren is improved.

- Conduct training on Database Tracking Children/Youth at Risk.
- Provide Scholarships for Out-of-school Children (OOSC)
- Build 30 new classrooms for incomplete schools and rehab 60 classrooms.
- Implement child-friendly school measures & school management plans.
- Sponsor non-formal education activities for primary school children.
- Develop re-entry services for incomplete schools in the target area.
- Implement accelerated learning classes for overage children

Increase enrolment and improve quality of learning for lower secondary school children in CO-SAVED areas.

- Set up early warning systems to prevent dropout
- Provide scholarships for youth at risk
- Provide In-kind and counseling support to at-risk youth
- Provide catch-up courses to students at primary to ensure grade transition
- Develop and use the new e-counseling app (Trey Visay-Compass)

Implement WASH enhancements (latrines, hand washing stations, curricular improvements) in Co-SAVED schools.
COVID19 EDUCATION SECTOR RESPONSE & RECOVERY PROJECT (CERRP)

‘Addressing the problem of Learning Loss through emergency measures’

Project Profile

Donor: UNICEF-GPE3
Direct Beneficiaries: National Level MoEYS Departments
Budget Received in FY2021: USD335,426
Unit Cost per Beneficiary: Not applicable
Provinces Covered: Nationwide
Districts Covered: Nationwide
Target Primary Schools: All
Target Secondary Schools: Not applicable
Start Date: 01 December 2020
End Date: 31 March 2022

Project Update

As part of the urgent response to Covid19 disruptions in learning, UNICEF awarded an emergency contract to KAPE to work with MoEYS departments to provide quality assurance and intensive technical support in supporting Continuous and Remedial Learning. CERRP was quickly set up with two Components as follows:

Component 1: Continuous Distance Learning (CDL)
- Completed the categorization and uploading of basic education material on the MoEYS e-Learning Portal (elearning.moeys.gov.kh/rean).
- KAPE conducted a rapid needs assessment on MoEYS response for Special Education Needs with the intent identify future key areas of support for the recovery phase.
- Finalization of 6 aspirational and action videos to support parents, teachers and school directors to support students learning, during the emergency and recovery phase.

Component 2: Remedial Adaptive Learning (RAL)
- Completed the design of Remedial Adaptive learning (RAL) Packages for Primary Level, for Khmer and Math. Distributed all the material using MoEYS official channels (soft copies), in coordination with Primary Education Department of MoEYS and VVOB, starting from January 2021
- Designed and produced RAL material in 105 KAPE target primary schools.
- In process to complete the harmonization of the RAL material for the distribution at National Level (soft and hard copies), planned for January 2022.
- Advocated with other education Partners to ensure Remedial teaching in schools during the new academic school year, starting on 11 January 2022.
- Dissemination of RAL material with the support of NGOs networks, MoEYS platforms and communication channels.

Goal

- Objective for Component 1: Provide support for the ongoing delivery of continuous distance learning services to children across the country. This will translate in increasing the accessibility and awareness of all e-learning resources produced by MoEYS for children, parents and schools.
- Objective for Component 2: Ensure adaptive learning environments are able to meet the learning needs of the most vulnerable girls and boys.

Snapshot

Remedial Adaptive Learning Pilot: A child answering questions on the diagnostic that is part of the Remedial Package that will be used nationwide.

Project Impact

General: To respond to the prolonged school closure, KAPE supported the MoEYS to increase the access of e-learning resources, for basic education and to design remedial material to support all children once schools will reopen. Since December 2020, KAPE collaborated with the Department of Information Technology (DIT) and Open Institute (OI), to collect, categorize and structure all existing distance learning resources produced by MoEYS technical Departments since end of March 2020, when all schools closed, due to COVID-19 emergency. To ensure future standardization of online resources and easier sharing between MoEYS Technical Departments and DIT, the project produced “Guidelines for the production of distance learning material”, which define criteria for the production, categorization, labelling and sharing of any MoEYS digital resource in the future.

E-Learning Portal: At the end of 2021, a total of 5251 primary level resources (videos and worksheets), 1479 resource materials for Lower Secondary, 1229 resources for pre-primary level and an initial 20 videos for Special Needs Education have been uploaded onto the MoEYS e-Learning Portal (categorized by subject and target audience). Visualization statistics for the period July-November 2021 shows that 407,789 clicks were done on the videos, 98% of which were for primary level resource materials.

Home-based Learning: In July 2021, KAPE contracted the communication agency Melon Rouge, to develop a set of 10 videos to help teachers, parents, and school directors to support students’ learning at home, both for the emergency and recovery program. The videos seek to inspire teachers, parents, and school directors to be role models for their children and community and to provide practical tips to support children’s learning at home. The videos will be uploaded in 2022.

Remedial Adaptive Learning: In December 2020, KAPE and its partner VVOB, started to design and distribute remedial learning materials to support children and teachers for the new academic year. The RAL materials focus on the reinforcement of core language and numeracy skills. Due to a spike in COVID-19 cases in February 2021, the government once again closed schools and moved back to distance learning modalities. In spite of these events, KAPE and VVOB completed the design of the RAL materials and PED gave its approval for general distribution in October 2021. Since then, MoEYS started the distribution of the materials nationwide, through different MoEYS communication channels, which include Facebook, the MoEYS e-Learning Platform, and Telegram. Between October and December 2021, KAPE worked to clean and complete the RAL Packages for distribution in January 2022, when schools fully re-open. Due to the urgent need to distribute printed copies of the material to schools before re-opening, MoEYS, in coordination with UNICEF and KAPE, decided to start printing part of the provisional remedial materials approved. These will arrive at primary schools before the new academic year starts on 11 January 2022. The final version of remedial learning material will be available before the end of January 2022.
Life Skills Learning For Adolescent Girls (LSLAG) Project

“Providing the capacity for girls to live effectively in society”

Project Profile

Donor: Gap Inc.
Direct Beneficiaries: 6,000 (Girls)
Budget Received in FY2021: USD40,000
Unit Cost per Beneficiary: USD6.67
Provinces Covered: 2 (Kg-Cham, Tbaung Khmum)
Districts Covered: 11 Districts
Target Primary Schools: 0
Target Secondary Schools: 23 Schools
Start Date: 01 Dec 2018
End Date: 30 June 2022

Main Goal

The purpose of the LSLAG Project is to make the process of healthy and positive transition into adulthood 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.

Project Update

In 2018, Kampuchea Action to Promote Education (KAPE) and Gap Inc. reached an agreement to increase the relevance of the state curriculum at secondary school level by introducing a new life skills curriculum called, Personal Advancement & Career Enhancement or P.A.C.E. The P.A.C.E curriculum had been developed by Gap Inc. in previous programming in other countries but needed to be contextualized to the situation in Cambodian state schools. The curriculum consists of 8 modules in all, four of which are targeted at younger girls (lower secondary school) while four others target older girls (upper secondary school). In its early stages, KAPE worked with Gap, Inc. to contextualize and pilot the P.A.C.E. curriculum. This was followed by additional revisions to the curriculum and its finalization in the middle of 2021. All of this unfolded during Phases 1 and 2 of implementation between 2018 and 2020. Phase 3 will involve national adoption and advocacy for dissemination.

A major milestone for the project in 2021 was the official adoption of the P.A.C.E. curriculum by MoEYS. This official adoption was accompanied by a national workshop chaired by H.E. Im Koich, MoEYS Secretary of State, and the official launch of P.A.C.E. with government endorsement. This was followed by an extension of the KAPE contract with Gap, Inc. to advocate for the use of the curriculum in all Ministry programming.

Key Activities

The strategies and activities planned by LSLAG are summarized in the diagram below:

Top Pictures: National Launch Workshop facilitated by Mr. Sara, Director of Vocational Orientation Department (VOD)
Bottom Pictures: Training Workshop for teachers engaged in P.A.C.E. Pilot

Key Activities:
- Review by Project Advisory Group
- Contextualization & Translation
- Piloting of 1st Draft Documentation in 23 schools
- Reflection Workshops/ Contextualization Review Workshop 1
- Revision of Curricular Documents
- Contextualization Review Workshop 2 /Finalize Curriculum
- Replication in New Sites (NGS & SEEK)
- Review of Curriculum by Khmer Language Secretariat
- VOD & KAPE Receive Ownership of License
- Replication of P.A.C.E. Curriculum Nationwide
- Dissemination & Launch Workshop
- Official Adoption of P.A.C.E. by MoEYS

Stages of Project Implementation:
- Phase 1: Dec 2018 to Nov 2020 (Contextualization/Pilot 1)
- Phase 2: Dec 2020 to May 2021
- Phase 3: Aug 2021 to July 2022
Upper Secondary Education – Sector Development Program 2 (USE-SDP2)

‘Using the New Generation School Model to Influence Large National Projects’

Project Profile

Donor: MoEYS-Asian Development Bank
Direct Beneficiaries: Not applicable
Budget Received in FY2021: USD180,000
Unit Cost per Beneficiary: Not applicable
Provinces Covered: Nationwide
Districts Covered: Nationwide
Secondary Schools: 137
Start Date: 22 September 2020
End Date: 21 September 2023

Project Update
In late 2020, KAPE was contracted by MoEYS to provide technical support services to a large national program called Upper Secondary Education – Sector Development Program 2, which is a large project focused on modernizing secondary schools, particularly as this concerns 50 Secondary Resource Schools, which were developed under previous projects. The project also supports 87 network schools that rely on the SRS’s for technical support. A related component of the project also supports the capacity of the National Institute of Education to support secondary education through curriculum upgrading and training of instructors.

USE-SDP2 is funded under a loan from ADB of $53.5 million. KAPE’s deliverables are largely limited to developing and delivering training documents whereby the training content is followed up by Regional Advisers assigned to 5 regions as well as VSO, a partner organization, and Ministry officials. KAPE’s current contract is three years in duration and requires the completion of 15 key deliverables (summarized below). One of the key reasons for MoEYS’ decision to involve KAPE in implementing USE-SDP2 was to leverage many of the innovations started under New Generation Schools so that they can be replicated and adopted by more secondary schools.

Key Activities & Deliverables

- **DELIVERABLE 2**: Document the process for organizing the libraries in all Resource Center Schools and Network Schools in the form of a Facilitator’s Manual.
- **DELIVERABLE 3**: Document the process for setting up library-based m-Learning services including necessary procurements in the form of a Facilitator’s Manual and Roadmap.
- **DELIVERABLE 4**: Document a process to deliver counseling services in the form of a Facilitator’s Manual and Roadmap for setting up Career Counseling services in schools.
- **DELIVERABLE 5**: Develop specifications in the form of a Manual with Costings for the following facilities: Multi-purpose Life Skills Room (1).
- **DELIVERABLE 6**: Develop guidelines for the efficient utilization of Multi-purpose Life Skills Classrooms in the form of a Facilitator’s Manual.
- **DELIVERABLE 7**: Develop training Facilitator Manuals on Constructivism and Computational Thinking linked with ICT facilities in schools.
- **DELIVERABLE 8**: Develop Assessment Report and Recommendations for submission to DIT to improve MoEYS Web Portal and Publishing policies.
- **DELIVERABLE 9**: Establish one exemplar in each Regional Hub that has at least 3 operational clubs in one or more of the following areas: Creative Writing, ICT, Science, etc.
- **DELIVERABLE 10**: Develop a school-based Mentoring Framework that harmonizes with the Teacher Policy Action Plan (TPAP) and Facilitator’s Manual that empowers selected teachers to provide mentoring support to colleagues using various approaches.
- **DELIVERABLE 11**: Provide Quarterly Reporting to MoEYS (12 reports).
- **DELIVERABLE 12**: In collaboration with DIT, pilot the introduction of computer-based assessments based on a documented set of recommendations and guidelines.
- **DELIVERABLE 13**: Using a hybridized approach that reviews various techniques of implementing School-based Management develop a Facilitator’s Manual.
- **DELIVERABLE 14**: Hire a Team Leader who will ensure compliance with DMF & GAP targets.
- **DELIVERABLE 15**: Conduct a Rapid Assessment Survey (10 Schools) at the start of the contract AND a Comprehensive SRS Survey relating to impact with all stakeholders at all 50 SRS’s.

Main Goal
USES-DP 2 seeks to assist the Ministry of Education, Youth, & Sport in implementing a program of school upgrading nationwide, particularly initiating policy reforms in the education sector, with major focus on upper secondary education, and in achieving three program outputs:
1. improved quality of teachers in upper secondary schools;
2. improved quality and labor market relevance of upper secondary education; and
3. strengthened institutional capacity for planning, management, and delivery of education.

Project Impact
During its first year of operation, KAPE has moved quickly to meet its deliverable production schedule. By the end of the Year 1 operations, the agency had completed 8 of its 15 deliverables. This included 8 Subject Club Manuals, 2 Educational Design Frameworks, a training manual on School-based Management, and a training manual on the set up of counseling services in secondary schools. KAPE is, therefore, well ahead of schedule in terms of what it set out to do. Indeed, many of these deliverables have been completed under budget, as well.

Starting in Year 2, MoEYS has requested KAPE to shift its focus to supporting the National Institute of Education. KAPE has developed a concept paper outlining 7 areas of support that has in principle been approved by the project though not yet officially by the Ministry. KAPE, therefore, expects to expand its technical support considerably to NIE.

Although KAPE’s goal of promoting NGS innovations in USE-SDP2 schools has met with some success, especially in terms of educational design, there is still a long way to go in terms of increasing educational quality in target areas.

MoEYS has currently agreed to provide a grant of $396,000 to KAPE for 3 years to try to link NGS innovations with implementation in USE-SDP schools.

New Manuals Produced by KAPE:
KAPE has been producing numerous training manuals that can be used both in NGS sites as well as in USE-SDP Schools.

New designs for educational facilities:
KAPE has produced a number of new modern designs for both libraries and classrooms.

New Manuals
SDP2 schools have met with some challenges in achieving three program outputs:
**YOUNG ENTREPRENEURS PROJECT (YEP)**

*‘Increasing the relevance of secondary education by incorporating entrepreneurship as a key area of learning’*

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**Project Profile**

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<thead>
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<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Donor</strong></td>
<td>USAID-PACT</td>
</tr>
<tr>
<td><strong>Direct Beneficiaries</strong></td>
<td>447</td>
</tr>
<tr>
<td><strong>Budget Received in FY2021</strong></td>
<td>USD40,000</td>
</tr>
<tr>
<td><strong>Unit Cost per Beneficiary</strong></td>
<td>USD89.50</td>
</tr>
<tr>
<td><strong>Provinces Covered</strong></td>
<td>1 (Phnom Penh)</td>
</tr>
<tr>
<td><strong>Districts Covered</strong></td>
<td>1 (Khan Chroy Changva)</td>
</tr>
<tr>
<td><strong>Secondary School</strong></td>
<td>1 (Prek Leap HS)</td>
</tr>
<tr>
<td><strong>Start Date</strong></td>
<td>15 October 2020</td>
</tr>
<tr>
<td><strong>End Date</strong></td>
<td>14 October 2021</td>
</tr>
</tbody>
</table>

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**Project Update**

The Young Entrepreneurs Project (YEP) completed one full year of operation at Prek Leap High School towards the end of 2021. YEP has been a collaboration between PACT and KAPE to promote entrepreneurial life skills among young women. The project was co-funded with MoEYS funds so that boys could also participate. As part of funded programming, KAPE developed and piloted several life skills manuals on entrepreneurship and provided business investment funds ($1,000 per group) to give students the real experience of starting up a business. Although there was originally a plan to extend this pilot to other schools in the New Generation School system in 2022, funding issues led to a mutual agreement with PACT to forego this opportunity. As the project ended, KAPE assisted Prek Leap HS to continue supporting student entrepreneurs’ clubs to align with New Generation School philosophy and practice, which further gives the school’s education program a unique aspect. Shifting the project to MoEYS support in this way helps to report to the donor that the activities are now sustained. KAPE is currently advocating with MoEYS to include the Entrepreneurship Club materials and activities (as developed under YEP) in the on-going ADB-funded USESDP2 program for immediate application in that program’s 137 target schools.

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**Key Activities**

The YEP Project has six Key Activities including the following:

- Developing and implementing Youth Entrepreneurship Clubs.
- Organizing Entrepreneurial Simulations that will enable students to have an actual experience in setting up a small business.
- Implementing Aspiring Entrepreneurial Training Workshops that provide entrepreneurial training to 25 to 30 students. The course prepares aspiring entrepreneurs to generate business ideas in their community, do SWOT analyses on their business ideas that build on their existing skills and resources, and organize marketing campaigns.
- Organizing Action Research on Gender Barriers in which YEP works with a small group of female students in Grade 10 to conduct Action Research on the obstacles faced by women in starting and/or running a small business.
- Organizing Student-Teacher Forums in which YEP works with the Student Council at Prek Leap HS to organize a space for students to raise issues around their studies that leads to a dialogue with teachers and other school stakeholders about ways to improve the educational environment at the school.
- Supporting Foundational Life Skills linked with Entrepreneurial Thinking in which YEP will organize advocacy with the school to provide life skills courses in economic and business skills using course materials that were earlier developed by the Improved Basic Education in Cambodia Project (funded by USAID) and since adopted by MoEYS.

---

**Main Goal**

To empower young people, especially girls and young women within a secondary school education setting, through skills acquisition programs that focus on entrepreneurship and leadership.

**Objective 1:** To cultivate an entrepreneurship mindset and corresponding attitudes for young women and youth at high schools, so that they can prepare themselves for their future careers, whether to start their own businesses or to work for others.

**Objective 2:** To engage young women and youth as active citizens to participate in addressing issues that influence their lives and futures as these relate to socio-economic rights, especially with respect to educational quality that will prepare them for the modern working place.

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**Snapshot**

Learning Entrepreneurial Skills: Students prepare a business plan that will guide the use of project investment funds to set up a small business at the school.

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**Project Impact**

During the one-year project implementation period, YEP has produced many useful activities to influence students’ entrepreneurial thinking. The Entrepreneurship Club Manual, Simulation Guidelines and Life Skills Manuals were established with technical support from PACT/USAID. Seven ideas for business careers have been created among the 35 young female students in Prek Leap HS who joined the various clubs. The business ideas were presented to stakeholders as tutorial videos that can be used by the next team.

A group of ten young students joined together to conduct the action research to inform and prepare youth about the challenges of starting a small business in Cambodia, especially as this relates to gender issues.

During implementation of the YEP Project, KAPE staff received training from PACT in entrepreneurship and advocacy, particularly with regards to the following topics:

- C-BED (Aspiring Entrepreneurs (AE), Orientation to Entrepreneurship (OE) and Ready for Business (R4B))
- Activity-Based Learning (ABL)
- Promoting Socio-Economic Rights (SERs)

As a result, KAPE staff were able to effectively provide cascade training to other students benefiting from this project.
Financial Highlights

Cash Assets and Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Project Revenues FY2021</td>
<td>4,252,744.14</td>
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<tr>
<td>Balance Forward from FY2020</td>
<td>278,530.90</td>
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<tr>
<td>Interest Income</td>
<td>469.14</td>
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<tr>
<td>Available Assets in FY21</td>
<td>4,531,744.18</td>
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<tr>
<td>Total Expenditure in FY21</td>
<td>4,038,350.66</td>
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<tr>
<td>Fund Utilization Rate</td>
<td>89%</td>
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</table>

Fund Receipt Trend

How was the money spent?

Revenue Streams in FY2021

<table>
<thead>
<tr>
<th>Donors</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education, Youth and Sport</td>
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<td>Kinchan Foundation</td>
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<td>European Union</td>
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<td>UNICEF-GPE3</td>
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<td>ChildFund Cambodia</td>
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<td>The Phoenix Foundation</td>
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<td>GAP Inc.</td>
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<tr>
<td>PACT-USAID</td>
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<tr>
<td>Lotus Outreach</td>
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<td>The Oaktree Foundation</td>
<td>27,534.90</td>
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<tr>
<td>The Asia Foundation</td>
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</tr>
<tr>
<td>New Revenue Received FY 2021</td>
<td>4,252,744.14</td>
</tr>
</tbody>
</table>

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 FY2021

Board of Directors

HEANG KOY
Chair

BUN RITHY
Vice Chair

THOUCH THAT
Member

HEM MONY
Member

H.E. CHHAY TYPHA
Member

THORN VANDONG
Member

Senior Management Team (SMT)

SAO VANNA
Executive Director

HIN SIMHUON
Vice Director & Tech, Manager

KURT BREDENBERG
Senior Technical Adviser

BO SAMBATH
Finance Director

CHUON SARAN
HR & Admin Manager

HEM MARY
IEP Coordinator

UL RUN
Senior National Adviser

CHHORN CHHAYYUTH
Ed Tech Coordinator

KAPE Management Team Members

H.E. Dr. CHAN ROATH
NGSTC Manager

Dr. SUN SOMARA
Training Coordinator

MAI SARITH
Program Manager

KUM MENG HOUR
Extra-Curricular Consultant

PICH SOPHOEUN
Program Manager

SLESS TAHIETH
Program Manager

NOU SINATH
Program Manager

OEUN BORA
Program Manager

MENG KIMHUN
Finance Manager

MOM LEY
Senior Trainer

PHANN BUNNATH
Program Coordinator

SET SOLEAKNA
Reading Coordinator

TOM TITONA
Program Manager

SOK KIMHEANG
Senior Trainer

LORK RATHA
Project Team Leader

SUM VANNAK
Publishing Manager (TTO***)

PHAL SOVANTHY
Education Quality Specialist

OEUR SAWIN
Senior Comms. Officer

BEAN CHANNY
Second. Ed Team Leader

CHUON MUOYL
Primary Ed Team Leader

Dr. DAAVID VAANANEN
Technical Adviser

STANISLAS KOWALSKI
Technical Adviser

PAOLA MASSA
Education Advisor

JILL (KILA) REIMER
Technical Advisor

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