KAPE is a local non-profit NGO working primarily in the formal education sector in 11 provinces in Cambodia. KAPE implements projects at all levels of the education process with beneficiaries in primary schools, secondary schools and tertiary programs. Direct beneficiaries number well over 150,000 children and several hundred teachers, at over 400 schools.

KAPE’S VISION

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

OUR CORE VALUES

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

Table of Contents

Note from the Executive Director.................................3

An Overview .................................................................4

Reflections & Looking Forward .................................5

Programs

Improved Basic Education in Cambodia (IBEC) ..........6

Beacon School Initiative (BSI) ........................................8

School Drop-out Prevention Pilot .............................10

Rewrite the Future (RtF) ..................................................12

School Feeding Program (SFP) .................................14

Inclusive Education Program (IEP) ............................15

Schools Enabling Life Long Skills (SELLS) ..............18

Reinforcing Education Access with Community Help (REACH) ..................19

Special Events & Developments This Year ..............20

KAPE Finances .............................................................21

KAPE Management Team FY 2012 ..........................22

KAPE Organization Chart .............................................23
On Behalf of all my colleagues in KAPE, I am happy to present this latest Annual Report on our operations for the 2012 Fiscal Year.

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

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

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

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

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

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

KAPE also continued to make significant investments in the development of its staff, as the agency prepares for a generational change in leadership in the future. In this regard, one project manager attended a women’s empowerment training course in the United States that was funded by the US Embassy while another participated in a speaking tour in Australia that was funded by the Oak Tree Foundation. The agency also funded two study trips to Thailand that were organized by the Rajabhat Institute of Buriram Province and the Lamplaimat Training Center.
KAPE continued to make major preparations for the arrival of 2014, which is shaping up to be a major transition year due mainly to the completion of the IBEC Project, which is KAPE’s primary anchor project in terms of overall funding. Because of the decision of the US Government to cease funding support for the education sector after the completion of IBEC, KAPE will be seeking alternative means to continue the excellent work started by this project, particularly in the areas of early grade literacy and employability skills for youth. These developments have required intensive program development to fill any possible gaps.

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

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

### A Glance into 2013

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

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

**Project Update**

The IBEC Project is a 5-year project funded by USAID through World Education that seeks to pilot innovative interventions that promote access and quality. IBEC completed its third year of operation during 2012. To ensure sustainable practices, school assistance is provided over a 3-year development cycle. The project has also assisted local authorities to provide a wide range of improved services to schools including expanded access to improved computer and science facilities, renovated libraries, health screening and referral, counseling networks, child help networks (e.g. peer tutoring), scholarships, and infrastructure upgrading, among others.

The implementation work plan for Year 3 included a total of 346 activities to be undertaken during the year. IBEC successfully achieved a high rate of 97% completion across the four components. At the beginning of the project, there were 76 lower secondary schools as well as 133 primary schools that started to receive assistance from the project. By the end of Year 3 implementation, the project was working in 100 secondary schools and 192 primary schools. After two years of preparation the Life Skills Implementation Pilot took off, making it the lead activity undertaken during year 3. The project passed its midway point during the year, a milestone that gave the project an opportunity to perform a mid-term review inviting critical stakeholders to the discussion and review process. The event was a success and included a speech by H.E. Sam Sereyrath, the Director General of the Directorate of Education, conveying a strong endorsement of IBEC’s work.

**IBEC’s four Technical Components**

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

KAPE fields teams to animate activities in Components 2, 3, and 4 while World Education oversees implementation of Component 1. Component 1 focuses heavily on building the institutional capacity of KAPE as a local organization so that it can eventually receive funds directly from USAID. The IBEC project is KAPE’s largest project and provides holistic development support to many schools including scholarships for poor children, remedial assistance for children with special learning needs, library development, teacher training, life skills education, child-to-child help networks, children’s councils, girls’ counselors, and infrastructure support.
Piloting educational innovation for the 21st century.

Program Impact

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

IBEC Project Recognition and Sustainability

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

Case Study: Impressive Student Engagement in Life Skills

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

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

Snapshots

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

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

<table>
<thead>
<tr>
<th>Donor</th>
<th>The Oaktree Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Beneficiaries</td>
<td>1739 students from Grades 7 to 9 (840 girls)</td>
</tr>
<tr>
<td></td>
<td>28 lead teachers (18 female)</td>
</tr>
<tr>
<td></td>
<td>12 school management team members (1 female)</td>
</tr>
<tr>
<td>Budget FY2012</td>
<td>US$ 132,289</td>
</tr>
<tr>
<td>Unit Cost per Beneficiary</td>
<td>$76</td>
</tr>
<tr>
<td>Provinces Covered</td>
<td>Kampong Cham</td>
</tr>
<tr>
<td>Districts Covered</td>
<td>3 districts</td>
</tr>
<tr>
<td>Target Secondary Schools</td>
<td>3 lower secondary schools</td>
</tr>
<tr>
<td>Start Date</td>
<td>January 2011</td>
</tr>
<tr>
<td>End Date</td>
<td>December 2014</td>
</tr>
</tbody>
</table>

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

CORE GOALS

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

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

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

- Provide monthly curriculum enhancement workshops for 68 lower secondary teachers (26 females). Topics covered included developing lesson plans, developing and using learning materials, and incorporating IT labs into learning activities.

- BSI organized 2 Study trips to Thailand. The first was from 14 to 17 February 2012 participated in by 25 education managers and the second from 17 to 23 June 2012, participated in by 34 teachers and educators.

- 3 Computer labs were established in 2012. BSI schools encouraged students (including the student council and club members) and teachers to use the IT lab. They learn on open office software and how to enhance teacher lesson plans.

- Provided Life skill education to students on vegetable planting, fish and frog raising and bio-garden.

- Established a total of 36 Subject Clubs in the target schools.

- BSI ran special Summer Camp activities. The students joined a number of fun learning activities with support from 4 Cambodian interns as well as one from the USA.

- Established a school oversight board, which is actively involved in monitoring and advising the project.

Student Focus

Davin is the daughter of former workers in the Chup Rubber plantation. Her parents are retired now, and due to a particular land movement policy at the plantation, her family had to move to a new village that is about 5 km from her high school. In her new village, the Rubber company gave her family a small plot of land of about 10 X 20 meters to build a new house using their own resources. Since her parents are now old and unable to support their children, Davin now lives with her sister who works as a beautician, assuming responsibility for living expenses and Davin’s schooling. Davin recently completed her Grade 8 studies and is preparing to continue onto Grade 9 next year. She has been studying English over the school vacation time. She wanted to study other classes such as Mathematics, Chemistry, and Physics during the vacation time but she has no money to pay for anymore additional classes.

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

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

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

SDPP in Cambodia

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

Project Update

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

» Following a consultation workshop help in October 2011, KAPE-SDPP selected Computer Labs and an Early Warning System (EWS) as the two preventative measures to be tested in the randomized controlled trials. The workshop brought together 87 participants from a broad range of stakeholders, including Ministry officials from the district and national levels, school staff. The meeting was also joined by representatives from USAID, Creative Associates International, Mathematica, School-to-School and other NGOs working in education.

» In January 2012, all 322 SDPP schools were assigned to treatment or control categories via a fair and transparent lottery system. Breakdown goal: Schools with EWS and IT Labs = 108, Schools with EWS only = 107, Control schools = 107.

(Continued on facing page)
Phase I of the Baseline Survey was completed for the 322 schools, collecting data on school facilities, teachers and students.

Training manuals, materials and anti-dropout toolkits were developed and distributed to schools and Community/PTA groups during training.

SDPP Coordination Body established to support the project. MoEYS selected representatives from relevant departments as members of the body and have worked closely with the project.

108 computer labs were completely renovated, including the installation of a solar system (as the energy source), furniture and computers.

Over 2,500 staff from school to provincial levels of the Ministry of Education received training on the Early Warning System and IT Labs.

**Training Impact**

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

*IT training: The trainer explains the function of Open Office software programs to computer lab teachers*
Rewrite the Future (RtF) started in July 2009 and closed at the end of September 2012. RtF is an educational service project which uses school grants and activity menus to ensure stakeholder choice in program design, and child rights-based planning. The project’s primary objective is to improve the quality, accessibility and management of education to enable vulnerable girls and boys in poor rural communities to complete basic education. RtF develops and supports the Ministry of Education, Youth and Sport’s Child Friendly Schools (CFS) policy in remote areas in Kampong Cham Province. RtF strives to improve governance and community participation within the school system.

Key Activities

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

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

» The external evaluation at the end of the project concluded: “The general consensus based upon document reviews and interviews with various project stakeholders is that overall the project was successful and “good value for money”.

» Children’s council members are able to reflect on the process of children’s council activities in their schools and provide useful recommendations to present to their teachers, schools and local stakeholders.

» Technical support groups (TSG), School support committees, cluster chief and district office of education director (DOE) have strong ability to help teachers, and assess schools and teachers using MOEYs assessment tools.

» By the end of the school year 2011-2012, retention rates in schools were 98%, with drop out rates at only 2% compared to the baseline of 10%.

Snapshots

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

Student Focus

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

In this school year, she was voted to be a leader of the children’s council at her school. During that time she was very scared and felt nervous. She thought that she could not do the activities well, as she felt she was not bright or brave. However, through life skills, she was able to practice the measurement, weight and size calculations she learnt about in class, through real practice of weighing and measuring life skills products they produced such as fish and vegetables. She then was able to understand clearly. It helped her feel she was a bright girl after all. She also participated actively in all school activities in her role as student council leader, especially giving direction to the 8 student council clubs. She has now become motivated, brave and self-confident.

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

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

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

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

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

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

KAPE works with long time partner World Food Program to implement two access-focused programs in the education sector. These include the School Feeding Program (SFP), which provides hot breakfasts to all children in targeted schools located in very poor areas, and the Take Home Rations (THR) Program. Unlike SFP, THR is means-tested and are only provided to the most vulnerable children. During this past year, KAPE helped WFP launch a pilot for cash scholarships, administered to 288 students who hail from significantly underprivileged backgrounds.

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

In areas where enrollment rates for girls are particularly low, KAPE, Ministry, and WFP work with families and communities to help make it possible for girls to attend school. In some cases, a girl’s good attendance is rewarded with food for her family. These take-home rations (THR) supplement family income to make up for the loss of the girl’s labor at home. While WFP provides the meals and commodities, KAPE assists in the implementation of this project by training schools and community committees in their role for preparation of food, construction of stoves, and providing food storage security by engaging a store keeper.

Snapshots

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

(L) A young student uses her government assigned “ID-Poor” card in order to avail of THR assistance; (R) A group of students pose with their ration cards for a KAPE official before receiving any commodities.
In order to increase economies of scale and efficiency, KAPE undertook a major restructuring of its programming whereby it consolidated several of its smaller access-focused programs into one program called the Inclusive Education Program.

### Inclusive Education Program (IEP)

#### Girls’ Education Initiative (GEI)
- **Donor:** AJWS, Terre des Hommes, Andy Hill Foundation
- **Funds received FY2012:** US$ 70,000
- **Beneficiaries:**
  - 469 Scholarship students (328 girls)
  - 5 Vocational Training Scholarships (All female)
  - 56 PTTC & other tertiary institutions Scholarships (15 female)
  - 6 CEFAC members (4 female)
  - **Total:** 523
- **Number of Schools:**
  - 14 Secondary schools
  - 4 Other Institutions
- **Unit Cost Per Beneficiary:** $125
- **Start Date:** August 2000
- **End Date:** On-going

#### Minority Outreach in Education (MORE)
- **Donor:** Save the Children *
- **Funds received FY2012:** US$ 20,000*
- **Beneficiaries:**
  - 2,467 students (1,173 girls)
  - 5 Vocational Training Scholarships (All female)
  - 20 PTTC Scholarships
  - **Total:** 51 (all female)
- **Number of Schools:**
  - 6 Primary schools
  - 6 Islamic schools
  - 1 PTTC
- **Unit Cost Per Beneficiary:** $1.23
- **Start Date:** February 2009
- **End Date:** September 2012

#### Phnom Education Initiative (PEI)
- **Donor:** Lotus Outreach
- **Funds received FY2012:** US$ 22,356
- **Beneficiaries:**
  - 31 Scholarship students
  - 20 PTTC Scholarships
  - **Total:** 51 (all female)
- **Number of Schools:**
  - 2 Secondary schools
  - 1 PTTC
- **Unit Cost Per Beneficiary:** $252
- **Start Date:** January 2010
- **End Date:** December 2012

#### Cambodia Tertiary Scholarship Program (CTSP)
- **Donor:** The Asia Foundation
- **Funds received FY2012:** US$ 100,000
- **Beneficiaries:**
  - 116 students (all girls)
- **Number of Schools:**
  - 1 University
- **Unit Cost Per Beneficiary:** $1,355
- **Start Date:** November 2010
- **End Date:** September 2015

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

---

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

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

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

GEI

Having begun in the year 2000, the Girls’ Education Initiative (GEI) is the longest running scholarship activity at KAPE. It promotes and enhances educational opportunities for Cambodian children, with a special focus on girls, living in rural areas. Interventions are holistic, and focus on long term continuity in support for children throughout their schooling and into employment. GEI supports girls who have little hope of completing their education after the completion of primary school, mainly due to financial reasons.

A scholarship entails a uniform, study materials, monthly expenses of tuition fees, and, when necessary due to distance, lunch money or boarding costs. GEI has a great working relationship with the local scholarship management committee (LMSC) comprising school directors, teachers, commune council members and parent representatives, and works through this body to administer the scholarships. The project also provided training to teachers on career counseling practices, who then helped to equip student leaders with the same information in order to assist their peers with career advice. With respect to impact in the community, GEI worked with local committees to identify 26 families with financial difficulties to receive training in practical life skills activities, such as chicken raising. Other highlights from this year include:

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

MORE (RtF)

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

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

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

The Phnong Education Initiative (PEI) began in January 2010 with an aim to support the Phnong, an indigenous hill tribe and minority group in Cambodia, focusing on students who would otherwise be unable to attend school due to financial reasons. The project is implemented in the eastern province of Mondulkiri where there is a significant population of Phnong. The project has 3 main goals:

1. Decrease the dropout rate of children from the Phnong minority in lower secondary schools
2. Increase gender parity with respect to participant rates in Grade 7 to 9
3. Provide support to Phnong high school graduates to enter a two-year program at the Regional Teacher Training College, with the express goal of returning to Mondulkiri as teachers and role models for other Phnong.

As is the case of GEI, the Phnong Education Initiative is implemented by local scholarship committees in order to build local ownership and support. A few highlights from this year include:

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

**CTSP**

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

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

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

---

**CTSP Scholar Focus**

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

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

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

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

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

**Project Update**

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

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

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

**Student Focus**

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

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

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

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

KAPE develops and runs the Aflatoun Child Social and Financial Education (CSFE) program in a remote and rural province in eastern Cambodia. These programmes aim to make children aware of their rights and responsibilities, as described under the UN Convention on the Rights of the Child, seeks to empower them to take action to claim these rights, and also aims to give children the opportunity to learn how to plan, budget, save and spend resources responsibly.

The Aflatoun Financial Literacy curriculum is one of the best known curricula in this area and is being used in many countries. KAPE has had the honor of being the first Cambodian partner to introduce the CSFE curriculum in Cambodia. In addition to the classroom based learning, SSELLS set up Aflatoun Clubs for the children. The clubs are child-owned spaces where children put into practice their new found skills and knowledge, through social justice campaigns, or setting up small scale enterprises, as well as beginning the practice of saving money, a key activity.
Program Profile

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

Key Activities

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

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

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

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

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

REACH is a three-year project designed: to achieve three goals:
1) Reduce the negative impact of trafficking and seasonal migration on minors and their families
2) Improve access to education
3) Reduce the school dropout rate among children-at-risk.

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

“Development through networking and outreach.”

KAPE Assembly Meeting

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

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

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

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

TTS-KAPE Launched this year!

TTS is an acronym for the Khmer name Thun Thean Seksa, meaning “educational resources.” TTS, set up by KAPE, aims to promote access to learning tools inside and outside the classroom. TTS was set up on 1 February 2012, with the aim to develop and maintain a nationwide supply chain for teaching aids, while continuously designing new teaching aids in response to the needs of schools. TTS teaching aids are now being sold at some of the big name book stores, direct sales to schools, as well as via various NGOs working with schools in Cambodia. Once TTS has achieved sustainability, all profits will go directly to KAPE projects to help schools.

Speaking Tour in Australia

In August 2012 Ms. Men Rum-dourl, Program Manager for Rewrite the Future, spent three weeks on a fundraising tour of Australia as a guest of The Oaktree Foundation. Her trip took her to Melbourne, Canberra, Sydney, Brisbane, Perth, Adelaide and Hobart. As well as meeting representatives of the government and the Ministry of Education, Rumdourl visited secondary schools, universities and churches to give presentations on the state of education in Cambodia and the work of KAPE. Rumdourl was able to compare the student experiences between Australia and Cambodia and raise awareness and understanding of how the funds raised in Australia can directly benefit Cambodian children and young people. She was very pleased to meet and thank The Oaktree volunteers who had actually raised money to support the Beacon Schools Initiative (BSI).
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!

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!
Senior Management Team

- Sao Vanna
  Executive Director

- Hin Sim Huon
  Vice Director & IBEC Program Manager

- Bo Sambath
  Finance Manager

- Chuon Saran
  HR & Admin Manager

- Kurt Bredenberg
  Senior Technical Adviser

- Ali Lane
  Adviser at Large

- Paola Massa
  Capacity Building Adviser

Other KAPE Management Team Members (In alphabetical order)

- Chea Kosal
  Country Coordinator SDPP (Semi-autonomous Project)

- Chuon Kosal
  Program Manager BSI

- Hem Mary
  IEP Manager

- Karishma Sushilkumar
  Communications Adviser

- Ma Chan Sopheap
  Capacity Building Manager

- Mai Sarith
  Program Manager REACH

- Men Rumdourl
  Program Manager RtF

- Or Phiran
  Scholarship Manager

- Pich Sophoeun
  SFP coordinator

- Phuong Sareth
  IMS Manager

- Sum Vannak
  TTS Publishing Manager
The IEP umbrella comprises the Girls' Education Initiative (GEI), Cambodian Tertiary Scholarship Project (CTSP), Minority Dashed Boxes = Autonomy. SDPP is a semi-autonomous project. The Staff Association is a fully autonomous collective.

**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.**
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.