



Kampuchean Action For Primary Education (KAPE)

*"Development with a Human Face"*



# Annual Report

# 2015

Released on 30 January 2016

*(KAPE Registered with Ministry of Interior, 1999.)*

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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 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

### BOARD OF DIRECTORS

- Mr. HEANG KOY                      Chair
- Mr. BUN RITHY                      Vice Chair
- Mr. KURT BREDENBERG            Adviser-non voting
- Mr. THOUGH THAT                Member
- Ms. HEM MONY                      Member
- Mr. CHAY TYPA                      Member

KAPE Staff





## Note from the Executive Director

*It is with hope and optimism about the future that KAPE presents this latest report of its programming and operations for the 2015 Fiscal Year. During the year, KAPE completed an important and long planned for transition from heavy dependence on USAID funding to a more balanced portfolio. With the successful completion of the School Dropout Prevention Pilot (SDPP) program in September 2015, KAPE ended a continuous period of USAID-funded programming support that stretched back all the way to 2005. Although total revenues have dropped considerably from a high point of \$3 million during this period, the agency has been able to successfully replace much of this bilateral aid with funding from private foundations with more than 80% of agency funding now comprised by such sources. In addition, the agency's total revenues continued to range between \$1.5 million and \$2.0 million, which is still very high by historical standards.*

*A development of major importance during the year was the successful negotiation of an agreement with the Ministry of Education, Youth, and Sport for direct funding of New Generation School programming, which is a new reform initiative sponsored by H.E. Hang Chuon Naron, the new Minister. The Ministry has committed to over \$700,000 in funding for 2016 and 2017; this is the first time that government is directly funding a civil society organization in the history of the education system. This is a milestone that has provided great inspiration to KAPE and other local civil society organizations.*

*KAPE also continued to move forward with major innovations in programming including its successful development of Reading*

*Benchmarks in collaboration with MoEYS and World Education as well as new electronic reading software funded by All Children Reading Grand Challenge. The ACR grant was a major success for KAPE and the agency was one of 14 grant recipients out of many hundreds of applications submitted globally. KAPE has also started an e-Library initiative in collaboration with The Asia Foundation. All of these initiatives demonstrate the agency's prowess in experimenting with technology in education.*

*The agency also successfully negotiated several new and exciting partnerships including a dynamic relationship with Child Fund Australia and Aide et Action, which has provided a tremendous boost to agency programming. Several existing relationships have also been successfully extended including those with the Oaktree Foundation, Save the Children, and WeWorld.*

*KAPE once again would like to thank all of its development partners and the Cambodian government for its close partnership and KAPE looks forward to continued success in helping Cambodia's children.*

*Sincerely,*



**Sao Vanna**  
Executive Director



# Reflections & Looking Forward!



During the year, a number of long-running projects were completed including the School Dropout Prevention Pilot (SDPP), Cambodia Tertiary Scholarship Program (CTSP), and the Phnong Education Initiative (PEI). Nevertheless, the agency was able to identify a large number of potential funding opportunities that had high convergence with our strategic planning agenda including focus on *Early Grade Reading*, *New Generation Schools*, *Technology in Education*, and *Rebuilding Primary School Programming*. As noted above, KAPE has

demonstrated about an 80% success rate in terms of its proposal development. All new programming is highly convergent with KAPE strategic goals so that the agency is not simply taking on programming to fill its coffers but rather to fulfill a strategic agenda. This includes a renewed focus on educational innovation through its *Early Grade Reading* programming as well as renewed emphasis on good governance models (e.g., *New Generation Schools*) and the use of technology to increase efficiencies.

## New Program Development

Program	Partners	Donor	Status	Duration
1. E-books 4 Khmer (E4K)	Thunthean Seksa (TTS)	All Children Reading (World Vision)	Successful	2 Years
2. Easy to Learn (E2L)	--	Child Fund	Successful	3 Years
3. School Leadership & Management Program	--	Child Fund	Successful	3 Years
4. Teacher Education Research Study	--	Child Fund	Successful	5 Months
5. New Generation Schools (Sisovath HS)	World Education	MoEYS	Successful	3 Years
6. New Generation Schools (Svay Rieng)	--	Child Fund	Successful	3 Years
7. Girls' Education Initiative (Extension)	--	Oaktree Foundation	Successful	3 Years
8. Food for Education	World Food Program World Education	US Department of Agriculture	Pending	4 Years
9. e-Library Program	Books for Asia	Private Donors	Successful	1 Year
10. Total Reading Approach for Children II	Australian Foundation for the Peoples of Asia & Pacific (AFAP)	Atlassian	Successful	6 months (with possibility of extension)
11. REACH II (Extension)	Ciai	WeWorld	Successful	3 Years
12. Reading Sector Analysis Study	Research Triangle Institute World Education	USAID	Successful	2 Months
13. Social Services thru Accountability Program	FHI 360 HEAD	USAID	Unsuccessful	3 Years
14. Cambodia Trafficking Interdiction Program	The Asia Foundation	USAID	Unsuccessful	4 Years

# School Drop-out Prevention Pilot (SDPP)

## Program Profile

<b>Donor</b>	Creative Associates International/ USAID
<b>Direct Beneficiaries</b>	N/A as SDPP-direct support for pilot interventions ended at the end of the school year 2013/14. Nevertheless, schools continued EWS and computer lab implementation.
<b>Budget Received FY2014</b>	US\$ 895,230.64
<b>Unit Cost per Beneficiary</b>	N/A during this year
<b>Provinces Covered</b>	<b>6 Provinces:</b> Banteay Mean Chey, Pursat, Battambang, Kampong Speu, Prey Veng and Svay Rieng
<b>Number of Districts Covered</b>	45 districts
<b>Target Primary Schools</b>	N/A
<b>Target Secondary Schools</b>	322 Lower Secondary Schools (215 treatment and 107 control schools)
<b>Start Date</b>	September 2010
<b>End Date</b>	September 2015

## Project Update

**The testing of the Two Pilot Interventions:** Project support for the Early Warning System (implemented in 215 schools) and the computer labs (implemented in 108 schools) ended at the close of the school year 2013/14. However the SDPP project continued to be busy gathering the rest of the data to determine whether the interventions had reduced dropout and impacted on other indicators. The team also worked closely with schools and MoEYS to support the sustainability of the interventions. The following were the key activities aimed at achieving this:

- Final data collection from 322 treatment and control schools. This data was analyzed and results (see Program Impact) were shared at a Program Findings and Policy Dialogue Workshop in Battambang, presided over by the MoEYS Secretary of State, HE Im Koch, USAID and Creative Associates. Over 300 participants from school, community and MoEYS at central, provincial and district level attended this workshop.
- Development and approval of MoEYS Guidelines for the Implementation of EWS and computer lab interventions
- Dissemination of MoEYS Guidelines to the 6 provinces where SDPP was implemented and 4 provinces where the IBEC project was implemented.
- Delivery of a Trainer of Trainers (TOT) Workshop in EWS for 88 MoEYS officials and trainers from the Regional Teacher Training Centers across the country. EWS topics will now be included in pre-service training at RTTC institutions.
- Provision of additional solar panels, replacing solar batteries, invertors and other damaged equipment to allow for the continued smooth-running of the computer labs in SDPP and IBEC supported schools.
- Further training in lab maintenance for lab teachers in the 108 SDPP schools and 36 IBEC schools. These efforts are intended to maximize self-sufficiency and maintenance of the labs. SDPP and IBEC labs are energy independent and utilize low maintenance equipment making them more sustainable than conventional computer labs.
- Training 1,157 teachers, school directors and 322 community members in EWS at 107 control schools.
- Training 328 new homeroom teachers and school directors at treatment schools in EWS
- Development of EWS and computer lab toolkits.

The School Dropout Prevention Pilot Program (SDPP) is a five-year multi-country program, funded by the U.S. Agency for International Development, aimed at mitigating student drop-out from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste.

### SDPP's three-stage applied research approach includes:

- 1) Identifying best practices in dropout prevention in the U.S. and developing countries;
- 2) Identifying those groups, grades and/or geographic areas most severely affected by dropout and analyzing the risk factors and conditions affecting dropout;
- 3) Designing, implementing and evaluating pilot interventions to keep at-risk students in the most acutely affected areas schools.

SDPP is implemented by Creative Associates International, Inc. in collaboration with KAPE, which is the local implementing partner in Cambodia. SDPP targeted Grades 7, 8, and 9 in 322 Lower Secondary Schools in six provinces—Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat, and Svay Rieng. In 2011, key education stakeholders developed ideas for dropout mitigation through a consultative process. Two priority interventions—an Early Warning System and Computer Labs—were developed, consistent with the Ministry's strategic sector plan and replicability requirements.

### Early Warning System has the following key features:

(i) uses existing school-level data on attendance, performance, behavior, and other indicators to identify students at risk of dropping out of school; (ii) enhances the capacity of schools to address the needs of at-risk students; and (iii) strengthens the partnership between school personnel and the parents or guardians of at-risk students.

### Computer Labs have the following key features:

(i) Installation of low-cost, low maintenance, and low-energy computer labs in schools, using a "thin-client" model powered entirely by solar energy; (ii) provision of computer literacy training to students to increase perceptions of the value of and interest in schooling.



Computer labs were installed for the students at their schools.

## Soum Rong's Success Story

The Parent-Teacher Association (PTA) at Prey Koki Lower Secondary School was an active player in preventing student dropout once the school began implementing their Early Warning System (EWS), an intervention of USAID's School Dropout Prevention Pilot (SDPP) Program. Suos Sen, Prey Koki's Deputy Director explains:

*"A number of students have come back to school and they are attending regularly after frequent absences or even [after dropping] out of school following home visits by community and PTA members."*

PTA's typically raise funds to improve school infrastructure and attend school meetings. However, until the introduction of the EWS, PTAs rarely dealt with the school dropout issue.

SDPP staff trained PTA members in 215 target schools in six provinces on implementing the EWS and how to prevent students from dropping out. The training prepared them to conduct home visits with parents whose children are often absent from school, hold community meetings to raise awareness about the negative impacts of school dropout, and mobilize community resources to help children stay in school. *"I'm happy to encourage students to go back to school,"* says Um Sak, Prey Koki's PTA president, *"as I have had no chance to study like them."*

Frequent absenteeism is a predictor of student drop out. When the school reports student absences, Prey Koki's PTA members visit the students' homes to speak with the parents and the students about the problem and to find solutions. To prevent Soum Rong from dropping out, the PTA raised funds to buy her a bicycle, because she lived far from the school, and learning materials. This changed Soum Rong's ability and desire to stay in school:

*"I go to school regularly and on-time since I received a bicycle from the PTA in my community. Before I received the bicycle, I nearly dropped out of school since it was very difficult to walk the 7-kilometers of rural roads to get to school."*

Rong now has no intention of leaving school. *"I love to study, and I am committed to pursuing my studies to become a teacher."* This is just one story of success that emerged from SDPP's work with schools and communities. More importantly, there were 13% fewer at-risk students who dropped out of schools using EWS over two years than in the control group schools. SDPP's research showed that 50% of the at-risk students, or over 4,000, would have dropped out from schools over the two years if SDPP had not taken place.

## Program Impact

A rigorous evaluation process analyzed school-level data for 65,145 students in 107 EWS only treatment schools, 66,041 students in 108 EWS plus computer lab treatment schools and 60,826 in 107 control schools in six provinces, during a period of 2 academic years. Additionally, data on teachers' attitudes and practices, and students' perceptions and attitudes was obtained through individual interviews.

Impact evaluation results showed that SDPP reduced dropout rates overall and improved teachers' dropout prevention practices, sense of self-efficacy and responsibility, specifically:

- ✦ SDPP reduced dropout rates by 5 percent overall for students from schools receiving only the Early Warning System (EWS) component, as well as for students from schools receiving the EWS and computer labs.
- ✦ Dropout rates were reduced by 11.3 percent for at-risk students in schools receiving only the EWS.
- ✦ In addition SDPP caused an improvement in teachers' dropout prevention practices, sense of self-efficacy, and sense of responsibility for at-risk students.
- ✦ SDPP improved student behavior as well as students' perceptions of the support they receive from their teachers and parents.

A qualitative study was conducted to obtain further information on beneficiary perspectives, with over 460 respondents sharing their reactions to the interventions through focus group and individual interviews. Qualitative research findings suggest that the Early Warning System had a positive impact on student behavior (attendance, study habits) but was not sufficient to stop dropout for all students. Students and parents reported that there were mixed reactions to the school contacting the parent regarding at-risk indicators, but was effective and parents were responsive. School staff believed the interventions improved student attendance and reduced dropout but were concerned about the added burden of EWS activities and support for the computer labs. Students liked the computer labs but wanted more time to practice. Some parents had not visited the computer labs and were unaware of their child's progress in computer class but recognized it was a good skill for them to acquire. The community said that they were eager to continue giving support to reduce dropout.

At the Program Findings and Policy Dialogue Workshop held in Battambang in July 2015 the overwhelming response from MoEYS, PoE and DOE officers and school directors was that they appreciated the EWS and CL and viewed them as important tools to tackle school dropout. They committed to continue the interventions and also suggested that MoEYS support and revise the teacher training curriculum to include the EWS and CL training.



# Beacon School Initiative (BSI)

## Program Profile

<b>Donors</b>	The Oaktree Foundation, Breteau Foundation, Apple Corporation
<b>Direct Beneficiaries</b>	<ul style="list-style-type: none"> <li>• 1,658 Grade 7-9 students (815 females)</li> <li>• 83 Grade 7-9 teachers (41 females)</li> <li>• 13 school managers (1 female)</li> </ul>
<b>Budget Expenditure FY2015</b>	\$123,668.64
<b>Unit Cost per Beneficiary</b>	\$70.55
<b>Provinces Covered</b>	2 (Kampong Cham & Tbaung Khmum)
<b>Districts Covered</b>	3 (Chhoeung Prey, Kampong Cham & Tbaung Khmum)
<b>Target Secondary Schools</b>	3 (Skun, Aknuwat & Samdech Mae)
<b>Start Date</b>	January, 2011
<b>End Date</b>	September, 2016

## Project Update

As 2014 drew to a close, KAPE and the Oaktree Foundation were able to negotiate a two-year extension of the project in order to ensure that the New Generation School (NGS) model developed during the previous 3 and half years could be consolidated and sustained. The extension began in October 2014 and completed one year in September 2015. Key areas of focus in this regard include putting in place income generating activities (such as school canteens), setting up an Endowment Fund with support from Apple Corp, strengthening governance, enhancing teachers' ICT ability, improving career counseling activities, and strengthening parental outreach.



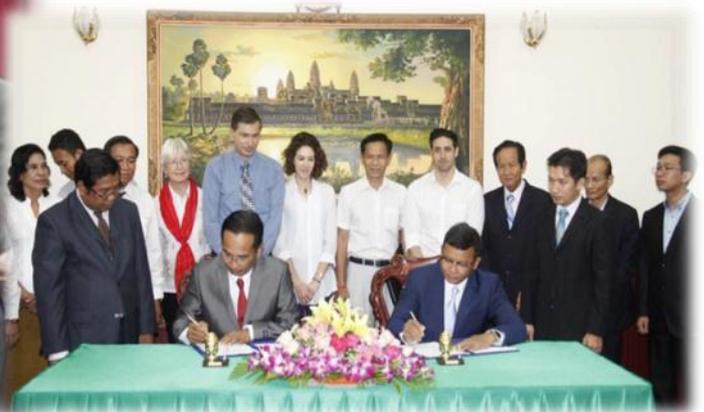
**Prestigious National Award:** Prime Minister Samdech Hun Sen gives an award to Mr. Phal Sovann, the school director of the Demonstration School at the National Education Congress in March 2015. The prize gives recognition to the school as being one of the three best secondary schools in Cambodia.

## Core Goals

The Beacon School Initiative seeks to establish *multiple development tracks* for state schools based on their developmental readiness to utilize technical assistance. The project not only provides sophisticated technical inputs to selected schools with high potential for development but also stresses *specialized governance structures* that ensure effective and accountable use of these resources as well as *performance-based pay* for teachers, based on specific extra tasks that school personnel perform (e.g., organizing special projects involving constructivist learning, providing career counseling, advising school clubs, etc.). This two-track development approach introduces a model of *Public Private Partnership* in the management of three public schools by the POEYS in close collaboration with a local non-state actor (NSA) (i.e., KAPE).

## Key Milestones

- Prime Minister Hun Sen awarded the Demonstration School with a prize for 2<sup>nd</sup> Best School in Cambodia with a cash award of \$1,500
- Official adoption of the NGS Model by MoEYS and Child Fund with planned replication in 2 schools.
- Major improvement from baseline for teachers' computer literacy.
- Completion of a *Discussion Paper* that summarizes successes and lessons learned for national circulation
- Income generation levels at the Demonstration School exceeded \$15,000 in Year 5
- Successful Inception of Income Generation Activities at Samdech Mae HS



**An Historic Moment:** MoU signing ceremony between the Minister of Education (right) and the KAPE Executive Director (left) in which MoEYS commits \$370,000 in funding for the replication of the NGS model. This is the first time that MoEYS has ever allocated Cambodian taxpayer funds to a local NGO.

## "State Schools with Private Standards."

### Snapshot

Over 20 organizations visited the Demonstration School during the year, demonstrating the extended impact that the project is having.



Visitors from VSO attend an orientation about the Demonstration School in Kampong Cham Province

### Program Impact

**Progress on Project Metrics:** Half way through the project extension, BSI had achieved 79% of its performance indicators with about 12% still in progress or partially achieved. In this respect, the project was able to make major achievements with respect to institution building relating to School Support Committees and Student Councils as well as better consolidated services such as counseling, and ICT services. Learning outcomes also demonstrated improvement in critical thinking and general knowledge. A major breakthrough was also achieved with the agreement of MoEYS to adopt the New Generation School Model as national policy where it has now been incorporated into the 15 Point Reform Program promulgated by the new Minister. A summary of achieved metrics is summarized below.

### CASE STUDY: Promoting Teacher Creativity in Instruction

A science teacher gives the opportunity to a group of students to make a PowerPoint presentation to their classmates about a science project that they have been working on as a group. Students work on these special projects as part of Science Club programming offered by the school. A dedicated teacher works with students who themselves lead the activity through their own club officers. Teachers receive training to ensure that principles of youth empowerment are observed in supporting the club. The students have developed a model car based on principles that they learned in their physics class. The car runs on a battery and provided a very concrete exercise for students to work on independently to show their creativity. Such activities where students have an opportunity to demonstrate their own creativity are very rare in the Cambodian public school system and is one of the key achievements of the Beacon School Initiative.



Students at the Demonstration School make a PowerPoint presentation.

Output	Total Indicators	Achieved		Pending/Still in Progress		Partially Achieved		Not Achieved	
		No.	%	No.	%	No.	%	No.	%
<b>Output 1:</b> Continuation of Child Friendly School Activities	5	4	80%	--	--	--	--	1	20%
<b>Output 2:</b> Consolidation of Special Student Services	6	5	83%	--	--	--	--	1	17%
<b>Output 3:</b> Increased Teacher Capacity	3	3	100%	--	--	--	--	--	--
<b>Output 4:</b> Project Model Successfully Sustained	6	4	67%	1	17%	1	17%	--	--
<b>Output 5:</b> Successful Advocacy for NGS Model	4	3	75%	1	25%	--	--	--	--
<b>Total</b>	<b>24</b>	<b>19</b>	<b>79%</b>	<b>2</b>	<b>8%</b>	<b>1</b>	<b>4%</b>	<b>2</b>	<b>8%</b>

## Improved School Health Services (ISHS) Project

### Program Profile

<b>Donors</b>	Breteau Foundation
<b>Direct Beneficiaries</b>	<b>1,875 (896 Female)</b>
<b>Budget expenditure FY2015</b>	<b>\$7,410.60</b>
<b>Unit Cost per Beneficiary</b>	<b>\$4.00</b>
<b>Provinces Covered</b>	01 (Kampong Cham)
<b>Districts Covered</b>	01 (Cheung Prey)
<b>Target Secondary Schools</b>	01 (H.S Skun High School)
<b>Start Date</b>	1-January 2013
<b>End Date</b>	30-Sep-2017

### Project Update

The new student health clinic began operating in September 2013 at Skon High School. This is a significant achievement that marked a new level of child friendly programming because this was an activity initiated entirely by the Student Council. As such, it demonstrates a model behavior that exemplifies ownership of the school and courage to take initiative. Throughout the academic year 2014-2015, the school health clinic provided health services to a total of 758 students, teachers and office staff.



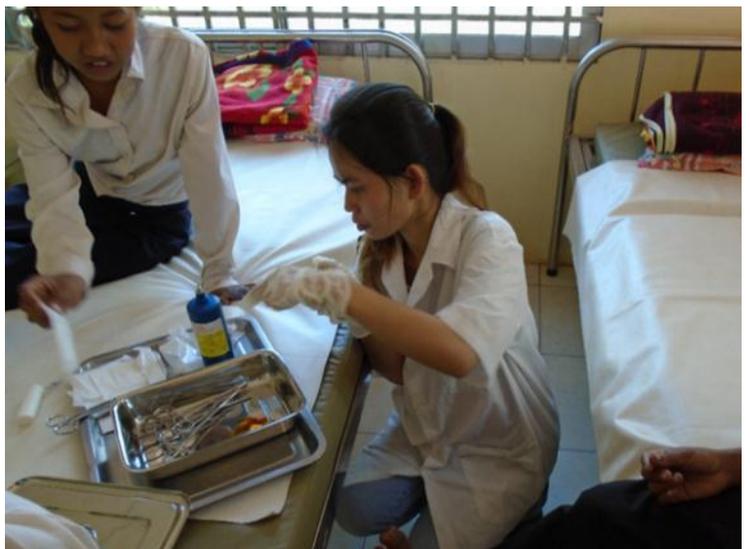
### Program Rationale

In keeping with an implementation approach that promotes stakeholder-driven development, the Student Council at Hun Sen Skon High School has embarked on a self-initiated sub-activity to set up a place where it can have meetings (Student Union) and take care of students who become ill while they are at the school. Many students have to bicycle long distances from their villages to school. Many come from poor families where food is limited. After the physical exertion of getting to school, some students who are not in good health sometimes become faint and need to lay down. Because there are no facilities at the school to address these needs, they often need to lie down in classrooms or in sitting areas outside. The Student Council has met with a donor who has decided to help the students address these needs. These communications led to the construction of a fully furnished health clinic at Skon HS with a full-time nurse provided by the Health Department (through competitive recruitment). This activity is an example of a very stakeholder driven form of development with the initiator being the students themselves.



### Project Impact

With the school clinic in place, the students, teachers and school staff enjoy their learning and working environment more and more. It remarkably contributes to decreasing absenteeism and dropout rate.



# BOOKS FOR CAMBODIA (BFC)

*"Enriching children's lives with books and media."*

## Program Profile

<b>Donor</b>	The Asia Foundation
<b>Direct Beneficiaries</b>	41,311 (Female:20,541)
<b>Direct Budgetary Support</b>	\$18,468.00
<b>In-kind Support Received in FY2015*</b>	\$247,899.14
<b>Unit Cost per Beneficiary</b>	\$6.00
<b>Provinces Covered</b>	Kampong Cham, Siem Reap, Kratie, Prey Veng, Svay Rieng, Phnom Penh, Kampong Chhnang, and Battambang
<b>Districts Covered</b>	28
<b>Primary Schools Assisted</b>	22
<b>Secondary Schools Assisted</b>	26
<b>Other Institutions</b>	12
<b>Start Date</b>	April 2014
<b>End Date</b>	September 2016

## Enriching School Libraries & Other Educational Institutions in Cambodia

KAPE and its partner *The Asia Foundation* have now fully completed the localization process for *Books for Cambodia* programming in Cambodia. Indeed 2015 saw the completion of the second year of BfC programming under KAPE management. Although losing USAID funding for programming support last year, the Foundation has now been able to fully resource book distribution activities. During the last fiscal year, KAPE has greatly increased its outreach activities to include 60 schools and other educational institutions in 28 districts across eight provinces. KAPE received two container shipments of books from the United States during the year and catalogued this donation in its showroom in Kampong Cham Province. These shipments contained 20,713 books and other educational materials and toolkits. Although BfC staff are sometimes challenged by lower user rates of books among some recipients, especially in public schools where poor school management and leadership continue to be major constraints to educational improvement, the program was largely satisfied with very high rates of book integration into recipient programming among those receiving book donations.

In 2014, The Asia Foundation and KAPE entered into an agreement to localize the well-known *Books for Cambodia Program* with funding support provided by the Foundation and direct implementation provided by KAPE. This goal has now been realized and KAPE has been able to successfully distribute thousands of high quality English-language texts to over 60 schools and educational institutions during the fiscal year.

## Program Activities

⇒ Distribution of Books and Other Educational Materials to 60 educational institutions and NGOs as follows:

- 3,401 Books for Children
- 2,571 Primary Text Books
- 708 Books for Higher Education
- 1,154 Professional Books
- 98 Multimedia Materials for Primary
- 112 Other Educational Materials
- 76 Teacher Manuals
- 18 Educational Folder Toolkits
- **Total Books Distributed: 8,138**

⇒ Training support to stakeholders for book organization and easy access by youth and students

⇒ Monitoring Visits to review utilization rates

⇒ Support for e-Library Development

## Opportunities for Reading Enriches Children's Lives and Stimulates Creativity

*Books for Cambodia* seeks to reach out to many schools with outstanding management. One of these schools is the Demonstration School in Kampong Cham Town, which is part of KAPE's successful Beacon School Initiative (BSI). The BfC Project made a significant donation of books to the Demonstration School's library and media center. This book donation has greatly increased the school's holding of English-language books and contributed greatly to its English-language program. This program has been expanded in recent years to not only KAPE target schools but also private schools and educational institutions throughout the country. →



## Program Profile

<b>Donor</b>	Classroom of Hope (CoH) & Global Development Group (GDG)
<b>Direct Beneficiaries</b>	4,732 Children (2,200 girls)
<b>Approximate Number of Indirect Beneficiaries</b>	(est.) 9, 464 Parents; 60 teachers; 15 school directors. Total: 15,207 persons
<b>Budget Received FY2015</b>	US\$ 40,614.99
<b>Unit Cost per direct Beneficiaries</b>	\$8.60
<b>Provinces Covered</b>	1 (Tbaung Khmum)
<b>Districts Covered</b>	1 District (Krouch Chhmar )
<b>Target Primary Schools</b>	15 primary schools
<b>Start Date</b>	1 October, 2013
<b>End Date</b>	31 July, 2015

## Project Purpose/Objective:

The program's *purpose-level objective* is to develop child friendly school models that are truly *excellent* in several dimensions including educational quality, inclusiveness (for girls, minorities, and the physically challenged), and local stakeholder engagement

Activities in *Schools for Excellence* have been clustered into four groupings.

- School capacity building activities.
- School upgrading activities linked to the Child Friendly School Activity Menu and grants of about \$730 per school.
- Activities to facilitate outreach to local communities to increase their engagement in education.
- Focus on local partner capacity building including schools, communities, and civil society

## Project Update:

The *Schools for Excellence Project* reached its final year of implementation during 2015. After 3 years of implementation the project began close-out with high confidence that activities could be maintained through recently installed grants from government including Program-based Budgets and SIG support.

## Key Activities

- Intensive inputs for improved literacy including 21<sup>st</sup> Century Libraries, e-learning, and reading toolkits
- Developing annual school 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.
- Using toolkits (learning aids) in the library or classrooms in order to reinforce reading for the early grades.
- Life skills Education to make learning relevant to local areas
- Stakeholder-driven development in which local people program open school grants.
- Health Education and Referrals, to ensure children with serious health conditions or disabilities receive treatment and support.

The Schools for Excellence (SfE) Project focuses on increasing access and quality of primary education as well as building capacity to improve school management. These goals are consistent with the overall development framework of the Ministry of Education Youth and Sport (MoEYS), and embodied in its Child Friendly Schools Policy.

### Key Elements of SfE's Technical Approach

- Intensive support for early grade reading
- Rights-based Implementation
- Stakeholder Empowerment
- Local Ownership
- Institutionally Sustainable Implementation Frameworks



A target student learns how to write and calculate in his class whilst his teacher was giving him practice writing.



A disabled student receives scholarship support materials along with other poor students.

*“ Education gives hope for the future.”*

## Snapshots



School Campaign



Teachers learn how to use new teaching aids

## Project Update

Overall, school efficiency indicators have improved dramatically. Since the baseline year in 2012, school efficiency has improved as follows:

- ◆ The dropout rate has declined by 8%
- ◆ The promotion rate has improved by 5%
- ◆ Gender Parity has improved by 7%
- ◆ Pupil Teacher Ratio (PTR) has improved dramatically by 42%

Parameter	Baseline Year	Final Project Year	Change
Dropout Rate	10%	2%	-8%
Promotion Rate	88%	93%	+5%
Gender Parity Index for Enrolment	0.81	0.87	+0.06
Pupil Teacher Ratio	78.6 to 1	45.5 to 1	-33.1
Pupil Teacher Ratio (PTR)	78.6 to 1	45.5 to 1	-33.1

## Student Focus

**Imran Rasitas**, 10 years old, is a member of the Cham Muslim minority group in Cambodia. She lives in a small bamboo hut near the Mekong River with her mother, Kry Mas, who is a widowed farmer struggling to make a living. Mainly working seasonal jobs, Rasitas’ mother can only earn about 3 or 4 USD per day. KAPE has been working with the Cham community leaders to better integrate minority children like Rasitas into the public school system. Toulah Krya, a Hakim Tuan or Cham community leader, explains that some cultural barriers remain in Cambodia that should be addressed: “We can observe in schools that Cham and Khmer children do not interact with each other but tend to sit and play in separate groups. We, therefore, decided to ask the school director to assign seats in the classroom so Khmer and Cham children can learn and grow together from an early age.” As a result, Cham children like Rasitas now have many Khmer friends.

It is important to address poverty, which is a key barrier to education for many. Rasitas and her mother were encouraged to stay in school by Madh Hakim, a Cham member of the School Support Committee, which represents the villagers in decision-making for the school's development. Accessing scholarship funds provided by the Schools for Excellence Project, the committee was able to provide support for uniforms, stationery, shoes, and other basic staples to stay in school without affecting her mother’s limited income.

Rasitas is now back in school and attends regularly. She is also involved in many activities with her new Khmer friends on the children’s council. “It’s not a problem anymore to buy school materials,” she says smiling. Rasitas was provided with two sets of school uniforms, a pair of shoes, and much stationery. She has now received support from the school for 3 years, since she was in Grade 3. Now she is in Grade 5. *“I don’t want to drop out of school because so many people were worried about me; they encouraged me and helped my family. I have to be grateful and keep top grades in class.”*

Her mother also explains: *“I am very glad my daughter could get a scholarship. It is not easy for me since my husband died; sometimes I need Rasitas to help me to work to survive. I don’t have any other choice.”* She added: *“Since Rasitas got this support, it is easier for me to keep her in school. I am very proud of her good results at school. I really want her to be a smart student and study as long as possible.”* Rasitas is expected to complete her primary education in the coming academic year.



# Educate A Child (EAC) Project

## Program Profile

<b>Donor</b>	EDUCATE A CHILD (EAC) <ul style="list-style-type: none"> <li>• Qatar Foundation</li> <li>• Aide et Action (AeA)</li> </ul>
<b>Direct Beneficiaries</b>	10,087 students
<b>Budget</b>	\$ 62,051
<b>Unit Cost per Beneficiary</b>	\$6.00
<b>Provinces Covered</b>	2 provinces (Tbong Khmom & Kratie)
<b>Districts Covered</b>	5 Districts
<b>Target primary Schools</b>	40 schools
<b>Start Date</b>	1 June 2014
<b>End Date</b>	30 July, 2017

## Program Update

The EAC Project is an alliance of 17 agencies funded by the Qatar Foundation and coordinated by *Aide et Action*. The project focuses primarily on promoting school access by OOSCs across 4 groups, namely (i) children with disabilities; (ii) children from ethnic minority groups; (iii) poor rural children; and (iv) street children in urban areas. KAPE's place in this project is focusing on minority groups, mainly Chams and hill tribe groups in Kratie. The project has four key focus areas including:

- ◆ **Equitable Access:** Bringing OOSCs into the formal education system and keeping them enrolled.
- ◆ **Quality and Efficiency:** Increasing the quality and relevance of education.
- ◆ **Capacity development:** developing the capacities of local actors such as DTMTs, SSCs and CCWCs to improve administration of schools.
- ◆ **Research and Advocacy:** addressing structural factors in the education system that impede access such as teacher shortages, incomplete schools, etc.



## Global Goal

The Educate a Child (EAC) project aims to contribute to a comprehensive Cambodian inclusive education system that caters for every child including Out-of-School Children (OOSCs) with disabilities, from ethnic minorities, living in rural areas, and street children in urban areas.



*Children enjoy their first day in school at the beginning of the year*

## Program Activities

- Construct Temporary Classrooms/Assign Community Teachers to ensure teacher availability
- School campaign to promote enrollment of Out of School Children (OOSC)
- School mapping and scholarship support for OOSCs
- Child-to-Child mentorship, focusing on children helping children
- Recruit and train Bilingual Classroom Assistants (BCA) from local minority communities
- Foundational Teacher Training to ensure that teachers have the required technical input to change their classroom practice
- Organize village-based remedial classes for children with special learning needs
- Life skills programming 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
- Community engagement meetings to identify OOSCs
- DTMTs monitor and report on school progress on a regular basis.

## “Making state schools ethnic minority-friendly”

### Snapshot



With EAC support, a community starts a Temporary Classroom for quick educational access



Ethnic Minority Students in a class with a Bilingual Classroom Assistant

### Program Impact

Overall, school efficiency indicators have improved significantly in target areas. In this respect 566 Out-of-School Children were brought into the formal education system across target schools in the first year of program operation. This comprised 98% of the project target for the year. These children were spread across many remote and thinly populated rural areas. Other major outputs during the year included the following:

- Completion of 16 temporary classrooms
- Recruitment and training of 20 Community Teachers to staff Temporary Classrooms and overcrowded schools to address the problem of teacher shortages.
- Provision of scholarship packages to 500 children during the year.
- The project trained 89 teachers in Child Friendly School methodologies
- 48 classrooms were repaired or renovated.
- 28 schools out of 29 completed school mapping.
- Provision of Bilingual Classroom Assistants in many schools to increase access to minority groups who have difficulty following instruction from ethnic Khmer teachers.

### Case Study

Ran Sokny is 6 years old and studying in Grade 1. She is from the Phnong ethnic minority in the area and the youngest in her family. She lives with her parents and older sisters in a remote area in Memot District, Tbaung Khmum Province. Sokny's home is about 9 km away from the nearest school, which makes timely attendance very difficult.

Sokny's parents find it very difficult to send her to school. They need to work everyday and do not have time to send her so far away to school and pick her up again at the end of the day. She is very small and cannot traverse the distance to school on her own. Her parents, therefore, decided to keep her at home for one more year until she is a bit older and so that she can take care of the cows at her house while they are away.

Fortunately, EAC and the local community built a Temporary Classroom that is very close to Sokny's house. Her mother says that she is happy to have a new school so close to where she lives. Showing her joy in tears, she said, “I am very happy to have my child being able to access school and receive extra support in materials from the KAPE-EAC project”. Sokny's teacher, whose name is Chhneang Sam Ourn, told the project staff that Sokny can now read and speak Khmer and has also been able to write Khmer letters. Her recent academic achievements are in contrast to when she first arrived at the school and could not speak any Khmer at all, let alone read and write. Sokny receives a scholarship from the project that also includes stationery, uniforms, and shoes that make it easy for her to attend school.

Mr. Em Chhoeurn, one of the community members who helped to build the Temporary School noted that he is happy that many children in his community can now attend school to develop their minds. He encourages all the children like Sokny to study as hard as they can. He is happy that many children in the village can now read and write Khmer as well as speak their native language, Phnong. To show his thankfulness, he is building a Buddha shrine near the school to make merit.

Finally, Sokny said that, “I want to study about medicine in my future. I thank the KAPE-EAC Project and teachers that have helped me to attend school and learn about many things.”



← Ran Sokny poses for a picture at home where she is doing her homework. Now she has a smart school uniform that she is very proud of. With the recent construction of a Temporary Classroom near her home, she can now attend school regularly with the other village children and has made a good start in learning to read and write Khmer.

## Inclusive Education Program (IEP)

KAPE often struggles with the management requirements of its smaller projects. Even though these projects are worthy endeavors, they present a challenge to the agency because their relatively smaller budgets often do not cover the full management costs to administer them. To address this challenge, 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 girls, minorities and other vulnerable and marginalized children/youth. IEP assists children and youth at multiple levels from primary school through to tertiary, vocational, and professional training level. IEP was created as an umbrella program to create 'economies of scale' with one coordinator managing all projects. There are three Projects In IEP: GEI, PEI, & CTSP.

	Girls Education Initiative (GEI)	Phnong Education Initiative (PEI)	Cambodia Tertiary Scholarship Program
Donor(s)	<i>The Oaktree Foundation</i>	<i>Lotus Outreach</i>	<i>The Asia Foundation</i>
Funds received FY2015	<b>US\$90,654</b>	<b>US\$22,577</b>	<b>US\$ 47,270</b>
Beneficiaries and Core activities	<ul style="list-style-type: none"> <li>• 338 (254 girls) scholarship students</li> <li>• 26 (15 girls) vocational students</li> <li>• 60 (48 female) professional students</li> <li>• 40 families of livelihood Program</li> <li>• 414 (273 girls) life skill students (Hydroponics, Plant Germination, Fish raising)</li> <li>• 4 CEFACs</li> <li>• 28 counselors</li> <li>• 1,268 students (570 girls) received career counseling</li> <li>• 7 schools set up student councils</li> <li>• 12 LSMCs ( 4 Females)</li> </ul>	<ul style="list-style-type: none"> <li>• 31 Phnong scholarship students (all girls)</li> <li>• 20 Phnong PTTC scholarship students (all female)</li> <li>• 46 (31 girls) Phnong Culture Research Club</li> <li>• 44 (25 females) students and 10 (4 females) teachers celebrated International children's day</li> <li>• 1 cultural center</li> <li>• 1 bathroom</li> <li>• 1 pump well</li> </ul> <b>Total : 141 (111 girls)</b>	46 university students (all female) Career Development: <ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Short course trainings.</li> </ul> <b>Total: 46 (all female)</b>
Schools	12 Lower and Upper Secondary schools 3 Training Institutions (PTTC, RTTC, and Technology Institution) & 3 vocational colleges in Thailand	2 Secondary schools 1 PTTC	1 University (Western University)
Unit Cost Per Beneficiary	<b>\$42</b>	<b>\$44</b>	<b>\$902</b>
Start Date	<b>August 2000</b>	<b>January 2010</b>	<b>November 2010</b>
End Date	<b>December 2018</b>	<b>December 2015</b>	<b>September 2015</b>

**About GEI:** The Girls' Education Initiative Project is IEP's longest running project. GEI began in 2000 and is an anchor project due to its relatively larger budget and long-term funding. Since the project started, there have been encouraging signs that secondary school education in Cambodia has become more equitable, as the Gender Parity Index for enrolment at lower secondary school has increased from 0.68 in 2001 to 1.02 in 2015 in Kampong Cham and Tbong Khmum Provinces (1.0=parity). This GPI level is within the range defined as parity between boys and girls. However, of the 4,389,000 Cambodian youth aged 15 to 29, only about 5% are currently enrolled in tertiary institutions. Of this small group of privileged youth, only about 39% are young women, suggesting a continuing need for advocacy and extended support at tertiary and post-secondary school level.

## Feature Scholar

**Ly Sophea**, aged 19, is a Systems Network Administration student in Year One at *Passerelles Numeriques Cambodia (PNC)* an institution in Phnom Penh that specialises in ICT programs. Sophea receives a scholarship to study at PNC that is funded by the GEI project. Her parents are farmers. Her family's income is derived mainly from farming, but in recent years, because of flooding, her parents' income from farming has declined. They had to borrow money from a microfinance institution and then didn't have the money to repay the loan, so they had to sell some land.

Sophea is a polite girl, who gets on well with her friends and studies hard even though she does not get a high score she passes all of the subjects. *She said "When I finish my study, I want to continue to study at university. I will help my family when I can earn money. Finally, she will help her sisters and brother to continue their study."*

*"Reaching out to the disadvantaged through education."*

## Girls' Education Initiative (GEI)

### Project Update

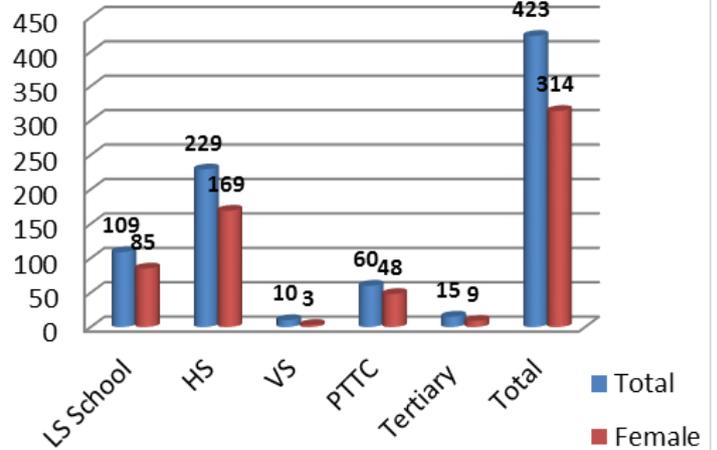
In 2015, a total of 423 students (314 girls) received scholarship support to study at lower secondary school (LSS), upper secondary school (USS), and Vocational School (VS) in such skills as Electricity, Electronics, Animal Husbandry and Agriculture. Still other students were enrolled at the Provincial Teacher Training Centre (PTTC) and Tertiary Institutes in Thailand where 11 students are studying in a two-year degree program in such subjects as Architecture, Electronics, Hotel, Food Chemistry, ICT, and Accounting. The scholarship packages at secondary school consist of books, uniforms, pens, monthly stipends, emergency healthcare, and extra tuition classes.

KAPE has demonstrated amazing advocacy with tertiary institutions both in Cambodia and abroad. In this respect, GEI has built good networks with the Thai Government and *Passerelles Numerique Cambodia (PNC)*, an institution in Phnom Penh providing free tuition and accommodation for a two-year course for 15 GEI scholars. The eleven students studying in Thailand are in Year 2 of their programs and the other five students are studying in Year 1, mostly ICT majors, in Cambodia. Through its advocacy, the Royal Thai Government has agreed to pay all tuition costs and accommodation for GEI scholars.

A total of 55% of the total 229 (169 girl) Grade 12 students funded by the GEI project passed their examination in 2014-15, which was almost the same percentage as the national pass rate. The students achieved grade B, C, D and E. 12% of them received full scholarships to study in universities in various majors such as medicine, ICT, teaching, marketing, management, accounting, hotel and tourism, environment and agriculture in Kampong Cham and Phnom Penh city. 43% will sit for the primary teacher entrance exam. 6% of the Grade 12 students who failed the examination have applied for entry to an associate degree program at the Provincial Vocational Training Centre, which provides free tuition and accommodation; the others are working in factories or re-enrolling in Grade 12.

40 (30 female) professional scholars graduated from their two-year training program at the Provincial Teacher Training Centre

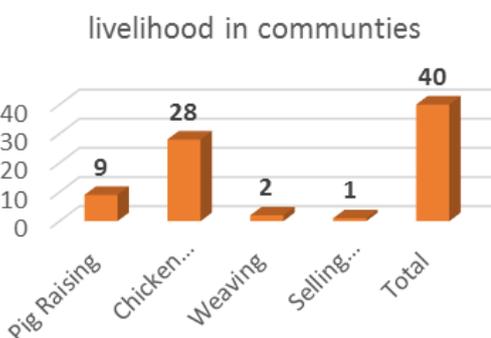
GEI Scholars beneficiaries in 2014-15



and will become professional primary and secondary school teachers in November 2015 in Kampong Cham and Tbong Khmum Provinces.

More than 1,200 students attended a life skill activity during the year. The topics covered included: career counseling, life skills, public campaigns, and student council activities. These topics help many students to set their goals and plan their areas of study when they graduate from high school.

Livelihood support was provided to the families who had children receiving scholarships from the project. The families attended training on raising animals and vegetable growing and also learnt how to record expense and income. GEI provided \$80 per family to buy chicken or pigs, feed, vaccination medicines, and nets. CEFAC members helped to monitor the parents who received livelihood from the project. *See the number of families that received different livelihood support below.*



Sophal is a widowed mother. Her husband died just after her twin daughter's birth three months ago. She has five children two sons and three daughters and doesn't have her own house. She is living with her brother-in-law. Her son Tong Heng is a GEI scholar in Grade 9. It is his third year of receiving a scholarship from GEI. Before her husband died, Sophal and her husband drove a big flat basket of young bananas to the market. In the rainy season they had to stay in the village home overnight before traveling on the boat to arrive at the market in the early morning. Now, she cannot do this business anymore because she could not travel away from her little twins. However she is now doing scarf weaving at home, so the project paid her \$80 as investment to help her run her business.



## Phnong Education Initiative (PEI)

Lotus Outreach International has been funding the PEI project for a 5-year cycle, which ends in December 2015. The project seeks to promote systemic change by promoting activities that better integrate Phnong minority children into the state school system where the medium of instruction is Khmer. The project promotes such changes at three levels by: 1) advocating for local Phnong women to study to be state teachers with scholarship support at the local PTTC; 2) supporting scholarships for Phnong girls at secondary level to feed a stream of candidates for the training colleges; and 3) promoting mutual understanding between the Phnong and Khmer communities in supported schools. In this respect, the project promotes ethnic minority cultural understanding among Khmer children at school and the community through a range of activities that show different aspects of Phnong culture, e.g., dance, life skills, significant celebrations such as weddings and funerals. This outreach has helped Phnong children to be proud of their culture and to increase respect for each other within the two communities (Khmer and Phnong). In total, 60

Phnong girl scholars funded by Lotus Outreach International have become primary school teachers and now teach thousands of Phnong children. In the government schools, they are able to help Phnong children in Grades 1 and 2 to overcome the language barrier (since all instruction in state schools must officially occur in Khmer) thereby promoting greater access to an education of some relevance, since Phnong teachers can also communicate with Phnong children in their native tongue. Currently, 28% of Phnong teachers were recruited from among PEI secondary school scholarship recipients

PEI's secondary school scholarship program covers the direct costs of education, as well as boarding facilities when necessary. The vast majority of the assistance requested for this intervention is for direct aid to students. In all, 31 vulnerable Phnong girl scholars from two schools in Mondulkiri received scholarship packages during the year that includes the purchase of uniforms, bags, educational supplies, shoes, monthly stipends, and tuition. A breakdown of costs is shown below. They all passed the second semester test, and they will attend Grade 8 and 9 in the next academic year.

### Yearly Scholarship Costs

Expenditure	Amount	Cost	Total
Bag	1	\$8.5	\$8.5
Uniforms	2 sets	\$7.00	\$14.00
Education supplies	1	\$8.00	\$8.00
Flip flops	1 pair	\$2.00	\$2.00
Monthly expense	9 months	\$20.00	\$180.00
<b>Total</b>			<b>\$212</b>
Tuition	8.5 Months	\$40.00	\$340.00



Scholarship distribution at a supported secondary school



**UPDATE:** KAPE provided a new solar system including a server, an inverter, five thin clients and five solar panels to Oraing HS in Mondulkiri Province. The computer lab had originally been set up with KAPE funds 5 years ago. However, because of the damp and windy weather conditions in the province, about a year ago this lab ceased to function. So the replacement equipment was welcome. Students were very happy to start learning with an introduction to computer skills, and alphabet typing. Students now study computer skills two days per week (Friday and Saturday) for one to two hours. The students at the school are very interested in learning about new technology.



Phnong Teacher Trainee scholars pose for a photo with the donor



Students were happy to attend water & sanitation training

# Feature Scholar

**El Sopheap** is a 15 year-old scholarship Phnong student studying in Grade 8 at Oraing High School, which is about eight kilometers away from her house. Every day she walks the eight kilometers, up the mountain and passes by the quiet forest but it is a safe place to travel to school.

Sopheap is a hard-working and outstanding student in her class. She was placed at number two among 40 students in semester 1. She is good at Math and Literature. She participated in research activities and in student council activity.

Sopheap wishes to finish her Grade 12 studies and her mother said that she feels so happy to see that her daughter is a clever student and respectful child and she wished to help fulfill her dream to be a teacher in the future.



*Sopheap leaving home on her way to school*

**BLU Sign** is a Phnong student in Grade 7 at Oraing High School. She lives in Potro Village, Senmonorom Commune, Oraing District, Mondulkiri Province. She is the youngest child of 6 siblings; all of her brothers and sisters are married and have left home to live on their own.

Blu Sign is 14 years old, living with her parents in a small cottage with bamboo walls. Her father is suffering from a respiratory illness so he cannot work in the fields and her mother can only do a little work in the rice fields because she is getting older. Her older brothers and sisters did not have a chance to go to secondary school because the school is so far from their village.

Living 18 kilometers away from the nearest school, Sign never expected to continue her studies. Luckily, she got a scholarship from KAPE supported by Lotus Outreach, which provided uniforms, a pair of shoes, study materials, monthly stipends, and most importantly, a spot in the dormitory close to the school with a very nice kitchen, toilet and pump well for all the scholarship students living there. For every short holiday she goes home to help her mother at

the rice field especially during the harvest time.

"I am so happy to be a scholarship student with KAPE." Blu Sign stated, *"This scholarship gives me a chance to get further in education than I ever would have without it and I feel I am more confident in speaking*

*to other people. Before I was really shy and I did not like to talk to people I did not know. Moreover, I know now that people have to help each other; not only in living but learning as well. I have learnt a lot from other people around me."*



*"Education transforms lives of Cambodian Women."*

## Cambodian Tertiary Scholarship Program (CTSP)

The Cambodia Tertiary Scholarship Program (CTSP), funded by the Merali Foundation and Implemented by KAPE and The Asia Foundation, has supported 116 girls to attend University for a 4-year degree from 2010 until 2015. The 65 scholars from Cohort 1 graduated in September 2014 and a subsequent cohort of 46 scholars will graduate in early 2016 while 5 scholars dropped out. This nevertheless represents a retention rate of over 96%. In addition, 94% of scholars in the program have found some form of gainful employment. During project implementation, scholars established a Social Fund Initiative for raising funds. These funds will be used to support 2 or 3 other poor girls to have a better chance to access higher education in 2016. Giving the opportunity for girls to access tertiary education and successful careers is helping to promote positive change in Cambodian society and reduce gender stereotype perceptions. Sadly, CTSP funding ended in 2015 but KAPE hopes to identify additional funding to support a new cohort in late 2016.

### KEY ACTIVITIES

- 4 years study at University
- Monthly progress meetings
- Subject study groups
- Career Development workshops covering:
  - Leadership, motivation, communication skills
  - Understanding Internships
  - Study tours
  - IT Training
  - English language skills

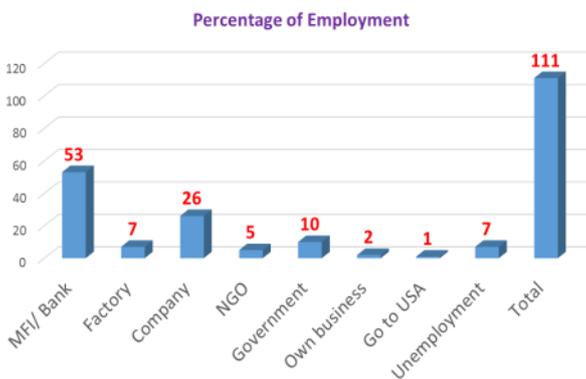
### DEGREES PURSUED

CTSP scholarship recipients have selected majors from a range of disciplines available at Western University, such as:

- Finance & Banking
- Accounting
- Management

### PROJECT RESULTS

94% of 111 students are in employment of which 8% are working part time.



The donor from Merali Foundation, Ms. Yasmin Merali visited scholars at KAPE's office in September 2015. She was very excited to see the scholars and learn of their great achievement.



Po Sineng at her new office

**Po Sineng** is a Year 2 Accounting student living with her parents in an old dilapidated building where many families live together in Kampong Cham District. She had a dream to be a pharmacist but had to give this up because her parents cannot support her education in Phnom Penh where studying a science subject is very expensive. Fortunately, she was awarded a scholarship from KAPE that helped her to go to university in Kampong Cham, which is close to her house.

She is now in the final year of her degree program and is working as an accountant at Hatha Kasekor Micro-finance Institution at Steung Trang District. Here she is able to earn enough to help support her younger brother who is now in grade 12 now to continue his education. "Working there I am responsible for savings, providing loans, recording all transactions, checking the tellers' daily work and producing the financial report to head office," said Sineng. She is now also strong in Public Speaking as she has always volunteered for such activities such as being a leader of group assignments, leading monthly meetings, and organizing the Accounting Club. Moreover, when she attended training or seminars, she tried to share what she had learnt and asked many questions to strengthen her knowledge and confidence.

Sineng has received a lot of praise from the lecturers at university and even from the manager at her workplace. "Po Sineng is hardworking, reliable and quick to learn. Now she is able to cope with her work and she acts as an important role model to train other new staff," said a sub-branch manager, Mr. Chen Sophea from Hatha Kasekor MFI. He added "I will recommend her to be a chief accountant when the new branch opens in 2016."

# I'm Learning Project!

## Program Profile

<b>Donor</b>	Save the Children/Norwegian Agency for Development Cooperation (NORAD)
<b>Direct Beneficiaries</b>	4,545 (2,236 girls)
<b>Budget Received FY205</b>	\$134,000
<b>Unit Cost per Beneficiary</b>	Not Applicable/Research Project
<b>Provinces Covered</b>	5 (Kampong Cham, Tbaung Khmum, Kratie, Kampong Chhnang and Prey Veng)
<b>Districts Covered</b>	16
<b>Target Primary Schools</b>	15 intervention schools and 15 comparison schools
<b>Target Secondary Schools</b>	Not Applicable
<b>Start Date</b>	March 2013
<b>End Date</b>	December 2017

## Project Update

The I'm Learning Project completed a second year of implementation during the fiscal year with some major changes in structure and focus. Of most importance in this regard was the project's decision to include a 'qualitative data' collection sub-unit to complement the data collection activities that focus primarily on quantitative data. This transition was completed in the middle of the year along with the addition of a new adviser with high expertise in this area. The new focus on qualitative data collection has been particularly helpful for the assessment of student application of life skills as part of the national curriculum.

The I'm Learning project also hosted a three-country meeting to review preliminary research findings as well as preferred methodologies and progress to date. In this regard, representatives from Uganda and Zimbabwe joined counterparts in Cambodia to discuss the research. The joint meeting was hosted in Kampong Cham Province and provided a good opportunity for the project to show case its progress.

At the end of the year, KAPE conducted an annual project evaluation providing recommendations for Year 3 implementation. This report was prepared in draft form at the end of the fiscal year and will be submitted in final form to the University of Oslo at the beginning of 2016.

## Project Rationale

The *I'm Learning Project* began in the middle of 2013 and completed two full years of implementation as of the end of 2015. The project is an example of new trends in development that focus on evidence-based programming and is very similar in its intent as KAPE's School Dropout Prevention Pilot (SDPP) though the latter focuses on secondary education while *I'm Learning* focuses on primary. *I'm Learning* has several different components including a research unit, a monitoring and evaluation unit, and an implementation unit. Save the Children is responsible for the implementation of activities in 15 intervention Schools in Kampong Cham, Tbaung Khmum, Kratie and Kampong Chhnang while KAPE is responsible for monitoring and evaluation as well as the development of a formal research framework that empirically validates the impact of interventions assessing changes in Intervention Schools versus Comparison Schools. The project's theme is to provide concrete evidence that a holistic approach to school development can actually improve children's learning. While 'holistic' development approaches such as KAPE's Child Friendly School programming with its six dimensions have gained wide circulation both globally and in Cambodia, examples of empirical validation are rare. Thus, the *I'm Learning Project* seeks to provide innovative and holistic support to schools in Kampong Cham within an implementation framework that will generate proof of the efficacy of these interventions. Activities are organized into a 'Quality Learning Environment Framework' (QLE) that includes 4 dimensions (operationalized by 28 criteria) as follows:

- Emotional & Psychological Protection
- Physical Protection
- Active Learning Processes (Improved Learning Outcomes)
- Parent-Community Participation

## Project Lessons Learned

The I'm Learning Project faced some challenges related to the development of new life skill tools. The process of tool development required many steps to follow, starting from the analysis of textbook content to pilot testing in order to validate reliability scores. Project personnel worked with specialists from various backgrounds in order to develop these tools. An acceptable level of reliability, however, was difficult to achieve, requiring multiple rounds of tool revision.



A data collector interviews students to evaluate the effectiveness and impact of the I'm Learning project.

# Reinforcing Education Access with Community Help (REACH) 1 & 2

## Program Profile

<b>Donor</b>	We World
<b>Partner (Subgrantee)</b>	Wathnapheap (WP); Ciai
<b>Direct Beneficiaries</b>	17,388 children
<b>Budget Received FY2015</b>	\$ 295,894.8
<b>Unit Cost per Beneficiary</b>	\$17.02
<b>Provinces Covered</b>	4 provinces (Svay Rieng, Prey Veng, Kampong Chhnang and Pursat)
<b>Districts Covered</b>	8 districts
<b>Target Primary Schools</b>	36 schools
<b>Start Date</b>	1 <sup>st</sup> July 2012
<b>End Date</b>	30 <sup>th</sup> June 2018

## Project Update

REACH I programming completed its three-year program cycle in June 2015. The project underwent an external evaluation and the results were quite positive with significant improvements in retention and educational quality, especially life skills education. At the invitation of WeWorld, KAPE prepared a new proposal to consolidate gains in schools in Svay Rieng and Prey Veng where REACH I began and expand the integrated programming model developed over the last 3 years to two new provinces in Kampong Chhnang and Pursat. Site identification was completed at mid-year leading to the identification of 11 new primary schools. A new 3-year program cycle began in July 2015 with a completion date of June 2018. Unlike REACH I, the current phase of project programming will include a policy component that will help Ministry introduce electronic EGRA testing (to increase validity and reliability of data) as well as develop Math Learning Benchmarks as the foundation for new proposed textbooks at Grade Levels 1 to 2.

## Key Activities

Under REACH II, KAPE is now proposing to refine current programming in 25 primary schools and 5 pre-primary schools in Svay Rieng and Prey Veng Provinces by increasing the amount of educational innovation, particularly in early grade reading, and numeracy while expanding the project to 11 primary schools and 10 pre-primary schools in new provinces in the central part of the country (Pursat and Kampong Chhnang).

### Main Activities of REACH II:

- ◆ Reinforced mechanisms to leverage school entrance at the correct age in those schools with an overage enrolment problem in the 4 target Provinces of the project.
- ◆ A majority of target schools demonstrate improved quality of teaching and learning environments as well as technical knowledge that positively influences interventions supporting children with special learning needs.
- ◆ Parents and community members are informed and actively engaged in their children’s learning processes in a majority of target schools in the 4 Provinces.
- ◆ Measures of Good Governance that include multiple aspects including transparency, financial management, accountability, and data management improve at all levels (school level, district level, and provincial level).
- ◆ MoEYS Policy making is supported and influenced by research papers and best practices by the project (Policy Component).

**The General Objective of the project** is to contribute to the achievement of goals in the MoEYS Education Strategic Plan 2014-18 in order to guarantee the quality of universal primary education for all, focusing on both implementation and policy development.

**The Specific Objective** is to enhance learning impacts of children in multiple areas including numeracy, literacy, and life skills through integrated strategies that promote improved learning environments both in the school and at home within the four target provinces.

REACH II will retain an integrated approach taking in multi-dimensional programming in access; educational quality; health & safety; community engagement, and good governance. There will be greater focus on early grade reading and numeracy using recent KAPE innovations in the development of literacy toolkits, M-learning, and assessment-driven learning outside of the classroom. The project will continue to introduce technology for literacy to selected schools with high governance levels in order to help Cambodia adjust to imminent ASEAN integration, which will increase demands for a 21st century workforce. The project will also include rigorous testing (e.g., EGRA) to generate empirical evidence of impact as well cost-benefit analyses.



*Workshop on REACH 1 Achievements and the New REACH 2 Dissemination in Svay Rieng province.*



*The students work in groups to make action plans and find solutions for solving local issues related to education.*

*“Strong Communities build strong schools!”*

## Program Impact (REACH I)

The REACH project has created more inclusive opportunities for children at all stages of education. The external evaluation, which took place in June 2015 showed that the project had increased the knowledge and understanding of teachers, school directors and librarians in the target schools so that they are now confident and able to convey their skills to the students.

Notable progress in access to education and a decrease in the dropout rate give hope for future sustainability. During the evaluation, all stakeholders expressed strong support for the project and an improved positive attitude towards education. This will enable all those involved in the community to maintain a more enabling environment for better school access and improved educational quality.

Strong commitment and participation of School Support Committees, Commune Councils, school directors, and teachers as well as parents and caregivers reflects the progress in increasing the amount of financial support from the community in school improvement planning. Currently some SSC's are able to raise almost \$1,000 each year to help support school improvement. One remarkable example is represented by Tanu School, where the community raised money to install solar panels in the school to allow the use of tablets in teaching and in the library. In some targeted primary schools, student councils play an important role in supporting their activities by mobilizing resources from their friends in via a Student Council Donation Box, which is checked weekly.

All school actors that attended study visits in other provinces disseminated their learning and immediately tried to apply what was seen as soon as they came back to their school and community.

## Snapshots



*Students enjoy playing on a playground provided by the Reach Project*



*Students in Grades 1 and 2 use a tablet with Khmer Language software developed by KAPE to reinforce reading skills*

## Case Study

**If We Build Trust, They Will Come** Tanou Primary School is located in Tanou Village, in Svay Chhrum District, Svay Rieng Province. In 2012, this school was selected to be part of the REACH project. Through trainings and site exchange visits, Mr. **Toch Vuth**, a 78-year old school support committee member, started to think about how the community could improve educational quality. As a result, he began to participate actively in almost all school events and activities. In this way, he has worked with REACH to help many vulnerable children. Since getting support from REACH, the dropout rate, he said, has decreased and the promotion rate has gone up. There have also been many physical improvements in the school such as a fence around the school, gardens, playgrounds, a nice library, renovated classrooms, and a place to park bicycles.

The commitment of Mr. Toch Vuth is strong. He not only sacrifices his time and energy but also donates his own money and materials to the school. In terms of fund raising, since 2012 to 2015 he has raised more than \$4,700 to make many physical improvements in the school. This included the decision of the SSC to purchase solar panels to enable local children to use tablets provided to the school by REACH. These tablets come installed with new Khmer Language software called Aan Khmer, which helps young children how to read Khmer. The ability to raise funds so successfully partly stems from ideas and strategies advocated by the REACH project. But what's most important, he said, is trust. Many people in the community really appreciate Mr. Vuth's commitment and efforts.

In the future, Mr. Toch Vuth wants to see the school have a two-story building. He stated that now there is an increase in enrollment and he does not want to see children being placed in a crowded classroom. It makes children feel uncomfortable, and the teaching would also not be effective. But to make it becomes a reality, he said we have to work with the community and local authorities to build trust. He hopes that NGOs like KAPE will continue to provide technical support for teachers. He and other school support committee members will continue to work on building a good relationship between the community and the school. Mr. Vuth ended his interview by saying that planting the seeds of good education will help children realize their dreams.



*Mr. Vuth (in the middle) stands with members of the SSC (right); Children in the library learn to read on tablets. ➔*

# Easy2Learn (E2L) Project

## Program Profile

<b>Donor</b>	Child Fund Cambodia
<b>Direct Beneficiaries</b>	8,155
<b>Budget Received in FY2015</b>	\$342,180
<b>Unit Cost per Beneficiary</b>	\$42
<b>Provinces Covered</b>	Svay Rieng
<b>Districts Covered</b>	2(Svay Chrum and Romeas Heak)
<b>Target Primary Schools</b>	21 schools
<b>Start Date</b>	1 July 2015
<b>End Date</b>	30 June 2016

## Program Update

The Easy2Learn Project is one of KAPE's newest programs. The project is the first collaboration with Child Fund who is emerging as one of KAPE's most strategic donors. Child Fund is shifting its development strategy to work more closely with local partners such as KAPE who help design and implement education projects. KAPE worked closely in designing the E2L Project with Child Fund partners leading to a fully integrated design.

Overall, some E2L outputs were delayed at the start of the project mainly because start-up occurred in the middle of the academic year, which greatly narrowed the window of opportunity for several activities. These delayed outputs were more easily achieved as the new school year started in October 2015. That is, KAPE used the summer vacation to put all preparations in place including the identification of teachers, manual development, and negotiations with stakeholders. However, there have been many achievements during the short period of implementation, including increases in enrolment and improvements in school efficiency. E2L has been effective in convincing communities that school services are now rebounding with higher quality.

The key progress made by the project so far is as follows:

- ◆ **Improvements in Early Grade Literacy:** In order to continue improving children's reading ability, project staff in collaboration with DTMTs conducted EGRA assessment for Grade 3 in the previous target schools to use as a baseline. Four school libraries underwent major upgrading including the emplacement of 21<sup>st</sup> Century Library facilities that includes M-learning software known as *Aan Khmer*, tablet access, and new books from the Books for Asia Program.
- ◆ **Development & Implementation of School Improvement Plans:** Each school used a stakeholder-driven approach to identify problems and solutions and formulate these into a comprehensive school improvement plan. A child rights sensitization workshop at the beginning of the workshop ensured inputs into the plan from children. The improvement plan included investments to solve teacher shortages, remediate learners with special needs, provide scholarships, and initiate life skills education.
- ◆ **Solving Teacher Shortages:** In an effort to address teacher shortages, E2L staff conducted several meetings with schools, communities and DoEs to identify Community Teachers and potential candidates who can sit for the PTTC Entrance Exam. E2L has won the support of the POE and TTD to use local recruitment as a permanent solution to teacher shortages in schools.

The project's *purpose level goal* is to develop integrated child friendly school models that are truly *excellent* in several dimensions including educational quality, inclusiveness, and locally stakeholder-driven i.e. parents, community, teachers, school managers. Activities and outputs in the Easy2Learn Project have been clustered into 4 groupings including (i) improved educational access; (ii) improved educational quality and relevance; (iii) early grade literacy with strong links to M-Learning; and (iv) improved school management.

While many donors are sadly lapsing back into uni-dimensional project designs that focus exclusively on things such as reading, KAPE is very proud of the fully integrated design that characterizes E2L.

## Key Activities

- Access to education (especially for girls and vulnerable children) improves in target locations.
- The effectiveness of education (i.e. quality of education) improves through the development and practice of Child Friendly School approaches that are relevant to the needs of vulnerable children, especially girls.
- Children's reading abilities improve from a baseline in the early grades (Grades 1-3)
- To increase management capacity of local partners to administer development assistance in a way that enhances educational access and quality as well as community outreach.



*Child Fund staff visited a bio-garden to learn about this innovative activity and to see the effectiveness of the Life Skills program.*



*Teachers and stakeholders were invited to attend a capacity building workshop in order to update them on new ways to teach students and manage the school.*

## Integrated Project Designs ensure long-lasting impacts on education

### Program Impact

- ◆ Children's reading ability in the early grades improved significantly from a baseline of 7% at Grade 1 to an endline of 14% and from 9% at Grade 2 to an endline of 25% based on EGRA testing. Improvements can be attributed to implementation of the project's *Rapid Response System*, designed to help students with the greatest needs.
- ◆ Teacher assessments showed that 80% of teachers scored above 50% on a standardized competency instrument with an overall mean score of 72%, suggesting that most teachers were able to effectively use the benchmark document to supplement the national core textbook, conduct interval testing, and follow up the remediation.
- ◆ Attitudinal assessments of children that reviewed access to reading resources indicated that 67% scored above 50% with mean score of 63%.



Child Fund staff visited E2L's new 21<sup>st</sup> Century Library to learn about the new design and its popularity

### SUCCESS STORY:

#### A 21<sup>st</sup> Century model library has greatly changed the reading ability and habits of students as well as the attitudes of school stakeholders

One of the key achievements of E2L has been the development of a new kind of model school library better suited to the needs of the 21<sup>st</sup> Century. The first prototype was built in Char Primary School, Svay Rieng Province and makes extensive use of modern building materials including formica and glass. Traditional school libraries funded by other donors tend to use outmoded furniture made of hardwood that cannot be easily fitted to the contours of rural school libraries, which tend to be very small. As a result, library designs tend to be inefficient in their use of space, not very colorful, and unimaginative in their presentation to children. With support from Child Fund, KAPE has introduced formica furniture that fits perfectly with the space and shape of local libraries. The new design promotes colorful presentations of reading spaces, multi-functional furniture, well-lit reading areas, and an attractive environment. These libraries also introduce M-learning devices

that for the first time enable rural children to access Khmer-language software reading programs linked to the national curriculum that facilitate considerable amounts of self-learning. The success of the new model has been dramatic and KAPE intends to start replication in at least 5 more libraries next year.

After the model library was renovated in July 2015, the attitude of the students changed because they found it was very enjoyable to come to read books in this new model library and they began to actively enjoy learning. Sek Samon, the school secretary, explained that this model library was renovated by Easy2Learn and officially opened in July 2015. With his smiling and happy face, he said that the number of students that come to read in the library has increased from 30% to more than 80%. *"The increasing number of students that come to read books and play learning games in this model library has been unbelievable because there was*

*not this number of students that used the library in the past"*. The new library has greatly helped develop children's reading ability. Char Primary School now has an advanced library to help improve reading benchmark implementation through a Rapid Response System that has also been set up to help students who are struggling with reading skills. The Rapid Response System depends heavily on accessing literacy software programs to help children practice their reading.

The model library also received strong support from the School Support Committee. Chen Makara, an SSC member, said that, the SSC contributed some funds raised from the community to put in wall-to-wall glass windows to admit more sunlight and give the library a natural look. People are really enamored with the new library and wish every school could have a library like this.



Students are greatly motivated to actively attend the new 21<sup>st</sup> Century library to read books and learn Khmer on new software programs to promote literacy.

# E-Books for Khmer Project (E4K)

## Program Profile

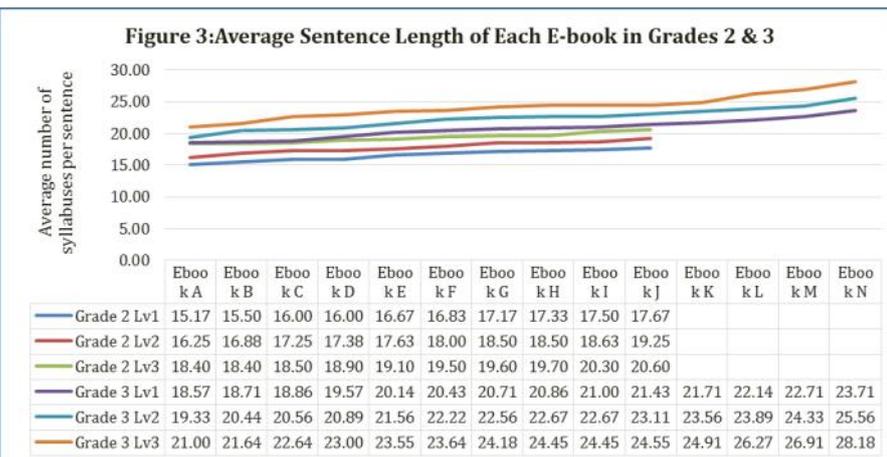
<b>Donor</b>	All Children Reading: <ul style="list-style-type: none"> <li>• World Vision</li> <li>• USAID</li> <li>• DFAT</li> </ul>
<b>Direct Beneficiaries</b>	Students in Grade 2 and Grade 3
<b>Budget Received FY2015</b>	\$73,335.00
<b>Operating Budget for FY2015</b>	\$73,458.72
<b>Provinces Covered</b>	Kampong Cham and Tbong Khmum
<b>Districts Covered</b>	11 Districts
<b>Target Secondary Schools</b>	15 Schools (10 Intervention and 5 Control)
<b>Start Date</b>	15 January 2015
<b>End Date</b>	14 January 2017

## Program Update

KAPE applied for a global ACR innovation grant in reading in March 2014. KAPE was informed that it had won an award in November 2014. An agreement with World Vision who is administering the award was issued in January 2015. A project delegation that included TTS (a key private sector partner) attended a kick-off event and formal award ceremony in Washington DC in February 2015. The first year of implementation has focused on the development of software that will facilitate the conversion of official Khmer reading textbooks into interactive e-books with electronic tests. A software company called CamAnt was competitively selected at the start of the year and has now nearly completed the new e-books in Khmer.

During the development of the e-books, KAPE conducted a content analysis in which it developed a *readability formula* to empirically measure text difficulty so that the e-books could be developed as leveled readers. This is the first time that readability theory has ever been applied to Khmer Language and is a major breakthrough for leveled text development in Cambodia.

## Applied Readability Formula



empirically verified as shown in the graphic above. Moreover, this graphic also demonstrates that the complexity of each eBook in Grade 2 at Level 3 is still lower than Grade 3 Level 1. This contrasts with the official Ministry Readers that frequently fluctuate from one lesson to another.

## BACKGROUND AND GOAL

E4K proposes a technology-based approach in the area of mother tongue instruction and reading materials to improve the reading scores of young Cambodian children. The project is one of 15 globally that was selected by the All Children Reading Alliance out of over 250 applicants.

The E4K Project has four main operational pillars and outputs. These include the following: (i) the development of basal readers (in electronic form), (ii) the development of digitized testing and quizzes to be integrated into the readers, (iii) the creation of instructional protocols that promote differentiated classroom literacy structures (DCLS) (e.g., leveled reading groups) in which children can gain confidence by reading at the proper level and (iv) the commercial distribution of the e-reader apps through the participation of a private sector partner called Thunthean Seksa. The availability of basal e-readers will be the key ingredient that animates DCLS protocols.

During the year, the project continued to build on its strong partnership with Ministry counterparts who were closely involved in the adaptation of official MoEYS readers into leveled readers in electronic form.



Background of E4K Application in Grade 2

After revising the readability formula as described above, KAPE and Ministry writers from the Primary Education Department (PED) and the Department of Curriculum Development (DCD) smoothly developed all 72 stories into basal readers with levelled text in Grades 2 (10 basal-reader books) and 3 (14 basal-reader books)

As one can see in the figure to the left, the reading complexity of each basal reader increases steadily from basic level to intermediate level and from intermediate level to advanced level. This has been a major achievement of the project to develop text whose progressive complexity can be

# “Revolutionizing Reading Instruction in Khmer through Mobile Learning”

## Snapshot of the E-Book Development Process



Meeting of E-book Writers: Writers comprising both KAPE and MoEYS apply readability formula to develop leveled readers.

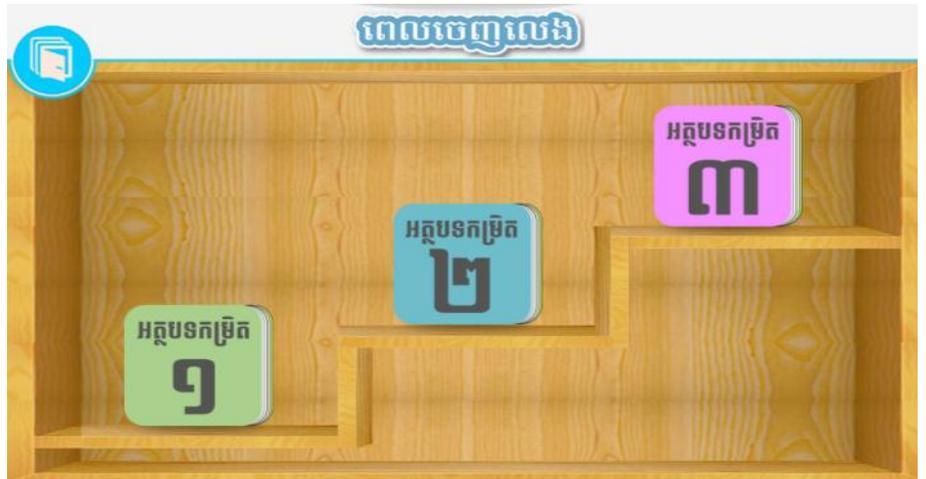


Meeting with Software Developer: E4K Team provides feedback on App Functionality to the software developers.

## Key Activities

During the first year of E4K implementation, the project focused primarily on materials and software development. This included the preparation of an experimental research design that will enable the project to apply rigorous standards of empirical review to determine its impact. Towards this end, the following activities were conducted:

- Identification of Ministry Counterparts to participate in the Content Analysis and Writing Process. Counterparts came mainly from the Primary Education Department and Curriculum Development Department.
- Development of readability guidelines to facilitate basal reader development
- Completion of 72 stories with leveled text based on the existing curriculum using earlier developed readability formula
- Development of guidelines for interactive features including audio, text highlighting, and music.
- Development of a platform for electronic readers, interactive features, and interfaces.
- Development of protocols for the target population identification and sample construction based on a process of district nomination of schools followed by cross-verification and school visits.
- Development of a research design involving multiple dosage conditions and matching controls to treatment schools.



Picture 3: E4K Electronic Basal Reader Application with Three Levels in Grade 2



E4K Application Demonstration to school directors

# Empowering Youth Through Education And Advocacy (EYEA)

## Program Profile

<b>Donor</b>	Work Precision Instruments (WPI)
<b>Direct Beneficiaries</b>	883 in-school and out-of-school youth
<b>Budget Received FY2015</b>	\$18,642
<b>Unit Cost per Beneficiary</b>	\$21
<b>Provinces Covered</b>	Kampong Cham Province
<b>Districts Covered</b>	3 (Chhoeung Prey, Kampong Cham, Tbaung Khmum)
<b>Target Primary Schools</b>	Not Applicable
<b>Target Secondary Schools</b>	3 (Hun Sen Skun, Aknuwat, Samdech Mae)
<b>Start Date</b>	January, 2015
<b>End Date</b>	September, 2015

## Project Overview

The EYEA Project has grown out of the Education for Youth Empowerment Project (EYE) that was originally funded but then discontinued by Save the Children at the end of last year. Because of its strong commitment to youth empowerment issues as stated in KAPE's recently revised Strategic Plan (2014-19), KAPE decided to undertake intensive advocacy to resource a continuation of this project as an interim measure until the agency can set up a new **Youth Development Unit** within the agency that will provide the technical support for all of KAPE's youth programming. Recent discussions with Child Fund have given encouragement to set up such a unit in the near future. KAPE rechristened its former project to be the **Empowering Youth through Education & Advocacy Project** or EYEA in order to distinguish it from Save the Children's EYE project, which has now moved to Phnom Penh. The project works closely with other youth-focused projects within KAPE such as GEI, CTSP, and BSI and provides strong technical support for counseling services, building on the materials that were developed

## Primary Goal

To empower vulnerable youth in rural and urban areas through education and training to become socially, economically, and politically empowered citizens.

## Core Activities or Services

1. Career Counseling Services in school
2. Technical support to all KAPE youth programming
3. Creation of a database network linked to a telecom provider to facilitate bulk SMS messaging
4. Development of operating guidelines for an information service center
5. Networking and partnerships
6. Centre-based outreach services
7. Assistance fund to support to vulnerable youth who wish to enroll in vocational training programs

during EYE support.

During the year, EYEA has built partnerships with financial institutions and MFIs such as Acleda Bank, Amret, Sathapana, as well as government counterparts in the Provincial Training Center (PTC), the Provincial Job Center, Youth Center and international and local organizations. The main purpose of this networking is to link the project to other youth service providers to avoid overlap and build referral services to some of these other agencies.

The EYEA Youth Center is creating a central space for youth to come for counseling services, receive capacity building training in finding a career, and look for employment. The Center provides many self-learning opportunities by providing access to tablets, reading materials, and iMac workstations. EYEA has also established a youth database that it uses to animate bulk SMS messaging to both in and out-of-school youth regarding capacity building and employment opportunities.

## Snapshots



Individualized counseling (Top);



Students accessing iMac Workstations about careers (Top Left)

Student Role Play (Bottom Left)



## Project Update

EYEA has been very active in promoting one-on-one counseling services in BSI schools. During the year, the project was able to identify over 200 at risk students who needed individualized counseling and succeeded in providing frequent support to almost 80% of them.

EYEA Counseling Activities Involving At-Risk Students

School	Students Surveyed		At Risk Students as a % All Students		At-risk Students Receiving Counseling as a %	
	Total	Female	Total	Female	Total	Female
Demonstration School	224	142	10%	8%	96%	100%
Skon HS	862	379	14%	12%	51%	48%
Samdech Mae HS	392	175	14%	11%	82%	90%
<b>Total</b>	<b>1,478</b>	<b>696</b>	<b>14%</b>	<b>11%</b>	<b>65%</b>	<b>77%</b>

# Special Events and Developments This Year

*"Development through networking and outreach."*

The year 2015 was a watershed year as it saw the completion of USAID funding for KAPE programming, signified by the close-out of the *School Dropout Prevention Pilot (SDPP)* in September 2015, KAPE's largest program. Nevertheless, a new partnership with Child Fund-Australia promises to be a significant new partnership for KAPE that will be a long-term relationship. This partnership is one

of KAPE's more equal partnerships in which the agency has great freedom for project design decisions, which promotes in-house innovation. Another significant event at the end of the year was a milestone agreement with MoEYS to receive a significant grant to pilot New Generation Schools. Here is a summary of the year's highlights...



## KAPE Director Meets First Lady of the United States

KAPE experienced an amazing honor during the year with an invitation from the US Embassy to join a small roundtable discussion with visiting First Lady Michelle Obama. KAPE was the only civil society organization invited to attend this meeting, making it a tremendous honor for the

agency. During a roundtable discussion with First Lady Michelle Obama, Mr. Sao Vanna, the KAPE Executive Director (at far right), was allowed to express some unique perspectives on education for Cambodia's less privileged children, based on KAPE's experience. The event was an exciting event

for our leadership and one that will inspire us to strive to improve education for both boys and girls.

<http://news.yahoo.com/us-first-lady-meets-cambodian-students-girls-education-045035719.html>



## Memorandum of Understanding Was Made between KAPE and MoEYS

On 1 October 2015, KAPE signed a Memorandum of Understanding with the Ministry of Education, Youth, and Sport to pilot *New Generation Schools* as a new national reform in the Municipality of Phnom Penh. H.E. Dr. Hang Chuon Naron signed this agreement on behalf of the

MoEYS while Mr. Sao Vanna, the Executive Director signed on behalf of KAPE. This is a milestone in the history of Cambodian education, as it represents the first time that the Royal Government of Cambodia has provided taxpayer revenues to a civil society organization for educational

development. KAPE believes that this may represent a precedent in the way that the government does development and strengthens a very strong bond between government and civil society to promote reform.

# Special Events and Developments This Year

*"Development through networking and outreach."*

## KAPE was successfully hosted by Buriram College of Agriculture and Technology, Thailand

KAPE was successfully hosted by the College of Agriculture and Technology in Buriram Province on 27 August 2015. KAPE had successful negotiations with the college to provide scholarships to another 10 Cambodian youth in collaboration with the Thai Government - in planning for next year. Current Cambodian youth completing their 2nd year of study for an Associate's Degree can be seen sitting in the front row of the picture to the right. In all, KAPE sponsored 11 Cambodian youth to study in Thailand in which KAPE advocacy resulted in free tuition and lodging. Many thanks to



*During the college hosted, KAPE's staff and scholarship students with the college staff were invited together to take a photograph after they met and shared to each other the warm greeting and happiness.*

the GEI Team and the Oaktree Foundation opportunities possible for Cambodian for making these empowering youth.

## Parents' Night

On 30 March 2015, KAPE worked with the Demonstration School to organize a *Parents' Night Meeting*. This event departs from usual practice in public schools where parent meetings are usually held during the daytime. This practice ensures low turnout, since most parents are not able to attend as they are working. Holding the event at night ensured a huge turnout of over 300 parents. The school organized many activities such as experiments, a play, and singing to demonstrate to parents what their children are learning. Students then led parents on a tour of their school to show



*The parents attended the Parent's Night organized by KAPE with the Demonstration School in Kampong Cham where their children were provided the space to practice the real experiment after their classes.*

them where they learn and meet with teachers in their classrooms. This event established a new innovative precedent in the way that schools interact with parents.



*Ms Julie Chun visited the bio-garden where the students greeted her and explained how they learn at school*

## Visit from US Deputy Ambassador

On February 10 2015, KAPE organized a visiting reception for the Deputy Chief of Mission of the US Embassy in Cambodia at the Demonstration school, one of KAPE's target schools in Kampong Cham Town. This visit was organized to learn about how the school had been improved with interventions by KAPE through various programs including Improved Basic Education in Cambodia Project (IBEC), Beacon School Initiative (BSI), and Empowering Youth through Education and Advocacy (EYEA). With its autonomous manner of operation, the school is essentially the first Charter School In Cambodia.

During her visit, Ms Julie Chun, the Deputy Chief of Mission, US Embassy in Cambodia, was very impressed with this innovation and was glad that the US Government had been able to play a part in its evolution.

# Special Events and Developments This Year

*"Development through networking and outreach."*



*SDPP Team in Washington, DC*



*Mr. Chea Kosal does an interview with VOA*

## Attendance of Comparative and International Education Society (CIES) Conference in Washington DC

KAPE assigned 8 members of its SDPP Team including Chea Kosal, Country Coordinator; Carole Williams, Research & M&E Specialist; Lork Ratha, IMS Manager, and Chea Tha, EMS Manager to attend the CIES 2015 Conference in Washington DC in March 2015. The team sought to review

and present SDPP impacts on student dropout. The SDPP-Cambodia Team made a joint presentation with representatives from three other SDPP Country Sites including Timor Leste (presented by CARE), Tajikistan (presented by Creative Associates) and India. Mr. Kosal was invited

to have an interview with the Voice Of America (VOA) radio while in Washington and told VOA Cambodia that the dropout rate in secondary school is very high but that SDPP interventions had made empirically validated impacts in terms of achieving reductions. The visit to CIES was funded by USAID-Washington and was a great honor for the KAPE team to attend.



*Mr. UI Run, Senior KAPE Adviser, explains E4K products at KAPE exhibition table in Washington DC.*

## KAPE Awarded with Prestigious All Children Reading Global Grant

KAPE was awarded a grant of \$243,000 by the *All Children Reading Grand Challenge* for an innovative program (called *Electronic Books for Khmer* or E4K) to promote early grade reading. Of the more than 250 organizations, which applied for funding, only 15 were chosen of which KAPE was one. The new program will enable KAPE to invest in a new line of innovations involving the creation of electronic Khmer textbooks, the first time that this has ever been done. The books will be structured as leveled readers and will have many interactive features. A KAPE team of three persons was invited to Washington DC to kick off this second round of ACR Grants and officially accept the award. Mr. UI Run explains the project to World Vision staff in Washington DC, above.



*Mr. UI Run makes a presentation at the Child Fund Regional Conference in Hanoi.*

## Regional Meeting of Child Fund

At the invitation of Child Fund, KAPE sent Mr. UI Run, Senior National Adviser and Mr. Hin Sim Huon, KAPE Vice Director to a Regional Conference of all Child Fund Country Offices in Hanoi on 27 May 2015. Child Fund has made a major shift in its strategy to work more intensively through local partners. Given the high satisfaction levels with KAPE's work in Child Fund sites, KAPE was invited as a guest speaker to talk about its strategies and new innovations. Mr. UI Run made a presentation at the conference and was able to share many of KAPE's most recent innovations.

# Special Events and Developments This Year

*“Development through networking and outreach.”*

## KEY INNOVATIONS IN 2015

As KAPE shifted its strategic focus from one of programmatic breadth to depth, the agency achieved several notable breakthroughs that have the potential to promote systemic change of great magnitude. These breakthroughs include the following:

### 1. National Adoption of a Charter School Model and Multiple Track Development:

The BSI Project has created a Charter School Prototype in Cambodia that has now been adopted by Ministry as part of the *National Education Reform Program*. Known as *New Generation Schools*, this initiative promises to promote maximal learning standards in the public schools with a strong focus on 21<sup>st</sup> Century skills and technology. This initiative helps to diversify development planning so that investment does not flow to minimum standard models only.

### 2. New Relationship with Government as a Direct Implementer of Ministry Reforms:

The decision of MoEYS to directly fund KAPE to implement its New



Generation Schools reform is a game changer event that may forever change the way that LNGOs interact with government. If KAPE can show high quality outputs and accountability for performance, this may provide the means to government reformers to change the way that the government does development.

### 3. Adaptation of Readability Formula to Khmer Language:

Through its E4K Project, KAPE has developed an empirical basis through which to design leveled text using readability concepts such as word and sentence length. This approach to curriculum development moves MoEYS writers away from an *ad hoc* approach to textbook writing to one that systematically analyzes text using standardized formula.



### 4. Conversion of Khmer Reading Textbooks into Electronic Form with Interactive Features:

The E4K Project has also helped Ministry to consider the conversion of reading textbooks into electronic form with interactive features. Providing textbooks in this form with planned distribution through market channels will help Cambodia bring its educational curriculum into the 21<sup>st</sup> Century.

adoption of Reading Benchmarks by MoEYS. The government is now printing 20,000 copies of the benchmarks for national distribution. The benchmarks will help move early grade reading investments away from tired old in-service models to a more dynamic assessment-driven approach.

### 6. Empirical Validation of School-based Early Warning Systems as an Effective Means to Reduce School Dropout:

The School Dropout Prevention Pilot was able to develop and empirically test the effectiveness of Early Warning Systems as a means to reduce historically high rates of dropout at secondary school level in Cambodia. The pilot was a dramatic success and may have significant potential to help Cambodia reduce rates of dropout.

### 7. 21<sup>st</sup> Century Library Model:

With its partner Child Fund, KAPE has been able to develop a new dynamic model for animating library services in rural schools that embraces a greater role for new educational designs and technology. The model is quickly spreading and may radically change the nature and scope of investments in school libraries.



# Special Events and Developments This Year

*“Development through networking and outreach.”*



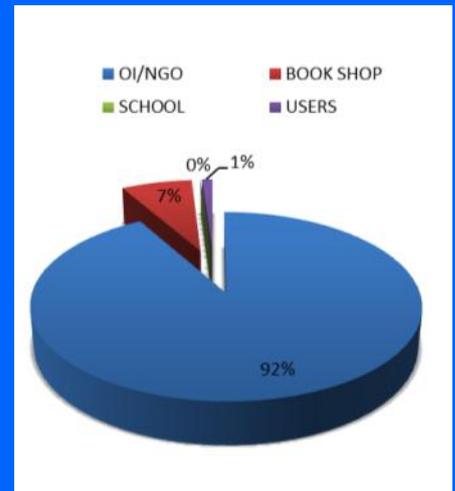
Thun Thean Seksa –KAPE (TTS-KAPE) is Cambodia’s first social enterprise to

promote the creation of teaching and learning aids ([www.tts-kape.org](http://www.tts-kape.org)). KAPE established TTS as part of its 5-year development strategy to diversify sources of funding for the agency as well as look for ways to sustainably produce teaching aids. TTS was the solution on both counts.

During the year, TTS continued to exceed expectations with over \$300,000 in revenues. TTS has now repaid all start-up loans to KAPE and has started to fund several of KAPE’s operations, especially the New Generation School Initiative. Since its incep-

## TTS Update

tion, TTS has successfully produced 34 teaching aids in Khmer language for Cambodia’s public and private schools. With its focus on teaching and learning aids, TTS has filled a major gap in the education sector where there has been little systematic attention. MoEYS has now officially approved over 26 learning aids and games developed by TTS with another 8 more under review. TTS also provided teaching aid orientations to 1,528 (830 female) school directors, teachers, and peer educators during the year. In the coming year, TTS is considering an expansion into educational software.



Cases of teaching and learning aids are increasingly ordered to deliver to state schools throughout the country.



The students and their schools happily receive the learning and teaching aids in order to use.



The students’ parents buy more aids for their children to learn at homes.

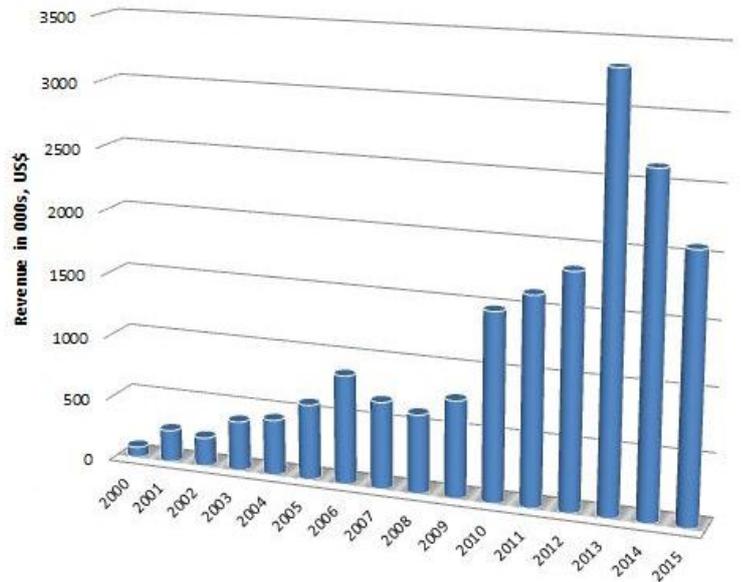
Please remember to “LIKE” us on Facebook: [www.facebook.com/ttskape](http://www.facebook.com/ttskape).

# Financial Highlights

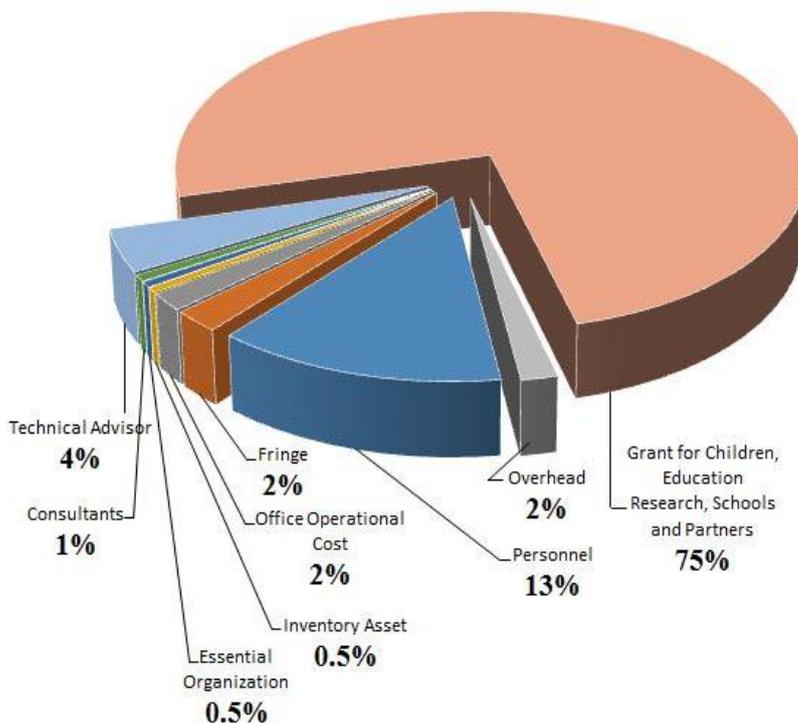
## Cash Assets and Expenditure

Description	Amount (US\$)
Total Project Revenues FY2015	<b>2,076,082.38</b>
Balance Forward from FY2014	<b>154,966.67</b>
Interest Income	<b>589.00</b>
Available Assets in FY15	<b>2,231,638.05</b>
Total Expenditure in FY15	<b>2,093,164.50</b>
<b>Fund Utilization Rate</b>	<b>94%</b>

## Fund Receipt Trend



## How was the \$ spent?



## Revenue Streams in FY2015

Donor	Amount (US\$)
<b>SDPP/USAID/Creative Associates International, Inc. (CAI)</b>	<b>769,242.87</b>
<b>REACH/WeWorld</b>	<b>372,162.51</b>
<b>E2L/ChildFund Cambodia</b>	<b>196,358.12</b>
<b>QLE/Save the Children (SC)/Norwegian Agency for Development Cooperation (NORAD)</b>	<b>155,797.71</b>
<b>BSI/The Oaktree Foundation (TOF)/Breteau Foundation/Apple Corporation</b>	<b>144,407.12</b>
<b>GEI/The Oaktree Foundation (TOF)</b>	<b>124,966.67</b>
<b>SfE/Classroom of Hope (CoH)/Global Development Group (GDG)</b>	<b>113,375.00</b>
<b>EAC/Educate A Child (EAC)/Qatar Foundation/Aide et Action(AeA)</b>	<b>83,736.62</b>
<b>E4K/USAID/World Vision/DFAT</b>	<b>73,353.28</b>
<b>CTSP/The Asia Foundation (TAF)</b>	<b>50,615.03</b>
<b>BfC/USAID/The Asia Foundation (TAF)</b>	<b>38,717.78</b>
<b>EYEA/Work Precision Instruments (WPI)/Save the Children</b>	<b>36,414.09</b>
<b>PEI/Lotus Outreach (LO)</b>	<b>35,507.11</b>
<b>ISHS/The Breteau Foundation (TBF)</b>	<b>8,093.68</b>
<b>New Revenue Received FY2014</b>	<b>2,231,638.05</b>

## 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 FY2015

## Senior Management Team (SMT)



**SAO VANNA**  
*Executive Director*



**HIN SIM HUON**  
*Vice Director & Technical Manager*



**KURT BREDEBERG**  
*Senior Technical Adviser*



**PAOLA MASSA**  
*Capacity Building Adviser*



**BO SAMBATH**  
*Finance Director*



**CHUON SARAN**  
*Human Resource & Admin Manager*



**HEM MARY**  
*IEP Coordinator*



**UL RUN**  
*Senior National Adviser*

## KAPE Management Team Members (In alphabetical order)



**ANGELA GOSSE**  
*IEP Program Adviser*



**CAROLE WILLIAMS**  
*SDPP Research, Monitoring and Evaluation Specialist*



**CHEA KOSAL**  
*Country Coordinator SDPP (Semi-autonomous Project)*



**CHHORN CHHAYYUTH**  
*Program Manager (E4K)*



**ELAINE JEFFRY**  
*Technical Adviser*



**HANG PISSETH**  
*Program Manager (I'm learning)*



**MONICA TAULE**  
*QLE Research Adviser*



**MAI SARITH**  
*Program Manager (REACH)*



**OEUR SAWIN**  
*Communications Coordinator*



**OR PHIRAN**  
*Scholarship Manager (CTSP)*



**NOU SINATH**  
*Program Manager (E2L)*



**OUK SOTHIRA**  
*SDPP Education Specialist*



**PHANN BUNNATH**  
*Program Manager (EYEA)*



**PHUONG SARETH**  
*IMS Manager*



**PICH SOPHOEUN**  
*Program Manager (BFA)*



**SET SOLEAKNA**  
*Reading Coordinator*



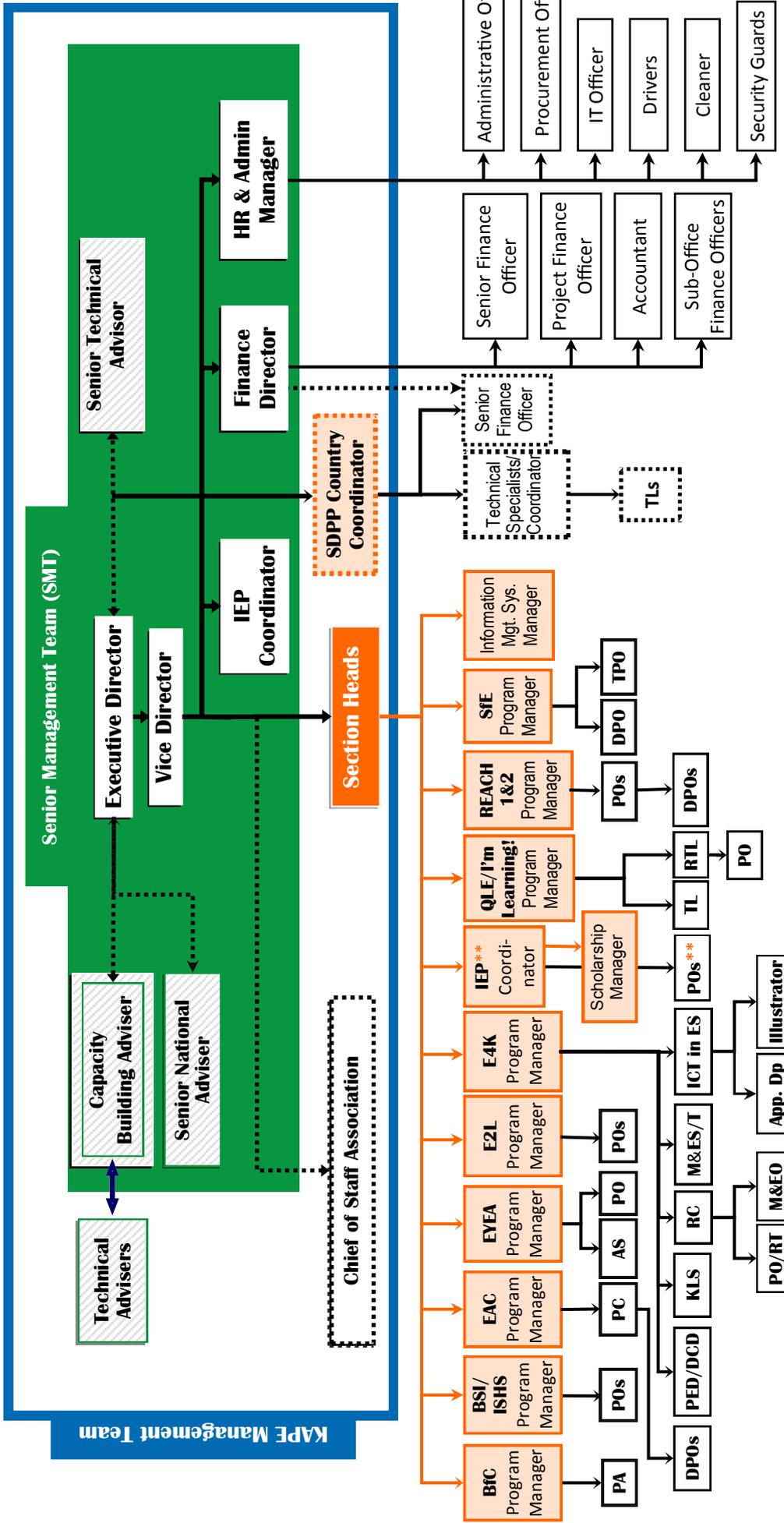
**SLESS TAHIEITH**  
*Program Manager (SfE/EAC)*



**SOEUNG VANN**  
*Program Manager (BSI)*



**SUM VANNAK**  
*TTS Publishing Manager*



<b>App. Dp</b>	Application Developer	<b>PA</b>	Program Assistant
<b>AS</b>	Assistant	<b>PC</b>	Provincial Coordinator
<b>BfC</b>	Books for Cambodia	<b>PEP/DCD</b>	Primary Education Department/ Department of Curriculum Development
<b>BSI</b>	Beacon School Initiative	<b>RTL</b>	Research Team Leader
<b>DPO</b>	District-based Program Officer	<b>SDPP</b>	School Dropout Prevention Pilot
<b>E2L</b>	Easy2Learn	<b>TL</b>	Team Leader
<b>E4K</b>	E-Book for Khmer		
<b>EAC</b>	Educate A Child		
<b>EYEA</b>	Empowering Youth through Education and Advocacy		
<b>ICT in ES</b>	Information Communications in Education Specialist		
<b>IEP</b>	Inclusive Education Program		
<b>KLS</b>	Khmer Language Specialist		
<b>M&amp;EO</b>	Monitoring & Evaluation Program Officer (MIS)		
<b>M&amp;ES/RT</b>	Monitoring & Evaluation Specialist/Reading Trainer		

**Section Heads**

←····→ Two-way arrows = Relationships with Advisers.

- - - - - Dashed Boxes = Autonomy. SDPP is a semi-autonomous project. The Staff Association is a fully autonomous collective.

**POs\*\*** The IEP umbrella comprises the Girls' Education Initiative (GEI), Cambodian Tertiary Scholarship Project (CTSP) and Phnong Education Initiative (PEI). "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.