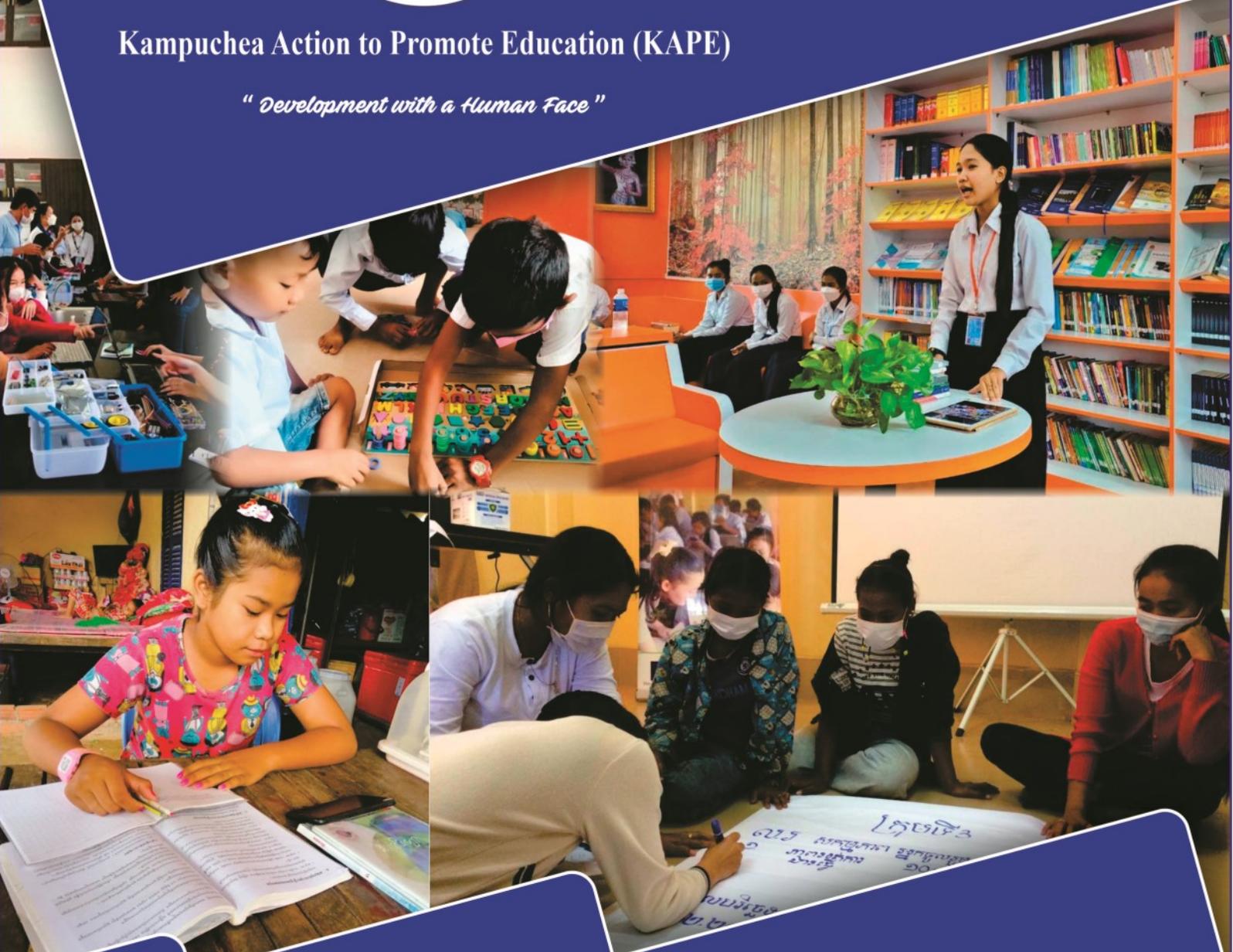




# Kampuchea Action to Promote Education (KAPE)

*"Development with a Human Face"*



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https://twitter.com/KAPECambodia

# Annual Report

# 2021

Released on 31<sup>st</sup> January 2022

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

**Notice:** For more impacts of each project, please see our website. You could read more case studies of our project implementations at: <http://kapekh.org/en/publications-media/21/>

# 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

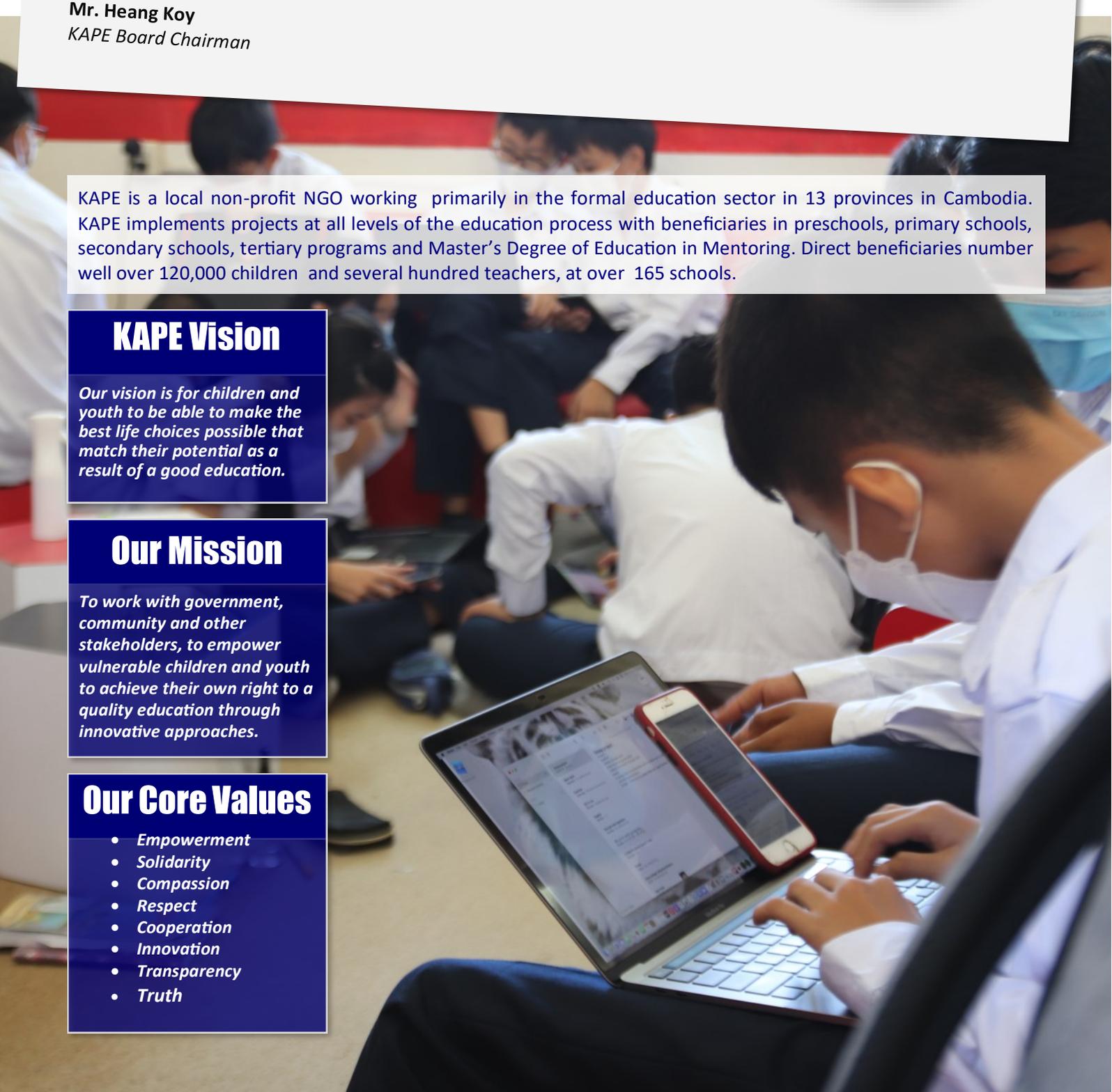
*Our vision is for children and youth to be able to make the best life choices possible that match their potential as a result of a good education.*

## 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



# A Note from the KAPE Executive Director

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 as 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, WeWorld-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.



**Mr. Sao Vanna**  
Executive Director



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## PREPARED BY

Mr. Oeur Sawin Senior Communications Officer

## ENGLISH WRITTEN AND EDITED BY

Mr. Kurt Bredenberg Senior Technical Adviser



# Agency Overview for the Year

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/>.

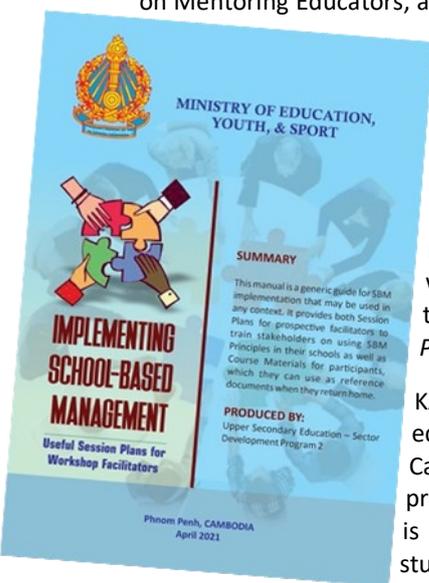
It should also be noted that KAPE updated its Strategic Plan for the next 5 years (2020-24). The new plan noted new directions such as a diversification of the agency's portfolio to include preschool and tertiary education, accelerated efforts to expand online education, global networking through such vehicles as the Cambodia International Conference



*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.*

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

## 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*.



# Special News and International Events

*"Development through networking and outreach."*

## 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**  
**2<sup>nd</sup> Virtual-Cambodia International Conference on Mentoring Educators**  
From Phnom Penh, Cambodia  
**November 15-17, 2021,**  
Organized and sponsored by:



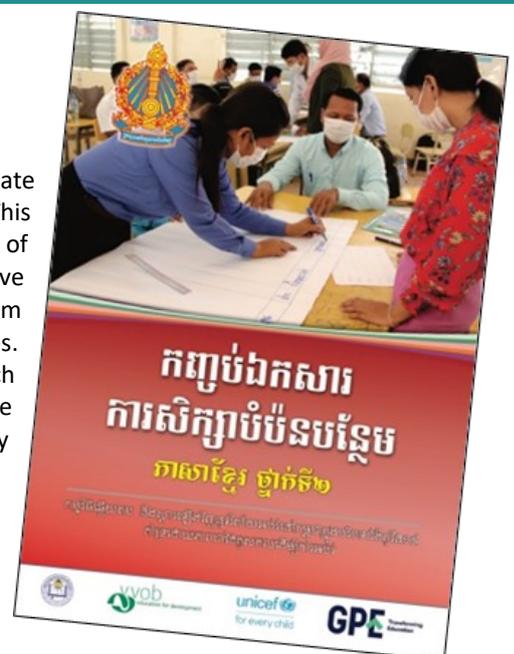
First Announcement  
(Version: March 2021)

### 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. ➔

# Special News and International Events

*"Development through networking and outreach."*

## SECOND COHORT OF MASTER DEGREE CANDIDATES IN MENTORING COMPLETE THEIR STUDIES

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.



A New Cohort Graduates: NGPRC graduates of the 2nd Cohort pose for a reflection meeting at the end of their studies at the Center. Altogether, 32 candidates will be posted to New Generation Schools and other institutions as school-based mentors. All degree candidates will receive their Master Degree Diplomas from the Minister of Education, Youth, and Sport in April 2022.

## 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 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 Pedagogical Research Center  
National Institute of Education

*"Teacher Training and Mentoring Practice in Sweden:  
Relevant Applications to Cambodia's Education System"*

Guest Speaker: Mr. Magnus Saemundsson, First Secretary of the Embassy of Sweden

Date: August 3<sup>rd</sup>, 2021 Time: 9:30 am - 11:30 am

# Special News and International Events

*"Development through networking and outreach."*

## 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.



*Levels of engagement for the National Workshop on Pedagogy, hosted by the New Generation Pedagogical Research Center.*

## 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.



*New Generation Preschools: The establishment of NGPS' was making good progress before the government announced the re-closure of all schools in March 2021. New Generation Preschools were able to re-open in October 2021. →*

## EU Delegation Visited SEEK's Target Schools in Kampong Cham

In November 2021, the EU Delegation to Cambodia, Ms. Flora Bertizzolo, 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.



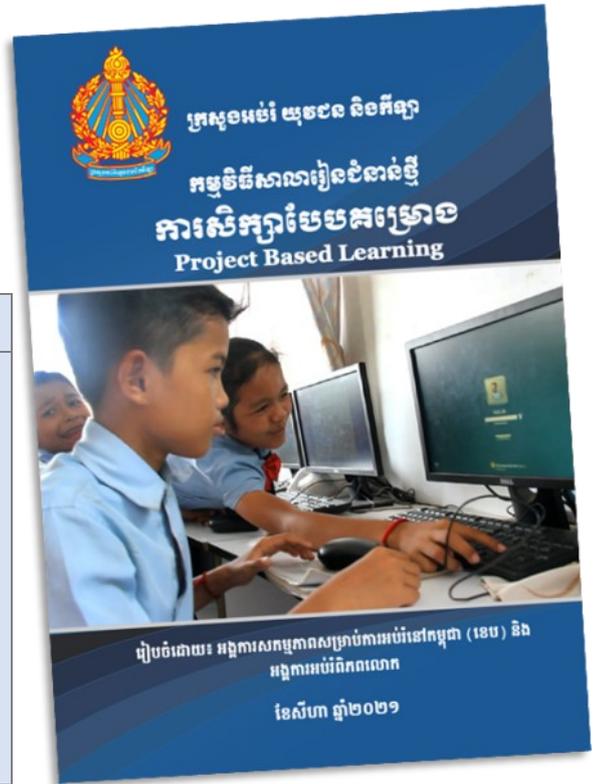
*EU Delegation with KAPE's Staff and school director and teachers took a photo after finishing the school visit.*

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.

# New KAPE Publications

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	
<p><b>Previous Publications</b></p> <ul style="list-style-type: none"> <li>• School Architecture for a New Century</li> <li>• 21<sup>st</sup> Century Library Manual</li> <li>• Constructivist Learning Manual</li> <li>• A 21<sup>st</sup> Century Pedagogy Framework for Cambodia</li> <li>• Formative Teacher Support Framework</li> <li>• Student Assessment in the Classroom Manual</li> <li>• NGS Operational Policy Guidelines</li> <li>• New Generation Preschool Model Handbook</li> </ul>	<p><b>New Publications in 2021</b></p> <ul style="list-style-type: none"> <li>• School-based Management Manual</li> <li>• Project Work Manual</li> <li>• Setting up Creative Writing Clubs</li> <li>• Setting up History Clubs</li> <li>• Setting up English Clubs</li> <li>• Setting up ASEAN Clubs</li> <li>• Setting up Drama Clubs</li> <li>• Setting up Film Clubs</li> <li>• Setting up Photography Clubs</li> <li>• Setting up Earth Science Clubs</li> <li>• Setting up STEM Clubs</li> </ul>

## KAPE RECEIVES MODEL PROGRAM AWARD BY GAP, INC. ALONG WITH LICENSE FOR THE P.A.C.E. CURRICULUM



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.



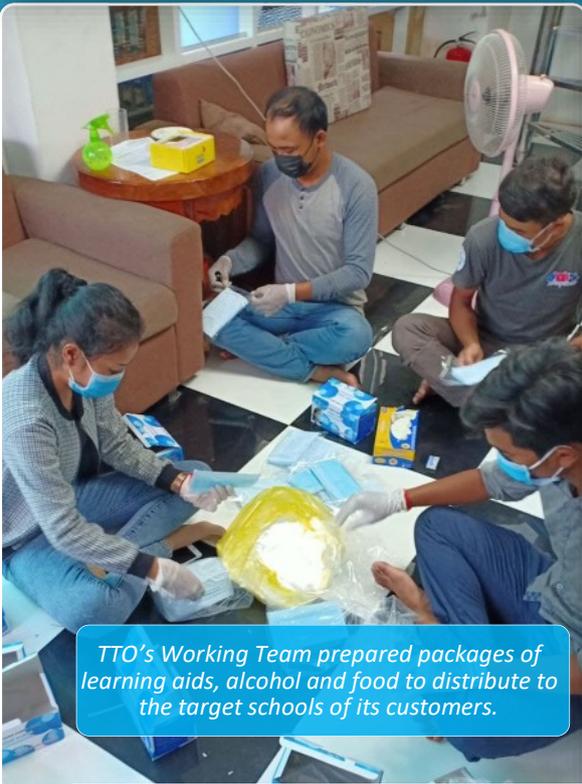
TTO conducted a meeting with specialists of mathematics to plan for producing Math teaching aids for secondary school.



The activities of producing learning aids.



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.



**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.

For more detailed information, please contact use on Tel.: (855)42 5555 901, Email: [info@tts-kape.org](mailto:info@tts-kape.org) or see our website: [www.tts-kape.org](http://www.tts-kape.org) and remember to "LIKE" us on Facebook: [www.facebook.com/ttskape](https://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

KAPE Projects (2021)	ACRONYM	Charter School Development	ICT in Education	Teacher Development	Inclusive Education	Early Grade Reading	Preschool Programming	Infrastructure Design	Library Development	Life Skills & Career Counseling	Covid19 Emergency Response
1). Books for Cambodia (BfC)	BfC								✓		
2). Consortium for Sustainable Alternatives & Voice for Equitable Development	COSAVED		•	✓	✓	✓			✓	✓	✓
3). Covid19 Emergency Response & Recovery Program	CERRP		✓	✓	✓	✓					✓
4). Easy to Learn – Prey Veng	E2L-PV		✓	✓	✓	✓			✓	✓	✓
5). Easy to Learn – Prey Veng (Delayed)	E2L-Kr		✓	✓	✓	✓			✓	✓	✓
6). Girls' Education Initiative	GEI				✓					✓	✓
7). GPE3 Project Evaluation (EGRA Testing)	GPE3-PE				•	✓				•	
8). Happy Cambodian Children	HCC			✓	✓	✓	✓	✓	✓	✓	✓
9). Kampuchean Young Leaders' Action	KYLA				✓					✓	
10). Life Skills Learning for Adolescent Girls	LSLAG				✓					✓	
11). New Generation Pedagogical Research Center	NGPRC	✓	✓	✓							✓
12). New Generation School Initiative (Primary Level)	NGS-P	✓	✓	✓	✓	✓		✓	✓	✓	✓
13). New Generation School Initiative (Secondary Level)	NGS-S	✓	✓	✓	✓			✓	✓	✓	✓
14). New Generation Schools/Svay Rieng	NGS-SR	✓	✓	✓	✓			✓	✓	✓	✓
15). Ponlok Chamnaes (Research on Mentoring)	PC	•	•	✓				•	•	•	
16). Reinforcing Education Access with Community Help	REACH IV			✓	✓	✓	✓		✓	✓	✓
17). Strengthening Education & Employment in Kampuchea	SEEK			✓	✓					✓	✓
18). Total Reading Approach for Children III	TRAC III		✓	✓	✓	✓	✓	✓	✓		✓
19). Upper Secondary Education-Sector Development Program 2	USE-SDP2		✓	✓				✓	✓	✓	
20). Young Entrepreneurs' Program	YEP				✓					✓	✓
<b>Total Projects Working in Each Sector</b>		<b>4</b>	<b>9</b>	<b>14</b>	<b>15</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>14</b>	<b>14</b>

## Project Profile

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



↑ **New Generation Pre-schools:** The establishment of NGPS' was making good progress before the government announced the re-closure of all schools in March 2021. New Generation Preschools were able to re-open in October 2021.

## 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)

Metric	NGS	National
Bac II Examination Pass Rate (among Science Students)	82%	65%
Students with A, B, or C Bac II Pass:	56%	16%
Transition to University:	95%	13.69%*
Students Receiving Medals/Awards:	725	n/a
Students studying ICT 3 hrs/week or more:	100%	0%
Dropout Rate:	1%	LSS: 16% USS: 17%
Secondary Schools Accredited:	83%	n/a
Secondary School Teachers with 4-Year Degrees or Higher:	88%	43%
Teachers Completing Career Path Plans:	95%	n/a

\*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 of 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).

# 16 New Generation Pedagogical Research Center (NGPRC)

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

## Project Profile

Donor(s)	Ministry of Education, Youth and Sport (MoEYS)
Direct Beneficiaries	32 student-mentors
Budget Received in FY2021	USD163,582.53
Unit Cost per Beneficiary	USD5,111.95
Provinces Covered	Phnom Penh
Districts Covered	Not Applicable
Target	Tertiary Education
Start Date	September 01, 2019
End Date:	Open-ended

## Curriculum Framework

The curriculum framework of the Center features **4 Modular Streams** comprising a total of 30 modules and 89 subtopics. Students study the modular program for 9 months followed by a 3-month practicum where they will practice Mentoring Techniques using the latest educational software. The course is designed to be cutting edge and includes many high-tech features to bring Cambodia's education system into the 21st Century. Also, it included one extra-curricular, Soft Skills and Leadership Club. The modular program comprises 4 Curricular Streams as follows:

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

## Program Rationale

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

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

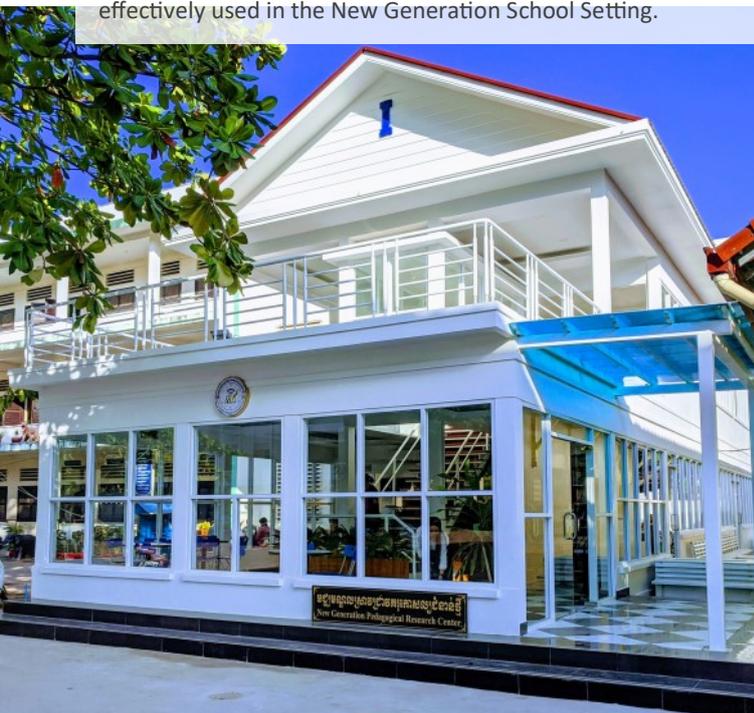
**Mission:** The New Generation Pedagogical Research Center seeks to conduct research that will better inform efforts to train teachers who are already strong in their practice of teaching to understand how to mentor other teachers in a way that is effective and non-threatening.

## Key Activities

- NGPRC has been empowered by MoEYS to confer a Master's Degree of 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.
- 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

## Project Impact

- **Pioneering the Seminar Format in Higher Education:** All degree candidates study in a seminar format with not more than 13 students per class. Discussions, group work, and frequent presentations are important features of the course, which is unusual for tertiary level work in Cambodia.
- **Integrating ICT tools for mentoring:** All trainees are equipped and trained to use ICTs tools for education including Google Classroom, Zoom Meeting, Google Meet, *Observic*, Wolfram, etc. to assist and help teachers both offline and online.
- **Pioneering School-based Mentoring:** The Center has been pioneering a new approach to teacher development by creating a framework to support school-based mentoring. NGPRC has worked with MoEYS to post 36 school-based mentors to the New Generation School System.
- **Involving in Research project:** Degree Candidates also have the opportunity to work as research assistants for various research projects received by the Center.
- **Posting Mentors to Multiple Institutions:** As of the end of 2021, the Center has awarded 57 Master Degrees to successful candidates. Over the last two years, 36 of these have been posted to NGS institutions while the remainder (21 individuals) have been posted to Teacher Training Institutions and a school-based mentoring pilot supported by the Upper Secondary Education – Sector Development Program, funded by ADB.
- **Recruiting Degree Candidates for the 3rd Intake:** A new intake of 21 candidates was completed during the third year of Center operation.
- **On-going Support of Mentors:** NGPRC provides on-going support for posted mentors through the establishment of the Cambodian Association for Mentoring (CAM).
- **Organizing and Hosting International & National Conferences:** NGPRC organized and hosted 2 virtual conferences during the year including the 2nd Cambodia International Conference on Mentoring Educators (CICME) as well as a national level event on mentoring.



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

## 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 Chuon Naron, Minister of Education, Youth, & Sport to open The 2nd Cambodia International Conference on Mentoring Educators (CICME) on November 15-17, 2021. ↑

## Project Profile

<b>Donor</b>	Child Fund Cambodia
<b>Direct Beneficiaries</b>	878 Students
<b>Budget Received in FY2021</b>	USD84
<b>Unit Cost per Beneficiary</b>	USD73,513
<b>Provinces Covered</b>	Svay Rieng
<b>Districts Covered</b>	Svay Chhrum
<b>Target Secondary Schools</b>	1
<b>Target Primary Schools</b>	1
<b>Start Date</b>	July, 2018
<b>End Date</b>	August, 2021

## Key Activities

**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 Prahut 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 Prahut 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.



Teachers produce videos for distance teaching ↑



Kok Pring High School is given an award by the Ministry of Environment ↑



Cambodia National TV interviews stakeholders at Kok Pring High School ↑



Students receive First Rank in a competition in Informatics sponsored by Bebras (<https://www.bebas.org>) ↑



Students receive a letter of STEM Commendation in a recent competition ↑



Year-End Exam ↑



Teachers receive training in how to teach Robotics to students. ↑

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.



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



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

Kok Pring-based Mentor Leads a Blended Learning Workshop



Student Activity to protect against Covid-19.



NGS Foundation Workshop: New teachers assigned to the New Generation School in Svy Rieng complete a problem-based learning exercise.

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

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

Svy Prahut PS received 1st Prize in a Province-wide competition on volleyball.




## Project Profile

<b>Donor</b>	Kinchan Foundation
<b>Direct Beneficiaries (Total)</b>	13,296
<b>Pre-School</b>	94 (54 Girls) (40 boys)
<b>Primary Level</b>	13,202 (Girls: 6,423) (6,779 boys)
<b>Budget Received in FY2021</b>	USD777,109.74
<b>Unit Cost per Beneficiary</b>	USD58.44
<b>Provinces Covered</b>	5 (Siem Reap, Kg Cham, Ratanakiri, Kratie, Tbuang Khmum)
<b>Districts Covered</b>	13
<b>Primary Schools Assisted</b>	41
<b>Cycle 1 Schools</b>	12
<b>Cycle 2 Schools</b>	13
<b>Cycle 3 School</b>	16
<b>Preschools Assisted</b>	1
<b>Start Date</b>	August 01, 2018
<b>End Date</b>	Open-ended

## 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-preschool.
- **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.

## 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 Hanchey Commune.

## Snapshot



*The children come to the library to borrow reading books bring it learning at home*



*Active Learning: Contract teachers discuss new learning principles as part of a Group Discussion Activity with a Facilitator*



*Teacher is instructing their students how to do the worksheet for grade 2 at Kasang primary school in Kratie province*

## Project Impact

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 3<sup>rd</sup> 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 spring board 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.



*Library Modernization: KAPE has developed new library designs to promote self-study, group learning, story-telling, and other important learning activities in the library.*



*Promoting Distance Education: A teacher in Siem Reap works with children about how to complete distance education worksheets.*



*Community-led Improvements: Communities have taken notice of investments made by HCC in local schools. In response, they have been taking an active role in beautifying their schools.*



*Enhanced Access to Literacy Toolkits: Providing attractive and effective learning materials to young children in remote areas is a high priority for HCC. Thousands of didactic games and materials linked to the national curriculum have been provided to all target schools to promote self-learning and home-based study.*



*Covid19 Relief Packages: Poor families in target areas come to pick up relief packages that included food, seeds, and hygienic materials.*

## Project Profile

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



# Inclusive Education Program (IEP)

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

KAPE has consolidated some of its smaller and medium-sized projects into one umbrella program called Inclusive Education Program (IEP). Its main goal is to increase access to education, especially for girls, minorities and other vulnerable and marginalized children/youth. IEP assists children and youth at multiple levels from secondary school through to tertiary, vocational, and professional training levels. There are two different projects including Girls' Education Initiative project (GEI) and Kampuchean Young Leaders' Action (KYLA) under IEP program.

	Girls' Education Initiative (GEI)	Kampuchea Young Leaders' Action (KYLA)
<b>Donors</b>	<b>Lotus Outreach International</b>	<b>The Oak Tree Foundation</b>
<b>Direct Beneficiaries</b>	100	6000
<b>Budget Received in FY2021</b>	USD32,961.00	USD47,603.54
<b>Unit Cost per Beneficiary</b>	USD329.61	USD7.93
<b>Provinces Covered</b>	Kampong Cham, Tbaung Khmum	2 provinces (Kampong Cham and Tbong Khmum)
<b>Districts Covered</b>	2	7
<b>Target Secondary Schools</b>	5	7
<b>Vocational Colleges/Universities</b>	N/A	1
<b>Start Date (Under the Current Donor)</b>	01 October 2019	01 Feb2021
<b>End Date</b>	30 August 2022	31 Dec 2021

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

## 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 \$35 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."

## 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 Covid-19 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.

## Stakeholder Meetings

In mid-July 2021, GEI hosted an online meeting with DOE representatives, Commune Council members, school directors, and focal point teachers who are responsible for online club studies. A total of 31 stakeholders (13 female) attended this meeting online. The purpose of the meeting was to:

- Present the brief overview of the GEI Project
- Update the GEI scholars name list to indicate those scholars with access to a smartphone
- Create a schedule to facilitate scholars' access to tablets provided by the project
- Organize the online club teaching schedule to address learning loss

At the meeting, Local Scholarship Management Committees reported that 69% of GEI scholars had smartphones. The LSMCs provided 10 tablets purchased by the project to 13 scholars who do not have smart phones to access online study during the period of school closure. The project team consulted with schools regularly to manage online club studies during school lockdowns and schools played a vital role in ensuring that these activities occurred regularly.

## 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.).

## 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.

## 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 workshop 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 is now possible for participants to search for universities, technical schools, and/or jobs relevant to their interests on their own.

### 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 which 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.

## 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.

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.

School Name	Volunteer Students in 2019		Volunteer Students Recruited in 2020		Volunteer Students Recruited in 2021	
	Total	Female	Total	Female	Total	Female
Hun Sen Ponhea Krek JS	13	8	46	30	15	13
Bunrani Hun Sen Mean Chey HS	8	8	36	32	15	7
Hun Sen Pheam Chilang HS	0	0	0	0	15	12
Dey Dos high school	6	4	18	14	15	8
Bunrani Hun Sen Veal Toch HS	0	0	38	27	15	10
Hun Sen Mean Chey HS	0	0	59	51	15	10
Decho Hun Sen Kampong Treas HS	0	0	0	0	17	10
<b>Total</b>	<b>27</b>	<b>20</b>	<b>197</b>	<b>154</b>	<b>107</b>	<b>70</b>
<b>Grand Total</b>	<b>331 (All)</b>		<b>87 (Male)</b>		<b>244 (Female)</b>	

## Project Impact

The KYLA Project has created a maturing institutional framework for Cambodian youth to help each other. This successful institution-building enables youth to access special opportunities for growth in such areas as Public Speaking, Debating, and Career Counseling. Members of the KYLA network who are employed make annual donations to the KYLA Secretariat, which can then channel these resources to help other Cambodian youth to receive scholarship support for their future studies. With the completion of funding by the Oaktree Foundation and under the continued stewardship of KAPE, it is hoped that KYLA can register itself as a free-standing association that can continue to provide Cambodian youth with an institutional network through which to help each other. Some examples of the promotional networking developed by KYLA leaders over the years can be accessed through the following links:

- <https://www.youtube.com/watch?v=lgoEaoFIRUw> and
- [https://www.youtube.com/watch?v=pZsBoe83\\_lc](https://www.youtube.com/watch?v=pZsBoe83_lc)

### 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.

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

## Project Profile

<b>Donor</b>	European Union
<b>Direct Beneficiaries</b>	10,530
<b>Budget Received in FY2021</b>	USD223,474
<b>Unit Cost per Beneficiary</b>	USD21
<b>Provinces Covered</b>	3 (Kg Cham, Tbaung Khmum & Kg Chhnang)
<b>Districts Covered</b>	12
<b>Target Secondary Schools</b>	15
<b>Target Primary Schools</b>	50
<b>Start Date</b>	Jan 2020
<b>End Date</b>	Dec 2022

## 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 WeWorld-GVC, Buddhism for Social Development Action, (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 activities
9. Provide grants to CSOs and VTPs to enhance service for youth
10. Conduct training on participatory research to Children's Youth Clubs
11. Match youth to various employment opportunities
12. Peer to Peer (P2P) 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. →



A student participates in the Remedial Adaptive Learning programming designed to address learning loss after school closures. RAL was developed by KAPE, UNICEF, and PED and piloted in SEEK sites.



Student beneficiaries participate in a life skills training course on 'Saving & Spending' at a target school. This course is linked to scholarship packages received by beneficiaries



### Note:

- Activities 1, 3, 4, 5, and 6 are implemented by KAPE.
- Activities 2, 8, and 9 are implemented by WeWorld-GVC.
- Activities 7, 10, and 11 are implemented by BSDA.
- Activities 12, 13, 14, and 15 are implemented by YCC.

## 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).

## LivelihoodS Training for Vulnerable Families & Youth

In October and December 2021, the 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).

Livelihoods selection	Provinces	# of families
Chicken Raising and Financial plan	Kampong Chhnang	44
	Kampong Cham	61
	Tboung Khmum	87
Total		192

## Capacity Building to Enhance Basic Life Skills Education in Schools

Life Skills Education is an ideal way to supplement the primary and secondary school curriculum to increase educational relevance and improve the attractiveness of the school among local communities. When parents see that their children are learning things of actual relevance to finding a job or helping at home, they are more inclined to keep their children at school.

The Life Skills curriculum supported with SEEK funding was actually developed by KAPE and World Education under a different project. Under previous programming, KAPE developed 30 life skills manuals complete with lesson plans, student handouts, posters, and assessment kits. The topics of these life courses are organized into 3 topical domains: (1) Socially Relevant Themes (such as drug abuse prevention, gender awareness, knowing oneself, environmental protection, etc.); (2) Economic Life Skills (such as Saving & Spending, World of Work, Planning My Future, etc.); and (3) Prevocational Skills (such as Chicken Raising, Vegetable Cultivation, Rice Cultivation, Haircutting, etc.). Many of these topics have direct relevance to the everyday lives of students, which in turn makes parents change their attitudes towards the school because they see that what is being taught is actually useful and practical for their children.

As a result of SEEK investments in Life Skills Education, 11 life skills topics were selected by schools for teaching, which benefited 1,189 students (668 girls) at 15 secondary schools, during the period February to March 2021, at which time schools were again closed due to Covid19 spread.



Teachers in SEEK-supported schools have attended frequent meetings on techniques that they should use to increase student participation in learning. This includes group presentations, research outside of the class, and completing project work. With support from visiting project officers, many teachers have actually started to incorporate new methodologies into their everyday teaching. ↑

## Implementing the Remedial Adaptive Learning Package

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-GPE3 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 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 counselling app designed by KAPE (and adopted by MoEYS) to enable students to access career advice without reliance on a teacher or counselor. The workshops focused on the school managers and teachers in charge of career counseling services in 15 target secondary schools in Kampong Cham, Tbaung 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-counseling 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.



## CASE STUDY

Long Sreypich, aged 13, lives in Tbong Khmum Province in eastern Cambodia. Sreypich has one older sister and a younger brother. Her parents are farmers. She studies in Grade 6 in Wat Koki PS, a rural primary school near a large rubber plantation. With guidance and support from SEEK, Sreypich was able to join cooking classes with her classmates for 2 hours each week. She learned about different types of food and how to make them. As part of the learning process, Sreypich was exposed to 21<sup>st</sup> Century skills such as working as a team, problem solving, and effective communication. Sreypich said she really enjoyed the class and has been able to apply her new found skills to helping her mother at home who now sees that the things that her daughter is learning at school actually have relevance to everyday life. Sreypich was promoted to Grade 7 this year and hopes that she can eventually finish school and become a teacher.



# Reinforcing Education Access with Community Help (REACH IV)

*"Strong Communities Build Strong Schools."*

## Project Profile

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

## 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.

## 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.

## Snapshot

**Life Skills Education:** Students in Pothom PS look after their vegetable garden as part of the project’s Life Skills program.



**Enhanced Learning Materials:** Preschool children using learning material in class.



**Creating Modern Libraries:** In 2021, REACH IV began major investments in what are known as 21st Century Libraries. These are libraries that are highly modern in their design and more functional in their configuration than traditional libraries. Such libraries are set up to foster individualized study spaces, group reading, story-telling, tutoring, improved access to didactic materials, and mobile learning services. So far this year, REACH IV has installed 5 such libraries in target areas this year. These libraries are all unique in their designs and should be a key selling point to help schools motivate parents to send their children to study on a regular basis.

## Project 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.



**Using Technology to Improve Efficiency:** Examples of parent and school posts on social media that improve communication.

# 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.



Mrs. Sao Sarak and her son Makara wait to receive their relief package from the project at Kruos PS.

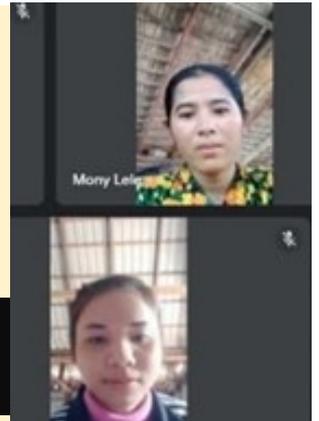
## CASE STUDY

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.

The REACH IV Project seeks to make significant investments in improving the quality of teaching and learning. During the year, the project reportedly trained 11 contract preschool teachers; 67 public preschool teachers; and 381 primary school teachers in 41 schools across the 4 target provinces. The training conducted by the project focused on multiple technical areas including new pedagogical methods, online learning, and home-based learning using special study kits devised for the purpose. The project also provided significant support for

efforts to organize distance education through the organization of village-based study groups. This support took the form of advice in using special curricular materials developed by the project to promote remediation and accelerated learning. This included piloting the Remedial Adaptive Learning Package that was developed by KAPE's Covid19 Emergency Response & Recovery Project (CERRP).

Following several of the training and consultative support sessions provided by the project, two contract teachers noted how much they had learned from the technical support provided. Usually, Contract Teachers are often on their own and receive little in the way formalized technical support for how they carry out their duties; however, **Ms. Un Sarith** and **Ms. Thor Rathne** said that although they had been Contract Teachers for over three years, they had never received such helpful support as they are getting from the REACH IV Project now. They really found the new methods for group work and children helping children very useful. These are things that they had never learned before. They also appreciated the hands-on support received from project personnel to re-organize and decorate their classrooms as well as using many of the new teaching aids that they were introduced to. Since all of this input has taken place, they feel a lot more confident in their ability to be more effective teachers and hope that one day they could be full state teachers.



Ms. Un Sarith and Ms. Thor Rathne both commented they had learned during project workshops.

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).



Preschool student class using the material and classroom after renovation from project



Project mobilize community people to raise fund to improve school environment

## Project Profile

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

## Project Update

The TRAC III Project completed its 4th year of implementation, which spans the months October 2020 to September 2021. The last year has been quite challenging because schools have remained firmly closed throughout much of the implementation period due to the Covid19 Pandemic. Nevertheless, there is some glimmer of hope that the education system may be starting on a path towards normalization from October 2021 onwards. This is mainly due to the rapid and successful roll-out of the government’s vaccination program, which is now being extended to children who are 6 years and older. Nevertheless, much damage has been done to children’s learning with an estimated loss of 40% of learning time in the previous academic year plus another loss of 50% in the current academic year; and even this assumes that schools will remain open from October to December 2021.

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

## Goal

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

## Snapshot



## 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



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).

## 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 Semblance 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.

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

## Project Profile

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

## Project Update

The Easy2Learn Project first started as a pilot program in 2015 in Svay Rieng Province and has experienced multiple extensions to other provinces. E2L uses an integrated project design resulting in a multi-dimensional approach to 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.

## 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.**

## 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.

## 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.

## Project Profile

<b>Donor</b>	EU/Aide et Action (AeA)
<b>Direct Beneficiaries</b>	We need a number
<b>Budget Received in FY2021</b>	USD222,110
<b>Unit Cost per Beneficiary</b>	USD6.52
<b>Provinces Covered</b>	Kampot
<b>Districts Covered</b>	2 Districts (Kampong Trech & Toek Chou)
<b>Target Primary Schools</b>	35
<b>Target Secondary Schools</b>	11
<b>Start Date</b>	01 Jan 2021
<b>End Date</b>	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, Mathematic.

## 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.**



*Student councils are drawing good schools in their dream.*



*The participants, discussing on tracking data in school.*



*Teacher discussing preparing classroom through Child-friendly school.*

*'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)

- Guidelines for the production of distance learning material (KH:<https://bit.ly/3pysnbp>, EN:<https://bit.ly/3M7QgQG>), produced in coordination with Department of Information Technology and Open Institute (OI). Several dissemination webinars were organized by MoEYS after its approval on 11 May 2021.
- Completed the categorization and uploading of basic education material on the [MoEYS e-Learning Portal \(elearning.moeys.gov.kh/rean\)](http://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
- Completed a pilot of the 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.

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, 122 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 soon completed in 2022.

**Remedial Adaptive Learning:** In December 2020, KAPE and its partner VVOB, started to support MoEYS 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.

## 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

# Life Skills Learning For Adolescent Girls (LSLAG) Project 35

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

## Project Profile

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

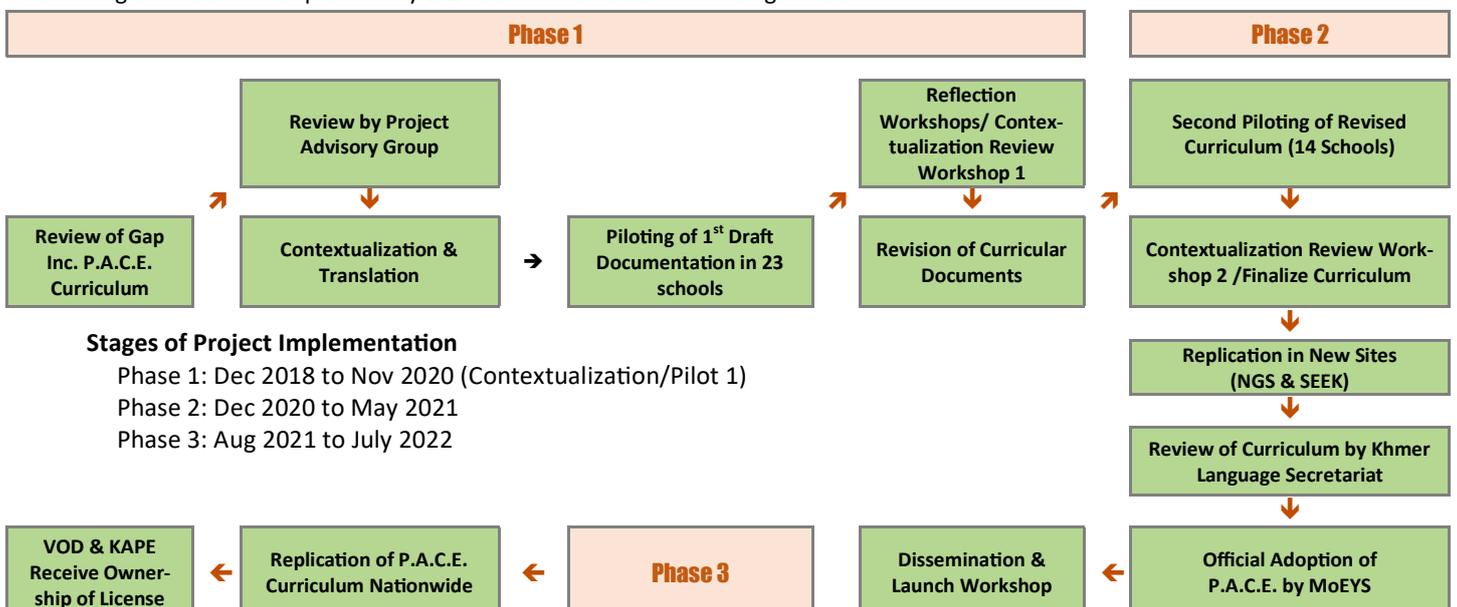
## Project Update

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:



## 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.

## Snapshot



**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

## Project Profile

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

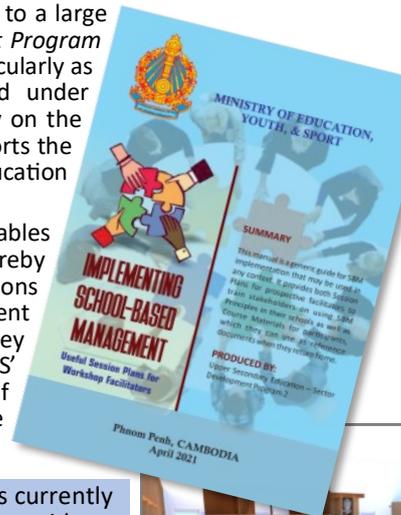
## Key Activities & Deliverables

- **DELIVERABLE 1:** Specifications in the form of a Manual and Costings for 21st Century Libraries, Science Labs, & Color-Coded Classrooms.
- **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

USEDP 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:

- improved quality of teachers in upper secondary schools;
- improved quality and labor market relevance of upper secondary education; and
- strengthened institutional capacity for planning, management, and delivery of education.



← **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. ↓



## 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.

# YOUNG ENTREPRENEURS PROJECT (YEP)

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

## Project Profile

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

## 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 NGS-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.

## 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.

## 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.



## 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)

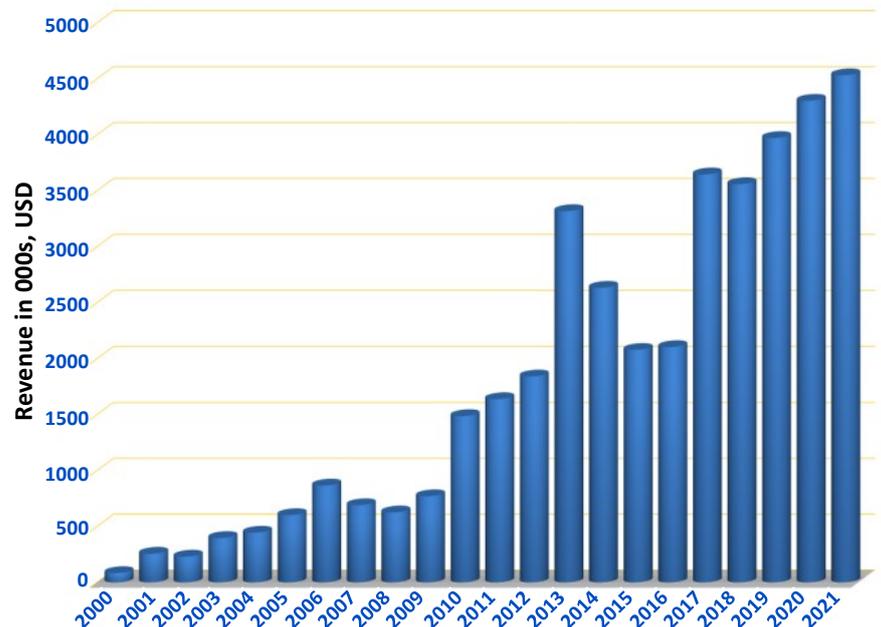
As a result, KAPE staff were able to effectively provide cascade training to other students benefitting from this project.

# Financial Highlights

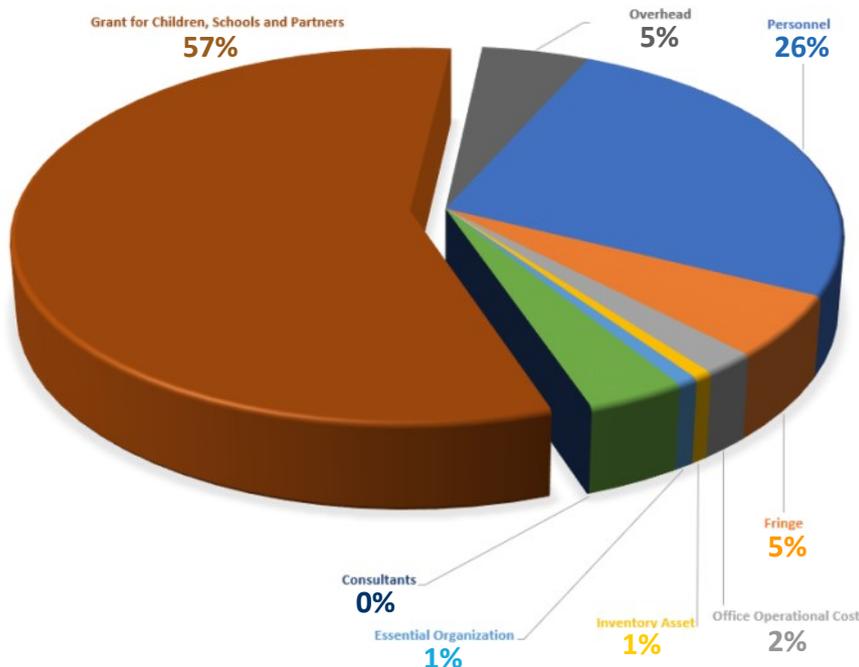
## Cash Assets and Expenditure

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

## Fund Receipt Trend



## How was the money spent?



## Revenue Streams in FY2021

Donors	Amount (USD)
Ministry of Education, Youth and Sport	1,724,464.18
Kinchan Foundation	777,109.74
European Union	639,408.17
UNICEF-GPE3	353,426.14
WeWorld	272,513.95
ChildFund Cambodia	214,412.01
The Phoenix Foundation	131,784.30
GAP Inc.	40,000.00
PACT-USAID	32,159.00
Lotus Outreach	30,157.83
The Oaktree Foundation	27,534.90
The Asia Foundation	9,773.92
<b>New Revenue Received FY 2021</b>	<b>4,252,744.14</b>

## 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 TYPA**  
Member



**THORN VANDONG**  
Member

## Senior Management Team (SMT)



**SAO VANNA**  
Executive Director



**HIN SIMHUON**  
Vice Director & Tech, Manager



**KURT BREDEBERG**  
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 TAHIEITH**  
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 MUOYLY**  
Primary Ed Team Leader



**Dr. DAAUID VAANANEN**  
Technical Adviser



**STANISLAS KOWALSKI**  
Technical Adviser



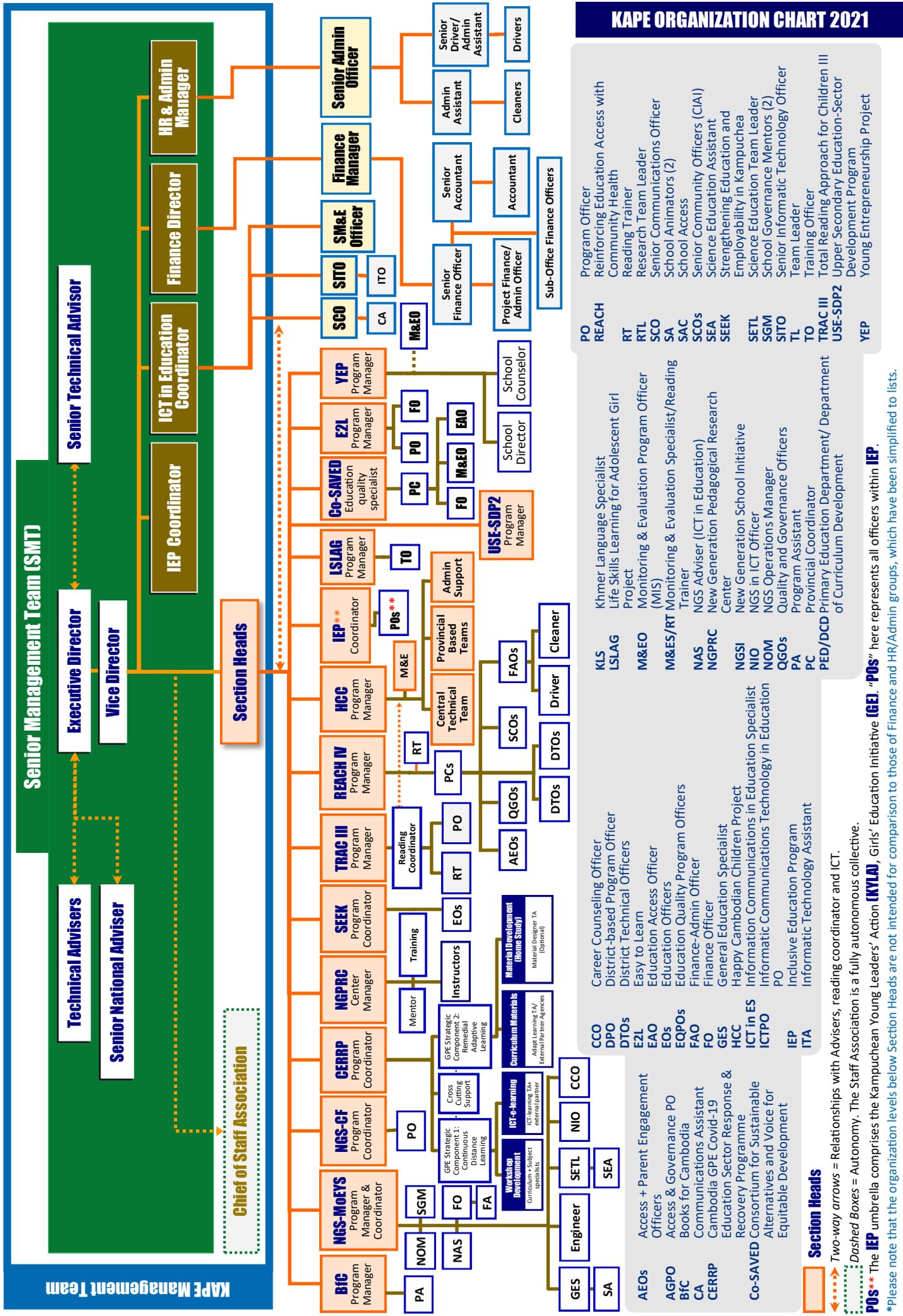
**PAOLA MASSA**  
Education Advisor



**JILL (KILA) REIMER**  
Technical Adviser

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

**KAPE ORGANIZATION CHART 2021**



AEOS	Access + Parent Engagement Officers	CCO	Career Counseling Officer	KLS	Khmer Language Specialist	PO	Program Officer
AGPO	Access & Governance PO	DPO	District-based Program Officer	LSLAG	Life Skills Learning for Adolescent Girl Project	REACH	Reinforcing Education Access with Community Health
BfC	Books for Cambodia	DTOS	District Technical Officers	M&EO	Monitoring & Evaluation Specialist/Reading Trainer	RT	Reading Trainer
CA	Communications Assistant	E2L	Easy to Learn	M&ES/RT	MIS) Trainer	RTL	Research Team Leader
CERRP	Cambodia GPE Covid-19 Recovery Programme	EAO	Education Access Officer	NAS	NGS Adviser (ICT in Education)	SCO	Senior Communications Officer
Co-SAVED	Consortium for Sustainable Alternatives and Voice for Equitable Development	EQPOs	Education Quality Program Officers	NGPRC	New Generation Pedagogical Research Center	SA	Senior Animators (2)
		FAO	Finance-Admin Officer	NGSI	New Generation School Initiative	SAC	School Access
		FO	General Education Specialist	NIO	NGS in ICT Officer	SEA	Senior Community Officers (CIAI)
		HCC	Happy Cambodian Children Project	NOM	NGS Operations Manager	SEEK	Science Education Assistant
		ICT in ES	Information Communications in Education Specialist	QGOs	Quality and Governance Officers	SETL	Science Education Team Leader
		ICTPO	Informatic Communications Technology in Education PO	PA	Program Assistant	SGM	School Governance Mentors (2)
		IEP	Inclusive Education Program	PED/DCD	Provincial Coordinator	SITO	Senior Informatic Technology Officer
		ITA	Informatic Technology Assistant	PC	Provincial Coordinator	TL	Team Leader
						TO	Training Officer
						TRAC III	Total Reading Approach for Children III
						USE-SDP2	Upper Secondary Education-Sector Development Program
						YEP	Young Entrepreneurship Project

**Section Heads**

Two-way arrows = Relationships with Advisers, reading coordinator and ICT.  
 Dashed Boxes = Autonomy. The Staff Association is a fully autonomous collective.

POs\*\* The IEP umbrella comprises the Kampuchean Young Leaders' Action (KYLA), Girls' Education Initiative (GEI). "POs" here represents all officers within IEP.

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